



5 Washington Street  
PO Box 630  
Newark, NJ 07101-630



Developed by [Amanda Klein](#),  
Education Outreach Specialist

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

### *Summer Lesson Plan #2*

## **Who Are We?**



### **Who are we?**

Communities are influenced by:

- Physical attributes
    - geography
  - Experiences
    - war
    - harvests
    - disasters
  - How they are defined by other groups
- 
- The focus on individual identity from Summer Lesson 1 provides a foundation for students' exploration of their role in the Newark community.
  - Students will explore the concept of community by describing their class as a collection of people with unique identities.
  - The activities in the lesson help students see the common characteristics that make them a group as well as the distinct qualities they each bring to their classroom community.
  - Communities or Societies share a common identity, but we are not the same—just as the members of the class maintain distinct characteristics while being part of a class and larger community.
  - Balancing the desire to organize people into categories with the recognition that we are all unique individuals

## Learning Goals

1. Students will learn about the qualities that make their classmates unique as well as the qualities they have in common.
2. Students will be able to describe the identity of their class/camp group.

## Materials

1. Identity Charts Lesson 1
2. 2 Large Identity Charts (use Identity Chart from Lesson 1 as a template for your drawing)
  - o Poster board or easel paper
3. Felt Squares, Life Glow DIY Polyester Stiff Felt Fabric Squares Sheets Assorted Colors 12x12 inch for Crafts, 1.5mm Thick 40Pcs, Amazon link below:
  - o [https://www.amazon.com/Life-Glow-Polyester-Squares-Assorted/dp/B019RIWEEK/ref=pd\\_sim\\_201\\_5?encoding=UTF8&pd\\_rd\\_i=B019RIWEEK&pd\\_rd\\_r=K6Q6QQ7FHTJPXADNYJ5T&pd\\_rd\\_w=X0a7W&pd\\_rd\\_wg=le31F&psc=1&refRID=K6Q6QQ7FHTJPXADNYJ5T](https://www.amazon.com/Life-Glow-Polyester-Squares-Assorted/dp/B019RIWEEK/ref=pd_sim_201_5?encoding=UTF8&pd_rd_i=B019RIWEEK&pd_rd_r=K6Q6QQ7FHTJPXADNYJ5T&pd_rd_w=X0a7W&pd_rd_wg=le31F&psc=1&refRID=K6Q6QQ7FHTJPXADNYJ5T)
4. Yarn
  - o chunky or fat yarn preferable
5. Hole puncher
6. Craft Pom-Poms
  - o [https://www.amazon.com/Caydo-Pieces-Assorted-Creative-Decorations/dp/B01MTQR32W/ref=sr\\_1\\_4?s=arts-crafts&ie=UTF8&qid=1495550304&sr=1-4&keywords=pom+poms](https://www.amazon.com/Caydo-Pieces-Assorted-Creative-Decorations/dp/B01MTQR32W/ref=sr_1_4?s=arts-crafts&ie=UTF8&qid=1495550304&sr=1-4&keywords=pom+poms)
7. Foam Shapes – or similar
  - o [https://www.amazon.com/Colorations-Buckets-Fun-Foam-Shapes/dp/B00DPNBZW6/ref=sr\\_1\\_5?ie=UTF8&qid=1495542848&sr=8-5&keywords=foam+shapes](https://www.amazon.com/Colorations-Buckets-Fun-Foam-Shapes/dp/B00DPNBZW6/ref=sr_1_5?ie=UTF8&qid=1495542848&sr=8-5&keywords=foam+shapes)
8. Glue –PVA glue (Elmer’s)
9. Glitter
10. Plastic Lacing Needles, Amazon Link Below:
  - o <https://www.amazon.com/dp/B01CVMQVDQ?psc=1Yarn>

### *\*Substitutions:*

*Masking tape or colorful duct-tape can be substituted for yarn if the project is done on card stock or construction paper.*

11. “Who am I? Who are we?” handout

## Activity #1

1. During this lesson, students will create an “exhibit” about the people in their classroom, called “Who am I? Who are we?”
2. Have students color and decorate their Identity Charts from the Summer Lesson 1.
3. Mount completed Identity charts along with student’s photo.
  - a. You may also want to give students the opportunity to add titles to their portions of the exhibit.

## Activity #2

1. Students tour (gallery walk) the room in order to view all of the charts and photos.
2. Students should complete the, “Who am I? Who are we?” handout during their gallery tour.

*\*The Gallery created will expand in upcoming lessons allowing students to create an extensive culminating project a class gallery that identifies individuals and how they are part of the Newark community and how they shape the Newark community. By the end of the program, the galleries from each of the summer programs can be combined into a larger community museum hosted by the Newark Public Library.*

## Activity #3

1. Now that students have learned about the identities of their classmates, ask them to consider the identity of their class as a group.
2. Have students answer:
  - a. “What words and phrases describe your class/group?”
3. Have groups of students work together to create an identity chart (Lesson #1) for their class.
  - a. Remind students to consider the same factors they used to define their own identities:
    - i. physical characteristics
    - ii. experiences
    - iii. interests) when defining the identity of their class.
4. Ask students to respond to the following questions:
  - a. Do you think this class is a group? Why or why not?
  - b. Do you think this class is a community? Why or why not?
  - c. What is the difference between a group and a community?

## Activity #4

1. Ask students to begin to make an identity chart of their school/camp program.
  - a. What do they know about it?
  - b. What don't they know?
2. To learn more about their school, each student could interview someone.
  - a. other students,
  - b. teachers/counselors
  - c. program coordinators
  - d. custodians
  - e. other staff
3. Students might also learn about their camp program by looking at their camps website. Students can share the results of their interviews and use all of the information they have gathered to create an identity chart for the summer program.

## Activity #5

### Themed Quilt

1. Have students draw and decorate a quilt square that reflects what they might do to make the neighborhood a better place.
  - a. Some words from their Identity Charts can be included

- b. A picture of the student or the student's name should appear in the square.
  - c. An image of a place in the neighborhood they would like to improve
2. Students can also create a second quilt square about the person that he or she interviewed.
  3. Allow the students to bind the squares together with the plastic lacing needles and yarn (squares should be hole-punched before they are decorated) through the hole-punches (or glue/tape papers together).
  4. Explain to students: When sewn together the squares become part of a larger unit the quilt as individuals come together becoming part of the community.

**Who am I? Who are we?**

Take notes on the identity charts and pictures that are posted around the room.

What makes us similar?  
Record characteristics that classmates share  
classmates unique

What makes us unique?  
Record what makes some of your

