



Lesson 1: Empathy & Awareness

Grade

This lesson is appropriate for students in 4th-8th grade with modifications as needed.

Generative Topic

What stories are hiding in plain sight, in nature, and in the items we lose or toss away? What stories do we share with both?

Workshop Description

Students increase their empathy and awareness as they produce found object photo stories by observing and discovering the material world, shooting and editing stylized photos, and writing fiction in the first person.

Culminating Project

Each student will produce at least one photographic portrait of a found object accompanied by a fictional story written in the first person in the voice of the object. Using digital design tools, the photo and story are laid out together, and the final project can be printed, displayed, and sent home with the student.

Prior Knowledge

1. Writing skills to produce and revise a short story; 2. basic photography and photo editing skills; 3. how to use an iPad or tablet.

Artistic Inspiration:

Which artists will inspire students to create their own artwork?

Carrie Mae Weems [her installation, *And 22 Million Very Tired and Very Angry People*], J. John Priola, Edward Weston and photographers who photograph found objects or commercial products.

Technology

This project uses iPads with keyboards, and the apps, Book Creator and Photoshop Express. Standard flashlights, small light fixtures and/or lights from cell phones were necessary to create controlled lighting as classroom overhead lights need to be turned off during photo shoots.

Standards: CCSS.ELA-LITERACY.CCRA.R.4, CCSS.ELA-LITERACY.CCRA.R.6, CCSS.ELA-LITERACY.CCRA.R.7, CCSS.ELA-LITERACY.CCRA.L.1, CCSS.ELA-LITERACY.CCRA.L.2, CCSS.ELA-LITERACY.CCRA.L.3, CCSS.ELA-LITERACY.CCRA.L.4, CCSS.ELA-LITERACY.CCRA.L.5, CCSS.ELA-LITERACY.CCRA.L.6, CCSS.ELA-LITERACY.CCRA.SL.1, CCSS.ELA-LITERACY.CCRA.SL.2, CCSS.ELA-LITERACY.CCRA.W.1, CCSS.ELA-LITERACY.CCRA.W.3, CCSS.ELA-LITERACY.CCRA.W.4, CCSS.ELA-LITERACY.CCRA.W.5, CCSS.ELA-LITERACY.CCRA.W.6, CCSS.ELA-LITERACY.CCRA.W.9, CCSS.ELA-LITERACY.CCRA.W.10

MATERIALS

ITEM	AMOUNT NEEDED
iPad or tablet [adaptation: any type of photographic device]	1 per student
Photocopied worksheets – or blank paper	5 pages per student
Pens or pencils	1 per student
Quart sized plastic bags	1 per student
Sharpie [any size or color]	2-3 total
Box [large enough to contain the found objects students pick-up]	1 total
Sheets of black, gray and/or white paper [11x17 or larger]	1 for every 3-4 students

Flashlights and/or small portable lights [cell phone lights if available]	1 for every 3-4 students
Cardboard/mat board pieces [large enough to place in front of light sources]	1 for every 3-4 students
Computer/tablet and projector	1 for teacher

WORKSHOP OVERVIEW

SESSION	WORKSHOP FOCUS	MATERIALS NEEDED
SESSION 1 (60 mins)	<p>Review: Project Requirements and Project Examples</p> <p>Discuss: The secret life of plants & objects, trash and nature</p> <p>Activity 1: Students write/draw about lost/found object, trash and nature</p> <p>Activity 2: As a group, walk to find objects [label & store in bags]</p>	<ul style="list-style-type: none"> -worksheet pages 1-2 or blank paper -pencils and/or pens -baggies [1 per student] -sharpies [2-3] -cardboard box [1] -Computer/tablet with projector
SESSION 2 (60 mins)	<p>Demo: Basic photography</p> <p>Activity 1: Students write about their objects</p> <p>Activity 2: Students photograph their objects</p>	<ul style="list-style-type: none"> -worksheet page 3 or blank paper -pencils and/or pens -black, white and/or gray paper, 11x17 or larger [1 per 2 students] -small pieces of cardboard -flashlights and/or portable lights -iPads or tablets [or digital camera] -Computer/tablet with projector [1]
SESSION 3 (60 mins)	<p>Demo: Photo Editing & Layout</p> <p>Activity 1: Students hand-write 1st draft of story</p> <p>Activity 2: Students edit photos and add to layout</p> <p>Activity 3: Students type 2nd draft of story into layout</p>	<ul style="list-style-type: none"> -worksheet page 4 or blank paper -pencils and/or pens -iPads or tablets [1 per student or none if doing non-digital layout] -Computer/tablet with projector [1]
SESSION 4 (60 mins)	<p>Demo: Revisions & assessment of photos, layout and writing</p> <p>Activity 1: Peer editing and assessment of 2nd draft</p> <p>Activity 2: Student revisions to create 3rd draft photo, layout and writing</p>	<ul style="list-style-type: none"> -worksheet page 5 or blank paper -pencils and/or pens -iPads or tablets -worksheets or paper -pencils and/or pens
SESSION 5 (60 mins)	<p>Demo: Layout Checklist, Personal statement, and Export layout for printing</p> <p>Activity 1: Students make final corrections</p> <p>Activity 2: Export final layout</p> <p>Activity 3: Write a Personal Statement to prepare for showcase.</p>	<ul style="list-style-type: none"> -worksheet page 5 or blank paper -pencils and/or pens -iPads or tablets -internet access for uploading files
SHOWCASE	See the Streetside Stories Showcase Planning Checklist under Additional Resources at streetside.org/resources .	-Computer/tablet with projector

SESSION ONE – DETAILED LESSON PLAN – 1 HOUR

ACTIVITY	DESCRIPTION
SET-UP 15 minutes	Materials <ul style="list-style-type: none"> • Worksheets [page 1-2] or blank paper • Pencils and/or pens • Bas [1 per student] • Sharpies [2-3] • Medium-sized box [1] Technology <ul style="list-style-type: none"> • iPad/Tablet and projector for teacher
OPENING CIRCLE 5 minutes	Visible Thinking Routine: Headlines Show slide. Discuss the concept of a headline – it’s helpful to show them one, printed or online. Ask students to quietly study the two images and to create a compelling headline for one or both that would get a person’s attention. Encourage them to not be literal – and clarify what that means.
AGENDA 5 minutes	Today we will... <ul style="list-style-type: none"> • Review our Timeline. • Review project requirements and examples. • Brainstorm about the lives of plants and objects, and the role of nature and garbage in our lives. • Write about things we've lost and found, and about our relationship to trash and nature. • Walk around as a group so that we each find 1 human-made discarded object and 1 natural object.
DEMONSTRATION / DISCUSSION 15 minutes	Review project requirements <ul style="list-style-type: none"> • Show a sample completed project. Pass out and review together worksheet pages 1-2 [or all 5 pages] - or have students use binder paper if you don’t make copies and rely on Teacher Slides that include the same writing prompts and details. • Show Project Description - ask a student to read it - and the rubric [page 1]. • Discuss your plans for printing and/or expectations for student presentations. • Ask for questions. Check for understanding. Discussion <ul style="list-style-type: none"> • Where do human-made things come from? • What is nature? • What is trash?
STUDENTS AT WORK / CREATIVE PROCESS 30 minutes	Write <ul style="list-style-type: none"> • Give students 10-minutes to respond to the four questions on the worksheet [page 2]. Encourage them to draw and/or write their responses. • Emphasize that all students need to answer all questions before the group can leave the room to search for objects. • Walk around and check their work to identify any confusion. • When everyone is finished ask for at least one volunteer to share what they wrote or drew. Found Object Search <ul style="list-style-type: none"> • Pass out bags and Sharpies as students finish their writing; ask them to write their name on the bag. • Bring in a human-made and natural object that you’ve found: demonstrate how to use a bag as a “glove” if they encounter an object that is messy or that they don’t feel comfortable touching with their bare hand. • Clarify the duration and any ground rules of the walk: inaccessible areas, behavior and level of quiet needed, any off-limit objects that should not be picked-up, etc. but also encourage them to walk slow, to look up, down – everywhere – to try to be in the

	<p>moment.</p> <ul style="list-style-type: none"> Join the students on their walk. Encourage students to look deeply. When you return to the classroom, have students put their bags in a collection box. Be prepared for perishable and large items if you've allowed them – and have a plan for storage.
CLOSING CIRCLE 5 minutes	<p>Share-out</p> <p>Ask at least one person to reflect on their experience of the walk. What did they see, smell or hear that they hadn't noticed before? How does this change their thinking about the area and what they found?</p>

SESSION TWO – DETAILED LESSON PLAN – 1 HOUR

ACTIVITY	DESCRIPTION
<p>SET-UP</p> <p>20 minutes</p>	<p>Materials</p> <ul style="list-style-type: none"> Worksheet page 3 or blank paper Pencils and/or pens Black, white and/or gray paper, 11x17 or larger [1 per 2 students] Small pieces of cardboard/matt board [1 per 2 students] Flashlights and/or any portable light [1 per 2 students] Box of found objects in baggies <p>Technology</p> <ul style="list-style-type: none"> iPads or tablets [or digital camera] - 1 per student Computer/tablet with projector [1]
<p>OPENING CIRCLE</p> <p>5 minutes</p>	<p>Visible Thinking Routine: Looking 5x2</p> <p>Show slide and ask students to identify as many adjectives or descriptive words for each object as they can. Allow time to quietly study the image and then ask for at least 5 observations of each object. Ask a student to write these on the board if available.</p>
<p>AGENDA</p> <p>5 minutes</p>	<p>Today we will...</p> <ul style="list-style-type: none"> Review our Timeline. Observe and write descriptive words for both found objects. Learn how to light and photograph your objects - then do it. Early finishers: Begin to write the story for ONE object. Close with a few of you sharing your images.
<p>DEMONSTRATION / DISCUSSION</p> <p>15 minutes</p>	<p>Review project requirements</p> <ul style="list-style-type: none"> Show several sample completed projects. These can be found in Student Examples tab of this lesson at streetside.org/resources. Show students grading rubric [Worksheet page 1] emphasize Photo section. Ask for questions. Check for understanding. <p>Demonstration</p> <ul style="list-style-type: none"> Ask for a volunteer to assist you with the photo demo. Review basic photography tips including framing, focus, and lighting. Photograph 2 objects you've brought using different paper backgrounds, different types of lighting and angles. Emphasize setting, focus & exposure, not cropping the object, filling the frame with the background paper and controlling the light. Demonstrate that to take a close up shot, they should move physically closer to the subject, and should NOT use the zoom function on the iPad because it will reduce the quality of the photo. Project the photos and talk to students about their differences and preferences.
<p>STUDENTS AT WORK/</p>	<p>Photography</p> <ul style="list-style-type: none"> Give students 10-minutes to write about their found trash and natural objects. Pair students up and give them a total of 20-minutes to photograph both of their

<p>CREATIVE PROCESS 30 minutes</p>	<p>objects.</p> <ul style="list-style-type: none"> • Have each team get at least 1 sheet of paper and their objects. Clarify how lights are to be shared. • Remind them that they must get approval on at least 1 photo of each before stopping. • Walk around and assist as needed. <p>Writing [early finishers]</p> <ul style="list-style-type: none"> • Students who finish their photos early can write their full stories [Worksheet, page 4].
<p>CLOSING CIRCLE 5 minutes</p>	<p>Share out Ask for at least one person to show their photos of their object before and after editing, and to describe any steps they took. If any student is confident about their layout, have them share that too.</p>

SESSION THREE – DETAILED LESSON PLAN – 1 HOUR

ACTIVITY	DESCRIPTION
<p>SET-UP 5 minutes</p>	<p>Materials</p> <ul style="list-style-type: none"> • Worksheet page 4 or blank paper • Pencils and/or pens <p>Technology</p> <ul style="list-style-type: none"> • Computer/tablet with projector [1 for teacher] • iPads or tablets [1 per student or none if adapting to non-digital layout]
<p>OPENING CIRCLE 5 minutes</p>	<p>Visible Thinking Routine: Parts, Purposes, Complexities Show slide. Ask students to quietly study the image and to consider the object's: 1. Parts - what it's made of; 2. Purposes - what it is/was used for; 3. Complexities - how its parts and purposes contradict or support one another. Ask at least three students to tell a brief story in the first-person about the object's past, present or future.</p>
<p>AGENDA 5 minutes</p>	<p>Today we will...</p> <ul style="list-style-type: none"> • Review our Timeline. • Write a first draft of your object's story - if you haven't already. • Learn to edit photos - and then do this to your best photos of both objects. • Layout your favorite object photo. • Type second draft of story for one object.
<p>DEMONSTRATION / DISCUSSION 10 minutes</p>	<p>Review project requirements</p> <ul style="list-style-type: none"> • Show Worksheet page 4 and sample completed project; read story aloud. • Review grading rubric with students on worksheet page 1, emphasizing the layout section. • Ask for questions. Check for understanding. <p>Editing & Layout</p> <ul style="list-style-type: none"> • Demo basic photo editing techniques – changing color or brightness and cropping. • Encourage students to duplicate the best photo of their 2 objects – and to edit the copies. • Demonstrate how to add the photo to the layout and how to add text. Remind them to get approval on their edited photo before putting it in the layout. • Urge students to not get hung up on photo editing. The goal is to have a first draft of both before the end of the hour. Photos can be re-edited and swapped later.
<p>STUDENTS AT WORK/ CREATIVE PROCESS 30 minutes</p>	<p>Hand-write draft 1 of story</p> <ul style="list-style-type: none"> • Students choose one object to write about [Worksheet, page 4] for at least 15-minutes. Once this is completed, they can get their iPads to begin layout. <p>Layout</p> <ul style="list-style-type: none"> • Students edit their best photo and add it to layout, filling page from top to bottom. • Students type their handwritten header and story to layout. Urge students to

	elaborate beyond their first draft as they type, and to use word “look up” functions for improved spelling.
CLOSING CIRCLE 5 minutes	Share out Ask for at least one person to show their photos of their object before and after editing, and to describe any steps they took. If any student is confident about their layout, have them share that too.

SESSION FOUR – DETAILED LESSON PLAN: 1 HOUR

ACTIVITY	DESCRIPTION
SET-UP 5 minutes	<p>Materials</p> <ul style="list-style-type: none"> • Worksheet page 5 or blank paper • Pencils and/or pens <p>Technology</p> <ul style="list-style-type: none"> • iPads or tablets [1 per student] • Teacher tablet/laptop and projector
OPENING CIRCLE 5 minutes	Visible Thinking Routine: Beginning, Middle, End Show slide and ask students to quietly study the image and to imagine for the object: 1. If this is the beginning of its story, what might happen next? 2. If the image represents the middle of its story, what happened prior? 3. If this is the end of the story, what is its future? Ask for responses from at least 3 students to explore all parts of a narrative.
AGENDA 5 minutes	Today we will... <ul style="list-style-type: none"> • Review our Timeline. • Complete layout if you have not already. • Get a quick refresher on Editing and Layout. • Show your work to a peer and get feedback on layout, story, and writing using the Layout Checklist [page 4] to make sure everything follows the guidelines.
DEMONSTRATION / DISCUSSION 10 minutes	<p>Review</p> <ul style="list-style-type: none"> • Show one sample completed project and one in-progress student sample. The completed project can be found in the student samples tab of this lesson at streetwise.org/resources. • Show students grading rubric with emphasis on Layout. • Ask for questions. Check for understanding. <p>Demonstrate</p> <ul style="list-style-type: none"> • Giving peer feedback using one of your or a student’s work-in-progress. • Corrections to layout using the Layout Checklist [page 4].
STUDENTS AT WORK/ CREATIVE PROCESS 30 minutes	<p>Peer Assessment</p> <ul style="list-style-type: none"> • Pair students up and give them a total of 10-minutes to provide written feedback to one another and use the Layout Checklist [page 4]. • Walk around and assist as needed; early finishers can transition to editing photos and stories. • When all or most students are done with the peer assessment ask for a few students to share what feedback they gave. <p>Editing & Layout</p> <ul style="list-style-type: none"> • Give students 20 minutes to focus on a final round of editing and corrections and to get your feedback before saying they’re “finished.”
CLOSING CIRCLE 5 minutes	Share-out Ask for at least one person to show their near-complete layout. Ask for any suggested improvements.

SESSION FIVE – DETAILED LESSON PLAN – 1 HOUR

ACTIVITY	DESCRIPTION
SET-UP 5 minutes	Materials <ul style="list-style-type: none"> ● Worksheet page 5 or blank paper ● Pencils and/or pens Technology <ul style="list-style-type: none"> ● iPads or tablets ● Teacher tablet/laptop and projector ● Internet access for uploading files
OPENING CIRCLE 5 minutes	Visible Thinking Routine: I Used to Think, Now I Think Show slide and ask students to reflect upon what either of these images might have meant to them before they started their Found Object projects and whether they perceive them now. Ask for at least one student to talk about each photo.
AGENDA 5 minutes	Today we will... <ul style="list-style-type: none"> ● Review our Timeline [it's the final day!]. ● Review the Layout Checklist one more time. ● Write a personal statement for presenting your work. ● Export final layout for printing.
DEMONSTRATION / DISCUSSION 10 minutes	Review <ul style="list-style-type: none"> ● Show in-progress student project. ● Show students grading rubric with emphasis on Layout section. ● Ask for questions. Check for understanding. Demonstration <ul style="list-style-type: none"> ● Demonstrate using the Layout Checklist [page 4] on your or a student's layout. ● Demonstrate how to write a Personal Statement for your own layout. ● Demonstrate exporting and uploading file for print.
STUDENTS AT WORK/ CREATIVE PROCESS 35 minutes	Final Corrections & Export <ul style="list-style-type: none"> ● Students write Personal Statement while you walk around signing off on layouts. ● Students make any final corrections and receive a final approval before exporting. ● Encourage early finishers to help classmates.
CLOSING CIRCLE 5 minutes	Share-out Ask for at least one person to show their complete layout & personal statement.