

**Congress for the New Urbanism  
Education Task Force  
Educational Materials and Programs for K-12**

**2006**

**GENERAL INFORMATION**

**The Ahwahnee Principles: Toward More Livable Communities**

[http://www.lgc.org/freepub/land\\_use/articles/ahwahnee\\_article/page01.html](http://www.lgc.org/freepub/land_use/articles/ahwahnee_article/page01.html)

**Charter of the New Urbanism**

<http://www.cnu.org/aboutcnu/index.cfm?formaction=charter&CFID=10913826&CFTOKEN=51520487>

*Sierra Club* on Sprawl (check links)

<http://www.sierraclub.org/sprawl/community/transformations/index.asp>

**CLASSROOM INSTRUCTION FOR K-12**

**Video Tapes/DVDs, Teaching Modules**

**Save Our Lands, Save Our Towns:**

<http://www.saveourlandsaveourtowns.org/classroom.html>

Classroom (7-12, college) exercises and homework, 2 videocassettes (national and Pennsylvania versions), and paperback book.

*Save Our Land, Save Our Towns* (videocassette, National Version shown on PBS): **PART 1** The decline of America's cities and countryside, 1950-2000, 18 minutes **PART 2** Building model communities to revive towns, preserve open space, and protect the environment, 22 minutes, \$250 schools/institutional use. Available from Bullfrog Films, Olney, PA 1-800-543-3765.

*Saving Pennsylvania* (videocassette, Pennsylvania version), \$250 schools/institutional use. Available from Save Our Land, Save Our Towns, Inc., 222 Chestnut St, Pottstown, PA 19464. 610-323-6837, FAX: 610-323-6841

**OPTIONAL** Homework assignment. Compare your community to Tom Hylton's benchmark of 10 rules for a quality community, 4 minutes (teachers guide and eight extended activities/modules are available for download from the website)

***Save Our Land, Save Our Towns: A Plan for Pennsylvania*** by Thomas Hylton, Blair Seitz (Photographer) Paperback, 127 pages; Published by RB Books (September 1995); ISBN: 1879441446; List: \$24.95 Accompanying book for videotape ***Saving Pennsylvania***

***Rethinking Suburban Sprawl: Planning Compact Traditional Neighborhoods.*** Videocassette or DVD (1 hr.). Toronto, Ont : The Centre for Urban and Community Studies, University of Toronto. [distributor], 1991. Taped presentation by Andres Duany, DPZ, Miami FL. \$20 Available from DPZ, 1023 SW 25<sup>th</sup> Ave, Miami, FL 33135.

***Smart Growth.*** Videocassette, (17 minutes). Washington, DC : Environmental Protection Agency, 1998. Features Elizabeth Plater-Zyberk, Peter Calthorpe, James Howard Kunstler, Victor Dover and others. Shows how New Urbanism differs from suburban sprawl and separation of uses and how Box City can help K-12 students understand how to build a town students want to live in.

***Paving the American Dream: Southern cities, shores and sprawl.***, Videocassette, (56 minutes). Wilmington NC : University of North Carolina, Wilmington, 2001. University of North Carolina at Wilmington, 601 S. College Rd, Wilmington NC 28403-5905. \$22.95. The fast growing automobile industry, the passing of GI Bill and the Interstate Highway System Act after World War II profoundly changed the economics and quality of life in this country, especially among the Southern States from Maryland to Florida in the 90's. This program examines the crisis of over growth in the major Southern inland as well as coastal cities.

***Livable Landscapes : By Chance or By Choice?*** Videocassette, (57 minutes). Olney PA : Bullfrog Films, 2003. Produced by Melissa Paly, Laura Noy. Five communities explore solutions to the effects of growth and sprawl on the quality of life in New England. Available from Bullfrog Films, PO Box 149, Oley PA 19547 610-779-8226 \$250 purchase (school and institutional) \$85 rental (see website for K-12 discount information). (*see also under* Resource Materials and Lesson Plans).

### **Games and Fun**

***American Planning Association Kids & Community*** (K-8). About Planning: What is a City Planner? More About City Planning. Activities: Crazy City Stories, City Gallery, Book Corner, Word Town, Scavenger Hunt Scrapbook:

<http://www.planning.org/kidsandcommunity/>

***Urban Plan*** is a realistic, engaging, and academically challenging classroom-based, web-supported program in which high school students learn the roles, issues, trade-offs, and economics involved in urban development. Students work in teams for several weeks and learn about trade offs in land use and where, how and why uses are built in their neighborhoods. From ***Urban Land Institute*** (grades 9-12)

[http://www.urbanplan.org/UP\\_Home/UP\\_Home\\_fst.html](http://www.urbanplan.org/UP_Home/UP_Home_fst.html)

***Izaak Walton League of America*** Sustainability Education Project. ***Community Sustainability: A Mini-Curriculum for Grades 9- 12.*** (Gaithersburg, MD: Izaak Walton League of America, 1996). This 68-page curriculum provides students with information about sustainability and tells how citizens, businesses and governments are working to achieve sustainability at the community level. It also focuses on environmental action skills students need to participate in the community sustainability movement. To obtain this resource contact the Sustainability Education Project, IWLA, 707 Conservation Lane, Gaithersburg, MD 20878; Tel: 301.548.0150; Email: [sustain@iwla.org](mailto:sustain@iwla.org)

<http://www.iwla.org>

McKeown, Rosalyn. *Education for Sustainable Development Toolkit, v.2, 2002*. 142pp. Free download (Adobe Acrobat required)

<http://www.esdtoolkit.org/about.htm#download>

*National Geographic Virtual World: "The New Suburb"?* Programs for Grade Levels K-2, 3-5, 6-8, and 9-12. Graphics, interactive.

[http://www.nationalgeographic.com/earthpulse/sprawl/index\\_flash.html](http://www.nationalgeographic.com/earthpulse/sprawl/index_flash.html)

*MetroJoe Game*. Metro Joe was created by [Chicago Metropolis 2020](#) and Jellyvision Labs, Inc., with support from the John D. and Catherine T. MacArthur and Grand Victoria foundations. The premise of the Metropolis Project is that the issues facing the Chicago region - Cook, DuPage, Lake, McHenry, Kane and Will Counties - are interdependent and must be addressed regionally. Program is Chicago-oriented. Grade 8. Graphics, audio, interactive.

### **Resource Materials and Lesson Plans (Grade Levels vary)**

**CUBE, the Center for Understanding the Built Environment**, specializes in community-based education which brings together educators, kids and community partners to effect change. Using our award-winning *Walk Around the Block* and *Box City* activity resources educators and their business partners can identify and carry out appropriate community outreach projects which reinforce the curriculum in relevant ways. CUBE is about community-building! Teachers can adapt curriculum for any grade level and any site. <http://www.cubekc.org/architivities.html>

*Box City*. An Interdisciplinary Experience in Community Planning. The **Box City Curriculum** teaches how cities are planned, or unplanned; what makes a quality city, and how citizens (yes, kids too!) can participate in the improvement of the built environment. (book and Classroom Pack)  
<http://www.cubekc.org/catboxcity.html> Available from American Planning Association, Planners Book Service (book only), <http://www.planning.org/bookservice/description.htm?BCODE=RBOC>

*Walk Around the Block*. A self-discovery workbook for students and teachers. Students use their home and school neighborhoods and ultimately their cities to guide them to an understanding of architectural design, city planning, preservation, history, economics, politics, geography, science and art. When the workbook is complete, they have a personalized journal of their investigation of the best teaching tool available: the city.  
<http://www.cubekc.org/catwab.html> Available from American Planning Association, Planners Book Service, <http://www.planning.org/bookservice/description.htm?BCODE=RWAR>

*Juego de la Ciudad* (Walk Around the Block, en Espanol)  
<http://www.cubekc.org/architivities/citygame.html>

*Youth Planning Charrettes: a manual for planners, teachers, and youth advocates*. This book explores various approaches to involving youth in schools, museums, and citizen groups. It's a complete guide to successful community charrettes for younger participants. (grades K-8)  
<http://www.planning.org/bookservice/description.htm?BCODE=AYPE>

*This Land is Your Land : Lesson Plans for Land Use*. A set of land use curriculum materials that was designed to help students grow and develop into involved citizens who understand the importance and practice of wise land use. The learning series has been designed for upper elementary – (grades 3-5) although the lessons are easily adaptable to any grade level.  
<http://web4.msue.msu.edu/msuewc/kent/yourland/>

*Build it Smart, Build it Right.* University of North Carolina at Wilmington (grades 6-12)

**Description:** Students will learn about land use planning, built environments, and how to integrate them with natural resources conservation. See also videotape *Paving the American Dream: Southern cities, shores and sprawl*. University of North Carolina at Wilmington, Smart Growth website:

<http://www.uncwil.edu/smartgrowth/home.html>

**Paving the American Dream Educator's Resource Guide:** Many topics for middle and high school student activities related to environmental and land use issues:

<http://www.uncwil.edu/smartgrowth/activities/index.html>

*Livable Landscape Project: By Chance or By Choice Teacher's Guide* by Bill Finnegan (grades 6-12)

Description: Livable Landscapes is a one-hour documentary for public television that explores the transformation taking place in five communities across northern New England where people are struggling with tough choices about how their community grows and changes. Along with a viewers' discussion guide and a teaching curriculum, it holds lessons for people far and wide who care about their community and the landscape which defines them, and leads us to question the legacy on the land we are leaving for those who follow. <http://www.crosscurrentproductions.com/ll/teach.htm>

**WHAT TO DO ABOUT SPRAWL NATIONAL GEOGRAPHIC MAGAZINE XPEDITION S (GRADES 6-8) Overview:**

Students may already be familiar with old cities and new suburbs. This lesson asks them to consider their own perceptions of cities and suburbs and has them learn about sprawl and related issues. They will read an article excerpt about sprawl and visit a [virtual suburb](#) to compare and contrast sprawl with "New Urbanism." Students will conclude by analyzing the evidence for sprawl in an Atlanta [suburb](#) and making recommendations for how that town can minimize sprawl's impact.

<http://www.nationalgeographic.com/xpeditions/lessons/12/g68/sprawlwhat.html>

**PLANNING A NEW TOWN. NATIONAL GEOGRAPHIC MAGAZINE XPEDITIONS (GRADES 6-8)**

**Overview:**

In this lesson, students will make decisions about buildings, businesses, services, and housing areas to include in the [development of a new town](#). After discussing essential elements of a self-sustaining community, the students will prepare a map and give oral presentations on different aspects of the new town.

<http://www.nationalgeographic.com/xpeditions/lessons/12/g68/newtown.html>

**TRADITIONAL TOWNS AND MODERN SUBURBS. NATIONAL GEOGRAPHIC XPEDITIONS (GRADES K-2)**

**Overview:**

This lesson introduces students to the differences between traditional towns and modern suburbs. Students will visit a [virtual community](#) and view aerial photographs to compare and contrast these two types of towns. They will conclude by drawing two mental maps.

<http://www.nationalgeographic.com/xpeditions/lessons/12/gk2/sprawltrad.html>

**DESIGN YOUR OWN SUBURB. NATIONAL GEOGRAPHIC MAGAZINE XPEDITIONS (GRADES 3-5))**

**Overview:**

This lesson asks students to think about their own perceptions of cities and suburbs and to consider the features that exist in a typical [urban and suburban area](#). They will also learn about [sprawl](#) and some of the problems associated with rapid suburban growth. They will conclude by designing their own suburbs.

<http://www.nationalgeographic.com/xpeditions/lessons/12/g35/sprawldesign.html>

***SPRAWL: THE NATIONAL AND LOCAL SITUATION. NATIONAL GEOGRAPHIC XPEDITIONS***  
(GRADES 9-12)

**Overview:**

Since [urban sprawl](#) is such a noticeable part of today's American landscape, students may already be familiar with many of the characteristics of sprawl and the issues that accompany it. In this lesson, they will investigate how sprawl impacts the environment, people's daily lives, and the local and regional economy. Students will draw mental maps to illustrate their impressions of modern suburbs, and view maps and aerial photos of a nineteenth century town that has recently become a modern suburb. They will conclude by researching and reporting on the sprawl situation in a nearby metropolitan area.

<http://www.nationalgeographic.com/xpeditions/lessons/12/g912/>

***Community Connection Curriculum*** (Upper Elementary Grades). Center for Understanding the Built Environment, Prairie Village KS, 2002, 23pp. Available from Center for Understanding the Built Environment, 5328 W. 67<sup>th</sup> St, Prairie Village KS 66208. 913-262-8222, Fax: 913-262-8546. Full text: <http://www.cubekc.org/lessons.html>

***Box City Curriculum*** (Upper Elementary and Middle Grades). Center for Understanding the Built Environment, Prairie Village KS, 2002. 23pp. Available from Center for Understanding the Built Environment, 5328 W. 67<sup>th</sup> St, Prairie Village KS 66208. 913-262-8222, Fax: 913-262-8546. Full text: <http://www.cubekc.org/lessons.html>

***Curriculum: L.A.N.D. Use*** (High School Grades) by Grand Traverse Regional Community Foundation (Carolyn Charters and Betty Cronander). 2002. FAX: 231-947-5277. Complete program: Teacher's text with 25 lessons, plus supplementary material, including the Grand Traverse Bay Region Development Guidebook, a CD-ROM with slides of cities, development concepts and sample ordinances, a VCR tape of a lecture given by Andres Duany at the University of Toronto. <http://eteach.net/storyprint.cfm?id=31>

## **Books for Background Reading**

Caseley, Judith. ***On the Town: A Community Adventure***. New York : Greenwillow Books, 2002. (grades K-2). ISBN 0060295848 "Charlie and his mother walk around the neighborhood doing errands so that Charlie can write in his notebook about the people and places that make up his community."

Driskell, David. ***Creating Better Cities with Children and Youth: A Manual for Participation***. London; Sterling VA : Earthscan Publications; Paris : UNESCO Pub, 2002. ISBN 1853838535

Hollenbeck, Kathleen M. ***Neighborhoods and communities : activities, map & model projects, literature links (Exploring our World series)*** (Grades K-3). New York : Scholastic Professional Books, 1997. (Ages 4-8) ISBN 0590898094

Treays, Rebecca et al. ***My Town (young geography)***. London : Usborne; Tulsa, OK : Educational Development Corp. 1998. (Grades K-3) ISBN 0746030797

Rowland, Kurt F. ***The shape of towns (His Looking and seeing series 4)***. New York : Van Nostrand Reinhold, 1966. A text emphasizing how and why cities should be planned. Also determines, through examination of existing cities, organizational and artistic solutions to some modern planning problems.

Sucher, David. *City Comforts : How to Build an Urban Village*. 2<sup>nd</sup>, rev. edition. Seattle : City Comforts Press, 2003. ISBN 0964268019. How to build an urban village – Bumping into people – The three rules – Getting around – Knowing where you are – Feeling safe – Children in the city – Little necessities – Fitting in – Smoothing edges, buffers and shields – Waste not, want not: old shoes are more comfortable – Personalizing the city with art: “Kilroy was here” – What to do? Some ideas on what the individual can do.

Moody, Walter D. *Wacker's Manual of the Plan of Chicago*. Chicago : Chicago Planning Commission, 1912. Classic eighth-grade textbook on City Planning by the Chicago Board of Education and considered to be the first formal instruction in city planning below the college level.

Compiled and Updated February 2006  
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