**Project Title:** Teen Destinations  
**Name:** Steve Sagers

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<tr>
<th>Project Description</th>
<th>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.</th>
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<td>Community Issue or Problem Selected - How project evolved?</td>
<td>What is there for teens to do in my town? What is interesting to teenagers? What would be interesting universally?</td>
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<tr>
<td>Community Partner(s)</td>
<td>Chamber of Commerce, City/Town Council, School and District Administrators.</td>
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| Project Objectives | Students will:
- Write a short essay about specific attributes they have chosen.
- Hotlink photos and connect data to the GIS map
- Design a brochure with map and pictures
- Finish a map of their town with teen interests
- Present the brochure to city officials
- Offer the brochure online on city website. |
| Utah Core Standards/Objectives | Social Studies-Geography for Life
Standard One: Students will understand the world in spatial terms.
Objective 1: Use maps and other geographic tools to acquire information from a spatial perspective.
Learning Outcome: Collect and interpret geographic data using maps, charts, population pyramids, cartograms, remote sensing, and Geographic 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
http://www.uen.org/Rubric/rubric.cgi?rubric_id=15335 |
| Project Products | A tourist map/brochure for teens with brief descriptions of each site.  
Essay about a specific city attribute chosen for the brochure. |
| Project Timeline (include a step by step Procedures) | This project requires pre-teaching in GPS and GIS technology. Instruction in writing skills and making a brochure are pre-requisites as well. Once GPS and GIS skills are taught, this project should take three weeks.  
**Week one:** Assign five groups per class. Introduce project. Students choose 5-10 “hot spots”. Each student will mark the waypoint and take pictures of their spots. Begin short essays. Each person has 1-2 hotspots and will do a write up.  
**Week two:** Students download waypoints and make their maps. Invite community partners to visit class.  
**Week three:** Students make their brochures and submit to community partners for a vote. Submission of brochure to community partners. |
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<td>Resources Needed</td>
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- School GPS units  
- Esri software ArcView 9.2  
- Computers  
- School digital cameras  
- Map-making instructions  
- GPS instructions on how to mark and input waypoints into a GIS |
| Skills Required | 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 Publisher elements to make a brochure. Basic photography skills |
| Project Team Member Roles | **Teacher(s):** Oversee project. Contact community partners and arrange for visits. Invite GIS trainers to help with mapping.  
**Students:** 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.  
**Partner(s):** Chamber of Commerce/City Council member visit to classroom. Receive suggestions from students to enhance teen activities in city/town. Arrange to have brochure |
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<th>Celebration/Presentation</th>
<th>Field trip to at least one of the sites mapped. Awards for brochures/maps</th>
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| Project Evaluation                                   | Responses from community partners  
Self-evaluations  
Group evaluations  
How can we improve?                                           |
| Project Bibliography                                 | Community partners  
ESRI software  
Where the brochure is available  
Class/School  
Date project accomplished  
Photographers  
Designers of chosen brochure |
| Plans for Future CMaP Activities                     | Heroes in our Community  
Safe walking routes |

Optional:  
- Lesson Plans  
- Student Artifacts  
- Publicity