

# LONG TRAIL PRE-COURSE ASSIGNMENTS

## I. THEORY LESSON

**Due date: July 30<sup>th</sup>**

As a wilderness instructor at Gould Lake it is very important that you can teach and share your expertise with others. Developing the ability to present information to others in an effective way can be just as important as learning to light a fire or steer a canoe. Students will be allocated, one of the following lesson topics below, to teach during trip.

FORMAL LESSON TOPICS	STUDENT
The Peregrine Falcon	Matilda
Geology of the Green Mountains	Paige
Vernal pools & amphibians of the Green Mountains	Isabelle
Smugglers' Notch: contraband runners, fugitive slaves, & rumrunners.	Waverley
Identifying alpine vegetation, coniferous and deciduous trees of Vermont	Rachael

Students will need to complete the following before going on trip:

- Research the allocated lesson topic
- Create a lesson plan using the provided lesson plan pro-forma (see pages below)
- Create or bring AT LEAST ONE teaching aid to help support the topic they are teaching
- Create an activity, that involves learners actively, in order to check students' understandings of the topic they are teaching

Students will be teaching their lessons to both trip instructors and other students on trip (roughly seven people). **Each lesson should be roughly between twenty and thirty minutes.** For lessons to be successful it is essential that students take the time to prepare. Students must have a good understanding of their topic, know how they are going to deliver their lesson, and have an activity prepared to check students' understanding of the topic they are teaching.

When students are researching, planning, and creating their lessons they must refer to the **checklist of essential items.**

ESSENTIAL ITEMS	DESCRIPTION
Research	Student must gather and synthesise information from AT LEAST THREE different types of sources (print, electronic, and mass media) to help plan their lesson. Wikipedia does not count as a source.
Create A Lesson Plan	Student must create and structure their lesson plan using the provided lesson plan pro-forma.
Learning Styles	Student must ensure that their lesson caters to AT LEAST TWO of the three different types of learners.
Teaching Aid	Student must bring AT LEAST ONE teaching aid to help support they topic they are teaching. Examples of teaching aids are but not limited to a laminated piece of paper as a white board, flash cards, a map, an article, an image, a specimen, or a podcast.
Activity	Student must create an activity in order to check learners' understanding of the topic they are teaching. Examples of activities are but not limited to comprehension questions, a quiz, closed passage, jigsaw activities, bingo, jeopardy, or think pair share. There are limitless examples of activities online for you to choose from. Also, think about some of your favourite lessons in school. What type of activity does your teacher use? Could that be suitable for your lesson?
Bibliography	Student must list in alphabetical order, in MLA format, where they collected all their information from under the heading "Resources and Materials" in the lesson plan pro-forma. Use the website <a href="http://www.bibme.org">www.bibme.org</a> to help you format your bibliography appropriately.

# LONG TRAIL ASSESSMENT PACKAGE 2017

- 1 – Limited
- 2 – Some/Moderate
- 3 – Considerable
- 4 – Thorough/High Degree

Students should be evaluated based on their most recent performance or their most consistent performance.

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## Theory Lesson (15%)

Identifies and uses AT LEAST THREE different types of reliable sources (print, electronic, and mass media).					
Demonstrates and uses the appropriate MLA referencing format.					
Creates a clear and achievable lesson goal.					
Clearly justifies what learners need to achieve in success criteria					
Caters to AT LEAST TWO different styles of learning (visual, auditory, or tactile).					
Presents information in a sequence that presents planning and organization.					
Adheres to the designated time limit (25 – 30 minutes).					
Uses an appropriate visual aid effectively to support the topic they are teaching.					
Creates a truly engaging activity for students.					
Gives clear and concise instructions prior to and during the activity.					
Checks learners’ understanding of the topic.					
Maintains eye contact with audience.					
Uses body language throughout their presentation.					
Modulates tone.					
Communicates at an appropriate speed.					
Answers questions effectively and ensures that all students participate in the lesson.					
Reflects and self-assess sophisticatedly using the post-lesson reflection questions					
<b>Final Level</b>					

# LESSON PLAN EXAMPLE

A lesson plan is a set of notes that teachers or instructors use to prepare their lessons. It is different from a handout or an information sheet in that it contains only brief notes about the subject – sort of like cue cards to remind you what you want to discuss next. The purpose of a lesson plan is to organize your information into a logical, engaging, and effective presentation.

## GENERAL

<b>Name:</b> Liam	<b>Topic:</b> The History of the Long Trail
<b>Course:</b> Long Trail	<b>Duration:</b> 25 – 30 minutes
<p><b>Lesson Aim:</b> This is the overall goal of your lesson. What is your lesson about? What are you trying to achieve in your lesson?</p> <p>This lesson will expose students to a selection of key dates and events on Vermont’s Long Trail. Students will examine historical figures, events, and peoples to assess how different groups interpret and understand wilderness over time.</p>	
<p><b>Success Criteria:</b> How would you consider your lesson a success? What do you want your students to learn and be able to do by the end of the lesson?</p> <ul style="list-style-type: none"> <li>• Students will understand the historical concepts of chronology, continuity and change.</li> <li>• Students will be able to organise events in a chronological order.</li> <li>• Students will be aware of how different peoples interpret and understand wilderness over time.</li> </ul>	

## UNIVERSAL DESIGN FOR LEARNING

<p><b>I) Learning Environment:</b></p> <ul style="list-style-type: none"> <li>• Is there a certain learning environment required for your lesson to be more authentic? For example teaching a geology lesson on the actual rock formation.</li> <li>• Is the outdoor environment that you have chosen to teach at conducive to learning (are there places to sit, is the sun in the students’ eyes, will students be able to hear you clearly, is there enough shade for students, or is this area too cold or windy?)?</li> </ul>	
<p><b>II) Learning Styles:</b> How are you catering to different types of learners?</p>	
<p><b>Visual Learners</b> Use images, colour, pictures, and maps to retain, organize, convey and communicate information.</p>	<ul style="list-style-type: none"> <li>• Students will draw a picture of their time period to accompany a caption detailing key events, dates, and historical figures/peoples.</li> </ul>
<p><b>Auditory Learners</b> Use sound to retain, organize, convey and communicate information. For example verbal instructions, group discussions and narrated demonstrations.</p>	<ul style="list-style-type: none"> <li>• Students will present their time period to other students verbally.</li> </ul>
<p><b>Tactile Learners</b> Use touch, movement, building, and drawing to retain, organize, convey, and communicate information.</p>	<ul style="list-style-type: none"> <li>• Students have to physically move around the environment to organise timeline of the Long Trail into chronological order.</li> </ul>
<p><b>Resources and Materials:</b> List where you found your sources of information (MLA), what materials and resources you require for your lesson.</p> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Curtis, Jane, Will Curtis, and Frank Liberman. Green Mountain Adventure: Vermont’s Long Trail: An Illustrated History. Montpelier, VT.: The Green Mountain Club, 1985. Print.</li> <li>• Dunn, Sarah Tuff. “Vermont’s First Women of the Long Trail.” Seven Days. Seven Days, 23 Mar. 2016. Web. 14 Apr. 2017.</li> </ul>	

- “The Long Trail.” Vermont Historical Society. N.p., n.d. Web. 14 Apr. 2017. <<http://vermonthistory.org/research/research-resources-online/green-mountain-chronicles/the-long-trail-1910>>.
- Urban, Colin. “100 Years of the Long Trail.” Vermont Public Radio. N.p., 30 July 2010. Web. 14 Apr. 2017. <<http://www.vpr.net/vault/longtrail-100/index.html>>.

**Resources:**

- Paper and coloured pencils for timeline activity.

**LESSON OUTLINE**

Lesson Organisation	Description
<p><b>1. Settling Activity</b></p>	<p>This is a way to hook and calm your students down in order to participate in the lesson. It could also be a way to start building on necessary knowledge (scaffolding) for students to be successful in achieving your lesson’s success criteria.</p> <p>Ask students to write down on a piece of paper what they think change and continuity mean. Inform students they can write or draw their answers. Ask students to share their definitions and answers with the group.</p>
<p><b>2. Introduce Lesson</b></p>	<p>Explain to students the lesson topic and outline the plan of your lesson. Introduce the lesson topic to students and inform them of the lesson’s structure:</p> <ul style="list-style-type: none"> <li>• Historical concepts: continuity, change, and chronology</li> <li>• Timeline activity</li> <li>• Group discussion: how do different groups or peoples interpret wilderness?</li> </ul>
<p><b>3. Delivery and explanation of topic and/or key concepts</b></p>	<p>You are the master of this topic from all your research. Generally you will have to explain key concepts and information to students before commencing an activity. Do not assume that your peers have the same level of understanding of a topic as you. Explaining key concepts and information can be done through a mini-lecture, listening to a pod-cast, reading an article, or by undertaking a group discussion.</p> <p>Build on students’ prior drawings and definitions of continuity and change to establish more concrete definitions.</p>
<p><b>4. Checking for students’ understanding through an activity</b></p>	<p>Create a learning activity that incorporates the content of your topic (check the student lesson assessment sheet for a list of suggested activities). This is how you will assess if students’ understood the content from your lesson.</p> <p><i>Timeline Activity:</i> issue students with an extract of a key event that occurred near or on the Long Trail. Students must create a caption containing a date and a picture to summarise the event. Once students have finished they must make a physical timeline together using their events. This will require movement and discussion with other students to establish who has what date for their event. Each student will then present their event to the group.</p>
<p><b>5. Conclusion</b></p>	<p>Summarise the main points of your lesson and encourage any questions. Group Discussion: Have a group discussion with students addressing the following questions:</p> <ul style="list-style-type: none"> <li>• Identify any aspects of continuity or change within the events they examined.</li> <li>• Infer how these events reflect different peoples or groups’ attitudes, values, and interpretation toward wilderness and landscape.</li> <li>• Identify what type of interpretation of wilderness this topic falls under (biophysical element, personal element, social/historical/cultural element or economic/political element). Link this topic to the students’ upcoming grand task.</li> </ul>

## 2. TRIP DEBATE

Due date: July 30<sup>th</sup>

Debating is another fundamental speaking and presentation skill for the LT course. Debating is a form of public speaking that sets out to persuade and convince an audience to share a particular point of view. Debating relies on active listening to challenge arguments put forward by another speaker. This is what sets debating apart from typical forms of presentations. It encourages students to be inventive thinkers by synthesising ideas and swiftly articulating them. Students will participate in a modified team debate during trip. Students will either argue for the affirmative (agrees with the debate statement) or the negative (disagrees with the debate statement). The debate statement is:

***“Hunting is a form of environmental conservation.”***

This assessment will consist of two components:

- **1) Research component** (*this is to be completed before trip*): Students will investigate the debating statement and complete the pre-formatted research worksheet.
- **2) Debating component** (*this will be completed on trip*): During trip students will be given time to meet in their teams to prepare for the debate using their completed research worksheets. It is essential that students complete their research before leaving for trip.

Students will debate in a team of three. Each speaker’s speech should last for two to two and half minutes.

AFFIRMATIVE (AGREES WITH THE DEBATE STATEMENT)	NEGATIVE (DISAGREES WITH THE DEBATE STATEMENT)
Paige / Isabelle	Matilda / Waverley / Rachael

When students are investigating their debate topics and planning their speeches they must refer to the **marking criteria** and the **breakdown of the speakers roles/responsibilities** (see pages below).

### DEBATE RESEARCH TEMPLATE

This template is to be completed before going on trip. It is designed as a scaffold to help prepare you for the debate.

- 1) Examine the debate statement and define any terms that you think will be essential for the debate:

WORD	DEFINITION	REFERENCE (WHERE DID YOU GET THIS DEFINITION FROM?)

- 2) You will need to commence research in order to start formulating an opinion and argument toward the debate statement. You must complete the four case study tables below. Two sources have been provided for you (click on the hyperlinks below to gain access to them in shared Google drive folder. These two resources are podcasts. You will need some form of media player to listen to them). You must locate and analyse two others.

#### Compulsory sources:

- [“Leave it to Beavers,”](#) *Outside/In*, New Hampshire Public Radio, April 13, 2017.
- [“The Rhino Hunter,”](#) *Radiolab*, WNYC Studios Service, September 7, 2015.

#### Suggested sources:

- [“On the Hunt,”](#) *Outside/In*, New Hampshire Public Radio, April 28, 2016. Minute 38.

**Case Study 1: "Leave it to Beavers," *Outside/In*, New Hampshire Public Radio, April 13, 2017.**

How does this source support your teams view on the debate statement?	
What evidence/examples does this source use to support these claims (Be very specific you may want to quote this during the debate)?	
Does this source suggest, hint at, or state any arguments that your opponents may raise against your team's line of argument?	
What type of source it? Is it reliable? Why/why not?	

**Case Study 2: "The Rhino Hunter," *Radiolab*, WNYC Studios, September 7, 2015.**

How does this source support your teams view on the debate statement?	
What evidence/examples does this source use to support these claims (Be very specific you may want to quote this during the debate)?	
Does this source suggest, hint at, or state any arguments that your opponents may raise against your team's line of argument?	
What type of source it? Is it reliable? Why/why not?	

**Case Study 3:**

How does this source support your teams view on the debate statement?

What evidence/examples does this source use to support these claims (Be very specific you may want to quote this during the debate)?

Does this source suggest, hint at, or state any arguments that your opponents may raise against your team's line of argument?

What type of source it? Is it reliable? Why/why not?

**Case Study 4:**

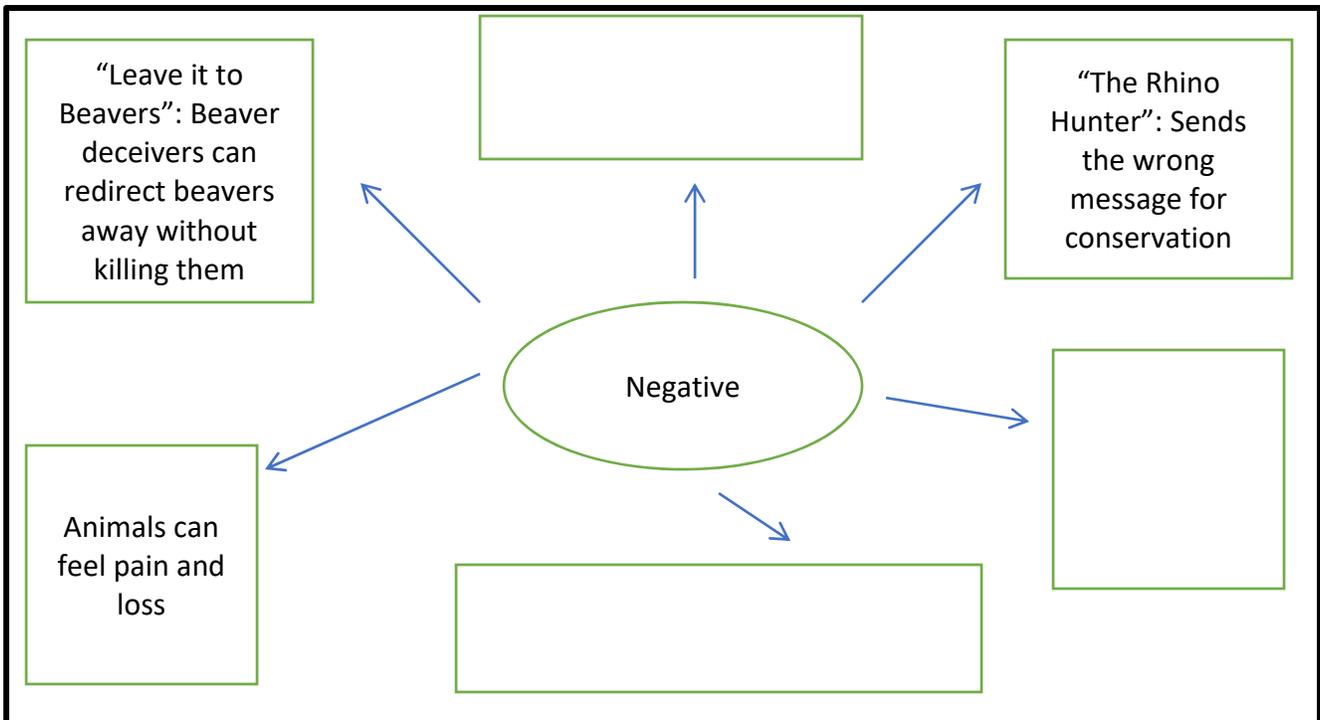
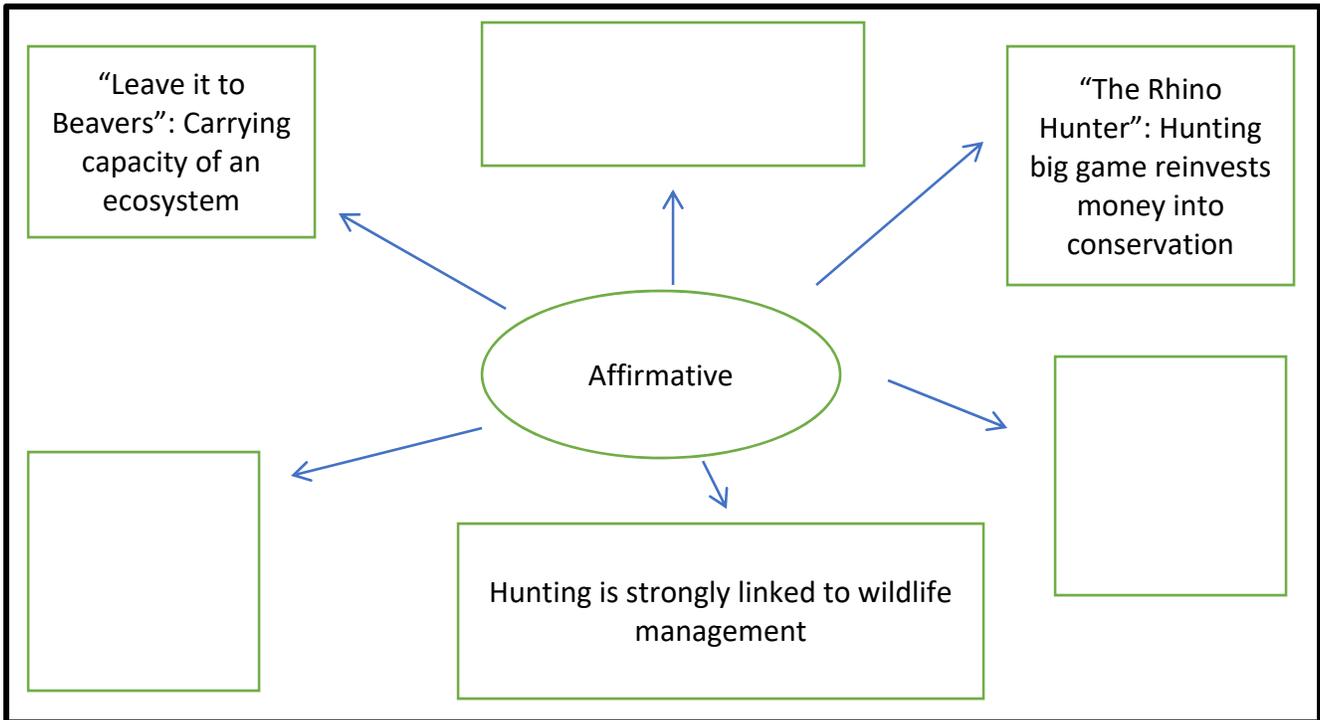
How does this source support your teams view on the debate statement?

What evidence/examples does this source use to support these claims (Be very specific you may want to quote this during the debate)?

Does this source suggest, hint at, or state any arguments that your opponents may raise against your team's line of argument?

What type of source it? Is it reliable? Why/why not?

- 3) As you start to research different sources, a variety of arguments and examples that support your team's stance on the debate topic should be becoming clearer. Complete the mind map below that corresponds with your team's position to keep track of your research. Take note of what possible cases studies and lines of argument you have come across. This will help your team in preparing a variety of case studies or examples to support your group's overall argument for the debate.



4) Now that you have completed all your research write an overall argument or thesis statement for your team. All your examples and cases studies should be supporting this statement. Remember your statement should be supporting (affirmative) or disagreeing (negative) with the debate statement.

5) After completing all your research consider AT LEAST two possible arguments that the opposing team may make against your overall argument or thesis statement.

1.

2.

### 3. TRIP STORY NIGHT

*Due: July 31<sup>st</sup>*

*Stories are everywhere, in one form or another: daily news papers, television shows, movies, books, core myths of major religions, the funny thing that happened at work today. For the vast majority of our history, stories have been spoken or acted out, repeated, redefined, and enriched with the changing colours of the seasons and the changing voices of generations of storytellers. This is the “oral tradition.” It is built into our genes to respond unblinkingly to the power of live storytelling.*

Jon Young, Ellen Haas, and Evan McGown.<sup>1</sup>

Students will select an illustrated children’s book to read to other group members on trip. This story could be from your childhood or something that you discovered recently. The story should have elements of nature or wilderness embedded in the narrative or images. The story should not take more than thirty minutes to read aloud.

Students will need to complete the following before going on trip:

- Select an illustrated children’s book
- Photocopy the illustrated children’s book from cover to end. These stories will be coming on trip with students. If you are okay and aware that the original copy of the story might be damaged on trip you may bring the original instead of photocopying it.
- Complete the pre-trip reflection regarding your story choice

#### PRE-TRIP REFLECTION

1) Justify why you selected this particular story for trip.

2) Explain how this story was apart of your childhood or how you discovered the story.

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<sup>1</sup> Jon Young, Ellen Haas, and Evan McGown, *Coyote’s Guide to Connecting with Nature*. OWLink Media 8 Shields (Santa Cruz, California.): p. 106.

3) Identify what elements of nature or wilderness is in the children's book. Then describe how nature or wilderness is portrayed in the narrative and/or imagery.

4) Elaborate how you plan on telling the story on trip. Consider things such as setting, modulation of tone (voices, accents, and volume of speech), body language, eye contact, audience participation, speed of delivery, and use of images.