

Community Maps Lesson Plan:

Key Vocabulary

Materials Needed: Community Map, Map of Downtown, Note Template, After the Map, Graph Paper

Teaching Strategies:

1. Set Expectations for seminars
All Connections Students need to:
 - a. Raise their hand
 - b. Wait turn to speak
 - c. Be polite and respectful
 - d. Bring materials (Binder and Pencil)
2. Introduce Community Map Project
 - a. Students read and discuss "Community Map."
 - i. Discuss Roles/Responsibilities
 - ii. Determine how each group will choose roles
 - b. Introduce Vocabulary. As you make your map, you will look for the following assets:
 - i. **Housing:** A place to live
 - ii. **Business:** A place to shop, or to find work
 - iii. **Post High School Education:** A place to further your education
 - iv. **Service Providers:** A place to get help or support
 - v. **Recreational Opportunities:** A place to have fun
 - vi. **Neighborhood Resources:** A place to obtain your needs
 - c. Today we will map downtown Eugene.
 - i. Each Group will be assigned a different section of downtown (**PRINT MAP OF DOWNTOWN. DIVIDE DOWNTOWN INTO SECTIONS**)
 - ii. Students will have about 45 minutes to complete activity.
3. Students will break into groups and complete Community map of downtown
 - a. If Virtual:
 - i. Divide students into zoom break out rooms. Students can use google maps and street view to complete jobs
 - ii. Assign students jobs
 1. **Mapper/Scout:** Serves as the group leader. Have this student share his/her screen with the other students in break out group
 2. **Note taker:** Completes observational form
 3. **Collector:** Uses internet to gather information about locations in neighborhood (e.g. will find websites for businesses in neighborhood, or find menus of restaurants in neighborhood)
 4. **Photographer:** Takes pictures of neighborhood (this can be done by taking screen shots on Google street view or visiting neighborhood)
 - iii. Have Collector and Photographer email pictures/websites/etc to Note Taker after map is completed
 - b. If In-Person: Complete community maps in groups of 4 students.
 - i. If less than 4 students, the Collector/Photographer can be more than one job
 - ii. If more than 4 students, the Mapper/Scout can be two jobs.
 1. The Scout can serve as the facilitator
 2. The Mapper can draw a map on graph paper as you walk the neighborhood.
4. Return to Class
 - a. Students complete "After The Map"
 - b. Students will share findings of Map
 - i. What examples of examples of housing, business education, service providers, recreational facilities, neighborhood resources did you find?
 - ii. What are the perks of living downtown? What are the challenges?
 - c. Discuss. What was easy about the Map it! Project? What was challenging? What can we do better next week?

5. Homework: Think about where you live. What are the Perks? What are the challenges?

From: Community Mapping Article: <http://www.ncset.org/publications/viewdesc.asp?id=2128>