

## **Part I: Lesson Overview and Instructor Background Knowledge**

**a.) Unit Title and Grade Level:** “Exploring the Community of Hazel Park,” 2<sup>nd</sup> grade

**b.) Unit Goals:**

1. Students will know how to read maps.
2. Students will study some of the important places in their community, where they are, and why they are important.
3. Students will understand that their community is part of many larger communities.

**Unit Objectives:**

*Social Studies*

1. SWBAT construct a map that is complete with some of the important places in Hazel Park and their homes.
2. SWBAT locate specific places on a map based on a legend/key.
3. SWBAT compare and contrast their community with another.
4. SWBAT identify means of transportation used to move people, goods, and ideas within their community.
5. SWBAT create, as a class, a list of positive and negative consequences of humans changing the environment and how they can be responsible about their environment.
6. SWBAT synthesize their new and prior knowledge of their community to come up with ideas for an ABC book about Hazel Park and some of its history.
7. SWBAT expand their knowledge and understanding of their community as part of a larger one through technology.
8. SWBAT combine their knowledge during a final assessment that includes recalling information, decision making, and demonstrating good citizenship.

*Literacy*

1. SWBAT use the knowledge they have gained about adding details to their writing to help them describe and illustrate their page in the book.

**c.) Unit Standards (GLCEs):**

**2 – G1.0.1** Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. (*Objective 1*)

**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. (*Objective 2*)

**2 – G2.0.1** Compare the physical and human characteristics of the local community with those of another community. (*Objective 3*)

**2 – G4.0.2** Describe the means people create for moving people, goods, and ideas within the local community. (*Objective 4*)

**2 – G5.0.1** Suggest ways people can responsibly interact with the environment in the local community. (*Objective 5*)

**2 – G5.0.2** Describe positive and negative consequences of changing the physical environment of the local community. (*Objective 5*)

**2 – G4.0.1** Describe land use in the community (e.g., where people live, where services are provided, where products are made). (*Objective 6*)

**2 – G2.0.2** Describe how the local community is part of a larger region (e.g., county, metropolitan area, state). (*Objective 7*)

**W.GN.02.03** write an informational piece...using an organizational pattern such as description...to enhance the understanding of central and key ideas. (*Objective 1*)

**W.PR.02.05** draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings. (*Objective 1*)

**W.PR.02.06** revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions...make stylistic changes in content and form to suit intended purpose and audience. (*Objective 1*)

**d.) Rationale:**

Exploring the community of Hazel Park gives my students a chance to combine prior knowledge of their community with new knowledge about the people and places of Hazel Park. This unit is based on the GLCEs, but it goes beyond them in that it uses the students' own community, which makes learning something relatable and applicable to their lives. Students will gain practical knowledge such as finding places on a map, thinking about the different kinds of transportation the city uses, and realizing that their community is a small part of larger communities; all of these things help students better understand their community. Students will also learn about the positive and negative consequences of changes to their community and its environment and will discuss how some changes can have both kinds of consequences. A conversation about how these changes affect us and our surroundings will give students a better appreciation for their city and make them more aware citizens. Lastly, they will work on an ABC book of Hazel Park, and each page will give some information about the city. They will practice writing descriptively and drawing and coloring detailed illustrations. Their efforts, I hope, will give them pride in their community and in their new knowledge.

**e.) Social Studies Content**

Prior to beginning this unit, I did not know very much about Hazel Park other than its location within the Metro-Detroit area. I knew that it is a small city in Oakland County, and that its central roads are John R. and Nine Mile. I did not know any of the history of the city or how it got its name, and I did not know about any of the important places there or where they are specifically. To find out more, I researched the city online and asked some of the teachers at Webster Elementary School where some of the important places are located on a map of Hazel Park. I also read some information about the city from the Hazel Park Library. I learned that the city was founded in 1884, and that it got its name from all of the hazelnut plants that were found there. I also marked some important places such as Webster Elementary School, the police station, the library, the Days Inn motel, and a McDonald's, so that I could point these out to my students when we looked at a map of the city.

The most challenging part of teaching this unit is to be able to relate this knowledge of the city to students without it sounding like a lot of random facts. I realized that I needed to

design lessons that included these facts, but also ones that covered bigger themes that would give students a chance to apply these facts to their everyday lives. That said, I designed the unit around these big ideas: Students will learn the purposes and various features of maps, focusing on a map of Hazel Park; students will study some of the important places in their community, where they are, and why they are important; and students will understand that their community is part of many larger communities.

Students will develop understandings for major themes such as how to find our community and the places within it, transportation within our community and beyond it, how our community is both similar and different from others, and how changes in our community affect us. These understandings will develop through the following activities: Constructing a map that is complete with some of the important places in Hazel Park; locating specific places on a map based on a legend/key; comparing and contrasting their community with another using a Venn diagram; identifying means of transportation used to move people, goods, and ideas within their community; creating, as a class, a list of positive and negative consequences of humans changing the environment and how they can be responsible about their environment; synthesizing their new and prior knowledge of their community to come up with ideas for an ABC book about Hazel Park and some of its history; and expanding their knowledge and understanding of their community as part of a larger one using Google Earth. All of these go hand-in-hand in understanding the many parts that make up a community.

## **Part II: Knowing Your Students and Their Learning Environment**

### **a.) Who are my students?**

Webster Elementary School is in the Hazel Park school district, which is in a lower middle-class suburb of Oakland County. It is a small district that includes four elementary schools, one junior high, one high school, an alternative junior high, and a vocational high school. There are about 400 students at Webster Elementary School, 70% of whom qualify for free or reduced lunch, compared to the 37% state average. Eighty percent of the students are Caucasian, 17% are African-American, two percent are Hispanic, and one percent are Asian-American.

In my second grade classroom there are 15 girls and 11 boys, and there are 15 Caucasian and 11 African-American students. Academically, 14 students are reading at benchmark level, three are at the strategic level, and nine are at the intensive level. These numbers closely describe my students' levels in mathematics and their understandings of the concepts taught in science and social studies, although there is no specific data for these other subjects. There are no diagnosed Special Education students in the class, however, there are two students who will soon be tested and three other students that my mentor and I believe need to be tested.

Behaviorally and socially, there are two students who take medication for ADD or ADHD, but there are several other students in the class who exhibit symptoms of this disorder. Most of the students are friendly and kind to each other and usually work well together in small groups or as a class. There are a few fairly quiet and/or shy students in the class, but this has not affected their ability to make friends. My mentor and I have recommended these students for the lower-el

choir in hopes that it will help them open up even more. There are also several much more vocal, outgoing students, who like being a leader in the classroom.

**Focus Student #1: Kelsey (High Level)**

Kelsey has been at Webster Elementary School since kindergarten and is familiar with the kinds of lessons and assessments that the school uses. She is an excellent reader, scoring in the 87<sup>th</sup> percentile on her DIBELS assessment. She is also one of the highest in the class in spelling and mathematics, and has no trouble grasping science and social studies concepts. Kelsey is a diligent worker who stays on task and always turns in her homework. Her work level in class is consistent with her performance level on assessments. She is social with others when appropriate and gets along with her classmates, although she can sometimes be a little shy in front of the whole class. It seems that she has a decent amount of parental involvement because her mother came to Webster's Curriculum Night and Parent-Teacher Conferences; she was very interested in what Kelsey had done in school so far. I can assume, then, that this has helped Kelsey to some degree in being the good student that she is. I chose her because her level in all aspects of school is outstanding among the rest of the class.

**Focus Student #2: Samantha (Middle Level)**

Samantha is a first year student at Webster Elementary School, although she attended another school in the Hazel Park district before this year, so she is familiar with some of the programs Webster uses. Sarah is sometimes inconsistent between her level during class and her performance level.

I believe this has a lot to do with the high number of absences she has from this year and last year. She is a very intelligent girl who is at the lower end of benchmark level across subjects. Samantha is a responsible student who always completes her schoolwork and homework. I am not sure about the amount of parental involvement she has because her mother does check and sign her homework, but did not come to either Curriculum Night or Parent-Teacher Conferences. Samantha is a kind-hearted girl who seems to have made friends easily since arriving at Webster. I chose her because I really want to focus on her progression from a middle-performance level student to that of grade-level or higher.

**Focus Student #3: Danny (Lower Level)**

Danny has also been at Webster Elementary School since kindergarten, as have his older siblings, so the family is very familiar with the school and its programs. He is a decent reader who is almost at benchmark level, but he has trouble translating this skill into writing and spelling. He also has some trouble with pronouncing his words correctly, which, I believe, hinders his spelling skills. He is good about turning in his homework most of the time. Danny has much potential, but has a lot of behavior problems. He gets distracted easily and is very hyperactive. He does not like to be told what to do and often shuts down or talks disrespectfully to teachers if he thinks someone is criticizing him. His mother is very involved with him, but her disciplining techniques are rather mild and do not appear to be effective. His behavior affects his work and ability to stay on task, but when continually prompted, he often produces decent work

and performs well across subjects. I hope to learn how to engage and encourage him throughout the year so that he can perform to the best of his ability.

### **b.) Student knowledge and interests**

Previous to beginning the unit on the community of Hazel Park, my students studied needs and wants, physical and human characteristics in the environment, what makes a community, and different kinds of communities (urban/suburban/rural). They will be able to apply the knowledge learned from those past units as we learn about Hazel Park and its characteristics. Most of the students know about many of the important places in the city. They are especially interested in places such as Dairy Queen, Chuck E. Cheese, some of the parks, the police station, Kroger, McDonalds, and Webster.

### **c.) Linguistic, social, and academic challenges, resources, and supports**

The biggest challenge I foresee during this unit will occur during the last lesson. We will be looking at Hazel Park as a part of a larger community using Google Earth. Both second grade classes will come together in one classroom to look at Google Earth on the projector. In order to make this lesson successful, both of us will need to give our expectations clearly before both classes come together, and then again once everyone is in the room. Also, while one of us teaches at the computer, the other will monitor the class while also engaging students by asking questions that relate to the unit, and specifically, the map. Since students will be sitting during the lesson, it will also be important to engage students, to prevent restlessness, by showing our enthusiasm and demonstrating the excitement in the moving map.

## **Part III: Resources**

Materials for <b>whole class</b> :	Materials for <b>individual students</b> : (be sure to indicate how you are going to provide resources needed for any students with special needs)
<ul style="list-style-type: none"> <li>• Transparency of H.P. map</li> <li>• Transparency of Venn diagram</li> <li>• <i>Living in a Desert (Welcome Books: Communities)</i> by Jan Kottke</li> <li>• <i>My Town</i> by Usborne Publishing</li> <li>• <i>A is for Alma</i> by first grade class</li> <li>• Computer and projector with Google Earth (set up ahead of time)</li> </ul>	<ul style="list-style-type: none"> <li>• Blank map of Hazel Park</li> <li>• Venn diagram</li> <li>• Transportation chart</li> <li>• Positive and Negative Consequences chart</li> <li>• Materials for making <i>H is for Hazel Park</i></li> </ul>