

Past and Present

Based on the book
The Little House by Virginia Burton



Background: Past and present comparisons are made through the eyes of a little house that once stood in the country but that was gradually engulfed by the city. Early childhood concepts studied are 1) past and present methods of transportation and building, and 2) past and present rural, suburban, and urban environments.

Design Challenge: Using the pattern for the little house, develop a changing background that shows at least three changes the little house experienced. You will be asked to share your work with the class.

Criteria:

- The background scenery must move while the house remains still, or the house can move while the background is still.
- You must use and construct a little house from a pattern.
- You must show three stages that the little house experienced.

Materials: You may select from the items below.

- | | | | | |
|-------------------|---------------|---------------|---------------|------------------|
| • tape | • paper | • tooth picks | • paper tubes | • styrofoam |
| • glue | • fabric | • straws | • brads | • wheels |
| • scissors | • wood sticks | • string | • gears | • house template |
| • crayons/markers | • paper clips | • yarn | • dowels | or own design |

Targeted Standard of Learning: History and Social Science 1.1
Supporting Standards of Learning: Science 1.2
English 1.1, 1.2, 1.3, 1.12

Targeted Standard for Technological Literacy: 7
Supporting Standards for Technological Literacy: 1, 4, 5, 6, 8, 11

The Little House

by
Virginia Burton

Synopsis: A little house is built in the country. As the years pass, the house sees many changes. The city, once a great distance away, encroaches upon the little house and soon engulfs it. A young woman walks by the little house dwarfed by huge skyscrapers and notices it. She remembers it from pictures as an old family home. In the end, the family home is moved from the city back into a country setting.

Teaching Moments: Have the children describe the differences they notice on each page. These may be the seasons, the far off lights of the city, the differences in modes of transportation, or the size and style of the buildings. Show pictures of neighborhoods and other areas. Parents may be a great source for some photos that show change in your area.

How old are your students' residences? What was there before? What do they predict will be there in the next few years? Answering these questions will help them bring the events of the story into their frame of reference.



Past and Present



Targeted Standard of Learning: History and Social Science 1.1

- The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.

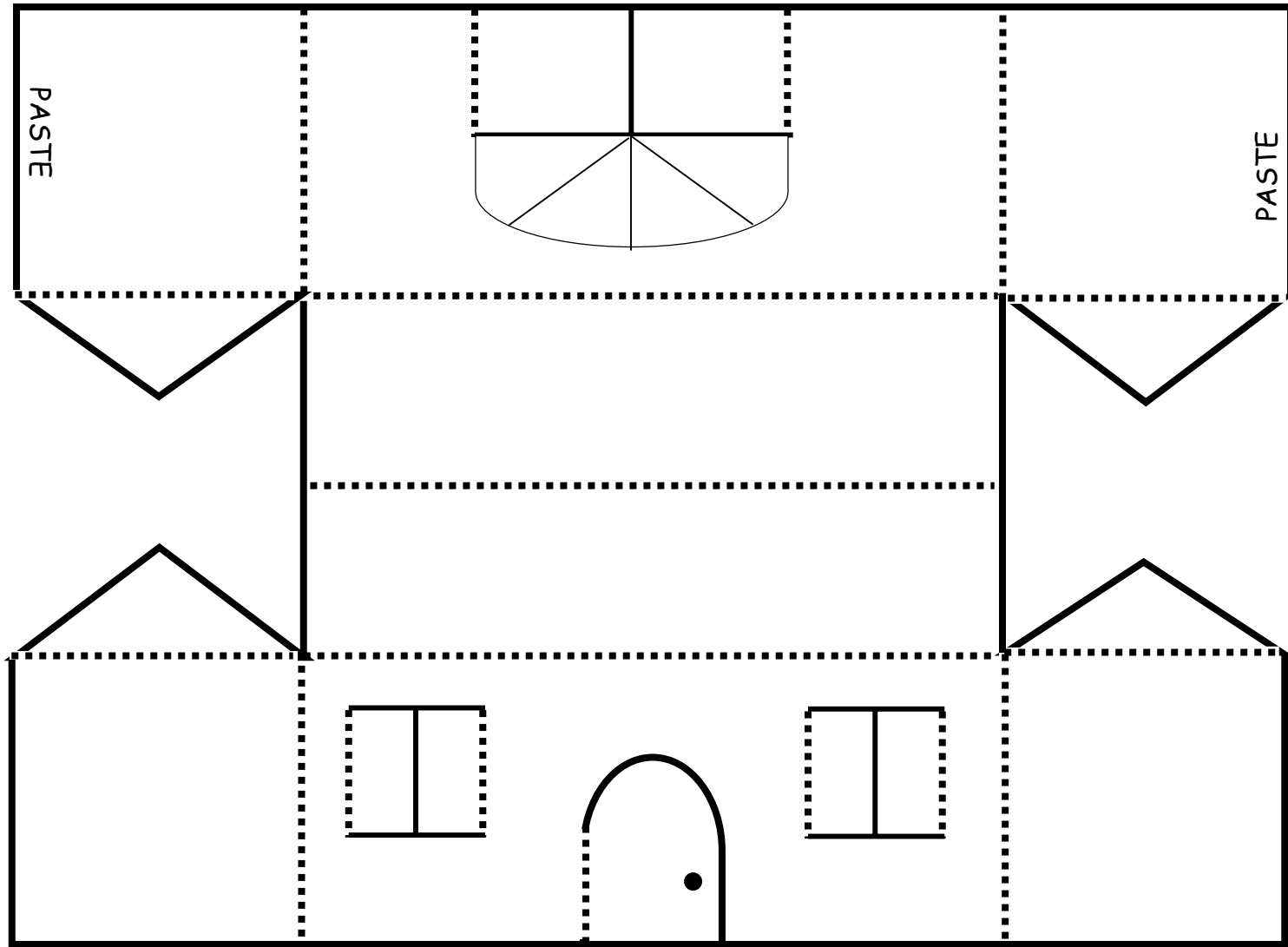
Targeted Standard for Technological Literacy: Standard 7

- Students will develop an understanding of the influence of technology on history.

Prior Knowledge & Skill	Materials & Preparation	Safety Issues	Class Management	Materials Provided	Time Management
<ul style="list-style-type: none"> • Concept of change • Time lines • Cause and effect 	<ul style="list-style-type: none"> • <u>The Little House</u> by Virginia Burton • Check Design Brief for recommended materials. Teacher may substitute materials. 	<ul style="list-style-type: none"> • Use of scissors 	<ul style="list-style-type: none"> • Individual project • Groups of three or four 	<ul style="list-style-type: none"> • Design Brief • Guided Portfolio (optional) • Rubric Assessment • House template or your own design 	<ul style="list-style-type: none"> • Session 1: Reading story and introducing Design Brief (20 min.) • Session 2: Building (40 min.) • Session 3: Sharing and evaluating

Cut on solid lines. Fold on dotted lines.
Paste.

House Pattern



Guided Portfolio—1

Name _____

Past and Present



Group Members: _____

1. **What is the problem?** State the problem in *your own words*.

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Targeted Standard for Technological Literacy: 7
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2. Brainstorm solutions.

Draw or describe some possible solutions.

A brainstorming template consisting of four large, rounded rectangular boxes arranged in a 2x2 grid. In the center of the grid is a drawing of a lit lightbulb with radiating lines, symbolizing an idea or solution.

Name _____

4. Test your solution.

- Does the background or the little house move? YES NO
- Are there three scenes showing three stages the little house experienced? YES NO



Name _____



5. Evaluate your solution.

Was it the best solution? Would one of your other ideas have been better? Why or why not?

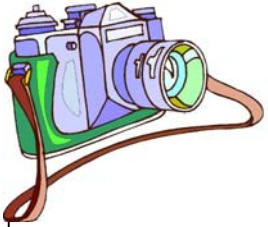
What would you have done differently?

Could you add to it to make it better? What would you add to it?

Guided Portfolio—6

Name _____

Attach a photograph of your final project here. If you do not have a photograph, draw a picture of your final project.



A large, empty rounded rectangular box for attaching a photograph or drawing a picture of the final project.

How would you make your project better? Draw a picture showing how it would look after you have made changes to it.



A large, empty rounded rectangular box for drawing a picture showing how the project would look after improvements.

Rubric for *Past and Present*

Name _____

Date _____

Student Evaluation	no evidence 0	limited understanding 1	some understanding with room for improvement 2	good understanding with room for improvement 3	substantial understanding 4
Oral Presentation: The student <ul style="list-style-type: none"> used complete sentences used descriptive words. 					
Guided Portfolio: The student <ul style="list-style-type: none"> restated the problem brainstormed solutions created a solution tested the solution evaluated the solution. 					
Team Skills: The student <ul style="list-style-type: none"> used appropriate voice encouraged team members listened to team members was involved in all aspects of the project respected team members. 					

Tested Criteria		
The house experiences three changes.	Yes	No
The house was created from a pattern.	Yes	No
The scenery or the house moves.	Yes	No



Standards of Learning

English (2002)

Oral Language

- 1.1 The student will continue to demonstrate growth in the use of oral language.
 - a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
 - b) Tell and retell stories and events in logical order.
 - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 - d) Express ideas orally in complete sentences.
- 1.2 The student will continue to expand and use listening and speaking vocabularies.
 - a) Increase oral descriptive vocabulary.
 - b) Begin to ask for clarification and explanation of words and ideas.
 - c) Follow simple two-step oral directions.
 - d) Give simple two-step oral directions.
 - e) Use singular and plural nouns.
- 1.3 The student will adapt or change oral language to fit the situation.
 - a) Initiate conversation with peers and adults.
 - b) Follow rules for conversation.
 - c) Use appropriate voice level in small-group settings.
 - d) Ask and respond to questions in small-group settings.

Writing

- 1.12 The student will write to communicate ideas.
 - a) Generate ideas.
 - b) Focus on one topic.
 - c) Use descriptive words when writing about people, places, things, and events.
 - d) Use complete sentences in final copies.
 - e) Begin each sentence with a capital letter and use ending punctuation in final copies.
 - f) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
 - g) Share writing with others.
 - h) Use available technology.

Science (2003)

Force, Motion, and Energy

- 1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include
- a) objects may have straight, circular, and back and forth motions;
 - b) objects may vibrate and produce sound;
 - c) pushes or pulls can change the movement of an object; and
 - d) the motion of objects may be observed in toys and in playground activities.

History and Social Science (2001)

History

- 1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.

Standards for Technological Literacy

- Standard 1: Students will develop an understanding of the characteristics and scope of technology.
- Standard 4: Students will develop an understanding of the cultural, social, economic, and political effects of technology.
- Standard 5: Students will develop an understanding of the effects of technology on the environment.
- Standard 6: Students will develop an understanding of the role of society in the development and use of technology.
- Standard 7: Students will develop an understanding of the influence of technology on history.
- Standard 8: Students will develop an understanding of the attributes of design.
- Standard 11: Students will develop the abilities to apply the design process.