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| **Name:** Lauren Milne  **Teaching Date:** 3 November 2011  **Lesson Topic:** Communities Change Over Time and How Communities are Alike/Different (60-minutes) | | |
| **Preplanning Tasks:**   1. **National & State Standards:**   **Grade Level: 3**  **EARL:** 2. ECONOMICS The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.  **Component:** 2.2 Understands how economic systems function.   |  |  | | --- | --- | |  |  | |  |  |  | |  |  |  |   **Content Analysis:** Concept Analysis  Definition of community: a place where people can live, work, play, and share special times.  Example of a community: Lynden, Monroe, Bellingham  Nonxample of a community: one person  Attributes of a community: must have places where people can live, work, play, and share special times.  Non-attributes of a community: the type of places to live, work, play, and share special times vary from community to community.  Definition of custom: the special way a group of people do things.  Example of a custom: holiday celebrations, not working on Sundays, festivals, transportation; etc.  Nonexample of a custom: sidewalks, parks that are open all day; etc.  Attributes of a custom: something the community puts effort into.  Nonattributes of a custom: not all communities share the same customs or do them the same way.  Definition of basic needs: things people must have to live.  Example of basic needs: food, water, warmth.  Nonexample of basic needs: videogames, candy.  Attributes of basic needs: people cannot survive without them.  Nonattributes of basic needs: come in different shapes and sizes.  Definition of goods: things that people make or grow.  Example of goods: berries, dairy, and lumber.  Nonexample of goods: sunshine, water.  Attributes of goods: man-made.  Nonattributes of goods: there are many different ways to make or grow something.  Definition of services: work that helps other people.  Example of services: policeman, firefighters, doctors, teachers, babysitters, mailmen, bus drivers…;etc.  Nonexample of services: doing your *own* homework, fixing your *own* toy.  Attributes of services: must be helpful to another person.  Nonattributes of services: different ways to help.   1. **Objectives (lesson & academic):** 2. When presented with a worksheet asking for information on two different towns, students will write a list of 5 similarities and 5 differences between how the two towns have changed over time with an accuracy of 10 out of 10. 3. **Pre-requisite knowledge/skills:** 4. Need to be able to define what a community is. 5. **Key Pre-requisite Vocabulary:** 6. Community: is a place where people can live, work, and play together. 7. **Materials:** 8. Power Point 9. Pictures of Lynden and Monroe 10. Class activity worksheet 11. **Resources (if applicable)** | | |
|  | **AABs, ASRs, CFUs** | **TIME** |
| **Lesson Opening:**   1. **Signal for Attention:** 2. “Good Morning Boys and Girls. Did everyone have a fun Halloween? I didn’t get to go because I was too old, but I did see a lot of kids in Bellingham out and about so I assume it was a good night!” 3. “We are now going to start our lesson so….” 4. **Behavior Expectations:** 5. “I need Eyes and Ears up here” 6. “Mouths closed” 7. “…and you know the rest so we’ll begin!” 8. **Statement of Target:** 9. “Today we will be learning about how communities change over time and how all communities are alike and different.” 10. **Key Vocabulary:** 11. “We’ll be using some new vocabulary today, so before we begin I’m going to go over some terms I written on the board.” 12. Basic Needs: things people must have to live. 13. “When you think about basic needs, think about things like food, water, or warmth. What are examples of food we need to survive?” 14. Customs: a special way a group of people does things. 15. Goods: things people can make or grow. 16. “We’ll discuss customs and goods in a few minutes.” 17. Services: work that helps other people. 18. “What about work? What kinds of work helps other people?” 19. **Activate Background Knowledge (ABK):** 20. “To start, let’s go over the definition of a community that we learned last week.”     1. A **community** is a place where \_\_\_\_\_\_\_\_\_\_\_\_\_ can \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.     2. Answer: A **community** is a place where *people* can *live, work, play, and share special times*. |  |  |
| **Lesson Body:**   1. **Presentation of Information/ Demonstration:** 2. **How Do Communities Change Over Time?** 3. **I DO: Monroe, 1903** 4. “If we look at this picture, we can see that there were only a few houses and not a lot of roads.” 5. **I DO: Facts about old Monroe/ YOU DO: Follow along with worksheet** 6. “The town is located at the bottom of a river valley 7. Monroe became a town in 1903 8. The town was founded by loggers 9. When it became a town it only had 300 citizens! 10. People traveled to Monroe on the Great Northern Railway” 11. **I DO: Monroe, 1990s** 12. “I moved to Monroe in the 1990s when I was about your age. By now, most of the towns had roads, but not all. The road by my house was still just rocks and dirt!” 13. **I DO: Facts about Monroe in the 1990s/YOU DO: Follow along with worksheet** 14. “The town only had one stop light! 15. There were dairy farms everywhere 16. 4,275 people lived in Monroe 17. People traveled to Monroe using SR-2 and I-522” 18. **I DO: Current Monroe** 19. Today in Monroe, we have a different mascot for every school. Our high school is the Bearcats and my elementary school was the Cheetahs. We have a reptile zoo, normal stores like Fred Meyer, and Red Robin. And there are even stores, like Ixtapa, that are family owned.” 20. **I DO: Facts about new Monroe/YOU DO: Follow along with worksheet** 21. “17,305 people live here 22. Most of the dairy farms are gone 23. The Evergreen State Fair holds Nascar races 24. We now have 8 stop lights” 25. **I DO: Lynden, 1900** 26. “Unlike Monroe, Lynden had a big main street made for wagons and lots of city blocks.” 27. **I DO: Facts about old Lynden/YOU DO: Follow along with worksheet** 28. “The town is located in a river valley 29. Lynden became a town in 1891 30. Began as a logging town 31. There were 600 to 700 people living in Lynden at the time” 32. **I DO: Current Lynden** 33. “And this is Lynden today! There’s paved roads and a lot more city blocks. What else is new about Lynden?” 34. **I DO: Facts about current Lynden/YOU DO: Follow along with worsheet** 35. “11,951 people live in Lynden today 36. Home to Washington state’s largest Dutch community 37. Most farms are dairy or berry farms 38. People travel to Lynden using SR-539 39. Lynden celebrates ‘Holland Days’” 40. **WE DO: So, tell me class, how are Lynden and Monroe the same? How are they different?** 41. “Think about the type of land, why the towns were founded, and different activities you can find in both towns.” 42. “I’m going to give you 30 seconds to think to yourself and then you’ll share with your partner after I give the clapping signal.” 43. **I DO/WE DO/YOU DO: Same or Different?** 44. Lynden 45. “Founded by miners and loggers. 46. People use to travel here on wagons. 47. Now people use freeways. 48. Lynden grows dairy and berries. 49. Here, people celebrate “Holland Days” 50. Monroe 51. Founded by miners. 52. People used to travel here by train. 53. Now people use highways and freeways. 54. Monroe grows dairy goods. 55. Here, people watch Nascar races. “ 56. **Supervised Practice**     * + - 1. **YOU DO:Worksheet**   **Additional Examples**   1. Bellingham 2. Bellis Fair Mall 3. Fred Meyer 4. Haggens |  |  |
| **Lesson Closing:**   1. **Statement of review:**    * + - 1. “We have now answered our target, which was to learn about how communities change over time and how all communities are alike and different.”          2. “By answering the questions on the front page of your handout as you followed along with the Power Point, you can use those answers to help you with the rest of the assignment.” 2. **Evaluation:** 3. Students will write down 5 similarities and 5 differences between Monroe and Lynden’s history on the back of the worksheet. 4. **Transition statement:** “It’s time for break. Put your worksheet away into your work folder. If you have morning work to finish, please work on that.” |  |  |