



Through Time: Change in Sedona

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Grade Level	2
Duration	2 class periods

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.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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.

Through Time: Change in Sedona

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
http://geoalliance.asu.edu/sites/default/files/map_s/AzcitiesCompassLatLong.PDF
- 3"x3" squares of paper
- Colored pencils or crayons
- chart paper divided into three sections
- *The Three Sedonas* Timeline
- Through Time Assessment

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

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 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

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 students

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