



Lesson 5: Communities and Change

In this lesson, students investigate a range of issues related to planning for communities undergoing change.

Support material: Information Sheet 17 “Maynooth”, Worksheet B6, Clean copy of Map 5.



Spotlight

Maynooth — Present and future



Key Concepts

How communities respond to change

Review of work

Review Worksheet B5. Make a short list on the board, recording students’ observations.

- What historical events had a significant impact on Maynooth?
- What physical evidence remains to help tell this story?

Maynooth today

Over the last twenty years, Maynooth has expanded significantly — from a population of approximately 1,300 in the early 1970s to over 9,000 in 1996. The student population has also increased to over 4,000. Half of the students live on the campus or in the town, while the remainder commute daily to college.

The purpose of Maynooth has also changed dramatically — from a **landlord town** to a **university** and **satellite town**.

Landlord town — A town which initially developed through the patronage of an important and wealthy landlord.

University town — A town which developed due to the presence of a university.

Satellite town — A town which developed due to its proximity to a major city or population centre.

Brainstorming

Consider some of the problems facing the local authorities and local population as a result of the rapid growth of the historic town of Maynooth. These headings will help focus the discussion.

- Housing
- Utilities — water, electricity, gas, sewerage
- Traffic — roads, footpaths, parking
- Services — public transport, health services, professional services, banking, shopping
- Amenities — recreation, sports



Activity — Maynooth: Case Study 3

Distribute Map 5 — Maynooth, 1977, OS Map 50, Discovery Series, Information Sheet 17 “Maynooth”. Students examine Map 5 and OS map to complete Worksheet B6. Read/discuss the worksheets so that students understand any new concepts.

Homework

1. Students plan an imaginary walking tour of Maynooth. This should include the college, the castle, the canal, town centre, and Carton House and gardens. Draw a map which highlights important points of interest, both historical and contemporary.
2. Check Worksheet B6 for **Scrapbook** and **Vocabulary File**.

Cross-Curricular Connections

1. Art — Paint a picture of an imaginary city.
2. Mathematics — Symmetry, ratio, proportion, balance, scale, geometry. How have mathematics been used in the design of cities throughout history?
3. Music — Compose a short piece of music or write a song “describing” a special place in a town or city that you know.
4. Art — Make a photographic study of the town/village of your choice. It can include images of people, buildings, public places, details Then assemble your photographs in a display that presents your view of the character of the town.
5. History/Design — Some of the great cities of the world still bear the imprint of the ideas of a single creative or powerful individual. Investigate the influence of one of the following: Pope Sixtus V (Rome); Peter the Great (St. Petersburg); Baron George Haussman (Paris); John Nash (London); Major Pierre L’Enfant (Washington).