



THE  
SWANNANOVA VALLEY MUSEUM & HISTORY CENTER  
GREAT BIG BIOGRAPHY  
BOX

swannanoavalleymuseum.org  
(828) 669-9566  
223 W State St. Black Mountain, NC 28711



# Table of Contents

1. List of Biography Box Contents	Page 3
List of 45 historical figures from the Swannanoa Valley and Asheville area. Includes a brief description about each.	
2. Primary and Secondary Source Guide	Page 5
A guide to the difference between primary and secondary sources and common examples of each.	
3. Citing Sources	Page 6
A guide to citing primary sources and the Chicago Manual of Style format	
4. Biography Box Standards	Page 10
NC standards that can be met with the use of the box	
5. Wax Museum Lesson Description	Page 20
6. Wax Museum Research Guide Worksheet	Page 21
7. Elementary Reader's Theater Description	Page 25
8. Middle & Secondary Reader's Theater Description	Page 28
9. Digital Project Lesson Description (Grades 6-12)	Page 31
10. Genealogical Research Lesson Description (Grades 6-12)	Page 33

## Biographies (Alphabetical by First Name)

1. **Amanda Swimmer**, Cherokee elder and potter, b. 1921
2. **Anni Albers**, German-American artist, taught at Black Mountain College, b. 1899 d. 1994
3. **Annie Daugherty**, African-American midwife that worked in Black Mountain in the early 20<sup>th</sup> century, b. 1888 d.1959
4. **Billy Graham**, American Evangelist and author, b. 1918
5. **Bob Ingle**, entrepreneur and grocer, founded Ingles Markets in Black Mountain, b. 1933 d. 2011
6. **Brad Daugherty**, born in Black Mountain, played basketball at Owen High School, UNC Chapel Hill, and for the Cleveland Cavaliers, now owns a stock car racing team, b. 1965
7. **Brad Johnson**, born in Black Mountain, played football at Owen High School; quarterback for the Super Bowl winning Tampa Bay Buccaneers, b. 1968
8. **Buckminster Fuller**, American architect and teacher at Black Mountain College, inventor of the geodesic dome, b. 1895 d. 1983
9. **Charles D. Owen Sr.**, Co-founder of the Beacon Manufacturing company, relocated the company to Swannanoa, b. 1875 d. 1937
10. **Claudia McGraw**, known as “The Apron Lady” for making beautiful and nationally-known aprons, she ran a tea house in Black Mountain, b.1891 d.1986
11. **Daniel Boone**, American frontiersman, one of the first people to settle in the Yadkin Valley of North Carolina, Married Rebecca, a woman from NC, b. 1734 d.1819
12. **Davy Crockett**, Tennessee congressman, frontiersman, married Elizabeth Patton, a woman from Swannanoa, died at the Alamo, b. 1786 d.1836
13. **Douglass Ellington**, North Carolina born, Beaux-Arts trained architect who created a number of Art Deco-style buildings in Asheville, NC, b. 1886 d. 1960
14. **E.W. Grove**, born in East Tennessee, founded a pharmaceutical company, built the Grove Park Inn in Asheville and Grovemont community in Swannanoa, b. 1850 d. 1927
15. **E.W. Pearson**, community leader, civil rights activist, and entrepreneur who lived in West Asheville, b. 1872 d. 1946
16. **Edith Vanderbilt**, wife of George Vanderbilt, a progressive activist for education and conservation, lived at Biltmore Estate, b. 1873 d. 1958
17. **Elisha Mitchell**, scientist, naturalist, theologian. Mt. Mitchell is named for him after he perished attempting to prove its height, b. 1793 d.1857.
18. **Elizabeth Blackwell**, first woman to become a medical doctor in the United States, began her studies in Asheville, b. 1821 d.1910
19. **Frederick Law Olmsted**, American naturalist and landscape architect helped create the grounds of the Biltmore Estate, b.1822 d.1903
20. **George Avery**, born into slavery in Asheville, served in the United States 40<sup>th</sup> Infantry, Colored Troops during the Civil War, b.1846 d. 1938.
21. **George Vanderbilt**, railroad baron, moved to western North Carolina in the 1890s and commissioned the construction of the Biltmore Estate, b. 1862 d. 1914
22. **Harriet Styles**, community leader, naturalist, co-founder Swan. Valley Museum, b.1920 d. 2014
23. **Isaac Dickson**, born into slavery in central North Carolina, he moved to WNC and became an important community leader, helping to establish the YMI, was elected the first African American on the Asheville School board, b. 1830? d. 1919

## Biographies (Alphabetical by First Name)

24. **Jacob Lawrence**, African-American artist and teacher at Black Mountain College, famous for his "Migration" series depicting African Americans moving from the South to the North in the early 20<sup>th</sup> century, b. 1917 d. 2000
25. **John Myra Stepp**, born into slavery in Black Mountain he became a proponent of education and was elected to the Buncombe County School Board, b. 1850 d. 1955
26. **Josef Albers**, German-American painter and teacher at Black Mountain College, b. 1888 d. 1976
27. **Lillian "Exum" Clement Stafford**, born in Black Mountain, became the first female legislator in the South, b. 1886 d.1925
28. **Madelon "Glory" Battle Hancock**, raised in Asheville, Madelon moved to England with her husband. When WWI started she volunteered as a nurse and served all four years of the war. She was the most decorated nurse of the war, b. 1881 d. 1930
29. **Marcus Martin**, known for his fiddle playing and carving, he was hired at Beacon Manufacturing co. to entertain employees, b. 1881 d.1974
30. **Margaret Slagle**, elected the first female mayor in Black Mountain, b.1922 d.2004
31. **Nancy Wrenn**, WWII nurse in Japan, aviator, camp operator, Owen High School teacher, b. 1922, d. 2017
32. **Nina Simone**, born in Tryon and educated in Asheville, Nina was a famous soul, jazz, R&B singer and civil rights activist, b.1933 d.2003
33. **Rachel Davidson**, one of the first white settlers in western North Carolina, fled hostile Native Americans with an enslaved teenager, Liza ca. 1784, b. unknown d. unknown
34. **Rafael Guastavino**, Spanish-born and Beaux Arts-trained tile maker and architect. Came to the US in the 1880s. Completed work on the Biltmore Estate, and designed the Basilica of St. Lawrence in Asheville, built an estate in Black Mountain (now Christmount), b.1842 d.1908
35. **Roberta Flack**, born in Black Mountain, a famous R&B and Jazz singer, b.1937
36. **Ron Rash**, Southern American novelist, poet, and professor, b.1953
37. **Roy Williams**, born in Marion, began his coaching career at Owen High School, now coach of UNC Tar Heels Basketball team, b. 1950
38. **Ruth Bell Graham**, wife of Billy Graham, born to missionary doctor parents in China, moved to Montreat to complete high school, became a successful author, b.1920 d.2007.
39. **Samuel Davidson**, first white settler in the Swannanoa Valley, killed by hostile Native Americans in 1784, b. 176? d. 1784
40. **Sarah Gudger**, born into slavery, Sarah was interviewed by the Federal Writers Project Slave Narratives in 1937 as one of the oldest participants (about 120), her story provides insight into the lives of enslaved people of Buncombe County. b. 1816? d. 1938.
41. **Sequoyah**, Cherokee silversmith who invented the first written writing system for the Cherokee people, b. 1770 d. 1843
42. **Thomas Wolfe**, Asheville-born novelist and playwright, b.1900 d. 1938
43. **Warlassies**, Owen High School basketball team, undefeated for five years straight, 1964-1969
44. **Wilma Dykeman**, Buncombe County author, philanthropist, and civic leader, b. 1920 d. 2006.
45. **Zebulon B. Vance**, North Carolina Civil War Governor, born in western North Carolina, built summer home in North Fork, b.1830 d.1894

### **What is a primary source?**

Primary sources provide firsthand accounts or direct evidence about a particular event or person. To identify a primary source, ask yourself if it was produced by the person you are researching or during a particular event you are researching.

Examples of Primary Sources -

- original historical and legal documents
- items written by the person in question (diary entries, journal entries, letters, etc.)
- speeches
- interviews and oral histories
- birth, death, or marriage certificates
- photographs
- artifacts
- artforms created or written by the person in question
- original data or research
- sometimes newspaper articles
  - if the reporter witnesses the event firsthand or quotes someone who did

Historians use primary sources for research. Like detectives, historians use primary sources as clues and sift through evidence to form conclusions about a particular topic. Primary sources are crucial to the study of history because they provide tangible links to the past. Examining primary sources gives students a sense of history and the complexity of the past.

### **What is a Secondary Source?**

Secondary sources interpret, describe, discuss, analyze, or summarize primary sources and other secondary sources. Authors of secondary sources form conclusions based on their evaluation of primary sources.

Examples of Secondary Sources -

- academic or scholarly books
- journal or magazine articles
- reviews
- newspaper articles

# Citing Sources using Chicago Manual of Style

## Articles and Essays

*Structure:*

1. Author's last name, first name, middle initial (if given).
2. Title of document (in italics).
3. Format (special presentation).
4. Publisher city: publishing company, copyright date (if given).
5. Source (From Library of Congress in normal font), Collection name (in italics). If no collection name, name of division where item is housed with no punctuation.
6. Medium.
7. URL (use bibliographic record URL or shorter digital id if available at bottom of bibliographic record).
8. Accessed date (in parenthesis).

Last name, First name Middle initial. *Title of Work*. Format. City: Publishing Company, copyright date. Source, Collection. Medium, [http://...\(accessed date\)](#).

*Example:*

*The Wilbur and Orville Wright Timeline, 1867-1948*. Special presentation. From the Library of Congress, *The Wilbur and Orville Wright Papers*. <http://www.loc.gov/collection/wilbur-and-orville-wright-papers/about-this-collection/> (accessed January 10, 2006).

## Cartoons and Illustrations

*Structure:*

1. Author's or creator's last name, first name, middle initial (if given).
2. Title of document (in italics); a subsection of a larger work in quotes.
3. Format (cartoon or illustration).
4. Publisher city: publishing company, copyright date.
5. Source (From Library of Congress in normal font), Collection name (in italics). If no collection name, name of division where item is housed with no punctuation.
6. Medium.
7. URL (use bibliographic record URL or shorter digital id if available at bottom of bibliographic record).
8. Accessed date (in parenthesis).

Last name, First name Middle initial. *Title of Work*. Format. City: Publishing Company, copyright date. Source, Collection. Medium, [http://...\(accessed date\)](#).

*Example:*

Franklin, Benjamin. "Join or Die." Illustration. *The Pennsylvania Gazette*, May 9, 1754. From Library of Congress Prints and Photographs Division <http://loc.gov/pictures/item/2002695523/> (accessed January 10, 2006).

## Government Publications

*Structure:*

1. Author's last name, first name, middle initial (if given).
2. Title of document (subsection is placed in quotes, followed by title in italics).
3. Format (omit if it is a printed page).
4. Publisher city: publishing company, copyright date (include as much information as possible such as page numbers).
5. Source (From Library of Congress in normal font), Collection name (in italics). If no collection name, name of division where item is housed with no punctuation.
6. Medium.
7. URL (use bibliographic record URL or shorter digital id if available at bottom of bibliographic record).
8. Accessed date (in parenthesis).

Last name, First name Middle initial. *Title of Work*. Format. City: Publishing Company, copyright date. Source, Collection. Medium, [http://...\(accessed date\)](#).

*Example:*

"Proceedings December 17, 1792". *Annals of Congress*. House of Representatives, 2nd Congress, 2nd Session. Washington: Gales and Seaton, 1849, pg. 747-748. From Library of Congress, *A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1875*. <http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=llac003.db&recNum=370> (accessed January 9, 2006).

## Manuscripts

*Structure:*

1. Author's last name, first name, middle initial.
2. Title of document (in italics).
3. Format (letter, manuscript, pamphlet...).
4. Publisher city: publishing company, copyright date. (if given).
5. Source (From Library of Congress in normal font), Collection name (in italics). If no collection name, name of division where item is housed with no punctuation.
6. Medium.
7. URL (use bibliographic record URL or shorter digital id if available at bottom of bibliographic record).
8. Accessed date (in parenthesis).

Last name, First name Middle initial. *Title of Work*. Format. City: Publishing Company, copyright date. Source, Collection. Medium, [http://...\(accessed date\)](#).

*Example:*

Keller, Helen. *Helen Keller to John Hitz, August 29, 1893*. Letter. From Library of Congress, *The Alexander Graham Bell Family Papers, 1862-1939*. <http://www.loc.gov/item/magbellbib004020> (accessed January 11, 2006).

## Newspapers

*Structure:*

1. Author's last name, first name, middle initial (if given; if no author is given, use title of Newspaper here instead in italics).
2. Title of article (in quotes); Title of newspaper (if not used above) in italics.
3. Format (leave blank if printed document).
4. Publisher city: publishing company, copyright date.
5. Source (From Library of Congress in normal font), Collection name (in italics). If no collection name, name of division where item is housed with no punctuation.
6. Medium.
7. URL (use bibliographic record URL or shorter digital id if available at bottom of bibliographic record).
8. Accessed date (in parenthesis).

Last name, First name Middle initial. *Title of Work*. Format. City: Publishing Company, copyright date. Source, Collection. Medium, [http://...\(accessed date\)](http://...(accessed date)).

*Example:*

*The Stars and Stripes*, "Free Education While You Wait For Orders Home." Dec. 6, 1918. From Library of Congress. <http://www.loc.gov/item/sn88075768/1918-12-06/ed-1/> (accessed Feb. 10, 2012).

## Oral Histories

*Structure:*

1. Title of the interview in quotes
2. Interviewer's first name, last name (if available)
3. Title of publication or Web site
4. Date of publication
5. Medium
6. URL
7. Accessed date (in parenthesis)

"Title of interview" by First Name Last Name of interviewer, *Title of publication or Web site*, Month, Day Year of publication, URL (accessed date).

*Example:*

"Gwendolyn M. Patton oral history interview conducted by Joseph Mosnier in Montgomery, Alabama, 2011-06-01." From Library of Congress, *Civil Rights Oral History Project*. Film. [http://www.loc.gov/item/afc2010039\\_crhp0020/](http://www.loc.gov/item/afc2010039_crhp0020/) (accessed Jan. 15, 2016).



## Photographs

### *Structure:*

1. Photographer's last name, first name, middle initial (if given). [Include role after name, i.e. photographer.]
2. "Photo Title." [Include brackets if given in bibliographic record.]
3. Format (photograph).
4. Publisher city: publishing company, copyright date (include c [circa] if given; if no date, use n.d.).
5. Source (From Library of Congress in normal font), Collection name (in italics). If no collection name, name of division where item is housed with no punctuation.
6. Medium.
7. URL (use bibliographic record URL or shorter digital id if available at bottom of bibliographic record).
8. Accessed date (in parenthesis).

Last name, First name Middle initial. *Title of Work*. Format. City: Publishing Company, copyright date. Source, Collection. Medium, <http://...>(accessed date).

### *Example:*

O'Sullivan, Timothy, photographer. "[Incidents of the war. A Harvest of Death, Gettysburg, July 1863.]" Photograph. Washington, D.C.: Philip & Solomons, c1865. From Library of Congress: *Selected Civil War Photographs, 1861-1865*. <http://www.loc.gov/pictures/item/cwp2003001110/PP> (accessed January 9, 2006).

**History-in-a-Box**  
**Local Biographies**  
**NC Standards**

**SOCIAL STUDIES ESSENTIAL STANDARDS**

**1st Grade**

**1.H.1.2** Explain the importance of folklore and celebrations and their impact on local communities.

**1.G.1.2** Give examples showing the location of places (home, classroom, school, and community.)

**1.G.2.1** Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).

**1.G.2.3** Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).

**1.C.1.1** Compare the languages, traditions, and holidays of various cultures.

**2nd Grade**

**2.H.1.2** Identify contributions of historical figures (community, state, nation, and world) through various genres.

**2.H.1.3** Compare various interpretations of the same time period using evidence such as photographs and interviews.

**2.C&G.2.1** Exemplify characteristics of good citizenship through historical figures and everyday citizens.

**2.C.2.1** Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).

**2.C.2.2** Recognize the key historical figures and events that are associated with various cultural traditions.

**3rd Grade**

**3.H.1.1** Explain key historical events that occurred in the local community and regions over time.

**3.H.1.2** Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.

**3.H.1.3** Exemplify the ideas that were significant in the development of local communities and regions.

**3.H.2.1** Explain change over time through historical narratives (events, people, and places).

**3.H.2.2** Explain how multiple perspectives are portrayed through historical narratives.

**3.G.1.4** Explain how the movement of goods, people, and ideas impact the community.

**3.E.1.2** Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers, and coastal towns).

**3.E.2.2** Give examples of entrepreneurship in various regions of the state.

**3.C&G.2.1** Exemplify how citizens contribute politically, socially, and economically to their community.

**3.C.1.1** Compare languages, foods, and traditions of various groups living in local and regional communities.

**3.C.1.2** Exemplify how various groups show artistic expression within the local and regional communities.

**4th Grade**

**4.H.1.3** Explain how people, events, and developments brought about changes to communities in various regions of North Carolina.

**History-in-a-Box**  
**Local Biographies**  
**NC Standards**

**4.G.1.1** Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, and land use).

**4.G.1.4** Explain the impact of technology (communication, transportation, and inventions) on North Carolina's citizens, past present.

**4.C.1.1** Explain how the settlements of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions).

**4.C.1.2.** Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.

**5th Grade**

**5.H.2.2** Explain how key historical figures have exemplified values and principles of American democracy.

**5.H.2.3** Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction.

**5.G.1.3** Exemplify how technological advances (communication, transportation, and agriculture) have allowed people to overcome geographic limitations

**5.G.1.4** Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).

**5.C.1.3** Explain how the movement of goods, ideas, and various cultural groups influenced the development of regions in the United States.

**5.C.1.4** Understand how cultural narratives (legends, songs, ballads, games, folk tales, and art forms) reflect the lifestyles, beliefs, and struggles of diverse ethnic groups.

**6th Grade**

**6.H.1.1** Construct charts, graphs, and historical narratives to explain particular events or issues.

**6.H.1.2** Summarize the literal meaning of historical documents in order to establish context.

**6.H.1.3** Use primary and secondary sources to interpret various historical perspectives.

**6.H.2.2** Compare historical and contemporary events and issues to understand continuity and change.

**6.H.2.4** Explain the role that key historical figures and cultural groups had in transforming society.

**6.C.1.1** Analyze how cultural expressions reflected the values, of civilizations, societies, and regions (e.g., oral traditions, art, dance, music, literature, and architecture).

**7th Grade**

**7.H.1.1** Construct charts, graphs, and historical narratives to explain particular events or issues.

**7.H.1.2** Summarize the literal meaning of historical documents in order to establish context.

**7.H.1.3** Use primary and secondary sources to interpret various historical perspectives.

**7.G.1.2** Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.

**7.C.1.2** Explain how cultural expressions (e.g. art, literature, architecture and music influence modern society).

**History-in-a-Box**  
**Local Biographies**  
**NC Standards**

**8th Grade**

- 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 historical documents in order to establish context.
- 8.H.1.3** Use primary and secondary sources to interpret various historical perspectives.
- 8.H.1.4** Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
- 8.H.3.3** Explain how individuals and groups have influenced economic, political, and social change in North Carolina and the United States
- 8.H.3.4** Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.
- 8.G.1.2** Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic makeup).
- 8.C.1.3** Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic sectors such as American Indians, African Americans, and European immigrants).

**High School**

- AH1&AH2.H.1.2** Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and historical interpretations. 3. Analyze data in historical maps. 4. Analyze visual, literary and musical sources.
- AH1&AH2.H.1.3** Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past. 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causation. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues.
- AH1&AH2.H.1.4** Use Historical Research to: 1. Formulate historical questions. 2. Obtain historical data from a variety of sources. 3. Support interpretations with historical evidence. 4. Construct analytical essays using historical evidence to support arguments.
- AH1.H.8.1** Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction
- AH1.H.8.2** Explain how opportunity and mobility impacted various groups within American society through Reconstruction
- AH1.H.8.3** Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction
- AH2.H.3.2** Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction
- AH2.H.3.4** Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response
- AH2.H.8.1** Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction

**History-in-a-Box**  
**Local Biographies**  
**NC Standards**

**AH2.H.8.2** Explain how opportunity and mobility impacted various groups within American society since Reconstruction

**AH2.H.8.4** Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction

**ELA SCoS STANDARDS**

**1<sup>st</sup> Grade**

**RI.1.1** Ask and answer questions about key details in a text.

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.1.5** Know and use various text features to locate key facts or information in a text.

**RI.1.9** Identify basic similarities in and differences between two texts on the same topic.

**RI.1.10** With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.

**W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.

**W.1.5** Participate in shared research and writing projects.

**W.1.6** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL.1.4** Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**2<sup>nd</sup> Grade**

**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.2.5** Know and use various text features to locate key facts or information in a text efficiently.

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

**W.2.2** Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure.

**W.2.5** Participate in shared research and writing projects.

**History-in-a-Box**  
**Local Biographies**  
**NC Standards**

**W.2.6** Recall information from experiences or gather information from provided sources to answer a question.

**SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.

**3<sup>rd</sup> Grade**

**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**RI.3.5** Use text features and search tools to locate information relevant to a given topic efficiently.

**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**W.3.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

**W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**W.3.5** Conduct short research projects that build knowledge about a topic.

**W.3.6** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.

**4<sup>th</sup> Grade**

**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**W.4.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

**W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.4.5** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.6** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.

**History-in-a-Box**  
**Local Biographies**  
**NC Standards**

**5<sup>th</sup> Grade**

**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**W.5.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.5.5** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.6** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.

**6<sup>th</sup> Grade**

**RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**RI.6.7** Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.

**W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.6.5** Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.

**W.6.6** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.

**History-in-a-Box**  
**Local Biographies**  
**NC Standards**

**7<sup>th</sup> Grade**

**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.7.3** Analyze the interactions between individuals, events, and ideas in a text.

**W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.7.5** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.6** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.

**8<sup>th</sup> Grade**

**RI.8.1** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

**W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.8.5** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**W.8.6** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.

**9<sup>th</sup> & 10<sup>th</sup> Grades**

**RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



**History-in-a-Box**  
**Local Biographies**  
**NC Standards**

**RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.5** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.9-10.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**11th & 12<sup>th</sup> Grades**

**RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.11-12.5** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

**SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**History-in-a-Box**  
**Local Biographies**  
**NC Standards**

**C3 FRAMEWORK STANDARDS (History)**

**ELEMENTARY**

- D2.His.3.K-2.** Generate questions about individuals and groups who have shaped a significant historical change.
- D2.His.3.3-5.** Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- D2.His.4.K-2.** Compare perspectives of people in the past to those of people in the present.
- D2.His.4.3-5.** Explain why individuals and groups during the same historical period differed in their perspectives.
- D2.His.6.K-2.** Compare different accounts of the same historical event.
- D2.His.6.3-5.** Describe how people’s perspectives shaped the historical sources they created.
- D2.His.9.K-2.** Identify different kinds of historical sources.
- D2.His.9.3-5.** Summarize how different kinds of historical sources are used to explain events in the past.
- D2.His.10.K-2.** Explain how historical sources can be used to study the past.
- D2.His.10.3-5.** Compare information provided by different historical sources about the past.
- D2.His.11.K-2.** Identify the maker, date, and place of origin for a historical source from information within the source itself.
- D2.His.11.3-5.** Infer the intended audience and purpose of a historical source from information within the source itself.
- D2.His.12.K-2.** Generate questions about a particular historical source as it relates to a particular historical event or development.
- D2.His.12.3-5.** Generate questions about multiple historical sources and their relationships to particular historical events and developments.
- D2.His.13.3-5.** Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- D2.His.16.K-2.** Select which reasons might be more likely than others to explain a historical event or development.
- D2.His.16.3-5.** Use evidence to develop a claim about the past.

**MIDDLE**

- D2.His.3.6-8.** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- D2.His.4.6-8.** Analyze multiple factors that influenced the perspectives of people during different historical eras.

**History-in-a-Box**  
**Local Biographies**  
**NC Standards**

**D2.His.6.6-8.** Analyze how people’s perspectives influenced what information is available in the historical sources they created.

**D2.His.9.6-8.** Classify the kinds of historical sources used in a secondary interpretation.

**D2.His.10.6-8.** Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

**D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

**D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

**D2.His.13.6-8.** Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

**D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.

**SECONDARY**

**D2.His.3.9-12.** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

**D2.His.4.9-12.** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**D2.His.6.9-12.** Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

**D2.His.8.9-12.** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

**D2.His.9.9-12.** Analyze the relationship between historical sources and the secondary interpretations made from them.

**D2.His.10.9-12.** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**D2.His.11.9-12.** Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

**D2.His.12.9-12.** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**D2.His.13.9-12.** Critique the appropriateness of the historical sources used in a secondary interpretation

**D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

# Wax Museum Description

## **Grades:**

1st - 5th

## **Description:**

Using materials provided in the Traveling Trunk, students will research a historical figure from the Swannanoa Valley and Asheville area. Students will then write a report about their historical figure. The report may include details about their figure's childhood, family, life, and accomplishments. They can create a speech from their report. On the day of the Wax Museum, students will dress up as their chosen figure. They will assemble around the classroom or museum and stand still as if they are a statue. They should have a "button" drawn on their hand or on the floor. Visitors will walk around to each student, and when they press that student's button, the student will "come to life" and give a one-minute speech as the historical figure they are impersonating.

# Wax Museum Research

## ❖ Who:

➤ Full name of person:

➤ Parents' names:

➤ Words that describe the person (brave, inventor, politician, explorer, etc):

➤ Name of husband or wife:

➤ Name(s) of children:

## ❖ What:

- What did this person do that made him/her become famous?
  
- What did the person say that is important or has been remembered? (quotations)
  
- Other facts (awards, achievements, etc.)

## ❖ How:

- How did he/she learn the skills needed to become famous? (school, job, etc)

## ❖ When:

➤ Date and place of birth:

➤ Date and place of death (write alive if still living):

➤

➤ What was life like during that time? (before electricity, during a war, segregated, etc.)

## ❖ Where:

➤ Where the person lived (may be more than one place)





# Reader's Theater Description

## **Grades:**

3rd - 5th

## **Description:**

Using materials provided in the box, students will choose or be assigned a historical figure from the Swannanoa Valley and Asheville area. Students will get into groups with their classmates who have historical figures from the same time period (1700's, 1800's, 1900's). Students will be given worksheets that will help them discuss their historical figures. They will then brainstorm with their group and together write a story or script that involves their historical figures which they will later perform.

# Reader's Theater

Break into groups with classmates from the same time period as you (1700's, 1800's, 1900's). Tell your group members about your historical person. As a group, discuss what is similar and different about your people and answer the following questions:

## ❖ How are your historical people similar?

➤ Did your person have a similar job or skill to someone else in the group?

➤ Did your person have similar goals to someone else in the group?

➤ Note any other similarities:

## ❖ How are your historical people different?

➤ What makes your person unique (different from everyone else)?

➤ Note any other differences:

➤ Is there anyone else in the group that you think your person would have been good friends with? Why?

➤ Is there anyone else in the group that you think your person would not have gotten along with? Why?

Using the information you have discussed with your group members, write a story or a script involving your historical people. Be creative, but try to make the story realistic.

# Reader's Theater Description

## **Grades:**

6 - 12

## **Description:**

Using materials provided in the box, students will choose or be assigned a historical figure from the Swannanoa Valley and Asheville area. Students will get into groups with their classmates who have historical figures from the same time period (1700's, 1800's, 1900's). Students will be given worksheets that will help them discuss their historical figures. They will then brainstorm with their group and together write a story or script that involves their historical figures which they will later perform.



❖ Differences:

- What makes your figure unique?
  
  
  
  
  
  
  
  
  
  
- How does your figure's background differ from the backgrounds of others in the group?
  
  
  
  
  
  
  
  
  
  
- Note any other differences:

❖ Additional Questions:

- Is there anyone else in the group that you think your figure may have been good friends with? Why?
  
  
  
  
  
  
  
  
  
  
- Is there anyone else in the group that you think your figure may not have gotten along with? Why?

# Digital Research Project Description

## Grades:

6 - 12

## Description:

Using the materials provided in the SVM Biography Box, students can begin researching notable individuals from the Swannanoa Valley and Asheville area. Students can present their research using a variety of digital platforms, and they have the opportunity to add images, video clips, text, and music to their presentations. Students should include details about their chosen/assigned individual's childhood, family, life, and accomplishments, as well as details about their research methods. Students can use the following digital platforms to present their findings:

- Google Slides
  - Like a powerpoint, allows students to create a slideshow with photos, text and basic animation.
- ArcGis Story Maps
  - Allows students to create dynamic online “digital exhibits” using web pages, maps, youtube videos, and more in a side by side high resolution format.
- Prezi
  - Not your average presentation, Prezi is ultra-customizable with an abundance of options for fonts and layouts. Can include videos, music and more.
- Microsoft Sway
  - Powerpoint 2.0. Manipulate photos and video like never before. Especially great for presenting “before and after” photos.
- Animoto
  - A cloud-based video creation service that produces video from photos, video clips, and music into video slideshows.
- ThingLink
  - Image interaction technology that helps students become fluent in using digital media to express themselves and demonstrate their learning. Allows students to annotate images.

# Digital Storytelling

Using the materials provided in the SVM biography box, students can create a story chronicling the life and events of their historical figure. Digital storytelling is a method in which students can express themselves creatively in addition to developing digital media literacy skills. Digital history storytelling can help present a story about the past in a unique way. Students will be expected to consider the line between fiction and historical accounts. Students will explore ways in which storytellers use sound, images, text, color, font sizes and other creative mediums to serve the narrative.

Beginning story elements:

- Basic information presented to set the scene for the story.
- Introduction of the main character.
- A journey or a process of inquiry has begun. A problem or challenge, which the main character must solve, is established.

Middle elements:

- The full extent of the problem or conflict is made apparent.
- In the process of discovering a solution, the main character experiences growth and transformation.

Ending elements:

- Closure and conclusion.
- The transformation and growth of the character is highlighted.

Before digitally developing the story, students should first map out the direction they intend the narrative to take with the use of a storyboard. The narrative should be driven by historical information. In the storyboard, students should include the images, audio, and text they intend to include in their digital story.



# Genealogy Research Guide Description

## Grades:

9 - 12

## Description:

Using the information gathered from the SVM biography box, students can search an online database to discover more information about their historical figure. Students have the ability to access HeritageQuest with the use of a Buncombe County library account. HeritageQuest offers a variety of genealogical sources for research use, such as census records, military records, cemeteries, and more. NCGenWeb also offers similar databases. Students should attempt to find as much additional information about their historical figure as possible using the online search tools and records. Students should also look for documents to support basic facts about their figure, such as birth and death dates and locations.

This project can be used as an introduction to family genealogical research. Students can use the same research guide worksheet (below) when researching their family history.

**HeritageQuest:** <https://www.ancestryheritagequest.com/>

**NCGenWeb:** <http://ncgenweb.us/nc/buncombe/>

# Research Guide Worksheet

Using the online database, find the following information about your historical figure. Include where you found the information (birth certificate, census records, obituary, etc.)

Full name of historical figure:

Birth date and location:

Death date and location:

Occupation:

Family members (parents, siblings, spouse, children):

Additional information found: