



THEN & NOW:

How has Lake Oswego changed over time?

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<p>Student Takeaways</p>	<p>Individuals impact their communities, and you are part of a community.</p> <p>Historical sources can inform us about how a community changes over time.</p> <p>Historic preservation can be a sustainable way to maintain the past and allow for future generations to connect to history.</p>
<p>Learning Goals</p>	<p>Students will practice evaluating primary sources to better understand Lake Oswego's past.</p> <p>Students will identify changes within their communities and possible causes.</p> <p>Students will reflect on their own family's place within their community.</p>

EXPLORE: THEN & NOW MATCHING GAME

<p>Standards</p>	<p><i>Additional standards may apply and be adopted to fit this activity. Please use your discretion for discerning applicability for each individual lesson.</i></p> <p style="text-align: center;">SECOND GRADE:</p> <p>Geography:</p> <ul style="list-style-type: none"> ● 2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community. <p>Civics and Government Crosswalk, History Crosswalk:</p> <ul style="list-style-type: none"> ● 2.18 Differentiate between events that happened in the recent and distant past.
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	<ul style="list-style-type: none"> ● 2.20 Generate questions using a historical source as it relates to the local community’s history. ● 2.21 Explain how people and events of the past influence the present. ● 2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community. ● 2.17 Identify and describe community celebrations, landmarks, symbols and traditions, and explain why they are significant to the cultural heritage of members of the community. <p style="text-align: center;">THIRD GRADE:</p> <p>Social Science Analysis:</p> <ul style="list-style-type: none"> ● 3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence. ● 3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem. <p style="text-align: center;">FOURTH GRADE:</p> <p>Historical Knowledge:</p> <ul style="list-style-type: none"> ● 4.8 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends. ● 4.13 Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups).
Length of Lesson	30 minutes
Materials	Then & Now Photograph Handouts Then & Now Answer Sheet
Vocabulary	<p>Historical preservation: identifying, protecting, and enhancing buildings, places, and objects of historical and cultural significance</p> <p>Primary sources: immediate, first-hand accounts of a topic, from people who had a direct connection with it (examples: diaries, recordings, artifacts, etc.)</p>

Each group of students will get a collection of photographs of Lake Oswego, half historic photographs from the late 19th century / early 20th century and half from present day. Their goal is to match the historic photograph with what the same place looks like today, finding pairs of Lake Oswego as it was *Then & Now*.

The historic photographs are pulled from the archives of the Oswego Heritage Council. These photographs are *primary sources*, taken from the individuals that lived during these times. Please print out copies for groups of 2-3 students to participate, and use the educator worksheet for an answer key and some additional information on each site.

This introduction is meant to generate initial discussion on how Lake Oswego looks different and why that might be. It is meant to encourage curiosity and develop conversation; there are few correct answers to many of the discussion questions. Additional activities can build upon these initial conversations.

Guiding questions for before or during the activity:

- Why are primary sources important for understanding Lake Oswego's past?
- What clues from the past do you see in the photographs from today?
- Have you been to any of these places before?
- Do you recognize any of these places?
- What do you notice is different?

Discussion questions for after the activity:

- Why do you think certain buildings have been preserved, while others have completely changed?
- Why are places worth preserving? What places do you think are worth preserving?
- What can we learn from places of the past?
- What do you think people in the future might learn about us from our buildings today?
- What do places changing over time tell us about Lake Oswego's story?
- What questions do you have?