

TITLE: Our Changing Community

GRADE LEVEL: Second Grade

STANDARDS ADDRESSED: Social Studies

Goal 4: The learner will exhibit an understanding of change in communities over time.

4.01: Analyze the effects of change in communities and predict future changes.

LENGTH: This lesson plan contains two parts lasting about forty-five minutes each. Part one is dedicated to the changes seen at home, the second part is dedicated to the change in the surrounding community (lesson could include visit to the Thomas Wolfe Memorial).

OBJECTIVE:

By the end of this activity:

- 1) Students will be able to identify how items have changed over time, and how these changes effected how people lived.
- 2) Students will be able to see how continuing technological advancement will change in our life time.

MATERIALS:

Worksheets provided with lesson plan.

1. Artifact Identification
2. Artifacts at the Old Kentucky Home
3. Word Scramble
4. Artifact Clues
5. Photographs of Pack Square (4)

Extra Paper

PROCEDURES:

Introduction: For this lesson plan students will use the boardinghouse, “Old Kentucky Home”, where Thomas Wolfe was raised, to study the technological change that happens in a home and images of Pack Square in downtown Asheville, to study changes in a community. For more information on Thomas Wolfe or the boardinghouse please see our website www.wolfememorial.com.

PART I- Technology Changes in the Home

1. Begin with a brief overview of the how things change over time and why they changed. Start the discussion by focusing on the home, talk about how people lived without electricity, running water, and other things that make modern live easy. (Examples like, people would not have a television, computer, microwave, washing machines, etc.)

2. From the Artifact clues worksheet, print out the clues and the worksheet. Read a clue and have the students place the name of the artifact with the correct image. Talk about how these types of things are different (i.e.: no electricity, so no power cords, had to turn a lot of things by hand)
3. In small groups, have the student work on the *Artifacts at the Old Kentucky Home* and the *Word Scramble*. (The *Artifact Identification* worksheet could be handed out before this activity so it could be used as a reference, or handed out after so the students can check their own work.)

PART II- Technology Changes in the Community

4. Now that students have an idea of how technology has changed at home, take a look at the community around. How have things changed the community due to technology? Can talk about changing transportation, use of street lamps, etc.
5. Divide the students into small group (3-5) and either with the pictures on the overhead or through hand-outs, use the four pictures of Pack Square in downtown Asheville to show how the city has changed since the 1880's. First, have the students place the pictures in chronological order from oldest to most recent. Why did they place them in that order?
6. Once in order, have to students identify changes to downtown Asheville. Have them think of changes that happened in the home like electricity, and how you can see those changes in Pack Square with the use of street lamps and then stop lights. Also ask about how people moved from one place to another. In the older photos you can see horse and carriage and the transition to public trolley cars then to automobiles.

1880's- Photograph of the south side of the public (Pack) square with dirt road, hay wagons, hitching posts, oxen, covered wagons and no electrical poles

1910- Photograph of Pack Square looking east with trolley cars, two automobiles and several horse-drawn carts in view. Left of Vance Monument the dome of the 1903 Courthouse is visible and on the far right of picture is the Public Library.

1929- Photograph of Pack Square looking south and east with commercial building around the square including; Asheville City Hall (1929), and both the 1903 and 1928 Buncombe County Courthouses left of Vance Monument. Right of the Monument (R to L): Pack Memorial Library; Legal Building; Commerce Building; Westall Building; and Jackson Building. Also visible are: trolley cars, automobiles, and no more horse and carriages.

1950's- Aerial photograph of Pack Square looking north. Shows the Vance Monument and surrounding streets with automobiles and no signs of a trolley

system. Buildings have become more modern. Lamp posts can be seen, but the electric cables aren't as noticeable.

Closure:

7. Individually, have the students draw a picture of an artifact they just learned about either in a home or community and then draw its modern counterpart.

Ask students about what they expect in the future. Do they think things will continue to change? Why? Do they think changes are good or bad? Why? What do they see around them that already shows change?

Student voluntarily share their pictures with classmate and describe what is different and why. Drawings can be displayed in hall or class room.

ASSESSMENT:

Observe students as they work individually and in groups, assuring everyone is contributing. Review worksheets and student presentation.

ADAPTATIONS/EXTENSIONS:

This lesson can be done prior to a visit to the Thomas Wolfe Memorial, during which the students could have hands-on experiences with many of the artifacts discussed in the lesson. The Memorial can also offer downtown walking tours for smaller groups. Just contact the Memorial for a free class trip and discuss with staff about continuing the lesson. More information on school trip to the Thomas Wolfe Memorial can be found at www.wolfememorial.com or by calling the site (828)253-8304.