Reflections Through Time

Kim Hohf
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Street Corner Cited
click photo for larger view

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partnered with DePaul University
and the Library of Congress

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](http://www.loc.gov) 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 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.
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<td>Reflection Two</td>
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