

LEARNING PLAN

Kim Heckart/Slavery and Segregation

Title of the lesson: Photo Analysis/Behavioral Science	Grade/Age level: 3rd	Date:
Teacher Focus: What changes happened during the time of slavery and segregation that affected people's lives?		
Scenario: Students have little background knowledge on slavery, therefore this lesson is to help students think and ask questions while learning how to do an image analysis using a KWL chart to record their thinking. Photo analysis will be introduced/modeled whole group. Students will have guided practice in a small group with images related to timeline. Students will connect analyzed images to a non-fiction passage to deeper their knowledge of slavery.		
Iowa Core Curriculum Standards and/or Benchmarks: Understands problems, issues, and dilemmas of life in the past and their causes. (history) Understand the influence on individual and group behavior and group decision making (behavioral sciences) Comprehend what they read in informational texts. (literacy/comprehension)		
Learning Targets (Use Bloom's Taxonomy Wheel to choose strong verb for your measurable target) TLW analyze an image recording their thinking (who, what, when, where, and why) on a KWL chart to be assessed through a 3 point rubric. TLW analyze and determine where an image will placed on the classroom timeline assessed through a 3 point rubric. TLW identify question/answer format of information in a read aloud passage assessed through question/answer.		
Success Criteria ("I Can" statements): I can analyze a photo. I can place an image on a timeline. I can source to find an image to learn more about the image. I can answer questions about slavery from a story.		

Procedure: (include a suggested time allocation for each part of the procedure)

a) **Introduction** (attention getter, anticipatory set):

Today we are going to be historians while we analyze images of time in history. Tell a partner what does history mean? (Yes, it is something that has happened in the past. The word story is in the history so we can remember it by thinking it as history is a story that has happened in the past.) A source is the written words on the picture that tell us who took the picture, when it was taken, sometimes it has a title or picture caption, and sometimes it tells where the picture is kept in case I want to find it again. In a book the source is the author who wrote the book. Inside the book we can also see who made the book, where it was published, the date it was made, and ISBN number which is like an identification number. (Show students the source of an image and a source of a book so they can visually see it.)

b) **Steps** (note technology used):

Input:

Model: Day 1: (30 minutes)

- Show students the KWL chart explain how to use the chart: **K** what we think we know about the photo. (People, Objects, What do you think they are doing?); **W** What we want to learn (Why do you think they are doing this?, How do you think they are feeling? When do you think the picture was taken? How do you know? Questions this photo raises); **L** what we hope to learn (Where could you find the answers?)
- As students observe the image, have them share thoughts for each section on the chart. Emphasize that everyone's ideas are recorded even if someone in the group does not agree.
- Point out this image has a caption and a source. Read the caption "Inspection and sale of a negro" and the sourcing.
- As students share their ideas, point out when students are using their background knowledge (schema) and the photographer's clues to answer on the KWL chart.
- As students fill out the L section, emphasize this is where we would go to look for answers/evidence related to the image. (Library of Congress website, teacher, historian, books, teaching history.org)

Guided Practice: Day 2: Guided/Independent Practice: (30 minutes)

- Establish expectations of groups (all group members are thinkers, one group member is the recorder, rotation of the recorder is for each section, all ideas are recorded)
- Put students into small groups of 3-4 and give them an image that relates to our class timeline.
- Remind students to source their image before analyzing it.
- Students work in small groups while teacher circulates and guides groups as needed. Each group is collaborating to complete each section of the KWL chart in their small group.
- When all groups have their KWL chart complete, come to the carpet for a whole group share out (who, what, when, where, and questions this photo raises) in front of the timeline.
- Each group of students decides where on the timeline their photo should be placed explaining why.

Independent Practice:

Day 3-4: Connections to Literature: (60 minutes)

- Read passages related to analyzed images from small groups. (slave coast, shackles, slave auction, slavery, work on the plantation) Each passage is from the Read Naturally Series. While student hear the passages read aloud, they will be underlining or highlighting key words that connect to the topic at hand.
- As students read and complete a map, slavery/ship/auctions, and the underground railroad. Ask them to connect back to the images we did earlier in the week. Ask how these passages help us to find answers about our images.

c) **Closure** (reviewing learning, summarizing, assignments):

We learned it is important to always check the source of an image while learning how to analyze a photo. We looked for a source, observed and recorded what we saw. Next we used our schema and determined important key words connecting the images and passages, and this helped us answer questions in our non-fiction passages.

d) **Assessment:** (Should be something measurable – What documentation do you have?) **Complete these two stems:**

Teacher will know students have met the criteria by comparing to a rubric.

(using tally sheet, comparing to rubric, anecdotal records, etc.)

Students will identify who, what, when, where, why in image. *Include the success criteria with lesson plan (rubric, checklist, ect.)

Success Criteria

Use rubric to assess small group photo analysis. Teacher observation during small group discussions of the images and when

Evidence of addressing diversity: (for example: cultural, gender, linguistic, physical, religious, sexual identity, socioeconomic, etc)

Small groups are heterogeneous groupings. (gender, socioeconomics, and cultural)

Differentiation for cognitive, affective, psycho-motor needs: (ability level, learning style, assistive technology, etc.)

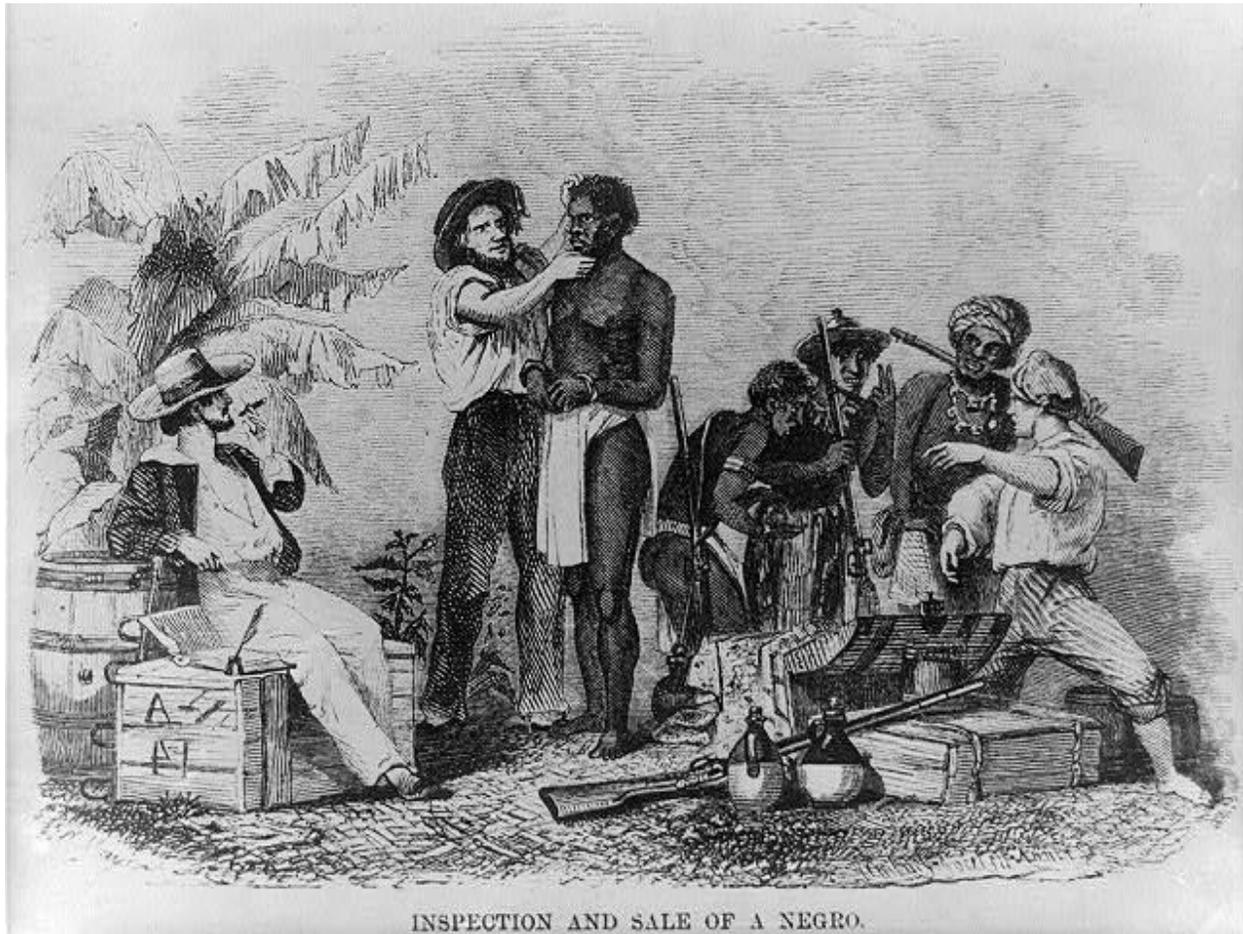
- Partner IEP students with a group that will script for them during the recording on the KWL chart
- Show visual of read naturally story on the document camera.

Materials / Equipment Needed:

Slave catcher image, KWL chart, small group images, non-fiction passages (Read Naturally), pencil, highlighters

Teacher Reflection: (ways you will determine the success of the learning experience for learners and for you; changes you would make another time; subsequent shifts in your thinking)

Students need more practice with sourcing process to internalize the steps and become proficient at consistently using it. Student interest in the images was a positive to this lesson.



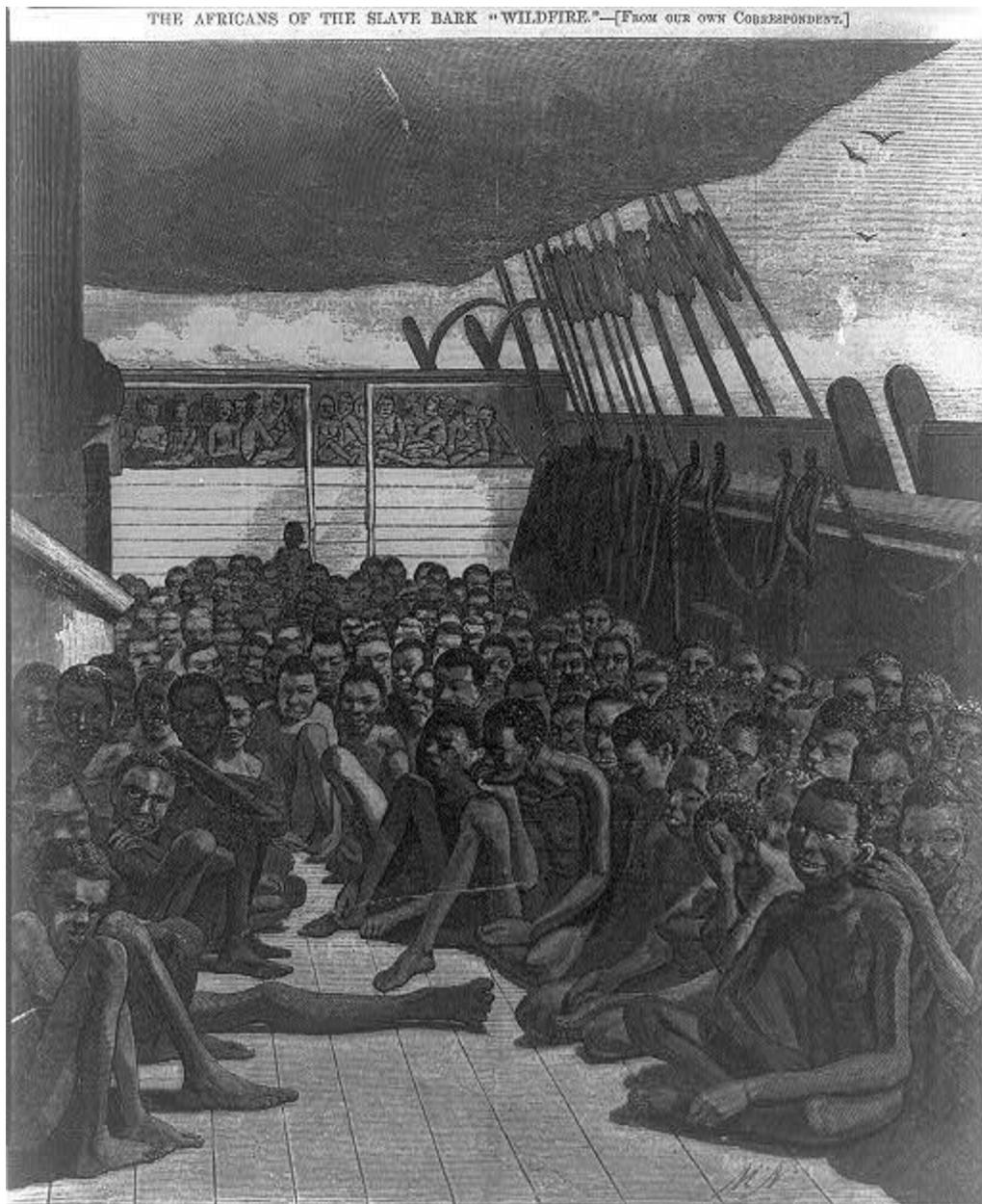
<http://www.loc.gov/pictures/item/98510180/>

- Title: Inspection and sale of a negro
- Date Created/Published: [1854 engraving, reproduced between 1960 and 1980]
- Medium: 1 photomechanical print.
- Summary: An African man being inspected for sale into slavery while a white man talks with African slave traders.
- Reproduction Number: LC-USZ62-15392 (b&w film copy neg.)

- Call Number: LOT 4422-A-1 <item> [P&P] [P&P]
- Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

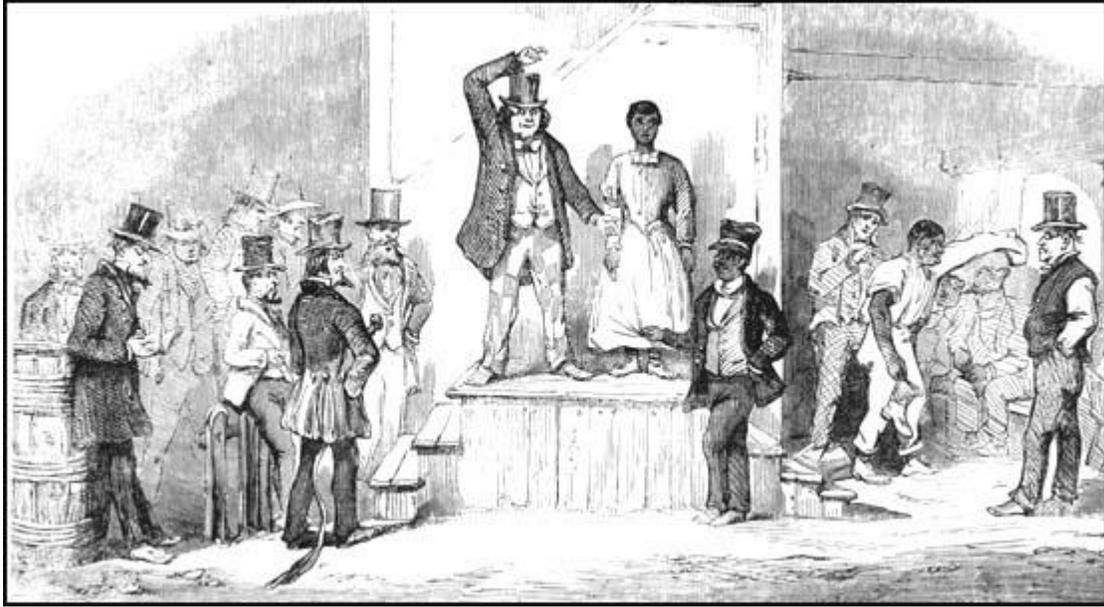
*For modeling of whole group

*For small group guided/independent practice



THE SLAVE DECK OF THE BARK "WILDFIRE," BROUGHT INTO KEY WEST ON APRIL 30, 1860.—[FROM A DAGUERROTYPE.]

- Title: The Africans of the slave bark "Wildfire"--The slave deck of the bark "Wildfire," brought into Key West on April 30, 1860
- Date Created/Published: 1860.
- Summary: African men crowded onto a lower deck; African women crowded on an upper deck.
- Reproduction Number: LC-USZ62-41678 (b&w film copy neg.) LC-USZ62-19607 (b&w film copy neg.)
- Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
- Notes:
 - Illus. in: Harper's weekly, 1860 June 2, p. 344.



Slave auction at Richmond, Virginia

- Digital ID: (b&w film copy neg.) cph 3a17645 <http://hdl.loc.gov/loc.pnp/cph.3a17645>
- Reproduction Number: LC-USZ62-15398 (b&w film copy neg.)
- Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

TO BE SOLD, on board the
Ship *Bance-Island*, on tuesday the 6th
of *May* next, at *Ashley-Ferry*; a choice
cargo of about 250 fine healthy



NEGROES,

just arrived from the
Windward & Rice Coast.



—The utmost care has
already been taken, and
shall be continued, to keep them free from
the least danger of being infected with the
SMALL-POX, no boat having been on
board, and all other communication with
people from *Charles-Town* prevented.

Austin, Laurens, & Appleby.

N. B. Full one Half of the above Negroes have had the
SMALL-POX in their own Country.

- Title: To be sold, on board the ship Bance Island, ... negroes, just arrived from the Windward & Rice Coast
- Date Created/Published: [between 1940 and 1960]
- Medium: 1 photographic print.
- Summary: Photograph of newspaper advertisement from the 1780s(?) for the sale of slaves at Ashley Ferry outside of Charleston, South Carolina.
- Reproduction Number: LC-USZ62-10293 (b&w film copy neg.)
- Call Number: LOT 4422-A-1 [item] [P&P] [P&P]
- Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA



- Title: Five generations on Smith's Plantation, Beaufort, South Carolina
- Creator(s): [O'Sullivan, Timothy H., 1840-1882](#), photographer
- Date Created/Published: [1862, printed later]
- Medium: 1 photographic print.
- Reproduction Number: LC-B8171-152-A (b&w film copy neg.)
- Rights Advisory: No known restrictions on publication.
- Call Number: LOT 4205 <item> [P&P]
- Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
- Notes:
 - Civil War Photograph Collection (Library of Congress).



The underground railroad

- Digital ID: (b&w film copy neg.) cph 3a29554 <http://hdl.loc.gov/loc.pnp/cph.3a29554>
- Reproduction Number: LC-USZ62-28860 (b&w film copy neg.)
- Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA



- Title: Am I not a man and a brother?
- Date Created/Published: 1837.
- Reproduction Number: LC-USZC4-5321 (color film copy transparency) LC-USZ62-44265 (b&w film copy neg. of detail of man and banner) LC-USZCN4-250 (color film copy neg.)
- Rights Advisory: No known restrictions on publication.
- Call Number: Broadside Collection, portfolio 118, no. 32a c-Rare Bk Coll
- Repository: Library of Congress Rare Book and Special Collections Division Washington, D.C. 20540 USA



[The Hermitage, slave quarters, Savannah, Ga.]

- Digital ID: (digital file from intermediary roll film) det 4a18123 <http://hdl.loc.gov/loc.pnp/det.4a18123>
- Reproduction Number: LC-D4-34667 (b&w glass neg.)
- Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Primary Source Analysis Rubric

	0	1	2	3
Description of photograph	None	Partial	Complete	Complete with elaboration
Who				
What				
When				
Where				
Why				
Totals				