

## 5th Grade: What is a community?

This lesson plan allows for students to think about the characteristics that make a location a community. To do so, students will first be introduced to the concept of a community, and they will be asked to think about what they believe makes up a community. They can either visit the History Center of Lake Forest-Lake Bluff to have a guided tour of the exhibits or use the online portal to explore community narratives. You can also work in partnership with your local historical society or history museum to provide access to primary documents and artifacts.

The core narratives are:

**Getting Here:** why did settlers choose the physical space, from exploration of geology and geography, through transportation and ease of getting to the location

**Newcomers:** Who comes and why; this is the only section that is chronologically structured

**Making it Home:** How do the settlers build a community that can survive (food, services, etc.) and then how to they provide the structure that allows communities to thrive (retail, education, religious institutions, clubs, social activities)

**Nature by Design:** How does a community manage the balance between built and natural environments.

**Leisure life** (*entitled Cooler by the Lake, online and on-site*): sports, leisure and visitors (particularly important for vacation destinations that have a portion of the population that is seasonal, migratory or temporary)

**Changing the World:** why does the rest of the world care about your community? What has your community provided that has improved or changed in the way people live in or understand the world. This is where we can celebrate inventors, industry leaders, business people and philanthropists.

From this, the class will identify the 6 pillars of their community matching this narrative

arc. This allows for them to gain an understanding of a community using a specific location as an example.

This can be used to supplement a micronations project, in which students create their own nations or to do an analysis of their community. They should refer to the identity charts for their framework for their project. For the micronations project, the framing will help give them a starting off point for their community design, and a way to organize their thoughts. If the class is not doing a micronations project, the students will be asked to demonstrate their understanding of community through a variety of assessments.

- 1) The first option would be to create a drawing/visual representation of a community of their creation. They may also write a short paper to explain their community.
- 2) The second option would be to create an identity chart for their community at a specific moment in time in history, with specific examples of each pillar. They can then present to the class on what they found and **how** it's changed over time. For one pillar they should be able to discuss **why** it changed.
- 3) The third option would be to create an identity chart for the current-day community in which they live, with specific examples of each pillar. For a culminating assignment, they could write a letter to the mayor of their hometown, explaining the ways the community is exemplifying the 6 pillars, or how their community could improve based on the 6 pillars.

**Results:** Students will come away with a better understanding of what makes a community, giving them with the opportunity to assess their own community or a community of their own creation. This lesson allows for students to synthesize the information provided in a way that connects to them personally.

**5th Grade: What is a community?**

Curriculum tools

**Materials Needed:**

<b>Teacher:</b>	<b>Student:</b>
Identity Chart Worksheet	Pencils
Vocabulary Sheet	

**Summary:**

Students will learn the meaning of community, and what makes up a community. After visiting the Lake Forest-Lake Bluff History Center, they will create an identity chart based on their local community. Using the pillars created from their experience at the History Center, students can then create an identity chart for their own community or micronation.

**Standards:**

**D2.Geo.7.3-5.** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.  
**D2.Geo.5.3-5.** Explain how the cultural and environmental characteristics of places change over time.  
**D2.His.14.3-5.** Explain probable causes and effects of events and developments.

**Learning Objective:**

Students will be able to create an identity chart that encompasses all 6 pillars of a community.

**Introductory Activity**

<b>Teacher</b>	<b>Students</b>	<b>Time</b>
Teacher will ask students what they think makes a community. Their own community can serve as an example.	Students will offer input/ discuss	15 minutes
OPTIONAL: Teacher will introduce project and explain field trip or online exploration will help them to create their own community narrative.	Students are listening to teacher instruction	10 minutes

**Instructional Procedures:**

<b>Teacher</b>	<b>Students</b>	<b>Time</b>
Guide students through exhibit, making sure to highlight themes of each section.	Following along and viewing exhibits	20 minutes
Call students together and ask them to identify what the main idea of each section is, or the pillars of The History Center.  (Themes will likely include: geography/ geology, transportation, people/ immigration, homes/community, nature/landscaping, and recreation/culture)	Sharing/ discussing their ideas for each pillar.	10 minutes
Pass out identity charts. Instruct students to fill out each box with the pillars that were just determined as a class.	Setting up their identity charts	5 minutes
Break students up into small groups (around groups of 5, depending on class size).  Assign each group a section of the museum and instruct them to use the screens to find examples of what makes each pillar.	Students are in small groups and are using the resources at the museum to fill out one section of their identity chart.	10 minutes

<p>Call students back together.</p> <p>Using jigsaw groups, have students share what they have found with one another.</p>	Sharing with their jigsaw groups	20 minutes
<p>Students will then work to create their own communities.*</p> <p>They can present their communities in the format of their choosing, and they must include all 6 pillars.</p>	Students working on their community assignments.	
<p>Wrap- Up Discussion</p> <ul style="list-style-type: none"> <li>- What did you learn about what makes a community?</li> <li>- What components are most important in creating a nation or community?</li> </ul>	Answer Questions	10 minutes

\*This can be done at the museum or as a supplemental project in the classroom.

**Assessment(s):**

<b>Create their own community</b>	<p><b>Description:</b> Students will create their own communities, including all 6 pillars identified. Students can:</p> <ul style="list-style-type: none"> <li>-Draw their communities</li> <li>-Describe their communities</li> </ul>
<b>Examining their own communities</b>	<p><b>Description:</b> Students will examine their own communities, assessing how it exemplifies the 6 pillars.</p> <ul style="list-style-type: none"> <li>-Students will create an identity chart using their own communities, including 3-5 sentences with examples for each pillar.</li> </ul>
<b>Letter to Mayor</b>	<p><b>Description:</b> Knowing what makes up a community, students will write a letter to the Mayor of their community, explaining what makes their community great, or what was missing from each pillar. They must include a discussion of all 6 pillars.</p>

**Adaptations or Accommodations needed:**

Learners	Adaptations/Accommodations
Highly Proficient	They will be expected to provide more examples on their identity charts.
ELL	They should be provided with vocabulary and context prior to attending the museum.
Struggling Learners	Same as ELL

**FAQs:**

**What is a micronation?**

(See resources) They are small, legally unrecognized nations.

**What is the jigsaw teaching strategy?**

(See resources) This is a collaborative teaching strategy in which students are broken up into small groups to complete a task/ assignment, which is their “expert” group. Then each group student goes to a new group to teach those students what they contributed in their expert group.

**What are the pillars of a community?**

- Why that location: What natural features make people want to live there? How did people get there, and how will they get around once they are there?
- People/immigration: Who lives there? When did they come and why?
- Creating a sense of place: What makes the place become home: houses, schools, social groups, special events (parades, etc.), shopping, etc.
- Nature/landscaping: What does it look like? How does the community balance the built world with the natural space?
- Leisure: What does the community do for fun?
- Changing the world: What has the community contributed to the larger world? Why does it matter to outsiders that this community exists.

These pillars/questions can help students to create their own communities/micronations once they return to class.

**Extended Learning:**

Once students have completed their identity charts with a local focus, they can then use a similar strategy to create the foundation for a community project. In class, after visiting the museum, the teacher can determine the pillars that the students should use to create their own projects, and then students will use those to fill out their identity charts.

**Resources:**

**Jigsaw Strategy Explanation:** <http://www.teachhub.com/jigsaw-method-teaching-strategy>

**Micronation Explanation:** <https://www.wanderlust.co.uk/content/could-you-start-your-own-country-micronations>

**Identity Chart Explanation:** <https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts>

**History Center of Lake Forest-Lake Bluff online portal:**  
<https://lflb.passitdown.com/stories>

Instructions: Fill in each box with one of the 6 pillars. Put examples from each of the six sections of the exhibit on the lines.

