

## Picture This!

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### OVERVIEW

Students will explore primary sources to learn about the food of the Colorado Indians. They will use this information to create titles for each of the four primary source photographs.

### STANDARDS

- Language Arts Standard 4: Students apply think skills to their reading, writing, speaking, listening, and viewing.
- Language Arts Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
- History Standard 2: Students know how to use the processes and resources of historical inquiry.

### OBJECTIVES

- Interpret primary sources of history through viewing photographs and reading text.

### INQUIRY QUESTIONS

- What do the photographs and text tell us about the diet of the Colorado Indians?
- How did the Colorado Indians gather, store, and prepare their food?

### MATERIALS

- *Doing History/Keeping the Past* CD-ROM disk or website -Colorado Indians – Food.
- Computer for use with the CD-ROM disk or connected to the Internet.
- Means to display photographs/information to entire class.
  - Projection device.
  - Computers connected to the Internet.
  - Hard copies of photographs.
  - Teacher notebook - Primary Sources section: *Colorado Indians in Their Own Words: Food* - journal sources.

## PROCEDURE

1. Explain, that today, the students will be looking at four photographs from the *Doing History/Keeping the Past* CD-ROM disk or web site. They will be using their observation skills and noting what they see in each picture.
2. Their task is to write a title for each of the photographs.
3. Explain that while the teacher projects the photographs, the students will view them silently, making mental note of what they see. To help them establish a reference point for viewing the photographs, note that the pictures are grouped under the heading *Colorado Indians - Food*. Project each picture for approximately 5 - 10 seconds.
4. After the first viewing, ask the students what they observed in the pictures. Write responses on chart paper.
5. Did the photographs, by themselves, give them enough information to complete the task? Ask the students what additional information might be helpful. (text explanation)
6. Show the students how to access the text features included with each photograph. These include: *About the Photo*, *More about this Photo*, and *In Their Own Words*. Use the first picture with the whole class to demonstrate this process, reading the text aloud.
7. As a class, come up with a title for this photograph.
8. Then, pair students with a partner to investigate the other three pictures. Hand out hard copies of the text and the additional journal sources.
9. Have the students read the text and title each picture.
10. While the students are reading the text, display a hard copy of each picture on either the white board or a bulletin board.
11. Student pairs use sticky notes to post their titles under each picture.

## EXTENSIONS

1. Have the students draw their own picture based on one of the journal sources or on observations from all four photographs combined.
2. After viewing the photographs and reading the text, students write a caption for each photograph.

## **ASSESSMENT**

- Informal observation of drawing:
  - The title should reflect the main idea in the photograph.