Title: An Archaeological and Historical Field Study of the A.T.

Abstract/Vignette: Explore a repository of history. Engage students first-hand in the rich history, both cultural and natural, of Harpers Ferry NHP.

Grade level(s): Please check all that apply.
- [ ] K-2
- [ ] 3-5
- [ ] 6-8
- [X] 9-12
- [ ] College and Lifelong Learning

Discipline: Please check all that apply.
- [X] Art and Music
- [ ] Health and PE
- [ ] Foreign Language
- [X] Literature and Language Arts
- [ ] Mathematics
- [X] Science
- [X] Social Studies and Geography
- [X] History
- [ ] Technology

Year Developed: 2006

Period (month, week, year): unspecified

Teaching environment:
- [X] In the Classroom (indoors)
- [X] Outdoors
- [ ] In the Community
- [ ] Online/Virtual
Planning for Service Learning

Grade level: 8th and 9th

CONTENT------LEARNING ABOUT:
- Local history: why Harpers Ferry?
  What’s to be found there?
- National history: Civil War, statehood
- Natural features
- The evolution of industry

CURRICULUM CONNECTIONS:

- X English/language Arts:
  Write letters to the editor; write photo essays; write editorial essays; write thank you letters to the park; write reports on park visit; compose poetry; write captions to photo essays; vocabulary/spelling; reading about the history.

SERVICE NEED: Uncover history

Connecting classroom instructions with on-site learning combined with a service to the national park.

SERVICE IDEA: Explore a repository of history.
Engage students first-hand in the rich history, both cultural and natural, of Harpers Ferry NHP.

PREPARATION: Contact a park ranger to receive pre-site visit materials to include history facts of area, vocabulary, maps, 19th century clothing, foods, occupations, etc.

to prepare for park visit; study unit on Harpers ferry including the industry, John Brown, the Civil War, the significance of natural resources in the area in the history of Harpers Ferry.

ACTION: Upon completing the pre-visit materials, visit the park and participate in archeology field study; take a ranger lead tour; hike the AT within the park to record historical facts and features,
both written and pictorial.

REFLECTION: Students may create any of the following products for post-visit reflection: photo collage, crossword puzzle, diorama, editorial essay, letter to the editor, oral report, photo essay, poetry, slide show.

SKILL DEVELOPMENT:
- Planning, Report writing;
- letter writing, teamwork
- creative art, drawing, staying on task,

BOOKS:
The Strange Story of Harpers Ferry
A Walker’s Guide to Harpers Ferry, WV
John Brown’s Raid
Harpers Ferry (a photo essay)
Interpretation of Historic Sites

DEMONSTRATION: follow up activity
Will have assigned groups write a report on their visit, report to their respective classes, student-led discussion Groups discuss and answer questions about their park visit.

YOUTH VOICE and CHOICE:
Students evaluate the activity; what was good, what could be improved on, any recommendations for revisions to the study unit, etc.

COMMUNITY CONTACTS:
Spirit of Jefferson (newspaper)
The Journal
Hagerstown Herald

NOTES:
This activity will be a pilot for middle school level grades. The park visit will have 3-5 activities. 1) Pre-dig (research)-what takes place first; 2) The Dig (site dig)-what is involved in an actual field dig; 3) Post-dig (lab work and reports) Cataloging the artifacts, reporting the findings,
4) Small Group historical fact search; 5) a ranger-Led tour

The study unit will begin with pre-visit activities the students will work on to gain some knowledge about the area to be visited.

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