

Assessment and Review

1. *How did the periods compare?*
2. *What changes occurred over the years?*
3. *Why did development occur in certain areas?*
4. *What services and infrastructure are associated with development? (Discuss roads, highways, housing developments, wastewater treatment plants.) What are some of the problems expanding communities create? Why did the changes occur in those locations?*
5. *What impact does development have on natural resources such as land for wildlife habitat, surface water resources, groundwater resources, stormwater, erosion and air?*
6. *What actions can be implemented to conserve natural resources?*
7. *Many land uses alter wildlife habitat. Discuss how changes in habitats can cause changes in wildlife. Some changes destroy habitats such as filling of wetlands. Some changes create new habitat for wildlife, such as the increase in bird species at backyard feeders or increase in deer in suburban edges. Explain.*

Discuss if participants are aware of changes in their own communities? If you could have planned before the changes occurred, what would you have done differently? What trends would you like to implement?

Activity 2:

Historic Timeline

Summary: Participants will develop a historic timeline of events that influenced land use practices. They will discuss past and future trends.

Question: What are the policies, technology and events that have influenced development and other land use patterns historically and presently?

Activity 2

Preparation

- Prior to the activity, prepare the timeline (p 39) on overheads or a flip chart.
- Prepare historical photos (p 40).
- Prepare sets of Historical Milestone cards for each group (pp 41-46).
- Prepare copies of Historical Timeline Worksheet for each group (p 47).

Procedure

In the previous activity we determined that communities change over time. Historically, there are periods of land use development that have been created by political, societal and population changes.

Certain government policies encouraged growth patterns. Such policies as the GI Bill of 1944 provided tuition assistance and mortgage subsidies to returning servicemen after World War II enabling American families to leave the cities to establish life in the suburbs. Levittown in Bucks County is one example of such a community.

The Federal Highway Transportation Act of 1956 created the interstate highway system. Federal and state governments poured millions into new highways that encouraged the outward movement of residents and industries from the cities yet they failed to put substantial funds into public transportation. People needed cars for transportation.

In the 1960s, the federal government promoted funding for low income public housing projects in cities. “Urban renewal” projects did not help old neighborhoods in cities like Erie, Reading and Altoona. The housing projects were measured as “successful” in renewing the quality of life in the cities, but in retrospect, instead of solving the

urban crisis, many housing projects contributed to urban deterioration.

1. Divide participants into four or five teams and discuss the procedures for working in cooperative groups.

2. Each team receives a set of historical event cards.

Participants are to read the cards and place the cards in chronological order from past to present. Participants discuss the impact each event has on land use trends. (*Not all cards need to be given to each group.*)

3. Instructor displays the list of key events and milestones for historical land use. Participants assess and correct their card order as each event is reviewed.

4. Participants complete the Historic Timeline worksheet in a small group. Large group discussions review the worksheet and focus on how events impact changes in land use patterns and why.

Assessment and Review

What events, trends and technology will impact development in the future? What changes in land use are occurring in your neighborhood or community? Is there a new store, a greenway or a new park? Is there a new intersection, stop sign or traffic light? Is there a new development or is someone fixing an older home? What impact will these changes have on your community?

Activity 3:

Learning about Pennsylvania

Summary: This activity involves three parts. The first part participants explore information about Pennsylvania through a variety of maps to define physiographic regions and how the features of each region influenced early settlements and development patterns. The second part involves examining population trends

by county to assess the regional differences in community growth and development. In the third part, participants analyze data to determine population and land development trends. Such information provides a platform for predicting future trends.

Question: What are the characteristics of land forms and land cover in Pennsylvania? How do features in the physiographic regions influence community growth and development? How do population trends compare across Pennsylvania? What are some of the past and future trends of growth and development in Pennsylvania?

Preparation

- Participants are to work in groups. Discuss the process of working in groups. Have each group assign a leader, recorder, timekeeper, and presenter.
- Copy and prepare sets of the following and place them at each work station to be used by participants working in groups:
 - Sets of Physiographic Region Cards and Photos (pp 48-49)
 - PA Digital Shaded-relief Map (p 50)
 - PA Geologic Shaded-relief Map (p 51)
 - PA Land-cover Map (p 52)
 - PA Watershed Map (pp 53)
 - Map of Counties (pp 54)
 - Map of Municipalities (pp 55)
 - Large mylar sheet with erasable markers (optional)
 - Post-it notes
 - Standard rulers for each team
 - *Optional:* small toy vehicles
- Prepare copies of the Percent in Population Change Worksheet (p 56) for each team.