

Passport to Social Studies: Types of Communities

Objective

Analyze photographs of urban, suburban, and rural communities to identify the features of each

Resources/Materials

- *Urban, Suburban, and Rural Community Photographs*
- *See-Think-Wonder graphic organizer*

Activity

- Look at the *Urban Community Photograph* and use the *See-Think-Wonder graphic organizer* to record what you see in the image, what you think about what you see, and what questions you have about the urban community.
- Repeat the step above with the *Suburban Community Photograph* and then with the *Rural Community Photograph*.
- Answer the following questions:
 - How are each of these types of communities different?
 - Do you live in an urban, suburban, or rural community?

Extension

- Think about how a second grader's life might be different in each type of community. Draw a picture of a second grader in an urban community, in a suburban community, and in a rural community.

Additional Resources

- New York Transit Museum <https://www.nytransitmuseum.org/>

Urban Community Photograph



Suburban Community Photograph



See-Think-Wonder Graphic Organizer

Name: _____ Date: _____

	See	Think	Wonder
1			
2			
3			

Rural Community Photograph



Solving Community Problems - 2 days

Objective

Identify ways to solve community problems.

Resources/Materials

- *Suffragists Protest, October 1916*
- *Community Problem Solution Note Taker Template*
- *Sample Letter*
- *Design a Poster Template Option A*
- *Design a Poster Template Option B*
- *Make a Button Template*
- *Create a Slogan Template*

Activity

Day 1

- Analyze the image, *Suffragists Protest, October 1916*. Write down notes about what you see and wonder about in the image.
- Discuss what you see and wonder about *Suffragists Protest, October 1916*.
- *Suffragists Protest, October 1916* is an image of women in the 1900s. At that time, the law did not allow women to vote and women did not think it was fair. Women decided to make posters and walk through the streets together to let everyone know that this was unfair. This is called a protest. They hoped that everyone in the community would agree with them and help change the law so all women could vote.
- Discuss with an adult other ways that community members can work together to let leaders know that there is a problem in the community and there needs to be a change.
- With an adult, complete the *Community Problem Solution Note Taker Template*

Day 2

- Using your completed *Community Problem Solution Note Taker Template* and the *Sample Letter* as a model, write a letter to an elected official about how you would like them to work to solve your identified problem.

Solving Community Problems (2 day lesson)

- Look at the templates and select a second method to communicate a solution to your identified problem.
- Create a petition, poster, button, or tee shirt with a slogan about your selected problem and potential solution.

Suffragists Protest, October 1916



Citation: Burke & Atwell, Chicago. Suffragists Protest Woodrow Wilson's Opposition to Woman Suffrage, October 1916. Library of Congress. <https://www.loc.gov/resource/mnwp.276015>

Community Problem Solution Note Taker

Name: _____ **Date:** _____

The Problem

Solution Idea

Why Our Solution Idea Is Best for the Community

Sample Letter

Dear Councilmember,

My friends and I like to play in Play Time Park.
The swings are broken and the water
sprinklers do not work. } Your Community Problem

We think the swings should be fixed so they
are safe for everyone. We think the water
sprinklers should be turned on in the summer
so we can keep cool. } Solution Ideas

You should fix this park because we play in
this park with our friends and family. } Why Your Idea Is Best for
the Community

Thank you,

Class _____

Design a Poster Template Option A

Name: _____ Date: _____

The Problem	Solution Ideas
Why Your Idea Is Best for the Community	

Design a Poster Template Option B

Name: _____ Date: _____

Solution Ideas

Problem

Why Our Solution Idea Is Best for the Community

Petition Template

Name: _____ **Date:** _____

All community members who agree that a change is needed.

First Name	Last Name

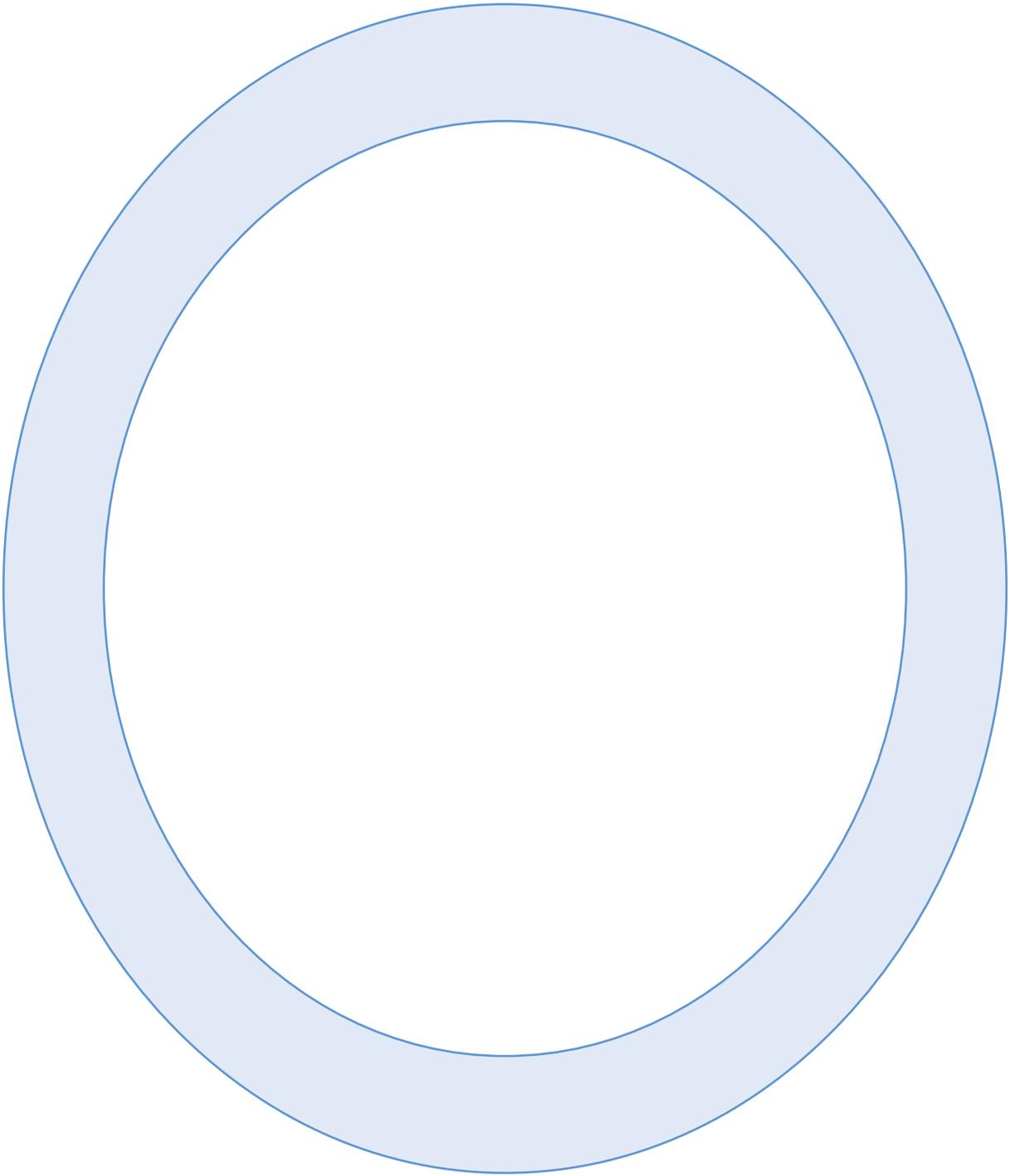
The Problem

Solution Idea

Why Our Solution Idea Is Best for the Community

Make a Button Template

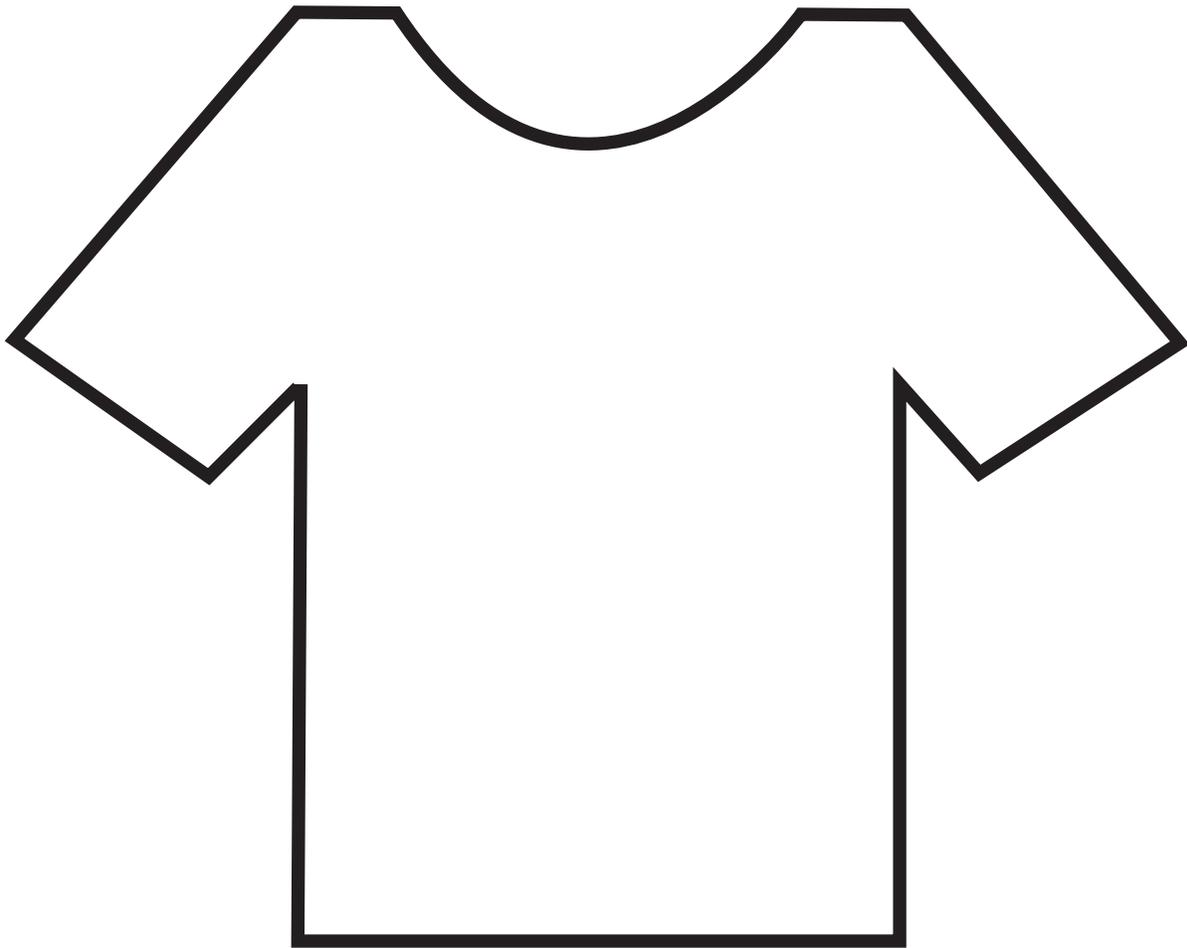
Name: _____ Date: _____



Create a Slogan Template

Name: _____ Date: _____

Create a short phrase, or slogan, and place it onto the T-Shirt.



Rules and Laws - 2 Days

Objective

Identify how rules and laws are different and why they are important for communities and the citizens living in them

Resources/Materials

- *Rules*
- *Venn Diagram*

Activity

Day 1

- Read *Rules* and think about the following question:
 - What is a rule?
 - Why do parents and schools create rules?
- Ask an adult to read this to you:
 - Citizens living in communities need rules and laws. They are both important for citizens to follow because they protect their safety and their rights.
 - Rules guide behavior in families, games, schools, or other organizations (think about your class rules). Rules can look different from family to family or school to school but they are to be followed. They protect our safety.
 - Laws control behavior in communities and the country. They are written by and voted on by our government leaders, such as the mayor and president. Unlike rules, laws are the same for every community within the same country.
- With an adult, brainstorm examples of laws and examples of rules. Discuss how rules and laws are similar and different.
- Create a *Venn Diagram* for rules and laws.
- In the circle labeled rules, record examples of how rules are different from laws.
- In the circle labeled laws, record examples of how laws are different from rules.
- Think about how rules and laws are similar. Record similarities between rules and laws in the middle where the circles overlap.

Rules and Laws - 2 Days

Day 2

- Create a Rules and Laws brochure. Fold blank paper into thirds. Label one fold “Home Rules,” the second “School Rules,” and the third “Community Laws.”
- Provide captions that explain each section of your brochure.
- Illustrate your sections with drawings or cut out images from newspapers or magazines.

Additional Resources

- Why Do We Have Rules? by Margaret McNamara
- Why Do We Have Laws? by Jacqueline Laks Gorman

Rules

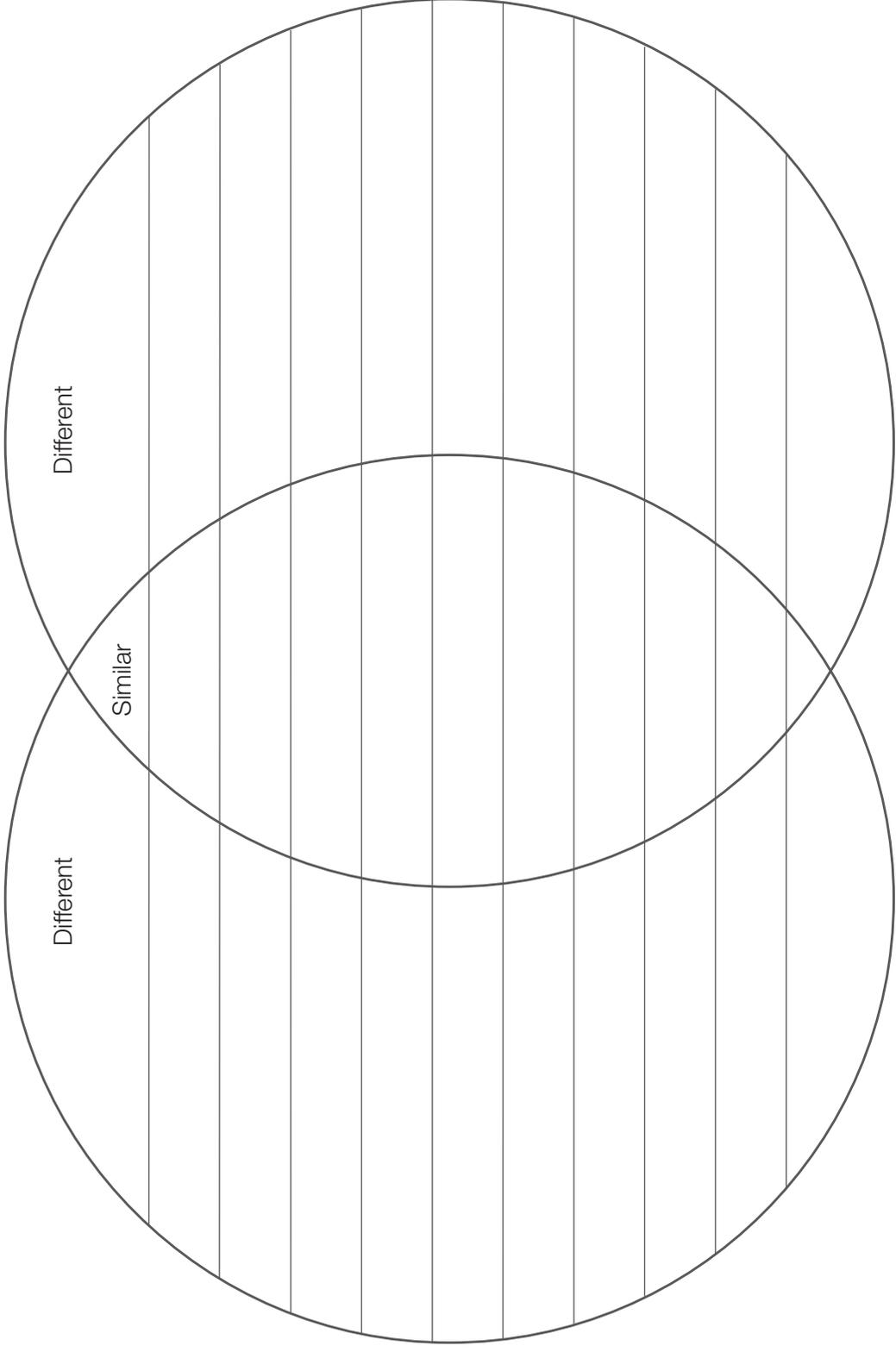


Ryan Dunlavey and Fred Van Lente, *Action Activists* (New York: Civics for All, 2019), 1.

Venn Diagram

Name: _____ Date: _____

Topic: _____



Civics for All: Roles of the President

Objective

Analyze photographs to understand the roles and responsibilities of the President of the United States

Resources/Materials

- *A Day in the Life of the President – Reference Sheet*
- *Comic Template: A Day in the Life of the President*

Activity

- Brainstorm a list of jobs that you think the President of the United States has. Ask an adult to help you think about all the important things that the President has to do.
- Read *A Day in the Life of the President – Reference Sheet* and look at the photographs of different presidents doing their job.
- Think about what it would be like to be the President for a day.
- Use the *Comic Template: A Day in the Life of the President* to draw some of the things that a President might have to do in one day.
- Answer the question on the bottom of the *Comic Template: A Day in the Life of the President*.

Extension

- Write a list of questions that you would like to research about the job of the President of the United States.
- Write a letter to a past or current President of the United States asking questions about their job.

Additional Resources

- iCivics Win the White House game <https://www.icivics.org/games/win-white-house>

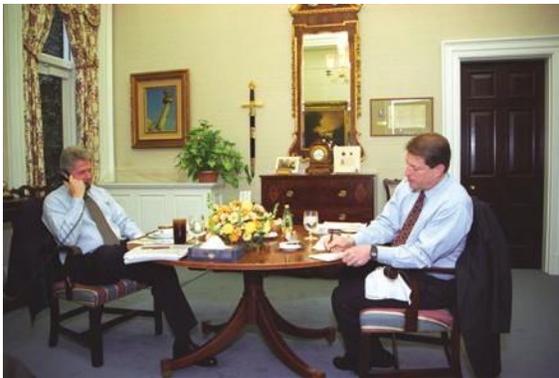
Day in the Life of a President- Reference Sheet



Role: Commander-In-Chief

Presidents attend meetings and discuss national security. The President is in charge of our armed forces.

President Donald J. Trump signs National Defense Authorization Act.
December 12th, 2017.



Role: Chief Executive

Presidents make many phone calls to many different people that work for them, in order to deal with problems and how to enforce the laws.

President Clinton and Vice President Gore take a phone call from Secretary of State Warren Christopher



Role: Legislative Leader

Presidents sign laws and work in the Oval Office

President Jimmy Carter working at his desk in the Oval Office



Role: Chief Citizen

Presidents represent all the people of the United States.

President George W. Bush signs autographs in Alaska, February 16, 2002.



Role: Chief Diplomat

Presidents meet with foreign leaders.

President Obama meets with leaders of Sierra Leone, Senegal, Malawi and Cape Verde.



Role: Chief of State

Presidents meet with citizens to understand their needs.

President Reagan greeting tourists at the White House.



Role: Chief of State

Presidents have many formal events to attend to and help celebrate national holidays, such as the pardoning of a turkey.

President George H.W. Bush at the annual Pardoning of the Thanksgiving Turkey. 1991

Comic Template: A Day in the Life of President _____

Would you want to become president one day? Why or why not?

Civics for All: First Ladies Make a Difference

Objective

Learn about how First Ladies use their role to advocate for important issues

Resources/Materials

- *Let's Move!* image
- *Melania Trump's Be Best*

Activity

- Look at the *Let's Move!* image and think about the following questions:
 - What do you see?
 - Who do you see?
 - What is hanging behind the people?
 - Why do you think these people are together?
- The woman in the center of the picture is former First Lady Michelle Obama. She was with a group of children promoting *Let's Move!*, a campaign that advocated for kids' health, encouraging movement and healthy eating.
- Read *Melania Trump's Be Best* video clip, and think about the following questions:
 - What is Be Best?
 - What do you think the goal of this program is they are doing?
 - Who is in charge of this program?
- The role of First Lady (or Gentleman, although there has not yet been a First Gentleman of the United States) is not elected by the people of the United States, but they are important to the political and social life of the country. Some first spouses have used their influence to advocate and speak out about important issues such as housing improvement, women's rights, literacy, and the well-being of children.
- Think about the picture and video you viewed and respond to the following questions:

Civics for All: First Ladies Make a Difference

- What problems are Mrs. Obama and Mrs. Trump trying to solve?
- How do campaign posters or videos help get their message across?
- Think about a problem in your community that you would like to solve and create a poster or write a speech using strong and clear words explaining the issue and how people can help solve it. As you are working on identifying a problem in your community, think about the following questions:
 - What is something in your community that you want to raise awareness about?
 - Why is it a problem?
 - Why is it important?
 - What can be done about it?
 - How can people help?
 - How do you want people to feel when they see your poster or hear your speech?

Extension

- Write a paragraph explaining why it is important to address important community issues as a First Lady or Gentleman.

Let's Move! Campaign



Citation: Chuck Kennedy, "First Lady Michelle Obama participates in musical activities with students during a back to school "Let's Move!" Active Schools event at Orr Elementary School in Washington, D.C., Sept. 6, 2013." Official White House Photo, Accessed May 29, 2019. <https://letsmove.obamawhitehouse.archives.gov/blog/2017/01/02/review-top-10-flotus-let%E2%80%99s-move-moments>.

BE BEST

First Lady Melania Trump's Initiative

The mission of BE BEST is to focus on some of the major issues facing children today, with the goal of encouraging children to BE BEST in their individual paths, while also teaching them the importance of social, emotional, and physical health. BE BEST will concentrate on three main pillars: well-being, online safety, and opioid abuse.

BE BEST will champion the many successful well-being programs that provide children with the tools and skills required for emotional, social, and physical health. The campaign will also promote established organizations, programs, and people who are helping children overcome some of the issues they face growing up in the modern world.

Passport to Social Studies: The First Inhabitants of New York City

Objective

Understand that New York City was first inhabited by Native American peoples

Resources/Materials

- *New York's Original Inhabitants: The Munsee* paragraphs
- *Life with the Munsee* worksheet

Activity

- Read or have an adult read the following introduction:
 - Over time, many different people have lived in the place that we now call New York. Today, we will focus on the first people, Native Americans, who called New York home before anyone else. A group of people called the Munsee were the first people who lived in New York.
- Read the *New York's Original Inhabitants: The Munsee* paragraphs.
- Choose one paragraph and create an illustration about how the Munsee lived. Write a description of your drawing below it.

Extension

- Write a paragraph explaining (or discuss with an adult) your answers to the following questions:
 - What do these paragraphs tell about the life of the Munsee?
 - If you could go back in time to a day when the Munsee inhabited New York, what would that day be like? What would you do?

Additional Resources

- National Museum of the American Indian <https://americanindian.si.edu/>

New York's Original Inhabitants: The Munsees

1.

Munsee families lived in houses that were sometimes long and rectangular and sometimes dome-shaped with a round or oval floor plan. Small trees were cut and pushed into the ground to make house walls and the roof and then covered with sheets of bark or mats woven from cattails or rushes (tall grass-like plants). Houses had an opening in the roof to allow smoke from cooking and heating fires inside to escape. People slept on platform beds inside the house under which they could store things. The Munsees spent most of their time outdoors hunting, fishing, and doing the daily chores of collecting firewood, making clay pots, and tending their gardens. But in the winter they stayed mostly inside, out of the weather and by the fire, keeping busy preparing food and making clothing, tools, and other things.

2.

Before the arrival of the Dutch the Munsees made clothing from materials found in their environment such as deerskins and animal furs. In summer women wore knee-length wrap-around skin skirts while men dressed in breechcloths. Girls and boys usually did the same. In winter both men and women wore leggings and long loose blouses or tunics and wrapped themselves in warm fur robes. Most of the year everyone wore moccasins made of deerskins. Women and girls wore their hair long and pulled back. Men wore some of their hair long and some of it shaved off. Men and women were tattooed and would paint their faces on special occasions. Men and women also wore earrings and necklaces and decorated their clothing with beads and other ornaments.

3.

The Munsees of Manahatta, a word meaning “the place where we get bows,” today’s Manhattan, made good use of the natural resources around them for what they needed in their daily lives. In the forests and meadows were many different kinds of animals such as deer, beaver, bears, raccoons, squirrels, rabbits, and also birds such as turkeys, geese, grouse, ducks, and others. In ponds, creeks, and the surrounding ocean were plentiful supplies of fish and shellfish that the Natives collected or caught with nets and spears from their dugout canoes. Needing food to survive, like all peoples, the Munsees spent much of their time hunting, fishing, collecting wild plant foods and fruits. Working together, Munsee families planted and tended fields of corn, beans, and squashes. The fall was a busy time as crops were harvested and stored for the winter.

4.

In order to best use the resources found in their environment, the Munsees needed tools and other items to make clothing, gather food, farm, fish, hunt, cook, build their houses, and also to protect themselves. Tools were made from wood, animal bones, antlers, and stones. Stone axes were used to cut down trees and chop firewood, and pieces of lint (chert) could be made into arrowheads, spear points, and knives. String made from plant fiber was woven into fishing nets and baskets. Baskets were also made by weaving together thin strips of wood. The Munsees were able to get other items they wanted by trading with nearby Natives such as the Mahicans to the north, people living in New Jersey, or with the Canarsees, Rockaways, Shinnecocks, and other groups on Long Island. One of the most important of these trade goods was wampum (sewant), small shell beads that later became very important in the fur trade with the Dutch.

Hidden Voices: Susie Rocco

Objective

Consider how the life of a child in 1800s New York City was similar to and different from the lives of children today

Resources/Materials

- *Little Susie at Her Work* picture
- *The Life of Susie Rocco* reading

Activity

- Look at the photograph *Little Susie at Her Work* and think about the following questions:
 - What is Susie doing in this picture? How do you know?
 - Are there any items in the picture that you and your family also own?
 - How is Susie’s home different from homes in New York City today? How is it the same?
- Read *The Life of Susie Rocco* and then answer the following questions:
 - How was Susie’s life in the 1800s similar to and different from your life?
 - What do you think Susie would see and smell as she walked down the street where she lived?
 - How do you think New York has changed since the time when Susie lived?

Extension

- Write a letter to Susie Rocco asking her questions about her life and telling her how New York City is different today.

Additional Resources

- Take a virtual tour of the Lower East Side Tenement Museum https://www.tenement.org/Virtual-Tour/index_virtual.html

Little Susie At Her Work



Jacob A. Riis, Little Susie at Her Work, c. 1890. Museum of the City of New York, 90.13.4.133

The Life of Susie Rocco

In the late 1800s, the number of people living in Manhattan grew a lot, with many people arriving from other countries. Never before had so many people arrived so quickly!

Many of these new New Yorkers moved to Manhattan's Lower East Side which led to the neighborhood becoming very crowded. Many people lived in overcrowded apartment buildings called *tenements*. With so many people living close together problems like disease and a lack of clean water became part of daily life.

Many children lived in these conditions, including a 12-year-old girl named Susie Rocco. Susie and many other children in New York at the time, had to work to help their families make money. Other children the same age as Susie had to help by babysitting their siblings so that their parents could work.

Reformers, people who worked to improve the conditions of New York City, tried new ideas to fix the problems that faced families like Susie's. New buildings were required to have windows in every room and toilets inside. These solutions did not change Susie's life right away, but eventually helped people in New York City live in better situations.

Hidden Voices: A.J. Gogia

Objective

Students learn about New York entrepreneur, A.J. Gogia, and consider the impact he has on New Yorkers lives

Resources/Materials

- *A.J. Gogia: Driving the Immigrant Economy* reading
- *A.J. Gogia at His School* photograph

Activity

- Read the profile *A.J. Gogia: Driving the Immigrant Economy* and then answer the following questions:
 - Why is it important for taxi drivers to know geography?
 - Why are taxi drivers so important to New York City?
 - How does A.J. Gogia help immigrants learn how to drive taxicabs in New York City?
 - What are the characteristics of A.J. Gogia that make him a successful businessperson?
 - What characteristics do you think might make someone a good taxi driver in New York City?
- Look at the image of *A.J. Gogia at His School*. In this picture, A.J. Gogia is drawing a map of the grid that makes up New York City’s roadways above 14th Street. Think about the following question:
 - How might the grid make it easier for A.J. Gogia’s students to learn the skills necessary for their job?

Extension

- Draw a map of your neighborhood that would help someone preparing to be a taxi driver in New York City. Be sure to include the important locations that taxi riders might ask about.

Additional Resources

- New York Times article about A.J. Gogia <https://www.nytimes.com/2012/02/19/nyregion/at-this-school-the-tutor-speaks-cabby.html>

A.J. Gogia: Driving the Immigrant Economy

Driving a taxicab provides a great opportunity for people who are new to New York. For over 20 years, A.J. Gogia has used his charming teaching style and ability to speak many languages to help new cab drivers prepare to drive the streets of New York City. His work supports a job that New York City relies on, as well as the many immigrant New Yorkers who make their living driving taxicabs. Around 90% of New York City taxi drivers are immigrants and among them they speak more than 60 languages!

A.J. Gogia immigrated to New York from India as a teenager and drove a cab while he trained to be a teacher at Hunter College. In 1993, he began to teach drivers who were preparing to take the Taxi and Limousine Commission test. Drivers must pass the test in order to get a license to drive a taxi. A.J. opened his own school in 2004 to prepare cab drivers to navigate the streets of New York City, as well as learn some of the culture and language that they may encounter while driving cabs.

The drivers in A.J. Gogia's school are prepared to know the geography of New York City as well as important landmarks that taxi riders may want to visit in the five boroughs. He used tough practice quizzes and very details maps so that his students learn many facts about New York City. He even asks that his students draw their own maps!

A.J. Gogia's business has become even more popular now that Uber and other companies have come to New York City. He trains new drivers every week, preparing his fellow immigrants for the difficult job of driving in New York.

A.J. Gogia at His School



Citation: A.J. Gogia instructing his class of soon-to-be cab drivers at his school in Jackson Heights, Queens, December 5, 2015.
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