

Bring Back The Brooten Line

LEARNING AREA: Inquiry and Research

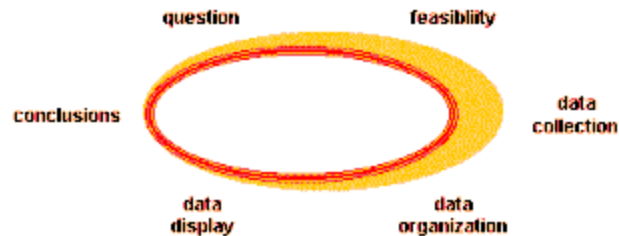
EDUCATIONAL LEVEL: High School

CONTENT STANDARD: Conduct Research and Communicate Findings

STANDARD: Research Process

1. refine a topic into a clear statement of a research problem
2. evaluate a research problem for feasibility;
3. write a review of background;
4. discuss research findings;

LARGE PROCESSES/CONCEPTS:



ASSESSMENT TASK---

DESCRIPTION:

Students will learn multiple forms of transportation used to move products via the Soo Line railroad that connects Glenwood, MN and Superior, WI. The student will identify the main resources that were used for rail transit in the midtwentieth century. Possible alternative needs, justifying a current rail system in the region will be discussed.

ASSESSMENT TASK: Brooten Line cont.

PRODUCTS/EVIDENCE OF LEARNING:

Student will:

1. Outline routes of rail transit.
2. Identify previous uses of the railway.
3. Justify the economics of rail transportation.
4. Create an economic map of the route.
5. Present a feasibility study.
6. Identify a contingency plan.
7. A list of resources moved by rail transportation.

OVERVIEW:

Introduction: The Brooten Railway is an abandoned rail bed that is owned by Soo Line Railways that spans the east/west corridor of central Minnesota. The purpose of this project is for students to evaluate the economics, transportation, and networking involved in inter-module transportation systems. The students will prepare a three page written report detailing the products handled by rail transit after completing the research.

Research Project:

- 1). Students will research in the library to find information about rail transit in central Minnesota during the twentieth century. Look for information of what types of resources were transported with rail transit. (Example: wheat, corn)
- 2). Students will document why the railway was taken out of service. The railway was no longer feasible to operate, explain why this railway was discontinued using the resources available from the library.
- 3). Information will be gathered via the Internet, library, or other sources to find out what materials are carried with rail transit in central Minnesota. In your report discuss what materials are unique to this region of the United States.
- 4). Develop a product or updated resource that would require the use of bulk rail transit.
- 5). The final project will be a written presentation of what the student found regarding rail transport in this region of the country.

CHECK LIST:

STUDENT	TEACHER
_____	_____ Presentation clearly summarizing relevant information
_____	_____ Identifies resources utilized by rail transit
_____	_____ Demonstrates multiple sources of information resources in data
_____	_____ Responses to classmates questions reflect understanding of research topic