

Kodiak's Changed Landscape

Visual literacy is about analyzing and creating messages. This lesson encourages students to critically view photographs of downtown Kodiak over several decades, to compare and contrast changes over time.

Grade Level: Grades 4-adult

Alaska Standards Addressed (p. 2)

Timeframe: 1 hour

Materials:

- *Comparing Kodiak Over Time* (data sheet)

Photographs of Kodiak's downtown:

- P353-39 Kodiak, 1913
353-5a-a
- P726-1 *Old Kodiak circa 1960*
Richard Kohl collection
- P-335-15 *Kodiak circa 1940*
Capt. Roberts collection
- P353-65 *Kodiak circa 1958*
- *Kodiak circa 1970**
- P353.77 *Kodiak circa 1980*
- *Kodiak circa 1990**
- *Kodiak circa 2016*
Tiffany Brunson photo

*scanned from Kodiak Island Visitors & Convention Center brochures

Procedure:

1. Gather students into small groups of 2-3; give each group a set of Kodiak photos as noted above, from most recent on the top. Provide them with individual copies of the *Comparing Kodiak Over Time* data sheet
2. Ask groups to focus on the 2016 photo of Kodiak first. Ask students to locate various landmarks or buildings



they recognize, and share their discoveries with the class. Some questions might include:

- a. What key landmarks tell you this is Kodiak?
 - b. What places do you find in every photo?
3. Have students use the photo of the 1990s to compare with present day. Using the data sheet, note the changes they find in 25 years.
 4. Continue to have students compare Kodiak throughout the decades, and noting changes on the data sheet.
 5. Ask students to compare their findings with another group, editing their data sheets as needed.
 6. After sufficient time, draw students together to discuss which decades saw the greatest changes, and why. Discuss the impacts from human-environment interaction, economic and social changes, and other factors that contribute to a changing landscape.

Assessment:

1. Success will be determined by:
 - a. students' analyses of the photographs are completed with specific examples and conclusions drawn from interpretations;
 - b. discussion confirms or justifies students' interpretation;
 - c. A variety of ideas and interpretations are exchanged and discussed. Students learn that individuals have varied interpretations of visual media.

Alaska Standards Addressed:

Alaska History Standards

C: A student should develop the skills and processes of historical inquiry

A student who meets the content standard should:

- 2) use historical data from a variety of primary resources, including...photos...
- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- 4) use historical perspective to solve problems, make decisions, and understand other traditions.

Alaska Geography Standards

B. A student should be able to utilize, analyze and explain information about the human and physical features of places & regions.

- 8) A student who meets the content standard should compare, contrast, and predict how places and regions change with time.

D. A student should understand and be able to interpret spatial characteristics of human systems...

A student who meets the content standard should:

- 3) interpret population characteristics and distributions;
- 4) analyze how changes impact social, cultural, & economic activity
- 5) analyze how conflict and cooperation shape social, & economic, use of space.



E. A student should understand and be able to evaluate how humans and physical environments interact.

A student who meets the content standard should:

- 5) analyze the consequences of human modification of the environment and evaluate the changing landscape; and
- 6) evaluate the impact of physical hazards on human systems.

F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

A student who meets the content standard should:

- 2) compare, contrast, and predict how places and regions change with time.

Alaska History Standards

C. a student should develop the skills and processes of historical inquiry.

A student who meets the content standard should (3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating to understand the historical record.