

Teacher's Guide for COBBLESTONE

April 2011

CLICK! Photos That Made History

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Goal: to show the influence photography has had as an art form and its use as a tool to document historical events.

This guide is based on Common Core National Standards with emphasis on these reading skills: key ideas and details, craft and structure (meaning of words and phrases), and integration of knowledge and ideas. Writing activities place emphasis on text types and purpose.

*Always have a parent or adult you trust help you research websites.

"Firsts in the Field" by June L. Sargent (Pages 2-3)

Pre-reading: Look at the photographs, captions, and the title. What history do the photographs describe? How did hand-held cameras change photography?

Vocabulary: advertising campaign, tinkering, engravings, permanent, photographic, yielded, exposed, sensitized, fascinated, galleries, eliminated, proposed, innovation, eliminated, preserved, and captured.

Comprehension Check:

1. What did Frenchman Joseph Nicephore Niepce invent? What needed improvement?
2. Who joined the Frenchman? What improvements did he make in the photographic process?
3. Who invented a permanent fix for photographs?
4. What was a drawback to Frederick Scott Archer's photographic process?
5. What was the advantage of Dr. Richard Maddox's photographic process?

Art Activity:

- Illustrate this statement: "You press the button—we do the rest."
- Illustrate this statement: "Cameras have come a long way over the years!"

Writing Activity:

1. Create a Bubble Map or Circle Map. Write "photography" in the center circle. Draw spokes from the center circle to connect to smaller circles. Brainstorm words about photography.
2. Write about a memory that included a camera.

Research:

- Kodak cameras
- Study one or more of the scientists named in this article.

"Photo by Brady" by Daniel Spinella (Pages 4-6)

Pre-reading: Look at the photographs, caption, and the title. Why were most old Civil War photos posed?

Vocabulary: stiffened, capture, achieved, horrified, posed, portraits, motionless, relied, images, negatives, exhibit, shocked, trenches, technology, brutal, aftermath, involving, distant, devastatingly, weary, anticipated, bankrupt, eventually, collection, penniless, comprehensive, and remains.

Comprehension Check:

1. Why did Mathew Brady decide to photograph the Civil War battles?
2. How did Mathew Brady's life change as a result of photographing the Civil War?
3. Why was it so expensive to photograph the Civil War?
4. How did the photography teams travel to the battle fields?
5. What was the reaction to the exhibit called "The Dead of Antietam" in Brady's New York City gallery?
6. Why did newspapers and magazines not include photographs of the Civil War?
7. Tell about an image stamped "Photo by Brady."

Art Activity:

- Illustrate the image of shocked Americans who had visited the exhibit called "The Dead of Antietam."
- Illustrate the contrast between Mathew Brady's life before and after the Civil War.

Writing Activity:

1. Pretend that you visited the exhibit called "The Dead of Antietam." Write a letter to Mathew Brady expressing your opinion of the show.
2. Look at the photograph on page 6. Pretend that you saw that scene as a soldier. Write home about the event.

Research:

- Mathew Brady
- "The Dead of Antietam."
- www.loc.gov/pictures/collection/brhc/
- www.loc.gov/pictures/collection/cwp/

"The Men Behind the Man" by Daniel Spinella (Page 7)

Pre-reading: Look at the photographs, captions, and title. Who is the man that the men are behind?

Vocabulary: originally, credited, honorary, enormous, impact, discharged, fragments, famous, and inspiration.

Comprehension Check:

1. This article states that the photos taken by Alexander Gardner and Timothy O'Sullivan "had an enormous impact during the war." What do you think the author means?
2. How would you describe Alexander Gardner's decision to leave Mathew Brady gallery and open a studio with a brother?
3. What advantage did Timothy O'Sullivan have on the battlefield?
4. What famous speech did O'Sullivan's photographs inspire?

Art Activity:

- Illustrate the image of "The Men Behind the Man."

Writing Activity:

- Pretend to be Abraham Lincoln. Write a letter to Mathew Brady requesting that Alexander Gardner be your photographer.
- Pretend to be Alexander Gardner. Write a thank you letter to Abraham Lincoln for requesting you as a photographer.

Research:

- Harper's Weekly
- Alexander Gardner
- Timothy O'Sullivan
- Photographic Sketch Book of the Civil War—Alexander Gardner

"Go West, Young Photographers" by Marcia Amidon Lusted (Pages 8-11)

Pre-reading: Look at the photographs, captions, and the title. Why does the author suggest that photographers go west?

Vocabulary: fantastic, marvelous, geysers, incredible, dramatic, trickling, panoramic, magnificent, stereoscopic, ancient, initial, reputation, established, commissioned, expedition, acquired, surveyor, locomotion, visually document, breathtaking, promote, preserving, wrestle, revealed, mammoth, influenced, geological, survive, institutional, documenting, transcontinental, investors, exploration, intended, expanding, remarkable, objective, estimated, perspective, virtual, and entertainment.

Comprehension Check:

1. Why were people in the eastern part of the United States having a hard time believing stories about the western part of the country?
2. For what photography contributions is Eadweard Muybridge known?
3. Check each photographer listed in this article and determine who paid for each person's work.
4. How did Eadweard Muybridge capture animal locomotion on film?
5. Why do you think the US Government was willing to pay for photographs of the west?
6. Name two movements that occurred due to photographing the west.
7. Describe some of the struggles of early photographers in the west.
8. What influence did Carleton E. Watkins' photography have on Congress?
9. Why are few of Carleton E. Watkins's photographs still available?
10. What two groups of people did the railroad hope would be influenced by Andrew J. Russell's photography?
11. What was the purpose of the first survey trip Timothy O'Sullivan photographed?
12. What did O'Sullivan photograph on his second exploration?
13. What happened as a result of William Henry Jackson's photos of the Yellowstone region?
14. The author states that Jackson's name became a household word. Why?
15. What illusion occurs when using a stereoscope?
16. Why do you think many "photographers created regular photographs and stereoscopic views of their work?"

Art Activity:

- Using three or more sheets of art paper, draw a panoramic view of one of these photographs or some scene you choose.
- Draw a person or animal with eyes facing forward. Cut out a second set of eyes. Attach them on top of the pictured eyes with taped curled around itself. The eyes will appear to be 3-D.

Writing Activity:

1. Write a letter requesting a job as a photographer in the early days of photography. Ask to work in the western part of the United States.
2. List five reasons why you should be hired as a photographer for the west.
3. Pretend you are a photographer during the times described in this article. Which area would you have wanted to photograph and why? Explain.

Research:

- Stereoscopes

- Choose one or more of the photographers to research

“Pursuing a Dream” by Ron Hirschi (Pages 12-13)

Pre-reading: Look at the photographs, captions, and title. Who do you think was pursuing a dream?

Vocabulary: juxtaposed, majestic, documenting, shutter, captured, pursuing, vanishing, disappeared, accomplish, devoted, endured, produced, portfolio, accompanied, staggering, scenery, inhabitants, accepted, expedition, invitation, participated, convinced, resources, published, traditional, roaming, preserved, despite, criticisms, romanticized, and diligently.

Comprehension Check:

1. What was Edward S. Curtis’ dream?
2. Who helped Edward S. Curtis achieve his dream?
3. What did Edward S. Curtis spend most of his time photographing?
4. Why do you think Edward S. Curtis’ photographs are highly valued today?
5. What do you think Edward S. Curtis would have done if he had not been funded by J. Pierpont Morgan?

Art Activity:

- Illustrate the author’s statement about Edward S. Curtis’ photographs: “windows into cultures and people that most Americans would never otherwise see.”
- Use symbols or illustrations to show the connection between Edward S. Curtis, Theodore Roosevelt, and J. Pierpont Morgan.

Writing Activity:

1. Give an example of what you think would have been considered romanticizing the loss of native culture.
2. Which do you consider more valuable: photos of western scenery or photos of Native American people and customs? Explain. Consider turning this into a debate of opposing views.
3. Pretend to be Edward S. Curtis. Write a thank you letter to President Theodore Roosevelt or J. Pierpont Morgan.

Research:

- Locations of Edward S. Curtis’ photographs
- Locations of the stories Edward S. Curtis preserved

“The Other Half” by Ted Levy (Page 14)

Pre-reading: Look at the photograph, the caption, and title. Who are the other half?

Vocabulary: witnessed, filthy, tenement, gripped, burst, combined, experiences, poverty, convince, accompanying, slum, submitted, portraying, horrors, revealing, investigative, journalist, standard, conditions, and lodging.

Comprehension Check:

1. What did Jacob A. Riis set out to change? Was he successful? Why or why not?
2. Why did Riis add photographs to his stories?
3. How did Riis get the photographs he needed?
4. Tell how Riis’ actions improved living conditions.
5. Explain how Riis’ actions kept drawing larger and larger audiences.

Art Activity:

- Illustrate this statement: “One half of the world does not know how the other half lives.”

- Illustrate this statement: "The sights I saw there gripped my heart until I felt that I must tell of them or burst."
- Draw a time line or other graphic map to show how Jacob A. Riis brought attention and change to people living in poverty.

Writing Activity:

1. Pretend to be Jacob A. Riis and write a scene where you ask your boss for a photographer to accompany you.
2. List examples of Riis' actions to get "the other half" noticed.
3. Pretend you are an adult male who lives in the tenement pictured here. Describe a typical day and night.

Research:

- How the Other Half Lives
- Muckraking
- Jacob A. Riis

"Seeing is Believing" by Mary Morton Cowan (Pages 15-17)

Pre-reading: Look at the photographs, captions, and title. What do these pictures show?

Vocabulary: molten, spattered, exhaustion, grimy, chutes, chronic, explosions, textile, whirring, deafening, bobbins, toiled, stifling, artificial, canneries, shucking, constantly, compassion, maintain, dignity, immigration, admired, expressed, investigating, hazardous, horrid, decade, organization, official, distributed, pamphlets, abusive, revealing, oppressive, established, minimum and maximum.

Comprehension Check:

1. What did Lewis Wickes Hine attempt to capture in his photographs of Ellis Island immigrants?
2. Describe a normal workweek for child laborers in the early 1900s.
3. How long did Hine work for the National Child Labor Committee? (NCLC)
4. What changes came about in child labor as a result of these photos and the NCLC?
5. What other photographs is Hine known for?
6. Name one hazard children faced in glass factories.
7. Name one hazard children faced in the coal mines.
8. Name one hazard children faced in the textile mills.
9. Name one hazard children faced at canneries.
10. Describe living conditions in tenements.

Art Activity:

- Create a pamphlet that speaks out against child labor.
- Illustrate a brief moment of joy in a child laborer's day. What is the child doing?

Writing Activity:

1. Which one of these photographs was the most disturbing to you? Write about it.
2. Pretend to be a child laborer that Hine photographed. Dictate a letter to Mr. Hine thanking him for trying to help.
3. Write about what children missed out on because of working as a child laborer.

Research:

- National Child Labor Committee
- Lewis Wickes Hine
- The Fair Labor Standards Act (1938)

"Father of Modern Photography" by Harry S. Stout and Deborah H. DeFord (Pages 18-20)

Pre-reading: Look at the photographs, captions, and title. What was the purpose of these photographs?

Vocabulary: imagination, gadget, sculptor, chisel, dormitory, eventually, dedicated, exhibition, amateur, aspects, selection, recognize, represented, excellence, organization, secession, promote, expressive, potential, secession, revolutionizing, contributions, imitate, patrons, pastoral, glimpses, unique, midst, swirling, sense, loneliness, sculptures, and artistically.

Comprehension Check:

1. How did Stieglitz journals help people see photographs as art?
2. How did Stieglitz photography organization and art gallery change New York city?
3. How would Stieglitz probably have completed this statement? A camera is not a _____. It is a _____.
4. What story do Stieglitz's photographs tell about New York City?

Art Activity:

- Draw Stieglitz's circle of friends. Write conversation clouds above their heads and add what they might be discussing.
- Illustrate your perception of Stieglitz's living quarters. Explain why you drew it the way you did.

Writing Activity:

1. Pretend Stieglitz is still living. Write two or more subjects he would want to photograph today. Why?
2. Pretend to be Stieglitz. Write the biggest compliment you could pay another photographer.
3. Which of the photographs featured here is your favorite? Why?

Research:

- Look up information on one of the magazines mentioned in this article.
- Alfred Stieglitz

"Finding Beauty in Nature" by Andrew Matthews (Pages 21-23)

Pre-reading: Look at the photographs, caption, and title. What do you think was Ansel's goal when photographing?

Vocabulary: visualized, exposed, hyperactive, convinced, exhibited, enthusiastically, environmental, majestic, dramatically, darkened, captured, influenced, high-resolution, manipulated, adjusting, emphasize, severe, documenting, activist, pivotal, stunned, established, preserving, spanned, passionate, designating, boundary, contribute, interned, historically, and relocation.

Comprehension Check:

1. What do you think Ansel Adams meant when he said, "You don't take a photograph, you make it?"
2. Name two hobbies of Ansel Adams as a child.
3. How was Ansel Adams able to modify the exposure of the photograph of the Half Dome?
4. In the early 1930s, Ansel Adams decided that he would not become a commercial photographer. Who or what caused him to make this decision?

Art Activity:

- Read about the visualizing technique Ansel Adams used to create *Monolith, the Face of Half Dome*. Select your own nature scene to illustrate. Visualize it differently than it appears. Now create that illustration.
- Select a texture word like smooth or rough. Visualize it. Illustrate it.

Writing Activity:

1. Tell about a hobby you have.
2. Tell about a family vacation that inspired you.

Research:

- Ansel Adams
- Sierra Club
- Kodak Brownie camera

“Did You Know?” by Chris Ware (Pages 24-25)

Pre-reading: Look at the pictures and captions. Which one(s) makes you smile?

Vocabulary: optical, inverted, capture, requires, lightweight, developmental, provides, affordable, accessible, amateur, flexible, exposed, Kodachrome, Polaroid, electronic, resolutions, immediately, commercial, and delete.

Comprehension Check:

1. What fact did you not already know?
2. What do you predict will be the next big change with photography?
3. Explain the humor for the 1830s fact.
4. What is a “commercial photographic process?”
5. What changes in photography made it more appealing to amateurs?

Art Activity:

- Illustrate several scenes on frames like a roll of film.
- Illustrate something this article inspires.

Writing Activity:

1. Create a story from several scenes on film. Use illustrations from the art activity above.
2. Pretend to be the camera pictured from the 1980s. What would be your response to the film?
3. Choose a pictured scene and add another conversation cloud.

Research:

- Varieties of cameras. Visit a museum or collector, if possible. Search for photographs on the internet.
- George Eastman and Kodak (history)

“The Best Possible Light” by Jenna Watson (Pages 26-28)

Pre-reading: Look at photographs, captions, and title. Do you think the title hints of physical light or a symbolic image? Read and discover if you are correct.

Vocabulary: immortalized, luxurious, unflattering, disrespectful, dedicated, portrayed, dignified, unique, captured, vibrant, renaissance, celebrities, politicians, clever, techniques, ensure, regardless, portraiture, reflect, sought, enhance, ingenuity, manipulate, retouching, accepted, etching, alter, achieve, perfection, appearance, blemishes, airbrushed, generated, thickened, enliven, staging, struggling, immigrants, succeeding, managed, succeeding, sympathetic, idealized, reflected, elegant, variety, concept, banisters, theatrical backdrops, symbolized, believable, depicted, passively, assume, elegant, cultured, enhancing,

merely, photomontage, superimposing, collage, transparent, dramatic, boundaries, imaginary, versus, incorporate, representing, memories, miniature, considered, accomplishments, departed, confident, represented, inequalities, and potential.

Comprehension Check:

1. What was James VanDerZee's life goal?
2. Why was VanDerZee's approach to photography unique?
3. The author states that VanDerZee "sought to enhance the beauty, drama, and dignity of his images." Which of these areas do you think a struggling immigrant would want portrayed? Why?
4. Name two or more retouching techniques used by VanDerZee.
5. Do you think VanDerZee was emotionally attached to his work? Why or why not?
6. How did VanDerZee make his photographs more believable?
7. Define photomontage. What is the advantage of this technique?
8. How do multiple-image photos suggest expanded time?

Art Activity:

- Create a poster to advertise VanDerZee's photography.
- Create a poster similar to a photomontage. Place a photograph of yourself with a magazine picture to present yourself in "the best possible light."

Writing Activity:

1. Pretend to be an immigrant who hired VanDerZee to make a staged photograph of you. Write the reaction of a family member from your home country who received a copy.
2. List three or more things that made VanDerZee proud of his work.

Research:

- James VanDerZee
- photomontage

"Worth a Thousand Words" by Marcia Amidon Lusted (Pages 29-32)

Pre-reading: Look at the photographs, captions, and title. What is "worth a thousand words?"

Vocabulary: grip, economic, downturn, particular, circumstances, resettlement, approximately, impact, impoverished, distributed, generate, reform, benefits, extreme, emphasized, dignity, migrant, iconic, browse, severe, drought, resulted, massive, sharecroppers, influenced, poignant, clinging, internment, refused, release, connection, situation, eerily, economic, racial discrimination, firsthand, determined, expose, bigotry, inspired, poverty, defining, misery, resulting, tenants, employing, intentionally, bulky, poses, despite, residents, establish, and controversial.

Comprehension Check:

1. What does the author mean when she says, "The Great Depression had a tight grip on America by 1935?"
2. Why did the Farm Security Administration hire Roy E. Stryker? What was the purpose of his mission?
3. What did Stryker seek to emphasize in his photographs?
4. Look at the photographs on page 30. Why is the close-up photograph more powerful than the one taken at a distance?
5. Explain why *American Gothic* by Gordon Parks made a big impact.
6. In what way was Gordon Parks inspired by FSA photographers?
7. Why did Walker Evans intentionally use a bulky portrait camera?
8. Arthur Rothstein photographed migrant labor camps in California. What was his intention?

Art Activity:

- Check the border around the photographs featured here. Create an appropriate border of your own.
- Gordon Parks created a posed image for *American Gothic* that would remind Americans of a famous painting by Grant Wood. What famous painting could you use as a springboard to describe the Great Depression? What would you change and why?

Writing Activity:

1. List two or more concepts that photographs may explain better than words.
2. Which photograph featured here made the strongest impact on you? Explain why.

Research:

- memory.loc.gov/ammem/fsahtml/fahome.html
- sharecropping
- migrant labor camps
- Farm Security Administration (FSA)
- New Deal programs of President Franklin D. Roosevelt

“Struggle in the South” by Andrew Matthews (Pages 33-35)

Pre-reading: Look at the photographs, captions, and title. What struggles were going on in the South?

Vocabulary: attempted, captures, intense, integration, generated, protestors, wielding, spur, challenged, racial discrimination, segregation, initially, consequences, violating, fingerprinted, desegregate, denied, disperse, horrific, motivating, and employed.

Comprehension Check:

1. Why do you think racial integration produced intense emotions?
2. What were some of the consequences of challenging racial discrimination and segregation in the 1950s and 1960s?
3. What impact did photographs have on civil rights?
4. Discuss treatment of photographers during protests.

Art Activity:

- Create a poster of instruments used to stop protests. Give the poster a title.
- Create a poster to promote civil rights.

Writing Activity:

1. Pretend to be an American citizen who was living during the 1950s and 1960s. Write U.S. Senator Jacob Javits about the horrors pictured here.
2. Make a list of character traits shown by the people standing up for civil rights.

Research:

- Civil Rights Act of 1964
- “Bloody Sunday”

“Up Close and Personal” by Marcia Amidon Lusted (Pages 36-39)

Pre-reading: Look at the photographs, captions, and title. What do you think this title means? Read and discover if you are correct.

Vocabulary: photojournalists, rendered, realistic, grim, trenches, spanned, heroically, iconic, embedded, survived, development, remarkable, concentration, indestructible, torpedoed, strafed, documented, invasion, blurry, riveting, executing, participate, parachute, captured, eventually, released, published, comrade, conflict, technologies, embedding, graphically, and suspected.

Comprehension Check:

1. Who was the first photographer to document a war?
2. How did Brady's photographs change "the story of war?"
3. Why is the time between the mid-1920s through the 1970s called "the golden age of photojournalism?"
4. Name one photograph taken during WWII that became an iconic symbol.
5. Name the photographer with more than one war who died covering the war.
6. Tell about the photograph that Eddie Adams took that won a Pulitzer Prize.
7. Tell about Catherine Leroy's photography during the Vietnam War.
8. How has modern technology changed photojournalism?
9. Name some hazards of photojournalism.

Art Activity:

- Illustrate the courage of war photographers.
- Locate three photographs of your childhood. Copy photos and create a poster with captions. Write the name of your favorite photo and why it is your favorite. Ask others to choose their favorite. Discuss choices.

Writing Activity:

1. Pretend you could meet one of the photographers mentioned. Write a letter to that person with questions about his/her work.
2. Pretend you could meet with Eddie Adams. Respond to his comment, "Still photographs are the most powerful weapon in the world."

Research:

- War photographs from *Life*, *Look*, and *Time* or *Leslie's Illustrated Weekly*
- photojournalism

"Going Global" by Marcia Amidon Lusted, illustrated by Bryan Langdo (Pages 40-41))

Pre-reading: Look at the pictures, topics, and title. What do you think are the world-famous photos discussed?

Vocabulary: international, impression, rarely, refugee, orphaned, remote, mysterious, plesiosaur, extinction, hoax, imaginations, forcibly, protestors, occupying, rumbled, violent, anonymous, maneuver, witnesses, incident, reproduced, identity, remains, iconic, symbolizes, and oppressive.

Comprehension Check:

Those Amazing Eyes--

1. Where did Steve McCurry photograph the 12-year-old Afghan girl?
2. Why was it unusual for Steve McCurry to photograph the girl?
3. Where is the girl's photograph considered the most recognized photo in the magazine's history?

Is She or Isn't She?—

1. What makes the Loch Ness Monster mysterious?
2. What is the monster's nickname?
3. What did Dr. Robert Wilson claim in 1934?

Tank Man--

1. What did the Chinese government do that caused this incident?
2. Who was the Tank Man?

3. What does this photograph symbolize?
4. Who took the photograph of Tank Man?

Writing Activity:

1. Do you believe the Loch Ness Monster is real or imaginary? Try to convince someone of your opinion.
2. Tell two reasons why the Afghan's eyes are hard to forget.
3. If you could ask Tank Man one question, what would it be?

Research:

- en.wikipedia.org/wiki/File:Sharbat_Gula.jpg
- en.wikipedia.org/wiki/File:Locknessmonster.jpg
- en.wikipedia.org/wiki/File:Tianasquare.jpg

"Ahead of Her Time"—Dr. D's Mystery Hero (Page 45)

Pre-reading: Look at the photograph and title. What do you think the woman is doing? Why? Read and discover if you are correct.

Vocabulary: gargoyle, groundbreaking, situations, emphasized, self-improvement, achievement, passion, encouraged, pursuit, photojournalist, dominated, and correspondent.

Comprehension Check:

1. Why was this mystery hero willing to take risks?
2. What made the mystery hero's childhood different from most girls of the time?
3. What did the mystery hero learn to do about fear?
4. What honor did one of her photographs receive?

Art Activity:

- Draw yourself taking a risk for something you wanted to do.

Writing Activity:

1. Write a description of this mystery hero.
2. Name ways in which she improved herself.

"A Sure-Footed Assistant"—Creature Feature (Back Cover)

Pre-reading: Look at the picture and title. What animal do you think this is? Read and discover if you are correct.

Vocabulary: cumbersome, darkroom tent, sites, sure-footed, assistant, rugged, combined, patience, endurance, steep and recreational purposes.

Comprehension Check:

1. How is a mule produced?
2. Why is a mule a perfect assistant for carrying heavy loads?

Art Activity:

- Illustrate a mule going around a steep mountain.
- Illustrate things that are cumbersome.

Writing Activity:

- Pretend you want to take a trip through steep mountains. Make a list of essentials you would want to pack.

- Name your favorite hobby. What character traits do you possess that make you a good at your hobby?

Research:

- Mule-team trips (recreational)
- mules