

HISTORICAL INVESTIGATION

PROJECT TITLE: Who was Mr. Lincoln's Camera Man?	
AUTHOR: Vicki Hobson	SCHOOL: Brownsville Elementary School

CLASSROOM PRACTICE

Teaching Thesis & Guiding Questions: Primary students are expected to be able to distinguish between the past and the present, although that concept can be extremely abstract. One way to combat this abstraction is by connecting the study of history to a person. These lessons attempt to personalize history for young students by asking them to figure out who Mathew Brady was and why he remains important today. Students will gain exposure to the past is through the photographs of Brady and his colleagues. Because of Brady's foresight, we now have the faces and images of history. We can weave together a story through interpretation. While studying these documents students will learn how photographs were taken during the Age of Lincoln and will be able to compare and contrast photography then and now.

Significance & Relevance:

Selected State & National 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 Inquiry Skills –

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. Students will also 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.

Chronological Thinking: Students will determine whether a statement or phrase about photography happened in the past, present, or both.

Suggested Grade Level and Length of Activities

1st Grade; two 45-55 minute lessons.

Lesson Objectives –

- 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.
- 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.

Lesson Plans or Instructional Activities –

Lesson One covers the importance of Mathew Brady as a historical figure.

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.

In Lesson Two Students will compare and contrast photography from the 1860's to present day photography. Students will also complete a K-W-L chart about photography during the Age of Lincoln. The students will also participate in a kinesthetic assessment where they have to decide if a statement or phrase happened in the past, present, or both.

Related Materials & Resources –

Lesson plans for both lessons with worksheets, documents, activities, PowerPoint, assessments, and exit slips are provided. The materials needed are clearly labeled for each lesson.

Technology

Technology is used throughout the lessons by projecting photographs from online digital archives as well as PowerPoint presentations. In lesson two, a short animated presentation from the National Portrait Gallery is also shown to students.

Modifications, Differentiation, and Extensions

- 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.

- As an extension students could research one of the questions generated during the K-W-L chart part of lesson two.
- As an extension, the teacher could have students use digital cameras and attempt to take portrait shots in the style of Mathew Brady.

Annotated Instructional Bibliography

U.S. National Archives Collections on Flickr, Mathew Brady Civil War Photographs

<http://www.flickr.com/photos/usnationalarchives/collections/72157622495226723/>

This is a collection of Brady's photographs uploaded by the National Archives to Flickr. The photographs are easy to search and look through at the Flickr webpage. Clicking on the photo will give you the National Archives citation information without having to go to their website.

National Portrait Gallery, Smithsonian Institution website: This is an interactive website by the all about Brady. It includes an index of sitters, online photo albums, and information about how Brady took his photographs.

<http://www.npg.si.edu/exh/brady/index.htm>