



Social Studies™

TEACHER'S GUIDE

Grade 1: Families Living and Working Together

In Partnership With



SAMPLER





into Social Studies™

Introducing a revolutionary, integrated, and comprehensive K–6 social studies program that is differentiated by design to help students reach new levels of engagement and teachers reach new levels of efficiency. Built for teachers' varying schedules, this flexible next-generation social studies series has print and digital options to foster students' curiosity and cultivate their analytical skills for success in college, career, and civic life.



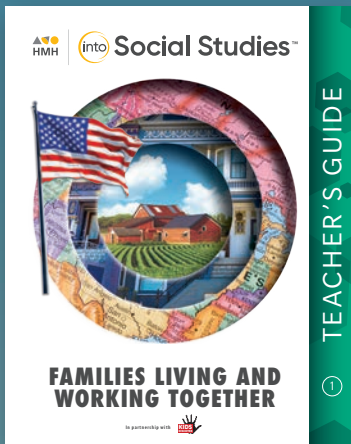
The online learning system, *Ed: Your Friend in Learning*®, will provide support for instruction, utilizing both print and digital resources and assessments. Teachers can assign and track student work done in their digital materials.

PROGRAM COMPONENTS



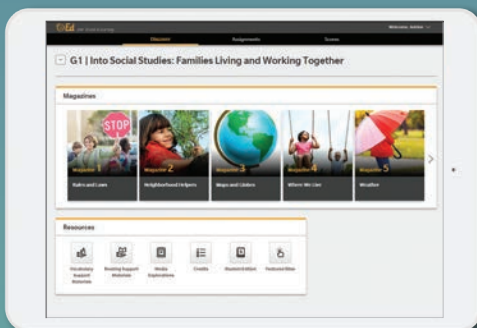
Student Magazines

A collection of non-fiction, consumable magazines will arrive each year for the subscription duration. Each magazine covers one broad social studies topic and includes features, activities, and opportunities to interact with the material. In the subscription set, students will study each topical magazine in a highly engaging, visual manner. Available in English and Spanish.



Teacher's Guide

The Teacher's Guides align to the magazine subscription collection for each grade level. They will include suggestions for integrating print and digital components, explicit vocabulary instruction, reading and analytical skills support, differentiation options, cross-disciplinary links, performance tasks, and assessments.



Online Student Experience

The Online Student Experience will provide digital access to the magazines, full audio support in English and Spanish, and additional content to cover topics and standards in greater depth.

GRADE 1: Families Living and Working Together

Student Magazine Subscription List

Rules and Laws

Neighborhood Helpers

Maps and Globes

Where We Live

Weather

U.S. Symbols

Holidays

Yesterday and Today ◀ **Included in this sampler**

The American People

Goods and Services



HMH INTO SOCIAL STUDIES

YESTERDAY AND TODAY



Engaged Students

Grow into Participatory Citizens

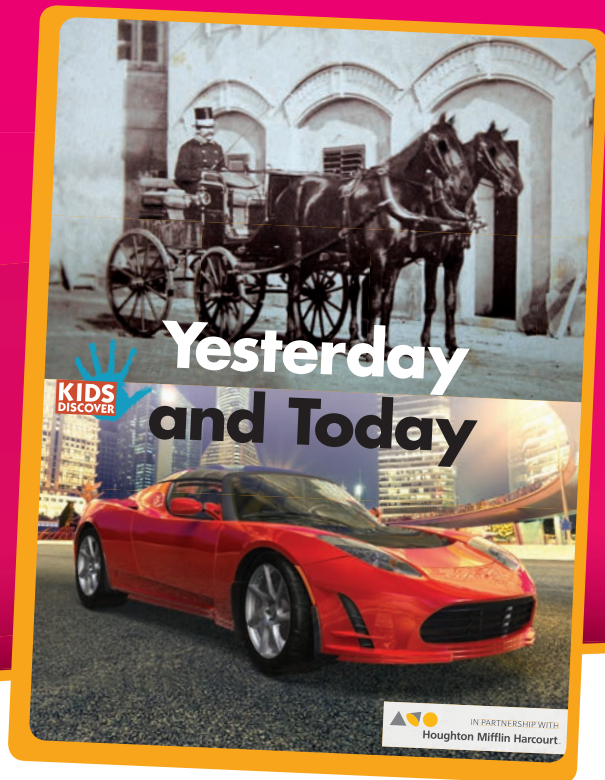
Yesterday and Today

Your children will learn how aspects of life change over time while some things stay the same.



COMPELLING QUESTION

How is our life different from the past, and how is it the same?



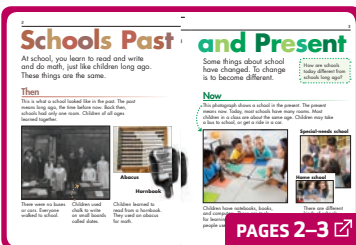
Magazine Activities Preview

At the end of this Magazine, your children will have the opportunity to complete two performance-task activities:

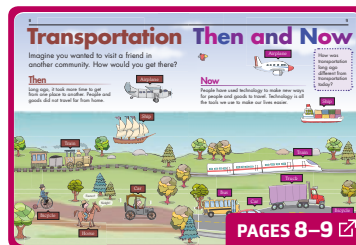
- Talk to an older person about their life as a child and share that information with the class.
- Make a time line of their life that includes important events and pictures.

Yesterday and Today

Contents



Schools Past and Present
Although schools and the ways to get to them have changed, what you study is mostly the same.



Transportation Then and Now
Transportation today helps us get places faster than in the past.



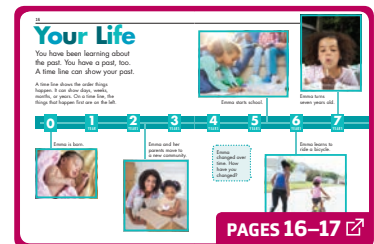
Learning About the Past
Biographies, oral histories, and folklore can tell us about the past.



Communities Past and Present
Communities have places to live, to work, and to shop. How we travel and communicate has changed over time.



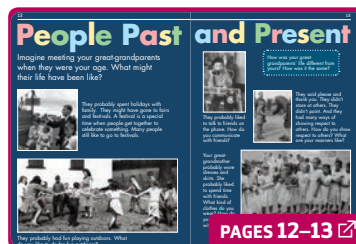
The First Flight
The Wright Brothers built the first airplane and changed travel forever.



Your Life
You can use a time line to show things that happened in your past.



Jobs Past and Present
Some jobs are the same as they were in the past, but there are many new kinds of jobs today.



People Past and Present
How is your life different from that of a great-grandparent?



Activities
Guide children to show through performance tasks what they've learned.

Online Resources

KEY RESOURCES

Get Started

- 🔗 Get Set to Read
- 🔗 School to Home Newsletter

Skills and Features

- 🔗 Reading Social Studies: Sequence
- 🔗 Critical Thinking Skills: Analyze Primary Sources
- 🔗 Chart and Graph Skills: Use a Time Line
- 🔗 Critical Thinking Skills: Tell Fact from Fiction

Vocabulary

- 🔗 Vocabulary Cards
- 🔗 Matching
- 🔗 Crossword
- 🔗 Magazine Glossary

🔗 Answer Key

PROGRAM RESOURCES

- 🔗 Pacing Guide
- Primary Source Database
- 🔗 HMH In the News
- 🔗 HMH FYI

ASSESSMENT

- Informal Assessments (*available in the Teacher's Guide*)
- 🔗 Collaborative Discussion Rubric for English Learners
- 🔗 Magazine Assessment
- 🔗 Benchmark Assessments
- 🔗 Pre/Post Assessments

Performance Guidelines and Rubrics

- 🔗 An Oral History
- 🔗 Your Own Time Line



MEDIA EXPLORATIONS

Stream to Start

- 🔗 Watch Us Grow



You can search, browse, and assign all the online resources for this magazine via the Discover section on **Ed: Your Friend in Learning**.
www.hmhco.com/ed

Independent Reading

For a description of each title, see the 🔗 **Annotated Bibliography**.

Basic

- *Cooking and Eating: Comparing Past and Present* by Rebecca Rissman; Heinemann, 2014.
- *My Hometown* by Russell Griesmer; Capstone, 2015.
- *Schools Now and Then* by Robin Nelson; Lerner Classroom, 2003.
- *Work in Colonial America* by Mark Thomas; Children's Press, 2002.

Proficient

- *Blackout* by John Rocco; Disney-Hyperion, 2011.
- *Mary Smith* by Andrea U'Ren; Farrar, Straus and Giroux, 2003.
- *Stable* by Ted Lewin; Flash Point, 2010.
- *Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell* by Tanya Lee Stone; Henry Holt and Co., 2013.

Advanced

- *My Great-Aunt Arizona* by Gloria Houston; HarperCollins, 1997.
- *An Illustrated Timeline of Transportation* by Kremena T. Spengler; Picture Window Books, 2011.
- *Tillie the Terrible Swede: How One Woman, a Sewing Needle, and a Bicycle Changed History* by Sue Stauffacher; Knopf Books for Young Readers, 2011.
- *Your Life as a Settler in Colonial America* by Thomas Kingsley Troupe; Picture Window Books, 2012.

Yesterday and Today Access and Equity

LANGUAGE X-RAY

Use the Language X-Ray to prepare for teaching *Yesterday and Today*. Use it to plan, support, and scaffold instruction in order to help children understand the text.

Zoom In on Genre

As an informational text that compares different periods of history, *Yesterday and Today* relies on words and phrases to signal the times being discussed. Prepositional phrases also provide information about time.

Use the following examples to help children understand key words about time.

Back then, schools had only one room.

Today, most schools have many rooms.

Use the following examples to help children understand using prepositional phrases to provide details about time.

This is a community in Pasadena, California, in 1885.

This is a community in Pasadena, California, in the present.

Zoom In on Words and Phrases

kept the house in order = kept the house clean and made sure that the people living in the house had what they needed

stare at others = to look at other people for a long time without looking away

make-believe = something that isn't real

Zoom In on Cultural References

On Magazine pp. 12–13, children will be comparing holidays, pastimes, clothing, and manners with those of past generations. Children from different cultural backgrounds may have different experiences. Have them compare what they know from the places they have lived with the pictures on these pages.

Instruction for All Learners



Struggling Learners

Before moving forward in the Magazine, make sure that children have a strong grasp on the concepts of *past* and *present*.

- Use examples of events that have happened to the class earlier in the school year and compare them with the events occurring on the current day. Use the sentence frames: *In the past, we _____.* *In the present, we _____.*
- With the same sentence frames, use examples of seasonal weather changes or changes children have experienced moving from kindergarten to first grade.

Learners with Disabilities

To help children focus on the past and the present, one at a time, use the page divisions in the Magazine.

- On Magazine pp. 2–9, each spread is divided between the past (left-hand page) and present (right-hand page). Cover up half the spread and discuss only “Then” or “Now,” one at a time.
- Then, when comparing the information on pp. 10–13 to the present, provide photographs of modern airplanes and children doing similar activities to the ones on pp. 12–13. Place the photographs to the right of the Magazine and cover them in the same way as you discuss first the past and then the present.

English Learners

Build context and vocabulary for children by previewing the Magazine with the class.

- Using the vocabulary list and the Zoom In on Words and Phrases list, preview words and phrases with children before reading.
- Have children use words and phrases to describe what they see in illustrations and photographs in order to preview content.

Advanced Learners

Give children additional practice studying primary sources by showing photographs from the era of your childhood, focusing on categories such as clothing, technology, and pastimes.

- Have children share their observations about what they can learn about the past from the photographs.
- Ask them to state a comparison between their lives and the lives of the children in the photographs.

Yesterday and Today Vocabulary

Introduce

Previewing Vocabulary

Eleven vocabulary words have been identified for *Yesterday and Today*. The words in this Magazine include general academic and domain-specific vocabulary. As children become familiar with these words they also deepen their understanding of social studies concepts.

Use the word card activities below and the Vocabulary Cards, pp. V29–V32, found at the back of this Teacher's Edition and online [✎ Vocabulary Cards](#) to preview the vocabulary words and help children approach reading the text confidently. Additional practice pages and a glossary are located online. You may also want to use these resources to review the words after children have read *Yesterday and Today*.

Teach

Word Card Activities

Words You Know and Words to Know

Display the picture on each Vocabulary Card to children, and read the word aloud. Have children make a thumbs-up sign if they know the word. Have them make a thumbs-down sign if they do not know the word. Read aloud each word's definition and example sentence from the Magazine Vocabulary. Note the words that most children do not recognize, and revisit them after reading the Magazine.

Four Questions

Choose four vocabulary word cards to display for children, such as *transportation*, *technology*, *tool*, and *communication*. Read aloud their corresponding definitions and example sentences from the Magazine Vocabulary. Then ask children the following questions. Encourage them to explain their answers.

- What kinds of transportation have you used to get somewhere? What kind of transportation was the fastest?
- What technology do you know how to use? What do you use it for?
- What tools have you used? How did the tools help you?
- What are some different forms of communication? What tools can you use for communication with someone who is not with you?

Online Resources

Direct children to the following Vocabulary online resources or provide them to children. Read aloud the directions and guide children to complete the activities as needed. If necessary, allow children to work in pairs.

- [✎ Matching](#)
- [✎ Crossword](#)

[✎ Magazine Glossary](#)

Magazine Vocabulary

past *n.* The time before now. (p. 2)

In the past, you were in kindergarten.

present *n.* The time now. (p. 3)

In the present, you are in the first grade.

change *v.* To become different. (p. 3)

As we get older, we change in ways like getting taller and learning new things.

tool *n.* Something a person uses to do work. (p. 3)

We need to collect our tools, like pencils and paper, before we do the activity.

transportation *n.* Any way of moving people and things. (p. 4)

Cars have replaced horses as the main form of transportation today.

communication *n.* The sharing of ideas and feelings. (p. 4)

Communication used to be mainly by letters because few people had phones.

technology *n.* Machines or tools we use to make our lives easier. (p. 9)

The technology lab at the school has several computers and printers.

festival *n.* A special time when people get together to celebrate something. (p. 12)

Our school had a festival with games and rides to celebrate the first day of spring.

biography *n.* The story of a real person's life. (p. 14)

I read a biography about Abraham Lincoln to find out about his childhood.

oral history *n.* A story passed down from one generation to the next. (p. 14)

I asked my grandparents to share the oral history of how they came to this country.

folklore *n.* Traditional customs and stories passed down through history. (p. 15)

My parents share folklore from my grandparents' country, like fairy tales and other bedtime stories.



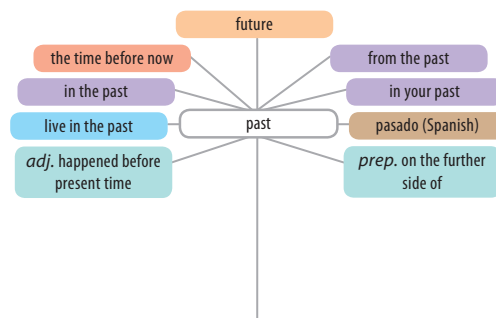
Vocabulary Network

Language Objectives

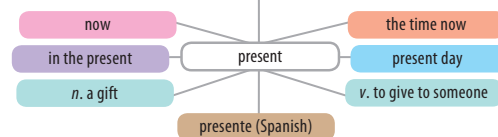
- Acquire and use vocabulary.
- Evaluate word choices.
- Combine clauses to connect ideas.

Use the Vocabulary Network to help children expand their understanding of the concepts in *Yesterday and Today*. This network shows the relationships among selected words' examples, related forms, synonyms, antonyms, definitions, phrases, collocations, alternate meanings, and cognates. Use the Vocabulary Network to create your own word webs with children.

For each word, draw a simple word web on the board or on chart paper. Use the Vocabulary Cards to illustrate each word. Then guide children to discuss definitions, examples, related forms, words with the same meanings, and words with opposite meanings. Add them to the word web for each word.



Words about **Chronology** (the order in which things happen)



KEY

example	antonym	collocation
related form	definition	alternate meaning
synonym	phrase	cognate (language)

Yesterday and Today Magazine Explorations


Get Started!

Concept Map

Inquire Explain to children that they will be reading *Yesterday and Today*. Ask: What is something that has changed for you as you get older? Work with children to start a concept map on the board with *changes* in the middle.

Explore As children read the Magazine, have them list information related to things that change over time. Encourage children to add words to the concept map to show examples of changes between our past and present.

Get Set to Read

Tell children they can use an anticipation guide to think about what they know about life in the past and today. Distribute  **Get Set to Read**. Read aloud the directions. Then read aloud each statement for children. Guide them to color or mark the happy face if they think the statement is true and the sad face if they think the statement is not true.

Preview

Distribute *Yesterday and Today* and model how to preview it. Point out that, on almost every spread, large words on the top of each left-hand page tell the main topic of the two pages together. For example, pages 2 and 3 will contain information about the topic “Schools Past and Present.” The text underneath this header has the main information that readers need to know, so children should read it first. They can then move around the rest of the page spread, finding smaller headings and reading the additional details underneath them.

Close Reading Strategies

Encourage children to underline, circle, or highlight key events and ideas; add their own notes and observations on sticky notes; and tag unfamiliar words and terms.

Performance Tasks

Preview the activities on Magazine p. 18. Explain that children will use these activities to show what they have learned about life in the past and present. As children read the Magazine, encourage them to think about ideas and details that will help them complete these culminating tasks.

Inquire

Compelling Question

Display the compelling question on the board for children to refer to while reading the Magazine.

How is our life different from the past, and how is it the same?

Discussion Refer to the compelling question and make sure that children understand that *past* means “the time before now.” To get children thinking about how this topic relates to their interests and lives, ask:

- ✓ *How did you look different in the past?*
- ✓ *How have you changed from how you looked in the past?*

ENGLISH LANGUAGE SUPPORT

Unpack the Compelling Question Point to the compelling question and read it aloud. Model ways to unpack, or take apart, text to find meaning.

Focus on Meaning Ask children to explain the question. Use the following to aid understanding:

- The word *different* shows how things are not alike. The word *same* shows how things are alike.
- “Our life” describes what the world is like for us and the people around us.

Focus on Form The question combines two sentences into a compound sentence, using a comma and the conjunction (combining word) *and*.

In Our Own Words Prompt children to tell in their own words what the question means.

Content in Focus

Make Connections Give children more practice using primary sources to compare different time periods. Show photographs of children in school, people doing everyday activities in a community, and forms of transportation from past eras. Explain that the photographs show people from the past. Discuss how the people in the photographs have different lives from children in the present. Challenge children to find similarities between the past and their lives.

21st Century Skills—Information Literacy

Search Engines Explain that almost limitless information is available from online sources but finding relevant information about a research topic requires skill using search engines. Provide children with a list of key words and phrases to use to search for information about schools in the past, such as *history, school, classroom, teacher, schoolhouse, past, 19th century, and 20th century*. Explain that they will get better results if they use multiple terms. Point out that combining a topic with a time-related phrase is an effective way to find information for a specific time period. Supervise children as they practice searching for online information by combining different key words from the list. Ask children to share interesting facts and images from their search with the class.

Skills Overview

Reading Social Studies

Sequence Events in informational texts are often told in sequential order. When details across eras are compared, it is useful to place them in chronological order.

- Write the following sentences on the board: *First, we got to school. Then, we took our seats. Next, we read our books. Last, we went home.* Underline the sequence words at the beginnings of the sentences, and explain that they show the order in which the events occurred.
- Write details from your class's daily schedule, but in the incorrect order. Have children explain how to put the events in the right sequence.

For additional instruction and practice in placing events in sequence, have children go online to [✎ Reading Social Studies: Sequence](#).



Critical Thinking Skills

Analyze Primary Sources Have children look at the photographs on the cover of the book. Explain that even though one photograph was taken long ago and the other was taken in the times we live in, they were both taken by people who saw the scenes in front of them.

- A photograph tells us a lot because it shows what really happened in front of a person. An old photograph can help us learn about the past.
- What can you learn about the past from just looking at the old photograph at the top of the cover?

For additional instruction and practice in using primary sources, have children go online to [✎ Critical Thinking Skills: Analyze Primary Sources](#).

Chart and Graph Skills

Use a Time Line Preview the time line on Magazine pp. 16–17, and explain that the line in the middle of the page shows the order in which things happen.

- Using the examples above, plot the events of a typical day for your class on a time line with different hours written on it.
- Explain that time lines can show things that happen in a day, in a month, a year, or even over many different years.

For additional instruction and practice in using a time line, have children go online to [✎ Chart and Graph Skills: Use a Time Line](#).

Critical Thinking Skills

Tell Fact from Fiction Give examples of a fantasy story that children are familiar with, such as “The Three Little Pigs.”

- Some things that people tell you are real. I could tell you that when I was little, I went to school like you did. That is true. It is a fact. But a story like “The Three Little Pigs” isn’t real. How can you tell?
- A story like “The Three Little Pigs” is fiction because it is made up. Some stories that are fiction sound like they could be real because they are about ordinary people, but somebody made them up, too.

For additional instruction and practice in telling fact from fiction, have children go online to [✎ Critical Thinking Skills: Tell Fact from Fiction](#).

Yesterday and Today

Schools Past and Present

OBJECTIVES

- Compare schools in the past and present.
- Describe how children today experience school.
- **LANGUAGE** Understand and use nouns and verbs with similar pronunciations when speaking.

Introduce

Read the heading on Magazine p. 2 and review the meaning of *past* and *present*, if needed. Explain that the words and pictures on the two pages will be about schools, both in the past and in the present. Ask children if they are attending the first grade in the past or in the present. Have them find the pictures on Magazine pp. 2–3 that more closely look like what their classroom activities look like.

Teach

Main Idea

Use the following questions to help children compare schools in the past and the present.

- **Compare and Contrast** How did schools look different in the past? *Schools had only one room, and children of all ages learned together.*
- **Categorize** Children in the past had tools such as a hornbook and abacus. What tools do children have at school now? *notebooks, computers*
- **Describe** What are different kinds of schools today? *special-needs schools and home schools*
- **Use Visuals** Do the children in the photograph on p. 2 live in the present, or did they live in the past? *the past*

Background

Abacus and Hornbook The abacus, which performs some of the functions of calculators, is a very old tool and has been used since ancient times. The counters stand for values, such as ones, tens, or hundreds. Shopkeepers used abacuses to keep track of sales. Even today, people skilled at using abacuses can work almost as quickly as people using calculators to do some calculations. Hornbooks were common in American schools from the 16th through 18th centuries. Similar to a modern-day alphabet book, the sheet mounted on the frame contained the letters of the alphabet, divided between vowels and consonants. Hornbooks usually also contained religious text and Roman numerals for children to read.

2

Schools Past

At school, you learn to read and write and do math, just like children long ago. These things are the same.

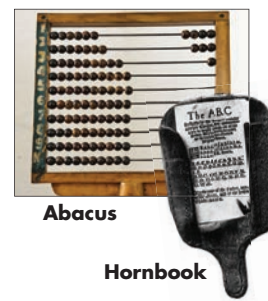
Then

This is what a school looked like in the past. The past means long ago, the time before now. Back then, schools had only one room. Children of all ages learned together.



There were no buses or cars. Everyone walked to school.

Children used chalk to write on small boards called slates.



Abacus

Hornbook

Children learned to read from a hornbook. They used an abacus for math.

Connect

Link to Math

An abacus is built with a series of counters. Have children use counters in the classroom to answer addition and subtraction questions. Ask them to use the counters to make ten in two different ways. Then have them compare the counters they are using to the photo of the abacus. What do they notice about the number of counters in each row?

Link to Visual Arts

Explain to children that we can learn a lot about how people lived a long time ago by looking at photos and illustrations from the past. Pair children and have partners work together to find images online and in books about schools long ago. Explain that partners should work together to create a collage of images showing what school was like in the past. Children can draw images based on their research or paste printed images onto a poster. Remind children to add captions explaining each image. Have each pair present their posters to the class and explain what they learned from the images.

and Present

Some things about school have changed. To change is to become different.

How are schools today different from schools long ago?

Now

This photograph shows a school in the present. The present means now. Today, most schools have many rooms. Most children in a class are about the same age. Children may take a bus to school, or get a ride in a car.



Children have notebooks, books, and computers. These are tools for learning. A tool is something people use to do work.

Special-needs school



Home school



There are different kinds of schools.

For Struggling Learners

The photographs on Magazine p. 3 show three different learning environments, but children may have trouble picturing the different kinds of schools that people attend in the present. Name other schools in your community that they may have seen and have them describe what the schools look like on the outside. Point out that the children in the pictures on Magazine p. 3 could be learning the same thing, but that the three teachers are showing them in different ways.

Visual Literacy

The first few spreads of the Magazine are set up so that information about the past appears on the left side, and information about the present appears on the right side. Show children how you read the heading at the top and then the two sentences below it. Then, point out the two smaller heads: *Then* and *Now*. Point to show that the pictures and words under *Then* talk about *then*, or, the past. The pictures and words under *Now* talk about *now*, or, the present.

Chronological Thinking

Give children practice using the words *past* and *present* by giving information about things that happened earlier in the year and then things that are currently happening. Have children use the sentence stems *In the past, _____* and *In the present, _____*, to retell the details.

ENGLISH LANGUAGE SUPPORT American speakers of English pronounce the past-tense verb *passed* the same way as the word *past*. Write both words on the board and pronounce them. Then use them in sentences to show their difference. Pass an item to a child and say: I passed the book to you. Ask questions about your action that have children answering with the word *passed*. Then, ask questions about the picture of the *past* on Magazine p. 2. If necessary, provide sentence frames for children to use when answering, such as: *In the past, children _____*.

LEARN MORE ONLINE!

Learn more about children's lives in the past.

Children in History

- Which of these games looks like a game you have played or seen? *The first photograph looks like a baseball game.*
- The children in the second picture are playing a game called roll-a-hoop. They would try to keep the round thing—the hoop—rolling. Where do you think they got these hoops? *Possible response: Somebody probably made the hoops by hand.*

What Children Learned

- Which subjects are the same as the ones you study? *Responses will vary.*
- Which subjects are different? *Responses will vary.*

Assess

Compare and Contrast What is one thing you do at school that is the same as what children did long ago? *We learn to read and write.*

Yesterday and Today

Communities Past and Present

OBJECTIVES

- Compare communities in the past and in the present.
- Explain differences in transportation and technology between the past and present.
- **LANGUAGE** Connect ideas to compare the past and present using conjunctions and frames.

Introduce

Review the word *community*, and point out that the word *communities* is a plural word that means “more than one community.” Have children flip back and forth between Magazine pp. 2–3 and pp. 4–5 to see the similarity in how the pages appear. Ask them to point to the side of the page that shows things in the past and things in the present. Then have them study the photographs and say what they think these pages will describe.

Teach

Main Idea

Use the following questions to help children compare communities in the past and present.

- **Compare and Contrast** How has transportation changed for people in Pasadena? *In the past, people used horses for transportation, which was slow. Now people use cars and buses for transportation, which is fast.*
- **Compare and Contrast** How is communication in the present different from how it was in the past? *Now, people use phones and e-mail to communicate. In the past, people wrote letters.*
- **Use Visuals** What is one thing that is the same between the pictures from the past and present? *Possible response: There are buildings where people can buy things.*
- **Use Vocabulary** What does it mean to communicate? *to use words or sounds to share ideas*

Background

Pasadena Like many communities in California, Pasadena is a relatively new city. It was founded in 1874 and named “Pasadena” in 1875. This means that the photograph on Magazine p. 4 was taken when the city was only about 11 years old, only about twice the age of the children in the class.

Reading: Sequence

Point out that the words *Then* and *Now*, headings on the page, give clues about sequence. Use the words in sentences about details listed on the page. Ask children questions about details on the page, having them answer starting with the words *then* and *now*.

☑ **Reading Social Studies: Sequence**

Communities Past

A community is a place where people live. In some ways, communities haven’t changed. They have places to live, places to work, and places to buy things.

Then

This is a community in Pasadena, California, in 1885.



People used horses for transportation. Transportation moves people and goods from one place to another. Travel was slow.

The community had stores and homes. Some people lived far from stores. Some people lived nearby.

Most people wrote letters when they wanted to communicate. Communication is using words or sounds to share ideas. Very few people had telephones.

Connect

Link to Science

Have children describe how the man in the picture on Magazine p. 5 is communicating with another person. Ask children to describe how they have seen adults use phones in different ways. Have them share examples of being able to talk to people in different places—such as grandparents—with the help of phones and computers. Have children draw a phone or computer and write how it helps to solve the problem of talking over long distances.

For Learners with Disabilities

Because the primary sources in the Magazine are photographs, assist children with visual limitations in understanding their content. Describe a few details in each picture—for example, the horses and carriage in the 1885 photo and the cars in the modern-day photo. Have children talk about how someone’s life would be different if they had to travel long distances using a horse instead of a car.

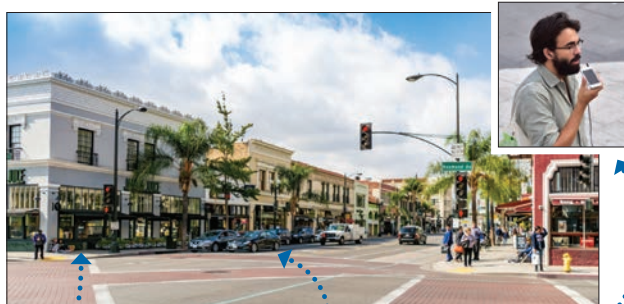
and Present

5

How are communities long ago different from communities today?

Now

This is a community in Pasadena, California, in the present.



The community still has stores where people can buy things.

People use cars and buses for transportation. Travel is fast. Many people go places every day.

People mostly use phones and e-mail to communicate.

PAGES
4–5

Critical Thinking Skills: Analyze Primary Sources

The *Yesterday and Today* photographs showing scenes from eras past provide clues about everyday life long ago, while contemporary photographs give readers the chance to draw conclusions about changes over time. Have children compare the street scenes on Magazine pp. 4–5, finding similarities and differences. Explain that the words around the photographs explain the differences, but using their own observations to spot the differences can help them better understand what life was like for people in 1885.

Critical Thinking Skills: Analyze Primary Sources

LEARN MORE ONLINE!

Learn more about how communities have changed over time.

The Pony Express

- What is an even faster way to communicate today? *through email or by phone*

Communities of the Future

- What do you think your community will look like in the future?
Responses will vary.

Communities in Other Parts of the World

- Describe the changes between the cities in the past and the cities today. *Responses will vary.*

Assess

Compare and Contrast How have communities stayed the same? *They still have places to live, work, and buy things.*

ENGLISH LANGUAGE SUPPORT

- **Substantial** Give children words and phrases they can use to state differences, such as *but*. Write the sentence frame: *In the past, there were _____, but in the present, there are _____.* Have them complete the frame with details they see in the pictures or read in the text and then read the sentences.
- **Moderate** Write the sentence frames: *In the past, there were _____, but in the present, there are _____.* *In the past, there were _____, and in the present, there are _____.* Have children complete the frame to make two sentences, one showing a comparison and one showing a contrast.
- **Light** Have children choose one detail that is different in the pictures and one detail that is the same. Have them say a sentence stating the similarities and a sentence stating the differences. If needed, help them connect their ideas with the words *but* and *and*.

For children who need more intensive support in making comparisons, meet with small groups or individuals to model using a Venn diagram to record similarities and differences. Use each point on the Venn diagram to form a sentence that makes a comparison.

Yesterday and Today Jobs Past and Present

OBJECTIVES

- Compare the kinds of jobs people did in the past with the ones they do today.
- Describe different kinds of work, in and out of the home.
- **LANGUAGE** Ask questions about primary sources using *wh-* words.

Introduce

Read the heading, and then point out that your job is *teacher*, and that most adults also have jobs. Have children look at the images on the pages and identify which ones they think show jobs in the past and which ones show jobs in the present. Ask children if they can identify some of the jobs that people in the pictures are doing.

Teach

Main Idea

Use the following questions to help children compare jobs in the past and present.

- **Main Idea and Details** What jobs do people have at home? *They have jobs such as taking care of the family and house, cooking meals, and shopping for food.* What jobs do people do in factories? *They make things.*
- **Compare and Contrast** What was different about women's jobs in the past? *Most women worked in the home and not outside the home.*
- **Use Visuals** Look at the picture of the family doing work in the picture on p. 7. Can you identify the technology that makes work easier to do today? *Children should identify some of the kitchen technology like the stove and the microwave that makes work easier.*

Background

Women in the Workplace For women in the past, working at home was not just a choice. It was often the only option as most career paths were closed to women. This slowly started to change as women started to work in the textile mills and factories of the 19th century. They were not paid as much as men because of the belief that men alone had the responsibility of supporting their families. Still women played important roles in the labor movement that helped bring about more humane working conditions, hours, and wages for all workers. During World War II, more than six million women worked in manufacturing jobs. After the war, many women were forced to give up their jobs to veterans, but women continued to fight for their right to enter the workforce. The Civil Rights Act of 1964 opened up many employment options for women by outlawing discrimination based on race, color, religion, sex, or national origin.

6

Jobs Past and

Jobs are the work people do. Some jobs are the same as they were long ago. Some jobs are different.

Then

Long ago, most women worked in the home. Men mostly worked outside the home.



Coachman



Blacksmith

→ Women made yarn. They cooked. They washed the clothes. They took care of the family, and they kept the house in order.



Connect

Link to Health

Explain that, in the present, both men and women can work in the home and outside the home. Many adults work outside the home and also take care of the work at home. When children help with work in the home, things get done faster, which gives families more time to spend together and have fun. Have children share their ideas of what they can do to help at home.

For Advanced Learners

Have children consider the difference between service jobs and jobs that involve making products. Challenge children to name examples of service jobs and jobs where workers make things for others to use.

Present

How are jobs long ago
different from jobs today?
How are they the same?

Now

Men and women work at many jobs. Some people have service jobs. Service jobs are jobs that help other people. Some people have factory jobs. Factories are buildings where things are made.



↑ At home, men and women have jobs. Taking care of the family and the house are jobs. Cooking meals and shopping for food are jobs.

Link to Theatre

Tell children that one way to understand the perspective of another time period is to role play what life was like in the past. Place children into small groups of three or four. Explain that they are to write or use improvisation to present a short skit (three to five minutes) about somebody who time travels either to the past or from the past and decides to get a job. Work with children to brainstorm dialogue between the time traveler and the people he or she encounters at the job based on what they have learned from the text, photos, and independent research. Allow each group to present their skit to the class.

Critical Thinking Skills: Analyze Primary Sources

Point out that illustrations, like the ones on Magazine p. 6, can tell us about how people in the past lived. Even though the artwork does not let us observe an exact scene, it lets us see what the artist, who lived at the time, thought was important. Have children examine the illustrations on the page and point out the details that they notice. Have them think of questions they would like to ask the artists about the people that they painted. Talk about how the answers to those questions could help children understand the past.

ENGLISH LANGUAGE SUPPORT Help children structure their questions to start with *wh-* words. For example, if children use phrases that imply they cannot tell what a person in the illustration is doing, write the words *What is* on the board and have children see if they can complete the thought with *What is the man/woman doing?*

✎ **Critical Thinking Skills: Analyze Primary Sources**

Critical Thinking: Study Skills

Organize Information Hand out a Learning Log for children to complete as they read the section. Encourage them to take notes on the main text and the information in the text boxes. They can write questions or other ideas in the Note Making column. Then children can use their Learning Logs to retell the information from the pages to a partner.

LEARN MORE ONLINE!

Learn more about how jobs on farms have changed.

Jobs on Farms

- What is one way that jobs on farms have stayed the same? *Farmers have the same jobs, like planting seeds and taking care of crops.*
- What is one way that jobs on farms are different from in the past? *Today, farmers use machines to do a lot of the work.*

Assess

Compare and Contrast How are jobs at home the same today as in the past? *People still need to take care of the family and the house. They still need to cook.*

Yesterday and Today

Transportation Then and Now

OBJECTIVES

- Identify different modes of transportation.
- Compare transportation in the past and present.
- **LANGUAGE** Describe different modes of transportation using prepositional phrases.

Introduce

Read the heading and review what children learned about transportation on Magazine pp. 4–5. Then have them study the illustration on Magazine pp. 8–9. Ask them to identify which side of the illustration shows transportation from the past and which one shows transportation from the present. Ask which forms of transportation they have used recently.

Teach

Main Idea

Use the following questions to help children compare different modes of transportation.

- **Use Visuals** Which kinds of transportation were used in both the past and the present? *ships, airplanes, trains, bicycles, cars*
- **Compare and Contrast** How have the ships/airplanes/trains/bicycles/cars changed from past to present? *Children should describe the differences in appearances of the forms of transportation.*
- **Make Connections** Which of these kinds of transportation could you use to visit someone living in a different city? *Possible responses: car, train, airplane.*
- **Main Idea and Details** How has technology let people travel far from home? *Technology lets people travel faster.*

Background

Transportation Innovations Humans have been using technology to travel since before recorded history. Modern forms of transportation were built on centuries of previous inventions and trials. Interesting facts to share:

- Prehistoric people were able to use paddles and the wind to power boats.
- Machines similar to bicycles have been around since the early 1800s.
- The invention of the steam engine allowed for the construction of the first trains, also in the early 1800s.
- Gasoline-powered cars date from the late 1800s.
- Wilbur and Orville Wright invented the first airplane capable of successful flight in 1903.

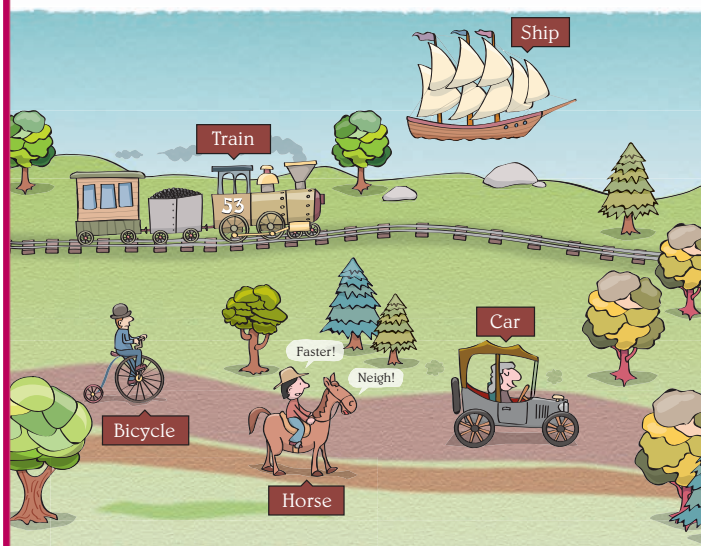
8

Transportation

Imagine you wanted to visit a friend in another community. How would you get there?

Then

Long ago, it took more time to get from one place to another. People and goods did not travel far from home.



Connect

Link to Science

Have children consider how transportation technology affects their lives every day. Ask them how they use the forms of transportation shown on Magazine p. 9 and what they would need to do if that kind of transportation was no longer available.

For Struggling Learners

Children may not make the connection that forms of transportation available in the past and present have changed in speed due to better technology. Show videos of some of the first cars in transit and a fast car today. Have children point out the difference in speed between the two.

Then and Now



Airplane

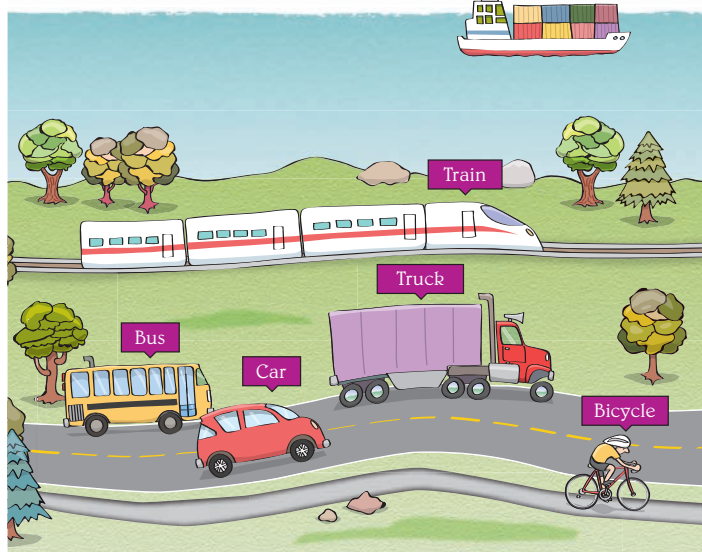
How was transportation long ago different from transportation today?

Now

People have used technology to make new ways for people and goods to travel. Technology is all the tools we use to make our lives easier.



Ship



Train

Truck

Bus

Car

Bicycle

ENGLISH LANGUAGE SUPPORT

- **Substantial** Give children practice pairing the forms of transportation with the prepositions most used with them. Write the following phrases: *on a bicycle, in a truck, in a car, on a bus, on a train, on a ship, on/in an airplane*. Point to each picture and ask, *How do you travel?* Have children answer with the correct phrase.
- **Moderate** Give children practice pairing the forms of transportation with the prepositions most used with them. Write the following phrases: *on a bicycle, in a truck, in a car, on a bus, on a train, on a ship, on/in an airplane*. Then write the sentence frame: *I travel _____*, and have children complete the sentence with the phrases.
- **Light** Pairing prepositions to modes of travel is difficult for even some proficient English speakers. Point to each form of transportation and ask *How do you travel?* Have children answer *I travel _____*. Correct preposition usage and have children restate the sentence.

Reading: Sequence

Review sequence words with children, such as *first, then, next, before, and after*. The illustration across the two pages shows forms of transportation in the past and the present. Have children use the sequence words to describe how transportation has changed from past to present. What kinds of transportation have people used over the years? How have those forms of transportation changed? *Responses will vary but may include: before there were cars, people rode horses; after cars were invented, people rode first in cars without windows and then in cars with windows; ships used to have sails but later they did not need them.*

✓ **Reading Social Studies: Sequence**

Critical Thinking Skills: Tell Fact from Fiction

On previous pages, children have looked at photographs of real people through history and illustrations made by people in the past, possibly of real people. On Magazine pp. 8–9, someone has drawn an illustration that shows an imaginary scene where the past melts into the present on the same road. Ask children: How can you tell that the scene in the picture is make-believe? *In real life, the past and the present could not exist on the same road.* Point out that though the person who drew this picture made it up, it still teaches us about what different kinds of transportation were used in the past and in the present. Explain that using real facts in a make-believe way like this can be a form of historical fiction, which is when a writer tells a made-up story about the past using real facts.

✓ **Critical Thinking Skills: Tell Fact from Fiction**

Chart and Graph Skills: Use a Time Line

Explain that a time line is a way to show the sequence of events visually. Draw a long horizontal line on the board. Point out that the left side is a point in the far past and the right side of the line is the present. Work with children to add information from Magazine pp. 8–9 and the facts from the Background on transportation innovations to the time line. Point out that even though you don't have exact dates, you can still put the information in order based on the centuries or other indicators of when things happened.

✓ **Chart and Graph Skills: Use a Time Line**

LEARN MORE ONLINE!

Learn more about aerospace pioneers.

Through Air and Space

- What made Bessie Coleman special? *She was the first American woman and first African American woman to get an international pilot's license.*
- How did Scott Kelly's trip help scientists? *It gave them a chance to study the effect of space travel on the body.*

Assess

Compare and Contrast How is transportation different today from long ago? *There are more kinds of transportation now, and today transportation is faster than in the past.*

Yesterday and Today

The First Flight

OBJECTIVES

- Explain the importance of the first flight.
- **LANGUAGE** Contribute to a collaborative discussion about technology and inventions.

Introduce

Cover up the heading on this page while children study the photograph. Ask them what they think the machine does. Then read the heading and explain that these pages are about the people who built the first airplane. Explain that the flight was *successful*; that means that the flight worked.

Teach

Main Idea

Use these questions to help children understand the Wright Brothers' accomplishment.

- **Main Idea and Details** What technology did Orville and Wilbur Wright build? What did it do? *They built an airplane. It was the first airplane to have a successful flight.*
- **Use Visuals** What does the weather appear to be in the photograph? How would this help? *It looks very windy. The wind would help lift the plane.*

Background

The Wright Brothers Wilbur and Orville Wright lived in Ohio and opened a bicycle store together. Building and repairing bicycles helped them understand how to build lightweight machines, and they became interested in flying machines. After experiments with gliders, they managed to build a flying machine with a powered engine. Orville flew the machine for 12 seconds on December 17, 1903, in Kitty Hawk, North Carolina, making it the first powered flight.

The First Flight



These men became known as the Wright Brothers. Their names were Orville and Wilbur. They built and flew an airplane in the first successful flight. Orville Wright took the first ride. It lasted only 12 seconds, but it was the beginning of something that would change the world.

Connect

Collaborative Discussion

Have children engage in a small group discussion about how technology makes life easier for people. To prepare for the discussion, have children review the Magazine for examples of kinds of technology and tools that people use. Have them consider how our lives would be different if nobody had invented these machines. Encourage children to think about their answers to the following questions:

- What do you use every day that you would miss the most if it disappeared? Why?
- What do you think is the most important technology you have seen in the Magazine? Why?

In their discussions, remind children to follow turn-taking rules and to respond thoughtfully and politely to other group members.



Spatial Thinking

Explain that the Wright Brothers carefully chose the place in Kitty Hawk, North Carolina, to conduct their flight tests. Ask children to look at the photo and note details that tell them about the place. Where is the airplane? *It is on a beach by the ocean.* What are the weather conditions of this place? How can you tell? *It looks windy. The waves look choppy and the man's coat is flapping.* Why would the Wright Brothers choose a place like this to try flying? *Responses will vary but may say that the wind would help, that they needed a big, open space, or that the sand and water would be a softer place to land if something went wrong.*

Historical Interpretation

Point out that on Magazine p. 10, the author says that even though the first flight only lasted 12 seconds, "it was the beginning of something that would change the world." Ask children what they think the author means. What effects did the first flight have on the world? *Responses will vary, but children may say that it would change the way people travel around the world and made it easier to go far distances.*

Visual Literacy

Have children compare the photograph of the Wright Brothers' airplane to a modern jet. What are the differences in how the airplanes look? *Responses will vary, but children should note the different shapes and the heavier material of the jet.* Are there any similarities? *They both have wings and a tail.* Which airplane could carry more people and things? *a modern jet*

Assess


Main Idea and Details Why are the Wright Brothers important? *They built an airplane that had the first successful flight.*

ENGLISH LANGUAGE SUPPORT

Use the following supports to encourage participation in the discussion.

- **Substantial** Provide this frame for children to offer opinions: *I think the most important thing is _____.*
- **Moderate** Have children use the following frames as they contribute to the discussion: *You think _____ is the most important thing. But I think _____.*
- **Light** Have children use opinion phrases, such as *I think/don't think _____ and I agree/don't agree with _____*, to politely agree and disagree with each other's opinions.

For children who need more intensive support in participating in discussions, meet with small groups or individuals, lead the discussion, and give feedback about making comments, asking questions, and politely disagreeing.

 **Collaborative Discussion Rubric for English Learners**

Yesterday and Today

People Past and Present

OBJECTIVES

- Identify how past generations lived, dressed, and spent free time.
- Compare how past generations dressed, played, celebrated, and behaved with how people today live.
- **LANGUAGE** Ask and answer questions about historical photographs.

Introduce

Point out that even very old people once were the same age as the children in the class are now. The children's parents were their age in the past, and their grandparents were their age even longer ago. Ask children if older friends of family members ever tell them stories about when they were in school. Then have children look at the photographs on Magazine pp. 12–13 and identify whether they show the past or present.

Teach

Main Idea

Use the following questions to help children explore the similarities and differences between people in the past and present.

- **Main Idea and Details** Why do people go to festivals? *They go to festivals to celebrate something.*
- **Use Visuals** How does the picture of the boy on the phone show something that was different in the past? *The phone looks very different from phones now. It's bigger and has cords.*
- **Compare and Contrast** How were your great-grandparents' manners like the manners you have now? *They also said please and thank you. They also didn't point or stare at others.*
- **Explain** How do you like to have fun with your friends? *Responses will vary.*

Background

Generations The great-grandparents of today's first graders were small children anytime from the early 1900s to the 1950s. The photographs on Magazine pp. 12–13 show a variety of scenes from the first half of the 20th century.

12

People Past

Imagine meeting your great-grandparents when they were your age. What might their life have been like?



They probably spent holidays with family. They might have gone to fairs and festivals. A festival is a special time when people get together to celebrate something. Many people still like to go to festivals.



They probably had fun playing outdoors. What do you like to do for fun outdoors?

Connect

Link to Social Studies

Explain that the phrase *good manners* describes the way we behave in order to show respect to others. The rules of good manners are meant to help other people feel comfortable around us. Read the examples of good manners on Magazine p. 13 and have children list other things they can do to show respect for others.

and Present



They probably liked to talk to friends on the phone. How do you communicate with friends?

Your great-grandmother probably wore dresses and skirts. She probably liked to spend time with friends. What kind of clothes do you wear? How do you spend time with friends?

How was your great-grandparents' life different from yours? How was it the same?



They said please and thank you. They didn't stare at others. They didn't point. And they had many ways of showing respect to others. How do you show respect to others? What are your manners like?



Visual Literacy

Unlike Magazine pp. 2–9, these two pages do not set up a comparison between past and present. Rather, all the images show scenes from the past. Explain that the words still give information about similarities and differences between the past and present. Show children how to move around the pages, first reading the heading and two sentences underneath it, and then looking at each photograph in turn, reading the text that is next to it.

Critical Thinking: Study Skills

Organize Information Remind children that looking at pictures makes it easier to understand what they are reading about. When they are reading about a time or place that they do not know about, pictures show details about what life was like for other people. Discuss the picture of the family at the festival. Have children think of questions they can ask each other about the picture in order to discuss what it tells them about the past. For example: *How are the people's clothes like our clothes? How are they different?* Pair children to have a discussion about the picture, asking and answering questions about it.

ENGLISH LANGUAGE SUPPORT Choose another visual on the page, such as the picture of the friends playing outside. Ask *yes/no* questions and questions that require one-word or phrase answers about it. For example: Do you think the children are having fun? *yes* Where are they playing? *outside* Who is the woman in the middle of the circle? *the teacher* Have children use words and phrases to describe what they see.



LEARN MORE ONLINE!

Learn more about ways people have fun today.

More Ways to Have Fun

- Which one of these things did your great-grandparents probably also use to have fun? *the books*

For Struggling Learners

Since the photographs on these pages do not have modern-day photographs for comparison, children may not know what details to compare and contrast. Show photographs of children today at festivals, playing outdoors, talking on the phone, and wearing clothing typical of your school.

Assess

Main Idea and Details What did people do in the past for fun? *They celebrated holidays, went to festivals, played outside, talked on the phone, and spent time with friends.*

Yesterday and Today

Learning About the Past

OBJECTIVES

- Explain how we learn about the past.
- Understand the difference between fact and fiction.
- **LANGUAGE** Listen attentively, retell information, and ask questions while playing a game.

Introduce

Ask children to give examples of stories they have heard told aloud, at school or at home. Explain that some stories are not written down. They are told to people instead. Sometimes, parents tell the stories to their children, and when the children grow up, they tell the stories to their children. In that way, stories last a long time and tell us about people who lived before us.

Teach

Main Idea

Use the following questions to help children explore how we learn about the past.

- **Analyze** Is a biography fact or fiction? *fact*
- **Main Idea and Details** What is an oral history? *a story passed down from one generation to the next*
- **Explain** Who is part of your generation: your friends or your parents? *friends*
- **Identify Details** What are three kinds of folklore? *folk songs, folktales, and fairy tales*

14

Learning About

We can learn about the past in so many ways.

We can learn from biographies. A biography is the story of a real person's life. The information in a biography is true. It is a book of facts, not make-believe. Many biographies tell about important people from the past.



When I was young, there were no computers or e-mail. We wrote letters.

We can learn from oral histories. An oral history is a story passed down from one generation to the next. A generation is a group of people born around the same time. You and your friends are in the same generation. You and your parents are in different generations.

Connect

Link to Music

Play a recording of a traditional American folk song, such as "Oh, Susannah." Have children listen along and, if possible, read along with the lyrics. Talk about what the song is about. Ask children if they can tell something about the past from what the song is about.

the Past

We can learn from tools from long ago. These kitchen tools were used long ago.



We can learn from folklore. Folklore is stories about animals and people. The stories are passed down from one generation to the next. Folk songs, folktales, and fairy tales are kinds of folklore.



For Struggling Learners

Children may not understand the connection between the image of the kitchen tools and the other elements of the page. Explain that, like the photographs on previous pages, the images tell something about people in the past. Someone who knows about the kitchen tools might be able to tell a story about how they were used. Even without hearing the story, we can think of what story might be behind them.

PAGES
14–15

Critical Thinking Skills: Analyze Primary Sources

Explain that these pages tell about ways to learn about the past through stories. Point out that hearing a story passed through the generations is different from looking at a photograph of real people, or hearing about something from an eyewitness. Talk about the game “telephone,” in which children take turns quietly passing along the same message through a line or circle of people. Explain how a message can change slightly when people tell and retell stories. Even when people telling a story are careful, unless they were there, some details might be forgotten. Have children think about how photographs help us remember details from the past.

ENGLISH LANGUAGE SUPPORT Explain to children that “telephone” is a game used for fun and to show how easy it is to hear something incorrectly and pass along the wrong thing. Use the opportunity to have children practice their listening and retelling skills with a simple game of telephone. Encourage children to write down words they hear that will help them remember what to say to the next person. Also encourage them to ask questions to clarify what a speaker has told them.

☑ **Critical Thinking Skills: Analyze Primary Sources**

Critical Thinking Skills: Tell Fact from Fiction

Give examples of folktales that children may know, such as common fairy tales or fables. Ask children to identify the tales as fact or fiction. Explain that even fictional stories can teach us about the past. Give the example of Paul Bunyan, a folktale character who was as big as a giant and who chopped down trees. Explain that though there never was a giant named Paul Bunyan, from this story we can guess that the people who told it probably lived near the woods and knew cutting down trees was a dangerous and important job. Use an example of a folktale or fairy tale that children are familiar with, and have them think about one way that it might show them something real about the people who made it up.

☑ **Critical Thinking Skills: Tell Fact from Fiction**

LEARN MORE ONLINE!

Learn more about folk stories.

Folk Stories from Around the World

- What do the stories of *Cinderella*, *The Hidden One*, *Yeh-Shen*, and *Tattercoats* tell us about people all over the world? *People are a lot alike.*

Assess

Main Idea and Details What do biographies tell about? *stories of real people's lives*

Yesterday and Today Your Life

OBJECTIVES

- **Demonstrate** how to use a time line.
- **LANGUAGE** Use time-order words to tell events in a sequence.

Introduce

Children have investigated the differences between past and present in a larger sense. Explain that the past can be a smaller amount of time before today. For example, the day before can be the past. So, even children have a past and present in their lives. Have children think of something that has happened in their past. Then have children look at the pictures of the girl, Emma, on Magazine pp. 16–17. Ask them to point to which pictures show her past and which ones show her present.

Teach

Main Idea

Use the following questions to help children explore time lines.

- **Main Idea and Details** What does a time line show? *the order that things happen*
- **Main Idea and Details** A time line can show days. What else can it show? *weeks, months, or years*
- **Describe** What does the time line on these pages tell us? *things that have happened to Emma*
- **Use Visuals** What do the numbers on the time line show? *how old Emma is at different times*

16

Your Life

You have been learning about the past. You have a past, too. A time line can show your past.

A time line shows the order things happen. It can show days, weeks, months, or years. On a time line, the things that happen first are on the left.



Connect

Link to Math

Ask children questions about the entries on the time line that require them to find the difference in Emma's age between two points. For example: How many years before Emma's seventh birthday did she learn to ride a bicycle? *one year*



Emma starts school.



Emma turns seven years old.



Emma changed over time. How have you changed?

Emma learns to ride a bicycle.



Chart and Graph Skills: Use a Time Line

Explain that the girl whose photograph appears on the pages is named Emma, and she is seven years old. Point to the dates on the time line as you read *1 year*, *2 years*, and so on. Explain that these numbers show each of Emma's birthdays on a time line. It shows Emma's past and present. Point to the last picture. Tell children that this is Emma's present. She is seven years old now. Everything to the left of this is her past. Have children read the entries and identify about how old she is at each event.

 **Chart and Graph Skills: Use a Time Line**

Reading: Sequence

Review the following words used to show sequence: *first*, *next*, and *then*. Have children use the words to retell three things from Emma's time line.

ENGLISH LANGUAGE SUPPORT Write the words *first*, *second*, *third* on the board and point to events on the time line as you read them aloud, preceded by the time-order word. Then do the same with the words *first*, *next*, and *then*. Have children pick a different photo on the time line and tell what is happening in the photo, using three of the time-order words. Provide sentence frames, if necessary: *First*, Emma _____. *Next*, Emma _____. *Then*, Emma _____.

 **Reading Social Studies: Sequence**

Revisit Get Set to Read

Direct children to return to their completed anticipation guides (Get Set to Read) to see if their answers were correct. Guide them to complete the After Reading column, using the knowledge they gained from *Yesterday and Today*.

Assess

Main Idea and Details Where on a time line do you put the things that happen first? *on the left*

For Advanced Learners

Show children a time line with smaller divisions of time, such as months. Have them think of events that happened in the past year and identify where on the time line to place them.

Yesterday and Today Activities

OBJECTIVES

- Create a time line.
- **LANGUAGE** Research and present an oral history.

Performance Tasks

Explain to children that these activities will give them a chance to celebrate their and their families' pasts. You can either assign one or both activities, or allow children to choose one they prefer. Depending on your classroom and your children, let children complete the tasks independently, in pairs, or in small groups.

An Oral History

Children will speak to older people in their lives in order to record an oral history. They should prepare questions before speaking to the interview subject. Children may speak to the adults in their own time, or you could arrange for interviews with adults around the school. When children have recorded the answers to their questions, they can share their findings with the class.

Your Own Time Line

Using the time line on Magazine pp. 16–17, children will construct time lines of important events from their own lives. They can use rulers and art materials to measure out the years in their lives. If children have trouble thinking of events to place on their time lines, give them examples of benchmarks, such as their first day of kindergarten or the year they learned to read. Children can then illustrate those events and place them on the time line.

18

Activities

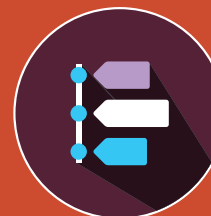
AN ORAL HISTORY

Talking to older people is a great way to find out about the past. Think of an older person you know. The person could be your parent or grandparent. The person could be someone else you know. Ask what life was like when the person was young. Be ready with questions like these: Did people use computers? What was transportation like? What were schools like? Write down what the person says, and share it with your class.



YOUR OWN TIME LINE

Make a time line of your life. Draw a long line and make a mark for each year. Draw pictures of important things you did in the past, like learning to tie your shoes. Show the pictures to an older family member or friend. Work together to place the pictures on your time line so it shows when you learned to do each thing.



Rubrics

Assess Performance The rubrics shown at right help you guide and assess children's work when using the activities as performance tasks. Distribute copies of the rubric for each activity as appropriate, and explain that it lists the criteria by which their work will be assessed. Encourage children to use the rubric to plan and complete their tasks successfully. Then provide options for using the rubrics to score their work, such as self-evaluations, peer reviews, or class presentations. Encourage children to explain why their work is interesting, complete, and free of errors.

MAKE CONNECTIONS WITH THESE RELATED TITLES

**U.S. Symbols**

A symbol is a thing that stands for something else. Our flag is one of many symbols of the United States. What are the others?

**The American People**

Our grandparents and great-grandparents may have come from many different parts of the world, but we are all alike in so many ways.

**Holidays**

Independence Day. Thanksgiving. Presidents' Day. We remember and celebrate people and events with holidays. Holidays are part of our country's history.

LEARN MORE ONLINE!

- Long ago, children played many of the same games children play today. They played different games, too. Most of their toys were made by hand.
- Farming is growing crops for food. Each year, farmers get the land ready.
- When it came to choosing a career, Scott Kelly started training to be a doctor. But he had always loved flying. Later, he became an astronaut. He made many trips into space.

**Wrap Up****Make Connections with Related Titles**

- **U.S. Symbols** Symbols like the U.S. flag help us connect the present with our country's past.
- **The American People** Finding out about our families' pasts helps us understand the history of the United States and the many people who have lived here over the years.
- **Holidays** Some holidays mark important events from the past. Others let us celebrate in ways that people in our country's and families' past did.

LEARN MORE ONLINE!

Review and expand on your discussion of the content about changes from past to present. Remind children of the online content that they have read and viewed while reading *Yesterday and Today*. Ask pairs of children to review one online topic and write a summary of what they learned. Have all pairs present their summaries and then discuss what they found most interesting.

Enrichment

School History Help children investigate the history of their school. As a class, brainstorm a list of questions about the school's history such as the year the school was built, how the school got its name, and the teacher who has worked there the longest.

Then invite the school librarian or the school principal to help the class find the answers to these questions. If possible, collect old photographs and other artifacts to help tell the history of the school. When all questions have been answered, work with children to write the facts on index cards. Then display the fact cards along with the artifacts at the front of the school.

Name _____

HMH KIDS DISCOVER
Yesterday and Today

An Oral History
Plan and share an oral history. Talk with an older person. Then share what you learned from your talk.

Step 1 Choose an older person you know. Ask the person if you can ask them questions.

Step 2 Write questions you would like to ask the person. Ask about what life was like when they were your age. You can ask questions about things like schools, communication, and things to do for fun.

Step 3 Ask the person your questions. Write notes about the answers.

Step 4 Read through your notes. What did you learn?

Step 5 Tell your class what you learned.

PERFORMANCE Circle the number of the score that tells how well you completed the activity. The highest score is 4 and the lowest score is 1.

I wrote questions to find out about the older person's past.
4 3 2 1

I listened to the older person's answers.
4 3 2 1

I wrote notes to help me remember the answers.
4 3 2 1

I told the class what I learned from the older person.
4 3 2 1

Grade 1
Copyright © HMH. All rights reserved.

Performance Guidelines and Rubric

An Oral History

Name _____

HMH KIDS DISCOVER
Yesterday and Today

Your Own Time Line
Work with an older family member or friend to make a time line about your life.

Step 1 Look at the time line on Magazine pp. 18 and 17. Draw a time line for your life. Make a mark for every year.

Step 2 Make a list of important things you have done and learned.

Step 3 Draw pictures of yourself doing and learning those things.

Step 4 Think about when you did and learned those things. Show your pictures to an older family member or friend. Work together to put the pictures on the time line in the right places.

Step 5 Share your time line with your class.

PERFORMANCE Circle the number of the score that tells how well you completed the activity. The highest score is 4 and the lowest score is 1.

I drew a time line with marks for every year of my life.
4 3 2 1

I thought about different things that I have done and learned.
4 3 2 1

I drew pictures for the things I have done and learned.
4 3 2 1

I placed the pictures on the right parts of the time line.
4 3 2 1

Grade 1
Copyright © HMH. All rights reserved.

Performance Guidelines and Rubric

Your Own Time Line

Yesterday and Today Assessment

Name _____

HMH KIDS DISCOVER
Yesterday and
Today

Assessment

1. Write the words that complete the sentences.

A time line can show events of the past. It shows things over days, weeks, months, and years.

A. map B. present C. time line D. weeks
DOK: 1

2. How are communities in the past and present similar?

Answers may vary. Sample answer: Communities in the past had stores where people could buy things and ways for people to travel and move goods. Communities in the present have these things as well.

DOK: 2

3. Name a way that transportation is better today than long ago.

Answers may vary. Sample answer: Transportation today is faster. People and goods can also travel farther.

DOK: 2

Grade 1
© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Assessment

To monitor individual learning and to let children demonstrate their understanding of the content, go online to [Magazine Assessment](#).

Name _____

HMH KIDS DISCOVER
Yesterday and
Today

Assessment (continued)

4. How is an oral history different from a biography?
How are they alike?

Answers may vary. Sample answer: An oral history is different from a biography because it is not written in a book. Oral histories and biographies are alike because they can both be about a real person's life.

DOK: 2

5. How are schools today different than they were long ago?

Answers may vary. Sample answer: Schools today have many rooms, and the children in each room are about the same age. Long ago, children of all ages learned in the same room.

DOK: 2

6. Name something children do that their great-grandparents also did when they were children.

Answers may vary. Sample answer: Children like to play outdoors and their great-grandparents did, too.

DOK: 2

COMPELLING QUESTION Write your answer on a separate piece of paper.
How is our life different from the past, and how is it the same?

Children's responses will vary but should include the idea that life long ago didn't include technology and tools to make life as easy as today, and the idea that life is similar because people still travel, go to school, and get together with friends as they did long ago.

DOK: 3

Grade 1
© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Assessment





Visit us online to start the adventure for your classroom

hmhco.com/intosocialstudies

Kids Discover® and design is a registered trademark of Kids Discover, LLC. Into Social Studies™, Ed Your Friend in Learning®, Houghton Mifflin Harcourt®, and HMH® are trademarks or registered trademarks of Houghton Mifflin Harcourt. All rights reserved. 08/18 WF587066 F-1743669



Houghton Mifflin Harcourt.
The Learning Company™

hmhco.com