What Are Communities?

Objectives

- Define the concept of community and describe elements that make a community special.
- Compare and contrast communities across the United States.
- Identify similarities and differences among communities around the world.
- EQ: Evaluate the influence of geography, history, and culture in a community.

Chapter Resource Guide

Social Studies Resources

- Scott Foresman Social Studies: pp. 11–13, 20–23, 27–29, 35

Reading and Content Support

- Scott Foresman Reading Street: “Jalapeno Bagels,” Grade 3, Unit 5, Week 4
- Leveled Readers: These readers focus on different types of communities.

Blackline Masters

- Communities (p. 5)
- My Lesson Guide (p. 6)
- World Communities (p. 7)
Make Learning Meaningful

Make Connections
To begin to consider the Essential Question, explain to students that they belong to a community. Have students brainstorm about things that make their community special. **Ask:** How do people in your community help one another? List students’ responses on the board. Have volunteers tell which items on the list might be more or less important to different people in the community.

Have students test their connections to the content by responding to the questions. **Ask:**
- What do you know about the history of your community? How do people in your community celebrate special events?

**Reading Support** “Jalapeno Bagels,” Reading Street: Grade 3, Unit 5, Week 4

Activate Prior Knowledge
Display and discuss photographs of landmarks, geographical areas, or homes from other communities in the United States and the world. Encourage students to share what they know about other communities to tap their prior knowledge. **Ask:**
- How is recreation in a mountain community and an ocean community different?
- How is your community similar to or different from these communities?

Teach Knowledge and Skills

**Communities**
- Place students in three small groups. Have Group 1 read page 11; Group 2 read page 12; and Group 3 read page 13.
- As they read, ask students to think about the special things about Carlos’s community, such as its people, history, geographic features, and celebrations.
- Have groups create a three-column chart labeled **History**, **Geographic Features**, and **Celebrations**. Have each group complete their section of the chart.

<table>
<thead>
<tr>
<th>History</th>
<th>Geographic Features</th>
<th>Celebrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Paso is 400 years old.</td>
<td>El Paso has two mountains and a river. It borders Mexico.</td>
<td>Many celebrations in El Paso come from its Spanish history.</td>
</tr>
<tr>
<td>It was first settled by Native Americans.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ask:** What might Carlos say is special about his community?

**Content Support** Leveled Reader “Mr. Post’s Class”
United States Communities

- Have students turn to the map on pages 20–21. **Ask:** What is different about the two communities shown on this map? (Astoria, Oregon, is in the north of the United States near the Pacific Ocean. Wilmington, North Carolina, is in the south and is near the Atlantic Ocean.)
- Turn students’ attention to the map on page 22. **Ask:** Where is this community located? How does it differ from the other communities? (Denver, Colorado, is nearly in the middle of the country. Unlike the other two communities, it is not near the ocean.)
- Have students remain in their reading groups. Have **Group 1** read page 20; **Group 2** read page 21; and **Group 3** read pages 22–23.
- Draw a three-column chart on the board with the headings **Astoria, Wilmington,** and **Denver.** On the left side of the chart list **Geography** and **People.** Have each group complete the chart.

<table>
<thead>
<tr>
<th>Geography</th>
<th>Wilmingon</th>
<th>Denver</th>
</tr>
</thead>
<tbody>
<tr>
<td>where the Columbia River meets the Pacific Ocean</td>
<td>between Cape Fear River and the Atlantic Ocean</td>
<td>foot of the Rocky Mountains near the middle of the United States</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
<th>Wilmingon</th>
<th>Denver</th>
</tr>
</thead>
<tbody>
<tr>
<td>people from Norway, Denmark, Finland, Sweden, and Iceland settled there</td>
<td>was first settled by Native Americans then by the English</td>
<td>was an Arapaho settlement; fur traders and gold miners later settled there</td>
</tr>
</tbody>
</table>

- **Ask:** Why might someone choose to live in an ocean community or a mountain community?

**Content Support** Leveled Reader “Why We Live Where We Live”

World Communities

- Ask students to read pages 27–29 of their text independently or as a class.
- Have students make a concept map of things that make the community of Timbuktu special.
- Divide the class into groups of three. Have each group draw a concept map on a sheet of paper. Write Timbuktu in the center circle.
- Have each student in the group write one detail on each leg of the map.
- Have students compare and contrast their findings with other groups.
- **Ask:** How are communities around the world different from the United States?

**Content Support** Leveled Reader “Living Abroad”
Process and Assess

Process Knowledge

Have students complete Questions 1–5 under Facts and Main Ideas on page 35 of their text.

Assess Understanding: Connect to the Essential Question

Questions and Scenarios

- Have students use one or more of the questions and scenarios below to relate the chapter content to the Essential Question: What makes a community special?

  - Write a paragraph comparing your community to El Paso, Texas. What are the similarities and differences? Make sure to include details about the people, history, geography, and celebrations of your community.

  - A new travel company wants your help in deciding where they should build a new resort in the United States. Write a proposal explaining why they should build their resort in the community of Astoria, Wilmington, or Denver.

  - Your school is having a history fair about Africa, and each class has to present information about one country. Create a collage of images and words that showcase the community of Timbuktu in Mali. Include information about the region, its culture, and what it might be like to live there.

EQ Activity

Place students in groups of four. Have each group create a new travel brochure to attract tourists to the community of their choice. Students can choose the community they live in or another community in the United States. Each brochure should describe the history, culture, and geography of the community, and, most importantly, what makes it special.

Notes and Feedback
Lesson 1: Communities

Directions: A community is a place where people live, work, and have fun together. El Paso, Texas, is the community where Carlos lives. Use the terms in the box to complete each sentence with information from Lesson 1. You may use your textbook.

<table>
<thead>
<tr>
<th>vote</th>
<th>&quot;the pass&quot;</th>
<th>Native Americans</th>
<th>river</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>doctors</td>
<td>United States of America</td>
<td>Mexico</td>
</tr>
</tbody>
</table>

1. El Paso is Spanish for ________________.

2. El Paso is located on the border between ________________ and the United States.

3. Many people, like teachers and ________________, make El Paso a special place to live.

4. The first people to live in El Paso were ______________________________.

5. The Rio Grande is a ________________ that separates El Paso from Juarez, Mexico.

6. El Paso is located in the state of ________________.

7. Texas is one of the states in the ______________________________.

8. Carlos’s parents ________________ for people who want to help their community.

Notes for Home: Your child learned about the community of El Paso, Texas.

Home Activity: Have your child share how your community is similar to or different from El Paso.
### My Lesson Guide

**Directions:** Complete the chart by filling in information for each community.

- visit historical museums
- North Carolina
- where the Arapaho lived

<table>
<thead>
<tr>
<th>Location</th>
<th>Astoria</th>
<th>Wilmington</th>
<th>Denver</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Many people came from Scandinavia.</td>
<td>visit Airlie Gardens</td>
<td>Colorado</td>
</tr>
</tbody>
</table>

### Talk About It
In a small group, discuss the three places you read about. Suppose your group won a free trip to one of these places. Talk about things you would like to do and see in each place. Then vote on which place your group will visit.