How-To

Interpret a picture
1. Think about first impressions!
Ask, What kind of picture is it?

IMAGE INTERPRETATION

- Painting
- Caricature
- Film
- Drawing
- Photograph
React!
Ask.... And, what about ME?

From what lens am I viewing this picture?

What do I bring to the interpretation?

Life Experience
- Age
- Travels
- Home
- Family
- Cultural background

Technical Skills
- Photography
- Painting
- Drawing
- Other art experience
- Maps
- Computers
- Internet

Knowledge
- Media studies
- Historical knowledge
- Books read
Are the pictures different for me, than for others?
How do my lenses ...

influence my perspective?
2. Interpret pictures like historians

Go through a process!

Note & Share ideas and findings!

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Use a Historical Method

Engage the Problem

Think It Through

Explain and Communicate

Investigate

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Explore: The “reality of New France”?

Think it Through
Engage the Problem
Investigate
Explain and Communicate

Source: http://www.sitenouvellefrance.com/english/
Then...
Develop upon your Initial Impressions

First, how “direct” is the representation?

Source: http://www.sitenouvellefrance.com/english/
Voyageurs at Dawn, 1871 by Frances Anne Hopkins (1838-1919) Source:  http://en.wikipedia.org/wiki/Frances_Anne_Hopkins
Make “Inferences”

What can be assumed about relationship of people or things portrayed?
What is most important part of picture?!
Interpreting a Picture
Develop upon First Impressions

How direct is this representation? From what I know, is this an image taken or made at the time it is representing? Is it likely to have been taken or made by people directly involved in the event?

What medium is this? Painting, photo, other? How do I know? What does the apparent medium indicate about how direct this representation of reality is?

Inferences I can make on first look: What seems to be being done? Who seems to be portrayed? What seems important?

Use a tool to list Initial Impressions & make inferences!
Identify the source of the document, the author, the date!

Investigate!

Imagesource: http://www.sitenouvellefrance.com/english/
Interpreting a Picture
Identify the Source & Nature of the Picture

Date: ____________________
Name: ____________________

When the picture (and thus the representation) actually made?

Who made it? Who “composed” it?

For what was it used? Where was it published?

Who commissioned it? (i.e., Who paid for it?)

Who was the intended audience?

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Use all additional information you find.

The Title of the picture? The Author’s life?

The date in context? Events at the same time. Other players?
Interpreting a Picture
Digging deeper into dates, contexts, roles

Identify the title:
What does the title tell us about the image?

Identify the author:
What elements of his/her life experience may have influence the way the image was created?

Note the picture’s creation date and any other relevant chronological reference points.

Does this new information suggest anything about the image and its relationship to the reality portrayed in it?

Jot down additional questions related to the initial problem from your teacher.

Note what other kinds of images or documents would be more useful.
Actively pursue new information!

Jot down questions related to initial problem. Use them to research for more information.

Look for other documents and pictures. Do they help you reflect more on the picture you have?!

Source: http://www.collectionscanada.ca/settlement/kids/021013-2051.6-e.html
Yes, there’s a tool for that too!
3. Decode pictures like a detective
Decode the “puzzle” in a picture
Life… during an evening at home in New France?

Source: http://cybermuse.gallery.ca/cybermuse/search/artwork.jsp?mkey=38584
Decode the “puzzle” in the pieces of their life

How did they cook? How would they wash their clothes?
Investigate their reality, piece by piece.

What are they playing at? Draw the rest of the scene!

Source: http://cybermuse.gallery.ca/cybermuse/search/artwork_e.jsp?mkey=38584
Find here ... One “reality of New France”

French Canadian Habitants Playing at Cards

French Canadian Habitants Playing at Cards, Painting from 1848 by Cornelius Krieghoff
Source: http://cybermuse.gallery.ca/cybermuse/search/artwork_e.jsp?mkey=38584
Investigate: Other realities, other contexts!

Not just playing at cards!

1620 and 1918

1600s and 1722

1700 in 1848
Investigate: Other realities, other contexts!

Oh yeah...

1609 and through the century
4. Consider events, changes, facts... in "Time"

Image courtesy of Andy Kurovate designs at:
http://www.andykurovets.com/watches/ninja.html
Remember what you know ... in time.

Contact

Source: Codex Canadiensis at: https://www.collectionscanada.gc.ca/codex/026014-1101-f.html

Source: Codex Canadiensis at: https://www.collectionscanada.gc.ca/codex/026014-1107-f.html
Remember what you know ... in time.

Cohabitation and conflicts!


Remember what you know ... in time.

Who hunted for food and fur!?


Mapping knowledge out can help you understand!

- **Forts and fights**
- **Fun**
- **Farms**
- **Finding fur**
- **Fish**
- **Friends?**

Life in New France

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Use timelines to order facts, and demonstrate change & continuity!

Early Contact 1500  Trading Posts 1600  Colonies
Explain it... by relating knowledge through time

Engage the Problem

Think It Through

Investigate

Explain and Communicate

Life in New France

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Explain in terms of causal connections

The independent spirit of the Canadiens

Explain and Communicate

Brrr!