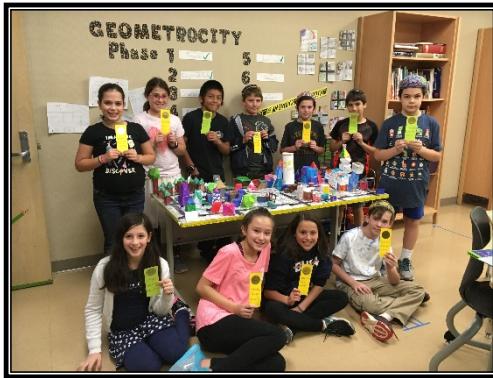


'N ChaiLights



Geometrocity- A Math Lesson in Urban Planning, Design, Teamwork, and Creativity

This year our fourth and fifth graders received a letter from the "Geometrocity City Council." This letter charged them with the task of creating a (model) city from scratch. Students had to use their geometry, design, and of course, problem solving and teamwork skills to ensure they had a successful city. Students started their project by applying for permits. To acquire a permit, students had to pass a vocabulary test and a proficiency test using tools like a compass, protractor, geotool, and ruler. All of these skills evaluated in the permit phase ensured that the construction and design phases would be carried out accurately. During the design phase, students had to work together to brainstorm what makes a city successful, from commercial zones to types of suburban and urban living. Students then solidified their design and submitted it to the "council" (Ms. Gresham), and they began with construction.

During the design stage students use their graphing skills to ensure that the city layout was strong. Students had to rezone and restrategize more than once to ensure there was adequate green space along with infrastructure. For the construction elements, students used their knowledge of geometric shapes and also scaling to create the perfect elements of the city. Students worked together and independently on their city elements, such as a zoo complete with animals and restaurants like Flip Burger, and throughout the process, students gave each other feedback so that the entire class had what they felt was an ideal city.

Students then participated in an assessment and evaluation stage. During this stage the "City Council" presented each student with an award. From architect Aviva winning the "Urban Living Award" for her city living apartment design to architect Cooper winning the strategic "Road Design Award," each student played a vital role in the creation of this awesome "Geometrocity!"