A Trail To Every Classroom (TTEC)  
Curriculum Development Tool

UNIT DESIGN COVER SHEET

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School name, state and town: Harpers Ferry MS, Harpers Ferry, WV

Title: For the Love of Harpers Ferry…

Abstract/Vignette: This project aims to create an appreciation of the surroundings of Harpers Ferry within the students of HFMS. It is a multi-pronged project that will endeavor to help students find an appreciation for their town, an understanding of the power of bias/prejudice, a deeper understanding of history, as well as the bodily benefits of hiking.

Grade level(s): Please check all that apply.  □ 6-8

Discipline: Please check all that apply. Literature and Language Arts, Social Studies and Geography, History

Year Developed: 2015

Period (month long unit vs. week long): over the course of 1 school yr.

Teaching environment: In the Classroom (indoors), On the Trail, In the Community
## UNIT DESIGN TEMPLATE

**Unit Title:** For the Love of Harpers Ferry  
**School:** Harpers Ferry MS  
**Grade level/s:** 7th and 8th  
**Discipline/s:** Social Studies/Language Arts/Geography  
**Unit Designer/s:** Jill Fornadley

### Stage 1 – Desired Results
- What do we want students to know, understand, and be able to do?  
- How can we use students’ place (home, classroom, school and schoolyard, neighborhood, community) to help them learn this?  
  What real community needs and opportunities are we trying to address?

#### A. Big Ideas
The high-level ideas, concepts, principles or processes for my TTEC unit include:
- The damage the prejudice can do to people, or areas; as well as the damage it may have already done to the state of West Virginia  
- Creating an appreciation for students’ hometown, and by extension, the A.T.  
- Introducing students to the A.T., that just so happens to be (almost) literally in their backyard  
- Begin a system of service learning by selling postcards of student artwork of their town, in an effort to connect students to hikers, as well as to eventually make my TTEC program financially self-sustaining

#### B. Enduring Understandings
*Students will understand that:*

- Care of the trail is up to those of us who appreciate it, and that we cannot depend on others to do work we won’t do ourselves  
- Prejudices are not always accurate; no one group has people that are exactly alike. Get to know people from a group before you judge them.  
- West Virginia is not the terrible place that its stereotypes would have you believe

#### C. Essential Question(s):
*Students will keep considering:*

Can we change prejudice? How?  
What problems do prejudice cause?  
Why is it important to see issues from other sides?
What do you think is most important for visitors to know or learn about HF?

### D. Content Standard(s):

- **SS.8.C.2** evaluate how citizens can influence and participate in government at the local, state and national levels and assume the role of an active citizen participating in the democratic process (e.g., voting, community service, letter writing and school elections)

- **SS.8.C.3** identify, analyze and evaluate the responsibilities, privileges and rights as citizens of the state of West Virginia found in the state and national constitutions.

- **SS.8.G.3** investigate climate, landforms, natural resources and population density in West Virginia’s geographical regions using special purpose maps and evaluate the impact of people’s lives and settlement patterns using Geographical Information Systems, topographical maps, climate and census maps.

- **SS.6-8.L.7** integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### E. Place-based Service Learning Lens (Assumes PBSL Principle #5 Integrated & Principle #6 Rigorous):

**Grounded in Place**

*In what ways is your unit a direct reflection of local landscapes, resources, culture, and values? Why does doing this unit with these students in this community make sense?*

This unit begins with students’ feelings about WV, as I’ve discovered that the kids of Harpers Ferry do not tend to appreciate the history or geography of the area where they are growing up. I want to bring this oversight to their attention and attempt to create an appreciation for the land and the history that surrounds them. Harpers Ferry has a lot to offer the community, however, most of its’ residents don’t seem to fully grasp that fact.

**Real**

*What authentic, real-world need, or opportunity exists in your community that students will address through their project?*

Overcoming prejudice and stereotypes – by pointing out that they themselves are victims of it, just due to their age and where they live. I plan on asking them how those comments make them feel, and ask them if they think it’s fair to do it to others. Furthermore, I would like to connect them to their town through history and general natural splendor. If they appreciate where they live, they can educate and inform others about the positive aspects of their town, and state. It will also allow them to see that the groups of people they have stereotypes about likely feel the same way, and just want people to give them a chance. I believe this to be an important lesson in this day in age due to the on-going racial tensions that pop up regularly in the news.

**Empowering**

*How will your students help determine what project they take on? How will they help design the project, make decisions along the way, and evaluate their success?*

The activities that I have designed to make my point about Harpers Ferry (and by extension, West Virginia) being a great place to live are pretty much in stone at this point. The one part of the project that I would like them to take ownership on is the tail end of the assignment, that will happen at the
end of the year. I will suggest that we vote on student artwork to make into postcards to sell at the ATC headquarters to give them an idea of the type of wrap up project I’d like to see them accomplish. Once I explain these things, I will open the floor up to other suggestions to take the place of the postcard option to see what the kids would like to do instead. I feel that it’s important to tell them my idea, so that they have an idea of the kind of wrap up project I’d like to see them do, but I am willing to be flexible on how that wrap up occurs. I’m well aware that my students can be far more creative than I am able to be.

**Collaborative**

*What opportunities will students have for mutually beneficial collaboration with other disciplines, community or public land partners? To answer this, identify how each of the partners will benefit.*

Students will have the opportunity to interact with the NPS rangers, as they will be giving us tours of the parts of lower town Harpers Ferry that revolve around John Brown’s raid. The students will benefit from the depth of knowledge of the rangers (that goes significantly deeper than my own!) and the NPS rangers will benefit from this exchange because I plan to invite them to my classroom to listen to students debate whether or not John Brown was a martyr or a terrorist based on the information given to them by said ranger, so they can see their efforts put to good use. I know that NPS education departments must submit numbers on the amount of groups that they interact with for record/data purposes.

Additionally, the ATC headquarters will be a key player in my plan as well. Not only would I like the students to see the scrapbooks of all hikers who have come through Harpers Ferry in the past 25+ years, and also potentially meet a thru hiker, but I also believe that understanding what an important part of the hike Harpers Ferry is will go a long way in increasing their appreciation of their town. In turn, the ATC will be able to have educated locals around, as well as postcards (or whatever alternative that students decide on) to sell that will increase the connection between the town and the ATC.

**F. Acquisition:**

*Students will be skilled at:*

- **Journaling** – This will improve writing skills, as well as become a potential stress reliever for students
- **Letter writing** – This is rapidly becoming a lost art, and I would like students to practice how to correctly format a letter, and to ask for things that they need from community organizations. I’ve also
- **Drawing** – Even if a student isn’t a gifted artist, it will still be a good experience to attempt to make their own artwork, and to use the watercolor colored pencils that were so much fun to use at our spring retreat. As far as the gifted artists are concerned, if their artwork is chosen for whatever project we decide on, it will legitimizew their talent and their interest in the subject, as well as be a nice start to a portfolio
- **Interviewing skills** – asking questions of NPS rangers and/or through hikers will give students a chance to talk to adults who aren’t their parents or teachers. These skills will come in handy when they need to begin the job interview process.
# Stage 2 – Acceptable Evidence

**How will we know if students are learning/have learned this?**

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<tr>
<th>Performance Task(s):</th>
<th>Evaluvative Criteria</th>
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<tbody>
<tr>
<td>Learners will show that they really understand by:</td>
<td>- Classroom discussion</td>
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<tr>
<td>- Using info. Taken from John Brown tour to answer an opinion essay (w/ background support, citations) as to whether or not John Brown was a martyr or terrorist</td>
<td>- Hike</td>
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<td>- Locating ATC Headquarters, A.T., site of J.B. Raid</td>
<td>- Essay</td>
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<tr>
<td>Students will know...</td>
<td>- Discussions &amp; quiz</td>
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<tr>
<td>- Who John Brown was, What he did, Why it was important</td>
<td>- Essays/Debates</td>
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<tr>
<td>- Definition and examples of stereotypes and prejudice</td>
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| Students will be skilled at... | |
| - Seeing/understanding an argument from both sides; even if they don’t agree with the opposing side | |

# Stage 3 – Learning Plan

**What learning experiences will enable students to learn this?**

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<tr>
<th>Learning Activities:</th>
<th>Progress monitoring through pre-assessments, simulations, formative &amp; summative assessments</th>
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<tbody>
<tr>
<td>- Pre-assessment: What do you think of Harpers Ferry?; What do you think of W. Virginia?; What do you think outsiders think about Harpers Ferry? (WV)?; If you think that outsiders think of Harpers Ferry in a negative way, how can we fix that?</td>
<td>- Pre-assessment as stated</td>
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<td>- A series of three hikes in Lower Town: Observational Hike (write what you observed through your senses), John Brown Hike (w/ NPS ranger), A.T. Hike (ATC, pick up garbage)</td>
<td>- Hikes</td>
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<td>- Through this series of hikes, students will first observe their town- taking note of details and making a list of sensory perceptions. We will then read out our observations, with the realization that even though we were all exposed to the same thing, we noticed and took different information from it.</td>
<td>- Formative: pre-assessment, observational lists, discussions</td>
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<td>- Hike #2 will be in the company of an NPS ranger, who will fill us in on important details about John Brown. This will provide an appreciation of their town, and will also help them to complete their essay “John Brown: Martyr or Terrorist?”</td>
<td>- Summative: essay about John Brown, post-assessment after all hikes have been complete (compare/contrast to pre-assessment)</td>
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<td>- Hike #3 will introduce them to the A.T., as well as the ATC HQ. This will provide them with a chance to appreciate the nature of</td>
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the their hometown, and the fact that it is the keystone of the A.T., which connects them to 13 other states.

- Pictures of students on hikes; used for pictures of students being engaged, but also to take pictures of the scenery for use with postcards or brochures.

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<tr>
<th>Adaptations</th>
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<tr>
<td>Learner-centered and context-sensitive adaptations for our TTEC unit include:</td>
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<td>- If I had a person with disabilities, I could have a school van drive them into town. For those with IEPs involving reading/writing, I believe this would be a welcomed relief from the consistent classroom atmosphere, but I could pair these students with students on a higher level, so as to ensure an enriched experience for both students.</td>
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<th>Reflections</th>
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<td>Post-instruction reflections by TTEC unit designer(s)/instructor(s) include:</td>
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<td>- Comparing pre and post assessments</td>
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<td>- Taking students “what can we do to change minds?” answers to heart and add them into future lesson plans</td>
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<th>Attachments:</th>
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<td>Include substantial supporting materials such as:</td>
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<td>- Partners contact list</td>
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<td>- Instructional materials and supplies</td>
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<tr>
<td>- Resources: books, articles, web links</td>
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PARTNER CONTACT LIST

National Park Service
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Harpers Ferry Middle School National Jr. Honor Society
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Karen Lutz
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Potomac Appalachian Trail Club
Richard Hostelley
President@patc.net
INSTRUCTIONAL MATERIALS & SUPPLIES

- John Brown: Martyr / Terrorist Packet (attached separately as a PowerPoint)
- West Virginia: 150 Years of Statehood (textbook)
- Digital camera
- Watercolor pencils + water brushes
- Blank postcards

RESOURCES:

- TTEC binder
- Last Child in the Woods by Richard Louv
- A Walk Through The Woods by Bill Bryson
- http://www.appalachiantrail.org
- http://www.nps.gov