

## Long Ago

**Literature Annotation:** *Long Ago* by Rachel Emmer. Newbridge Educational Publishing, 1999 (ISBN 1-58273-359-7)

**Grade Level:** Kindergarten

**Duration:** 1 class session

**Economic Concept:** Technology

### **Maryland Voluntary State Curriculum (VSC):**

**Economics Standard:** Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions. (PreK-3)

*Indicator:*

4.A.3 Explain how technology affects the way people live, work, and play (Grade K)

**History Standard:** Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States. (PreK-3)

*Indicator:*

5.A.2 Compare daily life and objects of today and long ago (Grade K)

### **Objective:**

- Students will be able to describe how technology changes the way we live, work, and play.
- Students will be able to compare how we lived long ago to how we live today.

### **Vocabulary:**

**Technology-** The body of knowledge available to a civilization that is of use in fashioning implements, practicing manual arts and skills.

### **Materials:**

*For Teacher:*

Materials to make a book

*For Student:*

Student Resource Sheet #1, "This is how people traveled long ago"

Student Resource Sheet #2, "This is how people cooked long ago"

Student Resource Sheet #3, "This is how people typed long ago"

Student Resource Sheet #4, "This is how people talked on the phone long ago"

Student Resource Sheet #5, "This is how people took photographs long ago"

Student Resource Sheet #6, "This is how people watched TV long ago"



Student Resource Sheet #7, "This is how people \_\_\_\_\_ today."

Student Resource Sheet #8, "Assessment"

**Lesson Development:**

1. **Motivation:** Display several “historical artifacts” such as rotary dial phone, record player, ice cube tray, etc. Ask students to guess what the items are. Discuss.
2. Tell students that they are going to be learning about items people used long ago. Read *Long Ago* by Rachel Emmer. Discuss.
3. Display the word **technology**. Explain to students that technology changes the way we live work and play.
4. Explain to students that they are going to be making a book entitled “Long Ago and Today.” Break students into 6 groups. Assign each group one of the following topics: travel, cooking, typing, telephone, photographs, and television. (See Student Resource Sheets #1-6.)
5. In their groups, students should use catalogs, magazines, sales flyers, etc. to find modern examples of their assigned topic. They should cut out those examples and paste them on Student Resource Sheet #7. When all groups have finished, compile student work and Student Resource Sheets #1-6 into a class book.

Example Page:

<p>This is how people traveled long ago.</p> 	<p>This is how people <u>travel</u> today.</p> 
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6. Read completed book with the class. Allow each group time to discuss their page.
7. **Assessment:** Distribute Student Resource Sheet #7, “Assessment” as a homework assignment for students.

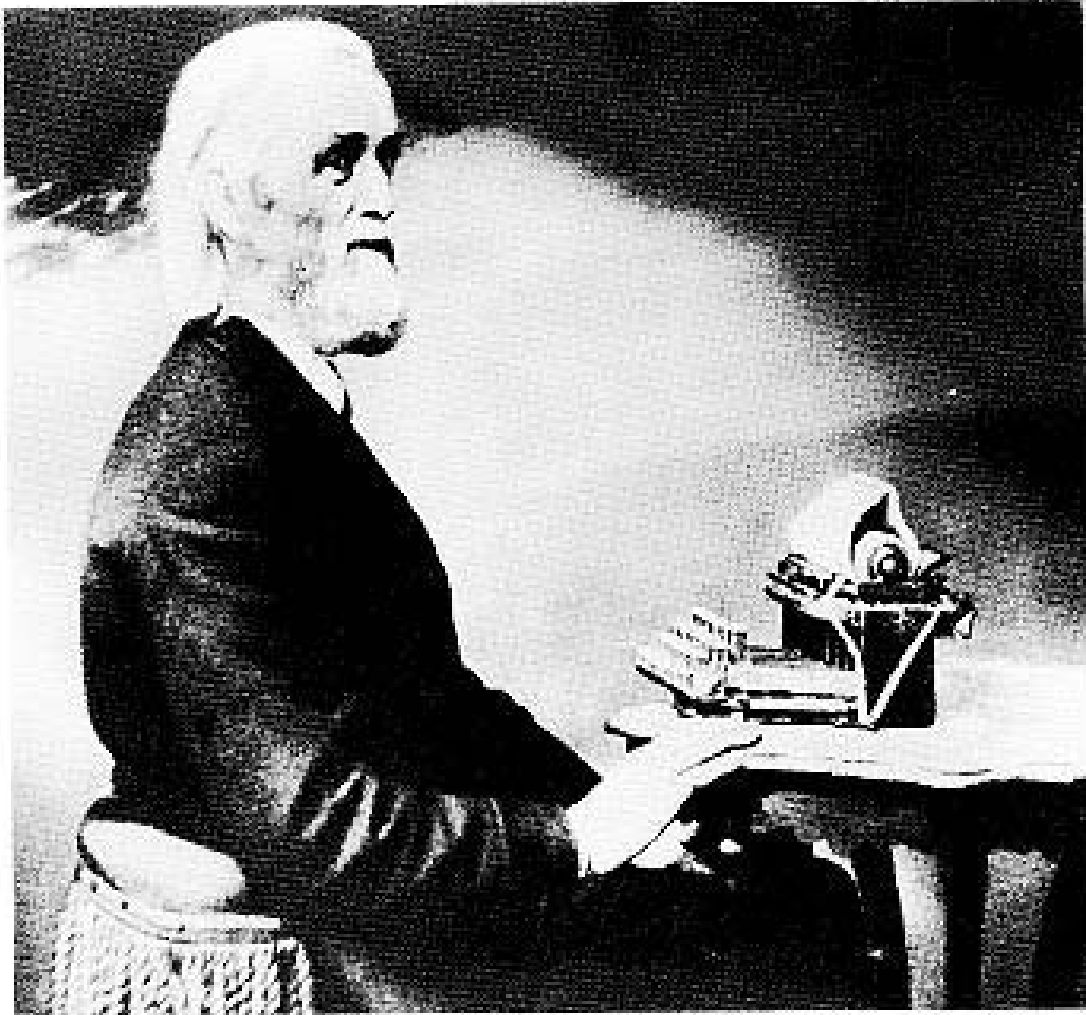
This is how people traveled long ago.



This is how people cooked long ago.



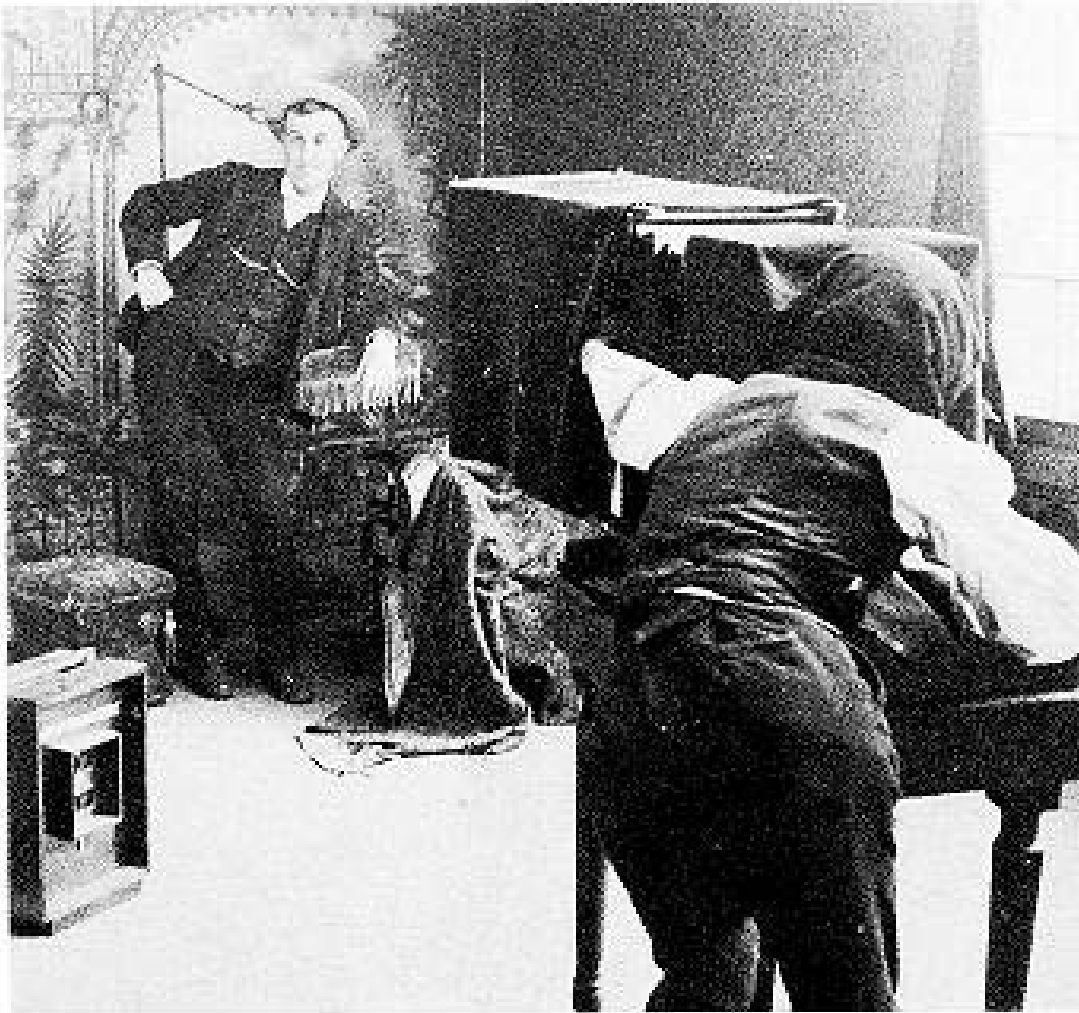
This is how people typed long ago.



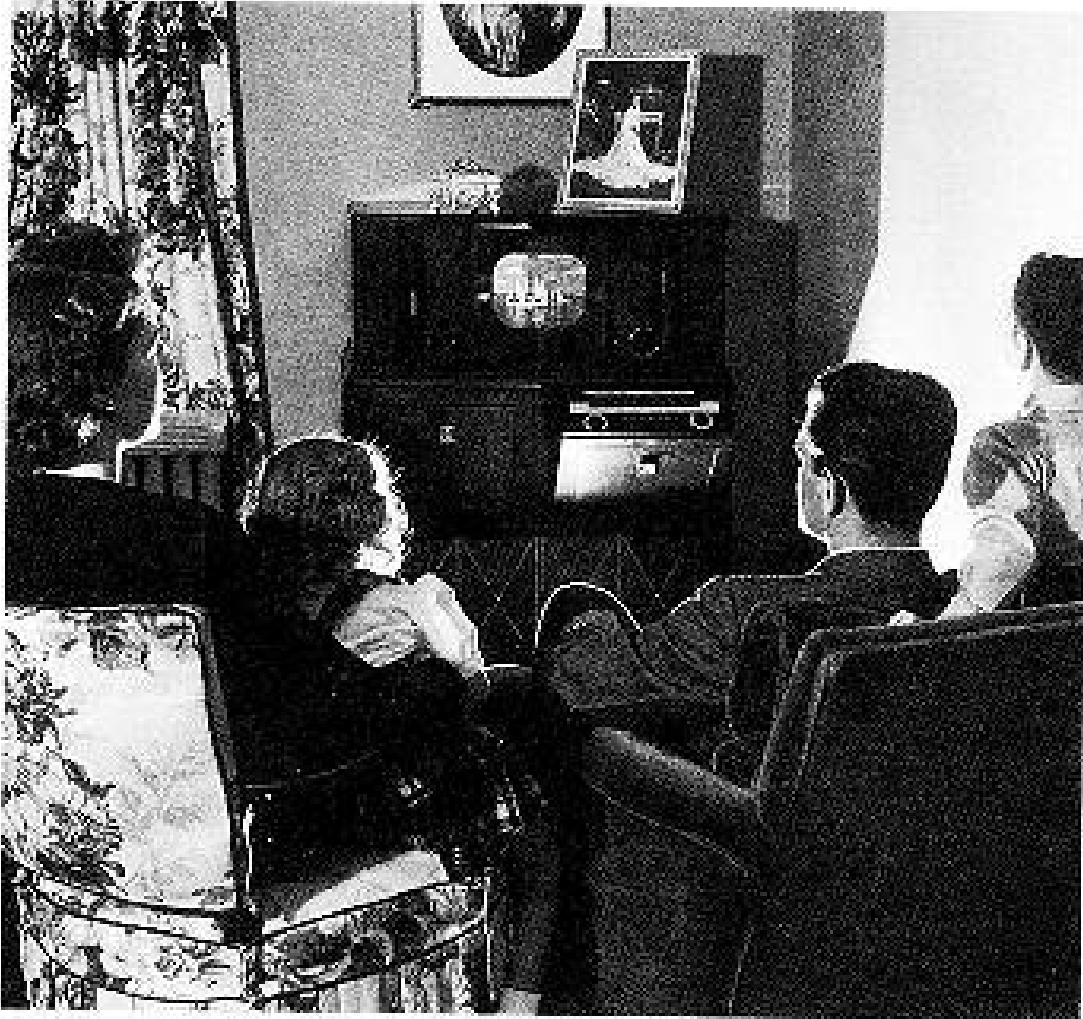
This is how people talked on the phone long ago.



This is how people took photographs long ago.



This is how people watched TV long ago.



This is how people \_\_\_\_\_  
today.

**Assessment**

Technology changes the way we live work and play.

Directions: Draw or paste a picture in each of the boxes below.

<p>This is how people _____ long ago.</p>	<p>This is how people _____ today.</p>
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