

Unit 1: History of Photography

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

The purpose of this unit is to introduce students to the history of photography and the evolution of photographic processes.

ESSENTIAL QUESTIONS

How was photography invented?
How has photography changed over the years?
How does a camera work?
How can photographs convey a message to the viewer?
What is a camera obscura?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 9-12 - Visual and Performing Arts (2020) - Visual Arts

1.5.12acc.Cr2a:

Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12adv.Cr2b:

Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

1.5.12adv.Cr2c:

Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

1.5.12acc.Cr3a:

Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

1.5.12prof.Pr4a:

Analyze, select and curate artifacts and/or artworks for presentation and preservation.

1.5.12prof.Pr6a:

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

1.5.12acc.Pr6a:

Make, explain and justify connections between artists or artwork and social, cultural and political history.

1.5.12prof.Re8a:

Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

1.5.12acc.Re8a:

Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

1.5.12prof.Cn11a:

Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12acc.Cn11b:

Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

1.5.12adv.Cn11a:

Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

1.5.12adv.Cn11b:

Assess the impact of an artist or group of artists on global issues, including climate change.

VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
VA.9-12.1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA.9-12.1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA.9-12.1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
VA.9-12.1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
VA.9-12.1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
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PRE-ASSESSMENTS

Introduce the camera obscura to students. Ask what they know about the operations of a camera obscura

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)

Knowledge

Students will know...

- The history of photography from 1826 to the present.
- The inventors of modern photography.
- How photography evolved from simply serving as documents to agents for
- The work of famous photographers throughout history.
- How to create a camera obscura.

Student Learning Strategies	<ul style="list-style-type: none"> - lecture - class discussion - class critique - small group work - teacher demonstrations - EdPuzzle quizzes
Success Criteria	<ul style="list-style-type: none"> - Building and using a camera obscura. - Recognizing and comparing various photographic processes. - Writing a research paper. - Identifying the work of famous photographers throughout history. - Uploading work to Google Classroom
Formative Assessment (drives instructional decisions)	<p>Journal Entry: oldest family photo</p> <p>Class discussion and critique.</p> <p>Questioning students to check for understanding.</p> <p>EdPuzzle quizzes</p>
Activities and Resources	<ol style="list-style-type: none"> 1. Hermon and Kathleen Monaghan. Focus on Photography. Worcester, MA: Davis Publicati 2. Stone, Upton. Photography, 10th Edition. Boston, MA: Prentice Hall, 2011. 3. https://www.youtube.com/watch?v=XaGUL8B-BrE&index=1&list=PLcgQ8yEs1fA6 4. https://www.youtube.com/watch?v=JoxGEymA8ro&index=30&list=PLcgQ8yEs1fA6 5. https://docs.google.com/document/d/1kHRCly0V7rby0lcTPG1UKWUjX1H2GUtST 6. https://docs.google.com/document/d/1iSPTD4OQ0AMMW3fldbTgeXF7KiLG9HPf 7. https://edpuzzle.com/media/600e196b9be84e424e559130 8. https://edpuzzle.com/assignments/61eea2d018cd6f42d329da1e/watch
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native l</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This cou</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students bett</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a the vocabulary words is also very beneficial for the students.</p> <p>Special Education Students</p>

Chunking: The teacher presents information in a way that makes it easy for students to understand and deliver information is to organize it into meaningful units. Because students with special needs get over

Checking for Understanding: It is important to constantly check for understanding, especially for students to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment activities to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited number and clear. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Make sure to have a peer to ask. Set this up for the student so he/she knows who to ask for clarification before going

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to

allow for a different mode of delivery. For instance, many students may hand something in, the assignment.

Increase One to One Time: When other students are working, always touch base with your student and intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps ensure the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the tasks done.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means providing concrete examples and writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing impairments should be seated near the teacher.

help

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

SOC.6.1.12.EconET.2.a

Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

SOC.6.1.12.HistoryCC.3.a

Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.