

A PICTURE IS WORTH A THOUSAND WORDS

A UNIT in Two Lessons for 2nd & 3rd 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: 2-3

Standards

History-Social Science Content Standards

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret timelines.
2. Students correctly apply terms related to time, including *past*, *present*, *future*, *decade*, *century*, and *generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

Reading: Informational Text 4th Grade

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Writing Standards 4th Grade

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Reading: Informational Text 5th Grade

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing Standards 5th Grade

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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 Images from the Pop Laval Collection and the FCHS Archives (6 images)

Worksheet:

What is Missing Drawing Activity Sheet

Photo:

1916 Gottschalks Christmas Display with Victorian Santa

Photo Gallery:

Fresno City Pictures from the Pop Laval Collection (5 images)

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.

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

Set-up: As a class, give students 5 minutes to look at the *schoolhouse photos* (available in Materials section above) and study each person/object in the pictures. Have the students write down their observations from the photos and answer the following questions.

- What do you notice?
- What are the people doing?
- Describe the environment.
- What would it be like to live during that time period?
- What can you tell about the people?
- What can you tell about the environment they lived in?
- What can you tell about culture of the community?

Have students share their writing and observations with the class. When a student makes an observation, ask the student how he or she knows that. This will help focus the student's observations and provide opportunity to describe any details.

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 1916 in Fresno. Ask students to imagine what might be on the other half of the photo. Have students draw what they believe is represented in the other half of the photograph.

After completing their drawing, pair students with a classmate to share their artwork and observations. Ask students to share their findings with the entire class.

Then tell the students that this photo is from 1916 Gottschalk's department store for the Santa Holiday display. Show the students the complete original photo with the Victorian that includes the Santa standing next to the helpers ready to greet children. Point out to the students that this was before the rules against children working were established - the young girls in the picture are employed by the store to help Santa during his visit.

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, discuss the importance of collecting photos to capture a moment in time and how these moments become history.

Learning Activity #2:

Quick write: Have the students write a short summary of their observations from the photo they reviewed and describe what they drew on the other half of the photo and explain why.

Extension Activity

Learning Activity #1:

Discussion: Talk with students about the value of collecting images from a certain time period to better understand history. Share with students several of the historic images of the City of Fresno from the Materials List. Ask students, what symbolic structures, places, or locations in Fresno would they like to see represent this current time period to preserve the history of today?

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.