



IN HISTORY: IMMIGRATION AND ETHNIC HERITAGE

Lessons

Worth A Thousand Words

Overview/Description

This lesson will demonstrate how selected images and documents can help students connect people and events in the past to their own lives and experiences.

Grade Level

Intermediate/Middle School (grades 6 and 8) and high school

Academic Standards for the Social Studies

- Indiana Standards (as of Jan. 2010):
 - Grade 6, History, Standard 1, Historical Knowledge, Modern Era: 1700 to present (6.1.15); Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research (6.1.20 and 6.1.23)
 - Grade 8, History, Standard 1, The Civil War and Reconstruction Period: 1850 to 1877 (8.1.25 and 8.1.27); Geography, Standard 3, Human Systems (8.3.8 and 8.3.9), and Environment and Society (8.3.11)

- High School, U. S. History, Standard 2, Development of the Industrial United States: 1870 to 1900 (USH.2.3), Standard 3, Emergence of the Modern United States: 1897 to 1920(USH.3.7), Standard 9, Historical Thinking (USH.9.2 and USH.9.5), and World Geography, Standard 4, Human Systems (WG.4.3)

- National Standards (National Council for the Social Studies): I Culture; III People, Places, and Environments; and V Individuals, Groups, and Institutions

Social Studies/Historical Concepts

Immigration

Learning/Instructional Objectives

Students will observe photographs and then analyze and answer questions about those photos.

Time Required

A minimum of two class periods

Materials Required

- Pencil and paper
- Student Handout: Immigration Images

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- Internet access to:
 - Digital Archives” section of the Indiana Historical Society’s “IN History: Immigration and Ethnic Heritage” Web site.
 - Indiana Historical Society’s Digital Image Collections at http://www.indianahistory.org/library/digital_image/digitalpics2008.html.
 - Image collections from other historical societies, museums or libraries, as needed.

Background/Historical Context

Refer to the “INTRODUCTION: Ethnic History in America and Indiana” essay by John Bodnar, from *Peopling Indiana: The Ethnic Experience* (Indianapolis: Indiana Historical Society, 1996). The “Introduction” section of the Indiana Historical Society’s “IN History: Immigration and Ethnic Heritage” Web site provides a free download of this essay in PDF format.

Teacher’s Instructional Plan

Introduction

This assignment works well as an independent study project. If a computer lab is available, the project may be completed as a whole class. Set up computer lab times or make a schedule for students to work on classroom computers. Set a deadline for the project to be completed. Hand out the student directions and discuss the assignment.

ACTIVITY

- Ask students to choose four images from the “Digital Archives” section of the Indiana Historical Society’s “IN History: Immigration and Ethnic Heritage” Web site or other Internet resources.
- For each of the four images, ask the students to answer the questions provided in the student handout.

- As a group, discuss the images and student responses to the questions.

Evaluation and Assessment

Consider using a rubric or checklist for evaluating student work.

Additional Resources

Refer to the “Resources” section of the Indiana Historical Society’s “IN History: Immigration and Ethnic Heritage” Web site for additional resources on immigration and ethnic history.

Student Handout: Immigration Images

Directions

- You will be looking at a series of photographs depicting immigrant life in the United States and Indiana.
- Select four images for closer study.
- Be sure to name the images you are examining on your worksheet.
- Use the space provided to record your answers.
- Imagine that YOU are the photographer and write a caption for each image you select.
- Consider the following as you look at each image:
 - Describe what you see? Who or what is the subject of each photograph? Where and when was it taken? For example, if the photograph shows a store or street scene, describe as completely as possible the sights, sounds, and smells that surround the scene. If people are in the photograph, describe their clothing, hairstyles, and where they are standing. Use evidence from the photograph and your research from other sources about that same time period to help answer these questions.
 - What story are you telling in these photographs? Whose story is left untold? What do the people in the photograph want to tell you?
 - Describe what happened one minute, one hour, or one day after these photographs were taken. Cite reasons or evidence to support your predictions.
 - It's your turn now: Imagine that YOU are one of the people in the photograph. How does your perspective change? How would you want yourself represented and remembered by future generations?

Name of Photo 1:

Write your own caption for this image:

Describe what you see. Who or what is the subject of each photograph? Where and when was it taken?

What story are you telling in these photographs? Whose story is left untold? What do the people in the photograph want to tell you?

Describe what happened one minute, one hour, or one day after these photographs were taken. What reasons or evidence do you have to support your predictions?

Imagine that YOU are one of the people in the photograph. How does your perspective change? How would you want yourself represented and remembered by future generations?

Name of Photo 2:

Write your own caption for this image:

Describe what you see. Who or what is the subject of each photograph? Where and when was it taken?

What story are you telling in these photographs? Whose story is left untold? What do the people in the photograph want to tell you?

Describe what happened one minute, one hour, or one day after these photographs were taken. What reasons or evidence do you have to support your predictions?

Imagine that YOU are one of the people in the photograph. How does your perspective change? How would you want yourself represented and remembered by future generations?

Name of Photo 3:

Write your own caption for this image:

Describe what you see. Who or what is the subject of each photograph? Where and when was it taken?

What story are you telling in these photographs? Whose story is left untold? What do the people in the photograph want to tell you?

Describe what happened one minute, one hour, or one day after these photographs were taken. What reasons or evidence do you have to support your predictions?

Imagine that YOU are one of the people in the photograph. How does your perspective change? How would you want yourself represented and remembered by future generations?

Name of Photo 4:

Write your own caption for this image:

Describe what you see. Who or what is the subject of each photograph? Where and when was it taken?

What story are you telling in these photographs? Whose story is left untold? What do the people in the photograph want to tell you?

Describe what happened one minute, one hour, or one day after these photographs were taken. What reasons or evidence do you have to support your predictions?

Imagine that YOU are one of the people in the photograph. How does your perspective change? How would you want yourself represented and remembered by future generations?