

## THE GOODRIDGE BROTHERS' PICTURES

**Note to Teachers:** This supplement includes a discussion guide, activities and Michigan Framework for Social Studies Education Content Strands to use with the Michigan Time Traveler Page. Reproduce pages 3 and 4 to use with students.

**Discussion Guide:** *(Social Studies Content Strand)*

1. Find the cities of York, PA, and Saginaw, MI, on a map. During the Civil War, some people in York supported the North, but many were loyal to the South. Why might they have been divided in their loyalties? Which side of the war do you think the Saginaw residents supported? Why? *(Standard II.1 Diversity of People, Places, and Cultures)*
2. How did photography change during the years of the Goodridge Brothers Studio? How has photography changed since then? during your lifetime? What do you think the next changes will be? *(Standard I.1 Time and Chronology)*
3. How did the Goodridge brothers change and adapt in order to stay in business for 70 years? *(Standard IV.2 Business Choices)*
4. What Michigan industry did the Goodridges photograph? If you were a photographer today, what industry would you photograph? Why? What scenes would be in your pictures? *(Standard IV.2 Business Choices)*
5. Wallace Goodridge sold many photographs of the Saginaw area to postcard publishers. Think about your town. What scenes would you select for postcards? How would those pictures help other people know about your town and its history? *(Standard I.3 Analyzing and Interpreting the Past)*

**ACTIVITY ONE: What Do You See?**

*(Standard I.3 Analyzing and Interpreting the Past)*

Students might have heard the expression “A picture is worth 1,000 words.” There are another 1,000 words the photographer leaves out by selecting the image taken. If your students have not yet done an exercise in “reading photographs,” begin by showing them contemporary photos or pictures cut from newspapers. Ask them to list what they see, to give the photo a title, to say what they can learn about how people live by looking at the photo and to say what’s not in the photo that would help them understand people better. Answer the Time Traveler page questions about the men cutting down a tree. Then look at the picture of the Victorian parlor on the Reading the Goodridge Brothers’ Photographs reproducible page (or print from the Kids’ Stuff section of the Web site: <http://www.sos.state.mi.us/history/goodridge.html>). Complete and discuss the “What Do You See” page.

Assessment Rubric for “What Do You See?” No. 4

4	3	2	1
Writing focuses on the woman in the mirror with a clear and interesting insight. Poem or story includes unique figurative language or dialogue. Words reflect specific, concrete images about how the woman lived and show a solid understanding of historical perspective.	Writing focuses on the woman in the mirror and describes her accurately. Poem or story includes some figurative language or dialogue. Words reflect obvious images about how the woman lived and show a reasonable understanding of historical perspective.	Writing is about the woman in the mirror, but lacks detail. Poem or story may include figurative language or dialogue, but may not be appropriate or adequate. Words may be too brief, but reflect a general understanding about how the woman lived. Some understanding of history is evident.	Writing is about the photograph, but does not focus on the woman. Poem or story may lack organization, figurative language or dialogue. Writing shows a lack of understanding about how the woman lived and misconceptions about historical perspective.

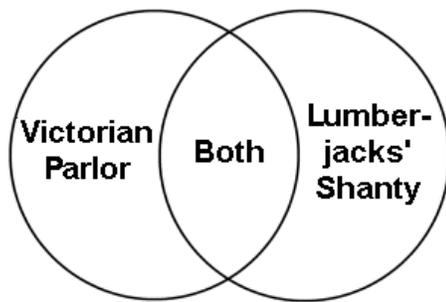
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Visit the Michigan Historical Center on the Web: <http://www.sos.state.mi.us/history/>.

## ACTIVITY TWO: Two Ways of Life

(Standard I.3 Analyzing and Interpreting the Past)



Use the photo of the Victorian parlor and the photo of the interior of the lumberjacks' shanty to compare two ways of life during the late 19<sup>th</sup> century. Draw a two-circle Venn diagram on the board or draw and make copies for each student. Label (enlarged here for illustration) one circle **Victorian Parlor**; label the other circle **Lumberjacks' Shanty**; label the shared center section **Both**.

**Say to students:** People would have lived in each of these places. What can you discover about how they lived from these photographs? Can you find these things in either or both of the pictures? What else do you see in the pictures? (Write names on the board as students find them.)

Place to sit	Carpeted floor	Clothing hung to decorate	Store-bought furniture
Hanging lantern	Sun shining in a window	Pictures hung on walls	Place to lie down
Chandelier	Seated woman (look in mirror)	Heating stove	
Wood floor	Clothing hung to dry	Hand-made furniture	

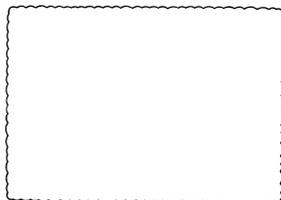
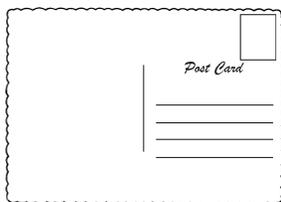
What things are only in the picture of the Victorian parlor? Write their names in the **Victorian Parlor** circle. What things are only in the lumberjacks' shanty? Write their names in the **Lumberjacks' Shanty** circle. What things are in both pictures? Write their names in the center part of the circles that the photos share.

From what you see here, how might the lives of men who lived in the shanty and those who lived in the Victorian parlor been similar? How would they have been different? How do the photos help you learn about their ways of life?

Now draw your own empty Venn diagram. Think about the living room or family room or bedroom where you live. Put it in one circle. Put either the Victorian parlor or the lumberjacks' shanty in the other circle. Compare your room to the other one. Write a paragraph about how your life is the same or different from a Victorian person or a lumberjack.

## ACTIVITY THREE: Wish You Were Here — A Postcard Activity

(Standard II.1 Diversity of People, Places and Cultures)



The first picture postcards in the United States were introduced in 1893 at the Chicago World's Columbian Exposition (World's Fair). Ask students to read the Time Traveler to discover why picture postcards became really popular in 1898. Then ask them to bring some postcards from home. Help students decide why postcards have been so popular for more than 100 years by asking these questions:

1. Where do the postcards come from?
2. What is in the pictures? What kinds of messages do the images tell?
3. Do you buy postcards on a trip and save them? Why?
4. Does your family put postcards on their refrigerator door, on a bulletin board or in an album? Why?

Give each student a 4" x 6" card or a handout with the front and back of a postcard outlined (see illustration or print full-sized image from Kids' Stuff pages at Web site: <http://www.sos.state.mi.us/history/goodridge.html>).

**Say to students:** Make your own postcard. Draw a picture of something you want to share: a place or an experience. Then write a note as if you are there. Address the card to a friend or family member with whom you would like to share the note and the picture.

## What Do You See?

Look at the picture of the Victorian Parlor on the Reading the Goodridge Brothers' Photographs page. The Goodridge Brothers photographed the parlor in 1881 or 1882. What does the photo tell you about life more than 100 years ago? Answer these questions to find the clues.

1. What do you see in the photograph? Make a list of the things you see.

2. How do you think people used this room? What did they do here? What things do you see that help you guess?

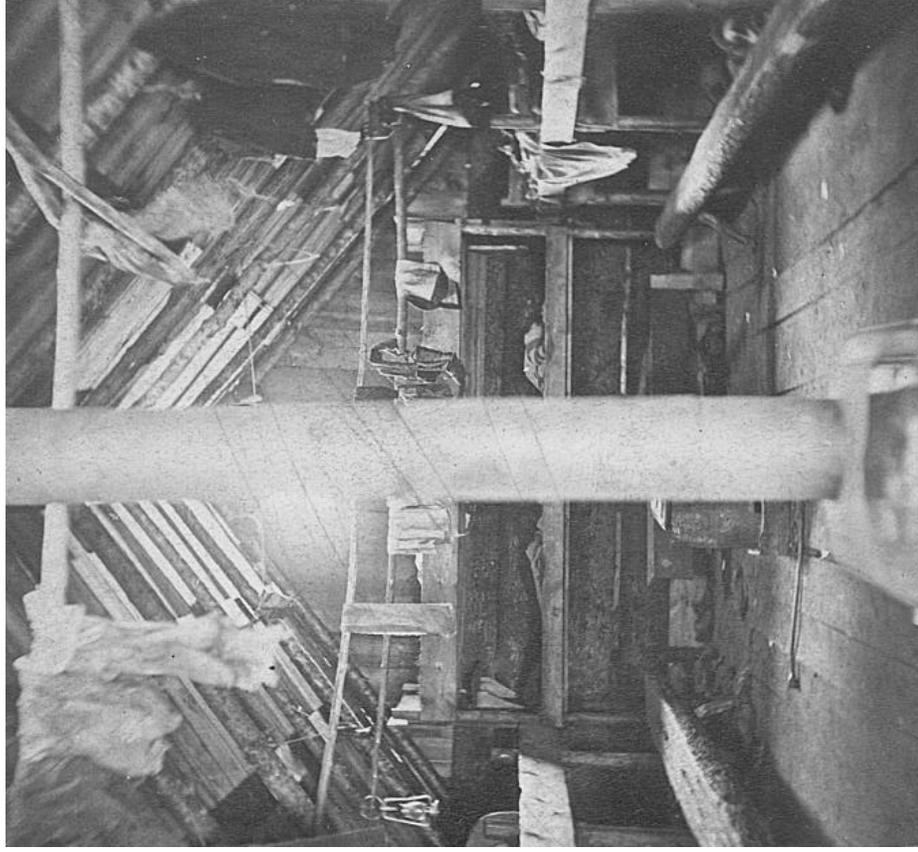
3. What doesn't this picture tell you about the past? Think of some questions about the people who lived in this house that the picture can't answer.

4. The mirror between the windows has a reflection of a woman who is sitting somewhere in the room. Write a poem or short story about the woman in the mirror that tells how you think she lived. Use the back of this page if you need more room to write.

## Reading the Goodridge Brothers' Photographs



Victorian Parlor



Lumberjacks' Shanty

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