This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

Students consider the physical, human and cultural characteristics of their own community and how those have changed over time. Students also compare their own community to a community of a different size to learn the differences. Students experience making group decisions that affect the community in the past and look at the effect of those changes into the future. Students prepare speeches to explain their own community and the changes that have occurred over time in the community.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

3.1 History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

3.1A Describe how individuals, events, and ideas have changed communities, past and present.

3.2 History. The student understands common characteristics of communities, past and present. The student is expected to:

3.2A Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being.

3.2B Identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.

3.2C Compare ways in which various other communities meet their needs.

3.3 History. The student understands the concepts of time and chronology. The student is expected to:

3.3A Use vocabulary related to chronology, including past, present, and future times.

3.3B Create and interpret timelines.

3.3C Apply the terms year, decade, and century to describe historical times.

3.4 Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

3.4C Describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape.

3.4D Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.

3.4E Identify and compare the human characteristics of various regions.

3.12 Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:

3.12A Give examples of community changes that result from individual or group decisions.
3.12B Identify examples of actions individuals and groups can take to improve the community.

Social Studies Skills TEKS

3.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

3.17A Research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources.

GETTING READY FOR INSTRUCTION

Performance Indicators

<table>
<thead>
<tr>
<th>Grade 03 Social Studies Unit 07 PI 01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a poster that includes two pictures showing how the local community has changed over time. Write and deliver two short speeches, one as a person from the community in the past and one as a person from the community today. In the speeches, tell about the physical, human, and cultural characteristics of the community at that time and explain how physical and human processes, including individuals, events, and ideas have changed the community.</td>
</tr>
<tr>
<td>Standard(s): 3.1A, 3.2B, 3.3A, 3.4D, 3.12A, 3.17A</td>
</tr>
</tbody>
</table>

ELPS ELPS.c.3D, ELPS.c.5G

Key Understandings

- Communities change as a result of human and physical processes.
  - How have individuals, events and ideas changed communities?
  - Why do people form communities?
  - What are human processes?
  - How do communities change as a result of human processes?
  - What are physical processes?
  - How can physical processes change communities?

Vocabulary of Instruction

- physical processes
- change
- human processes
- chronology
- community

Materials

- Refer to the Notes for Teacher section for materials.

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

- Teacher Resource: PowerPoint: Change Over Time: Communication
- Teacher Resource: PowerPoint: Change Over Time: Farming with the Plow
- Handout: Change Over Time
- Handout: Then and Now: Chart of Community Characteristics
- Handout: Steps in the Problem-Solving Process
- Handout: Comparison Chart of Characteristics
- Handout: Naturally Occurring Physical Processes Chart
Resources

- Internet, Chamber of Commerce, local library, local museum, local leaders

Advance Preparation

1. Become familiar with content and procedures for the lesson, including original history of the local community
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Prepare materials and handouts as needed.

Background Information

Teachers must understand physical, human and cultural characteristics for the local community and be able to compare them to another community.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

INSTRUCTIONAL PROCEDURES

<table>
<thead>
<tr>
<th>Instructional Procedures ENGAGE – People Change Over Time</th>
<th>Notes for Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students discuss how they have changed since the day they were born.</td>
<td>NOTE: 1 Day = 50 minutes</td>
</tr>
<tr>
<td>2. Students pair up or turn to their elbow partner and talk about how they have changed in one year.</td>
<td>Suggested Day 1 – 50 minutes</td>
</tr>
<tr>
<td>3. Provide students with map pencils and a long strip of white paper (such as adding machine tape) already folded into 10 sections.</td>
<td></td>
</tr>
<tr>
<td>4. Students recall how many years are in a decade.</td>
<td></td>
</tr>
<tr>
<td>5. Show an example of a completed ten-year life timeline as a model.</td>
<td></td>
</tr>
<tr>
<td>6. Help students recall what probably happened their first year of life…their second…their third and so forth.</td>
<td></td>
</tr>
<tr>
<td>7. Students create a ten year, or decade record of their own life in the form of a timeline. (Since students are not yet 10 years old, the last sections will be for their speculation on what will happen in their future.)</td>
<td></td>
</tr>
<tr>
<td>8. To create the timelines students begin by writing their name and the date they were born at the very top of the first section of paper all the way to the left and a picture of what they looked like when they were a baby.</td>
<td></td>
</tr>
<tr>
<td>9. Next, students write the year at the top of each section going to the right, leaving space in each section to draw pictures of something important they did that year that showed that they changed (i.e., learn to tie their shoes, ride a bike, or read). Continue to work through the years with them. You might say things like:</td>
<td></td>
</tr>
</tbody>
</table>

- When you were one, you were learning to smile and say a few words; you probably cut your first tooth. You can put other family members in the picture with you. At two, you were probably learning how to talk. Draw a picture of yourself learning how to talk... Emphasize CHANGE with each year, and... |

Materials:
- adding machine tape (1 per student, approximately 1 yard long and folded into 10 sections)
- map pencils

TEKS: 3.3A, 3.3B, 3.3C

Instructional Note:
Optional: Create a bulletin board to display student timelines.

Examples of timelines:

<table>
<thead>
<tr>
<th>0-10 years</th>
<th>10-20 years old</th>
<th>20 to 30 years old</th>
<th>30 to 40 years old</th>
<th>More if needed...</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 1-2</td>
<td>2-3 3-4</td>
<td>4-5 5-6</td>
<td>6-7 7-8</td>
<td>8-9 9-10</td>
</tr>
</tbody>
</table>

Grade 3 Social Studies
Unit: 07
Lesson: 01
Suggested Duration: 10 days
10. Since they are not yet 10, students predict what they will do in those years (by following patterns to this point and drawing on knowledge they have of children who are those ages).

11. As timelines are completed, students share their timelines in groups of three.

12. Post the timelines on a bulletin board under the heading “Change Over Time: A Decade” or a similar title.

**EXPLORE – Inventions Change Over Time**

1. Provide a simple PowerPoint timeline of an invention such as the telephone or car. (Develop a students’ understanding that people’s ideas and inventions can cause a changes in lifestyles.) Instructor may select from the following PowerPoints to assist with this idea:
   - Teacher Resource: PowerPoint: Change Over Time: Communication
   - Teacher Resource: PowerPoint: Change Over Time: Farming with the Plow

2. Guide the discussion by asking questions to help students think about why and how people’s ideas and inventions change things over time.

3. Distribute Handout: Change Over Time. Guide students in a discussion about the topics they are interested in that have changed over time.

**EXPLOAN – Research and Report on Change**

1. Students choose one invention and inventor to research. Students may use books, newspaper articles, or the Internet. Students record their findings.

2. Students write a report that includes a timeline based on their research.

3. Students develop a short presentation including a timeline to present to two other students (in small groups of three.)

**EXPLORE – The Early Days of Our Community**

1. Read aloud a poem about earlier times.

2. Help students think about and consider what the local community was like when it first developed. Ask questions such as:
   - How do you think our community looked when it first began?
   - What were the physical characteristics?
   - Where there mountains, or rivers, or plains?
   - Who do you think lived here first?
   - Why do you think they chose to live here?

3. Continue to create an understanding for students of what the community was like in the very earliest days of settlement by asking:

**Attachments:**
- Teacher Resource: PowerPoint: Change Over Time: Communication
- Teacher Resource: PowerPoint: Change Over Time: Farming with the Plow
- Handout: Change Over Time (1 per student)

**TEKS:** 3.1A; 3.2A; 3.2A; 3.2B; 3.3A; 3.3B; 3.3C; 3.17A

**Materials:**
- bird’s eye view map of the town or a copy of the county plat map

**Attachments:**
- Handout: Then and Now: Chart of Community Characteristics

**TEKS:** 3.1A; 3.2A; 3.2B; 3.2C; 3.3A; 3.3B; 3.3C; 3.17A

**Instructional Note:**
What year was our community founded?
What was life like in that year?
What did homes and businesses look like?
How did people dress?
How did they get food and water?
Was there school?
Were there stores?
How did people travel?
Were there phones? Mail?

4. Students chat with their “elbow” partner about their thoughts on the community and how it has changed over time.

5. Students pretend to be time travelers. They pretend to go into the past and imagine how life may have been during the early days of the town’s settlement.

6. Students fill out the “then” half of Handout: Then and Now: Chart of Community Characteristics. (At this time, students will only complete the first three columns - Physical Characteristics, Human Characteristics, and Cultural Characteristics.)

7. Using their charts, students discuss and consider what life was like for people in the earlier days. Students create lists and ideas to share with class members.

EXPLAIN – Letters Describe Life in Our Community Back in Time

Day 3 continued – 20 minutes

1. Remind students that they are still a citizen of the community during earlier times.

2. Students write a descriptive letter to a friend who is not living in this community. The letter should describe what life was like during earlier times. To write the letter, students use the information they learned from the photographs, maps and lists that were made. (Again remind students to imagine they are back in time telling a friend how the community looked and what people did each day.)

TEKS: 3.1A; 3.2A, 3.2B; 3.3A, 3.3B, 3.3C; 3.17A

EXPLORE – Becoming a Community in the Past: A Short Scenario

Suggested Day 4 – 25 minutes

1. Students form a circle.

2. Present a scenario such as:

   • Today we are pretending to be citizens of this community when it was first settled. The year is _____.
   • This is a town meeting in that year. What century is it? Because it is the _____ century, keep in mind what life would have been like in the past. Describe what you saw during your time travel. (Students may volunteer.)

3. Continue setting up the scenario, saying things such as:

   • I am the mayor of this community and you are the community council members. Each of you will have one vote for each decision. We are going to make some group decisions. Remember, we are pretending to be in the past.
   • First of all, the community needs help with several things like building more roads, and we really need a store. We just don’t have enough people to get all of these things done. We are going to vote on whether or not we need to invite more citizens to move to our community so we can get more help with building our community. (Try to encourage a “yes” vote.) If
you would like to encourage other people to move here, vote "yes." If you do not want help and more people to move here, vote "no." (Tally the votes.)

4. Continue with ideas such as:
   - How might we recruit people to move to our community? I think our community needs a slogan. Write one or two suggestions for the group to vote on. (Write examples of slogans on the board.)

5. Take a student count and announce the winning slogan.

6. Continue to build the scene by saying:
   - Now that we have our slogan, we need volunteers to help our community. There is a prairie fire headed our way and we need your help to put it out before it reaches our town. Raise your hand if you will be part of our volunteer fire department. OK... now we need buckets, shovels and blankets to help put out the fire.

7. Debrief students on the process that just took place.

8. Bring students back to real time, (the present) and explain that they just took part in a community meeting. Review and debrief students reminding them about such things as:
   - You voted and made decisions together as a community group.
   - You decided to recruit more people to live in our community. This will change our community over time.
   - You made a group decision for a slogan for our community.
   - Some of you volunteered to be a part of the volunteer fire department to put out a prairie fire which will save our community.

9. Help students understand that what they did together in the scenario was an example of how group decisions can help a community. Help students understand that this is how communities and local government functioned in the past and how it functions in the present. This is an example of how people in communities govern themselves.

EXPLAIN – Solving Community Problems Then and Now

1. Provide a list of problems focusing on the needs of the community looking twenty years ahead.

2. Students review the chart about why people live in communities (a need for security, religious freedom, law and order, and material well-being, government, protection, education and communication).

3. Students write a proposal to be read in a future community meeting. The proposal should suggest how to solve a problem.

4. Each student chooses one problem they would like to solve for the future and begin with the problem solving chart, then write a proposal for how the community could solve this problem.

5. Using the steps from the problem solving process, students write a speech to explain why the community needs to vote for the proposal for the good of the future of the community.

Suggested Day 4 continued – 25 minutes

Attachments:
- Handout: Steps in the Problem-Solving Process

TEKS: 3.1A; 3.2A, 3.2B; 3.3A, 3.3C; 3.12A, 3.12B; 3.17A

Instructional Note:
- Problem-solving process:
  - identify a problem,
  - gather information,
  - list and consider options,
  - consider advantages and disadvantages,
  - choose and implement a solution,
  - evaluate the effectiveness of the solution
# Grade 3 Social Studies

## Unit: 07 Lesson: 01

**Suggested Duration: 10 days**

### EXPLORE – Human Processes

<table>
<thead>
<tr>
<th></th>
<th>Suggested Day 5 – 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Display or otherwise make available pictures, resources, maps and articles about the community including: building booms, additions of shopping malls, schools, museums, churches, roads, bridges, etc. (human processes such as urbanization, economic development, and settlement.)</td>
</tr>
<tr>
<td>2.</td>
<td>Students take a few minutes to think about the changes in the community over time, including changes in transportation. They also consider the effects the changes have had on the local community.</td>
</tr>
<tr>
<td>3.</td>
<td>Students complete the second half of the Handout: Then and Now: Chart of Community Characteristics.</td>
</tr>
</tbody>
</table>

### Materials:
- Handout: Then and Now: Chart of Community Characteristics
- TEKS: 3.1A; 3.2B; 3.3A, 3.3B, 3.3C; 3.4C, 3.4D, 3.4E; 3.17A

### Instructional Note:
- This lesson requires that the teacher research information ahead of time about the local community.
- Last column of chart will be completed on Day 9 of this lesson.

### EXPLAIN - Comparison of Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Suggested Day 5 continued – 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Using the information the teacher provides, students compare the local community to another community. Compare physical, human, and cultural characteristics. (Good things to compare include: jobs available, size of schools, mass transit, land use, etc.)</td>
</tr>
</tbody>
</table>

### Attachments:
- Handout: Comparison Chart of Characteristics
- TEKS: 3.1A; 3.2B; 3.3A, 3.3C; 3.4C, 3.4D; 3.17A

### EXPLORE – Change over Time in Farming (Agriculture)

<table>
<thead>
<tr>
<th></th>
<th>Suggested Day 6 – 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher encourages students to understand and discuss how people with new ideas can help bring positive changes to a community.</td>
</tr>
<tr>
<td>2.</td>
<td>Through an Internet search, find a short summary about the invention of the plow and read it to students.</td>
</tr>
</tbody>
</table>

### TEKS:
- 3.1A; 3.2B; 3.3A, 3.3C; 3.4D; 3.12B; 3.17A

### EXPLAIN – Farming Changed over Time

<table>
<thead>
<tr>
<th></th>
<th>Suggested Day 6 continued – 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students write an article for the newspaper explaining how rural communities and agriculture have changed over time and how farming helps support the growth of the community.</td>
</tr>
</tbody>
</table>

### TEKS:
- 3.1A, 3.2A, 3.2B, 3.2C, 3.3A, 3.3B, 3.3C, 3.4D, 3.12B, 3.17A

### Instructional Note:
- The article will be a summary of changes over time in farming.

### ELABORATE – Change over Time Globally

<table>
<thead>
<tr>
<th></th>
<th>Suggested Day 6 continued – 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students research on the Internet to compare the development of agriculture/cotton farming in America to the way agriculture and cotton farming works in developing nations.</td>
</tr>
<tr>
<td>2.</td>
<td>Students explain how urbanization causes change over time.</td>
</tr>
</tbody>
</table>

### TEKS:
- 3.1A, 3.2A, 3.2B, 3.2C, 3.3A, 3.3B, 3.3C, 3.4D, 3.17A

### EXPLORE – Physical Processes Occur Naturally

<table>
<thead>
<tr>
<th></th>
<th>Suggested Day 7 – 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students look at an anchor chart of the Physical Processes of Community to review the physical characteristics of a community. Students proceed to discuss the physical characteristics of their own community.</td>
</tr>
<tr>
<td>2.</td>
<td>Students write notes using their chart (see the Handout: Naturally Occurring Physical Processes Chart).</td>
</tr>
<tr>
<td>3.</td>
<td>Guide students to understand that physical processes are naturally occurring.</td>
</tr>
</tbody>
</table>

### Attachments:
- Handout: Naturally Occurring Physical Processes Chart
- TEKS: 3.1A, 3.3A, 3.3C, 3.4C, 3.4E, 3.17A
4. Students consider whether or not the physical characteristics of our community in the past were the same as the physical characteristics we see today in our community. (Are physical changes the result of natural events or human action?)

5. Students consider if there have been any natural disasters in the past that brought significant changes to the physical landscape.

6. Encourage students to give examples.

**EXPLAIN – Physical Processes in Our Community**

<table>
<thead>
<tr>
<th>Suggested Day 7 continued – 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using the chart, students work in pairs or small groups to create a presentation about the physical characteristics of the community. Students include changes (causes and effects) and what has remained the same (causes and effects).</td>
</tr>
<tr>
<td>2. Students create a visual to illustrate at least 2 of the physical characteristics: one that has changed and one that has remained the same.</td>
</tr>
</tbody>
</table>

**EXPLOR – NATURALLY OCCURRING PHYSICAL PROCESSES**

<table>
<thead>
<tr>
<th>Suggested Day 8 – 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the naturally occurring physical processes. Students use a chart to follow along with the explanation. Include explanations of weather and of natural disasters as a part of the physical processes. Help students understand that physical processes can destroy human processes.</td>
</tr>
<tr>
<td>2. Show visuals of each to help student understanding.</td>
</tr>
<tr>
<td>3. Explain how each of the four affects one another, and how human processes affect the physical processes.</td>
</tr>
<tr>
<td>4. Check for understanding to be sure students understand that human and physical processes affect one another.</td>
</tr>
</tbody>
</table>

**EXPLAIN – Taking Care of Physical Processes is a Community Responsibility**

<table>
<thead>
<tr>
<th>Suggested Day 8 continued – 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students write descriptions below the definitions on their chart and draw visuals for each of the four naturally occurring physical processes.</td>
</tr>
<tr>
<td>2. On the back of the paper, students write two sentences declaring what they can do personally to help take care of the community.</td>
</tr>
</tbody>
</table>

**EXPLORE - Then and Now**

<table>
<thead>
<tr>
<th>Suggested Day 9 – 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students look at an anchor chart of the Human Characteristics of Community to review the human characteristics of a community and then participate in a class discussion about the human characteristics of their own community.</td>
</tr>
<tr>
<td>2. Students add appropriate notes on the chart they began on Day 3. (See Handout: <em>Then and Now: Chart of Community Characteristics</em> from Day 3)</td>
</tr>
<tr>
<td>3. Students consider whether or not the human characteristics of our community in the beginning were the same as they are today, or have they changed over time.</td>
</tr>
<tr>
<td>4. Students consider if there have been any natural disasters that made changes in the human characteristics. Or if there were there physical characteristics (weather) that made changes in the human characteristics.</td>
</tr>
</tbody>
</table>

**EXPLAIN - Human Characteristics**

<table>
<thead>
<tr>
<th>Suggested Day 9 continued – 25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using the chart, students work in pairs or small groups to create a presentation about the human characteristics of the community, including what has changed and why, and what has remained the same and why.</td>
</tr>
<tr>
<td>2. Students create a visual to illustrate at least 2 of the human characteristics.</td>
</tr>
</tbody>
</table>

**TEKS:** 3.1A, 3.3A, 3.3C, 3.4C, 3.4E, 3.17A
characteristics of the community: one that has changed and one that has remained the same.

**ELABORATE - Human and Physical Characteristics**

1. Facilitate a discussion about how human characteristics, such as building and construction can cause permanent change to physical characteristics of the community, and vice-versa.

2. Students write a speech to explain how human characteristics of their community have created changes in the physical characteristics. Make a case for careful city planning.

**EVALUATE**

**Grade 3 Social Studies Unit07 PI01**

Design a poster that includes two pictures showing how the local community has changed over time. Write and deliver two short speeches, one as a person from the community in the past and one as a person from the community today. In the speeches, tell about the physical, human, and cultural characteristics of the community at that time and explain how physical and human processes, including individuals, events, and ideas have changed the community.

Standard(s): 3.1A, 3.2B, 3.3A, 3.4D, 3.12A, 3.17A

ELPS: ELPS.c.3D, ELPS.c.5G

**Suggested Day 9 continued – 15 minutes**

TEKS: 3.1A, 3.2A, 3.2B, 3.2C, 3.3A, 3.3B, 3.3C, 3.4D, 3.4E

**Suggested Day 10 – 50 minutes**

TEKS: (3.1A; 3.2B; 3.3A; 3.4D; 3.12A; 3.17A)

**Instructional Note:**

- A suggestion for accomplishing this is to have students prepare to give their speeches both past and present. Dress the part and prepare to present both speeches for guests who visit the classroom. Perhaps even be like figures in a wax museum that when someone comes by you come alive and make the speech first from the past and then from the present.
- Use charts completed in other parts of the unit.
### Change Over Time

Pick one to research or think of another.

<table>
<thead>
<tr>
<th>Air Transportation</th>
<th>Television</th>
<th>Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing</td>
<td>Shoes</td>
<td>Hairstyles</td>
</tr>
<tr>
<td>Baseball</td>
<td>Postal service (Mail)</td>
<td>Fire fighting</td>
</tr>
<tr>
<td>Communication-Newspaper</td>
<td>Farming</td>
<td>Toys</td>
</tr>
<tr>
<td>Car Transportation</td>
<td>Communication-Television</td>
<td>Computers</td>
</tr>
<tr>
<td>Space Exploration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Then and Now Chart:  
Physical, Human and Cultural Characteristics of Our Community

<table>
<thead>
<tr>
<th>Name of community:</th>
<th>Physical Characteristics</th>
<th>Human Characteristics</th>
<th>Cultural Characteristics</th>
<th>Changes? Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then (Year):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Now:</td>
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</tbody>
</table>
Steps in the Problem Solving Process

1. Identify the problem.
2. Gather information.
3. List and consider option.
4. Consider advantages and disadvantages.
5. Choose and implement a solution.
6. Evaluate the effectiveness of the solution.
## Comparison Chart of Characteristics

Compare the Physical, Human, and Cultural Characteristics of two communities

<table>
<thead>
<tr>
<th>Name of community:</th>
<th>Physical Characteristics (including region)</th>
<th>Human Characteristics</th>
<th>Cultural Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>My community: Name:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparison community Name:</th>
<th>Physical Characteristics (including region)</th>
<th>Human Characteristics</th>
<th>Cultural Characteristics</th>
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</thead>
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<tr>
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</tbody>
</table>

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# Naturally Occurring Physical Processes

<table>
<thead>
<tr>
<th>Atmosphere</th>
<th>Biosphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>The atmosphere is a layer of gases surrounding planet Earth that is retained by Earth’s gravity. It provides necessary gasses such as oxygen and hydrogen for all life on earth. It also protects life by absorbing ultraviolet solar radiation.</td>
<td>Biosphere is the ecological system integrating all living things, including their relationship with the lithosphere, hydrosphere, and atmosphere. It is also called the global ecological system.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lithosphere</th>
<th>Hydrosphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lithosphere is the crust and uppermost mantle or shell of the Earth. It includes plate tectonics and its shifts create our earthquakes and volcanoes.</td>
<td>Hydrosphere is all the water found on, under, and over the surface of the earth. The water moves around the hydrosphere cycle.</td>
</tr>
</tbody>
</table>