



# LIVE WITH HISTORY

Images from The New York Times Photo Archives

*September 23, 2006 – January 17, 2007*

**Classroom Enrichment Packet**



Dear Teachers:

The Hickory Museum of Art is delighted to announce that *Live With History: Images from The New York Times Photo Archives* will be on exhibit from September 23, 2006 through January 14, 2007. This Classroom Enrichment Packet serves as a supplement to the exhibition, and is filled with resources to aid teachers in customizing use of the show to fit their curriculum.

The competency goals set forth in The North Carolina Standard Course of Study provide teachers with specific skills that their students need to learn and master. With these skills in mind, teachers must choose appropriate and effective instructional texts to interest and engage their students. The exhibit, *Live with History: Images from The New York Times Photo Archives*, is a powerful instructional tool as it provides a visual context for the complex concepts taught in United States history, American literature, and humanities courses.

As teachers and their students view the photographs in the exhibit, they will find informational placards displayed on the walls highlighting the historical significance of the subject matter in the photos. Additionally, guided tours of the show are available. If you have not already booked a tour, please contact our education staff, Ginny Zellmer or Kate Worm, at 828-327-8576 ext. 216. Admission to the Hickory Museum of Art is free, and tours cost \$1 /child.

Depending on their subject area, teachers pursuing National Board Certification will be able to utilize this exhibit as an opportunity to complete an entry for their portfolios. Viewing the photographs allows students to respond to text, in this instance non-print, which is an entry component in the English Language Arts teacher's portfolio. Whole class discussion and small group instruction about the photographs, related texts, or student writing could generate lessons suitable for the instructional analysis entries of the portfolio.

We look forward to your visit. Please call us if we may be of any assistance as you plan a class trip to the museum (828-327-8576).

Sincerely,



*National Board Certified Teacher Dolores Cupo was pleased to serve as curriculum consultant to the Hickory Museum of Art in preparation for the current photographic exhibit, Live with History: Images from The New York Times Photo Archives. She assisted in coordinating the educational materials and enrichment activities made available to area students in order to enhance their experience of viewing these memorable, often iconic, photos, which trace the cultural history of our great nation. Dolores received her bachelor's degree in English from Queens College of the City University of New York, and her master's degree in education from Northern Illinois University. She teaches English in Caldwell County, with an emphasis on American Studies, and was selected as North Carolina English Teachers Association Outstanding English Teacher for 2005-2006.*

## **LANGUAGE ARTS ACTIVITIES FOR HISTORY AND ENGLISH CLASSES**

Listed below are language arts activities that teachers may adapt to use with middle or high school students to enrich their viewing experience.

### **Suggested Writing Activities in Response to Viewing the Photos**

- Closely observe the photograph and describe everything that you see in it. Count the people or objects and list them.
- Write down the people or objects that are only partially visible in the photograph. Do you see only part of a building or part of a person? What is missing?
- Now describe in detail what is portrayed in the photograph so that another classmate would be able to recognize the photograph immediately.
- Now tell the story behind the photograph. Pretend the photograph is one still shot in a movie; use your imagination to tell the story of what occurred before this photograph was taken, what was occurring as the photograph was taken, and what happened after the photograph was taken.
- Back in the classroom after students have had time to complete their photograph stories, the teacher could ask each student to share the description and story of his photograph so that the rest of the class can attempt to identify it.
- Students could write an objective newspaper account about the famous person or event depicted in the photograph.
- Students could imagine what it might be like to be someone in the photograph and write subjectively about what that person feels and thinks in the situation depicted in the photograph.
- Students could interview an older member of their family or community and record their memories of the famous people and events depicted in the photographs.
- Based on this oral history, students could create a collage or scrapbook as if they were the people they interviewed.

### **Suggested Speaking Activities in Response to Viewing the Photos**

*This suggestion is taken from Creative Communication -- Projects in Acting, Speaking, Oral Reading by Fran Averett Tanner, published by Clark Publishing, Inc., 1996, Topeka, Kansas.*

- Give a brief speech about the famous person in the photograph to inform your class about the facts behind the photograph. Research the life of this famous person and relate his life to what is depicted in the photograph; show how the event reflected or affected this person's life. What was he experiencing? What was happening historically and culturally in the United States at this time? Is there an international connection? Teachers may use this opportunity to teach about citing sources.

Examples of photographs to use for this activity:

- Mickey Mantle at Yankee Stadium, 1963
- Jackie Robinson steals home, Ebbets Field, 1952

- Harry S. Truman displays a premature edition of the Chicago Daily Tribune, 1948
- Gangsters Bonnie Parker and Clyde Barrow, 1934
- Give a brief speech relating the historical incident depicted in the photograph. Research the facts behind the photograph and explain why the subject of the photograph was historically significant. How does the subject reflect what was occurring culturally in the United States or internationally? Again, teaching about citing sources would be appropriate.

Examples of photographs to use for this activity:

- The Titanic, 1912
- Wright Brothers' historic first flight, Kitty Hawk, NC, Dec. 17, 1903
- Ashen tea set after World Trade Center collapse, 2001
- Hindenburg explodes in Lakehurst, NJ, May 6, 1937



## CUBING

Cubing is a strategy designed to prepare students in reading and writing (Cowan & Cowan, 1980, Vaughan & Estes, 1986). In writing it can be used as a pre-writing activity to stimulate students' thinking about a topic. In reading, cubing can be used to strengthen students' comprehension of a topic or concept and help expand students' understanding of a topic, concept, character, and/or text from various perspectives. Many teachers create a visual (cube) prop so students have something tangible to work with. Teachers can use the cubing as a post-reading strategy to discuss issues that lead students to think critically about the topic under study. A teacher can use the strategy with the whole class, as small group work, and/or on a one-on-one basis. Almost any topic can be cubed. Cubing requires students to apply information they have been studying in new ways. The cubing method can also be modified to allow the teacher to create his or her own parameters or perspectives.

This strategy allows students to explore a topic from six different points of view. The name cube comes from the fact that cubes have six sides and students explore a topic from the following six perspectives:

- **Describe it:** How would you describe this topic/issue/event/person? Describe key characteristics/points/and/or attributes including size, shape, and colors.
- **Compare it:** What is it similar to?
- **Associate it:** What does it make you think of? How does the topic connect to other topics/issues/subjects? How does this decision/event connect to other decisions/events? How does this person/character relate to other people/characters?
- **Analyze it:** Tell how it is made or what it is composed of. How would you break the topic/problem/issue/event/decision into smaller parts?
- **Apply it:** What can you do with it? How is it used? How does it help you understand other topics/issues/decisions/events?
- **Argue for or against it:** Take a stand and list reasons for supporting or not supporting it.
  - I am for this because. . . .
  - I am not for this because. . . .
  - This works because. . . .
  - This does not work because. . . .
  - I agree because. . . .
  - I disagree because. . . .

### How to Use the Strategy:

Begin by selecting the topic to be cubed. This is a good end of unit activity since students need to be very familiar with the topic prior to beginning this activity. Next, divide students into six small groups; assign one of the six perspectives to each group. Then have each group of students brainstorm ideas about the topic from their assigned perspective. Following the brainstorming and discussion within their group, each group chooses a scribe and collaboratively writes a paragraph exploring that perspective. Afterwards, each group reads its paragraph to the class. Other students react to

connections the group has made and may pose ideas for revisions and make new connections. Finally, after each group has shared its paragraph with the class and made any needed revisions, each paragraph is taped to a side of a cardboard cube and displayed in the classroom.

Make sure you first model how to use the strategy to your students and explain why you chose Cubing.

The cube pattern is located on the next page.

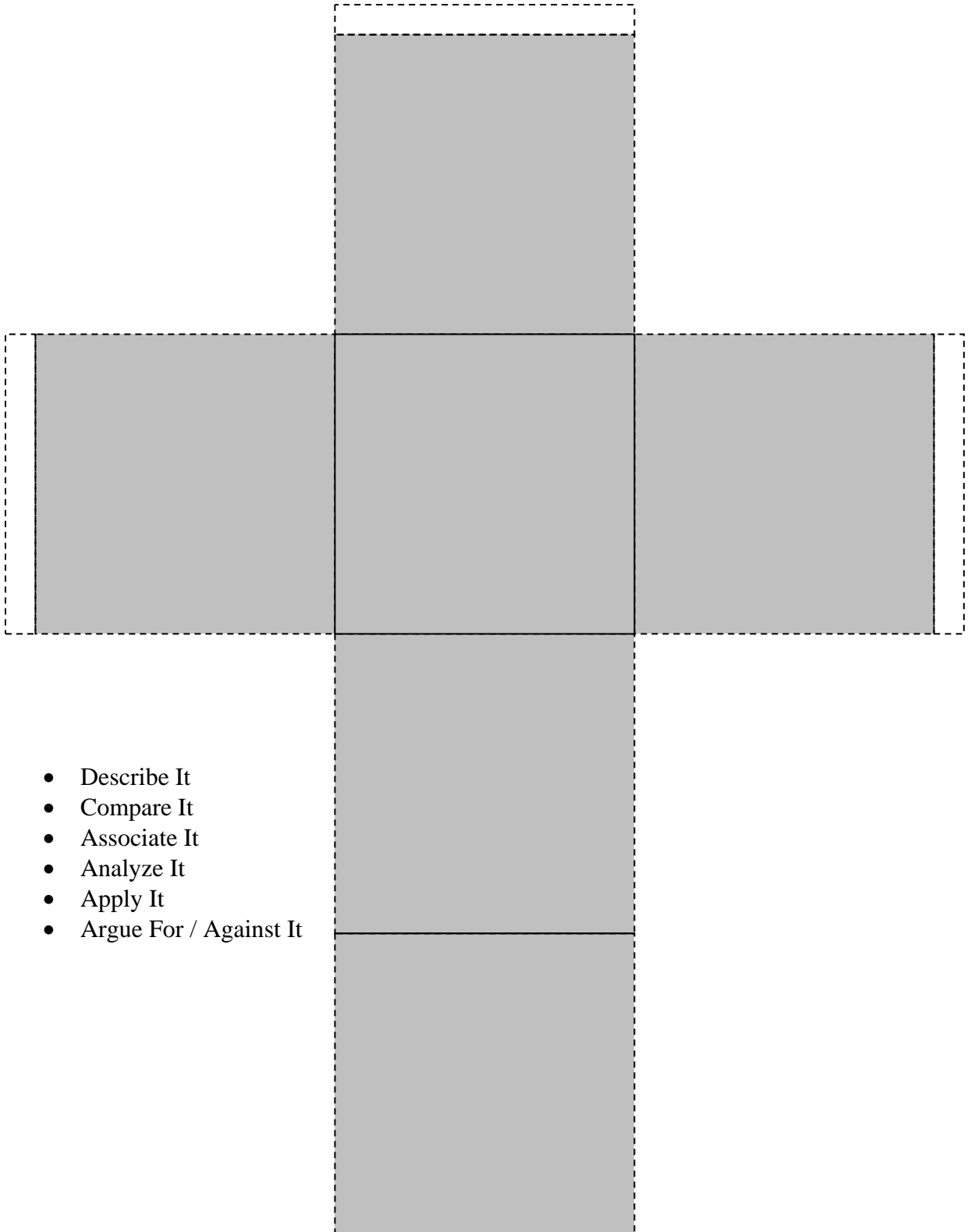
#### References

- Cowan G. and Cowan E. (1980). *Writing*. New York, NY: Wiley.
- Vaughan J. & Estes, T. (1986). *Reading and Reasoning Beyond the Primary Grades*. Boston, MA: Allyn and Bacon.

*Adapted from the Florida Online Reading Professional Development Web Site:  
<http://www.itrc.ucf.edu/forpd/strategies/stratCubing.html>*

## Cube Pattern

Cut along dotted lines, fold along solid lines, and glue white tabs.



- Describe It
- Compare It
- Associate It
- Analyze It
- Apply It
- Argue For / Against It

## LITERARY RESOURCES

The following is a compilation of literary sources, arranged by category, that includes fiction, non-fiction, print and non-print texts to provide background information and enrichment for students viewing *Live With History*. If the entry is followed by a (G) or (P), it may be found in one of the following anthologies:

- (G) Glencoe Literature The Reader's Choice American Literature, published by Glencoe McGraw-Hill, New York, 2000
- (P) Prentice Hall Literature Penguin Edition The American Experience, Volumes I and II, published by Pearson Prentice Hall, Boston, 2007

### Native American Connections

- “How the World Was Made” (G)
- “The Sky Tree” (G)
- “The Navajo Origin Legend” (P)
- Dekanawida's - “The Iroquois Constitution” (G and P)
- Mary Rowlandson's nonfiction - A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (G)
- Chief Joseph's speech - “I Will Fight No More Forever” (G and P)
- Cherokee Chief Corn Tassel's essay - “Let Us Examine the Facts” (G)
- Dee Brown's nonfiction - Bury My Heart at Wounded Knee
- Conrad Richter's novel - The Light in the Forest
- Susan Power's essay - “Museum Indians” (P)
- N. Scott Momaday's collection of anecdotes and folktales The Way to Rainy Mountain (G)
- Louise Erdrich's essay - “The Names of Women” (G)
- Barbara Kingsolver's poem - “Naming Myself” (G)

### Nineteenth Century American Connections

- Mary Chestnut's nonfiction journal Mary Chestnut's Civil War (G and P)
- Robert E. Lee's Letters to His Family (G and P)
- Ambrose Bierce's short story - “An Occurrence at Owl Creek Bridge” (G and P)
- Abraham Lincoln's - “The Gettysburg Address” (G and P), “Second Inaugural Address” (P), and “Emancipation Proclamation” (P)
- Warren Lee Goss's journal - Recollections of a Private (P)
- Randolph McKim's diary - A Confederate Account of the Battle of Gettysburg (P)
- Stonewall Jackson's letter - “An Account of the Battle of Bull Run” (P)
- Walt Whitman's Civil War poetry - “Beat! Beat! Drums!” (G), and “A Sight in Camp in the Daybreak Gray and Dim” (G)
- Mark Twain's short story - “The Notorious Jumping Frog of Calaveras County” (G and P); nonfiction - Life on the Mississippi (P); novels - The Adventures of Tom Sawyer, and The Adventures of Huckleberry Finn
- Miriam Davis Colt's diary - Heading West (P)

- Bret Harte's short story - "The Outcasts of Poker Flat" (G and P)
- Willa Cather's short story - "A Wagner Matinee" (see *Live With History* catalog photo of Metropolitan Opera, 1938) (G and P)
- Jack London's short story - "To Build a Fire" (G and P); and novel - Call of the Wild (see *Live With History* catalog photo of Seattle during Klondike Gold Rush, 1897)
- Horatio Alger's - Ragged Dick; or Street Life in New York excerpts (see *Live With History* catalog photo on page 34 of "Newsies and bootblacks shooting craps" and locate text in National Humanities Center Toolbox Web site)
- C.G.D. Roberts' poem - "Brooklyn Bridge" (see catalog photo and NHC Toolbox Web site)
- Jacob Riis's - How the Other Half Lives, Studies Among the Tenements of New York, excerpts (see National Humanities Center Toolbox Web site)
- Lewis Hine's photographs of Ellis Island immigrants (National Humanities Center Toolbox Web site)

### **Twentieth Century American Connections**

- Thomas A. Edison, Inc.'s 11 minute film - Rube and Mandy at Coney Island, 1903 (see National Humanities Center Toolbox Web site)
- Theodore Dreiser's essay - "A Photographic Talk with Edison," excerpts (see catalog photos and National Humanities Center Toolbox Web site)
- Theodore Roosevelt's address - "The New Nationalism" (see National Humanities Center Toolbox Web site)
- Walter Lord's nonfiction book - A Night to Remember
- Jay Henry Mowbray's nonfiction book - Sinking of the Titanic: Eyewitness Accounts
- Harlem Renaissance poetry by: James Weldon Johnson, Claude McKay, Langston Hughes, Helene Johnson, Jean Toomer, Arna Bontemps, and Countee Cullen (see *Live With History* catalog photos of Harlem) (G and P)
- John Steinbeck's - "Breakfast" excerpt from The Grapes of Wrath, (G); novels - The Red Pony, and Of Mice and Men
- Karen Hesse's novel - Out of the Dust
- Randall Jarrell poem - "The Death of the Ball Turret Gunner" (see *Live With History* catalog photo on page 59 "Air Force bomber during the Korean War, 1953) (G and P)
- Martin Luther King Jr.'s - "Letter from the Birmingham City Jail" (see *Live With History* catalog photo on page 42 "Crowd in Queens listens to Dr. Martin Luther King Jr., March 1968") (P)
- John F. Kennedy's - "Inaugural Address" (P)
- Joe Garner's - We Interrupt This Broadcast, Updated Second Edition, published by Sourcebooks, Inc., Naperville, Illinois, 2000, includes actual broadcasts on two audio CDs of "The Events That Stopped Our Lives. . . from the Hindenburg Explosion to the Death of John F. Kennedy Jr."

## **FILM RESOURCES**

The following is a partial list of films based on the historical events depicted in the photos and the suggested literary resources.

- *Dances With Wolves*
- *An Occurrence at Owl Creek Bridge*
- *The Light in the Forest*
- *Gettysburg*
- *The Adventures of Tom Sawyer*
- *The Adventures of Huckleberry Finn*
- *Call of the Wild*
- *A Night to Remember*
- *Titanic*
- *The Hindenburg*
- *Grapes of Wrath*
- *The Red Pony*
- *Of Mice and Men*
- *JFK*
- *North by Northwest*
- *Patton*
- *World Trade Center*

## CATALOG RESOURCES

Below is a list of historical and cultural figures featured in the *Live With History* catalog, whose biographies students may wish to research. Please note that the catalog contains more photos than are featured in the exhibit; therefore some of these famous figures may not be viewed in the show. Presented in the order in which they appear in the catalog are:

Medicine Crow	Louis Armstrong
Marian Anderson	Madame Marie Curie
Charles Lindbergh	Henry Ford
Thomas Edison	President Warren G. Harding
Harvey Firestone	Martin Luther King, Jr.
Robert F. Kennedy	Claude Monet
Eugene O'Neill	Harry Houdini
Albert Einstein	Mark Twain
President Lyndon B. Johnson	Buffalo Bill with Pawnee Bill
Sitting Bull	General George Armstrong Custer
Alexander Graham Bell	Colonel Edwin (Buzz) Aldrin, Jr.
President Abraham Lincoln	General Robert E. Lee
General Washington Custis Lee	Colonel Walter Taylor
General Ulysses S. Grant	Private Francis E. Brownell
Harriet Tubman	General Robert B. Potter
Matthew Brady	Joseph Stalin
President Franklin D. Roosevelt	Winston Churchill
General George S. Patton, Jr.	General Douglas MacArthur
Joe Cocker	Nikita Krushchev
Fidel Castro	Che Guevara
Cesar Chavez	President John F. Kennedy
President Harry S. Truman	President George H. W. Bush
President Ronald Reagan	President Jimmy Carter
President Gerald Ford	President Richard M. Nixon
Warren G. Harding	President Theodore Roosevelt
Calvin Coolidge	Vladimir Lenin
Sir Edmund Hillary	Leon Trotsky
Howard Carter	Gandhi
Josh Gibson	Yogi Berra
Babe Ruth	Lou Gehrig
Joe DiMaggio	Carl Furillo
Jesse Owens	Mickey Mantle
Jackie Robinson	

## **INTERNET RESOURCES**

Useful Web sites to explore before or after viewing the exhibit:

### **[www.nhc.rtp.nc.us](http://www.nhc.rtp.nc.us)**

This Web site designed by the National Humanities Center features a plethora of material for teachers through its Seminar Toolbox Library. The Toolbox Library includes “access to historical documents, literary texts, works of art, discussion questions, and teaching strategies online.” This comprehensive component of the center’s Teacher Professional Development Program is a boon for history, literature, and humanities teachers alike. An assortment of historical periods is presented. Particularly helpful for this exhibit is *The Gilded and the Gritty: America, 1870-1912*. Some of the works on the suggested list of print and non-print materials may be found on this site. Be sure to check out the page entitled Discussing Art, which offers useful strategies that can be adapted for responding to photographs.

### **[www.authentichistory.com](http://www.authentichistory.com)**

Developed and maintained by an American history teacher, this site is a treasure trove of primary documents, historical artifacts, music, and art which will enrich your students’ understanding of this exhibit and of American history in general. The amount of information provided here is impressive.

### **[www.learner.org/biographyofamerica](http://www.learner.org/biographyofamerica)**

This site is sponsored by Annenberg Media, a unit of the Annenberg Foundation. It is primarily a source of “educational video programs with coordinated Web and print materials for K-12 teachers.” The links that are featured here will connect teachers to primary and secondary source materials relating to a wide range of historical periods.

### **[www.achievement.org](http://www.achievement.org)**

This site provides biographies of and interviews with famous twentieth century achievers, some of whom are featured in the museum exhibit. This is another great resource to add to your teaching repertoire.

### **[www3.essdack.org/socialstudiescentral/](http://www3.essdack.org/socialstudiescentral/)**

This is a comprehensive Web site sponsored by the Education Services and Staff Development Association of Central Kansas, a “network that works with K-12 educators to improve education throughout Kansas.” Here you will find a great deal of useful material including links to teacher-created lesson plans, simulations, and interactive Web sites.