

1.1 Teacher Handout: Guided Primary Source Analysis

Directions: Below are structured academic conversation prompts that are particular to each photograph in the inquiry set. They will support students' analysis of the primary sources. These questions can be posed orally to the whole class or to small groups. Teachers may or may not provide bibliographic information from the outset, depending on students' familiarity with making observations. Sample responses are included. Teachers may record responses on chart paper or the board. Before starting, remind students that the inquiry questions for the day are: What are class and school rules? How were they developed? Who is responsible for enforcing the rules?

Source 1. Students in a library

1. Observation Questions
 - o Who is in the picture? What actions are taking place? What objects do you see? How many do you see? How are they organized?
2. Interpretation Questions
 - o Do you think this picture was taken this year or sometime long ago? How do you know?
 - o Where are the children? How do you know?
 - o In this setting, what rules do you think there are for the people and the objects?

Possible responses:

- Quiet and silent reading.
- No touching the fireplace or windows.
- No playing.
- Push in chairs when students leave.
- No writing in books.
- o What is the purpose of these rules — Are they to keep us safe? To make sure we are treated fairly?

To keep order? To provide a good learning environment?

- o Who do you think enforced the rules?

3. Connection Questions

- o Do we have rules in our library? What are some of those rules?

Possible responses:

- Students need to use soft voices in the library.
- There is no running in the library.
- Books are due in two weeks.
- We use shelf markers when we take books off the shelves.

Source 2. Class picture

1. Observation Questions
 - o Who and what do you see in this picture? What actions do you see happening in this picture? Who are these children? Where might they be? Notice the way they are dressed, what they are holding, and how they are posing.
2. Interpretation Questions
 - o Do you think this picture was taken this year or sometime long ago? How do you know?
 - o Where are the children? How do you know?
 - o In this setting, what rules do you think there are for the people and the objects?
 - o What is the purpose of these rules — Are they to keep us safe? To make sure we are treated fairly? To keep order? To provide a good learning environment?
 - o Who do you think enforced the rules? What are the consequences?

Possible responses:

- All adults at school enforce the school dress code.
- Students who do not follow the dress code may be asked to wear a sweatshirt over their clothes or be sent home to change.

3. Connection Questions

- o Do we have rules for picture day? Why or why not? What are some of those rules?

Possible responses:

- Students need to wear clothing that covers all undergarments.
- Footwear must be worn at all times.
- Clothing must be suitable for PE and other school activities.

Source 3. Students raising hands

1. Observation Questions

- o These students are in a classroom at Belvedere Elementary School in Los Angeles. What do you notice about the class and the students?

Possible responses:

- The teacher looks really happy. He is pointing to the chalkboard and the words “Belvedere Elementary. Why Behavior?”
- Most students are raising their hands.
- We only see the face of the student who is standing by the teacher.
- There is a bulletin board about the dictionary.
- It is 10:42 a.m.

2. Interpretation Questions

- o Do you think this picture was taken this year or sometime long ago? How do you know?
- o In this setting, what rules do you think there are for the people and the objects?
- o What is the purpose of these rules — Are they to keep us safe? To make sure we are treated fairly? To keep order? To provide a good learning environment?
- o Who do you think enforced the rules? What are the consequences?

Possible responses:

- The teacher enforces the classroom rules.
- If the rules are broken, classroom privileges may be taken away. Parents may be notified.

3. Connection Questions

- o Do we have rules in our classroom? What are some of those rules?

Possible responses:

- We raise our hands to speak.
- We line up after recess, etc.
- We ask to use the bathroom.

Source 4. Beach Classroom

1. Observation Questions

- o This is a photograph of schoolchildren on a beach. What do you notice about these students? How are they dressed? How is the teacher dressed? What school supplies and furniture do you see?

Possible responses:

- This classroom is on a beach.
- The students are all wearing bathing suits. The boys might be wearing tank tops with their swimming trunks. Everyone is barefoot.
- The teacher may also be wearing a swimsuit with shorts.
- There are student desks and chairs in the sand.
- There is a teacher desk with a globe and a book.
- It is very sunny.
- Could this be a PE class?

2. Interpretation Questions

- o Do you think this picture was taken this year or sometime long ago? How do you know?
- o In this setting, what rules do you think there are for the people and the objects?

Possible responses:

- Everyone needs to wear a swimsuit.
- The students are all paying attention, which is important around the ocean.
- The teacher enforces these rules.
- o What is the purpose of these rules — Are they to keep us safe? To make sure we are treated fairly? To keep order? To provide a good learning environment?

Possible responses:

- We have different rules for the playground and during PE than in the classroom.
- During PE, we line up to do our exercises and stretches. We also need to have proper clothing and footwear.
- o Who do you think enforced the rules? What are the consequences?

Possible responses:

- The teacher and the principal enforce the playground and PE rules.
- If the rules are broken, classroom privileges may be taken away. Parents may be notified.

3. Connection Questions

- o If our classroom were at a beach, what other rules would be needed? Or, if our class was not in a classroom, such as on a field trip, what rules would we need to keep a safe and fair learning environment?

Source 5: Immunizations

1. Observation Questions

- o What people and objects do you see in this picture? What actions do you see taking place?

Possible responses:

- Young children, table, chairs; girls are wearing dresses, boys are wearing shirts and pants.
- Kids are showing their bare arms.
- They are smiling.

2. Interpretation Questions

- o Do you think this picture was taken this year or sometime long ago? How do you know?
- o In this setting, what rules do you think there are for the people and the objects?
- o What is the purpose of these rules — Are they to keep us safe? To make sure we are treated fairly? To keep order? To provide a good learning environment?

Possible responses:

- To prevent sickness for each child.
- To prevent sickness from spreading.
- To make sure everyone is healthy for school and in the community.
- o Who do you think enforced the rules? What are the consequences?

Possible responses:

- The teacher, principal, nurse, and district office.

3. Connection Questions

- o Do you have experiences with getting shots or doing things to prevent sickness?

Possible responses:

- Flu shot, immunizations, giving blood samples, eating healthy food.