

A Day in the Life

Overview

In this lesson, students will begin to see that communities and lifestyles change over time. Students will work in pairs to fill in the blanks of a story about an ordinary day in a young person's life from one of four different historical periods. They will then compare and contrast their character's lifestyle with their own lives today.

Team Tips

After this lesson, remind students to put the exploration activity from Lesson 1.1 (“Four things that are beautiful, etc.”) in their portfolios.

The next lesson (1.3 Science) will build on the four historical periods introduced in this lesson. Students will examine the impact of nature and civilization on a river system over time.

Objectives

Students will be able to:

- ▶ Recognize that a community changes over time.
- ▶ Choose words and phrases that, when read in context, make sense in a story.
- ▶ Identify elements in their lives and communities that have changed.

Materials & Preparation

A Day in the Life stories (Handout 1.2A)—1 of the four stories per pair of students

Procedure

I. Paired Activity—A Day in the Life Stories

- A. Explain that students will work in pairs for this activity. Each pair will get a story with missing parts (blanks) and a list of items (words and phrases) to put in those blanks.

Students must choose words or phrases from the list to fill in the blanks of the story. Tell students that they will be sharing their completed stories with others.

You may want to lead a short discussion about the four historical periods covered by the stories. You might want to mention a few key characteristics of each era to jog their memories about life at that time. You could use some of the items from the different lists to characterize each era. Any connections with other materials being studied in social studies will also be helpful.

- B. Distribute one of the stories (with blanks) in Handout 1.2A to each pair of students. Remind students how much time they have to complete the stories using the lists of words.

III. Group Reports—Sharing the Stories

So students can get a sense of one place as it changes in four different time periods, they should hear each of the four stories in order. This could be achieved by:

- ▶ One or more pairs from each time period reading their story to the class, or
- ▶ Combining pairs with different stories into groups of eight to read the four stories to each other.

IV. Debriefing—Guided Discussion

Lead a guided discussion using the following questions:

- ▶ What were some of the ways the young peoples' lives were different?
- ▶ How were their lives similar?
- ▶ What differences did physical changes make in their lives?
- ▶ How were the characters' lives different from a similar story in modern times?

Portfolio Enrichment

- ▶ Write “A Day in the Life” stories about historical or fictional characters living in the places or times you are studying.
- ▶ Write fill-in-the-blank stories and create element lists for students' own lives and exchange with other students in class, in a different core, or in a different City Youth school. (Contact CRF for schools in other states. This activity could lead to out-of-state City Youth pen pals.)
- ▶ Write stories (with blanks and wordlists) for “A Day in the Life” in the year 2050.

Answers

Below are the answers to each **A Day in the Life** story.

Story #1

1. 300
2. crows
3. deerskin
4. moccasins
5. stream
6. trees
7. acorn mush
8. spear fishing
9. dirt path
10. the marsh
11. riverbank
12. spear
13. make baskets
14. hunting
15. shell necklace
16. campfire
17. told stories

Story #2

1. 120
2. horses
3. quilt
4. cowboy boots
5. pump
6. barn
7. tortillas
8. horse-riding
9. dirt road
10. dry sand
11. dry riverbed
12. saddle
13. milk the cows
14. the fields
15. kerchief
16. fireplace
17. read a story

Story #3

1. 70
2. factory whistle
3. blanket
4. heavy boots
5. basin
6. new buildings
7. oatmeal
8. carpentry
9. gravel road
10. a big warehouse
11. construction site
12. hammer
13. beat the rugs
14. the factory
15. model locomotive
16. the radio
17. listened to a show

Story #4

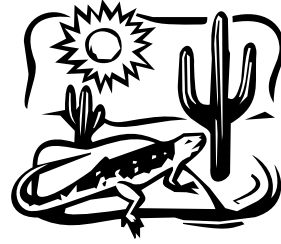
1. 20
2. garbage truck
3. electric blanket
4. tennis shoes
5. bathroom sink
6. office towers
7. frozen waffles
8. tennis
9. paved street
10. piles of trash
11. school
12. racket
13. mow the lawn
14. the office
15. wristwatch
16. television
17. watched a movie

Name _____

Date _____

A Day in the Life

Story #1



About (1)_____ years ago, in the same place you live now, there lived a young person named Medoc. This story tells of a typical day in his life.

Medoc's day began when he was awakened by the sound of the (2) _____ early in the morning. He slipped out from under the (3)_____ and into a warm pair of (4)_____ before going to splash some water on his face from the (5)_____. Medoc noticed that the sun was just coming up over the (6)_____ in the east. His mother fixed him some (7)_____ and he began to eat fast because he didn't want to be late for his (8)_____ lesson.

When he finished eating, he started down the (9)_____. On the way, Medoc noticed (10)_____ next to the river. When he got to the (11)_____, his teacher was waiting. The teacher handed him a (12)_____ and told him to start practicing.

After a few hours, Medoc's teacher told him he had done a good job and sent him home. Medoc's mother had to (13)_____ today and she needed his help. After a while, his father came home from (14)_____. He had brought Medoc a surprise—a brand new (15)_____! Soon dinner was ready, and afterward Medoc and his family sat around the (16)_____ and (17)_____.

Word List

- deerskin
- trees
- spear
- make baskets
- crows
- acorn mush
- 300
- shell necklace
- campfire
- moccasins
- dirt path
- the marsh
- told stories
- stream
- hunting
- riverbank
- spear fishing

Name _____

Date _____

A Day in the Life



Story #2

About (1)_____ years ago, in the same place you live now, there lived a young person named Maria. This story tells of a typical day in her life.

Maria's day began when she was awakened by the sound of the (2) _____ early in the morning. She slipped out from under the (3)_____ and into a warm pair of (4)_____ before going to splash some water on her face from the (5)_____. Maria noticed that the sun was just coming up over the (6)_____ in the east. Her mother fixed her some (7)_____ and she began to eat fast because she didn't want to be late for her (8)_____ lesson.

When she finished eating, she started down the (9)_____. On the way, Maria noticed the (10)_____ next to the river. When she got to the (11)_____, her teacher was waiting. The teacher handed her a (12)_____ and told her to start practicing.

After a few hours, Maria's teacher told her she had done a good job and sent her home. Maria's mother had to (13)_____ today and she needed her help. After a while, her father came home from (14)_____. He had brought Maria a surprise – a brand new (15)_____! Soon dinner was ready, and afterward Maria and her family sat around the (16)_____ and (17)_____.

Word List

quilt
dry riverbed
fireplace
horse-riding
120
barn
read a story
the fields
tortillas
saddle
horses
dry sand
pump
kerchief
dirt road
cowboy boots
milk the cows

Name _____

Date _____

A Day in the Life

Story #3



About (1)_____ years ago, in the same place you live now, there lived a young person named Clarence. This story tells of a typical day in his life.

Clarence's day began when he was awakened by the sound of the (2) _____ early in the morning. He slipped out from under the (3)_____ and into a warm pair of (4)_____ before going to splash some water on his face from the (5)_____. Clarence noticed that the sun was just coming up over some (6)_____ in the east. His mother fixed him (7)_____ and he began to eat fast because he didn't want to be late for his (8)_____ lesson.

When he finished eating, he started down the (9)_____. On the way, Clarence noticed (10)_____ next to the river. When he got to the (11)_____, his teacher was waiting. The teacher handed him a (12)_____ and told him to start practicing.

After a few hours, Clarence's teacher told him he had done a good job and sent him home. Clarence's mother had to (13)_____ today and she needed his help. After a while, his father came home from (14)_____. He had brought Clarence a surprise – a brand new (15)_____! Soon dinner was ready, and afterward Clarence and his family sat around (16)_____ and (17)_____.

Word List

basin
carpentry
beat the rugs
the radio
listened to a show
new buildings
blanket
oatmeal
factory whistle
70
construction site
the factory
heavy boots
hammer
model locomotive
gravel road
a big warehouse

Name _____

Date _____

A Day in the Life

Story #4



About (1)_____ years ago, in the same place you live now, there lived a young person named Leticia. This story tells of a typical day in her life.

Leticia's day began when she was awakened by the sound of the (2)_____ early in the morning. She slipped out from under the (3)_____ and into a warm pair of (4)_____ before going to splash some water on her face from the (5)_____. Leticia noticed that the sun was just coming up over the (6)_____ in the east. Her mother fixed her some (7)_____ and she began to eat fast because she didn't want to be late for her (8)_____ lesson.

When she finished eating, she started down the (9)_____. On the way, Leticia noticed some (10)_____ next to the river. When she got to the (11)_____, her teacher was waiting. The teacher handed her a (12)_____ and told her to start practicing.

After a few hours, Leticia's teacher told her she had done a good job and sent her home. Leticia's mother had to (13)_____ today and she needed her help. After a while, her father came home from (14)_____. He had brought Leticia a surprise—a brand new (15)_____! Soon dinner was ready, and afterward Leticia and her family sat around the (16)_____ and (17)_____.

Word List

mow the lawn
bathroom sink
paved street
school
office towers
tennis
garbage truck
racket
wristwatch
watched a movie
piles of trash
20
tennis shoes
television
frozen waffles
electric blanket
the office