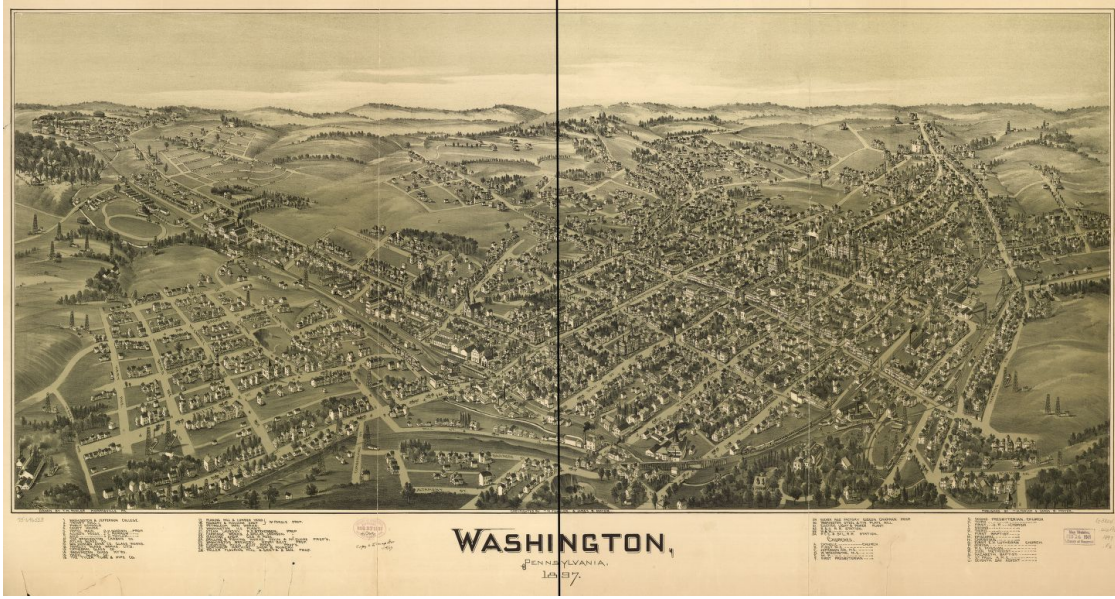


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<http://hdl.loc.gov/loc.gmd/g3824w.pm008690>

What Makes Up Our Community

Subjects: Geography, Reading, Writing, History, Economics

Grade Level/Range: 1st grade

Overarching Goal or Concept for the Learning Unit: TIME, CONTINUITY, AND CHANGE

The target is for students to know and realize the changes of communities over time; what makes up a community, such as jobs that give back to the community; how to map out their community; and realize what makes up their own community.

Overview: The main goal of the unit is for students to understand what makes up their community. Students will first learn about different jobs that are in the community and consider what they would want to be when they grow up. Then students will learn how to map out their community, and include such things as businesses, streets, and houses. Lastly, students will realize how their community has changed overtime and how key places such as schools have changed overtime. This will give students a clear understanding on what communities are, how they work together, and how they are always changing.

Written By: Brittany Woodcock

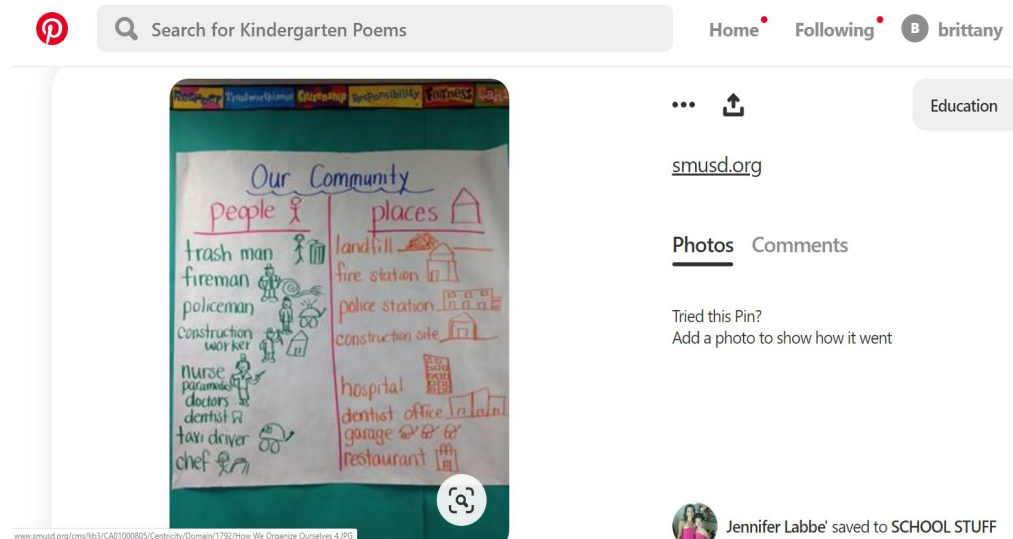
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Pre-instructional Assessment / Introduction Activity:

To start the unit, I would do a quick activity asking what students think a community is and what makes up a community. I'd ask questions such as: "What is a community?" "What makes up our community?" "What are your favorite places to go in our community?" "What jobs would you find in our community?" After students and I talk about each question and discuss it, we would make a poster of places and people that make up our community. On one side of the poster I would list student's responses of people who are in our community, such as teachers and police officers. On the second side of the poster I would list student's responses of places that they have been in our community, such as school, grocery store, restaurants and doctor's office. After we finish the poster, I will hang it up in the room so students can use it as a reference throughout our unit on communities. This activity allows students to pull prior knowledge about where in the community they have been and what people in the community they have come in contact with.

Example of poster from Pinterest:



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Title of Lesson/Activity #1: *Jobs in the community I'd want to have when I grow up*

Overview of Lesson:

Students will read the book “When I Grow Up” as a group. Then students will brainstorm what jobs they would want to have when they grow up. Students will look over primary resources to see examples of jobs they could have when they grow up. They will point out some differences in the jobs found in the sources to jobs now. To close, students will fill out a packet on what they want to be when they grow up and what kind of goods or services they will provide to the community. Students will write complete sentences with details and draw a picture to match them as directed in the packets. Finally, students present their packet and their drawing to the class.

PA Standards:

PA Common Core Writing- CC.1.4.1. F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions

Social Studies Economics - Standard - 6.5.1.B Identify different jobs and the purpose of each.

History Standard - 8.2.1.A Identify groups of people who contribute to a community.

Investigative Question for this activity:

- What do I want to be when I grow up?
- What kind of goods and services will I provide to my community?

Objectives:

- Students will complete the worksheet about what they want to be when they grow up in complete sentences and draw a picture to match their sentences. They will state how they will help the community and what services they will provide to the community as well.
- Students will also be required to start each sentence with a capital letter and punctuation mark at the end with accuracy.
- Students can volunteer to read what they wrote to the class and explain their drawing in using details.

Classroom Materials:

1. Story- *When I Grow Up* by Al Yankovic
2. Interactive white board
3. *When I Grow Up* worksheets- provided by teacher (attached)
4. Pencil, crayons
5. Primary sources- printed out and shown on interactive white board

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Print Sources:

1. Portrait of fireman from the Perseverance Hose Company Published 1850-1860
www.loc.gov/item/98519155/
2. Ernest Zahn, chef Published 1937-1938
www.loc.gov/item/2016872790/

Student Learning Process:

1. To start the lesson, I will have the students up front on the carpet.
2. “Today, we are going to be adding onto what you have been learning about communities.”
3. “Now, I am going to read you the story *When I Grow Up* by Al Yankovic.”
4. As I read the story, I would ask questions to the students on each page such as, “Do you think this is a good job?” “Is this even a real job?” I’d also ask students what kind of details they see on each page in the background.
5. After I finish reading the book and go through the different jobs that was presented throughout the book, I would move into the next portion of the lesson.
6. “Now that we have learned about many different jobs, what job would you want to have when you grow up?”
7. I’d allow students to say what they wanted to be. As they say what they want to be I will write the response on the interactive white board.
8. After the class discussion on what job the student would want to have when they grow up, I will tell the students what we are doing next.
9. “Based on the jobs we talked about in the book, and jobs some of you want to have when you grow up. I pulled some primary resources for us to look at.”
10. I’d pass out the two primary resource pictures on a sheet of paper and put it up on the interactive white board.
11. “Here is a picture of a chef and a firefighter.” “What do you notice in these photos?”
12. “What are the men in the pictures wearing? Do you think a chef still wears those outfits? What about the firefighters? Or do you think they wear more protection, or less protection? “Do you think the men in these photos are proud of their jobs?”
13. “When we start our activity, I want you to take these pictures back to your desk and look at these photos as you fill your packet out. Think about how these men feel about their jobs, and if the job you picked would make you feel the same way they look in the pictures.”
14. “Now that we all have thought about what we want to do when we grow up, we are going to complete this worksheet. I would model to the students how to complete the worksheet. “First, you are going to draw a picture of you doing the job that you picked. Then, fill out the first sentence with what job you chose. If you don’t know how to spell it, look up at the interactive white board for its spelling or try your best. Last, fill in the last two sentences with how you will help your community, and what services you will provide to your community.” (I will repeat these instructions as the students are finishing the worksheet.)
15. Then I’ll pass the worksheet out and let students go back to their seats.
16. As students are completing their worksheets, I will be walking around and answer student questions.

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17. ASSESSMENT: I will be assessing the student's ability to be able to write a sentence about what they want to be when they grow up, how they will help the community, and what services they will provide to the community. And it all makes sense and pertain to the job they chose. I will also be making sure the students put a period at the end of their sentence, with accuracy.
18. As students finish their worksheets I will go to the students and check to make sure it all makes sense.
19. Once all the students finish their worksheets, I will have students present their worksheet.

Closure:

1. Once all the students are finished with their worksheets, I will have all the students back up at the front carpet.
2. I will call on volunteers to say the job they chose, and to read their sentences out loud to the class. Students will restate what they wrote and explain their pictures in complete sentences.
3. After the student volunteers are done, I will collect the worksheets to be hung out in the hall.

Modifications/Accommodation Techniques for Students with Special Needs:

For learning support students in the classroom- I will give them the version of the worksheet that has most of the sentence filled in so they only need to add a few details to each sentence. Then they can focus on their pictures.

For higher leveled students in the classroom- I will give students the blank version of the worksheet, without the beginning of each sentence written for them so they can come up with their own sentence.

Formal Assessment: Create worksheets similar to the samples below. Assess completion of the worksheets.

When I Grow Up...

I want to be a

This worksheet features a decorative border and a central illustration of a person sitting at a desk with a thought bubble above their head. Below the illustration, the sentence 'I want to be a' is written on a set of three horizontal lines (top, middle dashed, bottom) for handwriting practice.

How will you help your community?

I will

Will you give a good or a service to your community?

I will give a

This worksheet features a decorative border and a central illustration of a person standing and giving a service to another person. Below the illustration, the sentence 'I will give a' is written on a set of three horizontal lines (top, middle dashed, bottom) for handwriting practice.

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When I Grow Up...

How will you help your community?

Will you give a good or a service to your community?

Informal Assessment:

I will be observing students throughout finishing their packets, making sure they are staying on task and filling out their sentences with details.

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Title of Lesson/Activity #2: *Mapping our community*

Created By: Brittany Woodcock

Overview of Lesson: Students will work in small groups of two-three to complete a map of their community using the resources and materials provided. After students make an accurate map of their community, they will share them in front of the class.

PA Standards:

History Standard - 8.2.1.A Identify groups of people who contribute to a community.

Geography Standard - 7.2.1.A Identify physical characteristics in the community and region.

PA CORE CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.

CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. • Identify common consonant digraphs, final-e, and common vowel teams. • Decode one- and two-syllable words with common patterns. • Read grade-level words with inflectional endings. • Read grade appropriate irregularly spelled words.

Investigative Question for this activity:

- What makes up your community?
- What are some important parts of our community?

Objectives:

- Students will accurately map out their community including streets, houses, school, and businesses, on a piece of white poster board.
- Students are required to include five streets, three different businesses, their school, and one neighborhood.
- Students will complete this map as a small group, with accuracy.
- Students will present their maps as a group, each student must speak and say one thing that they added to their map, and why they added it.

Materials:

- Crayons
- Poster board
- Rulers
- Pencils
- Examples of maps (listed below)
- Examples of a map key

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Print Sources:

1. Sanborn Maps, Published 1981
<https://www.loc.gov/collections/sanborn-maps/about-this-collection/>
2. Image 2 of Sanborn Fire Insurance Map from Amarillo, Potter County, Texas. Published March 1913 <https://www.loc.gov/resource/g4034am.g08403004/?sp=2>
3. Map of Washington Co., Pennsylvania: from actual surveys Published 1861
<https://www.loc.gov/resource/g3823w.la000817/?r=-0.359,-0.018,1.727,1.061,0>
4. Map Keys from National Geographic Published date: unknown
https://www.nationalgeographic.org/maps/community-map/?utm_source=BiblioRCM_Row

Student Learning Process

1. After learning about communities and jobs in the communities, students will be broken into small groups to complete a map of their community.
2. Students will gather all required materials (poster board, pencils, crayons, rulers, and print out examples of maps and map keys.)
3. Before students start, the teacher will take the time to explain the important of a map key, and why we include them when we map anything out.
4. After students are in their group, the teacher will pull up google maps and have the map up of the community so the students can look at that map as a reference. The teacher will zoom in and out of google maps, so students can see close up views and far away views of the map and get a clear understanding of different views of maps.
5. Students are required to include five streets, three different businesses, their school, and one neighborhood.
6. Students are allowed to ask the teacher to look up a specific street name, or neighborhood if they need guidance.
7. As students are completing their maps the teacher should be asking questions to make the students think. "What makes up our community? What are the key parts of our community?"
8. Asking those questions will guide students to include important aspects of their community, such as a hospital and fire department.

Closure:

To close the lesson, each group will present their maps to the class, explaining what they included in their community and why they chose to include it. After all students have presented, the students will take their maps and hang them in the hallway.

Modifications/Accommodation Techniques for Students with Special Needs:

- For modification, I would give those students a template premade of a community so the students didn't have to physically make the streets and buildings. They could just fill in the names and places.
- Another modification would be pairing under-achieving students with achieving student so they can help and guide them through the activity.

Formal Assessment:

Grading rubric

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Mapping out our community

Criteria	0	2	4	6
Included 5 streets				
Included 3 different businesses				
Included our school				
Included one neighborhood				
Presented map explaining why they chose each thing to include in their community				
Creative/ colorful				
Map was accurate				
Included map key				

Total _____ out of 48

6 - Work is exemplary. It goes beyond what is expected.

4 - Work is good and meets expectations.

2 - Work is satisfactory. The assignment is complete with limited understanding.

0 - Work is not complete and/or student has no understanding of what to do.

Informal Assessment:

I would make sure each student was participating. If not, I would go back and assign jobs to each person in the group.

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Title of Lesson/Activity #3: *How our community has changed overtime*

Overview of Lesson:

Students will compare and contrast how parts of their community have changed overtime. Students will look at primary sources of an old schoolhouse, and an old map of Washington PA. Then students will take their experiences with *Trinity East* and *Google maps of Washington PA* to complete two Venn-Diagrams: one comparing and contrasting schools, the other comparing and contrasting the maps of Washington. Each Venn-Diagram will have at least three differences and one similarity. To close, students will go around and say one similarity and difference they put for one of the Venn-Diagrams.

PA Standards:

PA CORE Standard - CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.

Social Studies History Standard - 8.2.1.A Identify groups of people who contribute to a community.

Standard - 8.3.1.C Identify examples of change.

Investigative Question for this activity:

How has our community changed overtime?

Objective(s):

- Students will compare and contrast their school to a school that used to be in Washington, Pennsylvania
- Students will compare and contrast a map of Washington PA from the early 1800s to Google maps of Washington, PA.
- Students will complete two Venn-Diagrams, writing at least three differences and one similarity.
- Students will say one difference and one similarity that they put in one of their Venn-Diagrams.

Classroom Materials:

- Interactive White Board
- Primary Sources print out – listed below
- Two Venn-Diagrams - provided by teacher
- Google maps of Washington, PA
- Pencil, Eraser
- Rubric - Provided by teacher
- Individual student White Boards - for modifications

Print Sources:

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1. Taylor Run-Yorty Run Schoolhouse, Legislative Routes 62175 (PA Highway 481) & 62161, Monongahela, Washington County, PA Published after 1933 (Would look through all photos)
<https://www.loc.gov/resource/hhh.pa1673.photos?st=gallery>
2. Washington, Pennsylvania, 1897. Published 1842-1922
<https://www.loc.gov/item/75696553/>
3. Google Maps of Washington PA – link provided, would zoom in and out
<https://www.google.com/maps/place/Washington,+PA+15301/@40.1763979,-80.2599155,14z/data=!3m1!4b1!4m5!3m4!1s0x8835ad85b9259631:0x48644ecd2e6d32f18m2!3d40.17396!4d-80.2461714>

Student Learning Process:

1. To start the lesson, I will ask the students a series of questions. “Has our community always looked like this, or has it changed overtime?” “Do you think your house has always been there, or before your house do you think there was a forest?” “Has Trinity East Elementary school always been here?” “What about Walmart, has there always been a Walmart in Washington PA?”
2. I’d have a class discussion on what students think have always been here, and what hasn’t. Taking all their ideas in and making the students think deeper about each question or response.
3. “Well boys and girls, all this could have been here all of YOUR life, but maybe not for your parents, or even your grandparents!”
4. “That’s the amazing thing about communities, they always change. And you never know. When you are a grandma or grandpa, Washington PA may look completely different!”
5. “So now boys and girls, we are going to look at some old photos of Washington PA to see just how it really has changed!”
6. “Everyone pay attention to the interactive white board, as we look through these old photos of a school in Washington PA.”
7. “These, photos are of the Taylor Run-Yorty Run School back in the late 1800s, which was a long time ago.”
8. “What can you tell me about these pictures?” “Is the school very big?” (no) “Back then their schools were only one or a few rooms big for all the grades.” “There was only one teacher back then too!” “What else can you see in these pictures?” I’d give students time to talk about the different things that they see in the photos. “Would you like to go to this school? Why or why not?”
9. “Can anyone tell me the differences between this school, and our school today?” (Our school is a lot bigger, there are more teachers, there are more students, our school isn’t in the middle of the forest. I would be looking for discussion on such questions.) “What are the similarities with our school and the school back then?” (Possible answers: We learn, students of all ages, there are teachers.)
10. “Now boys and girls, let’s look at a map of Washington PA from the early 1800s.” “What do you notice in this photo?” “Is this a picture, or a drawing?”
11. “Now let’s pull up Google maps and see what Washington PA looks like now. I would zoom in and out of the map so students could see what it looks like today.”
12. “What is the difference between these maps?” (Old map is a painting and you can’t zoom in and out. On Google maps you can look at people’s houses, businesses. The painting

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you can only see what was painted.) “What is the same in both of these maps?” (There are houses, and trees, roads, and it is the same area just different.”

13. “Now we are going to complete two Venn-Diagrams, one comparing our school to the school we looked at and one comparing the map of Washington PA to Google maps explaining the differences in our communities that we can see!”
14. I would pass out copies of the pictures and map we looked at and leave the interactive white board open to Google Maps so students can ask me to zoom in and out as needed.
15. Then I would distribute the Venn-Diagram to the students out as well and have them work on it at their seats.
16. ASSESSMENT: I will be assessing students’ abilities to write at least three differences and one similarity for both Venn-Diagram.

Closure:

1. After students complete their Venn-Diagrams students will bring them up to me and I will check it with the grading rubric.
2. Once I checked all of their Venn-Diagrams, I would have students return to the front carpet and have each student tell me one difference and similarity that was put on one of their Venn-Diagrams. Once everyone has a turn, I will close the lesson.

Modifications/Accommodation Techniques for Students with Special Needs:

For modifications, I would have the learning support students in my class brainstorm with me their differences and similarities for each Venn-Diagram. Then, I will write it on a white board for them to copy.

Enrichment – I would have those students take their differences and similarities and turn them into sentences.

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Formal Assessment:

Name: _____

Total	1 Unacceptable	2 Poor	3 Satisfactory	4 Good	5 Excellent
Students Identified 3 differences in Venn-Diagram one.					
Students identified 1 similarity in Venn-Diagram one.					
Students Identified 3 differences in Venn-Diagram two.					
Students identified 1 similarity in Venn-Diagram one.					
Students stayed on task					

Total: _____ **out of 25**

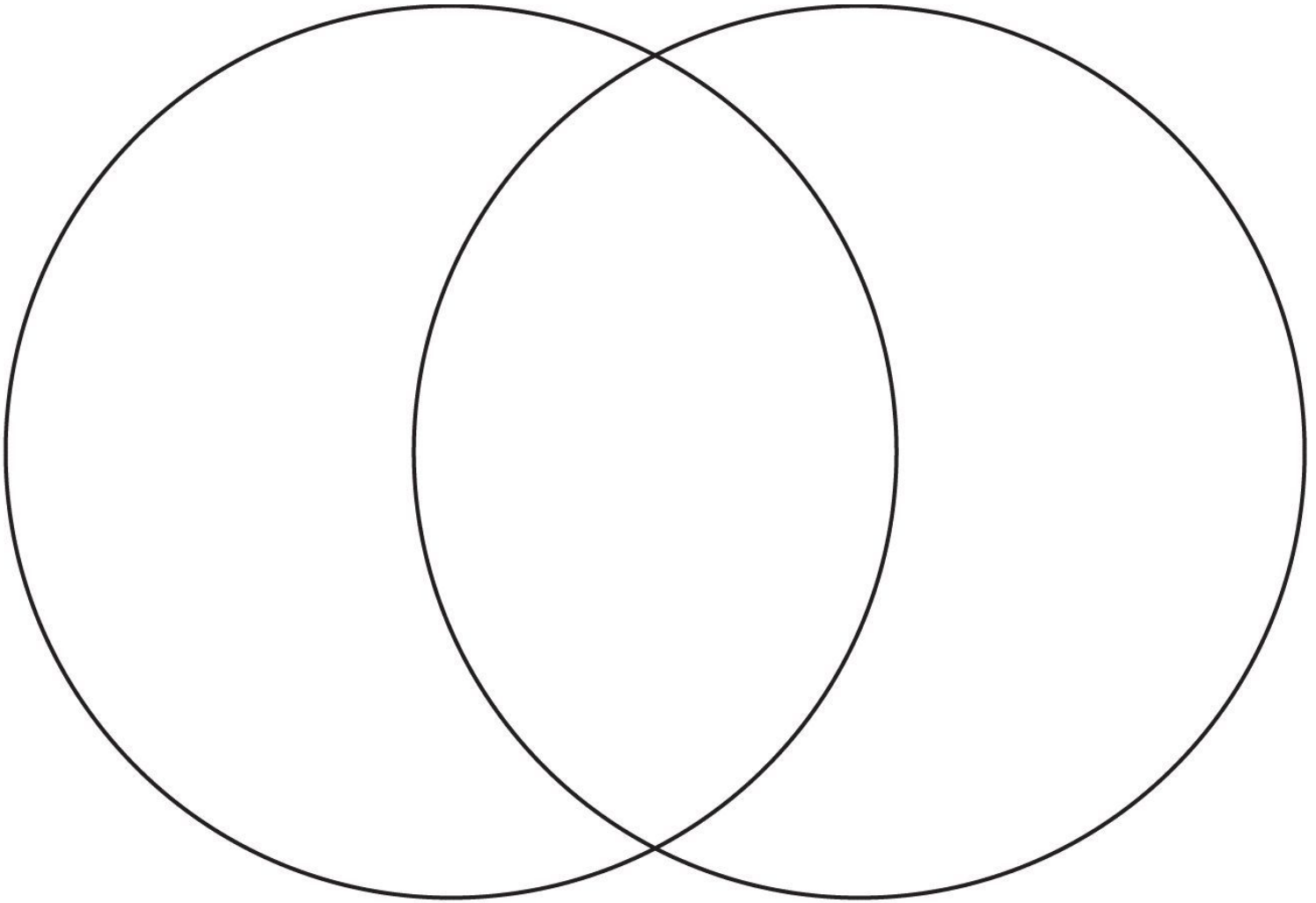
Informal Assessment:

For Informal Assessment- I will monitor students, making sure they are staying on task and writing similarities and differences that make sense to our topic.

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Name: _____

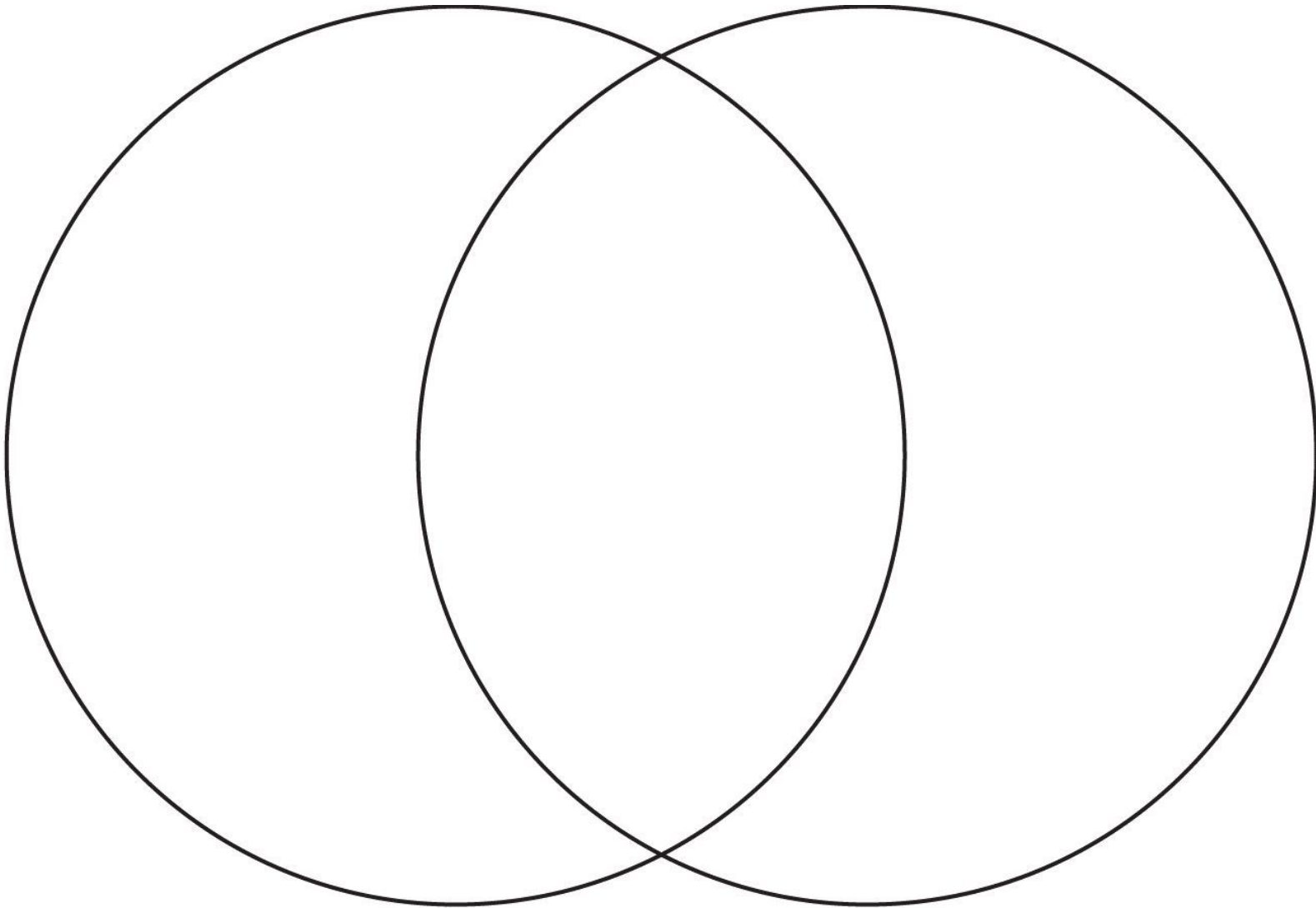
Venn-Diagram comparing and contrasting *Trinity East* to *Taylor Run-Yorty Run School* from the early 1800s.



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Name: _____

Venn-Diagram comparing and contrasting a map of Washington PA from the early 1800s and Google maps of Washington PA.



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Post-instruction Assessment:

To assess students' overall knowledge of the unit talking about, how communities are, what they are made of, what jobs are in the community, and how they change overtime, I will have students construct a portfolio of all the assignments they complete. I will give students a folder; students can decorate their folders with their name and the title "What Makes up Our Community" on the front. Then, as students complete each activity or worksheet, they will put it into the portfolio. Since the maps are done in groups and on bigger pieces of paper. I will take photos of the student holding their map, and one of the details they included in their map. I will print them out and give them to students to put in their portfolios. Students will put all the printouts of the primary sources collected over the unit and put them in the back of their portfolio for references and resources. Once we complete the unit, I will have students take their portfolio home to their parents and present it to them, telling their parents all the key things we discussed about communities. I will have the parents sign a slip stating their student presented their portfolio to them, and that they understand what their student learned in Social Studies over the past week. Then, students will bring the portfolio back, and I will grade it for completion.

Portfolio Grading Rubric

Name: _____

Total	2	4	6	8	10
Students completed worksheets "When I grow up."					
Students completed maps in small groups. Pictures in portfolio					
Students completed Venn-Diagram one.					
Students completed Venn-Diagram two.					
Students included all Primary Sources in portfolio.					
Students presented portfolio to parents.		X	X	X	

Total _____ out of 60

10 - Work is exemplary. Student goes beyond what is expected to complete the assignment.

8 - Work is better than acceptable but not quite exemplary.

6 - Work is acceptable. Student does what is expected of them to complete the assignment.

4 - Work is satisfactory. Student may or may not complete the assignment with limited understanding.

2 - Work is not where it should be. Student does not complete the assignment and/or has no understanding of what to do.

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Letter to Parents/Caregivers

To whom it may concern,

Your child has been learning about communities over the past week in Social Studies class. We have gone over what jobs are in the community, how to map our community, what makes up our community and how our community has changed overtime. For the last part of the unit your child is required to present all the worksheets and activities we completed in the unit, as well as show you the primary sources we used to help us learn about communities. Your job is to kick back, relax and let your child present all their hard work to you! After your child presents his/her portfolio, please sign the bottom of this paper. Your signature lets me know your child has completed the last part of our community's unit!

Thank you!

Ms. Woodcock

I _____ state that my child _____ has presented their community unit to me on (date) _____.

Signed: _____

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