

Hershey's Story is in the Picture: Telling Stories from Pictures

Grade Levels— 6-8

Standards—

Pennsylvania Academic Standards for History:

8.1.6A, 8.1.9A, 8.1.6B, 8.1.9B, 8.1.6C, 8.1.9C, 8.1.6D, 8.1.9D

Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening:

1.1.8B, 1.2.8C, 1.4.8A, 1.5.8A, 1.5.8B, 1.5.8C, 1.5.8D, 1.5.8E, 1.5.8F, 1.6.8A, 1.6.8C, 1.6.8D, 1.6.8E

Materials Needed—

- Historic pictures from Hershey
 - Picture 1—[Consolidated School Children](#), 1914-1916 (M.S. Hershey Consolidated School, Exterior; children with teacher; on steps leading to door; bicycles in grass; formal portrait [source: Hershey Archives])

 - Picture 2—[Hotel Hershey](#), 1933 (Hotel Hershey, Exterior; front facade; Al McKinney (1st bellman) standing in uniform in front of staircases [source: Hershey Archives])

 - Picture 3—[Weighing Chocolate](#), early 1930's (Production; wrapping department, kiss; female employees weighing Kiss 2 lb. boxes [source: Hershey Archives])

 - Picture 4—[Employee Clocking Out](#), early 1950's (Hershey Chocolate Factory, Interior; female employee wearing uniform with "Local 464" patch; ready to punch time clock; signs [source: Hershey Archives])

 - Picture 5—[Milton Hershey with Children](#), 1923 (Hershey, Milton S.; sitting on steps of Homestead with group of Hershey Industrial School students; one boy sitting on his knee; formal portrait [Source: Hershey Archives])

 - Picture 6—[Construction of Arena](#), 1936 (Arena, Exterior; construction; exterior; workers pouring concrete [Source: Hershey Archives])

 - Picture 7—[Hershey Stadium](#), 1939 (Stadium; looking North; stadium and parking lot; cars and visitors; sign for Midget Auto Races; Senior Hall and Hotel Hershey in background [Source: Hershey Archives])

 - Picture 8—[Park Swimming Pool](#), 1930 (Hershey Park Swimming Pool, new; children's pool; Park Golf Club house in background [Source: Hershey Archives])

- [Photograph Analysis Guide](#) (class set)
- 8 ½" x 11" paper (class set)

Teacher Background—

After learning how to analyze photographs from the pre-visit lesson “A Picture is Worth a Thousand Words,” students will analyze historic photographs from Hershey in order to gain enough information to write a story related to the people, objects, or activities in the photograph. This lesson combines analysis skills and creative writing to form a unique historical fiction story. The collection of stories will tell the overall story of Milton Hershey’s legacy. The lesson can be used as either a pre-visit or post-visit lesson, but absolutely needs to follow the “A Picture is Worth a Thousand Words” lesson.

Essential Questions—

What stories do historic photographs tell?

What was Milton Hershey’s legacy?

(Post these questions in a visible location in your classroom)

Vocabulary— (Have this word and definition posted in your classroom)

1. Legacy—What is left behind for future generations.

Activating Strategies—

Step 1—Ask students to explain the process of analyzing a photograph.

Step 2—Ask students if they believe a picture is really worth a thousand words? Guide discussion to the essential question and explain that the students will be creating stories based on the information gained from historic photographs from Hershey. The purpose is to determine Milton Hershey’s legacy.

Teaching Strategies—

Step 1—Give each student a copy of one of the eight pictures, a sheet of 8 ½” x 11” paper, and a handout of the Photograph Analysis Guide.

Step 2—Instruct students to cut the sheet of paper into 4 equal pieces and to analyze the photograph using the Photograph Analysis Guide (use same process as was used in the “A Picture is Worth a Thousand Words” lesson.

Step 3—After students analyze the picture they should gather in groups of students who had the same picture. Within the groups students should share the information gained from their analysis. Be sure the students have similar and accurate information within each group.

Step 4—

Option A—Group Writing—Each group will create a story based on the information gained from the picture. Within each group students take turns writing 1 to 3 sentences and they pass the paper to the student on their right. Each student needs to add to the story with their own ideas, but also maintain the continuity of the story. While the process continues students are to be quiet so that they do not influence the thoughts of other students before they write.

Option B—Students will work independently to create a 2 to 3 page story based on the picture. Be sure students use the writing process to create their story.

Step 5—After the stories are complete have each group share their picture and story (option A) or have the students give a synopsis of each of their story's (option B). Be sure to display the writing around each of the pictures.

Step 6—Essential Question—Have students answer the essential question: “What was Milton Hershey’s legacy?” Discuss as a class.

Summarizing Strategies—

1. Photograph Analysis Guide
2. Creative story based on Hershey picture
3. Essential Question answer and discussion