

Teaching with Primary Sources Activity Plan

By Colette Cassinelli

Activity Name	Childhood Poverty
Activity Overview	
Big Understanding: Poverty affects both children and adults	
Essential Question(s): <ul style="list-style-type: none"> • How does poverty affect children in terms of economics, culture and geography? • How has poverty changed throughout history? • How would my life been different if I grew up in poverty? 	
Standards (State or National)	<p>Oregon Grade 9 - Social Studies 3.6.1 Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries, or regions.</p> <p>Oregon Grade 9 - Language Arts 2.5 Listen to and Read Informational and Narrative Text: Skill To Support the Standard: (For the purpose of noting key skills that support classroom instruction of the standards) Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.</p> <p>Oregon Grade 9 - Technology 3.A Students select and apply digital tools to gather, evaluate, validate, and use information.</p>
Time Required	3-5 class periods
Objectives	<p>Students will analyze primary documents to identify signs of childhood poverty.</p> <p>Students will propose scenarios of how the child in the images was affected by poverty in terms of economic, culture or geography.</p> <p>Students will reflect how their life would have been different if they had been affected by extreme poverty.</p>
Materials/Resources	<ul style="list-style-type: none"> • When They Were Young: A Photographic Retrospective of Childhood from the Library of Congress http://www.loc.gov/exhibits/young/young-home.html • Analyzing Photographs and Prints worksheet (PDF, 55 KB)

	<ul style="list-style-type: none"> • VoiceThread student account http://voicethread.com/ • VoiceThread graphic organizer http://digitallyspeaking.pbworks.com/f/VT_Scoring.doc • Microphone • Audacity software http://audacity.sourceforge.net/
Preparation	<p>Background lesson: Students have chosen to read one of the novels: <i>The Glass Castle</i> by Jeannette Walls or <i>The Other Wes Moore</i> by Wes Moore for their summer reading selection.</p> <p>Worksheets: Copy analyzing photographs and print worksheet Copy VoiceThread graphic organizer</p> <p>Set up VoiceThread accounts.</p> <p>Gathering microphones for recording</p>
Procedure	<p>Engage prior knowledge: Discuss themes from novels. What struck you about the experiences of the characters? How did poverty affect their lives?</p> <p>Analyzing Prints from Library of Congress Access the <i>When They Were Young</i> collection of prints from the Library of Congress. Locate images that show children in poverty. http://www.loc.gov/exhibits/young/young-home.html</p> <p>Use the Analyzing photographs worksheet to make observations, reflections and questions about the images. Question Prompts:</p> <p>Observe: Describe what you see. What do you notice first about the children? What is the physical setting? What, if any, words do you see? What other details can you see?</p> <p>Reflect: Why do you think this image was made? What's happening in the image? How does this represent poverty? How do you know?</p> <p>When do you think it was made? Who do you think was the audience for this image? What can you learn from examining this image?</p> <p>What's missing from this image? If someone made this today, what would be different? What would be the same?</p> <p>Question: What do you wonder about... who? what? when? where? why? how?</p>

	<p>Compare the primary source images to the images you created in your mind to the novel you read for Summer Reading: <i>The Glass Castle</i> or <i>The Other Wes Moore</i>.</p> <p>Discuss: How are they the same? How are they different?</p> <p>Activity In pairs, students will choose an image related to poverty from the Library of Congress website to save.</p> <p>Students will write up a scenario of how the child in the image was affected by poverty in terms of economic, culture or geography. Each pair of students will record a short 1 minute story about their chosen primary source using Audacity.</p> <p>Students will upload their image and audio recording into one slide of the class VoiceThread project.</p> <p>Classmates will be required to visit one slide of the class VoiceThread project and make a comment on the story by either asking a question about their story or adding their own comment. Students could also add comments about the novels they read and relate it to the scenarios.</p> <p>Hint: Use the following sentence starters to shape your thoughts and comments while viewing or participating in the VoiceThread presentations. Comments based on these kinds of statements make VoiceThread project interactive and engaging.</p> <ul style="list-style-type: none"> • This reminds me of... • This is similar to... • I wonder... • I realized... • I noticed... • You can relate this to... • I'd like to know... • I'm surprised that... • If I were _____, I would _____ • If _____ then _____ • Although it seems... • I'm not sure that...
<p>Assessment/Reflection</p>	<p>Use graphic organizer to respond to the class VoiceThread project.</p> <p>http://digitallyspeaking.pbworks.com/f/VT_Scoring.doc</p> <p>The organizer includes questions such as:</p> <ul style="list-style-type: none"> • <i>Highlight a comment from our Voicethread conversation</i>

	<p><i>that closely matches your own thinking. Why does this comment resonate---or make sense to---you?</i></p> <ul style="list-style-type: none">• <i>Highlight a comment from our Voicethread conversation that you respectfully disagree with. If you were to engage in a conversation with the commenter, what evidence/argument would you use to persuade them to change their point of view?</i>• <i>Highlight a comment from our Voicethread conversation that challenged your thinking in a good way and/or made you rethink one of your original ideas. What about the new comment was challenging? What are you going to do now that your original belief was challenged? Will you change your mind? Will you do more researching/thinking/talking with others?</i>• <i>Highlight the strand of conversation from our Voicethread conversation that was the most interesting or motivating to you. Which ideas would you like to have more time to talk about? Why? What new topics does this conversation make you want to study next?</i>
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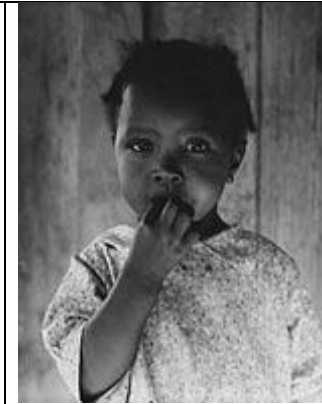
Lewis Wickes Hine
[Drought victim from Kentucky, in school with bottle of milk he received in a Red Cross lunch program](#), ca. 1930
 Copyprint of gelatin silver print
[Prints and Photographs Division](#)
 LC-USZ62-101923 (20)



Jack Delano
[Children in slum, Utuado Puerto Rico](#), 1942
 Copyprint of gelatin silver print
[Prints and Photographs Division](#)
 LC-USF34-048097-E (47)



Grey Villet
[Soothing her kitten, a girl of Hickman Mills, Missouri, sits in the ruins of her home destroyed by a tornado](#), 1957
 Copyprint of gelatin silver print
[Prints and Photographs Division](#)
 LC-USZ62-114377 (49)



Dorothea Lange
[Child of a former tenant farmer, Ellis County, Texas](#), 1937
 Copyprint of gelatin silver print
[Prints and Photographs Division](#)
 LC-USF34-017102-C (61)



Marion Post Wolcott
[Mother and child at Okeechobee migratory labor camp, Belle Glade, Florida, 1940](#)
 Copyprint of gelatin silver print
[Prints and Photographs Division](#)
 LC-USF34-054160 (7)

<http://www.loc.gov/pictures/item/96520587/>

At the age of twelve, Ehrich Weiss ran away from home in an effort to earn money and to alleviate his family's grinding poverty. This is the earliest sample of Houdini's handwriting in the collections of the Library of Congress and it is supplemented by a later typed commentary made by the magician.



[Houdini, Harry.--1874-1926--Childhood & youth.](#)

[Salvin Nocito](#), 5 years old, carries 2 pecks of cranberries for long distance to the "bushel-man." Whites Bog, Browns Mills, N.J. Sept. 28, 1910. Witness E. F. Brown. Location: Browns Mills, New Jersey



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 Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Title: [Tenement house with children in front. Possibly 36 Laight St. Location: New York, New York (State)]
 Creator(s): Hine, Lewis Wickes, 1874-1940, photographer
 Date
 Created/Published: 1910 February.



Medium: 1 photographic print.
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