**Reconstruction 360 – Analyzing Historical Photographs Activity**

Before beginning this lesson, take time to examine the historical images contained within the Reconstruction 360 videos.

Select a photo and show it to students. Model an analysis of the photograph by clearly describing the people, objects, setting and inferring from this the mood of the photo, what additional information the caption provides, and why it may have been taken.

Show students another photograph and guide the students through a whole-group analysis of the photograph using questions from the Library of Congress teacher guide “Using Primary Sources: Analyzing Photographs & Prints”: <http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photographs_and_Prints.pdf>

Assign or invite students to select two photographs. Ask students to write down the details of what they see and then to determine what the photo is depicting. Distribute or project the “Using Primary Sources” form. Students may work individually or in pairs to answer the questions on the form.

Create a handout or project the following additional set of questions to guide analysis.

1. What is the caption next to the photograph?
2. What do you see in the photograph? List details such as: who are the people? What are they doing? What are they wearing, their surroundings, and equipment, etc.
3. What is happening? Support the response by clues you see and identified in the questions above.
4. We can only speculate who might have taken this picture. Why do you think they took the picture?
5. Consider how this image serves as a visual document or record of the people, the time, and the place. What does the photograph tell you about the people, place and times at Hobcaw Barony?
6. What details in the photograph support your ideas?

**Photography Word Bank/Vocabulary**

**composition** - the arrangement of the elements (subject and other objects) in a scene or photograph

**contrast** – the range of difference between highlights and shadow areas in an image

**focus** – the clear and sharply designed condition of an image, as in “this image is in focus,” meaning it is sharp and well defined

**camera angle** – the position of the camera relative to the position of the subject takes up a large portion of the frame

**close up** – a shot in which the subject takes up a large portion of the frame—focusing on detail and expression

**long shot or wide shot** – a shot which shows an overall view from a distance

**background** – the area within the frame that is behind the subject of a photograph

**foreground** – the area of a scene that is nearest the viewer—usually the bottom third

**Common Core State Standards for ELA and Literacy in Social Studies/History**

**Reading Standards for Literacy in History/Social Studies 6–12 RH**

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**Integration of Knowledge and Ideas**

**Grade 6-8 –** 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Grades 9-10 –** 7. Integrate quantitative or technical analysis (e.g.,charts, research data) with qualitative analysis in print or digital text.

**Grades 11-12 –** 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Grades 6–8 students: Grades 9–10 students: Grades 11–12 students: