



Paideia Seminar Lesson Plan



Text:

“A Grocery Window.” - photograph by Dorothea Lange

Grade/Subject

Upper ES / Social Studies



Ideas, Values:

Community, Economics, Region, Tradition



Pre-Seminar Content



Launch Activity:

Write the name of your city or town on the board. Have students think of a word that best represents the city or town on the board. Students will come up and record their responses underneath. Have students turn and talk after each of the following questions:

What is the most common idea or theme? The least common?

What similarities do you see between the words? What differences?

Do you agree with all the words on the board? If not, which words do you disagree with?

Inspectional Read:

Display the photograph on the board and distribute a copy to each student. Have the students divide the photograph into quadrants and label each quadrant A, B, C, D.

Background Information:

The photograph shows sacks of flour in the window of the Golden Rule Store in Mebane, North Carolina. The photograph comes from the Farm Security Administration - Office of War Information Photograph Collection. It is titled "A grocery window" and was photographed by Dorothea Lange in 1939.

Vocabulary:

Note that the vocabulary in this seminar cycle is embedded in the photograph and that students may be able to see and piece together several hard-to-see words better than the old eyes of the teacher. Provide (or mine participants for) definitions of any words children identify, including the words *industrial*, *companion*, *combination*, *milling*.

Analytical Read:

Ask participants to list all the items they see in the store window. Ask them to highlight what they consider to be the three most significant items or products in the photograph and annotate in the margin the reason they chose them as significant.



Pre-Seminar Process

-  *Define and state purpose for Paideia Seminar.*
-  *Describe the responsibilities of facilitator and participants.*
-  *Have participants set a Personal Goal.*
-  *Agree on a Group Goal.*

Seminar Questions

Opening (Identify main ideas from the text.):

- ❖ What title might you give this photograph? (round-robin response)
- ❖ Explain your choice. (spontaneous discussion)

Core (Analyze textual details.):

- ❖ Why do you think the photographer chose to capture this moment?
- ❖ Who do you think would find this photograph to be important? Why?
- ❖ Why do you think *these* items were the ones selected to display in the window as opposed to other items?
- ❖ If you were visiting this store what would you think as you enter? What would be the cause of these thoughts?

Closing (Personalize and apply the ideas.):

- ❖ If you owned a store on the main street in your home town, what would you put in the window?

Post-Seminar Process

- ★ Have participants do a written self-assessment of their personal participation goal.
- ★ Do a group assessment of the social and intellectual goals of seminar.
- ★ Note reminders for next seminar.





Post-Seminar Content



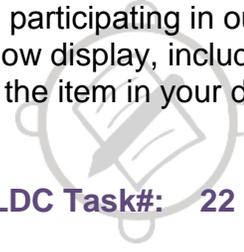
Transition to Writing:

Have participants brainstorm different ideas they heard and noticed during the seminar related to the ideas of community, economics, and region. Compare these with the words generated in the *Launch Activity*. Based on the ideas brainstormed, illustrate a first draft sketch of your own window display that would reflect ideas and values important to you and your community.



Writing Task:

After viewing “A Grocery Window” and participating in our seminar discussion, write a descriptive paragraph about *your* window display, including details about what each item represents and why you included the item in your display. (**Narrative/Describe**)



(LDC Task#: 22)



Brainstorm:

Have students create a list of items or signs that they would display in the window if they were a store owner. They should support each item on their list with an explanation of how the item reflects your ideas and values or ideas and values that represent your community.



Structure the Writing:

Allow students several minutes to create an outline for their writing. Have students partner up to share their outlines and make suggestions or give advice.



First Draft:

Challenge students to create a detailed, descriptive paragraph using their brainstorm and outline.

Collaborative Revision:

Have participants work with a partner to read their first drafts aloud to each other with emphasis on reader as creator and editor. Listener says back one point heard clearly and asks one question for clarification. Have students switch roles. Give time for revisions resulting in a second draft.

Edit:

Once the second draft is complete, have participants work in groups of 3-4 and take turns reading each other's second drafts slowly and silently, marking any spelling or grammar errors they find. Provide dictionaries and grammar handbooks as a reference. Take this opportunity to clarify/reteach any specific grammar strategies you have identified your students needing. Give time for full revisions resulting in a third and final draft.

Also have participants complete a final draft of the window illustrations they sketched during the transition to writing.

Publish:

Have participants mat their own window illustration and writing piece on construction paper and display them in the classroom or in the hallway outside the classroom in a window-themed display. Have students take a picture of their window, writing, and group display and send to their parent or guardian.

This Paideia Lesson Plan was created by:

Name: Mark Surratt

Organization: Providence Spring Elementary



<http://loc.gov/pictures/item/fsa2000003774/PP/>