

Create a Lighting Time Line

Have your students each draw a time line illustrating the order that different sources of light were first used. Have students depict sunlight, fire, candles, rush lights, oil lamps, and electricity.

Suggested Readings

Burnie, David. Light. New York: Dorling Kindersley, 1999.

Dixon, Ann. How Raven Brought Light to People. New York: M. K. McElderry Books, 1992.

Duncan, Barbara R., ed. Living Stories of the Cherokee. Chapel Hill: University of North Carolina, 1998.

Foy, Jessica H. and Thomas J. Schlereth eds. "Conduits and Conduct: Home Utilities in Victorian America, 1876-1915," American Home Life, 1880-1930. Knoxville: UTenn, 1992.

Gardner, Robert. Dazzling Science Projects With Light and Color. Berkeley Heights, NJ : Enslow Elementary, 2006.

Hobson, Anthony. Lanterns that Lit Our World: How to Identify, Date, and Restore Old Railroad, Marine, Fire, Carriage, Farm, and other Lanterns. Spencertown, N.Y. : Golden Hill, 1991.

Nelson, Louise K. Country Folklore. Alexander, NC: WorldCom, 1997.

Robertson, William C. Light. Arlington, VA: NSTA, 2003.

Tunis, Edwin. Colonial Craftsmen and the Beginning of Modern Industry. Baltimore: Johns Hopkins University, 1999.

Tunis, Edwin. Colonial Living. Cleveland: The World Publishing Co., 1957.

North Carolina Standard Course of Study:

Second Grade

Social Studies Objectives

3.01, 3.02, 4.01, 6.02, 8.01, 8.02

Language Arts Objectives

2.06, 2.07, 3.01, 3.02, 3.04, 4.04, 4.05, 4.06, 4.08, 5.01, 5.02, 5.03, 5.07

Third Grade

Social Studies Objectives

2.02, 2.03, 3.01, 3.02, 5.03, 6.03, 7.02

Language Arts Objectives

1.04, 2.02, 2.03, 3.01, 3.02, 4.02, 4.03, 4.04, 4.07, 4.09, 5.04, 5.05, 5.08

Fourth Grade

Social Studies Objectives

1.02, 1.03, 2.01, 2.03, 3.01, 7.01, 7.02, 7.04, 7.05

Language Arts Objectives

2.02, 2.03, 2.05, 3.02, 4.07, 4.09, 5.08, 5.09

Fifth Grade

Social Studies Objectives

3.02, 5.05, 6.01, 6.02

Language Arts Objectives

1.03, 2.02, 2.03, 2.09, 3.02, 4.07, 4.09, 5.08

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The Mountain Heritage Center *presents*



New Light On Old Times

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**Western
Carolina**
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New Light On Old Times

Dear Teacher: The following materials are provided for you to prepare your students for the history of lighting outreach program from the Mountain Heritage Center. The students' experience will be greatly enriched if they are introduced to some of the concepts of Appalachian history and folk life before our visit. We have also enclosed some potential follow-up activities you can use with your students to reinforce the lessons from the program.

Vocabulary

Artifact- An historic object made or shaped by people.

Chandler - A candle maker and soap maker.

Coal- A source of fuel made of compressed vegetable matter that is mined from the ground.

Electricity- A form of energy that is found in nature but that can be artificially produced.

Flint- A hard dark quartz that produces a spark when struck by steel.

Fuel- A material used to produce heat or power by burning.

Kerosene- Oil created out of petroleum used for lamps, stoves, and heaters.

Lantern- A usually portable light with a protective covering.

Oil- Greasy, flammable liquid substances from plant, animal, or mineral sources commonly used as fuel.

Oil lamp-A lamp that burns oil for fuel.

Paraffin- A petroleum product used to make most of the candles used today.

Rush Light- A crude lamp made from a pith, at the center of a rush plant, dipped into melted fat and then burned.

Snuff- To trim a candle wick.

Tallow- Animal fat used in lamps or for candles.

Wick- Linen or braided cotton strands that burns on a candle.

Discussion Ideas and Activities

Pre-Visit

Brainstorming

Ask your class what they think it might be like to only have light to work and play from sun up to sun down.

Ask them how their lives would be different? Make a class list of how people would have lit their homes before electricity.

Journaling Activity

Have students each write a journal entry of what a day in their life might be like without electricity. What time would they wake up? What chores might they have to do that they wouldn't do today? How would they see at night? What would they do for fun?

Paper Lantern Craft

What you'll need:

8" x 12" piece of Construction Paper, Scissors, Tape, Stapler, Ruler, Pencil, Glue, glitter or sequins.

Directions:

- Use your ruler to measure and cut 1" off the short end of your paper. Set aside to use as the handle.
- Fold the rest of the paper in half lengthwise.
- Draw a line 1" from the end of the long edge of the paper opposite the folded edge. This will be the line where you stop cutting.
- Measure and mark lines 1" apart starting at the folded edge and moving towards the "stop cutting" line.
- Cut on the marked lines up to the "stop cutting" line.
- Unfold the paper.
- Re-crease the paper in the opposite direction. This will hide any pencil marks.
- Match the long edges together on the lantern and use tape to hold it in place.
- Staple the handle to the top of the lantern.

If you wish, add glue, glitter, sequins or other things to decorate your lanterns. (From <http://crafts.kaboose.com/lantern1.html>)

Fireside Games

Before other sources of light, families used to gather around their fireplaces after dark in order to have light and warmth to read, work, cook and play. Show students different fireside games that children may have played such as jacks, marbles, pick up sticks (use straw from an old broom), cats cradle with yarn or string, and hide the thimble. To play the latter, one person hides the thimble while the others cover their eyes. The other players then look for the thimble. When spotted, the finder cries out "I spy!" and hides the thimble for the next round. Split students into small groups to try out the other games and then have them switch. Ask students how they think home life is different now that families don't need to gather around a fireplace for light and heat.

Post-Visit

Reading

Read Ann Dixon's How Raven brought Light to People, a Native American legend about the origin of the sun, moon and stars. Have students compare and contrast this legend to the legend about fire from the Mountain Heritage Center presentation. Review how legends were created by people to explain natural events.

Creative Writing Assignment

Have your class pen their own legend to explain the origin of a natural phenomenon related to light. They might choose to write about the sun, the moon, stars, planets, the Northern lights, sunsets, lightening, fire, etc. Encourage students to be creative and to share their legends with the class.