

## **What is a community? (5<sup>th</sup> Grade)**

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. In this discussion, they will come up with what they believe are 6 pillars that make up a community. They will then attend Lincoln Landing to determine which pillar(s) of community it represents. 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. They can refer to the identity charts for Lockport and Lincoln Landing, or they can create their own identity charts using the nation they are creating for their project. It will help give them a good starting off point for what their community will be like, and a way to organize their thoughts. If the class is not doing a full micronations project, the students will be asked to demonstrate their understanding of community through a variety of assessments. 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. The second option would be to create an identity chart for the community in which they live, whether that be their home, neighborhood or school, with specific examples for each pillar. Finally, 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.

Students will come away with a better understanding of what makes a community, giving them with the opportunity to assess a 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.

## What is a community? (5<sup>th</sup> Grade)

### Materials Needed:

Teacher:	Student:
Identity Chart Worksheet	Pencils
Vocabulary Sheet	

### Summary:

Students will learn the meaning of community, and what makes up a community. Using the example of Lockport/ Lincoln Landing, they will create an identity chart based on their community. They can also use the pillars created for Lockport to 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 micronation.

### Introductory Activity

Teacher	Students	Time
Teacher will ask students what they think makes a community. Their own community can serve as an example.  From this discussion, help students to determine what are the 6 pillars of a community.	Students will offer input/ discuss	15 minutes
OPTIONAL: Teacher will	Students are listening to teacher instruction	10 minutes

introduce micronation project and explain that the field trip to Lincoln Landing will help them to create their own micronation.		
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**Instructional Procedures:**

<b>Teacher</b>	<b>Students</b>	<b>Time</b>
Guide students through park, making sure to help highlight which pillars of their community the park/ aspects of the park represent.	Following along and listening to instruction	20 minutes
Call students together, and ask them to identify which pillars of the community are represented at Lincoln Landing.	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 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 community pillar, and instruct them to use Lincoln Landing to find examples of what makes each pillar.	Students are in small groups and are using the resources at Lincoln Landing to fill out the 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 LFLB 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 as a class. 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 write 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:**

<b>Learners</b>	<b>Adaptations/Accommodations</b>
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 Lincoln Landing.
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 micronation (based on LFLB)?**

The 6 pillars of a micronation, as determined by the exhibits at LFLB, are:

- Geography/geology: What natural features make people want to live there?
- Transportation: How did people get there, and how will they get around once they are there?
- People/immigration: Who lives there?
- Homes/community: How do they live?
- Nature/landscaping: What does it look like?
- Recreation/culture: What does the community do for fun?

These pillars/questions can help students to create their own 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 micronation project. In class, after attending 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>

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.

