

Cobblestone™

THE ART OF PHOTOGRAPHY

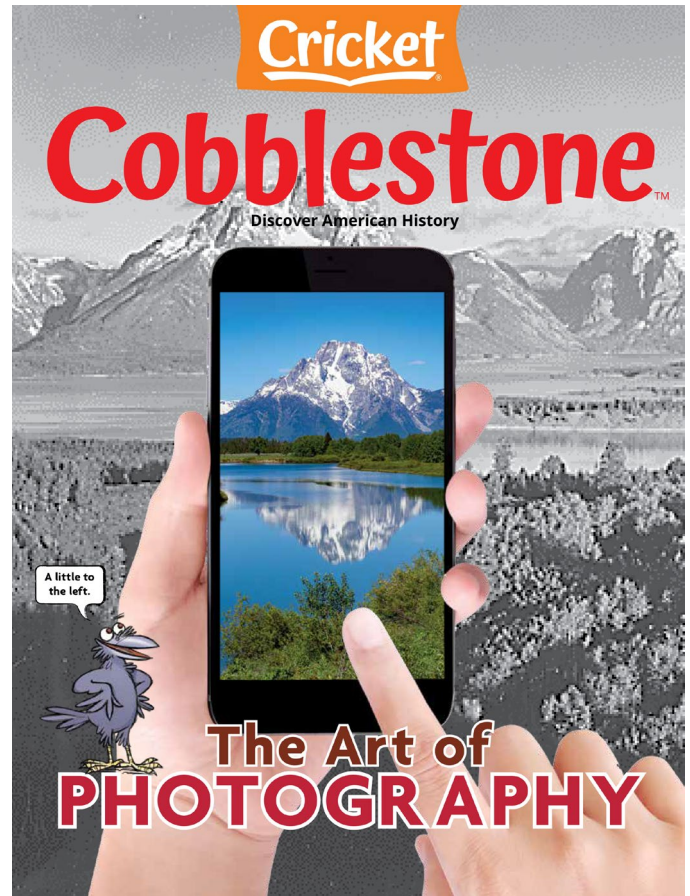
Use the articles, lessons, and activities in this Teacher Guide to help students understand the history of photography.

CONVERSATION QUESTION

What are the various purposes of photography?

TEACHING OBJECTIVES

- Students will learn about the history of photography.
- Students will explain how personal perspective affects the creation of history.
- Students will generate questions about individuals who have shaped historical change.
- Students will examine the effects of environmental catastrophes on human movement.
- Students will analyze perspective.
- Students will conduct research.
- Students will create a photographic presentation.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

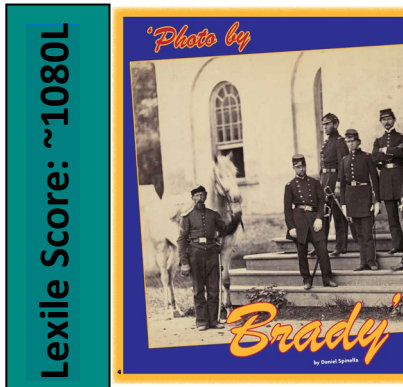
SELECTIONS

- “Photo by Brady”
Expository Nonfiction, ~1080L
- Beauty in Nature
Expository Nonfiction, ~1130L
- Worth a Thousand Words
Expository Nonfiction, ~1320L

“Photo by Brady”

pp. 4–9, Expository Nonfiction

Use this article about Mathew Brady’s Civil War photography to give students an opportunity to analyze how one man’s perspective changed how society viewed the war.



OBJECTIVES

- Students will learn about photography during the Civil War.
- Students will analyze the ways in which Mathew Brady shaped people’s view of the war.
- Students will analyze perspective.

KEY VOCABULARY

- **daguerreotypes (p. 5)** an early type of photography using silver-coated copper plates
- **pivotal (p. 9)** something central and important to the development of something else
- **trenches (p. 8)** long narrow ditches dug in the ground to protect soldiers during battle

ENGAGE

Conversation Question: What are the various purposes of photography?

Ask students to think about a time when they went to a family event or a place where they took photos with their phone or a camera. Pose the questions: Did other people there also take their own photos? What differences were there between your photos and other people’s? What does comparing people’s photos of the same subject tell you?

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. Mathew Brady learned the new technology of creating _____ when he studied in New York.
2. Brady’s Civil War photos helped to create a record of a _____ event in U.S. history.
3. Brady’s photos of the dead piled up in _____ shocked Americans.

READ & DISCUSS

Have students answer the following questions after reading the article.

1. Why did Mathew Brady think it was his duty to create a photographic record of the Civil War?
2. Why might Abraham Lincoln believe that Brady’s portrait helped him win the election?
3. Why wasn’t Brady able to make a good income from his war photographs?

SKILL FOCUS: Cause and Effect

INSTRUCT: Explain that Mathew Brady decided to focus on capturing the events of the Civil War. How did his choice of subjects and situations change people’s perspectives on the war? Have students work in pairs to review the article and identify the photographs that show Brady’s particular perspective on the war.

ASSESS: To evaluate understanding, have students write a paragraph stating how Brady’s photos changed people’s feelings about the war.

EXTEND

Science Review with students that early photographers faced many challenges. The materials and processes needed to create daguerreotypes were dangerous and delicate to transport. What did Brady and his photographers have to do to safely transport these supplies to the battlefield? Use information from the article, as well as brief research, to compare the challenges of primitive photography with the challenges that war photographers face today.

Beauty in Nature

pp. 21–23, Expository Nonfiction

Use this article about Ansel Adams to give students an opportunity to discover how photography can create social change.



OBJECTIVES

- Students will learn about Ansel Adams' photography and social impact.
- Students will generate questions about individuals who have shaped historical change.
- Students will conduct research.

KEY VOCABULARY

- **hyperactive** (p. 21) a person who is extremely or unnaturally active
- **visualize** (p. 22) to form a mental image of something
- **downturn** (p. 23) a decline in economic, business, or other kind of activity

ENGAGE

Conversation Question: What are the various purposes of photography?

Ask students if they have seen a poster, video, or internet site that is supporting a certain cause or bringing attention to a social problem. Pose the questions: Are photographs used to support their message? Do you think that photographs more effective than illustrations or words? Support your answer with reasons.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. The Great Depression was a time when the U.S. experienced a severe economic _____.
2. Ansel Adams' _____ energy made him move quickly from task to task, making him better suited for home learning.
3. Good photographers _____ a photograph before they take it.

READ & DISCUSS

Have students answer these questions after reading the article.

1. What was Adams trying to capture in his photographs of the Manzanar War Relocation Center?
2. In what two ways was Adams honored after his death?
3. What was the type of photography that Paul Strand urged Adams to try?
4. What did the Group f/64 want to emphasize in its photography?

SKILL FOCUS: Analyze Cultural Images

INSTRUCT: Photographs and images can be more powerful than words for conveying messages or persuading people to support a cause. They can also be more easily remembered than the written word. Have students work in pairs to find three examples of advertising materials, posters, or websites that use strong photographic images to support a cause or bring attention to a problem. Have them study the images and analyze why their chosen photos are effective tools for informing the public and attracting support.

ASSESS: Students must be able to share with the class why they found the photographs to be effective.

EXTEND

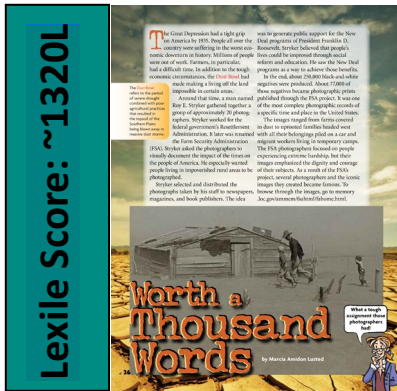
English Students will create a poster or brochure about a nearby natural location that they think should be preserved. It should include at least one image meant to persuade people that this place is valuable for everyone. Remind the class to support their reasoning with details.

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Worth a Thousand Words

pp. 26–29, Expository Nonfiction

Use this article to give students the opportunity to understand how photographers portrayed the hardships of life during the Great Depression.



RESOURCES

Cause and Effect

OBJECTIVES

- Students will learn about the photographers of the Great Depression.
- Students will analyze the effects of environmental catastrophes on human movement.
- Students will create a multimedia presentation.

KEY VOCABULARY

- **Dust Bowl (p. 26)** an area of land where there is no vegetation, and the soil has become dust because of drought and poor farming methods
- **internment (p. 27)** being confined as a prisoner because of political or military reasons
- **migrant (p. 29)** someone who moves from place to place to find work or a better life

ENGAGE

Conversation Question: What different purposes has photography been used for?

Ask students what they know about current environmental issues (climate change, deforestation, etc.) that are forcing people to move to different locations. Have students consider the photographs they have seen relating to these issues. Ask: “How do photographs help you better understand what is happening, especially in other places?”

INTRODUCE VOCABULARY

Define each word with the students. Then arrange students in small groups and have them practice using two, or even three of the words in a single sentence. Remind students to notice these words in the reading.

READ & DISCUSS

Have students answer these questions after reading the article.

1. What were some of the environmental conditions that occurred during the Great Depression?
2. Why did photographers become important during this time?
3. What were some of the issues that their photographs revealed?
4. How did the environmental issues at this time affect families?

SKILL FOCUS: Analyze Cause and Effect

INSTRUCT: Explain that the photographers who were taking photographs during the Great Depression were often documenting hardship, poverty, and other issues. Not only did they create a historical record of the Great Depression, but their photographs often brought attention to the need for social change. Working in pairs, have students list the photographers whose work is mentioned in the article on the graphic organizer. Then have them list the issue(s) that the photographers’ works affected.

ASSESS: Circulate and have mini-conversations as students are working. Have the pairs discuss their findings with other partners, and make corrections if necessary.

EXTEND

Social Studies Remind students that the events they are currently experiencing, such as COVID-19, climate change, extreme weather, or the increase in endangered species, are being documented by modern photographers. Working in groups, have students prepare a short PowerPoint presentation about a current event, with recent photographs to illustrate the event.

Cause and Effect

Understanding cause and effect is an important way to see how the major photographers of the Great Depression era helped call attention to certain social and environmental issues. In each box, list the photographer, and then list the issue(s) or condition(s) that they exposed and documented through their work.

Photographer

- Name: Dorothea Lange
- Issue: migrant camps, internment camps

Photographer

- Name:
- Issue:

Photographer

- Name:
- Issue:

Photographer

- Name:
- Issue:

Photographer

- Name:
- Issue: