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2003

## Charles Young Photographs: Grades 9 and 10 Lesson Plan

Jenny Plemel

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## **Lesson Plans**

### **Charles Young Photographs**

**Author:** Jenny Plemel

**Grade(s):** 9, 10

**Suggested Time:** 20-30 minutes

#### **Materials**

LCD projector

Copies of the first Charles Young photograph

*The Americans*. Danzer, Klor de Alva, Wilson, Woloch. McDougal Littell. Evanston, IL. 1999

#### **Core Instruction**

Students are to read Chapter 10, Section 2, "The Spanish-American-Cuban War," in *The Americans*. As an introduction to the Spanish-American War, students will study the two (2) photographs and learn how to decipher photos to use on document-based questions for Advanced Placement tests.

1. Use an LCD projector and access the Ohio Memory site.
2. Photocopy photo 1 for the students.
3. Use the photo to try to decipher the time period and who was Charles Young.

Ask the following questions:

*Level 1:*

Describe the photo.

*Level 2:*

What is the time period, location and reason the photograph was taken?

What are your clues concerning the time period?

What questions would you ask the young man in the photo in an interview?

*Level 3:*

What else would you like to know?

#### **Assessment**

*Extended Response Question:*

To what extent was the late nineteenth-century and early twentieth-century United States expansionism a continuation of past United States expansionism and to what extent was it a departure?

#### **Standards**

*History 9-10, Benchmark C:* Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.

- *Indicator:* Grade 9, GLI 4. Describe the political, economic and social roots of imperialism.
- *Indicator:* Grade 10, GLI 5. Trace the development of the United States as a world power with emphasis on: a. The Spanish-American War.