Name: Jodi Sabra
School or Institution: Radnor Middle School
Projected Date for Implementation: September 2015

Title of Activity	*Setting the Stage: Using Visual Literacy & Primary Sources as a Backdrop for Literature.*
Overview	*Teachers will be introduced to the Library of Congress teacher resources and photography collection and create a visual collage to inspire inquiry and create a visual context for a period in history that is linked with a work of literature.*
Essential or Investigative Question	*How can primary source evidence make the world of a novel or a character come alive for young adult readers and speakers?* *How can we create a visual backdrop for novels and original dramatic writing using the Library of Congress?*
Audience	**This activity is best suited for educators of the following grade levels**: • *Grades 6-8* **This activity is best suited for educators of the following content areas:** • *English Language Arts* • *Library Media* • *Literacy: Reading Language Arts* • *Social Studies*
Time Required	• *90 min.*
Goal	*Teachers will become familiar with navigating* the *Library of Congress website for primary source evidence to inspire inquiry through visual literacy to use in conjunction with specific works of literature.*
Objectives	• *Facilitate a primary source analysis using Library of Congress tools.* • *Demonstrate how primary sources can support an inquiry-based learning experience as well as inspire historical thinking as a backdrop for literature study.* • *Guide teachers in collecting 3 primary source images from www.loc.gov/ to use in conjunction with an assigned novel.*

Digital Resources	***Primary Sources:***
	• *Title: Elizabeth and Ida Ruth Tengle, Hale County, Alabama*
	• *Creator(s): Evans, Walker, 1903-1975, photographer*
	• *Date Created/Published: 1936 Summer.*
	• *Repository: Library of Congress Prints and Photographs Division Washington*
	  ○ *http://www.loc.gov/pictures/item/fsa1998016901/PP/*
	
	• *Title: [Untitled photo, possibly related to: Floyd Burroughs, Hale County, Alabama]*
	• *Creator(s): Evans, Walker, 1903-1975, photographer*
	• *Date Created/Published: [1936 Summer]*
	  ○ *http://www.loc.gov/pictures/item/fsa1998016815/PP/*

- *Title: Part of the kitchen*
- *Creator(s): Evans, Walker, 1903-1975, photographer*
- *Date Created/Published: [1935 or 1936]*
  - *http://www.loc.gov/pictures/item/00651771/*

- *Title: General store interior. Moundville, Alabama*
- *Creator(s): Evans, Walker, 1903-1975, photographer*
- *Date Created/Published: 1936 summer.*
  - *http://www.loc.gov/pictures/item/fsa1998020973/PP/*

- *Title: Sharecropper Bud Fields and his family at home. Hale County, Alabama*
- *Creator(s): Evans, Walker, 1903-1975, photographer*
- *Date Created/Published: 1936 summer.*
  - *http://www.loc.gov/pictures/item/fsa1998020957/PP/*

- *Title: Elizabeth and Dora Mae Tengle, Hale County, Alabama*
- *Creator(s): Evans, Walker, 1903-1975, photographer*
- *Date Created/Published: 1936 Summer.*
  - *http://www.loc.gov/pictures/item/fsa1998016954/PP/*

- *Title: Floyd Burroughs and Tengle children, Hale County, Alabama*
- *Creator(s): Evans, Walker, 1903-1975, photographer*
- *Date Created/Published: 1936 Summer.*
  - *http://www.loc.gov/pictures/item/fsa1998016873/PP/*

Other resources:
- *Stripling Inquiry Model*
  - *http://www.historicalforensics.com/stripling-model-of-inquiry.html*
- *Analyzing Photographs & Prints Teacher's Guide:*
  - *http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photographs_and_Prints.pdf*
- *Primary Source Analysis Page:*
  - *http://www.loc.gov/teachers/primary-source-analysis-tool/*
- *Library of Congress Primary Source Sets:*
  - *http://www.loc.gov/teachers/classroommaterials/primarysourcesets/*
- *Collection of lesson plans using Visual Literacy to enhance literature/period:*
  - *http://www.loc.gov/search?new=true&q=visual+literacy+lesson+plan*
- *Excerpts from the novel Dovey Coe by Frances O'Roark Dowell*
- *Publisher: Atheneum Books for Young Readers; Reprint edition (November 1, 2001)*
- *Language: English*
- *ISBN-10: 0689846673*
- *ISBN-13: 978-0689846670*

Classroom Materials	• *Computers* • *LCD projector*
Preparation	• *Request that teachers bring one passage from a historic novel or story that is part of their curriculum. (i.e.: To Kill a Mockingbird, Fever 1793, Farewell to Manzanar, The Diary of Anne Frank, Dovey Coe, The Circuit).* • *Select & copy images and passages for warm-up activity.* • *Copy Analyzing Primary Sources graphic organizer and Teacher's Guide to Analyzing Photographs.* • *Copies of graphic organizer for Image Search activity related to individual passages/novel selections.* • *Display definition of VISUAL LITERACY.*
Procedure	*Display: Visual Literacy: An Inquiry Learning Process that Involves Asking Questions and Making Discoveries about Primary Source Images that Lead to New Understanding.* *1. Hand each participant/team a photograph from Walker Evans collection.* *2. Discuss your image. Who-What-Where-When-Why-How??? (Use Analyzing Photographs & Print's Teacher's Guide to elicit observations, questions, inquiry)* *http://www.loc.gov/teachers/primary-source-analysis-tool/* *3. Script a brief monologue from one of the characters/objects depicted in the image. (Modified Version: Give your photo a title or caption; Prompt: "What is the person in the picture saying/thinking/trying to understand?" or "If one of the objects in your picture could speak, what would it say at the time the picture was taken?")* *B. How does your character relate to other objects in the room? (Prompt: "Describe the most important/significant object in the room/place depicted in the photo").* *C. Connect your photo to others at your table. What theme would you give these images?* *D. Define setting as the specific time, place, or environment of a story. (The "Where?" of a novel, script, story).* *E. Project images; when your inspiration/photo is projected, speak aloud the words you scripted.* *4. Discuss how visual images prompt inquiry. Display Stripling Inquiry Model* • *http://www.historicalforensics.com/stripling-model-of-inquiry.html* *5. Why are primary sources important to understanding setting? (Share Common Core objectives).* *6. How can we create a visual backdrop for novels/plays using the Library of Congress?* *7. Direct teachers to the Library of Congress Homepage>Teachers>Classroom Materials* *8. Explore Lesson Plans/Themed Resources/Primary Source Sets/Photographs & Prints; Show where I found the Walker Evans photos (Farm Security Administration).* *9. Challenge participants to find 3 images related to the passages they brought and complete the graphic organizer. Share your findings with a partner and complete the "Friend response".* *10. Display images while reading aloud your passage.* *11. Discuss how the primary source images enhance the impact of the passages and place a work of literature in a historic framework.*

Assessment/ Reflection	*Complete graphic organizer: SETTING THE STAGE WITH PRIMARY SOURCES: An Introduction to the Library of Congress* *Book:* *Author:* *Setting:* *3 Related Images w/ url depicting setting of your book.*		
	Title: *Creator(s):* *Date Created/ Published:* *URL:_____ _____*	*Title:* *Creator(s):* *Date Created/ Published:* *URL:_____ _____*	*Title:* *Creator(s):* *Date Created/ Published:* *URL:_____ _____*
	This is an image of:	*This is an image of:*	*This is an image of:*
	The reason I selected this image:	*The reason I selected this image:*	*The reason I selected this image:*
	How I think it relates to this book:	*How I think it relates to this book:*	*How I think it relates to this book:*
	Friend response by _____	*Friend response by _____*	*Friend response by _____*

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