

WHAT WOULD YOU BRING?

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CREATED FOR: Alloway Creek Elementary School (1/2020)

AREA(S) OF CONCENTRATION: Art, ELA, Library Science, STEM & Social Studies

TOPIC: Immigration

GRADE LEVEL: 3rd Grade

AIM: The Student will use photography to increase their understanding of immigration.

GOAL: After the photography project is complete, students should have a clear understanding of what immigrants traveling through Ellis Island in the late 1800s/early 1900s would have brought to the United States.

LESSON 1 of 10

MATERIALS NEEDED: iPad (1 for every 2 students in the class), Camera+2 App installed, Snapseed App installed, Student Workbook, Writing Organizer, Display for Final Project, 5x7 print of final photo and story. See List of Ideas Items below

ANTICIPATORY SET

Intro: “Hello, third grade! I want to take some time to introduce myself. The first thing we are going to do each time we meet is some breathing exercises. It will help us calm down, and it will be essential for us to remember as when we get to some of our next lessons.”

Exercise: Balloon Breaths-Time Required: 1-2 minutes

The Benefits: Teaches breath awareness (with lots of movement and fun)!

How It Works:

1. Have students stand in at their tables[or spaces], facing a partner.
2. Ask students to think of their favorite color and then imagine a giant balloon of that color.
3. Have students slowly and deeply inhale through their nose, filling up their bellies (their balloons!) with air. As they fill their stomachs up with air, have them extend their arms open and up over their heads as their imaginary balloon fills up.
4. When the balloons are full, students will hold their breath at the top for a moment.
5. You can “pop the balloon” for your students, and students can twist and turn and fall as they exhale...like a balloon twisting and turning as it deflates.

WHAT WOULD YOU BRING?

“Now that we completed our breathing exercise, I am going to tell you a little about myself. When I am not a teaching artist, I am not in school teaching, and I am typically behind the camera making photos. Does anyone want to guess what I made photos of?”

Allow students a few minutes to guess.

“You all did an excellent job guessing things I have made photos of. Over the next couple of days, we are going to be thinking about things that inspire us in our ‘What Would You Bring Project,’ what do you think my favorite subject is to make photos of?”

Allow students a few minutes to guess.

“That is correct; PEOPLE is one of my favorite things to photograph. Can anyone guess why people are my favorite thing to photograph?”

Allow students a few minutes to guess.

“I love making photos of people because I love finding the things that make us the same AND highlighting the things that make us all different or unique. I am going to take a few minutes and show you some photos that I have made, so of those photos are of people, when you look at the images of the people, think about what is the same as you, and what you can see that is different. The first photo I am going to show you is of two girls, what about them is the same as you and what is different?”

Allow a few minutes for the students to guess

“You did a great job making observations about the things that are alike and different about each photo. We are going to continue to move through a few more photos that I have made, and I want you to look for things that you see that are like you or your family, and things that are different from you and your family.”

Allow a few minutes for the students to guess

“I don’t always make photos of people; sometimes, I make photos of other living things like plants or animals. Here are a few of my favorites.

Now that you have a little bit of an idea of who I am as an artist, I am going to take a few minutes to tell you about the project we are going to do together. We are going to use ‘The Creative Process’ for our project, where have you heard the term ‘Creative Process,’ before?”

Allow a few minutes for the students to guess

“That is correct in Art Class; now I want you to close your eyes remember the wall in the art room, on the wall, there are the words ‘The Creative Process’. Can anyone tell me what step one of ‘The Creative Process’ is?”

Allow a few minutes for the students to guess

“Correct, step one is IDEA! What is step two?”

WHAT WOULD YOU BRING?

Allow a few minutes for the students to guess

“Plan! Yes! What is step three?”

Allow a few minutes for the students to guess

“You are correct! Make & Create! Can anyone tell me step four?”

Allow a few minutes for the students to guess

“WOW! You guys did such a great job, REMEMBERING!

Now we are going to use ‘The Creative Process’ to work on a project. The project is going to be much fun! You started this project in Library Class. Remember how you are researching your country?”

YES

“You are going to use the research that you are learning in Library Class to write a letter, but this isn’t just any letter this is a letter home. I heard that in history, you were studying immigration. We are going to use what you are learning about immigration and your country’s research to write a letter home. Your letter is going to be about an object you would bring from your homeland to the United States if you were immigrating to our country about 120 years ago. You will be working through the creative process with your classroom teacher to write the letter. I am going to be taking you through the creative process to make a photograph of the object you are bringing with you on your immigration journey.”

STATED OBJECTIVES

What Inspires YOU (me)?

Introduction of the following:

- The Artist-Carla B. Long
- The unit-Immigration—What Would You Bring?
- The creative process-Idea, Plan, Make & Create, Share & Reflect

CLOSURE

“Tomorrow we are going to review what you have learned about immigration and talk about the ways we are all alike, and the ways we’re are entirely different. I want you to go home today and look around your house, what is important to you?”

I have told you what inspires me; think about what inspires you!”