

# *An Invitation to Explore Berlin, the City that Trees Built*

*You can't know who you are until you know where you are.*

*—Wendell Barry*

Photographs are considered to be primary and valuable sources of information, actual records which have survived from the past. They provide evidence of a particular culture and its changes over time. *The Brown Company Photographic Collection* documents the history of the Brown Company paper mill of Berlin, NH from the late 19th century through the mid-1960s. These photographs offer an open window into the past, giving observers a rich source of information about the social, cultural, and recreational lives of the workers, their families, and the place of these people in the life of the city of Berlin. They provide an opportunity for the viewer to step back into time and search for the story within each frame.

The following activities have been designed to teach students how to critically look at the visual images: to notice details, personally respond, ask questions and reflect about the meanings, to discover for themselves the unique culture and history of the “City that Trees Built.” Students will explore the connection between a region’s natural resources, its economic dependence on it, and how that dependence changes over time. Students will be invited to look beyond the constraints of present time, to seek out the vital human connections that link us to our past.

The activities, essential questions, and resources have been designed to be interdisciplinary and accommodate a range of abilities and interests. The following site contains a selection of 43 photographs for these activities:

[http://go.plymouth.edu/beyondbrown\\_exhibition](http://go.plymouth.edu/beyondbrown_exhibition)

There are thousands of additional artifacts at:

<http://beyondbrownpaper.plymouth.edu/>

## **ELEMENTARY LESSONS**



## *Elementary Lessons*

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# *Close Observation, Analysis, and Interpretation*

## **1. *Exhibit Quest with Scavenger Hunt Poem and Activity***

**Description:** This activity acts as a catalyst for interaction with the photographs, by leading viewers to look closely at each print in a fun and engaging way.

**Essential Questions:** What can these photographs tell us about the Berlin community? How do geography, climate, and natural resources affect the way people live and work?

**Materials:** Quest handouts, photographs, pencils

**Time Frame:** 30–45 minutes

**Procedure:** Students participate in a type of scavenger hunt to learn about and identify photographs and to collect a four-digit number that will lead to the last photograph on the quest. Some numbers are generated from the item numbers assigned to each print.

### **Standards**

- **S:ESS4:2:3.1** Differentiate between natural and man-made materials
- **S:ESS4:2:3.3** Describe actions that can help the environment, such as recycling and proper disposal of waste materials
- **S:SPS1:2:1.1** Make observations and explore materials using all of their senses (one sense at a time)
- **S:LS5:2:1.1** Recognize that new products can be made out of natural materials, such as paper from trees and cloth from various plants and animals
- **SS:GE:2:4.2** Identify what are natural resources, e.g., water or trees
- **S:SPS1:4:1.2** Make and record observations for a given purpose
- **SS:GE:2:5.0** Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems
- **R:IT:2:2.4** Identifying facts presented in text
- **R:IT:3:2.3(S)** Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant
- **SS:HI:4:4.0** Economic Systems & Technology: Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time
- **SS:HI:4:4.1** Explore major developments and changes in economic productivity
- **SS:GE:4:5.3** Examine the effects of the use of renewable and nonrenewable resources on human systems when given an organizational format

## *Scavenger Hunt Poem*

Can you find the photographs that are described in the poem? Each photograph in this exhibit tells an historical story and informs us of the community of Berlin during this time period. Use the poem below to help you discover these stories by looking closely at the photographs to find clues about the Berlin Community. Search for the clues, find the photographs, and write down the answers in the spaces provided.

**Essential Questions:** What happened in the past? How has the world changed and how might it change in the future?

*Welcome to this exhibit quest.  
We're thrilled to have you as our guest.  
These photos glimpse into the past  
To help Berlin's history last.*

*The Brown Company's at the core  
Of Berlin's life, work, play, and more.  
Opened in 1868,  
This paper mill in New Hampshire state.*

*Whether in person or online,  
Enjoy these treasures, yours and mine.  
Observe the beauty of the art,  
Yet oral stories are the heart.*

*This quest will take you back in time.  
Please follow the path of the rhyme.  
You'll enjoy and learn as you go.  
Pride and connections you should grow.*

*You'll collect numbers, there are four.  
Along the way, there's much in store.  
These four digits will point to one.  
The photo where the quest is done.*

*Find the print of a little girl.  
She is giving knitting a whirl.  
Charitable community  
Supporting Red Cross Charity.*

Photograph \_\_\_\_\_

*Let's move on now, get on the track.  
Find transportation from way back.  
Moving from Berlin to Gorham,  
This diesel train would really hum.*

*Find a photo of dug up ground  
Laying sewer pipe in the town.  
Creating jobs beyond its doors.  
A paper town, but so much more.*

Photograph \_\_\_\_\_

*You will find your first number now.  
The items third digit is how.  
Please write it down before you leave.  
It is a good clue, we believe.*

Number \_\_\_\_\_

*Your next stop's a groundbreaking day.  
The Brown Company's on its way.  
Prosperity for young and old —  
In these pictures the story's told.*

*A community so renowned  
That a president came to town.  
Find the print of Eisenhower.  
For Berlin, a shining hour.*

Photograph \_\_\_\_\_

*The next number you need to write  
The number of hats that are white.  
Are you seeing in the faces  
The importance of these places?*

Number \_\_\_\_\_

*The next print is a nature scene.  
Some life is cut, the other green.  
When Mother Nature was a perk  
And helped the loggers do their work.*

*Little water can someone see.  
As the river is full of trees.  
Once a vision of industry.  
What impact on ecology?*

Photograph \_\_\_\_\_

*Find a photo of soldiers brave.  
Honoring all that Berlin gave.  
The number in uniform there  
Is the third digit we will share.*

Number \_\_\_\_\_

*Search to see the huge paper rolls.  
Closer to the mills finished goal.  
The machines and men work as one.  
Till beautiful paper is done.*

*Keep going now, look as you go.  
What you see here helped a town grow.  
Baseball, volleyball and horseshoes.  
Were activities to amuse.*

Photograph \_\_\_\_\_

*For the last number, get in gear.  
A tube testing machine it's clear.  
At the item number please peek.  
The second digit you do seek.*

Number \_\_\_\_\_

*You have your digits, now you'll go  
To the photo that now you know.  
A group of children on school stairs.  
Their town's life this exhibit shares.*

Photograph \_\_\_\_\_



*You will end your quest here today,  
As education is the way  
To hold onto our precious past  
And ensure Berlin's future lasts.*

*Although our quest is now all done,  
The true fun here has just begun.  
Go back again in your spare time  
And enjoy these treasures so sublime!*



## 2. *Print Memory Game*

**Description:** This activity fosters close observation of individual photographs.

**Essential Questions:** What happened in the past? What can we learn from the past? Why study history?

**Materials:** Hard copies or computer images of Brown Company photographs

**Time Frame:** 10+ minutes (depending on the number of photographs used)

**Procedure:** The teacher should show his/her students one of the photographs for 60 seconds. Photographs that are rich in detail work best for this activity. Students should be encouraged to look carefully at all the details. After the 60 seconds, the teacher should hide the photograph and ask the students detailed questions about where and what certain items were in the photograph. Questions should draw attention to objects that will foster later discussions about mill life.

### Standards

- **S:SPS1:2:1.1** Make observations and explore materials using all of their senses (one sense at a time)
- **S:SPS1:4:1.2** Make and record observations for a given purpose

### 3. *Photography Charades*

**Description:** This activity allows students to engage with feelings and happenings in the photographs in an active way.

**Essential Questions:** What happened in the past? How can we know if we weren't there? What can we learn from the past?

**Materials:** Photographs

**Time Frame:** 20+ minutes

**Procedure:** The teacher should assign one photograph to a student from a display of at least ten photographs. That student needs to act out (without words) the photograph for his/her peers to guess which print is being pantomimed.

#### **Standards**

- **S:SPS1:2:1.1** Make observations and explore materials using all of their senses (one sense at a time)
- **S:SPS1:4:1.2** Make and record observations for a given purpose
- **S:SPS4:2:2.1** Communicate ideas and observations through a variety of tools and formats (e.g., oral, journal, drawing, projects, multimedia)

## 4. *Sit-See Activity*

**Description:** This activity will allow students to interact personally with a portrait that they are drawn to. Students will use their senses to more fully engage with the *Beyond Brown Paper* exhibit.

**Essential Questions:** How am I connected to those in the past? What can these photographs tell us about a the community of Berlin? How am I connected to those in the past? What can we legitimately infer about the photographs we see? How has the world changed and how might it change in the future?

**Materials:** Photographs, artist notebooks, pencils, crayons or colored pencils

**Time Frame:** 30–45 minutes

**Procedure:** Students will utilize artist notebooks to draw and write their connections to a photograph of their choice. Art can be replicas of a whole piece or a portion of the piece that draws their attention. Written work should focus on sensory cues (see, feel, hear, smell).

### Standards

- **S:SPS1:2:1.1** Make observations and explore materials using all of their senses (one sense at a time)
- **S:SPS4:4:2.1** Use a variety of tools and formats (oral presentations, journals, and multimedia presentations) to summarize and communicate the results of observations
- **S:SPS4:2:2.1** Communicate ideas and observations through a variety of tools and formats (e.g., oral, journal, drawing, projects, multimedia)

### Art Curriculum

**Standard 2.** Identify and apply the elements of visual art and principles of design

**Standard 4.** Analyze the visual arts in relation to history and culture

**Standard 5.** Analyze, interpret and evaluate their own and others' artwork

## 5. *Tableau Challenge*

**Description:** This activity will allow your students to engage in an online pre-view in an interactive way. The activity will allow your students to make a deeper connection with a photograph of choice.

**Essential Questions:** What happened in the past? What can we learn from the past? How am I connected to those in the past?

**Materials:** Printed out photographs or the actual photographs, costumes and props (optional)

**Time Frame:** 20 minutes for group work; 20 minutes to present and debrief

**Procedure:** A tableau asks students to create a frozen replica from a photograph. The tableau should recreate the positions, expressions, and feelings in the piece it is representing. A variety of photographs should be printed out for students to self-select. Individuals and small groups should act out (without words or movement) the photograph they choose. Other students should be able to identify from a group of photographs the one that is being depicted in the tableau.

### Standards

- S:SPS1:2:1.1 Make observations and explore materials using all of their senses (one sense at a time)
- S:SPS3:2:1.1 Work with a partner to accomplish a specific task
- S:SPS1:4:1.2 Make and record observations for a given purpose

### Drama Curriculum

**Standard 1.** Students will create theatre through improvising, writing and refining scripts

**Standard 5.** Students will research, evaluate and apply cultural and historical information to make artistic choices



## *Past and Present*

### **6. *Past and Present Carousel***

**Description:** This activity allows students to interact with four questions related to the central themes of the *Beyond Brown Paper* exhibit.

**Essential Questions:** What can we learn from the past? How can I make a positive difference? How am I connected to those in the past? Why was the Berlin paper mill located where it was? What makes places unique and different? How do geography, climate, and natural resources affect the way people live and work?

**Materials:** Four large charts, four different colored markers

**Time Frame:** 30–45 minutes

**Procedure:** Students should first be exposed to the photographs in the exhibit, either in person or online. Students should then be broken up in groups of four. Groups will record their thoughts in relation to the questions on the chart paper. Students move with their group (like a carousel) to the next chart where they read the questions before them, check off responses they agree with, and add their own ideas. Rotation continues until groups return to their original chart. There, each group is responsible for summarizing and reporting on the group ideas surrounding the questions.

**Question 1:** Why do you think the Brown Company chose to photograph the recreational lives of its employees?

**Question 2:** What environmental issues do the photographs show?

**Question 3:** How did the running and eventual closure of the Brown paper mill impact the economy and culture in the city of Berlin?

**Question 4:** What words would you use to describe the faces and places in the Brown Quest Exhibit?

### **Standards**

- **S:ESS4:2:3.3** Describe actions that can help the environment, such as recycling and proper disposal of waste materials
- **S:SPS1:4:1.2** Make and record observations for a given purpose
- **S:SPS3:2:1.1** Work with a partner to accomplish a specific task

- **S:SPS4:4:2.1** Use a variety of tools and formats (oral presentations, journals, and multimedia presentations) to summarize and communicate the results of observations
- **S:SPS4:2:3.1** Make observations and tell ideas about real-life issues
- **S:SPS4:2:2.1** Communicate ideas and observations through a variety of tools and formats (e.g., oral, journal, drawing, projects, multimedia)
- **SS:GE:2:4.2** Identify what are natural resources, e.g., water or trees
- **S:LS5:2:1.1** Recognize that new products can be made out of natural materials, such as paper from trees and cloth from various plants and animals
- **SS:GE:2:5.0** Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between earth’s physical and human systems
- **SS:HI:4:4.1** Explore major developments and changes in economic productivity
- **SS:HI:4:4.0** Economic Systems & Technology: Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time
- **SS:GE:4:5.3** Examine the effects of the use of renewable and nonrenewable resources on human systems

## 7. *Recycling*

**Description:** Students will recognize the environmental issues surrounding the Brown paper mill and to take active steps in doing their part to preserve our natural resources.

**Essential Questions:** How does geography, climate, and natural resources affect the way people live and work? How do the choices I make impact a community?

**Materials:** Recycling bins, recycling bags, books, and internet resources on recycling

**Time Frame:** 30 minutes for start-up, then ongoing

**Procedure:** After engagement with various photographs that illustrate environmental issues have students research statistics on paper used each year and other pertinent facts. Discuss, as a class, how they can have a positive impact on the environment. Suggest a recycling project for the class, while continuing to educate about what types of paper and materials can be recycled. Provide bins for various recyclables in your classroom.

### Standards

- **S:ESS4:2:3.1** Differentiate between natural and man-made materials
- **S:ESS4:2:3.3** Describe actions that can help the environment, such as recycling and proper disposal of waste materials
- **S:SPS3:4:2.1** Demonstrate a basic conservation action such as recycling or a schoolyard habitat project
- **S:LS5:2:1.1** Recognize that new products can be made out of natural materials, such as paper from trees and cloth from various plants and animals
- **SS:GE:2:4.2** Identify what are natural resources, e.g., water or trees
- **SS:GE:2:5.0** Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between earth's physical and human systems
- **SS:GE:4:5.3** Examine the effects of the use of renewable and nonrenewable resources on human systems





## *Language Arts*

### **8. *Read Alouds***

**Description:** Read alouds will help to build background knowledge surrounding the town of Berlin, the historic time period in the photographs, and mill life.

**Essential Questions:** What happened in the past? What can we learn from the past? What causes change and what remains the same? How do geography, climate, and natural resources affect the way people live and work?

**Materials:** One or more books from the suggested book list.

**Time Frame:** Will vary by books.

**Procedure:** Teachers should select one or more books to read to students.

Discussion should be encouraged to broaden understanding of social, economic, recreational, and occupational lives of people from Berlin and the Brown Company.

### **Standards**

- **SS:HI:2:4.0** Economic Systems & Technology: Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time
- **R:IT:2:2.4** Identifying facts presented in text
- **R:IT:3:2.3 (S)** Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant
- **SS:HI:4:4.1** Explore major developments and changes in economic productivity
- **SS:GE:4:5.3** Examine the effects of the use of renewable and nonrenewable resources on human systems
- **SS:HI:4:4.0** Economic Systems & Technology: Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time

## 9. *Vocabulary Banks*

**Description:** Students will develop necessary vocabulary to fully comprehend lessons surrounding the photographs depicting Berlin's history.

**Essential Questions:** What can we learn from the past? How do geography, climate, and natural resources affect the way people live and work? What story do the activities tell?

**Materials:** Chart paper, folders, or journals

**Time Frame:** 30 minutes (ongoing)

**Procedure:** Students and teachers will create word banks with definitions.

Teachers should create and display these banks on charts, while students can record their word banks in portable folders or composite journals.

### Standards

- **S:ESS4:2:3.1** Differentiate between natural and man-made materials
- **S:SPS4:4:2.1** Use a variety of tools and formats (oral presentations, journals, and multimedia presentations) to summarize and communicate the results of observations
- **SS:GE:4:5.3** Examine the effects of the use of renewable and nonrenewable resources on human systems

## 10. *Title the Photograph*

**Description:** This activity will allow students to observe photographs to determine the central theme shown.

**Essential Questions:** How do geography, climate, and natural resources affect the way people live and work? What can these photographs tell us about the community of Berlin?

**Materials:** Exhibit photographs, strips of paper

**Time Frame:** 30 minutes

**Procedure:** The teacher should model how to talk through sample pictures to focus on the who, what, where, when, and why of the image. From there he/she would suggest what titles might be appropriate, while also taking student suggestions. Following this, students will spend individual time with each print to determine the central theme depicted. They will write their own titles for the photographs on the strips of paper.

### Standards

- S:SPS1:2:1.1 Make observations and explore materials using all of their senses (one sense at a time)
- S:SPS4:2:3.1 Make observations and tell ideas about real-life issues
- S:SPS1:4:1.2 Make and record observations for a given purpose

## 11. *“I Am” Poem*

**Description:** The “I Am” poem asks students to imagine themselves as the subject by taking on the feelings and being of a person or object in the photograph.

**Essential Questions:** How am I connected to the past? Whose “story” is it? What can these photographs tell us about the community of Berlin? How do geography, climate, and natural resources affect the way people live and work?

**Materials:** “I Am” poetry format (see handouts), pencil, exhibit photographs

**Time Frame:** 30+ minutes

**Procedure:** Students should choose a photograph to which they find a personal connection. Students should identify an object or person in the photograph that they should personify. They should then use the following format to write an “I Am” poem from the perspective of that person or object in the photograph.

### Standards

- **S:ESS4:2:3.1** Differentiate between natural and man-made materials
- **S:SPS1:2:1.1** Make observations and explore materials using all of their senses (one sense at a time)
- **S:SPS4:4:2.1** Use a variety of tools and formats (oral presentations, journals, and multimedia presentations) to summarize and communicate the results of observations
- **S:SPS4:2:2.1** Communicate ideas and observations through a variety of tools and formats (e.g., oral, journal, drawing, projects, multimedia)
- **SS:GE:4:5.3** Examine the effects of the use of renewable and nonrenewable resources on human systems

Name \_\_\_\_\_ Date \_\_\_\_\_

*"I Am" Poem*

*I am* \_\_\_\_\_  
(two special characteristics you have)

*I wonder* \_\_\_\_\_  
(something you are actually curious about)

*I hear* \_\_\_\_\_  
(an imaginary sound)

*I see* \_\_\_\_\_  
(an imaginary sight)

*I want* \_\_\_\_\_  
(an actual desire)

*I am* \_\_\_\_\_  
(the first line of the poem repeated)

## 12. *Seeing Eye Detective*

**Description:** This activity will help your students learn how to look for clues and find the “stories” in three different visual images. One image should be work related, one should be social, and the other should show an aspect of the environment. They will be asked to look carefully, notice details, ask and answer questions, respond personally and make connections.

**Essential Questions:** What can we learn from the past? How am I connected to those in the past? How do the geography, climate and natural resources affect the way people live and work? How does the legacy of earlier groups and individuals influence subsequent generations?

**Materials:** 3 photographs, activity sheets (see handouts, magnifying glass (optional), and clipboard (optional)

**Time Frame:** 30–45 minutes

**Procedure:** Students can work either individually, partners, or in small groups. They should either select or be provided with three different images. They are to examine each picture closely to find the clues and answers to the accompanying questions. When all three sheets are completed, discuss the findings, similarities and differences in the three images. What connection can be made between the photographs? What connections can be made to events, people and places in current times?

**Three stages:**

**Stage 1:** Close Observation: What do you *see*?

**Stage 2:** Knowledge: What do you *know*?

**Stage 3:** Interpretation: What do you *think*?

### Standards

- **S:ESS4:2:3.1** Differentiate between natural and man-made materials
- **S:ESS4:2:3.3** Describe actions that can help the environment, such as recycling and proper disposal of waste materials
- **S:SPS1:2:1.1** Make observations and explore materials using all of their senses (one sense at a time)
- **S:SPS4:2:3.1** Make observations and tell ideas about real-life issues
- **S:LS5:2:1.1** Recognize that new products can be made out of natural materials, such as paper from trees and cloth from various plants and animals

- **SS:GE:2:4.2** Identify what are natural resources, e.g., water or trees
- **S:SPS1:4:1.2** Make and record observations for a given purpose
- **SS:GE:2:5.0** Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between earth's physical and human systems
- **SS:HI:4:4.0** Economic Systems & Technology: Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time
- **SS:HI:4:4.1** Explore major developments and changes in economic productivity
- **SS:GE:4:5.3** Examine the effects of the use of renewable and nonrenewable resources on human systems



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For more information about *Beyond Brown Paper*: <http://beyondbrownpaper.plymouth.edu>.

These resources were developed by Carol Young-Podmore and Wendy Oellers, educators from Gilford Elementary School and adjunct faculty at Plymouth State University.

The Essential Questions were developed by and adapted from Jay McTighe, co-author of *Understanding By Design*, [http://og.ca.campusgrid.net/home/Teacher%20Information/essential\\_questions.htm](http://og.ca.campusgrid.net/home/Teacher%20Information/essential_questions.htm). For further information regarding essential questions, please see <http://www.jaymctighe.com/ubdweblinks.html>.

Text design and page make-up by Joyce Weston, [www.jcwestondesign.com](http://www.jcwestondesign.com).

## Resources

### *Brown Paper Resources*

#### Online

Making Handmade Paper

<http://www.pioneerthinking.com/makingpaper.html>

Mill Worker Simulation

<http://www.nhhistory.org/edu/support/nhwork/millworkersim.pdf>

Mills of NH

<http://www.nhhistory.org/edu/support/nhwork/nhmills.pdf>

NH Mills Lesson Plans from NH Historical Society

<http://www.nhhistory.org/edu/support/nhwork/nhmills.pdf>

Paper History—Gallery of Papermaking

<http://www.ajvalente.com/>

Papermaking Kaukauna

<http://www.focol.org/kahs/Paper-history.htm>

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