

What's Similar and Different Between You and Me?

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Overview and Rationale

By using the Utah Core as a guide we have developed a unit lesson for second grade where the students will build a sense of self within relation to their families and their community. The unit theme is *What is similar and different between you and me?* We have selected this title by examining the Utah Core and the NCSS, and by using our own philosophies of social studies.

National Standard Performance Objective 1a reads as follows: “Explore and describe similarities and differences in the way groups, societies, and cultures address similar human needs and concerns.” Standard II of the Utah Core for second grade reads as follows: “Students will develop a sense of self in relation to families and community.” Objective 1 states: “Describe behaviors that influence relationships with family and friends.” Given information through stories, books, and classroom sharing activities; the learners will compare similarities and differences in families and communities, in order to understand that difference is okay. Objective 2 states: “Examine important aspects of the community and culture that strengthen relationship.” Given information and examples the students will differentiate between living places, in order to understand why different people live in different places (and how culture affects this).

Throughout this unit our students will find motivation in their learning because they are learning about themselves, their families, and where they live. Children love to talk about themselves and about what they know. This unit will provide our students with many opportunities to examine what makes them who they are. It is important for students to be able to build parallels between themselves and the world around them,

therefore we will begin our unit by discussing things about ourselves then will build upon that by adding our families, then our neighborhood, and finally, our community.

First we will spend time talking and learning about ourselves. During this part of the unit our students will write examples of the traits they have, the things they enjoy, the things they are good at and any thing else that they feel describes them. They will have the opportunity to share this with their classmates and they will find that many of them have similarities and many of them have differences.

The next section of our unit the students will discuss their families. With in this lesson we will discuss the traditions that our families have such as traditions for holidays. We will discuss the rules and responsibilities we have as being part of our families and why we have them. We will also discuss the kinds of things we enjoy doing/places we like to go with our families and how spending time with members of our families create healthy relationships.

The third section of our unit we will discuss things about our neighborhoods. We will have the opportunity to make maps of where we live. We will also discuss the types of things we do in our neighborhood and experiences that we've had.

Finally we will learn about different types of communities. We will discuss things about our community, how it was settled, the type of community it is (rural/urban), the traditions and cultures it has, and other things that make it what it is.

Throughout the unit we will help the students make parallels between each of the sections (self, family, neighborhood, and community) in order for them to develop a sense of self.

Teacher Background Information

During this unit the teacher will need to have concept of him/herself and what makes him/her what he/she is in order to help students develop their own sense of self. The teacher will need to know the importance of building a classroom of trust where everyone is accepted, with his or her similarities and differences and know how to incorporate that into his/her classroom. This is an important thing to have in every classroom, but specifically to this unit it is important because students will be learning about themselves and about what makes them who they are. If they don't feel comfortable and accepted in their classroom they will not want to participate or become involved in the activities/lessons being taught and won't want to share things about themselves. A few recommended sources that can help a teacher incorporate acceptance into a classroom are: *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities* by Mara Sapon-Shevin and *Tribes A New Way of Learning and Being Together* by Jeanne Gibbs.

The teacher will also want to know information about her individual students. The teacher may want to meet with each student to find out some of the hobbies, talents, likes/dislikes of the individual students before beginning this unit lesson, so that he/she will have an idea of who they are. The teacher may want to make observations about the students and take note of things they are good at or things they like. The teacher can also make home visits or send home surveys about students to gather this information

It would also be important for the teacher to know information about the students' families. Each family is different in some way and it will be important to each of the students to have their cultures/traditions mentioned/taught about. If the class were very culturally diverse the teacher would want to learn specifics about each of the different cultures and may also want to learn about other cultures around the world. It may be important for the teacher to talk with parents to find out specific information about each individual student and family. Some sources are: *Celebrating Families* by Rosmarie Hausherr and *Culture and Teaching* by Daniel P. Liston and Kenneth M. Zeichner.

The teacher is also going to want to have knowledge about the neighborhood in which his/her students come from. The teacher may want to drive around the area to make observations about what type of neighborhood the children come from. The teacher would also want to do some research about the community. What makes the community the way it is, when it was settled and by whom, what kind of changes have occurred over the years in the community, what type of city government organization it has, what are some current topics or issues going on in the community that may interest or involve the students. To find some of these things out the teacher would want to read the community and state newspapers and go to the county office building. A good source of information that is recommended in helping students find out history about their community is *Doing History: Investigating with children in the elementary and middle schools* by Linda S. Levstik and Keith C. Barton. Other sources include: *Map Skills Made Fun: Neighborhoods and Communities: 60 Fun and Engaging Reproducibles That Teach Key Map Skills and Invite Kids to Learn About Urban, Suburban, and Rural Communities* by Catherine M. Tamblyn and *Early Themes: Neighborhood and Community* by Kathleen M. Hollenbeck.

Unit Issue
What is Similar and Different Between You and Me?

<u>Social Skills</u>	<u>Social Studies</u>
<ul style="list-style-type: none"> • Communication • Acceptance and tolerance of others • Dictate to the teacher what to write 	<ul style="list-style-type: none"> • Personal History • Compare your own upbringing to a family members upbringing • Think-Pair-Share common traits and different traits • Timeline of students • Pictures of Logan/Anywhere-Where do you live? • Family Rules
<u>Teacher Resources</u>	<u>Student Reading/Literature</u>
<ul style="list-style-type: none"> • Because we can change the World • Doing History • Mapmaking with children • Stلالuna • You Hold Me and I'll Hold You • Come Sit by Me • I Like Me • Wanted Warm Furry Friend • Fall and winter religious holidays:http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-S2002/hunter/dahl.htm • <i>Roxboxen</i> lesson plan:http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-S2000/Keller/Roxaboxen.htm • Government Pyramid • Rules Chart 	<ul style="list-style-type: none"> • Books about families • Books about the importance of rules • Maps • Atlases • Holiday Books • <i>Chanukah in Chelm</i> • <i>Hanukkah: The festival of lights</i> • <i>King of the Stable</i>
<u>Oral Language</u>	<u>Written Language</u>
<ul style="list-style-type: none"> • Oral report of family members • Sharing with partners • Personal stories read • Group discussions 	<ul style="list-style-type: none"> • Letters to family members • Pen Pals from another country • Day Journal • Rule Chart • Government Pyramid
<u>Art</u>	<u>Outcomes/Unit Goals</u>
<ul style="list-style-type: none"> • Partner Tracing • Collages • Draw house with rules, then community 	<ul style="list-style-type: none"> • Students will develop a sense of self • Students will see how they fit in their family • Students will learn about government

<ul style="list-style-type: none"> • Draw picture of family • Individual houses made from clay 	<ul style="list-style-type: none"> • Students will learn the importance of rules
<p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> • We are family • Make new Friends • My Name's Sarah • Oh Give me a School 	<p style="text-align: center;"><u>Science</u></p> <ul style="list-style-type: none"> • Learn about wildlife in area • Learn about landscape • Learn about neighborhood • Compare different neighborhoods with pictures from National Geographic
<p style="text-align: center;"><u>Math</u></p> <ul style="list-style-type: none"> • Graph likes and dislikes • Venn Diagrams • Build Neighborhood (story problems) 	<p style="text-align: center;"><u>Physical Education/Health</u></p> <ul style="list-style-type: none"> • Personal Hygiene • Colds-how they spread from person to person in a community • Learn dances different families do • Sports families play at home • Favorite sports • Play <i>Mother May I</i>
<p style="text-align: center;"><u>Assessment</u></p> <ul style="list-style-type: none"> • Class discussions • Read journals • Display traced individuals • Timelines • Art project of individual houses 	<p style="text-align: center;"><u>Accommodations for Learners</u></p> <ul style="list-style-type: none"> • Pair students together to help each other out • Have blind student give verbal directions to their house • Orphan could talk about the family they live with • group students according to which community they live in and have them talk together about what the best things are in that type of setting
<p style="text-align: center;"><u>Technology</u></p> <ul style="list-style-type: none"> • Video clips • Internet • Emails (technology has made it easier to talk to family members) • Computers • Telephones • Cell phones 	<p style="text-align: center;"><u>Field Trips/Guests</u></p> <ul style="list-style-type: none"> • Visit the Mayor's office • Visit the Capital • Attend city council meeting • Community members visit class • Family members visit and talk about traditions

What Is Similar and Different Between You and Me?

National Standard Met: Early Grades

1. a. Explore and describe similarities and differences in the way groups, societies, and cultures address similar human needs and concerns.

State Standard Met: 2nd Grade

Standard 2- Students will develop a sense of self in relation to families and community.

- (Objective 1- Describe behaviors that influence relationships with family and friends.) Given information through stories, books, and classroom sharing activities; the learners will compare similarities and differences in families and communities, in order to understand that difference is okay.
- (Objective 2- Examine important aspects of the community and culture that strengthen relationship.) Given information and examples the students will differentiate between living places, in order to understand why different people live in different places (and how culture affects this)

	Week 1	Week 2	Week 3	Week 4
Week's Topic	Self	Family	Neighborhood	Community/City
Monday	Talk about a personal history for an individual. Does everyone have a personal history? Talk about individual histories and the different types Fill out KWL chart	Talk about why we have families, the different types and the importance of families. Fill out KWL chart	Talk about what a neighborhood is. What makes a neighborhood? How are neighborhoods different and similar? Fill out KWL chart	Talk about what a community is, what a city is, the type of people living in cities, communities, suburbs, etc. Fill out KWL chart
Tuesday	<u>Timeline</u> Have kids write a personal timeline of 5 important events in their lives, display timelines around the room	<u>Rules</u> Fill out a rule chart that describes the different rules families have and why they have those rules *SEE ATTACHMENT*	<u>Houses</u> Put students into groups and have them explore through centers, the different types of dwellings and neighborhoods	<u>Urban, Suburban, and Rural Communities</u> Learn about rural, suburban and urban communities through books and pictures. *SEE LESSON PLAN*

	Week 1	Week 2	Week 3	Week 4
Week's Topic	Self	Family	Neighborhood	Community/City
Wednesday	<u>Lists</u> Make lists about likes and dislikes Graph certain likes and dislikes on chart paper	<u>Traditions</u> Discuss cultures that affect family traditions. Do activities and read books from http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-S2002/hunter/dahl.htm	<u>Class Neighborhood</u> Read <i>Roxaboxen</i> by Alice McLerran, come up with a class neighborhood http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-S2000/Keller/Roxaboxen.htm	<u>Visitor Day</u> Invite members of the community to come discuss why they live where they live
Thursday	<u>I am From... Poem</u> Read <i>Where I'm From</i> poem by George Ella Lyon Have students create their own poem	<u>Relationships</u> Read <i>All the Places to Love</i> by Patricia MacLachlan, discuss the places to love, write and draw about places students love and who they share it with *SEE LESSON PLAN*	<u>My Neighborhood</u> Draw maps of student neighborhoods, with spots designated with personal experiences. Write a personal story of a personal neighborhood experience *SEE LESSON PLAN*	<u>Visitor Day</u> Invite members of the community to come discuss why they live where they live
Friday	<u>Tracing</u> Trace partner on butcher paper, then put down likes and dislikes in the inside of the body. Compare with partner and place partner comparisons in Venn Diagram in body *SEE LESSON PLAN*	<u>Pen Pals</u> Write letters to family members, incorporating anything that has been discussed the past two weeks, such as the <i>I am From</i> poem, or places to love, etc. Mail the letters	<u>Sharing Stories</u> Share the stories the students wrote from their neighborhood maps	<u>City Government</u> Teach about government. Start off with the school government; fill out the "school government pyramid". Then do the same thing for the city government. *SEE ATTACHMENT*

Learning Activities Bank

Lesson Plans

1. Students will learn about themselves by recording likes/dislikes on a shadow cut-out of themselves, and compare it with a partner's (creating a Venn-diagram) to understand their similarities and differences.
2. After a brief book and discussion about home rules, students will draw a picture of their homes and make a list on it of their family traits, rules, traditions, consequences, etc.
3. Students will draw a map of their neighborhood, share some neighborhood experiences with a partner (as a form of brainstorming), and then write a personal story (going through the whole writing process) from an event they shared.
4. Read a book that helps children understand different communities (Urban, suburban, and rural), and then share pictures that students will sort, according to these categories, in their small groups. Also talk about which of these we could find in Logan.

Title of Lesson: *My Neighborhood*

Teacher: Ms. Burningham

Date:

Time Allotted: 60 minutes

Grade Level: 2nd

Number of Learners: 30

Unit Theme: What's Similar and Different Between You and Me?

Standard(s) Met: (See Below)

Goal: The learners will be able to draw a map of their neighborhood with special spots marked that have personal experiences attached to them. They will also be able to use and recognize symbols to represent certain features on maps.

Objectives:

Demonstrate how symbols and models are used to represent features of the environment

Identify and use information on a map or globe (i.e., map key or legend, compass rose, physical features, continents, oceans). (Utah Core Objective 4a)

Materials Needed:

White Paper

Pencils

Crayons

Rulers

Markers

Maps

Overhead with Map of Teacher's Childhood Neighborhood

Motivation: Place the overhead of the teacher's childhood neighborhood up. Tell a little bit about the neighborhood and point out special spots previously marked. Then tell a personal story about a certain spot in the teacher's neighborhood. (10min.)

Procedures:

- 1) Explain to students the different parts of a map and show examples (15 min.):
 - a) Key
 - b) Compass
 - c) Physical Features
 - d) Scale
- 2) Pass out papers to everyone (2min)
- 3) Explain that the paper is for drawing a map of their neighborhood. Make sure they know to include the different parts of a map previously explained. Crayons, Markers, Pencils etc. can be used to help with drawing the map. (5min.)
- 4) Let the students draw a map of their neighborhoods, with special spots marked that have personal experiences. (25 min.)

Accommodations: Make sure extra paper is available for students that want to extend beyond their neighborhood. Let students that are blind dictate their neighborhood to another student or an aide. Let children that are slower learners draw a map of their house with the rooms, yard, etc.

Closure: Have students come up with a personal experience to write and share with the class the next day. Let students share with a partner their idea for their writing project. (3min.)

Assessment/Evaluation: Let the students share their stories the next day during social studies and reading time. Collect their maps to make sure they understand the different parts of a map that were explained to them.

Extension: Give students time the next day to write their story during Writing time. Have the students draw maps to their houses from the school. Drive to their homes and leave a treat for them.

Teacher Reflection:

Title of Lesson: “All the Places to Love”

Teacher: Farnsworth

Date:

Time Allotted: 45-50 minutes

Grade Level: 2nd

Number of Learners: 30

Unit Theme: What’s similar and different between you and me?

Standard(s) Met: (see below)

Goal: The learners will be able explore and describe similarities and differences in the way groups, societies, and cultures address similar human needs and concerns (NCSS 1a)

Objectives: The learners will listen to a read aloud about a family and all the places to love, they will discuss the places they love to share with someone in their family, write and draw about this place/who they share it with, in order to develop a sense of self in relation to family and will also see the similarities/differences they have with other members of the class. (Utah Core Standard 2)

Materials Needed: *All the Places to Love* by Patricia MacLachlan, lined paper, drawing paper, pencils, crayons or colored pencils, if available bring examples of things from the book such as blueberries, cattails, wool.

Motivation: How many of you like to spend time with someone in your family? Where are your favorite places to go with this person/people? 3 minutes

Procedures:

1. Have the students come to the rug and read aloud *All the Places to Love*, stopping to explain new/unfamiliar words. 10 minutes
2. Discuss with the students that we all have places we enjoy going with certain people in our family and those times help develop a connection to that person. 3 minutes.
3. Have the students move to a circle, go around the circle having each student share one place that they like to go with someone in their family, teacher models first (ex. I love to go to the zoo with my mom). Those students that aren’t ready may pass; go through the circle twice to give every student any opportunity. 5-10 min.
4. Have the students go to their seats. Teacher reads one page from the book emphasizing the description and then models writing to describe the place that he/she loves. Have the students then write about the place they love including who they go with and using two senses to describe the place. The teacher will walk around listening and giving support. The students can draw/color a picture showing what they wrote about. 15 minute

Accommodations: For those that struggle writing have them draw a picture, write a few words about the place, or dictate to the teacher what to write.

Closure: Do a gallery walk, have the students walk around the desks looking at each other’s work, and then have students give suggestions of what to title the class book that will have everyone’s work (ex. *All the People and Places We Love*). 5minutes

Assessment/Evaluation: Review the writing and illustrations to see if the students followed the criteria of writing whom they share the place with and describing the place using at least two senses.

Extension: Have student ask mom, dad, grandma, or grandpa about a place she/he loved to go as a child, then have the student write/illustrate about that place (they can share it with the class if they choose).

Have the students bring something from the place they love to show the class.

Teacher Reflection:

Title of Lesson: Urban, Suburban, and Rural Communities

Teacher: Tasha Owens

Date: October 2004

Time Allotted: 60 minutes

Grade Level: 2nd Grade

Number of Learners: 25-30

Unit Theme: What's different and similar between you and me?

Standard Met: See Below

Goal: (NCSS 1.a.) The Learners will explore and describe similarities and differences in the way groups, societies, and cultures address similar human needs and concerns.

Objectives: (Utah Core Standard 2.2.b- Compare rural, suburban, and urban communities.)

Given information and examples, the learners will differentiate between rural and urban communities, in order to explain the type of area they live in (rural, urban, and suburban) and share how they came to this conclusion.

Materials Needed: Numerous pictures of different types of communities and a Picture Book: *The City and the Country Witch*, by Jay Williams, or *Town and Country* by Alice Provensen.

Motivation: "Today I want to start by reading a book. This book is (chosen book) and it tells about people who live in different places. Whenever I say Country I want you to clap your hands and say rural. Whenever I say city, I want you to stomp your feet and say urban. Rural is another word for the country and urban is another word for the city." Read the book. (8 min)

Procedures:

1. "Where did (rural character from selected book) live?" Where did (urban character from selected book) live?" "How are Urban and Rural areas different?" "How are they similar?" (3 min)
2. "There is another type of area called Suburban. Who can tell me what they think that word means? It is an area that is not urban or rural. Who lives in a suburban area? Sometimes these are called suburbs." (2 min)
3. "I have a folder for each of the desks and in these folders are some pictures of different homes and places. You will each have about 10 minutes to sort these pictures into Urban, Rural, and Suburban piles. At the end of the ten minutes, we will share with the class." (One person in the group will show the urban pictures, one will show the suburban pictures, and one will show the rural pictures.) (15 min)
4. After we have shared the pile that each group made, the student will chose which pictures they would find in Logan. We will share those as well. (5 min)
5. "Do you live in an urban, rural, or suburban area?" Each child will get a sticky note and write down which area they live in. "I have three columns on the board, one for rural, one for urban, and one for suburban. One group at a time will come to the board and put their sticky note in the column where they live. We can see which group is the biggest and where most of us live." (10 min)
6. The class will talk about where most of the students live. (2 min)

Closure: On a sheet of paper, each student will write one characteristic of each community, and then write down where they live. They will write what is the best thing about the type of

community they live in (this is something that they could use later in writer's workshop if they chose). The students will each turn in their papers. "Today we learned that most of our students live in a ...community. I am excited to read about where each of you live." (15 min)

Assessment / Evaluations:

1. I will watch to see if the concepts of rural, urban, and suburban are understood while the students sort the pictures. Do to the fact that the students are in groups, it may be difficult to know if each individual understands. (I will be going around the room taking anecdotal notes as they work.)
2. The bar graph will help me know if each student understands which type of community they live in, and the concept of rural, urban, and suburban.
3. The third evaluation will be the paper the students write. I can look over these and, if it seems that many students still do not understand, we could read another book or talk about it more the next day.

Extensions: If some of the students need more help, I will group them according to which community they live in and have them talk together about what the best things are in that type of setting. We could even bring in pictures of where we live to help us decide. If the lesson is too easy, the students can add to their papers their ideas about what makes each area (urban, suburban, and rural) different or similar. They could also write about why people live in different areas.

Teacher Reflection:

How did the lesson go?

What might I do differently next time?

What were the strengths of the experience?

Title: Look What You Have In Common!

Teachers: Lindsay Peterson, Tasha Owens, Courtney Burningham, Tiffany Farnsworth

Date: Oct. 25, 2004

Time Allotted: 60 minutes

Unit Theme: What is different and similar about you and me?

Standard(s) Met: Standard II – Objective 1 b. e.

Goal: 1.a. Identify, explore and describe similarities and differences in the way groups, societies, and cultures address similar human needs and concerns.

Objectives: Students will develop a sense of themselves as an individual as well and how they relate to other people. They will notice that some of the same things that are inside them are inside others and how that can form a connection and understanding of others.

Material: Book *Stellaluna* by Janell Cannon, Butcher paper, crayons

Motivation: Teacher reads the book *Stellaluna* by Janell Cannon. “In the story the birds and bats had a lot in common, but they were also very different and those differences affected how they saw the world. How were they different? How were they the same? If we keep in mind that others might view a situation very differently than us it will help us to understand them better and resolve conflict.” (10min.)

Procedures:

1. Teacher will review with students all of the different ways people can be alike and different, by brainstorming a list on the board. (i.e. family, culture, likes and dislikes, where they live, sports, hobbies, etc.)(6min.)
2. Teacher will then review what a Venn diagram is. (4 min.)
3. Teacher will then put students in pairs and give each child a piece of butcher paper big enough for the child to lie down on. (Try to put children together with people they do not usually associate with.)(2 min.)
4. Students then take turns tracing each other’s shape on the paper.(8 min)
5. In the appendages of the body have the children write down information about themselves using the list on the board. (10 min)
6. Teacher will walk around and observe children and answer questions.
7. The teacher instructs them to compare with their partner and look for the things they have in common. (2 min)
8. In the torso area of the body shape, students will make a Venn diagram comparing themselves with their similarities in the middle.(8 min)
9. Have volunteers share their findings with the class. Tell children to look for things they have in common with each person that presents(5 min)

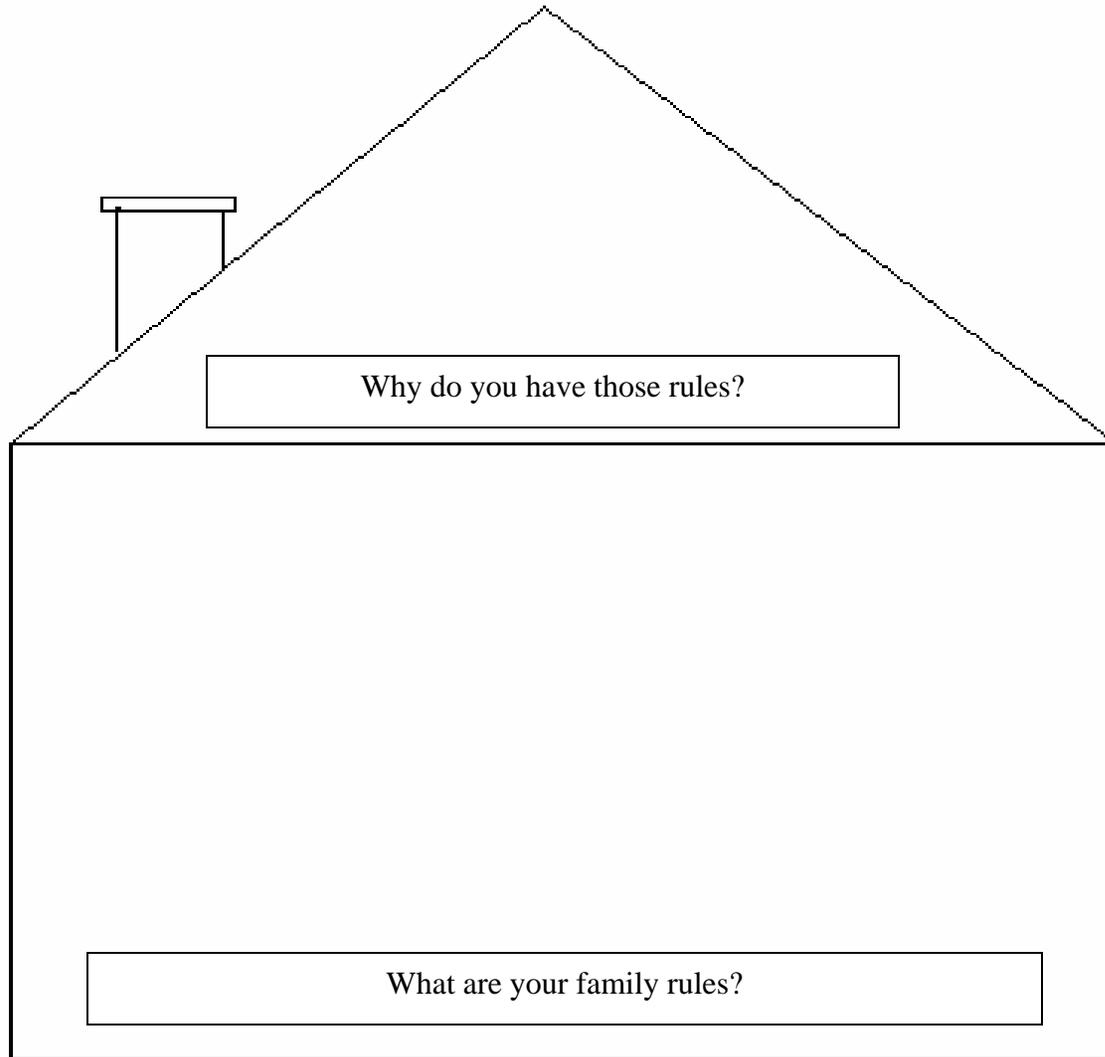
Accommodations: For non-English speaking students the teacher could have the students draw pictures instead of writing words. For physically disabled students that are not able to lie down on the ground another student in the class who is close to their size could lay down on the ground for them.

Closure:

- Teacher leads class in discussion about their findings. (5 min)
 - What did they learn about people in this assignment?
 - What did they learn about their partner?
 - What surprised them?
 - What surprised the class about any particular pair?
 - Were there other people in the class that they learned they have something in common with?
 - If there was person who they did not find anything in common with in the class, do they think there might be more to know about that person and therefore find something in common with them.
 - Can you be friends with someone who is different than you, or with whom you disagree with on one issue? (If you can find something in common and celebrate the differences you can)
 - What did they like about the assignment?
 - What did they dislike about it?

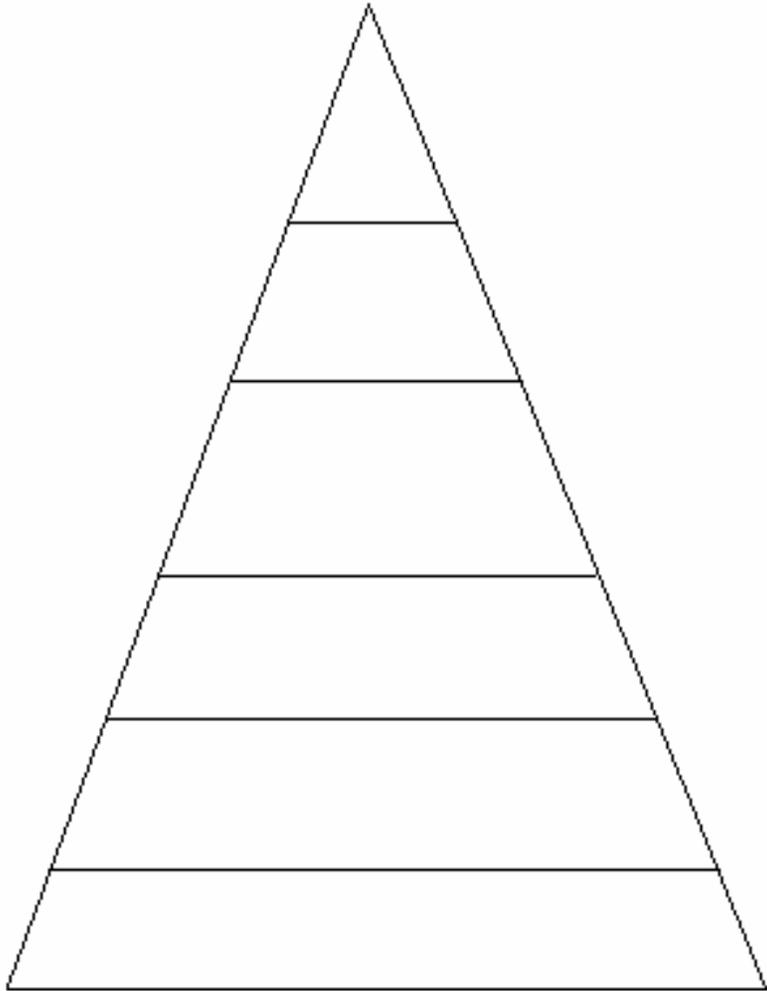
Assessment/Evaluation: Teacher will listen to children's conversations and observe their process in completing the assignment to see if they understand the assignment. Teacher will also lead class discussion at the end of assignment to help assess what prior knowledge the students used in the assignment and also what knowledge was gained.

Extension: Have students complete the Venn diagram portion of the activity with someone in their family, on their street, or in their neighborhood.

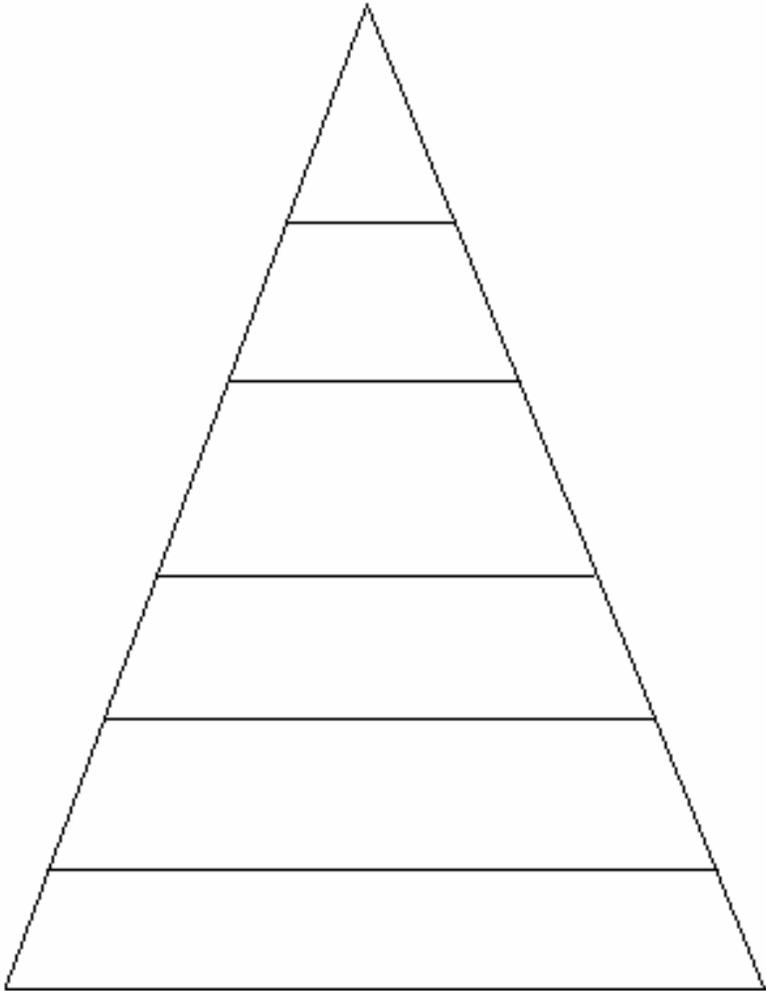


Why do you have those rules?

What are your family rules?



School Government



City Government

Assessment

We feel that assessment should be interactive, ongoing, both formal and informal, and most of all equitable to all students. In this unit we will be using observation, class discussion, student work samples, self- assessment for both teacher and student, and KWL charts. Of course these methods are not finite and assessment should always be tailored to the needs of your own class.

Two important questions to ask oneself when teaching is “Who is assessing?” and “What is being assessed?” It is important to assess both student and teacher and for both student and teacher to assess themselves. The information you get from assessing your students will tell you much about how the lessons are going and what you need to change or adjust. Having students assess themselves is helpful in their learning process. It also shows them that learning is indeed a process, and sometimes a very gradual one. It also helps them to stay focused on what they need to be working on, and teaches them to be patient with themselves.

At the beginning of each week we will be using a KWL chart to ‘get the ball rolling,’ this is a great way to see what your kids know and find out any misconceptions they may have about the topic that you will need to address in later lessons, and you can keep adding to them as the week goes on. KWLs are also an opportunity to make sure that each child is contributing to the ‘what do I want to know part’ in particular. If you have some children who have not participated asking them if the chart holds questions they were interested in (and if so which ones) or ask them if something needs to be added.

Class discussions are another assessment tool utilized in this unit in particular. They can be very helpful in extending lessons, and helping to make certain concepts more concrete. By asking key questions on the topic of the day you will be able to see which students are engaged in the topic and to what extent, and which ones need help in their understanding.

Collecting student work samples is also a very helpful method of assessment used in this unit. By looking at samples carefully and thoughtfully we are able to see in to minds of our students. Did they understand the assignment? Is the assignment done to the child's ability level? What is the child's level of engagement as a whole? This is an instance where it serves you well to know your children and what they are capable of. Sometimes rubrics are helpful in this area, however it is important to make sure they are equitable to *all* students.

Observation is perhaps the most valuable assessment tool of all. Observing which children dominate during group activities, assessing student understanding through performance, and listening to student discussions are all forms of assessment useful to this unit. Observation is a big part of almost every form of assessment. It helps us to know our children and figure out how to better help them. It also helps us to improve our instruction to provide quality education to our students, which is always what our goal should be.

Appendices

Teacher Resources

Gibbs, Jeanne. *Tribes A New Way of Learning and Being Together*. New York: Centertsource Systems, 1994.

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<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-S2000/Keller/Roxaboxen.htm>- This is a website that actually talks about a *Roxaboxen* lesson plan

<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-S2002/hunter/dahl.htm> - This is the site for fall and winter religious holidays.

<http://www.ncss.org/> - National Council for Social Studies

www.execpc.com/~dboals/boals.html - History/Social Studies website for K-12 Teachers

<http://www.col-ed.org/cur/social.html>- a list of lesson plans sorted by grade.

<http://www.awesomelibrary.org> – this website organizes the web with over 25,000 reviewed resources.

<http://www.csun.edu/~hcedu013/plans.html> - a great source of teaching strategies and lesson plans for social studies.