

## LESSON PLAN ONE

### “FROM PI BETA PHI TO ARROWMONT: BRINGING EDUCATION AND ECONOMIC DEVELOPMENT TO THE GREAT SMOKY MOUNTAINS, 1910-2004

GRADE LEVEL: Kindergarten

TOPIC: Who are you?

What country did your grandparents' families come from? Were they among the first immigrants to America or your state? Do you think that your ancestor's backgrounds make you who you are?

Of course they do. You are a composite of all of your ancestors. Take a look at some pictures of your mom and dad when they were young. Do you look like either one of them? Do you have your mom's eyes? Have you inherited your grandfather's talent for woodworking? Have you inherited your dad's smile? When you really think about it, you may have inherited many different characteristics from several of your ancestors.

1a. Location/logistics: This lesson would take place in the classroom.

#### 1. OBJECTIVES:

- Recognize that each family has a family tree.
- Recall family stories and celebrations to develop a personal history.
- Illustrate a family history to demonstrate that every family has a heritage.
- Use picture clues and picture captions to aid comprehension to acquire information.

#### 2a. Resources:

- Photos, essays, and timeline from the Arrowmont website.
- Pictures of teacher's family and ancestors to show teacher's family history.
- A very simple timeline of teacher's life or an illustration of teacher's family tree.
- A print out giving parents the information they will need to understand the children's assignment.

#### 2. PRE-TEST (see attached sample pre-test)

- Vocabulary Words –
  1. ancestor
  2. characteristic
  3. immigrants
  4. inherit

#### 3. INSTRUCTIONAL STRATEGIES (student activities): I would suggest using three 30 minute periods during Social Studies.

During the first period, the teacher explains his/her family history and family tree. The teacher shows his/her family pictures and tells family stories.

Explain to the students that you want them to discuss their family history with their parents, find pictures of their ancestors, and bring them in to share with the class. (Give students the print out that has information for the parents.)

During the second period, the teacher shows some of the pictures on the web site that relate to the heritage of our school and community.

During the third period, the students show their family pictures to illustrate their family heritage.

#### 4. EVALUATION/ASSESSMENT:

5a. Evaluation of student activities: Teacher observation of student presentation of pictures and family history. The students can draw pictures of their family heritage and tell the teacher about it.

5b. Posttest: (see attached sample post-test)

#### 6. ENRICHMENT, RETEACHING<sup>1</sup>

- Students can draw a family tree with help from their parents.
- Students can mount their pictures on poster board to show their family history.
- Students can draw a simple timeline showing their family history.
- In Art, the students can draw a family crest or shield representing their family heritage or draw a family tree.
- In Math, students can create graphs that show how many children are in their family now, how many children each of their grandparents had, and how many children their great grandparents had to compare the number of children families had years ago to how many children families have now.

Name \_\_\_\_\_

**Who are you?**

(Sample pre/post test for kindergarten lesson.)

1. Who is your ancestor?
  - a. your principal
  - b. your great-grandfather
  - c. your friend
  
2. What could you inherit from your mom?
  - a. your eyes
  - b. your smile
  - c. both of these
  
3. Is this a picture of the past or now?
  - a. the past
  - b. now

4. How do we celebrate the Fourth of July in Gatlinburg?
  - a. We shake everyone's hands.
  - b. We have a parade that starts at midnight.
  - c. We eat turkey.
  
5. What kind of pie do we usually eat on Thanksgiving and Christmas?
  - a. pumpkin
  - b. strawberry
  - c. peach