

Pattenville Unit
Anita Pelchat, Bethlehem Elementary School

Grade Level: 3rd grade

Essential Question: What are the positives and negatives of having to move?

Guiding Questions:

1. What was the general lifestyle like in New Hampshire during the 1920's and 1930's when the power company started purchasing land?
2. What were the names of the families that were displaced by the flooding?
3. What were the feelings of the people in Pattenville towards the displacement?

Objectives:

1. Students will become familiar with the lifestyles of 1920's rural New Hampshire.
2. Students will use stories found in Littleton history to learn about Pattenville, why it was displaced and the feelings of the time toward this displacement.
3. Students will attempt to discover living relatives and record their recollections and feelings about the Pattenville displacement.
4. Students will visit the Moore Dam and the Dodge Hill boat landing to get a visual representation of the area being studied.

Materials:

Pattenville powerpoint, texts including: West of Littleton, Littleton History updated, primary source documents, oral histories, various art supplies, general paper and pencil/pens for recording of thoughts and data

Student Actions:

1. Students will read about the general history of the settlement of the area
2. Students will listen to specific stories read by older students or other volunteers- community members etc.
3. Students will choose a specific family to record in depth and create a presentation of that family's history during the time of the displacement and their relocation.
4. Students will try to locate living relatives to record the feelings and opinions regarding the flooding of Pattenville and the displacement its people
5. Students who can not find living relatives to interview will create fictional interviews reflecting their own opinions and feelings on the Pattenville displacement.

6. As a whole class grouping students will create a before and after representation of the area of Patten-ville/Moore Dam
7. Students will present their final projects to their classmates.

Student Outcomes:

1. Students will complete a journal of their research and feelings about what happened to the people of Pattenville and how they would personally feel if they were displaced to another town or school.
2. Students will create a list of positive and negative results of displacement.
3. Students will create a reflective piece of artwork: a drawing, model, poem, letter or other as agreed by student and teacher

Pattenville Unit Rubric:

| Requirements | WOW= S+ | Good= S | Needs work= S- |
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| Journal | Pages are very neat with complete thoughts and descriptions of events and their feelings. | Pages are neat with no cross outs. Good descriptions of events, may be missing just minor details. Their feelings are described. | Not neat. Cross outs exist. Just a basic description of events. Few or no description of their feelings. |
| /Art piece | Creative work is neat and thoughtful and the result of much time and effort. The piece explains how they feel about displacement clearly. | Creative work is neat, but more time and careful thought could have been invested. Feelings of displacement mentioned, but not clear. | Creative work is sloppy and appears to have been thrown together quickly. Feelings about being displaced are not mentioned. |
| Positive/negative aspects of displacement | Able to name/list 2-3 positive and negative aspects | Able to name 1-2 positive and negative aspects | Not able to name any positive or negative aspects |