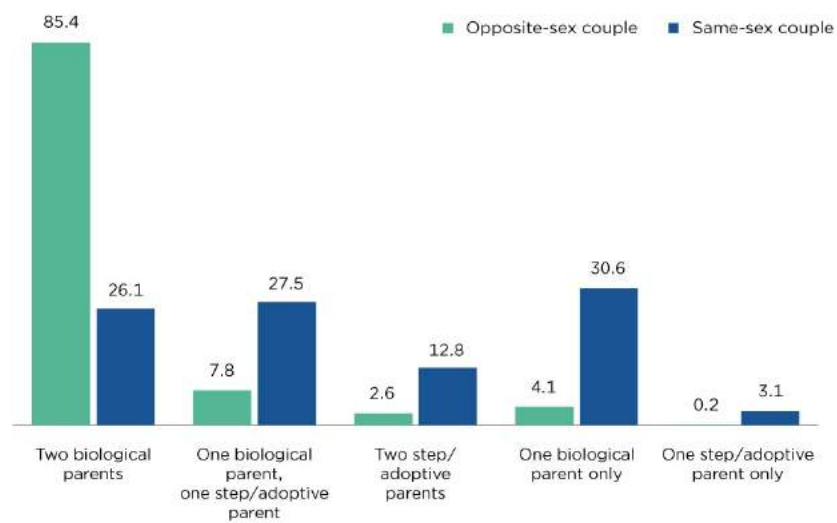


What Makes a Family: See, Think, Wonder

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Percentage of Children Living With Couples by Their Relationship to Parents and Couple Type



Source: U.S. Census Bureau, Current Population Survey, 2019 Annual Social and Economic Supplement

Culturally Responsive Teaching & Critical Literacies



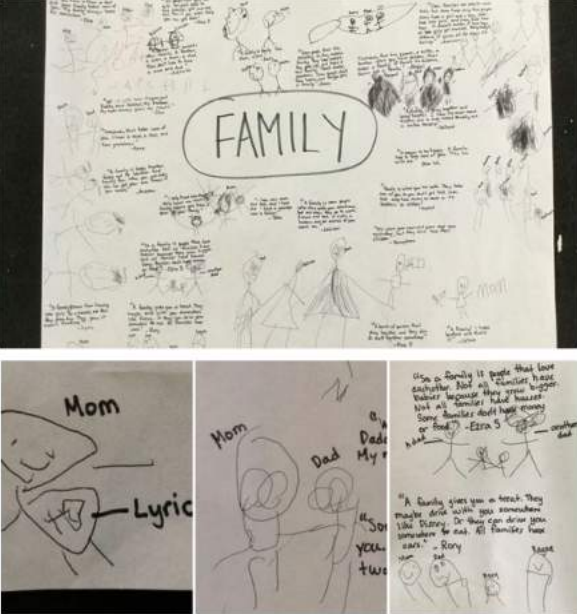
WHAT MAKES A FAMILY? See, Think, Wonder

C3 Disciplinary Focus	C3 Inquiry Focus	Content Topic
History	Gathering information from sources, using evidence, and taking informed action	What it means to belong to a family; Compare and contrast family traditions and customs

C3 Focus Indicators

- D1: Explain why the compelling question is important to the student. (D1.1.K-2)
- D1: Identify disciplinary ideas associated with a compelling question. (D1.2.K-2)
- D2: Compare life in the past to life today (D2.His.2.K-2)
- D2: Compare perspectives of people in the past to those of people in the present (D2.His.4.K-2)
- D2: Generate questions about a particular historical source as it relates to a particular historical event or development (D2.His.12.K-2)
- D3: Develop claims in response to compelling questions. (D3.4.3-5.)
- D4: Present a summary of an argument using print, oral, and digital technologies. (D4.3.K-2)
- D4: Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. (D4.6.K-2)

Grade Level	Resources	Time Required
K-2	Library of Congress website; Family and community resources	Variable



“Some families are adults and kids, but some have only two people. Some have a girl and a boy, some have two girls, and some have two boys. It doesn’t matter if two boys or two girls get married. Everybody’s different. If you’re all the same it’s boring.” –Harrison

What makes a family?



LIBRARY OF CONGRESS

Library of Congress > Free to Use and Reuse Sets > Free to Use and Reuse: Families

Free to Use and Reuse: Families

This selection of serious and humorous family portraits and activities concentrates on the 1800s to the 1940s—the time period when most of the Library's free to use and reuse images were created. All pictures are from the Prints & Photographs Division unless otherwise credited.

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Summit Avenue Ensemble, Atlanta, Georgia. Photo by Thomas Askew, 1899. (The photographer's five sons and a neighbor)

Sauk family. Photo by F.A. Rinehart, Omaha, 1898.

Montgomery, Alabama. Marvin Johnson, truck driver, reading "Tunnies" to his two children. Photo by John Vachon, 1943.

Lucy Stone holding her daughter Alice Stone Blackwell. Daguerrectype photo, 1857 or 1858.

Mexican baby with sister. San Antonio, Texas. Photo by Russel Lee, 1939.

Nomadic Kirghiz on the Golodshaya Steppe (present-day Uzbekistan and Kazakhstan). Photo by Sergei M. Prokudin-Gorskii, 1905-1915.

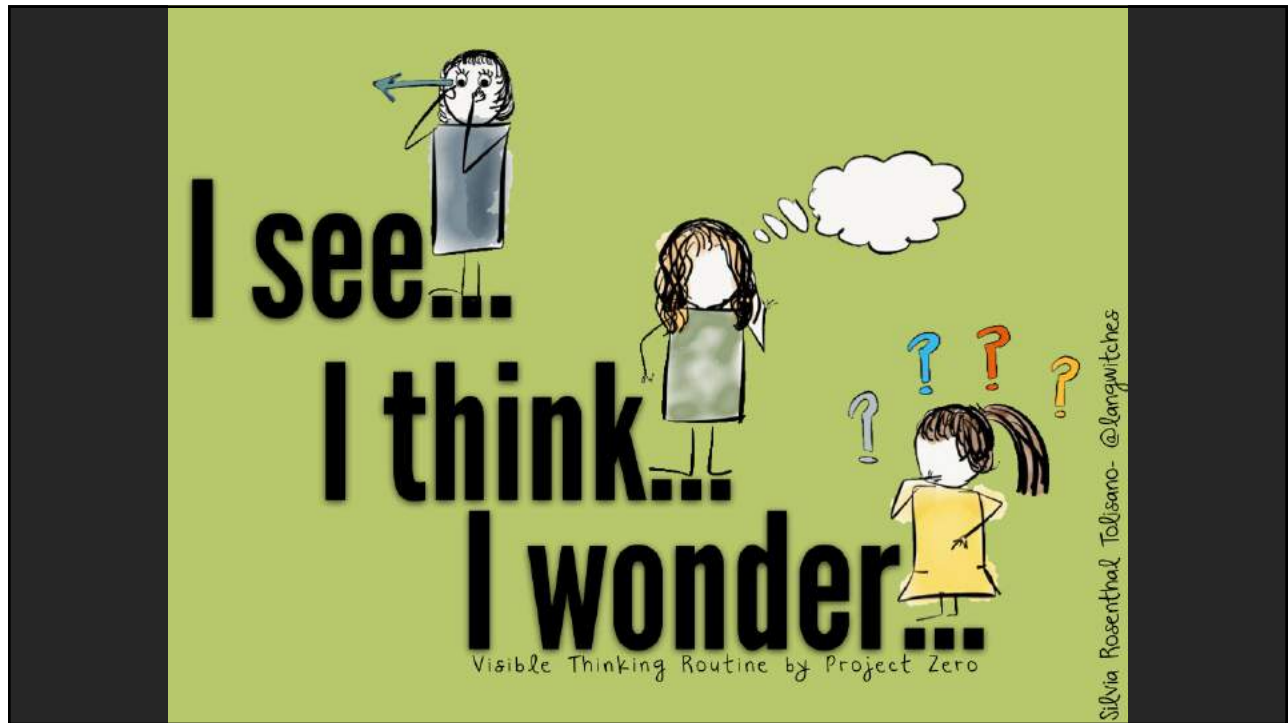
Ambassador Takauji Debuchi and his daughter Takako Debuchi (at right) visit the cherry blossoms in Washington, D.C. Photo by National Photo Co, 1929.

Migrant agricultural worker's family. Seven hungry children. Nipomo, California. Photo by Dorothea Lange, 1936 (part of the "Migrant Mother" series).

The happiest refugee. Baby gets his sunny disposition from his father who is happy to reach the American soil.

Compare	Compare life in the past to life today (D2.His.2.K-2)
Compare	Compare perspectives of people in the past to those of people in the present (D2.His.4.K-2)
Generate	Generate questions about a particular historical source as it relates to a particular historical event or development (D2.His.12.K-2)

Dimension 2



TEACHER'S GUIDE ANALYZING VISUAL IMAGES in the Primary Grades



Guide students with the sample questions as they respond to the primary source. Students may go back and forth between the columns; there is no correct order.

I SEE ...

Ask students to identify and note details.

Sample Questions:

- What do you see?
- What else do you notice?
- Find something small and interesting.
- Do you see any words?
- What do you see that you've never seen before?/ don't understand?

Clarifying prompts:

- Please point to that.
- Describe that.

I THINK ...

Encourage students to generate and test hypotheses about the source.

- What do you think is happening in this picture?
- What do you think the people are doing?
- When do you think this picture was made?
- What place do you think this picture shows?
- How do you think that person feels?
- What is missing from this picture?

Clarifying prompts:

- What makes you say that?
- What makes you think that?
- Point to what you see that makes you think that.

I WONDER ...

Invite students to ask questions that lead to more observation and speculation.

- What do you wonder about?
- What questions do you have?

Sentence starters:

- I wonder who...? ...what...? ...when...? ...where...?
- ...why...? ...how...?

Clarifying prompts:

- What makes you wonder about that?

FURTHER INVESTIGATION

Analyze a Photograph



Meet the photo.

What do you see?

Is the photo?

- BLACK AND WHITE COLOR

Is there a caption?

- YES NO

If so, what does the caption tell you?



Observe its parts.

Circle what you see in the photo.



PEOPLE OBJECTS BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

Try to make sense of it.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

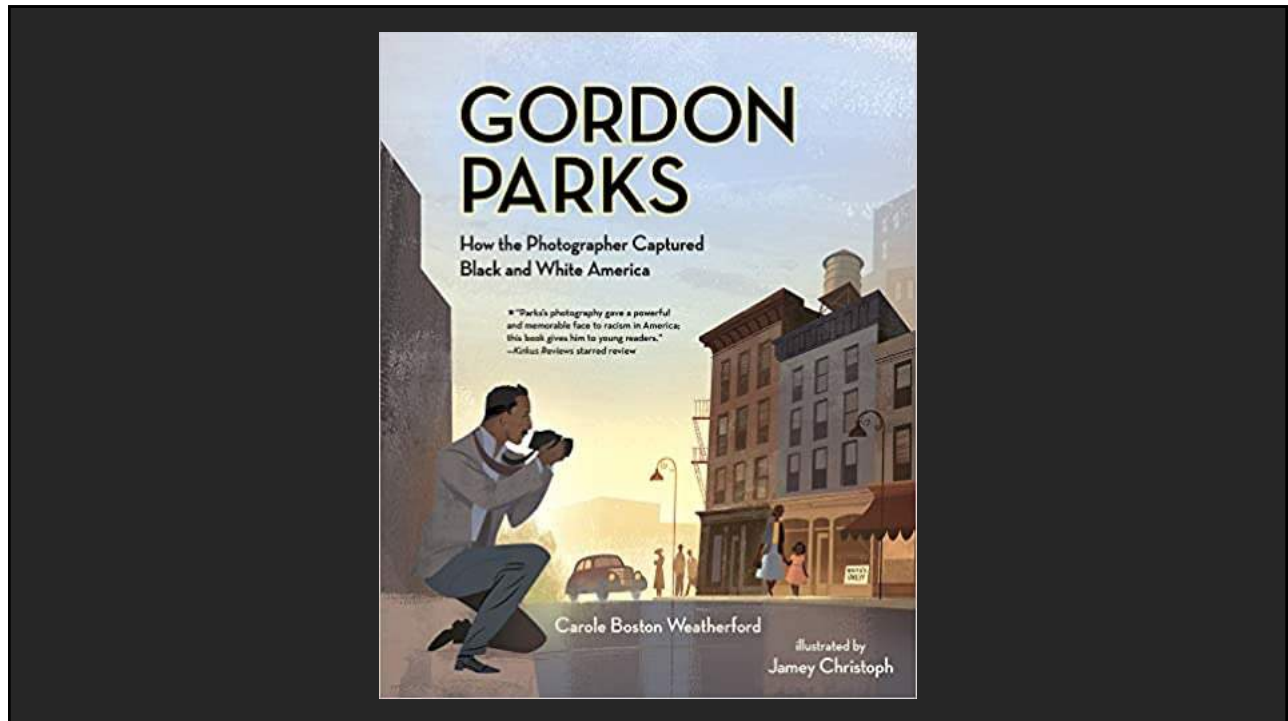
Why do you think the photo was taken?

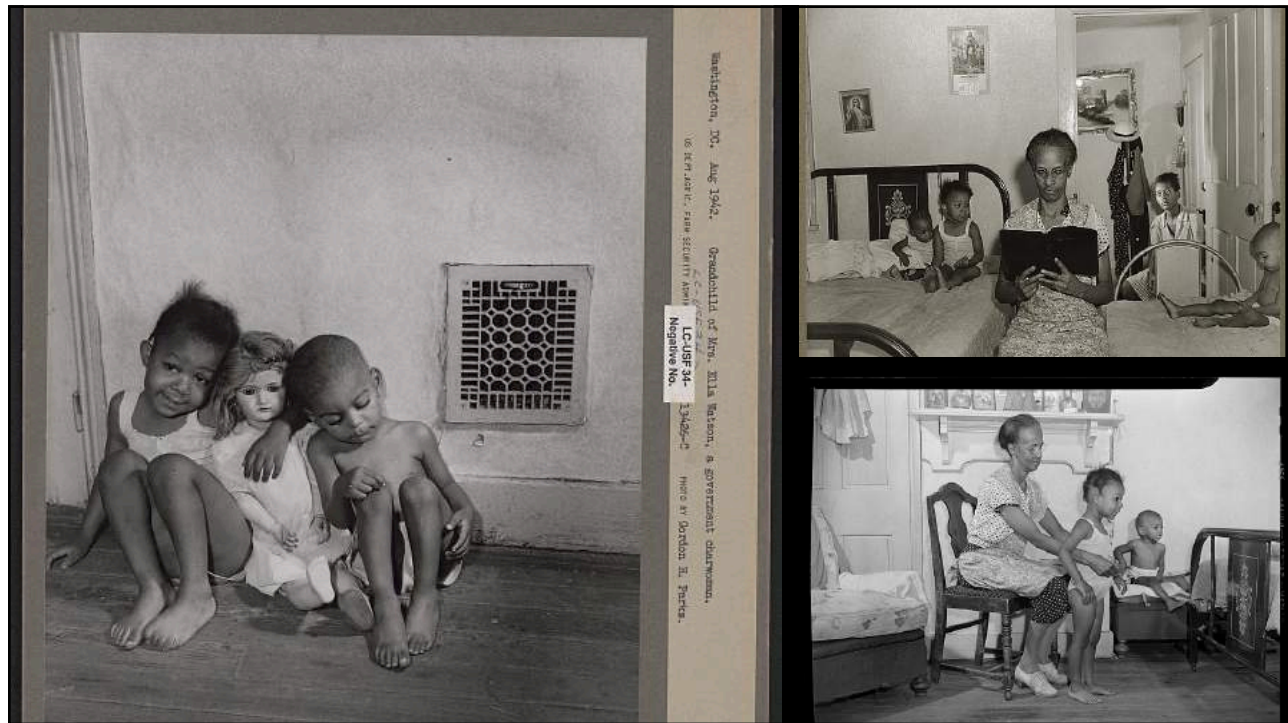
How does this photo compare to modern times?



Use it as historical evidence.

Where do you think we could find out more information about the people or objects in the photo?





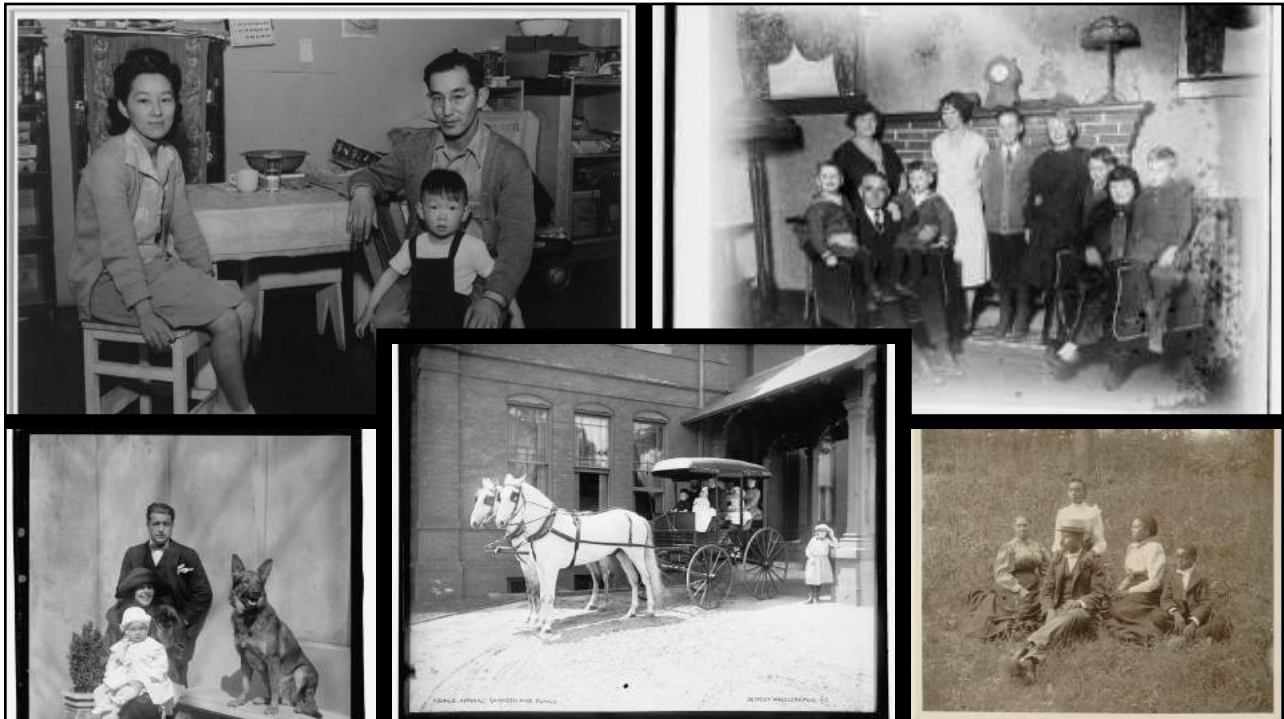
Supporting Questions

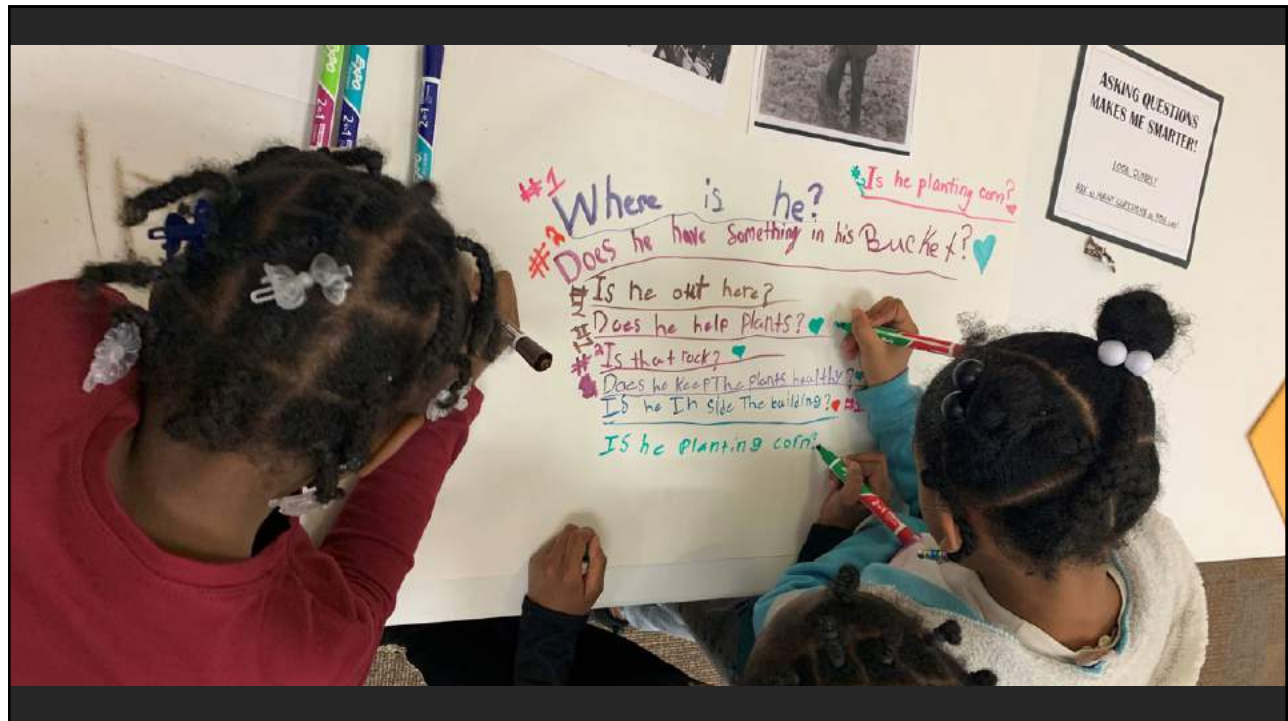
How are families the same and different?

What does a family do together?

Dimension 3

- Develop claims in response to compelling questions. (D3.4.3-5.)





A screenshot of the KidCitizen app interface. On the left, there is a cartoon illustration of a young girl with brown hair, wearing a blue shirt, looking towards the right. The main content area is a dark grey rectangle with white text. At the top left, it says "KidCitizen". Below that, in a larger font, is "Rosa Parks: A Proud Daughter". Underneath, it reads "Congress, Civic Participation, and Primary Sources Project". Further down, it says "Supported by a grant from the Library of Congress". At the bottom left of this section is the website "www.kidcitizen.net" and the logo for the University of South Florida. On the right side of the interface, there is a photograph of two elderly women sitting together. Overlaid on the bottom of the photo are three buttons: "START" in a black box with white text, "Settings" in a white box with black text, and "SNOW & CO" in a blue box with white text. At the bottom right of the photo is the logo for "MUZZY LANE". At the very bottom of the screen, there is a white play button icon and the text "Tap Start to begin."



Sylvester Rawding family in front of sod house
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Children posed with bicycle and tricycles
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Living on a skyscraper
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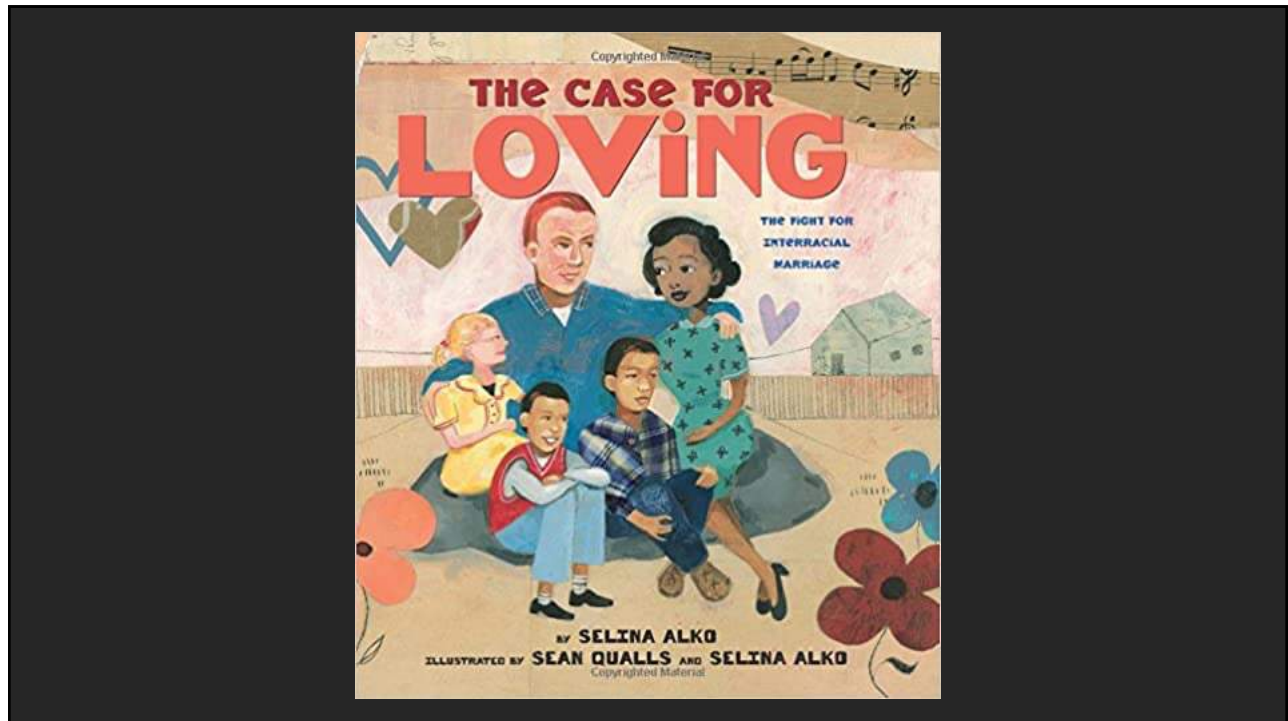
Group of African American children playing
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Koo and Sze children
[Download as PDF](#)



Series showing the day's work of Estelle and Felix Humphrey...
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Final Assessment: Communicating
Conclusions and Taking Informed Action