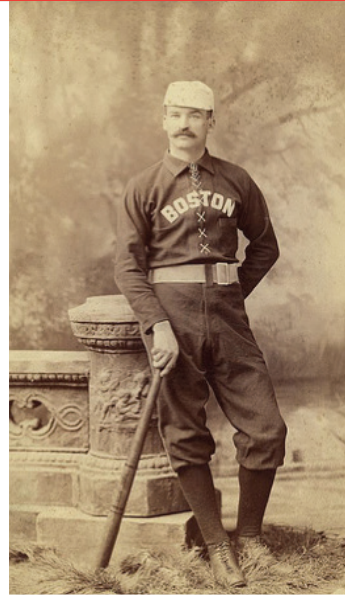


Then and Now

1st
GRADE



Can you tell the difference between the past and the present?



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Then & Now

A Look at How Things Change & Stay the Same



**Here are some words you will need
to know to read this book.**

Change: When something becomes different from what it used to be.

Time: The way we measure our days, weeks, months, years...

Culture: A group of people, as well as their customs and ways of life.

Tradition: An important belief or event that is done over and over again in a culture or family.

Community: A group of people who have things in common. They can be from the same town, come from the same country, or even like the same movies or music!

Historic: Important to history.



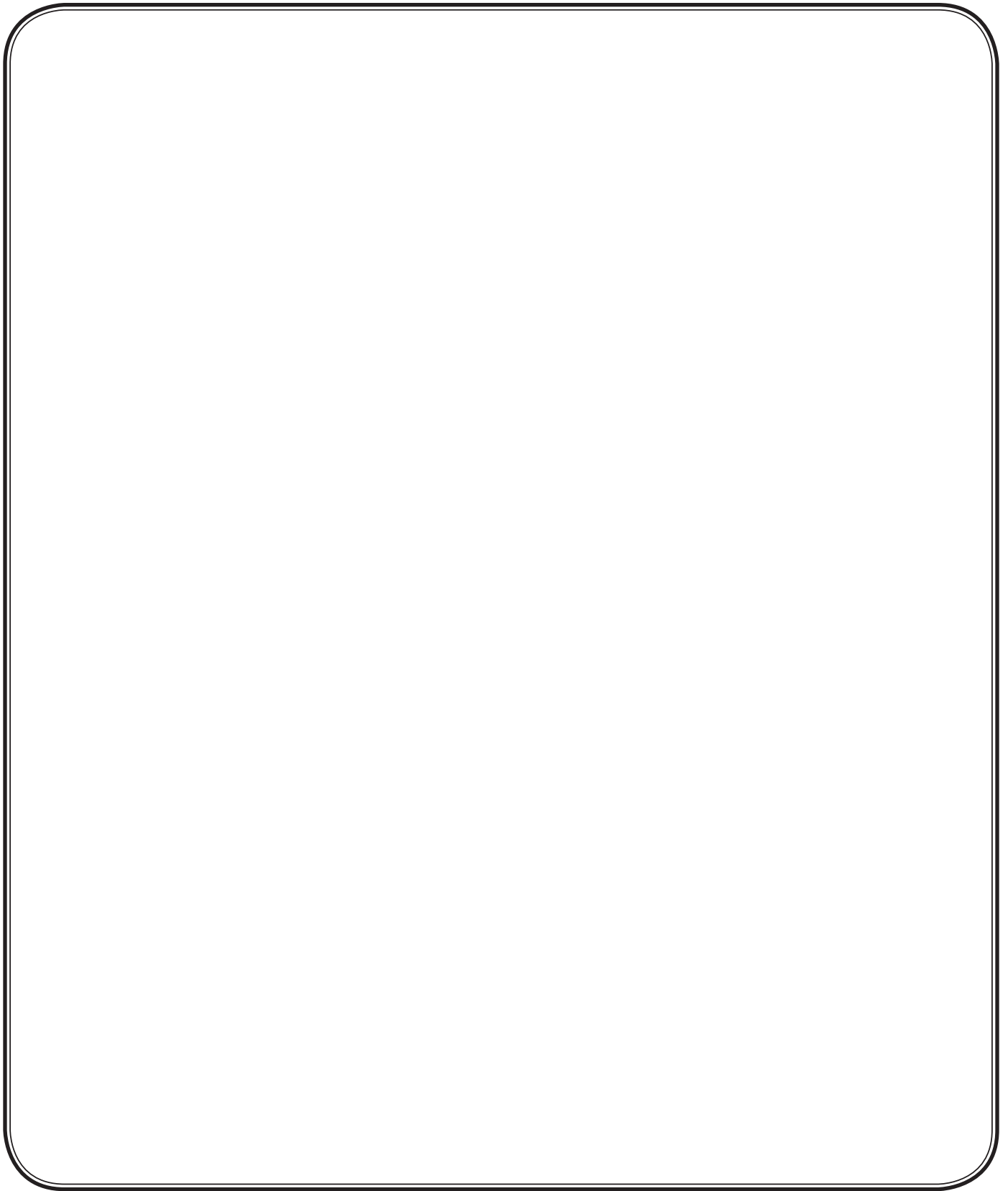
Can you tell the difference between the past and the present?

Circle the picture that shows the kind of place people buy food today.

Circle the picture that shows how people would get around in the past.

Circle the photo that shows the way people dressed in the 1920s.

Draw a picture of how you think people will look in the year 3000!



This poster was made by the government during World War II to inspire women to become nurses.

What does this poster want people to do?

Why was it important to people at the time?



Why is it asking for women to help?

Look at this photo of a baseball player, taken in 1887.

How many years ago was it taken? Use a calculator or ask an adult if you need help. (Hint: subtract the year it was taken from the year it is today!)

How do you know this man plays baseball?



What city does he play for?

Just like letters and photographs, objects can tell you a lot about a person's life and the time in which they lived.

Do you think this belonged to a kid or a grown-up?



Do you think they played with it a lot?
How can you tell?

What other kinds of things do you think the owner liked to do?

Ask a parent or grandparent to find an old or outdated item. Draw a picture of it here.



What is it made of?

How old do you think it is?

What do you think it is used for?

PARENTS AND GRANDPARENTS

Write the name of the item and what you do with it here, then show it to your student!

Name of item:

How it's used:

See, Hear, Feel, Think



What I see

What do you see in this picture?

What I hear

What sounds do you imagine could be heard when this picture was taken?

See, Hear, Feel, Think

What I feel

How does this picture make you feel?

What I think

What year do you think this picture was taken?

1938

2012

1776

Where do you think this picture was taken?

In a park

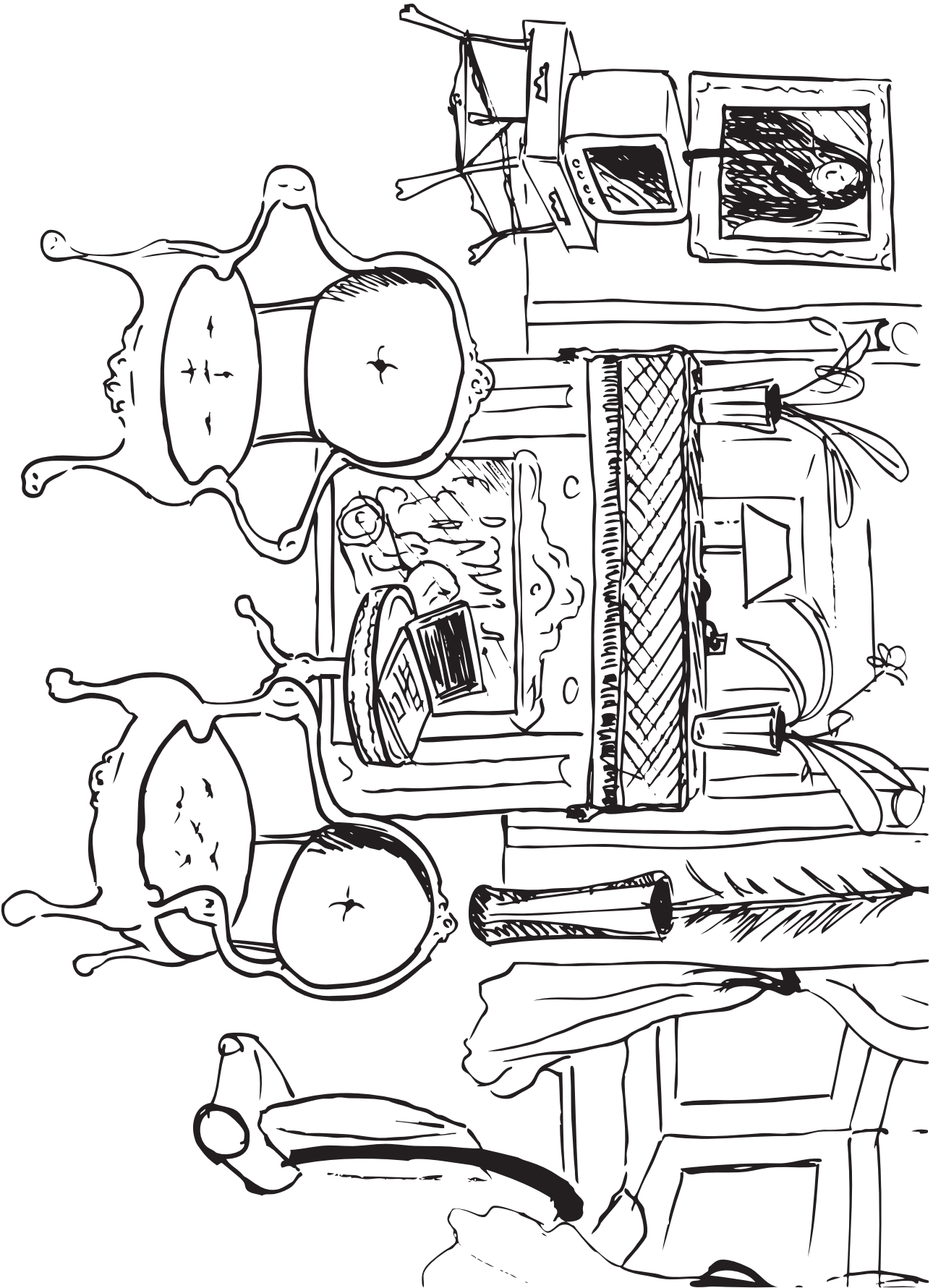
At a concert hall

In someone's house

What kind of music do you think they are playing? Is it fast or slow? Can you dance to it?

Do you think they are having a good time? Why?

The Victorian era lasted from the early 1800s to the beginning of the 1900s. People who lived at that time had some of the items we use today, but not all of them! See if you can find the modern objects in the parlor below.



In 1992, a family in Ireland found a letter to Santa stuck in the chimney of their house. The letter was written in 1911.

This is what the letter says:

I want a baby doll and a water proof with a hood and a pair of gloves and an apple and a gold penny or a silver sixpence and a long toffee.

Do you think the child who wrote the letter is a boy or a girl?



Do you know what any of the items the writer asks for are? Which ones?

The writer asks for a “water proof with a hood.” If the item has a hood, what do you think it is?

A jacket

A toy

A kind of food

Would you ask Santa for any of these toys today? Write three items you’d ask Santa for.

1.

2.

3.

We learn about history in many ways: through stories that are passed down from our ancestors, through letters and written documents that are left behind, and also through videos and photographs.

Look at the family pictures. Look at the years they were taken, then make up a story about the people in them on the next sheet of paper.



1963



1974



1988



1947

Write a story!

1947:

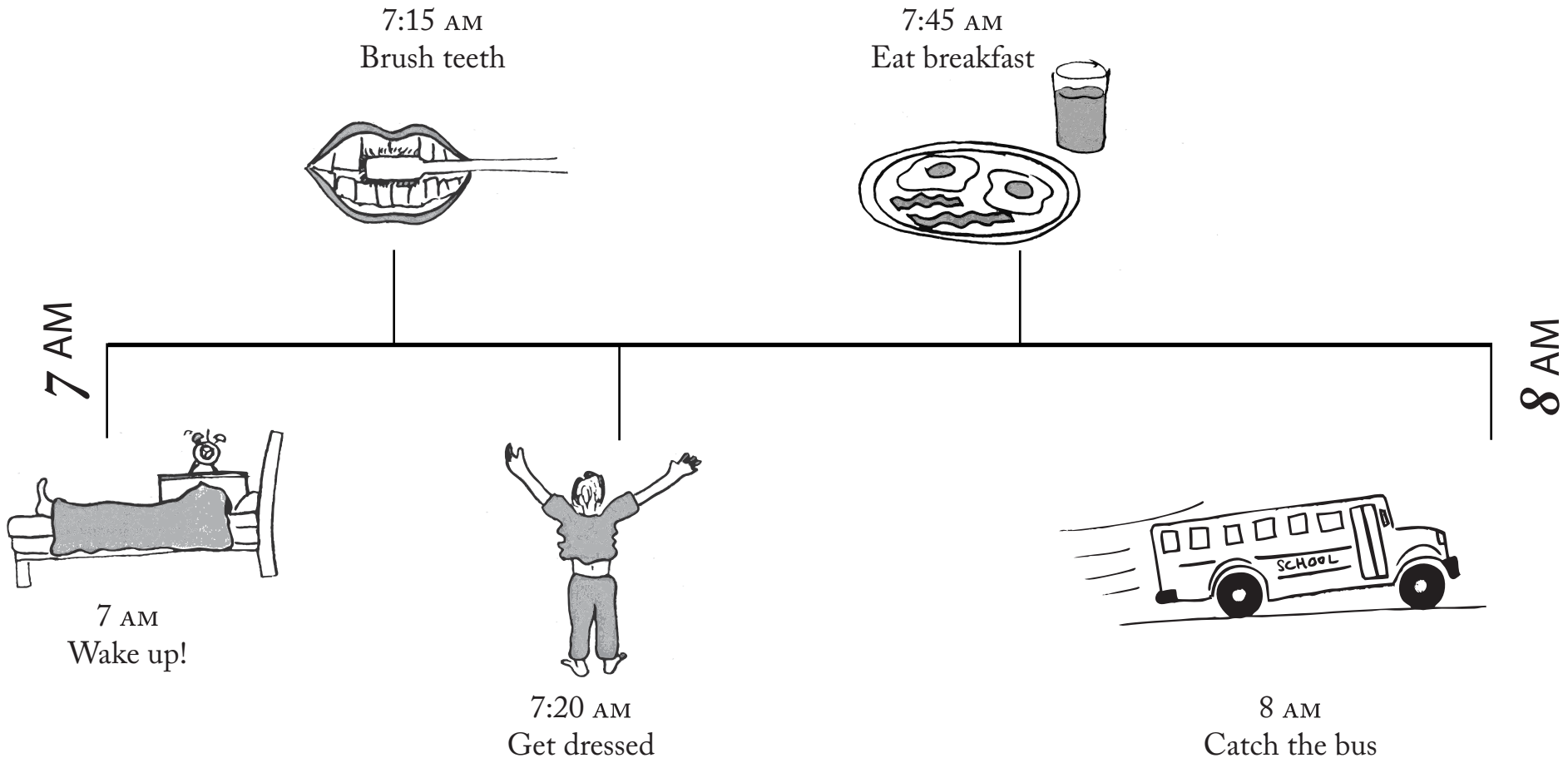
1963:

1974:

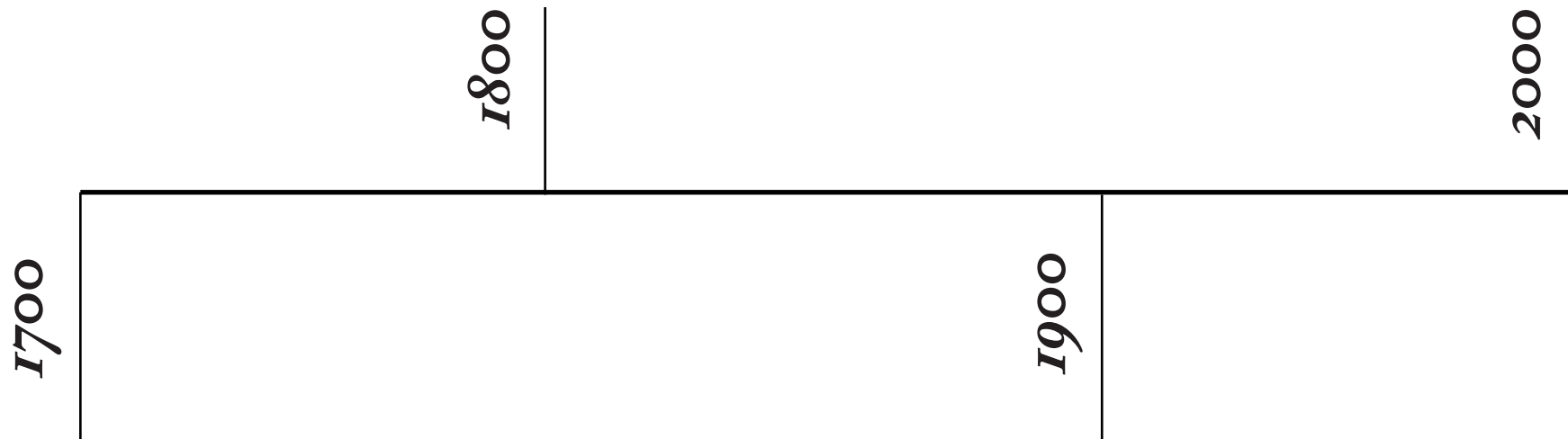
1988:

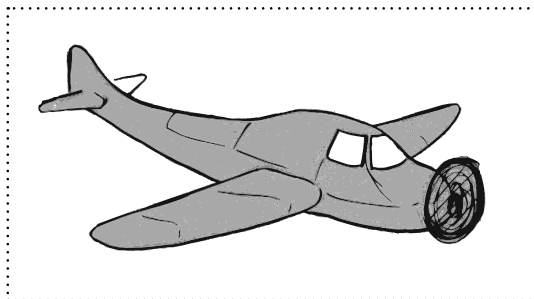
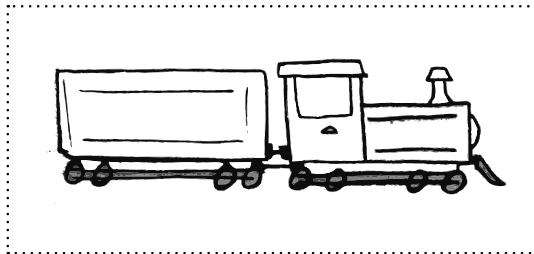
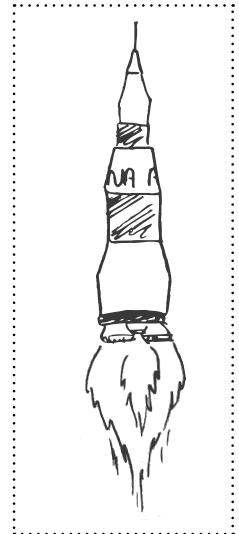
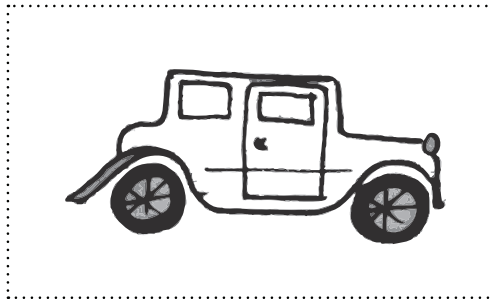
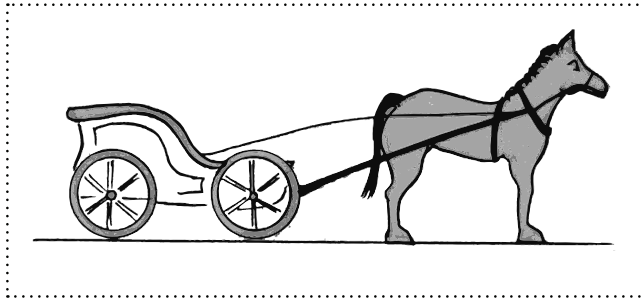
WHAT IS A TIMELINE?

A timeline is a way to show how time passes.
This timeline shows what happened in one hour.



*Take a look at the inventions on the next page. Cut them out and put them in order on the timeline.
When you are done this timeline will show changes that happened over many years.*





**Not all artifacts are objects!
Historic houses or places
can tell you a lot about the
past, too.**

**To learn more about history,
visit a National Historic
Landmark in your state.
Parents, you can find a
complete list here:
<http://www.nps.gov/nhl/>**

**When you get there, find a
docent or tour guide to help
you answer the questions
below.**



The ghost town of Bodie, California

What is the name of this place?

How old is it?

Why is this place important?

How did the event that hap-
pened here or the person that
lived here change peoples' lives?

What are some things this
place can tell us about the past?

**Find something you think is special. This could be a favorite toy, a book or a picture.
Draw a picture of it here.**



What is it?

Why do you like it so much?

What do you think people from
the future would think of it?

START A COLLECTION

Want to experience history as it happens? Start a collection of your very own! A collection is a group of things that have something in common. Often times, items in a collection tell others about the owner's life.

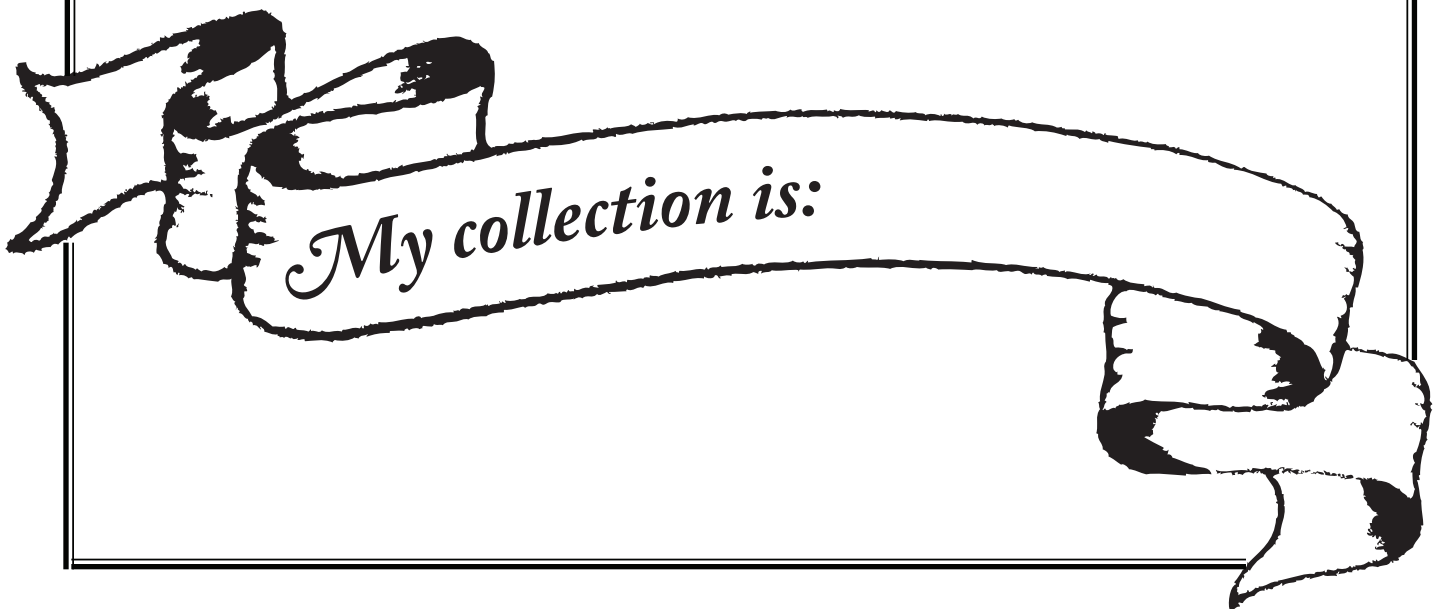
- *Think of something that is special to you. This can be anything at all – a person, a place, or thing.*
- *What sort of objects do you have that are related to it? For example, if you have a favorite movie, you might have a DVD of it, pictures of your favorite actor, or a copy of the book it was based on. If you play a sport, you might have equipment or a jersey with your favorite player's number on it.*
- *Put them in a safe spot. Keep them away from dirt, dust, food or pets.*
- *Ask your parents or grandparents if they have anything that might fit into your collection.*
- *Visit a thrift shop or antique store to see if they have anything that you could add.*

What is your collection about?

Why is this topic special to you?

Why do you want to save the items in your collection?

Draw a picture of your collection here.



Time Capsule for Kids

We've all seen the movies where a group of kids digs up a mysterious box only to find treasures from the past inside. Wouldn't your child love to tell future generations of kids what it was like to live in your time? In the process, she will form a concrete understanding of what it means to set a purpose and consider the audience—two common language arts goals that can seem somewhat vague to students. Ask your child to reflect on the past year, gather her cool stuff and create a time capsule. Don't worry—she won't lose any of her valuable treasures in this activity. Instead, she'll gain some valuable writing tools!



What You Need:

Shoe box
Construction paper
Glue stick
Markers
Magazines

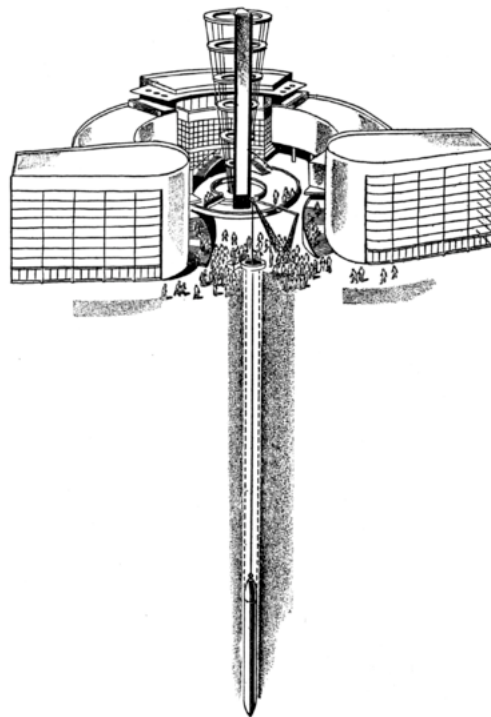
What You Do:

1. Explain the time capsule project to your child: kids will want to know what it was like to be in school “back then”. Your child can send a message to these kids of the future by creating a time capsule in which she describes all the things kids love to do!
2. The next step is to gather the items for the time capsule. Your child should make a list of favorite activities, hobbies, sports, friends, school subjects, technology, etc. Then she should use magazine clippings, photos or drawings that represent her favorite things. Glue each picture onto construction paper and cut it out to make a border. Next to the picture, your child should write a 2-3 sentence description of the picture, what it represents and why it's important to her.


continued on next page...

3. Remind your child that the purpose of her writing is to let future generations know what today's kids like to do. Even if she writes about unique activities that are important to her (for example, playing the clarinet), encourage her to include activities and items that many kids enjoy.
4. Remember, of course: life may be very different for students a hundred years hence, and they may have never seen any of the items in the time capsule. She should keep the audience in mind and write detailed descriptions of the items. Encourage your child to include newspaper clippings about current world, national and local events. Who was president of the United States this year? What were the hottest baseball and football teams? What's the latest technology for kids and for adults? What two problems do people around your community worry about the most? What are five popular foods, and how much does it cost to buy them at a restaurant?
5. The final step is to bury the time capsule! Help your child pick a spot in the yard or the garden and "plant" her time capsule. Explain that in one hundred years, your backyard might be a park and kids digging in the sandbox will be thrilled to discover a treasure from the past!

Note: If the ground is frozen where you live, keep the time capsule and bury it in the spring.



Drawing for the plans to bury a time capsule at the 1939 World's Fair in New York. It was designed to last 5000 years before being re-opened.



Great job!

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