

LEARNING ACTIVITY- (ELEMENTARY LEVEL)

Photo Analysis – Presenting the Statue of Liberty

LEARNING ACTIVITY OVERVIEW

Overview

Observation skills are crucial to primary source analysis. The ability to examine a primary source closely is a gateway to building critical thinking skills and constructing knowledge. This lesson provides the students with an opportunity to observe similarities and differences between 2 visual images, represent their observations on a Venn diagram and, later, to use conversational skills by articulating their opinions in a classroom discussion.

Objectives

After completing this activity, students will be able to:

- Observe, analyze and construct meaning from a text
- Present information in a graphic format
- Practice conversational skills of listening and following up on another's comments

Time Required

1 – 40 minute lesson

Recommended Grade Range

Grades 1 - 3

Topic/s

Statue of Liberty, symbolism



Statue of Liberty
<http://www.loc.gov/pictures/item/2011634182/>

Subject/ Sub-Subject

Language Arts

Standards

[CCSS.ELA-Literacy.SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-Literacy.SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CCSS.ELA-Literacy.SL.1.1](#) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- [CCSS.ELA-Literacy.SL.1.1a](#) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- [CCSS.ELA-Literacy.SL.1.1b](#) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- [CCSS.ELA-Literacy.SL.1.1c](#) Ask questions to clear up any confusion about the topics and texts under discussion.

Credits

Adapted from a lesson written by C. Kane

PREPARATION

Materials Used

Have these materials ready before the activity:

Prepare to project or print (one per student)

- <http://hdl.loc.gov/loc.pnp/highsm.15989>
- <http://www.loc.gov/pictures/resource/ds.02598>

Print one per student

- Blank Venn diagram

PROCEDURE

1. Tell the students that they will be using their observation skills by remembering as many details as they can about an image.
2. Project or allow students to look at a print copy of "Statue of Liberty, officially "Liberty Enlightening the World," Jersey City, New Jersey" <http://hdl.loc.gov/loc.pnp/highsm.15989> for 30 seconds and then remove it (or ask students to turn the image over).
3. Write a list on the board of the details that students remember. Encourage students to practice listening skills as they wait a turn to answer and build on each other's responses.
4. Project the image again, ask students what other details they see and add these items to the list.
5. Ask students what the word "liberty" means. Discuss the history of the Statue of Liberty, emphasizing the concept of the Statue as a symbol.
6. Tell the students that they will look at an artist's portrayal of the Statue of Liberty, to see what similarities and differences it has to the photograph.
7. Project "Statue of Liberty, New York Harbor" <http://www.loc.gov/pictures/resource/ds.02598/> Ask students what they see and write their answers on the board.
8. Project, or draw, an empty Venn diagram on the board, and give each student a Venn diagram template.
9. Ask students what things look the same and what things look different in the two pictures. One way to support students in identifying differences is to help them focus on one aspect at a time, for example, how the lamp is drawn or the number of boats and pedestrians in each.
10. Fill in part of the Venn diagram as an example.
11. Ask students to write along with you.
12. Then ask students to complete their own Venn diagram using words and phrases from the lists created earlier and other features from the visual images. (Some students might benefit from the support of a partner to complete this task.)
13. Discuss the similarities and differences in the photograph and drawing. Hopefully, the students will have noticed that the light as depicted in the drawing is large and bright. Ask them: How do you feel when you're in a dark room and someone turns on a light? Why do you think that there a light on the Statue of Liberty? What is its symbolism? Why did the artist make the light so big and bright in his picture? What was he trying to say?

EXTENSION

Ask students to write a paragraph explaining why the Statue of Liberty is a national symbol. Evaluate the paragraphs that students write using composition standards developed for their grade level. (This activity may be replicated with other symbols. For more primary sources, look at the primary source set Symbols of the United States <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/symbols-us/>.)

EVALUATION

Assess students' ability to:

- observe details from a photograph
- participate in a discussion using appropriate communication skills
- convey information using a diagram

