

## CMaP PROJECT

**Project Title:** The Public Artworks Identified as Must-See by Community Teens

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**Class:** UEN CMaP 2010

Project Description	Students will locate and identify the public artworks installed in their community. The students will determine details about the artworks and the artists who created them that are significant to them and the community. They will map these attributes and create a “Public Artworks 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” cities within the Nebo School District.
Community Issue or Problem Selected -How project evolved?	What is uniquely Interesting to teenagers about the Public Artworks installed within the community?
Community Partner(s)	Springville Museum of Art BYU MOA Mapleton City Payson City Salem City Spanish Fork City Springville City 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	Students will: <ul style="list-style-type: none"> <li>• Write a short essay about specific artworks and artists 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	<b>Utah Visual Arts - Secondary Core Curriculum Foundations I</b> <b>Standard 2</b> (Perceiving): Students will find meaning by analyzing, criticizing, and evaluating works of art. <b>Standard 3</b> (Expressing): Students will create meaning in art. <b>Standard 4</b> (Contextualizing): Students will find meaning in works of art through settings and other modes of learning.
Essential Question(s) -Spatial Issue	Where are the public artworks that are the most interesting “hot spots”for teens.
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	<p>A tourist map/brochure for teens with brief descriptions of Public Artworks in the community.</p> <p>Essay about a specific attributes about the artworks and the artists chosen for the brochure Letter to “sister” city if applicable</p>
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.</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	<p>Locations and photographs of installed Public Artworks in each of the communities in Nebo School District.</p> <p>GIS or Google Maps for each of the communities.</p> <p>Links to biographical and other information for each of the artists.</p> <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> <li>• GPS instructions on how to mark and input waypoints into a GIS</li> </ul>
Skills Required	<p>Know how to use a GPS</p> <p>Know how to put GPS data into a map</p> <p>Know how to construct a simple map in a GIS</p> <p>Know how to write an essay</p> <p>Ability to work in a group</p> <p>Know basic Microsoft Word elements to make a brochure. (Students should have made one earlier in the year.)</p> <p>Basic photography skills</p>
Project Team Member Roles	<p>Teacher(s): Oversee project. Contact community partners and arrange for visits. Invite GIS trainers to help with</p>

	<p>mapping. Make awards for outstanding maps, effort, etc.</p> <p>Students: 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>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 online at city website.</p>
Celebration/Presentation	<p>Field trip to at least one of the sites mapped.</p> <p>Awards for brochures/maps</p>
Project Evaluation	<p>Responses from community partners, media coverage</p> <p>Self-evaluations</p> <p>Group evaluations</p> <p>How can we improve?</p>
Project Bibliography	<p>Community partners</p> <p>ESRI software</p> <p>Sister city info</p> <p>Where the brochure is available</p> <p>Class/School</p> <p>Date project accomplished</p> <p>Photographers</p> <p>Designers of chosen brochure</p>
Plans for Future CMAP Activities	<p>Develop a portal or some method for collaboration between the students in the Nebo School District communities to communicate with one another about the artworks in their communities. A method of Q&amp;A from one community and the other communities. This could further be expanded to involve students from communities in other Utah communities or other states and countries.</p>

Optional:

-Lesson Plans

-Student Artifacts

-Publicity Contact local paper to show the public what the students are learning and how they contributed to the community.