

Community Mapping

Grade Level: All

Time: Two 1-hour sessions

Objectives:

- Identify and learn about the variety of interests that make up one's communities.

Curricular Connections:

 Civics, Social Studies

Materials: Posterboard or art/butcher paper, rulers, markers, and other art materials depending on students choice of medium.

Procedure:

- 1) Briefly discuss community and identity and how they are related. Ask students to identify and list the different communities that they belong to, e.g. – school, home, neighborhood, city, etc.
- 2) Next, ask students to create sub-lists of the people that compose those communities, e.g.- parents, friends, teachers, store clerks, politicians, etc.
- 3) Have students place these people on the Spheres of Influence handout according to the people's or group's level of influence upon them.
- 4) Ask students to take some time over the next few days to explore the different communities they belong to and to identify at least one way in which they are influenced by someone in each community.
- 5) On day 2 have students create a visual representation or “map” of their communities (posters, collages, multimedia, etc.) that identify and represent the interdependence of diverse stakeholders.
- 6) Students exhibit “maps” and discuss how they are personally influenced by different community members.

Reflection:

- Students discuss the interdependencies of various groups that compose their communities as well as the importance of diversity.

Assessment:

1. Completion of community Maps.
2. Spheres of Influence worksheet.
3. Presentation of community maps

Related Links:

- ([Spheres of Influence Form](http://www.publicachievement.org/Activities/SpheresOfInfluence.pdf) www.publicachievement.org/Activities/SpheresOfInfluence.pdf).