

# *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/>

## **HIGH SCHOOL RESOURCES**



# High School Resources

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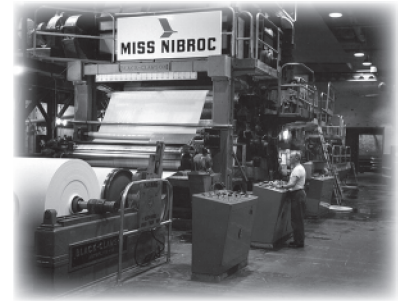
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## Visual Arts Standards

**Standard 3.** Choosing and evaluating a range of subject matter, symbols, and ideas

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

**Standard 6.** Making connections between the visual arts and other disciplines





## *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 prints, by leading viewers to look closely at each print in a fun and engaging way.

**Essential Questions:** What can we learn from the past? How am I connected to those in the past? Whose “story” is it? How do geography, climate, and natural resources affect the way people live and work?

**Materials:** Scavenger hunt handouts (3 pages), photographs, pencils

**Time Frame:** 30 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.S. 10** Discuss the impact of different levels of technology on the human and physical geographic features of places and regions
- **S.S. 10** Explain how industrialization, population, and urbanization define places and regions
- **S.S. 13** Describe, by examining the development of major industries in the United States, how geography and the factors of production have contributed to the location of certain types of manufacturing in particular places and regions
- **S.S. 17** Demonstrate an understanding of major topics in the study of the Second Industrial Revolution (1865–1920) including technological developments; transformation of the economy in the late-1800s; immigration; role of education; urbanization; changes in work and the workplace
- **S:ESS4:4:3.2** Provide examples of technology that have changed the environment
- **S:ESS4:8:3.1** Provide examples of how creative thinking and economic need has shaped the way people use natural materials, such as the use of metal ores, petroleum, and fresh water.

## *Scavenger Hunt Poem and Activity*

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 can we learn from the past? How am I connected to those in the past? Whose “story” is it? How do geography, climate, and natural resources affect the way people live and work? 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** \_\_\_\_\_

*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. *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 photographs tell us about the community of Berlin? How do geography, climate, and natural resources affect the way people live and work? What can we legitimately infer about the photographs we see?

**Materials:** Three 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 connections can be made among 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

- **W:IW:12:2.5** Using precise and descriptive language that clarifies and supports intent and enhances meaning
- **W:IW:12:2.2** Stating and maintaining a focus/controlling idea/thesis
- **W:IW:12:2.3** Selecting and using formal, informal, literary, or technical language appropriate to audience and context
- **W:IW:12:2.5** Using precise and descriptive language that clarifies and supports intent and enhances meaning
- **W:OC:12:2.5** Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively
- **S.S. 10** Explain how industrialization, population, and urbanization define places and regions
- **S.S. 11** Analyze how language, tradition, and other cultural elements shape peoples’ perceptions and opinions about places and regions

Name(s) \_\_\_\_\_ Date \_\_\_\_\_

## *Seeing Eye Detective*

### Photograph 1: Economics

Photograph Number: \_\_\_\_\_

- What are your first reactions to the photograph? What are five words that describe your feelings and impressions of the photograph?
- Describe the mood of the photograph. Do the people seem natural or posed? What emotions do they show?
- What is happening in the photograph?
- What objects are shown and what is their function? Due to technological advances, what objects in the photographs would not be in photographs taken at the present time?
- What is the setting and when was the picture taken? (Date, time of day, year) How can you tell?
- Look at the photograph again. What other details do you see now that you didn't observe before?
- At what event or occasion do you think these photographs were taken?
- Why do you think the photographer took this particular picture?
- What do the clues tell us about life during that time? Is there any evidence that tells us how life was similar or different from life during the present?



Name(s) \_\_\_\_\_ Date \_\_\_\_\_

## *Seeing Eye Detective*

### Photograph 2: People in their community

Photograph Number: \_\_\_\_\_

- Who is in the photographs? What does the photograph tell you about this person (or people)?
- What kinds of clothing or hair styles are the people in the photographs wearing? How are they different from those worn by people today?
- What is happening in the photograph? Is it natural or staged? How can you tell?
- What is the setting and when was the picture taken (date, time of day, year) What was the event or occasion?
- What objects are shown and what is their function? Due to technological advances, what objects in the photographs would not be in photographs taken at the present time?
- Look at the photograph again. What other details do you see now that you didn't observe before?
- At what event or occasion do you think these photographs were taken?
- Why do you think the photographer took this particular picture?
- What do the clues tell us about life during that time?

Name(s) \_\_\_\_\_ Date \_\_\_\_\_

## *Seeing Eye Detective*

### Photograph 3: The Environment

Photograph Number: \_\_\_\_\_

- What are your first reactions of the photograph? What are five words that describe your feelings and impressions to the photograph?
- What is the setting and when was the picture taken? (Date, time of day, year) How can you tell?
- What non-natural objects are shown and how are they being used? Due to technological advances, what objects in the photographs would not be in photographs taken at the present time?
- Look at the photograph again. What other details do you see now that you didn't observe before?
- Why do you think the photographer took this picture? What story was he/she trying to tell?
- What do the clues tell us about how people felt about the environment during this time? What impact did the economy have on efforts for conservation?

### 3. *Exhibit Debate*

**Description:** Students will recognize and defend the historical value of a specific print of choice from the *Beyond Brown Paper* exhibit.

**Essential Questions:** What can we legitimately infer about the photographs we see? How does the legacy of earlier groups and individuals influence subsequent generations? How do geography, climate, and natural resources affect the way people live and work?

**Materials:** Photographs from the exhibit, paper, pencil, computer for research

**Time Frame:** 45–60 minutes for research, 30–45 minutes for debate preparation, 30–45 minutes for group debate presentations

**Procedure:** Students will work in teams of two to select a photograph that they think holds the most historic significance in the exhibit. Partners will research facts about each photograph that will support their position about the historical value of the image they selected.

#### Standards

- **S.S. 11** Identify and discuss the human geographic features of neighborhoods and places including population density, economic activities, forms of shelter, and modes of transportation. Discuss how people define regions in terms of physical and cultural criteria and how they use the concept of regions in their study of earth
- **S.S. 10** Identify and discuss the human geographic features of neighborhoods and places including population density, economic activities, forms of shelter, and modes of transportation and communication
- **S.S. 12** Explain how industrialization, population, and urbanization define places and regions
- **S:ESS4:8:3.1** Provide examples of how creative thinking and economic need has shaped the way people use natural materials, such as the use of metal ores, petroleum, and fresh water
- **W:OC:2** In oral communication, students make oral presentations by exhibiting logical organization and language use, appropriate to audience, context, and purpose

## 4. *Comparing and Contrasting Photographs*

**Description:** Students will closely observe three images in order to classify their similarities and differences.

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

**Materials:** Paper, pencils, photographs

**Time Frame:** 20–30 minutes

**Procedure:** Students should select three photographs from the *Beyond Brown Paper* exhibit to observe closely. They should label the item numbers under each circle. Observations that are true of only one item will be in the position of the circle that is not overlapping. Observations that are true of two or all of the images should be recorded in the overlapping position of the circles.

### Standards

- **S.S. 11** Discuss the impact of different levels of technology on the human and physical geographic features of places and regions
- **S.S. 11** Explain how industrialization, population, and urbanization define places and regions
- **S.S. 11** Analyze how language, tradition, and other cultural elements shape perceptions and opinions about places and regions
- **W:1W:12:3.2** In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose

## 5. *Write Your Own Quest*

**Description:** Students will creatively and poetically develop their own quest to lead peers through a selection of pictures from the *Beyond Brown Paper* exhibit.

**Essential Questions:** How does the legacy of earlier groups and individuals influence subsequent generations? How do geography, climate, and natural resources affect the way people live and work? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time?

**Materials:** Paper, pencil, photographs, rhyming dictionary (optional)

**Time Frame:** 1–2 hours

**Procedure:** Before students begin, they should have already completed the quest for the exhibit. *Questing: A Guide to Creating Community Treasure Hunts* by Delia Clark and Steven Glazer is a great resource and will give plentiful examples of quests. Read several more examples to the children. Students should be divided into pairs to write 4, 8 beat lines about each image. The same rhyming scheme should be used for moving directions to lead peers from picture to picture.

### Standards

- **W:IW:12:3.2** In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose
- **S.S. 10** Discuss the impact of different levels of technology on the human and physical geographic features of places and regions
- **S.S. 10** Explain how industrialization, population, and urbanization define places and regions
- **S.S. 13** Describe, by examining the development of major industries in the United States, how geography and the factors of production have contributed to the location of certain types of manufacturing in particular places and regions



## *Socio-Cultural History*

### **6. Student Designed Historical Brochure**

**Description:** Students will present their knowledge surrounding the *Beyond Brown Paper* exhibit by creating an information brochure.

**Essential Questions:** How does the legacy of earlier groups and individuals influence subsequent generations? How do geography, climate, and natural resources affect the way people live and work?

**Materials:** Sample brochures, paper, pencil, and colored pencils. This project may also be developed using Photoshop or a brochure template depending on software availability.

**Time Frame:** 45–60 minutes

**Procedure:** Fold the 12" x 18" piece of paper into equal thirds. Explain that students will need to design a historical brochure highlighting the stories behind the photographs. The brochures must include information about the people, work, recreation, and everyday lives of the citizens of Berlin, communicated through selected images and text. Text will be written by students based on a synthesis of their research.

#### **Standards**

- **S.S. 11** Identify and discuss the human geographic features of neighborhoods and places including population density, economic activities, forms of shelter, and modes of transportation. Discuss how people define regions in terms of physical and cultural criteria and how they use the concept of regions in their study of earth
- **S.S. 12** Identify and discuss the human geographic features of neighborhoods and places including population density, economic activities, forms of shelter, and modes of transportation and communication
- **S.S. 12** Explain how industrialization, population, and urbanization define places and regions
- **S:ESS4:8:3.1** Provide examples of how creative thinking and economic need have shaped the way people use natural materials, such as the use of metal ores, petroleum, and fresh water
- **W:HW:1** Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products
- **W:HW:2** Demonstrates the habit of writing extensively by sharing thoughts, observations, or impressions

## 7. *Research Teams*

**Description:** Students will work in small groups to learn about and teach their peers about the social, economic, recreational, and environmental lives of historic Berlin.

**Essential Questions:** How do patterns of cause/effect manifest themselves in the chronology of history? How does the legacy of earlier groups and individuals influence subsequent generations? What social, political, economic, and environmental opportunities and problems arise from changes in technology? How do geography, climate, and natural resources affect the way people live and work?

**Materials:** Exhibit photographs, paper, pencils, computers, poster board, and other select materials based on how students want to present to the class.

**Time Frame:** 45–60 minutes for research, 30–45 minutes for projects, 30–45 minutes for groups to share

**Procedure:** Students will break into small groups and be given one of the components of Berlin life listed in the objective. Students will use computers and the exhibit photographs to research facts. Groups will then be responsible for reporting back to their peers.

### Standards

- **S.S. 12** Explain how industrialization, population, and urbanization define places and regions
- **S:ESS4:8:3.1** Provide examples of how creative thinking and economic need has shaped the way people use natural materials, such as the use of metal ores, petroleum, and fresh water
- **W:OC:2** In oral communication, students make oral presentations by exhibiting logical organization and language use, appropriate to audience, context, and purpose
- **R:IT:1** Demonstrate initial understanding of informational texts (expository and practical texts)
- **R:IT:12:1.3** Organizing information to show understanding or relationships among facts, ideas, and events

## 8. *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:** How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do geography, climate, and natural resources affect the way people live and work? What social, political, economic, and environmental opportunities and problems arise from changes in technology? What can we legitimately infer about the photographs we see?

**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? Do you think people viewed them as issues in the early 1900s and in the present?

**Question 3:** What economic impact did the running and eventual closure of the Brown paper mill have on the city of Berlin in the past and in the present?

**Question 4:** Why is this exhibition and collection of historical photography significant to us today?

### Standards

- **S.S. 10** Discuss the impact of different levels of technology on the human and physical geographic features of places and regions
- **S.S. 10** Explain how industrialization, population, and urbanization define places and regions
- **S.S. 11** Analyze how language, tradition, and other cultural elements shape peoples' perceptions and opinions about places and regions
- **W:1W:12:1** Students effectively convey purpose by using a text structure appropriate to focus/controlling idea or thesis
- **S:ESS4:8:3.4** Identify the potential impact of converting forested land to uses such as farms, homes, factories, or tourist attractions



## 9. *Economic Portfolio*

**Description:** Economic Portfolios would allow students to see and understand the economic impact of the Brown paper mill on the city of Berlin.

**Essential Questions:** What impact do needs and wants have on the production, distribution, and consumption of goods and services? How does the legacy of earlier groups and individuals influence subsequent generations? What social, political, economic, and environmental opportunities and problems arise from changes in technology? How can the perspective we have about our own life experiences be viewed as part of the larger human story through time?

**Materials:** Computers, paper, pencil, 1/2" 3-ring binders, 1/4" graph paper

**Time Frame:** 1–2 hours of research, 1–2 hours to prepare portfolio

**Procedure:** Students will research and record the economic status of the town from before the mills opening (1860) until present day. The information should be organized and recorded on graph paper in their binders. Portfolios should indicate trends of growth and decline in economics. Students should have the research to explain the trends behind the numbers.

### Standards

- **S.S. 7** Explain that the scarcity of productive resources—human, capital, technological, and natural—requires the development of economic systems to make decisions about the production and distribution of goods and services
- **S.S. 15** Students will demonstrate the ability to apply their knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future
- **S.S. 15** Evaluate, using spatial and environmental perspectives, the potential short- and long-term impact of current issues and policies related to population changes and human development; food and agriculture; oceans and coasts; and changes in weather and climate
- **S.S. 10** Explain how industrialization, population, and urbanization define places and regions
- **M:DSP:HS:3** Organizes and displays one- and two-variable data using a variety of representations

## 10. *Changing Times*

**Description:** Students will explore how changes (economic, environmental, political, social, etc.) can impact a community and its natural landscape.

**Essential Questions:** How do patterns of cause and effect manifest themselves in the chronology of history? How do geography, climate, and natural resources affect the way people live and work? How does the legacy of earlier groups and individuals influence subsequent generations? What social, political, economic, and environmental opportunities and problems arise from changes in technology?

**Materials:** Historical photographs, cameras, printer

**Time Frame:** 45–60 minutes for research, 30–45 minutes to prepare presentations, 30–45 minutes for groups to share

**Procedure:** Assign teams of students to research sources of local community historical photographs. (Note: Most communities have historical societies which can provide rich resources for information about the past. Community newspaper archives, elders in the community, and state history departments can also be potential resources.) Determine the site or location as it exists at present. Have the students take photographs of the site. Examine the similarities and differences that exist in the “different time” photographs of the same site? Describe how and why things have changed. Discuss how and why things have remained the same? What predictions can be made from studying the past? Create a presentation to demonstrate how and why things have changed over time.

### Standards

- **S.S. 10** Discuss the impact of different levels of technology on the human and physical geographic features of places and regions
- **S.S. 10** Explain how industrialization, population, and urbanization define places and regions
- **S.S. 13** Describe, by examining the development of major industries in the United States, how geography and the factors of production have contributed to the location of certain types of manufacturing in particular places and regions
- **S.S. 17** Demonstrate an understanding of major topics in the study of the Second Industrial Revolution (1865-1920) including technological developments; transformation of the economy in the late-1800s; immigration; role of education; urbanization; changes in work
- **S:ESS4:4:3.2** Provide examples of technology that have changed the environment



## *Creative Writing*

### **11. *Day in the Life Journal***

**Description:** Journaling will allow students to put themselves in the time and the perspective of a person pictured in one of the Brown Company photographs.

**Essential Questions:** Whose “story” is it? What can we legitimately infer about the photographs we see? How does the legacy of earlier groups and individuals influence subsequent generations? How do geography, climate, and natural resources affect the way people live and work?

**Materials:** Journal, photographs, pencils

**Time Frame:** 30–45 minutes (ongoing)

**Procedure:** Students should select a photograph that contains the image of a person. After conducting mini-lessons on journal writing format, students should be encouraged to write from the perspective of the selected person. What would the person see, feel, do? What might be a typical day for this person? Reproductions of photographs from the exhibit can also be copied or drawn into the journals.

#### **Standards**

- **S.S. 10** Discuss the impact of different levels of technology on the human and physical geographic features of places and regions
- **S.S. 10** Explain how industrialization, population, and urbanization define places and regions
- **S.S. 13** Describe, by examining the development of major industries in the United States, how geography and the factors of production have contributed to the location of certain types of manufacturing in particular places and regions
- **S.S. 17** Demonstrate an understanding of major topics in the study of the Second Industrial Revolution (1865–1920) including technological developments; transformation of the economy in the late-1800s; immigration; role of education; urbanization; changes in work and the workplace
- **W:IW:12:2.5** Using precise and descriptive language that clarifies and supports intent and enhances meaning

## 12. *Write and Produce Skits*

**Description:** Skits will be written and acted out in order to demonstrate student knowledge of life in Berlin, as pictured through the exhibit photographs.

**Essential Questions:** How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do geography, climate, and natural resources affect the way people live and work?

**Materials:** Exhibit photographs, paper, pencil, computers, assorted props and costumes

**Time Frame:** 45-60 minutes to create skits, 30-45 minutes for preparation

**Procedure:** Small groups will be formed around a selection of prints depicting people in their daily lives in Berlin. Students will work together to write a script illustrating what happened before, during, and after the image. After allowing for practice time, each group will perform its skit to the class. Each group must be prepared to answer questions about their photographs and the decisions they made regarding their script.

### Standards

- **W:IW:12:2.5** Using precise and descriptive language that clarifies and supports intent and enhances meaning
- **W:IW:12:2.2** Stating and maintaining a focus/controlling idea/thesis
- **W:IW:12:2.3** Selecting and using formal, informal, literary, or technical language appropriate to audience and context
- **W:IW:12:2.5** Using precise and descriptive language that clarifies and supports intent and enhances meaning
- **W:OC:12:2.5** Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively
- **S.S. 10** Explain how industrialization, population, and urbanization define places and regions
- **S.S. 11** Analyze how language, tradition, and other cultural elements shape peoples' perceptions and opinions about places and regions

### **13. *Video Documentary***

**Description:** Students will demonstrate their knowledge of the multi-faceted nature of Berlin life through a selection of technology projects.

**Essential Questions:** How does technological change influence people lives? What social, political, economical, and environmental opportunities and problems arise from changes in technology? How do geography, climate, and natural resources affect the way people live and work?

**Materials:** Photographs, paper, pencil, computers, assorted software, video camera

**Time Frame:** Will vary depending on project

**Procedure:** Create a blue-screen movie using the scripts that were created for skits in the “Write and Produce Scripts” lesson above. Video students performing in front of a blue screen. Use video-making software to overlay video over appropriate prints from the exhibit. Other technology projects that would be effective for demonstrating knowledge of life in Berlin, including virtual field trips and PowerPoint presentations, which would provide great avenues for sharing the photographs and the research/feelings behind them.

#### **Standards**

- **W:IW:12:2.5** Using precise and descriptive language that clarifies and supports intent and enhances meaning
- **W:IW:12:2.2** Stating and maintaining a focus/controlling idea/thesis
- **W:IW:12:2.3** Selecting and using formal, informal, literary, or technical language appropriate to audience and context
- **W:IW:12:2.5** Using precise and descriptive language that clarifies and supports intent and enhances meaning
- **S.S. 10** Explain how industrialization, population, and urbanization define places and regions
- **S.S. 11** Analyze how language, tradition, and other cultural elements shape peoples’ perceptions and opinions about places and regions

## 14. *Radio Show*

**Description:** Bring oral history to life through a radio show where students speak to the lives and times of Berlin's people.

**Essential Questions:** What can we legitimately infer about the photographs we see? How does the legacy of earlier groups and individuals influence subsequent generations? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do geography, climate, and natural resources affect the way people live and work?

**Materials:** Exhibit photographs, paper, pencils, computers, microphones, tape recorders

**Time Frame:** 45–60 minutes to write show, 20–30 minutes to produce show

**Procedure:** Students will select a variety of photographs to research and write the script for a radio show. Presentations will involve a live audience but should incorporate microphones and recordings for future listening and learning pleasure.

### Standards

- **W:IW:12:2.5** Using precise and descriptive language that clarifies and supports intent and enhances meaning
- **W:IW:12:2.2** Stating and maintaining a focus/controlling idea/thesis
- **W:IW:12:2.3** Selecting and using formal, informal, literary, or technical language appropriate to audience and context
- **W:IW:12:2.5** Using precise and descriptive language that clarifies and supports intent and enhances meaning
- **W:OC:12:2.5** Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively
- **S.S. 10** Explain how industrialization, population, and urbanization define places and regions
- **S.S. 11** Analyze how language, tradition, and other cultural elements shape peoples' perceptions and opinions about places and regions

## 15. *Biographical Poem*

**Description:** The biographical 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 can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do 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:** Biographic poetry format (see handouts), pencil, exhibit photographs

**Time Frame:** 30–45 minutes

**Procedure:** The children 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. Children should then use the following format to write a biographic poem from the perspective of that person or object.

### Standards

- **W:IW:12:2.5** Using precise and descriptive language that clarifies and supports intent and enhances meaning
- **W:IW:12:2.2** Stating and maintaining a focus/controlling idea/thesis
- **W:IW:12:2.3** Selecting and using formal, informal, literary, or technical language appropriate to audience and context
- **W:IW:12:2.5** Using precise and descriptive language that clarifies and supports intent and enhances meaning
- **S.S. 10** Explain how industrialization, population, and urbanization define places and regions
- **S.S. 11** Analyze how language, tradition, and other cultural elements shape peoples' perceptions and opinions about places and regions

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

## *Biographical Poem*

\_\_\_\_\_  
*(first name)*

\_\_\_\_\_  
*(four words that describe you—check out character trait pages)*

*Relative of*

\_\_\_\_\_  
*(list close family members)*

*Resident of*

\_\_\_\_\_  
*(place where you live)*

*Who reads*

\_\_\_\_\_  
*(four books, magazines, and or newspapers)*

*Who likes*

\_\_\_\_\_  
*(three things you like)*

*Who loves*

\_\_\_\_\_  
*(three things you love)*

*Who fears*

\_\_\_\_\_  
*(three things)*

*Who wishes*

\_\_\_\_\_  
*(three things)*

*Who admires*

\_\_\_\_\_  
*(three)*

*Who needs*

\_\_\_\_\_  
*(three things you need)*

*Who aspires to*

\_\_\_\_\_  
*(at least two aspirations)*

\_\_\_\_\_  
*(last name)*



## 16. *Write Your Own Quest*

**Description:** Students will creatively and poetically develop their own quest to lead peers through a selection of pictures from the *Beyond Brown Paper* exhibit.

**Essential Questions:** How does the legacy of earlier groups and individuals influence subsequent generations? How do geography, climate, and natural resources affect the way people live and work? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time?

**Materials:** Paper, pencil, photographs, rhyming dictionary (optional)

**Time Frame:** 1–2 hours

**Procedure:** Students should have already completed the quest written for the *Beyond Brown Paper* exhibit before beginning. *Questing: A Guide to Creating Community Treasure Hunts* by Delia Clark and Steven Glazer is a great resource and will give plentiful examples of quests. Read several more examples to the children. Students should be divided into pairs to write 4, 8 beat lines about each image. The same rhyming scheme should be used for moving directions to lead peers from picture to picture.

### Standards

- **W:IW:12:3.2** In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose
- **S.S. 10** Discuss the impact of different levels of technology on the human and physical geographic features of places and regions
- **S.S. 10** Explain how industrialization, population, and urbanization define places and regions
- **S.S. 13** Describe, by examining the development of major industries in the United States, how geography and the factors of production have contributed to the location of certain types of manufacturing in particular places and regions

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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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