

# *Dinosaurs and George Washington: The Concepts of “Old” and “New”*

**Special Area:** Preschool Level I and Level II, K (with adaptation, as noted)

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## **I. ABSTRACT**

Understanding the concept of *time* is an ongoing process for preschoolers. Instruction begins with comprehension of the terms *yesterday*, *today* and *tomorrow*, and continues onto the more complex ideas of distant and recent *past*. Introduction of the fundamental ideas of what is *new* and what is *old* is another step in assisting the young child in building a solid construct of the concept of *time*. 2007 marks the 400<sup>th</sup> anniversary of the founding of Virginia’s Jamestown settlement; what better “timing” than to present the concept of *time* to a new generation of young citizens and laying the foundation for an appreciation of our unique American heritage! This unit will provide a format for presenting *new* and *old* to young children using a “hands-on” museum type approach, increasingly precise oral language, children’s literature and storybooks, and critical thinking skills.

## **II. OVERVIEW**

Content from the *Core Knowledge Preschool Sequence*:

### A. Level I

1. Describe an event in the immediate past (Oral Language, p.32).
2. Use words indicating *time* (Oral Language, p. 37).
3. Use adjectives/describing words using attributes based on senses (Oral Language, p.36).
4. Use language of *time* (Time, p.72).
5. Answer questions beginning with what, etc. (Oral Language, p.38).
6. Listen to stories about the past (Reading and Storytelling, p.48).

### B. Level II

1. Describe an event outside the immediate time and place (Oral Language, p.32).
2. Words indicating *time* (Oral Language, p.37).
3. Use adjectives/describing words using attributes based on senses (Oral Language, p.36).
4. Use language of *time* (Time, p.72).
5. Match contemporary objects with like objects from the past (Time, p.75).
6. Distinguish objects of more “recent past” from objects of the “distant past” (Time, p.75).
7. Listen to stories about the past (Reading and Storytelling, p.48).

- C. Kindergarten
  1. American History and Geography Goals (Appendix C pp. 157-159).
  2. Refinement of historic time-line concept from Level II (Time, p. 74).
  3. Language Arts III. Fiction: Stories, American Folk Heroes and Tall Tales, (Appendix C pp.155-156).
  4. Sayings and phrases (Appendix C p. 156).

### III. BACKGROUND KNOWLEDGE

The following resources will help you get started:

- A. *Core Knowledge Preschool Sequence*, Charlottesville, VA: Core Knowledge Foundation, 2000.
- B. Basic familiarity with American History pre-industrial to present.
- C. Seymour, John. *The Forgotten Arts and Crafts*. New York: Dorling Kindersley, 2001, ISBN 0-7894-5847-0.

### IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

- A. Ability to work constructively in a group using appropriate social skills.
- B. Understanding of time references: *a long time ago, long ago, once upon a time, month, year, then, now, etc.*
- C. Ability to differentiate between materials (for example: wood, metal, glass, plastic, ceramic, cloth).

### V. RESOURCES

- A. Contact your local historical society's education department for information on your location's background and history and "claims to fame". Do they have loan items for "hands-on" use through their outreach program? Borrow them!
- B. Scout around your own house for things to use; ask your colleagues and friends for any *old* (or *new*) items that you can borrow for this activity. (Check for condition and breakability. Only use items that can safely stand up to hands-on examination!)
- C. Time-line materials:
  1. Long scroll of paper (at least 8 ft. long)
  2. Markers
  3. Scissors
  4. Glue sticks
  5. Assortment of pictures of dinosaurs, historic Americans and major historic events to be colored by students
- D. Items that are illustrated in the book *Ox- Cart Man*
  1. (Toy) ox
  2. (Model of an) ox-cart/wagon
  3. Wool/yarn
  4. Sample of woven wool cloth
  5. Wood shingle

6. Candles
  7. Sample of linen cloth
  8. Broom
  9. Mittens
  10. Feathers
  11. Maple syrup
  12. Potato and apple
  13. Cabbage
  14. Kettle
  15. Needle
  16. Picture of Barlow knife
  17. Wintergreen peppermint candies
- E. Calendar (one with seasonal pictures for each month)
- F. Samples of *new* and *old* materials such as wood, metal, glass, plastic, ceramic and cloth, for students to touch.
- G. Assortment of *new* items and their *old* counterparts. Have more items than students, so that every student has at least one *new* item and one *old* item to match up.
- Suggested items:
1. Milk Carton-Milk Bottle
  2. Disposable Camera-Brownie Camera
  3. Comforter-Quilt
  4. Spice Bottle-Spice Tin
  5. Tea in a Box-Tea Tin
  6. Plastic Ice Cube Tray-Metal Ice Cube Tray
  7. Plastic Lunchbox-Metal Lunchbox
  8. Roller Blades-Roller Skates
  9. CD-8 Track Cassette Tape
  10. Plastic Watering Can-Metal Watering Can
  11. Ball Point Pen-Fountain Pen
  12. Coffee Maker-Percolator
  13. Plastic Soda Bottle-Glass Soda Bottle
  14. Disposable Diaper-Cloth Diaper
  15. CD Player-Phonograph
  16. Sad Iron-Electric Iron
  17. CD-Vinyl Record
  18. Cell Phone-Desk Phone
  19. Digital Clock-Hour Hand Clock
  20. Silicone Muffin Pan-Metal Muffin Pan
- H. Set of NEW and OLD cards, one for each item. See **APPENDIX A**  
NEW cards should be mounted on one color paper and the OLD items on another color.  
(\*For K use, also label each card on reverse with name of item to encourage reading skills). See **APPENDIX B**
- I. Containers to hold each set of cards.

- J. Assortment of illustrated historically themed fiction and non-fiction books for classroom use:
1. Child, Lydia. *Over the River and Through the Wood*. New York: Scholastic Inc., 1987, ISBN 0-590-41190-X.
  2. Cooney, Barbara. *Hattie and the Wild Waves*. New York: Viking, 1990, ISBN 0-670-83056-9.
  3. Crews, Donald. *Big Mama's*. New York: The Trumpet Club, 1991, ISBN 0-440-84631-5.
  4. Ernst, Lisa Campbell. *Sam Johnson and the Blue Ribbon Quilt*. New York: Lothrop, Lee & Shepard Books, 1983, ISBN 0-688-01517-4.
  5. Gross, Ruth Belov. *If You Grew Up with George Washington*. New York: Scholastic Inc., 1982, ISBN 0-590-41950-1.
  6. Hall, Donald. *Ox-Cart Man*. New York: Scholastic Inc., 1988, ISBN 0-590-42242-1.
  7. Halley, Ned. *Farm*. London: Dorling Kindersley, Eyewitness Books, 2000, ISBN 0-7894-6615-5.
  8. Hennessey, B.G. *The Dinosaur Who Lived in My Backyard*. New York: Scholastic Inc., 1991, ISBN 0-140-50776-1.
  9. Houston, Gloria. *My Great Aunt Arizona*. USA: Harper Collins Publishers, 1992, ISBN 0-06-022606-4.
  10. Kalman, Bobbie. *The General Store*. New York: Crabtree Publishing Company, 1997, ISBN 0-86505-462-2.
  11. Kay, Verla. *Homespun Sarah*. New York: G.P. Putnam's Sons, 2003, ISBN 0-399-23417-9.
  12. Lawlor, Laurie. *Old Crump*. New York: Holiday House, 2002, ISBN 0-8234-1608-9.
  13. McCloskey, Robert. *Blueberries for Sal*. New York: The Viking Press, 1976, ISBN 0-670-17591-9.
  14. McGovern, Ann. *If You Lived in Colonial Times*. New York: Scholastic Inc., 1964, ISBN 0-590-41948-X.
  15. Polacco, Patricia. *The Keeping Quilt*. New York: Simon & Schuster for Young Readers, 1998, ISBN 0-689-82090-9.
  16. Root, Phyllis. *Grandmother Winter*. New York: Houghton Mifflin, 2004, ISBN 0-618494855.
  17. Rylant, Cynthia. *When I was Young in the Mountains*. New York: E.P.Dutton, 1982, ISBN 0-140-54875-0.
  18. Waters, Kate. *Sarah Morton's Day, A Day in the Life of a Pilgrim Girl*. New York: Scholastic Inc., 1989, ISBN 0-590-42635-4.

## VI. LESSONS OUTLINE

(Lessons are meant to be taught consecutively over the course of several days or one lesson per week)

### **Lesson One: Did George Washington Live with the Dinosaurs?**

#### A. Daily Objectives

1. Listen to story (Autonomy and Social Skills, Reading and Storytelling).
  2. Answer questions about what was read (Oral Language).
  3. Use temporal words (Oral Language, Time).
  4. Make a timeline (Time).
  5. Color pictures of dinosaurs (Emerging Literacy).
  6. Cut out pictures (Scientific Reasoning).
  7. Glue pictures on paper (Emerging Literacy).
  8. Name date of birth (Time).
- B. Whole Group Instruction
- C. Materials and Preparation
1. Copy of: *The Dinosaur Who Lived in My Backyard*
  2. Time-line items listed in **RESOURCES**, C.
- D. Language of Instruction
1. Teacher: *antique, artifact, century, contemporary, events, history historic, heritage, modern, new/old, old-fashioned, past, the past, extinct, timeline, generation, ancestors, relatives*
  2. Students: *new/old, first, last long, ago, now, year, then, a long time ago, once upon a time*
- E. Procedures/Activities
1. Read: *The Dinosaur Who Lived in My Backyard* to students
  2. Discuss concept of *time: distant past*.
  3. Roll out piece of paper for timeline.
  4. Tell students that you are going to begin the timeline with the dinosaurs
  5. Students color, cut out and glue dinosaurs starting on far left of paper
- F. Go a Little Further (for all students)
1. Add pictures of American heroes and historic events to the time-line: Columbus' discovery, Jamestown Settlement, Pilgrims' arrival in Plymouth Rock, Independence Day 1776, George Washington's Presidency, Lewis and Clark Expedition, Sacagawea, Abraham Lincoln, Harriet Tubman, Martin Luther King, John Glenn are examples.
  2. Add students' birthdays to the time-line.
  3. Talk about *relatives* and *generations*. Have students make personal family trees starting with great-grandparents.
  4. \*K create personal family time-lines.
- G. Assessment/Evaluation
1. Focus question: "Did George Washington really live at the same *time* as the dinosaurs?"
  2. Direct observation.

### **Lesson Two: Ox- Cart Man**

- A. Daily Objectives
1. Using calendar name months of the year (Time).

2. Listen to story (Autonomy and Social Skills, Reading and Storytelling)
  3. Answer questions about what was read (Oral Language)
  4. Re-tell story (Reading and Storytelling)
  5. Find object in illustration (Reading and Storytelling)
  6. Use adjectives to describe attributes based on senses (Oral Language)
  7. Use temporal words (Oral Language, Time)
- B. Whole Group Instruction
- C. Materials and Preparation
1. Copy of: *Ox-Cart Man*
  2. Assorted samples of materials: wood, metal, glass, plastic, ceramic, cloth, to show students. Teacher asks students about materials used to make things now and in the past.
  3. Objects illustrated in *Ox-Cart Man* listed in **RESOURCES, D.**
  4. Calendar
- D. Language of Instruction
1. Teacher: *antique, artifact, century, contemporary, history, heritage, linen, modern, new/old, old-fashioned, past, the past, textile, timeline, yoke, journey*
  2. Students: *new/old, first, last long, ago, now, year, then, a long time ago, once upon a time, calendar, month*
- E. Procedure for Activity
1. Read *Ox-Cart Man*
  2. Find object in illustration and match to actual object.
  3. Ask students what the items are made out of.
  4. Ask students if we use any of those kinds of items today.
  5. Taste wintergreen peppermint candy.
- F. Go a Little Further:
1. For all students, examine sample of wool. Spin wool between fingers. Compare with yarn samples.
  2. For students who have difficulty, ask assistant to work with those students to pair up easily recognizable items to illustrations in story.
  3. For students who excel, using a calendar, ask them to recall which items were made in which month.
  4. Make maple syrup candy.
- G. Assessment/Evaluation
1. Focus questions
  2. Venn Diagram: What items are still used today?

**Lesson Three: *New and Old***

Reminder for this lesson: Children live in the present, so teachers need to work “backwards” from what is *new* (present) to *old* (past), for best results and comprehension of this activity.

- A. Daily Objectives:
1. Use adjectives/describing words based on senses (Oral Language)

2. Use temporal words (Oral Language, Time)
  3. Answer questions beginning with what, etc. (Oral Language)
  4. Match contemporary objects with like objects from the past (Time)
- B. Whole Group Instruction
- C. Materials and Preparation
1. Assorted samples of materials: wood, metal, glass, plastic, ceramic, cloth, to show students. Teacher asks students about materials used to make things now and in the past.
  2. Assortment of NEW and OLD items, see **RESOURCES, G.**
  3. Three low tables: one for NEW items, one for OLD items, and one for “matched” items.
  4. Set of: NEW cards in container.
  5. Set of: OLD cards in container.
- D. Language of Instruction
1. Teacher: *antique, artifact, century, contemporary, history, heritage, modern, new/old, old-fashioned, past, the past, timeline*
  2. Students: *new/old, first, last long, ago, now, year, then, a long time ago, once upon a time*
- E. Procedure for Activity
1. Arrange NEW items and set of cards on table
  2. Arrange OLD items and set of cards on table
  3. Have students sit on floor where they have a good view of the items on the tables
  4. Explain that this is a matching game
  5. Explain that every student will take a turn to match a NEW item with an OLD item.
  6. First student picks up an item from the NEW table and describes what it is made out of and what he/she thinks it is. Then student tries to match NEW item with counterpart OLD item from OLD table. When pair is made, student puts items on third table and places a NEW card by the NEW item and OLD card by the OLD item. Teacher may offer assistance by asking specific questions such as “What is it made out of?” “What do you think it is used for?” “Why do you think that it is NEW? (OLD?)”
  7. Continue until each student has matched a NEW item with an OLD item.
- F. Go a Little Further
1. For students who have difficulty: have an assistant show them samples of materials used to make items. Encourage them to describe what they are seeing and touching.
  2. For students who excel:
    - a. have an assortment of other *old* items (like a rotary egg beater, washboard, apple peeler) and ask students how they think that those items were used.
    - b. Group items together by function.

- c. Group items together by material.
  - 3. \*K: have students draw a card from the NEW container and read the name of the item. Then match with OLD item.
  - 4. Create other lessons about American cultural heritage such as quilting, spinning, grinding corn and wheat, husking bees to expand learning opportunities.
- G. Assessment/Evaluation
  - 1. Direct observation of student participation (anecdotal record).
  - 2. Focus question: Which of the **OLD** items do we still use?
  - 3. Venn Diagram: Which items are made out of the same materials?

## VII. CULMINATING ACTIVITY

- A. Take a field trip to a local historic site or museum; preferably a location with a children's area or discovery room, offering age-appropriate activities to build upon what students have learned about things that are *old*.
- B. Complete time-line from dinosaurs to present day. Add photos taken of class while doing above lessons to end (right side) of paper. Leave some space at the far right for the *future*!

## VIII. HANDOUTS

APPENDIX A

APPENDIX B

## IX. BIBLIOGRAPHY

- A. Child, Lydia. *Over the River and Through the Wood*. New York: Scholastic Inc., 1987, ISBN 0-590-41190-X.
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APPENDIX A

OLD

NEW

APPENDIX B

**Milk Carton**

**Milk Bottle**

**Disposable Camera**

**Brownie Camera**

**Comforter**

**Quilt**

**Spice Bottle**

**Spice Tin**

**Tea in a Box**

**Tea Tin**

**Plastic Ice Cube Tray**

**Metal Ice Cube Tray**

**Plastic Lunchbox**

**Metal Lunchbox**

**Roller Blades**

**Roller Skates**

**CD**

**8 Track Cassette Tape**

**Plastic Watering Can**

**Metal Watering Can**

**Ball Point Pen**

**Fountain Pen**

**Coffee Maker**

**Percolator**

**Plastic Soda Bottle**

**Glass Soda Bottle**

**Disposable Diaper**

**Cloth Diaper**

**CD Player**

**Phonograph**

**Sad Iron**

**Electric Iron**

**CD**

**Vinyl Record**

**Cell Phone**

**Desk Phone**

**Digital Clock**

**Hour Hand Clock**

**Silicone Muffin Pan**

**Metal Muffin Pan**