

**WDSE/WPRT  
Glensheen and the Congdon Legacy  
Striking It Rich  
Lesson Plan**

Title

Striking It Rich

Intended Grade Level

Grades 9 - 12

Subject Area(s) Integrated

Language Arts

**MN State Academic Standards Grade 9-12**

**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

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**I. Instructional Objective**

Students will demonstrate understanding that there are many paths to success for post secondary education. Student will demonstrate careers are created by opportunity and necessity and not just a linear experience. 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 plan for themselves regarding post secondary education and careers. 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 college essay writing activity. Students will provide feedback to peers.

### III. **Learning Activities Sequence**

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

Ask your class to consider what hopes and dreams they have post high school. Record student responses. Share with students that they will work in independently, in pairs and share their work. Students will to create a power point (collage) to communicate their learning.

#### Guiding questions for student responses:

In what ways do you want to contribute to your community?

Does what you do after college affect your family? How?

What are your hobbies?

Could your hobby be a strong option for post college education?

What was your favorite game or thing to do at about age 10?

What is your favorite season? What do you like to do during that season?

What annoys you the most about our community?

What are barriers to success in our community?

Can you address any of these with post high school education?

How many careers will you have to be successful? With they all be related to each other career?

#### b. **Learning Activities**

1. After recording student responses, complete with the class what they know about career paths. Record linear examples of career paths, ie: college education in education, teaching position, masters degree-administration degree, school principal, district superintendent, etc. Do this with student direction for a couple of career examples. This will help identify what your students know and believe to be career paths.
2. Introduce Chester Congdon. Tell students that Chester Congdon spent his life becoming an expert at what he wanted to do. Ask students if they know who he was? His influence in Duluth, MN? His Career? Let students know he was a mining developer dealing in renting land to mining companies.
3. Have students in pairs produce a linear example of how Chester Congdon may have developed his skills to be successful in real estate.
4. View the clip from the Glensheen and the Congdon Legacy Documentary starting at: the beginning to 2:46. This clip introduces students to Chester Congdon and gives a good overview of the whole documentary. After viewing this seg-

ment, record from students responses five fist facts from the introduction.

5. Continue viewing the next clip starting at 2:46. Students will learn about the early years of Chester's life and education. Students will record the series of events that led to Chester Congdon moving to Duluth. Students will record the time line of Chester's career. Students will add to this list from the next segment.

Logging Company  
Syracuse University  
High School Principal  
Law Career in Minnesota  
Assistant US Attorney  
Invested in mining stock and land deals in the northwest  
Law Partner in Duluth Law Firm  
Oliver Mining Company  
Mining Properties

After viewing, have students share 10 fast facts about Chester Congdon. What did it mean for Chester to Live in Chippewa Falls, WI? Why did Chester move westward? Were all his positions the same or the same type of positions?

6. Divide students into 9 groups. Have students discuss and record the following questions: (make into hand out)
  - How did opportunity present itself to Chester Condon?
  - Who or what influenced his career change?
  - How does culture, political or economics influence opportunity?
7. Students record individually their hopes and dreams for post high school by answering the following questions: These answers will guide each students PREZI presentation.
  - What are your hopes and dreams for post high school?**
  - in what ways do you hope to contribute to your community? Family?**
  - What was your favorite game or thing to do at or around the age of 10? (this tends to be what you truly love)**
  - What is something you would like to change about your community? Could that be a career path?**

Students will create a PREZI presentation using the themes from the above questions demonstrating their post high school education plans. 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.

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: Students fill out a career pathway graphic organizer for themselves to be added to the college counseling file.
  
4. Extension: college essay

V. Materials and Resources

**Documentary “Glensheen and the Congdon Legacy”**

**Student evaluations for PREZI Presentation**

**Scoring Rubric for Scripts**

**Career panning sheet form high school college counseling office**