

**Images of a Region:**  
A century of growth in Central New York

**Family  
Photos**



*Korszikowski family, studio portrait, ca. 1905.  
Digitized by Liverpool Public Library*

**OBJECTIVES** - Students will:

- Understand that families have a past and change over time.
- Compare and contrast their family photographs to those of families at the turn of the 20<sup>th</sup> century in Central New York.

**LEARNING STANDARDS –**

<b>NY State Social Studies Standard 1: History of The US and New York</b>	
<b>Students will:</b> use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	
<b>Key Idea 2:</b> Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.	<b>Elementary Level Performance Indicator--Students will:</b>  • distinguish between near and distant past and interpret simple timelines
<b>Key Idea 4:</b> The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.	<b>Elementary Level Performance Indicator--Students will:</b>  • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

<b>NY State Social Studies Standard 3: Geography</b>	
<b>Students will:</b> use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.	
<b>Key Idea 1:</b> Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.	<b>Elementary Level Performance Indicator--Students will:</b>  • study about how people live, work, and utilize natural resources

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<b>Common Core Reading Standard 7: Integration of Knowledge and Ideas</b>	
<b>Students will:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
<b>Grade 1 Performance Indicator:</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>Grade 2 Performance Indicator:</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>Grade 3 Performance Indicator:</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	

<b>Common Core Writing Standard 2: Integration of Knowledge and Ideas</b>	
<b>Students will:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
<b>Grade 1 Performance Indicator:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>Grade 2 Performance Indicator:</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<b>Grade 3 Performance Indicator:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information. d. Provide a concluding statement or section.	

<b>Common Core Writing Standard 8: Research to Build and Present Knowledge</b>	
<b>Students will:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
<b>Grade 1 Performance Indicator:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>Grade 2 Performance Indicator:</b> Recall information from experiences or gather information from provided sources to answer a question.
<b>Grade 3 Performance Indicator:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	

**ADAPTABLE TO GRADE LEVELS – 1-3**

**MATERIALS**

- Classroom computer/projector
- Photographs of 19<sup>th</sup> and early 20<sup>th</sup> century families in Central New York selected by searching for the term “family” using [www.cnyheritage.org](http://www.cnyheritage.org)
- A family photograph from each student
- Student Activity Sheet

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≡ **BACKGROUND INFORMATION**

This lesson gives early elementary students the chance to look at photographs of Central New York families in the late 19<sup>th</sup> and early 20<sup>th</sup> century and make inferences about the photos and their subjects. It also asks students to compare a historical family photo with contemporary photos of their own families.

While the lesson doesn't explicitly require knowledge of regional history, teachers may wish to familiarize themselves with the time period represented by the family images they select in order to answer student questions. Resources for this background research include:

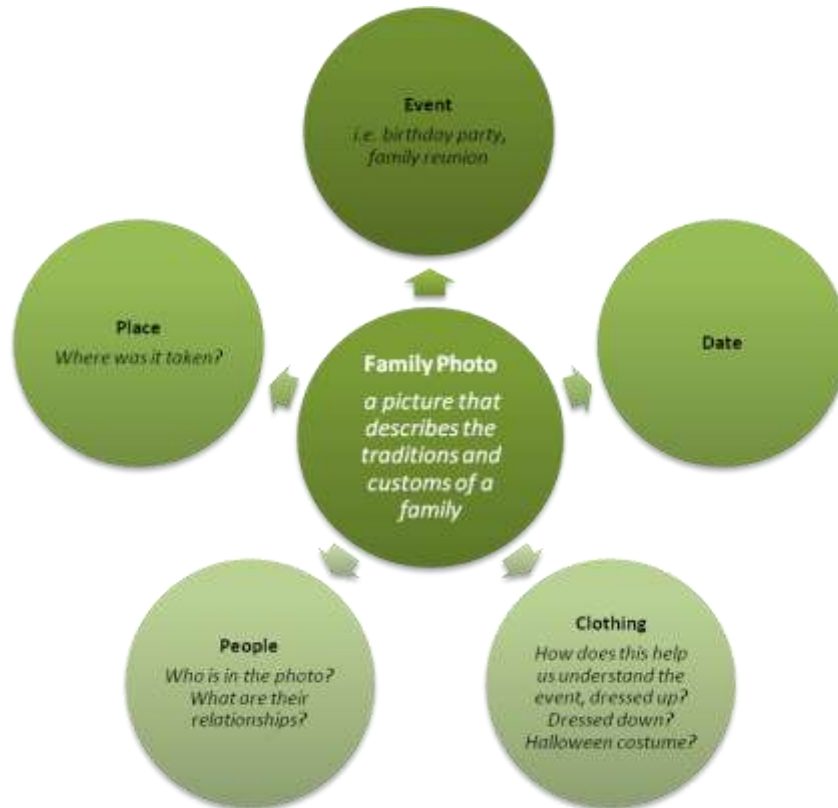
- Onondaga Historical Association: <http://www.cnyhistory.org/>
- Onondaga County Public Library's Local History Collection: <http://www.onlib.org/web/lh/index.htm>
- Onondaga Nation History (if selected photos are of Onondaga families): <http://www.onondaganation.org/aboutus/history.html>
- Madison County Historical Society: <http://www.mchs1900.org/index.php?pageid=education>
- Herkimer County Historical Society: <http://www.rootsweb.ancestry.com/~nyhchs/index.html>
- Oneida County Historical Society: <http://www.oneidacountyhistory.org/>

**TEACHING SEQUENCE**

1. CLASS DISCUSSION (STUDENTS SHOULD HAVE A FAMILY PHOTOGRAPH WITH THEM FOR THIS LESSON)
  - a. Ask students to share with the class something about their photograph.
  - b. Ask students to share when the photograph was taken. What elements of the photo (clothing, location, age of family members) remind them of when it was taken?
  - c. Tell students that in the same way their photos remind them of their past, historical photos can tell us about the more distant past.
  
2. INTERPRETING INFORMATION FROM DIGITAL PHOTOGRAPHS
  - a. Distribute a blank **Activity Sheet** to each student.
  - b. Instruct students to tape their family photograph in the box and then describe their family in the section below the picture.
  - c. Display selected photographs from [www.cnyheritage.org](http://www.cnyheritage.org) for the class to view and ask students to guess what is happening in the digitized photos. What can they determine from the clothing, location, people, event depicted in the photo?
  - d. Ask students to write ideas down about how their photographs are different from these. Do they see any similarities to their families?
  
3. CLASS DISCUSSION
  - a. When students have completed their sheet (approx. 15 minutes), bring the class together and have students share their findings.
  - b. Compile all the information into one large chart showing differences and similarities.
  - c. Have students answer the following questions:
    - How do these photographs help us learn about how families change over time?
    - What can we learn about the past from these photos?

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*Concept Map*



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