DOCUMENT RESUME

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ABSTRACT

Three studies designed to enable city elementary school children to investigate, discover, and relate to their environment are outlined. Specific objectives, lists of materials, and preparation needed for each study are given. The first study orients the child and school in the community. The second study locates existing parks and play areas. Suggestions for student and community action follow. The third study describes a sampling procedure to develop a community profile. Methods of graphical presentation are described. An appendix provides sample summaries of surveys and indicates aspects of the community that could be surveyed. This work was prepared under an ESEA Title III contract. (AL)

MAN'S HABITAT -- THE CITY

Environmental Science Center
5409 Glenwood Avenue
Golden Valley, Minnesota 55422

Teacher: Today we will study our environment. First, let us note that contour plowing helps us to reduce erosion.

Child: Joe got hit by a car playing ball yesterday.

Teacher: Forests also need sound management.

Child: A rat bit Alfie's sister last night.

Teacher: Let's keep our country green.

Child: The garbage man didn't show up last week.

Teacher: Water evaporates from the earth and comes down again as rain.

Child: The stink down by the river makes me sick.

Teacher: Birds have many beautiful songs.

Child: I hear buses and cars and planes and hammers and trucks and sirens and people.

How do we communicate with the urban child? Do we start where he is? Let's enable children to actively investigate, discover, and relate to their habitat -- the city.

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STUDY I

ORIENTATION IN THE SCHOOL COMMUNITY

OBJECTIVES

For the urban child to: Become curious about his community.

Place himself in the community.

Discover the components of his school-community.

Orient himself in his community.

Identify his world within the community.

SYNOPSIS

The lesson is initiated by displaying pictures of the school-community. The children take a short walk to find the subjects of the pictures. Using an enlarged street map the children locate their homes. On a walk, using the map, they record what they see. The maps are then made to "tell" about the community by color coding areas and identifying the "kid's world" and the "adult's world." The activity is concluded with a game: Where would you go?

MATERIALS AND EQUIPMENT

Old photographs of the school site (optional but interesting)
Camera (optional--for your use)
Film
Street map
Opaque projector
Ditto master
Transparencies (2)
Overhead projector
Butcher paper or primary chart paper (at least 4 ft. x 4 ft.)
Crayons or colored pencils
Small stickers or circles of tape (2 colors--one color for girls and the other for boys)
Masking tape (1 roll)
Colored marking pens for transparencies (2 colors)

ADVANCE PREPARATIONS

1. For a display, collect pictures and/or take photographs of the area and landmarks immediately around your school.

   These should reflect aspects of the school's block and the area within a one block circumference. Twelve well chosen examples would be quite sufficient.

   Suggestions and sources:

   (a) Old school district photographs taken when your school site was selected.
   (b) Take pictures yourself. Black and white shots are fine and a roll of 620 film can be purchased and processed for about $1.50. A school camera might be available for your use.
   (c) Pictures could include some of the following subjects:

Each corner of the school building	Streetlights
The pavement (its cracks, gutters, sewers and manholes)	Traffic markings
The tree down the block	Cornices
The railroad tracks in back	Posts
Clusters of billboards and signs	Fire hydrants
Closely located homes	Adjacent buildings
The front door	Apartments
The street	Businesses
Corner signs	Trashcans
Signals	Clotheslines

2. Obtain a street map of your city or school district and make one very large map of the school community, a ditto master of the community map for the children, and two transparencies for the overhead projector. The free street maps furnished by gas stations are quite adequate, or use a district map if one is available.

   An opaque projector is especially useful for drawing this map. The school should be central, north at the top of the map, and it should include the school district. Two widths of butcher paper or primary chart paper would give you the large size necessary.

   You could involve the children in these preparations, especially in drawing the large map.

3. You may want to enlist the help of an aide, helping teacher, or an interested mother for the walks. This is extremely helpful in keeping the group together.

INITIATING THE LESSON -- MOTIVATION

Display the group of pictures, reflecting the area immediate to the school, attractively, and in a prominent place in the classroom.

> Use this display to arouse the curiosity of the children. Be subtle; instead of captions or explanations present only the pictures with the words "What?" and "Where?".

When a child asks you about the display (you probably won't need to point it out) be mysterious.

> Ask him what he thinks it is or encourage him to involve others by asking: "What does George think it is?" Or "Does Ralph agree with you or does he have a different idea?"
>
> By allowing a day to pass between the posting of the pictures and the group discussion, the children will probably spot some of the scenes while they are on the playground and going to and from school. They will be observing things they had never noticed before, while searching for the picture locations.

Initiate the discussion by asking: What is it? and Where is it?

> The children may debate these points and want to take a brief walk to pinpoint the locations to their satisfaction. If they take a walk, the children may want to look for changes which have occurred since the picture was taken.

If an old picture of the school site is included, ask them how they could find what it is.

> If they note certain landmarks (street signs, background, trees, etc.) they will most likely discover the answer on a walk. If they are having trouble, a hint might be that it is an old picture.

RELATING -- PLACING OURSELVES IN THE COMMUNITY

Mount the enlarged street map on the wall for the children to observe.

Using the address of each child, help him locate his home on the street map.

> He can put a small colored sticker or dot of colored tape where he lives. Girls could use one color and boys another.

Now determine: In which area do most of the children live?

> Does one area have more girls or boys, or is there no difference?
>
> Do more children live in apartments than in houses? (raise hands)
>
> Are these located in certain areas on the map?
>
> Can we tell where these areas are by looking at the map as it is now?
>
> Can we make this map show what the community is like? How?

DISCOVERING THE COMPONENTS OF THE SCHOOL COMMUNITY

Make a copy of the map for each child. Let them help plot the route for a walk through the community.

Plan the walk.

> They will want to record on their maps things they see as they walk. List suggestions of things to watch for and record on maps. List traffic signals, apartments, houses, businesses and types, churches, schools, cemeteries, parks, fire stations, railroads, and recreation centers.

Take a walk following the maps.

> Ask them which way to turn at intersections, etc. so they follow the map.

When they return to class, they can summarize the walk by transferring information to the large class map.

The discussion could include the following questions.

What things did you discover that you didn't know were in your community?

What areas had all been to before?

Where had some children never been?

Can you use these? How?

Where are the traffic signals? Why are they there?

Ask: Are certain community areas distinct, or are they all mixed up?

Outline, or color code, these areas on the large map.

Examples: Apartments
Stores
Industrial areas
Parks
Residential

Why are they this way? (zoning)

IDENTIFYING THE "KID'S WORLD" AND THE "ADULT'S WORLD"

Ask: What places in our community are for kids?

These can be selected and color coded giving a map of the "kid's world." As places are being selected they can discuss how they could use them.

Then ask: What places in our community are for adults?

These can also be color coded giving a map of the "adult's world."

If put on transparencies, overlays will show where the worlds overlap.

APPLICATION -- WHERE WOULD YOU GO?

The children can conclude the study with a game. Small groups could play together, or the entire class can be involved.

Make a list of questions and write them on separate cards. After each question on the card ask? What would be the best way to get there from your home?

Examples: Where would you go to buy some ice cream?

Where could you go to play baseball?

Where could you get some new shoes?

Where could you find a rat?

Where could you mail a package?

Where could you get help if you broke your arm?

A child can remove a card from a box and read the question. He can then point out his home on the large street map and show where we would go and how he would get there.

The other children can follow his route on their maps and make suggestions on the route. Where are the crosswalks and traffic signals?

This activity can aid in map reading and in awareness of services and places in the community that the children can utilize.

It would be interesting to ask a question requiring something that is not in the community. This could lead to a discussion of what things are still needed in their environment or what things they must obtain from other communities. Such things might be a swimming pool, hospital or medical clinic, ice skating rink, playground, dentist, or restaurant.

STUDY II

RECOGNIZING RELATIONSHIPS

INTRODUCTION

What relationships exist between parks and play areas and where the children live?

Are the parks in the right places?

Do we need another park?

If we do, where should it be?

What can we do to get the new park?

Your community may lend itself to these studies. The problems involved are real ones, making them exciting for children to investigate. This study alone, or with Study III, involves students in the aspects of the community they discovered in Study I. Other problems are suggested at the end of this study. They can be studied using this same technique. If they are more applicable to your community, you may want to develop your study around them, or other problems that you think of yourself.

This study will help your class to realize that community change does not occur very quickly. It may be years before a park is developed, if at all. However, the children will remember this study as a highlight of all their school years and look at the park with pride after it is developed.

OBJECTIVES

The children will:

Know how to recognize problems in their community.

Become concerned about the problems of their community.

Know how to become active in the affairs of their community.

Not be afraid of, or apathetic about future community involvement.

What better citizenship training could they have?

MATERIALS AND EQUIPMENT

Transparencies (2)

Overhead projector

Ditto masters (2) -- blue

Ditto master (1) -- red or green (optional)

Large map from Study I

Colored pencil -- pink or purple (to color in map lines on transparencies)

Colored marking pens -- green, blue, red, black (to mark on transparencies). You will want to test them first to make sure they work on the plastic.

Butcher paper -- 4 ft. x 4 ft. (optional)

PARKS AND PLAY AREAS

Give each child a dittoed map of the community.

A grid should be drawn on this map with the sections numbered. The numbered grid sections should be the same as the number of children in your class. If possible, the grid area per child should not cover more than 4 square blocks. The grid lines can be drawn down the center of a street. If you can do so, the grid should be a different color than the other lines.

Using the large map from Study I, as a guide, assign survey areas to each student. This can be done by determining where the child lives and allowing him to survey his own area.

You can plan this by drawing the grid on the large map from Study I (Figure 1) so that the entire community is surveyed. Pick one of the colored markers (which represented the home of a child in the class in Study I) to survey a particular grid section.

When you are assigning the sections to the children, point out a dot and ask who lives there. You can then assign a numbered grid section to that child.

The children should survey their sections for parks and play areas and draw them on their map.

Because they live in the area, they will know about vacant lots or other spots where many children play. They should indicate what kinds of areas these are.

The children can do their survey after school. You may want to send a note to their parents, explaining the study and asking for their cooperation. You might even suggest that they accompany their child on the survey. It's amazing how unaware parents are of what kinds of places are available for their children to play. They may even become interested in the school program.

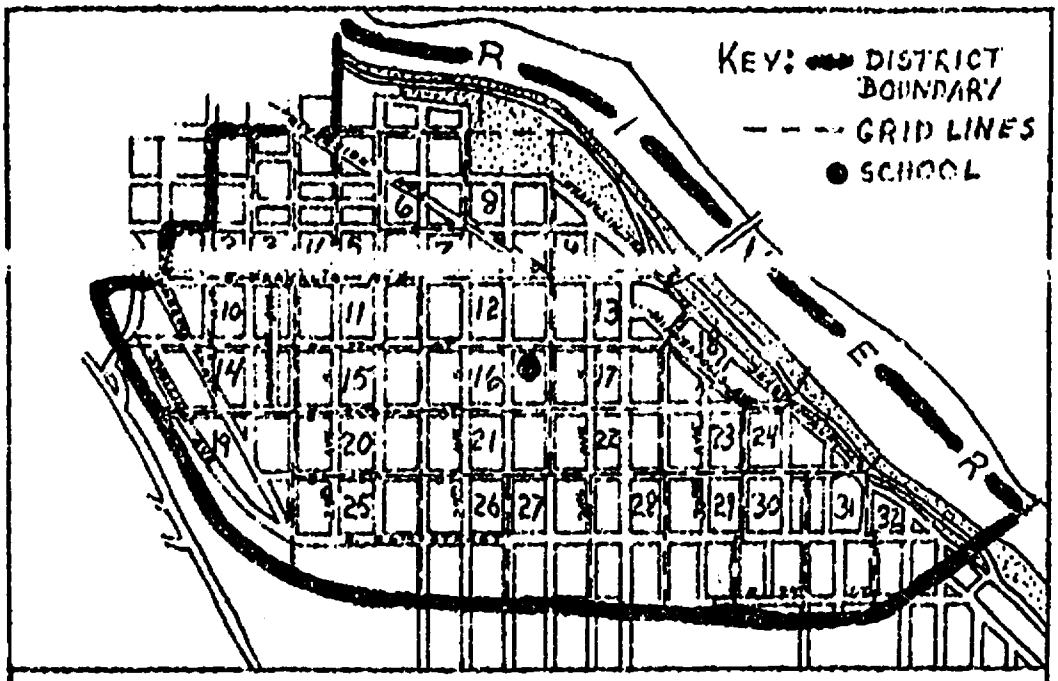


FIGURE 1: DISTRICT MAP SHOWING A NUMBERED GRID. THE NUMBER OF GRID SECTIONS EQUALS THE NUMBER OF CHILDREN IN THE CLASS. ALLOWANCES ARE MADE FOR ANGLED AND CURVED STREETS. IF POSSIBLE, THE GRID LINES SHOULD BE A DIFFERENT COLOR THAN THE MAP LINES.

Make two transparencies of the community map, without the grid lines.

If you thermofax the transparencies, the street lines can be colored by going over the rough side of the lines with a colored pencil. (pink or purple)

The color coding on the transparencies should be planned. Suggestions are given here, but you can certainly substitute others.

The transparency maps should be the exact size of the dittoed maps. This can be accomplished by drawing over the street lines on the dittoed map with a carbon based ink or a pencil. The dittoed map can then be used as a pattern for thermofaxing the transparency.

When the children return with their maps, they can transfer their information to the first transparency.

They can use one color for parks (green) and another color (blue) for the other types of play areas.

These can be drawn on the transparency with colored marking pens.

When this transparency is complete you can project it for the class.

They can discuss: The different types of play areas found.

How many parks they found.

Where they were located.

The kinds of things kids could do in the parks.

Which kinds of parks they like best.

POPULATION AND DISTRIBUTION OF CHILDREN

The child population in your district is right in your school -- so survey it there.

Assign pairs of children from your class to survey each class in your school. They will want to list the address of every child. Make sure they include themselves on the list.

The children can make arrangements with the teachers to survey the classes.

> You might warn the teachers ahead of time.
>
> Very young children may not know their addresses. In this case the teacher may be able to supply a list.

Give the pairs of children a second dittoed map. The range of house numbers in each block must be included on this one. You may be able to get these numbers from Study I, or need to check them out yourself. The dittoed map must be the same size as the map on the transparencies.

Each pair should then place a red dot on their dittoed map at the address of each child on their list. This does not need to be precise. If they get the dot in the correct block the results are quite adequate.

After they have completed the dittoed map, they can transfer their results to the second transparency. The house numbers do not need to be on the transparency.

> This transfer can be accomplished quite simply in the following way:
>
> 1. Lay the transparency on top of the dittoed map and line the streets exactly. Tape them together to avoid slipping.
>
> 2. Put a black dot on the transparency over every red dot on the dittoed map, until every red dot is covered.

When this transparency is complete, project it onto the screen for the class.

> Certain areas may appear with high density populations and others with low densities, or no children.
>
> Ask the children to point out the high and low density areas.
>
> Ask them why these areas might occur.

If you project this transparency onto the large map made in Study I, they will probably recognize that the areas with very few children are those of business and industry, and those with children, residential.

Ask them which types of areas have the most children.

This may or may not be clear. However, high densities may be seen in areas with apartments, medium densities in areas of houses, etc.

Now project the population transparency back on the screen.

Place the first transparency (park and play areas) over it, as an overlay.

The two maps then show a single map with both sets of data superimposed.

From this the class can observe and discuss the relationships shown between the distribution of children and play areas.

Discuss the following questions and any others which may arise.

Are good play areas found near the areas with the most children?

Let them check each high density area for play areas.

Are good play areas found near the medium density populations?

Are good play areas near the low density populations?

Do we need another park in our community?

They could try to establish an ideal child to park ratio, to determine the need for an additional park.

Where should a new park be located?

To answer this question they should first set up some criteria for a park location. Some of these might be:

How close to children it should be.

How accessible it is.

The children should not need to cross busy streets to get there.

What is there now?

Vacant lots
Parking lots
Abandoned buildings
Homes
Businesses

Could an accessible area be easily changed to a park?

If the need exists, consider the above factors and decide where a park should be located.

The children may want to make another large map on butcher paper with this data to display in the room.

WHAT CAN WE DO NOW?

If a definite need for a park has been established, your class can become actively involved in trying to obtain one. Why establish a need and then do nothing about it?

1. See if a local newspaper would print the maps and conclusions of your study.

2. Ask a member of the city park board to visit your class.

   Rather than asking him to give a speech, prepare a presentation of the study and conclusions, which the students give to him. Also make a list of specific questions to ask him. You may want to inform him of the questions ahead of time.

Some questions might be:

How does the city decide to start new parks?

About how much would it cost?

How can it be accomplished?

What can we do?

Who can help us?

How does the city decide where new parks should be located?

The class will probably want to practice their presentation before he comes. They could present it to another class.

3. Contact civic organizations such as conservation groups, Jaycees, Kiwanis, Rotary, or garden clubs.

   They may be receptive to your presentation and often can help in raising funds for projects of this type.

4. Make posters supporting a park for display in local businesses.

5. Contact the city council. A councilman might come to your presentation and could advise you on further moves. The council might even want to see it!

6. Contact a television station. They just might be interested in a story of this type. What a thrill for the class if they could visit the TV studio, or have a television camera in their classroom.

7. Let the children compose letters to the editor for the newspaper.

Hopefully, some of the groups you contact will become interested in sponsoring and carrying out the project. Civic groups, especially, are apt to work with the park board for a project like this.

If the project is taken up, your class could then become involved in surveying children and suggesting plans for the park.

You might take a trip to other parks in the city, to see what things they like or don't like about them.

The park department may have information on some of the "new" types of parks which the class could consider.

They could build a model of the park -- as they would like it to be.

OTHER PROBLEMS CAN BE INVESTIGATED USING THIS TECHNIQUE

Hazards

What relationships can we find between hazards and where children live and play?

Where are the most hazardous areas in the community?

Should something be done about them? If so, what?

The class should first define what hazards are. They can then group the types of hazards into a few main categories. Each category can be recorded in one color on a transparency. The transparencies can then be overlayed to view the high hazard areas. These transparencies could also be placed over those for child population and play areas if these have been made. The survey can be done in much the same way as for the play areas.

Traffic Signals

Why are traffic signals at certain corners and not at others?

Do we need traffic signals at an intersection that doesn't have any now?

What kind of signals are needed? Pedestrian? Vehicle? Left turn?

The class should survey the traffic at intersections at different times of the day. How many cars go each way? When are the traffic peaks? How many people want to cross? The intersections with signals can then be compared to those without signals to determine the needs.

S T U D Y III

C O M M U N I T Y P R O F I L E S

INTRODUCTION

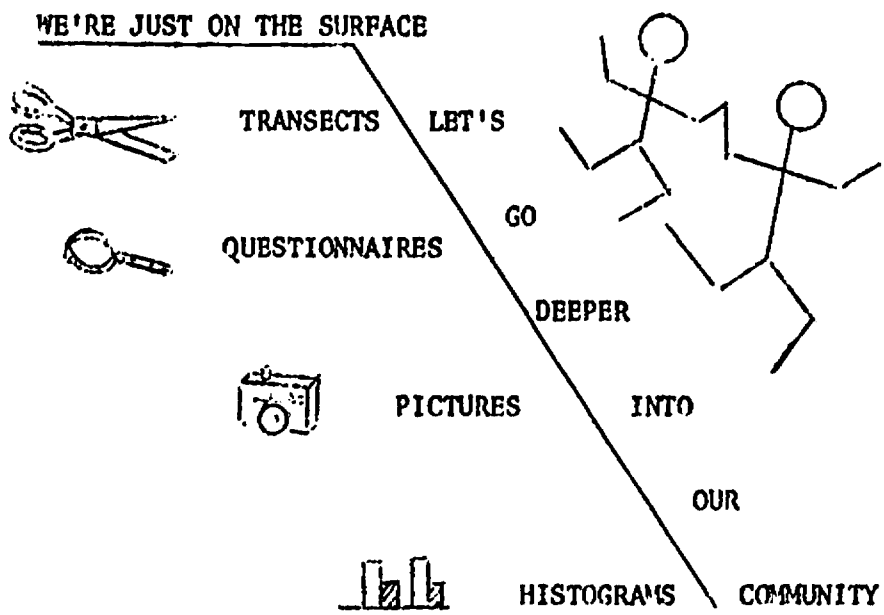
This section presents a framework for an active community study by children. The studies can be focused on real problems in the community, or used to disocver specific aspects of the community.

The insets on each page are written for the children. These can be duplicated and given to them as a small booklet, if you desire. The annotations in the margins are for your use in guiding the study. Additional information is in the appendix.

The transects are used as a method of sampling the community, as it is impractical to survey every dwelling or business. The results give an indication of the community aspects studied. The sampling method can be compared to a poll (such as the Gallup Poll) surveying public opinion.

The results of the study are displayed with maps, pictures, and colorful histograms. These are easily interpreted by the children and will certainly make your room an exciting place to work and visit.

COMMUNITY PROFILES



You can apply these methods in a study of the community.

TRANSECTS

CUT OUT A SECTION

Plot four lines (transects) in different directions from the school. The transects can follow a street and start from each corner of the building.

Decide how far the lines should go.

2 blocks? 5 blocks?

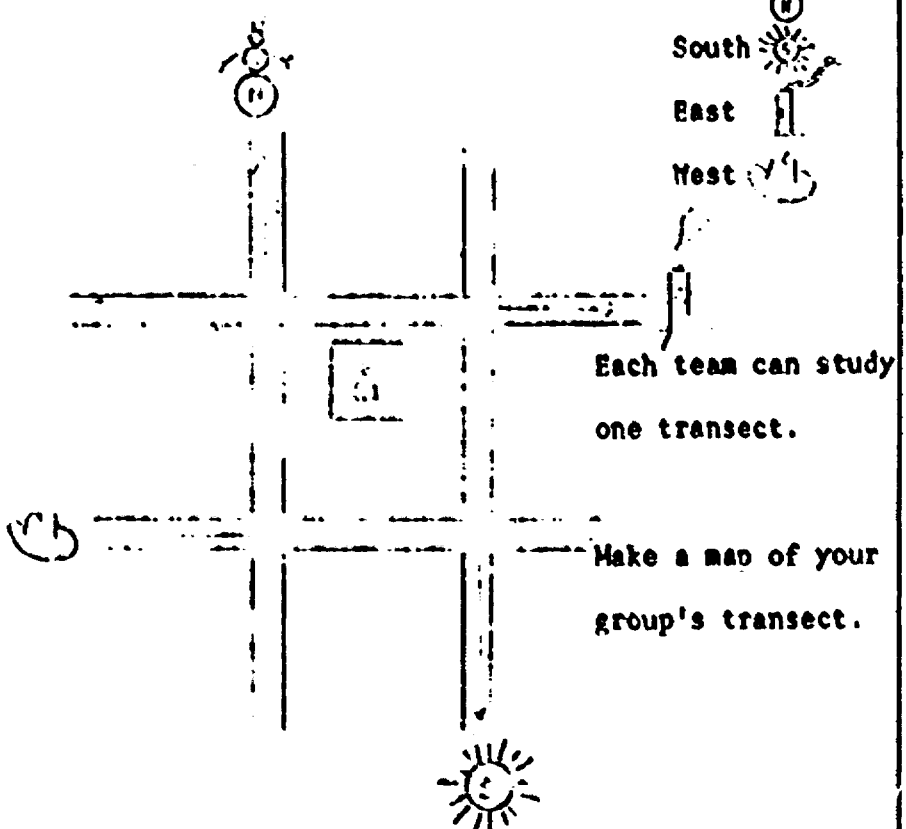
Choose four teams:

North

South

East

West



Each team can study one transect.

Make a map of your group's transect.

An enlarged street map can be used to plot the transects. The map from the first study can be used again here.

Natural boundaries such as freeways or railroad yards will help in determining the length of the transects. All four transects should be the same length.

The team symbols can be used throughout the study to identify the work of a group.

The groups can draw a map of their transect from the large map made in Study 1.

Materials:

Enlarged street map
Paper for group maps

QUESTIONNAIRES -- SURVEYS

EXAMINE IT CLOSELY

Decide what you want to find out in the survey.

You can make separate survey sheets for houses, apartments, businesses, factories, and people. Some samples are included here, but you can plan your own. Be sure to ask questions that are easy to answer and record.

This is the time to focus the study. You are familiar with your area. What aspects will be most interesting to the children? Let them help in selecting the subjects.

A general view is obtained by planning survey sheets for all of the different kinds of structures.

They could survey only houses or businesses, looking for only a few answers.

Examples:
- Condition
- Age
- Method of garbage disposal
- Profit
- Loss by shoplifting
- What does this do to costs?

Public opinions could also be surveyed. However, there should be a yes, no, or other answer only.

Additional survey suggestions are on pages 31 to 37 in the Appendix.

SAMPLE
QUESTIONNAIRE FOR LIVING PLACES

Hello, I'm _____ and I go to _____. school. My class is studying the local area and would like to ask you a few questions.

Address

1. How long have you lived here?
2. How old is this place?
3. How many people live with you?
4. Do you pay rent?
5. Where do you buy your food?
   Super Valu, National, Sam's, Other
6. Where do you buy your clothes?
   Local shopping center, Downtown, Both, Other
7. Do you or people living here work near here?

Thanks for helping me.

Additional survey questions and survey summaries are in the Appendix.

These samples can be used as guides for planning your survey sheets.

SAMPLE SURVEY

Things to notice about a house

1. Address
2. Is it a project house? Yes No
3. Is the house in good shape?
   Good Not so good Bad
4. Does the house need painting? Yes No
5. Has the house been painted lately? Yes No
6. How good is the sidewalk going up to the house?
   No cracks Some cracks Lots of cracks
7. Are the steps in good shape?
   Good Pieces missing
8. How good is the lawn?
   Mowed Needs mowing Lawn bare in spots
9. Is there junk or garbage in the back yard?
   Yes No
10. How many families live there?
    1 2 More than 2

Things about apartment buildings

1. Name
2. Address
3. How many floors are there?
4. About how many apartments are there?
5. Is there a parking lot for the people? Yes No
6. Is there air conditioning?
7. Does it have a lawn?
8. Is it a new or old building?

The questions should have definite answers. When possible two or three choices should be written. These can be circled when the survey is made.

These questions can be answered without interviewing the people that live in the dwellings.

If several children are in a group, one could fill out a form like this while others interview the people.

SAMPLE QUESTIONNAIRE

Things about stores and factories

1. Name
2. Address
3. Do they sell things? Yes No
4. Do they make things? Yes No
5. Do they do things for people? Yes No
6. Do people in this area come to this store?
   Yes No
7. Are the things the factory makes sold somewhere else?
   Yes No
8. How many people work here?
9. How many people that work here live in this area?
10. About how much profit does this business make?
11. About how much money is lost by shoplifting in a year?
12. How does shoplifting affect the prices we pay for things?
    Raises Lowers No effect

This type of questionnaire requires an interview with the owner or manager of a store. A phone call to arrange a time for the interview would insure a pleasant reception.

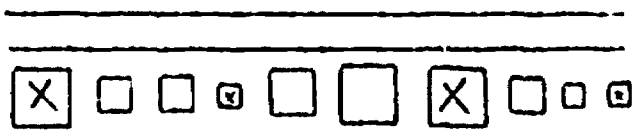
PLAN YOUR SURVEY

You could:

Survey every third structure.

or

Survey four structures in each block.



You decide on the numbers and locations, but each team should do the same thing.

Will you do both sides of the street?

Who will ask the questions at each place? You will probably want to take turns.

Keep in mind:

How much time you will have.

It is best not to enter a house.

You are representing your school.

People will be happier to answer your questions if you are courteous.

Help the class decide which structures in each block should be surveyed. This should be simple and easy to follow. It will be more accurate if both sides of the street are surveyed.

A block might have no structures at all. If this occurs it should simply be recorded, included as a block surveyed, and the next block studied.

The class may want to suggest some other things they should keep in mind as they do the survey.

Practice: 

Interview your friends.

Have them pretend to be difficult or talk about things you don't ask. You can expect some people you survey to be this way!

Make appointments:

1:00 - Mrs. Jones
1:15 - Mr. Smith
2:00 - Sally Jenson

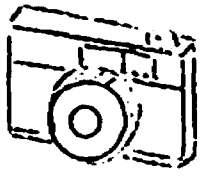
People will appreciate choosing a time to talk with you.

Definitely plan a practice session. Several children could perform before the class, or each group could practice together, presenting one demonstration to the class. The children should then discuss how to react to a cranky or too talkative person.

You can decide if appointments should be made. Children could call them, using a prepared approach.

The class is almost ready to do the survey. You will want the help of an aide, helping teacher, or parent for the actual survey. One team could go out at a time, or if four adults are available all could go.

P I C T U R E S -- S H O W O T H E R S



If cameras are available you can photograph the places you survey.

Practice using a camera.

Decide who will take certain pictures.

Take the picture after you talk with the people.

Keep a list of the order of the pictures in the camera as you take them.

Picture number	Subject	Location
1	Old house	325 Elm
2	Apartment	327 Elm
3	Garage	329 Elm
4		
5		
6		

This section is optional, depending on the availability of cameras. The school may have some. A polaroid is ideal as they give instant results.

If only one group goes out at a time, one camera would suffice.

If the children offer to bring a camera from home, you might check with their parents for permissio... One camera per group is ideal.

To insure return of the pictures, the school should supply the film and developing.

The class is now ready to go out. The number of trips necessary depends on the time available and the length of the transects.

Materials: Cameras
Film

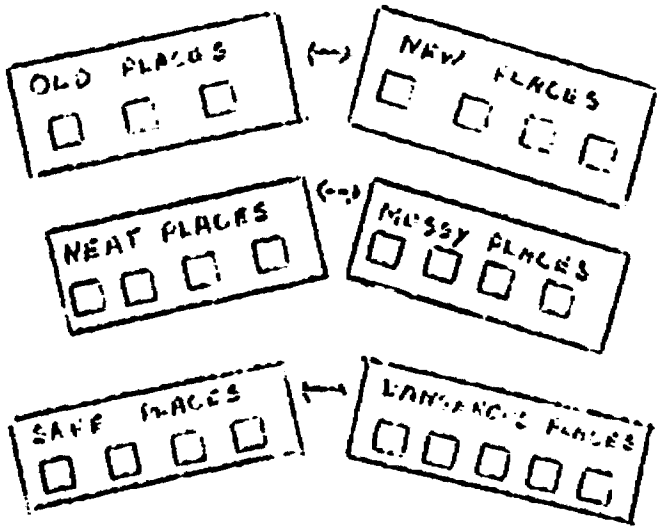
What can you do with the pictures?

You could --

arrange them liko a string map

or

Contrast Them



or

Group Them

Places People Play

Places People Live

Places People Work

Places People Buy Things

Places That Help People

The pictures can be grouped in ways which emphasize the aspects studied.

These can be done by separate groups, or the class can put their pictures together.

A group discussion can be based around the pictures.

Possible discussion questions:

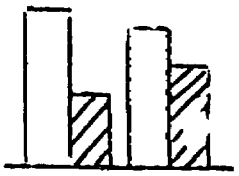
Why are these places dangerous?

What makes these places messy?

What would you do to make them neat places?

You will want to develop questions which pertain directly to your study.

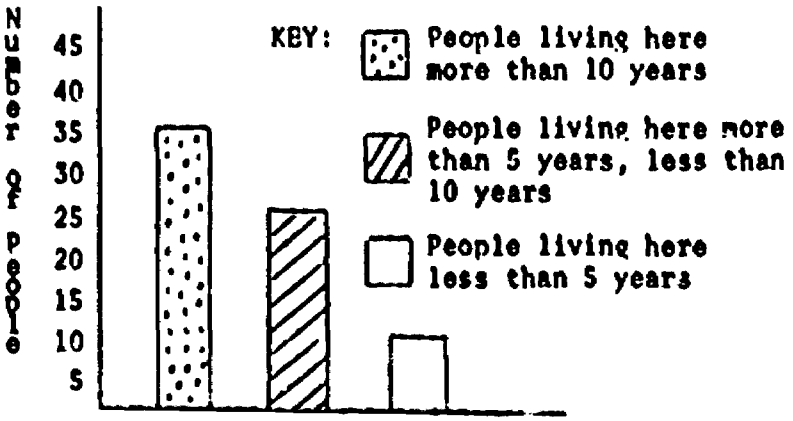
HISTOGRAMS



COMPARING

Make histograms of the different things you surveyed that you can count

Here are two examples, but make your's to fit your results.



What does this histogram tell you?

____ (a) Most of the people here are new.

____ (b) Most of the people here have lived here a long time.

Even if you haven't made up booklets for the children, you will want them to have copies of this and the next page. You could make a transparency of the sample histograms as a center of class discussion.

Ask the children to interpret the samples, and why they give the answers they do.

Example:

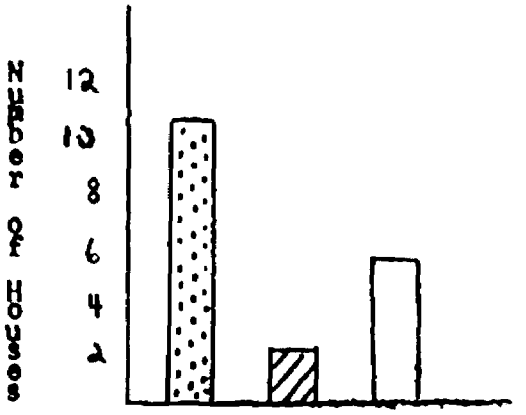
"The answer is (b) because the biggest bar is for the people that have lived here a long time"

"It isn't (a) because the smallest bar is for the new people"

Point out the scale on the left of the histogram and what it means.

You may also want to help them with the key

Materials: Paper for histograms
Choose the size -- lines are helpful.
Crayons
The different bars can be different colors.



KEY: Houses 20 years old or older.

Houses 10 years old but less than 20 years old.

Houses less than 10 years old.

What does this histogram tell you?

____ (a) Most of the houses here are old.

____ (b) Most of the houses here were built between 10 and 20 years ago.

____ (c) Many new houses have been built in the last 10 years.

Point out that the scale on the left of this histogram is different and stands for a different thing.

Ask them to interpret the key this time.

What does the dotted bar stand for?

What does the lined bar stand for?

Histograms can help in interpreting results but do not always give clear-cut answers. This one indicates (a) and (c) but not (b). Lead the children into a debate over the "right" answer until they discover there is more than one. After this discussion the various interpretations of their own histograms should be more apparent.

Decide what your histograms tell you.

Compare them with the histograms of the other groups.

Do they all tell the same thing?

Get together with the other groups and make big histograms by putting your results together.

What do these big histograms tell?

How do the big histograms compare with the ones made by the separate groups?

Which ones gi'e a better picture of the whole community?

The survey results should be tabulated before making the histograms. The sample survey summaries in the Appendix can be used as a pattern. However, the conclusions (summary of data) should not be drawn until the histograms are complete

Guide the discussion of the real histograms much as that of the sample ones.

Write down each conclusion or interpretation. These can be attached to the bottom of each histogram.

The children will probably decide that the class histograms give a better picture of the whole community However, some will say that their section was not like that, so their histogram is more accurate. Both ideas are correct. The whole is the sum of its parts, but these parts are not all alike.

A P P E N D I X

SAMPLE SURVEY SUMMARY

6 Interviews with People living in Houses

1. How long have you lived here?
   - 0-5 years=1
   - 6-10 years=0
   - 11-20 years=1
   - 21-40 years=0
   - Over 40 years=1

2. How old is this place?
   - 0-5 years=0
   - 6-10 years=1
   - 11-20 years=0
   - 21-40 years=0
   - Over 40 years=2

3. How many people live with you?
   - 1-2=2
   - 3-4=0
   - 5-6=1
   - 7-8=0
   - 9-10=0
   - Over 10=0

4. Do you or people living here work here?
   - Yes=2
   - No=1

5. How has this area changed?
   - It has improved.
   - Old buildings have been torn down; new ones built.

Number of Interviews: 3

SUMMARY OF DATA

1. More of the people interviewed lived in the area over 10 years in homes over 40 years old.

2. There are up to about 6 people living in one place.

3. More of the people interviewed work in the area.

4. All people felt the area has improved with the new buildings.

5. We did not interview enough people to be able to get any conclusions.

SAMPLE SURVEY SUMMARY

Houses

1. Is it a project house?
   Yes=2
   No=11

2. Is the house in good shape?
   Good=9
   Not so good=2
   Bad=0

3. Does the house need painting?
   Yes=6
   No=8

4. What kind of house is it?
   Brick=4
   Stucco=4
   Wood=5

5. How good is the sidewalk going to the house?
   No cracks=8
   Some cracks=4
   Lots of cracks=0

6. Are the steps in good shape?
   Good=9
   Pieces missing=3

7. How good is the lawn?
   Mowed=8
   Needs mowing=4
   Bare=0

8. Is there junk or garbage in the backyard?
   Yes=1
   No=12

9. How many families live there?
   1=3
   2=7
   More than 2=1

Number of Houses Studied: 15

SUMMARY OF DATA

1. Most of the houses studied are kept repaired.
2. Most of the houses studied have 2 families living in them.

SAMPLE SURVEY SUMMARY

Businesses, Stores, and Factories

1. How long has this business been here?
   0-5 years=2
   6-10 years=4
   11-20 years=3
   21-40 years=1
   Over 40 years-1

2. Is this part of a bigger company?
   Yes=3
   No=7

3. Do you sell things?
   Yes=6
   No=1

4. Do you sell most of your things to people in this area?
   Yes=4
   No=3

5. Do you make things?
   Yes=0
   No=1

6. Where do you get things for your product?
   Glenwood=0
   Mpls.=3
   Other=4

7. Do trains here help your business? No data

8. Do you do things for people?
   Yes=5
   No=0

9. About how many people work here?
   0-5=3
   6-10=2
   11-20=2
   21-40=0
   Over 40=0

10. Do people in this area work here?
    Yes=5
    No=3

Number of Businesses Studied: 9

SUMMARY OF DATA

1. Most of the businesses studied are under 20 years old.
2. Most of the businesses are privately owned and sell things.
3. Businesses serve both this area and other parts of the cities.

SAMPLE SURVEY SUMMARY

Apartments

1. How many floors are there?
   1=0
   2=5
   3=5
   4=1
   Over 4=0

2. How many apartments are there in the building?
   1-4=4
   5-9=0
   10-14=0
   15-19=1
   Over 19=5

3. Is there a parking lot?
   Yes=7
   No=3

4. Is there air conditioning?
   Yes=6
   No=4

5. Does it have a lawn?
   Yes=10
   No=0

6. Is it a new or old building?
   New=8
   Old=2

Number of Apartments Studied: 13

SUMMARY OF DATA

1. Most of the apartments studied have 2 or 3 floors, with over 20 apartments in each building.

2. Most of the apartments are well cared for.

3. There are more new buildings than old.

ASPECTS OF BUSINESSES THAT COULD BE SURVEYED*

Types of Firms

Personal Services
Beauty parlors, barbers, cleaners, shoe repair

Food and Beverage Goods
Groceries, meats, bakeries, liquor

Personal Goods
Drugs, clothing, variety, jewelry, etc.

Auto Services
Gas stations, auto repairs, etc.

Household Services
Radio-TV repair, upholsterers, rug cleaners, etc.

Professional Services
Doctors, dentists, chiropractors, lawyers

Household Goods
Hardware, furniture, appliances, etc.

Other

Dollar Volume of Business	Number of Employees
$10,000 or less	1 - 2
$10,000 - 24,999	3 - 4
$25,000 - 49,000	5 - 9
etc.	10 or more

Ownership

Chain - owned
Independent - chain franchise
Independent - no chain franchise

Age of Operator	Residence of Operator
Under 25	On Premises
25 - 34	Within 5 blocks
35 - 44	Within 1 mile
45 - 54	This City
55 - 59	Outside this city
60 - 64	
65 or more	

ASPECTS OF BUSINESSES THAT COULD BE SURVEYED* (CONTINUED)

Years of Continuous Business

Less than 1
1 - 2
3 - 5
6 - 10
11 - 15
16 - 25
26 - 50
51 or more

Direction of Business Activity

Increasing
Decreasing
Same

Satisfaction with Present Location

Yes
No

Structural Condition

Sound
Minor repair
Major repair
Substandard

Degree of Modernization

Attractive front---	Good	Fair	Poor
Lighting---	Good	Fair	Poor
Crowding---	Good	Fair	Poor
Stock---	Good	Fair	Poor

Planning Changes in the Coming Year

None
Expand on site
New location
Modernization
Going out of business
Other

Planning Changes in the Next Five Years

None
Expansion on site
New location
Modernization
Going out of business
Other

*Torstenson, Joel S., Nordlie, David A. and Hemmingson, A. Robert. Summit-University Profile and Prospectus of an Inner-city Community. Augsburg College Printing Service, 1966.

ASPECTS OF COMMUNITY MORALE AND PUBLIC OPINION THAT COULD BE SURVEYED*

How do you feel about this neighborhood?

Satisfied Dissatisfied Indifferent or other

Do you think this neighborhood is getting better or worse?

Better Worse Same Other response

Are you very anxious to stay in this neighborhood, to move out, or doesn't it matter to you?

Stay Move Doesn't matter and others

Are you satisfied or dissatisfied with the schools here?

Satisfied Dissatisfied Other responses

Are you satisfied or dissatisfied with the parks and playgrounds in this area?

Satisfied Dissatisfied Other responses

Are you satisfied or dissatisfied with safety on the streets at night?

Satisfied Dissatisfied Other response

Are you satisfied or dissatisfied with the race relations in this area?

Satisfied Dissatisfied Other responses

*Torstenson, Joel S., Nordlie, David A. and Hemmingson, A. Robert. Summit-University Profile and Prospectus of an Inner-city Community. Augsburg College Printing Service, 1966.