

Past and Present: Homes Then and Now

Name: Alicia Haugen

Grade Level: 1st

Subject Area: Social Studies

Standards: WV Content Standards and Objectives (CSOs)

Social Studies

SS.1.G.3	give examples of natural resources and their uses.
SS.1.H.CL1.1	utilize primary source documents and oral accounts to investigate ways communities change throughout history.
SS.1.H.CL1.3	explore the history of the community and give examples of locally significant sites and people.

Technology

21C.O.PK- 2.2.TT.4	Student identifies how technology could be used to solve problems in our everyday world.
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Science

SC.O.1.1.1	ask questions about themselves and their world.
SC.O.1.1.3	demonstrate curiosity, initiative and creativity by questioning observations of changes in the environment
SC.O.1.1.4	use scientific instruments and everyday materials to investigate the natural world
SC.O.1.3.2	use models as representations of real things.

Math

M.1.MD.2	express the length of an object as a whole number of length units,
M.1.G.1	distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size), build and draw shapes to possess defining attributes . (CCSS Math.1.G.1)
M.1.G.2	compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders) to create a composite shape and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”) (CCSS Math.1.G.2)

Learning Objectives-

- Students will be able to chronologically organize primary source photos.
- Students will be able to evaluate what materials are useful when building.
- Students will be able to compare and contrast photos from the past and present.
- Students will create a 3D rendering of the blueprint created in class.

Activity Assessment-

- Students will be assessed on their blueprint and three dimensional home and presentation.
- Each student will work with a partner to create a functional bridge on the iPad.
- Students will create a timeline of homes then and now.

Materials –

- Construction paper
- Ruler
- Pencil
- Markers
- iPad
- Bridge app
- Magic Paper
- Google Earth
- Notebooks

For use with day one introduction and thought bubbles:

[McGinnis and Family](http://cdm15330.contentdm.oclc.org/u/?p15330coll22,8633) (http://cdm15330.contentdm.oclc.org/u/?p15330coll22,8633)

[Family Portrait](http://cdm15330.contentdm.oclc.org/u/?p15330coll22,13191) (http://cdm15330.contentdm.oclc.org/u/?p15330coll22,13191)

For use with homes then and now:

Past: [Tickle House](http://www.loc.gov/pictures/item/tx0676.photos.045541p/) (Note the outhouse!)
(http://www.loc.gov/pictures/item/tx0676.photos.045541p/)

Present: [Trup House](http://www.loc.gov/pictures/item/ct0175/) (http://www.loc.gov/pictures/item/ct0175/)

[Blueprints](http://www.loc.gov/pictures/collection/hh/item/la0328/) (http://www.loc.gov/pictures/collection/hh/item/la0328/)

Procedure-

Day One: Introduction to Primary Sources as Tool to Unravel History

1. Students will be introduced to Primary Source materials. For this activity students will take on the role of History Detectives. The teacher will display images from the Library of Congress and Huntington Heritage. With the use of magic paper (white foam board glued to a stick) students will pull out sections of the photo that they find interesting. With prompting from the teacher students will be guided to find objects that they recognize (present photos) and objects they do not (past photos). The teacher will question students about each item;
 - Is this a photo of the past or present?
 - How can you tell?
 - Which objects are familiar/unfamiliar to you?
 - As a History Detective, would you categorize this photo as past or present?
 - What is your evidence?
2. Once students have explored primary source photos, students will practice how to use picture clues to determine what the people in the photograph might be thinking or feeling. The teacher will display photographs of the family portraits and with a partner discuss what the people are doing, thinking, or might be saying. Once students have had time to collaborate have partners come up and share their thought bubbles with the class.
3. Upon completion of this activity students will be given a copy of both a photo from the past and the present to include in their notebooks. Students will record the information learned about each photograph underneath it.

Day Two: Homes Then and Now

1. The teacher should review with students what they learned from yesterday. Next, use Google Earth Street View to display homes from the present. At this age it is important to start with images they recognize and can relate to so that they can more easily spot the differences in the past photographs (note to teacher: students will quickly come to the conclusion that every photo is black and white is from the past. I have found it more effective to display all photos in black and white so students focus on what is in the picture.)
2. Handout a set of photos throughout history of different types of homes. Challenge students to place them in chronological order. Instruct students that they will have to provide evidence for why each photo was placed in that order. Give students ample amount of time to discuss each photo. Each group will have the same set of photos. After students have come to a conclusion, have the groups come up and share their Homes Timeline. Make note of each group's similarities and difference within the timeline. If needed, guide students to

the correct order by pointing out particular historical identifiers. Students will then place the photos in order in their notebook.

Day Three: Homes: How we Build

1. For this lesson students will be introduced to how homes are built. The teacher will do a brief lesson on rocks and minerals. With samples of limestone, sandstone, brick, concrete, etc. Allow students time to explore and discover information about each sample, they should quickly realize that the material used to build is important. Students will share their discoveries with the class.
2. Extension Activity: To further reinforce this concept students will work on the iPad with an app called Bridges. Students will realize that the same concept applies as they work their way through the app trying to construct a bridge that will support the weight of multiple cars.

Day Four: Engineer and Design Challenge






1. Today students will be introduced to the concept of engineering and designing. Students will begin today by examining blue print models of different types of homes. The teacher will point out that each diagram is label with numerical measurements (Note: Students should already have completed the measurement math unit prior to this activity). The teacher will challenge students to design their own home by creating a blueprint or layout of their house. Discuss with students the importance of shape, size, and scale. To expedite the process the teacher should create her own blueprint on the board so students can apply the same process to their own blueprint.
2. Math Extension: After the introduction, each student will be given a blank blue print (construction paper can be used for this) a ruler and a pencil. Students will begin drafting their blueprint. Allow two days for this process. Students should include the dimensions of each room in the house (length and width). Once blueprints are completed students may go over it with marker to make it more visible. Inform students that they may create either a home from the past or from the present.

Day Five: Construction

1. Today students will be given the assignment to bring their blueprint to life. Emphasize the importance of scale; blueprint and actual house must match. Students will be assessed on the accuracy of the blueprint matching their home. Students will then take the information home, including their blueprint to create their home. Allow enough time for students to work on this at home. Students can be given one to two weeks to complete as the teacher continues with the next sections of the unit.

2. Assessment: Students will bring in and display their blueprints and homes. Each student will share their project and discuss the layout and why they chose it. Presentation of homes may take two to three days depending on class size.

3. Students will be assessed on the project and presentation.

Title of Lesson or Topic: Past and Present: Homes Then and Now Developed by: Alicia Haugen Date: April 3, 2014		
Thumbnail Image	Document Title, Author/Creator, Date	Collection or Repository, Reproduction # or Digital ID, Library of Congress URL
	Title: McGinnis & family Created/Published: 1899	URL: http://cdm15330.contentdm.oclc.org/u?/p15330coll22,8633
	Title: Family portrait W. S. Ely, Georgetown, Colo. Creator: Ely, W. S. Created/Published: [between 1897 and 1898]	URL: http://cdm15330.contentdm.oclc.org/u?/p15330coll22,13191
	Title: TENANT HOUSE, EAST SIDE - Tickle House & Outbuildings, Tenant House, Concho, Concho County, TX	URL: http://www.loc.gov/pictures/item/tx0676.photos.045541p/
	Title: Rudolph Trup House, Rock House Road, Easton, Fairfield County, CT Creator: Historic American Buildings Survey, creator Created/Published: Documentation compiled after 1933	URL: http://www.loc.gov/pictures/item/ct0175/
	Title: Pitot House, New Orleans, Orleans Parish, LA Creator: Historic American Buildings Survey, creator Created/Published: Documentation compiled after 1933	URL: http://www.loc.gov/pictures/item/la0328/