*To Kill A Mockingbird / Great Depression Photograph Activity*

**Directions:** *To Kill A Mockingbird* by Harper Lee takes place during The Great Depression. Throughout the novel we learn about Scout’s life and changes as the harsh reality of the depression set in. You and a partner will work together to compare photographs found in The Library of Congress with text found in the novel. Please complete the following steps:

**Part One:**

* Select a partner
* Create a shared Google Doc (**Remember to share with Ms. Harrison!)**

**Part Two:**

* Copy and paste the following information into the Google Doc: (insert photograph number into the blank spaces) You must complete the following information for a minimum of four photographs.
* **Photograph \_\_\_\_\_\_\_\_\_\_** (Copy and paste the photograph you have decided to analyze)
* **Information from Photograph \_\_\_\_\_\_\_\_\_\_\_\_\_** (How does this photograph make you feel? What information is it giving you? What kind of life are the people living? What details stand out?)
* **Textual Evidence Supporting Photograph \_\_\_\_\_\_\_\_\_\_\_\_** (What textual support in the book can you find to support the things you see and feel from the photograph? What does Scout tell us about the Great Depression?)

**Photographs for Analysis:**

Click on the following links to access photographs you may choose from. Don’t forget to **copy and paste your selection into the Google Doc!!!**

<http://www.loc.gov/pictures/collection/fsa/requests.html>

<http://www.loc.gov/rr/print/list/128_migm.html>

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/art/people.html>

**Objectives:**

* Students will be able to demonstrate visual literacy skills.
* Students will be able to analyze photographs from the Great Depression
* Students will be able to compare photographs to the text found in *To Kill A Mockingbird*

**Standards:**

[CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/)
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2/)
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Scoring Guide:**

**Google Doc Format** 5 4 3 2 1 **TOTAL POINTS X1**

(Format copied 4x; Photo copy and pasted into Google Doc; All info accounted for)

**Explanation of Photograph** 5 4 3 2 1 **TOTAL POINTS X2**

(Student throughout explains photograph in complete sent; details explained as well as personal opinions given)

**Textual Evidence Support** 5 4 3 2 1 **TOTAL POINTS X2**

(Direct quotes from the book given with page numbers)

**Analysis/Comparison**  5 4 3 2 1 **TOTAL POINT X2**

(Student was able to make connections to the text and pull out detail from the novel and photo that were similar)

Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/35