

## Golden Age

**Companion Text:** The Jakry Kids: Curiosity Shop, by Lin Jakary & illustrated by Ryan Olson  
**Subject Area & Grade Level:** Social Studies, 1<sup>st</sup> Grade

### *Objectives*

After this lesson, students will be able to:

- Gather information in order to answer a question posed
- Compare and contrast differing views on a specific topic
- Differentiate between facts and opinions

### *Introduction*

Read the story once through without stopping. Ask students to recall how old Marlita claimed to be—102. Ask students who the oldest person is that they personally know, and have them share their answers with the class.

### *Procedure*

Reread pages 10 through 12, where Marlita describes her age, and ask students how Marlita seems to feel about getting older. Tell students that they will be conducting an interview with a relative or close friend in their lives about what it is like to be an older adult. The person they choose to interview should be older than their parents, preferably a grandparent, great-aunt, great-uncle, or other older relative. The purpose of the interview is not as much to hear someone's life story, or find out how life was "back then" as it is to find out how the person feels about his or her current life as an older adult.

Have students suggest specific questions they might want to ask during the interview to generate ideas for all students. You also might suggest a few, such as: What do you like to do for fun? What do you think the role of a senior citizen should be in today's society? Do you think people treat you differently now than they did when you were younger—why or why not? Tell students that they will be reporting back to the class, so they might want to take notes or, with their interviewee's approval, record the interview to remember what was said.

### *Discussion*

Have a round robin, in which all students sit in a circle, and each student gets a chance to share one thing he/she learned from his/her interviewee. Students can go around in a circle to share, or else you can give each student a "talking ticket" or two (just pieces of scrap paper), with each ticket being a chance to add to the conversation. Since you will likely hear different opinions about aging, use the opportunity to help students compare and contrast in a non-judgmental way. Interview sharing can also be used to help students learn to differentiate fact from opinion when encountering new information; for example, you could point out the difference between the following statements: "Your body changes as you get older," and "Getting old is hard on your body."

