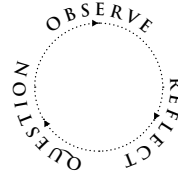


# TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



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Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

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## OBSERVE

### Have students identify and note details.

Sample Questions:

- Describe what you see. · What do you notice first?
- What people and objects are shown? · How are they arranged? · What is the physical setting?
- What, if any, words do you see? · What other details can you see?

## REFLECT

### Encourage students to generate and test hypotheses about the image.

- Why do you think this image was made? · What's happening in the image? · When do you think it was made? · Who do you think was the audience for this image? · What tools were used to create this?
- What can you learn from examining this image? · What's missing from this image? · If someone made this today, what would be different? · What would be the same?

## QUESTION

### Have students ask questions to lead to more observations and reflections.

- What do you wonder about...
- who? · what? · when? · where? · why? · how?

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## FURTHER INVESTIGATION

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### Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

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#### A few follow-up activity ideas:

*Beginning*  
Write a caption for the image.

*Intermediate*  
Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

*Advanced*  
Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>