

PHOTOGRAPH ANALYSIS – Teacher Page

The goal of this activity is to develop primary source analysis skills using photographs of the Armenian Genocide. This lesson will NOT explain to your students what happened during the Armenian Genocide nor will it address the implications of these events. There are many resources on this website that will help you teach the content of this subject in a more meaningful and comprehensive way. However, by analyzing these photographs, not only will students learn the skill of looking closely at the visual primary sources, but also, may develop an interest in learning more about the Armenian Genocide.

As an educator, we suggest reading a few background articles on the Armenian Genocide before teaching anything about it. You can find background readings on this website under the Resources tab, like this [Brief History of the Armenian Genocide](#).

STEP ONE

Pass out the photo analysis forms and a photograph to each student. You could also form groups and have each group analyze one photograph and fill out one photograph analysis form. You could even project a photograph or two on the screen in front of the classroom and have the entire class analyze the photograph(s) together.

Explain the different aspects of the photograph analysis:

WHAT DO YOU SEE?

During this part of the analysis, simply write down what you see. This part of the analysis will be very descriptive but can ONLY include things that you see. Maybe it's a girl in a white dress or a cart led by a horse. You CANNOT try to explain what is going on in the photograph (that is for STEP TWO). List EVERYTHING you see.

WHAT DO YOU THINK IS GOING ON? WHY?

During this part of the analysis, write down what you think is going on in the photograph and explain why you think that is the case. You might have to guess a little and use what you already know to try to make sense of what is going on in the photograph.

WHY DO YOU THINK SOMEBODY TOOK THIS PHOTOGRAPH? WHY?

During this part of the analysis, try to think why someone would have taken this photograph. You will never know exactly why the photograph was taken, but based on what you see and what you think is going on in the photograph, why would someone lift a camera to her eye and snap this picture.

WHAT UNANSWERED QUESTIONS DO YOU HAVE?

During this final part of the analysis, list any questions that you have about the photograph. These questions could be about the people in the photograph, what is going on in the photograph, or even what is going on just outside the camera's lens (that you don't see).

STEP TWO

Give students time to analyze. You can do this in many ways. Some interesting ways include giving students magnifying glasses to help with their analysis. Or, have students fold the picture into quarters and have them analyze one quarter of the photograph at a time rather than the whole.

STEP THREE

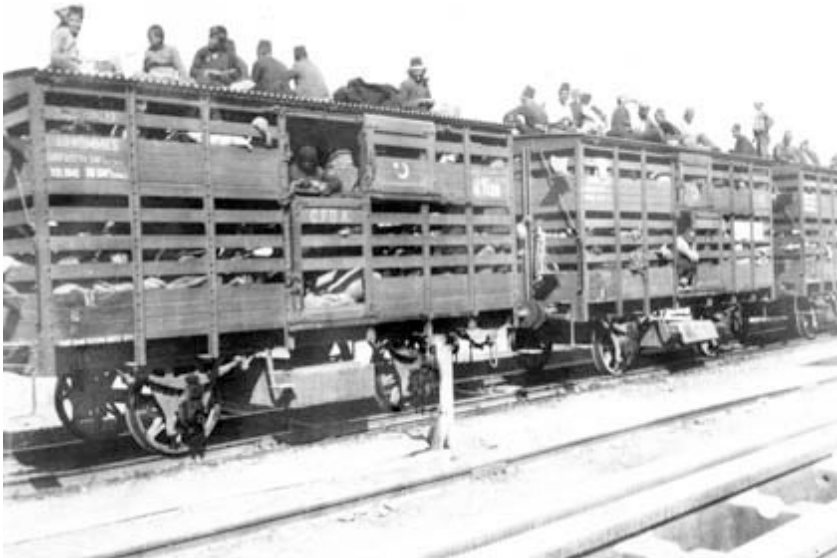
Have students share their answers, keeping track of the questions they have. Hopefully, the unanswered questions will lead to a deeper and more meaningful lesson/activity about the Armenian Genocide.

Additional activities could include refining several questions for students to research and investigate on their own. Students could then present their findings to the class or you can develop a booklet or blog about the “Unanswered Questions About the Armenian Genocide” where students work would be displayed.

PHOTOGRAPH #1:



PHOTOGRAPHY #2:



PHOTOGRAPH #3:



PHOTOGRAPH #4:



PHOTOGRAPH #5:



PHOTOGRAPH #6:



PHOTOGRAPH #7:



PHOTOGRAPH #8:



PHOTOGRAPH #9:



PHOTOTGRAPH #10:

