

Teaching with Primary Sources – MHU**Lesson Plan: Impact of the Blue Ridge Parkway**Recommended Grades: 4th grade

Subjects: SS, ELA, Information and Technology

Time Required: 4-6, 40 minute class sessions

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**Overview**

The Blue Ridge Parkway, which runs through the Appalachians from Virginia to North Carolina, was built to help Americans during a time of dire need for employment and commerce. Students will learn about the beginnings of this national byway and All-American Road and understand why it was so important to our country's history and to America's economic future. They will also verbalize how the building of the Blue Ridge Parkway effected the Appalachian people and how one may have to sacrifice for the good of the nation.

Curriculum Standards

Social Studies

- 4.H.3 Analyze the chronology of key historical events in North Carolina history.
- 4.G.1. Understand how human, environmental and technological factors affect the growth and development of North Carolina.
- 4.E. 1.Understand how a market economy impacts life in North Carolina. Info and Tech
- 4. SI. 1.Apply criteria to determine appropriate information resources for specific topics and purposes.
- 4.RP.1.Apply a research process as part of collaborative research.

Primary Sources	
	<ul style="list-style-type: none"> • Title: Looking down on farm from Blue Ridge Parkway, Virginia • Creator(s): Wolcott, Marion Post, 1910-1990, photographer • Date Created/Published: 1940 Oct. <p>http://lcweb2.loc.gov/service/pnp/fsa/8c14000/8c14100/8c14128r.jpg</p>



- Title: - Pisgah National Forest Inn, Blue Ridge Parkway Milepost 408.6, Asheville, Buncombe County, NC
- Medium: 4 x 5
- Reproduction Number: HABS NC-356-11
- Rights Advisory: No known restrictions on images made by the U.S. Government; images copied from other sources may be restricted.
(http://www.loc.gov/rr/print/res/114_habs.html)

<http://lcweb2.loc.gov/pnp/habshaer/nc/nc0400/nc0431/photos/212295pv.jpg>



- Title: 61. View of parkway following a small valley in the plateau region. Looking north. - Blue Ridge Parkway, Between Shenandoah National Park & Great Smoky Mountains, Asheville, Buncombe County, NC
- Creator(s): [Haas, David](#), creator
- http://lcweb2.loc.gov/pnp/habshaer/nc/nc0400/nc0478/photos/345761p_150px.jpg
- Title: 209. Parkway ranger force with patrol vehicles. - Blue Ridge Parkway, Between Shenandoah National Park & Great Smoky Mountains, Asheville, Buncombe County, NC
- Medium: 4 x 5 in.
- Reproduction Number: HAER NC,11-ASHV.V,2--209

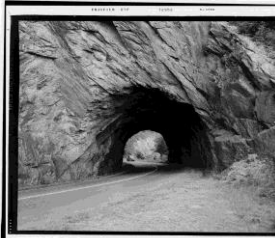
<http://lcweb2.loc.gov/pnp/habshaer/nc/nc0400/nc0478/photos/345909pv.jpg>



218. Traditional farming practices being continued beside the parkway. - Blue Ridge Parkway, Between Shenandoah National Park & Great Smoky Mountains, Asheville, Buncombe County, NC

- Digital ID: (None) hhh nc0478.photos.345918p
<http://hdl.loc.gov/loc.pnp/hhh.nc0478/photos.345918p>
- Reproduction Number: HAER NC,11-ASHV.V,2--218
- Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <http://hdl.loc.gov/loc.pnp/pp.print>

<http://lcweb2.loc.gov/pnp/habshaer/nc/nc0400/nc0478/photos/345918pv.jpg>



Title: 240. South Portal of the rough ridge tunnel, excavated 1936. - Blue Ridge Parkway, Between Shenandoah National Park & Great Smoky Mountains, Asheville, Buncombe County, NC

- Medium: 4 x 5 in.
- Reproduction Number: HAER NC,11-ASHV.V,2--240

<http://lcweb2.loc.gov/pnp/habshaer/nc/nc0400/nc0478/photos/345940pv.jpg>



- Title: 104. North Carolina Route 1130 grade separation structure at Air Bellows Gap. Detail of the stepped wing wall. Looking southwest. - Blue Ridge Parkway, Between Shenandoah National Park & Great Smoky Mountains, Asheville, Buncombe County, NC
- Creator(s): [Haas, David](#), creator

<http://lcweb2.loc.gov/pnp/habshaer/nc/nc0400/nc0478/photos/345804pv.jpg>



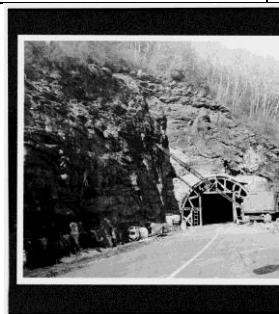
Title: 226. Early construction on section 2-A-1. This was the site of the first construction on the Blue Ride Parkway. - Blue Ridge Parkway, Between Shenandoah National Park & Great Smoky Mountains, Asheville, Buncombe County, NC

<http://lcweb2.loc.gov/pnp/habshaer/nc/nc0400/nc0478/photos/345926pv.jpg>



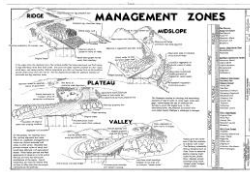
- Title: 231. CCC crews loading a large tree for transplanting. - Blue Ridge Parkway, Between Shenandoah National Park & Great Smoky Mountains, Asheville, Buncombe County, NC


<http://lcweb2.loc.gov/pnp/habshaer/nc/nc0400/nc0478/photos/345931pv.jpg>



Title: 241. South end of Craggy Flats Tunnel showing construction of portal. - Blue Ridge Parkway, Between Shenandoah National Park & Great Smoky Mountains, Asheville, Buncombe County, NC

<http://lcweb2.loc.gov/pnp/habshaer/nc/nc0400/nc0478/photos/345941pv.jpg>



	<ul style="list-style-type: none"> Title: HAER NC,11-ASHV.V,2- (sheet 20 of 28) - Blue Ridge Parkway, Between Shenandoah National Park & Great Smoky Mountains, Asheville, Buncombe County, NC <p>http://cweb2.loc.gov/pnp/habshaer/nc/nc0400/nc0478/sheet/00020r.jpg</p>
	<ul style="list-style-type: none"> Title: 236. Reconnaissance report photograph, used in the early 1930's of North Carolina landscape before determination of the roadway alignment. Stanley Abbott realized that maps and plan drawings would mean little to his supervisors who were unfamiliar with the region and chose photographs to communicate route alternatives. On the photo would be a dashed white line to indicate the proposed route. Abbott's written reports included a written description of the region and a suggestion of the acreages necessary to create the parkway, serving as an initiation to field trips with BPR engineers and interior and NPS officials. - Blue Ridge Parkway, Between Shenandoah National Park & Great Smoky Mountains, Asheville, Buncombe County, NC <p>http://cweb2.loc.gov/pnp/habshaer/nc/nc0400/nc0478/photos/345936pv.jpg</p>

<p>Day 1: The introduction to this lesson will activate background knowledge and student curiosity through the exploration and questioning of primary sources.</p>	
<p>Step 1</p>	<p>Teacher will use the Crop It PP to guide students through an analysis of a photograph that illustrates the building of the Blue Ridge Parkway. As students view the PP, they should respond to the questions on each slide using think-pair-share strategy.</p>
<p>Step 2</p>	<p>Upon reaching the final slide, student groups should brainstorm a list of questions they have regarding the building of the Blue Ridge Parkway.</p>
<p>Formative Assessment</p>	<p>Group questions should be used to guide tomorrow's lesson and determine student analytical processes while analyzing the photograph in today's class.</p>

<p>Day 2: Students will be introduced to the reasons behind the building of the Blue Ridge Parkway and reflect on their own reactions to this project.</p>	
<p>Step 1</p>	<p>Teacher should provide background information and introduce the book "When the Parkway Came" by Anne Mitchell Whisnant and David E. Whisnant.</p>
<p>Step 2</p>	<p>Read aloud pages 1-12 with think aloud to model asking questions while reading.</p>
<p>Step 3</p>	<p>Have students "turn and talk" with a partner discussing the problems of the Great Depression and various solutions that President Franklin Roosevelt had for people. Partners should use the Problem/Solution Chart to take notes during their partner discussion.</p>
<p>Step 4</p>	<p>Share "At the Public Auction" poster and headline with students on page 8 from book. Have them respond to the following prompt in the writing journal while viewing these primary sources. "Write about your feelings with the building of the Blue Ridge Parkway. How do you feel this impacted during the Great Depression, both positively and negatively?"</p>

Formative Assessment	Problem-Solution chart will allow teacher to gauge student understanding.
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Day 3: Students will continue to reflect on the impact this project had on the people of the area through reading and group photo analysis.	
Step 1:	Continue reading pages 13- 26 of “When the Parkway Came.” While listening have students take notes about how the people living in the area were impacted by the Building of the Blue Ridge Parkway.
Step 2	Reflecting on their notes, have students add to the journal they started using this new information from today’s reading.
Step 3	Photo Analysis – Divide students into small groups of 3. Give each group one of the Primary Sources from loc.gov listed in resources. Have each group use the photo analysis tool to describe their photograph.
Step 4	Allow each group to share what they discovered about the Blue Ridge Parkway in their group work, ultimately coming back to the original question “How did the building of the Blue Ridge Parkway impact the people in this area?”
Formative Assessment	Groups’ photo analysis tool and response to the guiding question for sharing with group will allow teacher to understand if students are connecting the building of the Parkway to the impact on people’s lives.

Day 4: Students will begin research projects on various topics regarding the Blue Ridge Parkway.	
Step 1:	Complete the book during this class period, pp. 27-39.
Step 2:	<p>Begin Student Research Projects. Assign each group one aspect of the Blue Ridge Parkway’s Construction:</p> <ul style="list-style-type: none"> • Effects of the BRP on the Appalachian People • Construction of the BRP • How the BRP helped save America <p>Ask students to construct a question regarding their topic in which they will research and present an answer.</p>
Step 3:	<p>Provide a starting point for student research using the following websites:</p> <p>Digital Heritage: The Blue Ridge Parkway</p> <ul style="list-style-type: none"> • http://digitalheritage.org/2010/08/blue-ridge-parkway-2/ <p>Driving through Time</p> <ul style="list-style-type: none"> • http://docsouth.unc.edu/blueridgeparkway/ <p>eNotes: The Blue Ridge Parkway</p> <ul style="list-style-type: none"> • http://www.enotes.com/topic/Blue_Ridge_Parkway <p>Blue Ridge Parkway Resources from Library of Congress</p> <ul style="list-style-type: none"> • http://www.loc.gov/pictures/item/nc0478/ <p>Student groups should use these websites as a starting point for creating a Powerpoint or Photo Story in order to answer and share their answer to the group-designed research question.</p>

Summative Assessment	Final research projects and presentations. Students can finish research in classrooms or use the media center for their research, depending on technology at individual school.
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(Repeat this chart for each day of instruction with the lesson plan.)

Evaluation

Teacher-created rubric for final assessment.

Extension Activities

- 1) Students can create a debate that discusses the positive and negative effects from this time period caused by the building of the BRP. They will have to include evidence found from their sources and they can act as “first-person” discussions (farmer whose land is taken, worker building the BRP, visitor to the Appalachian Mountains, etc.).
- 2) Students can create journal articles as if they were a child of a family living in the Appalachians during the Great Depression and tell how they feel with this new road coming in near their homes.