

THEME: Culture

GRADE LEVEL: Fourth

Best Time to Plan Trip: Fall/Spring

UNIT RATIONALE

Cades Cove is a showcase for some of the most inspiring natural and cultural treasures that the Southern Appalachian Mountains have to offer. Native Americans were the first to visit the Cove, hunting and traversing many miles of trails in and out of the valley. The first people of European descent settled in Cades Cove around 1818 -1819. Throughout the 19th century and into the early 20th century, a community of churches, schools, mills, and general stores flourished. With the establishment of Great Smoky Mountains National Park in 1934, most Cove families left their homes. Many home sites, outbuildings, and a working grist mill have been preserved.

While participating in the program, students will experience a few aspects of rural life over 100 years ago, and will become better aware of some of the differences and similarities between their lives and those of their ancestors. We want students to leave the experience with a feeling of pride for their accomplishments, a greater understanding of their heritage, and a sense of stewardship for natural and cultural resources.

STATE CURRICULUM STANDARDS: TENNESSEE (FOURTH GRADE)

SOCIAL STUDIES

Culture

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.

4.1.01 Understand the diversity of human cultures.

4.1.04 Understand the contributions of individuals and people of various ethnic, racial, religious and socio-economic groups to Tennessee

Economics

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money and policy making versus decision making,

4.2.01 Describe the potential costs and benefits of personal economic choices in a market economy

4.2.03 Understand fundamental economic concepts.

4.2.04 Understand the development of economics within Tennessee and early America.

Geography

Geography enables the students to see, understand and appreciate the web of relationships between people, places and environments. Students will use the knowledge, skills and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

4.3.04 Understand the geographic factors that determined the locations of and patterns of settlements in Tennessee.

History

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

4.5.12 Identify major events, people and patterns in Tennessee



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PLANNING A SUCCESSFUL TRIP CABLE MILL IN CADES COVE



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

Morning:

- Arrive at Cable Mill in Cades Cove and use restroom
- Welcome and introduction by park staff; divide into three groups
- Participate in Activities
- Lunch and restroom break
- Participate in Activities
- Final discussion
- Depart from Cable Mill

Planning a Successful Trip

- Check the weather before you go. Lunch may NOT be eaten inside of the historic buildings.
- School buses can park at the program site.
- The maximum number of students for this trip is 50. One adult chaperone is required for every eight students.
- Students may leave their lunches on the bus. Teachers and chaperones should bring picnic blankets for the students to sit on. All trash must be carried back to school. NEVER leave food unattended.
- Restrooms and seasonal water fountains are available. Groups should bring their own drinks with tops, no cans.
- A teacher or responsible chaperone will be responsible for directing the Cable mill bartering activity and tour of the historical buildings.
- Classes are expected to arrive as close to their scheduled starting time as possible.
- Safety is a major concern. **Because of the open fires in the blacksmithing and other activities, shorts, sleeveless shirts, sandals or other open-toe shoes should NOT be worn.** Students wear leather aprons, goggles, and gloves while working in the blacksmith shop (these are provided by the national park.)



PLANNING A SUCCESSFUL TRIP CONTINUED

CABLE MILL IN CADES COVE



- Although national park staff will be on-site with your class during the program, you provide the classroom preparation and one of the on-site activities are conducted by you or an adult helper who accompanies your class. Please read this following lesson plan carefully to familiarize yourself with the program requirements, especially if you are a first time participant. Please photocopy any information that your adult helpers may need for their participation in the program.
- To insure that students are prepared for the on-site activities, the lesson plan includes several concepts for you to introduce to your class before their visit to the Cable Mill. Undertaking a program like this requires organization and preparation. We want your visit to be as successful as possible.
- One of the goals of the Cable Mill classroom program is for students to experience a few aspects of rural life around 1900. As part of this effort, the program tries to maintain an historic atmosphere. The buildings in which the students work are historic structures that are preserved and protected by the national park. Some park staff also wear clothing like that worn on farms 100 years ago to help convey a sense of place and time that is different from the present.
- The class and students should provide the following supplies on the day of the Cable Mill:
 - Lunches provided by the school or brought by the students.
 - Ice chests (if needed for storing perishable food).
 - Jackets and additional clothing in case of cool and/or rainy weather.
 - Masking tape and felt-tip marker for marking the student's dinner bells made in the blacksmith shop.
 - Box to store the dinner bells in until the class returns to school.
 - Items such as radios, ipods, knives, electronic games are not permitted.



SAFETY CONSIDERATIONS AND OTHER IMPORTANT INFORMATION



- 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



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 charged with 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.

Cades Cove Description:

Cades Cove is the largest valley in Great Smoky Mountains National Park. The area had been inhabited by Cherokee Indians prior to the arrival of the first European settlers, John and Lucretia Oliver, around 1819. Elijah Oliver, son of the Oliver's, lived on a farmstead with his wife and their five children until his death in 1905. A thriving community grew from one family to over 100 families by the 1850's. Cades Cove at one time boasted four churches, five schools, four stores, five overshot wheel grist mills, telephone lines, and a population of almost 700 people.



PRE-SITE ACTIVITY

CABLE MILL CONCEPTS



Grade Level: Fourth

Subject Area: History

Activity time: 30 minutes

Setting: Indoors

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

Objectives:

- 1) Describe ways people used, modified and adapted to the physical environment.
- 2) Name the local American Indian tribe.
- 3) List three similarities and difference among people in Tennessee, past and present.
- 4) Describe traditional craft forms in Tennessee
- 5) Describe the cultural characteristics of the region
- 6) Describe changes in ways of living over time.
- 7) Identify the advantages and disadvantages of technology in their lives.

Materials: information from the following two pages

Background:

Blacksmithing = Concepts to Introduce to the Class

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.

Although towns and communities often had blacksmiths who worked at the trade professionally, a farm blacksmith shop allowed a farmer to make or repair some of the tools and household items the family might use. 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 was often used over and over again for different items until it finally wore out. Iron could also be bought or traded for when the family went to town to purchase items they could not produce on the farm.

Just Fiddlin' Around = Concepts to Introduce to the Class

Many of the families who came to the Great Smoky Mountains, and Cades Cove, descended from people from the British Isles. A large number came from England, Scotland, and Ireland. Others came from Germany and France. A few families in the mountains owned slaves, who descended from families in Africa.

All of these ethnic groups played a role in the development of mountain communities like Cades Cove. As different as they were, they all had a common love—music. As people migrated from the north and east and settled in the Smoky Mountains, they brought few items with them. Perhaps a broad ax to hew logs for a house, some items to cook with, and a few special

heirlooms handed down through the family. The rough and rugged travel down the early roads prevented families from packing and moving unnecessary belongings. Because of this, many families had no musical instruments, and made music with the most basic instrument they had—the voice. Early songs that migrated to the Southern Appalachians were from the British Isles, and were “story songs,” or ballads. Many of them told of events that happened in a town, and was a form of passing the stories around a region. As the songs endured the journey to the new world, they retained many of their original tunes and words, but oftentimes the song changed. As the song was passed down through the generations, some folks would “misremember” the song and add or change words or melodies as they liked. Students will participate in singing an old traditional ballad, in the same context as it was passed down from parent to child.

Musical instruments were often hand-made, until mail order service came to the mountains. Gourds lent themselves to crude fiddles, banjos, and dulcimers. Cigar boxes were a common item carved into fiddles and banjos. In the Smoky Mountains, the fiddle was the most popular instrument, until the banjo became more widely known by the mid- to late-1800s (in the mountains as compared to the urban areas).

Cable Mill and the Importance of Corn

Although there were teachers, store keepers, preachers, millers, blacksmiths, coopers, and other com-



PRE-SITE ACTIVITY CONTINUED

CABLE MILL CONCEPTS



munity members who had occupations, most people who lived in Cades Cove were farmers.

Corn was the most important crop in the Southern Appalachian Mountains. It was eaten off the ear, called “roastin’ ears,” was made into grits, bread (often in the form of “corn pones” or “corn dodgers” depending on the shape, as well as “gritted bread”), and hominy. Animals were fed corn, either in its dried form, or fed the leaves or “fodder” that was pulled off the stalks. The dried corn was taken to the grist mill, to be ground into corn meal, used to make grits or bread.

Never ones to waste anything, the mountain people didn’t throw away the corn cobs, but used them to start fires in the fireplaces, as torches for light, and even in their outhouses or early bathrooms! The corn shucks were woven or braided to make chair bottoms and mats, and mountain children used the shucks to make dolls to play with. No other vegetable was used by Cove families as much as corn, and the grist mill was often the social center of the community.

The John Cable Grist Mill was built around 1870, and is powered by an overshot wheel that turns by water power. In its early days, the grist mill also used water to power a saw that sawed logs into lumber for homes and other buildings. This was a technological advance, and allowed people to build homes out of sawn lumber instead of logs. In fact, many people modernized their existing log homes, by adding sawn lumber planks to the outside of their log houses, or by adding rooms made of planks.

Most mountain communities had a grist mill, and Saturdays were the day folks took their corn to the mill to be ground. As people lined up outside the mill to wait their turn, they caught up on the local news, traded knives or tales, and kids played games with each other. Since farming took up most of the family’s time, their only time to visit with other community members might be on Sundays at church or on Saturdays at the mill.

Cash money was hard to come by, and many people traded things they grew on their farm for things they wanted to buy. This type of trading is called bartering. A basket of eggs or a container of butter could be traded for a bag of corn meal. Often, the miller would take some of the corn meal he had ground for his customers, and use it for himself. The common amount he would take was 1/8th of the amount he ground for each customer. When farmers harvested their large corn crop, neighbors came over to help with the work. As a reward for helping to shuck the corn, a red ear of corn was placed in the bottom of the pile of corn to be shucked. The lucky finder of the red ear could kiss the girl or boy of their choice!

Native Americans had grown corn for many years before the white people settled in the Smoky Mountains, but many of them used simple tools and not grist mills, to grind their corn. Corn was one of the three most important vegetables to the Cherokee, along with squash and beans, and, together, they were known as “the three sisters.” Corn played an important role in many Cherokee ceremonies, just as it did in one traditional mountain social gathering, called a “corn shucking.”



ON-SITE ACTIVITY

PARK RANGER DIRECTED LESSONS



Grade Level: Fourth

Subject Area: History

Activity time: 4 hours
(including a lunch break)

Setting: Outdoors in the park

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

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.
- Ballads: Poems that tell a story, a way of passing music down orally, from one generation to another.
- 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.

- Forge: A place or workshop where iron is worked by heating and hammering it.

Objectives:

- 1) Describe ways people used, modified and adapted to the physical environment.
- 2) Describe the similarities and difference among people in Tennessee, 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

Background:

The heart of the Parks as Classrooms program at the Cable Mill is the three activities. During these activities, students get a brief glimpse of day-to-day living in the past by working with iron in the blacksmith shop, bartering in the grist mill and making music. Before coming to the Cable Mill program, teachers should divide the class into three groups. Group size should be as even as possible. Students work together in these small groups for the entire day, so teachers should consider personalities and abilities when assigning groups. Teachers often designate groups by a number or name and many classes wear name tags.

Each class must be accompanied by at least two (2) adult helpers in addition to the teacher. These can be school staff, parents, or volunteers. The adults help supervise the students, direct the

mill activity, assist with the music activity and blacksmithing.

Blacksmithing: Students work with a national park staff member and chaperone in the blacksmith shop to learn how blacksmithing skills were used in farm work. The shop is fairly typical of those found on some farms in the past. It is a simple structure that met the needs of the farmer who did occasional blacksmithing. The openings between the logs let light in and allowed smoke from the fire to escape.

The blacksmith shop is small, so it can be crowded even with a limited number of students. Safety is a major concern and safety rules are explained before the activity begins. Safety concerns include heavy tools, fire, metal with sharp edges, and iron heated to 2000 degrees. Due to safety concerns students should not wear shorts, sleeveless shirts or sandals. Safety equipment for the students includes goggles, leather aprons, and leather gloves.

Each student makes a small triangle-shaped dinner bell and its ringer by heating, bending, and hammering the iron. After students finish, the ringer is attached to the bell with masking tape and their name is written on the masking tape. The bells are stored in a box and given to the students after they return to school. The class should bring masking tape and a marking pen to mark the bells as well as a box to store the bells until the class returns to school.





Music Activity: During the music activity, students will participate in making music, similar to the way mountain families did—learning tunes and making up verses, passing down the music as it was through the generations. Simple or hand-made instruments will be provided to the students to help them play along with the music (spoons, tambourines, washboards, etc.).

This activity will help students compare how people from different cultures thought about social events and conditions. Students will also be able to understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee. They will be able to identify customs, celebrations, and traditions of various cultures in early Tennessee. The students will be able to identify various racial and ethnic groups in Tennessee at the founding of and subsequent to statehood, such as the Cherokee, African, English, Scottish, French, and American-born pioneers. Students will also be able to compare and contrast different stories and accounts (through music and ballads) about past events, people, places, or situations, identifying how they contribute to our understanding of the past.

Cable Grist Mill: During this teacher-led activity, the students will visit the Cable Mill and talk with the miller on duty. The miller will discuss his occupation and his role in the community. He will also describe the process of milling, demonstrating the machinery, the mill stones, and the types of corn meal that could be produced, depending on the customers' preference. He will also answer any questions the students have about milling.

The students will then have an opportunity to barter with the miller, and trade some items they have for corn meal. The teacher will discuss the concept of supply and demand, and recreate scenarios to illustrate the outcomes of a shortage of corn (lower supply and higher demand, meaning more items needed to trade for the meal, or, more cash if available) vs. an overabundance of corn (more plentiful supply and lower demand, meaning less bartering items or cash needed to buy the same amount of meal). Students will also learn the importance of geographical features in an area that dictated patterns of settlement.

After the bartering activity, and the visit to the gristmill, students will then have an opportunity to walk to other historic buildings on the grounds: the Aunt Becky Cable house, meathouse, cantilever corn crib, drive-through barn, cantilever barn, and blacksmith shop. This will provide a chance for teacher and students to discuss the importance of these buildings on a farm, and in the community.

ON-SITE ACTIVITY

TEACHER/CHAPERONE DIRECTED LESSONS



GRIST MILL/BARTERING ACTIVITY

Teacher or adult, read to students:

We are here inside the John Cable grist mill. A grist mill is a machine that grinds dried corn into corn meal that can be made into corn bread. Older mills, like this one, used water power to make the water wheel rotate, which caused the large, heavy mill stones to turn and grind the corn into meal. Newer mills used steam power and present-day mills use electricity for power. The miller will explain more in a minute, about how the Cable Mill grinds corn into corn meal. Mr. Cable and his family were of German descent, like a lot of people who settled in the Smoky Mountains. Other nationalities of European settlers included the English, Irish, Scots-Irish, and French. The Cables came to Cades Cove in the mid-1800s, and he built this mill about 1868. He was a farmer and worked as a miller part-time. The mill was open on certain days, and if folks came to the mill on other days, they would ring the bell to call Mr. Cable to the mill. (The bell was located in front of the mill, near the entrance to the foot bridge)

This is just one of many buildings that have been preserved inside Great Smoky Mountains National Park. These historic buildings are like “living artifacts” that help us learn how people lived in the past.

To the Miller:

Let’s say hello to the miller! Mr. Miller, we have come today to get some corn meal to make corn bread. We came today, because it is Saturday, and we know that Saturdays were the days most mills were open in the mountain communities. There are a lot of other people here today, so we know we must wait our “turn,” to get our corn ground, and that you can tell us more in a minute about how that expression, “wait your turn,” came to be.

Although we need our corn meal, we don’t have cash money to pay for it today. We are farmers and don’t work jobs that pay money. But, we did bring some things to trade with you for our corn meal. This is also called “bartering.” We have bartered at the general store for things we needed, and couldn’t grow or make, like sugar, coffee, salt, and shoes.

We brought you a homemade basket we can barter with you. We also brought a tool we made in our blacksmith shop, a fire poker that you can use on cold days, to punch up your fire and heat up your mill. Can we barter these for our corn meal? We were going to bring you some eggs too, but our hen was under the weather and didn’t lay her eggs this morning. Maybe next time.

If we didn’t have anything to barter for our corn meal, is there another way we could pay you for it? We heard that you might be willing to take a portion of the corn meal that you grind for us as a payment—is this true? Can you tell us about this?

At school, our teachers have taught us about something called “supply and demand.” Best we can figure, when someone has a lot of something—a large supply—say, of corn meal, the price of the corn meal should be cheaper, because it isn’t scarce and there is plenty to go around. Is this correct?

We also learned about “demand,” and when a product, like corn meal, is scarce, the price can go up. This is because people want or “demand” it, but there isn’t a lot of it on hand. Does this ever happen here at the mill?

I know you grind corn that people bring to you, but you also grind corn and bag it up for people to buy, if they’re not able to grow their own corn. So we can see where the laws of supply and demand can even affect your business here at the mill! I sure hope you have a good supply of corn meal today and the price hasn’t gone up! If it has, we’ll have to go back home and make another basket or make another fire poker to pay you with!



GRIST MILL/BARTERING ACTIVITY CONTINUED



I think we understand now how supply and demand works here in Cades Cove. If the corn crop doesn't do too good one year, for instance, during a drought, and you don't have as much corn to make into corn meal, that would make the supply less, and the price would go up. Well, if the opposite happens, and there is a good corn crop, and a good supply of corn meal to sell, that would make it cheaper, right?

To the Students:

Students, we just learned about how people bartered for things they could not otherwise buy if they had no cash money. If you had nothing to barter, the miller took a portion of the corn meal as payment. We still barter for things today. I bet some of us have traded (or bartered) with our friends. Can you think of an example? Have you ever traded one toy for another one, or traded part of your lunch with a buddy at school? Then you have bartered!

We also learned how supply and demand can affect how easy or hard it is to get products, and how the price of these products can go up or down. We hear a lot these days about our economy. Who knew that back in the "good old days" the economy was important too!

To the Miller:

Mr. Miller, we have a few minutes left. Can you tell us how the mill works?

Teacher/Adult Note:

This activity ends when the miller is finished (should be within the 45 minute time frame). The teacher/adult walks the students to the next activity in the rotation.

** If there is extra time, the teacher/adult may walk the students to the meathouse (located next to the mill), the corn crib, the next building down, and the drive through barn at the end of the path.

Teacher/Adult, read these descriptions to students if you have time to visit the other buildings:

Meathouse - was used to store meat before refrigerators were in use. The meat was smoked or rubbed with salt and spices to keep insects and bacteria from causing it to ruin. People would hang the meat up and go out and cut off a piece as needed, to cook for a meal. Pork was the most common meat that mountain families ate. What animal does pork come from?

Corn crib - was a common building on mountain farms, that stored the corn until it was taken to the grist mill. When farmers picked the ears of corn off the stalks, they loaded it onto their wagons and carried it to the corn crib. This corn crib has a part of the roof that will open up. The farmer pulled the wagon under the roof, opened the roof up, and threw the corn into the building. The door in the front wasn't used to put corn in, but to take corn out, when it was time to take it to the mill.

Drive-through barn - was one of many types of barns seen in the southern Appalachians. The opening in the middle of the barn is large enough for the farmer to drive his wagon into, and allow him to toss hay up into the loft. Another type of barn, the cantilever barn, is in the mill area, between the blacksmith shop and the Cable Mill. The sides of the upper floor of this barn hang over the lower floor, to give more room in the loft. These barns are not very common, except in east Tennessee.



POST-SITE ACTIVITY

TELL A STORY - DIGITAL STORYTELLING ACTIVITY



Grade Level: Fourth

Subject Area: History

Activity time: unlimited

Setting: Indoors

Skills: Collecting information, Communicating, Comparing, Connecting, Creating a Complex Project, Describing, Editing Content, Formulating Questions, Gathering information, Interviewing, Listening, Planning, Presenting, Recording Data, Reporting, Utilizing Technology, Visualizing.

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:

Students will compile digital photos, write (and possibly record) a narrative and create a digital movie or PowerPoint, using school computers and available software. They can:

- 1) Present a family history using a family interview and photos and artifacts collected.
- 2) If unable to create a family history, students can create a Digital Story about their Cades Cove visit, and focus on one of the topics covered that day. These students might be allowed to take some photos during their visit for use in their story.

Materials:

- Interview worksheets (provided)

Background:

Students learned how families lived in the 1890s after visiting the Cable Mill. 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:

- 1) **Research & Write a Narrative:** After interviewing a family member (or taking notes on their Cades Cove visit), students can write a narrative about their topic, approximately one to one and a half pages long. Pass out the “Digital Storytelling Project” and “Digital Story Planning Sheet”
- 2) **Computer Lab Setup:** To prepare, create individual folders in the school’s shared drive for students to store their digital information. Encourage the school technology staff to help students with navigating to this site.
- 3) **Photos:** Students can scan provided family photos, upload pictures taken on their fieldtrip, or obtain photographs from the Great Smoky Mountains National Park archives, currently found at: www.talkingtrails.wikispaces.com . Follow the links to an online storage of 2,000 photographs as well as research links for specific topics. Photographs are organized by topic or region of the park.
- 4) **Video:** It is not recommended that students include video, due to added complexity. If interviews are videotaped, it is recommended to convert them to audio (mp3 or .wav), or if using video, convert to WMV using Freemake VideoShare software.





5) Record Narration or Create Storyboard: Students with some technology background can record their narratives using USB or headphone microphones, or other recording devices. As an simple alternative, the narrative could be written on the screen, or between segments, and set over a music background.

6) Compile, Edit and Premiere: Using Windows Movie Maker, PowerPoint, iTunes or other software, allow students to compile their research into a short story of 1-3 minutes. (Those with sophisticated skills can incorporate the interview into the presentation.)



Digital Storytelling Project



Choose a Topic: Your topic might be a family history, Cades Cove or about Appalachian or Cherokee culture.

1. My Topic:
2. Research I need to do:

3. I might want to interview... (Ask around your family, neighbors, local diners, senior groups, veterans' organizations, museums, park employees, teachers, churches, etc...)

4. My story takes place where?

5. Images I might look for?

A list of possible historical subjects / topics covered in the fieldtrip:

Cherokee	Schools	Churches	Mills	Barns
Cades Cove	Maps	Chores	Toys	Farms
Blacksmithing	Cabins	Corn	Trading	Crafts
Roads	Bridges	Tools	Weapons	Music

Research & Collect Materials:

Use your interview, your fieldtrip, books and the internet to learn more. Go to www.talkingtrails.wikispaces.com for a link to Great Smoky Mountains National Park historic photos collection. Find 10-20 pictures, or use the pictures from your family interview or fieldtrip!

Write Your Story!

Write a short story of about 1 – 1 ½ pages long. It should have a beginning, middle and end. The story can be non-fictional (about something real) or fictional (made up). If fictional, please base your story on history. (Ex: It might be about farm life from the point of view of a little girl)



POST-SITE ACTIVITY

EXPLORE YOUR NATIONAL PARKS



Grade Level: Fourth

Subject Area: Science

Activity time: 30 minutes

Setting: Indoors

Skills:

Computer skills, research, collecting information, connecting, brainstorming, analyzing, presenting, communicating

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

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

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

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



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

