

Project Title: Historical Places and Markers

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Project Description	Mapping historical places and markers in the Communities in our school area.
Community Issue or Problem Selected -How project evolved?	Our third graders study communities and patriotic awareness. We have several historical places and markers in our area but we don't know where they are all located. We would like to know where the historical places are in our area so that we could visit them easily.
Community Partner(s)	The Mayor and city council from each community.
Project Objectives	The students will create a map showing where the historical monuments and historical places are located in the communities. This map would be given to each Mayor for use in their community. It could be used to increase tourism or provide information for people who are interested in looking at the history of our area.
Utah Core Standards/Objectives	Standard 5: Students participate in activities that promote good citizenship. Objective 2: Identify special needs of the community
Essential Question(s) -Spatial Issue	Where are the historical markers and historical places located in our schools communities' areas?
Assessments (rubrics, scoring guides)	Rubric
Project Products	We will create a map showing where the historical markers and historical places are located in our area.
Project Timeline (include a step by step Procedures)	<p>Day 1 -Before teaching this lesson, contact the community Mayors and City Council. Discuss the project idea and ask them for their help in locating the historical markers and historical places in their town. Invite them to come in to your classroom to discuss the things they have found and how they feel about this project.</p> <p>Day 2 - Discuss what historical markers and historical places are and where they are located. Have any of the</p>

	<p>students seen any of these places? Introduce the Essential Question. Brainstorm how to mark them. Come up with a plan.</p> <p>Day 3 - Send home GPS units with several students and have them mark the historical markers and places that are close to where they live. Have them write down the name of the place and a description. Depending on how many GPS units and historical markers and places you have will determine many days it will take to get all of them marked. If more than one student lives close to the marker, have them work together to gather the information. You might need to assign different markers and places to different students.</p> <p>Day 4 - Upload the information from the GPS units and add it to a map page to show where each of the historical markers and historical places are located. Print out the finished map. Have the students invite the Mayors and City Council back to the classroom where the students can present the finished map in person. Invite the newspaper to attend at the same time to take pictures and provide an article about the students finished project.</p>
Resources Needed	A list of historical markers and historical places around the area, several GPS units, ARC view software, GPS software, computer, projection system to show the map, printer to print maps and results.
Skills Required	The students will need to know how to operate a GPS unit and add waypoints to it. They will also need some computer knowledge.
Project Team Member Roles	<p>Teacher(s): Teach the students how to use a GPS unit. Talk with the Mayors and City Council members. Contact the newspaper.</p> <p>Students: Mark the waypoints for the historical markers and historical places in their area. Write the title for each waypoint.</p> <p>Partner(s): Discuss the location of historical markers and historical places located in their community. Discuss the importance of making a map of these areas for the communities.</p>
Celebration/Presentation	Invite the Mayors and City Council back to the classroom

	where the students can present the finished map in person or have the students' mail the finished maps to each Mayor and City Council if they are not available to attend. Invite the newspaper to attend at the same time to take pictures and provide an article about the students finished project.
Project Evaluation	Divide the students into 4 different groups. Hand each group a finished map and a list of historical markers and historical places. Have the students check to see that each historical marker and historical place is listed on the completed map. The students need to check the spelling on the map.
Project Bibliography	
Plans for Future CMAP Activities	The town park needs some public garbage cans. My students will decide how many garbage cans are needed at the park and where they should be located for the best public use.

Optional:

- Lesson Plans
- Student Artifacts
- Publicity