

*Not Just a Scenic Road: The Blue Ridge Parkway and Its History*  
NEH Landmarks of American History and Culture Workshop

**LESSON PLAN FORMAT**

*Please use these steps and guiding questions to help you format your lesson plan.*

Date \_\_\_\_\_

Teacher Name \_\_\_\_\_

Grade Level-This lesson can be adapted for Kindergarten and grades one through four.

Title of Lesson- \_\_\_\_\_

Content Area-Social Studies, Reading, Writing, Art, and Music

Timeline of Lesson-Five Class Periods

Description / Abstract of Lesson-Students will make predictions about illustrations, covers, and titles of read a-loud books with an Appalachian connection. Students will use the theme of each book to set goals and solve problems. Students will compare and contrast the main idea of each book and make connections to their own family, community, region, and state.

STEP 1: Content and Cognitive Goals

What do you want students to know and be able to do?

What knowledge, skills, strategies, and attitudes do you expect students to gain?

What important content and concepts will students learn?

Students will brainstorm the ways that families are alike and different. Students will discuss the characteristics of life in the country, suburbs, and the city. Students will set goals for family members and discuss the importance of family and a family's local community. Students will make connections within their family, local community, and their world in order to discover qualities of a community and family contributor. Through an integrated lesson on community, culture, and connections, students will goal set and problem solve using the main idea of each read a-loud book. Students will make predictions and analyze their role as a community member. Students will discuss environmental differences and how their immediate environment can change. Students will discuss ways to make a difference in a community. Students will discuss the characteristics of urban, suburban, and rural areas.

## STEP 2: Links to Curriculum Standards

What local, state, or national standards will be addressed?

North Carolina Standard Course of Study

Kindergarten

Self and Family and Families Around the World

First Grade

Neighbors and Communities Around the World

Second Grade

Regions: Local, State, U.S., and the World

Third Grade

Citizenship: People Making a Difference

Fourth Grade

North Carolina: Geography and History

## STEP 3: Guiding Questions for This Lesson

Why would your students want to know about this topic?

What "essential" questions will generate discussion about this topic?

What questions will be asked to help students focus on important aspects of this topic?

Why is family and community important? Why should you contribute to your family and your community? How are families and communities different and alike around the world? How are communities and families in North Carolina different from those in other regions of the United States? How are communities and families in North Carolina the same as those in different parts of the world? Why is it important to understand and respect diversity?

## STEP 4: Assessment

How will you know your students have reached the lesson goal?

What assessment tools will you use?

Students will design and produce visuals (collages, murals, brochures, posters) that compare and contrast different family and community characteristics. Students will sing songs that are characteristic of the different regions of the U.S. Students will listen to songs from around the world and record the differences in music in their journals. Students will conference one on one with the teacher. A teacher made assessment will be given. Journal entries will occur daily. Thinking maps will be used daily. Students will interview family members. Family members will be invited to class to talk to the class about special memories from their childhood.

**How will students be involved in ongoing assessment?**

**Students will use journals to reflect on the activities. Students will continue discussions and conferencing throughout the school year.**

**How will students assess themselves? A rubric can be used.**

**How can technology support and/or enhance assessment? Students will record family stories, recipes, and songs. Students will make a video of a family event.**

**We will answer the following questions as a group.**

#### **STEP 5: Learning Connections**

**What student needs, interests, and prior learning are a foundation for this lesson?**

**What conceptual difficulties might students have?**

**What curriculum connections will you make in this lesson with other topics you teach?**

#### **STEP 6: Learning Activities or Tasks**

**What engaged and worthwhile learning activities and tasks will your students complete?**

**How will they build knowledge and skills; learn independently and with others; demonstrate knowledge, ability, and creativity; and manage learning?**

**In what ways is this lesson challenging, authentic, and multidisciplinary?**

**How can the use of technology support student learning?**

#### **STEP 7: Teaching Strategies**

**What instructional practices will you use with this lesson?**

**How will your learning environment support these activities?**

**What is your role?**

**What are the students' roles in the lesson?**

**How can the use of technology support your teaching?**

#### **STEP 8: Management**

**How and where will your students work? Classroom, lab, groups, etc.?**

**How will you provide for students with special needs?**

**How will you modify this lesson for individual learning needs?**

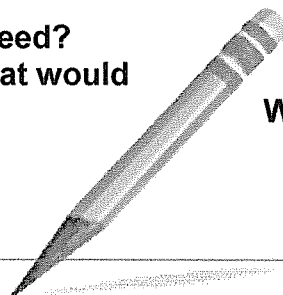
**How will you use additional resources?**

**How can the use of technology support classroom management?**

#### **STEP 9: Materials and Resources**

**What other support services and resources will you need? technology extend and enhance the lesson in ways that would possible without it?**

**How can not be Will you need**



**additional people to help with this lesson?**

**STEP 10: Reflective Questions and Lesson Evaluation**

**Include reflective questions that you can use to evaluate the effectiveness of the lesson plan.**