

Title: Lesson 1: Mr. Lincoln's Photographer

Key Words: Mathew Brady, photographer, Lincoln, historical analysis

Grade Level: 1

Time Allotted: 45-55 minutes

Lesson Overview	The students will analyze a set of primary source images. The students will use these images to infer who Mathew Brady was. They will be required to compose a short response that uses the primary sources to support their inference. Students will also learn why Mathew Brady is an important historical figure.
Guiding Question(s)	Who is Mathew Brady? Why is Mathew Brady important? Why is photography important to the study of history?

Learning Objectives (SWBAT – Students Will Be Able to)

- Students will be able to identify who Mathew Brady was and his impact on our understanding of the Civil War.
- Students will be able to explain why Mathew Brady and photography are important historically.

Standards of Learning (Virginia Standards)

- 1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.
- 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver.

OAH Historical Skills Taught:

Historical Comprehension: Students will draw upon primary source documents to develop an understanding of who Mathew Brady was and why he is important.

Historical Analysis and Interpretation: Students use various primary

sources to develop an understanding of who Mathew Brady was and why photography is important to the study of history.

Assessment Tool(s) – (Summative)

3-2-1 Exit slip at the end of the lesson.

Materials/Resources

- 1 set of primary source documents A-F per each pair/small group of students.
- Magnifying glasses (optional)
- 1 “Who was Mathew Brady?” recording sheet per student
- Mathew Brady PowerPoint
- PowerPoint teacher Script
- Mathew Brady 3-2-1 exit slip

Primary Source documents in Student Kits:

Document A: Title: White House

White House, earliest known view (made in 1860's) [glass negative]. (between 1860 and 1880). Retrieved March 12, 2011, from:

<http://www.loc.gov/pictures/item/brh2003004950/PP>

This is a photograph of the White House from the Brady-Handy Photograph Collection at the Library of Congress. It is a glass negative from the 1860's.

Document B: Title: Mathew B. Brady Studio, 625 Pennsylvania Avenue Northwest, Washington, District of Columbia, DC

Mathew B. Brady Studio, 625 Pennsylvania Avenue Northwest, Washington, District of Columbia, DC. Accessed on 3/20/2011 at

<http://loc.gov/pictures/item/dc0492/>

This is a 14-page document from the Historical American Buildings Survey department within the Library of Congress. The last page of the document is the floor plan of Brady's studio, as it existed from 1858-1881.

Document C: Title: Photographer Mathew B. Brady, three quarter length portrait, facing front

Photographer Mathew B. Brady, three-quarter length portrait, facing front.
1889. Photographic print. Retrieved 3/20/2011 at
<http://www.loc.gov/pictures/item/cwp2003001116/PP/>

This is a photograph of Mathew Brady and is housed in the Library of Congress Civil War glass negative collection. His partner, Levin C. Handy, possibly took it.

Document D: Title: M.B. Brady's new photographic gallery, corner of Broadway and Tenth Street, New York

M.B. Brady's new photographic gallery, corner of Broadway and Tenth Street, New York. 1861 January 5. Wood engraving. Accessed on 3/20/2011 at
<http://www.loc.gov/pictures/item/cwp2003001112/PP/>

This is a wood engraving of the inside of Brady's studio, created in 1865. It was later published in Frank Leslie's newspaper.

Document E: Title: Wagons and camera of Sam A. Cooley, U.S. photographer, Department of the South

Wagons and camera of Sam A. Cooley, U.S. photographer, Department of the South. Between 1860 and 1865. Glass, stereograph, wet collodion. Accessed on 3/20/2011 at
<http://www.loc.gov/pictures/resource/cwpb.03518/>

This is a photograph from the Civil War of a photographer and his wagon. It shows how photographers traveled to take pictures during this time period. You can also see the equipment used during the Civil War to take photographs.

Document F: Title: Photograph of President Abraham Lincoln

Photograph of President Lincoln. Between 1860 and 1865. Accessed on 3/20/2011 at
<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=530413>

This is a photograph taken of Abraham Lincoln from the National Archives. It is housed in the series "Mathew Brady Photographs of Civil War-Era Personalities and Scenes."

Primary Source Documents in PowerPoint Presentation:

1. Slide 3 See document C above for annotation.

2. Slide 5 Title: A Photographer appears to be photographing himself in a photographic studio

A photographer appears to be photographing himself in a photographic studio.

[photograph on cabinet card]. (1893). Retrieved March 12, 2011 from

<http://www.loc.gov/pictures/item/2004681684/>

This photograph shows how photographers were able to keep their subjects still during the late 1800's. It shows a man sitting in a chair with his head resting in head clamps. The head clamps were used to keep the head from moving during a photo.

3. Slide 6 See Document D above for annotation

4. Slide 7 See Document B above for annotation

5. Slide 9 See Document A above for annotation

6. Slide 10 Title: Washington Monument as it stood for 25 years

Brady, Mathew. *Washington Monument as it stood for 25 years*. [negative].

1860. Retrieved on March 12, 2011 from

<http://www.loc.gov/pictures/item/brh2003004928/PP/>

This photo was by Mathew Brady in 1860. It shows the unfinished Washington Monument. This image will help students understand that Brady lived in the past.

7. Slide 12 See Document E above for annotation

8. Slide 14 See Document F above for annotation

9 Slide 15 Title: Maryland, Antietam, President Lincoln on the Battlefield, 1862

Maryland, Antietam, President Lincoln on the battlefield. [photograph]. 1862. ID

533297. Retrieved on March 12, 2011 from

<http://docsteach.org/documents/533297/detail?menu=closed&mode=search&sortBy=relevance&q=lincoln&commit=Go>

This photograph is housed in the National Archives digital database. It shows a picture of Abraham Lincoln posing with soldiers at Antietam. Alexander

Gardner, a contemporary of Brady, was the photographer.

Modifications (to meet needs of diverse learners)

- Students needing more support can analyze the photographs with an adult there to scaffold the process.
- Students with low writing capabilities can have their work scribed by an adult, or be partnered with a stronger writer.
- Higher-level students can choose to work alone to analyze pictures.
- Higher-level students can also pick a photograph of interest and use it to spark a creative writing prompt.

Instructional Procedures/Process (How will you guide your students through this activity)

****Prior to teaching:**

1. Teachers must photocopy the documents A-F and put one set of documents in an envelope for each group of students. The teacher also needs 1 copy per student for the “Who Was Mathew Brady?” activity.
2. Have the PowerPoint presentation ready to project.

Lesson Procedures:

1. The teacher will tell students that they are going to become history detectives for the day. Tell students that they are all receiving an envelope full of clues (documents) about a man named Mathew Brady. Tell students that they are trying to figure out the answers to several questions. *Who do you think Mathew Brady was? What was his job? Where do you think he lived? When did he live?*
2. Hand out primary source documents A-F (1 per pair or small group), magnifying glasses (optional), 1 “Who Was Mathew Brady?” recording sheet per student.
3. Give students 20 minutes to look through documents and record their answers on the recording sheet. While students are looking through the documents, monitor their discussions. Be sure to have students support their predictions/inferences about Mathew Brady using the documents. Some possible questions to ask as you monitor:

“What from the documents makes you think that?”

“Why do you think _____ was his job? What picture helped you make that decision?”

“Why do you think Mathew Brady lived during _____ time period? Show me why you think this.”

“Where do you think he lived? Where did you find that answer?”

4. Gather class and show them a PowerPoint that explains who Mathew Brady was. Engage class in discussion about the PowerPoint using the teacher script.
5. After PowerPoint, hand out the summative assessment, the Mathew Brady 3-2-1 exit slip to close the lesson.

Lesson 1 Brady PowerPoint Teacher Script:

Slide	Teacher Script/Actions
1	Gather students and show them slide 1. Tell the students you will now see if their thoughts about Mathew Brady are correct or not. Read the slide.
2	Read slide. Have kids raise hands to vote whether they thought Brady was a man or a woman. Ask a child to explain which document he used to prove his opinion.
3	Read slide title. Tell students this is a photograph of Mathew Brady. He probably was born in 1823 in upstate New York. His parents were farmers.
4	Read slide. Have kids vote on whether he was a soldier, farmer or photographer. Ask a child to tell you why and which document he used to prove his answer.
5	Read slide. Then ask kids: “What do you notice about that camera?” “What do you notice about the man getting his picture taken?”

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	Tell the kids that the man getting his picture taken was sitting and resting his head in a tool called a head clamp or immobilizer. Let kids know that head clamps kept a person's head still because photographs took 15-30 seconds.
6	Read Slide. This is one of Mathew Brady's studios in New York City. It is where he photographed and displayed the photos he took of famous people, like presidents.
7	Read slide. This is a floor plan of his studio from 1858. It was on the top floor of a building. There were skylights so that the room where photos were taken would have sunlight.
8	Read slide. Ask students to vote on where they think Mathew Brady lived. Have one student defend his explanation. Ask which document helped him decide.
9	Read Slide. This is a photograph from 1860 of the White House in Washington D.C., where Brady lived for a time. His studio (from slide 6) was also in DC. He had studios in New York as well and lived there too.
10	Read Slide. This is a photo of the unfinished Washington Monument from 1860 also taken by Brady's studio. This is what the monument looked like during Brady's time.
11	Read Slide. Have kids vote on whether he lived in the past or present. Have a couple of kids explain their thinking based on photos they have seen.
12	Read Slide. "How would you know this photo was taken during the past?" "How do you think photographers got around the country?" "Why do you think they needed 2 wagons?" (The wagons were used to transport photographers and all of

	their equipment.)
13	Read Slide.
14	Read Slide. Allow time for students to answer these questions. Let them know that one reason Brady was important was that he took photos of rich and famous people in his studio. He was the first person to take a photo of a president. We didn't have to rely on paintings anymore to know what a person or a place looked like. Brady was one of the first photographers and because of him we know what it was like in the 1860's.
15	Read slide. Ask kids if they think Lincoln was tall or short. Tell them that we read about how tall he was a lot, but in this slide you can actually see how tall he was compared to other men. By looking at just this photograph we can learn that Lincoln was tall. We can see how soldiers dressed. We can see where soldiers lived on a battlefield. We have been able to see how people traveled. Because of photographs we can learn about past and keep a record of it.
16	Read slide. Hand out exit slips.

Closure (Activity/Procedure that brings the lesson back to the guiding question)

After PowerPoint presentation, students will be given the Mathew Brady 3-2-1 exit slip. Students will be required to write 3 things they learned about Mathew Brady, 2 questions they still have, and 1 reason why he is important.