

Geography

Neighborhood Improvement

Subject Area: Social Science

Grade Levels: 9/12

August 2013

Lesson Overview

The following lessons were created to be taught in the Geography and Government classes. The purpose of the lessons is to show the students why the government creates the infrastructure in their neighborhood the way that it does. After learning about the concepts of Human-environment interaction and movement, then the students will analyze the issues that they see in their neighborhood in regards to traveling. The students will partake in a survey to help gather ideas to create their project. Then they will use google maps to make printouts of their neighborhood to use as examples in their projects. Once they have an idea, the students will then apply for a grant to fund their idea and make an artist rendering of what the finished product will look like and present it to the class. The group that makes the best case will (hypothetically) have their project implemented.

Materials Included in this Lesson

- Application
- Survey
- Rubric
- SACOG fact sheet

Other Materials for this Lesson

- powerpoint on 65th st and Folsom
- Large maps of neighborhood around school
- Colored magnets to label map
- Computers with google maps
- Poster paper and pens

Skills the Student will Learn

- How the local government impacts building
- Why cities are developed the way that they are
- How to complete an application
- How to propose their plan to get approved (presentation skills)
- How to see scale and read a map

Student Deliverables

- Students will analyze the makeup of their neighborhood by completing a survey and analyzing maps
- Come up with an original idea to better their neighborhood
- Write a letter to see if their idea is viable
- Create an application to convince the panel that their idea is a good one
- Draw a map and an artist rendering of

how they are going to make changes to their location

- Present their project to the class

Length of Lesson: 10 Days

Activity Day One

Teacher will review the 5 themes of geography

Teacher will explain the role of government and citizens in creating a city (handout SACOG fact sheet)

Students will take and complete a survey about their commute to school

Show the students the website www.trafficspotter.com

Activity Day Two

Teacher will review the survey answers

Teacher will review the different types of land zoning and students will discuss why there are different types.

Teacher will show a powerpoint to students of how the intersection at 65th and Folsom was, how it is now, and how it may look in a few years.

<http://www.sacog.org/CivicEngagement/PhotoSimulations/>

Students will create their groups of 3

Homework: Students will think of an area in their neighborhood that can be improved. They will write down its relative location and absolute location. They will then write a half page about what it is now, how they would change it, why they would change it, and how the changes would benefit the whole community.

Activity Day Three

Once the students have created their groups, they will decide on a project. Once they have decided on an idea, they will bring it up to the instructor and the instructor will either approve it or disapprove it. Once it is approved, the students will start writing a one page submittal letter on their idea* .

*students will be given a template to guide them on their submittal letter

Activity Day Four/Five

Students will do a scavenger hunt on google maps to familiarize themselves with the tool

Students will continue working on their submittal letter. While they working on their submittal, they will transition into doing research on their area in google maps. They will need to analyze what the 6 block radius is comprised of around their improvement area. They will print 3 maps of different scales to show the immediate area of their project and the surrounding area. Map 1 will be of the area of the project. Map 2 will be of the three block radius. Map 3 will be of the 6 block radius. The submittal letter is due at the end of the period on day 5.

Activity Day Six/Seven

Teacher will review the application that the students need to complete to potentially get their project approved and receive funding for it.

Students will break into their groups and start working on the application

Once students are finished with their applications, they will begin working on their poster that visually showcases the changes that they made to the land in their neighborhood. This will be used to show the rest of the class during the presentation. While they are working on the poster, they will also start making note cards to use during their presentation.

Activity Day Eight

Students will finish up their posters and prepare notecards for their presentations

Activity Day Nine

Students will present their projects to the class and three faculty judges. The top group will be invited to the banquet in December.

Activity Day Ten

Students will complete survey on the assignment

Enrichment Suggestions

I could add a budget component to this project where the students would have to analyze the costs for their project. To do this I would want to partner with the math class that the students are in and make it a cross curricular project.

Student Resources

Application form for project

Posterboard

Computers with access to internet for google maps

Common Core Academic Standards

- 12.7 Students Analyze and compare the powers and procedures of the national, state, tribal and local governments.
- 12.7.2 Identify the major responsibilities and sources of revenue for state and local

governments.

- 12.7.5 Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
- Chronological and spatial thinking (standards used in all social science classes)
 - Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods

CTE Pathway Standards

Include a bulleted list of CTE Pathway Standards by number with an abbreviated description of the standard: (<http://www.cde.ca.gov/be/st/ss/>)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- D3.0 Interpret and apply information from technical drawings, schedules, and specifications used in the construction trades.
 - D3.1 Identify the elements used in technical drawings, including types of lines, symbols, details, and views.
 - D3.2 Identify and interpret the elements of technical drawings, including plan, elevation, section, and detail views.
- B8.1 Understand the roles in heavy construction of design engineers, estimators, superintendents, project managers, foremen, operators/drivers, administrators, and inspectors.

Lesson Plan Relevance To Externship

My externship was with the Sacramento Area Council of Governments (SACOG) which takes Federal funding and appropriates it to local governments to help them develop their infrastructure (streets, transit, etc.). For this project I am going to have my freshmen geography students act as local governments and apply for money from SACOG to fund a plan that they will create to better their neighborhood. The goal of this project is to show the students how governments work, why infrastructure is so important, and how they can have an impact in their community through working with the government.

Rubric for the Geography Project

Student Deliverables	1 Exceeds Expectations	2 Meets Expectations	3 Approaches Expectations	4 Fails to meet Expectations
Abstract/submittal letter	Detailed and creative idea that is appropriate for improving the neighborhood	Detailed ideas for neighborhood improvement, but lacking creativity and uniqueness.	The idea is present but details are not included. Letter will not be approved with this score and students will have to resubmit it with more information.	Submittal letter is either not created, or it is incomplete and not resubmitted.
Application for grant	All components of application have been completed with detail and precision. They are specific and unique to the individual group.	All components of application have been completed with detail and precision.	All components of application have been completed but lack some detail and precision.	Not all components have been completed. Application is unfinished.
3 google maps	A map of the exact area is printed as well as a map with a 3 and 6 block scale. The maps will all be highlighted where the changes are taking place.	A map of the exact area is printed as well as a map with a 3 and 6 block scale.	1 or 2 of the required maps are created.	The map have not been printed or they do not address the required components.
Poster of changes to neighborhood	Detailed, artistic, and neatly drawn depiction on a posterboard showcasing how the neighborhood changes are going to look. Appropriate colors, and clean lines (use of ruler) are used.	Detailed drawing of neighborhood changes that takes up the whole poster and is neat with appropriate colors, and clean lines (use of ruler).	Drawing is detailed and neat but lacking complete color and clean lines	Drawing is not to scale, and does not fill the entire poster, lacking colors and clean lines
Presentation	Students are dressed appropriately and have practiced the presentation, and give a confident sales presentation	Students are dressed appropriately and have practiced the presentation.	Students are either not dressed appropriately or have not practiced and prepared for presentation	Students are not dressed appropriately and have not practiced.

Submittal letter:

For this assignment you will need to include a one page letter explaining why you feel that your project should be funded. Remember this is a persuasive paper. You are trying to get the community to fund your program. There is only a certain amount of money and not all projects will get funded.

The particulars:

The paper needs to be:

Minimum of 1 page typed 12 font, double spaced

Intro paragraph:

Thesis- what you plan to do for your project

Body Paragraph:

Why your project is necessary

Details of why it needs to be funded

Explanation of what your project is

Explanation of how it will benefit the community as a whole

Conclusion:

Restate your thesis and remind your reader why the project will work

Student neighborhood survey

How do you get to school?

- Walk
- Car
- Bike
- Bus

How far do you live from school?

- Less than ½ mile
- ½ mile to 1 mile away
- 1 mile – 2 miles away
- More than 2 miles

How long does it take to get to school?

- 5 minutes
- 15 minutes
- 30 minutes
- 45 minutes or more

Are there any painted bike lanes on your way to work?

- Yes
- No

When you ride your bike in your neighborhood, do you feel safe from vehicles?

- Yes
- No

Are the streets/alleys/sidewalks that you take to school well lit up?

- Yes
- No

Do you feel safe when walking alone in your neighborhood? **Explain your answer**

- Yes
- No

Can you get to every place you would need to go for survival within 20minutes in your neighborhood without a vehicle?
ie: grocery store, library, school, gas station, clothes shop, restaurants, etc.

- Yes
- No

What types of buildings do you see on your way to school? Check all that apply.

- Houses
- Apartments
- Commercial buildings (warehouses)
- Shops/stores

Are there any empty lots on your way to school?

- Yes
- No