

Tool:	Community Mapping
Category:	School Environment and Culture
Urban Specialist:	Vicki Wells
School Level:	K-12
Target Audience:	Administration, certified teachers and paraprofessionals
References:	<p>O'Sullivan, M. (2001). Community awareness and community mapping. Received at the Summer Urban Institute. July 2001.</p> <p>Treadway, L. (2001) Community mapping: A rationale. Received at the Summer Urban Institute. July 2001.</p>
<p>Rationale: 1. Through community mapping educators can develop an understanding of the social identity of students as individuals and as groups.</p> <p>2. From community mapping experiences teachers can anchor their instruction to concrete situations in the lives of their students.</p>	
<p>Description: This procedure for the community mapping activity was adapted from the plan suggested by Mary O'Sullivan in <i>Community Awareness and Community Mapping</i>. The school community can be divided into areas for the staff to visit. The staff travels in grade level groups. During the introduction of the activity, teachers and interns are given a list of questions that will guide them as they gather information. Each group is given a set of maps and a starting place for their itinerary. There are also particular sites listed with each map that the group needs to visit and a list of the people that are connected with community resources that they need to interview.</p>	

Members of the group will do one of the following tasks.

Driver: This person will provide the transportation for the group.

Scout: This person will read the directions on the map and lead the group around the area.

Note-taker: This person will record where the group goes and what they see. This person will be given a checklist on which to record the types of buildings in the neighborhood. There should also be notations made on encounters made and conversations they may have.

Photographer: Using a digital camera, this person will take pictures of significant sites in the community. A helper will take notes about the photographs that are taken.

Collector: This person will collect artifacts that may include objects, brochures, community newspapers, and biological evidence.

Rubber: This person will do stone rubbings of historical markers.

As a debriefing activity, each grade level group prepares a short presentation of their findings to be presented to the entire staff.

Adaptation: This is a meaningful activity for teachers that are new to the staff.

- If the group is small, traveling together promotes collaboration and interaction.
- The teachers can bring the addresses of their students to try to match the student with the area of the community in which he/she lives.
- Taking the group to one of the local restaurants as a beginning to the activity creates a positive atmosphere and develops camaraderie among new staff members.