

Lesson 6

Dueling Images



Abstract: In this lesson, students examine visual images of the duel between Aaron Burr and Alexander Hamilton. The visuals offer new contexts in which students hone their historical thinking skills, corroborate or refute preliminary conclusions using the additional evidence, and work with alternatives to traditional word-based texts that challenge many younger readers.

Essential Question

- Why are there different *images* of the same event in history?

Materials Needed

- Transparency or projected image of [Appendix 1 – \(Reflection Tool\) Historical Thinking – Visual Images](#)
- Transparency marker.
- Enough copies for each group to have their own Copy of [Appendix 2 – Images of the Duel](#)
- Scissors for groups of students
- Copies of [Appendix 3 – Cover Page](#)
- Students revised stories – “Tragedy at Weehawken” that they completed in Lesson 5 ([Appendix 3](#))
- PowerPoint Lesson 6
- Student copies of the accurate and inaccurate handout
- Student copies of the Dueling document questions for Images 1-6

Vocabulary

- Accurate, bias, corroborate, evidence, point of view, refute

Procedures:

Day 1:

1. By now, students should have already completed the left-hand column and the Formative column of the Anticipation/Response Guide.
2. *Review:* Remind students that our focus is on trying to answer the question, *who fired the first shot at the Burr-Hamilton duel on July 11, 1804?* Ask them where the evidence seems to be pointing at this time based on the documentary evidence and the questions that they have used to interrogate those documents.

3. *Preview this Lesson:* Remind students that they just analyzed one type of evidence (i.e., documents) relating to the duel between Burr and Hamilton. Now, they are going to interrogate a different type of evidence, i.e., visual.
4. *Put students into small groups.* Assign them jobs: recorder, speaker, student in-charge of all the materials, etc. (Note: If you have students that won't volunteer or speak aloud about the images on their own, then you can pass-out 5 chips or tokens and everyone must make a comment about each image in order for them to be able to put their chip/token in the middle. This is optional.)
5. *Group Think Aloud:* Ask students to take out their [dueling document questions packet for Images 1-6](#). Tell them that you are going to pass out an image of the duel and that you want them to [brainstorm with their groups and](#) write down what they are thinking as they analyze the image. [They can use the questions in the packet to help them analyze the image.](#) Distribute (or project) a copy of [Image 1](#) (This can also be found on the PowerPoint.) on Appendix 2 to each student and ask them to *quietly* analyze the image and write down what they are thinking. Tell them to include [any additional](#) thoughts or questions that come to mind [on the bottom or back of their packet](#). Invite volunteers to share their thoughts and questions.
6. *Model Think Aloud:* Project a copy of [Appendix 1 – \(Reflection Tool\) Historical Thinking – Visual Images](#). Tell students that there are certain things that historians think about as they look at images of historical events. The Appendix on the screen depicts some of them. Read each statement on the left hand column, making sure the students understand the mental activity it is describing. Have students reflect on what they did while looking at [Image 1](#) and raise their hands if they did it “Not Much, A Little, etc.” and record the baseline data. Tell them that they are now going to look at several different images of the duel and that you want them to employ the same line of thinking or do the things that are on Appendix 1 as they analyze the various images.

Day 2:

7. Distribute copies of [Appendix 2 – Images of the Duel](#) and ask students to cut the multiple page appendix into individual images. [Make sure all groups have all six images in front of them at this time.](#) Then they should begin analyzing the images, looking carefully for what appear to be accuracies and inaccuracies. Allow sufficient time to cut and analyze. [Now distribute the Accurate and Inaccurate handout for students to use while analyzing.](#)
8. *Reflection:* Distribute copies of [Appendix 1 – \(Reflection Tool\) Historical Thinking – Visual Images](#) to each of the students. Have them reflect on how often they did each of the things listed in the left hand column. Record the post instructional data and reward any improvements in their “historical thinking.”
9. *Discussion:* Pose the following questions to the whole class (questions that are asterisked in this lesson are drawn from Bruce VanSledright's *In Search of America's Past: learning to read history in elementary school*). [Use the PowerPoint to review these questions.](#)
 - *Did you notice any differences in the images? Describe some.
 - *The images all describe the same duel between Burr and Hamilton so why are there differences?
 - *Where do the images come from?

- When do you think the images were created?
- Does it matter when the image was created? If so, how?
- *How do they compare to the documents? Do they support or challenge the documents you analyzed in earlier lessons?

10. *Order the Images:* Tell the students that their next task is to use what they have learned from the documents to arrange the images left (least accurate) to right (most accurate).

Have volunteers suggest and explain an ordering of the visuals one at a time. Those who volunteer should come up to the front of the room with their image held out for all to see and explain why it should be placed where he or she recommends. Ask volunteers to do the same with other images, situating themselves to the left or right of other students who volunteered based on where the visual should appear on the Accuracy Continuum. Raise the following question repeatedly: *Why is Image ___ more accurate than the other images?

Allow others to raise challenges to the ordering.

Check to see if students are comparing the images to evidence they gathered from documents in earlier lessons. Be sure to encourage this if the students are not doing it themselves.

11. Have students take out their revised story “Tragedy at Weehawken” that they completed in Lesson 5 ([Appendix 3](#)). Then, distribute copies of [Appendix 3 – Cover Page – Tragedy at Weehawken](#). Tell the students to select one image that they believe is the most accurate image for the book cover of their story and tape or glue it onto Appendix 3 and explain why they chose that image in the space provided at the bottom of the page.

Comment [bdc1]: Where is this?

Students can staple their covers to the revised stories to create their “history book.”

Debrief

Ask students to consider both the documents they read and the images they viewed to draw conclusions to the question, who fired the first shot – Burr or Hamilton?

Note to Teacher: Reflecting upon his research with historical thinking involving 5th grade students in Maryland, Bruce VanSledright writes, “To conclude... that it is difficult to reach definitive conclusions about some historical events because the evidence is thin and conflictual is a significant cognitive achievement that may well be a crucial distinction between novice and more expert status in the history domain.” (VanSledright, *In Search of...* 134)

12. **Don’t forget to have students complete the summative column of the Anticipation/Response Guide handouts.**

Check for Understanding

Return copies of the Anticipation/Response Guides that students responded to in [Lesson 2](#) ([Appendix 1](#)).

- ❖ Have students re-read each statement in the Guide.
- ❖ Have students write “Agree” or “Disagree” in the far right column labeled “Response After the Unit.”

Appendix 1 – Reflection Tool

Historical Thinking: Visual Evidence

Name: _____

Directions: Place a check in the box that describes how often you did each of the things listed in the left hand column.

	Not Much	A Little	Most of Time	Always
I tried to figure out who created the image.				
I thought about the biases of the person who created the image.				
I tried to infer the point of view of the person who created the image.				
I tried to figure out when the image was created.				
I looked for things that seemed similar to what I read in <i>documents</i> .				
I looked for things that seemed different from what I read in <i>documents</i> .				
I compared and contrasted the <i>visuals</i> to determine how they were similar or different.				
I thought about which visuals seemed accurate and which seemed inaccurate .				

Appendix 2

Images of the Duel

Image 1



The Granger Collection: half tone print. 19th Century. Hand colored at a later date.

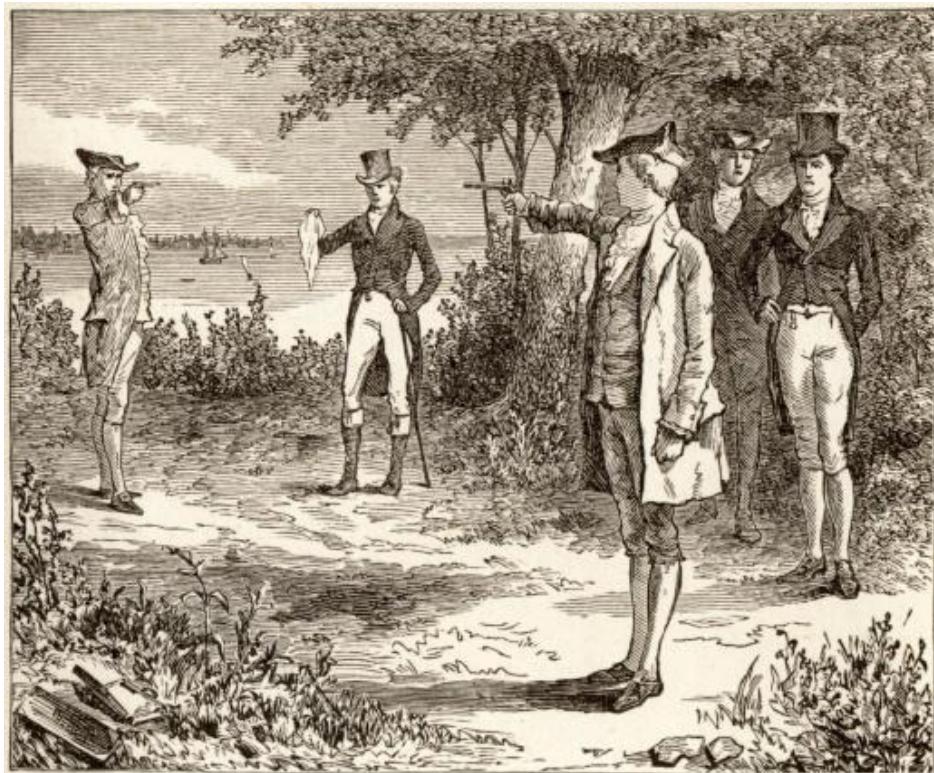
Image 2



Duel between Alexander Hamilton and Aaron Burr after the painting by J. Mund. From the Project Gutenberg e-Book. Beacon lights of History, Volume XI American Founders, by John Lord (1810-1894). <http://www.gutenberg.org/etext/10644> Copyright unknown.

Painting by J. Mund—From <http://www.gutenberg.org dirs/1/0/6/4/10644/10644-h/Illus0368.jpg>

Image 3



Description: A duel between Alexander Hamilton and Aaron Burr, in which Hamilton was killed.

Source: David B. Scott *A School History of the United States* (New York: American Book Company, 1884) 243. Wood Engraving, American, c1883.

Image 4



The Granger Collection, New York. Artist: Hooper. Wood engraving, c1874.

Image 5



Image from the book, Alexander Hamilton and Aaron Burr *Their Lives, Their Times, Their Duel* by Anna Erskine Crouse and Russel Crouse, published in 1958.

Image 6



The Granger Collection, New York. Wood engraving, American, c 1892

Name: _____ Date: _____

Image 1

Accurate

Inaccurate

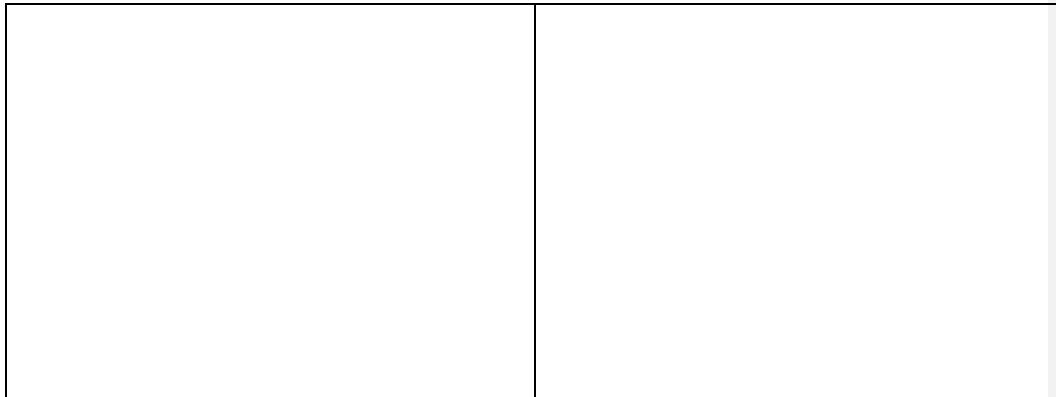
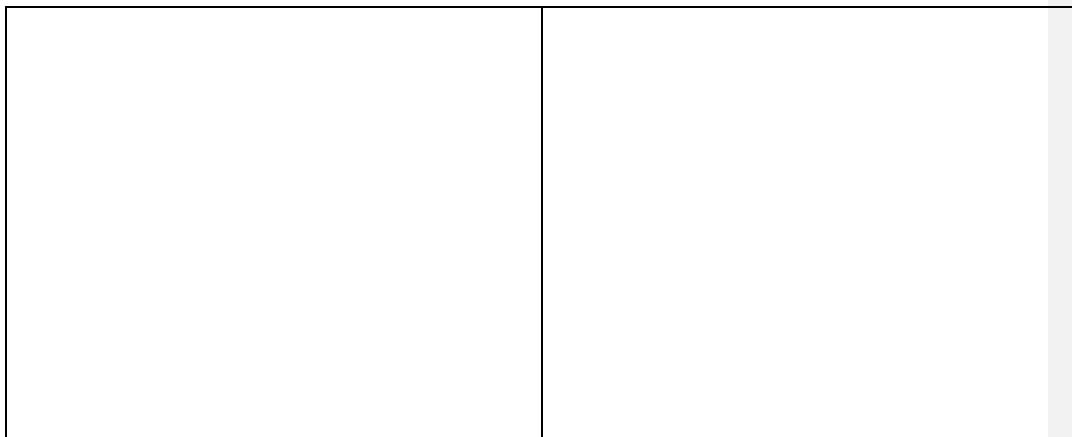


Image 2

Accurate

Inaccurate



Name: _____ Date: _____

Image 3

Accurate

Inaccurate

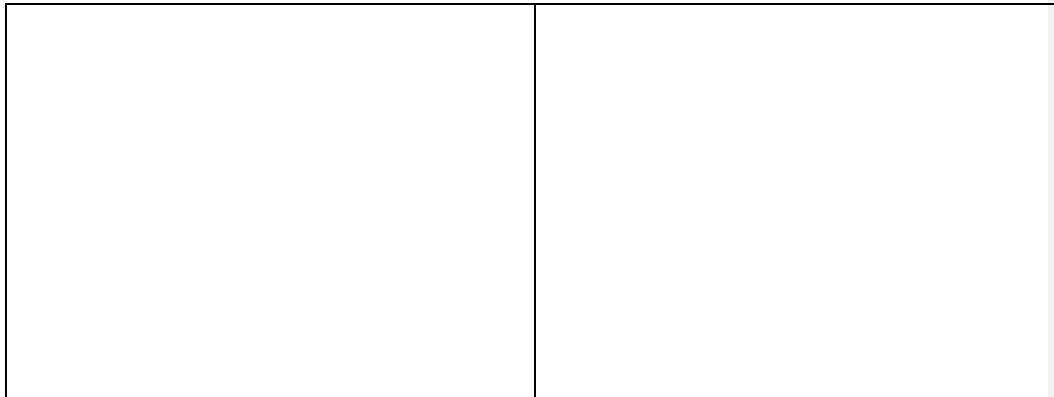
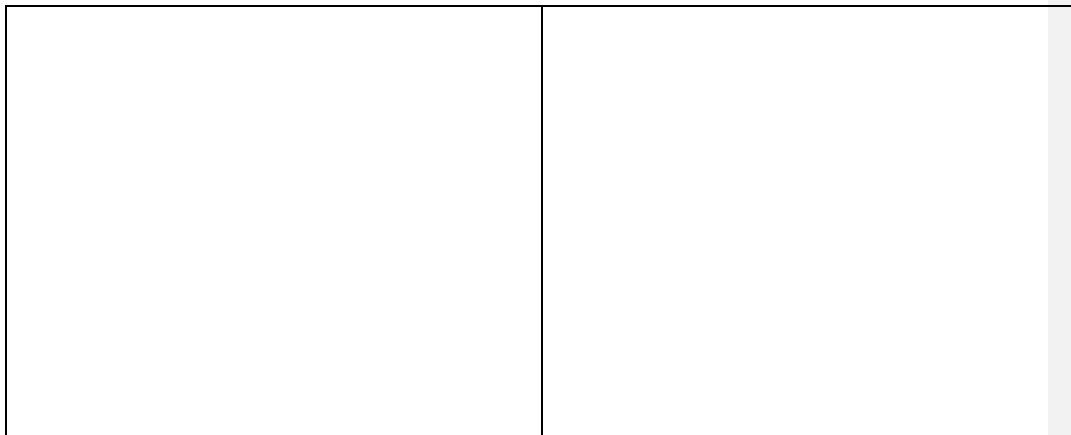


Image 4

Accurate

Inaccurate



Name: _____ Date: _____

Image 5

Accurate

Inaccurate

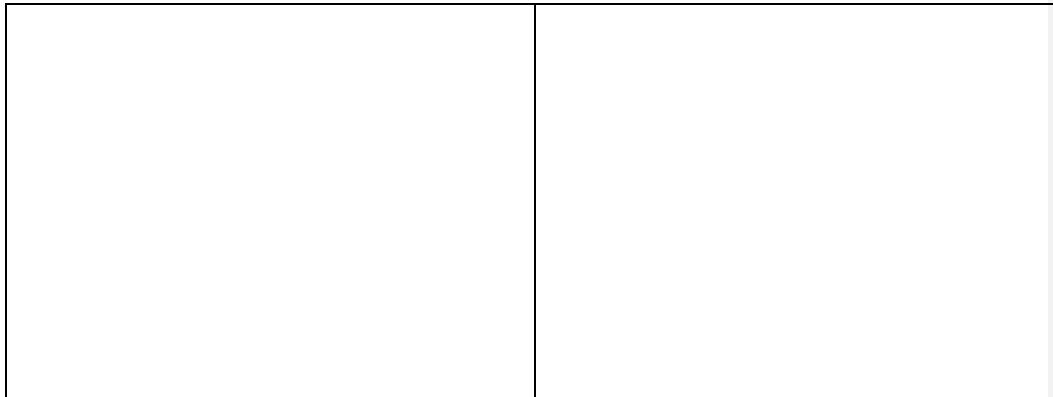
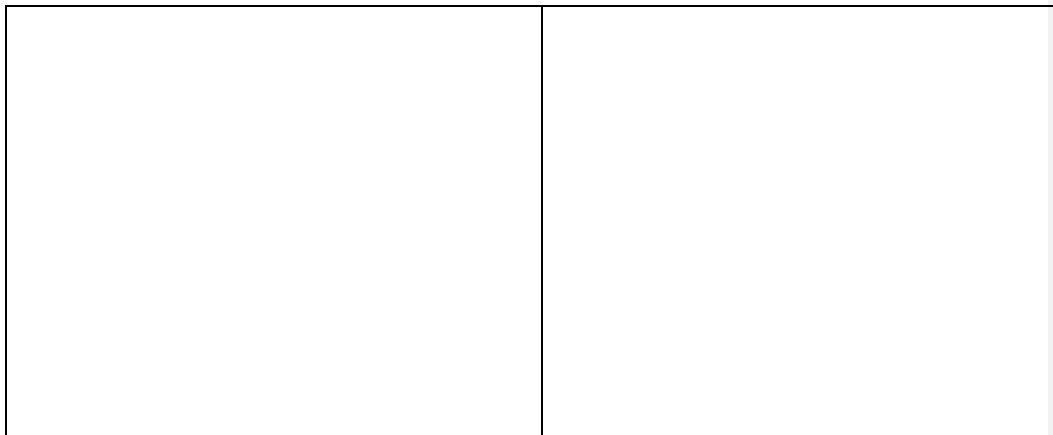


Image 6

Accurate

Inaccurate



DUELING IMAGES

Lesson 6

REVIEW

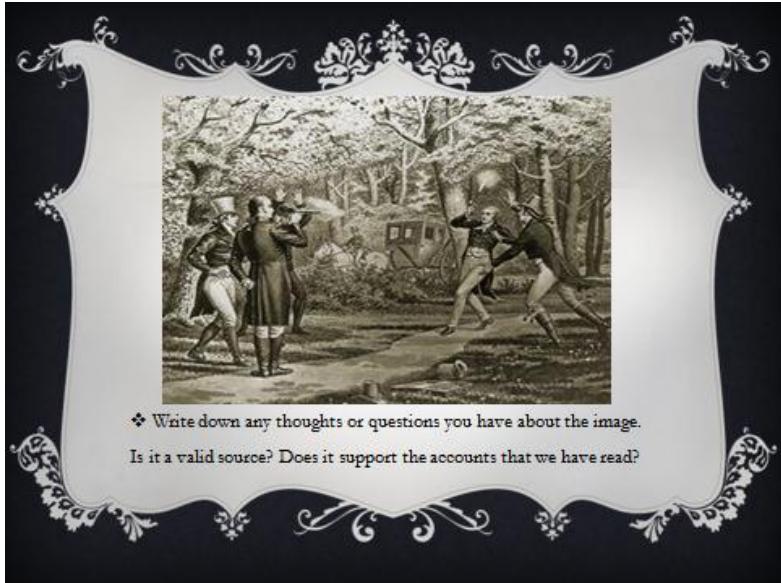
- ❖ Who fired the first shot at the Burr-Hamilton duel on July 11, 1804?
- ❖ Where does the evidence seem to point based on the documentary evidence?



- ❖ Write down any thoughts or questions you have about the image.
Is it a valid source? Does it support the accounts that we have read?

ANALYZE THE IMAGES

- ❖ Label your notebooks Image 1-6.
- ❖ Write down what you think about each image. Is it an accurate count? Does the image give you valid information? What may be incorrect about the image? What do you notice is true in each image? BE SURE TO EXPLAIN!
- ❖ FILL OUT REST OF HISTORICAL THINKING TOOL



- ❖ Write down any thoughts or questions you have about the image.
Is it a valid source? Does it support the accounts that we have read?

DISCUSSION

- ❖ Did you notice any differences in the images? Describe some.
- ❖ The images all describe the same duel between Burr and Hamilton so why are there differences?
- ❖ Where do the images come from?
- ❖ When do you think the images were created?
- ❖ Does it matter when the image was created? If so, how?
- ❖ How do they compare to the documents? Do they support or challenge the documents?



❖ Write down any thoughts or questions you have about the image.

Is it a valid source? Does it support the accounts that we have read?

ORDER THE IMAGES

❖ Order the images from
the most accurate to the
least accurate.

ORDER THE IMAGES

- ❖ Why is one image more accurate than another image?