



## 6-8 ELA Project "Map The Green Space"

**Author:** Claire Schroepfer, Nicky DeMoss (Modified from [eGFI and ASEE](#))

**Revision Date of Lesson Plan:** July 8, 2013

### **Overall Goal for the Project:**

Students will learn about urban planning and space through research and assessment of their community. Students will examine the space and how well it functions for the surrounding nature as well as for the people living and working in it.

### **Description of Setting, Grade Level, and Students:**

This activity can be used for students in grades 6-8, any class size. The activity is for varying performance levels, remedial, average, or advanced. Guthrie Green is in an urban setting with access to water, shade, restrooms, and electricity.

### **Student Objectives for the Project:**

Students will become aware of the area's strengths and weaknesses, evaluate positive and negative interactions between individuals and the area, learn about and identify different types of green spaces, design a portfolio presentation or annotated map.

### **Length of Project:**

This project should take 3-4 class periods.

### **Schedule of Lessons:**

1. Lesson 1: Community Inventory
2. Lesson 2: Brady Arts Walking Tour
3. Lesson 3: Evaluating the Community Space

### **Common Core Standards Addressed:**

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Assessment:**

Students will be assessed based on:

Completion of “Community Inventory Worksheet” and “Green Spaces Worksheet”

Oral responses to teacher questions

Contribution and participation in small group discussions

Writing Assessment/Portfolio Presentation

**Accommodations:**

Volunteers can be enlisted to help students groups while off campus, materials may be modified according to student needs. Students may work individually or in groups.

**Materials Needed:**

Community Inventory Worksheet

Green Spaces Worksheet

Portfolio Rubric

Map Assessment Rubric

Maps of the Brady Arts District (available at any business in district)

Colored stickers or [GreenMap icons](#)

Student Photographs- printed/developed

Paper Supplies for portfolio construction

Clipboards (optional)  
Chalkboard/Whiteboard  
Colored pencils  
Yarn  
Graph Paper (optional)



**6-8 ELA Project**  
**“Map The Green Space”**  
**Lesson One: Community Inventory**

**Author:** Claire Schroepfer, Nicky DeMoss (Modified from [eGFI and ASEE](#))

**Revision Date of Lesson Plan:** July 8, 2013

**Overall Goal for the Lesson:**

Students will examine community space and its strengths and weaknesses.

**Description of Setting, Grade Level, and Students:**

This activity can be used for students in grades 6-8, any class size. The activity is for varying performance levels, remedial, average, or advanced. This lesson can be conducted at the park, but may be better in the classroom before traveling.

**Student Objectives for the Lesson:**

Students will become aware of the area’s strengths and weaknesses, evaluate positive and negative interactions between individuals and the area, learn about and identify different types of green spaces, design a portfolio presentation or annotated map.

**Length of Lesson:**

This lesson should take 30 minutes.

**Schedule of Activities:**

1. Teacher will write “community” on the board and call for students’ ideas of the concept. Create a web of what “community” means to them.
2. Define the boundaries of the Brady Arts District, then project an image of the space or distribute maps for students to study. How familiar are they with the space? What are its strengths and weaknesses?
  - a. Define “community strengths” as the ways people work to improve the environment and aspects of the community that are beneficial to everyone.
  - b. Define “community weaknesses” as ways in which people are harming or neglecting the environment.
3. Have students record the definitions and ideas raised in the brainstorming session on their “Community Inventory Worksheet.
4. Have students identify the area’s green spaces on their maps. Help them define five basic green spaces, such as a park, garden, tree, wildlife refuge/habitat garden, or streetscape. Allow 10-20 minutes to complete the “Green Spaces Worksheet.”
5. Have the class discuss the key green spaces they identified, as well as the community strengths and weakness in connection with these spaces.
6. Brainstorm possible ways to address the weaknesses and protect and enhance the community strengths.

**Common Core Standards Addressed:**

CCSS.ELA-Literacy.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Assessment:**

Students will be assessed based on:

Verbal responses to questions

Completion of "Community Inventory Worksheet" and "Green Spaces Worksheet"

**Accommodations:**

Materials may be modified according to needs. Students may work individually or in groups.

**Materials Needed:**

Community Inventory Worksheet

Green Spaces Worksheet

Maps of the Brady Arts District (available at any business in the district)

Chalkboard/Whiteboard



**6-8 ELA Project**  
**“Map The Green Space”**  
**Lesson Two: Brady Arts Walking Tour**

**Author:** Claire Schroepfer, Nicky DeMoss (Modified from [eGFI and ASEE](#))

**Revision Date of Lesson Plan:** July 8, 2013

**Overall Goal for the Lesson:**

Students will tour the Brady Arts District, recording observations for Lesson Three: Evaluating the Community Space.

**Description of Setting, Grade Level, and Students:**

This activity can be used for students in grades 6-8, any class size. The activity is for varying performance levels, remedial, average, or advanced. The park is in an urban setting with access to water, shade, restrooms, and electricity.

**Student Objectives for the Lesson:**

Students will become aware of the area’s strengths and weaknesses, evaluate positive and negative interactions between individuals and the area, learn about and identify different types of green spaces, design a portfolio presentation or annotated map.

**Length of Lesson:**

This lesson should take 60-90 minutes.

**Schedule of Activities:**

1. Before the students begin the tour, ask them to recall and list the green spaces they will see or interact with in their neighborhood (from Lesson One: Community Inventory).
2. Categorize the places the students mention as a park, garden, tree, wildlife refuge/habitat garden, or streetscape. Older students can develop a more complex list, using the [GreenMap](#) icons.
3. Break into small groups for the walk to record observations. Each group should have a camera, a Brady Arts District map, and two copies of the “Green Spaces Worksheet” for pictures and notes. Each group should have a leader in charge of materials.
4. Explain the task of photographing and recording notes about:
  - a. Green spaces (park, garden, tree, wildlife refuge/habitat garden, or streetscape)
  - b. People interacting with their environment
  - c. Strengths and weaknesses (elements that help or harm the environment)
5. Each group should record at least 5 images. Students should take quick notes on the worksheet to help recall what they photographed and specify locations of images. Students may take a few “overview” pictures to capture the impression of the street area.

**Common Core Standards Addressed:**

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Assessment:**

Students will be assessed based on:

At least 5 photographs of the Brady Arts District

Completed Green Spaces Worksheet

**Accommodations:**

Materials may be modified according to needs. Students must travel in groups for safety reasons, but they may complete their observations individually if necessary.

**Materials Needed:**

Green Spaces Worksheet

Brady Arts District Map (available at any business in the district)

Cameras

Clipboards (optional)



**6-8 ELA Project**  
**“Map The Green Space”**  
**Lesson Three: Evaluating the Community Space**

**Author:** Claire Schroepfer, Nicky DeMoss (Modified from [eGFI and ASEE](#))

**Revision Date of Lesson Plan:** July 8, 2013

**Overall Goal for the Lesson:**

Students will become aware of the area’s strengths and weaknesses, evaluate positive and negative interactions between individuals and the area, learn about and identify different types of green spaces.

**Description of Setting, Grade Level, and Students:**

This activity can be used for students in grades 6-8, any class size. The activity is for varying performance levels, remedial, average, or advanced. The park is in an urban setting with access to water, shade, restrooms, and electricity.

**Student Objectives for the Lesson:**

Students will synthesize their findings on Green Space and urban communities in a final report.

**Length of Lesson:**

This lesson should take 60-90 minutes.

**Schedule of Activities:**

1. Preparation: After conducting the tour, the teacher and students will need to prepare materials for this lesson. Students may need help downloading and printing or developing their photos.
2. For their final synthesized report, students may choose to create a portfolio or an annotated map.
  - a. Portfolio of Community Strengths and Weaknesses:
    - i. Students will create a comprehensive portfolio of community strengths and weaknesses based on their tour of the Brady Arts District in Lesson Two.
    - ii. After creating their portfolio, students may present their findings on one strength and one weakness.
    - iii. Optional: Select a representative portfolio page from each group and display on a collective bulletin board display. Allow students to take the lead on designing the display.
  - b. Mapping the Community Green Spaces
    - i. Students will create an annotated map using photographs, GreenMap icons or stickers, and prepare a written report summarizing their findings, including recommendations for improvements of community space and its use.
    - ii. After creating their map and report, have each group summarize their findings for the class. How many groups saw the same thing? Which suggestions are the most promising for improvement?
    - iii. Optional: Have the class pool their efforts on a single map that goes into more detail, using more GreenMap icons or drawings.



**Common Core Standards Addressed:**

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CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Assessment:**

Students will be assessed based on their final products- Portfolio or Annotated Map.

**Accommodations:**

Materials may be modified according to needs. Students may work individually or in groups.

**Materials Needed:**

Student Photographs

Completed Green Spaces Worksheets

Paper Supplies for portfolio construction

[GreenMap icon sheets](#)

Portfolio Rubric

Map Assessment Rubric

*Enlarged* Brady Arts District maps (regular size available at any business in the district)

Colored pencils

Yarn

Graph Paper (optional)

Name: \_\_\_\_\_

# Community Inventory

**A) Define:**

Community Strengths:

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Community Weaknesses:

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**B) Examine the map and web we created and complete the table below.**

Community Strengths	Community Weaknesses

Name: \_\_\_\_\_

# Green Spaces

Record each picture that you take below.

Check all boxes that are true for your picture, and provide brief notes to help your recall of details.

Description (2-3 words)	Location	Green Space	People Interaction	Strength	Weakness

Name: \_\_\_\_\_

## Map The Green Space Portfolio Guidelines

“Every person is defined by the communities she belongs to.” – Orson Scott Card

In order to present your research, you will be required to make a comprehensive portfolio of the different strengths and weaknesses that you have found.

Your portfolio must highlight up to 5 chosen categories of community strengths and weaknesses. Each portfolio must include 5 pages, each illustrating one strength or one weakness.

This portfolio will be due on: \_\_\_\_\_

Below is the rubric I will use to grade your portfolios:

### Community Tour Components

Pre-Work Handouts Completed	Y/N	15 pts _____
Participation in Walking Tour	Y/N	5 pts _____
<b>Total:</b>		<b>20 pts _____</b>

### Final Portfolio Content

Introduction:

Creative title, introduces topic,  
catches reader’s attention 10 pts \_\_\_\_\_

Written Component:

Clear supporting paragraphs?	Y/N	
At least 5 strengths identified?	Y/N	
At least 5 weaknesses identified?	Y/N	
GreenMap icons used?	Y/N	
Photograph locations identified?	Y/N	40 pts _____

Conclusion:

Suggestions for improvement? Y/N 10 pts \_\_\_\_\_

Grammar, spelling, punctuation 15 pts \_\_\_\_\_

Formatting:

5 pages, colorful, easy to read 5 pts \_\_\_\_\_

**Total: 80 pts \_\_\_\_\_**

**Grand Total: 100 Pts \_\_\_\_\_**

Name: \_\_\_\_\_

## *Map The Green Space* Map Assessment Guidelines

“Every person is defined by the communities she belongs to.”– Orson Scott Card

In order to present your research, you will be required to make an annotated map of the community space. Along with the map, you will also be required to produce a written report explaining your findings.

For your map, you may draw your own or use an enlarged version of the map we’ve been working with. To annotate you must:

Color in the green spaces, attach the GreenMap icons or colored stickers to code the spaces you have identified, attach your photographs to the side of the map and connect them to the locations using yarn, add any details you think are important that you do not see on the map.

This project will be due on: \_\_\_\_\_

Below is the rubric I will use to grade your maps and written reports:

### **Community Tour Components**

Pre-Work Handouts Completed	Y/N	15 pts _____
Participation in Walking Tour	Y/N	5 pts _____
<b>Total:</b>		<b>20 pts _____</b>

### **Final Map Content**

Map:	creative title, clear annotations, colorful, neat, organized	10 pts _____
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### **Written Component:**

Clear supporting paragraphs?	Y/N	
At least 5 strengths identified?	Y/N	
At least 5 weaknesses identified?	Y/N	
GreenMap icons discussed?	Y/N	
Photograph locations identified?	Y/N	
Suggestions for improvement?	Y/N	
		40 pts _____

### **Intro/Conclusion:**

clear thesis, summarize points, catches reader’s attention	10 pts _____
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Grammar, spelling, punctuation	15 pts _____
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Formatting: 2-3 pages, organized, clear	5 pts _____
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**Total: 80 pts \_\_\_\_\_**

**Grand Total: 100 Pts \_\_\_\_\_**