

Grade Level/Content Area: Grades 6-8 Social Studies Curriculum

Unit 2: Around Town

Created 2021

Rationale

The purpose of this lesson is to teach students how to retrieve information from period photographs. In addition, students will be able to determine what kinds of insights and information can be gleaned from period photographs such as period history, technology, societal roles, and how people lived when comparing period photographs with modern ones

Materials Required:

Laptops, internet access, printed copies of National Archives Primary Source Document Analysis Sheet (link below), whiteboard or chalkboard.

Time Needed: Three to four class periods depending upon class size.

Objectives: By the end of the lesson, students will Know, Understand, and Do the following:

*Use primary source documents to determine how various people in the Rockford area lived in the past.

*Using evidence from primary sources, students will answer “how do businesses of the past compare to those of today”.

Resources and Scholarship

Midway Village Online Collection “Business Interiors 20th Century, Rockford, Illinois”
<https://midwayvillagemuseumdigitalcollections.omeka.net/collections/show/20>

Midway Village Online Collection “Business Interiors 19th Century, Rockford, Illinois”
<https://midwayvillagemuseumdigitalcollections.omeka.net/collections/show/18>

Midway Village Online Collection “Business Interiors 19th Century, Rockford, Illinois”
<https://midwayvillagemuseumdigitalcollections.omeka.net/collections/show/15>

Midway Village Online Collection “Business Exteriors 20th Century, Rockford, Illinois”
<https://midwayvillagemuseumdigitalcollections.omeka.net/collections/show/16>

National Archives Primary Source Document Analysis Sheet:

https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf

<p>SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.</p> <p>SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time</p> <p>SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras</p> <p>SS.H.2.6-8.MC: Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p>SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation</p> <p>SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different</p>	<p>Set Introduction</p> <p>Ask students to brainstorm the following questions and write their answers on the board:</p> <ol style="list-style-type: none"> 1: What is a community? 2: What helps a community grow? 3: What types of businesses do you think are essential to a community? 4. What types of businesses are luxuries? 5: What would make a person decide to settle in a specific community? <p>Procedures</p> <p><u>Day 1:</u></p> <p>Activity 1:</p> <p>Go over set introduction and write student responses on the board. Have students write the following notes about their own neighborhood:</p> <ol style="list-style-type: none"> 1: What neighborhood do I live in? 2: What stores/business could I walk to from my home? 3: Where does my family do most of its shopping? 4: What other businesses, other than shops, to we visit often? (ex. Post office.) <p>Collect student notes for participation points.</p> <p>Activity 2:</p> <p>Project the following 2 pictures of the same business to your students:</p> <p>https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1717</p> <p>https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1919</p> <p>Look at the photographs, read their captions, and ask your students the following questions:</p> <p>“Ingrassia Cash Grocery”: What is does “cash grocery mean”?</p> <p>Who is pictured in the photo and how are they dressed? What objects can you see? When was this photo taken?</p> <p>“Ingrassia Grocers”: What is in store? Who is pictured in this photo? How are they dressed? When was this photo taken? Why do you think these photos were taken?</p> <p>Project the following 2 pictures of the same business to your students:</p> <p>https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1928</p> <p>https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1706</p>
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<p>kinds of historical sources.</p> <p>SS.H.3.6-8.MC: Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.</p> <p>SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.</p> <p>SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.</p> <p>SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.</p>	<p>Look at the photographs, read their captions, and ask your students the following questions:</p> <p>“B.J. Bartlett Grocery ”: Who is pictured in the photo and how are they dressed? What objects can you see? When was this photo taken?</p> <p>“Bartlett Grocers” : What is in store? Who is pictured in this photo? How are they dressed? When was this photo taken? What is different between the first set of photographs and the second?</p> <p>Activity 3: Project picture of “J. Beale and Bro” to your students. https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1576: What type of business do you think this might be by just looking at the image? What else can you see in this image?</p> <p>Now show your students the interior picture of the same store. https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1953 This picture is the inside of the building we just looked at. Now can you tell what type of store it is? Do you think this is an essential business?</p> <p>The first set of photos are from the early 1900s. Now project these photos from the 1970s. https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1913 https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1908 https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1725</p> <p>Compare and contrast the same store about 70 years apart. What are the similarities and differences? Write on board. Revisit set introduction and review student answers that were written on the board. Ask students what pictures seen in class today say about the set introduction.</p> <p><u>Day 2:</u> Ask students how they can learn from primary source photographs. Ask for examples from yesterday’s photos. Distribute 5 copies of National Archives Primary Source Analysis Sheet (link below) to each student. Have students go to the Midway Village Online Collection pages listed in the resources below.</p>
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	<p>Each student is to select 5 photographs from the collection (teacher may assign each student 5 photographs ahead of time) and fill out the primary source analysis sheets for each photo). Students are to work on their observations and sheet completions during the class period.</p> <p><u>Day 3/4:</u> Have students present their findings to the class. Teacher projects each photograph in the classroom while each student explains their observations.</p>
	<p>Assessment Completion of notes on introduction. Completion of National Archives Primary Source Document Analysis Sheets. Presentation of 5 assigned photographs to class.</p>
	<p>Possible Extension Activities Plot a selection of businesses in archive on a map of Rockford. Determine which are still present in Rockford.</p> <p>Look up modern photos of businesses in Rockford and the area and compare them with archival photographs.</p>