

**Lesson Plan:** Immigration Unit

**Objective:** Students will learn how to more accurately evaluate primary source documents by considering the purpose of the document. Students will learn the importance of the creator of the document and the importance of considering the intended audience.

**Materials:** Reiss photographs and the wedding photograph of immigrant family.

**Mini-Lesson:** The teacher will present two different photographs (Reiss and family photographs of immigrants) and simply say that they are a depiction of people in early 20th century America. The students will begin to make observations of the two photographs in the group. The teacher will demonstrate how to deeply look at a photograph and will model how to create a narrative about the people in the photographs.

**Group Work/Independent Work:** Students will work with a small group and closely look at one Reiss photograph and one family portrait. They will create a Venn- diagram comparing and contrasting the two photographs. They should pay close attention to the photographs and begin to attempt to construct a narrative about who these people are.

**Wrap up:** A few groups can present their observations and present general conclusions about who these people are. Then the teacher will explain that the photographs are depictions of the same groups of people, yet they appear to be very different. This will lead to the crux of the lesson, that historical documents must be evaluated critically and within a context to be truly understood. The teacher will explain the context for both documents and the different reasons and audience that they were created for. The teacher can explain that both pictures were staged, yet for a different purpose. This can be a lead into a biographical history of Reiss and social activism.

**Homework/Extension:** Students will go home and take two different pictures of them selves. The two pictures should be for two completely different audiences (example: college application or for trying out for a movie), but both should be a reflection of who they are. Then they can bring the photographs in class and we can critically evaluate them and the small groups can draw conclusions of what the photographer/subject is trying to say to their respective audience.