**1930s Photo Analysis Assignment**

**(Chapter 9 - *Creating Canada)***

This assignment is divided into 4 parts – each will focus on a set of skills and help you to better complete the subsequent section:

|  |  |
| --- | --- |
| **Task** | **Due** |
| **Stage 1**: **Choosing a Photo and Development of Keywords and Questions**  (10 marks/ Thinking)  *It is easier to find an answer to a concrete question than to read through material aimlessly. This section will focus on developing useful keywords and questions to help focus your research so that it is both efficient and effective.*  1. Select a photo from the list of options. The photos can be found online:   * 1. Go to http://www.earlhaig.ca/departments/socialscience/index.php   2. Click on *Social Science Department Downloads*   3. Open the *CHC2D – Gr. 10 History* folder   4. The file with the images is called   *Only 1930s Photo Analysis Assignment – Photos 2017*  2. Save a copy of the photo you have chosen for your final analysis.  3. Complete the graphic organizer entitled **Stage 1 - Prepare: Developing**  **Keywords and Focus Questions** for evaluation |  |
| **Stages 2 and 3: Log of Sources AND Research Notes**  (25 marks/Thinking)  *This section will help you better understand your topic and hopefully answer all the questions you asked in Stage 1. Remember to seek help from your teacher or a teacher-librarian if you are having difficulty finding information which you seek.*  1. Search for and select reliable sources that will help you complete your  research notes. Record these on the **Log of Sources.**  2. Using the **split-page note-taking sheet** provided record information from  your sources in point-form.  3. Submit both the Log of Sources and Note-taking sheets to your teacher for  evaluation |  |
| **Stage 4: Photo/Primary Document Analysis**  (25 marks – Knowledge/Understanding; Application; Communication)   1. Using the OPVL guidelines and questions, on pages2-3, complete a **Photo Analysis Organizer** using the photo you have chosen. 2. Please use the format/template on page 9 for your final analysis. 3. A **hard copy** is to be submitted to your teacher, and an **electronic copy** submitted to **turnitin.com** |  |

**USING OPVL TO ANALYSE PHOTOGRAPHS**

**Origin**

In order to analyse a source, you must first know what it is. Not all the information may be available to you, but the more you know about where the document is coming from, the easier it will be to evaluate its purpose.

*Questions to ask when ascertaining the origin:*

1. Who produced the photograph? Who owns/commissioned the photograph?
2. When was it created?
3. Where was it created?
4. Is there anything we know about the photographer that may be important for our evaluation?

**Purpose**

This is the point where you start evaluating the photograph and try to figure out the purpose or reason for its creation. You must be able to think as the creator of this photograph.

*Questions to ask when evaluating the purpose of the photograph:*

1. Why does this photograph exist?
2. Why did the photographer take this photo? What was the intent?
3. Who was the intended audience? Who was the photographer thinking would see/look at this photograph?
4. What does the photograph “say”? Can it tell you more than what is on the surface?

**Values**

This is the hard part. You are now playing ”historian” and you must determine based on origin and purpose, what value does this document have as a piece of evidence? This is where you show your “expertise” (this is where your research comes in...) Consider the following points to help you understand how a photograph can have value:

A photograph

* can capture moments in history in vivid detail, providing a unique glimpse in to a point in time and stimulating a first-hand experience
* can provide a visually stimulating piece of historical evidence
* may be an example of propaganda
* can show aspects of culture (i.e. dress)
* can provide reflections of attitudes, trends, in photography at a specific time

*Questions to ask when analysing the value of the photograph:*

1. What can we tell about the photographer from the photograph?
2. What can we tell about the time period from the photograph?
3. Under what circumstances was the photograph created and how does it reflect those circumstances
4. Does the photographer represent a particular “side” of a controversy or event?
5. What can we tell about the photographer’s perspectives from the photo?
6. What was going on in history at the time the photograph was taken and how does this photo accurately reflect it?

**Limitations**

This is the hardest part. This is where we ask “At what point does this photograph cease to be of value to us as historians?”

A photograph, like any primary document, is an incomplete picture of the whole story because the photo was created by one person. However, we as historians cannot say that the author left out information on purpose (unless we have evidence or proof of this). We also cannot say that the photograph does not explain something that happened after the photo was taken (a photographer wouldn’t have such knowledge).

Also, just because a primary document/photograph shows bias, does not mean its value is limited. Your job is to seek out and explain the bias.

Consider the following points to help you understand the limitations a photograph may have when we are assessing its value:

* Behind every photograph is a creator with their own personal point of view and prejudices, which may be reflected in the work either consciously or subconsciously
* The photo can be manipulated by the creator to convey a certain point or impress upon the viewer his/her own conceptions
  + parts can be edited, parts can be cut out
  + certain details can be excluded or downplayed
  + certain details can be accentuated or focused on
* the creator ultimately holds the power to decide the impression conveyed by the photograph
* there is a tendency, for commercial reasons, to seek scenes, which are graphic and interesting

*Questions to ask when analysing the limitations of a photograph:*

1. If the photograph shows bias, what is the bias? Who is it biased against? What part of the story does it leave out?
2. What part of the story can we NOT tell from this document?
3. How could we verify the content of the piece?
4. Does this photograph inaccurately reflect anything about the time period?
5. What does the photographer leave out and why does he/she leave it out (if you know)?
6. What is not purposely addressed?

**Stage 4: Primary Source Analysis “OPVL” Organizer - TEMPLATE**

PHOTO

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Origin** | Type of Document |  |
| Title/Identifying Characteristics) |  |
| Who created it (who was it attributed to)? When? Where? |  |
|  |  |  |
| **Purpose** | Why was this created? |  |
| Who did the creator think might see or receive this document? |  |
|  |  |  |
| **Value** | What useful facts/information is given? |  |
| What can be inferred about the society at this time? |  |
|  |  |  |
| **Limitations** | What is missing from the document? |  |
| What bias does this source have? What is the effect of that bias? |  |
| How might this be misleading about events, the author or the world? |  |

**Stage 1** – **Development of Keywords and Questions**

To better understand your topic, read about your photo/topic in your history textbook. Then, using the graphic organizer below, **record keywords related to your topic** that will help you find more detailed information in other sources (Stage 2).

Key figures

Special terminology

Places related to topic/photo

Related topics/events

Relevant dates/ time frame

Other information worth noting:

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Is/Are/Was/Were** | **Do/Did** | **Can** | **Would/Should/**  **Could** | **Will** | **Might** |
| **What** |  |  |  |  |  |  |
| **Where** |  |  |  |  |  |  |
| **When** |  |  |  |  |  |  |
| **Who** |  |  |  |  |  |  |
| **Why** |  |  |  |  |  |  |
| **How** |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Photo Title, Date, Identification No.** |  |

*Create 10 questions to help focus your research. A MAXIMUM of 5 may be CLOSED questions (shaded area). Consider the information you will need to complete your OPVL analysis.*

**Stage 2** – **Log of Sources** (from TDSB 2005)

**PRINT SOURCES (Books)**

|  |  |  |  |
| --- | --- | --- | --- |
| **TORONTO PUBLIC LIBRARY/ EARL HAIG LIBRARY** | **Source # \_\_\_\_\_\_\_\_** | | |
| Author(s) | Title of book | |
| City of Publication | Publisher | |
| Copyright Date | Dewey Call Number (this is the number you use to find the book on the shelf) | |
|  |  |  |
| **Source # \_\_\_\_\_\_\_\_** | | |
| Author(s) | Title of book | |
| City of Publication | Publisher | |
| Copyright Date | Dewey Call Number (this is the number you use to find the book on the shelf) | |
|  |  |  |
| **Source # \_\_\_\_\_\_\_\_** | | |
| Author(s) | Title of book | |
| City of Publication | Publisher | |
| Copyright Date | Dewey Call Number (this is the number you use to find the book on the shelf) | |

**ELECTRONIC BOOKS (e-Books)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **e-Books** | **Source # \_\_\_\_\_\_\_\_** | | | | |
| Author(s) | | Title of book | | |
| City of Publication | | Publisher | | |
| Copyright Date | Database name | | Date of access | Pages used |
|  | |  |  | |
| **Source # \_\_\_\_\_\_\_\_** | | | | |
| Author(s) | | Title of book | | |
| City of Publication | | Publisher | | |
| Copyright Date | Database name | | Date of access | Pages used |
|  | |  |  | |

#### INTERNET SOURCES

|  |  |  |
| --- | --- | --- |
| **WORLD WIDE WEB** | **Source # \_\_\_\_\_\_\_\_** | |
| Author(s) or Organization’s Name | Title of Web Site |
| Title of Article (within web site if applicable) | Web Address |
| Date of Access |  |
|  |  |
| **Source # \_\_\_\_\_\_\_\_** | |
| Author(s) or Organization’s Name | Title of Web Site |
| Title of Article (within web site if applicable) | Web Address |
| Date of Access |  |
|  |  |
| **Source # \_\_\_\_\_\_\_\_** | |
| Author(s) or Organization’s Name | Title of Web Site |
| Title of Article (within web site if applicable) | Web Address |
| Date of Access |  |

If you are unsure about what information you need or where the information you need can be found on the source, please ask for help from your teacher or one of the teacher-librarians.

**Stage 3 – Research Notes**

*You may use your focus questions from Stage 1 and also create new ones to correspond with what you will need to know to complete your analysis*

|  |  |  |
| --- | --- | --- |
| **Focus Question**  (see Stage 1) | **Source(s) used** | **POINT FORM NOTES** (answers) |
| **Focus Question**  (see Stage 1) | **Source(s) used** | **POINT FORM NOTES** (answers) |

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| ***Stage 1 Rubric: Development of Keywords and Questions*** *(Thinking)* | | | | | |
| Criteria | LEVEL 1 Needs Improvement 2.5 | LEVEL 2 Satisfactory  3 | LEVEL 3 Good  3.5 | LEVEL 4  Excellent  4 | LEVEL 4+  Outstanding  5 |
| Focus keywords are relevant, detailed, and thoughtfully selected |  |  |  |  |  |
| Open and closed questions are relevant, detailed, and clearly understood; student is prepared for the next stage |  |  |  |  |  |
| Comments and Suggestions | | | | | |

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| **Stages 2 and 3 Evaluation Rubric: Log of Sources and Research Notes** | | | | |
| Criteria | LEVEL 1 Needs Improvement | LEVEL 2  Satisfactory | LEVEL 3  Good | LEVEL 4  Excellent/Outstanding |
| **Inquiry**  /10 | Has accessed a minimal number of sources, a few of which are reliable and relevant for research, but will struggle greatly to complete the analysis unless more sources are gathered.  5 5.5 | Has accessed some useful sources which are, for the most part, are relevant and reliable for research. Still needs sources to be able to complete the analysis effectively.  6 6.5 | Has accessed enough sources for the scope of this activity. Most sources are relevant and reliable sources for research. Could use a few more to support research  7 7.5 | Has accessed an outstanding quantity and variety of highly relevant and reliable sources for research  8 8.5 9 9.5 10 |
| **Inquiry**  /10 | Research of time period and topic is limited; Notes demonstrate there is not enough research material to complete an analysis - much more research needed  5 5.5 | Some research of time period and topic is evident; Notes demonstrate that there is somewhat enough material to complete a satisfactory analysis - more notes needed  6 6.5 | Research of time period and topic is considerable, but could have been more extensive; Notes demonstrate there is enough research material to complete a good analysis  7 7.5 | Research of time period and topic is extensive and thorough; Notes are demonstrate there is clearly enough material to complete an exceptional analysis  8 8.5 9 9.5 10 |
| **Communication**  /5 | Notes are not in point-form.  2.5 | Notes contain too many sentences/ punctuation; need to be more brief.  3 | Notes are in point-form, but need to be a little more brief.  3.5 | Notes are brief and in point-form (no sentences, no punctuation)  4 4.5 5 |
| Comments and Suggestions | | | | |
| **Stage 4 Evaluation: Photo Analysis** | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Needs Improvement** | | | **Satisfactory** | | | **Good** | | **Outstanding** | | | | **Overall** |
| Information about the **origin** of the photograph is clear and covers all the pertinent questions from the guidelines.  K/U | 2.5 | | 3 | | | 3.5 | | | 4 | | 5 | | /5 |
| Overall, demonstrates superior knowledge and understanding of the time period. Relates primary source (photo) to the specific historical context.  K/U | 2.5 | | 3 | | | 3.5 | | | 4 | | 5 | | /5 |
| Information about the **purpose** of the photograph is clear and convincing; demonstrates a strong understanding of the author and time period. | 5 | 5.5 | 6 | | 6.5 | 7 | | 7.5 | 8 | 9 | | 10 | /10 |
| Offers a valid response with accurate and relevant values of the document; covers pertinent questions from the guidelines. | 5 | 5.5 | 6 | | 6.5 | 7 | | 7.5 | 8 | 9 | | 10 | /10 |
| Offers a valid response with accurate and relevant limitations of the document; covers all the pertinent questions from the guidelines. | 5 | 5.5 | 6 | | 6.5 | 7 | | 7.5 | 8 | 9 | | 10 | /10 |
| Writing is free of spelling and grammar errors; required format (complete sentences/paragraph) is followed and flow of writing is smooth. | 2.5 | | 3 | | | 3.5 | | | 4 | | 5 | | /5 |
| Comments: | | | | | | | | | Final Mark: \_\_\_\_\_ out of 45 | | | | |

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| ***Stages 4: Photo Analysis*** | | | | | | |
| **Criteria** | LEVEL 1 (50-59%) Needs Improvement | **LEVEL 2 (60-69%)**  Satisfactory | **LEVEL 3 (70-79%)**  Good | | **LEVEL 4 (80-100%)**  Excellent/Outstanding | |
| **Thinking**  /10 | There is not enough source information about the photo.  Conclusions drawn regarding intended audience and photographer’s purpose are weak and reveal limited understanding of the photo. | Source information about the photo is mostly complete and/or conclusions drawn regarding intended audience and photographer’s purpose are somewhat convincing. | | Source information about the photo is complete but conclusions drawn regarding intended audience and photographer’s purpose could be a little more convincing. | | Source information about the photo is clear and complete and conclusions drawn regarding intended audience and photographer’s purpose are highly convincing. |
| **Knowledge**  /10 | Answers to historical background limited understanding of the historical context of the photo | Answers to historical background demonstrate some understanding of the historical context of the photo. | | Answers to historical background demonstrate a considerable understanding of the historical context of the photo | | Answers to historical background demonstrate a high degree of understanding of the historical context of the photo. |
| **Communication**  /5 | Format is too confusing to follow or font too difficult to read.  Too many spelling and grammar errors; unable to understand several spots | Photo analysis is not word-processed or format/font is inconsistent.  Several spelling and grammar errors are evident; at times hard to follow | | Photo analysis is word-processed; format and font choice are suitable  Writing style is good; some minor spelling and grammar errors are evident | | Photo analysis is word-processed consistently using effective format, font and spacing (double)  Writing is free of spelling and grammar errors |
| **Comments and Suggestions** | | | | | | |