

Time Travel

Local History Grade Levels 6-12

Objectives: In order to understand the essential question of, “How does change affect a community?” students use photographs to identify historic methods of transportation, leisure activities, and employment patterns. Using writing, discussion, and original artwork, students make current comparisons and use environmental, economic, social, political, and technological trends to predict the local future. *Time Needed: 1-3 hours*

Vermont’s Framework of Standards and Learning Opportunities:

1.12 Personal Essays (relate personal experiences to concepts, patterns, and ideas)

1.6 Writing Conventions (grammar, usage, and mechanics)

1.16 Artistic Dimensions (use a variety of forms, such as visual arts)

4.5 Continuity and Change

4.6 Understanding Place (interactions of local place, community heritage, and student lives)

Grade Level Expectations:

History and Social Studies 5-6, 7-8, 9-12:13 Cultures over Time (analyzing expressions of culture through analysis of...photographs)

Interdisciplinary Connections: Language Arts and Art

Materials & Resources:

Landscape Change Program Archive, www.uvm.edu/perkins/landscape (example images: LS07028; LS08898; LS05475; LS01364; LS00238; LS08903; LS03224)

Internet access *or* archival photos of the local area

Comparison Chart Worksheet (attached)

Student Journals

Art supplies (paper, posterboard, pens, pencils, markers)

Activities:

<p>1. Hook Your Students</p> <p>Two or three days before the activity, students bring in objects from home that are “from the past,” and discuss briefly how those objects have changed over time.</p>	<p>4. Culminating Activity</p> <p>Students make a sketch or write an article of what the community will look like in 200 years.</p>
<p>2. Introduce Concepts</p> <p>Locate local historical photos and use the attached chart to list historical examples of transportation, leisure activities, and jobs.</p>	<p>5. Assessment</p> <p>Evaluation of written responses to journal prompts; participation in discussion; and completion of chart and sketch or article.</p>
<p>3. Apply Skills</p> <p>Students journal and discuss changes in transportation, leisure activities, and jobs from the past to today and predict changes for the future. Finish recording in chart.</p>	<p>6. Extensions</p> <p>Submission of artwork or article for publication. Give students copies of several photos and have them arrange them chronologically.</p>

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Lesson Plan Details

Detailed summary of curricular format:

Goal: In this lesson, students will explore the power of historical photos to explain the past and how change affects a community. By examining archival images of the local area, students will identify some of the methods of transportation, leisure activities, and employment patterns they have been learning about in their local history unit. They will compare these with current patterns, predict how current trends (e.g., environmental, economic, social, political, technological) will affect the future of their local community and environment, and imagine what the future will bring. Students will create their own original artwork or article (for optional submission to an appropriate publication).

Activities / Procedures:

Hook: Two or three days before the activity, ask students to bring in an object from home that is “from the past.” Let them determine what “the past” means. As objects appear, take a few moments at the start of class to discuss how each object has changed over time.

1. Locate historical photos of the local area and display/view them. Ask students to use the blank chart below to list examples of transportation, leisure activities, and jobs. Some examples are available at: <http://www.uvm.edu/perkins/landscape/>.
2. *Journal #1-* Write the following on the board and ask students to respond in writing: *What are some of the ways the past has influenced the present?*
3. Engage students in a group discussion of what the location in the photo would look like now. Have them record their ideas on the chart. Then talk about what the location might look like in the future given our current environmental, economic, social, political, and technological trends. Ask students to record their ideas about the future on the chart.
4. *Journal #2-* *What are some things about our community today that will have a big influence on the future? What kinds of things about our community do you believe will last?*
5. **Wrap-up/Homework:** Think about what the community will look like in 200 years. Make a sketch/write a descriptive article of the kinds of jobs, transportation methods, and leisure activities you would see.
6. **Evaluation / Assessment:** Students will be evaluated based on their written responses to the journal prompts, participation in class discussion, and completion of activities.

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Comparison Worksheet

	What do you see in the photo from the past?	What would you see in the same picture today?	What will it look like in the future?
Transportation methods			
Jobs			
Leisure/fun activities			