Experience
OREGON

Grades 1–2 Unit
Pre-Visit Lesson One

This curriculum may be successfully used with or without a museum visit.
Developed by Sarah Anderson and David Martinez in consultation with OHS staff and advisory board.
### Pre-Visit Lesson One

<table>
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<th>Overview: Defining Neighborhood and Community</th>
<th>Students work together to define community using books.</th>
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| Essential Question(s) | › What is the difference between a neighborhood and a community?  
› What makes a neighborhood?  
› Who makes up a community?  
› How do people and places help to make the community healthy and successful? |
| Delivery Time | 30 minutes |
| Academic Vocabulary | Terms that teachers may have already defined with their students, and are not necessarily specific to historical studies. 
› Culture  
› Diversity  
› Different  
› Similar |
| Content Specific Vocabulary | Terms that are explicitly defined and may be unique to this unit or not common in other areas of study. 
› **Community**: a group of people living together in one place  
› **History**: the study of the past  
› **Museum**: a place that stores and exhibits objects that have historical, cultural, scientific, or artistic importance. Museums are usually open to the public and are places where people can research and learn.  
› **Neighborhood**: an area where people live near one another. Usually a neighborhood is a smaller part of a city or large town. There are other words used besides neighborhood to describe areas with lower populations. For example, a town or township may not have neighborhoods because of its small size. |
| Materials Needed | › Two or more books from the [Communities and Neighborhoods book list](https://www.multnomah.lib.or.us/booklist) from Multnomah County Library  
› Two pieces of chart paper, one labeled “In a neighborhood” and the other labeled “What is a community?” |
### Step One: Collect Background Knowledge

Tell students that we will be learning about neighborhoods and communities. Tell students a community is a group of people living together in one place. A neighborhood is an area where people live near one another. Usually a neighborhood is a smaller part of a city or large town. There are other words used besides “neighborhood” to describe areas with lower populations. For example, a town or township may not have neighborhoods because of its small size. Next, ask students:

“What are important places that make up a neighborhood?”

Answers may include things like: homes, parks, stores, hospital, etc. Record answers on chart paper.

### Step Two: Share Books

Read a picture book with the class. Check for understanding along the way. Afterwards, ask students if there is anything they would like to add to their neighborhood list after reading the book? Are there any places they saw in the books that they didn’t have on the original list? Add them to the list.

Repeat this process with another book. Consider reading even more books.

If students didn’t mention museums, add it to the list and ask students what museums are. What are some different examples of museums?

What is a history museum?

### Step Three: Defining Community

Once you have finished sharing books, make sure your students understand the difference between a neighborhood and a community (a neighborhood is a place where people live, a community is the group of people who live near each other). Help them to understand the difference and then record the definition of community on chart paper.

### Assessments

Choose one of the books and write about or discuss:

› How is this similar to or different from the neighborhood/town where you live?
### Teacher Notes

If you live in a rural area, you can change the language in this lesson to focus on your town instead of the neighborhood.

This lesson could take place over several class periods depending on how many books you choose to share.

An extended definition of “community” beyond people who live near each other is the idea that a community can also be made of people who share similar attributes. What does this mean? What are examples of this kind of community?

### Support for All Students

› Teacher may wish to provide two examples of places to add to the chart before soliciting student input.
› Provide pictures of common neighborhood places to add to the chart.
› Explore your town/neighborhood on Google Maps with the students before asking them to brainstorm places.
› Select a book in Spanish, or other language, if appropriate.

### Extensions

Compare and contrast the communities/neighborhoods in the different books.

Have students illustrate and write about a place in the neighborhood that is special to their family. Share.

**Map Your Neighborhood** from Scholastic is a multi-day unit that encourages students to use their senses to explore their neighborhood and school.

### Oregon Social Sciences Standards

The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.

› **1.2** Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).

› **1.6** Describe ways people celebrate their diverse cultural heritages in the community.

› **1.7** Locate and identify important places in the community (school, library, fire department, cultural places).

› **1.13** Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities.
| Oregon Social Sciences Standards (continued) | 1.14 Make connections between the student’s family and other families, the student’s school and other schools. |
|                                           | 1.17 Explain the use of different kinds of historical sources to study the past. |
|                                           | 1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion. |
|                                           | 2.6 Analyze the different ways students can have an effect on their local community. |
|                                           | 2.13 Identify cultural characteristics of the community. (Geography) |
|                                           | 2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History) |
|                                           | 2.18 Differentiate between events that happened in the recent and distant past. |
|                                           | 2.19 Develop and analyze a timeline of events in the history of the local community |
|                                           | 2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities. |