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

Many thanks to Garrett Riggs for his help in developing this unit.
<table>
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<tr>
<th>Overview: What Can a Photograph Tell Us?</th>
<th>Students examine photographs and draw something they see as a beginning step to primary source analysis. Students consider how children from Oregon’s past are similar to and different from them.</th>
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| Essential Question(s) | › What can we learn from photographs from the past?  
› What are similarities and differences between me and other children from Oregon’s past? |
| 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.  
› Detail  
› Different  
› Observe  
› Similar |
| Content Specific Vocabulary | Terms that are explicitly defined and may be unique to this unit or not common in other areas of study.  
› Historian: A person who studies the past. |
| Materials Needed | › Chart paper and markers  
› A selection of photos from the *Experience Oregon* exhibit printed out. You will need one for each child or pair of children. Note that some individuals/pairs will be working with the same photo.  
› A *Photo Detail Drawing Sheet* (two options) for each child. |
| Step by Step Instructions | **Step One: What is a Historian?**  
Ask students if they know what a *historian* is. Create a classroom chart about historians. Tell them that one thing that historians do is look at photos to learn what life was like in the past. Today, we will practice being historians.  

**Step Two: Draw from Photos**  
Give each child one photo from the selection of photos from the *Experience Oregon* exhibit and one *Photo Detail Drawing Sheet*. |
**Step by Step Instructions (continued)**

Tell students to take a moment to look closely, or **observe**, the photo.

Then tell them to choose one thing, one **detail**, from the photo to draw on their observation sheet. You can connect this to the concept of “zooming in” to focus on one small part of a picture (see Supports for All Students and Extensions for more on this). Tell students to take their time looking so they can draw the detail carefully.

Give time for children to draw. If a child finishes early, you may ask them to add more to their drawing by looking at a detail that you point out.

**Step Three: Share in Pairs**

Arrange students into pairs. Have them share their drawings with their partner by answering two questions:

1. Why did I choose this detail?
2. What do I think is happening in my photo?

Circulate to observe/listen to conversations.

**Step Four: Share with the Class**

Gather students together. Select one of the photos and ask for student volunteers to share which detail they decided to draw. Ask the class what they think is happening in this photo. When a child volunteers an answer, follow up by asking,

> “How do you know?”

If children need prompting or focusing, you could ask them the following:

> “Are these children playing, working, helping their family, or doing something else? What do you see in the photo that makes you think that?”

Ask students what they learned about families from Oregon’s past by looking at these photos. What did they notice about how the lives of children from the past are similar to or different from their own lives?

*Note:* You could do the following as a circle activity, or you could hang the photos around the classroom like a gallery/exhibit and have students walk around to view all of the photos before coming back to share.
| **Assessments** | Observe student engagement during drawing activity and conversation during pair/share. Note what kind of evidence students give when you ask them to explain their thinking about photos. Have students draw a picture of themselves doing something similar to the children in one of the photos. Add a caption with the help of an adult. |
| **Teacher Notes** | When a student makes an observation, ask the student how he or she knows that. For example, if the student says “she’s farming,” ask “what do you see that makes you say that?” This will help focus the students’ looking and allow the students to notice details and make assumptions about those details. |
| **Supports for All Students** | Photos with more details may be more challenging for students. Consider how to distribute photos with the appropriate challenge level to students.  

*Here* is the Holt Family Meal photo from the OHS archives with details pulled out to help students who may have a hard time focusing on smaller details.  

You could provide a “viewfinder,” such as a small Mason jar ring, to help students focus on details. Another strategy to help students focus on details is to have them fold the paper in quarters and just look at one quarter of the photo. |
| **Extensions** | Show the Zoom slideshow of Istvan Banyai’s book to explore the concept of details and “zooming in” and “zooming out.”  

If possible and appropriate, have children work in pairs to take digital photos of “zoomed in” details in the classroom or school yard. Project photos and see if others can guess where the photos were taken. |
| **Additional Educator Resources** | N/A |
| **Oregon Social Sciences Standards** | The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.  

› **K.2** Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.  

› **K.3** Describe roles of self and family members |
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<th>Oregon Social Sciences Standards (continued)</th>
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<tr>
<td>› <strong>K.10</strong> Locate, identify, and describe places of importance to self, family, school, and culture.</td>
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<tr>
<td>› <strong>K.13</strong> Understand that events happen in a sequential order.</td>
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<tr>
<td>› <strong>K.15</strong> Distinguish between past and present.</td>
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<tr>
<td>› <strong>K.16</strong> Understand and create timelines to show basic personal events in a sequential order.</td>
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<tr>
<td>› <strong>K.17</strong> Make connections (similarities and differences) between self and others.</td>
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<td>› <strong>K.18</strong> Compare and contrast past and present events or practices.</td>
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<tr>
<td>› <strong>K.20</strong> Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.</td>
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