

Grade _____
 March, 2008

Unit Topic	Weybridge Yesterday and Today
Overview	Students in the 4 th grade will research the history of Weybridge over the past 50-75 years by interviewing and photographing local residents. The students will use the information they have gathered about the history of Weybridge, Vermont to create a narrated film product that demonstrates their understanding of local history and how it relates to historic events beyond Weybridge.
Enduring Understanding	Students will understand how to collect local stories and engage in ethnographic inquiry. Students will understand the significance of oral history and how it connects to their study of history. Students will understand how to create a product to share these stories with the school and local communities.
Essential Questions (ANESU Core EQs are numbered)	What is the significance of local stories and what do they teach us about history? What is ethnographic inquiry and how is it related to the study of local history? What is the best way to share these stories with the larger community?
Focusing Questions	?
ACSU Power Standards	
<p>For Social Studies Grade 4: Power Standard #1 – Inquiry: Students design, conduct and present research.</p> <p>Power Standard #2 – History: Students connect the past present, and future through understanding and interpreting history.</p> <p>[see ACSU Power Standards for Indicators]</p>	
Other Standards and Grade Expectations	
<p>Vermont Content Standard 6.4: Historical Connections</p> <p>GE's Addressed Inquiry H&SS 3-4: 1-7 History H&SS 3-4: 8-10</p>	
Assessments	
See attached Rubric and Checklist	
Content & Vocabulary	<p>Note-taking Primary research Ethnographic Inquiry IMovie project Public presentation</p>

<p>Skills</p>	<p style="text-align: center;"> Respectful listening Note-taking from a lecture Ethnographic Inquiry Research Report writing Some aspect of production of final product, to include, but not limited to: Design of interview questions Interview Handling of equipment Design of final project Implementation of project (with significant adult support) Presentation of project </p>
----------------------	---

<p>Suggested Resources</p>	<p>See attached resource list</p>
-----------------------------------	-----------------------------------

<p>Learning Opportunities/ Instructional Strategies</p>	<p>1) Students will gather for a presentation by Ms. Albers of the Henry Sheldon Museum. The Library Media Specialist (LMS) will gather all available materials, including those from the Henry Sheldon Museum. Ms. Albers will deliver a talk (15-20 minutes), taking time during the talk to briefly answer questions. She will focus on Weybridge, particularly changes over the past 50-75 years. Following her talk, students will be given time to record their thoughts and observations, guided by the KWF format noted in the Checklist.</p> <p>Support students as necessary, including the following accommodations:</p> <ul style="list-style-type: none"> • Encourage hand writing for note taking, but allow word processing. Provide instruction regarding expectations for notes: i.e. how will this inform their research. • Where appropriate, provide peer or adult support, including guided discussion and dictation. • Check in with every student about this process to ensure clarity of understanding. <p>2) Students will use their understanding from the activity described above to create questions that will best support the ethnographic process. Consider bringing in Greg Sharrow from the Vermont Folklife Center to instruct the students about the interview process and the development of interview questions.</p> <p>3) Students (with adult support) will identify long time residents from Weybridge and inquire about their willingness to be interviewed and photographed for this unit of study. Inform the potential interviewees of the goals and intended product of the lesson (an iMovie) and if they agree, insure that they sign a release form. As the project gets developed, place students in groups that will provide the best opportunity for inclusiveness and success. Each group will be charged with a different aspect of the project, which will culminate in the production of an iMovie. In preparation for this, all staff involved should be very familiar with the iMovie process (see tutorials in Resource list).</p> <p>4) Conduct interviews and build in time to debrief and talk about the process and what the students learned.</p>
--	--

Grade _____
March, 2008

	<p>5) Review interviews and develop a plan for the iMovie project. Develop a story-board, matching images with audio clips.</p> <p>6) Create iMovie with significant adult support. Keep the focus on the development of the understanding of history as opposed to technology.</p> <p>7) Present to the community and invite comments and criticism.</p>

Submitted by Megan Sutton
July 16, 2009
Discovering Community 2009

Weybridge Yesterday and Today

Student/Teacher Checklist

Name:

Tasks	Student	Teacher
Fill out KWF*		
I have generated a question for Ms. Albers' presentation- the question has been approved by a teacher.		
I took notes during Ms. Albers' presentation and have shown them to a teacher.		
I understand the movie project and my role.		
If applicable, I know how to use the equipment.		
I keep my notes at school		
I have learned something about Weybridge that I didn't know before.		
I have written a reflection comparing transitions in Weybridge history to the U.S. and beyond.		
I have filled out a KWL*		

KWF stands for What do I know?

What do I want to know?

How do I find out?

KWL stands for What do I know?

What do I want to know?

What did I learn

iMovie Project Rubric for Weybridge Yesterday and Today

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete
Use of Resources During Research and Note Taking	<p>Notes indicate that group members developed good questions, and accurately recorded and interpreted sources of information and graphics.</p> <p>Where appropriate, sources of information are properly cited using MLA citations.</p>	<p>Notes indicate that group members developed questions, and gathered relevant information.</p> <p>All sources of information are clearly identified and credited using MLA citations throughout the project.</p>	<p>Notes indicate that group members misinterpreted statements, graphics and questions.</p> <p>Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.</p>	<p>Notes indicate that group members recorded little or no information.</p> <p>There is no way to check validity of information.</p>
Script/Storyboard	<p>The storyboard illustrates the presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, sound and title tracks include: text, background color, placement & size of graphic, fonts - color, size, type for text and headings. Notes about proposed dialogue/narration text are included.</p> <p>All sketches are numbered, and there is a logical sequence to the presentation.</p>	<p>The storyboard includes thumbnail sketches of each scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.</p> <p>All sketches are organized and numbered in a logical sequence.</p>	<p>The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the scenes, audio background, or notes about the dialogue.</p>	<p>There is no evidence of a storyboard.</p>
Content/Organization	<p>The content includes a clear statement of the purpose and is interesting and clearly written. A rich variety of supporting information in the product contributes to understanding the project's main idea.</p> <p>Includes properly cited sources.</p>	<p>Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical.</p> <p>Includes properly cited sources.</p>	<p>The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.</p> <p>Includes few citations and few facts.</p>	<p>The content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information in the product is irrelevant to the overall message. The viewer is unsure what the story is.</p> <p>No citations are included.</p>

Introduction	The introduction is compelling and provides motivating content that hooks the viewer from the beginning of the movie and keeps the audience's attention.	The introduction is clear and coherent and evokes interest in the topic and response from listeners.	The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.	The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.
iMovie Continuity/ Editing	The tape is edited with only high quality shots remaining. Movie moves smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea and smooth the flow from one scene to the next. Digital effects are used appropriately for emphasis.	Tape is edited throughout with only quality shots remaining. A variety of transitions are used. Good pacing and timing.	Tape is edited in few spots. Several poor shots remain. Transitions from shot to shot are choppy. Transitions do not assist in communicating the main idea. There are many unnatural breaks. Digital effects are overdone and distract from the content.	Movie is unedited and many poor shots remain. No transitions between images are used.
Audio and Voice Editing	The audio is clear and effectively assists in communicating the main idea. Students communicate ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery. Background audio is kept in balance and does not overpower the primary audio.	The audio is clear, but only partially assists in communicating the main idea. Students communicate ideas with proper voice projection, adequate preparation and delivery.	The audio is inconsistent in clarity (too loud/too soft/garbled) at times and insufficiently communicates the main idea. Students have difficulty communicating ideas due to weak voice projection and/or lack of preparation. The background audio overpowers the primary audio.	Audio is cut-off and inconsistent. Students have great difficulty communicating ideas with poor voice projection.
Camera Techniques (Exposure/ Focus)	All shots are clearly focused and well framed.. Close-ups are used to focus attention. Images show evidence of good composition (ratio of image to frame, line of gaze, and perspective).	The camera is held steady. The main subject is located slightly off center, using the "rule of thirds." Most shots are clearly focused and well framed.	Some shots are unfocused or poorly framed. Few close-ups are used.	Many shots are unfocused and poorly framed. The camera is not held steady. No close-ups are used.
Special Effects	Good, but not excessive use of effects.	Use of effects is worthwhile.	Some special effects are distracting.	Effects are either missing or excessive.
Use of Media (Music,	The graphics, sound and/or	The students use proper size and	Some of the images and sounds	The graphics, sounds, and/or

Voice-over)	animation assist in presenting an overall theme that appeals to the audience. All multimedia elements work well together and demonstrate excellent synthesis.	resolution to create images. Images are student produced. Images are proper size and resolution. Multimedia elements are appropriate and enhance the presentation.	seem unrelated to the topic and do not enhance the product.. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy. Multimedia elements support the presentation occasionally.	animations are unrelated to the content. Graphics do not enhance understanding the content, or are distracting decorations that create a busy feeling and detract from the content.
Copyright	Copyrighted information for photos, graphics and music is clearly identified by source and nature of permission to reproduce.	Every photo, graphic or sound file is either original or permission for its use is documented from the creator/owner.	Some sources of photos, graphics, and music are not clearly identified with references, and permission to reproduce is missing.	There is no reference to copyright information for photos, graphics, and music.
Pace	All images fit the storyline. Timing of images is just long enough to make each point clear. The pace captures audience attention.	Movie progresses at a steady pace, fast enough to keep the audience interested and slow enough to tell a complete story.	Images are used but timing needs to be edited to prevent movie moving too quickly to assist in telling the story.	Sequences are too long and do not advance the storyline or too short and leave out essential setting or narrative.
*Teamwork (Participation)	The group documents how members brainstormed, discussed, and solved problems. The group documents division of responsibilities and describes how the individual efforts capitalized on strengths of each team member.	The group documents how members divided tasks, assigned roles based on the skills/talents of individual members, shared the workload and managed problems in a way that advanced the group goal.	Some individuals document how there was poor communication, unresolved conflict, or failure to collaborate on important aspects of the work. The group required teacher assistance to resolve differences.	One person documents that problems were not managed in a way that advanced the group goal. The group required teacher assistance with dividing tasks and resolving differences. Few people contributed their fair share of work, or the project was created by one student doing most of the work (though may have received guidance or help from others).

Adapted from Joan Vandervelde, (2008), as found on Kathy Schrock's [website](http://school.discoveryeducation.com/schrockguide/assess.html#rubrics) <http://school.discoveryeducation.com/schrockguide/assess.html#rubrics>

Community Resources for Weybridge: Yesterday and Today

Web links to some interesting resources:

[History of Addison County - Weybridge](#)

http://www.middlebury.edu/academics/lis/lib/guides_and_tutorials/subject_guides/collection_guide-vermont/internet_resources/history_addison_county/chap36_hac.htm

This is link to page in a document titled History of Addison County, published in 1886. The original is at Middlebury College.

[The Henry Sheldon Museum](#)

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

The Henry Sheldon Museum in Middlebury houses a great collection of primary resources as well as educational kits.

[The Ilsley Library](#)

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

The Ilsley Library in Middlebury has some Weybridge Resources, although some may not be removed from the library. The Sheldon and the Ilsley may be great destinations for doing some research using primary documents.

[Vermont Folklife Center](#)

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

The Vermont Folklife Center is located in Middlebury and provides expertise and equipment to support the collection of oral histories. Check in with Megan about making arrangements.

[The Vermont Historical Society](#)

http://vermonthistory.org/index.php?option=com_frontpage&Itemid=1

The Vermont Historical Society has great information about Vermont History. There may be documents that help support the context of the era of study.

Additional resources:

Ila Bowdish - Weybridge Resident

Karen Brisson - Weybridge Town Clerk

Irene Denis - Weybridge Resident

Shirley Gervais - former Weybridge Resident (now lives in New Haven)

Joan Jordan - Weybridge Resident

Millicent Rooney - Weybridge Resident and Monument Farms matriarch

Print resources that are part of our Weybridge Elementary School collection:

Vermont vignettes in word and line : collected from old sources /

by Germaine LeClair and Ida Washington ; illustrated by Shelia Mitchinson.

Pub. Date: 1999.

Call Number: SPECIAL 974.3 LEC

Carleton's raid/

Ida Washington and Paul Washington.

Pub. Date: 1977.

Call Number: 973.3 WAS

History of Weybridge, Vermont/ Washington, Ida

Pub. Date: 1991

Call Number: 974.35 WAS

A variety of iMovie tutorials:

www.northernirelandscreen.co.uk/doc/links/iMovietutorial3.pdf

Great tutorial for making an iMovie

<http://www.ischool.utexas.edu/technology/tutorials/graphics/imovie/1create.html>

Another iMovie tutorial

<http://www.macinstruct.com/node/111>

And yet another iMovie tutorial

Miscellaneous Resources

From the New England Historic Genealogical Society:

Records of the Proprietors of Weybridge, Vermont

The town of Weybridge is in Addison County. These proprietors' records were compiled in 1942 and donated to NEHGS by Benjamin M. Hayward of Middlebury, Vermont.

The original text is available to **NEHGS members** at the R. Stanton Avery Collections room at the NEHGS Library, call number VT WEY 24.