Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_

**Experiential Field Trips & Activities-base these on your hometown, Chicago! (**Choose 2, please.**)**

Your write-ups, unless otherwise stated should be 2 typed pages long, 12 pt. font. They should include separate paragraphs and show organization and planned writing. Sentences should be written at grade level, with appropriate academic and AP HUG vocabulary. They should show varied length, structure and style.

**1. Field trip to a nearby town, to observe and evaluate the site, the situation, and the types of industry:**

Take your own field trip and write a follow-up that includes a discussion of the relocation of a local industry and consideration of the differences between the original industry and the new replacement industry in terms of jobs, wages, and impact on the local economy and landscape.

**2. Obituary Activity**:

Using obituaries from the local newspaper, have students plot on a map where people were born and where they died. Through the course you have interacted with and interpreted maps, data sets, and geographic models.

You will need newspapers, a map of the US, Midwestern region, North America.

* Use the following key to sort data according when people were born: Before 1920, 1920–1945, 1946–1965, 1966 to present.
* Draw lines, using the color for the birth year, from places of birth to the local region. Have students analyze the patterns and relate them to migration trends.

(For example, most people born before 1920 came to Oregon from the Midwest while more people who were born from 1966 to the present came from Latin America and Asia.)

* Write-Up: describe your findings using appropriate vocab-what patterns do you see? What are the causes for them! Do some brief research to support your findings and keep a works cited.

3. **Gendered Spaces**

Fieldwork:  Field work is different from a field trip. Field work includes surveying, asking questions, using scientific instruments, and measuring and recording data.

You can use Kit Salter’s acronym for this project when it comes to recording data:  is “OSAE, can you see?” (Observe, speculate, ask and evaluate).

**Procedure:**

1. Watch the Video: Mapping Kibera, Nairobi : https://www.youtube.com/watch?v=zGlMw0N7P1c

2. Define discussion terms like:

  ‐Megacity

  ‐Squatter Settlement

  ‐Global Positioning System (GPS)

  ‐Global Information System (GIS)

3. Next answer these questions.

What are gendered spaces?

Why do gendered spaces exist?

Why is it important to map gendered spaces?

What is the connection between gender and security? Gender and violence?

What was required for the girls in the video to make their observations?

Does our culture allow us to make critical observations?

Does our culture value critical observations from within?

 4. Students in team of 3 should record any gendered spaces in our environment.

Field Work

Students should compile a single page report. Use “OSAE”, can you see as you approach this task.

Observe 4 of the following places. Record exactly where you went-GO AND EXPLORE!

 Coffee Shop     Skating Arena     Bookstore

Women’s Clothing store  Men’s Clothing store    Airline Counter

Fishing Dock     Convenience Store  Train or bus terminal

Tourist shop     Gas Station     Child‐care center during drop off /pick up

Department of Motor Vehicles  Traffic intersections    Nursing home

Expensive restaurant    Grocery Store     Diner

Library       Public Park     Laundromat

* Can you make a map AND post any data on the map that you observed??
* Would the data on the map change if the observation was done at a different time of day?
* Would the data change if the location was observed during a different time of the year?
* To what degree are there gendered spaces in the community?
* What do gendered spaces say about our culture? Is the data influenced by globalization?
* Who decides the gender of a specific place?
* What types of behavior do these gendered spaces encourage or discourage?
* To what degree do the data match students’ perceptions or gender roles in the community and  society?
* Is the community built for males or females or both? Explain your answer.
* Do females have a voice in how the community is built? Explain your answer.
* Is gendering of space always or necessarily dangerous or negative, as in the video on Kibera? How does the local data differ from the Kibera data?
* Did the gender of the observer affect the field work data?