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Grades 2-3 Urban Communities

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Urban Community Shape Up

Unit: Social Studies / Communities

Grade: third grade

Subject: Urban Communities

Standards:

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Hook:

Teacher will show a short clip from Sesame Street entitled "The City Mouse and the Country Mouse." Before the clip is shown teacher will explain the purpose of the video is for students to notice the surroundings of each mouse, where and how they live. Students will watch the five minuet clip and engage in a discussion after.

Essential Questions:

- What are the benefits of living in an urban community?
- What are the disadvantages of living in an urban community?
- What are the characteristics of an urban community?

Understandings:

- Students will be able to identify and understand the characteristics of an urban community.
- Students will be able to identify and understand the benefits of living in an urban community.
- Students will be able to identify and understand the disadvantages of living in an urban community.
- Students will be able to connect the benefits and disadvantages of an urban community to its characteristics.
- Students will be able to apply ideas about disadvantages and benefits of living in an urban community to understand where a person lives affects how they live.

Pre assessments:

- Prior to the lesson students will be given a vocabulary inventory. Based on the vocabulary in the unit and the lesson the inventory will assess what prior knowledge the students have about urban communities.
- After the formal pre assessment teacher will create a class Venn diagram comparing the city mouse to the country mouse. Students will be informally assessed during the discussion.

Tiered Activity: By readiness based on the formal and informal pre assessments.

-Tier one: tiered by ability (below average)

Explain the shape contract and the responsibility behind it. Explain the rubrics and how each activity will be graded based on its own rubric. Explain deadlines and the responsibility of the group.

- Tier two: tiered by ability (average)

Explain the shape contract and the responsibility behind it. Explain the rubrics and how each activity will be graded based on its own rubric. Explain deadlines and the responsibility of the group.

- Tier three: tiered by ability (above average)

Explain the shape contract and the responsibility behind it. Explain the rubrics and how each activity will be graded based on its own rubric. Explain deadlines and the responsibility of the group.

Implementation:

- Teacher will hook students with a short clip.
- Teacher will then direct students to the board where students will aide teacher in filling out a small Venn diagram comparing a city mouse to a country mouse.
- Teacher will guide students to notice characteristics of both communities.
- Teacher will then tell students they will be focusing on urban communities in this lesson.
- Teacher will have a short discussion on what an urban community is and what kinds of characteristics they might find in an urban community.
- Teacher will explain what benefits and disadvantages could affect someone living in an urban community by creating a "T" chart.
- Teacher will then read the book "Living in an Urban Community"
- Teacher will then explain tiers based on the pre assessment and the discussion.

- Teacher will explain that after learning more about the advantages and disadvantages of living in an urban community, they will be able to apply their knowledge to different activities.
- Teacher will split up groups based on readiness and explain which groups they belong to.
- Tiers will be explained in perspective groups.
- Tiers will span over three days and come to a culminating piece at the end of the week.

Post assessment: Students will be formally and informally assessed throughout the unit. Informally teacher will walk around during tiered activities and provide guidance and scaffolding.

Formally students will be graded using a rubric style for all their activities done in the shape activity. Students who will be expected to present orally will also be responsible for the same rubric.

Students will also fill in their own rubric and assessed themselves following the tiered activities.

Anchor Assignments: After the tiers are complete students can...

- Make a photo album of pictures from a city (drawn, found on the internet or real.)
- Create a bulletin board of a city landscape.
- Create a recipe for a great day in a city.
- Write a poem about living in the city.
- Write a persuasive essay about living in the city.
- Make a list of all the things they love or hate about urban communities.
- Draw a picture of an urban community and label all the places they would want to go.
- Write a new law for an urban community.
- Write a song about any community.
- Make a slide show of all your favorite city attractions.
- Most anchor activities are listed on the rubric in black ink to determine which ones they are.

Materials:

- Crayons, markers, glue, scissors.
- "Living in an Urban Community" by: Kristen Sterling
- "House in the Sky" by Jeannie Baker.

Schedule: This lesson will follow an in depth lesson on rural communities and the benefits and disadvantages of living there. Students will already be aware of the model of discussion. This lesson will also follow a lesson on the benefits and disadvantages of living in an urban community. This lesson will follow an in depth lesson on the characteristics of an urban community as well.

This lesson will be followed by a series of lessons having to do with suburban communities. Students will engage in discussions as well as understand the benefits disadvantages and characteristics of a suburban community. Students will then be given a unit assessment discussing all three communities and their benefits disadvantages and their characteristics.

Name: _____

What do you know about Urban Communities?

Directions: next to each word either write a (+) if you definitely know what the word means. A (-) if you definitely don't know what the word means or a (?) if you think you know but aren't sure.

urban	
city	
citizenship	
industrial	
skyscraper	
landscape	
characteristics	
benefit	
disadvantage	
community	
law	
map	
population	
map key	
map title	

Choose an activity from each shape group. Cut out your three choices and glue them on your front page. You are responsible for finishing these activities by **May 5, 2009**. Have Fun!!

Create a checklist of all the things a child visiting a friend in an urban community would need to bring with them. Keep all the characteristics of an urban community in mind when creating your list. Include all the characteristics of an urban community to help you.

Illustrate an urban landscape. Develop the scene using your knowledge of the characteristics of an urban community. Write a 3 sentence explanation describing what is in your picture.

Look at a picture of a typical city landscape. Find each item on the scavenger hunt with items, such as pigeons, fire hydrants, and skyscrapers. Count how many items you have found in your picture and graph it using a pictograph.

Act out a scene of your choice from the book "Town Mouse City Mouse" by Jan Brett. Then, in 3-5 sentences, explain why or why not each mouse missed their home so much.

Create a Venn diagram comparing an urban community to your community include 5 things in each circle.

Compose a journal as a child living in an urban community. List all the things the child does throughout their day including what things around them look like. List at least 5 activities you do.

Write a poem either discussing 'What I Like' or 'What I Don't Like' about an urban community. Include 5 things you either like or don't like about an urban community

Compose a rap listing at least 5 disadvantages of living in an urban community. Use its characteristics to support your list.

With your group, create a list of at least 5 of the disadvantages you have learned about an urban community.

Blue Team Activities Rubric

** All the activities you choose will be scored based on this rubric.

Remember reach for a 4 and include all the advantages and disadvantages of living in an urban community based on its characteristics!

4	3	2	1
Student listed 5 or more disadvantages and 5 or more advantages of living in an urban community.	Student listed 5 disadvantages and 5 advantages of living in an urban community.	Student listed less than 5 disadvantages and less than 5 advantages of living in an urban community.	Student listed none of the advantages or disadvantages of living in an urban community.
Student included all the characteristics of an urban community.	Student included most of the characteristics of living in an urban community.	Student included some of the characteristics of living in an urban community.	Student included none of the characteristics of living in an urban community.
Student expressed why or why not living in an urban community would be a good or a bad thing based on all of its characteristics.	Student expressed why or why not living in an urban community would be a good or a bad thing based on most of its characteristics.	Student expressed why or why not living in an urban community would be good or bad things based on some of its characteristics.	Student did not express why or why not living in an urban community would be a good or bad thing.
Student finished all activities chosen.	Student finished most activities chosen.	Student finished some of the activities chosen.	Student finished none of their activities.

Choose an activity from each shape group. Cut out your three choices and glue them on your front page. You are responsible for finishing these activities by **May 5, 2009**. Have Fun!!

Analyze the song "New York New York" by Frank Sinatra. What kind of language does the singer use to describe the city, and why? Explain in a short 5-8 sentence paragraph what words the singer used and why did he choose those words to describe this famous urban community.

Write and perform a skit of a family living in an urban community. Express the families concerns living in an urban community. Include at least 7 lines for each character.

Write a journal as a child moving into an urban community from a rural community. Predict how the child would feel about the drastic change, as well as have the child predict what she or he might expect in their new home. In 5-8 sentences include all the characteristics the child might expect from their new home.

Create a journal as a child living in an urban community. Determine a problem the child might have living in an urban community and make that the focus of the child's journal entry. In 5-8 sentences describe the problem the child is having based on the cities disadvantages.

Develop a poster representing an urban community. Include all the disadvantages and characteristics of the community using visual representations.

Write and perform a skit of 7 lines about a family living in an urban community. Express the families' likes about and the reasons of why including all the benefits living in an urban community.

With your group, create a list of at least 7 of the benefits you have learned about an urban community. Use your list to write a short 3-5 sentence paragraph about what is so great about living in an urban community.

Compose a 1 page story about a pet living in an urban home. Describe why or why not the pet likes living in an urban community, using the communities' benefits and disadvantages to support your story.

Create a diagram of an urban community. Make sure to include the location of the communities housing, transportation system, and recreational activities. Make the diagram as real as possible using any kind of materials.

Red Team Activities Rubric

** All the activities you choose will be scored based on this rubric.

Remember reach for a 4 and include all the advantages and disadvantages of living in an urban community based on its characteristics

4	3	2	1
Student listed 7 or more disadvantages and 7 or more advantages of living in an urban community.	Student listed 7 disadvantages and 7 advantages of living in an urban community.	Student listed less than 7 disadvantages and less than 7 advantages of living in an urban community.	Student listed none of the advantages or disadvantages of living in an urban community.
Student included all the characteristics of an urban community.	Student included most of the characteristics of living in an urban community.	Student included some of the characteristics of living in an urban community.	Student included none of the characteristics of living in an urban community.
Student expressed why or why not living in an urban community would be a beneficial thing or something that would hurt them based the characteristics of an urban community.	Student expressed why or why not living in an urban community would be a beneficial thing or something that would hurt them based the characteristics of an urban community.	Student expressed why or why not living in an urban community would be a beneficial thing or something that would hurt them based on the characteristics of an urban community.	Student did not expressed why or why not living in an urban community be a beneficial thing or something that would hurt them based on the characteristics of an urban community.
Student finished all activities chosen.	Student finished most activities chosen.	Student finished some of the activities chosen.	Student finished none of their activities.
Student fulfilled all requirements for their chosen activities based on what was asked on the task card.	Student fulfilled most of the requirements for their chosen activities based on what was asked on the task card.	Student fulfilled some of the requirements for their chosen activities based on what was asked on their task card.	Student fulfilled none of the requirements for their chosen activities based on what was asked on their task card.

Choose an activity from each shape group. Cut out your three choices and glue them on your front page. You are responsible for finishing these activities by **May 5, 2009**. Have Fun!!

Create a debate comparing the advantages and disadvantages of living in an urban community. Use the characteristics of the community to support your argument. One side of the debate will be all the great things about an urban community and the other side will be the bad things about an urban community.

Construct a board game based on the book "Living in an Urban Community" by Kristen Sterling. Create obstacles for the game pieces based on urban communities' disadvantages and prizes based on the communities' benefits. Make sure there are at least 10 spaces for the pieces to go and the game board looks like an urban community.

Predict what a child living in an urban community would do daily. Use the read aloud of "Living in an Urban Community" and any other knowledge you may have to create a timeline of a typical child's day living and exploring in an urban community. Include at least 10 things the child would be doing throughout the day.

Imagine you are a child living in an urban community. What kinds of things would be in your backpack? Collect and organize items that would be in your backpack and present them to the class.

Compose a slogan, advertising living in an urban community. Make sure to identify why living there would benefit potential residents. Include 10 at least 10 things that would make someone want to live in an urban community.

Within your group, role play a conversation between two children. One child lives in an urban community the other does not. Explain why your community benefits you and why you like living there based on its characteristics.

Using a literature circle style, read the book "House in the Sky" by Jeannie Baker. Discuss with your group all the sightings by the pigeon in the city. Prepare a small presentation on a 5 sentences summary of the book and the important characteristics of the city that the bird noticed and present it to the class.

With a partner from your group examine the benefits and disadvantages of living in an urban community. Prepare a question and interview session with your partner where one is questioning and the other is answering questions based on the benefits and disadvantages of living in an urban community. Include at least 10 questions.

Write a journal as the mayor of an urban community. Express your concerns and happenings of your community. Make sure to include all the great things about your community and why you like being the mayor. Make sure your journal is at least 5 sentences long and expresses why being the mayor in an urban community is so great.

Green Team Activities Rubric

** All the activities you choose will be scored based on this rubric.

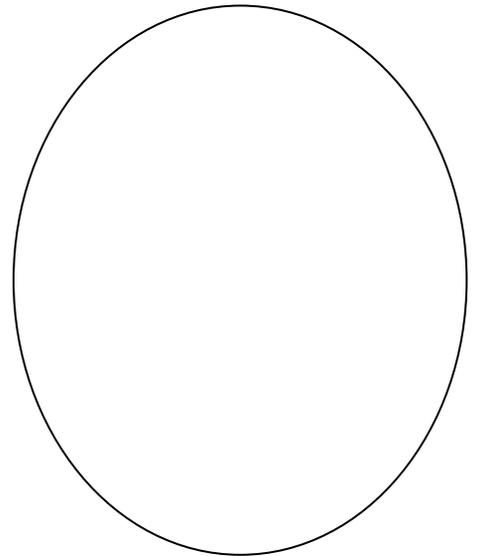
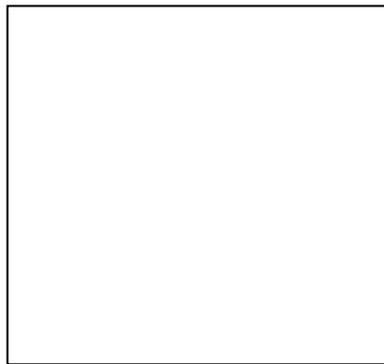
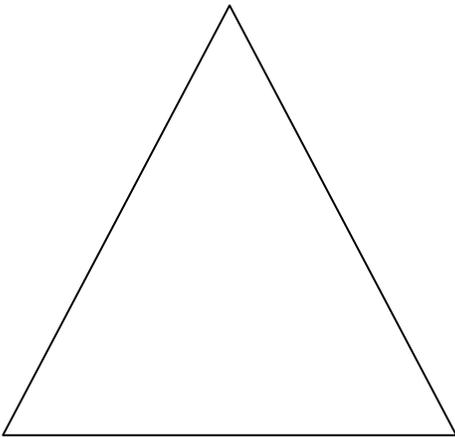
Remember reach for a 4 and include all the advantages and disadvantages of living in an urban community based on its characteristics!

4	3	2	1
Student included 10 or more disadvantages and 10 or more advantages of living in an urban community in all activities based on requirements.	Student included 10 disadvantages and 10 advantages of living in an urban community in all activities based on requirements.	Student included less than 10 disadvantages and less than 10 advantages of living in an urban community.	Student included none of the advantages or disadvantages of living in an urban community.
Student included all the characteristics of an urban community.	Student included most of the characteristics of living in an urban community.	Student included some of the characteristics of living in an urban community.	Student included none of the characteristics of living in an urban community.
Student expressed why or why not living in an urban community would be a beneficial thing or something that would hurt them based the characteristics of an urban community.	Student expressed why or why not living in an urban community would be a beneficial thing or something that would hurt them based the characteristics of an urban community.	Student expressed why or why not living in an urban community would be a beneficial thing or something that would hurt them based on the characteristics of an urban community.	Student did not expressed why or why not living in an urban community be a beneficial thing or something that would hurt them based on the characteristics of an urban community.
Student finished all activities chosen.	Student finished most activities chosen.	Student finished some of the activities chosen.	Student finished none of their activities.
Student fulfilled all requirements for their chosen activities based on what was asked on the task card.	Student fulfilled most of the requirements for their chosen activities based on what was asked on the task card.	Student fulfilled some of the requirements for their chosen activities based on what was asked on their task card.	Student fulfilled none of the requirements for their chosen activities based on what was asked on their task card.

Urban Community Shape Up!

Choose an activity from each shape group on the second page of this packet. Cut out your three choices and glue them below. You are responsible for finishing these activities by **May 5, 2009**. Have Fun!!!

This contract belongs to : _____



Creativity is the Key!

This rubric will help you see how well you used your artistic eye during the activities.

4	3	2	1
Student used many different materials for artistic expression.	Student used most materials for artistic expression	Student used some materials for artistic expression.	Student used none of the materials for artistic representation.
Student used artistic ability neatly and professionally. Student was able to use all their knowledge to represent urban communities visually.	Student used artistic ability neatly most of the time and was able to represent an urban community mostly.	Students used some artistic ability neatly some of the time and was able to somewhat represent an urban community.	Students used artistic ability in a very sloppy way. Student was unable to neatly represent an urban community.
Student used authentic urban communities to aid in their drawings. All of the drawings were accurate representations.	Student used authentic urban communities to aide in their drawings. Most of their drawings were accurate representations.	Student used some authentic urban communities to aide in drawings and some of their drawings were an accurate representation.	Student used no authentic urban communities to aide in their drawings and none of their drawings were accurate.

How did you do?

Grade yourself on a scale of 4-1.

4 being the best you can get and 1 being the worst.

Be honest and tell me how you did during these activities!

4	3	2	1
In group work, I shared all of my ideas with my classmates and listened all of the time to others as they shared.	In group work, I shared all of my ideas with my classmates and listened most of the time during my groups share	In group work, I shared my ideas some of the time and listened to most of the people in my group during the share.	In group work, I did not participate at all and I did not listen to my group members.
During presentations I sat quietly and listened to everyone.	During presentations in class I sat quietly and tried to listen to everyone with some distractions	During presentations I was some what disruptive and could not listen to everyone without distractions	During presentations I was very disruptive and did not listen to anyone present.
I did my best work by being creative and used all of my knowledge about urban communities to complete every task I chose.	I did my best work by being creative and used all of my knowledge about urban communities to complete mostly all of the tasks I chose.	I did not do my best work on all of the projects I chose and did not complete most of them.	I did not do my best work on all of the projects I chose and did not complete any of them.