

# WHAT WOULD YOU BRING?

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**CREATED BY:** Carla B. Long

**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 8 of 10 (40 minute lesson)

**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: “Today is an exciting day! All of our ideas and planning are about to come together as we are going to execute our plan Today in the studio. We are going to practice some Balloon Breaths. Breathing exercises will help you when you are making you keep your camera still.”

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 an at their tables, facing each other.
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 bellies up with air, have them extend their arms open and up over their heads as their imaginary balloon fills up.
4. When their 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.

## STATED OBJECTIVES

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Students are entering the Making/Creating portion of the Creative Process. Students should be able to execute the making and creating process.

A. Make photographs using one of the following *Points of View*

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

B. Students should be able to make a photo where their object may flow off the page.

C. Students should understand that the rule of thirds means the subject does not need to be centered.

D. Students should understand that to get juicy details, they need to move the camera closer to the object they are trying to photograph.

## MODELED PRACTICE

“Take out your plan papers. Your plan paper will help you remember what you practiced in the planning stages.

Remember the ‘Yes-Yes Board’ and the ‘No-No Board’ when you are working on creating photos Today. How do we get juicy details?”

By moving the camera closer to the object, do NOT use the zoom feature.

“Correct, I want you to work on moving your camera. I should not see anyone using the zoom feature on the camera; I should only see you moving your camera closer to your object.

Do you need to center your object in the frame of the camera?”

NO!

“That is correct. It is okay if the object is at one side of the frame or the other? Our brains, like most of the negative space on one side of the frame or the other, this is the rule of thirds.

“What points of view did we talk about?”

Bird’s Eye, Worm’s Eye, Side View.

“Correct. Remember your points of view Today.

“I am want to remind you how to use the iPad camera app. When it is your turn to photograph your object, you are holding the iPad. Be sure your thumbs are on the iPad like this so that it will help you steady the iPad. Your partner will be helping you with your focus and shutter; in other words, if you are photographing your object, you are never touching the screen; your job is to get the framing correct and hold the iPad steady. Remember, this is where we will apply our breathing exercises.

## GUIDED PRACTICE

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“I am going to begin demonstrating how you work in partners. This is my object. I am going to make a photo of it according to my plan. I am setting the camera angles where I want them and working on executing my plan. Remember, when you are working with your partner, you need to COMMUNICATE with them about where you want to focus and when you are ready for them to push the shutter.

If you are the person touching the screen, REMEMBER, you need to touch the screen working on your breathing as well carefully.

Please work with your partner from our small group time. If you didn’t have a partner, please raise your hand. We will set a timer, so you know when our time is halfway complete, signaling if your partner has not had a chance to make photos of their item, you will need to switch.”

## INDEPENDENT PRACTICE

“Once you have both made a photo you are going to do a critique. How do we do a critique? One?”

*GLOW and GROW*

“Yes, we are going to tell our partner one thing they did really well doing and one thing they can improve upon. Think about the techniques we learned about; juicy details, point of view and rule of thirds or going off the page. Once you get your critique go back in the ‘studio’ and work on improving your photo. After you have both had a critique and a chance to improve continue working on finalizing your photos.”

## CLOSURE

The time is up! Please clean up your objects and bring your iPads to their bin. The next time we are together, we will work on our final step, which is processing our best photo.”