

CMaP PROJECT

**Project Title: Community Pride, Past and Present**

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**Class: CMAP 2013, St. George**

Project Description	<p><b><u>6th Grade Language Arts Gifted and Talented Newspaper Publishers</u></b></p> <p>Students will research both local historical sites AND local fun places that have activities they want to participate in NOW. They will do research, create ways to disseminate the information via our online newspaper so others can benefit from their research.</p>
<p>Community Issue or Problem Selected</p> <p>-How project evolved?</p>	<p>Students need to become better ambassadors for their individual communities, for our school studentbody, and for our area as a whole. Learning more about local history and current activities available will help build community pride.</p> <p>Project evolved from a project-based learning activity of a student-created online newspaper for our school.</p>
Community Partner(s)	<p>Mayors of each town, along with town council members, who will come speak to the students and be interviewed about local highlights.</p>
Project Objectives	<ul style="list-style-type: none"> <li>● Historical research</li> <li>● Current research, with interviews</li> <li>● Sharing community resources others may not know about</li> <li>● Creating various media formats to disseminate information</li> <li>● Show students (writers) and audience the how much information can be embedded in a map, how informative maps can be</li> <li>● Building community pride</li> </ul>
Utah Core Standards/Objectives	<p><b>Speaking and Listening Standard 1:</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Objectives a,b,c,d)</p> <p><b>Speaking and Listening Standard 2</b></p> <p>Interpret information presented in <b>diverse media and formats</b> (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study</p> <p><b>Writing Standard 2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

Essential Question(s)	<p>Why would it be important for me to know more about my community?  How will knowing historical information enrich my life?  How will knowing cool things to do in my community help me and others?  How can I best share the information I learn about my community?</p>
-Spatial Issue	<p><b>Where</b> on a map are the most important historical sites in my locale?  <b>Where</b> are there fun things to do?</p>
Assessments (rubrics, scoring guides)	<p>Group work: evidence of collaboration and contributing  Assessments will be the actual product - webpage, powerpoint, etc.</p>
Project Products	<p>Finished maps, newspaper articles, webpages, powerpoints, etc...</p>
Project Timeline (include a step by step Procedures)	<ol style="list-style-type: none"> <li>1. Students will <b>research</b> favorite <b>current</b> activity sites and interesting <b>historical sites</b> in the communities of Hurricane, LaVerkin, Toquerville, Virgin, and Springdale.</li> <li>2. Students will <b>brainstorm</b> in groups and list favorite places, favorite activities, noteworthy historical sites, etc. in our local communities. Students will use a <a href="#">placemat cooperative learning activity</a> to write down ideas to share.</li> <li>3. After discussion, students each choose a favorite site or activity to research, then partner up according to interests. They may choose to deliver the information they learn by either creating a web page with links, a powerpoint, an online brochure, a video clip, etc., but each student <b>must create a map</b> to embed in their presentation that will inform the audience (online newspaper).</li> <li>4. This will be an ongoing project for our online school newspaper, with students' finished products being posted monthly for community spotlight.</li> </ol>
Resources Needed	<p>Chromebooks for all students</p>
Skills Required	<p>Basic knowledge of google drive account: documents, presentations, web sites,</p>
Project Team Member Roles	<p><b>Teacher(s):</b> Teach students about arcgis mapping skills, show class account;</p>

	<p>Teach google drive, how to organize folders          Build interest in local history          Line up mayors to come in for interviews</p> <p><b>Students:</b>          Brainstorm, research, interview, write, create maps</p> <p><b>Partner(s):</b> Schedule time to come in for interviews for mayors</p>
Celebration/Presentation	Students will present projects in class to peers, then be published in school online newspaper.
Project Evaluation	<p>Student engagement in self-selected project and media          Presentations “How much did I learn? Did I influence opinion about my community through my project:? Do I have more community pride as a result of my project?”</p> <p>Points for the project will follow a simple rubric based on presentation of data, usefulness of data, and timeliness of completion.</p>
Project Bibliography	<p><a href="http://www.arcgis.com/about/">http://www.arcgis.com/about/</a>  <a href="http://www.cityofhurricane.com/">http://www.cityofhurricane.com/</a>  <a href="http://laverkincity.org/">http://laverkincity.org/</a>  <a href="http://www.toquerville.org/">http://www.toquerville.org/</a></p>
Plans for Future CMAP Activities	Create a “Top 10 places to visit in my community” list with map that char monthly in newspaper AND on TV in commons area of our school during school lunch.