

Tracing the History of a Local Community and its Impact on the Environment

Part 1 Lesson Plan

Purpose:

Tracing the history of a local community to facilitate students learning how community development has impacted their local environment.

Duration:

1-2 class periods

Procedure:

1. Discuss the past and current community in which the students live to determine their depth of knowledge in the subject matter. Discuss development and the changing environment.
2. In class give students a blank lot map of a developed area in their community near an environmentally sensitive area. Have students fill in the lots according to their memory. The students will use a provided color coded (local zoning) key to identify the type of development on each lot.
3. After students complete their maps display an official zoning map from their town of the area. Discuss and compare the student's maps and the actual town map.
4. Why did people select this site for development?
What advantages did the location offer?
What role did the river, stream, or other waterway play in making the area ideal for settlement & development?
Would have the development taken place regardless of the waterway?
What adaptations has the community made in order to live closer to the waterway?
What role does the waterway play at present?
5. Have students identify the particular environmental impact each lot has on the community.

Students should use the back of their lot map to list the environmental pressures.

List possible solutions to the environmental pressures

Directions for 4/9/09

- 1. Color the blank map according to zoning as you perceive it.
 - Identify all low density residential areas (R80) = white
 - Identify all medium density residential areas (R40) = yellow
 - Identify all high density residential areas (R10) = orange
 - Identify all business areas (BB) = blue
 - Identify all Industrial areas (IA) = red
 - Identify all open space (P) = Green or Gray

- 2. Identify the building type on areas Any Environmental Pressures

A.	_____
B.	_____
C.	_____
D.	_____
E.	_____
F.	_____
G.	_____
H.	_____
I.	_____
J.	_____
K.	_____
L.	_____
M.	_____
N.	_____
O.	_____
P.	_____
Q.	_____
R.	_____

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Part 2 Lesson Plan

Grade level: 11-12

Duration: 2 weeks

Group Size: 1-3 students per group

Subjects Covered: English, History, Geography, Science

Skills Used: Writing, research, interpretation, analysis, identification

GSE's met: HP 3: The study of history helps us understand the present and shape the future.

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

HP 1: History is an account of human activities that is interpretive in nature.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

R-15 Reading for Research

R-7, R-8 Informational texts

W- 6, 7, 8 Informational Writing

Objectives: Students will increase their knowledge and understanding of important local history pertaining to development along a local river.

Students will understand how human environmental interaction along the river has impacted the quality of life.

Students will be able to research, analyze and report their findings about environmental impacts along the river.

Students will identify actions necessary to protect and possibly restore the river

Method: Using local history and a local river, students will begin to research how their community has developed over the years. Particular attention should be given to the impact that mills have had on a local river and community. Students will trace the history and rise and fall of industry along the river and its impact on the environment. Students will also research how modern uses of mills for apartments and condominiums have impacted the river.

Background: Teacher will cover the New England industrial revolution prior to the research project. Topics covered will range from Samuel Slater and Moses Brown to the various textile industries that develop along New England Rivers.

Materials & Resources: Depending on the academic level teachers may want to include some of the resources already provided in this project. Many resources have been included in the accompanying cd-rom that traces the history along the Blackstone, Pawtuxet, and Quequechan Rivers. Advanced class might have more self-directed research. Teachers should bring in local planning officials as resources for all students so that students know who to contact at their local town office to help with the research process.

Procedure/Activity: Have students conduct research about their community using the internet, personal interviews and various town hall resources (planning & zoning depts.). Students will be asked to generate a report (5-7 pages) analyzing the growth of their community and its impact on the environment. Students should specifically concentrate their focus on the impacts of mills on waterways. All students will give a brief oral presentation of their findings at the conclusion of the project.

Topics to be addressed:

1. Political/economic/social/ environmental history of the community
2. Detail the human environmental interaction within the community
3. Why did people choose to settle in this community?
4. Trace the history of business and industry development and its environmental impact
5. Outline land use patterns
6. Discuss the history of environmental pressures
7. Incorporate local planning and zoning regulations of future developments
Analyze the role & impact mills will play in this development

Name _____

Due Date _____

Tracing the History of a Local Community and its Impact on the Environment Paper Rubric

Judging Criteria	Exemplary	Satisfactory	Needs Improvement	None
Historical Quality				
- Historically Accurate	3	2	1	0
- Shows analysis, interpretation, and draws conclusions & makes connections	3	2	1	0
- Shows wide research that is balanced throughout the paper	3	2	1	0
- Frequent use of available primary resources	3	2	1	0
Presentation Quality				
- Text is original, clear, grammatical, and spelled correctly; entry is neatly prepared	3	2	1	0
- The paper is well written. The paper contains a clear thesis statement as well as introduction, body, and conclusion paragraphs	3	2	1	0
Rules Compliance				
- Maintains the 5 to 7 page length requirement, follows MLA formatting, has a title page, and is double spaced 12 font Times New Roman with 1 inch margins	3	2	1	0
- Includes an MLA bibliography (minimum of 5 sources including at least 1 properly identified primary source) as well as appropriate parenthetical citations	3	2	1	0

Total Possible Points 24

Your points _____ ** Plagiarism will automatically result in a grade of "0" *

Neighborhood of the Week: Hamilton Mill village harkens back to 19th Century

Sunday, April 26, 2009 By Christine Dunn projo.com

It's not as well known as Wickford, its quaint neighbor to the north, but the Hamilton Mill Village Historic District was added to the National Register of Historic Places in 1983. This occurred around the same time that developers Carl L. and Ralph M. Dworman were converting the North Kingstown village's two large mill buildings near Bissell Cove into the condominium complex known today as Hamilton Harbour. The two former mill buildings are at the end of Web Avenue, leading from Boston Neck Road (Route 1A) to the cove.

The private, 14-acre site had been the home of the former Hamilton Web Co. Mill. In addition to the two main former mill buildings, one painted white, one made of brick, Hamilton Harbour has a clubhouse, an outdoor pool area, tennis courts and a rack near the water for kayaks and canoes. Hamilton's actual historic district is east of Boston Neck Road, and it includes Martha Road and Salisbury and Web avenues, but the neighborhood known as Hamilton also includes areas south of Wickford and north of Saunderstown.

The historic district is small but it includes a number of duplexes typical of housing built for mill workers in the 19th century. Hamilton was first known as Bissells Mills, according to a history of the village on North Kingstown's Web site. The earliest recorded industrial activity was a grist mill opened by Richard Wharton in 1686. Later, owners operated a wheat mill, a fulling mill, a blacksmith shop and a wharf in Hamilton. The village was first named for one of these early property owners, Samuel Bissell.

In 1847, Bissells Mills was sold to Joseph and Albert Sanford. The Sanfords changed operations to textile manufacturing, then sold the property to Syria Vaughan in 1849. Vaughan changed the name of the village to Hamilton, to honor his wife's family. He also expanded the mill and turned operations exclusively to the weaving of narrow fabrics. The next owners, the Greene family, also expanded mill operations, and continued weaving narrow fabrics in Hamilton until the mill closed in 1978. Although it was never as large as Wickford, the village of Hamilton once included its own schoolhouse, a community hall, stores and shops.

Today the historic district includes a public school, Hamilton Elementary School, a flower shop called Flowers by Bert & Peg, and the E&J Restaurant, which serves breakfast and lunch. An 1850 farmhouse, Crosswinds Little Farm, is also within the district, at 800 Boston Neck Rd. It has been operated as a bed-and-breakfast since 2000 by owner Hope Ryan. Ryan also grows organic vegetables on her property, which is just under 2 acres, and periodically offers classes on organic gardening. Ryan said she believes her property was once a 22-acre gentleman's farm, and that former owners who were cousins of one of the mill owners sold part of the property to them. The farmhouse was once used as the mill manager's house, she said. A larger hotel, the Hamilton Village Inn, is farther north on Boston Neck Road.

Just two single-family houses were listed for sale last week in Hamilton, both just north of the historic district. A two-bedroom, two-bath Cape at 20 Circle Drive, built in 1940, is being offered as a short sale for \$269,900. An 1887 Colonial at 28 Sanford Ave., "featuring all new mechanicals," has four bedrooms, two full baths, and one half bath, and is priced at \$499,900.

There are three condominiums listed for sale in Hamilton Harbour. The lowest-priced unit is \$165,000, for a one-bedroom, one-bath, one-level courtyard unit in the brick building. Another condo for sale is a two-bedroom unit in the wood building offered as a “bank-approved short sale” for \$195,000. There is also a two-bedroom, two-bath courtyard unit in the brick building, with a balcony overlooking the atrium, on the market for \$235,000.

POPULATION: (North Kingstown, 2000) 26,326

MEDIAN HOUSE PRICE: (North Kingstown, 2008) \$344,000

INTERESTING FACT: Hamilton was once a stop on the Sea View Trolley line, which brought visitors to Narragansett on electric trains, and it was home to the line’s powerhouse and car repair shop.



Helpful Local Mill Web-links

<http://www.nps.gov/blac/>

http://www.blackstoneriver.org/the_river/history.php

<http://royalmillshistory.com/mill-timeline/>

<http://royalmillsliving.com/history/>

<http://www.rihs.org/>

<http://www.woonsocket.org/workandculture.htm>

<http://www.ci.woonsocket.ri.us/museum.htm>

<http://www.blackstoneriverbikeway.com/directions.php>

<http://www.hopemillvillage.com/information.html>

<http://www.artinruins.com/arch/redevelop/royalmill/#>

<http://www.greenfutures.org/projects/qbike/>

http://www.vhb.com/printView.asp?pagename=proj_quequechanbikepath_21285

<http://www.northkingstown.org/fadeimages/historyham.asp>