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| **Instructor Name(s):** | **Photography Technology-Infused**  **Lesson Plan** |
| **Lesson Title:** | Exploring Haiku Photography |
| **Grade Level/**  **Subject Area:** | This lesson can be modified for any grade level. I have taught haikus as young as first grade students and adults enjoy writing this pleasant form of poetry.  Language Arts |
| **Student Profile** | Number of Students: 4 |
|  | Number of Students with Special Needs: 3 |
|  | Area of Specialties: 2 gifted and 1 with Aspergers. The child with Aspergers is high functioning. |
| **Performance Objectives:** | Students will compose and take their own digital photograph to use as a subject for their haiku. They will write and publish their haiku on a glog site. |
| **Curricular Connections:** (IEP/Local or National Standards) | The student produces writing that establishes an appropriate organizational structure, sets a context, and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student uses technology to support writing. (These are standards that are strands that run across multiple grade levels.) |
| **Assessment:** (Instruments used and other evaluative techniques) | * Student pre and post test * Teacher assessment - rubric |
| **Technology Connections:**  (Type of technology used for class such as digital camera, computer, keyboard, editing software) | * Digital camera * Computer with Photo Shop Elements * Keyboard * ITunes * YouTube |
| **Materials:**  (All instructional materials used for class including rubrics) | * Digital camera * Student worksheet on how to write haiku * Rubric for Assignment * Website on Digital photography – how to hold camera * PowerPoint on Digital Photography –printed as a handout also * Pre and Post tests (same test) |
| **Related URLs:** (minimum of 5 required) | <http://www.abcteach.com/free/h/howto_haiku.pdf>  <http://digital-photography-school.com/how-to-hold-a-digital-camera>  <http://www.toyomasu.com/haiku/>  <http://www.pixiport.com/haiku-photography.html>  [www.glogster.com](http://www.glogster.com)  [www.youtube.com](http://www.youtube.com)  <http://tmcgraw.glogster.com/haiku/>  [http://tmcgraw.glogster.com/Ian's haiku/](http://tmcgraw.glogster.com/Ian's%20haiku/)  <http://tmcgraw.glogster.com/chris-glog/>  <http://tmcgraw.glogster.com/bens-bunny/>  <http://tmcgraw.glogster.com/mackenzies-glog/> |
| **Procedures:** (e.g., whole group, small group, cooperative, individual)  Describe in sufficient detail so a substitute teacher could follow | * The instructor will ask students how many of them have used a digital camera before. If any have no experience, teacher will provide a short mini lesson from <http://digital-photography-school.com/how-to-hold-a-digital-camera> on how to turn on & off the camera; how to hold it; how to push down halfway to focus the picture; and how to take the picture. Teacher will tell the students that we are going to be taking digital photographs of items in nature that we would like to write a haiku about. We will be taking a golf cart ride to find things that inspire us. * Students take a brief pre-test on digital photography use designed by the teacher. * Students are given a handout on effective digital photography editing techniques and how to compose photographs. The handout is the Power Point presentation that teacher will share. * Students will be asked how a haiku is different from other poetry. Teacher will discuss the syllabication rules that are essential to haiku writing. The first line has 5 syllables, the second line contains 7 syllables, and the final line has 5 syllables. * Class will go on a golf cart ride to locate nature items that are inspiring. Once the item is found, students will take their own digital photo. * Teacher will upload the photos while students write their haikus. Students will edit their photograph. * Students will publish their haiku on their glog site and personalize their site with graphics. Media may be added if the students would like to add the media.. |
| **Classroom Management:** | **Technology Management:** (explain how technology is distributed and used for instruction and/or evaluative purposes)   * Since this is a small group of only four students, we will be going on one golf cart and sharing the only digital camera. * After the golf cart ride, students will write their haiku while the teacher downloads the photographs. * Each child will use Photo Shop Elements 8 to crop their photo, and adjust hue and saturation. The older students may experiment with other choices in Photo Shop Elements. * Students will type their haiku on their glog site. They will upload their digital photo and a picture of themselves. To offer some differentiation, students may choose to upload music or a YouTube video that would complement their haiku. Students will be able to choose their own wall background, text style, and graphic choices. The site, [www.glogster.com](http://www.glogster.com) offers a lot of choices for personalization. |
| **Instructional Groups:** (explain how technology is used for individual and/or grouping purposes)     * The entire class is given a presentation on digital photography including exposure, composition tips, and editing tips. * After the presentation the class will go on a golf cart ride to find items in nature that they will photograph. * Students will choose their favorite photo that they have taken and edit the photograph. * Students will upload their photograph to the glog site. * Students may add music or a YOUtube video to their glog site if they would like those elements in their glog. |

**Analysis of Data**

The students did not do well on the pre-test since they were not exposed to the information. After the lesson, the students demonstrated mastery of the information.

1) To increase the amount of light in a photograph what can we do? 100% answered correctly

2) What does the rule of thirds refer to in good composition? Draw in a picture of your mom’s face and then explain why you chose to put it her face where you did. 100% answered correctly. These were interesting in that half of the kids put the mom’s face in the upper left and the other half in the upper right. The eyes were placed on an intersection.

3) Where should you place the subject of your picture? 100% answered correctly

4) When taking a portrait, what angle should the picture be from? 100% answered correctly

5) What does it mean to crop a photo? What makes this an effective editing strategy? 100% answered correctly

6) Adjust saturation so the picture 75% answered correctly. After we talked, the child said he did not clearly read the question.

7) If you want to experiment between light blue, pastel blue, or vivid blue for the blue in your photograph, what would you adjust? 100% answered correctly

8) What is a glog? 100% answered correctly

9) How can you personalize a glog? 100% answered correctly

10) What would be your most important tip you would you give someone who was new to digital photography? 100% answered correctly

All the students excelled on their haikus and produced high-quality glog sites.

**Impact from this Lesson**

There was a huge impact from this lesson on my students. Before the lesson, the students were not aware of composition rules as they relate to photography, exposure, and how editing software may improve photographs. Now, the children are aware of how these rules and settings affect pictures. The children all mastered the Rule of Thirds and enjoyed editing different pictures so their pictures followed the Rule of Thirds. The children seemed to enjoy the metaphor of the window, shutter, and sunglasses as it relates to aperture, shutter speed, and ISO. These are tricky concepts and I was pleased to find this metaphor on the following site: <http://digital-photography-school.com/learning-exposure-in-digital-photography>. They all enjoyed changing the cropping of their pictures until they found a crop that they liked. The children adjusted the saturation of their photos. They had fun changing the saturation levels since the pictures become quite different. The students also changed the hue. Two children adjusted the lighting. One child tried the transformation tool, but reverted the image because she did not like the transformation.

Three of the children already knew the syllabication rules of haiku before the lesson so this was not an area of profound growth, but they all enjoyed writing their haikus.

None of the children knew about glogs before this lesson. I have a feeling that the older students are hooked as two of them already have created their own glog for personal reasons.

**Lesson Reflection**

The lesson went very well. The students enjoyed the golf cart ride and it was really fun to see what in nature inspired the children. One of the students found the smallest frog that was camouflaged in the woods. I was so shocked that he even saw the frog, but even more shocked when he decided that he would rather write the haiku about the rabbit because he had written a frog haiku in the golf cart on the ride home! Since it was a small group, it was really easy to download the images and allow the children time to edit.

In a larger group, it would be more challenging to upload images and edit them. We do not have access to Photo Shop at my school, and I am not sure if we can get on PicNic at school. I will have to look at what editing software is available at school. I may have to modify this lesson by cropping with scissors and not adjusting hue and saturation. This would not be ideal, but I am limited with technology at my school since a lot of web 2.0 tools are not available. My county blocks numerous sites.

At school I would have to use a glogster site that is eduglog since the regular glog site is blocked at school so <http://edu.glogster.com/> would be the site I would use for the classroom. It has many personalization options just like the glogster site. I would not have access to YouTube videos at school since YouTube is also blocked. Adding a YouTube video was an extra differentiation option, but was not essential to the success of the lesson.

All in all, the lesson was very successful. I would have to make some modifications to teach this with a larger group, but even with the modifications I am confident that the lesson would be equally successful.

References

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C:\Users\Teri_laptop\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3Q5ZZCMF\MC900052585[1].wmf

Haiku

Haiku is a form of Japanese poetry. It often relates to nature.

Haiku poems don’t rhyme; they follow a pattern.

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| **The pattern is:**  **Line 1- 5 syllables**  **Line 2- 5 syllables**  **Line 3- 5 syllables** |

How to write your haiku

* Go in nature and take digital photographs of items that inspire you.
* Brainstorm words about your item.
* Choose the words that you like from your list.
* Count the syllables of the words.
* Put the words together according to the pattern.

Brainstorm list of words

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Rough Draft of your Haiku

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| Haiku Evaluation Rubric | | | | |
| **CATEGORY** | **5** | **4** | **3** | **0** |
| **Content** | The haiku has a well-stated theme. | The haiku has a clearly stated theme, but may have unrelated elements. | The theme of the haiku is vague. | The haiku lacks a theme. |
| **Mechanics: Spelling, Grammar, and Punctuation** | There are no errors in spelling, grammar, or punctuation in the final draft of the product. | There are 1-3 errors in spelling, grammar, or punctuation in the final draft of the product. | There are 4-5 errors in spelling, grammar, or punctuation final draft of the product. | There are more than 5 errors in spelling, grammar, or punctuation in the final draft of the product. |
| **Photograph** | Photograph is related to the theme of the haiku, is of high quality and enhances reader interest or understanding. | Photograph is related to the theme of the haiku, is of good quality and enhances reader interest or understanding. | Photograph does not relate to the theme of the haiku and does not enhance reader interest or understanding. | The photograph is poor quality and one cannot distinguish what the photograph’s subject is. |
| **Photo Shop Elements work** | Photograph has been cropped and adjusted for hue, saturation, and light in a way that improves the original photograph. | Photograph has been cropped and/or adjusted for hue, saturation, and/or light in a way that improves the original photograph. | Photograph has been cropped and/or adjusted for hue, saturation, and/or light in a way that does not improve the original photograph. | Photograph has not been edited in any manner. |
| **Glog Publishing** | Haiku has been published on a glog site with 2 uploaded digital photographs. Glog site is visually appealing with media. | Haiku has been published on a glog site with 2 uploaded digital photographs. Glog site is visually appealing. | Haiku has been published on a glog site with 2 uploaded digital photographs. | Haiku has been published on a glog site with less than 2 uploaded digital photographs. |

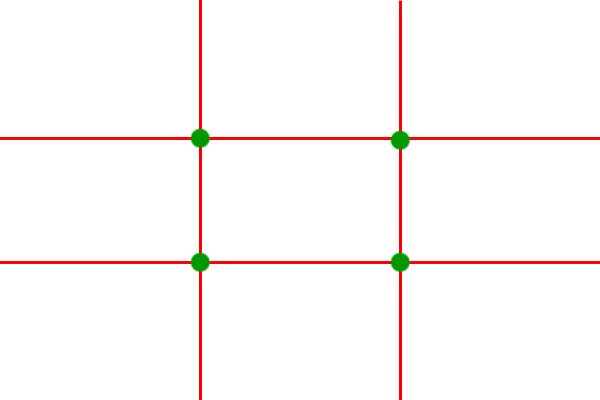
**Total points available: 25**

Student Pre & Post Test Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1) **To increase the amount of light in a photograph what can we do?**

* 1. You could increase the time that the shutters are open (decrease shutter speed).
  2. You could increase the size of the window (increase aperture).
  3. You could take off your sunglasses (make the ISO larger).
  4. All of the above

2) **What does the rule of thirds refer to in good composition? Draw in a picture of your mom’s face and then explain why you chose to put it her face where you did.**

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3) **Where should you place the subject of your picture?**

a) in the center

b) off –center with a void in the other parts of the picture

c) off-center , but you should balance the 'weight' of your subject by including another object of lesser importance to fill the space

d) it makes no difference

4) **When taking a portrait, what angle should the picture be from?**

a) from high above or down at ground level

b) from a long way back or from close up

c) from the side or from the back

d) All of the above

5) **What does it mean to crop a photo? What makes this an effective editing strategy?**

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6) **Adjust saturation so the picture**

a) has more intensity

b) has less intensity

c) All of the above

7) **If you want to experiment between light blue, pastel blue, or vivid blue for the blue in your photograph, what would you adjust?**

a) the hue

b)the saturation

c)make a clone

d) the brightness of the picture

8) **What is a glog?**

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9) **How can you personalize a glog?**

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10) **What would be your most important tip you would you give someone who was new to digital photography?**

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