

How Does A Community Make Decisions?

Altoona

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Subject: Social Studies, Information Technology Literacy	Technology/Equipment/Supplies Needed:
Topic: City Planning for Hwy 53 Bypass	Computers, Computer projection equip, Internet connection, file server space for students
Grade Level: 4	Collaboration (w/media specialist, other staff):
Lesson Length/No of Sessions: 45-90 minute lessons 13-15 days	Classroom teacher Library Media Specialist District Technology Coordinator

Task/Objectives:

Students will investigate the decisions made and yet to be made about land affected by the Hwy 53 by-pass through their community, Altoona. They will be creating a Public Service Announcement to sell their ideas about how the land affected by the bypass will be developed.

Alignment to Content Standards:

Social Studies

A.4.2	C.4.1	E.4.5
A.4.5	C.4.3	E.4.6
A.4.6		E.4.8
A.4.7		E.4.10
A.4.8		

Alignment to Information and Technology Literacy Standards:

Media & Technology	Information & Inquiry	Independent Learning	The Learning Community
A.4.1	B.4.3		D.4.1
A.4.4	B.4.4		D.4.2
A.4.5	B.4.7		D.4.3
A.4.6	B.4.8		

Unit Plan:

Day 1: Introduction to making decisions – how the choices we make affect us

Combine with introduction to classroom government Corwin Kronenberg approach

“What are the rules or decisions that have been made that involve you?” “How do you decide?”

Day 2: Students will re-design the playground on a map of the school yard. (TG – p13, Exploring WI Our Home)

Day 3: Use the “Changes in My Neighborhood” form from “Exploring WI Our Home” PDF file from program #2, or page 18 in print guide, students will evaluate their playground plans

What kinds of things are decided at the community level in Altoona? Where are homes, streets, parks, being built? How are books selected for the library? Parks and recreation programs – How much does it cost? How do they choose coaches, etc.?

View Program #2 “Your Land & Mine” from Exploring WI Our Home – in computer lab

Day 4: Discuss changes in their neighborhoods: School, climate, environmental, people, structural, infrastructure, etc.

In groups of five, choose one change and discuss

Day 5: Walk to city Hall, meet with Larry Sturz, mayor and/or city manager about the changes and plans for future land use primarily

Bring back maps, and other materials about

Day 6: Map skills

Maps of city changes, Website for bypass maps: www.dot.state.wi.us

View online #13 from “Exploring WI Our Home”: Maps: Our Windows to the World

Clips: Topographic Maps of WI, Maps & Computers (Era 10- Question 1a)

Information Technology Skills lessons on Critical TV viewing, commercials, public service announcements, storyboarding (4 lessons) – At an additional time during days 1-6 they will have lessons in the media center (See Media Literacy Lesson Plans)

Day 7: How did the Hwy 53 bypass come to be? Was it from a need or projected need? What decisions are yet to be made about the land development related to the bypass.

In groups they will decide on an area that they want the development to go. They will create storyboards for their PSAs about what they would like to see the land affected by the 53 bypass

Day 8: Teach students how to edit using iMovie software

Days 9-15: Writing scripts, creating storyboards based on the information from City Hall and other sources about the development.

Rehearse, tape, begin editing and share PSAs with classmates and families via closed circuit television or Public Access TV

Resources:

Teacher guide for Exploring WI Our Home

Digital Wisconsin: Video clips and PDF files

Map of the playground, Maps from the WI DOT website

City manager and mayor – presentations & materials about the bypass

Inspiration software

Digital movie cameras, iMovie software & laptops for PSAs

Student Handouts: Permission Form, DOT Website: Hwy 53 Bypass Online Questions, Commercial Chart, Storyboard Planning Sheet

Process (strategies & activities):

Day 1:

Class introduction to making decisions: Display a bottle of pop and a bottle of water. Have students share with the person they are sitting by their selection and why they chose it.

Brainstorm and discuss as a whole class: How do the choices we make affect us? Write list on overhead

Discuss other types of decisions that influence you in your family or
“What are the rules or decisions that have been made that involve you?” “How do you decide?”

Introduction to classroom management using the Corwin Kronenberg approach. Develop a set of *Above the Line and Below the Line Behaviors* and make list of responsibilities for both students and teachers that will be displayed in the classroom for future reference

Tie concept of classroom behavior to ideas about making choices and decisions about what students will do and the consequences of those choices.

Assignment: At home, students will ask, “What is your job as a parent in helping me to be a successful fourth grade student?” and “What types of decisions do you need to make each day?”

Resources:

Corwin Kronenberg materials

Day 2:

Students will re-design the playground on a map of the school yard. (Activity from Teacher Guide PDF document from Digital WI: Exploring WI Our Home, Program #2 Your land and mine) Work during class, be ready to share on Day 3.

Day 3:

Use the “Changes in My Neighborhood” form from “Exploring WI Our Home” PDF file from program #2, or page 18 in print guide, students will evaluate their playground plans and then share them within a small group. Agree as a group on one plan and present it to the class talking about how they came to their decision.

Lead the discussion from the process of choosing a playground to the broader picture of their city:

Possible questions:

What kinds of things are decided at the community level in Altoona?

Where are homes, streets, parks, being built?

How are books selected for the library?

Parks and recreation programs – How much does it cost? How do they choose coaches, etc.?

View Program #2 “Your Land & Mine” from Exploring WI Our Home – in LMC with headsets

They will have questions in their SS folder to answer. They will be able to pause the video and write as they think of the answers. Or they will be able to replay the video if they need to hear it again. Discuss the answers as a class and turn in folders the next day.

Day 4:

As a small group and then as a class, discuss changes in their neighborhoods: School climate, environment, people, structural, infrastructure, etc.

Using the “Changes in My Neighborhood” form from “Exploring WI Our Home” PDF file from Program 2, or page 18 in print guide, students will choose one change and discuss.

Day 5:

Walk to City Hall, meet with Larry Sturz, Mayor and/or city manager about the changes and plans for future land use primarily the Hwy 53 bypass. We will bring back maps and other materials about the proposals.

Assignment: Students will interview their parents with questions given.

Resources:

Map of the playground

Digital Wisconsin: Video clips and PDF files

Social Studies Notebooks for each student

Student Interview Questions

Day 6: Map skills

Students will have a DOT Website task sheet to complete:

View city maps of proposed changes shared by the city.

View website for bypass maps: www.dot.state.wi.us answer questions on DOT Website student handout

View online #13 from “Exploring WI Our Home”: Maps: Our Windows to the World

Clips: Topographic Maps of WI, Maps & Computers (Era 10- Question 1a)

Students will answer questions and comment on various tasks.

Homework: Students will interview their parents about the 53 Bypass. (See Interview Question Student Handout)

**Information Technology Skills lessons on Critical TV viewing, commercials, public service announcements, storyboarding (4 lessons) – At an additional time during days 1-6 they will have lessons in the media center. (See Media Literacy Lesson Plans)

Day 7:

Begin with a class discussion:

How did the Hwy 53 bypass come to be?

Was it from a need or projected need?

What decisions are yet to be made about the land development related to the bypass?

In groups they will decide on an area that they want the development to go. They will create storyboards for their Public Service Announcements (PSAs) about what they would like to see happen to the land affected by the 53 bypass.

Day 8:

Teach students how to edit using iMovie software.

Day 9:

Begin PSA work.

In groups, students will decide on land uses to present to the class & community.

Write script & make a storyboard.

Day 10:

Practice script, make scenery, etc.

Days 11 and 12:

Tape PSAs.

Days 13 & 14:

Edit PSAs.

Day 15:

Share PSAs.

Resources:

Computer lab with Internet access

Digital Wisconsin: Video clips and PDF files

Inspiration software

Maps from the WI DOT website & DOT website student handout

City manager and mayor – presentations & materials about the bypass

Digital movie cameras, iMovie software & laptops for PSAs

Commercials	Time: Network:
Commercials	Time: Network:

Name _____

DOT 53 Bypass Project (questions for students to answer while online)

What are the 2 major planning commissions in Wisconsin that help make decisions about transportation projects?

<http://www.dot.state.wi.us/projects/planorg/index.htm>

Besides the US 53 bypass project what other major transportation projects that are currently being constructed in the Altoona region?

<http://www.dot.state.wi.us/projects/d6/index.htm>

What are the 6 phases of a highway project?

<http://www.dot.state.wi.us/projects/life/index.htm>

What types of environmental features are preserved when building a new highway?

<http://www.dot.state.wi.us/projects/env/index.htm>

What other modes of transportation projects are being planned or under construction in Wisconsin.

<http://www.dot.state.wi.us/projects/mode.htm>

What 2 major problems will be reduced when the 53 bypass is completed?

How much will this project cost?

Who do you think will pay for this project?

<http://www.dot.state.wi.us/projects/d6/us53/index.htm>

When did the project begin and when is it scheduled to be completed?

<http://www.dot.state.wi.us/projects/d6/us53/schedule.htm>

Will families and businesses have to be relocated because of this project?

How do you think this will affect them?

<http://www.dot.state.wi.us/projects/d6/us53/realestate.htm>

Where will the highway begin and where will it end?

<http://www.dot.state.wi.us/projects/d6/us53/maps.htm>

What are some concerns identified before a highway project is selected to be built?

<http://www.dot.state.wi.us/projects/life/phase1.htm>

What factors are considered when assessing the cost and impact for a proposed project?

<http://www.dot.state.wi.us/projects/life/phase2.htm>

Parent Interview Questions

What do you think of the highway 53 bypass project?

Do you think the bypass will solve the current traffic problems on Hastings Way?

Do you feel the bypass make travel safer?

What developments around the bypass would you like to see in Altoona?

Do you know what the project will cost?

September 2, 2003

Dear Parents/Guardians,

Welcome to fourth grade social studies! This year Mrs. Gutsch, Mr. Scheppke, Mrs. Kuchta and your child will be participating in a special pilot project with the Wisconsin Educational Communications Board (WECB - Public Television) and CESA #10. Together we will be using the Internet to watch video programs and access digital resources to study Wisconsin.

The culminating project for your child will be a member of a team to produce a public service announcement about land use around the Hwy 53 bypass. We would like to broadcast these productions on our new District cable channel and over Public Access Television. You may also be contacted by the WECB about permission to have your child be part of an instructional television series that they will produce.

If you have any questions, feel free to ask Mrs. Gutsch or Mrs. Kuchta.

Please sign below and leave the form with Mrs. Gutsch.

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I give permission to the Altoona School District to broadcast my child's Public Service Announcement on the District's Local Cable channel and on Public Access Television.

Child's Name (please print) _____

Parent/Guardian's Name (please print) _____

Signature _____ Date _____

Audio

Audio

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