

Liberty and Justice: A Photo Series

Lesson 1 p 4–5

Lesson 2 p 6–7

Lesson 3 p 8–9

Lesson 4 p 10–11

UNIT INTRODUCTION

Having analyzed how both media artists and writers create unified compositions from intentionally chosen elements, students are now ready to conduct an analysis of how multiple images relate to one another.

Students will explore how a media artist carefully chooses a series of photographs to express a unifying theme or establish a narrative arc. This dovetails with how students analyze theme in grade-level literature.

Students use the resources available to them (e.g. Unshuttered, digital cameras, Adobe Spark, PowerPoint) to produce a series of photographs that are unified by a set of compositional elements, or visual theme.

SUBJECT AREAS

Media Arts

English Language Arts

**Essential
Question(s)**

In what ways do people and cultures communicate ideas about their lived experiences?

**Learning
Objectives**

Students will explain how a series of images by the same media artist relate to one other.

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 artwork and the ways their work was successful.

ELA / Unit 2 / Grade 6

Lesson Overview

Lesson 1	Students investigate photos they have taken and photos posted on Unshuttered platform to discover common themes.
Lesson 2	Students work in groups to take photographs that express an idea. With teacher guidance, students read poems and connect the role of an author to the role of an artist in communicating ideas.
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

MA:Cr1.1.6	Envision original ideas and innovations for media artworks using personal experiences and/or the work of others..
MA:Re7.1.6a	Identify, describe, and analyze how message and meaning are created by components in media artworks.

ENGLISH LANGUAGE ARTS

CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details.

Lesson Objectives

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

Instruction

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?
- Why do we take photographs?

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?

INSTRUCTION

Show students how the Unshuttered site is organized by types of photographs (e.g. Candid, Color, Composition). These are called “challenges.” Ask students how this type of organization might be helpful. (Each challenge provides examples of various approaches and techniques.)

DEMO

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

Model how patterns are revealed when several photographs are examined closely. These patterns emerge as elements of art (e.g. line, shape, color, etc.) and/or compositional elements such as light or perspective.

ACTIVITY

ELA / Unit 2 / Grade 6

Lesson 1

Instruction Cont.

Ask students to select an artist of their choice from the Unshuttered site. Each student browses their chosen artist's work to look for what the photographs might have in common. Students may need extra guidance. Remind them to look closely at their artist's photos for any elements of art as well as the specific challenges the works are listed under.

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

NOTE: Use terms like “turn and talk,” “elbow partner,” and “pair and share” to communicate how you'd like students to dialogue. Provide guidelines, a discussion question, and modeling for how this dialogue should be structured. In all cases, provide time for students to share their findings with each other, another group, or the whole class.

CLOSING ACTIVITY

Provide time for students to study their chosen artist's work. Ask students to pair up or get into groups of no more than four. Each student shares an example of their chosen artist's work. Each student explains:

- What that artist's photographs seem to share in common, showing examples to their peers.
- What the message of the work might be

Students write their responses to items above. Ask students to underline any new vocabulary in their responses.

Vocabulary

Media Arts: line, shape, color, texture, space
English/Language Arts: subject, theme

Assessment

Collect student writing about the photographer's commonalities and theme.

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).

HOOK

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

Note: If students are not permitted to use personal mobile devices or are not comfortable doing so, provide an iPad or similar device that the group can check out for the duration of the unit.

PHOTO CHALLENGE: With your partners, quietly brainstorm a list of characteristics, interests, or talents that you both have in common.

You might provide the examples below to get students thinking or provide a longer list of possible commonalities:

- We're all "middle children"
- We were all born in a state that is not California
- We all know how to cook
- Our favorite movie is *Avengers: Endgame*

When students in each group agree on the most interesting thing they share in common, they will need to take photographs that creatively communicate to an audience what they have in common without giving their "message" away:

"Can you take photographs that show your group's common characteristic, interest, or talent without telling us directly?"

DISCUSSION

Give student teams time to discuss their ideas prior to taking any photos. Once they take photos, each student pair uploads at least three images to a class site or a digital folder that you set up in advance.

Begin to draw parallels between what an effective writer/poet does and what a successful photographer does. You might share that the theme is the lesson about life that

ELA / Unit 2 / Grade 6

Lesson 2

the poet wants the reader to remember. A writer or artist rarely tells the audience the theme of their work directly. They expect the audience to have an opinion about the work's meaning. In this way, the audience becomes a participant.

Tell students that they will have an opportunity to continue taking photos during the next lesson. Now they will be looking more closely at theme, or the message, in a work of literature.

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

Provide each student with a copy of Naomi Shihab Nye's poem, "Shoulders". Read the poem aloud. Ask students:

Who or what is the subject of this poem?

According to the poet, what is the father feeling?

What is important to the poet? How do you know?

What might be this poet's message? How could you summarize that message in one sentence? This is the theme of the poem.

DEMONSTRATION

Facilitate a discussion to get students to gather students thoughts from above:

- If the poet was accompanied by a photographer to capture this scene, what would the photos look like?
- When you read the poem, what did you "see" in your imagination?
- What facial expression would his subject have?
- What types of colors would the artist use? Why?
- What types of filters would a photographer use? Why?
- What kind of lighting would be most effective?

Repeat reading and discussion activities using "I, Too" by Langston Hughes or another work from your syllabus.

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

Lesson Objectives

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

Instruction

INTRODUCTION

Prior to the lesson, teacher provides initial feedback and direction to each group for the photo challenge completed during the previous lesson. Teacher shares 2-3 sample photos from the photo challenge. For each photo, students are asked to identify a message, or a theme.

- What characteristics, interests, or talents do the photographers in each sample have in common?
- What clues could you point to as evidence for your opinion?

INSTRUCTION

Revisit to Naomi Shabib Nye’s poem, “Shoulders,” and Langston Hughes’s “I, Too” to discuss the themes the students identified during the previous lesson.

For each of the themes identified, ask students to brainstorm two visual strategies for capturing that theme. (e.g. Theme: Hope / Visuals: bright light, lines and movement leading the eye upward.)

ACTIVITY

Have student groups continue to take photographs to build onto the shared themes that emerged from the photo challenge in Lesson 2. In what other ways can each group convey what they share in common? Students pre-plan their approach to generating new content by using feedback from the photo challenge discussion and their own collaborative work.

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.

Vocabulary

Academic Vocabulary:

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

Assessment

Progress Monitoring

As students take photos, circulate through the room and probe groups on their consistent use of the Elements of Art and communication of a them. Reteach and show examples of work to correct misconceptions.

Resources

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

Math / Unit 2 / Grade 6

Lesson 4

2
hrs

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

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

PRESENTATION

Students set up a PowerPoint or Adobe Spark file and assemble their exhibition photos. Students must determine the sequence they'd like the photos to appear.

DISCUSSION

Using Visual Thinking Strategies (VTS) or another discussion technique, lead students through conversations about their peers' work.

Vocabulary

Media Arts: line, shape, color, texture, space
English/Language Arts: subject, theme

Assessment

Summative Assessment
Rubric that assesses student photographic series.

Resources

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

