PBS Michiana wnit

A LEGACY OF MEMORIES:
SILVER BEACH AMUSEMENT PARK

LESSON PLAN

Dear Educator,

On behalf of all of us at PBS Michiana-WNIT, it is my pleasure to present this study guide for our original documentary, ***A Legacy of Memories: Silver Beach Amusement Park***. This curriculum is designed for Grades 9-10, and you will find correlating Michigan and Indiana state standards at the end of each lesson.

At our core, PBS Michiana-WNIT is an educational institution utilizing broadcast television to reach our audiences. Historical topics within our Northern Indiana and Southwest Michigan viewing area are favorites for us to explore. This educational guide is a means for us to make our content more valuable to your classroom.

Please share any comments which would make future guides more useful.

Sincerely,

Greg Giczi
President & General Manager
ggiczi@wnit.org

About the Educator

This curriculum was developed by Kathryn Lane, Language Arts educator at Elkhart High School in Elkhart, Indiana. Mrs. Lane has a Bachelors Degree in English and Secondary Education from Ball State University and a Masters Degree in English from Indiana Wesleyan University. She has been teaching for 12 years at Elkhart Memorial/Elkhart High School in Secondary Language Arts and Dual Credit Language Arts through Ivy Tech.

Table of Contents

To access the documentary, "A Legacy of Memories: Silver Beach Amusement Park" and the referenced cilps, visit A Legacy of Memories: Silver Beach Amusement Park - Michigan Learning Channel

Before Viewing:

Brainstorming

1. Have the students break up into groups of 3 or 4 and place one large piece of construction paper at each group.

2. Ask the students to think of an amusement park and all of the things they would imagine being there.

3. Have the students, in their groups, write words/draw pictures/or describe anything that comes to mind when they hear the word "amusement." Let them know there are no right or wrong answers. Write down anything that jumps into your head.

4. Give the students 5-10 minutes based on age or engagement level. Then have the students all tape their posters to the wall.

5. Discuss what we see on each poster, repeated words/phrases/pictures, unique words/phrases/pictures from each group.

6. Help this lead you into the discussion of today's lesson where you learn about an amusement park close to home, Silver Beach Amusement park.

State Standards for viewing of documentary and Timeline Activity

● **Michigan**

○ RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

● **Indiana**

○ 9-10.RC.5 Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.

FACILITATOR VIEWING GUIDE & ANSWERS

Showing the Video:

Activity one: Questions Complete the questions while viewing the documentary

1. At one point, how many amusement parks existed in the state of Michigan?

   a. Answer: 35 (4 min mark)

2. Where is Silver Beach Amusement Park located?

   a. St. Joseph, Michigan (4:50 min mark)

3. Who is Logan Drake? Provide three interesting facts about his upbringing. (5:10-6:10 min mark)

   a. Logan Drake is the founder of Silver Beach Amusement Park

   b. Possible facts

       i. He quit school at age of 10

       ii. He was born in Saint Joseph, MI

       iii. He was considered to be "rambunctious"

       iv. Logan and his brother Fred operated a confectionary in Chicago for a year

       v. Logan and Fred moved back to Saint Joseph and opened up a boat building and rental enterprise on the south side of the Saint Joseph River between 1880 and 1883. Logan would be between 17 and 20 years old.

4. When orders were too much for Logan Drake to manage alone, what was his solution?

   a. Logan Drake partnered with Louis Wallace in 1885, whose family owned a series of freight schooners that sailed along Lake Michigan (6:20 min mark)

5. What was Logan Drake and Louis Wallace's first major triumph?

   a. Constructing a steam powered sternwheeler called "The Tourist" used for pleasure cruises and to transport people to Silver Beach in the future. (6:45 min mark)

6. What did people want from the 20 acres that Drake and Wallace purchased?

   a. The people wanted healthy recreation where they could spend time on the beach and go swimming. (8:30 min mark)

7. How was the name "Silver Beach" created?

   a. Logan Drake's girlfriend, Maud Schlanger, mentioned that the moon on the lake looked like silver (10:57 min mark)

8. What was added to Silver Beach to help attract more customers?

    a. Possible answers are a water swing, cabins, food vendors, a roller coaster (chase through the clouds and velvet), airplane ride, bowling alley, roller skating rink, pool hall, and boxing matches. (12 minute mark)

9. How did Drake and Wallace accommodate the country's insatiable appetite for dance?

    a. They built a pavilion with two stages for live music and a large dance floor (14 min mark)

10. What was the grandest ballroom in the Lake Michigan area? What made it so grand?

    a. The Shadowland Ballroom on Silver Beach. It attracted the best bands with it's immaculate floor, theatrical lighting, and art deco grandeur decorations. (15:05 min mark)

11. How did Drake and Wallace keep things fresh and exciting/encourage people to come back year after year?

    a. They added new attractions every year. (21 min mark)

12. What was the drive for Drake and Wallace to keep maintaining Silver Beach Amusement Park?

    a. To fulfill the goal of having a family friendly place where you could bring your children without worry. (25 min mark)

13. What was added to attract more people to come to Silver Beach by boat? How did this add more tourism to the area? (28:30 min mark)

    a. A loading dock/landing that could accommodate the larger ships coming in from Chicago and other major cities. This allowed the people to disembark in St. Joe vs Benton Harbor.)

14. What put a major halt on tourism?

    a. The Great Depression in 1930 (29:30 min mark)

15. What allowed for Silver Beach Amusement Park to survive during the Great Depression?

    a. It was affordable because there was no cost to come, each thing you did had a separate fee, and local people could walk there. They also afforded specials on certain days. This allowed people to spend as much and little as they wanted. (30 min mark)

16. How did Logan Drake become owner of the entire Silver Beach Amusement Park?

    a. His partner, Louis Wallace, felt he did all he could for the park and sold his share to Logan, which Logan Drake accepted. (32:30 min mark)

17. What second major historical event put a halt on attendance at Silver Beach Amusement Park? Why?

    a. The entering of the second world war, which forced rationing making travel to the park difficult for tourists. (32:50 min mark)

18. Who took over Silver Beach when Logan Drake chose to step down due to age?

    a. Chief Terrell, who was married to Drake's daughter Beula, was hired on as the assistant manager and oversaw the day to day operations of Silver Beach. (34:45 min mark)

19. What caused a "resurgence" to Silver Beach under the direction of Beula/Roberta and Chief Terrell?

    a. He added new rides and redid the roller coaster and gave it a new name, The Comet. (36 min mark)

20. What led to the demise of Silver Beach Amusement Park?

    a. Television, air conditioning, cars, freeways, malls, and larger theme parks dwarfed the smaller amusement parks, causing a decline in revenue, which resulted in less money to add new attractions. Silver Beach became stagnant. (37 min mark)

21. When did the Shadowland Ballroom burn down?

    a. December of 1981 (43 min mark).

22. Who built the original Silver Beach Carousel and when was it installed at Silver Beach Amusement Park?

    a. Misters Frederick Dole and Andy Borelli from North Bergen, New Jersey built the carousel, and it was installed in 1910. (44:30 min time mark)

23. Why was the Silver Beach Carousel Society formed?

    a. To find, purchase, and restore the original Silver Beach Carousel and bring it back to Silver Beach. (47:55 min mark)

24. Why was the society unable to bring the original carousel back to Silver Beach?

    a. It was sold to the Three Rivers Carousel Foundation in Washington where it was restored, installed, and renamed. (49 min mark)

25. What is now located at the former spot of the Silver Beach Amusement Park today?

    a. A new carousel, a new Shadowland Ballroom, the Curious Kids Discovery Zone, the Whirlpool Compass Fountain, and the adjacent community green space. (52 min mark)

SILVER BEACH AMUSEMENT PARK VIEWING GUIDE WORKSHEET

"Silver Beach Amusement Park" PBS Documentary Questions Directions: Answer the following questions, in complete sentences, while watching the PBS documentary "Silver Beach Amusement Park"

1. At one point, how many amusement parks existed in the state of Michigan?

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2. Where is Silver Beach Amusement Park located?

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3. Who is Logan Drake? Provide three interesting facts about his upbringing.

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25. What is now located at the former spot of the Silver Beach Amusement Park today?

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Post Viewing Activity: Timeline Creation

1. Have the students draw a horizontal line from one side of a landscape altered paper to the other.

2. The students can choose from two different timelines

      a. A timeline of the existence of Silver Beach Amusement Park from its creation to present day.

      b. A timeline of Logan Drake (and his family's) life/involvement in Silver Beach starting at childhood until his daughter took over the park and, ultimately, shut it down.

Silver Beach Amusement Park:
Ethos, Pathos, and Logos

Overview: Students will be learning about the three main forms of persuasion, ethical appeal (ethos), pathetic appeal (pathos), and logical appeal (logos). After learning a basic knowledge of persuasion, students will look at advertisements for Silver Beach Amusement park, and discuss how each advertisement persuaded patrons to come to the park.

Objective: Students will be able to identify persuasive appeals in visual advertisements and understand the author's purpose for including each appeal.

Time: One 90 minute class period or two 45 minute class periods

Keywords:

● Persuasion

  ○ A literary technique that writers use to present their ideas through reason and logic, in order to influence the audience.

    ■ St Albans Library

● Ethical Appeal

  ○ Refers to the credibility and authority of the writer or speaker, or the credibility and authority of those brought in to testify on behalf of the argument (or some part of the argument). Ethos is conveyed not only through providing evidence of credibility or authority (reputation, e.g.) but also through tone and style of the speaker or those brought in to support the argument. The impact of ethos is often called the argument's 'ethical appeal' or the 'appeal from credibility.'

    ■ Stanford University

● Pathetic Appeal

  ○ Is associated with emotional appeal but a better equivalent might be "appeal to the audience's sympathies, instincts, assumptions, and unconscious beliefs. An appeal to pathos causes an audience not just to respond emotionally but to identify with the writer's point of view—to feel what the writer feels. Perhaps the most common way of conveying a pathetic appeal is through narrative or story, which can turn the abstractions of logic into something palpable and present. The values, beliefs, and understandings of the writer are implicit in the story and conveyed emotionally to the reader.

    ■ Stanford University

● Logical Appeal

  ○ Refers to an inference the author constructs (an If. . Then. . statement of some kind) and the internal consistency of the message—the clarity of the claim, the soundness of the inference, and the effectiveness of its supporting evidence. We call the impact of logos on an audience the argument's logical appeal.

    ■ Stanford University

● Author's purpose

  ○ Is [the author's] reason for or intent in writing

    ■ Miami Dade College

● Audience

  ○ Refers to who will be reading the work

    ■ Purdue Owl

Supplies

- Ethos/Pathos/Logos Analysis Worksheet (included)

- Copies of Silver Beach Amusement Park Advertisements (included)

- Writing Utensil ● Ethos, Pathos, and Logos youtube video from Shmoop

    ○ https://youtu.be/gf81d0YS58E?si=dchms5FnscwSbx6Y

- Ethos, Pathos, and Logos in advertising video from StudioBinder

    ○ https://youtu.be/lmR58_dqLxY?si=ig12Mh15VXraxQ90

Lesson Plan

● Prep: Tape the advertisements from Silver Beach to various walls around the classroom

● Start off by introducing your students to persuasion/ethos, pathos, and logos, by showing them the linked YouTube video.

● Then explain how ethos, pathos, and logos can be used in advertisements as well as writing. Show the video from StudioBinder.

● Have a class discussion how Silver Beach Amusement Park had to use persuasion in order to attract people to come to their establishment. Ask the class how Logan Drake and Louis Wallace could persuade people to come to their amusement park over other forms of entertainment.

● Hand out the persuasion analysis worksheet to the class

● Tell the students they will be doing a gallery walk around the classroom, looking at the different advertisements used for Silver Beach Amusement Park, and filling out the worksheet finding ways that each advertisement used ethos, pathos, and logos.

● When students are finished, have them return to their seats and discuss what they observed about each advertisement

Additional Activity: Ethos, Pathos and Logos

Have students create their own advertisement/flier/poster for Silver Beach Amusement Park keeping ethos, pathos, and logos in mind.

Supplies:

● Online

     ○ Canva or similar graphic making website

● On paper

     ○ Poster board

     ○ Markers/colored pencils, crayons

     ○ Magazines to cut up or images to print offline (optional)

Lesson Plan:

● Review ethos, pathos, and logos and what that looks like visually with students

● Explain that students will be creating their own advertisement for Silver Beach Amusement Park. Make sure they know they need to use at least two of the persuasive appeals in their advertisement.

● Have students work on paper or on a graphic creating website (Canva) to develop an advertisement for some aspect of Silver Beach Amusement Park (the park as a whole, a specific attraction, a special event [dance marathon], etc.)

● In addition to the advertisement, have the students write up a paragraph explaining the appeals he/ she/ they chose to use and how the appeal was applied into the advertisement.

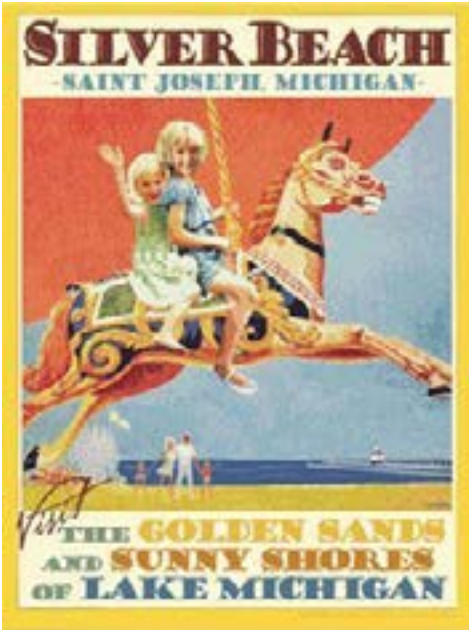# State Standards for Ethos, Pathos and Logos Lesson Plan

- **Michigan**

    ○ RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

    ○ RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

    ○ W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **Indiana**

    ○ 9-10.RC.1 Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)

    ○ 9-10.RC.6 Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.

    ○ 9-10.RC.7 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

    ○ 9-10.RC.12 Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)

    ○ 9-10.RC.13 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.

Silver Beach Amusement Park: Ethos, Pathos, and Logos Analysis

Directions: Look at each advertisement for Silver Beach Amusement Park and analyze it for different uses of persuasion: ethos, pathos, and logos. Fill in the boxes with specific examples from each advertisement. *If appeal isn't used, write "not applicable".*

Ethos: Ethical Appeal

How does this advertisement show trustworthiness and credibility?

Pathos: Emotional Appeal

How does the advertisement use words, images, and color to invoke an emotional reaction?

Logos: Logical Appeal

How does the advertisement use facts and statistics?

Ethos: Ethical Appeal

How does this advertisement show trustworthiness and credibility?

Pathos: Emotional Appeal

How does the advertisement use words, images, and color to invoke an emotional reaction?

Logos: Logical Appeal

How does the advertisement use facts and statistics?

Ethos: Ethical Appeal

How does this advertisement show trustworthiness and credibility?

Pathos: Emotional Appeal

How does the advertisement use words, images, and color to invoke an emotional reaction?

Logos: Logical Appeal

How does the advertisement use facts and statistics?

SILVER BEACH, THE PLAY-GROUND OF ALL THE PEOPLE

Ethos: Ethical Appeal

How does this advertisement show trustworthiness and credibility?

Pathos: Emotional Appeal

How does the advertisement use words, images, and color to invoke an emotional reaction?

Logos: Logical Appeal

How does the advertisement use facts and statistics?

Ethos: Ethical Appeal

How does this advertisement show trustworthiness and credibility?

Pathos: Emotional Appeal

How does the advertisement use words, images, and color to invoke an emotional reaction?

Logos: Logical Appeal

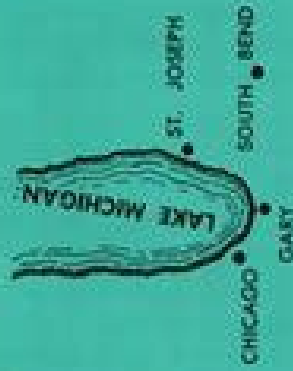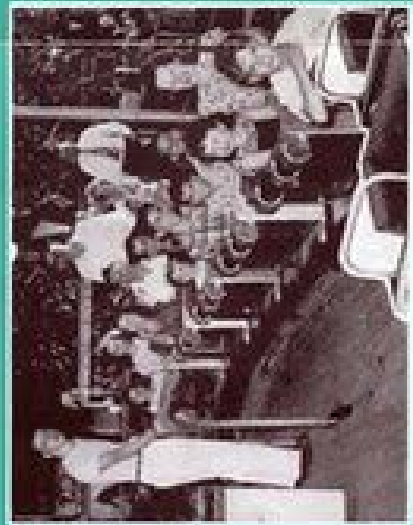*How does the advertisement use facts and statistics?*

Silver Beach

ST. JOSEPH, MICHIGAN

Parties, Club Picnics, Reunions
Large or Small

ROLLER COASTER & FERRIS WHEEL
SAFE RIDES AND PLAY DROME
SHELTERED MIDWAY ARCADE
Restaurant and Refreshment Stands

LAKE MICHIGAN

ST. JOSEPH
SOUTH BEND
CHICAGO
GARY

PLAY DROME

COTTON CANDY 10¢

SILVER BEACH . . . the playground of Western Michigan . . . is easily reached by good highways from the bordering states of Illinois, Indiana, and Ohio, as well as from all points within Michigan.

FUN FOR EVERYONE . . . day and night . . . is assured for family groups, picnics, parties, reunions . . . with plenty of broad sandy beach, complete park and playground accommodations, refreshments, entertaining rides and midway. Great for youngsters! Wonderful for adults!

SHELTERED picnic tables so that sudden showers do not spoil your plans . . . and the sheltered midway — Penny Arcade, Fun House, Merry-Go-Round and other attractions — to give you pleasure, rain or shine.

SUPERVISION of outings for the safety and welfare of everyone is closely given, day in and day out . . . your enjoyment of free beach, free outdoor grills and picnic conveniences, free parking, and of all attractions is assured.

PLAN NOW to visit SILVER BEACH in St. Joseph, Michigan . . . remember, you can have more fun than a picnic — when you have your picnic at SILVER BEACH.

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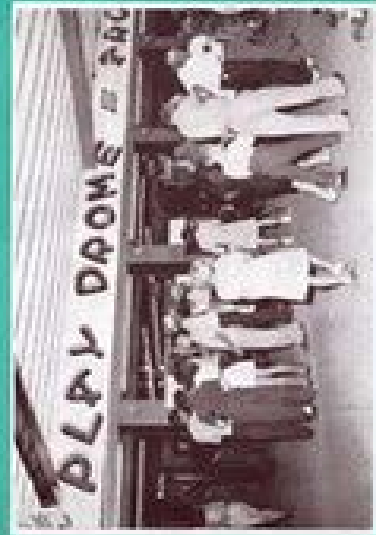
EVERY FRIDAY EVENING
RECORD HOP
STARRING JIM LOUNSBURY
— ALSO LIVE MUSIC —

Our Twin
Cities
FAVORITE
AMUSEMENT
PARK

FREE
ADMISSION

PARKING and
PICNIC TABLES

ECONOMY
NIGHT

Every Thursday
FUN HOUSE 25c
ALL RIDES 75c

KIDDIES DAY

Every Tuesday
FUN HOUSE 25c
ALL RIDES 5c
1 to 5:30 P.M.

OPEN DAILY
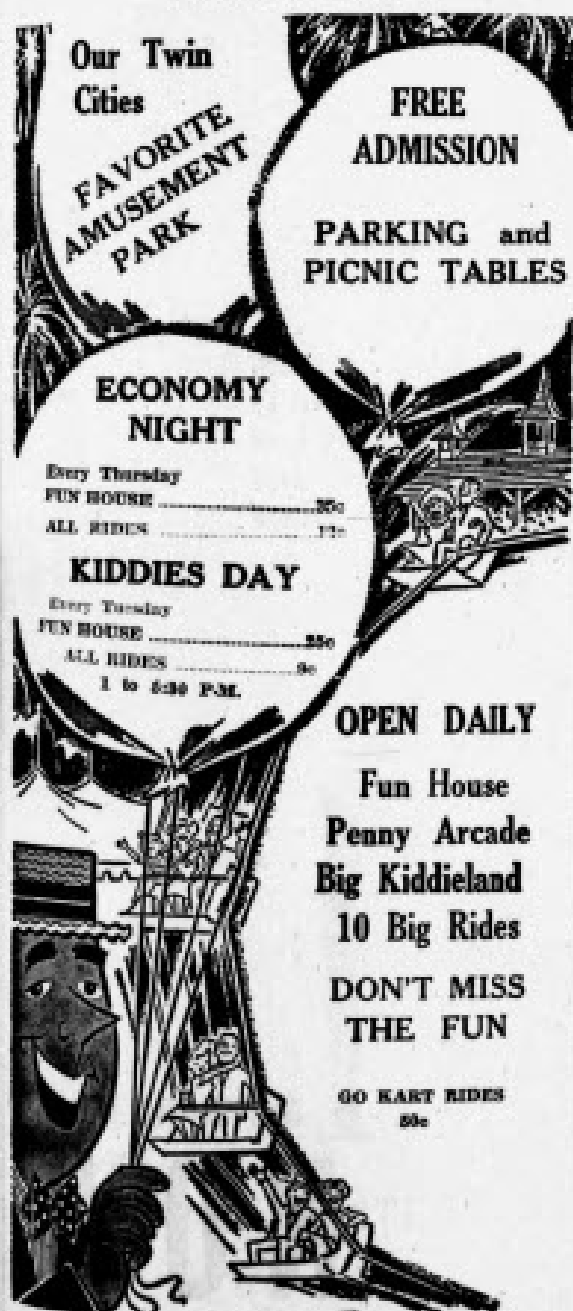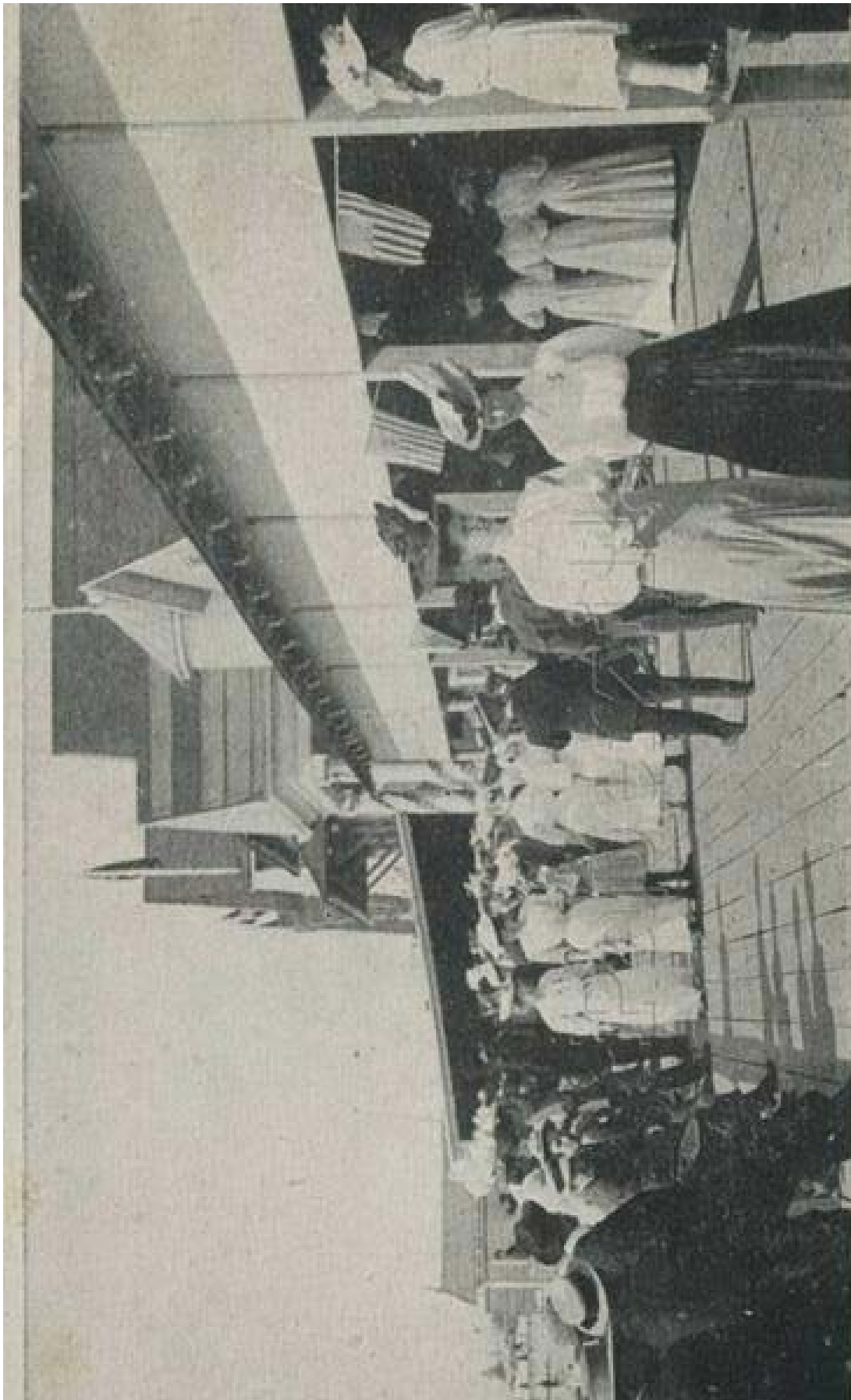
Fun House
Penny Arcade
Big Kiddieland
10 Big Rides
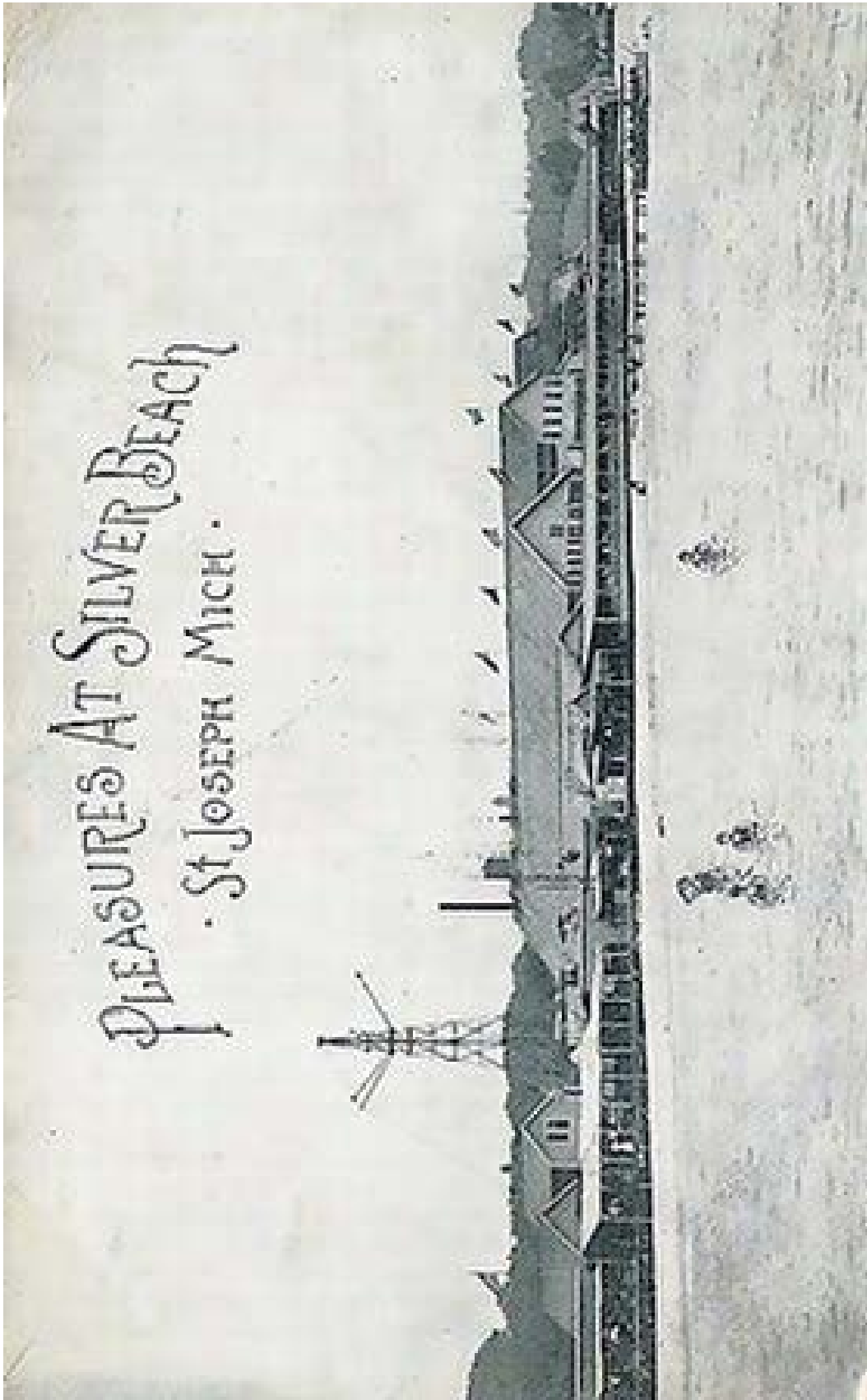
DON'T MISS
THE FUN

GO KART RIDES
50c

Silver Beach
St. Joseph, Michigan

22

SILVER BEACH, THE PLAY-GROUND OF ALL THE PEOPLE

Pleasures At Silver Beach
· St Joseph Mich ·

The Great Depression vs COVID: Impact on Amusement Parks

Overview:

Students will be watching the clip from the WNIT documentary "Silver Beach Amusement Park" about how The Great Depression affected the amusement park in the 1930's, and read the U.S. News and World Report article "Report: Theme Park Attendance Was a Roller Coaster in 2021" by Associated Press.

They will compare and contrast how the two events affected amusement park life by filling out a venn diagram.

Objective:

Students will be able to compare and contrast two major events in history, and the effects it had on the Amusement/Theme Park industry.

Time: One 90 minute class period or two 45 minute class periods

Keywords:

- Depression

   ○ "A major downturn in the business cycle characterized by sharp and sustained declines in economic activity; high rates of unemployment, poverty, and homelessness; increased rates of personal and business bankruptcy; massive declines in stock markets; and great reductions in international trade and capital movements."

      ■ Britannica

- Pandemic

   ○ "Disease outbreak"

      ■ Britannica

- Disparities

   ○ "A difference in level or treatment, especially one that is seen as unfair."

      ■ Oxford English Dictionary

Supplies:

- Clip from the WNIT documentary "Silver Beach Amusement Park" highlighting the effects of The Great Depression on Silver Beach. (29 minutes-32 minutes)

- Article from U.S. News and World Report titled "Report: Theme Park Attendance Was a Roller Coaster in 2021"

- Venn Diagram worksheet

Lesson Plan:

● Explain to the class that today they will be evaluating two major events in history and the impact these events had on entertainment in America.

● Pull up the clip from the previously watched documentary "Silver Beach Amusement Park" from PBS that focuses on The Great Depression. (Great Depression Clip). Before showing the clip, remind students about The Great Depression and what happened during this time to the economy in America/ how it affected Americans.

    ○ Show the following youtube video if you wish to front load this information in more depth. https://youtu.be/GCQfMWAikyU?si=pKS2dS0E35-jY0V5

● Show the clip to the class explaining that you want them to take notes on how The Great Depression affected Silver Beach Amusement Park when it came to attendance and revenue.

● Once the clip is done, discuss what they wrote down. Encourage them to add to their notes and/or make a list on the board/chart paper.

● Pass out the US World News and Report article and explain that they will now look at a more current event that affected the entertainment industry, the COVID pandemic.

● Read the article as a class or half the students read and annotate the article independently. Have them pull out examples from the text that explain how COVID affected amusement/theme park attendance and revenue in modern day.

● Discuss as a class what evidence they found in the article to explain the effect the COVID pandemic had on theme park attendance and revenue. Encourage students to continue to annotate their article as ideas are discussed by classmates.

● Once discussions are done, hand out the venn diagram worksheet and explain that students will be comparing and contrasting how these two historical events affected amusement/theme parks by showing what was unique to each event and what they have in common. Encourage students to be as specific as possible when pulling examples from the video and article.

State Standards for The Great Depression vs COVID: Impact on Amusement Parks Lesson

- **Michigan**

  ○ RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

  ○ RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

  ○ RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

  ○ W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

  ○ W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

  ○ SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

    ■ a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

    ■ b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

    ■ c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

    ■ d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connection

- **Indiana**

  ○ 9-10.RC.4 Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.

  ○ 9-10.RC.5 Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.

  ○ 9-10.W.2 Write informative compositions on a variety of topics that:

    ■ a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.

    ■ b. Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

■ c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

■ d. Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

■ e. Establish and maintain a style appropriate for the purpose and audience.

■ f. Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)

○ 9-10.CC.1 Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)

○ 9-10.CC.2 Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)

COVID PANDEMIC

THE GREAT DEPRESSION
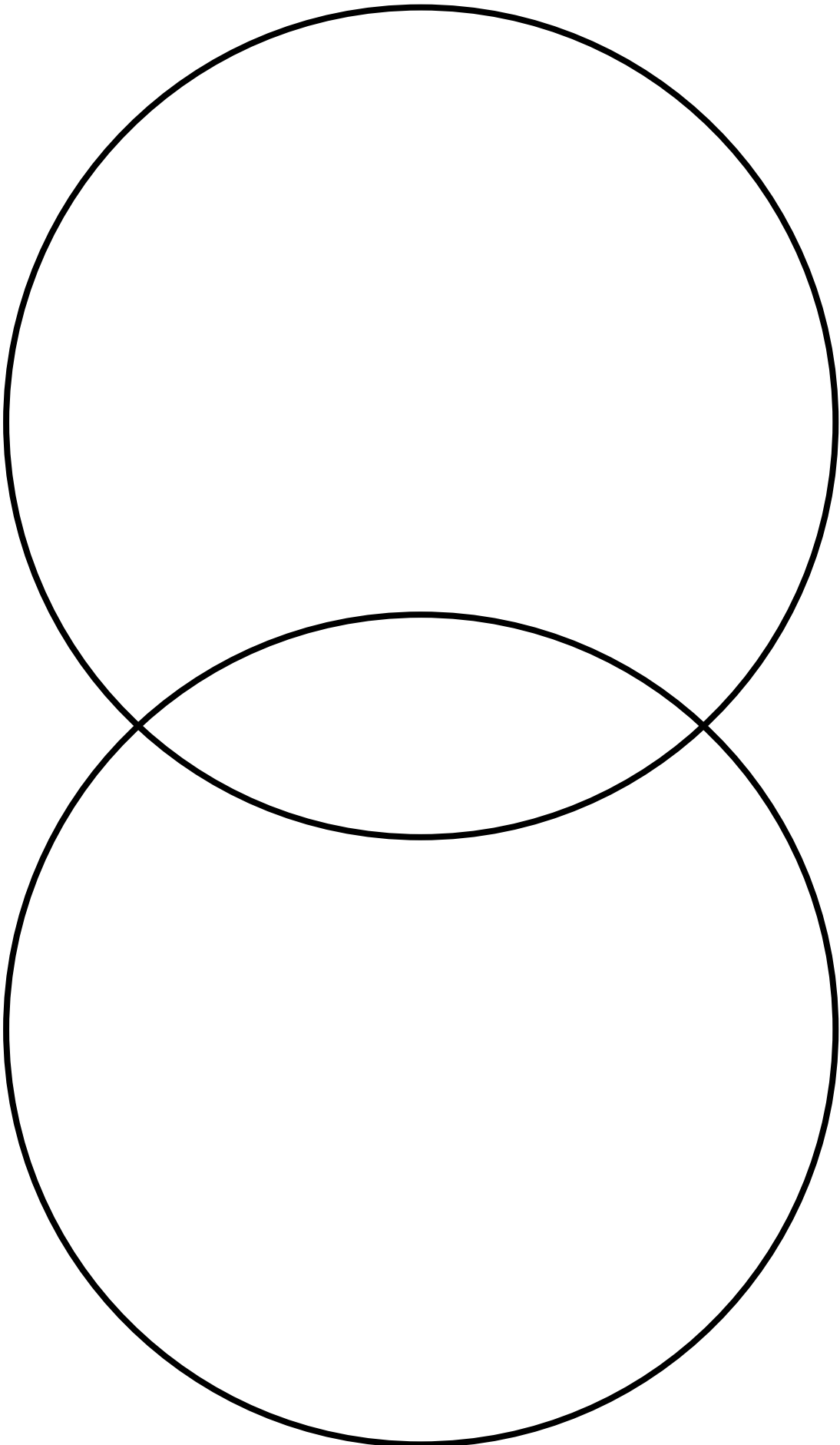
Amusement Park Creation: A Creative Project

Overview:

Students will research and develop their own modern day amusement park. Students must research the most popular rides, attractions, food, and games to help make their park as profitable as possible. Students must keep their park within the same space that Silver Beach Amusement Park occupied, 20 acres. Their park must be accessible by two modes of transportation. The final product must be drawn, created using web based software/websites, be a 3D model, or can be created using the popular video game, Minecraft. All parks will also come with a one page write up detailing the attractions chosen and why, transportation options, cost for entry and attractions/food, and a five year plan for new developments each year.

*This can also be done in groups

Objective:

Students will be able to take what they learned from the PBS documentary "Silver Beach Amusement Park", and research conducted online, to develop their own successful Amusement Park that meets the needs of modern day patrons.

Time: One to two weeks

Keywords:

- Amusement Park

    o a large outdoor area with fairground rides, shows, refreshments, games of chance or skill, and other entertainments.

    ■ Oxford English Dictionary

- Transportation

    o A vehicle or system of vehicles, such as buses, trains, etc. for getting from one place to another:

    ■ Cambridge Dictionary

- Vendors

    o Someone who is selling something

    ■ Cambridge Dictionary

Supplies:

- Project sheet (attached below)

- Art supplies for 2D or 3D amusement park creation (posters, markers, colored pencils, etc).

- Internet and electronic device for electronic amusement park creation

- Access to Minecraft (if student chooses this option)

Lesson Plan:

● Brainstorm what attractions and advancements were offered at Silver Beach Amusement Park, and how these attractions made the park successful for some many years.

● Explain to students that they will be creating their own amusement park for modern day patrons

● Hand out the project sheet and rubric to each student (or break into groups and hand the information out to the groups)

● Go over the expectations of the project, options for choice, and final product.

● Provide students class time to work on the development of their project.

State Standards for Amusement Park Creation: A Creative Project

● Michigan

○ W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

■ a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

■ b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

■ c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

■ d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

■ e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

■ f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

○ W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

○ W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

● Indiana

○ 9-10.W.1 Write arguments in a variety of forms that:

■ a. Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

■ b. Use rhetorical strategies to enhance the effectiveness of the claim.

■ c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

■ d. Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

■ e. Establish and maintain a consistent style and tone appropriate for the purpose and audience.

■ f. Provide a concluding statement or section that follows from and supports the argument presented. (E)

○ 9-10.W.2 Write informative compositions on a variety of topics that:

■ a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.

■ b. Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

■ c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

■ d. Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

■ e. Establish and maintain a style appropriate for the purpose and audience.

■ f. Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)

○ 9-10.W.5 Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.

■ a. Formulate an inquiry question and refine and narrow the focus as research evolves.

■ b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.

■ c. Assess the usefulness of each source in answering the research question.

■ d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.

■ e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

■ f. Present information, choosing from a variety of formats. (E)

○ 9-10.CC.1 Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)

Amusement Park Project Sheet

Objective:

You will be creating your own amusement park to meet the needs of the modern day patron. Your job is to come up with a name for your park, decide which rides/vendors/attractions you plan to include that will persuade the most people to visit, come up with pricing for entry, attractions, and food, and make sure your park is accessible by two modes of transportation. Your park must fit on the same amount of land Silver Beach Amusement Park utilized, 20 acres. Your final product will include a 2D, 3D, or electronic model of your park and a one page write up explaining your park's details and support your reasoning for why you included each element.

Due Date: _____

Your park must include the following elements:

● A clever name for your park

● Rides available for all ages

● A minimum of three food vendor options

● At least two other attractions or forms of entertainment

● Pricing for entry, attractions, and food

● Your park must be accessible by two modes of transportation to meet the needs of your guests. You can create your amusement park using any of the following options

● A labeled, colored, 2D drawing of your amusement park on poster size paper

● A labeled, colored, 3D replica of your amusement park

● An electronically created model of your park that includes labels and color

● An electronically created model of your park using Minecraft. You must include a video walk through of your park with a voice over of you explaining each part. This video must be able to be shared with your teacher.

Final write up

● Along with your amusement park model, you must include a one page, typed, write up explaining your park, what you included and why, and your pricing with a reasoning for your prices. You also must include a five year plan for the future explaining what you plan to change or add over the next five years to keep your park fresh and inctice people to come back year after year.

Grading Breakdown

● Model of your park _____/50pts

● One page write up _____/30 pts

● Effort _____/20 pts

Total _____/100 pts

Carousel Creation: A Creative Project

Overview:

Students will be creating a carousel to represent their hometown just as Silver Beach did in 2010. Students will need to create five unique figures to be added to the carousel that represent five important elements of their hometown. Each figure will include a drawing of what it looks like and a one paragraph explanation of what it is and what it represents.

Objective:

Students will be able to represent the important aspects of their hometown through the use of visual representations, and sound reasoning.

Time: One week

Keywords:

- Carousel

    - a large machine at a fair that turns around and has wooden or plastic animals or vehicles on which children ride

        - Cambridge Dictionary

Supplies:

- Project Sheet (attached below)

- Poster/white copy paper

- Coloring utensils (markers/colored pencils etc)

- Optional: provide pre-created carousel horses for students to color in to represent their hometown (attached below)

Lesson Plan:

- Discuss with the class the importance of the carousel at Silver Beach and how they created a new one in 2010 representing important aspects of the community surrounding Silver Beach. (you can show the clip in the documentary "Silver Beach Amusement Park" to show the unique "horses" they included (43:56 - 53:40) Carousel Clip)

- Hand out the project sheet and explain that Silver Beach memorialized their hometown by including animals on the carousel to represent the important elements of St. Joseph and Michigan as a whole. Today, the students will be creating their own carousel by creating a minimum of five animals that represent important parts of their hometown.

- Explain the expectations of the project: drawings and paragraph write up per animal they include.

- Provide the students with the supplies they need and have them begin brainstorming how they can represent their favorite parts of their hometown on the carousel.

- Have students work on this project as long as you see fit.

State Standards for Carousel Creation: A Creative Project

- **Michigan**

  ○ W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

    ■ a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

    ■ b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

    ■ c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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   ■ d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.

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Carousel Creation: A Creative Project

Objective: Silver Beach brought back their beloved carousel in 2010 and included animals to represent some of the most beloved parts of St. Joseph Michigan and the surrounding areas. Today, you will be creating your own carousel to represent your hometown. Come up with five horses/animals to include on the carousel, each one representing something special to you and your community. Draw/color your animal, and write one paragraph explaining why you included this animal and what it represents.

Picture courtesy of Silverbeachcarousel.com

Requirements

- Five horses/animals that each represent an important part of your community

  ○ Each horse/animal must be colored to the best of your ability

- A one paragraph (5-7 sentences) explanation of your animal and why you feel it should be included in your town's carousel. You need one paragraph per animal.

Due Date: _____

DIGITAL RESOURCE

Documentary Link/Video can be found at https://www.michiganlearning.org/silverbeach

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