

Lesson Plan of the Month

MARCH 2021

Integration of Social and Emotional Learning Within a Photography Curriculum to Improve Student Resiliency by **Danielle Scicluna MEd '20 (Educational Program Design)**

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Unit 3: Introduction to the Camera Functions & Photojournalism

SEL Component: Embracing Diversity & Culture (Practicing Social Awareness & Relationship Skills)

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 SEL Component: Embracing Diversity & Culture
 (Practicing Social Awareness & Relationship Skills)

STAGE 1 – DESIRED RESULTS

Unit Title: Introduction to Camera Functions & Photojournalism

Established Goals:

- **Develop an understanding of the history of silver gelatin photography and traditional processes and techniques, which directly influenced the creation of digital photography and the technology we all use every day.**
- **Deepen understanding of Social Awareness and Relationship skills by seeking out an opportunity to learn someone’s story through photojournalism.**

9.1.12.A - Apply the elements and Principles of art to a highly individual, imaginative and artistically challenging work of art.

9.1.12.G - Practice with new media to experiment and explore compositions.

9.1.12.H - Use all materials safely, store properly and clean up efficiently.

9.2.12.J - Identify, explain, and analyze historical and cultural differences as they relate to works in the arts.

9.4.12.A - Evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.

Understandings: *Students will understand that...*

- ... traditional photography processes and techniques directly influenced the creation of digital photography

Essential Questions:

- How does the aperture and shutter speed work together?
- What makes a black and white print technically and artistically successful?

<p>and the technology we all use every day.</p> <ul style="list-style-type: none"> • ... photojournalism is a process of storytelling using the medium of photography. • ...photojournalism helps communities connect, both locally and globally. 	<ul style="list-style-type: none"> • Why do we still use black and white film when we have digital photography? • How can photos be used to tell stories? • How can portraits communicate ideas and feelings about a person?
<p>Students will know:</p> <ul style="list-style-type: none"> • ... how to develop film and create correctly exposed negatives for printing. • ... how to engage their subject while shooting photos. • ... how to create a story through photographs. • ... that various camera modes are used to achieve visually interesting and powerful images. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • ... synthesize their understanding of the direct relationship between ISO, Aperture and Shutter Speed by exposing their first roll of film controlling their camera's internal light meter. • ... demonstrate understanding of the process of film development by successfully completing the development process on their first roll of film. • Compose and photograph a series of portraits of one subject that conveys an important part of their life.

<p style="text-align: center;">STAGE 2 – ASSESSMENT EVIDENCE</p>	
<p>Performance Tasks:</p> <p>Light Meter Exercises</p> <p>Photograph (Human of Lenape)</p> <p>Contact sheet</p> <p>Photographs (Main assignment)</p> <p>Subject Interview</p> <p>Self-Assessment Rubric</p>	<p>Other Evidence:</p> <p>One on One Discussions</p> <p>Group Discussion (table & class)</p> <p>Teacher Observation</p> <p>Written Student Reflections</p>

Key Criteria for Rubric:

Rubric is designed for Self- Assessment & Reflection which exercises executive functioning & cognitive regulation skills.

Critical Thinking & Problem Solving- Clearly identifies challenges of the project and perseveres to solve them independently 90-100% of the time.

Creativity- All journalism shots capture a defining moment with genuine emotion; and have an engaging and strong composition. Subject interview captures a unique story that is delivered flawlessly in photos.

Craftsmanship- All photos used have excellent exposure and an appropriate level of contrast and a full range of values. The subject is in perfect focus in all photos.

Studio Progress & Habits- Student is very respectful and receptive to listening to suggestions from others. Student remained on task using techniques that work best for them. Student created systems to use time wisely executing this project.

Reflection Questions to be completed.

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

Day 1: Introduction to Workings of the Camera & Elements of Exposure

- Students will get out their 35 mm cameras. Students will problem-solve to find all the parts on their camera using a Camera Identification diagram reference uploaded to their online learning platform.

- Teacher will review all the parts of the camera with students. Students will be asked to mark or circle parts that they cannot find. Teacher will talk about the light meter and battery.
- Teacher will begin direct instruction through power point presentation and animated video explaining the Three Elements of Exposure:
 - ISO
 - APERTURE
 - SHUTTER SPEED
- Teacher will ask students to take notes on important parts of the lesson.
- Students will share notes with a peer and share one thing they found interesting with their table group.

Day 2: Reading the Light Meter

- Teacher projects a series of questions to review new learning from the last class.
 - What's the effect of using a slow shutter speed?
 - What's the effect of using a fast shutter speed?
 - What's the effect of using a small aperture (such as f/16)?
 - What's the effect of using a large aperture (such as f/2.8)?
- Teacher begins teaching about the light meter in the 35 mm camera, and how to get the light meter to read "correctly" on all different cameras. It helps to have visual images of the camera's light meter during this step.
- Students partner up with another student who has a similar camera, and they practice light meter exercises together.
 - Point your camera at the person across from you.
 - Set your aperture to f/22 and your fastest shutter speed.

- Press your shutter release button halfway down so your camera can meter the light.
 - Draw what happens to your light meter.
 - **Why do you think this is happening?**
 - **What could you do with your aperture/shutter to read “correctly”?**
- Teacher reviews each question and models it with a camera.
 - Teacher closes the class with, **“What is most challenging about getting your light meter to read correctly with each shot?”**

Day 3: “Humans of New York” Brandon Stanton Blog Discussion

- Teacher asks warm up questions, **“what causes an exposure (picture) to be under-exposed? Over exposed?”**
 - Students participate to answer questions.
 - Teacher reviews the light meter on camera before introducing the photojournalism assignment.
 - Teacher asks, **“How can photographers tell stories through portraits?”**
 - Students share answers with the table group and share out to class to facilitate discussion.
 - Teacher shares a blog created by photojournalist Brandon Stanton.
 - Teacher shares a story of a person photographed by Brandon Stanton. (choose any story, each story is unique and impactful)
- “I woke up with a gasp in the back of an ambulance. They’d shot adrenaline directly into my heart. Apparently, I’d been dead for 2.5 minutes. The EMT’s were freaking out. My chest hurt from the electric paddles. And I was already in acute

withdrawal. At the time, it had been nearly twenty years of addiction. I weighed 128 pounds, and I'm a six-foot-tall man. There comes a point when you're given the gift of desperation. And that was it for me. Today is my 160th day clean. I've never gone this far before. One of the first things I did after getting sober was write my son a letter. He was raised by my parents. I told him: 'You did nothing wrong. I was an addict. I loved heroin more than you, more than your mother, more than my own mother.' And he's forgiven me. He's a good-hearted kid. I think more than anything he just wants his dad back. He came to visit me in November. It was the first time I've seen him in seven years. He's become my biggest advocate. He knows my day count. He texts me every day for a feelings check. He's become my biggest motivation. I just don't want my legacy to be 'dope fiend.' That can't be what's on my headstone. That can't be how he remembers me. I don't want my kids telling their kids: 'Your grandfather was a heroin addict.' I want them to brag about my sobriety. I want them to say: 'That's something he was, but he beat it.'"

- Teacher asks students to write down their thoughts, and prompts them with questions:
 - **How does his story make you feel?**
 - **What do you see now, after reading the story of this person?**
 - **How can photojournalism teach us about culture?**
 - **What can you take away from reading this story?**

- Students choose a story and portrait photo that resonates with them. Students reflect in a few sentences using the questions above and submit through Canvas.

Day 4: Portrait Composition

- Teacher asks students to write down the answers to the following questions:
 - **Are their unspoken rules when making a portrait?**
 - **Can you leave hands, or part of the head out of the frame?**
 - **Does a portrait have to include a face?**

- Students discuss the following questions with students at their table.

- Students share out answers aloud and explain their thinking.

- Teacher can end discussion with, “A good composition is a combination of the scene on the ground and the scene within your head. It combines the available with the desirable. Ansel Adams, a famous photographer said, don’t forget every image has two people behind it, the photographer and the viewer. So, you might not feel the same emotions as I do with the images I created. But that’s okay, because photography is both an art and a science.”
- Teacher demonstrates the use of basic portraiture techniques and composition (minus studio lighting).
 - **Balancing the subject with background**
 - **Informal vs. formal**
 - **Cropping in tight**
 - **Depth of Field (Shallow vs. Great)**

Day 5-6: “Humans of Lenape” Practice Activity

- Students are presented with a practice activity, Humans of Lenape (based on Brandon Stanton’s “Humans of New York Blog”).
 - Choose one person that is part of Lenape and photograph them in a way that captures their unique contribution to Lenape Middle School.
 - Ask this person a question about themselves and record their quote.
 - Turn in one edited photo with their quote added to the photo.
- Teacher asks students to reflect on their person, “**What makes this person unique and different from you? What makes this personally a valuable part of our school community?**”

Day 7-10: Photojournalism Interview, Teacher Conference, Photoshoot

- Facilitate discussion and review with practice activity.

- **What went well with practice activity?**
- **What was challenging?**
- **What will you do differently in your Photojournalism project?**

- Teacher introduces Photojournalism Project. Ask students to think of a person they do not know too well. This will be their subject.

- Students brainstorm interview questions.

- Students set up times for interviews with the subject. Once the interview is finished, they will create a project plan for their photoshoot.
 - What you want to communicate about your subject?
 - What location(s) you are going to shoot at?
 - Select inspirational portrait photographer and why they inspire you.

- Teacher conferences with students to review their ideas for an out of class shoot with their subject. Students should have their project plan completed which includes ideas for place, composition of shots, as well as what they want to communicate in their photos.

- Students conduct their project plan through a photoshoot outside of class with their subject.

- Teacher will show basic and subtle edits of a photo (contrast, levels, saturation, highlight/shadow) on a photo to convey emotion or a feeling to the audience.

- Students create prints of three of their most effective portrait photos of the subject.

- Students self-evaluate their work using an Analytic Rubric and Reflection Questions.

- Teacher evaluates student progress and work and provides feedback on rubric.

Summary of SEL Development Strategies:

Instruction about SEL:

- Direct instruction from the teacher about the relationship between photojournalism and culture.
- Direct instruction on storytelling.

Participation in SEL:

- Students conduct a personalized interview with a person from their school community to learn more about them.
- Students read and reflect on stories from the blog, “Humans of New York” to read how stories of these humans were conveyed through the artistic medium of photography.

Connections to CASEL (Collaborative for Academic, Social and Emotional Learning):

- Self-Awareness: Building self-perception skills through discussion about self and others, identifying emotions through written reflection and verbal discussion.
- Self-Management: Building a project plan to interview outside of school subject, personalize interview questions, and set up outside of class photoshoot. Regulating thoughts and behavior to get authentic emotion and story from subject during interview and photoshoot.
- Social Awareness: Conducting respectful interview that may touch on uncomfortable subjects such as gender, culture, race, abilities/disabilities (anything that the subject feels makes them unique). Respecting others through respectful and open discussion and reflection about topics.
- Relationship Skills: Hold a successful interview and photoshoot with subject. Students can possess the ability to listen well and communicate questions clearly to the subject. Cooperating with the teacher and other students when participating in discussion.
- Responsible decision-making: Analyzing goals set outside of class to be successful with the class project. Solving problems as they may arise and consistently evaluating and reflecting on progress.

Potential Resources:

Stanton, B. (2020, March 5). [Man in black cap and coat sits on park bench, contemplating]

[Photograph found in Humans of New York]. Retrieved from

<https://www.humansofnewyork.com/post/612135347033440300/i-woke-up-with-a-gasp-in-the-back-of-an>



Rubric for Photojournalism Unit:

Categories	10 = Advanced	8 = Proficient	6 = Basic	4 = Needs Improvement	2/1 = Non- Existent
Critical Thinking & Problem Solving	Clearly identifies challenges of the project and perseveres to solve them independently 90-100% of the time.	Usually identifies challenges of the project and perseveres independently to solve them at least 80% of the time.	Sometimes identifies challenges of a project and perseveres to solve them independently less than 70% of the time.	Often cannot identify challenges of the project and how to improve. Asks for teacher direction almost every time a challenge is presented.	Does not identify challenges of the project. Does not see how improvements can be made and asks for teacher direction every time a challenge is presented.
Creativity	All journalism shots capture a defining moment with genuine emotion; and have an engaging and strong composition. Subject interview captures a unique story that is delivered flawlessly in photos.	All journalism shots capture a defining moment with genuine emotion; and have good composition. Subject interview captures a good story that is delivered well in photos.	Some of the journalism shots capture a defining moment with fair emotion; but may lack good composition. Subject interview captures a basic story that is delivered adequately in photos.	Some or all journalism shots capture a poor or confusing moment without emotion and poor composition. Subject interview captures a weak story that is not reflected in photos.	The journalism shots were either not completed or do not follow the prompts for the assignment. Subject interview incomplete.
Craftsmanship	All photos used have excellent exposure and an appropriate level of contrast and a full range of values. The subject is in perfect focus in all photos.	Most photos have good exposure and contrast, but some could be improved (it is a little too light or dark). The subject is slightly out of focus on one or more photos.	The photos taken have minimal contrast and are clearly off- they are obviously too light or too dark. The subject might be out of focus in some photos.	Photo exposure and contrast are clearly off- it is so light or dark that the subject blends into the background. The subject might be totally out of focus in all photos.	The journalism shots were either not completed or do not follow the prompts for the assignment, or of very poor focus and contrast.
Studio Progress & Habits	Student is very respectful and receptive to listening to suggestions from others. Student remained on task using techniques that work best for them. Student created systems to use time wisely executing this project.	Student is respectful and receptive to listening to suggestions from others. You remained on task most of the time task using techniques that work best for them. Student created systems to use time wisely executing this project.	Student is usually respectful and listens to suggestions from others. Student remained on task part of the time using techniques that work best for them while executing this project. Student attempted to create systems to use time wisely.	Student is sometimes respectful and has trouble being receptive to suggestions from others. Student remained on task very infrequently while executing this project and focused too much time on doing other things in class.	Student does not show respect and has trouble being receptive to suggestions from others mostly all the time. Student did not stay on task and focused too much time on doing other things in class.
Student Total: ____/40 Teacher Total: ____/40					

Reflection Questions for Elements & Principles Resource Booklet or PPT:

1. **DESCRIBE** your photographs in detail. How did you reveal the culture or unique qualities that this person shared with you, in your photographs?
2. **ANALYZE** how you applied your understanding of storytelling to compose your photographs.
3. **REFLECT** on the interview process with your subject. What did you find most challenging? What did you find interesting or connect with? What made you feel uncomfortable?
4. **EXPLAIN** one way this assignment changed your perspective of people who are different from you.

A Walk in Their Shoes: Photojournalism (Storytelling)



A soldier with a letter from home: Lang Vei, Vietnam, David Burnett



Migrant Mother, 1936, Dorothea Lange



The Damm family in their car, Los Angeles, 1987, Mary Ellen Mark

Challenge:

What makes a person unique and interesting?

It may be what they do, how they do it, or even how they view the world.

We are a diverse global society full of unique personalities, ethnicities, abilities, and cultures.

People are the foundation of everything in this world.

For this challenge, you are to choose a person that you find interesting.

(It may be a person with similar interests as you or it may not, but it should be someone you would like to know more about).

Interview that person to gain a deeper understanding of what makes them unique.

Focus on what you feel is the most important characteristic or trait of the person and create a photo series that conveys that to your audience.

Requirements:

The final series should include at least 3 photos that complement each other.

Each photo must include some part of the subject.

Each photo must visually “tell a story” about the subject.

Project Steps:

1. Warm up Discussion – How can photographers tell stories through portraits?
2. **Practice Activity** – Humans of Lenape (based on Brandon Stanton’s “Humans of New York blog” - **Due** _____)
 - Choose a student at school that you do not know well and photograph them in a way that captures a unique quality that makes them special to Lenape Middle School.
 - A story could begin with anything, such as hobbies, their culture, their identified gender, their ethnicity or Race, their abilities or disabilities.
 - You do not have to conduct a full interview at this time, you will conduct a full interview for your subjects’ full story in #4.
 - When asking them a few questions, highlight one important quote from the short practice interview.
 - Turn in one final photo with their quote added to the image.
3. **Intro to “Photojournalism” Unit**- Discussion through a review of what was discussed in the practice activity.
4. **Interview and Project Plan** – Choose your subject and brainstorm interview questions – Students should set up times for interview of subject - Once the interview is finished, create a project plan that details: **Due** _____
 - What you want to communicate about your subject?
 - What location(s) you are going to shoot at?
 - 1 inspiration portrait photographer and why they inspire you
5. **Teacher Conference** - to review ideas for out of class shoot with subjects – the student should have a complete project plan which includes ideas for place and composition of shots as well as what they want to communicate with their photos.
6. **Outside of Class** – Set up a portrait shoot with your subject.
7. Review of practice shooting.
8. **Contact Sheet due** (*at least 10 best photos of 5 different ideas/poses/locations*)
9. Demonstration on portraits enhancement using photo-manipulating software.