

Final Project

1. Farm to Factory and Frontiers and Borderlands
2. Grade K,1, 2, 3
3. Two Day Lesson :
 - Day 1: Duration of the Lesson: 20 minutes
 - Day 2: Duration of the Lesson: 45-60 Minutes
4. Standards:

History K:2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.

History 1: Daily Life 4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.

5. Compare past and present, near and far, with emphasis on daily life including:
 - a. The roles of men, women and children;
 - b. The identification of basic human needs;
 - c. Various ways people meet human needs.

History 2: Daily Life 4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.

History 3.3 Describe changes in the community over time including changes in:
g. Technology

5. Primary Sources: Various photographs of vintage and modern objects used in daily life found on google.com (search images) and OhioPix.
6. Summary: In this lesson the book, When I Was Young in the Mountains, by Cynthia Rylant is used to prompt student thinking about how daily life has changed over time. Primary source activities after the reading focus on improvements or modernization of objects used to carry out everyday tasks or activities.
7. Instructional Steps:
 - a. Day 1: Interactive Read Aloud of When I Was Young in the Mountains by Cynthia Rylant.
 - b. Show cover and ask students to predict what the story might be about (and/or discuss the genre and/or other books by Cynthia Rylant)
 - c. Read and discuss story.
 - d. Day 2: Say: We are going to read When I Was Young in the Mountains again. Today, I want you to think about how your daily life is different from the daily lives of the characters in this book.(Show the dedication page with picture of oil light) Consider the things you do everyday.

Look at these objects. Which items do we use today? What do we use instead of _____.

- e. Read the text and have students notice examples of items that have changed over time.

Primary Source Activity (K-3)

- f. Print Photographs of items used in daily lives in the past and their matching counterparts today. Use examples from the text and other common examples.
- g. Distribute a photograph to each student.
- h. Instruct each student to find the peer that has the item that matches his/hers and then to compare and contrast the two items.
- i. Have each pair place the matching items in a pocket chart together and explain their findings. (Expectations for student responses will increase with each grade level.)
- j. Administer post-assessment.

K-1: Have students draw lines to match a set of five “then and now” object pictures. Items could include some already discussed, as well as, some novel examples.

Grades 2-3: Have students pick two of the object pairs and write a description of how each pair has changed over time.

- 8. Post Assessment: See attached:
- 9. Teacher Materials: When I Was Young in the Mountains by Cynthia Rylant, primary sources, pocket chart, post- assessment.
- 10. Student Materials: pencils

Additional Learning Opportunity for Grades 2-3.

- a. Show students a series of photographs showing early cooking methods and increasingly modern examples of kitchen ranges.
- b. Have students put photos in order from earliest to latest.

Name _____

Date _____

Changes in Daily Life Post Test

Choose two pair of objects used in daily life which have changed over time. Write a paragraph comparing and contrasting the objects.

For each pair, be sure to include:

First Pair of Objects _____

Teacher Score	Student Check	
_____	_____	A detailed description of the object used in the past. (10 points)
_____	_____	A detailed description of the object used today. (10 points)
_____	_____	At least two ways the two objects are alike. (10 pts)
_____	_____	At least two ways the two objects are different. (10 pts)
_____	_____	At least two advantages and/or dis-advantages of the modern method. (10 points)

Second Pair of Objects _____

_____	_____	A detailed description of the object used in the past. (10 points)
_____	_____	A detailed description of the object used today. (10 points)
_____	_____	At least two ways the two objects are alike. (10 pts)
_____	_____	At least two ways the two objects are different. (10 pts)
_____	_____	At least two advantages and/or dis-advantages of the modern method. (10 points)

_____ Total Points

Scale

90-100	A
80- 89	B
70-79	C
60-69	D
< 60	F

Draw a line to match the object used in the past with the object used today.

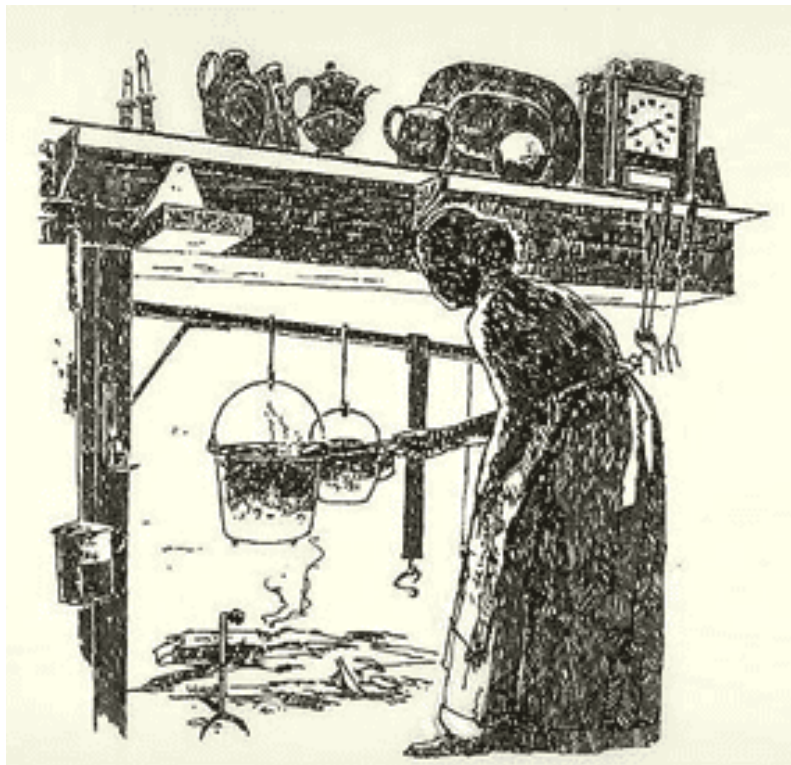
Used in the Past



Used Today



Cooking- Change Over Time









It's old stove round-up time...



