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## Children Around the World

Azucena Franco

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Children Around the World Primary Sources

<b>Title</b>	Using Photographs to Know Children Long Ago
<b>Overview</b>	Students like photographs. They're visual and engaging, so they make great learning tools. Photographs are an excellent way to capture the spirit of an event or idea. However, learning how to interpret photographs can be challenging. These lessons will help students learn to think about photos more deeply.
<b>Goal</b>	Students will look at different photographs about children. Students will use a graphic organizer to help students "read" photographs by getting them to organize information, compare and contrast and contrast details.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Students will describe what they see in a photograph;</li> <li>• Students will understand that photographs are not merely reflections of reality, but mediated images that convey many meanings;</li> <li>• Students will see that photographs have both denotative meanings (those that are literal) and connotative meanings (those that are constructed through individual and collective associations);</li> <li>• Students will understand the importance of the context in which a photograph was taken, and determine how specific photographs fit into the context in which they were taken;</li> <li>• Students will identify the mood of a photograph and determine what elements contribute to creating that mood;</li> <li>• Students will analyze color, light and shadow, and how they contribute to a photograph's meanings;</li> <li>• Students will analyze the composition of photographs, including how photographers shape meaning by choosing how to crop images;</li> <li>• Students will identify a photograph's point of view.</li> </ul>
<b>Investigate Question</b>	<ul style="list-style-type: none"> <li>• How do photographs convey meaning?</li> <li>• How do viewers contribute to constructing that meaning?</li> <li>• How are photographs similar to and different from other kinds of communication?</li> <li>• What role can photographs play in revealing past and present?</li> </ul>
<b>Time Required</b>	The time required for this lesson is one week long.
<b>Recommended Grade Range</b>	Recommended grade range for this lesson is 3 <sup>rd</sup> through 5 <sup>th</sup> grades
<b>Subject / Sub-Subject</b>	Reading
<b>Standards</b>	CCSS.ELA-LITERACY.RL.3.1

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	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>CCSS.ELA-LITERACY.RI.3.7 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).</p> <p>CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
<p><b>Credits</b></p>	<p>Library of Congress Primary Sources Azucena Franco</p>
<p><b>Materials Used</b></p>	<p><b>Photographs</b>  <b>Photograph 1 :Title: Girls' playground, Harriet Island, St. Paul, Minn.</b>  <a href="https://www.loc.gov/item/det1994010557/PP/">https://www.loc.gov/item/det1994010557/PP/</a></p> <p>Photograph 2 :Title: <b>Just kids</b>  <a href="https://www.loc.gov/item/det1994004937/PP/">https://www.loc.gov/item/det1994004937/PP/</a></p> <p>Photograph 3 :Title: <b>[Children posed with bicycle and tricycles]</b>  <a href="https://www.loc.gov/item/det1994022193/PP/">https://www.loc.gov/item/det1994022193/PP/</a></p> <p>Photograph 4 : <b>Title: [Series showing the day's work of Estelle and Felix Humphrey.</b>  <b>Title: High up on the top floor of a rickety tenement, 214 Elizabeth St., N.Y., this mother and her two children, boy 10 years old and the girl 12, were living in a tiny one room, and were finishing garments. The garments were packed under the bed and on top of it and around the room. Said the make from \$1 to \$2 a week, and the boys [sic] earns some selling newspapers. I could not get their name. Location: [New York, New York (State)].</b>  <a href="https://www.loc.gov/item/ncl2004003079/PP/">https://www.loc.gov/item/ncl2004003079/PP/</a></p> <p>Photograph 5 : <b>Photos, Prints, Drawing</b>  <b>[Series showing the day's work of Estelle and Felix Humphrey. See card reports of same. L.W. Hine] Location: [Elizabethtown vicinity, Kentucky].</b>  <a href="https://www.loc.gov/item/ncl2004004318/PP/">https://www.loc.gov/item/ncl2004004318/PP/</a></p>
<p><b>Resources Used</b></p>	<p><b>Title:Primary Source Analysis Tool</b>  <b>Title: Girls' playground, Harriet Island, St. Paul, Minn.</b>  <b>Title: Just kids</b>  <b>Title: [Children posed with bicycle and tricycles]</b>  <b>Title: [Series showing the day's work of Estelle and Felix Humphrey.</b>  <b>Title: High up on the top floor of a rickety tenement, 214 Elizabeth St., N.Y.,</b></p> <ul style="list-style-type: none"> <li>• <b>Primary Source Analysis Tool</b></li> </ul>

	 <ul style="list-style-type: none"> <li>• <b>Primary Source Analysis Tool: Forming Meaningful Questions</b></li> <li>• <b>Teacher’s Guide to Analyzing Primary Sources.</b></li> </ul>
<p><b>Description of Procedure</b></p>	<p>Using photographs as Primary sources, students will be able to answer questions, compare and contrast, analyze, talk about observe, reflect, question and formulate their own ideas of what the past was like for children. The children will go to the rug for a model mini-lesson. They will then turn to their partners to talk about and reflect on a picture. They will fill out the Primary Source Analysis Tool chart and talk about what they see. We will do one picture together as a group. Than they will work in groups to observe each photograph, formulate questions and reflect on what is the photograph telling us about the time it was taken. Each group will present their observations. As students observe and reflect on a primary source, ask, “What do you wonder about?” If needed, model by asking your own question related to the primary source. Display sentence starters (Who, what, when, where, why, how...?). I will encourage students to look back at the primary source by asking, “Do you see any clues in the primary source that would help address that question?” In their small group students will write questions they still have a bout the photograph and if time allowed with guidance and support they will be able to answer their own questions.</p>
<p><b>Extensions</b></p>	<p>This unit can be extended by having the students think back to all the photos they examined during each activity in this series. Students will ask themselves the following questions:          What did I learn about photography during these activities?          Which photographs in particular stood out for me? Why?          Then they will choose their own format for sharing what you have learned about photography and the past. Students may combine some of the project ideas above or come up with something entirely new. Draft a proposal for your project and submit it for approval. Your project must display what you have learned about photography and the lives of the children in this series.</p> <p>As an extension activity children can investigate the following questions in photograph of another event.          Questions such as:</p> <ul style="list-style-type: none"> <li>• How do photographs convey meaning?</li> <li>• How do viewers contribute to constructing that meaning?</li> <li>• How are photographs similar to and different from other kinds of communication?</li> <li>• What role can photographs play in revealing past and present?</li> </ul>

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<b>Evaluation</b>	Using a graphic organizer, students will be evaluated by choosing a photograph from the selections and writing about what they learned about children's lives in the times the photo was taken.

## **Reflection after Teaching Photographs as a Primary Source**

**By Azucena Franco**

**3<sup>rd</sup> Grade Spry School**

After teaching the lesson on Primary Sources, I realized that I did more than I had anticipated during the fifteen-minute period. For instance, during the beginning of the lesson, I did not plan on introducing and defining primary sources. But as I reviewed my lesson I felt it was necessary for my students to have the background knowledge I eventually used. Students needed to understand the difference between primary and secondary sources. Most of all the sources used every day in the classroom are secondary sources and the students have difficulty differentiating between the two. I was only planning to instruct my students in what to draw so that I can check their comprehension level. However, having my students identify which were primary or secondary made the lesson more interacting and productive.

Before the lesson began I felt very nervous because I was not sure if the students were going to comprehend the materials being presented. One issue was that many of my students are children of first generation immigrants to America. These concepts require the use of more critical thinking skill and the concern would be to communicate with clarity. On the other hand, I wanted to assess my high level speakers of English. I felt this worked out well since what I was assessing was the observations they were making from the photographs and not how well they spoke or wrote a specific language.

I think it was a good idea to give each group a different picture to observe and reflect on. This made all of their comments original. As a connection activity I will have the students write a reflection paper on what they were able to infer and comprehend from the details in the pictures. I would emphasize how to make connections with this material and previous understandings. Achieving the main goal of what the photographs represented to them in real life was achieved. The students glimpsed life as a child from a different period in our history and what life was like for children at the turn of the century.

I was a little worried that the observation took place on the last day of school and the children were antsy. However, after the lesson, I was very satisfied with the results because I saw they children demonstrated some knowledge on how to observe pictures with the eye of the observer. The children were able to have discussions and formulate ideas as a group.

In my opinion, I enjoyed the lesson and felt that the students were enjoying what they were learning. The students were actively participating and responding to my questions and instructions. I felt very comfortable because even though it was the last day of school the students were motivated to learn.

As an extension of this lesson I feel it is important to incorporate one example of primary sources in units of language arts, science and social sciences. I plan to go into depth the materials found in the Library of Congress Resources to plan my units going forward.

Thank you for this opportunity in making my curriculum stronger and bringing invaluable material like primary sources to the attention of my students.