A Trail To Every Classroom (TTEC)
Curriculum Development Tool

UNIT DESIGN COVER SHEET

Author contact: Clark A. Dixon, Jr.

School name, state and town: unspecified, Harpers Ferry, WV

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 ☑ 9-12 ☐ College and Lifelong

Discipline: Please check all that apply.

☑ Art and Music ☐ Health and PE ☐ Foreign Language

☑ Literature and Language Arts ☐ Mathematics ☑ Science

☑ Social Studies and Geography ☑ History ☐ Technology

Year Developed: 2006

Period (month, week, year): unspecified

Teaching environment:

☑ In the Classroom (indoors) ☑ 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*

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*

HISTORIC LANDMARKS COMMISSION

Shepherd University History Dept.

County Historian

Local authors who have written on the subject

Local archeologists

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.

Clark A. Dixon, Jr.
(304) 725-9634