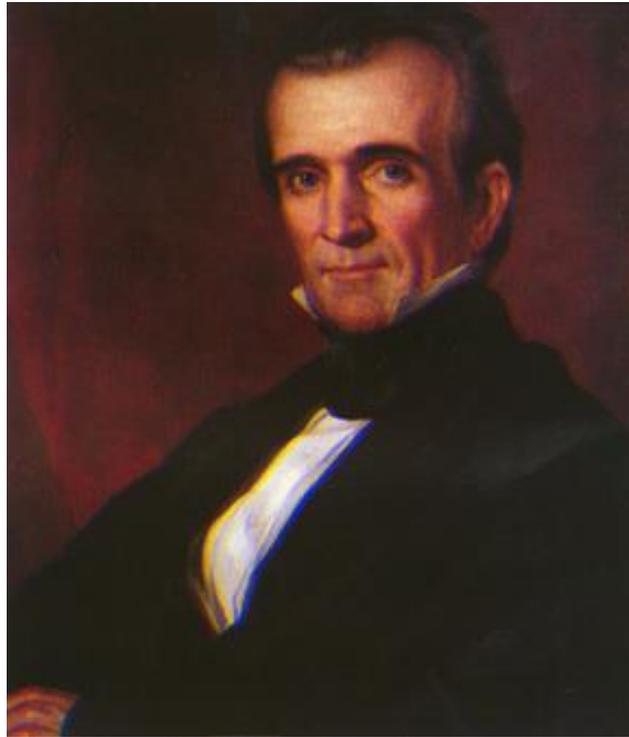


The President James K. Polk State Historic Site
Educator's Packet
2016-2017



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North
Carolina
HISTORIC
SITES

*President James K. Polk State Historic Site
12031 Lancaster Highway
Pineville, N.C. 28134
(704) 889-7145*

Dear Teachers,

We are very excited that your group is planning their next educational field trip to the President James K. Polk State Historic Site. North Carolina State Historic Sites plays a major role in the education of our school children throughout the Tar Heel State and we are pleased to welcome you to the site. We are committed to giving each school group a valuable and memorable learning experience and with your help; we can achieve this goal together.

I hope that this booklet will help you in preparing for your visit. It has been prepared to help answer your questions about the President James K. Polk State Historic Site. I hope that you will find it to be a useful and valuable tool.

The educational programs at the President James K. Polk State Historic Site are tied to specific objectives outlined in the North Carolina Essential Standards and Common Core Standards. If you have any questions about our programs or if you have any suggestions or comments, please feel free to contact myself or our Historic Interpreter II, Angela Thorpe.

Again, thank you for choosing the President James K. Polk State Historic Site and I hope that you will find it very educational. Have a great school year!

Sincerely,

Scott

Scott Warren
Site Manger
President James K. Polk State Historic Site

Group Tours of the President James K. Polk State Historic Site

Scheduling Your Group

To schedule your group, please call Angela Thorpe or Scott Warren at (704) 889-7145. Be sure to call early as dates fill up quickly for the fall and spring seasons. When you call, please have a couple of dates in mind in case your first choice is filled. ***A maximum of 3 classes (@ 75 students) may be scheduled for one day.*** If you have more than 75 students in your group, you will need to schedule two days. You will be asked for your group name, address, number in the group, contact name and phone number, time and date. You will receive a confirmation letter in the mail prior to your scheduled visit. ***Please provide one chaperone for every 10 students.***

Tour**

The following three-part tours are recommended for the corresponding grade levels. If you are interested in participating in one of the optional activities, please let a staff member know while booking your reservation. You should allow approximately 1 ½ hours to complete the tour, with approximately 30 minutes per station.

K-2nd Grade

Main House—Guided tour of the two-room reconstructed main residence. Constructed and furnished to appear like the home a young James K. Polk would have grown up in, students will learn about daily Mecklenburg County family life in this home. Topics may include, but are not limited to, living arrangements; education; childhood chores; class status; and architecture of the home.

Kitchen House—Guided tour of the reconstructed kitchen house. Students will learn about Mecklenburg County farm life and food ways in this structure. Topics may include, but are not limited to, cooking and food ways; the use of a kitchen garden; childhood chores; and use of farm resources.

Please select one option:

History Detectives Picture Matching Activity—This picture matching activity will guide students in identifying museum objects related to 18th and 19th century Mecklenburg County life and President James K. Polk’s administration.

Build-your-own Log Cabin Activity—During this activity, students will be able to create their own log cabins, after which they will learn about the architecture of the site’s reconstructed log structures.

****For details on the Common Core and North Carolina Essential Standards that group tours satisfy, please see the “Tour Standards” portion of this packet.**

3rd-5th Grade

Main House—Guided tour of the two-room reconstructed main residence. Constructed and furnished to appear like the home a young James K. Polk would have grown up in, students will learn about daily Mecklenburg County family life in this home. Topics may include, but are not limited to, living arrangements; education; childhood chores; class status; and architecture of the home. Students will be encouraged to compare and contrast their daily life to the themes that are discussed in this home, and note how early Mecklenburg County family life may have influenced present day Mecklenburg County.

Kitchen House—Guided tour of the reconstructed kitchen house. Students will learn about Mecklenburg County farm life and food ways in this structure. Topics may include, but are not limited to, cooking and food ways; the use of a kitchen garden; childhood chores; use of farm resources; commerce and trade; and enslaved African-Americans. Students will be encouraged to compare and contrast childhood chores, and 18th and 19th century food ways to modern food ways.

Museum Scavenger Hunt—Students will read museum exhibit panels and identify museum artifacts to complete written scavenger hunt that relates to 18th and 19th century Mecklenburg County life and James K. Polk's presidency from 1845-1849.

6th Grade & up

Main House—Guided tour of the two-room reconstructed main residence. Constructed and furnished to appear like the home a young James K. Polk would have grown up in, students will learn about daily Mecklenburg County family life in this home. Topics may include, but are not limited to, living arrangements; education; childhood chores; class status; and architecture of the home. Students will be encouraged to compare and contrast their daily life to the themes that are discussed in this home, and note how early Mecklenburg County family life may have influenced present day Mecklenburg County.

Kitchen House—Guided tour of the reconstructed kitchen house. Students will learn about Mecklenburg County farm life and food ways in this structure. Topics may include, but are not limited to, cooking and food ways; the use of a kitchen garden; childhood chores; use of farm resources; commerce and trade; and enslaved African-Americans. Students will be encouraged to compare and contrast childhood chores, and 18th and 19th century food ways to modern food ways. Students will also be encouraged to identify how commerce, trade, and 18th and 19th century farm culture shaped modern day Mecklenburg County.

Please select one option:

Museum Scavenger Hunt—Students will read museum exhibit panels and identify museum artifacts to complete scavenger hunt that relates to 18th and 19th century Mecklenburg County life and James K. Polk's presidency from 1845-1849.

Polk Family Cemetery Tour—Students will learn about the historical background of the Polk Family Cemetery. Students will then explore headstones in the cemetery to learn about the culture of death and dying in the late 18th and early 19th centuries, cemetery symbolism, and how death shaped greater Mecklenburg County society.

Featured Activity

Cooking Demonstrations (recommended for K-12th grade students)—Students may join the Historical Cooking Guild of the Catawba Valley for a one-of-a-kind cooking demonstration. Students will learn about the art of back-country cooking in the late 18th and early 19th centuries. Students will also learn about the lifestyles of back-country children during this interactive demonstration.

Guild demonstrations take place the 2nd Thursday of every month. When booking, please confirm Guild availability and be prepared with alternate dates, as spaces fill up quickly.

Optional Activities

If you wish to replace a standard tour activity with one of the following, please let a staff member know upon booking.

All optional activities are a flat fee of \$10.

Musket Firing Demonstration (recommended for K-12th grade students)—Students will learn about the context of the musket on an 18th century farm, the history of the musket, and understand how it operated. Students will then witness the firing of an 18th century musket by a highly-trained staff person.

Polk Family Cemetery Tour (recommended for 3rd-12th grade students)—Students will learn about the historical background of the Polk Family Cemetery. Students will then explore headstones in the cemetery to learn about the culture of death and dying in the late 18th and early 19th centuries, cemetery symbolism, and how death shaped greater Mecklenburg County society.

19th Century Education Program (recommended for K-4th grade students)—Students will learn how students were educated in the 19th century, and compare this knowledge with their current educational experiences. Students will also participate in a 19th century writing exercise.



Arrival

Please be on time! We have blocked time on our schedule to be with your group, and have scheduled volunteers and part-time staff just for you. If you are late, we may need to adjust the length of your tour. If it appears that your group will be running late, please phone the site as soon as possible. Once you arrive, the group contact person should come inside the Visitor Center to announce the group's arrival and receive instructions.

Pre-Visit Planning

Prepare your group about what they should expect to see. The pre-visit activities included in this packet will help you to this end; it is highly recommended that you complete these activities. Please remind your students that the historic area is furnished with period artifacts, some dating over 200 years. Thus, no artifacts may be touched or handled during the tour. Groups, at the guides' discretion, may handle reproduction pieces. In addition, please prepare them by discussing the goals of visiting a museum and expected behavior (you may review the "Field Trip Manners" section of this packet for guidelines). The historic area is not heated or air-conditioned, so please be sure your group is dressed properly for the weather.

Accessibility

The museum and Visitor Center is ADA-accessible, yet the historic buildings have three steps at each entrance. A short walk over grassy terrain is necessary to enter the historic area from the Visitor Center.

Admission

For the cost of **\$6.00 per child**, your students can experience our well-rounded and interactive tour program. A **\$25 deposit is due by mail or PayPal at least two weeks prior to your tour. This deposit will go towards your final balance** the day of your group's tour (please see the "Cancellation Policy" section of this packet for deposit refund information). Balance due should be paid in the form of **cash or check** upon arrival to the President James K. Polk State Historic Site (*please make checks payable to Polk Memorial Support Fund, Inc.*). **Please Note: Should your group bring less than 10 students you will be charged the group minimum fee of \$60.00 for ten students**

Weather Policy

We try to avoid canceling/rescheduling programs due to weather, but sometimes nature does not cooperate! We follow the Charlotte-Mecklenburg Schools' schedule during inclement weather. Please note that while a portion of the tour is inside the museum and historic outbuildings, there is a good deal of walking outside. Please make sure group members are dressed accordingly.

Cancellation Policy

If you need to cancel or reschedule your group tour for any reason, please contact us at least **72 hours** prior to your tour to retain your \$25 deposit. Groups who cancel after this deadline will not be refunded. In addition, we will make every effort to reschedule your group.

Field Trip Manners

Because of the age of the cabins and the furnishings inside of them, we ask that visitors observe the following rules during their visit. Please be sure to review this information with your group before your scheduled program. Students and visitors who fail to follow these rules may be asked to wait on the bus or leave the site. Thank you for your cooperation and we look forward to a wonderful experience with you!

- 1.** Please be aware that the items in the house are over 200 years old and are very fragile. They will last many more years if they are not handled. Please do not sit, touch or lean on any furniture or any other part of the structures.
- 2.** Please do not roughhouse in the museum or cabins.
- 3.** For the preservation of the historic house and safety of our guests, please do not climb on any structure to look in the windows or climb on the fences.
- 4.** There is no food, drink, gum, umbrellas, or strollers allowed in the house. Please leave these items on the steps of the house.
- 5.** Please keep voices down in the museum as not to disturb other visitors.
- 6.** Please be respectful of museum staff, and especially museum volunteers: they have taken time out of their days just to be with you!



Tour Standards

K-2nd Grade

North Carolina Essential Standards

- K.H.1.3-** Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).
- K.G.2.2-** Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).
- K.E.1.1-** Explain how families have needs and wants.
- K.E.1.2-** Explain how jobs help people meet their needs and wants.
- K.C.1.2-** Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).
- 1.G.2.1-** Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).
- 1.G.2.2-** Explain how people use natural resources in the community.
- 1.E.1.1-** Summarize the various ways in which people earn and use money for goods and services.
- 1.E.1.2-** Identify examples of goods and services in the home, school and community.
- 2.H.1.2-** Identify contributions of historical figures (community, state, nation and world) through various genres.
- 2.G.2.1-** Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.

Common Core Standards

- RI.K.7-** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- SL.K.1-** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.A-** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1.B-** Continue a conversation through multiple exchanges.
- SL.K.3-** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4-** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.6-** Speak audibly and express thoughts, feelings, and ideas clearly.
- K.CC.B.4.A-** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.CC.B.5-** Count to answer "how many?" questions...
- K.G.A.2-** Correctly name shapes regardless of their orientations or overall size.
- K.G.B.5-** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- RI.1.6-** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- SL.1.1-** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.A-** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2-** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3-** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4-** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- RI.2.3-** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- SL.2.1-** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.A-** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.3-** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

3rd-5th Grade

North Carolina Essential Standards

- 3.H.1.2-** Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.
- 3.H.2.1-** Explain change over time through historical narratives (events, people, and places).
- 3.G.1.3-** Exemplify how people adapt to, change and protect the environment to meet their needs.
- 3.C & G.2.1-** Exemplify how citizens contribute politically, socially and economically to their community.
- 4.H.1.3-** Explain how people, events and developments brought about changes to communities in various regions of North Carolina.
- 4.H.2.1-** Explain why important buildings, statues, monuments and place names are associated with the state's history.
- 4.G.1.1-** Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication and land use).
- 4.C.1.1-** Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods and traditions).
- 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.E.1.2-** Explain the impact of production, specialization, technology and division of labor on the economic growth of 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.

Common Core Standards

- 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.3.7-** Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how events occur).
- W.3.8-** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.1.B-** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1.C-** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- W.4.8-** 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.
- W.4.9-** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4.1-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.1.B-** Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1.C-** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- 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 quickly or to solve a problem efficiently.
- W.5.9-** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.5.1-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.1.B-** Follow agreed-upon rules for discussions and carry out assigned roles.

6th Grade & up

North Carolina Essential Standards

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

6.H.2.3- Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).

6.G.1.1- Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).

6.G.1.2- Explain the factors that influenced the movement of people, goods and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade).

6.G.1.4- Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).

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

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

8.H.1.3- Use primary and secondary sources to interpret various historical perspectives.

8.H.3.1- Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times.

8.G.1.1- Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.

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).

AH1.H.3.2- Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War.

AH1.H.3.3- Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups (e.g., Germans, Scotch-Irish, Africans, Native American Indians, Irish, Chinese, etc.).

AH1.H.4.4- Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., displacement of American Indians, manifest destiny, slavery, assimilation, nativism).

Common Core Standards

RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.11-12.1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.5- Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Facilities at the President James K. Polk State Historic Site

Gift Shop

A variety of affordable souvenirs and books are available at the gift shop in the Visitor Center. Groups may shop at the gift shop at the end of their tour. If you would like special time set aside for this purpose, inform the staff person making your reservation. **The gift shop accepts cash or checks only.**

Picnic Area

The site has a picnic area with ADA-accessible picnic tables located behind the Visitor Center. If you would like to use these facilities, please inform the staff member when you make your reservations. Use of the picnic area for groups is free of charge. Teachers will be given trash bags and shown the location of the dumpster. **Please take all waste to the correct location and clean up the area when you have finished.**

Nature Trail

The site has a nature trail that leads from behind the picnic area to the banks of Little Sugar Creek behind the site. The trail is marked for your convenience. Please stay on the trail. The trail has some steep inclines and uneven terrain; therefore, caution should be exercised.

Visitor Center/Museum

The site's Visitor Center and museum contain artifacts dealing with President Polk's life here in Mecklenburg County from 1795 to 1806, the period before his presidency from 1820 to 1840, and his presidential administration from 1845 to 1849. The Visitor Center includes restrooms and the gift shop.



Historic Site Background Information



The President James K. Polk State Historic Site was dedicated in 1968. It consists of twenty-one acres that once belonged to the parents of the future 11th President of the United States, James K. Polk. James's ancestors traveled down the Great Wagon Road of Philadelphia in a Conestoga wagon pulled by oxen. As the population grew, the early settlers created a town and called it Charlotte after Queen Charlotte who was born in the Mecklenburg Province of German. James K. Polk's parents were Samuel Polk and Jane Knox. They were the children of Scots-Irish Presbyterians who came to America from Northern Ireland. James was the oldest of ten children.

James K. Polk lived on this land for the first eleven years of his life. It was in 1806, when his parents Samuel and Jane, decided to follow relatives to Tennessee. Samuel Polk sold the land and the farm buildings. The buildings on the grounds today are not the actual structures owned by the Polk family. However, they are original buildings that date to the early 1800s and were found in this area and reconstructed to their present form at the state historic site. The main house resembles a description of the original Polk house made by Governor David Swain of North Carolina.

When visiting the President James K. Polk State Historic Site, it is possible to travel back in time from the surrounding areas. The furnishings in the historic structures are all from the same period that James and his family lived here in Mecklenburg County! The kitchen would have a fire constantly burning, making it smoky. They would have eaten from red-ware dishes and cooked in a skillet and Dutch oven. A wattle fence to keep out deer, chickens, rabbits and other animals surrounded their kitchen garden. They grew vegetables like corn, beans, and carrots. Herbs were grown for seasoning food and to use as medicines.

In the main house, James and his family would have played, visited, eaten their meals, and slept. The women and girls would spin wool and cotton into yarn for clothing and blankets. The children would have played with their toys, such as dolls and Jacob's ladder.

The building located behind the kitchen is the shed. It was used as a dry storage area for crops immediately after harvesting season. The walls are hollow so that air can circulate. Barns at this time were typically not used to house animals. Animals were left outside to graze for themselves. The barn was also used for woodworking; boys and men would create needed accessories for the kitchen and furniture for the house.

Pre-Visit Activities

To ensure a fulfilling field trip for your group, please take time to review and complete the pre-visit activities of your choosing.

James Knox Polk Factsheet



Nickname: “Young Hickory”

Claim to Fame: 11th President of the United States (1845-1849)

Born: November 2, 1795: Mecklenburg County, North Carolina

Died: June 15, 1849: Nashville, Tennessee

Father: Samuel Polk (1772-1827) **Mother:** Jane Knox (1776-1852)

Married: Sarah Childress (1803-1891) on January 1, 1824

Siblings: 5 brothers, 4 sisters

Children: None

Education: University of North Carolina at Chapel Hill, graduated in 1818

Occupation: Lawyer

Political Party: Democrat

Other Political Offices Held:

Member of the Tennessee Legislature (1822-1825)

Member of the U.S. House of Representatives (1825-1839)

Speaker of the House of Representatives (1835-1839)

Governor of Tennessee (1839-1841)

Vice President: George Mifflin Dallas

Preceding President: John Tyler (1841-1845)

Proceeding President: Zachary Taylor (1849-1850)

Presidential Firsts

“Hail to the Chief” was played for the first time at Polk’s inauguration

The first baseball game was played while Polk was in office

James Polk was the first president to have his inauguration reported by telegraph.

President Polk was the first president in office to have his photo taken (1849).

The first gaslight was turned on in the White House during Polk’s administration, December 29, 1848.

Presidential Highlights

Known as one of the hardest working presidents, Polk achieved all of his four major campaign goals of his administration. In 1846, Polk’s two key domestic bills were enacted that lowered tariffs and reestablished a federal treasury. The year also saw a treaty signed with Britain that averted war and settled the boundaries of the Oregon Territory. In 1848, another treaty with Mexico ended a two-year war and gave the United States control over present day Arizona, California, Colorado, Nevada, New Mexico, Utah, and Wyoming. Polk pledged to serve only one term in office, a pledge he kept in 1849.

Family Life

The Polk family farm was eleven miles from the small village of Charlotte. As a young boy, James K. Polk might have walked into town with his family! How long would it take you to walk eleven miles? Apart from walking, what other ways could the Polk family have traveled in the early 1800's?

During James K. Polk's childhood, girls and boys had different chores. What do you think are chores girls and boys were responsible for?

When James K. Polk was growing up, his family farm was several hundred acres. The site today has a Main House, a Kitchen House, and a barn. With so many acres, what other buildings do you think the Polk Homestead would have had during James K. Polk's childhood?

James Knox Polk was named after his grandfather, and his brothers and sisters were also named after relatives. Were you named after a relative? If so, do you know how far back that name goes in your family tree?

When James K. Polk was growing up, he would play with toys made out of wood and cloth. What are your toys made out of today? Could you make a toy from things you find outside or around your house? Give it a try!

Life on the Farm

Polk's family grew most of the food the family ate, but they might buy a few special things. Today we can have these things any day. What is the place of origin for the following items? How would these items have arrived in Charlotte?

- Salt
- Sugar
- Tea and coffee
- Spices like cinnamon and nutmeg

The Polks not only grew most of the food they ate...they captured it too! What animals lived in the area that James K. Polk might have eaten as a child?

James K. Polk's father, Samuel, was a farmer by trade. Take a step back in time...what crops do you think Samuel Polk would have grown on his farmland, and why?

The Polk family farm was originally 150 acres. How many square miles was the Polk farm? How many square feet? Do you think this was a large farm, or a small farm?

Polk's family had a medium-sized garden on their farm called a "kitchen garden". Why do you think the Polk's needed a garden on their large farmland? What would the Polk's have grown in this garden?

Polk Main Cabin

Try to identify the materials this cabin is made out of, and answer some questions about it.

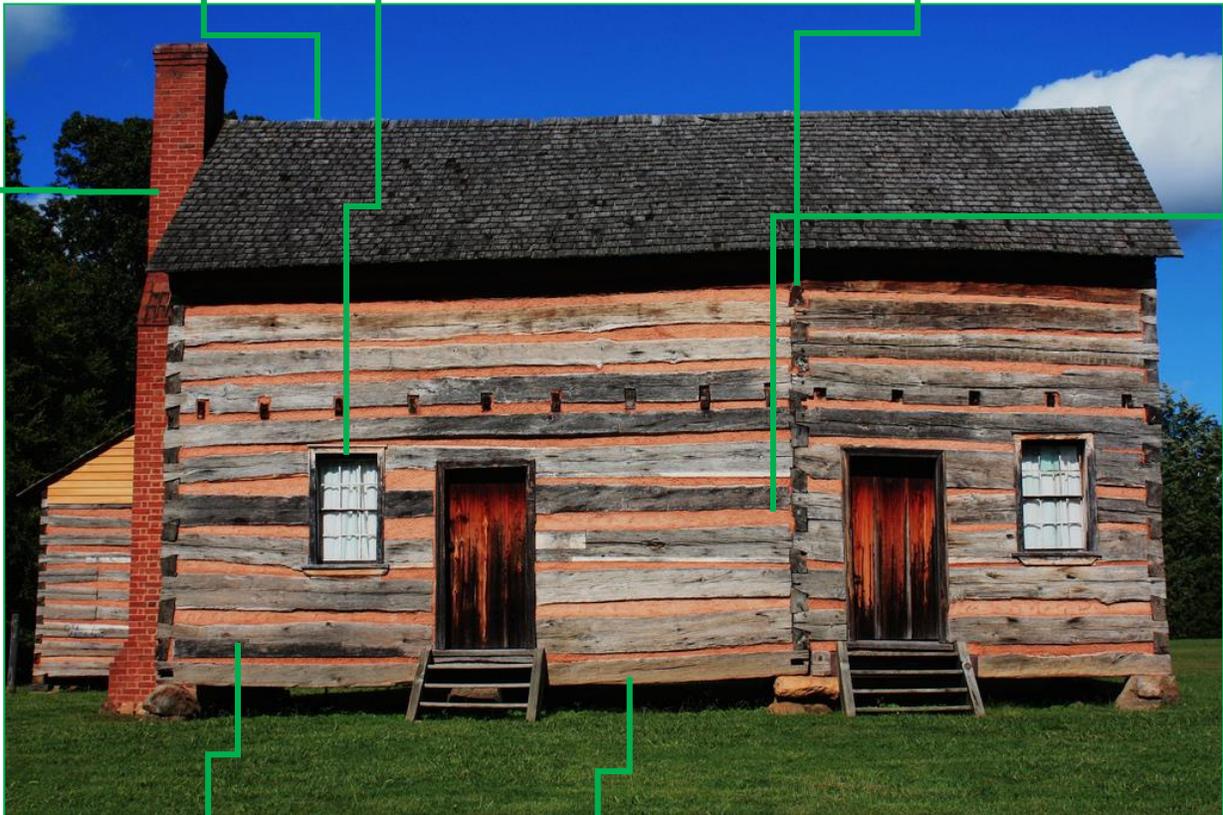
The chimney is made of: _____

How many rooms does this cabin have? _____

The wood from these shingles comes from a _____ tree.

The windows are made of something that was very expensive at the time. They are: _____

This pink material is _____.



These are: _____. They come from _____ tree.

Do you think this cabin has an upstairs? Why or why not?

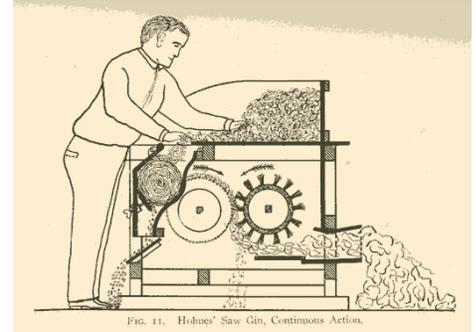
How many stairs do each of these entrances have? _____ / _____
How many doors can you count? _____ How many windows? _____

These large rocks keep this cabin off of the ground. Why would the Polks want to keep their home from touching the ground?

Artifact I.D.

Try to identify the following artifacts and figure out what they were used for.













Post-Visit Reflection Activity

Reflect upon what you learned about President James K. Polk's childhood. How does your childhood and upbringing compare? How does it differ?

Now that you know how Charlotte and Mecklenburg County were named, see if you can discover how your school got its name. How did your community, your neighborhood or even the street where you live get its name?

Imagine that you, like James Polk's father, had to build a homestead from the ground up, and draw a picture. What would your home look like, and what type of materials would it be constructed from? Would your kitchen be separate, like the Polks', or attached to your home? Would you have extra buildings or facilities nearby? Use your imagination!

In the Kitchen House, you learned how food was gathered and prepared. How do you prepare your food at home? What do you normally eat, or what is your favorite meal? Can you identify where your meats and vegetables come from today?

Write a letter to the staff at the President James K. Polk State Historic Site and tell us what you liked best and least about your visit. What was the most memorable part of your field trip experience? What would you like to experience again with your class or family?

Additional Teacher Resources

Traveling Trunk Program

The President James K. Polk State Historic Site offers three traveling trunks to supplement the educational needs of teachers. Trunk information and materials are as follows:

Early Settlement of Mecklenburg County (1740s-1770s)

This trunk highlights four themes integral to the settling of Mecklenburg County: **(1)** Geography & Settlement of the Piedmont **(2)** Catawba Indians **(3)** The Great Wagon Road **(4)** Early Settlement of Charlotte. **Recommended for 4th and 5th grade classrooms**, the trunk includes an extensive resources notebook, complete with lesson plans, classroom activities, and additional supplementary materials.

Trunk Inventory

Resources Notebook

Dry Erase Marker

Expo Eraser

River Cane Flute

Gourd Water Jug

Gourd Music Rattle

Native American Music CD

Pouch of Animal Furs

Catawba Language Flashcards (3 sets)

Catawba Indian Nation Book

Native American Masks (2)

Early Settler Masks (2)

Conestoga Wagon Model

Conestoga Wagon Book

Great Wagon Road Map

Color Me Charlotte Book

Historic Mecklenburg County Maps (2)

New York Life's "Young Hickory" DVD

NC Essential Standards Met*

4th Grade

4.H.1.1

4.H.1.3

4.H.2.1

4.G.1.2

4.C.1.1

5th Grade

5.H.1.1

5.G.1.2

5.C.1.3

*For detailed description of standards, please visit our website: jameskpolk.net.

19th Century School Day

This trunk illuminates 19th century education, and encourages students to compare and contrast the present-day classroom with the classroom of the 1800s. **Recommended for Kindergarten through 4th grade classrooms**, the trunk includes an extensive resources notebook, complete with classroom objectives, lesson plans, classroom activities, and additional supplementary materials.

NC Essential Standards Met*

Trunk Inventory

Resources Notebook
Slate Board Set*
*(number varies based on classroom size)
ABC Hornbook
Hornbook History Pamphlet
Chalk
Handwriting Samples
Quill with Inkwell & Parchment Paper
Ink-Making Instructions
Dunce Cap
American Flag
Book on Manners & Morals
19th Century Teacher & Student Rules
Sewing Kit
New York Life's "Young Hickory" DVD
C-SPAN "Hail to the Chief" DVD

Kindergarten

K.C&G.1.2
K.C.1.1

1st Grade

1.C&G.1.1
1.C&G.1.2

Second Grade

2.C&G 1.1

3rd and 4th Grade

3.H.2.1
4.G.1.1
4.G.1.4

*For detailed description of standards, please visit our website: jameskpolk.net

Life on the Farm

This trunk illustrates daily life on a late 18th to early 19th century farm. Students will learn about children's roles and responsibilities on the farm, and understand how communities worked in tandem to make farm living as sustainable as possible. Students will be encouraged to compare and contrast their modern-day roles and responsibilities with that of past farm children, and grasp how people worked together to build their communities.

Recommended for 3rd through 5th grade classrooms, the trunk includes an extensive resources notebook, complete with classroom objectives, lesson plans, classroom activities, and additional supplementary materials.

Trunk Inventory

Resources Notebook

Straw Hat

Pocket

Haversack

Cotton & Cards

Musket Balls (9)

Quill with Inkwell & Parchment Paper

Large Turkey Feather Quill Pen

Ink-Making Instructions (2)

Wax Candles (2)

Candle Mold

Corn Husk Doll Kit

Sewing Kit with Ribbon and Sewing Wax

Small Clay Jug (2)

Period Toys:

Graces

Yo-Yo (2)

Nine Pins

Jacob's Ladder (2)

Cup & Ball (2)

Flapjack (2)

Handkerchief Doll

NC Essential Standards Met*

3rd Grade

3.G.1.3

3.G.1.4

3.C&G.2.1

3.C.1.1

4th Grade

4.G.1.3

4.G.1.4

4.E.1.3

4.C.1.1

5th Grade

5.H.1.2

5.H.2.3

5.C.1.4

*For detailed description of standards, please visit our website: jameskpolk.net

Trunk Rental Rates & Policy

Rates: \$20.00 a week, \$35.00 for two weeks

Security Deposit: Refundable deposit of \$25.00 is due at trunk check out.*

Delivery: Trunks are delivered free of charge to groups within a 10 mile radius of the site. A \$10 delivery fee will be charged to groups more than 10 miles away from the site.

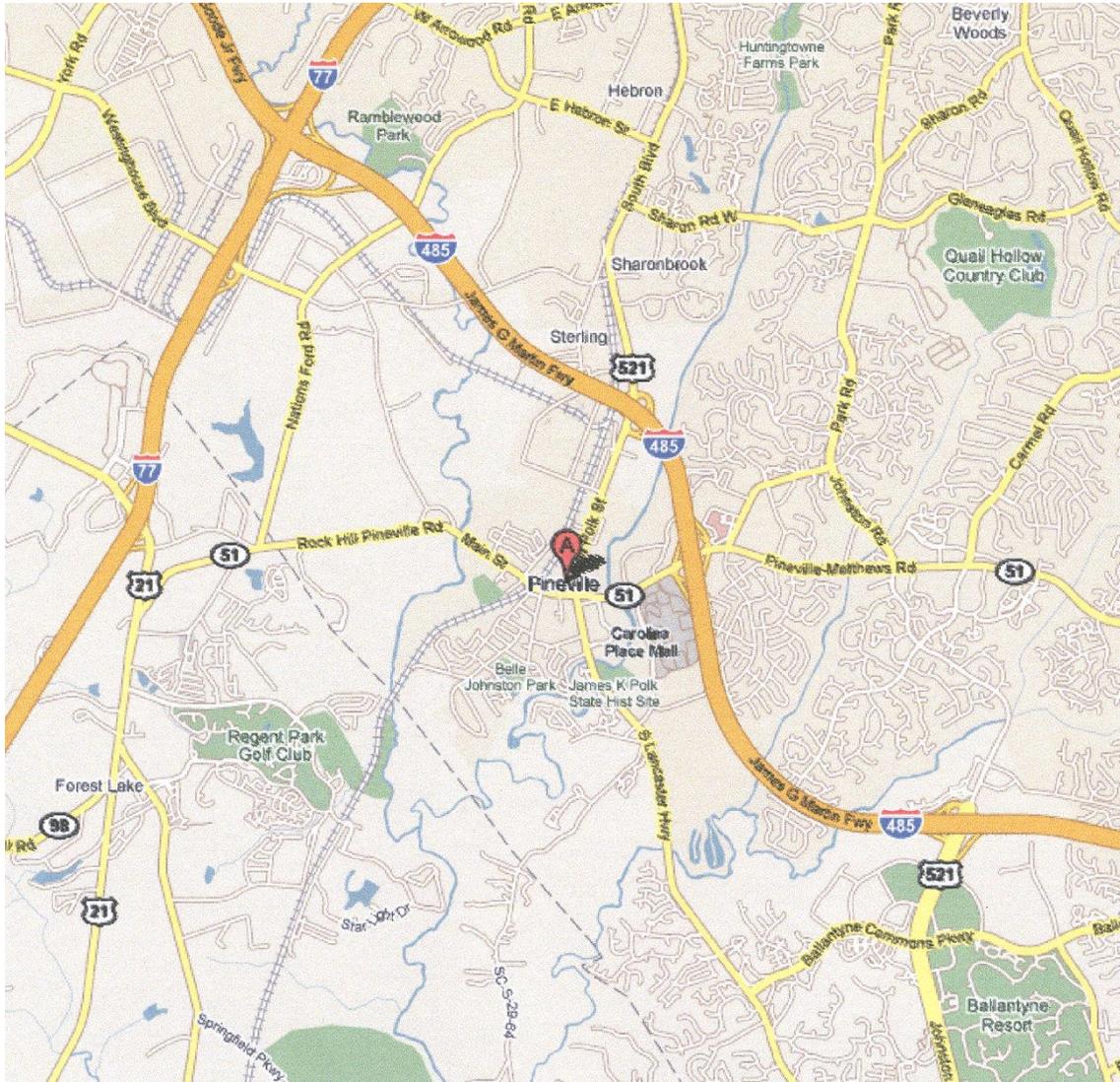
Late Fee: \$5.00 per day

Rental Procedures: To rent a trunk, please contact Angela Thorpe, Historic Interpreter II, at angela.thorpe@ncdcr.gov or (704) 889-7145. For more details on our Traveling Trunk program, or to browse trunk resources, please visit jameskpolk.net.

****Security deposit void if trunk is more than three days late.***



**The President James K. Polk State Historic Site
12031 Lancaster Highway, Pineville, NC 28134**



Hours of Operation

**Tuesday through Saturday
9 a.m. to 5 p.m.**

Closed on Sundays, Mondays & all state holidays

Directions to the President James K. Polk State Historic Site

Directions from Northern and Western Charlotte:

Head south on I-77 and get on I-485 heading east toward Pineville. Our exit is 65-B off I-485. Once you get off the interstate, you will head south toward Pineville. This road is known as South Blvd. in Charlotte and Lancaster Highway in Pineville; it is also known as OLD US-521. Stay straight on this road until you cross the bridge over Little Sugar Creek. The entrance to the site will be about ½ mile down from the bridge on the left-hand side. You will also see the Waldhorn German restaurant just past our entrance on the left-hand side, so if you pass the Waldhorn, you have gone too far!

Directions from Southern Charlotte:

Head south on South Blvd. until you reach Pineville. The road then becomes Lancaster Highway. Stay straight on this road until you cross the bridge over Little Sugar Creek. The entrance to the site will be about ½ mile down from the bridge on the left-hand side. You will also see the Waldhorn German restaurant just past our entrance on the left-hand side, so if you pass the Waldhorn, you have gone too far!

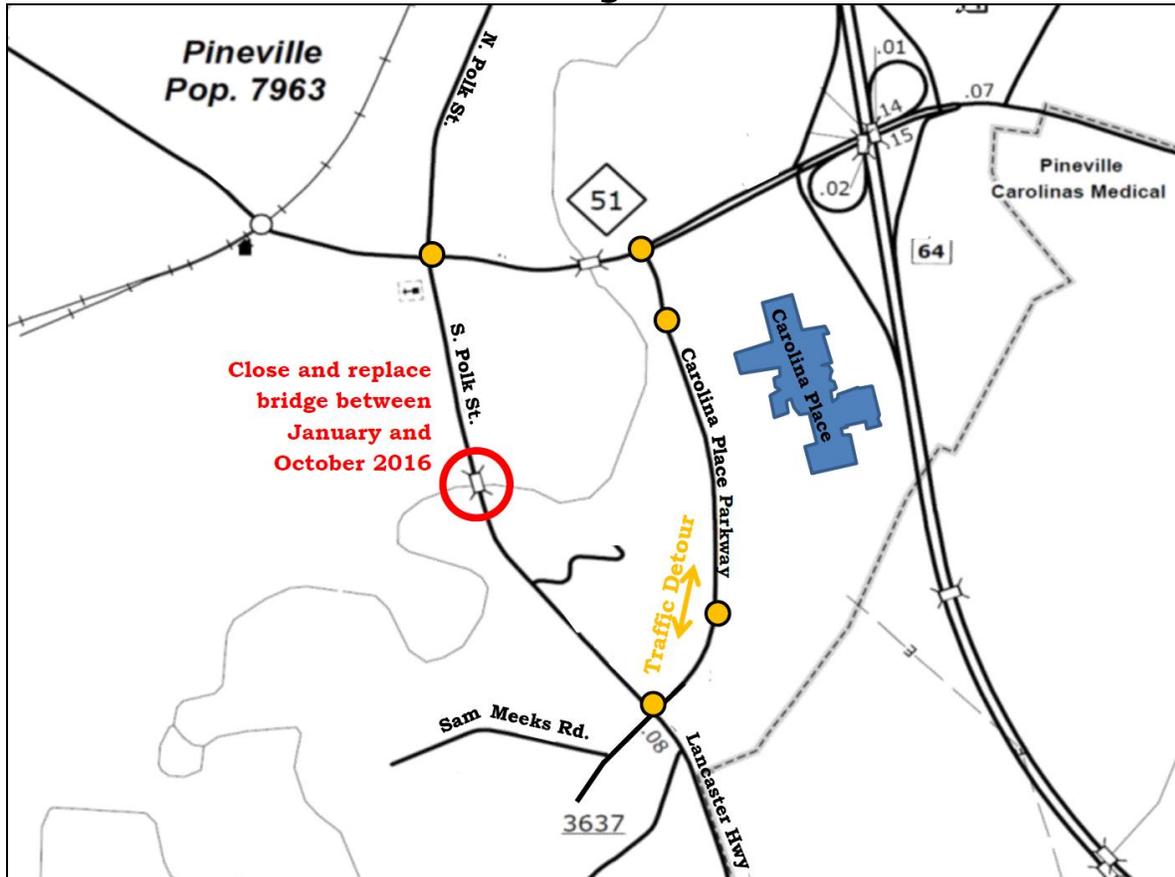
Directions from Eastern Charlotte:

Head west on highway 51 toward Pineville. You will pass Carolina Place Mall on your left-hand side. Once you get into downtown Pineville, you will see a Rite Aid on one corner and three gas stations on the other corners. Turn left here: this is Lancaster Highway. Stay straight on this road until you cross the bridge over Little Sugar Creek. The entrance to the site will be about ½ mile down from the bridge on the left-hand side. You will also see the Waldhorn German restaurant just past our entrance on the left-hand side, so if you pass the Waldhorn, you have gone too far!

Directions from South Carolina:

Head north on I-77 and get on I-485 heading east toward Pineville. Our exit is 65-B off I-485. Once you get off the interstate, you will head south toward Pineville. This road is known as South Blvd. in Charlotte and Lancaster Highway in Pineville; it is also known as OLD US-521. Stay straight on this road until you cross the bridge over Little Sugar Creek. The entrance to the site will be about ½ mile down from the bridge on the left-hand side. You will also see the Waldhorn German restaurant just past our entrance on the left-hand side, so if you pass the Waldhorn, you have gone too far!

South Polk Street/Lancaster Hwy. Bridge Replacement Project



NCDOT is preparing to replace the South Polk Street Bridge over Little Sugar Creek in Pineville. Construction is scheduled to begin in January 2016, when the bridge will be closed and traffic will be detoured along Lancaster Highway/South Polk Street, Carolina Place Parkway and N.C. 51.

During construction, a signed detour will direct motorists to use Lancaster Highway/South Polk Street, N.C. 51 and Carolina Place Parkway. NCDOT expects the closure to begin on or about January 4, 2016 and re-open to the public on or about Saturday, October 1, 2016. If you have any questions related to the alternate route to the President James K. Polk State Historic Site, please phone the staff at (704) 889-7145. You may also e-mail us at polk@ncdcr.gov.