

3rd Grade – My Community is Nebraska – Lesson 3

Grade 3	<p>Theme: Communities change over time (History) Lesson Title: My Community Changes Over Time Literacy Strategies: Close reading, oral discussions, quick writes, structured writing process</p>
Objectives / Learning Targets	I can describe how my community has changed over time by writing a descriptive paragraph.
Background Information	Cities change over time. Human and natural events happen to shape and change a city. Omaha has drastically changed over time. Two major changes are the westward growth of residential neighborhoods and the Missouri River's change of course in 1877. Ice jams and flooding carved a new path leaving sand, silt and destruction behind. Carter Lake was created through this type of natural phenomena.
Materials & Resources	<p>http://www.nebraskahistory.org/publish/publicat/history/full-text/NH1985Missouri.pdf</p> <p>http://digital.omahapubliclibrary.org/earlyomaha/map_gallery.html</p> <p>Print copies of various maps and documents from the above sites Or... Electronic devices for each pair of students to view the maps and documents at the above addresses</p>
Content Standards/ Indicators	<p>Social Studies: SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts.</p> <p>ELA: LA 4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses. LA 4.2.1. d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type. LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research LA 4.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary 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>
Procedures & Routines	<p>Anticipatory Set: Say: Changes happen to almost everything over time. Think about how you have changed over time. After 30 seconds, students turn to partners and share their responses, then they share their thoughts with the class about the changes they have experienced over time.</p>
Gradual Release of Instruction	<p>Modeled: Read the learning target for the lesson and answer any questions. Ask students to summarize or restate the learning target to a partner. Omaha has also changed over time. Today we will look at some of the ways Omaha has changed over time by analyzing a collection of maps. Distribute copies of the maps or direct students</p>

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to http://digital.omahapubliclibrary.org/earlyomaha/map_gallery.html .

These maps range from 1854 to 1981. Direct students to view the first map of 1854. Explain that the squares are plots of land designated for development or have already been developed. It was easier to divide the land in these types or blocks. This is where the term “city block” comes from. Allow students a few minutes to point out things they notice about this early map. Ask students to share ideas with their shoulder partner. Instruct students to view the map from 1866. Students will begin pointing out things that have changed over time. Model how to compare and contrast these first two maps by using target language such as: *Some changes I observed were _____ . An interesting change is _____ . Also, point out directional changes: I see Omaha growing to the west/north/south by _____ .*

Shared:

Instruct students to continue to use the target language and terms you modeled to discuss the changes from 1870 to 1878. Provide sentence frames as needed to support students. Students think to themselves and then briefly write independently about the changes from 1870 to 1878. After 30 seconds, have students to partners and share their responses, and then share their thoughts with the class. Use the board or chart paper to note some of the findings you hear as you roam around the room. Explain that as more people settled in Omaha, more land was cleared of trees and rocks and plotted for improvement or settlement. The growth in population made Omaha grow. Point out the new feature along the Missouri River that was named Old Channel of 1876. Pose the following question: What type of event may have happened to change the landscape of that area? (Flood in 1877? Growth?) What would make the Missouri River change its course?

Guided:

Display, handout a printout or direct students to the following site:

<http://www.nebraskahistory.org/publish/publicat/history/full-text/NH1985Missouri.pdf>

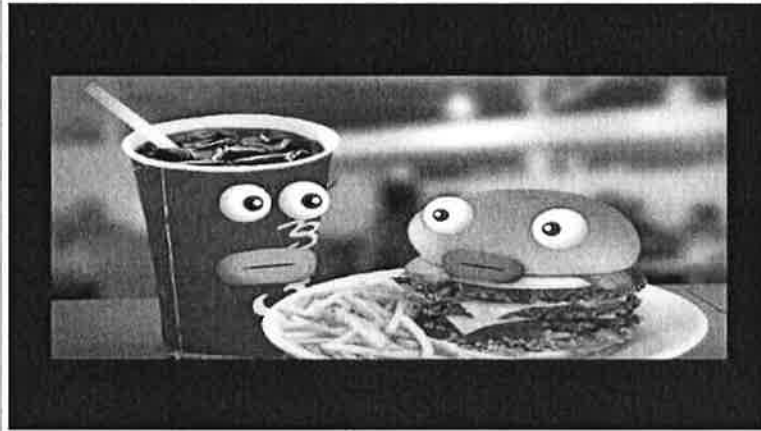
Page 351-352 of this document outlines the events that led to the creation of the change of path of the Missouri River. This illustrates the fact that some changes were human made and others were natural phenomena. Students use Close Reading and Text Tagging strategies to pinpoint facts from the document that explain what natural events led up to the change in flow of the Missouri River. Model how to use the strategies on the text. Students then use the same strategies to continue tagging the text with their partner. Roam the room to guide and teach. Student pairs then write a two-sentence summary of the events that led to the Missouri River change. Have student pairs compare their answers with another pair, and then team up to create additional solutions.

SHARED:

Continue comparing maps on the Omaha Libraries site as time allows.

Independent: Model how to write a paragraph using a topic sentence, three details and a conclusion sentence. A quick video about the sentence structure can be found at [CCSS How to write a paragraph ELA](#) (active link) or in *Step Up to Writing*.

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Students will then work independently to complete a 5-sentence paragraph explaining how Omaha has changed over time. Encourage students to include how humans and natural occurrences had a hand in the changes discussed.

Summary Review the learning target for the lesson. Students determine if they have proficiently hit the target for the day. Students reflect and summarize their learning taking 30 seconds each with a partner to share their responses. Encourage the listener to restate or summarize what they heard their partner say.