



MARION COUNTY, IN?

DECISIONS, DECISIONS, DECISIONS:

The Story Of A New City

By Karen Grimes Cooper
St. Andrew & St. Rita Catholic Academy
Indianapolis, IN 46218; July 30, 2004

Grade Level: Grade: 6 (can also be used at grades 7 & 8)

Estimated Sessions: 7 Class Periods

Purpose:

- ❑ To familiarize students with the use of GIS (Geographic Information Systems)
- ❑ To familiarize students with ethnicity/cultures in Marion County, IN
- ❑ To familiarize students with the commonalities of ethnic groups/cultures

National Geography Standards Addressed:

- ❑ Standard 1: How to use maps and other geographic representations, tools, & technologies to acquire, process, and report information from a spatial perspective.
- ❑ Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context.
- ❑ Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.
- ❑ Standard 5: People create regions to interpret Earth's complexity.
- ❑ Standard 6: How culture and experience influence people's perception of places and regions.
- ❑ Standard 9: The characteristics, distribution, and migration of human populations on Earth's Surface.
- ❑ Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.
- ❑ Standard 12: The processes, patterns, and functions of human settlement.

Indiana Social Studies Academic Standards Addressed:

- Standard 6.3.1: Explain the components of most maps (title, scale, legend, grid, and projection). Compare different map types (topographic, thematic, etc.) and different map projections, and explain the appropriate use for each.
- Standard 6.3.2: Use latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- Standard 6.3.5: Describe major cultural characteristics of regions in Europe and the Western Hemisphere.
- Standard 6.3.9: Identify patterns of population distribution and growth in Europe and the Americas and explain changes in these patterns, which have occurred over time.
- Standard 6.3.10: Compare and contrast cultural patterns – such as language, religion, and ethnicity – in various parts of Europe; the Caribbean; and North, South, and Central America.
- Standard 7.5.6: Identify major languages spoken in areas of Asia, Africa, and the Southwest Pacific, and give examples of how language, literature, and the arts have contributed to the development and transmission of culture.
- Standard 8.1.30: Form historical research questions and seek responses by analyzing primary resources – such as autobiographies, diaries, maps, photographs, letters, and government documents – and secondary resources, such as biographies and other nonfiction books and articles on the history of the United States.

Objectives: Upon completion of these lessons/activities, students will be able to:

- Use GIS to gather and apply information.
- Identify various ethnic groups/cultures living in Marion County, IN.
- Analyze and draw conclusions regarding similarities and differences in several ethnic groups/cultures.

Materials Required:

- Computer
- GIS 1990 ethnic groups census information on Marion County, IN
- Overall township map of Marion County, IN (one per student group)

- Overall blank township map of Marion County, IN (one per student)
- Color pencils and crayons
- Index cards
- Black pens
- Butcher Paper
- Yarn
- Resource books/materials (social studies textbook, pamphlets, encyclopedias, etc.)
- One blank poster board size copy of Marion County, IN (for bulletin board)
- Stapler & staples or push pins (for use with the bulletin board)
- Student evaluation materials (to be determined by the teacher)

Additional Materials Required For Extension Lessons/Activities:

- Materials for creating a model (determined by teacher and students)
- GIS 1990 census information on Marion County, IN for:
 - Unemployment
 - People In Poverty
 - Single Parent Households
 - Median Household Income
 - Median Owner Occupied Housing Value
 - Persons 25 Years Old and Older Without A High School Diploma
- Individual townships map of Marion County, IN
- Information obtained from cultural/ethnic center
- Student evaluation materials (to be determined by the teacher)

Internet Websites For GIS Information:

- www.savi.org (census information)
- www.indygov.org/dmd/zoning/keymap.htm (township information)

Procedure:

Day One

1. Read the story to the entire class then split students into groups representing six ethnic groups charted on the 1990 Indianapolis City census:
 - A. African Americans (Africa/Sub-Saharan East, West, South,) – 6
 - B. American Indians (North America) – 2
 - C. Asian Americans (East & Southeast Asia) – 4
 - D. European Americans (Western & Eastern Europeans) – 4
 - E. Hispanic American (Latin America minus the Caribbean) – 2
 - F. Other Race Americans (Middle East/South Asia/Oceania) – 6

- These numbers are based on a class of 24. They can be adjusted up or down to accommodate class size. They represent two students assigned to each sub-culture of an ethnic group.
2. Have students use the Savi GIS data on Marion County (Indianapolis, IN) to determine the 1990 townships where large numbers of their assigned ethnic group live. **They may NOT use Center Township.** That one is a pre-determined township assigned a diversity designation.
 3. Students will make a first, second and third choice township selection.
 4. As a group, students must provide a written explanation as to why and how their choices were made.

Day Two

1. Students will meet in whole group. Each group will select a spokesperson. This person will place their groups township choices on a piece of butcher paper, at the front of the classroom, and will also orally present the reasons for the choices.
2. At the end of the presentations, the entire class will “vote” on where to place each ethnic group (in which township).

Day Three

1. Using the information on the butcher paper (as to ethnic group assignments) and the township GIS information, each student will color code a blank Marion County township map according to color assign to each ethnic group or diversity area:
 - A. **African Americans** (Africa/Sub-Saharan East, West, South,) - *green*
 - B. **American Indians/Native Americans** (North America) - *red*
 - C. **Asian Americans** (East & Southeast Asia) - *purple*
 - D. **European Americans** (Western & Eastern Europeans) - *blue*
 - E. **Hispanic American** (Latin America minus the Caribbean) - *orange*
 - F. **Other Race Americans** (Middle East/South Asia/Oceania) –*pink* or *brown*
2. One person from each group will color code a larger Marion County township map; one that will be used as a bulletin board display. **You** will need to generate the larger form of this bulletin board map.
3. When the above assignment is complete, each group needs to use the textbook and other resource materials to complete research on their assigned ethnic

group. Research information should be based the six areas that identify a “culture”:

- A. Customs and traditions
- B. Language
- C. Arts and Literature
- B. Religion
- C. Forms of Government
- D. Economic Systems

Days Four & Day Five

1. Continue the research started on day three.

Day Six

1. Give each student group six index cards. Using black ink, have them label the cards with the overall area of culture (the six areas). Then list researched information about that area on each card. Have them use an outline format.
2. Have students begin creating your classroom bulletin board. Place the large Marion County township map on the board. Have students use yarn to draw a line from the township of their ethnic group to the cultural area cards. Attach and arrange neatly. As the teacher, you can create a title for the display or have one representative from each ethnic group work together to complete the title task.

Day Seven

1. Briefly review, with the students, the activities of the last six days. As an evaluation, either:
 - A. Have students write an essay explaining what they learned about GIS and CULTURES, or
 - B. Give students a written exam on GIS and CULTURES, or
 - C. Grade students according to a rubric provided to them at the beginning of this project, or
 - D. An evaluation format of your own choosing.



BULLETIN BOARD FOR CLASS

EXTENSION LESSONS/ACTIVITIES:

Extension Activity 1

- A. Have students individually plot-out the new township for homes, school, farms, parks, or any features you would like them to include. Be sure that the cardboard they use is cut to the shape of the township they are laying-out. Have them use the individual township map downloads for proper placement of water features.
- B. As a group, have the students “vote” on the layout the group likes the most. (You may also have this completed individually, based the individual student layout).
- C. As a group, have the students “create” the model they selected. (Where you have larger groups decide if they need to be split into smaller groups).
- D. Provide students with a rubric of your own design for evaluation of this activity.

Extension Activity II

- A. Have students look at some additional GIS data on”
 - a. 1990 Median Owner Occupied Housing Value in Marion County, IN
 - b. 1990 Single Parent Households in Marion County, IN
 - c. 1990 Median Household Income in Marion County, IN
 - d. 1990 Unemployed Persons in Marion County, IN

- B. Have students put into writing what they see regarding the information. Have them use geographical terms (e.g. east, west, north, south, etc.).
- C. Have students give a written or oral presentation on how the four data areas compare.

- This activity can be completed in a group or as individual students.

Extension Activity III

- A. Divide the students into groups. Have the groups contact cultural centers or organizations, in Indianapolis, that corresponds with each of their assigned ethnic groups. Cultural groups should be those specifically listed on the 1990 Marion County SAVI data. Students should request information on the groups, including history, culture activities in the city in the city today, and any other materials the centers wish to send them. Provide your students with a list of addresses and telephone numbers to use.
- B. Students should use this information and the information gathered earlier, in the first activity on cultures, to identify ways that the Indianapolis community reflects the cultural background and landscapes associated with the various ethnic groups.
- C. This information can be presented via a written essay, a poster board display, a PowerPoint presentation, or in any other evaluation format requested by you.

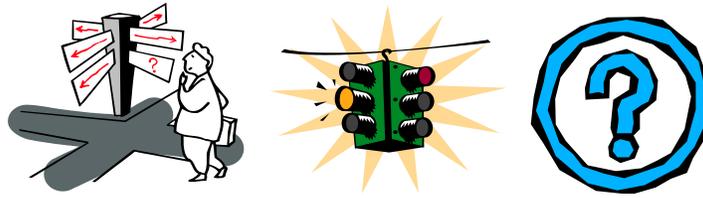
Website Instructions:

www.savi.org

1. Scroll down the right hand side and click on “old savi website-advanced users only”
2. Scroll down and click on “if you do not wish to register, *click here*.”
3. Click on “accept” for the disclaimer.
4. Click on “select a category” and then click on menu under “select a category” and select 1990 census data.
5. Click on sub-category and select once for each racial group (create one map at a time and then repeat the process).
6. Click “submit data” and close the window.

www.indy.gov/dmd/zoning/keymap.htm

1. Use map for location of each township of Marion County.
2. Click on each township to get detailed map for water features, etc.



LIST OF ETHNIC, CULTURAL AND HISTORY CENTERS

1. African American
 - a. Black Expo, Inc. – 3541 North Meridian Street/phone – 925-2702
 - b. Freetown Village, Inc. – 625 Indiana Ave., Ste 200/phone = 631-1870
 - c. Indiana Historical Society, Indianapolis/phone – 232-1882
2. American Indian
 - a. American Indian Center of Indiana – 7128 Zionsville Road/ phone – 357-4160
 - b. Eiteljorg Museum of American Indians and Western Art – 500 West Washington/phone – 636-9378
 - c. Indiana Historical Society, Indianapolis/phone – 232-1882
3. Asian American
 - a. Asian American Cultural Center in Greenwood, IN/phone - 883-2190
 - b. Indiana Historical Society, Indianapolis/phone – 232-1882
4. Hispanic American
 - a. The Hispanic Center - 617 East North Street/phone – 636-6551
 - b. Hispanic Education Center – 580 Stevens Street/ phone – 634-5022
 - c. Indiana Historical Society, Indianapolis/phone – 232-1882
5. European American
 - a. German American Center – IUPUI – 401 East Michigan Street/phone – 464-9004
6. Additional Ethnic/Cultural Groups
 - a. Indiana University Cultural Centers at the Bloomington Campus



Lesson: *The Story.....*



DECISIONS, DECISIONS, DECISIONS

The Story Of A New City

The day begins as usual. The air is fresh, the sun is shining, and the sounds of a city are heard loud and clear. This day has the promise of being like all other days in Marion County/Indianapolis, IN. Who would suspect that something mysterious is about to happen.....

It is about one o'clock in the afternoon when the air seems to become very heavy. The sky becomes cloudy, but it does not feel like a storm approaching. It is eerie! Suddenly, the movements of people slow until it feels as if all movement has stopped. This is very strange.....

The people of Indianapolis hear whispers all around them and they look toward the sky. It appears to them that a huge tent is about to blanket their beautiful city. Most people would probably panic, but the people of Indianapolis feel only tranquility. This tranquility leads to a light sleep. It seems that all is well.....

No one knows just how much time has passed, but as quickly as this surreal situation developed, it disappears! The people slowly return to full conscientiousness to find that the city they knew is no more. All of the people are there, but all of the buildings and streets are gone. All that remains are trees, grass, and other greenery. What has happened.....

Where are the houses and schools? Where are the malls and other shopping areas? Where are the cars and buses? Where are the streets? Suddenly people begin to remember hearing the whispers – kind and soft. The whispers said, “This is to

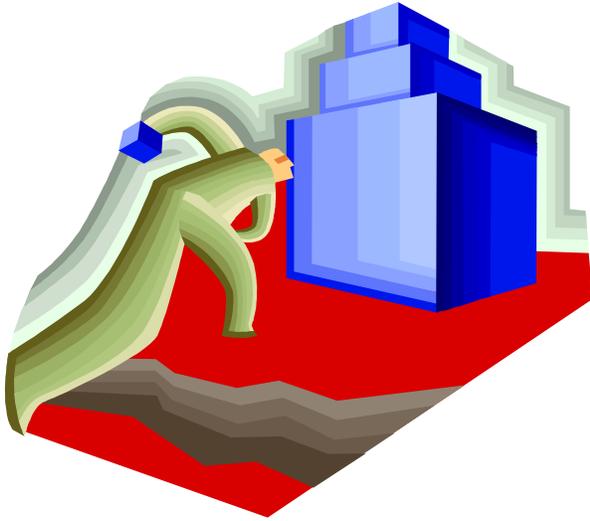
become a city of ALL the people. Rebuild! This will be a new city for all.” What does that mean, the people asked.....

Suddenly and miraculously, everyone heard the voice of the mayor. “The city we are to build here should be laid-out in a similar manner as our old city of Indianapolis. The new Marion County is to be built in a fashion that will accommodate everyone.” But how the people questioned. There are so many different ethnic groups here. How can we build a city that will satisfy everyone? The mayor calms the people by telling them that a special council will be selected to develop plans and every ethnic group from the old city will participate in the process. The people ask how they we live until the city is built? The mayor assures them that they will live in specially selected “open spaces” in adjacent counties. “When the city is rebuilt, we will ‘migrate’ to our new living spaces, much the same way as many of our early ancestors and relatives did.

The next day the special council meets. However, they can not get everyone to agree. Some of the people, especially older ones, want to live in areas of ethnic concentration or enclaves. Others, especially the young people, want to live in areas of ethnic diversity. A compromise was reached. The city will be designed using the old Marion County township lines. Six of the nine townships will be assigned to ethnic enclaves. Three will house diverse populations. In this way, people can have a choice. This will then be a city for ALL!

Ethnic committees are selected to oversee the township design process. You are chosen as a member of one such group.....

..... DECISIONS, DECISIONS, DECISIONS.....



In which township will you live?

DIRECTIONS: Student Sheet

Day One

1. The teacher will read the story & then split you into groups representing the six ethnic groups charted on the 1990 Indianapolis City census:
 - A. African Americans (Africa/Sub-Saharan East, West, South,) - 6
 - B. American Indians (North America) - 2
 - C. Asian Americans (East & Southeast Asia) - 4
 - D. European Americans (Western & Eastern Europeans) - 4
 - E. Hispanic American (Latin America minus the Caribbean) - 2
 - F. Other Race Americans (Middle East/South Asia/Oceania) – 6
2. Use the Savi GIS data on Marion County (Indianapolis, IN) to determine the 1990 townships where large numbers of your assigned ethnic group live. **You may NOT use Center Township.** That one is a pre-determined township assigned a diversity designation.
3. Make a first, second and third choice township selection.
4. As a group, you must have a written explanation as to why and how your choices were made.

Day Two

1. Meet in whole group. Each group will select a spokesperson. This person will place your groups township choices on a piece of butcher paper and will also orally present the reasons for the choices.

2. At the end of the presentations, the entire class will “vote” on where to place each ethnic group (in which township).

Day Three

1. Using the information on the butcher paper (as to ethnic group assignments) and the township GIS information, color code a blank Marion County township map according to color assign to each ethnic group or diversity area:

- A. **African Americans** (Africa/Sub-Saharan East, West, South,) - *green*
- B. **American Indians/Native Americans** (North America) - *red*
- C. **Asian Americans** (East & Southeast Asia) - *purple*
- D. **European Americans** (Western & Eastern Europeans) - *blue*
- E. **Hispanic American** (Latin America minus the Caribbean) – *orange*
- G. **Other Race Americans** (Middle East/South Asia/Oceania) – *pink* or *brown*

2. One person from your group will color code a larger Marion County township map; one that will be used as a bulletin board display.
3. When the above assignment is complete, your group needs to use the textbook and other resource materials to complete research on your assigned ethnic group. Research information should be based the six areas that identify a “culture”:
 - A. Customs and traditions
 - C. Language
 - C. Arts and Literature
 - E. Religion
 - F. Forms of Government
 - G. Economic Systems

Days Four & Day Five

1. Continue the research started on day three.

(Student Sheet)

Day Six

1. Your group will be given index cards. Using black ink, label the card with the overall area of culture. Then list information about that overall area.

2. Begin creating your class bulletin board. The teacher will place the large Marion County township map on the board. Using yarn, draw a line from the township of your ethnic group to the cultural area cards. Attach and arrange neatly. The teacher can create a title for the display or one representative from each ethnic group can work together to complete the title task.

Day Seven

1. Briefly review, with your teacher and classmates, the activities of the last six days. As an evaluation, your teacher will either:
 - A. Have you write an essay explaining what you learned about GIS and CULTURES, or
 - B. Give you a written exam on GIS and CULTURES, or
 - C. Grade you according to a rubric provided to you at the beginning of this project.

EXTENSION LESSONS/ACTIVITIES: Student Sheet

Extension Activity 1

- A. Individually plot-out the new township for homes, school, farms, parks, or any features you would like them to include. Be sure that the cardboard you use is cut to the shape of the township you are laying-out. Be sure to use the individual township map downloads for proper placement of water features.
- B. As a group, “vote” on the layout that members like the most. (Your teacher may also have you complete this as an individual).
- C. As a group, “create” the model all of you have selected. (Where you have larger groups, your teacher will decide if the group needs to be split into smaller groups or your teacher may also have you complete this as an individual).
- D. Use the rubric of your teacher provides.

Extension Activity II

- A. Look at some additional GIS data on”
 1. 1990 Median Owner Occupied Housing Value in Marion County, IN
 2. 1990 Single Parent Households in Marion County, IN
 3. 1990 Median Household Income in Marion County, IN

4. 1990 Unemployed Persons in Marion County, IN

- B. Put into writing what you see regarding the information. Use geographical terms in your writing (e.g. east, west, north, south, etc.).
 - C. Give a written or oral presentation on how the four data areas compare.
- This activity can be completed in a group or as individual students.

Extension Activity III

- A. You will be divided into student groups. Your group will contact cultural centers or organizations, in Indianapolis, that correspond with each of their assigned ethnic groups. Cultural groups should be those specifically listed on the 1990 Marion County SAVI data. Your group should request information on the culture, including history, cultural activities in the city today, and any other materials the centers wish to send to you. Your teacher will provide you with a list of addresses and telephone numbers to use.
- B. Your group should use this information and the information gathered earlier (in the first/primary activity on cultures) to identify ways that the Indianapolis community reflects the cultural background and landscapes associated with the various ethnic groups.
- C. This information can be presented via a written essay, a poster board display, a PowerPoint presentation, or in another evaluation method requested by your teacher.

(Student Sheet)

LIST OF ETHNIC CULTURAL AND HISTORY CENTERS

STUDENT COPY

- a. African American
 - i. Black Expo, Inc. – 3541 North Meridian Street/phone – 925-2702
 - ii. Freetown Village, Inc. – 625 Indiana Ave., Ste 200/phone = 631-1870
 - iii. Indiana Historical Society, Indianapolis/phone – 232-1882

- b. American Indian
 - i. American Indian Center of Indiana – 7128 Zionsville Road/ phone – 357-4160
 - ii. Eiteljorg Museum of American Indians and Western Art – 500 West Washington/phone – 636-9378
 - iii. Indiana Historical Society, Indianapolis/phone – 232-1882

- c. Asian American
 - i. Asian American Cultural Center in Greenwood, IN/phone - 883-2190
 - ii. Indiana Historical Society, Indianapolis/phone – 232-1882

- d. Hispanic American
 - i. The Hispanic Center - 617 East North Street/phone – 636-6551
 - ii. Hispanic Education Center – 580 Stevens Street/ phone – 634-5022
 - iii. Indiana Historical Society, Indianapolis/phone – 232-1882

- e. European American
 - i. German American Center – IUPUI – 401 East Michigan Street/phone – 464-9004

- f. Additional Ethnic/Cultural Groups
 - i. Indiana University Cultural Centers at the Bloomington Campus



(Student Sheet)