

Lesson Plan 4: Neighborhood survey

SUBJECT(S): Geography

GRADE LEVEL: 7 - 10

DURATION: two class periods

Objectives

Students will understand that:

- maps reflect the perceptions and values of the people who make them

Students will be able to:

- gather information through careful observation for a specific purpose

Learning Activities

Period 1

Divide the class into groups and tell them that they're going to conduct a community survey to find out how accurate their mental maps of the neighborhood (from Lesson Plan 3) are and that they'll use their observations to work with others to create a map of the neighborhood.

Review the questions on the *Neighborhood Survey* (pg. 32) handout and ask students to make notes on the survey sheet as they walk through the area around their school. This should be roughly the same area that you used for the previous lesson plan.

Distribute the *Neighborhood Survey* (pg. 32) handout and lead students on a walk through the neighborhood, giving them time to write down their observations in response to the questions on the handout.

Period 2

Ask students to report their answers to the survey questions and record these on the board. Discuss any discrepancies and ask students why people had different observations.

Assessment

Evaluate how extensively students answered the questions on the *Neighborhood Survey* (pg. 32) handout.

Materials Included:

- Neighborhood Survey [pg. 32]

Additional Materials Needed:

- large sheets of paper
- markers
- construction paper
- scissors
- yarn or string

Vocabulary

condo (condominium):

a building in which units of property are owned by individuals and common parts of the property, such as the grounds and building structure, are owned jointly by the unit owners

row houses:

a series of houses, often of similar or identical design, situated side by side and joined by common walls

Neighborhood Survey

Name: _____

Date: _____ **Time of Day:** _____

- 1) What types of homes are in the neighborhood around your school (apartment buildings, row houses, condos, single-family houses)?
- 2) What other types of buildings do you see (religious institutions, schools, police or fire stations, post office, stores, restaurants, etc.)?
- 3) Write down the names of any businesses in your neighborhood. It may help to draw a diagram to help you remember the location of the businesses.
- 4) Are there any parks in your neighborhood? What are their names? Are there people in the park? Describe them.
- 5) Are there any public transit stops in your neighborhood, such as CTA, Metra or Pace bus stops? Where are they located (street or intersection)?
- 6) Are there places where you would be likely to go with your friends? Where? Are there places you would not go? Why not?
- 7) Are there safe and attractive places for small children?
- 8) Is it possible for people who don't have cars to walk or bike to a grocery store?
- 9) Are there safe places to walk, such as sidewalks? Are the sidewalks in good condition and clear of obstacles like trash cans? If not, describe the problem(s).
- 10) Are there safe places to cross the street (painted crosswalks, a crossing guard or wait/walk lights for pedestrians)?
- 11) What kinds of changes have occurred in the neighborhood? For example, are any new buildings being built? If so, what was on the site before the new building? Are there any buildings being torn down?
- 12) Who do you see in the neighborhood? Do you think that people who live in the neighborhood have been there for a long time? Are new people moving in? Might the people you see be different if you were observing the neighborhood at a different time of day (for example, more or fewer children?)