

MAKING CONTACT!

MARGONI GOES WIRELESS



Monica Kulling Illustrated by Richard Rudnicki

ALL ABOARD!

ELIJAH MCCOY'S STEAM ENGINE



Monica Kulling Illustrated by Bill Slavin

IN THE BAG!

MARGARET KNIGHT WRAPS IT UP



Monica Kulling Illustrated by David Perkins

GOING UP!

ELISHA OTIS'S TRIP TO THE TOP



Monica Kulling Illustrated by David Perkins

SPIC-AND-SPAN!

LILLIAN GILBRETH'S WONDER KITCHEN



Monica Kulling Illustrated by David Perkins

MAKING CONTACT!

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Great Idea Series

# IT'S A SNAP!

## GEORGE EASTMAN'S FIRST PHOTOGRAPH



Monica Kulling Illustrated by Bill Slavin

Aligns with  
Common Core  
State Standards

# TEACHER'S GUIDE



TUNDRA BOOKS

# DEAR EDUCATOR

*It's a Snap! George Eastman's First Photograph* tells the true story of how George Eastman's ingenuity changed the face of photography forever. With its playful, informative text and lively illustrations, *It's a Snap!* is a splendid introduction to biography, to photography, and to the amazing man who had so much to do with putting picture-taking within reach of us all.

*It's a Snap!* can be used in the classroom in a number of ways, including

- Exploring conceptual and thematic connections such as form, function, change, perspective, perseverance, family, creativity, originality, history, innovation, photography
- Introducing the genre of biography
- Enriching a science and technology unit
- As a whole class read-aloud or for independent reading and/or research

This activity guide includes a variety of discussion questions as well as whole class, small group, and independent activities and prompts to elicit a meaningful understanding of the text for children from five to eight years of age. The suggested activities can be adapted to suit the needs of your students. Where applicable, activities have been aligned with Common Core State Standards.

## ABOUT THE BOOK

George Eastman had a new hobby: photography. The year was 1877, and photography was not as easy as you might think. It cost a lot and the equipment was bulky, but George was about to change all that. What he lacked in formal education, George more than made up for in ingenuity: he invented dry plates, film, and the Brownie camera! The rest is history.



## ABOUT THE AUTHOR

Monica Kulling was born in Vancouver, British Columbia. She received a BA in creative writing from the University of Victoria. She has published over forty fiction and nonfiction books for children, including picture books, poetry, and biographies. She is best known for introducing biography to children just learning to read and has written about Harriet Tubman, Houdini, Eleanor Roosevelt, and Amelia Earhart, among others. Monica Kulling lives in Toronto, Canada.

## ABOUT THE ILLUSTRATOR

Bill Slavin has illustrated more than ninety books for children, including *The Big Book of Canada*, *Pandemic Survival: It's Why You're Alive*, and *Little Chicken Duck*. His work has received numerous awards, including the Blue Spruce Award and the Amelia Frances Howard-Gibbon Illustrator's Award, the Norma Fleck Award, and the California Young Reader Medal. He shares a studio in Millbrook, Ontario, with his wife, Esperança Melo.



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# PRE-READING DISCUSSION / ACTIVITIES

1. Introduce or review the genre of biography with the class. Take out a few simple biographies from the school library as examples. Give students the opportunity to quickly skim some of the books. Introduce the idea of biography told in a picture-book format. As a class, make a list of the essential elements of a biography.
2. Discuss the difference between fiction and nonfiction. *Can a book have both fiction and nonfiction elements in it? Can you think of an example of this?*
3. Cover up the title of the book and show students the picture on the front cover. Conduct a classroom discussion with the following prompts:

- *What is happening in the picture?*
- *Is the person a man or woman? What do you notice about their clothes?*
- *Does this story take place in present day? In what time period does it take place? How do you know?*

Reveal the title, *It's a Snap!*, but don't reveal the subtitle yet. *Does your prediction change?* Reveal the subtitle. *Who might George Eastman be? Discuss how the book is part of the GREAT IDEA SERIES of biographies. What great idea do you think George Eastman had?*

4. In small groups or partners, ask the students to discuss the following:

- *Are photographs valuable? Why/why not?*
- *Who has a camera? Who has taken photographs? What makes a "good" photograph?*
- *Think of the many different ways photographs are used in the world – personally, professionally, and otherwise. Which professions rely heavily on the use of photographs?*

(RI.2.6)

## LEARNING ACTIVITIES

### 1. Making History

Read the poem "Making History."

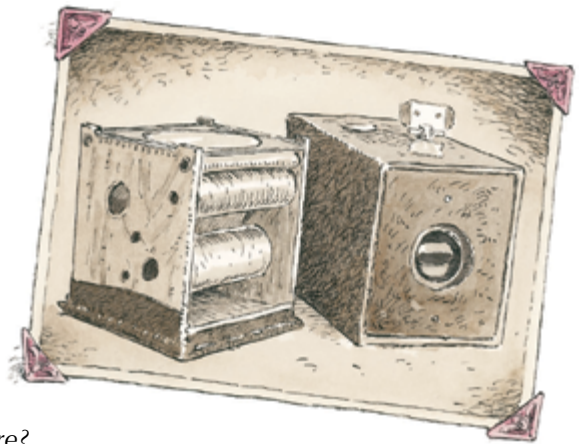
- *Do you have any photographs that act as a record of your own personal history (i.e., pictures of when you were a baby, first day of school, etc.)?*
- *Do you know who took these photos?*
- *Why do you think these photos were taken? What is their value?*
- *What does the last line of the poem, "You're history," mean?*
- *What does a photographer have to think about when taking a picture?*
- Present one photograph in partners, small groups, or to the whole class that is of personal significance.

(SL.2.4)

### 2. You Need a Hobby

- Some of the greatest inventions were created as a result of an inventor's hobby. George Eastman's mother told him that he needed a hobby. He liked pictures, but he wasn't a skilled painter and didn't have a lot of money. *What hobby did George take up? How did this hobby evolve into something important?*
- Draw/paint a picture or create a model of a hobby you enjoy or have pursued in the past. *Do you have any current interests that could develop into a hobby?* Attach a list of what you need for your hobby. If you do not have any hobbies, write about George's hobby.

(RI.1.3)





# LEARNING ACTIVITIES (continued)

## 3. Cameras - 1877

- The author writes, “It was 1877. Cameras were the size of a microwave oven.” Draw a sketch of what you think a camera would have looked like. As a class, research pictures of cameras from the mid to late nineteenth century. *How have cameras changed over the years?* Think of materials, size, cost, portability, access, etc. Use a Venn diagram to organize your thinking.
- Research how a camera such as the one George used worked. *What were some of the problems that George encountered that inspired him to invent ways of making photography easier?*

(RI.2.3)

## 4. Rochester, NY

- Assume the role of George and write a journal entry describing what happened that day from his point of view. *Why do you think the stone bridge was the “perfect spot for an outdoor shot”?* *How do you think George was feeling before, during, and after he took the shot?* Younger students can draw pictures.
- In small groups, assign the following roles: George Eastman, the grocer, the baker, the blacksmith, the cobbler, and the village people. Create a series of tableaux that recreates the story told in the book of George taking his first photograph.
- Assume the role of one of the people in this group (other than George) and write a short story from their point of view that details what happened that day. *What would they be thinking/feeling?* Ensure your story has a strong beginning, middle, and end.

(W.2.3)



## 5. Take Our Picture!

- The cobbler asked, “What’s a photograph?” Imagine you have met somebody from the past who has never seen or heard of photography. Write a short description of what a photograph is, how it can be used, and why it is an important way of recording history. Younger students can draw a picture and explain their thinking orally.

(W.2.2)

## 6. Convenient as a Pencil

- George wanted to make photography “as convenient as a pencil.” As a class, discuss what George’s big idea was to make picture-taking easier and cheaper. *How long did it take George to figure out a better way of taking pictures?* This led George to further develop ways of taking pictures quickly and cheaply. *What else did he achieve?*
- People’s actions often speak louder than words. *What did we learn about George Eastman’s personality from reading his story and from his achievements?*

(W.2.1)

## 7. Kodak

- “George called his company the Eastman Kodak Company.” In pairs, brainstorm three alternative names that could have been given to the company. Select one of the names and create a new tagline. Design an advertisement for the company. Think about how best to interest people in “... a camera everybody could use! It was small and light and came loaded with film.”

# LEARNING ACTIVITIES (continued)

## 8. A Picture is Worth a Thousand Words

- Write a short paragraph explaining the meaning of the phrase “a picture is worth a thousand words.” Include whether or not you think this is a true phrase.
- The author writes, “You might call him a shutterbug.” What is a “shutterbug”?

(W.2.1)

## WRAP-UP DISCUSSION AND EXTENSION ACTIVITIES

1. George’s life changed significantly from the beginning of the story to the end. *How did his life change? How would his inventions change the lives of others?*
2. Think of a question you have about how cameras work or photography in general. Write your question on a sticky note and, in small groups, select one of the questions and devise a plan as to how you will answer it. Research and present the answer to your question in small groups. Younger children can work as a larger group with the teacher’s guidance.



## PRAISE FOR *It's a Snap! George Eastman's First Photograph*

"Monica Kulling's charming *It's a Snap!* ...tells Eastman's story with panache and Bill Slavin's entertaining pen-and-ink and watercolor illustrations push the humor up a notch. This is terrific storytelling..."

– **School Library Journal**

"Cameras were once huge and bulky. Then along came George Eastman, who put photography within reach of us all. Based on a true (and fascinating) story."

– **Scholastic Parent & Child**

"Monica Kulling and Bill Slavin offer a unique look at the interesting life and many accomplishments of George Eastman... This book is a great way to introduce your children to the wonders of photography."

– **Shutterbug Magazine**

"... accessible picture book biography... The strong narrative is peppered with snappy dialogue. Bill Slavin's pen, ink and watercolor illustrations are equally engaging... This first book in the Great Idea Series is a picture-perfect introduction to biographies for beginning readers."

– **Excellent, Resource Links**

# LINKS

[www.monickakulling.ca](http://www.monickakulling.ca)

[www.billslavin.com](http://www.billslavin.com)

**Illuminating Photography:** <http://ed.ted.com/lessons/illuminating-photography-eva-timothy>

**National Geographic History of Photography Timeline:**

<http://photography.nationalgeographic.com/photography/image-collection/>

**George Eastman (Kodak website):** [http://www.kodak.com/ek/US/en/Our\\_Company/History\\_of\\_Kodak/George\\_Eastman.htm](http://www.kodak.com/ek/US/en/Our_Company/History_of_Kodak/George_Eastman.htm)

**George Eastman (PBS bio):** [http://www.pbs.org/wgbh/theymadeamerica/whomade/eastman\\_hi.html](http://www.pbs.org/wgbh/theymadeamerica/whomade/eastman_hi.html)

## OTHER BOOKS IN THE GREAT IDEA SERIES:

*All Aboard! Elijah McCoy's Steam Engine*

*In the Bag! Margaret Knight Wraps It Up*

*Going Up! Elisha Otis's Trip to the Top*

*Making Contact! Marconi Goes Wireless*

*Spic-and-Span! Lillian Gilbreth's Wonder Kitchen*

*To the Rescue! Garrett Morgan Underground*

*Clean Sweep! Frank Zamboni's Ice Machine*

*Zap! Nikola Tesla Takes Charge*

## AWARDS FOR *It's a Snap! George Eastman's First Photograph*

- Finalist, Ontario Library Association's Silver Birch Express Award
- Shortlisted, Canadian Library Association's Amelia Francis Howard-Gibbon Award
- Selected, Canadian Children's Book Centre's Best Books for Kids and Teens list
- Selected, Vancouver Children's Literature Roundtables' Information Book Award - Ages 5-8
- Selected, *Resource Links'* Year's Best Nonfiction Picture Books
- Nominated, Children's and Young Adult Bloggers' Literary Awards' Non-Fiction/Informational Picture Books
- Nominated, National Science Teachers Association and the Children's Book Council's Outstanding Science Trade Books for Students K-12
- Nominated, Young Readers' Choice Award of BC's Red Cedar Information Award

# APPENDIX: Common Core State Standard

- CCSS.ELA-Literacy.RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CCSS.ELA-Literacy.RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- CCSS.ELA-Literacy.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- CCSS.ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- CCSS.ELA-Literacy.W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- CCSS.ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- CCSS.ELA-Literacy.W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.