Lunch Hour NYC at the New York Public Library

From Push Carts to Food Trucks:
Examining Historical Photographs of New York City

Lesson Plan for 3rd-5th Grade Social Studies

This educator resource was designed in conjunction with the Lunch Hour NYC exhibition. For more information on Teaching & Learning resources at the New York Public Library, please visit teachandlearn.nypl.org.
Grade: 3-5  
Subject: Social Studies

### Desired Results

**Standards:** Common Core State Standards for ELA and Literacy in History/Social Studies; Grades 3-5 students

**Writing Standards**
(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
   c) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
   d) Provide a concluding statement or section.

**Speaking and Listening Standards**
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others’ ideas and expressing their own clearly.
   b) Follow agreed-upon rules for discussions and carry out assigned roles.
   c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
   d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

**Essential Questions:**
How have food vendors affected the life and streetscape of New York City?
How can photographs enrich our understanding of history?

### Learning Plan

**Materials**
Historical photographs of New York City lunch vendors from the lesson plan or if you have a smart board or computer/projector, more images can be found in the NYPL Digital Gallery at digitalgallery.nypl.org
Observation and Inference Chart
Timeline Activity sheet
Images of NYC food truck/street vendor available online

**Resources**
NYPL Digital Gallery [digitalgallery.nypl.org](http://digitalgallery.nypl.org)
# LEARNING ACTIVITIES

## Observing photographs
1. Show your students one of the photographs in this lesson.
2. Ask your students to examine the photograph closely. Give them a few minutes to look at the photograph in silence.
3. Hand out the Observation and Inference Chart to each student. Ask them to write down five observations they make about the photograph.

   - **Questions to Consider:**
     - What do you see?
     - What do you notice?
     - What catches your attention first?
     - What is going on in this photograph?
     - Describe the background and foreground of the photograph.

4. Ask students to share their responses with the class.

## Making inferences
1. Tell the students that as a class they will delve deeper into the photograph based on their observations.
2. Draw the Observation and Inference Chart on the board.

   - **Questions for Class Discussion:**
     - Based on what you notice and what you already know, what can you tell me about the photograph?
     - What information does this photograph give you about the time period, place and/or people?
     - How might people in this place get food?
     - How do you think people made a living during this time?
     - Describe what it would be like to be on that street.

3. Write down student responses to the class discussion questions in the Inference section of the chart. Remind students to give evidence from their observations to support their responses. Explain that when they are drawing a conclusion based on their observations, they are making an inference. To *infer* means to arrive at a conclusion or to form an opinion based on some evidence.

## Comparing Photographs
1. Show students an online image of a food truck/street vendor in New York City.
2. Repeat the observation activity by handing out the Observation and Inference Chart to each student. Ask them to write down five observations they make about the photograph.
3. Ask students to share their responses with the class.
4. Ask the students which photograph was taken more recently. Ask the how they came to that conclusion. Make sure the students support their claims with clear reasons and relevant evidence from the two photographs and prior knowledge.

   - **Extension Activity:** Have students repeat the observation and inference activity with the other photographs.

## Drawing Conclusions
1. Divide the students into groups. Distribute a copy of the photograph sheet and the photograph timeline worksheet to each group. Have student place them in chronological order, from oldest to the newest.
2. Remind each group to use their observation and inference skills.
Name: ____________________________________________

Observation/Inference Chart

<table>
<thead>
<tr>
<th>OBSERVATIONS</th>
<th>INFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Timeline Activity Sheet

Make a timeline using the photographs. Examine each photograph with your group and decide the order of the photographs, from oldest to newest. Then, answer the questions below.

Oldest
Image _______  Image _______  Image _______  Image _______

Newest

We think image _______ is the oldest photograph because
______________________________________________________________________________
______________________________________________________________________________

The second oldest photograph is image______ because
______________________________________________________________________________
______________________________________________________________________________

The third oldest photograph is image______ because
______________________________________________________________________________
______________________________________________________________________________

The newest photograph is image ______ because
______________________________________________________________________________
______________________________________________________________________________

Writing Exercise

How have lunch vendors of New York City changed or stayed the same over time? (Use your observations and inferences of these photographs to support your writing.)
More information about the historical images:

The following images are available through NYPL Digital Gallery at http://digitalgallery.nypl.org

Image ID: 806197
**Clam seller in Mulberry Bend, New York.**
Link to image in Digital Gallery: http://digitalgallery.nypl.org/nypldigital/id?806197

Image ID: 1219152
**Hot Dog Stand, West St. and North Moore, Manhattan. (April 08, 1936)**
Link to image in Digital Gallery: http://digitalgallery.nypl.org/nypldigital/id?1219152
Image ID: ps_mss_825
*1725 Broadway - New beverage section open to public. Sept. 19, 1949*

Image Details
- Additional Name(s): Byrnes, Robert F. -- Collector
- Specific Material Type: Photographs
- Source: Robert F. Byrnes Collection of Automat Memorabilia / Series VI: Photographic prints
- Location: Stephen A. Schwarzman Building / Manuscripts and Archives Division
- Catalog Call Number: MSS 96M25

Image ID: 79797
*Pretzel vendor. (1896)*
Link to image in Digital Gallery: [http://digitalgallery.nypl.org/nypldigital/id?79797](http://digitalgallery.nypl.org/nypldigital/id?79797)

Image Details
- Image Title: Pretzel vendor.
- Creator: Austen, Alice, 1866-1952 -- Photographer
- Medium: Gelatin silver prints
- Specific Material Type: Photographs
- Item Physical Description: 3 1/2 X 4 1/2 in. 9 X 11.5 cm.
- Source: Street views of New York City. / Alice Austen.
- Source Description: 69 photographic prints : silver gelatin ; 10.1 x12.1 cm. and smaller.
- Location: Stephen A. Schwarzman Building / Photography Collection, Miriam and Ira D. Wallach Division of Art, Prints and Photographs
- Catalog Call Number: MFZ (Austen) 93-6188
Teacher Feedback Form for Lunch Hour NYC Educator Resources

I am a (Please circle one) teacher/librarian/administrator/other_____________________

School Name:________________________________________________________________
School Address:_______________________________________________________________
Grade Level:_________ Subject:_________________________________________________

1. What motivated your use of this lesson plan? What is/was your class studying?
_________________________________________________________________________

2. How did you use this lesson plan? (Please check all that apply.)
   ☐ I followed the lesson plan in its entirety.
   ☐ I used parts of the lesson plan.
   ☐ I adapted the lesson plan.
   ☐ Other
      (Please specify___________________________________________________________)

3. Please check one box per row

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson plan met my expectations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>The lesson plan met curriculum standards</td>
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<td>The lesson plan is well integrated with my curriculum unit</td>
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<td>The lesson plan is suitable and engaging for the grade level</td>
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<td>The lesson procedures are clear and adaptable</td>
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<tr>
<td>I would recommend the lesson plan to other educators</td>
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4. Are there other activities or resources you would like to see included in the lesson plan?
_________________________________________________________________________
_________________________________________________________________________

Please return completed form to:
Manager of Teaching & Learning, NYPL,
455 Fifth Avenue, 6th Floor, NY, NY 10016.
Thank You!

☐ Yes, I would like to receive updates on Teaching & Learning resources at NYPL.
Name:_________________________________________ Email:__________________________