

*Travelogue: Back to the Future*

*Itineraries Using Images from the World's Trade Commission 1894 (WTC)*

**Overview**

From the World Trade Commission (WTC) gallery, students will choose 5 interesting images from 5 locations the WTC visited. Students will also search for the same 5 points of interest and locate images from today. Students will analyze, compare, and contrast their 5 WTC images and 5 current images using guided inquiry questions, the primary source analysis tool, and themes of transportation, technology, culture, and geography.

**Objectives**

- Students will be able to compare and contrast primary and secondary sources using 5 World Trade Commission documents and 5 present day images using the themes of (transportation technology, culture, and geography).
- Students will analyze images from the past and present using an inquiry-based questions guide.
- Students will research and create a mini portfolio containing written reflections for one song and one quotation related to traveling.
- Students will navigate Library of Congress resources and critically respond to primary documents.

**Time Required**

This lesson will take approximately 10-14 hours to complete excluding homework.

**Recommended Grade Range**

This lesson is recommended for grade 9 students.

**Subject / Sub-Subject**

This is a humanities course for intermediate to upper intermediate English Language Learners (ELLs). The course seeks to provide students with access to content and language support using an interdisciplinary and project-based approach. Most of the learners have had less than 5 years of English instruction. Many students come from Tunisia, Egypt, Pakistan, Yemen, Lebanon, Oman, and a few are Arab-Americans and Southeast-Asian Canadians. The project will allow students to connect with regions of the world they may have some familiarity with while analyzing how these places were photographed and from various perspectives.

**Standards**

- **Integration of Knowledge and Ideas: RH 9-10, 9.** Compare and contrast treatments of the same topic in several primary and secondary sources. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **Research to Build and Present Knowledge: CCR 8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- **Presentation of Knowledge and Ideas: SL 9-10, 4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- **Conventions of Standard English: L 9-10 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.3.1f.** Ensure subject-verb and pronoun-antecedent agreement.

## PREPARATION

### Materials Used

- PowerPoint based on *Using Primary Resources*
- <https://www.loc.gov/> - Library of Congress
- <https://www.loc.gov/collections/worlds-transportation-commission/about-this-collection/> *World's Transportation Commission (WTC) Collection*
- <https://www.loc.gov/collections/worlds-transportation-commission/articles-and-essays/trip-itinerary/> *World Transportation Commission Trip Itinerary*
- <https://www.youtube.com/watch?v=FflcA85zcOM> *3 Simple Ways to Time Travel (& 3 Complicated Ones) Video*
- <http://www.marieclaire.co.za/uncategorized/10-of-the-most-controversial-photographs-ever-taken>. Forman, Stanley. *Fire on Marlborough Street (1975)* (Retrieved December 7, 2015).
- [https://www.youtube.com/watch?v=5AfPR\\_B8s-A](https://www.youtube.com/watch?v=5AfPR_B8s-A) Mitchel, Joni *Hejira*
- <http://www.loc.gov/pictures/collection/wtc/background.html> *World's Transportation Commission*
- <http://www.whjcollection.com/life.htm> *The Life of William Henry Jackson - 1843-1942*
- <http://archives.nypl.org/mss/1541> *William Henry Jackson Papers*, Manuscripts and Archives Division, The New York Public Library, Astor, Lenox and Tilden Foundations.
- <https://www.loc.gov/item/2004707920/> *Woman Seated in Wheelbarrow Pushed by Men.* Jackson, William Henry, 1843-1942. 1895.
- <http://www.loc.gov/teachers/primary-source-analysis-tool/> *Inquiry Based Analysis Tool* for Evaluation Images
- <https://www.loc.gov/collections/worlds-transportation-commission/articles-and-essays/trip-itinerary/> World Trade Commission Trip Itinerary list
- <https://www.loc.gov/item/2002736265/> *Exp[é]rience A[e]irostatique faite Versailles le 19 Sept. 1783.* 1783.
- [https://www.loc.gov/collections/?fa=subject:science+%26+technology&st=gallery&sb=title\\_s](https://www.loc.gov/collections/?fa=subject:science+%26+technology&st=gallery&sb=title_s) - Science and Technology Digital Collections Gallery
- [https://www.loc.gov/collections/?fa=subject:world+cultures+%26+history&st=gallery&sb=title\\_s](https://www.loc.gov/collections/?fa=subject:world+cultures+%26+history&st=gallery&sb=title_s) - World Cultures and History Digital Collections Gallery.
- Close and open-ended questions lesson using *Fire on Marlborough Street* image
- Copyright and Public Domain PDF *Copyright Term Cornell University*
- Images Primary Resources Analysis Tool - Library of Congress
- Inquiry Based Analysis Tool for Evaluating Images
- Portfolio Evaluation Rubric
- Laptops and internet connection
- Smartboard or projector
- Speakers, headphones, notecards, markers

## DESCRIPTION OF PROCEDURE

### Day 1: Travel

- Provide students with a notecard with the question: *If you could travel to any time or place, where would you go, what time period, and why?* Students share responses.
- Show video *3 Simple Ways to Time Travel (& 3 Complicated Ones)* and discuss the key ideas surrounding time travel.

### Day 2: Questioning and Inquiry

- Introduce the lesson on open and close ended questions using the controversial image *Fire on Marlborough Street (1975)*.
- Introduction to primary documents presentation and question and answer quiz.
- Review copyright and public domain using the chart *Copyright Term Cornell University*.
- Homework: Provide students the link to the Library of Congress and request they find, download, and share 2 primary resources.

### Day 3: Questioning and Inquiry

- Introduce students to the WTC's main page via the link - <https://www.loc.gov/collections/worlds-transportation-commission/about-this-collection/> and answer the following questions in their daily journals: What was the purpose of the WTC trip? Where did they go? What technology did you notice from the trip?
- Link the Library of Congress-WTC image *Woman Seated in Wheelbarrow Pushed by Men* and the Library of Congress' Primary Resources tool to model and analyze the image with students.
- Homework: Ask students to read *The Life of William Henry Jackson - 1843-1942*. Jackson was the WTC's principal photographer.

### Day 4: Focused Inquiry

- The class will engage in discussion on the definition of inquiry and its purpose. The Inquiry Based Analysis Tool for Evaluating Images will be introduced.
- Link the Library of Congress-WTC image *Expérience Aerostatique Faite Versailles le 19 Sept. 1783* <https://www.loc.gov/item/2002736265/> to model and analyze the Inquiry Based Analysis Tool for Evaluating Images.
- As a class, discuss, explain, and complete all elements (themes & guided questions) of the Inquiry Based Analysis Tool.
- Homework: Have students visit the Library of Congress' main page and explore the Science and Technology Gallery and World Cultures and History Gallery. Students must answer these 2 prompts: 1. What is something you learned from each gallery? Share the link of one amazing artifact that you searched using the key terms (transportation technology, culture, and Geography).

### Day 5: Whole Class Primary Source Analysis

- Present students with a teacher created presentation modeling comparing and contrasting 5 images from the WTC and current images, along with written reflections of a song and quote about travelling.

### Days 6-9: Ongoing Individual and Guided Research

- Allow students time to research, collect their 10 images, and complete their image analysis and inquiry tool.
- Homework: Students are expected to evaluate 1-2 images per day.

**Day10: Song and Quote Research & Analysis**

- Students will research their song and quote in class.

**Day 11: Travelogue Talk: Reflection and Assessment**

- Students share and discuss their images with the class in an informal setting. Students will then write individual marks and a reflection of their mini-portfolio which includes (10 images, a song, and a quote).

**Extensions**

- Students can present their work in the form of a gallery walk where each student will defend his or her work.
- Debate the merits of the WTC expedition and whether or not they accomplished their goal. Each student assumes the role of an expert (scientist, attorney, community leader...) from the country visited by the WTC.
- Use images from WTC to compare and contrast present day images to analyze environmental degradation and other data.
- Have students use the WTC itinerary and Google Maps to ping the coordinates of locations they found interesting.
- Teach map skills using the WTC itinerary. Use inquiry to get students to use old technology (the sun, constellations, astrolabe, a compass) to determine location.

**Evaluation**

- Students will complete a portfolio which includes their 10 images they analyzed using the Library of Congress image analysis tool, the inquiry guide, their favorite travel quote with a brief explanation (100 words), and a brief analysis of a song about travelling with a brief explanation (100 words) of the lyrics and why this song is meaningful to the student.
- Portfolio marks will be based on a rubric with two sets of marks (self-reflection marks and teacher's marks).

## Open Ended Questions Image

### Fire on Marlborough Street (1975)

**Goal:** Teach students the difference between open and close ended questions.

**Procedures:**

Explain to students that they will view a powerful image. Then, present the image of *Fire on Marlborough Street (1975)* from the link on the white board.

**Materials:** Use a timer to provide students with 7 minutes to complete step-1. Provide students with sticky notes (or colored markers/paper) so they may write one question per note and later post their questions around the room. Smartboard/Projector.

**Step 1:** Ask students to write as many questions as possible about the image in 7 minutes. Students must not answer their questions. You can request students use (WH questions- why, when, who, where, what, how, what if...) as a guide. Once time has expired ask students to stick their questions on the classroom walls.

**Step 2:** Briefly define and explain what close and open ended questions are. Elicit examples from students.

**Step 3:** Ask students to review their peers' questions and write a C-next to close ended questions and O-next to open ended questions.

**Step 4:** Ask the students to review their questions and remove the ones that were labelled closed ended questions.

**Step 5:** Allow each student to choose their best question and give their rational for choosing that question.

**Step 6:** Ask students these questions: How can open ended questions help us explore a topic in greater detail? Are there advantages or disadvantages to each type of question?

Explain that we will be looking at asking open ended questions in the coming days.

NOTE: Stanley Forman's photograph won a Pulitzer Prize and caused the updating of legislation regarding fire escapes in the United States. Two girls are captured falling, after a fire escape collapsed beneath them. The 19-year-old reportedly broke the fall of the younger girl, who later died in hospital. The public reacted by accusing the photographer of invading the privacy of the victims and described newspapers that had published the image as being sensationalist.



<http://www.marieclaire.co.za/uncategorized/10-of-the-most-controversial-photographs-ever-taken>. Forman, Stanley. *Fire on Marlborough Street (1975)* (Retrieved December 7, 2015).

**Inquiry Based Analysis Tool for Evaluating Images**

**TASK:** Please use each theme at least once to orient your analysis of the 10 images. Then, use this inquiry guide to organize your thoughts and develop questions and responses for each of the 10 images you will compare & contrast and analyze. You may use additional paper should you run out of space.

**THEMES:** 1. **Transportation Technology** 2. **Culture** 3. **Geography**

INQUIRY GUIDED QUESTIONS	YOUR QUESTIONS	YOUR RESPONSES
<p><b>CONNECT:</b> What does this image remind you off? What text, image, film, story, or other experience can you connect with this image?</p>		
<p><b>WONDER:</b> What are the people in the images thinking about? I wonder what life was like before &amp; after meeting someone from a different culture. Who had the greatest impact, the visitor or the native?</p>		
<p><b>INVESTIGATE:</b> What is the main purpose of this image? What <b>or</b> whose point of view does it reflect? What proof do you have to support your claims?</p>		
<p><b>CONSTRUCT:</b> How would travelling be similar or different using today's technology? How does travel influence our understanding or perception of the world? What are the positive and negative aspects of interacting with other cultures? What are the causes and effects of cultural diffusion? Is it possible to view others without bias? If so, how? If not, why not? How are travellers viewed from the perspective of the local population? What possible biases does a photographer bring with her when taking and editing an image?</p>		
<p><b>EXPRESS:</b> How will you present the WTC images and the 5 current images? How will you connect the themes and express your quote and song to your images?</p>		
<p><b>REFLECT:</b> How has this project changed your ideas about travel, technology, cultural engagement and how humans view those that are different? Are you able to explain what helped or hindered your learning? Do you feel confident that you gave your best effort? Why or Why not?</p>		

**Images Primary Resources Analysis Tool – Library of Congress**

**TASK:** Use this tool to record your responses to a primary source you have chosen from the Library of Congress. Use the guided questions to write your answers.

Guided Questions	OBSERVE
Describe what you see. What do you notice first? Find something small and interesting What people and objects are shown? How are people and objects arranged? What is the physical setting? What, if any, words do you see? What other details can you see? What do you notice that you didn't expect? What do you notice that you cannot explain?	-
	REFLECT
Where do you think this came from? Why do you think this image was made? What's happening in the image? What do you think was happening when this was made? When do you think it was made? Who do you think was the audience for this item? What tools were used to create this? What can you learn from examining this image? What's missing from this image? If someone made this today, what would be different & similar?	-
	QUESTION - What do you wonder about...?
Who? What? Why? How? When What if?	-
	FURTHER INVESTIGATION
What more do you want to know & how can you find out?	-



### Song Reflection

**TASK:** In the left column copy the song lyrics of a song related to travelling. In the right column write a brief explanation (100 words) of the lyrics and why this song is meaningful to you. Make sure you complete a draft of the reflection that demonstrates your command of the conventions of standard English grammar and usage.

SAMPLE QUESTIONS AND REFLECTION	
<p><b>Hejira - by Joni Mitchell</b>            I'm traveling in some vehicle            I'm sitting in some cafe            A defector from the petty wars            That shell shock love away            There's comfort in melancholy            When there's no need to explain            It's just as natural as the weather            In this moody sky today            In our possessive coupling            So much could not be expressed            So now I'm returning to myself            These things that you and I suppressed            I see something of myself in everyone            Just at this moment of the world            As snow gathers like bolts of lace            Waltzing on a ballroom girl</p> <p>You know it never has been easy            Whether you do or you do not resign            Whether you travel the breadth of extremities            Or stick to some straighter line            Now here's a man and a woman sitting on a rock            They're either going to thaw out or freeze            Listen            Strains of Benny Goodman            Coming through the snow and the pinewood trees            I'm porous with travel fever            But you know I'm so glad to be on my own            Still somehow the slightest touch of a stranger            Can set up trembling in my bones            I know no one's going to show me everything            We all come and go unknown            Each so deep and superficial            Between the forceps and the stone</p> <p>Well I looked at the granite markers            Those tribute to finality to eternity            And then I looked at myself here            Chicken scratching for my immortality            In the church they light the candles            And the wax rolls down like tears            There's the hope and the hopelessness            I've witnessed thirty years            We're only particles of change I know I know            Orbiting around the sun            But how can I have that point of view            When I'm always bound and tied to someone            White flags of winter chimneys            Waving truce against the moon            In the mirrors of a modern bank            From the window of a hotel room</p> <p>I'm traveling in some vehicle            I'm sitting in some cafe            A defector from the petty wars            Until love sucks me back that way            © 1976; Crazy Crow Music</p>	<p><b>GUIDED QUESTIONS:</b>  <b>Briefly summarize the song.</b></p> <p><b>How is this song related to travelling?</b></p> <p><b>How does this song relate to one of the 3 themes?</b></p> <p><b>Why did you choose this song?</b></p> <p><b>REFLECTION</b>            The song is about travelling both physically and metaphysically. We are able to sit still and travel the world, space, time, and even through emotions. Mitchell's lyrics are full of imagery. For example, Joni Mitchell describes travelling in some vehicle but never offers a precise definition of what that vehicle is. Perhaps she is referring to her mind. My favorite line is, <i>We all come and go unknown Each so deep and superficial Between the forceps and the stone</i>. Even though we are born and will die alone, we can fill the time and space in between with experiences gained from our travels. Overall, this song encapsulates travelling beyond the simple definitions.</p>

**Quote Reflection**

**TASK:** In the left column copy the quote related to travelling. In the right column write a brief explanation (100 words) of the quote and why you find it meaningful. Make sure you complete a draft of the reflection that demonstrates your command of the conventions of standard English grammar and usage.

QUOTE	SAMPLE QUESTIONS AND REFLECTION
<p><i>“What gives value to travel is fear. It is the fact that, at a certain moment, when we are so far from our own country ... we are seized by a vague fear, and an instinctive desire to go back to the protection of old habits. This is the most obvious benefit of travel. At that moment we are feverish but also porous, so that the slightest touch makes us quiver to the depths of our being... this is why we should not say that we travel for pleasure. There is no pleasure in traveling, and I look upon it more as an occasion for spiritual testing ... Pleasure takes us away from ourselves in the same way as distraction, in Pascal’s use of the word, takes us away from God. Travel, which is like a greater and a graver science, brings us back to ourselves.” -Albert Camus</i></p>	<p><b>GUIDED QUESTIONS:</b>  <b>Briefly summarize the quote.</b></p> <p><b>How is this quote related to travelling?</b></p> <p><b>How does this quote relate to one of the 3 themes?</b></p> <p><b>Why did you choose this song?</b></p> <p><b>REFLECTION:</b></p> <p>Albert Camu’s quote recounts the fear, the push for inner growth, and the spiritual element of travelling. The quote attempts to explain travelling on many levels. I imagine that the members of the WTC felt some of the fear as well as the personal growth that came from visiting and interacting with so many countries and cultures. This must have been difficult for some WTC members to adapt to the myriad religions, languages, climate, technology, and governments. At the same time, the author views travelling more than mere pleasure but instead as an experience that transcends religion and science. I chose this quote because it presents an unorthodox view of travelling.</p>

World's Trade Commission 1894 (WTC) - Library of Congress Images	Self-Evaluation	Mr. Nestor's Marks
<b>Image 1-</b> The item reflects one of the themes (Transportation Technology, Culture, Geography) and effectively uses the analysis to evaluate the image.	A B C D F	A B C D F
<b>Image 2-</b> The item reflects one of the themes (Transportation Technology, Culture, Geography) and effectively uses the analysis to evaluate the image.	A B C D F	A B C D F
<b>Image 3-</b> The item reflects one of the themes (Transportation Technology, Culture, Geography) and effectively uses the analysis to evaluate the image.	A B C D F	A B C D F
<b>Image 4-</b> The item reflects one of the themes (Transportation Technology, Culture, Geography) and effectively uses the analysis to evaluate the image.	A B C D F	A B C D F
<b>Image 5-</b> The item reflects one of the themes (Transportation Technology, Culture, Geography) and effectively uses the analysis to evaluate the image.	A B C D F	A B C D F
Current Images Selected by the Student	Self-Evaluation	Mr. Nestor's Marks
<b>Image 1-</b> The item focuses on one of the themes (Transportation Technology, Culture, Geography), effectively analyzes the image using elements of inquiry, and effectively compares & and contrasts it to image 1 from the WTC .	A B C D F	A B C D F
<b>Image 2-</b> The item focuses on one of the themes (Transportation Technology, Culture, Geography), effectively analyzes the image using elements of inquiry, and effectively compares & and contrasts it to image 2 from the WTC .	A B C D F	A B C D F
<b>Image 3-</b> The item focuses on one of the themes (Transportation Technology, Culture, Geography), effectively analyzes the image using elements of inquiry, and effectively compares & and contrasts it to image 3 from the WTC .	A B C D F	A B C D F
<b>Image 4-</b> The item focuses on one of the themes (Transportation Technology, Culture, Geography), effectively analyzes the image using elements of inquiry, and effectively compares & and contrasts it to image 4 from the WTC .	A B C D F	A B C D F
<b>Image 5-</b> The item focuses on one of the themes (Transportation Technology, Culture, Geography), effectively analyzes the image using elements of inquiry, and effectively compares & and contrasts it to image 5 from the WTC .	A B C D F	A B C D F

**A (100-90)** = Excellent quality work, nothing missing, very organized, completely on topic. **B (80-89)** = Good quality work, 1-2 missing items, organized, mostly on topic.

**C (70-79)** = Average work, few missing items, somewhat organized, sometimes off topic. **D (60-69)** = Poor work, several missing items, unorganized, rushed to finish.

**F (59-below)** = More effort is needed.

Song About Travel	Self-Evaluation	Mr. Nestor's Marks
<p>The song you have chosen focuses on the theme of travel. Your 100 word written reflection adheres to the conventions of grammar, spelling, punctuation and shows a clear link to your images.</p>	<p>A B C D F</p>	<p>A B C D F</p>
Quotation on Travel	Self-Evaluation	Mr. Nestor's Marks
<p>The quotation you have chosen focuses on the theme of travel. Your 100 word written reflection adheres to the conventions of grammar, spelling, punctuation and shows a clear link to your images.</p>	<p>A B C D F</p>	<p>A B C D F</p>
Citation	Self-Evaluation	Mr. Nestor's Marks
<p>Each document (images, song, quotation) is cited correctly using APA format</p>	<p>A B C D F</p>	<p>A B C D F</p>
Conventions of Grammar	Self-Evaluation	Mr. Nestor's Marks
<p>All written work demonstrates a clear command of the conventions of standard English grammar and usage. You include a draft for all written work.</p>	<p>A B C D F</p>	<p>A B C D F</p>
<p><b>TOTAL MARKS</b></p>		

**Student's Reflection on Learning:**

**Teacher's Comments:**