ELA / Unit 2 / Grade 10

Liberty and Justice: A Photo Series

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UNIT INTRODUCTION

In this unit, 10th grade students continue to integrate ELA and media arts as a tool for advocacy. Students create a series of photographs that communicate a clear perspective and theme. To do so, they will analyze how a unifying theme and point of view are foundational to impacting an audience, both in literature and media arts.

Students create, refine, and present a series of photographs utilizing an iterative process, the resources available to them (e.g. Unshuttered, digital cameras, Adobe Spark) and their developing knowledge of the elements of art.

SUBJECT AREAS

> Media Arts

English Language Arts

LA FUND



ArtsMatter

ArtsMatter.org

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Essential Question(s)

Can liberty and justice be enjoyed by all people or are they reserved for only some people?

How do I create a group of related media artworks?

How do I know they work together and are successful?

What makes a good photo? (What are the elements of a good photo?)

Learning Objectives

Students will explain how a series of images by the same photographer relate one work to another.

Students will identify the unifying elements of a series of photos as well as those in a work of literature to better understand the role of theme.

Students will engage in revision process to create photographs that clearly communicate an idea.

Students will present their photo series to peers, explaining the process of developing the media art work and the ways their work was successful.



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Lesson Overview	Lesson 1	Students investigate photos they have taken and photos posted on Unshuttered platform to determine artist's message.
	Lesson 2	Students work in groups to take photographs that express the concept of liberty and justice. Through guided reading and discussion, teacher leads students to draw parallels between the role of an artist and the role of an author in expressing an idea.
	Lesson 3	Student groups provide feedback on photographs and revise their work to better communicate their ideas.
	Lesson 4	Students exhibit their photographs and reflect on the creative process.

Standards

MEDIA ARTS

Prof.MA:Cr1 Use identified generative methods (e.g. brainstorming, sketching) to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

Prof.MA:Cr3 Refine media artworks, honing aesthetic quality and stylistic elements towards intentional expression and purpose.

ENGLISH LANGUAGE ARTS

CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.



Lesson Objectives

Students will explain how a series of images by the same photographer relate one work to another.

Instruction

INTRODUCTION

Introduce Unshuttered site to students. Provide a structured time for them to set up an account and browse the site. Students should be prepared to answer these questions with a neighbor following their browsing:

- · Who can upload their work to Unshuttered?
- · How is the photography on this site organized?

HOOK

Ask students to browse the photo gallery on their phones. Find one photo they are really proud of.

- · Why did you select this photo to share?
- · What does this photo tell us about you and your life?
- · Did you recall having a reason to take this photo? If so, what was the reason?
- Did you use a filter or any post-production methods to modify this photo? How did this improve your photo? Students share their responses with an elbow partner. Teacher selects 2-3 students to share with the whole class.

INSTRUCTION

By the end of the unit, students should better understand that media artists and writers have an intent in creating their work. The viewing and reading audience may interpret that work in a multitude of ways. One goal during this unit is for students to learn the techniques media artists and writers use to communicate that message or life lesson. The life lesson or message makes a stronger and more lasting impression on the audience when it is not stated directly by the writer or the artist.

DEMO

Prior to instruction, select an artist from the Unshuttered site and use a projector to display their work for whole-class discussion.

Use the Unshuttered site to show students how the Unshuttered site is organized by types of photographs. These are called "challenges." How might this type of organization be helpful?

To familiarize students with the types of photographs they could compose, provide a link to Unshuttered Challenge Videos. Each video offers helpful tips for successfully meeting a given challenge.



Instruction Cont.

ACTIVITY

Working in small groups, choose one photographer from the Unshuttered site whose work catches the eye. The photographer should have a minimum of five photos uploaded to his/her page. Students conduct an analysis of their artist's work.

- · What do the photographs on the artist's page have in common?
- · What subjects seem to be important to her or him?

CLOSING ACTIVITY

Students write a short paragraph response to the questions below:

In your opinion, do you think the photographer you selected has a message they are trying to communicate? What clues make you think so?

Vocabulary

Academic Vocabulary: candid, perspective,

Media Arts: framing, cropping, line, shape, color, texture, space

English/Language Arts: theme,

Assessment

Students respond to closing activity prompt. Teacher reads to check for understanding of concepts.

Resources

Laptop, Unshuttered site: https://app.unshuttered.org/dashboard

Adobe Spark; PowerPoint, iPad, phone, or digital SLR



Lesson Objectives

Students will identify the unifying elements of a series of photos as well as those in a work of literature to better understand the role of theme.

Instruction

Prior to the lesson, select an excerpt from grade-level literature that is rich in persuasive language, perspective, and speaks to the essential question above.

Included as examples here are Susan B. Anthony's "On Women's Right to Vote" (1872), Dr. Martin Luther King, Jr.'s "Letter from Birmingham Jail" (1963) and Malala Yousafzai's Nobel Peace Prize acceptance speech (2014).

INTRO/HOOK

As students enter the room, invite them to complete the photo challenge below:

PHOTO CHALLENGE: Can liberty and justice be enjoyed by all people or are they reserved for only some people? Work in small groups (3-4 students) to answer the question by taking a single photograph. Use Elements of Art and composition ideas from Unshuttered as tools to help you meet this challenge.

Challenge students to develop a response that addresses the question with a unique perspective. Provide students with 5-10 minutes to discuss their ideas, and an additional 10-15 minutes to take photos that respond to the question. Once student groups are ready to submit their photos, provide a digital location (e.g. Google folder) to upload their work.

DISCUSSION

Ask each group to find another group and discuss the following questions:

- · In what ways was this activity challenging for you and your group?
- What Elements of Art or composition ideas did you lean on to respond to the question?

Call on a few students to hear what was challenging for them. Tell students that artists and writers often are drawn to questions that don't yield to simple or obvious answers. That's what makes their work meaningful to audiences with a point of view.

INSTRUCTION

Inform students that they will be studying photography and the Elements of Art alongside excerpts from literary works to draw comparisons. The focus of the works for this unit will be activism. According to the Unshuttered page, "Artists are activists," and by extension, so are the writers whose work students will read this week. Provide brief background information for the excerpted text students will be reading and analyzing.



Read #1: Read the text to get an overview of the intended audience(s), to learn about what the speaker values. Create a vocabulary word box that defines challenging academic vocabulary that students will encounter. Prepare 3-4 comprehension questions to discuss with students to check for understanding.

Read #2: Discuss the deeper meaning behind the text. What is the main message, or theme, that the speaker wants to leave the audience with? When does the language become something the reader can visualize? Based on the clues available in the text, what might her or his answer be to the question addressed earlier: "Can liberty and justice be enjoyed by all people or are they reserved for only some people?"

DEMONSTRATION

Facilitate a brief discussion to hear students' ideas on the questions above.

ACTIVITY

Ask students to work with their groups from the intro photo activity. Students should brainstorm ideas for a photo series depicting the most essential elements of an issue that matters to them. If students had to represent their ideas with visuals, which Elements of Art and composition tools would they rely on? As an alternate activity, student groups can create their photo series based on the excerpted text they read earlier in the lesson.

CLOSING ACTIVITY

Students write one sentence summarizing the most important understanding they have from today's lesson OR a part of the lesson that they did not understand.

Vocabulary

Academic Vocabulary: theme, see selected text excerpt Media Arts: line, shape, color, texture, space

English/Language Arts: theme, subject

Assessment

Students complete an exit ticket summarizing their opinion on the theme of the reading. Students identify the commonalities in theme between the two poems.

Resources

Laptop, Unshuttered site: https://app.unshuttered.org/dashboard Adobe Spark; PowerPoint, iPad, phone, or digital SLR

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Lesson Objectives

Students will engage in revision process to create photographs that clearly communicate an idea.

INTRODUCTION

Instruction

Teacher shares some of the responses to the photo challenge from the previous lesson. As students view the photos silently, what do they notice about how different groups responded? What Elements of Art show up? What percentage of the responses seem hopeful? Which seem pessimistic?

DEMO

Show students an example of the media/applications available to them for displaying their photographs.

INSTRUCTION

Allow students to work on their own to plan their photographs. Prepare quotes from the excerpted text students read during the previous lesson and hang them around the room to inspire students who choose to create photos that respond to the text.

ACTIVITY

After 20–25 minutes of studio work, facilitate a round or two of peer feedback. Ask each student pair to select a photo they feel responds best to the task they have been challenged with. Prepare a simple feedback form that students can use that addresses the some of the following elements:

- Who or what is the subject of these photos?
- · What Elements of Art or composition tools are directing your eye?
- · What encouragement can you provide the photographer?
- In your opinion, does the photographer have a message, or theme?
 If so, how would you summarize it?

CLOSING ACTIVITY

Each student pair uploads their 3-5 strongest images to the class's digital site.





Lesson Objectives

Academic Vocabulary:

Media Arts: line, shape, color, texture, space

English/Language Arts:

Students upload their original photos to the class site (e.g. Google folder, etc),

or to PPT or Adobe Spark file.

Laptop, Unshuttered site: https://app.unshuttered.org/dashboard

Adobe Spark; PowerPoint, iPad, phone, or digital SLR



Math / Unit 2 / Grade 6 Lesson 4

Lesson Objectives

Students will present their photo series to peers, explaining the process of developing the media art work and the ways their work was successful.

Instruction

INTRODUCTION

As students enter the classroom, they receive three feedback forms that they use to elicit feedback from three peers who have not yet seen their work.

INSTRUCTION

Student pairs use the class time to take additional photos, edit the photos they have, and assemble their final 3-5 photographs for display.

DEMO

Teacher shows the class how to organize the room for the photo exhibition and assigns each pair a specific location

ACTIVITY

Student pairs use PowerPoint, Adobe Spark, or other presentation tool to share their series of photos with their peers and invited guests.

- 1. Half the students present their work while the other half rotates around the class, scoring each of the first set of presenters' projects. These roles flip so that students who started the exhibition as presenters now have a chance to score projects.
- 2. At the conclusion of the exhibit, each student votes for the top three student photographer teams to have their work represented on Unshuttered.

CLOSING ACTIVITY

Students write a reflection about their presentation and what they learned through the process of creating their photo series.



Math / Unit 2 / Grade 6 Lesson 4

Vocabulary Academic Vocabulary:

Media Arts: line, shape, color, texture, space

English/Language Arts:

Assessment Students present their final photo series to peers and invited guests, explaining the

intended message, the Unshuttered challenge they addressed, and how they were successful in meeting the challenge. Students receive feedback and respond to questions

from the audience.

Resources Laptop, Unshuttered site: https://app.unshuttered.org/dashboard

Adobe Spark; PowerPoint, iPad, phone, or digital SLR

