

## Building Community Awareness in a 2nd Grade Classroom

Name: Group 4 Lesson Plan	Building Community Awareness in a 2nd Grade Classroom
Content Area: Cross Category Concepts: Civics and Science	Grade Level(s): 2nd Grade

### Lesson Content

**Background Information/ Relevance/ Context/ Rationale (Purpose)** – Please be clear about how this particular lesson is situated within the current instructional sequence (i.e., unit), why this content is important for students to learn, and how you will convey the relevance and significance of this lesson to students.

- **Students will precede this lesson with an introduction to the context of JFK and Dr. MLK's significance and relation to one another. o Students will hear and watch a video recording of the Speech on the Death of Dr. Martin Luther King, Jr. By Robert F. Kennedy. In this video, the following quote will be stated and will lead to our discussion and initial approach for implementing the lesson.**
  - **“What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence or lawlessness; but love and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or they be black.”**  
<https://www.jfklibrary.org/learn/about-jfk/the-kennedy-family/robert-f-kennedy/robert-f-kennedy-speeches/statement-on-assassination-of-martin-luther-king-jr-indianapolis-indiana-april-4-1968>
- **Students will work individually and come together (over the course of a semester) to discuss and build a working community with one another. During this process, the concept of the Ecological Levels of Organization will be introduced in order to lead their.**
  - **Individual, Population, Community, Ecosystem, Biome, Biosphere**

### Learning Targets

*As a result of this lesson, students will...*

**Objectives: Students will be able to...**

**Understand what a community is, what and who makes up a community, how people affect communities, how ecosystems and animals may affect communities and our roles in communities.**

- **Analyze and interpret primary sources using observation, reflection, and inquiry.**
- **Develop and refine guiding questions based on primary source evidence.**
- **Connect historical events to contemporary issues of civic responsibility and service.**
- **Demonstrate understanding of civic action by proposing a small-scale service project linked to lessons.**

<b>Steps in the Lesson</b>	<b>Detailed Instructions</b>
<i>Engage (5-10 minutes):</i>	<i>Ask students “what is a community?”, What makes up a community? What is the role of people in a community? How do plants and animals affect our community? Show students pictures of their community</i>
<i>Observe (10 minutes):</i>	<i>Students will see pictures of communities and work together to decide what parts of the community they want to help build? They will build a small community of their own in the classroom.</i>
<i>Reflect (10 Minutes)</i>	<i>Students will reflect by writing about a person, building, animal, etc. And how it affects a community and why it’s important in communities.</i>
<i>Question (10 minutes):</i>	<ul style="list-style-type: none"><li>- <i>What has been your individual contribution? How has this contribution affected your larger population? .... your community? .... your ecosystem? .... your biome? ...your biosphere?</i></li><li>- <i>Recognize and reflect on the contribution of OTHERS as well.</i></li></ul>

*Extend (20 minutes):*

*In what ways can your individual contributions help your community outside of your classroom?*

### Primary Sources for Lesson

<https://www.loc.gov/search/?q=muncie,+indiana&sp=4> : Library of Congress pictures of Muncie, · video recording of the Speech on the Death of Dr. Martin Luther King, Jr. By Robert F. Kennedy.

<https://www.jfklibrary.org/learn/about-jfk/the-kennedy-family/robert-f-kennedy/robert-f-kennedy-speeches/statement-on-assassination-of-martin-luther-king-jr-indianapolis-indiana-april-4-1968>

### Assessment

*Students will speak to one another and engage in discussion regarding their individual contributions to their populations, their population's contribution to their greater community, their community's contribution to their biome, and so on and so forth until we get to the Ecological Level of Organization for Biosphere where students will discuss their contribution to the role.*