

SCoPE Site Lesson Plan

Title: Lesson 3–My Neighborhood (SS020103)

Abstract: This lesson introduces the concept of neighborhood. The class determines the boundaries of the neighborhood surrounding the school. A large, simple map of the area is drawn on a large sheet of paper. The children walk through the neighborhood and collect information regarding important human and natural features of the area. These features are added to the neighborhood map in the classroom. The school and nearby neighborhood are circled on a large regional map hung in the room. Children are given the homework assignment to draw a map of their own neighborhood.

Subject Area: Social Studies

Grade Level and Course Title: Second Grade/The Local Community

Unit of Study: Defining a Local Community

Benchmark: Describe regions they live in including neighborhood, municipality, state, and country (II.4.EE.1).

Key Concept: community

Instructional Resources:

Equipment/Manipulative:

- Cameras
- Large chart paper/markers
- Thinking/Writing Journals
- Regional map of the school area

Sequence of Activities:

1. As a class, the children determine the boundaries of the neighborhood that surrounds the school. They do this by discussing where the streets, homes, businesses, rivers, railroad tracks, etc. are located and if they are in the school neighborhood. Have the children identify boundaries/markers and describe their location. Using this information, the teacher draws a large, simple map of the school and its neighborhood on chart paper. The map is placed in a prominent position in the classroom where it is easily seen and accessible for use during the lesson.
2. During the next class period, walk with the children in the neighborhood (a few blocks in each direction) around the school. If possible, divide the children into smaller groups using a parent volunteer or a teacher assistant to record information identified by the children and to take pictures. Collect the data regarding the important features of the area, such as street names, buildings/businesses, landmarks, and natural features.
3. Upon return to the classroom, children describe the new features identified from the walk. The teacher adds these features to the neighborhood map, drawn in Step 2, and previous features are verified by information collected during the walk. During center time have children use the photographs to draw the neighborhood surrounding the school. Place labels on the map identifying each feature of the neighborhood. Circle the neighborhood on the large regional map that has been placed in the room.
4. Direct the children to open their Thinking/Writing Journals. After reviewing and discussing the maps for a time, instruct the children to reflect on this experience by writing a paragraph or two about what they have seen on their walk around the school. Prompts may be necessary to engage the children in reflective writing. Prompts might include:

- a. Describe one interesting feature of the school neighborhood.
 - b. What did you find surprising on the neighborhood walk?
 - c. How do neighbors help each other?
5. Discuss with the children how the classroom map was drawn. Explain that they are going to use that same process, but they are going to draw a map of the neighborhood near their home. Send home a parent information sheet explaining the project, and ask parents to help their child determine the boundaries of their home neighborhood, including streets, other homes, natural features, businesses, etc.
6. Homework maps are returned and shared with the class. Maps are displayed around the classroom.

Assessment:

Children use the school neighborhood map and/or their own neighborhood maps to verbally describe the boundaries and features to at least two other children in the class.

Application**Beyond School:**

Interview a family member or a neighbor to find out why they like living in the neighborhood. Share the information with the class.

Connections:

English Language Arts:

- The Thinking/Writing Journals allow children to reflect and then write about new information.
- The skills of speaking and listening are practiced as they describe their maps to other children.