

# Educator Resources for Mashapaug's Neighbors Audio Tour (Meets RI GSEs for Social Studies – Historical Perspectives/Rhode Island History Strand)

## Pre-Visit Activities

### **1) Students' Ideas of Mashapaug Pond**

Time: 20 minutes

Materials: Paper, pencil

Grade Levels: 1-5, 6-8, 9-12

We all have our own ideas about places that are shaped by our experiences. What are students' associations with Mashapaug Pond? Will they change as a result of listening to oral history interviews with people who are familiar with the pond?

Take a poll of your students:

Who has been to Mashapaug Pond before?

Who has never been there but has heard of it?

Who has never heard of it before?

Have each student write down 10 words that they associate with Mashapaug Pond. Have the students share these words with the class as you write them on the board. If students repeat others' words, make a note of how many different students had that word on their list. Which were the most common words used by the students to describe Mashapaug Pond?

*Extension:* Repeat this activity after the students' visit to Mashapaug to take the audio tour. Have the students' associations with the pond changed? What new words appear on students' lists after their visit?

### **2) Oral History and Point of View**

Time: 45 minutes

Materials: Computer(s) with internet access

Grade Levels: 6-8, 9-12

Have students listen to excerpts from three oral history interviews on related topics from the Brown Digital Repository:

[https://repository.library.brown.edu/studio/collections/id\\_617/](https://repository.library.brown.edu/studio/collections/id_617/)

Choose one of these two themes and listen to the excerpts from these interviews:

*Gorham, craftsmanship, and labor issues:* Bill Smith, Henry Marciano, Robin Tagliaferri

*Pollution and cleanup:* Tall Oak Weeden, Ana Quezada, Greg Simpson

As they listen to the recordings, students should take notes: Who is this person? (Biographic information is available on the Digital Repository) What point are they making? How do they feel about Mashapaug Pond or Gorham? After listening to all three recordings, students should either discuss or write a response to the prompt: How do these three people see the issue differently? What do you think accounts for the differences in their points of view?

### **3) Mapping Physical Changes Through Time**

Time: 30 minutes

Materials: Printed copies of maps (pdf linked to the webpage)

Grade Levels: 6-8, 9-12

Have students observe and compare two maps of the area around Mashapaug Pond – one from 1895 and one from 2013, and answer the following questions:

- How has the shape of the pond itself changed from 1895 to 2013?
- Find 5-10 landmarks on the 1895 map that are not on the 2013 map. List them, and describe what is on that site now.
- Find an area that was a residential neighborhood in 1895 but now is not. Describe what you see on that site in the 2013 map.
- Find an area that is a residential neighborhood in 2013, but was not in 1895. Describe what you see on that site in the 1895 map.

(Teacher's note: The residential area seen to the Northwest of the pond in the 1895 map was torn down in the early 1960s to make room for the Huntington Expressway Industrial Park.. More information at:  
<http://reservoirofmemories.omeka.net/items/show/75>)

Students may use this website to research the changes in the neighborhoods around Mashapaug through time, and the history of the Gorham plant.

The neighborhoods around Mashapaug are not the only ones that have changed through time. Have students think of other examples of new buildings in Providence, or old buildings that have been demolished. Why do these changes occur?

## Post-Visit Activities

### **1) Reflecting on the Tour**

Time: 20 minutes

Materials: Reflection worksheet from Oral History Curriculum

Grades: 1-5, 6-8, 9-12

After the audio tour, have students take some time to write their initial thoughts and impressions, using the worksheet linked in the Oral History Curriculum. Students can then share their thoughts with the group.

### **2) Personal Memory Tours**

Time: 2 ½ hours (multiple class sessions)

Materials: 11" x 14" white paper, colored pencils, lined paper, pencils

Grades: 3-5, 6-8

Students will reflect on places that are important to them, and make a map with personal stories. First, have each student make a list of places in their neighborhood where they spend time. Students will then write a short memory that is associated with each place – a time that they played there, or someone that they visited, etc. Have them be as specific as possible with these stories.

Students will then draw a map from memory of these sites. It does not have to be spatially accurate, but it should show the different locations in relation to each other. Students should number the sites to correlate each site with the story that goes with it. Students may present these maps to the class.

### **3) Envisioning the Future of Mashapaug Pond**

Time: 45 minutes – 60 minutes

Materials: Paper, markers or colored pencils

Grade Levels: Adaptable for 1-5, 6-8, 9-12

Some of the people interviewed for the audio tour expressed their hopes for the future of Mashapaug Pond. What would students like to see the pond become? Have students write down the ways that they would like to be able to use the pond in the future. Younger students can finish the prompt "I hope Mashapaug Pond becomes \_\_" and draw a picture to illustrate their vision for the future. Older students can list concrete ways that the pond might be improved for use. What infrastructure changes could improve the pond? Students can write a proposal for the City of Providence for ways that it might make their vision become a reality.