

TITLE:

Let's Learn about the Mountain Schools!

Berry College, Inc., The Crossnore Schools, Inc., Hillside School, Inc., Settlement School, Inc., and Kate Duncan Smith DAR School

CONTRIBUTOR:

National Society Children of the American Revolution (N.S.C.A.R.)

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National Mountain Schools Committee (2022 – 2023)

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TOPIC:

American History: Mountain Schools

GRADE LEVEL:

K – 6*

**Can be adjusted for all age groups (young children through adults)*

TIME ALLOTMENT:

20 – 30 minutes

STANDARDS TO BE ADDRESSED:

(Texas) Title 19. Part 2. Chapter 113. Subchapter C. Rule 113.44 Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level of course, enables students to understand importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation... (TEC 28,002(h))

STATEMENT OF OBJECTIVE AND LESSON OUTCOME:

The learner will:

- Know the Mountain Schools that N.S.C.A.R. supports.
- Locate the Mountain Schools' locations on a U.S. map.
- Discover ways to support the Mountain Schools.
- Investigate the history of the Mountain Schools.

MATERIALS, RESOURCES, AND TECHNOLOGY TO BE USED BY TEACHER / STUDENT:

- Pin-the-Tail on the Donkey style game*
- Several scarves or bandanas (or blindfolds)
- Tape for "pinning" the tales of the donkeys
- Bowl with numbers on it (at least one number per participant)
- U.S. map with the locations of the schools boldly marked*
- Printed pictures of the schools / brochures*
- Question-and-Answer sheet about the schools*
- Optional: small prizes for participants

**These items will need to be constructed prior to setting up the activity. Instructions for the construction of these items can be found under the "Procedures" portion of the Lesson Plan.*

INTRODUCTION OF TOPIC:

Berry College (Address: 2277 Martha Berry Hwy NW; Mount Berry, GA 30149-9707) (Phone: 706-232-5374) (Website: <https://www.berry.edu>) Berry College was established in 1902 by the daughter of a prosperous local business owner. Miss Martha Berry devoted 83 acres she had inherited from her father to found the Boys Industrial School In exchange for a quality education, the students would help run and maintain the school. Students still contribute their effort and energy to help run the college. Students are encouraged to balance intellectual exploration, hands-on learning, and character development – while contributing their ideas and efforts to the betterment of the college community and the larger world. Berry College has the world's largest campus at 27,000 acres. It includes an ecosystem of woodlands and meadows and streams. It has just over 2,000 undergraduate and 130 graduate students.

Hindman Settlement School (Address: 51 Center Street; PO Box 844; Hindman, KY 41822) (Phone: 606-785-5475) (Website: <https://hindman.org>) Located in the Central Appalachian region the school was the first rural social settlement school established in America. It was established in 1902 by May Stone and Katherine Pettit and became a model center for combining education, healthcare, and social services to children. The school now provides a progressive learning environment, community enrichment, and cultural exploration in the region. They offer

life-changing educational services to children with dyslexia and their parents. They develop service programs for the region's growing demands and challenges. Through their arts programs, they build on the area's rich cultural heritage. Their mission is to provide education and service opportunities for people of the mountains, while keeping them mindful of their heritage.

Crossnore School & Children's Home (Mailing Address: PO Box 249; Crossnore, NC 28616-0249 & Shipping Address: 100 DAR Drive, Newland, NC 28657) (Phone: 828-733-4305) (Email: info@crossnore.org) (Website: <https://crossnore.org>) In 1909, The Children's Home was opened in Winston-Salem, NC by a group of dedicated United Methodist churches. Four years later, Dr. Mary Martin Sloop and her husband, Dr. Eustace Sloop, founded the school in the rural Appalachian community. These two organizations have served children and families for more than 100 years. In 2017 the organizations merged to more adequately serve the families and their mission. They offer programs for children at risk of entering the child welfare system, those already in the system, and those who are aging out of the system. They provide a sanctuary for children for hope and healing while gaining an education.

Hillside School (Address: 404 Robin Hill Rd; Marlborough, MA 01752-8013) (Phone: 508485-2824) (Website: <https://hillsideschool.net>) Hillside was founded in 1901 by sisters Charlotte and Mary Drinkwater in Greenwich, MA. It was relocated to its present location in Marlborough in 1927. It consists of 150 acres and is a full working farm and greenhouse. It is a junior boarding and day school for boys grades 4 – 9. Their mission is to maximize the potential of every student in mind, body, and spirit. Their core values of compassion, determination, honesty, respect, and brotherhood is stressed throughout the campus and its programs.

Kate Duncan Smith DAR School (Address: 6077 Main Street; Grant, AL 35747-8333) (Phone: 2560728-4236) (Website: <https://kdsdar.org>) Located in the Appalachian area of Northeast Alabama, Alabama Society DAR established the school in 1924 and named it to honor Kate Duncan Smith (Mrs. J. Morgan), who had been the guiding hand for Alabama Chapters for twenty-one years. The selection of the site was determined by its isolation and great need for improved educational opportunities; the interest, enthusiasm and great desire of the mountain people for a school; a highly intelligent native population, many of whom were descendants of Revolutionary ancestors; and the beauty of the site on the edge of Gunter mountain overlooking historic Kenamer Cover. The Mission of the school is to provide opportunities for educational and personal growth for students, while emphasizing patriotism, responsibility, citizenship, and the historical legacy of the school.

PROCEDURE FOR INSTRUCTION:

Materials to Make before the Activity:

- Pin-the-Tale on the Donkey Game – purchase a game from the Internet or game store (Make sure there are enough “tails” for each participant to participate). Cut out any of the tails or pieces from the game before the game needs to be played. (Be creative: Feel free to change the game up to “Put the Nose on the Dog” or any other version of this game. Look online for options.)

- U.S. Map with the locations of the schools boldly marked. Print out a U.S. Map online and mark in a bold color where the locations of the schools are. (Note their addresses in the Lesson Plan introduction.)
- Printed pictures of the schools / brochures - Go online (websites provided in the Lesson Plan Introduction) and print pictures of the schools) or plan ahead and contact the schools to order brochures.
- Question-and-Answer Sheet about the Schools – Devise a list of statements about each school. Use the schools’ websites for information. Make sure they are appropriate for the ages participating. Some example questions may be:
 - Which school is located in Georgia? (Berry)
 - Which school is located in Kentucky? (Hindman)
 - Which school is located in North Carolina? (Crossnore)
 - Which school is located in Massachusetts? (Hillside)
 - Which school is located in Alabama? (KDS)
 - Which school is a college? (Berry)
 - Which school is a boarding school for boys? (Hillside)
 - Which school works with dyslexia? (Hindman)
 - Which school works with at-risk kids? (Crossnore)
 - Which school focuses on patriotism and education? (KDS)
 - Which school has the largest campus? (Berry)
 - Which school has a running farm? (Hillside)

Set-up Prior to the Activity:

- Prepare a large spread-out area. This activity can be done indoors (easier) or outdoors.
- Attach the donkey to the wall and have tails ready to “pin” by already attaching double-stick tape to the tails and lining them up on a table for play

The Activity:

- Show the participants the map of the Mountain Schools
- Read information about the various Mountain Schools (from the brochures, Lesson Plan Introduction, or other research) and show the participants pictures
- Now, play the game of “Pin the Tail on the Donkey”
 - Have each participant choose a number from a bowl
 - The participant with #1 goes first, #2 second, and so on.
 - The participant will have their eyes closed with a bandana, scarf, or blindfold.
 - Hand the participant with a tail to pin.
 - Ask the person one question about the Mountain Schools and see if they can remember the answer. (If they do, great! If not, remind them the answer.)
 - Spin the person around two times and face them in the direction of the wall.
 - Let them walk to the wall and place the tail where they think the tail should be.
 - Afterwards, they take off their blindfold and see how close they got.
- Cheer on the person who got the tail closest to the Donkey
- Everybody gets a prize, and everyone can only have one prize.

After the Activity:

- Put away the blindfolds
- Pick up the donkey and tails from the wall
- Collect all the numbered papers, brochures, etc.

LESSON CLOSURE:

Ask the following: “Now that we’ve participated in these game and learned about the Mountain Schools, tell me which school you would most like to visit and why.”

Optional: Challenge the participants to think about ways they can support these schools (e.g., fundraisers, letter exchanges)

ASSESSMENT OF STUDENT UNDERSTANDING:

Review the objectives for possible assessment questions. Give a quick quiz to see how many of the objectives were achieved.

- Example: Name a Mountain School that is supported by N.S.C.A.R.
- Example: Name a Mountain School and the state in which it resides.
- Example: How can you support a Mountain School?
- Example: Name a Mountain School and either when it was founded or some of its history.