**Best Practice – Photo Essay**

This activity can be adapted for any lesson, in any history class. It was used with some success to evaluate student’s knowledge of trench warfare during the First World War in a Locally Developed Grade 10 History Class. It allows students to be creative, artistic, analytical and easily corresponds to curriculum expectations. The activity is ideal for primary source analysis and can be augmented or inserted into several activities.

**Procedure**

1. Either print off or get students to print off between 2-5 pictures detailing a certain historical event, period, person, war etc. The more specific the topic, fewer pictures should be used. Conversely, if it is a broad topic, more pictures can be used. There are several virtual museum sites online which can be quite helpful in locating historical photographs.
2. Assemble Bristol boards, markers, coloured paper, glue sticks and any other materials you deem necessary. Cut Bristol boards into quarters. It would also be helpful to draw up an assignment sheet which outlines expectations and guidelines for the assignment (I have attached a sample on the rear of this sheet).
3. Explain to students that for each photograph they are to prepare a title and a brief analysis or inference as to what is going on in the picture, what it represents, how it connects to what they have studied. Ideally, the level and length of analysis should vary with the grade level. In this section, the teacher (and students for that matter) can be creative, analyzing the photographs in whichever way will prove most beneficial to student learning.
4. Allow students to work on their Photo essays, while circulating and offering assistance as necessary.
5. Great success.

**Analysis/ Advice**

Depending on the class or goals of the activity, the photographs can be exchanged for propaganda posters, political cartoons, paintings etc. It can be used in grades 9-12, although I would recommend using it for grades 9-10 more than 11-12. The photo essay should consume between half and all of a 75 minute period. It is a great activity that tended to engage all types of students by differentiating for several different intelligences. I would also recommend modelling the activity as a class before assigning it to students. As previously mentioned, it can be augmented in so many ways that it is relatively easy to incorporate into lessons, tests or other assignments.

**CHC2L – Women in World War I**

Your task is to select **TWO** posters involving the roles of women during World War I and write a response that is no longer than a couple of sentences. **You will**:

1. Glue each poster to a piece of Bristol board
2. On a separate piece of paper, write both a title for the poster and your own response.
3. The title should be glued above the poster while the response will be glued beneath.
4. A title for the poster
5. A response that includes information about the role of women during World War I

**Response Format**

1. **Look at the poster. What is happening and why is it important?**

Explain what you see in the photograph. What do you think is going on in the picture and what does it say about the role of women in World War I? Why is it important?

1. **THINK! How does the poster relate to what you have learned about the changing role of women during World War I?**

Connect the poster to what you have learned about the changing roles for women during World War I. Be specific about any messages you think are present in the poster and what it saying about women’s roles in the war overseas or on the home front.

1. **HINTS! This list can be used to guide your responses and/or title**
2. Possible Jobs for women – Farmer, Nurse, Airplane Assembler, Teacher, Pilot, Sailor, Factory Worker, Soldier, Cook, Mechanic etc.
3. Women on the home front – War bonds, Women’s Land Army, Government bonds, Rationing (Saving of Goods)
4. Changing role of women – Employment, independence, contributions to the war effort etc.

**Evaluation:**

**Knowledge and Understanding \_\_\_/5** – response shows an understanding of the poster

**Application \_\_\_\_/5** – response connects to the role of women in World War I

**Thinking \_\_\_\_/5** – Bristol Board has a creative layout

**Communication \_\_\_\_/5** – response displays proper spelling and punctuation