

Images can be powerful tools for learning about the past and present, but they can also reinforce misconceptions and stereotypes. Here are three ways to support students in analyzing and interpreting artifacts, recognizing points of view and historical perspectives, and practicing other Standard VS.1 skills.

Slow Looking

Looking carefully at images creates opportunities for students to notice the choices an artist has made, including:

Who or what appears largest, most important, or at the center of things?

Who or what appears in the background, behind, or around the main subject?

How far or close, high or low, are we viewers in relation to the main subject?

[Looking 10 x 2](#)

[See - Think - Wonder](#)

[Zoom In](#)

Context

When students uncover the context of an image, they can interpret its accuracy and purpose. Consider providing reliable resources to support students in finding out:

Who made this image?

When was it made?

Where was it made?

How was it shared or seen?

Why was it made?

Who was the intended audience?

What relationship does the artist have to who or what is in the image?

Critical Lens

Images reflect the values and motivations of the people who made them. The study of history, and the accurate interpretation of images, requires attention to power, position, and bias.

What might the artist want the viewer to see, feel, or believe?

Who or what is left out of this image?

Should I trust this image? Why or why not?

What clues in the image helped me answer these questions?

[Main - Side - Hidden](#)

[Step Inside](#)

[Voice and Choice Protocol](#)