

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.
- **Chronological order** is events arranged according to their time or when they happened.
- **Artifacts** are discovered objects that people used in the past.



Skills

- Observe and describe how individuals and families grow and change (SS)
- Place events in chronological order (SS)
- Collect and organize information (S)
- 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 he 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 him to read the title and author's name. Ask what he thinks the story might be about. Point out the pictures on the cover and ask him to describe what he sees. Read the story aloud or let your child read the story aloud. Then ask him 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. Explain to your child that events in the past happened in a certain order. We call this order chronological order. **Chronological order** is events arranged according to their time or when they happened. Help your child say the phrase three times.

In this activity, your child will put the events in the story in chronological order. 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 him 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 he 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 him look closely at the pictures of the communities. Using the "Communities Change" sheet, he should number the children in the circles in the order in which they lived on the land. Ask him to point out differences in transportation, clothing, homes, and activities. Then he 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 him what habitat the animals live in (forest). Show him the sheet called "Changes in Nature." In the top section, he can circle the animals that were found in the story. Then, he 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 he would have wanted to live on the land with the Native-American boy, the pioneer girl, or Jenny. Ask him to explain his 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 that he can take a time machine to visit the pioneer girl or the Native-American boy. Ask him to draw himself during this time period. Look at the clothing people wore during the period (in books or on the Internet). Then ask him to draw two things that he 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, he can draw two or three artifacts from the illustrations. Remind him 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 he could bury for someone in the future to find. Explain to him that the object should show something about him or his family. If possible, let your child bury something somewhere around his home.

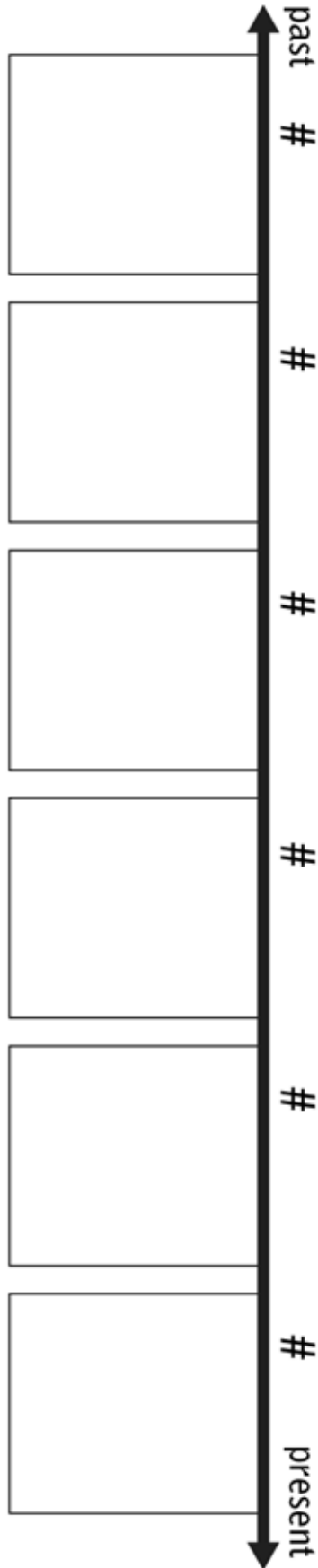
Activity 7: Handwriting

Let your child write a sentence about *The House on Maple Street* (or he can dictate the sentence to you and then copy it).

Wrapping Up

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

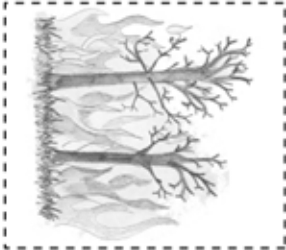
A Maple Street Timeline



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



People 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



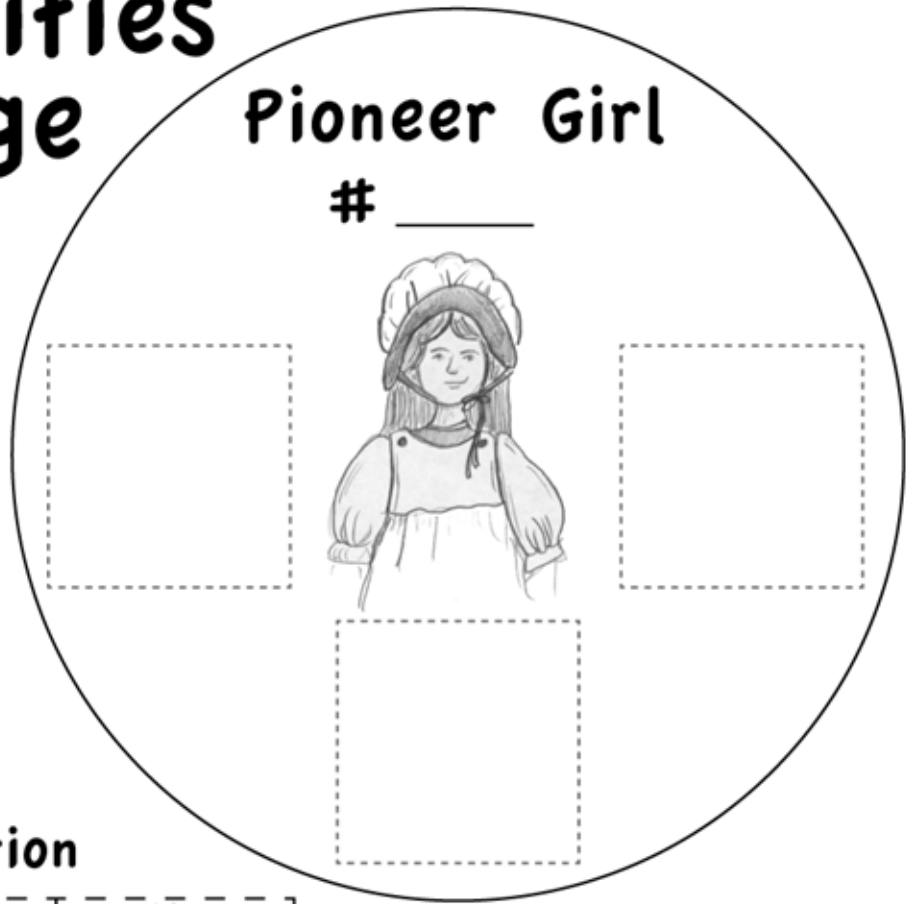
A forest fire burns.

picture



Communities Change

Pioneer Girl



Transportation



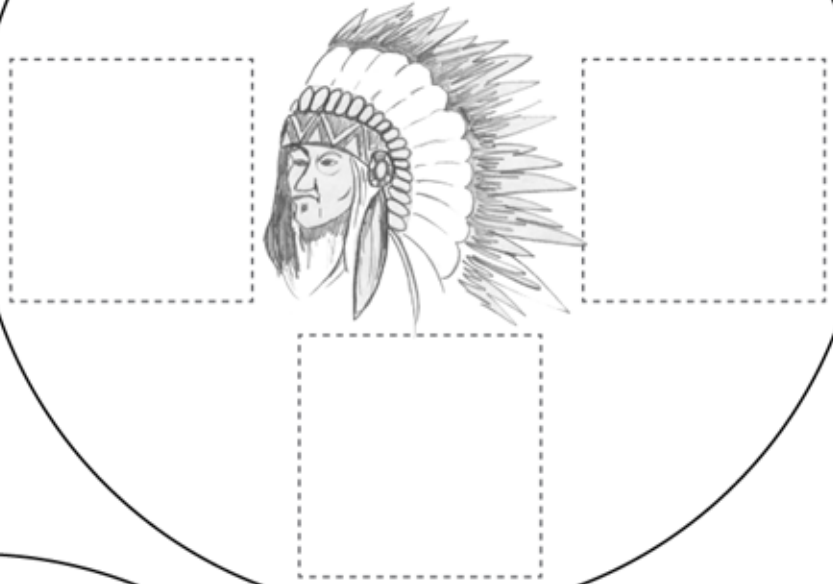
Homes



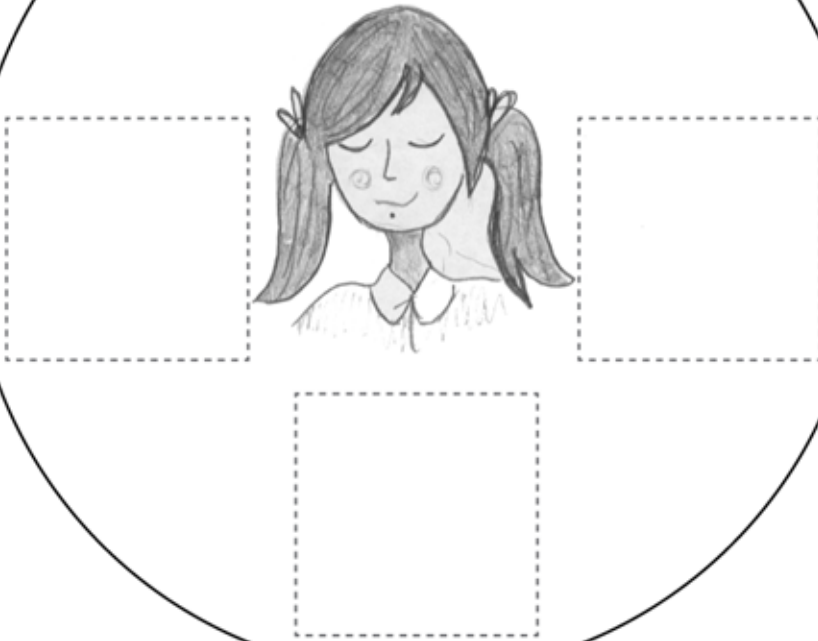
Clothing



Native American Boy



Jenny



Changes in Nature

