

Industrialization in Appalachia

Connecting Oral History to Geography:

The Changes of Madison County



BY JENNIFER JOB

In this lesson, students ground the story of a county in corresponding maps. Students will show an understanding of the geography surrounding an oral history.

Learning outcomes

Students will show an understanding of the geography surrounding an oral history.

Teacher planning

TIME REQUIRED

90 minutes

MATERIALS NEEDED

- Copies of the Madison County Scavenger Hunt handout — one per student
- Pencils/pens

TECHNOLOGY RESOURCES

- Computer lab or individual student computers
- Headphones — one set per student
- Access to the Change in the Mountains story from the UNC-Chapel Hill Library

HANDOUTS

Madison County scavenger hunt Students complete this handout after reading the Change in the Mountains story. This document contains an answer key. Open as PDF (537 KB, 2 pages)

Activities

1. Review the ways that Western North Carolina has changed throughout its history.
2. Have students access the Change in the Mountains story on their individual computers.

3. Direct them to read the story and listen to the accompanying oral histories.

4. Have students answer the following questions from the last slide:

Madison County community leaders were pulled in many directions as they tried to retain local populations, increase economic benefits, and maintain small town ideals. They were faced with many difficult questions as they attempted to establish balance among seemingly opposing goals. As you explored the story of Madison County, what ideas crossed your mind? Did this county's story remind you of any developments affecting your own community? Can you think of ways in which a community can grow without losing its closeness?

5. Give each student a copy of the Madison County Scavenger Hunt handout and review the directions with them.

6. Once the students have completed the handout, discuss the answers to both the questions from the handout and from the end of the Change in the Mountains story. Conduct a class discussion in which students make connections between the geographical location of the county and its history.

Assessment

Check students' answer on their scavenger hunt handouts and to the questions at the end in the Change in the Mountains story. You may also wish to informally assess students' contributions to the class discussion.

North Carolina Essential Standards

SOCIAL STUDIES (2010)

Grade 8

•8.G.1 Understand the geographic factors that influenced North Carolina and the United States. 8.G.1.1 Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States....

•8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States. 8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues. 8.H.1.2 Summarize the literal meaning of...

•8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States. 8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary...