Analyzing Primary Source Photographs

Workshop B2

Prerequisite Tools and Skills

- ☐ Personal Computer (Windows or Macintosh) with Internet connectivity
- ☐ Familiarity with Internet browsing and searching using common web-browsers such as Microsoft Internet Explorer or Netscape Navigator
- ☐ Basic web browsing skills
- ☐ Ability to open and save files
- ☐ Right and Left click functions on the mouse
- ☐ URL (Uniform Resource Locator) familiarity
- ☐ Word processing software familiarity
- ☐ Ability to upload and download email attachments as well as files from the Web
- ☐ Video capabilities—recommended 256 MB RAM
- ☐ Latest version of Apple QuickTime http://www.apple.com/quicktime/download/ or Microsoft Windows Media Player http://www.microsoft.com/windows/windowsmedia/
- ☐ Latest version of Adobe Reader http://www.adobe.com/products/acrobat/readstep2.html

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Homework Activities

(Required for CEU credit)

- Analyze a photograph from your Primary Source Asset List and decide on how you will use this source in your classroom.

Activities

Resources

Annotated Resource List

- James Agee and Walker Evans. *Let Us Now Praise Famous Men*. Boston, Houghton, 1939
- Dick Arentz. *The Grand Tour*. Tucson: Nazraeli Press, 1998.
- Jacques Barzun and Henry F. Graff, *The Modern Researcher*. Fifth Edition. Fort Worth: Harcourt, Brace, Jovanovich, 1992. ISBN: 0-15-562513-6
- Ken Bell. *Not In Vain*. Toronto: University of Toronto Press, 1973.
- James West Davidson and Mark Hamilton Lytle, *After The Fact: The Art of Historical Detection*. Fourth Edition. Boston: McGraw-Hill, 2000. ISBN: 0-07-229426-4
- James Farris. *Navajo and Photography*. Albuquerque: University of New Mexico, 1996.
- Kristine Feichtinger, *Oral History In The Classroom. A Guidebook*. Chicago: Illinois Labor History Society, 1976.
- David Fontana, *The Secret Language of Symbols: A Visual Key to Symbols and Their Meanings*. San Francisco: Chronicle Books, 1994. ISBN: 0-8118-0462-3
- Peter Charles Hoffer and William W. Stueck, *Reading and Writing American History: An Introduction to the Historian's Craft*. Third Edition. Boston: Pearson Publishing, 2003. ISBN: 0-536-72820-8
- Robert M. Levine. *Insights into American History: Photographs As Documents*. New Jersey: Pearson/Prentice-Hall, 2004. ISBN:
- Joseph R. Mitchell and Helen Buss Mitchell, *Taking Sides: Clashing Views on Controversial Issues in World Civilizations*. Second Edition. Boston: Dushkin/McGraw Hill, 2000. ISBN: 0-07-303195-X
- Neil R. Stout, *Getting The Most Out of Your U.S. History Course: The History Student's Vade Mecum*. Third Edition. Lexington, MA: D.C. Heath, 1996. ISBN: 0-669-39839-X
- Mary Panzer. *Mathew Brady and the Images of History*. Washington: Smithsonian, 1997.

Resources

- *We Interrupt This Broadcast: The Events That Stopped Our Lives From the Hindenburg Explosion to the Attacks of September 11*. Joe Garner; forward by Walter Cronkite; narrated by Bill Kurtis. Naperville, Illinois: Sourcebooks, 2002. ISBN: 1-57-071974-8
- Stephen Spender. *Europe In Photographs*. London: Thames and Hudson, 1951.
- William Strunk, Jr. and E.B. White, *The Elements of Style*. Third Edition. New York: Macmillan, 1979. ISBN: 0-02-418190-0
- William L. Virden and Mary G. Borg, *Go to the Source: Discovering 20th Century U.S. History Through Colorado Documents*. Fort Collins, CO: Cottonwood Press, Inc., 2000. ISBN: 1-877673-44-7

Class Preparation Checklist

Checklist

Workshop B2 – Analyzing Primary Source Photographs

Required:

☐ Peter Charles Hoffer and William W. Stueck, *Reading and Writing American History: An Introduction to the Historian's Craft*. Volume One. Third Edition. Boston: Pearson Publishing, 2003. ISBN: 0-536-72820-8.

- Peruse the book, paying special attention to Chapter 3: "Evidence of the Past"; Chapter 6: "Reading Historical Maps and Interpreting Visual Data"; and Chapter 10: "Biography: Life and Times." Completion of the exercises in optional.

☐ Read *The Declaration of Independence* (1776) at http://www.archives.gov/national_archives_experience/charters/declaration_zoom_2.html (the digitized version of the engraving) or http://www.archives.gov/national_archives_experience/charters/declaration_transcript.html (transcript).

Optional:

☐ The additional suggested readings listed in the Resources section of this syllabus.

Overview

Analyzing Primary Source Photographs

This workshop covers the analysis of visual objects and images, which may include paintings, photographs, sculpture, furniture, or other artifacts of material culture. Visual commodities offer a window into a culture and reveal aspects of how a culture thinks about itself. They are grounded in a particular historical moment. (See: Laura McCall, "`With All The Wild, Trembling, Rapturous Feelings of a Lover': Men, Women, and Sexuality in American Literature, 1820-1860," *Journal of the Early Republic* 14 (Spring 1994): 71-89)

Objectives

At the end of this workshop, participants will be able to—

- Employ questioning techniques that promote higher-order thinking skills
- Help students look at visual objects and images from diverse perspectives
- Understand how visual objects provide a window into the past

Overview

NOTES:

Lesson 1 • Analyzing Digital Images for Classroom Use

Chief Sources

1. *Join Or Die*. Pennsylvania Gazette (Philadelphia), May 9, 1754. http://memory.loc.gov/ammem/bdsds/photo01.jpg

2. *George Washington Crossing the Delaware* (1851). Emanuel Gottlieb Leutze, American, 1816-1868. Oil on canvas: 12 x 21 feet. Metropolitan Museum of Art, New York. http://www.metmuseum.org/explore/gw/el_gw_bigimage.htm

3. Hooverville, Pueblo, Colorado, 1930s, in William L. Virden and Mary G. Borg, *Go to the Source: Discovering 20th Century U.S. History Through Colorado Documents*. Fort Collins, CO: Cottonwood Press, Inc., 2000. ISBN: 1-877673-44-7.

Activity 1-1 • Photographic Images

Objective: Participants will –

- Employ questioning techniques that promote higher-order thinking skills.
- Help students look at visual objects and images from diverse perspectives.
- Understand how visual objects provide a window into the past.

1. Go to the *American Memory* website at http://memory.loc.gov.
2. Perform a photograph-specific search from the *Browse* link off of the *American Memory* home page.
3. Select a photograph and make a quick print of it.
4. In the first paragraph describe the following:
    a. the subject
    b. persons illustrated (if applicable)
    c. when and where the photograph was taken
    d. the photographer
5. In a second paragraph, analyze the photographer's point of view and perspective.

6. Conclude by answering this question: What challenges and opportunities does this photograph present to the historian?
7. Include a copy of the photograph on a separate page and fill out the form used by the U.S. National Archives to analyze photographs at: http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

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