INTRODUCTION

Through this lesson, students will develop their observational and analytical skills as they look at photographs of Alhambra and of Pasadena, then and now. They will go out into the community and take photographs of specific locations and again, observe and analyze what is different, then and now. ESL students generally struggle to distinguish when to use the present and past tenses. This lesson can scaffold their language skills and give them an opportunity to use their oral language to present in front of their peers.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS

11.2.2 Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS

Chronological and Spatial Thinking
3. Students use a variety of maps and documents to interpret human movement, changing environmental preferences and settlement patterns, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation
1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
Geographic Literacy

MATERIALS

1. Images From the USC Libraries Digital Archive
   - Panoramic view of Pasadena looking north from Monk Hill in 1910
     http://digarc.usc.edu/search/controller/view/chs-m6011.html?x=1233721869495
   - Hotel Vista del Arroyo and Colorado Bridge ca 1940
     http://digarc.usc.edu/assetserver/controller/view/search/CHS-31296
   - View north on Marengo and Colorado Boulevard ca 1948
     http://digarc.usc.edu/assetserver/controller/view/whit-m2325/DW-b4-30-4-ISLA
   - Devils Gate Dam 1927
     http://digarc.usc.edu/assetserver/controller/view/search/AAA-NG-1061
   - External View of Hotel Green as seen from a nearby park ca 1905-1910
     http://digarc.usc.edu/assetserver/controller/view/chs-m1166/CHS-5188
   - Atlantic Avenue at Hellman Avenue, Alhambra 1934
     http://digarc.usc.edu/assetserver/controller/view/acsc-m98/AAA-EN-102-37
   - Fremont Avenue looking north from Mission Road, Alhambra 1940
     http://digarc.usc.edu/assetserver/controller/view/search/AAA-EN-40-118
   - Valley Boulevard at Atlantic Boulevard, Alhambra, 1938
     http://digarc.usc.edu/assetserver/controller/view/acsc-m127/AAA-EN-106-67
   - Valley Boulevard at Del Mar, San Gabriel, 1938
     http://digarc.usc.edu/assetserver/controller/view/acsc-m128/AAA-EN-106-68

2. Click onto the words below to download and print these images
   - View toward Echo Mountain ca 2004
   - Mission San Gabriel Archangel, ca 1900 and ca 2004
   - Los Angeles-Mount Washington Railway, ca 1910 and Avenue 43 at Marmion Way ca 2004
   - Colorado Blvd at Raymond St. ca 1928 and ca 2004
   - Arroyo Seco Parkway ca 1940 and Pasadena Freeway ca 2004
   - View North on Colorado and Marengo ca 2004
   - Devil’s Gate Dam
   - Hotel Green

3. Copies of the Photograph Analysis Worksheet From the Library of Congress
   http://memory.loc.gov/ammem/ndlpedu/community/am_newsletter/november01/tibon2ws.html

4. You will need 9-10 disposable cameras.
PREPARATION

1. Make packets for each group of the images described above.
2. Upload the images 6, 7, 8, and 9 (see hyperlinks from MATERIALS) from the USC Digital Library onto your computer and prepare the LCD player to present the images to the class.

ACTIVITIES

1. Students will discuss their neighborhoods and the changes they’ve observed.
2. They will discuss the impact of events in helping to change neighborhoods.
3. In groups, students will take disposable cameras to specific sites and take pictures, then compare the images with images taken 50-100 years ago.
4. Students will write poems expressing what they see in the images.
5. Students will present their opinions and analysis to the class and asked to put the photos into chronological order using contextual clues.

FIRST DAY - Teacher will ask students to think about their neighborhoods.

1. Have they noticed any changes since they’ve lived there? Teacher will chart the responses on a brainstorm on the board.
2. What has caused the changes? Teacher will add the student comments to the brainstorm.
3. In groups, students will list at least five responses to: What are some of the events/factors that cause neighborhoods to change?
4. Using an LCD projector, the teacher will have students view images from the Auto Club archives housed at the USC Libraries Digital Archive. The teacher should ask them to describe and analyze what they see. A helpful tool to assist student in this process is the Photograph Analysis Worksheet from the Library of Congress. (See link above) Then the teacher will share the location of the pictures. Students will realize that they are part of our neighborhoods, only blocks from our school!
5. Each group will be given images from this website and the USC Digital Library that were presented in Cultivating Pasadena, from Roses to Redevelopment. (See bibliography) This book pairs photos of locations in Pasadena and the San Gabriel Valley taken in 2004 and in the early to mid-20th century. These locations include—
   • The view toward Echo Mountain ca 1910 and 2004
   • Mission San Gabriel Archangel, ca, 1900 and 2004
   • Los Angeles-Mount Washington Railway, ca 1910 and Avenue 43 at Marmion Way 2004
   • Colorado Blvd at Raymond St. ca 1928 and 2004
   • Arroyo Seco Parkway 1940 and the Pasadena Freeway 2004
   • The view north on Colorado Boulevard and Marengo ca 1948 and 2004
   • Devil’s Gate Dam ca 1927 and 2004
   • The Hotel Green ca 1905-1910 and 2004.
6. Students will be asked to compare then and now using these photos. They will also discuss the changes they observe in the photographs.
ACTIVITIES (CONTINUED)

6. Before leaving, each student will share what they observed using the format--“Before there was…, But now, there is/are…”

SECOND DAY (Friday, if possible)
Teacher will review what was done the day before, asking students to review the photos once again.

1. Students will be given disposable cameras and be asked to go to the site of the photograph at their table and to take photographs from the same angle/location.
2. They are to bring back the photos as hard copies or on a zip drive, ready to share with the class.
3. Modeling what they will do with their own photos, the teacher will give each group a pair of photographs from Cultivating Pasadena, from Roses to Redevelopment and ask them to write six couplets, using, “There was…, But now, there is…” OR “Then you saw…, But now, you see…”
4. Before leaving, students will each share one couplet aloud with the class.

ASSESSMENT

1. Each group will orally present their “then and now” photographs. Each member of the group will be graded based on their oral presentation skills, their willingness to voice an opinion, and their analysis of the materials.
2. Each student will write six couplets regarding the “then and now” photographs they took, using “There was…, But now, there is…” OR “Then you saw…, But now, you see…”

EXTENSION (OPTIONAL)

Students will view different children’s books and discuss what they observe, at the beginning and at the end of the story. This will develop their visual literacy skills. Before leaving the classroom, they will share one thing that they observed in the book. This will help develop their oral language skills.
BIBLIOGRAPHY

Automobile Club of Southern California and The Labyrinth Project, Cultivating Pasadena, from Roses to Redevelopment, 2005.

USC Libraries Digital Archive
http://digarc.usc.edu/search/controller/index.htm

Library of Congress
http://memory.loc.gov/ammem/ndlpedu/community/am_newsletter/november01/tibon2ws.html