

Angelo's Saturdays

Lesson 4: Photo Editor

Focus Questions

Why are photographs important historical documents? How does a photograph tell a story of the past? How do words and images come together to enhance understanding? How can documentary photographs inspire fictional storytelling?

Core Understandings

Students will understand that photographs are powerful historical documents that provide evidence and tell a story of the past.

Knowledge

Students will know how to read photographs and interpret the messages they contain. They will know the importance of photographs for documenting history.

Skills

Students will use their analytical skills to assess visual information and pinpoint the elements of a powerful photograph. They will make decisions that enhance the understanding of a text and use their language arts and writing skills to defend their choices and summarize their interpretations.

Common Core ELA Standards

CCSSR1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSSR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSSW3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ISBE Social Science Standards

Goal 15: Understand economic systems, with an emphasis on the US.
Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the US, and other nations.
Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the US.
Goal 18: Understand social systems, with an emphasis on the US.

In This Lesson

Students will learn to analyze and interpret primary source photographs as evidence in order to draw conclusions about the history of Chicago and heighten understanding of the narrative text. The story elements of plot and setting are addressed. This lesson was researched and written by Aggie Nowak.



Activity

Begin the lesson with a brief discussion about the power of a photograph to tell a story about the past. Inform students that *Angelo's Saturdays* was inspired by photographs from the collection of the Chicago History Museum and that the author used them as historical evidence to create the story's realistic backdrop and characters.

Next tell students that they will be choosing a series of 10 photographs to retell the story of *Angelo's Saturdays* in pictures. Students should begin by going back to their printed copies of the narrative and highlighting 10 compelling phrases that encapsulate Angelo's story. Encourage them to choose texts that capture the story's most emotional moments or dramatically push the plot forward.

After highlighting their plot points, students should explore all the tabs of the interactive history map for *Angelo's Saturdays*. They should choose 10 photographs that offer the most compelling visual evidence for the text excerpts they have selected and, if possible, make printouts from the computer. When all 10 images are placed in order, they should tell an abridged version of *Angelo's Saturdays*.

If you do not have computer access in the classroom or a computer lab at your school, divide students into groups of four or five and distribute printouts of the *Angelo's Saturdays* artifact set. http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_angelopdf Supplement these options with printouts from the interactive history map and/or photocopies from books.

Lesson 4 Home Connection

Have students trim and mount their photographs on construction paper, print the text excerpt below to serve as a caption, and bind the pages into book form.

Materials & Resources

- **Printouts of the *Angelo's Saturdays* narrative:**

http://www.chicagohistory.org/greatchicagostories/pdf/story/Angelos_Saturdays_%20by_Katherine_San_Fratello.pdf

- **Printouts of the *Angelo's Saturdays* artifact image set:**

http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_angelo.pdf

Instructional Notes

This activity was designed to either stand on its own with the *Great Chicago Stories* website or to be supplemented with additional photographs of your choice. (Or, if you have very ambitious students, you might ask them to locate the photos themselves.) The number of photographs you give to students is up to you. However, asking students to narrow their choices from a larger number of options requires them to make decisions about which images resonate most fully for them. Having students put the visuals in order also fosters chronological thinking. The entire activity should help engage struggling readers and visual learners.

Extension Activities

Spend more time analyzing each of the photographs in depth. The Classroom Activities section of the *Great Chicago Stories* website offers excellent photo-analysis worksheets that lead students through the processes of close observation and drawing conclusions.

http://www.chicagohistory.org/greatchicagostories/pdf/worksheets/elementary/photograph_wk_elem_edited2.pdf

If time and technology permit, take students into the computer lab and have them use their chosen photographs and story excerpts to create a storyboard in iMovie or Windows MovieMaker. They could even add music to make this a rich multimedia presentation. A slightly simpler version would be a Power Point presentation. This activity could also be assigned as a larger independent study project.