

Past and Present Photographs

by Shannon Crawford

Resources

Library Of Congress

Photographs of Autumn scenes from the past in black and white.

Standards

- IL.1 GOAL: Read with understanding and fluency.
- IL.1.A.1b > Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.
- IL.2.B.1b > Identify common themes in literature from a variety of eras.
- IL-PTS.1.L P: TCT facilitates learning experiences that make connections to other content areas and to life and career experiences.
- IL-PTS.2.H P: TCT stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
- IRA.5.5 ...provide opportunities for creative and personal responses to literature, including storytelling
- IRA.9.1 ...teach students planning strategies most appropriate for particular kinds of writing

Lesson Plan

Overview and Rationale

Overview: In this lesson students will explore reading and writing by connecting a story with present time illustrations(photographs) to photographs from the past using primary sources.

Rationale: It is important for students to make connections while reading. Using illustrations is just one of the many ways they can do this. This lesson will provide students with a new way to explore how content and illustration directly relate. While exploring the content, they will learn to use descriptive words to describe an illustration and photograph. During

this whole process students will obtain an understanding of the difference between past and present photography.

Objectives

- The students will explore illustrations and photographs to connect with the story.
- They will note and learn a variety of descriptive words when reading the story.
- They will be able to compare and connect a story to a primary source.
- They will be able to use all of these skills to construct an illustration followed by a reflective writing piece.

Materials

1. 6 copies of Autumn Leaves by Ken Robbins
2. 12 black and white autumn pictures
3. paper
4. pencils
5. crayons or markers

Procedure

1. Place students in six groups of four and hand out all materials.
2. As a class go on a picture walk through the book Autumn Leaves.
3. In groups compare how the book Autumn Leaves and the black and white pictures are similar and different, make group lists.
4. As a class write the differences and similarities on the board in two columns. Discuss our opinions about each set of photographs.
5. In groups read text, each student reading approximately 8 pages to their group. While reading I will sit with the group that has an ELL student and we will read their portion together.
6. When finished reading we will make a word wall of all the descriptive words we can find in the text. Ask students which words we are able to use with the black and white photograph from the past.
7. Have a discussion about if they are able to use the text from the book with the black and white photos or does the text need the color.
8. Finish by having the students discuss in their groups which photographs they like better and why.

Assessment

For their assessment each student will individually choose to draw either a black and white or color autumn scene. Once their scene is complete they will write a half page description of their drawing using at least 10 descriptive words. They will finish with a three sentences reflection explaining why they chose black and white or color.

My Checklist for grading: 5 Points each Possible 20 Points

Picture is complete using either black and white or color: _____

Description is half a page long: _____

Used at least 10 descriptive words: _____

Reflection is complete with at least three sentences: _____

Score _____ / 20