

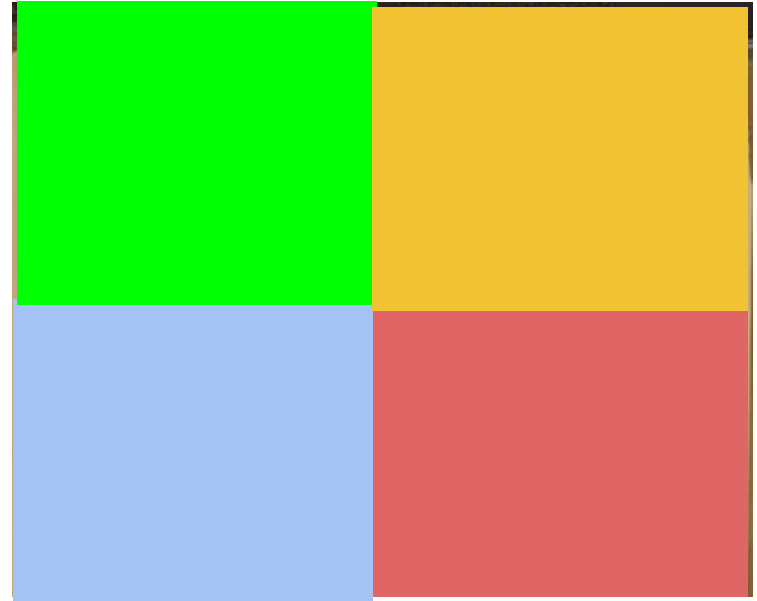
# Using QFT and Historic Photographs

Ruth Chandler Ferris

# Quadrant

Definition:

1 part of 4 equal parts



# Sourcing - Reading a Photograph

## Examining a Photo

**Look at your photograph carefully and answer as many of these questions as you can:**

### **The Setting:**

Where was the photograph taken — indoors, outdoors, in an urban area, or in the country? During what time of day was it taken? What time of year? How do you know?

### **The People:**

Who are the people in the photograph — men, women, boys, girls? How old are they? What can you tell about them from the clothes they are wearing?

### **The Moment:**

What activity or event is shown in the photograph? What are the people doing? Are they doing it as a group or individually? What relationship, if any, do they seem to have with one another?

### **Other Clues:**

What other details can you see in the photograph? Are there any tools, vehicles, animals, buildings, or signs? What do these tell you about the people, time, or event shown?

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# Citation - Citing Your Sources

Definition:

to quote or refer to (a passage, book, or author) in substantiation as an authority, proof, or example

Friday, November 08, 2013

 **MAPLE STREET SCHOOL**  
*A School Within a Community - A Community Within a School*

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# Teach Students to Ask Their Own Questions

Use the Question Formulation Technique

[Right Question Institute](#)

# Rules For Producing Questions

- Ask as many questions as you can
- Do not stop to discuss, judge or answer the questions
- Write down every question exactly as it is stated
- Change any statement into a question

What might be difficult about following these rules?

-Ask as many Q as you can

-Don't stop to discuss, judge  
or answer the questions

-Write down every Q exactly as  
it is stated

-Change any statement into a Q

# your questions

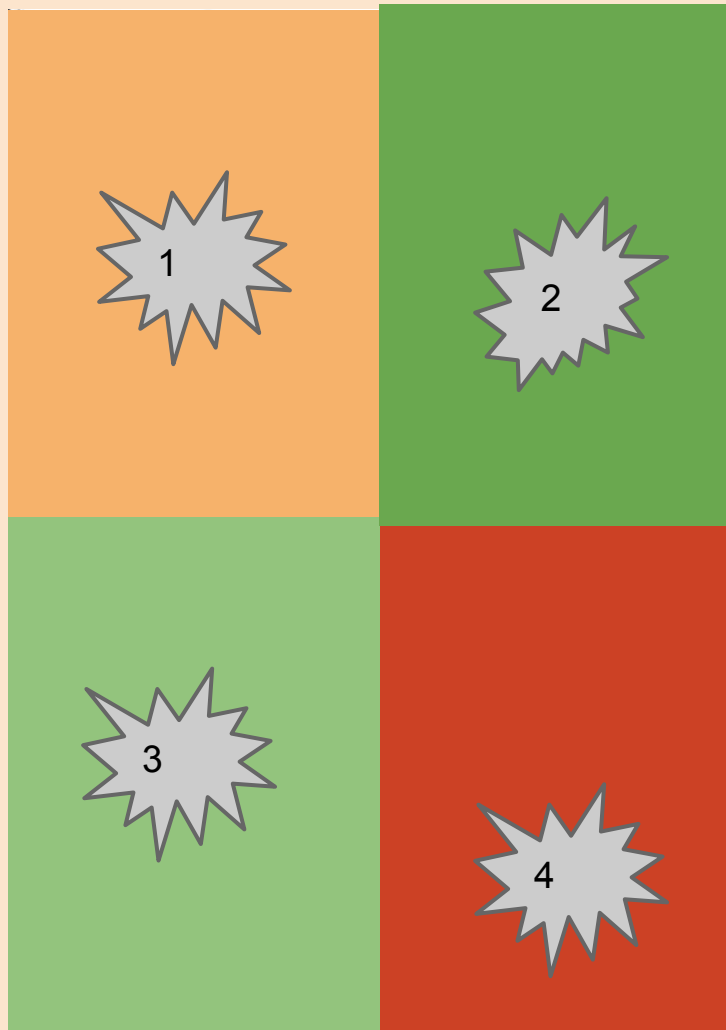
Mark each:

- closed Q with a C
- open Q with an O

Change

- 1 closed to open
- 1 open to closed

Mark your 3 most important  
questions with an X



## Observations

- Setting
- People
- Moment/Activity
- Objects/Clues





## Further Resources

Chief Joseph Speaks <http://www.pbs.org/weta/thewest/resources/archives/six/jospeak.htm>

Washington Library <http://content.lib.washington.edu/u?/loc,1526>

BIA Records <http://www.archives.gov/research/guide-fed-records/groups/075.html#75.19.16>

William Alonzo Allen

<http://www.rootsweb.ancestry.com/~mtyellow/ygf/county/allen.htm>

# Horse and Brand Resources

Agriculture in Montana Schools Fall/Winter 2012 - Lesson Plan about Brands

[http://aginmontanaschools.com/pdf/Fall-Winter2012\\_%20AMSnewsbits.pdf](http://aginmontanaschools.com/pdf/Fall-Winter2012_%20AMSnewsbits.pdf)

Montana Memory Project - Livestock Brands [https://docs.google.com/a/billingssschools.org/presentation/d/1UxZKqu17r5oY5zyg9CCv3POV7ZAd6vY1zWnlUpnxN9Q/edit#slide=id.g12375c3f1\\_00](https://docs.google.com/a/billingssschools.org/presentation/d/1UxZKqu17r5oY5zyg9CCv3POV7ZAd6vY1zWnlUpnxN9Q/edit#slide=id.g12375c3f1_00)

Garfield County Washington Exhibit <http://www.co.garfield.wa.us/Garfield%20County%20Branding%20Shop>

Appaloosa Museum <http://www.spokaneoutdoors.com/appaloosa.htm>

Appaloosa and the Nez Perce <http://aaaappaloosas.com/history.html>

Blacksmith in Photographs <http://www.blackiron.us/photo-2.html>