

**TEACHING AMERICAN HISTORY PROJECT**  
***Lesson Title – Michigan Ave Photographs***

Grade – 5

**Background Knowledge:** Students understand how to look at primary source documents. Students know the location and relative importance of major cities in the Midwest.

Length of class period – **45 minutes**

**Inquiry:**

How are photographs used as primary sources?

What can we learn about history by analyzing photographs?

**Objectives:**

Students will be able to analyze photographs as primary sources.

Students will be able to understand the continuum of history; that history is made every day and constantly changes.

Students will make inferences about the photographs and where and when they were taken.

**Materials:**

Primary Documents: Photographs of Michigan Ave. Chicago, IL

Photo1: Early 1900's

Photo 2: 2006

Activities

Photo Analysis Worksheet

**Teacher will:**

Review what primary source documents are, what types are used.

Introduce the worksheet being used, and clarify any questions about students' task.

Divide the class into groups and distribute copies of a photograph to each group.

Circulate among students, ask probing questions, and assist as needed.

Have students share questions raised by the document in a teacher led discussion

Have the groups come back together and share what they noticed about their photograph

Closure: Tell the student that these are both pictures of Michigan Ave. in Chicago

Discuss difference/ changes that students notice in the pictures

Who and how would these photos be used in analyzing history?

How can primary sources be used in comparing time/era of history?

How will you assess what students learned during this lesson?

Inquiry based questions

Students will demonstrate their knowledge of this subject by  
Classroom Discussion and Photo Analysis Worksheet

## **Connecticut Framework Performance Standards:**

### **CONTENT STANDARD 1: Historical Thinking**

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- interpret data in historical maps, photographs, art works and other artifacts;
- analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time;

### **CONTENT STANDARD 9: Places And Regions**

- describe human and natural characteristics of places and how they shape or place identity;
- describe the process and impact of regional change;
- identify and evaluate various perspectives associated with places and regions;



Name: \_\_\_\_\_

SS: \_\_\_\_\_

## **Photo Analysis Worksheet**

Examine the picture; tell what you see in the picture.

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What is this?

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Why was the picture taken?

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Based on what you have observed; list three things you might infer from this photograph.

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What does this picture have to do with history?

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What do you think you should see in the picture but don't?

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What questions does this photograph raise in your mind?

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Where might you find the answers to these questions?

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In your own opinion, how might this picture be used to study history?

**When was this picture taken?** \_\_\_\_\_