

# Transportation and Change in Williston

## Local History

### Grade Levels 5-8

**Objectives:** To understand the essential question of: “How has the landscape of Williston changed over time?” students research (using texts and photographs) how the development of transportation has impacted the cultural and economic history of the town. Students create an illustrated timeline or map. **Time Needed: 6 hours**

**Vermont’s Framework of Standards and Learning Opportunities:**

6.6 Being a historian: (Students use historical methodology to make interpretations concerning history, change and continuity.)

6.7 Geographical knowledge: (Students use geographical knowledge and images of various places to understand the present, communicate historical interpretations, develop solutions for the problems, and plan for the future.)

**Grade Level Expectations:**

H&SS7-8:10 (show understanding of past, present, and future)

- Constructing time lines of significant historical developments...
- Interpreting data presented in time lines.

H&SS5-6:12 (show understanding of human interaction with the environment over time)

- Generating information related to the impact of human activities...

**Materials and Resources:**

*Landscape Change Program* Archive, [www.uvm.edu/landscape](http://www.uvm.edu/landscape) (examples below)

Williston history books and Williston map (see attached list for details)

Demographic statistics for Williston

*Timeliner* or similar computer program

**Activities:**

<p style="text-align: center;"><b>1. Hook Your Students</b></p> <p>Students write an imaginary story on a trip to Williston in the past.</p>	<p style="text-align: center;"><b>4. Culminating Activity</b></p> <p>Projects are shared with classmates/parents.</p>
<p style="text-align: center;"><b>2. Introduce Concepts</b></p> <p>Students research transportation and examine <i>Landscape Change Program</i> transportation photographs, to learn that the Winooski Turnpike, Railroad, and Interstate led to the cultural and economic growth of Williston.</p>	<p style="text-align: center;"><b>5. Assessment</b></p> <p><i>Formal:</i> via the rubric on final project. <i>Informal:</i> with discussion questions.</p>
<p style="text-align: center;"><b>3. Apply Skills</b></p> <p>Students construct a creative and accurate illustrated timeline or map.</p>	<p style="text-align: center;"><b>6. Extensions</b></p> <p>1) Students visit Williston’s three growth centers, take digital photos, and add to their timeline/map and the LCP archive. 2) Students take a sensory walk at growth centers: What do you hear, see, smell, etc.?</p>

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## Lesson Plan Details

*Detailed summary of curricular format:*

### **Day One:**

Students are presented with the prompt photos (below) and asked to choose one of the imaginary trips to write about. Students will imagine:

- a wagon ride to Williston from Burlington in 1825,
- a train ride to Williston from Connecticut in 1910, or
- a car trip to Williston from Boston in 1955, before the interstate.

Students design a web to organize ideas based on such questions as:

Whom are you coming to visit?

What time of year is it?

How long will you stay?

What are some of the sights along the way?

What is it like to travel this way? etc.

Students write their stories.

Students share their stories.

Photos to use as prompts: LS09869\_\_000 (Federated Church); LS07900 (interstate); LS02587 (Warren store); LS01549 (horse and carriage); LS10279 (train station); LS10279 (R. E. Brown store), LS10278 (North Williston covered bridge), LS 09812 (Crowded streets), LS09866 (Thomas Chittenden Monument), LS10509\_\_000 (House in field with buggy), LS07036\_\_001 (Interstate with fields), LS07036\_\_000 (Interstate 89 construction), LS10274\_\_000 (Locomotive), LS02593\_\_000 (Mt. Mansfield from Twist-o-Hill Lodge), LS10300\_\_000 (Stage coach).

### **Day Two:**

Overview of Williston history. Through research and readings, the students learn about the role of transportation in Williston's development. Class is split into small groups (about 3 students per group), given a reading selection, and asked to take notes on pertinent information to be added to the master list.

Teacher helps generate a master list of findings for whole class reference. Key concepts:

- Winooski Turnpike: Williston village
- Railroad: North Williston
- Interstate: Taft Corners, Maple Tree Place, Blair Park, Wal-Mart/Home Depot, etc.

**Day Three:**

Students are introduced to the Landscape Change web site and given time to explore for Williston photos that would illustrate their map or timeline. Photos are printed out.

**Days Four and Five:**

Using the information compiled on master list on Day Two students work on one of two assignments:

- 1) Students construct an illustrated time line of business and industry changes in Williston over time, including population statistics, photos from the Landscape Change web site.

**OR...**

- 2) Students will display illustrations of transportation modes and past and current growth centers on large Williston wall map, including photos from the Landscape Change web site.

Students will use the following guidelines in their map/time line construction:

- Brief text should be included to add to the informative nature of the project.
- All photos will be neatly and clearly labeled (location, year, etc.)
- Students may add to their displays with their own drawings.
- The title should be complete and neatly displayed.
- The teacher should approve items for display on the map or timeline before being permanently affixed.

Alternative activity: students can revise original stories with newly gained knowledge of transportation and town history.

**Day Six:**

Sharing and evaluation of products. Rubric can be used by teacher and/or students.

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**Questions:** can be used for discussion, a written assessment, to help focus product development, facilitate sharing procedures, etc.

1. What transportation modes impacted the economic and cultural growth of Williston?
2. How did the transportation modes impact the economic and cultural growth of Williston?
2. What were the features, advantages, and disadvantages of these transportation modes?
3. Where were/are the modes located in town?
4. When did the transportation modes impact Williston's growth?
5. Where were/are the growth centers in Williston?
6. What transportation mode may have an impact on Williston's future growth? Explain your prediction.

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## Additional Material

### Materials & Resources:

- *Hands on the Land* by Jan Albers, especially pp. 168-173 and 270-271.
- *Thomas Chittenden's Town: A Story of Williston, Vermont* by Willard Sterne Randall and Nancy Nahra, especially pages 12-35, and pp. 302-314.
- *Look Around Essex and Williston, Vermont*. Lilian Baker Carlisle, editor. pp. 28-29 and pp. 48-50.
- *A History of the Town of Williston, 1763-1913*. By the Historical Committee. Pp. 44-49.
- *Our Town: Williston, Vermont*. By Richard Allen. Pp. 8-13, pp. 21-23.
- *The Williston Story, 1763-1961*. By F. Kennon Moody and Floyd D. Putnam. Industry and Agriculture, pp. 40-48, Transportation, pp. 48-55.
- *Williston: A Community Portrait*. Green Mountain Video.

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## Rubric for evaluating a visual final project: Timeline or Map

Little Evidence of Achievement	Below Standard	Nearly Achieved Standard	Achieved Standard	Achieved Standard with Honors
<p>Visual did not relate to project, was out of scale to audience, contained inaccuracies, layout was messy, disorganized, medium was trite.</p>	<p>Visual had some relationship to the project, was neatly organized but lacked impact, was out of scale for audience, had some basic inaccuracy.</p>	<p>Visual supported project at level of basic facts but lacked key ideas, scale was appropriate, accurate in concepts and facts, did not clearly convey presenter's purpose.</p>	<p>Visual was accurate at all levels of facts and concepts, scale was appropriate, was rendered artistically, was easily understood by audience.</p>	<p>Visual had many supporting components, was completely accurate, was scaled, used a unique format with solid contrast, color, form, was central to audience understanding of topic.</p>