

Duluth Parks-An Outdoor Tradition

Skyline-Snively, Cascade, Chambers Grove-FDL

Grade levels-9-12

Standards:

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

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.

Time frame: 1 week

Objective: The student will demonstrate understanding of the connectedness of the environment and human activities. They will also show how social, political and economic progress impacted Duluth. The student will utilize their public speaking skills and communication methods while utilizing technology to present their ideas.

Main Idea/Concept:

Students will develop a better understanding of the interconnection with cities and their environment, how cities are built and expanded, and who has the influence to do so. Students will use these understandings to develop positive and negative impacts from different perspectives. They will present this information in the form of a PowerPoint, Prezi, or Thinglink. They will also produce a script that will be a part of their overall grade. They will do a self assessment, and assess their peers.

Learning activities:

1. Set lesson
 - a. Ask your students what makes Duluth Parks special?

- b. Who developed the Duluth Park system?
 - c. Who maintains the Duluth Park system?
 - d. Who adds to the Duluth Park system?
 - e. Do you think Duluth's parks are important?
2. Watch Segment on Snively, Cascade, and Chamber's Grove. ([link](#))
3. Produce a KWL chart with the class, what they know about Duluth Parks, what they want to know about Duluth Parks, and L what they learned about Duluth Parks will be filled out later.
4. Divide students into small groups or pairs for their project. Have them brainstorm the answers to the following questions and record their answers.
 - a. How did society influence the Duluth Parks system?
 - b. How does culture, politics, or economics influence change?
 - c. How do parks support the interconnectedness between humans and their environment? (positives and negatives)
5. Each group will teach what they learned in the context of the above questions in a Prezi, powerpoint, thinglink etc. Students need to focus on the interconnectedness between humans and the environment. Along with the presentation students need to turn in the script that they used when presenting. The script can be written by the whole group or each student may have an assigned part in the script. Presentations need to be 3-5 minutes in length.

Closure:

1. Evaluation: Presentation graded by audience. (provide rubric or criteria)
2. Scripts Evaluated by instructor
3. Final, finish KWL chart to demonstrate understanding.