Molly Larson

**Individual Unit**

**Unit Overview**

**Big Idea:** What makes Duluth special?

**Grade:** First

**Time:**
- Day One: Approximately 55 minutes
- Day Two: Approximately 55 minutes
- Day Three: Approximately 55 minutes
- Day Four: Approximately 3 hours
- Day Five: Approximately 1 hour and 30 minutes
- Day Six: Approximately 1 hour and 30 minutes

**Rationale:** The purpose of this unit is for the students to identify features that make Duluth a special place. After this unit, students will be able to identify significant features of Duluth and the importance of those features.

**Unit Goals:**
- Students will understand the significance of Duluth.
- Students will have a brief understanding of Duluth’s location in regards to Minnesota and the United States.
- Students will explain why they think Duluth is special.

**Unit Objectives:**
- Students will brainstorm ideas about Duluth.
- Students will discuss with other students in small groups what they like to do in Duluth.
- Students will draw a picture of their favorite thing to do in Duluth.
- Students will become familiar with a map of Minnesota and a map of the United States.
- Students will identify Minnesota, Lake Superior, The Great Lakes, Duluth, and St. Paul on a map.
- Students will be able to identify simple landforms and geographical features on a map, like lakes, rivers, cities, and states.
- Students will be able to understand the terms tourism, tourist, and tourist attractions.
- Students will be able to identify areas and features of Duluth that tourists like to visit.
- Students will watch an iMovie presentation of Duluth’s tourist attractions.
- Students will understand why Duluth is a special place for tourists through a class discussion.
• Student will illustrate picture of the tourist attraction they liked the most.
• Students will discover the aquatic life of Lake Superior by participating in a class fieldtrip to the Great Lakes Aquarium.
• Students will participate in a group discussion about what they learned at the Great Lakes Aquarium.
• Students will demonstrate their understanding of the importance of Lake Superior by designing a diorama that represents the aquatic life of Lake Superior.
• Students will identify at least 2 aquatic species living in Lake Superior.
• Students will present their dioramas of Lake Superior in small groups.
• Students will create an accordion book using construction paper, coloring utensils, glue, and other art supplies.
• Students will show their understanding of the significance of Duluth by drawing pictures of different places and features of Duluth.
• Students will illustrate different places and features of Duluth that are special to them.

Inquiry Questions:
• What do you like to do in Duluth with your family?
• What do you like to do in the summer in Duluth?
• What do you like to do in the winter in Duluth?
• Where is your favorite place in Duluth?
• What does Minnesota look like?
• What does the United States look like?
• Where is Duluth in Minnesota?
• Where is St. Paul?
• Has anyone ever heard of the word tourism?
• Does anyone know what a tourist is?
• Have you ever traveled somewhere to see or experience something different?
• What chain of lakes is Lake Superior a part of?
• Has anyone ever been to the Great Lakes Aquarium?
• What lives in Lake Superior?
• What does Lake Superior look like under the water?
• What kind of world is living in Lake Superior?
• What kinds of fish live in Lake Superior?
• What is one thing you liked best from the Great Lakes Aquarium?
• Has anyone ever created a book?
• Does anyone know what an accordion books looks like?
• Think back to what we have learned this week about Duluth, what was something new you learned?
• What are your favorite things to do in Duluth?
• Why do you think Duluth is special?

NCSS Performance Expectations:
• Culture
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Production, Distribution, and Consumption

Assessment:
- Rubric for Culminating Activity. Attached to Culminating Activity.

Day One ~Favorite Thing To Do
Time: Approximately 55 minutes

NCSS Performance Expectations:
- Culture
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions

Objectives:
- Students will brainstorm ideas about Duluth.
- Students will discuss with other students in small groups what they like to do in Duluth.
- Students will draw a picture of their favorite thing to do in Duluth.

Inquiry Questions:
- What do you like to do in Duluth with your family?
- What do you like to do in the summer in Duluth?
- What do you like to do in the winter in Duluth?
- Where is your favorite place in Duluth?

Materials:
- White construction paper
- Crayons and markers
- Pencils

Procedure:
- Teacher will place students into small groups of 3 or 4.
- Teacher will have the students close their eyes and think about different things about Duluth.
- Teacher will ask student to think about the following questions: What do you like to do in Duluth with your family? What do you like to do in the summer in Duluth? What do you like to do in the winter in Duluth? Where is your favorite place in Duluth?
- In their small groups, students will discuss the questions and share their interests.
- Students will draw a picture of their favorite thing to do in Duluth.
- Students will share their picture within their groups.
• In small groups, they will the similarities and differences in interests.

**Day Two ~ Maps**  
**Time:** Approximately 55 minutes

**NCSS Performance Expectations:**  
• People, Places, and Environments  
• Individual Development and Identity

**Objectives:**  
• Students will become familiar with a map of Minnesota and a map of the United States.  
• Students will identify Minnesota, Lake Superior, The Great Lakes, Duluth, and St. Paul on a map.  
• Students will be able to identify simple landforms and geographical features on a map, like lakes, rivers, cities, and states.

**Inquiry Questions:**  
• What does Minnesota look like?  
• What does the United States look like?  
• Where is Duluth in Minnesota?  
• Where is St. Paul?

**Materials:**  
• Map of Minnesota  
• Map of the United States  
• Blank maps of Minnesota and the United States  
• Atlas

**Procedure:**  
• Teacher will display an overhead of a map of Minnesota.  
• Teacher will ask the students to identify Duluth, St. Paul, and Lake Superior on the map.  
• Teacher will display an overhead map of the United States.  
• Teacher will ask the students to locate where Minnesota and Lake Superior are.  
• Teacher will ask students to try and locate any other landforms or geographical features on the map.  
• Students will each receive a blank map of Minnesota.  
• Students will try to identify Duluth, St. Paul, other cities, Lake Superior, landforms, and geographical features.  
• Students will use maps and atlas to help them create their own map of Minnesota.

**Day Three ~ iMovie**  
**Time:** Approximately 55 minutes
NCSS Performance Expectations:
- Culture
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Production, Distribution, and Consumption

Objectives:
- Students will be able to understand the terms tourism, tourist, and tourist attractions.
- Students will be able to identify areas and features of Duluth that tourists like to visit.
- Students will watch an iMovie presentation of Duluth’s tourist attractions.
- Students will understand why Duluth is a special place for tourists through a class discussion.
- Student will illustrate picture of the tourist attraction they liked the most.

Inquiry Questions:
- Has anyone ever heard of the word tourism?
- Does anyone know what a tourist is?
- Have you ever traveled somewhere to see or experience something different?

Materials:
- iMovie prepared by teacher in advance
- Laptop
- Projector

Procedure:
- Teacher will help the students understand the terms tourism, tourist, and tourist attractions.
- Teacher will show an iMovie of tourist attractions in Duluth.
- Throughout the movie the teacher will ask the students try and identify different places and features.
- As an entire class, discuss different tourist attractions and what are other attractions in the United States, e.g. Disney World, Washington D.C., Mount Rushmore, etc.

Day Four ~ Great Lakes Aquarium
Time: Approximately 3 hours

NCSS Performance Expectations:
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Production, Distribution, and Consumption
Objectives:
- Students will discover the aquatic life of Lake Superior by participating in a class fieldtrip to the Great Lakes Aquarium.
- Students will participate in a group discussion about what they learned at the Great Lakes Aquarium.

Inquiry Questions:
- What chain of lakes is Lake Superior a part of?
- Has anyone ever been to the Great Lakes Aquarium?
- What lives in Lake Superior?

Materials:
- Bus
- Fieldtrip permission slips
- Bag lunches

Procedure:
- Teacher will explain the purpose of the fieldtrip to the Great Lakes Aquarium.
- Teacher will go over fieldtrip rules and behavior.
- Great Lakes Aquarium.
- After returning, students will discuss as a class what they learned and what they thought was interesting about the Great Lakes Aquarium.

Day Five ~ Diorama
Time: Approximately 1 hour and 30 minutes

NCSS Performance Expectations:
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions

Objectives:
- Students will demonstrate their understanding of the importance of Lake Superior by designing a diorama that represents the aquatic life of Lake Superior.
- Students will identify at least 2 aquatic species living in Lake Superior.
- Students will present their dioramas of Lake Superior in small groups.

Inquiry Questions:
- What does Lake Superior look like under the water?
- What kind of world is living in Lake Superior?
- What kinds of fish live in Lake Superior?
- What is one thing you liked best from the Great Lakes Aquarium?

Materials:
• Shoe boxes
• Construction paper
• Glue
• Coloring utensils
• String
• Scissors

Procedure:
• Teacher will ask the students: What does Lake Superior look like under the water? What kind of world is living in Lake Superior? What kinds of fish live in Lake Superior? What is one thing you liked best from the Great Lakes Aquarium?
• Teacher will present an example of a diorama to the students of the Lake Superior.
• Teacher will give directions for creating the dioramas.
• Student design their own dioramas of Lake Superior.
• After completing their dioramas, students will present dioramas in small groups.

Day Six – Culminating Activity
Time: Approximately 1 hour and 30 minutes

NCSS Performance Expectations:
• Culture
• People, Places, and Environments
• Individual Development and Identity
• Individuals, Groups, and Institutions
• Production, Distribution, and Consumption

Objectives:
• Students will create an accordion book using construction paper, coloring utensils, glue, and other art supplies.
• Students will show their understanding of the significance of Duluth by drawing pictures of different places and features of Duluth.
• Students will illustrate different places and features of Duluth that are special to them.
• Students will read and show their accordion books to the class.

Inquiry Questions:
• Has anyone ever created a book?
• Does anyone know what an accordion books looks like?
• Think back to what we have learned this week about Duluth, what was something new you learned?
• What are your favorite things to do in Duluth?
• Why do you think Duluth is special?
Materials:
- 20 to 25 accordion books prepared in advance by teacher
- Coloring utensils
- Glue
- Pencils
- Scissors
- Construction paper

Procedure:
- Teacher will begin the lesson by asking the students the following questions: Has anyone ever created a book? Does anyone know what an accordion books looks like? Think back to what we have learned this week about Duluth, what was something new you learned? What are your favorite things to do in Duluth? Why do you think Duluth is special?
- Teacher will introduce an accordion book to the students.
- Each student will draw illustrations in the accordion books.
- After completing the accordion books the students present their books to the class.

Assessment:

**Accordion Book**

Teacher Name: **Ms. Larson**

Student Name: ________________________________________

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<th>CATEGORY</th>
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<tr>
<td>Cover Page</td>
<td>Student provides a title and name on cover page. Cover page is colorful and neat.</td>
<td>Student provides a title and name on cover page. Cover page lacks color and is neat.</td>
<td>Student provides a title and name on cover page. Cover page lacks color and neatness.</td>
<td>Student provides a title and name on cover page. No color. Very sloppy.</td>
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<td>Illustrations</td>
<td>Student provides 5 illustrations of different places and features of Duluth. Each illustration is done on different pages in the book, are</td>
<td>Student provides 4 illustrations of different places and features of Duluth. Each illustration is done on different pages in the book, are</td>
<td>Student provides 3 or 4 illustrations of different places and features of Duluth. Illustrations are NOT done on different pages in</td>
<td>Student provides 1 or 2 illustrations of different places and features of Duluth. Illustrations are NOT done on different pages in</td>
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<td>Presentation</td>
<td>Student presents their accordion book to class, describes each illustration, and why these places/features are special to them.</td>
<td>Student presents their accordion book to class, describes 3 or 4 illustrations, and why these places/features are special to them.</td>
<td>Student presents their accordion book to class, describes 1 or 2 illustrations, and why these places/features are special to them.</td>
<td>Student presents their accordion book to class, describes 1 illustration. No explanation.</td>
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