

Down, Down the Mountain by Ellis Credle
unit study and printables by Wende, Tamara, and Ami

Social Studies

Appalachian Mountains –

Hetty and Hank live on the Blue Ridge Mountains. This range is part of the Appalachian Mountains in eastern United States, running from Pennsylvania to Alabama. Have your child find the Appalachian Mountains on a United States map. This region has a very unique culture, with stories, songs, dances and games that carried on for generations. The log cabin, butter churn, corn cob pipe, fiddle and the dress found throughout the story are all characteristic of Appalachian culture. A fun picture book to expand on Appalachian culture is *Billy Boy* by Richard Chase.

Complete lapbook components for the Blue Ridge Mountains.

County Fairs –

Hetty and Hank ended up at the county fair. Why do you think they looked at the county fair as such a special occasion? In the Appalachians people were very busy and they often lived far from each other. There was not a lot of time or ability to socialize with others. Every year they could look forward to this special occasion, meeting up with people they haven't seen in a while, entering contests, and showing off their handiwork. It may be fun while sharing this book to put on your own county fair. Make up prize ribbons. Have children "train" real or stuffed animals to do tricks. Have a sack race, pie-eating contest, or show off your biggest produce to win prizes.

Science

Nocturnal Birds –

Hetty and Hank heard the "Whooo!" and the "Whip-poor-will!" of the birds at night. Whip-poorwills and owls are nocturnal creatures, meaning they sleep during the day, and are awake during the night. During the night, owls hunt for small animals such as mice, frogs, chipmunks, and some insects and whippoorwills feast on seeds and insects. Research either of these birds further as interest warrants.

Complete lapbook components about whippoorwills and owls.

Do additional research to learn more about the animals of the Appalachian mountains. Use printables to aid you in making mini books.

Gardening –

Gardening was a fun but also necessary chore for the people of the Appalachian Mountains. They needed these fruits and vegetables to survive through the cold winters and until the following year's crops came in. Depending on what time of the year you are sharing this book, planting a garden is a wonderful hands-on way for your children to learn about the foods they eat.

Seeds: Hetty and Hank planted turnip seeds. A seed is a little package of plant life. A seed coat protects the inside embryo, which is the baby plant. Explain to your child how not all seeds will grow though. They need air, plenty of water, and the right temperature and amount of light to begin to grow, or germinate. After the seed germinates, the root grows down into the soil, and the shoot grows up towards the sun. The leaves, buds, and flowers grow from this new shoot. The more rich and fertile the soil is, the healthier the plant will be. Some go along books include:

The Magic School Bus Goes to Seed by Joanna Cole

The Magic School Bus Plants Seeds by Patricia Rief

From Seed to Plant by Gail Gibbons

A Weed is a Seed by Ferida Wolff

Plant some radish seeds inside and chart their growth each day.

Plants: After a seed germinates, the plant begins to grow. Most flowering plants have four main parts: roots, stems, leaves and flowers. The roots grow underground and hold a plant in place and take in water and nutrients from the soil for the plant to grow. The shoot or stem grows up from the top of the seed, and holds up the leaves and flowers of a plant. It also carries the water and nutrients from the roots to the rest of the plant. The leaves grow from the shoot and make food for the plant using a process called photosynthesis. It takes chlorophyll (which is the green in the leaves), sunlight, water and a gas called carbon dioxide to make glucose (a kind of sugar). This glucose is stored in the stems or roots of the plants. The leaves also give off oxygen, which is in the air we breathe. Vines and stems will continue to grow, reaching for the sun. Buds then develop, and flowers form from the buds. The flowers contain the parts to make seeds, and then the process starts all over again.

Crops: There were a variety of fruits, vegetables, grains, and legumes mentioned in this story. Does your child know the difference between each one? The difference may surprise him!

Fruit – If the fleshy part of the food you eat contains the seed, it is a fruit. Most fruits are sweet, but there are other fruits such as cucumbers, squash, peppers, and tomatoes that are not. Note: there are some “seedless” varieties, which do have seeds but they are tiny and edible. The plants reproduce by seed collected from the insides of the fruit.

Vegetables – If the plant part you eat doesn't have a seed, it is a vegetable. If left to grow, the vegetable will eventually "bolt", going to flower and then to seed. Examples of vegetables include lettuce, cabbage, broccoli, cauliflower, beets, radishes, turnips, spinach, etc. The plants reproduce by seed collected after the plant bolts and the seed heads dry.

Grains – If the part you eat is a hard seed or kernel harvested from a cereal grass, it is most likely a grain. Grains include wheat, barley, oats, corn, rye, etc. The plants reproduce by seed.

Legumes – If the part you eat is a seed from inside a pod, it is a legume. Legumes include all kinds of beans, peas, and peanuts. The plants reproduce by seed.

Tubers – If the part of the plant you eat comes from an underground swollen root system, it is a tuber. Tubers include potatoes and yams. If tuberous plants are left to grow, they will flower and turn to seed. These seeds can be collected and planted. The preferred method, however, is to cut a tuber up, leaving at least one root in tact in each piece, and planting the pieces. Each piece of tuber will grow out into a new underground root system, producing more tubers.

Complete Different Kinds of Crops mini book.

Older student can complete Turnip Report.

Making Soap –

On their journey, Hetty and Hank met up with a lady making soap. Up until the early 1900's, making soap in United States households was a task left to women who usually made soap once a year. Combining lye, animal fats and/or vegetable oils, and water in a process known as saponification makes soaps. There are many methods of making soap, including a cold press method (using low temperatures), and the boiling or kettle method, which was used by Hetty and Hank's newfound friend. First, to obtain the lye, she would pour water through ashes she had saved from the winter's fires, collecting the lye as it dripped through a hole in the bottom of the barrel. Today, lye is manufactured commercially and can be purchased at grocery and hardware stores. Next, she would add the meat fats she had been saving. The fats have been rendered, which means that the fat was melted in water, and separated to remove any impurities. The kinds of fats used will change the texture and density of the soap. After the fat and lye are brought to the correct temperatures, they are poured into molds and are cured. The mixture can be poured in a large mold, such as a tub, where it will later be cut into bars, or it could be poured into individual molds. This is called basic soap. Later on, after it is cured, the soap can be grated and remelted with additives such as fragrances or colors.

For a project this week, make your own soap bars. As lye can be dangerous around young children, start out with a store bought basic soap such as Ivory.

Oatmeal Soap – Grind up 12oz of basic soap. Put $\frac{3}{4}$ cup of oatmeal in blender and whirl until flakes are $\frac{1}{5}$ their original size. Melt together in a saucepan the grated soap and 9oz of water. Add oatmeal and stir until it is fairly thick. Lightly scent with cinnamon or almond fragrance, if desired. Pour into molds and let set. Makes an old-fashioned skin cleanser that soothes irritated skin.

Wheat Germ and Honey Soap – Grind up 12oz of basic soap. Melt soap with 9oz of water in saucepan. Add $\frac{3}{4}$ cup wheat germ, $\frac{1}{4}$ cup honey, and 2 teaspoons wheat-germ oil. Stir until fairly thick. Pour into molds and let set. Makes a skin softening, mildly abrasive soap.

Aloe Soap - Grind up 12oz of basic soap. Add enough water to $\frac{3}{4}$ cup of aloe vera gel to make 9oz. Stir mixture into soap and heat till completely melted. Add a bit of green dye if desired. Pour into molds and let set. Makes a soothing soap good for sunburn.

Language Arts

Simile –

A simile is a comparison of two things using the words *like* or *as*. As you read the story, point out these similes to your child:

“Snow lay on the mountains like a chilly white blanket”

Shoes that played “like Pappy’s fiddle.”

The road was “steep – just like the stair.”

The road was “narrow – like a hair.”

Encourage your child to think of similes of his own, looking outside for ideas.

Complete similes component for your lapbook.

Personification –

Personification is a literary device in which the author gives an animal, object, or idea the qualities of a person. Sometimes this is done through the text, and other times it is done through the illustrations. Have your child look and listen to identify the use of personification in *Down, Down the Mountain*. Throughout the story the shoes are given the human-like characteristic of being able to sing. We are told this in the text of the story, and also in the illustrations of the shoes surrounded by musical notes.

Capitalization -

There are many capitalized words throughout this story, so as you come across them, discuss these capitalization rules, and have your child use them in his own writings.

~Capitalize the first word in every sentence, and the first word in a direct quotation.

~Names of people, called proper nouns, get capitalized. Ex. *Hetty* and *Hank*

~Words like *mammy* and *pappy* get capitalized when they are replacing a proper noun, like “Hi, *Mammy!*” or “Hi, *Pappy!*”, but not when they are used separate from a proper noun, as in “I’ll ask my *mammy.*”

~Geographical names get capitalized, such as *Blue Ridge Mountains*, but not the words if they stand alone, such as *ridge* or *mountain*.

~Capitalize the days of the week, such as “The next day was *Sunday.*”

Onomatopoeia -

When words are written similar to the sounds they make it is called onomatopoeia. These words are most fun when read out loud. Is “Creaky, squeaky, creaky, squeaky” a good way to describe how new shoes sound? How about “Clippity, cloppity” for the way a horse’s hooves sound?

Have your child listen to noises around him, and try to write out the sound he hears phonetically.

Complete onomatopoeia lapbook component.

Expressions –

Some people have very interesting expressions they like to say. These expressions are often regional, and the Appalachian people have many of them. Why do you think people use them? What do you think each one means? Do you use any expressions that people in other regions would find unusual?

“Sakes alive!”

“Yes siree!”

“Howdy!”

“Mercy me!”

“Oh my stars!”

“Thanky, thanky!”

Math

Cent –

Pappy said, “There is not a cent of money.” Your youngest children can be introduced to coins. Cent means a hundred. In the United States of America, a cent is a copper coin (at the time this story was written) whose value is the hundredth part of a dollar. Also called a penny, one hundred cents are equal to one dollar. Using coins as manipulatives, ask your young child how many cents are equal to a nickel, dime, quarter, and dollar.

Your younger student can complete the coins matchbooks and add them to his lapbook.

Bartering –

When people do not have money, they will trade something of value they don’t need for something of value that they do need. Granny recommended trading turnips for shoes.

Men were trading horses in the square. In places where there was not a lot of money to be had, bartering was quite common. You can barter with actual products or you can barter with labor. Encourage your child to try his hand at bartering for the next thing he desires.

Story Problems —

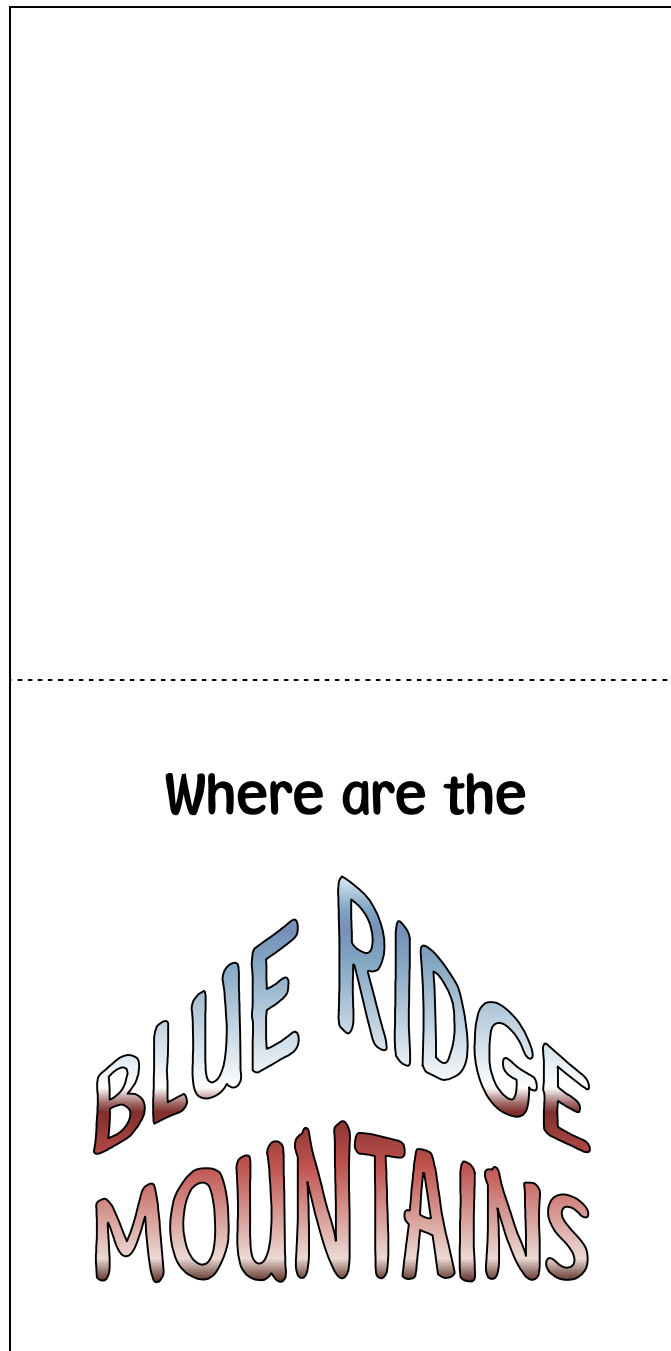
You will find ten word problems for your student to complete in the printables section.

\$5 Gold Piece –

Hetty and Hank won a \$5 gold coin for their turnip. They were very excited about their prize. Gold is the most wanted element in the world. On the periodic table, its symbol is AU and its atomic number is 79. What makes gold so desirable? Gold is beautiful to look at but it is also quite useful. It is a soft metal, which means it is easy to work with. It melts at a reasonably low temperature (1,948 degrees Fahrenheit) so it can be poured and molded into bars, jewelry, or even tooth fillings. It never tarnishes and can be polished to a high shine. It can conduct electricity so it is often used in electronic equipment. It is easily recognizable, due to its color and density, and can be tested for its purity, so all throughout the world it has been recognized as a symbol of wealth and money.

Gold is mentioned dozens of times in the Bible. In ancient times, gold was used for ornaments and decorations of public buildings. Moses was instructed to cover the Mercy Seat of the Ark of the Covenant with gold. Gold was one of the gifts brought to Jesus, by the Three Wise Men. Gold was also used as money, both coined and uncoined. Uncoined money was usually in the form of jewelry such as bracelets, necklaces, anklets, and earrings that were made to specific weights. These were traded for things people needed, such as Rebekah's dowry (Genesis 24:22). Coined money was uniformly sized gold lumps, flattened and stamped with a certification of weight and fineness by an authority. David paid for a threshing floor and oxen with gold coins (1 Chron.21:25). The Greeks were especially talented at making coins, and learned to stamp intricate designs. The Romans then began stamping their own gold coins. Sometimes the authorities were dishonest and would stamp them incorrectly.

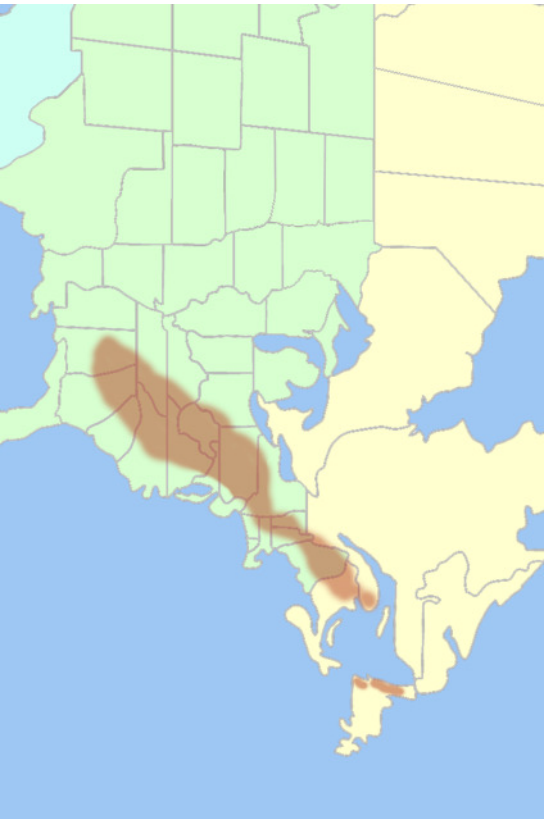
One of the interesting things about gold is that, generally speaking, it holds its value over time. In 1934, when *Down, Down the Mountain* was written, Hetty and Hank's 1/4 ounce of gold bought them two pairs of shoes, a hat, a sash, a handkerchief, and a pack of needles. That same amount of gold can buy you the very same things today! You sure can't say that about paper money!



Cut out simple fold as one piece. Mountain fold on dotted line. Cut out and glue map inside fold. Child can draw in the Blue Ridge Mountains, referring to http://ngeorgia.com/ang/Blue_Ridge_Mountains.

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The Appalachian Mountains are a range in eastern United States, running from Pennsylvania to Alabama.

Mountain: a land mass that projects well above its surroundings; higher than a hill



Brook Trout



American Copperhead



Eastern Newt



Black Rat snake



Wood Frog



Common Garter snake



Darter



Eastern Box Turtle



Great Horned Owl



Broad-headed skink

Use the pictures of the Appalachian animals as desired to make your own mini-books, fact cards, animal classification cards, or whatever else you want!

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Eastern Cottontail



Eastern Grey squirrel



Wood Ducks



wild Turkey



Black Bear



Northern Goshawk



Spring Peeper



Common Snapping Turtle



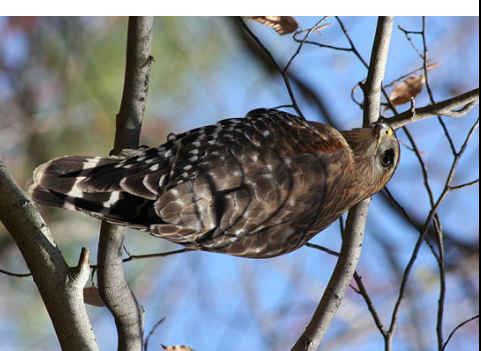
White-tailed Deer



Beaver



striped skunk



Red-shouldered Hawk



snowshoe Hare



Mourning Dove



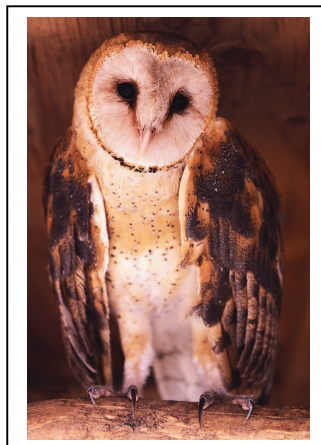
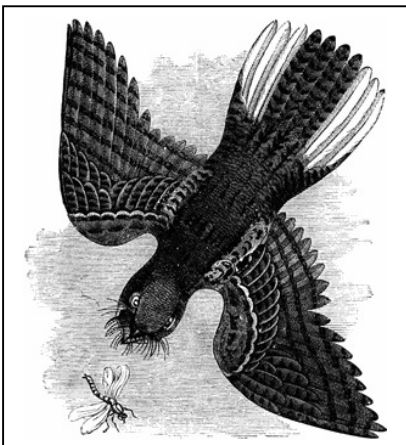
Barred owl

WHIPPOORWILL

OWL

Cut out on solid lines.
Mountain fold on
dotted lines. Older
children can write
facts or draw a
picture of bird under
flap, or younger
children can glue
picture.

NIGHT BIRDS



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Owls

Where do they live?

What do they eat?

How do they reproduce?

How do they protect themselves?

What kind of mouth?

What kind of body covering?

Circle one:

Vertebrate or Invertebrate

Circle one:

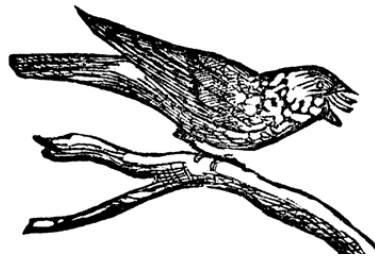
Diurnal or Nocturnal

Circle one:

Herbivore or Carnivore or Omnivore

What kind of animal?

Print out all pages and cut on solid lines.
Stack with smallest page on top and staple at top.
Fill out info on each page.
Glue back of last page into lap/notebook.



Whippoorwill

Where do they live?

What do they eat?

How do they reproduce?

How do they protect themselves?

What kind of mouth?

What kind of body covering?

Circle one:

Vertebrate or Invertebrate

Circle one:

Diurnal or Nocturnal

Circle one:

Herbivore or Carnivore or Omnivore

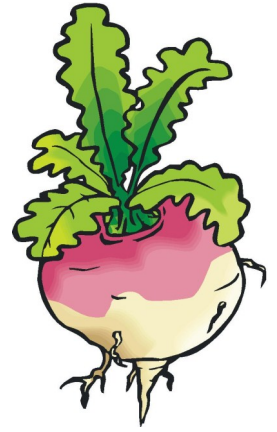
What kind of animal?

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Down Down the Mountain

by Ellis Credle

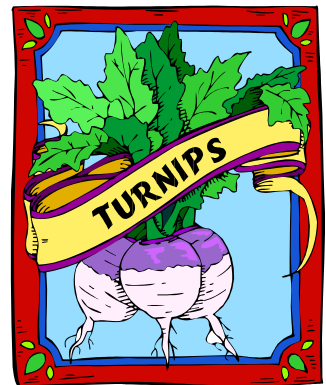
Math Word Problems



Hetty hung up eight strings of shucky beans, four bunches of bright red peppers, two ears of popcorn, and one basket of herbs. How many items did Hetty hang from the rafters?



Granny gave Hank four packages of turnip seeds. He gave half to Hetty. How many packages did Hetty receive?



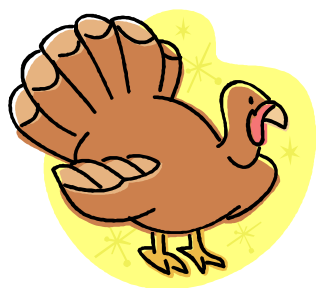
Hetty planted three rows of turnips, and Hank planted four rows. How many rows were planted in all?



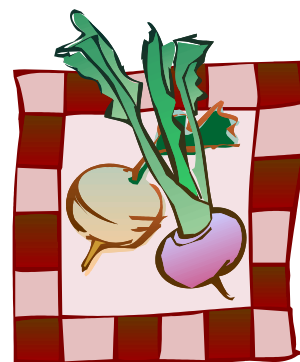
The road is very curvy. It twists to the right four times and turns to the left six times. How many twists and turns all together?



The man had twelve turkeys in his flock. Six turkeys ran into the woods. How many are left?



Hank has ten turnips. If he gives six away, how many will he have left for sale?



It is five miles to town. How many miles round trip?



Hank pulled up eight turnips; Hetty pulled up nine turnips. How many turnips did they pull?



There are twenty people at the church meeting. Only two people are wearing shoes. How many people are not wearing shoes?



There are three boys, six girls, and four babies at church. How many young'uns all together?



| | | | |
|--|--|--|--|
| | | | |
| Penny, penny, easily spent, Coppery brown and worth 1 cent. | Nickel, nickel thick and fat, You're worth 5¢, I know that! | Dime, dime, little and thin, I remember, you're worth 10. | Quarter, quarter, Big and bold, You're worth 25¢, I'm told. |

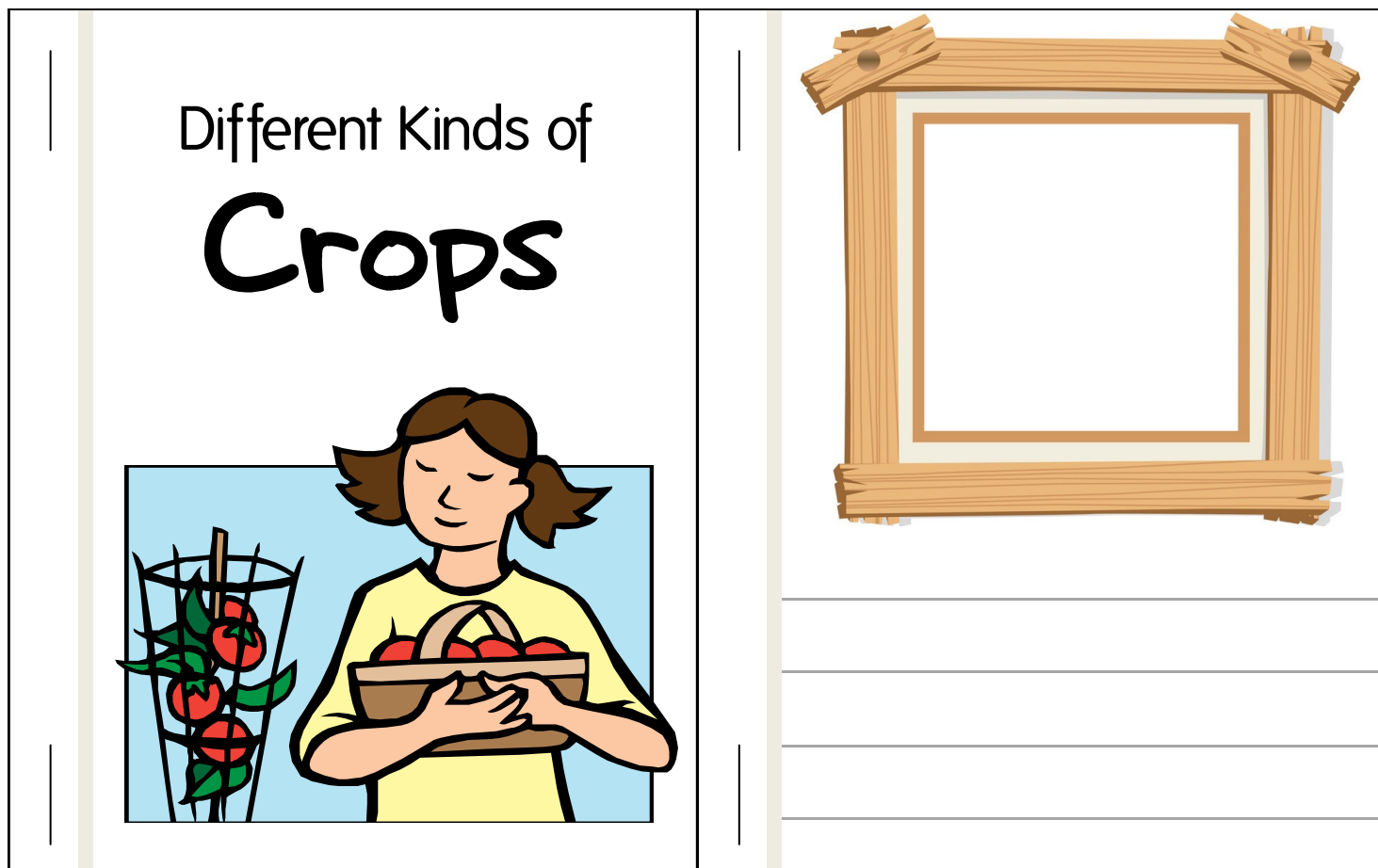


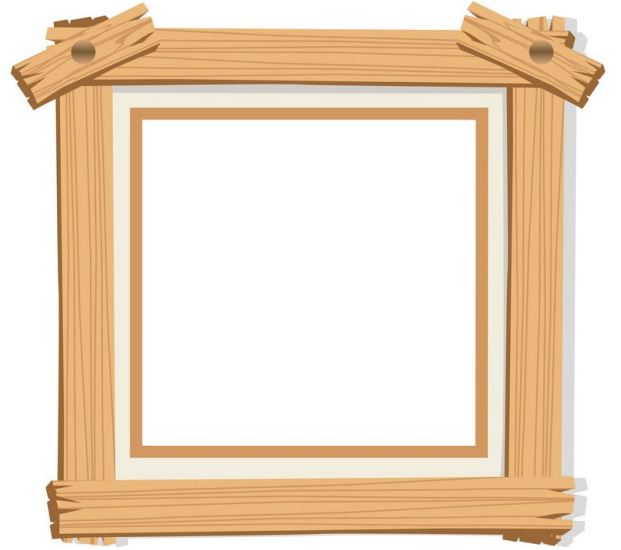
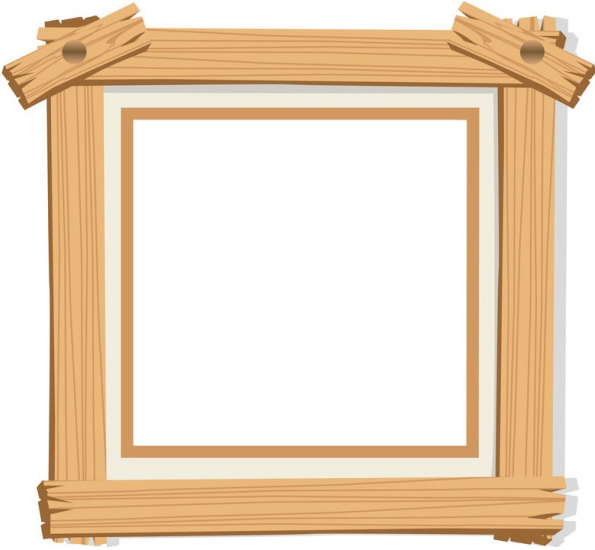
There is an older version and younger version of this book; you only need to print one.

Cut out all pages. Stack together with cover on stop and staple, as indicated.

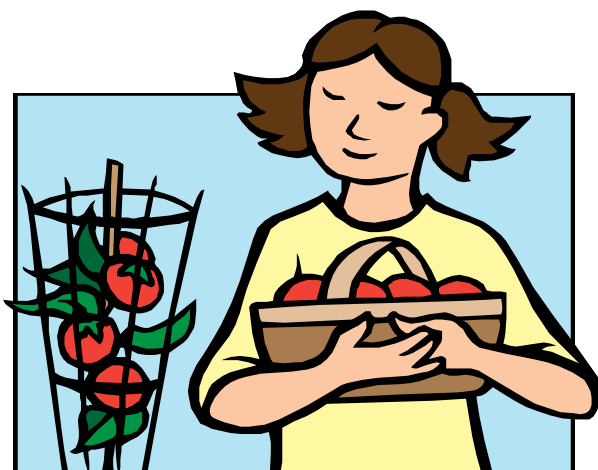
Older version: Write a description of each kind of crop (fruits, vegetables, grains, legumes, and tubers) on the lines provided. Draw a picture in the frame of some of the crops that fit in the category.

Younger version: Cut and paste the appropriate crops to each page.

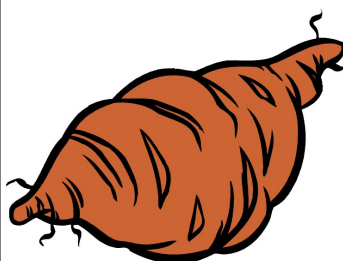
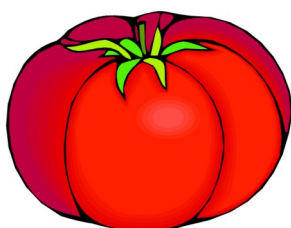
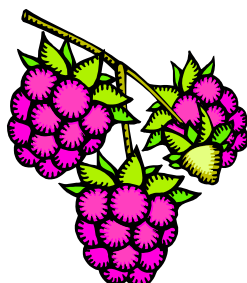
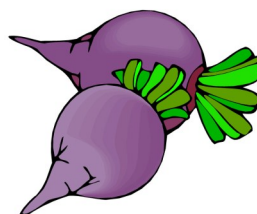
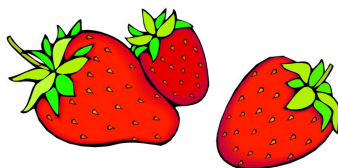
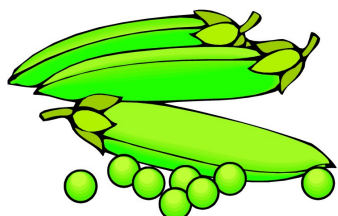




Different Kinds of Crops



These crops are **fruits**.



These crops are **grains**.

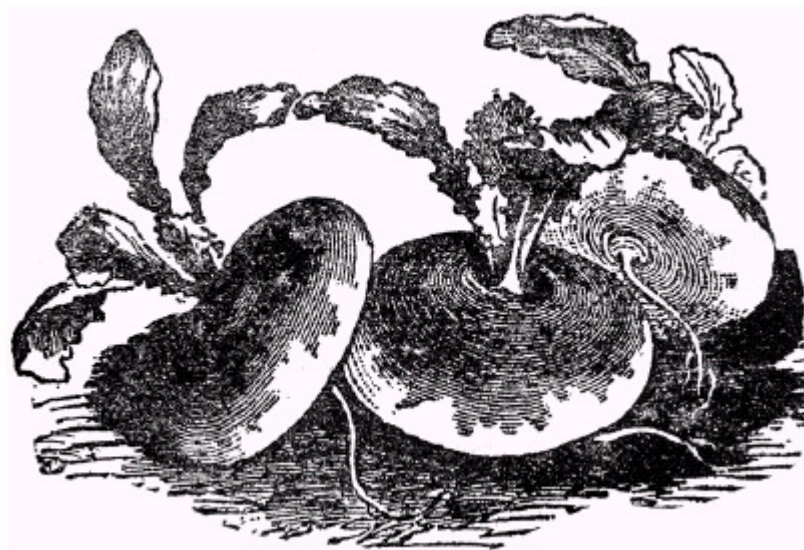
These crops are **vegetables**.

These crops are **tubers**.

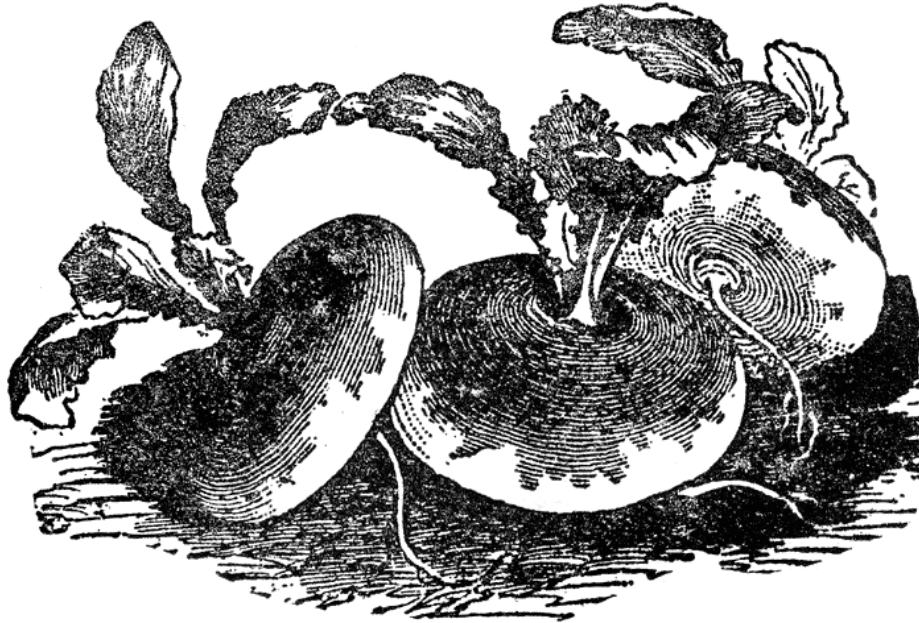
These crops are **legumes**.

Use this pocket to store Turnip Notebook Page.
Cut out as one piece. Fold under tabs. Glue tabs into lapbook.

ABOUT TURNIPS



TURNIPS



Turnips have leaves with edges that are (circle one):

Smooth

Jagged

Rounded

Are turnips a fruit or a vegetable? _____

What parts do we eat? Root

Stem

Leaves

Fruit

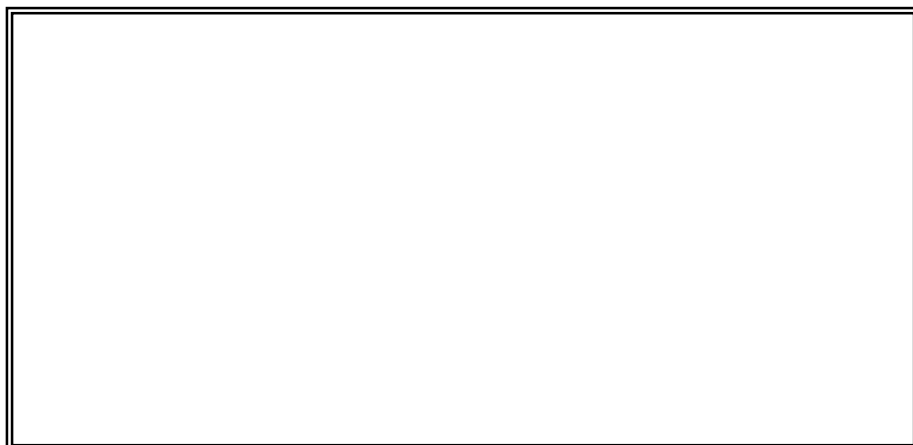
Method of reproduction?

Seeds

No Seeds

Where do they grow? _____

Draw a picture of a turnip below.



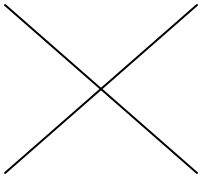
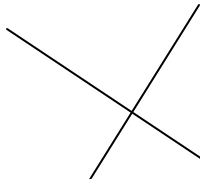
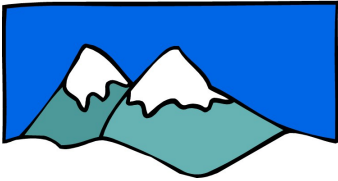

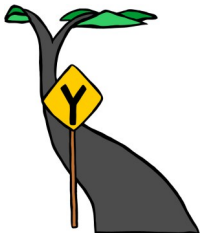

DOWN DOWN THE MOUNTAIN

Down, down, down they went between the rows of tall blue mountains, down, down, down until they came to a little stream flowing over the rocks.

Down, down, down
they went between
the rows of tall blue
mountains, down,
down, down until they
came to a little
stream flowing over
the rocks.

Print page. Cut on solid lines; fold on dotted lines. On the center top portion, write your

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| | | |
|--|------------------------------------|---|
|  <p>CUT AWAY</p> | <h1>Similes</h1> <hr/> <p>BACK</p> |  <p>CUT AWAY</p> |
| <p>Snow lay on the mountains like ...</p>  | | <p>What is a simile?</p> |
| <p>The road was steep like ...</p>  | | <p>The road was narrow like ...</p>  |
| <p>My Original Simile</p> | | <p>Shoes that played like ...</p>  |

Cut out book. Mountain fold on dotted lines. Cut flaps on solid lines. Glue definition under cover.

Give an example
from the story

Write your own
example

Onomatopoeia

Onomatopoeia is words that imitate
the sound they describe.