

EXPLORING OUR COMMUNITY: CIVICS IN THE EARLY ELEMENTARY CLASSROOM

Objective: In this activity, teachers & students will jump into the complicated concept of “community.” As responsible citizens, it is important for everyone to understand the connections that form our communities and influence our lives. This packet will use primary source images to understand needs vs. wants, goods vs. services, and make connections to how these ideas influence communities in past and present. Though the sections are designed to build on one another, teachers can also pick and choose the activities that work best for their classroom.

VDOE Standards of Learning:

- 1st Grade: 1.1a, 1.1c, 1.1d, 1.1e, 1.1g, 1.1h, 1.1i, 1.2c, 1.7, 1.8, 1.10f
- 2nd Grade: 2.1a, 2.1c, 2.1d, 2.1e, 2.1g, 2.1h, 2.1i, 2.2, 2.8, 2.11b, 2.11c, 2.12b

Table of Contents:

1. **Define:** Definitions of Important Words Used Throughout the Packet
2. **Practice:** Students will use “See, Think, Wonder” to identify needs, wants, goods, and services by viewing primary source images
3. **Extend:** Students will vote on the needs, wants, goods, and services they would have in their own community
4. **Brain Break:** Craft Time!
5. **Review:** Students will connect what they have learned to an image of a Virginia Indian village from 1585
6. **Image Bank:** Enlarged, printable images for students to use during the lesson

DEFINE

Community: People who live, work, or play together form a community. Kids who go to the same school are part of a community. So are people that live in the same neighborhood, state, or country.

Primary Source: Pictures, writings, or objects created by someone who actually lived through that event or time period.

Needs: Something people can't live without. Needs can be goods or services.

- Ex: Food, Water

Wants: Something people like or that makes life easier – but you don't need to survive. Wants can be goods or services.

- Ex: Toys, Pets

Goods: A physical product that people can touch. Goods can be needs or wants.

- Ex: Clothes, Cell Phones

Services: A skill or job that someone can do, but cannot be physically touched. Services can be needs or wants.

- Ex: Teaching, Nurse

Past: Something that has already happened

- Ex: George Washington was President in the past

Present: Something that is happening now

- Ex: You are doing this activity

Future: Something that will happen, but hasn't happened yet

- Ex: Your next birthday

Apply These Definitions:

1. Your school is a community! Look around the room and name a "good".
2. There are a lot of people who perform services to help keep your school running smoothly. Name some of the jobs at your school.
3. Name a teacher you had in the past. Name the grade you will be in the future!

PRACTICE: See, Think, Wonder

Use “See, Think, Wonder” to examine the primary sources below. “See, Think, Wonder” is an activity that encourages students to slow down and look closely at images before asking questions or jumping to conclusions. This way, they can build a foundation for analysis. Use the questions or template below to get started.

SEE




1. What do you see in this picture?
2. What did you notice first?
3. Find something small. Find something big!
4. What colors are in the picture?
5. Are there people in the picture? If yes, how many?

THINK

1. Why do you think someone took this picture?
2. Who do you think would look at this picture?
3. What do you think they are doing in this picture? Why?
4. How many people do you think have seen this?
5. What do you think would be different about this picture if we took it today, instead of in the past?

WONDER

1. What questions do you have about this picture?

<div><div>SEE What do you see? What do you notice?</div></div>	<div><div>THINK What do you think is happening?</div></div>	<div><div>WONDER What questions do you have?</div></div>
<div><i>I see...</i></div>	<div><i>I think...</i></div>	<div><i>I wonder...</i></div>



Foster Collection, Richmond, VA; Fire Dept. #4
 VMHC Object Number: 1991.1.21240

This 1911 photo shows the firemen and fire truck of Richmond Fire Department #4.

1. How many people do you see in this picture?
2. Who do you think is the most important person in this picture? Why do you think that?
3. Why are firefighters an important part of a community?
4. Is this an example of a good or service? Why?

H. ELECTRONIC SKEE BALL GAME
A game the whole family will enjoy. An exact replica of the famous amusement park models, complete with Electronic Score Board that lights up, records scores, and rings a bell as balls go around the scoring rings and into the holes. Handsome natural wood finish. Operates on 3 standard flashlight batteries (not included). Size: 32" x 23 1/2" x 15" - Wt. 24 lbs. Shpg. Frt. of Exp.
E1520B1530 Retail \$22.95

I. ELECTRONIC TWIN TRAIN SET
An air of mystery surrounds this Electronic Twin Train Set. Two diesel-type locomotives, each pull two cars around a colorful, beautifully illustrated steel base. Layout includes two switches, Station, Power House, Tunnel, Mountain Climb and Cross-over. Movable Electric Motor operates on two standard flashlight batteries (not included). 28 1/2" Long. Wt. 5 lbs.
M372B399 Retail \$5.98

J. DELUXE CONCERT SPINET PIANO WITH BENCH
Handsome, beautiful Provincial finish polished hardwood Spinet. Full, resonant Mello-Tone notes from 37 Feather-Touch Action plastic keys. Concert Mirror front panel. 3 Octave Range Keyboard includes sharps and flats. Complete with Color Strip and easy Play by Color Song Book. Size: 21" high. Shpg. Wt. 30 lbs.
E5837CMB2663 Retail \$39.95

K. SPINET PIANO WITH BENCH
Same as above with 30 keys. Size: 21" high. Shpg. Wt. 28 lbs.
E5830CMB1997 Retail \$29.95

L. UNCLE SAM'S 3-COIN REGISTER BANK
A bank that makes it fun to save. A durable, dependable, tamper proof 3-Coin Register Bank that registers nickels, dimes and quarters. It rings up deposits, registers total savings and unlocks automatically only when \$10 in coins has been deposited. 6 1/2" high. Wt. 3 lbs.
M300B265 Retail \$3.98

M. DELUXE FLOOR MODEL POOL TABLE
Large enough for entire family. Non-warp playing surface green billiard cloth covering, highly resilient cloth covered cushions. Automatic ball return and trap. 13 cushion 1 1/2" numbered balls, white cue ball. Frangible 2 hand wood 48" cue. Leg and bed levers. Legs fold for easy storage. Size: L 66", W 36", H 30 1/2". Shpg. Wt. 10 lbs.
E256B4166 Retail \$62.50

N. Same as above except smaller. Size: L 50", W 28", H 27". Shpg. Wt. 30 lbs.
E254B2196 Retail \$32.95

O. SUPER DELUXE FLOOR MODEL POOL TABLE
This modern designed table has beauty, finish and ruggedness that will endure for years. Heavy steel frame finished in baked-on enamel. Non-warping playing surface covered with green billiard cloth. Concealed Ball Tray and Ball return. Two standard hardwood far bow rests are cushioned and fold for compact storage. 15 cushion 1 1/2" numbered balls, white cue ball. Frangible 2 1/2" hardwood cues. Leg levers. Size: L 72", W 40", H 30". Shpg. Wt. 105 lbs.
E267B8662 Retail \$129.95

P. Same as O except smaller. Size: L 60", W 33", H 28 1/2". Shpg. Wt. 80 lbs.
E263B6663 Retail \$99.95

Q. TYPEWRITER AND CARRYING CASE
A real typewriter. Fine for school, business and letter writing. Capital and lower case alphabets, no movable typebars, and punctuation arranged same as standard keyboard. Ball-bearing carriage, shift keys, case included. 1 1/2" ribbon and space standard letter heads. Attractively finished. Matching metal carrying case. Size: 10 1/2" x 10 1/2" x 4 1/2". Wt. 11 lbs.
M452B1330 Retail \$19.95

Best Products Display Board for Children's Toys

VMHC Object Number: 1997.38.8

This picture shows images and descriptions of children's toys such as an electronic skee ball game, an electronic twin train set, a deluxe concert spinet piano with bench, an Uncle Sam's 3-coin register bank, a deluxe floor model pool table and a super deluxe floor model pool table, and typewriter and carrying case. The panel is part of a display board that was once used to advertise goods sold by Best Products.

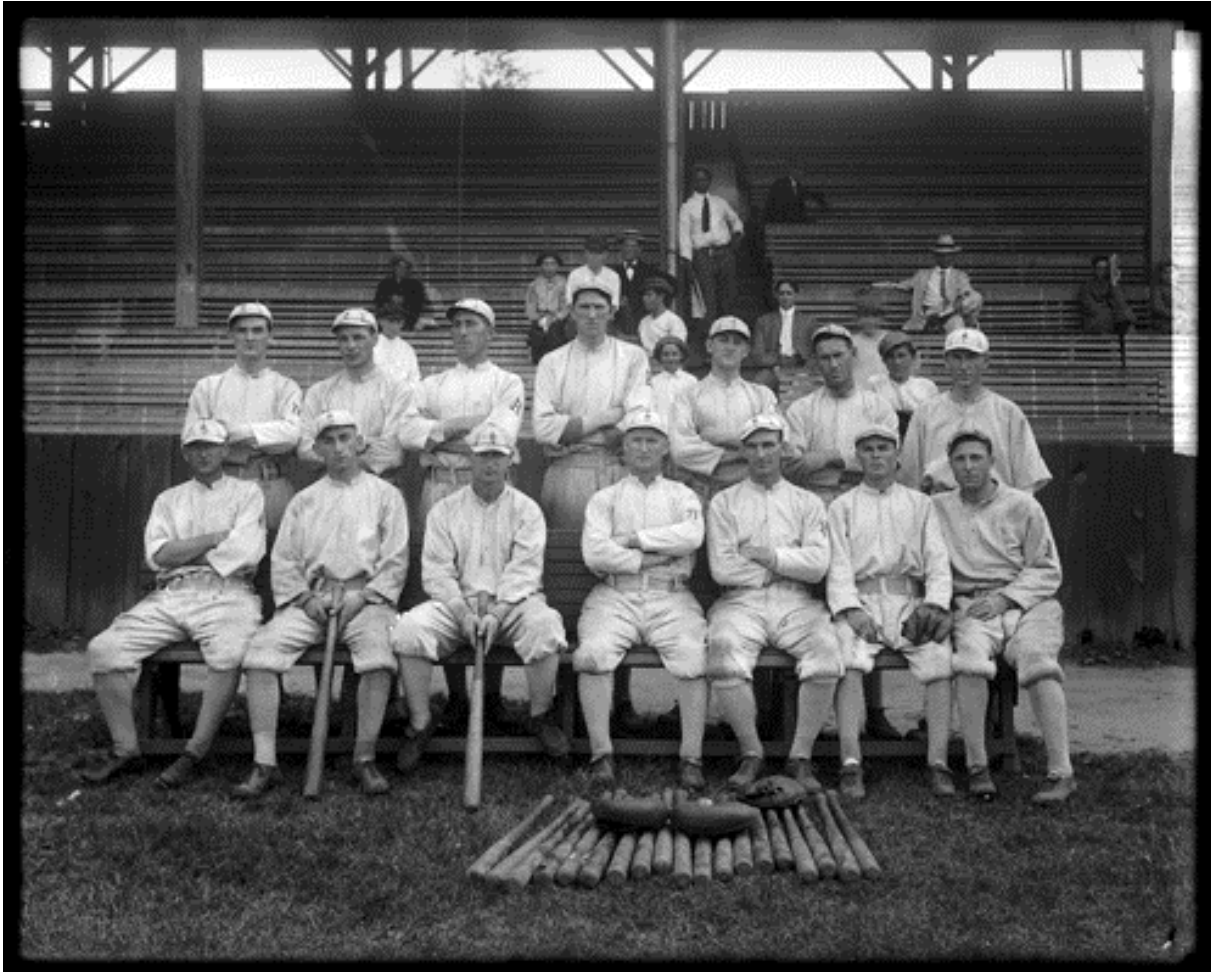
1. What do you see in this picture?
2. What are some toys you like to play with?
3. What is different about this picture and the picture of the firemen?
4. Are toys a good or a service? Why?



Maryland Fruit Store, Norfolk Virginia
 VMHC Object Number: 2003.26.19

This photo of a 1919 storefront in Norfolk, Virginia, shows a man standing in the doorway of his fruit store.

1. What do you see being sold at this store?
2. Who do you think this man is?
3. How does this look the same or different as stores where people buy food today?
4. Is fruit (food) a want or a need? Why is fruit good for people to eat?



Foster Collection, Richmond, VA, Richmond Baseball Team

VMHC Object Number: 1991.1.21429

Professional baseball came to Richmond, Virginia in the 1880s. As the game of baseball grew and changed, many new teams and leagues popped up across the country. This photo shows a 1912 Richmond baseball team, with several fans in attendance in the stands.

1. What is different about the different groups of people in this picture?
2. Why are all of the men in the front dressed in white?
3. Do any of you play sports? Are sports teams communities?
4. Do people need baseball to survive? Does this make it a want or a need?

Movement Break! Stand up and pretend like you are hitting a baseball.

EXTEND

Now that students have learned more about wants vs. needs and goods vs. services in the community, they can practice voting and weigh costs vs. benefits to create their own community. The example below is for an ideal town to live in.

Step 1: Discuss what would make a community nice to live, work, or play in. We recommend choosing a specific example (town or classroom).

Step 2: Create a poster with the four categories and have students fill each category up with ideas. Example below:

WANTS	NEEDS
Parks	Food
Restaurants	Water
Sports	Houses
Gardens	Clothes
Libraries	Clean Air
Festivals	Other People
GOODS	SERVICES
Toys	Fire Department
Pets	Schools
Books	Police
Bicycles	Hospitals
Medicine	Garbage Men
Internet	Public Swimming Pools

Step 3: After students fill out each category with their ideas, they can vote for the top 3 in each category. Voting is important because it allows people in a community to help make choices, even if their vote doesn't always win. When voting, discuss the costs and benefits of each option. Example below:

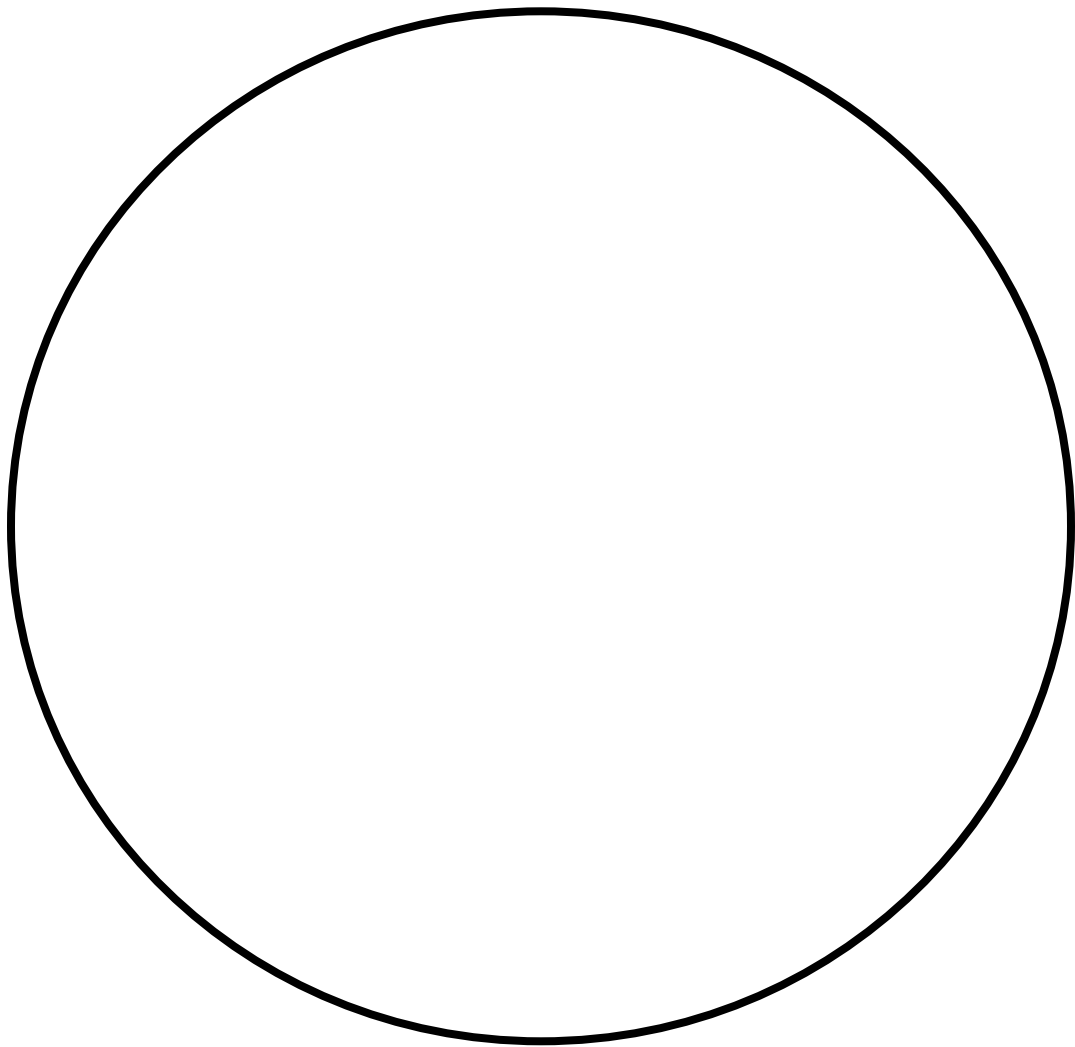
WANT: FESTIVALS	
PROS (Benefits)	CONS (Costs)
Fun Helps businesses make money Brings people together	Lots of work You have to have somewhere to hold the festival Could cause problems with traffic

Step 4: Create a new chart listing what the students chose. Discuss what is missing – communities have a lot of needs and it requires a lot of voting and helping to make communities successful and people safe and happy. A final version might look like this:

WANTS	NEEDS
Parks Restaurants Libraries	Food Water Houses
GOODS	SERVICES
Toys Pets Medicine	Fire Department Schools Police

BRAIN BREAK – Craft Time

Now that students have voted, they deserve a sticker. Have them design one below. Feel free to show them examples of voting stickers online!



REVIEW

In this final review students will connect what they have learned with a community from long ago. Shown here is a 1585 image of an Algonquin speaking Native American community in what is today North Carolina. They share many similarities to the Algonquin speaking Powhatan tribes in what became Virginia's Tidewater region.*

Let's talk about this community!

1. This community **needs** food, heat, and shelter to survive – where do you see examples of those? (ex: houses, corn fields, two fires)
2. What are some things that you think they might have **wanted** to make their lives easier or happier? (ex: entertainment, pets)
3. The people shown here often traded **goods** with other communities. What were some physical products that they might have had to trade? (ex: shells, corn, leather from hunting animals)
4. Different members of this community provided different **services** to keep everyone healthy and happy. (ex: growing food, fishing, building houses)

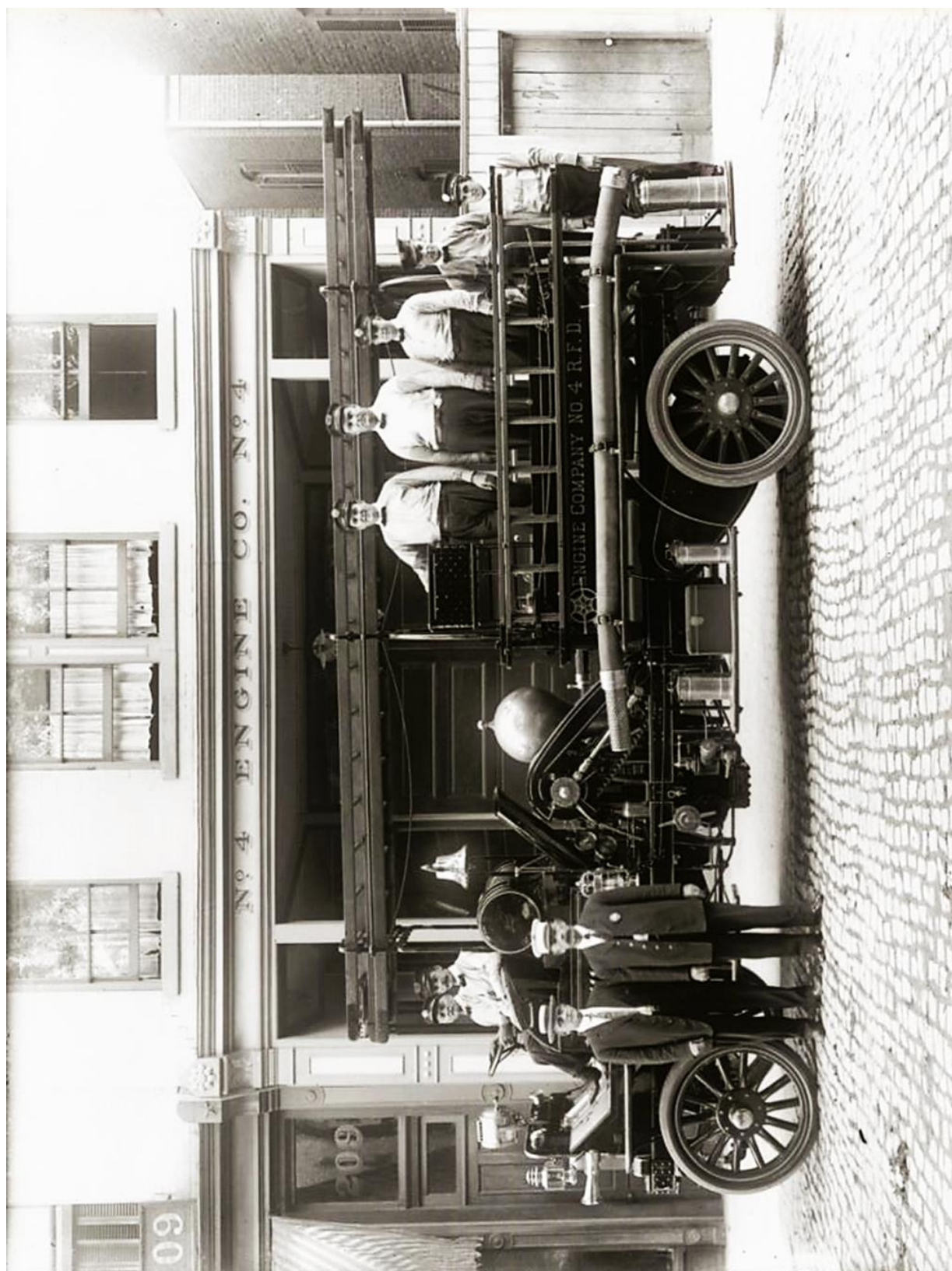


*Note – this activity is designed to correlate with Powhatan Indian knowledge learned by 2nd graders and might not be applicable to groups who have not learned this information in their classes.

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VMHC Object Number 1991.1.21240



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