

*Examining the Impact of Photography in Wartime*

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| **Introduction**  |
| Photographs can be powerful forms of text. They can portray not only powerful images but also tones and messages. Examining the impact photographs have on people’s perceptions helps students understand the role photographs play in our historical and modern understanding of the world. In this lesson, students will examine various photographs taken during World War II to explain how the images themselves could impact viewers both at the time of the war and today.  |
| **Indiana Standards Connections:**  WH.6.5 Identify the causes (social, political, militaristic, and economic) and key events of World War II and analyze the impact this war had on the global community.  | **Compelling Question(s):**  What role did photography have on perceptions of World War II?How did photographers capture various aspects of the war? |
| **Lesson Objectives:** Students will be able to: describe the role and impact of photographs on perceptions of World War II.  |
| **Materials**  |
|  1. Malcolm Fleming World War II Photographs (Digital Toolbox item)
2. Ihr Sollt es Wissen! Flyer and Polish Children Eating at DP Camp images (Resource #2 on Digital Toolbox description)
3. Photo - [Facing History - Nuremberg after Allied Bombing](https://www.facinghistory.org/resource-library/image/nuremberg-after-allied-bombing)
4. Introduction Essay - ["The Art of War" Lesson from the MacArthur Museum](https://www.littlerock.gov/%21userfiles/editor/docs/parks/MacArthur/learn/Art%20of%20War/The%20Art%20of%20War%206-8%2C%209-12%20Lesson%20Plan%20-Photography.pdf)
5. More Wartime photos:
	1. <https://www.cnn.com/2016/05/12/world/gallery/tbt-europe-after-world-war-ii/index.html>
	2. <https://www.theatlantic.com/photo/2011/10/world-war-ii-after-the-war/100180/>
	3. <https://webapp1.dlib.indiana.edu/images/splash.htm?scope=archives/VAD2888>
	4. <https://www.archives.gov/news/articles/army-photographers-wwii-1945>
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| **Learning Plan**  |
| **Activities** Hook Activity: Comparing Two Photographs 1. Show students the Facing History photo of Nuremberg after Allied Bombing. Ask students to consider why this image would have been taken, who might have seen this image and where, what impact this image would have had, and what emotions are evoked when viewing this. Allow students a few minutes to discuss these questions. Then have them share out their thoughts.
2. Follow this with a deeper analysis of the image. What do they see? What do they not see? Students should pick up on the fact that there are no people in the image. Why might that be? Students may infer that no one lived in this city after this destruction, considering the amount of damage the image portrays.
3. Next, show students the second of Malcolm Fleming’s Nuremberg photo (of the destruction). Provide this (either physical copies or on the screen) next to the Facing History photo. Ask students to compare these images. They should note that Fleming’s photo is closer to the destruction; they may infer that Fleming took this shot on foot while the other image was taken from a helicopter above. Ask students what this closer image provides us that the other does not? They may note how they can see belongings and signs of personal life (i.e., the clothes hanging, a park bench, etc.). How does this change the way we feel after looking at these images? Which has a larger emotional effect?
4. Share with students that, while these two images show the destruction to the city of Nuremberg, people continued living in this city. We know this because photographers, such as former IU Professor Malcolm Fleming, served as an Army photographer during World War II but also captured a variety of additional photos following the war that showcased the lives of people. You can then show Fleming’s first photo which is of the same scene but with two women looking out at the destruction.

Reading Activity: Wartime Photography1. Read the Introduction Essay that is included in the MacArthur Museum lesson (link in Materials above). This provides students more of an understanding of how photography was used in wartime and how this changed as wars progressed. Include in this discussion how Fleming, in addition to his military photography, took various additional photos as a civilian photographer.

Student Small Group Activity: Analyzing Photographs1. Inform students that they will be analyzing photographs of post-World War II Europe that showcases what life was like for people still living in cities that were affected by the war.
2. Two more photos of Nuremberg by Fleming are included in the Digital Toolbox resource. In addition, the Materials section above has several links for additional World War II images, including more of Fleming’s collection that he donated to IU. Put together a collection of images that will allow students to analyze how photographs may have impacted people’s perceptions of the war.
3. Have students in small groups/pairs analyze these photos. This can be done via stations or a gallery walk or they can be given one image to analyze.
4. Students should be asked to analyze the following: what they notice, what they know, what emotions the image evokes, and what they wonder. This could be in the form of a graphic organizer.

Post-Activity Discussion: Importance of Photography during Wartime1. Have students share what they noticed about the photos. If they were given just one image to analyze, have groups share with their peers by showing the image and letting them talk through their noticings and inferences with the class.

Formative Assessment: Purpose behind the Images1. Provide students access to the Ihr Sollt es Wissen! Flyer image. Since the flyer is in German, context will need to be provided. Share with students that this flyer was used to educate German public about what had really happened during the war and in concentration camps, as Nazi power and propaganda had limited and altered the information the German people were receiving at this time. Have students examine the flyer and then ask them to answer the following question: Why would these images have been included on the flyer?
2. Next, show students the images of Polish children eating at DP (Displaced Persons) camp’s nursery program (Digital Toolbox materials). Again, context is beneficial: Fleming took these photos of the children eating at the Displaced Persons camp and included on the back of the images a caption with the following: “The children of Polish DPs who with their parents are now a major problem confronting US Authorities… But what’s to be done with the Poles when only 10% desire to return home?” Ask students to answer the following questions: 1) How do these images compare to the images included in the flyer? 2) Why would Fleming have taken these pictures? What emotions is he wanting to evoke in viewers?

Note: This is meant to be an individual assessment for students to demonstrate their own thinking and mastery of the objective following the group activity. Suggestion: It would be advantageous to provide both the images and necessary context information in a written format as well as verbally. A handout with both of these artifacts, contexts, and analysis questions would be best for students.  |
| **Assessment Suggestions**   The Formative Assessment activity above allows for students to demonstrate their understanding of the impact photographs can have on perceptions of war.  |
| **Extensions** Exploring the growth and impact of journalism on perceptions of war would be a valuable extension of this lesson. Students could also look at primary sources of news articles as well as the growth of radio broadcast as a form of journalism. Ernie Pyle would be an appropriate and worthwhile addition for study. Students can also make connections regarding how photographs were used in journalism regarding the war. There is also room to examine how photography and journalism, as well as other forms of expression such as music, played a major role in perceptions of the Vietnam War. While this is not necessarily connected via the historical content of World War II, students can compare and contrast these wartime periods and the ways media was used to convey and develop perceptions. Another extension would be to explore how photography and journalism continues to impact how the public engages with modern day crises and events. For example, [this NYT article](https://www.nytimes.com/2016/08/22/world/middleeast/syria-omran-photo-children.html) describes how an image of a Syrian child went viral during the Syrian refugee crisis and its impact on the world. Students could either be given a variety of images like this and others (i.e., the photo of Tommie Smith and John Carlos protesting at the Olympics, etc.) and analyze the tone/mood of the image as well as the context behind the photo to describe its impact. |

Ruins of Nuremberg Activity Possibilities

Some of the best opportunities for education are *integrative*—meaning that students are able to make connections across disciplines to reinforce the knowledge that they are developing. For example, they may be learning about Renaissance Italy in World Studies at the same time that they read Dante’s *Inferno* in English class while also studying Botticelli in Art. Feel free to combine and adapt some of the ideas across disciplines and standards to best suit your particular context. You can also collaborate with other teachers at your school or supplement the resources provided by contacting your librarian.

**Note: The following ideas are meant to give general guidance for teachers to include artifacts and other material culture in their classrooms. They are not meant to be treated as comprehensive activities or lessons that are one-size-fits-all for any classroom. They should be personalized to best fit the needs of a teacher’s individual context in accordance with prior student learning, student abilities, available resources, and any curricular guidance.**

**Art**

**Visual Arts – Responding:**

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| Anchor Standard 7: Perceive and analyze artistic work |
| Enduring Understanding: Individual aesthetic and empathetic awareness developed throughout engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?  |
| VA:Re7.1.Ia | Hypothesize ways in which art influences perception and understanding of human experiences. |
| VA:Re7.1.IIIa | Analyze how responses to art develop over time based on knowledge of and experience with art and life |

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| Anchor Standard 7: Perceive and analyze artistic work |
| Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? |
| VA:Re.7.2.3a | Determine messages communicated by an image.  |
| VA:Re.7.2.6a | Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.  |
| VA:Re.7.2.7a | Analyze multiple ways that images influence specific audiences. |
| VA:Re.7.2.IIa | Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.  |
| VA:Re.7.2.IIIa | Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.  |

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| Anchor Standard 8: Interpret intent and meaning in artistic work. |
| Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the view “read” a work of art as a text?  |
| VA:Re8.1.5a | Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.  |
| VA:Re.8.1.8a | Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.  |
| VA:Re.8.1.IIa | Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.  |

**Visual Arts – Connecting:**

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| Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): How does art help us understanding the lives of people of different times, places, and cultures? How is art used to impact the videos of a society> How does art preserve aspects of life?  |
| VA:Cn11.1.4a | Through observation, infer information about time, place, and culture in which a work of art was created. |
| VA:Cn11.1.6a | Analyze how art reflects changing times, traditions, resources, and cultural uses. |
| VA:Cn11.1.7a | Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses |
| VA:Cn11.1.IIa | Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. |
| VA:Cn11.1.IIIa | Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. |

*A photograph is both a form of art and text. Examining photographs involves interpreting the photographer’s intent/purpose as well as the tone/mood that is conveyed through the image. There is also a lot of contextual information that plays a role in understanding historical photographs.*

**Social Studies**

**Grade 4: Indiana in the Nation and the World**

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| 4.1.10 | *Describe the participation of Indiana citizens in World War I and World War II. Examples: Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; the contribution of troops; and the war reports of Ernie Pyle.*  |
| 4.1.11 | *Identify and describe important events and movements that changed life in Indiana in the early twentieth century.* ***Examples:*** *Women’s suffrage, the Great Depression, World War I, African-American migration from the* *South, and World War II*  |

**Indiana Studies**

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| **IS.1.25** | *Summarize key economic and social developments and changes in post-WWII life in Indiana.*  |

*Students could explore the connections between Indiana and World War II present in this lesson. First, the photographer Malcolm Fleming was a professor at Indiana University after his time in the war. The Digital toolbox materials also includes the USO uniform of a woman officer who later was a professor at Indiana University as well. While these are not major examples of Indiana’s role in the war, these both can be used as examples of how real people served roles and had important responsibilities for the war effort.*

**Geography and History of the World**

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| **GHW.7.2** | *Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.* ***Examples:****World War II and the Holocaust (1933-1945)*   |

**World History and Civilization**

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| **WH.6.5** | *Identify the causes (social, political, militaristic, and economic) and key events of World War II and analyze the impact this war had on the global community.*  |

*The above world history and geography standards could be explored with relation to the photographs included in this collection.*

**Language Arts**

**Reading Skills:**

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| RN.3  | Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.  |
| RN.4 | Evaluate the advantages and disadvantages of using difference mediums (e.g., print or digital text, video, or multimedia) to present a particular topic or idea. |

*Students can evaluate the use of photography over other forms of text for public media of the war. While photographs do not have written text, there is still perspective or purpose that can be inferred; also, photographs do sometimes have captions that can be analyzed.*

**Writing Skills:**

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| W.3 | Write informative compositions in a variety of forms that—introduce a topic; organize complex ideas, concepts, and information; etc.  |
| W.5 | Conduct short research assignments and tasks on a topic.* With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?).
* Identify and acquire information through reliable primary and secondary sources.
* Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
* Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
* Present the research information, choosing from a variety of sources**.**
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*Students can write informative compositions about the use of photography in war, history, and/or current day. For example, students could explore the impact of photography in social movements. This could involve research as well as writing processes.*