

## Discovering Objects on the Long Trail

**Grade Level:** 4th

**Topic:** Social Studies

**Resources Needed:**

Historic Long Trail Photographs:

- <http://cdi.uvm.edu/collections/search.xql?rows=1&start=0&term1=monroe%20at%20birch%20glen&field1=ft>
- <http://cdi.uvm.edu/archives/longtrail/hwccr03b03050.jpg>
- <http://cdi.uvm.edu/collections/item/hwccr03b03081>
- <http://cdi.uvm.edu/collections/item/deanb04002>

• Recent Long Trail Photographs:

- [http://www.infonavigate.com/travel-info/appalachian-trail/vermont-new-hampshire/IMG\\_3173\\_Shelter\\_Appalachian\\_Trail\\_Vermont\\_edited.jpg](http://www.infonavigate.com/travel-info/appalachian-trail/vermont-new-hampshire/IMG_3173_Shelter_Appalachian_Trail_Vermont_edited.jpg)
- <http://takealonghike.files.wordpress.com/2011/03/0214.jpg>
- <http://www.downthetrail.com/hiking-the-long-trail-vermont/day-20-little-rock-pond/>
- Students' Writer's Notebooks
- New hiking guides depicting what hikers should bring with them on a hiking or camping trip
- Old hiking guides depicting what hikers should bring with them on a hiking or camping trip
- Projector and screen

**Student Learning Objectives:**

1. Students will learn to connect the past with the present by explaining differences between historic and present-day objects in Vermont.
2. Students will be able to identify how objects change over time.

## **Assessment of Stated Objectives:**

1. Students will fill out their Writer's Notebooks with thoughts and observations about the differences and similarities between objects in the past and present. Information can be recorded in bulleted lists, graphic organizers, short stories, diagrams, pictures, scripts involving the objects, etc.
2. Students will describe several objects (5 or more) and be able to explain how they are used differently, or not used at all, now as compared to the past. This description can be done in the Writer's Notebook or in other forms of presentation such as bulleted lists, graphic organizers, short stories, diagrams, pictures, scripts involving the objects, etc.

## **Standards:**

### **VT- Vermont Grade Level Expectations**

**Subject:** History & Social Sciences

**Grade:** Grades 3 – 4

**Strand:** History

**GE Stem:** H&SS3-4:8 Students connect the past with the present by...

**Expectation:** Explaining differences between historic and present-day objects in Vermont, and identifying how the use of the object and the object itself changed over time (e.g., evaluating how the change from taps and buckets to pipelines has changed the maple sugaring industry).

## **Procedures:**

Orientation: Students have been learning about the Long Trail. They have learned that it reaches from Massachusetts to Quebec and that the Long Trail runs through Vermont. The class has discussed the beginning expeditions and efforts to create the Long Trail. Students are familiar with names from the early Green Mountain Club such as Monroe, Dean, Taylor, etc. This is the third lesson in the Long Trail unit.

Introduction - Discussion/List: Students are asked if they have ever hiked any part of the Long Trail or have noticed old cabins/shelters or other old objects while hiking. Students brainstorm different objects that could have been left behind. Create a list on the board.

### Body:

a. Students look carefully at the CDI image “At Birch Glen Camp” (first historic image in the “Resources” section). Students write down their observations about the different objects in the picture in their Writer’s Notebook. Instructor helps get them started by mentioning the clothesline and shelter. Students find and observe other objects in the photograph and describe them through writing or drawing. Students can create bulleted lists, diagrams, or other forms to communicate their observations. Students then view a recent picture of people at a shelter. The observation activity is repeated in their Writer’s Notebook.

b. Different stations are set up around the room. One of the stations contains historic Long Trail images, one contains recent Long Trail images, another contains old guidebooks for the Long Trail, and a final contains new guidebooks for the Long Trail. The students move from station to station in groups of four to five and write down or draw as many observations as possible about the items in the images and guidebooks. Each station will take eight to nine minutes.

c. Students come together at the end of all of the stations and share observations. Students create a class list on the board. Students are asked what they think each object is for, past and present. Students are asked about the changes they think the objects have gone through in both structure and use.

Closure: Students are asked to compare the past and present based on their observations of the objects. They must record their thoughts in the Writer's Notebook or in another way to be handed in at the end of class. Students are expected to connect the past and present by explaining the differences between historic and present day objects in Vermont. They must identify how the use of these objects has changed over time.

**Time Allotment:** 1 class period of 60 minutes per class

Lesson plan created by Cassie Lance 5/5/2014 as part of the University of Vermont Education Class: EDEL 157 – Social Education and Social Studies