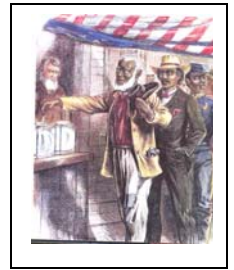


Teacher Professional Development Programs with Edward T. O'Donnell, Ph.D.



How to Use IMAGES to Teach History



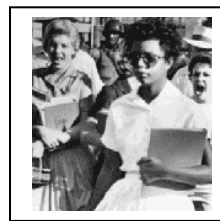
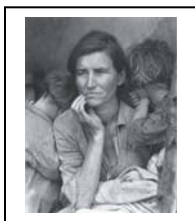
Everyone agrees that today's students—and their teachers—are visual learners. But how do we translate this vague notion into a concrete pedagogical strategy in the classroom? Using his unique S.I.G.H.T.[™] method, a program developed over two decades of conducting teacher workshops and teaching his own students, Dr. Edward T. O'Donnell reveals the techniques for effectively using images to teach history. Participants quickly come to see that properly analyzed, a picture is worth far more than the proverbial "thousand words." Through his multimedia presentations that include 50+ unique and carefully selected historical images, including vintage photographs, etchings, maps, cartoons, and documents (samples appear on this page), O'Donnell shows how images can become foundational tools for the teaching of history.

When teachers learn to use images to

- bring to life a topic's **essential content**
- draw out the critical **questions, concepts, and ideas** of a given historical era
- find and use **visual primary sources** on their own
- develop **simulations, projects, and debates** based on historical images
- improve their student's **writing skills** by fashioning assignments based on historical images

... Their students will

- increase their **visual literacy**
- retain better essential **historical concepts and content**
- enhance their skills in **critical analysis and interpretation**
- make **links** between written and visual primary sources
- develop an appreciation for the **complexity of history**
- develop **historical empathy** and resist present-mindedness.



Programming Options:

All presentations and workshops can be tailored to meet your needs, from 1 to 3 hours. Full-day programs are also available. O'Donnell offers this presentation based on a wide sweep of eras in American history, or focused on one particular era such as the following.

How to Use Images to Teach ...

American History
The American Revolution
Slavery
Westward Expansion
Native American History
The Abolitionist Movement
The Civil War
Reconstruction
The Industrial Revolution

The Labor Movement
The Gilded Age
Immigration and Nativism
The Progressive Era
Women's Suffrage
Imperialism
World War I
The Roaring Twenties
The Great Depression

The New Deal
World War II
Japanese Internment
The Cold War
The Fifties
The Civil Rights Movement
The Sixties
The Vietnam War
The Women's Rights Movement

Edward T. O'Donnell, Ph.D. earned his Ph.D. in American History from Columbia University (1995) and currently is Assoc. Professor of History at Holy Cross College in Worcester, MA. He is the author of many scholarly articles and several books, including *Visions of America: A History of the United States* (co-author, Pearson, 2009). Since 2001 O'Donnell has made countless teacher professional development presentations for Teaching American History grant programs. For a full c.v., detailed descriptions of his programs, and information about references, please visit his website www.EdwardTODonnell.com


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continued



How to Use IMAGES to Teach History

What can this image teach us about the industrial revolution?



What is this man thinking as he listens? Is there any significance in his standing on the top step?

What is this man saying about his fellow workers?

Who are these men? Why are they gathering?

Who painted this picture? Do his sympathies lie with the workers? The employer? Both?

What's going on in the scene? What title might you give this painting?

Why does this woman stand off to the side?

Who is this woman? What is she saying to this man?

Why is he reaching for a rock? Will he actually throw it?

Let Dr. Edward T. O'Donnell and his unique S.I.G.H.T.[™] method show your teachers how to dissect and critically analyze an image such as this one, "The Strike" (1886) by Robert Koehler. They'll learn how to use this image to help their students understand key concepts associated with the industrial revolution, including the nature of strikes, the sources worker solidarity, the causes of class conflict, and the role of paternalism.

- S** scan for important details
- I** identify the conflict or tension
- G** guess the creator's intent or message
- H** hear the voices
- T[™]** talk about your observations