

# Photo Detectives

## Social Studies Grade Levels 1-2

**Objectives:** In order to understand the essential questions of, “How can photographs teach us about the past?” and “How has life in our town changed over time?” students observe local historic photographs and record their findings in pairs and as a class. Students interpret details of photographs and hypothesize about change over time. *Time Needed: 1 hour*

### Vermont’s Framework of Standards and Learning Opportunities:

4.6 Understanding Place (students demonstrate knowledge of past and present ...)

6.4 Historical Connections (analyze period of transition in various times in local communities in Vermont, to interpret the influence of the past on the present)

### Grade Level Expectations:

History and Social Studies 1-2:8 History (connect the past with the present)

**Interdisciplinary Connections:** Language Arts

### Materials & Resources:

*Landscape Change Program* Archive, [www.uvm.edu/perkins/landscape](http://www.uvm.edu/perkins/landscape)

Images: LS00055, LS00058, and LS00060 (printed and enlarged)

Books: *Now and Then*, by Faridah Yusof, (National Geographic Windows on Literacy), *School Then and Now* (Newbridge: Emergent), *Then and Now* (Rigby), *Transportation Over the Years* (Newbridge), *Long Ago* (Newbridge), *Ox-Cart Man*, by Donald Hall, *If you Lived 100 years Ago*, by Ann McGovern

Photo Observation Recording sheet (below)

Poster/Chart with photos and group recordings

### Activities:

<b>1. Hook Your Students</b> Students will become “photograph detectives” and put together clues to solve the mystery of what life was like long ago.	<b>4. Culminating Activity</b> Students discuss what each of these historic photos would look like today and together fill in a category on the chart labeled “TODAY...”
<b>2. Introduce Concepts</b> Teacher models photo interpretation before pairs of students record their own observations of local historical photos of clothing, transportation, housing/daily life, jobs, and recreation (see recording sheet).	<b>5. Assessment</b> Rubric (attached). Standards are <i>Getting Started</i> , <i>Approaching</i> , <i>Got It</i> , or <i>Wow!</i>
<b>3. Apply Skills</b> Students regroup and share their observations for each category. On a large display chart, they record observations and record what it tells them about the past.	<b>6. Extensions</b> <i>Home:</i> Mystery photo for interpretation with parents. <i>Class:</i> Explore artifacts from long ago; examine influence of inventions on our daily lives; research architectural features of historic buildings and houses, etc.

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## Lesson Plan Details

### *Detailed summary of curricular format:*

1. The hook: “We have some old photographs in our classroom that depict life in Vermont long ago. These images give us clues to the past. We’re going to be “photograph detectives” and try to put together the clues to solve the mystery of what life was like in Burlington long ago.”
2. Introduce Concepts: MODELING: Teacher holds up a photograph from long ago (can choose any one). “What do you see in this photo?” Works to elicit lots of observational details and labels from students. “What does that tell us about life long ago?”
3. “Now you and your partner will travel around the classroom with your recording sheet, looking at the photographs on each table. You’ll see a heading on the table that matches your recording sheet categories (clothing, transportation, housing/daily life, jobs, recreation). Talk with your partner about what you notice in each scene. Write down what you see (or DON’T see) and what it tells you about life long ago. Then we’ll share our observations and learn more about life in the past.”
4. Apply Skills: After 20-30 minutes, students regroup and share their observations for each category. Record observations and what it tells us about the past on chart next to photo to be displayed in class.
5. Culminating Activity: Students discuss what each of these photos would look like today and together fill in a category on the chart labeled “TODAY...”
6. Learning Assessment Tool: see rubric “I can describe changes over time in Burlington related to: \_\_\_\_.”

### *Take Home Assignment:*

“Now you will take home another mystery photo and use the clues from the photo to learn something about life long ago. Talk with your family about the photo and notice what is different about Life Long Ago in our town. Be ready to share your observations with the group tomorrow.” Give each child an envelope with a photo in it.

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## Student Recording Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

### Old Photographs: Images of the Past

Look at and talk about the photographs on each table with your partner. Write down what you see for each category and what they tell us about life in the past.

Photo Category	Observations/Description: What do you see?	Conclusions: What does this tell you about life long ago?
Recreation, Leisure Time		
Housing and Daily Life		
Jobs		
Transportation		
Clothing		


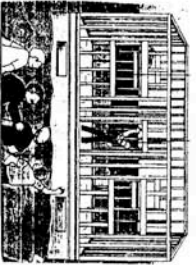
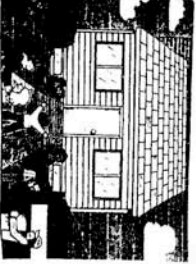
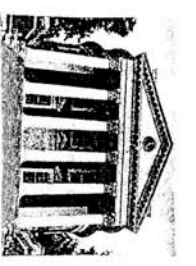
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## Rubric

### Burlington Long Ago

**Vermont Standards:**  
**4.4 Understanding Place:** Students demonstrate knowledge of past and present community heritage (traditions, livelihoods, customs, demographics, land use) and recognize ways in which this heritage influences their lives.  
**6.4 Historical Connections:** Students identify major historical eras and analyze period of transition in various times in their local community. In Vermont to interpret the influence of the past on the present.  
**6.1 Geographic Knowledge:** Students describe the physical and cultural geography of the time and place under study, and explain changes over time.



Key Questions: What are some important inventions in the past 100 years and how have they impacted their lives? What are some architectural features of buildings in Burlington? How has Burlington changed over time? Where is Burlington located?	Getting Started 	Approaching 	Got It 	Wow! 
	<ul style="list-style-type: none"> <li>I can name some inventions.</li> </ul>	<ul style="list-style-type: none"> <li>Continued and...</li> <li>I can name an invention in the past 100 years and tell how it has impacted people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>I can name some inventions in the past 100 years and tell how they have impacted people's lives</li> </ul>	<p>I further explored an area to deepen or broaden my understanding of Burlington Long Ago.</p>
	<ul style="list-style-type: none"> <li>I can recognize parts of buildings and match them with their name.</li> </ul>	<ul style="list-style-type: none"> <li>Continued and...</li> <li>I can name some architectural features of the past that can still be seen today.</li> </ul>	<ul style="list-style-type: none"> <li>Continued and...</li> <li>I can name and describe many architectural features of the past that can still be seen today.</li> </ul>	
	<ul style="list-style-type: none"> <li>Using pictures, I can tell some things that have changed over time in Burlington.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe changes over time related to some of the following:                             <ul style="list-style-type: none"> <li>Clothing</li> <li>Transportation</li> <li>Housing</li> <li>Jobs</li> <li>Recreation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can describe changes over time in Burlington related to:                             <ul style="list-style-type: none"> <li>Clothing</li> <li>Transportation</li> <li>Housing</li> <li>Jobs</li> <li>recreation</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>I can locate Vermont on a state map.</li> </ul>	<ul style="list-style-type: none"> <li>Continued and...</li> <li>I can locate Burlington on a state map.</li> </ul>	<ul style="list-style-type: none"> <li>Continued and...</li> <li>I can locate my historical building on a city map.</li> </ul>	

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Name \_\_\_\_\_

Date \_\_\_\_\_