



A Day in the Life: A Photo Essay

7/27/18

Students will use a series of photographs to show a linear narrative to show a day in their life.

Overview	
Student Objectives <i>List the bulleted goals/objectives behind your lesson plan</i>	<p>Student will document a typical day in their life via a journal In order to have reference material for the project.</p> <p>Students will analyze and discuss different layouts used by artists in modern comics and graphic novels in order to effectively implement the format to drive a narrative.</p> <p>Students will combine several photographs into one organized image, in order to create a linear narrative of a day in their life.</p>
Grade level	9-12
Curriculum area <i>Example: Language Arts</i>	Art: Photography
Materials	Digital Camera, Adobe Photoshop, Journal



Standards

Learning Standards by State

Explain in bullet points how each of the Objectives align with state learning standards

VA:Cr2.1.IIIa. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

VA:Cr3.1.IIIa. Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

VA:Pr4.1.IIIa. Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

VA:Re.7.2.IIIa. Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

VA:Cn10.1.IIIa. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.






Procedures/Resources	Recommended time frame overview
Session One:	<p>Intro, 50 min.: SW be introduced to two formats; Photo essays and comics & graphic novels. A Socratic discussion will be led to tease out the difference between photo essays (which captures a moment in time to tell a piece of a story), and comics (which depict the passage of time to tell either a piece or a whole story).</p> <p>Homework: In a journal, document the minutiae of their day. No detail is too small. What did you see? What did you hear? What did you smell, eat, do? Etc...</p> <p>Resources:</p> <p>Dorothea Lange's portraits of migrant farm workers https://www.loc.gov/collections/fsa-owi-black-and-white-negatives/articles-and-essays/documenting-america/migrant-workers/</p> <p>Ansel Adams' portraits Japanese-American Internment at Manzanar http://www.loc.gov/pictures/collection/manz/</p> <p>Political cartoon https://www.loc.gov/item/2003680441/</p> <p>Comic Strip: Sneezy Snot Comics https://www.loc.gov/item/2016684814/</p> <p>Comic Strip: Blondie https://www.loc.gov/pictures/item/00651461/</p> <p>Video: Fantagraphics Books and the Advent of the Graphic Novel https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=7654</p>
Session Two:	<p>Intro, 30 minutes: Look at comics! Analyze the use of frames and how they are used to drive the narrative either positively or negatively.</p> <p>Discussion: Discuss above, offer advice on page layout, and how to edit narrative down to the essentials</p>



Session Three:	<p>Warm up, 20 minutes: Use several drawing exercises such as... Mark making, blind contour, draw ten objects, draw ten scenes, etc</p> <p>Storyboarding, 20 minutes: In 8-12 frame, how are you going to illustrate your day?</p> <p>Critique, 10 minutes: Critique. Pair students and have them give each other feedback on how they intend to illustrate their day.</p> <p>Homework: Take photos!</p>
Session Four:	Edit photos, circulate and give feedback
Session Five:	Edit photos, circulate and give feedback
Session Six:	<p>Final Critique: Print and hang work, for informal discussion. Questions to ask...</p> <p>Is the narrative concise?</p> <p>Is it clearly linear?</p> <p>Did the aesthetics choices add or take away from the narrative?</p>
Evaluation	
<i>Note the rubric which will help you evaluate/grade your students</i>	Students will be evaluated using a standard rubric
Additional Resources	
<i>List any additional resources (example: websites related to lesson plan topic) that students can use for additional information and/or after class exploration</i>	www.comicbookplus.com
Accommodations	
<i>Note any accessibility options that might be applied to address student needs</i>	



Primary Sources from the Library of Congress

Image Thumbnail	Description	Citation	URL
	Dorothea Lange's portraits of migrant farm workers	"Migrant Workers - Farm Security Administration/Office of War Information Black-and-White Negatives Digital Collections Library of Congress." <i>Apple Computers: This Month in Business History (Business Reference Services, Library of Congress)</i> , Victor, www.loc.gov/collections/fsa-owi-black-and-white-negatives/articles-and-essays/documenting-america/migrant-workers/ .	https://www.loc.gov/collections/fsa-owi-black-and-white-negatives/articles-and-essays/documenting-america/migrant-workers/
	Ansel Adams' portraits Japanese-American Internment at Manzanar	"Ansel Adams's Photographs of Japanese-American Internment at Manzanar - About This Collection." <i>Apple Computers: This Month in Business History (Business Reference Services, Library of Congress)</i> , Victor, 1 Jan. 1970, www.loc.gov/pictures/collection/manz/ .	http://www.loc.gov/pictures/collection/manz/
	Political Cartoon	<i>Confused Traveler</i> . Photograph. Retrieved from the Library of Congress, www.loc.gov/item/2003680441/ .	https://www.loc.gov/item/2003680441/