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## A Picture's Worth A Thousand Words

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## **A Picture's Worth a Thousand Words**

### Lesson Overview

A Picture's Worth a Thousand Words is a series of lessons that provides the learner with an opportunity to explore a variety of photographs, allowing them to gain a greater understanding of the Civil War. Learners will be provided with a brief overview of this historical event through a series of read-alouds aimed at building background knowledge. Culminating projects will be focused around perspectives developed by learners which will lead them into the development of their own personal mini-inquiry projects.

### Goal

The lessons will introduce the learner to primary sources connected to the Civil War and assist them in the development of their ideas/perspectives on the event.

### Objectives

Students will:

- Analyze and interpret images from the American Memory collections
- Develop individual ideas/perspectives on the Civil War
- Create mini-inquiry projects around individual perspectives of the Civil War

### Investigation Question

At the completion of this lesson, learners will be able to navigate the Library of Congress' website to locate primary sources to assist their learning and the development of mini-inquiry projects.

### Time Required

Three weeks (six 50 minute class sessions, twice weekly)

### Recommended Grade Range

- Grades 4-8

### Subject/Sub-Subject

- Language Arts/Social Studies

### Standards

CC.K-12.W.R.1: Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.K-12.W.R.7: Research to Build and Present Knowledge: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCK-12.W.R.8: Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCK-12.SL.5: Presentation of Knowledge and Ideas: Make strategic use of digital

media and visual displays of data to express information and enhance understanding of presentations.

CC.3.R.I.7: Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.7.W.7: Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

## Lesson Preparation

### Materials Used

- Primary Source Analysis Tool (two per student)
- Gallery of Images
- Mini-inquiry project rubric

### Resources

Selected photographs from American Memory Collection (Brady Studio and Others)  
#65 Charleston, S.C. View of ruined buildings through porch of the Circular Church (150 Meeting Street) <http://hdl.loc.gov/loc.pnp/cwpb.03049>

Selected photographs from Prints and Photograph Division

The Civil War in America – drumming out a soldier of the Federal Army through the streets of Washington <http://www.loc.gov/pictures/resource/cph.3b45879/?co=civwar>

Washington, DC Hooded body of Captain Wirz hanging from the scaffold

<http://www.loc.gov/pictures/resource/cwpb.04197/?co=civwar>

Alexandria, Va Magazine in Battery Rodgers

<http://www.loc.gov/pictures/resource/cwpb.01346/?co=civwar>

Atlanta, Ga Federal soldiers relaxing by guns of captured fort

<http://www.loc.gov/pictures/resource/cwpb.03404/?co=civwar>

Arlington, Va Guns and gun crews of Fort Richardson

<http://www.loc.gov/pictures/resource/cwpb.01495/?co=civwar>

Sullivan’s Island, S.C. Wreck of blockade-runner near the shore

<http://www.loc.gov/pictures/resource/cwpb.02974/?co=civwar>

Washington, D.C. Patients in Ward K of Armory Square Hospital

<http://www.loc.gov/pictures/resource/cwpb.04246/>

Washington, D.C. Six marines with fixed bayonets at the Navy Yard

<http://www.loc.gov/pictures/resource/cwpb.04148/>

## Lesson Procedure

Activity One: Read-Alouds and the creation of the Research of Notebooks: Connecting Learners to the events and people of that time

Provide learners with an initial understanding the event and to determine their level of knowledge and understanding of the topic. (Connect, Wonder)

1. Create K-W-L chart to determine level of understanding

2. Introduce event through a series of read-alouds: Pink and Say (Polacco); What Lincoln Said (Thomason); Abe's Honest Words (Rappaport); and The Gettysburg Address (Lincoln)
3. Learners will create list of wonderings – Partner Share (turn and talk), Group Share and Class Share.
4. Learners will develop research notebooks highlighting their thoughts and questions about the Civil War and associated events.

#### Activity Two: Photo Gallery Walk/Photo Analysis (Investigate, Construct, Connect)

1. Learners will be provided with a series of photographs posted throughout the classroom from the Library of Congress' website (American Memory Collection and Prints and Photographs Division).
2. Learners will choose two photos and record their thoughts on the Primary Sources Analysis Tool (Analyzing Photographs and Prints).
3. Learners will come together and share their findings/thoughts on the various photographs.

#### Activity Three: Develop Results – Authentic Questions (Construct)

1. Learners will begin their development of questions to incorporate into the research notebooks to assist them in the mini inquiry projects.
2. Learners will be provided with a rubric for the mini inquiry project and will be provided with a list of webquests to assist them in the personal investigations.

#### Activity Four: Topic Choice/Investigation (Investigate, Construct, Connect)

1. Learners will begin their investigation of a topic of their choice based upon their initial wonderings and wonderings developed during their photo analysis.

#### Activity Five and Six: Mini-inquiry projects/presentation (Investigate, Express, Reflect, Connect)

1. Learners will create a mini-inquiry project based around guidelines provided in the rubric.
2. Learners will share and present their completed projects to the classroom.

#### Lesson Evaluation

The teacher will evaluate the understanding of the learner through the presentations of their mini inquiry project.

#### **Mini-Inquiry Project Assignment**

1. At the completion of the lessons entitled, A Picture's Worth a Thousand Words, you will be responsible for the development of a mini-inquiry project. This project will be focused on a topic you want to know more about based on your understanding of the Civil War.
2. During the mini-inquiry project, you will take time to research/investigate your topic. Your mini-inquiry project can be researched from the internet, books or any information

that will assist you in gaining an understanding of your selected topic. During our lessons as a class, I will share a number of resources to assist you.

3. For your mini-inquiry project, you should include a detailed explanation of your findings. Your findings/detailed explanation should a minimum of three paragraphs long (five to seven (5-7) sentences). Your explanation should provide a full understanding of your chosen topic.

4. Your mini-inquiry project will be graded on the following: Accuracy of Information, Organization, Graphic Sources, Length, Attractiveness, Preparedness and Presentation. See Rubric for details.

5. Your assignment should include information stating where you got your information (No google.com)

Mini-Inquiry Project Rubric

Name \_\_\_\_\_ Room \_\_\_\_\_

Category	Above Standards 4	Meets Standards 3	Approaching Standards 2	Below Standards 1
Accuracy of Information	All of the facts/information within the project are accurate/factual.	Most of the facts/information within the project are accurate/factual.	Some of the facts/information within the project are accurate/factual.	Most or all of the facts/information within the project are not accurate/factual.
Graphic Sources	The graphic(s) is/are relevant and makes the inquiry project easier to understand.	The graphic(s) is/are somewhat relevant and makes the inquiry project easier to understand.	The graphic(s) has no connection to the inquiry project being presented.	No graphic was included within the inquiry project.
Length	The inquiry project completely responds to the question(s) developed by the presenter and includes information that is at least three paragraphs in	The inquiry project completely responds to the question(s), but only includes two paragraphs of information.	The inquiry project attempts to responds to the question(s), but only includes one paragraph of information.	The inquiry project is incomplete.

	length.			
Attractiveness	The inquiry project is exceptionally attractive in terms of layout, design and neatness. You can take the creator took time to prepared the project.	The inquiry project is attractive in terms of design, layout and neatness.	The inquiry project is acceptably attractive although it may be messy.	The inquiry project is messy or very poorly designed. It is not attractive.
Preparedness	The speaker is completely prepared.	The speaker does not appear to be completely prepared.	The speaker appears to be somewhat prepared.	The speaker does not seem to be prepared.
Presentation	The presenter speaks to his/her audience so that he/she is clearly understood. Might be a public speaker!	Presenter speaks to his/her audience well enough to be understood.	Presenter speaks unclearly or too softly and the listener misses bits of information.	Presenter speaks so softly, or unclearly, that the listener is left missing major pieces of information.

Score: \_\_\_\_\_

Comments: \_\_\_\_\_