

Data Retrieval Chart: Historical Photographs*
educated guesses are encouraged!

Question the Source

What is the photograph's date, title, & creator?	1915, <i>Shackleton's expedition to the Antarctic faithful dogs being fed in the ice kennel</i> , while Endurance was stuck fast, and Frank Hurley.
What type of person might have created this photograph, and for what purpose?	Frank Hurley was an Australian photographer who participated in several expeditions in Antarctica. He edited and released a documentary about Antarctica. He was the official photographer for Shackleton's journey and lost most of his equipment (except for one small handheld camera and three rolls of film) when the group was marooned for nearly two years.
Was it random or posed, amateur or professional, private or published?	The context seems random. The man at the center of the photograph is looking toward the camera; however, he continues to carry a heavy box without stopping to pose. From a professional photographer, it was intended to be made public. It may have been used as evidence of the expedition and its accomplishments.

Observe the Context

Describe what you see in the photograph. <i>(be specific and attentive to detail)</i>	This is the Weddell Sea off the coast of Antarctica. Antarctica contains a land mass covered by ice, ice floes, water, and islands; it comprises about 20% of the Southern Hemisphere: and it is about 40% larger than Europe. There are no native inhabitants of the continent. In 1833, Britain explored and claimed a portion of Antarctica. France (1840), Australia (1841), Norway (1929), and New Zealand (1923) also "explored-and-discovered" portions of the continent. The five nations each proclaimed <i>terra nullius</i> (Latin: "nobody's land") an international law principle which states a territory that belongs to no one can be acquired by any nation that occupies and governs it (i.e., regulates an economy, protects the environment). Two nations, Argentina (1816) and Chile (1818), argued that as sovereign nations now-independent from Spain, and because Spain would have been afforded Antarctica in the 1494 Treaty of Tordesillas, they have jurisdiction of Antarctica due to <i>uti possidetis juris</i> (Latin: "as possessed by law"). This international law principle refers to a newly-sovereign nation retaining the borders it had before its independence. <i>Which international law principle is more defensible concerning Antarctica: terra nullius or uti possidetis juris?</i> An expedition to Antarctica evidently occurred during the first part of the 20 th century (during the Great War) and the ship was stuck in the very thick ice. The expedition included dogs. The name of the ship is the "Endurance."
Explain what is happening in the photograph. <i>(use your specific details as clues)</i>	
In about one sentence, state the photograph's overall message.	

Corroborate the Evidence

How does this photograph compare with other evidence?	Much of the information gathered from this photograph coheres with photographs that explore international law as it concerns national sovereignty or the environment.
Why might other evidence (messages & data) agree or disagree with this photograph?	Other photographs or texts may explore international law from different perspectives that answer the overarching question differently. Other sources may have different reasons for presenting data, such as to make their perspective seem more reasonable, or to present the "other side" in a worse way.
What else do you need or want to know about this photograph?	What role, if any, did the United Nations play in the Antarctic Treaty and subsequent conferences? That association of nations was formed to promote international cooperation and peace; should the fate of this continent have been a topic that the United Nations addressed directly? What should happen if a nation attempted to claim new territory on Antarctica; what are the consequences of breaking the treaty? <i>What should happen if a valuable natural resource (i.e., oil) were discovered in Antarctica?</i>

* adapted from a synthesis of the Persistent Issues in History's "Document Analysis Worksheet" and the Library of Congress's "Teacher's Guides and Analysis Tools" and Wineburg, S (1991) Historical problem solving: A study of cognitive processes used in the evaluation of documentary and pictorial evidence. *Journal of Educational Psychology*, 83(1) 73-87.