



# My New York

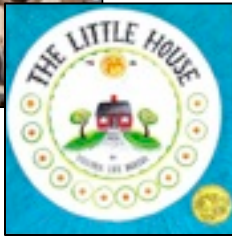
## Pre-Visit Activities



### Learning Objectives

To reinforce the themes introduced during the classroom visit in preparation for your field trip.

- Review vocabulary introduced in *The Little House*
- Contrast rural and city environments
- Discuss what causes change over time
- Review idea that as places change, clues from the past are left behind



### Materials

The Little House  
Illustrations from book  
World map or globe

### Vocabulary

Here are words that we discussed in class and will use again during your museum visit.

**Clue:** a hint

**Shabby:** falling apart, dusty, not well taken care of

**Glance:** a quick look

**Horseless carriage:** a carriage without a horse. Or, an old fashioned way of saying "car."

**Rural:** countryside

**Suburban:** residential

**Urban:** the city

**Transportation:** the way that people or goods move from place to place

**Immigrant:** a person who is born in one country and moves to another

**Immigrate:** to move from one country to another

**Synagogue:** a place where Jewish people pray and celebrate

# Activities

## 1. Discussing New Words

**Synagogue:** a place where Jewish people pray and celebrate

Where else do people go to pray or celebrate holidays?

Where do you (students) go to pray or celebrate holidays?

Have you ever been to a synagogue, a church, or a mosque?

**Immigrant:** a person who is born in one country and moves to another

Where were students in the classroom born? Their parents? Grandparents?

Locate New York City on a map. Find the different places in the world where children and/or families come from.

Discuss how people travel from one place to another. How do people cross the ocean today? How did they do it before planes were invented?

**Clue:** a hint

Where have students seen clues? What kind of clues have they seen? Why was the little house a clue to the past?



## 2. Comparing City and Country

Using illustrations from the story (at the back of this packet), compare the country to the city.

Together, make a list of words describing the country and a list describing the city.

Suggest that the students use their five senses as they observe the illustrations.

Start by identifying what they notice in each picture.

Next suggest that they use their other senses – and their imagination!

What sounds would cars make? The trains? The horses? What smells can the children imagine in each of the illustrations? How would the grass feel under their feet? How would the pavement feel?

How would it feel to move from one place to the other?

### 3. How Do Places Change Over Time?

Ask students to think about change in their own neighborhoods. Have they known families who have moved in or moved away? Is there a store in their neighborhood that has closed or a new one that has opened?

#### A. In the story, how do the illustrations show change over time?

Have children identify the different forms of transportation in the book's illustrations. Different styles of dress. Different buildings. Discuss how these pictures provide clues to different time periods.

#### B. In the story, how does the author, Virginia Lee Burton, use words and details to describe change over time?

Here are three examples to discuss:

*"Once upon a time there was a Little House way out in the country. She was a pretty Little House and she was strong and well built. The man who built her so well said, 'this Little House shall never be sold for gold or silver and she will live to see our great-great-grandchildren's great-great-grandchildren living in her.'"*

*"In the nights she watched the moon grow from a thin new moon to a full moon, then back again to a thin old moon..."*

*"One day the Little House was surprised to see a **horseless carriage** coming down the winding country road...**Pretty soon there were more of them on the road** and fewer carriages pulled by horses."*

**What is the author saying in each example? Think of other ways to say the same thing.**



### Classroom Extensions

Research how transportation has changed over time. Create a time line with pictures of horse and buggy, horseless carriages, Model Ts, more modern vehicles.

Imagine if you could visit the Little House at the beginning of the story. Pick one of the four seasons – spring, summer, fall, or winter – and write a short story about what you would do during your visit.



*Illustration from The Little House  
by Virginia Lee Burton*



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