

Community Bus Tour

Social Studies

Grade 2

Julie E. Bednark

OBJECTIVES:

1. The students will use the bus tour as a way to find out about different businesses, school and buildings located in our community.
2. The students will learn about different technology that is used in the community.

BENCHMARKS:

ISTE National Educational Technology Standards for Students

Prior to completion of Grade 2, students will:

- Communicate about technology using developmentally appropriate and accurate terminology. (*Basic operations and concepts*)

Michigan Technology Standards

Content Standard 1: All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner).

Benchmark (Early Elementary) 4: Recognize/explore technological systems in your community. (Citizen)

Content Standard 6: All students will evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

Benchmark (Early Elementary) 1: Describe how a technology could be used in a career or occupation. (Economic)

Benchmark (Early Elementary) 4: Identify the advantages and disadvantages from the application of a technology to a civic, economic, or societal problem. (Civic / Social / Economic)

Benchmark (Early Elementary) 6: Identify how technology has impacted the environment. (Civic / Social)

Michigan Social Studies Standards

Content Standard 2.3: All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

Benchmark (Early Elementary) 1: Identify locations of significance in their immediate environment and explain reasons for their location.

Benchmark (Early Elementary) 2: Identify people and places in other locations and explain their importance to the community.

Content Standard 5.1: All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in

maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

Benchmark (Early Elementary) 2: Acquire information from observation of the local environment.

Benchmark (Early Elementary) 3: Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.

MOTIVATION:

What student interests provide the basis for this lesson?

The students have already taken a trip around their immediate community looking for various businesses, buildings and shapes. Now they will take a tour of their extended community to look for additional businesses and buildings, and to identify the similarities and differences between their immediate community and their extended community.

How do you engage students in this activity?

To help engage the students, we will be making two stops. The first to the local fire station to see take a tour and see what things they use to help others in the community. Our second stop is to the district distance learning lab, where the students will get a chance to see where their Spanish class is broadcast from, and what types of technology the teacher uses to help teach Spanish to the students across the district.

MATERIALS:

- digital camera
- school bus ☺

PROCEDURE:

1. The day before or the morning of the field trip, explain to the students that we are taking a field trip around the community by school bus. We will be making two stops during our bus tour, one to the fire station, and the other to the distance learning lab. As we are on the field trip, look for different businesses, buildings, school, and other things that help to make up our community.
2. While on the field trip, take pictures of various things that would help to spark conversation or interest back in the classroom. These pictures can also be used in the student's digital picture books.
3. At the fire station, make to remind the students about having good manners and listening to the fire fighter. When at the distance learning lab, again, remind the students about their manners, and listening to the teacher.

TOOLS AND RESOURCES:

(Include all Web sites and specific software)

- digital camera
- technology at the fire station-computers, walkie talkies
- technology at the distance learning lab-ELMO machine, televisions, computers, microphones, Microsoft PowerPoint

ASSESSMENT of LEARNING:

The students will come back to the classroom, and in their journals, write about their experience: what did they see? What did they learn? What was their favorite part? These questions will be answered using complete and detailed sentences.

CREDIT (INCLUDING CONTACT INFORMATION):

Julie Bednark, University of Michigan-Dearborn, Dearborn, MI

E-mail: bednark98@yahoo.com

Second Grade Student Teacher

Roosevelt Elementary School, Keego Harbor, MI

West Bloomfield School District