

Snapshots in Time

Educator's Guide

SUMMARY:

Students will locate, explore, and photograph evidence of maritime activities affecting them and/or their community, write a detailed description about the effect of the activities, and share both photographs and descriptions online.

RATIONALE:

Primary sources are invaluable to the work of researchers and historians. Examining primary sources from multiple perspectives is critical to better understanding the events and people of the past. Analyzing first-person narratives from the 17th and 18th centuries and documenting their personal perspectives on current events help students better interpret primary sources and realize the importance of multiple perspectives.

OBJECTIVES: The students will be better able to:

Part One

- Describe maritime activity between 1680 and 1806.
- Compare different stories about a historical figure, era, or event.

Part Two

- Identify example(s) of maritime history within the student's community.
- Use technology to record example(s) of maritime history within the student's community.

Part Three

- Describe contemporary maritime activity across the country.
- Compare contemporary maritime activities with those of the past.

TIME: (*varies by depth of research and age of students*)

Part One (*can be done as a group or individually*)

- 30 minutes for listening to the narratives
- 30 minutes for analysis

Part Two

- 30 minutes to review the Student Guide
- 1–4 hours for photography activity (*can be done as a group or individually*)

Part Three

- 30 minutes to several hours for the description research/writing activity (*Older students will spend more time researching.*)
- 15 minutes to several hours for file management and uploading tasks. (*Older students may be able to complete these tasks unassisted, which will reduce the teacher's involvement in this task.*)

Conclusion

- 15 minutes for wrap-up discussion

AGE GROUP: 3–12

TARGET VOCABULARY: (*none*)

MATERIALS:

Part One

- Computer with Internet access and speakers or headphones

Part Two

- Digital camera [1 or more]
- Computer(s) with word processing software, [photograph editing software-optional]
- Student Guide [1 for each student]
- (*If students have Flickr accounts*) [Flickr for Students Step-by-Step Directions](#)
- (*If teacher will upload the photographs*) Electronic [Student Worksheet](#) file

Part Three

- Classroom Internet access and projector [to view final product online]

PREPARATION:

- Preview the “[Web of Connections](#)” section of the *On the Water* online exhibition and listen to the [narrative accounts](#).
- Preview the content that other students and teachers have uploaded to the Smithsonian National Museum of American History’s “[Snapshots in Time](#)” [Flickr map](#).

STANDARDS:

NCHS History Standards

K–4 Historical Thinking Standards

2. Historical Comprehension

- A: Identify the author or source of the historical document or narrative.
- B: Reconstruct the literal meaning of a historical passage.
- C: Identify the central question(s) the historical narrative addresses.
- D: Read historical narratives imaginatively.

3. Historical Analysis and Interpretation

- A: Formulate questions to focus their inquiry or analysis.
- B: Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- D: Distinguish between fact and fiction.
- E: Compare different stories about a historical figure, era, or event.

- G: Consider multiple perspectives.
- J: Hypothesize influences of the past.

K–4 History Standards

- 5A: Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States now and long ago.
- 8B: The student understands changes in transportation and their effects.

5–12 Historical Thinking Standards

2. Historical Comprehension

- A: Identify the author or source of the historical document or narrative.
- B: Reconstruct the literal meaning of a historical passage.
- C: Identify the central question(s) the historical narrative addresses.
- E: Read historical narratives imaginatively.

3. Historical Analysis and Interpretation

- A: Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- B: Consider multiple perspectives.
- D: Draw comparisons across eras and regions in order to define enduring issues.
- J: Hypothesize influences of the past.

4. Historical Research Capabilities

- A: Formulate questions to focus their inquiry or analysis.

5–12 U.S. History Content Standards

Era 1: Three Worlds Meet (Beginnings to 1620s)

Era 2: Colonization and Settlement (1585–1763)

Era 3: Revolution and the New Nation (1754–1820s)

Era 10: Contemporary United States (1968 to the present)

IRA/NCTE Language Arts Standards

- 1: Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

- 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- 8: Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

AAAS Science Standards

3–5 AAAS Science Standards

AAAS-4C-3-5-1 Processes that Shape the Earth (3-5) #1:

Waves, wind, water, and ice shape and reshape the earth's land surface by eroding rock and soil in some areas and depositing them in other areas, sometimes in seasonal layers.

AAAS-8C-3-5-1 Energy Sources and Use (3-5) #1:

Moving air and water can be used to run machines.

6–8 AAAS Science Standards

AAAS-4B-6-8-8 The Earth (6-8) #8:

Fresh water, limited in supply, is essential for life and also for most industrial processes. Rivers, lakes, and groundwater can be depleted or polluted, becoming unavailable or unsuitable for life.

AAAS-7C-6-8-3 Social Change (6-8) #3:

Migration, conquest, and natural disasters have been major factors in causing social and cultural change.

9–12 AAAS Science Standards

AAAS-5D-9-12-3 Interdependence of Life (9-12) #3:

Human beings are part of the earth's ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems.

ISTE Education Technology Standards for Students (NETS*S)

1. Basic Operations and Concepts

- A: Students demonstrate a sound understanding of the nature and operation of technology systems.
- B: Students are proficient in the use of technology.

2. Social, Ethical, and Human Issues

- A: Students understand the ethical, cultural, and societal issues related to technology.
- B: Students practice responsible use of technology systems, information, and software.
- C: Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology Productivity Tools

- A: Students use technology tools to enhance learning, increase productivity, and promote creativity.
- B: Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. Technology Communication Tools

- A: Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- B: Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology Research Tools

- A: Students use technology to locate, evaluate, and collect information from a variety of sources.

21st-Century Skills

Creativity & Innovation

Critical Thinking & Problem Solving

Communication & Collaboration

Information Literacy

Media Literacy

ICT (Information, Communications & Technology) Literacy

Initiative & Self-Direction

Productivity & Accountability

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Introduction

Whether we live in the desert, on the beach, or somewhere in between, what happens on the water affects our daily lives. This activity focuses on how.

On May 22, 2009, the National Museum of American History launched a new exhibition *On the Water: Stories from Maritime America* that explores the significant and ongoing role of maritime activity in American history. Visit the [online version of the exhibition](#) to learn more.

The Museum created a [Flickr group](#) dedicated to collecting photographs and descriptions of maritime activities today across the United States of America. Maritime activity includes shipping and port-related work, ship and boat building, fishing and fish processing, recreational cruising, and many other water-related enterprises, all of which have far-reaching impacts. The foods we eat, the products we buy, how we travel, and even the words we speak are all affected by maritime commerce, past and present.

In this activity students will explore a section of the *On the Water* Web site, examine the many ways maritime activity has shaped the lives and experiences of Americans and the course of history itself in the United States, have a classroom discussion, and then set out to take digital photographs. The photographs will represent a maritime activity that affects the student's life and/or community. Students will write a detailed description (up to 300 words) that identifies the subject(s) of their photographs, the location, and how the particular maritime activity affects them/their community. With a teacher's help, students will share their work with others via the Web.

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Directions

Part One

1. Have students explore the “Living in the Atlantic World 1450–1800,” “[Web of Connections](#)” section¹ of the *On the Water* online exhibition and listen to each of the [narrative accounts](#) at the bottom of the page. These recordings were derived from first-person accounts written by people who kept journals or wrote letters about their experiences at sea. The recordings were made by actors reading sections of the published documents. You can print out the transcripts for students to read along. This can be done as a teacher-led activity for younger students and as an assignment for older students.
2. Discuss the following questions in class:
 - Describe the people involved. Who were they?
 - What do they all have in common?
 - How did various travelers’ experiences differ? Why?
 - How does having multiple stories about the same thing help a historian understand an event or activity?

Transition

Let students know that in Part Two of this activity, they will have the chance to document their own *On the Water* experiences and share them with the Smithsonian National Museum of American History via the Web.

Part Two

1. Hand out the “[Snapshots in Time](#)” [student guide](#) and review it with the class.
2. Read the IDEAS page of the student guide and ask students to list 3–5 maritime activities that affect their lives or the community. Ask students to choose a maritime activity to photograph for this project.
3. Students visit sites of maritime activity and take digital photographs. This can be done in the form of a class trip to a local waterway, port, supermarket, or other relevant site, or it can be

¹ If you are teaching another era of American history, this activity can be adapted to make use of other eras and themes within the *On the Water* Web site.

an assignment that each student can complete independently or as a parent/child field trip over several weeks. Remind students to note the location where the photograph was taken.

Technology Tips: Students may use their own digital cameras or borrow digital cameras from the school. Camera phones may be used if students have their own Flickr account and can upload the photographs themselves.

Review basic camera functions such as on/off, shutter button, and zoom with students prior to signing out school cameras.

If students use their own cameras, make sure they have a USB cable to connect to a computer at school, or that they can download the photographs at home and email them to you or themselves at school. Alternatively, they can bring in the photograph file on a USB drive or CD.

Part Three

1. Create a common folder where you and/or the students can download their photographs from the cameras and copy all of the photographs to that folder.

Technology Tips: If students are downloading their own photographs, ask them to save their photographs with their “firstname_teachername_gradenumber” to simplify finding them later. E.g. “Tanya_Jones_grade6” You can use the same name for the text file to help match keep things organized.

All photographs must be in JPEG (.jpg) format to be uploaded to Flickr.

2. After the photographs are taken, review the Student Check List sheet. Ask students to imagine that they are historians in the 22nd century studying American maritime history and write a detailed description of the photograph (not to exceed 300 words including the identification) that will help future historians understand American life in the early 21st century. For older students this step should include additional research. For example, how many people are employed by the local port? Where did the fish I ate come from? What is the story of my family’s immigration?

At a minimum, the description must include:

- The subject of the photograph
- The location of the photograph. *Identifying the approximate location where the image was taken is required for sharing the image with the Smithsonian.*
- Description of how this maritime activity impacts their life or the community

- **Identification.** Each student is asked to identify their submission with their first name and age as well as city, state, and date the photograph was taken.

Technology Tips: Have students type up their text in a word-processing program so that it can be easily copied and pasted into Flickr. Alternatively, students can use the “Snapshots in Time” Student Worksheet (included as a [downloadable MS Word](#) file and a printable [PDF file](#)).

Show students the “word count” feature of the word processor to help them stay under the 300 word limit. The feature is usually at the bottom of the screen or within a “tools” drop-down.

If students do not have an address to use for the location, they can use an online map such as Yahoo! Maps or Google Maps to pinpoint the location and print out the result, or, if students are all visiting areas in the community, you can provide a local print map that they can mark with their photograph’s location.

3. Upload the photographs and text to Flickr. See the “Flickr for Teachers” (below) or “[Flickr for Students](#)” instruction sheets for detailed information. “Snapshots in Time” is a moderated site, so it may take a day or two for your photographs to appear on the Smithsonian map.

Technology Tip: The age requirement for having a Flickr account is 13. Depending on your school’s policies, Middle and High School students may be able to create their own accounts and complete all of the uploading on their own. If not, or if you are working with students age 12 or younger, have students complete and electronically submit the Snapshots in Time Student Worksheets. Then follow the steps on the “Flickr for Teachers” instruction sheet on your own.

Conclusion

In class, visit the both the class’s Flickr group and the “[Snapshots in Time](#)” map within the *On the Water* Web site. Explore and discuss submissions from the class and others.

- Can you find multiple photographs for the same type of activity? If so, how are they the same? How are they different? Why?
- Look at a submission that did not come from your school. If you were a 22nd-century historian, what would you be able to learn from this document?
- Think back to the “Life at Sea” narratives you listened to. How is your photo sharing submission similar to the “Life at Sea” narratives? How is it different?
- How does having multiple stories about the same thing help you understand an event or activity?

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Flickr Step-by-Step for Teachers

Setting Up Your Flickr Group²

1. Go to [Yahoo mail](#) to set up a free e-mail account for your classroom use. You must have a Yahoo e-mail to use Flickr.

Technology Tip: If you create your e-mail as *lastname_gradelevel_schoolname@yahoo.com* and use your school e-mail address as the “primary” email for the account, you will be able to use the account for class projects year after year and will only need to change the password for new groups of students. This will also identify all of the photographs you upload with this account as belonging to your school.

2. Go to [Flickr.com](#) and create a free Flickr account using your Yahoo e-mail address.
3. Sign in to your Flickr account and create a new Flickr group for the project by selecting the pull down menu “Groups” and selecting “Create new group.”
 - a. Select “public, invitation only” as the privacy setting.
 - b. Title the group and select the safety setting.
 - c. Select desired settings on the Group Admin page.
4. Visit <http://www.flickr.com/groups/OTWsnapshots/> and click “Join this Group” to join the National Museum of American History’s *On the Water* “Snapshots in Time” Flickr group.

Uploading Your Photographs/Text to Flickr

1. Place all your students’ photographs and completed Snapshots in Time Student Worksheets in a single folder on your computer.
2. Login to your Flickr account and go to the group you created.
 - a. Click on “upload photos/video.”
 - b. Select the photographs to upload (from your computer).
 - c. Set privacy settings for the photographs to “public.” (*This is necessary to share the images on the map and with the On the Water Web site.*)

² You can find a great Flickr tutorial here <http://k12online.wm.edu/usingflickr/usingflickr.html>.

3. **Insert description text.** Cut and paste the description text from your word processing program to the description text box for each photograph. You can add descriptions to your group of photos by clicking the “add description” link once you’ve completed your upload, or you can select an individual photograph and click “edit title, description, and tags” link in the lower right portion of the photograph’s screen.

Technology Tip: The photograph’s “Description” is different than “Comment.” The description stays directly under your photograph, but comments will push down depending on how many comments you receive.

4. **Map each photo** by clicking “add to your map” in the lower right portion of the photograph’s screen. You can type in the address or use the zoom tools to find the location where the photograph was taken.

Technology Tip: Make sure to click the “save to map” AND the subsequent “Done” buttons to finish the task. The photograph is now mapped.

5. Click “send to group” to share the photograph with the Smithsonian National Museum of American History’s *On the Water* Flickr group.

Basics of Online Photograph Sharing

<http://www.youtube.com/watch?v=vPU4awtuTsk>

http://news.cnet.com/8301-17939_109-9703620-2.html

<http://www.flickr.com/photos/cogdog/265279980/>

Flickr in the Classroom

<http://k12online.wm.edu/usingflickr/usingflickr.html>

<http://www.flickr.com/photos/cogdog/265279980/>

<http://www.educause.edu/ELI/7ThingsYouShouldKnowAboutFlick/162592>

<http://creativecommons.learnhub.com/lesson/1517-flickr-in-the-k-12-classroom>