



BHH Photo Analysis

Designed with Barbara Donkersloot and Tracy Strabala

This activity guides students to question and learn from photographs. Students use the questions and activities in this guide to develop a habit of questioning to learn.

Directions for photo analysis booklet design:

1. Each booklet should have 5 pages. The pages are attached to the end of these directions for you to print, photocopy and distribute to your students.
2. Each page features an empty box/space in which students may draw or write.
3. Each student should receive a booklet of her or his own to complete.

Directions for photo analysis activities in the classroom:

1. Students bring in a photo from home, if they can, and teacher provides photos from school.
2. Class gathers in a semi-circle around the chalk board.
3. Teacher begins by talking about what we can learn by closely studying a photo. If we ask who, what, when, where and why about a photo, we may be able to figure out some of the answers.
4. Teacher chooses a photo she or he provides from school, and leads the class through the photo analysis booklet questions, page by page. Students answer the questions and teacher writes the answers on the board. If they need some help, teacher writes some possible answers on the board and students choose the one that best fits the photo.

Examples:

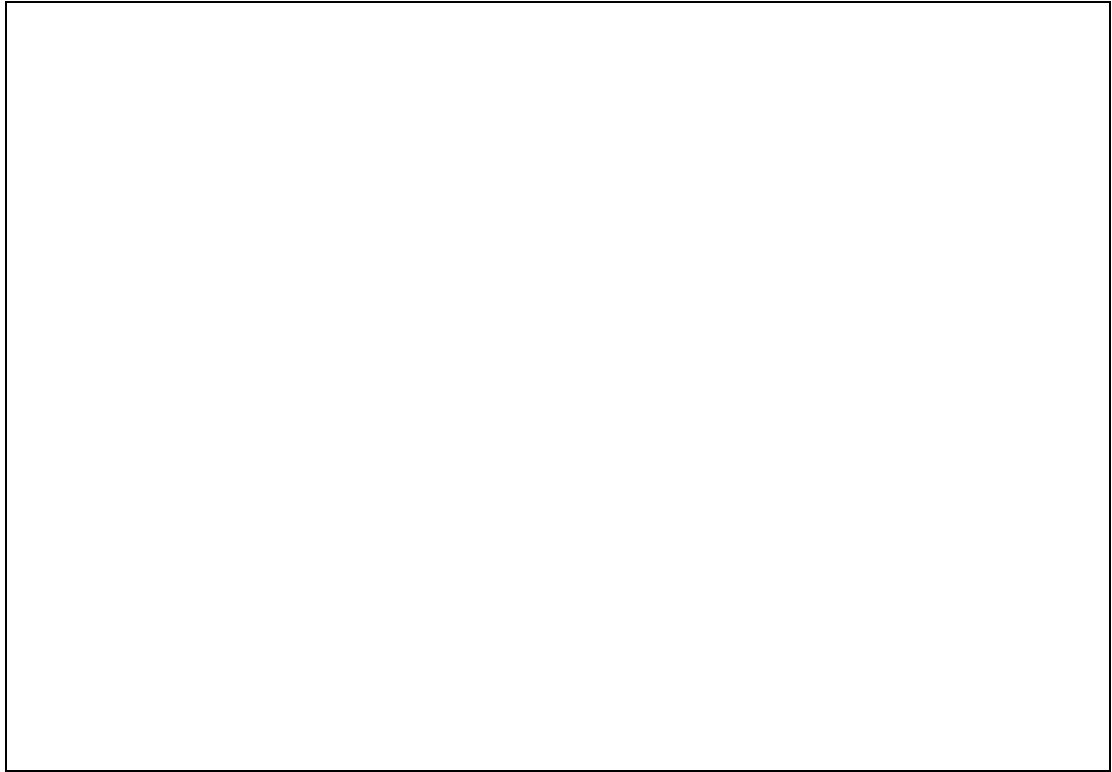
WHO – teacher provides list of possible examples for students to choose from, such as Me, Mom, Dad, my dog, my sister, Grandma, etc.

WHAT – Playing, swimming, working, cooking, etc.

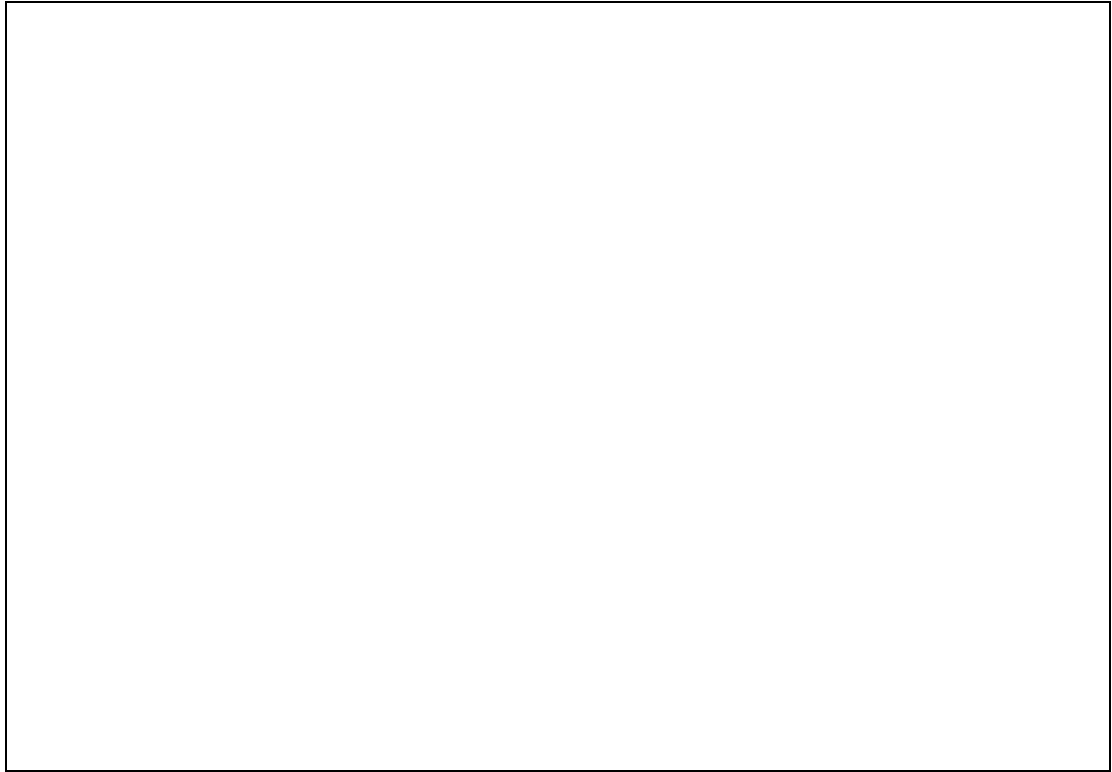
WHEN – Long ago, yesterday, last summer, last week, etc.

WHERE – Home, in the car, at Grandma's, at the pool, etc.

WHY – Because it was hot, because we were going on vacation, because we love Grandma, etc.

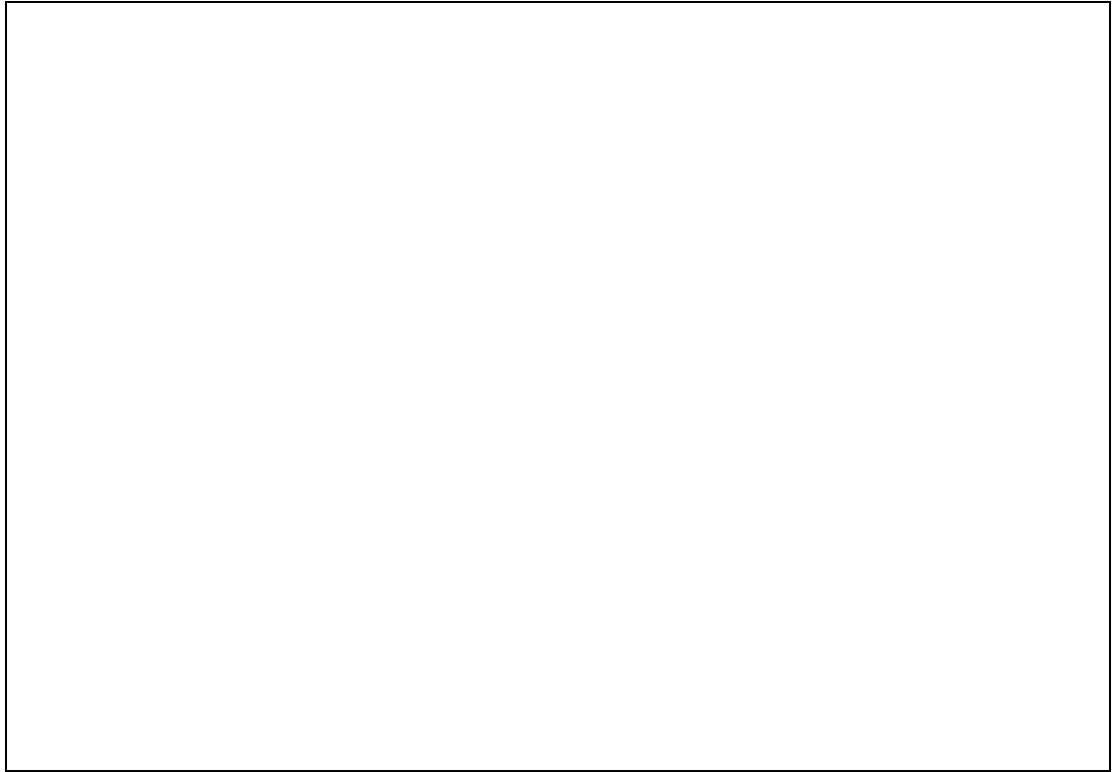


WHO?
Who is in the photo?



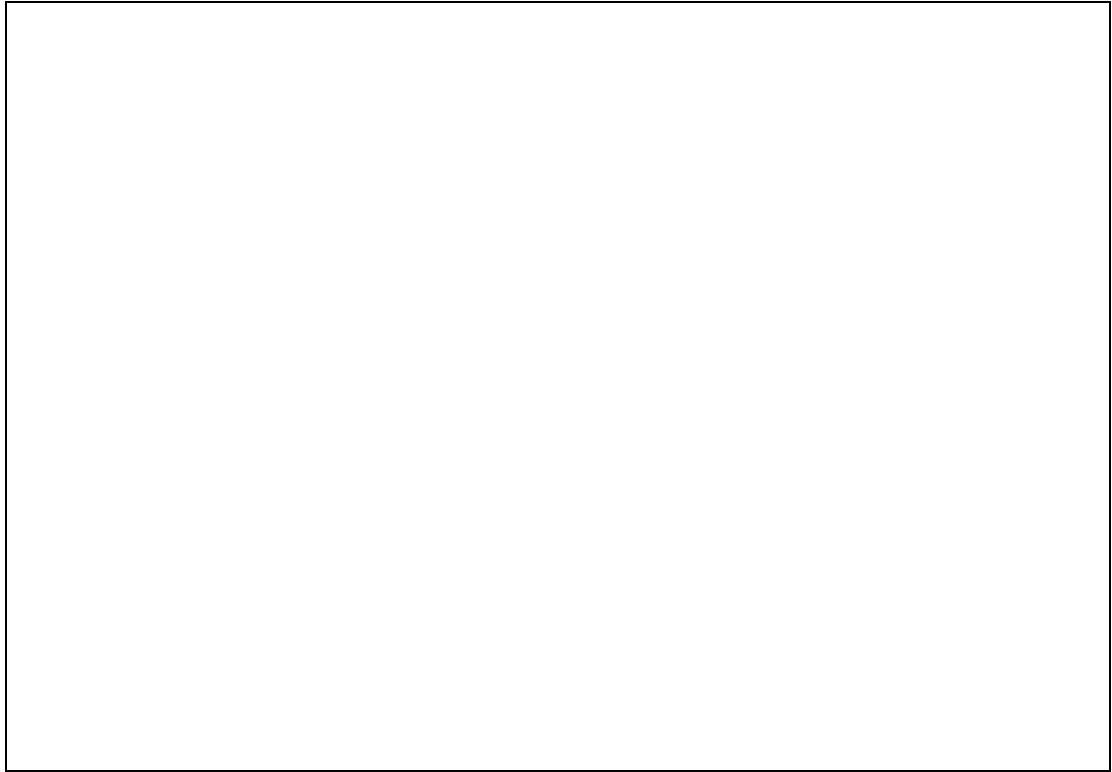
WHAT?

What is happening in the photo?



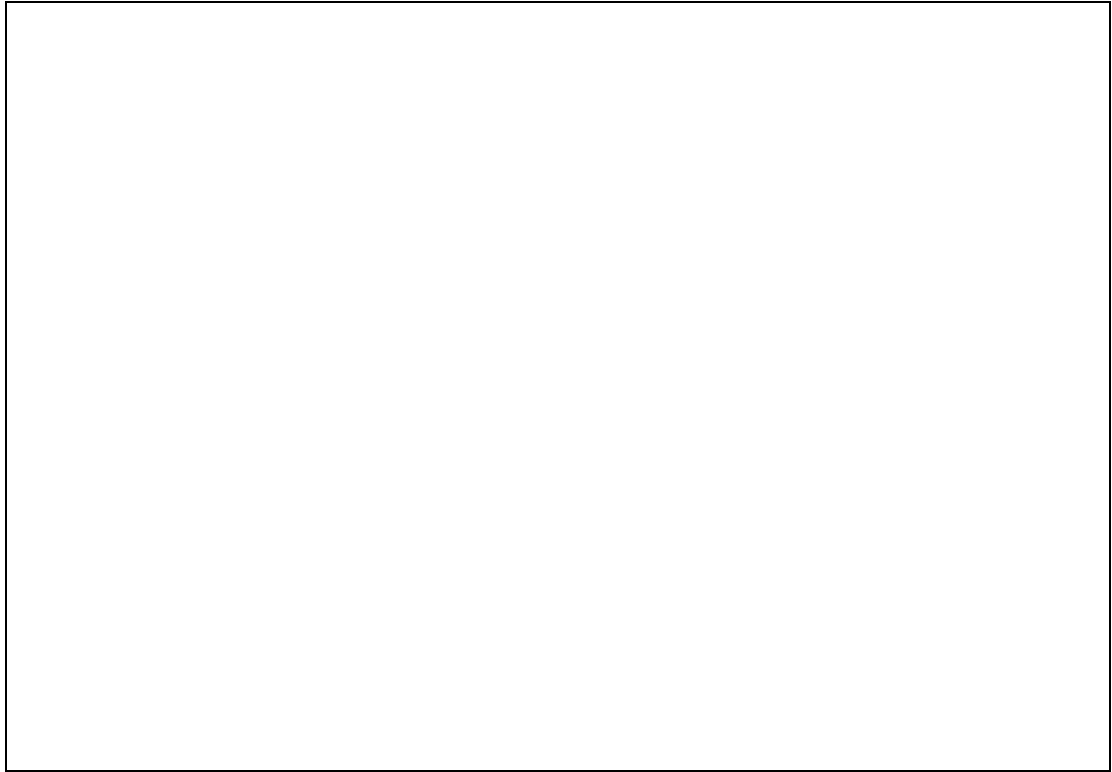
WHEN?

When was the photo taken?



WHERE?

Where was the photo taken?



WHY?
Why was this happening?



Vocabulary List

Artifact	An object from long ago is called an artifact.
Change	To make or become different. People and things change over time.
Document	A printed or written record. School newsletters, notes to parents, room diagrams, and lunch and recess schedules are documents.
History	A story of what has happened in the past.
Map	A drawing or chart of part of the earth. A map can show all or part of the earth's surface, including features such as countries, oceans, rivers, and cities. A map can also show your school, your room, or the playground.
Photograph	A picture made with a camera. Photographs show what a person, event, or thing was like at a particular time.
Primary Source	An item from the past, such as a letter, a diary, a picture, or object (a tool or toy, etc.). When we gather things from the past and study them, they can help us form a story about the time from which they were made.
Timeline	A chart showing what happened as the hours, days, and years passed.



Bringing History Home – Student Learning Chart

Activity #:		Student Name:	
Unit Title:			

Content Goals	Thorough Understanding Demonstrated by (4-5 pts)	Limited Understanding Demonstrated by (2-3 pts)	Does Not Understand Demonstrated by (0-1 pts)
Totals:			

Process Goals	Thorough Understanding Demonstrated by (4-5 pts)	Limited Understanding Demonstrated by (2-3 pts)	Does Not Understand Demonstrated by (0-1 pts)
Totals:			



Increasing Literacy through History Learning

Correlates to My History at School Lesson Plans

http://www.bringinghistoryhome.org/downloads/First/My_History_LessonPlans.pdf

Activity 1: What is History?

Literacy Activities in the Lesson:

1. Teacher models the process of schema development and use as s/he reads **School Then and Now**.
2. Vocabulary development: focus on “history.”

Literacy Activities you incorporate in the lesson that don’t appear in the write-up.

- ❖ Class develops a concept map of “history.”

Activity 2: Timelines

Literacy Activities in the Lesson:

1. Vocabulary knowledge: focus on “timeline.”
2. Synthesizing information: students synthesize various pieces of evidence to create a timeline.

Literacy Activities incorporated by BHH pilot teachers, in addition to those in the original BHH lesson.

- ❖ Journaling: Students write about a favorite part of the day that is included on the timeline. (Students write about what content they are learning.)

Activity 3: Written Documents

Literacy Activities in the Lesson:

1. Vocabulary knowledge: Focus on “document.”
2. Teacher models questioning: Teacher asks question of various documents he/she reads, then students practice asking questions while “reading” a document.



3. Teacher models determining importance as s/he examines various written documents.

Activity 4: Photos

Literacy Activities in the Lesson:

1. Vocabulary knowledge- Focus on “photograph.”
2. Teacher models making an inference based on another person’s photograph. Students then make an inference based on other students’ photographs.
3. Teacher models developing and using schema while reading **Schools Long Ago and Today**.

Literacy Activities incorporated by BHH pilot teachers, in addition to those in the original BHH lesson.

- ❖ Students mix/pair/share to tell the story of their photographs.
- ❖ Students write the story of their picture to put in their baggie book.

Activity 5: Other Sources

Literacy Activities in the Lesson:

1. Teacher models development and use of schema while reading **Then and Now**.

Literacy Activities incorporated by BHH pilot teachers, in addition to those in the original BHH lesson.

- ❖ Journaling: Students write about a favorite game played at school.
- ❖ Speaking: Students share about their potluck item, then other students ask questions of the potluck item.

Activity 6: Mapping

Literacy Activities in the Lesson:

1. Teacher models schema while reading **Me on the Map**.
2. With the same book, teacher also models making predictions, summarizing, and visualizing.



Activity 7: Mind Maps

Literacy Activities in the Lesson:

1. Students synthesize unit's activities by making a mind map. Teacher models a mind map first.