Lesson: Social Studies
Length: 20 minutes
Age or grade level intended: 2nd Grade

Academic Standards:

2.1.3 Identify individuals who had a positive impact on the local community.

Performance Objectives:
Given boxes and bottles, the students will create a community of individuals who have a positive impact on that community with 100% accuracy.

Assessment:
The students will create a community of buildings using boxes and bottles provided for them. The community will be built as a whole class group. Buildings such as (fire station, police station, hospital, town/city hall, court house, post office, library, schools, and any others that they come up with after our examples)

Advance Preparation by Teacher:
- Boxes and bottles of all shapes and sizes
- Tape
- Scissors
- Big white poster paper
- Markers
- Construction paper

Procedure:
Introductions/Motivation
- Ask the students if they have done something positive today. (Bloom’s, knowledge) (Intrapersonal) Discuss what it means to be positive and have positive impacts and influences.

Step-by-step plan:
1. Explain that we will be building our own community made up of buildings of where positive people live and work. Ask students: Can you give any examples of this? (Bloom’s, knowledge)
2. Show the students examples of how they are going to work together to create their own local community with buildings that have positive people in them. (Visual/spatial) While we are showing them of what they will be doing, we will also talk about the different jobs that they will be doing.
3. Have the students gather around the work table. The materials will already be there for them. (Interpersonal) They will then decide on what each of them will be doing to help put the community together. What would happen if you took out the librarian? (Bloom’s, Application)
Closure:
- Stay at the table as a group and discuss why they made the community the way that they did. Also why they chose the people/buildings that they did. Put a role play in the community such as if they are the construction worker in the community and the students’ goal is to build buildings only for positive people. What questions could you ask to find out whether those people are positive or not? (Bloom’s, application) (Interpersonal)

Adaptations/enrichment:
The table is handicap/wheelchair accessible
There are different jobs for students to do. (ex: if one can’t use scissors, then they are capable of doing another)

Self-reflection:
What did I like? What didn’t I like? Did the students understand what I taught? Were they engaged? What can I change to make it better? Would I use this lesson again?