

# I. Important Places for People in Our Town

## WHAT?

Students will identify and locate significant buildings in their town including homes, stores, places of service, and recreational areas.

## WHY?

To identify places of importance in the students' town

To create pictures of specific important places in the students' town

To examine developmental changes in the students' town

## Texas Essential Knowledge and Skills:

### *Geography:*

- Understand the concept of location
- Understand physical and human characteristics of the environment

### *Economics:*

- Understand the concept of goods and services

### *Science, Technology, and Society:*

- Understand how technology has affected daily life, past and present

### *Social Studies Skills:*

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

## TAKS:

Objective 2: Geographical Influences on Historical Issues and Events

Objective 3: Economic and Social Influences on Historical Issues and Events

Objective 5: Critical-Thinking Skills

## HOW?

### Materials Needed:

- *Communities* by Lisa Trumbauer. Yellow Umbrella Books, an imprint of Capstone Press. 2001. (ISBN 0-7368-0744-6) or another book that shows places in a town or community.
- Large map of the students' town
- Four colors of sticky flags
- If available: Polaroid, digital, or still shot cameras
- Polaroid or still shot camera film
- Large sheets of drawing paper
- Paint or markers

**Suggested Resource Person:** Someone who has photographs depicting the students' town in the past. (Note: Some towns have these kinds of pictures on the Internet.)

**Suggested Teaching Time:** 2 class periods

### Suggested Procedure:

1. Read the book, *Communities* by Lisa Trumbauer to the class. If this book is not available, select a book that illustrates how towns have places for people to live, stores for people to buy things, places of service, and places to have fun.
2. Discuss the kinds of homes people live in such as homes in neighborhoods, homes in rural areas, and apartments or duplexes.
3. Discuss the stores where people can buy food, clothes, toys, furniture, and other items the students mention. Ask students to identify specific stores in their town. If they live in a rural community or a small town, ask students to name a nearby town and its stores.
4. Discuss places of service such as the post office, schools, doctor's offices, hospitals, and police and fire stations. Ask students to identify specific places of service in their town. If they live in a rural community or a small town, ask students to name a nearby town and its places of service.
5. Discuss places where people have fun such as movie theaters, swimming pools, parks, and sports fields. Ask students to identify specific places to have fun in their town. If they live in a rural community or a small town, ask students to name a nearby town and its places to have fun.
6. Tell the students that they are going to paint or draw pictures of places in their town, but they will need photographs to let them know how to make their pictures.
7. Students take pictures of places in their town. Choose one of the following procedures or use a procedure that complies with the policies of your school.
  - Take a field trip to photograph places the students will depict in the pictures they will construct. Have students take turn using the cameras.
  - Ask parents to take their children to one or two places in their town to let the children take pictures and bring them to the class. (You might assign the places to be photographed so that all categories will be represented and a specific place will

- be photographed only once. The categories include: places people live, stores, places of service, and places people have fun.)
- Ask a parent or group of parents to take the pictures and send them to you.
  - Take the pictures yourself and provide them for the class.
8. Give each student a photograph of a home, a store, a place of service, or a place to have fun and a large sheet of drawing paper with either paint or markers.
  9. Have students create a picture of their photographs.
  10. Assist students in locating their places on the town map and placing a colored sticky flag on the map where their places are located. For example: homes might be represented by blue flags, stores by red flags, places of service by purple flags, and places for fun by yellow flags.
  11. Have the students attach their photographs to their pictures and their pictures to the wall in the order they appear on the map to form a type of mural. If they depict their town and another larger town, they could use a strip of paper to represent the road between their town and the larger one.
  12. If available, arrange to display photographs of the students' town taken in the past. Discuss the changes over time. Guide children to understand that as people's needs change, and technology changes, people's towns change. Discuss how the students' town might look different in the future, particularly in the areas of transportation, communication, and recreation.
  13. Conclude by asking each student to tell one idea he/she learned about important places in a town.

**Follow-Up Possibility:** Read the book *Miss Bindergarten Takes a Field Trip with Kindergarten* by Joseph Slate. Dutton's Children's Books, 2001. ISBN 0-525-46710-6. Ask students to identify and compare places in their town that the children visit in the book.