

Lesson Plan Six
Fourth Grade
Heritage

- 1. Topic:** Heritage of Gatlinburg - Major focus on culture.
A. classroom, 60 minutes

2. Objectives:

Define Heritage

Identify culture in the Southern Appalachian community of Gatlinburg, in the late 1800's to early 1900's.

Focus will be class structure, agriculture, recreation, gender relationships, limitations education.

Understand changes brought by the Pi Beta Phi Fraternity.

Standard: 4.2.4, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.7, 4.3.8, 4.5.4, 4.1.5.

A. Resources: Photos, essays, and timeline from Arrowmont website; maps of Eastern U.S., Eastern Tennessee, Southeast Tennessee, Sevier County, Gatlinburg, World Map; Heartland Series - Volume 4, Volume 6, Volume 11.

B. Vocabulary:

Heritage, Culture, Education, History, Agriculture, Gender, Social/Economic class, Patriarch, Matriarch

3. Pre-Test

4. Instructional Strategies (student activities)

Students will:

Listen as teacher reads definitions of Heritage and the reading of the essay on culture in Southern Appalachia.

View maps of region being studied.

Write down important information in notes or on paper.

Participate in discussion

View pictures used in lesson.

Participate in question and answer session.

5. Evaluation/Assessment:

A. evaluation of student activities:

Teacher observation of participation in discussion and question and answer session.

B. Posttest

6. Enrichment/ Reteaching:

Draw pictures of different homes of different classes

Compare food of southern Appalachian farms to today's diet.

Make comparison of recreational activities from Southern Appalachia that are still alive today.

Make a chart of gender roles in the household. Compare them to today's roles.

Use a local phone book and look up common last names of some of the first families that lived in Gatlinburg. Maples, Huff, Whaley, McCarter, Ogle, Ownby, Trentham, etc.

VOCABULARY

1. Heritage - Elements of tradition passed down from preceding generations, one's ancestors, or past.
2. Culture - customs, language, food, music, clothes, art, homes, holidays, etc.
3. Education - How people obtain or get knowledge. How, when, and where they learn.
4. History - Events of things that have happened in the past, which explain or help us to understand, where we are today or why things are the way they are today.
5. Agriculture - farming, the growing of crops and the raising of livestock.
6. Gender - male and female
7. Social/Economic class - a number of people grouped together because of likenesses in wealth/material possessions or common behaviors/activities.
8. Patriarch - oldest male in the family, father, brother, grandfather, uncle.
9. Matriarch - oldest female in the family, mother, grandmother, sister, aunt

Heritage - Culture - PBP
Fourth Grade Lesson

Heritage - Elements of tradition passed down from preceding generations, one's ancestors, or the past.

Elements of Heritage:

Culture - customs, language, food, music, clothes, art, homes, holidays, etc.

Education - How people obtain or get knowledge. How, when, and where they learn.

History - Events or things that have happened in the past, which explain or help us to understand, where we are today or why things are the way they are today, or how things evolved.

Introduction: We will explore Southern Appalachian culture and focus on social/economic class structure, agriculture, gender relationships, education and recreation, limitations, and the impact of the Pi Beta Phi Fraternity.

(Use maps of Southern Appalachia, East Tennessee, and Gatlinburg to identify the isolated region to be discussed.)

Present students with representative photos from the Arrowmont website.

Location: The area we are going to study about.

Southern Appalachia refers to the four western counties of Maryland; the blue Ridge Valley, and Allegheny Ridge counties of Virginia; all of West Virginia; eastern Tennessee; eastern Kentucky; western North Carolina; the four northwestern counties of south Carolina, northern Georgia; and northeastern Alabama. The southern Appalachia is roughly equivalent in size to Great Britain.

We will focus on the residents of East Tennessee, specifically the mountain ranges of the Unaka or Great smoky Mountains in the isolated, small Southern Appalachian community of Gatlinburg. The region's terrain consists primarily of steep ridges, fertile valleys, shallow, rock-infested rivers, and a variety of soil quality, plant like, mineral resources, and weather patterns.

Social/Economic classes: The people we are going to study about. A class is a number of people grouped together because of likenesses.

Class distinctions were based primarily on the size, location, money and/or material possessions of farm families because they depended on the farm as a way of life to survive. We will call the first group Valley farmers. They owned fertile, flat land in the region's river bottoms along the area now occupied by the modern Gatlinburg Parkway.

Present students with representative photos from the Arrowmont website.

They raised corn, vegetables, hogs, cattle, and chickens for home consumption and when ever possible they sold produce and livestock for money in nearby towns. They were also involved in other profit activities. The head of the household, (the male could be father or grandfather)

owned or had money invested in logging camps (which we will learn about later this year in more detail), general stores, boarding houses, or some other commercial (non-agricultural) venture. He might also serve in the community such as a sheriff's deputy, mailman, or member of the Sevier county School board. They were not really wealthy compared to families in the far off communities of Knoxville, Chattanooga, and Atlanta, but enjoyed a comfortable standard of living.

(Find the three cities on map)

Valley farm homes tended to be multi-story frame dwellings, furnished with store-bought furniture and fineries. They could afford store bought clothes such as suits, dresses, and hat from Knoxville and Sevierville stores.

Present students with representative photos from the Arrowmont website.

The next class we will discuss lived further back in the mountains and were referred to as Cove Farmers because they primarily lived in the coves or hollows of the mountains. They were isolated and had less material wealth such as bought furniture and clothes. They did however enjoy a comfortable standard of living. They consumer or ate practically everything that they grew or raised on their farms. This included corn, hogs, vegetables, etc. They might occasionally trade chickens, eggs, or fresh pork for salt, tools, or other items that were hard to acquire.

(example of barter system) The Cove Farmers who lived by streams could build mills for grinding corn and wheat into flour.

Present students with representative photos from the Arrowmont website.

It is important to point out that the Cove Farmers most closely resembled the stereotypical or common Southern Appalachian mountaineer. **(Refer to the Cades Cove community or the Bud ogle Place the students may have visited)** Their homes were constructed of heavy logs rather than sawed lumber. Roads were little more than narrow, rock-infested footpaths making them unable to support lumber wagons.

Present students with representative photos from the Arrowmont website.

Cove families also lacked the money needed to build frame homes. Homes did not have a lot of furniture. They typically had a few beds, a table, some chairs, and cast-iron cooking utensils. Their clothing was mostly handmade from bolts of store-bought cloth. At this time period, the early 1900's, few families wove their own cloth anymore because cloth was being brought into the communities from the northeast.

The last class we will discuss lived up in the mountains and were referred to as Hill Farmers. Hiss farmers scratched out a living on the sides of mountains where the soil was the poorest and conditions the harshest.

Present students with representative photos from the Arrowmont website.

These families grew crops and raised livestock for themselves, sometimes not having enough. They possessed too little land, much of which was not very fertile, to produce enough nutrition for their large families which often exceeded ten or more members. Hill families depended

heavily on neighbors or their relatives for food, financial support, access to flour mills, and access to beasts of burden. (Mules for plowing). Sometimes the father or older sons would spend part of the year away from the home at lumber camps, earning little money to help the family.

Present students with representative photos from the Arrowmont website.

Their homes were usually made of logs, were small, and their clothing tended to be a hodge-podge or handmade items and cast-offs. (Meaning whatever clothing they could obtain or had-me-downs or clothes others had thrown away.)

Present students with representative photos from the Arrowmont website.

It is easy for us to see the differences of classes of people who lived in the same regions.

Agriculture: The growing of crops and raising of livestock.

The heart and soul of the mountaineers' diet was hog and hominy (corn). They raised enormous quantities of corn for themselves and livestock and derived the majority of their protein from the hogs.

The corn crop required little cultivation and could be grown in the rocky soils and on steep hillsides. As early as 1874 the Tennessee State Agriculture Secretary marveled at the ability of East Tennessee Farmers to raise corn under the most difficult of circumstances such as upon steep slopes. Much of the harvest went to feed the livestock but the families consumed large quantities of the grain as well. There was as many as 40 different ways to prepare corn. Cornmeal served as the family's primary bread-making ingredient and was eaten at most meals. Corn was also used as a bartering tool. Cornhusks and leaves were woven into hats, dolls, mops, and chair bottoms. Some farmers bartered for tools and plows using extra corn and even hired hand who received bushels of corn in exchange for their labor.

(Heartland series Volume 6 Hominy)

Corn was certainly the heart of agriculture while hogs were its soul. Families relied heavily on the hog for their source of protein. Hogs, like corn, required little effort to raise. Hogs are hardy, independent animals, capable of finding their own food and defending themselves and their offspring against predators. Farmers simply turned their herd of hogs out into the forest during the spring and summer allowing them to fatten up on chestnuts, roots, small animals, eggs, carrion, and other naturally occurring foods. They reproduced quickly with the average sow litter of eight to ten piglets. The real work involved with raising hogs came during the late fall. This was hog killing time and was often a community event where multiple families gathered to slaughter and process hogs.

Hogs were killed with a rifle or a sledgehammer to the head and suspended by their back feet to drain the blood.

Then the hog was boiled to loosen the hair. (Children's jobs were to keep water in the kettles and fires under the kettles.

The hair was then scraped off with large knives, the pig cut open and organs removed. It was then left to hang overnight in the cold.

The next day the hog would be carved into hams, loins, and chops, with the lean trimmings processed into sausage.

The meat would then be salted, smoked, and stored away to provide meat during the long winter months.

Almost every part of the hog was used. Fat trimmings were rendered into lard for cooking. Or mixed with wood ashes and made into lye soap. **(Good time to share bars of lye soap with class)**

(Heartland Series Volume 6 Everything But The Squeal and Volume 20 Up On Max Patch, Volume 11 The Smokehouse)

Of course corn and hogs were not the only source of nutrition available to the mountain families. They also raised potatoes, squash, beans, tomatoes, greens, and other garden vegetables and raised sheep for wool and meat, raised cattle for meat and milk, raised chickens and ducks, for food and eggs, used their feathers and down for pillows, mattresses, and warm winter clothes. They gathered wild blueberries, blackberries, ginseng, dandelions, ramps, and other edible plants from the mountain forest. Most grew orchards of apples, peaches, plums and kept beehives for sweet honey. Some sweetened their food with molasses made from sorghum, which they raised, or processed sugarcane into a sweetener. They hunted wild game such as deer, bear, squirrels, and fish.

(Heartland Series Volume 4 Ray's Sweetness)

Present students with representative photos from the Arrowmont website.

Unfortunately the methods farmers used were terribly destructive to the land. The crops were planted year after year in the same place and wore out the soil leading to poor soil and erosion. Soil lost its ability to grow good substantial crops. The hogs and cattle were also destructive by eating underbrush and root systems, trampling sapling trees, and intensifying the effects of erosion. The only hope for correcting these problems was to educate the families on good agricultural practices. Unfortunately the schools in the area were too poorly funded and the mountaineers were too resistant to what they referred to as "book farming". In isolated corners, scratching out a living on these lands grew more difficult. If positive changes were to be made, they would have to come from outside this isolated region.

Gender: Roles of men and women in Southern Appalachia.

Southern Appalachian households were organized with the patriarch making decisions regarding financial and educational matters. The patriarch is the oldest male relative in the household, be it a husband, father, brother, uncle, or grandfather. Women, or the matriarch of the family, were not allowed to vote or hold political office, and sometimes were denied the opportunity to receive even a basic education.

Household tasks were gendered. **(May wish to list these separately on the board)**

Men performed agricultural labor such as clearing and plowing fields, building and repairing farm buildings, making tools, tending livestock, and harvesting crops. They also cut firewood, hunted wild animals, and worked in lumber camps to supplement the family's small income.

Women performed household chores, cooked meals, washed dishes, made and mended clothing, cared for children and elderly relatives, tended vegetable gardens. Those who had a loom might spend time weaving cloth, although few did with store-bought cloth available by this time.

The reality of the gender roles was that the women often, because of necessity, crossed the gender line and performed men's jobs. Women and girls regularly assisted their male relatives with agriculture labor, particularly during the harvest season. In cases where the family patriarch was absent from home or ill it was not uncommon for the matriarch to assume responsibility for the home and farm operations. This, however, could not be said for men. Seldom would men perform tasks that belonged to the women such as caring for children, cooking meals, or mending clothes. A widower with small children might well be forced to engage in these activities for a short time but only until a daughter was old enough to do them or he acquired a new wife.

Education and Recreation: Learning and fun time activities.

Economic status had a large impact on educational opportunities. Valley farm families were wealthier than the cove or hill farm neighbors and did not require all family members to engage in farm labor. So, they were more likely to seek out educational opportunities for their sons and daughters alike. When the Pi Bet Phi Settlement School was established in Gatlinburg, boys and girls were represented in equal numbers and usually well dressed. Cove and hill farm children did not have the advantage of education living far from the schools and because they were needed to work on the farms.

Life in the Southern Appalachians was difficult by any standard, requiring that men, women, and children labor for long hours in an attempt to ensure the family's survival and well being. Yet, they still found time for fun or recreation. Although they lacked the money to purchase toys, Southern Appalachian children more than capable of entertaining themselves.

Examples:

Pig bladders, when cleaned and dried could be inflated and made into crude balloons.

Corn hush dolls could be made a harvest time.

Rock were used for many games and activities. Skipping them across streams, or throwing them at trees, or at other rocks. Seeing who could throw the farthest or who could hit the target.

Children played blind fold games and tag games.

They climbed tree, swam in creeks, fished, and hunted small animals.

Adults were given to recreation as well.

Examples:

Reading newspapers

Visiting neighbors or family

Harp singings

Gathering at the general store (men's activities) to receive haircuts, tell tall tales, or even a true story or two, trade tools, livestock, and caught up on the latest news.

Evenings spent seated on his or her front porch, maybe smoking a pipe.

Playing a banjo, fiddle, or dulcimer or reading the Bible.

Community events where mountain families tended to assist one another in tasks of bringing in crop, corn husking bees, apple peeling, beans to shell and string, molasses to make, hog

killing. These also provided a time for the young and unwed to mingle with one another. Weddings were a welcome excuse to suspend farm work.

With the coming of industry, improved roads and schools to the region, mountaineer's recreational habits fell gradually into line with those families living in other regions of the country. Some of these forms of recreation continued, though, until the mid- 1960's

Limitations: Circumstances preventing something from changing.

Some Southern Appalachian mountaineers had money and were comfortable while others were quite poor, and were stalked constantly by malnutrition, disease, and in some cases, despair. Regardless of their economic status, (wealth or lack of wealth) the people of this geographically isolated region suffered from a number of limitations, particularly a lack of access to high-quality education and medical care which was all but impossible for them to overcome without some sort of outside assistance. Fortunately for the residents of tiny Gatlinburg, Tennessee, that assistance would arrive in 1912 with the founding of the Pi Beta Phi Settlement School.

Pi Beta Phi Fraternity: Organization responsible for establishing a settlement school in Gatlinburg to provide quality education and health care for Southern Appalachian families.

Pi Beta Phi Fraternity was established in 1867 as I.C. Sorosis at Monmouth College in Monmouth, Illinois. It changed its name from I.C. Sorosis to Pi Beta Phi Fraternity in 1888. Pi Beta Phi Fraternity is an organization of women who in the early 1900's were looking for a place in our country where they could build a settlement school and provide quality education for the people there. The Fraternity settled on the small, isolated farming community call Gatlinburg.

Present students with representative photos from the Arrowmont website.

In 1910, they purchased land and by 1912 had established a settlement school where children as far back as ten miles up the mountains could come and live at the school and be provided with good education. The school provided education in the basics but also had shop training, training in forestry, and agriculture husbandry.

Present students with representative photos from the Arrowmont website.

They also brought in modern health care for families of the mountains.

Present students with representative photos from the Arrowmont website.

As Gatlinburg moved into the twentieth century, the Pi Beta Phi School went through many changes and improvements and eventually became part of the Sevier County School System.

Heritage/Culture
Pre/Post Test
Fourth Grade

Name _____

1. What were the major problems facing Southern Appalachian families of all classes?
 - A. recreation and vacations
 - B. weddings and funerals
 - C. education and health care
 - D. sports and games

2. Which class had a more difficult time making a living in Gatlinburg in the early 1900's?
 - A. Valley Farmers
 - B. Cove Farmers
 - C. Hill Farmers
 - D. Tree Farmers

3. Heart and Soul of the farm family diet.
 - A. beans and potatoes
 - B. corn and hogs
 - C. greens and chickens
 - D. deer and berries

4. Which job mainly belonged to the men?
 - A. cutting wood
 - B. tending vegetable gardens
 - C. mending clothes
 - D. weaving cloth

5. Which chores were mainly preformed by women?
 - A. tending livestock
 - B. making tools
 - C. plowing fields
 - D. household chores

6. What part of the pig made a crude balloon to play with?
 - A. Stomach
 - B. bladder
 - C. lung
 - D. heart

7. What was the name of the organization that brought education and health care to Gatlinburg.
 - A. Sevier County School System
 - B. Pi Beta Phi Fraternity
 - C. Education and Health Organization
 - D. Gatlinburg School Administration

8. Elements of tradition passed down from proceeding generations, one's ancestors or the past.

- A. culture
- B. class
- C. gender
- D. heritage

9. Which crop was used to barter with?

- A. corn
- B. potatoes
- C. beans
- D. squash

10. A number of people who are grouped together because of likenesses in wealth/possessions or common behaviors/activities.

- A. gender
- B. patriarch
- C. culture
- D. social/economic class