Houston Newcomer Task

Houston is a fast growing city. Many people are moving to the area with limited knowledge. Your job is to help an individual or family decide on the best place to live in the Houston area. Your decision should be based on information provided to you about the individual or family and their particular circumstances. You MUST use information about regions of Houston, maps of relevant information, and images that help support your decision. Each individual or family has their own set of circumstances. There is not necessarily ONE right answer. Your final product will be a presentation to the “newcomer” that highlights your decision making process. Students will be assigned their newcomer.

Newcomer Bios:

1. Joe Thompson is a college graduate. He has heard that there are many jobs available in the Houston area. He grew up in Wisconsin and hopes to continue to attend a Lutheran church. His degree is in engineering.
2. Vinay Singh has recently emigrated, with his wife Padma, from India. He is involved in technology and she works in the medical field. They are in their 30s and don’t have any children. They are hoping to find other Hindi families to spend time with in their new city.
3. Thanh and Mai Pham are moving from California after immigrating to the US from Vietnam. They have 3 school age children. Thanh is a computer programmer and his wife stays home to take care of their children.
4. Ebrahim and Azra Shirazi are from Iran. They are new to the United States and are Muslim, following the dietary restrictions of their religion. They have 1 child and are hoping to have more in the near future.
5. John and Ellen Hunt are retiring to the Houston area from New York City. Their children are all grown up and live in Dallas and San Antonio. They have heard that Houston has lots of museums and theaters, something they really enjoyed experiencing in NYC.

Note: If you choose the Spring Branch area, you MUST explain why *at least* 2 other regions of Houston are NOT as good a fit as Spring Branch.

Questions to Consider:

1. Where are other people of similar backgrounds located in the Houston area?
2. What types of jobs do the individual or family members have? Are those jobs located in a certain area of town?
3. If the family has children, are there schools and other activities for children?
4. If they are immigrants, will there be nearby shopping that fits the need/want of their ethnicity, religion, or diet?
5. Are they religious? If so, will they be able to attend a religious institution without traveling too far?

Possible resources:

Houston Map Viewer: <http://mycity.houstontx.gov/houstonmapviewer/>

US Census interactive map: <https://www.census.gov/2010census/popmap/>

Visit Houston, neighborhood page: <https://www.visithoustontexas.com/about-houston/neighborhoods/>

ArcGIS (more complex, but lots of thematic maps) <https://www.arcgis.com/home/index.html>

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| **Houston Newcomer Task Rubric** | | | | | | | |
| **Name\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_** | | **Per:\_\_\_\_\_\_\_** | **Assigned Newcomer:\_\_\_\_\_­­­\_\_\_\_\_\_\_\_\_\_** | | | **Grade:\_\_\_\_\_\_\_\_** | |
|  | **Excellent** | **Good** | | **Average** | **Below Average** | | **Poor/Missing** |
| **Region of Relocation** | **Student has provided a detailed explanation of the region they have chosen using correct terminology of formal, functional, and perceptual regions.** | **Student provides an explanation of the regions. Student’s explanations of types of regions and links to information is not clear.** | | **Student’s explanation of region and choice is vague. Student doesn’t clearly explain 1 of the regions correctly.** | **Student only uses one type of region in their explanation. And/or the types of regions are not correctly used.** | | **No mention of the region chosen is provided. And/or the explanations for region types are incorrect.** |
| **Maps** | **A variety of reference and thematic maps are used that highlight criteria used in decision making. Maps show location of cultural, family, economic, or other items that reflect needs of assigned scenario.** | **Both reference and thematic maps are used to highlight decision making process. The relevance of some of the maps is unclear. And/or some maps of importance (economic, religious, ethnic, etc) are missing.** | | **Reference maps and only a limited number of thematic maps are included. The relevance of maps included is unclear.** | **Only reference maps are used to highlight decision, no thematic maps are included.** | | **No maps are included. And/or maps included are not relevant to the decision making process.** |
| **Images** | **Cultural landscape is evident in images chosen is clearly explained in detail. Images clearly support the student’s choice of location.** | **Cultural landscape is evident in images chosen and help support the choice of a location. Student’s explanation is somewhat clear and detailed.** | | **Cultural landscape supporting the location is somewhat evident in images. Student cannot clearly explain the purpose of the image.** | **Images included do not clearly support the choice of a location. Student can’t explain use of image.** | | **No images are included or images are not relevant to the decision** |
| **Presentation, Neatness,**  **Creativity** | **Information is presented in a way that incorporates the region, maps and images in a unique and appropriate way. There are no spelling or grammatical errors. Student speaks clearly and shows knowledge of content, using presentation to highlight facts.** | **Information incorporates maps and locations in a somewhat unique and appropriate way. And/Or There are 1-3 spelling or grammatical errors. And/Or Student doesn’t speak clearly or reads from presentation instead of showing clear knowledge of content.** | | **Some creativity is apparent. And/Or There are 4-8 spelling and/or grammatical errors. And/or student is hard to understand, faces their presentation not the audience, and shows basic knowledge.** | **Very little creativity is apparent. And/Or There are more than 8 spelling and/or grammatical errors. And/or student reads off the presentation, doesn’t have knowledge of content.** | | **No creativity is apparent. And/Or Spelling and grammar issues cause the reader to have a hard time understanding the information. Student doesn’t make a presentation.** |
| **Citations** | **All items are cited correctly in MLA format.** | **Some items are cited in MLA.** | | **Only URLs are used.** | **Few URLs are used.** | | **No citations are included.** |