



Through Time: Change in Sedona

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Grade Level 2
Duration 3 class periods

ELL Adaptation by Sandy Martinez

National Standards

GEOGRAPHY

Element 2: Places and Regions

4. The physical and human characteristics of places.

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Reading

Informational Text

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.3 With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Writing

Presentation of Knowledge and Ideas

2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Conventions of Standard English

2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.

Arizona Social Science Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

2.G2.2 Describe how human activities affect the communities and the environment of places or regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

2.G3.1 Explain why and how people, goods, and ideas move from place to place. Key concepts include but are not limited to transportation, trade, immigration, migration, and communication

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

2.G4.1 Identify different physical and cultural regions in the world.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

2.H1.2 Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.

SIOP Elements

Preparation

Adapting content

Linking to background

Scaffolding

Modeling

Guided practice

Grouping Option

Whole class

Small groups

Through Time: Change in Sedona

Linking to past learning Strategy	Independent practice Comprehensible input	Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona ELP Standards

Grade 2

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions by using evidence from a text.

B-2: determine the central topic or message.

B-3: identify key details that support the main idea or message.

B-5: identify and describe similarities and differences between two texts.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

Listening, Speaking, Reading, and Writing

Standard 9 By the end of each language proficiency level, an English learner can create clear and coherent grade-appropriate speech and text.

B-1: apply understanding of how text types are organized when writing and speaking in increasingly complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).

B-2: apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.

Overview

Places change over time; that change is often the result of interactions between the environment and the humans inhabiting a place. The colorful pictures and rich stories of children's literature can help young children understand these changes in places near and far.

Purpose

Children will identify and describe the changes in the community of Sedona over time by reading the book, *The Three Sedonas*. They will illustrate these changes and order the illustrations on a timeline. This lesson contains strategies for diverse learners (ELLs).

Materials

- How Was I Named?
- Through Time Sedona PowerPoint
- Computer and projection device
- *The Three Sedonas* by Lisa Schebly Heidinger
- Arizona Map with Cities
http://geoalliance.asu.edu/sites/default/files/map_s/AzcitiesCompassLatLong.PDF
- Vocabulary Cards
- Scissors, glue sticks, colored pencils/crayons
- 3"x3" squares of paper
- Chart paper
- The Three Sedonas Timeline
- Through Time Assessment

Through Time: Change in Sedona

Objectives

The student will be able to:

1. Describe physical and human characteristics.
2. Describe how Sedona changed over time.
3. Locate events on a timeline.

Procedures

Prior to Session One, send home worksheet: How Was I Named? Students can record their answers in writing or through digital means.

SESSION ONE

1. Introduce lesson by asking children how they were named. (**Preparation: Linking to background**)
2. Ask the students if they have ever been to Sedona. Ask if they know where Sedona is. Project the map of Arizona found at: <http://geoalliance.asu.edu/sites/default/files/maps/AzcitiesCompassLatLong.PDF> and point out Sedona's location. Project the Through Time Sedona PowerPoint and discuss how the pictures show Sedona over time. (**Scaffolding: Comprehensible Input**)
3. Explain that the story they will be listening to is called "The Three Sedonas". Take a book walk through the story. Look at pictures. Predict what story may be about. Write these predictions on chart paper. (**Scaffolding: Comprehensible Input**)
4. Read aloud the story, defining important vocabulary words through story context. Post Vocabulary Cards on word wall. (**Scaffolding: Comprehensible Input, Grouping Option: Whole class**)

SESSION TWO

1. Reread the story. Discuss the community's changes over time, focusing on evidence of human/environment interactions. *Some points: Native Americans built stone homes; first explorers hunted, looked for gold and made maps; Schneblys washed in the river, built a road, provided home for other travelers; current residents build homes, art galleries. Focus on how the inhabitants through time dealt with the physical geography of area. Key points: appreciation of natural beauty, worked with rocks and water in area.* Introduce time words such as, **first, next, because of, then, finally**. How could these words be used to tell the story? (**Integrating processes: Listening**)

2. Have children act out parts of story and have other children guess what event is happening. (**Integrating processes: Speaking**)
3. Instruct students to draw a picture of a favorite part of story with lots of details. Each illustration should also have a descriptive sentence or important words labeled on the picture. (**Application: Hands-on, Integrated Processes: Listening, Writing**)

SESSION THREE

1. Distribute 3"x3" squares of paper. Ask students to illustrate how Sedona looked at each of three periods of inhabitancy: Native Americans, settlers like the Schneblys, current residents. Encourage them to include physical features (rock formations, canyons, wildlife) and human/environment interaction pictures in each illustration.
2. Distribute timeline paper. Have children put the 3 x 3 illustrations on the timeline in chronological order and glue in place. Have them label the illustrations with the dates (1800, 1900, 2020) on the timeline. Then have children write a descriptive sentence for each illustration. Remind them to use correct capitalization and punctuation in each sentence. (**Application: Hands-on, Integrated Processes: Writing**)
3. Provide time for students to share their timelines with each other. Pair up students and ask them to point out details in their illustrations and to read the descriptive sentences to each other. (**Integrated Processes: Writing, Speaking; Grouping Option: Partners**)
4. Point out that the timelines are one way for students to show they understand how the community of Sedona changed over time. Another way for them to show their understanding is through a written assessment. Distribute assessment and read directions aloud with students (**Assessment: Individual, Written**)

Assessment

Geography and History

Teachers can assess in a student's drawing whether they can identify physical and human characteristics of a place over time. Mastery will be considered 80% of the characteristics are correctly identified as human or physical.

Teachers can assess student's ordering of pictures for accuracy in using a timeline. Mastery will be considered 100% with each section of the timeline correctly illustrated.

Through Time: Change in Sedona

Use the Through Time Assessment to measure geography and history. Mastery will be considered 80% or higher on this assessment.

ELA

Teachers can assess Conventions (use of correct capitalization, spelling, and punctuation) in the sentences under the timeline pictures by using the 6 Traits Writing Rubric.

Extensions

Use other children's books to focus on human/environment interactions and changes over time of other cities or other areas, such as:

- Roxaboxen by Alice McLerran – Yuma, Arizona
- The Year of the Ranch by Alice McLerran – Yuma, Arizona
- The Little House by Virginia Lee Burton – a house watches its surroundings change over time, rural to suburban to urban

Sources

The Three Sedonas by Lisa Schnebly Heidinger