

FACILITATOR GUIDE-LEVEL ONE ACTIVITY

PD ACTIVITY

NAME Teacher Inquiry with Primary Sources-
Edward Curtis and the North American Indian

BEST FOR This activity is best suited for educators of the following grade levels:

- Any grade level

This activity is best suited for educators of the following content areas:

- All subjects

GOALS Understand the need for teacher inquiry before using a primary source with students

TIME REQUIRED Approximately 30 minutes

OBJECTIVES Participants will:

- Question a primary source
- Look at a Library of Congress collection to inquire about the source
- Discover that all sources including primary sources can mislead students
- Discover the need to know and give students background information about a source and a topic
- Through using the “Primary Source Analysis Tool’ discover what one primary source can and cannot tell us about the past. Discover the need to corroborate sources.

Library of Congress Primary Sources:

- Curtis, Edward S. “Ogalala War Party”. c1907.
Edward S. Curtis's The North American Indian. 13 Jul. 2007.
American Memory. Lib. of Congress. 10 Oct. 2012
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- Curtis, Edward S. “In a Piegan Lodge”. c1919.
Edward S. Curtis's The North American Indian. 13 Jul. 2007.
American Memory. Lib. of Congress. 10 Oct. 2012
[http://memory.loc.gov/cgi-bin/query/r?ammem/curt:@field\(DOCID+@lit\(cp06005\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/curt:@field(DOCID+@lit(cp06005))).



- Curtis, Edward S. *In a Piegan Lodge*. c1919.
Curtis (Edward S.) Collection. Prints and Photographs Online Catalog.
Lib. of Congress. 10 Oct. 2012 < <http://www.loc.gov/pictures/item/2002722455/>>



Background Resources:

- Morris, T. A. *Inside an Indian Tepee*. Dec. 3 c1906.
Miscellaneous Items in High Demand. Prints and Photographs Online Catalog.
Lib. of Congress. 10 Oct. 2012
<http://www.loc.gov/pictures/item/2004670102/>.



- “About the Collection”. Web page.
Edward S. Curtis's The North American Indian. 13 Jul. 2007.
American Memory. Lib. of Congress. 10 Oct. 2012
<http://memory.loc.gov/ammem/award98/ienhtml/about.html>



- “Edward S. Curtis in Context”. Special Presentation. *Edward S. Curtis's The North American Indian*. 13 Jul. 2007. *American Memory*. Lib. of Congress. 10 Oct. 2012 <http://memory.loc.gov/ammem/award98/ienhtml/special.html>



- About this Collection. Web page. *Curtis (Edward S.) Collection, Prints and Photographs Online Catalog*. Lib. of Congress. 10 Oct. 2012 <http://www.loc.gov/pictures/collection/ecur/>



- “Edward Curtis and the Background of the Collection”. Web page. *Curtis (Edward S.) Collection. Prints and Photographs Online Catalog*. Lib. of Congress. 10 Oct. 2012 <http://www.loc.gov/pictures/collection/ecur/background.html>



Other Resources and Materials:

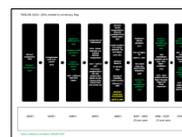
- *Primary Source Analysis Tool. Worksheet. Teachers Page*. 08 Jun. 2009. Lib. of Congress. 10 Oct. 2012 http://www.loc.gov/teachers/usingprimariesources/resources/Primary_Source_Analysis_Tool.pdf



- *Analyzing Photographs & Prints-Teacher's Guide. Web page. Teachers Page*. 08 Jun. 2009. Lib. of Congress. 10 Oct. 2012 http://www.loc.gov/teachers/usingprimariesources/resources/Analyzing_Photos_and_Prints.pdf



- Partner-created timeline and map (See attached)



PROCEDURE

1. Pass out one print of “Ogalala War Party” along with its source information to each group
2. Instruct the groups to look at the photo and the source information. Scaffold a large group discussion with questions such as:
 - “What is it?”
 - “How do you know?”
 - “What do you wonder?”
 * See the Analyzing Photographs & Prints-Teacher’s Guide for more scaffolding questions

(Note: As the discussion progresses, the participants may claim that this is a photo of tribe members going to war. This is a good time to elicit from the teachers or provide them with information about the last official battle of the Indians’ War: Wounded Knee, 1890. Here is also an opportunity to discuss generalities often made about American Indians. If not noticed, point out the summary by Edward Curtis and its implications.)

3. Show the *Edward Curtis Collection* linked in *American Memory* from Northwestern University and the “About the Collection.” Have the participants either read this information or give them a brief synopsis.
4. Ask, “Why is it important to know this information if you are going to use this or another Edward Curtis photograph with students?”
5. Pass out side-by-side prints of *In a Piegan Lodge* from both the American Memory collection on Edward Curtis and the Prints and Photographs Online Catalog’s Curtis collection. Include necessary bibliographic information.
6. Ask, “Other than the finishing color, what if anything is different about these two photos?”

7. After the participants have discovered the missing clock in the published photo, share that the black & white photograph is from the untouched negative and was not published.
8. Share the discussion of the removal of the clock found in the Special Presentation, "Edward Curtis in Context".
9. Scaffold more discussion with questions such as:
 - "How do you feel about what Edward Curtis did?"
 - "Does the fact that Curtis staged and sometimes altered his photos make them worthless?"
 - "Would you consider Curtis' published photos and/or negatives primary sources?"
 - "If they are primary sources, of what time?"
 - "What else could we do to find out more about life for American Indians at the time Curtis took these photos?"
10. Display a variety of LC photos of American Indians from around 1900 and discuss the diverse lifestyles represented.
11. Pass out one print of "Inside an Indian Tepee" with source information to each group.
12. Pass out an Analysis Tool to each participant and discuss its use in making student thinking visible. Model one or two observations, reflections and questions (ORQs)
13. Talk about the need to provide students with a focus question to reduce the chances of distraction and to focus analysis: "How does this photograph represent the lifestyle of American Indians around 1906?"
14. Talk about the need to stop and source
15. Share the "Library of Congress Analysis Tool"
16. Have groups write as many ORQs about this source as they can while keeping the focus question in mind. Scaffold these small-group discussions with questions from the "Teachers Guide to Analyzing Prints and Photographs" and by reminding them of the focus question.
17. Have each small group share out their ORQs and write these on the board or large paper, with attention to the difference between observations and reflections.
18. Ask what questions would be worthy of "Further Investigation"
19. Have the participants create a "quick write" to answer the focus question in paragraph form. Emphasize how using the "Analysis Tool" can lead easily to evidenced-based writing.
20. Allow the participants to share their quick write by reading it to a partner
21. Facilitate a discussion about the use of the "Analysis Tool" with such questions as:
 - Was the "Analysis Tool" helpful in thinking and writing about the source?
 - What else could teachers have students do with their analysis?
 - Ask the participants if they felt they were thinking deeply with this analysis. How do you know? (Leading to the topic of assessment.)
 - What kind of scaffolding could further promote critical thinking with this source?
 - When might you use this type of activity with your students? (e.g. At the beginning of a unit to spark inquiry? Towards the end to elicit text connections to the primary source?)
22. Discuss the possible benefits of incorporating a timeline, map, background info, vocabulary list...and show examples