

Civil War Photography Traveling Trunk Lesson #5

ESSENTIAL QUESTION

How has photography solidified its role as a primary source?

OVERVIEW

Many of us have heard the phrase “A picture is worth a thousand words.” Many historians would disagree with this statement. Photographs from the Civil War are one avenue used to study the war. Historians can glean information about who was there, what equipment was used, what the landscape was like, and even how people behaved and dressed. Photographs also share an emotional truth to events we as twenty first century citizens were not present.

One should note that photography in the late 19th century was a tedious process. Cameras were large, exposure required dangerous chemicals, and the overall cost was rather high. As the art of photography progressed, images became cheaper with the use of tin and sessions became en vogue. Famous photographers such as Matthew Brady traveled with the armies to document the aftermath of battles near and far. Their images have stood the test of time and have provided historians as well as families a unique perspective into life during the Civil War.

OBJECTIVES

Upon completion of this lesson, the students will be able to:

1. Knowledge
 - Describe why photographs are a primary source.
 - Describe roles that photographers played during the Civil War.
2. Comprehension/Application/Analysis
 - Students will be able to appropriately discuss and list information pertaining to a particular event during the Civil War.
3. Evaluation
 - Evaluate the effectiveness of photographic documentation of the Civil War.

TRUNK MATERIALS

- 3D Glasses

ACTIVITIES

Motivational Activity:

1. Begin by asking students if anyone can define or describe what a primary source is.
 - a. *Primary Source - a document, account, or object created during a historic event, which is then used to study that event or time period.*
2. Ask your students the following question to begin a classroom discussion:
 - a. When we are studying a time or event in history and we use a piece of writing (document) or interview from that time what would do we call it?
 - b. Do you think photographs are considered a primary source?
3. Ask your students:
 - a. Have you ever looked at old pictures of your parents or grandparents?
 - b. What is something you could learn about the past when looking at an old photo?
 - c. Is there any thing you notice in these pictures? (hair, clothes, places)
 - d. Do you think looking at old pictures can tell us things about the past?
4. Explain that today they are going to be looking at old photographs to look for clues about the past.
5. Watch the [Civil War Photography In4 video](#). (4:42 runtime.)
6. *Optional*—watch the [Civil War Photography extended video](#). (9:04 runtime.)

Procedure:

1. Ask students what photos taken during the Civil War may teach us.
2. Pass out ***Lesson 5- Handout #1 Civil War Photography (1.1-1.4)***. This group of worksheets is designed to guide classroom discussion and analysis of the photographs.
3. Begin with the photos in 2D. You can show as many as time permits to begin and active classroom discussion. The group of worksheets is designed to cover all four photos.
 - a. 2D- Photo #1
 - b. 2D- Photo #2
 - c. 2D- Photo #3
 - d. 2D- Photo #4
4. Now for the fun part! Pass out a pair of 3D glasses to each student in the class. At this point, you may choose to split the class into partners or small groups. Pass out ***Lesson 5- Handout #2 Civil War Photography (2.1-2.4)***. Begin by showing the first 3D photograph, and allow the students/groups time to analyze each photo. Again, you can show as many photographs as time permits.
 - a. 3D- Photo #1
 - b. 3D- Photo #2
 - c. 3D- Photo #3
 - d. 3D- Photo #4
5. Use the provided answer key to discuss and explain what the students learned and the information they gathered.

6. *Optional*—You may also use the Graphic Organizer for a handout and in class activity.

Summary Activity:

Review with students what a primary source is and poll students to see if their opinion of photography has changed. Do they have any life events that were documented through photography?

Homework/Assessment:

Have students bring in a photo from home to share with the class. Students can utilize *Lesson 5-Handout #3*.

Writing Prompt:

Writing prompts are a great way to jumpstart creative minds! Students can find a Civil War image that speaks to them (military, civilian, pre war, post war, etc.) The Library of Congress offers an extensive catalogue of free photos for students to utilize. Have students answer one or all of the following prompts:

1. Start a new story inspired by the photo. Begin with "That was the day the world changed..."
2. Write a dialogue bubble for the person or people in this photo. How does this dialogue relate to the photo? Explain.
3. What life experience does this photo remind you of? Why?

Extensions:

Students can research a Civil War photo and compare it to a similar photo from another American conflict. The Library of Congress offers an extensive catalogue of free photos for students to utilize.

STANDARDS

Common Core State Standards

- Key Ideas and Details:
 - CCSS.ELA-LITERACY.RH.6-8.2
 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Craft and Structure:
 - CCSS.ELA-LITERACY.RH.6-8.4
 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- CCSS.ELA-LITERACY.RH.6-8.6
 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
- Integration of Knowledge and Ideas:
 - CCSS.ELA-LITERACY.RH.6-8.8
 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Social Studies - National Council for the Social Studies

- Theme 1: Culture
- Theme 2: Time, Continuity, and Change
- Theme 3: People, Places, and Environments
- Theme 4: Individual Development and Identity
- Theme 5: Individuals, Groups, and Institutions



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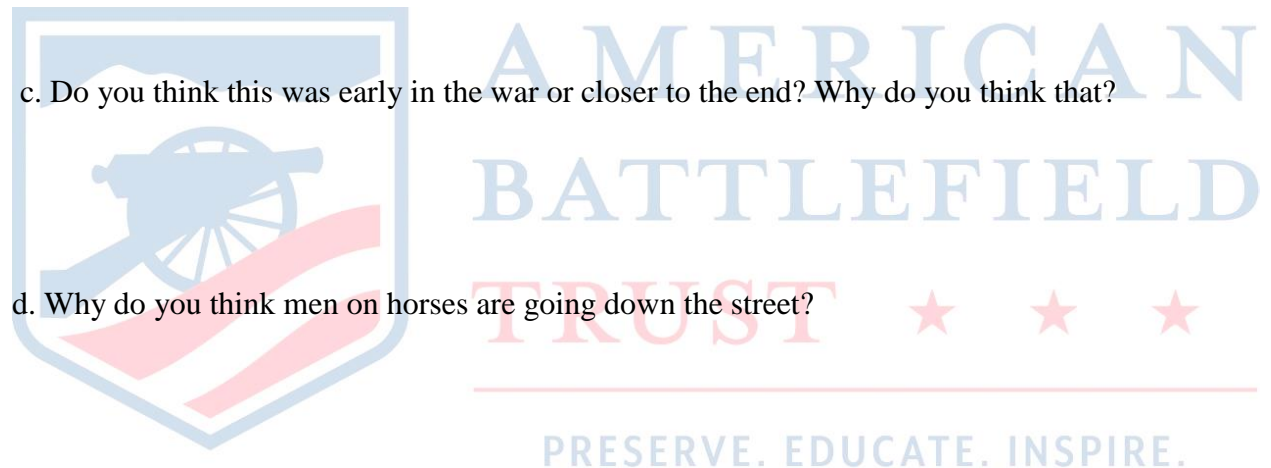
Lesson 5- Handout #1.1
Civil War Photograph (2D)

Name: _____

Utilize the first 2D photograph from the Civil War.

a. What do you notice first about this picture? What stands out?

b. Where do you think this photograph was taken? How can you tell?



c. Do you think this was early in the war or closer to the end? Why do you think that?

d. Why do you think men on horses are going down the street?

e. Why do you think people are out on the street watching this?

f. Do you think this is a sad or happy occasion? Explain your answer.

g. Discuss two things that this picture tells you about the war.

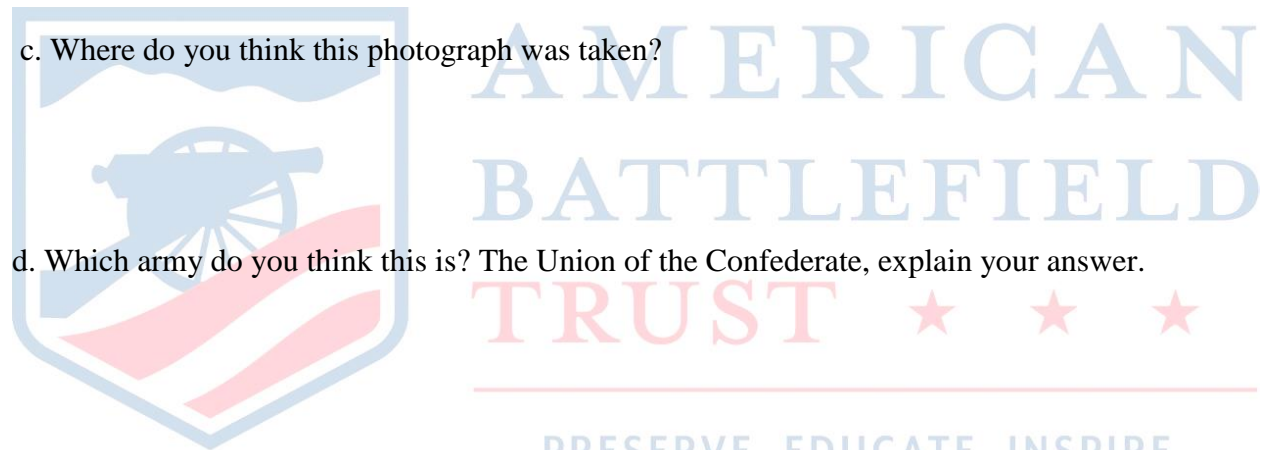
Lesson 5- Handout #1.2
Civil War Photograph (2D)

Name: _____

Utilize the second 2D photograph from the Civil War.

a. What do you notice first about this picture? What stands out?

b. What time of the year do you think it is? How can you tell?



e. Look closely, what are some tasks the men are doing in this picture?

f. Do you think this looks like a good or bad place to live? Why?

g. Discuss two things that this picture tells you about the war.

Lesson 5- Handout #1.3
Civil War Photograph (2D)

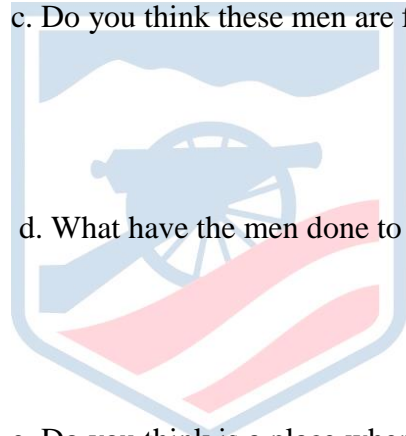
Name: _____

Utilize the third 2D photograph from the Civil War.

a. What do you notice first about this picture? What stands out?

b. What time of the year do you think is it? How can you tell?

c. Do you think these men are from the Union or from the Confederacy? How can you tell?



d. What have the men done to the ground?

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e. Do you think is a place where the soldiers will live like a camp or do you think this is set up for some other reason? Explain your answer.

f. Discuss two things that this picture tells you about the war.

Lesson 5- Handout #1.4
Civil War Photograph (2D)

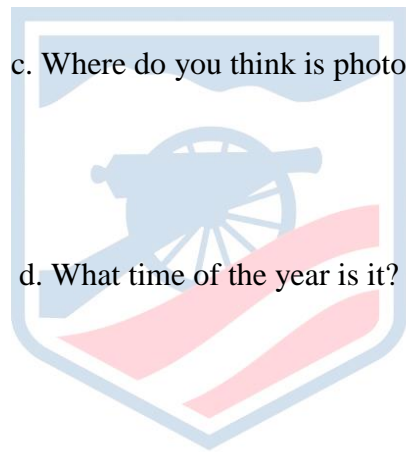
Name: _____

Utilize the fourth 2D photograph from the Civil War.

a. What do you notice first about this picture? What stands out?

b. Do you think these soldiers are Union or Confederate? What clues help you answer that question?

c. Where do you think is photograph was taken?



d. What time of the year is it? How can you tell?

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e. Look closely at the men in the picture. Do you think the soldiers are important? Why or why not?

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f. What do you think was happening the day this picture was taken? Explain your thoughts.

g. Discuss two things that this picture tells you about the war.

ANSWER KEY #1.1

Utilize the first 2D photograph from the Civil War.

This the Grand Review, held in Washington, DC at the end of the war, May 1865. It is a parade to show off and celebrate the success of the Union Army.

a. What do you notice first about this picture? What stands out?

Accept any appropriate, reasonably justified answer.

b. Where do you think this photograph was taken? How can you tell?

Answers may include: in the city, or town; Washington, DC. The capital is visible in the background. Accept any appropriate, reasonably justified answer.

c. Do you think this was early in the war or closer to the end? Why do you think that?

This photo is at the end of the war in 1865. Accept any appropriate, reasonably justified answer.

d. Why do you think men on horses are going down the street?

They are having a parade, they are coming home from war, they are celebrating something. Accept any appropriate, reasonably justified answer.

e. Why do you think people are out on the street watching this?

They are watching the parade a form of entertainment, something new to them. Accept any appropriate, reasonably justified answer.

f. Do you think this is a sad or happy occasion? Explain your answer.

Happy or Sad, they just have to provide a justification for their answer.

g. Discuss two things that this picture tells you about the war.

Accept any appropriate, reasonably justified answer.

ANSWER KEY #1.2

Utilize the second 2D photograph from the Civil War.

This is a picture of the Confederate Army under General Hood during the Battle of Nashville, Dec. 1864. This is the Confederate Army's outside line, which also includes their camp.

a. What do you notice first about this picture? What stands out?

Accept any appropriate, reasonably justified answer.

b. What time of the year do you think it is? How can you tell?

Winter. Accept any appropriate, reasonably justified answer.

c. Where do you think this photograph was taken?

South or West, in a camp, in a field, Nashville. Accept any appropriate, reasonably justified answer.

d. Which army do you think this is? The Union or the Confederate, explain your answer.

Confederate. Accept any appropriate, reasonably justified answer.

e. Look closely, what are some tasks the men are doing in this picture?

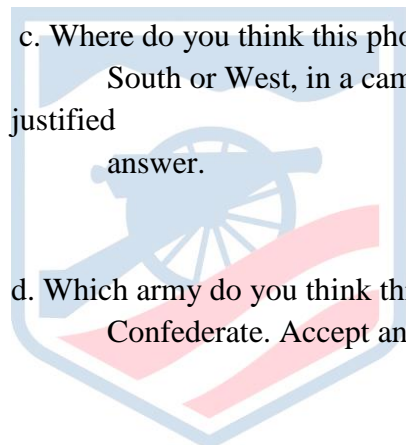
Cooking, eating, talking. Accept any appropriate, reasonably justified answer.

f. Do you think this looks like a good or bad place to live? Why?

They can answer good or bad, but they need to explain why.

g. Discuss two things that this picture tells you about the war.

Accept any appropriate, reasonably justified answer.



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ANSWER KEY #1.3

Utilize the third 2D photograph from the Civil War.

This is a picture of the Union Army entrenched or building entrenchments near North Anna, Virginia. Part of General Grant's Wilderness campaign. May-June 1864.

a. What do you notice first about this picture? What stands out?

Accept any appropriate, reasonably justified answer.

b. What time of the year do you think is it? How can you tell?

Spring or Summer, as long as they provide an explanation as to why they came to that conclusion.

c. Do you think these men are from the Union or from the Confederacy? How can you tell?

Union, colors of jackets. Accept any appropriate, reasonably justified answer.

d. What have the men done to the ground?

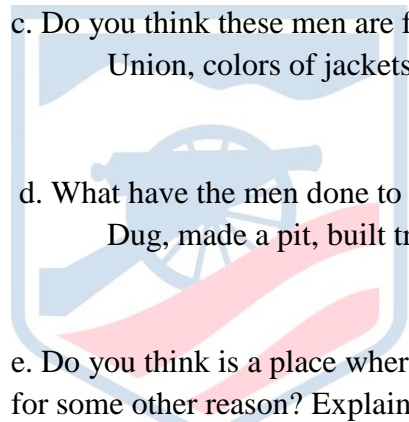
Dug, made a pit, built trenches. Accept any appropriate, reasonably justified answer.

e. Do you think is a place where the soldiers will live like a camp or do you think this is set up for some other reason? Explain your answer.

They could answer that it is a camp or that they dug into the ground to protect themselves in the future. Either is acceptable with the appropriate argument to support their answer.

f. Discuss two things that this picture tells you about the war.

Accept any appropriate, reasonably justified answer.



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ANSWER KEY #1.4

Utilize the fourth 2D photograph from the Civil War.

This is a picture from Antietam in the fall of 1862. General McClellan and George Custer both appear with President Lincoln in this photograph.

a. What do you notice first about this picture? What stands out?

Lincoln, Generals. Accept any appropriate, reasonably justified answer.

b. Do you think these soldiers are Union or Confederate? What clues help you answer that question?

Both Union and Confederate with reasoning as to why they believe both.

c. Where do you think is photograph was taken?

At camp, in the field, in the country, Antietam. Accept any appropriate, similar, reasonably justified answer.

d. What time of the year is it? How can you tell?

Late summer or early fall. Accept any appropriate, reasonably justified answer. ★

e. Look closely at the men in the picture. Do you think the soldiers are important? Why or why not?

Yes, they are with President Lincoln. Insignia on their jackets. Having a photograph taken.

Accept any appropriate, reasonably justified answer.

f. What do you think was happening the day this picture was taken? Explain your thoughts.

President Lincoln came to meet with his officers, Lincoln came to meet the soldiers, Lincoln and his men were planning, Lincoln came to pay his respects to the dead. Accept any appropriate, reasonably justified answer.

g. Discuss two things that this picture tells you about the war.

Accept any appropriate, reasonably justified answer.

Lesson 5- Handout #2.1
Civil War Photography (3D)

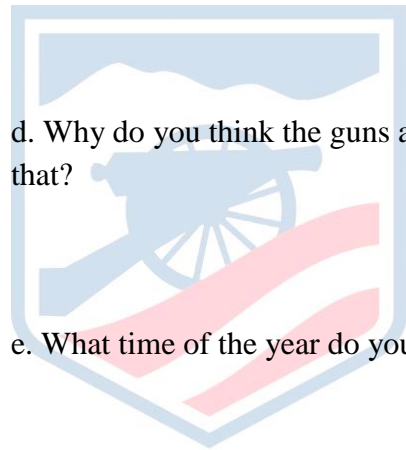
Name: _____

Look at the first 3-D picture from the Civil War.

- a. What do you notice first about this picture? What stands out?

- b. Where do you think this photograph was taken? How can you tell?

- c. Do you think this was early in the war or closer to the end? Why do you think that?



d. Why do you think the guns are stacked like this? What part of the picture makes you think that?

e. What time of the year do you think it is? How can you tell?

f. Where do you think the soldiers are?

g. Where do you think the citizens of the town are?

h. What clues might help you guess whether these weapons belonged to the Union or the Confederacy?

i. Discuss what this picture tells you about the war?

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Lesson 5- Handout #2.2

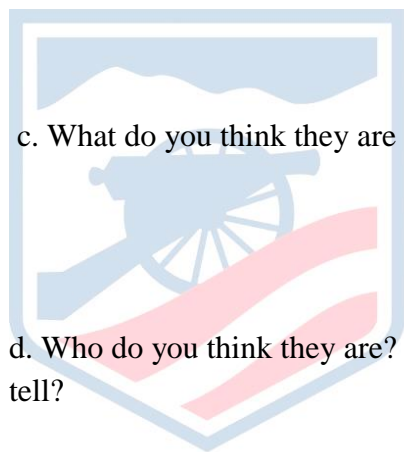
Civil War Photography (3D)

Name: _____

Look at the second 3-D picture from the Civil War.

a. What do you notice first about this picture? What stands out?

b. What time of the year is it?



c. What do you think they are doing?

d. Who do you think they are? Are they Union or Confederate? Are they officers? How can you tell?



e. Who is the man in the background? What do you think his relationship is with the rest of the men in the picture?

f. List two things that this picture tells you about the war? Accept any appropriate, reasonably justified answer.

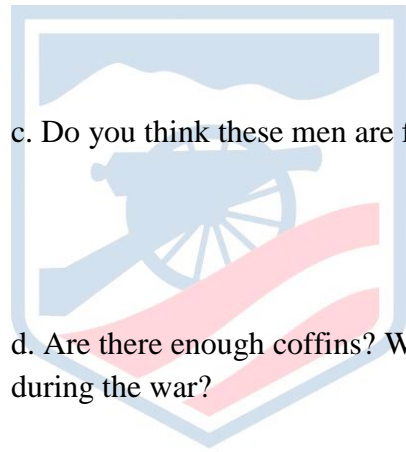
Lesson 5- Handout #2.3
Civil War Photography (3D)

Name: _____

Look at the third 3-D picture from the Civil War.

a. What do you notice first about this picture? What stands out?

b. What time of the year do you think is it? How can you tell?



c. Do you think these men are from the Union or from the Confederacy? How can you tell?

d. Are there enough coffins? What does this picture teach you about how soldiers were buried during the war?

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e. What do you notice about the feet of the dead soldiers?

f. List one or two things that this picture tells you about the war?

Lesson 5- Handout #2.4
Civil War Photography (3D)

Name: _____

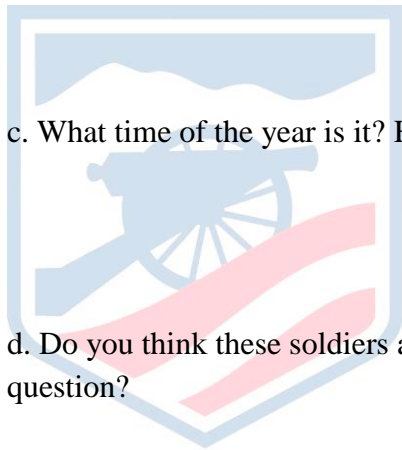
Look at the fourth 3-D picture from the Civil War.

a. What do you notice first about this picture? What stands out?

b. Can you guess where this photo was taken?

c. What time of the year is it? How can you tell?

d. Do you think these soldiers are Union or Confederate? What clues help you answer that question?



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e. Why do you think they are on the railroad?

f. List one or two things that this picture tells you about the war?

ANSWER KEY #2.4

Utilize the first 3D photograph from the Civil War.

This is a row of stacked federal rifles in Petersburg, VA in 1865. Many of the houses in the background have been damaged by Union artillery. Soldiers often safely stacked their weapons like this when they were no being used.

a. What do you notice first about this picture? What stands out?

Accept any appropriate, reasonably justified answer.

b. Where do you think this photograph was taken? How can you tell?

Answers may include: in the city, or town; in the south; Petersburg. Accept any appropriate, reasonably justified answer.

c. Do you think this was early in the war or closer to the end? Why do you think that?

Accept any appropriate, reasonably justified answer. Point out that it is most likely near the end of the war due to the destruction.

d. Why do you think the guns are stacked like this? What part of the picture makes you think that?

Answers may include: to keep them clean, to keep them free from moisture, the soldiers might be resting. Soldiers often safely stacked their weapons like this when they were no being used. Accept any appropriate, reasonably justified answer.

e. What time of the year do you think it is? How can you tell?

Fall, winter, or early spring. There are no leaves on the trees.

f. Where do you think the soldiers are?

Accept any appropriate, reasonably justified answer.

g. Where do you think the citizens of the town are?

Answers may include: Hiding, evacuated. Accept any appropriate, reasonably justified answer.

h. What clues might help you guess whether these weapons belonged to the Union or the Confederacy?

Answers may include: The accoutrements are Union-issue. Accept any appropriate, reasonably justified answer.

i. Discuss what this picture tells you about the war?

Accept any appropriate, reasonably justified answer.



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ANSWER KEY #2.2

Utilize the first 3D photograph from the Civil War.

This photograph was taken at Brandy Station, VA during a breakfast meal. It is the winter of 1863-1864 camp at the Union headquarters of the Army of the Potomac.

a. What do you notice first about this picture? What stands out?

Accept any appropriate, reasonably justified answer.

b. What time of the year is it?

Late fall or early winter.

c. What do you think they are doing?

Answers may include: Eating a meal, talking, planning. Accept any appropriate, reasonably justified answer.

d. Who do you think they are? Are they Union or Confederate? Are they officers? How can you tell?

Union officers. Point out that it is likely that they are officers because they are eating a table with a tablecloth, using dishes. Accept any appropriate, reasonably justified answer.

e. Who is the man in the background? What do you think his relationship is with the rest of the men in the picture? Answers may include:

The man may be what the Union army referred to as Contraband- an escaped slave from a southern state that traveled with the army in order to assist in the war effort. Other scenarios are possible, however, so accept any appropriate, reasonably justified answer.

f. List one or two things that this picture tells you about the war?

Accept any appropriate, reasonably justified answer.

ANSWER KEY #2.3

Utilize the third 3D photograph from the Civil War.

Look at the picture of the burial of fallen soldiers. This is an image of Union soldiers burying their dead at Fredericksburg in May 1864.

a. What do you notice first about this picture? What stands out?
Accept any appropriate, reasonably justified answer.

b. What time of the year do you think is it? How can you tell?
Late spring, summer. There are leaves on the trees.

c. Do you think these men are from the Union or from the Confederacy? How can you tell?

Answers may include: Union- their uniforms are relatively standardized. Accept any appropriate, reasonably justified answer.

d. Are there enough coffins? What does this picture teach you about how soldiers were buried during the war?

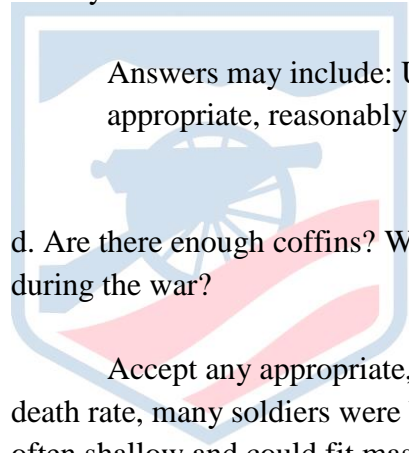
Accept any appropriate, reasonably justified answer. Point out that because of the high death rate, many soldiers were buried wrapped in a blanket or in nothing at all. Graves were often shallow and could fit mass amounts of soldiers.

e. What do you notice about the feet of the dead soldiers?

Answers may include: Some don't have shoes. Point out that the shoes were most likely removed and given to other soldiers. Accept any appropriate, reasonably justified answer.

f. List one or two things that this picture tells you about the war?

Accept any appropriate, reasonably justified answer.



ANSWER KEY #4.4

Utilize the third 3D photograph from the Civil War.

Look at the picture of the men on the railroad track. This image is of Confederate soldiers beside the damaged rolling stock of the Orange and Alexandria Railroad in Virginia in August 1862.

a. What do you notice first about this picture? What stands out?

Accept any appropriate, reasonably justified answer.

b. Can you guess where this photo was taken?

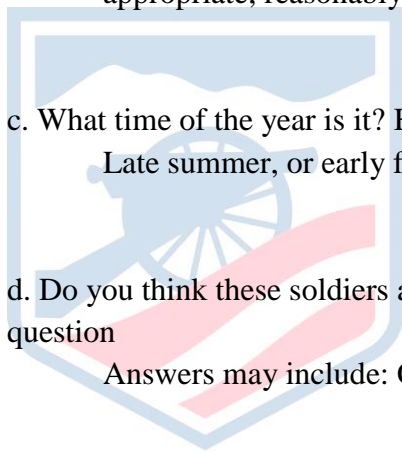
Answers may include: Along a railroad; in the south; in the country. Accept any appropriate, reasonably justified answer.

c. What time of the year is it? How can you tell?

Late summer, or early fall. There are leaves on the trees.

d. Do you think these soldiers are Union or Confederate? What clues help you answer that question

Answers may include: Confederate- the uniforms are reasonably justified answer.



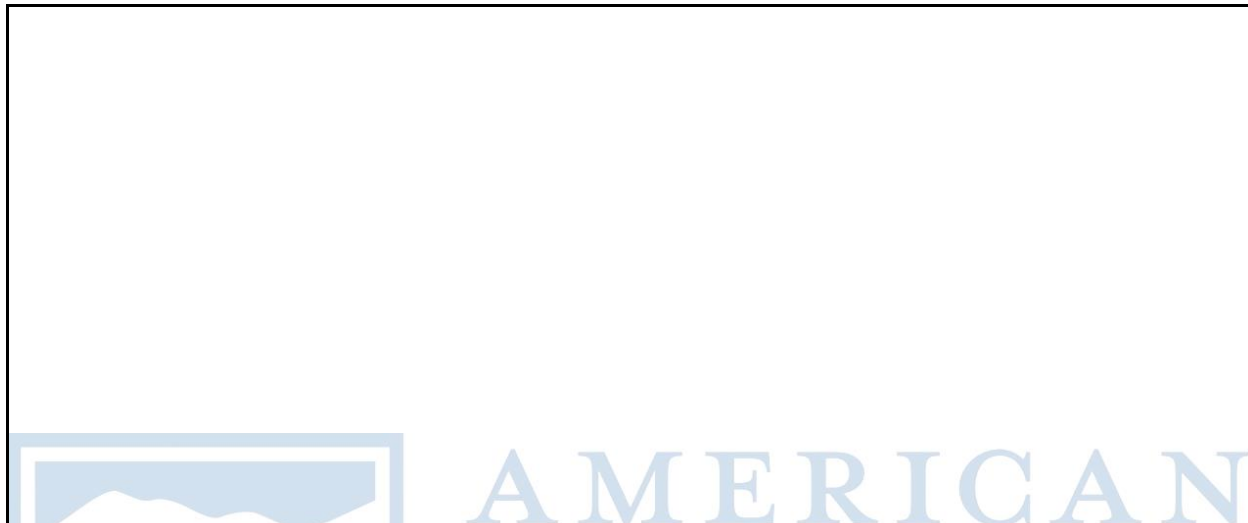
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Lesson 5- Handout #3
Civil War Photography

Name: _____



1.) This picture depicts:


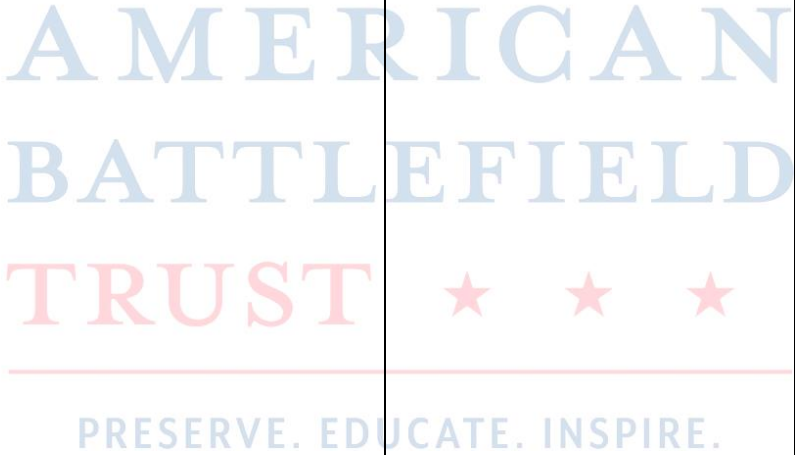
2.) The following stands out in this photo:

3.) This photo was taken:

4.) What is the mood in this photo? What lead you to that decision?

Notes/Graphic Organizer

Photograph # _____

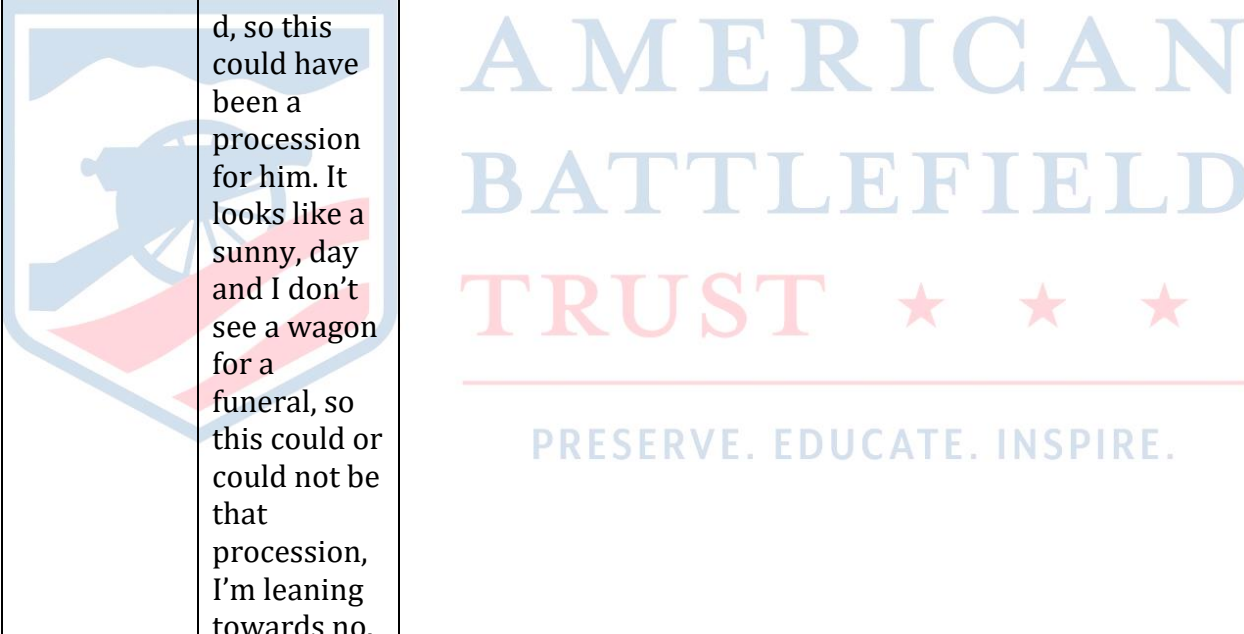
Questions I have about this photograph	Hypothesis	Answers (Research Based)
		

Summary of Photograph

Notes/Graphic Organizer (Example)

Photograph #___1, 2D Version___

Questions I have about this photograph	Hypothesis	Answers (Research Based)
Where is this photo taken?	This was probably taken in Washington DC since I can see the capital building in the background.	The Capital building is a major clue that this is taken in Washington DC and it must have been after 1863 since it appears the statue is on top of the dome and the dome, from our view, is completed. https://www.aoc.gov/art/other-statues/statue-freedom
When was this photo taken?	I'm not sure when this was taken exactly, looks like a parade of soldiers, so maybe a parade to start or end the war?	Besides the capital, I can see some other buildings and street car lines. The lines help identify exactly what street this is and the date. Street cars did not arrive in DC until after 1862. This is most likely Pennsylvania Ave. Using the primary sources used here for the streetcar lines. https://en.wikipedia.org/wiki/Streetcars_in_Washington,_D.C.
Why are there people on horses (particularly men), in uniform going down a street full of people?	This is black and white because color photograph has not yet been created.	Based on the information gathered above, I was able to search the Library of Congress Prints and Photographs collection online. I put in the search box, Pennsylvania Ave 1860 and quickly found images for the Grand Review of the Armies, this exact image appeared among others. From there I learned this event was May 23-24, 1865 https://www.loc.gov/pictures/item/2004667344/
Why is it in black and white?	This appears to be Union	This was a 'grand parade' to mark the end of the conflict – it was a happy occasion. https://www.battlefields.org/learn/articles/lincolns-funeral-train-and-grand-review
Who is watching the men?		
What does this have to do with the Civil War?		

<p>Was this a happy or sad day?</p> <p>What natural and built features can I see in this photograph?</p>	<p>soldiers, based on the hats, that it's men, and they are in formation.</p> <p>I cannot see any faces, so this may be a happy or sad occasion. I know Lincoln was assassinate d, so this could have been a procession for him. It looks like a sunny, day and I don't see a wagon for a funeral, so this could or could not be that procession, I'm leaning towards no.</p>	
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Summary of Photograph

This photograph depicts the Grand Review of the Armies in Washington, DC on May 23-24, 1865. This marks the end of the conflict now known as the American Civil War. It is a happy occasion with citizens lining the streets, generals and political leaders looking on, and the armies of men from the US marching their horses through the, now secured, Union capital.