

Comparing Community

Overview

This lesson offers students a chance to develop their critical thinking skills and make connections between their community and the Japanese community that existed in Portland in the first half of the 20th century. Students will draw their where they live, examine the photographs in the suitcase, create a second drawing depicting life in Japan Town, and finish by comparing their two pieces and presenting their findings to the class.

Goal

The goal of the lesson is for students to make connections and recognize differences between their community and the community of Japan Town. The lesson emphasizes critical thinking. Furthermore, by incorporating discussion and a presentation component, it aligns with the Common Core Speaking & Listening standards as well.

Objective(s)

Students will be able to draw their community, examine the photographs provided in the suitcase, depict life in Japan Town in a drawing, compare and contrast the drawings, and share their findings.

Resources

- Drawing supplies – paper, pencils, etc.
- The photographs contained in the suitcase.

Modifications/Accommodations

The lesson activities are diverse and accommodate a variety of learning styles. The framework is simple, allowing the instructor to modify the lesson to better suit a particular group of students.

Procedure

Begin the lesson with a class-wide brainstorming session, asking students “what are the elements of community?” Write their answers on the board. Once finished, ask students to draw their community, incorporating elements developed during the brainstorming session. Next, move to the photographs from the suitcase. These should be prepared ahead of time. Hang them on the walls; spread them out on tables, whatever is appropriate for the given environment. Allow students to examine the photographs. As they are looking at the photographs, remind them of the community elements they developed, ask them to identify details they see. You want to scaffold the process. Once finished with the viewing, ask students to draw the community of Japan Town, encouraging them to incorporate elements from the photographs. Once the second drawing is finished, ask students to compare it to the first - individually by writing about it, in pairs or small groups, any method is fine. Finally, allow students to share their findings.

Assessment (Pre-, Formative, Summative)

Pre: The brainstorming session on elements of a community

Formative: Teacher's observations, the drawings, and the answers given during discussion

Post: Students' presentations of drawing comparisons.