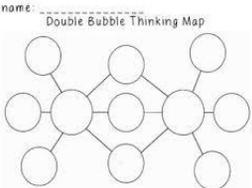
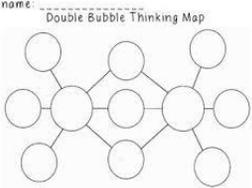
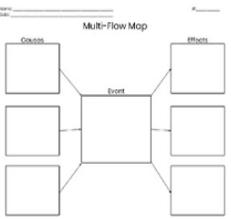
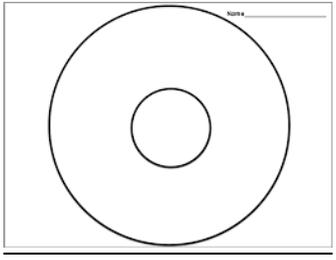


2 Rivers Unit

1. Rationale: The third-grade social studies framework is centered around the theme of “Continuity and Change” with a focus on the local community. Teaching in a Mandarin dual language program provides the opportunity to explore these themes in the context of Los Angeles and China. This lesson series would be taught after students have completed units on democracy and citizenship, the Tongva Indians, and the founding of Los Angeles. Prior to this unit, students would have practice with analyzing primary and secondary sources, reading maps, and constructing opinion essays.
2. Skill and Content Objectives:
 - a. History Social-Science Analysis Skills
 - i. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
 - ii. Students differentiate between primary and secondary sources.
 - iii. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
 - b. History Social-Science Standards
 - i. 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
 - ii. 3.2.2: Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
 - iii. 3.2.3: Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.
 - c. Highlighted California Environmental Principles & Concepts
 - i. Principle II: The long-term functioning and health of terrestrial, freshwater, coastal and marine ecosystems are influenced by their relationships with human societies.
 - ii. Principle V: Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes.
 - d. Writing Standards
 - i. W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

3. Lesson Plan:

Lesson	Objective	Materials	Guiding Questions	Check for Understanding
1	Students will brainstorm ideas of how people interact with rivers. Students will analyze maps.	KWL chart Double bubble map Markers Map of Los Angeles River (Wikipedia) Map of Yellow River (Geology page) 	How do people interact with rivers? What are benefits of living by a river? What might be some consequences of human activity? What do you notice about the land formations around the rivers? What do you wonder?	Complete double bubble map to compare and contrast the two rivers. 
2	Students will compare and contrast artwork showing depicting the rivers in the past.	Double bubble map Markers Wiyot's Children by Mary Leighton Thomson (Santa Monica Bay Audubon Society) Along the River During the Qingming Festival (China Online Museum)	How did people in each location interact with the river? What resources were available? What activities were people able to engage in? What do you think the artist wants us to know from this artwork?	Complete double bubble map to compare and contrast the two rivers 
3	Students will discuss cause and effect	Cause and effect flow map T-chart	How have the rivers changed? What caused the changes?	Complete a cause and effect flow map to

	<p>after watching videos and looking at photographs of both rivers in the present.</p>	<p>Markers The L.A. River Story (Mayor Garcetti) The LA River's Dirty Little Secret (FOX 11 Los Angeles) A Journey Down the Yellow River (NPR) Yellow River pollution, China (Green Camel Bell) Polluted stormwater fouling LA beaches (LA Times) 13 striking photos that show how polluted China's water has become (Business Insider)</p>	<p>Are these changes positive or negative?</p>	<p>show the change over time of both rivers.</p> 
4	<p>Students will brainstorm advocacy ideas after reading A River Ran Wild by Lynne Cherry</p>	<p>Circle map Markers A River Ran Wild by Lynne Cherry</p> 	<p>How is the story of the Nashua River like that of the Los Angeles River and Yellow River? What can you do to help keep these rivers safe and healthy for people and wildlife?</p>	<p>Students will work in teams and choose an advocacy project around the Yellow River and Los Angeles River.</p>

5	Students will create and present their advocacy projects.	Poster board Art materials Digital tools	How can we share the information we've learned with others in order to make a difference in our community? How will you express the main idea? How will you persuade your audience?	Students will provide peer feedback after each project presentation.
---	---	--	---	--

Lesson 1 (30 minutes):

1. Teacher will open a discussion about rivers and record student responses on a KWL chart (know – want to know – learned).
2. Display the watershed map of each river on the board. Students can annotate the maps with land formations and other observations.
3. In pairs or individually, students will complete a double bubble map to compare and contrast the two rivers.
4. To close the lesson, students will complete a whip-around and share one observation they made with their partner.

Lesson 2 (30 minutes):

1. Teacher will open the discussion by asking students to think about why artists create artworks of landscapes.
2. Display the artworks of each river on the board. Students can share their observations and make inferences about what they can learn about each group based on the artwork.
3. In pairs, or individually, students will complete a double bubble map to compare and contrast the two rivers based on the artworks.
4. To close the lesson, students will complete a whip-around and share one observation they made with their partner.

Lesson 3 (60 minutes, can be done over two class sessions):

1. Open discussion with a review from Lesson 2 and ask if students think the rivers look the same now as they did in the past.
2. Play videos while students take notes on a T-chart. Possibly display guiding questions so students can refer to them as they take notes.
3. Print copies of the articles for students. Students can use the articles to add to their T-chart notes.
4. To close the lesson, teacher can lead a whole group discussion about the causes and effects of river pollution. Teacher should record student responses on a flow map.

Lesson 4 (30 minutes):

1. Open discussion by asking students to share out their big take away from Lesson 3.
2. Teacher will read aloud A River Ran Wild by Lynne Cherry.
3. After the read aloud, teacher will present the culminating project prompt. Students will brainstorm possible products and make their working groups.
4. Teacher should check in with each group while they are working to ensure they can complete their project successfully.

Lesson 5 (30 minutes, 3-5 class sessions):

1. Students will share their advocacy projects and receive peer feedback before finalizing their projects.
2. These projects can be shared with the larger school community.
4. Culminating Project: Students will share the information we've learned with others and make a call to action. Students may work in groups and use different media to create their project. Project options include a song, PSA video, essay, PowerPoint, etc.

5. Resources:

https://en.wikipedia.org/wiki/Los_Angeles_River#/media/File:LARmap.jpg

<http://www.geologypage.com/2014/03/yellow-river.html>

<https://smbasblog.com/the-tongva/>

<https://www.comuseum.com/painting/famous-chinese-paintings/along-the-river-during-the-qingming-festival/#>

<https://www.youtube.com/watch?v=acJjuBmQ43U>

<https://www.youtube.com/watch?v=cWOgj0mj6TM>

https://www.youtube.com/watch?v=tI_SxeDrazc

<https://www.youtube.com/watch?v=0kQMQNogezY>

<https://www.latimes.com/california/story/2019-12-10/stormwater-continues-to-pollute-l-a-countys-oceans-rivers-and-lakes-report-finds>

<https://www.businessinsider.com/photos-of-chinas-polluted-water-2016-3>