

Digital Snapshot Classroom Lesson Plan: Crowe Photography Album

Students Will:

- Understand the importance of the Crowe Photography Album
- Analyze photographs using provided documents
- Learn new vocabulary based on a historical essay

Materials:

- Computer or tablet with internet access
- Paper and writing utensils
- National Archives Photograph Analysis Worksheets (teacher may choose beginner or intermediate level)

Preparation:

- National Archives Photograph Analysis Worksheets (each student will need one per photograph)
- Mound Bayou Information (mississippiencyclopedia.org/entries/mound-bayou/)
- Isaiah Montgomery Information (mississippiencyclopedia.org/entries/isaiah-thornton-montgomery/)
- Photography in Mississippi (mississippiencyclopedia.org/entries/photography/)

Required Links:

- Historical Essay (dh-mdah.org/crowe-album-history)
- Exhibits (dh-mdah.org/crowe-album-sample-pages)
- National Archives Analysis Worksheets - beginner and intermediate (dh-mdah.org/crowe-album-educator-resources)

Curricular Connections:

2022 Mississippi College and Career Readiness Standards for Social Studies

4th Grade Standards

- 4.MS.7 Evaluate the impact of Reconstruction and Post-Reconstruction on Mississippi.
 - 3. Describe how the Jim Crow laws disenfranchised African Americans in Mississippi.
- 4.MS.10 Describe the impact of significant historical figures and events in Mississippi's past and present.
 - 1. Cite symbols and explain historical figures that are used in Mississippi's culture (e.g., monuments, place names, etc.).

8th Grade Standards

- 8.10 Analyze the Reconstruction efforts in the post-Civil War United States
 - 3. Trace the economic changes in the post- Civil War South (e.g., Lincoln’s Plan, Wade-Davis Bill, Johnson’s Plan, Radical Reconstruction, etc.).
 - 4. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans.

Mississippi Studies

- MS.6 Analyze the role of Mississippi during the Civil War and evaluate the effects of Reconstruction in the state.
 - 4. Analyze the impact of Reconstruction on Mississippi, including the new Mississippi Constitution of 1868.
 - 5. Describe the changing roles and contributions of African American Mississippians during Reconstruction.
- MS.7 Examine the economic, political, and social changes in the Jim Crow Era Mississippi from the end of Reconstruction through World War II.
 - 1. Analyze the differences between the Mississippi Constitutions of 1868 and 1890.
 - 2. Trace the changes in Mississippi’s economy and technology in the decades following Reconstruction.
- MS.11 Examine the impact of Mississippi artists, musicians, and writers on the state, nation, and world.
 - 4. Identify locations in Mississippi that have artistic, musical, or literary significance (e.g., Delta—Blues, Coast—Walter Anderson, Jackson—Eudora Welty, etc.).

US History 1877 to Present

USH 1 Westward Expansion and the New South

- Trace how economic developments and the westward movement impacted regional differences and democracy in the post Reconstruction era.
 - 5. Evaluate Reconstruction Amendments, black codes, Jim Crow, disenfranchisement, sharecropping, Plessy vs. Ferguson (1896), and the rise of early Civil Rights Activists as a response to the injustice such as Booker T. Washington, Ida B. Wells-Barnett, and W.E.B. DuBois.

Vocabulary: (Bold print indicates content specific terms)

1. Agronomist: an expert in the science of soil management and crop production.
2. Caricatures: a picture, description, or imitation of a person in which certain striking characteristics are exaggerated to create a comic or shocking effect.
3. **Carte-de-visite**: This was a small photograph style patented in Paris, France by Andre Adolphe Eugene Disderi. Each card was the size of a visiting card, and they were traded among friends as an early form of social media. People collected carte-de-visites and albums full of them were common staples in Victorian parlors. Because of the popularity and affordability of this style of photography, portraits were made available to a wider demographic, and the institution of photography was developed.
4. **Chattel Slavery**: a form of enslavement in which individuals are treated as property of a wealthy owner. In this system, people were treated as objects that can be bought, sold, traded, and willed to future generations. The term "chattel" means "an item of property other than real estate", and in the context of enslavement, it signifies that enslaved people are considered transferrable belongings like livestock or furniture. This form of enslavement, based on its name alone, was dehumanizing and objectified enslaved people; enslaved individuals had no legal status, no control over their lives, and were subject to abuse and inhumane treatment. The end of chattel slavery was a significant milestone in the fight for human rights and dignity; however, even after formal abolition, the legacies of chattel slavery continue to have profound social and economic effects on the societies that once practiced it.
5. Insolvent: Unable to pay debts owed.
6. Pervasiveness: the quality of spreading widely or being present throughout an area or a group of people.
7. Proliferation: rapid increase in numbers.
8. **Representational Justice**: Studies of representation in social justice examine whose interests are being represented, why it is that way, and what effects that selective representation has on history. Representational justice subscribes to the idea that all people, regardless of their background or identity, should have equal opportunities to be represented. Representational justice encompasses the sociological effort of claiming or reclaiming space in history, art, media, etc. for people who are historically underrepresented or unrepresented.

Introduction:

To understand the past and see its impact on the present, students should engage with primary sources from past events. For students to truly understand the documents and have the correct context, teachers must first lay the groundwork for this connection. The teacher should begin this lesson with a brief introduction about slavery, the antebellum period, and the reconstruction period. A list of additional resources on associated topics is available [on this document](#). The selected exhibits from The Crowe Photography Album in this snapshot, highlight the album art, the photography of an extended family and the history of a time-period. Teachers can also use other documents suggested by scholars on this website. Students will analyze one or more images from the album, using the National Archives Photograph Analysis Worksheet. Students will then create a journal entry discussing the importance of photographic memories in today's cultures.

Procedures:

1. Introduce the lesson to students by explaining the role photography played in people's lives during the period after the Civil War, and into the mid-twentieth century.
2. Introduce students to the included vocabulary words.
 - a. The teacher may have the students define words individually or use the included definitions.
 - b. The teacher may also choose to place students in groups to define terms and have a share-out discussion afterward
3. Have students read the History of the Crowe Family (dh-mdah.org/crowe-album-history)
 - a. OPTION 1: The teacher may elect to place students in small groups of no more than three to use the provided photograph analysis worksheet to examine photographs from the album. The teacher may choose photographs ahead of time or allow students to choose. Analysis sheets can be found here: dh-mdah.org/crowe-album-educator-resources
 - b. OPTION 2: The teacher may elect to have students work individually on the assignment and use a peer review system or use the assignment as a summative evaluation of the subject matter.
 - i. *If using peer review, be sure to allot time for pairs of students to exchange work, discuss any changes they would make, and make those necessary changes before the assignment is due.
4. Students should create a journal entry based on their experience with the Crowe Family Album and what they think of the importance of photography in today's culture.