

My Places and Spaces:

Learning about Neighborhoods and Community

Focus Question: What is a neighborhood? What is a community?

Outcomes for the week:

- a. Students will define the word “community” and the word “neighborhood”, demonstrating an understanding of the ways the words are similar and different.
- b. Students will identify the people in their community.
- c. Students will identify the places in their neighborhood.
- d. 2-5th grade students will be able to identify Prince George’s County Executive Angela Alsobrooks and articulate who she is and what she does.
- e. 2-5th grade students will be able to describe in a letter what are the ways they would like to improve their communities.

Resources for Teacher to build knowledge base:

- a. WUSA Channel 9: History of Prince George’s County, MD
(<https://www.wusa9.com/article/news/local/maryland/prince-georges-county-how-a-community-grappled-with-racism-to-become-a-destination-for-african-americans/65-3a70f85d-9216-4283-9ac7-668b51398b6f>)
- b. *Historic Prince George’s County: A Confluence of Cultures* by George D. Denny, Nathania A. Branch Miles, and Donna L. Schneider

Lesson #1: Defining Neighborhood

Estimated Facilitation Time: 40 min- 1 hour (Early childhood educators teaching P-1st grade may consider breaking this lesson up to spread throughout the week. Teachers of 2nd-5th grade can present in a day or modify as appropriate as well.)

Purpose: This activity is designed to help students begin to understand the concepts of “neighborhood” and identify certain elements in their own neighborhoods. This activity will familiarize students with the names of locations in their school’s neighborhood, including an understanding of the county and state they live in and the city their school is located in.

Prep Time: Possibly 30 minutes

The instructor will need to create, find or print images of the different buildings in the neighborhood before class. The images should be clear and the writing legible for children to be able to see/read. The recommended images should be: House, Apartment Building, Library, Grocery Store, Bank, School, Park, Street, and Hospital. The instructor should also print off the neighborhood coloring pages, enough for each child to choose a scene they prefer.

K-1 Facilitation Guide:

1. Bring students together in a meeting area where they can all see you and the board you will use to post images.

2. **Letter Time and Content Area:** Tell them that today we are going to talk about neighborhoods which starts with the letter “N”. Neighborhoods are places where people live. Some neighborhoods have different buildings in them that are not where people live. They may be places where people go to buy food, go to reserve books, go to buy gas, play ball, and do other things. What are some things that you do in your neighborhood? If there are not any replies, tell that it is ok if they are not sure what is a neighborhood just yet. We are going to talk about it some more.
3. **Literacy and Language Development:** Show them photographs of apartment buildings, houses, the school building, etc. and ask them what they are. Tell them the names, “house”, “apartment building”, “school building”, “hospital”, “grocery store”, “library”, “park”, “bank”, etc. Try not to exceed 10 buildings/locations so that it does not become overwhelming. Make sure that each photo has the word written clearly beside or below each image. Have the children repeat after you the names of each place. Select a child to take a piece of tape and tape each image on the whiteboard or a posterboard that can accommodate each of the images after you name each one. (5 min)
4. **Oral Language and Vocabulary:** Ask the students have they ever been to a grocery store or a library before. Ask them to tell you what is in each building. Responses will include: “The library has books,” “The bank has the ATM where my mom gets out money,” “The grocery store has food,” “I live in an apartment building,” “I live in a house,” etc. (5 minutes)
Oral Language and Vocabulary: Tell them that their school is in a city called “Suitland”. In the neighborhood where the school is located, there are houses, their school, a long street and trees. Ask them about what some of the things that they can think of that is around the school. Tell them that you are going to take a walk tomorrow to notice things that are in the neighborhood. But, first, we are going to listen to a story about places in the neighborhood. (5 minutes) (For early childhood-aged children, it is suggested to stop here and continue another day with a reading of the book below and the coloring activity to go over words again. Do not overload young children in one sitting).
5. **Transition Activity:** Read the book *Places in My Neighborhood* by Shelly Lyons. (10-15 minutes)
Transition Activity: Distribute neighborhood coloring pages and allow children to select a scene to color (5-10 min)

Materials

- a. Magazine and/or book photographs (or the teacher’s personal photographs)--several photographs from various books depicting community scenes
- b. Places In My Neighborhood by Shelly Lyons
- c. Coloring pages of different neighborhood scenes

2nd-5th grade Facilitation Guide:

1. Bring students together in a meeting area where they can all see you and the board you choose to post images. It is also ideal for them to have access to crayons, paper and the ability to draw while still listening and paying attention to you.
2. **Focusing Student Attention:** Tell them that today we are going to talk about neighborhoods. Neighborhoods are places where people live. Some neighborhoods have different buildings in them that are not where people live. They may be places where people go to buy food, go to reserve books, go to buy gas, play ball, and do other things.

3. **Introductory and Developmental Conversation:** What are some things that you do in your neighborhood? If there are not any replies, tell that it is ok if they are not sure what is a neighborhood just yet. We are going to talk about it some more.
4. **Content-Based Reading:** Show them photographs of apartment buildings, houses, the school building, etc. and ask them what they are. Tell them the names, “house”, “apartment building”, “school building”, “hospital”, “grocery store”, “library”, “park”, “bank”, etc. Try not to exceed 10 buildings/locations so that it does not become overwhelming. Make sure that each photo has the word written clearly beside or below each image. Have the children repeat after you the names of each place. Select a child to take a piece of tape and tape each image on the whiteboard or a posterboard that can accommodate each of the images after you name each one. (5 min)
5. Ask the students have they ever been to each of the buildings you have images for. Ask them to tell you what is in each building. Responses will include: “The library has books,” “The bank has the ATM where my mom gets out money,” “The grocery store has food,” “I live in an apartment building,” “I live in a house,” etc. (5 minutes)
6. Tell them that their school is in a city called “Suitland”. In the neighborhood where the school is located, there are houses, their school, a long street and trees. Ask them about what some of the things that they can think of that is around the school. Tell them that you are going to take a walk tomorrow to notice things that are in the neighborhood. But, first, we are going to listen to a story about places in the neighborhood. (5 minutes)
7. **Content-based art opportunity:** Show a color picture of Prince George’s County Executive Angela Alsobrooks. A technology resource option is to show a video of Angela Alsobrooks instead of a still photograph. Share with them (or allow a video to explain) that she is from Suitland, Md, the area where their school is located. Explain (or have a video explain) that as County Executive, she is responsible for taking care of their neighborhood and all of the neighborhoods in Prince George’s County by helping pass laws to keep the neighborhoods, clean and safe. Tell them that she is the first Black woman to be the County Executive of Prince George’s County which is the county where they live. Pass out a coloring page of Prince George’s County Executive Angela Alsobrooks (10-15 minutes)¹
8. **Closing assessment Activity:** Ask students to write at the bottom of their coloring page three things that they learned about Angela Alsobrooks and neighborhoods. Display a visual example of what you are asking them to write (i.e. “Angela Alsobrooks is the Prince George’s County Executive who takes care of my neighborhood. She grew up in Suitland. She passes laws to keep my neighborhood clean and safe.”

Materials:

- a. Magazine and/or book photographs (or the teacher’s personal photographs)--several photographs from various books depicting community scenes
- b. Photo of Angela Alsobrooks or a video (recommended video: https://www.youtube.com/watch?time_continue=61&v=Vl159FHqjdo)
- c. Coloring page of Angela Alsobrooks
- d. Pencils

¹ the teaching demo will show you how to make a coloring page using carbon paper

Lesson #2: Defining Community

Estimated Facilitation Time: 40 min- 1 hour (Early childhood educators teaching P-1st grade may consider breaking this lesson up to spread throughout the week. Teachers of 2nd-5th grade can present in a day or modify as appropriate as well.)

Purpose: This activity is designed to help students begin to understand the concepts of “community” with an emphasis on the people who live in our neighborhoods and work in the buildings they learned about in the previous lesson. Older students who learned about the County Executive will learn about the different people the County Executive works with to help keep the community running.

Prep Time: Possibly 30 minutes

The instructor will need to create, find or print images of the following community members: Doctor, Vet, Nurse, Garbage Collector, Firefighter, Gardener, Police Officer, Bus Driver, Teacher, Plumber, Librarian, Shop Owner, Bank Teller, Restaurant Server, Chef, Crossing Guard, Sports Coach, Painter and Student. A recommended site is: <http://clipart-library.com/community-workers-cliparts.html>. Use images that reflect the ethnic diversity of your students.

K-1 Facilitation Guide:

1. **Oral Language and Vocabulary:** Take the children on a short walk around their immediate neighborhood. In the neighborhood where the school is located, there are houses, their school, a long street and trees. While on the short walk, remind them of the book you read to them earlier in the week. (10 min)
2. Bring students together in a meeting area where they can all see you and the board you will use to post images.
3. **Letter Time and Content Area:** Tell them that today we are going to talk about community which starts with the letter “C”. Communities are within neighborhoods. Communities are formed by the people who live in neighborhoods. Communities reflect the people who live in them. (3 min)
4. **Literacy and Language Development:** Show them photographs or clip art of people who work in banks, hospitals, grocery stores, libraries and schools. Make sure that each photo/clip art has the word written clearly beside or below each image. Have the children repeat after you the names of each person. Suggested professions: Doctor, Vet, Nurse, Garbage Collector, Firefighter, Gardener, Police Officer, Bus Driver, Teacher, Plumber, Librarian, Shop Owner, Bank Teller, Restaurant Server, Chef, Crossing Guard, Sports Coach, Painter. Select a child to take a piece of tape and tape each image on the whiteboard or a posterboard that can accommodate each of the images after you name each one. (5 min)
5. **Oral Language and Vocabulary:** Ask the students if they know anybody who works in a hospital, or a school. Ask them if they know someone who works in a store or a library. Responses may include: “My mom is a teacher” or “My dad works in a store” or “My aunt is a police officer”. (5 minutes)
6. **Transition Activity:** Pass out coloring pages, allowing students to color people who represent different professions.

Materials

- a. Images of different community members to be taped to board
- b. Coloring pages for students to color of community members
- c. Crayons

2nd-5th grade Facilitation Guide:

1. Bring students together in a meeting area where they can all see you and the board you choose to post images. It is also ideal for them to have access to crayons, paper and the ability to draw while still listening and paying attention to you.
2. **Focusing Student Attention:** Tell them that today we are going to talk about communities within neighborhoods. Neighborhoods are places where people live. Communities are made up of the people who live in neighborhoods. The people in my community are my doctor, the cashier at the grocery store and the firefighters in the fire station on my street.
3. **Introductory and Developmental Conversation:** Who are the people in your community?
4. Remind them of the prior lesson where they learned about their neighborhood and county and about County Executive Angela Alsobrooks. Post Angela Alsobrooks' picture and explain that Angela Alsobrooks as the County Executive works with the people in the community to keep it safe and clean. She works with the police, firefighters, teachers, librarians, business owners, doctors and other people who live in Prince George's County where they live. (5 min)
5. **Content-based writing and art opportunity:** Direct the students in a letter-writing activity where they write a letter to Angela Alsobrooks. Create a letter template based on the reading and writing level of your students. Multiple templates may be necessary. The students are writing a letter Angela Alsobrooks indicating what they like in their community and what they would like her to change in their neighborhood. This may be modified into a think-pair-share activity at the teacher's discretion.
9. **Closing assessment activity:** Ask students to share their letters by reading them aloud.

Materials:

- e. Magazine and/or book photographs (or the teacher's personal photographs)--several photographs from various books depicting community scenes
- f. Photo of Angela Alsobrooks or a video (recommended video: https://www.youtube.com/watch?time_continue=61&v=V1159FHqjdo)
- g. Coloring page of Angela Alsobrooks
- h. Pencils

Extensions: Have photographs, big books, read-alouds, and independent reading books available for students to look through each day so that they can explore books about community in pairs or independently. One good time to do this is to have a book browsing time in the morning when the students first come into the classroom or as a wind-down activity.