

# What sequence of events led to the destruction of the Grand Kankakee Marsh at the turn of the century?



Courtesy of Kankakee Valley Historical Society

Supporting Questions

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1. What's the story behind the Grand Kankakee Marsh?
2. What did the Grand Kankakee Marsh look like over time?
3. Can we use multiple resources to develop arguments about our relationship with the environment?

## 4 Grade Historical Human Impact on the Grand Kankakee Marsh Inquiry by Maija Overturf

### What sequence of events led to the destruction of the Grand Kankakee Marsh at the turn of the century?

Inquiry Standard	C3 History Standards D2.4.3-5. Explain probable causes and effects of events and developments. D4.1.3-5. Construct arguments using claims and evidence from multiple sources.
Staging the Compelling Question	Ask questions aimed at identifying and exploring the relationship with the environment that we have currently or that we have had in the past.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What's the story behind the Grand Kankakee Marsh?	What did the Grand Kankakee Marsh look like over time?	Can we use multiple resources to develop arguments about our relationship with the environment?
Formative Performance Task	Formative Performance Task	Formative Performance Task
View the presentation on the Grand Kankakee Marsh ( <a href="https://docs.google.com/presentation/d/1821-tVuV2Y..">https://docs.google.com/presentation/d/1821-tVuV2Y..</a> ) and participate in a class discussion.	Complete the "Change Over Time" worksheet	Research & Debate Preparation
Featured Sources	Featured Sources	Featured Sources

Summative Performance Task	<p><b>ARGUMENT</b> Should humans be allowed to use the natural environment for our benefit, even if we damage it?</p>
	<p><b>EXTENSION</b> Students will defend their arguments in a debate detailing evidence that they have gathered in research.</p>
Taking Informed Action	<p><b>UNDERSTAND</b> Through this inquiry, students build their knowledge of the Grand Kankakee Marsh, human/environmental interactions, and human history with a focus on the balance between harnessing natural resources and harming the environment.</p> <p><b>ASSESS</b> Students are presented with some background information on the story of the Grand Kankakee Marsh and then asked to research an opinion about the role that humans have with the environment. They are asked to apply what they have learned to a debate in which they defend their argument to their peers.</p> <p><b>ACTION</b> Students will participate in a debate for the Summative Performative Task.</p>

## Inquiry Description

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This inquiry uses the Grand Kankakee Marsh of Northern Indiana around the turn of the century as a learning tool to examine how humans interacted with nature and natural resources in the past. This will generate critical thinking about our relationship with the environment now and in the future. The inquiry could span from 1 to 4 class periods.

## Structure

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Each lesson builds on the previous one- students learn about the problem, conduct research, and defend a stance on the subject. In the first lesson, students are introduced to new vocabulary and are given a presentation on the area. They will then be given a worksheet to complete the day's lesson. The next lesson is more independent- students will be given one of two stances for an upcoming debate. Students will be given a list of approved sources to conduct research. These sources include information on both the Grand Kankakee Marsh and the human/environment relationship. The last lesson is the debate itself, where students demonstrate their understanding of human resource exploitation as it applies to the case study of the Grand Kankakee Marsh.

The materials may also be tweaked and modified to fit any teaching model or desire- these materials can be taken as is or changed as needed.

## Staging the Compelling Question

Compelling Question	What sequence of events led to the destruction of the Grand Kankakee Marsh at the turn of the century?
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### Staging the compelling question

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Discuss any current or relevant environmental issues that students may know of.

## Supporting Question 1

Supporting Question	What's the story behind the Grand Kankakee Marsh?
Formative Performance Task	View the presentation on the Grand Kankakee Marsh ( <a href="https://docs.google.com/presentation/d/182I-tVuV2Y..">https://docs.google.com/presentation/d/182I-tVuV2Y..</a> ) and participate in a class discussion.
Additional Materials	<ul style="list-style-type: none"><li>• <a href="https://s3.amazonaws.com/idm-generator/u/d/b/7/e/10802/db7e67ac86860e7c388f3556c62efac0c749afc5.pdf">Discussion Questions.pdf</a> (<a href="https://s3.amazonaws.com/idm-generator/u/d/b/7/e/10802/db7e67ac86860e7c388f3556c62efac0c749afc5.pdf">https://s3.amazonaws.com/idm-generator/u/d/b/7/e/10802/db7e67ac86860e7c388f3556c62efac0c749afc5.pdf</a>)</li></ul>

Students will obtain an overview of the area and historical and environmental events related to it.

### Formative Performance Task

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Present the slideshow: <https://docs.google.com/presentation/d/182I-tVuV2Y..>

Then hold a class discussion using the following questions:

- 1.) Who do you think treated the marsh better- the Potawatomi or the Pioneers? Why?
- 2.) Why could the marshland not be used for farming?
- 3.) Did the settlers do the right thing when they drained the marsh? Why or why not?
- 4.) What could the settlers have done instead of draining the marsh?
- 5.) What can we do to prevent this from happening again?
- 6.) Can you think of any examples of something like this happening today?
- 7.) Why was it harder for animals to live in the marsh after it was drained?

## Supporting Question 2

Supporting Question	What did the Grand Kankakee Marsh look like over time?
Formative Performance Task	Complete the "Change Over Time" worksheet
Additional Materials	<ul style="list-style-type: none"><li>• <a href="https://s3.amazonaws.com/idm-generator/u/1/2/5/e/10802/125e6692e219166fc677bf0e7959daad248010a5.pdf">Change Over Time Worksheet.pdf</a> (https://s3.amazonaws.com/idm-generator/u/1/2/5/e/10802/125e6692e219166fc677bf0e7959daad248010a5.pdf)</li></ul>

What changes did the marsh see from 1780 to 1820, according to historical events and observations?

### Formative Performance Task

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Demonstrate critical thinking by matching historical events and observations to a place on the timeline.

## Supporting Question 3

Supporting Question	Can we use multiple resources to develop arguments about our relationship with the environment?
Formative Performance Task	Research & Debate Preparation
Additional Materials	<ul style="list-style-type: none"><li>• <a href="https://s3.amazonaws.com/idm-generator/u/f/c/2/6/10802/fc26ee2af2c30721cd763f98db1449b237b91a47.pdf">Research Instructions, Outline, and Resources.pdf</a> (https://s3.amazonaws.com/idm-generator/u/f/c/2/6/10802/fc26ee2af2c30721cd763f98db1449b237b91a47.pdf)</li></ul>

Students will research a stance on the balance between using and protecting natural resources.

### Formative Performance Task

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Students will work individually or in groups to develop claims backed by evidence through research. They will also develop rebuttals and questions for those on the other side of the debate. They will then meet as a group and identify the strongest arguments and assign speaking roles.



## Summative Performance Task

Compelling Question	<b>What sequence of events led to the destruction of the Grand Kankakee Marsh at the turn of the century?</b>
Argument	Should humans be allowed to use the natural environment for our benefit, even if we damage it?
Extension	Students will defend their arguments in a debate detailing evidence that they have gathered in research.
Additional Materials	<ul style="list-style-type: none"><li>• <a href="https://s3.amazonaws.com/idm-generator/u/3/7/2/1/10802/3721b3a4ffbeb34a9c110ee06ba549ef269806b8.pdf">Debate Rubric.pdf</a> (https://s3.amazonaws.com/idm-generator/u/3/7/2/1/10802/3721b3a4ffbeb34a9c110ee06ba549ef269806b8.pdf)</li></ul>

### Argument

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Students work together to craft and defend an argument about our relationship with the environment by using resources about both the Grand Kankakee Marsh and the environment in general.

### Extension

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In opposing groups, students will take turns defending their arguments and asking questions.

## Taking Informed Action

Understand	Through this inquiry, students build their knowledge of the Grand Kankakee Marsh, human/environmental interactions, and human history with a focus on the balance between harnessing natural resources and harming the environment.
Assess	Students are presented with some background information on the story of the Grand Kankakee Marsh and then asked to research an opinion about the role that humans have with the environment. They are asked to apply what they have learned to a debate in which they defend their argument to their peers.
Action	Students will participate in a debate for the Summative Performative Task.

- [Resources.pdf](https://s3.amazonaws.com/idm-generator/u/0/f/e/d/10802/0fed0dc36cea2948d4689b743dd658cba73d965f.pdf) (https://s3.amazonaws.com/idm-generator/u/0/f/e/d/10802/0fed0dc36cea2948d4689b743dd658cba73d965f.pdf)

