PHOTO ANALYSIS BEFORE AND AFTER

RECOMMENDED GRADE LEVEL: Grades 7 to 8

SUBJECT: The Arts

SUGGESTED TIME: 45 minutes

Essential Question: How do visual images communicate messages?

LEARNING GOALS

Students will:

• Examine the effects of residential schools through photo analysis
• Understand the perspective through the lens of the photograph

1. Through the conversation, ensure the following are covered:

   How to be observant and analyse a photograph:

   • Examine every possible aspect of the photo (break it down into sections covering the rest of the photo while focusing on one area, then once all areas have been examined, take another look at the whole photos).
   • Think about the people, places and things in the photo. Ask questions like what are the values represented in the photo?
   • Start with the obvious and more to the less obvious.
   • Catalogue the information you see. Create an “I see…” list then draw and record conclusion from these observations.
   • Ask questions about the photo and come up with tentative answers.

2. Divide the class into two groups. Ensure that there is adequate physical space between the two groups so they cannot see each other’s photo? Distribute the before photo of Thomas Moore to one group and the after photo to the other group.

3. Ask students if they have seen either of the photographs before. Tell students that the boy is the same in each photo, but that one was taken before he entered the Regina Indian Residential School in Saskatchewan while the other was taken while he was attending. Together, these photos have gained notoriety as a visual reminder of the effects of residential school on young children. Through the forced attendance of residential schools many children lost connection with their heritage.

4. Now that students have examined the photos on their own and considered them with more context, ask students:

   • What are residential schools?
   • Other than the physical differences in dress and personal appearance students were required to adhere to, what were children often required to do? (E.g., change their name, speak exclusively in English or French, live apart from their families, etc.)
   • When the photos are placed side-by-side, what do you see?
   • Are you shocked or surprised by the transformation?
   • Has your impression of the photos changed? How so?
   • Has your impression of residential schools changed? How so?

MATERIALS AND RESOURCES

• Justice Murray Sinclair describes residential schools at WE Day
  www.youtube.com/watch?v=WmZy3LB8CDM

5. RECOMMENDED ASSESSMENT AS LEARNING: Instruct students to follow the process of analysing the photo. Allow them 15 to 20 minutes to complete the exercise. Ask the groups to select two or three representatives from the group to share their photo with the other groups and explain what they learned from it.

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ELEMENTARY LESSON PACKAGE
8. **RECOMMENDED ASSESSMENT OF LEARNING:** To compile and reflect on their reactions to the photos, have students write a short journal entry from the perspective of the student in the photo, the parent or loved one who may have taken the second photo. Encourage students to empathize with the persona they taken on in order to fully appreciate the situation.

9. Ask a few students to share their journal entries with the class. Post the completed journal entries along with photos in the classroom or hallway to share the story of Thomas Moore with the larger school community.
Thomas Moore before and after his entrance into the Regina Indian Residential School in Saskatchewan in 1874, Library and Archives Canada NL-022474.