

**WDSE/WPRT  
Glensheen and the Congdon Legacy  
The Parks Legacy  
Lesson Plan**

Title

Glensheen The Parks Legacy

Intended Grade Level

Grades 9 - 12

Subject Area(s) Integrated

General Social Studies, Cultural Geography, Sociology, Language Arts

MN State Academic Standards Grade 9-12

Geography

9.3.1.1.1

Create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.

For example: “TODALSS” map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information--cities, roads, boundaries, bodies of water, regions.

9.3.4.9.1

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

**I. Instructional Objective**

- Students will describe how trees have been used historically in urban settings.
- Students will describe the many uses of trees in an urban setting.
- Students will discuss the aesthetic values of trees.
- Students will describe how trees affect air pollution.
- Students will explain the effect trees have on noise reduction.
- Students will explain how trees place oxygen in the air.
- Students will describe how trees cool the temperature.
- Students will discuss the uses of trees as windbreaks.
- Students will explain how trees control erosion.
- Students will describe how trees benefit wildlife.

**II. Concept/Main Idea of Lesson**

Students will learn about a number of tree species that make up our community forest. Student will create a walking tour of these very trees.

### III. Learning Activities Sequence

a. Set Induction/Lesson Initiating Behavior:

In pairs students will list what trees do in the urban setting. Students will also make a list of native trees to Minnesota. In larger groups, students will share the information recorded. One member from each large group will report their lists as the teacher records what each group shares.

Students in pairs will draw three slips with a tree name on it. All the trees are indigenous to Minnesota. Each pair will use this website to learn about their trees:

<http://www.dnr.state.mn.us/forestry/education/treeforallseasons/nativetrees.html>

Students should record the name of their tree, draw a picture of the leaf and list the details about the structure (form, bark, leaf, fruit, range)

b. Learning Activities:

1. After generating an extensive details about three trees, have students view the documentary clip starting at 30:26.
2. Students create an outline about the park legacy created by Chester Condon. Stop the slip to allow time for students to gather information periodically.

Potential Outline Categories:

1. Trails on the Western Edge
  - a. Original Part of landscape architect plan
  - b. Stone staircase still there
  - c. 1910 trails completed
2. Stone Arch bridge
  - a. Over Tisher Creek
  - b. Bridge connected the hiking trails
3. Trails wrapped on both sides of Tisher Creek
  - a. Secret Stone stairway that isn't open to the public
  - b. Stepping stone that were in the creek re washed away
4. Trail system goes underneath London Road
  - a. Connected to Congdon Park
  - b. Land was donated by Chester Congdon
  - c. Congdon Park matched Chester's personal to the park-it look the same

5. Trail vision did not end at his property line
  - a. Tisher Creek
    - i. He owned a lot of property and sold it to the city to create a park along Tisher Creek
    - ii. The creek carves out valleys on its way to Lake Superior
    - iii. Tisher Creek was used as a sewer stream. He gave the land to the city contingent on the sewage being diverted
    - iv. The park around Tisher Creek was made into a park with many stone bridges and trails
    - v. Tisher Creek was recognized by magazines
  - b. Scenic Highway 61
    - i. Congdon purchased the land along Lake Superior to Two Harbors to create HWY 61 (Lake Superior International Highway)
    - ii. Lester River bridge

3. Using recall from the video clip and their outlines, students will answer the following questions:

Students will describe how trees have been used historically in urban settings.

Students will describe the many uses of trees in an urban setting.

Students will discuss the aesthetic values of trees.

Students will describe how trees affect air pollution.

Students will explain the effect trees have on noise reduction.

Students will explain how trees place oxygen in the air.

Students will describe how trees cool the temperature.

Students will discuss the uses of trees as windbreaks.

Students will explain how trees control erosion.

Students will describe how trees benefit wildlife.

4. Students will create a walking tour of the trees from the opening activity that are found around the city.

The project starts out with each pair of students locating their trees in the community.

The pairs participate in a large group share to create a map (using TOTALSS) of where trees native to Minnesota are located inside the city of Duluth.

Each student will create a walking tour narrative about the trees they studied and the location where the trees are identified. Where appropriate, reference to the preservation efforts of Chester Congdon should be made.

Also, students should analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.

the other.

5. Extension: The map created by the class with the narrative will be presented to City Council for use in the city webpage.

c. Closure:

1. Evaluation: Maps made in pairs, narratives and recordings of tree information.

2. Scripts: Evaluated by instructor based on the writing process