

Oaklands Mansion:  
Lesson Plan to Accompany Children's Tour Script Grades 1<sup>st</sup>-3<sup>rd</sup>

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

Student Age: 1<sup>st</sup> through 3<sup>rd</sup> grade

Lesson Length: 45 Minutes to 1 Hour

Materials Needed:

- Children's video of *Living History at the Oaklands Mansion*
- Printable Pictures of Objects: These will be objects seen in the video - the wash tub (with dirty water), the hair art, toy that Lewis was playing with in the front parlor. - these should be passed out to groups of students (no more than three per group) Not every group will get a different picture (some groups will have the same picture).
- Background Information: a bullet point sheet (attached document) can be read by the teacher before the lesson begins - listing specific events that affected the Maney Family's life at Oakland's Mansion. These events/items will be connected to standards being met by the students while viewing the video and completing the group compare/contrast activity.

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 Maneys. With 1<sup>st</sup> grade having not been introduced to the Civil War - this will help give the students some background information for the video.

When students view the video and participate in the group activity within this lesson they will be meeting five of the following social studies standards for 1st through 3rd grade - Culture 1.4 and 1.5- History - 1.36, 1.38 and 1.42 -

**Standards:**

**Culture:**

(1.4 -Use collaborative conversations with diverse partners to discuss family customs and traditions.

(1.5 - Present the student's family culture through the use of drawing, writing, and/or multi-media.)

## History:

(1.36- Produce complete sentences to describe people, places, things and events with relevant details that relate to time including the past, present and future.)

(1.38 - Compare ways individuals and groups in the local community and state lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and entertainment.)

(1.42 - Ask and answer questions about historical events that helped shape our Nation and explain the role Tennessee played in these events)

## Objectives for lesson:

- Today, I can answer questions posed by the teacher to discuss my family's customs and traditions. (Culture - 1.4)

*For example:* Good questions to pose to students could be ...

1. How are some of the things I do today different from what my parents may have done when they were my age? (To prepare for bath time) *What are some of the things that I do today in order to take a bath at my home?* Referencing Lewis' bath time in the video.

2. What are some of the things I do today to honor and remember family members that have passed away (that I did not get to meet)?

*For example: Teacher can ask students; do you have pictures of great-grandparents, aunts or uncles who are not living today (whom you did not meet)? Does this help you to remember this person?* - Make reference to Sallie Franny Maney making the hair at in remembrance of her aunt.

3. What other objects do you have in your home that may help you to remember past family members?

*For example: a special piece of jewelry or maybe a quilt that was made by a great-grandmother?*

- Today, I can work together with my group to answer the teacher's questions about how the Maneys lived a long time ago and make connections to how similar/different their life was to mine. (Culture 1.5 and History 1.38 and 1.42)

1. Students will work together in groups of three to identify the object in the picture they receive from their teacher. (wash tub with dirty water, the picture of hair art, the toy that Lewis plays with in the front parlor)  
The students will identify what this object is and how it was used by the family.
  
2. A good question to ask could be -What makes this object different from the types of objects that we use or have today? These prompts can be printed on the white board in the room; students can answer the questions on the back of their handout.
  
3. Each group can choose which student will be the scribe; the other two students can be the reporters and answer the teacher's prompts. Teacher will move around the room and pose these questions to each group.
  
- Today, I can write three sentences that describe what I learned about the Maney family and how they are similar or different to/from my family. (History 1.36)
  
1. By the end of the lesson, students should be able to write three sentences that describe what they learned and compare and contrast those things to their own families.
  
2. Every student will need to complete this portion of the assignment individually. With having viewed the video, worked with their groups and answering 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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