

We Have a Community. Now What?

Author	Lizeth Herrera
Grade Level	1
Duration	2-3 class periods

National Standards

GEOGRAPHY

Element 2: Places and Regions

6. How culture and experience influence people's perceptions of places and regions.

Element 4: Human Systems

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Element 6: Uses of Geography

18. How to apply geography to interpret the present and plan for the future.

AZ Standards

ELA

Writing

Text Types and Purposes

W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Research to Build and Present Knowledge

W.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Speaking and Listening Comprehension and Collaboration

SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Arizona Social Science Standards

Geography

The use of geographic representations and tools helps individuals understand their world.

G1.1 Use, explore, and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

Civics

Civic virtues and democratic principles are key components of the American political system.

C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.

C1.2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures.

An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

C1.3 Compare one's own thoughts and opinions with others' perspectives.

C3.1 Explain the importance of rules and laws in our community.

Overview

Children should know the characteristics of their community. They must also learn what it takes to have a community function, so everyone's rights and responsibilities are clearly understood. This way, children will become responsible members of their community.

Purpose

In this lesson, students will identify the needs of a community as well as state the rules that are needed to maintain a well-functioning community.

Materials

- Projection device, computer, and internet.
- Communities for Kids--Types of Community YouTube video (3:40 min)
<https://www.youtube.com/watch?v=IGC0zxgRNJQ>

- Why are Rules Important YouTube video (5:41 min)
<https://www.youtube.com/watch?v=WB3zolACjul>
- Google maps of the local school neighborhood or a simplified neighborhood map
- Needs of Our Community worksheet
- Rules for Our Community worksheet
- Needs and Rules Project and Scoring Guide

Objectives

The student will be able to:

1. Describe the needs of a community.
2. Analyze the needs and create rules to maintain a well-functioning community.

Procedures

Prerequisite Skills: Students have a good working knowledge of what is a community. A community is where people can work, live, and have fun. Students understand that a community needs safety, community resources, and social connections. Community resources include those agencies that provide assistance or a service to the members of the local area.

SESSION ONE

1. Review the definition of community. Write the definition on a sheet of paper and post it as reference. "Community is where people can work, live, and have fun."
2. Review the needs of a community: safety, community resources, and social connections. Project Communities for Kids--Types of Community YouTube video (3:40 min)
<https://www.youtube.com/watch?v=IGC0zxgRNJQ>
3. Have students pair/share examples of their own types of community. (Examples: school, family, city, etc.) Have students share their examples and write on the board.
4. Have students pair/share a safety need, a resource need and a social connection need. Have students share their examples:
 - Police officers are an example of a safety need because they protect us.
 - Grocery store are an example of a resource need because they help us get food.

- Park is an example of a social need because of picnics and playing together.
5. Explain to students that they will need to think of the most important safety needs, most important resource needs and most important social interaction needs of a neighborhood community.
 6. Project Goggle maps of the school neighborhood or a simplified map of the community. Have students identify locations on the map (school, homes, businesses, recreational areas, empty lots, government offices, etc.).
 7. Distribute the Needs of Our Community worksheet and explain the directions.
 8. Divide students into groups of 3-4 and have groups fill out the worksheet.
 9. If time, have groups share their ideas with the class as a closure for this session.

SESSION TWO

1. Begin the session by having groups from Session One reassemble.
2. Project Why are Rules Important YouTube video (5:41 min)
<https://www.youtube.com/watch?v=WB3zolACjul>
3. Project Goggle maps of the school neighborhood or a simplified map of the community again. Identify some of the locations on the map again. Discuss why rules would be important in their neighborhood community.
4. Distribute the Rules for Our Community worksheet and explain the directions rules that will help protect the people and needs of the community. Have groups share their rules with other groups.
5. Assign each group either a school community or home community as their focus for their project.
6. Distribute and explain the Needs and Rules Project and Scoring Guide. Show examples of the various choices (pamphlet, speech, flip grid, or poster). Allow time for students to gather the art supplies and to work on their project.

SESSION THREE

1. Have each group present their projects to the class.

Assessment

ELA and Social Science

The Needs of Our Community worksheet can be graded for completeness. Mastery will be considered at least two good descriptions for each category.

The Rules for Our Community worksheet can be graded for completeness. Mastery will be considered at least one good rule for each category.

The Needs and Rules Project can be graded using the scoring guide provided. Mastery will be a score of 48 points or higher.

Extensions

Based on the needs that each group identified, as a whole class, create a map of where they would place each need in their city community.

Identify the difference between human and physical resource and discuss how that would affect the rules. For example, nurses are a human resource. Would you treat nurses the same as a river or forest (physical resource)?

Sources

Communities for Kids--Types of Community
YouTube video (3:40 min)

<https://www.youtube.com/watch?v=IGC0zxgRNJQ>

Why are Rules Important YouTube video (5:41 min)

<https://www.youtube.com/watch?v=WB3zolACjul>
Google maps or community maps