

Activities for Analyzing and Understanding the Photographs – My Life in Pictures

Use the set of photographs and the video clip to complete the following activities.

ACTIVITY ONE: First Impressions and Observations

Select one of the photographs for review.

1) What is the first thing you notice about the photograph? Why do you suppose this caught your eye?

2) Look at the photograph and fill in the chartt below.

What People do you see?	What Objects do you see?	What Activities are taking place?

3) Based upon your observations in question two, write two or three sentences that describe the photograph.

4) Does the activity taking place in the photograph still occur today? Explain why or why not.

5) What do you suppose happened just before the photograph was taken?

6) What do you suppose happened right after the photograph was taken?

ACTIVITY TWO: Turning Points

Select one of the photographs that marks a turning point in Eleanor Roosevelt's life.

1) How/why does this photograph represent a turning point in her life?

2) List some of the ways her life changed as a result of that turning point.

Describe her life before	Describe her life after	What leadership skills did she gain as a result?

3) How did Mrs. Roosevelt use the leadership skills she gained as a result of this turning point to make her life and the lives of others a better place?

ACTIVITY THREE: “My Day” Photo Essay

Eleanor Roosevelt wrote a daily newspaper column titled “My Day” for more than twenty-five years. In it she wrote about the ordinary and the extraordinary experiences and events in her life. Share with your students the “My Day” columns provided with this curriculum guide. Then ask them to select one of the photographs and write a “My Day” style essay or column that describes the event or experience captured in the photograph.

[a My Day or two just as an example of what they were like.]

ACTIVITY FOUR: Making Inferences and Drawing Conclusions

Select a series of photographs from the ones provided in this guide and ask your students what inferences and conclusions they can draw about the lives of women in Mrs. Roosevelt's time in each of the categories below.

Issue	Inferences	Evidence to support	Conclusions	Evidence to support
E d u c a t i o n				
S o c i a l				
P o l i t i c a l				
E q u a l i t y				

What actions did Mrs. Roosevelt take over the course of her life make these things more available to women?

ACTIVITY FIVE: Family Values

Ask your students to review film clips XXXXXX. Where Eleanor Roosevelt describes various members of her family.

- 1) What are four values or beliefs Mrs. Roosevelt credits her family with instilling in her as a child?
 - a)
 - b)
 - c)
 - d)

- 2) Describe how having each of these values or beliefs would make someone a “better citizen.”
 - a)
 - b)
 - c)
 - d)

- 3) Describe how having each of these values or beliefs would make someone a “better leader.”
 - a)
 - b)
 - c)
 - d)

ACTIVITY SIX: What You Know and What You Don't Know

- 1) Describe three things that you learned by reviewing Mrs. Roosevelt's photographs and/or by her discussion of each one.
- 2) Write down three questions that these photographs have brought to your mind.
- 3) How might you go about finding the answers to those questions?

What I learned	Questions I have	How I might find out

- 4) If you had to describe Mrs. Roosevelt's life and times, what would you say about her?

- 5) If you could ask one question what would it be?