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THE NEWARK PUBLIC LIBRARY

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

Summer Lesson Plan #4

How is Newark a Community?

Overview

Following Lesson 3, students should have a conceptual understanding of the term community. In Lesson 4, students will explore the meaning of community by describing Newark, NJ, a community with which they are all familiar. Students will begin to identify factors such as geography, politics, economics, and culture/entertainment influence the identities of communities. They will also observe how the identity of Newark has changed as a result of new technology, shifting values, social movements, and migration.

Learning Goals

1. Students will be able to describe Newark, NJ.
2. Students will identify factors that shape the identity of a community/society.
3. Students will begin to understand the concept of society.

Materials

1. Images of Newark npl.org/mynewarkstory/ there is a link to the digital archive in the center of the page.
2. Post-it notes, index cards, or small pieces of paper
3. Large poster paper (optional)
4. Paper strips (2”x 8”) can be cut from letter sized copy paper (colored paper can also be used to liven up the final project)
5. Digital scavenger hunt – cameras or cell phones will be necessary for this activity.

Activity #1

1. Based on their previous project from Lesson #3, ask students to raise their hands if they identified Newark as a community to which they belong.

2. Have students to brainstorm, individually or in groups, a list of words and phrases that complete the sentence “Newark is. . . .”
    a. Students should record these words or phrases on Post-it notes, index cards, or small pieces of paper.
    b. They can also use these lists to make an identity chart (Lesson #1) for the city of Newark.
3. Students can also use the artifacts (asked to bring in at the end of Lesson #3) that represent Newark, they can use these objects to spark responses to the “Newark is . . . ” prompt.

Activity #2

1. Divide the class into small groups.
2. Then distribute copies of the images of Newark from the Newark Public Libraries Digital Archive as well as more modern images that can be found online.
    a. This activity can also be done on computers in the form of a web quest allowing students to acquire their own images of Newark
    b. Students could also to collect their own images through a digital scavenger hunt by taking their own pictures of “Newark is…”
3. Students can also record ideas unrelated to the images based on their own experiences of living in Newark.
4. After looking at these images ask students to add to their lists of words and phrases that complete the sentence “Newark is. . . .” (same as Activity #1), students can record these words or phrases on Post-it notes, index cards, or small pieces of paper.
5. Have students organize “Newark is…” phrases into categories.
    a. Newark visual comments
    b. Fun things-to-do in Newark
    c. History of Newark
    d. Etc.
6. When students have finished placing all of their cards into piles, ask them to give each pile a name. If time permits, groups can draw identity charts for Newark using the Identity chart from Lesson #1.
    a. The identity charts can be made larger and more elaborate as the subject becomes larger. Ultimately all of the Identify charts can be connected:
        - Individual
        - Class/school/program
        - Community/ward
        - City

Activity #3

1. Ask students to review the definitions of community they generated in Lesson #3.
2. Have students answer the following questions:
    a. What does it mean to belong to the community of Newark?

    b. What common goals might people who live in and near Newark share?
3. Extension: Facilitate a discussion about the factors that contribute to making Newark a community.
4. Ask students to explain the difference between Newark as a city and Newark as a community.

Activity #4

1. Write the word **society** on the board.
2. Discussion: Ask students if they have any ideas about how a society is the same as a community and how it is different.
    a. Both communities and societies include groups of people.
    b. Communities represent smaller groups of people.
    c. The class, a school, and the city of Newark are communities not societies
    d. The United States and Mexico are more often identified as a society rather than as a community.
    e. Societies are larger communities

Activity #5

1. Students will use their descriptions of Newark to generate broad categories representing some of the key factors that shape communities.
    a. Have students share the main categories they created.
    b. As they name a category, write it on the board or on a large piece of paper, grouping related categories such as geography and physical characteristics.
2. To introduce students to the idea that societies change, ask them to create a list of the ways Newark has changed over time.
3. Challenge groups to come up with one change for each of the categories listed on the board by finding images of these changes (Before & After images of places, people, and events in Newark).
    a. Ask students to write, on a strip of paper, why or how these changes took place in Newark.
        i. Computer images can be saved and linked the same way in a Google Presentation or PowerPoint
        ii. Final images with explanation linking the two images together should be printed out for the final gallery exhibit.
    b. Students can add their ideas about how Newark has changed to their identity charts of the city.

Activity #6

1. Students can add to their identity charts of Newark, gathering new information about their community by talking to their parents, neighbors, or other community members, or by doing research on the Internet.

- Interview Questions:
    - What are important or defining moments in the history of Newark?
    - What is an example of a moment when you feel that the residents of Newark came together as a community around shared goals?
    - What is an example of a time when you feel that the Newark community was divided?
    - How would you describe Newark to others?

*Students can contribute their own interview questions.