

A PICTURE IS WORTH A THOUSAND WORDS

A UNIT in Two Lessons for Fourth and Fifth 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. They will learn about the founding of Fresno County and see how the city grew over time by comparing and contrasting photos from different decades. Students will analyze a historic image of Zapp's Park in Fresno County prior to learning the true history behind the picture.

Time Allotment:

Two 30-40 minute lesson plans.

Grade Level: 4-5

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 Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.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 life in the early 20th century in Fresno County

Compare and contrast Then and Now

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>

Reading:

Celebrating the Journey: Early and Developing Fresno County

Zapp's Park: Fresno's Best Amusement Park

Images:

1912 Photo from Zapp's Park

Worksheets:

Compare and Contrast City Scenes (3 options)

What is the same/What is Different worksheet

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: Zapps Park

Set-up: As a class, give students 5 minutes to look at the photos and discuss the following questions. When a student makes an observation, ask the student how he or she knows that. This will help focus the student's looking and allow the students to notice details and make assumptions about those details.

- What do you notice?
- What are the people doing?
- Describe the environment.
- What would it be like to live there?
- What sounds would you hear?
- What would you smell?
- Study each person and object in the picture. What can you tell about the time frame, the people, the environment, and the culture based on these observations?
- What does the photograph tell you about the life of these people?

Share with the students the story of Zapp's Amusement Park in Fresno. Discuss the history of Fresno and compare their stories to the history.

Learning Activity #2:

Think-Pair-Share: Have the students read the *Celebrating the Journey: Early and developing Fresno County* summary to learn about the development of the county. Then have each student select a set of photos of downtown Fresno to compare and contrast the changes throughout the years. Have them complete the *compare and contrast worksheet* to write down their observations (see *Materials*). Students will share their findings from their worksheet with a classmate. Lastly, ask some students to share their worksheet findings with the entire class.

Assessment

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

Learning Activity #1: Quick write: Have the students write a short story using clues from the photograph. Tell them to analyze the people and activity in the photograph and create characters and details for the story of the photo.

Learning Activity #2:

Recap discussion: Discuss the significance of collecting photos to capture a moment in time. What iconic structures, places, locations in Fresno would they like to see represent this current time?

Extension Activity

Learning Activity #1: Have students bring a recent photo to class that they believe that would best represent who they are during this place and time in Fresno.

Distance Learning Options

- Assign the readings and require two group discussions before presenting.
- Hold discussions via video conferencing software like Zoom or Teams.
- Alternatively, require students to contribute to an online discussion board 1-2 times per week.
- Hold live stream or video presentations in which each student is required to fill 1 minute of time.
- Each group share out to class to ensure all students comprehend the content.