

**Unit Title:** Neighborhoods (Rondo)

**Grade Level:** (example: 9, 10, 11, 12 or 7-8) 4 and 5

**Subject Area:** (example: Science, Physics; English, Short Stories) Social Studies

**Duration/Length/Number of class periods:** (example: 5 class periods) 5 class periods

**Description:**

In this Unit, students will explore the nature and components of a neighborhood, including the neighborhood(s) where they live and attend school. They will gather and analyze data to identify the features of the Rondo Neighborhood in Saint Paul. They will identify changes that have impacted the Rondo neighborhood. They will debate if these changes are positive or negative (opinion writing unit). They will identify ways in which they can make a difference in their neighborhood.

**Established Goals (National, State, Local):**

**Social Studies Standards:**

**4.4.2.4.1 (History: Peoples, Cultures, and Change Over Time) Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.**

**4.3.4.9.1 (Geography: Human Environment Interaction) Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.**

**5.1.1.1.2 (Citizenship and Government: Civic Skills) Identify a public problem in the school or in the community, analyze the issue from multiple perspectives, and create an action plan to address it)**

**5.4.1.2.2 (History: Historical Thinking Skills) Explain a historical event from multiple perspectives**

**Social Justice Standards:**

**Justice 13: Students will analyze the harmful impact of bias and injustice in the world, historically and today.**

**Action 17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.**

**What Enduring Understandings are desired?**

Understanding the importance of community and neighborhood.

Understanding how systems impact communities and neighborhoods.

**What Essential Questions will be considered?**

What makes a neighborhood?

How do you build community in a neighborhood?

How do you create change in your neighborhood?

What does community engagement look like?

**Students will know / be able to:**

Students will understand the impact of public policy in their communities. They will understand their role as active members of their community.

Description	Fo m a t i v e	Su m m a t i v e	Intr o d u c t o r y A c t i v i t y	Lea r n i n g A c t i v i t y	Stu d e n t T e c h n o l o g y U s e d	Teac h er T e c h n o l o g y U s e d	<u>ISTE Stan dard s</u>
<p><a href="#">A Walk in the Neighborhood worksheet</a></p>	x						1, 3
<p><b>Grandpa’s Corner Store by DyAnne DiSalvo- Ryan</b> <a href="#">Book review graphic organizer</a></p>			x				2
<p>Create a map of the future of the Rondo neighborhood. What is your vision of the neighborhood? <a href="#">Map Creator</a> Do you have access to robots to have kids program a robot around their neighborhood like these examples <a href="https://www.youtube.com/watch?v=m7BjPPGopnc">https://www.youtube.com/watch?v=m7BjPPGopnc</a> , <a href="https://www.youtube.com/watch?v=OZKKoBpbrW4">https://www.youtube.com/watch?v=OZKKoBpbrW4</a></p>		x			x	x	1, 6
<p>Mapping Change in the Rondo Neighborhood (Pros and cons of infrastructure change and development and the impact on neighborhoods) Using maps of the old Rondo neighborhood (pre-194 construction), students will use a <a href="#">Code and Go mouse</a>, <a href="#">Ozobot</a> (or similar coding tool) to take a trip around the neighborhood.Examples: Go from the barbershop to the grocery store</p>				x	x	x	1, 4, 3

**Materials, tools and resources:**

[A Walk in the Neighborhood worksheet](#)

[Old and new maps of the Rondo Neighborhood \(From the MNHS\)](#) We have access to these maps online as well as some physical copies that have been laminated for student use.

[Grandpa's Corner Store by DyAnne DiSalvo- Ryan](#), [In Lucia's Neighborhood by Pat Shewchuk](#), [Around our Way on Neighbors' Day by Tameka Fryer Brown](#), [Look Where We Live!: A First Book of Community Building by Scot Ritchie](#), [Quinito's Neighborhood/El Vecindario de Quinito by Ina Cumpiano](#), [Green Green: A Community Gardening Story by Marie Lamba](#), [The Lemon Tree by Katherine Graham](#), [It Takes a Village: Picture Book Edition by Hillary Rodham Clinton](#) [It Takes a Village by Jane Cowen-Fletcher](#), [Maybe Something Beautiful: How Art Transformed a Neighborhood by Isabel Campoy](#), [The One Day House by Julia Durango](#), [Lakas and the Makibaka Hotel /Si Lakas at ang Makibaka Hotel by Anthony Robles](#), [Seedfolks by Paul Fleischman](#), [Big Things Small Hands Do by Coleen Paratore](#), [Counting on Community by Innosanto Nagara](#), [Hot Day on Abbott Avenue by Karen English](#), [I Know Here by Laurel Croza](#), [Blackout by John Rocco](#), [Want to Play by Paula Yoo](#), [Block Party by Gwendolyn Hooks](#)

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Additional credit given to