



Past, Present, and Future

By: Lori McDonald
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Social Studies
Grades K-2



Introduction

This engaging lesson introduces the concept of past, present, and future to students in first grade. Students participate in partner activities to gain understanding of chronological order and how things change over time.

Learning Objectives

([2. Time, Continuity, and Change](#); [8. Science, Technology, and Society](#)) Develop historical awareness by sequencing past, present, and future in chronological order and understanding that things change over time.

Materials Needed

- Pictures of tools/machines used today and some that were used long ago (refer to the video below)
- Clipart pictures of tools used today and long ago on copy paper (one for each pair of students)

Procedure

Warm-up – Watch the video [found here](#). This is a short (approx. 2 min) intro video about basic differences between life long ago and life now.

1. Discuss the words *past*, *present*, and *future*.
 - Past – anything that has already happened. The past can mean long ago like in the video or not so long ago, like yesterday or earlier today.
 - Present – right now
 - Future – anything that has not happened yet. This could be a long time from now, like when you are an adult or not so long from now, like tomorrow.
2. Brainstorm a list of things that students or their families use every day. Examples: car, television, phone, dishwasher, pencils/pens, lights, bathrooms, refrigerator, stove, etc. Then, discuss how those items would have been different long ago, if they existed at all. Discuss how things were different a year ago. Have new things been invented since you were in Kindergarten?
3. Give students pictures of tools from long ago/today, one set to each pair (pictures should include items like: horse, car, candles, electric lights, pencil and paper, computer, television, old phone, smartphone, etc.). Give the students time to work with their partner. They will cut out the pictures and sort them into two groups on a piece of paper (Long Ago and Today). The teacher will monitor student progress, answer questions, and offer correction as students work with their partners.

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Evaluation

As a formative assessment, students will complete the following exit ticket.

- Name something that you do every day and tell me about it.
- How would that have been different long ago?
- How do you think that could be different in the future?