Names of Team Members:
Date:

Transportation and Social Justice
Cultural Resources in Our Community

As a team, select one of the cultural resources in your community that you have discussed. (Or you may identify an additional cultural resource and ask your teacher if you can use it.) Research the cultural resource using the following resources:

- Print resources like books, brochures, newspaper articles, or magazines;
- Internet resources;
- Interviews with people who might know something about the importance of the resource or might have stories to share;
- Photographs of the resource as it is today or historic photographs of events or activities that have taken place there;
- Maps, sketches, drawings, paintings, etc.

Be sure to take notes and to write down where you got your information (the title and author of a book, the website, the name of the person you interviewed, etc.)

Gather all your information together and organize it into three categories:

1. Facts like the date a building was built, who lived in a historic house, or what important event took place there.
2. Stories about the place or stories about the people who lived, worked or went to school there. Stories about activities or events at the place.
3. Visual information like photos, maps, sketches, etc.

As a group, identify three reasons why this cultural resource is important to your community. Pretend that plans are being made for a new road or bridge in your community. Make a presentation to your classmates to persuade them that your cultural resource is important and that the planning committee should try to design the road so that the road avoids the cultural resource. Decide what visual aids you will use to help persuade your classmates. You might use maps, photos, sketches, or diagrams. Decide what role each team member will play.

Your classmates will listen to your presentation and you will listen to their presentations. Then as a class, you will decide which cultural resources should be considered when the new road or bridge is designed.