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Lesson Plans

Teaching with Primary Sources Program

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## Reflections Through Time

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# Reflections Through Time

[Street Corner Cited](#)

click photo for larger view

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**Grade Level:** High School

**Subject Matter :** English, Social Science, History, Communities

**Time Requirement:** Allow three to four class periods

**Technology Required:** Computers with Internet Access

**Assessment Tools:** Worksheet and Rubric

**Coverage:**

*Visual Literacy - "Reading Between the Lines"*

**Illinois Curriculum Standards:**

*2.A.5a, 3.A.5, 3.B.5, 3.C.5a*

**Mastery Objectives:**

Students will be able to:

- Analyze and express in writing, reactions to literary elements
- Effectively communicate ideas in writing
- Think critically through comparison of images
- Produce well-organized and coherent essays
- Implement correct grammar, capitalization, spelling and punctuation
- Research information on the Library of Congress Website

At the **beginning of the lesson** students should be told of the

objectives.

**Assessments** include a Rubric

**Criteria for Success** as outlined in Rubric

**Activities and Involvement:**

At the beginning of class students will work individually on "reading" the photo, completing the worksheet and brainstorming. They will then write an initial reflection essay. Once the initial reaction essay is completed by all students, a class discussion about the photo takes place. Each student will present the name they gave the photo and specific things they "read" in the photo. As part of the discussion, ask a student for a personal photo (I have found that there are always students who have photos with them). Use the worksheet to ask questions and start a discussion about the recent photo. Explain to the class that one day this photo may be a glimpse into the past for others. After the discussion, allow students time to find the photo on the internet and instruct them to look through the series of photographs - allow plenty of time for the photo research. Finally students will write the second reflection essay and discuss if their initial views about the photo changed.

**A Teacher's Reflections on Visual Literacy**

It is amazing to watch the reaction of high school students to an old photo in the first round of activities. Many students think the photo "means" nothing and has no importance to them. Watching the students' thought processes from the beginning of this project to the end is truly what teaching is about. The "aha" light bulb is remarkably bright and goes on for most students during the class discussion and then again during the research of series photos. Students had a lot of fun with this project and opened their mind.

# Photo Reflection

Take a journey through time using the [Library of Congress](#) website. Study and write about the journey through the legacy of another time.

Use the photo below to answer questions on the Photo Reflection Worksheet.  
Using your answers to the questions, develop a one page reflection essay.

## PHOTO REFLECTION WORKSHEET

Name

Date

Based on your initial reaction - what does this photo "mean" to you?

Who is in the photo

Describe the activity taking place

What is happening

Where is this place

What structures or buildings are present

When is it taking place (Year, Time of day, Place)

Give the photo a Title / Caption

In one word describe the photo

Based on what you know about the photo, how has life changed since this photo was taken

What doesn't the photo show

Once reflection essay is complete, participate in class discussion and search the Library of Congress Website [www.loc.gov](http://www.loc.gov) to find additional photos in the [series](#).

After class discussion about the photo and research on the photo series, how has your reaction to the photo changed? Add an additional page to your essay about how your reaction changed after viewing other photos in the series and discussion in class. Turn in original reflection essay, secondary reflection essay and worksheet for full credit.

	Possible	Points Received	Comments
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<b>General Writing</b>			
Grammar/Punctuation/Capitalization/Spelling	10		
No Easily Misused Words	10		
Reflection One	25		
Reflection Two	25		
Clear Transitions	10		
Clearly Written Essay	10		
<b>Format</b>			
Justified	10		
Double Spaced			
Footer			
No Indentations			
Worksheet Attached Completed	10		
Rubric Attached	10		
<b>TOTAL</b>	<b>120</b>		

[Link to Full Bibliographic Information](#)