

Rural Life in North Carolina
Eastern North Carolina Digital Library

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Grade Level: 4th Grade

Main Content Area: Social Studies

Type of Activity: Investigating, reporting and creating settings from digitized artifacts from rural North Carolina. Identifying changes in rural life in North Carolina

Instructional Goal: The students will be able to locate, compare and contrast several different artifacts with modern-day tools and objects. They will also be able to tell the usefulness of those artifacts in the past as well as why those same items would not be needed today. The students will also demonstrate the knowledge of rural life through a dioramic model, creating three separate settings. They will also be able to explain the changes that have taken place over the last 100 years.

Alignment to the North Carolina Standard Course of Study:

English Language Arts

Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

*locating relevant information

*making connections with previous experiences, information, and ideas.

2.07 Determine usefulness of information and ideas consistent with purpose.

Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

4.10 Use technology as a tool to gather, organize, and present information.

Social Studies

Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.

Competency Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.

3.02 Identify people, symbols, events, and documents associated with North Carolina's history.

Competency Goal 7: The learner will recognize how technology influences change within North Carolina.

7.01 Cite examples from North Carolina's history of the impact of technology.

7.02 Analyze the effect of technology on North Carolina's citizens, past and present.

7.03 Explain how technology changed and influenced the movement of people, goods, and ideas over time.

7.04 Analyze the effect of technology on North Carolina citizens today.

7.05 Identify the advantages and disadvantages of technology in the lives of North Carolinians.

Information Skills

Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia) to extend content of resources used.

1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).

1.11 Explore primary and secondary sources.

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.05 Gather information

Computer/Technology Skills

Competency Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

1.01 Identify, discuss, and visually represent ways technology has changed the lives of people in North Carolina. (1)

Competency Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

2.11 Recognize, discuss, and use rubrics to evaluate elements (e.g., content, organization, appropriateness of materials, citations) of multimedia projects/products. (5)

Materials/Resources Needed:

- Eastern North Carolina Digital Library resource: <http://digital.lib.ecu.edu/historyfiction> - The three artifact museum links: The Hope Plantation, The Country Doctor, and The Tobacco Farm Life. The students would need to use this in order to locate the artifacts listed on the worksheets given.
- Copies of the worksheets for each student – Every student will receive a worksheet according to which group he/she is placed.
- Shoeboxes (Dioramas) – 1 for each group. (I would have 3-4 students in each group) These are to be used upon completion of the worksheets and the research indicated on each.
- Materials to be used in the dioramas – sand, sticks, fabric, clay, toothpicks, craft sticks, glue, construction paper, bulletin board paper, etc. These materials will be used to construct dioramas of the three settings for the museums listed. (THESE NEED TO BE COLLECTED PRIOR TO THE BEGINNING OF THE LESSONS)
- Reflection Worksheet – This would wrap-up the activity with a thought provoking question concerning the changes that have taken place from the colonial era until now.
- Rubric – The diorama and presentation to the class will be graded according with a rubric.
- Pencils and computers with Internet access.

Activity Sequence:

This lesson will encompass approximately four 50 minute class periods.

Day 1

Step 1 – (5 minutes) Separate the students into 3 groups in the computer lab, making sure all students (or at least all groups) have access to a computer with Internet access. (I have a class of 22 students. Therefore, I will separate them into 6 groups or 3-4 students each.)

Step 2– (2 minutes) Assign each group to a museum on the digital library website.

Step 3– (2 minutes) There are 3 museums to cover (Each museum will be covered by two groups in my room). Therefore, give each student a handout according to which group they have been assigned. (Each student is responsible for turning in a completed worksheet, even though this is a group effort.)

Step 4– (4 minutes) Direct the students to the website (according to the instructions given above). I would briefly walk them through the website with one example question.

Step 5– (20 minutes) Have each student complete the worksheets using the Internet and the digital library website.

Step 6 – (15 minutes) Once all students have completed the worksheets, I would allow each child to share one artifact with the group. The ideal set-up would be that I would manipulate one main computer at the front of the room that was hooked up to a projector that would allow the students to see each artifact being presented. I would scroll to each artifact as the student discussed the artifact. If no projector is provided, have each group look on as the artifact is discussed.

Step 7 – (2 minutes) Wrap up with comments on a favorite artifact and why.

Day 2

Step 1 – (5 minutes) – Briefly review what was discussed yesterday with the artifacts.

Step 2 – (5 minutes) – Explain that each group will be responsible for creating a diorama of the setting of their museum (If you have a larger group like I do, you may want to keep them separated. Therefore, you will have 6 dioramas instead of just 3). For example, the country doctor group might want to create a setting (remind students that the setting establishes time and place) of a typical rural doctor’s office. The students’ dioramas can be as complex as you direct or as simple as you direct. The materials should have been collected during the previous week so that all materials are ready to be used. Each group should draw out their setting and have it approved by the teacher before construction, with materials listed. **Remind all students that an individual grade, as well as a group grade will be given for this portion of the project. **

Step 3 – (40 minutes) – Allow the students to work on their projects for the remainder of the class period.

Day 3

Step 1 – (40 minutes) – Allow students to complete their projects and prepare for the presentation. I would expect that all students should be able to explain each artifact and background detail and explain the importance of each object in their diorama.

Step 2 – (10 minutes) – Wrap up and allow students to clean up their areas.

Reflection:

Day 4

Step 1 – (40 minutes) - Presentation of dioramas. I usually give a time limit for presentations and require each student to give some part of the oral presentation.

Step 2 – (10 minutes) – I would wrap up the entire lesson/activity with a reflective writing piece such as... Choose three artifacts. Explain how those have changed and why was it necessary for those items to change. What caused this change or helped this change occur? Were there any artifacts that you feel did not change at all? What part do you think technology played in these changes? (Since fourth grade is the writing test grade, I would give a grade on content as well as conventions.)

Assessment:

- Presentation rubric (found at the end of lesson)
- Reflective writing piece
- Internet research worksheets (found at the end of lesson)

Additional comments from the author:

- Background information was given in the textbook about life in rural North Carolina.
- Before this activity occurred, our students traveled to the Beaufort Historical Association's Harvest Fest which included hands-on activities and replicas of life in colonial North Carolina.
- Other suggested background information: I would have the students explore several pre-selected sites concerning dress, schooling, jobs, etc or a video depicting the same.

Name: _____

Date: _____

Daily Life in Rural North Carolina

Steps to the website...

<http://digital.lib.ecu.edu/historyfiction>, then click onto *Artifacts*, and finally the museum link listed below.

Using the above website, find the following artifacts (a human-made object of historical interest) and why they would be used in these cases.

(Remember: Life in rural North Carolina was very different than life is today.)

Country Doctor Museum

1. What was the purpose of the baumanometer? _____
_____.

2. Who would most likely use the buggy? _____
What was the purpose?

3. Look up the dental case. Who would most likely serve as the dentist? _____
Why? _____

4. The doctor's desk served many purposes. Name them

5. Why was the show globe necessary? _____

6. Why did a country doctor use a lantern? _____

_____.

Why would doctors not need this tool today? _____

_____.

7. What did a vaporizer do and why would you need one?

_____.

8. Why was the cork press important during the pill-making process? _____

_____.

Name: _____

Date: _____

Daily Life in Rural North Carolina

Steps to the website...

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Historic Hope Plantation Museum

1. My child needs help with her counting. Is there a tool that could help?

2. I would like to place a bed in my room? Which bed would you choose and why?

_____.

3. Mom used the bedkey last night before we went to bed. For what purpose would the bedkey be used?

_____.

4. If a blanket was needed for the bed, where might I find one?

_____.

5. Little Johnny is sick. Where would Mama go to find the medicine? _____

_____.

6. Why would you need a fire screen?

_____.

7. What was the purpose of the meat-salting trough?

_____. Why do you think pork was one of the most important parts of the southern diet?

_____.

8. According to the information about a baby walker, which type of family would have one of these in their homes? (rich, poor, etc.) _____

Is that the same for today? _____ Why or why not? _____

9. Whose job was it to use the bed warmer?

_____.

Name: _____

Date: _____

Daily Life in Rural North Carolina

Steps to the website...

<http://digital.lib.ecu.edu/historyfiction>, then click onto

Artifacts, and finally the museum link listed below.

Using the above website, find the following artifacts (a human-made object of historical interest) and why they would be used in these cases.

(Remember: Life in rural North Carolina was very different than life is today.)

Tobacco Farm Life Museum

1. What part does the stick play in butter churning? _____

_____.

2. What did a fodder bundle do? _____

_____.

3. Describe the making of a mop. _____

_____.

4. Why was a milk pail made of tin? _____

_____.

5. What kind of work did a pitch fork do? _____

_____.

6. Why would you need a milk shed? _____

_____. What is the modern appliance that would serve this same purpose today?

_____.

7. Explain the process of washing clothes using the washboard.

8. Why use a cast iron pot? _____

Name: _____ Date: _____

Rubric for Diorama

Museum: _____

Presentation	50	_____
Team effort	20	_____
Neatness	10	_____
Individual effort	10	_____
Followed directions	5	_____
Time spent wisely	5	_____
Total Points	100	_____

What role did you play in creating this diorama?
