

Visual Literacy, Research, and Letter Writing

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Standards

IL-ISBE-ELA-CC-2010.6.W.4

Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

IL-ISBE-ELA-CC-2010.6.W.8

Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

IL-ISBE-ELA-CC-2010.6.L.3

Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Resources

[Picture of the Yale Football Team Practicing](#)

This is a picture of the Yale Football team practicing in the year 1912 found in the Library of Congress Website www.loc.gov

Overview and Rationale

I will be teaching about writing a letter by using research. The students will be shown a picture of the Yale Football team in 1912 practicing. They will have to use credible sources to find information about what was going on in 1912 in both the United States and in the world. They will also do research about the equipment that was worn in 1912, and what school was like during this time period. The students will use the information that they found in the research to write a letter in the appropriate language to the target audience which would be their parents. They must use proper mechanics and spelling in the letter.

Objectives

The students will:

1. Find information using credible sources
2. Write a letter using appropriate language for the intended audience
3. Write using appropriate mechanics, spelling, and grammar
4. Use information from research in the letter

Materials

1. Picture of the Yale Football team in the year 1914
2. Sheet with the analysis and critical thinking skills
3. Computers for research
4. iPads for research
5. Paper
6. Pencil

Procedure

1. The teacher will put up a picture of the Yale football team in practice that was taken in the year 1912



2. Hand out the sheet with the Analysis and Critical thinking skills questions on it
 1. Analysis Questions:
 1. What do you see?
 2. What is happening?
 3. What items are being displayed?
 4. Describe items
 5. Why are they included in this image?
 2. Critical Thinking skills
 1. Does this visual say a story?
 2. What is the significance of the visual?
 3. Is this an important artifact? Why?
 4. Summarize what you see
3. Ask the students what they notice about the picture? Does it look different than how football is played now?
4. Once the analysis and critical thinking skills questions are answered tell the students they will be doing a project about the time period of the picture
5. The teacher will hand out a sheet with the description for the project
6. The students will have to write a letter to their parents in the viewpoint of the football player explaining what it is like playing for the Yale Football

Team in 1914. What is school like at the time? What are you studying? What kind of equipment do you wear when playing? What is going on around in the United States during this time period? What is going on in the world? What are some of the teams you are playing?

7. Explain to the students that for both options of the project they will have to do some research.
8. Explain to the students what a credible source is
 1. Show the students websites that have a URL that end in .org, .gov, .net are usually credible sources
 2. Look for the author. Is the author a credible source
 3. Introduce the journal
9. The letter must be at least two pages
10. The students must have at least three credible sources

Assessment

Rubric

	4 (4 pts)	3 (3 pts)	2 (2 pts)	1 (1 pt)
Research (1, 25%)	The student uses three credible sources	The student uses 2 credible sources	The student uses 1 credible source	The student does not use any credible sources
Spelling (1, 25%)	The student makes three or less spelling errors	The student makes 4-5 spelling errors	The student make 6-8 spelling errors	The students makes more than 9 spelling errors
Grammar (1, 25%)	The student makes three or less grammatical errors	The student makes 4-5 grammatical errors	The student makes 6-8 grammatical errors	The student makes more than 9 grammatical errors
Length (1, 25%)	The length of the letter is two or more pages	The letter is 1.5 pages long	The letter is 1 page long	The letter is less than one page long

Reflection