



Past and Present

Grade Level

Grade 2

Objectives

This activity is designed to start your at-home student in recognizing themselves as a scientist and in thinking critically about problem solving. The goal is to teach concepts through discovery and to encourage using scientific thought processes. Feel free to adapt the lesson provided to better suit your students' abilities. Take these ideas, make them your own, and your student will have a greater chance of success.

Procedures

1. Ask your at-home student to reflect on what they have learned about how living things cause changes on Earth. Encourage them to share some examples of helpful changes, and harmful changes that impact environments.
2. Next, ask them to share some ideas of how they might be able to gather information about what the local environment was like in the past, approximately 50-100 years ago. This could be your local neighborhood, city or even state.
3. Explain that they will be comparing what their local environment was like in the past, to what it looks like today.
4. Together, create a plan for how information about the past environment will be gathered. This could be interviewing and asking older family members, neighbors or friends what the local environment was like when they were in second grade. Or by researching city/state archives and viewing pictures of the local area/environment 50-100 years ago.
5. After coming up with a plan on how to gather information about the environment in the past, have your at-home student carry out their plan by either interviewing or researching. Encourage them to take notes, and collect or draw pictures to help them recall this information.
6. Next, ask your at-home student to collect observations of their local environment today. Encourage them to take notes and collect or draw pictures of the present environment.
7. After gathering both past and present information and observations, discuss some of the differences and changes that occurred to the environment over the years. Maybe there were fewer houses, roads or highways in that past compared to the present. Maybe there was more wooded undeveloped areas in the past where shopping centers

or buildings are today. Waterways including lakes or rivers may have been cleaner or dirtier in the past compared to the present. Local wildlife types and abundance could have changed as well. Encourage your at-home student to think about all of these potential changes to the environment.

8. Next ask your at-home student to think about what types of living things could have caused these changes. Was it humans, animals, or maybe even plants that caused change.
9. After discussing all the noticeable changes to the local environment and what caused them, ask your at-home student to decide if the changes were helpful or harmful to the environment, or maybe even both, in different ways.
10. Ask your at-home student to create their own, or use the provided Venn diagram to sort the changes to the local environment into categories that represent positive and negative changes, or both.
11. As an extension, have your at-home student present their findings, and Venn diagram explaining all the changes that were made to the local environment by living things over the past 50-100 years. Ask them to share what they believe the local environment will look like 50-100 years from now, and if they think there will be more helpful or harmful changes created by living things in the future.

Standards

Ohio Academic Content Standards
Grade 2 Life Science Topic: Interactions within Habitats Living things cause changes on Earth.

Changes Caused by Living Things – My Local Environment

