

TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY

Louisiana Gumbo Lesson Resource

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VISUAL PERSPECTIVES: IMAGES OF WOMEN IN THE 1950S

Subject: Social Studies

Grade Level: 8, 11

Overview

Students use visual and textual clues embedded in digital images to trace the 1950s-era role of women in society.

Approximate Duration: 1 or 2 50-minute class periods

Content Standards:

- **History: Time, Continuity, and Change** Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Benchmarks:

- **H-1A-M4** analyzing historical data using primary and secondary sources;

Grade-Level Expectations (GLEs):

- **Historical Thinking Skills**

Grade 8

67. Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)

Interdisciplinary Connections:

- **English/Language Arts : Standard 1** Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Educational Technology Standards:

- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

Objectives:

Students will

- Use reading comprehension skills and available technology to locate, select, and synthesize information from digital images to acquire and communicate knowledge about events, ideas, and issues related to history.
- Demonstrate historical perspective by participating in a class discussion of events that shaped American and Louisiana history.
- Analyze cartoons, photographs, posters, and other visual medium to identify opinion, propaganda, or bias.

Lesson Materials and Resources

Images of women in contemporary society (magazines, advertisements, Internet web sites, newspapers, television, etc)

Depending on how the teacher formats the lesson, one or more of the following items may be used:

- [Observation Form](#)
- [Essay Rubric](#)
- [Multimedia Rubric](#)
- [Multimedia Storyboard](#)
- Visual Perspectives: Women in the 1950s Note-taking Guide

Technology Tools and Materials:

Hardware: Computers, 1 per student or set of partners (Can be executed with 1 classroom presentation computer); Internet access

Software: Browser software

Websites:

LOUISiana Digital Library, <http://louisdl.louislibraries.org>

Specific Collections of interest to each topic:

- [The American Missionary Association and the Promise of a Multicultural America: 1839-1954](#)
- [Center for Louisiana Studies Archive Collection](#)
- [Franck-Bertacci Photograph Collection](#)
- [Louisiana Historical Photographs Collection of the State Library](#)
- [Louisiana State Museum Jazz Collection](#)
- [The Louisiana Works Progress Administration \(WPA\) Collection](#)

Procedure

1. Display images of women in contemporary society and ask students to work with a partner to summarize how contemporary visual media portrays women and their role in society.
2. Discuss student findings. Based on their own life experiences, ask students how accurately and completely these images depict women's lives and importance to society. Explain that students will use historical images to describe the lives and roles of women during the 1950s.
3. Divide class into groups and ask each group to consider the topic The Role of Women in the 1950 Decade.
4. Ask students to search the LOUISiana Digital Library for images of women related to their period of time and use the Visual Perspectives: Women in 1950s Note-taking Guide to record important information related to the role of women. (Demonstrate the collection search and advanced search features of the LOUISiana Digital Library)
5. Ask students to prepare a short multimedia presentation of their research. Explain that a multimedia presentation is a visual essay. Distribute copies of and discuss the Essay Rubric, Multimedia Presentation Rubric, and Multimedia Storyboard to demonstrate how presentation preparation and guidelines for each medium are similar.
6. Explain and/or demonstrate how students may copy images, save images, and/or use the My Favorites function of the LOUISiana Digital Library to prepare a PowerPoint slideshow. Please refer to the [viewers](#) and [help](#) and [my favorites](#) pages of the LOUISiana Digital Library for help and additional information
7. Provide access to computers and allow adequate time for research and collaboration.
8. Use the **Observation Form** to record anecdotal information about peer collaboration.
9. Student Presentations

10. **Debrief.** Use student presentations to discuss how visual images and popular perception illustrate/shaped the roles of women in the 1950s. Ask students what factors contributed to the progression of changes women witnessed during this period (technology, legal status, women's rights movement, societal needs, changes in media, etc)
11. **Culminate** by asking students to use what they learned to write an essay about the role of women in the 1950s.
12. **Extension:** You may ask students to prepare a visual expression that best represents the role of women in contemporary society. Distribute or display copies of the rubrics listed in the Materials section of this lesson.

Assessment Procedures:

Visual Perspectives: Women in the 1950s Note-taking Guide
Appropriate Rubrics from Materials section of this lesson

- **Accommodations/Modifications:**
Accommodations/Modifications Built Into the Lesson
 - Cooperative grouping
 - Small class segments
 - Whole class debriefing sessions
 - Pre-teach vocabulary words
 - Extensions/Explorations can be modified for individual needs
 - Debriefing provides systematic feedback

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Visual Perspectives: Women in the 1950s Note-taking Guide

Your Name _____

Date _____

Image Type and title <i>(photo, cartoon, poster, etc)</i>	Images Link <i>Cut and paste from your browser</i>	How does this image portray the role of women?	Your Thoughts How accurate do you think this image is for the period? What factors (technology, laws, etc) helped shape that image of women?