

**SCoPE Site Lesson Plan**

**Title:** Lesson 6–Human Features of Our Community (SS020206)

**Abstract :** In this lesson, children define and describe the human features of the local community. The children create a class list of human features using information from guest speakers, field trips, maps, photos, and graphic aids. The children design dioramas depicting a scene that incorporates natural and human features that illustrate the contrast between the two. Given maps, photos, and other graphic aids, the children create a chart of important natural and human features of their local community.

**Subject Area:** Social Studies

**Grade Level  
and Course Title:** Second Grade/The Local Community

**Unit of Study:** The Geography of Our Community

**Benchmark:** Describe human features of their local community (II.1.EE.1).

**Key Concept:** human features

**Instructional  
Resources:**

Equipment/Manipulatives

- Camera – photographs, video, or digital
- Category Cards – one set per child
- Chalk/White Board
- Chart Paper/Markers
- Overhead Projector/Transparency
- Variety of maps, photos, and other graphic aids

Teacher Resource:

- Guest speakers
- Field trip sites

**Sequence of Activities:**

1. Begin this lesson with a category game. Prior to the lesson, create and reproduce a chart similar to the one below, one for each child.

<b>Tree</b>	<b>House</b>
<b>Sand</b>	<b>Bird</b>
<b>Road</b>	<b>Bridge</b>
<b>Car</b>	<b>Flower</b>
<b>Water tower</b>	<b>Chipmunk</b>
<b>Frog</b>	<b>Store</b>

Read the words with the class so all the children know what the words are. Ask the children to cut the words apart. Tell them to put the words into groups or categories. Do not give the children suggestions for the categories. Ask individual children to explain their categories to the rest of the class. Play the game again, but this time identify the categories as natural features and human features. Give the children time to put the words into the two groups. Observe their progress as they work. Ask for volunteers to supply the words as you write them for each group on chart paper or a transparency. Discuss the differences between natural (part of nature), and human (made, manufactured, or constructed by people) features. Tell the children they are going to create a list of human features of their community.

2. The following three steps (Steps 2-4) may be done in any order or overlapped. Schedule guest speakers to come and talk to the class. Suggestions may include an architect, a construction worker, a road builder, a carpenter, or autoworker. Generate interview questions with the class such as, "What materials do you need for your job?" or "How did you learn your job?" or "Who decides when to build something in our community?" Have the children record the speakers' responses to their questions. After the speaker has finished, discuss the responses with the class. Identify any human feature the speaker brought up and add it to the human features list that was begun in Step 1 with the category game. Use the guest speakers as an opportunity for the children to learn about a variety of careers.
3. Plan a field trip to a construction site, an auto factory, a machine shop, furniture factory, or any other business where things are made by humans. The field trip may also be a bus ride around the community to look for things that are made by humans such as a statue in the park, the school building, or the railroad tracks. Have the children record what they see. Guide the children to understand that many things made by humans begin with materials from nature. Take a camera to record the trip experiences. Upon return to the classroom, have the children share their observations. Using their observations and photos taken on the trip, add any new features to the human features list created in Step 1.
4. Divide the children into small groups. Distribute maps and photos of their community to each group. Have each group look at the maps and photos of the area for human features such as monuments, stores, and important buildings. Have each group share the information from the maps and photos with the rest of the class. Add any new human features to the list created in Step 1.

5. As a homework assignment, have each child design a diorama depicting a scene that incorporates both natural and human features. Be sure that the children understand that their diorama should show the contrast between the two. Inform families of the project through a letter, and let them know that a diorama is a small box, such as a shoebox, set so the open top is on the side. Encourage children to use actual things from nature like leaves, rocks, and twigs. For the human features suggest they use such things as Legos, Lincoln Logs, or Matchbox cars. As the dioramas are completed and brought to school, set aside class time each day for each child to explain his/her diorama to the rest of the class, identifying the natural and human features in each. Display them in the school media center or hallway so others in the school may view the dioramas.
6. Have the whole class look at the natural features list created in Lesson 5 and the human features list created in this lesson. Tell them to think about their community and ask what items on each list would be most important. Remind them of the basic human needs of food, water, shelter, and clothing. Circle or star important features on the lists as the class comes to a consensus during the discussion.
7. Add the words natural and human to the word wall.

**Assessment:**

As a formal assessment have the children independently create a chart of important natural and human features of their local community. They may use maps, photos, and other graphic aids in the classroom, along with the information learned from the guest speakers and field trips. The diorama and the explanation given by each child is an additional formal assessment of understanding.

**Application****Beyond School:**

Look for five human made items at home that were made from something natural. Take one item to school to share.

**Connections:**

**Arts:**

- The creation of the dioramas uses artistic design.

**English Language Arts:**

- Writing clear and concise interview questions is an opportunity for quality writing. Listening and speaking skills are practiced during the interviews and the diorama explanations.

**Social Studies:**

- The children learn about career possibilities with the visitors in the classroom and those met on the field trips.