

## Visualizing History

- **Creating a Framework for Historical Interpretation** (p. 164, *Engagement in Teaching History*, by Frederick D. Drake and Lynn R. Nelson)  
**Process:** Have students take out a sheet of paper and answer the following basic questions about a photograph:
  - List three adjectives that describe the individuals/objects/events in this photograph.
  - What does this photograph tell you about these people's lives?
  - When do you think this photograph was taken?
  - Why do you think this photograph was taken?
  - What title would you give this photograph?
  
- **People, Space and Time** (pgs. 176-178, *Engagement in Teaching History*, by Frederick D. Drake and Lynn R. Nelson)  
**Process:** Have your students take out a sheet of paper and examine an image (portrait). Have them answer the following questions:
  - Was this person living east or west of the Appalachian Mountains? (history, geography)
  - Speculate on three present-day cities where this person may have lived. (geography, history, economics)
  - Was this portrait painted before or after the Civil War? (history – time)
  - Speculate a century and a decade when the portrait was made. (history – time)
  - Write down five adjectives to describe this person and/or this person's way of living. (history, economics, geography)
  - Speculate as to the motives of the creator of this portrait. (history)
  - What title would you give this portrait?
  
- **Similarities/Differences** (pgs. 178-179, *Engagement in Teaching History*, by Frederick D. Drake and Lynn R. Nelson)  
**Process:** This is a think-pair-share activity. Display two images that students can compare (two buildings, two portraits, two groups of people, two landscapes, etc.). Have the students take out a sheet of paper.
  - *Think:* On a sheet of paper, have students identify three characteristics that similar and three characteristics that are different between the two images. Give them one minute to do each task.
  - *Pair:* Students exchange their findings with another student for one minute.
  - *Share:* Call on students at random to share their comparative findings.
  - Relate findings to the theme, era or period of history you are studying.
  
- **Quadrant/Hemisphere Analysis** (pgs.179-181, *Engagement in Teaching History*, by Frederick D. Drake and Lynn R. Nelson)  
**Process:** The focus is on observation in this form of analysis.
  - Display an image. Tell students they have 20 seconds to remember what they see in the photograph. Cover the photograph. Ask them to write down what they observed. On a chalk/white board or large piece of paper, write down their observations.
  - Divide the image into four quadrants or two halves. Reveal a quadrant or half at a time. Students have 30 seconds to write down the objects, people, landscape, etc. in this section of the photograph/painting. Repeat the procedure until the students have viewed the entire photograph/painting.
  - Ask students to pair and share the details they observed in each section.
  - Then ask the students to answer the following questions:
    - Where was this photograph taken?
    - When was this photograph taken?
    - What does this photograph tell us about people's lives?
    - What were the motivations of the photographer?
    - Relate the students' findings to the theme, era or period of history you are studying.
  
- **Visual Art Analysis Guide** (Hutchinson)