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 Three

<table>
<thead>
<tr>
<th>Overview: What Roles Do People Play in Their Communities? What Responsibilities Do They Have?</th>
<th>Students brainstorm a list of potential community members and the roles they play in their communities.</th>
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</thead>
<tbody>
<tr>
<td>Essential Question(s)</td>
<td>What roles do people play in their communities?</td>
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<tr>
<td>Delivery Time</td>
<td>One 30-minute session</td>
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</tbody>
</table>
| Academic Vocabulary | Terms that teachers may have already defined with their students, and are not necessarily specific to historical studies.  
› Responsibility 
› Role |
| Content Specific Vocabulary | Terms that are explicitly defined and may be unique to this unit or not common in other areas of study.  
› **Exhibit:** a display or show that uses artifacts and documents to tell a story. The exhibit could display the first cars made in Oregon with a picture of people at that time driving the cars. This exhibit would be about old cars.  
› **Museum Curator:** someone who works in a museum and creates exhibits, or displays, that use artifacts and documents to tell a story. For example, a museum curator might pick 20 baskets to show how Indians use plants to make baskets. |
| Materials Needed |  
› Chart paper and marker  
› [How Am I Helpful in My Community?](#) reflection/assessment |
| Step by Step Instructions | **Step One: Brainstorm Community Members’ Roles**  
Create a T-chart on a piece of chart paper. Title the chart “Community Members.” At the top of the first column, write “Role.” Tell students now that we have talked about community and neighborhood and looked at photographs of people helping their community, we are going to create a list of people we might find in a community based on the role they play. |
### Step by Step Instructions (continued)

Explain what “role” means by using teacher as an example. You could start off the list with another suggestion, such as doctor, firefighter, truck driver, or museum curator. Work with students to create a list.

**Step Two: Brainstorm Community Members’ Roles and Responsibilities**

Discuss the idea that each role comes with responsibilities. For example, the role of teacher comes with the responsibility of educating (young) people in the community, the responsibility of a doctor is to help people stay healthy, and the role of a history museum curator is to help people understand and remember the past.

Add “Responsibility” to the top of the second column. Go down your list of roles and work with students to fill in the “responsibility” column.

**Step Three: Students Reflect on How They Help Their Community**

Students complete the graphic organizer: How Am I Helpful in My Community? to reflect on how they see themselves as helpful parts of their communities in the:

- Family
- Classroom
- School

Share answers with a partner.

**Step Four: Prepare for Oregon Historical Society Visit**

We will be visiting a history museum in Portland called the Oregon Historical Society. When we go there, we will see examples of lots of different communities who have lived in Oregon over time. One of your jobs is to find community members in the exhibit and learn their role in their communities. We will share what we found after our visit. Remember that this exhibit was created by museum curators who are members of the community. Think more about the role of historians and curators in our community when we are at the museum because after our visit, we will have an opportunity to act as historians for our school!

### Assessments

How Am I Helpful in My Community? sheet

### Teacher Notes

N/A

### Support for All Students

- Teacher may wish to write two examples of roles/responsibilities on the chart before soliciting student input.
| Support for All Students (continued) | › Provide pictures of people in common roles to add to the class chart.  
› Students can fill out the graphic organizer with illustrations or they can dictate to a helper. |
|---|---|
| Extensions | › Students can illustrate one of the ways they help their community.  
› If you are teaching this at the beginning of the year, this would be a good segue into creating classroom jobs.  
› [Community Helpers](https://www.education.com) from Education.com provides a printable worksheet and online quiz.  
› For a deeper delve into this topic, consider this 40-page, California social studies K–3 unit: [Community Helpers Social Studies Unit Plan](#)  
› Brainstorm with students: What other communities do we belong to? |
| Additional Educator Resources | N/A |
| 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.  
› **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. |
<table>
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<th>Oregon Social Sciences Standards (continued)</th>
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<tr>
<td>• 2.13 Identify cultural characteristics of the community. (Geography)</td>
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<tr>
<td>• 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)</td>
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<tr>
<td>• 2.18 Differentiate between events that happened in the recent and distant past.</td>
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<tr>
<td>• 2.19 Develop and analyze a timeline of events in the history of the local community</td>
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<tr>
<td>• 2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.</td>
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