



Supplemental Lesson Plan: Every Picture Tells a Story

The American Civil War was the first war to be extensively documented by photography. Mathew Brady, Timothy O'Sullivan, and Alexander Gardner were but a few of the photographers who made their mark with the images they shot during the war. In this lesson, students will have an opportunity to see some of these images and interpret them for themselves.

Competency Goals

This lesson can be used in partial fulfillment of the following:

NCSCOS Social Studies grade 8: 4.02; 4.03; 4.04

NCSCOS English/Language Arts grade 8: 1.01, 1.02, 1.03, 1.04

Objectives

After classroom discussion, historical background reading and examining the photographs, students will:

- think critically about the composition of an image (photograph or drawing)
- analyze an image
- write a news story about an image

Teacher Planning

In this lesson, students will study images created during the Civil War and make objective and subjective observations about them. The images primarily emphasize North Carolina and North Carolinians during the Civil War, although some websites noted below are more general in nature. Students should choose an image and print a copy to study. They should combine their observations of and deductions about the images with their prior knowledge of the Civil War in North Carolina. They should then create a news story based on the image.

Selected websites for North Carolina Civil War images:

<http://www.lib.unc.edu/ncc/pcoll/civilwar/index.html>

<http://www.flickr.com/photos/north-carolina-state-archives/sets/72157623124354569/>

Selected websites for general Civil War images:

<http://www.civilwar-pictures.com/history-of-civilwar-photography.html>

<http://www.pbs.org/civilwar/images/>

<http://www.civilwarphotos.net/>

<http://www.archives.gov/research/civil-war/photos/>

http://www.civil-war.net/cw_images/index.htm

Provide copies of the analysis sheets for students to use in this lesson.

Research Guide

Image Analysis Sheet

Final Evaluation

Time Requirement

Research time to select photograph could be done in class or as homework assignment. Writing newspaper report can be done in one class period or as homework assignment.

Teacher Input

- A. Give students general background information on photography during the Civil War. This information can be found in some of the websites provided above.
- B. Be sure students have read the narratives on *North Carolina as a Civil War*

Battlefield and Wartime North Carolina. Many of the images will reflect aspects of these two subjects. Reading the narratives will assist the students in completing the Research Guide worksheet.

Classroom Activities: Guided Practice

Pair students in teams of two and have them examine images from the two websites regarding North Carolina. Have the teams select which image they wish to analyze. Provide time in class for students to complete the Research Guide worksheet and the Image Analysis worksheet.

1. After thorough analysis, explain to students that they are to imagine themselves to be a reporter during the Civil War. They are to write an article describing what appears in the image they selected.
2. The students should complete the Final Evaluation form as the basis for their article. The article can be written individually or in teams. The article may be written as homework and presented the next day in class.

Closure

- A. Students should present their images and articles for the class. Students should explain why they chose these particular images.
- B. Have students discuss what types of emotions were invoked by studying these photographs and images.

Assessment:

Students should be able to write an essay clearly describing the importance of photography to the Civil War and our understanding of the war.

Lesson Plan Source:

Adapted from an idea from Houghton Mifflin Co. (1995)