



④

Mapping the Family Tree: Family and Community in William S. Bullard's Photographs

Essential Question: How did the lives of people in Worcester change over time from the end of the Civil War through to modern times? Why are family trees useful in understanding lineage and historic timelines?

Materials: With the online materials for this program is the Perkin's Family Tree which features photographs from the Bullard collection along with a family tree structure.

Make sure the students can see this, either projected onto the board or as a handout.

Time: This is a short program and could work as an add-on to another program. It will take approximately 15-30 minutes. It is easy to cut down or to build up to match programming needs.

Introduction: If the students have done other Bullard activities, there is no need to re-introduce him. However, if this is their first exposure then the students will need to be introduced to Bullard.

1. Who was William S. Bullard? (5 minutes)

a. William S. Bullard was an itinerant photographer who lived in Worcester during the early 1900s. He photographed local community members including the African-Americans and Nipmuc peoples, the Native American tribe in the area.

i. What does itinerant mean? He traveled around and took photographs in many different, unplanned locations, like people's homes or yards.

ii. He kept a careful ledger of everyone he photographed. An image of the ledger is available online in the photographic archive.

The ledger kept by Bullard allows us to trace the family lineage down through many generations. The Perkin's Family Tree is a great example of this type of research.

Main Activity: Have the students look at the Perkin's Family tree and discuss the generations as they work their way down. What was different about King Perkins or Leticia Perkins' lives from Emmanuel Perkins or Dorothy Perkins?

Just a general discuss about the changes as people were born into Northern communities versus southern communities.

Discuss how quickly social change is enacted, often one generation's experiences are totally disparate from the previous and following generation's life experiences.

If there is time, have the students draw out a small section of their family tree and think about how their community or family has changed in the last few generations. What were some major civil rights changes witnessed by parents, aunts, uncles, grandparents?

Main Goals: By the end of the program the students should be able to explain the following idea:

Family trees provide an alternative to the traditional timeline structure and allow us to see another perspective on how social and political change happens over time.

State Standards: Massachusetts State Standards:

History Concepts and Skills Grades 8-12 3, 7; USI.41, USII.1, USII.2