

## FLCHE-TPS Lesson 2 Fifth Grade

### Photos Tell Stories

#### *It's Elementary, My Dear: Primary Sources in the Elementary Classroom*

<u>Enduring Understandings:</u> <ul style="list-style-type: none"><li>• Primary sources tell a story about the past.</li><li>• Photos can be primary sources.</li></ul>	
<u>Essential Questions:</u> <ul style="list-style-type: none"><li>• Why do we study the past?</li><li>• How does the study of history help us understand the past?</li></ul>	
<u>Vocabulary/Targeted Skills:</u> history, evidence, primary sources, secondary source	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will analysis primary source photos using the quadrant method.	
<u>Lesson:</u> Photos Tell Stories	<u>Time:</u> 120 Minutes (1-2 days)
<u>Standard(s):</u> <u>Florida Social Studies Standards:</u> SS.5.A.1.1: Use primary and secondary sources to understand history.  <u>Florida Language Arts Standards:</u> LAFS.5.SL.1.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	
<u>Content Purpose:</u> Students will use evidence from photos to understand the past.	
<u>Assessment/Evaluation (for this lesson):</u> Photo quadrant method worksheet and class discussion	
<u>Reading Materials/Primary Source links:</u> <ul style="list-style-type: none"><li>• Daily inspection of teeth and fingernails.,National Child Labor Committee collection, Library of Congress <a href="https://www.loc.gov/item/2018678589/">https://www.loc.gov/item/2018678589/</a></li><li>• Teacher's Guides and Analysis Tool <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a></li><li>• Quartering (Visual Analysis Strategy) worksheet</li></ul>	
<u>Suggested Procedures:</u> <ol style="list-style-type: none"><li>1. Display and provide each student a copy of <i>Daily inspection of teeth and fingernails. photo by Lewis Hines</i>, <u>without the title, caption or citations</u>. Students will attempt to determine what is happening in this photo without any prior knowledge about the photo.</li></ol>	

2. Ask students to tell the teacher what they “see” only, not what they think is happening in the photo.
3. After students orally express what they see in the photo, have students divide the photo into four quadrants by drawing a large plus sign on the photo for folding their copy of the photo twice to produce four quadrants.
4. Pass out a copy of the Quartering (Visual Analysis Strategy) worksheet to each student.
5. Teacher will guide students complete the title of the worksheet: “I Am Examining\_\_\_\_\_”. The teacher can guide students when filling in the blank with prompts such as photo, picture, etc.
6. Teacher will guide students to look only at quadrant #1 (top left box) of the photo, listing as many items as they see in the #1 box on the worksheet.
7. Teacher will guide students to look only at quadrant #2 (top right box) of the photo, listing as many items as they see in the #2 box on the worksheet.
8. Teacher will guide students to look only at quadrant #3 (bottom left box) of the photo, listing as many items as they see in the #3 box on the worksheet.
9. Teacher will guide students to look only at quadrant #4 (bottom right box) of the photo, listing as many items as they see in the #4 box on the worksheet.
10. Once students have listed items they saw from all four quadrants, teacher will lead a class discussion allowing students to read aloud some of the items from their lists. Teacher will then ask for student volunteers who will analyze the photo more in-depth by stating what they believe is happening in the photo.
11. Continuing the discussion, the teacher will guide students to SOURCE the photo asking the following questions:
  - Who do you think took the photo?
  - Why was the photo taken?
  - When do you think the photo was taken (year)?
  - Do you feel the photo is reliable (something you can trust)? Why or why not?
12. After the discussion, students should finish the worksheet by completing the sentences at the bottom of the worksheet.
13. Now the teacher should reveal the information about the photo listed below, having the student decide if their prediction was correct:
  - *National Child Labor Committee collection, Library of Congress*  
*Caption/Title: Daily inspection of teeth and fingernails. Older pupils make the inspection under the direction of teacher who records results. This has been done every day this year. School #49, Comanche County.*
  - *Location: Lawton [vicinity], Oklahoma*
  - *Photographer: Lewis W. Hine*
  - *Date: 1917 April*
14. Finally, help students contextualize the photo by asking them the following:
  - In regard to what the photo is showing, what was different then? What was the same?

- How might the circumstances in which the photo was created affect its content?
- Do you still believe the photo is reliable? Why or why not?
- Can you think of where we could find a similar photo today?

**Extensions:**

Students can bring in personal photos for a history lab in which all students analysis each others personal photos using the quadrant method.

Teacher can choose another photo to do this same activity again:

*National Child Labor Committee Collection*

<http://www.loc.gov/pictures/search/?st=grid&co=nclc&scrlybrkr>

*LOC Classroom Materials* <http://www.loc.gov/teachers/classroommaterials/>

**References:**

Daily inspection of teeth and fingernails.,National Child Labor Committee collection, Library of Congress <https://www.loc.gov/item/2018678589/>

Teacher's Guides and Analysis Tool

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

Adapted from Quartering (Visual Analysis Strategy)

[https://www.saisd.net/admin/curric/sstudies/resources/teacher\\_zone/Hands\\_On/general/pdf/ho\\_quartering.pdf](https://www.saisd.net/admin/curric/sstudies/resources/teacher_zone/Hands_On/general/pdf/ho_quartering.pdf)