

My Family and Other Families, Now and Long Ago
Unit 3: Unity in Community

Lesson 5
The Important Places in Our Community (optional)

Overview:

Students create a "Community Mobile" to identify the places in their community that provide goods and services.

Suggested time allowance: 1 class period

Standards:

- SS.3.1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.
- SS.4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.
- RI.1.2: Identify the main topic and retell key details of a text.
- W.1.11: Create and present a poem, dramatization, art work, or personal response to a particular author or them studied in class, with support as needed.
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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- (add recalling community workers while creating mobile)

Essential Unit Question:

- Why do we have communities?

Resources/Materials for this lesson: (Recommended book is bold)

- "Community Mobile" (sample pictures included)
- Crayons
- Markers
- Scissors
- Hole puncher
- String or yarn

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- Tape or stapler
- Cardstock/oak tag
- Casely, Judith. *On the Town: A Community Adventure*. New York, NY: Green Willow Books, 2002. Charlie and his mother walk around the neighborhood doing errands so that Charlie can write in his notebook about the people and places that make up his community.
- Rey, H. A. *Curious George Goes to the Hospital*. Boston, MA: Houghton Mifflin, 1966. Curious George swallows a puzzle piece. During his stay, he learns a lot about the hospital.
- Gibbons, Gail. *Fire! Fire!* New York, NY: Crowell, 1984. This book is about how firefighters do their job in the city, country, forest, and waterfront settings.
- Your Neighborhood. Ben's Guide to U.S. Government for Kids. U.S. Government Printing Office. 27 June 2006.
<http://bensguide.gpo.gov/k-2/neighborhood/index.html>
Click on each building to learn more about that part of the neighborhood.
- Field Trip. U.S. Department of Housing and Urban Development. 27 June 2006.
<http://www.hud.gov/kids/field1.html>
An interactive website where students can visit various places in their community.
- Your Neighborhood. Ben's Guide to US Government for Kids. July 8, 2006.
<http://bensguide.gpo.gov/k-2/neighborhood/index.html>
This web site permits students to click on a fire station, police station, post office, hospital, library or school. For each of these places, a community helper is displayed and an explanation of his or her job is offered.
- What's My Job? US Department of Housing and Urban Development.
<http://www.hud.gov/kids/job1.html> July 8, 2006. Interactive site. Jobs of community workers.
- "Factory Work - How Things Are Produced." PBS Kids. 10 July 2006.
http://pbskids.org/rogers/R_house/picpic.htm
Seeing the factory can help the students understand that most things happen through a process that has a beginning, a middle, and an end. (Note: you will need to have RealOne Player to view the online movies provided on this site)
- Services and Goods. National Council on Educational Economics. 25 May 2010.
http://www.econedlink.org/lessons/popup.php?lesson_number=642&&flash_name=dragndrop3.swf
Click and drag: Students match the correct good or service to the person shown who performs that service. Could be printed.

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- Goods and Services. National Council on Educational Economics. 10 July 2006.
http://www.econedlink.org/lessons/popup.php?lesson_number=642&&flash_name=multiple_choice.swf
This short interactive quiz can be used as an assessment.
- Woof! Woof! At Your Service. National Council on Educational Economics.
<http://www.econedlink.org/lessons/index.cfm?lesson=EM194>
Printable matching goods and services to businesses. Visit a kennel.

Activities/Procedures:

- 1) Whole group lesson. Gather to discuss and list places in the community on chart paper.
- 2) Read *On The Town - A Community Adventure*. Present and discuss the following questions related the main idea and details of the story:
 - Who is the main character?
 - What was Charlie's homework assignment?
 - What are some of the establishments in the community that Charlie and his mother visit?
 - What are the jobs of the community helpers in these establishments?
 - Why do you think the author entitled this book "A Community Adventure?"
- 3) Show students photos and/or books of places in the community. (if available)
- 4) Introduce the terms "goods" and "services." Discuss places in the local community that offer goods and services. (i.e. goods = supermarket, clothing store, ice cream shop, restaurant. services= shoe repair, hospital, beauty salon)
- 5) Explain expectations for students to complete "Community Mobile."
 - Students color some of the mobile pictures of their choice and complete one circle independently to reflect someplace special in your community. (included)
 - Students cut out the circles and the mobile title.
 - Assist students in backing the mobile title and circles with heavy cardstock/oak tag.
 - Make three-hole punches under the "o" and the "u" in community and the "m" in mobile or use cardstock strips.
 - Put yarn/string in the three holes and tie a knot.
 - Punch holes in the top of each circle. Make three different mobiles.
 - Continue to attach three circles, adding yarn/string as you continue down.
 - Circles can be assembled into one mobile or assist students in sorting their finished circles into three categories: places in our community, places that provide

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us with goods, places that provide us with services, and create three separate mobiles.

- 6) Come back together as whole class and discuss why people live in communities. (They provide the goods and services that we need and want.)
- 7) Recall community workers as students build and discuss their mobiles.
- 8) Advanced students may write about a memory they have of actual places in their community on the back of the mobile pieces.

Evaluation/Assessment:

- Class participation/discussion
- Teacher observation
- Completion of "Community Mobile"

Vocabulary:

business	the making, buying, and selling of goods and services
service	providing something useful or necessary that doesn't involve making or selling goods
goods	things that are grown or made to sell