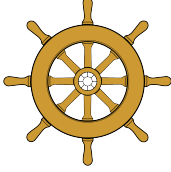


## Lesson Description: Lesson 6 : Analyzing an image

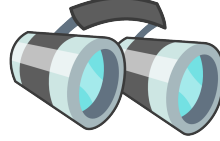
### Outcomes



### Resources



### Procedure



### Assessments



**Grade:** 5

**Subject:** Social Studies

**Unit:** How do we learn about the Past?

**Driving Questions:** *How do we learn about the past?*



### Curriculum Outcomes:

**Social Studies:**

5.1.1 develop an understanding of how we learn about the past

(subtopics from *Investigating Past Societies*)

Using primary sources to learn about the past.

Mixed practice review.

**Expected Time:** 45 minutes



**Resources:**

**Primary secondary examples**

“Using artifacts” popup <http://eisnorgrade5.weebly.com/lessons2.html>

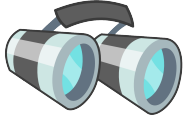
[Analyzing an artifact table](#)

Stratigraphy review sheet

<http://eisnorgrade5.weebly.com/lesson-6.html>

Mystery artifact screen cast to preview

<http://eisnorgrade5.weebly.com/screencasts.html>



## Lesson Procedure

## 21<sup>st</sup> century skills

### Teacher does (I Do):

As an opening activity and to review primary and secondary sources, have everyone stand. Read a [series of examples](#) of descriptions of primary and secondary sources. Direct students to move to the left side of the room if the answer is a primary source and move to the right if it's a secondary source.

Recall the artifact observation activity from lesson 3 where students learned about what historians want to know about an artifact and found this data for a given object. Today we will analyze some pictures to collect similar information.

Have students go to the website below

<http://www.learner.org/workshops/socialstudies/session5/ipop.html>

also listed as using artifacts at <http://eisnorgade5.weebly.com/lessons2.html>

### Student does (You Do):

Students identify if the three images located in this sample are primary or secondary sources. (These images are engravings and pictures of primary sources) Ask students to think about the first engraving and identify what they can analyze. Teachers may want to first display this on the smartboard as when you pan over different parts of the image some suggested analysis is displayed.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

<p><b>Group work (We Do):</b></p> <p>1. In partners students view the other 2 images. Student "A" in the partnership will look at an image without panning and see what they can tell about it. Student "B" records on looseleaf and keeps A from peeking at the "answers" by panning. Then both students check the example observations. Switch roles for picture 2.</p> <p>2. Analyzing an image: Students will choose an image from the NS archives site- this one is a picture not a document. Record information on activity chart. Archives: <a href="http://novascotia.ca/archives/virtual/">http://novascotia.ca/archives/virtual/</a></p> <p>Handout: <a href="#">Analyzing an Image</a></p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> <b>collaborate, communicate</b> <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> <b>critical thinking</b> <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> <b>create, publish</b> <input type="checkbox"/> <b>citizenship</b>
<p><b>Class share (We Share):</b></p> <p>Students share some of their findings</p> <p>Review- if some students finish early, give them the review page called stratigraphy where they find the "layers" of items representing different time periods. Identify what objects belong to different individuals in a picture of someone's messy closet.</p> <p><a href="http://eisnorgade5.weebly.com/lesson-6.html">http://eisnorgade5.weebly.com/lesson-6.html</a></p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> <b>collaborate, communicate</b> <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> <b>critical thinking</b> <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> <b>create, publish</b> <input type="checkbox"/> <b>citizenship</b>

**Lesson Wrap Up:**

As homework if possible students are asked to preview Mystery artifact explanation screencast at

<http://eisnorgrade5.weebly.com/screencasts.html>

in preparation for tomorrow's lesson.

**Differentiation/Modification/Enrichment:**

Guide students through the picture analysis with more examples in a larger group if necessary if they have difficulty working in pairs. Some students may benefit from having a selected number of images from the archives being pre-chosen for them, so they don't lose too much time finding something appropriate.

**Assessment:** Observe who has difficulty distinguishing between primary and secondary sources. Review the chart for analyzing an image for details given and complexity of responses.

[Return to lesson](#)

## Primary and Secondary Examples

**Determine if the source would be a Primary Source(P) or a secondary Source(S).**

- . 1) A play showing how Benjamin Franklin flew a kite during a lightning storm.
- . 2) A short story describing Thomas Edison & Tesla's 'electrical' battle.
- . 3) Anne Frank's diary describing her life during World War 2.
- . 4) A cartoon showing how Pocahontas met John Smith.
- . 5) A text book describing civil rights.
- . 6) A news report about the opening of a power plant at the time of the event.
- . 7) A scientist explaining what it was like for Buzz Aldrin to walk on the moon.
- . 8) A YouTube video describing how the pyramids were built.
- . 9) An interview with Alexander Graham Bell about how he invented the telephone.

- 10) A radio broadcast from the day the Soviet Union launched Sputnik.
- 11) An autobiography about Prime Minister Trudeau.
- 12) A book describing Christopher Columbus sailing to America.
- 13) A famous artist's painting of what cowboy life was probably like.
- 14) A journal by a cowboy about the cattle drives from Texas to Kansas.
- 15) The United States Constitution.

**1.S**

**2.S**

**3.P**

**4.S**

**5.S**

**6.P**

**7.S**

**8.S**

**9.P**

**10.P**

**11.P**

**12.S**

**13.S**

**14.P**

**15.P**

## Analyzing an Image

<b>Think About</b>	<b>Observations</b>
<b>Who (what) is in the image?</b>	
<b>What are the people doing?</b>	
<b>What do you think is happening in the image?</b>	

<b>Where is this taking place?</b>	
<b>When was this image created?</b>	
<b>Who or what might be missing from the image?</b>	