

## 4.2 Creating a Legacy

Exhibit Title: The King of the Hill

### Core Connection

**Fourth Grade Social Studies Standard 2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.

**Fourth Grade Language Arts Standard 8:** Writing - Students write daily to communicate effectively for a variety of reasons.

**Summary:** Students will see many items specifically about Alf Engen at the museum. One of the most interesting exhibits is the trophy case with many of Alf's awards. The purposes of this lesson are to increase students' awareness of their own accomplishments, to introduce students to the contributions Alf made to the community, to relate Alf's philosophy about life to the numerous trophies he won, and to understand ways in which each person creates his or her own legacy. Students will write one composition before their visit to the museum and a second upon their return to school.

### Teacher Background:

When visiting the "King of the Hill" display, students will see trophies of all types: spoons, boots, a watch, a baton, and even a fighter jet model, to name a few. Yet, to Alf, the most important accomplishment was not the trophies he won, but the many people he brought into the sport of skiing through his years of teaching at Alta, Utah. This lesson is centered around a world champion's belief that personal character is a person's greatest legacy.



**Lesson Learning Objectives:**

1. Students will use two different styles of graphic organizers to plan and compose two papers.
2. Students will increase skills in writing by following the steps in the writing process.
3. Students will evaluate their own and a partner's writing by using a rubric focusing on three of the six writing traits.
4. Students will identify personal accomplishments and evaluate why these accomplishments gave them a sense of pride.
5. Students will observe, compare, and judge which of the trophies in the "King of the Hill" display are the most unusual and/or interesting to them and predict which were possibly the most meaningful to Alf.
6. Students will understand the concept of "leaving a legacy."
7. Students will evaluate their own talents and how they could effectively use these talents to contribute to the community.

**Materials:** paper and pencil, copies of graphic organizers #1 and #2 for each student copies of writing rubric for each student

**Approximate Time:** For each composition:

15 - 20 minutes group discussion/instructions

15 minutes completing graphic organizer

30 minutes writing

Total: 60 - 65 minutes (Allow two class periods for each writing activity. Some instructional activities may require additional time if students do not have experience using the six traits of writing or evaluation rubrics.)

**Instructions:*****Pre-visit activity***

1. As a class, discuss accomplishments that can give people a sense of pride. Write these on the board for student reference. Discuss how one feels when proud of an accomplishment.
2. Give students a few minutes to quietly think of things that have made them feel proud. Have them choose one to be the topic of their paper.
3. Explain the writing activity: Students will describe an event or accomplishment that has given them a great sense of pride. Focus will be on the following writing traits: organization of ideas, word choice and voice. (If students have not had experience using these traits, additional instruction will be needed.)
4. Explain the rubric that will be used for evaluation of the writing. (If students have not previously used rubrics to score their own writing, this will require additional instruction.)
5. Provide students with the graphic organizer as a pre-writing activity, explain and give students time to complete the organizer.
6. Give students time to write their compositions.
7. When finished, have students evaluate and score their writing by using the rubric. Collect and save to use in post-visit activity.

***Post-visit activity***

1. After visiting the museum, discuss with class how they would feel to have won all of the different trophies they saw in the "King of the Hill" exhibit.
2. Discuss as a class which trophy might have given Alf the greatest sense of pride and why. Ask students which trophy would give them the greatest sense of pride to win and why.

3. Discuss with students the meaning of the word, "legacy" and how the concept of "leaving a legacy" relates to each person, not just the famous.
4. Share this quote of Alf Engen with the students, either by writing on the board or preparing an overhead transparency:

*"What's another gold medal? I have lots of gold medals to hang on the wall Sure, I'd like people to remember what I did in the sport of skiing, but what's more important to me is to be remembered for the person I am inside. My greatest accomplishments have come not as a world champion ski jumper, but as a teacher who helped others enjoy and love the sport of skiing."*
5. Have students share their previous compositions about the accomplishment that have given them a sense of pride.
6. Discuss ways individuals can make a difference to others in the community by sharing their interests or talents.
7. Review the scoring rubric; students will use the same rubric used the pre-activity to score this writing exercise.
8. Students will organize their writing by using graphic organizer #2. This organizer helps students identify ways in which they can use their talents and interests to fill a need in the community.
9. Students will write a paragraph about each subtopic, then select one need they could fill, identify the resources they would use and the steps they would take to accomplish the task.
10. Students will write a draft of their paper, use the rubric to score the draft, trade papers with a partner, have the partner score the paper using the rubric and make suggestions for improvement.
11. Students will revise the paper, write the published copy and hand in the paper.
12. Possible publishing suggestions: Display the papers on a bulletin board under the title, "Ways to Help Our Community"; bind papers together in a class book and have students read their page of the book to the class; submit papers to a legislative representative to show how students feel they can contribute to the community.

# GRAPHIC ORGANIZER #1 (Sequence)

Pre-Writing Activity: A Sense of Pride

I felt proud of myself when I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

It all started out when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Setting (describe where this happened):**

\_\_\_\_\_

\_\_\_\_\_

**Describe the people involved:**

\_\_\_\_\_

\_\_\_\_\_

**How did you feel?**

\_\_\_\_\_

\_\_\_\_\_

**What happened?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Setting (describe where this happened):**

\_\_\_\_\_

\_\_\_\_\_

**Describe the people involved:**

\_\_\_\_\_

\_\_\_\_\_

**How did you feel?**

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**Finally, what happened to give you a sense of pride in this situation?**

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**Setting (describe where this happened):**

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**Describe the people involved:**

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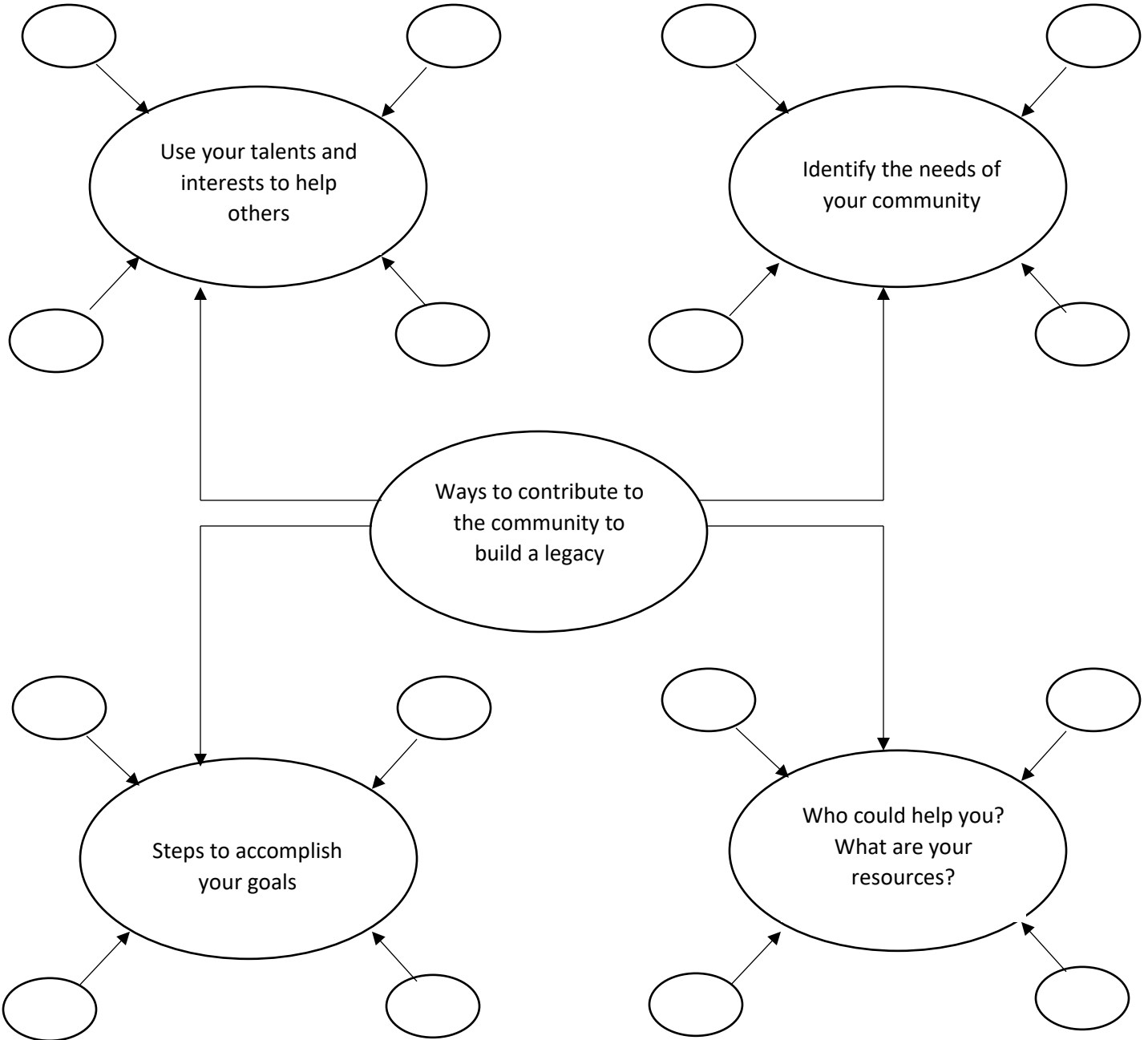
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**How did you feel?**

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## GRAPHIC ORGANIZER #2



**Writing Traits Scoring Rubric**  
Organization, Voice, and Word Choice

Student name \_\_\_\_\_

My Score \_\_\_\_\_

	<b>5 Excellent</b>	<b>3 Good</b>	<b>1 Needs Work</b>
<b>Organization</b>	Ideas are well organized and follow the theme. The reader can move through the text easily and with full understanding.	Ideas are organized, but some details don't follow the theme or main idea. The reader can move through the text with little confusion.	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no clear structure.
<b>Voice</b>	The writer speaks directly to the reader in a way that is individual and interesting.	The writer seems sincere but not fully involved in the writing. The result is pleasant and friendly, but the reader does not feel that he gets to know the writer as an individual.	The writer seems indifferent or distanced from the topic and/or the audience.
<b>Word Choice</b>	The words carry the meaning of the writer in a clear, interesting, and natural way. The writer uses a variety of good descriptive words.	The words carry the writer's meaning, though there aren't many clear and interesting words. Few descriptive words are used.	The writer struggles with a limited vocabulary and has a difficult time finding the words to carry the meaning of the text.
<b>Score</b>			