

## LESSON 5

### TOWN HARBOR - A LITTLE TOWN – A PHOTOGRAPHIC POINT OF VIEW

**OVERVIEW:** There is nothing more revealing than an image that captures human emotions, the essence of change, an historical event or simply a moment in time. Images reflect what was, what is and what will be. They depict a societies choices in life and document the positive and negative results. From these images, individuals have an opportunity to analyze and discuss the intent of these images and the author’s purpose for producing them. They also provide a framework for discussion that directs individuals to ponder about images that capture such topics as child labor, poverty and war. Yet, photographs can depict gentler times of peace and tranquility, accomplishments, community, landscapes, welcomed change and growth. Students tend to process visual information quite well. Through the use of visual images students can develop a sense of both place and time. Visual images can elicit creative thinking and response. It is hoped that in viewing the images of Townsend’s past and present, students can develop an understanding why and how a tiny rural community responded to change and growth from 1820-1920. Students can also see the effects of change and growth today.

#### OBJECTIVES:

- Students will analyze and interpret photographs to compare their interpretations to other students’, teachers’ and historical scholars (site administrator/curator).
- Students will draw conclusions and cite reasons and evidence
- Students will formulate questions based on clues from the photograph and change their questions as they acquire background knowledge.
- Students will record questions and responses on a Photograph Analysis Sheet.
- Students will describe how changes in the way people live and work can have lasting effects on the environment.
- 

#### FRAMEWORKS:

- 5.2 Classify artworks into general categories such as painting, film textiles, photography, etc. (**Arts**)
- 6.3 Students will interpret the meanings of a visual art form by explaining how the subject matter and or form reflect events, ideas, religions and customs of people living in a particular time of history. (**Arts**)
- Observe and identify details in cartoons, photographs, charts, and graphs relating to a particular historical narrative. (**History, Economics, Civics**)
- Students gather information from a variety of sources to analyze and evaluate the quality of information they obtain, and use it to answer questions. ( **ELA – Strand 24**)

#### NCSS:

- Humans seek to understand their historical roots and locate themselves in such time. Such understanding involves knowing what things were like in the past and how things change and develop. ( **Strand III – People, Places, Environment**)

**MATERIALS:** Lap top computer (Images placed on PowerPoint), projector, screen, Photo Analysis Response Sheet, Interactive Social Studies Notebook.

**LENGTH OF TIME:** one to two 60 minute class periods.

**GUIDING QUESTIONS:** Questions – Courtesy of the *Massachusetts Studies Project*

**Basic Questions**

- Why was this image created?
- What is the image type or format (drawing, painting, photograph)
- Is this a primary or secondary source? How can you tell?
- When was this image created? If there is no date, what clues can help you date the image?
- List two things the photograph may tell us.

**Critical Thinking Questions**

- Why was the image created? What is the point of view of the image? Whose story is it telling?
- What interest do you think the photographer has in this subject? What is the creator's point of view? Does this tell you why the image was created?
- What does the image reveal about its subject?
- What do you already know about this subject before viewing the picture that might have affected the way you read it?
- What is the setting of the image?
- What sorts of details does it include or emphasize?
- What sorts of details does it exclude?
- What are the underlying messages of the image and motives of the images' creator?
- How long after the event was the image created? How does this influence the images content or perspective?
- Why do you think the image was taken or drawn at this particular moment in time?
- What questions would you like to ask the photographer or artist to find out more about the subject of the image?
- What questions would you like to ask a person(s) in the image?
- How could you do further reach on this subject?

**ACTIVATOR:** Students will participate in a learning structure called a *Gallery Walk* where the classroom will transform itself into a gallery of images. This structure is a variation of the Walking Tour which is effective in situations when introducing content that contains passages in text, provocative ideas, important quotes and discrepant information.

## **PROCEDURE:**

### **Part A**

1. Five different images will be placed around the classroom. Each image is number 1-5.
2. Form groups of four students assigning groups to each image. Students will be given five minutes to view, discuss interpret and respond to each image give a choice set of guided questions. At the end of the allotted time, students will move to the next image until they have visited all the images in the gallery.
3. Before beginning their Gallery Walk, review the handout Ways to React to the Images with students.
4. Each student is to write responses in their Interactive Social Studies Notebook.
5. When groups return to their seats, time will be given to discuss and summarize their responses.
6. Each group will be assigned an image to present to the whole class.
7. The teacher will record reactions/responses on chart paper.

### **Part B**

1. Present and discuss select images of Townsend Harbor through a slide show.
2. Students are asked to refer to the copies of the Basic Questions and Critical Thinking Questions. These will lead our analysis and discussion.
3. After analyzing and viewing a few photographs, divide the students into groups of four.
4. Tell each group they are going to choose a photograph to analyze and present using the Photograph Analysis Response Sheet. They will be given 20-25 minutes to discuss and complete the task.
5. When the allotted time is up, each group will present their analysis of their photograph.

**CLOSURE:** Round Table Discussion - After students complete this activity gather students on the rug and discuss the importance of images. What do images tell us about time, place and people? What would future generations learn from taken from the present? Give students examples. War in Iraq, President Bush, Fitchburg Public Schools, Different neighborhoods in the city, Student fashions. Can photographs influence people in a way that would prevent certain events to reoccur? Are photographs documentation of a society's continuing challenges and strengths?

**ASSESSMENT:** Teacher observation, oral discussion, Gallery Walk, Photography Analysis Sheet, Interactive Notebook – Quick Write Activity

**EXTENSION ACTIVITY:** Students will be engaged in photographing and presenting images of Townsend Harbor in the present. (See next lesson)

Another activity that would interest students is to take pictures of their neighborhood and with the assistance of the Fitchburg Historical Society, find images from various time periods. Ask students to compare the built and natural environments of their neighborhood (percent of each, quality and character and how they relate to each other. Students can also make a display showing the old and new pictures of their neighborhood. Display a map of Fitchburg and conduct a map study of the neighborhoods. (Idea from the *Massachusetts Studies Project*)

## LESSON BIBLIOGRAPHY

### PRIMARY SOURCES

Images – Courtesy of Townsend Historical Society.

- *Harbor Depot- 1890's*
- *The Grist Mill - 1840*
- *The Cooperage – built circa 1760 as a fulling mill, sold in 1865 and converted into a cooperage.*
- *Spaulding Leatherboard Factory – built in 1893*
- *Harbor Church – Built in 1853 by the Unitarians*
- *Townsend Harbor Main Street Hotel and Store -*
- *Cranberry Bog – 1890's*
- *Townsend Harbor Bridge – 1890's*
- *The Reed House –Built by John Jewett in 1790, was owned by the Reed Family and descendants from 1808 to 1971 when the Townsend Historical Society purchased it.*
- *Letty Wilson Reed (1788-1864), daughter Harriet Reed Strout (1866-1943), granddaughter Letty Strout Proctor (1884-1977)*
- *The Squannacook River and Dam -*
- *“As You Like It Club”- 1890's*
- *Lamplighter- 1890's*
- *View of Townsend from the Methodist Church - 1892*
- *Park Hotel – Townsend Harbor - 1831*
- *The Old Mansion known as Conant's Tavern during Revolutionary times – Built 1700's. Now a private residence.*
- *Townsend Harbor Bridge – Built 1840 – Bridge washed out in 1936 flood.*

**Recent Photographs taken on 11/06 included in the PowerPoint Presentation. Hard Copies will also be available to students.**

### REFERENCES

1. Knight, Harry, F. *The History of Townsend, Mass.* Published by the Townsend Historical Society, 1972.
2. Smith, Richard, N. *Divinity and Dust – A History of Townsend Massachusetts 1676-1978.* Copyright 1978. *The College Press. Lancaster, Ma.*
3. *Townsend Massachusetts 250<sup>th</sup> Anniversary – 1732-1982.* Published by the Townsend Historical Society 1992.
4. Dietch, JoAnne. *Get A Clue – An Introductory to Primary Sources.* Primary Source Documents, Response Sheets, Artifacts and Graphics. Copyright 2001. Discovery Enterprises. Carlisle, MA.

## WEB SITES

<http://memory.loc.gov/>

<http://www.archives.gov/digital/classroom/lessons/analysisworksheets/phto.html>

<http://www.msp.umb.org> – Massachusetts Studies Project

[http://www.edc.org/CCT/PMA/image\\_detective/method.html](http://www.edc.org/CCT/PMA/image_detective/method.html)

*Picturing Modern America 1880 – 1920*. A great web site that supports students and teachers in the art of photo analysis. Exercises to build student skills in analyzing historical documents/photographs are available on this site. It is recommended that before beginning the above lesson, a review on being an “Image Detective” can provide the framework for the study. Sample topics such as Immigration, Growing Cities and the Progressive Reform are just a click away. Students can also read a little background on the picture and the time period after they have done some of their own speculating. It is a great site for those who have never used photographs as a learning tool.