

# Pain to Pride

Resource Guide

# Art/Image Analysis Questions

## People/Objects in Picture

Primary	Secondary	A.P.
<ul style="list-style-type: none"> <li>❖ Who is in the picture?</li> <li>❖ What kinds of clothing are they wearing?</li> <li>❖ What does their clothing say about them?</li> <li>❖ What people/things do you recognize in this painting?</li> <li>❖ What can you tell me about the person in this painting?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What are their unique physical characteristics? (clothing, size, facial expressions)</li> <li>❖ What do these characteristics say about the persons in picture?</li> <li>❖ What can you tell me about how this person lived? How did you arrive at that idea?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What can you tell me about how this person lived? How did you arrive at that idea?</li> <li>❖ Does the positioning of characters suggest a power structure?</li> <li>❖ Who is in charge?</li> <li>❖ Who or what gives that person or group power?</li> <li>❖ What people are not included in this picture and why do you think they were left out?</li> </ul>

## Actions

Primary	Secondary	A.P.
<ul style="list-style-type: none"> <li>❖ What is happening in the picture?</li> <li>❖ What relationships/interactions are taking place?</li> <li>❖ How do people communicate?</li> <li>❖ What do people do together?</li> <li>❖ How is the group organized?</li> </ul>	<ul style="list-style-type: none"> <li>❖ How is the group organized?</li> <li>❖ What social structures of society are being represented by the actions in the picture? (race, class, gender, family relations)</li> <li>❖ What actions are emphasized by the artist?</li> <li>❖ Are there social classes?</li> <li>❖ How do they live?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Are there inequalities?</li> <li>❖ How is social structure being altered or challenged in this instance?</li> <li>❖ Do the actions reveal any social or cultural norms?</li> <li>❖ How does the action reflect the social, political, aesthetic, psychological, or cultural ideas of its time?</li> </ul>

## Places

Primary	Secondary	A.P.
<ul style="list-style-type: none"> <li>❖ Where is the picture taking place?</li> <li>❖ Where do you think the picture takes place?</li> <li>❖ Are there any places or geographic symbols you recognize?</li> <li>❖</li> </ul>	<ul style="list-style-type: none"> <li>❖ Is there a specific color scheme or purpose in the artwork?</li> <li>❖ What are the unique physical characteristics? (natural vs human structures)</li> <li>❖ What do the physical characteristics say about society?</li> <li>❖ What role does geography play in the picture?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What do the physical characteristics say about society?</li> <li>❖ What role does geography play in the picture?</li> <li>❖</li> </ul>

## Sources

Primary	Secondary	A.P.
<ul style="list-style-type: none"> <li>❖ Who created the document? and how do you know?</li> <li>❖ Who was the intended audience?</li> <li>❖ When was the document created or circulated?</li> <li>❖ What do you know about the artist?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What position or title did he or she hold? And how do you know?</li> <li>❖ What biases might he or she have? And how can these biases influence the document?</li> <li>❖ Whose voice is not represented in the document?</li> <li>❖ Why do you think that voice was left out?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What do you know of other works by this artist?</li> <li>❖ Does the artist have other works that are part of a theme or agenda?</li> <li>❖ Who would be the audience for this piece and why is it made for them?</li> <li>❖</li> </ul>

# Art/Image Analysis Questions

## Image Summary

Primary	Secondary	A.P.
<ul style="list-style-type: none"><li>❖ Why do you think this portrait was created?</li><li>❖ What specific evidence in the image helps you know why it was created?</li></ul>	<ul style="list-style-type: none"><li>❖ What does the image convey about life in the United States at the time it was created?</li><li>❖ What is the cultural meaning?</li><li>❖ What questions does the image raise?</li></ul>	<ul style="list-style-type: none"><li>❖ What questions do u have for the author of this image?</li><li>❖ Where would you find more information on this image?</li></ul>

## Critical Thinking

### Interpretation

- What title would you give to this painting? What made you decide on that title?
- What other titles could we give it?
- What do you think is happening in this painting? What else could be happening?
- What sounds would this painting make (if it could)?
- What do you think is going on in this picture? How did you arrive at that idea?
- What do you think this painting is about? How did you come up that idea?
- Pretend you are inside this painting. What does it feel like?
- What do you think this (object) was used for? How did you arrive at that idea?
- Why do you suppose the artist made this painting? What makes you think that?
- What do you think it would be like to live in this painting? What makes you think that?

### Evaluation

- What do you think is good about this painting? What is not so good?
- Do you think the person who painted this did a good or bad job? What makes you think so?
- Why do you think other people should see this work of art?
- What do you think other people would say about this work? Why do you think that?
- What grade would you give the artist for this work? How did you arrive at that grade?
- What would you do with this work if you owned it?
- What do you think is worth remembering about this painting?

## People/Objects

Who/what is in the picture?  
What are their unique physical characteristics?  
What do these characteristics say about the persons in picture?  
Who/what is in charge?  
What is power based on?  
Who gives that person power?

## Image Analysis

## Actions

What is happening in the picture?  
What relationships/interactions are taking place?  
How do people communicate?  
What do people do together?  
How is the group organized?  
What social structures of society are being represented by the actions in the picture? (race, class, gender, family relations)  
Are there social classes?  
How do they live?  
Are there inequalities?  
How is social structure being altered or challenged in this instance?  
Did your reading reveal any social or cultural norms?

## Image Summary

Why do you think this image was created?  
What specific evidence in the image helps you know why it was created?  
What does the image convey about life in the United States at the time it was created?  
What questions does the image raise?  
What questions do you have for the author of this image?  
Where would you find more information on this image?

Artist: \_\_\_\_\_

Title: \_\_\_\_\_

## Places

Where is the picture taking place?  
Where do you think the picture takes place?  
What are the unique physical characteristics? (natural vs human structures)  
What do the physical characteristics say about society?  
What role does geography play in the picture?

## Source

Who was the intended audience?  
When was the document created or circulated?  
Who created the document? and how do you know?  
What position or title did he or she hold? And how do you know?  
What biases might he or she have? And how can these biases influence the document?  
Whose voice is not represented in the document?  
Why do you think that voice was left out?  
How does this social issue/norm impact government?

People

Actions

Image Summary

Title: \_\_\_\_\_

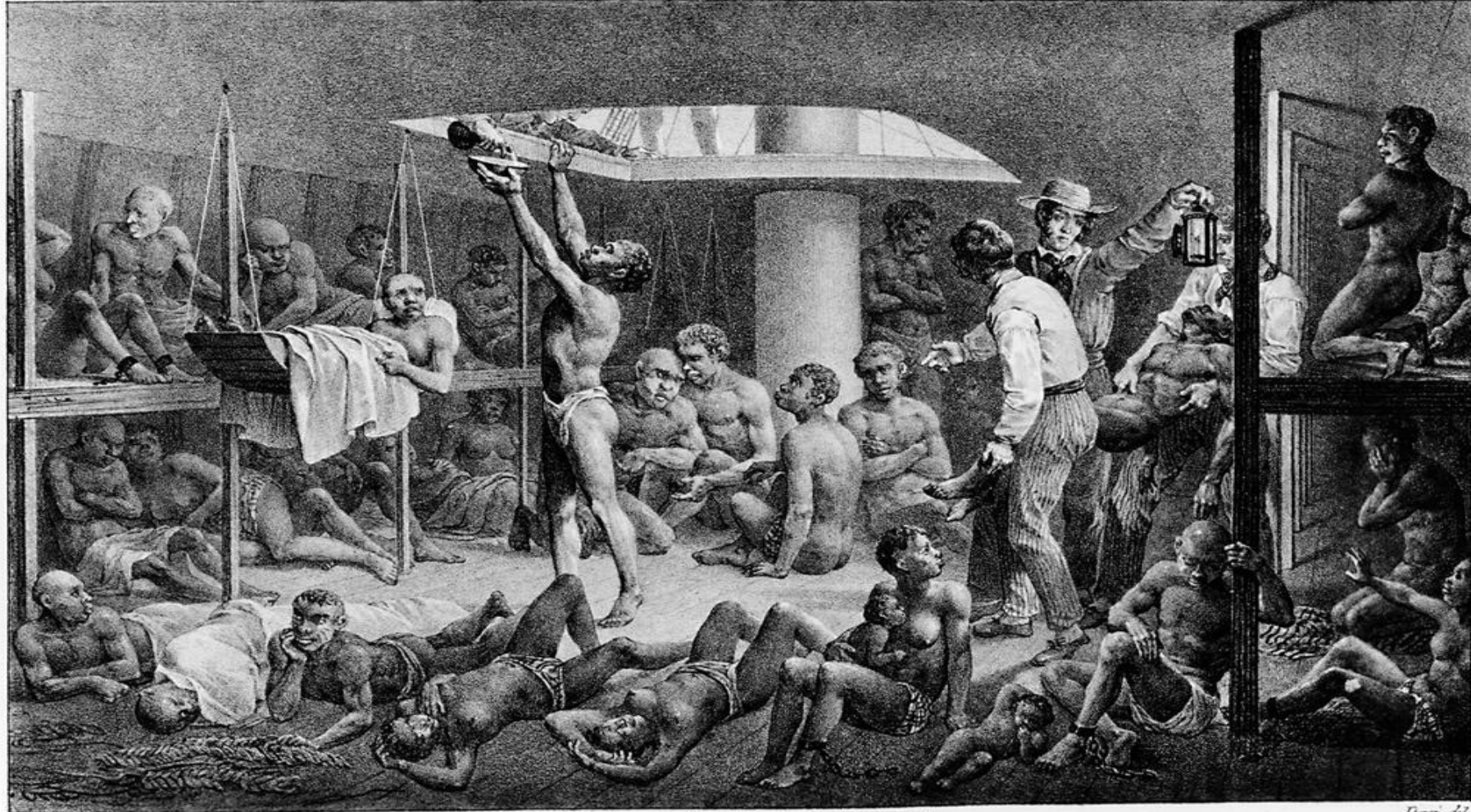
Artist: \_\_\_\_\_

Places

Source

# The Slave Ship





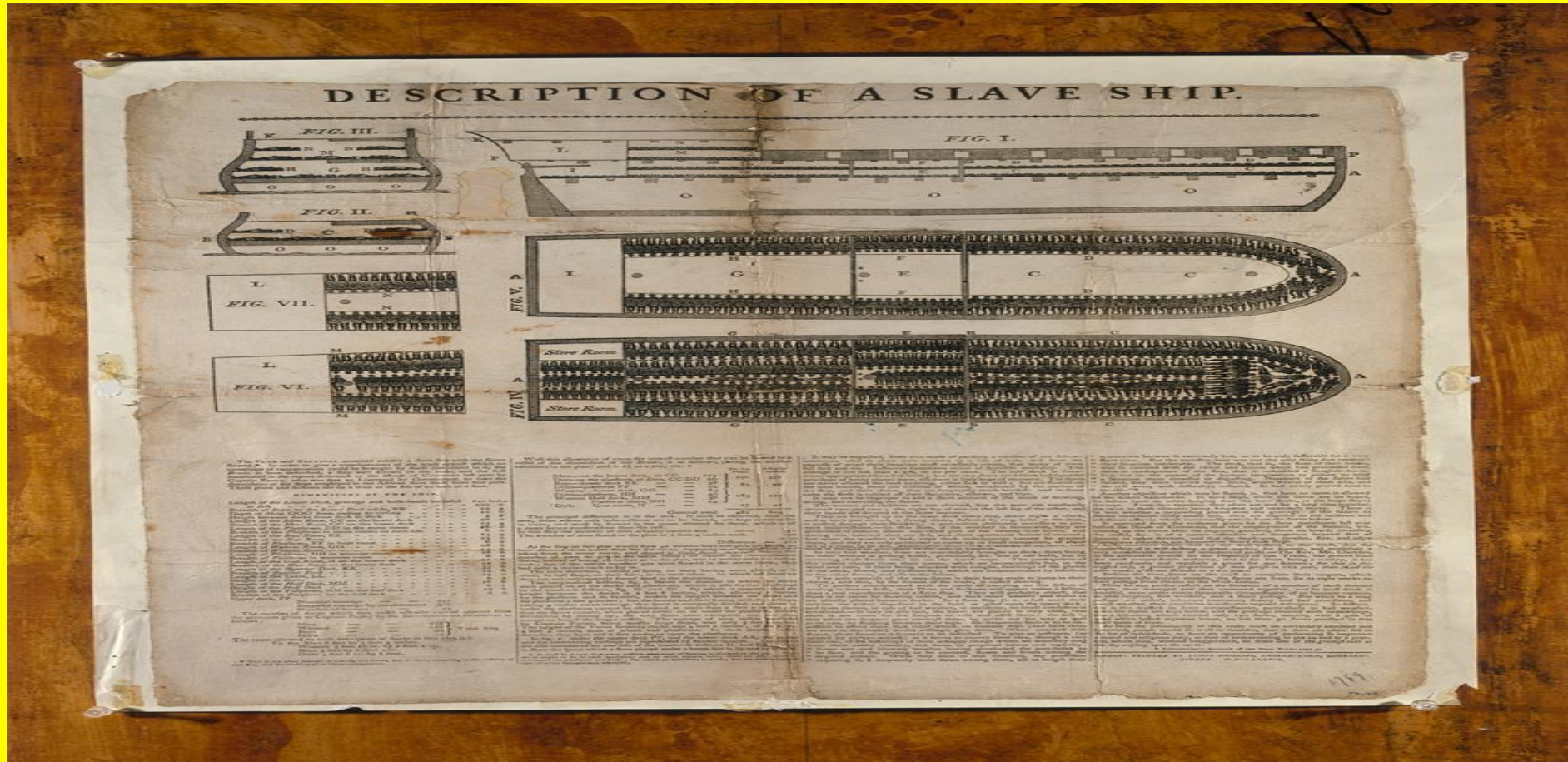
*Donc d'après nos renseignements*

*Litho de Engelmann, rue du Faubourg Montmartre N° 6 à Paris.*

*D'après del.*

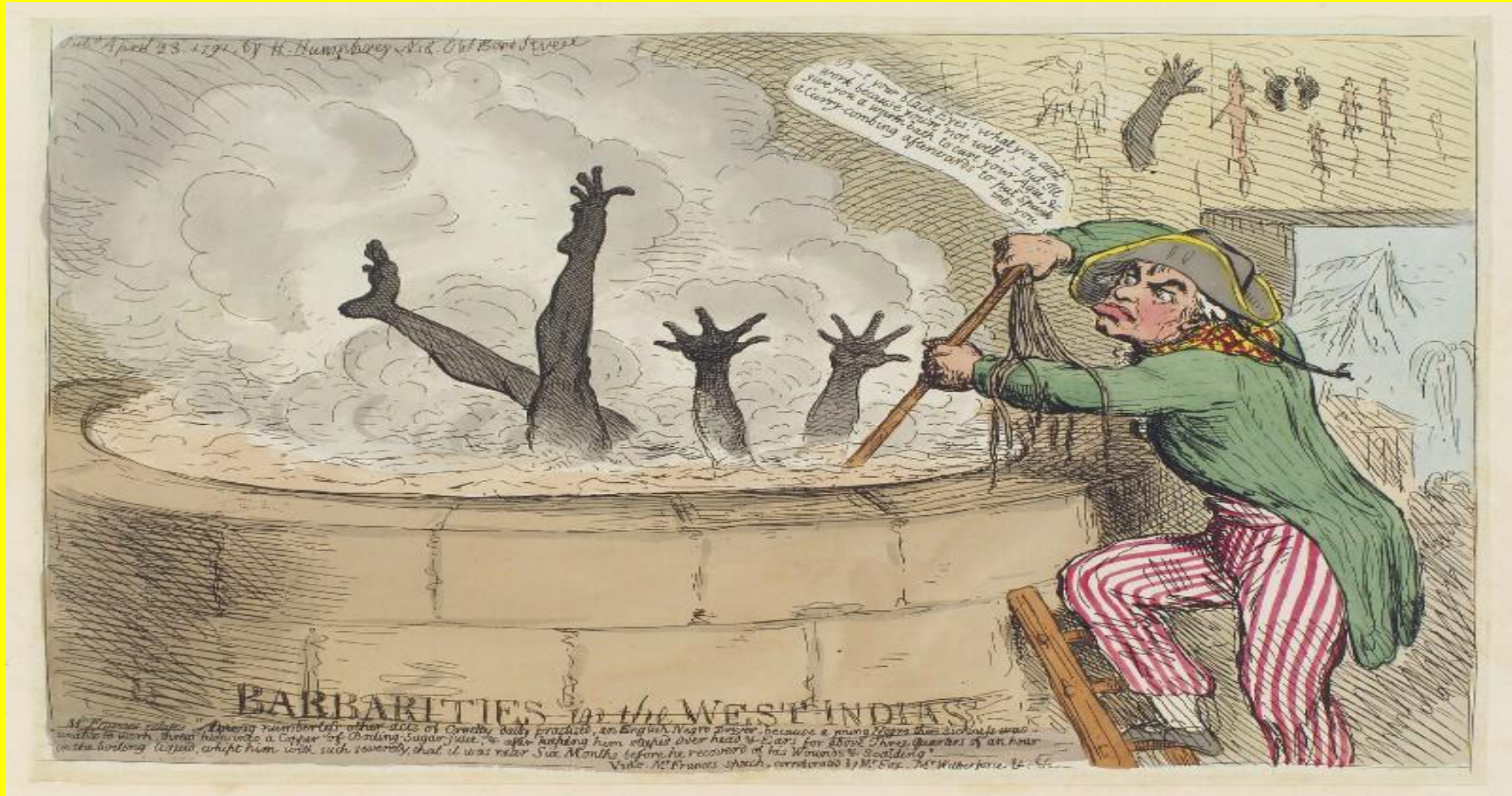
# NÈGRES A FOND DE CALLE.

# Description of a Slave Ship





# Barbarities in the West Indies



# Liberty Displaying in the Arts and Sciences



# Negro Life in the South



# Confidence and Admiration



Am I Not A Man?

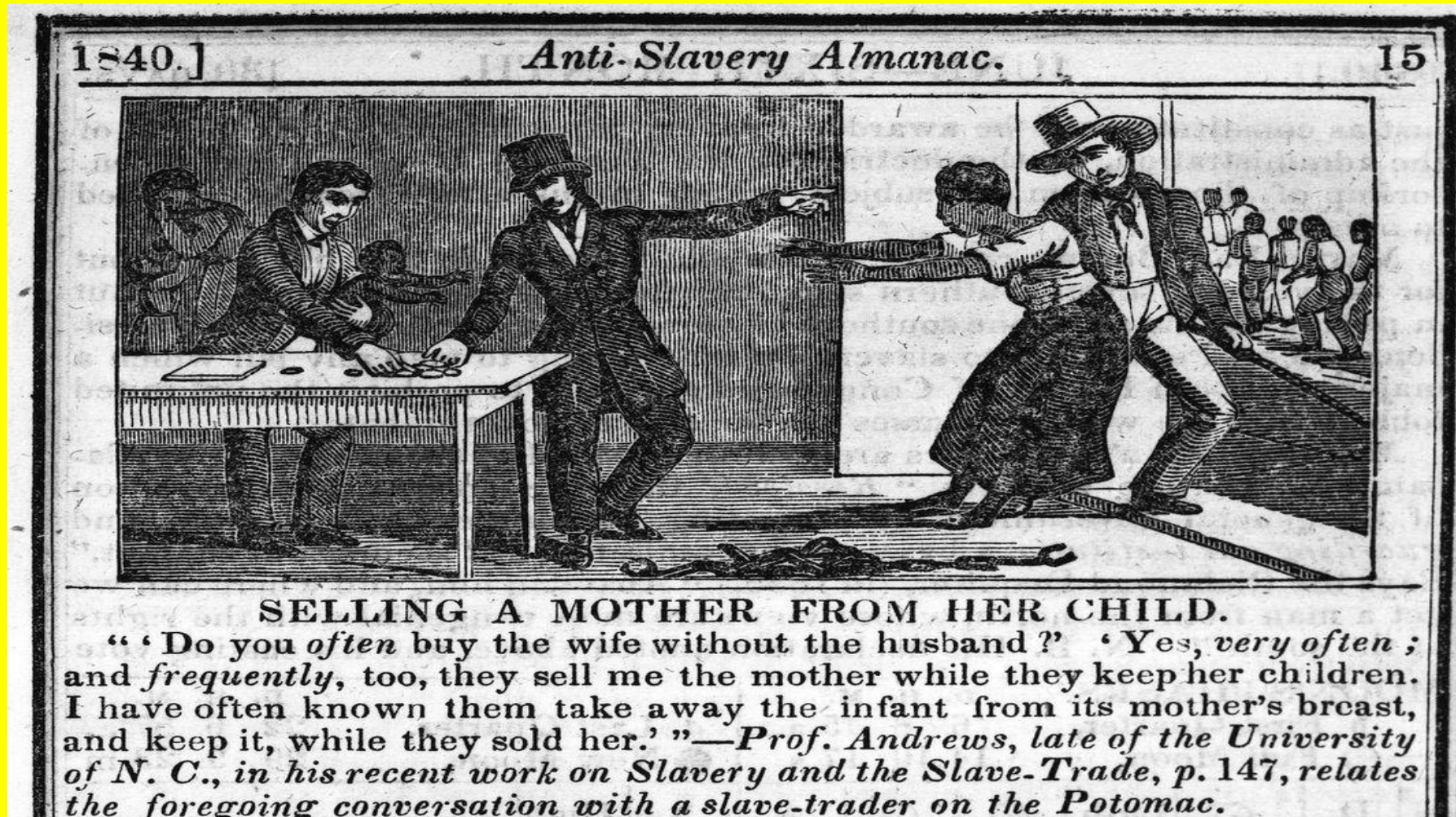


# The Driver's Whip



*The driver's whip unfolds its torturing coil.  
"She only Dulks — go, lash her to her toil."*

# The Negro Mother's Appeal



# Horrid Massacre in Virginia

## HORRID MASSACRE IN VIRGINIA.





# Farmer's Nooning



# Slaves Waiting for Sale



# A Ride for Liberty



# John Brown On His Way to Execution



# Sunday Morning in Virginia



# A Banner For Liberty



# The Modern Medea



THE MODERN MEDEA—THE STORY OF MARGARET GARNER.—PHOTOGRAPHED BY BRADY, FROM A FACSIMILE BY THOMAS BROWN.—[SEE PAGE 216.]

# Darkies' Day at the Fair

LC-USZ62-91167 (p. 186 K.P. 187)

WORLD'S FAIR PUCK

**PART I.**  
The owners of the Great World's Fair  
Expressive went their way,  
Time rolled around; at last it was  
The Colored People's Day!  
The Sons of Ham from far Southern  
And Congo's Noble Kings  
Came to the Fair with all their hosts,  
Their wives, their plumes, their rings,  
From distant Nubia's torrid sands,  
From far Somali Zanguebar,  
Together with their Yankee friends,  
The Darkies all were dar!



**PART II.**  
But a Georgian once, named Major Moon,  
Knewed to our the day,  
Saw some to lead the white affair  
He had not had his way,  
Five hundred water-melons ripe,  
(The Darky's dinner and dress),  
He laid on to so cool and nice  
To aid him in his scheme.

**PART III.**  
The plans are laid for a big parade  
Of great importance;  
With bands, so grand, on every hand,  
And gongs on in brass,  
No eye so right must show the white,  
Each band must play sweet,  
With proud reserve each must preserve  
His dignity circumfer.

**PART IV.**  
'T is a glorious sight, and all eyes bright!  
The ranks are firm and tight—  
Cool as a turn of eye divine  
Those medals shew divine!  
Tush green white, Will never bright  
Forth stands the wondrous form,  
He cuts a median and some a little—  
'T is more than that on him.



ICE  
GOLD  
WATER  
MILKONS



**PART V.**  
With one loud whop, with one fell swoop,  
They swarm down on the stand;  
The sons of Ham in the foremost jam,  
With a big slice in each hand.

And this is the end. For in red blood  
Give no thought to parols,  
As they gaily eat the juicy fruit  
And lay them to the shah.

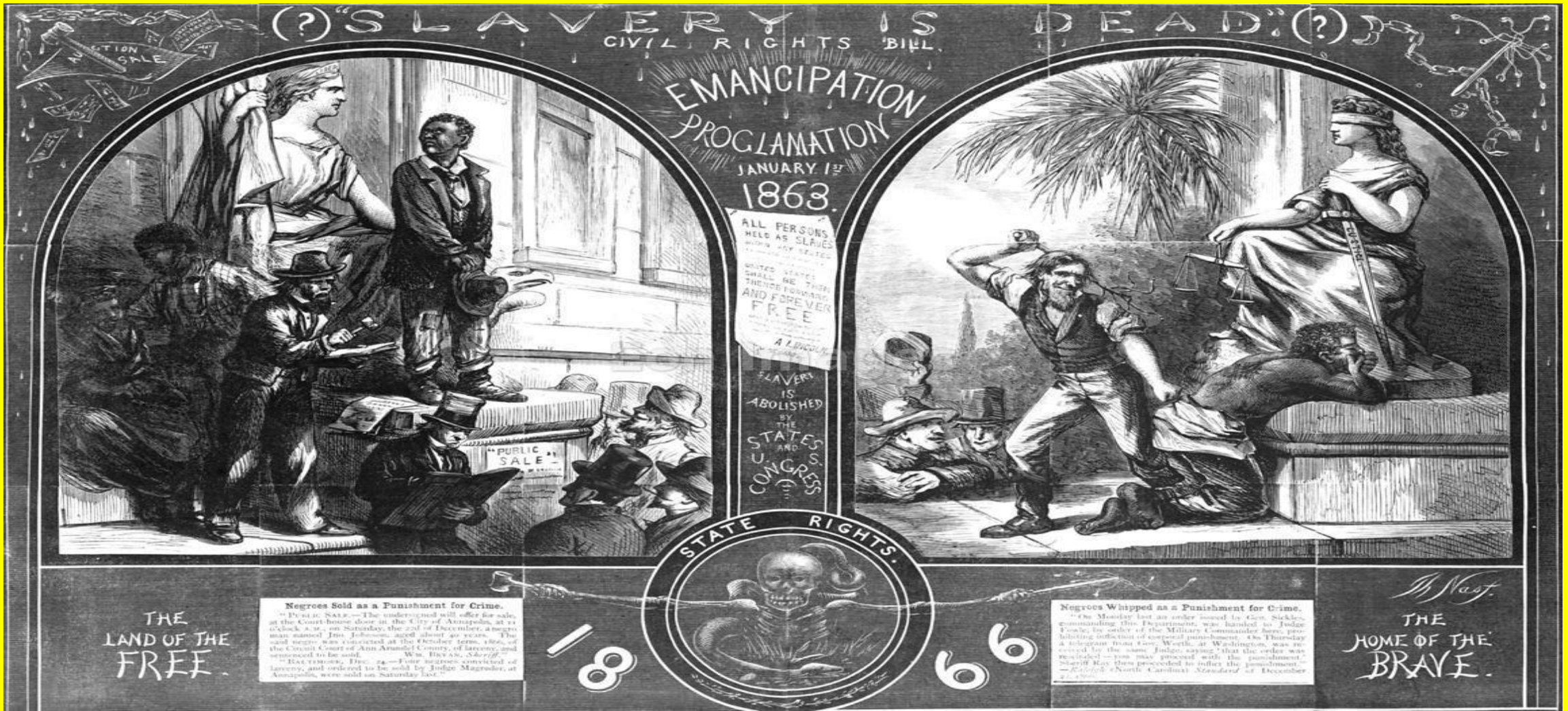


*S'Emel.*  
But Major Moon is a wondrous Coon;  
For his melons he got no pay,  
His successful spile was a lousing spile—  
But it lasted up Darkies' Day.

**DARKIES' DAY AT THE FAIR.**  
(A TALE OF POSTER RETRIBUTION.)



# Slavery is Dead



(?) "SLAVERY IS DEAD" (?)  
CIVIL RIGHTS BILL

EMANCIPATION  
PROCLAMATION  
JANUARY 1<sup>st</sup>  
1863

ALL PERSONS  
HELD AS SLAVES  
IN THIS  
UNITED STATES  
SHALL BE FREE  
AND FOREVER  
FREE

SLAVERY  
IS  
ABOLISHED  
BY  
THE  
STATES  
AND  
CONGRESS



THE  
LAND OF THE  
FREE

**Negroes Sold as a Punishment for Crime.**  
PUBLIC SALE.—The undersigned will offer for sale, at the Court-house door in the City of Annapolis, at 11 o'clock A.M., on Saturday, the 2nd of December, a negro man named Jim Johnson, aged about 40 years. The said negro was convicted at the October term, 1862, of the Circuit Court of Ann Arundel County, of larceny, and sentenced to be sold. Wm. Rice, Sr., Sheriff.

**Negroes Whipped as a Punishment for Crime.**  
"On Monday last an order issued by Gen. Sickles, commanding the Department, was handed to Judge Finkle, in order of the Military Commander here, prohibiting infliction of corporal punishment. On Thursday a telegram from Gen. Weyler, at Washington, was received by the same Judge, saying that the order was rescinded—you may proceed with the punishment." Sheriff Ray then proceeded to inflict the punishment.—Editorial North Carolina Standard of December 21, 1863.

H. Nast  
THE  
HOME OF THE  
BRAVE