

# TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



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.

## 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?

## FURTHER INVESTIGATION

### 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?

- 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>