



Lesson 2: Identity & Perception

Grade:

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

Generative Topic

Who are we - what people see on the outside or what we know is on the inside?

Workshop Description

Students focus on identity and perception as they craft split self-portraits that represent their “true self” juxtaposed with a “perceived self,” combining writing, drawing and photo editing.

Culminating Project

Each student produces one photographic portrait of themselves using digital photography and design tools. The project can be printed, displayed, and sent home with the student.

Prior Knowledge

1. basic photography and photo editing skills; 2. basic understanding of how to use an iPad or tablet.

Artistic Inspiration:

Which artists will inspire students in creating their own artwork (local artists, teaching artists, youth work, etc.)?

This project was initially inspired by a drawing in Sherman Alexie’s *The Absolutely True Diary of a Part-Time Indian* that shows a hybrid figure of a young man, half-“Indian” and half-white, who represents the culture clash that Junior, the Native American main character, experiences when he leaves his school on the reservation for a school of all white kids in town. The keywords that surround the figure describe the differences in their appearance and cultural perceptions. Artists who frequently work with portrait photography in combination with text include Jim Goldberg, Carrie Mae Weems, Wendy Ewald, and Gillian Wearing.

Technology/Materials

This project uses iPads with keyboards, and the apps, Book Creator and Photoshop Express. Two studio-type lights on stands and a black cloth backdrop are also helpful.

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

MATERIALS

ITEM	AMOUNT NEEDED
iPad or tablet [adaptation: any type of photographic device]	1 per student
Worksheets – or blank paper	2 sheets per student
Pen or pencils	1 per student
Large neutral wall, cloth or paper seamless [for photos]	1 or more
Portable lights if shooting indoors [or bright indirect outdoor light]	2 lights
Bounce card [large white foam core or mat board] or reflector	1 [optional]
Computer/tablet and projector	1 for teacher[s]

WORKSHOP OVERVIEW

SESSION	WORKSHOP FOCUS	MATERIALS NEEDED
SESSION 1 (60 mins)	<p>Review: Project Requirements and Project Examples</p> <p>Discuss: Where does judging others come from and what is the effect? What are some strategies for resisting being judged and judging others?</p> <p>Brainstorm: As a group identify areas of judgement and narrow these to six "judgement categories"</p> <p>Activity: Students choose three of the "judgement categories" then write key words that contrast the judgement with who they really are; students do the same for three aspects of their physical appearance.</p>	<p>-worksheets pages 1-2 or blank paper</p> <p>-pencils and/or pens</p>
SESSION 2 (60 mins)	<p>Review: Project Requirements and Portrait Examples</p> <p>Demo 1: Photography & lighting basics</p> <p>Demo 2: Photo editing & writing</p> <p>Activity 1: Students work in pairs to create portraits*</p> <p>Activity 2: Students "split" and/or edit their portraits</p> <p>Activity 3: Students add portrait(s) to layout and begin editing to include writing</p> <p>*First, students must finish writing their "judgements"</p>	<p>-worksheet pages 1-3 or blank paper</p> <p>-pencils and/or pens</p> <p>-iPads/ tablets [or cameras for low-tech adaptation]</p> <p>-stylus for tablets [optional & as needed or ask students to bring]</p> <p>-neutral background [wall, paper, or fabric]</p> <p>-2 lights [if indoors]</p>
SESSION 3 (60 mins)	<p>Review: Project Requirements and Portrait Examples</p> <p>Demo 1: Common Corrections & Advanced Editing</p> <p>Activity 1: Students finish portraits</p> <p>Activity 2: Peer assessment of finished portraits</p>	<p>-worksheet pages 1-3 or blank paper</p> <p>-iPads/tablets [or cameras for low-tech adaptation]</p> <p>-stylus for tablets [optional & as needed or ask students to bring]</p>
SESSION 4 (60 mins)	<p>Review: Project Requirements and Portrait Examples</p> <p>Activity 1: Students write Personal Statements</p> <p>Activity 2: Students prepare for showcase</p> <p>Activity 3: Students make any final corrections and export file</p>	<p>-worksheet pages 1-4 or blank paper</p> <p>-pencils and/or pens</p> <p>-iPads or tablets [or cameras for low-tech adaptation]</p> <p>-stylus for tablets [optional & as needed or ask students to bring]</p>
SHOWCASE	See 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 10 minutes	Materials <ul style="list-style-type: none"> Worksheets pages 1-2 or blank paper Pencils and/or pens Technology <ul style="list-style-type: none"> iPad/Tablet and Projector for teacher
OPENING CIRCLE 5 minutes	Visible Thinking Routine: See, Think, Wonder Show slide and ask students to quietly study the image as they consider what they <i>see</i> , what they <i>think about</i> based on what they see and what <i>questions</i> arise as a result. Ask a student to write some of their classmates' observations on the board. NOTE: you can find a See, Think, Wonder template under Additional Resources at streetside.org/resources .
AGENDA 2 minutes	Today we will... <ul style="list-style-type: none"> Review our Timeline. Review project requirements & look at some examples. Discuss ways one can be judged and explore strategies you've developed to stay proud and resist. "Where does judging come from?" What is its effect on us?" and "What are strategies for resisting being judged and judging others?" are questions we'll explore. Brainstorm six or more types of judgements we experience. You'll each write key words that contrast how you're judged vs. the "real me"; these words will be what you write on your split self-portrait. Wrap-up with a few shared examples from students.
DEMONSTRATION / DISCUSSION 30 minutes	Review Project Requirements: <ul style="list-style-type: none"> Show students the Timeline. Show the project inspiration and sample completed projects. Specify page format [landscape vs. portrait] and any other critical design goals. Show your own split self-portrait example—students will likely respond positively if you are honest and reveal vulnerabilities. Show students grading rubric. Ask for questions. Check for understanding. Discuss <ul style="list-style-type: none"> What is judgement and where does it come from? Name the ways you might be judged or judge others. What is its effect on you? What are some strategies for resisting being judged and judging others? Brainstorm <ul style="list-style-type: none"> Elicit as many types of judgements from the students as possible. As a group, look at the list and group them into roughly 3-5 broad categories [Common categories: identity, ability, background, friends, appearance and interests]. Separate any "appearance" related categories as all students will need to respond to this prompt.
STUDENTS AT WORK / CREATIVE PROCESS 20 minutes	Writing <ul style="list-style-type: none"> Have students fill in both columns of the "Judged Me" and the "Real Me" for the six "Judgement Categories" the class has chosen [anything appearance-related students should put in the following table]. Have students circle the three Judgement rows that mean most to them. Have each student choose their own three aspects of their physical appearance

	[body, clothing, etc.] that they feel judged by - writing in Judged Me and Real Me words/statements.
CLOSING CIRCLE 3 minutes	Share-out <ul style="list-style-type: none"> ● Invite a few students to share how the experience felt. ● Invite one or more students to read a few of their key words. ● Remind students that photos will be taken in the next lesson and that what they wear will be part of their personal “story.”

SESSION TWO – DETAILED LESSON PLAN – 1 HOUR

ACTIVITY	DESCRIPTION
SET-UP 45 minutes	Materials <ul style="list-style-type: none"> ● Worksheets pages 1-3 or blank paper ● Pencils and/or pens Technology <ul style="list-style-type: none"> ● Set-up 2 adjustable lights capable of lighting a student head-to-toe. ● Set-up a “seamless” backdrop of fabric or paper - if a neutral large wall is unavailable. ● 1 bounce card [white foam core] or reflector [silver or gold] are suggested. ● iPad/Tablet and Projector for teacher.
OPENING CIRCLE 5 minutes	Visible Thinking Routine: Claim, Support, Question Show slide and ask students to quietly study the image and to prepare to make a <i>claim</i> about the person/situation in the photo, to <i>support the claim</i> with at least one visible piece of evidence, and to <i>offer a question</i> that the image doesn’t solve. Likely you’ll be able to talk about personal interpretation or judging given that’s what we do when we look at others or photos of others. What do we get right? What do we get wrong?
AGENDA 5 minutes	Today we will... <ul style="list-style-type: none"> ● Review our Timeline. ● Review the judgements we chose as a group in our last session and, if you haven’t finished adding yours, you’ll need to do that before you have access to your iPad/camera. ● Get a basic lighting and portrait photography demo - and then work in pairs to quickly take one another’s portraits IF you’ve finished your writing. ● Get a demo on how to duplicate, split, combine and illustrate your portrait to create two distinctly different halves of your “whole self.” ● Wrap-up with a few shared examples.
DEMONSTRATION / DISCUSSION 15 minutes	Review project requirements: <ul style="list-style-type: none"> ● Show students the Timeline. ● Show teacher sample completed project. ● Show students grading rubric. ● Show your complete “Judgements” and “Physical Characteristics” worksheet. ● Ask for questions. Check for understanding. Demo Photography & Lighting Basics <ul style="list-style-type: none"> ● Ask for a student volunteer - ideally one who wears glasses* - to model. ● Ask for a 2nd student to assist with reflector and lights. ● Ask for a 3rd student to be the photographer. ● Write the following key photo steps in large text near photo backdrop: 1. Frame 2. Exposure 3. Focus 4. Pose 5. Approve. ● Guide the students through adjusting lighting, posing, framing, focus and exposure until you get a few good and bad examples [primary hazard is that students will crop off their feet or legs, or frame shot so that lights or other unwanted elements are in the picture]; *Light can cause reflections in eyeglasses, so demonstrate

	<ul style="list-style-type: none"> moving lights around to remove glare with student model. Plug camera device into projector and show the class the results - make it clear what is desired and what is not. <p>Demo Photo Editing & Writing</p> <ul style="list-style-type: none"> Using the best photo, duplicate it twice, and split each duplicate in half to create two different halves. Edit one of the halves, changing the color/exposure/filtering. Combine the edited and original “halves” in your layout emphasizing page shape, photo scale, etc. Use digital handwriting tools available to demonstrate adding words or statements, lines, arrows and drawing onto the portrait. Clarify which side is the “Real Me” vs. the “Judged Me.” Do a second demo adding the full portrait to a 2nd layout, drawing one half of the body with a pen tool. Delete the full portrait and add the opposing half-portrait to create a half-photo, half-drawn portrait.
<p>STUDENTS AT WORK / CREATIVE PROCESS 30 minutes</p>	<p>Photography</p> <ul style="list-style-type: none"> Pair-up students after you approve their completed writing. Have students take several photos and make sure they show you and each other a satisfactory photo before they begin editing. <p>Photo Editing & Layout</p> <ul style="list-style-type: none"> Students duplicate, “split,” and edit their portraits, then add them to their layout. Students begin to write on their portrait with key words/phrases. Note: some may not get very far depending upon their readiness and the speed of photo taking. This is a great day to have someone assist you in class so that ALL photos are done by the end of the session.
<p>CLOSING CIRCLE 5 minutes</p>	<p>Share-out</p> <ul style="list-style-type: none"> Invite a student to share their photo and another to share their layout.

SESSION THREE – DETAILED LESSON PLAN – 1 HOUR

ACTIVITY	DESCRIPTION
<p>SET-UP* 15 minutes</p>	<p>Materials</p> <ul style="list-style-type: none"> Worksheet pages 1-3 or blank paper Pencils and/or pens <p>Technology</p> <p>*Students may miss the initial photo session so, if possible, leave up any backdrop and lights so that set-up can be quick</p> <ul style="list-style-type: none"> Set-up 2 adjustable lights capable of lighting a student head-to-toe Set-up a “seamless” backdrop of fabric or paper - if a neutral large wall is unavailable 1 bounce card [white foam core] or reflector [silver or gold] are suggested iPad/Tablet and Projector for teacher
<p>OPENING CIRCLE 5 minutes</p>	<p>Visible Thinking Routine: Connect, Extend, Challenge</p> <p>Show slide and ask students to quietly study the image and to identify how the image <i>connects</i> to the portrait they’re working on; how it pushes them to <i>think differently</i> about how to make their portrait; and what is <i>challenging or confusing</i> about how it relates to their portrait?</p> <p>Ask for responses from students and ask a student to summarize them in writing on a board/tablet for all to see.</p>

AGENDA 5 minutes	Today we will... <ul style="list-style-type: none"> ● Review our Timeline. ● Review photo editing, learn a few advanced editing techniques, and innovate around how you write judgements onto your portraits. ● If you missed last session, let's get your photo taken quickly once your writing is finished - and let's pair you with a student who's made progress on their layout. ● Your goal is to finish your layout by the end of this session. ● Wrap-up with a few shared examples.
DEMONSTRATION / DISCUSSION 10 minutes	Demo Photo Editing & Writing <ul style="list-style-type: none"> ● Show a few examples from prior session - or of your own - to draw attention to creativity and common mistakes. ● Ask for two students to volunteer for peer feedback of each other's layout in front of the class and lead them through the steps. ● Ask a student to again show how to duplicate a photo, split it in half, edit and combine, and add words to the layout.
STUDENTS AT WORK / CREATIVE PROCESS 35 minutes	Photo Editing & Layout <ul style="list-style-type: none"> ● Have students begin with Peer Feedback in pairs for 5 minutes. ● Students who finished editing in the prior session move on to writing on and/or improved editing of their photos/layout. ● Some students may just be beginning to duplicate, "split," and, edit and write on their portraits/layout - give these students extra support.
CLOSING CIRCLE 5 minutes	Share-out <ul style="list-style-type: none"> ● Invite two students to share their layouts.

SESSION FOUR – DETAILED LESSON PLAN – 1 HOUR

ACTIVITY	DESCRIPTION
SET-UP 5 minutes	Materials <ul style="list-style-type: none"> ● Worksheet pages 1-4 or blank paper ● Pencils and/or pens Technology <ul style="list-style-type: none"> ● iPad/Tablet and Projector for teacher
OPENING CIRCLE 5 minutes	Visible Thinking Routine: Headline Show slide and ask students to quietly study the image and come up with a short headline that captures the essence of the image and the artists' words. It will be necessary to first review what a headline is by showing printed or online examples. You might also talk about literal vs. figurative language, if appropriate. Ask for responses and ask a student to write them on the board for all to see.
AGENDA 5 minutes	Today we will... <ul style="list-style-type: none"> ● Review our Timeline [it's the final day!]. ● Export the final layout for printing. ● Prepare a personal statement to use when presenting.
DEMONSTRATION / DISCUSSION 10 minutes	Review <ul style="list-style-type: none"> ● Show at least one sample completed student project. ● Show students grading rubric with emphasis on Layout section. Demo <ul style="list-style-type: none"> ● Demonstrate how to write and layout Personal Statement using your own layout. ● Demonstrate making final corrections to layout.

	<ul style="list-style-type: none"> • 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 Statements while you walk around approving layouts. • Students make any final corrections and receive a 2nd look over before exporting. • Encourage early finisher to help classmates.
CLOSING CIRCLE 5 minutes	Share-out Ask for at least one person to show their complete layout & personal statement.