

Erie Pier

LEARNING AREA: Social Studies/People & Cultures

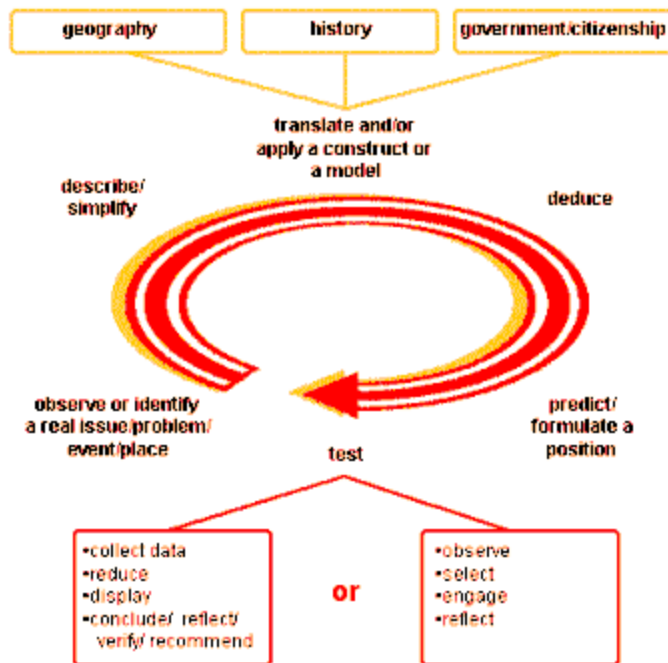
EDUCATIONAL LEVEL: Middle School

CONTENT STANDARD: Current Issues Analysis

A student shall defend a position concerning a current event or issue by demonstrating understanding of the history, facts, controversy, values, beliefs, and emotions surrounding the issue by:

1. Identifying specific events or situations illustrating the impact of the issue;
2. Describing a range of opinions or positions on the issues;
3. Selecting and defending a position based on information;
4. Describing the responsibilities of citizens involved with the issues;
5. Summarizing the findings in a written, oral, or role-play presentation

Large Processes/Concepts---



Erie Pier continued---

Assessment Task---

Description:

Students identify a situation concerning a proposed intermodal facility at Erie Pier along the shore of the St. Louis River, explore positions and opinions of the project, choose a side and develop a presentation for possible intermodal system use including a detailed design of the proposed project to be used in a presentation to the rest of the class.

Products/Evidence of Learning:

1. Research journal
2. Project paper
3. Conference
4. Project development
5. Presentation
6. Summary paper

Overview:

Students will observe, investigate and identify the history, facts, controversy, values, beliefs, and emotions surrounding the development of an intermodal transportation facility on Erie Pier. They will then confer with their instructor using their research journal and project paper to demonstrate understanding of the issue. Students will then develop a concept model of how they would develop the land in question with mandatory inclusion of an intermodal system. A summary paper and presentation will complete this task.

In every community, transportation development issues of concern to the public are debated and contested. Local news programs, newspapers and public radio will often produce in depth reports on such issues. Now you will have the opportunity to explore and recommend a course of action dealing with the development of an intermodal system on a given parcel of land.

1. The teacher will present the class with an overview of intermodal transportation systems. The Erie Pier parcel of land will be identified by the teacher for the purpose of this task. As a class, brainstorm possible intermodal systems use for the site. With this introduction, you will begin to research the possible intermodal uses of this land with the aid of the Internet, library, and other resources available.
2. Select one or more modes of transportation to use on this land that particularly interests you and is feasible to research for this project. You may work individually or in a small group (**no more than three**). If working in a group, choose multiple modes of transportation for your project so that each group member can work independently on one specific aspect of the project. Also think of the different information sources available to you. Maybe a relative worked on the railroad for many years and can provide you with information on the possible problems using a railroad may cause. Also, keep in mind that an intermodal development must occur, your goal is to design a system that is agreeable to business and the general public.
3. Gather information on the controversy surrounding the use of the land form an opinion on how, you, as the developer, can successfully complete the construction. To fully understand the issue and the mode(s) you are proposing, you will need to:
 - collect **facts** pertinent to the issue and the design you have chosen
 - research the **history** of the land and the area it is located
 - identify the **controversy and range of options** available to this project
 - explain the **values, beliefs, and emotions** surrounding this project

Assessment task continued on next page---

Erie Pier continued---

Assessment Task continued---

Your research journal should include where you looked for information and how it was recorded. Include as many different sources as possible that are reputable. Deciding how to record this information in an orderly manner is important to this project. A proper bibliography page in the format provided by your teacher must be attached to your journal. This page will also be used with your project and summary reflection papers.

4. You have now gathered enough information to begin your project paper. This will be no longer than two pages in length and must include your bibliography page. This paper must include the following:
 - forms of intermodal system to be used
 - benefits of choosing this system
 - possible negative impacts of this system
 - bibliography page
5. Meet with your teacher to discuss issues surrounding your project and explain the possible impacts and solutions to these issues. Then present your ideas for the type of presentation to be developed for class review. Your teacher will help you refine and develop an appropriate method of presentation.
6. You will now construct, in a medium chosen in your conference, a model of your projected site development to be presented to your classmates. This model must include:
 - a map of the area in question
 - a legend for the model
 - other visual aids needed to understand your proposal for the site
 - an outline to be passed out prior to your presentation highlighting the positive effects of your project
7. You will present your model and project paper to an audience of your classmates. The class will act as the general public and business interests to consider approval of your proposal. Be prepared to answer questions and to defend your position on your project. Practicing your presentation on a parent, friend, or other source will be of great help.
8. After your presentation you will turn in a one to two page response paper. This paper will state what you feel you have learned from this project and possible changes that could be made.

Check list---

STUDENT	TEACHER	
_____	_____	Describes or identifies specific impacts of the issue.
_____	_____	Accurately details and records facts relating to the issue.
_____	_____	Information concerning history, facts, values, beliefs and emotions are gathered from a variety of credible sources.
_____	_____	A variety of points of view are identified and explained.
_____	_____	Uses information gathered and processed to defend a position on the issue.
_____	_____	Provides a summary of the findings in a written form.