**Lesson Plan by:** Alyssa Dickerson

**Lesson:** Community Collage

**Age/Grade Intended:** 3rd grade

**Subject:** Social Studies

**Essential Questions:**

1. How do people shape their environments?
2. Are rural, suburban and urban environments more similar or different?
3. How does where we come from shape who we are?

**Academic (Common Core) Standards:**

**3.W.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**3.SL.1** Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

**3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**3.W.1** Write opinion pieces on topic or texts, supporting a point of view with reasons.

**3.W.11** Create and present a poem, narrative, play, **art work** or personal response to a particular author or theme studied in class.

**Learning Outcome:**

Students will be able to use information that they have learned from text, visual and oral methods to distinguish between and categorize urban, suburban and rural communities by creating a unique piece of art in the form of a collage. They will then use this information to engage in listening and speaking activities both in large and small groups that will aid them in writing a supported opinion piece.

**Lesson Objective:**

Students will create a collage based on understanding of content as well as express their opinions with supportive evidence through writing.

**Materials:**

* Magazines/Computer and printer access
* Glue
* Scissors
* Blank paper
* Chart Paper/ Whiteboard/ SmartBoard
* Collage Rubric (Included)
* Assignment Sheet (Included)

**Introduction/ Hook:**

Can anyone tell me what a community is? Do you think everyone lives in the same type of community that you do? Brainstorm the different types of communities. I’ll give you a hint, there are 3 of them.

**Procedure:**

1. Begin by discussing what the 3 different types of communities are. An Urban community is in the city and has a lot of people. A Suburban community is near a city and has less people than urban communities. A rural community is located on the countryside/farm and has fewer people.
   1. Project large images of each type of community to support definitions. *(Visual Discovery Activity) (Visual and Verbal)*
      1. Allow students to touch the picture when they are talking about specific things. (e.g. point to the tall buildings in a city)
      2. Have students think about the image then share their thoughts with a partner before sharing them with entire class (think-pair-share)
      3. Guide students with specific questions to lead them to self-discovery
         1. What do you notice about the buildings in each of these pictures?
         2. How many people do you see? (etc.)
   2. Example Questions:
      1. How could you describe [Rochester]? *Knowledge*
      2. What type of community do you think [Rochester] is? Why? *Evaluation*
      3. Analyze the pictures closely. What do you notice is similar and what do you notice is different? *Analysis*
2. As a class, list differences between the 3 types of communities using what they learned and noticed in the pictures on a chart paper or board. *(Visual and Verbal)*
3. Have students discuss with a partner what type of community they live in then share answers using evidence. *(Interpersonal)*

**Assessment:**

At the close of this activity, students should be able to define each type of community and recognize what different communities look like.

* Ask for volunteers to tell the class about each type of community and have the rest of the class decide whether they agree or disagree.
* After partner activity, have groups tell the class why they think their community is Urban, Suburban or Rural.

(Individual Activity) *(Intrapersonal)*

1. For about 15 minutes: Using the internet or magazines, instruct students to find at least five images that align with things they see in their community. (e.g. tall buildings for urban, housing complex for suburban, or farm for rural) *(Art Integration) (Visual and Logical)*
2. Allow about 20 minutes for students to create their collage by cutting and pasting images onto paper. *(Visual and Physical)*
3. Have students write a few sentences on the back of the paper giving evidence on why student thinks they live in one of the 3 types of communities. *(Verbal)*
4. Ask for volunteers to present their collage to the class and explain why they chose the pictures that they did. *(Interpersonal)*

**Assessment:**

At the close of this activity, students should have completed an accurate collage of the community in which they live with appropriate reasoning and support.

**Collage Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Part** | **3** | **2** | **1** |
| **Collage** | Collage contains all five pictures accurately depicting specified community type (urban, suburban, or rural.) | Collage contains only three accurately depicted pictures for specified community type (urban, suburban, or rural.) | Collage contains random pictures, none of which accurately depict specified communitytype (urban, suburban, or rural.) |
| **Evidence** | Evidence clearly supports the community in which the student specifies. | Most of the evidence is supportive of the community in which the student specifies but some is not valid. | Evidence does not support the community in which the student specifies. |
| **Focus** | Student remained focused throughout entire lesson including independent work time. Completed work. | Student was mainly on task, but had to be reminded a few times to refocus. Completed work. | Student was disruptive to themselves and other students. Did not complete work. |

**Closure:**

Let’s see if we can remember what we learned today about communities. What does rural/urban/suburban mean? *(Comprehension)* Is where we live important in making us who we are? *(Analysis)*

**Adaptations:**

Allow student to work in pair or small group to complete task.

Allow extra time in class or outside of class to complete assignment.

Reduce/ Increase amount of pictures and evidence sentences.

Collage Assignment Sheet

Place a check in the box when you have completed each step!

**Step 1:** Decide Whether or not you live in an Urban, Suburban, or Rural Community.

**Step 2:** Use the internet and/or magazines for pictures that correspond to your community type.

**Step 3:** Print pictures and cut them out.

**Step 4:** Glue pictures onto collage paper.

**Step 5:** On the back of the collage paper, write a few sentences that explain why you think you live in that community.