

Sort It Out!

Collaborate to Categorize Primary Sources

2-3 classroom periods, 1st-2nd Grade

Sort It Out! uses a collaborative strategy to help students observe and question details to sort and categorize photographs from the early 1900's.

**Tip: Students should be familiar with small-group discussions and have basic knowledge of the terms: detail, community (rural, urban), transportation, and invention/technology.*

1. **Share a personal or community photograph from the early 1900's** and explain that we will identify key details in a photograph to learn more about how people lived a long, long time ago. Using the photograph, **model** with students **how to circle an important detail and reflect** upon it.

For example, "I see ____, which makes me think ____." Discuss what the details tell us about a long time ago.

2. Then show how to **add a question mark (?) next to a detail that they wonder about**. Ask students to help you notice more details such as people, objects, words, shading, expressions, etc.
3. Share a **focus question** like, "How can details in photographs help us learn how people lived a long time ago?"¹ Explain that we will 1) look closely at a photograph for details and then 2) sort our photographs into categories.

4. **Pass out photographs** (from a set of 12, each numbered #1-12). Each student will have a photograph. Some students will have the same photograph. Instruct students to independently 1- **circle their detail that is most important** (1 minute) and 2- **add a question mark to a detail** they wonder about (1 minute).



5. **Assign students in pairs** and have them sit "eye-to-eye and knee-to-knee"² to share the detail they circled (1 minute). Next, ask students to share the detail they have a question about (1 minute).

**Tip: Remind students to use the sentence stems when sharing with their partner.*

"I see ____, which makes me think ____." I see ____, which makes me wonder ____."

6. Ask 4-5 students to share their question about their photograph and chart them.

Tip: To keep students on-track, encourage student questions that will help us answer the **focus question.*

7. **Pre-select categories** for students to sort their photographs. **Discuss** what a category is and model with students how to "**categorize their photographs by detail**". Example categories for this set includes: transportation, country, city, people working, people playing, and inventions/technology.
8. Place category sheets on the floor. Ask students to "**categorize their photographs by detail**" by placing their photograph under the category that best supports the detail they circled. For example, if a car was circled the student could place their photograph under one of the following category sheets: transportation, city, or invention/technology.

¹ A **focus question** helps focus students' thinking and inquiry of a primary source(s), is open-ended and relates directly to the primary source(s).

² **Knee-to-knee** is a learning strategy where students work in pairs, side-by-side or face-to-face with knees touching. In this way, they can provide effective feedback to each other. Web resource: Learn NC Website, <http://www.learnnc.org/reference/knee-to-knee>.

**Tip: Assist students so that each category has several photographs.*

**Tip: An adaptation would be to allow students to sort out photographs and create their own category.*

9. Place students in **small groups**. Each group will be given one category with its group of photographs. They will be asked to **share why** they think these **pictures “belong”** together by sharing details as evidence. (5-10 minutes).

*For example, point to the **circled detail** in one of the photographs and share the following with a **sentence stem**, “I see [tall buildings] and they belong in the [city] category.” Another example, “I see a [car] and it belongs in the [transportation] category.*

Analyze and Synthesize, Going Deeper

10. **Whole group discussion:** Ask a person from **each group to share how their pictures belong** together by noting details. Before going to the next group and category, discuss what those details tell us about life in America 100+ years ago and add responses to a chart.

**Tip: Point out how some pictures can belong to more than one category.*

11. **Discuss how the details** would look **different or the same** in today’s photographs.
12. Have students **answer the focus question**, “How can details in photographs help us learn how people lived a long time ago?”
13. **Have each group create a mural** using chart paper and the details from the photographs to illustrate how people lived a long time ago. Each group will present their mural.

Extension: Read a book about family and life during the early 1900’s. An example book may be, *Go with My Family to Grandma’s* by Riki Levinson.

1st Grade Common Core State Standards met by this activity:

CCSS.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic.

CCSS.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question.

CCSS.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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"Sort It Out!" Primary Source Set



132. Photocopy of photograph, 1915 (Chrysler) MAIN BUILDING #1, CHASSIS ASSEMBLY LINE, VIEW SOUTH - Dodge Brothers Motor Car Company Plant, Between Joseph Campau & Conant Avenues, Hamtramck, Wayne County, MI, 1915. From the Library of Congress, Prints and Photographs Online Catalog. Part of *Historic American Buildings Survey/Historic American Engineering Record/Historic American Landscapes Survey*.

<http://www.loc.gov/pictures/item/mi0166.photos.090288p>



Bain News service, publisher. *N.Y. Playground*. Glass negative. ca. 1910-1915. From the Library of Congress Prints and Photographs Online Catalog. Part of the *Bain Collection*.

<http://www.loc.gov/pictures/item/ggb2005014004>



Beam, George L. (George Lytle), *D&RG NG open observation car #502, "Argus" and parlor car "Camp Bird" on eastbound train #316 at Lake Junction, Colorado* / Geo. L. Beam. Glass photonegative. 1912? From the Library of Congress American Memory collections. Part of *History of the American West, 1860-1920: Photographs from the Collection of the Denver Public Library*. [http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field\(NUMBER+@band\(codhawp+00138159\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+00138159)))



Chicago Daily News, Inc., photographer. *Man mowing the lawn outside the Armour & Co. office*. Glass negative. 1909. From the Library of Congress American Memory collections. Part of *Photographs from the Chicago Daily News, 1902-1933*. [http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field\(NUMBER+@band\(ichicdn+n054450\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n054450)))



Hine, Lewis Wickes, photographer. *All these children five years, six years, seven years, nine years and two a little older, were picking cotton on H.M. Lane's farm Bells, Tex.* Photographic print. 1913. From the Library of Congress, Prints and Photographs Online Catalog. Part of *Photographs from the records of the National Child Labor Committee (U.S.)*.

<http://www.loc.gov/pictures/item/ncl2004003549/PP>



Hine, Lewis Wickes, photographer. *Playing hand ball on Street*. Photographic print. 1916. From Library of Congress, Prints and Photographs Online Catalog. Part of *Photographs from the records of the National Child Labor Committee (U.S.)*.

<http://www.loc.gov/pictures/item/ncl2004004613/PP>



Hine, Lewis Wickes, photographer. *Play-time at the Oklahoma School for the Blind*. Photographic print. 1917. From Library of Congress, Prints and Photographs Online Catalog. Part of *Photographs from the records of the National Child Labor Committee (U.S.)*.

<http://www.loc.gov/pictures/item/ncl2004004580/PP>



Hine, Lewis Wickes, photographer. *Truant newsboy, Broadway and Locust Sts. 11 A.M. Location: St. Louis, Missouri*. Photographic print. 1910. From Library of Congress, Prints and Photographs Online Catalog. Part of *Photographs from the records of the National Child Labor Committee (U.S.)*. <http://www.loc.gov/pictures/item/ncl2004002211/PP>



Hine, Lewis Wickes, photographer. *Willie Nall, 11 years old; Raymond Jones, 10 years old; Denver Jones, 5 years old; plowing on farm*. Photographic print. 1916. From Library of Congress, Prints and Photographs Online Catalog. Part of *Photographs from the records of the National Child Labor Committee (U.S.)*. <http://www.loc.gov/pictures/item/ncl2004000530/PP>



Man and woman in an unidentified office. Photographic print. 1903. From Library of Congress, Prints and Photographs Online Catalog. Part of *Miscellaneous Items in High Demand*. <http://www.loc.gov/pictures/item/2004677377>



P. Balsiger & Co., publisher. *Intersection of 16th & Glenarm streets with DTC 17th avenue car no. 44 / P. Balsiger & Co. Denver. 1900-1905*. From the Library of Congress American Memory collections. Part of *History of the American West, 1860-1920: Photographs from the Collection of the Denver Public Library*. [http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field\(NUMBER+@band\(codhawp+10018308\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10018308)))



Race between Lincoln Beechey in airplane and Barney Oldfield in automobile, going around race track. Photographic print. 1912. From Library of Congress, Prints and Photographs Online Catalog. Part of *Miscellaneous Items in High Demand*. <http://www.loc.gov/pictures/item/2003656135>