On August 19, 1839, Louis Jacques Mandé Daguerre announced that he had invented the daguerreotype. From its beginning, photography has played an important role in American society. Just try to imagine a world without photographs! Not only do photographs offer a lasting look into the past, but they also provide a key insight into the people, thoughts, and events during the time the image was taken. Photographs are great primary sources, and the Library of Congress contains vast collections of photographs that can be found by searching the Prints & Photographs Online Catalog, which covers many time periods and places. Remember that photographs are not just images of someone or something. Thinking about a photograph’s specific purpose, a photographer’s intended goal, and the historical context surrounding the photograph adds meaning and significance to the use of these primary sources in the study of history, art, journalism, and more.

**UPCOMING EVENTS:**

- December 2 (Nashville)—presentation, Tennessee Educational Technology Conference, 1:30—2:30 p.m., room NCC 105-106
- December 7—“Air Raid on Pearl Harbor” (Today in History)
- December 15—“Happy Hanukkah” (Today in History)
- December 21—“O Radiant Dawn,” Winter Solstice (Today in History)
- December 24—“Time for a Visit from St. Nicholas” (Today in History)
- December 25—“Welcome Christmas” (Today in History)
- December 26—Kwanzaa (House Bill H.RES.615)

One of the newest acquisitions of photographs at the Library is a collection of ambrotypes and tintypes from the Civil War era. The Liljenquist Family Collection contains over 600 portraits of both Union and Confederate soldiers (mostly unidentified), which show the impact of the war on individuals, as well as on the burgeoning young industry of photography in the 1860s.

For photographs of TPS workshops and participants, visit our Facebook page, or search Facebook for “Teaching with Primary Sources Across Tennessee.” This is also a good place to find announcements and interesting links from both the TPS-TN Web site and loc.gov.

Peter Rabbit Comic Strip [October 8, 1922]
How did the bug in the cartoon ruin Peter Rabbit’s photographs?

Teaching with Primary Sources is a program of the Library of Congress, and is administered in Tennessee by the Center for Historic Preservation at Middle Tennessee State University.
LESSON IDEA—WORTH A THOUSAND WORDS

You’ve heard the saying, “A picture is worth a thousand words.” This lesson idea will try to prove this saying by combining students’ powers of observation and verbal articulation, all inspired by major events in American history captured in Library of Congress photographs.

Divide students into groups based on how much you want each student to write—for instance, in a group of 4, each student will write 250 words, to add up to 1000. Assign each group one of the following photographs:

1) Nashville, Tenn. Federal outer line [1864],
2) National Anti-Suffrage Association [1911?],
3) German soldiers in a trench; in background, a town [between 1914 and 1918],
4) Destitute pea pickers in California. Mother of seven children. Age thirty-two. Nipomo, California [1936],
5) Tojo Miatake [i.e., Tōyō Miyatake] Family, Manzanar Relocation Center / photograph by Ansel Adams [1943],
6) Clinton, TN. School integration conflicts [1956].

Have students describe, on paper, what they see in the photograph and what they think is happening. Be sure to consider the different points of view of the people in the photographs. When groups have reached their total of 1000 words about their photographs, each group can present to the class their words, letting other groups form pictures in their minds before showing them the actual photographs on which the words were based. Ask students whether they think their photos are worth a thousand words—or perhaps more or less.

This lesson idea can be adapted to meet state curriculum standards for grades 7-8 English/Language Arts (3: Writing & 7: Media).

LESSON IDEA—PHOTOGRAPHY & ANIMATION

In the 1870s, Eadweard Muybridge used photography to capture motion. Muybridge was hired by race horse owner Leland Stanford to settle a hotly debated issue of the time. Using photography, Muybridge set out to prove whether or not all four of a horse’s hooves were simultaneously off the ground during a gallop. He set up twelve cameras around a race track. The cameras were activated when the horse ran by and hit a string connected to the cameras controls, creating a sequence of images. By using photography, Muybridge proved that all four hooves were off the ground at a given point during a horse’s gallop (For examples of Muybridge’s motion studies, search the Prints and Photographs Collection, keyword: Muybridge).

His photographs were printed in magazines, and readers were invited to cut out the images in strips and view them in a toy called a zoetrope, a precursor to the motion picture. Inspired by the zoetrope and his sequences of photographs of animals and people in motion, Muybridge invented the zoopraxiscope, the first form of a motion picture. For examples of how a zoopraxiscope works, click here and here.

Students can create their own animation using photographs, by creating a photo flip book. Follow the directions for creating a flip book on the Kodak Web site (students can take their own set of pictures, or the teacher can take a series of images for the entire class to use).

This idea can be adapted to meet curriculum standards for grades 2-3 Visual Arts (4.2, 5.1) and grade 3 Science (spi 0307.T/E.1).
**Lesson Idea— Child Labor in Tennessee**

In 1904, the National Child Labor Committee was established with the goal of promoting the rights, awareness, dignity, well-being and education of children and youth as they related to work and working." In 1908, the NCLC hired Lewis W. Hine to document child labor and working conditions. In order to gain access into factories, Hine reportedly lied about who he was and what he was doing. Hine’s photographs appeared in newspapers and publications that supported the goals of the NCLC and helped raise public awareness.

Hine photographed several factories and even a mine in Tennessee, including Elk Cotton Mills, Loudon Hosiery Mills, Richmond Spinning Mill, and Cross Mountain Mine. Divide the class into groups, and assign each group one of these four sites. Have the students research their factory or mine in the library or on the Internet. Then have students search the National Child Labor Committee Collection for photographs of their specific location.

In what ways are the photographs similar or different from what you have learned from your research? What did you learn from the photographs that you did not from the research? What was the public reaction to these photographs? Why might people react more strongly to a photograph than a report on child labor conditions?

Using the images from the National Child Labor Committee Collection, have the students create a poster informing the public about working conditions in their assigned factory or mine and share them with the class. You can find more ideas in the lesson plan, *Childhood Lost: Child Labor in the United States, 1830–1930*.

This idea can be adapted to meet curriculum standards for grade 5 Social Studies (5: History), English/Language Arts (4: Research & 7: Media) and grade 6 English/Language Arts (7: Media) and Visual Arts (4: Historical/Cultural Relationships & 5: Reflection and Assessment).

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**Featured Feature— New Lesson Plans on the TPS-TN Web site**

Two new lesson plans related to photography are featured on the Teaching with Primary Sources Across Tennessee Web site. The lesson plan, “Debunking Civil War Photography: The Case of the Moved Body,” is based on a study of a famous Civil War photograph taken at Gettysburg. Students will compare images and texts taken from Gardner’s Photographic Sketch Book of the Civil War, written by Alexander Gardner and published in 1865-1866, and understand how Civil War photographers used both the photographic medium and text to make a specific point to the public. Through the process, students will debunk a photograph, while understanding the photographer’s intent and the limitations of the technology of photography. The lesson plan contains several worksheets, background information for the teacher, and an optional PowerPoint. It meets curriculum standards for high school Visual Art History and English I-IV (Standard 7: Media).

The lesson plan, “Exploring Photography and Photojournalism: Gee’s Bend, Alabama,” explores the isolated community of Gee’s Bend, Alabama, which was the site of a former plantation before the Civil War. Students will write a series of newspaper articles based on Farm Security Administration (FSA) photographs taken of Gee’s Bend before and after Resettlement Administration (RA) involvement. They will also explore the evolution of change caused by RA involvement within the community. The lesson plan contains a worksheet, discussion questions, and two optional Powerpoints: Before and After. In the extension activity, students will listen to slave narratives from two members of the Gee’s Bend community and discuss what slavery was like on the plantation and how the Civil War impacted the community. The lesson plan meets curriculum standards for grade 8 English, high school U.S. History, and English I-IV (7: Media).
**Photography Reaches Japan**

[Saruwaka-cho Kogiku] [1878]

What is the woman holding in her hand? What message is the artist trying to tell the viewer? Who is Uchida Kuichi? (Hint: read the bibliographic page to find out.)

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**3-D Photography**

**Ft. Sanders, Knoxville, Tenn., showing salient assaulted by Longstreets forces** [1863 or 1864]

3-D photography dates back to the 1850s. Seventy percent of the documentary images taken during the Civil War were actually taken in 3-D, such as the image shown above. Look at the 3-D Civil War Photos Presentation from the Civil War Preservation Trust. Use the link on the Web page to request a free pair of 3-D glasses to view the presentation! Visit the Center for Civil War Photography Web site to see more 3-D photographs.

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**Steam Powered Camera**


This drawing depicts a steam powered camera. Was this a practical way to take a picture in the 1870s? Search the Library of Congress Web site for images of cameras. How have cameras changed over the years?

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**Nashville Skyline**

**Skyline, Nashville, Tennessee,** [2008]

Carol Highsmith traveled throughout the United States and photographed many buildings and cultural sites. What aspects of Nashville did she capture in this photograph? What impressions does this photo make on the viewer? Search the Highsmith (Carol M.) Archive or the Prints & Photographs Online Catalog for images of Nashville architecture.