**Third Grade**

**Key Concept: 9**

**Then and Now**

**Overview:**

This is a week-long series of lessons for elementary students to build their understanding of Arkansas and America’s past and present.

**For the Teacher:**

The education team for the Arkansas Secretary of State has a classroom presentation about the Arkansas Traveler. This presentation shows Arkansas over time by telling the story from the 1800s of the Arkansas Traveler, and the painting and story that followed the tale. Someone from the Arkansas Secretary of State’s Education and Visitor Services team will come right to your classroom, and help your class explore the painting, the tune, and the tale of The Arkansas Traveler. Students will make connections with all of the symbols in the presentation, learn the tune and the tale and about how it influenced Arkansas’ reputation using primary resources! Do a follow-up lesson and have students compare and contrast Arkansas’ reputation, news stories, and art today. They even create their own Arkansas Traveler tune, tale or painting!

Learn more about the Arkansas Traveler presentation and how to schedule a presenter here: <http://www.sos.arkansas.gov/educational/Pages/ClassroomPresentations.aspx>

To extend your students’ knowledge of Arkansas’ past, you may consider checking out loan boxes from the Historic Arkansas Museum. Students can get a hands-on experience with artifacts from Arkansas’ past. Learn more about loan boxes and how to reserve them here: <http://www.historicarkansas.org/Teachers-and-Families/loan-boxes>

**Materials:**

* If You Lived in Colonial Times: *If You Lived in Colonial Times* by Ann McGovern*,* graphic organizer (provided)
* Colonial Games: large play space (playground, gym, large classroom), blindfold, chalk, stone or other marker for hop scotch
* Colonial Food: pint-sized jar with a lid, a pinch of salt (for flavor), half-pint of heavy cream at room temperature, crackers, butter knife
* Arkansas Then and Now: *Arkansas Then and Now* PowerPoint (provided), *Arkansas Then and Now* Venn diagram (provided) projector

**Objectives:**

G.10.3.1 Analyze ways natural resources influence where people settle in Arkansas and the United States

G.10.3.3 Describe diverse groups and reasons why they settled in Arkansas

H.12.3.1 Create historical narratives using chronological sequences of related events in the community, region, or state

H.12.3.2 Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history

H.12.3.3 Compare specific regions of Arkansas in the past with those regions today noting changes over time

H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity

H.13.3.5 Formulate questions that relate to a specific historical event or person in Arkansas to guide inquiry

H.13.3.6 Examine current or historical events in Arkansas or the United States in terms of cause and effect

**Instructions:**

If You Lived in Colonial Times (1-2 days)

1. Explain to students that over the next few days, they will be learning about how ways of life have changed over time.
2. Create a KWL chart on a whiteboard or chart paper. Ask students to turn and talk to their neighbors about what they already know about the colonists. Select students to share things they already know about colonists. Record on the KWL chart. Next, repeat the think-pair-share with questions they have about the colonists.
3. Share the cover of *If You Lived in Colonial Times* with the class. Select a few students to describe what they see on the cover.
4. Tell students that they will be learning about how children in colonial times ate, worked, and played.
5. Give each child a copy of the graphic organizer. There is room in the graphic organizer for children to take notes about the selected chapter, and then consider how the past is different from present day.
6. Read the first chapter, “When were colonial times?” (pg. 6) to the class to build background knowledge.
7. Read the following chapters: “What did people eat?” (pg. 13), “When did boys and girls work?” (pg. 50), and “Did children have any time to play?” (pg. 51). After each chapter, allow time to discuss the information and complete the graphic organizer.
8. At the end of reading all the sections, ask students to share what they learned about the colonists. Record on KWL chart.

Colonial Games (1 day)

1. Today’s lesson will teach students two games played by colonial children. The games will work best in a gym or playground, but a classroom will work as well. The games chosen require minimal materials. However, you know your students and your resources. If you feel another game would work better for your class, substitute another colonial game.
2. Explain to students that today they will learn how games have changed over time. Ask students to share what they remember about games from *If You Lived in Colonial Times*.
3. To activate prior knowledge, put the following writing prompt on the board: “What games do you like to play at home?” Give students about 5 minutes to write or list their answers. Ask for a few children to share some of the games they play at home.
4. Introduce the first game, Blindman’s Buff.
   * **Materials:** blindfold, large space to play
   * **How to Play:** Choose one child to be “it”, and blindfold him or her. Spin them around a few times to disorient them, while the other children gather around them. Then, let her try to tag one of the other children, who will then become “it”.
     + **Variation:** Play as instructed, butwhen a child is tagged, the blindfolded child must try to guess who is “it” by feeling their face and hair.
5. Introduce the second game, hop scotch.
   * **Materials:** pavement, stones/beanbag to use as a marker, chalk. Draw the hop scotch layout with the chalk. From bottom to top: 3 single squares, 1 double square, 2 single squares, 1 double square, 1 single square. Number the squares.
   * **Rules:** One foot in each square only. Hope over the square with the rock in it.
   * **How to Play:** WikiHow does a great hop scotch tutorial. See directions for playing hop scotch here: <http://www.wikihow.com/Play-Hopscotch>

Colonial Foods (1 day)

1. Today’s lesson will demonstrate how people in the past made butter. You will need a pint-sized jar with a lid, a pinch of salt, half-pint of heavy cream at room temperature, crackers, and a butter knife.
2. Ask students to brainstorm some of the items they have in their fridge. Allow students to share answers, stop when a student answers “butter.” Explain to students that today, we can buy butter in the store, but in colonial times, people made butter at home.
3. Explain that people made butter in a churn, a barrel with a spoon-like pole.
4. Songs and chants were often used to pass the time while making butter. Teach your class the “Come Butter, Come” song to sing as they shake the butter jar.

*Come butter, come*

*Come butter, come*

*(Name of child) is waiting at the gate*

*Waiting for his/her butter cake*

*Come butter, come*

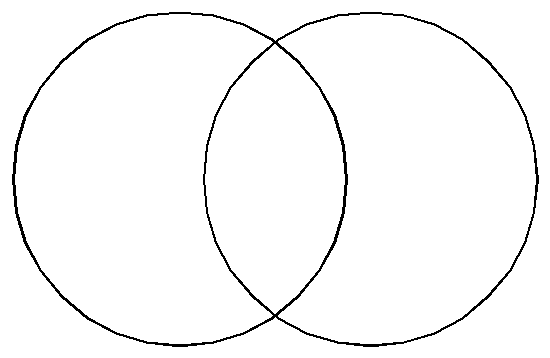
1. Pour the room-temperature whipping cream into the jar and fasten the lid so it seals tightly.
2. Have your class stand in a circle. Begin passing around the butter jar for each child to shake, while singing the “Come Butter, Come” song, going around the circle so that each child has their name mentioned in the song. You may also want to play some upbeat music as children pass the butter jar around the circle.
3. After 15-20 minutes, the cream will solidify into butter. Once the butter is solid, discard of any extra liquid on the top. Spread a bit of butter onto each crack for children to try. Enjoy!

Arkansas Then and Now (1 day)

1. Tell students that today you will be observing ways that Arkansas has changed over time.
2. Display *Arkansas Then and Now* PowerPoint.
3. Review the slides with your class. Instruct students to pay special attention to the buildings, people, cars, and streets. They should focus on how Arkansas has changed and remained the same over the years.
4. At the end of the PowerPoint, have a class discussion on how Arkansas has changed and remained the same over the years.
5. To culminate this activity, have each student create a Venn diagram to compare and contrast Arkansas’s past and present. Have them complete this for independent practice.

*If You Lived in Colonial Times*

|  |  |  |
| --- | --- | --- |
|  | Colonial Times | Present Day |
| Food |  |  |
| Work |  |  |
| Play |  |  |

Arkansas Past and

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Arkansas’s Present

Arkansas’s Past