

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 5 of 10 (20 minute lesson in a small group or 6-8 3rd graders)

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.

ANTICIPATORY SET [DONE WITH WHOLE CLASS]

Intro: "The first thing we are going to do is our 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.

Hello, can anyone tell me what we part of the creative process we completed?" *IDEA*

WHAT WOULD YOU BRING?

"Does anyone know what the next stage of our creative process?" *PLAN*

"Yes, Plan! Today we are going to be working on the planning part of our project. We have already decided on our IDEA, and you should have brought your idea from home. Making a photo is more than just taking the camera and pointing it at something, then pushing a button. Writing is this way too as you work with Mrs./Mr. Smith teacher to complete the writing project you are working on the planning stages of writing. You don't just take your pencil out and write a final draft. We have many steps in the writing process; remember how you are using your graphic organizer to gather your writing thoughts? We will do the same for our photo.

Today you learn some tools to help you be a better photographer. We are going to sketch out our plan, so when we go into the studio, we can make a beautiful photo of our project."

Activity: Once the students have broken up into their small groups, we will begin working on our plan. The students will start working on sketching their projects, working with the iPads, and collecting juicy details as they work through the planning portion of the creative process.

STATED OBJECTIVES

What do I love about my object?

We are entering the Planning portion of the Creative Process. Students should be able to know the following after the planning process.

Students should be able to begin the planning process of capturing the juicy details of their objects.

Modeled Practice [small group rotations]

"Think back the last time you were in Ms. Rackowiz's classroom. Can you remember looking at the wall and seeing the 'Yes-Yes' board and 'No-No board? What is something on the 'Yes-Yes' board that Ms. Rackowiz LOVES to see in your art projects?"

JUICY DETAILS

"That is correct; she LOVES juicy Details! I want you to take out your workbook and turn to page 6; we are going to begin working on our plan today. Look at your object. What details do you see? Take a few minutes to write those details down in your workbook. As you look at your object think about the things you love about it, why did you pick it? What do you want others to see when they look at your object?"

Give the students three to four minutes to list any juicy details they see on their object. During this time, the teaching artist should take an object and list all the juicy information they see on the board.

"Without touching your iPad, let's talk about how you capture juicy details in a photograph. Watch me make a photo of this object; I have listed the juicy details on the boards."

The teaching artist should take a photo of the object far away.

WHAT WOULD YOU BRING?

"Did I capture the juicy details of this object?"

NO

"What do you think I need to do to capture more juicy details?"

Get Closer

"Yes, get closer. We have been practicing our breathing each day because our goal is to be able to hold our camera steady so we can capture all the juicy details of our object. When I am holding the iPad, I want to hold my breath when my partner pushes the shutter button- or white button.

I am going to show you how you will practice using the iPad to make your photos. This [hold up a pencil] is my idea: can you be my partner? Notice my object, and I am holding the iPad. Do I touch the screen if I am holding the iPad?" NO "Correct, I should NOT be touching the screen if I am holding the iPad. I should be working on getting the FRAME how my plan paper shows then working on holding my iPad still. You can do this by keeping your iPad tight as well as practicing your breathing. You want to hold your breath when it is time for your partner to push the shutter button. The shutter button is the white button on the iPad.

I have my object on the frame in the manner I want. Now I am going to tell my partner to focus on the eraser of the pencil. You focus by touching the screen at the point you want the camera to focus on. I am holding the iPad, so my job is executing my plan, keeping the iPad still, and COMMUNICATING with my partner. My partners' role is listening, pushing the focus button, and pushing the focus button.

We are going to practice making our photo after we make the photo, we are going to reflect on our plan, the juicy details we wrote down are things we want to capture while practicing and our practice photo to see if we can improve. You can use words on your plan paper as well. Remember, you will be using your plan paper to reference when you get in the studio to make the photo."

Guided Practice [small group rotations]

"If you are ready to start practicing on making a photo, please raise your hand. I will be around to help you with your plan paper and work on making the photo. If you don't have your plan complete yet, continue working on your sketches.

Independent Practice [small group rotations]

Look at the practice photos. Please make sure they are SHARP. Give feedback about the juicy details. Have students go back and practice photos. Once they have practiced and gotten a photo, they like to have the student record their updated plan. They can use words—such as rest iPad on the table. Be sure the camera is at the bottom, bird's eye view, get closer.

CLOSURE

"The next time you see me, we will continue our planning! Please be sure you are making notes on your plan paper. You are doing great and are going to have fantastic photos!"