

Photographs

Questions to consider when looking at a photograph

Is the photograph in colour or black and white?

Is there evidence of who the photographer is/where the photograph was taken?

When do you think the photo was taken? Are there any clues to help date it, such as the background, clothes, buildings?

Was the photo taken inside or outside? How do you know?

Is it a photograph of everyday life? Why do you say this?

Why was the photo taken? Who do you think took it?

Is it posed or a snapshot?

Describe what you can see in the photograph.

Look at the buildings. Describe them.

Look at the people. Describe their clothes, their expressions.

Do you think the people in the photograph knew that their photograph was being taken?

Do you think they liked having their photograph taken?

What does this photo tell us about life at the time?

In what ways was life at that time different to today?

In what ways was life at that time similar to today?

*What does the photo **not** tell us about life at the time?*

How could we find out more about life at that time?

Choose a character in the photograph. What do you think that character might be thinking? If you could ask that character five questions about his/her life what would those questions be?

Think of a title for the photo

Add a speech bubble for each character to show what you think each character in the photograph might say.

What do you think was happening five minutes before this photo was taken? Draw this.

What do you think happened five minutes after this photo was taken? Draw this.

Activities using photographs as evidence

Depending on the photograph children should be encouraged to look closely at particular elements such as the clothes worn, features of buildings, types of transport, furniture, work people did, relationships in the painting and so on.

Change and Continuity using photographs

- Give children a photograph that depicts a scene in the past to compare and contrast with a second photograph that shows the present appearance of the scene.
- Focus on specific items or aspects of the scene such as particular houses or shops, certain forms of street furniture or forms of transport. Focuses not only on evidence of change- also encourage children to identify what has stayed the same.
- In pairs or in groups give children Venn diagrams to record the elements that are particular to each photograph and the features that are common to both in the intersection area. To cater for differing abilities allow children to write words or use drawings/symbols to communicate their ideas.

Developing Time and Chronology using photographs

Ask children to sequence a set of photographs in order, for example, photographs of people wearing clothes through the decades, photographs of various aspects of a particular story or event, photographs of vehicles. Ask children to explain their work.

Photos from memory

- Gather a collection of photographs Lay out some of the photographs face up on the table. Children look at them for one minute. Encourage them to focus on details. The photos are turned over. Working in pairs or in groups children describe all the photographs they can remember.

- Lay out some photographs as described above. Children look at them for a short time, again with attention to detail and are then told to close their eyes. Teacher removes one of the photographs and tells the children they can open their eyes. They must try and work out from memory which photograph is missing. The first to guess correctly takes over from the teacher as the person who hides a photograph. Jumble the photographs between turns.
- Twenty Questions: Follow above procedure but when the child hides the photograph the rest of the class have to ask twenty questions to identify the correct picture. The only answers that can be given are 'yes' and 'no'.

Captions

Children are divided into pairs and each pair receives a photograph from a photo pack. They must examine the photograph and create a caption/ description for their photograph. Each pair then receives the actual description of their photograph and compares this with their own description. The photographs, captions and descriptions are displayed around the classroom so that all children will have an opportunity to examine them.

Pelmanism

Divide children into groups of three or four. Give each group between six or eight photographs. Ask them to lay them face down on the table. One child turns over two photographs and tries to make some connection between them. If the child can do this ,he/she puts these two photos to one side. The next group member does the same thing. If he/she can make no connection between the photographs these photographs go back face down on the table. A variation on this is to lay down, face-up on the table, two (or all of the photographs) and ask the children to spot the similarities. With a set of photographs they could sort them into two or more groups on the basis of chosen criteria.

Describe and draw

Working in pairs, one child agrees to be the describer and the other the drawer. The describer has one photograph and has to describe that photograph in detail to his/her partner without letting them see it. The partner draws what he/she thinks it looks like from the description. Compare it to the original. How is it different? What was omitted from the description? What was added?

Adjectives

Display a set of numbered photographs on the wall and encourage children to think of as many adjectives as they can about the photographs. Give each pair a sheet of paper with the numbers of the photographs on it and ask them to record next to the number the adjective or adjectives which they think are most appropriate. Discuss the choices. Was there a tendency to use the same words or different words about a photograph? Did some photographs only have negative adjectives? Does anyone disagree with the labels given?

Attention to detail

Give a photograph to a pair or small group. Within 60 seconds they have to name all the things they can see in the picture.

Questioning a photograph

Place a photograph in the middle of the blackboard or in the middle of a large sheet of paper. Encourage the children to look at the photographs and to think of questions they could ask about it. The questions are written around the photograph with arrows going toward the area of the photograph under question.

Sensory experience

Ask children to look at photographs using their senses

What can I see?, What can I hear?, What can I smell?, What can I touch?

Unfreeze the “Pause” button – What do you think might have happened next?

Press the magic button - Now you are in the photograph...”Imagine you are...”

Jigsaw pictures

Teacher chooses a photograph and has copied this number of times. Children are divided into groups of three. Each group is given a third of the photograph. They record on page information they can gather from the piece of the photo which they have received. They can also record what they would like to know more about.

They then get the second jigsaw piece of the picture and follow the same procedure on the page. Repeat with the third and final jigsaw piece of the picture.

Each time they ask themselves questions such as:

What is in this part of the picture?

What do you think is missing?

Now that you have more information, compare it to your guess.

Draw the part of the photo that you don't have. Compare it now with the real missing piece.

(See pages 87 -98 History Teacher Guidelines for further ideas on using photos as evidence)