



# Boulder County Latino History Project

## Lesson Plans

### Title: Analyzing Family Photographs Primary Sources

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#### Overview

<b>Lesson Overview</b>	Students will be analyzing primary sources (photographs) orally and using a note-catcher.
<b>Author(s) &amp; School</b>	Hilary Barthel and Courtney Ferguson Columbine Elementary, Boulder
<b>Grade Level/ Course</b>	Elementary 4th Grade
<b>Standards</b>	BVSD Social Studies, <b>Standard 1.1b- Analyze primary source historical accounts related to Colorado history to understand cause and effect relationships</b> Inquiry Question: How can primary sources learn about the past or create more questions about our state's history <b>Standard 1.2b- Describe interactions among people and cultures that have lived and currently live in Colorado</b> Inquiry Question: How have various individuals, groups, and ideas affected the development of Colorado. <b>Standard 1.1d- Identify and describe how major political and cultural groups have affected the development of the region.</b>
<b>Time Required</b>	2 full class periods (between 2-2 ½ hours)
<b>Topic</b>	Families, Farm work/agriculture/ranching, Education/schools, Women Outline topics: Agricultural work, especially with sugar beets, Families, parents, and grandparents, The education of Latino children
<b>Time Period</b>	1900s-1910s; 1920s-1930s; 1940-1965; 1966-1980
<b>Tags (key words)</b>	Primary sources, photographs, families, women, sugar beets, schools

#### Preparation *(Links to worksheets, primary sources and other materials):*

<b>Materials</b>	● Butcher paper with multiple primary resources from BCLHP to use
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	<p>as a gallery walk</p> <ul style="list-style-type: none"> <li>● Sticky notes (3 per kid)</li> <li>● Clipboards</li> <li>● Pens/pencils</li> </ul>
Resources/Links	<ul style="list-style-type: none"> <li>● BCLHP primary source photos <ul style="list-style-type: none"> <li>○ <a href="#">Tafoya family 1956-In front of home</a></li> <li>○ <a href="#">Four generations of women</a></li> <li>○ <a href="#">Hauling Sugar Beets, 1904-1920</a></li> <li>○ <a href="#">Group Digging Beets, 1900</a></li> <li>○ <a href="#">Sugar Beet Pile</a></li> <li>○ <a href="#">Phil and Eleanor Hernandez, 1948</a></li> <li>○ <a href="#">Lincoln Elementary 1954-1955</a></li> </ul> </li> <li>● <a href="#">Analyzing primary sources note-catcher</a></li> </ul>

### Lesson Procedure *(Step by Step Instructions):*

<ul style="list-style-type: none"> <li>● Write the objective for the lesson and go over it with the students.</li> <li>● Tell students they will be doing a “gallery walk” of primary sources from Boulder County. Ask if anyone knows what a primary source is/what they think it is then discuss. (A primary source is an original artifact from that time period).</li> <li>● Students will be given three sticky notes to write down observations, questions, inferences, etc. (their thinking) as they walk around and look at primary source photos</li> <li>● Allow students to walk around (5-10 minutes) and place their sticky notes on the butcher paper around the pictures</li> <li>● Return to seats and allow students to talk with a table partner about what they saw--share their general thinking</li> <li>● Ask students, what do they think a primary source is? What did they see? Guide students in figuring out other primary source types. Create a class definition.</li> <li>● Explain that next we will be analyzing specific primary source photographs using a <a href="#">note catcher</a></li> <li>● Introduce the note catcher and explain the four boxes <ul style="list-style-type: none"> <li>○ “Observations” are only what they see in the photograph</li> <li>○ “My thinking” is what they think when looking at the picture</li> <li>○ “Questions” are what the students are wondering while observing and analyzing the photograph</li> <li>○ “Further investigations” is where students can think about what this source teaches us and how we can learn more about it and what it shows</li> </ul> </li> <li>● Model and do a guided activity with this note-catcher with the students (Teacher will choose four of the primary source photographs linked in the lesson plan under resources and from these the teacher will choose the photograph to model the activity with) <ul style="list-style-type: none"> <li>○ Example sentence stems to use: <ul style="list-style-type: none"> <li>■ In this photograph, I am observing _____</li> <li>■ When I look at this picture, it makes me think _____</li> <li>■ I am wondering why/who/what/where/how _____</li> <li>■ I think we are analyzing this photograph because it can teach us about _____</li> </ul> </li> </ul> </li> <li>● Have students review what each box in the note-catcher is supposed to focus on</li> </ul>
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- Next, with a partner, students will choose two of the other three photographs to complete the note-catcher while analyzing the photograph
- Once finished, teacher will put up three separate large versions of the note-catcher on butcher paper with each photographs in the middle of the large note-catcher
- Groups will then pair up two times with other groups who reflected on the same photos to discuss their observations and thoughts (using the sentence stems above when discussing)
- Partnerships who analyzed each photograph will come up and present their analysis of the photograph, and all students ideas will be added to the larger version of the note-catchers
- Partnerships' note-catchers will be collected at the end of the presentations and used as evaluations

### **Evaluation/Assessment:** *(Methods for collecting evidence of student learning)*

- Students will be evaluated on (a) their note-catchers and (b) their participation in sharing out their observations and reflections to the whole class.

**\*Lesson extensions: These can be used as further forms of evaluation/assessment**

- Students can bring in similar pictures of their families or events in their life and analyze them with the note-catcher
- Students can also then compare and contrast their primary resource pictures with other Boulder County Latino History Project primary resources



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