

TEMPLATE FOR CMAP PROJECT

Each participant who participated in the CMAP workshop signed an agreement to conduct a CMAP project and write up. This template is provided to you as a guide for the CMAP project you agreed to conduct with your students.

Please complete a detailed write-up of your CMAP project using this template. Use the kind of language and detail so other teachers can take your project to conduct in their classrooms. An archive of CMAP projects will be made available for Utah educators.

Send to: Jared Covili, UEN Professional Development
SAEC, Room 1240
1720 Campus Center Drive
Salt Lake City UT 84112
or Email/share with jared@uen.org

Project Title: Monroe Historical Hike/Tour
Created by: Ashlee Larsen
Class: Fourth Grade

Project Description	<p>Students will be able to identify and plot the various historical sites/points of interest in Monroe City while on the traditional Monroe Historical Hike.</p> <p>Students will acquire the following information while on the hike/tour regarding each site:</p> <ol style="list-style-type: none">1. Physical address of each site.2. GPS location of each site.3. Historic information related to each site.4. Picture of the site. <p>After gaining the previous information while on the hike, the students will map the sites on a GIS map and add a hyperlink containing the physical address, historical information, and picture. After putting this information into the system, students will be challenged to independently find at least one more site of historical significance and add it to the GIS and take their own families on the tour.</p>
Community Issue or Problem Selected -How project evolved?	<p>Each year, the fourth graders at Monroe Elementary hike to the historical sites and points of interest in Monroe, UT. Currently, there is not an interactive map with the such sites plotted. We will create a map and continue to add sites rich in</p>

	<p>history to it. This GIS will be shared with the mayor and community officials at the Monroe City Office. As a class, we will create an informational handout/map to leave at the city and county offices for those visiting our area.</p>
Community Partner(s)	<ol style="list-style-type: none"> 1. Sevier School District 2. Monroe City Mayor Kurt Nielson 3. Sevier County Commissioner Ralph Brown 4. Monroe City Office Staff
Project Objectives	<ol style="list-style-type: none"> 1. Students will be able to navigate and read a GPS. 2. Students will be able to use the ArcGIS (Geographic Information System) interface. 3. Students will collect and pin data and add photos to GIS. 4. Students will learn about Monroe's historical sites, history, and points of interest. 5. Students will create a handout for visitors to the area who want to visit historical sites/points of interest and will leave to be distributed at the Monroe City Office and Sevier County Administration Building.
Utah Core Standards/Objectives	<p>4th Grade Social Studies Standard 2: Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.</p> <p>Objective 1: Describe the historical and current impact of various cultural groups on Utah.</p> <ol style="list-style-type: none"> e. Explain the importance of preserving cultural prehistory and history, including archaeological sites and other historic sites and artifacts. <p>Objective 2: Describe ways Utah has changed over time.</p> <ol style="list-style-type: none"> a. Identify key events and trends in Utah history and their significance.
Essential Question(s) -Spatial Issue	<ol style="list-style-type: none"> 1. Based on the historical sites and points of interest, how has Monroe City changed over time? 2. How did the canal system influence early settlers of Monroe? (Look at the location of buildings and purposes of the irrigation.) 3. Why has the city of Monroe maintained the buildings (school, cabins, churches, jail, etc.) Why is it important for there to be a marker at Fort Alma? 4. What points of interest are important to Monroe today? (economy, enjoyment) 5. Looking at the map, in what blocks was Monroe first settled? How has it developed and why?

<p>Assessments (rubrics, scoring guides)</p>	<p><u>Breakdown (100 pts. total):</u></p> <p>50 pts. – Historical Sites/Points of Interest Handout for county and city offices with physical address, GPS coordinates, pictures included, and link to GIS map/ 20 points will be awarded based on communication skills using the rubric.</p> <p>http://www.uen.org/rubric/previewRubric.html?id=33851</p> <p>20 pts. - Participation in the Historical Hike/Tour</p> <p>10 pts. - Notes on physical address, GPS coordinates, and significance of the point of interest.</p> <p>10 pts. - Picture taken of each site on iPad and uploaded to GIS.</p> <p>10 pts. - Sites pinned in GIS with physical address, GPS coordinates, significance, and pictures.</p>
<p>Project Products</p>	<p>The following products will be needed:</p> <ol style="list-style-type: none"> 1. Notes on historical sites/points of interest in Monroe, Utah. The lists must include pins: physical address, GPS location, historical information, and picture. This can be done paper/pencil or on the Notes App on the iPad. 2. GIS map link identifying the location of all historical sites and points of interest in Monroe 3. Handout created for visitors with historical sites/points of interest in Monroe, Utah including pins: physical address, GPS location, historical information, and picture.
<p>Project Timeline (include a step by step Procedures)</p>	<p>This project will take approximately 2 weeks.</p> <p>WEEK 1:</p> <ol style="list-style-type: none"> 1. Meet with the Monroe City Office Staff and Mayor Kurt Nielson about creating a document for visitors that includes Monroe’s historical sites and points of interest. Determine the needs for such a document. 2. Teach students GPS manipulation skills. 3. Go on a historical and points of interest walking tour of Monroe to gather the information. <p>WEEK 2:</p>

	<ol style="list-style-type: none"> 1. Introduce students to the ArcGIS system. Model how to pin locations, use map tools, and save projects as a group. 2. Assign students to pin various points/sites with each requirement included. 3. Create professional handout for city and county offices and share the URL of the GIS. This will be done as a group project on the projector. <p>ONGOING EVALUATION TO CONTINUE...</p>
Resources Needed	<ul style="list-style-type: none"> -13 GPS Units -Chromebook Lab for GIS input and handout creation -ArcGIS Site -iPads for camera capabilities -Paper/pencil for note taking during the hike or Note App on the iPads
Skills Required	<ol style="list-style-type: none"> 1. Students will learn to use a GPS unit and to input information into the ArcGIS map. 2. Students will be able to create an informational handout for county and city visitors. 3. Students will gain skills regarding how to gather the following: physical addresses, GPS coordinates, and useful expository information using iPads and GPS units.
Project Team Member Roles	<p>Teacher(s): Teachers will be tour guides and present the information on the points of interest to the students. They will model how to use ArcGIS and GPS tools. They will also establish community partnerships.</p> <p>Students: Students will take notes on points of interest, take photographs, and pin points of interest with above requirements. They will later create a handout to be given to community and city offices for distribution.</p> <p>Partner(s): The Monroe City Mayor and county commissioner Ralph Brown will offer input about what they would like on the handouts. Mayor Kurt Nielson will lead the celebration at the city offices and thank the students by giving them a sticker.</p>

Celebration/Presentation	As a class, we will print handouts for the city and county offices and walk to the Monroe City Office building. The mayor will be there to accept the handouts and give each student a Monroe City sticker. Afterwards, we will post the handout to the city Facebook Page and Sevier County pages. In addition, we will share the handout on our class Facebook page. Bonus points will be given to students who take their families to each site and teach them about the significance.
Project Evaluation	The project will be evaluated by community leaders and employees according to the data the handout provides for visitors to the area. Information desired includes ease to use, information acquired, and accuracy. Teachers will evaluate the project based on a 100 point scale found in the assessment section.
Project Bibliography	Students will need internet access, the ArcGIS system, and notetaking capabilities.
Plans for Future CMAP Activities	Because students now understand how to use ArcGIS, they will pin the runoff locations for the Sevier Valley and identify the significance of precipitation in the water cycle. Furthermore, students will pin locations of local, state, and government officials and identify their roles in the 3 branches of government in the United States.

Optional:

- Lesson Plans
- Student Artifacts
- Publicity