

NOAH “BUD” OGLE HOME PLACE

Theme: Families and Culture
Grade Level: First
Best Time to Plan Trip: Fall

UNIT RATIONALE

The Noah “Bud” Ogle Place offers students a unique opportunity to imagine life in the 1800’s. Still in existence on this site is the home of Noah Ogle and his family, their barn and the tub mill where corn was ground for meal. Students can learn many of the required concepts in social studies, health and music from this unit including family life and heritage, comparing the past with the present, personal history, economics, personal health and understanding music in relation to history and culture.

STATE EDUCATION STANDARDS

Tennessee:

Social Studies

Culture

English (2009 stds)

Communication

North Carolina

(2004 stds)

Social Studies

Competency Goal 1.

Competency Goal 3:

Competency Goal 6:

STATE EDUCATION STANDARDS

Tennessee:

Social Studies

Culture

- Understand the diversity of human culture
- Discuss cultures and human patterns of places and regions of the world
- Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations

English (2009 stds)

Communication

- Develop critical listening skills essential for comprehension, problem solving and task completion
- Develop critical speaking skills essential for effective communication

North Carolina

Social Studies

Competency Goal 1: The learner will analyze how individuals, families, and groups are similar and different.

- 1.01 Describe the roles of individuals in the family.
- 1.02 Identify various groups to which individuals and families belong.
- 1.03 Compare and contrast similarities and differences among individuals and families.

Competency Goal 3: The learner will recognize and understand the concept of change in various settings.

- 3.01 Describe personal and family changes, past and present.
- 3.02 Describe past and present changes within the local community.
- 3.03 Compare and contrast past and present changes within the local community and communities around the world.
- 3.04 Recognize that members of the community are affected by changes in the community that occur over time.

The learner will apply basic economic concepts to home, school, and the community.

- 6.01 Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources.

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PLANNING A SUCCESSFUL TRIP TO NOAH “BUD” OGLE HOME PLACE

SCHEDULE FOR A DAY OF ACTIVITIES IN GREAT SMOKY MOUNTAINS NATIONAL PARK

Morning: Arrive at Noah “Bud “ Ogle
Place

Group Introduction to Ma Ogle at the
cabin

2 station rotations (45 minutes each)

 Tub Mill Hike

 Mountain Music in the Barn

Late Morning into Afternoon

 Picnic lunch at Mynatt Park

 Play Old Time Games

Return to School

a suggested area. Other areas can be suggested by calling the National Park at 865-436-1713).

- Arrange to have a teacher or a parent volunteer fill the following roles: Ma Ogle, musician, and trail leader for the tub mill hike. Each role is further described in the corresponding on-site activity pages for this field trip.

- Safety is of the utmost importance, especially in a National Park. Be sure to read the safety information provided on the following page. You may wish to take the safety page with you on your trip or send it to your chaperones prior to the on-site experience.

Planning a Successful Trip

- The Noah “Bud” Ogle home place is located 10 minutes from downtown Gatlinburg, TN. To reach the parking area, turn onto “Historic Nature Trail Road” at traffic light #8 (labeled as such) from highway 441 (downtown Gatlinburg, TN).

- There is no cost to use this site. Parking is limited, so an early arrival is suggested. Occasionally, other school groups will be at this location for an educational experience. Contact the National Park at 865-436-1713 to see if any such groups have notified park rangers.

- The pavilion at Mynatt Park does charge a user fee for non-Gatlinburg groups. If you are an out-of-town school, the cost is 25.00 for use of the pavilion. The pavilion may be reserved by calling Gatlinburg Parks and recreation department at 865-436-4990. The park without the pavilion can be used free of charge. (Note, this location is only

NOAH “BUD” OGLE

SAFETY CONSIDERATIONS AND OTHER IMPORTANT INFORMATION

•Park Rules and Regulations

Great Smoky Mountains National Park is a federally protected public use area. Certain activities are prohibited by visitors. Be sure to read the rules and regulations of the National Park found in the appendix of this lesson. For further information or questions, you may contact the National Park at 865-436-1713. Please use common sense and appropriate planning whenever you participate in outdoor activities.

•Dressing for the Weather

Please remind your students to wear appropriate footwear and clothing for an extended outdoor program. Short pants, flip flops, or sandals are not recommended. Temperatures in the mountains can be 10-15 degrees colder than at your school. You may wish to alter portions of the program in the event of inclement weather appear.

•Restrooms and Water

There are neither rest rooms nor water fountains at the Noah “Bud” Ogle Home site. You may wish to stop at Mynatt park to use the rest rooms if needed. Never drink untreated water from a stream or spring source.

•Packing Lunches

Lunches may not be eaten inside the historical structures or within 100 feet of them. This helps to protect them from food messes which attract rodents and other animals. You may eat lunches at Mynatt park (suggested) or any other area deemed safe by the teacher. For ease of planning and for safety, students should NOT carry food with them on the trail (water bottles are acceptable) we suggest lunches be packed in a large container to be distributed at an appropriate location.

•Group Size

The site can accommodate any size group, but for the sake of safety and logistics and bus parking, it is recommended for no more than one bus load of students with the appropriate number of adults and chaperones.

•Cell Phones and Emergency Contacts

At this location, cell phones are not always reliable. Be sure to stick to your agenda. If an unexpected problem occurs, cell phones will pick up reception again in the downtown Gatlinburg area. In case of emergency call 911. For non-emergencies, contact Park Rangers at 865-436-1294.

•Poison Ivy

Please be aware of the presence of Poison Ivy throughout the park, particularly in the spring, summer and fall. 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, stay on trails and avoid direct contact with vegetation. If contact occurs or is a concern, wash affected parts in cold soapy water immediately.

PRE-TEST

PRE-TEST SCORE _____

POST-TEST SCORE _____

Name: _____

Circle the right answer

1. How did Noah Bud light his house?
Flashlight Lantern He just went to bed when it got dark
2. How did Ma Ogle cook her food?
Fireplace Microwave oven Gas stove
3. What kinds of animals did Pa Ogle hunt for food?
Skunks Crows Bears
4. How did settlers learn most of their songs and music?
At school From family members From the radio
5. What kind of items did they use to make music?
Corn Brooms Spoons
6. What kinds of games did their children play?
Marbles Soccer Play Station
7. What kinds of chores did children do?
Cut down trees Make dinner Get water from the spring
8. What kind of dolls did they play with?
Barbie Cornhusk American Girl
9. Which chore would ma Ogle do??
Work in the garden Hunt Elk Take the kids to baseball practice
10. What was the tub mill used for?
Feeding Cows Washing Clothes Grinding Corn

PRE-TEST TEACHER KEY

(Teachers: Administer this test once before teaching the pre-visit activities and once after the post site activities for comparable results of comprehension and retention)

Circle the right answer

1. How did Noah Bud light his house?
Flashlight **Lantern** He just went to bed when it got dark
2. How did Ma Ogle cook her food?
Fireplace Microwave oven Gas stove
3. What kinds of animals did Pa Ogle hunt for food?
Skunks Crows **Bears**
4. How did settlers learn most of their songs and music?
At school **From family members** From the radio
5. What kind of items did they use to make music?
Corn Brooms **Spoons**
6. What kinds of games did their children play?
Marbles Soccer Play Station
7. What kinds of chores did children do?
Cut down trees Make dinner **Get water from the spring**
8. What kind of dolls did they play with?
Barbie **Cornhusk** Take the kids to baseball practice
9. Which chore would ma Ogle do??
Work in the garden Hunt Elk Take the kids to baseball practice
10. What was the tub mill used for?
Feeding Cows Washing Clothes **Grinding Corn**

PRE-SITE ACTIVITY

WOMEN WORKED!

Duration: 30 minutes

Class Size: any

Materials: none

As an introduction to a woman's work day in the mountains, please read this passage below to your class before their on-site experience (taken from Highland Homeland the People of the Great Smokies, p 97).

One historian, John Preston Arthur, has described the mountain woman's day as follows:

“Long before the pallid dawn came sifting in through chink and window, they were up and about. As there were no matches in those days, the housewife ‘unkivered’ [uncovered] the coals which had been smothered in ashes the night before to be kept ‘alive’ till morning, and with ‘kindling’ in one hand and a live coal held on the tines of a steel fork or between iron tongs in the other, she blew and blew and blew till the splinters caught fire. Then the fire was started and the water brought from the spring, poured into the ‘kittle’ and while it was heating the chickens were fed, and cows milked, the children dressed, the bread made, the bacon fried and then coffee was made and breakfast was ready. That over and the dishes washed and put away, the spinning wheel, the loom or the reel were next to have attention, meanwhile keeping a sharp lookout for the children, hawks, keeping the chickens out of the garden, sweeping the floor, making the beds, churning, sewing, darning, washing, ironing, taking up the ashes, and making lye, watching for the bees to swarm, keeping the cat out of the milk pans, dosing the sick children, tying up hurt fingers and toes, kissing sore places well again, making the soap, robbing the bee hives, stringing beans for winter use, working the garden, planting and tending a few hardy flowers in the front yard such as princess feather, pansies, sweet Williams, dahlias, morning glories, getting dinner, darning

patching, mending milking again, reading the Bible, prayers and so on from morning till night, and then all over again the next day.

Review:

After reading the passage to the student, ask some discussion questions such as:

1. If the woman (or mother) was responsible for all of this work, what were the man (husband) and children doing? (Answer: field work, other chores).
2. What were some of the chores listed in the passage that the students didn't understand? Discuss what they mean. (i.e. Darning, Churning, Taking up the Ashes).
3. Why would a person want to work this hard everyday? Do you think she ever went on vacation? (Answer: parents worked hard to survive and provide for their families. They didn't take vacations. Most work stopped at dusk. On Sundays, they went to church if they could, or they would have occasional community gatherings. This was essentially their “time off”).

Resources and References

Dykeman, Wilma and Stokely, J. Highland Homeland The People of the Great Smokies.

Washington, DC: National Park Service, 1978.

Russell, Gladys Trentham. It Happened in the Smokies.; Alcoa, TN. Gladys Trentham Russell, 1988.

PRE-SITE ACTIVITY

MOUNTAIN ‘MUSINS

Duration: 30 minutes

Class Size: any

Materials: none

Background Information for the Class:

Past communities in the Great Smoky Mountains have left us not only with physical remnants such as rock fences and historic buildings, but also with traditions- ways of doing things that have been passed down from one person to another simply through verbal communication. Traditional games that are played by children in today’s playgrounds and school yards (also known as folk games) carry with them rules that are known, yet unwritten. Games often reveal clues to a community’s values and help connect us to people of the past, simply by sharing the common folk games.

Set-Up

As an introduction to fun and games in the mountains, please read this passage below to your class before their on-site experience.

Mary Bell Smith writes of fun growing up in the Smoky Mountains in the 1920’s in her autobiography, [In the Shadow of White Rock](#):

“Although taught that we were put on earth to accomplish something and that challenging work was a privilege and wasting time was a cardinal sin, we still found time to play.” “We caught fireflies, played the guitar and sang, walked to church on the designated nights for prayer meeting, read or sometimes did the Virginia Reel [a folk dance]. After the days work was done and on weekends, our house was the congregating place for most all of the neighborhood children for miles around. We nine children and all of our neighbors’ children made quite a congregation. Our neighborhood activities were not all confined to our home; the whole region became our playground” (51 -52).

“The marble games, although fun for players, resulted in more work for mothers. Mama frequently patched the knees and seat portions of my brother’s coveralls.” “We girls especially liked to jump rope and we always had several good grapevine ropes available. We invaded the woods and climbed high into trees and pulled the wild grapevines down and cut them into various sizes. The grapevines made excellent jumping ropes” (32).

Review:

Remind students that they will be participating in folk games on their field trip. In preparation for the games you may wish to teach them a traditional “it” rhyme. This rhyme was copied from [Appalachian Toys and Games](#), as submitted by Ray Hicks and Billie Henry (3).

Circle up the students

On each word in the rhyme, point to the next person in a circular direction.

The person who “you” lands on is out.

Acker backer,
sodie cracker;
acker backer
boo.
Acker backer,
sodie cracker
out goes
you!

Resources and References

Page, Linda G and Smith, Hilton, eds. [Appalachian Toys and Games](#). New York: Dutton, 1985.

Smith, Mary B. [In the Shadow of the White Rock](#). North Carolina: Minors, 1979.

ON-SITE ACTIVITY

A VISIT WITH MA OGLE

Note To Presenter: Use the following outline only as a guideline to assist you while speaking to the students. For a truly memorable experience, you may wish to dress in period clothing (bonnet, apron, long dress or skirt) for your presentation.

Introduction:

“Where have you been? I’ve been waiting on you all. Come in the house, but wipe your feet and show your manners. I just finished scrubbing the floor with hot water I had boiling in my kettle in the fireplace. Come on now, let me show you around.”

Topic: The House (cabin) and Grounds

A) The main room was used for cooking, sleeping, and storing everything such as baskets, pots, plates, barrels, spinning wheels. When the weather was cold, imagine having 9 kids laughing, crying, and studying for school, 2 dogs, and all the cooking and sewing equipment and supplies in one room for hours at a time. Folks had to keep the rooms small and low to keep the heat in.

B) The Grounds-every inch of space was used (no lawn) for growing or raising something. Kids would have swept the yard to the dirt to keep bugs and snakes away. Chickens and corn-meal supply was kept in the alcoves near the chimney to protect it from wild animals.

Topic: Making a living- you grew, raised, hunted, or gathered everything you needed

- Hogs-were the most important source of meat-bacon, ham, sausage lard, brains, intestines, every part was used. (except the squeal!)
- Apple and Plum Trees-fruits were baked and dried
- Cows-provided milk, butter, cheese
- Chicken-provided eggs and meat
- Garden-provided green beans, squash, pumpkins, tomatoes
- Corn fields-a lot of things came from corn like bread, corn on cob, hominy, grits, popcorn, corn pudding, and scorpion juice (moonshine)
- Bees-made honey that they used as sweetener in many foods, that may have been the only “sweet” a family had.
- You could gather wild greens, berries, and nuts
- You had to preserve everything before winter-dried apples, corn, beans, and jerky
- Water: the Ogles were fortunate because Mr. Ogle built a flume from the spring across the path to bring water to the back porch for washing clothes and faces, cooking, and drinking.

ON-SITE ACTIVITY

A VISIT WITH MA OGLE (CONTINUED)

Imagine taking a bath in spring water-brrrrr! cold! (You didn't bathe everyday).

- Just about everything was made from wood including plates, bowls, spoons, instruments; no plastic, very little metal or glass-too expensive.

Topic: Chores

Children- gathered food from the wild and garden, milked cows, carried and gathered firewood, feed livestock, built rock fences, carried water if needed. As they got older, they began to help with Mom or Dad's chores.

Topic: Fun and Entertainment

- Reading-mostly the bible; other books were scarce
- Storytelling-scary, funny, or sad
- Going to Church-could see all your friends
- Singing
- Made-up Games-such as who can spit the furthest, who can catch the most lightning bugs
- Simple Toys –cornshuck dolls, sling shots, tops

Conclusion- wrap up

"Get washed up for dinner now. What are we having? Well, how about beans, poke sallet, and cornbread, and honey! Why don't you stay...you kids can pick the beans, grind the corn, gather the poke, and rob the bees, milk the cow...Daddy has gone hunting- I wonder what he'll return with? Deer or possum, or maybe bear! Yum!"

ON-SITE ACTIVITY

MUSIC IN THESE MOUNTAINS

Duration: 30 minutes

Class Size: any

Location: In the barn or on the back porch of the cabin

Materials: Musical instruments (fiddle, banjo, dulcimer, guitar, spoons, washboards, bones, rhythm sticks, etc.) and/or recordings of traditional Appalachian music, volunteer musician or group leader.

Note: a pre-recorded CD can be borrowed from the National Park by calling 865-436-1713 in advance.

Background Information for the Class: During the settlement of these mountains in the 1800's, there was little contact with the world outside of ones own home or community. Early mountain families had to rely on their own resources for music and entertainment. Music was not only handed down to each generation , but also made up on the spot. This lesson is designed to help student recognize the origin of their own musical heritage. Music was very important to the early mountain settlers, and was passed down from one generation to the next, just like cooking recipes or bedtime stories. Many people who settled the Southern Appalachian Mountains were descendants of immigrants from England, Ireland, Scotland, and Wales. Some of the earliest forms of music they brought with them were the "story songs" or ballads from their old countries. Because they had to travel light, they usually brought no instruments with them and the ballads were sung acappella. The songs were often sung by women and taught to children while doing daily chores, or while gathered around the fireplace at the end of a long day. Later, as families established themselves and their homesteads, musical instruments were handed down through the family, hand-made from scratch, or bought. Instruments such as fiddles, banjos, dulcimers, and guitars were then used to accompany the old songs, or were played

alone, or in duets or groups. Sometimes even non-musical objects, such as spoons, bones, washboards, etc. were used to keep the beat and make music.

Directions for this Activity:

Explain to the students that some of the earliest music that was brought to the mountains were the ballads that told a story, and that they were sung without instruments. Lead them in a popular ballad such as "On Top of Old Smoky." The familiar version of this song dates back to 1841, but has roots dating back further to an old English song. You can sing the lesser known verses and the students can join on the chorus.

Introduce the instruments the early settlers played, such as the fiddle, banjo, dulcimer, guitar, harmonica, jaw harp, or others. Using actual instruments or photos, describe each instrument and tell a little about its history (provided on the following pages). Examine the instrument and ask students what it is made of (ex: fiddle is made of wood, animal gut for strings, and horsehair for bow; banjos were made of wood, gut strings, and groundhog hides). Let the students listen to a song played on each instrument (use a pre-recorded tape if needed) and discuss how each one sounds unique. Each has its own tone color. Are there some similarities among these instruments? Some are stringed instruments, some have three, four, five or six strings. Some are bowed, some are strummed and some are played with picks or quills. Others are played in the mouth (jaw harp) or blown into (harmonica).

If available, pass out spoons and other rhythm instruments such as washboards, bones or rhythm sticks. Play and sing a few more traditional Appalachian songs such as "Cripple Creek", "Old Joe Clark", "Old Dan Tucker" and "Oh Susannah" and have students play along keeping a steady beat with instruments or with their hands clapping or feet tapping. Help the students notice the rhythm patterns (fast/slow, syncopated, long/short etc.) as they listen and play along.

ON-SITE ACTIVITY

MUSIC IN THESE MOUNTAINS (CONTINUED)

Background Information for Selected Instruments.

Fiddle:

The fiddle, in its present form, comes from Italy and dates back to the 1500's. It is related to other stringed instruments from China and India, that are much older. It has four strings and is usually held under the chin, resting on the shoulder. However, Appalachian fiddlers often played it resting on the chest, or the inside of the upper arm. It is traditionally made of wood, but homemade versions of the instrument have been made of gourds, ham cans, wooden cigar boxes, and even cornstalks! The hair of the bow is horsehair and is rubbed in a cake of rosin to keep the bow from sliding all over the strings, and help produce a loud, full tone. Before rosin was available commercially, dried pine sap was used. Some fiddlers put rattlesnake rattles inside their fiddles to keep cobwebs from forming, and they say they help the fiddle sound better, "singing" along with the beat. Fiddle music was very popular in the 1800's, and provided the tunes for many social gatherings such as corn shuckings, bean stringings, barn raisings, and dances - Thomas Jefferson played the violin.

Banjo:

A banjo-like instrument is thought to have originated in Arabia, eventually making its way into Africa. As slaves were brought to the United States, they brought the banjo (banjar, banshaw, banjoe, and other names) with them. Early banjos were made from gourds, had animal gut strings (usually sheep or cat cut), and groundhog skins for the drum-like head. Mass-produced banjos came about in the late 1800's, and frets were added to banjo necks by the 1880's. Most banjos have five strings, with one of the strings much shorter than the others, but some have four strings. Even though the banjo appeared later in the mountains than the fiddle, the two instruments complemented each other nicely, and banjo-fiddle duos were common. Many songs included banjos in their lyrics, such as "Oh, Susannah," which sings of having a "banjo on my knee." Other mountain songs such as "Groundhog," tell how you can "eat up the meat" of a groundhog, but "save the hide" because it "makes the best banjo ever was tried."

Dulcimer:

The mountain or lap dulcimer is not related to the hammered dulcimer, which is a forerunner of the piano. The mountain dulcimer is a member of the fretted zither family. Its closest relatives are thought to be a German instrument, the Scheitholt, and the Swedish Hummel. As immigrants from these countries moved southward from "Pennsylvania Dutch" country, these instruments found their way into the Southern Appalachian Mountains. By the late 1800's, local instrument makers in the mountains were creating their own versions of the instruments, and the mountain dulcimer evolved. Dulcimers took on many shapes, including teardrop, hourglass, and boat shapes. Most early ones had three strings. A turkey or goose quill was used to strum or pluck the strings and a wooden dowel or piece of bone was used to depress the melody string, similar to fretting a string with a finger. Most historians agree that the majority of dulcimers were made and played in places such as Kentucky, Virginia, and North Carolina. The dulcimer appeared in the Great Smoky Mountains much later than the fiddle and banjo.

ON-SITE ACTIVITY

MUSIC IN THESE MOUNTAINS (CONTINUED)

Guitar

The guitar is another instrument whose ancestry goes back to China and India. Guitar-like instruments date back over 5,000 years. The modern guitar most closely resembles the Spanish guitar from the 1600-1700's. In the 1700's, the guitar was known in the American colonies, and President John Tyler's wife was known to have played it. Guitars were played by soldiers during the Civil War, along with fiddles and banjos. The guitar usually has six strings, and is picked or strummed. The fingers depress or "fret" the strings to make different pitches. Guitars, like other early stringed instruments, had strings made of animal gut such as sheep and cat gut. Steel strings came along in the mid-to-late 1800's and were popular because they did not break or go out of tune as easy as gut strings. In the Great Smoky Mountains, guitars were not as common as fiddles and banjos, and did not appear in great numbers until the early twentieth century.

ON-SITE ACTIVITY

WALK TO THE TUB MILL

Duration: 30 minutes

Class Size: any

Materials: Demonstration amounts of corn meal and dried corn (on or off the cob- this can be purchased at most grocery or animal feed stores. Often used for feeding squirrels or chickens).

Background Information for the Class:

This activity involves a 1/4 mile walk to the tub mill built and owned by Noah Ogle. The trail that takes you to this unique destination passes once used animal pastures, corn fields and wood lots. The careful observer will also notice the “honeymoon cabin” used by Noah’s sons as they married and prepared lives of their own. You will also notice a large number of Chestnut stumps, continuing to decay after a blight infected them over 70 years ago. These giants of the forest once accounted for 25 percent of all trees in the smoky mountains and supplied ample harvests of nuts for wildlife and families alike. Corn was the staple crop of the mountain farmer. His family used it to nourish their families, their livestock and often as a bartering good. To convert the corn into a more usable form for baking and cooking, the kernels had to be ground into meal. (show students examples of both forms, ask them what process must take place to change it from a handful of kernels to a handful of meal) If time allows, let students try to crush the kernels with their hands or between two stones).

For Noah and most other mountain families, the most common way to grind corn was through the mechanical work of a tub mill. Without electricity, families harnessed the power of water. Where is the water? Aside from the spring located across from the house, there was no water in the front yard. To find the tub mill, we must walk the trail through ‘Junglebrook’.

Set-Up

Ask students what Bud may have grown in his

garden. (beans, greens, okra, corn, pumpkins, herbs) Tell students that corn was the most important crop for Appalachian families. Corn was used to feed both family and livestock. Every part of the corn plant was used. The corn would be harvested in mid-September. Using a corn stalk, show students how farmers would strip the blades off of the cornstalk and save these (fodder) to feed their mules and cows in the winter. The stalks may have been used to make brooms, chair bottoms, or toys. Using the ear of corn, show students how to shuck the ear. The shucks were used to fill mattresses or to make toys. Can you think of toy that was made with corn shucks? (dolls) Some of the corn was eaten fresh, but most of it was placed in a building called the corn crib to dry. Using an ear of dried corn, show students how the corn was ‘shelled’. Tell students that the corncobs were often used for pipes or toothbrushes. Ask students how they would have used the dried corn kernels? Explain to students that you will be stepping back in time to travel the same path the Ogles would have taken to take their corn to the mill. Give each student a small gunny sack with some corn kernels for their journey to the mill (optional). Remind them that shelling the corn and taking it to the mill would have been one of their chores. Hike toward the Tub Mill from the back/right of the Noah ‘Bud’ Ogle Cabin. Be sure not to spill or leave any of the corn kernels on the trail, in the cabin or at the mill. This could attract animals to the area.

Walk to the Mill:

Use caution and common sense during the hike. Refer to the safety information page at the beginning of this packet to review if necessary. Do not allow students to walk too close to the creek. Remind students that these cabins are protected by federal law. Vandalism or other destruction may result in a fine. These buildings are clues to the past that are irreplaceable.

Resources and References

Noah “Bud” Ogle self-guiding trail. Great Smoky Mountains Association.

WALK TO THE TUB MILL (CONTINUED)

At the Mill:

Tub mills are best suited to streams of low volume and high velocity. Discuss with the students what those terms mean. The mills were small and stood high on a bank with 2 legs in the ground and two in the water. Often times the children would play in the creek while the adults did the work of grinding corn. The horizontal turbine wheel was made from a solid block of hemlock, white pine or tulip tree. “vanes” were carved to catch the water which flowed forcefully enough to cause it to turn, thus turning the shaft on which the grinding stones were located.

Ask students why the Ogle’s would have wanted to take their corn to the mill. (cornbread, grits, mush) In the Smokies, single family “tub mills” were numerous but could grind only about a bushel of corn per day. Families who could build their own tub mill did not have to travel far to other larger milling operations where the town miller kept a portion of your corn meal as payments for grinding your corn at his mill. Some of Noah ‘Bud’ Ogle’s neighbors likely used this mill and would have paid them one gallon of corn for every bushel of corn they ground. (There are 8 dry gallons in a 1 bushel.)

Soft wood was preferred over hard wood in the construction of the turbine wheel because over time the soft wood was embedded with fine grains of sand and pebbles, coating the wood with a suit of rock-armor, making it more durable.

Preparing the grinding stones was a job done by a skilled worker. “Dressing” the stones meant carving the stones to properly effectively grind the corn. If you used the mill frequently, you would need to dress the stones again each year. (this is similar to sharpening your kitchen knives once a year to keep them sharp!)

This stream called “Mill Creek” flows into the Little Pigeon River towards today’s downtown Gatlinburg. In the time of Noah Ogle, there were 14 other tub mills located along the creek.

Wrap -Up

Allow the students to carefully view the inside of the tub mill. Do not leave any corn kernels or other food at the mill. Students can also see the water turning the wheel underneath the mill. Hike back to the Ogle cabin along the same path you have already traveled.

ON-SITE ACTIVITY

GAME TIME!

Duration: 30 minutes or more

Class Size: any

Materials: Various old time games and toys (i.e. marbles, clothespins and can, corn cob “arrows”, corn shucks and string for doll making, wood toys etc.)

Set-up:

While students are eating lunch at selected spot (Mynatt park or other location), adults can set up several game stations. A few games are described below, but other ideas can be gathered from the resources listed in the reference section. If time runs short, games can be played upon return to school.

Marbles

There are many games using marbles, some are very old. They break down into two types - ones in which you try to knock your opponent’s marbles with your own (and so win them) and ones in which you try to hit a target, i.e. roll your marble through a hoop or into a hole. There were a couple of variables on shooting style. Some people would “pinch” the marble between the thumb and upper part of the forefinger, but most “pushed” out the marble from a curled index finger with their thumbnail portion of their thumb - like flipping a coin.

Marbles Variation 1:

A relatively smooth playing field is required, usually on dirt. A small hole is made in the center of the playing area. Each player puts in a marble, and they are randomly scattered around the playing field. Each player uses a large marble (called a shooter) to try to knock the other marbles into the hole (much like billiards). Players take turns shooting, and if a player knocks a marble into the hole with his/her shot, they get to keep the marble they knocked in and shoot again.

Marbles Variation 2:

Draw a circle about 18” wide. Put all the marbles,

except for your shooter, in the center of the circle. Place your hand on the ground just at, but not over, the edge of the circle and shoot your “shooter” marble at the marbles inside of the ring trying to knock them out of the ring. If you get one out and your “shooter” stayed in, you can shoot again. You must next shoot from the spot that your marble stopped at, much like pool. When you fail to get a marble out of the ring the next player shoots. The player who shoots the most marbles out of the circle wins.

Clothespin Drop

A child stands over a can without bending forward and drops a clothespin into it. Each time a clothespin lands in the can the child takes a step backward to see how far they can move away from the jar and still toss a clothespin in the can. The child with the largest distance wins.

Corn Cob Arrows

Students throw dried corn cobs (with kernels removed) with the shucks attached (but peeled back like feathers), at distances into a bucket or coffee can.

Bean Bag Toss

Dried corn kernels can be sewn into small bags. These “bean bags” can be tossed from hand to hand or into a target hole cut out of a piece of board and tilted back against a tree or bush.

Jacks

The player scatters the jacks on the ground. He throws the ball in the air, picks up one of the jacks with his throwing hand, and catches the ball with the same hand after it has bounced once on the ground. He puts the jack he has picked up to his other hand. The player then repeats the procedure until he has picked up all the individual jacks. If the player successfully retrieves all the jacks singly, he scatters them again and picks them up in twos. If he successfully picks up all the jacks in twos, he goes

ON-SITE ACTIVITY

GAME TIME! CONTINUED

on to retrieve them by threes, fours, etc... up to the maximum number of jacks available. The player may use any throw to adjust the position of the jacks on the ground without losing his turn, providing that he uses his throwing hand to move the jacks, and catches the ball with the same hand after its first bounce.

Corn Shuck Dolls

Dried corn shucks (purchased from a grocer or gathered from a farm) can be soaked in water to soften them. To make a basic doll, follow these steps:

1. Using the softened shucks, roll one shuck up and use two pieces of sting to “tie” hands on both ends.
2. Fold another shuck over and tie off a “head” on the folded end.
3. Slide the “arm” shuck from step one under the string that was used to tie the head.
4. Use another piece of string to tie off a “waist”.
5. Finally, spread out the bottom loose ends of the folded shuck to create a dress, or split it down the middle and tie off “feet” to make legs.
6. Keep the shucks wet to pose them into a position so that when they dry they will hold that shape.

Jump Rope

Down by the river, down by the sea,
Johnny broke a bottle and blamed it on me.
I told ma, ma told pa,
Johnny got a spanking so ha ha ha.
How many spankings did Johnny get?
(Count jumps until the jumper trips)
Down in the valley where the green grass grows,
There sat (jumper) pretty as a rose.
Up came (a boy in the class) who kissed her on the cheek.
How many kisses did she get that week?
(Count jumps until the jumper trips)

Thimbler

Everyone sits in a big circle except an “it” which sits in the middle, and the “thimbler”.
The thimbler conceals a thimble in his hands, and

goes to each person in the circle pretending to drop the thimble into their hands.

To each person he says “Take all that I give you.”
After he has visited each person in the circle, the thimbler sits down, having given the thimble to one person in the circle.

The “it” will then point to the person he believes to have the thimble
and says “Rise Up, Thimbler!”
The real thimbler then stands up. If the “it” guessed correctly, he gets out of the middle, otherwise the game begins a gain with the new thimbler.

Drop the Handkerchief

Drop the Handkerchief is similar to Duck-Duck-Goose. Form a circle of players facing each other. The person that is “it” will go around on the outside of the circle. The person that is “it” will drop a handkerchief behind one of the other players. The person that drops the handkerchief will race around the circle in hopes they won’t get caught by the person the handkerchief was dropped behind. The people around the circle have to keep checking to see if the handkerchief was dropped behind them. The person where the handkerchief was dropped picks up the handkerchief and chases after the person. The first one to sit in the empty spot wins. The one who loses will be “it” next.

Resources and References

Page, Linda G and Smith, Hilton, eds. Appalachian Toys and Games. New York: Dutton, 1985.

POST-SITE ACTIVITY

SAVING HISTORY/ SERVICE LEARNING EXTENSION

Duration: 30 minutes

Class Size: any

Materials: donated materials for local clean up events

Great Smoky Mountains National Park is responsible for protecting historic structures, like the Noah “Bud” Ogle home place. Over time, weather and natural events can alter the look of this and other buildings within the National Park. Vandalism by people- the illegal act of writing, carving or otherwise defacing these buildings can also change the look of these special places.

Park Rangers continually inspect these buildings and make repairs using tools and techniques which match those that were used during the original construction of the home in the 1800’s. Park volunteers and students have even spent time cleaning the walls of some of its vandalism. If no action is taken to repair or maintain these buildings, they will eventually succumb to the forces of nature and will collapse or otherwise be ruined forever.

Teachers and students who are interested in volunteering to clean the vandalism from this or other buildings may contact the park volunteer coordinator at 865-436-1265. Note: You must contact the park before volunteering.

Another option for classes is to contact their local police station or city government to find areas near to your school to remove vandalism. Students may wish to contact their city garage or a local hardware store for donations of paint, gloves or trash bags to improve public places.

POST-SITE ACTIVITY

EXPLORE YOUR NATIONAL PARKS

Duration: 30 minutes

Class Size: any

Materials: internet access

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 become a web ranger for the National Park Service, got to:
www.nps.gov/webrangers

To become a Junior Park Ranger at Great Smoky Mountains National Park or other parks, go to:
www.nps.gov/learn/juniorranger.htm

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://wwwParkTraining.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 1500 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, NEH, National Gallery of Art, National Park Service, Smithsonian, NSF, and NASA. Go to:
<http://www.free.ed.gov/>

APPENDIX A

PARK ESSENTIALS TO KNOW BEFORE YOU GO

Traffic and Travel Tips

Restrictions on Large Vehicles

Trailers, RVs, and buses are prohibited on some secondary roads in the park, including Balsam Mountain Road, Greenbrier Road past the ranger station, Heintooga Ridge Road, Rich Mountain Road, Roaring Fork Motor Nature Trail, and the road exiting the park at Metcalf Bottoms Picnic Area. Caution is also advised when traveling on Little River Road between the Townsend entrance to the park and Elkmont Campground, and on the road leading into Cataloochee Valley.

Overheated Engines and Brakes

When traveling uphill on hot days, watch your engine temperature carefully to make sure it is not overheating. If overheating occurs, stop at a pullout to allow your vehicle to cool down before continuing. When driving downhill on steep mountain roads, it is important that you shift to a lower gear to use the braking power of your engine to prevent your brakes from overheating and failing. If your vehicle has an automatic transmission, use “L” or “2.” (Overheated brakes smoke and give off an acrid smell.) Keep an extra cushion of distance between you and the vehicle in front of you as protection against sudden stops.

Avoid Collisions with Animals

Watch for animals crossing roads, especially at night. Scores of bears and other animals are killed by motorists every year. Following posted speed limits will reduce your chances of hitting wildlife.

Use Pullouts if Driving Slowly

As a courtesy to other park visitors, slow moving vehicles should use pullouts to let other cars pass. Pullouts are located every mile or so on most park roads.

Gas Stations

There are no gas stations or other related services available in the park. Complete services are available in Cherokee, NC, Gatlinburg, TN, and Townsend, TN.

Emergency Number

In the event of an emergency, call 911. For non-emergency calls to park headquarters, dial (865) 436-1200.

Pets

Dogs are allowed in campgrounds, picnic areas, and along roads, but must be kept on a leash at all times. The leash must not exceed 6 feet in length. Dogs are only allowed on two short walking paths—the Gatlinburg Trail and the Oconaluftee River Trail. Pets are not allowed on any other park trails. Pet excrement must be immediately collected by the pet handler and disposed of in a trash receptacle. Pets should not be left unattended in vehicles or RVs. Large national parks that have extensive backcountry areas as a rule do not allow dogs on trails. These include parks such as Yellowstone, Yosemite, Grand Canyon, Glacier, Rocky Mountains, and several others. Great Smoky Mountains National Park has prohibited dogs in the backcountry since the park was first established in the 1930's.

Hiking Safety

You are responsible for your own safety! Travel in Great Smoky Mountains backcountry areas has inherent risks and hikers assume complete responsibility for their own safety. Rescue is not a certainty! Carry a current park trail map and know how to read it.

- Carry 2 small flashlights or headlamps—even on a day hike. If you have trouble on the trail, darkness may fall before you can finish your hike.

Take adequate water—minimum 2 quarts per person

APPENDIX A CONTINUED

PARK ESSENTIALS TO KNOW BEFORE YOU GO

per day. All water obtained from the backcountry should be treated either by filtering or boiling.

- Carry a small first aid kit.
- Check the current weather forecast and be prepared for quickly changing conditions.
- Wear shoes or boots that provide good ankle support.
- Avoid hypothermia (the dangerous lowering of body temperature) by keeping dry. Avoid cotton clothing. Dress in layers that can be easily removed or added as you heat up or cool down. Always carry a wind-resistant jacket and rain gear—even on sunny days!
- Don't attempt to cross rain-swollen streams; they will recede rapidly after precipitation stops and the wait may save your life! When crossing any stream more than ankle-deep: unbuckle the waist strap of your pack, wear shoes, and use a staff to steady yourself.

Ice and Wet Leaves

In winter, most trails at high elevation will be covered with ice. Use crampons or other traction devices for your boots. In autumn, loose, slick leaves on the trail cause many hikers to fracture their ankles. Be certain to wear ankle supporting boots.

Safety Around Wildlife

•Encounters With Bears

Bears in the park are wild and their behavior is unpredictable. Although extremely rare, attacks on humans have occurred, inflicting serious injuries and death. Treat bear encounters with extreme caution.

•Venomous Snakes

Two species of poisonous snakes live in the Smokies, the northern copperhead and timber rattlesnake. Although very few snake bites occur here, visitors should be cautious where they place their hands and feet, especially around old buildings and stone fences. No fatalities from snakebites have ever been recorded in the park.

•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. Avoid perfume, powder, and scented deodorants which may attract yellow jackets. Stings cause local swelling and can lead to severe allergic reactions in a few sensitive individuals. Such persons should carry epinephrine kits.

•Poison Ivy

Please be aware of the presence of Poison Ivy throughout the park, particularly in the spring, summer and fall. 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, stay on trails and avoid direct contact with vegetation. If contact occurs or is a concern, wash affected parts in cold soapy water immediately.

APPENDIX B

WHAT TO CARRY/ HOW TO PACK FOR YOUR TRIP

The following information is recommended to assist students in packing for their trip. From experience it has been found that students will often bring too many items on a class trip, or not enough of the right items. You may wish to include this with permission slip information for parents.

For the Noah “Bud” Ogle trip,

Students should wear:

- Sturdy walking shoes. Hiking boots are not necessary, but flip flops or slip on shoes are not appropriate for the walking portion of this trip.
- Long pants are suggested any time you visit the National Park. This is the best precaution against cool temperatures, bee stings and ticks.

Students should bring:

A lunch which includes water to drink, and healthy meal to provide them with energy for extended periods of walking and learning. These lunches will be packed and kept on the bus until lunchtime.

Other reminders:

Students will not need anything except the materials that the teacher provides. iPods or other electronic devices (if permitted on the bus) should not be brought off the bus during any part of the program.

- Cameras are recommended to preserve memories of the trip and to share with family members.

APPENDIX C

RESOURCES AND REFERENCES

Dykeman, Wilma and Stokely, J. Highland Homeland The People of the Great Smokies. Washington, DC: National Park Service, 1978.

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Russell, Gladys Trentham. It Happened in the Smokies; Alcoa, TN. Gladys Trentham Russell, 1988.

Smith, Mary B. In the Shadow of the White Rock. North Carolina: Minors, 1979.