

'No, Not Even for a Picture' Lesson Resource

Purpose: To facilitate engagement with the online exhibit *No, not even for a picture': Re-examining the Native Midwest and Tribes' Relationships to the History of Photography*

Recommended Resources:

- Access to the [No, not even for a picture': Re-examining the Native Midwest and Tribes' Relationships to the History of Photography](#) online exhibit

Steps:

1. Pre-Activity Discussion: Focus on the [Introduction](#) to the exhibit. Ask what types of information is presented and how. The first goal is to have students note some of the features of the exhibit that students will then work with when in smaller groups. This includes that the terms linked to the Glossary, images expand when clicked, captions include 'tombstone' information (title, size, photographer) as well as provide a brief analysis of the photograph, some image sets come with questions or points of interaction, the 'Reading Photographs' section at the end, and the other resources linked in the left panel etc. The second goal is to begin to expose students to the thematic threads and key questions of the exhibit as a group.
2. Activity: Divide the class into 6 (or fewer) groups of 3-5 people. Assign each group a different one of the six main subsections: Land & Sovereignty, Struck in a Pose, Myth Making, Complex Nationalism, Views of Assimilation, or Displaced Portraiture.
 - a. Task each group with reading through their subsection. They should then decide on one photograph that they think is crucial to the subsection and plan to present it to the rest of the class. Presentations should not just involve reading back the content featured on the whole page, but rather focus on one or two elements that the group found most interesting, new, or significant. They should also formulate two questions of further information they want to know about the photograph and, time permitting, can begin to try and answer them.
 - b. Each group should then present their photograph to the whole class and pose their questions.
 - c. Facilitate a group discussion that tries to find the common themes in the presentations. Comments could focus on the level of content, for students less experienced with the subject matter, or could turn to look at the level of representation and photography as a medium. Some possible prompts:
 - i. Who is represented by whom in these photographs? Where do we see that influence in the images? How does the information presented on the physical photographs influence how we engage with them?
 - ii. How does encountering photographs in an exhibit differ from other contexts? Does the exhibit have its own perspective; is it neutral or

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is there a voice? How does the exhibit try to recontextualize the images? How do the para-textual materials — like the Glossary, Land Acknowledgment, or Note on Naming — affect how you approach the material?

3. Post-Activity Discussion: Open the ‘Daily Life’ section. As a group select a few images to perform ‘readings’ on. Start by reading the provided caption before clicking to enlarge a given image and discussing.
 - a. As needed, prompt with questions from the Reading Photographs section of the Introduction:
 - i. Who or what is central in the composition?
 - ii. Is the posture or body language suggestive, submissive, assertive, proud?
 - iii. What is the setting? Is it a photographer’s studio, an individual’s home, business, an outdoor space?
 - iv. Are there physical clues, clothing, or objects present? The clothing and material culture can provide details of status and position within many societies.
 - v. What is the action taking place? Is the photographer a participant or an observer?
 - vi. Do the subjects of the photo acknowledge a relationship to the photographer?
 - vii. Is there text directly associated with the image? What does it tell us?
 - viii. Was the photographer a professional known for a particular type of photograph?
 - b. End with a photograph by asking: If you were making an exhibit, how would you continue to work with this photograph? What do you already know? What questions do you have that you would want to answer? How and where would you exhibit this?