



My Community

Grade: 3 – 5

Subject: Social Studies, Language Arts

I PA Standards

- Grade 3
 - 1.6.3 Students will listen to others and contribute to class discussions.
 - 5.1.3 Students will understand the importance of respect for the opinions of others.
 - 7.1.3 Students will identify and locate places in their local community.
 - 7.3.3 Students will identify human characteristics of their community by cultural characteristics and economic activities.
 - 9.1.3 Students will produce original photographic works of art.
 - 9.2.3 Students will explain the cultural context of photographs.
 - 9.3.3 Students will explain meaning in the arts with the analysis of their works.
 - 9.4.3 Students will know how to respond to philosophical statements about their photographs.
- Grade 5
 - 1.6.5 Students will listen to others and contribute to class discussions.
 - 9.1.5 Students will produce original photographic works of art.
 - 9.2.5 Students will explain the cultural context of photographs.
 - 9.3.5 Students will use critical analysis in reviewing their work.
 - 9.4.5 Students will communicate multiple philosophical views about photographs.

II Behavioral Objectives:

- Students will increase their awareness of the make – up of their immediate community.
- Students will learn how to operate a camera and take photographs
- Students will participate in whole group discussion
- Students will respond to a writing prompt

III Organization of the Class

- Whole Class
- Small Group
- Individual

IV Materials and Resources

- KWL Chart
- Digital or disposable cameras**
- Chaperones
- Field Trip Permission Slips
- Rivers of Steel, *Seeing Pittsburgh* project materials***
- Writing material



V Procedure

Motivation/Anticipatory Set:

- The teacher will review Community – discuss what the students have learned from previous two lessons.
- The teacher will activate higher level thinking by discussing ROS *Seeing Pittsburgh* photos.
 - Ask children why they think a particular photo was taken.
 - Ask why a particular image is important to a community.
 - Explain that something can be important even if the image is showing ugliness or unsightliness (ex. Graffiti on an abandoned pool). Why is that important?
- The teacher will explain that the class will be taking a tour of their neighborhood, visiting businesses*, and taking photographs of the community.

Lesson Development:

- The teacher will place students in small groups and distribute cameras.
- The teacher will explain how a camera works and demonstrate procedures.
- The students will discuss what is important about a community, in particular their community.
- The students will fill in the K and W sections of their KWL Chart.
- The teacher, chaperones, and students will proceed with field trip.
 - Students will observe the actual make up of the community.
 - Students will pay close attention to what makes their community unique (buildings, streets, parks, or other features).
 - Students (in their groups) will take photos of what they think is the most important features of their community.
- When class returns to school, students will complete the L column of the KWL chart.
- Teacher will have photos developed and printed

Closure:

- Students will examine their photo or photos, and write a paragraph explaining why they took that photo. What makes that image important to the community?

Adaptation:

- Students with learning disabilities and ELL will be given extra assistance during writing activity.
- Students with sight or hearing disabilities will be assisted according to their IEP.
- Accommodations will be made for students with physical handicaps.

VI Evaluation

Informal:

- Evaluation of students during whole group activities
 - Discussion – Participation
- Evaluation during small group activities
 - Group cooperation
 - Understanding of materials



Formal:

- Evaluation of students performance on writing assignment and photographs based on rubric

*Prior arrangements may need to be made with business owners.

**Contact Ron Baraff at Rivers of Steel National Heritage Area at 412-464-4020 x 21 or rbaraff@riversofsteel.com for possible funding options, if needed.

***Teachers can request digital copies of Seeing Pittsburgh images - under adherence to copyright laws and usage - from Rivers of Steel at rbaraff@riversofsteel.com.