

**Second Grade Social Studies Spring Assessment
Teacher Directions For “Creating Communities” Mural or Model**

Note:

- **THE TEACHER MAY CHOOSE TO HAVE 3 GROUPS CREATING THE THREE DIFFERENT COMMUNITIES, OR CREATE ONE COMMUNITY AS A WHOLE CLASS. HOWEVER, IN EITHER CASE, EACH STUDENT IS RESPONSIBLE FOR UNDERSTANDING THE SIMILARITIES AND DIFFERENCES AND REQUIRED TO COMPLETE THE SYNTHESIZING SECTION OF THE RUBRIC.**

- **ANOTHER OPTION IS TO HAVE EACH CHILD INDIVIDUALLY CREATE THREE SMALL MURALS (PICTURES) OF A RURAL, URBAN AND SUBURBAN COMMUNITY.**

Mural Materials:

Large butcher paper
Paint
Paintbrushes
Construction paper
Pencils
Ruler
Pictures from magazines
Felt, cotton, craft materials, etc.
Student template
Student definitions handout

3-D Model Materials:

Recycled boxes (cereal, noodle, shoe boxes, toilet and paper towel rolls)
Tape
Construction paper
Paint
Paintbrushes
Rulers
Craft materials
Student template
Student definitions handout

Procedure:

After studying communities in second grade, the students will create a culminating project that demonstrates the content in skills found in the rubric.

Part 1:

- Tell the students they will be creating a mural or 3-D model of one community.
- Invite the children to choose which community they prefer to create.
- Divide the class into three communities.
- Show the students the “Key Characteristics Template.”
- With the class, model filling in some areas of the chart.
- Each group will meet and brainstorm ideas about what structures etc. will be in each community.
- The group decides together the characteristics included in the group’s community.
- Hand out the “Key Characteristics Template” to the group. Enlarge the template so that each child can see and participate.
- One student records the group’s ideas.

Part 2:

- The groups determine which members will create each characteristic of the community. Teacher can facilitate.
- The groups determine where each characteristic of the community will be placed. Students strategically place post-its on mural paper to plan out the community.
- Students strategically draw with pencil the geography of the community (rivers, farm land, mountains)
- The students then use the materials to create the community characteristic. The characteristic must show the good or service that it provides.
 - For example, if the child is creating a doctor’s office, the drawing should contain the doctor, a patient and details like medicine, scale, eye chart etc.
 - If the student is creating a grocery store, the drawing should show produce, meat, cereal, workers etc.
- Students place the finished product in the designated spot on the paper.
- Students label the characteristics they made (the name of the store, grocery, doctor’s office.)
- Students label the characteristic as a want or need and write a sentence under the characteristic explaining why.
- **Example: Flip mural** – The student can draw the building and flip open the door or window. When you flip the door or window, the child draws the goods and services provided. Alternatively, when you lift the flap, the student could have the explanation of want or need.

Part 3:

- Each group shares and teaches the other groups about their community. Each child must demonstrate knowledge of how the community is influenced by geography
- Students orally or in writing explain the how the geography influences the community and the importance of the location of the characteristic made.
- Individually, students define each of the three communities using at least 3 examples to support their ideas. See attached student handout.

Part 4:

- Each student orally or in writing describes which community he/she would like to live in using specific examples and key vocabulary.
- Some **choices** of activities are:
 - Postcard
 - Letter writing
 - Paragraph
 - Keynote
 - Brochure