Historical Photograph Assignment

ED 219

Due October 19th, 2020 by 12:30 PM.

The focus of this assignment is to provide an opportunity for pre-service teachers to consider ways in which photographs as primary source documents can be used to teach content within the academic areas. The full teacher lesson is posted on the class moodle page as are three photos of student work to serve as examples.

For this assignment,

1. You will select a photograph of yourself from childhood. This can be a photo of you with family, friends, at a sporting event, a birthday party, etc.
2. Using the information from the US Holocaust Memorial Museum ([www.ushmm.org](http://www.ushmm.org)) you will find a photograph that parallels yours in some way. You can find a photograph by searching the website for family photographs, then choosing photo archives from the menu on the left. Part of the information you will include will be about the subjects in the photo (who are the people, where are the people, etc. Only choose a photo that has the relevant and required information included-there are over 19,000 photos so this should not be a challenge! ☺)
3. Complete the How to Read a Photograph page (this is located on Moodle under Picture Assignment) for **both** of your parallel pictures. This will need to be submitted with your final project. Mount both pictures on an appropriate sized poster board or paper.
4. Write a caption for each picture-the one from your childhood as well as the photo you have chosen of a Jewish child that parallels the one of yourself. Include the information from the How to Read a Photograph sheet to write your captions (Include relevant and parallel information in each caption). Attach the captions under the appropriate pictures.
5. Include a reflection of how the picture of the Jewish child reflects the normalcy of life prior to the start of the war. This can be 2-3 sentences included in the caption of the picture you choose of a Jewish child.
6. Identify two Alabama Course of Study Standards from the Social Studies Course of Study for 6th grade US Studies: The Industrial Revolution to the Present (pp 35-40) that are related to this assignment. Provide a brief, but specific explanation for how these standards are related to the historic picture assignment and how they could be used in a sixth grade classroom.

Link:

<https://www.alsde.edu/sec/sct/COS/2010%20Alabama%20Social%20Studies%20Course%20of%20Study.pdf>

1. Identify two Alabama Course of Study Standards from the English Language Arts Course of Study for 6th grade for Writing (beginning on page 52) that could be taught with this assignment. Provide a brief, but specific explanation for how these standards can be addressed with the historic picture assignment and how they could be used in a sixth grade classroom.

Link:

<https://www.alsde.edu/sec/sct/COS/2016%20Revised%20Alabama%20English%20Language%20Arts%20Course%20of%20Study.pdf>

1. Your work identifying and explaining the related standards will be completed on the provided document and should be submitted with the How to Read a Photograph worksheet.

Grading Rubric:

Total = 70 points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Historical Photograph Assignment | Outstanding | Excellent | Satisfactory | Minimal |
| Assignment includes two pictures-one of st and one Jewish child  (10 pts) | Two pictures are included-one of student and one of a Jewish child, the connections of the pictures to each other are obvious and clear | Two pictures are included-one of the student and one of a Jewish child, the connections of the pictures to each other are general with some connections between the two | Two pictures are included but the connection between the two pictures is general without a clear connection | Two pictures are included but the connection between the two pictures is vague with no clear connection between the two; Work does not include two pictures |
| How to Read a Photograph sheet  (15 pts) | Two “How to Read a Photograph” worksheets are submitted-one for each of the two pictures  Each item on the How to Read a Photograph sheet is answered; responses are clear, specific, and provide examples when appropriate | Two “How to Read a Photograph” worksheets are submitted-one for each of the two pictures  Each item on the How to Read a Photograph sheet is answered, but some responses or parts of responses lack clarity, specificity, and general examples. | Two “How to Read a Photograph” worksheets are submitted-one for each of the two pictures  Some items on the How to Read a Photograph sheet are incomplete, responses are vague and overall the responses lack clarity, specificity, with few or not examples. | Submission does not include a “How to Read a Photograph” worksheet for both pictures;  Worksheets are not completed, some items are left with no responses, responses are incorrect, or responses are not clear nor specific |
| Picture Captions  (15 pts) | Captions for BOTH photos are complete and follow the format of the How to Read a Photograph sheet; information provided is clear, specific and uses examples | Captions for BOTH photos are complete and follow the format of the How to Read a Photograph sheet, the information provides general with some use of appropriate examples | Captions for BOTH photos are complete, there may be some information included from the How to Read a Photograph sheet, but information in some instances may be incomplete or vague | Captions for neither photo are complete, the captions do not provide clear, specific information and little to no examples are used |
| Reflection  (5 pts) | A 2-3 sentence reflection is included indicating the st thinking about how the picture of the Jewish child reflects the normalcy of life prior to the war; reflection is logical, clear, specific, and includes examples if appropriate | A 2-3 sentence reflection is included indicating the st thinking about how the picture of the Jewish child reflects the normalcy of life prior to the war; reflection is general in nature and may or may not include examples | Reflection is present but is so brief and general it fails to convey a meaningful response | No reflection is included about the picture of the Jewish child as it relates to life before the war |
| Related Social Studies Standards  (10 points) | Two relevant and related social studies standards for 6th grade are identified.  The explanation of how the standards are related to the historical picture assignment and how they can be used in a classroom is relevant and specific. | Two relevant and related social studies standards for 6th grade are identified.  The explanation of how the standards are related to the historical picture assignment and how they can be used in a classroom is relevant but the explanation is general in nature. | Two relevant and related social studies standards for 6th grade are identified.  The explanation of how the standards are related to the historical picture assignment and how they can be used in a classroom is general. | No standards are identified OR the selected standards are unrelated. |
| Related English Language Arts Standards  (10 points) | Two relevant and related English Language Arts standards for 6th grade are identified.  The explanation of how the standards are related to the historical picture assignment and how they can be used in a classroom is relevant and specific. | Two relevant and related English Language Arts standards for 6th grade are identified.  The explanation of how the standards are related to the historical picture assignment and how they can be used in a classroom is relevant but the explanation is general in nature | Two relevant and related English Language Arts standards for 6th grade are identified.  The explanation of how the standards are related to the historical picture assignment and how they can be used in a classroom is general | No standards are identified OR the selected standards are unrelated |
| Organization  (5) points) | The submitted work is appropriately completed for that of a college student; obvious an appropriate effort was given to the assignment; Work is error free (grammar, spelling, neatness, overall clarity) | The submitted work is appropriately complete for that of a college student; obvious and appropriate effort was given to the assignment; Work is mostly error free, but some minor grammar, spelling mistakes may be noted; assignment is mostly neat and clear in meaning | The submitted work is mostly appropriate for a college student, there is some evidence that the time given to the work was appropriate; There are a few grammar, or spelling errors; the work is lacking clarity and neatness in some areas | The work submitted does not reflect that appropriate for a college student; work has many errors (spelling, grammar, neatness, clarity); effort to the work is not obvious; |