Looking at Eatonville, Past and Present, through Photography

Grade Level: 4  Subject Area: Social Studies

**Florida Next Generation Sunshine State Standard:**
SS.4.A.1  Historical Inquiry and Analysis

**Florida Next Generation Sunshine State Benchmark:**  
SS.4.A.1.2 Synthesize information related to Florida History through print and electronic media

This lesson is best suited for use during a study of Florida History during the early 20th century.

**Objective**

Using the Project Mosaic website and small group discussion, each student will create two questions about Zora Neale Hurston’s hometown of Eatonville and write an original one page story about life as a child in Eatonville during the Great Depression that includes at least three historically accurate pieces of information.

**Set**

Students will see the Project Mosaic website projected on the screen in the front of the room, and respond to introductory questions such as: What do you see? What do you know about what you see? What questions do you have about what you see?

**Presentation of Information**

Students will, in groups of three, view the link on the Project Mosaic website that provides photographs of Eatonville (http://social.rollins.edu/wpsites/mosaic-hurston/Roe/). Groups will view a set of photographs at a time before generating questions or comments. One student will operate the laptop, and a second student will initiate questions and comments for each group of photographs. Each student will record their own questions and comments during the viewing. Prior to viewing the link, students will be told that they will want to take time to ask questions of each other related to the photographs on the link. These questions should be about life in Eatonville during the Great Depression, and more specifically, about family life and childhood during this time.

The teacher will monitor group work closely, making sure that each child in each group is fulfilling their responsibility to the group, and that groups are proceeding at a reasonable pace for the time allotted.
Guided Practice

After groups have had adequate time to view the link and develop a variety of questions and comments about life as a child in Eatonville during the Great Depression, the third student from each group will share with the class at least two key questions they created, and two key aspects of life as a child in Eatonville during the Great Depression. Key questions to be addressed during this phase might include:
- What was it like to go to school?
- How did families manage the heat?
- What did children do when they were not in school?
- What challenges did families and children face?

Independent Practice

Each student will submit an original one page story of what life was like during the Great Depression in Eatonville through the eyes of a child. The story must have at least three historically accurate pieces of information.

Closure

Two or three students will volunteer to read their stories to the class, and the class will offer supportive feedback to each volunteer. A set of three questions for future study will be identified by the class in a whole class review.