

## Lesson 3: Communities Change

### Getting Started

#### ? Big Ideas

- Why do communities change?
- What are examples of changes that happen over time?
- What changes are taking place in my environment?
- What changes occur in nature?
- How do people change over time?
- How have people changed from past to present?



#### Facts and Definitions

- People in the past lived differently than people in the present.

#### ⦿ Skills

- Observe and describe how individuals and families grow and change (SS)
- Place events in chronological order (SS)
- Collect and organize information (S)
- Recognize concepts of calendar time (M)
- Order numbers (M)
- Use pictures to support written and spoken language (LA)
- Evaluate how the lives of individuals and families of the past are different from what they are today (SS)
- Observe and summarize changes within communities (SS)
- Place events in chronological order (SS)

#### ✂ Materials

- ✓ *The House on Maple Street* by Bonnie Pryor
- ✓ colored pencils or markers
- ✓ glue
- ✓ scissors

#### Introduction

Review the idea that people who lived long ago, in the past, lived very differently than we do today, in the present. Ask your child if she can describe ways people in the past lived differently.

### Activities

#### Activity 1: The House on Maple Street

Show your child the cover of the book *The House on Maple Street* by Bonnie Pryor. Encourage her to read the title and author's name. Ask what she thinks the story might be about. Point out the pictures on the cover and ask her to describe what she sees. Read the story aloud or let your child read the story aloud. Then ask her the following questions:

- Where did the story happen? (Discuss the idea that the story happened at exactly the same place but over many years.)
- Who are the characters in the story?
- How did the environment change in the story?
- Which child in the story would you like to be (the Native American boy, Ruby, or Jenny)? Why?
- What was your favorite part of the story? Why?

- When would you have most liked to visit Maple Street? Why?

### Activity 2: A Maple Street Timeline

Discuss that the story takes place over many, many years. In this activity, your child will order the events in the story chronologically. Look at the two options for this activity and select the option that is best suited for your child. Option 2 requires more advanced reading skills. Let her use the book as a guide for the order of events.

#### Option 1

This option is best suited for beginning readers or visual learners. Your child will cut out the events from the sheet called "A Maple Street Timeline" (Option 1), number them from 1-6, and then paste them on the timeline in the order in which they occurred.

#### Option 2

This option is best suited for strong readers. On the sheet "A Maple Street Timeline" (Option 2), your child will read the label for each event and match it with a picture label. Then she can cut out the events, number them from 1-6, and paste them on the timeline in the correct order.

### Activity 3: Communities Change

Review the idea of a community. Let your child look through the book *A House on Maple Street* and identify the communities that lived on the land over time (Native Americans, farmers/pioneers, townspeople). Let her look closely at the pictures of the communities. Using the "Communities Change" sheet, she should number the children in the circles in the order in which they lived on the land. Ask her to point out differences in transportation, clothing, homes, and activities. Then she can cut the pictures apart and paste them in the circles in which they belong.

### Activity 4: Changes in Nature

Read the story again, this time asking your child to focus on the animals and the land. Ask her what habitat the animals live in (forest). Show her the sheet called "Changes in Nature." In the top section, she can circle the animals that were found in the story. Then, she can cut out the pictures of nature scenes from the bottom half of the page and put them in order from past to present.

### Activity 5: Living in a Different Time

Ask your child if she would have wanted to live on the land with the Native-American boy, the pioneer girl, or Jenny. Ask her to explain her answer. Continue with the following questions:

- How would life have been different in the past?
- What would have been enjoyable about living in the past?
- What would have been hard about living in the past?

Tell your child to pretend she can take a time machine to visit the pioneer girl or the Native-American boy. Ask her to draw herself during this time period. Look at the clothing people wore during the period (in books or on the Internet). Then ask her to draw two things that she would have used/owned during the time period.

### Activity 6: Artifacts

Tell your child that artifacts are discovered objects that people used in the past. Often artifacts are found buried in the ground. Reread the book and ask your child to identify the artifacts (arrowhead and china cup). Look at the pictures in the book and search for other possible artifacts (ax, pot, beads, pan, and plate). On a separate sheet of paper, she can draw two or three artifacts from the illustrations. Remind her that artifacts are usually made of strong materials such as iron, steel,

or glass. Soft materials like fabric will not last hundreds of years if left outside.

Note: To extend this activity, ask your child to think of something that she could bury for someone in the future to find. Explain to her that the object should show something about her or her family. If possible, let your child bury something somewhere around her home.

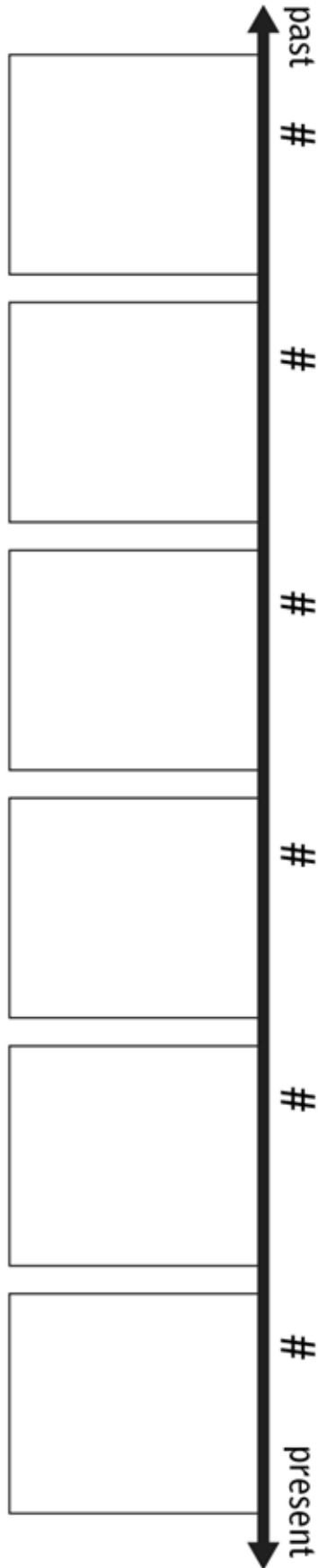
**Activity 7: Handwriting**

Let your child write a sentence about *The House on Maple Street*.

**Wrapping Up**

Ask your child to describe ways we can learn more about people from the past (books, artifacts, interviews, etc.).

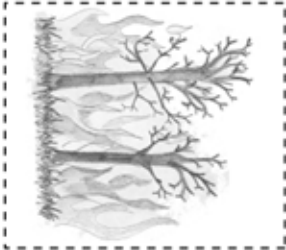
# A Maple Street Timeline



People come  
in wagons and  
build farms.



A forest fire  
burns.



There are  
cars on roads.



The buffalo  
herds come.



A red brick  
house is built on  
Maple Street.



Indians follow  
the buffalo.



# A Maple Street Timeline

past # # # # # present

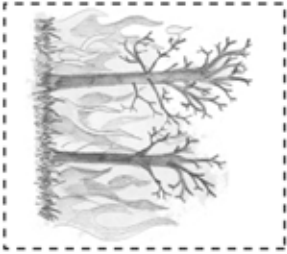

The buffalo herds come.

picture



Indians follow the buffalo.

picture



People come in wagons and build farms.

picture



There are cars on roads.

picture



A red brick house is built on Maple Street.

picture



A forest fire burns.

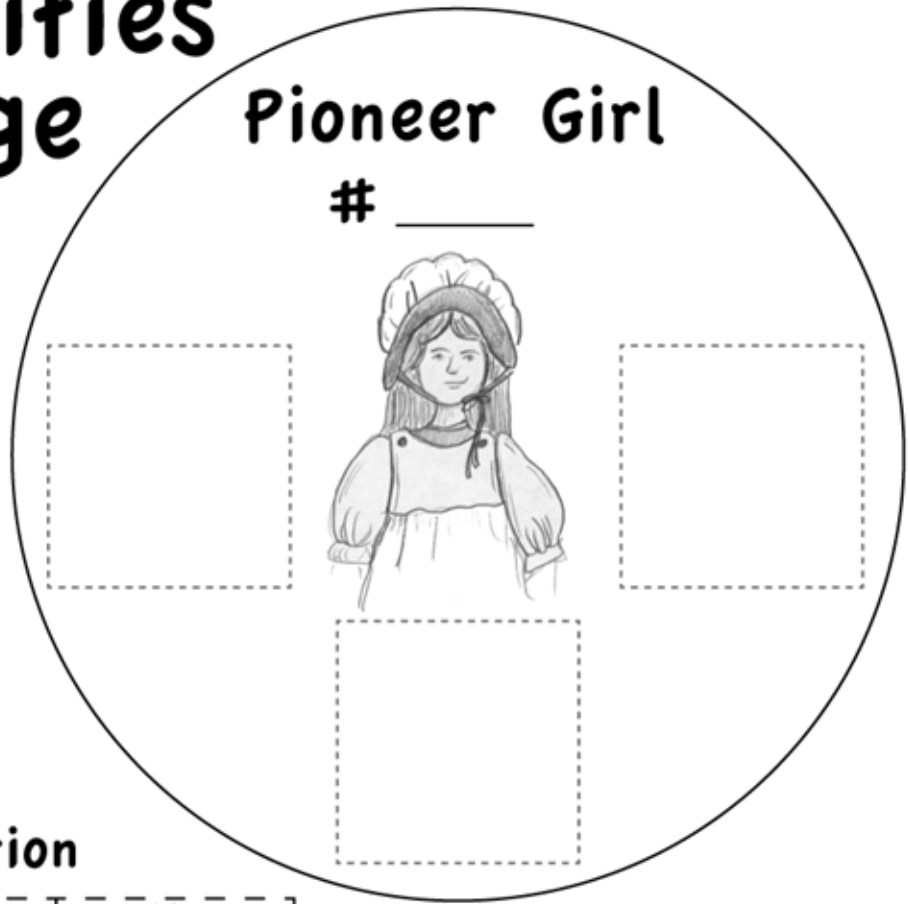
picture



# Communities Change

## Pioneer Girl

# \_\_\_\_\_



### Transportation



### Homes

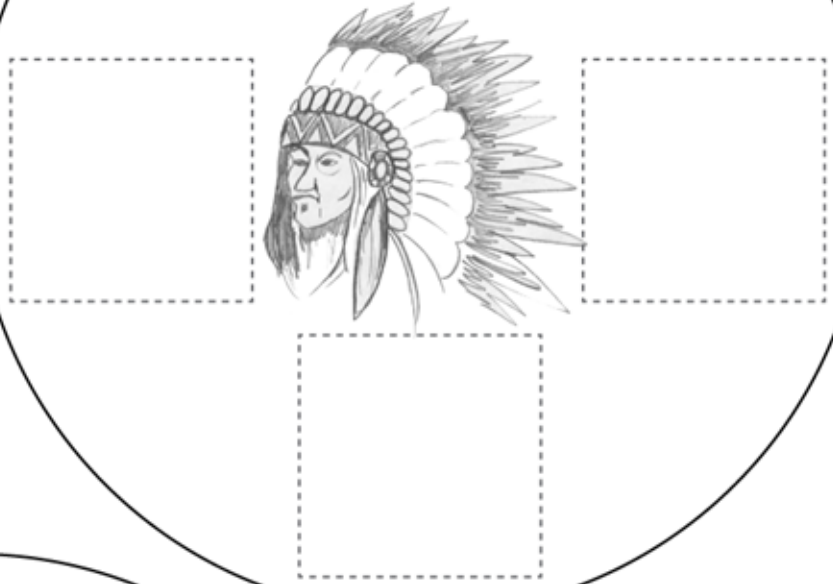


### Clothing



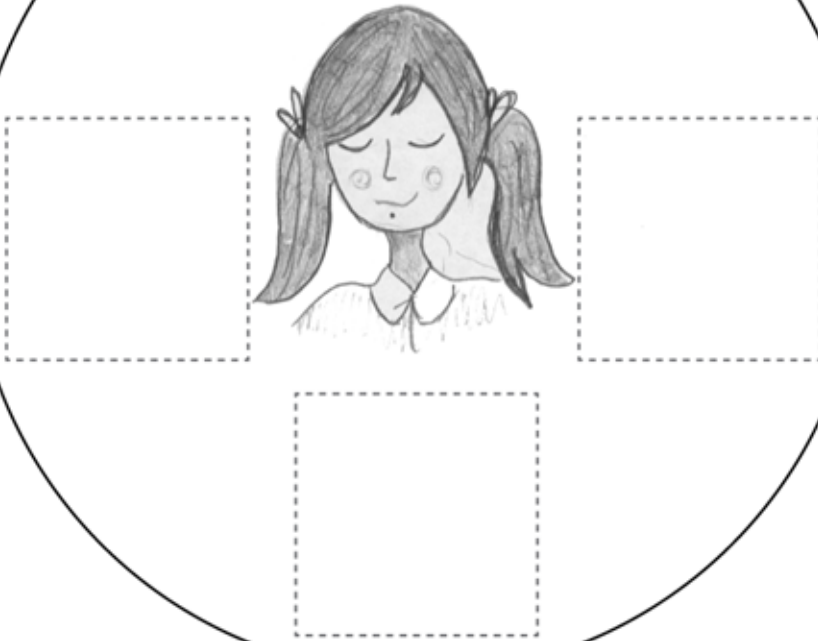
# Native American Boy

# \_\_\_\_\_



# Jenny

# \_\_\_\_\_



# Changes in Nature

