Learning in green spaces: a 1st and 2nd grade curriculum on the High Line

Alyssa Anker
Bank Street College of Education

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Learning in Green Spaces:
A 1st and 2nd Grade Curriculum on the High Line

By
Alyssa Anker

Museum Education: Childhood

Mentor:
Nina Jensen

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Abstract

Learning in Green Spaces: A 1st and 2nd Grade Curriculum on the High Line
By Alyssa Anker

This social studies curriculum provides educators with the framework for teaching 1st and 2nd graders about the High Line and other New York City parks. Mathematics, literacy, writing, music, and art are fully integrated with social studies. Experiences and activities build on one another as students start with the familiar before moving outwards into their neighborhood and city. This curriculum provides the lens for students to explore how parks are used, observe the commonalities among different parks and investigate the uniqueness of the High Line.
Dedication

I would like to dedicate this curriculum to my mentors, Roberta Altman, Salvatore Vascellaro, and Nina Jensen. Without your support and guidance this project would not exist. Thank you to my grandmother for introducing me at a young age to “educative experiences.” Most importantly, thank you to the students who inspired this study of the High Line.
A Note About This Curriculum

While this curriculum is designed as a series of lessons that can be utilized by many schools, there is an understanding that a successful curriculum is “not geared to an abstract notion of ‘the child’ or a grade-level norm, but to actual individuals – who have their own histories, interests, aptitudes, and struggles” (Vascellaro, 2011, p. 68). At its heart, this curriculum uses the students I have taught as the basis for the experiences. Any educator should view this as only a suggestion or a guide, not as a strict series of lessons. This curriculum can and should be manipulated and changed for the needs of the individuals in the class. It is through this adaptation of material to the specific students that make up a class, that the experiences in this curriculum become educative.
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The Overarching Curriculum

This social studies curriculum examines the creation and existence of parks in New York City, with a particular focus on the High Line. The curriculum builds outwards, starting with the parks the children frequent for recess, moving to a small local neighborhood park, and then expanding to a famous New York City park – the High Line. The social studies are integrated fully with all other academic areas. The curriculum emphasizes experiences, and uses trips and interviews as building blocks for learning.

Guiding questions for the curriculum are:

• Why do we go to the park?

• What is a park?

• What do people do in a park?

• What things/elements are in parks?

• Who works at a park?

• How are various New York City parks similar?

• What are the differences among the New York City parks?

• Where are parks built and why?

• What is urban renewal?
Organizing Ideas, Skills and Concepts

Organizing Ideas

• Parks come in different sizes and shapes; not all parks are the same.
• All parks have some things/elements that make them a “park.”
• There are many things in a park.
• People use parks in different ways and go to parks for a variety of reasons.
• There are many types of jobs at a park.
• Parks are public spaces.
• Parks are designed purposefully and for many reasons.
• Parks serve the community.

Concepts

• Community
• Diversity
• Change/Growth
• Similarities/Differences
• Use of space
• Environment
• Roles
**Skills**

- Close looking and observing with focus
- Making comparisons
- Listening
- Asking relevant questions
- Seeking answers to one’s own questions
- Working with and creating maps
- Reflecting
- Interviewing
- Expressing thoughts and observations as part of group discussions
- Expressing thoughts and observations through writing and the arts
- Working cooperatively and productively with others
Rationale

This curriculum on New York City parks is designed around the strengths, areas of development, and needs of typically developing 1st and 2nd graders, as well as theories about progressive education and learning outside of the classroom. Trips, lessons, projects and activities are strategically designed to reflect the age group.

Developmental Stage

1st and 2nd grade (ages 6-7) is a time of interesting cognitive and social development. Piaget described this time as the shift from the preoperational period to the concrete operational period. Children begin to acquire certain logical structures that allow them to perform mental operations. Characteristic of this period is the movement from rigid and static thinking to dynamic thinking (Miller, 2011). “The child can now separate fact from fancy, can see different perspectives on a problem, and can work logically and systematically on concrete tasks” (Crain, 2000, p. 266). The child is in a stage of equilibrium.

The curriculum is developed around this age group’s newfound ability to think conceptually, understand cause and effect, and organize concepts logically. In-school lessons on comparing historical and modern photographs of the parks, mapping parks, and discussing abstractly how people utilize green spaces, all use this new cognitive growth. Group discussions provide 1st and 2nd graders with opportunities to share things they know, express curiosity and ask questions.
Similarly to Piaget, Erikson believed that at this age, children learn important cognitive and social skills. Erikson terms the stage *industry versus inferiority*. The sexual and aggressive drives, which resulted in crisis at earlier periods, are temporarily dormant (Crain, 2000). This is a stage characterized by stability and relative calm. However, during this period decisive changes occur for ego growth. Children apply themselves to learning the skills and tools of the wider culture. We ask 1st and 2nd graders to master reading, writing, and arithmetic, along with cooperation and negotiation. They are developing the ego strengths of focused attention and perseverance. Crain (2000) writes, “the danger of this stage is an excessive feeling of inadequacy and inferiority,” as children try to be industrious (p. 255). Success during this stage results in what Erikson calls the ego strength of *competence*.

Erikson believed that teachers can help support students’ development of *competence*, as opposed to *inferiority*, by encouraging individual talent. This curriculum provides multiple opportunities for children to choose the avenue and medium of expression. Within projects, there is flexibility and choice, allowing students to independently demonstrate their skills and talents. In addition, the curriculum is structured around fieldtrips, something 6-7s love and learn well from (Wood, 2007). Follow up activities allow the students to represent what they have learned through writing, talking and physically recreating the park space with art materials.

Even with their new cognitive growth, 6-7s still focus on what “is”, as opposed to what “could be” (Miller, 2011). This age group finds history difficult
unless it is associated with the present; 6-7s need content to be connected to the here and now (Wood, 2007). A study of parks, with an emphasis on parks in the neighborhood, provides this age group with the needed link. The curriculum focuses on an area that the students are very familiar with, and uses the familiar to make connections to the past.

The connections to the past are facilitated through what Vygotsky (1978) terms the zone of proximal development, or “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86). In more basic terms, learning is social, and students learn at a level beyond their actual ability when they interact with teachers and more capable peers. What a child needs assistance on today, she will become able to do on her own tomorrow. This curriculum uses different groupings for activities to allow students to learn at a deeper level from and with their peers and teachers. As the study progresses, students take more and more initiative, as the teachers simultaneously release responsibility to the students.

Similar to that of younger children, 1st and 2nd graders’ physical growth is mirrored in their need for rapid physical activity (Wood, 2007). This curriculum recognizes this ages’ need for movement; trips to parks and playgrounds provide students with an outlet for their energy, but also harness it. Strategic movement breaks help students refocus.
Progressive Education

Developmental theory combines with educational philosophy in the creation of this curriculum. At the center of the study is the idea that the teacher acts as facilitator, helping to guide the active learning of his or her students. Constructivist theorist George Hein (1991) emphasized the importance of educators in providing opportunities for active thinking and meaning making. John Dewey (1938) believed that active learning occurs through educative experiences, which build on prior knowledge and effect future understanding. Additionally, Dewey felt that an educative experience requires not only the “doing” but also the “reflecting.” Self-reflection becomes an integral part of learning. Dewey termed his ideas the experiential continuum. He wrote, “every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after” (Dewey, 1938, p. 35). Experiences do not occur in a vacuum, and in fact build upon each other; the child grows as a learner, bringing his or her understanding from one experience to the next one. As a result, process is valued over product.

This study of parks is built around experiences that build gradually on one another. The lessons are designed as part of a continuum; they do not work as stand-alone activities. Students interact with the environment around them, applying what they have discovered in prior lessons to the current and future lessons. “What he has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations that follow”(Dewey, 1938, p. 44).
According to Salvatore Vascellaro (2011), a successful curriculum occurs when the students are “engaged emotionally as well as intellectually” (p. 26). Emotionally engaged students pay attention, ask meaningful questions, enjoy listening and are respectful of the visitors and each other. When the experiences inspire interest and curiosity, Dewey coined them “educative” (Dewey, 1938). These experiences then act as a moving force in learning. Educators have to be aware of how the environment shapes the experience, and how to utilize the physical and social surroundings to create worthwhile or “educative” experiences for the individual students in the class.

In addition, Lucy Sprague Mitchell “believed that the environment, the physical-social world teachers and children inhabit, offers the raw material for discovering human-geographic relationships – the ways in which the natural world is used to meet human needs and the ways in which the earth ‘conditions’ the lives of humans” (Vascellaro, 2011, p. 48). Firsthand investigation of the environment offers source material for curriculum. In this unit of study, the park environment shapes the investigations. The students act as researchers and experimenters as they explore the park, think and play. Mitchell found that children are inherently interested in their own environment. Trips therefore become not only a way for students to amass information, but also a way to deeply connect with people and the world. Throughout the study, students are given time to interact socially and think together, as they are placed in situations where they can see the relationships between their physical environment (the park) and how humans interact with that environment to satisfy human needs.
This study is designed to be a fully integrated curriculum, in which various disciplines are incorporated into the experiences, thus allowing children to deepen and demonstrate their learning. Mathematics, science, literature, geography, history, art, music, and movement, as well as the skills of reading, writing, and research are all integrated into the study. Each discipline and skill provides students with a unique perspective of the world. Children learn different ways of seeing and knowing, and different ways of externalizing or representing understandings (Vascellaro, 2011). Mitchell (2001) refers to this as “intake” and “outgo”. An experience (intake) is not complete until a learner reflects on the experience and transforms the raw materials of the experience into a form of remembrance (outgo). Mitchell (2001) writes, “the chief program for geographic intake in these early years lies in trips – explorations of the environment. Provision for outgo, equally important, is made within the classroom through adaptable materials...” (p. 13). In this study of the High Line, students interview, record, map, observe, listen and critically think before demonstrating their knowledge through discussion, art, construction, and writing.

Howard Gardner’s Multiple Intelligence Theory provides a framework for multiple entry points and modes of expression. Gardner believed that human potential was more than the limiting IQ score, and instead related to the “capacity for solving problems and fashioning products in a context-rich setting” (Armstrong, 2000, p. 1). Gardner categorized human abilities into eight intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist. Every person possesses some level of all eight
intelligence. For instance, a student might function at a high level of spatial intelligence, but a low level of linguistic intelligence. For teaching practices and curriculum planning, touching on all the intelligences throughout a study helps students engage with the material. This curriculum was created to provide students with opportunities to utilize different intelligences for both intake and output purposes.

**Learning Outside of the Classroom**

“The museum educational model pioneered by children's museums and science and technology centers focuses on experiential and content-based problem solving activities working with the real objects of art, history, and science; on participatory ‘hands-on’ learning; on apprenticeship under the tutelage of people engaged in real-world intellectual activity; and on learning experiences designed to engage all the senses” (Skramstad, p. 125). Museums and this style of museum education emphasize educative experiences that address a diverse range of learning styles. The High Line, and other green spaces, serve as equally effective examples of places where learning takes place outside of the classroom. Similar to a traditional museum, the High Line is a place for tactile, intellectual and emotional contact with ideas, objects, and people. Students visiting this space for educational purposes interact with the environment around them. Trips to the High Line are opportunities for active, rather than passive learning. Students utilize their senses to discover and investigate how and why the park is used.

Moving outside of the classroom allows for the development of place-based education, where students have an opportunity to connect with themselves, their
community and their local environment. Recent research has shown that extending the classroom to the neighborhood enables students to see that their learning is relevant to the world, to take pride in their environment and to develop into contributing citizens (Chin, 2001). In place-based education, learning is closely tied to the students’ own experience; it builds on the familiar and then extends outwards (Vascellaro, 2011). Students engage with authentic and real situations. For children growing up in New York City, parks become a place for play, social interaction, and fun. Children feel close ties to their neighborhood parks, and in this curriculum, the parks act as the launching point for their learning.

While settings outside of the classroom provide possibilities for new and deep learning, children need time to become adjusted to the “strange” environment. An initial visit to a museum-like setting is an exposure and a chance for students to find familiarity in the unknown. Hein (1985) writes, “once children become familiar with the museum setting, their concentration increases, their ability to carry our assigned tasks increases, and their sense of comfort in the museum increases” (p. 6). In this vein, multiple trips to the High Line allow students the time to feel confident and take ownership of the space. Children, at first unsure of the park, will return again and again, and eventually feel like experts.
The High Line: Overview

The High Line is an elevated public park built on a historic freight rail line on Manhattan’s West Side. In 1999, as the structure was under threat of demolition, a group of community members – referred to as Friends of the High Line – started fighting for its preservation and transformation. With the financial aid and advocacy of Friends of the High Line, the rail line was renovated and converted into a public green space. The park is now owned by the City of New York, but is still maintained and operated by Friends of the High Line.

The High Line runs from Gansevoort Street in the Meatpacking District to West 34th Street, between 10th and 11th Avenues. The first section, which runs from Gansevoort Street to West 20th Street, opened on June 9, 2009. The second section opened June 8, 2011, and runs from West 20th to West 30th Streets. Friends of the High Line worked on preserving the final section of the structure, known as the High Line at the Rail Yards. It opened on September 21, 2014, as the Friends of the High Line celebrated 15 years of successful advocacy. This section runs between West 30th Street and West 34th Street.

- http://www.thehighline.org/
- The High Line is open daily from 7:00 AM to 10:00 PM.
* Please note that all referenced Children’s Books can be found in Appendix A in an annotated list form.
Lesson 1: Exploring the Playground

I. Purpose and Significance

This introductory lesson allows students to begin examining parks through the lens of a park they are familiar with. Students will explore the park through play and conversation. The class will discuss what the students do at the park and what they notice in the park, as well as begin to develop their map of the neighborhood parks. This map will be added to throughout the curriculum. Students will begin developing a working definition of park, as well as begin building their understanding of how they use a park.

II. Continuity

This lesson acts as the jumping off point for the entire curriculum. It follows Dewey’s theory that the beginning of instruction starts with past experiences that learners already have (Dewey, 1938). The activities ask the students to pull on already established funds of knowledge regarding the park. This lesson takes place at a park the students are very familiar with and have had many experiences at. The ideas developed in this lesson will be referred to as children explore other parks in the area.

III. Preparation and Materials

Preparation:

- Teachers will visit the park without the students
- Teachers will brainstorm potential student responses to the discussion questions
Materials:

- Digital Camera
- Paper (For teacher to record students’ observations and questions)
- Pencil (For teacher to record students’ observations and questions)
- Neighborhood Map [See Appendix B]
- Markers

IV. Logistics

The class will head to the park they frequent for recess or yard time. This park differs for every school, but Corporal John A. Seravalli Playground will be used for the purpose of this lesson. Students in the neighborhood might also refer to this park as Gansevoort Park or Horatio Park. It is a small park with a climber, swings, and a basketball court. Located between Gansevoort Street and Horatio Street, the park is used by families with small children as well as by local schools.

Students will experience a typical recess time before gathering near the picnic tables for a short reflective discussion.

V. Procedure

1. Mapping (10 minutes)

Today the class will begin its High Line unit, by visiting the park used by the school for recess activities. Before leaving the classroom space, the class will gather in front of the neighborhood map. This large map should be placed on a wall in a visible and accessible spot. The class will refer to the map throughout the lessons. The teacher should mark the school location on the map, as well as the park. Map out the path the class will travel to get to the park; this will help students begin to
think about orientation. They will see their experiences on the map and build knowledge of directionality.

2. Arrival

Teachers should remind students that they will be discussing the park before returning to the classroom and that this is the beginning of the new social studies unit. Teachers should circulate taking photographs of children playing.

3. Free Exploration (25 minutes)

Send students off to play, just as if this was a typical recess period. Teachers should note what games students are engaging in, as well as what park elements they are exploring.

4. Discussion (10 minutes)

The class will gather near the picnic tables to discuss their experiences. Teachers should start the conversation by asking, “What did you do at the park today.” Teachers can record children’s answers throughout the conversation. Other questions to ask include:

- What are other people doing in this space?
- What do you notice in this space?
- Do students’ activities at this park differ when with the class versus their families?
- What do you play at the park?
- Who do we see at the park?

This is meant to be an informal discussion where students share what they themselves did during the free exploration, as well as what they observed other
people doing. Teachers should encourage students to connect their answers to past experiences at the park. Teachers will asks students who they see at the park, helping students to understand that parks are public spaces that anyone can use.

The discussion will end with the questions “What is a park?” From this conversation the class will create a working definition of park, which will be used and changed throughout the curriculum. Teachers should record the class definition and post it in the classroom. This definition will be referred back to in Lesson 14.

Teachers will lead the class back to school.

VI. Evaluation

Teachers should note to what extent students participated in the conversation. Were the students able to connect their actions during free exploration to the questions? How and to what extent did students refer to past experience? Teachers should reflect on students’ understanding of what is a park and use this to inform the following lessons.
Lesson 2: Jackson Square Trip

I. Purpose and Significance

This lesson is designed to help students make the switch between the previous lesson on the Corporal John A. Seravalli Playground to the High Line. Jackson Square is a small park, which, similar to the High Line, is designed for resting, walking and chatting with friends; it does not have a playground.

The students will compare the two parks, noting differences and similarities. They will become more comfortable with visiting an unfamiliar park, which will help them prepare for the upcoming trip to the High Line. They will practice appropriate trip behavior and learn some of the observation techniques that will be used later in the unit. Students will start developing an understanding of park elements. They will also learn about working at a park.

Students will also be informally introduced to the idea of urban renewal. Jackson Square was reclaimed by the city and turned from a spot for illicit activities into a highly used community green space.

Schools could visit other small parks or examples of reclaimed green spaces instead of Jackson Square Park. The purpose of this lesson is simply to introduce students to a new park and introduce park concepts, before visiting the High Line.

II. Continuity

This lesson builds on the previous lesson about the park students frequent for recess. The activities utilized will resemble activities that the students are familiar with, thus helping them transition from studying a park with a playground to studying other types of parks. Students will continue working with the
neighborhood map. The trip to Jackson Square will provide inspiration for park related questions that will help guide the class’ study of the High Line.

III. Preparation and Materials

Preparation:

- Teachers will visit Jackson Square the week before to observe the space and map out where to sit.
- Teachers will contact Nancy Matthews and go over the trip itinerary. (info@jacksonsquarealliance.org)
- Teachers will send home permission slips and choose parent volunteers to act as chaperones.

Materials:

- Digital Camera
- Comfortable Walking Shoes
- Paper (For teacher to record students’ observations and questions)
- Pencil (For teacher to record students’ observations and questions)
- Snack
- Neighborhood Map [See Appendix B]
- Markers

IV. Logistics

The class will take a trip to Jackson Square, a small triangular shaped park situated in the middle of an intersection. The diagonal route of Greenwich Avenue created the park as it intersects with 8th Avenue and Horatio Street.
At Jackson Square, students will congregate near the center fountain for the activities, before having some free time to roam the gated space. The teachers and chaperones will spread out, watching the three gates to make sure students remain in the park.

V. Procedure

1. Mapping (10 minutes)

Today, the class will visit Jackson Square, one of NYC's oldest parks. Before departing, the class will add Jackson Square and the route to the neighborhood map.

2. Arrival

The students will gather near the fountain, sitting in a semi-circle facing the teacher. Throughout the trip, the teachers should take photographs of the students as they participate in the activities and experience elements in the park.

3. Close Looking Activity (15 minutes)

The teacher will lead the class in a close looking activity. The teacher will ask the students to look down low at the ground and see what they notice. Students are asked to silently observe for a moment before raising their hands to share. Students might share observations about the stone covering the ground, how the stones are irregularly shaped, the odd piece of garbage, the soil in the planting beds, plants pushing through the dirt to sprout, sticks, and leaves. The class will then repeat this observing and discussion process at eye level and up high. At eye level students might comment on the wrought-iron fence that surrounds the park, the benches right in front of the fence, the plantings between the benches, the occasional tree, the three gates leading out of the park, bags of mulch, the fountain, people sitting on
benches or walking through, shrubs, a sign saying not to feed the squirrels or pigeons, or elaborate black flower pots. Depending on the day, there might also be people walking dogs, or birds hopping around. Up high, students will notice the tops of trees, a big nest in one of the trees, and possibly buildings outside of the park. The class will quickly comment on how this park resembles the playgrounds and how it differs.

4. Listening Activity (10 minutes)

Have the class stand up and close their eyes. Students will silently listen to the noises in the park. This activity asks students to utilize a lesser-used observational sense: hearing. Some students might have trouble being silent and keeping their eyes closed. Teachers and parent chaperones should locate themselves next to certain students who will find this challenging. Ask for students’ responses, which might include the noise of the water in the fountain, birds chirping, dogs barking, people talking to each other or on cell phones, or cars in the background.

5. Snack and Free Exploration (35 minutes)

Use this time for a quick snack break, followed by 20 minutes of free time. Students can explore the park on their own or in small groups. Station parent chaperones near each of the gates to prevent students from wandering off. The park is very small, so the teachers will be able to monitor all students from any location. This free time provides students with an opportunity to stretch and move around before continuing with trip activities. For an energetic group, occasional kinesthetic breaks help to maintain focus.
6. Conversation with Nancy Matthews (35 minutes)

The class will reconvene in front of the fountain area to talk with Nancy Matthews, the only employee of the park. She will begin by asking students what they observed earlier in the day. This will help create continuity between the different activities.

Following this, Nancy Matthews will talk about her job and the history of the park. She will explain that the park is run and managed by the Jackson Square Alliance, a group established by community members 5 years ago. Prior to the formation of the Jackson Square Alliance, people used the park as a spot for fighting and other illicit activities. Gradually the community has been taking back the park and turning it into a safe community space. This is called urban renewal. Nancy Matthews will explain how she works five days a week at the park, and is in charge of horticulture and maintenance. She plants, weeds, and maintains the space, with the occasional help of volunteers. The plantings were designed to not all bloom at the same time, which is more cost-efficient. She uses perennials, or plants that come back year after year, as opposed to annuals, which last only for one year. She will ask students to think about why there are low fences in front of the flowerbeds, and after a brief discussion explain that the fences prevent dogs from peeing on the plants. Dog pee kills plants!

Nancy Matthews will also share how she was raised on a farm near Seattle and has always loved working outside. She used to be an art teacher and likes how colorful nature is. She will ask the class how many types of green they see. Students will then have an opportunity to ask any last questions.
The teachers will lead the class back to school.

VI. Evaluation

Teachers should note to what extent students participated in the activities. They should observe students’ body language and comments, and use this to evaluate how successful the activities were. The teachers should monitor students’ behavior, and use this to plan for the longer trips to the High Line.
Lesson 3: Post-Trip Reflection

I. Purpose and Significance

This lesson is designed as a follow-up to the Jackson Square trip. It provides students with time to reflect on the experience and solidify what they observed. Students will continue building their understanding of what parks need, and how parks can differ. Students will start learning about how authors use parks in literature. The class will begin to create charts and lists, which will be used as references throughout the unit.

II. Continuity

This in-class lesson builds on the previous trip to Jackson Square through discussion and reading. It acts as a debriefing session where children can share their opinions and observations. The activities allow students to draw connections between Jackson Square and the prior lesson on the nearby playground.

III. Preparation and Materials

Preparation:

- Teachers should read “Gooseberry Park,” by Cynthia Rylant.
- Teachers should brainstorm possible student responses in order to be better prepared to lead the group discussion.

Materials:

- Chart Paper
- Colored Markers
- “Gooseberry Park” by Cynthia Rylant [See Appendix A]
IV. Logistics

The class will meet at the meeting area, facing a white board on which a teacher has clipped chart paper. This lesson will take roughly an hour, with a few minutes built in for transitions and a possible movement break between activities depending on the class need.

V. Procedure

1. Discussion (5-10 minutes)

Following the trip to Jackson Square, the class will reflect on the experience. In a whole class meeting, students will discuss what they noticed, as well as the similarities and differences from the playground visited in Lesson 1. The teachers will let the students talk about their thoughts, ideas and feelings in an informal conversation. This will give students an opportunity to share anything that they forgot to ask on the trip. Half way through the discussion, the teacher will pose the question: How is Jackson Square different from or the same as the Corporal John A. Seravalli Playground? Students might comment on how the playground has play sets, whereas Jackson Square has plants and a fountain. Both have benches, trees and visitors.

2. Chart Activity (15 minutes)

The teachers will then ask students what things or elements they saw at Jackson Square park. As children respond, the teacher will record their answers on the chart paper in black marker. This list might include:

- Flowers
- Plants
- Benches
- Lamppost
- Fountain
- Birds
- Dogs
- People
- Cement
- Dirt
- Sticks

The class will examine the list of park elements and then categorize them.

The teachers will explain that now they are going to group the elements on the list by things they have in common. The teachers will ask students how they might group these elements. Examples could be living things, man made things, things for looking act, things for resting, etc. Using different colored markers underline the list based on the categories the class has decided on. For instance, all living things could be underlined in green, whereas all man made things could be underlined in red. Living things would include the plants, flowers, people and animals.

At this point, teachers could lead students in a short movement break or stretching activity. This will help students regulate their bodies before transitioning to a story.

3. Gooseberry Park (20 minutes)

The class will begin “Gooseberry Park,” by Cynthia Rylant. The book tells the story of Stumpy the squirrel who has just settled into a new nest in Gooseberry Park, the perfect spot to have babies. Stumpy’s three best friends, a Labrador, a hermit crab and a bat are thrilled when her babies arrive safe and healthy. However, a terrible ice storm destroys Stumpy’s home and she disappears. Her friends have to rescue her babies, care for them, and bring Stumpy home.
The teacher will hold up the book and ask students to make predictions based on the cover. After students respond, she will read the first chapter of the book out loud. Possible prediction responses include:

- It’s about a park because I hear that word in the title.
- It’s about a dog, a bat, and a squirrel because I see their pictures on the cover.
- It’s about a goose because that word is in the title.
- It’s about a type of berry because of the title.

VI. Follow Up Activities

1. Gooseberry Park

   The class will read a new chapter of “Gooseberry Park,” every day or every other day as the daily read aloud. The class can discuss what they notice about the park and how the animals use the park, as they continue reading.

2. Thank You Note

   Two students will be asked to write a thank you note to Nancy Matthews. The two students will share what they wrote with the whole class.

VII. Evaluation

   The teachers will use the class-generated list to see how much students remember and what they noticed on the trip. The teachers should note if no one mentioned any key elements from Jackson Square, such as the fountain, benches, or trees.
Lesson 4: Preparing for Interviewing Tessa Huxley

I. Purpose and Significance

This lesson will help students prepare for Tessa Huxley’s visit. They will brainstorm questions about parks in general and about Tessa Huxley’s job. Students will learn about interviewing visitors and how to ask relevant questions.

II. Continuity

The class will utilize photographs taken on the Jackson Square trip as inspiration for park related questions. They will bring what they noticed at Jackson Square and what they learned from Nancy Matthews to this brainstorm session. The preparation will allow the class to take full advantage of Tessa Huxley’s visit. They will start adding to their park vocabulary.

III. Preparation and Materials

Preparation:

- Teachers will print out some of the photographs taken at Jackson Square, with a focus on photographs of park elements. There should be at least 20 photographs.

Materials:

- Photographs from Jackson Square
- Lined Paper
- Pencils
- Chart paper
- Markers
IV. Logistics

The class will begin the lesson at the meeting area. The teachers will go over the lesson at which point students will move in pairs to assigned work spaces throughout the classroom. These spaces can include the tables, floor space, and the meeting area. Teachers will choose group locations based on the partners working styles, and needs. The teachers will move throughout the classroom checking in with the different pairs. Following partner work, the class will reconvene at the meeting area for a quick conversation and brainstorm session.

V. Procedure

1. Meeting (5 minutes)

The class will gather in the meeting area to go over the activity. One of the teachers will explain that the class will be divided into pairs. Each pair will go to a work spot and receive two photographs. These photographs were taken during the class trip to Jackson Square.

2. Partner Work (15 minutes)

In pairs, students will examine the photographs and see what they notice. Teachers will instruct students to think about any questions they have about parks. The photographs are meant to spark students’ memories and provide inspiration if students feel stuck. Students will record their questions on lined paper. Each pair should take turns writing. Pairs need to come up with at least four questions.

3. Group Discussion (15 minutes)

The class will bring their question sheets to the rug and sit with their partners. Taking turns, each pair will share a question. The teacher will write the
questions on a piece of chart paper, so that students can read along and also check
to make sure their question has not yet been asked. This chart will be posted in the
classroom and serve as the basis of the study. In a typical KWL (know, want to
know, learn) chart, this activity generates the “want to know” list.

Possible questions:

- Why do some parks have play sets and some do not?
- Do all parks let dogs in?
- What types of plants are in the park?
- Why is Nancy Matthews the only person who works at Jackson Square?
- Do all parks have plants?
- Can you touch the plants?
- Can you play tag at the park?
- Do the gates ever get closed?

The teachers will then explain that Tessa Huxley will be visiting the class.
They will briefly share that Tessa Huxley is the Executive Director at Battery Park
City Parks Conservancy. She oversees maintenance, programming, horticulture, and
finance. Students will brainstorm questions to ask Tessa Huxley. Teachers can write
these questions on chart paper, so the students can refer to them during the
interview.

Possible questions:

- What do you do every day?
- Do you work in the gardens?
- Does your park have fountains?
- Can dogs visit your park?
- Do you have a playground?
- Did you always work with plants?
- What’s your favorite part of the park?
- Do other people work with you?

VI. Follow Up Activities

1. Interview Practice:

   Students can practice reading the interview questions. The teacher can pretend to be the visitor, while students act out how to sit properly, listen attentively, and ask questions politely. The necessity of this activity depends on the group of students and their prior experience with interviewing visitors.

2. Building Vocabulary:

   Tessa Huxley’s responsibilities include maintenance, programming, horticulture, and finance. The teachers will ask students to think about each of the following words: maintenance, programming, horticulture, and finance. The teachers will take student responses, before explaining the meaning of each word.

   - **Maintenance:** care or upkeep; taking care of the park and making sure it is clean and safe for visitors

   - **Programming:** activities and events that the park plans

   - **Horticulture:** cultivation of parks, gardens, flowers, and plants; taking care of the plants in the park, deciding what types of plants to use
- **Finance**: managing the money, creating a budget and deciding what to spend money on

VII. Evaluation

Teachers will note to what extent students’ questions relate to the Jackson Square trip, to what the class has learned about parks and to what the class knows about Tessa Huxley. Teachers should observe how quickly the pairs get to work and how well they stay focused.
Lesson 5: Visit from Tessa Huxley

I. Purpose and Significance

This lesson is designed to provide answers to students’ questions about parks and further spark their curiosity. The interview and conversation with Tessa Huxley will help students build their understanding of the people who work in parks and the elements that are in parks.

Teachers could invite other people involved in parks to visit the class instead of Tessa Huxley. Teachers should utilize the connections the school has through its students, families and staff to find a park employee willing to talk about park jobs, activities, and elements.

II. Continuity

Students will use the questions and brainstorming of the prior lesson to engage with their visitor. The information learned while talking with Tessa Huxley will be utilized in the subsequent trips to the High Line and related activities. This lesson helps bridge the gap between the playground from the earlier experience and the High Line, so that students are fully prepared to delve into the heart of this unit.

III. Preparation and Materials

Preparation:

- Teachers should contact Tessa Huxley, discuss what she will talk about, and confirm her arrival time. (info@bcparks.org)
- Teachers should remind students of proper behavior when there is a visitor.
Materials:

- Photographs (Tessa Huxley will bring these) [See Appendix C]
- Digital Camera
- Chart with questions from Lesson 4

IV. Logistics

Tessa Huxley will spend around 45 minutes with the class. During this time, she will tell stories and answer questions.

The students will gather on the rug in their meeting spots, facing Tessa Huxley. The teachers should help with the class management during the lesson. This could include positioning oneself on a chair near any student who is having a hard time maintaining a steady and focused body. This teacher should take photographs on the digital camera throughout the lesson. These photographs can be posted in the class and will help the students remember the conversation.

V. Procedure

1. Welcome Tessa Huxley (5 minutes)

The class will gather in the meeting area. The teacher will introduce Tessa Huxley to the class and remind them about the activity. The teacher will tell the class that Tessa Huxley is a special guest who works at Battery Park City and that she is the Executive Director of the Battery Park City Parks Conservancy. She is here to tell the class about her job and share some stories about working at a park. After Tessa Huxley shares with the class, there will be time to ask questions.
2. Conversation with Tessa Huxley (25 minutes)

Tessa Huxley will use this time to tell the class about working at Battery Park City and about some of the things that park workers need to do. She will begin by sharing what park employees do to prepare for a big storm. She will specifically talk about the preparation that occurred in the build up to Hurricane Sandy. Tessa Huxley will ask students what they remember from the Hurricane. Most students in the class would have been anywhere from 4 to 6 when Hurricane Sandy struck. Students might remember the raging winds, losing power, lots of rain, thunder, and broken tree branches.

Tessa Huxley will explain that in the days before the storm, she and her co-workers removed all trashcans, umbrellas, and other small objects that could be picked up and destroyed by the wind. These objects were stored inside buildings. They also turned off the power in all the buildings so that if water flooded, the electrical wires would not spark or short. If a wire sparks it could cause a fire or electrocute someone. Tessa Huxley and her co-workers bought sandbags and placed them next to buildings that might flood. The sandbags helped prevent the water from getting inside of the buildings. In addition, they made sure they had enough gas for all the chain saws and other power tools. This was so the staff could use this equipment to cut down broken branches once the storm ended. Tessa Huxley will emphasize that one of the most important parts of preparing for a storm is exchanging phone numbers. She needs to be able to contact all of her co-workers as soon as the storm ends so they can assess the damage and start cleaning up.
Tessa Huxley will then discuss the aftermath of Hurricane Sandy. She will pass around photographs that she took of her park right after the storm [See Appendix C]. Students will note the how high the water was, how the water had flooded areas of the park, and broken trees. Tessa Huxley will ask for observations before continuing with her story.

She will tell the class how she arrived at Battery Park City at 7:00 am the morning after the storm. Her first job was the find and chop down any trees that were broken or in danger of falling. She needed to make the park safe and passable. She and her co-workers used chainsaws, clippers and trucks to clear the tree branches and fallen trees. They cleaned up any other debris scattered throughout the park.

The subways were not working, so not all of the staff could get to the park. This was a problem at all of the NYC parks, so people reported to the park closest to their home. They walked to a nearby park and helped out. Teamwork was very important!

Tessa Huxley will talk about how the plants were flooded by the salt water. She will explain that salt water is very bad for the soil; most plants can’t grow when the soil is filled with salt. To help save the plants, she and her team immediately started watering the flooded areas with regular water. They wanted to wash all of the salt out of the soil. They also took water/soil samples and sent them to the scientists at Cornell University. After two weeks of watering the flooded areas, they retested the water/soil and discovered that the salt level was low enough for the plants to keep growing.
Tessa Huxley will then talk about how the staff waited and watched some trees and plants through that next summer to see if they would recover from the flooding and wind damage. Hurricane Sandy occurred in October 2012, and in August 2013 the staff decided if trees needed to be cut down. Because spring is planting season, they couldn’t replace the lost trees and plants until April 2014. It took a very long time for the park to recover from such a big storm. They are just now beginning to replace all of the electrical wiring that got wet with salt water during the storm. If the wire gets flooded with salt water, this can cause fires at a later date. Battery Park City is replacing the ruined wire with saltwater waterproof wire connections. This is very expensive and will cost about 1 million dollars.

Tessa Huxley will finish sharing about how Hurricane Sandy affected her park.

3. Questions (15 minutes)

Tessa Huxley will ask students if they have any questions. Students will be encouraged to think back to the questions they wrote with partners during the prior lesson. The teachers will make the question chart available to students.

Based on the possible students questions, Tessa Huxley might talk about her daily work schedule. She rides her bike to work every day, taking a different route through the park to her office. She likes to take a quick look at different parts of the park and make sure everything is running smoothly and there are no major problems. As Executive Director she is in charge of managing everyone who works at the park. She oversees four departments: horticulture, maintenance, programming and finance. She tries to check in with the department heads to see if
they need help. For example, the head of the programming department was worried one Thursday because it had rained the night before. An outdoor Preschool Art Program was scheduled for that day. Tessa Huxley decided not to cancel the program and 40 children showed up. On a nice day, programs like this one can attract around 100 kids! She also goes to lots of meetings about budget (money) and construction projects.

Students might also ask Tessa Huxley if dogs are allowed in the park. They will make the connection to what they learned about dogs from Nancy Matthews at Jackson Square. Tessa Huxley will explain how she and her staff noticed an increased number of people with dogs using the park. They noticed that all of the dogs were destroying the grass on the lawns. Dog pee kills plants! Tessa Huxley decided to open up dog runs and ban dogs from the lawns. If people want to bring their dog, they can visit one of the three dog runs. Tessa Huxley and her co-workers only added the third dog run recently and covered all the dog runs in a hard surface. This is because the dogs go to the bathroom in the dog runs, which smells! Tessa Huxley’s staff washes the dog runs with water 2 or 3 times a day. It’s easier to wash a hard surface than grass or wood chips.

Students could also express curiosity about how visitors use the park. They might ask if people play sports, or run, or read books at the park. Tessa Huxley will tell the class that people use the park in many ways. She does not have a system to keep track of visitors so most of her information comes from observations. Tessa Huxley and her co-workers also get feedback from all of their programs. They have arts programs, festivals, musical events, and afterschool programs. They even have a
fishing program on the weekends. The park house at Battery Park City lends basketballs, volleyballs, ping-pong paddles and other sports equipment to visitors. The park house employees keep track of the borrowed equipment, and borrowers. This helps Tessa Huxley understand what visitors are doing at the park.

At this point, the teachers will help wrap up the conversation. They will thank Tessa Huxley for visiting and help the students transition to the next activity.

VI. Evaluation

This lesson is important as it helps teachers see what connections students are making. Teachers should note how students bring information from Jackson Square and in-class lessons to their questions for Tessa Huxley. Teachers should also observe how students behave while listening, what they seem particularly interested in, and what they ask questions about. This will help teachers figure out what lessons have been successful and how to adapt the rest of the lessons to fit this specific group’s questions.
Lesson 6: Follow-Up to Tessa Huxley’s Visit

I. Purpose and Significance

This lesson asks students to reflect on what they learned from Tessa Huxley and produce a writing piece in response. The students took in information and are now expected to demonstrate their new knowledge. The writing provides the teachers with an informal assessment of what the students understood and retained. Students have the flexibility and freedom to choose from any of the topics that Tessa Huxley touched on. The writing pieces also serve as a thank you gift for Tessa Huxley.

II. Continuity

Students will use what they learned during Tessa Huxley’s visit to complete the activity. They need to draw on what she said in order to accurately write about what they know about parks. This will help reinforce the park information before the class heads to the High Line.

III. Preparation and Materials

Preparation:

- Teachers should meet and go over the information that Tessa Huxley presented to the class.
- Teachers need to prepare the writing sheets [See Appendix D].
- Teachers should get Tessa Huxley’s address.

Materials:

- Writing sheets [See Appendix D]
- Lined Paper
- Pencils
- Crayons
- Color printer/copier
- Smart Board or paper for Thank You Note
- Small white board
- Books on parks

IV. Logistics

The class will gather in the meeting area so that the teachers can briefly explain the activity. Following this, students will relocate to the tables or floor space to work independently on the writing piece. Students will be allowed to choose the most helpful space for them to work. However, the teachers might make seating recommendations for certain students to help them focus. The teachers will circulate among the tables checking in with students. As the writing pieces will be sent to Tessa Huxley, the teachers will help students sound out and spell difficult words. The focus of the assignment is the content, not the spelling. After writing, the class will reconvene in the meeting area to write a thank you note to accompany the writing pieces.

V. Procedure

1. Class meeting (5 minutes)

In the meeting area, one of the teachers will explain the activity. Students will be writing and drawing about what they learned from Tessa Huxley's visit. Students are expected to use their best handwriting, use complete sentences, refer to things Tessa Huxley said, and carefully draw a picture to accompany the writing. The
teacher will show the class the writing sheet. Extra lined paper will be provided for students who need more space to write. The teacher will suggest that students begin their writing piece by stating, “I learned...,” “Tessa Huxley told us...,” or some variation of these phrases.

The names, “Tessa Huxley,” and “Battery Park City,” should be written out in a location visible to students. This will help the students spell these unfamiliar names. Once students have asked any questions, the teachers will send them off to find writing spots.

2. Independent Writing Time (25 minutes)

Students will work independently for 25 minutes. They will each write about something they learned from meeting Tessa Huxley and draw a picture to accompany the writing. Students might talk about the damage caused by Hurricane Sandy or what the park employees did to prepare for and fix the park after the storm. They might also talk about how Tessa Huxley rides her bike to work, or the dog runs, or the fishing program. Students will be encouraged to write about their favorite piece of information. Teachers will periodically check in with students, providing support when needed.

When students feel finished, they will check in with a teacher. The teachers will direct these students to choose one of the park books and read silently until the rest of the class finishes.
3. Whole Class Writing (10 minutes)

The class will write a thank you note for Tessa Huxley that will accompany the writing pieces. She will start the note by writing, “Dear Tessa Huxley.” She will ask students for suggestions, and add student responses.

The thank you note might read:

Dear Tessa Huxley,

Thank you for coming to visit our class. We liked learning about what you do everyday at Battery Park City. We learned that you had to use a chainsaw to chop down trees after Hurricane Sandy. We won’t let our dogs walk on the grass at parks, because we know that dog pee kills plants. Please come back again!

Love the 1st and 2nd grade students

VI. Follow Up Activities

1. Class Book

The teachers will make a colored copy of every students’ writing piece. The copies will be compiled into a class book on Tessa Huxley’s visit. The book will be placed on the bookshelf with the other park books for students to peruse during reading times.

2. Thank You Book

The original writing pieces will be turned into a book to give Tessa Huxley. The teachers will print out a copy of the thank you note. Teachers could also print out a photo of the class listening to Tessa Huxley. Both the thank you note and the
photo could be pasted on a piece of colored cardstock; this will become the cover page for the book. The teachers will send the book to Tessa Huxley.

VII. Evaluation

Teachers will look to see how much information from the visit the students recall. The teachers will also note how quickly students begin their writing work and to what extent students stay focused during the independent time. The teachers will pay attention to which students have trouble coming up with what to write and use this information to judge whether students are engaging with this unit.
Lesson 7: Introduction to the High Line

I. Purpose and Significance

In this lesson, students will be officially introduced to the High Line through the picture book, “The Curious Garden.” This book by Peter Brown is based on the creation of the High Line. The book tells the story of a little boy who finds an abandoned railway line on which some wild plants are trying to grow. The boy decides to help the plants, and the garden spreads rapidly. Students will begin thinking about the High Line in comparison to the other parks.

II. Continuity

Students will bring their prior knowledge from previous lessons to this story. They will begin to draw comparisons between the other parks and the High Line, represented in “The Curious Garden.” This lesson helps prepare the students for their first visit to the High Line; the book provides students with a visual understanding.

III. Preparation and Materials

Preparation:

- Teachers should read “The Curious Garden.”
- Teachers should brainstorm possible students responses to the story.

Materials:

- “The Curious Garden” by Peter Brown [See Appendix A]
- Neighborhood Map [See Appendix B]
IV. Logistics

Students will gather in the meeting area in their meeting spots. One teacher will read the book, providing time for students to carefully examine pictures. Following the story, students will remain in their spots for a short casual conversation.

V. Procedure

1. The Curious Garden (10 minutes)

In the meeting area, the teacher will read “The Curious Garden,” by Peter Brown. While out exploring, a little boy named Liam discovers a garden struggling to survive on an abandoned railway tracks. Liam decides to take care of the garden. Over time, the garden not only thrives on the tracks, but spreads throughout the grey city transforming it into a vivid, green world.

2. Conversation (10 minutes)

The teachers will facilitate a casual conversation about the book, making sure to mention that the story is based on the actual High Line. Teachers can open up the conversation by asking simply for thoughts about the story, or by asking what students noticed in the book. Students might mention how the green plants spread, how Liam learns to be a gardener, how plants can grow everywhere, etc. Teachers should also ask how the park in the book is similar or different from the parks the class has visited.
VI. Follow Up Activities

1. Trip Planning

Teachers will mention that the class will be taking a trip to the High Line. Students will locate the High Line on the neighborhood map and mark the route the class will walk. The class will notice how long the park is and continue to build their sense of directionality and orientation on a map.

VII. Evaluations

Teachers should note students’ responses to the story and use them to help prepare for the subsequent trip to the High Line. Teachers will notice to what extent students are able to make comparisons between the parks and the story. Teachers will also note what park elements students picked up on in the story.
Lesson 8: 1st Trip to the High Line: Impressionistic Walk

I. Purpose and Significance

In this trip, students visit the High Line for the first time. While there, students utilize their senses on an impressionistic walk. This initial visit is designed to expose students to an area of the park and start building their comfort level. Students will continue building on their understanding of how people use the park.

II. Continuity

This trip builds on the prior trips to Corporal John A. Seravalli Playground Jackson Square, as well as on the introductory lesson on the High Line. Students will continue building their knowledge about parks and specifically about the High Line. The impressions created and information collected on this trip will be used in subsequent lessons on writing poetry and on what people do at the park.

III. Preparation and Materials

Preparation:

- Teachers will visit the section of the High Line the week before to observe the space and test out TheGaits application.
- Teachers will send home permission slips and choose parent volunteers to act as chaperones.
- Teachers will prepare trips sheets.

Materials:

- TheGaits application
- White Paper
- Charcoal
- “The Curious Garden” by Peter Brown [See Appendix A]
- Trip Sheets [See Appendix E]
- Clipboards
- Pencils
- Camera
- Lined Paper

IV. Logistics

The class will enter the High Line at Gansevoort and Washington Street. This is the beginning of the High Line. The class will then proceed to West 18th street, where the class will exit and return to school. This section of the High Line was chosen for the impressionistic activities because of the wider path in this area, as well as numerous stopping points and interesting architectural elements. This section often feels less crowded than other sections, and provides children with room to move about. Another section could be used for these activities depending on the location of the school.

This trip involves various components and as a result, students should be divided into small groups. A parent chaperone should be assigned to each group. Every chaperone with a smartphone should download the free application TheGaits – a High Line Soundwalk, and run the application for their assigned group as they walk through the park.

Teachers should take photographs of the park and of the students engaged in the activities. These photographs can be displayed in the classroom.
V. Procedure

1. Arrival (5 minutes)

   The class will enter the High Line at the Gansevoort and Washington Street entrance. Teachers will explain that the class is at the High Line to observe and explore. Students will be asked to use their senses as they walk through the park. Teachers will remind students about trip rules and divide the students into their small groups with their chaperone.

2. Sound Walk (5 minutes)

   Walking slowly in small groups, the class will listen to the Soundwalk application. Composers Lainie Fefferman, Jascha Narveson and Cameron Britt turned footsteps into metallic sounds, car horns, water splashes, guitar chords and other sounds all inspired by the noises on the High Line. The Soundwalk application uses GPS to determine the phone users exact location. The sounds played correspond to the location. As the students walk, the sounds will change to reflect the different noises the composers heard at each spot on the High Line. Teachers will ask students to close their eyes and just listen to the sounds for a moment.

   As the group walks, teachers and chaperones should encourage the listening students to observe how the park was built and how visitors are using the space. This information will be used later in the trip.

3. Observational Charcoal Drawings (15 minutes)

   When the group approaches the first building underpass (just south of West 13th street), teachers will pause and gather the students for observational drawings. Teachers will tell students to spread out, to choose something that interests them,
and to record what they see with charcoal. Students might choose to draw the tracks crossing the park, plants, buildings next to the High Line, or people walking around. Teachers and chaperones will wander, supporting students as needed. “What other details do you notice?” is a helpful phrase to encourage students to keep looking closely.

This spot on the High Line is much wider than earlier spots, allowing students to spread out and find something that interests them. Additionally, teachers will be able to easily see the whole group without worrying about large crowds moving by.

Teachers will collect the drawings and charcoal. These will be used as inspiration for landscape paintings back at school.

4. Sound Walk Continued

Once students have finished their drawings, students will continue walking and listening to the Soundwalk until the class arrives at the 10th Avenue Square and Overlook. Teachers will ask students to think about how the noises change as they move along the path. Students will also reflect on whether the Soundwalk noises reflect the sounds of the city and the park.

5. The Curious Garden and Snack (15 minutes)

Teachers will gather students at the bottom of the 10th Avenue Overlook. Students will sit with their backs to the glass window, looking up the bleacher-like seating at the park. Teachers and chaperones will pass out a quick snack. While students are eating, a teacher will re-read “The Curious Garden,” by Peter Brown. Students will experience the book in the space that inspired it.
6. Trip Sheet (15 minutes)

Teachers will pass out clipboards, pencils and the trip sheet. Teachers will explain that students will be observing and recording what they see people doing in the park. If they feel stuck, students should think back to what they noticed during the Soundwalk. Students will use words and pictures to record their thinking.

Equipped with the materials, students will find spots at the 10th Avenue Square, near the telescope sculpture. Students will stay with their small groups and parent chaperones. Students might record visitors walking, reading a book, taking photographs, eating lunch, talking with friends, resting, etc.

Once students are finished, teachers will collect the supplies and the class will walk to the West 18th Street exit. The class can listen to another portion of the Soundwalk as they make their way to the exit.

Teachers will lead the class back to the school.

7. Descriptive Words (10 minutes)

Back in the classroom, teachers will have each student write down three descriptive words or phrases about the High Line. The impressionistic walk should inspire the words and phrases. Teachers will collect the words and return them during the park poetry activity (Lesson 9).

Possible words and phrases:

- Metal
- Tracks criss-crossing across my path
- Bright green leaves
- High up in the sky
- Like a bird looking down
- Tweet, honk, yell
- Pretty flowers

VI. Follow Up Activities

1. High Line Paintings

The students will use their charcoal observational sketches as the basis for landscape paintings of the High Line. In collaboration with the studio teacher, students will paint their impression of the High Line.

Depending on the class, this could turn into a larger study of *En plein air* (the act of painting outdoors). Advocated by the French Impressionist painters, this style emphasized working outdoors in natural light. Students could study the works of artists such as Claude Monet, Camille Pissarro, and Pierre-Auguste Renoir. Students could also practice painting outdoors in a variety of settings.

2. Neighborhood Map

Students will add the places they visited on the High Line to the neighborhood map. This could include the Tiffany & Co. Foundation Overlook, the 14th street Passage, Chelsea Market Passage, and the 10th Avenue Square and Overlook. Students may need to look at information and maps on the High Line to figure out the names of the places they have visited. The features section of the High Line website [http://www.thehighline.org/visit/#/features] provides information on all the highlights, as well as maps showing their specific locations. Likewise, the names can be provided during the trip to help students build a frame of reference.
3. Music Making

Depending on the class, students may express deep interest in the Soundwalk. Working with a music teacher or musically inclined classroom teachers, students could think about turning their experiences into their own musical piece. Students could explore which instruments best reflect the noises they heard. In addition, a small unit could be developed about examples of music based on city sounds.

VII. Evaluations

Teachers should note how and if students are engaging with the different activities. Teachers will observe to what extent students are noticing how people use the park, and what form the recording on the trip sheets takes. Teachers will also listen to conversations among the students, noticing how students are connecting with the curriculum.
Lesson 9: Park Poetry

I. Purpose and Significance

This lesson allows students to express their growing understanding of the High Line through poetry. The students took in information about the park through the impressionistic walk and the sensory experience; the poetry writing provides them with time to reflect on their trip. This lesson can be connected to a writing unit on poetry.

The poetry lesson can be structured in many different ways, depending on how familiar the class is with writing poems. In a class that has studied poetry, the children can use their individual words as the basis for a poem. A class less familiar with this form of writing could use the descriptive words to generate a master class list. This list could be posted while the students work, and used as reference. Teachers could also print and cut out the list of words and have students rearrange the words to create poems. These three formats can be used individually or in any combination based on the class.

II. Continuity

The poetry activity builds on the sensory experiences from the trip to the High Line. Students were asked to use their senses – sight, smell, and hearing – as they walked through the park. The descriptive words they collected are now used as inspiration for a writing piece.

III. Preparation and Materials

Preparation:

- Teachers will preview the descriptive words.
- Teachers should think about support based on the students’ comfort level with poetry.

Materials:

- Descriptive words from the trip
- Lined paper
- Pencils/Pens
- Poetry books
- Photographs from the trip
- “Spring: A Haiku Story,” by George Shannon [See Appendix A]
- “Red Sings from Treetops: A Year in Colors,” by Joyce Sidman

[See Appendix A]

IV. Logistics

Students will sit in their spots in the meeting area for a short conversation about their impression of the High Line and a brief introduction to the poetry lesson. Then students will move to the tables or floor space to independently work on their poems. Students should be encouraged to choose the most helpful spot to work. The teachers will also find comfortable spots and write poems, as a way to model poetry writing for the class. Students should feel free to check in with a teacher if they need help. The class will reconvene at the meeting area for a group share.

V. Procedure

1. Introduction (10 minutes)

The class will gather in the meeting area. The teacher will ask students to think about their impressions of the High Line. What did they notice? What did they
see? What did they hear? Smell? Did their impressions of the park change depending on which sense they utilized? Students will briefly share some ideas.

The teachers will then explain that the class will be writing poetry based on the trip. Depending on the class, the teachers might share a poem from “Spring: A Haiku Story,” selected by George Shannon or from “Red Sings from Treetops: A Year in Colors,” by Joyce Sidman. In both books, the poems use vivid and descriptive language. Students could be asked to share a few of their own descriptive words or phrases they collected on the trip.

2. Poetry Writing (30 minutes)

Teachers will send students off to write. Each student will either have their own descriptive words from the trip, be able to see the master class list, or have a set of words cut out to work with. Photographs from the trip will be provided for students as further inspiration. The teachers will also write poems, modeling writing behavior and demonstrating the value of writing. Students should work individually but check in with a teacher if they feel stuck or think they are done.

3. Group Share (5-10 minutes)

The class will return to the meeting area where students will be invited to share their poem drafts. Students will decide if they feel comfortable sharing. Depending on time, teachers can limit the number of students who share or ask every student to just share their first line.
VI. Follow Up Activities

1. Poetry Writing

Students can be given opportunities to continue working on their poem or to write other poems inspired by the parks visited in this study. Following other trips to the High Line, students could write additional poems.

2. Publishing

Students will be asked to choose one poem to publish as part of the culmination of the study. Teachers should lead students in the editing and revising process.

VII. Evaluations

Teachers will note how students use their trip experience in their poetry writing. The teachers will look to see what pieces of the High Line and what activities students use as inspirations. They will note to what extent students are incorporating descriptive language based on the sense into their poems.
Lesson 10: What do people do at the park?

I. Purpose and Significance

In this lesson, students explore one of the guiding questions: what do people do at the park? The class begins to develop an understanding based on their personal experiences at parks and the class trips. In addition, students use their developing understanding as they prepare to interview park-goers.

II. Continuity

This lesson builds on the initial trip to the High Line, while simultaneously preparing students for the next trip. Students are asked to think back to their trip observations and what they noticed people doing at the park. This information is then used to create interview questions for visitors to the High Line.

Students continue to compare the High Line to the other park and playground visited earlier in the curriculum. Students add to their general understanding of what a park is, while exploring differences and similarities among parks in New York City.

III. Preparation and Materials

Preparation:

- Teachers should brainstorm about what people do at the park.
- Teachers should look through the trip sheets from High Line visit [See Appendix E].
- Teachers will divide the class into groups for interviewing visitors at the High Line (Lesson 11). The number of groups is based on the
number of students in the class as well as the number of chaperones for the subsequent trip.

Materials:

- Chart Paper
- Markers
- Trip Sheets – What are people doing in the park? [See Appendix E]
- Poster Board
- Pencils
- Neighborhood Map [See Appendix B]
- Park books

IV. Logistics

The class will begin this lesson in the meeting area, where the students will discuss what they think people do at parks and what they want to know about park visitors. Following the discussion, the class will break into the interview groups to prepare signs for the trip to the High Line. Each group will meet at a table. Teachers will circulate helping groups with spelling and poster ideas.

V. Procedure

1. Discussion: Why do people visit parks? (5 minutes)

The group will gather in the meeting area. A teacher will pose the questions: what do people do at parks? Why do people visit parks? Students will be encouraged to reflect on their own experiences at different parks as well as what they observed at Jackson Square Park and at the High Line. Answers will be recorded on chart paper and displayed in the classroom. Teachers should pass out
the trip sheets to help students remember things they observed people doing at the

Hi Line. Possible responses include:

- Play on a playground
- Run around
- Sit and read
- Have a picnic
- Talk with friends
- Walk around
- Look at plants
- Play catch
- Play tag

This list can be added to throughout the study as students continue learning about parks and visiting the High Line.

2. Developing Interview Questions (10-15 minutes)

Teachers will explain that the class will be returning to the High Line for a second time. The neighborhood map will be used again to show the path the class will take to the High Line as well as where on the High Line the class will visit. The teachers will discuss how the class will be going to the park to find out why people visit the High Line and what they do while on their visit. Students will have the opportunity to ask the visitors questions. Teachers should point out the locations at the High Line where the different groups will set up. The different locations at the park are dependent on the number of interview groups as well as the school’s location in relation to the park.
The teachers will ask students what they want to know about the visitors. Teachers might say, “What kind of questions can we ask to find out why people visit the High Line and what they are doing there? What can we ask to find out who visits the High Line?” Student ideas will be recorded and discussed. The class will come up with a set of questions that each interview group will ask. Teachers will then turn these questions into a recording sheet [See Appendix F for a sample recording sheet]. It is helpful to include the question, “What is your name?” on the interview sheet so that when graphing the data in Lesson 12, students can keep track of the different sheets.

3. Poster-Making Activity (20 minutes)

The class will be divided into the interview groups. Each group will be given poster board and marker. The groups will create a poster that has the name of the school and explains that the students are looking for people to interview. A poster might read, “Why do you go to the park? Please answer our questions!” Students will check in with a teacher about their idea prior to writing. They should first write in pencil, check their spelling, and then go over the words in marker.

As students finish, they should find a park book and read.

VI. Follow Up Activities

1. Interview Practice

Students should be given an opportunity to practice asking the interview questions. This can take many different forms. Teachers can ask other staff members to come in and let the groups practice. If the class has a buddy class with older students, they can also serve as the interviewees. Regardless, this activity
helps students feel comfortable reading the questions, recording the information, and speaking out loud.

Students should also come up with phrases to use to ask people to participate in the interview. This phrase might be, “Excuse me, I’m from ______ school, and we are doing an interview on the High Line. Will you please answer a few questions?”

VII. Evaluations

Teachers will note to what extent students remember what they saw people doing on the trips. Teachers will see which students easily recall park activities and which students struggle with this. While the students work on the posters, teachers should observe how students collaborate.
Lesson 11: 2nd Trip to the High Line: Interviewing Visitors

I. Purpose and Significance

In this lesson, students will practice interviewing visitors at the High Line. Students will explore how interviewing can be a form of research. Unlike interviewing Tessa Huxley in the classroom, here students will take more responsibility as they interview in smaller groups and on-site. Students will learn about data collection by asking the questions.

II. Continuity

This lesson builds on the skills students developed when interviewing Tessa Huxley earlier in the study. Students again have the opportunity to ask questions, but this time the students are in charge of recording the information. In addition, this lesson uses the interview questions developed in the previous lesson, as students continue to study what people do at the park and who goes to the park. Students now have the chance to ask their questions and collect data, which in the following lesson will then be analyzed through a math activity.

III. Preparation and Materials

Preparation:

- Teachers should visit and choose the locations where the interview groups will set up.

- Teachers should contact parents to find chaperones.

Materials:

- Clipboards

- Pencils
- Interview Recording Sheets [See Appendix F]

- Camera

IV. Logistics

Teachers will need to visit the High Line, and decide where the class will enter and exit, as well as determine locations for each interview group. This will be dependent on the school’s location.

Before leaving school, teachers should remind students of trip expectations and go over the interview activity. The class will walk to the High Line, at which point the groups will head to their designated locations. Following the interviews, the class will reconvene at a pre-appointed exit to walk back to school.

Given the popularity of the High Line, this trip should occur in the mid-morning when the park is busy but not overcrowded. Students will find sufficient people to interview without feeling overwhelmed by the crowds.

V. Procedure

1. Arrival (5 minutes)

Teachers will explain that the class is at the High Line to find out why people like to visit this park and what they like to do once here. Teachers will remind students to politely ask visitors to participate in the interviews. All information should be recorded on the recording sheets. Answers do not need to be written in complete sentences.

2. Interviewing (30 minutes)

Groups will walk to their appointed locations with their posters and recording sheets. The recording sheets should be placed on clipboards to facilitate
easy writing. A parent chaperone can collect the filled out recording sheets for each group. Teachers and chaperones should help students approach visitors. Ideally each child will have an opportunity to ask the questions and record the answers. The number of interviews is determined by the willingness of the visitors that day. Twenty interviews for the whole class will provide sufficient data for students to analyze.

Teachers should take photographs of students talking with park visitors.

3. Group Share (10 minutes)

The class will gather at the exit spot and quickly share some things they learned. This provides the groups with a chance to hear from each other and reconnect. This would also be an opportunity for students to eat a quick snack.

Teachers will lead students back to school.

VI. Evaluations

Teachers will note how comfortable students are asking questions and recording answers. Teachers will observe how the groups work together. This will inform the next interview as well as other group activities.
Lesson 12: Graphing

I. Purpose and Significance

This lesson integrates math skills into the social studies curriculum. Students analyze data about activities at the High Line, as they practice creating and reading bar graphs. Students answer key questions about what people do at parks generally, and what they do at the High Line specifically. They also explore who visits the park as they examine data about where the visitors are from.

II. Continuity

This lesson is designed to use the data collected during the prior trip to the High Line. Students examine the responses to the interview questions as a group and then create bar graphs – visual representations – of each question [See Appendix G for an example].

III. Preparation and Materials

Preparation:

- Teachers should preview the interview sheets in order to have a sense of the data and the categories of answers for each question.
- Teachers should set up bar graphs on the chart paper for each question. Do not create a bar graph for “What is your name?” This question is only asked to help students differentiate and keep track of each interview sheet.

Materials:

- Grid Chart Paper (1” by 1” squares)
- 1”x 1” squares of colored cardstock
- Black Pens
- Markers
- Tape or Glue
- Interview Recording Sheets [See Appendix F]

IV. Logistics

Creating the different graphs can be broken up across multiple days

The class will sit at tables. Every child should be able to see the graphs on the grid chart paper, which will be posted on a wall or easel. This activity requires students to move from their seats to post their information on the graph before sitting down again. Teachers will need to circulate to help students.

On grid chart paper turned the long way, the teachers will create bar graphs. For example, for the question “Where are you from?” the x-axis will indicate place of origin and the y-axis will refer to the number of people from that place. The chart can be titled “Where are High Line visitors from?”

Small squares of colored card stock will be given to the students to record their findings. These squares will then be taped onto the chart to form the bars of the bar graph. Teachers should consider using different colored card stock for each question to help students differentiate.

Each student will be responsible for no more than 2 interview sheets. If the class collected more than this number, teachers should randomly pull out the needed number of sheets (this allows for a more random sample of data). Two interview sheets per child, provides a manageable amount of data for students to handle.
These graphs will be displayed in the classroom along with the brainstorm list of what people do at the park (from Lesson 11).

V. Procedure

1. Introduction (5 minutes)

Teachers will pass out the interview sheets from the trip, at most two per student. Teachers will explain that the class will be using the interview sheets to make bar graphs and learn about what people do at the High Line. This is a way for all of the information from the different interview groups to be shared.

2. Graphing (20 minutes)

The class will graph responses to each question individually. For the question, “Where are you from?” teachers will ask students to find this question on the first of their interview sheets. On a small square of colored cardstock, students will write the answer. Teachers will then ask students to read what they recorded. The teachers will write the answers along the x-axis of the bar graph. Possible options for this question might include New York City, United States, England, China, etc.

Teachers will need to preview the responses to get a sense of the number. If there are too many different responses, the class can create larger groupings. For example, anywhere in the United States other than New York City can be put in one category. Students should still record the exact responses – California, New Jersey, Maine, etc. – on their squares, but place them all in the United States column. This helps students understand the data in a more simplified form.
Once teachers have written all the possible choices along the x-axis, students should come up and tape or glue their square onto the graph. Teachers will monitor and help students place their square in the correct spot. Students will repeat the process with their second interview sheet.

3. Reading the Bar Graph (5 minutes)

After all the responses are placed on the graph, teachers will give students a chance to comment on what they notice. A student might comment that the largest number of visitors came from New York City, or that 3 people were from Italy.

This process will be repeated with the other questions.

VI. Follow Up Activities

1. Further Interview Practice

Equipped with a modified interview and recording sheet, students will visit other classes in the school to find out why students and teachers visit parks and what they do there. This sheet could have the following questions:

1. What is your name?
2. What park do you go to?
3. What do you do at the park?
4. What is your favorite thing to do?

Students will then compare the answers to the data gathered from interviewing High Line visitors. Teachers will lead students in a conversation about the differences and similarities between the sets of answers.
VII. Evaluations

Teachers will watch to see to what extent students can manage transferring the information from the question sheets to the bar graph. Teachers should note which students need help finding the information on the sheets and placing their square in the right spot on the graph.
Lesson 13: Answering Questions about the Graphs

I. Purpose and Significance

This lesson is designed to give students the opportunity to further practice reading the bar graphs. Students will answer questions as a class about the information in the graphs.

II. Continuity

Students will continue building their understanding of who uses the park and how visitors use the park. This lesson gives students another opportunity to reflect on their experience of interviewing at the High Line. Students also continue to practice working with bar graphs.

III. Preparation and Materials

Preparation:

- Teachers will create a question sheet based on the bar graphs. This question sheet can refer to information on all the graphs or only on some of them.

Materials:

- Bar Graph Question sheets [See Appendix H for an example]
- Smart Board or Chart Paper with the questions and space for answers
- Pencils
- Bar Graphs from Lesson 12
IV. Logistics

The class will gather in the meeting area for a brief introduction before finding spots at tables or on the rug (with clip boards). The teacher will open up the question sheet on the Smart Board or hang up chart paper with the questions. Students need to be able to see the questions. The teacher will write down the answers as students respond. The point of this activity is to practice as a group finding information on the graphs. As a result, teachers will provide the spelling and sentence structure by recording the answers. Students will additionally record the answers onto their own question sheets.

V. Procedure

1. Introduction (5 minutes)

   In the meeting area, the teachers will introduce the activity, telling students that the class will be using the bar graphs to answer questions. These questions are about what visitors like to do at the High Line. Teachers will pass out question sheets and pencils.

2. Questions (20 minutes)

   Students will find spots where they can comfortably write and see the large version of the questions (either on the Smart Board or on chart paper). The teacher will begin by asking a student to read question 1 out loud. Everyone else should be following along on his or her own sheet. The teacher will ask for responses and remind students to look at the bar graphs to find the answer. Students will explain how they used the graphs to determine the answer to the question. The teacher will
record the answer on the large version while students record on their individual sheets. The class will complete the questions together.

Teachers can ask other questions to give students more practice reading the bar graphs.

3. Reflection (5 minutes)

Teachers will ask students to reflect on what they have learned from interviewing visitors, and creating graphs. A teacher might ask students if the visitors use the High Line in a different or similar way to how the students use the High Line? Do visitors use the High Line differently or similarly to how the class observed people using Jackson Square Park and the playground? This will be an informal conversation where students share their thoughts.

VI. Evaluations

Teachers will observe how students are using the bar graphs to answer the questions. They will note if students appear to be struggling to read the graphs and provide extra support if needed. Teachers will also note to what extent students are developing their understanding of how visitors use and what they do at the High Line.
Lesson 14: Relationship to other parks: Discussion

I. Purpose and Significance

This lesson asks students to pull together everything they have learned so far. Through a discussion, students will compare the High Line to Jackson Square Park and the playground. Students will explore similarities and differences among the parks, looking at park elements and how visitors use the parks. Additionally, this lesson begins to develop students' understanding of how parks are built purposefully and for many reasons.

II. Continuity

This lesson acts as the culmination of investigating how people use parks while reintroducing the idea of park elements (what do we see at the park?). During earlier trips to the playground and Jackson Square Park, students were asked what elements they saw at the park. They will bring that information to this activity and relate it to what people do at the different parks. This lesson helps lead into the final trip to the High Line where students will record and map what they see while walking the High Line.

In addition, students will examine their definition of what is a park developed in Lesson 1. The class will add and change this definition based on the experiences in this study.

III. Preparation and Materials

Preparation:

- Teachers will brainstorm possible student responses.
Materials:

- Chart Paper
- Markers
- Park definition from Lesson 1
- “Central Park Serenade,” by Laura Godwin [See Appendix A]

IV. Logistics

The class will sit in the meeting area for this discussion. Teachers will record information on chart paper in a Venn diagram format. The Venn diagram will have three circles.

V. Procedure

1. Discussion (15 minutes)

   In the meeting area, the teachers will show the class the Venn diagram on chart paper. The three circles should be labeled High Line, Jackson Square Park, and Playground. The teachers will explain that this diagram helps organize ideas, and how the overlapping areas work. The depth of the explanation depends on how familiar the class is with this type of graphic organizer.

   The teachers will open up the discussion by asking “What makes these parks different from each other? What do they have in common?” Answers will be recorded. Students might note how some parks have play areas, how some parks have space for games like tag, or how some parks have food stands.

2. Park Definition Activity (5 minutes)

   Teachers will show students the park definition created after visiting the playground in Lesson 1. Teachers will ask if students want to add or change
anything. Using another color marker, teachers should edit the definition to reflect student responses. The definition does not need to be rewritten on a new piece of chart paper; the editing process reflects how the students' ideas are changing throughout this unit of study.

At this point, teachers could lead students in a short movement break or stretching activity. This will help students regulate their bodies before transitioning to a story.

3. Central Park Serenade (10 minutes)

The class will read “Central Park Serenade,” by Laura Godwin. In simple lyrical verse and detailed illustrations, this book takes readers on a walk through Central Park. Students can note what the people in the story are doing. This book focuses heavily on the sounds of Central Park. Students might make a connection between this story and either the sound walk or poetry writing from earlier in the unit. This read-aloud provides students with a window into another New York City park as a comparison to the parks visited.

VI. Evaluations

Teachers will observe to what extent students can compare the different parks. Teachers will note what students remember about the parks and how people use them.
Lesson 15: Walking the High Line: Mapping

I. Purpose and Significance

In this final trip to the High Line, the now expert students walk from Gansevoort Street to West 23rd Street, taking note of what they see. This experience asks students to notice the park elements common to all parks (benches, trees, plants, trash cans, etc.) as well as the elements unique to the High Line (the 23rd Street Lawn, the Chelsea Market passage, etc.). Students work on observation and recording skills.

II. Continuity

This trip builds on the prior comparison lesson as students deepen their understanding of what makes up a park. Following this trip, students will begin creating a 3-D model of the High Line. This trip will act as research for what to include in the model. Students will record their findings on a trip sheet; this allows them to think about what park element they notice.

III. Preparation and Materials

Preparation:

- Teachers will preview the walk.
- Teachers will create trip sheets for the experience.
- Teachers will contact parents to find chaperones.
- Teachers should divide the class into smaller groups for the trip

Materials:

- Clip Boards
- Pencils
- Trip Sheets [See Appendix I]
- Camera

IV. Logistics

The class will walk to the High Line. This route should now feel familiar to the students, but can be previewed on the neighborhood map in the classroom. Once on the High Line, students will walk in small groups with teachers and chaperones from Gansevoort Street to West 23rd Street. As students walk, they will write and sketch about what they see. The class will have snack or lunch once they finish the walk before heading back to school.

The section of the High Line walked is dependent on the location of the school and the students in the class.

V. Procedure

1. Arrival (5 minutes)

Prior to the trip, teachers will preview the trip sheet with students and go over expectations for the trip. The teachers can facilitate a short conversation about what types of things to record to help prepare students.

Once the class arrives at the High Line, students will separate into their groups. Teachers will remind students to record what they see on their trip sheets. Students can use both words and drawings to represent what they observe.

Teachers can remind students of earlier discussions and activities about park elements if students seem confused.
2. High Line Walk (45 minutes)

The class will slowly walk the High Line. Students will record what they observe on their sheets. Teachers and chaperones will help students notice the elements around them. Students might record benches, trees, signs, food stands, lawns, seating arrangements, stairwells, etc.

A teacher will take photographs of students busy recording throughout the trip.

The class will gather at the 23rd Street Lawn for a snack before heading back to school. There are seating steps at the southern end of the lawn where students can rest and eat.

VI. Follow Up Activities

1. Plants of the High Line

The High Line prides itself on only containing plants native to the U.S., many of which are local New York State or North East plants. Students will investigate how plants grow, the different parts of a plant, and discuss the importance of plants in parks. Depending on the interests of the group, students could experiment with growing different types of plants and recording observations of the growing process.

VII. Evaluations

Teachers will note to what extent students are capturing the park elements on their trip sheets. Teachers will observe what form the recording on the trip sheet takes. Teachers will also listen to conversation among the students, noting how students are pulling together the pieces of the curriculum.
Lesson 16: 3-D Model

I. Purpose and Significance

This lesson provides what Lucy Sprague Mitchell (2001) calls the “outgo” of learning. Throughout the study, students have taken in information about the High Line specifically, and about parks in general. Here, they have the opportunity to transform the raw materials of the experiences, and externalize their understanding through the creation of a lasting representation (Vascellaro, 2011). This representation takes the form of a 3-dimensional model of the High Line park. Students will collaborate as they recreate the key elements of the park, represent how they and other visitors use the park, and explore what makes this park so unique.

II. Continuity

Building the 3-dimensional model utilizes all of the prior experiences in this unit. Students use what they have learned as they decide what to include in their model and how to represent the elements. In addition, the creating and building process connects to the final strand of the curriculum: creation of the High Line and urban renewal. Students will begin to understand how the railway that formed the basis of the park was built, as well as how the High Line was developed and planned.

III. Preparation and Materials

Preparation:

- Teachers should print out photographs from the walking trip.
- Teachers will collect materials. In preparation for this project, the class can have a discussion about what types of materials students
might want. The teachers will send a note home asking families to assist with the collection process.

Materials:

- Neighborhood Map [See Appendix B]
- Map of the High Line (http://www.thehighline.org/visit)
- Photographs from trips
- Trip sheets for reference [See Appendix I]
- Cardboard Boxes of all sizes
- Glue
- Tape
- Paint
- Markers
- Scissors
- String
- Clay or Model Magic
- Other art supplies

IV. Logistics

This project will take more than one session, and can be worked on throughout the rest of the curriculum. Students will have opportunities to add to the model and play using the model. The section of the High Line represented should reflect the walking trips.
Teachers will lead conversations about the project, allowing the students to decide what materials to use, how to use them, and where to start. Teachers will provide support and guidance as students problem solve.

Students will be divided into small groups to work on the project. Groups could either be responsible for sections of the High Line, or could work at different times on the whole park. It is up to the teachers to decide how to structure this project.

The model will be large scale. For a sense of size, the lid of a shoebox makes a perfect platform for the park, when placed on top of vertical cereal boxes. However, the model will look completely different depending on the class and the students’ ideas.

If desired, the class can add the New York City streets to the floor beneath the model. The neighborhood map provides a reference point. This allows the class to see their developing sense of orientation in a 3-D form.

V. Procedure

1. Planning (timing is dependent on the class)

The class will gather in the meeting area and the teachers will introduce the model idea. Students will have time to brainstorm what they think should be included and what materials would work best. Teachers will lead a conversation about scale. Before breaking the students into groups, the class will have a general idea of how the overall structure will be created.
2. Constructing the High Line Model (timing is dependent on the class)

In small groups, the class will begin designing and building the model. Students can be encouraged to make sketches of their ideas prior to building. While some groups work on constructing the structure, other groups can create park elements and visitors. Students will consult the neighborhood map, High Line maps, photographs and trip sheets. Teachers will circulate, helping students work through their ideas. Students will be encouraged to collaborate.

VI. Follow Up Activities

1. Continuing to Construct the High Line

Students will continue working on the High Line. As they learn more about urban renewal and the history of the park, they will be encouraged to add to the model.

2. Using the High Line Model

Students will be given time to play with the model. This could include using the figurines of visitors to engage in dramatic play.

VII. Evaluations

Teachers will observe to what extent students are accurate in their representation of the High Line. Teachers will note what details and elements students decide to include. Teachers will also notice what earlier aspects of the curriculum students are utilizing as they construct. Teachers should observe how quickly the groups get to work, and how focused they are while constructing.
Lesson 17: Urban Renewal

I. Purpose and Significance

This lesson explicitly introduces the concept of urban renewal. Students read “City Green,” and see how a neighborhood turns an abandoned lot into a thriving garden, before examining photographs of the old railway, and the abandoned tracks. This lesson focuses on how abandoned places are sometimes transformed into green spaces.

Students will learn about the history of the railway, the advocacy of the High Line’s preservation, and how the space was redesigned.

II. Continuity

This lesson emphasizes the concept of urban renewal, which has been mentioned earlier in the study (at Jackson Square Park and while reading “The Curious Garden”). Students, already familiar with the current version of the High Line, will use this base to explore the past. This lesson helps prepare students for the following lesson where they meet with a High Line employee.

III. Preparation and Materials

Preparation:

- Teachers will read “City Green” by DyAnne DiSalvo.
- Teachers will research the history of the High Line

Materials:

- “City Green” by DyAnne DiSalvo [See Appendix A]
- Neighborhood Map
IV. Logistics

The class will gather in the meeting area, facing a teacher. Students will need to be able to see the Smart Board for the second portion of the lesson. Students are sitting for the entirety of this lesson. As a result, movement breaks may need to be added between the different portions.

If a class does not have access to a Smart Board, the photographs can be printed out on a color printer and held up for the students to see.

V. Procedure

1. City Green (15 minutes)

The class will read “City Green,” by DyAnne DiSalvo. This book tells a story of urban renewal that takes place in a vacant lot on a block full of apartment buildings. One day, Marcy, a young girl, has the wonderful idea to turn the littered lot into a garden, and enlists the help of her family and neighbors.

Teachers will read the story and then ask students for responses. Students might make connections between this story and “The Curious Gardener” by Jonathan Brown. Teachers might ask students how the space changes throughout the book.

At this point, teachers might want to lead students in a quick stretching activity or movement break.

2. High Line History (20 minutes)

Teachers will use time to explore the history of the High Line through photographs. The teachers will show old photographs of the railway, the abandoned tracks and the High Line today, in order to talk about how the park was created.
Teachers will encourage students to draw comparisons among the photographs. Images can be found on the High Line website as well as on the Museum of the City website

- http://www.thehighline.org/
- http://www.museumofthecity.org/nyc-parks-the-high-line/

Teachers will begin by showing students an image of the old railway line, which ran down 11th avenue. Teachers will explain how the trains on this railway line delivered food – butter, eggs, cheese, meat, etc. – to New York City. The trains wound their way through the West Side and as result many children were run over by the trains. 11th Avenue used to be called Death Avenue because of all the casualties. Teachers will point out 11th Avenue on the neighborhood map to help students orient themselves. A man on horseback used to ride in front of the train to warn pedestrians to get out of the way. Many people living in the neighborhood were upset by all the deaths.

As a result, the tracks were removed and an elevated railway system was created – what we now know as the High Line. At this point, teachers will show two photo of the High Line as a railway. Students will be encouraged to notice what looks familiar from their visits to the park.

Teachers will then explain how eventually people stopped using this railway to bring food into the city, and the High Line was abandoned. Teachers will show two photographs by Joel Sternfeld of the abandoned park (these can be found on the Museum of the City website). Once the railway was no longer in use, nature began to
take over. Wind, insects and birds carried seeds to the tracks, where they began to grow into a wild landscape.

Teachers will then show a photograph of the High Line today. This can be a photo taken on one of the trips to the High Line. Teachers will explain how the city wanted to destroy the railway line. A couple of people – Robert Hammond and Joshua David – formed a group to protect the High Line. They called their group The Friends of the High Line. They created a plan to turn the railway into a public park. In the design, pieces of the old railway were used. Teachers will ask students to closely look at the photograph and see if they notice any pieces of the railway. Students might notice the tracks – these tracks now act as trestles for the plants.

Teachers will ask students if they have any questions.

VI. Follow Up Activities

1. The Gardener

The class will read “The Gardener,” by Sarah Stewart, another book on urban renewal [See Appendix A]. This book tells the story of a young girl who plants a secret garden in the big grey city. She hopes the garden will make her grumpy uncle smile.

2. Reclaimed Green Spaces

If there are examples of urban renewal or abandoned places being turned into green spaces in the school’s neighborhood, the class could plan a small trip. If the spaces are familiar to students, teachers could simply mention them and lead a discussion about similarities and differences.
VII. Evaluations

This lesson is important as it provides the background information for meeting with the High Line employee. Teachers should note to what extent students participated in the discussion, as well as what types of questions are asked and connections are made. They should observe students’ body language and focus, and use this to evaluate how successful the lesson was.
Lesson 18: Meeting a High Line employee

I. Purpose and Significance

This lesson provides students with an opportunity to meet and interview a High Line educator. In many ways this meeting is a celebration of the students work; they are able to show off what they have learned and ask informed questions.

II. Continuity

The students – now experts on the High Line and New York City parks – will use what they have learned to discuss their study and ask questions of an official expert (a High Line employee). This lesson builds on all the prior experiences, as students use their accumulated knowledge to skillfully converse about the park. In addition, the meeting with the High Line educator helps prepare students for the final writing project in which students will design flyers about the High Line.

III. Preparation and Materials

Preparation:

- Teachers will have students brainstorm a list of questions.
- Teachers will contact the High Line to arrange for an educator visit and confirm the time. (info@thehighline.org)

Materials:

- Camera (to take photographs of the visit)

IV. Logistics

The class will gather in the meeting area for a conversation with the educator. Teachers will remind students about expectations and help with behavior
management. During the conversation, teacher should take photographs, which can then be displayed in the classroom.

The teachers should contact the High Line education department to arrange this experience. The educator may differ each time, but for the sake of this curriculum Emily Pinkowitz will be referenced.

Emily Pinkowitz is the Deputy Director of Programs and Education at the High Line. She will talk with the students about the history of the High Line and then answer any questions. This interview is designed to be an informal conversation that provides students with a chance to ask any lingering questions they have about parks in general or the High Line in particular.

Additionally, depending on the school, its resources, and the students, this lesson could take place on the High Line.

V. Procedure

1. Welcome Emily Pinkowitz (5 minutes)

After gathering in the meeting area, teachers will introduce Emily Pinkowitz to the class. The teachers will tell the class that Emily Pinkowitz is a special visitor who works at the High Line. She is the Deputy Director of Programs and Education. She is here to share some stories about the park and answer some questions.

Emily Pinkowitz will ask the students to share what they have been learning. Students might mention urban renewal, graphing how people use the parks, their 3-D model of the High Line, etc.
2. Conversation with Emily Pinkowitz (30 minutes)

Emily Pinkowitz will use this time to talk about her job at the High Line. She will share how she and other educators work with teachers to help students learn about the High Line.

She will share how founding members of the Friends of the High Line were upset that the railway line was going to be knocked down. They felt the structure was worth saving, so they went to the community to ask for help. Instead of saying, “let’s turn the railway line into a park,” they showed community members the amazing photographs taken by Joel Sternfeld, and said “we have to save this space.” They didn’t tell people what the structure should be and said it could be anything. They asked people to use their own imaginations. Even before the structure was officially saved, the Friends of the High Line had an ideas competition. They invited people from all over the world to come up with ideas of how to transform the space. People drew designs for a swimming pool, roller coaster, and park, etc. There were 720 teams in the ideas competition and many of their designs were displayed at Grand Central Terminal. This helped get more people on board. After this, the Friends of the High Line began the process of selecting a design team.

Emily Pinkowitz will then ask students if they have any questions for her. This is a chance for the class to ask anything they still want to know. Students might ask if dogs are allowed on the High Line. Emily Pinkowitz will respond that dogs are not allowed and explain that the park is built with steel beams running vertically at the bottom and a bathtub-like structure on top. Then came more metal beams. Designers then put down planks that fit together like a set of Lego pieces. The
arrangement of the planks forms spaces where plants can grow. This is called an integrated landscape. The design allows water to drain after rainstorms. Without this system the park would look like a small lake after each storm. The planks are slightly slanted so that the rainwater lands on the plants. If dogs were allowed in the park and then peed, their pee would land on the plants. Remember, dog pee kills plants!

Students might then respond by asking how come the draining rainwater does not land on the heads of pedestrians at the street level. Emily Pinkowitz will remind students about the bathtub-like structure, which prevents water from dripping. Additionally, the plants absorb the rainwater.

The class could also ask about the railroad tracks they noticed during the trips and in photographs. Emily Pinkowitz will explain that the tracks are actually parts of the original elevated railway line. When construction began on the park, all of the tracks were removed. About 1/3 of the tracks were eventually returned to the park. However, it was decided that all of the reused tracks should be placed back in their original locations. To do this, the exact GPS location was written on each track before the construction started. You can still see the GPS locations on many of the tracks as you walk through the park.

Depending on the time of year, students might express curiosity about how the park deals with snow. Emily Pinkowitz will tell students that the park is open all year round. This means visitors need to be able to access all areas of the High Line. Employees at the park shovel the snow off of the paths. They also recently bought a small machine that helps to move the snow. The High Line does not use salt
or sand to melt the snow, because both are bad for the plants. In fact the park tries to only use organic materials and no chemicals in the care and upkeep.

VI. Follow Up Activities

1. Thank you note

The class should write a thank you note and send it to their visitor. This note could be written by a few students or be part of a whole-class activity. Students will thank Emily Pinkowitz for visiting, mention what they learned or their favorite part of the conversation, and invite her back for the culmination celebration.

VII. Evaluations

Teachers will observe student involvement and participation in the conversation with Emily Pinkowitz. Teachers will note the types of questions that students ask and use this information for future planning. This will help inform teachers about areas of success and areas for improvement in the study.
Lesson 19: High Line Park Flyers

I. Purpose and Significance

This lesson provides students with an opportunity to express their understanding of the curriculum. Students have been taking in information about the park and what makes it unique. Here students use this information to teach people about the High Line and encourage them to visit. Students are creating another lasting representation of their experiences (Vascellaro, 2011).

II. Continuity

Students build on what they have learned from the prior trips, books, interviews and activities. Students have been provided with various forms of information, and in this lesson sift through the information and express what makes the park special to them. The flyers act as a culmination of the curriculum, as students reflect back on the study.

III. Preparation and Materials

Preparation:

- Teachers should compile photographs from all the different trips to the High Line.

- Teachers should brainstorm possible students ideas and think about support for specific students.

Materials:

- Chart Paper
- Poster Board
- Pencils
- Markers
- Sharpies
- Materials from the curriculum (books, maps, trip sheets, photographs)

IV. Logistics

The class will gather in the meeting area facing a teacher for a brief meeting, before dispersing to tables and floor space. Students should be encouraged to choose a workspace that is most helpful for them. Teachers will walk around providing scaffolding as needed. Students should have access to park books, High Line resources, photographs, and trip sheets. At the end of the lesson, the class will share and reflect on their posters in the meeting area.

V. Procedure

1. Discussion (10 minutes)

Teachers will lead the class in a brief discussion about what they have learned in this study. Teachers will ask students what they know about the High Line. Responses will be recorded on chart paper. This will help prepare students to make individual flyers, by requiring students to succinctly state what they know.

The teacher could also ask students to share about their favorite part of the curriculum. This provides teachers with information about the success of different parts of the study, and allows students to begin brainstorming ideas for their flyer.

2. Flyer Making (30 minutes)

The teacher will explain that each student will be making a flyer about the High Line. The flyer should emphasize what the park is, why it is special and why
people should visit. Each flyer should have both words and pictures. Students might want to highlight a particular section of the High Line, talk about its history, or share what visitors can do at the park.

On chart paper, the teacher should write down suggestions for possible persuasive writing sentence starters. Students can refer to these as needed.

Possible sentence starters:

- You should visit the High Line because...
- At the High Line, you can...
- Come see the...
- Experience the...
- The High Line is special because...

Teachers will send students off to the workspaces to get started. Teachers will remind students that they can look at their trip sheets, photographs, books and any other materials from the curriculum as needed.

Depending on the students, this activity might take more than one session.

3. Share (10 minutes)

The class will reconvene in the meeting area with their flyers. Each student will have a brief opportunity to share about what they wrote and drew. During this time, all other students should quietly and respectfully listen. The sharer should read their persuasive sentence.
VI. Evaluations

Teachers will note what aspects of the curriculum students choose to highlight in their flyers. This will inform teachers about the success of certain experiences and help inform their planning for future iterations of the curriculum.
Lesson 20: Celebration

I. Purpose and Significance

This is the final piece of the curriculum. The now expert students have the opportunity to share everything they have learned with their families. This culmination is chance for the class to celebrate all of their work and curiosity. The poems, observational sketches and paintings, bar graphs, High Line 3-dimensional model, and flyers will be on display.

II. Continuity

In this lesson, students will return to prior projects and activities as they explain their learning and their experiences to their families. They will draw on study as they talk about the High Line and the questions explored throughout the curriculum.

III. Preparation and Materials

Preparation:

- Teachers will invite families to join in the culmination.
- Teachers with the help of students will set up the room and display the different elements.
- Teachers should contact all of the interviewed guests and invite them to attend.

Materials:

- High Line Poems
- Observational sketches from the Impressionistic Walk
- Paintings of the High Line
- Bar Graphs
- High Line 3-dimensional Model
- Flyers
- Any charts or papers the students want to display
- Camera

IV. Logistics

The classroom will be set up so that students can lead their guests around the room to all of the work on display. The set-up is dependent on the classroom space. Everyone will then gather in the meeting area for a poetry share. The culmination celebration will take under an hour, including transitions. Teachers will take photographs of the students and their guests.

Teachers will discuss proper behavior with students prior to the celebration. The teachers will remind students that they are the experts or “guides,” and it is their responsibility to share what they know with their families.

If it is too hard to have families celebrate with the students, staff or other classes in the school can be invited instead. Regardless, this is a chance for the students to celebrate and teach others.

V. Procedure

1. Display Walk (25 minutes)

Students will move around the classroom, showing their guests the sketches and paintings, the bar graphs, the High Line model, the flyers, and anything else on display. Students will act as guides, teaching the guests about the High Line and the projects.
2. Poetry Share (20 minutes)

   The whole group will gather in the meeting area. Each student will read aloud his or her High Line poem.

VI. Evaluations

   Teachers will note what information students choose to share with their guests. This will help inform teachers about which elements of the curriculum have been successful and which need improvement. Teachers can use this information for the future.
References


Appendix

Appendix A: Teacher Resources

Appendix B: Neighborhood Map

Appendix C: Photographs of Battery Park City After Hurricane Sandy

Appendix D: Writing Sheet

Appendix E: Trip Sheet – What Are People Doing in the Park?

Appendix F: Sample – Interview Recording Sheets

Appendix G: Sample – Bar Graph

Appendix H: Sample – Bar Graph Questions

Appendix I: Trip Sheet – What Do You See on the High Line?
APPENDIX A: TEACHER RESOURCES

I. Children’s Literature:


In this book based on the story of the High Line, a little boy named Liam discovers a struggling garden on some abandoned train tracks. Liam decides to take care of the garden, becoming a gardener in the process. As time passes, the garden spreads throughout the grey city, transforming it into a vibrant, green world.


This book tells a story of urban renewal that takes place in a vacant lot on a block full of apartment buildings. One day, Marcy has the wonderful idea to turn the littered lot into a garden, and enlists the help of her family and neighbors.


Through lyrical verse and bright illustrations, this book takes readers on a stroll through Central Park. Rhymed couplets emphasize the sounds and sights of the park on a summer day. The pictures focus on the diversity of New York City, while maps on the end pages provide information about Central Park.


New Yorkers familiar with the subways, noise and skyscrapers of the big city, are surprised when a red-tailed hawk is spotted flying near and in Central Park. The hawk's many admirers name him Pale Male, and watch as he finds a mate and raises babies in the park.


This picture book takes readers back into time as it imagines the origins of New York City's oldest elm tree. Over 250 years ago, a seed landed and grew on what would later become Madison Square Park. The book tells the story of not only the tree itself, but also the neighborhood that grew and changed around it.


This book tells the story of Stumpy the Squirrel, who has just settled into a new nest in an oak tree in Gooseberry Park. It's a perfect place for her to have babies! Stumpy's three best friends – a Labrador retriever, a wise hermit crab, and a bad with an obsession for Chinese food – are thrilled. However after a terrible
storm, Stumpy disappears, leaving her friends to rescue her babies and find her. It takes courage and humor to bring Stumpy home!


This thoughtful collection of poems are arranged to give readers the sensation of walking along on a bright spring day. The colorful illustrations enhance the visual quality of the haikus.


In Joyce Sidman's books of poems, color is brought to life. Sidman combines the sense of sight, sound, smell and taste as she describes the changing colors of the seasons. The evocative poems are matched with brilliantly done illustrations.


In this touching story, Lydia Grace Finch brings a suitcase of seeds with her when she moves to live with her grumpy Uncle Jim in the big grey city. Once there she slowly begins brightening her Uncle's shop with the flowers she grows. On the rooftop, Lydia creates a secret place where she ambitiously plants a garden designed to make Uncle Jim smile.
II. Resources on the High Line:


This book tells the story of how the High Line was transformed from an abandoned railway into a world famous park. Two citizens with no prior planning or development experience collaborated with neighbors, artists, elected officials, storeowners, and leaders in horticulture and landscape architecture to create a park celebrated for its design, vibrancy and urban renewal.


This article discusses the deadly history of the railroad crossings in New York City, and how they resulted in the elevated railway that eventually became the High Line. It provides information on the West Side Improvement project and the deaths caused by the trains.


This interview with James Corner, the landscape architect who was the lead designed behind the High Line, provides a glimpse into the design and construction process. Corner shares his perspectives on what it was like to turn an abandoned railway into a green space. The interview is accompanied by a video of Corner discussing the project.


This book is an amazing reference when studying the design of the High Line. It presents the final comprehensive design for the first two sections of the park, complete with design renderings, maps and photographs. These resources span from its initial construction in the 1930’s to the current re-construction into a highly celebrated park.


This resource provides teachers with a succinct summary of the history of the High Line. Starting with the railroad line and the neighborhoods through which
the railway passed, and then moving to the High Line’s transformation and its impact on the neighborhoods, this history of the park offers background information accompanied by photographs.


This is a book of early colored photographs by Joel Sternfeld that depict the High Line during its abandonment. The photographs show the High Line as the founders of the Friends of the High Line would have seen it when they first climbed up to the railway tracks.


This resource allows individuals to download TheGaits, a free smartphone application that turns footsteps into twinkling sounds, water splashes, car honks, a guitar chords. Composed by Lainie Fefferman, Joshua Narveson, and Cameron Britt, the sounds were designed to be listened to while walking the High Line.


This article discusses the history of the High Line as it transformed from an abandoned space into a highly used park. This resource allows readers a glimpse into the mind of Robert Hammond, one of the founders of Friends of the High Line. A link on the article page connects to a Time Lapse video that takes viewers on a walking experience through the park’s entirety.


This website provides information about the history of the High Line, its programs, its educational tours, the plants, along with countless photographs. This website is a wonderful resource for teachers and anyone interested in urban renewal and New York City parks.
APPENDIX B: NEIGHBORHOOD MAP

Neighborhood Map

© Friends of the High Line
APPENDIX C: PHOTOGRAPHS OF BATTERY PARK CITY AFTER HURRICANE SANDY

Flooding © Tessa Huxley
South Cove Jetty Damage © Tessa Huxley
Kowsky Property Line Wall Damage  © Tessa Huxley
Kowsky Plaza Tree Damage

© Tessa Huxley
Turf Field Damage © Tessa Huxley
Working on the Downed Trees

© Tessa Huxley
APPENDIX D: WRITING SHEET

Name:_____________________

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APPENDIX E: TRIP SHEET – WHAT ARE PEOPLE DOING IN THE PARK?

Name ____________________          Date ______________

High Line Trip:  
What Are People Doing In The Park?

What do you notice people doing in the park?  
Record your observations. You can use both words and pictures.
High Line Interview: Recording Sheet

1. What is your name?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

2. Where are you from?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

3. Why are you visiting the High Line today?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

4. What is your favorite part of the High Line?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

5. What is one thing you like to do at this park?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
APPENDIX G: SAMPLE – BAR GRAPH

Where are High Line Visitors From?

NYC
US
Europe
China

Place of Origin

New York
California
Italy
China

Number of People

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2
APPENDIX H: SAMPLE – BAR GRAPH QUESTIONS

Name ___________________________ Date ___________________________

High Line Trip Questions - Sample

1. Where are most people who visited the High Line from?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

2. What are some reasons people visited the High Line?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

3. What part of the High Line do people like the most?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

4. How many people say they like to sit and read a book at the High Line?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

5. How many people say they like to walk the whole park?
_________________________________________________________________________________
_________________________________________________________________________________
APPENDIX I: TRIP SHEET – WHAT DO YOU SEE ON THE HIGH LINE?

Name _______________________    Date ______________

High Line Trip:
What Things Do You See?

What do you notice as you walk around the park?
Record your observations. You can use both words and pictures.
What other things do you see?
Friends of the High Line  
The Diller-von Furstenberg Building  
820 Washington Street  
New York, NY 10014

Dear Emily Pinkowitz,

I am a graduate student at the Bank Street College of Education in New York City. As part of my graduation requirement, I am preparing an independent study on a curriculum about the High Line. Independent studies are catalogued as part of the library collection and are downloadable via a live link on the catalog entry, making them accessible to Bank Street faculty and students as well as beyond the college. They will also be entered into an international database for wider circulation.

I would like to request permission to include reproductions of maps and images from the High Line website to supplement my thesis text.

The images, in the form of color copies, would be included only in the appendix, and serve as a point of reference for the reader.

Thank you in advance for your prompt attention to this request.

Sincerely,
Alyssa Anker

I, Emily Pinkowitz, give permission for Alyssa Anker to include reproductions of Friends of the High Line images in her thesis text.

(Signature) 4/1/2015
(Date)
Battery Park City Parks Conservancy
75 Battery Place
New York, NY 10280

Dear Tessa Huxley,

I am a graduate student at the Bank Street College of Education in New York City. As part of my graduation requirement, I am preparing an independent study on a curriculum about the High Line. Independent studies are catalogued as part of the library collection and are downloadable via a live link on the catalog entry, making them accessible to Bank Street faculty and students as well as beyond the college. They will also be entered into an international database for wider circulation.

I would like to request permission to include reproductions of your images of the aftermath of Hurricane Sandy to supplement my thesis text.

The images, in the form of color copies, would be included only in the appendix, and serve as a point of reference for the reader.

Thank you in advance for your prompt attention to this request.

Sincerely,
Alyssa Anker

I give permission for Alyssa Anker to include reproductions of my images in her thesis text.

_Tessa Huxley_ (Signature)

4-27-15 (Date)