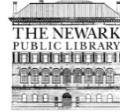




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Lesson Plan for Grade K-8 (with upper grade level extensions)

Summer Lesson Plan #3

What is Community?

Overview

Students will move away from the study of individuals to the study of groups of people. An investigation of history is the study of how groups of people form communities, culture, and civilizations.

Communities vs. Groups

Communities share a common:

- interest
- background
- purpose

Any collection of people can be called a group, but not all groups are communities.

Students will analyze one definition of community and later create their own definitions. Students can refer to these definitions throughout the program as they think about how and why people have formed communities.

Students will reflect on how their class is a community. The designation of the class as a community can build the sense that students are responsible for their own learning, and the learning of their classmates.

Learning Goals

1. Students will distinguish between a community and a group.
2. Students will be able to define the word community.
3. Students will identify what makes their classroom a community.

Materials

1. Signs: Strongly agree, Agree, Disagree, and Strongly disagree
2. Tape
3. Large Map of Newark (optional)
4. Drawing paper and supplies

Activity #1

If you had students interview members of the school community, students can share their interview data. Then the class can create an identity chart for the school.

Activity #2

Have students share their responses to the following questions:

1. Do you think this class is a group? Why or why not?
2. Do you think this class is a community? Why or why not?
3. What is the difference between a group and a community?

If students answer the questions individually, on paper, they could meet with a partner or small group to discuss their answers. Students can also answer the questions as a group. They can return to their answers at the end of class after they have thought more deeply about the question, "What makes a group a community?"

Activity #3

Following Activity #2 raise the following questions with student to answer in groups:

1. To be a community, must members like each other?
2. Do communities always serve a purpose?
3. Are those who do not contribute to this purpose still considered members of the community?
4. Does being a member of a community come with responsibilities?

These questions can help students refine their understanding of the word community. Answers can be shared between the groups.

Activity # 4

4 Corners Discussion (there are no right or wrong answers in this activity only opinions)

1. Label the four corners of the room with signs reading "Strongly agree," "Agree," "Disagree," and "Strongly disagree."

2. Give students a specific statement to which they respond by standing in the corner that best represents their opinions.
3. When all students have moved to a corner, ask one student from each corner to explain his or her opinion.
4. After someone from each corner has explained his or her opinion, facilitate a discussion among students from all corners, encouraging them to ask each other questions and to challenge each other's ideas.
5. After the discussion ask the question again and allow students to change corners if their opinions have changed on the subject. Allow the student who has changed corners to explain their reasoning behind their change of opinion.

Prompts you can use for this activity:

1. Communities should only include people who are friends and who like each other.
2. I believe that communities are sometimes made up of people who are not working toward a common goal.
3. Members of a community feel responsible to one another.
4. Communities are a kind of group. But not all groups are communities.
5. Our classroom is a community.
6. A community has certain rules about membership. Not everyone can belong; some people must be excluded in order for a community to exist.

Activity #5

1. Have students create their own definition of community individually or as a class.
2. Based on their definition, have the students compile a list of the communities to which they belong.
3. Pick two of these communities and answer the following questions for each:
 - a. What do you have in common with other members of the community?
 - b. What responsibilities or obligations does membership involve?
 - c. Who is not part of the community? Why?
4. Have students draw a picture (or create a collage) of the community they feel most part of (school, Newark, ethnic, ward, etc.) Create a heading on each student's picture, "I love being part of the _____ community!" (Always attach a picture of the student, date, program name and the student's name to each project created so they will be easier to display in the final community gallery exhibition)
 - a. Students can substitute drawing pictures with digital images of themselves in their chosen community (encourage selfies).
5. The drawings/images can then be pinned to their specific locations on a map of Newark.

Activity #6

Ask students to bring in an artifact (e.g., a newspaper article, postcard, photograph, or souvenir) that represents the community to which they all belong: the city of Newark for the following lesson.