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Discovering Community Workshop/Vermont Folk-Life Center  
June 22 – 26, 2009

**A Curriculum Plan**

## **for the Lincoln Community School Kindergarten**

### ***Inspired by the Discovering Community Weeklong Workshop***

As the school librarian, I collaborate with all of the teachers at the Lincoln Community School. I love this. Everyday is different. Everyday is filled with fun projects. This past year, I collaborated quite a bit with technology/curriculum connected projects. I did not, however, connect these projects with the community of Lincoln, and after attending the Discovering Community Workshop Week, I am now inspired to do so. What follows is a unit that contains: kindergarten curriculum + the Lincoln community + technology.

One might believe that this project would be too difficult to do in kindergarten. I disagree. Last year, I did several photography projects in kindergarten and they did a fine job.

**Grade:**  
Kindergarten

**Unit Topic:**  
Who Lives in Our Community?

**Overview:**  
~ The kindergarten class begins their year by identifying who they, as individuals, are. As the year progresses, the focus travels wider and wider. When the focus is their community of their town, this is when this unit begins. In this unit, the student will answer the question: *Who Lives in Our Community?* Showing how the community members influence the lives of the members of the kindergarten class, an extension of this question: *How Am I Part of the Community?* will also be answered. Using a variety of resources, the students will learn about the community of a town, and in this case, the community of Lincoln.

~ Understanding that student ownership makes an educational experience more meaningful, the kindergarten class will brainstorm around the idea of community. Who do we know that lives in our community? Who works in our community? Where do they do their jobs? What businesses/buildings are in Lincoln? Do we know who runs them?

~ Once a list has been made of all the people/places that are in Lincoln, we'll make a plan of how we'll get to know about these people/places. How will we find out the answers to our questions?

~ After we've figured out the plan, perhaps we'll take a field trip or field trips to interview these people. Before we do this, we'll have a mini workshop on interviewing, photography and tape-recording. Teachers will role model the interviewing process. We will practice using a digital camera and voice recorders.

~ So that the students build a “relationship” with the members of the community, before they are in the interviewing stage, it might be wise to invite the members of the community into the classroom, and build a situation where the students and community members could “visit.” If the students met the community members for the first time in the interviewing process, some “shyness” might be present.

~ Students could choose a community member/building to interview. Students, for fortification, should work in pairs. With teacher assistance, the students should brainstorm a few questions that they will ask. (who, what, where, when, how?) They should share what they already know.

~ Where will the students put the information that they research? Enter - the art teacher at the Lincoln Community School! She would advise and help produce a large map of town of Lincoln. Concepts of maps would be introduced. They would use a satellite photo of the town of Lincoln (thanks to the help of my husband, Forester Joe Nelson!) as a guide.

~ As the project unfolds, the map would be the spot where the students would attach the photo of the community member/place that was taken by the student, and perhaps some text regarding what they had discovered. Perhaps each community member/building would be exhibited on a 12” X 12” board – connected to the spot on the map with a string.

~ In addition to the map, which would be a visual representation of knowledge gathered, photo and words would be paired in a technological piece: a photostory.

~ In addition, students would work on identifying where they live in Lincoln.

~ The project would culminate in a final presentation. The completed map and the photostories would be presented, and the community members would be invited to this presentation. Kindergarten students would present information on what they had learned and gathered.

(Units that came before this: *Me, Where I Live, My Family*. These units could produce photos of them and their house, their families and interviews which could go on the map, also.)

### **Enduring Understanding:**

#### ***What my hopes are, in the completion of this project:***

- ~ to deepen the students’ connections to their communities. If they are connected, they will care more about its well-being. And in reverse, to strengthen the community’s connection with the school
- ~ to broaden an understanding of the meaning of “community” – a school community, a class community, a town community etc.
- ~ to foster generational relationships
- ~ to build empathy for others
- ~ to build a respect for diversity

- ~ to feel a sense of belonging to this community
- ~ to know that there are people in the community who will help me and in reverse, that I can help
- ~ to suspend judgment
- ~ to be given the liberty to be curious
- ~ to understand the relationship between a map and “real life”
- ~ to broaden one’s knowledge of career opportunities
- ~ to exercise the skill of prioritizing – ie: which two questions am I the most curious to find the answers to?

### **Essential Questions**

Social Studies Essential Questions:

- 3 (c’c/g:g) How are the communities we belong to similar and different?
- 9 (g) How can maps help us understand our school and community?

### **Focusing Questions**

- ~ What is community?
- ~ Who lives in our community?
- ~ Who works in our community?
- ~ How am I a part of this community?
- ~ What am I curious about, in terms of this community?

*Here are the Grade Expectations where my Discovering Community Curriculum applies:*

### **History and Social Studies Grade Expectations**

#### **~ Social and Historical Questioning**

##### **H&SSPK-K:1**

Students initiate an inquiry by...Developing a question by completing prompts, “I wonder...?” “Why...?”

#### **~ Hypothesis and Research Questioning**

##### **H&SSPK-K:2**

Students develop a hypothesis, thesis or research statement by...Sharing ideas about possible answers to questions

#### **~ Research Plan**

##### **H&SSPK-K:3**

Students design research by....Identifying resources for finding answers to their questions, Explaining what their jobs will be during an inquiry investigation, Identifying ways that they will share what they’ve learned.

## **~ Conducting Research**

### **H&SSPK-K:4**

Students conduct research by...Following directions to complete an inquiry, Asking questions and observing during the investigation process, Recording observations with words, numbers, symbols and/or pictures.

### **H&SSPK-K:5**

Students develop reasonable explanations that support the research statement by...Organizing and displaying information, Analyzing evidence.

### **H&SSPK-K:6**

Students make connections to research by...Discussing if their findings answered their research questions, Proposing solutions to problems and asking other questions.

### **H&SSPK-K:7**

Students communicate their findings by...Speaking, using pictures or writing a story or letter by dictating ideas to a teacher.

### **H&SSPK-K:11**

Students interpret geography and solve geographic problems by Verbalizing their names and addresses, Recognizing that neighborhood spaces are defined by boundaries – yard, playground, sidewalk, roads, Defining or identifying a map or globe, Using vocabulary which defines location in space, Using a simple map to find something.

### **H&SSPK-K:14**

Students act as citizens by...Identifying various groups that they belong to (e.g. I'm a part of a family, I'm a part of a class, I'm a part of a school, I'm a part of a community.)

### **H&SSPK-K:17**

Students examine how access to various institutions affects justice, reward, and power by...Naming various social, economic, and governmental institutions in their community (e.g. schools, churches, post office, grocery store, etc.)

### **H&SSPK-K:18**

Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...Identifying economic activities that use resources in the local region (e.g. farmers' markets), Identifying jobs people do in the home, school and community.

There are no applicable Grade Expectations for Information Technology for this grade level, though the project uses forms of technology.

## **ANESU Power Standards**

*\* These are a repeat from History and Social Studies Grade Expectations below.  
\* = where the power standard is reflected in Kindergarten Discovering Community Curriculum.*

### Kindergarten

#### Inquiry

1. Students develop, conduct, analyze and/or communicate research by...  
The inquiry GEs (1-7) are an umbrella for instructional practice.  
They are not independently assessed.

#### History

2. Students show understanding of the link between the past, the present, and the future by...
  - a. (10) Placing events from their lives in their correct sequence (in a timeline).

#### Geography

3. Students interpret geography and understand the interaction between culture, themselves and the environment by...
  - \* a. (11) Verbalizing their names and town of residence.
  - \* b. (11) Creating and using a simple map showing the student in relation to some other meaningful place.
  - c. (12) Identifying ways in which they take care of or hurt the environment.
  - d. (13) Identifying ways culture is expressed in their families.
  - \* e. (13) Understanding and appreciating that he or she is alike and different from other people in many different ways.

#### Civics

4. Students show understanding of government, citizenship and a citizen's role in society by...
  - a. (14) Demonstrating positive interaction with group members.
  - b. (15) Identifying the need for rules in a variety of settings, and demonstrating appropriate behavior in a variety of settings
  - c. (16) Practicing communication skills with individuals and groups
  - d. (16) Identifying feelings that might lead to conflict
  - \* e. (18) Identifying jobs people do in the home and school.

### **Other Standards and Grade Expectations From Vermont Framework of Standards**

*Here are the Standards where my Discovering Community Curriculum applies:*

#### **Clarification and Restatement**

- 1.13 Students listen actively and respond to communication. This is evident when students:
  - a. ask clarifying questions
  - b. restate and
  - c. respond through discussion, writing and using art forms.

#### **Critique**

- 1.14
- a. observe
  - b. describe
  - c. extend
  - d. interpret and
  - e. make connections

### **Expression**

#### **Speaking**

- 1.15 Students use verbal and nonverbal skills to express themselves effectively. This is evident when students:
- a. share information

### **Information Technology/Information Literacy**

#### **Information Technology**

- 1.18 Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.

#### **Communication of Data**

- 1.20 Students use graphs, charts, and other visual presentations to communicate data accurately and appropriately.

## 2. Reasoning and Problem Solving Standards

### Questioning/Problem Solving

#### **Types of Questions**

- 2.1 Students ask a variety of questions. This is evident when students:
- a. Ask questions about how things get done and how they work.
  - b. Ask questions to determine why events occur;
  - c. Ask questions that compare and contrast, to determine similarities and differences.
  - d. Ask questions that help make connections within and across fields of knowledge and/or between concepts; and
  - e. As reflective questions that connect new ideas to personal experiences.

## **Personal Development Standards**

### **Making Decisions**

#### 3.9 Sustainability

- 3.9 d Explore local natural and human communities, identify the systems within them, and what is required for these communities and be sustained.

### **Relationships**

#### Teamwork

- 3.1 Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems and create solutions.

### **Interactions**

3.11 Students interact respectfully with others, including those with whom they have differences.

### **Roles and Responsibilities**

3.13 Students analyze their roles and responsibilities in their family, their school, and their community.

### **Career Choices**

3.15 Students know about various careers. This is evident when students:  
a. Describe the types of work done by their parent or other members of the community.

### **History and Social Sciences Standards**

#### **Geography**

6.7 a. Identify location and patterns of local areas (e.g. create and use maps of classrooms, schoolyard, neighborhoods, and town, to identify the location of physical features.)

6.7 c. Make and use a grid (coordinate) system to give location.

6.7 e. Make and use legend/keys on a variety of thematic maps.

### **Assessments**

How will I know that the students have been engaged learners? To determine how much the students know and what they are able to do, we will have “meetings” after the information gathering/photo-taking sessions have happened. What did they each learn? How shall we represent this on our big map of Lincoln? What more do you want to know? Was there some information that really surprised you?

We will have a final presentation of our research. How involved with this are the students? Are they able to connect with their community member? Can they elaborate on their learnings? Do they have a feeling of pride on all that they have accomplished?

### **Content & Vocabulary**

- ~ community
- ~ map
- ~ legend
- ~ key
- ~ interview
- ~ digital camera
- ~ audio recorder

### **Skills**

- ~ transferring visual knowledge to a map

- ~ how to read a map
- ~ transferring information and images to a technology project
- ~ prioritizing what you want to find out
- ~ good interviewing skills
- ~ how to record an interview
- ~ how to take a photograph
- ~ how to make a presentation of what we've learned
- ~ how to work with a partner

### **Suggested Resources**

- ~ The Lincoln Historical Society
- ~ The Lincoln Town Clerk, Sally Ober
- ~ The Lincoln General Store
- ~ The Lincoln Library, Deb Gray, librarian
- ~ Author, Christ Bohjalian
- ~ Artist, Reed Prescott
- ~ Artist, Kathleen Kolb
- ~ Church, The Lincoln United Methodist Church
- ~ The Lincoln Community School (several teachers have worked there for over 20 years)
- ~ The school bus drivers
- ~ The cemetery and the keeper of the cemetery
- ~ Lise Lathrop, Upholsterer
- ~ Maple Syrup makers
- ~ The Weed Farm
- ~ The Lincoln Pottery Studio
- ~ The various sports coaches
- ~ The School Board for the Lincoln Community School
- ~ The Lincoln Select Board
- ~ The Road Crew for the town of Lincoln
- ~ Greg Sharrow, The Vermont Folk-Life Center
- ~ Home for Elderly People, The Weathervane
- ~ The Lincoln Volunteer Fire Department
- ~ The Art Teacher at the Lincoln Community School, Nancy MacClaran
- ~ The Kindergarten Teacher, Deb Eddington
- ~ School Technology Educator, Richard Ruane

### **Learning Opportunities/Instructional Strategies**

- ~ This is an opportunity for students to tell you what they know and what they are curious to know
- ~ Adults involved in the project can be in a variety of instructor roles: collaborator, co-explorer, teacher, specific skill teacher
- ~ Students can also have multiple roles: collaborator, team player and teacher.
- ~ Depending on how the project is structured, different learning groups can be formed: photographers, audio recorders, public relations, technologists, map-makers etc.
- ~ I see this project as taking many months.

~ After the project is completed, it would be fun to see where the students see the next step being ...