

THEN AND NOW

Special Notice: This booklet is sponsored in part by the Library of Congress Teaching with Primary Sources Region at Middle Tennessee State University. Content created and featured in partnership with the TPS Southern Region does not indicate endorsement by the Library of Congress.

Some of the images used throughout the student booklet were taken by Dr. Laurie Boulden at the following historical locations in Florida:

Fort Christmas Historical Park

Barberville Pioneer Settlement

Pioneer Village at Shingle Creek

Materials are available for free at www.warner.edu/TPS.

Download the booklet for students to have on an electronic device and print copies of the student work pages for the sections you would like your students to complete. Students read through the booklet and complete work pages.

General Information: Then and Now Booklet

Subjects: Social Studies, English Language Arts, Science, Math

Grade level(s): Kindergarten, First, Second

Intended Audience: Teacher and students

Suggested Technology: individual student devices, projector, chart paper with markers, hand lens for each student

Instructional Time: 20 minutes for small groups to 50-minute class lessons

Resource supports reading in content area? yes

Resource is freely available? Yes at www.warner.edu/TPS

Key Words:

- Then
- Now
- Like
- Primary source
- Secondary source
- Same
- Different
- History
- Past
- Explore
- Home
- Inside
- Outside
- Technology
- Create
- Timeline
- Dozen
- Operator
- Cylinder
- Bigger
- Smaller
- School
- STEM

Instructional Component Type:

Lesson plan

Work sheet

Text

Instructional Design Framework(s):

Active Learning

Teaching with Primary Sources

Question Strategies

Resource Collection: www.warner.edu/TPS



Social Studies and Science

Standards addressed by this booklet intended for grades K-2.

SSKA1.2- develop awareness of a primary source	SSKA2.1- compare children and families of today with those in the past	SSKA3.1- use words and phrases related to chronology and time	SSKG1.2- Explain that maps and globes help to locate different places and that globes are a model of the earth
SS1A1.1- develop an understanding of a primary source	SS1A2.1- understand that history tells the story of people and events of other times and places	SS1A2.2- compare life now with life in the past	SS1G1.1- use physical and political/cultural maps
SS1G1.4- identify a variety of physical features using a map and globe	SS2A1.1- examine primary and secondary sources	SCKP12.1- investigate that things move in different ways	SCKP13.1- observe that a push or a pull can change the way an object is moving
SC1E5.3- investigate how magnifiers make things appear bigger	SC1P12.1- demonstrate and describe the various ways that objects can move	SC1P13.1- demonstrate that the way to change the motion of an object is by applying a push or a pull	SC2P13.3- recognize that objects are pulled toward the ground unless something holds them up
NCSS 2B- demonstrate ability to use correct vocabulary associated with time	NCSS 2C- compare and contrast different stories or accounts about the past	NCSS 2d- identify and use various sources for reconstructing the past	NCSS 3B- interpret, use, and distinguish various representations of the earth
MA1GR1.1- identify, compare, and sort two-and-three-dimensional figures based on their defining attributes (including cylinders)	MAKGR1.1- Identify two-and-three-dimensional figures (including cylinders)	CCSS.ELA-Literacy.RI.K.1- with prompting and support, ask and answer questions about key details in text	CCSS.ELA-Literacy.RI.K.2- with prompting and support, identify the main topic and retell key details of the text
CCSS.ELA-Literacy.RI.K.5- identify the front cover, back cover, and title page of a book	CCSS.ELA-Literacy.RI.K.7- with prompting and support, describe the relationship between illustrations and text	CCSS.ELA-Literacy.RI.1.1- ask and answer questions about key details in a text	CCSS.ELA-Literacy.RI.1.2- identify the main topic and retell key details of a text
CCSS.ELA-Literacy.RI.1.5- know and use various text features to locate key facts or information in a text	CCSS.ELA-Literacy.RI.1.6- distinguish between information provided by pictures or other illustrations and information provided by words in a text	CCSS.ELA-Literacy.RI.1.7- use the illustrations and details in a text to describe its key ideas	CCSS.ELA-Literacy.RI.2.1- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
CCSS.ELA-Literacy.RI.2.2- identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text	CCSS.ELA-Literacy.RI.2.5- know and use various text features to locate key facts or information in a text efficiently	CCSS.ELA-Literacy.RI.2.7- explain how specific images contribute to and clarify a text	CCSS.ELA-Literacy.W.2.8- recall information from experience or gather information from provided sources to answer a question

Teacher Directions for Each Section of the Booklet

Cover Activity- This activity has students observe a primary source.

Student Objective: I can tell the difference between things that are then (from the past) and things that are now (from the present).

Thinking Strategies:

1. Compare and contrast
2. Observe, reflect, and question

Directions:

- A. Provide students with a hand lens so they can observe the details of the image closely. If students do not know how to use a hand lens, let them practice with other materials first.
- B. With a partner, have students look at the image and discuss the toys the children are playing with. What looks familiar? What looks strange? What toy would you want to play with?
- C. Provide students with a copy of the graphic organizer. (The teacher could also use a projector or chart paper and write student answers.) Ask how are the students in the picture like you? How are the students different than you?
- D. This is a primary source. It was made in 1955. It shows how Japanese children played. What is the title of our book? Then means from the past and now means the way things are today. If this picture is from 1955, does it show the past or the way things are today? This is a picture of “then”. It is the past.
- E. What do you think the book will be about? Why do you think that?

F. This is a book about history. It shows us things about the past. What is the boy on page 2 playing with? Let's read about the kite.

G. How long have children been able to play with kites? That is a long time. I think we're ready to explore some more things from the past.

Section 1: Home- This section allows students to explore homes from 1877-1931.

Student Objective: I can compare homes from the past with my home today.

Thinking Strategies:

1. Observe, think, reflect
2. Compare and contrast

Directions:

- a. Teach students how to use a hand lens to see the details.
- b. For page 3 and 4, use the hand lens to observe details about the home in the picture.
- c. Provide students with the graphic organizer or use chart paper to discuss as a class.
- d. On page 5, students will see examples of 4 different kinds of homes.
- e. Ask students what familiar things they see in the pictures.
- f. Ask students which home is most like their home.
- g. They can discuss the questions with partners.

Section 2: Technology Then and Now- This section allows students to explore how common household items like a television have changed over time.

Student objective: I can explain the difference between technology then and now.

Thinking Strategies:

1. See, think, wonder
2. Read a timeline
3. Build vocabulary
4. Compare and contrast
5. Read a diagram
6. Act it out

Directions:

- a. In the first part, students look at old pictures of a television, radio, and telephone and try to guess what they are. Allow students to guess before moving to the next page.
- b. Ask students to look at the images in the timeline and discuss how televisions, telephones, and radios have changed over time.
- c. Read the operator stories and ask students how telephones were different than compared to now.
- d. Bring in a typewriter that students can play with and learn how to use.
- e. Check with local thrift stores and yard sales to find other tools and old technology you can bring into the classroom for students to explore. Have students use an old phone and act like an operator.

Section 3: Things People Wear and Do- In this section, students explore clothes, toys, and school then and now.

Student Objective: I can explain how things people wear and do are different than compared to now.

Thinking Strategies:

1. See, Think, Wonder
2. Hide and Seek
3. Compare and contrast
4. Imagine Me

Directions:

- a. Clothing styles have changed a lot. On page 21, students use a hand lens to choose one of the children in the image. On one side of the double bubble, the students write “me”. On the other, “boy/girl/baby” (depending on what they choose). Anything they wear that is like the child in the picture goes in the green bubbles. Everything different goes in the yellow and blue bubbles.
- b. Play *Hide and Seek*, a Teaching with Primary Sources activity from the Library of Congress. In a small group, after observing the image of children playing, the student chooses one of the children in the picture. They come up with sensory clues about what the child in the picture is wearing, doing, feeling, seeing, etc. They tell the rest of the group 1 clue at a time and see how many clues they have to give for the others to “find” their child.
- c. Allow each student an opportunity to “hide and seek”.
- d. In the next activity, students pick the picture of the oldest clothes and most recent clothes. It will be fun to see what

reasons they come up with for which is the oldest and most recent.

- e. Old toys are fun to explore. Then toys did not use electricity. Ask students how electricity could change a toy.
- f. In the school section, students read what schools were like about 100 years ago. It is good for them to compare and contrast the schools then and now. On page 30, picture A is a PE class. Students should identify that easily. Picture B is a geography class. If students aren't familiar with the globe, bring one to class for them to examine.
- g. The last section has students explore different ways people get to school. They should compare and contrast with how they get to school. Use their imaginations to think what it would be like to ride a horse to school or go to school on a sleigh.
- h. Check with local thrift stores for old clothes and toys that the students can play and dress up with.

Section 4: Maps of the World- In this section, students explore old and new maps and what they tell us.

Student objective: I can identify physical features on a map.

Thinking Routines:

1. See, think, imagine
2. Observe details
3. Compare and contrast

Directions:

- a. Students will need the hand lens to look closely at the maps.

- b. The map on page 35 includes interesting images. Have students use their hand lens to find as many interesting things on this map as they can. You can time them for 3 minutes and see how many things they write down.
- c. After studying the maps, circle the statements that are true (b, c, e, f, g) and cross out statements that are false (a, d, h).

Section 5: Let's Make a Kite- Since people have been designing kites for thousands of years, this is a fun STEM activity you can do with your students.

Thinking Strategies:

- 1. Design and Engineering
- 2. Experiencing and Reflecting

Directions:

- a. NASA has a good resource called K-4 Principles of Flight available for free. The directions here come from that resource.
- b. For K-2, I recommend preparing the paper body yourself.
- c. Decorate and color kites. Students can explore various kite designs for ideas.
- d. Join two straws. Place one set of straws vertically across the kite from the top to the bottom point. Tape the straw ends onto the top and bottom corners of the kite.
- e. Join two more straws and place them horizontally from one side to the other side. Tape the straw ends in place.
- f. Cut a ribbon 60 inches in length and tie it to the bottom of the vertical straws. See the picture on page 40.

- g. Measure and cut 25 feet of string for the kite. Take one end of the string and tie it with a double knot where the two straws cross in the center of the kite.
- h. Tie the other end of the string around an unsharpened pencil. Use tape to secure the string on the pencil and then wrap the string around the pencil.
- i. On a windy day, take students outside. They should have their back to the wind before releasing their kite.
- j. After they have experienced the kite, complete the “Flying a kite” reflection.

ELA Deep Dive

Standards:

ELAKR2.1- use titles, headings, and illustrations to predict and confirm the topic of texts

ELAKR2.2- Identify the topic of and multiple details in a text

ELAKR2.4- explain the difference between opinions and facts about a topic

ELAKC1.4- using a combination of drawing, dictating, and/or writing, provide factual information about a topic

ELA1R2.1- use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts

ELA1R2.2- identify the topic of and relevant details in a text

ELA1R2.3- explain similarities and differences between information provided in visuals and words in an informational text

ELA1C1.4- write expository texts about a topic, using a source, providing facts and a sense of closure

ELA2R2.1- explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts

ELA2R2.2- identify the central idea and relevant details in a text

ELA2R2.3- explain an author's purpose in an informational text

ELA2C1.4- write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion

Using small groups, the teacher can take a deep dive into English language arts using the Then and Now booklet.

Teaching Strategies

Exploring the title: Then and Now

Question strategies for small group:

Q: What do you think the title “Then and Now” means?

Q: Do you think this is a picture of something that is happening today or a long time ago? What makes you think so?

Q: As we read this book, do you think we will see more pictures of today or of a long time ago? Why do you think that?

Annotated Text Features

Question strategies for small group:

Q: Look at page 2. What stands out on this page? What does the author do to make two words stand out? Why do you think the author wants us to notice these two words?

Q: Read the first sentence to the group. What is history?

Q: After reading the rest of the page, help students focus on the word explore. The second word is explore. The author used blue to show us where the definition for explore is. Where do you see blue words on this page? Explore means we are going to look closely at things and think about them. What tool do we use when we want to look closely at something? We use the hand lens.

Exploring Home

Question strategies for small group:

Q: The title of the first chapter is home. What is a home?

Q: When we look at the pictures in this chapter, what will they have in common? Do they look the same? Does your home look like any of them? Do homes look the same or different?

Q: What is one detail you notice about each home?

Q: How do you think it would feel to live in these homes?

Q: When you write a detail, you are telling a fact. When you write how you would feel, you are writing an opinion. I'm going to read a sentence to you, and I want you to tell me if it is a fact or opinion.

1. **Fact** or opinion: The bottom of the teepee is round.
2. Fact or **opinion**: Living in an Adobe Hut would feel crowded.
3. Fact or **Opinion**: Grandpa makes good music on the front porch.
4. **Fact** or Opinion: Bishop Holsey's house is one story.

Q: What is another example of a fact? Of an opinion? What is the difference between a fact and an opinion?

Technology Then and Now

Question Strategies for small group:

Q: How many words does the author make stand out on page 6?

Q: How does the author show us the meaning of the word create?

Q: The sentence tells us the meaning of the word technology. Anything people create to solve problems and make life easier or more fun is called technology. What's something you use that makes life more fun?

Q: We're going to explore by looking closely at things. What do you think this is on page 7? Why do you think that? What details do you see?

Q: Look at the timeline of television. What is the timeline showing us? How have televisions changed over time?

Q: Let's read more facts about TV in history. What do people usually buy a dozen of? How would you feel if there were only twelve channels to watch on tv?

Q: Explore the television pictures on page 9. How are these TVs similar to your tv? How are they different?

Q: How might TVs change by the time you get out of school? Draw a picture of what you think a future tv could look like. Is your drawing a fact or an opinion?

Things People Wear and Do: Clothing

Question strategies for small group:

Q: The little girl in the picture on page 20, do you think she is wearing something from now or then? What makes you think that?

Q: Use your hand lens to look closely at the children in the picture on page 21. What details do you notice about their clothes?

Q: Do you think they are playing or on their way to school? Why do you think that?

Q: Are the people on page 23 in a park, at the mall, or on the beach? How can you tell? Which picture do you want to be in? Why?

Things People Wear and Do: Toys

Question strategies for small group:

Q: What is the title of this section? What will this section be about? What do you expect to see in pictures in this section?

Q: Look at the pictures on pages 24, 25, and 26. Were you correct that the images would show toys?

Q: What toys from the pictures do you have? What's one toy you would add to this section?

Things People Wear and Do: School

Question strategies for small group:

Q: Write three sentences about details you see in the classroom on page 27. What facts did you use in your sentences?

Q: Make a Venn diagram on chart paper. A Venn Diagram helps us compare and contrast things. We want to compare and contrast the classroom from the picture with our classroom. What's something that's the same that you notice? Where will we write that in the diagram? What's something that our classroom has that isn't in the picture? Where will we write that in the diagram?

What's something in the classroom in the picture that isn't in our classroom? Where will we write that in the diagram?

Q: We get to hear what school was like for some people. Look at page 28. How many words does the author make stand out? Which picture shows children playing hopscotch? Have you ever played hopscotch? The middle picture shows ladies playing battledore and shuttlecock. That's a funny name. look at the picture. What is battledore and shuttlecock like? What makes you say that? The last picture shows marbles. What do you think they are doing to play marbles?

Q: How many words does the author make stand out for Thelma's Story on page 29? The first word is horse-drawn hack. Where do you see a horse in a picture? Look at the victrola. What letter does that start with? It plays music by the disk turning. Where does the sound come out? Why do you think so?

Things People Wear and Do: Getting to School and Home Again

Question strategies for small group:

Q: Page 33 shows different ways people use to get to school. Which ones do students at our school use? Choose one of the pictures and write a fact about it. Tell your fact to the group. Can we pick which picture you chose?

Maps of the World

Question strategies for small group:

Q: What do all of these maps have in common?

Q: Which map do you like the best? Write down three facts about your map.

Q: How have maps changed over time? What do you see?

Writing about Then and Now

For second grade, students choose one of the sections and write about how things change over time. They should include an introduction, facts, a transition, and a conclusion.

Then and Now Student Work Pages

Page 1: Observe an Image

How are the students like you?	Look closely at the toys. What toys are familiar?	How are the students different than you?

Page 3: Let's Think about Home

What is the home made of?	
What are the people doing?	
What kind of animals do they have?	
How is this home different from your home?	
How is this home like your home?	
What do you think the round object on the left could be?	

Page 5: Think about these Homes

1. How would you describe the teepee? How would it feel to live here?

Describe the Teepee	Describe your Feelings

2. How would you describe Bishop Holsey's house? How would it feel to live here?

Describe Bishop Holsey's House	Describe your Feelings

3. How would you describe a Windmill House? How would it feel to live here?

Describe the Windmill House	Describe your Feelings

4. How would you describe an Adobe Hut? How would it feel to live here?

Describe the Adobe Hut	Describe your Feelings

5. Choose 1 of the homes and compare it to your home.

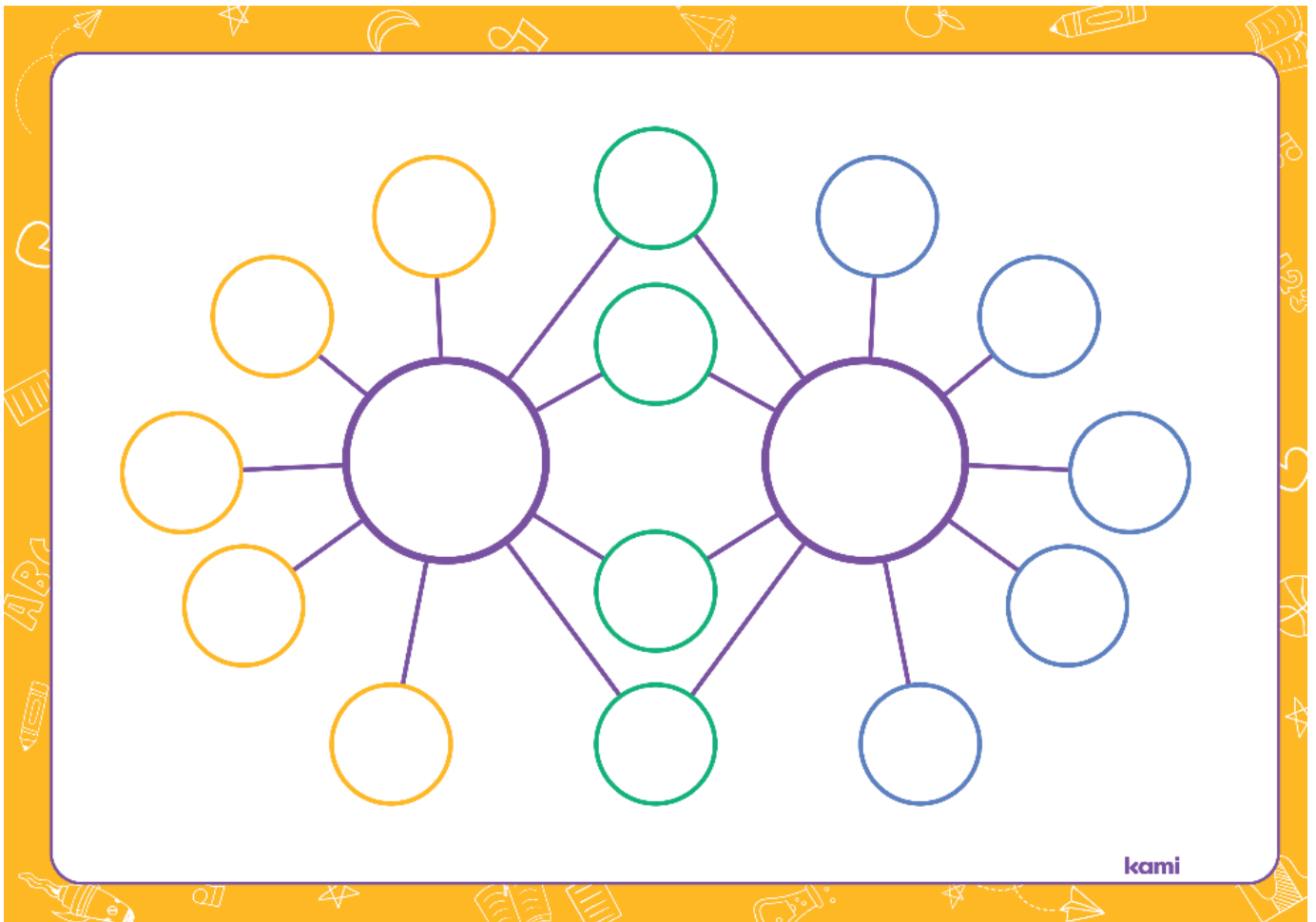
My House	I'm comparing with _____

My guess for **page 6**: This is a _____. I think because _____.

My guess for **page 9**: This is a _____. I think because _____.

My guess for **page 12**: This is a _____. I think because _____.

Page 21: Compare your clothes with someone in the picture



Page 22: Guess the Order (timeline of clothes)

The oldest picture is _____ because _____
_____.

The most recent picture is _____ because _____
_____.

Which picture shows clothes you would like to try on? _____ It
would feel _____.

Page 23: Pictures from the Beach

Look at the pictures on page 23.

Things that are the Same (compare then and now at the beach)	Things that are Different (compare then and now at the beach)

Pages 24-26: Toys

We love toys! Look at pages 23-25 and answer these questions.

1. Toys I am familiar with from the pictures:

2. What might be different between the old toy car (1959) and the new toy car (2025)? _____

3. Look at the picture at the top of page 25. What is she using to build back then? _____

Can we build with them now? _____

What else can we build with? _____

Page 27: School

Look at the picture and look around your classroom.

Then: Classroom in 1899	Now: My classroom

Page 30: School

Picture A is _____ class because _____
_____.

Picture B is _____ class because _____
_____.

Page 31: Thinking about Schools Then and now

Think about it: We've seen a lot of pictures and heard a few stories about school.	
What things are like your school life?	What things are different than your school life?

Page 33: Getting Around

Picture 1	He's riding a _____	Do you or anyone you know ride their bike to school?
Picture 2	These children are _____ to school.	Do you or anyone you know walk to school?
Picture 3	These children ride a _____ to school.	What would it be like to ride a horse to school?
Picture 4	These children use a _____ to go to school in the winter.	What would it be like to ride on a sled to get to school?
Picture 5	The first _____ was pulled by a horse.	Do you think a bus now is faster or slower than a horse-drawn bus then?

Pages 34-37: Maps



A hand lens is a tool that helps us see things better. Use a hand lens to look at the maps on pages 33-36. What do you notice about each of the maps?

Map 1 (page 33)	What details do you notice?
Map 2 (page 34)	What details do you notice?
Map 3 (top of page 35)	What details do you notice?
Map 4 (bottom of page 35)	What details do you notice?

Circle

statements that are true. ~~Cross off~~ ones that are false.

- a. All maps look the same.
- b. Maps come in different languages.
- c. Maps can be colorful.
- d. World maps show where we go shopping.
- e. Two maps have people drawn on them.
- f. Maps have words.
- g. Maps show places.
- h. Maps don't show land.

Page 42: Flying a Kite

Flying a Kite	
My kite did/did not fly. (circle)	A kite flies up/down in the sky. (circle)
I ran/did not run to get my kite to fly. (circle)	A kite is/is not a toy children played with in the past.
My kite stayed up for a little while/a long while .	Someone helped/did not help me with my kite.
I helped/did not help someone with their kite.	I like/do not like playing with a kite.

Draw a picture of you flying a kite.