

**TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY**

**Louisiana Gumbo Lesson Resource**

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**VISUAL PERSPECTIVES: IMAGES OF CHILDREN IN THE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES**

**Subject:** Social Studies

**Grade Level:** 8

**Overview**

Students use visual and textual clues embedded in digital images to trace how 19<sup>th</sup> and 20<sup>th</sup> century popular culture viewed children and their role 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 a 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 children 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](#)
- [Oral Presentation Rubric](#)
- [Cartoon Rubric](#)
- [Poster Rubric](#) (for collages as well)
- [Multimedia Storyboard](#)
- Visual Perspectives: Images of Children in the 19<sup>th</sup> and 20<sup>th</sup> Centuries 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:

- [Actors and Musicians Photograph Collection](#)
- [America at War](#)
- [America Between the Wars, 1920 - 1940](#)
- [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 children in contemporary society and ask students to work with a partner to summarize how contemporary visual media portrays children and their role in society.
2. Discuss student findings. Based on their own life experiences, ask students how accurately and completely these images depict children's lives and importance to society. Explain that students will use historical images to determine how the lives and roles of children evolved during the first half of the 20<sup>th</sup> century.
3. Divide class into 5 groups and assign a topic to each group:
  - a. Turn of the Century (1890-1910),
  - b. WWI (1917-1918),
  - c. The 1930s Decade,
  - d. WWII (1940s),
  - e. The 1950s Decade

4. Ask students to search the LOUISiana Digital Library for images of children related to their period of time and use the Visual Perspectives: Children in the 19<sup>th</sup> and 20<sup>th</sup> Centuries Note-taking Guide to record important information related to the role of children . (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 of the role of children changed through the first half of the 20<sup>th</sup> century. Ask students what factors contributed to the progression of changes children witnessed during this period (technology, immigration, industrial revolution, Progressive Era, societal needs, changes in media, etc)
11. **Culminate** by asking students to use what they learned to write an essay about the changing role/perception of children in the first half of the 20<sup>th</sup> century.
12. **Extension:** You may ask students to prepare a visual expression that best represents the role of children in contemporary society. Distribute or display copies of the rubrics listed in the Materials section of this lesson.

**Assessment Procedures:**

Visual Perspectives: Children in the 19<sup>th</sup> and 20<sup>th</sup> Centuries 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: Children in the 19<sup>th</sup> and 20<sup>th</sup> Centuries Note-taking Guide

Your Name \_\_\_\_\_

Date \_\_\_\_\_

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