



## Options for Integrated Grade Level Implementation of the Grassroots Community Tours Across Disciplines

**Project Options:** This project should be shaped by each school community. Here are four potential options that might work for your school. Please feel free to generate other options.

**Option 1:** Target three surrounding communities and complete 10 to 15 site studies per community (30 to 45 total)

**Option 2:** Target two surrounding communities and complete 15 to 20 site studies per community (30 to 40 total)

**Option 3:** Target one surrounding community and complete 30 site studies for that community

**Option 4:** Target the entire city of Chicago and complete 40 to 50 site studies

**Student Work by Subject Area (not all):** Every subject area can contribute to the Grassroots Community Tours while conducting critical skills- and content-based learning within that discipline. Here's a few ideas. Your own creativity and integration will generate other options:

### Language Arts:

- Conduct close readings of fictional literature and non-fiction, informational text
- Conduct writing and editing to frame the story and provide a clear study of each location
- Conduct creative, opinion, and narrative writing (esp. for the tour's introduction)
- Interview local residents with their own stories to tell
- Generate a theatrical performance of the tour

### History:

- Conduct close readings of non-fiction, informational text
- Conduct critical community research to uncover local struggles for justice, culture, and upliftment
- Conduct an historical analysis connecting systemic inequalities to local conditions
- Frame the historical aspects of the story behind local residents and organizations pushing for justice
- Interview local community activists, organizers, elders, historians, and residents

### Mathematics (primarily Statistics and Geometry):

- Conduct a demographics/statistical analysis of various aspects using the U.S. Census (age, income, ethnicity, housing stock, # of parks per sq. mile, etc.)
- Chart and graph these results
- Design a map of the completed tour to scale with exact sq. footage and/or mileage covered
- Design a physical model of the completed tour while studying geometric concepts

### Science (primarily links to Chemistry):

- Pinpoint locations within the tour that have a bio-chemical impact on the region (soil and water sampling)
- Determine the heaviest industrial polluters using the scientific method
- Determine unhealthy levels of lead, mercury, asbestos, and other unsafe toxins – decide which are most critical
- Learn about community efforts to challenge pollution and/or improve local sustainability (e.g., green energy)
- Determine which popular store(s) distribute(s) the most unhealthiest set of products – show evidence

### Foreign Language:

- Pinpoint institutions which provide the best and/or worst services for ELL families (e.g., Spanish speakers)
- Conduct a bilingual program analysis of their local school(s), possibly their former school
- Write and/or translate the tour using the language of study

### Art / Illustration:

- Generate an art piece depicting each location
- Highlight art in the community (esp. murals, historical local artwork, etc.)
- Generate the tour guide's front cover