

# 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:** 6 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

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.

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“What stage of the creative process are we on?” *PLAN*

“Yes, Plan! Today we are going to continue working through 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. Classroom 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 another tool to help you be a better photographer. Remember to bring your Workbook, Object, and a pencil when you come to your small group time.”

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 plans as they work through the planning portion of the creative process.

## Stated Objectives

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

A. How do I see the world differently?

B. The students will be able to understand the following *Points of View* and how it relates to photography

1. Birds Eye View
2. Worm Eye View
3. Eye Level
4. Side View

## MODELED PRACTICE

“I want you to remember back to our first and second lesson. Does anyone remember what my favorite thing to take photos of and why?”

“That is correct. I love making photos of people because we are all alike, and we are uniquely different. Each of you sees the world from a unique perspective. Today we are going to learn about how we communicate through our cameras.

We are going to learn about different points of view. We are going to look at how changing our perspective can adapt to our photo. As we begin the planning stage, I want you to think about where you are standing with your camera. Do we like juicy details?” *YES*

“Yesterday, we worked on getting closer to our object, capturing those juicy details. Today we are going to work on changing our point of view.”

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## **GUIDED PRACTICE**

“So we just looked at how changing the point of view can change the photo. I want you to look at your object and sketch a few different points of view in which you will be able to take your photo. Let’s begin by taking our iPads and taking a photo of our object straight on.

Now let’s take a photo from the top, a bird’s eye view.

Finally, we are going to take a photo from the bottom, the worm’s eye view.”

## **INDEPENDENT PRACTICE**

“Now, I want you to look at the three photos we have taken and sketch/write out a plan on how you will make the photo when we get to the studio on page seven of your student workbook”

## **CLOSURE**

“Tomorrow we will continue the planning piece of our project.”