

Lesson Plan Five Third Grade

1. Topic: Heritage of PBP: Major focus Education

a. Location/logistics: classroom, 45 - 60 minutes

2. Objective:

- Define Heritage.
- Identify history of education in the Southern Appalachian community of Gatlinburg.
- Understand changes brought to this area by the Pi Beta Phi Fraternity.
- Standard: 3.4.1, 3.5.3, 3.3.3, 3.1.1.

a. Resources: Photos, essays, and timeline from Arrowmont website. Map of East Tennessee, map of Southern Appalachia, and map of Gatlinburg. Heartland Series Volume 1, Volume 11, and Volume 25.

b. Vocabulary:

- Heritage
- Culture
- Education
- History

3. Pre-test

4. Instructional Strategies (student activities)

- Students will listen and write down important information as teacher reads lesson on Heritage of PBP.
- Students will participate in question and answer session.
- Students will view pictures and maps that support lesson.
- Students will be divided into groups to make comparison of the four major problems of education and compare to education today.
- Groups will present comparisons to class.

5. Evaluation/Assessment

a. Evaluation of student activities:

Have presenter of each group share comparisons made by their group.

b. Post-test

6. Enrichment, Re-teaching:

- 1) Have students gather information from grandparents or parents concerning what education was like when they were students. Share with class.
- 2) Have students create a then and now scrapbook of the old school and the new school. Show examples of old ways of transportation and modern transportation, old buildings and modern, etc.

Vocabulary

Heritage - Elements of tradition passed down from preceding generations, one's ancestors, or the past.

Culture - customs, language, food, music, clothes, art, homes, holidays, etc.

Education - How people obtain or acquire knowledge. How they learn.

History - Events that have happened in the past, which helps us understand where we are today.

Heritage – Education – PBP
Third Grade

Heritage – Elements of tradition passed down from preceding generations, one’s ancestors, or the past.

Elements of Heritage:

Culture -customs, language, food, music, clothes, art, homes, holidays, etc.

Education – How people obtain or get knowledge. How and where they learn.

History – Events or things that have happened in the past, which explain or help us understand where we are today or why things are the way they are today.

(Teacher says)

Let’s look at the heritage of our school for example.

How did it start?

When did it start?

How did it get its name?

How long has it been here?

Has it always been like this?

To help us answer these questions let’s go back about 100 years and look at what schools were like here in Gatlinburg. But, to understand what schools were like let’s look at Gatlinburg about 100 years ago.

Present students with representative photos from the Arrowmont website.

The Southern Appalachian community of Gatlinburg had only been named Gatlinburg for about 40 years. Its original name was White Oak Flats. This Southern Appalachian community was actually poor, sparsely (spread far apart) settled, and had almost no industry or modern agriculture (farming). The county (region under one government) was not able to collect much money to pay for schools. Private schools paid for by Christian organizations or charitable organizations tried to help but were not very successful. Most of the families set their children to the areas small, one-room schoolhouses if they sent them to school at all.

- 1) The teachers themselves had the desire (they wanted) to teach children but they hardly had more than a fifth-grade education themselves. A teaching job was one of the few jobs in the area that paid cash instead of using the bartering (trading goods) system so the jobs were sought (looked for) after whether the people who wanted the job were qualified to teach or not. Teachers were paid \$30 a month. Even if a well trained teacher took a position, they would have had a hard time educating the children because of certain conditions.
- 2) The areas communities stretched up the creeks and rivers throughout the mountains. Families at the far end of the waterways (rivers, creek, branches) might have to travel as far as five to ten miles to reach the nearest schoolhouse. Remember, there were no cars, or buses in those days, and it was impossible to transport a wagonload of children over the narrow, rocky roads. The children who wished to attend school had to take long exhausting (very tiring) walks. Add to that fact that mountain parents

were not in the habit of packing hearty (meals that fill you up and are good for you) lunches for their children, it is no wonder mountain students were notorious (well known) for their poor behavior and lack of interest in education. Most were simply too tired and too hungry to concentrate on schoolwork.

Heartland Series Volume 25, A Walk To School

- 3) The schoolhouses in the area were not well made for the purpose of educating children. The schoolhouses were most often built of large rough (without smooth sides) logs, like a log cabin. Mud and wood pieces were put between the logs to keep out drafts (cool air that blows). These schools had no windows, were drafty, and often heated by a pot-bellied stove (black, cast-iron stove that burns wood for heat) that stood in the center of the room. As a student, if you sat near the wall of the room you spent the day shivering against the cold air coming through the cracks in the wall. If you sat near the stove you spent the day tolerating the stifling (warm, stuffy and hard to breath easily) heat. So students were subject to physical discomfort.

Because of the lack (not having) of space, students of different ages and grade levels were in the same classroom, therefore limiting the teacher's ability to work with students individually or to teach special subjects. The teachers focused (only taught) on a few basic topics. Reading, writing, spelling, history, and math with little or not lessons in science, music, art, health, or life skills. Schools were usually open no more than three or four months a year because the county seldom (almost never had) had enough money to keep them open longer.

Heartland Series, Volume 1, School Days

- 4) For Southern Appalachian families to survive, it took every member of the family, including young children, working and doing chores (jobs around the home). As a result, education was not the most important thing for families even if the family believed in the value (importance) of learning. It was more important to take care of the family's needs than to get an education. Parents in the areas farthest away from schools permitted (allowed) children to go to school only during the winter when there were fewer chores or didn't let them go at all.

(At this point the teacher may want to review 4 reasons why education was not successful in this area. 1 – teachers not trained, 2 – students had to travel by foot long distances, 3 – school houses were poorly built and maintained, 4 – children were needed by family to work for survival)

Education in Gatlinburg was caught in a vicious (unable to change without help) cycle with the only hope coming from outsiders or people outside the Southern Appalachian Mountains. In the early 1900's our country was going through what was called a Progressive Era (modern technology spread throughout country). Organizations from large cities were looking for smaller communities that they could help with the goal of improving their way of life. One

such organization was the Pi Beta Phi Fraternity of Women, which was established as Pi Beta Phi in 1888.

In 1910 the Pi Beta Phi Fraternity asked the Commissioner of Education (the person in charge of the nation's education system) in Washington D.C. if there was a place in the country where they could build a settlement school (a school where children could live while receiving a good education). The commissioner named East Tennessee as being the most needy (needing it more than other places) area in reference (when talking about) to education. At the time, Gatlinburg was a community along the road, which had about six houses, three general stores, and one church house, but was lacking (didn't have) in education as far as five miles up the creeks and rivers.

Convinced that this was an ideal location in which to do progressive work (doing things that would improve the way of life), Pi Beta Phi Fraternity (group of men or women who work together for the same cause) began the organization of a settlement school to give to the mountaineers (people who lived in the mountains) of East Tennessee educational training and advantages that would enrich their lives and equip (provide what they need) them to make a satisfactory (an improved life they would be happy with) living in their own homeland. Although it started small, (only 14 students attended the first 1912 session), the settlement school soon became known as the best staffed, best equipped educational facility in Sevier County. Thanks to the many and varied (different kind of) programs offered by the Phi's (as they came to be known), mountaineers young and old gained the practical skills they would need to adapt (change to live comfortably in) to a rapidly changing world.

The settlement school provided trained teachers, modern buildings, and solved the problem of transportation because dormitories were built for the students to live in while they attended school.

Heartland Series – Volume 1, Pi Beta Phi School

(Here teacher may go to web site and show pictures of settlement school and life at the school. Web site contains many pictures from a photo album)

Student activity:

Divide class into four groups. Assign each group one of the reasons that education was not very successful. In each group appoint a recorder, presenter, and timer. Give groups about 10 minutes to discuss the differences of the problems then and now and write a short presentation to share with the class at the end of the ten minutes.

Heritage
Third Grade
Pre/Post Test

Name _____

1. What is Heritage?
 - A. The study of the history of the earth.
 - B. The process used to make houses.
 - C. Tradition passed down from the past.
 - D. The name of Gatlinburg's first settlement school.

2. Most of the early schoolhouses were built with this.
 - A. Brick
 - B. Logs
 - C. Lumber
 - D. Aluminum siding

3. What Subject was not taught in the early schools?
 - A. Music
 - B. Reading
 - C. Math
 - D. Spelling

4. Which of the following was not a problem for children wishing to get an education?
 - A. Transportation
 - B. Well trained teachers
 - C. Modern school houses
 - D. Carrying heavy school books

5. What was the name of the organization that built a settlement school in Gatlinburg?
 - A. Settlement School association
 - B. Gatlinburg Pi Beta Phi Organization
 - C. Pi Beta Phi Association
 - D. Pi Beta Phi Fraternity

6. How were teachers paid in the early 1900's in Gatlinburg?
 - A. Using the barter system. Teachers taught school in exchange for chickens, corn, eggs, and other goods.
 - B. Teachers were provided with free meals, a place to live, and clothing in exchange for teaching children.
 - C. Teachers were paid in cash for teaching children even though cash was scarce.
 - D. Teachers volunteered to teach children at the school for free.

7. How far did some children have to travel to go to school?
- A. one mile
 - B. five miles
 - C. Ten miles
 - D. all of the above
8. In a year, how long were schools open?
- A. April, May, and June
 - B. 3 to 5 months
 - C. Summer months only
 - D. All year
9. How many rooms did the early school buildings have?
- A. one
 - B. two
 - C. three
 - D four
10. Which is a true statement?
- A. Children did not receive a good education because they spent a lot of time going to the movies or playing at home.
 - B. Children were well educated even though the schools had problems.
 - C. Children were needed at home to work on the farms and sometimes could not attend school.
 - D. Children did not attend school if it rained, snowed, or was too hot.