

II. Community Signs

WHAT?

Students will identify and determine the significance of signs common to communities.

WHY?

- To identify picture signs
- To recognize picture signs in their context
- To determine the functions of picture signs
- To explain the significance of picture signs
- To categorize signs

Texas Essential Knowledge and Skills addressed in this lesson:

History

- Understand common characteristics of communities

Government

- Understand the purpose of rules and laws
- Understand how governmental services provide security

Social Studies Skills

- Apply critical-thinking skills and use information acquired from a variety of sources including electronic technology
- Communicate effectively in a variety of forms

TAKS:

- Objective 4: Political Influences on Historical Issues and Events
- Objective 5: Critical-Thinking Skills

HOW?

Materials Needed:

- Transparency of the handout, “Pictures Needed for Community Signs”
- Four copies of each picture on the handout, “Pictures Needed for Community Signs,” Cut out each picture and attach it to an index card
- If available, a book to read that illustrates community signs such as *Signs* by Ron and Nancy Goor, published by Thomas Y. Crowell, 1983. ISBN 0-690-04354-6
- The handout, “Questions for ‘Community Signs’”

Suggested Teaching Time: 1 class period

Suggested Procedures:

1. Ask students to look around the room for picture signs that give them information. Ask about picture signs around the school.
2. Ask why we have these signs.
3. Tell students that our towns also provide signs to help people.
4. Read a book about signs such as *Signs* by Ron and Nancy Goor to the class.
5. Divide the students into four groups. Tell them that each group has a stack of index cards with pictures of signs on the cards.
6. Have the students distribute the cards among them so that each student has several cards apiece.
7. Tell the students that you are going to show them pictures of the signs on the overhead. When you show a picture, the student in the group who has that picture will tell the group what he/she thinks the sign means. The student places the picture in the middle of the table so that the end of viewing the transparency, all of the pictures will be visible to the students in each group.
8. Show each sign on the overhead. After viewing each sign, ask the group what they think the sign says. Clarify for understanding.
9. As each picture appears, ask students if the picture gives information about safety, about obeying a rule, or about a service. (Service items would include the water fountain sign and the open and closed signs.) Clarify for understanding.

Evaluation: Have students redistribute the index cards so that each student has an equal number of cards. Ask the questions on the handout “Questions for ‘Community Signs.’” Have students who have the correct card to hold it front of them so that the other teams cannot see the answer. After each question, call on one of the students holding a card to tell if the sign is for safety, rules, or service. Give team scores for a prize or individual scores for a grade.

Possible Follow-Up activity: Have students stay in their teams to play charades. Teams take turns acting out a picture sign while other teams guess the correct sign. Categories for the picture signs are: Safety, Rules, and Service.