



## Through Time: Change in Sedona

Change of place over time is a core topic in geography. Colorful pictures and a rich story help young children understand such changes in the context of one of Arizona's most famous places, Sedona.

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<b>Grade Level</b>	2
<b>Duration</b>	2 class periods

### National Geography Standards

#### ELEMENT TWO PLACES AND REGIONS

4. The physical and human characteristics of places.

### Arizona Geography Strand

#### Grade 2 Strand 4 Geography Concept 2 Places and Regions

PO 1 Identify through images how places have distinct characteristics (e.g., Japan - Mt. Fuji; China -The Great Wall; United States - Washington Monument).

PO 2 Discuss human features in the world (e.g., cities, parks, railroad tracks, hospital, shops, schools).

PO 3 Discuss physical features in the world (e.g., mountains, rivers, deserts).

#### Concept 4 Human Systems

PO 4 Discuss cultural elements (e.g., food, clothing housing, sports, customs, beliefs) of a community or nation (e.g., Japan, China, India, United States).

#### Concept 6 Geographic Applications

PO 1 Discuss the ways places and regions change over time.

### Other Arizona Standards

#### Grade 2 Strand 1 American History Concept 5 Westward Expansion

PO 2. Identify reasons (e.g., economic opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.

PO 3. Discuss the experiences (e.g., leaving homeland, facing unknown challenges) of the pioneers as they journeyed west to settle new lands.

PO 4. Describe how new forms of transportation and communications impacted the westward expansion of the United States:

- transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads)
- communication (e.g., Pony Express, telegraph)

#### ELA Common Core Standards

##### 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** 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

##### AZ.2.L.1

g. Write multiple sentences in an order that

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supports a main idea or story.

**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.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage \_ badge; boy \_ boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### 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.

### Materials

- The Three Sedonas by Lisa Schebly Heidinger
- Arizona Map with Cities (included)
- 3"x3" squares of paper, colored pencils or crayons
- chart paper divided into three sections
- timeline worksheet (included)
- assessment worksheet (included)

### 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

SESSION ONE – 45 minutes

1. Ask students to help you locate Sedona on the Arizona map. Use the map key to talk briefly about the relative location from Phoenix (or other hometown), and/or any other geography-related points.

2. Tell students they will listen to a story today about Sedona. Remind them of how literature tells a story in both illustrations and words. Ask students to listen and look for details, in both words and pictures, of how this community developed and changed over time, so they'll be ready to discuss these points at the end of the story.

3. Read The Three Sedonas aloud to students. 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.) Record students' observations on a chart paper.

4. Distribute 3"x3" squares of paper. Ask students to illustrate how Sedona looked at each of three periods of inhabitancy: Native Americans, settlers

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like the Schneblys, current residents. Encourage them to include physical features (rock formations, canyons, wildlife) and human/environment interaction pictures in each illustration.

5. Distribute timeline paper. Have children put illustrations on timeline in chronological order and glue in place. Have them label the year date (1800, 1900, 2002) of each illustration to complete the timeline.

6. Have children write a descriptive sentence for each illustration. Remind them to use correct capitalization and punctuation in each sentence. Collect timelines for use in second session.

### SESSION TWO – 20 minutes

1. To review earlier lesson, provide time for students to share their timelines with each other. Pair up students in your usual way; ask them to point out details in their illustrations and to read the descriptive sentences to each other.

2. 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 children.

## Assessment

Teachers can assess in a student's drawing whether they can identify physical and human characteristics of a place over time.

Teachers can assess student's ordering of pictures for accuracy in using a timeline.

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.

On the assessment worksheet, the geography and reading comprehension objectives are measured. Mastery will be considered 80% or higher on this assessment.

## Extensions

1. Visit <http://www.visitsedona.com/article/75> or read "Sedona Calling" by Lawrence Cheek to conduct class research on Sedona today.

2. Create a population pyramid to show human growth of Sedona over the last 50 years.

3. 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