

Lesson 3c: Reading a Photograph (grade 2)

Overview:

Students study a historic photograph to learn about the daily life of the American Indians who lived in pre-settlement Kansas.

Compelling Question:

What was daily life like for the American Indians who lived in Kansas a long time ago?

Objectives:

Content:

- The student explains how the life of the American Indians living long ago was similar to, or different than, their life today.

Skills:

- The student makes observations about a historic photograph.
- The student uses a primary source to form an opinion.

Items from the trunk used:

USB Flash Drive “Uses of the Buffalo”

- Photo #06kshs Drying Meat (a PowerPoint using this photo is also available) **OR**
- Photo #02kshs Cheyenne Indians (a PowerPoint using this photo is also available)

Items provided by teacher:

- One sheet of blank paper for every two students. Draw two lines that cross in the center of the paper. With the paper divided into quadrants write a number “1” in the top right quadrant, a “2” in the lower right quadrant, a “3” in the lower left quadrant, and a “4” in the upper left quadrant.

Do In Advance:

- Decide if this lesson will be taught using printed copies of photo #02kshs or #06kshst or the PowerPoint included in this trunk. Plan accordingly. (Lesson is written with the PowerPoint option.)
 - Hard copy option – Print one copy of the photo for every two students at approximately 8”x10”. Provide students with a mask made of cardstock with one fourth (a quadrant) cut away. Distribute the image and mask to partners with the image facing down. Once they are instructed to, have students turn the photo over and place the mask so that only the top right quadrant is showing. At this point they may begin their pair-share. Students may not advance to the next quadrant until instructed to do so.

Lesson:

1. Introduce lesson
 - a. Photographs are primary sources and studying them is one way to learn about the people, places or events from the past.
 - b. Research is the process of looking for answers to questions by examining sources. Primary sources will help the class to learn about the past.
 - c. Class will examine a photograph to answer the question “What was daily life like for American Indians living in Kansas a long time ago?”

2. Conduct primary source research using a photograph.
 - a. Divide the class into partners/pairs of students.
 - b. Provide each set of partners with a sheet of paper that has been divided into quadrants.
 - c. Explain that students will be looking at an image dealing with the daily life of the American Indians who lived in Kansas a long time ago. As they see portions of the image they are to study it closely and pair-share everything they see with their partner. The partner who is doing the writing will record the information in the same quadrant of their paper as the quadrant they are looking at on the photograph.
 - d. Begin with the upper right quadrant. Students should write in the corresponding quadrant which is also labeled ‘1’.
 - e. Give the class a few minutes to complete the first quadrant before moving to the lower right quadrant, number ‘2’ on their paper. Continue in the same pattern until all four quadrants have been studied.
 - f. Reveal the entire image.

3. Sharing Observations and Reaching Conclusions
 - a. Conduct a discussion of what students observed and any conclusions reached using a spiral questioning technique. Sample questions:
 - What objects and/or people did you see in the photograph?
 - What is the environment like?
 - What types of homes are in this photograph? Are all of them the same?
 - What time of year does it appear to be?
 - What do you think is hanging up?
 - What in the photograph may indicate that people are nearby and perhaps busy doing some type of work?
 - What would be a good title for this image?
 - What do you think might be happening in this photograph?
 - What further questions do you have?

4. Demonstrate comprehension by having students write captions for the photo.

Assessment:

1. Note taking while reading the photograph
2. Participation in class discussion
3. Writing assignment

Extended activities:

- Discuss the sounds and smells that a person walking into this scene would sense. Have student practice making sounds appropriate to this place (wind blowing, birds, people talking off the edge of photo, etc.). Divide the students into “sound groups.” Talk them through the photo by adding a sound so that eventually all the noises that would be heard at the time of this event are happening in the classroom.

