

“It Takes an Image of a Village”: History Guiding the Future

Vermont Sustainability Grade Levels 7-12

Objectives: In order to answer the essential question of “What does Vermont offer economically, historically, politically/civically, and geographically that can sustain our population?” students connect to their community’s past and develop ideas on investing in their community’s future. Students observe images, write about change, and create a pod-cast. *Time Needed: A full unit.*

Vermont’s Framework of Standards and Learning Opportunities:

- 6.4 Being an Historian (historical eras and periods of transition)
- 6.9 Meaning of Citizenship (work on gap between the ideal and the reality of everyday life)
- 6.7 Geographical Knowledge (use images to understand past, present, & future)
- 6.16 Impact of Economic Systems (impact of economic systems on people and environment)
- 1.18 Information Technology (using technology)

Grade Level Expectations:

- H&SS9-12:10 –History (understanding of past, present and future)
- H&SS9-12:12 –Geography (understanding of human interactions with the environment)
- H&SS9-12:16 –Civics (examine how societies address issues of human interdependence)
- H&SS9-12:18 –Economics (interaction between humans, the environment, & economy)

Materials & Resources:

- Landscape Change Program* Archive, www.uvm.edu/landscape
- Bristol Historical Society information
- Image Specifics and Pod-cast Organizer Sheets (below)
- Bibliographic and Pod-casting References (see below)

Activities:

<p style="text-align: center;">1. Hook Your Students</p> <p>Students explore the notion that “history is alive”. Find local photographs on the <i>Landscape Change Program</i> and go on a scavenger hunt to identify buildings or locations of the historic images.</p>	<p style="text-align: center;">4. Culminating Activity</p> <p>Invite the “5 town 5” Historical Societies to an exhibition of student work and highlight the connections and contributions the young people are making to the community.</p>
<p style="text-align: center;">2. Introduce Concepts</p> <p>Students explore images for civic, economic, geographic and historic opportunities that their region has offered Vermont citizens. Students develop ideas to retain the youth of Vermont using a “history to guide the future” concept.</p>	<p style="text-align: center;">5. Assessment</p> <p>“History Guiding the Future” Essay Rubric (below).</p>
<p style="text-align: center;">3. Apply Skills</p> <p>Students write an analytical research paper using the 4 standards addressed above and then edit this information into a well organized pod-cast that can be uploaded to the <i>Landscape Change Program</i> image that they have chosen to explore.</p>	<p style="text-align: center;">6. Extensions</p> <p>1) Upload images from community members at exhibition. 2) Create “letter boxes” or “quests” about the images and distribute them around the community with a map for a scavenger hunt.</p>

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Contextual Background

Introduction and Overview:

Scratching the surface – What does Vermont offer politically/civically, historically, geographically (ecologically, geologically), and economically that can sustain our population and retain our young minds?

Purpose: Governor Douglas has recently challenged the legislature and Vermonters to reduce the “Brain Drain” taking place with Vermonters graduating from college or high school. With our population aging and the young leaving for opportunities outside our borders, what economic opportunities are already available, or could be developed, in Vermont that could sustain the historic and environmental beauty while retaining our young? This lesson is geared toward students becoming familiar with their community’s past so that they make investments in their community’s future.

This past summer I read an inspiring story about a man named Frederic Tudor, a.k.a *The King of Ice*. This biography/commodity history book outlined his dream to make it “big” in the world. How did he do it? By exploring the region around him and asking key questions: what resources were available in the region that could be sold on the open market and create a sustainable income for generations to come?

The Answer: Ice! We use it in drinks. It is used daily in many sectors of our economy from the service industry to the medical industry. Tudor masterminded this industry by asking himself one day, “what is around me that will allow me to make something out of nothing?” Once he had his answer, he had to create a market for this commodity. If he could do this then he could make money and fulfill his dreams.

Once he had the plan to achieve this goal, his next problem was how to harvest the amounts of ice that could supply the demand. New England was the perfect fit for his plan. It had cold winters and a dormant labor force looking for work. What happens when water freezes and what do farmers do in the cold to make money? They both stop moving! He could employ the farmers to harvest a new crop in the winter, keeping them employed year round and giving him an abundant supply of labor, and best of all the frozen water was free. ¹

So what does this have to do with connections to your community? Well, this past summer I read another great book ²called “Outside Lies Magic” by John Stilgoe. In this book “Stilgoe begins by laying out his philosophy. It centers around the idea that simply noticing the things normally taken for granted will teach us a great deal about the human-built environment we inhabit. Everything has a lesson, from the direction and type of power lines above the streets, to the shape and maker of manhole covers, to the direction and width of city streets. Paying attention to these lessons can help us learn how our cities took shape, what they looked like before cars and electricity and the other “improvements” of modern life.

The question today is, what do we have in Vermont that can answer the same questions as Frederic Tudor and explore the region with the wisdom of Stilgoe: What commodity or renewable resource do we have in our state that can be harvested or produced that will sustain our economy and be attractive enough to sustain our young, and what clues of the past will

¹ *The Ice King: Frederic Tudor and His Circle*, Massachusetts Historical Society, Boston, and Mystic Seaport, Mystic, Connecticut. 2003.

² http://www.rambles.net/stilgoe_outsidelies.html

inspire the young to invest in preserving their past while investing in the future of their region and state?

A recent story pod-cast/broadcast on National Public Radio, December 6, 2007, reported on the Columbia River region, in the state of Washington, being an ideal site for the “server farms” for many of the large web servers in the nation. Yahoo, Google, and Microsoft are taking advantage of empty warehouses in the area to house their servers, and they are taking advantage of the cheap electricity generated by hydro-electric generators along the Columbia River.³ The economic impact is great, the ecological impact is minimal, and the sustainability of the region is successful.

By researching and using the history of your region you will be able to answer the geographic, economic, citizenship influences that can create sustainability in your region. What does your town or region have that could be used to sustain future generations of Vermonters and what can our history tell us about the future? Think like Tudor and Stilgoe to explore the “5 town 5” images on the *Landscape Change Program* and then do field investigations of your region to understand how historic, environmental, cultural, and geological opportunities can bring positive investments for the future. Then record and present your work to the historical societies of the “5 town 5” to encourage future community sustainability.

³ <http://www.npr.org/templates/story/story.php?storyId=5545145>

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Lesson Plan Details

Detailed summary of curricular format:

Date	In Class Work	Homework Assignment Due
Week 1	1. Introduce project and <i>Landscape Change Program (LCP)</i> . 2. Introduce LCP website and how to navigate it.	1. Select your region and images to be explored within the “5 town 5.”*
Week 2	1. Research Geography standards by exploring and answering the guiding questions. (Below)	Edit your geography research and make connections to your selected images.
Week 3	Research Economics standards by exploring and answering the guiding questions. (Below)	Edit your Economics research and make connections to your selected images.
Week 4	Research the Citizenship standards by exploring and answering the guiding questions. (Below)	Edit your Citizenship research and make connections to your selected images.
Week 5	Rough Draft Due and one-on-one with teacher for suggestions of final draft and pod-cast. And peer review of final written work of pod-cast before recording it.	Finalize development of your historical piece and finish your questions or statements based on your role.
Week 6	Pod-casting/Video Pod-casting instructions and formatting lessons.	Prepare presentation of your pod-cast and image links for your peers in class.
Week 7	Storyboarding instructions and production time.	Finalize story boards edits for recording.
Week 8	Record Pod-cast and upload pod-cast and retake photo to <i>Landscape Change Program</i> website.	Prepare and finalize presentation for Historical Society.
Week 9	Historical Society Presentations of Pod-casts and Image links.	

* “5 town 5” refers to the towns that make up the Mt. Abraham Union High School – Bristol, Lincoln, Monkton, New Haven and Starksboro.

Bibliographic References:

Harvard Business School Archive on Frederic Tudor: The Ice King

<http://hbswk.hbs.edu/archive/3650.html>

Blog on Frederic Tudor <http://canciondelvagabundo.blogspot.com/2007/07/ice-king-of-boston.html>

Pod-casting Links:

Pod-casting Links: <http://www.voices.com/podcasting/how-to-create-a-podcast.htm>,

<http://www.podcast411.com/page5.html>

Video podcasting links: http://www.apple.com/quicktime/tutorials/videopodcasts_win.html

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Guiding Questions (from Vermont Standards)

Guiding Questions:

- 6.4 Being an Historian: H&SS9-12:10 – Students show understanding of past, present and future.
1. *What types of industries have sustained Vermonter’s in the past.*
 - a. *Can you find supporting evidence in the Landscape Change Program Archive?*
 - b. *Are there similar geographic features in your region and are they still viable today?*
 2. *What are the past industries in your region that can be sustainable in the future?*
 - a. *What has been tried before by people to sustain their community, and what has not been tried? (Industry, tourism, fairgrounds)*
 - b. *What image on the LCP website inspires you to explore the notion of sustainability as Tudor and Stilgoe did?*
 3. *How has the image you selected changed over time?*
 4. *Is it still in your region and does it offer clues to sustainability?*
- 6.9 Meaning of Citizenship: H&SS9-12:18 – Students show an understanding of the interaction/interdependence between humans.
1. *What do the community members have to offer in the way of historical data to enhance the image you have chosen?*
 2. *How has the image you have chosen changed over time as a result of political influences, and has it changed over time as a result of regional improvements with an eye on sustainability? (example: Better yield from farm land, etc.)*
- 6.7 Geographical Knowledge: H&SS9-12:12 – Students show understanding of human interactions with the environment.
1. *Where is your image located (within the 5 town 5) and what human influences or geographic features influenced the location of this image to be significant?*
 2. *What are the geographic features or terrain of the region, according to the images on the LCP website, that can impact industry or sustainability for, or within, your region?*
- 6.16 Impact of Economic Systems: H&SS9-12:16 – Students examine how different societies address issues of human interdependence.
1. *What other industries were in the area according the images you have chosen that could be revived or influence future investment in a sustainable industry?*

Culminating Project: Students will be a well crafted pod-cast or video pod-cast that is linked to the image that the student selects based on the independent or group research that the student finds by using the guiding questions above or coming up with questions, based on the 4 standards, that explore sustainability.

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“History Guiding the Future” Essay Rubric

Name: _____

Date: _____

Assessment Rubric
 WRITTEN – ESSAY (80 pts. – Final Copy only)
 VT Standard 1.5: Writing Dimensions

Written Criteria	Completely Meets the Standard 10 points <i>Ice, Ice Baby!</i>	Meets the Standard Almost Completely 8 points Glacier-like...	Partially Meets The Standard 6points Getting colder	Meets Standard in a Limited Fashion 4 points Cold	Does Not Meet Standard 2 points Slushy
Addresses VT Standard: <u>6.4 Being and Historian</u>	Information fully answers the question(s) tied to this specific Standard	Information answers the question(s) tied to this specific Standard, with minor omissions of information.	Information answers some but all/both of the question(s) tied to this Standard and does so with several omissions of info.	Limited information offered to answer the question(s) tied to this Standard; information general and lacking details.	Little to no information offered to answer the question(s) tied to this Standard.
Addresses VT Standard: <u>6.7 Geographical Knowledge</u>	Information fully answers the question(s) tied to this specific Standard	Information answers the question(s) tied to this specific Standard, with minor omissions of information.	Information answers some but all/both of the question(s) tied to this Standard and does so with several omissions of info.	Limited information offered to answer the question(s) tied to this Standard; information general and lacking details.	Little to no information offered to answer the question(s) tied to this Standard.
Addresses VT Standard: <u>6.9 Meaning of Citizenship</u>	Information fully answers the question(s) tied to this specific Standard	Information answers the question(s) tied to this specific Standard, with minor omissions of information.	Information answers some but all/both of the question(s) tied to this Standard and does so with several omissions of info.	Limited information offered to answer the question(s) tied to this Standard; information general and lacking details.	Little to no information offered to answer the question(s) tied to this Standard.
Addresses VT Standard: <u>6.16 Impact of Economic Systems</u>	Information fully answers the question(s) tied to this specific Standard	Information answers the question(s) tied to this specific Standard, with minor omissions of information	Information answers some but all/both of the question(s) tied to this Standard and does so with several omissions of info.	Limited information offered to answer the question(s) tied to this Standard; information general and lacking details.	Little to no information offered to answer the question(s) tied to this Standard.

<p>Organization And Completion</p>	<p>Organized in a logical and easy-to-read manner; includes an Intro., Conclusion, body paragraphs. Strong thesis statement</p>	<p>Logically organized; includes an Introduction and Conclusion and body paragraphs</p> <p>Thesis statement o.k.</p>	<p>Organization logical for the most part; includes Intro. and Conclusion.</p> <p>Thesis statement weak</p>	<p>Poorly organized and hard to follow.</p> <p>Incomplete or very weak thesis.</p>	<p>No clear organization, making reading difficult.</p> <p>No thesis.</p>
<p>Evidence Fact, Details, Ex.'s Analysis Explanation and Interpretation</p>	<p>All of the images used as evidence are discussed using relevant facts, details and quotes.</p> <p>Evidence is presented analytically, not just listed.</p> <p>10 or more vocabulary concepts are included.</p>	<p>All of the images used as evidence are discussed using facts, details and quotes, with minor omissions.</p> <p>Evidence is analyzed somewhat.</p> <p>7-10 vocabulary concepts are included.</p>	<p>One or more of the images used as evidence are not supported with sufficient facts, details, and quotes.</p> <p>Evidence is listed more than explained.</p> <p>4-6 vocabulary concepts are included.</p>	<p>Very few facts, details, quotes or examples provided for several of the images used as evidence.</p> <p>Ideas are generalizations and/or opinions.</p> <p>3-5 vocabulary concepts are included.</p>	<p>No facts, details, quotes, or examples provided for any of the images used as evidence.</p> <p>Information is incorrect and/or opinions.</p> <p>0-3 vocabulary concepts are included.</p>
<p>Spelling and Grammar</p>	<p>Topic sentence for each new paragraph</p> <p>Grade-level vocabulary and beyond ins used</p> <p>Proof-reading is evident in lack of spelling and grammar errors</p>	<p>Topic sentence for each new paragraph.</p> <p>Grade-level vocabulary is used.</p> <p>Few spelling and grammatical errors.</p>	<p>Topic sentences used for most paragraphs; or, topic sentences for all but sentences are weak.</p> <p>Grade-level vocabulary mixed with Several spelling/grammar errors</p>	<p>Few to no topic sentences</p> <p>Vocabulary is below grade level</p> <p>Many spelling and grammar errors make reading difficult.</p>	<p>No topic sentences</p> <p>Vocabulary extremely weak; far below grade-level.</p> <p>Very difficult to read due to many errors.</p>
<p>Bibliography</p>	<p>Bibliography included with correct format and info.</p>	<p>Bibliography included with mostly correct info. and Format.</p>	<p>Bibliography has format errors and is missing info.</p>	<p>Bibliography has serious format errors and is missing info.</p>	<p>No bibliography</p>

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Image Specifics Sheet

<p>History</p>	<p>Geography</p>
<p>Economics</p>	<p>Citizenship</p>

Your research should be written in a rough draft that can be condensed down to a 2-minute spoken story about your image. Please take the time to edit and revise until you are comfortable with your words so that when you record your information it is clear on the pod-cast platform.

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Pod-cast Organizer for your Image

History	Geography
Economic	Citizenship

Is your research edited and condensed enough to be 2 minutes or less if spoken?