

TEMPLATE FOR CMAP PROJECT

Project Title: Where in the World does our community come from?
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July 4, 2008

Project Description	Students will spend time in their neighborhood obtaining cultural heritage information through interviews of the local residents. Making note of the GPS way points for the location of interviewees. Students will then download and map these locations along with the information obtained from the interviews and create a GIS map. After gathering data, students will analyze their findings and as a class we will spend time synthesizing their discoveries as we create a cohesive PowerPoint to share with our community partner.
Community Issue or Problem Selected -How project evolved?	What is the make-up of our community? Where in the world do people in our neighborhood come from?
Community Partner(s)	Chamber of Commerce; Visitor's Center; Neighborhood; School, Class
Project Objectives	<ol style="list-style-type: none"> 1. Learn to use, navigate and collect data with GPS units 2. Learn how to use, navigate and download collected information in ArcGIS. 3. Collect and analyze new data to make maps, graphs and charts. 4. Make connections with local community/neighborhood members 5. Understand the diverse cultural heritage of our community.
Utah Core Standards/Objectives	This project may be altered slightly to be used in Geography, History, World Civilizations or Civics.
Essential Question(s) -Spatial Issue	What is the cultural heritage of our local school community? Where in the world does our community come from? Are there patterns of settlement?

Assessments (rubrics, scoring guides)	<p>10 points - for each for 5 houses interviewed and completion of Community Discovery Findings Sheet (50 points total). 70 points - Annotated GIS map with interview data included. 30 points - Participation in creation and presentation of cohesive class PowerPoint to the community partner(s). It would be great to have a school-wide presentation as well as to the greater community partner.</p> <p>150 points possible</p>
Project Products	<p>5 Community Discovery Findings Sheets Annotated Map displaying interview stories GPS location information. PowerPoint of our findings for presentation to the community partner.</p>
Project Timeline (include a step by step Procedures)	<p>8 week project Weeks 1 and 2 - GPS Lessons to learn to use, navigate and gather site data. Weeks 3 and 4 - ArcGIS lessons to learn to use, navigate and download site data from GPS units. Weeks 5 - 8 - Gathering actual project data through interviews, mapping and analyzing data into GIS maps and PowerPoint slides for final presentation to the community partner.</p>
Resources Needed	<p>GPS receivers, ArcGIS, Computer Lab for student input and download of information, digital camera(s)</p>
Skills Required	<p>GPS, ArcGIS, data gathering, analyzing, synthesizing, interview skills, PowerPoint</p>
Project Team Member Roles	<p>Teacher(s): Contact community partner, teach GPS and ArcGIS, guide students along the process of the project.</p> <p>Students: Gather data, input data and create final products.</p> <p>Partner(s): Discuss any needs of community with students, provide guidance on best possible neighborhoods (where information is lacking and needs to be gathered).</p>

Celebration/Presentation	Share our findings with the school and community partner. Possibly use PowerPoint as part of Visitor's Tour.
Project Evaluation	Class time will be spent with students following community presentation discussing feelings and reflecting on the experience. May have individual students write a reflection essay prior to this discussion period so they may have time to prepare their thoughts.
Project Bibliography	
Plans for Future CMAP Activities	

Optional:

- Lesson Plans
- Student Artifacts
- Publicity