

Pre/Post Visit Activities

What Makes a Community? Grades K-3

Pre-visit Activities

* Resources are located at the end of this guide.

1. What makes a community?

Discussion:

- What is the name of your community?
- Where is your community?
- What do you find in a community?
- What do Communities need?
- *Why were communities formed?

Activity: On chart/mural paper, while drawing streets and parks have students use any art supplies to create things that they would find in a community. When students glue/tape them onto the paper have them explain why they are placing their item next to, above...another item.

Activity: Take a Walk

- Gather students and take a walk around the school block.
As you walk, ask students:
- What do you see?
 - What do you hear (have students close eyes)?
 - What do you feel?

You may either record answers while on the walk or once you have returned to the class room discuss the questions and record to further your discussion on communities.

- Once this discussion takes place, ask if there is anything that should be added to the Community Mural? If so, have them create those items and place on the mural.

TEKS

Lesson 1.)

SS: K.4B, 5AB, 6A, 7AB, 14A-C, 15AB
1.4A, 6A, 17A-C, 18AB
2.18AB
3. 2AB, 4A, 17A, 18A
Science: 2.2CF, 3.2CF
Art: K.1A, 2AC, 1.1A, 2AC, 2.1A, 2C, 3.2AC

Lesson 2.)

SS:K.4A, 5A, 14A-C, 15AB
1.4A, 6AC, 17A-C, 18AB
2.7A, 18A
3.4A, 17A-E, 18A-C
Science: 2.2CF, 3.2CF
Art: K.1A, 2AC, 1.1A, 2AC, 2.1A, 2C, 3.2AC
Music: K.2B-E, 4BC, 1, 2, 3.3A-E, 4A-C, 6ABD
Theatre: 1A-D, 2A-D, 5AB, 1,2,3.1A-D, 2A-D, 3A-D, 5A-C

Lesson 3.)

SS: K.3AB, 4A, 5AB, 13AB, 14A-C, 15AB
1.3A-C, 17A-C, 18AB
2.2A-C, 3AB, 18A-E
3.1A, 3A-C, 17A-E, 18A-C
Science: 2.2CF, 3.2CF
Art: K.1A, 2AC, 1.1A, 2AC, 2.1A, 2C, 3.2AC

2. The environment as part of your community

Your environment is an important part of your community. It has helped shape many aspects of a community from recreation to where your house is built.

Activity: Read, then sing; *Going on a Bear Hunt*. While you are singing the song students may act out both quietly, and with vocal effects the different scenes. You may also use the following pictures to illustrate the song as it is sung and act out.

Picture cards: [http://kizclub.com/storypatterns/bearhunt\(C\).pdf](http://kizclub.com/storypatterns/bearhunt(C).pdf)

Activity: Recreate the poem to illustrate El Paso's environment. The worksheet for the song and to fill in the different parts of the song to reflect El Paso is located at the end of this guide. You may also recreate the different drawings to reflect El Paso to use as props.

3. Community History

Every community has a history of how it came to be where it is. It could be because people used to camp there in the past or it could also be that the missionaries or the government made the place so that people could have houses, churches, and schools.

Activity: Using **DIGIE**,

- a. Collect photographs from home and help students upload them onto **DIGIE**, afterwards place them together (map it) on a blank piece of mural paper to form their community. Discuss how each of these photographs contributes to being a community.

Or

- b. Using **DIGIE** collect a series of photographs from a specific neighborhood over different time periods, print, and place them together on mural paper to discuss how that particular community has changed over time and what may have made those changes, such as people, technology, and environment.



Post-visit Activities

1. Class exhibit

Activity: Have each student write/draw a memory. Once that is completed have them either:

- a. Create a diorama of that memory

And/or

- b. Pack their writings/drawing into a time capsule to open at a date in the future.

Ext.: Community Mural (if completed as a pre-visit activity)

Discussion: After the trip to the El Paso Museum of History, ask students whether their view on what a community has changed. How so?

Activity: If the community chart was created, see if there is anything they would now add after activities and museum visit and share proudly.

TEKS

Lesson 1.)

Art: K.1A, 2AC, 1.1A,
2AC, 2.1A, 2C, 3.2AC

Lesson 2.)

Art: K.1A, 2AC, 1.1A,
2AC, 2.1A, 2C, 3.2AC

Resources

Children's Books

- o Communities (People) by Gail Saunders-Smith
- o My Neighborhood: Places and Faces (All about Me) by Lisa Bullard
- o Who's In My Family?: All About Our Families (Let's Talk about You and Me) by Robie H. Harris
- o On the Town: A Community Adventure by Judith Caseley
- o Me on the Map (Dragonfly Books) by Joan Sweeney
- o Mapping Penny's World by Loreen Leedy
- o Me and My Family Tree by Joan Sweeney
- o Who's in a Family? by Robert Skutch
- o On the Town: A Community Adventure by Judith Caseley
- o Look Where We Live!: A First Book of Community Building by Scot Ritchie
- o Family Pictures, Cuadros de Familia, Edición Quinceañera by Carmen Lomas Garza
- o In My Family/En mi familia by Carmen Lomas Garza

Children's Music

- o Going on a Bear Hunt
<https://www.youtube.com/watch?v=8AvUJM1b57E>
<https://www.youtube.com/watch?v=Wzlcu6tbEko>
- o Your World At A Glance by Marilyn M. Linford
<http://www.songsforteaching.com/socialstudies/yourworldataglace.htm>
- o Can You Tell Me Where You're From? by David Burba
<http://www.songsforteaching.com/communityschoolhomescurriculum/whereareyoufrom.php>

Going on a Bear Hunt

(Chorus) We're goin' on a bear hunt,
We're going to catch a big one,
I'm not scared
What a beautiful day!

Oh look! It's some long, wavy grass!
Can't go over it,
Can't go under it,
Can't go around it,
Got to go through it!
(Make arm motions like you're going through
long grass and make swishing sounds.)

(Chorus)

Oh look! It's a mushroom patch.
Can't go over it,
Can't go under it,
Can't go around it,
Got to go through it! (Pretend to go through the
patch clapping hands.)

(Chorus)

Oh look! It's a wide river.
Can't go over it,
Can't go under it,
Can't go through it,
Got to swim across it.
(Pretend to swim)

(Chorus)

Oh look! A deep, dark cave.
Can't go over it,
Can't go under it,
Can't go through it,
Got to go in it. (Pretend you're in a cave)

Uh, oh! It's dark in here.
I feel something,
It has lots of hair!
It has sharp teeth!
It's a bear!

Hurry back through the river,
(Pretend to swim)
Back through the mushroom patch,
(Make popping sounds)
Back through the long grass
(Make motions like you're going through grass)
Run in the house and lock the door. (Make a loud clap.)

Phew! That was close!
I'm not afraid!

Going on a _____

We're goin' on a _____,
We're going to catch a big one,
I'm not scared
What a beautiful day!

Oh look! It's _____!
Can't go over it,
Can't go under it,
Can't go around it,
Got to go through it!
(Make _____ motions.)

(Chorus)

Oh look! It's a _____.
Can't go over it,
Can't go under it,
Can't go around it,
Got to go through it! (Pretend to _____)

(Chorus)

Oh look! It's a _____.
Can't go over it,
Can't go under it,
Can't go through it,
Got to _____.
(Pretend to swim)

(Chorus)

Oh look! A deep, dark cave.
Can't go over it,
Can't go under it,
Can't go through it,
Got to go in it. (Pretend you're in a cave)

Uh, oh! It's dark in here.
I feel something,
It has lots of _____ - ____!
It has _____!
It's a _____!

Hurry back through the _____,
(Pretend to _____)
Back through the _____,
(Make _____ sounds)
Back through _____
(Make motions like you're going
through _____)
Run in the house and lock the door. (Make a loud
clap sound.)

Phew! That was close!
I'm not afraid!