

# PHOTOJOURNALISM

## Teacher Tips and Extension Activities

Use these tips and extensions to expand on the mini-lesson. Keep in mind that the mini-lessons are designed to engage all learners, so that they feel confident and see the purpose of analyzing primary sources.

**Source check activity:** Journalistic standards (rules) dictate that a journalist must attribute or include their sources of information. No doubt you have to do the same when you write an essay for school. Sometimes information comes in the form of a caption below an image or a list of references at the end of the piece.

- **Ask students:** What piece of information is the most important to know and why? Title, author, publisher, place of publication, or year of publication? *More challenging:* What kinds of judgments can you make about a source if you know the elements of attribution?

*Further investigation:* Some students will gravitate more towards the process of analyzing primary sources and skill development, while others may want to take a deeper dive into content.

1. What are a few features in the photo that allow viewers to experience empathy? What else is presented in the photograph?
2. How many times is the UFW's symbol of the eagle presented in the photo? What do you think the eagle represents?

### **Extension activities:**

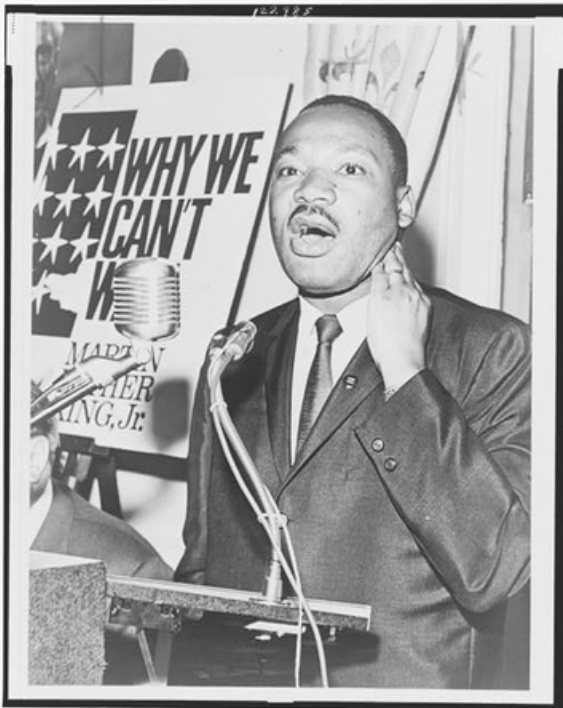
1. Go to **bit.ly/jia-ufw** to complete the full Annotator tool activity on UFW and the California Grape Strike on the Journalism in Action website!
2. Go to **to.pbs.org/3fSqh45** to watch Tell Me More with Kelly Corrigan: Dolores Huerta and have students take notes as they watch. Then have students visit the Dolores Huerta Foundation website ([doloreshuerta.org](http://doloreshuerta.org)) to see the causes that Dolores Huerta is focusing on today.
3. Learn more about photojournalist Glen Percy and see more of his Civil Rights Movement photographs at **bit.ly/jia-pearcy** and read his obituary in the *Washington Post*.
4. Go to **to.pbs.org/3T1krLZ** to watch an interview with Professor Jonathan Rieder about his new book, *Gospel of Freedom: Martin Luther King, Jr.'s Letter from Birmingham Jail*. Have students read King's "Letter from Birmingham Jail" (individually or in small groups) and have them record the main idea of each passage or write questions for each section.

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## Teacher Tips and Extension Activities (cont.)

**More practice:** Former *Washington Post* publisher Philip Graham is credited with saying, “the news is the first rough draft of history.” Photojournalists give us a glimpse of the people, events, emotions, and surroundings that allow the public to experience empathy and ask questions based on what is presented in the photograph. Take a look at this example:

The photograph of Dr. Martin Luther King, Jr. was captured by Walter Albertin on June 8, 1964, at a press conference for King’s book *Why We Can’t Wait*. Ask your students: What actions do you think the public had upon examination of the photograph? What further observations could you make about the Civil Rights Movement? Responses might include:



- Some may be prompted to read *Why We Can't Wait* and Dr. King's other books.
- Others may become aware that King had written books. You could introduce them to Dr. King's iconic Letter from Birmingham Jail, which is featured in the book.
- Students might have questions about King's age at the time of the photograph and the publication of the book. Students might be surprised to learn that King was in his early 30s when this photograph was taken, and it might inspire them to take action knowing that someone could make such a powerful impact on the world at such a young age.
- The role that photojournalists play and the use of pictures as a primary source is often an underutilized driver of discussion and discovery.

Use the following questions to compare and contrast the photos of Dr. King and Dolores Huerta:

1. What do students not see in the images of Dr. King and Dolores Huerta?
2. Who is not in the frame of the images of Dr. King and Dolores Huerta picture who might be nearby?
3. What additional questions do students have about the photographs?
4. What important information do the images of Dr. King and Dolores Huerta provide that might help students make connections with protest movements today?