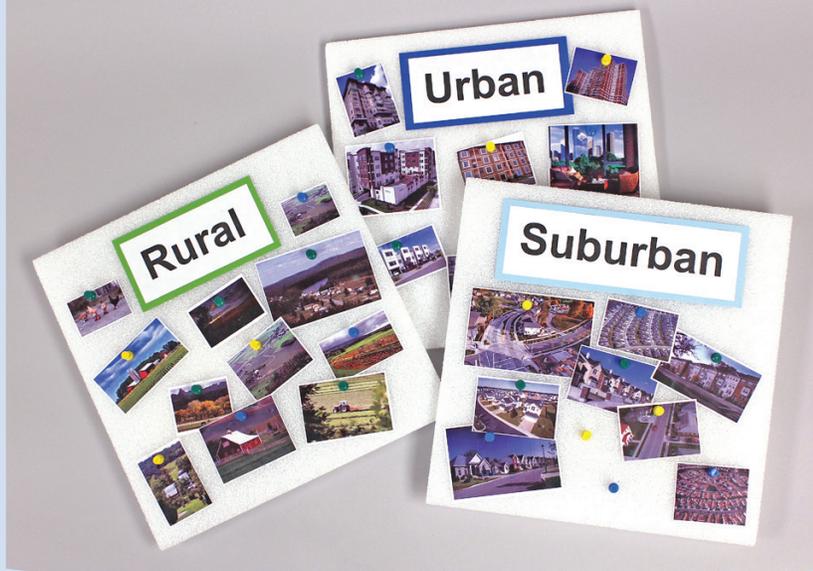


Community Boards

MATERIALS

FOR STUDENT:
(one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Block, 7/16" x 11 7/8" x 11 7/8"
- Cardstock, 3" x 12", choice of colors
- Colored pushpins, approx. ten
- Plastic cup (to hold pushpins)
- Glue stick
- Scissors
- Ruler
- Pencil
- Large plastic bag (to hold 11 7/8" square board)
- Copy paper
- Computer and printer



FOR TEACHER:

- Paper cutter
- Glue stick
- Scissors
- Ruler
- Pencil
- Glue gun (for teacher only)
- Copy paper
- Computer and printer

TEACHER PREPARATION

Note: Read through all the instructions first and check out the TIPS! By making "movable" bulletin boards, students can get together in small groups to discuss the thought questions while referencing their boards. It is recommended that you make at least one board as a sample to show students. Have a glue gun plugged in and ready to use (ideally set on low temperature) but out of student reach. This can give you immediate adhesion if there's a need for it.

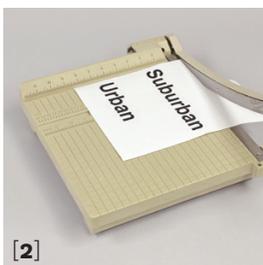
[1] Open the packages of foam blocks using a sharp pair of scissor, being careful not to damage them as you open them.

[2] Use a computer and printer to type and print "Urban," "Suburban," and "Rural" titles in approximately 1 ¼" tall letters for each group of three students. Use a paper cutter to cut apart the titles into 2 ½" wide strips. Then, trim each of them, based on the word length.

[3] Use the paper cutter to cut various colors of cardstock into mounting strips that measure 3" x 12". Trim them based on the word length, or students can trim them when they mount them.

[4] Research on the Internet the three types of communities, to see what is available for students to find. Select and print a few images that represent each of the communities so that students can see what you have in mind. (Optional: Include lifestyle photos of people doing jobs or recreational activities that depict life in those specific communities.)

Then prepare the student work areas with the foam blocks, titles, cardstock mounting strips, scissors, cup of pushpins and some of your photo examples for each group of students. Then, create a list of thought questions for student discussion.



SOCIAL STUDIES

GRADE LEVEL
SECOND – THIRD

COMPLETION TIME

- 30 minutes



OBJECTIVES

Students learn to:

- Recognize the difference in appearance between urban, suburban and rural communities
- Understand that there are different types of homes, jobs, schools and lifestyles within each
- Discuss how the type of community affects the lives of the people in them

STANDARDS

Students:

- Use spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrate knowledge of how geographic features and human cultures impact environments
- Understand that humans interact with the environment
- Understand that people in communities affect the environment as they meet their needs and wants

LESSON INTRODUCTION

- Discuss the three types of communities: Urban, suburban and rural. Have students research to discover the lifestyles in each, including housing, employment, schools, recreation, foods, clothing, etc. Then ask them to select one type of community for which they can create a photo board.



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INSTRUCTIONS

[1] Present the lesson on communities to the class. Assign students to be in small groups of three, explaining that each member of the group should select urban, suburban or rural communities to research. Have them look on line for information and photos of those communities. (Optional: Include asking them to look for lifestyle photos as mentioned in the TEACHER PREPARATION.)

Explain how they can find lots of images but that they should select only the best ones to print for their boards.



[2] After students have their images, they can go to the work area (or gather their supplies to take to their desks).

First, have them set their title on their choice of colored cardstock mounting paper and if needed, use scissors to trim the mounting paper to the right length. Instruct them to use a glue stick on the back side, in the four corners to mount it on the mounting paper. Then locate the area where they want to attach it to the foam block. They should use a pencil to lightly mark on the foam, where the corners of the mounted title will be. Then, they can generously apply glue to that area of the foam, and press down the title, aligning with the marks.

Have students cut a small piece of paper (approximately 1" x 3") and use a pencil to write their name on it. Then, ask them to glue it to the back of their community board.

When they finish, they can trim their photos and put them on their board, using pushpins. Instruct students to put boards in plastic bags when they are not being used, to prevent them from losing any photos or pushpins.



[3] While the previous steps were somewhat independent, now is when the three individuals of each small group can become more collaborative as they share information with one another. While they look at each of the boards, ask them to discuss the list of thought questions.

As they discuss, walk around to get a sense of the best answers. Later, open up discussion to the whole class and mention some of those responses.



MODIFICATIONS

To simplify project:

- Use the pushpins to attach the title and mounting paper.
- Print all photos in advance and have students sort into the correct community type.

To expand project:

- After studying, replace the photos of the housing, with photos of the people and their jobs, and/or foods and clothes, etc.

For multiple ages:

- Younger and older students can work side-by-side with the older students doing the research and the younger students cutting and gluing.
- Younger students can write about the housing, while older students can write about how the people's lives are affected by their choice of living in a particular community.

ADDITIONAL IDEAS

- Ask students to answer the question, "How would your life be different, if you lived in (X) or (Y), instead of (Z)."
- Provide colored cardstock, corrugated paper, small boxes, masking tape, tacky glue and other craft supplies for students to build one of the communities. Students can make them relief, extending out from the vertically positioned foam blocks, or they can lay them flat on the table to make a 3-D community.
- Display the community boards around the room and have students spend a class period pretending they live in one of the alternate communities.
- Plan a field trip that can show at least two of the communities (or tie the discussion into another field trip), asking students to return with photos that can go on their community boards.



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TIPS

- The reason for applying the glue stick to the foam is that a generous application will fill in the foam pores a little and create a stronger bond with the cardstock, than if the glue were applied to the cardstock and set onto the foam.
- Have specific links bookmarked on each computer so that students can more easily find the best sites for community images.
- Share the reference books (below), in advance of the class, so that they can be thinking about communities and possibly finding other content from home.
- If you want to make the photos more attached to the boards as well as prevent pushpins from falling out, use thumbtacks. They will also allow the community boards to be stackable.
- Students may ask to use the paper cutter to trim the ends of their titles. To be safe, don't allow students to use paper cutters or glue guns.

REFERENCES

The Little House by Virginia Lee Burton
The City Kid & The Suburb Kid by Deb Pilutti
Country Kid, City Kid by Julie Cummins
Suburb (Neighborhood Walk) and City (Neighborhood Walk) by Peggy Pancella