

Part I: Lesson Overview and Instructor Background Knowledge (20 points)

a). Unit Title and Grade Level: Defining a Local Community: Hazel Park

b). Unit Goals:

- Students will become familiar with their local community, important places and why they are important
- Students will know how to read maps
- Students will understand that Hazel Park is apart of larger region i.e. Oakland county, Michigan, USA, North America

Objectives:

Social Studies:

- SWBAT read and construct maps of their local community
- SWBAT explain the larger regions that Hazel Park is a part of
- SWBAT recall historical information about their city.
- SWBAT compare and contrast their community with another community i.e. Dessert community and Hazel Park

ELL:

- SWBAT write sentences describing a significant place in their local community
- SWBAT assist in the development of an ABC book about their community
- SWBAT answer questions in sentence form based on prior knowledge

Art:

- SWBAT draw illustrations to describe a significant thing/place in their local community

Technology:

- SWBAT identify and navigate their city while using Google Earth

c). Unit Standards or Grade Level Content Expectations:

Recall historical information about their city (Michigan grade level expectations 2 – H2.0.6
Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs))

Compare and contrast their communities with another community i.e. Dessert community and Hazel Park (Michigan Grade Level Expectations 2 – G2.0.1 Compare the physical and

human characteristics of the local community with those of another community .2 – G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).

Explain the larger regions that Hazel Park is apart of (MGLCE 2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state)).

Read and construct maps of their local community (Michigan Grade Level Content Expectations describe the means people create for moving people, goods, and ideas within the local community. 2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. 2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.)

d). Rationale:

The purpose of this unit is to develop a deeper concept of communities, which is defined as a collection of families and individuals who work, live, and play in a particular area. Students will learn to identify communities as groups in the urban, suburban, and rural settings. Through a study of communities the students will learn ideas and skills that can be used to compare their communities with communities throughout the United States and some other parts of the world. I am teaching about the city of Hazel Park because it is important that students are educated about the city they reside in to in order to be good citizens. It is important that students value their city and understand the different resources and attractions their city offers. This unit will give students the opportunity to develop a strong appreciation for their community and the uniqueness of it. Students will begin learning about using maps, doing this with their city help to build a stronger rationale. Citizenship means being a member of and supporting one's community and country, and thorough out this unit this concept will be developed. Helping students explore citizenship and connecting it to their lives are the keys to true understanding of becoming a valued citizen and supporting their communities. As students become adults they will be more knowledgeable about the concept of

communities and they will continue to make connections to their lives and create a value for this information.

e). Social Studies Content:

What do you know about this topic?

Due to the fact that I am not familiar with the city of Hazel Park, I am not aware of many significant features yet. Things that I know about the city include, that Hazel Park is apart of many larger regions, Oakland County, Michigan, United States, North America, Earth. As I have begun to work in the Hazel Park area, I have become more familiar with the neighborhood streets and the major streets that cross through the city. I am familiar with some community resources, such as where the police station, City Hall and library are located. I have become familiar with many of the elementary schools located within Hazel Park. I also am aware of the surrounding areas of the city.

What don't you know? I am not familiar with the history of the city, such as where the name for the city came from. I am also not familiar with many of the local attractions or important features of the area.

How will you learn more?

In order to learn more about the city of Hazel Park, I will research the city to gather information about the city from Internet resources and local resources. I will also talk to those who reside in the city to gather information.

What might be challenging in terms of connecting teacher level knowledge to children's capacities for understanding?

It will be difficult to connect my level of knowledge with the students' capacities for understanding if I am not familiar with significant facts about the city. It is important that I am aware and educated about the area in order to answer questions students may

develop during the unit. I feel that I may also be challenging to teach this unit to students at a level that is developmentally appropriate. It will be important that I focus on meeting the requirements of a variety of learners. I will make sure to have information about the city around the room and make connections in all areas that I feel it is appropriate in order for students to make connections to their lives and the content presented.

What are the essential understandings or significant ideas developed in the unit?

Some of the essential understandings and significant ideas develop in this unit include, developing an understanding of becoming familiar with the local community in order to become more knowledgeable citizens. Some of the significant ideas in this unit include, learning to read a map and reading the maps, writing descriptive sentences about particular areas within the city, developing an understanding of places that are important to the city and help the city to run smoothly. Students will develop an understanding of a city and what makes up a city, including the people and places within Hazel Park.

What are the most important understandings about the topic that my students will need to develop, and how do these relate to one another, and to related skills, values, and disposition?

Through a study of communities the students will learn ideas and skills that can be used to compare their communities with communities throughout the United States and some other parts of the world. They will develop a deep understanding of becoming a part of one's community and what it means to be an involved citizen. Teaching students about their local community will be the basis for their future studies of larger regions. This unit provides an introduction to map reading and map development. This will be an important skill that students will be introduced to and will use very much in the future, as they study other regions, as they travel, and as they become more informed citizens. Overall, I fee

that this unit is a basis for upcoming social studies units that students will study in the near future. As students develop a firm understanding of their city and the important things that make up a city they will be able to make everyday connections when developing relatable skills. It is my hopes that students gain a value for their town and a sense of pride and respect after learning about the town's history.

*Formal pre-assessment did not take place due to starting this unit before class started;
Students were asked informal questions about their city before we began the study of
Hazel Park