



“The People in Their Environment” Lesson Plan
Katie Nadeau, Jessica Terry, Rose Minichiello, Emma Martin

Table of Contents:

Lesson plan outline	2-7
Required background knowledge	8
Vocabulary list	8
Introductory activity image	9
Maps for map activity	10-12
Rubric for map activity	13
Map symbols	14-15
Introductory activity note catcher	16
Turn and talk discussion guide	17
Sample map for map activity	18
Photos from Swift River Valley	19-22
Slide Show Slides	23-33

Title	The Swift River Valley: People in Their Environment
Date	August 19, 2016
Authors	Katie Nadeau, Jessica Terry, Rose Minichiello, Emma Martin
Subject Areas Grade Level	Science, English Language Arts and Social Studies Grade 2

Content Curriculum Frameworks addressed in this lesson	<p>Indicate each content CF with its number and details.</p> <p>1. <i>LS8: (Life science): Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter.</i></p> <p>2. <i>SS.2.5 (Social studies): Read globes and maps and follow narrative accounts using them.</i></p> <p>3. <i>2.RI.1 (Reading): Ask and answer questions such as who, what, when, where, and why, and how to demonstrate understanding of key details in a text.</i></p> <p>4. <i>RL.2.7 (Reading Literature): Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</i></p>
--------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Targets and Assessments	
<p>Learning Targets</p> <ol style="list-style-type: none"> 1. I can understand how people use their environment to meet their needs. 2. I can write down what a picture makes me think and feel and I can share it with my classmates. 3. I can understand that symbols used in maps that stand for parts of the environment. 4. I can read symbols on a map to understand what the landscape looks like. 	<p>Assessments FOR Learning (formative)</p> <ol style="list-style-type: none"> 1. Turn and Talk/ Group-Share as a part of the picture-reading activities. 2. Identify what they notice in the pre-mapping activity. <p>Assessments OF Learning (summative)</p> <ol style="list-style-type: none"> 1. Students are able to make a map with their group members. 2. Students are able to discuss what they and/or their classmates put on their maps.

There are three phases to this lesson: (around 48 minutes total)

1. INTRODUCTION of the lesson: Building engagement/setting purpose/activating prior knowledge....	
Instructional Steps	Differentiation
<ul style="list-style-type: none"> ● 1 minute: Sound focus, where the teacher will ask students to close their eyes and raise their hands when they cannot hear the sound anymore. Then the teacher will play a sound (could be from a bell, a guitar strum, a sound found on the computer) ● 2 minutes: Objectives are stated ● <i>Picture activity</i> <ul style="list-style-type: none"> ○ 1 minute: show picture and give note-catcher directions ○ 3 minutes: Silent note-catcher time 2 minutes (timed, 1 minute per person): Turn and 	<ul style="list-style-type: none"> · Depending on student needs, make sure the sound focus is calm and gentle. This start is based on the idea of Mindfulness. · Objectives can be said aloud by the teacher and written for students to see. · Write picture activity instructions on the board as well. · On the note-catcher, they can circle, write, or draw answers. If students finish early, have them use the back to

<p>talk [can exchange note catchers; mindful pairing]</p> <ul style="list-style-type: none"> ○ 4 minute transition: Explain that the picture comes from the Quabbin. Recap how the people were forced to leave the Quabbin and ask students how they would feel if it was them. Where would they like to go if they had to move from the Swift River? Keep this question in mind for the activity. 	<p>draw/write anything that they see around the school, or their home.</p> <ul style="list-style-type: none"> · If needed, teachers can write down student responses on the board or sheet of big paper.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. Scaffolding plans for the BODY of the instruction	
Instructional Steps	Differentiation
<ul style="list-style-type: none"> · <i>Map activity</i> <p>○ 2 minutes: Build Background Knowledge- “what do you know about maps?” The teacher can explain in terms of “imagine you are a bird flying over the land.” Mention forced migration of the residents.</p> <p>○ 5 minutes: Show the Quabbin area on Google Maps, and say that is where the picture is set. Zoom in and ask what they see/notice [talk or write], and supplement answers when needed.</p> <p>○ 7 minutes: Explain they are going to make their own maps. When explaining symbol representation, use the Google Map; be explicit about (ie) a tree symbol means woods in real-life. For instance, ask students,</p>	<ul style="list-style-type: none"> · Student answers may be written on the board, and students can have the option of writing down their answers on paper instead of speaking aloud. · Again, students may have the option of either sharing aloud or writing down their answers. · When talking about symbols, the teacher can also write out a map key, while continuing to reference the Google Maps image. Explain also how students can make use of the symbol tiles, where the picture and words are already shown.

<p>“What is the blue squiggly line?” (meaning the river). Show the pre-made model and re-iterate symbol meaning in relation to the photo-based map.</p> <p>O 5 minute: Introduce the map activity, which is to design an imaginary place for the displaced Quabbin residents to go (recall knowledge on this subject from previous lessons), where their needs will be met. Show and explain to students the rubric of the assignment.</p> <p>O 8 minutes: Split up students into predetermined groups of 4 (or best number for the class size) and commence the activity.</p> <p>O 1 minute: Transition with sound focus.</p>	<ul style="list-style-type: none"> · Students will have copies of the rubric available to them, and the directions can be written on the board, too (with accompanying symbols, if needed). The teacher can walk around the room to give any extra support to groups or students. · Pre-determine the groups, and make sure there is a confident reader in each group, if possible. Students can free draw symbols, or use the pre-cut symbol tiles.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3. END Synthesis: How will students synthesize their understanding?	
Instructional Steps	Differentiation
<ul style="list-style-type: none"> · <i>Gallery Walk</i> <p>O 1 minute: Go over ‘gallery etiquette:’ be respectful of classmates by being aware of personal space [arm length] and not standing too close to each picture.</p> <p>O 4 minutes: Gallery Walk (if a teacher is not able to, students can hang up their maps around the class, or on the floor).</p> <p><i>Debrief</i></p>	<ul style="list-style-type: none"> · There could also be a visual of gallery etiquette. Teachers can also put a visual tape boundary for viewing if needed. · Students can have the teacher as a partner if they have certain spatial/sensory needs. To write down thoughts as they go, students can be provided with sticky notes to write their thoughts on. · Students can choose to write their answers instead. The Google Map can

<p>O 3 minutes: Re-group. Discuss student reactions and thoughts.</p> <p>Students can go over to the maps to point out things, too.</p>	<p>also be called back up, so if they would like, students can point to the real-life components they saw symbolized on their classmates' maps.</p> <p>· As a final thought- teachers can collect any written answers at the end of the lesson to check for comprehension.</p>
-----------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Materials Required for this lesson

Picture of children tapping maple tree
 Note-catcher (with photo)
 Poster paper (number of groups)
 Markers
 Tape
 3 Maps of Quabbin area
 Map icon tiles
 Rubric for assessment
 Turn and talk worksheet

Social Justice Orientation

In this lesson, students go into depth about the ways that our environment sustains us, and how we build civilizations based upon the natural features of the land. During the lesson, teachers will have a short discussion with learners on the subject of displacement. We will ask students how they would feel if they were forced to move. We are assuming that students have prior knowledge of the events of the Quabbin, and we will ask students about the justice of forcibly relocating a group of people. This lesson can be connected to other discussions of displacement and migration/forced migration, especially as it relates to current events.

Human Development – Age appropriate learning and activities – elaborate on how you selected the activities and how you know they are age appropriate

Lesson activities were based on state standards for second grade. Careful attention was paid to reading levels and how students could be peer tutors to classmates who might be struggling with reading. Most children in grade 2 are still at the Pre-Operational stage of Piaget's theory of cognitive development, in which they know how to represent ideas with symbols, such as language and visuals. Our lesson plan includes ways for them to represent ideas through discussion (verbal representation), drawing a map (visual representation), and writing thoughts into a note catcher (written expression). By the end of second grade/ 8 year olds are merging into the Concrete Operations stage, in which they are able to grasp more abstract concepts. The gallery walk at the end is kinesthetic, which is helpful for executive functioning. Students can also think about the concept of empathy in the context of the Swift River Valley communities having to more.

Technology Integration – write a paragraph on how the technology in this lesson enhanced the learning of the students.

In this lesson, technology is used for various visual aid purposes. There were power-point slides made that accompanied each part of the lesson so that directions were more accessible to a wider range of learners (an accompanying visual slide show can help will differentiation). Typing up instructions beforehand also saves the teacher class time. The use of Google Maps enhances student learning because it allows them to see aerial pictures of the area in question at different distances from the Earth. The interactive nature of this map program adds another method for student engagement.

Required background knowledge:

A. Students should be familiar with the timeline of the action taken concerning the flooding of the Swift River Valley. Here is a link to a timeline:

<http://newenglandtravels.blogspot.com/2013/04/a-quabbin-reservoir-timeline.html>

New England Travels Website

B. Students should be familiar with the four towns of Prescott, Dana, Enfield, and Greenwich. Some engaging photos can be found attached.

C. Students should be led in a discussion about some things that people need in order to survive. Describe in detail what “building materials” are, as well as where food can come from, and how people in Western Massachusetts may have done things differently in the early 1900s.

D. Explain that residents of the four towns needed to move in order for reservoir to be built. The reservoir is used as a drinking water source for the Boston area because their water source was not clean.

E. Students should know that the Swift River Valley was the best choice to flood because of its location, natural geographic features (such as elevation, and that the fork in the river allowed for a dam and a dike to be easily made) and the fact that it was a clean water source.

F. Review Vocabulary list (attached)

For more information on the towns of the Swift River Valley, the Quabbin, and their histories, visit: www.foquabbin.org

Vocabulary List:

Resources

Mountain

Environment

Resident

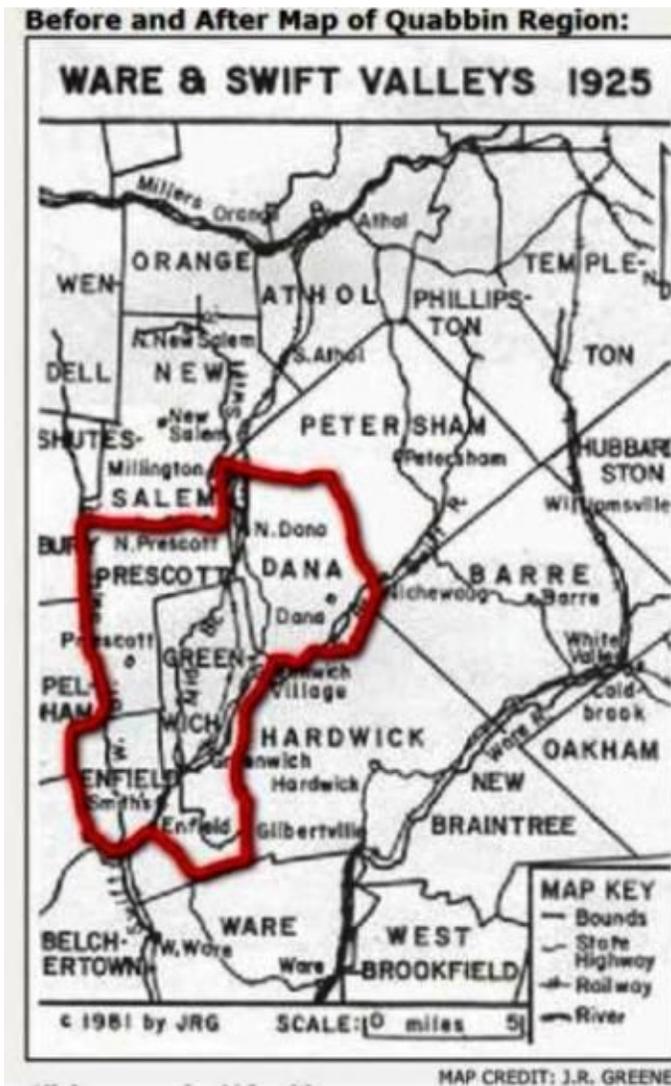
Reservoir

Picture for the first activity:



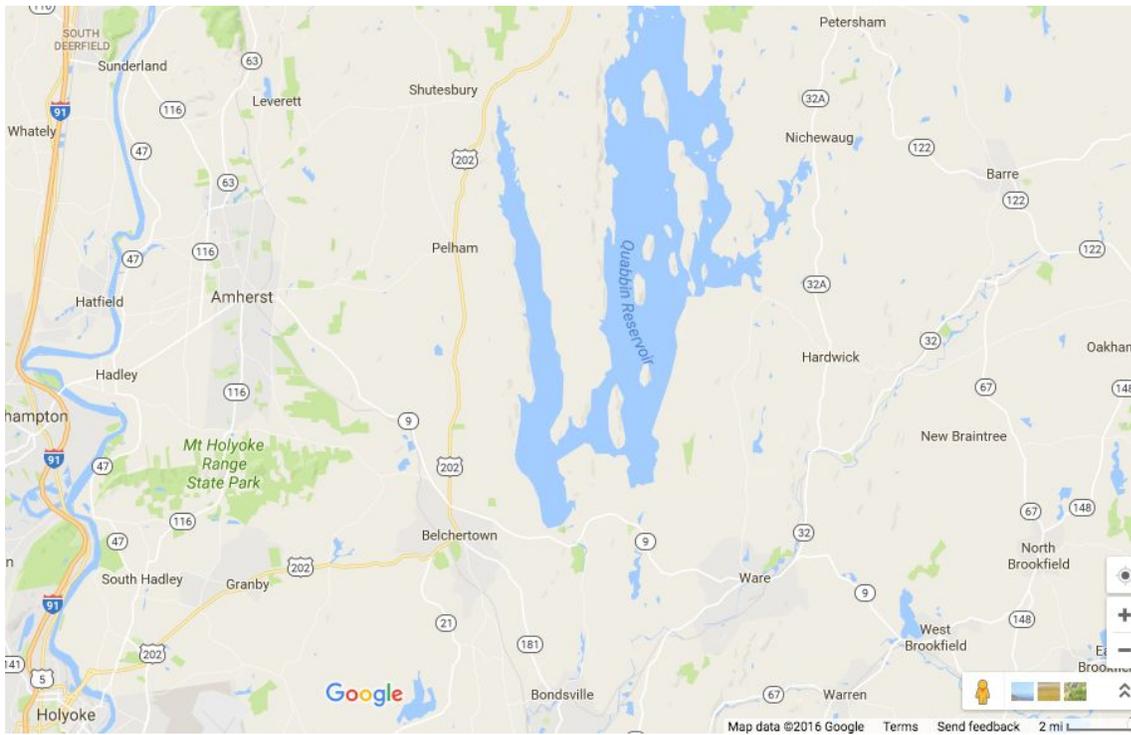
Yolen, J. (1995). *Letting Swift River Go*. Illustrated by Cooney, B. Publisher: Little Brown and Company.

Map of Towns for Map Activity Set-Up



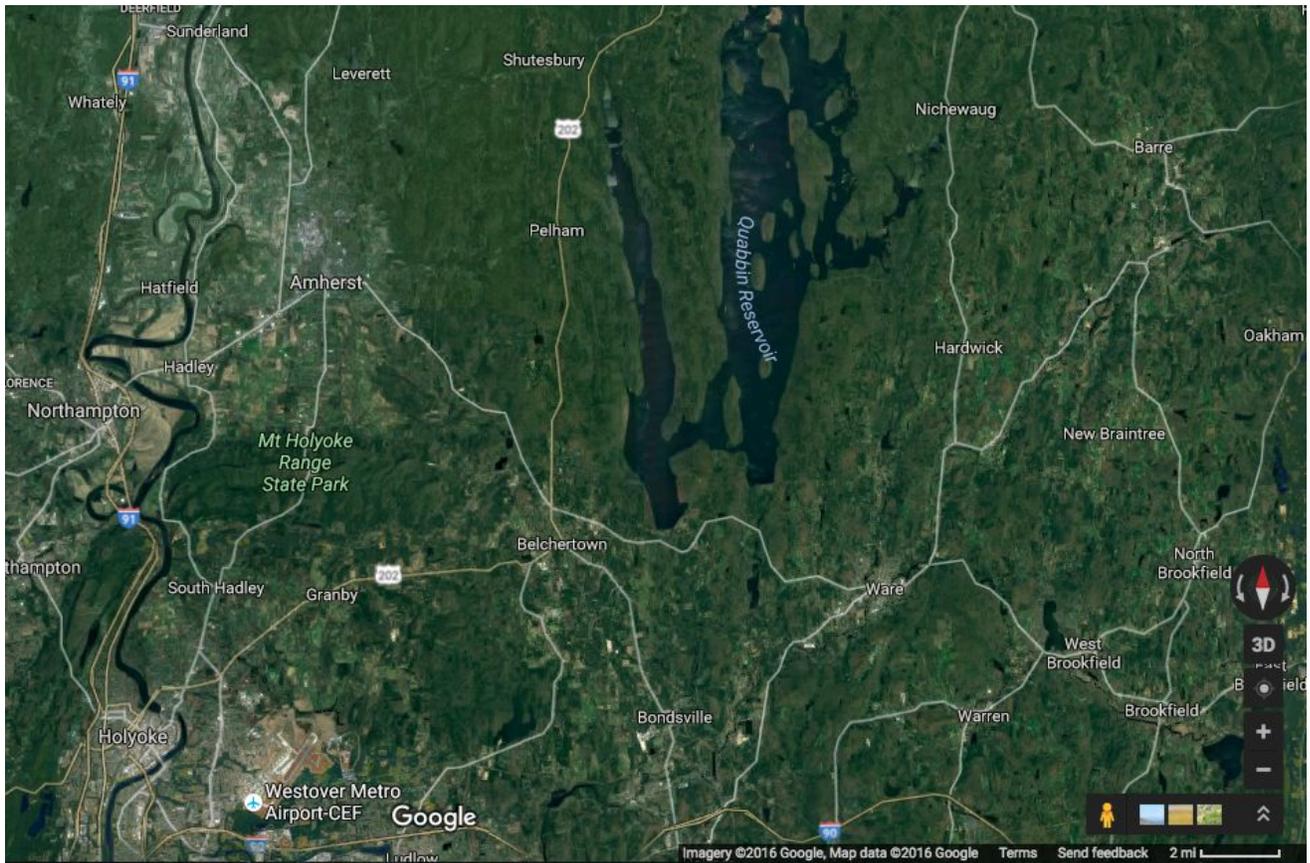
Source: www.stampcommunity.org

Quabbin Area Map for Map Activity Set-Up



Source: Google Maps

Aerial Photo Map for Map Activity Set-Up

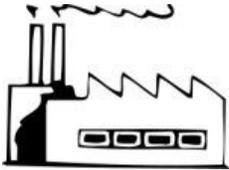


Source: Google Maps

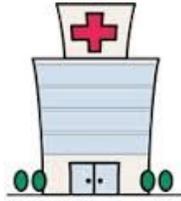
Part of map:	I get it	I'm not sure	I'm still thinking
Water 	The water is <u>near to</u> and <u>big enough</u> for everyone to use	The water is too <u>far away</u> or too <u>small</u> for everyone to use	There is <u>no water</u> in my map
Food	<u>3 or more</u> sources of food for my people to eat	<u>1-2</u> sources of food for my people to eat	<u>No food</u> for my people to eat
Building materials 	<u>One or more</u> types of building materials	<u>1</u> source of building materials	<u>No source</u> of building materials
How to travel 	<u>More than one way</u> for people to travel	<u>1 way</u> for people to travel	<u>No ways to travel</u>
Helpful places (ex. Hospital, school) 	<u>3 or more</u> helpful places for people to visit	<u>1-2</u> helpful places for people to visit	<u>No places</u> for people to visit

Map Activity Symbol Tiles

Tiles that will be used LESS often, print less copies:



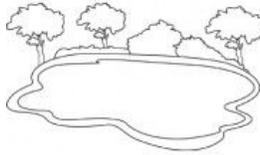
Factory



Hospital



School



Lake



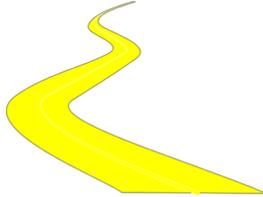
Railroad

Map Activity Symbol Tiles Continued

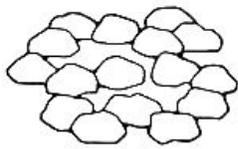
Ones that will be used MORE often, print MORE times:



River



Road



Stone



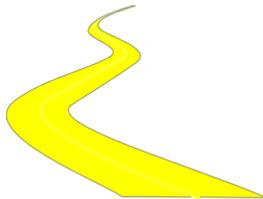
Forest



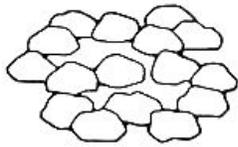
Farm



River



Road



Stone



Forest



Farm

Quabbin Reservoir Lesson Plan Note Catcher

Look at the picture below. Record your thoughts below. What do you...



See	Feel
Know	Wonder

Name _____ Partner's Name _____

Turn and Talk Discussion Guide

Ask your partner these questions and list what they say. Short answers are okay!

What did the picture make your partner think?



→ _____

→ _____

→ _____

What did the picture make your partner feel?



→ _____

→ _____

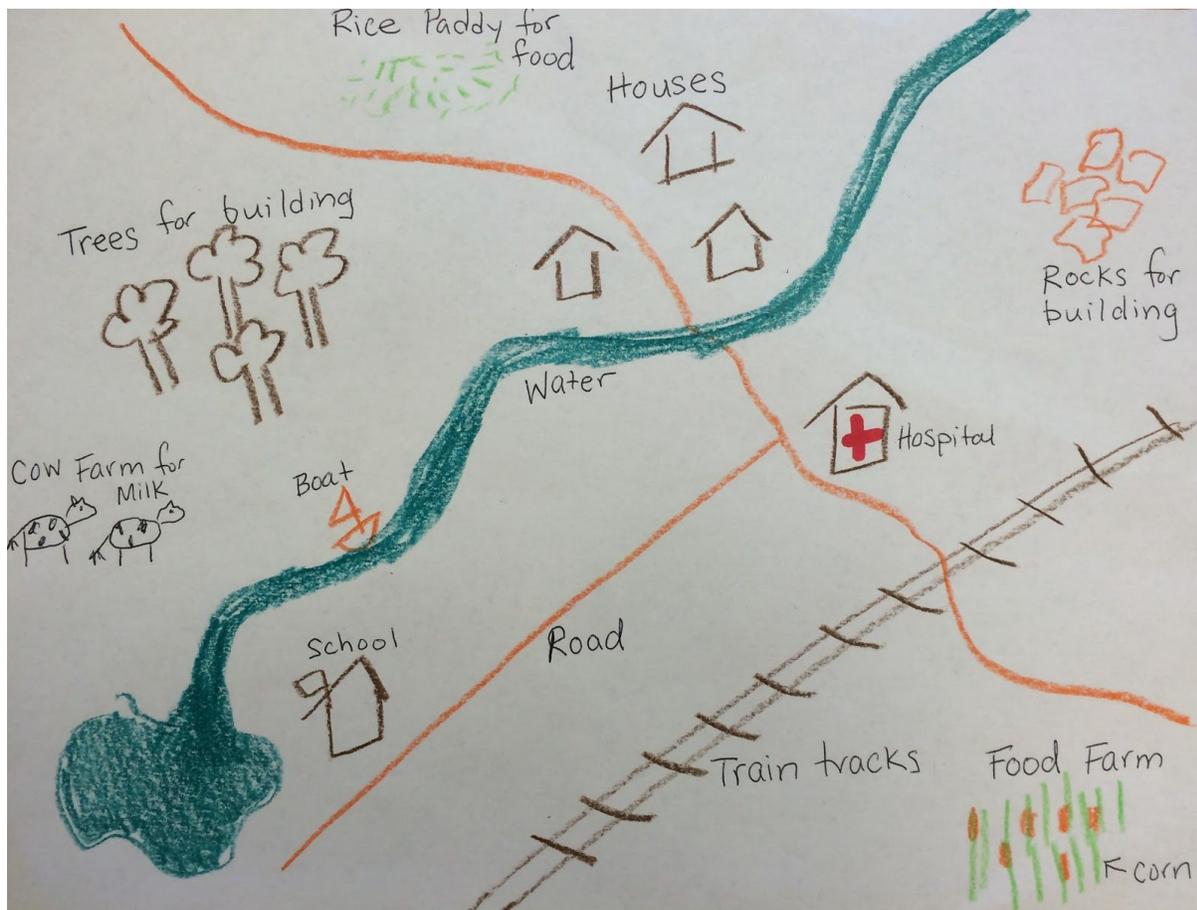
→ _____

What did the picture make your partner wonder?



→ _____

→ _____



Example of an imaginary town map

Addition Photos from Swift River Valley Towns- these can be used to give background information on the towns before they were flooded.



Source: <http://www.westfordcomp.com/quabbin/enfield.html>

Town of Enfield



Source: www.foquabbin.org Town of Dana: Swift River Box Company



Source: www.slis.simmons.edu

Town of Prescott farm



Source: www.westfordcomp.com

Greenwich Town Hall on wheels



Source: tqpix.blogspot.com

Enfield Hotel "Farewell Ball"

Slide Show Slides

The Swift River Valley: The People in Their Environment

Emma, Jessica, Katie, and Rose
2nd Grade

Learning Objectives:

1. I can understand how people use their environment to meet their needs.
2. I can write down what a picture makes me think, feel, and I can share it with my classmates.
3. I can understand that symbols used in maps stand for parts of the environment.
4. I can read symbols on a map to understand what the landscape looks like.



Illustration by
Barbara
Cooney from
*Letting Swift
River Go* (1995)

Activity 1: Respond to
the picture

Activity 2: Turn and Talk
share your thoughts on your
responses to your neighbor,
Exchange note catcher. Talk
for one minute each person.



Mapping:

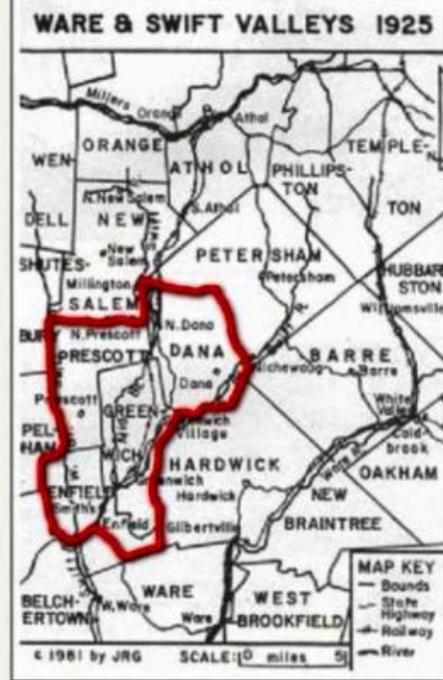
What do you know about maps?

Let's take a look at a map of the Quabbin:

<https://www.google.com/maps>

What do you notice on the map?

Before and After Map of Quabbin Region:



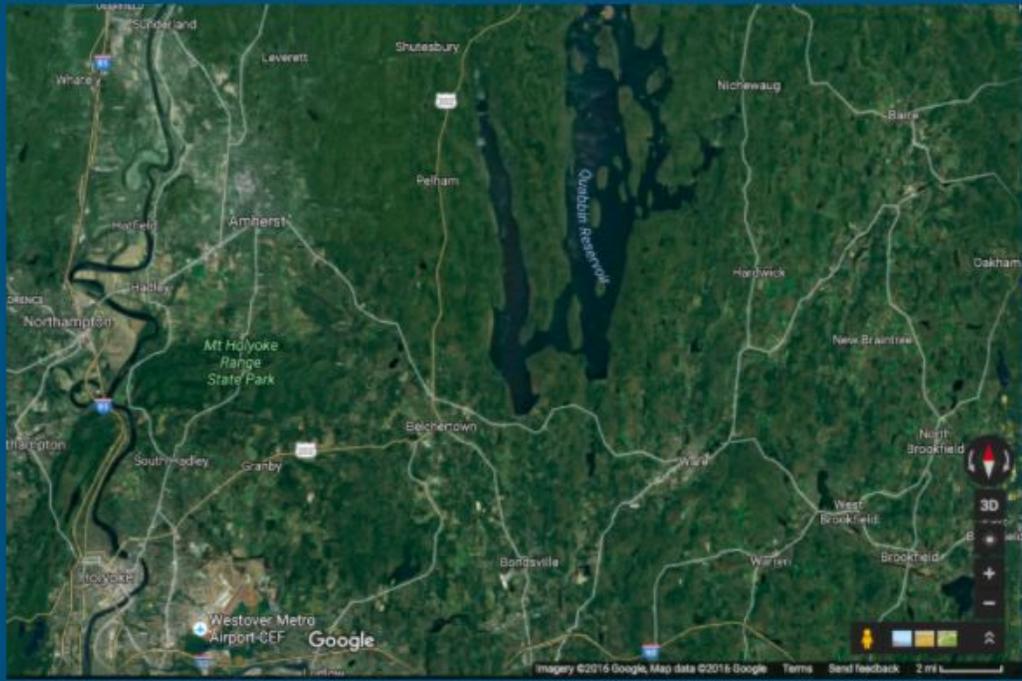
MAP CREDIT: J.R. GREENE

Before and After Map of Quabbin Region:

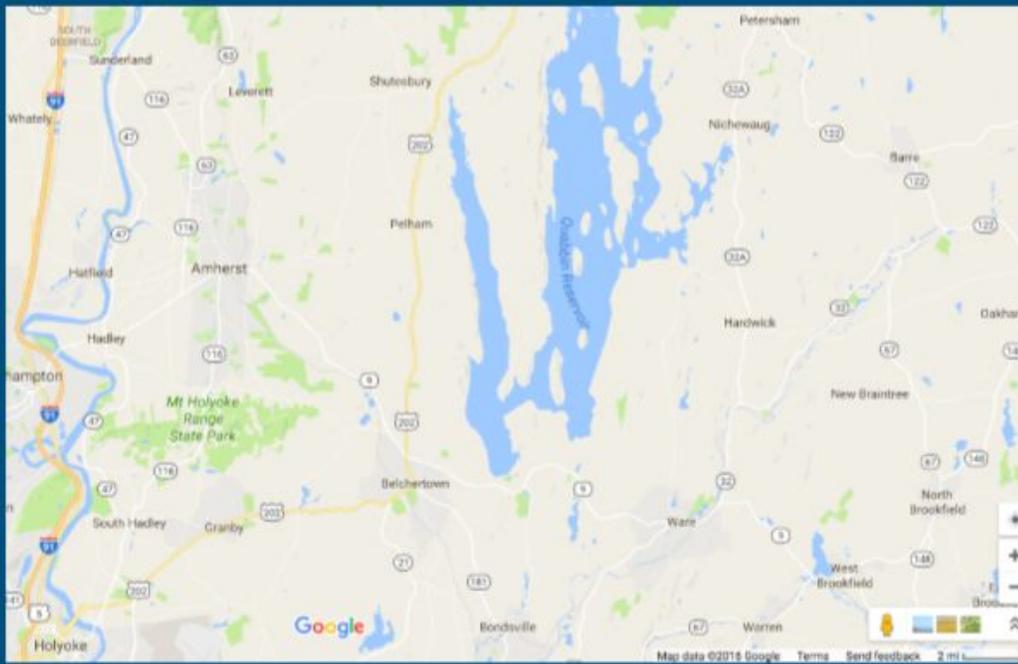


MAP CREDIT: J.R. GREENE

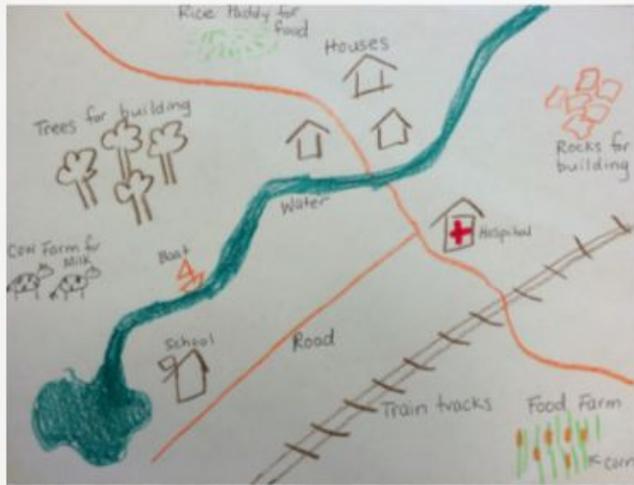
Source:
www.stampcommunity.org



Source: Google Maps



Source:
Google
Maps



Example of map by Rose

Assessment:

Create a make-believe new home for Swift River Valley residents.

- Draw or design with the picture tiles, a map of a new town.
- Include things they would need in order to survive.

Part of map:	I get it	I'm not sure	I'm still thinking
Water	The water is near to and big enough for everyone to use	The water is too far away or too small for everyone to use	There is no water in my map
Food	3 or more sources of food for my people to eat	1-2 sources of food for my people to eat	No food for my people
Building materials	One or more types of building materials	1 source of building materials	No source of building materials
How to travel	More than one way for people to travel	1 way for people to travel	No ways to travel
Helpful places (ex. Hospital, school)	3 or more helpful places for people to visit	1-2 helpful places for people to visit	No places for people to visit

Activity 3: Gallery Walk- take 3 minutes to walk around and look at your classmates maps. What did they do that was different or the same as you?

- ★ Gallery Walk Etiquette: Be respectful of classmates by being aware of **personal space** [arm length], **not standing too close** to each picture

Activity 4: Debrief- Thoughts and Questions.
Thanks for your participation!!

