

## Keeping the Past Alive

by Michael Keith

### Summary

Preserving treasures from the past is not easy. Even without use, many items will deteriorate over time unless they receive special care. This text explains the processes of deterioration, preservation, and conservation.

### Features of the Text

- Headings and subheadings
- Bullet points
- Photographs with captions
- Tables
- Specialized vocabulary
- Contents page, glossary, index

### Purpose

*Keeping the Past Alive* can be used to introduce and reinforce the following skills:

- S** finding and interpreting information;
- S** synthesizing information;
- S** making personal connections with the text;
- S** using the text as a model for writing.

### The Guided Reading Lesson

- S** Finding and interpreting information
- S** Synthesizing information

### Introducing the text

Introduce the students to the concept of treasures.

- *What treasures do you have?*
- *Why are they special to you?*
- *Do you have treasures you'd like to keep forever? Will they last forever?*
- *What could you do to help them last?*

Read the title of the book and the contents page together.

- *What information do you expect to find on this page?*

As you introduce, read, and discuss this text, note the nonfiction text features and check that your students understand the information and how it is formatted. Spend time on the features your students need most the support with. Features to note include fact boxes, tables, bullet points, the index, and the glossary.

### Reading and discussing the text

Look at the photographs on pages 2 and 3 together.

- *What might happen to these things as they get old?*

Tell the students to read to the end of page 5.

- *Can you explain this information in your own words?*
- *What about very old things such as fossils – why haven't they been broken down?*

Tell the students to read to the end of page 7 to find the answer to this question.

Ask the students what they know about how people preserve things. Then ask them to read to the end of page 11.

- *What have you learned about conservators?*
- *What do they need to be good at?*

Ask the students to read the tables on pages 12, 14, and 15.

- *What do you have to protect your treasures from if you want to keep them for a long time?*
- *What kinds of things do people want to keep?*
- *What could someone in the future learn from finding one of the items listed on pages fourteen and fifteen?*
- *Why would anyone keep these things?*

### Following Up

The students can:

- write instructions for making and storing a class time capsule
- complete the blackline master on page 75 to record their treasures
- imagine that they live in the year 2050 and describe their response to finding objects from the year 2000.