

## Stories from the Clinch River Valley - Community

### Subjects:

Language Arts & Literature, Social Studies & Geography

### Grade Level(s):

Upper Elementary, 3-5

### Related Publication:

[E-book – Community](#)

### Overview:

The following lesson engages young learners in ideas and concepts surrounding community with an exploration of the varied factors that influence how people live, the roles of adults and children, and the interaction of people who live and work within a community.

### Background Information:

#### Materials and Activity Sheets:

- Map, globe, or internet-based mapping site.
- Children’s book, *Community*
- Worksheet 1: Concept map template (pdf)
- Additional books and photographs of different communities around the world

#### Objectives:

Students will:

- describe the functions and features of community in society.
- compare and contrast one's own community with those highlighted in the Clinch River Valley.
- participate in classroom jobs that contribute to the classroom community.
- locate the Clinch River Valley in East Tennessee, comparing and contrasting its physical and cultural features to those of their own community.

#### Vocabulary

- Community: a group of people who share common interests, beliefs, and/or cultural background
- Neighbor: the person or people who reside near you
- Cooperation: working together with others
- Tennessee Valley Authority: The letters TVA stand for Tennessee Valley Authority. TVA was created in 1933 during the Great Depression by President Franklin Roosevelt's administration. TVA built hydroelectric dams that generates electricity, controlled flooding, creates recreation and made rivers deeper for larger boats. TVA sells its energy to smaller local distributors.
- Desegregation: the elimination of laws, customs, or practices under which people from different religions, ancestries, ethnic groups, etc., are restricted to specific or separate public facilities, neighborhoods, schools, organizations, or the like.

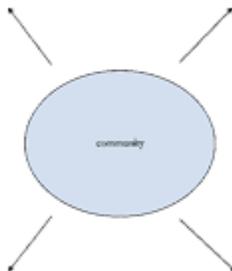
- Home Guard: a force organized often on a volunteer basis for local defense or home protection.
- Curfew: an official regulation setting restrictions on movement, especially after a specific time at night.
- Public Assembly: A group of persons gathered together for a common reason.

**Note to teacher: Prior to teaching this lesson, gather library books on Norris Dam, Oak Ridge, TN and the Clinton 12.**

### Procedures

Note to teacher: Prior to teaching this lesson, gather library books on communities of the Appalachian Mountains, famous dam construction projects, the Manhattan Project, and the civil rights movement.

1. Display and locate the Clinch River Valley on a map, globe, or digital resource. Highlight geographic concepts including the concept of a river valley.
2. Explain that we will be learning about three communities of the Clinch River Valley, answering the following questions:
  - What makes my school and community unique?
  - What activities do children and adults like to do in our community? Work and play?
  - What is important to the school? To the community?
  - How do we interact and share with each other in our community?
3. Read aloud the Currents of Change children's e-book, *Community*
4. During and following the reading, engage children in sharing their reactions and learning through questions such as:
  - Why do people live in river valleys?
  - What examples of community were shown in the book?
  - How were communities in the book similar to ours? Different?
  - What roles do people have in their communities?
5. Create a concept map on community. Explain that community may be defined in many ways but that our class will create a shared definition of community.



6. Using ideas generated from the reading and class discussion, place on the concept map related subtopics such as common habitat; sharing, communal, neighborhood; traditions, cooperation, citizen; sense of belonging. For younger learners, choose topics such as where we live, where children go to school, where neighbors help one another, etc.
7. During the brainstorming, reinforce different types of communities, such as classroom and school communities and neighborhood communities. All types of communities, however, have similar characteristics or features that make them work.

8. Lastly, create a shared class definition of community. Have students to work in small groups to write one or two sentences or simple words describing a community. Afterwards, write each group's definition or list of words on the board. As a class, create an agreed-upon definition of community using the words or sentences chosen by the students.
9. Examples include:
  - A group of people with common interests living in the same area.
  - People who have a shared history and who work together on common goals.
  - A group of people living, working, or going to school in the same area.
  - A group of neighbors, children, or people.
10. Afterwards, discuss: Do communities change, or do they stay the same? How do you know? Discuss with your class some examples of how their own community (e.g., school or neighborhood) has changed over the years. Highlight changes such as construction, a new teacher or principal, a new neighbor, etc.
11. Ask students to draw a picture of themselves in the community and/or to write one or two sentences about what makes their community special.
12. Encourage students to consider how they can contribute positively to the functioning of their school and larger community.
13. As a class, determine roles that students play in the classroom community. Ideas include:
  - Classroom greeter
  - Line leader
  - Mail distributor

### Extensions

- Have your students research and create a list of their community's elected leaders and discuss each person's role.
- Identify ways you and your class can contribute to your community by doing a service project.
- Have the students create a map of their community. This map should highlight their home, school, and other important features.

### Framework and Standards

#### Enduring Understandings

- Communities are comprised of individuals and families, and they serve many functions, including providing a sense of belonging and security.
- Communities are affected by their geography, history, and societal events.

#### Essential Questions

- What is a community? What purpose does it serve?
- How is my community unique? Similar to or different from other communities?
- What are the community's responsibilities to its citizens?
- What are the roles within a community? What impact do individuals have within the community?
- Do communities change or do they stay the same? How do you know?

## Standards

### National Social Studies Standards

- Thematic Strand 2: TIME, CONTINUITY, AND CHANGE
- Thematic Strand 3: PEOPLE, PLACES, AND ENVIRONMENTS
- Thematic Strand 5: INDIVIDUALS, GROUPS, AND INSTITUTIONS
- Thematic Strand 8: SCIENCE, TECHNOLOGY, AND SOCIETY

### National Geography Standards

- Essential Element 1: The World in Spatial Terms

### Common Core State Standards for English Language Arts & Literacy

- Reading: Informational Text
  - Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Speaking and Listening
  - Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
  - Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- Language
  - Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

### Tennessee State Social Studies Standards

- Post-World War II and the Civil Rights Movement (1940s-1960s)
  - 5.24- Analyze the key people and events of the Civil Rights Movement
- Tennessee in the 20th Century (1900-present)
  - 5.48- Describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).
  - 5.50 - Identify Tennessee's significant contributions to the Civil Rights Movement, including The Clinton Twelve
  - 5.49- Describe Tennessee's contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).