

WDSE Lost Duluth II Lesson Plan

Title

Lost Duluth II

Intended Grade Level

Grades 9 - 12

Subject Area(s) Integrated

General Social Studies, Cultural Geography, Sociology, Language Arts

MN State Curriculum Standards Grade 9-12

Strand 3 Geography, Sub strand 3 Human Systems

Standard 7 The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems).

code 9.3.3.7.1 Explain the spread of culture using the concept of diffusion and diffusion models.

Code 9.3.3.7.3 Explain how social, political and economic processes influence the characteristics of places and regions.

Strand 3 Geography, Sub strand 4 Human Environment Interaction

Standard 9 The environment influences human actions; and humans both adapt to and change, the environment.

Code 9.3.4.9.1 Analyze the interconnectedness of the environment and human activities (including the use of technology), and impact of one upon the other.

Speaking, Viewing and Listening

9.9.5.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9.9.6.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 75 for specific expectations.)

a. Apply assessment criteria to evaluate oral presentations by self and others.

11.9.5.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing Process, production and distribution of writing

9.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

9.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions

11.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

I. Instructional Objective

The student will apply and teach strand 3 standards 7 and 9. Students will demonstrate understanding that culture and experience influence peoples perceptions of places and regions. Student will demonstrate why places and regions are important to individual human identity and as unifying for fragmenting society. The student will expand on their public speaking skills and communication methods. The student will improve on their critical thinking skills. The student will use the writing process. The student will use technology to present ideas.

II. Concept/Main Idea of Lesson

Students will develop a better understanding of their own culture and identity while developing an awareness of differences experienced by others. Students will demonstrate cultural changes in a community as influenced by human systems. Students use the concept of the diffusion model to show the spread of innovations and ideas. Students will identify and analyze the interconnectedness of the environment and humans including the positive / negative impacts to each. Students will teach their finding through PowerPoint (prezi) or collage (exclude speaking, viewing and listening standards)) and use the writing process to complete a presentation script. This lesson could be used as a capstone activity towards the end of a unit. Students will provide feedback to peers.

III. Learning Activities Sequence

a. **Set Induction/Lesson Initiating Behavior:**

Ask your class to consider what makes the Duluth community special. Create a descriptive word/ phrase list for students to use later in their work. Share with students that they will work in groups to create a power point (collage) to communicate their learning.

Guiding questions for word/phrase list:

What tastes do you find in the community”

What smells do you associate with the community

What does the community look like? What doesn't it look like?

What do you hear in the community?

What is the community most famous for? What should it be famous for?

Where in the community do people feel good?

Where is the most enjoyable part of the community? Most annoying?

Why do people live here?

What is the overall impression of the city? Who enjoys the city?

What are the interconnections in the city?

What cultures are in the city? Aren't in the city?

b. Learning Activities:

1. After generating an extensive word/ phrase list, complete with the class what they know about Duluth's past, would like to know about Duluth's past and complete at the end of the project, what they learned. KWL chart for class.
2. Provide the definition of **Diffusion Theory** : **The spread or movement of innovation or ideas and technology through culture or cultures. Culture could include institutions or societies. There are five stages. Students will include all five stages in their presentation.**
Knowledge: awareness of innovation, but no information about it.
Persuasion: active interest in seeking knowledge about innovation
Decision: advantages and disadvantages are weighed, decides whether or not to adopt innovation
Implementation: Uses innovation
Confirmation: decision to continue to use innovation

It involves access to financial resources, political resources, and economic resources and rate of change. Diffusion can have an effect on the distribution of income. Students will include in the presentation the effect diffusion has on each of the ideas above and/or how each of the ideas above effect diffusion. Ie: an highly influential person may increase the rate at which innovations spread as other are more willing to adopt it. (may want to post this section)

3. Discuss relics, lost items in a culture. Are there relics from Duluth? List the ideas.
4. Divide students into 9 groups. Have students discuss and record the following questions: (make into hand out)
How does culture change over time? Who or what influences change?
How does culture, political or economics influence change?
What are some common characteristics of cultures? Lead students to answer : Aesthetics, transportation, housing, economy, government, clothing, food, trade, tools, religion-spiritual beliefs, recreation etc.
How might socioeconomic class effect cultural changes in a community?
What systems emerged as a result of population growth in Duluth?
Share the answers from each group, changing the question as you move along.
5. As a whole class, watch introduction to **Duluth II.** Video beginning to time 3.25.
6. Project:
Assign each group a section of the **Duluth II** video.
3:35 Bridge
11:30 Grain Trade
14:40 Advertising and 35:20 Ads
18:45 Cemetery
24:40 Business/ Stores
38:15 Tunnels
42:53 Skiing
48:10 Industry/ Shipping
53:19 Incline Railway

Students view their assigned segment. After viewing, students respond to the following guiding questions: (make into handout)

- **How does the distribution and complexity of the cultures in Duluth influence the people living there? What needs were met?**

- ❑ **Explain the spread of ideas/ innovation using the concept of the diffusion model. Reference the past and the spread of ideas as well as uses today.**
- ❑ **How does the interconnectedness of the environment and human activity impact each other (positive and negative)**
- ❑ **How do cultures, politics or economics influence change?**

Students may need to view the groups assigned clip several times. Guide students to engage in meaningful discussion and to record their thoughts.

Explain to class that each group will teach what they learned in the context of the above question in a PREZI (power point). Students must focus on cultural diffusion theory and effects (review #2).

Along with the PREZI, groups will turn in one script that accompanies the PREZI. The final script will include copies of the first draft and the evidence of the writing process with feed back from group members. The script may be written by whole group or divided up among group members.

Presentations, may want to limit to 5 minutes each.

c. Closure:

1. Evaluation: Prezi graded by audience, possibly by groups. May want to discuss criteria and provide a hand out. Ideas include, Interesting, clear, concise, easy to follow
2. Scripts: Evaluated by instructor based on the writing process
- 3 . Final overview: complete the KWL chart by filling in the “Learned” Section. Allow time for discussion points, opinions, and insightss

V. Materials and Resources

VI. References