

“Dutchulvan”

Jen Auclair, Abigail Denis,
Kristina Lanza, Krista Shannon,
and Kelly Voglio

The 5x4's

Abby

Kristina

Kelly

Krista

Jen

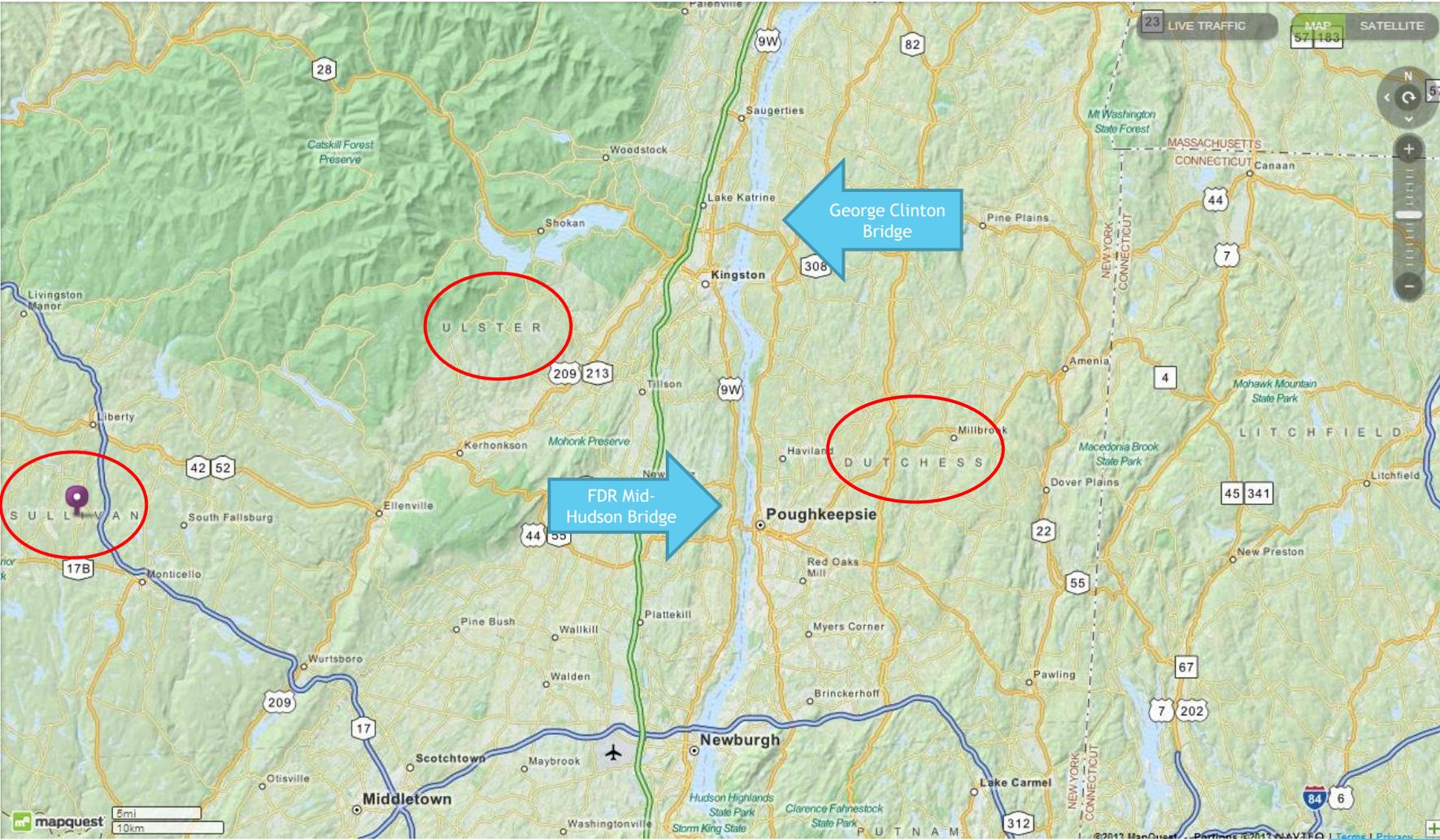
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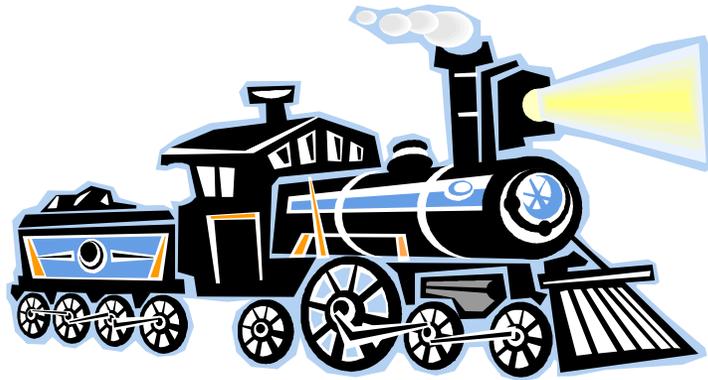
The Five by Fours at the Walkway Over The Hudson

“Dutchulvan”



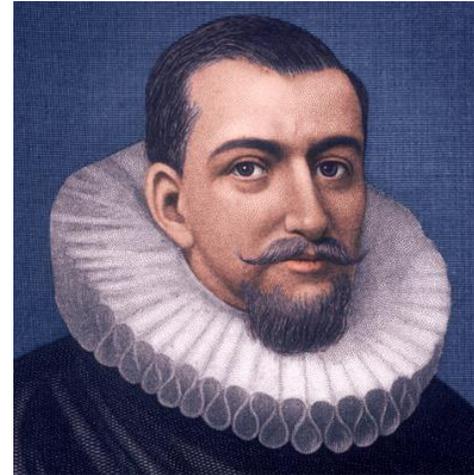
Thesis

- ▶ In the Hudson River Valley, the area “Dutchulvan” between the Franklin Delano Roosevelt Mid-Hudson Bridge and the George Clinton Bridge is rich with historical content and beautiful scenery. Specific to this area there is an immense history of wealth due to the distinct location and inhabitants.



History of Dutchess County

- ▶ Settled in 1609
- ▶ King's Highway, Route 9
- ▶ Railroad
- ▶ Prominent Members of Society
 - ▶ Roosevelt's, Vanderbilt's
- ▶ National Historic Sites



Henry Hudson was the first to settle Dutchess County.



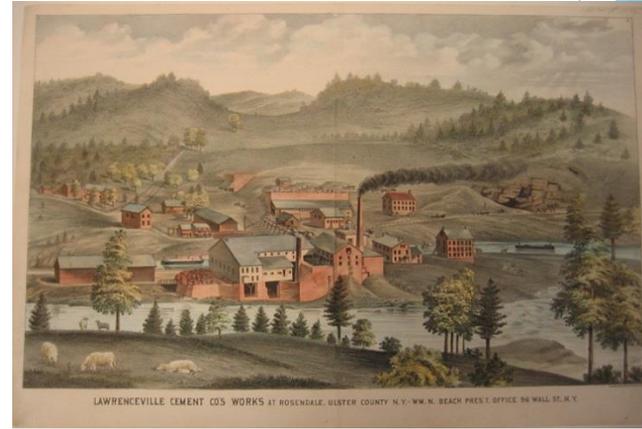
The Franklin D. Roosevelt House is a National Historic Landmark in Hyde Park.



The train bridge spanned the Hudson River and increased the ability for people to travel and trade.

History of Ulster County

- ▶ Established in 1682
- ▶ Quarry Industry
- ▶ Wall Kil and the French Huguenots
- ▶ Poorhouse in New Paltz
- ▶ Delaware and Hudson Canal Completion



This is a picture of a cement factory in Ulster county in the 19th century.



The poorhouse was constructed in New Paltz to house the orphaned children of the area.

History of Sullivan County

- ▶ Established in 1809
- ▶ Water Power
- ▶ Borscht Belt
- ▶ Natural Resources



Streams run through Sullivan County and add to its natural beauty and resources.



Water power was used in many industries in Sullivan County in the 19th Century and the Industrial Revolution.

History of the Franklin D. Roosevelt Mid-Hudson Bridge

- ▶ Opened in 1930
- ▶ Connects in Highland and Poughkeepsie
- ▶ Parallel wire cable suspension bridge
- ▶ Renamed in 1994



A picture of the Franklin D. Roosevelt
Mid-Hudson Bridge.

History of the George Clinton Rhinecliff-Kingston Bridge

- ▶ Opened 1957
- ▶ Connects Rhinecliff and Kingston
- ▶ Continuous under-deck truss bridge
- ▶ Renamed in 2000



A picture of the George Clinton Rhinecliff-Kingston Bridge.

Key Sites: Walkway Over the Hudson

- ▶ Formally called the Poughkeepsie-Highland Bridge
- ▶ Fire in 1974 caused damage beyond repair
- ▶ Dutchess and Ulster counties
- ▶ Transportation of goods and wealth



Picture of The Walkway Over the Hudson

Key Sites: Franklin Delano Roosevelt Mansion

- ▶ Built in 1866 by his father
- ▶ Stable & horse track
- ▶ Expanded on by FDR and mother
- ▶ Donated to American people in 1945



Present-day FDR Mansion

Key Sites: Presidential Library and Museum

- ▶ Built in 1939 by FDR
- ▶ Holds papers and documents from presidency
- ▶ Museum expands upon the documents



FDR's Desk on Display



Outside entrance to Museum

Key Sites: Vanderbilt Mansion

- ▶ Gilded-Age
- ▶ 54 rooms
- ▶ Vacation home for the family
- ▶ New York Times: “the finest place on the Hudson between New York and Albany.”
- ▶ Donated to the National Park

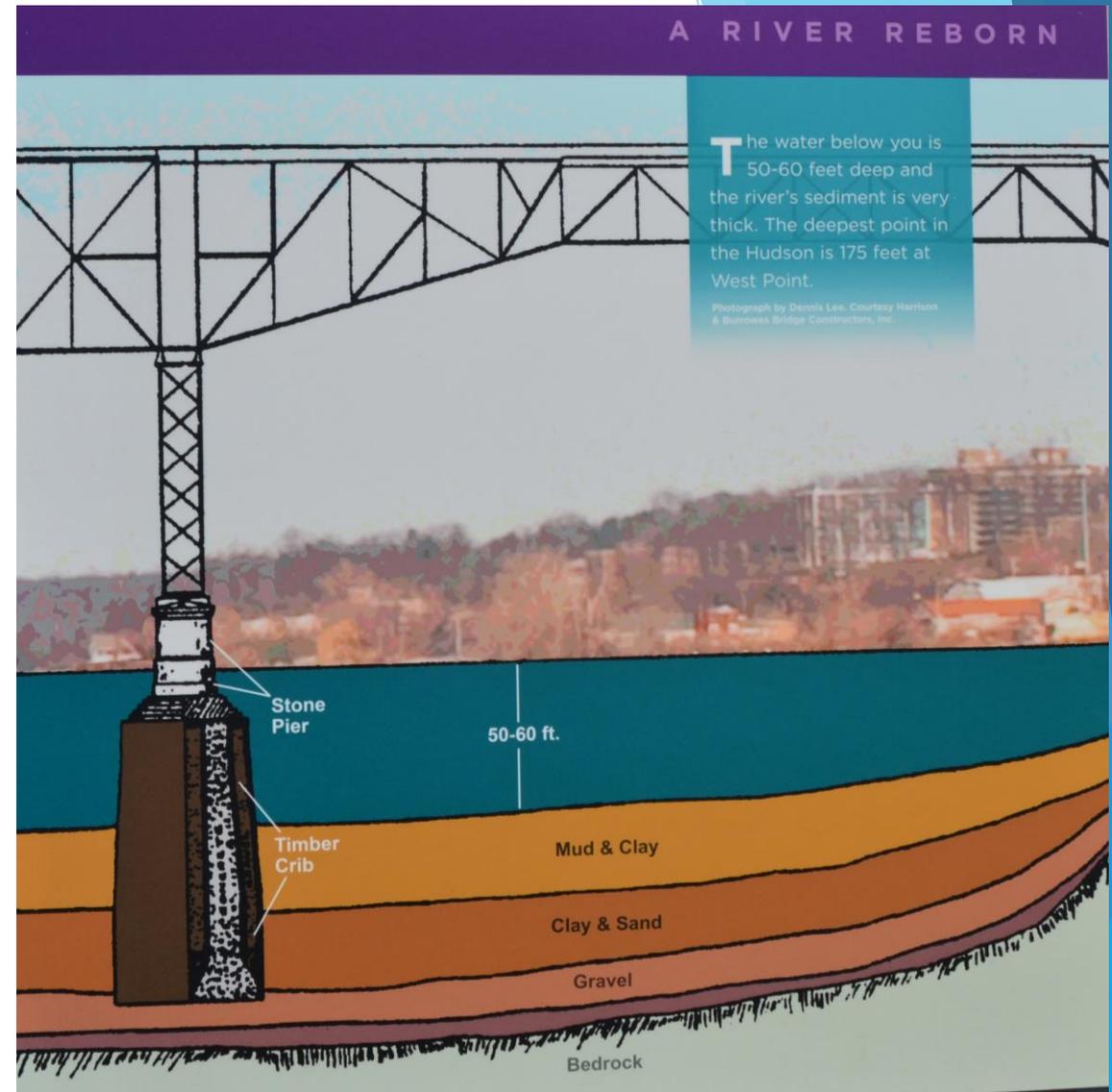


Present-day Vanderbilt Mansion

Wayside Exhibits

► Purpose

- Identify a location
- Point out unique features of a site
- Provide unique historic information
- Unify the Tour



This wayside exhibit displayed at the Walkway Over the Hudson points out unique features of the bridge that cannot be seen from the top. Photo credit- Abby

Wayside Exhibits

▶ Logistics

- ▶ At least 1 sign at each site
- ▶ Inkjet prints embedded in fiberglass
- ▶ Low profile panels
 - ▶ 2 feet tall, angled 45 degrees
 - ▶ Accessible to children and handicapped
 - ▶ Easy to look at site and read



This photo shows an example of three side-by-side wayside exhibits.

Wayside Exhibits

► Composition

- Name of the site will be printed in white lettering on a black border across the top of each sign
- Logo with a green background, “Mid-Hudson Bridge to George Clinton Bridge”, and photos of the home of FDR and the Walkway Over the Hudson
- Bullet Points
 - Historical facts
 - Encourage thinking and connection making
 - Suggest activities

Beekman Arms Inn

“Dutchulvan”

In the Hudson River Valley, the area “Dutchulvan” between the Franklin Delano Roosevelt Mid-Hudson Bridge and the George Clinton Bridge is rich with historical content and beautiful scenery. Specific to this area there is an immense history of wealth due to the distinct location and inhabitants.



Wayside Exhibits

▶ Photos

- ▶ Point out features both visible and not from sign
- ▶ Captions- explain pictures and provoke thinking



As you lay in your bed, think about what it was like to be an important historical figure at the time of the Revolution. What ideas would you be contemplating?

Wayside Exhibit- Example

Beekman Arms Inn

"Dutchulvan"

In the Hudson River Valley, the area "Dutchulvan" between the Franklin Delano Roosevelt Mid-Hudson Bridge and the George Clinton Bridge is rich with historical content and beautiful scenery. Specific to this area there is an immense history of wealth due to the distinct location and inhabitants.



- The Beckman Arms is the oldest continually operated hotel.
- It was first built in 1766 by Arent Traphgen and was known as the Bogardus Tavern.
- The 4th Regiment of the Continental Army drilled on its front lawn before the American Revolution, in 1775.
- During the Revolution famous figures including George Washington, Benedict Arnold and Alexander Hamilton slept here.
- In the early 19th century it severed as the town hall, theater, post office, and newspaper office.
- U.S. President Franklin Delano Roosevelt ended his campaign for governor and president speaking from the front porch.



As you lay in your bed, think about what it was like to be an important historical figure at the time of the revolution. What ideas would you be contemplating?



Be sure to visit the Antique Market behind Beekman Arms to explore some unique pieces of history and even take one home if you wish!

Highway Route Makers

- ▶ Design - beautiful route markers that highlight each location's essence
- ▶ Location - Placed alongside busy highways, intersections and roads leading to every site
- ▶ Purpose - to ensure that drivers are compelled to stop and visit the natural, historic and entertainment planned for them

Walkway Over The Hudson



Tourism

- ▶ Tourism can be a key component of making sure that “Dutchulvan” can be appreciated in all that it is.
- ▶ Tourism makes the economy be able to function at the high rate it does, and allows for the people who reside in “Dutchulvan” to be as economically privileged as they are.



Tourism in the Dutchess Section of “Dutchulvan”

- ▶ Dutchess County has a website for their tourism to help people find out about what there is to do in the area.
- ▶ For the Social Media aspect of Dutchess County, they have a Facebook page for promotion, as well as a county-wide Twitter that is used to encourage people to find new and exciting ways to explore and discover the beautiful county!



The Dutchess County Tourism website.



The Dutchess County Twitter Page.



The Dutchess County Facebook Page.

Tourism in the Sullivan Section of “Dutchulvan”

- ▶ Sullivan County has a different approach to tourism. They do not have an exact website, Facebook or Twitter page that is devoted solely to tourism, but do have County-wide pages and advertise through that!
- ▶ If I could handle tourism for Sullivan, I would add Social Media specific for Tourism.

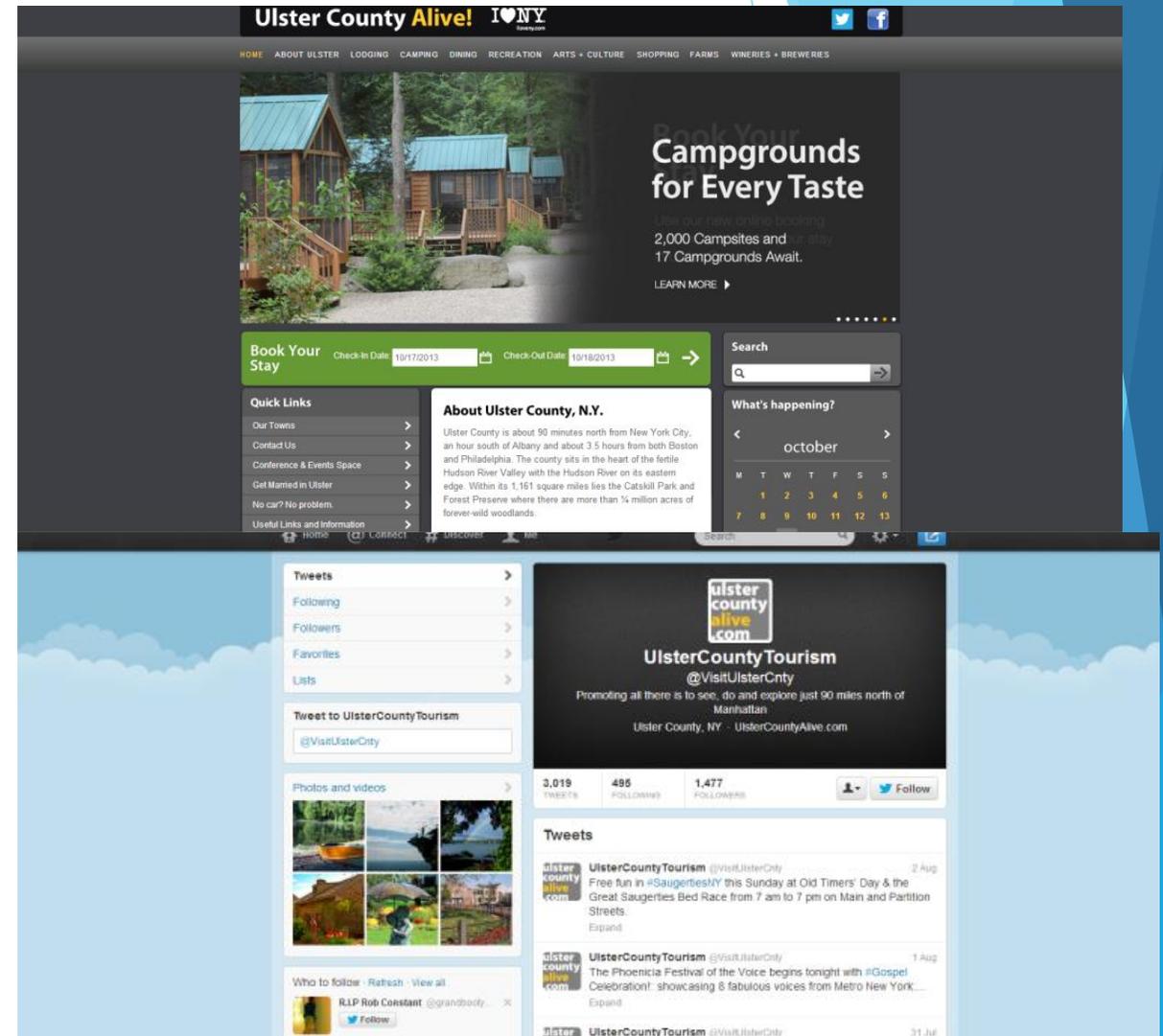


The cover photo for the Sullivan County Facebook page.

Tourism in the Ulster Section of “Dutchulvan”

The Ulster County Tourism Site

- ▶ Ulster County, similarly to Dutchess County, has a website for their tourism to help people find out about what there is to do in the area.
- ▶ For the Social Media aspect of Ulster County, they do not have a Facebook page for promotion, but they do have a Twitter page that is accessible.
- ▶ If I could change promotion and tourism, I would create a Facebook page for them.



The Ulster County Twitter

Final Case Study Break Down

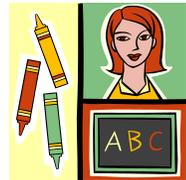
▶ Itinerary- Kristina Lanza



▶ Guide Book- Kelly Voglio



▶ Lesson Plan- Jen Auclair



▶ Wayside Exhibits- Abigail Denis



▶ Highway Route Markers- Krista Shannon



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- ▶ Photos featured in the Wayside Exhibit
 - ▶ <http://www.beekmandelamaterinn.com/beek.htm>
 - ▶ <http://www.beekmandelamaterinn.com/beekmanarms.htm>
 - ▶ <http://beekmandelamaterinn.com/market.htm>
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 - ▶ <http://www.nps.gov>

The 5x4's:

In the Hudson River Valley, the area "Dutchulvan" between the Franklin Delano Roosevelt Mid-Hudson Bridge and the George Clinton Bridge is rich with historical content and beautiful scenery. Specific to this area there is an immense history of wealth due to the distinct location and inhabitants. Dutchess, Ulster, and Sullivan counties are home to examples of this wealth such as the Franklin Delano Roosevelt Mansion and Presidential Library, the Vanderbilt Mansion, and the former Poughkeepsie-Highland Walking Bridge connecting both sides of the Hudson River in Dutchess and Ulster Counties.

The history of wealth can be seen very early in the local histories of the three counties beginning with the creation of the King's Highway along present day Route 9. This highway allowed settlers to travel between Manhattan and Albany (History of Dutchess County). The Roosevelt's were prominent members of Dutchess County during the 19th Century and conducted shipping trades and farming at their home in Hyde Park (History of Dutchess County). Newly formed railroads also allowed trade to reach even further than before and allowed people to travel up the Hudson more efficiently. The railroad bridge connected Poughkeepsie to Highland and allowed goods and people to travel across the river without a boat all year long. Prominent people used the train system to travel from the city and build their summer homes (History of Dutchess County). The Vanderbilt mansion was built in Hyde Park not far from the Roosevelt Mansion. The area continued to boom with industry and because people of greater status were beginning to visit Dutchess County this allowed literacy, historical societies, and schools to be established throughout the area. Artists and architects came to the Hudson River Valley to study the views unlike anything they had ever seen (History of Dutchess County). Esopus, a town in Ulster County, was formed from a part of Kingston in 1811 and was home to

most of the quarry industry and the Ulster County Cement Company. The completion of the Delaware and Hudson Canal in 1828 was one of the most important constructions for Ulster County because it allowed the cement industries to remain connected to areas outside of the County (Byron). This canal insured the continued prosperity in Ulster. Sullivan County benefited greatly from the many rivers and streams in the area during the Industrial Revolution. Water power was the main source of power for the industry, and Sullivan was perfect for this (Sullivan County, New York). Both the Franklin D. Roosevelt Bridge and the George Clinton Bridge helped people get around the Hudson River Valley more easily and allowed local trade greater efficiency (The "George Clinton" Kingston-Rhinecliff Bridge) (The "Franklin D. Roosevelt" Mid-Hudson Bridge). The bridges make the area very accessible and add to the continuing growth and success of this area. Examples of the wealth in the "Dutchulvan" can be seen through three major sites. First, the wealth needed to be brought here. This was made possible by the Poughkeepsie-Highland Bridge, now known as the Walkway over the Hudson. Prior to a 1974 fire, this railroad bridge was used as a means of transportation between both sides of the river, bringing wealth to "Dutchulvan" ("General Information"). In addition, the Franklin Delano Roosevelt Museum and Presidential Library display the wealth present in society during the late 1800's to early 1900's. FDR used his mother's luxurious estate to reside in, as well as using it as a library to keep papers from his presidency, which are all still on display ("Home of Franklin D. Roosevelt National Historic Site"). The Vanderbilt Mansion exemplifies the Gilded-Age wealth. The *New York Times* describes it as, "the finest place on the Hudson between New York and Albany" ("Vanderbilt Mansion National Historic Site"). Receiving materials and goods over the Poughkeepsie-Highland Bridge, residents in "Dutchulvan" were able to create examples of wealth in the Hudson River Valley.

The thirty-six-hour tour through Dutchulvan aims to show visitors the historical value, beautiful scenery and wealth. There will be wayside exhibits at each of the sites on the tour. These signs will ensure the visitor that they have arrived at the correct place, point out important features and opportunities, and provide interesting historical information. These signs also serve to unify the tour. The attractions we chose for our thirty-six-hour trip are advertised with beautiful route markers that highlight each location's essence. Highway route markers are created to capture the eye of drivers on the road. They are purposely made larger than typical to gain attention and pique the interest of tourists. With their texts of bold white lettering against a scenic background and their distinctive oval shape, these state historical highway markers are hard to miss. As tourists journey from the Franklin Delano Roosevelt Mid-Hudson Bridge to the George Clinton Bridge they will be compelled to stop and see the variety that has been planned for them. For people to be aware of what there is for them to see, each of the sections of "Dutchulvan" must publicize and get their names and attractions out there. Each of the three counties has a slightly different view on how to advertise and attract tourists to their county. Each of the counties has county websites, with Dutchess and Ulster having ones specifically for tourism. They can also utilize social media as an effective measure to attract tourism, and invite people. Media outlets such as Facebook and Twitter are resources, that when used correctly are very effective. Each of the counties uses these forms of social media well.

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History of the Sector and the Bridges

Dutchess, Ulster and Sullivan Counties are all included in Dutchulvan section of the Hudson River Valley. This area is known for its early history and prestigious wealth within its industries. The Hudson River Valley has a long history because it was first settled in the 17th Century as a part of the New World. The area continued to colonize and grow as the centuries passed and the prominent history can be seen in many aspects including the National Historic Societies that are present in most communities. The history of Dutchulvan continues to be taught and celebrated both in local communities and throughout the area.

Dutchess County History

Dutchess County was inhabited by the Wappinger Indians until Henry Hudson claimed the land for the Dutch in 1609. Dutchess County itself was named after England's Future Queen Mary. Most people believe that the county was named after the Dutch because the name is so similar, but England gained control of the area in 1683 and were the ones to name the County. Poughkeepsie was named meaning "reed-covered lodge by the little water place"(History of Dutchess



Henry Hudson was the first to settle Dutchess County

County) by the Dutch and became one of their encampments. Poughkeepsie was the state capitol of New York for a short period of time in 1788 while the Constitution was being ratified (History of Dutchess County).

Route 9 along the east coast of the Hudson River Valley was named the King's Highway and was used by settlers to travel from Manhattan to Albany and everywhere in between (History of Dutchess County). Because the road was so widely used many people began setting up early



The train bridge spanned the Hudson River and increased the ability for people to travel and trade

commercial industry along the route. The 19th Century was a prosperous time for the people in Dutchess County because immigration continued from Europe and allowed industries to be fully supplied with workers for the labor

that was needed. Poughkeepsie was home to both textile mills and brick yards. The Roosevelt family

was a prominent member of Dutchess County during the 19th century and conducted shipping trades and farming at their home in Hyde Park (History of Dutchess County).

The newly formed railroads also allowed trade to reach even further than before and allowed people from New York City to travel to Poughkeepsie and up the Hudson River more efficiently. The railroad bridge connected Poughkeepsie to Highland and allowed goods and people to travel across the Hudson River without using a boat and during all months of the year. Prominent families, like the Vanderbilts, used the train system to travel and build their summer homes on the Hudson River (History of



The Franklin D. Roosevelt House is a National Historic Landmark in Hyde Park

Dutchess County). The Vanderbilt mansion was built in Hyde Park not far from the Roosevelt Mansion. The area continued to boom with industry and because a class with more wealth was beginning to visit Dutchess County it allowed for literacy and historical societies, as well as schools to be established throughout the area. Painters and landscape architects came to the Hudson River Valley to study the landscape and natural beauty that was unlike what they had ever seen before (History of Dutchess County).

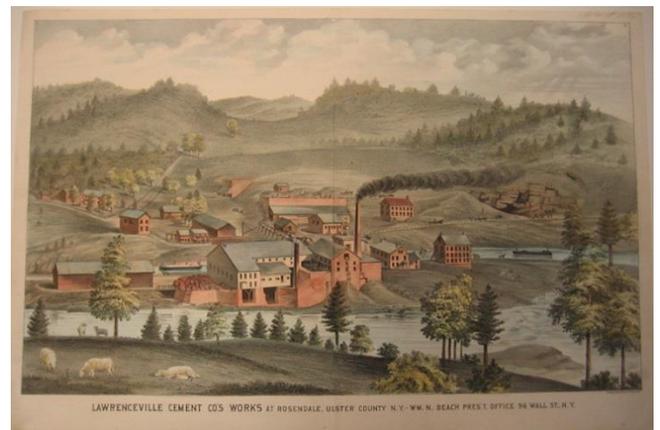
After World War II, Dutchess County began to grow into a prominent suburb and people believed that the history of the area should be preserved. The Roosevelt Mansion and Presidential Library is a National Historic Site and the Rhinebeck Aerodrome shows the progression of airplane development and the airplanes of World War I in the Hudson River Valley. Dutchess County continues to be preserved in many ways and has seen an abundance of wealth and prosper throughout its history.

Ulster County History

Ulster County was first established in 1683 and was home to an expansive quarry industry that was manufactured into millstones and water-limestone. Esopus, a town in Ulster County, was formed from a part of Kingston in 1811 and was

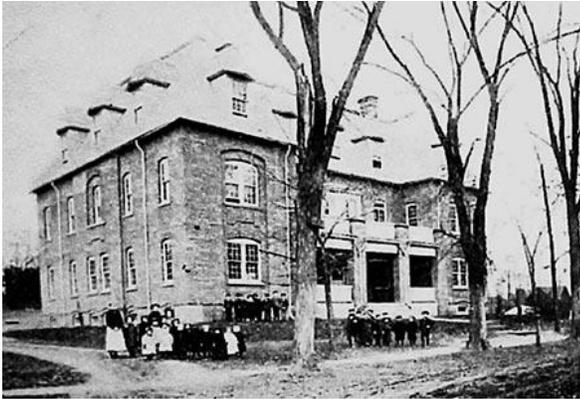
home to most of the quarry industry and the Ulster County Cement Company. New Paltz is

home to the historical Poorhouse that was home to 175 inmates during its height. The poorhouse can still be viewed by tourists and shows how the community dealt with children who didn't have a home (Byron).



This is a picture of a cement factory in Ulster county in the 19th century

Most of Ulster County was settled by the Dutch while the Valley of Wall Kil in Esopus was occupied by French Huguenots. The completion of the Delaware and Hudson Canal in 1828



The poorhouse was constructed in New Paltz to house the orphaned children of the area

was one of the most important constructions for Ulster County because it allowed the cement industries to remain connected to areas outside of the County (Byron). This canal insured the continued prosperity of Ulster County. Kingston also has a very

rich history in Ulster County and was founded in 1702. Kingston was settled by the Dutch and is home to a cement factory in Flatbush. Kingston was also

home to Dutch trading posts and military post and was rebuilt many times due to the battles of the Revolutionary War. Kingston continues to be a larger town in Ulster County (Byron). Many resorts are also located in the area and offered a place for travelers to visit and enjoy all that the Hudson River Valley has to offer.

Ulster County is still home to a prosperous cement industry and the completion of the Delaware and Hudson Canal allowed coal to continuously be mined and transported along with other resources that Ulster County could provide. These factors have led to Ulster County's long term success.

Sullivan County History

Sullivan County is also present in Dutchulvan in a very small area between the Franklin Delano Roosevelt Bridge and the George



Streams run through Sullivan County and add to its natural beauty and resources

Clinton Bridge. Sullivan County was split from Ulster County in 1809 and benefited greatly from the many rivers and streams in the area during the Industrial Revolution. Water power was the main source of power for the industry and Sullivan County was perfect for this (Sullivan County, New York). The Borscht Belt is also located in Sullivan County and was settled by European Jewish Immigrants and is still a historic area and popular area for tourists to visit (Sullivan County, New York). Sullivan County could be reached by the train system and that allowed both the community members and the industries to be involved in the trade of the neighboring area a destination for many camps and outdoor activities due to it Sullivan County continues to be a popular outdoor tourist destination.



Water power was used in many industries in Sullivan County in the 19th Century and the Industrial Revolution

Franklin D. Roosevelt Mid-Hudson Bridge History

The FDR Bridge opened to the public on August 25, 1930, and was only other bridge besides Bear Mountain Bridge to span the Hudson River. The FDR Bridge connects to Highland in Ulster County and Poughkeepsie in Dutchess County. The Bridge is 3,000 feet long and is a parallel wire cable suspension bridge. When the bridge first opened it was considered one of the most beautiful suspension bridges and was honored in 1983 as a New York State Civil Engineering Landmark. The bridge was



A picture of the Franklin D. Roosevelt Mid-Hudson Bridge

initially named the Mid-Hudson Bridge but was renamed the Franklin D. Roosevelt Mid-Hudson Bridge in 1994 to commemorate the former Governor and President. The bridge continues to have celebrations to mark its history and is widely used by commuters as a part of Route 55 (The "Franklin D. Roosevelt" Mid-Hudson Bridge).

George Clinton Rhinecliff-Kingston Bridge History

The George Clinton Bridge that connects Kingston in Ulster County and Rhinecliff in Dutchess County was opened to the public on February 2, 1957. The bridge spans the Hudson River at a length of 7,793 feet and is a continuous under-deck truss



A picture of the George Clinton Rhinecliff-Kingston Bridge

bridge. The bridge was needed due to a lack of available ferries to allow people to cross

the Hudson River. The Bridge was officially named the George Clinton Bridge in 2000 to commemorate the Vice- President, longest serving New York State Governor, and Hudson River Valley native. The bridge continues to be widely used by commuters and is a part of Route 199 (The "George Clinton" Kingston-Rhinecliff Bridge).

The history of Dutchulvan can be seen in its towns and preserved historic sites. The area continues to grow with new industry and is home to both a rich past and promising future.

2nd Grade Unit Lesson Plan for the Key Sites in Dutchulvan

Central Focus:

Using the many historic sites in Dutchulvan, students can understand how wealth and transportation affected this area of the Hudson River Valley.

Objectives:

1. Students will analyze how a democracy is run and the overall jobs of the President of the United States by simulating voting on decisions in the classroom.
2. Students will identify one big decision that FDR had to make during his presidency by going through the Presidential Library.
3. Students will apply what they have learned about democracy by holding “Class Presidential Elections”.
4. Students will discover what the Roosevelt’s did for leisure and how they lived by examining closely, their house and property.
5. Students will analyze the FDR Mansion by looking at the housing style and decide which community the Roosevelt’s were a part of.
6. Students will identify the exhibits that relate to the missions that they were given by completing the worksheet as a group.
7. Students will analyze why people would want to travel to this area of the Hudson River Valley after the railway was built by having a classroom discussion while on the Walkway.
8. Students will create a poster in their groups that relates to the missions they completed while on the field trip.
9. Students will understand important historical dates and animals related to the Walkway by reviewing and discussing the information that they learned.
10. Students will compare the home of the Vanderbilt’s to the home of a middle class family during this time by recording examples as they walk through the Mansion.
11. Students will analyze how the Vanderbilt’s home affected the surrounding communities by discussing why families that had great wealth were deciding to build their homes here.
12. Students will discuss how the Vanderbilt’s were able to make money off of the railroad demand of the time by relating it to things that we find in demand.
13. Students will analyze why communities choose to keep some areas in their natural state and undeveloped by having a class discussion.
14. Students will record how a tree can get ample sun and water by paying close attention to the trees while on the trip.
15. Students will create a key for the hiking trail and map for the trip by studying and drawing their own as a class.

NYS Common Core Standards:

Social Studies:

Segments 1 and 2

2.3.a The United States is a democratic republic, and democracy is a form of representative government where citizens can vote for leaders and can have a say in their government.

2.3.b The major principles of democracy include the protection of personal rights, justice and equality, diversity of ideas and cultures, and working to support the common good.

2.3.e The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.

2.6.b Housing styles, transportation systems, jobs, schools, marketplaces, and leisure activities are all influenced by geography and the environment, and these vary across urban, suburban, and rural communities.

Segment 3

2.7. a In communities, changes over time and the reasons for these changes can be described and examined using historical thinking, vocabulary, and tools such as time lines.

2.5.c The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.

2.5.d Human migration and settlement patterns impact all communities.

2.5.e Access to natural resources, water routes and other transportation networks, and other communities impact life in an urban, suburban, or rural community.

Segment 4

2.2.a There are forms of cultural, economic, and geographic diversity across different types of communities.

2.2.b The development, growth, and sustainability of an urban, suburban, or rural community is closely tied to its interactions with other communities.

2.7.c Cause-and-effect relationships help us recount events and understand historical development and change in communities.

2.5.c The location of physical features and natural resources often affects where people settle and may

affect how those people sustain themselves.

2.5.d Human migration and settlement patterns impact all communities.

Segment 5

2.5.a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.

2.4.a Communities have the responsibility to institute and enforce fair laws and rules that provide for the common good.

2.4.c The size and complexity of an urban, suburban, or rural community influence the types of rules and laws it needs.

Science:

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Writing:

8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Learning Segment 1 and 2: The Roosevelt's and Hyde Park

Overview:

Students will travel to the Franklin D. Roosevelt Presidential Library to study democracy; how it works and the decisions the President has to make. Students will then travel to the home of Franklin D. Roosevelt to study the housing style and activities that the Roosevelt's partook in due to their suburban location and economic resources.

Model Being Used:

Cooperative learning will be used because most of this lesson occurs in groups or with the class as a whole. Students will need to be able to work in their groups to vote on which prize they want to win and decide which big decision they want to use in the Presidential Library and Museum. Students will need to work in groups to find evidence in the house of FDR that supports the questions on their worksheets. Students will also be working hands-on with the concepts of democracy by applying them to their own problems and allowing them to be solved.

Learning Intelligences Used:

Visual-spatial as well as bodily-kinesthetic learning styles are used because we are traveling to the Museum, Library, and house to learn about the history and life of FDR. Students will be able to touch and interact with the Museum. Interpersonal learning styles and linguistic learning styles will be satisfied by working and speaking in groups throughout the activities in this lesson.

Objectives:

1. Students will analyze how a democracy is run and the overall jobs of the President of the United States by simulating voting on decisions in the classroom.
2. Students will identify one big decision that FDR had to make during his presidency by going through the Presidential Library.
3. Students will apply what they have learned about democracy by holding "Class Presidential Elections".
4. Students will discover what the Roosevelt's did for leisure and how they lived by examining closely, their house and property.
5. Students will analyze the FDR Mansion by looking at the housing style and decide which community the Roosevelt's were a part of.

Materials:

Two prizes, pro/con worksheet, decision worksheet, class election worksheet, graphic organizer packet of leisure activities from the 1930's and 1940's.

Teacher Resources:

FDR Presidential Library and Museum,
<http://www.fdrlibrary.marist.edu/education/teachers.html>,
<http://compendiumofcrazy.com/2013/10/03/teaching-early-elementary-students-about-democracy/>.

Segment 1: The Presidential Library and Museum

Pre-Procedure:

Students will have already discussed democracy and the role of the President before the field trip. The students will have worked in groups to determine what to get out of two very cool prizes. They can't have both but they all have to contribute. Pro con lists will be created by the groups so that the students can assess which prize they think is best. The students will then vote on what they want and the prize that wins the vote will be distributed to the group. The teacher will explain how this is how democracy works in our communities and in our nation. The teacher will then talk about the roles of the President and the hard decisions that the President sometimes has to make. The students will talk about and study FDR prior to the visit to the Library and Museum.

Procedure:

Once the students have arrived at the Library and Museum they will be split into their democratic groups. They will walk around the Museum with a chaperone, looking for a big decision that FDR had to make during his presidency. Once they have picked a decision the students will talk about the decision and why it is important. They will present their findings to the class at the end of the field trip.

Closure:

The students will hold a "Class Presidential Election" that will be held every month so that many students get the responsibility of being the Class President. The students will fill out a form every month that says who they believe should be elected as well as what qualities that have that will make them a good president. The teacher will have many decisions for the Class President to make every week and the class can help vote on certain issues.

Segment 2: The Home of Franklin D. Roosevelt

Pre-Procedure:

Students will have previously discussed urban, suburban, and rural communities. The students will have also previously discussed the types of leisure activities that families might have partaken in during the 1930's and 1940's. Students will have a graphic organizer packet that describes the activities that the families could have been involved in. Students will also have looked at what type of community the FDR Mansion is in. The students will have some background knowledge of the time period and the life of FDR before traveling to the Mansion.

Procedure:

Once students arrive at the Mansion, they will be split up into groups. Through the house, with the groups, the students will find examples of the leisure activities that the Roosevelt's partook in and circle them in their graphic organizer. Once the activity has been circled, the students will write where they found the activity and why the Roosevelt's might have used it. Students will then talk about the type of community that the Roosevelt's lived in and the pros and cons on this community. The students will complete this activity as a class, after all of the groups have completed the leisure activity.

Closure:

The teacher will discuss the difference between the things that the Roosevelt's did for leisure and the things that families do now. The students will discuss what they do and why they have different activities than the Roosevelt's had. The teacher will then talk about how the community effects what the family could do for leisure and how these activities are different in different places.

Debrief:

The teacher will debrief the students by explaining how democracy is all around us and is how we run our communities as well as our country. The students now have a basic understanding of the jobs of a president and what it means when their parents and family members go to vote. The teacher will then talk about the communities that we live in and how that effects what we vote for. Each student will create a book to record what they learned from each field trip. The students will make two pages to put in their books, one for the Library and Museum and one for the FDR Mansion.

Learning Segment 3: The Walkway Over the Hudson

Overview:

Students will go on a fieldtrip to the Walkway over the Hudson to study the ecology of the Hudson River. This is a multi-subject lesson involving social studies and science.

Model Being Used:

Cooperative learning will be used for this lesson. Students will work together in their teams to analyze which signs pertain to their mission and subject. Hands-on learning will also be used by traveling to the walkway.

Learning Intelligences Used:

intelligence will be reinforced with technology using the "Talkway over the Walkway" audio cell phone guide. Intrapersonal intelligence will be used by the students when they work as a team to complete their mission. Bodily-kinesthetic and visual-spacial intelligences will be used because the students are traveling to the Walkway to complete the activity.

Objectives:

1. Students will identify the exhibits that relate to the missions that they were given by completing the worksheet as a group.

2. Students will analyze why people would want to travel to this area of the Hudson River Valley after the railway was built by having a classroom discussion while on the Walkway.
3. Students will create a poster in their groups that relates to the missions they completed while on the field trip.
4. Students will understand important historical dates and animals related to the Walkway by reviewing and discussing the information that they learned.

Materials:

Pens/markers, worksheet for each group, poster paper for each group, cell phones for the chaperones.

Teacher Resources:

www.walkway.org

Pre-Procedure:

Before traveling to the Walkway Over the Hudson, the teacher will briefly explain the history of the Walkway and why they will travel there. The teacher will talk about the Hudson River and a few of the different ecosystems that are present in the river. The teacher will highlight why the railroad was so important to the communities in this area of the Hudson River Valley and how a bridge over the Hudson River allowed people to travel and trade more easily.

Procedure:

The class will travel to the Poughkeepsie side of the Walkway Over the Hudson. The teacher will divide students into three groups, each with a chaperone. Each group will be given a pen and a worksheet with their missions/subjects listed on the front. Each team will have 2 missions to complete during the field trip. The students are told to read all signs in order to find which ones provide information for their subjects. The students can also use the “Talkway Over the Walkway” feature with the chaperones cell phone to help answer the questions. They will answer all of the questions on the worksheet for both missions and then meet on the other side of the bridge.

Closure:

After each group completes their mission and reaches the end of the bridge, they will present the information to the rest of the class. The teacher will connect the material by asking what groups had similar missions and how the information related to the topics we studied in class. The students will talk about the different plants and animals they learned about on the bridge, as well as how the bridge changed over time. The students will then talk about why they would have wanted to move to this area after the train was built. The teacher will collect the mission worksheets and bring them back to the classroom. The class will then walk back taking pictures and enjoying the view.

Debrief:

Once back in the classroom, the groups will transfer the information they gathered on their worksheet to a poster to present to the class. They will have to explain the mission and the information that they learned from the trip. The teacher will hang the posters up for the class to

look at to remember their trip. Students will also create another page for their book, based on what they learned from this field trip.

Learning Segment 4: The Vanderbilt Mansion

Overview:

Students will travel to Vanderbilt Mansion to study the Gilded Age; the industries that were present and how families were able to make their money. This lesson will focus on the Vanderbilt family during the Gilded Age, specifically.

Model Being Used:

Direct instruction will be used for directions and the background information for the Gilded Age and Vanderbilt histories. Classroom collaboration will be used during the field trip, and an application of instruction through the activity on the trip.

Learning Intelligences Used:

Students will use visual-spatial intelligence by traveling to, and exploring the Mansion. Students will use bodily-kinesthetic intelligence by walking around the Mansion and the surrounding property. Students will use linguistic intelligence by writing down what they see and its importance to the property.

Objectives:

1. Students will compare the home of the Vanderbilt's to the home of a middle class family during this time by recording examples as they walk through the Mansion.
2. Students will analyze how the Vanderbilt's home affected the surrounding communities by discussing why families that had great wealth were deciding to build their homes here.
3. Students will discuss how the Vanderbilt's were able to make money off of the railroad demand of the time by relating it to things that we find in demand.

Materials:

Pencils, Camera (optional), class differences worksheet.

Teacher Resources-

<http://www.nps.gov/vama/index.htm>, <http://teachinghistory.org/>,

Pre-Procedure:

In the days that lead up to the field trip, students will have homework assignments, including readings on the Vanderbilt Mansion and its history. The students will study how the Vanderbilt's made their money and the things they created and built with their wealth. The teacher will be sure to point out that most families did not have the same amounts of money as the Vanderbilt's and that the great wealth that they had was not very common. The teacher will talk about what a middle class home would have looked like during the time and show the students what their houses might have looked like. The class will discuss some of the differences together.

Procedure:

The class will travel to the Vanderbilt Mansion. At the Mansion, each student will have to keep a guide of the things they found in the house that would be different in a middle class family home during this time. The students will record at least 4 things that they see in the house that would be very different for a family that was not extravagantly wealthy. The teacher will discuss why these houses we are visiting were built in this area and why it was becoming easier for people to commute to the city. The students will be asked why people would want to live here and the great things about this area. The students will be able to explore the Mansion and the grounds on the trip and will work individually to complete their worksheets.

Closure:

Back in class, the class will discuss why the railroad was in such high demand during this time. The students will talk about the things that they think are in demand, specifically in transportation, and how the demand has changed since the Vanderbilt's time.

Debrief:

Students will present the things that they found in the house, to the class and the class will discuss the differences in the Mansion and a middle class home together. Students will then make another page of their book to show what they learned from this field trip.

Learning Segment 5: Catskill Park and Forest Preserve

Overview:

Students will travel to the Catskill Park and Forest Preserve to study plants, maps, and how a community can preserve an area of land as a Forest Preserve.

Model Being Used:

Cooperative learning will be used as the class works together as a group throughout the trip. Direct instruction will also be used in the classroom to discuss the topics in this lesson.

Learning Intelligences Used:

Visual-spatial as well as bodily-kinesthetic learning styles are used because we are traveling to the site. Both intrapersonal and interpersonal learning styles will be used as the students take in their surroundings and discuss them with the class.

Objectives:

1. Students will analyze why communities choose to keep some areas in their natural state and undeveloped by having a class discussion.
2. Students will record how a tree can get ample sun and water by paying close attention to the trees while on the trip.
3. Students will create a key for the hiking trail and map for the trip by studying and drawing their own as a class.

Materials:

Trail maps, safety kit, key worksheets, tree worksheets, pencils.

Teacher Resources:

http://www.dec.ny.gov/docs/lands_forests_pdf/catmapguide.pdf,
<http://www.dec.ny.gov/lands/5265.html>.

Pre-Procedure:

Before the trip, the teacher will briefly talk about plants and the types of plants that they are likely to encounter on their trip. The teacher will go over how the students will use a map to follow the trails on the trip and the different characteristics on the map that the students will need to know. The students will make a map key before going on the field trip and will bring the key with them to follow the map. The students will plan out the route they will take as a class and study the map closely. They will talk about safety on the trails and how to prepare for a hike, before going on the trip.

Procedure:

The class will travel to the Catskill Park and Forest Preserve. The class will work together to follow the trail map for the Schoharie Trail. They will use the maps and the key they created as a class to closely follow the trail. The students will be asked what the trees need in order to survive and will investigate how the trees get both, sun and water. The students will need to record where they saw the trees getting ample sun and water. The class will continue on a short hike and explore the nature on the trail.

Closure:

Once back in the classroom, the teacher will ask the students what they thought about the trip. Each student will be able to talk about the thing they liked most about the trip. The teacher will then explain how communities and states can choose to keep an area undeveloped and preserve its natural state. The students will discuss the positive reasons why we should keep some areas undeveloped and why our community can choose those things. The lesson will relate back to voting and communities; those topics were discussed in an earlier field trip.

Debrief:

The students will create their final page of their books from what they learned on this trip. The books will be put together and bound. Each student will share their books and the different things they learned on each trip. The teacher will keep these books to put in the students files and will use them to formatively assess their learning on these topics.

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Kristina Lanza
 History of the Hudson
 Colonel Johnson
 October 14, 2013

From the Franklin Delano Roosevelt Mid-Hudson Bridge to the George Clinton Bridge, there are many places to visit. Some are historical, some allow you to enjoy nature's beauty, and others may have some of the best food in the country. In just three counties, all of these can be found showing the wealth that was brought to this area throughout history.

There are many historical options located in Hyde Park: tours of the Franklin Delano Roosevelt Museum and Presidential Library, and the Vanderbilt Museum. At the FDR Mansion, visitors can see the estate purchased by FDR's father in 1866. At this time, a stable and horse track was present, and the servants' wing was enlarged. In 1915, FDR and his mother enlarged



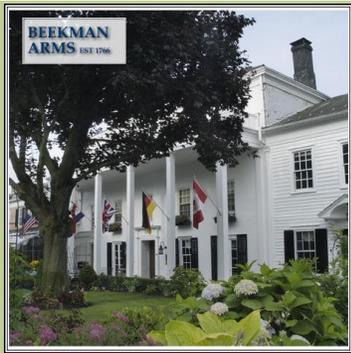
Present-day FDR Mansion

the house to accommodate his growing family. During his presidency, he visited the home many times where his mother resided. When he died, the house was then donated to the

American people in 1945. The Presidential Library, build in

1939 by FDR, was designed to hold the papers and documents during his presidency. Such papers can still be found today in the Library and Museum ("History of the FDR Library and Museum"). Another example of the wealth present at this time is the Vanderbilt Mansion, a perfect example of a Gilded-Age country place, illustrating the political, economic, social, cultural, and demographic changes that occurred in the years after the Civil War. The estate was primarily a vacation home, described by the New York Times as, "the finest place on the Hudson between New York and Albany" ("Vanderbilt Mansion National Historic Site" *Wikipedia*). Complete with 54 rooms, the estate was donated to the National Park by the remaining Vanderbilt's.

While these two were examples of wealth, the Beekman Arms Inn is an interesting tourist



Beekman Arms Inn

site that has historic value. This historic hotel is the oldest operating inn dating from 1766. In 1775, the 4th Regiment of the Continental Army drilled on its front lawn before the American Revolution (“Beekman Inn & Delamater Inn”). It is recently redecorated, with elegant details and all rooms are air-conditioned.

A more modern site is the Culinary Institute of America (CIA).

The college was founded in 1946 as a vocational training school for returning veterans of WWII, with branches today in New York, California, and Texas. The Hyde Park campus houses about 3,000 students and four restaurants and cafés (“Hyde Park, NY Campus”). Some are even student-run.



Beautiful Night View of the CIA

The Walkway over the Hudson was a way that wealth was brought into the Hudson River Valley. What is now the Walkway used to be



Walkway Over the Hudson

the Poughkeepsie-Highland Bridge prior to a fire in 1974 causing damage that could not be fixed. This 1.28 mile long, 212 feet tall high abandoned railroad bridge is a must see (“General Information”). There are entrances in both Poughkeepsie and Highland on either side of the river.

Ulster County is home of the Catskill Park and Preserve. In total, there are 287,500 acres of land peaks over 3,000 feet in elevation. An 1894 amendment states, “the lands of the State now or hereafter acquired, constituting the forest preserve as now fixed by law, shall be forever kept as wild forest lands. They shall not be



Forest with 98 owned

Catskill Park and Forest Preserve

leased, sold or exchanged, or be taken by any corporation, public or private, nor shall the timber thereon be sold, removed or destroyed” securing the park’s preservation (“The Catskill Park”).

Villa Roma Resort specializes in family vacations with hotel rooms, suites and “almost every



Lobby of Villa Roma

facility under the sun” (“Our History”). The main dining room is American styled overseen by a graduate chef from the CIA. Since its start as a small hotel, Villa Roma prides itself in growing in family fun

activities such as a variety of pools and playgrounds, golf, and bumper boats.

No matter where you are along this beautiful river, there is always something to enjoy. The Hudson River Valley provides for beautiful scenery to any activity whether it is directly exploring nature or enjoying man-made things around it. This section can be visited in a weekend trip. For the final, I have prepared a detailed itinerary including all of these key sites and places to eat and sleep. It will be a fun-filled weekend exploring the rich beauty, culture and history of “Dutchulvan.”

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Abigail Denis

Wayside Exhibits

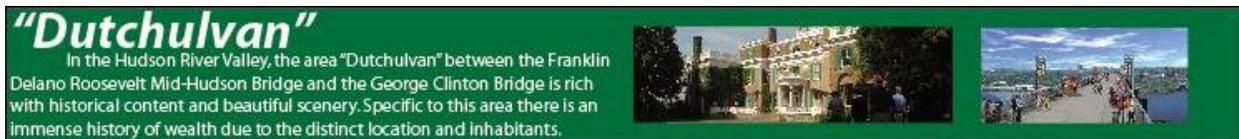
Wayside exhibits are an important part of sites as they provide information that the visitor may not otherwise know. They also often point out unique features of a site. Our wayside exhibits are designed to ensure the visitor they are at the correct place along the tour, provide unique historic information, point out distinct features and opportunities at each site, and provoke thinking. These signs will also unify the tour as a whole.

There will be a wayside exhibit composed of at least one sign (in some sites there will be a set of signs) at each site on our tour. These wayside exhibits will be inkjet prints embedded in fiberglass. They will be low profile panels, meaning they will be rather short in height (about two feet tall). They will be angled at about a forty five degree angle so that the reader can easily look up at the site as they read the sign ("The Wayside Companion: A Guide to Developing Outdoor Exhibits"). At the height of two feet the panels will be able to be read by children and those who may be in wheel chairs.

The name of the site will be printed in white lettering on a black border across the top of each sign. (See example below.)



Below the site name will be a logo with a green background, "Dutchulvan," and photos of the home of FDR and the Walkway Over the Hudson. This logo will appear under the site title on every sign (or set of signs) unifying all sites together and ensuring the visitor that they have arrived at the right place along the tour.



This is the logo that will appear on each of the wayside exhibits.

Each wayside exhibit will feature eye catching photos that relate to each specific site. Some of the signs will feature a faded photo as the background of the sign. Photographs of items or places visible from the sign will help to point out things the visitor may otherwise miss. Items or places not visible from the sign will also be featured in photos to show the reader what a place looked like in the past or will encourage them to visit another place at the site. These pictures along with bullet point will help the reader interpret the area around them. Information printed on the sign will give facts, encourage thinking, help the visitor make connections, or direct them to another feature of the site. For example, on The Beekman Arms Inn wayside exhibit there are facts about who stayed at the inn in the past, when it was built, and the purpose it served. These points will help the visitor to learn about the site as they read the sign. There is also a sentence that invites the reader to think about what it would be like to be an important historical figure and what decisions they would have been making as they lay in their beds in the inn that night. By thinking about things such as this the visitor will make a person connection with the site. The Beekman Arms Inn sign also suggests that the visitor go to the antique shop. Other exhibits will suggest activities that a visitor may want to do including organized activities (such as a tour) and things they may want to do on their own (such as find a certain animal). These activities will help the visitor make connections and remember more information as it has been proven that people remember more of what they do than they just read. Overall, our wayside exhibits are designed to enhance the visitor's experience at each site.

Beekman Arms Inn

"Dutchulvan"

In the Hudson River Valley, the area "Dutchulvan" between the Franklin Delano Roosevelt Mid-Hudson Bridge and the George Clinton Bridge is rich with historical content and beautiful scenery. Specific to this area there is an immense history of wealth due to the distinct location and inhabitants.



- The Beckman Arms is the oldest continually operated hotel.
- It was first built in 1766 by Arent Traphgen and was known as the Bogardus Tavern.
- The 4th Regiment of the Continental Army drilled on its front lawn before the American Revolution, in 1775.
- During the Revolution famous figures including George Washington, Benedict Arnold and Alexander Hamilton slept here.
- In the early 19th century it severed as the town hall, theater, post office, and newspaper office.
- U.S. President Franklin Delano Roosevelt ended his campaign for governor and president speaking from the front porch.



As you lay in your bed, think about what it was like to be an important historical figure at the time of the revolution. What ideas would you be contemplating?



Be sure to visit the Antique Market behind Beekman Arms to explore some unique pieces of history and even take one home if you wish!

Above is an example of a wayside exhibit that will be placed in front of the Beekman Arms Inn.

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Photos featured in the Wayside Exhibit

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<http://www.nps.gov>

Krista Shannon

Highway Route Markers

Traditional highway route markers have a standard shape that are typically displayed on posts or on telephone and electric line poles along the highway. Each sector has markers on town and county boundaries intended for all motorists on the road. Different states have adopted different ways of identifying locations. These highway route markers are ordinarily repetitive and unappealing to drivers. The shapes of route markers generally indicate the type of road that it is leading to. For example, interstate routes and highways are labeled with a shield shape while routes specific to a certain state are rectangular. Interstate expressways are differentiated only by color and shape. The creation of improved highway route markers will be just as astonishing as the sites that they lead to.

Highway route markers are created to capture the eye of drivers on the road. They are purposely made larger than typical to gain attention and pique the interest of tourists. With their texts of bold white lettering against a scenic background and their distinctive oval shape, these state historical highway markers are hard to miss on the roadways because they are much different than the conventional and bland highway route markers that people are accustomed to seeing.

The attractions we chose for our 36-hour trip are advertised with beautiful route markers that highlight each location's essence. As tourists journey from the Franklin Delano Roosevelt Mid-Hudson Bridge to the George Clinton Bridge they will be compelled to stop and see the natural, historic and entertainment planned for them. Each site will be represented by highway route markers that are composed of pictures or symbols specific to each place.

These signs will be strategically placed alongside busy highways, intersections and roads leading to each site. The purpose for these highway route markers is to ensure that drivers stop and visit each site. Each location will be well represented by highway route markers from a few different directions leading to the key sites.

Franklin D. Roosevelt National Historic Site

For the Franklin D. Roosevelt National Historic Site, a photo of the home will be placed on the panel to show the large yet simple Italianate farmhouse with its extensive renovations that included the stucco and fieldstone exterior and a columned portico.



("Home of Franklin D. Roosevelt National Historic Site" 2012)

The home of Franklin Delano Roosevelt is located in Hyde Park, New York. The beautiful estate is accessible with its location on the eastern shore of the Hudson River, four miles north of Poughkeepsie, New York making it the center point between New York City and Albany. If traveling by car, drive north on Route 9 and you will see the historic site on the left side. The highway route marker leading to the Franklin D. Roosevelt Home and Library National Historic Site on 4097 Albany Post Road, Hyde Park, New York is strategically placed on Route 9 past County Route 40A for all tourists to see.

Vanderbilt Mansion National Historic Site

The highway route marker for the Vanderbilt Mansion House will be a picture of the beautiful view of the Hudson River seen from the estate. History is preserved on this landscape because it overlooks features of a river that captures classical importance.

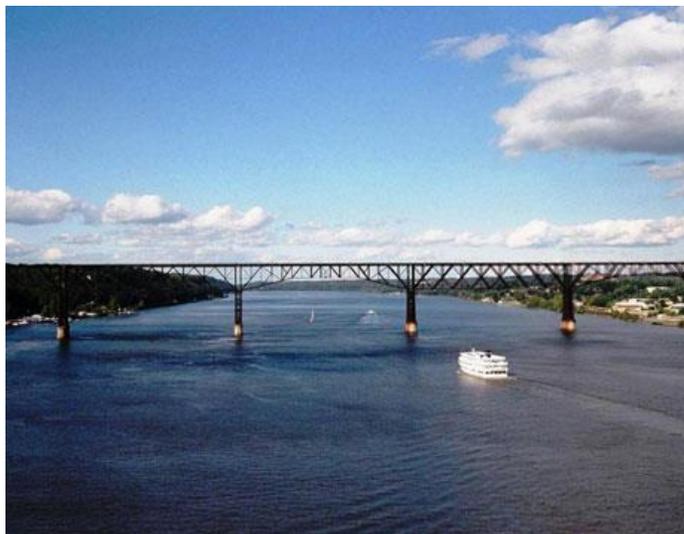
("Great Estates of the Hudson Valley: Vanderbilt Mansion" 2004)



The Vanderbilt Mansion National Historic Site is located in Hyde Park, New York. The estate is easy to find with its mansion on the east bank of the Hudson River, conveniently located an hour and a half between New York City and Albany. If traveling by car, drive north on Route 9 and you will see the Vanderbilt Mansion on the left side. The highway route marker leading to the Vanderbilt home on 119 Vanderbilt Park Rd, Hyde Park, New York is placed on the intersection of Route 9 and West Dorsey Lane for all visitors to see.

Walkway Over the Hudson State Historic Park

Walkway Over the Hudson State Historic Park will be symbolized by the bridge itself because of its importance as a mode of transportation and history. The walkway went from being the Poughkeepsie-Highland

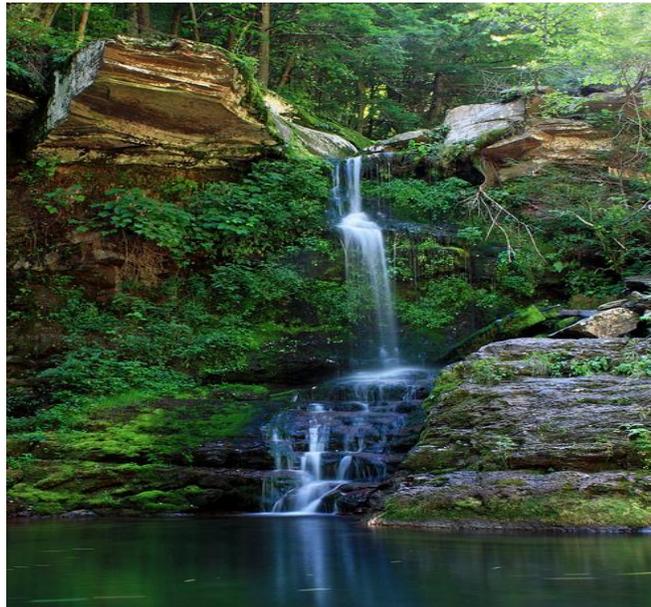


Railroad Bridge, supporting trade in the Hudson River Valley, to the longest, elevated pedestrian bridge in the world. ("Bridge History" 2013)

The Walkway Over the Hudson State Historic Park has two locations, both east and west. On the east side of the Hudson River is the Poughkeepsie entrance. If traveling by car, take Route 9 to Route 9G north, bear right onto Washington Street and park at any of the walking bridge entranceways. The highway route marker leading to the Walkway Over the Hudson is intentionally placed on Route 9 near Marist Drive for all people to see.

Catskill Park and Forest Preserve

For the Catskill Park and Forest Preserve, drivers will look for highway route markers that have waterfalls which depict its nature as a mountainous region. The scenic reserve is filled with streams that have eroded gray sandstone into valleys at high plateaus that form the Catskill Mountains. ("Brief History of the Catskill Park" 2013)



Belleayre Mountain in the Catskill Park and Forest Preserve is located in Highmount, New York. The hike on this mountain will be easy to find with its location west of the Hudson River in Sullivan County. The highway route marker leading to Belleayre Mountain in the Catskill Park and Forest Preserve on 181 Galli Curci Road, Highmount, New York is placed along Route 28 and 30 for all hikers to see.

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Kelly Voglio

Tourism

For people to be aware of all there is for them to see, each of the sections of “Dutchulvan” must publicize and get their names and attractions out there. Tourism can be a key component of making sure that “Dutchulvan” can be appreciated in all that it is. Tourism makes the economy able to function at the high rate it does, and allows for the people who reside in “Dutchulvan” to be as economically privileged as they are. Each of the three counties has a slightly different view on how to advertise and attract tourists to their county. Each county has its own ideas and approach to how to use websites on tourism, as well as having Social Media as a promoter for their county. With the three counties that together make up “Dutchulvan,” being separate they each take slightly different approaches to how to sell their county the best to people, and why people would enjoy visiting their county so much.

Dutchess County has the most technologically savvy approach to tourism. Not only do they have an overall county website, they



The Dutchess County Tourism



The Dutchess County Tourism Facebook Page

also have areas of focus in tourism. Dutchess County has a website for their tourism specifically to help people find out about what there

is to do in the area. For the Social Media aspect of Dutchess County, they have a



The Dutchess County Tourism Website

Facebook page for promotion, as well as a county-wide Twitter that is used to encourage people to find new and exciting ways to explore and discover the beautiful county!



The Ulster County Tourism Website

In Ulster County, similarly to Dutchess County, there is a website for their tourism to

help

people

find out what there is



The Ulster County Tourism Twitter

to do in the area. For the Social Media aspect of Ulster County, they do not have a Facebook page set-up for the

promotion of tourism, but they do have a Twitter page devoted to tourism that is accessible. The one alteration that would work to help attract more people to all that Ulster County has to offer is if they were to create a Facebook page for Tourism, so that people on Facebook would be able to see why it is so great to visit Ulster County.

Finally, in Sullivan County, there is a completely different approach being taken when it comes to tourism. They do not have an exact website, which is dedicated solely to tourism, nor are there Facebook or Twitter pages that have their focus on tourism, they do, however have a start. They currently have an overall county website, in which there is information about tourism in Sullivan County.

If Sullivan County was looking to improve its tourism, a good way to start would to be have them create a county

tourist website, as well as use Social Media for people to find out about why it is important to visit Sullivan County.

The cover photo for the Sullivan County Facebook page



For the final, I took what I had seen on the different sites, as well as the resources on the Wiki to create the Guidebook pages for the different areas of “Dutchulvan.” Each of the different

Kay Sites has its own Guidebook page to it that is accessible for interested visitors, as well as being located on their Social Media sites, and having hard copies located in the offices.

Overall, each of these counties has great methods of spreading the word and showing people all that “Dutchulvan” has to offer, and why they are so historically rich, and beautiful to visit and spend time in.

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