

## ***Picturing Local History***

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*Grade Level:* Middle to early high school (grades 6-10)

*Time Required:* One to two fifty minute class periods

*Standards:*

### **National**

NSS-G.K-12.5 Environment and Society:

- Understand how human actions modify the physical environment.

NSS-G.K-12.6 The Uses of Geography:

- Understand how to apply geography to interpret the past.
- Understand how to apply geography to interpret the present and plan for the future.

Source: [http://www.education-world.com/standards/national/soc\\_sci/geography/k\\_12.shtml](http://www.education-world.com/standards/national/soc_sci/geography/k_12.shtml)

### **State**

[Iowa Core Curriculum](#)- Geography

- Understand the use of geographic tools to locate and analyze information about people, places, and environments
- Understand how physical and human characteristics create and define regions
- Understand how human factors and the distribution of resources affect the development of society and the movement of populations
- Understand how physical and human processes shape the earth's surface and major ecosystems
- Understand how human actions modify the environment and how the environment affects humans
- Understand how culture affects the interaction of human populations through time and space
- Understand how cultural factors influence the design of human communities

*Inquiry Questions:*

- How has the community physically changed?
- What physical aspects of the community have been persistent over the decades? Why have these features not changed?
- What physical aspects of the community have changed? What brought about these changes?

*Objectives:* Students will

- Analyze historic photographs of the community.
- Locate where historic photographs were taken.
- Identify physical aspects of the community that have changed over time.
- Identify physical aspects of the community that have remained the same over time.
- Explore why these aspects have changed or remained the same.
- Plan a historic tour of the community and describe specific locations.

*Materials Required:*

1. Historic photographs and images from the community for introductory slideshow and small group work. Check with the local library or historical society for images. The [Iowa Digital Library](#) contains the following collections that may be of use.
  - [Carnegie Libraries in Iowa](#)
  - [John Vander Maas Railroadiana](#)
  - [Iowa City Town and Campus Scenes](#)
2. Photograph analysis worksheets
3. Materials and computer access to create historic tours of the community

*Prerequisite Knowledge:*

- Understanding of the community's geography
- Understanding of the community's history

*Procedure:*

**A. Introduction**

Show a slideshow of historic photographs and images of locations throughout the community and have students keep track of how many locations they recognize. Include a mixture of photographs from the community's early days as well as more recent images.

**B. Photograph Analysis**

1. Divide students into pairs and give each pair a historic photograph or image of the community to analyze.
2. As students analyze the images, have them fill out the *Where Is It?* worksheet. If there are enough images, students may look at more than one image.
3. After all groups have completed their worksheet, briefly examine each photograph as a class.
4. Check with the local library or historical society for images. The [Iowa Digital Library](#) contains the following collections that may be of use.
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  - [John Vander Maas Railroadiana](#)
  - [Iowa City Town and Campus Scenes](#)

**C. Historic Tour Guide**

In their same groups, have students create a historic tour guide for their community. Each brochure should include the following.

1. Six locations with a historic image and date the image was taken
2. A map of the community marking the six locations
3. A suggested tour route
4. A description of each site that includes
  - an address
  - the date the site was established
  - what purpose the site served
  - how that site has changed over the years
  - what exists at that site today

Assessment:

Assessment will be based on the following

- *Where Is It?* Worksheet
- Historic Tour Guide Project

*Enrichment/Remediation:*

- Provide students with current images of the locations to help with the comparison process.
- Ask students to bring in their own photographs and images of the community from family and friends.
- Take a historic tour of the community as a class. Students can describe how the locations have changed or remained the same. Invites friends, family, and members of the community.

Name: \_\_\_\_\_

## Where Is It?

Examine your photograph to answer the following questions.

1. Use the charts below to list people, objects, and activities in the photograph.

PEOPLE	OBJECT	ACTIVITIES

2. What time period do you think this image was taken? List three aspects that indicate the specific period.

3. What landmarks do you recognize?

4. What aspects of the image are not identifiable?

5. Where was the picture taken? (crossroads, general area of town, important landmarks nearby, etc.)

***Confirm the date and location with your instructor before answering the following questions.***

6. How is this location similar today?

7. Why have these aspects remained unchanged?

8. How is this location different today?

9. Why do you think these changes occurred?

10. How do you think this area will change in the future? Explain.