Comparing Past and Present

Interest Level: Grades K–2
Reading Level: Grade 2

Titles in this series:
From Assembly Lines to Home Offices:
   How Work Has Changed
From Chalkboards to Computers:
   How Schools Have Changed
From Marbles to Video Games:
   How Toys Have Changed
From the Model T to Hybrid Cars:
   How Transportation Has Changed
From Typewriters to Text Messages:
   How Communication Has Changed
From Washboards to Washing Machines:
   How Homes Have Changed

Standards

National Curriculum Standards for Social Studies
   • Time, Continuity, and Change

Common Core Reading (Informational Text)
   • Key Ideas and Details
   • Integration of Knowledge and Ideas
   • Range of Reading and Level of Text Complexity

Common Core Reading
   • Text Types and Purposes
   • Research to Build and Present Knowledge

Common Core Speaking and Listening
   • Comprehension and Collaboration
   • Presentation of Knowledge and Ideas

Multiple Intelligences Utilized
   • Verbal-linguistic, visual-spatial, logical-mathematical, interpersonal, intrapersonal
# Lesson 1
## Past or Present

**Purpose**
Students will sort past and present objects by completing a Venn diagram.

### Materials
- Comparing Past and Present series
- Past or Present Venn Diagram p. 6
- Pencils

### Prepare
- Copy Past or Present Venn Diagram p. 6 for students, or prepare to show it on a screen.

### Pretest
- What do you think your life would have been like if you lived long ago?

### Read
- Read the Comparing Past and Present series.

### Model
- Discuss the kinds of things people used in daily life long ago and the things people use now.
- Demonstrate how to complete Past or Present Venn Diagram p. 6.

### Practice
- Each student will complete Past or Present Venn Diagram p. 6. You could distribute copies of the worksheet to each student. Or to save paper, you might ask students to copy the Venn diagram into their own notebooks for completion.

### Discuss
- Why have we stopped using things from the Past section?
- Why do we still use items from the Both section?

### Evaluate
- Evaluate Past or Present Venn Diagrams p. 6 for accuracy and understanding.
Lesson 2
What’s Different?

Purpose
Students will work in groups to find similarities and differences between an old photograph and current life.

Materials
- Comparing Past and Present series
- photographs or magazine pictures showing events or items from the past
- The Same or Different? T-Chart p. 7
- pencils

Prepare
- Divide students into groups of three or four.
- Gather photos or cut pictures from magazines that depict the past.
- Make a copy of The Same or Different? T-Chart p. 7 for each group, and prepare to show this handout on a screen.

Pretest
- What are photographs? Why do we use photographs?

Read
- Read the Comparing Past and Present series.

Model
- Do the pictures of the past and present in the book look the same or different? What makes them different?
- Display The Same or Different? T-Chart p. 7 using a projector or a whiteboard.
- Explain that each group will look at a picture of the past and answer three questions: What does the picture show? What would be the same in a photo taken today? What would be different?
- Show students how to fill in their answers on The Same or Different? T-Chart p. 7.

Practice
- Hand each group a copy of The Same or Different? T-Chart p. 7 and a photo or magazine picture that depicts the past.
- Students will discuss the photo and complete The Same or Different? T-Chart p. 7.
- Each group will partner with another group and present the information in their photographs.

Discuss
- Did you have more in the Same column or the Different column? Why do you think that happened?

Evaluate
- Assess The Same or Different? T-Chart p. 7.
- Observe teamwork and participation in class discussion.
Lesson 3
Life in the Past

Purpose
Students will talk with adults to learn about life in the past.

Materials
- Ask an Adult p. 8
- pencils

Prepare
- Make a copy of Ask an Adult p. 8 for each student. Alternatively, prepare to show Ask an Adult p. 8 on a whiteboard or a projector and ask students to write the questions on their own paper.

Pretest
- How do we know about the past?

Read
- Read the Comparing Past and Present books.

Model
- Explain that students will choose an adult (such as a relative, a neighbor, or a teacher) to interview about life in the past.
- Distribute copies of Ask an Adult p. 8 to students, or display the handout electronically and have students write the prompts in their notebooks.
- Review Ask an Adult p. 8 and answer any questions.

Practice
- Each student will ask an adult for a short (five- to ten-minute) interview about life in the past.
- Students will use the questions in Ask an Adult p. 8 to find out how life was different when the adult was a child.

Discuss
- What was the most interesting thing you learned? Would you like to have lived in the past?

Evaluate
- Assess students’ stories for understanding and effort.
Assessment Past and Present

Purpose
Students will research an object or activity from the past and make a print or electronic poster to display what they have learned.

Materials
• Comparing Past and Present series
• poster paper or poster-making software
• pencils

Prepare
• Gather additional books and electronic resources on comparing the past and present.

Pretest
• What parts of your life would have been different if you lived a long time ago? What parts would be the same?

Read
• Read books from the Comparing Past and Present series.

Model
• As a class, make a list of objects from the past that are no longer used. These can come from the Comparing Past and Present series, or students may suggest other things.
• Write the names of the objects on the board.
• Ask students where they could look to learn more about any of these objects.

Practice
• Each student will choose an item that is no longer used.

• Students will research their objects, using books and electronic resources.
• Each student will make a print or electronic poster to display what was learned. Posters should include a picture or drawing of the item and a description of how the item was used.

Discuss
• Why don’t we still use the thing you researched? Has something else replaced it?
• Would your life be easier or harder if you lived in the past?

Evaluate
• Review the posters for completeness and understanding.
Past or Present Venn Diagram

Directions: Write the words below in the correct section on the Venn diagram.

- board game
- washboard
- typewriter
- Internet
- chalkboard
- cell phone
- bicycle
- light-rail train
- radio
- television
- newspaper
- recess
- backpack
- icebox
- marbles
- action figure
- milking machine
- streetcar

Past  Both  Present
The Same or Different? T-Chart

**Directions:** In the box, describe your picture. What does it show? On the left side of the chart, list what would be the same in the present. On the right side, list what would be different.

<table>
<thead>
<tr>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ask an Adult

Directions: Ask an adult these questions about the past. Listen to the adult’s stories, and write answers on this page. Then write a story about something that happened when the adult was a child.

1. When you were young, how did people communicate?

2. What were your toys or games like?

3. What was your home like? How is your current home different?

4. Can you tell me a funny story about school?

5. What other differences between the past and the present do you remember?

6. During which decade did most of these past events take place?