

### 3<sup>rd</sup> Grade – My Community is Nebraska – Lesson 2

<b>Grade 3</b>	<p><b>Theme:</b> The Missouri River Influenced the Location of Omaha (Geography)</p> <p><b>Lesson Title:</b> Community Location</p> <p><b>Literacy Strategies:</b> Close reading, text tagging, graphic organizers, note-making, oral discussions, quick writes</p>
<b>Objectives / Learning Targets</b>	<ol style="list-style-type: none"> <li>1. I can analyze the factors influencing where cities/towns are located by reading a newspaper article and creating a poster.</li> <li>2. I can determine factors that influence the position of Omaha by thinking critically about the location and other factors by writing a paragraph.</li> </ol>
<b>Background Information</b>	<p>There are many factors that influenced where towns and cities sprung up after the Louisiana Purchase and the establishment of the Nebraska Territory. Rivers were instrumental in the migration of settlers into the new land. Other factors including railroads, people and politics also influenced which towns flourished and which never materialized.</p>
<b>Materials &amp; Resources</b>	<p><a href="http://www.nebraskahistory.org/museum/teachers/material/trailblz/ntb20.pdf">http://www.nebraskahistory.org/museum/teachers/material/trailblz/ntb20.pdf</a></p> <p><a href="http://www.djromm.podserver.info/3530/mapgallery.htm?ckattempt=1">http://www.djromm.podserver.info/3530/mapgallery.htm?ckattempt=1</a></p>
<b>Content Standards/ Indicators</b>	<p><b>Social Studies:</b> SS 3.3.1.c Analyze why things are located where they are in the community.</p> <p><b>ELA:</b> LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media. LA 4.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text. LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, ...predict outcomes, etc). LA 4.1.6. n Make and confirm predictions and inferences before, during, and after reading literary, informational, digital text and/or media.</p>
<b>Procedures &amp; Routines</b>	<p><b>Anticipatory Set:</b> Show the Map of Nebraska (population density) at <a href="http://www.djromm.podserver.info/3530/mapgallery.htm?ckattempt=1">http://www.djromm.podserver.info/3530/mapgallery.htm?ckattempt=1</a> . Explain the key and draw a compass rose for students to reference. Ask students to make statement about what they notice about the population of Nebraska. You may choose to do this as a partner or group activity.</p>
<b>Gradual Release of Instruction</b>	<p><b>Modeled:</b> Read the learning target for the day. Explain: When settlers began to come to the area of Nebraska that we call Omaha, there was no formal city. Native American tribes had previously settled this area. Explorers such as Louis and Clark had traveled through to map out the surrounding areas and trading posts and forts had begun operation. Many factors influenced the location of cities as more and more people began to settle in these areas. Today, we will explore some of the issues that impacted the location of the city of Omaha. Hand out copies of the Trailblazers newspaper or direct students to view the newspaper digitally at <a href="http://www.nebraskahistory.org/museum/teachers/material/trailblz/ntb20.pdf">http://www.nebraskahistory.org/museum/teachers/material/trailblz/ntb20.pdf</a> . Allow students time to flip through and look at headings and graphic features. Ask students to predict what some influencing factors could have been. Write these predictions on the board or a chart. Read aloud the first two pages of the <i>Trailblazers</i> newspaper. Revise the population to the 2013 Census Bureau’s Statistic of 434,353. Lead a discussion about the establishment of new towns and the failure of towns to populate or take off.</p> <p><b>Shared:</b> In pairs, have students take turns passing the paper and pencil, each writing an answer to create a list of things that may lead to a city/town to flourish. Repeat for a list of things they may lead to a</p>

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	<p>city not starting or growing.</p> <p><b>Guided:</b> Students use the cooperative learning structure Jigsaw (described below) to read and become an expert on a portion of the text. Assign a group of 4-5 students a part of the text as follows:</p> <p>Group 1: Rivers (pages 4-5) Group 2: ...and Rails (page 6) Group 3: People (page 7) Group 4: Politics (pages 7-8)</p> <p>Groups read the section and prepare a summary to share with the other groups. Each member will create a poster with a graphic and a summary statement of the focus section.</p> <p>One student from each group will form new groups with a person from each of the four original groups. The members of the new groups will “teach” their section. The new groups will tape or staple their individual posters together to form one big poster.</p> <p><b>Independent:</b> <i>Thinking about all four of the factors influencing city/town location we discussed in class. Think critically about which of the four factors had a greater impact on where Omaha is located. List the factor(s) and a few reasons you believe the way you do.</i></p>
<b>Summary</b>	Review the learning target. Ask students to silently think about their progress toward hitting the target. Ask students to talk with an elbow partner to summarize their learning and progress toward hitting the target.