

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. We study past and present methods of transportation and building, and we study past and present rural, suburban, and urban environments.

Design Challenge: Design and create the scenery for the little house. Create a changing background that shows at least three changes the little house experienced. You may use the house pattern provided, or design a house of your own to use. You will be asked to share your work with the class.

Criteria:

- You must use and construct a little house, using the pattern provided or a pattern of your own design.
- You must show three scenery changes that the little house experienced.
- The background scenery must move while the house remains still, or the house can move while the background is still.



Materials: Select from the list below.	Tools: Select from the list below.
<ul style="list-style-type: none"> • dowels • fabric • glue • house pattern • paper • paper clips • paper fasteners • paper tubes • recyclables • straws • Styrofoam • tape • toothpicks • wheels • wooden sticks • yarn 	<ul style="list-style-type: none"> • markers/crayons • safety glasses • saw • scissors

Targeted Standard of Learning: History and Social Science 1.1

Supporting SOL: English 1.1, 1.2, 1.3, 1.13; Science 1.2

Targeted Standard for Technological Literacy: 7

Supporting STL: 1, 4, 5, 6, 8, 11

Tips for Teachers

Targeted Standard of Learning:

History and Social Science 1.1 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.

Supporting SOL: English 1.1, 1.2, 1.3; Science 1.2

Targeted Standard for Technological Literacy:

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

Supporting STL: 11, 17

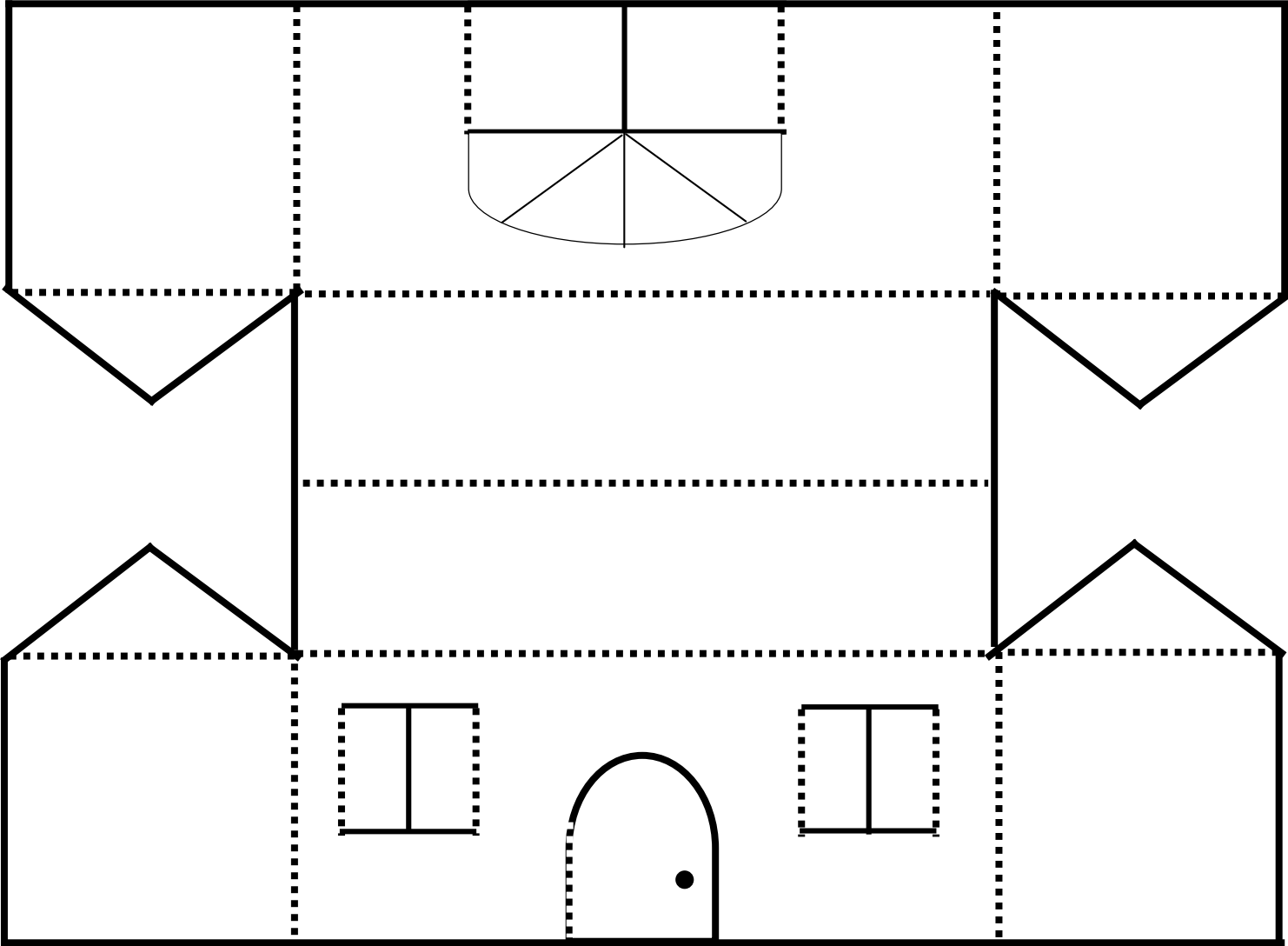
Prior Knowledge & Skill	Materials & Preparation	Safety Issues	Class Management	Materials Provided	Design Process
<ul style="list-style-type: none">• Concept of change• Time lines• Cause and effect	<ul style="list-style-type: none">• <i>The Little House</i> by Virginia Burton• See Design Brief for recommended materials.	<ul style="list-style-type: none">• Use of saw, scissors, and other tools and materials correctly	<ul style="list-style-type: none">• Individual project• Groups of three or four	<ul style="list-style-type: none">• Design Brief• Guided Portfolio (adapt as appropriate/ optional)• Rubric Assessments• House Pattern	Follow the Design Process: <ul style="list-style-type: none">• Restate the problem.• Brainstorm solutions.• Create the best solution.• Test the solution.• Evaluate the solution.

Synopsis of *The Little House*: 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.

House Pattern

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



Guided Portfolio, p2

Name _____



2. Brainstorm solutions. Sketch and/or describe some possible solutions.

Guided Portfolio, p3

Name _____

3. Create the solution you think is best.

Keep notes about your problems and how you solve them. Make sketches if they help.

Name _____

4. Test your solution.

Did you design and create scenery for the little house? YES NO

What three changes does the scenery show?

1. _____
2. _____
3. _____

Does your house move? YES NO

Does your scenery move? YES NO

Guided Portfolio, p5

Name _____

5. Evaluate your solution.

Was it the best solution? Why or why not?

What would you have done differently?

Rubric for Past and Present

Name _____ Date _____

0—no evidence; 1—limited understanding; 2—some understanding with room for improvement; 3—good understanding with room for improvement; 4—substantial understanding

Student Evaluation	0	1	2	3	4
Oral Presentation: The student <ul style="list-style-type: none"> used complete sentences used descriptive words. 					
Guided Portfolio: The student participated in <ul style="list-style-type: none"> restating the problem brainstorming solutions creating a solution testing the solution evaluating 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	YES	NO
The student made the little house from the pattern provided.		
The student made the little house from his/her own design.		
The student designed and created scenery for the little house.		
The scenery depicts three changes experienced by the little house.		
The scenery or house moves.		

Standards of Learning

English (2010)

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 electronic media 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) Participate in creative dramatics.
 - e) Express ideas orally in complete sentences.
- 1.2 The student will expand understanding and use of word meanings.
- a) Increase listening and speaking vocabularies.
 - b) Begin to ask for clarification and explanation of words and ideas.
 - c) Use common singular and plural nouns.
 - d) Use vocabulary from other content areas.
- 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 using appropriate voice level in small-group settings.
 - c) Ask and respond to questions.
 - d) Follow simple two-step oral directions.
 - e) Give simple two-step oral directions.

History and Social Science (2010)

History

- 1.1 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.

Science (2010)

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; and
- c) pushes or pulls can change the movement of an object.

Standards for Technological Literacy

Standard 7: Students will develop an understanding of the influence of technology on history.

Standard 11: Students will develop abilities to apply the design process.

Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.

Please give us some feedback.

Complete the form below to let us know how this design brief worked for you and your students. Please be specific so that we might use your suggestions to improve the activity. *You can fill this out on your computer, or you can print it, fill it out manually, and scan it.*

Teacher: _____

School: _____

School division: _____

Design brief title: _____

Background	<i>Put an X in the appropriate column:</i>	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Does it set the context for the activity?				
Is it age-appropriate in language, length, and complexity?				
Does it reference prior learning and/or research that the students did that will facilitate designing a solution to a problem?				
Is it detailed enough that an adult will understand the purpose for the design brief?				
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>				

Design Challenge	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Does the challenge support your curriculum?			
Is it age-appropriate in language, length, and complexity?			
Is it detailed enough that an adult will understand the purpose for the design brief?			
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>			

Criteria Criteria are part of the challenge. They set the limitations for the design. They are not directions.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use	N/A
Are the limitations age-appropriate?				
Do the limitations encourage critical thinking?				
Is the application of mathematic knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Is the application of science knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Is the application of social studies knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Are language skills integrated into the criteria? If not, should the skill area be addressed?				
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>				

Materials Materials help set the limitations for the design. The list should include materials that might work.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use	N/A
Does the materials list encourage a variety of design solutions?				
Does the materials list include a variety of choices for joining items?				
Does the materials list include materials that force students to make decisions?				
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>				

Tools Tools can be used in the construction of the designed product. They are used to manipulate materials. They cannot become part of the product.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Are the tools listed age appropriate?			
Are all tools needed for the activity included?			
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>			

Standards of Learning	Yes	No
Does the design brief reinforce the targeted Standard of Learning(s)?		
Are the supporting Standards of Learning appropriate?		
What Standards of Learning would you add or remove?		

Standards for Technological Literacy	Yes	No
Does the design brief reinforce the targeted Standard(s) for Technological Literacy?		
Are the supporting Standards for Technological Literacy appropriate?		
What Standards for Technological Literacy would you add or remove?		

Tips for Teachers	Yes	No
Are the tips listed in the chart helpful for a first-time teacher?		
What tips would you add?		

Guided Portfolio	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Are the instructions and questions age appropriate and clear?			
In the "Test your solution" section, do the questions force students to thoroughly test their solutions?			
In the "Evaluate your solution" section, do the questions force students to honestly evaluate their solutions			
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>			

<p>Additional Comments Please use this area to provide general suggestions for improving this design brief.</p>