

Summer 2010 Teaching with Primary Sources Quarterly Learning Activity – Elementary Level

Transportation Now and in the Past



Palmer, Frank, photographer. "Coeur D'Alene man, Phillip Wildshoe and family, in his Chalmers automobile." Photograph. c1916. From Library of Congress: *Miscellaneous Items in High Demand*.
<http://www.loc.gov/pictures/item/90710980>

OVERVIEW

Overview

Students work in groups to analyze photographs of different transportation methods from the early 1900s and then compare and contrast transportation in the past with transportation today. As students construct conceptual understanding, they also develop academic language and vocabulary through structured support. The activity offers techniques to support English Language Learners (ELLs).

Objectives

After completing this activity, students will be able to:

- identify common methods of transportation in the early 20th century;
- describe how transportation has changed and how it has remained the same;
- analyze a historical photograph; and,
- develop academic language and vocabulary in English about transportation.

Time Required

Two 45-minute class periods; activity extension idea requires additional class periods.

Recommended Grade Range

K-3

Topic/s

Transportation (Cities, Towns)

Subject

History

Standards

McREL 4th Edition Standards & Benchmarks

<http://www.mcrel.org/compendium/browse.asp>

The Library of Congress

http://www.loc.gov/teachers/tps/quarterly/english_language/pdf/elementary_activity.pdf

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OVERVIEW (CONT'D)

Grades K-4 History

Standard 1. Understands family life now and in the past, and family life in various places long ago

Historical Understanding

Standard 1. Understands and knows how to analyze chronological relationships and patterns

Credits

Adapted from a unit plan created by Lisa Hutton, Associate Professor of Teacher Education at the California State University (CSU) at Dominguez Hills and Co-Director of the History Project at the CSU Long Beach and CSU Dominquez Hills.

PREPARATION

This activity introduces historical photograph analysis but assumes students are familiar with the concept of transportation. Before leading students through the gallery walk, teachers should familiarize themselves with the historical context of the selected photographs: transportation in the early 1900s. Teachers may also want to complete the online module, “Analyzing Primary Sources: Photographs and Prints,” available on the Library of Congress Web site:

<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/>

Materials

Have these materials ready before the activity.

-Prepare to display the following photograph to model analysis:

Sample Photograph: “Alaska--Freighting with dog teams.” Photograph. c1911. From Library of Congress: *Miscellaneous Items in High Demand*.

<http://www.loc.gov/pictures/item/99471780>

-Print one copy each of the five photographs below:

Photograph 1: “Locomotive ‘Sabine’ of Morgan's Louisiana & Texas line.” Photograph. 1909-1932. From Library of Congress: *National Photo Company Collection*.

<http://www.loc.gov/pictures/item/2002695623>

Photograph 2: “S.S. Sierra, Oceanic S.S. Co.” Photograph. c1900. From Library of Congress: *Detroit Publishing Company*.

<http://www.loc.gov/pictures/item/det1994024325/PP>

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PREPARATION (CONT'D)

Photograph 3: “[Race between Lincoln Beechey in airplane and Barney Oldfield in automobile, going around race track.]” Photograph. 1912. From Library of Congress: *Miscellaneous Items in High Demand*. <http://www.loc.gov/pictures/item/2003656135>

Photograph 4: “An 85,000 wool clip, Roswell, N.M.” Photograph. c1909. From Library of Congress: *Miscellaneous Items in High Demand*. <http://www.loc.gov/pictures/item/95501247>

Photograph 5: Palmer, Frank, photographer. “Coeur D'Alene man, Phillip Wildshoe and family, in his Chalmers automobile.” Photograph. c1916. From Library of Congress: *Miscellaneous Items in High Demand*. <http://www.loc.gov/pictures/item/90710980>

-Prepare for the gallery walk activity by posting the five photographs around the room or placing them on tables (one per table). Students will work in small groups to analyze the photographs, so leave enough space for 3-4 students to gather around each photograph exhibit.

-Provide a piece of poster paper and markers next to each photograph. Divide the paper into three columns, labeled, “**I see...**” (first column), “**I think... because...**” (second column) and “**I wonder...**” (third column).

-Prepare to display all five photographs for class discussion, one at a time.

PROCEDURE

1. Explain to students that they will continue their study of transportation by doing an activity called a gallery walk. They will work in groups to look closely at photographs of transportation from about 100 years ago—the early 1900s—and compare what they discover to what they know about transportation today. Review what students learned from previous lessons before reading aloud and posting the following inquiry questions:
 - How is transportation today the same as it was in the early 1900s? How is transportation different?
 - How do changes in transportation change our daily lives?
2. Divide the students into five groups for the gallery walk.*

***Note: Structured support for English Language Learners (ELLs)**

Consider grouping the beginning students together and remaining with that group in order to extend students’ responses to the photographs. For example, if a student looks at Photograph 1 and says, “train,” the teacher responds with, “You see a train,” then extends the response by asking, “Do you see wheels on the train? Show me the wheels. How many wheels are there?”

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PROCEDURE (CONT'D)

3. Explain to the class that each group will start at a different photograph exhibit. Working in their groups, students will discuss with each other what they discover about their first photograph using the following prompts from the poster paper:

- **I see...** (observe)
- **I think... because...** (reflect)
- **I wonder...** Who? What? Where? When? Why? How? (question)

In addition to their group discussions, students should write their individual responses to the prompts on the poster paper under each of the three columns.*

**Note: Structured support for ELLs*

If some students are not able to write independently, assign an advanced student in each group to help record group members' responses.

4. Model for the class how to use the above prompts or sentence scaffolds to analyze (observe, reflect and question) the details of a photograph. Display the sample photograph and use the prompts to “think aloud” for students, focusing on one detail at a time; for example:

- *I see seven dogs. I think the dogs are pulling the sled because they are tied to it. I wonder how hard is it for the dogs to pull the sled?*
- *I see snow on the ground. I think it is winter because there is snow on the ground. I wonder how deep is the snow?*

5. Allow groups at least five minutes at each photograph exhibit. Use a pre-determined signal to move groups to their next photograph in the gallery walk. After the groups have rotated through all five photographs, ask students to return to their seats.*

**Note: Structured support for ELLs*

Depending on time constraints and students' ability levels, an alternative is to have each group analyze only one photograph instead of all five photographs.

6. Display the photographs one at a time. As you display each photograph, invite the groups to share their findings from the gallery walk with the entire class. Remind students to use the prompts (“I see,” etc.) when describing their observations, reflections and questions about the photographs.

7. After all of the groups have discussed each of the five photographs, return to the first pair of inquiry questions presented to the class at the start of the activity:

- How is transportation today the same as it was in the early 1900s?
- How is transportation different?

Encourage all students to respond aloud to the questions. Discuss and record their responses on poster paper, creating a chart as follows:

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PROCEDURE (CONT'D)

Transportation Now and in the Past

How is transportation now <u>the same</u> as it was in the early 1900s?	How is transportation now <u>different</u> than in the early 1900s?

8. When all students have contributed to the chart, revisit the final inquiry question:
- How do changes in transportation change our daily lives?

To help students better understand this question, first model and then ask them to respond in writing to the following sentence scaffolds (display or distribute copies) using their findings from the gallery walk:*

- One thing that is the same as today is _____.
- Today _____ but in the past _____.
- One thing that is different about _____ is _____.

**Note: Structured support for ELLs*

Consider using the Language Experience Approach for emergent students or ELLs. In this approach, the student dictates his or her response, based on personal experience, to the teacher, who writes it down. The student then reads the written response with the teacher, until the student associates the written form with the spoken words.

9. Discuss students' responses together as a class. Guide students toward the understanding that changes in transportation have made it faster, more convenient and often less expensive today than it was 100 years ago, which has led to changes in the way people live.
- For example, today we can travel by airplane to visit family and friends who live far away. In the early 1900s, most people had to take a train, boat, or car to travel long distances because the airplane was a new invention. If we did not have air travel today, it would take a lot more time and it would be harder to visit family and friends who live far away.

ACTIVITY EXTENSION

-As a class project, develop student-created books, *Transportation: Now and in the Past*, featuring students' writing about the similarities and differences in transportation from today and 100 years ago. Sentence scaffolds and the charts from the activity above may be used to help students generate sentences about transportation. Students can illustrate their writing or paste photographs into their books.

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EVALUATION

- Students' active participation in independent group work, including written and verbal presentation of responses using the sentence scaffolds from the gallery walk activity
- Students' active participation in class discussions
- Students' written responses using the sentence scaffolds from the concluding discussion

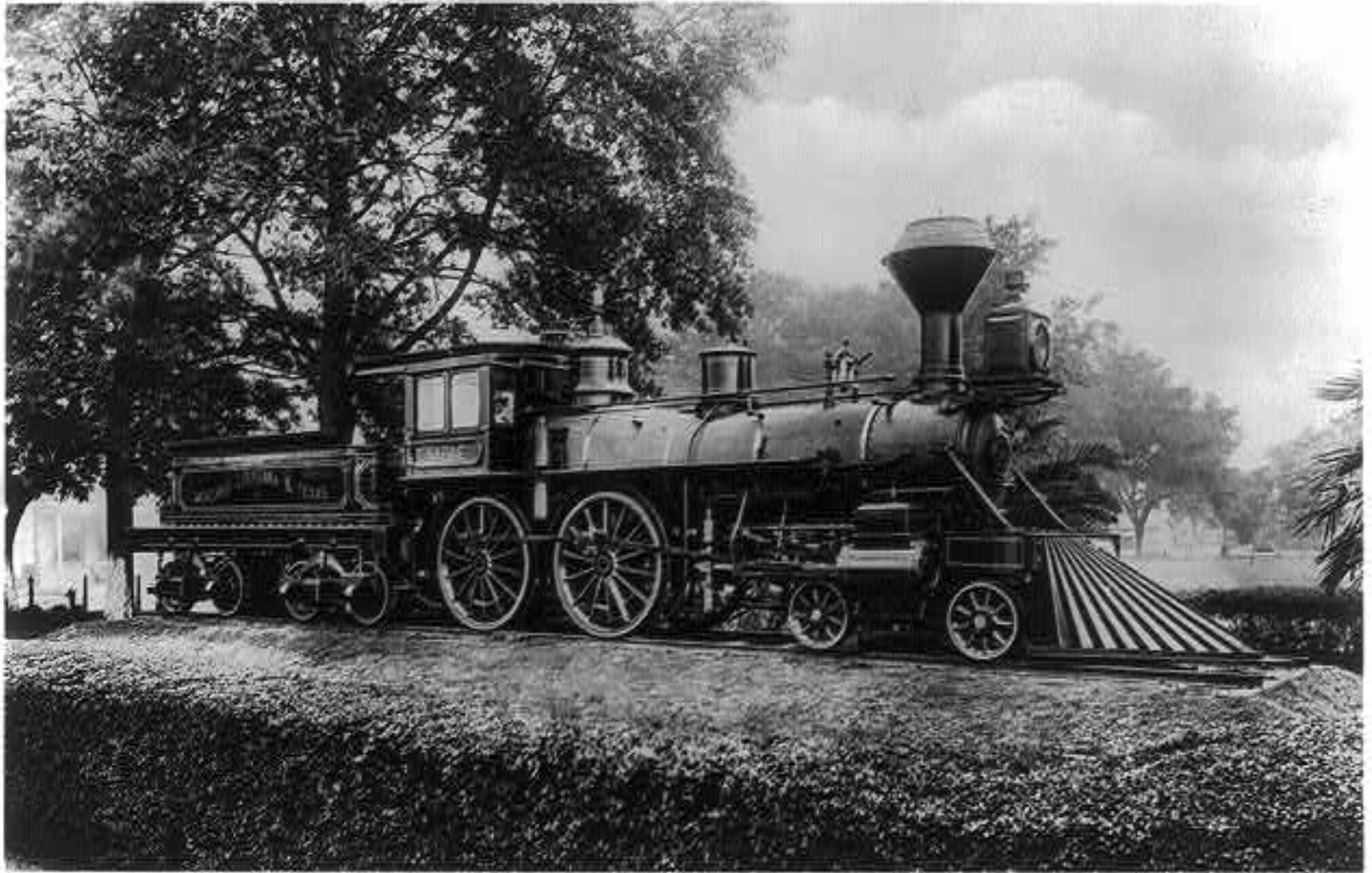
Sample Photograph



The Library of Congress

http://www.loc.gov/teachers/tps/quarterly/english_language/pdf/elementary_activity.pdf

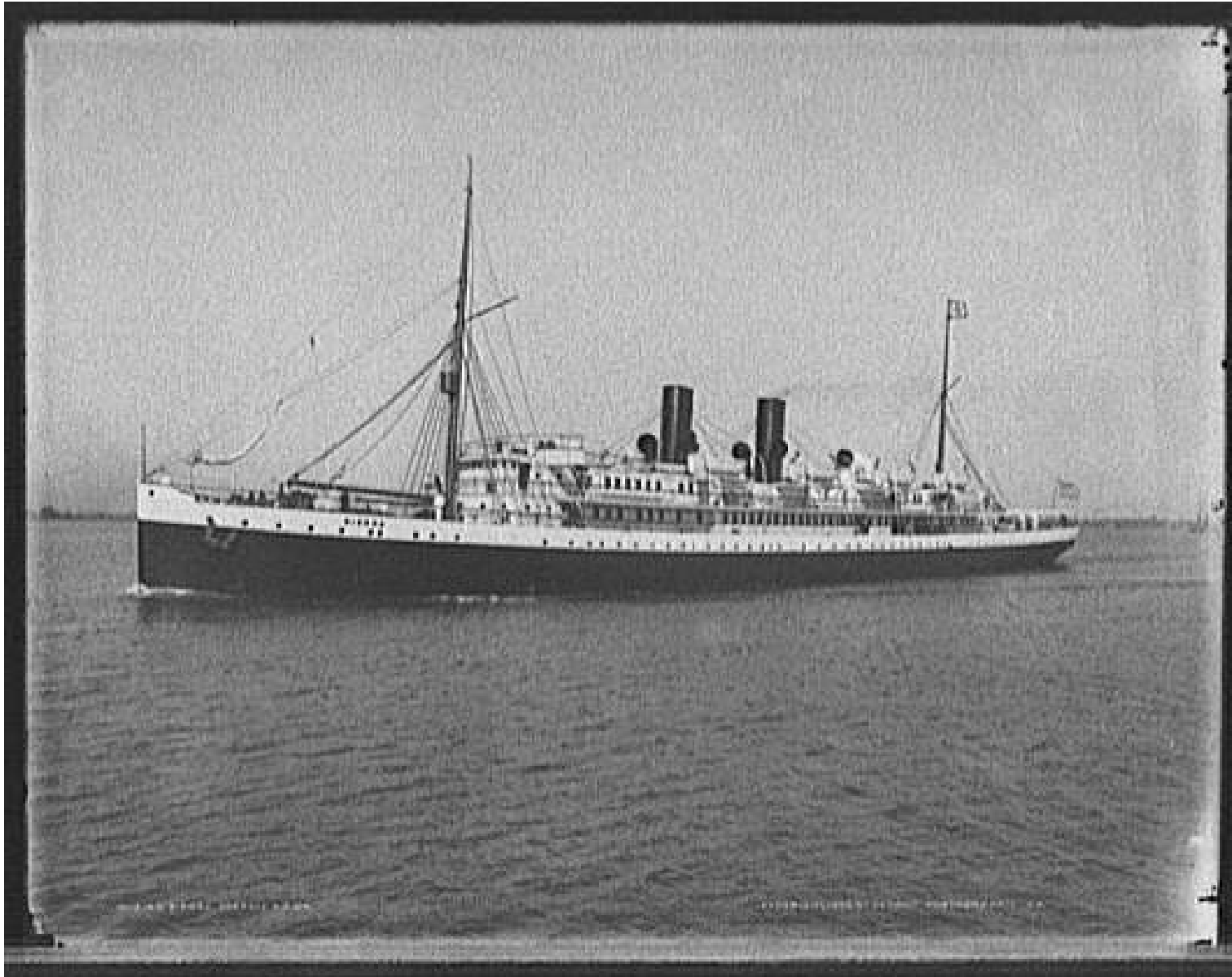
Photograph #1



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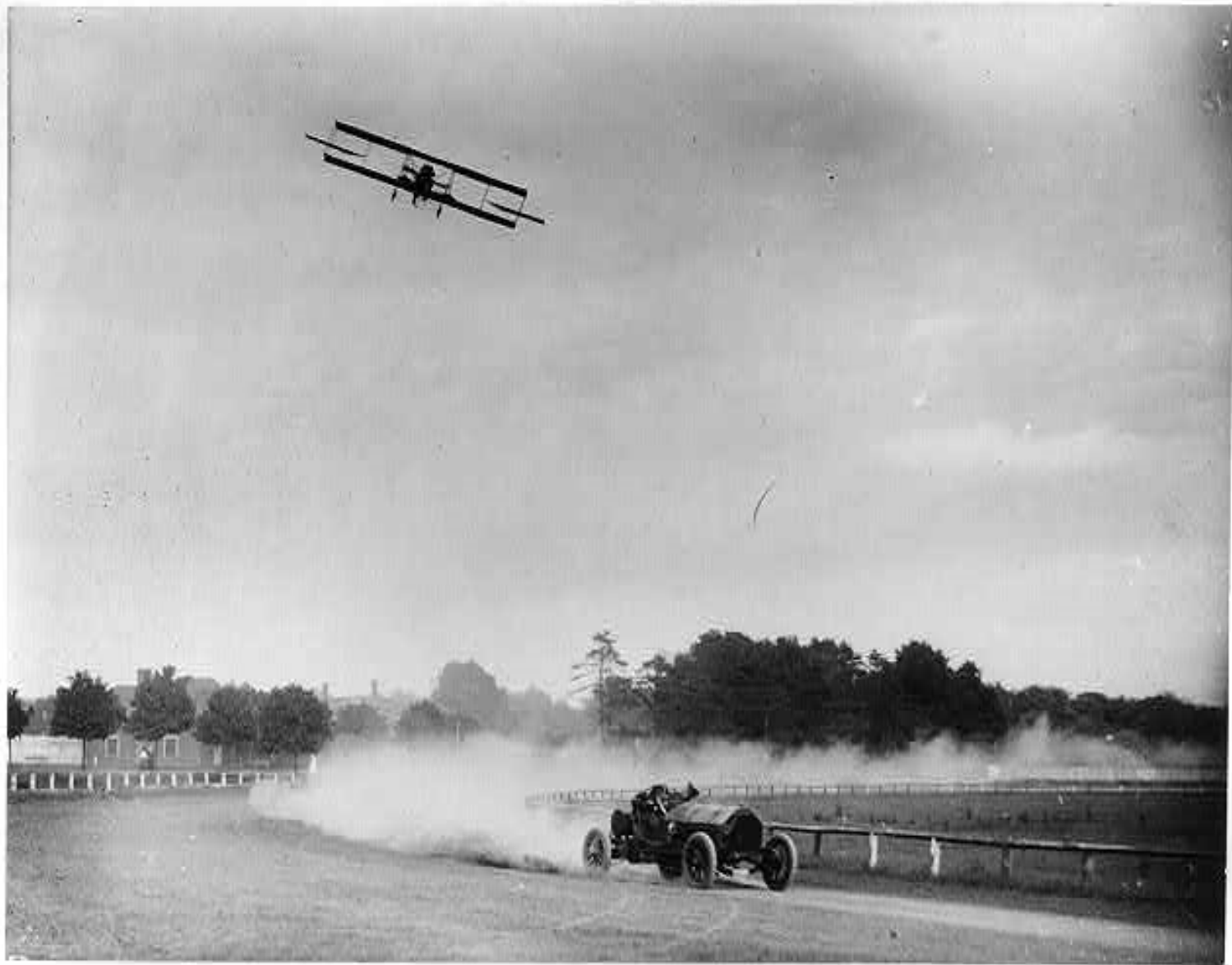
Photograph #2



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Photograph #3



Photograph #4



Photograph #5

