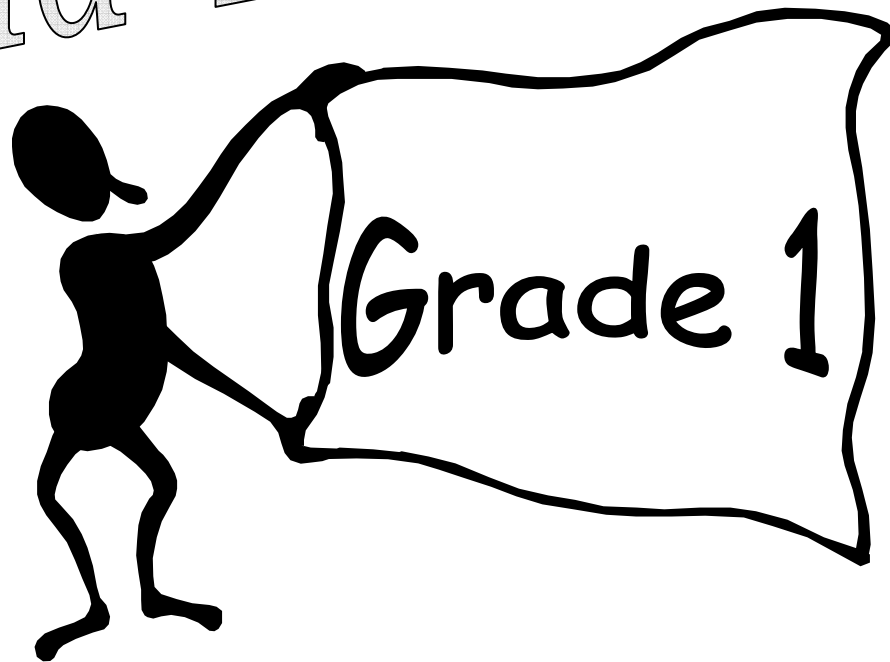


New York City Department of Education
Department of Social Studies

Field-Test Edition



**Neighborhood and
Community**

What Is Our Community?

A Sample Unit of Study

Teachers contributing to this unit are:

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**THE NEW YORK CITY DEPARTMENT OF
EDUCATION**

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Dear Colleague:

We are proud to share this unit of study developed by New York City teachers. It contains tools for planning and adapting curriculum to meet the needs of your students. Since you know your students best, we encourage you to customize and extend these lessons, building on your students' strengths. Please consider it a working draft to be adapted to accommodate the needs and interests of your students. This and all our units of study have been designed with this in mind. It may also be used as a planning tool for grade-level meetings and professional development.

Clearly, many wonderful things are going on in social studies classrooms around the city, as evidenced by the units of study teachers have shared with us. We invite you to share your own units of study and project ideas with us so we may spread your ideas throughout the city.

The unit reflects the New York State Core Curriculum in Social Studies and makes use of the social studies core libraries offered to all K–8 classrooms in New York City. It also integrates the vast resources of this city, including museums, cultural institutions, and neighborhood walks.

The unit was created using the “backward planning” design process. Backward planning, inspired by the work of Grant Wiggins and Jay McTighe in their book *Understanding by Design*, begins with the desired end in mind. Lessons and activities are created to scaffold the learning for students in order to bring them to that end. Each unit of study is developed around an “essential question,” which serves as an organizing thread for the unit of study.

Looking at the New York State Core Curriculum in Social Studies, one might become overwhelmed by the tremendous volume of content. Using the principles of backward planning, we make decisions about what we will teach, how and to what extent we will teach it, and why. Once we begin to think carefully about what we expect the students to learn, think, and be able to do by the end of a specific unit of study, we can plan efficiently and strategically, and make sure that the appropriate learning experiences are provided.

The first step is to brainstorm around the topic. We have included a sample brainstorming web to illustrate this process. It is not expected that everything on the web be included in the final unit. It is merely a tool to help the curriculum writers think about possibilities.

The next step is to create an essential question, a question that asks students to think beyond the literal. It should be multi-faceted and lend itself to discussion and interpretation. Some examples are: “What does it mean to be free?” or “What is the role of government?”

Once the essential question is created, we develop a series of focusing or guiding questions. These questions are content-specific. They help frame the unit of study and later serve as guides for lessons and activity development. Focusing questions are related to the essential question.

Then we can develop goals, objectives, and outcomes for student learning. We ask ourselves what we want the students to know, understand, do, or create. We list or assemble appropriate, multi-dimensional, and varied resources including human resources (guest speakers, experts, artists, performers), books (all genres of quality literature related to the unit of study), magazines, articles, videos, DVDs, posters, artifacts, Internet and online resources, and primary documents. We also research possible field trips to cultural institutions, museums, and community organizations, as well as appropriate neighborhood walks related to the unit.

Finally, we design a variety of assessments to meet the needs of all learners. We choose an appropriate celebration or culminating activity to assess, validate, and honor student learning and products/projects. All the lessons and activities should be designed to scaffold the learning of content and skills to bring students to the final project.

We hope that you will use this unit of study as a starting point for your own planning. Where appropriate, connect with your colleagues (arts, science, math, and literacy teachers) to enrich and extend the unit. Please feel free to share suggestions, additions, or comments.

Sincerely,



Elise Abegg
Director of Social Studies

Dear Reader,

A fundamental concept of social studies is community. Before we immerse students in activities such as walking trips and projects, we spend time developing an understanding of the definition of community. We then create a class definition that we refer to throughout our study.

This unit focuses on the community around the school. We want children to know about and experience the communities they are a part of. We choose the school's community because it allows an entry point for each student. Using the school community is a great resource. Outside the school doorstep, there is a wealth of resources that can be tapped into. As students explore and discover the people and places in their community they will learn the ideas of people working, living, and sharing together.

Throughout the study, students grow in their understanding of what a community is. Looking closely at the features of a community they will create a model neighborhood community. The model actively engages the students to apply what they are learning. They will begin to see how the needs of the people in the community shape the way the community is organized.

This unit can stand alone or it can be used to set the groundwork for an entire year of studying the neighborhood community. As part of a yearlong study, teachers can go into great detail about the people and services in the community and the interdependence among them. Teachers can present opportunities for students to look closely at the features of the community and understand their purposes. The concepts of diversity and change also fit nicely into the study. Most importantly, teachers can help students to appreciate the meaning of community in their own lives.

Inside this packet you will find an overarching essential question, some focusing questions, a "brainstorm of possibilities," as well as some suggested lessons and resources to support you as you bring this unit alive in your classroom. The lessons are designed so that each teacher can customize and enrich the teaching points to meet the needs and interests of his or her students. We have purposely provided a few SAMPLE lesson plans to help you, since there are many ways to help students understand the content and concepts in social studies. In addition, you can find many approaches to using nonfiction in a project-based social studies curriculum. We hope that during your grade-level meetings and/or your extended professional development sessions you will meet with other grade-level teachers to discuss the classroom collections and to create additional lessons as you help build a culture of professional learning and collegiality in your schools.

Social studies is an essential foundation for our students to be informed and active participants in our communities. Each of us must do our part to help students understand the complexities of our world, and why we need to be involved citizens. With your help, this unit of study will help students gain essential skills and strategies as they immerse themselves in studying the community and how we are all alike.

Learning and Performance Standards

New York State Social Studies Learning Standards	New York City New Performance Standards in ELA	Sample list of strategies that Social Studies and ELA have in common. Check all that apply and add new strategies below.
<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> History of the United States and New York State</p> <p><input type="checkbox"/> World History</p> <p><input type="checkbox"/> Geography</p> <p><input type="checkbox"/> Economics</p> <p><input type="checkbox"/> Civics, Citizenship, and Government</p> <hr/> <p>What <i>specific</i> social studies content will this unit focus on?</p> <p style="text-align: center;"><u>What is a community?</u></p>	<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> E-1: Reading</p> <p><input type="checkbox"/> E-2: Writing</p> <p><input type="checkbox"/> E-3: Speaking, Listening, and Viewing</p> <p><input type="checkbox"/> E-4: Conventions, Grammar, and Usage for the English Language</p> <p><input type="checkbox"/> E-5: Literature</p> <p><input type="checkbox"/> E-6: Public Document</p> <p><input type="checkbox"/> E-7: Functional Documents</p> <hr/> <p>What <i>specific</i> literacy skills will this unit focus on?</p> <p style="text-align: center;">Speaking, Listening, and Viewing</p> <p style="text-align: center;">Reading nonfiction, discussion, and note-taking</p>	<p><input type="checkbox"/> Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, and oral and written presentations.</p> <p><input type="checkbox"/> Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.</p> <p><input type="checkbox"/> Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.</p> <p><input type="checkbox"/> Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.</p> <p><input type="checkbox"/> Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting opinions with some evidence.</p> <p><input type="checkbox"/> Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.</p> <p><input type="checkbox"/> Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries, and journals.</p> <p><input type="checkbox"/> Gather and interpret information from reference books, magazines, textbooks, Web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources such as charts, graphs, maps, and diagrams.</p> <p><input type="checkbox"/> Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.</p> <p><input type="checkbox"/> Select and use strategies that have been taught for note-taking, organizing, and categorizing information.</p> <p><input type="checkbox"/> Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.</p> <hr/> <p>What <i>specific</i> social studies strategies will this unit focus on?</p> <p>Use research via field trips, interviews, and class discussions to understand concepts of community.</p>

Brainstorm of Teaching Possibilities

Math

- Surveys: Collecting neighborhood information. (Possible survey questions: How do you get to school? Would you rather live in an apartment or a house?)
- Use graphs and charts.
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-
-
-

Diversity/Democracy/Civics

- Create a class definition of community.
- The different homes we live in.
- The different businesses in a neighborhood.
- The people in our neighborhood.
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-

Science/Technology

- Computer software: Neighborhood Map Machine
- Research the different machines in the community.
- Create block structures.
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Language Arts

- Read-alouds.
- Interactive writing.
- Shared writing.
- Independent reading of community books.
- Shared reading of community big books.
- Recording observations on trip sheets.
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Social Studies

- Photographs of communities and of the school neighborhood.
- Interviews with people who live and work in the neighborhood.
- Do any important people live in our community?
- Are there any special events/celebrations in our community?
- The use of maps.
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-
-
-

**Social Studies
Unit Focus**
**What Is a
Community?**

Physical Education/Health

- Neighborhood walks.
- Playground study
- Walking as a way to travel.
- Survey different playground games.
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Dance/Music/Drama

- Play written and performed by students. Setting can be a neighborhood building or block.
- Create a play about the school.
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-

Visual Arts

- 3-D model of a neighborhood.
- Building with wooden blocks to create community buildings, using dramatic play to act out scenes from a neighborhood.
-
-

Essential Question

What is a community?



Focusina Questions

- What do we notice about communities?
- Where is your neighborhood community in New York City?
- What do we notice in our school neighborhood community?
- How is our neighborhood community organized?

Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

Content	Process	Skills
<ul style="list-style-type: none"> • Recognizing and understanding the meaning of a community. • There are many neighborhoods in NYC and we are part of a neighborhood community. • A neighborhood community consists of people, buildings, transportation, and other resources. 	<ul style="list-style-type: none"> • Reading stories and looking at pictures that depict communities, and creating a class definition of community. • Mapping students' addresses on an enlarged map of NYC. • Observing and recording features of the school neighborhood on walking trips, and charting what students notice. • Creating a 3-D model of the school neighborhood community. 	<ul style="list-style-type: none"> • Making connections, drawing inferences, and making conclusions. • Reading maps, drawing conclusions, and making predictions. • Using note-taking strategies, getting information, organizing information. • Applying, analyzing, and synthesizing information.

Possible student projects/products: NYC Neighborhood Map, 3-D Model of Neighborhood Community

Culminating Project:

3-D Model of School Neighborhood Community

The 3-D model of a school neighborhood community is a hands-on project where students will create a model neighborhood. It is an opportunity for students to apply what they are learning about communities and, specifically, their school neighborhood community. Students will discover the features of a neighborhood community through creating this small-scale model. The project is an ongoing process that evolves and is revised through classroom conversations, neighborhood walks, and community lessons.



To get started, you will need to collect various art supplies (from student families, staff members, local businesses). We have included a helpful letter asking families to donate what they can to the classroom. We find it helpful to keep these things stored in containers or boxes where students will have access to them during the project. To prepare for the students, you will need a large piece of butcher paper, with the block you are studying outlined in the center of the paper. This will serve as the base of the model. It is helpful to keep this in a location where students have access to it throughout the day. (Students can work on this during a choice time, when they are finished with their work, as well as during the designated community workshop time). The neighborhood walks will inform students about what is important to include on the model. The class community big book, trip sheets, and photographs will serve as a resource to recall this information.

Using the art supplies collected, you will guide the students on how they can use these to create buildings, people, transportation, and the other features of the neighborhood. Students will be able to manipulate the features of the model as their understanding of how a community is organized deepens, leading them to create a more realistic model of their school neighborhood community. This project is meant to be a constructivist approach, whereby students learn about a community by building a neighborhood community. This model opens the door to many valuable classroom discussions, and a wide range of possibilities can be explored following the unit.

Activity Grid

Essential Question: What is a neighborhood community?

Culminating Project: Class 3-D Model of a Neighborhood

What is the focusing question?	Specific Activity	What resources will you need? Books? Web sites? Primary Documents? Art Materials?	What <i>specific</i> content will be covered?	What <i>specific</i> literacy skills will this activity focus on? <i>What specific strategies will this activity focus on?</i> What critical thinking skills are being used?	How will you integrate the ELA standards (reading, writing, speaking, listening and viewing)? How might you integrate mathematics, science, and the arts?	Is this an independent, small group or whole-class activity? Please indicate.	How will you differentiate this activity to meet a range of learners?	How will the students exhibit their understanding of this activity? How will this lead to the culminating project?
<i>What do we notice about communities?</i>	<p>Reading aloud.</p> <p>Showing pictures of communities and charting what we notice.</p> <p>Coming up with a class definition of community.</p>	Books with pictures/photos of different kinds of communities (schools, parks, around the world, cities, etc.), class community big book.	Defining that a community is people living, working, sharing, and helping one another.	<p>Observing and interpreting pictures of communities.</p> <p>Inferring definition of community from pictures and read-alouds.</p>	<p>Reading</p> <p>Listening</p> <p>Viewing</p>	Whole-class	<p>The use of pictures allows for multi-entry of students.</p> <p>Opportunity for partner discussion as well as whole-group.</p> <p>Visual chart to refer to.</p>	<p>Student responses in class discussion.</p> <p>Class definition of community.</p> <p>Understanding of community will assist students in ability to create 3-D model.</p>
<i>Where is your neighborhood community in NYC?</i>	Creating an enlarged map of the neighborhood in NYC, and plotting the neighborhood where students live.	Enlarged map of NYC, yarn, student recording sheet with their address, class community big book.	There are many different neighborhoods in NYC and we are a part of a neighborhood community.	<p>Writing address.</p> <p>Reading map to find a location.</p> <p>Drawing conclusions from observations of map.</p> <p>Making predictions.</p>	<p>Reading</p> <p>Listening</p> <p>Speaking</p> <p>Viewing</p> <p>Writing</p>	Independent to whole-class	<p>Student sheet can be completed independently or with help.</p> <p>Picture box allows multi-entry for students.</p> <p>Visual representation.</p>	<p>Completed student address sheet.</p> <p>Discussion of city map and the neighborhoods where students live.</p> <p>Students understanding of neighborhoods and the characteristics of them.</p>

<p><i>What do we notice in our school neighborhood community?</i></p>	<p>Neighborhood walk around school block, using student trip sheets to record observations.</p>	<p>Trip sheet, clip boards, pencils, class community big book.</p>	<p>A neighborhood community consists of many features: buildings (businesses, apartments), signs, people, parks, transportation.</p>	<p>Examining neighborhood features. Recording observations. Sorting findings.</p>	<p>Viewing Writing Reading</p>	<p>Whole-class</p>	<p>The variety of methods of recording (words, pictures, and discussion). Visual chart to refer to.</p>	<p>Recording observation from our neighborhood walks. Students' observations will inform how they create their model neighborhood</p>
<p><i>How is our neighborhood community organized?</i></p>	<p>Creating a 3-D model neighborhood community.</p>	<p>Butcher paper and various art supplies to create features of neighborhood.</p>	<p>A neighborhood community consists of buildings (businesses, apartments), people, transport and other resources, and they are organized on a block.</p>	<p>Applying information learned to make model. Analyzing model to inform class discussions. Synthesizing what students have learned.</p>	<p>Reading Writing Listening Speaking Viewing</p>	<p>Partnerships, whole-class</p>	<p>Hands-on with various art materials. Open-ended. Visual.</p>	<p>Creating and organizing the features of a neighborhood. 3-D model serves as unit assessment.</p>

Overview of Unit Lessons

This unit is intended for a period of 4–6 weeks. There are many opportunities to extend lessons and a wide range of possibilities to explore. Feel free to extend the lessons to meet the needs and interests of your learners.

Before launching the community unit, we recommend spending time doing activities that develop the classroom community of students learning and sharing together. Incorporate daily read-alouds that focus on classroom community.

Suggested titles:

Rules Help by Marvin Buckley

Back to School by Maya Ajmera and John D. Ivanko

Yoko by Rosemary Wells

We Share Everything by Robert Munsch

Chrysanthemum by Kevin Henkes

The Colors of Us by Karen Katz

Focus Question: What do we notice about communities?

1. Recognizing communities in picture.

Students will look closely at a series of pictures that depict various communities. (schools, towns, playgrounds, hospitals, neighborhoods). Through class discussion, chart in the community big book¹ what they notice from the pictures about communities.

2. Recognizing communities in a story.

Read-aloud: Choose a book that reflects communities.

Talk about what they notice about communities from the read aloud and add to previous lesson's chart.

**3. Understanding the meaning of community.*

Class definition: Referring back to pictures and chart, create a class definition of community. (*See Model Lesson.)

¹ See unit glossary.

Focus Question: Where is your neighborhood community in New York City?

1. Discovering the many neighborhood communities in NYC.

Introduce an enlarged map² of New York City with your school location labeled. The teacher can show where he/she lives on the map. Whole class discussion of what they notice. Send home students with a homework sheet³ to find out their address to be used in the next lesson.

**2. Recognizing where we live in the neighborhood community.*

Where do you live? Students will use the homework sheet with their address to share where they live. Teacher marks each student's home on the map.

Discuss what they notice and questions that arise.

What do we notice in our school neighborhood community? (*See Model Lesson.)

Focus Question: What do we notice in our school neighborhood community?

**1. We can observe our neighborhood to notice features of neighborhood communities.*

Neighborhood walk: This focuses on students noticing the different features of our neighborhood. Using trip sheets⁴, they record what they see in pictures and words.

Chart what we notice about our neighborhood. Using trip sheets, students share what they noticed from the walk. The chart is added to the class' community big book. (*See Model Lesson.)

2. There are many features of a neighborhood community.

Using the recorded chart from what students noticed on their walk, sort the findings into groups. Group ideas are: people, buildings, transportation, other.

² We have used the Zagat map of Manhattan.

³ See teacher resources.

⁴ See teacher resources.

Focus Question: How is our school neighborhood organized?

1. What we need to create a model neighborhood community?

Introduce the idea of our model⁵ neighborhood. Teacher will show butcher paper that will be the foundation of the model. The initial model will have an outline of a street block. Have classroom discussion of what our model will need to be a neighborhood community. Chart in the class big book. Make a plan to begin adding the buildings.

2. There are different kinds of buildings in a neighborhood community.

Take a neighborhood walk with a focus on buildings. Students take walk noticing which kinds of buildings are in the neighborhood. They record what they see using pictures and words on trip sheet⁶. Chart the different kinds of buildings they noticed in class community big book (school, residences, businesses).

**3. How to create model neighborhood buildings.*

Creating buildings for the 3-D community model. Using art supplies⁷, students work with partners and choose to make residences, businesses, or a school for the model. (*See Model Lesson.)

4. There are specific features for the purpose of the building.

Take a neighborhood walk focusing on features of buildings. Using trip sheets that focus on residences, businesses, and the school, students will spend time recording the features of each of these types of buildings. These will be used to assist students in making their model building.

5. What we need to make to include into our model neighborhood community.

Discuss: What else belongs in our school neighborhood model? Using the class chart, “What does our model need?” each student will choose one feature to add to the class model (people, mailboxes, signs, trees, etc).

⁵ See unit glossary

⁶ See teacher resources

⁷ See teacher resources

***You can follow this process for each feature (people, transportation, signs, etc.). Continue to go on walking trips to collect information to use when creating your model. This should be done as things arise in your class with the interests and needs of the learners.*

6. Creating a realistic representation of our neighborhood community.

Have a whole-class discussion of the things that come up in your model (for example, too many of one feature, absence of a feature, location of features). Help students to move objects around on the model to create a more realistic representation of the school neighborhood.

***You can continue with walking trips, read-alouds, classroom discussions, and activities that strengthen students' understanding of what a neighborhood community is.*

Sample Lesson

Focus Question: What is a neighborhood community?

Model Lesson: To be used as a guide. Feel free to use the language and routines that are familiar to your students.

Defining Community

Objective

- Students will understand the meaning of the word “community.”
- Students will be able to come up with a class definition for community.

Materials

- Read-aloud: *My Street* by Rebecca Treays
- Several photographs from various books depicting community scenes
- Class community big book
- Markers

Why Teach It?

Understanding the term “community” helps students begin to think about social groups and questions of inclusion and exclusion. Within this context, students can discover important features of their school and neighborhood communities. The concept of community is vital to social studies learning throughout the grade levels.

How to Teach It

Connection: Gather students in the classroom meeting area. Explain that for the past few days, you have been showing them photographs of communities and reading them books about communities. Hold up a selection of the photographs that were shown to them when they were asked to notice things about communities. Remind them of the read-aloud *My Street*, which you read as a class and which had to do with a community. Then, pointing to a chart in the class community big book that you have titled “What do we notice about communities?” ask them to remind you what they have noticed so far about communities. Explain that today you will come up with a class definition of community.

Activity: Explain that a definition is when you explain what something means. Ask: “What does the word ‘community’ mean? Think of all the pictures you’ve seen and the books we’ve read this week. What do you think that word means?” Ask the students to turn and talk about this to a partner sitting next to them. Give the students a few minutes to talk to each other, and then call on several sets of partners to tell you

what they came up with. Write down what they say on a chart in the class community big book that you have titled “What is a community?” Then, re-read the answers they have come up with and ask them to help you organize it into one sentence. Call on several students to help you and write the class definition on the chart paper. (***The definition should be something like this: A community is a group of people living and working together, sharing, and helping one another.*)

Share: Explain that you will keep this definition posted in the classroom all year since you will be studying the school neighborhood community in first grade.

Extensions

Have photographs, big books, read-alouds, and independent reading books available for students to look through each day so that they can explore books about community in partners or independently. One good time to do this is to have a book browsing time in the morning when the students first come into the classroom and are unpacking and doing their morning routines.

Focus Question: Where is your neighborhood community in New York City?

Model Lesson: To be used as a guide. Feel free to use the language and routines that are familiar to your students.

Recognizing Where We Live in the Neighborhood Community

Objective

- Students will gain an understanding that New York City is made up of many neighborhood communities.
- Students, with assistance, will label a map of New York City neighborhoods, showing where they live.
- Students will make connections to their neighborhood community and its location.

Materials

- Student recording sheets. (These were sent home for homework in the previous lesson.)
- Yarn/tape.

Why Teach It?

Students' understanding is deeper when it is rooted in their experiences. There are many neighborhoods in New York City, and the students are part of a community. We want them to be able to identify with the neighborhood they are a part of. This helps us set the location of studying communities by "zooming-in" on the school neighborhood community. This map can be used throughout the unit.

How to Teach It

Connection: Begin by sharing: "We have been looking closely at neighborhood communities. I bet if we look closely at *our* neighborhood community, we can learn a lot about communities. Last night you and a grown-up worked on a recording sheet that shows a picture of your apartment with your address. Today I want to look at our map of New York City neighborhoods and locate our homes."

Activity: "As I hold up your recording sheet, and you read your address, we are going to locate where your home is on our map."

Taking one at a time, tape the students' recording sheets around the edge of the map. Attach a string of yarn from the student sheet to the approximate location on the

map. It's helpful to have a student hold one side of the yarn while you cut the other end to fit the length needed.

****Do this for all the students. As you are working, talk about what you are noticing.*

"I see that Andrew also lives on 14th Street. I notice he lives very close to two other people in our class. Can you find who they are?"

"Wow, I am noticing that many people live near our school. Hmmm, that makes me think about why we all go this school."

"Mika lives in Brooklyn, which isn't on our map of Manhattan, so I am going to attach the string to where the Brooklyn Bridge is. The bridge is one way to go from Manhattan to Brooklyn. I am predicting Mika lives the farthest from school."

You can continue discussions like these while you attach the recording sheets. Students may have many questions and comments to share while the addresses are located.

Share:

When all of the recording sheets and yarn are attached, have the following discussions:

What do we notice about our map?

Where do most of the people in our class live?

Who lives the closest to school?

Who lives the farthest from school?

Do we have anyone that lives in the same building? How are their addresses different?

Conclude the lesson with: "Class, I am very impressed by your thinking and how you have found your neighborhood community on our New York City map. We have had many interesting discussions today about where we live and the neighborhood community you are a part of."

Other possible Read-alouds:

Types of Maps by Mary Dodson Wade

On a Map by Louis Capra

Maps Show Us the Way by Jessica Leithauser

Focus Question: What do we notice in our school neighborhood community?

Model Lesson: To be used as a guide. Feel free to use the language and routines that are familiar to your students.

Observing the School Neighborhood

Objective

- Students will record what they notice about the block surrounding the school on a recording sheet using pictures and/or words.
- Students will use their recording sheet to discuss their findings and come up with a class chart on what they noticed in the school neighborhood.
- Students will become familiar with the school neighborhood.

Materials

- Trip sheet
- Pencils
- Clipboards
- Class community big book
- Markers

Why Teach It?

Using the neighborhood block that surrounds the school is a real-life, hands-on resource for students to learn about one community they are all a part of. The study of the school neighborhood serves as a multi-entry point for all students to be able to observe, record, and discuss what they notice about this community. Life skills of recording data and observations will aid students as they study social studies through elementary school and beyond. By taking purposeful walks around the school neighborhood, students will be able to appreciate the workings of a community, the features of a community, and all of the things that make up their school neighborhood community.

How to Teach It

Connection: Gather students in the classroom meeting area. Explain that for the past few days they have been noticing there are many different neighborhoods in New York City, including the ones in which they live. Explain that today they will focus in on the school neighborhood community, take a walk around it, and record what they notice.

Activity: Ask the students: “When we go on our neighborhood walk, what do you think we will see in the neighborhood? What are your predictions?” (You may need to explain that a prediction is a guess that someone makes about what will happen.) Call on several students and write down their predictions on a chart in the class community book. Title this page “What Do We Think We Will See in the School’s Neighborhood” If available, explain that each student will each get a clipboard and a trip sheet titled “What We Notice in Our School’s Neighborhood.” Explain that the class will walk around the neighborhood block and stop every few minutes to draw and/or write what they are noticing.

****Make sure to go over safety rules before going on the walk, as the children will be walking on sidewalks and crossing street. Having parent-chaperones and/or student teachers accompany the class can be helpful. It’s also helpful to have students walk with a partner (two by two) in a line.*

Go on neighborhood walk, making sure to stop at a few different points on the block so that students will have a chance to sketch and write about the different kinds of features in the neighborhood. It’s helpful to point things out to the students as you are leading them around the block so that they will be more likely to observe and record a variety of things. For example, you might say, “Wow, I never noticed how many windows there were on our school before!” or “Look at the colorful sign on that store!”

Share: Back in the classroom, gather students in the meeting area with their trip sheets in front of them. Ask the students to share a few things from their trip sheet that they saw on the neighborhood walk for a few minutes. Next, turn to the new page your class’ community big book that you have titled “What We Noticed in the School’s Neighborhood .” Then call on several students to share one thing from their trip sheet. Write down what they say on the chart. Go back to the predictions they made before the walk. Ask them if they were right about what they predicted, or if they were surprised by anything they saw on the walk. Explain that they will be using this chart of what they noticed later on in the week.

Extensions

Read-aloud: A Trip Around Town by Amanda Boyd. This book can be used as a follow-up to help discussions about the neighborhood walk. It can also be used as an extension for math.

Focus Question: How is our school neighborhood organized?

Model Lesson: To be used as a guide. Feel free to use the language and routines that are familiar to your students.

How to Create Model Neighborhood Buildings

Objective

- Students will work with partners to cooperatively choose a type of building to make.
- With partners, students will create model buildings, using the scrap art supplies provided.

Materials

- Neighborhood model (butcher paper with street block outlined).
- Boxes of various sizes for making buildings. (Small cereal boxes are great!)
- Scrap paper, construction paper, cardboard, containers, etc.
- Glue sticks/tape, markers.
- Pictures of buildings. (Photos of the actual buildings in the neighborhood are also great!)

Why Teach It?

Creating a model neighborhood map is hands-on fun. Through making the buildings, students will need to apply what they already know about building features. The model will promote conversation and deepen class discussions about buildings. Students will have the opportunity to apply what they observe about buildings to their own models.

How to Teach It?

Connection: Begin by sharing: “We have made a plan about the things we will need to make to create our model neighborhood. I was very impressed with the list we came up with the last time we met. I remember we felt it would be important to add buildings to our model. Class, today we are ready to begin making buildings, and I want to show you how we can get started.”

Activity: Continue with sharing: “Let’s look back in our neighborhood big book at the types of building we noticed on our walking trip. We charted that we saw three kinds of buildings: a school, apartment buildings, and businesses! You are going to

work in partnerships to make one of these types of buildings to add to our neighborhood model. First we are going to get into pairs and choose the type of building you are going to make. Then I am going to show you what we will use to make our buildings.”

Partner your students. It may be helpful for you to plan partnerships in advance, depending on the strengths and needs of your learners. Share with the students that by working together they will decide which type of building (a school, residence, or business) to create. Talk about how it is important to make our neighborhood map realistic. There will be only one school building and many different apartment buildings and businesses.

Continue, saying, “Class, now that each of you knows the type of building that you are going to make, let’s talk about how we can make the buildings. What do you think will be important to include on our buildings?” You can chart this list for them to refer to when working.

“I have been collecting material from my home, and many of you have brought supplies from home, such as boxes, and scrap paper, and old containers. We are going to use these recycled materials to make our buildings look like the buildings we would see in our neighborhood. I have organized the scrap material into containers. You can help yourself, choosing what you think you will need to create your building. Be thoughtful and take your time to make your building just like we would see it outside. Before we get started, let me show you a few tricks I know.” At this time you may want to show them how to trace the box on construction paper so they can cover the box with paper. (Or you can pre-wrap your boxes with brown or white paper.) You should also have a conversation about cooperation when creating the model building with a partner.

As students are working, observe their process. Notice what they choose to include on their building. What do they know about the outside features? Before students finish, gather everyone’s attention. “Class you have been working hard. I know many of you might not be done, but I would like to meet on the rug and share how are the buildings are coming along so far.” This is the time when you can assess the class: what they know about building features, and what they need to look at more closely.

Share: “Let’s share what we notice about the buildings so far. I am very impressed with your models and how you are working really hard to make them just like the way we see them in our neighborhood. I noticed ...”

Have a discussion about what you notice. You may notice it is difficult to tell the buildings apart. Businesses will have special features that differ from those of residences. Say to the students: “It can be tricky to make buildings as real as possible. Let’s come up with a plan of things we want to look closely at for when we go on our next walking trip. We can look closely at the school, an apartment building, and a

business to help us make our buildings.” Chart a list of things we want to notice on our walking trip about buildings.

Some things to look at might be: How are windows are organized? Are there apartments in the same building as a business? What kind of signs do buildings have? Are there numbers?

Extensions

Surveys in math could include:

- Does the building you live in have a business attached to it?
- How many floors does your building have?
- Do you enter school on 19th Street or 20th Street?

Writing responses could include:

- The building I made is ...
- It is important in the neighborhood because ...

Read-aloud: *Apartment* by Lola M. Schaefer

Teacher Resources

- **Suggested Family Letters**
 - Introduction to Unit and Permission Slip for Neighborhood Walks
 - Donating Art Supplies

- **Trip Sheets**
 - What We Notice in Our School Neighborhood
 - Packet of Three – What We Notice About Buildings in Our Neighborhood: a Business, a School, an Apartment Building

- **Homework Sheet** – Where Students Live

- **Book List:** First Grade Social Studies Classroom Collection

- **K-6 Social Studies Skills List**

- **Key First Grade Social Studies Terms**

- **Bloom’s Taxonomy in Relation to Social Studies**

Sample Letter

Dear Families,

Field trips are planned in order to give an additional dimension to our instructional program. In most cases, students are able to observe personally material that is discussed in the classroom. This adds a degree of realism to the school program. In-school and local field trips, therefore, are considered to be a very important and integral part of the school program.

We will often take local walks for our social studies study of community. Please sign the blanket permission slip to allow your child to participate in such field trips. This permission slip is only for local neighborhood trips. All field trips requiring bus transportation will be separate, and another permission slip will be sent home to you. Please let me know if you have any questions.

Thanks!

-----Please sign and return-----

My child _____ can

participate in local neighborhood field trips.

Parent signature _____ date _____

Please Donate

Throughout the school year we will use the materials listed below for projects. If you can donate any of the items we would greatly appreciate it!

Our first project is approaching closely! Please send what you can to school with your child. 😊

Thank you!

First Grade Teachers

- ⇒ Cardboard rolls (toilet paper, paper towels)
- ⇒ Cereal boxes (all sizes, especially small-serving-size boxes)
- ⇒ Boxes
- ⇒ Popsicle sticks
- ⇒ Straws
- ⇒ String/yarn
- ⇒ Paper scraps (colored/printed paper, wall paper, wrapping paper)
- ⇒ Fabric scraps
- ⇒ Containers (please rinse out 😊)

Name _____ Date _____

Trip Sheet

What We Notice About _____

Name _____

Homework

My Building



Dear Families,

We are looking closely at neighborhoods. We would like to map out where your child lives. Please help your child draw a picture of the building they live in. Encourage them to notice all the interesting features on the outside of the building. On the lines provided, please help them write down the address of the building

Example: 222 First Avenue
New York, NY

------(Cut in half)-----

Name _____

Homework

My Building



Dear Families,

We are looking closely at neighborhoods. We would like to map out where your child lives. Please help your child draw a picture of the building they live in. Encourage them to notice all the interesting features on the outside of the building. On the lines provided, please help them write down the address of the building

Example: 222 First Avenue
New York, NY

Unit Glossary

Class Community Big Book: This is a classroom resource that is made out of a chart tablet. All of the charts and things that are made with the class about the community study—predictions, observations, photographs, drawings, maps, plans, etc.—go into this book. A decorative cover can be made and pasted over the original chart tablet cardboard cover. This big book is sort of like a class scrapbook about the community study, and can be kept in the classroom library for students and teachers to refer back to over and over again throughout the school year.

Trip Sheets: These are the recording sheets that students use when they go out on neighborhood walks. They use the individual sheets to record their drawings and words and labels about what they observe on each neighborhood walk. The trip sheets are helpful for students to remember what they saw on a particular walk, and they help keep the students focused on the purpose of the walk. Examples of trip sheets are: what do you notice in the neighborhood?; what do you notice about the school building?; draw an apartment building, store, park, etc. Trip sheets can be kept in student folders.

Map: We use an enlarged Zagat's map of Manhattan to show the students the different neighborhoods that exist in New York City. Any map that shows the borough in which your school is can be used.

Art Supplies: Scraps of paper, empty cartons (cereal, milk, etc.), boxes, cardboard, Popsicle sticks, wrapping paper, toothpicks, etc. can be collected for the culminating project of the 3-D community model. Often parents are willing to donate these items. Other staff members at the school are also a good resource, as well as neighborhood stores. (See letter in teacher resources that may be sent home as well.)

First Grade Social Studies Classroom Collection		
Title	ISBN	Copies
Come out and Play	1-57091-386-2	1
To Be a Kid	0-88106-842x	1
Apartment	140340481X	2
Class Rules	0792289528	6
Ella's Time Line	0792243536	4
My Walk	0792284682	4
My Walk Home	0792289587	6
Our Teacher	0792287169	2
People Work at the Supermarket	0792292146	3
This is My Street	0-7922-8746-0	2
All the Colors We Are	0934140804	1
Maps Show Us the Way	0-8239-6357-8	2
Who's at School	0-8239-8189-4	6
Who's Who in a School Community	1-4042-5030-1	1
Call Mr. Vasquez, He'll Fix It	0-516-26062-6	1
Exploring Parks with Ranger Dockett	0-516-26248-3	1
Mr. Santizo's Tasty Treats	0-516-26296-3	1
Mrs Davidson, Our Librarian	0-516-26060-X	1
This Is the Way We Go to School	0-590-43162-5	6
We Are All Alike, We Are All Different	0-590-49173-3	1
Taking Care of Our World	0-7802-9193-X	1

For more suggestions:

- Contact your school librarian-media specialist.
- Contact your local public library.
- Go to local book stores.
- Look at Bank Street College bookstore's Web site:

WWW.BankstreetBooks.com

- Visit the New York City Department of Education's Social Studies Web site for additional support materials and the New York State Standards in Social Studies:

www.nycsocialstudies.org

SOCIAL STUDIES SKILLS* (PreK- 6)



Thinking Skills

- Comparing and contrasting ideas.
- Identifying cause and effect.
- Drawing inferences and making conclusions.
- Evaluating.
- Distinguishing fact and opinion.
- Finding and solving multiple-step problems.
- Decision making.
- Handling diversity of interpretations.

Research and Writing Skills

- Getting information.
- Organizing information.
- Looking for patterns.
- Interpreting information.
- Applying information.
- Analyzing information.
- Synthesizing information.
- Supporting a position.

Interpersonal and Group Relation Skills

- Defining terms.
- Identifying basic assumptions.
- Identifying values conflicts.
- Recognizing and avoiding stereotypes.
- Recognizing that others may have a different point of view.
- Participating in group planning and discussion.
- Cooperating to accomplish goals.
- Assuming responsibility for carrying out tasks.



Sequencing and Chronology Skills

- Using the vocabulary of time and chronology.
- Placing events in chronological order.
- Sequencing major events on a timeline.
- Creating timelines.
- Researching time and chronology.
- Understanding the concepts of time, continuity, and change.
- Using sequence and order to plan and accomplish tasks.
- Setting priorities.



Map and Globe Skills

- Reading maps, legends, symbols, and scales.
- Using a compass rose, grids, time zones.
- Comparing maps and making inferences.
- Interpreting and analyzing different kinds of maps.
- Using cartographic tools.
- Creating maps.

Graph and Image Analysis Skills

- Decoding images (graphs, cartoons, paintings, photographs).
- Interpreting graphs and other images.
- Drawing conclusions.
- Making predictions.

*(*This comes from the New York State Learning Standards in Social Studies.)*




Key First Grade Terms

(From the New York State Learning Standards in Social Studies)




alike/different	government	region
allegiance	govern/rule	resource
belief	history	responsibility
cardinal directions	holidays	rights and responsibilities
change	income	role
citizen	interdependent	scarcity
citizenship	justice	society
community	land	stars and stripes
continent	laws/rules	symbol
culture	liberty	then/now
custom	map	tradition
decision	monument	United States of America
decision making	needs	voting
democracy	neighborhood	wants
family	past/present	water
geography	physical feature	work
generation	problem	
globe	problem solving	
	protect	

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.

Bloom's Taxonomy as applied to Social Studies and Student Projects

Level of Taxonomy	Definition	Teacher Roles	Student Roles	Process Verbs				Projects/Products <i>(Note: Student projects can vary according to the level of engagement and innovation.)</i>	
 Evaluation	<i>Judging the values of ideas, materials, and methods by developing and applying standards and criteria.</i>	Clarifies Accepts Harmonizes Guides	Judges Disputes Develops Active Participant	judge rate validate predict assess score revise infer referee determine	evaluate compare defend select measure choose conclude deduce debate justify	appraise value probe argue decide estimate criticize rank/rate award support	reject use criteria recommend discriminate prioritize tell why explain rule on determine prove dispute	-Investigation of a topic and/or issue. -Opinion polls and projections. - Produce a survey, make a prediction and explain rationale. -Editorial cartoon that provides a specific point of view on a select topic. -Make recommendation based on data.	-Produce a report that addresses a concern and/or topic. -Write an editorial and/or op-ed. -Critique a book and offer a review. -Defend an issue and/or action taken. -PowerPoint with point-of-view. -Exhibition w/defense -Decide and explain a new policy.
 Synthesis	<i>Putting together constituent elements or parts to form a whole requiring original, creative thinking.</i>	Reflects Extends Analyzes Evaluates	Discusses Generalizes Relates Compares Contrasts Abstracts Active Participant	compose assemble manage pretend arrange organize invent generalize systematize show compile	propose construct plan revise collect prepare develop originate imagine generate	formulate set up design blend create produce hypothesize predict concoct infer act	improve reorganize role play predict combine write suppose forecast modify devise	-Create a film. -Create a story/play, design/blueprint, problem/solution. -Create a game/song. -Role-play w/point of view. -Produce an iMovie/video. -Create a newspaper. -Create a PSA. -Build a PowerPoint presentation.	- Create a Poem that depicts point-of-view. -Invent a machine. -Participate in mock debates. -Political cartoon. -Create a collage. -Create a media production. -Photo essay with digital camera/slide show. -Make predictions based upon data trends.
 Analysis	<i>Breaking information down into its constituent elements.</i>	Probes Guides Evaluates Acts as a resource Questions Organizes Dissects	Discusses Uncovers Lists Active Participant	distinguish question research appraise experiment inspect examine probe separate inquire	calculate solve sequence interpret compare inventory scrutinize discover survey detect	test analyze discriminate diagram contrast relate dissect categorize point out classify	organize differentiate deduce group order sort sift investigate arrange	-Diagram an issue/system. -Investigate an issue. -Classify data/graph. -Categorize info. -Illustration. -Inventory. -Create/analyze spreadsheets/charts/tables and compare (Excel).	-Create a plan of action -survey an issue. -Create and compare a database, sort data. -Investigate an issue. -Write an abstract of a book or document. - Compare gestures/songs/dances. -Conduct interviews and collect information

Working Copy

Level of Taxonomy	Definition	Teacher Roles	Student Roles	Process Verbs				Projects/Products <i>(Note: Student projects can vary according to the level of engagement and innovation.)</i>	
Application 	<i>Using methods, concepts, principles and theories in new situations.</i>	Shows Facilitates Observes Evaluates Organizes Questions	Solves problems Demonstrates use of knowledge Constructs Active Participant	teach manipulate exhibit illustrate calculate sketch interpret prepare make choose	apply adapt relate operate interview paint change record utilize identify	employ show solve schedule collect demonstrate dramatize construct build collaborate	translate produce compute experiment practice use sequence list model select	-Make a prediction. -Create a scrapbook. -Label pictures. -Show illustration. -Dramatize a scene. -Produce historic sculpture. -Sequence a new timeline. -Interview new participants. -Build a scale model. -Sequence events.	-Make jigsaw/ word puzzle. -Dramatize a process/action/job. -Write a diary entry. -Construct diorama. -Illustrate poster. -Prepare a diagram. -Teach a lesson. -Produce a journal. -Prepare a map. -Make a presentation. -Record/collect data.
Comprehension 	<i>Understanding information given.</i>	Demonstrates Listens Questions Compares Contrasts Examines	Explains Translates Demonstrates Interprets Actively Participates	restate paraphrase discuss locate retell research convert translate	describe report recognize review observe locate outline account for	explain tell express summarize list identify illustrate	give main idea give examples of expand upon annotate demonstrate	-Re-tell story. -Summarize a passage. -List events/dates. -Give main idea. -Explanation. -Dramatize/show & tell. -Illustrate/draw	-Provide an example. -Define in own words. -Take a test. -Identify/label on maps. -Non-fiction passage. -Expand upon an idea.
Knowledge 	<i>Recall or recognition of specific information.</i>	Directs Tells Shows Examines Questions Evaluates	Responds Absorbs Remembers Recognizes Memorizes Takes on Passive Role	define name record match select underline tell re-tell	repeat label recall locate group recite choose repeat	list memorize relate show quote distinguish copy/paste	give example reproduce describe cite sort spell find	-Take a quiz. -Write a definition. -List facts. -Complete worksheet. -Copy from chart/overhead. -Copy from book/Internet.	-Label items. -List items. -Take a test. -Name titles. -Spell words. -Copy diagram. -Copy timeline. -Memorize dates/events.

Notes!