

Oaklands Mansion:
Lesson Plan to Accompany Children's Tour Script Grades 4th - 6th

Lesson: *Traveling Through Time: Living History at the Oaklands Mansion*

Student Age: 4th through 6th grades

Lesson Length: 1 Hour and 1 Hour and a ½. (Could be taught in 2 days)

Materials Needed:

- Children's video of *Living History at the Oaklands Mansion*
- Information Sheet - bullet points that will help give the teacher additional information to share with students and help add to some background information prior to viewing the video.
- Link Sheet - this will provide the teacher with additional sites you may want students to access while covering the lesson or adding additional information for students before introducing the lesson over Oaklands and the Maney Family.
- Passage Page - copies will need to be made of this page and the passages will need to be cut out ahead of time.

Student Knowledge: Teacher should share with students the significance of the Oaklands Mansion in reference to its importance to Tennessee's history. The bullet point sheet will also make reference to the Civil War and its impact on Oaklands and the Maney's.

Fifth grade standards cover a great deal about the Civil War and the impact it had on the state of Tennessee - With the visit to Oaklands reference in particular to the Battle of Murfreesboro and the impact that the war had on the Maney Family and Oaklands.

Teacher will want to familiarize him or herself with the reference link page - this will direct you to additional information tied into this lesson and will add to student knowledge prior to viewing the video and completing the lesson below.

When students view the video and participate in the group activity within this lesson they will be meeting the following Social Studies Standards for 4th- 6th grade(s) -

Standards:

4th Grade: *The War for Independence - 1760-1789 - (History, Politics and Tennessee)*

4.25 Write a short summary of the events of Tennessee's first settlement and settlers, (H, P, TN) - *Teacher may want to reference link page for additional details about what brought the Maney Family to Tennessee from North Carolina.*

5th Grade: *(History, Culture, Geography, Economics, Politics and Tennessee)*

5.14 Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front. (H, C)

5.15: Explain the contributions of Tennesseans during the war: (H, TN)

5.18: Describe the physical, social, political and economic consequences of the Civil War on the southern United States. (E, G)

Objectives for lesson:

- Today, I can work with my assigned group using concrete words and phrases to describe why the Maney Family decided to migrate into Tennessee.
- Today, I can work together in my sub-group (jigsaw) to help devise responses to the questions posed by the teacher about a particular passage from the video.
- Today, I can work together with my subgroup to research additional information about the assigned passage from the video. - I can make inferences based on the research I perform with my group utilizing the additional links provided by my teacher.

Lesson Set-up:

Each student will be assigned to a group of four. There will be four major passages that will be focused on from the video. These passages will require the students to conduct additional research that can be achieved by accessing links provided by the teacher. For differentiation the teacher will want to create these four original groups ahead of time and insure that students of advanced ability are paired with students that may struggle with this activity.

Once students meet in their groups - each member of the group will choose a particular passage (students can volunteer for the passage they want to research and find particular interest in) to complete a jigsaw activity pertaining

to the video: *Traveling Through Time: Living History at the Oaklands Mansion*.

The teacher will need to pass out snippets (paper handouts of a particular scene) that will detail a particular portion of the video to the original groups formed. This scene or activity in the video is going to require the student(s) to do additional research based on questions posed on the back of the snippets (paper handouts). Student(s) will utilize technology made available in class by the teacher.

The student(s) will have to pay close attention to the video (which will be viewed by the class (as a whole) once the groups are formed) in particular, to the passage that will require them to research.

An additional handout will also be provided by the teacher containing links the students can access (utilizing whatever technology they have in the classroom) – please find this document attached with this lesson plan.

All of these links can be navigated from the Oaklands Home Page. Teacher can direct the students to the Oaklands Homepage (www.oaklandsmansion.org) – and from there they can access which ever link applies to their passage in particular.

Every student in their sub-group will then take back the information researched to their original (assigned) group– and they will teach the group about what they discovered and learned about their snippet from the film (by answering the questions fully on the back).

Exit Strategy: Once the group activity is complete have student reflect on ...

Have each student begin their three questions with the statement –

I thought I knew ... Now I know ...

1. By the end of the lesson, students should be able to write three sentences that describe what they learned about the Maney Family and the contribution they made to Tennessee history.
2. Every student will need to complete this portion of the assignment individually. With having viewed the video, worked with their groups and answered the teacher’s questions – the students should be more than able to complete this task.

3. Teacher may want to collect the three questions response and use it as a participation grade for the day.

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