

A Unit of Study on
APPALACHIAN HISTORY, LIFE,
AND MIGRATION

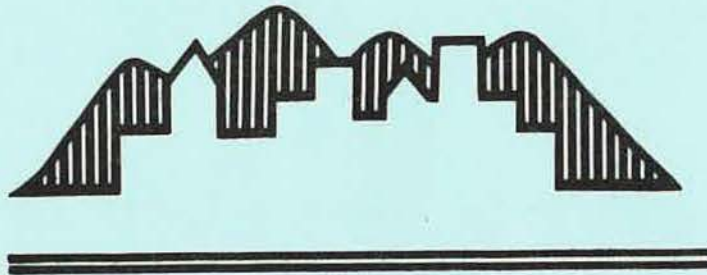
Designed
for

Urban Appalachian
students on the Elementary
and Jr. High level in the
Cincinnati Public Schools

(grades 5 - 8)

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July, 1975
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TITLE

APPALACHIAN HISTORY, FOLKWAYS AND MIGRATION

PURPOSE

To acquaint urban Appalachian students with an understanding and appreciation of their cultural heritage.

By focusing on Appalachian studies such as this, or excerpts from it, it is hoped that this will lead to a decrease in the high dropout rate among Appalachian youth in Cincinnati.

TARGET GROUP

This course is designed for Appalachian students in the elementary and junior high school level (grades 5-8), in the Cincinnati Public Schools. However, with slight modifications, the course can be adapted for other age groups.

SPECIFIC OBJECTIVE

To involve the student as much as possible in the learning experience by drawing on them as resources as well as parents and neighbors.

COMMENT

The lesson plans are designed in such a way that the teacher can rearrange or interject his own personal touch. You may want to spend more or less time on a particular subject or show and discuss a film with the class. (See Audio-visuals).

TEACHING UNIT

APPALACHIAN HISTORY, FOLKWAYS AND MIGRATION

SECTION I/ HISTORY

Appalachia: The Place

- different definitions of the region.
- which states are involved.
- what section of the country is it in.

Formation of the mountains

- the process of formation.
- the age of the mountains.
- mountain chain structure.

Indians

- Indian tribes in Appalachia before settlers.
- Early Indian life and government.

The Coming of the White Settlers

- Where did they come from.
- Why did they settle in the mountains.
- Early mountain trails and trail blazers.

Appalachia's first Settlements

- The N.C. Regulators.
- The Watauga Settlement.

Wars on the Frontier: Appalachian Involvement

- French and Indian War.
- Revolutionary War.

A New Form of Government

- Appalachians Reaction to the Constitution.
- War of 1812.

The Trail of Tears

- Indian Removal from the mountains.
- The Small Band of Cherokees who refused to go.

Appalachians Fight Slavery

- Early Mountain Abolitionists.
- The Civil War and its effects on Appalachia

APPALACHIAN HISTORY, FOLKWAYS AND MIGRATION

SECTION II/ FOLKWAYS

Appalachian Music

- Ballads and Traditional Music.
- Appalachian Instruments.
- Spirituals.
- Coal Mining Songs; historical songs of struggle.
- Influences of Appalachian music on modern day music.

Folklore and Folktales

- What is Folklore.
- Characteristics of Folktales.

Folk Dancing

- The Appalachian Square Dance.

Children's Songs and Games

- Performing songs and playing games w/music.

Appalachian Crafts

- Origin of Today's Commercial Appalachian Crafts.
- Rise of Appalachian Festivals in and out of the region.

APPALACHIAN HISTORY, FOLKWAYS AND MIGRATION

SECTION I/ HISTORY

Teacher resource: An Appalachian Reader, Vol. I. Edited by Richard Drake.

Student Text: Appalachian People's History Book, Suzanne Crowell.

Lesson 1

FOCUS: To acquaint the students with the Appalachian region in terms of where it is in the U.S., what states make up the region and use of acquired map skills.

The teacher should lead the students to understand the following:

- The Appalachian region is a mountainous area located in the eastern part of the U.S.
- The Appalachian region is made up of two mountain chains: the Blue Ridge Mountains and the Cumberland Plateau-Allegheny Mountains, and the area between these two chains is the river/valley region which is the most industrialized area in the mountains.
- The Appalachian region covers sections of 12 states in the Eastern U.S. and all of West Virginia (according to the Appalachian Regional Commission). The definition of the Southern Appalachian Region covers parts of eight states: Ohio, West Virginia, Kentucky, Tennessee, Virginia, North Carolina, South Carolina, and Georgia.

Material Used:

- You will need a large wall map of the Appalachian region (as identified as the Appalachian Regional Commission) and trace the area on the map for the students.
- If you are in a position to purchase or borrow a topographic map of the Appalachian region, I recommend that you do so. A topographic map is a tremendous learning tool, because students may better determine the mountains and valley terrain which make up the region.
- Give to each student his own individual map of the region. (You may prefer to ask them to draw their own maps.) Ask them to label their maps correctly in terms of the states

SECTION I/ HISTORY

Lesson 1, continued

(use abbreviations of states). As other lessons unfold they will add other information to these maps.

- Ask each student to locate on his map the place where he was born, parents, and grandparents, etc.

Learning Outcome:

Many of Cincinnati's Appalachians are from Kentucky, therefore, students may think in terms of only Kentucky as Appalachia (if they know the term Appalachia at all). They should be aware of the term Appalachia in itself and apply that knowledge to themselves and their roots.

Lesson 2

(The teacher may want to combine Lesson 1 and 2).

FOCUS: How the mountains were formed; when this formation started.

The teacher should lead the students to understand the following:

- The Appalachian mountains are about 600 million years old. Before then the area was a sea and when the sea went down it left large swamps of vegetation that rotted to form layers of peat. The layers of peat were covered by layers of sand and silt. Over a million years of peat and sediment turned into coal and shale. About 185 million years ago the earth's crust in this basin began to move. Huge mountains pushed their way up from the former sea floor folding and crushing the sedimentary rocks. This formed a mountain chain. Water at the base of the mountain carved out the valley, creeks, and hollows. It took about 125 million years for nature to erode the mountains to their present day size and shape.

Material Used:

- There are many mountains in these two mountain chains we have discussed with many different names; ask the students to name some mountains they know; those where they lived, visited, etc.
- Let each student decide whether his family is from the Blue Ridge Mountains, the Cumberlands or the River/Valley area.
- Show slides of the Appalachian mountains, scenery and land-scapes as you present this lesson: Slides and projector may be borrowed from the Urban Appalachian Council.

SECTION I/ HISTORY

Lesson 2, continued

- Bring to class (or ask students to do so) samples of the minerals we have talked about and others. Make a chart to display and study them in the order of process and formation in the earth's crust.
- Ask students to enter on their maps the mountain chains we have discussed.

Learning Outcome: An awareness of geology where it is at its best, the Appalachians -- a geologist's heaven.

Lesson 3

FOCUS: Indians; the first inhabitants of Appalachia.

The teacher should lead the students to understand the following:

- Nobody really knows how long the Indians lived in Appalachia before the white settlers came.
- There were many different tribes inhabiting the region such as Creeks, who dominated the Southern Coastal Plain, the Iroquois in N.Y. state, but the Cherokees were the mountain Indians who lived in East Tennessee, Western Carolinas, and North Ga.
- Indians were not savages as many people think, in fact, they developed a way of living and government that was quite sophisticated for their time. Talk about the Indians lifestyle, ask students if they would like to research a particular tribe or an Indian leader for report to class.
- Indians gave the mountains the name Appalachia. There was an Indian tribe called the Appalachees in the present day Florida area, and the Indians began calling the mountains the Appalachees as far as we know.
- Today the only Indians left in Appalachia are the Cherokees, only a part of the original tribe who escaped Indian removal by hiding in the mountains of N. Carolina and Tennessee. Later we will find out what happened to the others.

Material Used:

- Ask each student to locate on his map the different tribes in the Appalachians.
- Ask your students if any have Indian ancestry; maybe they would like to talk or write a story about this.

SECTION I/ HISTORY

Lesson 3, Continued

- Try to get some reaction as to impressions of Indians and misinformation students may have been given over the years via television viewing. Example: Where did the act of scalping begin?
Did the Indians start it?

Learning Outcome: Learn about Indian lifestyle. Differences in different tribes. Correct some of the myths about Indians.

Lesson 4

Continue study of early Indian life in the mountains.

- What was the lifestyle of mountain Indians as opposed to plains Indians; habitation, customs, government, recreation, survival skills?
- There are some excellent passages written by Indians in Bury My Heart at Wounded Knee, perhaps you would want to read some of these passages in class.

Lesson 5

FOCUS: Movement of White Settlers into the mountains.

The teacher should lead the students to understand the following:

- White settlers began coming into the mountains about 1776, before that time as far back as the late 1400's and early 1500's there were explorers, fur traders with the Indians and land speculators, in that order. (The teacher may want to concentrate on the three groups in more detail).
- There were many different kinds of people who come to settle in the mountains such as Germans, Scotch-Irish, English, and Welch.
- Many of the new settlers stayed in places along the eastern coast, such as Boston, Philadelphia, Charleston and New York, which are today big cities, but others wanted to get away from everybody and farm the land and raise their families, so these are the independent people who started moving into the mountains.
- Talk about the three groups described above and where they settled, the various cultures they brought with them. Explain about the early land speculators and the land companies, as well as some of the frontier folk heroes who live today in larger than life legends and myths such as Davy Crockett, Daniel Boone.

SECTION I/ HISTORY

Lesson 5, ContinuedMaterial Used:

- Trace early settlements and the settlers trails in the mountains.
- Ask the students to enter on their maps the early Appalachian settlements and the dates of settlement.

Learning Outcome: Students will understand the role Appalachia played in the early settlement of the American frontier.

Lesson 6,

FOCUS: The North Carolina Regulators, Appalachians resistance to British rule - a strike for independence before the Revolution.

The Teacher should lead the students to understand the following:

- The North Carolina Regulators were a group of settlers formed to do something about the crooked politics at the time. The King's governor was unfairly taxing the small farmer and yet only the large land owner was allowed to vote. If the farmer was not able to pay the taxes his land was taken away and sold and he was jailed if he resisted. The governor got warrants for the Regulators, two of the Regulators were put in prison. Because of this a battle started but the Regulators were defeated because the Governor had more men and supplies. Those who were not arrested or killed moved west.
- The Wataugan Settlement in Tennessee shows how mountain people wrote a constitution. In 1768 some of the people in N.C. (probably some were those who had been Regulators) moved on to Cherokee land. Because they went too far over the line drawn dividing white and Indian land, the governor refused to protect them. They negotiated with the Indians for the land and formed the Wataugan Association, set up court, recorded deeds and wills, made laws and enforced them. In 1796 Tennessee became a state, including Watauga.
- As settlers moved farther and farther into Indian land, such as the Wataugans above, there were battles which broke out. The Indians didn't want to be pushed off their land and the whites didn't think the Indians should have it all for themselves. Trouble is, the whites wanted the Indians removed and out of their way, they didn't want to share the land.

Material Used:

- Ask your students to enter the sites of the North Carolina Regulators and the Wataugan Settlement on their maps.

SECTION I/ HISTORY

Lesson 6, Continued

Learning Outcome: Awareness of historic events which have been overlooked in history books.

Lesson 7

FOCUS: Wars on the frontier, Appalachia's involvement.

The teacher should lead the students to understand the following:

- The two major groups wanting control of the frontier were the English and the French. This led to the French and Indian war of 1754-1763. The Indians decided to help the French because they thought the French treated them more fairly and perhaps they could get their land back if the French won the war. But the English won the war.
- After the French and Indian War, the people in the new world wanted to be free of all ties with England because of taxes and British rule. The King had his governors and representatives on the frontier to carry out his orders.
- The Revolutionary War broke out in 1775 and lasted until 1783. Appalachians played a very significant and strategic role in the outcome of the American Revolution. As you remember the N.C. Regulators had already revolted against British authority, so the Appalachian accepted the war as his own.
- Although the war was centered mainly along the coastal plains, twice British armies marched into the Appalachian mountains, and twice - - once in the northern Appalachians at Saratoga in 1777 and once in Kings Mountain in southern Appalachians in 1780 - - a British army was destroyed.

Material Used:

- Locate on the map these two sites of battles in the mountains.

Learning Outcome: An understanding of the role Appalachia played in winning the Revolution and events leading up to it.

Lesson 8

(The teacher may want to combine Lesson 8 with Lesson 7).

FOCUS: A new form of government.

SECTION 1/ HISTORY

Lesson 8, continued

The teacher should lead the students to understand the following:

- You may be surprised to know that many frontier settlers objected to the Constitution, especially Appalachians. They felt they would lose the freedom they had so recently fought the British for.
- North Carolina was the last Appalachian state to come into the federal union.
- One action of the new federal union which greatly upset the Appalachian people was a tax on whiskey levied in 1791, because many Appalachian distilled their grain into whiskey as a means of producing the greatest value for transportation and sale in the smallest size and weight. This led to the Whiskey Rebellion in 1794.
- The War of 1812 was perhaps a turning point to Appalachians loyalty to the U.S. Along with Col. Andrew Jackson, a Tennessean, led his Tennessee volunteers to heroic victory. Their greatest victory was the Battle of New Orleans in January of 1815. Today in New Orleans there is a monument which commemorates this battle and Appalachia's part in the young nation's military victories.

Material Used

- Maybe you would want to read the Constitution to the class and talk more about this controversy over its adoption.
- There was a song called The Battle of New Orleans. Do you know - do your students know it? Is it accurate historically?

Learning Outcome: An awareness of Appalachia's part in the young nation's military victories.

Lesson 9

FOCUS: Trail of Tears; Indian removal from the frontier.

The teacher should lead the students to understand the following:

- Since the revolution the Cherokees had ceased to be a threat to white settlers in the mountains. Although the Cherokees had been given a treaty of 1791 guaranteeing the Cherokee nation their land, it was never honored by the settlers.
- When Andrew Jackson was elected President in 1828, one of his first acts was to sign the Indian Removal Act of 1830 because he supported the states in their desire to remove all Indians from the land. This bill placed in the President's

SECTION I/HISTORY

Lesson 9, Continued

hands the authority to remove all Indians east of the Mississippi River. Of the tribes to be removed were the Creeks, Choctaws, Chickasaws, Seminoles and Cherokees.

- One group of Cherokees refused to go west. They hid in the Smokey Mountains and wouldn't come out even after being threatened again and again. The land they occupied was finally signed over to them, and today ancestors of this band of Cherokees occupy this land in North Carolina and Tennessee mountains called the Smokey Mountains.

Material Used:

- Ask your students if any have been to the Cherokee part of the Smokies. Some Indians from Cherokee, N.C. come to the Appalachian Festival in Cincinnati each year, how does what the Indians sell and their performance on stage compare with what you have learned about the Cherokees?
- Talk about Indian removal and the fate of many Indians who were removed to the west. Why did so many of them die in the west and en route?

Learning Outcome: Understanding of Appalachian Indian history and reasons for often unfair treatment of Indians.

Lesson 10

FOCUS: Appalachians fight slavery; early mountain abolitionists.

The teacher should lead the students to understand the following:

- Slavery was not only bad for slaves but for anyone who was not a slaveholder. Many people in such states as Virginia, West Virginia (W. Virginia was still part of Virginia at this time), Tennessee and Kentucky were opposed to slavery even though slavery was legal in these mountain states. Most mountaineers favored the union and when the war broke out many mountaineers enlisted in the union army.
- The mountains produced many abolitionists such as Samuel Doak, Gideon Blackburn, Thomas Morris, John Brown, and they began an anti-slavery society and newspapers.
- The Underground Railroad was the name of a network of people who help runaway slaves. One route followed by slaves ran from Chattanooga up the mountains along the

SECTION I/ HISTORY

Lesson 10, continued

Tennessee - North Carolina border of West Virginia and Virginia on into Pennsylvania. Many mountaineers helped the slaves escape through the mountains.

Material Used:

- Ask your students to trace on their maps, as you do, the route of the Underground Railroad through the mountains.
- Talk about colleges as Berea which was started by abolitionists, their purpose then and now.
- Although many Appalachians remained loyal to the union there was some division in states and in families. President Lincoln said, in effect, that the mountains had suffered more than any other part of the country because of the Civil War. What did he mean? Why is it that today Appalachian people still refer to the Civil War as the War between the States?

Learning Outcome: The mountaineer is many times thought of as a racist, especially in the city. It is hoped that an understanding of the mountaineers role in the Civil War. will help alleviate some of those feelings.

Lesson 11

The teacher may want to continue discussion of the Civil War and the mountaineers role. You may also want to talk about the misrepresentation of the image of the South as it has come down in history.

Note: Historical songs, such as John Brown's Body, John Henry, Ballad of Davy Crockett can be valuable learning tools for students. I suggest you use such songs in your teaching. Later, in Section III, you may want to use songs of people like Florence Reece, Nimrod Workman, Hazel Dickens, to emphasize union battles and life in coal camps.

Teacher resource: An Appalachian Reader, Vol. 1, pg, 67, Richard Drake (ed.)
The Southern Mountaineer in Fact and Fiction
Cratis D. Williams

Following the Civil War a remarkable isolation settled upon the mountain areas of eastern America. Communication and transportation were virtually non-existent, so there was little influence from

SECTION I/ HISTORY

Lesson 11, continued

the outside world. The mountain people had to provide their own law and order, their own health remedies, their own religious interpretations and their own recreation and survival needs. It is believed that this was the period when the Appalachian culture became firmly cemented and still feel it today.

Lesson 12FOCUS: Appalachian Literature SECTION II/ FOLKWAYS

The teacher should lead the students to understand the following:

- While the South was reconstructing; the mountains were also reconstructing; there was bitterness between families and sometimes within the family. Life for the most part, however, was peaceful and isolated. I'm sure if conditions had been more compact and people lived closer together things would have been worse.
- During this time the outside world was not completely unaware of life in the hills because a few brave souls did venture into the mountains to write books and articles about the mountains people. Early writers wrote about the romantic backwoodsman, fun loving yet violent such as is portrayed yet in such characters as Davy Crockett and Daniel Boone. Books of this sort were best sellers because people wanted to read about this place and a people so quaint and folksy. Some writers who portrayed this image were: George Washington Harris in Sut Lovingood Yarns. Mary Murfree (Charles Edward Craddock) In the Tennessee Mountains, John Fox, Jr., Trail of the Lonesome Pine and Little Shepherd of Kingdom Come, Olive Tilford Dargen, From My Hightest Hill. All of these books came out in the late 1800's.
- Around the turn of the century the popularity of this kind of book waned. Some of the books coming during this period were: Horace Kephart, Out Contemporary Ancestors in the Southern Highlands; Richard Marius, The Coming of Rain; Mildred Haun, The Hawk's Done Gone; Elizabeth Maddox Roberts, The Great Meadow and The Time of Man. All of the above books seemed to deal with the mountaineer in a more realistic and human way.
- Some of the early Appalachian writers who began writing about themselves and their people were: Jesse Stuart, James Still, Thomas Wolfe, James Agee, Wilma Dykeman, Harriett Arnow, See bibliography for their books.

SECTION XI/ HISTORY

Lesson 12, Continued

- Because of books, stories and poems about Appalachians, Appalachian writers have been covered up and almost invisible. One of the early forms of poetry was the ballad. Kentucky's first poet in the late 18th century was Thomas Johnson, Jr. Some contemporary Appalachian poets are Jesse Stuart, Wendell Berry, Jim Wayne Miller, Will Pennington, Lillie Chaffin. See bibliography for their works.

Material Used:

- Try to get your students to have a personal interest in writing about themselves and their families. Come from the direction of a simple phrase to relate to the students such as: "On my way to school I saw a snake in the grass." This will produce a lot of snake stories. Then you might read the poem by Emily Dickenson, Narrow Fellow in the Grass, to show how a simple experience is a fitting subject for poetry or a story.
- Read poetry or passages of books or stories to your students to emphasize different methods of writing, etc. This will get the students more interested in reading the literature.

Learning Outcome: Today's students are weak in reading and writing skills, this will help them develop these skills. Also, students will become more aware of the valuable contributions everyday occurrences and their family life can provide.

Lesson 13

FOCUS: Appalachian Music

- The earliest expression we have of survival of the old ways in the mountains is the singing of English, Scottish and other ballads that are from the old country.
- Using the bibliography of ballads (books and records) sing with students some of these ballads and talk about their origins, also play records. Try to awaken some kind of response among the students; are they familiar with any of them?
- Other forms of traditional music in the mountains are instruments. The dulcimer, for example, is a Scottish instrument which still survives in enclaves in the mountains and is today getting popular among Americans from all walks of life. Talk about other instruments and their history, such as the banjo as a contribution to mountain music from black people.

SECTION II/ HISTORY

Lesson 13, continued

- Appalachian music has influenced many different kinds of music and has itself become channeled in many different directions. Give demonstrations of the various kinds of mountain music as we know it today; sing or play records of folksinging, bluegrass, country music, spirituals, coal mining ballads.
- Invite some to class, preferably a parent or community person, who will sing one of the types of music above or play a mountain instrument.

Material Used:

- The Urban Appalachian Council has a video tape on the History of Country Music, Vol. I & II. We also have the various kinds of records above which may be borrowed.

Learning Outcome: Music is an important part of the Appalachian culture; it is a beautiful expression of life and we must not be ashamed of being square if we enjoy it and sing it.

Lesson 14FOCUS: Folktales

- Folktales in the Appalachians are a form of entertainment which delights everyone. They are sometimes known as Jacktales, Grandfather Tales, Tall Tales, or just plain stories or lies.

Characteristics of a Folktale:

- Exaggeration of the feats and strength of the character or hero.
- Always have a touch of magic in them.
- Although character (usually Jack) appears to be a dumb hillbilly, he always fools everyone and gets what he wants.
- Tasks which Jack is usually asked to perform come in sets of threes or sevens.
- Reveal a sense of poetry and imagination from the Celtic.
- Last stronghold of white English language folktales in North America.

SECTION II/ FOLKWAYS

Lesson 14, continued

Material Used:

- Invite someone into class to tell a Jacktale.
- Play records in class of Jacktales such as those mentioned in the bibliography which are available at UAC.
- Read or tell some Jacktales to the class. Do any of the students know or have heard these tales before in one form or another?

Learning Outcome: As well as continue the tradition, students will benefit from oral expression.

Lesson 15FOCUS: Children's Games and Songs

- Talk about children who live in Appalachia and something about growing up there (some of your students may have been born in the city). Children, as well as adults, have to be inventive with making toys, playing games, and singing, especially in earlier times. The old games and songs have been passed down through the generations. Although we sometimes didn't know the history of our songs it was part of a tradition that we got from our parents and grandparents. For example, when I was a child we would sing such historical ballads as . . . "John Brown's Body Lies A-Mouldin' in his Grave. ." or John Henry was a Steel Drivin' Man. . ." but I didn't know who John Brown was or what he did or that John Henry was a black railroad man in the mountains.

Material Used:

- With the use of Jean Ritchie song books and records, get the students involved in singing and playing games.
- Are there any qualities found in these games or songs that are unfamiliar to children in other parts of the country?
- You may also want to get into some folk dancing with the students. There are some folk dance books listed in the bibliography you may want to use.
- Can any of your students teach you any games or songs. Ask them to see if their parents know any they could teach to the class.

SECTION II/ HISTORY

Lesson 15, continued

Learning Outcome: Playing games and singing is fun but it is also a learning experience.

Lesson 16FOCUS: Appalachian Crafts

- Appalachian people out of necessity had to make things to provide for their families because there was no other way of obtaining the things they needed. They became skillful in woodwork, quilting, weaving, canning, making soap, dyeing, sewing, caneing chairs, etc. which are all today great attractions at Festivals and called Appalachian crafts.

Material Used:

- Show some Appalachian crafts to your students or ask them to bring to class crafts which are in their family.
- Ask a parent to come and demonstrate making a craft in class, such as quilting, whittling, making apple head or corn shuck dolls.
- Arrange to take your class to the Appalachian Festival in Cincinnati at Convention Center. School tours are available for student groups.
- You may want to ask students to do an interview of the craftsman of his choice at the Festival and report it in class.

Learning Outcome: An appreciation of things that are made by hand and maybe an interest in being more creative in this way.

SECTION III/ MIGRATION

Lesson 17FOCUS: Appalachia's mineral wealth

The teacher should lead the students to understand the following:

- The decades following the Civil War saw a great expansion of American Industry. From 1860 to 1890 mineral inspectors were sent into the mountains to find new sources of coal.

SECTION III/ MIGRATION

Lesson 17, continued

Appalachians were unaware of the worth of these minerals and therefore they sold their mineral rights for as little as 50 cents an acre.

- By 1910, the railroad had built into portions of Appalachia to extract these minerals. One of these minerals was coal.
- People in the mountains were hired to help extract the coal but as production got bigger others were brought in also to mine coal, such as blacks from the south and Europeans.
- As coal production increased and demand was great, coal towns began to spring up in the mountains. These towns were owned by the company. The rent, food, insurance and everything was taken from the miner's check before he ever saw it. Coal companies also paid wages in script which could be used only at company stores. The whole process of living in coal camps was to make the miner as dependent and subservient as possible to the company.
- It was apparent that the miner had few rights, he was worked like an animal without any safety regulations and he was paid little money. When the union came in to organize the miners there were many bitter struggles and killings.

Material Used:

- Sing with your students some of the coal mining songs they may know, these songs tell a story.
- Have any of your students or their parents lived in a coal camp? Get them to tell you from personal experience what it is like.
- Talk about famous organizers in the mountains such as Mother Jones and some of the more well known union battles.

Learning Outcome: Students need coal field education. They need to know something of the history of struggle in the mountains that their parents or grandparents were probably involved in.

Lesson 18

You may want to concentrate further on coal towns in the mountains. See bibliography of films you might show to class. Also the

SECTION III/ MIGRATION

Lesson 18 continued

development of stripmining and its effects on the mountains.

Lesson 19FOCUS: Migration

Teacher should lead the students to understand the following:

- Although coal mining brought wealth to the coal operators, it brought poverty and hardship to the mountain people.
- After WWII the coal boom wasn't needed as much so the big mines started using machinery which caused a lot of men to lose their jobs. The UMWA, which had up unto that time been a strong fighter for miner's rights, went along with this automation of the mines. (Perhaps John L. Lewis could see no further than the fact that automation might make working conditions better for the miner). In addition, to this new machinery, the coal operators also decided to start stripmining coal, which was a quicker way to get it and involved less manpower.
- These are the factors which lead to migration which began in about 1930. Thousands of people started leaving home to live and work in northern industrial cities like Cincinnati, Detroit, Cleveland, Chicago, Louisville.

Material Used:

- Ask your students about migration in their families.
- Did they have relatives here before they came and where did they settle?

Learning Outcome: Reasons why so many Appalachian people are in Cincinnati.

Lesson 20FOCUS: Appalachian settlement patterns

The teacher should lead the students to understand the following:

- The Extended Family theory, coined by Dr. James Brown at U.K., explains the process of migration and settlement. Appalachians when they migrate tend to go to the state, city or neighborhood where they have relatives or friends. Beyond this, Appalachians tend to follow bus lines to the city. For instance, Kentucky migrants tend to go to Cincinnati and Dayton, West Virginia migrants to Cleveland and Columbus, etc.

SECTION III/ MIGRATION

Lesson 20, continued

- Talk specifically about Cincinnati's Appalachian neighborhoods. What are the problems Appalachians face in the city?

Material Used:

- Where do your students live, where have they lived? This would establish some moving patterns.
- What are the differences in the various neighborhoods. Do they get better or worse?
- A map of Cincinnati's Appalachian neighborhood as well as a profile of each are available at the Urban Appalachian Council.

SUGGESTED STUDENT PROJECTS

At the end of each section, students should be required to do a project.

History

1. A research report on any aspect of Appalachia, such as Indians, frontier heroes, early settlements or forts, black people in the mountains or Underground Railroad.
2. Build a model fort or settlement in the mountains.
3. A research report on a mountain abolitionist or the history of Berea College.
4. Do a report on your own family history.

Folkways

1. Learn and sing a ballad for the class - preferably one that you have learned in your family.
2. Learn and tell a Jacktale.
3. Make an Appalachian craft and bring it to class or demonstrate how it is made to the students.
4. Design a puppet show for the performance of a Jacktale or song.
5. Write a poem or story on the subject or your choice.

SUGGESTED STUDENT PROJECTS, continued

Migration

1. Write a story or poem on the last time you went down home.
2. A research project on an Appalachian in Cincinnati such as Ernie Mynatt, Virginia Coffey, or someone you know personally.
3. A report on services available to Appalachians in the city, 12th street Health Clinic, Black Lung Clinic, Appalachian Identity Center, IAC, etc.

SPECIAL STUDENT OR CLASS PROJECTS

(To be directed by the teacher)

Drama

The following are some books which have been made into plays or could be made into class plays:

The Thread that Runs So True - Jesse Stuart

Inherit the Wind - Lynn Whiting of Tennessee Wesleyan College in Nashville

Appalachian Autumn

The Homecoming - Earl Hammer, Jr. - Scholastic Book Service

Until These Hills - Kermit Hunter

Dark of the Moon

Mummer's Plays - Theodore Gastor (revival play)

Where the Lilies Bloom - Bill and Vera Cleaver

The Mimosa Tree

Appalachian authors who have written plays:

Billy Edd Wheller

Lee Pennington - Appalachia, My Sorrow

Alice Lloyd College has a summer theatre group, perhaps they would be a source for scripts.

Dramatist Play Service in Chicago sends out a catalogue of plays.

SPECIAL STUDENT OR CLASS PROJECTS, continued

Puppet Show

Make your own puppet show. After designing and making your hand puppets and stage, present a puppet show for student body using some of the Jacktales or folktales and songs that we have studied for script.

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Others:

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Voices from Appalachia. Guy and Cadie Carawan.

Only a Miner. Archie Green.

Songs for Southern Workers. Don West.

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Come All Ye Coal Miners (record, see audio visuals bibliography)

FOLKSONGS:

Folksongs and Their Makers. Henry Glassie, Edward D. Ives, John F. Szwed, Bowling Green University Press, Ohio 43403.

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South From Hell-Fer-Sartin

Sayings from old Smokey. Joseph S. Hall.

Smokey Mountain Folks and their Lore. Joseph S. Hall

The Grandfather and the Globe. Dell B. Wilson.

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Come Back to the Farm. Jesse Stuart.

Got on My Shoes. By 20 writers. Berea College, Berea, Kentucky.

"What's A Nice Hillbilly Like You..." (poetry) Southern Appalachian Circuit Antioch College, West Virginia, 25801.

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Up Here and Down Home: Appalachians in
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Thomas E. Wagner (UAC working paper).

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Obermiller, Oct. 1974 (UAC working paper)

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Hacey Miller. James Shelburne (frontier Ky. boy of 13 years)

Grandfather and the Globe. (Civil War Family in Watauga, N.C.)

The Way to Ft. Pillow. James Shelburne (a novel of the Civil
War Era)

The Hickory Grew Tall. Ralph V. Cutlip (Homesteading in Ky.)

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Jack and the Three Sillies. Richard Chase. Houghton Mifflin Co., Boston (gr. 4-6).

Grandfather Tales. Richard Chase. Houghton Mifflin Co.

Fun with Folklore. (pamphlet)

Three Folk Plays. (pamphlet)

Folk Dances for Fun (pamphlet)

FICTION:

The Thread That Runs So True. Jesse Stuart (gr. 7-up)

Where the Lilies Bloom. Vera and Bill Cleaver (gr. 5-up)

The Mimosa Tree. Bill and Vera Cleaver (gr.5-up)

Around the Corner. Virginia Sorsenses (gr.4-up)

Witch of the Cumberlands. Mary Jo Stephens. (gr. 7-up)

The Other Side of the Mountain. May Justis. (gr. 4-6)

Freeman. Lillie Chaffin (gr. 4-up)

COAL MINING:

Labor's Defiant Lady. (the story of Mother Jones) Irving Werstein,
Thos. Y. Crowell Co., N.Y.

Coal Camp Girl. Lois Leski

Coal: Energy and Crisis. Lillie Chaffin.

My Land is Dying. Harry Caudill (gr. 7-up)

Migration:

The Mimosa Tree. Vera and Bill Cleaver (gr. 4-7)

Blue Ridge Billy. Lois Lenski (gr. 4-7)

Jud. Charles Raymond (gr. 5-up)

John Henry McCoy. Lillie Chaffin.

POEMS AND STORIES

A Jesse Stuart Reader (short Stories)

A Jesse Stuart Harvest (short Stories)

Cat Claws and Tree Bark. Virginia C. Turner (poetry)

Man With a Bull Tongue Plow. Jesse Stuart (poetry)

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Judge Wooten and Coon-on-a-Log. B & W (10 min.) 16 mm. (Appalshop)

- One dog was sent out at a time; the fastest to get the coon off the log and into the water won.

Appalachian Genesis. 16mm (30 min.) color (Appalshop)

- Shows young people speaking to the coal mining industry, the educational system, job opportunities, recreation, health. There is a growing awareness of their region. (recommended for not lower than 7th grade).

Stripmining in Appalachia. 16mm. B & W. (30 min.) (Appalshop)

- Destruction of the Appalachians and what the people can do about it.

Four Children. A WLW documentary about four children; black

- Chicano, Appalachian, and Indian in their lifestyle generalizations.

Todd Growing Up in Appalachia (9 min.)

- Recommended for 5th and 6th graders.

Kentucky Pioneers

William From Georgia to Harlem

Life in a Coal Mining Town

Music Fair. (18 min.) color (Appalshop)

- Film portions of the First Annual Appalachian Peoples Music Fair. Contains bluegrass, old time banjo, folk music, jug band, blues.

Appalachian Experience. (30 min.) Color

- Appalachian arts and crafts. Contains segments of people and their crafts who come to Cincinnati's annual Appalachian Festival w/music.

Come Dance With Me

History of Country Music, Part I & II (Broadside TV) (each part 1/2 hr.)

- On videotape. Traces different styles of playing instruments and some history of instruments and types of mountain music.

Music at Heberle School. (15 min.) (videotape) Appalachian Community Videotape Service.

- Music programs on Appalachian music presented at Heberle Elementary School, featuring Greg Jowasis, banjo, Maggie Kelly, autoharp, and Malcolm Dalglish, hammered dulcimer.

Records:

(All the following record albums available at Frank Foster Library)

Ballads

British Traditional Ballads (Child Ballads) in the Southern Mnts.
Sung by Jean Ritchie (Folkways).

Mt. Music of Kentucky. Collected by John Cohen (Folkways)

Old Timey Songs for Children (Folkways)

The Best of John Jacob Niles (Traditional)

Frank Profitt Memorial Album (Folk Legacy)

North Carolina Mountain Folksongs and Ballads. Artus Moser
(Folkways)

Old Times Hard Times. Hedy West (Folk Legacy)

Dr. Ginger Blue. Asa Martin and the Cumberland Mt. Rangers (Rounders)

Coal Mining Songs:

Come All Ye Coal Miners. Features Hazel Dickens, Nimrod Workman and others.

Folksongs:

Hazel and Alice. Hazel Dickens and Alice Gerrard (Rounder)

Birds, Beasts and Bigger Fishes. Pete Seegar.

Folk Festival of the Smokies. Hean and Lee Schilling

Getting Folk Out of the County. Hedy West and Bill Clifton

Bluegrass and Country:

Mr. Music Bluegrass Styles. (Folkways)

Country Charlie Pride

Diamonds in the Rough. John Prine

The Great Speckled Bird. Roy Acuff

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