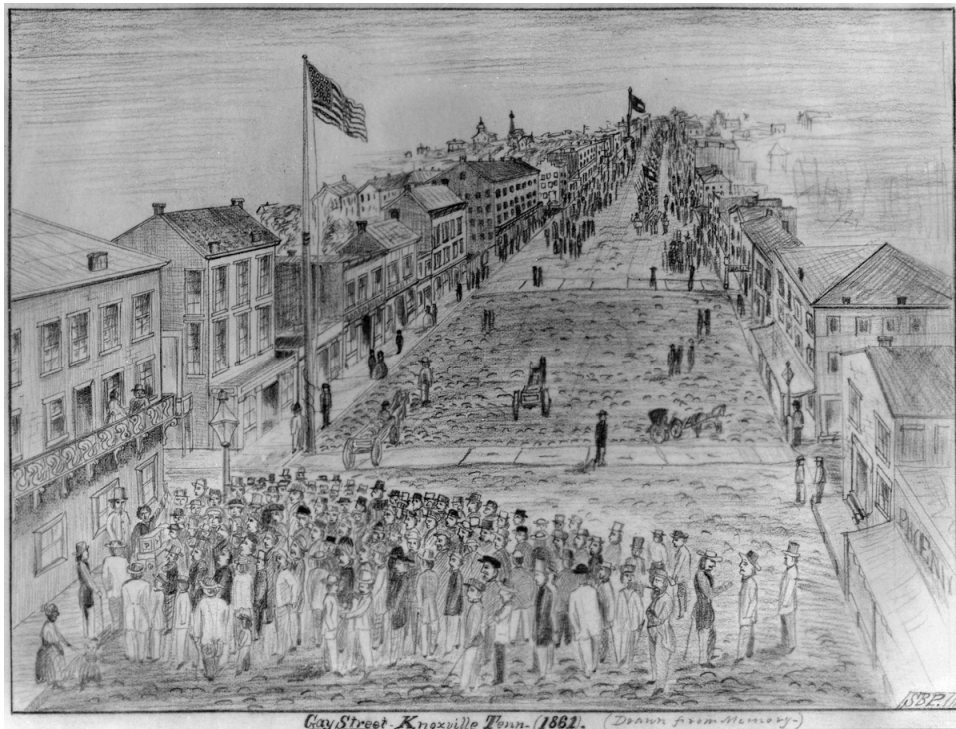




EAST TENNESSEE HISTORICAL SOCIETY
Making history personal

Teaching Appalachia

Image and Reality of Appalachian Culture



Teaching Tennessee History: Lesson Plans for the Classroom Volume IV



**HUMANITIES
TENNESSEE**

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A Study of Dialect

Submitted by Paulette Armstrong, Sullivan East High School
Sullivan County, TN

Objectives/Purpose: Students read a selection containing regional dialect, then read a study of the same selection done to determine the validity of the dialect used.

Grade Level: Tenth-Twelfth Grades

Group Size: 25

Lesson Time: 3-4 class periods (4-5 hours)

Background Information: Students previously read stories and poetry containing dialect, and although the dialect was discussed, the students had not studied it for the purpose of determining validity by the author concerning its use and meaning in the setting.

Materials:

Books and Articles:

“The Cow in the Corn” from *This Day and Time* by Anne Armstrong (New York: AA Knopf, 1930) is out of print, but Anne Armstrong collection is at East Tennessee State University’s Archives of Appalachia (<http://cass.etsu.edu/archives/women.htm>).

“An Examination of the Dialect in *This Day and Time*” by Earl F. Schrock, Jr. (Tennessee Folklore Society Bulletin, 37, June 1971, pages 31-39)

Dictionary of Smoky Mountain English by Dr. Michael Montgomery (forthcoming 2004, Knoxville: University of Tennessee Press)

Handouts – “Folk Expressions and Translations” and “Features of Appalachian Dialect” (contact Paulette Armstrong for copies or source).

Strategies/Procedures: Begin the local dialect study with information about background and meaning of dialect through definition, lecture and handouts. Read “The Cow in the Corn,” a chapter from *This Day and Time*. Students answer questions about the main character, setting, sequence of main events, figurative language and dialect, and determine the meaning of the phrase: “This Day and Time.” Read “An Examination of the Dialect in *This Day and Time* by Earl F. Schrock, Jr. (This study is based largely on actual field research.) Explain that Schrock spent two years gathering research about the dialect Armstrong used in her book. Discuss many of the hundreds of examples of dialect explained by Schrock. Although only a few miles from the Big Creek section of Sullivan County, we note those expressions unfamiliar to us, showing that dialect can be concentrated in very small areas, even within a city or county. Schrock determines Armstrong has given the reader a “real slice of life” that is more “like a photograph than a painting” and for the most part, a “faithful reproduction of dialect in East Tennessee.” Activities follow including: understanding folk expressions handouts, and writing a short story.

Each student uses a minimum of 25 folk expressions in their original work, then share the stories orally in class.

Evaluation/Assessment: Determined through answering questions, writing, participating in class discussion and activities and testing.

Author's Evaluation: At the end of each term, I poll the class to determine the activities they enjoyed most and least and ask for suggestions for future Appalachian Studies classes. This unit was listed first or second as most enjoyed by three fourths of the class.

When I Was Young In Appalachia
Submitted by Pat Barnett, Highland School
Greeneville, TN

Objectives/Purpose: The students will:

- Identify where they live in Appalachia;
- Compare and contrast daily life in the 1800's with life today in the Appalachian region;
- Describe the importance of being self-sufficient in early Appalachia; and
- Explore the origins of mountain music.

Grade Level: Third-Fifth Grades

Group Size: Regular class

Lesson Time: 2-4 weeks

Background Information: In this unit, the students will learn how Appalachian families were very self-sufficient. Through guest speakers and hands-on activities, the students will experience food preservation, native plants and animals, herbal remedies, home construction, and mountain music of the 1800's. The students will write a booklet based on Cynthia Rylant's *When I Was Young in the Mountains* to assess information learned.

Materials: Hall, Francie. *Appalachian ABC's*. Johnson City: Overmountain Press.
Houston, Gloria. *My Great Aunt Arizona*. New York: Harper Trophy, 1997.
Rylant, Cynthia. *Appalachia, The Voices of Sleeping Birds*. Voyager Books, 1998.
Rylant, Cynthia. *When I Was Young In the Mountains*. New York: Puffin, 1993.
Field corn husks and cobs for dolls and checkers
Cardboard, red and black paint for checkerboards
Old t-shirts cut in strips, needles and quilting thread for braided rug
Block of wood with large-head nail in it, nailed halfway into block, to anchor braiding
Apples, knives, screen for drying apples, canned biscuits, cooking oil, and electric skillet for dried apple pies
Bookmaking materials
Lincoln logs for log cabin construction

Strategies/Procedures:

1. Read Cynthia Rylant's *When I was Young In the Mountains* and *Appalachia* and *The Voices of Sleeping Birds*.
2. Discuss the term "Appalachia" and identify where we are in the Appalachian region.
3. Discuss how Appalachian families in the 1800's had to be self-sufficient.

4. Invite guest speakers to discuss the following topics:
 - Beekeeping (Jamie Chapman, local beekeeper)
 - Food preservation and herbal remedies (Barbara Holt, UT Agricultural Extension Service)
 - Native plants and animals (Don Holt, Camp Explore, Clyde Austin 4-H Center)
 - Mountain music (outreach program-“Historic Harmonies,” Rocky Mount museum, Piney Flats, TN)
5. Allow the students to experience different aspects of daily life through the following hands-on activities:
 - braided rag rug made from old t-shirts
 - cornhusk dolls and checker sets with corncob checkers
 - drying apples and cooking dried apple pies
 - log cabin construction with Lincoln logs after viewing web site www.mountainhomeplace.com/tour2.htm
6. Discuss coal Appalachia, timber Appalachia, and tourist Appalachia and how each has affected our area today.
7. The students will write booklets sharing information learned in the unit. The students will base their booklets on the style of Cynthia Rylant’s *When I Was Young In the Mountains*.
8. Share the booklets and activities with another class.

Evaluation/Assessment: Student mastery of objectives will be assessed through a rubric of the student written booklets, “When I Was Young in Appalachia.” A copy of this rubric is attached to this lesson plan.

Author’s Evaluation: Student interest in this unit was very high and my only problem was in structuring the unit to fit into an allotted time frame. **The unit was interdisciplinary.** Science activities included learning about native animals by seeing animal pelts, learning about beekeeping and tasting honey, and learning native plants that were important sources for food, dyes, and medicines. In **math** the students practiced measurement skills by lining off checkerboards and cutting cornhusks for dolls. Students experienced “old timey” **music** by hearing an outreach program from Rocky Mount museum. In **art** the students painted checkerboards and corncob checkers, decorated cornhusk dolls, and created a braided rug from recycling old t-shirts. For **language arts**, the students published booklets, “When I Was Young In Appalachia,” showcasing what they learned in the unit. **Social studies** lessons included finding out where we were in the Appalachian region, how early settlers had to be self-sufficient, and the importance of tourism, coal, and timber in the development of our region. **Reading**, of course, included a wealth of stories about growing up in our area.

Many of my hands-on activities were learned at a workshop conducted by the Tennessee Agricultural Museum in Nashville (<http://picktnproducts.org/agmuseum>). Copies of these materials are attached to this lesson plan. I also found that our Agricultural Extension Office, local 4-H organization, and area museums were excellent resources for guest speakers and

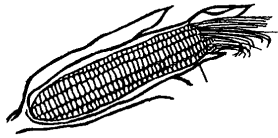
materials. One other excellent resource is a field trip to the Oak Hill School in Jonesboro, TN. My students visited this one-room school last year and participated in a typical school day in the 1800's. We were able to build on this experience with our Appalachian unit this year.

Rubric- "When I Was Young in Appalachia"

Student Name: _____

Date: _____

Expectations	Skilled	Adequate	Need Improvement
*Work is neat and organized			
*Work is complete and accurate			
*Work is turned in on time			
*Sentences are complete			
*Mechanics are correct (spelling, capitalization, punctuation)			
*Information is included on mountain music, food preservation, beekeeping, and native plants and animals.			
*Creativity, higher thinking, understanding are evident			



CORNSHUCK DOLL

Pioneer children used corn in many ways. Corncobs could be wrapped with a cloth to make a doll, paired with a chicken feather to make a dart, or carved into animals. Corn stalks could also be carved into animals and musical instruments. Corn shucks (husks) could be made into dolls, hats, purses, chair seats, rugs, brooms, or used to stuff mattresses.

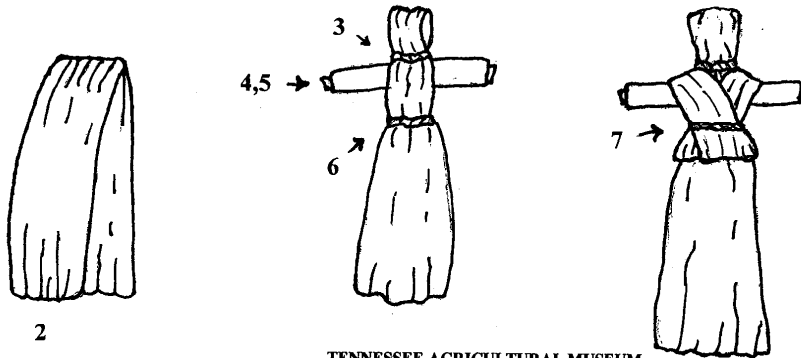
Making simple dolls from corn shucks can be fun.

Supplies needed: dried corn shucks, strong sewing thread or yarn, scissors, bowl of water, towel

Directions:

Note: measurements depend on size of shuck. Proportion of head and arms to body is left to the maker. Cut shuck ends with scissors and tear lengthwise.

1. Soak corn shucks in bowl of water until pliable.
2. Select a long narrow shuck and fold in half. Trim ends if needed.
3. Tie with thread near fold to make head.
4. Make arms by folding another shuck in half, meeting ends in center. Roll up lengthwise to make smooth.
5. Insert arms between layers under head. Hands can be made by tying near ends of arms.
6. Tie body under arms to form waist.
7. Crisscross a narrow piece of shuck over each shoulder and tie again at waist to secure for shirt. Trim below tie.
8. Thread can be covered by tying a narrow strip of shuck over it.
9. Use your imagination to make pant legs or skirt, or add a hat or other accessories.



TENNESSEE AGRICULTURAL MUSEUM
TENNESSEE DEPARTMENT OF AGRICULTURE
Ellington Agricultural Center
(615) 837-5197 www.picknaproducts.org/agmuseum

Braided Rag Rug

The Ingalls family used braided rag rugs both for warmth and decoration. To make a small mat in the same style, follow these directions.

Materials:

- long fabric scraps in various colors
- needle and thread
- scissors
- fabric glue (optional)

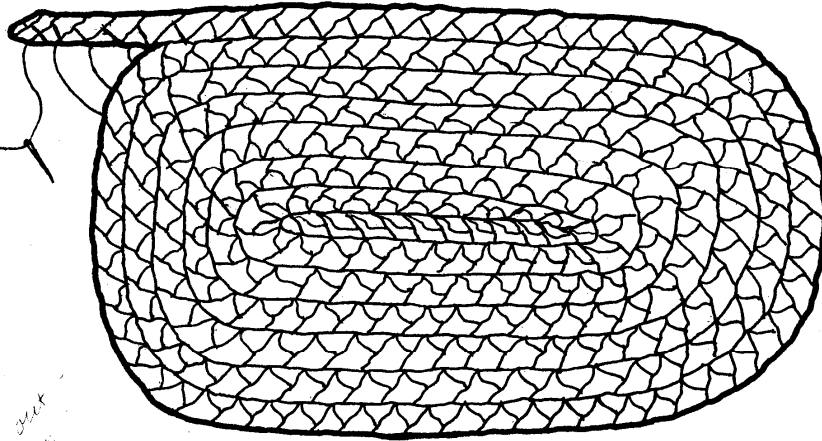


Directions:

1. Tear the fabric into long strips.
2. Sew the strips together to make three long strands, about 2 yards/meters each.
3. When the three strands are the same length and ready, stitch their ends together on one end and braid them.
4. When braided, stitch the other ends so that the strands stay braided.
5. Round the braid into a tight spiral and, on the bottom, stitch it or glue it (with fabric glue) into place. You now have a braided rag rug.

Don't forget to double the strands when you braid.

Using an old shirt - worn out piece of old rag



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Information in part taken from:

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452 Favorite Authors: Laura Ingalls Wilder

My Appalachian Heritage
Submitted by Ann BrowningJacksboro Middle School
Campbell County, TN

Objectives: Students will be able to recognize Appalachia as a geographic and cultural region. Students will develop a deeper understanding of their family's traditions and customs through family interviews, research, and teacher-created activities.

Grade Level: Seventh Grade

Group Size: 30 students per class; all work is to be completed on an individual basis.

Lesson Time: This lesson encompasses 3-4 weeks, depending on resources available in the classroom or school.

Background Information: "My Appalachian Heritage" should be done during or after seventh grade geography students have studied Europe, the United States, and Tennessee. (The majority of students in our region are of European descent; however, students with Asian, African, or Native American heritage can actively participate in this project. They, too, are part of Appalachia.) Students should already have basic geography skills, including an understanding of the five themes of geography.

Materials: Materials should include, but are not limited to, the following: geography textbooks, encyclopedias, atlases, dictionaries, teacher-made worksheets (interview prompts, family tree outlines, etc.), and computers with Internet access.

Strategies/Procedures:

1. Ask students "What is Appalachia?" Have them write their interpretation in paragraph form. Use this exercise as a beginning activity.
2. Discuss with students how geographers and historians define regions. Show them current maps of the Appalachian Region. Students will also color and label an outline map.
3. Students will collect family history information, including family trees, how they celebrate holidays, family traditions, etc.
4. Students will collect brochures, pamphlets, and photographs from the region. (i.e. information on national parks, museums, and historical sites.) They will also be encouraged to visit any local sites they can.
5. Hopefully, through talking to family and gathering family stories, students will begin to connect themselves to their ancestry outside of the United States. Knowledge of these other world regions will help them "map" their ancestors' trek to America, and finally to Tennessee.
6. All work collected will be placed in a booklet, laminated and bound at school.

7. As a closing activity, students will engage in Appalachian arts and crafts. Some research will be required of the students prior to beginning this activity. Parents and other family members will be invited to attend class and share their own abilities with students.

Evaluation/Assessment: Students will be assessed throughout the lesson. Each activity (map coloring, family trees, research, etc.) will be graded individually. The culminating event – the booklet – will be assessed as a whole. This allows students to be assessed at every stage of the project, keeping them on track and encouraging completion of the assignments.

Author's Evaluation: At present (Feb. 2004), my students have not yet completed this project. Our curriculum calendar dictates when certain topics are covered throughout the school year. As a result, I was not able to implement this in the fall term. However, my students are currently busy collecting family stories and learning more about their heritage. Some interesting comments made during the family tree project included: “My grandma is dead. Do I need to put her on my family tree?” “I haven’t talked to my dad this week.” It is important that teachers be prepared to deal with many different family situations. For instance, those students who have contact with only one parent are permitted to research only that familial line. Another option is to begin the chart with the custodial parent—thus bypassing a “leafless” side of the tree. Students with deceased family members should understand that even though “grandma” is no longer living, she was alive at some point and will always be a part of their family tree. The bottom line is children should be encouraged to talk to the older members of their family. They will benefit from this in ways that cannot be measured.

My Family Tree

Submitted by Tammie McCarroll-Burroughs, Lenoir City Elementary
Lenoir City, TN

Objectives/Purpose: The purpose of this lesson is for the students to better understand family history and heritage through relating and recording family traditions. This will be done through interviews and research.

Grade Level: Fourth Grade

Group Size: Approximately 50 students (2 classes of 25 students each)

Lesson Time: This is a 4-week project to allow time for research. There is a 45-minute lesson specifically covering the significance of family traditions with a special guest. This is a project that is done in collaboration with Mrs. Kathy Cardwell-Coffey in the Fifth Grade.

Background information: The students in my history classes have been relating oral and written history throughout the school year. This project will show the significance of oral history and family traditions. Before receiving project materials, the classes met during one time period to listen to Lisa Oakley of the East Tennessee Historical Center explain how to interview family members and collect information. The students were very excited about doing the project.

Materials: Project booklet includes introduction letter with resource information, ancestry and pedigree charts, Oral interview questionnaire, family story form, scavenger hunt spreadsheet, and age comparison form. Resource people were Lisa Oakley and my father, Tom McCarroll.

Strategies/Procedures: Students were given project booklets before the school's Christmas break so that they would have the holidays together with families to do research. A letter of introduction explained the importance of the project booklet and the impact upon the grade in history for the quarter period. The students were expecting this project, as we had been discussing this for several weeks in advance to getting the book.

Before the project due date, I conducted another large-group session with both classes to illustrate family traditions. My father, Tom McCarroll, brought our musical instruments to

perform for the students. We played several tunes that have been passed down from our family through several generations. He brought an instrument that was handmade by my late grandfather, “Fiddling Jim” McCarroll, and he played a tune on it. After the demonstration, time was allowed for questions from the children. Dad also told the children about growing up during the Great Depression in rural Tennessee. He related learning to play music from his father and grandparents, just as he has taught me.

Evaluation/Assessment: A grading rubric was developed and used to assess the completion of the project. The report was signed by the parents to indicate knowledge about each grade received for each section. Each student also did an oral report on his/her project during class meetings. Some students related interesting facts that they learned while doing the project, or retold the family story.

Author’s Evaluation: This is a project I will repeat in the future. Out of the 50 students, only three failed to turn in a project booklet. The rubric was an effective way to judge the completion of the project. I will make minute changes as needed to it in the following years. The overall result of the endeavor was positive. The children would tell me interesting facts about their family history, such as famous relatives, immigration stories, and Native American ancestry. One girl was excited to learn that she was related to the infamous Dalton Gang, another girl told about her ancestor who was a Shaman for his tribe in Canada. Most were amazed at the “modern” conveniences of their older relatives. Some students went beyond the basic requirements and brought in documents and pictures to share and enhance the project. Extra credit points were awarded for this. Most of the children were very proud of their heritage and were eager to provide information to other faculty and staff members. The Assistant Principal, Mr. Maloney, sat in on a class session during the oral report portion and was very entertained.

Tennessee Historical Roadside Markers
Submitted by Deborah Caldwell, Midway Middle School
Roane County, TN

Objectives/Purpose: By utilizing state historical roadside markers, students will locate, research and write about a significant happening in East Tennessee.

Grade Level: Seventh and Eighth Grades

Group Size: 30-35 students

Lesson Time: One 50 minute class for development of information pertaining to historical state markers and criteria for stories. The stories will be turned in one week later.

Background Information: This project is a means of allowing students to see history as a real occurrence and that it impacts their lives today.

Materials:

1. Internet
2. Roadside markers
3. *Tennessee Historical Markers*. Nashville: Tennessee Historical Commission, 1996 (call to order a copy—615-532-1550).

Strategies/Procedures: After having received background information about state historical road markers, students will be given examples of markers and the story behind them. The event or person concerned with the marker will be researched on the Internet and any other available sources. After gathering information and discussing this information the students will write a

short story incorporating the facts learned. One week later each student will bring back to class their personal stories written from road markers that they choose either from local markers or a list copied from the Tennessee Historical Commission's book.

Evaluation/Assessment:

1. Students will complete a form explaining their chosen marker and where they gathered their information.
2. They will write a short story incorporating this information. The story can be fictional, employing their facts, or totally non-fiction.
3. Grades will be awarded according to information on the forms and the criteria set for writing assessment.

Author's Evaluation: This was a good cross-curricular activity. The students enjoyed hearing the stories about the markers and learning about the event which happened where they live.

Information Form

Topic of Marker:

Area Located:

Facts Entailed on Marker:

Drawing of Marker:

Uncover Your Family's History
Submitted by Kathy Cardwell Coffey, Lenoir City Elementary
Lenoir City, TN

Objectives/Purpose: The purpose of this lesson is for students to develop an understanding and appreciation of their own family's histories and unique stories. After reviewing many "folk tales," and discussing oral history, students will investigate and record their family's information through interviews and other family resources.

Grade Level: Fifth Grade

Group Size: Entire class of 22 students

Lesson Time: This lesson will be approximately three weeks in length in order to give students adequate time to do their research and prepare their presentation.

Background Information: We did a research project earlier this year and the students were excited to do something that was not "in the textbook." I was surprised at the eagerness, and I know they will enjoy this challenge, as well as learn some valuable information in the process.

Materials: Students will need interview forms, genealogy charts, poster boards, markers, a variety of books pulled from our school library, computers with internet access, glue, scissors, and colored pencils.

Strategies/Procedures: The unit opened with Lisa Oakley from the East Tennessee Historical Society explaining the importance of learning about their families' histories. She helped the children understand that their families would have unique stories and other traditions that often explain why people do the things they do. Ms. Oakley read a story to the students, and gave them many examples of where to find their information. The children were then given packets of activities including a genealogy chart to complete, an oral interview with an older relative, and a form to write their own favorite family story. Also included in this packet, were several other items for extra credit such as a "family scavenger hunt," and "when you were my age" form. An excellent time to distribute these materials was as the Christmas holidays were approaching, and students would be spending time with their families. Ms. Tammie McCarroll-Burroughs and I collaborated on this project, and we gave the students approximately three to four weeks to complete their assignment. Projects were due in mid-January. (See Ms. McCarroll-Burrough's lesson plan).

Evaluation/Assessment: Upon completion of the project, students were given a possible score of 200; which is equivalent to two writing grades. Two students made posters containing the pictures of all the relatives they had researched.

Author's Evaluation: This project came off much as I anticipated. Unfortunately, I do not teach Social Studies and; therefore, I was limited on the class time I could spend on the project. I presented it more as a writing assignment and weighted it heavily, to produce results. Some parents reacted positively and others complained. Some students attacked the assignment eagerly and would come in telling me things they had discovered in their journey, while others assured me they couldn't do it. One child informed me that her mother said that genealogy was personal and none of my business. However, others were amazed to learn things about their ancestors. One student was fascinated to discover that one of her grandmothers was born on an Indian Reservation in Oklahoma. I am definitely going to do this project next year because Ms. Burroughs and I have spent so much time developing the unit and, more importantly, we think all students should know more about their ancestry. Next year I will provide more class time for them to present the assignment.

Appalachian Heritage Month

Submitted by Pam Ervin, Bluff City Middle School
Sullivan County, TN

Objectives/Purpose: The goal/purpose of this lesson is to increase students' knowledge of our Appalachian heritage. This goal is also one of our Southern Association goals. Students will be given many opportunities to not only observe but also participate in learning about Appalachian heritage/culture.

Grade Level: Middle School

Group Size: Individual classes – entire school

Lesson Time: Varies, some are done in 45 minute class periods, other activities are school-wide assemblies, some are continuous.

Background Information: For the past few years, during the month of October, our school stresses Appalachian culture/heritage. We provide many different activities and have one day where the whole day is set aside as Appalachian Heritage Day.

Materials:

1. Set of *Foxfire* books—information on books and teacher programs and resources can be found at www.foxfire.org.
2. Set of Early Pioneer books
3. Internet sites about Appalachian Culture, etc.
4. Books on Appalachian topics or stories such as:
Hall, Francie. *Appalachian ABCs*. Johnson City: Overmountain Press.
Cheek, Pauline. *Appalachian Scrapbook*. Johnson City: Overmountain Press, 1995.
5. Teacher lessons for each class
6. Community guest speakers
7. Ingredients of Brunswick Stew – contest between homerooms

Strategies/Procedures: My classes chose a topic to make a presentation to the class. Some made charts on home remedies, others prepared examples of Appalachian food, which was enjoyed by all. We begin each morning in October by having a student read some information on an Appalachian topic during the morning announcements. We also had a contest between homerooms to bring ingredients needed for Brunswick Stew. The students prepared the stew and every student was given a sample. Teachers also were responsible for an Appalachian lesson for their class. The eighth grade class learned and performed the Virginia reel for our school-wide assembly. We also had storytelling and bluegrass music. Rocky Mount museum (www.rockymountmuseum.com) came and presented frontier medicine. Other examples of presentations were quilting, toys and preparing food. The main event for this year was Appalachian author Denvil Mullins coming to our school and sharing stories with our students (contact Overmountain Press for information on Mr. Mullins and his books at www.overmountainpress.com).

Evaluation/Assessment: Students were given an Appalachian Heritage quiz that covers all the information learned during the month. Also, essays were written by the students telling what they liked or disliked.

Author's Evaluation: This lesson/project takes lots of preparation but once it has been completed, it becomes easier each year. You learn what works and what doesn't.

East Tennessee Appalachian Communities
Submitted by Brian Harrill, Vonore Elementary School
Monroe County, TN

Objectives: Students will learn the importance of coal and timber in the development of small towns and both industries effects on the economy of Appalachia.

Grade Level: Third Grade

Group Size: 15 to 21

Lesson Time: Two lessons, 45 minutes each.

Background Information: To be found in the songs, “You’ll Never Leave Harlan Alive” sung by Patty Lovelass and “Coal Miner’s Daughter” by Loretta Lynn, as well as Cynthia Rylant’s book, *When I Was Young in the Mountains*. The book will be read aloud during “read aloud” time to preface the two lessons and one or both songs may be played prior to reading the text.

Materials:

Books:

Rylant, Cynthia. *When I Was Young in the Mountains*. New York: Puffin, 1993. *Comparing Communities*. Morristown, NJ: Silver Burnett Guinn, 1995.

CD:

“Mountain Soul” by Patty Loveless
“The Best of Loretta Lynn” by Loretta Lynn

Images:

Pictures of coal mining areas in Tennessee, West Virginia, and Kentucky

Strategies/Procedures: Ms. Rylant’s book will be read aloud during “read aloud” time to preface the two lessons and one or both songs may be played prior to reading the text. The two lessons are to be read aloud in small groups or whole class settings. Pictures of recent local logging or historical logging may be shown prior to the two lessons by a local guest speaker.

Evaluation/Assessment: The students will discuss questions in the reading of the text and write and answer the questions at the end of the lesson. Some of these questions will be on the six weeks quiz. Specifically, students will learn two methods of obtaining coal, list some uses of coal, be able to describe the growth of a coal town or timber town, describe how trees are used, and explain what a renewable source is.

Author’s Evaluation: To be evaluated; the author will examine closely objectives that relate to “communities” from the state curriculum.

A Very Merry Appalachian Christmas
Submitted by Sherry Johnson, Knoxville, TN

Objectives/Purpose: The purpose of this lesson is to emphasize the importance of family relationships and tradition in the lives of the people of the Appalachian Mountains.

Grade Level: Fifth Grade, talented and gifted

Group Size: 8

Lesson Time: 2 class periods (1 hr. each)

Background Information: We will begin by discussing the geographical definition of Appalachia, the life style of the people, and some of the customs and traditions of the mountain people. We will also read some of Gloria Houston's other books.

Materials:

Student copies of *Littlejim's Gift* by Gloria Houston (New York: Puffin, 1998)

Copy of the discussion questions for each student

Pencil

Strategies/Procedures: The students will read *Littlejim's Gift* by Gloria Houston and complete the Venn diagram and questions. We will discuss the story as a group. Each student will share his/her new story ending. Each child will receive an Appalachian Christmas present of an apple, orange and peppermint candy in a paper bag.

Evaluation/Assessment: Students will be evaluated by the clarity and thoroughness of their answers to the discussion questions and their reasoning behind their answers during the class discussion.

Author's Evaluation: The students liked this lesson. We had a very enjoyable discussion about appreciating the simple things of life and the joy of giving. They were very surprised that children could actually be happy without the materialistic things that children expect today.



Name _____

Littlejim's Gift
By Gloria Houston

1. How was Christmas on the Creek different from the way you celebrate Christmas? How was it the same? Complete the Venn diagram.
2. How would you describe Papa?
3. If you were faced with the same situation about how to spend your money as Jim was, what would you have done?
4. *Suppose Jim had chosen to spend his money on the tool set instead of the doll for Nell. Write a new ending for the story showing what might have happened.*

On the Right Track

Submitted by Alice Kingery and Terri Elam, Benton Elementary
Polk County, TN

Objectives/Purpose:

Students will construct a timeline marking the railroads arrival.
Students will recreate a regional map placing tracks.
Students will compare and contrast Appalachian life before and after the trains came onto the scene.
Students will collect “silver” (coins) for packages- proceeds going toward gifts for the needy on the “Santa Train” that runs annually out of Kingsport, TN.
Students will learn where, when, and how railroads influenced the lives of people in the Appalachian Region, specifically East Tennessee.

Grade Level: Third or fourth grades—piloted in both grade levels

Group Size: Entire class (18-22 students)

Lesson Time: 30-45 minutes per day in fall

Background Information: Students have had an introduction to types of trains, kinds of cars, what and why freight is shipped by rail, jobs of workmen, safety tips, and train rules.

Materials & Resources:

1. Poetry (choral reading and discussion)
 - a. Coatsworth, Elizabeth. “The Ways of Trains”
 - b. Bennett, Rowena Bastin. “A Modern Dragon”
 - c. Frost, Frances. “Trains at Night”
 - d. Tippet, James S. “Engine”
 - e. McCord, David. “Song of the Train”
2. Books (for teacher background information)
 - a. Caldwell, Akins, and Duggan (Editors). *Growing Up With the L& N: Life and Times in a Railroad Town*. Contact the L&N Depot Museum in Etowah, Tennessee.
 - b. Houghton Mifflin: “Spelling and Vocabulary (Level 4) 1994
 - c. Hsiung, David C. *Two Worlds in the Tennessee Mountains*. Lexington: University Press of Kentucky, 1997.
 - d. Lewis, Ronald L. “Beyond Isolation and Homogeneity: Diversity and the History of Appalachia” in *Transformation of Life and Labor in Appalachia*. Appalachian Consortium Press, 1990.

- e. Lilliard, Roy G. *The History of Polk County Tennessee 1839-1999*. Contact the Polk County Genealogical and Historical Society for more information on the book.
 - f. Olsen, Ted. *Blue Ridge Folklife*. Jackson: University Press of Mississippi, 1998.
 - g. Shapiro, Henry D. *Appalachia on Our Mind*. Chapel Hill: University of North Carolina Press, 1986.
 - h. Scheer, Julian and Elizabeth McD. Black. *Tweetsie -The Blue Ridge Stemwinder*. Johnson City: Overmountain Press, 1958, 1991.
- 3. Student (or Teacher) Read Aloud and Share
 - a. Eady, Ellen. *Pardon Me is That the Chattanooga Choo Choo?* Majestic Publishing, 2001.
 - b. Pipper, Watty. *The Little Engine That Could*. Grosset and Dunlap, 1978.
 - c. Resource Guide: Tennessee Homecoming '86 in the Schools. 1986. Nashville: Tennessee Department of Education. "The Brave Engineer from Jackson" (Casey Jones)
 - d. Rylant, Cynthia. *Silver Packages*. Orchard Books, 1997.
 - e. Van Allsburg, Chris. *The Polar Express*. Houghton Mifflin Co., 1985
- 4. Student Research
 - a. World Book – Childcraft International, Inc., 1976: Volumes 7 & 8 "How Things Work" and "How We Get Things"
 - b. Heap, Christine. *Big Book of Trains*. DK Publishing, 1998.
 - c. Maps: CSX Transportation System Map, Tennessee Official Highway Map
 - d. World Book Encyclopedia. Volume 16, Q-R
 - e. CD Rom by DK Interactive Learning "The New Way Things Work"
http://www.dk.com
- 5. Kingsport, TN Chamber of Commerce
- 6. Guest Speakers
 - a. CSX Railroad Retiree, Mr. Jim Caldwell
 - b. OLI (Operation Lifesaver) Representative, Brainard Cooper
- 7. Reproducible
 - a. Teacher Created Materials, Inc. Thematic Unit: "Transcontinental Railroad" (Challenging TCM 295)
 - b. Hayes School Publishing Co., Inc. Thematic Unit (Grades 2-5): "On the Go"
 - c. Scholastic Professional Books. "Teaching America History With Favorite Folk Songs" (Grades 3-5)
- 8. Video
 - a. The Heartland Series Volume XIX: "Santa Train" and "The Steam Engine"
- 9. Games
 - a. Monopoly
 - b. "Railroad Tickets" separated compound words joined at the ticket window
 - c. "Word Train"
- 10. Media – newspapers
 - a. Chattanooga Times Free Press
 - b. Polk County News
 - c. USA Today
- 11. Audiotapes / CDs
 - a. "Honeycreek Heroine" from webmaster@yourstoryhour.org

- b. Miller, Glenn. "Chattanooga Choo Choo"
 - c. Artese N Toad. "They Don't Write Songs About Trains Anymore;" "I've Been Working On the Railroad"
 - d. Guthrie, Arlo. "The City of New Orleans;" "Hobo's Lullaby"
 - e. Various Artists. "The Lonesome Whistle Railroad Classics"
 - f. Cash, Johnny. "Folsom Prison Blues;" "I Hear A Train a' Comin'"
12. Art & Crafts
- a. "The Train Wreck" by Benton
 - b. Color by number
 - c. Build a model train from milk cartons and tinker toys
 - d. Construct train ornaments for Christmas tree
13. Websites
- a. www.oli.org free coloring books, pencils, speaker list, lesson plan CD "Operation Lifesaver"
 - b. www.orientaltrader.com
 - c. www.dk.com
 - d. www.webmaster@yourstoryhour.org

Strategies/Procedures:

1. In early August, mail to each student in your prospective class, a boarding pass (with scheduled stops listed) for them to bring in so they can hop aboard the Third/Fourth Grade Express and get a surprise.
2. List schedule of recess, lunch, and specials on a Timetable (with arrival and departure times) & replace room duties with train job names i.e.
 - Porter – to carry messages, packages, books, etc. to and from classroom, office, etc.
 - Conductor – collect daily assignments, lunch tickets, etc.
 - Engineer – line leader controls speed
3. Explore Tennessee maps looking for railroad symbols, specifically in the Appalachian region.
4. Hand out Living History Project Surveys "Train Memory Lane"...when returned, discuss information collected
 - Create a timeline
 - Compare and Contrast with other modes of transportation
5. Use guest speakers to personalize study of trains
6. Field experience/study trip to Tennessee Valley Railroad, Chattanooga and the L&N Depot Museum in Etowah. (Different classes designated by colored bandanas from Oriental Trading.)
7. Read aloud and discuss:
 - The Little Engine That Could*
 - Silver Packages*
 - The Polar Express*
8. Watch and discuss videos on "How a Steam Engine Works" & "The Santa Train"
9. Write and present a role play/pageant about *Silver Packages*
10. Play spelling and vocabulary games with train parts & types, names of railroad personnel, car names, etc.
11. Listen and sing railroad tunes

12. Listen to audio story of “Honeycreek Heroine”
13. Construct Christmas ornaments of trains using glue and following materials/student:
 - 1 roll of lifesavers (boiler)
 - 2 wrapped caramels (cab)
 - 1 Hershey’s kiss (smokestack)
 - 4 round mints for wheels attached to
 - 1 pack of gum
 - Ribbon to make hanger

14. Math – measure, prepare, and later consume Banana Pudding
Recipe from *Smokehouse Ham, Spoon Bread, & Scuppernong Wine* by Joseph E. Dabney and John Egerton (Nashville: Cumberland House, 1998, p. 415):
“Bananas became popular in the Appalachian South late in the 1800’s when railroads began shipping in the tropical fruit in their new ice box cars.”

Additional, optional ideas:

1. Correspond with another class using “rail mail”
2. Build a model train using oatmeal boxes, cracker boxes, etc.
3. Nutrition – Think about where foods would be loaded for good health: boxcar, refrigerator car, stockcar, etc.
4. Construct a railroad with cheese sticks and pretzels
5. Make peanut butter to go with poem “A peanut sat on a railroad track...”
4. Read John Henry and Casey Jones

Evaluation/Assessment: KWL chart/graphic organizer, students record what they know about railroads, what they’d like to know, and finally what they learned.

Through lists, labeled drawings, oral responses, or personal narratives in paragraph form students communicated their knowledge.

Author’s Evaluation: Objectives and purposes were achieved. Teaching the required curriculum limited time that could have been spent on this unit, so we weren’t able to complete all the optional activities. Students benefited and enjoyed the field experience/study trip. They learned how the trains influenced and changed the lives of people in the Appalachian region of East Tennessee. As a December character trait involvement and expression, students willingly collected and contributed “Silver for Packages” to give to the Santa Train in Kingsport, TN. They learned about less fortunate children and how good it feels to give.

Once Upon A Small Town
Submitted by Nancy Morgan, Sunbright School
Morgan County, TN

Objectives/Purposes: The goal of this project is for students to use research to learn the history of the town they live in, how events in U.S. History paralleled events in small towns across America, and the value of their “place” in history. Each student will choose a topic of interest and will create a booklet of information, maps, photographs, and other data collected. Students will interview community members, research city and county records, analyze, and record their findings. All data will be combined in a class book describing the history of their area.

Grade level: High School

Group Size: 10-20 students

Lesson Time: 14 days—Spread over a period of four weeks-Students work on this project for 3 days per week for the first three weeks and then all five days of the last week.

Background Information: This lesson is part of an overall unit plan in which American, Tennessee, and local history are integrated. The students will have completed a family heritage lesson, including a pedigree chart, reading and discussion of Appalachian heritage, and a study of the history, economics, and geography of Tennessee and America. This component of the unit will include instruction, discussion, field trips, and computer lab time.

Materials:

1. Local and school library materials on local history.
2. Courthouse records of local data.
3. Community members and other people who have information and items to be photographed for inclusion in the finished product.
4. Guest speakers.
5. Digital camera.
6. Tape recorder and cassette tape.
7. Scanner.

Strategies/Procedures: The teacher will present students with examples of topic booklets and hold a classroom discussion on the history of their community. Students will research local history to find a place, event, business, or tradition that directly relates to the history of their community to study as their “topic”. Students will be instructed to gather and record information about their topic using library materials, courthouse records, and interviews with community members. Students will also collect and scan old photographs and/or take pictures pertaining to their topic. Field trips to community libraries and the county courthouse will be taken during school hours. Students will schedule interviews with community members as homework. Students will combine all information gathered into a booklet. Class booklets will be combined to construct a book on the history of their community.

Evaluation/Assessment: Using the information, pictures, and data gathered, the student will write an account of the history of the chosen topic. Booklets will be evaluated for clarity and thoroughness of content.

Author's evaluation: My main objectives were to increase my students' ability to research, improve their writing skills, and enhance their ability to view history as being "real" people with "real" stories. This activity helped my students to tie their local history together with American and Tennessee history. It is an excellent way of increasing student interest in learning about history, while teaching students to value the community in which they live. This lesson encourages community involvement and generates excitement among students and community members. I tried to help my students find a topic that they found interesting, one that had accessible recorded information, and one that someone in the community would have knowledge of. Successes of this activity included meeting my objectives, wonderful community support, and an increase in student computer skills (including digital photography and scanning). Challenges included finding enough recorded information and my lack of computer skills (which improved as much as my students).

****Note:** For added research, additional field trips to area libraries and courthouses, as well as the East Tennessee History Center, might be included.

Example of a Student's Topic Booklet

CINCINNATI SOUTHERN RAILWAY EXTENDS ITS TRACKS THROUGH SUNBRIGHT



DOUGLAS W. MELTON

Cincinnati Southern Railway Extends its Tracks Through Sunbright

Based on research conducted by Douglas Melton for Tennessee Oral History class in 1999.

The Cincinnati, New Orleans, and Texas Pacific Railway (CNO & TP) started purchasing land for a railroad route in the 1800's to go through Morgan County. It was not until 1879 that Sunbright would have an accessible railway system through its mountainous terrain. The railway came to Morgan County at the start of 1878. It progressed through Morgan County from Roane County, where it gained entrance through the Emory River Gorge. It followed through Emory Gap and ran alongside the river in the bottom of the gorge nearly up to Lancing before trying to climb out of the plateau surface. The railway was the chief means of transportation which ran through the center of Morgan County, establishing short rail line connections at Lancing and Pilot Mountain used for lumber rails. Connections were also made for the mining fields at Petros where the state had purchased 10,000 acres of land in search of coal.

The progress of the railway was slow as it entered into the mountainous regions of the county and into Sunbright. Land acquisitions were made from Sunbright landowners even until 1917 and 1918.

The little town of Sunbright would remain isolated and remote until the railroads came through. The town was named Pine Top, but with the coming of the railroad in 1879, the name Sunbright was coined by a tall Negro convict who was working on the railroad and stood on top of one of the high hills and yelled, "Sunbright!" [refer to page 6].

The following is a list of some of the landowners who sold land to the railroad company for the proposed northbound main track in Sunbright.

W.E. and Ida Kennedy sold 1.68 acres on September 17, 1917, for \$400.00. Also, on September 17, 1917, W.R. and Nannie Human sold 8.14 acres of land for \$1,000.00. W.R. Human's land was located at the center of White Oak Creek. On September 18, 1917, Isham and Mary Webb sold 4.30 acres of land for \$650.00, which adjoined the Rugby Land Company and the James Sexton property. On December 29, 1917, James and Elmira Sexton sold 10.80 acres for \$2,500.00. This land adjoined the Isham Webb property, Cora Hawn property, and L.M. England property.

The Morgan County Board of Education by vote of board members, E.R. Williams, Superintendent, B.F. Woolum, J.B. York, W.I. McGill, J.H. Joyner, and O.C. Lavender sold 1.32 acres for \$112.50 for the proposed railroad next to W.M. Neal property.

When Cincinnati looked south in the early 1860's, their plans to build a railroad south to the Atlantic seaboard were well underway. Mr. E.A. Ferguson, from Ohio, had a vision and the determination to see that a 336-mile line from Cincinnati to Chattanooga be built. Mr. Ferguson secured the necessary legislation, which authorized construction by the city of Cincinnati for the railroad.

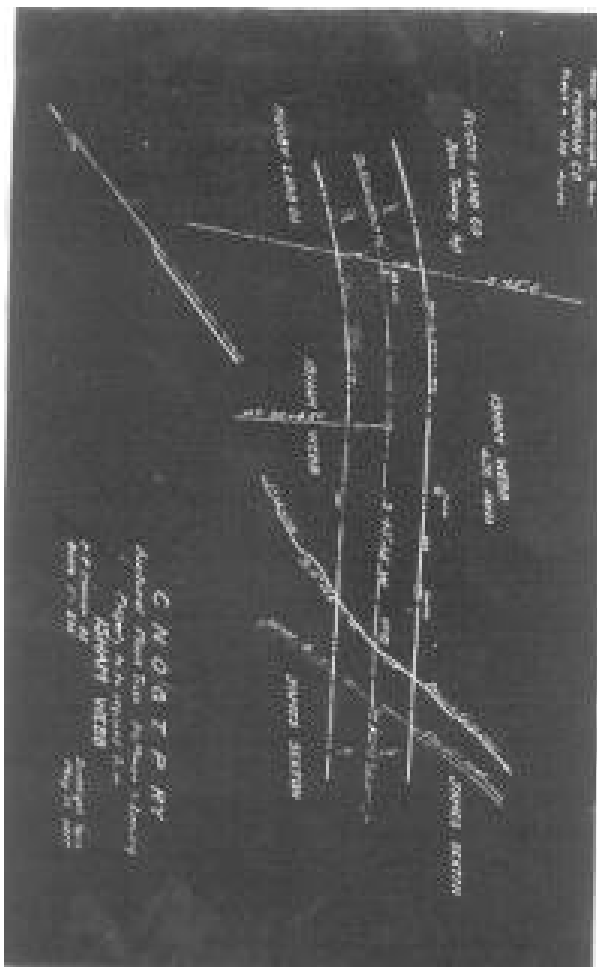
The legislative act was passed by the Ohio General Assembly in May, 1869. Voters approved the act with 15,435 votes for, to 1500 votes against. On June 20, 1870, the approval came to run the railroad through Tennessee from the Tennessee legislation.

The railroad went to work for the people and the people worked on the railroad. The most important commodity to be shipped by train was coal. Lots of coal was shipped from Oneida and the Emory River Railroad at Lancing. The coal was hauled by one of the world's largest

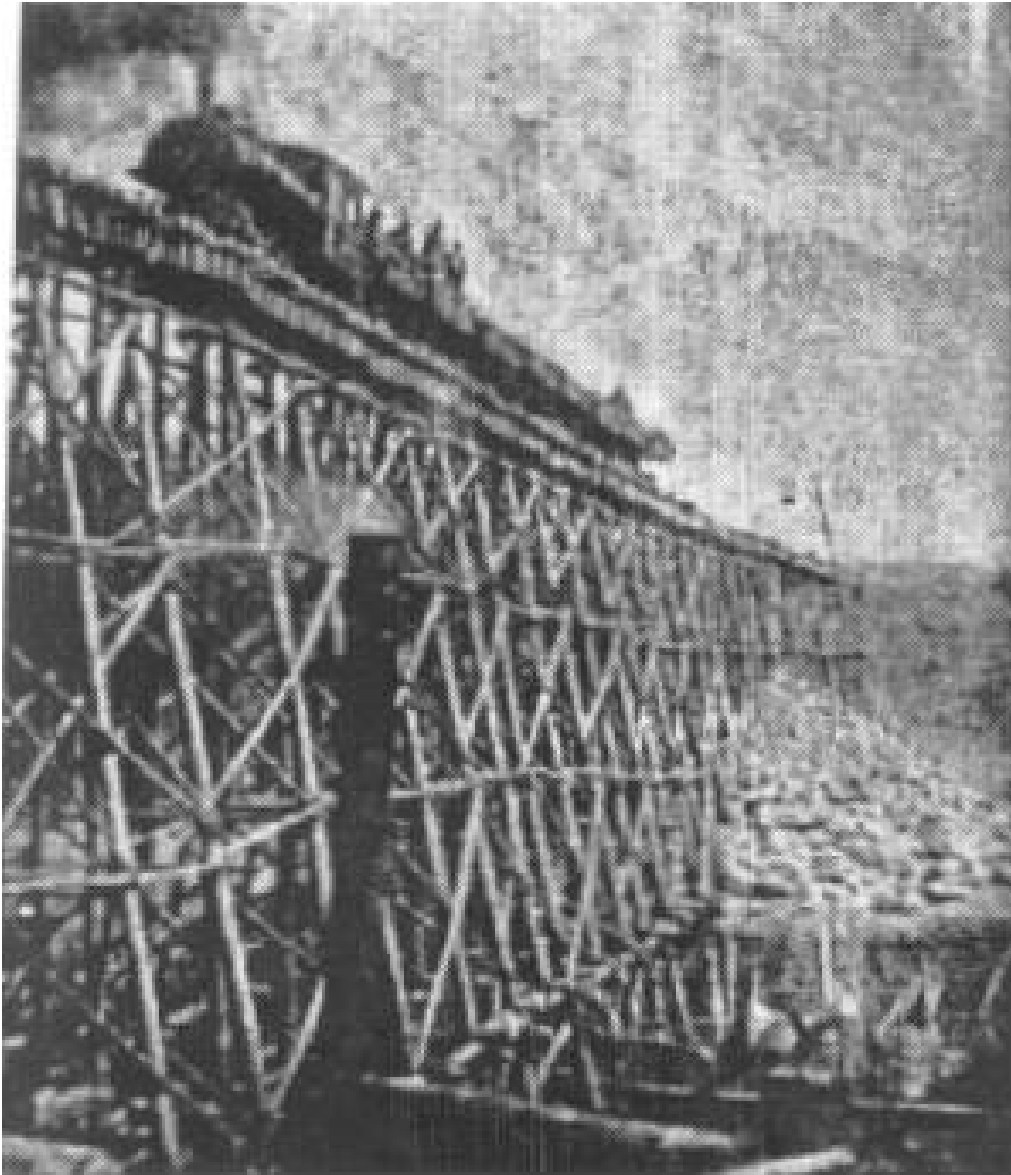
central steam electric generating stations, the Kingston Steam Plant in Kingston. TVA was in need of getting coal for their operation of furnishing electricity and citizens needed electricity. This was a great milestone for Sunbright as well as the other communities.

Sunbright profited and grew significantly as a result of the railroad. Lumber, livestock, and coal could be shipped from the Sunbright railroad. One of the most important reasons Sunbright residents wanted the railroad was to ensure more efficient means of transportation of coal and lumber to be shipped out, with coal being the most important. The coming of the railroad furnished an outlet to the world market both north and south.

Below: A deed that shows where Isham Webb sold some of his land to the railroad. He sold the land on May 11, 1917.



A picture of the railroad bridge, in Sunbright, that was constructed in the early 1900's. (History of Morgan County)



The terrain in the northern part of Morgan County was rough. The transportation of logs; for instance, was performed by horse and wagon. Loggers had to travel many miles to get to the nearest railroad. The coming of the railroad opened up trade for clothing and food to be brought in and this boosted the economy greatly.

With the coming of the railroad, much of the employment came from convict labor crews. Convicts built many of the railroad tunnels surrounding Sunbright. Although convict labor was used, many Sunbright residents were employed to help build the railroad. Workers used their hands hammering spikes and laying ties after cutting out the railroad route.

Many railroad laborers that worked in Sunbright had to have food and lodging. This brought new restaurants, boarding houses and new businesses to the community. With the coming of the railroad, people had more money and sales were good. The Masonic building and the Neal Hotel were built for the purpose of housing railroad workers and families. Population increased, because people followed the railroad work.

Sunbright had a railroad depot [Sunbright Depot] where supplies could be shipped in and out of the station. Railway transportation was supplemented by wagon roads that reached most parts of the county. The roads were very rough and steep in many places.

Below is a picture of a railroad tunnel that was built in the early 1900's by a convict labor crew. This tunnel was named "Tunnel 16". (Morgan County News)



Tunnel 16 in Sunbright was built in the last century by convict labor.

Below is a Certificate of Service Months and Wages report showing the annual earnings of S.R. Thomas from the United States of America Railroad Retirement Board. The annual earnings in 1937 were \$1,228.31 for Mr. Thomas.

UNITED STATES OF AMERICA
RAILROAD RETIREMENT BOARD
1938
CERTIFICATE OF SERVICE MONTHS AND WAGES

Name of member: **S. R. THOMAS**
Last name: **THOMAS**
First name: **S. R.**

Service months: **704**
Wages: **1,228.31**

Unemployment insurance benefits: **181.4282**

Base: **1,228.31**
Rate: **1.48**

Maximum: **181.4282**

Example: If wages in item 2 were \$812.16, benefit rate would be \$2.25, maximum benefits \$180. If wages in item 2 were \$1,024.98, benefit rate would be \$2.75, maximum benefits \$220.

YOUR RECORD FOR RAILROAD RETIREMENT

1. MEMBERSHIP: TO DECEMBER 31, 1937, shows service months and wages reported as shown by the following table: 1, 1937 to December 31, 1937. If there were no adjustments, it will be the sum of items 1 and 2. The difference between item 3 and the sum of items 1 and 2 represents adjustments required to 1937 for your earnings in 1937 which are subject to Old age insurance in 1937. If you were not a member in 1937, the amount you earned in 1937, it may differ from the amount you were actually paid in 1937. For example, if in 1937 you had been paid \$10 for the month April 1937, you \$10 would not be included in item 1 or 2. It would be included in item 3.

2. TOTAL REPORTED TO DECEMBER 31, 1937, shows service months and wages reported as shown by the following table: 1, 1937 to December 31, 1937. If there were no adjustments, it will be the sum of items 1 and 2. The difference between item 3 and the sum of items 1 and 2 represents adjustments required to 1937 for your earnings in 1937 which are subject to Old age insurance in 1937. If you were not a member in 1937, the amount you earned in 1937, it may differ from the amount you were actually paid in 1937. For example, if in 1937 you had been paid \$10 for the month April 1937, you \$10 would not be included in item 1 or 2. It would be included in item 3.

3. THE AMOUNT OF YOUR BENEFITS IS BASED ON THE AMOUNT OF YOUR EARNINGS IN 1937. IF THIS STATEMENT DOES NOT AGREE WITH YOUR OWN, IT MAY BE THE RESULT OF A MISTAKE IN THE WAY YOU REPORTED YOUR EARNINGS. IF YOU ARE A PART-TIME WORKER, YOUR BENEFITS WILL BE BASED ON THE AMOUNT OF YOUR EARNINGS IN 1937. IF YOU ARE A FULL-TIME WORKER, YOUR BENEFITS WILL BE BASED ON THE AMOUNT OF YOUR EARNINGS IN 1937. IF YOU ARE A PART-TIME WORKER, YOUR BENEFITS WILL BE BASED ON THE AMOUNT OF YOUR EARNINGS IN 1937. IF YOU ARE A FULL-TIME WORKER, YOUR BENEFITS WILL BE BASED ON THE AMOUNT OF YOUR EARNINGS IN 1937.

UNEMPLOYMENT INSURANCE BENEFITS

To qualify for benefits you must have earned in the base year 1937 a total of \$150 from employment subject to the Railroad Unemployment Insurance Act, and must meet certain other requirements. Benefits are payable for each day of unemployment in excess of 3 during any period of 15 consecutive days. The law does not require benefits for more than 60 such days within the 52 weeks beginning with the first period of unemployment for which you receive benefits. If you are continuously unemployed, you may draw benefits as long as 6 months.

Except for part-time workers, the rate and maximum amount of benefits are based on total annual wages earned in the base year, as follows:

Base Year Wages	Daily Benefit Rate	Maximum Benefits
\$150 - \$199.99	\$1.75	\$140
\$200 - \$249.99	2.00	160
\$250 - \$299.99	2.25	180
\$300 - \$349.99	2.50	200
\$350 - \$399.99	2.75	220
\$400 - \$449.99	3.00	240

Example: If wages in item 2 were \$812.16, benefit rate would be \$2.25, maximum benefits \$180. If wages in item 2 were \$1,024.98, benefit rate would be \$2.75, maximum benefits \$220.

Nine Cars Derail Near Sunbright



A nine-car derailment occurred Thursday at 8:50 p.m. North of Sunbright according to Southern Railway officials in Washington, D.C.

The derailment was caused by "a shifting load of wheat steel," an Southern Railway spokesman said.

No injuries or personnel occurred from the results of the derailment, which happened near Halfway Switchman Mills, Page 22b.

According to a Southern Railway spokesman, "Four cars were loaded with corn, two were loaded with roofing, one was loaded with fish, one loaded with hay, one cooking shortening and one with wheat steel."

The derailment closed the line for 24 hours, the Railway spokesman said.



Article taken from the Morgan County News.



Above and below are pictures of the current north and south bound railroad that passes through Dyna Tex Road in Sunbright. (Photos submitted by Doug Melton)



In conclusion, Sunbright profited greatly and grew as a result of the coming of the railroad. This was a tremendous opportunity for the little town to prosper and it did for several years. Lumber, livestock, and coal could be shipped to more profitable markets than ever before. Citizens could travel by train, and having a railroad accessible brought travelers in. Old and new businesses prospered. The railroad brought much needed economic growth for the town of Sunbright.

Due to the decline in the coal production, livestock transportation, and decline in the lumber businesses there is very little need for railway services in Sunbright today. There is presently one logging yard shipping by rail. The log yard is located on Pea Ridge Road. With the decline of the use of coal, which was the largest economic booster for Sunbright for years, the railroad and depot station have become a memory. As the demand for using the railroad decreased, restaurants, hotels, and many other businesses were forced to close their doors.

Creating Appalachian Literature for Children
Submitted by Charles Ogle, Seymour High School
Sevier County, TN

Objectives/Purpose: Students will create a children's book with an Appalachian theme.

Grade Level: Best suited for middle school, however used with ninth-twelfth grades

Group Size: Any size group.

Lesson Time: Three class periods. Does not include independent work time. Day one—introduction, Day two—directions and begin work, Day three—"Show and Tell"

Background Information: Many classes have varied ability level students. This activity is appropriate for students who may be lower level readers or to those who may have an artistic flair. The students also become more aware of the abundance of Appalachian literature.

Materials: Art supplies for students who may be in need.

Children's picture books to consider using:

Rylant, Cynthia. *When I Was Young in the Mountains*. New York: Puffin, 1993.

Houston, Gloria. *Littlejim's Gift: An Appalachian Christmas Story*. New York: Puffin, 1998

Still, James. *Appalachian Mother Goose*. Lexington: University Press of Kentucky, 1998.

Websites: www.carolhurst.com
www.ferrum.edu/applit/

Strategies/Procedures: On day one, I begin by asking the students to remember some favorite books or stories they read or had read to them when they were younger. I then introduce them to several books written for children with an Appalachian theme. Students look through the books, are assigned parts to read, and we discuss what makes these books interesting and how they relate to Appalachia. On day two, I explain to the students they will be writing and constructing a children's book on Appalachia. The book can be an ABC book, a number book, or a storybook. The stories can be known stories retold as Appalachian or they may be their own creation. Instruction is given on how to construct their book. Students are also allowed to use blank pre-bound books if they wish to purchase one. I allow five days for the completion of the project. Most of the work is done outside of class. On the day to turn in the project we have a "show and tell" time and students read their books to the class.

Evaluation/Assessment: Students are evaluated on: following directions, completion of the project, neatness, and creativity. A simple rubric is used for scoring as the grading for this project lends itself to being subjective. Students also vote for their favorite story and the best artwork. I have sent the books to kindergarten and first grade teachers and let their students "critique" my students' work.

Author's Evaluation This project may not work in all classes. I have had great success at times and have met with mixed results at other times. This project may not work with all classes. It

does lend itself to be a great extra credit assignment. You need to examine your class dynamics before making this a whole class assignment.

Introduction to Appalachia

Submitted by Terry Sams, Dandridge, TN

Objectives/Purpose: My goal was to help each student gain a better understanding of the region, past and present, and his or her role in Appalachia. I hope to do this while meeting several 4th grade Tennessee Social Studies objectives. While doing an overall timeline of the region, we will focus on the customs and traditions around Appalachian Christmas.

Most of our focus will be on writing skills as tied in with the social studies lessons. Fourth grade objectives that can be covered in this unit are listed at the end of this Lesson Plan.

Grade Level: Fourth Grade

Group Size: Class of 16 students

Lesson Time: Six 40 to 50-minute class periods; time at home to complete projects

Background Information: Before showing the PowerPoint, discuss with students what they think “Appalachia” is or means. A shelf of books on the subject was set up in the classroom. This included fiction, non-fiction, picture books, and biographies.

Materials:

PowerPoint made by the teacher “Appalachian History” found at:

http://jc-schools.net/write/app-history_files/v3_document.htm

Access to the Internet

Poem by George Ella Lyon, “Where I’m From,” from *Where I'm From/Where Poems Come From*. Absey Press, 1999.

Poem based on “Where I’m From” written by participating teachers in 2003 “Teaching Appalachia” Institute (see first page of this book)

Various books about Appalachia both fiction and non-fiction

Various arts and crafts supplies for stocking activity

Holiday items to fill the stockings for Christmas

Strategies/Procedures: Teacher will help students develop a KWL chart with students before showing them the PowerPoint. The PowerPoint is first used as a whole class lesson. We go slide-by-slide discussing the information and even discuss how the PowerPoint was developed. As I have five computers with access to the Internet in my classroom, it was then loaded to each computer so students could go in their free time to view it again and visit the other sites on their own.

Students were introduced to the classroom library of books. They were required to pick one to read and give a short “book-talk” to the class during their Self-selected Reading time. This was set up a month before the actual classroom study began so students would have plenty of time to get familiar with the subject.

The teacher will introduce students to the “*Where I’m From*” poem by George Ella Lyon and the ones developed by teachers in the Institute. Students will then write their own poem about themselves to be typed into a Word document with editing, formatting and clipart.

During the first week of December, special guests came to our classroom. Our guests brought homemade antique toys, baskets, and dressed as Appalachian pioneers might have dressed. The teacher was also dressed in a period costume. After demonstrating and teaching about the items, they read Gloria Houston’s book, *Littlejim’s Gift* to the class. We also taught the students to play Dominos and taught some that did not know how to play checkers.

During another class period they worked together to develop a compare/contrast Venn diagram on Appalachian Christmas and their own Christmas traditions and customs. Students then developed their own composition based on the Venn diagram.

As a special conclusion to our study, students worked with the art teacher to make a fireplace to display on the wall outside our classroom that looked like what might have been in an Appalachian home. We had a rug with a stuffed dog sitting in front of the fire- place along with stockings the students made hung on the wall above.

I brought in pre-cut felt stockings for the class. They were taught to sew on buttons and decorate their stockings to look like folk-art stockings. We used the Heat’n Bond fabric to design our stockings.



To

conclude the study, I purchased old-time candy sticks, chocolate drops, and oranges to go into their stockings. My guests had made each student a small wooden top also. These were the same items that were given as gifts in the book by Gloria Houston. We finished off the day with an Appalachian Christmas celebration.

Evaluation/Assessment: My students were graded on their compare/contrast writing assignments as well as their participation in class for book talks. I did not grade their poems, but they were displayed on the wall outside the classroom when completed. Two of them were also

sent off to a national poetry contest for elementary students. Those have been included at the end of this unit plan. I am hoping that they will show an improvement in their Social Studies grades as we proceed through the textbook based on what they have learned already through this study.

These are just some of the other performance indicators that could be used along with the PowerPoint and classroom work:

Performance Indicators, Teacher and Student:

As documented through teacher observation –

At Level 1, the student is able to

4.5.tpi.1. design a poster showing a major historical event.

4.5.tpi.2. create a time line of major events.

4.5.spi.4. determine the hardships faced by early Tennessee settlers in the late 1700's (i.e., security, isolated communities, lack of access to goods, natural geography).

4.5.tpi.5. design a picture book showing famous Tennesseans and describe their accomplishments.

4.5.tpi.6. write a journal entry describing the hardships of early American history.

4.5.tpi.7. identify the contributions of early pioneers to the development of Tennessee and America.

4.5.tpi.10. create a Venn Diagram showing the reasons for and against the Trail of Tears.\

4.5.spi.12. Read and interpret a passage about the Trail of Tears.

Author's Evaluation: This was a great experience for myself as well as the students. It is hard to believe, but my students were thrilled with the simple top they were given. They played with them all afternoon and challenged each other to “spin offs”. They are still talking about things they learned through this study. I overheard one of my boys telling another student that he had been taught how to sew! (Actually, he had just been taught how to thread a needle, tie a knot in the thread, and sew on a button!) We really learned a lot more than this, but the students didn't even realize how much they were actually learning.

It is definitely something I will do again. The types of projects that can be done in an elementary class to go along with the study are endless. I just wish we had more time to spend in our study. I will continue to use the PowerPoint in Social Studies as it can be tied in to several of our units.

4th Grade Social Studies Curriculum Content Standard: 1.0

Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, socioeconomic groups to the development of civilizations.
- 1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

History

Content Standard: 5.0

History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

Era 1 - Three Worlds Meet (Beginnings to 1620)

- 5.01 Identify the ancient civilizations of the Americas.
- 5.02 Understand the place of historical events in the context of past, present and future.
- 5.03 Recognize major events, people, and patterns in Tennessee.

Era 2 - Colonization and Settlement (1585-1763)

- 5.04 Recognize the role desire for freedom played in the settlement of the New World.
- 5.05 Understand the place of historical events in the context of past, present and future.
- 5.06 Identify major events, people, and patterns in Tennessee.

Era 3 -Revolution and the New Nation (1754-1820)

- 5.07 Identify the causes and results of the American Revolution.
- 5.08 Understand the place of historical events in the context of past, present and future.
- 5.09 Recognize major events, people, and patterns in Tennessee.

Era 4 - Expansion and Reform (1801-1861)

- 5.10 Recognize American territorial expansions and its effects on relations with European powers and Native Americans.
- 5.11 Understand sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.
- 5.12 Identify major events, people, and patterns in Tennessee.

Where I'm From

By Travis

I'm from light summer skies,
And dark winter nights.

I'm adventure and imagination,
From excitement and happiness.

I'm from sneaking and spying,
From swimming and snowboarding.

I'm from shining white snow
And lush green grass.

I'm from gifts and pleasure,
From soccer and religion, art and curiosity.

I'm from Nathan and Alex,
Kevin and Parker.

I'm from a wonderful family,
Full of loving care, and emotions toward each other.

I'm from an old, kind, blonde Labrador.

From dark brown hair,
With stripes and streaks of light blonde.

From light green eyes,
Like spring's first leaves.

I'm from a golden tan,
And scrapes, scratches, and scars,
Like you wouldn't believe.

And most of all,
I'm from two great parents, who care for,
And teach me a lot.

Where I'm From

By Miranda

I'm from the tire swing that goes high, high in the sky
And from the horses that trot across the corral.
I'm from the annoying sister.
And from the smell of fresh
Bacon in the morning that makes its way through the house.
I'm from the teachers that teach the knowledge.
And from the preacher that preaches the word of God.
And from the creek that goes nowhere.

Where I'm From

By Dustun

I'm from a place near a forest
And I'm from amazing grace with singing kids and I'm from shades with animals and I'm from
wiping parents who do it for love and I'm from a grandma and grandpa who lets me watch
cartoons and I'm from a land of love and I'm from a place with freckles and with red hair and
I'm from a place that cares and love for me and I'm from a place that says bologna and I'm from
a place that food smelled good, and taste and I'm from a place near the city.

Where I'm From

By Luke

I am from blue skies,
From belts if I do wrong,
I am from the sweet smell of peach cobbler and steak,
From a little House near woods and a creek,
From church,
From Ol' Time Religion
From the branch of my cousins,
Lest I stray an inch from God.

“And Then the Lights Came On”
Family History Studies from East Tennessee
Submitted by Pat Swartz, South Central Elementary
Washington County, TN

Objectives/Purpose: Students will interview family or community members who have a recollection of how life in our community was before the T.V.A. brought electricity to the valley. Students will also research and collect information on their family history to identify who in their family was living during that time. Students will analyze and synthesize this information into a written report, which will be self-published using Word or PowerPoint, and be placed in our school library.

Grade Level: Middle School

Group Size: Any size group would work. Mine was done with two groups of 20.

Lesson Time: I started with one 60-minute period to introduce family history collection methods. On a continuing basis, I used every free moment not being used for regular history instruction.

Background Information: Students have expressed to me that they didn’t understand “How people could live without electricity” (not realizing that their ancestors had done that very thing in the not too distant past). I decided that before the few remaining people of the community, who had lived through that time, passed on we needed to interview them and preserve their memories in our library for others to read.

Materials: Access to a photocopier, computer loaded with Microsoft Office, interview sheets, genealogy forms for recording family history information, and a form for students to document research from books, computer, and family. If students have no living relative or do not know of a community member who was alive when “the lights came on,” they can search T.V.A. and New Deal sites for information. They can also search school or local libraries for information.

Internet sites we used:

<http://newdeal.org/tva/>
http://www.tvakids.com/whatistva/history_whoandwhy.htm
<http://www.tva.gov/abouttva/history.htm>
<http://www.jcpb.com/jcpbhistory.htm>
<http://www.glps.net/index.htm>
<http://www.erwinutilities.com/>

Strategies/procedures: One 60-minute period was used to explain that we were going to document as many stories as possible from before our community had electricity. Instruction was given on how to conduct the interview and on etiquette for interviewing.

***Very Important:** Before conducting the family history portion of the project, parents were contacted and asked which four lines they wished their children to search. (Sometimes students are in foster care, in stepfamilies, are adopted, or are in single parent homes). Parents listed the four names to be researched (father's mother, father's father, mother's mother, and mother's father). Students were taught how to work backward in time.

As we near spring, we will allow time for students to present their research either on a word processor or PowerPoint. Pictures, videotape or audiotape would be a great addition and is encouraged.

Enlisting the help of local genealogists to help with students who are "stuck" and who feel they "can't continue" is a great resource. Outside speakers also add interest and encouragement, especially if we can enlist someone from the Power Board or T.V.A.

Evaluation/Assessment: Students will document at least five attempts to research their family tree for 100 points. Additional points will be given for family history forms, their generation chart, title, summary, interviews, and overall preservation.

Author's Evaluation: As in past family history projects, students gave more feedback on the regular history lessons from their books. Making history "about them" seems to enliven the lessons and text.

Heritage Memory
Submitted by Sharon Verble, Lamar Elementary
Washington County, TN

Objectives/Purpose: The objective of my lesson is to get the students involved with their heritage by using an object already in their possession. They will also learn how to use a digital camera, a word processor, and a scanner to produce a story about the oldest object in their home.

Grade Level: Eighth Grade

Group Size: 100 students – 3 classes of eighth graders

Lesson Time: This lesson not only will include discussing our heritage, but technology lessons also. Learning how to use a digital camera, word processor and a scanner may take some extra days. It will take about a week to totally complete this lesson.

Background Information: This lesson will end a school year of learning about the student's heritage. We started off the year learning about genealogy. The students have researched their family genealogy and absolutely loved it. Our school also received a \$300,000 Tech Grant, so we are ENCOURAGED to use technology in any lesson plan. I have incorporated these two lessons. We will complete this lesson plan after TCAPs (late March-early April). The students will be assigned to ask their parents or guardian about the oldest object in their home (Grandparents excluded!). They will take a picture of this object and bring the picture to school. We will then scan the picture into a Microsoft Word document, or a PowerPoint presentation and write a story about the object. Hopefully, we then can print the document and include it in their family history folder.

Materials:

Digital Camera
Computer
Scanner

If the student has a regular camera, they may use it. I will also purchase disposable cameras for the students who do not have one. Our PTA has mentioned they would help me buy these.

Strategies/Procedures: The student will talk with the parents about the oldest object in their home. They will take a picture of said object. After processing, the student will scan the picture into a Word document. A story will be written about the object. They may present this story in printed form or in a PowerPoint presentation.

Evaluation/Assessment: A rubric will be used to assess the project.

Author's Evaluation: I am looking forward to this project. I will not however be able to complete it till after TCAP testing. The students are already aware of this project. In fact, some students asked for cameras for Christmas to use for this project.

Suggested Readings

(additional books are listed under materials in lesson plans)

Drake, Richard. *A History of Appalachia*. Lexington: University Press of Kentucky, 2001.

Dunn, Durwood. *Cades Cove: Life and Death of a Southern Appalachian Community*. Knoxville: University of Tennessee Press, 1988.

Eller, Ron. *Miners, Millhands, and Mountaineers: Industrialization of the Appalachian South, 1880-1930*. Knoxville: University of Tennessee Press, 1982.

Frome, Allan, Laurel Shakelford, Donald R. Anderson, Bill Weinberg. *Our Appalachia: An Oral History*. Lexington: University Press of Kentucky, 1977.

Hsuing, David. *Two Worlds in the Tennessee Mountains*. Lexington: University Press of Kentucky, 1996.

Inscoc, John. *Mountain Masters: Slavery and the Sectional Crisis in Western North Carolina*. Knoxville: University of Tennessee Press, 1989.

Kephart, Horace. *Our Southern Highlanders: A Narrative of Adventure in the Southern Appalachians and a Study of Life Among the Mountaineers*. Knoxville: University of Tennessee Press, 1977.

Paludan, Phillip. *Victims: A True Story of the Civil War*. Knoxville: University of Tennessee Press, 1992.

Shapiro, Henry. *Appalachia on Our Mind: The Southern Mountains and Mountaineers in the American Consciousness, 1870-1920*. Chapel Hill: University of North Carolina Press, 1978.

Venable, Sam. *Mountain Hands: A Portrait of Southern Appalachia*. Knoxville: University of Tennessee Press, 2000.

Waller, Altina. *Feud: Hatfields, McCoys, and Social Change in Appalachia, 1860-1900*. Chapel Hill: University of North Carolina Press, 1988.

Whisnant, David. *Modernizing the Mountaineer: People, Power, and Planning in Appalachia*. Knoxville: University of Tennessee Press, 1992.

_____. *All That is Native and Fine*. Chapel Hill: University of North Carolina Press, 1983.

Williams, Michael Ann. *Great Smoky Mountain Folklife*. Oxford: University Press of Mississippi, 1995.

Williamson, J.W. and Edwin T. Arnold, eds. *Interviewing Appalachia: The Appalachian Journal Interviews, 1978-1992*. Knoxville: University of Tennessee Press, 1994.