

Appalachian Festival

The Appalachian Community Development Association
www.appalachianfestival.org

THE OFFICIAL EDUCATIONAL GUIDE

FOR THE ACDA

APPALACHIAN FESTIVAL

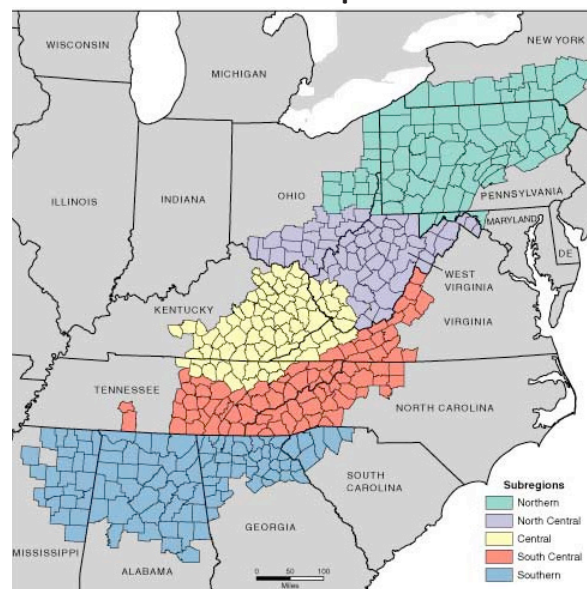
Aligned with

MODEL CURRICULUM

for

OHIO AND KENTUCKY

Grades 4 - 12



A Curriculum Resource Provided by the
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Introduction

The **ACDA Appalachian Festival** offers a unique opportunity for cross-curricular learning with connections to the **arts, humanities**, and sciences. Strolling through our venue can provide hours of teachable moments through music style and instrumentation, artisan crafts, history and re-enactors, folklore, material culture/folkways, literary arts, and exhibits on cultural identity and the natural resources that make the Appalachian region so valuable to our country's economy. A zone, which lay beyond the approved British colonies. **Appalachia became our nation's first melting pot** as Europeans seeking refuge from British control met Native Peoples and interacted with both freeborn African Americans and Black freedom seekers escaping slavery. Our production is a juried event managed by a Board of Trustees dedicated to preserving the history and cultural significance of Appalachia, profiling its importance as the backbone of America's industrial strength, its role in the current U.S. Economy, and its enduring cultural landscape that emphasizes sustainability. This document is designed to aid educators working with **Grades 4-12** and is aligned with the academic standards outlined in both model curriculum for Kentucky and Ohio.

The Kentucky Model is centered on The Big Idea in the Arts and Humanities –

- understanding **structural components** to enhance students' ability to infer cause and effect,
- understanding the **past and present**, and appreciating their own cultural heritage;
- recognizing the **interrelations across cultures and historical periods**;
- recognizing **the power of the arts to communicate** on a basic human level portraying specific emotion, to tell stories in a narrative manner, to imitate nature and to persuade others; and,
- understanding **the power of ceremony, ritual, celebrations and commemorations** and the role these events play in society.

The **Appalachian Festival** design promotes active participation; even casual observers will be encouraged to engage in conversation with noted **contemporary and traditional artists** working with fibers, metals, and wood, professional first-person living history re-enactors, and award-winning educational exhibits. We work hard to ensure that visitors will have the opportunity to respond to artistic expressions emotionally and intellectually, enhancing understanding, ability and appreciation of others and the value of artistic expression. Experiencing the ACDA Appalachian Festival makes interrelationships of the various art forms quite clear, giving students a broad view of the expressiveness of art forms as a whole and a full appreciation of the arts as a mirror of human kind.

According to **704KAR 3:305**, minimum requirements for high school graduation in Kentucky by 2012, all students must complete one credit of History and appreciation of visual and performing arts to include the strands of arts, dance, music, theatre, and visual arts or a standards-based specialized arts course based on the student's Individual Learning

Plan. **The Ohio Model is divided into themes, strands, topics, and content statements** with content elaborations that explain specific expected learning outcomes and instructional strategies for diverse learners. The following lessons are easily achievable within the framework of the ACDA Appalachian Festival and are defined by **Ohio Fourth Grade and Fifth Grade Social Studies and Language Arts** curriculum.

Theme: Ohio in the United States

Strand: History

Topic: Historical thinking and skills

Content Statement:

- 1.The order of significant events in Ohio and the US can be shown on a timeline
- 2.Students and teachers can recall interactions with living history village demonstrators, craft artisans and contemporary artists to establish a timeline of technology linked with trade and natural natural resources.

Theme: Ohio in the United States

Strand: History

Topic: Heritage

Content Statements:

- 1.Various groups of people have lived in Ohio over time, including prehistoric and historic American Indians, migrating settler and immigrants (forced and voluntary).

[Interactions among these groups have resulted in both cooperation and conflict, creating shared culture in the Appalachian Mountains (*Teaching Appalachia, OC Daboiku, 2011*).]

2. The 13 Original British American Colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.

Content Elaboration:

- 1.The Proclamation of 1763 prohibited the colonists from settling west of the Appalachian Mountains.
2. Nevertheless, a multi-dimensional culture was established by those who ignored the proclamation and created free settlements in the mountains and valleys of the Appalachian region. During the American Revolution, many battles were won because of the involvement of *'The Over-the-Mountain Men'*, famed for their sharpshooting long barrel rifles. Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad
- 3.Read true and historically fictional stories about slavery and abolition. Study prominent abolitionists Rev. John Rankin and Mr. John Parker of Ripley, Ohio. Locate place names that indicate freedom towns – Aid, Getaway, etc. Visit the Cincinnati home of Harriet Beecher Stowe, author of Uncle Tom's Cabin. Examine the quilt patterns throughout the Festival and determine which ones could have been used as *mnemonic devices* to remember routes and clues for survival.

Additional opportunities for 4th grade engagement include strands in **Geography** (topics: Places and Regions, Human Systems, and Heritage) and strands in **Literature** (topics: draft and structure, integration of knowledge and ideas, range of reading and complexity of text, text types and purposes, comprehension and collaboration, presentation of knowledge and ideas, and knowledge of language). Students will be exposed to figurative language, richness of expressed language and genre-specific vocabulary; the role of the trickster in **Appalachian folklore**, recurrent themes and patterns common to traditional literature, narratives of real and imagined events, and the opportunity to differentiate between contexts that call for formal English and situations where informal discourse and dialect are appropriate.

Fifth Grade themes include Regions and People of the Western Hemisphere, with strands in History, topics of Historical Thinking, Early Civilizations (First Nations Peoples of the Appalachian region), Heritage; Geography with topics of Spatial Thinking and Skills. The following are lesson ideas that are supported with personal interactions at the ACDA Appalachian Festival.

1. **Design a timeline of technology comparing colonial, frontier, and modern processes (hunting, metallurgy, cooking, fiber arts, etc.).**
2. **Locate the boundaries of Appalachia using latitude and longitude to determine the region's relative size and comparing that data with the relative size of Japan, using the same variables of latitude and longitude.**
3. **Explore how our Founding Fathers used the Iroquois Confederacy's compact as a model for the U.S. Constitution.**
4. **Examine the different Native American styles of housing in Living History - canvas 'teepee' and willow wood 'wikiup'.**

Fifth Grade opportunities to explore Economics and Economic Decision Making and Skills include:

1. **Conversations with artisans about how they price their products, what raw materials they use, if they use recycled materials.**
2. **Speaking with ACDA Board Members (wearing badges with their signature shirts) about the costs of festival production.**
3. **Exploring the educational exhibits on natural resources and discussing the difference between coal as a limited resource and timber as a renewable resource.**

