

## FLCHE-TPS Lesson 4 Grade 3

### The Grand Canyon Over Time

#### *It's Elementary, My Dear: Primary Sources in the Elementary Classroom*

##### Enduring Understandings:

- The Grand Canyon became a National Park in 1919.
- Landforms can change over time.
- There are different types of geographical maps.

##### Essential Questions:

- Has the Grand Canyon changed over time?

Vocabulary/Targeted Skills: National Park Service, atlas, topographical maps, physical features, erosion, landmark, monument

##### Unit Assessment/Culminating Unit Activity/Success Criteria:

Students will identify similarities and differences found in maps of the Grand Canyon over different time periods, drawing their own physical map showing changes.

Lesson: The Grand Canyon Over Time

Time: 50-100 mins (1-2 days)

##### Standard(s):

##### Florida Social Studies Standards:

SS.3.A.1.1: Use primary and secondary sources to understand history.

SS.3.A.1.3: Define terms related to the social sciences.

SS.3.G.2.5: Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

SS.3.G.2.4: Describe the physical features of the United States, Canada, Mexico, and the Caribbean.

##### Florida Language Arts Standards:

LAFS.3.RI.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

LAFS.3.RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LAFS.3.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

##### Content Purpose:

Students will analyze primary and secondary sources to learn how geographical features may change over time.

##### Assessment/Evaluation (for this lesson):

*Primary Source Analysis Tools* worksheet, class discussion and student made maps.

##### Reading Materials/Primary Source links:

- *Rio Colorado of the West 1858, United States Office Of Explorations And Surveys*  
<https://www.loc.gov/item/79692915/>
- *Tertiary history of the Grand cañon district, with atlas. by Dutton, Clarence E. 1882, Government print office* <https://www.loc.gov/resource/g4332gm.gnp00002/?sp=7>
- *Map of Grand Canyon National Park 1926, United States National Park Service*  
<https://www.loc.gov/item/98687204/>
- *Teacher's Guides and Analysis Tool*  
<http://www.loc.gov/teachers/usingprimarysources/guides.html>

#### Suggested Procedures:

1. Ask students to describe their neighborhood's physical features (i.e. hills, road, grass, etc.).
2. Ask students to think about the following questions:
  - Is your neighborhood's physical features the same or different from other students? What is the same? What is different?
  - Do you think your neighborhood's physical features were different 20 years ago? 50 years ago? How? Why?
3. Display the *Tertiary history of the Grand cañon district* print  
<https://www.loc.gov/resource/g4332gm.gnp00002/?sp=7>. Tell students that *today we are going to study the Grand Canyon, which is both a national monument and national park*, asking them questions from the *Teacher's Guide Analyzing Photographs and Prints*:  
[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf)
4. In small groups or individually, pass out a copy of each map, the *Rio Colorado of the West 1858* <https://www.loc.gov/item/79692915/>, *Map of Grand Canyon National Park 1926* <https://www.loc.gov/item/98687204/>, and a blank *Primary Source Analysis Tool* Worksheet. To help students complete the blank *Primary Source Analysis Tool* Worksheet, the teacher will ask students questions found on the *Teacher's Guide Analyzing Maps*  
[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Maps.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf)
5. Next, using their answers from the previous steps, have students compare the two maps, 1858 and 1926, pointing out the similarities and the differences, such as physical features, names of places, etc.
6. Again, display the *Tertiary history of the Grand cañon district* print  
<https://www.loc.gov/resource/g4332gm.gnp00002/?sp=7>. asking students to recall the date of the print. Ask them to describe what the print may have looked like 100 years before? 100 years after?
7. Finally, have students draw a colorful physical map of their neighborhood, or street (may require some research.) Next, have them draw a physical map of what they think the area will look like in 100 years, describing the changes.

#### Extensions:

- Look at and compare even more Grand Canyon maps from different time periods. Read the following article to help describe these changes for students. *Maps of Grand Canyon National Park*, by Patricia Molen van Ee, Specialist in American Cartography, LOC Articles and Essays

<https://www.loc.gov/collections/national-parks-maps/articles-and-essays/maps-of-grand-canyon-national-park/#maps-of-grand-canyon-national-park>

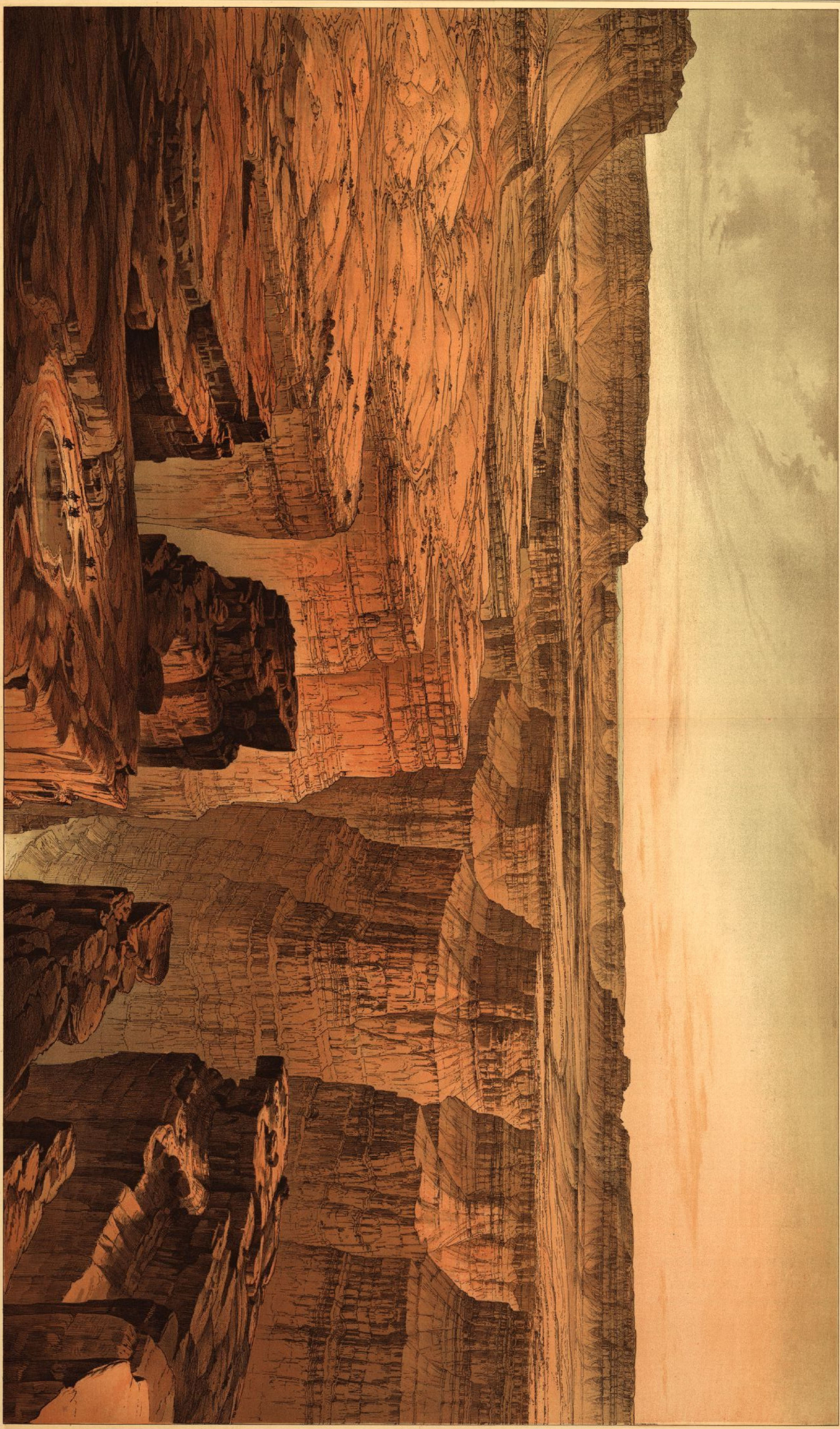
- Topographic map of the Grand Canyon National Park Arizona 1948, Geological Survey <https://www.loc.gov/item/98687189/>
- Grand Canyon National Park and vicinity 1962, Geological Survey <https://www.loc.gov/item/96682204/>
- Grand Canyon Map 1984, United States National Park Service [www.loc.gov/item/84695480/](http://www.loc.gov/item/84695480/)

**References:**

“Library of Congress.” *The Library of Congress*, United State Government, Mar. 2019, loc.gov/. <https://www.loc.gov/>

“Teacher's Guides and Analysis Tool.” *Library of Congress*, United State Government, Mar. 2019, [www.loc.gov/teachers/usingprimarysources/guides.html](http://www.loc.gov/teachers/usingprimarysources/guides.html).

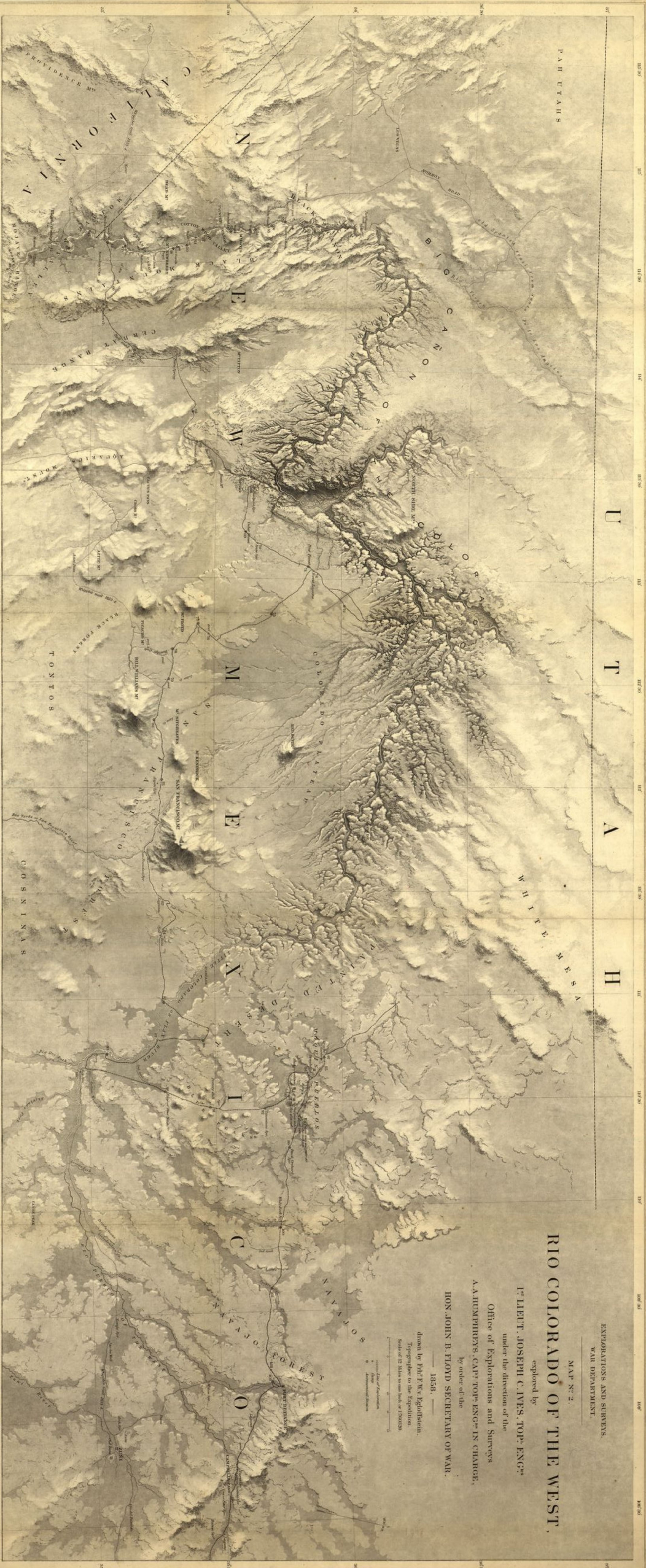




THE GRAND CAÑON AT THE FOOT OF THE TOROWEAP-LOOKING EAST

W. H. DILLON





EXPLORATIONS AND SURVEYS.  
WAR DEPARTMENT.

MAP NO. 2.

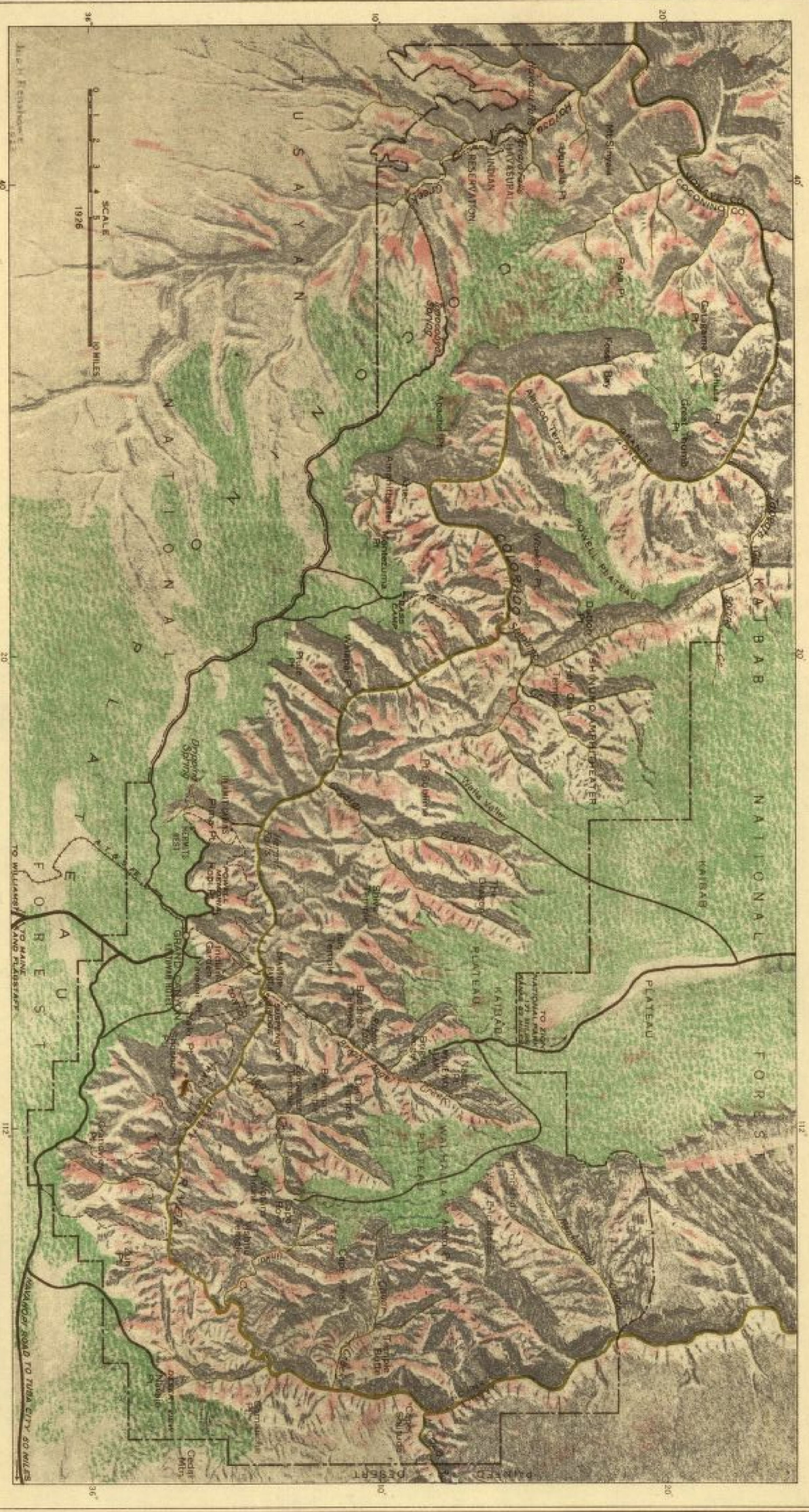
# RIO COLORADO OF THE WEST.

Explored by  
1<sup>ST</sup> LIEUT. JOSEPH C. IVES, TOP. ENG.  
under the direction of the  
Office of Explorations and Surveys  
A. A. HENNINGER, CAPT. TOP. ENG. IN CHARGE.  
by order of the  
HON. JOHN B. FLOYD, SECRETARY OF WAR.  
1858.

Drawn by H. F. W. Egbertson.  
Topographer to the Expedition.  
Scale of 25 Miles to one inch or 250,000.

Copyright by the War Department, 1858. No. 2. 74-692915  
G-130266 1858-1859 0008





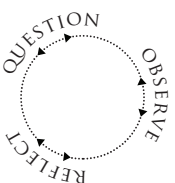
MAP OF GRAND CANYON NATIONAL PARK

State Division  
DEC 18 1926  
Library of Congress

COURTESY OF THE NATIONAL PARK SERVICE



# TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

## OBSERVE

### Ask students to identify and note details.

Sample Questions:

Describe what you see. • What do you notice first? • What people and objects are shown? • How are they arranged? • What is the physical setting? • What, if any, words do you see? • What other details can you see?

## REFLECT

### Encourage students to generate and test hypotheses about the source.

Why do you think this image was made? • What's happening in the image? • When do you think it was made? • Who do you think was the audience for this image? • What tools were used to create this? • What can you learn from examining this image? • If someone made this today, what would be different? • What would be the same?

## QUESTION

### Invite students to ask questions that lead to more observations and reflections.

What do you wonder about...  
who? • what? • when? • where? • why? • how?

## FURTHER INVESTIGATION

### Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

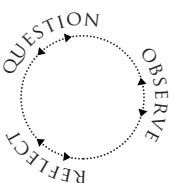
**A few follow-up activity ideas:**  
**Beginning** Write a caption for the image.

**Intermediate**  
Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

**Advanced**  
Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to  
<http://www.loc.gov/teachers>

# TEACHER'S GUIDE ANALYZING MAPS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

## OBSERVE

### Ask students to identify and note details.

Sample Questions:

- Describe what you see. • What do you notice first?
- What size and shape is the map? • What graphical elements do you see? • What on the map looks strange or unfamiliar? • Describe anything that looks like it does not belong on a map. • What place or places does the map show? • What, if any, words do you see?

## REFLECT

### Encourage students to generate and test hypotheses about the source.

- Why do you think this map was made? • Who do you think the audience was for this map? • How do you think this map was made? • How does it compare to current maps of this place? • What does this map tell you about what the people who made it knew and what they didn't? • If this map was made today, what would be different? • What would be the same?

## QUESTION

### Invite students to ask questions that lead to more observations and reflections.

- What do you wonder about...
- who? • what? • when? • where? • why? • how?

## FURTHER INVESTIGATION

### Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

#### A few follow-up activity ideas:

- Beginning**  
*Have students write a brief description of the map in their own words.*
- Intermediate**  
*Study three or more maps of a city or state at different time periods. Arrange them in chronological order. Discuss clues to the correct sequence.*

- Advanced**  
*Search for maps of a city or state from different time periods, then compile a list of changes over time and other differences and similarities between the maps.*

*For more tips on using primary sources, go to*  
<http://www.loc.gov/teachers>



# PRIMARY SOURCE ANALYSIS TOOL



## OBSERVE

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## REFLECT

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## QUESTION

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## FURTHER INVESTIGATION