

The 5 E's: A Model for Designing Lessons for Inquiry Planner¹

Logistics Information

- a. Middle School Social Studies Learning Cycle
- b. Iowa Core Essential Concepts
History:
Understand the effects of geographic factors on historical events.
Understand economic needs and wants affect individual and group decisions.
Understand the effect of economic needs and wants on individual and group decisions.
Understand the effects of geographic factors on historical events.
Understand the role of innovation on the development and interaction of societies.
Understand the role of individuals and groups within a society as promoters of change or the status quo.
- c. A synthesis of *Project WILD* and *Project Learning Tree*
 - a. Developed April 16th, 2010

Background Information (What do observers need to know about our learners, classroom and school?): The post war world housing boom focused on developing relatively cheap farm land that surrounded the city center and resulted in uniform housing that tended to group people into like economic and social groups and altered city structures and services as well as transportation methods.

Materials Required:

Personal Places (*Project Learning Tree's Places We Live*, p. 25-34)
Community Character (*Project Learning Tree's Places We Live*, p. 35-47)
Mapping Your Community (*Project Learning Tree's Places We Live*, p. 49-67)
Then and Now (*Project Learning Tree*, p. 174-175)
Planning the Ideal Community (*Project Learning Tree*, p. 239-240)
Changing the Land (*Project WILD*, p. 345-354)
Map of home city
Levitville/suburb expansion/ city growth
Text book related materials

Time Period:

2 classes or material worked into post war/GI Bill/ Baby Boom Unit

Name of the Unit: Urban Expansion in the Post World War II World

- I. Plan of the Unit

¹ Adapted from *Teacher to Teacher: Reshaping Instruction Through Lesson Study* (NCREL, 2002)

- a. Goals of the unit: The student will be able to identify the causes and impacts of the post war housing boom and related social and economic and ecological consequences.
- b. Students explore population pressures and conflicting interests of development and sustainability.

Previous Grade/Course	Current Grade/Course	Next Grade/Course
American History settlement of America	Contemporary American History	American Government/Economics

- c. Lesson Plan: Phases in a 5E Learning Cycle (in no particular order) are Engage, Explore, Explain, Elaborate, and Evaluate. There may be multiple experiences in each phase.

Phases of the lesson: learning activities and key questions (and time allocation)	Student activities/ anticipated student reactions or responses	Teacher’s response to student reactions/ Things to remember	Evidence of Student Understanding
<p>ENGAGE: Have students find their neighborhoods on a city map.</p> <p>Overlay of city neighborhoods with development by decades</p> <p>Students might complete <i>Project Learning Tree’s Place We Live</i> Personal Places activity.</p>	<p>Students may experience concern about comparing neighborhoods with fellow students. Picking general locations/family members homes or the school may be substituted if needed.</p> <p>Students may need help noting time elapsed photo details such as infrastructure additions and reduction of non-housing use of land.</p> <p>Students may call/email/contact local agencies to gather needed materials related to layers of zoning/planning of water/sewage/phone lines/cable/bus routes etc.</p>	<p>Teacher would need to get maps of different zones/times and transfer them to slide/overhead. Zoning boards/city archives may need to be contacted.</p> <p>Teacher will need to manage maps and update as needed.</p>	<p>Students will locate their homes/neighborhoods on a city map and note changes in city design/green space/ roads/ general development patterns.</p> <p>Some students will be able to go beyond original expectations and note patterns of development and central business district renewal movements and storm water issues.</p>

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<p>EXPLORE: Students will examine the community character of their neighborhoods. (<i>Project Learning Tree’s Place We Live</i> Community Character activity)</p> <p>EXPLAIN: Students will discuss their findings/responses to questions listed in the explore section while listening intently to others reporting their information.</p> <p>ELABORATE: Students will compare developmental activities such as roads, malls, suburbs, and then look at the secondary development levels of schools, transportation, stores and other venues. (<i>Changing the Land, Project WILD</i>)</p>	<p>Students will read impact of urban sprawl in <i>Fast Food Nation</i> by Eric Schlosser or other material such as Edward Abbey’s <i>Monkey wrench Gang</i> (billboard destruction) discuss</p> <p>Students may have difficulty listening to others responses due to vocabulary deficiency or perspective issues.</p> <p>Describe ‘smart growth.’</p> <p>Describe fragmentation.</p>	<p>Teacher may have to help students understand the unique quality of community character and how different groups might experience different “character” due to social, economic or cultural issues.</p> <p>Teacher may need to assist with questions to develop student understanding and discussion.</p> <p>Teacher will help to manage student conversations.</p> <p>Some students may need reminders about listening for bias when evaluating sources examining viewpoints.</p> <p>Teacher may need to explain characteristics of planned vs. unplanned development. The ‘soil bank’ in policy (FDR).</p> <p>Present background data on fragmentation. USGS site.</p>	<p>Students engage in development debates and look for perspective and bias in zoning issues etc.</p> <p>Students will present requested information to their peers in an appropriate manner.</p> <p>Classmates will display proper listening and critical thinking skills.</p> <p>Students will understand that development decisions and zoning/county board have lasting consequences-intended and unintended.</p>

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<p>EVALUATE: Students will complete their neighborhood mapping and history and be able to tell the class about their finding.</p> <p>EXTENSION: Students will complete a study of a local greenspace area and its fate during the last 60 years (<i>Project Learning Tree’s Place We Live Mapping Your Community Through Time</i> activity).</p> <p>Literacy Connection: <u>Monkey Wrench Gang</u> (Edward Abbey)</p>	<p>Students may be nervous about presenting to the class. Teams may be considered to allow strength in numbers.</p> <p>Interstate Highway Act- 1956 Eisenhower reading/lecture</p>	<p>Teacher may need to guide the labeling of the urban/rural land use areas.</p> <p>Urban issues: census data City issues vs. rural issues.</p>	<p>Student collaborative work to tract a local green space or a local development. Fragmentation area/episodes are noted.</p> <p>Student debate: What is more sustainable? Concentration of populations in city centers or smaller but more numerous suburban populations/rural.</p> <ul style="list-style-type: none"> -crime/drugs - mental health - transportation costs -economy of scale - work