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# Photo Story



**Grade:** 5th

**Medium:** Photography

**Learning Objective:** Students will: learn about the power photographs can have for social change; view work by Dorothea Lange; create a photo story based on an everyday activity.

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## **Elements of Art**

**Line:** the flat path of a dot through space used by artists to control the viewer's eye; a long narrow mark or stroke made on or in a surface; a thin mark made by a pencil, pen, or brush. The repetition of line is used to create texture, pattern, and gradations of value.

**Shape:** a two-dimensional (flat) area enclosed by a line.

**Space:** the area within an artwork; the illusion of depth creates 3-d space on a 2-d surface by means of the following techniques: rendering shapes to overlap and using linear perspective.

## **Principles of Design**

**Contrast:** refers to the arrangement of opposite elements, or using very different qualities next to each other to create visual interest, excitement and drama. E.g. smooth/rough textures, light/dark colors, or thick/thin lines.

**Emphasis (focal point):** the part of an artwork that is emphasized in some way and attracts the eye and attention of the viewer; also called the center of interest.

## **Additional Vocabulary**

**Composition:** using principles of design to arrange elements of art to create art; the way elements are combined to express a particular idea.

**Contrast Photography:** the use of light and dark tones in an image.

**Digital Format:** anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; art viewed electronically through any device.

**Elements of Photographic Design:** those parts that are used to make a composition.

**Photography:** the process of forming and fixing an image by the chemical action of light on photosensitive surfaces; the art and business of producing and printing photographs.

**Shadow:** the dark areas adjacent to the illuminated (highlighted) side of an object.

## **Materials & Supplies**

- Cameras, smartphones or tablets with cameras (enough for about 3-4 students to share)
- Printer to print photos (or develop with a service)
- 12x18" Colored Construction Paper
- Scissors
- Markers
- Glue
- Tape
- Dorothea Lange's photos "Migrant Mother", "Harvest Gypsies" etc.

## **Context (History and/or Artists)**

**Dorothea Lange (1895-1965)** was an American photographer. She wasn't concerned about her photographs being considered great art, instead she used her photos to bring about justice and change for the better. One of her most famous photographs, *Migrant Mother*, depicts a worn out, hungry mother and her starving children during the Great Depression. Many people saw the photograph *Migrant Mother* and were inspired to help. As a result, many lives were saved. Lange felt that photographs should document history, from important events to everyday life.

## **Advanced Preparation**

- Find examples of Dorothea Lange's work, including *Migrant Mother*.
- Figure out the best way to collect and print the photographs. Note: Students may not communicate directly with the volunteer art docents via social media or email. Work out a way to get the images from the students through the teacher.
- Develop or print photos into 3.5x5".
- Cut paper in half to create 6 x 18" pieces.
- Practice folding a 6x18" piece of construction paper into an accordion book.

## **Tips & Tricks**

- Investigate the possibility of printing the images during computer time at school.
- Limit the number of images based on what is realistic for your situation (the students will need at least 3 but the upper limit is flexible).
- The photos are fine to be printed any size but the size of the colored construction paper might need to be adjusted.
- 3x5 horizontal photos will need to be trimmed to fit. If this will be a problem, use only vertical photos.
- Have a couple of examples to share.

### **Everyday events:**

- Painting at an easel, taking the painting to the drying rack, showing a friend the finished painting.
- Sharpening a pencil, writing a story, putting the story in the turn-in basket.
- Choosing a book, reading the book to yourself, reading it to a friend, putting the book away.
- Getting a ball, playing 4-square, becoming King (in 4 square), getting out, coming back in the game, putting the ball away.

**Social justice:**

- Seeing a bully in action, confronting the bully, gathering a sympathetic crowd, consoling the victim.
- Helping someone who has fallen.
- Picking up litter; recycling; etc.

**Discussion Points**

What is social justice? Why can a photograph sometimes be more powerful than an article or essay? Why is it important to document everyday events? Write the best answers on the board.

**Reflection Point (Assessment of Learning Objectives)**

Students will: learn about the power photographs can have for social change; view work by Dorothea Lange; create a photo story based on an everyday activity.

**Instructions for Lesson****First class period:**

1. Show Dorothea Lange's photographs. Some examples include "Migrant Mother" and "White Angel Bread Line – San Francisco". Discuss why she took them. How do you feel and how did people feel when they saw her photos? Explain that when people and the government saw her photographs they were often inspired to help. "Harvest Gypsies" became the most reproduced photo in the world at the time.
2. Discuss why Lange felt it was important to document history, including everyday events. Ask the students why they think she felt this way?
3. Have the students work with partners or in small groups.
4. Post directions on the board: 1) each person suggest a topic, either social justice or every day event. 2) decide on the easiest one to show in pictures 3) Decide on how many actions are needed to tell the story. 4) Choose a person to act out an event in the classroom. This should take only about 5 minutes.
5. Have the other students in the group take the rest of the pictures of the event, sequencing them.
6. Each group should have 3-8 pictures.
7. Print the photos in 3.5x5" size so that every student has a set of photos taken with their group.

**Second class period:**

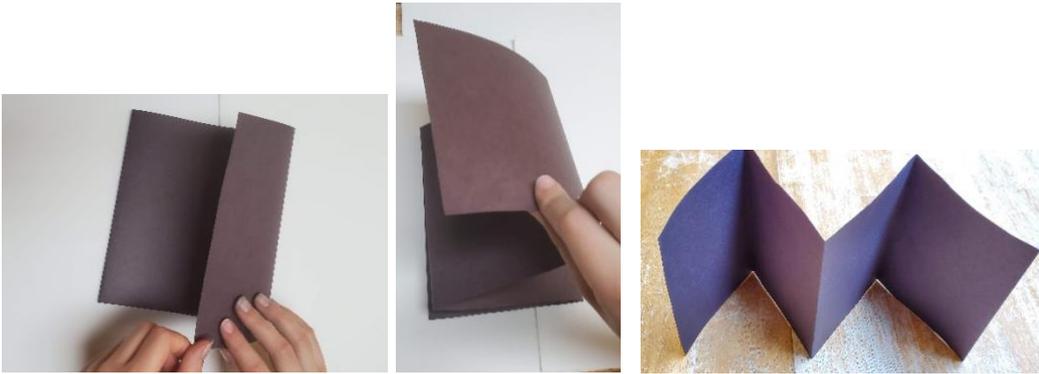
8. Distribute 6x18 construction paper to each student.
9. Demonstrate matching the ends of the paper together to fold in half and then have the students fold the paper in half.



10. Fold the top sheet of paper in half again by aligning the edge with the folded crease.



11. Flip the paper over and do the same to the other side. (Take the long piece and align the edge with the folded crease and press down to create a fold).



12. Tape as many papers together as needed to create an accordion-style background for the sequence of photos.



13. Place photos in sequence.

14. Glue to accordion paper. Horizontal photos may need trimmed to fit.



15. Decorate with markers if desired. If there are an odd number of photos, use the first square as a title page.



### Examples:



### References and Attributions:

"Dorothea Lange: MoMA." *The Museum of Modern Art*, <https://www.moma.org/artists/3373>.

Kohl, MaryAnn F., et al. *Discovering Great Artists: Hands-on Art for Children in the Styles of the Great Masters*. Turtleback Books, 2015. 88.

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## **Notes for Educators**

### **21<sup>st</sup> Century Thinking Skills**

Goal setting, observing, making connections, visualizing, sequencing, summarizing, determining main idea, finding evidence, problem solving, determining point of view, fact and opinion, decision making, evaluating.

### **WA State Learning Standards**

(VA:Cr1.1.5) a. Combine ideas to generate an innovative idea for art-making.

(VA:Cr1.2.5) a. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

(VA:Cr2.1.5) a. Experiment and develop skills in multiple art-making techniques and approaches through practice.

(VA:Re7.1.5) a. Compare one's own interpretation of a work of art with the interpretation of others. This happens if students share their work.

(VA:Re8.1.5) a. Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. (VA:Re9.1.5) a. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts. This happens when acknowledging that content and messaging is as important to visual composition as is esthetics (how it looks).

(VA:Cn10.1.5) a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

(VA:Cn11.1.5) a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

### **Arts Integration Opportunities**

This can be applied to procedural documentation, often used in science, or other 'how to' narratives.