



Social Studies Unit | Grades 8-12 | Lesson 10: Sullivan's Mill

Lesson Description

Mills were an important tool in the Ozarks and something you could find in many places because of our rural setting and unique terrain. Oftentimes a mill was a sign of economic growth and it was usually one of the first structures to be built in a new location before the school, church and general store followed. It offered an important service to townsfolk and its cornmeal and grits became a crucial part of everyday diet. In the 1800s, the Mill acted like a social gathering place where men would talk about farming, weather, and politics and the women would catch up on their recipes, events and gossip. Swing on by Silver Dollar City's Sullivan's Mill and water wheel at the front entrance to see how our mills are still working today.

Concepts

Local Ozarks History
Primary & Secondary Sources

Pioneer Living

Objectives

Students will:

- Tour Silver Dollar City's Sullivan's Mill.
- Learn about pioneer life based on items and structures within and outside Sullivan's Mill.
- Analyze primary and secondary resources.

Content Standards

Knowledge: SS2, SS5, SS6

Performance: 1.2; 1.9; 3.2; 3.5; 4.3

CLE's: 3.A, 3.T, 3.Y, 3.Z, 7.A

Social Studies CLE:

- **3.A:** Migrations of people from many different regions of the world, including motivations for immigration and challenges to immigrants.
- **3.T:** Physical/human characteristics that make places unique.
- **3.Y:** Changing character of American society and culture.
- **3.Z:** Analysis of Missouri history as it relates to major developments of United States history including exploration/settlement and conflict in the mid 1800s.
- **7.A:** Analysis of primary and secondary resources.



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Time Required

Approximately 45 minutes

Materials

- Student activity sheet from the Kids-U-Cation website
 - Silver Dollar City Park Map
 - Writing utensil
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Procedures

1. Print off the student activity sheet from the Kids-U-Cation website and hand out to students.
 2. Read background information worksheet prior to visiting Silver Dollar City.
 3. Pick up a park map upon entering Silver Dollar City to get to Sullivan's Mill.
 4. Turn into teacher for a completion or accuracy grade.
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Closure

Review the key points of this lesson by discussing the following:

- Name some of the items/structures that you saw inside and on the exterior of Sullivan's Mill
 - What were these items/structures used for during a typical day?
 - If you worked in this mill back in the 1880s, what do you think your job responsibilities would include?
 - After touring Sullivan's Mill, what modern luxuries are you thankful for (factory assembly, machines/computers, etc.)?
 - What was the most interesting fact you learned?
 - Review or research any confusing or unanswered questions.
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Assessment/Independent Practice

Complete the Primary Source Material worksheet and Enrichment exercise.

Name: _____

Mill



Many mills were built in the Ozarks. Not only did these mills provide a service for the settlers, it also became a gathering place for the men of the community, such as feed stores and country cafes are today. The first mill built on Swan Creek near Forsyth was built and operated by the Oliver family, relatives of Levi and Polly Casey.

Directions: Find the answers to the following questions:

1. What was the source of power for these mills?
2. What products did the mill provide for pioneer families?
3. Where did the millstones come from?
4. How many people would have been needed to work at the mill to provide all needed services?

Primary Source Materials:

Directions: Analyze the following primary source documents according to your teacher's instructions.

- (1) Analyze the picture of the Reynolds Mill, located in Taney County using the worksheet provided.



Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?