**LESSON TITLE:** Piecing Together our Classroom Community

**LESSON SUMMARY:** Based upon the puzzle project of Tim Kelly, this lesson explores community by making a class-wide community puzzle, creating a unified piece with personal styles throughout.

**GRADE LEVEL:** Kindergarten, 1st and 2nd grade

**BIG IDEA:** Classroom Community

**ENDURING UNDERSTANDINGS:** Community refers to a feeling of unity and belongingness throughout a group of people.  Community can be represented and interpreted in both small and large settings. Through this lesson, elementary school students should learn what it means to have a classroom community.  They should understand how to work with their peers, and respect each other for their own personal styles.  An understanding of Community will benefit the students because this concept serves as the foundation for higher level cooperation, group work, negotiation, compromise, and interdependence.

**ESSENTIAL QUESTIONS**

1. What is a community?
2. What symbolizes community to you?
3. What community is portrayed in the book What Do People Do All Day? by Richard Scarry?
4. What are examples of different communities?
5. Is our school a community? How? What about our classroom?
6. How can art help make a community better?

**MATERIALS/EQUIPTMENT**

* Pre-cut puzzle pieces, 7”x7”.  Puzzle pieces will be prepped with a unified design in thick black marker and cut into puzzle piece shapes out of oak tag or posterboard.
* Crayons
* Mounting tape to assemble puzzle
* Large sheet of paper with grid on which to tape completed puzzle pieces
* PowerPoint presentation and computer/projector

**STANDARDS**

ART STANDARDS:

1.3.2.D.1: Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

 *This objective applies to this lesson because students are creating a two-dimensional work of art that heavily relies on line to create a unified image.*

1.3.5.D.1:Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

 *In this lesson, students are working on individual puzzle pieces to create a collaborative work of art, to make a cohesive visual statement.*

1.3.2.D.1: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

 *Students will be using the unknown symbols on their puzzle piece to create a theme of community within their classroom, using Richard Scarry’s book What Do People Do All Day? as inspiration for community building.*

NON-ART STANDARD

21st Century Life and Careers:

9.1.4.C.1: Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

 *Through class discussion, students will begin to understand the relationship between the community puzzle project and the notion of a Community as a network of interconnected individuals.  When they list different examples of Communities, students will ponder the value of this interdependence in various areas of their lives.*

**OBJECTIVES**

* Students will be able to define Community, give examples from their own lives, and describe the individuals involved in different communities.
* Students will be able to explain the concept of Unity as a harmony among different parts that create a pleasing whole.  They will vocalize the importance of Unity in talking about their finished puzzle.
* Students will be able to carry out a community puzzle project, evaluating the importance of cooperation and collaboration by seeing tangible results.