

Drovers' Road Introduction



Today, we think of the Buncombe Turnpike and Drovers' Roads as scenic byways and highways, but long ago they were not much more than wide trails winding through the mountains.

This program, which can be done as an on-site field trip to Smith McDowell House Museum or as an Outreach lesson in your school, uses croquet equipment to play a lawn game. Students will 'drive' croquet balls through wickets and experience the economic principles of buying and selling. The croquet balls represent the hogs on the drive and there are 'stops' along the way for the hogs to rest and be fed as well as toll gates and bridges to cross. Money did not generally change hands during the drive to market. After selling their 'hogs' at the market, the students will retrace their steps through the game, paying for their tolls, corn and lodging. Only then will they find out if they made enough profit to finance the next year's farm expenses.

The pre-visit activities in the following pages are **required** before your visit or lesson so that time can be spent playing the game. These activities prepare your students with background information about these roads and the men who drove the animals down it. They will also prepare your students for the rules of the game so they are ready to play when they get here.



REQUIRED Pre-Visit Lesson 1
Drovers' Road

Goal:

To introduce students to the history of the Drovers' Road and the Buncombe Turnpike by using maps from the past and present.

Objective:

The students will explore the history of the Buncombe Turnpike.

The students will map the route of the Buncombe Turnpike from an original source map to a modern road map.

Materials:

Lesson plan

Printed copies of Buncombe Turnpike Map (1 for each group)

Printed copies of road map (1 for each group)

Lesson:

1. What is a "Drovers' Road"?
 - a. A drovers' road, drove or driveway is a route for driving livestock on foot from one place to another.
 - b. Drovers' roads are often wider than other roads, so that they could accommodate large herds or flocks. Packhorse ways were quite narrow as the horses moved in single file, whereas drove roads were at least 40 feet (12 m) wide, sometimes up to 90 feet (27 m) wide.
 - c. As a passageway for marketbound farmers, Drovers Road was a place that early Tennessee and North Carolina settlers "drove" their flocks and livestock through.
 - d. Drovers' roads were used for this trade, many of which are now no more than tracks, and some lost altogether.
2. What is a "Drover"?
 - a. A drover is a person who drive animals in droving. Depending on dialect, "drover" may be synonymous with "teamster".
 - b. They accompanied their livestock either on foot or on horseback, travelling substantial distances. Sometimes the word "driver" was used for those taking cattle to local markets. Drovers sometimes used dogs to help control the stock, and when the animals were sold at market, drovers would retrace their route and stopping at the same places, paying for food and lodging along the way home.
3. What kinds of animals were "driven" by the drovers?
 - a. In Western North Carolina, these were mostly hogs and turkeys
4. When was the Buncombe Turnpike officially used?
 - a. David L. Swain, Buncombe County legislator, in 1824 sponsored a bill "for the purpose of laying out and making a turnpike road from the Saluda Gap . . . by the way of . . . Warm Springs to the Tennessee line." Three

Asheville men, James Patton, Samuel Chunn, and George Swain, were authorized to sell \$50,000 of stock in the company. The collection of tolls would further finance the project. Sources conflict as to whether the Buncombe Turnpike, seventy-five miles in length, was completed in 1827 or 1828. There is general agreement that the portion through Asheville was finished by 1827; given the difficulties involved, it seems reasonable to conclude that final work took a year longer.

- b. Forster A. Sondley in 1930 traced the path taken by the turnpike. South of Asheville it followed the same course as US 25 Business through Flat Rock and Hendersonville. In south Asheville the route ran up a ridge to the Biltmore School building past Saint Joseph's Hospital to Pack Square. It then followed the east bank of the French Broad River across Beaver Dam, Reems, Flat, Ivy, and Laurel Creeks to Paint Rock and the Tennessee line. Well constructed and maintained, the highway was said to be the finest of its day in North Carolina.
- c. The effect of the Buncombe Turnpike on western North Carolina commerce and development was striking. The mountain region, long isolated, was opened to settlement. Stagecoaches and mail delivery established regular routes. The resort business began to flourish. Other roads developed to feed into the turnpike. Fowl and livestock were driven to markets in Charleston and Augusta via the Buncombe Turnpike. Planting of corn increased to feed the large droves. In 1849 William A. Lenoir spent the night in an inn south of Asheville with, he wrote, 5,000 hogs and seventy-five people. By 1850 the heavy animal traffic had necessitated repairs and sections were converted into plank roads. In the postwar period the railroad, following much the same route from South Carolina to Tennessee, supplanted the turnpike as the principal commercial transportation artery.

- i. References:

- F. A. Sondley, *A History of Buncombe County, North Carolina* (1930)

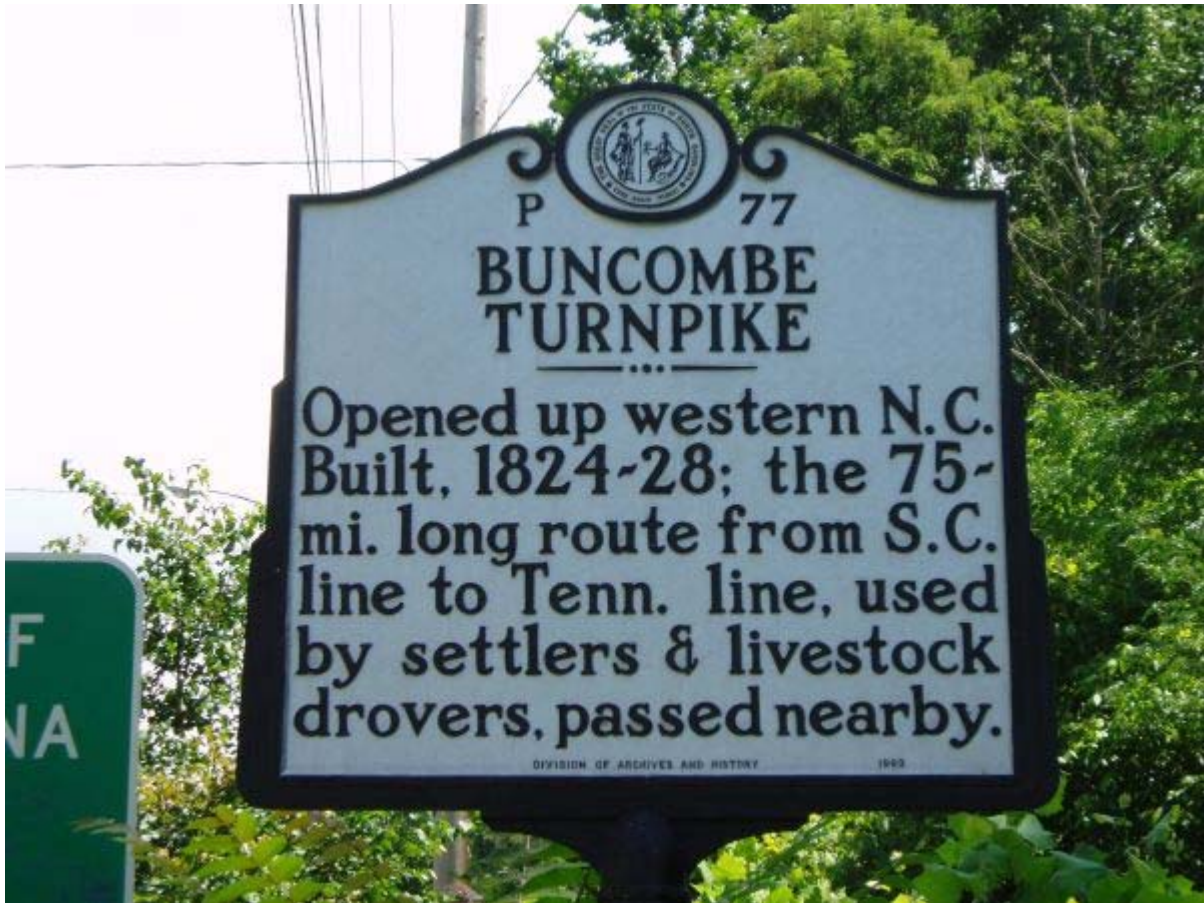
- Manly Wade Wellman, *The Kingdom of Madison* (1973)

- Sadie Smathers Patton, *The Story of Henderson County* (1947)

- Douglas Swaim, ed., *Cabins and Castles* (1981)

- Ora Blackmun, *Western North Carolina* (1977)

- John C. Inscoe, *Mountain Masters, Slavery, and the Sectional Crisis in Western North Carolina* (1989)



5. Put students into 4 or 5 heterogeneous groups. Each group should have a copy of the old Buncombe Turnpike map and a modern road map. Use the image included for your modern map or download on that covers from the Tennessee line to Asheville at <http://www.mapquest.com/maps?state=NC>

6. Comparing the two maps, have the students mark the road map as closely as they can as to the location of the old Buncombe Turnpike route.
 - a. This is a challenging activity. Roads are changed through their history. The students might even recollect a road they know that had a curve straightened out or a new road built. . Have the students discuss the difficulty they had with the map activity.

Other information about the Buncombe Turnpike can be located at:

<http://ashevilleandbuncombecounty.blogspot.com/2010/02/early-settlement-of-buncombe-county-and.html>

<http://www.wnchistory.org/Exhibits/turnpike.html>





REQUIRED Pre Visit Lesson 2
The Drovers Road Game
Classroom Version

Goal: To familiarize the students with the rules of the Drovers Road Game that will be played at their field trip visit to Smith McDowell House Museum.

Print copies of the Drovers Road game board (one for every 4 students)

One die for every 4 students

Tally sheet cards – 2 for every 4 players

Small objects as place markers on the game board (eraser, paper clip, penny, etc) – 2 for every 4 players

Rules:

1. 2 players are playing against the other 2 players
2. Write your team name(s) on the tally sheet you share with your fellow “Drover”. You will be starting with 50 “hogs” so write 50 on your tally sheet.
3. Place your markers at the START box on the game board.
4. Roll the die and move that number of spaces.
 - a. You **MUST** stop on the boxes marked STOP. At that point, you must multiply the number of hogs you have times the amount per hog at that stop. Put that amount on your tally sheet in the credit section. Now, multiply the number of drovers (probably 2) times the amount per man at that stop. Put that amount on your tally sheet and add those two totals.
 - b. If you land on a Lose 1 Hog or Lose 2 Hogs space, subtract that from your number of hogs and cross off your old number.
 - c. When you land or pass by a Toll Gate or Bridge spot, multiply your number of hogs times the amount indicated. Put that amount on your tally sheet in the credit section.
5. When you reach the Market box:
 - a. Roll the die to determine your selling price (Selling prices were determined by the cotton market, so prices changed daily). Use the following table to determine your selling price. (Hogs were actually sold by the pound, but for the purpose of the game, we will sell by the number of hogs)

If you roll a:	Your hog price
1	\$1.50
2	\$1.60
3	\$1.70
4	\$1.80
5	\$1.90
6	\$2.00

- b. Multiply your number of hogs by your selling price to determine your Gross Profit. Add up your Credit Totals and subtract that amount from your Gross Profit to determine you Net Profit. Did you make any money?

Tally Sheet

Number of Hogs	
----------------	--

Credit Totals	Stop 1	Stop 2	Toll Gate	Stop 3	Bridge	Stop 4
Totals						

Total Your Credits:	Amount
Stop 1	
Stop 2	
Toll Gate	
Stop 3	
Bridge	
Stop 4	
Total	

For the teacher:

This board game is a small version of the game the students will play on their field trip.

There are some changes however in the rules when they play the 'big' game.

They will be playing with croquet equipment with the wickets representing the layout of the road.

Along the way, they will have to stop at inns, bridges, etc. to calculate what is owed for corn, lodging and toll fees.

If their croquet balls go 'off the path', they will be charged as 2 lost hogs.

Students will be placed on the following "Teams"

- Leader of drovers
 - Keeps score card records
 - Makes arrangements for credit at bridges and overnight stops
 - Makes the deal at the Market
 - "Pays the bills" on the trail home
- Drovers (up to 4)
 - Take turns hitting croquet balls through wickets
 - Gather hogs (balls) at stops
 - Say "Hoo-yah" or "Sue-boy" when hitting balls
- Innkeepers, Farmers, Bridge Owners, Toll Gate Operators, etc.
 - Keep a tally of credit owed by Leaders
 - "Collect" debt on return trip
- Market Buyers
 - Tallies total hogs and draws for price of hogs and 'pays' Leader for hogs sold.

**IMPORTANT INFORMATION BEFORE YOU ARRIVE FOR YOUR FIELD TRIP
(OR BEFORE YOUR SCHOOL-BASED PROGRAM)**

Please have your students already grouped for the game.

Group	# of students
Lead Drover	4
Drover Team	3 or 4 for each lead drover
Innkeepers	3
Farmers	1
Bridge owner	1
Toll Gate owner	1
Market buyer	2
Referee	2

The Drovers Road Game
On-Site and Outreach Lesson Plan

Goal:

To utilize the grounds of Smith McDowell House Museum and croquet game equipment to facilitate the teaching of how the Drovers' Road carried goods and livestock from farm to market. (As an outreach lesson, the game can be played on the school playground area.)

Objectives:

The students will organize into groups of drovers, innkeepers, bridge operators, farmers and buyers, each playing a role in the reenactment of a hog drive.

The students will record their hog population, money owed and money spent and market value to determine profit or loss.

The students will record credit owed and credit paid for services rendered.

NC Standard Course of Study: Social Studies

3 rd grade	4 th grade	5 th grade
1.01	1.01	1.07
3.01	1.03	3.02
3.02	1.04	4.02
4.03	1.05	
5.03	2.03	
5.06	3.01	
	3.04	
	6/01	
	6.05	

SUPPLIES READY:

- Croquet balls
- Mallets
- Croquet hoops
- Laminated signs
- Tally card for lead drover
- Tally cards for innkeepers, farmers, bridge owners
- Tally card for market – to 'do the math'
- Pencils
- Cotton prices in a container

Croquet wickets (hoops) placed in yard and labeled as needed. The 'in bounds' areas of the 'road' should be marked either with chalk or plastic tape.

Lay out two paths that intersect with Inns, bridges, toll gates and farmers.

Lesson:

1. Assemble students in yard at the “START” of the game. Make sure they are in the proper groups:
 - a. Lead Drover and his/her team of 3 or 4
 - b. Innkeepers, farmers, bridge keepers, toll gate owners – 6
 - c. Market buyers – 2
 - d. Referee – 2
2. Assign Innkeepers, farmers, bridge keepers and toll gate owners to their places and give them their tally sheets. Review how to keep the records.
3. Assign Market buyers to their places and give them the container of cotton prices. Review how to calculate the totals when the drovers come to them.
4. Review with Referee(s) where the boundaries are and how the Drover Leader is to subtract a hog if a croquet ball goes out of bounds.
5. Assemble Lead Drover and his/her team with balls and mallets. Review with Leaders basic rules. Especially cover waiting their turn when arriving at a stop where other drovers are there at the same time.
6. Send one team each to start the two roads. Wait a while before sending the next two teams.
7. At the end of the game, have the Team Leaders announce the results of their profit.
 - a. As a farmer, what do you suppose you will do with your money?
 - i. Buy food for your baby hogs at home – the ones for the next drive?
 - ii. Buy extra land?
 - iii. What do you think?
8. What have we learned today?
9. As an On Site Lesson, follow with a tour of Smith McDowell House, focusing on James Smith and his role as a bridge owner, hotel owner, mercantile owner and farmer making his living from the Drovers’ trade.

Drovers Road Game Rules

Supplies:

Croquet balls

Mallets

Croquet hoops

Laminated signs

Tally card for lead drover

Tally cards for innkeepers, farmers, bridge owners

Tally card for market – to ‘do the math’

Cotton prices in a container

Charges on drive:

Toll gate: 1 cent / hog

2 cents /man

50 cents / horse & wagon

Overnight: 12 cents / hog for food
50 cents / man

Market prices

Based on cotton prices – to determine cotton prices, pull a paper from a “hat”.

Cotton Price = 10 cents = 9 cents per pound

9 cents = 8 cents per pound

8 cents = 7 cents per pound

7 cents = 6 cents per pound

6 cents = 5 cents per pound

Each hog weighs 230 lbs.

Teams:

Leader – keeps score and leads group through each hoop

Makes arrangements for credit at bridges and overnight stops

Makes the deal at the Market

Pays bills on the trail home

Drovers - up to 4– take turns hitting croquet balls through hoops and gathering hogs at stops

Innkeepers, farmers, bridge owners – keep a tally of credit owed by Leader and collect debt on return trip. On collecting the debt on the return trip, be sure to charge for that night’s stay, toll or bridge crossing as well.

Market buyer – tallys total hogs and draws for price of hogs and ‘pays’ Leader for # of hogs sold.

RULES

1. Must follow the path as closely as possible
2. Balls that go ‘off course’ are “lost to nature” (2 hogs per foul)
3. Say either “Hoo-yah” or “Sue boy” when hitting balls.
4. Each ball is worth 15 hogs at start of game

Post Visit Activity The Drovers Road

Goal:

To use a skill that would have been used by the early pioneer settlers, especially those in the Drovers' trade to provide a hands-on activity to reinforce the concept of the role of the Drover.

Objective:

The students will use rope or string to tie the following knots:

 Square Knot

 Bowline

 Two Half Hitches

The students will describe the uses for each of the knots.

Materials:

 Rope or string – having more than one color is helpful

 Illustrated directions or computer animation

Computer animations at:

 Animated Knots by Grog – click on Household Knots

 Or simply “Google” Knot Tying and you can find video of tying the knots.

Your students who are Boy or Girl Scouts will be a great help here!

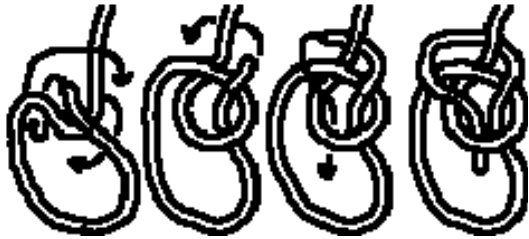
The Knots

The Square Knot



The Square Knot is only useful in simple applications. It is easy tied and will not jam, so it is always easy to untie. It is used to tie packages, and as a base for the shoe-bow. Sailors used it for binding rolled sails or better reefed sails. And that is where it got its English name from (The Reef Knot). Americans call it the square knot. Probably because it looks square, or because it was much used on square-rigged-ships. Its relatives, the granny, the thief-knot and the what-knot all have their purposes, but not as a trustful knot.

The Bowline



The Bowline Knot is one of the most used loop knots. This variant is most used in the world. Probably due to its simplicity, security, and its relationship with the Sheet bend. Keep the cross point in step A between a finger and thumb and make a clock-wise turn with your wrist. Without the loop in between, it is the same knot.

If the loop is expected to be heavily loaded, the bowline is, in fact, not secure enough. There is a rule of thumb which states that the loose end should be as long as 12 times the circumference for the sake of safety.

The Bowline

"Lay the bight to make a hole
Then under the back and around the pole
Over the top and thru the eye
Cinch it tight and let it lie"

Two Half Hitches

The two half-hitches is a type of knot, specifically a binding knot or hitch knot. It consists of an overhand knot tied around a post, followed by a half-hitch. Equivalently, it consists of a half-turn around a post followed by a clove hitch of the running end around the standing part.

This knot is also sometimes referred to as a clove hitch over itself.

The following three-step process for tying the two half-hitches is also explained in the image gallery below. Click on the images for high-resolution versions.

1. Begin by forming a clockwise loop around the pole, with the working end of the rope on top. Bring the working end through the loop. At this point, you have an overhand knot around the pole.
2. Bring the working end down and to the left. Loop it under the standing end. Pull the working end through the loop just formed, tighten, and slide the knot along the standing end up to the post.
3. A correctly tied two half hitches resembles a clove hitch tied around the standing end of the line, not a cow hitch.



Step 1: Form a single half-hitch, or overhand knot



Step 2: Form a second half-hitch above the first



Step 3: Tighten

To release the knot, pry apart the two hitches with a bending motion. However, it can often be difficult to untie. To help avoid this problem, tie a slipped variation: in the second half-hitch, pass through a bight, as when tying your shoe, rather than the entire free end.

Uses of the Knots

A binding knot like the Square Knot restricts an object(s) with a single line. Tying your shoe and tying up package are examples of binding knots.

Use a binding knot to tie bandages, packages or most any type of object.

A loop knot creates a closed circle at the end of a line.

A **bowline** ties a loop that will not adjust in size once tied. It is referred to as a rescue knot because it can be tied around oneself onehanded, and is used to lift people out of dangerous situations.

A hitch ties a rope to an object like a post or ring. Think of hitching a horse to a "hitching post."

Two half-hitches is knot that holds a line when being pulled from a post in one direction.