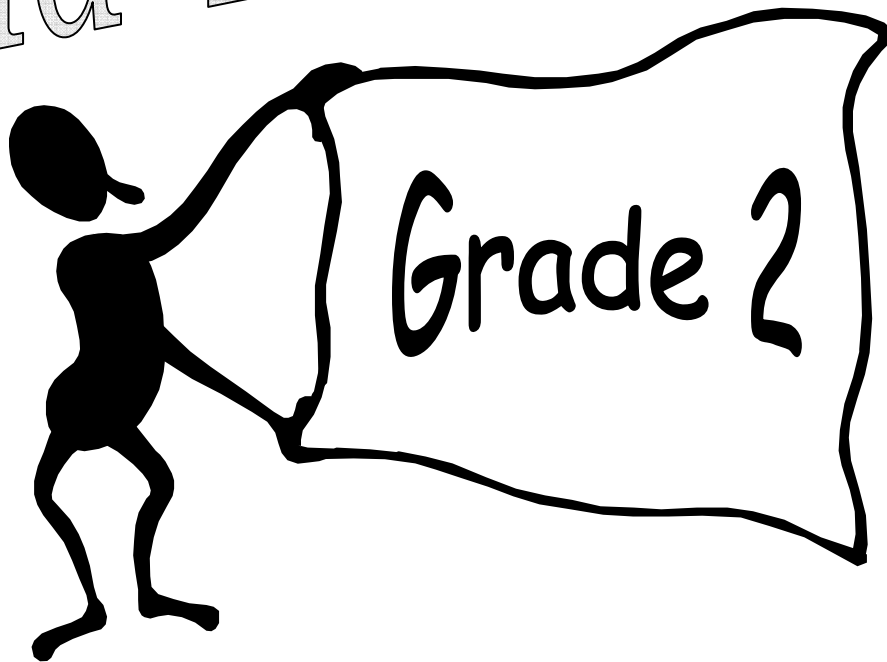


New York City Department of Education
Department of Social Studies

Field-Test Edition



**Communities Past and
Present**

How Does a Community Change Over Time?

A Sample Unit of Study

Teachers contributing to this unit are:

Debra Tanner
Kyle Haver

Table of Contents

Welcome Letter		3
Note to the Reader		5
ELA and Social Studies Standards		6
"Brainstorm" of Possible Teaching Points		7
Unit's Essential Question and Supporting Focusing Questions		8
Suggested Culminating Project for Students		9
Sample Lesson Activity Grid		10
Sample Lesson Plans		12
Teacher Resources		22
2 nd Grade Social Studies Classroom Collection		26
PreK-6 Grade Social Studies Skills List		27
Key Terms in 2 nd Grade Social Studies		28
Bloom's Taxonomy as It Applies to Social Studies		29



**THE NEW YORK CITY DEPARTMENT OF
EDUCATION**

Carmen Fariña, Deputy Chancellor for Teaching and Learning

Elise Abegg, Director of Social Studies
52 Chambers Street New York, New York 10007
(212) 374-7843 eabegg@nycboe.net

Fall 2005

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,

This unit focuses on how a community changed over time. We choose the school's community as an entry point for this unit as it builds upon the students' knowledge, and provides an opportunity to apply new research skills and strategies as they learn about the people and places in their community. During this unit, students will begin to research the ideas of people working, living, and sharing together. In addition, the students' understanding of community will be used as a "jumping-off" point to look at first at how communities have changed over time, and later, how other communities are similar and different. Students will also begin to explore the concept of interdependence.

Students will use interviews, which were designed to complement their reading, as a strategy to learn about history and change. In addition to exploring strategies for note-taking, students will begin to explore effective interview questions, conducting interviews, and then analyzing interview data to make inferences and predictions. We want our students to be young historians as they gather, compile, and analyze their data in preparation for their final project.

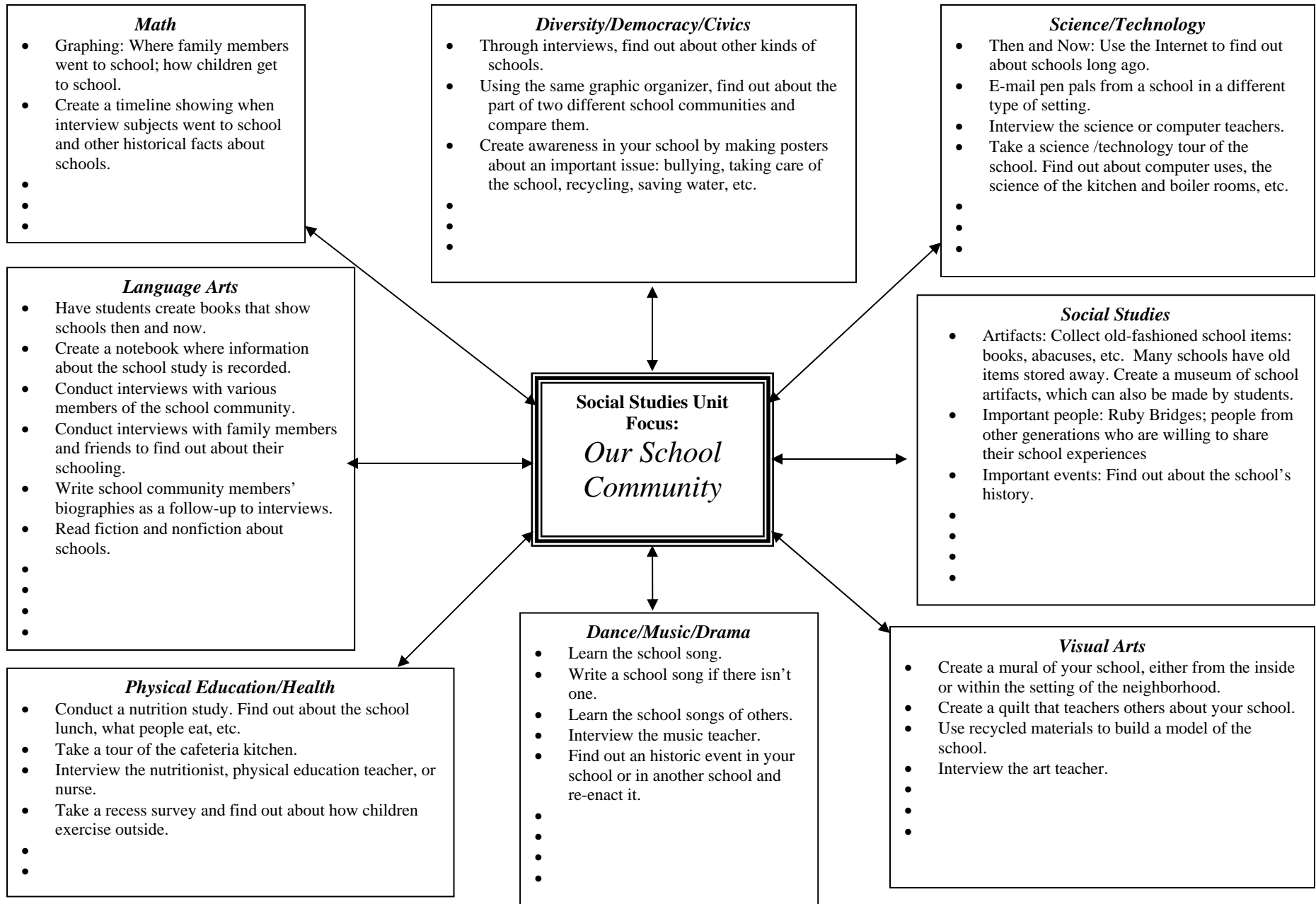
Inside this packet you will find an overarching essential question, some focusing questions, a "brainstorm of possibilities," as well as some suggested lessons and resources to support you as you bring this unit alive in your classroom. The lessons are designed so that each teacher can customize and 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 along the way, 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 our students become young historians as they gain essential skills and strategies as they immerse themselves in this unit of study. By gaining an understanding of how communities may change over time, students can build upon their growing knowledge about communities, recognizing that they are both alike and different, and that each community has a story that is interesting and unique.

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>How does a community change over time?</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 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



Essential Question:
How does a community change over time?

Focusing Question:
What is a community?

What should the children know?

1. A community is a group of people who live or work together and have a common goal.
2. There are many kinds of communities.
3. We are a part of more than one community.
4. There are certain elements that all communities share.

Possible Activities

- Read-alouds about communities, including *Who's Who in a Neighborhood?*
- Take a neighborhood walk.
- Look at various photos of communities on the Internet.
- Engage children in a discussion in order to write a working definition of a community.
- Have children write about and share the many communities that they are a part of.
- Start a growing bank of community words for your class to use.

Focusing Question:
What are the parts of our school community?

What should the children know?

1. A school is a community.
2. Schools have the same elements that any other community has: leaders, rules, jobs, transportation, beliefs and values, art forms, communication, and needs.
3. Many parts work together to make the school community. This is called "interdependence."

Possible Activities

- Take a school tour.
- Read *Who's Who in a School Community*.
- Interview school community members.
- Explore the term "interdependence" through read-alouds and discussions about how the different jobs support one another
- Write biographies of school community members.
- Read aloud both fiction and nonfiction stories about schools.
- Create an observation journal that can be used on tours, during interviews, and, with research, as a place to gather information about your school.

Focusing Question:
How are schools similar and different?

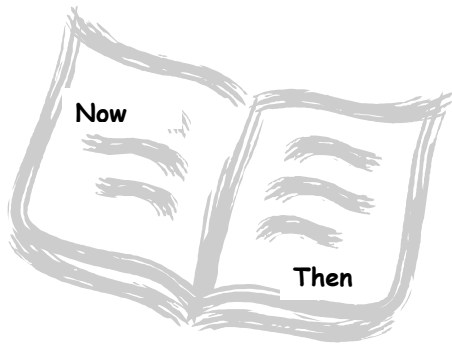
What should the children know?

1. Not every school is the same.
2. Time makes schools different.
3. Place makes schools different.

Possible Activities

- Explore historical changes in education through read-alouds of books such as *The Story of Ruby Bridges* by Robert Coles.
- Create a series of interview questions for students to find out about the schooling of older generations.
- Examine photos that show older schools. Create a Venn diagram that shows differences between then and now, as well as an overlap of things that are the same.
- Create a timeline that shows when interview subjects did certain things in their school careers. A class timeline can be made using a string and clothespins for hanging information. Each clothespin should have a different year written on it.

Culminating Project



Each student will create a "Now and Then" book based upon the interviews they complete. This book will focus on how schools have (or have not) changed as well as how the community around the school has changed. Some students can interview parents, caregivers, aunts/uncles and/or grandparents. The older the interviewee, the better. Other students can interview an adult in their school (a teacher, principal, custodian, etc.).

Each student should create at least three interview questions about school and at least three interview questions about the community around the school. The student must ask these questions in their interview. The students must also prepare their own answers to the same questions they asked in the interview. Each book should also include brief reflection on this project as well as a short "bio" of the writer and the interviewee. Where possible, the student should include at least two illustrations/photographs with captions and/or appropriate dates.

A suggested table of contents could be:

- I. An Introduction to the Now and Then book
- II. About School: Now and Then
- III. About the Community Around the School: Now and Then
- IV. What I Learned by Doing This Project
- V. Bios of the Interviewee and the Author

Additional Project Suggestions for Comparing Communities

- Create a class book in which each section tells about a different aspect of your school. You might use categories from the graphic organizer in Part 1 as a way to assign different areas to different students.
- Put together a quilt that shows various members of your school community. This can be done on paper as well as being sewn.
- Have the children make sculptures of the people in your school community whom they have learned about. This can include family members and students. Write biographies of each person.
- Have the whole class build a model or paint a "Now and Then" mural about school. Some ideas for building materials include blocks, recycled materials, or clay. Your model should show various places in the building. As an individual part of the project, have different children write about different areas of the school. The students should use their interview and research information in both their writing and their contributions to the class-made model of the school.

Activity Grid

Essential Question: How does a community change over time?

Culminating Project: Create a “Now and Then” book

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 specific literacy skills will this activity focus on? What specific strategies will this activity focus on? 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 a 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 is a community?</i>	<i>Write a definition of community. Students identify their own communities.</i>	<i>Suggested professional book: Me on the Map by Joan Sweeney</i>	<i>Understanding new vocabulary so there is a common language for discussion.</i>	<i>Vocabulary development, categorizing, comparing and contrasting, speaking, listening.</i>	<i>Using strategies for organizing information, gathering information from charts.</i>	<i>Whole-group, individual</i>	<i>Graphic organizer can include pictures, words, or sentences.</i>	<i>Students will share their understanding during discussion, and demonstrate it with their work on the graphic organizer. The students' understanding of community provides an opportunity to see how a community may change.</i>

<i>What are the parts of our school community?</i>	<i>Interview members of the school community.</i>	<i>Suggested professional book: Classroom Interviews by Paula Rogovin.</i>	<i>Exploration of the school as a community.</i>	<i>Listening, inquiring, and interviewing, using a primary resource, note-taking, and speaking with a particular purpose.</i>	<i>Gathering and interpreting information through observation, reading, and interviews.</i>	<i>Whole-group, small-group, individual</i>	<i>The size of the interview group can facilitate differentiation, with individually conducted interviews being the most challenging. Allow for variety of styles in note-taking.</i>	<i>Students will share their understanding during discussion, and demonstrate it during interviews as well as on the chosen follow-up activities. The final project is based on the students' interviews as they create a "Now and Then" book.</i>
<i>How are schools alike and different?</i>	<i>Create a class comparison chart of schools "then" and "now." Interview older generations about their schooling.</i>	<i>At school— long ago and today. Suggested professional book: Classroom Interviews by Paula Rogovin.</i>	<i>Schools are both alike and different. Time and place have an impact on how schools differ.</i>	<i>Comparing and contrasting, making connections, and reading pictures. Listening, inquiring, and interviewing, using a primary resource, note-taking, and speaking with a particular purpose.</i>	<i>Gathering and interpreting information through observation, reading, and interviews.</i>	<i>Whole-group, small group, individual</i>	<i>The size of the interview group can facilitate differentiation, with individually conducted interviews being the most challenging. Allow for variety of styles in note-taking.</i>	<i>Information from this part of the study will be used in the final project. The final project is based on the students' interviews as they create a "Now and Then" book.</i>
<i>How are communities alike and different?</i>								

Part 1: What Is a Community?

Sample Lesson: My Communities

In this lesson, the whole group will write a working definition of community and begin to think about their own communities.

Materials Needed

- Paper for students, folded into four sections
- Chart paper and markers
- *Community Helpers From A to Z* by Bobbie Kalman
- *What Is a Community?, From A–Z* by Bobbie Kalman

Extension

- *As the Crow Flies* by Gail Hartman (or *Me on the Map* by Joan Sweeney)
1. Begin the lesson by asking the children to think about the word “community.” Have pairs of students talk about the meaning of community.
 2. At the top of the chart paper, write the word “community.” Have the students share-out a few ideas about community. Collect these initial ideas on the chart paper.
 3. You may now want to read aloud *What Is a Community?, From A to Z*, asking the students to think about their community. Have pairs of children share their understanding of community and those things that make up a community. Using everyone’s ideas, begin to record a definition for you to refer to throughout the year as you study various communities.
 4. Beneath the definition, write “Communities We Know.”
 5. Ask the children to turn again to their partners to brainstorm communities that they know.
 6. Share and list responses from everyone. Possible responses include: our neighborhood, the Bronx, New York City, our families, our classroom, our school. Our school and neighborhood are particularly important for making future connections in this study.

Extension Activity (Next Day)

Read *As the Crow Flies*. This book shows a “bird’s-eye view” that starts in one area, gets increasingly larger, and finally stretches out to include the world and universe. It is a good book for showing how we are a part of many communities. (Note: You may get more ideas for the above chart after reading this story.)

You may:

1. On paper divided into four sections, have the children illustrate or write about four communities of which they are a part.
2. Ask the students to try and make a map of how they come to school.

Sample Lesson: Parts of a Community

Materials Needed

- *Life in the City* by Margie Burton, Cathy French and Tammy Jones.
- Large chart paper with the attached graphic organizer.
- Post-it notes or index cards. You will need one index card for each pair of students. On each index card write one of the following:
 - *jobs*
 - *transportation*
 - *needs* (food, clothing, shelter, health)
 - *communication*
 - *arts* (music, art, books, dance)
 - *leaders and rules*
 - *beliefs and values* (optional category)
- Markers for the teacher.
- If you have done the prior lesson, the children should also have their work on their communities.

Note: The graphic organizer in this lesson provides you with a format for comparing the communities that you may study this year. You might consider filling in the same enlarged version and then displaying them side by side with each community that you study.

*Note about beliefs and values: These are often implied and can be challenging. For example, in *Life in the City* some of the girl's values are spending time with family and making time to play. Although she does not say this directly in the book, they are implied by the actions that take place.*

1. Begin the lesson by asking the children to think about a community that they have in common. You might use the prior lesson's activity as a springboard for this discussion.
2. On the center of the chart write "Our Neighborhood."
3. Explain that although communities are different, every community has the same parts. Show the chart and talk a little about each category, allowing the children to share ideas as well.
4. Begin filling in the students' ideas about the way that your school neighborhood fits under each category. (A sample of how you might fill this out with your class is attached.)
5. Read *Life in the City*. Give each pair of students one index card, and ask them to listen for their category in the story. You will want to stop and share throughout the story. You may want to mark the places where you will stop and ask whether the children have heard their category.

Follow-up Activity

Have the children, either in pairs or individually, use the same graphic organizer to begin thinking about their communities. Pairs might choose to use the school, neighborhood, or some other community that they share. Individuals can use any community of which they are a part.

Part 2: What Are the Parts of Our School Community?

This part of the study introduces interviewing as a tool for research. There are a few things that you might think about as you prepare.

1. *How will your students greet and thank the interviewees?*

Welcoming guests to your class and following up with a thank-you note will make them feel welcome. Teaching your students to do this is an important life skill.

2. *How will you set up your space for whole-group interviews?*

You might consider setting up a circle of chairs that includes everyone. Another option is on the floor in a group, with the interviewee in front of the room. Keep in mind that this configuration can sometimes make it difficult for everyone to hear.

3. *Will your students take notes?*

Notes can take on many forms. They can include pictures, words, or sentences. Notes can be taken by just the teacher on a chart or by the whole class. For note-taking, you will need to pace the interview so that everyone has a chance to write.

4. *Asking questions is developmental and takes practice.*

There are levels to questioning, and you may find that some children are unfamiliar with questioning. Some questions are closed and require a simple answer, while other questions are open-ended. Some questions cannot be asked without a previous question and still others require a follow-up question for more information.

Sample Lesson: Interviewing Members of the School Community

This lesson has several parts that take place over a few days.

Day 1: Writing the Questions

Materials Needed

- Chart paper
- Markers

1. Ask the children to help you write a list of question words: who, what, when, where, why, how, can, do, tell me about.
2. Model question writing: Questions should be generic questions for someone in the school about his or her job.
3. Have the children work either alone or with a partner, writing questions for members of your school community. Come back together and create a large list of questions.
4. Decide as a group on a set of questions that you will ask all of your interview subjects. If the children worked in pairs, you might have each choose their best question.

Sample Questions:

Do you like your job?
How long have you worked here?
Do you have an office?
What is the hardest part of your job?
Tell us about a typical day for you.
Who is your boss?

Day 2: Model Interview

Materials Needed

- Chart paper with the chosen questions written on it, making sure there is enough space to record the responses
- Markers

1. Before the interview begins, ask your students to pay attention to some or all of the following:
 - Your greeting and thank you
 - Your voice
 - Body language
 - The subject's responses
 - Your note-taking

Note: You will need to set up the interview beforehand with a staff member willing to participate in your study.

You might consider writing these down as a reference for later interviews.

2. Invite your guest to sit down. Conduct the model interview. As you ask questions, take notes that are in pictures, words, and sentences. Show your students the possibilities.
3. It is very important when the interview ends to process both the content of the interview and the interview skills as well.

Day 3: Whole Class Interview: A Model for the Students

Materials Needed

- One question sheet per child
- Pencils
- Clipboards or other moveable hard surfaces for writing (a book, cardboard)
- Chart paper with questions (for you to continue modeling the note-taking)
- Markers

Before the Interview

- Choose whom you will interview. This can be teacher-selected or class-selected.
- Set up the seating.
- Make sure everyone has the correct materials.
- During the interview, you might want to stop to give your students time to write answers down.
- Decide if you will ask the questions or assign questions to individual students.

Interview Follow-up Possibilities

- Create a bulletin board that shows your interviewed community members. On the bulletin board, have a portrait or photo of each person. As a class you can do a shared writing about each person. This is a good way to process what you have discovered in your interviews.
- Any number of interviews can be conducted. One way to do it is by breaking the children into small groups and having an “interview day.” This can happen simultaneously in your classroom by inviting several interview subjects at once and creating smaller interview circles. If you are comfortable, small groups can also go to set appointments throughout the school.
- You might want to conduct interviews in the interviewee’s work setting. The principal’s office or nurse’s office provides a lot of opportunity for observation.

Part 3: How Are Schools Alike and Different?

This part of the study is intended to get children thinking about how time and place affect the school community. It will provide background knowledge that leads into future studies about urban, suburban and rural communities.

Activity 1: Reading the Pictures

Learning to read pictures is a skill that will be useful throughout the year.

Materials Needed

- One large chart has four columns and enough rows for pairs or groups of students to share their ideas. The columns should read: Topic, People, Objects, Activities. (Please see attached for what your chart might look like.)
 - One sheet for each group (see attached).
 - Copies of “At School—Long Ago and Today.” (Depending upon the number of copies that you have or your ability to photocopy, you will need pairs or groups of children working on one photo.)
 - Index cards with one chapter name written on each one. These will be handed out to each group so that they know which chapter to focus on.
1. Choose a section of the book to model how to read pictures. The book’s chapters are good topics to use. Look specifically at the people, objects, and activities. This will help the children stay focused. Ask the children to share what they notice, and write it on the chart.
 2. Decide whether your class needs to see a second picture modeled.
 3. Have the children work in groups. Give each group a recording sheet and an index card with the group’s topic.
 4. Come back together to share. Include everyone’s observations on the chart.

Class Chart: At School—Long Ago and Today

<i>Topic</i>	<i>People</i>	<i>Objects</i>	<i>Activities</i>
<i>The School Year</i>			
<i>Getting to School</i>			
<i>School Buildings</i>			
<i>The Students</i>			
<i>School Workers</i>			
<i>The Classroom</i>			
<i>Books and Materials</i>			
<i>Lessons</i>			
<i>Music, Art, and Physical Education</i>			
<i>Lunchtime</i>			
<i>Recess</i>			

Note: The topic headings are taken from the chapter titles in the text.

Student Recording Sheet: At School—Long Ago and Today

<i>Topic</i>	<i>People</i>	<i>Objects</i>	<i>Activities</i>

Think about some ways that this is different from your school today. Write your ideas below.

Activity 2: How Schools Have Changed Over Time: An Interview With Another Generation

Children will be interviewing someone from home or someone from school if the home interview is not possible. Although their interviewee subject should be their choice, you might set parameters, such as the person cannot be a student in our school.

Day 1: Writing the Questions

Materials Needed

- Chart paper
- Markers
- Question Sheet (see attached)

1. Review question words with the children: who, what, where, when, why, how, can, do, tell me about.
2. Using the categories suggested in the chapter headings of “At School—Long Ago and Today,” have the children generate questions for each topic. These should be questions that they would ask another person to find out about their schooling. For variation in your questions, you might have the children make sure to write one question for each of the question words.

Options for generating these questions may include the following:

- Whole group on a chart, talking in pairs
 - Individual writing
 - Pairs
3. Have the children choose their best questions. Everyone should choose the same questions so that comparisons are easier to see after the interviews have been conducted.
 4. When the questions have been chosen, the teacher must type them up and make a copy for each child, making sure there are spaces for the students to record the interviewee’s responses.

Day 2+: The “Practice” Interview (if needed)

Materials Needed

- Chart paper
- Markers
- Questions copied on large chart paper

1. Review the questions the class agreed upon the day before. Show them that you have typed the questions for each child and have copied the same questions on the chart paper in front of them.
2. Let your students know that they are going to have a “practice” interview with one of the adults in the school (e.g., another teacher, school secretary, custodian, etc.). Explain that you will ask the first question, but that you will need a few other “interviewers” to ask questions as well. Ask for student volunteers, and write their names next to the questions on the chart paper. Also

explain to your class that this “practice” interview is designed to help them see what they will be doing later. Ask them to watch carefully and to notice how the questions are being asked. Let them know that at the end of the interview, after you have thanked the interviewee, the class will discuss and “debrief” the interview, looking for effective strategies

3. Have the “interviewee” come to the class meeting and sit down on a chair facing the class. Greet the interviewee, and model for your class how you welcome him/her. Explain what the interview is about and why you are doing it. Also explain that for this interview a few students will be asking questions as well, and that you will be recording the answers on the chart paper.
4. Conduct the interview.
5. Hold a class discussion as you debrief the interview, making sure to highlight successful interview strategies and how your students can use these strategies when they conduct their own interviews.
6. Tell your students that they will have some time to practice on their own with a partner. Pair your students, and hand out the questions to each student. Ask them they interview each other, alternating questions. Remind them that they have to take notes during this interview so that they can remember what each other said.
7. At the end of the pair work, bring your class back together and ask them how it went. Discuss effective strategies, and again list them on chart paper. Explain that you will type up these strategies as a reminder, so that they will have them when they are conducting their own interviews.

Note: You may need to repeat this process a few times, using different partners, so that your students feel more comfortable as interviewers.

Day 3+: The Student Interviews

Materials Needed

- Question sheets
 - Pencils
 - Interview subject
1. This interview will be conducted mainly at home. However, modeling an interview is an excellent idea. You might want to invite a guest to class to be interviewed by you or a child. Have the class observe the process and reflect on what they see and hear.
 2. Children should take home their questions and conduct the interview.

Student Interview Questions

Interview Question:

Answer:

Interview Question:

Answer:

Teacher Resources

Unit Teacher Resources

- Parent Letters
 - Introducing this Unit of Study
 - Introduction to Unit and Permission Slip for Neighborhood Walks

- 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
 - Question and Answer Template

- Social Studies Core Collection

- PreK-6 Social Studies Skills
-
- Key 2nd Grade Terms in Social Studies

- Blooms Taxonomy in relation to Social Studies

Sample Letter to Families

September, 2005

Dear Family:

We are starting a very exciting unit in Social Studies that will help your child become a young historian. By studying the school as a community and then using interviews and research to learn about all the different aspects of the school community, your child will begin to understand how we all can work together towards a common goal.

In addition, by using interview techniques and other research strategies, your child will gain important learning skills that will help him/her learn how to collect and analyze important information in order to create a special *Now and Then* project. This project will introduce your child to the study of history.

During this unit of study, your child will be going on several field trips in and around the school, and participate in class interviews of different members of the community. Your child will also be asked to interview a family member (a grandmother and/or grandfather, aunt and/or uncle, etc.) who went to school many years ago, to learn what that was like, and what the community around the school was like at that time. You can help your child by finding a family member and/or neighbor who went to school many years ago and by assisting your child as she/he interviews this person. In addition, if you have any old photographs and/or family stories that you can share about your own school history, you will help your child understand how schools and communities change over time.

Sample Letter to Families

September 2005

Dear Families:

As part of our 2nd grade Social Studies curriculum, we will be going on a lot of field trips inside and outside our school. 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. 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 around the school.

Please let me know if you have any questions.

Thanks!

_____ Cut and sign _____

My child _____ can participate in local neighborhood field trips.

Parent signature _____

Date _____

Name _____ Date _____

Trip Sheet

What We Notice About _____

Second Grade Classroom Collection

Title	Copies
Life in the City	2
Community Helpers From A to Z	2
What Is a Community? From A to Z	1
My Street	1
My Town	1
At School Times Change	1
How My Parents Learned to Eat	2
A Good Place for a City	1
New and Old	2
Our Town	2
Time Lines:1900-2000	6
The Nystrom Nystronaut Atlas	1
Exploring Community Big Book	1
Exploring Community Series (12 titles, one copy each)	12
Me and My Family Tree	2
My Mama Had a Dancing Heart	1
New York City: Rookie Read-About® Geography — Landforms and Landmarks	1
The Relatives Came	1
The Story of Ruby Bridges	2
Then and Now	1
This Is the Way We Go to School	3
Melting Pots: Family Stories and Recipes	2
As the Crow Flies	1

Suggested Materials:

Students: *Me on the Map* by Joan Sweeney, (Dragonfly Books, 1998)

Teachers: *Classroom Interviews: A World of Learning* by Paula Rogovin (Heinemann, 1998)
 (<http://www.heinemann.com/shared/products/E00047.asp#toc>)

The Research Workshop: Bringing the World Into Your Classroom (Heinemann, 2001)
 (<http://www.heinemann.com/shared/products/E00370.asp>)

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:
<http://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.)




2nd Grade Key Social Studies Terms

(New York State Resource Guide in Social Studies)




alike/different	flag	pledge
anthem	food	present
artifact	freedom	producers
bodies of water	future	products
budget	goods	receipts
cardinal	government	region
directions	history	responsibilities
celebration	human capital	rights
change	income	roles
choice	laws	rules
citizenship	leader	rural
clothing	liberty	scarcity
coins	limited	school
community	local	services
compare	loyalty	shelter
consumers	money	state
continent	monument	Statue of Liberty
contrast	national	suburban
currency	natural resources	symbols
decision	needs	taxes
diagram	neighborhood	timeline
Earth	parade	United States of
economic	past	America
decision making	physical environment	unlimited
environment		urban
family		vote
		wants

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>	<ul style="list-style-type: none"> -Clarifies -Accepts -Harmonizes -Guides 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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>	<ul style="list-style-type: none"> -Reflects -Extends -Analyzes -Evaluates 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Create a poem that depicts a 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>	<ul style="list-style-type: none"> -Probes -Guides -Evaluates -Acts as a resource -Questions -Organizes -Dissects 	<ul style="list-style-type: none"> -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 group order contrast relate dissect categorize point out classify	organize differentiate deduce group order sort sift investigate arrange	<ul style="list-style-type: none"> -Diagram an issue/system. -Investigate an issue. -Classify data/graph. -Categorize info. -Illustration. -Inventory. -Create/analyze. spreadsheets/charts/tables and compare (Excel). 	<ul style="list-style-type: none"> -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>	<ul style="list-style-type: none"> -Shows -Facilitates -Observes -Evaluates -Organizes -Questions 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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>	<ul style="list-style-type: none"> -Demonstrates -Listens -Questions -Compares -Contrasts -Examines 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -Re-tell story. -Summarize a passage. -List events/dates. -Give main idea. -Explanation. -Dramatize/show & tell. -Illustrate/draw 	<ul style="list-style-type: none"> -Provide an example. -Define in own words. -Take a test. -Identify/label on maps. -Nonfiction passage. -Expand upon an idea.
Knowledge 	<i>Recall or recognition of specific information.</i>	<ul style="list-style-type: none"> -Directs -Tells -Shows -Examines -Questions -Evaluates 	<ul style="list-style-type: none"> -Responds -Absorbs -Remembers -Recognizes -Memorizes -Takes on a 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	<ul style="list-style-type: none"> - Take a quiz. - Write a definition. - List facts. -Complete worksheet. -Copy from chart/overhead. -Copy from book/Internet. 	<ul style="list-style-type: none"> -Label items. -List items. -Take a test. -Name titles. -Spell words. -Copy diagram. -Copy timeline. -Memorize dates/events.

Notes!