

SOCIAL STUDIES
Civics
Grade 4
It Takes a Village

Lesson Components:

Benchmarks: C-1D-E4 Describing the many ways that citizens can participate in and contribute to their communities and to American society

Key Concepts: *public/community service
*helping the less fortunate or practicing compassion towards others

Lesson Duration: 2 days

Purpose/Introduction: The purpose of this lesson is to help students develop an awareness of how their local community influences their lives. The students will also recognize that they are their own community within their classroom.

Lesson :

Objectives: *TLW define community.
*TLW compare their community with their school's community and find similarities and differences.
*TLW define volunteering.

Materials/Resources: *Venn Diagram
*Pictures of people working in a community
*"Young Volunteers" article
*Aldo Ice Cream by Johanna Hurwitz

Body of Lesson:

1. Opening: Write the word "community" on the board. Ask students to define the meaning of it. (A community is a group of people living in the same place who help each other meet their basic needs.)
2. Next, have the students discuss the community in which they live. Talk about what makes their community so special. Have them discuss the things they like and dislike about their community.
3. Relate the following: Tell the students that they are their own community within the classroom. Everyone works together to make the classroom a home.
4. In groups of 3 or 4, have students discuss how their classroom is a community. Also, have them compare and contrast their home community to the classroom community using a Venn diagram. Discuss how the two are similar and different.
5. Relate the following: Tell students that although they are young, they can make a difference in their communities. They may not be satisfied with certain things, or they may just want to make something better.
6. Upon completion, have the students list ways they could make a difference in their community. (Look for the response: volunteering)
7. Make sure students understand that volunteering their services does not require being paid for it.
8. Have the students read the following article or read it aloud to them: "Young Volunteers"
9. Upon completion, have the students answer the questions following the article.
10. After the students are finished answering and discussing the questions, allow them time to discuss what they could do to volunteer around school and at home. (Possible answers:

Read to younger students, Help shelve books in library, Help janitors pick up trash, Help an elderly person in neighborhood clean his/her yard, Pick up trash in church yard, etc.)

11. Finally, have students complete the following writing assignment. "Why is your community important to you?"

Bibliography: Communities Harcourt Brace Social Studies. "Young Volunteers". Orlando: Harcourt Brace & Co.

Additional Reading: Aldo Ice Cream by Johanna Hurwitz

Brief Summary: Aldo starts his ninth summer with modest ambitions, but when Mrs. Sossi asks him to help her deliver Meals on Wheels to the elderly and homebound, Aldo becomes unexpectedly busy. Finding ways to fill their empty days challenges his ingenuity, but the real challenges develop when Aldo decides to buy his sister the ice-cream cake she wants for her birthday.

Upon completion, ask the following questions:

1. Which elderly person did Aldo like to visit? (Knowledge)
2. Describe how Aldo helped his mom with the Meals on Wheels program? (Comprehension)
3. Have you ever done community service like Aldo did in the story? Explain. (Application)
4. Compare what Aldo did for his sister to something you have done for your brother or sister? (Analysis)
5. Name other ways Aldo could have raised the needed money? (Synthesis)
6. Predict what other types of programs they will have for the elderly in the future. (Evaluation)

Hurwitz, Johanna. 1981. Aldo Ice Cream. New York: William Morrow and Company

Assessment:

1. Nicki volunteers her time weekly around her neighborhood. Which is **not** a form of volunteering?
 - a. Pick up trash in the park
 - b. Serve food at the homeless shelter
 - c. Cut grass for \$5.00
 - d. Rake leaves at church

2. At the corner of Chris' street is a vacant lot. Many people in his neighborhood use it to dump unwanted debris. What can Chris do to help his neighborhood?
 - a. Throw more trash in it.
 - b. Ignore the filthy lot.
 - c. Play around the trash.
 - d. Clean it up.

3. There are many things a community could do to help bring its neighborhood together. List 3 ways a neighborhood could help its community and explain why each is important.