

Inquiry Design Model (IDM) Blueprint™		
Compelling Question	How has the waterfront impacted or changed the city of Buffalo?	
Standards and Practices	Understand the concepts of geography, economics, and history that apply to his/her family Recognize the relationship between geography, economics, and history in his/her community.	
Staging the Question	Where is the waterfront? Use maps for comparison Show video: Rich Newberg Reports Rebirth On the Waterfront - Rebirth On the Waterfront Current Waterfront Map (with images) Historic Waterfront Map & Photos: Historic Waterfront	
Supporting Question Grade 1	Supporting Question 2 Grade 2-3	Supporting Question 3 Grades 4-5
How is the waterfront of today different from the waterfront of the past?	How is the current waterfront impacting the Buffalo community?	How can we promote the waterfront?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Explain the past and present waterfront by writing 2 key detail sentences.	Describe experience at waterfront by creating a poster.	Explain/promote the waterfront by creating a brochure. How to Make a Brochure

Featured Sources		Featured Sources	Featured Sources
Photographs: Central Wharf		Buffalo From A-Z by Bob Uffalo Buffalo Tourism Pamphlets Explore Buffalo Speaker Canalside Buffalo	Waterfront Tourism
Summative Performance Task	Argument	Changes in the waterfront: <ul style="list-style-type: none"> - Past: More industry/job related - Current: More recreation and entertainment/family oriented 	
	Extension	Write a paragraph to describe the differences in the waterfront over the years, based on current and archival photographs and the video. Use the specific Step Up to Writing grade level rubric for writing.	
Taking Informed Action	Write a letter to the planning board or an elected official <ul style="list-style-type: none"> -Complement them -Ask for or tell them an addition to the waterfront -Explain any ideas you have for making the waterfront better for families, children, disabled persons.... 		

Compelling Question-How has the waterfront impacted life in Buffalo? Ask the students where the waterfront is, and how it has impacted life in Buffalo. This question will get students thinking about the waterfront. Their view may be limited to the waterfront they see today without realizing what they see today is very different from what it looked like in the past. Also, we will need to bring in evidence of what was and compare it to what it has become today. The questions help to get the students wondering how something they think of that has a “definite” shape can have a shape that isn’t the way they see it today.

Supporting Question #1

SQ1-How is the waterfront of today different from the waterfront of yesteryear?

*The students will be shown several images of what the Buffalo waterfront looked like in the past. They will need to be helped to move past the fact that many of the images from the past will not be in color. They will also be shown several images and footage of what the current waterfront looks like.

*Together as a class fill out a T-chart. Label the chart Buffalo waterfront. The “T” chart headings should

be Past and Present. After you go through the images review them again reminding the students that we are looking for differences/changes. Then as a class fill in the chart.

*Using the chart the students will construct two/two (four total) complete sentences using the information in the chart. The final product will be put into a four sentence paragraph (depending on class ability/levels this might need to be done as a class, students could then copy the final paragraph).

SQ#1 Featured Sources

Supporting Question #2

SQ2-How is the current waterfront impacting the Buffalo community today?

*Bring up pictures of activities that can be experienced at the waterfront. This can be supplemented with brochures and posters from events that have taken place at the waterfront in the last 5 years.

Using post-it-notes label the various parts of an informative poster,

-title is short and readable from far away

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- number for words should be kept to a minimum
- text is clear and to the point
- use bullets, numbering and head lines
- easy to read
- effective use of graphics, color and font

Guides.nyu.edu "How to Create a Poster"

Discuss the commonalities that they all have in common. Why do people/companies/attractions choose to spend the effort to make a poster? What is the purpose of a poster?

SQ2 Features sources

Supporting Question #3

SQ3-Explain how the current waterfront helps support the Buffalo Economy.

Define economy- a system for producing and distributing goods and services.

What are the good/services that are provided at the waterfront?

(Ice bumper cars, Explore and More Museum, Buffalo Naval and Military Park, Ice Skating,

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Concerts, kayaking, canoeing, water bikes, Fitness Events, Movies, Sailing, Tour Boats, restaurants, water taxis, ferry, and more.)

Ask the students where they see brochures (you might ask them to bring in one to share if they have one at home). To make sure everyone has a sample to look at go to hotels or family eating establishments like Bob Evans, Cracker Barrel or IHOP, or AAA you can grab brochures on goods and services that are provided in our area (they might be familiar with ones they see have about amusement parks, and the zoo).

Things to decide and include...

- figure how it will be folded
- what compelling photos and graphics to use
- add text (important details that grab the reader)
- incorporate color(s)
- choose various font sizes
- add visual elements

Students can use a template for typing.

SQ#3 Featured Sources

Summative Performance Task

Argument-Why is it important for us to periodically look at the waterfront and any changes it might have gone through or need to go through?

Extension-Express this argument is a letter to the Buffalo planning committee.

Taking Informed Action

Understand-Review and list what current goods and services are being provided on the waterfront.

Assess-How many of the goods and services were there 5, 10, or 15 years ago.

Act- Write a letter to the Buffalo Planning board or Elected official. In your letter choose to ...

-Compliment them on their waterfront improvements

-Ask or tell about an addition they would like to see at the waterfront

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-Explain any ideas you have for making the waterfront better for families, children, disabled persons...

Additional Resources:

[Rebirth on the Waterfront](#)

[Science Connection \(Storm water\)](#)

K-1

- What is a watershed?
- Create your own water cycle
- Get the dirt out

4-6

- From Streets to Streams
- How Much Water Falls Here

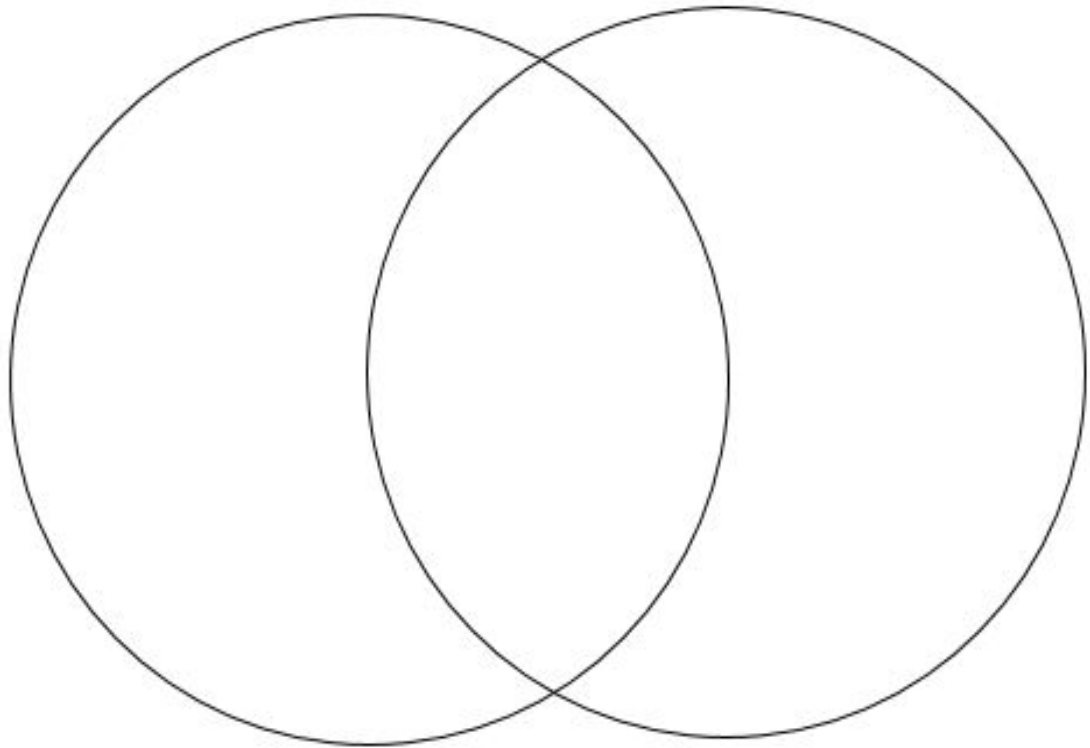
Name _____ Date _____

Quick Write About Past and Present Buffalo Waterfront

Your work will include: *2 sentences, *details explaining the Buffalo Waterfront past and present, *C.U.P.S., *Neatness

Buffalo Water Front Past

Buffalo Water Front Present



I	V	F
(identify the video) Title by Author	(verb - circle one below) tells	(finish the thought by stating the main idea of the video)
	explains	
	describes	

Directions: Rewrite the IVF statement above.

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Grant, Lee, and Swan, 2014

