

# TEACHING *with* digital images

ACQUIRE • ANALYZE • CREATE • COMMUNICATE

*Edited by Glen L. Bull and Lynn Bell*



## images and links to online resources

*Teaching with Digital Images: Acquire • Analyze • Create • Communicate* is a book describing innovative teaching methods that use digital images to enhance student learning in science, language arts, mathematics, and social studies.

In the book, a number of photographs are provided to exemplify digital images used in Grade 4–8 classrooms, but they had to be printed in black and white. The purpose of this CD-ROM is to give you an opportunity to view

those images in full color, as well as to provide examples of video clips and digital stories.

We have also provided hot links to the Web resources listed throughout the book to save you from having to type in lengthy and confusing URLs.

## CHAPTER 1

# Incorporating Digital Images in Instruction

### Web Resources

Flickr (image sharing site): [www.flickr.com](http://www.flickr.com)

Ourmedia (media repository site): [www.ourmedia.org](http://www.ourmedia.org)

## CHAPTER 2

# Digital Photography for Classroom Teachers

### Web Resources

Reviews of currently available digital cameras:

- Digital Photography Review: [www.dpreview.com](http://www.dpreview.com)
- Digital Camera Resource Page: [www.dcresource.com](http://www.dcresource.com)

Digital photography tutorials:

- ShortCourses.com: [www.shortcourses.com](http://www.shortcourses.com)

### Digital Images

Figure 1. Digital photos are made of pixels. By zooming in on a digital photo, you can actually see and count the number of solid, square pixels in an image. This photo measures 2,272 wide x 1,704 tall, which equals 3,871,488 pixels. (1-pixels.jpg)

Figure 2. More pixels means smoother photos. The left part of the photo is the smoothest; it has the most pixels in it. As the pixel count decreases left to right, the quality also decreases. (2-smoothpixels.jpg)

Figure 3. A photo before and after cropping. The original photo is 2,272 x 1,704 pixels, or 3,871,488. Once the excess pixels are cropped out, the image is 924 x 693 pixels, or only 640,332. (3A-crop-before.jpg, 3B-crop-after.jpg)

## CHAPTER 3

# Digital Image Editing Software

### Web Resources

Audacity: <http://audacity.sourceforge.net>  
Free download of an audio editor.

The Gimp: <http://gimp.org>  
Free download of a Linux-style photo editor.

Photo Story 3: [www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.msp](http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.msp)  
Free download of a photo story editor.

Photoshop Tips (by Jay Arraich): [www.araich.com](http://www.araich.com)

## CHAPTER 4

# Digital Images and Copyright

### Web Resources

Art Museum Image Consortium: [www.amico.org](http://www.amico.org)

This site offers convenient access to images made available to schools for educational use through a common license

Higher Education: Questions & Answers on Copyright for the Campus Community: [www.publishers.org/about/copyqa.cfm](http://www.publishers.org/about/copyqa.cfm)

Classroom guidelines on fair use of copyrighted material.

The Cornell Copyright Center: [www.copyright.cornell.edu/training/Hirtle\\_Public\\_Domain.htm](http://www.copyright.cornell.edu/training/Hirtle_Public_Domain.htm)

A useful chart that outlines the current copyright terms for various types of work.

Creative Commons: <http://creativecommons.org>

Electronic Text Center, University of Virginia: <http://etext.lib.virginia.edu>

This site includes images available in the public domain.

Ditto: <http://ditto.com>

A digital image search engine.

Library of Congress American Memories Collection: <http://memory.loc.gov/ammem>

This site includes photos available in the public domain.

Open Photo: <http://openphoto.net>

This site contains digital images offered under the Creative Commons attribution license.

Pics4Learning: <http://pics.tech4learning.co>

This is a directory of images compiled for student use.

Stanford University Libraries: Copyright and Fair Use: <http://fairuse.stanford.edu>

University of Texas: Fair Use of Copyrighted Materials: <http://www.utssystem.edu/ogc/intellectualproperty/copypol2.htm>

U.S. National Archives and Records Administration: [www.archives.gov](http://www.archives.gov)

NARA includes some photos available in the public domain.

## CHAPTER 5

# Every Picture Tells a Story

### Links to Digital Images

Figure 1: <http://www.nga.gov/cgi-bin/pinfo?Object=1184+0+none>

Andrea Mantegna or Follower (possibly Giulio Campagnola), *Judith with the Head of Holofernes*, c. 1495/1500, tempera on poplar, National Gallery of Art, Washington, Widener Collection, 11 7/8 x 7 1/8 in.

Figure 2: [www.dia.org](http://www.dia.org); <http://www.initaly.com/~initaly/itathome/museums/detroit/detroi.htm>  
 Artemisia Gentileschi, *Judith and Maidservant with the Head of Holofernes*, c. 1625, oil on canvas, The Detroit Institute of Arts, Gift of Mr. Leslie H. Green, 72 1/2 x 55 3/4 in. Photograph © 1984 The Detroit Institute of Arts.

Figure 3: [www.nga.gov/cgi-bin/pinfo?Object=50442+0+none](http://www.nga.gov/cgi-bin/pinfo?Object=50442+0+none)  
 Leonardo da Vinci, *Ginevra de' Benci*, c. 1474, oil on panel, National Gallery of Art, Washington, Ailsa Mellon Bruce Fund, 16 13/16 x 14 9/16 in.

Figure 4: [www.nga.gov/cgi-bin/pinfo?Object=1195+0+none](http://www.nga.gov/cgi-bin/pinfo?Object=1195+0+none)  
 Ambrogio de Predis, *Bianca Maria Sforza*, probably 1493, oil on panel, National Gallery of Art, Washington, Widener Collection, 20 1/16 x 12 13/16 in.

Figure 5: [http://americanart.si.edu/search/search\\_artworks1.cfm?StartRow=1&format=long&db=all&LastName=&FirstName=&Title=&Accession=1967.57.28&Keyword=](http://americanart.si.edu/search/search_artworks1.cfm?StartRow=1&format=long&db=all&LastName=&FirstName=&Title=&Accession=1967.57.28&Keyword=)  
 Palmer Hayden, *The Janitor Who Paints*, c. 1937, oil on canvas, Smithsonian American Art Museum, Washington, 39 1/8 x 32 7/8 in.

Figure 6: [www.nga.gov/cgi-bin/pinfo?Object=119987+0+none](http://www.nga.gov/cgi-bin/pinfo?Object=119987+0+none)  
 South German (Swabian or Franconian), *The Holy Kinship*, c. 1480/1490, painted wood, National Gallery of Art, Washington, Patron's Permanent Fund, 50 3/8 x 44 5/16 x 10 5/8 in.

## Web Resources

Center for Digital Storytelling: [www.storycenter.org](http://www.storycenter.org)

Consortium of National Arts Education Associations: <http://artsedge.kennedy-center.org/teach/standards/>

National standards for art education.

International Society for Technology in Education: [http://cnets.iste.org/students/s\\_book.html](http://cnets.iste.org/students/s_book.html)

This link takes you to the ISTE publication *National Educational Technology Standards for Students: Connecting Curriculum and Technology*.

## Web Resources of the National Gallery of Art

This section provides an annotated list of National Gallery of Art Web sites educators may mine for ideas and images.

National Gallery of Art: [www.nga.gov](http://www.nga.gov)

A wide range of digital images and teaching resources for K–12 educators are available at the National Gallery of Art's Web site. The home page links directly to the Division of Education's lists of programs and offerings. Of particular interest for teachers are the following Gallery Web addresses.

NGA Classroom: [www.nga.gov/education/classroom/index.htm](http://www.nga.gov/education/classroom/index.htm)

NGA Classroom is the main Gallery Web site for teachers wishing to integrate art into the curriculum. It features online lessons for teachers and interactives for students that extend selected lessons, allowing students to make their own mobiles, for example, or learn more about the gods and goddesses of Greco-Roman antiquity. A resource finder allows a search for Gallery online teaching materials by curriculum topic, art subject, or artist's name.

NGA Loan Materials: [www.nga.gov/education/classroom/loanfinder](http://www.nga.gov/education/classroom/loanfinder)

This teaching resource finder complements NGA Classroom and allows a search for loan materials that can be ordered online and direct-mailed for classroom use. Materials can be searched by curriculum topic, art subject, or artist's name. Particular formats can be specified: teaching packet with slides, CD-ROM, DVD, videodisc, and video.

NGA Kids: [www.nga.gov/kids/kids.htm](http://www.nga.gov/kids/kids.htm)

This is the Gallery's Web site for children, with interactive art-making projects at the Art Zone, featuring online collage and portrait-making projects, among others.

Digital Image Database and Search Engine: [www.nga.gov/search](http://www.nga.gov/search)

Text or data on all of the more than 108,000 objects in the Gallery's collection can be found using various search capabilities. Images of more than 5,600 objects in the collection are available. Search by artist's name, object title, or by keywords and phrases. Check images only to limit your search to objects for which images are available.

## CHAPTER 6

# Digital Images in the Science Classroom

### Digital Images

Figure 1. Images captured with a digital camera and compound microscope. From left: spirogyra (100x), a bee's wing (40x), and volvox (100x). (1A-spyrogyra.jpg, 1B-beewing.jpg, 1C-volvox.jpg)

Figure 2. A digital camera attached to a compound microscope. (2A-camera.jpg). The Intel QX3 digital microscope. (2B-microscope.jpg)

Figure 3. A shot taken minutes after the launch of the space shuttle Discovery on March 8, 2001, using default camera settings. (3-shuttle.jpg)

### Web Resources

Digital Blue: <http://playdigitalblue.com/products/qx3/info/>

A source for purchasing QX3 digital microscope.

Key Curriculum Press: [www.keypress.com](http://www.keypress.com)

A source for the Geometer's Sketchpad software.

National Science Education Standards: [www.nap.edu/readingroom/books/nses/html/](http://www.nap.edu/readingroom/books/nses/html/)

Weather Questions: Why are sunsets red?: [www.weatherquestions.com/Why\\_are\\_sunsets\\_red.htm](http://www.weatherquestions.com/Why_are_sunsets_red.htm)

## LIFE IN A BIRD'S NEST

### Digital Images

Figure 4. Clip showing two robins attending the brood. (4A-birds.jpg). Clip showing a parent removing a white sack from the backside of one of the chicks. (4B-birds.jpg)

### Supplemental File

Video clip of robins: [Rob11CD.mov](#) (Video by John C. Park.)

### Web Resources

All About Birds (Cornell Lab of Ornithology): [http://birds.cornell.edu/programs/AllAboutBirds/BirdGuide/American\\_Robin\\_dtl.html](http://birds.cornell.edu/programs/AllAboutBirds/BirdGuide/American_Robin_dtl.html)

An amazing Web site that includes information about various types of birds, including bird songs.

American Robin: [www.learner.org/jnorth/spring2004/robin/Update042704.html](http://www.learner.org/jnorth/spring2004/robin/Update042704.html)

Provides an abundance of information about robins. The “Scoop on Poop” lesson is quite interesting.

Project Nest Watch: [www.bsc-eoc.org/national/nw\\_finding.html](http://www.bsc-eoc.org/national/nw_finding.html)

This Web site gives assistance to the user in locating and monitoring bird nests. The site also provides other useful information about the American robin.

## METAMORPHOSIS OF A BUTTERFLY

### Digital Image

Figure 5. A monarch butterfly just after it emerged from its chrysalis. ([5-butterfly.jpg](#))

### Supplemental Files

Short video clip of a caterpillar building a chrysalis: [monarch-metamorph.avi](#) (Video by Randy L. Bell.)

Short video clip of a butterfly emerging from chrysalis: [emerging-butterfly.avi](#) (Video by Randy L. Bell.)

### Web Resources

All About Painted Lady Butterflies: [www.earthsbirthday.org/butterflies/activitykit/2.html](http://www.earthsbirthday.org/butterflies/activitykit/2.html)

The Butterfly Site.com: [www.thebutterflysite.com/biology.shtml](http://www.thebutterflysite.com/biology.shtml)

This site describes butterfly biology, raising painted lady butterflies, and the migration of monarch butterflies. It also offers many links to other butterfly sites.

CameraScope: [www.teacherlink.org/tools/](http://www.teacherlink.org/tools/)

This site offers free software that lets you connect your digital camera to a computer and control the image capture.

Classroom Example (Modification): [www.teacherlink.org/content/science/class\\_examples/home.html](http://www.teacherlink.org/content/science/class_examples/home.html)

Read about one teacher’s classroom experience doing a butterfly project with digital cameras and microscopes.

## THE NEED FOR SPEED

### Digital Images

Figure 6. Frames 1, 11, and 21 of the constant velocity movie. ([6A-cars.jpg](#), [6B-cars.jpg](#), [6C-cars.jpg](#))

### Supplemental Files

Sample video clip of a stop-motion movie using toy cars: [stopmotion.mov](#) (Video by John C. Park.)

The images used to create the stop-motion animation: [SpeedImages folder](#)

### Web Resource

Physics Teaching and Learning Videos: [www.cabrillo.cc.ca.us/divisions/mse/phys/videos.html](http://www.cabrillo.cc.ca.us/divisions/mse/phys/videos.html)

This site includes sample videos using the stroboscope technique. Unlike stop-motion animation (which is made up of many separate still images that are spliced together), stroboscopic videos use a strobe light source that operates while the camera lens remains open, exposing moments of motion on the film.

## CRYSTAL GROWTH

### Digital Images

Figure 7. Images of salt crystals formed during fast evaporation ([7A-crystal.gif](#)) and slow evaporation ([7B-crystal.gif](#)).

Sample video clip of cool saltwater evaporating: [slow-evaporation.avi](#) (Video by Randy L. Bell.)

Sample video clip of warm saltwater evaporating: [fast-evaporation.avi](#) (Video by Randy L. Bell.)

### Web Resources

Cycles: [www.uen.org/themepark/html/cycles/rock.html](http://www.uen.org/themepark/html/cycles/rock.html)

A Utah site that includes basic information on rock cycles as well as online fieldtrips to geologically interesting sites, including Mount Saint Helens, the Grand Canyon, and Ayers Rock. The site is designed for the elementary level, but contains activities and links appropriate for all levels.

Molecular Expressions: Science Optics and You:

<http://micro.magnet.fsu.edu/optics/intelplay/intelanatomy.html>

This site offers detailed information on using the QX3 digital microscope and examples of its use in biology, geology, and chemistry.

National Mining Association Mining Education Site: [www.nma.org](http://www.nma.org)

Part of the National Mining Association site is dedicated to mining education including educational materials, tour information for mines and mining museums around the United States, information on the adopt-a-school program for mining companies and schools, and other information on minerals and gems.

Rocks and the Rock Cycle: [www.seismo.berkeley.edu/seismo/istat/9th/building\\_blocks.html#text](http://www.seismo.berkeley.edu/seismo/istat/9th/building_blocks.html#text)

Site developed to support the San Francisco Unified School curriculum project for ninth-grade Earth science. Includes rock cycle lessons and additional links to sites offering information on the rock cycle, minerals and gems, and classroom activities.

## SCIENCE IN OLD MAPS

### Digital Images

Figure 8. A detailed map of Logan County, Ohio, from 1875. ([8-LoganCounty.jpg](#))

Figure 9. The original map with three additional layers to highlight locations of waterways. ([9-original.jpg](#))

Figure 10. Predicted watersheds based on the connectivity of waterways. ([10-watershed.jpg](#))

### Supplemental Files

Original Photoshop document for the activity: [LoganCounty.psd](#)

A new layer outlining the township boundaries: [TracedTownships.jpg](#)

A new layer outlining the streams and rivers in the county: [TracedRivers.jpg](#)

A white layer on top of the original map, but under the tracings, that reveals only the tracings: [Townships.jpg](#)

## Web Resources

Chesapeake Bay and Mid-Atlantic from Space:

[http://chesapeake.towson.edu/landscape/impervious/all\\_watersheds.asp](http://chesapeake.towson.edu/landscape/impervious/all_watersheds.asp)

A good Web site that describes watersheds and defines stream order, subwatersheds, and watershed order.

EPA, Surf Your Watershed: <http://cfpub.epa.gov/surf/locate/map2.cfm>

An interactive Web site that allows users to find major watersheds in the United States.

## PREDICTING FLOODPLAINS USING TOPOGRAPHIC MAPS

### Digital Images

Figure 11. This digitized topographic map was made with a layer-capable graphics program. This is the normal level of the Tar River (4-foot elevation). (11-flood.jpg)

Figure 12. Predicted flood stages of the Tar River using a digitized topographic map and a layer-capable graphics program. (12A-flood.jpg, 12B-flood.jpg, 12C-flood.jpg)

### Supplemental File

Photoshop document with layers depicting the various flood stages: [Princeville.psd](#). For those who do not have Photoshop, the numbered .jpg files represent various layers.

[11-flood.jpg](#) represents the normal height of the river.

[12A-flood.jpg](#) represents a flood up to the 10-foot elevation.

[12B-flood.jpg](#) represents a flood up to the 12-foot elevation.

[12C-flood.jpg](#) represents a flood up to the 14-foot elevation.

### Web Resources

Fear and Flooding in North Carolina: [www.southernstudies.org/reports/Princeville-WEB.htm](http://www.southernstudies.org/reports/Princeville-WEB.htm)

Provides information about the flood disaster in Princeville, North Carolina, during Hurricane Floyd.

TopoZone: <http://topozone.com>

A repository of topographic maps.

## MEASURING THE MOON

### Digital Images

Figure 13. Captured images of the eclipse of the Moon using various exposure settings. (13-eclipse.jpg)

Figure 14. The Geometer's Sketchpad was used to measure the relative radii of the Moon and of the Earth's shadow during a lunar eclipse. (14A-moon.jpg, 14B-moon.jpg)

### Supplemental File

The Geometer's Sketchpad file: [EarthShadow.gsp](#)

File includes the necessary drawings to compare the radius of the Moon to the radius of the Earth's shadow. To experiment with the file, users must already have Geometer's Sketchpad loaded on their computer.

## Web Resource

Lunar Eclipses for Beginners: [www.mreclipse.com/Special/LEprimer.html](http://www.mreclipse.com/Special/LEprimer.html)

Fred Espenak, Mr. Eclipse, presents one of his many informative Web sites on eclipses. This site describes lunar eclipses and includes a table listing future lunar eclipses.

## INVESTIGATING A SOLAR ECLIPSE

### Digital Images

Figure 15. Four frames selected from a video of the annular eclipse using a stationary video camera. (15A-eclipse.jpg, 15B-eclipse.jpg, 15C-eclipse.jpg, 15D-eclipse.jpg)

Figure 16. Four eclipse images at three-minute intervals placed on a single image. (16-threeminute.jpg)

Figure 17. Flip book of a solar annular eclipse. Copy page and cut each image with the corresponding number, stack sequentially, and staple. (17A.jpg, 17B.jpg, 17C.jpg, 17D.jpg, 17E.jpg, 17F.jpg, 17G.jpg, 17H.jpg, 17I.jpg, 17J.jpg, 17K.jpg, 17L.jpg)

### Supplemental Files

QuickTime movie of flip book using the Moon as the frame of reference: [CompFlip1.mov](#)

Edited images using the Moon as the frame of reference: [CompFlip1 folder](#)

QuickTime movie of flip book using the sky as the frame of reference: [CompFlip2.mov](#)

Edited images using the sky as the frame of reference: [CompFlip2 folder](#)

Flip book images used in the book: [PaperFlipImages folder](#)

Paper version of a flip book that can be downloaded and printed on photo paper: [PaperFlip.doc](#)

### Web Resources

BBC: Science and Nature, Space: [www.bbc.co.uk/science/space/solarsystem/sun/eclipsecalendar.shtml](http://www.bbc.co.uk/science/space/solarsystem/sun/eclipsecalendar.shtml)

Along with information about solar eclipses, this site displays much information about our solar system.

Future Total Solar Eclipses: [www.earthview.com/timetable/futureTSE.htm](http://www.earthview.com/timetable/futureTSE.htm)

Shows a timetable of total solar eclipses from 1997 to 2035.

NASA Goddard Eclipse Home Page: <http://sunearth.gsfc.nasa.gov/eclipse/eclipse.html>

This is a portal page that describes various types of eclipses and transits, and provides links specifically to those topics.

The Science Junction: Solar Eclipse '98:

[www.ncsu.edu/sciencejunction/depot/simulate/eclipse98/visualize.html](http://www.ncsu.edu/sciencejunction/depot/simulate/eclipse98/visualize.html)

This Web site simulates the 1998 solar eclipse as seen from any two places on Earth from which it was visible. Users can compare the time and position of the eclipse.

## CHAPTER 7

# Digital Images in the Language Arts Classroom

### Digital Images

Figure 1. Thirty seconds of video sequence from Dahabo's work with the novel *Speak*. (1-30seconds.jpg)

Figure 2. Examples of Sam's visual clues. From top left are "Connections"; "Stop and think. This was difficult."; and "Rich description." (2A-connections.jpg, 2B-stopandthink.jpg, 2C-richdescription.jpg)

Figure 3. Examples of vocabulary pictures. Top left is "Cumulative," bottom left is "Intermittent," and right is "Voice." (3A-cumulative.jpg, 3B-intermittent.jpg, 3C-voice.jpg)

Figure 4. iMovie timeline segment of a seventh grader's visual literacy narrative. (4-visual-literacy.jpg)

Figure 5. iMovie timeline from a student's visual think aloud. (5-visual-think.jpg)

### Web Resource

English Language Arts Standards: [www.ncte.org/about/over/standards/](http://www.ncte.org/about/over/standards/)

## CHAPTER 8

# Digital Images in the Mathematics Classroom

### Web Resource

National Council of Teachers of Mathematics Principals and Standards for School Mathematics: <http://standards.nctm.org>

## ANALYZING SLOPES OF ROOFTOPS

### Digital Image

Figure 1. A rooftop with a slope of 0.83. (1-rooftopslope.jpg)

## FINDING AND USING VANISHING POINTS

### Digital Images

Figure 2. *The Carrying of the Cross* (1325) by Simone Martini. (2-Martini-Cross.jpg)

Figure 3. *The Last Supper* (1498) by Leonardo da Vinci. (3-DaVinci-LastSupper.jpg)

## INVESTIGATING AREAS OF IRREGULAR FIGURES

### Digital Image

Figure 4. An image of a leaf imported into the Geometer's Sketchpad. (4-leaf-image.jpg)

**Supplemental File**

A Geometer's Sketchpad adjustable grid: [Adjustable Grid.gsp](#)

**PROPORTIONAL REASONING****Digital Image**

Figure 5. How tall was Garrett at the time this picture was taken? ([5-Garrett.jpg](#))

**STORM OF THE CENTURY****Digital Images**

Figure 6. Bruce and Nedie in the snow. ([6-snowman.jpg](#))

Figure 7. Nedie had a terrific time playing in the snow, but found it very deep at times. ([7-snowdog.jpg](#))

Figure 8. The back deck. ([8-backdeck.jpg](#))

Figure 9. Ann on snowshoes. ([9-snowAnn.jpg](#))

**THE GIRL WHO LOVED MATH****Digital Images**

JPEG files showing pages from Ruby's storybook. ([Ruby1.jpg](#), [Ruby2.jpg](#), [Ruby3.jpg](#), [Ruby4.jpg](#), [Ruby5.jpg](#), [Ruby6.jpg](#), [Ruby7.jpg](#), [Ruby8.jpg](#), [Ruby9.jpg](#))

**CHAPTER 9****Digital Images in the Social Studies Classroom****Digital Images**

Figure 1. Charleston, South Carolina, past and present. ([1A-Charleston-past.jpg](#) and [1B-Charleston-present.jpg](#))

**Web Resources**

Alliance for a Mediate Literate America. (n.d.). What is media literacy?: [www.amlainfo.org/medialit/index.php](http://www.amlainfo.org/medialit/index.php)

Social Studies Standards: [www.ncss.org](http://www.ncss.org)

**SPINNING THE NEWS: MANIPULATING IMAGING TO SHAPE A STORY****Web Resources**

The Center for Media Literacy: [www.medialit.org/focus/ss\\_home.html](http://www.medialit.org/focus/ss_home.html)

The Center for Media Literacy provides online resources for teaching media literacy in the social studies. This site offers various lesson plans and specific approaches to instruction.

The New York Times: Guidelines on Our Integrity: [www.asne.org/index.cfm?id=408](http://www.asne.org/index.cfm?id=408)

This Web site details the New York Times' position on preserving journalistic integrity, including the treatment of photographs.

Photo Forgery: Getting to the Heart of a Photojournalist's Code of Ethics

[www.nytimes.com/learning/teachers/lessons/20040311thursday.html?search](http://www.nytimes.com/learning/teachers/lessons/20040311thursday.html?search)

At this New York Times Learning Network site by Clayton DeKorne and Tanya Yasmin Chin, students can inspect examples of manipulated photos and learn about the technology and issues behind "doctored" photos, leading to an in-depth discussion about the responsibility of the photojournalist and news editor to show "true" photos.

Project Look Sharp: Media Construction of War: A Critical Reading of History:

[http://gpn.unl.edu/cml/cml\\_product.asp?catalog%5Fname=GPN&category%5Fname=College+Media+Literacy&product%5Fid=1524](http://gpn.unl.edu/cml/cml_product.asp?catalog%5Fname=GPN&category%5Fname=College+Media+Literacy&product%5Fid=1524)

This is a multimedia curriculum kit designed by classroom social studies teachers at Project Look Sharp in Ithaca, New York. Students develop visual literacy and critical thinking skills while learning core historical information required by state and national social studies standards. They also learn to ask key media literacy questions, identify bias in the news, and gain the visual decoding skills needed to practice critical reading of historical documents and answer document-based questions (DBQs).

## FROM HORSES TO HONDAS

### Digital Images

Figure 2. 17 University Circle, 1914. (2-University1914.jpg)

Figure 3. Main Street, 1917. (3-MainStreet1917.jpg)

Figure 4. 17 University Circle, 2005. (4-University2005.jpg)

Figure 5. Main Street, 2005. (5-MainStreet2005.jpg)

### Web Resources

The Historical Scene Investigation Project (HIS): [www.hsionline.org](http://www.hsionline.org)

The Historical Scene Investigation Project was designed for social studies teachers who need a strong pedagogical mechanism for bringing primary sources into their classroom. The site includes a number of investigations, standardized as historic cases, for students to explore using primary sources. For every case, there is a section for the teacher. This section lists particular objectives for the activity and also provides additional contextual information and resources as well as instructional strategies that the teacher might find useful.

SCIM-C Historical Inquiry Tutorial: <http://edpsychserver.ed.vt.edu/scim/soced/>

The SCIM-C Historical Inquiry Tutorial, a multimedia instructional scaffold, was designed as a freely accessible Web tool to assist teachers and students in developing an understanding of historical inquiry skills. The design of the SCIM-C tutorial is based on historical inquiry research, empirical guidelines for cognitive strategy instruction, empirical guidelines for instructional multimedia development, and transcripts of historians engaging in historical inquiry. Each instructional session comprises three sections: strategy explanation, strategy modeling, and strategy practice.

University of Virginia Special Collections Library, Holsinger Studio Collection:

[www.lib.virginia.edu/speccol/collections/holsinger/](http://www.lib.virginia.edu/speccol/collections/holsinger/)

The Holsinger Studio Collection offers a photographic record of life in Charlottesville and Albemarle County, Virginia, from before the turn of the century through World War I.







