



## 2<sup>nd</sup> Grade Social Studies & Activities

**Competency Goal 3: 3.01** Compare similarities and differences between oneself and others.

**3.02** Describe similarities and differences among families in different communities.

### **Ghost Town Site: All areas of Ghost Town in the Sky**

**Activity:** As the students walk through the park, have them imagine they were living in the Old West. How would their lives be the same as their lives today? In what ways would their lives be different from today?

Point out the pricing in the Barbershop, Apothecary, and Railroad. Compare the similarities and differences in Ghost Town and your hometown. Point out the different buildings that are in the areas. How did the people go from one place to another?

**Activity:** How is the schoolhouse different from their school? How is it similar to their school? What would it have been like to be in school in an Old Western town?

**Activity (complete after visit):** What are some items that they own and/or use that they would not have had 150 years ago? Ask the students to think about what they saw when they were visiting Ghost Town.

**Activity (complete after visit):** Make a chart sized Venn Diagram with the left circle labeled "Western 7 year old in 1880", the right circle labeled "2<sup>nd</sup> Grader Today." As a class, have the students list similarities and differences. Remind the students of what they saw at Ghost Town in the Sky – toys, buildings, transportation. Using the Venn Diagram as brainstorming, have one half of the class write a group story of a day for a 7 year old in 1880 and the other half of the class write a group story of a typical day for a contemporary 2<sup>nd</sup> grader. Share the stories with the rest of the class, and possibly with the students' families.

**Competency Goal 4: 4.03** Describe human movement in the establishment of settlement patterns such as rural, urban, and suburban.

### **Ghost Town Site: Mining Village in Fort Cherokee**

#### **Activity:**

1. Ask the students what was being mined at Mining Town. (*gold*)
2. Why did the men want to find gold? (*for money*)
3. What happened when a lot of people came to a place to begin to mine gold? (*they would build a town very quickly – introduce the term "boom town"*)
4. What might happen to the town if all the gold was taken out of the mine? (*people would leave*)

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5. What would happen to the town that had been built because of the gold mine? *(it would be abandoned)*
6. Why might we call that a ghost town? *(answers may vary, but some may make the connections that only ghosts would still be in the town or that no one was left)*

**Competency Goal 5: 5.02 Describe the role of a geographer and apply geographic tools, such as maps, globes, compasses and photographs, in the understanding of locations and characteristics of places and regions.**

**Activity (before the visit):** Show the students a map of United States and ask for someone to point to the western part. You may want to point out the compass rose. Then ask them to point out North Carolina. Explain that Ghost Town is here in North Carolina but was made to look like a western town. Tell them that as they walk through Ghost Town, they should look for the kind of buildings and their contents that would have been in a western town and for the things that would not have been there (roller coasters, ice cream parlors, etc.).

**Ghost Town Site: The whole Ghost Town park**

**Activity:** Have the student groups examine the Ghost Town map and allow each student a chance to lead their group to the next stop.