

**Alison Willis**

**Unit: Finding My Place in History**

**Title of Lesson: People define a community**

**Timeframe:** 1-2 days

**Standards addressed:**

Alaska State History Standard B.4

**Social Studies Knowledge, Skills, Dispositions:**

Knowledge of the terms migration and mobility.

The understanding that people are unique and have different personalities.

They will need to be able to analyze their work group dynamics.

**Learning objectives:** At the completion of this lesson, students will know & be able to:

Explain how mobility and migration affect the make up of a class, school, community.

**Cooperative skills addressed:**

Small group and partner work. Sharing ideas and providing feedback to peers.

**Materials needed:**

Alaska folder/notebook  
paper, pencil

## Lesson Design

**1. Prior assignment/preparation** --The students will have completed lessons on migration vs. mobility. They will have their notes and information available for revisiting.

**2. Opening activity** --Take a poll of the class. How many of you have transferred from a school in another state? How many of you have transferred from another school in Anchorage? Post results on the board (some schools will have more transfers than others).

**3. Specific lesson design**-- Ask the students who have transferred into the school to describe any differences between the schools and/or students of the schools? List these on the board, this can be an informal list or you could use a Venn diagram to show both the similarities and differences between the locations. If there aren't any students that have transferred to the school ask if they have gone to other states for vacations. What types of differences did they observe?

Discuss about how people act differently. Talk about different types of personality traits. Think about how adding certain personality traits to a groups of people changes how the group interacts.

The same is true for communities. All of the people within a community are individuals, they all bring something unique or special into the mix. The unique traits when combined together determine how the community acts as a whole. Some communities are formed of like-minded people, they share the same views. Do you think they would get along better than a community of mixed viewpoints? Do you think that both are possible?

Spend some time on this discussion. Really try to get the kids to dig in. A simulation may help illustrate the idea better. Form groups to work on a timed task ( any task that requires team work will do) Have some groups made of friends, some of too many leaders, some with no clear leaders, and at least one group that is evenly mixed. At the end of the task have the students reflect on how they think their group worked together, would it have made a difference if they had different types of people in their groups. Have them report back to the class. This shows how different types of communities can work together

**4. Assessment** -- The assessment for this lesson will be the class discussion. This is not a formal assessment. All I want the students to be able to do is talk about and see how people's personalities and their mobility affects a community.