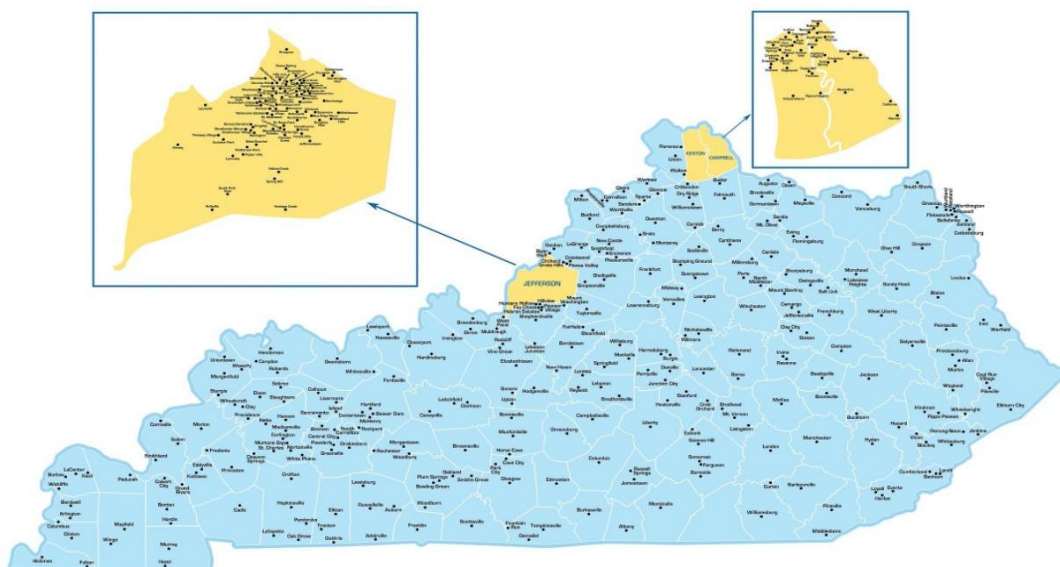




## K-2 CITY INQUIRY

*Is My City Special?*



## SUPPORTING QUESTIONS

1. Where is my city?
2. What does my city's flag and/or seal look like, and why?
3. What history or stories surround important monuments found in my community?
4. What special events take place in my city, and why?

## K-2 CITY INQUIRY 1

| Compelling Question?                   |   |
|--|---|
| <b>Standards and Content</b>           | <p>Kindergarten Standards:</p> <p>K.I.Q.1 Ask compelling questions about their community.</p> <p>K.H.CH.1 Identify and describe how communities change over time.</p> <p>K.G.MM.1 Identify why and how people and goods move to and within communities.</p> <p>K.1.U.E.1 Identify information from two or more sources to investigate characteristics of a community.</p> <p>K.I.CC.1 Construct an explanation about their community's civic life, history, geography, and/or economy.</p> <p>First Grade Standards:</p> <p>1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.</p> <p>1.C.KGO.2 Investigate how civic identity is shaped by symbolic figures, places, and events.</p> <p>1.H.KH.2 Identify Kentucky symbols, songs, and traditions.</p> <p>1.I.U.E.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.</p> <p>1.I.CC.1 Construct an explanation about a specific community in Kentucky.</p> <p>Second Grade Standards:</p> <p>2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.</p> <p>2.G.KGE.1 Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.</p> <p>2.H.KH.1 Explain how events in North America impacted Kentucky.</p> <p>2.I.U.E.3 Identify a primary and secondary source and explain who created it, when they created it, where they created it, and why they created it.</p> <p>2.I.CC.1 Construct an explanation using correct sequence and relevant information to provide information on a community in North America.</p> |
| <b>Vocabulary</b>                      | <p>community, symbol, logo, seal, city, local, culture, tradition, diversity, civic identity, settlement patterns, event</p> <p>The purpose of this lesson is to encourage students to identify with their own community as a special place to live. This lesson is designed to take seven to eight class periods of 30-45 minutes each.</p>  |
| <b>Purpose</b>                         |   |
| <b>Staging the Compelling Question</b> | QFT using the Compelling Question and pictures from around the city as the Q Focus for students to ask investigable questions.  |

| Supporting Question 1   | Supporting Question 2   | Supporting Question 3   | Supporting Question 4  |
|---|---|---|--|
| Where is my city?   | What does my city's flag/seal look like, and why does it look like that?  | What history or stories surround important monuments found in my community?   | What traditions does my city have?   |
| Formative Performance Task  | Formative Performance Task  | Formative Performance Task  | Formative Performance Task   |
| Use a printable map of Kentucky cities to color your city. Discuss why people may have come to this city based on its location. | Use the city flags/seals for a See-Think-Wonder activity to understand what the flag/seal is telling us about the cities.<br><br>Create a chart in which the students help determine the meaning of the design of their city's flag/seal. | Use Kentucky's Historical Marker Database to find important historical markers in your community. Print or display pictures of the markers and what each marker represents. Create a table in which the students work together to explain the importance of each marker used in the lesson. | Use pictures from a local festival to help the students figure out what they are from. Have the students share any memories they have of attending the festival. If the student has not been to the festival, have the student share what they would like to do if they get to go to the festival next time.<br><br>Have the students help make a list of their city's traditions. |
| Featured Sources  | Featured Sources  | Featured Sources  | Featured Sources   |
| Source A: <a href="#">Map of Kentucky Cities</a>  | Source A: <a href="#">Your City's Flag</a><br>Source B: <a href="#">City Seals Around Kentucky</a>  | Source A: <a href="#">Kentucky's Historical Marker Database</a>   | Source A: <a href="#">Picture from a local festival</a><br>Source B: <a href="#">KY Festivals</a>  |

|                            |   |
|----------------------------|---|
| Summative Performance Task | <b>Explanation:</b> [Is my city special?] Construct an explanation to answer the compelling question using evidence from sources to support your claim. (Explanations can be in the form of posters, brochures, pictures with sentences, etc.)<br>Sentence starter: My city, _____, is special because _____. |
|                            | <b>Extension:</b> Take a walking tour of your city to discover more about it.   |
| Taking Informed Action     | <b>Act:</b> Create a video as a class, encouraging people to visit your city. Include evidence from the sources to support it.  |

\*Featured sources are suggested and links are provided. These links may be broken, and we apologize in advance for the inconvenience.

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