

**Course/Grade Level: 5<sup>th</sup> Grade**

**Lesson Title: Rockford's Big Changes**

**Teacher: Patricia Whitlow**

**1. Set Induction:** Don't tell the students anything about the photos. This is an observation lesson. Why That Photo? Do this first. As students come into the room, have them choose a photo off of a table that you have spread them on. These photos should be placed in page protectors with the actual history of the picture on the back shielded with a blank piece of paper on the back. Have the students in groups or as a whole class discuss "Why they chose that photo?"

## **2. Aims/Objectives and Standards:**

### District 205 Grade 5 Social Studies Standards

#### **POLITICAL SYSTEMS**

- Explain the basic principles of the United States government including structures and functions of the federal government and the rights and responsibilities of citizens (e.g., British taxation and Colonial resistance, the Constitution, influence of individuals and political parties). **SS5-01**
- Evaluate the role and responsibility of the United States government in shaping foreign policy. **SS5-02**

#### **ECONOMICS**

- Explain the influence of economics on the development of the United States (e.g., exploration/trade; slave trade/triangular trade, Colonial taxation, Westward expansion, Industrialization). **SS5-03**

#### **HISTORY**

- Analyze and interpret historical stories and events using primary source documents, timelines, images, maps, media, literary works, and non-literary works. **SS5-04**
- Identify and explain how and why exploration and expansion impacted the development of the United States. **SS5-05**
- Explain the causes and impacts of key historical events on the development of the United States (e.g., contact with Native Americans; formation of the 13 Colonies, Constitutional Convention, Louisiana Purchase). **SS5-06**
- Analyze how the interactions, both positive and negative, of individuals, social groups, systems, and institutions influenced the development of the United States. **SS5-07**

#### **GEOGRAPHY**

- Explain how geographical factors and location influence the development of the United States through analysis of maps, charts, globes, graphs, diagrams, models, etc. **SS5-08**

#### **SOCIAL SYSTEMS**

- Identify historically significant individuals, groups, or cultures who affected social life or institutions of the United States through literature, language, arts, traditions, events, media, etc. **SS5-09**
- Explain how cultural, economic, geographic, and political factors influenced immigration to the western hemisphere (e.g., African, European, Native American). **SS5-10**

## **3. Procedures, Assessments and Materials Required:**

### **Procedures:**

**Part 1: Analyzing Photographs:** Say nothing about what these pictures are about, yet. Have the students analyze their own photo using the "Analyze Photograph" worksheet. Students can then discuss this in partners or small groups and get other students' objective observations. (worksheet attached)

**Part 2: Image Sort:** Still do not let the students know what these pictures are depicting. After the discussions have taken place the students will do an "Image Sort. Have the students stand up with their picture and group themselves. Some groups may be group according to all girls, three kids in each picture, outside pictures, school pictures, kids with hats on, etc. Once you see that everyone is a part of a group, have the groups come up to the front of the class and each person talks about what they think is going on in their picture and how it relates to the grouping.

After the groups have finished, tell them that these photos are from Rockford. They are all from Rockford and the way it used to look. Have them remove the blank piece of paper from the back of the photo and read the information about the photo. They can now share these photos with their groups.

**Part 3: Computer Lab:** The students will take their picture to the computer lab. Direct them to “Google Maps.” Have them put the address of their picture into the “search” bar. Show them that when you take the little yellow man and drag him to the address, it will show a picture of the address as it sits today. Have them practice this. Use the students that understand this process, to help their neighbors. Once you have walked around and checked that all the students have their “present day” picture on the map, have them print this picture in black and white.

**Part 4: Compare & Contrast:** The students will take their picture back to the classroom. Have them put their two pictures next to each other, “past” and “now.” Give them the Compare and Contrast Picture worksheet. Have them fill this out. In small groups, they will share their photos and worksheets. If anyone in the group can add anything; the students need to list that, also. Collect these.

**Assessments:** Observation of Computer Lab, Analyze Photograph Worksheet, Compare and Contrast Worksheet

**Materials:** Past Rockford Photos that you can get from Midway Village Museum Photo Collection-A Window to Rockford Area’s Past DVD, the website- <http://www.cardcow.com/viewall/65775/> has many past pictures and postcards of Rockford yesterday, Analyze Photograph Worksheet, Compare and Contrast Worksheet, Computer Lab, and be able to print in black and white

4. **Resources and Scholarship:** Midway Village Museum Photo Collection-A Window to Rockford Area’s Past DVD  
<http://www.cardcow.com/viewall/65775/>  
[www.worksheets.com](http://www.worksheets.com)
5. **Conclusion/Lesson Wrap-up:** #1 Special guest speaker and historian Don Swanson presents a history of Rockford through his pictures and/or #2 A trip to Midway Village

# Compare & Contrast Pictures

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Past**

**Present**

	With regards to	
	Buildings Architecture	
	Foliage Plants Trees Shrubs	
	Streets Walkways Structures	
	Automobiles Clothing	
	Other	

