

Inquiry Project Design Plan

Teacher/Designer Names: Ms. Maria Tartaglione School: Rosemarie Ann Siragusa Global Academy	
Name of Project: RESTORATION of the Transformed Untermyer Park and Gardens in the City of Yonkers.	Grade Level: 6 – 8
Est Launch Date: 2023- 2024	Est Duration (in weeks): 2 weeks
Disciplines Involved: ELA/SS/SCI	
Problem Statement: Through the restoration and enhancement of Untermyer Park and Gardens transformed to the present-day environment of the City of Yonkers.	

STAGE 1: DESIRED RESULTS	
Big Idea: EXPLORATION/Perspective/Change or Continuity	
Enduring Understandings: <ul style="list-style-type: none"><li>History</li><li>Restoring and Innovation</li><li>Transformation</li></ul>	Essential Question(s): (MEANT TO BE SHARED WITH STUDENTS) <ul style="list-style-type: none"><li>How can we as community members restore and continue to transform the legacy of Untermyer Garden and Conservatory and evolve and integrate in our own communities reflecting from 2010 – the present day?</li></ul>
Established Goals (Standards, Performance Indicators, Learning Goals): *choose relevant standards to unit/project plan timing and learning goals; do not need to use all disciplines below. ** unpack into SWK and SWBAT under identified standards as this will lead to aligned assessment design  Students will explore the RESTORATION and TRANSFORMATION of the	
Science Standards (list if using, unpack under each standard into SWK and SWBAT): York State P-12 Science Learning Standards  SWK: <ul style="list-style-type: none"><li>Performance Expectations: traditional science with engineering</li><li>Analysis of Data</li><li>Evolution expectations of evolutionary relationships among organisms in terms.</li></ul> SWBAT: <ul style="list-style-type: none"><li>Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past</li><li>The probability of the survival and reproduction in a specific environment</li><li>The use of proportional reasoning to support explanations of trends in changes to populations over time.</li></ul>	
Social Studies Standards (list if using, unpack under each standard into SWK and SWBAT):  History of Untermyer Gardens in efforts to initiate and evolve school, urban	

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**neighborhoods and vacant landforms throughout the City of Yonkers.**

**SWK:**

- Research information pertaining to the City of Yonkers and Untermyer Gardens and Conservatory
- Transform information gathered into architect and technical platforms in which will signify the design
- Creation of 3D visual models.

**SWBAT:**

- Transfer textual information gathered into creating plans via technology
- Understand and distinguish between difference layouts for a common cause of transformation and restoration
- Creating of a model sample to allow for real life environments to multiply within the city of Yonkers reflecting on the ecology that has been instilled from 2010 to the present at Untermyer Gardens and Consorvatory .

**Mathematics Standards** (list if using, unpack under each standard into SWK and SWBAT):

**SWK:**

- How to locate amounts of dollars needed to create an ecology in an urban
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**SWBAT:**

- Create a budget for perspective garden environments
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**ELA Standards** (list if using, unpack under each standard into SWK and SWBAT):

**1 (6-8):** Write arguments focused on discipline-specific content. **1a:** Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **1b:** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources. **1c:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence. **1d:** Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience. **1e:** Provide a concluding statement or section that follows from and supports the argument presented. **6 (6-8):** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

**SWK:**

- Write an argument
- Introduce claims(s)
- Support claims(s)
- Use of words or phrases to clarify the relationships among the claim(s)
- Gather of relevant information from credible and accurate sources

**SWBAT:**

- Provide analysis of the past and compare to the present-day perspective of Untermyer Gardens.
- Elaborate on the knowledge acquired from text and observation of the understanding of how transformation has been gathered in the preserving of the past and the transformation of today at Untermyer Parks and Gardens.
- Culminate in both written text, 3D Illustration and Model actualizations of exhibits at Untermyer Parks and Gardens.

**Technology Standards:**

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- **NYS Computer Science and Digital Fluency** (select at least 1 for Smart Start):  
4-6.IC.1 Describe computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices. Clarifying Statement: The focus should be on how computing technologies both influence and are influenced by society and culture.
- **4. THE INFLUENCE OF TECHNOLOGY AND HISTORY STUDENTS WILL:** a) Describe how inventions and innovations have evolved through methodical tests and refinements b) Describe how specialization of products and systems have led to technological improvements c) Evaluate how contemporary understanding of measurement, mathematics, and control systems have aided or promoted the development and refinement of technological devices and systems d) Demonstrate how the knowledge of science and mathematics has impacted invention and innovation in technological systems.

Social Justice Standards:

Other (Art, SEL, etc):

Links to Standards/Reference Frameworks:  
NYS NextGen [ELA](#) and [Math](#), [NGSS](#), [NGSS by DCI](#) [Nat'l C3 SS Framework](#), [NYS K-8 SS Standards](#), [ISTE](#), [Social Justice Standards](#), [CASEL SEL Framework](#), [NYS CS and Digital Fluency](#)

- Teaching/Learning Goal Notes for Stage 1:**  
Students will be *INVESTIGATORS* and able to clarify their understanding in writing and oral presentation of the transformation and restoration that has occurred at Untermyer Park and Conservatory in the last decade as they elaborate through its history.
- Samuel Untermyer will be researched and students will provide evidence based on his famous quote as he is known for his ambition for the garden in that... It be not less than the finest garden in the world.”
- Discussion of the overview and central focus Untermyer Gardens.
  - **Who is Samuel Untermyer and what was his profession and or desired profession?**
  - **Describe his ambition in life? For the Garden and Conservatory?**
  - **Elaboration of Family Members attributes and contributions.**

<https://www.untermyergardens.org/overview.html>.

The Conservancy and the Gardens

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*Creating of a slide show that instills each stage of the extended response along with visuals that are supportive of each central idea.*

STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task Narrative

**Goal:** *Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.* The exchange pertaining to plants, mythology, architecture, and sculpture, oriented at the Walled Garden. Why was the Walled Garden built like a fortress and the ancient symbolism of the four canals?

**Role:** *Define the role of the students in the task. State the job of the students for the task.*

Groups will be established:

- Students will be SCIENTIST in which to identify what types of plants have been planted in a specific garden and how they are taken care of opposed to other gardens within the conservatory at Untermyers.
- Evidence of abstract and or verbal mythology that is related to the Garden and Conservatory and the theme is portrayed in each of the gardens.
- The view and explanation of the art and sculpture that surrounds and decors each garden and its relationship to the theme of the garden.

**Audience:** *Identify the target audience within the context of the scenario.* **Grade 6 -8, Class Team Peers, Administrators, Directors, School Building Educators, Parents, and YPS Community.**

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**Situation:** *Set the context of the scenario. Define the narrative.*  
Students will investigate the types of gardens and plants that are evident at Untermeyer Park and Conservatory. Through such process they will research the types of plants along with their care, thriving aspects and life cycle pertaining to their environment. In groups students will continue to interpret the mythology incorporated and embedded into the theme of each garden. Continuing with the internal artistic expression of the present art and sculptures that are affiliated to each garden.

**Product(s):** *Clarify what the students will create and why they will create it.*

- Garden environment via CANVA that will display types of plants, art and sculptures for schools, urban landscapes in Yonkers, parks and vacant land forms.
- Short responses following the NYS 2pt writing rubric that explicitly elaborate the created environment that has been transformed and or restored initiated by the gardens located at Untermeyer Garden and Conservatory.

**Criteria for Success):** *Provide students with a clear picture of success. Identify specific standards for success such as rubrics, checklists, quizzes, etc.*

- ☐ **Above and Beyond** creative/written environment
- ☐ **Proficient** creative and written environment and elaboration
- ☐ **General/ Partial** creation and written environment
- ☐ **Attempted// Below Proficient** creative and written environment

**Other Evidence/Assessments:**

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STAGE 3: THE LEARNING PLAN:
<p><b>Learning Activities</b></p> <p>(potential layout below. Can be daily, divided by periods, or even using the Engineering Design Process to divide into stages such as Ask, Imagine, Plan, Create, Improve)</p>
<p><b>Week 1</b></p>
<p><b>Learning Goals:</b> The understanding and interpretation of the Transformation and Restoration of Untermyer Gardens Conservatory. Student are investigators and reporters based on the history and its environment and the input of its original property founder/owner Mr. Samuel Untermyer.</p>
<p><b>Learning Events:</b></p> <ul style="list-style-type: none"><li>• Students will be asked to reflect upon the Gardens located on Yonkers, NY.</li><li>• As a class, students will independently research Untermyer Garden and Conservatory at <a href="https://untermyergardens.org">https://untermyergardens.org</a></li><li>• History Tour of Slides: Highlights of the estate from its origin in 1862</li><li>• The clarification of each of its three owners</li><li>• Emphasizing the renowned publicity of the Untermyer years</li><li>• Dramatic Decline</li><li>• Restoration efforts from 2010 to the present day.</li></ul>
<p><b>Formative Assessments:</b></p> <p>Completion of an extended response following the 4pt writing rubric that replicates the introduction of the history of Untermyer Garden and Conservatory which lead into the initial restoration and transformation of the present day Untermyer Garden and Conservatory.</p>
<p><b>Notes/Resources:</b></p>
<p><b>Week 2</b></p>
<p><b>Learning Goals:</b> How is Untermyer and the community restoring and transforming the City of Yonkers through the essence of the gardens and conservatory?</p> <p><a href="https://www.untermyergardens.org/warblers-on-warburton.html">https://www.untermyergardens.org/warblers-on-warburton.html</a>.</p>

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**Learning Events:** . How has the City of Yonkers Benefited from the Resources Of the Untermyer Gardens and Conservatory The RESEARCH CONTINUES... According to Untermyer;

In 2021, the Conservancy successfully piloted **Warblers on Warburton** and planted six trees in the front yard of homes on Warburton Avenue. The Conservancy purchased the trees and planted them free of charge. In exchange, the property owners promised to water their tree faithfully for two years, the time it takes for a healthy tree to get established.

In 2022, the Conservancy planted an additional 8 trees along Warburton Avenue and neighboring streets that will grow to be majestic shade trees. The planting was done by a supervising gardener, assisted by interns in our Youth Horticultural Initiative which serves Yonkers public high school students.

*Warblers on Warburton is the recipient of the 2022 Yonkers Green City Community Leadership Award.*

**Trees Benefit the Whole Community**

- Increase property values
- Cooling effect on houses
- Protect against harmful UV rays
- Reduce global warming
- Reduce street noise
- Provide habitat for birds, including songbirds like the Warbler
- Stabilize soil
- Reverse a historic negative effect of redlining
- Enhance the beauty of the neighborhood for everyone

**Formative Assessments:**  
Students will create a CANVA presentation symbolizing a garden environment that signifies the benefits of a community in Yonkers that will highlight the increased of property value, cooling effects, protection against UV rays, reduction of global warming, street noise, stabilize soil, reverse historical negative effects redlining, and enhancement of the beatification of neighborhoods.

**Notes/Resources:**

**Week 3**

**Learning Goals:** Students will identify the essence of each garden within Untermyer Park through creating and presenting.



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Learning Events: Identifying of aspects that attribute to each garden.

The Gardens

For more in depth information about the gardens, please see their individual pages.



Backward Stages: 1. Identify desired results. 2. Determine acceptable evidence. 3. Plan learning experiences and instruction.  
Adapted from Wiggins & McTighe (2005) *Understanding by Design (UbD)*

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Center for Technology and School Change <http://ctsc.tc.columbia.edu/>



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**Formative Assessments:** The creating of gardens using technology and materials that visual the 3D effects of the type of garden along with significant traits of each environment.

**Notes/Resources:**  
<https://www.undermyergardens.org/overview.html>.

**Week 4**

**Learning Goals:** Students will create a brochure that entails features of Untermyer Gardens and Conservatory that will allow for the surrounding community and distant visitors alike.

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**Learning Events: The creating of brochures that display and include:**

- Visit
- About
- Gardens
- History
- Programs & Events
- Photos & Videos
- Education & Outreach
- Publications
- Persian Pool
- Support

**Information of the central idea of each feature along with visual that accompany via graphics in technology.**

**Formative Assessments:**