Lesson: Social Studies

Length: 2-3 30 min periods

Age or Grade Intended: 3rd

Academic Standards:
Social Studies:
3.3.6: Construct maps and graphs that show aspects of human/environment interaction in the local community.
3.1.7 Use a variety of community resources — such as libraries, museums, and county historians — to gather information about the local community.

Visual Arts:
3.9.2: Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories.

Performance Objectives:
1. The students will build a small model of the downtown area of their town with 75% accuracy.
2. The students will, after building their town, construct a map of the town, with 10% accuracy.
3. The students will each write facts down about the building they built with 100% accuracy.

Teacher Preparation:
I will have computers available for the students to look up information about their building that they have. Depending on the amount of students and building, some students will work in pairs. I will decide the pairs. I will have materials available such as boxes, construction paper, glue, scissors, stickers, paint, pipe cleaners, etc. These materials will be readily available to the students to use when they begin building their town. I will also have larger sheets of paper for the students to draw a map of the town on.

Procedure:
Introduction/Motivation: This is a Social Studies lesson dealing with communities. To get the students motivated I will talk about the town that they live in. We will talk about their favorite places and what they like the best about the town. I will ask them if they can recall a time that they went to a certain building in town. (Knowledge) I will also ask the students if they can create and construct a town, similar to their own. (Synthesis) I will tell them that we are going to be builders and architects and we are going to build a smaller version of our town.

Step-by-step Plan: This lesson begins by explaining to the students that the activity we are doing involves being creative, having willingness to do hard to work, and work together. This activity takes place once the students have learned about communities. This lesson is a closure to the entire community subject.
• The students will list (Knowledge) most of the buildings in the down town area of their town, and put them in a hat.
• Each student or pairs of students will pick a building out of the hat. That is the building that they will be constructing for the town.
• The students will then look up information on their building online. If there is no information online, I will be sure to have pamphlets and background information about each building for the students to use.
• The students will then make a small brochure about their building listing cultural information, when the building was built, why people should visit the building, and any other interesting facts about the building.
• Once all the background information is finished, the students will begin constructing their buildings, based on pictures that I have taken of each of the buildings.
• This process may take a couple of class periods to work on.
• Once the buildings are all done we will place them on a huge piece of black construction paper, in the right areas, which symbolizes the street.
• The students can cut out yellow lines to make the street and add any other details to the town as they see fit. They will have to add landmarks.
• After the entire town is constructed the students will each get a black piece of paper.
• With this paper, students will map out the town that they built.
• They will have to locate their building on the map with a star.

Closure: As closure I will have the students take a small car and follow their map from a starting point on the map to where their building is in the town they built. Once they arrive at their building, they will tell the class about it with the information that they gathered. Once the activity if finished I would end with the question, what do you think about our mini-town and how would you compare it to the real town?

Assessment: I will assess students based on the information gathered, and the completion of their building and map. The information that the students gathered must be factual and complete.

Adaptations/Enrichment: Students with learning disabilities can work in a pair with a student that I have talked to about helping them. The student that is aiding the student with the disability will understand the disability of the student and be willing to help them to complete this activity. Gifted students will be able to work on this project at their own pace and work solo to accomplish this lesson. In this lesson many of Gardner’s multiple intelligences are touched on. Linguistic Intelligence was used by the students speaking about their building. Interpersonal Intelligence was used by the students working together to build the town and some working in pairs. Intrapersonal was used by some of the students working independently to build their building and get information.

Self-Reflection: To determine the success of this activity I would ask myself several questions at the end of the activity. I would ask myself if the adaptations that I provided were helpful to the students. Was the time allotted too long, too short, or just right? Did
the student enjoy the activity and learn more about communities and their town from doing this activity? Was there anything that I could have changed to make this activity more effective? Through this lesson I would be able to see the students working with others and the ability to work as a while class to achieve one goal.