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A.) Lesson Plan

Title: Talking Pictures

Subject: English Language Arts (Speaking, Listening, Viewing)

Student Profile: 21 gifted students, 4th and 5th grade in a resource setting, 4 with attention disorders.

Special Needs: The technology will provide for any adaptations that could be necessary. At some schools, students who have trouble writing could use the Dragon Dictation app on the iPod / iPads to dictate their writing into text, or OCR (optical character recognition software [Adobe Acrobat] to convert the text in a way that the computer would read the .pdf to a student with reading or language difficulties).

Objective(s): The student will be able to state in writing how a student created image provides additional information to a written presentation.

The student will be able to state in writing at least one photographic technique used to compose a portrait.

Standard(s):

ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELACC4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

ELACC3SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

ELACC2SL5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELACCKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

Assessment: Rubric (content standard), see attached

Written reflection / checklist (photographic concept) see attached

Technology Connections:

Edmodo and Kidblog

Materials:

Cameras with camera cards and batteries

Computer access

Video links

.pdfs of magazine articles (attached)

Images for group discussion (#8):

Kissing Sailor

<http://photos.codlib.com/wp-content/uploads/2007/07/vj-day.jpg>

Afghan Girl

http://i.dailymail.co.uk/i/pix/2012/10/24/article-2222249-15A711F3000005DC-581_634x901.jpg

Einstein Sticks His Tongue Out

<http://www.moolf.com/images/stories/Interesting/10-Photographs-That-Changed-the-World/einstein-tongue-out.jpg>

Young Girl

<http://cdn.thedesignwork.com/wp-content/uploads/2011/06/Portraiture-Photography-By-Famous-Photographers-04.jpg>

Rosa Parks Arrested

http://tesla.liketelevision.com/liketelevision/images/lowrez/rosa_parks_bust.jpg

Seoul 1988 Byun Jong-il

http://iconicphotos.files.wordpress.com/2012/07/oly_diss_03.jpg?w=700

New York

<http://blogs.reuters.com/photo/files/2009/12/sept11.jpg>

Penguins

http://media.away.com/adventurefinder/images/trip_image_1460_120SLIDESHOW_137250.jpg

URLs (3 or more):

Shoot Locations

<http://www.youtube.com/watch?v=ruC6Yir7MV0&feature=relmfu>

Composition Rules

<http://www.youtube.com/watch?v=ssd-quHv1Yo&feature=relmfu>

Basic Rules / Composition

<http://www.youtube.com/watch?v=oFmLvRmDpVE&feature=relmfu>

Focusing Tips

<http://www.youtube.com/watch?v=oFmLvRmDpVE&feature=relmfu>

Proper Handling

http://www.youtube.com/watch?v=KqwvHTAsi_s&feature=relmfu

Flash Options

<http://www.youtube.com/watch?v=lhvbgcSlSxU&feature=relmfu>

Common Composition Mistakes

<http://www.youtube.com/watch?v=lhvbgcSlSxU&feature=relmfu>

Procedures:

- 1.) Ask students to take a photo of a person then write an essay or poem about the person in the photograph. (pretest)
- 2.) Have students read an article with a portrait(s), “Turning Dust into Art”. Ask students to write about why the author chose to include this / these images. (pretest)
- 3.) Have students read the article, “Worth a Thousand Words.” Discuss with the students (whole class) how the images lend information to the text. (content lesson)

Suggested guided questions:

- a.) What sentences from the text does the first photograph lend additional information to? The text states, “Farmers, in particular had a difficult time.” “In addition to the tough economic circumstances, the Dust Bowl had made making a living off the land impossible in certain areas.” “Stryker’s photographers emphasized the dignity and courage of their subjects, even in terms of great hardship.”
- b.) Do you agree with the statement on page 31, “To many, the images captures a woman who is a victim of the economic and racial times but who refuses to give up.” Why? What details from the photograph support your opinion?
- c.) Why do you think the author chose to title this article, “Worth a Thousand Words”?
- 4.) View the photography videos linked above, (see URLs). This may be done as a large group or individually. If students are to view the videos individually, ask students to take notes about photography terms and techniques to use during a classroom discussion that will follow.
- 5.) Create an artifact, (large poster) of photography terms and techniques discussed in the videos.
- 6.) If time permits, provide students with time to take additional photographs using the techniques from the videos.
- 7.) Download the students’ images. Show the images using a digital projector. Ask students in a whole group discussion to choose which images illustrate the photography techniques found on the classroom artifact (poster).
- 8.) Break students into small groups. Give each group at least one of the images listed above, (see materials).
 - a.) Ask students to discuss as a group what these images seem to portray.
 - b.) Ask students to also discuss the photography techniques that may be seen in the photographs. (You may want to assign individual roles for this.)

- c.) Ask each group to present their findings to the class.)
- 9.) Students take their final image(s). The one that will be assessed for composition.
 - 10.) Students write a poem or essay to accompany their image.
 - 11.) Images and written work is displayed. Sort of a class photography show.
 - 12.) Post test given for curriculum content - "Describe in writing why you chose to include your image in your presentation." Assess this written response using the rubric.
 - 13.) Give students their final shot. Ask students to describe the photographic techniques he / she used in this photograph. (Post-test for photographic content.) Assess with rubric.
 - 14.) Give students their first shot. Ask students to write a written reflection describing what they did differently in composing the 2nd shot.

Classroom Management:

1.) Camera Use:

In a whole class setting view the video, "Proper Handling" linked above. Discuss expectations associated with camera use, ex. use the wrist strap, do not run with the camera, do not play with the shutter cover.) This will be done prior to Procedure #1, the initial shot.

2.) Classroom Discussions:

Prior to class discussion outline procedures students should use during oral discussions, (ex. raise your hand instead of calling out, look at the speaker, ask questions to the speaker, not the only the teacher, give productive feedback, don't just say I agree, back up your statements with examples and details).

3.) Computer Use:

If students are to view materials, such as videos individually, discuss expectations for computer usage, such as where to obtain and return headphones, how to log onto the web or power up the machines.

4.) Group Work:

Remind students of the expectations for classroom discussions as students in the group situation will in effect be conducting their own mini discussion. Ask students to present another group member's comments from the whole class final discussion instead of their own, to ensure group members listen to each other's comments instead of focusing on their own.

B.) Instructional Materials:

See materials listed above.

C.) Bibliography:

Editing checklist for self- and peer editing. (2009). Retrieved from [http://www.readwritethink.org/files/resources/printouts/Editing Checklist.pdf](http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf)

Lusted, M. A. (2011, April). Worth a thousand words. *Cobblestone*, 32(4), 29-32.

Watson, B. (2003, August). Turning dust into art. *Cobblestone*, 25(4), 34-37.

Johnson, D. (2009). *4-h guide digital photography*. Minneapolis: Voyageur Press.

D.) Rubric(s): attached

E.) Pretest (curriculum content & photographic content):

Curriculum content:

Have students read the magazine article, “Turning Dust into Art,” then ask students to write about why the author chose to include the images in the article. Assess this written response using the rubric.

Photographic content:

Have the students take a photograph of a person and describe the photographic techniques he / she used. I think I would ask the students at this point to describe the “procedure” he or she used to take the shot. To me “photographic techniques” is a vocabulary term that will come with the lesson.

F.) Post-test (curriculum content & photographic content):

Curriculum content:

“Describe in writing why you chose to include your image in your presentation.” Assess this written response using the rubric.

Photographic content:

Have the students take a photograph of a person and describe the photographic techniques he / she used. Also give students their first (pretest) shot and ask them to also describe what they did differently in composing the 2nd shot.

G.) Data analysis of the pre / posttest to summarize the learning

Although students seemed to enjoy the article, and taking the photos, few students could give details about how the photos related to and added information to the text from the pretest article. Students also were less intentional which photographs they took, choosing to take lots of shots without much regard to how the shots were to later be used

H.) Summary of the impact of the lesson on student learning

After exploring the videos, reading the articles and participating in this module, students began to compose photos with intention. They used “photo time” taking fewer photos, but more time composing photos. The quality of images improved as students analyzed each other’s shots and began to learn more about camera settings.

Students were also able to describe in writing their thinking behind why they took which photos. They included images to support their writing, and were able in subsequent class discussions to analyze images that were included in magazine articles, picture books, and other texts they encountered.

I.) Summary of students’ perceptions on how the lesson went and revisions we would make the next time we taught the lesson.

Students loved learning more about photography. They began to see the camera as a tool and not a toy, using their images in an intentional way. They also began to see purpose in publishing and took care in their mechanics such as spelling and language use. The word “audience” became part of their vocabulary as they saw their writing had purpose.

It was interesting to see how little things fascinated them such as learning how to focus. Many voiced the love of “the little green box.” In future lessons, I would lengthen this out into a longer time period if possible as students became interested in learning more about photographers such as Dorothea Lange.