

# Touring Transylvania through its Economy

A Traveling Trunk from the Transylvania Heritage Museum

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4<sup>th</sup> grade

Social Studies: North Carolina History

## Overview

In these activities, students will use primary sources from the collections of the Transylvania Heritage Museum and the Transylvania County Library's Local History Room to investigate the ways in which Transylvanians have made a living, both past and present. Students will develop their skills in analyzing primary sources as well as their understanding of basic economic principles as they apply to Transylvania County. Students will focus on what influences were dominant in effecting change in the economy over time.

These activities can be used to introduce the concept of economic principles by asking students to first look at ways people make a living in their own county and then generalize these understandings to see how they apply to other regions of North Carolina.

## Curriculum Alignment

### North Carolina Standard Course of Study (NCSCoS)

#### Social Studies: Grade 4

**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.

**Goal 6:** The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.

6.02 Analyze the choices and opportunity cost involved in economic decisions.

6.03 Categorize the state's resources as natural, human, or capital.

6.04 Assess how the state's natural resources are being used.

## Learning Outcomes

- Students will be able to identify the natural resources of Transylvania County.
- Students will be able to explain the three main components of Transylvania County's economy: agriculture, industry, and tourism.
- Students will be able to explain how changes in a region's economy affect the people in that region.

## Framing Questions

### *Essential Question:*

What influences the way in which people make a living?

### *Content Questions:*

How did agriculture, industry, and tourism play a role in Transylvania County's economic development?

What changes have families in Transylvania County experienced as the economy has changed?

How did our county's natural resources help to shape our economy over time?

Why do you think agriculture, industry, and tourism were important to Transylvania County during its history?

## Time Required

2 class periods, 45-60 minutes each (additional time for follow-up activities)

## Prerequisite Skills

- Students should be familiar with the concept of a primary source and have had practice analyzing primary sources (images, documents, maps, etc) from an *objective* and *subjective* point of view. [If your students need an introduction to visually analyzing primary sources, please refer to the sample introductory activity included in this packet.] Familiarity with this process is crucial for the students to experience success during the box investigation activity.
- Students should also be familiar with the concepts of natural resources and economy. A short review session on these terms/concepts would be helpful before beginning the trunk activities.

## Preparation for Teaching

- Review the Resource Guides for this trunk, noting information about each primary source included (photographs, documents, maps, brochures, objects, etc), in order to familiarize yourself with the items and their historical context.
- Historical Sleuthing" worksheet (make 6 copies, one for each group)
- "Thinking Outside the Box" visual map/worksheet (make copies for each student, use the transparency provided, use printed copy on an ELMO, or draw on the board)

## Instructional Procedures

### Day 1: "I Wonder" activity (45-60 minutes)

1. Present to students a somewhat well-known object, such as a soccer ball, or other common object that you can easily locate
2. Pass the object around to all students, asking each student to share specific observations regarding the object. Write the students' responses on the board.
3. Then ask the students to quietly reflect on the object and think of things they "wonder" about the ball after making the initial group observations. Ask students to frame these questions with "I wonder..." (such as, "I wonder who made this ball?"). Write the students' "I wonder" questions on the board. Allow the students' "I Wonder" questions to generate a feeling of true curiosity and excitement about the object.
4. Now present to students the museum object(s) provided in the trunk. You may choose to use the milking nozzle, the wagon step or the tanned leather, or all three. (Information about these items can be found on the packing list for the trunk.) If you choose to use all three objects, you might consider grouping your students into three groups and allowing each group to inspect a different object and then present their observations to the class. Follow the same steps for the museum object(s) as you did for the initial "I Wonder" object. Make sure that students first make their observations and then move on to forming the "I Wonder" questions.
5. Conclude the "I Wonder" activities by asking students to consider the museum object and, as a class, form 3-4 "I Wonder" questions about the object and its relationship to our county.

## Day 2: Box Investigation (1-1 ½ hours)

1. KWL discussion: Review the group “I Wonder” questions that were generated about the museum object and its relationship to our county. Then conduct a KWL discussion with students, asking them to consider the essential question, “What influences the way in which people make a living?” (Write this question on the board.) Encourage students to think about and share what they know about this question in general, and also specifically how it applies to our own county. Record their thoughts on the board/transparency in the **K** column of a KWL chart. Then ask students to consider what they would like to know in order to determine the answer to the essential question. Record their thoughts in the **W** column of the chart. Explain to students that the way in which people make a living is also called the “economy” of a particular city or region. Let students know that, through the next activity, as well as some additional projects, they will form their own answers to the essential question and then be able to complete the **L** column of the KWL chart.
2. Box Investigation: Divide students into 6 groups. Distribute a box to each group of students and a copy of the **Historical Sleuthing worksheet**.
3. Explain to students that they will examine the clues in their box **in numerical order from lowest to highest**. (Each item is numbered on the back of the primary source. Its associated box number is also included to ensure that items can be returned to their proper box once the activity is concluded.)
4. Students should understand that the clues in their box all relate to a particular aspect of Transylvania County’s past economy, with regard to the essential question that is written on the board, and that they should use their clues to determine what aspect their box represents (see steps 5 and 6 below).
5. In order to examine the clues, students will use both objective and subjective analysis. Remind students that to *objectively* analyze means that you only look at things you can actually see in the item and that to *subjectively* analyze means that you make judgments about the item based on its objective features. In order to accomplish this, students should use and complete the **Historical Sleuthing worksheet** to describe the items in their box. The questions on this worksheet will guide the students in examining their items objectively and subjectively. Instruct the students to discuss each item together as a group and to decide collectively how to answer the questions on the worksheet. One student can be the “recorder”, or students can take turns doing this job.
6. The instructor should frequently check with each group to be sure they are successfully examining their clues and that they eventually are able to reach an appropriate conclusion about the theme of their box.
7. After all groups have determined the theme of their box, each group will be given the opportunity to share their findings with the rest of the class via an impromptu oral presentation, using their Historical Sleuthing worksheet and the questions in step 6 to guide them. To help the class as a whole keep track of the oral presentations, you can use the **“Thinking Outside the Box” Visual Map: Taking Notes** graphic organizer to record main ideas about each group’s box. You might make a transparency of this worksheet, use the paper version on an ELMO, or draw the graphic organizer on the board. While each group shares the findings of their box, assist the students in “taking notes” as a class on the transparency or board. The point of the graphic organizer is to be sure students are carefully listening to the presentations by their classmates and are also considering how each separate box of clues helps them to answer the essential question.
8. Wrap-up: As a whole class, discuss with students the themes of all of the boxes and then lead them in a discussion about the connections between the themes. For example, you might ask students to answer the question, “How might agriculture and industry be related?” Students might respond to this question by stating that agriculture (farms) rely on industrial machines (tractors, other farm machinery) to get the farming work done more quickly. You might also ask students to answer the question, “What natural resources were present in Transylvania County that resulted in agriculture and industry being major ways of living in our county?” Students might respond that farm land was available, many waterways are present, there was a lot of timber, etc. Throughout the wrap-up discussion, try to steer the discussion toward the essential questions (as well as the NCSCoS goals and objectives) for this activity:

- a. What influences the way in which people make a living?
- b. How did agriculture, industry, and tourism play a role in Transylvania County's economic development?
- c. How did our county's natural resources help to shape our economy over time?
- d. Why do you think agriculture, industry, and tourism were important to Transylvania County during its history?

Record students' answers to these questions and other themes from the class discussion in the **L** column of the KWL chart. Also refer back to the "I Wonder" museum object(s) that you discussed as a class in the previous activity. Ask the students to try and answer the "I Wonder" questions they created about the object(s), now that they have more information about our county's past economy.

### **Follow-up Activities**

After completing the "I wonder" introductory activity and the Box Investigation activity, you may wish to assign one or more of the following activities to help your students make individual connections to our county and its economic development.

1. **Write a "daily journal"** from the perspective of a person who made their living in agriculture, industry, or tourism in Transylvania County. Students should use information and supporting details from the box investigation activity to write their journal entries. One way to do this is to have each student select a primary source from one of the boxes and use that primary source to help inspire the writing of their entry.
2. **Conduct an oral history interview** with an adult family member or family friend who grew up in Transylvania County. Ask that person how they remember their parents "making a living" and how they themselves now make a living. Ask them what their overall thoughts are on Transylvania County's economy and how and why it has changed over the years. You may choose to have students determine the interview questions during a whole class discussion so that each student has several good questions to ask during their interview. To "report on" their interview and the information they discovered, have students "write up" the interview as a story to be presented to the class. (This follow-up activity would help the students be able to answer the essential question: What changes have families in Transylvania County experienced as the economy has changed?)
3. **Write a newspaper article** about a fictional news story related to agriculture, industry, or tourism in Transylvania County's history. Students could use photographs from the boxes to help them write their articles. Students could also create advertisements related to agriculture, industry, or tourism in our county, past or present. By combining all articles and advertisements together, the class could make a complete newspaper.

**Imagine that you have found a box that contains artifacts from the past. Use your best sleuthing skills to figure out who or what the items are about...**

1. Examine the items in numerical order from the box given to you. Start with the lowest number.
2. Use the table below to help you investigate each item. The questions in the table below should be answered for each item in your box.
3. When you have investigated all items in your box, answer the questions at the end of the table. These questions will help you think about all of the items in your box as a *collection of items* that help describe Transylvania County. For each item in your box, use the following questions to help you uncover the meaning of the item and record your answers to the questions using the table below.
4. You only need one person to record the group's thoughts.

**Questions**

<p>Item #1</p>	<p>Describe the item. Begin your description with "I see..."</p>         <p>What does this clue (picture) tell you about how people made a living in Transylvania County in the past?</p>      <p>What type of item is this? (photograph, painting, postcard, newspaper article, map, brochure, etc.)</p>
<p>Item #2</p>	<p>Describe the item. Begin your description with "I see..."</p>         <p>What does this clue (picture) tell you about how people made a living in Transylvania County in the past?</p>      <p>What type of item is this? (photograph, painting, postcard, newspaper article, map, brochure, etc.)</p>

<p>Item #3</p>	<p>Describe the item. Begin your description with "I see..."</p> <p>What does this clue (picture) tell you about how people made a living in Transylvania County in the past?</p> <p>What type of item is this? (photograph, painting, postcard, newspaper article, map, brochure, etc.)</p>
<p>Item #4</p>	<p>Describe the item. Begin your description with "I see..."</p> <p>What does this clue (picture) tell you about how people made a living in Transylvania County in the past?</p> <p>What type of item is this? (photograph, painting, postcard, newspaper article, map, brochure, etc.)</p>
<p>Item #5</p>	<p>Describe the item. Begin your description with "I see..."</p> <p>What does this clue (picture) tell you about how people made a living in Transylvania County in the past?</p> <p>What type of item is this? (photograph, painting, postcard, newspaper article, map, brochure, etc.)</p>

Item #6	<p>Describe the item. Begin your description with "I see..."</p> <p>What does this clue (picture) tell you about how people made a living in Transylvania County in the past?</p> <p>What type of item is this? (photograph, painting, postcard, newspaper article, map, brochure, etc.)</p>
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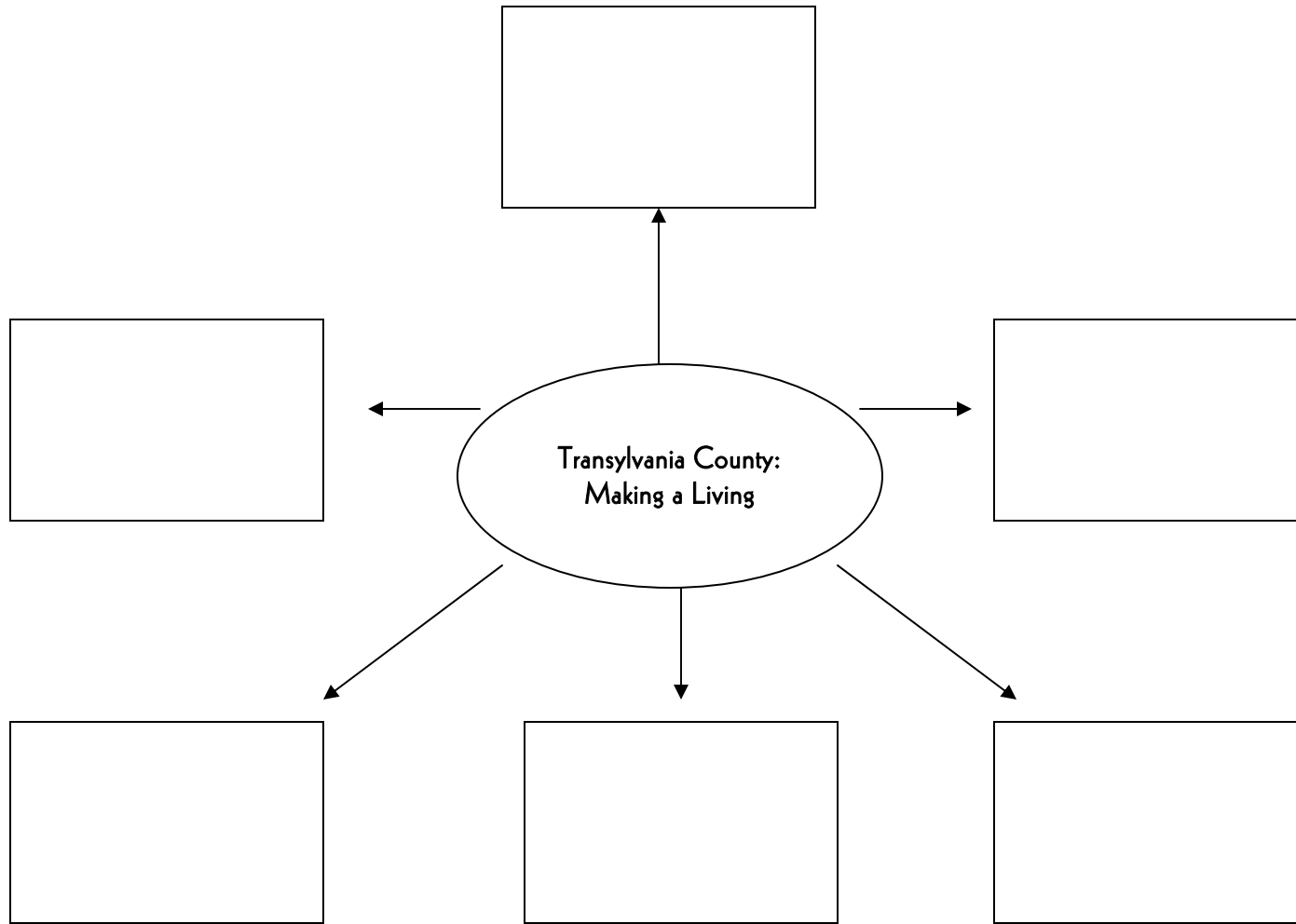
**Questions about your collection of items:**

1. Based on the items that you have investigated, what do you think they tell you about how people in the past made a living in Transylvania County?
2. Of the following three choices, which do you think best represents the type of economy represented by the items in your box: agriculture, industry, or tourism?
3. What natural resources from Transylvania County might have influenced the type of economy that you chose in question 2? (Remember that natural resources are the resources that occur in nature, in a particular region, that can be used to make money.)
4. How might the type of economy represented by the items in your box affect the people who lived in Transylvania County at that time? What types of things would they have needed in order to make that kind of living? Would they depend on other people for things they needed, or on the natural resources in our county, or both? Describe your answer as fully as you can.

5. How do the items in your box relate to the ways in which people make a living today in Transylvania County? Are they the same or different? Explain your answer.
6. Think about the state of North Carolina and its three regions: mountains, piedmont, coastal plain. Do you think the items in your box would be typical of other mountain counties in our state? Piedmont counties? Coastal plain counties? Why or why not?

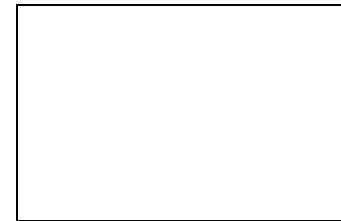
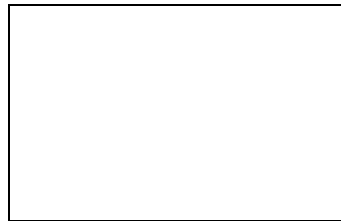
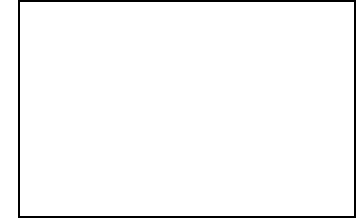
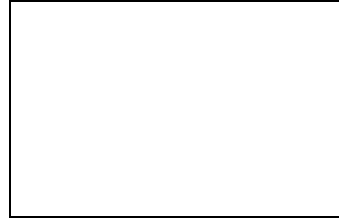
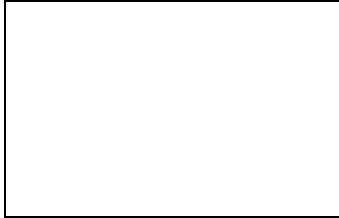


Thinking Outside the Box Visual Map:  
"Taking Notes"



Directions: In each rectangle, fill in the aspect of Transylvania County's economy represented by each group's box. Then jot down the clues that were given for that aspect.

## Thinking Outside the Box Visual Map: "Big Ideas"



Directions: In each rectangle, fill in the aspect of Transylvania County's economy represented by each group's box, ordering them chronologically. Then draw arrows to indicate the relationships between each topic (i.e., did certain topics lead to or affect other topics?).