

Characteristics of a Community CARC Social Studies

Grade Level	2	General Outcome	2.2 Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community
Time Frame	Class Dependent	Enduring Understanding (purpose of the lesson)	Students will research their own community to create a brochure (using web 2.0 tools) to advertise its attributes and the contribution of the past to the present.
Critical Challenge/Big Idea	Create an effective brochure that illustrates the characteristics and past of their community.		
Value and Attitude Outcomes		Knowledge and Understanding Outcomes	Skills and Process Outcomes
2.2.4 appreciate how connections to a community contribute to one's identity (I)		<p>2.2.6 analyze how the community being studied emerged</p> <p>2.2.6.1 What characteristics define their community (CC, I)</p> <p>2.2.6.2 What is unique about their community? (CC, I)</p> <p>2.2.6.3 What are the origins of their community? (TCC)</p> <p>2.2.6.4 What were the reasons for the establishment of their community (e.g., original fur trade for, original inhabitants)? (CC,TCC)</p>	<p>Apply the research process</p> <p>2.S.7.7 process information from more than one source to retell what has been discovered</p> <p>Oral, written and visual literacy</p> <p>2.S.8.6 use technology to support a presentation</p>
Note: 2.S.7.7 is not summatively assessed in this activity and therefore the outcome number does not appear in bold above			
Summative Assessment Strategies	Community Brochure Rubric		

<p>Introductory Activity/ The Hook</p>	<p>What makes communities in Alberta special?</p> <p>Setting the Context</p> <ol style="list-style-type: none"> 1. Discuss with students what makes a community special (the people in it, the attractions that it offers, what makes it different than other communities) 2. Ask students about some special communities or places that they have visited and what makes them special.
<p>Teaching/ Learning Strategies and Activities</p>	<p>What are the characteristics specific to the community in which you live?</p> <ol style="list-style-type: none"> 1. Read the student resource pertaining to the characteristics that make up a community. As a class, use a graphic organizer (ex: http://www.sdcoe.k12.ca.us/SCORE/actbank/torganiz.htm) to answer the following questions (if your community has a website this is a great place to find this information): <ol style="list-style-type: none"> a. Where is it? b. How big is it? (name a community that is larger and a community that is smaller) c. What are its natural resources? d. What makes it special or unique? e. Who are the people? f. What's its physical geography? g. How did the community begin? h. Why did the community begin where it did? 2. Have students copy the information onto their own graphic organizer. 3. If possible take a walking tour of your community and take pictures of different highlights of your town and how they relate to the history of your town. If not possible generate a list of the highlights of your community with your students and teacher takes pictures of community. 4. Discuss with students the format and purpose of a brochure. Have on hand some brochures from various other communities (available at information centers around the province). In groups, have students rank the brochures and discuss what makes the first ranked the best and so on. From this discussion determine criteria for a good brochure. 5. Students can then create their own brochure for their community following the criteria you have established with your class using Microsoft Publisher® or www.mybrochuremaker.com. Remind them that the characteristics they choose have to be important to their community and characteristics that are unique to their community. <p>Helpful Hints:</p>

	<ul style="list-style-type: none"> • If you visit the tourist center in your town you may be able to get town pins that you can then have the students pin to their brochures and have them give the brochure to someone else. • You may also want to create a folder on your shared drive filled with images of the three communities so that students are able to retrieve an image without having to do a search. • For an example brochure click on the following link http://www.mybrochuremaker.com/save/461703/1117b633d24
Resources	Web 2.0 tools <ul style="list-style-type: none"> • http://www.gliffy.com/ (diagram software) • http://www.flickr.com/creativecommons (access copyright free images – check “additional information” on images) • http://commons.wikimedia.org/wiki/Main_Page (access copyright free images – check “permission” on images) • http://www.sdcoe.k12.ca.us/SCORE/actbank/torganiz.htm (graphic organizer) • www.mybrochuremaker.com (brochure maker) • http://www.sdcoe.k12.ca.us/SCORE/actbank/torganiz.htm (several graphic organizers to choose from) • http://www.mybrochuremaker.com/save/461703/1117b633d24 (brochure sample)
Formative Assessment Strategies	Class discussion on community Graphic organizer Brochure exemplar
Extension	<p>Students can research and create a poster on one of the following communities Drumheller, Waterton, Cypress Hills/Elk Water.</p> <ol style="list-style-type: none"> 1. Preview websites in resource list below prior to lessons so that you know where to go and what is relevant. Take a day to investigate each community and after viewing the websites discuss what the students know about each community. Create a web as a class using Smart Ideas©, Gliffy (a free mind mapping tool http://www.gliffy.com/), Inspiration© or Kidspiration© for each community. 2. Once students have chosen the community on which they would like to create their poster, distribute corresponding web address so students can create a web using project poster http://poster.4teachers.org/ <p>Websites To Visit:</p> <p>Drumheller</p> <ul style="list-style-type: none"> • http://www.tyrrellmuseum.com/ • http://www.virtuallydrumheller.com/tour/index.html • www.dinosaurvalley.ca <p>Waterton</p> <ul style="list-style-type: none"> • http://www.watertonpark.com/

	<ul style="list-style-type: none"> • http://www.pc.gc.ca/pn-np/ab/waterton/index_E.asp <p>Cypress Hills/Elk Water</p> <ul style="list-style-type: none"> • http://www.cypresshills.com/ • http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/siteinformation.asp?id=29 <p>Helpful Hints</p> <ul style="list-style-type: none"> • It might be helpful to create a couple posters as exemplars prior to the assignment. • You may also want to create a folder on your shared drive filled with images of the three communities so that students are able to retrieve an image without having to do a search. Use copyright free images from sites like http://www.flickr.com/creativecommons or http://commons.wikimedia.org/wiki/Main_Page <p>Poster Checklist (see resources below)</p>
<p>Other ICT Outcomes Addressed</p>	<p>Note: All ICT outcomes for social studies are infused in the Program of Study for each grade level and the “Outcomes” section of this document.</p> <p>P.4.1.1 Students will integrate text and graphics to form a meaningful message</p> <p>P.3.1.1 Students will access images, such as clip art, to support communication</p> <p>P.5.1.2 access hyperlinked sites on an intranet or the Internet</p> <p>C.1.1.2 process information from more than one source to retell what has been discovered</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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Community Brochure Rubric

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient/ Blank*
Identifies characteristics that define their community (2.2.6.1)	Identifies significant community characteristics	Identifies relevant community characteristics	Identifies predictable community characteristics	Identifies vague community characteristics	
Describes unique features and history (2.2.6.2)	Provides insightful information about community's origins and history	Provides meaningful information about community's origins and history	Provides appropriate information about community's origins and history	Provides superficial information about community's origins and history	
Integrates text and graphics to form a meaningful message (2.S.8.6, P.4.1.1)	Uses technology skillfully to create a visual (brochure) that informs and interests the audience	Uses technology to create a visual (brochure) that effectively informs and interests the audience	Uses technology to create a visual (brochure) that generally informs and interests the audience	Uses technology to create a visual (brochure) that does little to inform and interests the audience	
Accesses images to support communication (P.3.1.1)	Student successfully inserts images that correspond exceptionally with text from given source	Student successfully inserts images that correspond well with text from given source	Student successfully inserts images that correspond somewhat with text from given source	Student successfully inserts images that correspond little with text from given source	

