

Cities Changing Through Time

Landis Bowman
Sierra Elementary
Arvada, Colorado

OVERVIEW

Students will “read” the photographs of any one of the five major cities and place them on a time line in chronological order and explain their choice of order, citing key clues from the photographs.

STANDARDS

- History Standard 1.2: Students use chronology to organize historical events and people.
- History Standard 2.1: Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.
- Reading & Writing Standard 2: Students will write and speak for a variety of purposes.

OBJECTIVES

After completing this activity, students will be able to:

- “read” a photograph
- understand chronological order
- explain in a clear manner, in both written and oral form, their process
- identify significant technological changes in the historical progression

INQUIRY QUESTIONS

- How were cities constructed in their early beginnings?
- What happens to a city as it grows?
- What are some significant signs of change as a city grows?
- What are some important clues to demonstrate the passage of time in the photographs?

MATERIALS TO BE USED

- Doing History CD-ROM disk or project web site (<http://Hewit.unco.edu/dohist/>);
- Cities; “Big Cities” photographs for Denver, Pueblo, Leadville, Colorado Springs, and Grand Junction.....
- Photos copied for cut and paste.
- Long sheets of white butcher paper

PROCEDURE

1. Working in groups of 3 or 4, students will select one of the 5 “big cities” identified on the Doing History CD. The photos will be printed out for each group so that the dates cannot be read from the CD.
2. Students will discuss, in their groups, the historical features in the photographs, taking individual notes of their discussion.
3. Students will then place the pictures on a number line in chronological order from the earliest to latest picture.
4. Students will write a summary of their reasons for placing the pictures in the order they did, describing the significant changes as the timeline progresses.

ASSESSMENT

Students’ summaries will be assessed based on the clarity of their explanation of the order they placed the pictures on the timelines. Summaries should include direct reference to evidence observed in the photographs and an explanation of how this evidence demonstrates the passage of time.