

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

There are thousands of additional artifacts at:

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

MIDDLE SCHOOL RESOURCES



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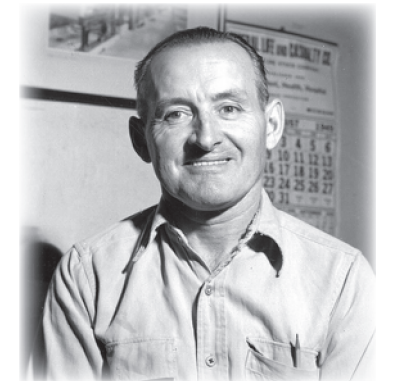
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10. Create a Newspaper
11. Write your own Quest
12. “I Am” Poem

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: Quest handouts (4 pages), 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.S. 10** Employ photographs to classify areas as rural, suburban, and urban, and to identify similarities and differences in land use in those areas
- **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 and communication
- **S.S. 11** Identify and discuss similarities and differences in cultural landscapes found in different places in the world
- **S.S. 11** Discuss the attachments people have for a particular place and region as well as their sense of belonging in certain places and regions
- **S:ESS1:6:2.1** Differentiate between renewable and non-renewable resources
- **S:ESS4:6:3.1** Provide examples of products that man has developed which allow humans to do things that they could not do otherwise; and identify the natural materials used to produce these products

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 _____

*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. *Comparing and Contrasting Photographs*

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

Essential Questions: What can photographs tell us about the community of Berlin? What similarities and differences do these images depict?

Materials: Paper, pencils, photographs

Time Frame: 20–30 minutes

Procedure: Students should select two photographs from the 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 both images should be recorded in the overlapping position of the circles.

Standards

- **S.S. 11** Students will demonstrate an understanding of the physical and human geographic features that define places and regions
- **S.S. 11** Employ observation, maps, and other tools to identify and compare the physical features of particular places including, soils, landforms, vegetation, wildlife, and climate
- **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 and communication
- **S.S. 13** Discuss the relationship between physical features and the location of human systems including the distribution of population in coastal areas, river valleys, and mountain ranges
- **S.S. 13** Employ demographic and cultural characteristics, including age, gender, ethnicity, and language, to describe populations
- **S.S. 13** Describe and compare housing and land use patterns in rural, urban, and suburban areas in the United States and other regions of the world

3. *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, as 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 of the photograph? What are five words that describe your feelings and impressions to 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 to the photograph? What are five words that describe your feelings and impressions of 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?



Historical Research

4. *Historical Interview*

Description: This activity will allow students to interact directly with an individual who has direct knowledge and experience with local community history. Students will learn how oral stories compliment, bring to life, and extend images from the past.

Essential Questions: How do we know what really happened in the past? 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 has the world changed and how might it change in the future?

Materials: Paper, pencil, tape recorder, person to interview, and historical photographs of their community

Time Frame: 30 minutes to develop questions, 30–45 minute for interview, 30–45 minutes for presentations

Procedure: The class should create a list of brainstormed questions based upon the photographs. This list should be compiled, typed, and ready to use with a historical guest. The interview should be tape recorded, as during the interview students will only be taking notes after asking each question. After the interview, students should consolidate information and prepare a presentation for the rest of the class.

Standards

- **S.S. 16** Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debates, arts, maps, and artifacts
- **S.S. 16** Identify and discuss the main ideas in historical narratives, their purpose, and the point of view from which they were constructed
- **S.S. 16** Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed
- **S.S. 16** Understand the significance of the past to themselves and to society
- **W:IW:8:3.1** Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- **W:IW:8:3.2** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images
- **W:OC:8:2.5** In oral communication, students make oral presentations by using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively

5. *Historical Scrapbook*

Description: Scrapbooking will allow students to put their own words into the photographs from the exhibit. Students will show understanding of central concepts illustrated through the images.

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 has the world changed and how might it change in the future? How do artists choose tools, techniques, and materials to express their ideas? How can we use design principles to organize ideas?

Materials: Scrapbook pages, copies of photographs, scissors, tape, markers, assorted color paper

Time Frame: 1+ hour

Procedure: Students should each have their own small copies of the images from the exhibit to cut out and arrange to their taste in their scrapbooks. Each photograph should have a student written, accompanying caption explaining what is happening in the print.

Standards

- **S:ESS4:6:3.1** Provide examples of products that man has developed which allow humans to do things that they could not do otherwise; and identify the natural materials used to produce these products
- **S.S. 11** Discuss the impact of different levels of technology on the human and physical geographic features of places and regions
- **S.S. 16** Examine historical documents, artifacts, and other materials and classify them as primary or secondary sources of historical data
- **S.S. 16** Identify and discuss, using historical and contemporary examples, connections between the location of human systems and natural resources
- **S.S. 16** Understand the significance of the past to themselves and to society

6. *Past and Present Carousel: Examining Central Themes from the Exhibition*

Description: This activity allows students to interact with four questions related to the central themes of 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? Is history, as portrayed by the photographs, the story told by the owners of the Brown paper mill?

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? Are these issues relevant today?

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

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

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 peoples' perceptions and opinions about places and regions

- **S.S. 16** Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed
- **S.S. 16** Examine historical documents, artifacts, and other materials and classify them as primary or secondary sources of historical data
- **S:ESS4:6:3.1** Provide examples of products that man has developed which allow humans to do things that they could not do otherwise; and identify the natural materials used to produce these products
- **S:ESS4:8:3.4** Identify the potential impact of converting forested land to uses such as farms, homes, factories, or tourist attractions
- **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

7. *Artifact Timelines*

Description: Students will determine the dates behind a series of photographs from the exhibit.

Essential Questions: How has the world changed and how might it change in the future? 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 do patterns of cause/effect manifest themselves in the chronology of history?

Materials: large sheet of butcher paper, copies of photographs, pencils, markers, glue

Time Frame: 45–60 minutes research, 45–60 minutes for creation of timeline

Procedure: Print out copies of 10 or more photographs from the exhibit. Have students research and label the dates of each photograph. From there, students should arrange and glue photographs in chronological order on the large sheet of butcher paper to form a timeline.

Standards

- **S.S. 16** Examine historical documents, artifacts, and other materials and classify them as primary or secondary sources of historical data
- **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 and communication
- **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. 16** Locate events in time--past, present, and future--by using basic chronological concepts including calendars, elapsed time, and story sequence (beginning, middle, end)
- **S.S. 16** Construct time lines of significant historical events in their community, state, and nation
- **S:ESS4:8:3.4** Identify the potential impact of converting forested land to uses such as farms, homes, factories, or tourist attractions
- **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



Creative Writing

8. *Day in the Life Journal*

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

Essential Questions: 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: 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. 16** Frame useful questions in order to obtain, examine, organize, evaluate, and interpret historical information
- **S.S. 16** Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debates, arts, maps, and artifacts
- **S.S. 16** Frame useful questions in order to obtain, examine, organize, evaluate, and interpret historical information
- **S.S. 16** Examine historical data related to ideas, events, and people from a given time-frame in order to reconstruct a chronology and identify examples of cause and effect
- **S.S. 16** Use basic research skills to investigate and prepare a report on a historical person or event
- **S.S. 17** Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States
- **W:IW:8:3.1** Demonstrate use of a range of elaboration strategies by including facts and details relevant to focus/controlling idea, and excluding extraneous information
- **W:IW:8:3.2** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images

9. *Historical Brochure*

Description: Students will present their knowledge surrounding the 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, crayons, craypas, markers, copies of exhibit photographs, computer

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.

Standards

- **S:ESS4:6:3.1** Provide examples of products that man has developed which allow humans to do things that they could not do otherwise; and identify the natural materials used to produce these products
- **S.S. 16** Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debates, arts, maps, and artifacts
- **S.S. 16** Identify and discuss the main ideas in historical narratives, their purpose, and the point of view from which they were constructed
- **S.S. 16** Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed
- **S.S. 16** Understand the significance of the past to themselves and to society
- **W:IW:8:3.1** Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- **W:IW:8:3.2** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images

10. *Create a Newspaper*

Description: This “Berlin Times” will allow students to write feature articles, captions, and use photographs from the exhibit to create a publication that will teach others about the life and times of Berlin.

Essential Questions: How do patterns of cause/effect manifest themselves in the chronology of history? What social, political, economic, and environmental opportunities and problems arise from changes in technology? 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: Paper, pencils, photographs, computer, printer, publishing program

Time Frame: 4–5 days at 45–60 minutes each time period

Procedure: Show students several real newspapers and discuss the different parts of a newspaper. Tell the class that they will create their own newspaper from the early 1900s called the *Berlin Times*. Assign students specific articles, editorials, pictures and captions, advertisements and the like based on the photographs from the *Beyond Brown Paper* exhibit. Have drafts complete on paper before working with the class to layout the final project with the publishing software.

Standards

- **S:ESS4:6:3.1** Provide examples of products that man has developed which allow humans to do things that they could not do otherwise; and identify the natural materials used to produce these products
- **S.S. 16** Examine historical data related to ideas, events, and people from a given time-frame in order to reconstruct a chronology and identify examples of cause and effect
- **S.S. 16** Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debates, arts, maps, and artifacts
- **S.S. 16** Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed
- **S.S. 16** Use basic research skills to investigate and prepare a report on a historical person or event
- **S.S. 16** Understand the significance of the past to themselves and to society
- **W:IW:8:3.1** Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- **W:IW:8:3.2** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images

11. *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 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? How has the world changed and how might it change in the future?

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

- **S:ESS4:6:3.1** Provide examples of products that man has developed which allow humans to do things that they could not do otherwise; and identify the natural materials used to produce these products
- **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 and communication
- **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. 16** Examine historical data related to ideas, events, and people from a given time-frame in order to reconstruct a chronology and identify examples of cause and effect
- **S.S. 16** Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debates, arts, maps, and artifacts
- **S.S. 16** Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed
- **W:IW:8:3.1** Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- **W:IW:8:3.2** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images

12. *“I Am” Poem*

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

Essential Questions: How am I connected to the past? 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: 45–60 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. Students 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.S. 16** Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debates, arts, maps, and artifacts
- **S.S. 16** Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed
- **S.S. 16** Understand the significance of the past to themselves and to society
- **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 and communication
- **W:IW:8:3.1** Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- **W:IW:8:3.2** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images

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)

I pretend

(something you actually pretend to do)

I feel

(a feeling about something imaginary)

I touch

(an imaginary touch)

I worry

(something that really bothers you)

I like

(something that makes you happy)

I am

(the first line of the poem repeated)

I understand

(something you know is true)

I say

(something you believe in)

I dream

(something you actually dream about)

I try

(something you really make an effort about)

I hope

(something you actually hope for)

I am

(the first line of the poem repeated)

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

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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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