Herschel Sarnoff

GIS PROJECTS AT JORDAN HIGH SCHOOL
MAJOR PROJECTS FOR 2002-03

- TUTORIALS: LEARNING GIS USING “MY NEIGHBORHOOD” AND “MANIFEST DESTINY”
- IRAQ CONFLICT
- FOREIGN BORN POPULATION
- WW II ECONOMICS
- POWERPOINT PRESENTATION
WHERE I TEACH...
JORDAN HIGH SCHOOL
2000: BLACK POPULATION PER TRACT
2000:
ASIANTRACT
Preface

Philip J. Ethington:  
History Department  
University of Southern California

http://cwis.usc.edu/dept/LAS/history/historylab/LAPUHK/index.htm
STALINGRAD
1942
MY FIFTH YEAR TEACHING AN ARCVIEW CLASS AND I DECIDED TO TRY SOMETHING NEW

- FOR THE FIRST THREE YEARS I DID TUTORIALS AND INSTRUCTIONAL LESSONS TO TEACH ARCVIEW 3.2
- THIS YEAR I DID A MINIMUM OF TUTORIALS, JUST ENOUGH SO THEY WOULD BE FAMILIAR WITH THE TOOLS AND BASIC CONCEPTS
- I WANTED TO SEE IF THE STUDENTS COULD LEARN ARCVIEW BY STARTING IMMEDIATELY ON PROJECTS
- EXCEPT FOR A FEW ROUGH SPOTS THIS YEAR'S STUDENTS LEARNED AT A FASTER PACE AND GAINED MORE SKILLS LEARNING BY TRIAL AND ERROR
- UNFORTUNATELY MANY UNMOTIVATED 9TH GRADERS WERE PLACED IN MY 2002 GIS CLASSES PRESENTING MANY PROBLEMS
THE FIRST TUTORIAL WAS ONE I DID FOR THE ARCLESSONS SITE ON ESRI’S SCHOOL AND LIBRARIES WWW PAGE
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<td>Herschel Sarnoff from Jordan High School</td>
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THE SECOND TUTORIAL WAS ONE I DEVELOPED CALLED

“MY NEIGHBORHOOD”

THIS INVOLVES THE STUDENTS CREATING A GIS PRODUCT ON THEIR OWN TRACT AND STREET
WHEN I STARTED TEACHING GIS IN 1998 MY MAIN PROBLEM WAS NOT HAVING ENOUGH MATERIALS. IN 2003 MY MAIN PROBLEM WAS HAVING TOO MANY MATERIALS.

I TRIED OUT ESRI’S *MAPPING OUR WORLD* AND FOUND IT AN EXCELLENT MANUAL FOR TEACHING GIS. AT FIRST MY STUDENTS CLAMORED FOR MATERIALS FROM THE BOOK. LATER AS THEIR GIS SKILLS INCREASED THEY WANTED TO DO PROJECT-BASED ASSIGNMENTS WHERE THEY WERE MORE IN CHARGE. STUDENTS WANTED TO DO THE RESEARCH, GATHER DATA AND BUILD THEIR OWN PORTFOLIOS.
FIRST PROJECT
HIGH RISK TESTS
STATE OF CALIFORNIA
EXIT EXAM
YOU DON'T PASS
YOU DON'T GRADUATE
What Does Digital Democracy Look Like?

TCL.A aims to make public the information and activities that further social justice in Los Angeles communities. Find out what prompted the creation of TCLA, who worked on this issue and the ways you can submit work to the journal.

LA Teachers

Census 1790: A GIS Project
Herschel Sarnoff explains how he taught his Jordan High students to use Geographic Information Systems (GIS) mapping software to create maps representing US census data from 1790.

LA Students

Digital Divide Summit
On June 7, 150 students from elementary and secondary schools from across Los Angeles attended Teaching to Change LA's Digital Divide Summit at UCLA. Read these students' thoughts on ways to reach...
APC Income/College Graduates

This map is designed using Census tract data. The white and lighter regions show a smaller number of college graduates living in the area. The darker regions show a larger number of college graduates. Also, the larger the money bag, the higher the income level of the families living in the area.
**APC Income/College Graduates**

This map is designed using Census tract data. The white and lighter regions show a smaller number of college graduates living in the area. The darker regions show a larger number of college graduates. Also, the larger the money bag, the higher the income level of the families living in the area.
This map is designed using Census tract data. The darker the red, the higher the concentration of African-American residents. Also, the larger the money bag, the higher the income level of the families living in the area.
This map is designed using Census tract data and information gathered by Teaching to Change LA. The darker the red, the higher the concentration of Latino residents. Also, the larger the computer, the greater number of computers hooked up to the Internet reported by individual classes.
Internet Access from Home/Single Parents

This map is designed using Census tract data and information gathered by Teaching to Change LA. The darker the red, the higher concentration of single parents with children. The larger the computers, the greater percentage of students that reported Internet access from home.
This map is designed using Census tract data and information gathered by Teaching to Change LA. The darker the red, the greater concentration of residents who speak only English. The lighter the red/pink, the lower the concentration of people who only speak English. Also, the larger the computer icon, the larger amount of times students use computers.
This map is designed using Census tract data and information from the California Department of Education. The darker the red, the higher the concentration of white people. The larger the utensils, the greater proportion of students receiving free or reduced lunch, which is determined based on income level requirements.
THE IDEA INSTITUTE WAS INTERESTED IN THE REALTIONSHP BETWEEN THE RESULTS OF HIGH STAKES TESTING AND DEMOGRAPHICS. WE CHOOSE THE NEW STATE OF CALIFORNIA EXIT EXAM TESTS TO EXAMINE THE RELATIONSHIP.

THERE ARE TWO EXIT EXAMS TEST, MATH AND ENGLISH LANGUAGE. STUDENTS MUST PASS BOTH TESTS TO GRADUATE NO MATTER WHAT OTHER REQUIREMENTS THEY HAVE MET. THE 2001-02 10TH GRADERS WILL BE THE FIRST GROUP THAT MUST MEET THE NEW GRADUATION REQUIREMENTS.

DATA IS AVAILABLE FROM THE FIRST TESTS GIVEN IN THE 2000-01 SCHOOL YEAR.
FIRST STEP GATHERING THE INFORMATION

STUDENTS DID RESEARCH ON THE INTERNET

UCLA PROVIDED US ADDITIONAL INFORMATION ON ALL THE HIGH SCHOOLS IN CALIFORNIA

WE FIRST LIMITED THE STUDY AREA TO ALL HIGH SCHOOLS IN LA COUNTY

LATER WE LIMITED IT TO 61 HIGH SCHOOLS
MAIN SOURCES OF DATA

DataQuest helps you find facts about California Schools and districts.

◆ Check out What's NEW!
◆ What's in DataQuest?
◆ Try QuickQuest!
◆ Visit our new Parents Page!

Select a subject, choose a level of data then press the "Submit" button to create a report. Need help?

Subject: Academic Perf. Index (API)

Level: County

Submit

Searching for something? You may find it on our Parents Page!

Need to find a school or district? Click here to try the new California School Directory query!

CDE Home Page
Demographics Home Page

Be at home on our homepage
We enjoy hearing from our customers, feel free to make suggestions or report errors here. Send a message to DataQuest staff.
Educational Demographics Office

The Educational Demographics Office collects, analyzes and disseminates demographic data about California's public schools and school districts. The office supports the California Basic Educational Data System, the Language Census, and the California School Information Services (CSIS) initiative.

About Our Office | Contact Us

- **DataQuest**
  Create your own reports about API, enrollment, graduates, dropouts, course enrollments, staffing, English Learners, and Stanford 9 test data.

- **Demographic Data Files**
  Compressed data files (in DBF format) that may be downloaded. These files provide complete data for CBEDS and Language Census, with a link to data for Private Schools. Also, a list of California public schools with addresses and legislative status is available.

- **Demographic Reports**
  Viewable reports of trends in demographic data for California public schools (K-12). Reports available from DataQuest are being eliminated from this site.

- **CBEDS Correspondence and Instructional Materials**
  Information of special interest for the California Basic Educational Data System (CBEDS) coordinators.

- **Language Census Correspondence and Instructional Materials**
  Information of special interest for the Language Census (R3O-LC) coordinators.

- **California School Information Systems (CSIS)**
  Information about the funded initiative to transfer student records electronically and to allow state reporting from electronic records.
A serious problem arose immediately. We had to geocode the downloaded Excel information in ArcView 3.2 format. There were many errors and it became apparent that much research on addresses would have to be done. I could not justify spending valuable class time accomplishing this.
TCLA HIRED A PROFESSIONAL TO GEOCODE THE 300 PLUS HIGH SCHOOL IN LA COUNTY

THIS WAS THE RESULT

ONE MAP!
CONSULTING WITH UCLA WE DECIDED TO USE THE ORIGINAL 61 SCHOOLS WE HAVE EXTENSIVE DATA FOR
WE PUT IN 45 FIELDS OF DATA FOR EACH OF THE 61 HIGH SCHOOLS USING INTERNET DATA SOURCES:

STUDENTS PEER CHECKED THEIR WORK AT LEAST THREE TIME TO MINIMIZE ERRORS AND I DID A FINAL CHECK.
DATA FIELDS FOR PROJECT

- EXIT EXAM MATH
- EXIT EXAM ENGLISH LANGUAGE
- % NON CREDENTIALED TEACHERS
- # OF TRACKS, 0,3,4
- TITLE I SCHOOLS
- STUDENT RACIAL AND ETHNIC HISTORY (SREH)
- SREH BLACK AND HISPANIC
- ENGLISH LANGUAGE LEARNERS
- REDESIGNATED STUDENTS
- STUDENT ATTENDANCE, VARIOUS
- OT, SUSPENSIONS
- TEACHER STATUS, PERMANENT, PROB, TEMP, SUBS
- TOTAL NON CREDENTIALED
- PRIZM, CLARITAS
- EXIT MATH RANK, ASSIGNED
- EXIT ENGLISH RANK
- SAT TOTAL SCORE
- SAT RANK
- SAT STATISTICS
- SAT VERBAL SCORE
- SAT MATH SCORE
- % RANK ON SAT
ONE PROBLEM WITH LAUSD HIGH SCHOOLS IS THAT MANY STUDENTS ARE BUSED INTO CERTAIN SCHOOLS FROM DEMOGRAPHICALLY DIFFERENT TRACTS/NEIGHBORHOODS.

WE DID NOT TAKE THIS INTO ACCOUNT. IT WOULD BE A FASCINATING ADD ON ASSIGNMENT TO SEE IF WE COULD SEPARATE THE TEST SCORES OF EACH GROUP, BUSSED AND LOCAL, AT A SCHOOL SITE TO SEE IF, HOW AND WHY THE RESULTS VARY.
61 LA COUNTY COMPREHENSIVE HIGH SCHOOLS IN STUDY AREA
Sergio González
LAUSD English Exit Exam Rank Over % That Have Not Graduated High School

Pedro Ibarra
LAUSD Math Exit Exam Rank Over White Population

Melina Preciado
LAUSD English Exit Exam Rank Over Persons in Poverty

Nancy Venegas
LAUSD High Schools Math Score Ranking Over Black Population of Tracts
This map shows English exit exam ranks over people living in poverty. The reason why I compared these two demographics is because there seems to be a correlation. If you look at the map, you can see that where there is more poverty there are lower numbers of scores on the English exit exam. People who are not wealthy get lower percentages of good test scores. Why are the scores affected by the low wealth of the community? A possible reason for this is because the schools might be in poor conditions and the teachers are not that good.

Created by Melina Preciado
10th Grade Student at Jordan High
This map shows the number of uncredentialed teachers in LAUSD high schools over the unemployment rate. From this map you can see that where there is higher unemployment rate is where there are more uncredentialed teachers. In my opinion it’s because the schools that are located in the higher unemployment areas pay less than the schools where there is less unemployment. So those schools need teachers fast.

Created by Nancy Venegas
12th Grade Student at Jordan High
Every Student Deserves a Quality Teacher

Who has access?  What can be done?

Student Work

Jordan High Students Create GIS Maps

% NON CREDENTIALED TEACHERS OVER COLLEGE GRADUATES

Created by Daisy Santiago
12th Grade Student at Jordan High
TESTING RANK OVER MEDIAN INCOME
CONCLUSION ON TESTING

FORGET THE STANDARIZED TEST JUST GIVE RESULTS BASED ON DEMOGRAPHICS AND SAVE EVERYONE LOTS OF TIME THAT CAN BE WELL USED FOR INCREASED CLASSROOM INSTRUCTION
CENSUS 1860 PROJECT

Did the Confederacy have a chance to win their independence without foreign intervention?
IN PREVIOUS YEARS WE WORKED ON THE 1790 CENSUS SO THE FRAMEWORK FOR 1860 WAS IN PLACE. THERE WERE MANY MORE FIELDS OF DATA FOR 1860 ESPECIALLY IMPORTANT INFORMATION ON MANUFACTURING AND RELATED INDUSTRIAL STATISTICS
1790 PROJECT EXAMPLES
Slaves as % of US Population in each state

- New Hampshire: 0% - 0.5%
- New York: 0.5% - 1.8%
- Vermont: 1.8% - 4.2%
- Massachusetts: 4.2% - 15.4%
- Rhode Island: 15.4% - 42.2%
- Connecticut: 0% - 0.5%
- Delaware: 0% - 0.5%
- New Jersey: 0% - 0.5%
- Pennsylvania: 0% - 0.5%
- Maryland: 0% - 0.5%
- Virginia: 0% - 0.5%
- North Carolina: 0% - 0.5%
- South Carolina: 0% - 0.5%
- Georgia: 0% - 0.5%
- Kentucky: 0% - 0.5%
- Maine: 0% - 0.5%

Scale:
- 400 Miles

Direction:
- North
- South
- East
- West
United States Population in 1790

- Virginia
- Georgia
- Maine
- New York
- Kentucky
- Pennsylvania
- North Carolina
- South Carolina
- Vermont
- Maryland
- New Jersey
- Massachusetts
- New Hampshire
- Delaware
- Rhode Island

State population:
- 59096 - 96643
- 96644 - 184139
- 184140 - 249073
- 249074 - 433611
- 433612 - 747550

500 0 500 1000 Miles

North America

N

S

W

E
Total # of slaves in each state

Total Slave Population
- 0 - 157
- 158 - 958
- 959 - 2648
- 2649 - 3707
- 3708 - 8887
- 8888 - 12430
- 12431 - 29264
- 29265 - 103036
- 103037 - 107094
- 107095 - 292627

[Map showing the total number of slaves in each state with color coding and a legend for population ranges.]
1860 CENSUS DATA FIELDS AVAILABLE:

HEADINGS:

'FREE COLORED' POPULATION   AGRICULTURE
CHURCHES   GENERAL POPULATION CHARACTERISTICS
MANUFACTURING AND LAND VALUE
OTHER RACIAL/ETHNIC GROUPS
SLAVE POPULATION   SLAVEHOLDERS   WHITE POPULATION
DATA SOURCE FOR PROJECT
http://fisher.lib.virginia.edu/cgi-local/censusbin/census/cen.pl?year=860

MANUFACTURING AND LAND VALUE
no. of manufacturing establishments
capital invested in manufacturing (in dollars)
cost of raw materials in manufacturing
no. of males employed in manufacturing
no. of females employed in manufacturing
annual cost of labor in manufacturing
annual value of products in manufacturing
true value of real estate (in dollars)
true value of personal property

Back to the Category List

OTHER RACIAL/ETHNIC GROUPS

Back to the Category List
1. AGGR. NO OF WHITE PERSONS= AWP
2. AGGR. NO OF INDIANS =AI
3. AGGR. NO OF ASIATIC PERSONS=AA
4. TOTAL NO. OF NATIVE-BORN WHITE PERSONS = TOT_NBWP
5. TOTAL NO. OF NATIVE-BORN BLACK PERSONS = TOT_NBBP
6. TOTAL NO. OF WHITE MALES =TOT_WM
7. TOTAL NO. OF WHITE FEMALES = TOT_WF
8. AGGR. NO OF FREE COLORED PERSONS =AFCP
9. TOTAL POPULATION =TOT_POP
10. TOTAL NO OF SLAVES =TOT_SLAVES
11. NO. OF FAMILIES =N_FAMILY
12. TOTAL FREE POPULATION =TOT_FREE_POP
13. NO OF SLAVEHOLDERS HOLDING ONE SLAVE =SH_H1S
14. NO. OF SLAVEHOLDERS HOLDING 10-14 SLAVES =SH_H10_14S
15. TOTAL NO OF SLAVEHOLDERS HOLDING 1,000 SLAVES =SH_H1000S
16. TOTAL NO. OF SLAVEHOLDERS =TOT_SH
17. TOTAL NUMBER OF FARMS =TOT_FARMS
18. NO. OF ACRES OF IMPROVED LAND IN FARMS =NAIL_FARMS
19. CASH VALUE OF FARMS $ =CASHV_FARMS $V_FARMS
20. VALUE OF FARMING IMPLEMENTS AND MACHINERY =VFIM
21. NO OF FARMS OF 1,000 OR MORE ACRES =FARMS >1000A
22. NO OF MANUFACTURING ESTABLISHMENTS = #MANUF_ESTBL
23. CAPITAL INVESTED IN MANUFACTURING =CAPINVEST_MANUF
24. NO. OF MALES EMPLOYED IN MANUFACTURING =MALES_MANUF
25. NO OF FEMALES IN MANUFACTURING =FEMALES_MANUF
26. ANNUAL VALUE OF PRODUCTS IN MANUFACTURING =AVPROD_MANUF

The industrial North and Agricultural South

1. wood grain industry =wg_ind
2. iron and steel =iron_steel
3. textiles, shoes, clothing =tex_shoe_cloth
4. gold = gold
5. coal = coal
6. copper and minerals = copp_mineral
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IT WAS FAIRLY EASY TO CREATE THE 1860 UNITED STATES MAP
CENSUS 1860:
ELEVATION

-30-0
0-50
50-100
100-200
200-400
400-800
800-1,200
1,200-2,000
2,000-4,000
4,000-6,000
NORTHERN AND BORDER STATES IN 1860
NORTHERN STATES IN 1860
LARGE CITIES IN 1860
GENERAL POPULATION
CHARACTERISTICS
TOTAL POPULATION IN 1860
WHITE MALES
NORTH AND SOUTH

WHITE MALES
1 Dot = 5000

- South_states.shp
- Norh&border_states.shp
CENSUS 1860:
$ VALUE OF FARMS

$VALUE_FARMS1860

- 0 - 48726804
- 48726805 - 131117164
- 131117165 - 230632126
- 230632127 - 408944033
- 408944034 - 803843593

1000 0 1000 2000 Miles

N W E
RAILROADS
THE STUDENTS DID INTERNET RESEARCH AND FOUND ADDITIONAL NON CENSUS DATA WE COULD INCLUDE TO TEST OUR HYPOTHESIS:

BELOW IS A MODERN MAP OF THE RAIL NET IN THE UNITED STATES. WE LOOKED FOR AND FOUND THREE COMPLETELY DIFFERENT 1860 RAIL NET MAPS. IT WAS A GOOD LESSON FOR THE STUDENTS ON HOW ACCURATE OUR HISTORICAL FACTS.
The Railroad Network, 1850-60

1850

1860
UNITED STATES IN 1860 COAL RESOURCES
THE CONCLUDING ACTIVITY WAS A MULTIMEDIA ESSAY ANSWERING THE "BIG QUESTION": DID THE SOUTH HAVE A CHANCE, BASED ON YOUR RESEARCH, TO WIN THE CIVIL WAR WITHOUT FOREIGN INTERVENTION?

STUDENTS HAD TO COMPLETE THEIR ASSIGNMENT USING THE MICROSOFT OFFICE SUITE, GIS MAPS AND INTERNET MATERIALS.
WHERE IN THE WORLD PROJECT

BIRTH PLACE’S OF JORDAN HIGH SCHOOL TEACHERS, THEIR PARENTS AND GRANDPARENTS
PURPOSE OF THE PROJECT TO SHOW THE DIVERSITY OF OUR FACULTY AND STAFF: WE MADE UP A SIMPLE FORM AND STUDENTS SPENT SEVERAL DAYS CONTACTING TEACHERS AND ACQUIRING THE INFORMATION.

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WHERE IN THE WORLD ARE OUR TEACHERS FROM

[Map of the world with red dots indicating teachers' locations around the world.]
FINAL PROJECT: UCLA REQUEST FOR MAPS ON SAT TESTS OVER DEMOGRAPHICS
CALIFORNIA PERCENTILE OVER ASIAN POPULATION
TOTAL SCORE OVER WHITE POPULATION

- 708 - 765
- 766 - 855
- 856 - 931
- 932 - 1043
- 1044 - 1226

White Population
- 0 - 1472
- 1473 - 2913
- 2914 - 4382
- 4383 - 6669
- 6670 - 13719
2002-2003 PROJECTS

- IRAQ AIRBASE TARGETING MAP (PRE WAR)
  Jose Lomeli
- FOREIGN BORN POPULATION OF US CITIES, 1870-1980
- ECONOMICS OF WW II; RESOURCES AND PRODUCTION
WE SPENT LOTS OF TIME MAKING UP TARGET MAPS OF IRAQ WITH SUCH THINGS AS AIRBASES, MISSILES, OIL FACILITIES BUT AS THE WAR APPROACHED WE DECIDED TO MOVE ON TO SOMETHING ELSE
FOREIGN BORN POPULATION OF US CITIES, 1870-1980
FOREIGN BORN RESIDENTS
OF LARGEST 50 US CITIES IN

- 2.8 - 11.8
- 11.8 - 21.1
- 21.1 - 27.3
- 27.3 - 35.1
- 35.1 - 47.7
% FOREIGN BORN IN 1920
JUST BEFORE IMMIGRATION
RESTRICTION LEGISLATION
1920 NATIVE BORN (RED)
FOREIGN BORN (BLUE) POPULATION
OF TOP 50 US CITIES
1980 NATIVE BORN (BLUE)
FOREIGN BORN (YELLOW) POPULATION
OF TOP 50 US CITIES
ECONOMICS OF WW II; RESOURCES AND PRODUCTION

DRIVING QUESTION:
DID THE AXIS HAVE A CHANCE TO WIN WW II BASED ON RESOURCES AND PRODUCTION?
1939 TANK PRODUCTION
..\new_ppt\karina
ww2gis.ppt

brewergisww2.pp

TB