SY1819 Chicago Community Area Mosaic Project Details

01 Rogers Park
02 West Ridge
03 Uptown
04 Lincoln Square
05 North Center
06 Lake View
07 Lincoln Park
08 Near North Side
09 Edison Park
10 Norwood Park
11 Jefferson Park
12 Forest Glen
13 North Park
14 Albany Park
15 Portage Park
16 Irving Park
17 Dunning
18 Montclare
19 Belmont Cragin
20 Hermosa
21 Avondale
22 Logan Square
23 Humboldt Park
24 West Town
25 Austin
26 West Garfield Pk
27 East Garfield Pk
28 Near West Side
29 North Lawndale

30 South Lawndale
31 Lower West Side
32 Loop
33 Near South Side
34 Armour Square
35 Douglas
36 Oakland
37 Fuller Park
38 Grand Boulevard
39 Kenwood
40 Washington Pk
41 Hyde Park
42 Woodlawn
43 South Shore
44 Chatham
45 Avalon Park
46 South Chicago
47 Burnside
48 Calumet Heights
49 Roseland
50 Pullman
51 South Deering
52 East Side
53 West Pullman
54 Riverdale
55 Hegewisch
56 Garfield Ridge
57 Archer Heights
58 Brighton Park

59 McKinley Park
60 Bridgeport
61 New City
62 West Elsdon
63 Gage Park
64 Clearing
65 West Lawn
66 Chicago Lawn
67 West Englewood
68 Englewood
69 Greater Grand Crossing
70 Ashburn
71 Auburn Gresham
72 Beverly
73 Washington Heights
74 Mount Greenwood
75 Morgan Park
76 O'Hare
77 Edgewater
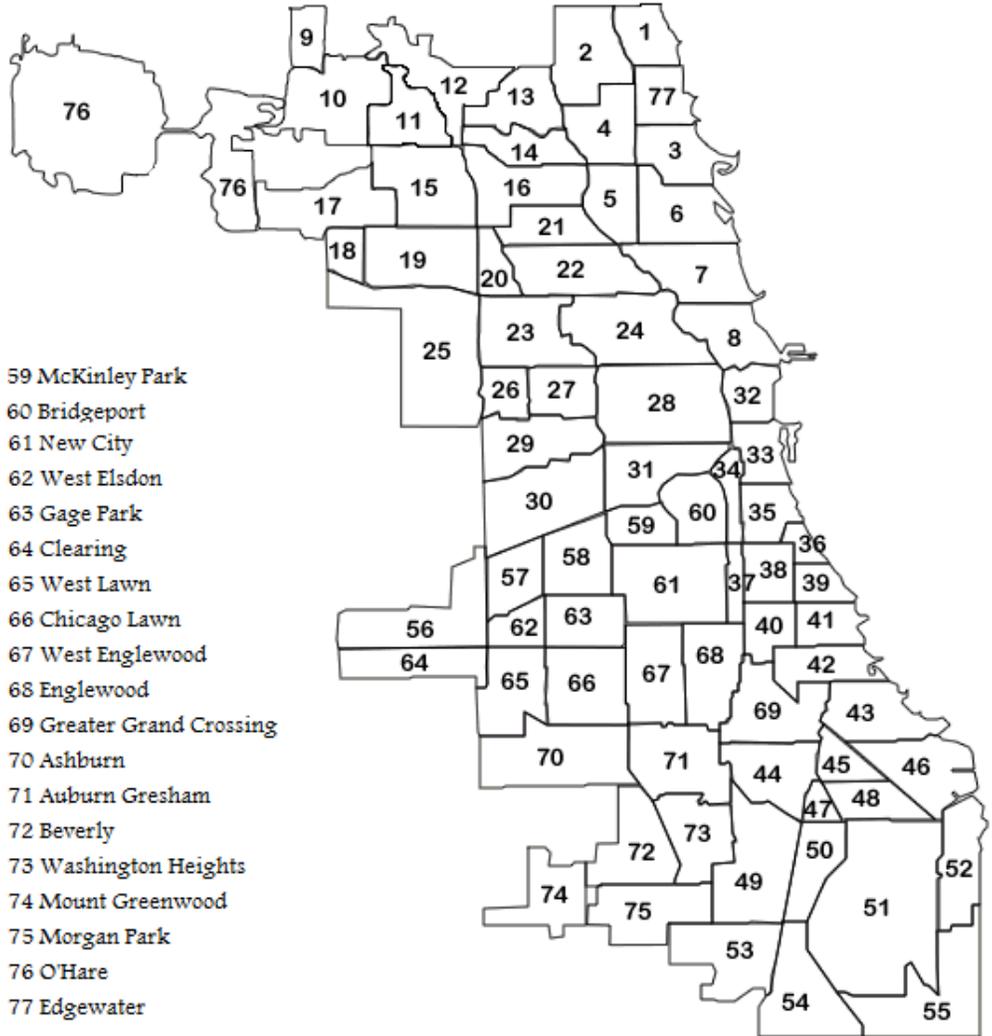
Note: This is a live document and will likely be edited over the course of the project. Changes will be noted on Google Classroom or Remind.com as necessary.

Table of Contents

Task 1: Design and Make a Chicago Community Area Mosaic

- Students will be randomly assigned one of Chicago's 77 community areas
- Why community areas? Because things come and go in our city, and since the early 1920s (as defined by the Social Science Research Committee at the University of Chicago), the only stable boundaries have been these community areas. Not wards, not neighborhoods...community areas. How could **you** bring these places to life? How do we bring the city to life 3-dimensionally? How do you bring a *place* to life? This is our task and these community areas we live in become part of our constraints.
- We will form groups (possibly many working solo) and will remain in that group for the duration of the project
- There will be a research component that will be used to learn about your assigned community area and you will be provided with some resources to help.
- Before we even start designing, we're going to read and discuss the wonderful, short, graphic novel, No Small Plans (some of you may have read this already in AP Human Geo or another class).
- The tool that will be the main focus of your project will be assigned randomly (3D Printer, Laser Cutter, 3D Carver), however you may incorporate any other tool(s) into your project that you'd like.
- The height of your piece can be up to 3" tall and must have three dimensional aspects to it. It cannot just be a flat piece.
- Making sure not to modify the size of your piece will be crucial
- Here are the 77 community areas of Chicago
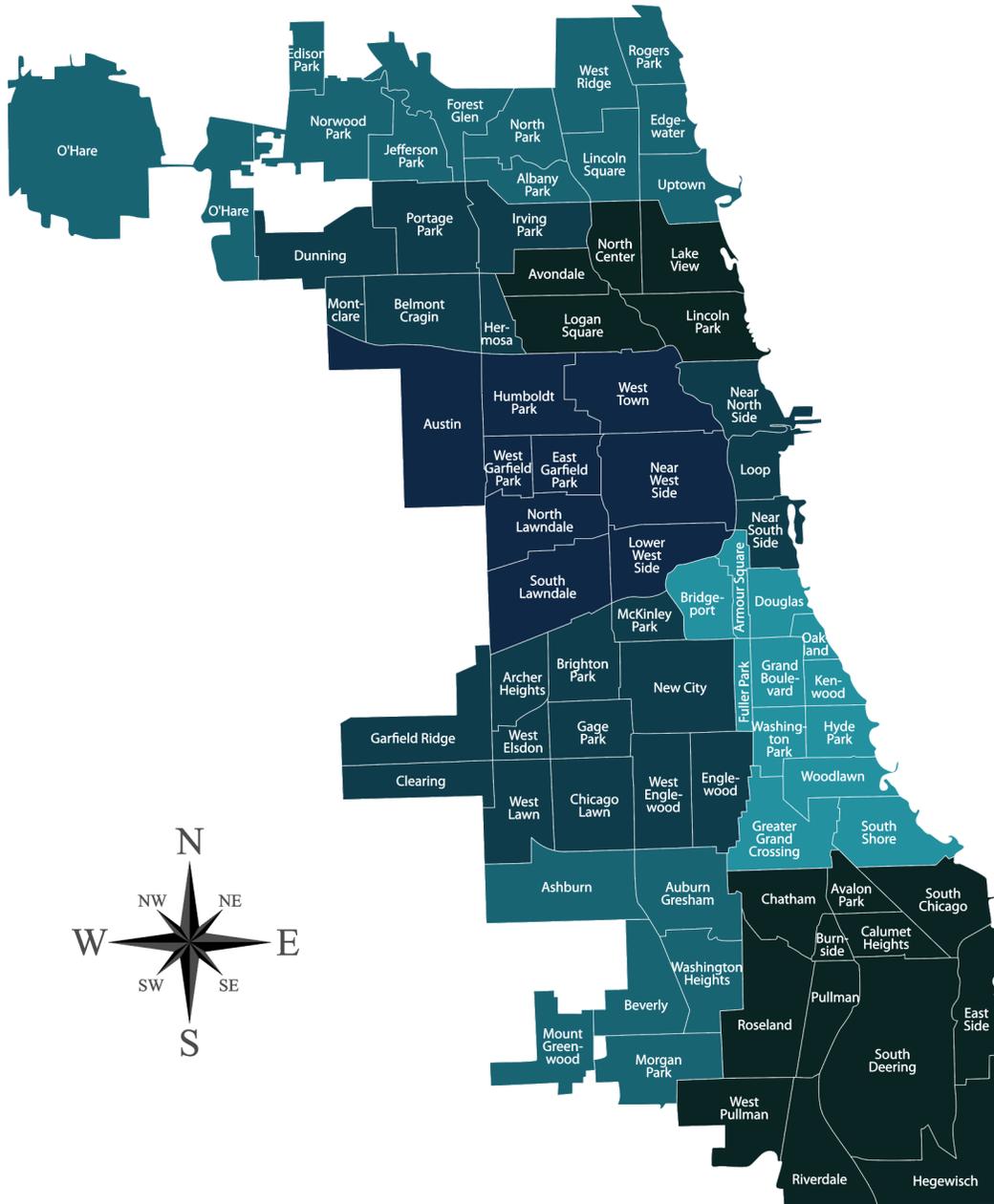
- Here is a numbered version which we may use for reference throughout the project

- [Use this document](#) as a workspace and guide for your research
- [Sheet with all Group #s, CA #s and featured tools](#)

Task 2: Create a "1-Pager" story about your piece

- This is what we can use to really capture the story and the beauty of this overall project. Image if we were able to create a book that had 144 pages and each group 2-page spread had a high-quality picture of your piece on one page, and the story about it on the other. I'm serious, we could make a book and you'd all be the authors. We could sell it and use that as a funding source for the program and future projects. Or donate all proceeds to something that benefits Chicago kids.
- [Here is the link to the 1-pager.](#)

Help

- The #1 thing you need to be successful on this project is a willingness to learn about people and places you are unfamiliar with. After that...
- [City of Chicago Boundaries Map](#)
- [Community Areas in Chicago Wikipedia Page](#) (thorough and accurate)
- [No Small Plans Reader's Toolkit](#)
- [The Chicago 77](#)
  - [Here is a PDF you can reference for the project](#)
- We will be sending a quick Google Form out to all students at Lane giving them a chance to identify themselves as someone who is willing to discuss / consult about what might properly represent the positive aspects of their community. Local community representatives.
- Here is a photo album of the [Chicago Flag Mosaic Project](#) for reference of a similar project design

Frequently Asked Questions (FAQ)

- Q: Where will the final project go?
  - Good question. If all goes well, one or more Chicago institutions will want to display your work :). After that, the goal would likely be to house the project at Lane or donate to a museum or Lurie Children's Hospital.
- Q: Can I paint my piece?
  - A: Absolutely. We'll work with you to get you the paint that you need.
- Q: On the 3D carvers, can I carve my design on a bigger piece than I need and then cut off the excess with a chopsaw or scrollsaw?
  - A: Yep
- Q: Can we carve different materials and use different depths?
  - A: Yep, you are not held to the same restrictions from the intro project.
- Q: Can we carve with different size bits?
  - A: Yes, but talk to your teacher about first about this. Using detail bits like the 1/32" can take FOREVER. Also, the depth that the bit can go decreases as the bit gets smaller. For example, the 1/32" can only go 5mm deep, and the 1/16" bit can only go 8mm deep.
- Q: Do I have to stay with my job while it's running?
  - Usually no, but depends on time and the tool. Check with your teacher. 3D prints can be left alone, laser cutters and carvers depend more who's in the lab.
- Q: How deep can the carving bits go?
  - A: 1/32" bit can go 5mm (0.2") deep
  - A: 1/16" bit can go 8mm (0.3")deep
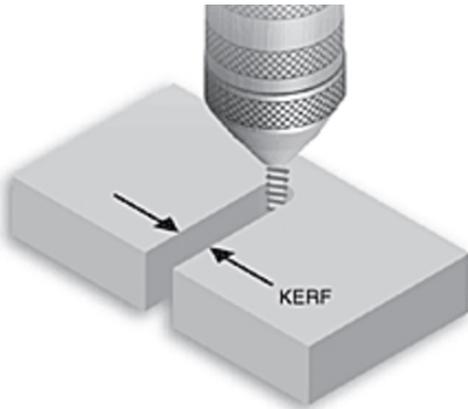 - A: ⅛" bit can go > 25mm (1") deep

Timeline / Submissions

- TBD

Project Logistic Pro-Tips

- [Painting before and / or after laseretching](#)
- When 3D Carving, use a larger piece of material than actual tile size. This give you room for clamps.
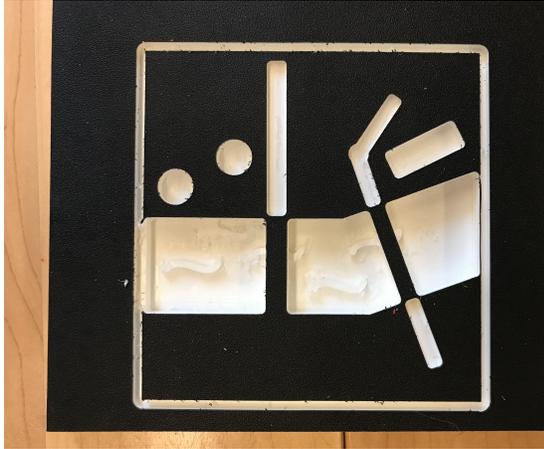
- Know how Kerf affects your work. It's the materials "eaten up" by the tool (bit or laser)

Communication Methods

- In-class, Google Classroom, Remind, and this doc

Additional Inspiration and Resources

- www.inventables.com
- www.pinterest.com

Materials Ordering

- Mostly N/A

Change Log:

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Assignments and Files

- Community Areas and Tool Assignments (coming soon)
- All vector files are located here (coming soon)

Rubric

(this will likely be modified and when it is, it will be noted in the Change Log above)

Items	Unsatisfactory (1 Point)	Competent (2 Points)	Proficient (3 Points)	Distinguished (4 Points)
Technique / Concepts	Work lacks understanding of concepts, materials and skills.	Work shows some understanding of concepts, materials and skills.	Work reflects understanding of concepts and materials, as well as use of skills discussed in class.	Work shows a mastery of skills and reflects a deep understanding of concepts and materials.
Habits of Mind	Student passively attempts to fulfill assignment without much thought or exploration of possibilities. Student refuses to explore more than one idea.	Developing exploration of possible solutions and innovative thinking. Student has more than one idea but does not pursue.	Student explores multiple solutions and innovative thinking develops and expands during project.	Consistently displays willingness to try multiple solutions and ask thought provoking questions, leading to deeper, more distinctive results. Student fully explores multiple ideas and iterations.
Reflection & Understanding	Student shows little awareness of their process. The work does not demonstrate understanding of content.	Student demonstrates some self-awareness. Work shows some understanding of content, but student cannot justify all of their decisions.	Student shows self-awareness. Work demonstrates understanding of content and most decisions are conscious and justified.	Work reflects a deep understanding of the complexities of the content. Every decision is purposeful and thoughtful.
Craftsmanship	Work is messy and craftsmanship detracts from overall presentation.	Work is somewhat messy and craftsmanship detracts somewhat from overall presentation.	Work is neat and craftsmanship is solid.	Work is impeccable and shows extreme care and thoughtfulness in its craftsmanship.
Responsibility	Frequent illegal absences, tardiness, disrespect for classmates and teacher. Disregard for materials and work such as refusal to clean up or throwing out work.	Student is sometimes illegally absent, tardy, or disrespectful. Must be persuaded to assist in clean up and to take work home.	Student is most often present, on time, and respectful. Usually participates willingly in clean up and takes pride in work.	Student is consistently present, punctual, and respectful of classmates and teacher. Self-directed clean up and ownership of work.
Effort	Work is not completed in a satisfactory manner. Student shows minimal effort. Student does not use class time effectively.	Work complete but it lacks finishing touches or can be improved with a little effort. Student does just enough to meet requirements.	Completed work in an above average manner, yet more could have been done. Student needs to go one step further to achieve excellence.	Completed work with excellence and exceeded teacher expectations. Student exhibited exemplary commitment to the project.