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Subject: Geography

Grade Level: Sixth Grade

Class Time Required: Ten 15 minutes of a 45 minute class period

Lesson Title: A Picture Is Worth a Thousand Words

Essential Question:

1. Can the people who inhabit Earth have all of the things they want without affecting others or testing the limits of our planet?

Brief Description of Lesson:

In my classroom, we strive to answer this crucial, essential question by having students observe the world they live in, focusing on culture. While implementing the tools of historical thinking, my students will examine and analyze primary source photographs of the bedrooms from children all over the world.

Lesson Plan Objectives: Include Missouri Standards/GLE/CLEs @

<http://dese.mo.gov/divimprove/curriculum/GLE/SSGLE10.20.04.pdf>

NCSS Theme of People, Places, and Environment.

Today's students are aware of the world beyond their personal locations. As students study this content, they create their spatial views and geographic perspectives. Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.

**Course Objective:** The learner will define and understand culture and its elements. The learner will analyze and evaluate the relationship between cultures and environments including the effects of technology and resources. The learner will evaluate how social groups, language, and religion make cultures differ from one another.

**GLE's:** EG5C6, EG5D7, EG5E8, EG5I6, RI6I6, EG5F6, EG5H6, EG5J6. RI6F6, RI6H6

**CCSS:** RI.6.1, RI.6.8, W.6.1

Material Needed:

Support Texts/Primary Sources

Mollison, James. Where Children Sleep. Chris Boot Ltd, London, UK, 2010.

Technology Needed:

I will use a LCD and Screen to project an example of one bedroom of a child from the text.

### Instructional Strategies: (Teacher Methods)

Using reading strategy of annotating texts while reading  
Display visuals of cultural possessions  
Group collaboration and discussion

### Instructional Activities: (What students do)

Over the course of the week, students will be asked, “What can one photograph tell you about a people’s culture and way of life? Students will learn how to analyze photos as primary sources and as a result, be able to develop a deeper understanding for a family’s and culture’s way of life. We will be using James Mollison’s photographs and accompanying book, Where Children Sleep. These photographs, taken in 2010, depict an individual child and their bedroom. Students will be using historical thinking by analyzing the source of the photographs, contextualizing them, and corroborating the photograph with the detailed information about the child and their possessions.

### Suggested Timeline:

Class period (minutes): At the beginning of class (15 min) for two weeks

### Unit Resources:

For each internet source provide: web address, author & title, brief synopsis of the source.

Mollison, James. Where Children Sleep. Chris Boot Ltd, London, UK, 2010.

### Assessment Descriptions: Write a brief overview here; attach scoring guides and keys.

Students will be assessed by writing a narrative writing prompt for 15 minutes each day of the Material World Cultural Unit. They will answer two inquiry based learning questions each day.



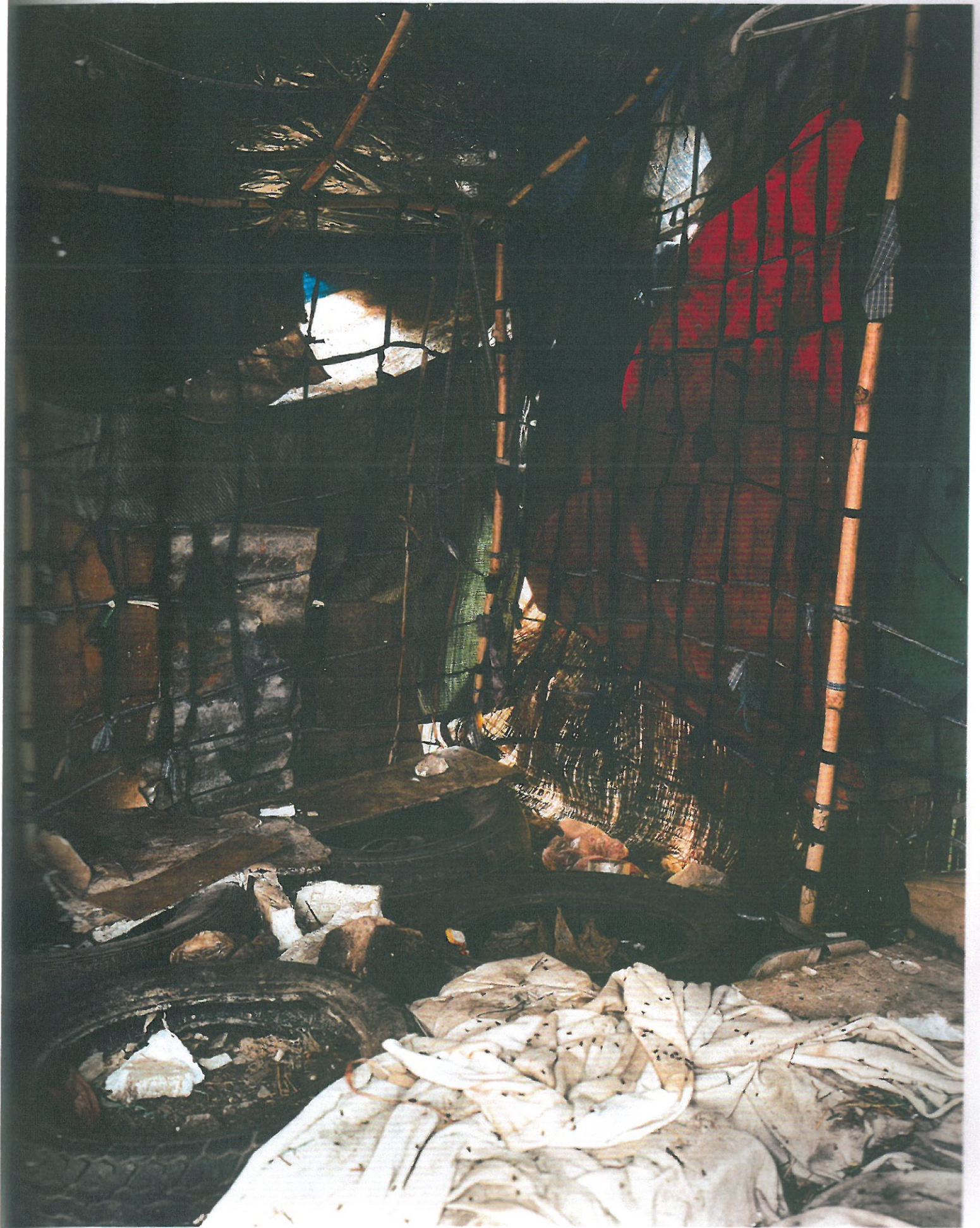
Personality

Supreme  
Miss America



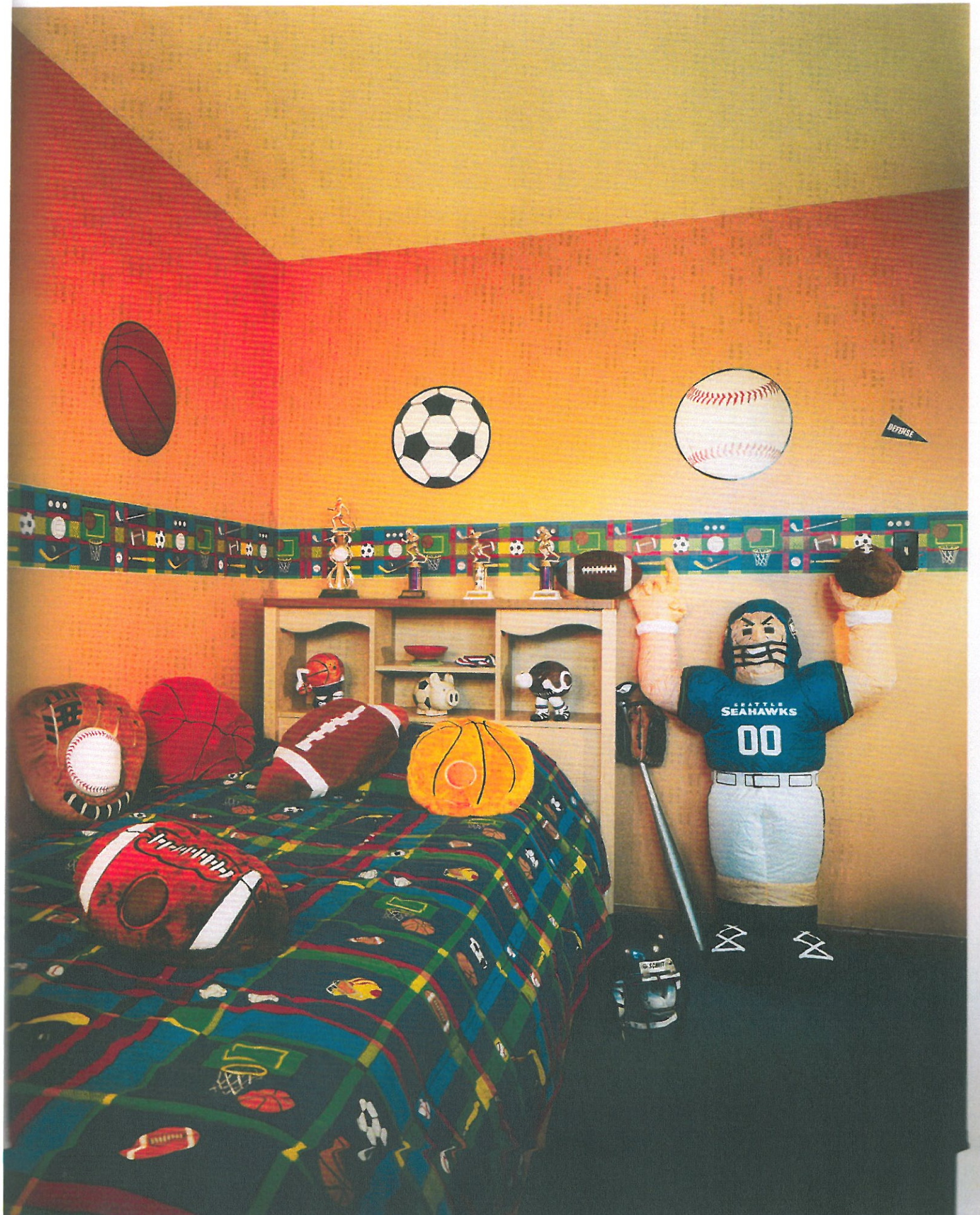


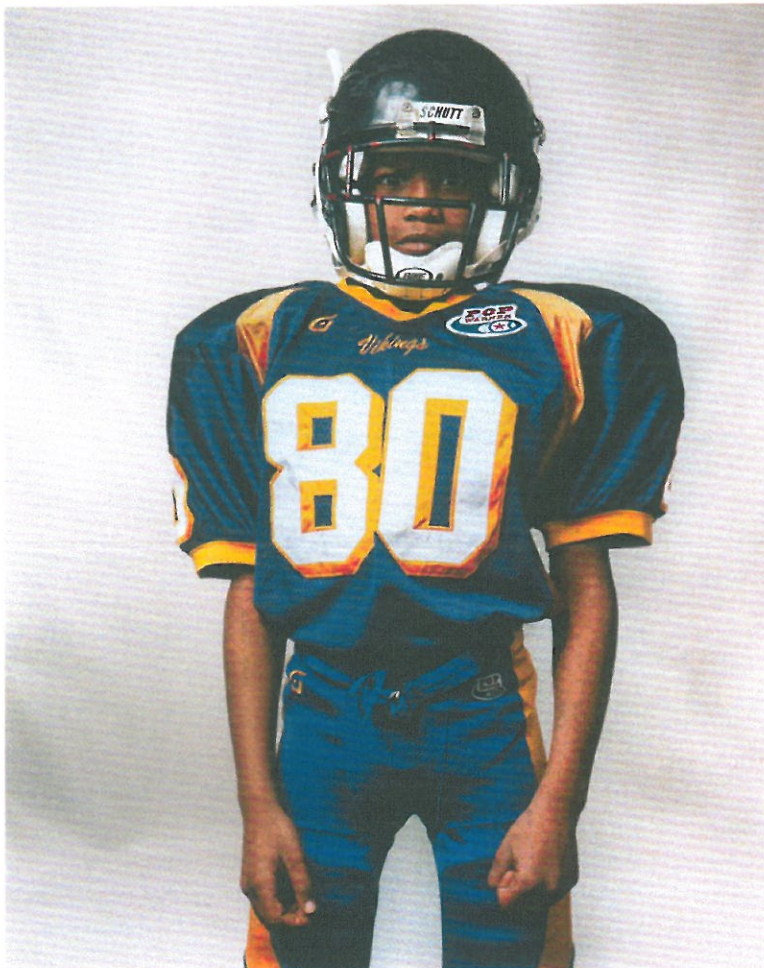
Jasmine prefers to be called by her nickname, Jazzy. She lives in a big house in Kentucky, USA, with her parents and three brothers. Her house is in the countryside, surrounded by farmland. Her bedroom is full of crowns and sashes which she has won in 'child pageants'. She is only four years old and has already entered over a hundred of these competitions. Her spare time is completely taken up with preparation and rehearsal. She practises her stage routines every day with a trainer who teaches her new steps. Each weekend, she participates in a different pageant, arriving on Friday afternoon, performing on Saturday, and attending the crowning ceremony on Sunday. By the end of the show, she is quite exhausted. Jazzy enjoys being pampered and treated like a princess - having her hair done and wearing pretty clothes and make-up, with false nails and a fake tan. It is a very expensive hobby and can cost her parents a thousand dollars for each pageant she takes part in. Jazzy would like to be a rock star when she grows up.





Roathy is eight years old. He lives on the outskirts of Phnom Penh, Cambodia. His home sits on a huge rubbish dump which is swarming with flies. They re-use whatever they can find. Roathy's mattress, for instance, is made from old tyres. The air is thick with the stench of decomposing waste, and the ground underfoot is soft and springy - one wrong step and it gives way to a poisonous black liquid. Five thousand people live and work and pay rent here. At six o'clock every morning, Roathy and hundreds of other children are given a shower and some breakfast at a local charity centre before they start work, scavenging through the rubbish for cans and plastic bottles which are sold to a recycling company. Breakfast is often the only meal of the day. On one occasion, Roathy's family suffered food poisoning after eating a chicken which his brother had found on the dump.





Eight-year-old Justin is passionate about sport, and his bedroom is decorated with a sports theme. He plays American football, basketball and baseball, and is active throughout the year, changing sports according to the season. During the football season he has to practise three times a week. This is his favourite sport. He has played for his local junior football team since the age of five. Justin's parents give him a lot of encouragement despite the expensive kit they have to provide for him. He goes to school on the school bus with other children from his neighbourhood. The family live in New Jersey, USA, in a four-bedroomed house, and they spend two weeks each summer on holiday on the Caribbean island of St Thomas. Justin has high expectations for his future. He would like to become the mayor of New Jersey. But if not, he would settle for being a poker player.

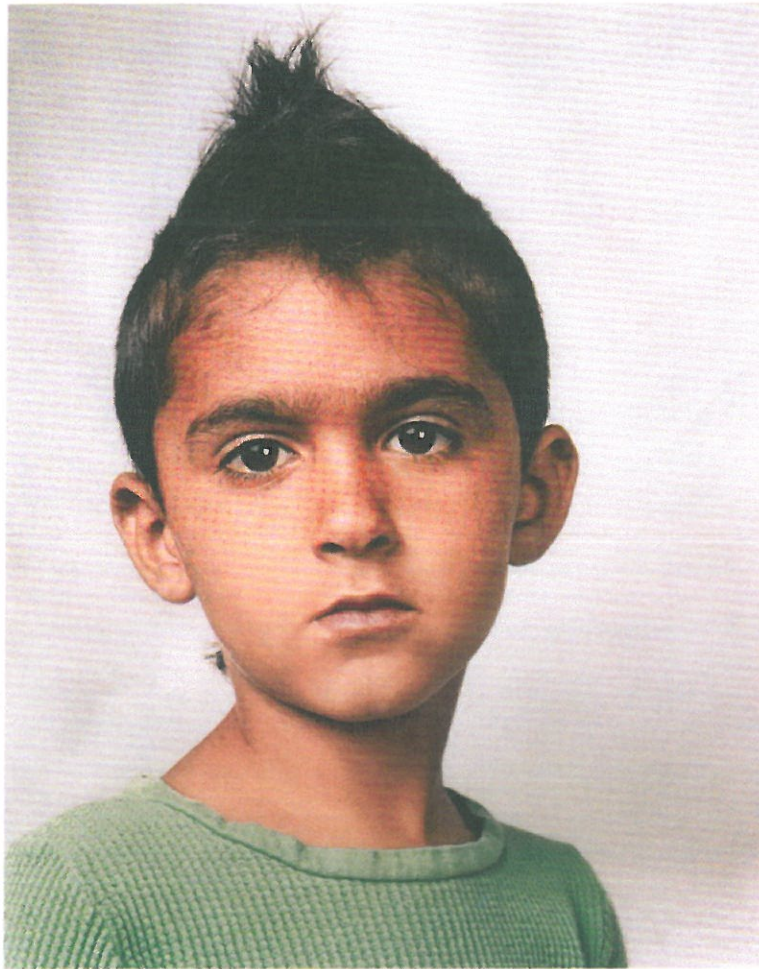






Home for this four-year-old boy and his family is a mattress in a field on the outskirts of Rome, Italy. The family came from Romania by bus, after begging on the streets for enough money to pay for their tickets (€100 per adult and €80 per child). When they first arrived in Rome, they camped in a tent, but the police threw them off the site because they were trespassing on private land and did not have the correct documents. Now the family sleep together on the mattress in the open. When it rains, they hastily erect a tent and use umbrellas for shelter, hoping they will not be spotted by the police. They left Romania without identity documents or work papers and so are unable to obtain legal employment. This boy sits by the kerbside while his parents clean car windcreens at traffic lights, to earn thirty to fifty cents a time. No one from the boy's family has ever been to school. His parents cannot read or write.





Jivan is four years old. He lives with his parents in a skyscraper in Brooklyn, New York. From his bedroom window, he can see across the East River to New York's Manhattan Island and the Williamsburg Suspension Bridge which connects it to Brooklyn. Jivan has his own bedroom with an en-suite bathroom and a toy cupboard. The room was designed by Jivan's mother, who is an interior designer. His father is a DJ and music producer. Jivan's school is only ten minutes' walk away. To gain a place at this school, Jivan had to take a test to prove that he can mix socially with other children. He found this quite stressful as he is a very shy boy. His parents were also interviewed before he was accepted by the school. Jivan's favourite foods are steak and chocolate. He would like to be a fireman when he grows up.

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

# "A Picture Is Worth A Thousand Words"

You have probably heard the expression "a picture is worth a thousand words." Pictures can certainly tell us a good deal about the subjects they depict and, in many cases, capture stories that would take many words to express in writing. You will receive a photo of a bedroom somewhere in the world *each day*. Your task is to write the story that its photograph tells you. You will have FIVE minutes to FREE write each day. Below are some ideas to guide your writing.

1. Who lives here? Boy/Girl? Age?
2. Where in the world is this bedroom?
3. Is this a current photograph?
4. What is the overall mood captured in the photo?

LOOK AGAIN



**Before you begin your story,  
pay careful attention to the DETAILS  
in the photograph.**

**What are the details telling you?**



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

## YOUR Material World

### School

1. Is school important?
2. How long does it take you to get to school?
3. How long is your school day?
4. Who goes to school in your family?
5. Which comes first, work or school?
6. When did you learn to read? Do you enjoy reading?

### Food

1. What is your typical breakfast?
2. What is your typical lunch?
3. What is your typical dinner?
4. Are you satisfied with your food?

### Shelter

1. How many people are in your family?
2. How big is your house (in square feet, you can make an estimate) include rooms of your house (living room, bedroom, bath, etc.)





2. **The Context** What would an audience of this photograph have thought at the time in which it was produced? What can this photograph tell you about the lives of those depicted in it?

\*Use the **Five Themes**:

1. **Location**- What is the location of this photograph?

2. **Place**- What are the landforms/environment like?

3. **Human/Environmental Interaction (HEI)**- How do the people in the photo interact with the land around them? Explain your answers with examples from the photograph.

4. **Movement**- What forms of transportation and communication do you notice? What do these forms of technology tell you about the economic status of these people or their cultures?

5. **Region**- What can this photograph tell you about the culture of the people that are in it? What values, skills and forms of knowledge did people need to succeed? What examples of food, or food items, are present? Are there any religious possessions, and if so, what religion do they represent?

3. **Corroborating**- Comparing information from one primary source (the interviews and informational notes) to another primary source (the photograph) to see if they match up and make sense.
1. Read through the information note sheet for the country represented in your photograph and ANNOTATE it!
    - a. **Remember! Annotations can be used by a reader for many things, including the following:**
      - i. Recording a **reaction**
      - ii. Asking a **question**
      - iii. Giving an **opinion**
      - iv. Making a **connection**
      - v. Responding to how you would **relate** if you were in the situation
  2. Use the chart below to compare and contrast the information you inferred from the photograph and the information that was presented in the note sheet that you read today.

	Photograph	Information Sheet
<b>School/Education</b> (how many hours a day, is it valued and important?)		
<b>Food &amp; Cooking Utensils</b>		
<b>Economic Status</b> (poor, struggling, comfortable or wealthy)		
<b>Animals</b> (pets or transportation?)		
<b>Family Structure</b> (nuclear or extended?)		
<b>Leisure</b> (what do you play/do with your spare time? What items- sports or musical- represent leisure?)		

Name \_\_\_\_\_

# Material World

## Letter



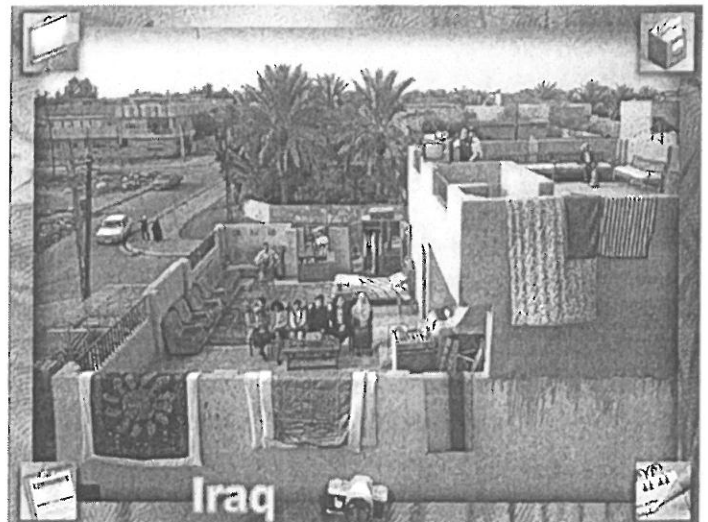
**WHO:** You will assume the identity of one of the individuals in the material world photograph you have been studying and write your letter from that perspective. Your letter will be written from a personal perspective, using first person (I, me, we, etc.)

**WHAT:** You will be creating and writing a letter which describes your daily life. *(This letter is a personal record of occurrences, experiences and reflections)*

**WHEN:** Your letter will be written as if you are living in the time the photograph was taken, which is the late 1990's.

**WHERE:** You will write your letter as if you are living in the foreign country that is depicted in the photograph you have been studying and include facts and details that describe daily life in this location.

**WHY:** This letter will show your understanding of the daily experiences of people in other cultures around the world. (see the scoring guide on back for details)  
cultures



# Material World Letter Scoring Guide

Use the scoring guide below to help you complete your letter for the Material World.

	1 point	2 points	3 points	4 points
<b>Location</b>	Entry is missing three or more of the following: name of city , country and surrounding nations or bodies of water	Entry is missing two of the following: name of city , country and surrounding nations or bodies of water	Entry is missing one of the following: name of city , country and surrounding nations or bodies of water	Entry includes name of city , country and surrounding nations or bodies of water
<b>Place</b>	Entry does not mention climate, at least one landform or identifies the area as urban or rural	Entry is missing two of the following: climate, at least one landform and identifies the area as urban or rural	Entry is missing one of the following: climate, at least one landform and identifies the area as urban or rural	Entry mentions climate, at least one landform and identifies the area as urban or rural
<b>HEI</b>	Entry does not include any examples of HEI	Entry only has ONE example of HEI reflected in the journal entry	Entry is missing one of the following: at least ONE example of how you use the land around you and ONE example of how the environment affects you	Entry includes at least ONE example of how you use the land around you (natural resources or crops, etc.)and ONE example of how the environment affects you (natural disasters)
<b>Movement</b>	Entry does not include any examples of Movement	Entry is missing TWO of the following: example of transportation, one example of communication and an additional example of technology	Entry is missing ONE of the following: example of transportation, one example of communication and an additional example of technology	Entry includes at least ONE example of transportation, one example of communication and an additional example of technology (computers, etc.)
<b>Region</b>	Entry does not include any examples of Region	Entry includes ONE example of culture. (Religion, food, clothing, important possessions, etc.)	Entry includes TWO examples of culture. (Religion, food, clothing, important possessions, etc.)	Entry includes THREE examples of culture. (Religion, food, clothing, important possessions, etc.)
<b>Conventions &amp; Skills</b>	Several (4 or more) spelling and punctuation errors	Some (3) spelling and punctuation errors are present	Few (2) spelling and punctuation errors are present	All spelling and punctuation are correct
<b>Picture or Illustration</b>	No picture or illustrate present	One picture or illustration is present, but not colored	One picture or illustration is present and colored	One picture or illustration is present and NEATLY colored

**Total Points** \_\_\_\_\_ / 28