

THE BEST NEIGHBORHOOD

LESSON PLAN

LESSON GOALS

- ◆ Use listening skills to analyze an oral history clip about neighborhoods.
- ◆ Identify features of neighborhood relationships.
- ◆ Create a labeled illustration of “The Best Neighborhood.”

ORAL HISTORIES

“THE BEST NEIGHBORHOOD” 2:13

Linda Sarsour compares growing up in Brooklyn’s Sunset Park neighborhood to her memories of her Palestinian hometown. This lesson is designed for second-grade students and aligns with the New York State social studies standards on characterizing and comparing communities.

muslims.brooklynhistory.org/oral_history_clip/best-neighborhood-linda-sarsour

MATERIALS

All oral history clips and transcripts mentioned in this lesson are available for streaming or download at muslims.brooklynhistory.org.

LESSON SEQUENCE

What Makes a Neighborhood Great?

- ◆ **Think-Pair-Share Prompt**
 - What do you think makes a neighborhood great?
 - In groups or pairs, students should collaborate on a list of at least three things that they think make a neighborhood great.
- ◆ **Share**
 - Ask the groups to share what they wrote with the class.
 - Summarize the class discussion: Were there similarities and/or differences in how groups described what makes a neighborhood great?
- ◆ **Transition**

Say, *Today, we’re going to listen to an oral history of someone describing what they call “The Best Neighborhood.”*

INTRODUCTION

TEACHER’S NOTE



Prior Knowledge

This lesson is designed to be used with students who are learning about neighborhoods. If you haven’t already, review the definition of “neighborhood” with students.

LESSON SEQUENCE

◆ Whole Group Listening

- Prepare students to listen to the oral history “The Best Neighborhood.” Transcripts are available on muslims.brooklynhistory.org for emergent readers to follow along.
- Let the students know that they will listen to one person’s description of what they think is “the best neighborhood.”

◆ Listening Protocol

- Prepare students to be silent while listening. They should be listening for what the narrator says makes for “the best neighborhood.” Students may want to close their eyes and visualize what the narrator is saying.
- Listen to the clip a second time, if necessary. Students should highlight or underline the words in the transcript that describe what Linda thinks makes for “the best neighborhood.”

◆ Share

Ask students to share what they highlighted. Ask, *Why does the narrator say she lives in “the best neighborhood?”*

◆ Summary

- Ask, *How does this neighborhood description compare to your description of a great neighborhood?* Return to the lists the class generated at the beginning of the discussion and ask, *Is there anything you’d like to add now that you’ve listened to Linda’s oral history?*
- How is this description similar to your neighborhood?
How is this description different from your neighborhood?
- Based on this oral history, what is important to the narrator?
- Recall the definitions of urban, rural, and suburban.
Ask students: *Would you describe this neighborhood as rural, suburban or urban? Why?*

◆ Extension

- Present background information on the narrator. Visit the *Meet the Narrators* section at muslims.brooklynhistory.org to find Linda’s portrait.

LISTENING & REFLECTING

TEACHER’S NOTE



What is Oral History?

If you’re interested in exploring what oral history is and how it can be used, see the “How to Use this Curriculum” in the Lesson Plan section and “Additional Resources” section of muslims.brooklynhistory.org for ideas on how to introduce this topic.

LESSON SEQUENCE

- (Show portrait) Say, *Linda Sarsour is a Palestinian American from Sunset Park. Her family is originally from Palestine.* Show map of Palestine and zoom into the city of al-Bireh. Then show map of Brooklyn and zoom into the Sunset Park neighborhood.
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Picturing the Best Neighborhood

Ask students to look over the list of what the class and Linda have described as “the best neighborhood.” Students should then make a drawing, painting, or map of what they think the best neighborhood looks like. Their drawings should include labels of things that make the neighborhood great.

Poetry

Alternatively, use the *Black Out and Collage Poetry Lesson* available at muslims.brooklynhistory.org. Their work should evoke the themes of the lesson: what makes a neighborhood “the best.”

APPLICATION