This curriculum may be successfully used with or without a museum visit.
Developed by Sarah Anderson and David Martinez in consultation with OHS staff and advisory board.
## Pre-Visit Lesson Two

<table>
<thead>
<tr>
<th>Overview: Exploring Oregon Communities</th>
<th>Students are introduced to primary source analysis using photographs and the Photograph Analysis Sheet. Students infer how people in the photos are helping their communities.</th>
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</table>
| Essential Question(s) | › How do historians analyze a photograph using context clues?  
› What are the different roles in a community?  
› How do different people/places support and help a community?  
› What evidence can I give to support my claims? |
| Delivery Time | One 30-minute session or two 20-minute sessions |
| Academic Vocabulary | Terms that teachers may have already defined with their students, and are not necessarily specific to historical studies.  
› Evidence  
› Inference  
› Observation  
› Past |
| Content Specific Vocabulary | Terms that are explicitly defined and may be unique to this unit or not common in other areas of study.  
› Artifact: an object made or changed by people  
› Historian: a person who studies the past  
› Oregon Historical Society: a history museum and research library in Portland, Oregon, that collects and shows artifacts and documents from the past so everyone can learn how people in Oregon lived in the past.  
› Primary Source Photograph: a photograph that was taken in the past and is used as a primary source |
| Materials Needed | › Copies of Mayor Joseph Carson Demonstrates with Students for whole class analysis (or you can project if you also have a document camera for the analysis sheet)  
› Projected copy of the Photograph Analysis Sheet  
› Printed copies of primary source photographs from the exhibit  
Optional: magnifying glasses that students can use when examining photos |
Step by Step Instructions

**Step One: Introduce Primary Source Photographs**

Tell students they will visit the Oregon Historical Society museum to learn more about Oregon communities, the history of Oregon, and how historians analyze the past. While they are at the museum they will see many things, including photos of neighborhoods, communities, and community members.

Before they go, they need to learn how to “read” a photograph, just like a historian, in order to learn about the past. Share a personal, firsthand account of a memorable event from your life: a graduation, a birth, a bad day. If you have pictures or documentation, display those. Alternatively, ask a student to share a firsthand account. Define that their recollection of this event, because it is something they personally experienced at that time, is a primary source. If they wrote about when it happened, or took a picture, or had an artifact from the event, those would also be primary sources. A primary source is something created by a person experiencing an event or during a particular time frame. It can even be a newspaper article, if it was written very close to the event.

Historians spend a lot of time studying primary sources to get an idea of what happened in the past. When looking at or reading a primary source document they do two things: first they observe and then they infer. We will practice being historians today by looking at primary source photographs from the Oregon Historical Society.

**Step Two: Modeling How to Use the Photograph Analysis Sheet**

Distribute copies of Mayor Joseph Carson Demonstrates with Students to pairs of students. Display the Photograph Analysis Sheet on an overhead projector or a document camera so students can see you fill out the form.

› Introduce students to what an observation is, if they are not already familiar. An observation is something you can point to in the photo. Making an observation means just naming what you see, and not trying to tell the story of what you think is happening in the photograph.

An observation is different from an inference. An inference is when you try to make sense of a photograph based on your observations. It is when you try to guess what is happening in the photograph or when you try to tell a story based on what you see.

You want to stress that in the observation section, students are only naming what they see. They are not making guesses about what is happening, why it is happening, when it happened, or where it happened. That is for the next section.
### Step by Step Instructions (continued)

› Now direct students to the [Mayor Joseph Carson Demonstrates with Students](#) photograph and give them a minute to look closely at it. Then have them help you fill in the “Observation” section on the first side. As you gather observations from students, make sure to point out if what they offer is an inference, instead of an observation. Write down student responses on the projected sheet.

› Next turn the sheet over and have students practice making inferences. Use the questions on the form to guide this discussion and record some student responses.

› Solicit student responses and thoughts regarding the “Further Analysis” section and the “Community Connections” section.

### Step Three: Students Practice Photograph Analysis in Small Groups or Pairs

Split the class into small groups of 2–3 and give each group/pair one of the primary source photographs and a copy of the [Photograph Analysis Sheet](#). Before students begin to work independently, review one more time the difference between an observation and an inference.

### Step Four: Share Analysis

After about ten minutes (or when groups are finished) gather together to share some of their ideas. Ask each pair/group: What is their story of this photo? Why do you think this? How are people in your photo helping their community? You could also have students do this in small groups.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Photograph Analysis Sheet</th>
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<tbody>
<tr>
<td>Teacher Notes</td>
<td>N/A</td>
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<tr>
<td>Supports for All Students</td>
<td>Have students fill in the Photograph Analysis Sheet along with you during step two.</td>
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<td></td>
<td>Instead of having each pair/small group work with a different photo, have the entire class work with the same photo to give more opportunities for students to learn from each other.</td>
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<td></td>
<td>Instead of having students write answers on the Photograph Analysis Sheet, they can talk about their ideas or dictate them into a recording device.</td>
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<tr>
<td>Extensions</td>
<td>Help students develop their observation and inference skills with this fun lesson from Scholastic: “Mystery Bags to Develop Observation and Inference Skills.”</td>
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<tr>
<td>Additional Educator Resources</td>
<td>Additional document analysis worksheets for working with primary sources from the National Archives.</td>
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</table>
| Oregon Social Sciences Standards | The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.  
› **1.2** Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).  
› **1.6** Describe ways people celebrate their diverse cultural heritages in the community.  
› **1.7** Locate and identify important places in the community (school, library, fire department, cultural places).  
› **1.13** Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities.  
› **1.14** Make connections between the student’s family and other families, the student’s school and other schools.  
› **1.17** Explain the use of different kinds of historical sources to study the past.  
› **1.22** Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.  
› **2.6** Analyze the different ways students can have an effect on their local community.  
› **2.13** Identify cultural characteristics of the community. (Geography)  
› **2.16** Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)  
› **2.18** Differentiate between events that happened in the recent and distant past. |
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<tr>
<th>Oregon Social Sciences Standards (continued)</th>
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<tr>
<td>› <strong>2.19</strong> Develop and analyze a timeline of events in the history of the local community</td>
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<tr>
<td>› <strong>2.24</strong> Compare and contrast past and present situations, people, and events in neighborhoods and communities.</td>
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