

**Title: Photography Then and Now**

**Key Words: Photography, past and present, Mathew Brady**

**Grade Level: 1**

**Time Allotted: 45-55 minutes**

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Lesson Overview</b>     | Students discuss what they know about photography during the time of Abraham Lincoln and Mathew Brady. The class will fill out a K-W-L chart about photography during the Age of Lincoln. Students will also compare and contrast photography from the 1860's to present day photography. The students will participate in a kinesthetic assessment where they have to decide if a statement or phrase happened in the past, present, or both. |
| <b>Guiding Question(s)</b> | How were photographs taken during Lincoln's time?<br>How is photography during the Age of Lincoln similar to and different from photography now?                                                                                                                                                                                                                                                                                               |

**Learning Objectives (SWBAT – Students Will Be Able to)**

- Students will be able to analyze and examine primary source documents.
- Students will be able to compare and contrast photography during the Age of Lincoln to the present.

**Standards of Learning**

- 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:**

**Chronological Thinking:** Students will determine whether a statement or

phrase about photography happened in the past, present, or both.

**Historical Analysis and Interpretation:** Students use various primary sources to develop an understanding of the difference between photography of the past and the present. Students will also determine why photography is important to the study of history.

### **Assessment Tool(s)**

**Formative:** K-W-L at beginning of lesson.

**Summative:** Past, Present or Both class activity; “L” part of the KWL chart for each student

**Materials/Resources (List of Annotated Primary Sources [embed or attach if possible] and Additional Materials – Teacher Guides, PPT, question frames, class worksheets/assessments, answer keys, etc)**

2 large pieces of chart paper (1 for a K-W-L chart, 1 for a comparison diagram)

\*Examples of each chart can be found in the kit.

Sticky notes (1 for each student)

Past, Present, Both Activity statements cut out

Past, Present, Both Activity Answer key

Lesson 1 primary source documents

Lesson 2 Powerpoint

Camera (optional)

### **Primary Source Documents in PowerPoint Presentation:**

#### **Slide 2: 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.”

#### **Title: Miss Gottschalk, Actress**

Brady, Mathew. *Miss Gottschalk, actress*. [photograph]. (1860-1865). ID 53585. Retrieved on March 12, 2011 from

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=525852&jsript=true>

This is a photograph taken by Brady during the Civil War. It is housed in the National Archives within the series “Mathew Brady Photographs of Civil War-Era Personalities and Scenes.”

**Slide 3: Title: Official portrait of President-elect Barack Obama**

Souza, Pete. *Official portrait of President-elect Barack Obama*. [photograph]. (2009). Retrieved on March 11, 2011 from <http://www.loc.gov/pictures/item/2010647151/>

This photo was taken by Pete Souza on January 13, 2009 and is housed in the Library of Congress Prints and Photographs division.

**Slide 6: 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.

**Slide 8: 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.

**Slide 11: Title: A Photographer appears to be photographing himself in a photographic studio. 1893.**

*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.

### **Modifications (to meet needs of diverse learners)**

- Teacher or other adult could scribe any written piece for a struggling student.
- As an extension students could research one of the questions generated during the K-W-L chart part of the lesson.
- As an extension, the teacher could have students use digital cameras and attempt to take portrait shots in the style of Mathew Brady.

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

**\*\* Teacher Prep before lesson:**

- A. Create a K-W-L chart on chart paper. Example is provided in the kit.
- B. Create a Comparison Chart on chart paper. Example is provided in the kit.
- C. Cut out the "Past, Present, Both" Activity Strips to glue or tape onto Class Comparison Chart during lesson.

### **Lesson Plan**

1. Gather students together and ask them to think about the photographs that they analyzed during Lesson 1. (The teacher may also choose to either have students look through the documents again, or project the pictures for the class to see).
2. Ask students " After looking at those pictures, what do you know about photography during the Age of Lincoln (the past)?" Record answers onto the "K" part of the K-W-L chart.
3. Ask students what they want to know about photography in the past. (You can also ask them what they "wonder" about.) Record any queries onto the "W" part of the K-W-L chart. Explain that you will finish the "L" part of the chart at the end of class.

4. Show the Lesson 2 PowerPoint to the class. Teacher Script is included below.

## **Lesson 2 PowerPoint Teacher Script**

| Slide | Script/Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Title page. Before moving to Slide 2, ask “Who do you think got their pictures taken in the past?” Take answers from a couple of students.                                                                                                                                                                                                                                                                                                                                            |
| 2     | Read slide. The pictures are of Abraham Lincoln and an actress from the 1860’s. Before moving to the next slide ask “Who get pictures taken now? Is it the same as the past or different?” Take some answers from students.                                                                                                                                                                                                                                                           |
| 3     | Read slide.                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4     | Tell kids this is a daguerreotype camera like the one Mathew Brady used at the beginning of his career. Ask students to tell you what the difference is between this camera and one we use today. Also ask what we use to take pictures today.                                                                                                                                                                                                                                        |
| 5     | Show slide. We use digital cameras and phones to take pictures. Ask students if there is anything else they use. Before the next slide, ask students what photos from the past look like. (color, image, subject)                                                                                                                                                                                                                                                                     |
| 6     | Show/read slide. Ask how photos today are different.                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 7     | Read/show slide. Ask who took photographs in the past.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 8     | Read slide. Ask how this is different than the present. Do only photographers take photos today? Who else do you know take photos besides a professional photographer?                                                                                                                                                                                                                                                                                                                |
| 9     | Read slide.                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 10    | Show how photos were taken during the Civil War and developed in the past by clicking on the hyperlink.                                                                                                                                                                                                                                                                                                                                                                               |
| 11    | Read slide. Ask students if they remember why head clamps were used. (If students do not remember, tell students that the head clamps were used to hold people still while their pictures were being taken.)<br>Ask students if they know why people would need to sit still during pictures.<br>**(optional activity) Have students sit as though they are going to take a class picture. You can either pretend to take a photo, or you can take a photo. Time the students for 15- |

|    |                                                                                                                                                                                   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | 30 seconds and tell them they cannot move a muscle or you will have to retake the picture. Ask if posing for a picture during Brady's time was easier or harder than it is today. |
| 12 | Read slide.                                                                                                                                                                       |
| 13 | Give directions for the next activity. They are in the lesson plan.                                                                                                               |

**Closure:**

\*There are 2 closure activities.

**1. Past, Present or Both Activity**

Students will participate in activity where they decide whether a statement is about the past, present, or both. The teacher will designate one end of the room to stand for the “past”, the middle of the room to stand for the “middle” and the other side to stand for the “present.” After reading a statement or phrase the students must walk to the part of the room that corresponds with the statement. For example: If the teacher read “A digital camera”, students would walk to the side of the room that corresponds with the present. Once students decide, the teacher will glue or tape the statement to the correct part of the Class Comparison Chart.

2. After the “Past, Present or Both” activity, students will be given a sticky-note to write 1 thing that they learned about photography from the past to post on the “L” part of the K-W-L chart.