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Social Studies Methods

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Community Unit Plan

Stage 1 – Desired Results	
Established Goals: “Students will recognize and describe how schools and neighborhoods are both similar and different” as they “recognize and identify the people and their roles in the school and neighborhood,” and “explain how these roles change over time” (Utah State Core Curriculum for 1 st Grade Social Studies, Standard 1, Objective 2).	
Enduring Understandings: Students will understand that they live in a community and they are a part of their community. Students will also understand their community includes their school and neighborhood and that their community changes over time for different reasons.	Essential Questions: <ul style="list-style-type: none">• What is a community?• What is a role?• What are the roles of people in our neighborhood?• How have the roles of people in our neighborhood changed over time?• What are the roles at our school?• How have the roles at our school changed over time?• What is the past?• What is the present?• What are the differences between the past and the present and in our neighborhood?• What are the differences between the past and the present and at our school?
Knowledge Gained: Students will know the meaning of <i>past</i> and <i>present</i> , and the difference between past and present at their school and in their neighborhood.	Ability Gained: Students will be able to identify people and their roles in the school and neighborhood, and explain how these roles change over time.
Stage 2 – Assessment Evidence	
Performance Task: <u>Now and Then Luncheon:</u> Students will interview people in their neighborhood, or at their school, to see what has changed in the school and neighborhood in the past 10 years. Students will share what they learned at our “Now and Then” luncheon. <u>Time Capsule:</u> As a final project, students will make a portfolio of all their work from the unit. They will put this portfolio into a time capsule. Other 1 st graders who do this lesson will open the time capsule to see how things have changed at the school and the neighborhood over time.	
Other Evidence: <u>Homework Assignments:</u> <ul style="list-style-type: none">• Just like the boy in the book <i>On the Town</i>, students will take notes about what they see on their own	

tour of their neighborhood.

Class Reflections:

- Students will use their notes on the tour they took around their neighborhood, and reflect what they saw in two short paragraphs and a picture (at least 4 sentences for each paragraph and the picture must be of something they saw).
- Students will reflect on the neighborhood roles they saw on the teacher-made slide show and the four guest speakers they met, as they write about their favorite neighborhood role in a short paragraph (at least 4 sentences) and draw a picture of the person about which they wrote.
- Students will reflect on the school roles as they review their “School Scavenger Hunt” graphic organizer, write about their favorite school role in a short paragraph (at least 4 sentences), and draw a picture of the person about which they wrote.
- Using the information from the teacher-made slide show, students will reflect on the neighborhood role they wrote about on Day 4 by thinking about what has changed in the role between then and now and what is still the same about the role between then and now. Students will write a comparing and contrasting paragraph about their reflection of their favorite neighborhood role.
- Using old school yearbooks and archives, students will reflect on the school role they wrote about on Day 5 by thinking about what has changed in the role between then and now and what is still the same about the role between then and now. Students will write a comparing and contrasting paragraph about their reflection of their favorite school role.

Class Activity:

- Students will be given two sticky notes and asked to draw or write a then and now item. Then students are asked to sort their sticky notes on an enlarged “Then and Now” chart and explain why they placed their card in a certain category. Students are then asked to sort the “Then and Now” cards provided by the teacher into the categories *Then* and *Now* on a regular size “Then and Now” chart.

Stage 3 – Learning Plan

Learning Activities

Day 1:

The “Hook”:

- Students will produce the “K” part of a KWL with their whole class and their teacher about “What is a community?”
- The teacher will read *On the Town* by Judith Casely.
- Students will tell the teacher what they want to learned about their community as they help their teacher produce the “W” part of their KWL.
- Students will see a preview of their local community (i.e., their school, neighborhood, and downtown area) through a teacher-made slide show.

Homework:

- Just like the boy in the book *On the Town*, students will take notes about what they see on their own tour of their neighborhood.

Day 2:

Class Reflections:

- Students will use their notes on the tour they took around their neighborhood, and reflect what they saw in two short paragraphs and a picture (at least 4 sentences for each paragraph and the picture must be of something they saw).

Day 3:Roles:

- The teacher will ask her students: “What is a role?”
- The teacher and her students will have a class discussion about the question: “What is a role?”
- The teacher will write examples of different roles in the community on the board.

Day 4:Neighborhood Roles:

- The teacher will show another teacher-made slide show about the roles of people in the neighborhood.
- The teacher will have four guest speakers come in and talk about what role they have in the neighborhood (e.g., police officer, firefighter, mail carrier, and a garbage person).

Class Reflections:

- Students will reflect on the neighborhood roles they saw on the teacher-made slide show and the four guest speakers they met, as they write about their favorite neighborhood role in a short paragraph (at least 4 sentences) and draw a picture of the person about which they wrote.

Day 5:The School Scavenger Hunt:

- Students will go on a scavenger hunt to meet the different people in the school and fill out a “School Scavenger Hunt” graphic organizer.

Class Reflections:

- Students will reflect on the school roles as they review their “School Scavenger Hunt” graphic organizer, write about their favorite school role in a short paragraph (at least 4 sentences), and draw a picture of the person about which they wrote.

Day 6:Then and Now:

- The teacher will read *Great Grandma and I* by Brenda Parkes.
- The teacher will use this book to give a lesson on “Then and Now” and talk about how things have changed overtime.

Class Activity:

- Students will be given two sticky notes and asked to draw, or write, a then and now item. Then students are asked to sort their sticky notes on an enlarged “Then and Now” chart and explain why they placed their card in a certain category. Students are then asked to sort the “Then and Now” cards provided by the teacher into the categories *Then* and *Now* on a regular size “Then and Now” chart.

Day 7:Neighborhood Changes:

- The teacher will ask: “How have neighborhood roles changed overtime?”
- Students will view another teacher-made slide show about the roles in their neighborhood and what they were like then and what they are like now.

Class Reflections:

- Using the information from the teacher-made slide show, students will reflect on the neighborhood role

they wrote about on Day 4 by thinking about what has changed in the role between then and now and what is still the same about the role between then and now. Students will write a comparing and contrasting paragraph about their reflection of their favorite neighborhood role.

Day 8:

School Changes:

- The teacher and her students will have a class discussion about the changes that have happened at the school through an overview of yearbooks and archives the teacher has gathered.

Class Reflections:

- Using old school yearbooks and archives, students will reflect on the school role they wrote about on Day 5 by thinking about what has changed in the role between then and now and what is still the same about the role between then and now. Students will write a comparing and contrasting paragraph about their reflection of their favorite school role.

Homework:

- Students will interview a person in their neighborhood, or at their school, to see what has changed in the school and neighborhood in the past 10 years.

Day 9:

Interview Luncheon:

- Students will share what they learned in their interview (they can share this by dressing up as the person they interviewed, sharing pictures of the person or places in the interview, etc).

Day 10:

Time Capsule:

- Students will put together their portfolio (all of their work from the unit).
- The teacher will put students' portfolios into a time capsule.
- The teacher will share a time capsule from previous 1st graders with her students.

Conclusion:

- Students will tell the teacher what they learned about their community as they help their teacher produce the "L" part of their KWL entitled "What is a community?"