

**Lesson Plan Eight**  
**From Pi Beta Phi to Arrowmont: Bringing education and Economic  
Development to the Great Smoky Mountains, 1910 – 2004**

Lesson Plan for Social Studies – Grade 6

**Title:** Scrapbooking History: Why You and Your Town Are Important  
(A project-based lesson which can last two days to an entire school year)

**Objectives:**

**Students will:**

1. Recognize the basic components of culture.
2. Recognize basic economic concepts.
3. Recognize reasons why groups settle in specific physical environments.
4. Read a timeline and order events / compare a timeline of their town to a United States timeline.

**Materials Needed:**

1. Timelines of important events of your town and of the U.S.
2. Arts and crafts supplies.
3. Ruth Sturley's account of her adventures the evening of Thursday, August 28, 1919; printout of history of Gatlinburg and the Pi Beta Phi Settlement School (or comparable history of your town); photos, essays, and timeline from Arrowmont website.
5. Access to computers for research.
6. Blank timeline sheet.

**Strategies: Day 1 -**

1. Give the class the pre-lesson test.
2. Begin by discussing with the class basic components of culture. As a class, create a list of common cultural characteristics your community has. These may include what type of occupations the majority of people have, food that is associated with your town, popular sports, etc. Also discuss the reasons why people live in your town.
3. Ask the class: "If you could live anywhere you wanted, where would it be? Why?" Discuss reasons they give and if adults would have the same reasons.
4. Discuss with the class the reasons certain businesses are located in your town. This is a good time to go over basic economic concepts, especially regarding items kids like to buy (where things are made and why; cost of manufacturing and shipping; location and size of market. etc.).

**Assignment:** Have students interview two adults and record their answers. Have students ask each one if, given the option of living anywhere they wanted to, where would it be and why.

**Strategies: Day 2 (and beyond) –**

1. Begin the second day by reviewing the concepts of culture and economics. Have individual students share their interview results and try to detect any patterns in the responses of the interviewees.

2. Discuss with the class the history of Gatlinburg and the Pi Beta Phi Settlement School (or the history of your town). Be sure the students understand why people live in your town. Distribute copies of timeline of events in Gatlinburg (or your town) and in the U.S. As a class, formulate a correlation between the events taking place in the rest of the country and in your town.

3. Give each student a blank timeline. Have them work in small groups to complete the timelines with as many events as possible that have happened in their lifetimes. If they have trouble doing this, pick a shorter period of time, for example events of the past year or summer.

**Evaluation:** Administer the post-lesson test.

**Lesson plan continuation:** Scrapbooking History

**Additional possibilities:** At this point, the lesson as far into the school year as desirable: a week-long project or a project which last the entire year, culminating in a significant event such as a social studies fair (these may be displayed using showboards, etc.).

**Possible options and/or requirements:** (the scoring for the following items may be set in rubric fashion and may be weighted however the teacher desires). Each scrapbook should have a **discernable focus on the community documenting events of the school year.**

1. Document events of the school year:
  - a. pictures (with captions).
  - b. newspaper clippings.
  - c. magazine articles.
  - d. movie tickets / pamphlets / brochures.
  - e. piece tags / receipts.
  - f. grade cards.
2. Letters or e-mails they have written or received.
3. A letter or e-mail written to the teacher.
4. Journal or diary entries (starting with first day of school like Ruth Sturley did).
5. Research paper on southern Appalachian culture (topics might include: gender roles; recreation; health and family; tales and jokes, etc.).
6. Document some sort of change during the year:
  - a. themselves.
  - b. community.
  - c. country.
  - d. technology.
7. Interviews with adults and/or peers.
8. Job-shadow someone for a short length of time.
9. Map with points they have visited during the year

## Scrapbooking History

### **Pre-lesson questions:**

1. What comes to mind when you hear the word 'culture'?
2. What is our community best known for?
3. Why do people live in our town?
4. What physical or natural features have influenced our community? How? How have people changed or influenced these features?
5. Why are certain products made where they are?

### **Post-lesson questions:**

1. What is the definition of 'culture'?
2. How has the history of our community been influenced by physical features of our area?
3. Why are certain businesses located in our town?
4. What do think our town will be like fifty years from now (be specific)?