

Understanding Myself and My Community
Where I Live and How We All Work Together

Provided by the [Integrated SS/ELA Curriculum, Putnam | Northern Westchester BOCES](#)

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Purpose: To be used by teachers and/or families to explore Key Ideas and Practices from the New York State Social Studies Framework (K-2).

Key Ideas: K.1, K.4, K.6, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 2.8, and 2.9

Practices:

- Gathering, Interpreting and Using Evidence
- Comparison and Contextualization
- Geographic Reasoning
- Civic Participation

Overview: Connecting students to the communities they belong to is critical at this time. Students belong to many different communities. These communities include their families, schools, towns, cities, states, nation, and the world. Everyone has an important role to play in a community. People in communities have many different roles and jobs. It is the job of everyone in the community to keep everyone else safe. Helping students to see the link between social isolation, their role in the community, and safety will assist them in understanding the need for social isolation. Exploring the structures of their community further will help them to continue to connect to their broader world.

Key: K-2 Assignment/Task K Assignment/Task G1 Assignment/Task G2 Assignment/Task
Optional Technology Components

Lesson Plan (may be presented formally or adapted):

1) PLAY VIDEO OF “Me on the Map”

Review the important places in your neighborhood/community.

Questions to ask:

- Where do we live?
- What are some of your favorite places to visit where we live?
- What are some important places in our community?

2) Introduce the concept of cartography (map making). PLAY VIDEOS OF: “Know Your Globe” and “The Geography Song - Globe vs Maps”

Questions to ask:

- What is a map?
- Why do people need maps?
- Where have you seen maps before?

3) Model a map of a neighborhood displaying streets, houses, and other community landmarks such as a firehouse, hospital, school, etc. (Teacher/parent may demonstrate how to draw a map or have a pre-made map for modeling purposes). [MAP](#)

Questions to ask:

- What is this a map of? How do you know?
- What are some of the places on this map?
- How could this map help us?

4) Using available resources, have students create a map of their neighborhood/community. Maps can be drawn on paper, made 3D, designed on the computer, etc. based on the available resources. Creativity is encouraged here. Allowing students to engage this component of the lesson as an arts and craft project would be beneficial. Examples of materials may include: paper, pencil, markers, tape, glue, paper towel/toilet paper rolls, old food/shoe boxes, Legos, blocks, matchbox cars, sticks/twigs, etc. **ALLOW FOR CREATIVITY!**

STUDENTS MAY ALSO MAP THEIR COMMUNITIES USING this Google Slideshow if they (or the teacher or parent) have a Google account.

[Create a Community Map Template](#)

This file is View Only. Go to File and select Make a Copy and save to your Google Drive. Push out to students by sharing or posting on Google Classroom.

Maps should include:

- Community name
- Places/Buildings/Locations (labeled)
- Compass Rose
- Key

Questions to ask:

- What is the name of our community?
- Do we live in an urban (city), suburban, or rural (country) area?
- What makes where we live an urban, suburban, or rural area?
- What are the locations/places and buildings you chose to include? Why?
- Why would a Compass Rose be important? (discuss cardinal directions)
- Why would a Key be important?

OPTIONAL ACTIVITY: [Community Scavenger Hunt on Google Earth](#)

Students can explore other communities if they have access to Google Earth and complete the linked worksheet.

5) Imagine that you are a tour guide and someone is visiting your community for the first time. Think, draw, discuss, and/or write about the following questions:

- What will you tell them about your community?
- What will you show them about your town?
- What makes your community interesting?

Create a poster to welcome people to your community. You can even have someone in your family record a video of you welcoming someone new to your community!

RESPONSES WILL VARY BY GRADE

- ❖ **Kindergarten:** Students should produce drawings of important places to them in their community. Have the student write the name of the place on the picture. An adult should ask the student why they chose the place and write their answer on the picture.
- ❖ **First Grade:** Students should produce drawings of important places in their community. Have the student write the name of the place on the picture. The student should write a one sentence explanation of why they chose the place.
- ❖ **Second Grade:** Students should produce drawings of important places in their community. Have the student write the name of the place on the picture. The student should write a short paragraph (3-4 sentences) explanation of why they chose the place.

Questions to ask:

- Why did you choose to tell the visitor about _____ in our community? Can you explain to me why that is important to you?
- What are the most interesting parts of the community for you? Are they the same for everyone?

6) PLAY VIDEO OF “Community Helpers - Brain Pop Jr.”

People are the most important part of a community and they all have important jobs/roles.

Questions to ask:

- Think about the important places and buildings you put on your map. Why did you include them? What people live or work in these buildings?
- How do different people in our community help each other?
- Why is it important for different people in the community to help or take care of each other?

7) Use index cards or post-its to add descriptions to important places and people included on your map (step 4).

STUDENTS MAY ALSO DESCRIBE IMPORTANT PLACES AND PEOPLE USING this Google Slideshow: [The Community: Places and People](#).

This file is View Only. Go to “File” and select “Make a Copy” and save to your Google Drive. Push out to students by sharing or posting on Google Classroom.

RESPONSES WILL VARY BY GRADE

❖ **Kindergarten:** Students should produce descriptions (3-4) of important places to them in their community. Have the student write the name of a person that is connected to the place (example: “*fire station → firefighter*”). An adult should ask the student why the place is important and write their answer on the picture (example: “*Firefighters keep us safe*”).

❖ **First Grade:** Students should produce descriptions (5-7) of important places to them in their community. Have the student write the name of a person that is connected to the place (example: “*fire station → firefighter*”). The student should write a one sentence explanation of why they chose the place (example: “*I chose firefighters because they keep us safe and live in the firehouse*”).

❖ **Second Grade:** Students should produce descriptions (5-7) of important places to them in their community. Have the student write the name of a person that is connected to the place (example: “*fire station → firefighter*”). The student should write a two-three sentence explanation of why they chose the place (example: “*The Fire Station is an important place in the community. Firefighters rescue people, put out fires, and even visit us at school! Fire trucks and equipment are kept at the Fire Station to help keep people safe during emergencies.*”).

Questions to ask:

- Can you tell me about the descriptions you added?
- Can you take me on a tour of our community?

Each student should share their creation with their family and/or teacher/classmates virtually utilizing pictures, video, Zoom, etc.

8) Optional extension activity:

As an extension or with a writing prompt ask students to think about staying inside.

- Why are we staying inside?
- How does this connect to the community and keeping people safe?
- What would you like to do to help other people in the community once we don't have to stay home any longer?

A great way to end this lesson, **PLAY VIDEO OF: “[Wash Your Hands Children's Song](#)”**