



# Flowerfield Historic School

## CLOSING EXERCISES

*Save the shadow 'ere the substance fades.*

## HISTORIC SCHOOL CLOSING EXERCISES

TIME: Last 15 minutes of the day

### OBJECTIVES:

1. Students will come to closure concerning the day's activities.
2. Students will recognize photographs as a source of historical information.

### BACKGROUND INFORMATION

Photographs can enrich the classroom study of history. The State Historical Society has many prints. Their collection is on microfiche which is also available to the public. To study a photograph it is necessary to understand that the technology available affected the style of photos created. For instance, before the invention of simple cameras, photographs were formally posed and treated as a serious portrait. Photography was popular in the 19<sup>th</sup> century because it provided a way to remember friends and family left behind as people immigrated to new homes across western America. Eastman's 1888 invention created a camera that could be treated like a toy. Candid shots, toothy grins and playful attitudes became commonplace. It is helpful to understand types of photographs and photographic processes. The following descriptions of photographic processes are included to help you identify and date old photographs as well as understand the pose and attitude of the picture.



Do's and Don'ts about handling photographs:

1. Handle photographs and negatives by the edges.
2. Don't bend photographs or store them bent.
3. Wash your hands before handling photographs or negatives, as the oil from your fingers can leave a permanent mark on the film.
4. If you need to write on a photograph-write on the back with a hard lead pencil. An ink pen or ballpoint will "bleed" through the photograph.



## TYPES OF PHOTOGRAPHS AND PHOTOGRAPHIC PROCESSES

The following descriptions of photographic processes are included to help you identify and date old photographs.

### DAGUERRETYPE

The first successful photographic process and picture was the daguerreotype. An image was formed on a copper plate coated with polished silver by using vapors from heated mercury. The process was invented in the late 1830's by the Frenchman Louis Daguerre (1789-1851).

Only one daguerreotype photograph could be made from a plate. The positive image on it was always reversed from what it was in real life.

Daguerreotype could be purchased for about two dollars in the 1840's. They usually came in standard sizes and were often matted and framed in brass.

Since daguerreotypes required long exposures, their subjects had to be formally and stiffly poised. People in them rarely smiled. Headrests and props were often used to help people hold still.

### WET-PLATE PROCESS

In the wet-plate process or collodion process, invented by the English sculptor Frederick Archer in 1851, any number of positive prints could be made from a glass plate negative.

Wet-plate negatives could not be enlarged. Therefore, the camera and the wet-plate had to be as large as the desired print. Since strong artificial light hadn't been developed, wet-plate photographs could not be taken inside or at night.

Extremely inexpensive photographs known as ambrotypes could be produced by the wet-plate process. They were very popular in the United States throughout the 1850's. Like daguerreotypes they came in standard sizes and were often matted, then framed in elaborate gilded-brass frames that came in protective cases.

### DRY-PLATE PROCESS

The dry-plate process was discovered in 1871 by the English physician, Dr. Richard I. Maddox. It made it possible for photographers to carry only a camera and a few loaded dry-plate holders. The plates could be exposed wherever the picture was taken and then developed back in the photographer's darkroom.

Since the required exposure time had also been reduced, photographers were able to shoot less formal poses. The dry-plate method made it much easier to take photographs anywhere. Both amateur and professional photographers could buy dry-plates already mounted. They either developed them themselves or sent the exposed plates to a developing company to be processed.

### TINTYPE

Introduced in 1852 tintype positive images were made directly on thin tin plates. The plates were enameled with a sensitized coating.

Tintypes were easy and cheap to make. They were also stronger than glass plates and could easily be exchanged through the mail. During the late 1800's, hundreds of thousands of Americans had tintype portraits made in studios.

### CARTE DE VISITE

This inexpensive process was patented in 1854 by the Frenchman Andre Adolphe-Eugene Disderi. The name carte de visite is the name given both to his special camera and to the photographs themselves. Carte de visite cameras had four or more lenses. They took multiple images on a single wet-plate negative.

The large positive print was cut into individual photographs that usually measured 3 1/8 inches by 2 1/8 inches. They were attached to cards the size of calling cards or visiting cards. Since these inexpensive portraits



## HISTORIC SCHOOL CULMINATING ACTIVITIES

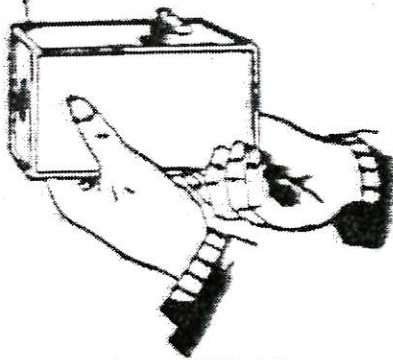
1. Students are reminded that it is nearly time for them to leave and since they have quite a trip ahead of them, they need to get their wraps and lunch pails. Students who live a longer distance from school may bridle their horses.
2. Award certificates for penmanship, deportment, and the spelling bee are announced and given to the classroom teacher for later distribution.
3. Historic School teacher says a short prayer or words of wisdom such as "if you have not said a kind word to someone today, or you have not done a kind deed, consider it a day lost and do better tomorrow."
4. The Historic School teacher dismisses the students by having each row rise, turn toward the center aisle and file outdoors.
5. A class portrait will be taken with the children assembled in front of the original 1888 Historic School.
6. Students will return to their school buses. A diary or journal entry is an appropriate way to culminate the day with a moment of introspection when students return to their school.



## PREPARATORY ACTIVITIES FOR HISTORIC PHOTOGRAPHY

1. Bring a family photo album to school. Browse through it with the students discussing how the pictures show what is important to your family. Go beyond specific details such as "football" to major categories such as family friends, places and events in your life. Help students realize that while home photography is autobiographical it is an edited version of that life. We tend to take pictures that prove the solidarity of the family. Alcoholism, abuse, divorce, and unpleasantness is seldom pictured. Students can view old photographs with a historian's eye if they can understand that the picture is not necessarily reality, but it does make a statement concerning what the photographer wanted us to know about the subject.
2. Have students bring a photograph of themselves taken when they were younger. Have them try to bring one of a grandparent or great-grandparent of the same sex and about the same age.  
Some questions to ask:
  - A. Compare the clothing, hairstyles and objects in each photograph.
  - B. Can you determine when and where each picture was taken?
  - C. Were the photographs made by a studio photographer or someone in the family?
  - D. Do the differences in the photographs tell you about what it was like to be a child in the past Compared to when you were younger?
3. Encourage students to examine photographs during the museum experience. Ask the Historic School teacher to show students the dugout picture and the picture taken in the same location 67 years later.

### THE KODAK CAMERA



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necessary.

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best outfit for ama-  
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RUGEL AND GIBSON

4. Have students cut photographs that interest them from old magazines or newspapers or have the teacher provide photographs such as those available from the State Historical Society. Have them pretend they are historians looking at these pictures and analyzing them.

Some questions to ask:

- A. What is the subject of each picture?
- B. What is happening in each picture?
- C. Why was the photograph probably taken?
- D. Do these photographs tell you anything about the photographer?
- E. What does your analysis of the pictures tell you about the people at the time they were taken?
- F. Is your understanding of history limited by the pictures you've chosen?
- G. Do the pictures give you a complete picture of that period in time?
- H. What are your first impressions of the photograph? Write a brief description.
- I. Was the picture posed or was it a candid shot?
- J. Did the photographer arrange the picture or was it taken as the event happened?
- K. What events might have taken place before the photograph was taken?
- L. Was the photograph altered by the photographer?
- M. Where did the photograph come from?
- N. Is there any written information on the photograph?

Items you may want to use in helping you analyze your photograph:

- A. Family records may identify a person.
- B. Information about the photographer may lead you to know why and when the picture was taken.
- C. City maps may help you identify where the shot was taken.
- D. Newspapers and history books or historical documents may help to identify a particular event.



Photo Analysis Worksheet

**Step 1. Observation**

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

**Step 2. Inference**

Based on what you have observed above, list three things you might infer from this photograph.

**Step 3. Questions**

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

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Education Staff, National Archives and Records Administration,  
Washington, DC 20408

## FOLLOW-UP ACTIVITIES FOR HISTORIC PHOTOGRAPHY

1. Encourage students to preserve their past by helping parents and grandparents place and record photographs in an album.
2. Contact local photographers to talk to the class about the many aspects of photography including caring for old photographs.
3. Begin a class album. Collect articles from newspapers, magazines, and photographs that tell about day to day activities and events during their fourth grade year. A short sentence or label should be written telling of the incidences which the pictures portray. The "our classroom" feeling will be increased. Students will see the relationship between current events and history.



4. Allow students to use the school cameras. Create a photo essay to illustrate "Communication in our School" or "Historic Buildings in Our Community." Careful planning is important and must include writing text to accompany the photos. This makes a terrific display at Open House.
5. If your school has a video camera; consider video taping speakers who visit the classroom or interviews with older citizens. Not only will you create a valuable resource, but students will open up and discuss the presentation more in review.
6. Examine the uses of photography in the classroom. Teleconferences are already being used to link classrooms across the nation. What do students predict for the future?
7. Stage a photograph.  
Pretend you are a famous photographer staging a photograph. It might be an illustration for an advertisement, a story for a newspaper, a magazine article, a portrait of someone, or the recording of an important historical event. Then write a short paragraph on your photograph. You might want to consider the following:
  - A. What kind of backdrop or background for the picture would you create?
  - B. How many people will be in the picture?
  - C. How will they be dressed?
  - D. What will they be doing?
  - E. What other objects will be in the picture? Will the people be holding these objects?
8. Light Sensitive Paper Project  

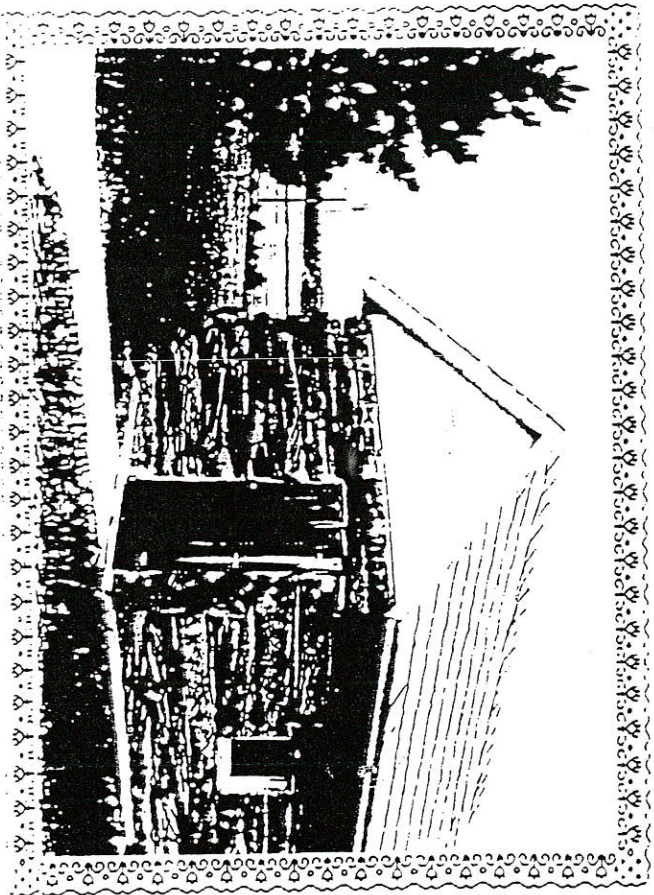
Paper can be purchased from school supply companies which when exposed to the sunlight will react much like the process used in the darkroom. Objects, paperclips, cut paper shapes, kitchen utensils, nails, can be placed on the paper, which is carefully taken outside and placed in the sunlight for several minutes, then placed in the pan of water, drained and dried. These could also be framed.

This project will show the negative process in photography. This project could also be used to show line and design or form in art.
9. Tin Can or Oatmeal Box Camera  

This activity will require some materials but children found this project exciting and the rewards of printing their own photograph are worth the extra time and funds needed to set up the project.

Instructions for this project are included in this guide.

HISTORIC SCHOOL AWARD  
for  
Excellent Penmanship



presented to

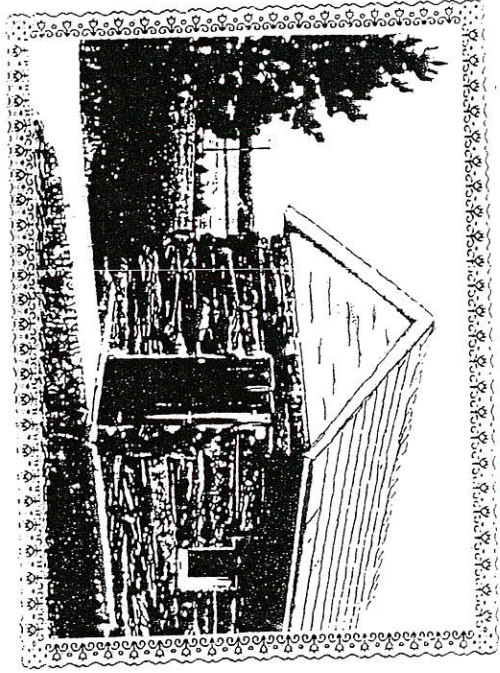
1888

Flowerfield School Instructor

Historic School Award

for

# Excellent Spelling



presented to

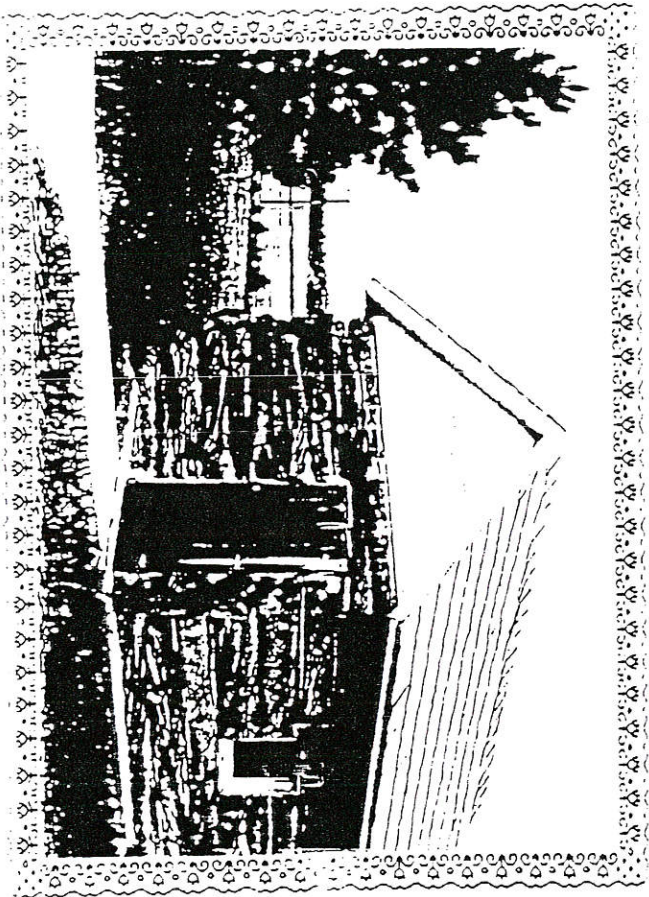
1888

Date

Flowerfield School Instructor

Winning word

HISTORIC SCHOOL AWARD  
for  
Excellent Department



presented to

1888

\_\_\_\_\_

classroom instructor

\_\_\_\_\_

Flowerfield School Instructor

## PROGRAM POSSIBILITIES

Classes that have attended the Historic School may wish to present a program to their parents, the school board or a community organization as a way of explaining the program and its benefits to the class. Senior citizens and veterans enjoy such programs, too, especially if the presentation can be heard. Suggestions for such a program include:

1. Re-enact memorable parts of the day. Have students wear their costumes again, display their lunch pails and copy books.
2. Stage a living diorama of special events. A student costumed as an elderly man or woman can serve as narrator, "When I was young, we...."
3. Prepare a comparative dramatization of PAST, PRESENT, and FUTURE in education. Children can include their comparisons done in other sections of this guide.
4. Invite parents to an old fashioned "box social". Boxes could be decorated by students, early day recipes prepared, and refreshments packed in the boxes for after the program. The program could include poems and songs learned, some singing with the audience, and narratives.
5. Have each student compile short selections from literature and poetry and music. Even better, use their own poetry, prose, and journal entries. (Practice reading them ahead of time!) Then, schedule time for each child to record their selections on cassette tapes. The classroom will turn into a sound stage with students assigned to start the music selections between readings or as background music. Students then draw pictures of themselves in their pioneer garb to fit inside the cassette case just like recording artists design their record jackets. These original recordings make lovely gifts for parents.
6. Pioneer costumes can be used to create "shadow shows" using a strong light such as an overhead projector and sheet screen. Students can be posed while others recite.
7. After completing one of the read-aloud books with the class, students could discuss the main parts of the story, decide on sections to illustrate, then make those illustrations and text to accompany them. A 35mm or digital camera can be used to create slides of the illustrations to accompany the recorded script. This project can be donated to the librarian!

**Rest is sweet when one has earned it.**