

# SIM City\*: Developing the Bull Street Property

## Chuck Holland, Technology Integration Specialist

Chuck Holland is a Technology Integration Specialist with Richland School District 2 in Columbia, South Carolina. He started teaching in 2000 as a Social Studies teacher. He was the lead teacher and then director of the e-School, a 1:1 laptop program from 2000-2005. In 2006 he became an Instructional Technology Specialist at Blythewood High School where he worked until moving to the district office as a TIS in 2012. As a Social Studies teacher Chuck taught World History, Geography, U.S. History, and AP U.S. History. He presents frequently at national, state, and regional conferences on best practices for integrating technology in curriculum.



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## Richland Two, Columbia, South Carolina

Richland Two, located in the suburbs of the state capital, Columbia, South Carolina, serves more than 26,000 students (including adult education and pre-kindergarten) in 39 locations throughout the district: 18 elementary schools, seven middle schools, five high schools, four magnet centers, two district-wide child development centers, and two alternative schools. The district with 50 percent free and reduced lunch has 16 Palmetto Finest Schools and 14 National Blue Ribbon Schools.

Richland Two takes pride in the knowledge that more than a dozen of the district's instructional and extracurricular programs for K-12 have served as models for those developed in other districts. The district offers an array of magnet programs whose focus ranges from science and technology to leadership and entrepreneurial pursuits and more. Understanding that technology plays an important role in helping students reach their maximum potential, Richland Two has always been a leader in the use of technology. We strive to use the latest technology in our classrooms. Richland Two recently completed its third and final phase of rolling out 23,000 devices, 21,000 of which are Chromebooks for our Two1 initiative to enhance the learning experiences for our students.



## Learning Objectives

In this lesson, students will:

- Compare the changing functions, sizes, and spatial patterns of rural and urban regions.
- Explain the advantages and disadvantages of daily life in rural and urban locations (e.g., transportation systems, zoning, congestion, population density, cultural opportunities, cost of living).
- Compare different urban models to explain the structures and patterns in cities that vary from one region to another.
- Summarize the physical and human impacts of emerging urban forms (e.g., the environmental challenges posed by increasing urbanization and sprawl).

Grade Level: 9

Lesson Duration: 45 minutes

### Materials and Resources:

- Acer C720 Chromebook\*
- Images
- Presentation
- Bull Street Development Agreement

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## Background/Context

The largest land deal in the city limits of Columbia South Carolina happened when the State Department of Mental health sold the historic Bull Street property. Students will use this property to model urban development.

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## Activity

The sale of the 165-acre former mental hospital property is considered the largest land deal in modern Columbia history. This property located in the heart of the city has the ability to change the face of Columbia. Building off of their studies of urban geography, students will explore the Bull Street property and create a plan for development.

Students will look at sitemaps, images, and explore the surrounding area using Google Maps\* to create a plan for developing the property at Bull Street. Students will also look at previous areas of development to use as areas for ideas. One guideline is that students must adhere to the guidelines set forth in the sale of the property. They will collaborate with others, and hone their communication skills as they work together to develop their formal plan. They will present their final plan for development to the class.

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## Assessments:

Formative assessment will include questioning of the plans as they are under development and collaborative discussions and sharing where students receive teacher and peer feedback. Students will be formally assessed on their presentation of site plan.

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## Wrap Up and Reflection

This lesson which was done by groups of students incorporates a lot of the skills students need for the 21st century. Collaboration, critical thinking, creativity, and communication are all necessary for the students to complete this assignment.

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