

NEIGHBORHOOD OF THE FUTURE

Performance Standard (17C/17D).C

Draw a picture of the physical and human characteristics of an area in the community as it appears today and what it could look like in the future and write a statement explaining how and why the changes would improve the area accordingly:

- *Knowledge*: Identify and describe physical and human characteristics of a community area.
- *Reasoning*: Analyze how the characteristics could be changed to improve the area in the future.
- *Communication*: Draw a picture and write a statement that are well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand relationships between geographic factors and society (17C) and understand the historical significance of geography (17D)*, students should experience sufficient learning opportunities to develop the following skills:

- Draw pictures showing how open land in and around their community might be used.
- Create a map and draw pictures showing ways students would like their neighborhood to change in the future.

Note: Have students brainstorm some of the physical and human characteristics of the community.

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Ask each student to draw and color a two-paneled picture of what the area looks like today and what it could look like in the future as follows:
 - Draw the area's physical and human features as they appear today and label that panel "Present."
 - Write a caption statement for the "Present" picture to describe the "condition" of the area in terms of its present features.
 - Draw the changes in the area's physical and human features as they might appear in the future in the second panel and label it "Future."
 - Write a caption statement for the "Future" picture to describe the "changes" of the area in terms of its future features.
4. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: The physical and human conditions of the area were completely and correctly identified and described.
 - *Reasoning*: The changes in the physical and human conditions for the future of the area were thoroughly and appropriately analyzed and described.
 - *Communication*: The drawing and the caption statements were well-focused, well-organized, and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work follow

Time Requirements

- Three class periods

Resources

- Paper for writing
- 12 x 18 construction paper folded in the middle
- Colored pencils, crayons or markers
- Ruler
- Social Science Rubric

Empty lot.
Present "Meets"



Old house



Future



Sun

Cloud



Tash



Old tree



New tree

Old fence



New house

New garden



Shak Jones

Present

"Exceeds"

Part 1

Future



The Present there is more trees than
 houses. I think because it look better if
 we keep it the same and we will get more
 01/4/20

If The future there will be more
 houses than trees and open fields because
 they need to build more houses for more
 people that come to Baling break to
 11/2

Text of Exceeds Poster
Neighborhoods of the Future

Present

The Present there is more trees than houses. I like it because it looks better. If we keep it the same way we will get more

Future

In the future there will be more houses than trees and open fields because they need to build more houses for more people that come to Bolingbrook to live.