



Amusement Park History!

Amusement Park History

AAAS Benchmarks Addressed: Including, but not limited to the following:

- 8. The Designed World
 - D. Communication
- 12. Habits of the Mind
 - D. Communication Skills

National Science Education Standards Addressed: Including, but not limited to the following:

- Science as Inquiry, Content Standard A
- Physical Science, Content Standard B.

Note: Although not addressing many of the science standards directly, cross-curricular activities indirectly apply to many other standards and are encouraged by both AAAS and NSTA.

Objectives:

- SWBAT use the Internet to research information about the history of amusement parks.
- SWBAT write a short story that is grammatically correct and historically accurate.

Materials:

Computer, pencil, paper

Prior Knowledge:

Been to or seen pictures of an amusement park.

Lesson:

1. Have the student list all of the characteristics of the amusement park that they can think of in 5 minutes.
2. Discuss some of the newer rides.
3. Ask the students what they think the park might have been like 20, 30 even 50 years ago.
 - a. Did the park exist? (they may not know)
 - b. What kind of rides might be there?
4. Assign the students to research the history of amusement parks. There are many sites on the Internet, including, but not limited to <http://www.carousel.org/amusement.html> and <http://dreamwater.com/americana/index.html>. There are many history of Cedar Point sites, including <http://homepages.lycos.com/wwfdgenerationx/lypersonal/index-2.html>, <http://www.themeparks.com/cp/history.htm>, <http://cedarpoint.virtualave.net/home.html>, and <http://www.schmidty.com/cpvirtual/history/postcards.html>. There are many more. Ask the students to come in with information about the past to share with the class. You may write up a worksheet, or have the students do this extemporaneously.
5. Have the students share the information. Ask the students how long ago their grandparents would have been their age and what the park might have been then.
6. After the discussion assign the students to write a short story describing a trip to Cedar Point by their 10-year-old grandparents. What kind of rides would they ride? How would they get there? (500 words? Or your choice). What would they eat? How would Sandusky, or the city where the park is located, be different? Maybe a student would want to write about his/her great grandparents?

Assessment: Grade the papers including proper grammar, spelling and historical accuracy.