STREET CHALLENGE

MODULE 1: ECOSYSTEMS, PEOPLE, AND RESOURCES

Before the Module
Instructor will complete their course outline, modify readings from the provided module plan, and select appropriate neighborhoods for exploration during the Street Challenge project

Students review course outline before first class

Lesson 1
Introduction to the course & Street Challenge Project

Students will read 2 articles & complete the Ecosystem Concept Reflection

Instructor will grade the Ecosystem Concept Reflection

Lesson 2
Entrepreneurial ecosystems & gentrification

Students complete the Location Based Ecology Analysis for their assigned neighborhood

Instructor will grade the Location Based Ecology Analysis

FOCUS FORWARD
Instructor decides next steps for module plan within the context of their classroom

Potential Pathway #1
Students are now ready to engage with the next module in the Street Challenge project, which involves understanding and exploring complementarity in business ecosystems.

Potential Pathway #2
This module could be used to build upon the understanding that the idea of an ecosystem is flexible in definition. The instructor may wish to explore other types of ecosystems in the area, and perhaps how these ecosystems have changed over time.

MODULE 1 PLAN: ECOSYSTEMS, PEOPLE, AND RESOURCES

SAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Biology, Business, Entrepreneurship, Environmental Science, Geography, Medicine, Population Health, Sociology, Urban Planning	**TIME FRAME**	2 Lessons 3 hours Medium-High Level of prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Street Challenge is a community engaged, place-based, experiential learning pedagogical framework that heightens students' understanding of business ecosystems. Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about communities, the entrepreneurs in them, and their own career goals. Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of entrepreneurship education needs and intended learning outcomes. Courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives of entrepreneurship and ecosystem, as well as primary research and effective communication skills, can be effectively addressed. Equipping students with perspectives and conceptual frameworks to address future career situations as self-employed professionals or entrepreneurs is a worthwhile endeavor in itself; with Street Challenge students also discover the value of civic engagement and a sense of agency in addressing ecosystem or community challenges (de Koning and McArdle, 2020).

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Location-based Ecology, Gentrification, Problem Solving

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTION:
How does the community ecosystem impact the success of an entrepreneurial business from an individual, group, and societal perspective?

GENERAL OUTCOMES:

1. Gain a general awareness of the nature of business districts and community from an individual, group, and societal perspective
2. Understand the features of an entrepreneurial ecosystem, from a general conceptual perspective
3. Understand how to apply ecosystem concepts apply to business districts, including how gentrification external forces affects specific neighbourhoods communities both positively and negatively
4. Analyze and apply theoretical frameworks of entrepreneurial ecosystems to the assigned neighbourhoods and districts community
5. (Optional) Instructors may wish to add a learning objective about the place-based assignments in the course, and how they are related to ecosystem knowledge.

WORKING DEFINITIONS:

- Ecosystem
- Business ecosystem
- Location-based ecology
- Place-based learning
- Experiential learning
- Gentrification
- Demographics

PRIOR KNOWLEDGE FOR INSTRUCTORS:

This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks.

This module relies heavily on the theoretical underpinnings of business ecosystems, location-based ecology, gentrification, and local demographics. As such, instructors should have knowledge of these concepts.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" (SUMMATIVE) ASSESSMENT:

1. Ecosystem concept reflection (Lesson 1)
2. Historical context reflection (Lesson 2)

"LOW STAKES" (FORMATIVE) ASSESSMENT:

1. Entry tasks (Lessons 1 and 2)
2. Exit tasks (Lessons 1 and 2)
3. Class discussions (Lessons 1 and 2)
4. Anecdotal evidence of student learning (Lessons 1 and 2)
5. Observation (Lessons 1 and 2)
6. Group neighbourhood timeline (Lesson 2)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Introduction to the Course and Street Challenge Project	1. Understand and explain the course structure and course	Ecosystem concept reflection	Students will read two articles: Isenberg, D. (2010). How to start an

		requirements, as per the course outline 2. Reflect on the nature of a community from an individual, group and societal perspective 3. Define the concept of neighbourhoods and how this impacts startups and entrepreneurs 4. Explore entrepreneurship as problem solving		entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50. Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/004209801347823 Based on the articles they will pick one concept and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.
2	Entrepreneurial Ecosystems	1. Define and describe features of an entrepreneurial ecosystem 2. Explain how gentrification affects specific neighbourhoods, positively and negatively 3. Apply ecosystems concepts to Calgary 4. Create a historical timeline of given neighbourhood 5. Plan and prepare a historical context reflection	Historical context reflection	Students will prepare a reflection that discusses how the historical context of the neighbourhood impacts the ecosystem. This will be due before the next class.

LESSON PLAN 1: INTRODUCTION TO COURSE AND STREET CHALLENGE PROJECT - FACE TO FACE FORMAT

SYNOPSIS

In this lesson students will be introduced to the course and the street challenge project. Through a series of experiential activities, students will gain a thorough understanding of the course structure and requirements, focusing on what they will gain from participating and completing the project. Students will also learn about the specific requirements for completing the project and the corresponding rubric. Following this, students will begin to reflect on the nature of a community, define the concept of neighbourhoods and explore entrepreneurship as problem solving.

TIME FRAME AND COMMITMENT

Lesson: 95 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Low
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hour

MATERIALS NEEDED

- Copies of Ecosystems Background Knowledge Probe multiple choice questions
- Copies of the course outline
- Copies of the Ecosystems, People and Resources Learning Tasks Sheet
- Computer and projector
- Chart Paper
- Chart markers
- Whiteboard
- Whiteboard markers

OUTCOMES

1. Understand and explain the course structure and course requirements, as per the course outline
2. Reflect on the nature of a community from an individual, group and societal perspective
3. Define the concept of neighbourhoods and how this impacts startups and entrepreneurs
4. Explore entrepreneurship as problem solving

PLAN FOR DIFFERENTIATION/INCLUSION

- Digital copies of handouts/instructions to allow access to EAL students, students with difficulties reading, or students who may not be present in class
- Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.
- Provide digital materials for students to make notes during or after the session.

PREREQUISITE KNOWLEDGE

Students will be provided with the link to the course outline prior to the session and be expected to review this prior to the class.

NEXT STEPS

Students will read two articles:
Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50.

Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies, 50(11), 2293-2310.

	http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/004209801347823 Based on the articles they will pick one concept and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class. Faculty will review exit comments to determine any gaps in knowledge and prepare to discuss this in the next session. Faculty will also review the student's short reflections and provide summative feedback.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Entry Task (Engage) 10 mins	Background knowledge probe: What do you know about ecosystems and how they relate to business? Answer the following ten multiple choice questions. THIS IS NOT A TEST AND WILL NOT BE GRADED. Discuss with a partner and share with another pair.	Whiteboard or chalkboard with entry task written on it. Printouts of multiple choice questions.	**Background knowledge probe (formative, low-stakes)** The instructor will use multiple choice questions and answers to gauge student understanding of ecosystems
Direct Instruction Part 1 (Explore, Explain) 20 mins	Debrief entry task by going through the answers to the questions. Give time for students to discuss any answers that were surprising. Distribute copies of the course outline and the Ecosystems, People and Resources Learning Tasks handout. Introduce the framework for the course as well as the module learning tasks.	Copies of the course outline and the Ecosystems, People and Resources Learning Tasks handout. Computer and projector to show digital version of assignment sheet	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding through questioning.
Short Class Discussion (Explore) 5 mins	Ask students what questions they have regarding the assignment. Discuss any questions that students have about the assignment.	None required	**Anecdotal evidence (formative, low-stakes)** The instructor will

			collect anecdotal evidence of student understanding of course requirements through questioning.
Direct Instruction Part 2 (Explain) 20 mins	Go through slides on business ecology and what makes a "good" neighbourhood. Encourage students to answer the questions throughout the slides: *What makes a "good" neighbourhood?* *How would you define a good neighbourhood?* *Is this the same for all people?*	Slideshow on business ecology	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding of business and community ecology through questioning.
Small Group Work (Elaborate) 20 mins	In groups students will work together to create a five minute presentation response to the question: In your opinion, why does a business ecosystem matter for a startup or for an entrepreneur? Students have a choice as to how they record and present their information.	Whiteboard/chalkboard Whiteboard markers/chalk And/or flip chart paper and markers	**Anecdotal evidence (formative, low-stakes)** The instructor will circulate among the groups to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Direct Instruction Part 3 (Explain, Explore) 10 mins	Debrief in class as a whole after a given time. Select groups to share their work with the class. Discuss thoughts and questions. Explain to students that they need to read two articles: Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50. Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/00420980134782 3	Digital copies of articles	**Observation (formative, low-stakes)** The instructor can gauge student understanding of the influence of business ecosystems on startups and entrepreneurs through debrief for the five minute presentation response.

	Based on the articles they will pick one concept and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.		
Closing (Evaluate) 5 mins	On a piece of paper write down an analogy related to ecosystems in the following form: Ecosystems are to business as _____ is to _____ (Angelo and Cross, 1993). Remind students that they need to read two articles and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.	Slide showing exit task and tasks to complete for next session.	**Approximate analogies (formative, low-stakes)** The instructor can see students' conceptual understanding after this lesson.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

City of Calgary. (2020). The guidebook for great communities. https://www.calgary.ca/PDA/pd/Documents/Current-studies-and-ongoing-activities/guidebook/Guidebook-for-Great-Communities_proposed.pdf?noredirect=1

Curran, W. (2004) Gentrification and the changing nature of work: exploring the links in Williamsburg, Brooklyn, *Environment and Planning A, 36*, 1243–1260.

Lucas, M., & Suneja, Vivek. (2012). *Understanding Business Environments* (Understanding Business). Hoboken: Taylor and Francis.

Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50.

Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. *Urban Studies*, 50(11), 2293-2310. https://doi.org/10.1177/0042098013478236

LESSON PLAN 2: ENTREPRENEURIAL ECOSYSTEMS - FACE TO FACE FORMAT

SYNOPSIS

In this lesson students will continue to explore the concept of entrepreneurial ecosystems. Through multiple learner-centred activities, students will define and describe the features of an entrepreneurial ecosystem. Following this, students will examine the process of gentrification and how this affects specific neighbourhoods both positively and negatively. The lesson will culminate in students planning and preparing a timeline and historical context reflection.

TIME FRAME AND COMMITMENT

Lesson: 90 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Copies of the Ecosystems, People and Resources Learning Tasks Sheet
- Computer and projector
- Chart Paper
- Chart markers
- Exemplar of neighbourhood report learning task

OUTCOMES

1. Define and describe features of an entrepreneurial ecosystem
2. Explain how gentrification affects specific neighbourhoods, positively and negatively
3. Apply ecosystems concepts to Calgary
4. Appreciate the role of historical context in shaping a neighbourhood
5. Use historical and community resources to organize the sequence of historical events and reflect on how this impacts the present day reality of the neighbourhood.

PLAN FOR DIFFERENTIATION/INCLUSION

- Record session for students who were unable to attend the session. Provide the link on the course site for students to review after the session.
- Provide digital materials for students to make notes during or after the session

PREREQUISITE KNOWLEDGE

Students were required to read two articles by Isenberg and Pearsall. Based on the articles they were asked to pick one concept and prepare a short reflection on how that concept relates to Calgary. This was due prior to the beginning of this class.

NEXT STEPS

At the end of the class, based on the materials covered in this class, students will prepare a short reflection of how the historical context of the neighbourhood impacts the present ecosystem. This will be due before the next class.

	The instructor will review exit slips to determine any gaps in knowledge and prepare to discuss this in the next session. The instructor will also review the historical context reflection learning tasks and provide summative feedback.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Entry Task (Engage) 10 mins	What were the muddiest points in the Isenberg and Pearsall articles that you read? Write down your thoughts. (Angelo and Cross, 1993). Discuss with a partner and share with another pair.	Whiteboard or chalkboard with entry task written on it.	**Entrance slip (formative, low-stakes)** The instructor will learn what students took from the Isenberg and Pearsall articles.
Direct Instruction Part 1 (Explore, Explain) 20 mins	Debrief entry task by going through the answers and allowing students to share their thoughts Go through slides on retail districts as ecosystems.	Slideshow on retail districts as ecosystems.	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding of retail districts as ecosystems.
Partner Work (Elaborate) 10 mins	Think, pair, share: How do the concepts apply to the industries that you are interested in? Does the terminology change as we change industries? Does the application change? Students will first take a minute to think of their own response, then partner up and share their thoughts with the partner.	Slide with think, pair, share activity	**Think-pair-share (formative, low-stakes)** The instructor will circulate among the groups to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Direct Instruction	Debrief partner work by allowing students to share their thoughts.	Slideshow on gentrification	**Anecdotal evidence (formative,**

Part 2 (Explain) 15 mins	Go through slides on gentrification.		**low-stakes)** The instructor will collect anecdotal evidence of student understanding of gentrification
Small Group Work (Elaborate) 15 mins	Show students the list of groups for the final project. In these groups, students will work together to create a pro and con grid (Angelo and Cross, 1993) responding to the prompt: From your viewpoint, what are the pros and cons of gentrification? Come up with at least six of each.	Whiteboard/chalkboard Whiteboard markers/chalk And/or flip chart paper and markers	**Pro and con grid (formative, low-stakes)** The instructor will circulate among the groups and ask probing questions to deepen inquiry and provide additional support if needed.
Direct Instruction Part 3 (Explain, Explore) 20 mins	Debrief in class as a whole after a given time. Select groups to share their work with the class. Discuss thoughts and questions. Explain that part of being in a business ecosystem is knowing who to connect with. Who are some of the people you should talk to who reflect the different nodes in an ecosystem? Have students brainstorm a list of who would be types of people that they should know in the business ecosystem (e.g. heritage authority director).	Blank slide, whiteboard, or chart paper and markers to record brainstorming session ideas.	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding of who they can contact regarding a specific business ecosystem.
Small Group Work (Elaborate) 20 mins	From the list that the students create, students will separate into groups and find the actual contact information of the people on the list. Put students in their groups. Circulate among groups to assist students where necessary. Periodically signal the amount of time remaining.	Slide with breakout activity written on it.	**Observation (formative, low-stakes)** The instructor can gauge understanding and provide clarification to those students that have questions about the task. The instructor will circulate among the groups and ask probing questions to

			deepen inquiry and provide additional support if needed.
Direct Instruction Part 4 (Explain, Explore) 20 mins	Debrief in class as a whole after a given time. Select groups to share their work with the class. Discuss thoughts and questions. Briefly review the requirements for the historical context reflection learning task. Explain that students will work in groups to create a timeline of the neighbourhood based on the criteria in the learning task. OPTIONAL: Show exemplars of timelines and debrief this with the students. Explain to students that this is an individual task and this is due by the next class	Digital copies of historical context reflection learning task. Exemplar of a timeline.	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding of the historical context learning task.
Small Group Work (Elaborate) 30 mins	In small groups (use previous groups to make the process more efficient and allow students to build group cohesion), students will create a timeline of neighbourhood based on the criteria in the learning task. **NOTE**: Timeline can be done individually and independently by students outside of class time if short on time	Chart Paper Markers Whiteboard space Whiteboard markers	**Observation (formative, low-stakes)** The instructor can gauge understanding and provide clarification to those students that have questions about the task. The instructor will circulate among the groups and ask probing questions to deepen inquiry and provide additional support if needed.
Closing (Evaluate) 5 mins	Ask the students to write down one question that they still have about what was covered today. The instructor will collect this as the students leave. Remind students that they need to prepare their timeline and reflection. This will be due before the next class.	Slide showing exit task and tasks to complete for next session.	**Exit slip (formative, low-stakes)** The instructor will review the responses to see if there is anything that needs to be addressed at the next lesson.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

City of Calgary. (2020). The guidebook for great communities. https://www.calgary.ca/PDA/pd/Documents/Current-studies-and-ongoing-activities/guidebook/Guidebook-for-Great-Communities_proposed.pdf?noredirect=1

Curran, W. (2004). Gentrification and the Nature of Work: Exploring the Links in Williamsburg, Brooklyn. *Environment and Planning A: Economy and Space*, *36*(7), 1243–1258. https://doi.org/10.1068/a36240

Lucas, M., & Suneja, Vivek. (2012). *Understanding Business Environments* (Understanding Business). Hoboken: Taylor and Francis.

Isenberg, D. (2010). How to Start an Entrepreneurial Revolution, Harvard Business Review, June 2010.

Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies, 50(11), 2293-2310. https://doi.org/10.1177/0042098013478236

MODULE 1 ASSESSMENTS

RATIONALE

The goal of the ecosystems, people, and resources learning task is to provide students with the opportunity to reflect on the historical context of their assigned neighbourhood. Students will engage with theoretical principles and apply the concepts to their own city. While providing a solid basis for the remaining modules of the course, the learning tasks in this module aims to bridge the past and the present by giving students an opportunity to reflect upon how the historical context impacts their assigned neighbourhood.

GENERAL LEARNING OUTCOMES

Students will:

1. Define and describe features of an entrepreneurial ecosystem
2. Explain how gentrification affects specific neighbourhoods, positively and negatively
3. Apply ecosystems concepts to Calgary
4. Appreciate the role of historical context in shaping a neighbourhood
5. Use historical and community resources to organize the sequence of historical events and reflect on how this impacts the present day reality of the neighbourhood.

LEARNING TASK 1: ECOSYSTEM CONCEPT REFLECTION - GRASPS

GOAL	The goal of the ecosystems, people, and resources learning tasks is to provide students with the opportunity to reflect on the nature of a community, define the concept of neighbourhoods and explore entrepreneurship as problem solving. Students will engage with theoretical principles and apply the concepts to their own city.
ROLE	You will take the role of a researcher who is connecting the concept in the articles to the city in which you reside.
AUDIENCE	You will prepare this reflection for your peers so that you and your fellow researchers can take the concepts and apply them to a real life scenario.
SITUATION	You will have the opportunity for formative feedback while you discuss your thoughts with your peers.
PRODUCT	You will be asked to read two articles: Isenberg, D.J. (2010). How to Start an Entrepreneurial Revolution, *Harvard Business Review*, June 2010.

	Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. *Urban Studies*, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/004209801347823 Based on the articles pick one concept and prepare a short, 250 word maximum, reflection on how that concept relates to Calgary. Include a brief summary of the main points in the article and how it relates to Calgary.
STANDARDS	See below

TASK 1 GRADING AND RUBRIC				
Criteria	**Excellent** **Meets all and exceeds some requirements** **(A- to A)**	**Good** **Meets all requirements** **(B to B+)**	**Satisfactory** **Meets some requirements** **(C to B-)**	**Unsatisfactory** **Fails to meet requirements** **(C- or lower)**
Summary of Concept *Did you include a summary of the concept illustrated in your chosen article? (30 points)*	The reflection provides a very clear and thorough summary of the concept illustrated in the chosen article.	The reflection provides a clear and thorough summary of the concept illustrated in the chosen article.	The reflection provides a somewhat clear and basic summary of the concept illustrated in the chosen article.	The reflection provides an unclear and limited summary of the concept illustrated in the chosen article. Several pertinent details are missing.
Content and Analysis *Did you discuss and show how your chosen concept relates to Calgary?* (60 points)	The reflection conveys extensive evidence of a connection of the concept to Calgary, and provides a very thorough description of how the concept can be witnessed in Calgary. The response demonstrates a very strong awareness of the concept and its application.	The reflection conveys clear evidence of a connection of the concept to Calgary, and provides a thorough description of how the concept can be witnessed in Calgary. The response demonstrates a strong awareness of the concept and its application.	The reflection conveys some evidence of a connection of the concept to Calgary, and provides a basic description of how the concept can be witnessed in Calgary. The response demonstrates a beginning awareness of the concept and its application.	The reflection conveys minimal evidence of a connection of the concept to Calgary, and provides a limited description of how the concept can be witnessed in Calgary. The response demonstrates minimal awareness of the concept and its application.
Citations and	There is complete	There is complete	There is a somewhat	There is an

Scholarly Writing *Did you include acknowledgment of data sources and is your grammar and spelling accurate?* (10 points)	and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains minimal errors and a high standard of writing quality.	and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains some errors and a reasonable standard of writing quality.	complete and accurate acknowledgment of data sources. The data sources are listed in a disorganized manner that do not allow for easy referral. The reflection contains several errors and a basic standard of writing quality.	incomplete or inaccurate acknowledgment of data sources throughout. If present, the data sources are missing key information. The reflection contains multiple errors and a poor standard of writing quality.

LEARNING TASK 2: HISTORICAL CONTEXT REFLECTION - GRASPS	
GOAL	The goal of the ecosystems, people, and resources learning tasks is to provide students with the opportunity to reflect on the nature of a community, define the concept of neighbourhoods and explore entrepreneurship as problem solving. This learning task aims to bridge the past and the present by giving students an opportunity to reflect upon how the historical context impacts their assigned neighbourhood.
ROLE	You will take the role of a historical expert and researcher who has been asked to describe the history of the neighbourhood and provide your thoughts on how the history has impacted the neighbourhood as a business district.
AUDIENCE	You will prepare the timeline and reflection for a group of potential business owners, city planners, community members, and anybody else that you consider to be a part of the business ecosystem.
SITUATION	You will work individually to prepare a timeline and reflection. You may use resources covered in lectures and supplement these with resources of your own choosing.
PRODUCT	You will prepare a timeline of the neighbourhood that covers key economic and social changes that occurred in the neighbourhood. You may present your timeline as a written document or an infographic visual. In addition, you will prepare a brief written reflection (approximately 250-500 words) that describes how these changes contributed to the current structure of the neighbourhood as a business district.
STANDARDS	See below

GRADING AND RUBRIC				
Criteria	**Excellent** **Meets all and Exceeds Some**	**Good** **Meets all Requirements**	**Satisfactory** **Meets Some Requirements**	**Unsatisfactory** **Fails to meet requirements**

	Requirements (A- to A)	**(B to B+)**	**(C to B-)**	**(C- or lower)**
Timeline *Did you include events that cover key economic and social changes in the neighbourhood? (30 points)*	The timeline highlights key events of the assigned neighbourhood in great detail, providing an outline of key economic and social changes.	The timeline highlights key events of the assigned neighbourhood in detail, providing an outline of key economic and social changes.	The timeline describes key events of the assigned neighbourhood in a vague or confusing manner, providing a basic outline of key economic and social changes.	The timeline describes the key events of the assigned neighbourhood in limited detail and/or omits several key details.
Reflection *Did you provide your thoughts on how the history impacts the neighbourhood as a business district? (50 points)*	The reflection describes the historical context in great detail, providing an insightful and thoughtful analysis of the history as it contributes to the neighbourhood as a business district.	The report describes the historical context of the assigned neighbourhood in detail, providing a well-thought out analysis of the history as it contributes to the neighbourhood as a business district.	The reflection describes the historical context of the assigned neighbourhood in a vague or confusing manner, providing a simple analysis of the history as it contributes to the neighbourhood as a business district.	The reflection describes the historical context of the assigned neighbourhood in limited detail. The reflection is superficial and makes vague attempts to explain how the history contributes to the neighbourhood as a business district.
Citations and Scholarly Writing *Did you include acknowledgment of data sources and is your grammar and spelling accurate?* (20 points)	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains minimal errors and a high standard of writing quality.	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains some errors and a reasonable standard of writing quality.	There is a somewhat complete and accurate acknowledgment of data sources. The data sources are listed in a disorganized manner that do not allow for easy referral. The reflection contains several errors and a basic standard of writing quality.	There is an incomplete or inaccurate acknowledgment of data sources throughout. If present, the data sources are missing key information. The reflection contains multiple errors and a poor standard of writing quality.