

Changes – Now and Long Ago: Step-by-Step Activities to Teach Young Children about Changes in Their Life, Their Community, Types of Transportation, and More!

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Acknowledgements

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Rules and Responsibilities, the first book in the Step-by-Step series for 1st grade teachers, is currently available online at www.amazon.com.

To hear about my latest books first, sign up for my exclusive ***New Release Mailing List*** by sending me an email at prisporter@aol.com. The next books in my Step-by-Step series for 1st Grade Teachers will be released soon. These include:

Schools – Now and Long Ago
Expanding Children’s Economic World

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Unit Overview: Changes – Now and Long Ago

California History-Social Science Grade 1, Standard 1: Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time and others stay the same, in terms of:

1. the structure of schools and communities in the past
2. transportation methods of earlier days
3. similarities and differences in the work (inside and outside the home), dress, manners, stories, games, and festivals of earlier generations, drawing from biographies, oral history, and folklore.

Compelling Questions: How does change affect our lives? Why do some things change and some things stay the same?

Supporting Questions

1. How have you changed over time?
2. How does a place change over time? How does everyday life change over time?
3. How has transportation changed over time?

Significance of the Topic

The study of history, in many respects, is the study of change. Some changes represent progress; others do not. Nevertheless, change is part of living, and to be able to adapt to change is crucial. Children change – they grow, learn new skills, lose teeth, get their hair cut. Change is part of living. Rather than fearing change, children can be taught to accept the inevitability of change and learn ways to adapt to the changes they experience. *Schools, Now and Long Ago* is a companion guide to this unit and is available separately.

This unit addresses different types of change from “then” and “now.” From their own life, to the community, to types of transportation, children will learn that:

1. change is continuous and always present.
2. change affects our lives in different ways.

Chronological Thinking is one of the *Historical and Social Sciences Analysis Skills of the California History-Social Science Standards*. In this unit, students construct timelines of their school day, the weeks of the school year, and of the years of their life. 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. This lesson will enable students to develop a sense of historical empathy and to understand the meaning of time and chronology.

The skills of **Research, Evidence and Point of View** are introduced as students analyze similarities and differences of present-day photographs of the community and photographs of the community long-ago. Students conduct an oral interview of a family member or a long-term resident to compare and contrast everyday life, how it has changed, and how it has remained the same.

Common Core State Standards

A variety of activities are included in the lesson that support and develop reading, writing, speaking, and listening standards. The abbreviations for the standards are included below. For example, RL1.1 refer to Reading Standards for Literature, Grade 1, Standard 1.

Reading Standards for Literature

RL1.1 Ask and answer questions about key details in a text.

RL1.2 Retell stories, including key details, and demonstrate an understanding of their central message or lesson.

RL1.3 Describe characters, settings, and major events in a story, using key details.

RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL1.10b Confirm predictions about what will happen next in a text.

Writing Standards

W1.1 Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration from peers.

W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language Standards

L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking and Listening Standards

SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL1.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.

SL1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

Lesson 1: Changes in Me

Supporting Question: How have you changed over time?

Activity # 1 Our Day at School

Step 1: Tell students the story of your day using "time" vocabulary, such as *in the morning*, *at noon*, *after lunch*, *in the afternoon*, *time for dinner*, *after dinner*, and *bedtime*. Pictures of you doing each activity are useful.

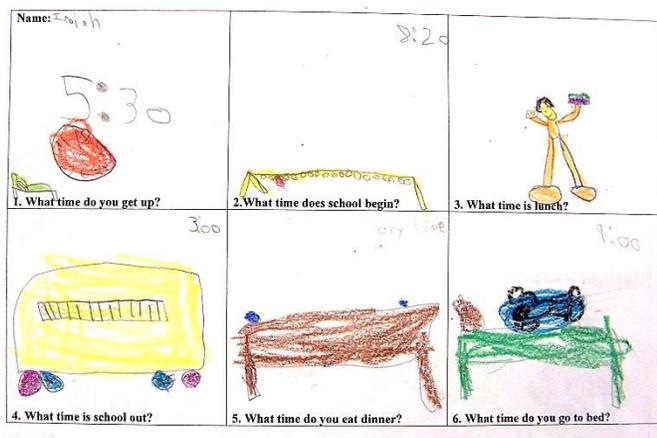
Step 2: Ask students, "What are some things that happen each day in our classroom?" Record a list on chart paper (e.g., lining up to enter classroom, reading, recess, lunch, math, cleaning-up to leave for the day).

Using a camera, take photographs of the students engaged in various activities throughout the day. Discuss what is happening in each picture and when it happens - What is the first thing we do each day? What do we do after this event? Then what do we do?

Next, have students dictate a caption for each picture. Finally, pass out the photographs and have students create a timeline by organizing the photographs in the proper sequence of the events of the day. Leave sufficient space between pictures to indicate time elapsed.

Step 3: Use a demonstration clock (such as a Judy clock) to show students the time each event occurs. Demonstrate how to write the time indicated and label each picture with the appropriate time. If desired, scan the pictures into the computer (or make copies) and create a worksheet that each student can cut and paste into the proper order.

Activity # 2 A Timeline of My Day – Using a “Question and Answer”



Approach

Display a copy of **Handout # 1.1, page 8** and hand out a copy to each student.

Step 1: Beginning with Box # 2, read the question to the students. "What time does school begin?" Explain to the students that using as many words as possible from the question will help make for a better answer.

On the classroom whiteboard or chart paper, model how to answer the question by rewording it into a complete sentence,

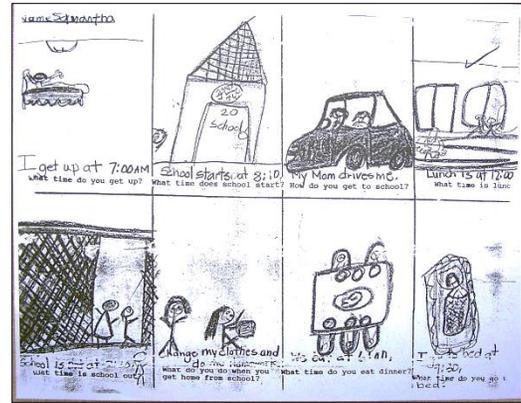
"School starts at ___ a.m." Identify the format, capitalization, punctuation, and the proper method of writing time (W1.2, L1.2).

Step 2: Move to Box # 3, "What time is lunch?" Again, demonstrate how to turn the question into an answer, "Lunch begins at _____." As you demonstrate how to turn the question into an answer, stress sentence format, capitalization, punctuation, and the proper method for writing time (W1.2, L1.2).

Step 3: Continue with the question in Box # 4, "What time is school out?" (W1.2, L1.2)

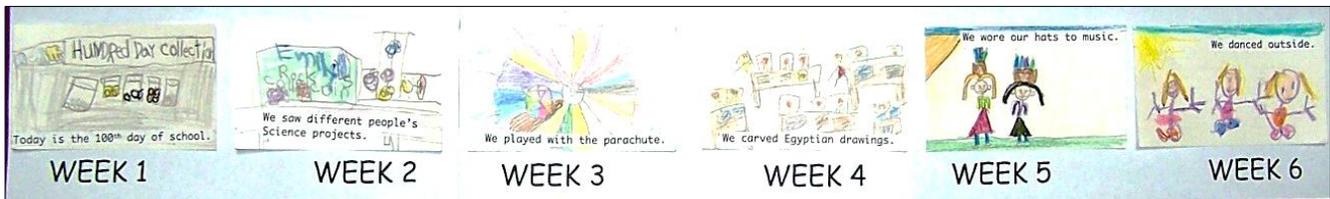
Step 4: Explain to the students that each one of them has a different answer to the questions in the remaining boxes (Boxes #1, #5, and #6). Have students complete each of the remaining boxes with a sentence and the appropriate time (W1.2, L1.2).

Step 5: Students illustrate the 6 boxes accordingly. Assemble pages together into a class book, *Daily Timelines for Room _____* (W1.2, L1.2).



Activity # 3 A Weekly Timeline

Procedure: Use 3" X 5" note cards to construct a weekly timeline. Write "Week 1" on the first card. At the end of the school week, write on the note card as students dictate information about what they have learned in school this week and about special happenings of the week. Each week have a different student illustrate the card. Continue to add cards weekly and display the cards throughout the entire school year (SL1.5).



Activity #4 People Change Over Time.

Step 1: Begin by sharing some pictures of yourself from different times in your life. Try to include some baby pictures and pictures of you during elementary school. Talk about how you have changed over time, and the ways that you have stayed the same.

Step 2: Questions to ask the students:

1. What can you do now that you could not do when you were a baby?
2. How have you changed since you were born? (e.g., height, weight, shoe size, etc...)
3. How have you stayed the same? (e.g., hair color, eye color, freckles, length of hair, style of hair, etc...)

Key Concept: Students develop the understanding that they remain the same people, but they change over time in looks, skills, and knowledge.

Step 3: Class Book of "Changes" Have students draw a picture to show at least one way they have changed and one way they have stayed the same. Students write informative text in which they name the topic and supply some facts about the topic as they write a description at the bottom of each picture. Assemble the pages into a book of "Changes" (W1.2).

Step 4: Older Students

Take your students out to the playground and let them observe older students.

- What can the older students do that you cannot do?

- What will you be able to do in the future that you cannot do now?
- If you have older brothers and sisters, what can they do that you cannot do? What things are they allowed to do that you are not allowed to do?

Activity #5 A Timeline of My Life

Step 1: Read A.A. Milne's poem, "The End" from *Now We Are Six* (**Handout #1.2, page 9**). It begins, "When I was one, I was just begun; when I was two, I was barely new..."

Step 2: This poem leads into making a timeline on the theme of "Changes." Each student makes a timeline with his or her parent's and teacher's help. On a large sheet of paper, print the numerals 1, 2, 3, 4, 5, 6 and 7. Ask students for ideas of things they may have done at each of the different ages.

For example,

Age 1: Spoke my first word. Helped plant an apple tree on my first birthday.

Age 2: Learned to walk. Was potty trained. Fell down the stairs and got stitches on my head.

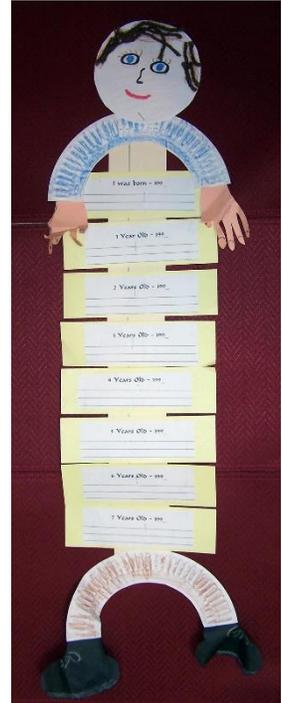
Age 3: Was ring bearer in my uncle's wedding. Grandfather died. Spent Christmas in Pennsylvania visiting grandma.

Age 4: My baby sister was born on June 21. My tonsils were removed in June. Rode my bicycle with training wheels

Age 5: Began kindergarten in September.

Age 6: Sang in a school play. My dog, Buddy, died. I played on a soccer team.

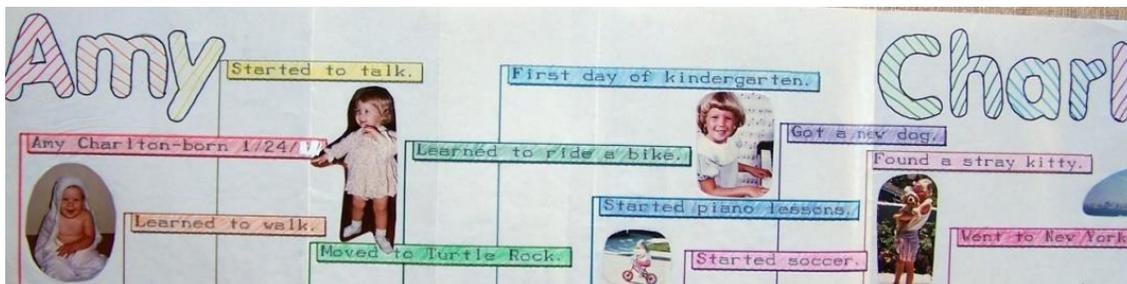
Age 7: Lost two teeth.



Step 3: For homework, send home the **Parent Letter and Questionnaire (Handout #1.3, page 10)**. Request that parents send photographs (or copies of photographs) of their child to cut and glue onto the timeline. If no photographs are available, have students draw pictures for different stages of their life (W1.8).

Using the information from the parent questionnaire, students use the format in **Handout #1.4, page 11** to construct their timeline of "My Life" (W1.2). With teacher help, students record dates on the timeline and glue photographs and/or drawings in the appropriate sequence.

The timeline shown above right is made with a paper plate and notecards taped together in the back. The timeline below was made with the computer program *Timeliner* (W1.6).



Timeline of My Day

<p>1. What time do you get up?</p>	<p>2. What time does school begin?</p>
<p>3. What time is lunch?</p>	<p>4. What time is school out?</p>
<p>5. What time do you eat dinner?</p>	<p>6. What time do you go to bed?</p>

"The End"

When I was One,
I had just begun.
When I was Two,
I was nearly new.
When I was Three,
I was hardly Me.
When I was Four,
I was not much more.
When I was Five,
I was just alive.
But now I am Six,
I'm as clever as clever.
So I think I'll be six now
for ever and ever.

A.A. Milne

Parent Letter and Questionnaire

Date_____

Dear Parents

In Social Studies, your child is creating a timeline of his or her life. Please write one sentence about something important that happened each year when your child was age 1, 2, 3, 4, 5, and 6 (or 7, if appropriate).

Here is an example:

- Age 1: I took my first steps.
- Age 2: I began to talk in sentences.
- Age 3: I started pre-school.
- Age 4: I learned how to ride my bicycle.
- Age 5: I started kindergarten.
- Age 6: I learned how to read.
- Age 7: I lost two teeth.

Your child's name _____

Birth Date (Month, Day and Year):_____

Age 1:_____

Age 2:_____

Age 3:_____

Age 4:_____

Age 5:_____

Age 6:_____

Age 7:_____

If you have any pictures of your child that may be cut and glued onto your child's timeline, please send them. We only need one picture for each year.

Please return by _____. Thank you.

My Life

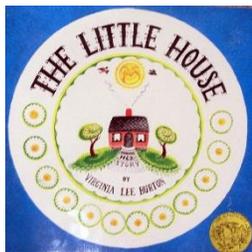
When I was _____

When I was _____

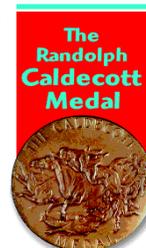
Lesson 2: Changes in Places and Daily Life

Supporting Questions: How does a place change over time? How does everyday life change over time?

Activity # 1 *The Little House*



Step 1: To introduce the concept of the change in a community, read *The Little House* by Virginia Lee Burton. Begin by showing the book cover. Read the title, point out the word “Her-story.” Explain that this word is based on the word “history,” which means the story of things that happen over time. Point out the author’s name [Virginia Lee Burton] and the seal for The Caldecott Medal. The Caldecott Medal was named in honor of nineteenth-century English illustrator Randolph Caldecott. It is



awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children. *The Little House* received the award in 1943.

Step 2: Read pages 2 to 13. As you read, ask the students (RL1.1):

- What changes does the Little House notice as day turns into night? (Pages 2 - 5)
- What changes does the Little House notice as seasons go by? (pages 6-13)

Tell students that there will be many more examples of change in this story. Ask students to **predict** what might happen to the Little House (RL1.10b).

Step 3: Continue to read the rest of the book. At the end of the story, ask students (RL1.2):

- How do things change around the Little House? (Changes can be found in the buildings surrounding the Little House; the tools; the machines; the types of transportation; and, the Little House’s feelings.)
- Why do the changes take place?
- How quickly do these changes happen: overnight? In one year? Over many years?
- Why do some things change and some things stay the same?

Activity # 2 Sequence the Illustrations

Teacher Directions: Photograph some of illustrations from the book. Refer to ***The Little House* (Handout #2.1, page 15)** for a recommended list of the pages to photograph. Display or make a chart of Handout #2.1, or make a sentence strip for each illustration (RL1.3).

Procedure: Give each group of students one of the illustrations. Using the illustration, have students note details of the setting and determine when it appears in the story (RL1.7).

Ask students:

- Who has the illustration that shows what happens first in the story? Have one student in the group stand in the front of the classroom and hold the illustration. On the chart of Handout #1 (or on the sentence strip), write a brief summary of what is happening in the illustration. (The first three summary captions are written for you.)
- What happened next? Who has that illustration?

Continue sequencing the illustrations in the proper order and writing a summary caption for each illustration. If you write the captions on sentence strips, students may practice matching the illustrations with the captions (RL1.7).

Activity # 3 Identify Changes in Everyday Life

Procedure: With students, review again the illustrations in *The Little House*. This time, look for ways “everyday life” changes for the people who live around the little house. How does change affect their life? Focus on:

- Changes in the type of work
- Changes in the types of transportation
- Changes in the types of technology (new inventions)

Activity # 4 Identifying Time Concepts and Changes

Use illustrations and details from *The Little House* to fill in the following chart. Possible answers are provided for the teacher (RL1.7).

TIME	CHANGE	HOW WE MEASURE IT
day and night	light and dark	clock
seasons and months	weather, trees and other plants	calendars and thermometers
years	cities grow; people grow up; ways of life change; new inventions	pictures, photographs, history books

Activity #5 Writing a Narrative for the Little House

Using key details in the different settings of the story, invite students to make up a dialogue for the Little House as the city is growing around her. Suggest that her words tell about the changes she sees (RL1.3). Use a narrative in which they recount sequenced events, including some details regarding what happened and using temporal words to signal event order and provide some sense of closure (W1.3).

Activity # 6 Change in Our Community – a Walking Field Trip

Teacher Note: A study of changes in the immediate neighborhood can help foster your student’s awareness of the continuous nature of change: new neighbors move in, a house goes up, a building is torn down, the street is repaired, or a park is built.

Take a walking field trip to observe the perimeter of the school grounds and/or parts of the neighborhood. (Note: A signed parent permission slip will be necessary if you leave the school grounds.)

Have students participate in a collaborative conversation and using agreed upon rules, have them describe the streets, houses, and buildings in their neighborhood, and identify changes that they have seen take place. Ask, “What clues tell you if something is new, or if it has been here for a long time?” (SL1.4)

Activity # 7 Guest Speaker - Changes in Everyday Life

Step 1: Invite a long-time resident to speak to your class or join you on a field trip to explore changes in everyday life that have happened in your community.

Teacher's Role: As a guide, use the questions found in the **Family Homework Questionnaire (Handout #2.2, pages 16-17)**. Model interview techniques as you ask the guest speaker the questions on the questionnaire. Ask the guest about his/her observations of how the community has changed over time. For example, perhaps the shopping mall used to be a field, or some apartment buildings are now located on what used to be a vacant lot. Record the information on an enlarged sample of Handout #2.2 (SL1.3).

Activity # 8 Family Homework Questionnaire

Duplicate a copy of **Family Homework Questionnaire (Handout #2.2)** for each student.

Step 1: Explain to students that they are going to interview a family member who has lived for a long time in the local community, or a long-term resident of the community. The interview questions will help them find out the similarities and differences of everyday life in the community, now and long ago.

Step 2: Rehearse the interview - In partner pairs, have the students rehearse the interview. They can take turns asking each other the interview questions.

Step 3: Family Member/Long-Term Resident Interview - Provide several nights for the students to complete the interviews. The student asks the questions on the questionnaire, the adult answers the questions orally and then neatly prints the responses on the interview form. Following the interview, have students share what they have learned (SL1.3).

Activity # 9 Similarities and Differences

Record the students' information from the interviews on a chart of **Everyday Life in Our Community (Handout #2.3, page 18)**. Compare and contrast the similarities and differences of everyday life in the community, now and long ago. Help students recognize that some aspects of people, places, and things change over time and others stay the same.

Timeline of Family Arrival Dates: Refer to question # 2 on the Family Homework Questionnaire. Identify the date when each family arrived in the local area. Construct a timeline using the dates. Identify which family has lived in the area the longest amount of time, the shortest amount of time.

Activity # 10 Compare and Contrast Everyday Life

Have students create a page to compare and contrast everyday lives of people today and people in the past. Divide the page in half, as shown below. Students create drawings and write a caption to answer each question. Assemble the pages into a class book (W1.8).

[illustration]	[illustration]
How are the lives of people today the same as the lives of people in the past?	How are the lives of people today different from the lives of people in the past?

***The Little House* by Virginia Lee Burton**

Page 3

The little house is in the country. It watches the sun rise and set.

Page 7

The little house watches the countryside change with the seasons.

Page 15

A steam shovel, some trucks and a steam roller make a new, smooth road.

Page 17

Page 19

Page 23

Page 29

Page 33

Page 35

Page 36

Family Homework Questionnaire - Changes in Everyday Life

Dear Parents,

In social studies, we are studying about everyday life in the community, now and long ago. Your child will conduct an interview for a homework assignment. The interview questions are for a family member who has lived in the community for a long time or for a long-term resident of the community. Please help your child arrange the interview. Allow your child to ask each of the questions listed below. Please have the interviewee answer each question orally, and then neatly print a brief summary of each answer in the space provided on the worksheet. The homework is due on _____. Thank you.

Student's Name: _____ Date: _____

Name of Person Interviewed: _____

Relationship to the Student: _____

1. How many years have you lived in the local community?
2. What year did your family first come to the local community?
3. What changes have you seen in the **buildings** and the **types of stores** in the community? What things have stayed the same?
4. What changes have you seen in the **types of transportation** in the community? What things have stayed the same?

Everyday Life in Our Community

Compare and contrast everyday life in the community, now and long ago.

	Similarities What things have stayed the same?	Differences What things have changed?
Buildings and stores		
Transportation		
Work - Inside and Outside the home		
Festivals and Celebrations		
New Technology		
Other Changes		

How has everyday life stayed the same? (similarities)

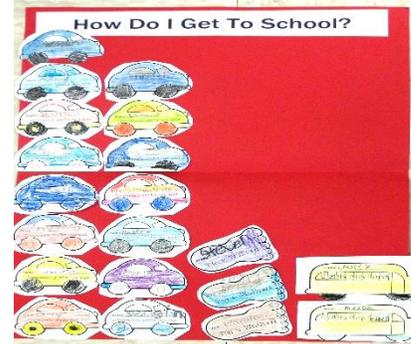
How has everyday life changed? (differences)

Lesson 3: Changes in Transportation

Supporting Question: How has transportation changed over time?

Activity # 1 How Do You Travel to School?

Step 1: Explain to students the type of transportation you used when you went to elementary school, e.g., walk, car, bus, bicycle, other. Ask students how they travel to school. Have students stand at the appropriate time so you can count the number of students for each category. Do you walk? Do you ride in a car? Do you take a bus? Do you ride a bicycle? Is there another type of transportation that you use? Create a chart, *Travel to School*, with a tally of the results.



	Walk	Car	Bus	Bicycle	Other
Students					

Step 2: Ask students if they know how their parents or grandparents traveled to school. (Note: During Lesson 2 of the unit, *Schools, Now and Long Ago*, students interview a parent and/or grandparent to ask, “How did you get to school (walk, car, bus, bicycle)?” Refer to the results of the interview or conduct the interview here (SL1.2).

Step 3: Create two more rows on the table, “How Our Parents Traveled to School” and “How Our Grandparents Traveled to School.” Tally the results of the interviews. Compare and contrast the tables to find the similarities and differences in the types of transportation (W1.2).

	Walk	Car	Bus	Bicycle	Other
Students					
My Parents					
My Grandparents					

Activity #2 Types of Transportation

Step 1: Explain to students that there are many ways for people and goods to move from one place to another place. Have students brainstorm a list of as many different types of transportation as they can. Record their responses, each on a separate word card or on a piece of chart paper that can cut into individual cards. It is recommended that you locate pictures or photographs of the various types of transportation for each of the word cards.

Step 2: Write the title, “Ways to Travel” on the chalkboard. Underneath, list the words “Land,” “Air,” and “Sea.” As a total class or in small groups, have the students physically sort the types of transportation word cards into the appropriate categories.

Step 3: Create a table, *Ways to Travel*. List each transportation type and then put an “X” in the appropriate column. (Refer to the chart on the next page.)

Ways to Travel

	Land	Sea	Air
Car	X		
Submarine		X	
Train	X		
Airplane			X

Step 4: Explain to students that since earliest time, people have moved themselves and their goods. Likewise, since earliest time, people have sought and invented ways to travel even farther and faster, first across land and water and then through the air.

Step 5: Sorting Types of Transportation Find different ways to sort different types of transportation. For example,

- Sort the types of transportation into those found today and those from long ago.
- Sort the types of transportation in order from the slowest to the fastest.
- Sort the types of transportation students have traveled in and those that they have not.

Have students sort the word cards into a timeline of transportation. Additional types of transportation may be added to the original list. Include unusual transportation inventions (successful and unsuccessful).

Step 6: Set up a Transportation Center in the classroom. Encourage students to bring in toys and models they have of different types of transportation. At the Center, include books about different types of transportation. For examples, refer to the Resources listed on page 24.

Step 7: Transportation Across Time and Place. Invite students to tell what they think it would have felt like to travel in a horse-drawn buggy and to compare that with riding in a new car. What might it feel like to travel in an early airplane versus a space shuttle? Point out some of the improvements that have been made in transportation over time. How have these changes affected our lives? Ask students to share their ideas about the ways people will travel in the future and how they might be different from ways we travel today.

Activity # 3 Compare and Contrast Transportation

Have each student fold a sheet of construction paper in half lengthways. Write **Now** on one half of the paper and **Long Ago** on the other half. Students write a title (“Ways to Travel”) and then write an informative/explanatory text in which they supply some facts about transportation “Now” and some facts about transportation “Long Ago.” Have students illustrate and label each form of transportation and provide a sense of closure by comparing and contrasting ways people travel now and how they traveled long ago (W1.2).

Have students write their opinion of their favorite type of transportation, supply a reason for their opinion, and provide some sense of closure (W1.1). A sentence frame may be provided.

My favorite type of transportation is _____ because _____.

Extended Activities

Developing Time Vocabulary

Help students develop a "time" vocabulary to connect to their daily experiences. Ask students to tell about three things that they may do at home within one day. Encourage them to use the vocabulary words "first," "next," and "then" to describe the things they do. Provide a model for students. For example, "First, I get into my pajamas. Next, I brush my teeth. Then, I get into bed."

The following questions can help students understand the passage of time. Start with what happened today and then speculate on a future activity and/or recall past activities:

- What did you eat for breakfast today?
- What did we have for lunch today?
- What do you expect will happen later today?
- What did we have for lunch yesterday?
- How many days has it been since Maria's birthday?
- What did we do in school last week?

Identify and make "time word" and "time phrases" vocabulary cards. Include the following: today; this morning; next; a little later; this afternoon; tomorrow; yesterday; last week; in the morning; after breakfast; at noon; after lunch; in the afternoon; time for dinner; afterward; before bed; and at bed time. Have students write informative/explanatory text in which they name the topic, supply some facts about the topic, and provide some sense of closure (W1.2).

Changes in Me

- Have students draw pictures of themselves at various times in the future and describe what they will be doing. Examples might be fifth grade, high school senior, age 45 and age 75.
- What will you look like at age 100? For fun, download on your cell phone the ap "Aging Booth." Take a close-up photo of each child, shake the phone, and he/she will see themselves as they will look at age 100. Give students the sentence frame "When I am 100 years old, _____." Have students draw, dictate or write about themselves and their life's adventures.
- Have the students find out their weight when they were born. Fill a bag with sand so that it weighs about the same as their birth weight. Let the students weigh the sand on a bathroom scale.
- Have students taste a bit of strained baby food, perhaps some green beans, then have them taste whole cooked green beans. Ask students which they prefer. Graph the results. Ask the students, why did you need the strained food when you were babies?" "How have you changed?"
- Examine items of clothing students wore when they were smaller. Some students may be able to bring in diapers, baby shoes, sweaters, hats or other items of clothing they wore in the past. Encourage students to compare these items with similar articles of clothing they are wearing now.

Change in a Neighborhood

- Predict what your neighborhood will look like in 50 or 75 years.
- Select items to depict your neighborhood to bury in a time capsule. Explain why each item was chosen.
- In terms of materials, type of structures, and floor plans, compare the differences between homes built now and those built long ago.
- Identify the ways that family needs and land use have influenced the ways homes have changed over time.
- Discuss how changes in the neighborhood and the community are affecting the people who live there.

Maps of the Community – Now and Long Ago

Locate an old map of your community that was made before there was much development. Have students compare this map with a current map of the community. What are the similarities? What are the differences? Why has it changed?

Photographs of the Community – Now and Long Ago

To prepare for the activity, locate photographs of the local community from long ago. Take photographs of the same location today. If possible, have one photograph for each student. Select a color of construction paper for each location. Mount each photograph on colored construction paper, using the same color of construction paper for the same location. Use a different color of construction paper for photographs of different locations. Write a description of each photograph, including, if possible, the name of the location, the address of the location, and the date of the photograph. Finally, glue each photo's description on the back of its construction paper.

Step 1: Distribute a different photograph of a place in the community today to each pair of students. Provide time for student pairs to independently look at their photograph. Provide magnifying glasses for students to analyze the details.

Ask students the following questions:

- What do you see in the photograph? Look at the buildings, the street, the cars, the trees.
- What things in the photograph look like they are new?
- What things in the photograph could have been here long ago? How do you know?

Step 2: Distribute to each pair of students a different photograph of the community a long time ago. Provide time for student pairs to independently look at their photograph. As the students analyze their photograph, ask them the following questions:

- What do you see in the photograph? Look at the buildings, the street, the cars, the trees.
- Do you see anything in the photograph you would not see today?

Step 3: Redistribute the photographs of the community, including those of today and of the community long ago, so that each student (or pair of students) has a photograph.

Directions for Students:

Step 1: Ask students to line up on one side of the classroom if they think their photograph was taken long ago [this side is called “then”] or stand on the other side of the classroom if they think their photograph was taken recently [this side is called “now”]. Students hold their photograph so others in the class can see it. Have each student explain why he or she chose to stand on the side of “then” or “now.”

Step 2: Tell each student in the “then” line that he or she has a partner in the “now” line. Look for who has a photograph mounted on the same color construction paper. Once you have found that person, the two of you will become partners. Together choose a location in the classroom to sit and analyze your two photographs.

After students have had time to study their photographs, pose questions such as:

- What are some things that are the same in your photographs? Look at the buildings, the streets, the cars, and the trees. What things have stayed the same?
- What are some things that are different in your photographs? Look at the buildings, the streets, the cars, and the trees. What things have changed?
- Why do you think these changes took place? What changes are taking place today?
- How do changes in the community affect the people? Are changes good or bad?

Suggestions for finding information about history of the local area

- Antique swap meets or garage sales are good places for teachers to search for artifacts to use with students as you study time long ago.
- Local public libraries
- Historical sites and museums such as the Coachella Valley History Museum located in Indio, California
- Many historical societies, such as the Palm Springs Historical Society, have photographic archives and are a depository for other primary source materials.

Resources for Changes – Now and Long Ago

- Baker, Jeannie. *Home*. Greenwillow Books, 2004. Each double page shows physical changes through the window as the urban neighborhood changes from a blighted area to one that is clean, lush, and green.
- Baker, Jeannie. *Window*. New York: Greenwillow. 2002. *Window* chronicles the events and changes in a young boy's life from infant to grown-up through wordless scenes observed from the window of his room. The process of the country becoming a city is illustrated.
- Burton, Virginia Lee. *Little House*. Boston: Houghton Mifflin, 1969. A little house watches the seasons and her surroundings change with time. From standing alone to being surrounded by a huge city, the little house longs for the peaceful countryside. This book illustrates the passage of time and the changing rural to urban environment.
- Kraus, Ruth. *The Growing Story*. 2007 (1947). HarperCollins. This classic book is good to stimulate a discussion about change. After reading the book, ask students how they are like the boy in the story: "Have you ever outgrown clothes?" "What did you do with them?"
- Kurjian, Judi. *In My Own Backyard*. Illustrated by David R. Wagner. Watertown, Mass.: Charlesbridge Publishers, 2000. A young child looks out a bedroom window and sees the backyard magically transformed to what it would have looked like during various historical and geological periods through dinosaurs and protozoic times.
- Muller, Jorg. *The Changing Countryside*. Heryin Books, Inc, 2006. Seven huge, detailed, trifold posters make up this unique depiction of a small village as it changes, over two decades, from a town to a city. Each painting is from the same perspective, so you can easily compare and contrast the different buildings, vehicles, and people in the pictures.
- Murphy, Stuart J. *Get Up and Go!* Illustrated by Diane Greenseid. New York: Harper Collins, 1996. Math Start Book Level 2. Timelines are used to illustrate the minutes that count for each task in a morning routine.
- Nelson, Robin. *Transportation – Then & Now*. First Step Non-Fiction. Lerner Classroom, 2003. This book presents a brief look at how transportation has changed over the years.
- Pryor, Bonnie. *The House on Maple Street*. Illustrated by Beth Peck. New York: Harper Collins, 1992. During the course of three hundred years, many people have passed by or lived on the spot now occupied by a house numbered 107 Maple Street.
- Simons, Lisa M. Bolt. *Transportation – Then & Now*. First Facts, 2014. Discover how transportation has changed over hundreds of years, and where it might be in the future.
- Waters, Kate. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*. Photographs by Russ Kendall. New York: Scholastic Paperbacks, 2008. Photographs were taken at Plimoth Plantation to show the clothing, chores, and experiences in the life of nine-year old girl in 1627. Sarah was a real person. Also available is *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*.