Civic Action Project:
What is an issue/problem at your school or in your community that needs attention?

Directions: Over the course of the next few months, you and 3 partners (more partners in a group can be discussed after an issue is selected) will map your community in order to better understand the positives and negatives of the living and working conditions, services, etc. of where you live. You will analyze data on your school and your city so that you can be more aware of the problems and issues that are present where you live. You will design an inquiry question about a problem or issue you identify at your school or in your city and take an informed action to make it better. Every step will be written down and checked by me, and you will eventually present your findings and your civic action to class. The strongest presentations will be invited to present at the Richard Nixon Library on May 2nd with Savanna High School and other schools from Los Angeles County (Due April 22nd)

The Question:
What is an issue/problem at your school or in your community that needs attention? How will you improve this situation?

Investigation:
I. Community Map: (Due February 18th)
1. You and a partner will begin your investigation by completing a community map identifying key elements in the space that you live. A map will be provided to you with the boundaries of your community. Identify where the following items are located in your community and place them on the map. *BE SURE TO CREATE A KEY!!!
   - Your home
   - Your route to school
   - Neglected Areas
   - Unsafe areas
   - Places that add something positive to the community (assets)
   - Schools
   - Libraries
   - Parks
   - Places you believe should be fixed up or preserved
   - Places you like to hang out
   - Bus stops – Pick TWO main streets (designate if it is with or without a shelter)
   - Benches – In a heavily populated area
   - Trashcans – In a heavily populated area
   - Community Gardens
   - Public Art
   - Graffiti – Do your best!
   - City Hall
   - Convention Center
   - Bike racks – In a heavily populated area
   - Dog Parks
   - Skate Parks
   - Add photos of the above elements for extra credit

2. Ask the following questions of 5 Loara students, faculty, or other community members (Must be typed!)
   a. What do you most like about living in this neighborhood?
   b. What are some of the resources or assets this neighborhood has? What community organizations (nonprofits, church groups, etc.) government services (including parks), businesses, or other groups are helping the neighborhood? How?
   c. What about your neighborhood could be improved? In other words, what are some of the problems we have in this neighborhood? Do they happen in any specific location(s)? Also, are there any businesses or services that aren’t good for our neighborhood? Are we missing any business that would be good?
   d. How do you think these problems could be improved? What do community members and other people or institution need to do?
3. Lastly, write a one page reflection addressing the following questions: How has this project impacted the way you see your community? Are there assets or challenges you didn’t recognize before? What do you want to see changed? (Must be typed!)

II. Analyze Data: (To be completed in class)
1. You will be provided with two sources of data to analyze and write questions about your observations to do follow-up research on.
   a. Loara School Accountability Report Card 2012-2013 and Anaheim Census Data
      i. Identify anything that you may think is surprising
      ii. Identify anything you believed to be true about your school/city and that the data agrees or disagrees with.
      iii. Find connections between the various sources to see if there is a pattern or a relationship among them.
      iv. Write out 3 to 5 issues/problems you see in this data that you would like to research further.
2. From you questions on the 2 data sources, you and your partners need to choose one that YOU are ALL interested in.
   a. Do further research on this question in order to find an answer and develop a solution.
   b. Track your research and keep source information for a bibliography
   c. Be sure to find both sides of the question in order to present an unbiased report to your class

Civil Dialogue:
III. Socratic Seminar (Due February 19th)
1. After all your research, you and our classmates will be participating in an open discussion about your findings. You will present potential ideas for your service project and your classmates will ask you questions of clarification about your project, as well as provide you with things to think about and research to ensure your project is a success.

Informed Action:
IV. Root Causes Worksheet (Due March 6th)
1. Each group will fill out a Root Causes worksheet to help identify the symptoms and effects of the issue you have identified that you want to further research and attempt to address with civic action. From one or more of these items from this worksheet, you can now take a more direct action towards making your issue or problem disappear.

V. Action Plan (Due March 6th)
1. Your group is responsible for designing a step-by-step plan for how you want to attack your issue or problem.
   a. Be sure to include every aspect of what you are planning to do and what tools, people, resources, etc. you will need to get there.
   b. Delegate work to each person in your group so that everyone is responsible for something. Identify each group members’ strength to determine what everyone will be contributing to the project.
   c. Identify anyone that you may need to talk to or work with to make you plan a reality.
   d. Include any obstacles you may face in the process of carrying out your plan.
   e. Your Action plan will be reviewed by me on: March 27th to see your progress and identify any complications you are facing.
**VI. Taking Action! (Complete in time to create a presentation!)**

1. Once your Action Plan is complete and approved by Mr. Walker, it is now your group’s responsibility to begin taking action using any of the approved methods in the attached worksheet.
   a. Be sure to document with pictures and notes what actions you are taking and the results of your action.
   b. Identify what your actions did to help fix the issue or problem you addressed and if you were satisfied with your conclusion.

**Communicating a Conclusion:**

**VII. Creating a Presentation (Due April 22nd)**

1. Create a presentation of your question, research, and findings for your class via PowerPoint or Prezi.
   a. Present your question and how you came about asking that question
   b. Present your findings and where you located them
   c. Present your group’s interpretation of your data and your research
   d. Present your solution to this problem/question and why you chose this method.
   e. Describe your action plan and how you took action in an effort to fix your problem (Using pictures here is a good idea!)
   f. Lastly, describe what your group learned from doing this type of research and designing your own question. What did you like or dislike about it?

2. Provide a bibliography of the sources you used in your project. Be sure they are in Chicago format, the standard format for history/social science.
   a. Example: Last Name, First Name. *Title in Italics*. Publisher City: Publisher Name, Year.
   d. These should all be in alphabetical order!
   e. Chicago Manual of Style, this is THE source for how to cite in Chicago format. [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) Check this website for assistance.
**Civic Action Plan**

**Issue or Problem:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Resources Needed</th>
<th>People to Contact</th>
<th>Group Member(s) Responsible</th>
<th>Date of Completion</th>
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Civic Actions

Directions: Choose from the following actions to put forth your group’s best effort in making your solution a reality. Be sure to follow directions for the level of civic action you choose.

Level 1 Action: (Must do 3 for full credit can be the same)
- Add your comment to a widely read blog or respond to a widely followed twitter
- Call a congress person or someone with authority
- Engage in a dialogue with community members (in and out of school)
- Tweet to a political group or to a local state or national officeholder
- Write a PopVox about your issue
- Write for a public audience (newspaper, blog, tweet)

Level 2 Action: (Must do 2 for full credit can be the same)
- Create a petition (online or paper)
- Door to door
- Exhibit learning to community members
- Facebook group to raise money for a candidate or cause
- Learn about community organizations and share your findings
- Organize a boycott
- Organize a flash mob or silent protest
- Organize an action on twitter or other social media
- Participate/organize protest action
- Phone banking
- Present to a public audience
- Share information from a community survey, oral history, interview
- Speaking at a community event
- Twitter or Facebook campaign to influence how people in your network vote in upcoming elections
- Use social media to circulate the message
- Write a letter to a person in power (City Council or School Board)

Level 3 Action: (Must do 1 for full credit)
- Begin a Public Service Organization or start a club on campus
- Create a blog about the issue
- Create a Kickstarter (crowd funding) to address a community need
- Create a PSA and post it
- Create a webinar (Web Seminar)
- Create a wiki page
- Create an online resource on a topic (through Gooru, VoiceThread, Google Sites, etc.)
- Create or edit and share provocative/sharable media (images, cartoons, video clips)
- Host a community event
- Make a classroom presentation to another class or to the school
- Make info graphics to educate others
- Organize a town hall meeting that includes elected representatives, community members and students
- Participate in a “Penny Harvest” fundraiser
- Participating on a city level committee
- Run a workshop to teach someone about a subject
### Civic Action: Community Map Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0-1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td>Community assets are not present</td>
<td>Map includes few of the assets of the community</td>
<td>Map includes a fair amount of the assets of the community</td>
<td>Map includes most of the assets of the community</td>
<td>Map includes an exceptional overview of community assets</td>
</tr>
<tr>
<td><strong>Challenges</strong></td>
<td>Community challenges are not present</td>
<td>Map includes few of the challenges of the community</td>
<td>Map includes a fair amount of the challenges of the community</td>
<td>Map includes most of the challenges of the community</td>
<td>Map includes an exceptional overview of the challenges of the community</td>
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<tr>
<td><strong>Key</strong></td>
<td>Key is missing</td>
<td>Key is inaccurate</td>
<td>Key is somewhat clear but is missing a few components</td>
<td>Key is clear but has some inaccuracies</td>
<td>Key is clear, accurate and detailed</td>
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<tr>
<td><strong>Presentation</strong></td>
<td>Map is not appropriate for high school level work</td>
<td>Map is somewhat neat and well formed</td>
<td>Map is mostly neat and well formed</td>
<td>Map is neat and well formed</td>
<td>Map is neat, well formed, with great attention to detail</td>
</tr>
<tr>
<td><strong>Survey</strong></td>
<td>Survey is not present</td>
<td>Survey only asks 1-2 people required questions</td>
<td>Survey only asks 2-3 people the required questions</td>
<td>Survey asks 4 people required questions</td>
<td>Survey is complete and asked the required amount of people</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Reflection is not present</td>
<td>Reflection is partially done</td>
<td>Reflection is somewhat completed but not answering all questions</td>
<td>Reflection is brief but answers all questions</td>
<td>Reflection answers all questions completely and thoroughly</td>
</tr>
</tbody>
</table>

**Total:** \[ \underline{\checkmark} \frac{30}{30} \]