

AccuNet™/Ap® —Photo Archive— Teacher's Guide



AccuNet™/Ap®
—Photo Archive—

Social Studies

AccuWeather Education Division

AccuWeather, Inc.
385 Science Park Road
State College, PA 16803
814-235-8600

Copyright AccuWeather, Inc. 1998

Notice of Ownership

The information contained in this manual is the property of AccuWeather, Inc., and is confidential in nature. It may not be duplicated, copied or disseminated in any form. It may be used by those who are involved in the evaluation or use of AccuWeather, Inc.'s services during the performance of an Agreement with AccuWeather, Inc. No part of this manual shall be used thereafter without AccuWeather's express permission.

All photographs in this Teacher's Guide are reproduced with the express permission of The Associated Press®

Special License Agreement Required For Use of AccuWeather Name and Trademark

THE ACCU WEATHER NAME AND TRADEMARK AND OTHER TRADEMARKS OF ACCU WEATHER, INC., MAY NOT BE USED FOR PUBLIC DISPLAY OR PUBLIC IDENTIFICATION OF ACCU WEATHER GRAPHICS OR DATA UNLESS THE USER HOLDS A SPECIFIC, WRITTEN TRADEMARK LICENSE.

AccuWeather, Inc., retains all rights, title and interest, including rights of trademark and copyright, in those things defined herein as "Property of AccuWeather, Inc." "Property of AccuWeather, Inc." is hereby defined to include (1) all rights, title and interest in the reports, forecasts, graphics, data and information furnished hereunder or in connection herewith, in identifiers embodying "Accu" as a portion of the identifier, the trademark AccuWeather, any other tradenames, trademarks, servicemarks, symbols, identifiers, formats, designs, devices, or proprietary products owned by AccuWeather, Inc.; and (2) identifiers embodying the prefix "Accu," any other tradenames including but not limited to AccuNet and any trademarks, servicemarks, symbols, identifiers, formats, designs, devices, or proprietary products, instruments, or equipment used to designate the service furnished by AccuWeather, Inc., or used in connection with that service.

Table of Contents

Introduction	iv
PART 1: AMERICAN HISTORY	1
PART 2: ECONOMICS	31
PART 3: WORLD HISTORY	42
PART 4: AMERICAN GOVERNMENT/CIVICS	60
APPENDIX I: User Information	
• Instructions	
• Sample Searches	
• Frequently Asked Questions	

Welcome to the AccuNet™/AP® Photo Archive

Over the last few years, gaining access to information of all kinds has grown easier by the minute. Data is flowing rapidly from traditional sources as well as from the new world of the world wide web. Students are so bombarded by the sheer *quantity* of information that they are often not able to process it all. Questions remain about the *value* of some of this mass of information.

Because of this, teachers focus their students on fundamental research skills, such as:

- Organization: how to organize knowledge into a usable format quickly;
- Discrimination: how to discriminate between worthwhile, legitimate information and what may be unsubstantiated opinion;
- Application: how to apply valuable information to solving problems, discovering new ideas and clarifying concepts; and
- Communication: how to communicate newly-acquired knowledge to others, whether orally or in writing.

More and more schools are connecting to the Internet as the worldwide web continues to grow. If teachers and librarians/media specialists had more time and resources, they could find many materials and sites to provide useful and stimulating data to their students for exposure or discussion. Unfortunately, few teachers and librarians/media specialists have the time to do these searches online and, at the same time, check the validity of the information their searches reveal.

This Teacher's Guide has been prepared specifically for teachers of social studies and for librarians/media specialists who assist them. It is divided into sections identified with four courses which are always taught in high school and very often taught in junior high or middle schools. These courses are American history, world history/world cultures, American government/civics and economics. The identification of photos for use in each of these courses is, of course, open to interpretation since many of the concepts or ideas contained within one course may be addressed with a different emphasis in one of the other courses. Many of these same identified pictures and ideas can be used in courses such as sociology, anthropology, problems in American democracy and any of the other social studies courses offered in schools. The particular samples presented are also linked to various national standards that have been promulgated within the last few years. These include the Voluntary National Content Standards in Economics (1997) developed by the National Council on Economics Education, National Standards for History (1996) developed by the National Center for History in the Schools, and Expectations of Excellence - Curriculum Standards for Social Studies (1994) developed by the National Council for the Social Studies. The examples contained in this guide provide some ideas for addressing the topics presented and offer stimuli for class discussion, projects or activities. The key to using the **AccuNet/AP Photo Archive**, however, will lie with each individual teacher. Innumerable nuances of the social studies curriculum can be pursued through this archive, and teachers will be able to explore and use the archive in the manner that best suits them.

An interesting and instructive feature of the **AccuNet/AP Photo Archive** is the fact that the captions are almost always reflective of the period of time when the photo was taken. For example, using a key

word phrase such as “World War I” may not yield as good a result as other queries because during the period of the war (1914-1918) it was *not* called World War I since there was no perception that there would be a World War II.

This is also true of the reference “The Great War,” because that term was only applied over time. A wealth of photographs and information *is* available, however, when natural language queries or Boolean searches address particular events, places and personalities of the war that people of the time would have recognized and wanted to see in their daily newspapers.

For more current photographs, especially as the 20th century approaches, the **AccuNet/AP Photo Archive** makes available to students, teachers and librarians/media specialists a wealth of choice and diversity of people, places, events and objects. Hundreds of thousands of photographs taken for use by the leading newspapers of the world become instantly accessible with an increasing percentage of photographs available in color.

Educators may already have found that the old adage, “A picture is worth a thousand words,” is especially true for today’s visually-oriented students. Being able to *see* the people and places of current and historical events to complement a lesson makes for a more meaningful experience for students and greatly increases the likelihood that students will retain the ideas and concepts contained in the lesson.

This is where the **AccuNet/AP Photo Archive** becomes particularly valuable to students, teachers and librarians in the K-12 environment for research projects and lesson planning. The site contains an enormous cache of more than 500,000 Associated Press news photographs covering over 150 years. About 800 new photos are added each day from countries around the world. Each photograph is available with a caption which summarizes the salient information and is in itself a valuable research tool. The Photo Archive is user-friendly, simple to navigate and fun to use.

The Associated Press is the oldest and largest news organization in the world. On a typical day, the AP delivers information and hundreds of photos and graphics to almost 8,000 newspapers, TV and radio stations in the United States, plus some 8,500 outlets in more than 110 other countries.

The **AccuNet/AP Photo Archive** is, therefore, unique.

Special thanks is given to the following people who compiled this Teacher's Guide:

Murry Nelson
Professor of Education and American Studies
The Pennsylvania State University

Professor Nelson, whose doctorate is from Stanford University, is a member of the Board of Directors of the National Council for the Social Studies. He is a specialist in social studies methods as well as American cultural history and politics.

Mark Previte
Social Studies Department Head
Northern Cambria (PA) High School

Dr. Previte received his doctorate in social studies education from The Pennsylvania State University in 1997. He teaches courses in American government and larger problems in American democracy. He is a former board member of the Pennsylvania Council for the Social Studies.

Stephen Correia
Assistant Professor of Education
St. Norbert College
De Pere, Wisconsin

Professor Correia is a member of the Wisconsin Council for the Social Studies and is a former high school social studies teacher in Ohio. He received his doctorate in social studies education from The Pennsylvania State University in 1993 and won the Outstanding Dissertation Award from the National Council for the Social Studies in 1994.

Christine White
Associate Professor of History
Pennsylvania State University

Professor White received her doctorate from Cambridge University after working for ABC-TV News for seven years. She is a specialist in European and Russian history.

Special thanks is given to the following teachers who reviewed the content of this Teacher's Guide:

Joseph Boris
Teacher of Introduction to Sociology and Social Problems
State College Area (PA) High School
State College Area School District

Irene MacConnell-Davinroy
Teacher of Social Studies
Mount Nittany (PA) Middle School
State College Area School District

Guides for teachers of foreign languages and for science are now in production, and a guide focused on public librarians is in the planning stages. We welcome your input and suggestions! Please contact us by calling (888) 438-9847 or by e-mail at sales@accuweather.com.