**Jacob A. Riis: How the Other Half Lives Lesson Plan**

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Grade: 4

Timeline: 6 Days

## **Overview:**

In preparation of the Jacob Riis Exhibit to the Keweenaw National Historical Park in the fall of 2019, this series of lessons is written to prepare students to visit the exhibit. However, a visit to the exhibit is not required to use the lessons. Jacob Riis’ photographs can be located and viewed online if an onsite visit is not available. My focus is on clear understanding of primary and secondary sources with an emphasis on photographs as a primary source. The ultimate goal is for students to successfully analyze photographs. Following the MC3 Curriculum (Michigan Citizenship Curriculum) this lesson would be taught with Unit 3: Human Geography in the United States. This Unit would ideally be taught beginning in January.

## **Student Objectives:**

1. Students will identify and define primary and secondary sources
2. Students will successfully analyze and interpret photographs

## **GLCEs:**

P1.2 Differentiate between primary and secondary source documents.

4– H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.

## **Materials:**

Day 1: examples of primary/secondary sources, questions, poster paper to display definitions and student posters, markers and materials for drawing

Notes:

(primary sources include: artifacts, pictures, autobiographies, journals, speeches)

(secondary sources include: artists’ interpretations of an event such as a painting, articles, biographies) I suggest using sources that connect to something you are going to be teaching in social studies. For example, because I teach immigration, I will be including the following: passport, an article of clothing, a photo, an article about immigration, a letter or journal, and a fictional story about immigration

Day 2: picture, discussion guidelines

Day 3: several pictures for group analysis with guidelines

Day 4: Jacob Riis materials. Rubric

Day 5: Pencils, Clipboards, Analysis Sheets

Day 6: Jacob Riis Collection

## **Procedure:**

Before Jacob Riis Visit:

\*\*\*Send out notice and permission slips prior to starting unit. \*\*\*

\*\*\*Notify any school personnel about schedule change.\*\*\*

Day 1: Identify and define primary and secondary sources.

* + - 1. Display primary and secondary sources with document camera:

2. Lead discussion about these sources. Questions to ask:

* What do you notice about these items?
* How are they alike and different?
* When were they created?
* Who created them?
* What can you learn from each?
* Which sources do you think are the most helpful in learning about immigration? Why?
* What questions do you have?

3. Separate the primary and secondary sources.

* Why did I divide the items in this way?
* What do the items in each group have in common?

4. Lead students to the definition of primary and secondary sources:

Brainstorm examples of primary and secondary sources.

Define primary and secondary sources. Post definitions.

Primary sources: — original documents and objects which were created at the time of an event or happening

Secondary sources: accounts or interpretations of events created by someone without first hand experience.

5. In small groups, students create posters depicting the difference between primary and secondary sources. Display.

Library of Congress: Using Primary Sources-Teachers

[Using Primary Sources](http://www.loc.gov/teachers/usingprimarysources/)

Day 2: Model analysis of a photograph.

1. Review primary and secondary sources by revisiting posters and definitions.
2. Verify that students understand that photographs are a primary source.
3. Display a picture.

(It can be a picture of anything. Even something recent! I will keep to the theme of immigration.)

[Library of Congress Photo 97501083](https://www.loc.gov/pictures/item/97501083/)

[Library of Congress Photo 97502086](https://www.loc.gov/pictures/item/97502086/)

[Library of Congress Photo 97501086](https://www.loc.gov/pictures/item/97501086/)

[Library of Congress Photo 97501640](https://www.loc.gov/pictures/item/97501640/)

[Library of Congress Photo 97501656](https://www.loc.gov/pictures/item/97501656/)

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[Library of Congress Photo 97501087](https://www.loc.gov/pictures/item/97501087/)

[Library of Congress Photo 97501095](https://www.loc.gov/pictures/item/97501095/)

[Library of Congress Photo 97501532](https://www.loc.gov/pictures/item/97501532/)

[Library of Congress Photo 97501668](https://www.loc.gov/pictures/item/97501668/)

4. Lead discussion of picture using “Analyzing a Photograph”. Attached.

Resource: Library of Congress: Analyzing a Photograph: PDF

[Analyzing Photographs and Prints](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photographs_and_Prints.pdf)

Day 3: Students analyze photographs in small groups

1. Create groups of 2 or 3.
2. Give each group a photograph.
3. With guidelines, groups will analyze, discuss, and record their findings.
4. Groups report to the class.
5. Give each picture a caption. (Optional)

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Resource: Library of Congress: Analyzing a Photograph: PDF

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Day 4: Students learn about Jacob Riis and the KNHP exhibit prior to visit.

1. Introduce Jacob Riis:
2. History Channel Clip:

The Story Of Us: Jacob Riis Clip. Time: 00:02:07

[History: America The Story of Us: Jacob Riis Video](https://www.history.com/shows/america-the-story-of-us/videos/jacob-riis)

3. Biography Site per Jacob Riis: [Biography of Jacob Riis](https://www.biography.com/writer/jacob-riis)4. Behavioral expectations for bus and onsite. Discuss schedule.

BEHAVIOR EXPECTATIONS

| Behavior Codes: | Volume: |
| --- | --- |
| C=Conversation | 0=NO talking |
| H=Help | 1= Whispering |
| A=Activity | 2= Quiet talking  |
| M=Movement | 3=Loud voice for presentations |
| P=Purpose/Produce | 4=Shouting for outside or emergency |

Bus Behavior: Discuss per your school’s guidelines.

On Site Behavior:

C: 0-2

H: Ask teacher or supervisor

A: As instructed. Follow directions!

 Using questionnaire, analyze assigned photograph and fill in responses.

Teacher will have activity for you to do when you have finished.

M: Walking only. Only what is needed to complete task.

P: Analyze photograph assigned to you and answer questions.

You will be presenting your responses in class tomorrow!

Day 5: Students Day of Jacob Riis visit.

1. Students are assigned a photograph at the exhibit.

(Once I have access to the exhibit, I will determine which photos to use and how to identify them. I will randomly assign or have students “draw” photos prior to the day of the field trip.) 2. They are to fill out the questionnaire independently.

[MCNY Highlights Jacob Riis](https://collections.mcny.org/Explore/Highlights/Jacob%20A.%20Riis/)

Day 6: After visit.

1. Students share photograph and report to the class.
2. I will project the photo for each presentation. [MCNY Highlights Jacob Riis](https://collections.mcny.org/Explore/Highlights/Jacob%20A.%20Riis/)
3. Teacher scores work using rubric on questionnaire sheetEvaluation:

 Rubric of answers for analysis of Riis photos. Attached

Extension Activities:

* Writing: Writing Activity from picture (What happened before? What will happen after?)
* Art: Personal Collage of pictures
* Careers: Research the career of photography.
* Reading: “Art of Photography” Reading A-Z

Reading A-Z:

The Art of Photography:

[Reading A-Z The Art of Photography](https://www.readinga-z.com/books/leveled-books/book/?id=733&langId=1)

* Research other photo-journalist Sources:

Reading A-Z:

The Art of Photography:

[Reading A-Z The Art of Photography](https://www.readinga-z.com/books/leveled-books/book/?id=733&langId=1)

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Jacob Riis: Revealing “How the Other Half Lives” Exhibit

[Jacob Riis: Revealing "How the Other Half Lives" Exhibit](https://www.loc.gov/exhibits/jacob-riis/)

Michigan Citizenship Curriculum:

Unit 3: Lesson 2: Push and Pull Factors. Immigration to the United States<https://oaklandk12-public.rubiconatlas.org/Atlas/Search/View/Default?BackLink=Atlas_Search_View_Default&SearchCurriculum=1&FilterGrades%5B%5D=7&FilterSubjects%5B%5D=39&Page=1>

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Smithsonian.com

Pioneering Social Reformer Jacob Riis Revealed “How the Other Half Lives” in America:

[Smithsonian Magazine Jacob Riis Article](https://www.smithsonianmag.com/history/pioneering-social-reformer-jacob-riis-revealed-how-other-half-lives-america-180951546/)

History.com:

[The Story of Us. Jacob Riis segment.](https://www.history.com/shows/america-the-story-of-us/videos/jacob-riis)

Bio.com: Jacob Riis [Biography of Jacob Riis](https://www.biography.com/writer/jacob-riis)

Museum of the City of New York: Jacob Riis Collection:

[MCNY Highlights Jacob Riis](https://collections.mcny.org/Explore/Highlights/Jacob%20A.%20Riis/)

Additional Resources:

Michigan Tech Archives: [Michigan Tech Archives](https://www.mtu.edu/library/archives/)

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ANALYZING A PHOTOGRAPH

Questionnaire/Rubric

ADAPTED from: Library of Congress

Name;\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Photograph:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Scoring:0: No response or response not related to photograph/image1: Minimal response related to photograph/image. (Includes 1 detail)2: Adequately answers question and is related to photograph/image (Includes 2-3 details)3: Thoroughly answers question and is related to photograph/image (Includes more than 3 details) |
| --- |

| Observe/Think: | Response: | Score: |
| --- | --- | --- |
| 1. What do you see?

\*(See notes on the other side of this sheet.) |  |  |
| 2. Why do you think this photo was taken? |  |  |
| 3. What is happening in this photo? |  |  |
| 4. When do you think this photo was taken?Explain. |  |  |
| 5. Who do you think took this photo? |  |  |

| Observe/Think: | Response: | Score: |
| --- | --- | --- |
| 6. Who do you think was the audience for this image? |  |  |
| 7. What can you learn from this photo? |  |  |
| 8. If someone took this photo today, what would be the same and different? |  |  |
| 9. What do you wonder about this photo?Who? What? When? Where? Why? |  |  |
| 10. Is there anything else you would like to say or ask? |  |  |
| Grade/score will be based on 20 points as top score.  | Teacher Notes:  | Total: |

\*What do you see?

* What do you notice first?
* What people and objects are shown?
* How are the people and items arranged?
* What is the physical setting?
* What if any words do you see?
* What other details do you see? BEHAVIOR EXPECTATIONS

This is our school’s acronym: (Baraga Vikes Behavior)

Very Respectful

Individual

Kind

Excellent

Safe

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