

A PICTURE IS WORTH A THOUSAND WORDS

A UNIT in Two Lessons for Kindergarten & 1st Grade Classes

Unit Overview:

Historic and antique images are a valuable part of understanding history. They provide the clearest and most accurate depiction of the past. By studying a photograph, we can draw conclusions about places, people and events that we may otherwise not be able to fully understand. This unit will teach students local Fresno County history through photographs from the turn of the century as well as helping to improve visual literacy and critical thinking skills.

Unit Summary:

With photos from the Fresno County Historical Society Archive and from the Pop Laval Collection students will learn to view historic images and analyze them. Students use their imaginations and creativity to fill in the missing half of a historic photo before seeing and learning the history of the real and complete image.

Time Allotment:

Two lessons taught in 20 to 30 minutes

Grade Level: K-1

Standards

History-Social Science Content Standards

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.

Writing Standards K-5

1. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Learning Objectives

Students will be able to:

Analyze historic images

Understand what life was like for young students in the early 20th century in Fresno County

Draw their own version of a historic photo and understand its history

Materials

Video:

As Pop Saw it: Valley Stories as photographed by Claude C. "Pop" Laval by Valley PBS
<https://www.facebook.com/watch/?v=4370276781091>

Images:

School Image from the Pop Laval Collection: Columbia Fresno Kindergarten class from 1911

Worksheet:

What is Missing Drawing Activity Sheet

Photo:

Photo from the FCHS Archive of the Fresno Kindergarten Wagon with teachers and students

Introduction Activity:

Set-up: Watch the *As Pop Saw it: Valley Stories as photographed by Claude C. "Pop" Laval video (2:50 min.)* to introduce the topic. Remind students of the old saying "a picture is worth a thousand words," and tell them that they will have the opportunity to analyze historic photos of Fresno collected by the Fresno Historic Society. Explain that Pop Laval was well known for capturing and cataloging the history of Fresno. The class will be looking at photos captured from Pop Laval to learn more about the history of Fresno.

Learning Activity #1: A Picture is worth a thousand words

Set-up: As a class, give students 5 minutes to look at the *Columbia Fresno Kindergarten class from 1911 photo* (available in Materials section above) and study each person/object in the photo. Have the students share their observations with the class. Ask the following questions.

- What do you notice about the children in the photo?
- What are they doing?

- What are they wearing?
- What kind of expressions do they have on their face?
- What do you think it would be like to live during that time period?
- What do you notice about the school house?
- What are some of the differences between the children from 1911 to our kindergarten class today?

Then read the Education in Fresno County in the Early 20th Century handout to share a brief history of the Columbia Kindergarten class of 1911.

Learning Activity #2: What is missing?

Draw-Pair-Share: Handout the *What is missing?* photo (available in Materials section above). Tell the students to look at the photo taken in 1889 in Fresno. Ask students to imagine what might be on the other half of the photo. Have students draw what they think is represented in the other half of the photograph. Have each student write 1-2 sentences describing their drawing.

Tell students that this photo was taken in 1889 of the Fresno Kindergarten wagon.

Assessment

Use the following questions to guide a recap discussion, as a quiz, or a guideline for a quick drawing assignment.

Learning Activity #1:

Recap discussion: With the class, talk about the importance of collecting photos to capture a moment in history. Ask the students what images they think should be captured in a photo today to preserve our history.

Learning Activity #2:

Pair & Share: After completing their drawing, pair students with a classmate to share their artwork and reach their written observations. Ask a few students to share their findings with the entire class.

Distance Learning Options

- Hold discussions via video conferencing software like Zoom or Teams
- Each group share out to class to ensure all students comprehend the content.