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## ABSTRACT

In this middle school social studies and literature lesson plan, pictures from "America from the Great Depression to World War II" in the American Memory collection provide visual images to introduce and spark curiosity about "Jacob Have I Loved" by Katherine Paterson, a novel about jealousy set on an island in the Chesapeake Bay in the early 1940s. Through the lesson, students will develop: a visual image of the place described in words in their reading; a visual image of the activities described in the book and in their further studies of Chesapeake Bay; and a visual image of costume and appearance of the time. The lesson outlines a procedure and an evaluation and extension activity. Provides links to resources. (PM)

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“Jacob Have I Loved.”

By

Kathy Isaacs

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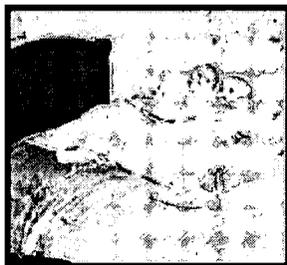
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# The Learning Page? ...

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Stromberg twins.  
Gibbs City, Michigan.

## Jacob Have I Loved

*Kathy Isaacs*



School youngsters, Red  
House, West Virginia.

Pictures from *America From the Great Depression to World War II* in *American Memory* provide visual images to introduce and spark curiosity about *Jacob Have I Loved* by Katherine Paterson, a novel about jealousy set on an island in the Chesapeake Bay in the early 1940s.

**Objectives** Students' curiosity will be sparked as they develop:

- a visual image of the place described in words in their reading.
- a visual image of the activities described in the book and in their further studies of the Chesapeake Bay.
- a visual image of costume and appearance of the time.

**Time Required** One class period.

**Recommended** Middle school.

**Grade Level**

**Curriculum** Social studies; literature

**Fit**

**Resources**

**Used**

- [America From the Great Depression to World War II, 1935-1945](#)
- [Sorting the cooked crabs for shipping. Rock Point, Maryland.](#)
- [Crabber](#)
- [Working an oyster bed](#)
- [Rock Point, Maryland](#)
- [Oysterman with dredge](#)
- [Oyster shucker](#)
- [Oyster tonger](#)
- [Boy with oyster rake](#)
- [Tonging and culling oysters](#)
- [Shucking oysters](#)
- [Ben Shahn picture of school children](#)
- [Russell Lee picture of twins](#)
- [Photograph Analysis Guide](#)
- Katherine Paterson's official web site: <http://www.terabithia.com>
- [Read more about Katherine Paterson](#)
- [Jacob Have I Loved](#) (Wonderworks. 1989. 57 minutes)
- [Jacob Have I Loved](#) (New York: Crowell, 1980)

- [Reading Guide to \*Jacob Have I Loved\*](#)
- [Chesapeake Bay Links](#)

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### Procedure

1. Choose photographs from [America From the Great Depression to World War II, 1935-1945](#) and cut each into several pieces. Have enough pieces for each student.
2. Give each student a piece of a picture and tell them to find the other pieces of their photograph.
3. Students find group members who share portions of their photograph.
4. When the photo is complete, students exchange it for a whole one and examine it using the [photo analysis guide](#).
5. Groups present their photos and their observations.
6. Each student receives a copy of the [slide collection](#).

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### Evaluation and Extension

- Students follow this activity with reading and discussion of *Jacob Have I Loved* (New York: Crowell, 1980).
- Students see movie of *Jacob Have I Loved* (Wonderworks. 1989. 57 minutes) and compare the 1980s movie and its costumes with the black and white pictures from the 1930s in the collection.
- Students visit the [Lore Oyster House](#) at the [Calvert Marine Museum](#) in southern Maryland to see a shucking hall and tonging rakes as well as other oystering equipment and boats.
- Students and their teachers take pictures on their southern Maryland trip which illustrate the ways that area is similar and different today.
- Students look again at the [slide collection](#) and their own pictures ([CB trip slideshow](#)) and reflect, in writing, on the similarities and the differences.
- Students reading this book in the context of an interdisciplinary study of the Chesapeake Bay may be interested in following these [links](#) to further research.
- Students work with photographs from American Memory in a similar fashion for another book, *Roll of Thunder, Hear My Cry* by Mildred Taylor. [Link to Dorothea Lange Pictures](#).

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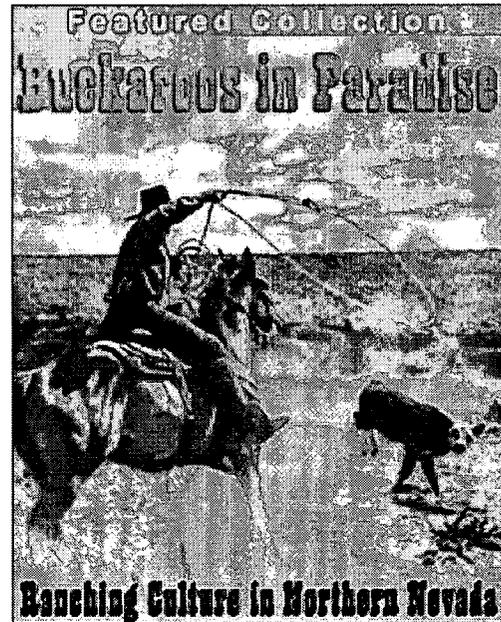
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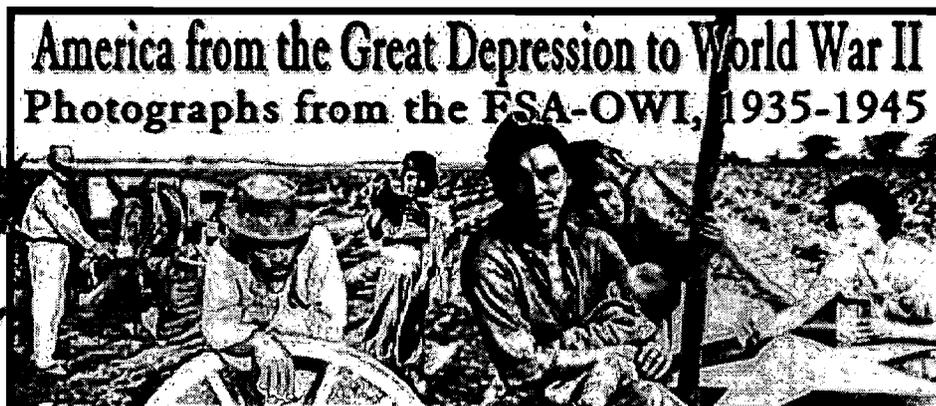
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Over 160,000 photographs currently available

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1600 total photographs

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The images in the Farm Security Administration-Office of War Information Collection are among the most famous documentary photographs ever produced. Created by a group of U.S. government photographers, the images show Americans in every part of the nation. In the early years, the project emphasized rural life and the negative impact of the Great Depression, farm mechanization, and the Dust Bowl. In later years, the photographers turned their attention to the mobilization effort for World War II. The core of the collection consists of about 164,000 black-and-white photographs. This release provides access to over 160,000 of these images; future additions will expand the black-and-white offering. The FSA-OWI photographers also produced about 1600 color photographs during the latter days of the project.

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**America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945**

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[Display Images with Neighboring Call Numbers](#)

**Sorting the cooked crabs for shipping. Rock Point, Maryland.**

[Hotchkiss, Reginald](#), photographer.

**CREATED/PUBLISHED**

1941 Sept.

**NOTES**

Title and other information from caption card.

Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.

**SUBJECTS**

[Nitrate negatives.](#)

[United States--Maryland--Rock Point.](#)

**MEDIUM**

1 negative : nitrate ; 35 mm.

**CALL NUMBER**

LC-USF33- 015592-M2

**REPRODUCTION NUMBER**

LC-USF33-015592-M2 DLC (b&w film neg.)

**COLLECTION**

Farm Security Administration - Office of War Information Photograph Collection (Library of Congress)

**REPOSITORY**

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**DIGITAL ID**

(intermediary roll film) fsa 8a31514



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**Crab fisherman. Rock Point, Maryland.**

Rothstein, Arthur, 1915- photographer.

**CREATED/PUBLISHED**

1936 Sept.

**NOTES**

Title and other information from caption card.

Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.

**SUBJECTS**

Fishing villages--Maryland

Nitrate negatives.

United States--Maryland--Rock Point.

**MEDIUM**

1 negative : nitrate ; 2 1/4 x 2 1/4 inches or smaller.

**CALL NUMBER**

LC-USF34- 005430-E

**REPRODUCTION NUMBER**

LC-USF34-005430-E DLC (b&w film neg.)

**COLLECTION**

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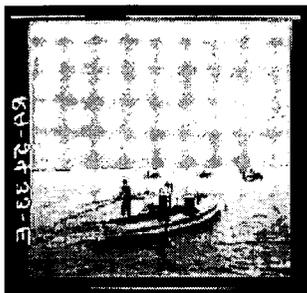
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**Working an oyster bed. Rock Point, Maryland.**

Rothstein, Arthur, 1915- photographer.

**CREATED/PUBLISHED**

1936 Sept.

**NOTES**

Title and other information from caption card.

Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.

**SUBJECTS**

Fishing villages--Maryland

Nitrate negatives.

United States--Maryland--Rock Point.

**MEDIUM**

1 negative : nitrate ; 2 1/4 x 2 1/4 inches or smaller.

**CALL NUMBER**

LC-USF34- 005433-E

**REPRODUCTION NUMBER**

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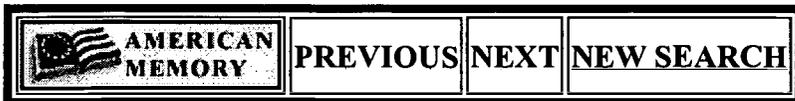
LC-USZ62-130869 DLC (b&w film copy neg. from file print)

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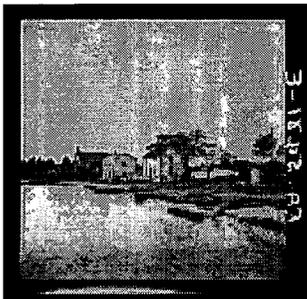
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**View of Rock Point, Maryland.**

Rothstein, Arthur, 1915- photographer.

**CREATED/PUBLISHED**

1936 Sept.

**NOTES**

Title and other information from caption card.

Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.

**SUBJECTS**

Fishing villages--Maryland

Nitrate negatives.

United States--Maryland--Rock Point.

**MEDIUM**

1 negative : nitrate ; 2 1/4 x 2 1/4 inches or smaller.

**CALL NUMBER**

LC-USF34- 005431-E

**REPRODUCTION NUMBER**

LC-USF34-005431-E DLC (b&w film neg.)

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**Oysterman with dredge for gathering oysters, Bivalve, New Jersey.**

Rothstein, Arthur, 1915- photographer.

**CREATED/PUBLISHED**

1938 Oct.

**NOTES**

Title and other information from caption card.

Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.

**SUBJECTS**

Oysters--New Jersey

Nitrate negatives.

United States--New Jersey--Bivalve.

**MEDIUM**

1 negative : nitrate ; 35 mm.

**CALL NUMBER**

LC-USF33- 002883-M4

**REPRODUCTION NUMBER**

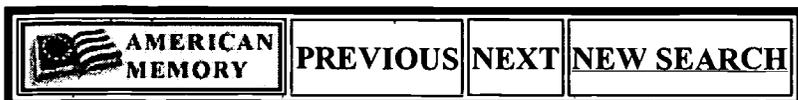
LC-USF33-002883-M4 DLC (b&w film neg.)

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**Oyster shucker at Rock Point oyster house. Maryland.**

Hotchkiss, Reginald, photographer.

**CREATED/PUBLISHED**

1941 Apr.

**NOTES**

Title and other information from caption card.

Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.

**SUBJECTS**

Safety film negatives.

United States--Maryland--Rock Point.

**MEDIUM**

1 negative : safety ; 3 1/4 x 4 1/4 inches or smaller.

**CALL NUMBER**

LC-USF34- 014492-D

**REPRODUCTION NUMBER**

LC-USF34-014492-D DLC (b&w film neg.)

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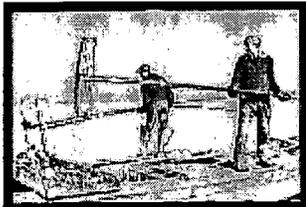
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**Oyster tongers, Rock Point, Maryland.**

Hotchkiss, Reginald, photographer.

**CREATED/PUBLISHED**

1941 Apr.-Sept.

**NOTES**

Title and other information from caption card.

Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.

**SUBJECTS**

Safety film negatives.

United States--Maryland--Rock Point.

**MEDIUM**

1 negative : safety ; 35 mm.

**CALL NUMBER**

LC-USF33- 015587-M2

**REPRODUCTION NUMBER**

LC-USF33-015587-M2 DLC (b&w film neg.)

LC-USZ62-130637 DLC (b&w film copy neg. from file print)

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**Boy with oyster rake used for scooping oysters in fishing operations, Olga, Louisiana.**

Lee, Russell, 1903- photographer.

**CREATED/PUBLISHED**

1938 Sept.

**NOTES**

Title and other information from caption card.

Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.

**SUBJECTS**

Waterfronts--Louisiana

Nitrate negatives.

United States--Louisiana--Olga.

**MEDIUM**

1 negative : nitrate ; 35 mm.

**CALL NUMBER**

LC-USF33- 011647-M2

**REPRODUCTION NUMBER**

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**COLLECTION**

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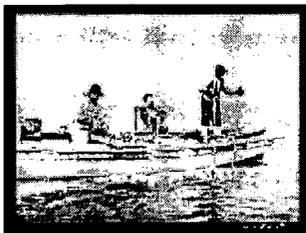
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**Tonging and culling oysters. Wicomico River, Maryland.**

Hotchkiss, Reginald, photographer.

**CREATED/PUBLISHED**

1941 Apr.

**NOTES**

Title and other information from caption card.

Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.

**SUBJECTS**

Safety film negatives.

United States--Maryland.

**MEDIUM**

1 negative : safety ; 3 1/4 x 4 1/4 inches or smaller.

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**REPRODUCTION NUMBER**

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**COLLECTION**

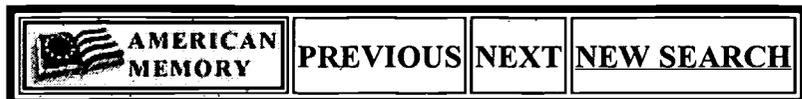
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(intermediary roll film) fsa 8b15107



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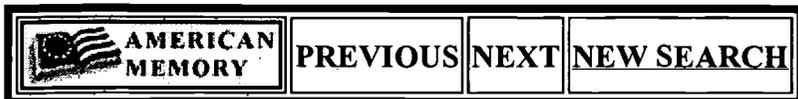
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**School youngsters, Red House, West Virginia.**

Shahn, Ben, 1898-1969, photographer.

**CREATED/PUBLISHED**

1935 Oct.

**NOTES**

Title and other information from caption card.

Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.

**SUBJECTS**

Red House--West Virginia

Nitrate negatives.

United States--West Virginia--Red House.

**RELATED NAMES**

United States. Resettlement Administration.

**MEDIUM**

1 negative : nitrate ; 35 mm.

**CALL NUMBER**

LC-USF33- 006146-M1

**REPRODUCTION NUMBER**

LC-USF33-006146-M1 DLC (b&w film neg.)

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**America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945**

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**The twins and small daughter of the Stromberg family. Gibbs City, Michigan.**

Lee, Russell, 1903- photographer.

**CREATED/PUBLISHED**

1937 May.

**NOTES**

Title and other information from caption card.

Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.

**SUBJECTS**

Gibbs City--Michigan

Nitrate negatives.

United States--Michigan--Iron County--Gibbs City.

**MEDIUM**

1 negative : nitrate ; 3 1/4 x 4 1/4 inches or smaller.

**CALL NUMBER**

LC-USF34- 010904-D

**REPRODUCTION NUMBER**

LC-USF34-010904-D DLC (b&w film neg.)

**COLLECTION**

Farm Security Administration - Office of War Information Photograph Collection

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**DIGITAL ID**

(intermediary roll film) fsa 8b30412

[Lesson Home](#)

## Jacob Have I Loved Photo Analysis Guide

Observation	Knowledge	Interpretation
<p>Describe exactly what you see in the photo.</p> <p>What people and objects are shown? How are they arranged? What is the physical setting? What other details can you see?</p>	<p>Summarize what you already know about the situation and time period shown, and the people and objects that appear.</p>	<p>Say what you conclude from what you see.</p> <p>What's going on in the picture? Who are the people and what are they doing? What might be the function of the objects? What can we conclude about the time period?</p>
<p><b>Further Research:</b> What questions has the photo raised? What are some sources you can use to find answers?</p>		

Source: <http://memory.loc.gov/ammem/ndlpedu/webwork/workshop/yousee.html>

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## Jacob Have I Loved Reading Guide

*This supplementary reading guide is designed to help you understand and remember the assigned class text. It can serve as a kind of pre-reading organizer, giving you hints about what will be important in each chapter as you go along. You may use the questions as guidelines for your reading response, if you don't have something you'd prefer to write. If you find the reading easy, you do not need to use the guide.*

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*Jacob Have I Loved* is a story about jealousy. The title comes from the Bible story of Jacob and Esau, Isaac's twin sons. Although Esau was the older son, Jacob was favored by his mother and when Isaac was dying, Jacob disguised himself as his brother and received the blessing meant for the eldest son. Both in the Old Testament story in the Book of Genesis and in the New Testament allusion to that story in Romans, the suggestion is that God, too, favored Jacob and ignored or even hated Esau.

Louise Bradshaw grew up on a small island in the Chesapeake Bay where the Protestant church was very important, as it is on Smith Island today. She knew this story and she could connect it to her own situation as the ordinary, ignored older twin. As a reader, you should keep the story in mind and look for ways that Katherine Paterson has woven it into the book.

### "Rass Island"

In this chapter the adult Louise thinks back to the island where she spends her childhood and imagines returning there. As you read, try to visualize this island. What are the specific details she uses to create a sense of this place in the reader's mind?

### Chapter 1

This chapter introduces 3 main characters: Louise, her twin sister Caroline, and McCall Purnell. What are three or four important traits you discover about each of these characters?

### Chapter 2

Louise introduces her parents and tells the story of her birth. Who was ignored? Who got all the attention? How did that continue through the Bradshaw twins' childhood? How is that like the story of Jacob and Esau? (You may want to find that Bible story and find more details.)

### Chapter 3

World War II begins for the U.S. with the Japanese bombing of Pearl Harbor. How does Louise feel about that? Does anyone care how she feels? How does Louise think her parents feel about her? How does she want them to show their love?

### Chapter 4

Louise and Grandma are alone until her mother and Caroline return on the ferry from the mainland where Caroline has been to the doctor. Notice who else gets off the ferry. He will be important. Louise's consuming jealousy is obvious in this chapter. Find a memory and an event which feed that jealousy.

Jacob - 2

### **Chapter 5**

Hiram Wallace's story is told, and Annie Braxton is introduced. What is her distinguishing characteristic? What is his? Call and Louise think he is a German spy. Do you? Does this story seem like one that will be a spy story? Why or why not?

### **Chapter 6**

Louise dreams that her sister is dead and makes plans to make money. Why?

### **Chapter 7**

Louise and Call visit the Captain, and Call volunteers to make that regular. What is Louise jealous about in this chapter?

### **Chapter 8**

Lyrics Unlimited turns out to be a scam. How does Louise figure that out? Auntie Braxton has collapsed and when Hiram Wallace sends Louise to get help he calls her by her full name. Why was that important to her? (She asks this question in the book. What do you think?)

### **Chapter 9**

They try to get rid of Auntie Braxton's cats. How does Caroline score again? At the end of the chapter Louise is reminded of the story of her birth again. Why?

### **Chapter 10**

Hurricane. Who is brave and who is not?

### **Chapter 11**

Louise pushes the Captain to go see what effect the storm had on his house. What did they find? Why do you think she responded so strongly to the hug in the boat?

### **Chapter 12**

Louise cannot seem to control own imagination and her Grandmother makes her feel worse. The Captain finds another place to live. Why did Louise get so upset when her sister used her hand lotion? What did it stand for in her mind?

### **Chapter 13**

The Captain solves his housing problem by marrying Trudy Braxton. Louise decides she's crazy and thinks this has advantages; what are they?

### **Chapter 14**

Trudy Braxton dies. Grandma accuses the Captain of poisoning her and Louise of helping. Why do you think she says this kind of thing? Call goes to work for Louise's father and the Captain offers money for Caroline to go to boarding school in Baltimore. Where does this leave Louise? What does her Grandmother say that makes Louise feel even worse?

### **Chapter 15**

Call goes into the Navy and Louise quits school to work on her father's boat. Why does she decide that God hates her? Do you think this is reasonable or crazy? Notice what Louise says happens to "ordinary, ungifted" female crabs. What is she saying about her own life? Why, then, do you think she is so happy, suddenly.

### **Chapter 16**

The war is over. Call comes home but he is going to marry Caroline. How does Louise feel about this? Louise's grandmother is worse than ever. What is she accusing her mother of?

### **Chapter 17**

Louise is left alone with her grandmother again while her parents go to Caroline's wedding. What does she discover that makes her pity her grandmother? When Hiram Wallace comes for Christmas dinner he asks Louise what she really wants to do. Why do you think she hasn't figured this out before?

### **Chapter 18**

Louise's parents return. She has a long conversation with her mother about what brought her mother to Rass Island and why she is comfortable there. Her mother, too, tries to convince her to leave. What has kept her there?

### **Chapter 19**

Louise goes to the University of Maryland. This is the late 1940s and a time when there aren't many places in medical schools for women so she transfers to a nurse-midwife school. When she graduates she goes to a mountain village. Why does she pick Truitt and why does it remind her of the island?

### **Chapter 20**

Louise is married. Her first son arrives just after her father dies; she doesn't go home for the funeral. At the end of the chapter (and of the book) she delivers another pair of twins. How does this delivery differ from her own birth story? What does she do for the weaker twin? How does this show she has changed?

Many readers have been caught off-guard by the ending of this book. Prepare for your discussion of the book by thinking about why you think this is, or isn't an appropriate ending. If you like it be prepared to defend it. If you don't, how would you have ended Louise's story?

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## Jacob Have I Loved Chesapeake Bay Links

*A selective webography to get you started on your own research*

The Chesapeake Bay program, a group of public and private organizations in Maryland, Pennsylvania, Virginia, the District of Columbia, and the U.S. government working to restore the Bay's resources and balance the needs of the ecosystem with the needs of the people who use it are the sponsors of a very large site, where you will find links to specific information about the state of the bay, to topics in bay history, to information about the animals and plants in the area, stresses on the bay and more.

Maryland Sea Grant, a research and education project of the University of Maryland and the National Oceanic and Atmospheric Administration, offers another comprehensive list of links to Chesapeake Bay information.

The Chesapeake Bay foundation has clear explanations about the current state of the bay, and suggestions about what students and their families can do. You can learn about migrations and seasonal changes on the bay from their Chesapeake Bay almanac.

You may remember when Pfisteria was an issue in the bay, causing fish to die and watermen to sicken? The Maryland Department of Natural Resources keeps track of this organism, bay grasses, and much more.

The Mariner Museum in Newport News, Virginia, has ready-to-use materials for student researchers and teachers about Chesapeake Bay history.

The Maryland State Archives have digitized a fascinating collection of documents recording the first encounters between Native Americans and Europeans which includes texts, drawings, and engravings. Check out the map from 1666!

The Virginia Institute of Marine Science has a comprehensive set of web links and resources for learning about blue crabs. Information about other bay creatures, from horseshoe crabs to sturgeon is available from NOAA, the National Oceanic and Atmospheric Administration.

Everything you ever wanted to know about jellyfish is available in an article by a University of Maryland researcher on a set of web pages called TheChesapeakeBay, which includes information for visitors, lots about fishing and shellfish harvest, weather, and the Chesapeake Bay in the news.

The Chesapeake Bay bridge tunnel runs its own web site including an interesting page on its history. The Maryland state government runs a web site for students which includes a page of pictures from the Chesapeake Bay bridge.

Did you know that skipjacks, sailboats like Captain Jack Russell's Dee of St. Mary's, can be national historic landmarks? The National Park Service has a long description and picture of the Kathryn which has received historic landmark designation. They also take care of Fort McHenry.

There are interesting photographs of a variety of Chesapeake bay boats as well as other information on the virtual tour of the [Chesapeake Bay Maritime Museum](#) in St. Michaels, Maryland.

An interesting article from [explorezone](#) describes how the bay might have been formed, in part, from a gigantic crater left from the impact of a meteorite, comet, or asteroid some 35 million years ago. The bay's geology can also be investigated through the [U.S. Geological Survey Chesapeake web pages](#).

The text of a very useful book called [Chesapeake Bay: Introduction to an Ecosystem](#) has been put on line by George Mason University whose [BIOS](#) web site also includes information about a number of specific rivers and watersheds that feed the bay, although some of the links have disappeared since it was published in 1996. The [Anacostia River web site](#) is too new to be linked there. If you live in Takoma Park you probably live in the Anacostia [watershed](#).

When you identify your own topic, don't search the internet blindly. Start with one of the general sources above or use a search engine that categorizes and allows you to limit your search to web PAGES rather than mention on a web site. Start with [Yahoo](#) or the clean and simple [Google](#).

Magazines, newspapers, books, museums, people...and now, the internet. There are so many possible sources for your research your problem will be to limit yourself and look for the best.  
Good luck!

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## Jacob Have I Loved Slide Show

Photographs of scenes from the real world in which Katherine Paterson's *Jacob Have I Loved* is set, taken in the 1930s and 1940s mostly around the Chesapeake Bay by photographers working for the U.S. government. The images are available from the [America From the Great Depression to World War II, 1935-1945 Photograph collection](#).



Stromberg Twins



Rock Point, Maryland



School youngsters



Oysterman with dredge



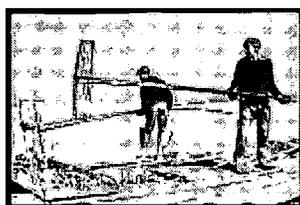
Working an oyster bed



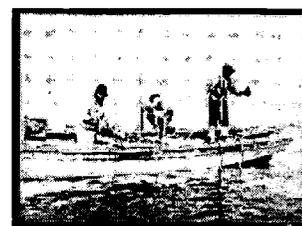
Boy with oyster rake



Oyster shucker



Oyster tonger



Tonging and culling oysters





Crabber

Sorting cooked crabs for shipping



Shucking oysters

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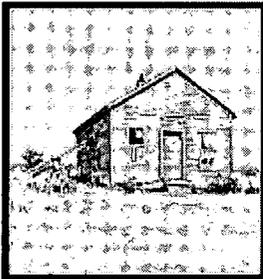
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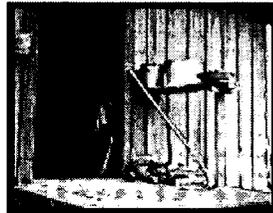
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## Jacob Have I Loved Dorothea Lange's Photographs

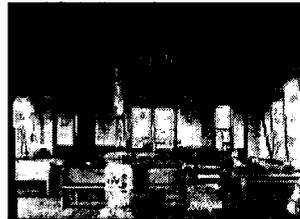
In the 1930s a photographer named Dorothea Lange was hired by the United States Office of War Information to travel through Mississippi recording daily life. Below are some of her photographs which may help you visualize Mildred Taylor's *Roll of Thunder, Hear My Cry*



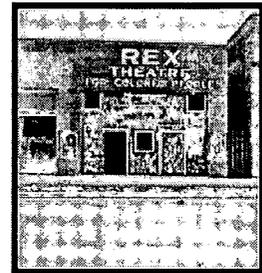
School in plantation area of the Mississippi Delta.



Cabin in Hancock County, Mississippi.



Interior of Negro church of the Mississippi Delta.



Theatre in Leland, Mississippi.



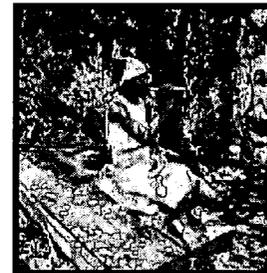
Cotton hoer. Coahoma County, Mississippi.



Cotton. Coahoma County, Mississippi.



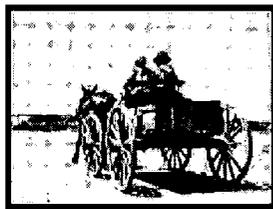
Negro hoeing cotton near Yazoo City, Mississippi.



Lunch time for cotton hoers. Mississippi



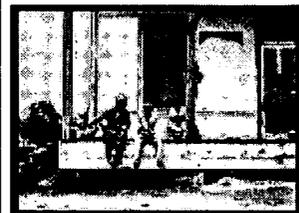
Cutover long leaf yellow pine forest. Mississippi.



Transportation in the South. Mississippi.



Home of Mississippi tenant farmer.



Negroes hanging around the plantation store. Mississippi Delta.



Cotton sharecropper  
family near  
Cleveland,  
Mississippi.



Plantation overseer.  
Mississippi Delta.



Negro landowner  
waiting for the bus.  
Mississippi.



Mississippi Delta  
Negro children.

These images are in America from the Great Depression to World War II, Black and white photographs from the FSA-OWI, 1935-45, a collection in American Memory of the Library of Congress Website. The originals are in the Prints and Photographs Division of the Library of Congress.

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