



This lesson may be adjusted to fit whatever timeline you need. It can be the focus for one day, or worked on for an hour a day over a week or more.

## Objectives

- Recognize different members of the community.
- Learn about the contributions of others to the community.
- Create a work of art to contribute to your school.
- Create a collage that celebrates the community.

## Introduction

Discuss what the word *community* means. Our community is made up of the people, businesses, and activities around us. Our school is a part of our community, and everyone who attends our school belongs to the same community. The people who help us, such as our firefighters, policemen, mayors and mailmen are also a part of our community. Each of these people work together to make our community function well and safely. Ask students to think of some other people who are part of your community.

Ask students how they are part of the community? What things do they do that contribute to making the community better? (Going to school, shopping at community stores, respecting the environment, etc.)

Tell students that they will work as a class to create works of art that will be hung for school visitors to see. These artworks will talk about the community, and will make their community better by making something beautiful to hang.

## Learning Activity

Give students a piece of scrap paper and have them write a short paragraph talking about what makes their community a good place to live in, and how they can make their community better. Help the students to read through their paragraphs and make corrections where needed. Once the paragraphs have been edited, have the students copy their paragraphs onto a half sheet of white paper using their best handwriting, and put them aside for later.

Now ask students to think of as many community members as they can, and make a list on the board of their answers. Find the logos for any businesses or organizations they name and display those logos on the screen for the students to see. They will now use a different sheet of white paper to draw 5 or 6 of these logos on, making sure there is plenty of space between each logo to cut them out later. They may use crayons, colored



Carlos John Anderson, *Road of Steel, Millard County*, 1941, oil on board

## Materials

- Scrap paper
- Half sheet of white paper
- Full sheet of colored paper
- Pencil
- Crayons/Colored Pencils/Markers
- Glue Stick
- Mod Podge

## Images from the Museum

- Carlos John Anderson, *Road of Steel, Millard County*, 1941
- Carlos John Anderson, *City Hall and Municipal Building, 1930s*
- Kent Robert Wallis, *Neighborhood Lane, Vermont*, 1997

## Utah Core Standards

Social Studies Standard 2 Citizenship:

Objective 3

Investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation.

Identify community and state symbols, documents and landmarks (e.g., city hall, county courthouse, state capitol, Utah State Constitution, flag, holidays).

Identify roles of representative government (e.g. make laws, maintain order, levy taxes, provide public services).

English Language Arts

Writing Standard 2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Visual Arts:

Standard 2.V.CO.1: Create works of art about events in home, school, or community life.

(Standard 3.V.CR.2: Create a personally satisfying artwork using a variety of artistic processes and materials.)



# Social Studies and Visual Art

## Community Collages

Second and Third Grade

Lesson by: Jacqueline Hennessey

pencils or markers to draw their logos. Once they are finished, students should carefully cut out each of the logos and place them to the side.

Allow students to choose a full sheet of colored paper for the following step.

Have students glue their paragraphs onto the center of the page. They will now use a small amount of Mod Podge to create a collage of their logos around the paragraph. Help the students to apply a light layer of Mod Podge onto the paper where they want to place their logos and smooth out the images to make them flat.

The final step is for students to fill in any remaining space with individual people they know who belong to their community, such as their family and friends. They now have a collage representing their community and the people who live there.

### Conclusion

Ask students what they learned during this project. What community members did you choose to include in your collage? What did you learn about your

community? How can we help to make our community a better place to live in?

Have the students work with you to hang their collages on the wall outside your classroom. You may want to create a “Community Collages” sign to be hung with the artwork. Once the collages are all hung together, invite other classes to come and view your work, having your students explain to the others what they have learned about their community by creating these pieces.

### Extensions

You can extend this project by inviting all of the teachers in your grade to participate in the same art project, creating a larger display for parents and others to see. After working as individual classes to create the collages, your grade can then work together to think of a service project that will benefit your community. Invite the students to get involved in choosing a project and thinking of ways to make it happen. Encourage them to think of the people they know and consider what projects would be helpful to them. You may consider getting the whole school involved in the execution of this service project.



Carlos John Anderson, *City Hall and Municipal Building*, 1930s, lithograph



Kent Robert Wallis, *Neighborhood Lane, Vermont*, 1997, oil on canvas



Carlos John Anderson, *Road of Steel*, Millard County, 1941, oil on board



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