

Northwest History Consortium

My Community

Mona Shortman
3rd Grade

National Standard

Era 4: Expansion and Reform (1801-1861) / Standard 1

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

Montana State Standards

Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Golden Triangle Cooperative Standards/Objectives

Grade 3

- GR3.02** *The student will participate in the decision-making processes by identifying problems and suggesting possible solutions. (S1B4#1,3) (S2B4#6) (S3B4#6) (S5B\$#1,2,4,5) (S6B4#6) Civics*
- GR3.04** *The student will identify environmental features and their impact on the local community. (S3B4#6,7) Geography*
- GR3.06** *The student will compare and contrast surrounding communities. (S4B4#5,7) (S6B4#1,3) Geography*
- GR3.07** *The student will recognize change in the environment and describe ways people adapt to change. (S3B4#6) (S4B4#1,2,5) (S5B4#6) (S6B4#1,3) Geography, Sociology*
- GR3.08** *The student will recognize interdependence of people and groups. (S2B4#5) (S4B4#2) (S5B4#3) (S6B4#1,3,6) Sociology*
- GR3.09** *The student will be exposed to the history and culture of different ethnic groups locally, nationally and internationally. (S2B4#2,5) (S3B4#4) (S4B4#1,3,6,7) (S6B4#2,4,5) World History, Sociology, U.S. History [IEA]*
- GR3.10** *The student will recognize and define map and global features such as legends and keys, and scales of distance. (S3B4#1,2) Geography*
- GR3.11** *The student will gather and interpret data from maps, make simple charts, and graphs. (S1B4#1,2) (S3B4#5) (S4B4#2) Geography*
- GR3.12** *The student will use resource materials to compile information.*

BACKGROUND (OPTIONAL)

This activity is the start for grade 3 elementary students to learn about a community. They will begin to see how a community is set up. Once they have an understanding of this content, they will be able to take part in the PBL lesson on the setting up and forming of a community from scratch.

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PROBLEM

On July 21, 1806 Meriwether Lewis and three of his men from the Lewis and Clark expedition camped along what they called the north fork of Maria's River where the river cuts into the white clay bank.

In the autumn of 1890, very close to where Lewis' party camped, Great Northern Railroad crews reached the site of present day Cut Bank. While construction crews stopped to construct the wooden trestle over Cut Bank Creek, a small temporary railroad construction camp emerged. The crews moved on after they completed the bridge and track. The Great Northern soon established a station, which was located on the west side of the trestle, at Cut Bank. A small settlement grew around the station, which was nothing more than a box car converted into a depot.

SCENARIO

You were asked to help in the building of the newly established community named Cut Bank. Your role as a committee member is to help decide what businesses would sustain the community of Cut Bank.

TASKS

In groups the students research the geography, economics, and components that they need to form a community.

Questions that you and your team need to find answers to:

- What is a community?
- What does a community need to include?
- What are the essential buildings needed in a community?
- Where should the community be located?

1. Talk with students in a group setting about the community in which they live. Lead the discussion to draw on students' awareness of buildings, streets, parks, or features unique to the community.
2. Plan and conduct a class field trip to observe the actual make-up of the community. Ask the students to make notes to help in constructing a model of the community.
3. Return to the classroom to construct the model community. Ask the students to assist in drawing the streets or roads that comprise the community as they have viewed it in outline form. The plan may be first drawn on the chalkboard and then transferred to the butcher paper placed on the floor.
4. Direct the students to work individually, in pairs, or in small groups to make buildings from the cereal boxes and art supplies.
5. Place the cereal boxes in appropriate spots on the streets and roads drawn on the paper.
6. Make traffic lights, street signs, trees, flowers, grass, etc. from various art supplies to add realistic interest.
7. Provide time and opportunity for the students to talk freely about the model.

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RESOURCES

Books

McKay, Sindy. "We Both Read: My Town." San Anselmo, CA: Treasure Bay, 2007.

"Social Studies: Communities," grade 3. Orlando, FL: Harcourt Brace, 2003.

Wilder, Laura Ingalls. "Little Town on the Prairie." New York, NY: HarperCollins, (1994, 1953).

Internet

"Cut Bank, Montana." Cut Bank Area Chamber of Commerce. 2010. Cut Bank, MT. 2 June 2010 <<http://www.cutbankchamber.com/>>.

"Cut Bank, Montana." Big Sky Fishing.Com. 2002 – 2010. [location unknown]. 2 June 2010 <<http://www.bigskyfishing.com/Montana-Info/Hi-Line/cut-bank.shtm>>.

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ASSESSMENT

My Community Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

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Different assessment projects for students to demonstrate their findings:

- Create a replica of the community using various sizes of boxes
- Draw a map of your community on graph paper and label with a key
- Keep a diary of your plans and then complete the plans
- Draw or paint a picture of your community (you may do a street, a certain building, etc.)
- Hold a community day and invite different community business members to share their role in the community
- Take a community field trip and discover your community
- Compare and contrast the community that you have established
- Take a digital photo of the building(business) that you made and a digital photo of the same building in Cut Bank; place photos on the classroom community bulletin board

REFERENCES/CITATIONS

- ALTEC. "Rubistar: Create Rubrics for you Project-Based Learning Activities." 4Teachers.org. 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 2 June 2010 <http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=4§ion_id=1&>. Adapted by Mona Shortman for the Northwest History Consortium with permission.
- "Golden Triangle Cooperative Social Studies Standards." Golden Triangle Cooperative-Montana (gtccmt.org). 2 June 2010 <<http://www.gtccmt.org/curricul/socialst/index.html>>.
- "History Standards for Grades K-4 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 2 June 2010 <<http://nchs.ucla.edu/standards/us-standardsK-4>>.
- OPI. "Montana Standards for Social Studies." Montana Office of Public Instruction. 2009. Helena, MT. 2 June 2010 <<http://www.opi.state.mt.us/pdf/Standards/ContStds-SocSt.pdf>>.
- Shortman, Mona. "My Community." NWESD Organization. 2008. Anacortes, WA. 2 June 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1_Shortman3.pdf>.