

Clark Walton's  
CMap PROJECT  
June 19, 2009

**Project Title: The Mighty South Weber Landslide Project**  
**Author: Clark Walton**  
**Class: Davis 2009**

Project Description	<p>My class will measure the slope of the South Weber hill in 1/3 mile segments, getting the measurements 1/3 and 2/3 up the hill.</p> <p>They will also note the type of vegetation (if any).</p> <p>At each point the students will log the location in with their GPS and write down the findings on a clip board to be entered later into a spread sheet.</p> <p>Once the data is collected they will study possibilities of saturation of the soil and likelihood of landslides at the various points of the hill.</p>
Community Issue or Problem Selected -How project evolved?	<p>South Weber has had two major land slides in the past five years. One covered South Weber Drive and another damaged houses.</p>
Community Partner(s)	<ul style="list-style-type: none"> <li>• South Weber City Council</li> <li>• Utah Geological Society</li> </ul>
Project Objectives	<p>To ascertain the location of possible future landslides; and with these findings, inform the city council of areas that shouldn't be developed for new home development, and address the issue of putting up retaining walls in select areas of South Weber Drive if there is a need. Currently there are no retaining walls protecting the drive from the hill.</p>
Utah Core Standards/Objectives	<p>STANDARD 1 (6200 - 01)</p> <p>Students will understand the world in spatial terms.</p> <p>Objective 1 (6200-0101)</p> <p>D. Collect and interpret geographic data using maps, charts, population pyramids, cartograms, remote sensing, and Geographic Information Systems (GIS).</p>
Essential Question(s) -Spatial Issue	<p>Will an approximate 1/3 and 2/3 measurement of the hill be enough and will it be accurate? What would be the best distance between points (1/3 mile, 1/2 mile, etc.) ?</p>

Assessments (rubrics, scoring guides)	<p><i>See last page.</i>  Downloaded from Rubistar  This scoring will assess the activity not the final product  <a href="#">Collaborative Work Skills : GPS Use in Group</a>  <b>Author:</b> Mr. Smith  <b>Date Created:</b> November 18, 2004  <b>Date Last Modified:</b> November 18, 2004</p>				
Project Products	<p>The class will produce a Map of the hill side included in a brochure listing the findings.  A final presentation will be created describing the process and the findings.</p>				
Project Timeline (include a step by step Procedures)	Week 1	Week 2	Week 3	Week 4	Week 5
	Learn GIS and GPS basics	Field work. Use GPS to map hill side and take notes of the hill side conditions.	Input findings into the GIS into ArcMap	Create a brochure of findings as well as a presentation.	Present findings to the City Council.  Discuss what we learned.
Resources Needed	Computers GPS GIS software Spread Sheet Software Clipboards				
Skills Required	Basic GPS skills Spread sheet skills GIS software skills				
Project Team Member Roles	Teacher(s):Clark Walton  Students: My fictitious 9 <sup>th</sup> grade class  Partner(s): South Weber City Council Utah Geological Society				
Celebration/Presentation	After the findings have been completed and a presentation is made (either in Power Point or in Photo Story), those who wish to, may come to the City Council meeting and present it to the City Council.				
Project Evaluation	The object is not to be successful in actually mapping the hillside. That would be a nice bi-product. The objective to see if it was successful would be to see if the students learned the process and could repeat it on their own.				
Project Bibliography	<a href="#">Rubistar</a> <a href="#">Utah Geological Survey</a>				
Plans for Future CMaP Activities	South Weber Water contamination from HAFB.				

--	--

## GPS Rubric

CATEGORY	4 exemplary	3 above average	2 adequate	1 not acceptable
<b>Brainstorming</b>	Actively looks for and suggests multiple solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Time-management</b>	Routinely uses time well throughout the project to ensure things get done on time.	Usually uses time well throughout the project, but may have procrastinated on one thing.	Tends to procrastinate, but always gets things done by the deadlines. Group needs to redirect student.	Rarely gets things done by the deadlines AND group has to do work for the student.
<b>Attitude</b>	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
<b>Contributions</b>	Routinely provides useful ideas when participating in the group. Displays strong leadership skills.	Usually provides useful ideas when participating in the group. A strong group member.	Sometimes provides useful ideas when participating in the group. A satisfactory group member who does what is required.	Rarely provides useful ideas to the group. Unsatisfactory level of participation in the group.