

## Examining Asher's Mill

**Grade Level:** Grade 3

**Topic:** Agriculture, American Studies, History, Science, Social Studies

**Resources Needed:**

- Porter Thayer Collection image:  
<http://cdi.uvm.edu/collections/item/bmlthayerT741>
- Youtube video: <http://www.youtube.com/watch?v=pCGBUgv1RvM>

**Student Learning Objectives:**

- Students will be introduced to historic methods of milling lumber.
- Students will learn about professions present in early nineteenth century Vermont.
- Students will examine the differences in professions and technology from then to now.

**Assessment of Stated Objectives:** Students will complete a short writing assignment regarding historic milling technology and its importance to the community. Students will also be asked to list three differences in professions from the early nineteenth century to present day.

**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).

**Expectation:** Describing ways that life in the community and Vermont has both changed and stayed the same over time (e.g., general stores and shopping centers).

## **Procedures:**

Orientation: Display the photograph entitled, "*Asher's Mill With Workers Out Front, Williamsville, Vt, 1911.*" *Do not display the title or provide any contextual information at the outset.* Ask the students what they think is captured in the picture. Who are the men out front? Why might there be all these logs by the building? What are they used for? Record ideas at the front of the class. Ask students to explain their reasoning. What clues or evidence in the picture helped them form their opinion?

Teaching/Learning Process: After students have developed some ideas, explain that the photograph is a picture of a saw mill (if they have not already figured that out from their examination of the photograph). Hand out a brief description of saw mills in New England from 1600-1900 era. (Handout located in resources). After the students have read the reading, describe the logistics of a mill in further detail. Discuss the importance of lumber in New England, both economically and culturally. After the discussion, show students the Youtube video about sawmills (located in references section). Take comments and questions when video is over.

After watching the video, students will list any jobs that they think were professions in that time era (1900's). Then explain these jobs to the class (blacksmith, baker, miller, carpenter, farmer, butcher, stonemasons, shoe makers, etc). Discuss ideas about these jobs. Ask students if they think these jobs were as important as a miller, why or why not?

Closure / Wrap Up: On the other side of the handout (the same one with the description of sawmills in New England), have students answer the writing prompt about sawmills and professions in the twentieth century. Students should describe the importance of sawmills in this era. Students be able to state how the mills were powered, what purpose they served and what their importance was to the community. Students will then be asked to provide three similarities and three differences in professions from then compared to now.

**Time allotment:** 1 class period of 40 minutes per class

Lesson plan created by Alexander Ostrum 4/22/2013 as part of the University of Vermont Education Class: *EDEL 157 – Social Education and Social Studies.*