

Educator Curriculum: High School, 9th-12th grade
Preserving Local Treasures

Summary: Students will investigate local treasures that could be protected, investigate how to help protect them and develop a management proposal.

Subject Areas: Michigan History, Social Studies, Language Arts US Government, Personal Leadership, Community Service (see benchmarks below)

Duration: Several class periods and/or homework

Skills: Personal growth, personal leadership, community relations, planning, organization

Learning Objectives: The students will learn about the importance of local heritage and their role in protecting that heritage.

Teacher Set: Students will investigate local treasures and collectively decide on a project. It is highly encouraged that students investigate sections of Eliza Howell Park. However, the methods could be applied to any local landmark.

Teacher Overview: Conservation planning in the National Park Service involves planning for resource protection, facilitating public input on NPS decisions, conducting environmental assessments and guiding policy on environmental compliance.

Specifically our functions include:

- *Formulation of policy recommendations and establishment of procedures, methods, and standards for all aspects of the National Environmental Policy Act of 1969 (NEPA).
- *Technical assistance and training for regional offices and National Park System Units regarding environmental compliance activities and federal laws.
- *Coordination of environmental compliance activities with other federal agencies whose actions affect park resources.
- *Technical assistance on environmental assessments and impact statements.
- *Project management for nationally significant environmental analysis efforts.
- *Coordination of NPS wide responsibilities using environmental analysis as a decision tool.
- *Facilitation of dispute resolution within the NPS and with other agencies

(from <http://www.nature.nps.gov/protectingrestoring/conservationplanning/>)

Student Instruction:

Virtual: Students should locate a local property that they feel is of historical significance. They should develop a plan that indicates why this is an important property and how that property should be preserved and protected.

Option- Real: The students could present their plan to the property owner. If the owner is receptive, the students could work with the owner in researching conservation and preservation of the property.

Student Task: Students should locate a local property or item that they feel has historical or natural significance. The property could range from a single item to a large area of land. The students should write a justification as to why they feel this property is important. A plan should be developed using the following guidelines:

- Type of designation (National, State or local)
 - a.Scenic
 - b.Historic
 - c.Recreational
- Justification
 - a.What part did this property play in local history
 - I. natural or nature areas OR
 - II. cultural property
 - b. Why is this property important for people to remember?
 - I. Does this property hold some “meaning”?
 - II.How would they convince others it is important?
 - c.What does this property need in order to be preserved?
 - i.Renovation– what needs to be done to keep make it “healthy”?
 - ii.Regulation– how do you keep it from being destroyed?
 - iii.Perpetuation– how will this property be maintained in the future?
- Who would use the finished site?
- How would the site be used?
- Who would take care of the site in the future?
- What changes in the environment or structure need to be made to preserve the site?
- Potential problems in preserving this site.
- A map showing the location of the site.
- Who would need to be contacted for permission to purchase, renovate, or designate this site?
- Would a fee be charged for the site? Why or why not? How much?
- Option: How much would it cost to complete this project?
- Option: drawing or graphic of current site and completed idea.

Teacher Closure:Have students make oral presentations of their reports.

Student Assessment: Completeness of report.

Suggestions for re-teaching: When studying properties that are persevered and protected or that are not but need to be, point this out to students.

Extension: If the students discover a local property owner who is interested in preserving their Historic property, students could research how to help the property owner care for their property.

Curriculum Benchmarks:

Michigan Studies Objectives: Explain how civic responsibilities are important to Michiganders as citizens of the United States and residents of a global setting; Describe the roles of citizens in the state and nation

US Government: Explain how civic responsibilities are important to Americans as citizens of the United States and a global community; Explain the rights, roles, privileges, and responsibilities of citizens in American democracy.

Personal Leadership: Understand personal leadership concepts; Identify opportunities for leadership in schools and communities; Explain the concepts of personal value systems and habits; Define and predict a paradigm shift; Assess the role of responsibility in everyday life; Acquire positive character and personality traits; Acquire personal leadership skills; Analyze personal leadership skills as it relates to the student; Diagram personal area of influence and control; Demonstrate proactive thinking; Demonstrate the concept of good listening skills; Demonstrate proper public speaking skills.

Community Service: Develop intellectual skills through analysis and evaluation of data; Gather, interpret, analyze, summarize, evaluate, and present information; categorize information; and establish cause and effect relationships; Understand issues, their history and contemporary relevance; and identify, describe, evaluate, and defend a position; Identify criteria for making judgments; Assess involvement, identify implications, and identify rights and responsibilities; Develop participatory skills by implementing learning; Solve problems and take action; Influence policies; negotiate, compromise, and seek consensus; Make decisions, gather information, identify needs and resources, and clarify values; Demonstrate the ability to use social studies skills through research; Understand issues and make choices; understand fundamental laws; and understand the role of decision -making; Track issues in the media; research issues in the community, attend, report and reflect on meetings and hearings; Use the media to gather and analyze information and acquire information from groups and individuals; Develop verbal and written persuasion skills through participation in civic events; Understand the importance of taking civic action; Participate in classroom and school government; participate in civic meetings; and write letters to newspapers and members of government agencies; Develop rationales to support one's point of view; Describe and analyze characteristics and actions of effective citizens and leaders; Describe and analyze the community; Describe and analyze local problems and their connection to state and national issues.