

School Program for SPOT-CL We've Got a Job to Do

1. Program Title "Our Job: Holding on, Going On: Photos Forever"

2. Introduction/Purpose of Program

In this age of digitization, we see pictures everywhere. Digital cameras now document everything current, and our history is not often preserved. We all know the adage "One Picture is Worth a Thousand Words"-and with that, it is imperative to preserve the picture, and the words, in order to preserve the understanding of the surrounding time and emotion. This program provides opportunities to delve into the past, as well as to preserve the future, using photographs as the central core.

3. TEKS (for school program)

§113.18. Social Studies, Grade 6

(1) History. The student understands that historical events influence contemporary events. The student is expected to:

(B) Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

(b) Knowledge and skills.

(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:

(D) Analyze the experiences and evaluate the contributions of diverse groups to multicultural societies;

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(A) Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;

(C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) Identify different points of view about an issue or current topic;

(E) Identify the elements of frame of reference that influenced participants in an event

§113.19. Social Studies, Grade 7

(b) Knowledge and skills.

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(B) Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods

11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:

(A) Analyze why immigrant groups came to Texas and where they settled;

(B) Analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas;

(19) Culture. The student understands the concept of diversity within unity in Texas.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

(E) Support a point of view on a social studies issue or event;

(F) Identify bias in written, oral, and visual material;

§113.20. Social Studies, Grade 8

(b) Knowledge and skills.

(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:

(A) Identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;

(B) Explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;

(C) Identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;

(D) Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and

(E) Identify the political, social, and economic contributions of women to American society.

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(E) Support a point of view on a social studies issue or event;

(F) Identify bias in written, oral, and visual material;

(D) Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;

4. Detailed Description of the Program:

Quite often, I am reminded of just how little time has actually passed from the Civil Rights Movement until today, especially when a student shares with me their family connection to MLK, or an event, or some other historical aspect of the times. The book "We've Got a Job: The 1963 Birmingham Children's March", written by Cynthia Levinson, includes many primary source photographs to illustrate this particular time in history. The program that follows includes a variety of photo-centered activities designed to document the past and the present using photographs. Activities may be selected individually, combined from this list and/or combined with the self-directed and active programs, depending on the needs of the user.

Using photographs from the past and present as the central theme, participants will be invited to:

A. Activity: Holding On-What's my Stand?

Select a photograph from either your own family history or from a time period in which the people in your home may have settled in the area. Research the time period to determine underlying causes (economic, religious persecution, war, famine, etc) that may have encouraged them to settle in the area. Attempt to discover if and how they may have participated in, any social/government/neighborhood causes and/or demonstrations.

Develop a presentation, including the original photograph, and include the following: statement declaring whether or not you believe you would have participated in the same manner.

Would you have chosen the same course of action? Provide at least three reasons to support your decision.

If you were to choose a different course, what would it be, and what would three reasons be for this course of action.

Going On-What's My Stand?

What issues are taking place in our country/your country of origin now? What might be coming that you would feel will cause a movement? Using provided databases or one of the photo archives listed below, (ABC-CLIO, Netrekker, GALE, EBSCO, etc) find a photograph that represents this issue. Describe the issue. Declare where/when you might take your stand, including documentation.

www.usatoday.com/media/latest/photo/news

Using current photos, select one that represents an issue you would stand up for, determine the issues that led up to the photo, and predict what you believe will happen in the near future.

Use mybigsky.com, upload the photo, and create a new digital image by manipulating the original and adding your "my stand is" message. Will your new image be the newest meme to go viral?

Photos Forever: What are the "1000 words"?

The saying goes, a picture is worth a 1000 words. Choose a picture from a social/political/domestic movement (migrant workers, child labor, hunger, etc). Pictures can be provided on line <http://www.historyplace.com/> or from magazines or books (ie-folder idea from the teacher in [Fat Cat](#)). Research the movement. With 1000 words, describe what you believe might be the thoughts of the person in the picture.

Or...

<http://lifephotogallery.com/cgi-bin/lifephotogallery.storefront/52dc179c00610210273fac10033105ae/UserTemplate/16>

Life magazine was once considered the premiere venue for capturing the moments in life that represented not only the momentous but also the everyday in every life. Use Life Photo Gallery.com to:

A.) Photo of the week: find out more about what was happening in the lives of the people in the photo. What might they be discussing during the photo op?

B.) This month in history: using the calendar, find a photo to represent either the date closest to the day you are working on this, or the date closest to your birth date. Explain the circumstances surrounding the photo and why you selected this one over others

Photos Forever: Web Archiving

Select a website to archive that documents either your current culture or a culture you claim a historical heritage. Archive the website with America's Young Archivists, and prepare a short presentation including the following:

The web site

The culture

3 reasons why this site was chosen

Two things you hope this culture will be positively remembered for in the future

America's Young Archivists: The K-12 Web Archiving Program

<http://www.digitalpreservation.gov/multimedia/videos/k12webarchiving.html>

Description:

Students who participate in the [K-12 Web Archiving program](#) use [Archive-It](#) to capture websites. They decide what websites to capture and they attach a brief description to every site they archive so that people in the future will know what the sites are about and why the students selected them.

By enabling students to preserve websites, the program gives them an opportunity to not only document their culture and learn about the fragility of digital content, but their work also becomes a primary source of information for future researchers.

D. Activity: Photos Forever:

Using a device to capture photographs (personal/school issued cameras, tablets):

Document a day in the life of a middle school student

Document a day in the life of your home

Document a day in the life of your family preparing participating in a celebration

5. Program Related Books to Display or Book Talk

Up Before Daybreak by Deborah Hopkinson

Restless Spirit: The Life and Work of Dorothea Lange

My Backyard History Book by David L. Weitzman

Photos that made US History by Edward Wakin

The American Spirit: Meeting the Challenges of September 11 published by LIFE Books, editor Robert Sullivan

Black Indians: A Hidden Heritage by William Loren Katz

Brown Angels by Walter Dean Myers

Here in Harlem: A Poem in Many Voices by Walter Dean Myers

Book series: A Child's Day (in an Indian Village, in a Brazilian Village, in a Chinese City, in a Ghanaian City, in a Russian City) . Benchmark Books.

Additional titles may be found here:

<https://library.pflugervilleisd.net/cataloging/servlet/presentbooklistform.do?listID=14306882>

6. List of Supplies

A device to capture photographs (personal/school issued cameras, tablets)

List of appropriate presentation tools (Powerpoint, Prezi, Glogster, etc)

Photo scanner (any scanner with a flat bed should work well)

Computers/internet access

7. Incentives

8. Resources (print and electronic)

<http://www.historyplace.com/>

Provided databases (ABC-CLIO, Netrekker, GALE, EBSCO, etc)

www.usatoday.com/media/latest/photo/news

[http://lifephotogallery.com/cgi-](http://lifephotogallery.com/cgi-bin/lifephotogallery.storefront/52dc179c00610210273fac10033105ae/UserTemplate/16)

[bin/lifephotogallery.storefront/52dc179c00610210273fac10033105ae/UserTemplate/16](http://lifephotogallery.com/cgi-bin/lifephotogallery.storefront/52dc179c00610210273fac10033105ae/UserTemplate/16)

America's Young Archivists: The K-12 Web Archiving Program

<http://www.digitalpreservation.gov/multimedia/videos/k12webarchiving.html>

9. Professional Resources (for librarian and teacher use)

See above

10. Program Flyers, Posters, Advertisements, Bulletin Board Ideas, Templates, Rubrics, etc.

Bulletin Board ideas:

World map, noting the origins of families.

World map, noting areas of current conflict.

Big6 project/research rubric