



1. Title: First cities and western urbanism through the maps

2. Knowledge and didactic objectives

- To locate in Google Earth different cities and types of urbanism
- To order, in a timeline, cities of all periods
- To compare the changes and continuities among the cities
- To explain why happen these changes
- To argument the new challenges that face the cities nowadays
- To search the maps of the cities studied and to elaborate a lapbook explaining the changes in time and the consequences of a sustainable development of the cities.

3. Timing

4 sessions.
50 minutes each session.

4. Grouping of students

Small groups (4-5 students)

5. Historical thinking skills

- Historical significance
- Change and Continuity
- Cause and consequence
- Historical evidences
- Ethical dimension of the history

6. Development or sequence of the activity

Session 1: The teacher will establish a brainstorming exercise to evaluate their previous knowledge about urbanism and the cities. After ten minutes of debate, the teacher will divide the students into groups of 4-5 people and using the computers the students will be ask to complete the CITIES GYMKHANA IN GOOGLE EARTH.

The teacher will just give them the geographical coordinates and the students have to locate and discover the hidden city using Google Earth application. There will be 8 cities:



1. 37°39'59.20"N - 32°49'32.51"E (Çatalhöyük)
2. 32°32'32.52"N - 44°25'15.69"E (Babylon)
3. 37°31'45.92"N - 27°16'49.39"E (Miletus)
4. 40°44'57.25"N - 14°29'5.31"E (Pompeii)
5. 37°52'43.82"N - 4°46'45.49"W (Córdoba)
6. 44°29'37.32"N - 11°20'35.54"E (Bologna)
7. 40°46'20.78"N - 73°58'17.66"W (New York)
8. 41°23'11.50"N - 2°10'12.71"E (Barcelona)

Session 2: The students in small groups have to compare the maps provided by the teacher of the cities studied and elaborate a **TIMELINE** ordering the different maps of the cities.

Session 3: The students have to create a **LAPBOOK** in small groups using the maps and explaining the characteristics of each kind of urbanization. They, also, are asked to read the **EU Commission** report called "The Future of cities" and explain in their lapbooks what are the main and more significant problems and challenges that we face for our future cities.

Session 4: The students have to create a short video (between 2 and 5 minutes) showing and explaining the lapbook previously created.

7. Assessment techniques and instruments

The evaluation is going to be continuous and formative.

The teacher will prepare a rubric to evaluate the unit:

Item	A – Done	B - Regular	C – Not reached
Location in Google Earth			
Timeline of the cities			
New challenges and problems for the future of cities			

8. Complementary resources

- <https://www.timetoast.com/> (Timeline creator)
- <https://www.google.com/intl/es/earth/> (Google Earth Pro application)
- https://joint-research-centre.ec.europa.eu/crosscutting-activities/facts4eufuture-series-reports-future-europe/future-cities-opportunities-challenges-and-way-forward_en (report “The Future of cities”, EU Commission)
- Example of a Lapbook (medieval cities):
<https://www.youtube.com/watch?v=5L3l1Xtl8zs&t=387s>

9. Annexes

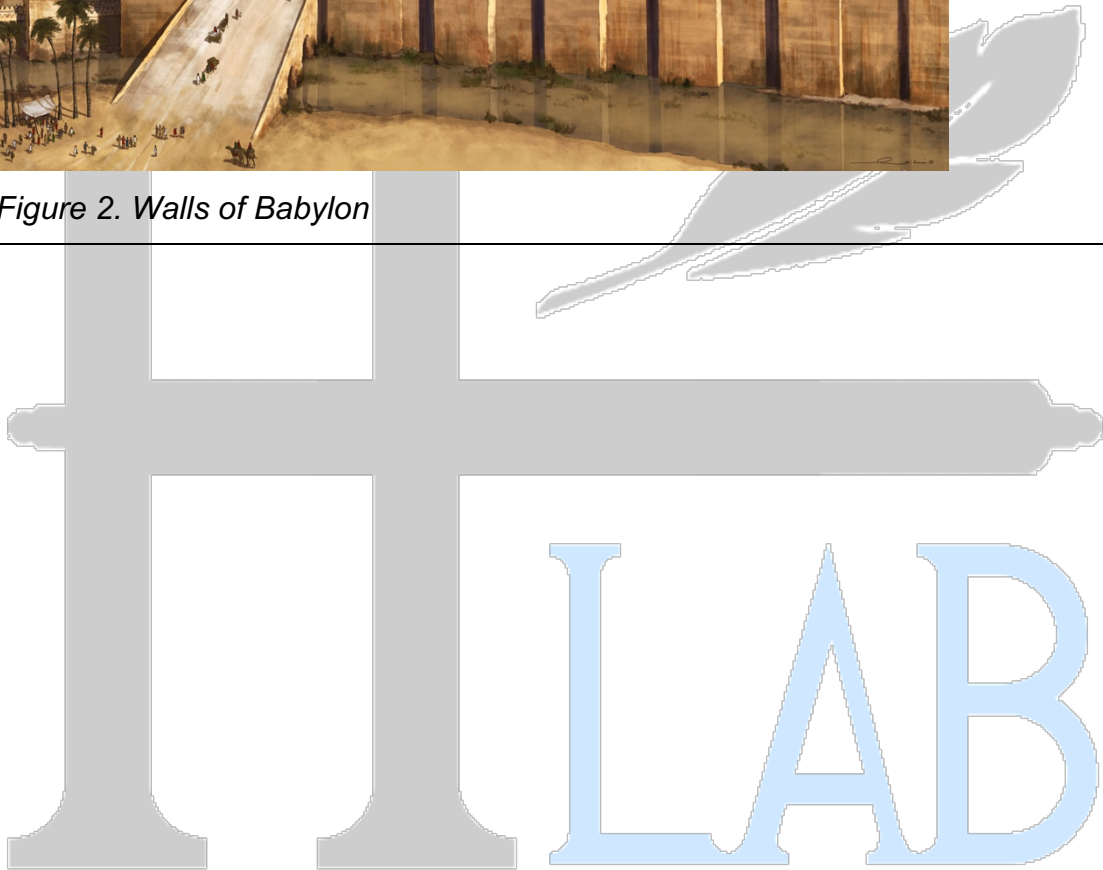
Historical evidences (maps and illustration):



Figure 1. Çatalhöyük



Figure 2. Walls of Babylon



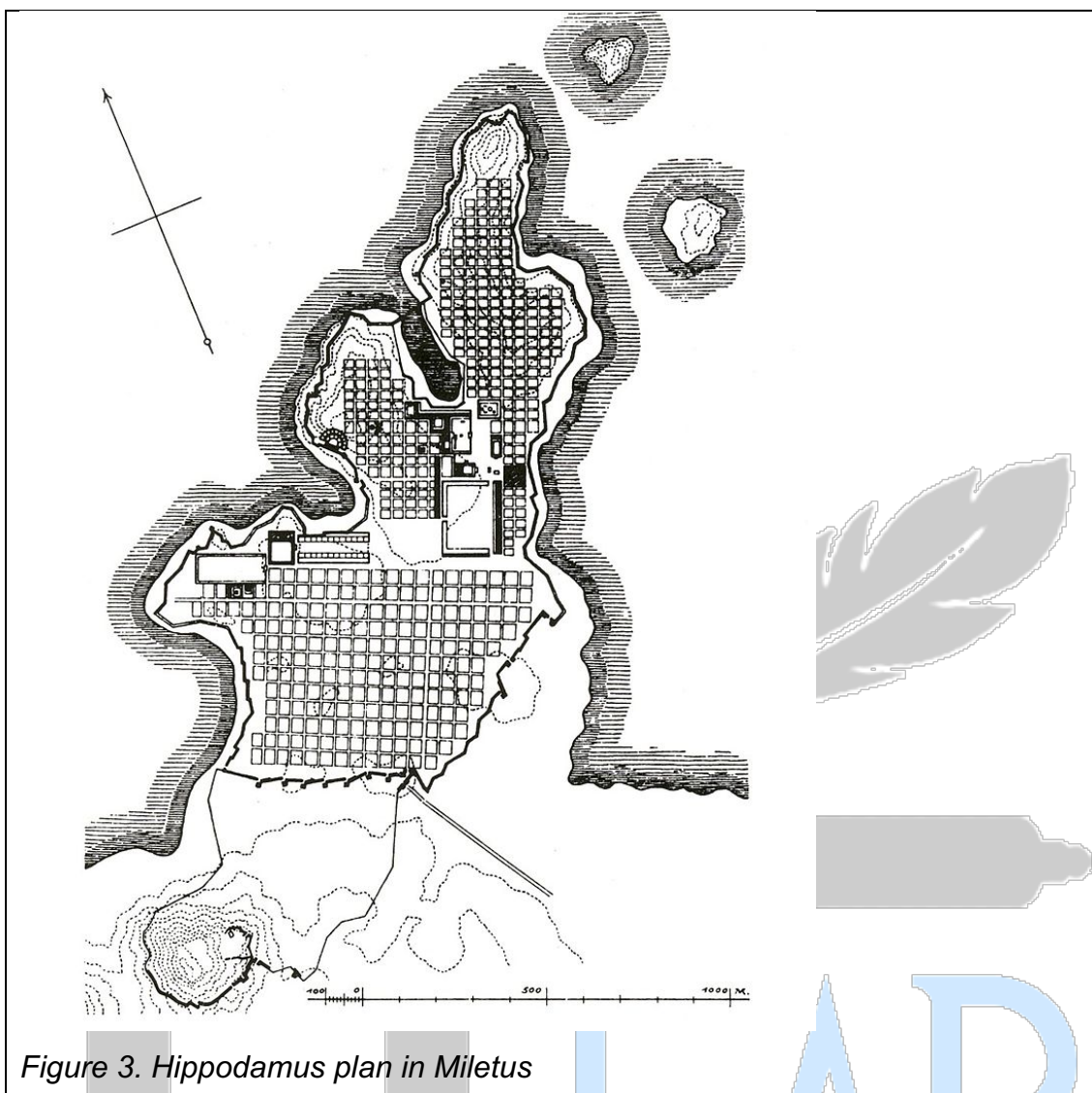




Figure 4. Pompeii structure



Figure 5. Cordoba Islamic city



Figure 6. Map of Bologna



Figure 7. Plan of New Amsterdam (New York)



Disclaimer

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