

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES
Consortium Member

TPS Professional Development Activity



Sylvester Rawding family sod house, north of Sargent, Custer County, Nebraska 1886. Solomon Butcher
<http://hdl.loc.gov/loc.award/nbhipb.image.10600>

Where People Live Historical Inquiry

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Overview	Examine and compare historical images of places people have lived in the past and make connections to the places students or their community members live.
Essential Question	<i>What is different and the same about places people live?</i>
Audience	This activity is best suited for social studies educators of grades K-5
Time Required	60-75 minutes (for teachers, to include time to talk with one another about implementation) 30 minutes (for students)
Goal	The goals of this activity are to: <ul style="list-style-type: none">● Demonstrate an activity elementary teachers can do with their students● Increase elementary teachers' comfort with using primary sources with students● Increase elementary teachers' understanding of how to integrate culturally relevant pedagogy in their lessons
Standards	ISTE 4D Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning. AASL Standards, Domain and Competencies: II. Include Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.



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Objectives

By the end of this PD Activity, participants will be able to:

- Analyze a primary source using Library of Congress tools.
- Analyze a set of related primary sources in order to identify multiple perspectives.
- Facilitate a primary source analysis using Library of Congress tools.
- Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).

Digital Resources

Primary sources from loc.gov:

Sylvester Rawding family sod house, north of Sargent, Custer County, Nebraska
1886. Solomon Butcher

<http://hdl.loc.gov/loc.award/nbhipb.image.10600>

Home of an African American lawyer, Atlanta, Georgia
1899 or 1900. Thomas Askew, WEB DuBois

<https://www.loc.gov/item/99472446/>

Yard of tenement, New York, NY
circa 1900-1910. Detroit Publishing Company

<https://www.loc.gov/item/2016810247/>

Eskimo igloo
Between 1900 and 1930. Lomen Bros.

<https://www.loc.gov/item/99615174/>

Hopi Indian pueblo, southwest United States
1913. No creator listed

<https://www.loc.gov/item/2005684986/>

House on Laconia Street in a suburb of Cincinnati, Ohio
1935. Carl Mydans

<https://www.loc.gov/item/2017759062/>

Fisherman's home along the bayou, Akers, Louisiana
1938. Russell Lee

<https://www.loc.gov/item/2017738425/>

Family moving into a trailer at the FSA camp for defense workers, San Diego, California
1941. Russell Lee

<https://www.loc.gov/item/2017789575/>

Trampas, New Mexico. The home of Juan Lopez, the mayor.
1943. John Collier

<https://www.loc.gov/item/2017843650/>

Other resources: Minnesota Historical Society

Sioux Indian dwelling near Mendota
1895. James Methven

<http://collections.mnhs.org/cms/display.php?irn=10690069>

An Ojibway family at home, Mille Lacs reservation
1920. No creator listed

<http://collections.mnhs.org/cms/display.php?irn=10681437>

Little Earth residential community, Twentyfifth and Cedar, Minneapolis
1973. Minneapolis Star Tribune

<http://collections.mnhs.org/cms/display.php?irn=10846412>

**Consider adding some sources that show places people lived in your community or state.

Classroom Materials

Copies of primary sources, one for each student
Whiteboard or flipchart or smartboard
Writing utensils and paper for students

Preparation

To be culturally relevant, it's important that educators use the words "places people live" instead of "homes," as not all students have a home or a permanent residence. It's also

important to give students the opportunity to think about a place that someone else lives, or where they'd like to live, so they don't feel pressured to talk about their own place.

Instructors should watch the Culturally Relevant Pedagogy introductory video (and, if there's time, the Tenet 2 video) to become familiar with the tenets of CRP and how they apply to primary sources: <http://education.mnhs.org/iium/teaching-materials>

Review the Library of Congress primary source analysis materials. Observe Reflect Question is the Library's main tool for analysis. For elementary students, we recommend See Think Wonder, as the vocabulary is more suitable for younger students. <http://www.loc.gov/teachers/usingprimarysources/guides.html>

Print copies of the primary sources. For groups of 12 or smaller, each person gets a different source. For groups of 12 or more, multiple people may be analyzing the same source.

Students should have writing utensils to make notes about the sources, either on the source itself or on a separate piece of paper.

Print copies of the lesson instructions, one for each participant.

Procedure

Essential Question: ***What is different and the same about places people live?***

1. Consider one or more of these prompts about the Essential Question:
 - **Think:** Tell me something about the place where you live.
 - **Pair:** How is it different from the place where your partner lives? Your family and friends live? How is it different from places outside of your town, state or country?
 - **Share:** How do you think it is different from the places people lived a long time ago?

As a large group, briefly discuss how we know about how people lived in the past.

2. Analyze photographs of places people lived in the past. Individually or in small groups, allow students to choose one photograph to examine. Students use "See Think Wonder" to analyze the photograph.
3. Have students stand up and find someone who has a different picture. Compare the pictures verbally. You could start with the prompt "my place has... your place has.." If time allows, have the students swap partners a few more times. *For example: I see that your place has people. Mine does not. I see that your place looks like many people live there, and so does mine.* [Possible extension: after students talk to each other, gather then full group back in a circle and point out connections between images that students might have missed, or might not have context about. For example, you could have all the students with dwellings of indigenous people stand together. Or you could talk about rich and poor and the assumptions we make about places people live. For example: The New Mexico home seems very modest, but it is the home of the town's mayor. The trailer in California is home to a family escaping poverty during the Depression.

4. Capture answers to the question, “What is different and the same about places people live?” on a T-chart, on a whiteboard, flipchart, or smartboard. Ask students to volunteer answers from the conversations they had with classmates.
5. As a big group, look at your T-chart and use it to discuss what is the same and different about these homes from the past and the place where students live.

EXTENSIONS/MODIFICATIONS

- Find your home on Google Street View.
- Compare the places different groups of people lived within the same time period, such as indigenous and Euro-Americans, enslaved and free people, etc.
- Link to current events by comparing the different places people live around the world; what do students know about what’s happening in the news?
- Compare places students live to places they have visited.
- Find images of your community, past and present. Have students compare and draw conclusions about similarities and differences.

Assessment/ Reflection

Have students choose one of the photographs and tape it next to a photograph or drawn picture of their own home. Write differences beneath each picture and similarities above the pictures.