

---

# Lesson Plan Six

“A PICTURE IS WORTH A THOUSAND WORDS”

---



**RECOMMENDED GRADE LEVEL:** Grades 7 through 12



## OVERVIEW:

This activity is designed to accompany *Women in Congress, 1917–2006*. Students have the opportunity to analyze historical photographs associated with women Members of Congress and with women’s history in the United States. Students are encouraged to think more about the role historical photographs can play in the study of past events and people. (Caption and credit information for images used in this activity appear at the end of the Historical Photographs document.)



## CURRICULUM CONNECTION:

- U.S. history, American government, women’s history, social studies, art
- World War II, women’s rights movement, civil rights movement



## OBJECTIVES:

1. Students should be able to describe and analyze historical photographs.
2. Students should be able to analyze the relationship between photographs and the historical record.
3. Students should be able to analyze the relationship between historical photographs and the careers of women who have served in Congress.



## LESSON PLAN:

1. To help introduce students to the upcoming activity, lead a brief discussion using the questions below:
  - a. What are historic photographs?
  - b. Who takes them and why?
  - c. What are some commonly photographed historic events? People? Places?
  - d. How can historic photographs be utilized by historians to study past events and people?
2. Divide the class into small groups. Each group will choose, or be assigned, a series of historic photographs from one of the four eras of *Women in Congress*. Have students print out the relevant images from the accompanying Historical Photographs document <http://womenincongresstest.house.gov/educational/photographs.pdf>.
3. Each group should read the *Women in Congress* historical essay for their particular era, <http://womenincongress.house.gov/essays/index.html>, to develop a better understanding of the significant people and events of the time period.

4. Write the following statement on the board, **“A picture is worth a thousand words.”**  
Ask students to explain the meaning of this adage. Distribute the “Photograph Analysis” worksheet (located at the end of this document). Review the directions and ask students to complete the worksheet.
5. Have students present their findings in a five-minute presentation to the class. Each group should provide an overview of their photograph analysis and should choose one historical image to highlight during their presentation. As a group, compare and contrast the historical photographs from the four eras.
6. As a class activity, or using the earlier assigned groups, have students create a historical scrapbook entitled, “American Women.” Students can combine the photographs used in this activity with images from their own families (mothers, grandmothers, and family friends, for example). Organize the historical photographs thematically or chronologically and add captions to provide relevant information for the photos such as dates, names, and explanations of events.
7. If time permits, have students conduct basic photograph research to learn more about how images can provide levels of detail about a historical event that might otherwise be lost. Have students access the Library of Congress, Prints and Photographs Web site, <http://www.loc.gov/rr/print/catalog.html>, which contains an extensive online image collection. Provide students with a list of search terms associated with the material covered in Women in Congress. For example: women’s suffrage, civil rights, Congress, New Deal, World War II, Great Depression, Congresswoman, and Representative. Have students use these search terms to locate and print out five historical images featuring American women. Write a caption for each image and add the photographs to the scrapbook.
8. If time permits, conduct one of the optional extended activities.

## 11

### SUGGESTED EXTENDED ACTIVITIES:

1. Plan a trip to a museum or historical society to view an exhibit of historic photographs.
2. Conduct photograph research at a local library, museum, or historical society to document the history of your school or city/town. Take current photographs and design a visual timeline.
3. Design an exhibit of historical photographs of women to display at your school or city/town hall.



## ON-LINE RESOURCES:

### **Online *Biographical Directory of the United States Congress***

Searchable database that contains biographical information on every person who served in Congress.

<http://bioguide.congress.gov>

### **Office of the Clerk, Art & History**

Includes information on the history and art of the U.S. House of Representatives such as weekly historical highlights, party divisions, congressional apportionment, leadership and officers, and significant events.

[http://clerk.house.gov/art\\_history/index.html](http://clerk.house.gov/art_history/index.html)

### **Senate Historical Office**

Includes information on the history and art of the U.S. Senate such as facts and milestones, historical statistics, featured biographies, and a photographic collection.

[http://www.senate.gov/artandhistory/history/common/generic/Senate\\_Historical\\_Office.htm](http://www.senate.gov/artandhistory/history/common/generic/Senate_Historical_Office.htm)

### **Library of Congress/THOMAS**

Searchable database of congressional legislation from 1973 to present (bill text and roll call votes are available from 1989 to present).

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

### **GPO Access**

Includes links for searchable databases of the Congressional Record and House Journal (1994 to present) as well as information on how to find the nearest federal depository library.

<http://www.gpoaccess.gov/index.html>

### **Center for American Women and Politics**

Provides facts and figures about current and historical women office holders at the state and national level.

<http://www.cawp.rutgers.edu/>



## PHOTOGRAPH ANALYSIS WORKSHEET:

1. Examine the photograph for 10 seconds. Write a short caption line describing the image.
2. Divide the photograph into four sections and study each individually.
  - a. What details—such as people, objects, and activities—do you notice? Place your answers in the table below.
  - b. What other information—such as time period, location, season, and reason image was taken—can you gather from the photograph? What are the clues? Do you recognize any of the people in the image? Place your answers in the table below.

	Section 1	Section 2	Section 3	Section 4
People				
Objects				
Activities				
Other information				



## PHOTOGRAPH ANALYSIS WORKSHEET (Part 2):

3. Now that you have studied the image, how would you revise your first description of the photograph?
4. What questions do you have about the photograph? How might you find answers to these questions?
5. Read the following quote and then review your images. In your opinion, which image best illustrates this statement:

“The day will come when men will recognize woman as his peer, not only at the fireside, but in councils of the nation. Then, and not until then, will there be the perfect comradeship, the ideal union between the sexes that shall result in the highest development of the race.”

—Susan B. Anthony

Write a two sentence explanation of why you chose that image.