

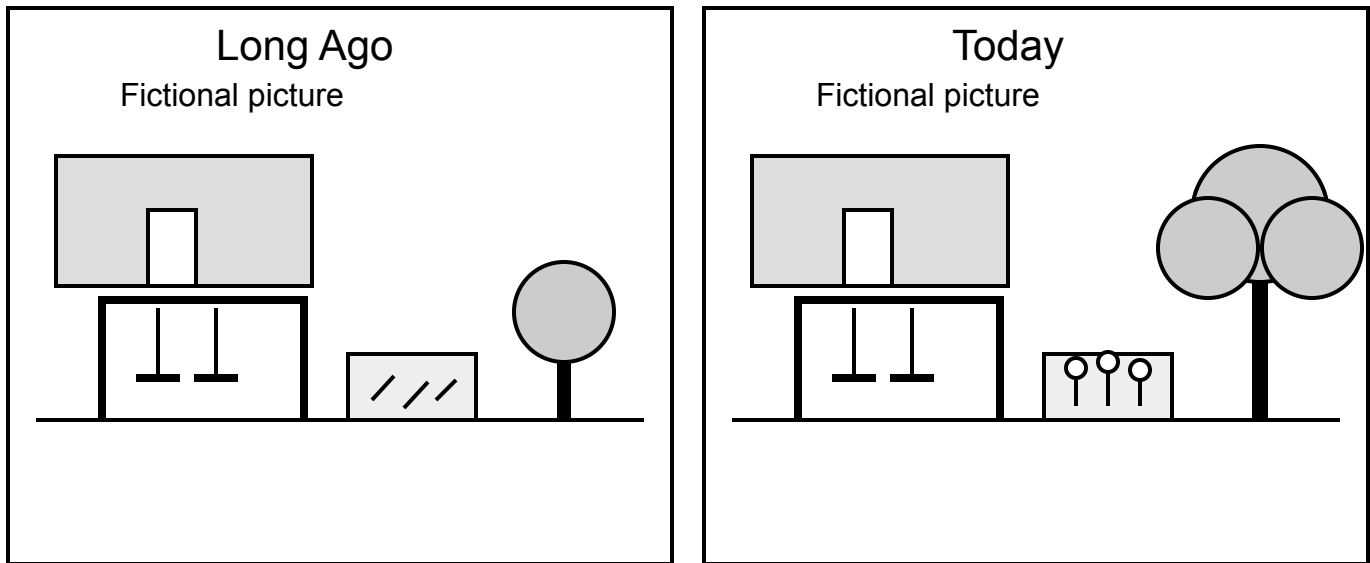
Places Change: Then and Now

Compare a playground, then explore an early Virginia community.

Name: _____ Date: _____

Then and Now

Listen as your teacher reads. Look closely at the two pictures. They show the same playground at different times.



Tell or write two things that changed.

Draw one change you can see in the pictures.

A large, empty rectangular box with a thin black border, intended for a student to draw a change they observed between the two playground pictures.

Places Change: Then and Now

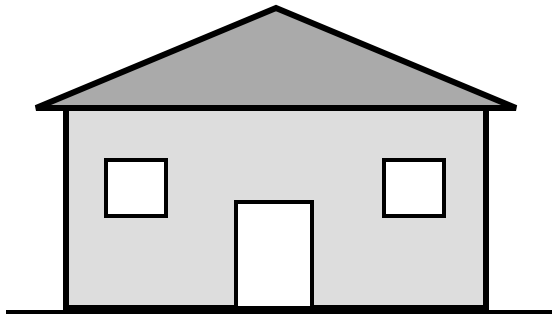
Compare a playground, then explore an early Virginia community.

Name: _____ Date: _____

An Early Virginia Place: Jamestown

Listen: Powhatan people lived in Virginia before English settlers came. English settlers built Jamestown in 1607. These simple drawings help us compare its 1608 church with parts rebuilt at the church site today. They are not photographs or exact plans.

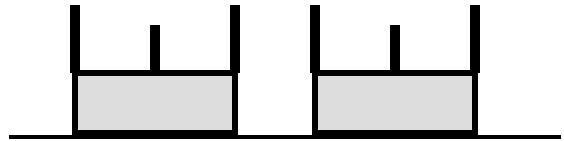
Long ago: 1608



Today

Parts rebuilt for learning

Not the old walls still standing



Point to two changes. Tell or write what changed.

Draw one change you see.

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Answer Key and Teaching Notes

Skill: Recognizing that places change over time. The student pictures are original fictional instructional illustrations. They show the same playground from a similar viewpoint.

Materials: Print and supply all student pages, keeping teacher-key pages separate. Provide one pencil per student. Optional: crayons. No external images are needed.

Exact setup: Give each student the Then and Now task. Seat students so they can see the pictures. Read the student directions before students write or draw. Do not name a change for students.

Teacher-read script: “Listen. These are fictional pictures of the same playground. One picture shows long ago. One picture shows today. Look at what you can see. What looks different? You may point to a detail first. Then tell or write two changes. Last, draw one change you see.” If needed, repeat: “Show me where you see that in the pictures.”

Observation method: As students work, make a quick note for each student: (1) compares both pictures of the same place, (2) gives or points to a picture-based change, and (3) draws a change visible in the pictures. Accept oral pointing or oral language before writing. Do not require spelling accuracy.

1. Tell or write two things that changed. Answers will vary. Accept accurate observations grounded in the pictures, such as: the tree is much taller today; or the sand box in the long-ago picture is a flower garden in the today picture. The sand box and flower garden are in matching places near the middle of each panel.

2. Draw one change. Accept a recognizable drawing of one pictured change, such as the larger tree or the flower garden replacing the sand box. The drawing should match one of the two views; a child may explain the drawing orally. If a student draws an invented addition not shown, prompt: “Can you draw something you can see changing in these pictures?”

Quick rubric: Secure - identifies two accurate changes and draws one visible change. Developing - identifies or draws one visible change, with prompting or limited detail. Beginning - needs support to compare the two pictures; reteach by covering one picture at a time and asking the child to point to what is different.

Source credit: Original fictional playground illustrations created for this worksheet. No external source used.

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Jamestown: Historical Context and Key

Setup: After the playground warm-up, give learners the supplied Jamestown page. No external pictures or drawing preparation are needed. Read its paragraph aloud, then say: “Both pictures help us think about the church place at Jamestown. The left shows a complete old building. The right shows some parts rebuilt so people can learn about the past. Point to what looks different. Tell two changes, then draw one.” Do not name the two answers before observation.

Answers and observation: Accept: the full roof is gone; the tall closed walls are now low, open sections with posts. A drawing may show either visible change. Ask the learner to point to evidence in both views and explain how the place changed. Allow pointing, oral answers or adult scribing; spelling is not scored. Check comparison of both views, two accurate observations, and one matching drawing. Support a learner who names only one change by directing attention to the upper and lower parts without supplying the answer.

Historical accuracy: This is one early Virginia community example, not a claim that Virginia began with English settlement. The 1608 church used timber supports and mud-covered walls. Archaeologists found its remains in 2010; a partial reconstruction was made in 2015. Rebuilt wall sections represent the old building rather than surviving intact from 1608. The actual reconstruction is slightly offset to protect the original postholes. The original classroom drawings simplify the documented difference between a complete historical building and a partial modern reconstruction; they are not measured architectural evidence.

Teacher sources, checked October 9, 2026:

Jamestown Rediscovery, “Reconstructing James Fort,” 1608 church section: <https://historicjamestowne.org/archaeology/projects/reconstructing-james-fort/>

National Park Service, “Chronology of Powhatan Indian Activity”: <https://www.nps.gov/jame/learn/historyculture/chronology-of-powhatan-indian-activity.htm>