

Rural Hill

TEACHER'S GUIDE TO PROGRAMMING

Something From Nothing: Makin' Ink

Rural Hill is an historic site and working farm owned by Mecklenburg County and operated by Historic Rural Hill, Inc., a non-profit 501c-3. With two hundred and fifty years of history behind it, Rural Hill is a restoration in progress. Enjoy two hundred sixty five acres of magnificent rural vistas, a variety of farm animals and wildlife, a 5k wooded trail that encircles the property, and our historic buildings and reconstructions. With eleven structures in all, we have the perfect setting to provide cultural heritage events, educational programs, self or guided tours, and so much more! We welcome all visitors and students to Rural Hill, where history springs alive!

Teachers:

It means so much to us here at Rural Hill that you have chosen us to be the destination of choice for your students. We know that your time and theirs is precious. If there is anything that we can do to make your trip more enjoyable please do not hesitate to let us know. Our programs are designed to fall within grade specific NC Curriculum guidelines but are generally suitable for all ages and can be modified within reason to suit your needs. Please take the time to review the following materials, which serve as an introduction to your trip and program. Again, do not hesitate to contact us with any questions or concerns that you may have.

Thank you so much,
The Rural Hill Staff

DIRECTIONS:

From I-77 North:

From I-77 North take Exit 16B, Sunset Road West, traveling 0.2 miles. Merge onto Sunset Road and travel 0.6 miles. Turn Right onto Beatties Ford Road. After traveling 6.5 miles turn Left onto Neck Road. Rural Hill is located 2.1 miles on the right. Pull into the SECOND driveway for parking.

From I-77 South:

From I-77 South take the Exit 23, Gilead Road toward Huntersville, traveling 0.3 miles. Turn Right onto Gilead Road and travel 0.6 miles. Turn Left onto McCoy Road and continue onward for 1.7 miles. Take a Right turn onto Hambright Road, traveling 1.6 miles, then turn Right onto Beatties Ford Road. After 0.7 miles, turn left onto Neck Road. Rural Hill is located 2.1 miles on the right. Pull into the SECOND driveway for parking.

From NC-73 West:

From NC-73 West turn Left onto Beatties Ford Road, continuing 3.6 miles. Turn Right onto Neck Road. Rural Hill is located 2.1 miles on the right. Pull into the SECOND driveway for parking.

From NC-73 East:

From NC-73 East turn Right onto Beatties Ford Road, continuing 3.6 miles. Turn Right onto Neck Road. Rural Hill is located 2.1 miles on the right. Pull into the SECOND driveway for parking.

BEFORE YOU COME:

Please review the following reminders and recommendations prior to your departure:

- Return the enclosed Group Reservation Form with your deposit payment. Please make checks payable to: *The Catawba Valley Scottish Society Inc. (CVSS)*. This will confirm your reservation on our calendar, as well as let us know exactly when you will arrive and how many students to expect.
- Teachers, Parents, and other Adults are free with student groups.
- Please review the page entitled “*Site Etiquette*” with your students prior to arriving to Rural Hill and ensure that they understand what is expected of them.
- We would like you to arrive about 10 minutes early to allow the students plenty of time to check in and group themselves away from the bus(es).
- *Rural Hill is open all year in all weather.* If there are concerns regarding inclement weather and your group, please call ahead to let us know whether you are coming or rescheduling.
- There is no such thing as poor weather, just poor preparation! Please ensure that students are dressed appropriately for the outdoors and the weather at hand. Being one of Mecklenburg County’s highest elevations, Rural Hill is naturally windy. Because of this, it can feel 10-15 degrees cooler here than where you are. Our historic buildings have no climate control measures, if it is cold outside, it will be cold inside. *Please dress appropriately.*
- The maximum number of students per program is 30. If there is more than this, your group will be divided into two or more groups.

SITE ETIQUETTE:

Rural Hill has over two hundred and fifty years of history on site and the staff here have the obligation to protect it for the future. Please abide by the following written rules as well as any verbal instructions our staff may provide to you during your stay. Students who fail to follow these rules may be separated from the group, asked to hold a teacher / parent's hand, and / or made to leave the site. We request that you obey these rules and honor us as much as we honor your group for spending time with us.

- I. Rural Hill is a working farm. This means live animals and working machines and tools. Please do not chase, yell at, hit, or throw anything at the animals. Do not offer the animals any food unless instructed to do so. Please do not climb on or touch any piece of farm equipment. If a staff member or your teacher tells you to stop, **STOP**.
- II. Do not climb on, touch, step, or jump over fences: They are electric and **WILL SHOCK YOU**.
- III. Be aware that many of the things in and around our buildings are very old and fragile. Do not touch or pick up anything unless you are told its okay.
- IV. For the safety of our guests, do not climb on, in, or jump off any part of our buildings.
- V. Please keep any and all trash on your person until you can locate a proper receptacle. **DO NOT LITTER**.
- VI. No food, drink, or gum is allowed inside any of the buildings. Please finish all snacks prior to entering or leave them outside.
- VII. The entirety of Rural Hill is a Non-Smoking site due to the dry and combustible nature of our land, crop, and buildings.



Something from Nothing: Makin' Ink

(Grades 2-8)

NC Curriculum Standards:

Second Grade Goals:	Language Arts 1.01, 1.02, 1.04, 2.01 - 2.03, 2.06, 3.03, 3.04 Visual Arts 1.01 - 1.06, 2.01, 2.02, 2.04, 3.01, 3.03 - 3.06, 4.01,
Third Grade Goals:	Language Arts 1.03, 1.04, 2.01-2.03, 2.05, 2.06, 3.01, 3.03, 3.06, 4.02, 4.07, 5.01 Visual Arts 1.04, 2.01, 2.02, 3.01, 3.03, 3.06, 3.08, 3.12
Fourth Grade Goals:	Language Arts 1.03, 1.04, 2.01- 2.03, 2.07, 2.09, 3.03, 4.02, 5.04 Visual Arts 1.02, 2.02, 2.03, 3.01, 3.02
Fifth Grade Goals:	Language Arts 1.01-1.03, 2.01- 2.03, 2.09, 4.02, 4.07, 5.01 Visual Arts 2.01, 3.01-3.04
Sixth Grade Goals:	Language Arts 1.02- 1.04, 2.01, 5.01, 6.01, 6.02 Visual Arts 2.01, 2.04, 2.05, 4.01, 4.03, 4.04,
Seventh Grade Goals:	Language Arts 1.02-1.04, 2.01, 5.01, 6.01, 6.02 Visual Arts 1.01-1.03, 3.02, 3.05, 4.02, 4.03, 4.04,
Eighth Grade Goals:	Language Arts 1.02- 1.04, 2.01, 5.01, 6.01, 6.02 Visual Arts 1.01, 1.03, 1.04, 2.01-2.04, 3.02, 3.03, 4.01, 4.02,

Primary Sources

Black walnut is the best and most valuable wood in this country for joiner's work; it is a beautiful brown. The nuts are indeed walnuts, with outer hulls which are used in dyeing.

Records of the Moravians in North Carolina, Volume 2: 559.

... a most valuable hardwood, has leaves that are fine-toothed, pointed, smooth above and hairy beneath. There are from fifteen to twenty-three leaves on a black walnut branch.... Black walnut has a darker bark and its round nut grows in a thick

green husk.... Husks.... produce a fine yellow dye. Black walnut was used in making water wheels and as charcoal for gunpowder.

Eric Sloane, A Reverence for Wood, 102

The Walnut-Tree of America is call'd Black Walnut. I suppose, that Name was, at first, to distinguish it from the Hicories, it having a blacker Bark. This Tree grows, in good Land, to a prodigious Bigness. The Wood is very firm and durable, of which Tables and Chests of Drawers are made, and prove very well. Some of this is very knotty, which would make the best Returns for England, tho' the Masters of Vessels refuse it, not understanding its Goodness. 'Tis a very good and durable Wood, to bottom Vessels for the Sea withal; and they say, that it is never eaten by the Worm. The Nuts have a large Kernel, which is very oily, except lain by, a long time, to mellow. The Shell is very thick, as all the native Nuts of America are. When it has its yellow outward Coat on, it looks and smells much like a Lemon.

John Lawson, A New Voyage to Carolina, 99

Poke: Found in moist, rich soil in fields, off the banks of creeks, and in other uncultivated areas. Also called pokeweed, it has a very large root that produces smooth stems of up to nine feet in height. The stems are branched and turn from green to reddish purple. The leaves are smooth and can be five inches long and three inches wide. Flowers arrive in summer in stalked whitish clusters on red stems. Berries follow the flowers and mature to a deep purple color. Pokeweed's root is poisonous. The plant must be picked [for eating] in the early spring when the leaves are still yellow-green and the asparagus like stalks are no longer than four to six inches. This plant is most often gathered for its leaves. Bernice Taylor warned, "You've got to gather the leaves before they get about six inches high. Don't mess

with them after that. When we was little and comin' up on hard times, the kids, we'd all gather us up some berries and mash 'em up and use 'em for ink."

Foxfire 11, 155

Time Required:

Allow _____ minutes for activity.

Location:

Davidson Schoolhouse or Rural Retreat

Materials

(to be supplied by Rural Hill)

Blank paper or Coloring Book Pages, 4.25" x 5.5": two sheets for each student

Pencils, two for each student

Paint Brushes, one for each student

Cups of Water,

Poke Plant, for example (seasonal)

Walnut Tree Leaves, for example (seasonal)

Walnuts, for example

Poke Ink

Walnut Ink

Small Containers, two for each student

Activity

After reading the above passages see if you can draw an example of both the Poke Plant and a Walnut branch with leaves and nuts attached. You may need to read the passage more than once to find all the descriptive clues that tell how these plants

looked. It may help to use your pencil to underline the parts of the readings that give you these hints. (Younger students may choose to draw their own example or wait to color in the black and white examples that are on hand)

After everyone is done drawing their example the class may come up and get a small container of both walnut and poke ink to finish their drawings. *Be CAREFUL! Both Walnut and Poke ink are very strong dyes and will stain both hands and clothing.*

After you are finished, sign your name and place your finished artwork in a warm place to dry.

Follow-up Questions:

- What was your favorite of the two dyes, Walnut or Poke? Why?
- Did you try to mix the two to see what would happen? If so, what color did you make?
- What are some other natural materials that you can think of to color with? What about food?
- Of the four readings, which was the hardest to understand?
- Why do you think this is?

Second Grade Specific Questions:

- In the reading, James Lawson said, “I suppose, that Name was, at first, to distinguish it from the Hicories, it having a blacker Bark.” Is this statement an example of fact or opinion?
- James Lawson also said “The Wood is very firm and durable, of which Tables and Chests of Drawers are made...” again, is this a statement or opinion?

- Was the purpose of these authors to inform or entertain? Can writing be both informative and entertaining? Discuss.
Language Arts 2.01
- Without looking at the readings, what can you tell me, in your own words, about Black Walnuts, Poke, or Ms. Bernice Taylor?
Language Arts 3.03
- What kinds of sentences did the authors use? Can you find any declarative, interrogative, or exclamatory sentences in the reading?
Language Arts 3.05
- What, besides the beginnings of sentences and the names of Countries, does John Lawson capitalize? What do all these things have in common?
Language Arts 3.05
- When Ms. Bernice Taylor speaks in the reading, how does the author tell you that it is her speaking and not them?
Language Arts 3.05
- Looking at the drawings of Walnuts and Poke, what types of lines are used—straight, curved, or both? How do the branches of the tree limb, berries, and leaves guide the viewer’s eye through the drawings? What opposites do you see that were used in the drawings? What is the center of interest?
Visual Arts 3.01, 3.03-3.05
- Is the content of your artwork reality or fantasy? What would it take to make it more real or more fantasy?
Visual Arts 4.01
- What was the main purpose of the drawing? What about your painting?
Visual Arts 5.01

Third Grade Specific Questions:

- What was the author’s purpose in each of the above readings?
Language Arts 2.04
- Can you find any examples of facts? Opinions?
Language Arts 2.04
- Can you briefly summarize the main idea(s) of each piece of reading?
Language Arts 2.06
- Using Ms. Bernice Taylor’s statements as inspiration, write a paragraph long story about what life would have been like for her as a child, “comin’ up on hard times”.
Language Arts 4.07
- Why does John Lawson use incorrect capitalization in his writing? What words is he capitalizing that we don’t capitalize now?
Language Arts 5.01
- Looking at the drawings of the Walnuts and Poke, what textures do you see that are implied? Do they correlate to the textures of the real objects?
Visual Arts 3.01
- What geometric shapes do you see in the both your drawings and the ones given to you?
Visual Arts 3.03
- Are the drawings given to you visually balanced? What about your own drawings? If they are balanced, is the balance symmetrical or asymmetrical?
Visual Arts 3.06, 3.08, 3.12

Fourth Grade Specific Questions:

- By picking out the key words and points of the above readings, paraphrase each portion. Language Arts 2.01
- How did writing Ms. Bernice Taylor's words as she said them and not as they should have been written bring her character to life? (example "mash 'em up" and not "mash them up")
Language Arts 3.03
- Using Ms. Bernice Taylor's statements as inspiration, write a two paragraph long story about what life would have been like for her as a child, "comin' up on hard times".
Language Arts 4.07
- How could/did you make a lighter shade of the ink?
Visual Arts 3.01
- Where, in the given drawings, do you see horizontal, vertical, parallel, and diagonal lines?
Visual Arts 3.02

Fifth Grade Specific Questions:

- Name some strategies used by the writers to inform you about their topic.
Language Arts 2.10
- Using Ms. Bernice Taylor's statements as inspiration, write a two paragraph long story about what life would have been like for her as a child, "comin' up on hard times".
Language Arts 4.07
- What does John Lawson do with his writing that we now think of as incorrect?
Why do you think he did this?

Language Arts 5.01

Sixth Grade Specific Questions:

- Now that you have done this exercise: How have you changed? The next time you see one of these plants, will you see it differently?

Language Arts 1.04

- What are some new words that you have learned today?

Language Arts 6.01

- Ms. Bernice Taylor's quotation contains numerous misspellings and incorrect grammar usage: Correct her quotation using standard English grammar. Why did the author use a quote in this passage and not paraphrase what Ms. Taylor said in correct English?

Language Arts 6.01, 6.02

- Using Ms. Bernice Taylor's quote as a starting point, write a short story as if you were her or her family, "comin' up on hard times": what would your life have been like? How would you have survived? What would you do for fun?
- How do the drawings given to you and your own drawings communicate to the outside world?
- Visual Arts 4.01

Seventh Grade Specific Questions:

- Did you know what these plants were prior to this exercise? Now that you do know what they are and how they were used, will you see them differently?

Language Arts 1.04

- What are some new words that you have learned today?

Language Arts 6.01

- Ms. Bernice Taylor’s quotation contains numerous misspellings and incorrect grammar usage: Correct her quotation using standard English grammar. Why did the author use a quote in this passage and not paraphrase what Ms. Taylor said in correct English?
Language Arts 6.01, 6.02
- Using Ms. Bernice Taylor’s quote as a starting point, write a short story as if you were her or her family, “comin’ up on hard times”: what would your life have been like? How would you have survived? What would you do for fun?

Eighth Grade Specific Questions:

- Did you know what these plants were prior to this exercise? Now that you do know what they are and how they were used, will you see them differently?
Language Arts 1.04
- Are there any new words that you have learned today? What about spellings of words you already knew? How were they used differently?
Language Arts 6.01
- Ms. Bernice Taylor’s quotation contains numerous misspellings and incorrect grammar usage: Correct her quotation using standard English grammar. Why did the author use a quote in this passage and not paraphrase what Ms. Taylor said in correct English?
Language Arts 6.01, 6.02
- Using Ms. Bernice Taylor’s quote as a starting point, write a short story as if you were her or her family, “comin’ up on hard times”: what would your life have been like? How would you have survived? What would you do for fun?