

Social Interactive Model

Data

Lesson to be implemented in Mrs. Hessberger's, 2nd grade classroom by me!

Time allotted for lesson is 60 minutes.

Curriculum area: Social Studies

Topic: Communities

Standards

Grade 2: My Community and Other United States Communities

In the grade 2 social studies program, students explore rural, urban, and suburban communities, concentrating on communities in the United States. The student's own community can serve as an example for studying about and understanding other communities. Students study about communities from the perspectives of the five social studies learning standards. Community studies should include content examples from cultures other than the students' own, and from a variety of perspectives including geographic, socioeconomic, and ethnic. Students continue to learn how to locate places on maps and globes and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities.

Standard SSI: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea SSI.3:

Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Performance Indicator SSI.E.3B

- Students classify information by type of activity; social, political, economic, technological, scientific, cultural, or religious.

Standard SS3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live in—local, national, and global—including the distribution of people, places, and environments and society, and the use of geography.

Key Idea SS3.1:

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.

Performance Indicator SS3.E.1C

- Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principle parallels and meridians.

Standard SS5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity

for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles; and responsibilities of citizenship, including avenues of participation.

Key Idea SS5.3:

Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Performance Indicator SS5.E.3B

- **Students examine what it means to be a good citizen in the classroom, school, home and community.**

Goals

Content

The student will be able to identify characteristics of rural, suburban, and urban communities.

Social

The student will value good teamwork skills.

Objectives

Content

Given a question handout and the directions, “individually complete and then discuss questions”, the students will write down the answer to their question and then discuss their ideas with their group members until all ideas have been listened to.

Given the necessary materials in groups of six and the directions, “create an accurate representation of your assigned community”, the students will design a picture of their community using all the characteristics discussed in the question handout completing the picture within a forty minute period.

Given a group and the directions, “respect other’s”, the student will listen and encourage his group members while staying on task for the duration of the project.

Given a group and the directions, “use time wisely”, the student will discuss only the project with his team members for the duration of the project.

Materials

- **Three different colored folders**

- **Inside each folder is a copy of the worksheet question handout colored coded to match the folder and the anticipatory set group poem to remind students of how a group should work together**
- **Paper to write down individual ideas based on the individual questions**
- **Pencils**
- **Markers**
- **Crayons**
- **Scissors**
- **Glue**
- **3 pieces of poster board**
- **Magazines**

Lesson Overview

For this lesson I choose to blend jigsaw and round robin brainstorming to maximize student's cooperative learning potential. The SIM will be effective for teaching this lesson because they can learn from one another and share their ideas on communities. Students have different experiences within communities and their knowledge is unique and should be shared. Prior to this lesson I will have already lectured (direct instruction) them on communities and the differences including some similarities. I read to them as they followed along in their social studies chapter book. During guided practice we made a chart that looked like the one that follows.

Communities

Rural (country)	Suburban	Urban (city)
farms	roads	Many people
fields	bridges	noise
trees	houses	tall buildings
animals	trees	museums
streams	schools	hospitals
small stores	post office	traffic
plows	supermarkets	parks

Anticipatory Set

Groups

Give encouragement

Respect others

On task (stay)

Use quiet voices

Participate actively

Stay in our Group

This poster will be printed on bright yellow card stock and orally read to them before the lesson begins. I will have also enclosed a copy of the poster within their folders. In

case noise levels get to loud or someone is not respecting their fellow group members I will ask everyone to stop what they are doing and pull out their poster. The person that is “breaking the rule” I will then ask them to read me the poster. Making sure this keeps them on task.

Objective and purpose told to the students:

This lesson focuses on different kinds of communalities urban, rural, and suburban. Communities are about working together and I will explain to them that we are going to practice our social skills within this lesson because being part of a community means that you are social. Community is a word that symbolizes unification and people working together for the benefit of a group. I will explain that they will be working within their groups to design a poster that will include all the characteristics that we have already discussed in class about the three different types of communities. As proud citizens we should be aware of the diverse communities throughout our country.

Body of the lesson

To activate the student’s knowledge on communities I read to them the book, “*Town Mouse, Country Mouse*”. For Mrs. Hessberger’s class size of eighteen I decided to group the students by six. The flexible groups were assembled taking ability into consideration. I wanted the ability levels to be varied because I wanted students to help each other throughout the project. A team leader was assigned as well to encourage the groups understanding of the task. The group leader received a colored folder with one corresponding color question handout. The group leader told his group which community they were responsible for creating a representation of. Three groups were selected to provide each group with a single community. For example group one created a poster on an urban community. Group two had a rural community and group three had suburban. The group leader was asked to count clockwise around their circle table starting with him as the one. The group leader read off each student’s question. For example student number 2 was asked to think about question number two and then write down for discussion. Each group member received a question they were given 10 minutes to discuss their ideas. The handouts were designed as follows.

Group 1

Imagine that you live in a big city, an urban community!

Questions

- (1) What type of home would you live in?
- (2) What type of transportation would you use?
- (3) What type of pet would you have?
- (4) If you looked out your window what could you see?
- (5) What job may one of your family members have?
- (6) What is one great thing about living in your city?

For all three groups the questions were the same. This way they were able to see how communities were different and similar. The titles just varied instead of imagining living in a big urban city students were asked to imagine living in a rural country for example. After the students were done discussing their questions with their group members I handed out to each group a large poster board with a sky and cloud background. I discussed with them that no matter what community we are in we can always look up at the same sky. I told them that for the next twenty-five minutes they would be designing their poster board to look like their assigned community. I advised them to do an excellent job because after they designed their posters they would have to share their creations and ideas to the rest of the class. The students used markers, crayons, and magazine clippings to dress up their poster board.

Monitoring Cooperative Learning Process

I was able to monitor the groups because I placed them at circle table's distances a part to ensure quality productivity. The students had face-to-face interaction. I walked around and made sure that each group member answered and discussed their assigned question with their group members encouraging group processing. The anticipatory set provided the students with basic guidelines to follow while they were involved in group work. I made sure that the "noise" of the room was because ideas were being shared. I was there to assist the students if they had any questions regarding pictures in magazines or if they simply needed to borrow another color from a group. I did not want children walking around from group to group. I was there to answer and assist there needs.

Assessment

After the twenty-five minutes were up the students went to the library section of the classroom and all three groups individually presented their posters to the class. This part of the lesson is very important because it gave me a chance to assess the groups understanding of their assigned communities through their spoken language and through their posters. The group leader was in charge of sharing which community their group was assigned to and they shared their idea from question one and from then on the other groups members individually shared their ideas and contributions to their group (following the number order of questions).

Closure

Once all groups presented their posters to the class they were asked to think about one thing they learned from another group regarding the content of the lesson. They were also asked to think about one thing they learned from their own group regarding working together. Next we went around the room and each student verbally said their answers to the closure questions.

Critique Questions

Was the anticipatory set effective?

Did I set up the groups properly according to abilities?

Did I provide enough instruction and direction?

Did the circular position of the desks enable productivity?

Did content of the lesson work hand in hand with the SIM?

Did I provide the student's with enough prior knowledge to enable this activity? Did they know enough about the content to produce accurate pictures?

Did I support student cooperation?

Was the environment I provided helpful in contributing to cooperative learning?

Did assigning individual questions support independent work and thoughts?

Did providing only one worksheet question handout induce cooperative learning?

Did I provide enough materials?

Did I allot enough/too much time for thinking and discussion, creation of poster, and presentations, the sharing of the posters?

Was I able to assess the student's work while the presentations were going on?