

# MOUNTAIN FARM MUSEUM



*Ranger Led  
Program*

**THEME:** Culture

**GRADE LEVEL:** Fourth

**Best Time to Plan Trip:** Spring

## UNIT RATIONALE

The Mountain Farm Museum is a collection of historic log structures that were moved from sites throughout the national park to their current location in 1953. They represent some of the buildings found on mountain farms at the beginning of the 20th century. Students participating in the program experience aspects of rural life over 100 years ago. This immersion experience provides students an opportunity to gain a better awareness of differences and similarities between their lives and those of their ancestors. We want students to leave the experience with feelings of pride for their accomplishments, a greater understanding of their heritage, and a sense of stewardship for natural and cultural resources.

## STATE CURRICULUM STANDARDS: NORTH CAROLINA (FOURTH GRADE)

### SOCIAL STUDIES

#### 4.H.1 - North Carolina events

4.H.1.3 - Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

#### 4.G.1 - Growth and development

4.G.1.2 - Explain the impact that human activity has on the availability of natural resources in North Carolina.

4.G.1.3 - Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.

4.G.1.4 - Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.

#### 4.E.1 - Market economy

4.E1.1- Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship.

#### 4.C.1 - Cultural groups

4.C.1.1 - Explain how the settlement of people from various cultures affected the development of regions in North Carolina. (languages, foods and traditions)



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# PLANNING A SUCCESSFUL TRIP MOUNTAIN FARM MUSEUM



Traditional program  
(maximum 36 students)

Schedule for the day:

9:00 - arrive at Oconaluftee VC  
9:30 - 1st rotation  
10:45 - 2nd rotation  
12:00 - lunch  
12:30 - 3rd rotation  
1:45 - group conclusion  
2:00 - depart Oconaluftee VC

Extended program  
(maximum 48 students)

Schedule for the day:

9:00 - arrive at Oconaluftee VC  
9:30 - 1st rotation  
10:45 - 2nd rotation  
12:00 - lunch  
12:30 - 3rd rotation  
1:45 - 4th rotation  
3:00 - group conclusion  
3:15 - depart Oconaluftee VC

## Things to remember:

- Please divide students into equal-sized groups with no more than 12 students each (3 groups for traditional program; 4 groups for extended program).
- Check the weather before your scheduled program.
- One adult chaperone is required for every eight students. A teacher or chaperone will be responsible for directing the artifacts, toys and games, scavenger hunt, and/or farm tour activities. Information about these activities can be found on page 11 of this packet. A chaperone will also be needed to assist in the kitchen.
- Teachers and chaperones should bring picnic blankets for the students to sit on away from the historic buildings. All trash must be carried back to school. NEVER leave food unattended.
- Classes are expected to arrive as close to their scheduled starting time as possible.
- School buses can park at the program site. Restrooms and seasonal water fountains are available.
- Safety is a major concern. Since its inception in 1987, the Mountain Farm Museum program has not experienced any serious injuries. Please help us maintain this safety record! Students wear leather aprons, goggles, and gloves while working in the blacksmith shop (provided by the national park). All students and adults should wear long pants and closed-toe shoes. Participants wearing shorts, sleeveless shirts, or open-toe shoes will not be allowed inside the blacksmith shop or kitchen during the program.
- Please read this lesson plan carefully to familiarize yourself with the program requirements, especially if you are a first time participant. This program requires organization and preparation to be as successful as possible. Please photocopy any information that your adult helpers may need for their participation in the program.



# PLANNING A SUCCESSFUL TRIP

## MOUNTAIN FARM MUSEUM (CONTINUED)

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- Items to bring for your Mountain Farm Museum program:
  - Lunches provided by the school or brought by the students.
  - Jackets and additional clothing in case of cool and/or rainy weather.
  - Masking tape and felt-tip marker to label students' dinner bells.
  - Box to store the dinner bells in until the class returns to school.
  - Name tags for students.
- Optional items for your Mountain Farm Museum program:
  - Period clothing helps create the historic atmosphere.
    - girls: ankle to mid-calf length dress or skirt, bonnet, apron
    - boys: jeans, shirt, suspenders, hat (no ball cap)
  - Tin pail or basket for carrying historically appropriate lunch items.
  - Cloth napkin to use while eating (can be a bandana or scrap cloth).

### Safety reminders:

• **Blacksmith shop:** The blacksmith shop is small, so it can be crowded even with a limited number of students. Safety rules are explained before the activity begins with concerns focusing on heavy tools, fire, and hot metal with sharp edges. Students must wear goggles, leather aprons, and gloves (provided by park staff) at all times. Students wearing shorts, sleeveless shirts, or sandals will not be allowed inside the blacksmith shop.

### • Hearth cooking:

Cooking is done on the fireplace hearth in the Davis House kitchen. Students will remain a safe distance away from the fire at all time. Only park staff will be allowed near the fireplace. For safety, an adult should be in the kitchen at all times to monitor the fire. Any hot coals that land on the wood floor should be extinguished immediately. Students wearing shorts, sleeveless shirts, or sandals will not be allowed in the kitchen.

### • Allergies:

If any participant has known allergies to any of the cooking ingredients, please contact our staff as soon as possible. This will allow us time to make any needed adjustments for the activity.

#### *sugar cookie ingredients:*

- *shortening*
- *sugar*
- *egg*
- *vanilla*
- *flour*



# SAFETY CONSIDERATIONS AND OTHER IMPORTANT INFORMATION

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- Great Smoky Mountains National Park is a federally protected public use area. Please help the rangers keep all of the plants and animals protected in the park by not picking the plants or taking anything from the park.
- Please remind your students to wear appropriate footwear and clothing for this extended outdoor experience. Flip flops, slip-on shoes, or sandals are not appropriate for the program.
- Temperatures in some parts of the park can be 10-15 degrees colder than at your school. Long pants and layers are suggested for the program. Pants are the best precaution against cool temperatures, bee stings, ticks, and poison ivy.
- Within the park, cell phones are not always reliable. Rangers will follow the on-site agenda. If an unexpected problem occurs, rangers do carry park radios to make contact with the park dispatch office. For non-emergencies, call the Park Ranger dispatch at 865-436-1230 or contact a park employee.

## **Animals and Plants of Concern in the park**

- All animals in the park are wild and their behaviors are unpredictable. Treat all animals with caution.
- Venomous snakes - Two species of venomous snakes live in the Smokies, the copperhead and timber rattlesnake. Students should be cautious where they place their hands and feet.
- Insects - Yellow jacket wasps are the insects of greatest concern. They build nests in the ground along trails and streams and are aggressive when disturbed. Stings cause local swelling and can lead to severe allergic reactions in sensitive individuals. Such persons should carry epinephrine kits.
- Poison Ivy - Poison ivy is a three-leaved plant which can grow on the ground as well as on “hairy” vines up trees. To avoid chances of an allergic reaction wear long pants, stay on trails, and avoid direct contact with vegetation. If contact occurs or is a concern, wash affected parts in cold soapy water immediately.
- It is extremely helpful to rangers leading the program for students to wear clearly labeled name tags with first names only.
- Pets are not allowed on most park trails. Please do not bring them on the field trip.
- For more information about the park (Things to Know Before You Come) please visit the park’s website: <http://www.nps.gov/grsm/planyourvisit/things2know.htm>



# BACKGROUND INFORMATION

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## **Park Description:**

The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and education.

Great Smoky Mountains National Park is one of the largest protected land areas east of the Rocky Mountains. With over 500,000 acres (800 square miles) of forest, the Smokies contain an enormous variety of plants and animals. In terms of biological diversity, a walk from a mountain's foot to its peak is comparable to the 2,000 mile hike on the Appalachian Trail from Georgia to Maine.

Because the National Park Service is responsible for protecting resources and natural systems, the park engages in comprehensive research programs, such as air quality monitoring, to foster an understanding of park resources and to show how they are affected by local, regional, and global influences. Since the Smokies are so biologically diverse, the park is designated as an International Biosphere Reserve by the United Nations. The international system contains over 320 reserves in over 80 countries with the primary objectives of conserving genetic diversity and coordinating environmental education, research, and monitoring.

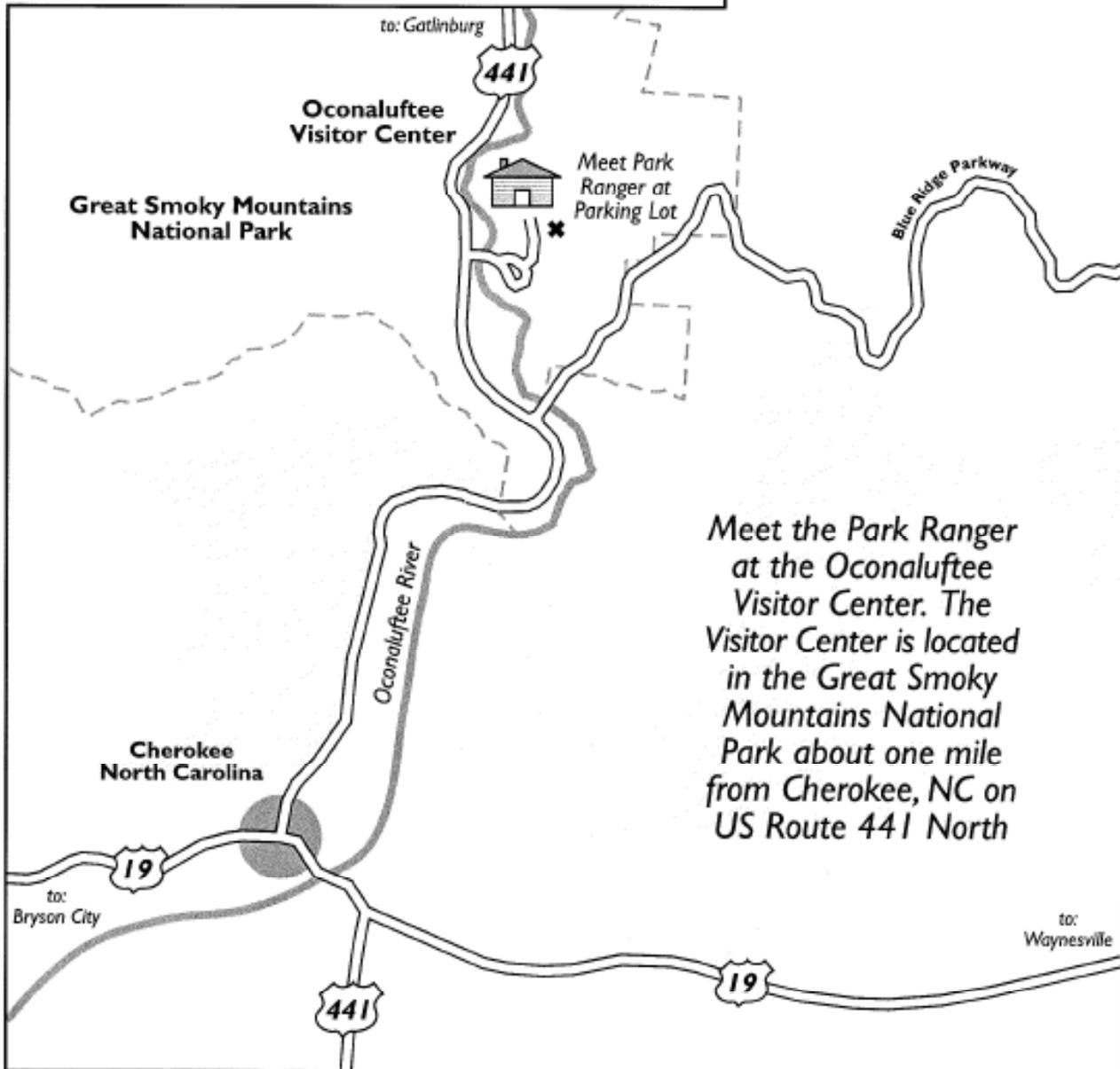
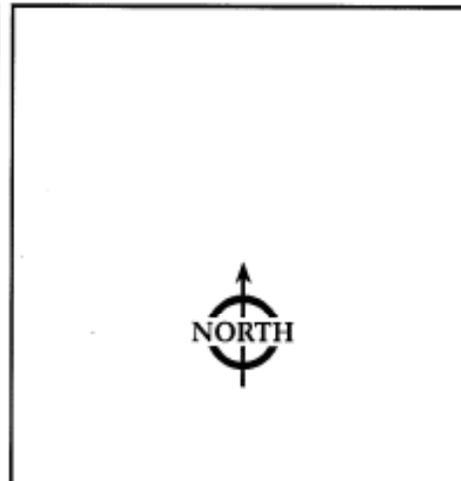
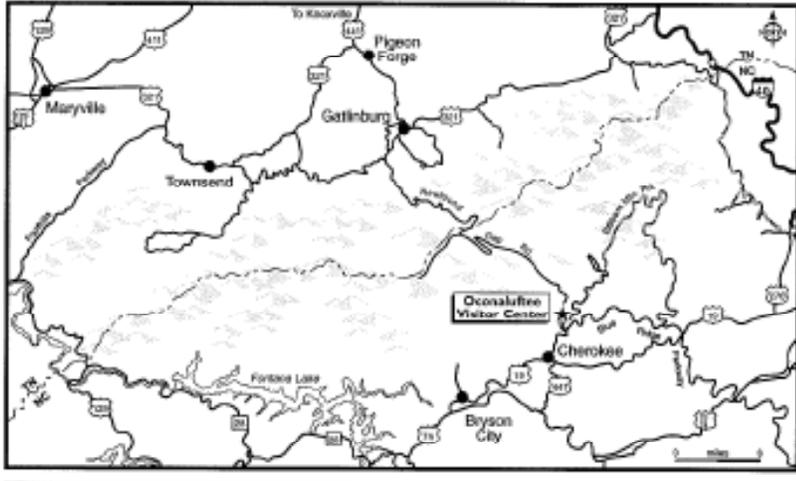
The Smokies also have a rich cultural history. Native Americans have lived in this area for thousands of years, and permanent white settlement began around 1800. The coming of commercial logging around 1900 stripped trees from two-thirds of what is now park land. Established in 1934, the park was created from more than 6,000 tracts of private and commercial land that was bought mostly with money raised and privately donated. Centrally located within a two-day's drive for half of the nation's population, Great Smoky Mountains National Park has the highest visitation of all the national parks in the country.

## **Mountain Farm Museum Description:**

The Mountain Farm Museum showcases one of the finest collections of historic log structures in the National Park system. The museum is a unique collection of farm buildings assembled from locations throughout the park. Visitors can explore a log farmhouse, barn, apple house, springhouse, and a working blacksmith shop to get a sense of how mountain families may have lived 100 years ago. Most of the structures were built in the late 19th century and were moved here in the 1950s. In summer, the museum becomes a working farm, with crops such as squash, corn and tomatoes cultivated in the garden and live farm animals grazing in the fields. Park staff and volunteers in period costumes offer interpretive programs and demonstrations of traditional farming techniques.



# MAP TO OCONALUFTEE VISITOR CENTER



# PRE-SITE ACTIVITY

## MOUNTAIN FARM MUSEUM PREPARATION



**Grade Level:** Fourth

**Subject Area:** History

**Activity time:** 30 minutes

**Setting:** Indoors

**Skills:** Comparing, Connecting, Contrasting, Discussing, Formulating questions, Inferring, Listening

### **Objectives:**

- 1) Describe ways people used, modified and adapted to the physical environment.
- 2) List three similarities and difference among people in North Carolina, past and present.
- 3) Describe changes in ways of living over time.
- 4) Identify the advantages and disadvantages of technology in their lives.

**Materials:** information from the following two pages

**Procedure:** Share the information related to the on-site activities below with students and discuss similarities and differences from life today. Have students brainstorm other ways life today is similar or different than 100 years ago.

### **Blacksmithing**

It was not unusual to find a blacksmith shop on farms in the past. This was the equivalent of a farmer today having welding equipment. Towns and communities often had blacksmiths who worked at the trade professionally; however, a farm blacksmith shop allowed a farmer to make or repair tools and household items the family used. Although a farmer might do some blacksmithing work for his neighbors, he rarely considered himself a professional in the trade.

Iron for blacksmithing was acquired in several ways. Families sometimes brought small supplies of iron with them when moving to a new area. Iron could also be bought or traded for when the family went to town to purchase items they could not produce on the farm. Objects made from iron were often used over and over again for different items until the iron finally wore out.

### **Hearth Cooking**

Like today, lifestyles 100 years ago varied from family to family. Some families had wood-burning cook stoves, while others cooked on the fireplace. Sometimes this was due to the costs of stoves, other times simply because a family preferred cooking on the hearth. Wood was plentiful and a supply was kept on hand all year for cooking and for warmth in the winter.

Although pots of stew and soup were sometimes hung above the fire to simmer, most fireplace cooking took place on the hearth. Hot coals were raked onto the stone hearth and cast iron pots and skillets were set directly on the coals. Fires were usually “banked” at night or at other times they were not needed for heat or cooking. Banking the fire involved covering hot coals with ashes to keep them hot and smoldering so they could be used to rekindle the fire the next time it was needed. This was especially important in the days before matches were a common household item.

“During the winter, fires were kept going all day. At night, ashes were heaped over the coals to keep them hot until morning. . . . In the warmer months, the fire [was] started only when it was time to cook.” Quoted from *The Foxfire Book of Appalachian Cookery*



# PRE-SITE ACTIVITY CONTINUED

## MOUNTAIN FARM MUSEUM PREPARATION (CONTINUED)

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### Family Life

Before radio, television, and computer games people spent more of their leisure time creating their own entertainment. Leisure time, however, was often limited for farm families due to the amount of work required to keep the family fed and clothed. Work activities such as corn shucking, apple peeling, and molasses making were often turned into social events with family and friends gathering to help with the work. Winter nights were often spent in front of the fireplace with family members. Work ranging from sewing, knitting, and quilting was often being done as family told stories or shared news of the day.

Families often expected children to help with chores like feeding chickens or gathering eggs when they were as young as five or six. Even with all the work that had to be done, children usually had some time to play during the day. School provided an opportunity for children in the community to play together.

### Traditional Games

The games children played varied depending on the time of year, the weather, and the age and number of children. Warmer weather meant outdoor games and activities, while rainy days often found children playing on a porch or maybe in the barn. Cold weather usually meant less active, indoor activities like word games, riddles, or playing with small toys.

Marbles were a favorite game and provided serious competition when children were playing “for keeps” (when the winner got to keep all the marbles they won from their opponents). Fox and Geese was a popular board game similar to checkers that involved the movement and jumping of pieces. However, unlike checkers the pieces were often dried kernels of corn or small stones.

Although a great variety of manufactured toys were available 100 years ago, many families could not afford them. Many children’s toys were homemade and ranged from dolls made from cloth scraps or cornshucks, to whistles, sling shots, and popguns made from wood. Balls were often made from rags or string wound together. One of the best examples of making do with what you had was a balloon-like ball made from a hog’s bladder after the animals were butchered for meat.

### Vocabulary:

- Anvil: A block of iron on which heated iron is shaped by hammering.
- Artifact: An item, usually from the past, produced by human workmanship.
- Archeology: The recovery and scientific study of material evidence (artifacts) of human life and culture in the past.
- Bellows: A blower that draws in air then expels (blows it out) for the purpose of blowing air into a fire to make the fire burn hotter.
- Blacksmith: A person who works with and shapes iron usually by heating and hammering it.
- Dutch oven: An iron kettle with a tight lid used for baking and slow cooking.
- Forge: A place or workshop where iron is worked by heating and hammering it.
- Pothooks: A set of iron hooks that are hinged together used for lifting hot pots and lids.



# ON-SITE ACTIVITY

## PARK RANGER DIRECTED LESSONS



**Grade Level:** Fourth

**Subject Area:** History

**Activity time:** 5 hours (traditional program) or 6 hours (extended program)

**Setting:** Outdoors in the park

**Skills:** Applying, Collecting information, Communicating, Comparing, Connecting, Constructing, Contrasting, Observing, Discussing, Formulating questions, Gathering information, Hypothesizing, Listening, Role playing

### Objectives:

- 1) Describe ways people used, modified and adapted to the physical environment.
- 2) Describe the similarities and difference among people in North Carolina, past and present.
- 3) Describe changes in ways of living over time.
- 4) Identify the advantages and disadvantages of technology in their lives.

**Materials:** provided by the ranger

Due to safety concerns students should not wear shorts, sleeveless shirts or sandals.

### Background:

The following is a brief description of your on-site activities. These activities will be led by park staff, but please be familiar with them, as the classroom teacher may be asked to assist on-site.

Choose two of the following three activities:

**Blacksmithing (1 hour 15 minutes)**

Students work with a national park staff member to learn how blacksmithing skills were used in farm work. Safety equipment includes goggles, leather aprons, and leather gloves. Each student makes a small triangle-shaped dinner bell and its ringer to take home.

**Hearth Cooking (1 hour 15 minutes)**

Students work with national park staff and adult helpers to learn about hearth cooking. Students also carry water, firewood, help with dishwashing, cleanup, and other chores.

**Quilting (1 hour 15 minutes)**

Students discuss daily life on a farm while they learn basic sewing skills. A trivet-sized quilt will be completed by each student to take home.



# ON-SITE ACTIVITY

## TEACHER/CHAPERONE DIRECTED LESSONS



**Grade Level:** Fourth

**Subject Area:** History

**Activity time:** 5 hours  
(traditional program) or 6  
hours (extended program)

**Setting:** Outdoors in the  
park

**Skills:** Applying, Collecting  
information, Communicating,  
Comparing, Connecting  
Constructing, Contrasting,  
Observing, Discussing,  
Formulating questions,  
Gathering information,  
Hypothesizing, Listening,  
Role playing

### Objectives:

- 1) Describe ways people used, modified and adapted to the physical environment.
- 2) Describe the similarities and difference among people in North Carolina, past and present.
- 3) Describe changes in ways of living over time.
- 4) Identify the advantages and disadvantages of technology in their lives.

**Materials:** provided by the ranger

Due to safety concerns students should not wear shorts, sleeveless shirts or sandals.

### Teacher/Chaperone-led activities

(1 hour 15 minutes - 2 hours 30 minutes)

*All or some of the activities below can be combined into one session (typical program day) or divided into two sessions (extended program day).*

*Traditional Games:* Students play games that entertained children in the past. Games and instructions provided by park staff. Games include corn cob darts, clothespins, marbles, fox and geese, and checkers.

*Artifact activity:* Students work in small teams to identify “mystery” objects and report their theories and justifications to their teacher. Binder with questions and information is provided to help guide students to correctly identifying the objects.

*Scavenger Hunt:* Students explore the exhibit area in the Visitor Center and/or the Mountain Farm Museum to answer questions. Clipboards, pencils, worksheets, and an answer key is provided.

*Farm Tour:* Teacher or chaperone facilitates student discussion about farmstead buildings and settler life. A walking guide to the Mountain Farm Museum and questions to ask the students is provided.

*If you would like any additional information regarding the above activities before the program, please contact the education staff.*



# POST-SITE ACTIVITY

## REFLECTING ON HISTORY



**Grade Level:** Fourth

**Subject Area:** History

**Activity time:** unlimited

**Setting:** Indoors

**Skills:** Collecting information, Communicating, Comparing, Connecting, Describing, Formulating questions, Gathering information, Implementing investigations, Interviewing, Listening Presenting, Public speaking, Recording data, Research, Reporting.

### **Vocabulary:**

- Ancestor: Someone from whom you are descended (but usually more remote than a grandparent)
- Genealogy: The study or investigation of ancestry and family history.
- Interview-a conversation between people where questions are asked by the interviewer to obtain information.
- Tradition: A part of culture that is passed from person to person or generation to generation.

### **Objectives:**

- 1) Compare similarities and differences between themselves and others.
- 2) Name a family ancestor.
- 3) Plan, conduct, record and present their family interview.

### **Materials:**

- Interview worksheets (provided)

### **Background:**

Students learned how families lived in the 1890s after visiting the Mountain Farm Museum. Students discovered how family members depended on each other and how they lived during a time where few modern conveniences existed. They also learned how families handed down traditions through music, stories, and games. This activity provides an opportunity for students to help save a piece of their own history by recording family interviews and sharing them with the class.

### **Procedure:**

Have each student interview someone in their family, using the following sheet. Share interviews in class.



# Family Member Interview



My Name: \_\_\_\_\_

Family Member's Name: \_\_\_\_\_

What year were you (family member) born in? \_\_\_\_\_

Where did you (family member) grow up? \_\_\_\_\_

What did you (family member) do for fun when you were in the second grade?

\_\_\_\_\_

What were your (family member) favorite toys and games?

\_\_\_\_\_

Did you (family member) have any chores?

\_\_\_\_\_

How did you (family member) get to school?

\_\_\_\_\_

Did you (family member) have a pet?

\_\_\_\_\_

What was your (family member) favorite candy?

\_\_\_\_\_



# POST-SITE ACTIVITY

## EXPLORE YOUR NATIONAL PARKS



**Grade Level:** Fourth

**Subject Area:** Science

**Activity time:** 30 minutes

**Setting:** Indoors

**Skills:**

Analyzing, Brainstorming,  
Collecting information,  
Communicating, Computer  
skills, Connecting, Presenting,  
Researching

**Background:**

The Great Smoky Mountains are world renowned for their diversity of plant and animal species. This great variety makes the park an exemplary outdoor laboratory for the study of relatively undisturbed native flora, fauna, physical environs, and processes of the Southern Appalachians. The park is the largest federally preserved and protected upland area east of the Mississippi River offering park visitors a refuge from the stresses of everyday life.

You and your students can learn more about this special place as well as participate in on-line activities to further your knowledge of the National Park Service and other federally protected lands.

Please check out the following web addresses:

**Especially for Kids**

To learn how to become a web ranger for the National Park Service, go to:

[www.nps.gov/webrangers](http://www.nps.gov/webrangers)

To learn how to become a Junior Park Ranger at Great Smoky Mountains National Park or other parks, go to:

[www.nps.gov/learn/juniorranger.htm](http://www.nps.gov/learn/juniorranger.htm)

**Objectives:**

- 1) List three features of Great Smoky Mountains National Park that make it special.
- 2) Name several other national parks in their home state.
- 3) Name ten national parks across the country.
- 4) Be able to explain who owns all national parks.
- 5) Earn their online web ranger certification.

**Materials:** internet access

**Especially for Teachers**

For a comprehensive understanding of the background and development of the National Park Service, that is perfect for teachers and others those who need the maximum amount of accurate information in the minimum amount of time, go to:

<http://www.ParkTraining.org>

The U.S. Department of Education is pleased to announce the newly remodeled and updated Federal Resources for Education Excellence (FREE) website. It now provides richer, more expansive resources to teachers and students alike. There are over 1,500 resources to take advantage of at FREE ranging from primary historical documents, lesson plans, science visualizations, math simulations and online challenges, paintings, photos, mapping tools, and more. This easily accessible information is provided by federal organizations and agencies such as the Library of Congress, National Archives, National Endowment for the Humanities (NEH), National Gallery of Art, National Park Service, Smithsonian, National Science Foundation (NSF), and National Aeronautics and Space Administration (NASA). Go to: <http://www.free.ed.gov/>



# PARENT/CHAPERONE LETTER

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Greetings Parents/Chaperones:

Park rangers are pleased to be presenting an educational program to the students in Great Smoky Mountains National Park. In order to achieve the goals for a successful program, the park rangers will need your assistance in the following ways:

(These points will help to ensure that park rangers and teachers will be able effectively conduct the lessons and activities throughout the trip.)

- The program will be conducted outside and there will be some hiking throughout the trip. Prepare your student with appropriate footwear, long pants, layers, and rain gear.
- If your child is bringing a lunch from home, we recommend that students bring water to drink and a lunch with minimal packaging. Soft drinks are usually left unfinished by students, and remaining sugary drinks cannot be poured out on the ground. (Minimally packaged lunches lead to less trash being left behind or scattered by the wind. Additionally, this reduces the accumulated trash to be disposed).

If you are a chaperone attending the field trip:

- Please be an active part of the lessons. Keep up with the group and listen to the information being given in the case that you may be called upon to assist (handing out materials, sub-dividing groups etc.).
- Please do not hold conversations with other chaperones or use a cellular phone while the rangers are teaching the students.
- Refrain from smoking during the trip. If you must smoke, please alert a ranger or teacher and remove yourself from the group.
- Please be aware that the program will be conducted outside and that there will be some hiking throughout the trip. Prepare yourself with appropriate footwear, long pants, layers, and rain gear.
- We recommend that parents and students bring a small towel in their backpacks to sit on at lunch (there are no picnic tables at the program site).

Thank you for your needed assistance. We look forward to meeting you on the program!

Sincerely,

The Education Staff at Great Smoky Mountains National Park

