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.

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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 CityYouth school. (Contact CRF for schools in other states. This activity could lead to out-of-state CityYouth pen pals.)
- Write stories (with blanks and wordlists) for “A Day in the Life” in the year 2050.

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Answers

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

<table>
<thead>
<tr>
<th>Story #1</th>
<th>Story #2</th>
<th>Story #3</th>
<th>Story #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 300</td>
<td>1. 120</td>
<td>1. 70</td>
<td>1. 20</td>
</tr>
<tr>
<td>2. crows</td>
<td>2. horses</td>
<td>2. factory whistle</td>
<td>2. garbage truck</td>
</tr>
<tr>
<td>3. deerskin</td>
<td>3. quilt</td>
<td>3. blanket</td>
<td>3. electric blanket</td>
</tr>
<tr>
<td>4. moccasins</td>
<td>4. cowboy boots</td>
<td>4. heavy boots</td>
<td>4. tennis shoes</td>
</tr>
<tr>
<td>5. stream</td>
<td>5. pump</td>
<td>5. basin</td>
<td>5. bathroom sink</td>
</tr>
<tr>
<td>7. acorn mush</td>
<td>7. tortillas</td>
<td>7. oatmeal</td>
<td>7. frozen waffles</td>
</tr>
<tr>
<td>8. spear fishing</td>
<td>8. horse-riding</td>
<td>8. carpentry</td>
<td>8. tennis</td>
</tr>
<tr>
<td>10. the marsh</td>
<td>10. dry sand</td>
<td>10. a big warehouse</td>
<td>10. piles of trash</td>
</tr>
<tr>
<td>11. riverbank</td>
<td>11. dry riverbed</td>
<td>11. construction site</td>
<td>11. school</td>
</tr>
<tr>
<td>12. spear</td>
<td>12. saddle</td>
<td>12. hammer</td>
<td>12. racket</td>
</tr>
<tr>
<td>13. make baskets</td>
<td>13. milk the cows</td>
<td>13. beat the rugs</td>
<td>13. mow the lawn</td>
</tr>
<tr>
<td>14. hunting</td>
<td>14. the fields</td>
<td>14. the factory</td>
<td>14. the office</td>
</tr>
<tr>
<td>15. shell necklace</td>
<td>15. kerchief</td>
<td>15. model locomotive</td>
<td>15. wristwatch</td>
</tr>
<tr>
<td>16. campfire</td>
<td>16. fireplace</td>
<td>16. the radio</td>
<td>16. television</td>
</tr>
<tr>
<td>17. told stories</td>
<td>17. read a story</td>
<td>17. listened to a show</td>
<td>17. watched a movie</td>
</tr>
</tbody>
</table>
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) ___________.
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)______________.
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)____________.
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)_____________.