



WALKING NEIGHBORHOOD SURVEYS

Subject: Social Studies, Mathematics

Skills: Analysis, Application, Classification, Description, Drawing, Gathering, Graphing, Investigation, Mapping, Media Construction, Observation, Public Speaking, Reporting, Small Group

Duration: Several class periods (5-9)

Setting: Classroom and Neighborhood

Materials:

- a different neighborhood walk survey sheet for each group of students (Land Use, Natural Features, Traffic and Streets, Architecture and Historic Resources, and Diversity and Culture)
- neighborhood maps/enlarged photocopies of the study area
- adult volunteers, one per group
- clip boards, pencils, and notebooks for sketches
- poster board and art supplies for presentations
- OPTIONAL: cameras for the students to take pictures

Michigan Curriculum Framework Content Standards and Benchmarks:

- **Social Studies II.1.LE.2:** Strand II. Geographic Perspective, Standard 1. Diversity of People, Places, and Cultures, Benchmark 2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.
- **Social Studies II.2.LE.3:** Strand II. Geographic Perspective, Standard 2. Human/Environment Interaction, Benchmark 3. Describe the major physical patterns, ecosystems, resources, and land uses of the state, region, and country and explain the processes that created them.
- **Social Studies V.1.LE.1:** Strand V. Inquiry, Standard 1. Information Processing, Benchmark 1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.
- **Social Studies V.1.LE.2:** Strand V. Inquiry, Standard 1. Information Processing, Benchmark 2. Organize social science information to make maps, graphs and tables.
- **Social Studies V.1.LE.3:** Strand V. Inquiry, Standard 1. Information Processing, Benchmark 3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.
- **Social Studies V.1.MS 2:** Inquiry, Standard 1. Acquire information from books, maps, newspapers, data sets and other sources. Benchmark MS 2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.
- **Mathematics III.1.E.1:** Strand III. Data Analysis and Statistics, Standard 1. Collection, Organization and Presentation of Data, Benchmark 1. Collect and explore data through counting, measuring and conducting surveys and experiments.
- **Mathematics III.1.E.2:** Strand III. Data Analysis and Statistics, Standard 1. Collection, Organization and Presentation of Data, Benchmark 2. Organize data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs.
- **Mathematics III.1.E.3:** Strand III. Data Analysis and Statistics, Standard 1. Collection, Organization and Presentation of Data, Benchmark 3. Present data using a variety of appropriate representations and explain the meaning of the data.
- **Mathematics III.1.MS 4:** Data Analysis and Statistics, Standard 1. Collect and explore data. Benchmark MS 1. Collect and explore data through observation, measurement, surveys, sampling techniques and simulations.
- **Mathematics III.1.MS 2:** Data Analysis and Statistics, Standard 1. Collect and explore data. Benchmark MS 2. Organize data using tables, charts, graphs, spreadsheets and data bases.
- **English 11.MS 3:** Inquiry and Research, Standard 11. Define and investigate important issues and problems using a variety of resources. Benchmark MS 3. Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.
- **English 11.MS 4:** Inquiry and Research, Standard 11. Define and investigate important issues and problems using a variety of resources. Benchmark MS 4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem

to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.

Kent County Collaborative Core Curriculum (KC⁴)

- **Social Studies:** 3:3, 3:5
4:1, 4:2, 4:3, 4:4, 4:6, 4:7, 4:8, 4:9, 4:10
5:4, 5:5, 5:9
6:1, 6:3, 6:4, 6:5, 6:8, 6:10
7:1, 7:3, 7:4, 7:5, 7:8, 7:9, 7:10, 7:12
8:1, 8:2, 8:3, 8:4, 8:6, 8:8, 8:9, 8:10, 8:12

OVERVIEW

Groups of students engage in a neighborhood walk, surveying community land use, natural features, traffic and streets, architecture and historic resources, and diversity and culture. The students report their findings.

OBJECTIVES

After participating in this activity, students will be able to:

- Recognize and describe characteristics that make their neighborhood unique.
- Locate and gather community information by making direct observations.
- Collect and explore social science data by conducting surveys.
- Interpret and organize social science information to create maps, graphs, and charts.
- Work together in a small group to organize and present data and survey information.

BACKGROUND

Every community is unique. Neighborhoods that comprise a community are unique and valuable places. Sometimes, an intentional effort is required to notice and appreciate the unique features of one's own neighborhood. If we can learn to notice and identify the components and elements that create our environment, we can begin to understand and appreciate our surroundings, changing them for the better.

We discover the unique features of our community by making an intentional effort to observe them. These features can

be classified into five general aspects of our environment that define the character of our neighborhoods and give us a valuable “sense of place.”

1. **Order, proportion, and scale** refer to the organization, ratio, and apparent size of the physical elements that make up the environment.
2. **Materials** refer to built or natural substances that make up an object or building; descriptions can include texture, density, detail, color, and weight.
3. **Pattern** refers to the placement of the elements of a community (i.e. buildings and streets) into an organizational form such as an axial pattern, a ring plan, focal point, network, grid, or radial pattern.
4. **Context** refers to development that is visually congruent with historical architecture and natural location.
5. **Bounds** refers to the visual limits of a community, such as buildings or railroad tracks, that act as visual edges. (Beatley and Manning, 1997; Dunn Foundation, 1996)

The general aspects of a community are not the same as the visual components that make it unique. All successful communities abide by certain principles and contain specific elements that can be observed visually. The ten primary elements that comprise a highly successful community and contribute to a healthy “sense of place” are:

1. **Distinctiveness** — A community with a positive sense of place has defined boundaries and distinctive visual character, which differentiates it from other communities.
2. **Human Scale** — The community should exist to enhance the quality of life of humans. Unsuccessful communities tend to overlook the needs of humans as they accommodate those of automobiles or commerce.
3. **Self-Sufficiency** — Nearly all of the goods and services required for daily life should be available within the community and should be accessible to pedestrians. Work areas, schools, and commercial establishments ought to be within walking distance of residential neighborhoods or on transit routes in order to decrease reliance on the automobile.
4. **Diversity** — The community should have a diversity of people living within it. It should be a place populated by different ages and income groups. A variety of housing types and employment opportunities should be available. One should be able to live in a community through all stages of life, regardless of economic condition.
5. **Transportation** — The community should be provided with transportation alternatives so that residents can be mobile within the community, even without owning an automobile.
6. **Trees** — The community should have trees. Shade trees enhance quality of life in all areas of a community, including commercial and industrial zones. Shade trees along the community’s residential streets provide a sense of enclosure, privacy, and security. Here, the street becomes an outdoor room, part of the public realm. In combination with street furniture, shade trees within commercial districts help create enjoyable outdoor environments in which to stroll and shop.
7. **Visual Appeal** — Attractive streetscapes are created by

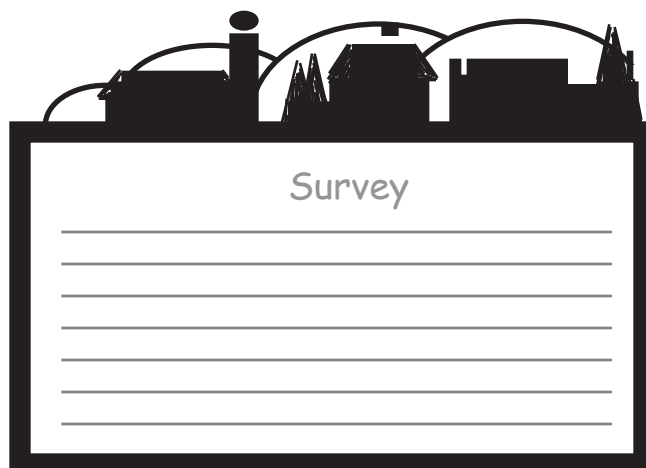
placing garages and other parking areas on alleyways and service ways behind buildings. The front of a building should be the primary entryway —the public presentation of the house or building. The visual clutter of modern life, such as garbage cans, cars, and basketball hoops, should be placed behind the building or house.

8. **Context** — The architecture of a community should be responsive to its regional physical context and geography. Humane architecture is accessible and responsive to people and uses materials that humans find visually appealing and friendly. The architecture of the community should not be littered with visual “pollution,” such as incongruous signs, billboards, and tangles of overhead utility wires.
9. **Open and Green Spaces** — The community should have outdoor spaces, parks, and recreational areas that are defined spatially and add to the overall design of neighborhoods or the community. These spaces could be linked by green ways or tree-lined streets for walkable access and to provide essential habitat for wildlife.
10. **Maintenance** — The appearance of the community should be carefully maintained. The cleanliness and condition of community facilities, buildings, and parks should be regularly attended to. The community should enforce litter and graffiti laws, and public order must be kept. (Beatley and Manning, 1997; Dunn Foundation, 1996)

The residents of a community must step forward and take a close look at their neighborhood to determine which specific elements of a successful community are present.

Visual surveys offer a method of thorough observation. Data is systematically collected, organized, and analyzed. This process often reveals information and insights that might otherwise have gone unnoticed. The variety of survey tools and inventory lists presented in this lesson allow students to observe and analyze both the general aspects and visual components of their own community. The techniques (inventories, traffic counts, etc.) are also used by professionals in the fields of planning, architecture, transportation, natural history and more.

With this lesson, students will organize and interpret data and other social science information they collect to construct a thorough representation and develop a better understanding of their own neighborhood.



PROCEDURE

1. Customize the neighborhood walk survey sheets for **Land Use, Natural Features, Traffic and Streets, Architecture and Historical Resources**, and **Diversity and Culture** to reflect your specific neighborhood by filling in blank spaces with the names of local sites and/or adding your own questions.
2. Explain to the students that they are going to take a neighborhood walk and that exploring a neighborhood can be fun. Explain the purpose of the neighborhood walk and describe each set of neighborhood features:
 - Land Use
 - Natural Features
 - Traffic and Streets
 - Architecture and Historical Resources
 - Diversity and Culture
3. Divide the students into groups. Each group will observe and analyze one set of neighborhood features. Provide each group with a clipboard that holds a copy of their assigned survey sheet, a neighborhood map for students to follow and draw on, and a pen or pencil.
4. Give the students these instructions:
 - Lead your parent or teacher on a walk around the study neighborhood by following the map.
 - Complete the survey sheet assigned to the group on the walk. (Adult supervisor can lead discussion and help complete the survey for younger students.)
 - Draw a sketch of something in the neighborhood on the back of the study sheet and explain the drawing.
 - Note good or bad things that you observe in the neighborhood.
 - Stop moving now and then and think about something in this neighborhood that would be cool to see. Go to those places.
 - We must respect others by staying off private property and by staying with an adult at all times.If possible:
 - Take pictures of the things you like or do not like about the neighborhood.
 - Buy ethnic food to share with the class while conducting the cultural survey.
5. Back at school, allow the groups time to organize, draw, and sketch their survey information onto a poster. Encourage or require them to graph or chart data. When the posters are complete, have the groups make presentations to the rest of the class about their survey topic. The listening students can also take notes to learn about their neighborhood from the other group presentations. Hang the survey posters in a cluster to show that all the features of the neighborhood are necessary to make up their neighborhood.

ASSESSMENT OPTIONS

1. Have the students write a short essay about the things they learned about their neighborhood while on their walk.
2. Have the students brainstorm a list of things they learned about their neighborhood from the other students' presentations. Or, assess students' survey sheets and notes.
3. Evaluate the group presentations and posters, and look for participation from each student.

Adaptations/Extensions

1. Build the study of vocabulary terms into the lesson by having students use the library, Internet, dictionary, or encyclopedia to discover the meaning of difficult words or phrases before conducting the surveys. Each survey group can look up relevant terms for their survey:
 - Land Use: Neighborhood, Community, Zone, Residential, Civic building, Survey, Inventory.
 - Natural Features: Environment, Habitat, Landform, Meadow, Nature, Natural, Slope, Survey.
 - Traffic and Streets: Pedestrians, Traffic, Vehicle, Survey, Infrastructure, Inventory.
 - Architecture and Historical Resources: Historic, Architecture, Architect, Masonry, Stucco, Adobe, Deteriorated, Survey, Inventory.
 - Diversity and Culture: Community, Diversity, Culture, Ethnicity, Survey, Urban, Rural.
2. If transportation is possible, have each group study a different location in their community — the downtown, historical areas, old neighborhoods, new neighborhoods, natural areas or parks, new shopping areas, etc.
3. If transportation is possible, conduct the surveys near your downtown or historical district.
4. Have each group study a transect of the city by completing a survey sheet as they ride a bus across the city.
5. While on the neighborhood walk, tour the inside of a building or restaurant.
6. Invite the principals, school board members, parents, and business owners to observe the presentations or display of the community posters.
7. Make a group booklet of photos and sketches with captions.

Computer Extensions:

1. City of Rancho Cucamonga Planning Division. Kids Neighborhood Workshop. Sept. 2000. 30 May 2002. <<http://www.kidsplan.com>> Kids Neighborhood Workshop is a complete online unit for the study of a community.
2. ProTeacher.com. Neighborhood/Community. 2002. 30 May 2002. <<http://www.proteacher.com/090004.html>> There are over 20 different lesson plans and units to teach about neighborhoods and communities. Student worksheets are provided. Excellent resource.

SOURCE

Adapted with permission from Kids Neighborhood Workshop, "Part 3: Neighborhood Walk," by the City of Rancho Cucamonga Planning Division, 20 September 2000, 7 March 2002. <www.ci.rancho-cucamonga.ca.us/planning/kidsplan.htm> Lesson and surveys adapted by Anne Williamson, curriculum consultant for *United Growth for Kent County*, a project of Michigan State University Extension.

ADDITIONAL RESOURCES**Contacts:**

Architecture in Education (AIE) by The Foundation for Architecture
Center for Understanding the Built Environment (CUBE)
Local Chamber of Commerce
Local Community Center
Local Historical Society
Neighborhood Watch
United Growth for Kent County

References and Teacher Resources:

Beatley, Timothy and Kristy Manning. The Ecology of Place: Planning for Environment, Economy, and Community. Washington, DC: Island Press, 1997.
Blumenson, John and W.W. Norton. Identifying American Architecture.
Dunn Foundation. Viewfinders: A Visual Environmental Literacy Curriculum. Elementary Unit: Exploring Community Appearance and the Environment. Warwick, RI: The Dunn Foundation, 1996. Phone (401) 941-3009.
Graves, Ginny. Walk Around the Block. Prairie Village, Kansas: Center for Understanding the Built Environment, 1997.
Harker, Donald F. and Elizabeth Ungar Natter. Where We Live: A Citizen's Guide to Conducting a Community Environmental Inventory. Washington, DC: Island Press, 1995.
Kunstler, Howard. The Geography of Nowhere: The Rise and Decline of America's Man-Made Landscape. New York, NY: Simon and Schuster, 1993.

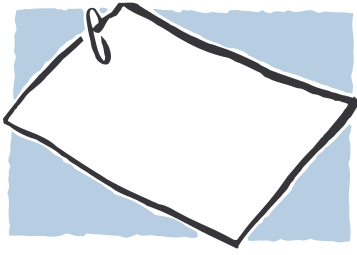
Additional Lessons:

Walk Around the Block: Visual Survey Form, Pg. 46-47.
Viewfinders: Neighborhood Detective: Exploring the Local Community, Pg. 21-24; Check Out the Neighborhood: A Second Look, Pg. 49-52.

CONCEPTUAL FRAMEWORK REFERENCE

IB3, IB4, IB6, IIIA4, IIIB2, IIIC2, IVA, IVB, VG

Survey: Land Use



DO THIS: On the attached Land Use Data Collection sheet, tally land uses that you see on your neighborhood walk by making a hatch mark (|) each time you see one of the listed buildings. Add the marks for each category and answer the questions on this page. Back in the classroom, make graphs to explain your data.

Important: Adult supervision is required. Stay with your parent or teacher and do not go on private property.

DEFINITIONS:

Land Use: The way that land is used by humans.

Zone(s): Areas which allow only certain land uses.

Commercial Zone: An area of businesses that sell goods and services to local citizens (retail) or other businesses (wholesale).

Industrial Zone: An area of highly developed factories, warehouses, or plants that produce mass quantities of a product.

Residential Zone: An area of structures in which people live (homes, apartments).

Public/Semi Public (Civic) Zone: An area that serves or is used by all people.

Parks/Recreation Zone: A piece of land reserved for public use and recreation.

Agricultural Zone: Land used for livestock, growing crops, and required farm buildings (barns and farmsteads).

QUESTIONS:

CIRCLE ONE:

- | | | | |
|--|-----|----|-----------|
| 1. Can residents walk to school? | Yes | No | Sometimes |
| 2. Can residents walk to work? | Yes | No | Sometimes |
| 3. Can residents walk to stores? | Yes | No | Sometimes |
| 4. Can residents walk to offices? (doctor or lawyer) | Yes | No | Sometimes |
| 5. Can residents walk to a park? | Yes | No | Sometimes |

6. Look again at the first five questions. If it is not possible to walk to school, work, stores, offices or the park, are there bus services/stops available to go to those places? Which places can you get to by bus?

7. Is there a range of housing types available in the neighborhood to meet the needs of different types of people? (Hint: Look at your Residential Zone data) What is the most common type of housing?

8. Do you think this neighborhood is pedestrian friendly? Can you easily walk to get the things you need? Explain why you think yes or no.

Land Use Data Collection

Residential	
Land Use	Observation Hatch Marks
Single Family Homes	
Duplexes	
Apartments	
Condominium	
Retirement Home	
Mobile Home	
Agriculture	
Vacant Building	
Vacant Lot	
Undeveloped Land	

Total Hatch Marks= _____

Parks/Recreation	
Land Use	Observation Hatch Marks
Park	
Public Trail	
Green Belt	
Golf Course	
Public Garden	
Wildlife Refuge	
Undeveloped Land	

Total Hatch Marks= _____

Commercial	
Land Use	Observation Hatch Marks
Bank	
Office	
Gas Station	
Restaurant	
Movie Theater	
Drug Store	
Grocery Store	
Motel/Hotel	
Agriculture	
Vacant Building	
Vacant Lot	
Undeveloped Land	

Total Hatch Marks= _____

Industrial	
Land Use	Observation Hatch Marks
Waterworks	
Factories	
Power Plant	
Trash/ Recycle Center	
Airport	
Bus Station	
Vacant Building	
Vacant Lot	
Undeveloped Land	

Total Hatch Marks= _____

Public/Semi-Public	
Land Use	Observation Hatch Marks
City Hall	
Courthouse	
Police Dept.	
Jail	
Fire Station	
Library	
School	
Museum	
Hospital or Health Care	
Church or Synagogue	
Music/Sports Stadium	
Vacant Building	
Vacant Lot	
Undeveloped Land	

Total Hatch Marks= _____

Survey: Natural Features

DO THIS: Walk around the neighborhood and notice the natural environment. Answer the questions and complete the drawing on a blank page.

Important: Adult supervision is required. Stay with your parent or teacher and do not go on private property.

1. What natural open spaces can you find in this neighborhood? (Mark the location on your neighborhood map.)

2. What natural features can you see? (Trees, meadows, rock outcroppings, unusual landforms, streams, rivers, lakes...)

3. How many trees can you see from where you are standing? Circle one answer.
Many (more than 20) Some (10-20) Few (less than 10) None

4. Where do children or adults play? What are they playing? (Mark the location on your neighborhood map.)

5. Do the trees look healthy? (Look for trees that are missing leaves in spring or summer, broken or split trunks, fallen branches, insect damage...) Circle one: Yes No Sometimes

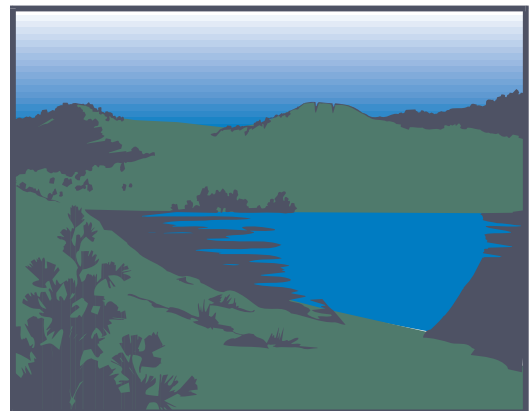
6. What wildlife do you see or hear? List them all.

7. What kind of habitats do the animals live in? (aquatic, forest, prairie...)

8. What looks, sounds, or smells bad? (Piles of trash, dead plants, areas where soil is exposed, smelly water, graffiti, noisy equipment...) Note the location on the map.

9. Are parks maintained with trashcans and lawn services?

Circle one: Yes No Sometimes



10. Where are the best views in this neighborhood (either the most expansive view from the highest point in the neighborhood or the most pleasant view)? What do you see from there? Why is it pleasant? Note the location on the map.
11. Describe one of the most unpleasant views in the neighborhood? What is unpleasant about it? Note on map.
12. Have each person in the group pick up a piece of litter and throw it in a garbage can. Sign your name here and write down the item you threw away. Is there a lot more litter on the ground, or is the area relatively clean?

Group Drawing-

As a group, decide on a natural scene that you can observe and draw it on a blank sheet of paper. The scene can be as small as a portion of a lot or yard. Observe it carefully and allow each person to add different details to the picture. Give each person at least two turns to draw on the picture. Continue taking drawing turns until you feel that the picture is complete. When drawing the natural scene, do not eliminate things you do not like or add things that are not there.



1. What is the title of your landscape picture?

2. Give an explanation of the drawing and describe some of the items in the natural scene.

Survey: Traffic and Streets

Important: Adult supervision is required. Stay with your parent or teacher and do not go on private property.

PART ONE: Traffic

As you walk around the neighborhood, notice where the cars go. Fill in your data on the graphic organizer below and answer the questions on the next page.

Study #1

Stand at the intersection of two streets at the edge of the study neighborhood. Count the number of vehicles and pedestrians that pass by for 10 minutes. Record your data in the graphic organizer.

Intersection (List road names): _____

Number of Vehicles	Number of Pedestrians

Are there sidewalks present? (Circle one) Yes No Some

Study #2

Stand at another intersection of two streets at the edge of the study neighborhood. Count the number of vehicles and pedestrians that pass by for 10 minutes. Record your data in the graphic organizer.

Intersection (List road names): _____

Number of Vehicles	Number of Pedestrians

Are there sidewalks present? (Circle one) Yes No Some

PART ONE Continued: Answer these traffic questions from the data collected in the graphic organizers.

1. Which intersection did the most cars drive through?
2. How many pedestrians walked by at this same intersection during the same time period?
3. Which streets had sidewalks for people to walk on? Which streets had NO sidewalks for people to walk on?
4. At an intersection where you counted cars, watch the car movement. At the stop sign or when the light was 'red', how far back from the intersection were the vehicles stopped? Did the cars block another intersection, major driveway, or crosswalk?
5. Do you see any locations where accidents have happened? Look for broken glass, tire "skid" marks, damaged trees, bent or broken street signs. List the clues that you see.



6. Is there a bus stop in the area? If yes, on what street is it located?
7. In your opinion, is it possible to be mobile in the community without a car? For example, could you get to the grocery store without a car?

PART TWO: Streets

Walk around the neighborhood and make observations about street characteristics. Answer the questions in the space provided.

1. Add the name of the street and then write "Yes" in the following spaces if you see the listed street component. Do at least two streets.

Street Name	Asphalt	Sidewalk Gutter	Curb and Lights	Street Trees	Street Signs	Pedestrian

2. Do the streets need to be narrower to slow traffic down to the speed limit? Circle YES or NO

Do the streets need to be wider to prevent traffic jams? Circle YES or NO

Do most vehicles seem to drive the correct speed limit? Circle YES or NO

3. Where does water drain? Look for catch basins, openings in curb face, sewers, flood control channels, or streams. Locate and draw at least _____ on the map. Does the sewer show a "water flows to stream" symbol?
4. Is there any evidence of erosion (places where water has washed away soil or created potholes)? Locate and draw at least _____ on the map.
5. Is there any evidence of a sump condition (low spot where water ponds)? Look for standing water in gutters or on the ground. Also look for muddy areas or water and mud stains on street asphalt. Locate and draw one of these areas on the map.

Survey: Diversity and Culture

DO THIS: Walk around the neighborhood and notice the sights, sounds, tastes and smells. Answer the questions below. Also, conduct an interview with a resident of this neighborhood or with someone who works here.

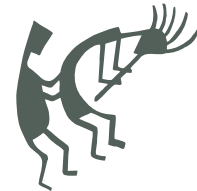
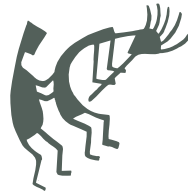
Important: Adult supervision is required. Stay with your parent or teacher and do not go on private property.

Sights -



1. What goods are in storefront window displays? Describe or draw the goods for sale in ____ different stores.
2. What billboard advertisements or signs do you see? Describe or draw ____ different advertisements.
3. Do you see graffiti? Record any that are appropriate to discuss in school.
4. How many children, teenagers, adults, and senior citizens are out in the neighborhood?
____ Children ____ Teenagers ____ Adults ____ Senior Citizens

Sounds -



5. List all the different sounds that you hear.
6. How do the sounds change as you walk around the block?
7. What languages do you hear spoken, hear in music, or read in the signs?
8. What is the loudest, most constant sound in the neighborhood?

Smells -



Close your eyes and notice the smells of the neighborhood. Some are subtle, such as certain plants, while others are stronger, such as foods being cooked in homes or restaurants.

9. What smells good? Name _____ smells.

10. What smells bad? Name _____ smells.

Tastes -



11. What types of food are sold at neighborhood restaurants?

12. Are there fast food restaurants? List any in the neighborhood.

Overall Mood -



13. What creates the mood of the neighborhood? Is it busy, noisy, exciting, quiet, peaceful, or calm?

14. How is the mood different from the neighborhood where you live?

15. What can you tell about the people who live, shop or work in the neighborhood from your observations?

Neighborhood Diversity -



16. What is the predominant culture in the neighborhood?

17. Is there a nearby neighborhood that is close enough to walk to that has a different predominant culture? If yes, what is that culture?

18. List the types of people that give this neighborhood diversity. (Senior citizens? Children? Mexican ethnicity? African-American ethnicity? Anglo-Saxon ethnicity?)

Interview a Person -

Conduct at least two interviews with a neighborhood resident, business owner, or employee. Be polite when asking people if they are willing to be interviewed for a class project. Ask them the following questions, and write down their answers.

Interview Number One -

1. What is your name? _____
2. How old are you? _____
3. Do you live or work in this neighborhood? _____
4. What is your ethnicity? _____
5. What is the predominant ethnicity in this neighborhood? _____
6. Name one positive characteristic of this neighborhood.
7. Would you like to tell us a story or interesting neighborhood fact?



Interview Number Two -

1. What is your name? _____
2. How old are you? _____
3. Do you live or work in this neighborhood? _____
4. What is your ethnicity? _____
5. What is the predominant ethnicity in this neighborhood? _____
6. Name one positive characteristic of this neighborhood?
7. Would you like to tell us a story or interesting neighborhood fact?



Survey: Architecture and Historic Resources

DO THIS: Walk around the neighborhood and conduct the Architecture and Historic Resources inventories. Lastly, complete the Sense of Place worksheet.

Important: Adult supervision is required. Stay with your parent or teacher and do not go on private property.



Architecture

DO THIS: Walk around the neighborhood and try to find examples of houses with different architectural styles. Look for different building shapes or materials. Complete the survey chart for two or more house examples.

Architecture Inventory Survey Questions:

1. List the street address for the house.
2. List the scale: 1 story, 2 story, or 3 story.
3. List the primary exterior material: Wood, Stucco (plaster or cement coating), Rock, Concrete, Masonry (brick or block), Glass, or Metal.
4. List one or two accent materials: Wood, Rock, Masonry (brick or block), Glass, or Metal.
5. Describe the colors.
6. Is the garage or service parking to the rear, side, or front of the house?
7. List any visual "pollution" such as obnoxious billboards, unnecessary or outlandish signs, tagles of overhead utility wires, graffiti, or abundant trash.
8. Describe any unique architectural or cultural features.

1. Street Address	2. Scale	3. Exterior Material	4. Accent Materials	5. Colors	6. Garage Location	7. Visual Pollution	8. Unique Features

Historical Resources

DO THIS: Choose two or more buildings (not necessarily houses) that appear older than 50 years. Complete the survey chart for two or more historic examples.

Survey Questions for Historic Resource Inventory:

1. List the street address for the building.
2. List the common name for the building (i.e., Ted's Repair Garage).
3. List the present use of the building: Residence, Commercial, Industrial, Public or Vacant.
4. List the scale: 1 story, 2 story, 3 story, etc.
5. List the current condition of the building: Excellent, Good, Deteriorated (Needs Repair).
6. List the primary exterior building material: Stone, Brick, Stucco (plaster or cement coating), Adobe (clay), Wood, Metal, Concrete, or Other.
7. Is the garage or parking lot located to the rear, side, or front of the building?
8. Describe any unique architectural features.

1. Street Address	2. Common Name	3. Present Use	4. Scale	5. Building Condition	6. Exterior Building Material	7. Parking or Garage Location?	8. Unique Features



SENSE OF PLACE: What makes your neighborhood unique?

DO THIS: Answer the questions from direct observations and the information that you recorded in your Architecture and Historic Resource inventories.

Unique Historical Resources -

1. Are there any fountains, statues, or monuments that look over 50 years old? If yes, explain what you see.
2. Are there any plaques in the cement noting a famous spot? If yes, explain what you see.
3. Are there any famous trees in the area? If yes, explain what you see.

Unique Architectural Resources -

1. What types of architectural features are very common? (For example, one story brick homes) Explain your observation.
2. What unique architectural feature stands out in your mind? (For example, a big front porch) Explain your observation.
3. Are there any architectural features that do not match the surrounding architecture? (For example, a log cabin on a city block) Explain your observation.

Sense of Place (My Unique Neighborhood) -

1. What types of boundaries define your neighborhood? (Which road? Railroad tracks? What building? A stream?)
2. What makes your neighborhood unique? (Building materials? Location? Natural elements?) Describe these characteristics in 3-5 sentences.

