

Museum of Contemporary Photography Columbia College Chicago
American Photography and Literacy
Teacher Produced Curriculum.

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LESSON TITLE

Making Choices: Bullying, Being Kind, and Point of View

GRADE LEVELS

2nd or 3rd grade. This class included several special needs students.

NUMBER OF INSTRUCTIONAL MINUTES

120-300 minutes, the higher number if optional activities are added

OVERARCHING THEME

Choices impact a community. Point of view impacts how we see the world.

CONTENT FOCUS

The second grade class that we are targeting has a problem with some students choosing bullying over kindness. It is hoped that by doing some deep thinking around the choices individuals make, and the effect it has on the smaller and larger community, may have a social impact on those students. Understanding that we are unique individuals, and have differences and different points of view that need to be respected should be emphasized. We have a question for ourselves: will understanding differing points of view positively affect the student's ability to empathize with others? Using CCSS RL 2.6 (points of view) is the standard that drives this. We believe that we may be able to get to CCSS RL 2.3, which asks students to describe how characters respond to challenges, given enough time.

This is also a group that has some students that struggle academically, including with reading and writing, so we think that practicing close reading with a photo and then moving to text will provide support for the more rigorous activity of close reading. Using the who why what where and how of CCSS RL 2.1 is a natural match for this activity,

Students will be involved in close reading as a whole class close reading. Time permitting (this will be adjusted as we see what our time constraints with the classroom teacher may be), we use a gradual release of responsibility model, and have students read/listen to texts in a small group, and respond both in discourse and in writing.

ART ANALYSIS

Artist

Gordon Parks (1912-2006)

Work of Art: *Young boy standing the doorway of his home (Washington D.C.), 1942*



SKILLS BASED STANDARDS (common core)

RL 2.1 Ask and answer such questions as who, what where, when, why and how to demonstrate understanding of key details in a text.

RL 2.3 Describe how characters in a story respond to major events and challenges.

RL 2.6 Acknowledge differences in the points of view of characters.

RI 2.6 Identify the main purpose of a text including what the author wants to answer, explain, or describe.

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Lesson Goals

- Students will be able to identify multiple points of view in an image and a situation.
- Student will be able to delve into a photograph and text more deeply upon multiple readings and viewings and with additional context.
- Students will be able to engage in discourse with other students about questions generated during viewing and reading.
- Students will gain empathy for different points of view.

Optional:

Students will be able to demonstrate understanding of a text through writing.

Enduring Understandings: Ideas that are at the core of the subject and require inquiry.

- Students will gain an understanding that their choices effect the both the small (classroom, family, circle of friends) and the larger (neighborhood, school, city, world).
- Students will understand the point of view of multiple subjects in a photo, multiple characters in a book, and the POV of the creator of a photo and story. We hope that by encouraging the understanding of multiple POV, empathy with also be encouraged.

Questions for Exploration

What questions will help students to get to the core of the subject?

First viewing/reading:

- What is the main idea of this piece? Describe what you know about who, what, or where. What questions do you have?

2nd viewing/reading:

- Look at what is happening in the scene from the point of view of each subject pictured. How do you think each person in the scene feels? Do you see potential conflict here? If so how might it be avoided or resolved?

3rd viewing/reading:

- Why do you think the photographer or author created this piece? What do you think they wanted their audience to think about? What can we learn about the photographer and this period of history?

Knowledge:

- Each character, subject or person has a point of view, and can view a situation in multiple ways.
- We consider the intentions and choices made by a photographer or writer, to deepen our understanding.

Processes:

Session 1. View Gordon Parks' photograph multiple times to get a deeper, richer interpretation through a "close viewing" activity. View and discuss the work in partners, "turn and talk" then share with the whole group.

- What do you see? Where does your eye go first and why?
- Are there clues that tell you where and when the photo was made? What is your evidence?

Point of View:

- What can you tell about HOW the photographer took this picture, including where did he stand? Why do you think he made that choice?
- What do we learn about the people in this picture? How?
- What do you think the boy is thinking and feeling? Why? (T and T-short share)
- What do you think girls are thinking and feeling? Why? (T and T-short share)
- WHY do you think the photographer took this picture? What did he want to say or show? What is your evidence?

Next: Students will write from the point of view of someone in the image or someone outside of the frame who may be observing the scene. What might they see, hear, smell, feel in this scene? Students will share and discuss their writing.

Additional Context: Read/discuss the biography of the photographer who made this image, Gordon Parks. (see link to bio at end of doc) Parks was the only African American photographer to work for a government photography agency called the Farm Security Administration. He photographed in Washington DC in the 1940s, which was segregated by race at that time. Parks was a humanitarian used photography as a tool to fight injustice.

- Does knowing more about the photographer who made this image change what you thought about the photograph? If so, how?

Note to teachers: Before session two, you may want to sort through written responses and notes on student dialogue to group students according to need for this next session.

Session 2. Read/listen to text *Chrysanthemum*, by Kevin Henkes (whole class) one time through. Then a particularly rich part of the text will be reread multiple times, each time with a different questions, in order to get a deeper, richer interpretation of the text.

(The text beginning on page 23 with “That morning the students were introduced to Mrs. Twinkle...” and ending on page 29 with “‘My name is Lily of the Valley,’ said Victoria”.)

- What is happening in this part of the book? What evidence in the text tells you that?
- What are the words that describe how Chrysanthemum feels? What do those words mean?
- What lesson did the author want you to learn in this part of the book? How do you know that?

Point of view will be emphasized in one of the readings, and character responses in another. Students will discuss in partners or small groups, and share whole class at the end.

Optional, depending on time to complete activities:

- Independently read/listen to texts or parts of texts (differentiated) in small guided reading groups
- Students will organize and write an opinion piece discussing the point of view in a situation or conflict. For example, for *Chrysanthemum*, students might answer: Why did Chrysanthemum change in this part of the text? Show your own ideas and give evidence from the book.

Products :

1. Video/audio transcripts of student discussion
2. Written responses to photo and book
3. Optional: Written responses showing culminating synthesis4.

SOURCES/ADDITIONAL RESOURCES:

Photo: *Young Boy Standing in Doorway*, 1942 by Gordon Parks

<http://www.mocp.org/detail.php?t=objects&type=all&f=&s=parks&record=6>

Book: *Chrysanthemum* by Kevin Henkes

Optional books: Tommy Depaolo, *Oliver Button is a Sissy*; Mia Coulton, *Danny and the Bully*; R.J. Palacio, *Wonder*; James Howe and Melissa Sweet, *Pinky and Rex and the Bully*

The biography of photographer Gordon Parks <http://www.gordonparksfoundation.org/biography/>

Additional Works by Gordon Parks may be found on the Library of Congress Website www.loc.gov

Classroom Documentation

