**Core Decisions of Lesson Design: Social Studies**

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Lesson will be taught on Wednesday, November 19, 2014 at 10AM

What?

In this lesson, we will review the previous class discussion about different **people**, **roles**, and **places** in the community. We will talk about how we are members of many different types of communities- Philadelphia, West Philadelphia, University City, Powel School, and Room 102. I will let the students know that we will be focusing on Room 102, our classroom community, in this lesson. We will talk about **people** in our classroom community first. As a group, we will identify the members of our classroom community and talk about their **roles**. During the brainstorm session, students will practice identifying and describing aspects of their classroom community, including the physical aspects of the room. We will talk about different **places** in our classroom. After we brainstorm, I will tell the students that they will get to make their own map today. Each student will use the people and places from our brainstorming session and incorporate them into a classroom map.

How?

We will begin our lesson by talking about what students know about communities. I felt like this is an important way to introduce the lesson because I know that the topic is familiar to them since it is building off of a previous lesson. I also wanted to start by assessing their prior knowledge so that the students feel like they know something about the subject to build their confidence. After our review, I will show the students a map of Philadelphia. I will zoom in to show students that within the larger Philadelphia community, there are smaller communities. I wanted to show students this because I have learned that some students are more visual learners. I also thought that it would be important to show the students an example of what a map looks like before they start to create their own. I did not want to show them an example of a classroom map, because I do not want students to feel like there is only one way to draw a map.

After I introduce the lesson, the students will work collaboratively to identify the people, roles, and places in our classroom community. I think that it is important for students to learn how to brainstorm ideas together in a small group. I chose to compile this list in a group rather than independently, because I think that the students will benefit from hearing their classmates’ ideas. I am hoping that they will build off of each other and come up with more ideas than they would individually. I also did not want to make this into a formal pencil and paper type assessment.

When the students have compiled a list of people, roles, and places in their classroom community, each student will choose different materials to create their maps. I thought that individual work would be the best way to approach this because students may have different ideas about how to display each aspect of the classroom. I did not want students to have to compromise, so they will be given their own opportunity to depict the classroom the way that they wish. Since I am also interested in student choice, I wanted to make sure that a variety of materials are available to create the map.

Why?

My classroom mentor told me that the first grade students at our school are expected to learn about communities in social studies. Although there are no Common Core State Standards for first grade social studies, I was able to find the Pennsylvania Academic Standards for History and Geography. The standards talk about ensuring that students are able to recognize people and physical characteristics of communities. Through this lesson, students will learn that communities can come in different sizes and types. This lesson is also intended to help students recognize that they fit within many different communities. Specifically, they will be able to see that they are a part of larger communities that encompass many other people and places.

I chose to include very little teacher-led instruction because I believe that students should be the ones creating their own experiences with minimal guidance from a teacher. I will introduce and facilitate the discussion about prior knowledge about communities and show them images that represent communities, but I will encourage the students to provide the bulk of the information about people, roles, and places in our classroom community. Since I am not sure how familiar the students are with maps and creating their own maps, I thought that it would be important to scaffold the activity by asking the students to work together to identify what they will include on their maps before creating the maps. This way, the students will not be expected to both come up with the parts of the map and represent them without guidance.

I wanted to include the creation of a classroom map because I feel like the students in my classroom are very creative, but they are rarely given an opportunity to express this creativity. I have seen students take advantage of unintentional opportunities for creative expression such as illustrating math word problems and illustrating their personal narrative writing with elaborate pictures. Therefore, I wanted to give students an intentional outlet for their creativity as well as an introduction to maps.

**Lesson Plan:**

Goals and Objectives

Students will collectively identify the people, roles, and places in their own classroom.

Students will use this information to individually create a map of their classroom using materials that they select.

Standards

**First Grade Common Core State Standards:**

[CCSS.ELA-LITERACY.SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/)
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CCSS.ELA-LITERACY.SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5/)
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[CCSS.MATH.CONTENT.1.G.A.1](http://www.corestandards.org/Math/Content/1/G/A/1/)
Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

**Pennsylvania Academic Standards for History:**

First Grade: 8.2.1.A. Identify groups of people who contribute to a community.

**Pennsylvania Academic Standards for Geography:**

Kindergarten: 7.1.K.B. Describe the location of places in the home, school, and community to gain an understanding of relative location.

First Grade: 7.2.1.A. Identify physical characteristics in the community and region.

Materials and Preparation

* 2 Pieces of chart paper
	+ 1 to record prior knowledge about communities
	+ 1 to record the people, roles, and places in our classroom community
* Markers
* Laptop to show my Prezi map of Philadelphia and the different communities
* Paper
* Pencils
* Colored Pencils
* Crayons
* Colored Paper
* Scissors
* Pieces of Fabric
* String

Classroom Arrangement and Management Issues

This lesson will take place in the library. I will set up a table with the materials. I will bring the students into the library from their regular classroom. We will walk to the library in the same way that they do with my classroom mentor. We will walk with bubbles in our mouths to ensure that we are quiet and respectful in the hallways. We will pause at a few different checkpoints to make sure that we are all together. We will sit at a different table with my laptop and the chart paper. Once we have finished the hook and group work, we will move to the table with the materials. I did not want students getting distracted by the materials, so I thought that we should switch tables when we are ready for the materials.

Overall Lesson Plan

Prior Knowledge (*3 minutes*):

I noticed that Teacher Amy talked to you about communities a few weeks ago. What do you know about communities?

The Hook (*2 minutes*):

Show students a large map of Philadelphia. Zoom in to show the different communities (Philadelphia, West Philadelphia, University City, Powel School, and Room 102).

The Body of the Lesson (*25 minutes*):

Introduction (*1 minute*):

Tell students that we will be talking about our classroom community today.

Group Work (*9 minutes*):

As a group, students will discuss and identify the **people**, **roles**, and **places** in our classroom community.

We will put all of our ideas on chart paper.

Independent Work (*15 minutes*):

Show students that there was a map of Philadelphia, a map of West Philadelphia, a map of University City, and a map of Powel School, but there is no map of our classroom. Tell students that they will be making their own map of their classroom.

Have students include the **people** and **places** that we talked about on their maps.

Closure (*5 minutes*):

Allow each student to show the members of the group their work in progress classroom map.

Anticipating Student Responses and Your Possible Responses

Management Issues:

I would not be surprised if students want to use the same materials at the same time. For instance, one student may want to use the black marker even though another student is using it. I will try to bring a number of different materials. I will also encourage students to use another color until the student is finished. I will also ask the student who wants the marker if he or she asked the other student to borrow it when they were finished.

Questions in Response to Content of the Lesson:

What do you know about communities?

 They have people.

 They are groups of people and things.

 We live in a community.

Who are the people in our classroom community?

 Me (students)

 Teacher Amy

 Teacher Anna

What are the roles that each person has?

 Students are supposed to learn.

 Teachers are supposed to help students learn and keep students safe.

 Teacher Anna is supposed to teach and help Teacher Amy.

Another word for “role” is job. Do any of the students in our classroom community have special jobs?

 Line leader

 Door holder

 Chair stacker

What are the different places in our classroom community?

 Desks

 Carpet

 Bookbag closet

 Table

 Word Wall

 Cubbies

Assessment

Using the chart paper to record student responses about the people, roles, and places in our classroom community can demonstrate how well students understand each of these aspects of a community. The individual maps that the students will create will show me whether the student was able to use the data from the group brainstorm to identify physical characteristics and attributes in the classroom.

Accommodations

For students who find this task too challenging, I will encourage them to ask their classmates for help. This way, the student who is struggling will be able to see an example of what he or she is expected to do.

For students who finish early, I will encourage them to think about the people, roles, and places in our Powel School community.