

## TEMPLATE FOR CMap PROJECT

**Project Title: Tourist Map for Teens**

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**Class: Salt Lake 2007**

Project Description	Students will determine what features, people, recreational and historical spots, and other interesting attributes about their city are significant to them. They will map these attributes and produce a “Tourist Map for Teens” to present to their school, their city council and Chamber of Commerce for distribution. The map will also be made available to any “sister” city that might have a connection to the town.
Community Issue or Problem Selected -How project evolved?	What is there for teens to do in my town? What is uniquely interesting to teenagers?
Community Partner(s)	Chamber of Commerce, City/Town Council, School and District Administrators. Any “sister” city officials. Also check Utah Dept. of Cultural and Economic Development.
Project Objectives	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Write a short essay about specific attributes they have chosen.</li> <li>• Hotlink photos and connect data to the GIS map</li> <li>• Design a brochure with map and pictures</li> <li>• Finish a map of their town with teen interests</li> <li>• Present the brochure to city officials</li> <li>• Communicate via letter/e-mail with a “sister” city</li> <li>• Offer the brochure online on city website.</li> </ul>
Utah Core Standards/Objectives	<p>Social Studies-Geography for Life Standard One: Students will understand the world in spatial terms.</p> <ul style="list-style-type: none"> <li>• Objective 1: Use maps and other geographic tools to acquire information from a spatial perspective.</li> <li>• Learning Outcome: Collect and interpret geographic data using maps, charts, population pyramids, cartograms, remote sensing, and Geographic</li> </ul>

	Information Systems.
Essential Question(s) -Spatial Issue	Where are the interesting “hot spots” for teens to go to in my community?
Assessments (rubrics, scoring guides)	Map/Brochure rubric <a href="http://www.uen.org/Rubric/rubric.cgi?rubric_id=15335">http://www.uen.org/Rubric/rubric.cgi?rubric_id=15335</a>
Project Products	A tourist map/brochure for teens with brief descriptions of each site Essay about a specific city attribute chosen for the brochure Letter to “sister” city if applicable
Project Timeline (include a step by step Procedures)	<p>This project requires pre-teaching in GPS and GIS technology and is considered a final project for the year. Instruction in writing skills and making a brochure are pre-requisites as well.</p> <p>Once GPS and GIS skills are taught, this project should take three weeks.</p> <p><b>Week one:</b> Assign five groups per class. Refresh GPS and GIS skills. Arrange to have computer lab or laptops for the following two weeks. Introduce project. Students choose and agree upon 5-10 “hot spots”. Five students are assigned to take waypoints (one from each group). Five more students (one per group) are assigned to take pictures. Begin short essays. Each group has 1-2 hotspots and will do a write up. Choose a place to visit for the field trip beginning of week 4. Make arrangements.</p> <p><b>Week two:</b> Invite media to watch mapping process. Students download waypoints and make their maps. Invite community partners to visit class.</p> <p><b>Week three:</b> Students make their brochures and submit one from each class to community partners for a vote. Submission of brochure to community partners.</p> <p><b>Beginning of week four-</b>field trip. Letter to sister city (could be electronic).</p>
Resources Needed	<ul style="list-style-type: none"> <li>• At least 5 GPS units</li> <li>• Esri software ArcView 9 or 9.2</li> <li>• Computer lab</li> <li>• Transportation to selected sites</li> <li>• At least five digital cameras provided by students</li> <li>• Map-making instructions</li> </ul>

	<ul style="list-style-type: none"> <li>• GPS instructions on how to mark and input waypoints into a GIS</li> </ul>
Skills Required	<p>Know how to use a GPS          Know how to put GPS data into a map          Know how to construct a simple map in a GIS          Know how to write an essay          Ability to work in a group          Know basic Microsoft Word elements to make a brochure.          (Students should have made one earlier in the year.)          Basic photography skills</p>
Project Team Member Roles	<p><b>Teacher(s):</b> Oversee project. Contact community partners and arrange for visits. Invite GIS trainers to help with mapping. Make awards for outstanding maps, effort, etc.</p> <p><b>Students:</b> Each class divided into groups of 5. Each group will produce a map. The class will choose one map for the brochure from each group. Each group will make a brochure with chosen map. Each class will choose a brochure to present to Chamber/Council. The Community partners will vote on the best brochure presented by each class and accept one for publication.</p> <p><b>Partner(s):</b> Chamber of Commerce/City Council member visit to classroom. Receive suggestions from students to enhance teen activities in city/town. Arrange to have brochure online at city website.</p>
Celebration/Presentation	<p>Field trip to at least one of the sites mapped.          Awards for brochures/maps</p>
Project Evaluation	<p>Reponses from community partners, media coverage          Self-evaluations          Group evaluations          How can we improve?</p>
Project Bibliography	<p>Community partners          ESRI software          Sister city info          Where the brochure is available          Class/School          Date project accomplished</p>

	Photographers Designers of chosen brochure
Plans for Future CMAP Activities	Heroes in our Community Safe bicycle routes

Optional:

-Lesson Plans

-Student Artifacts

-Publicity: Contact local paper to show the public what the students are learning and their contribution to the city.