

Global Issues Project: Lesson Plan Steps

1. Students from both classes watched “The Children’s March” about children’s role in the Civil Right’s Movement.
2. After viewing the film, students brainstormed 10 Global Issues via a Teaching Tolerance lesson plan. Then students rated how important each issue is, what they know about it, and what they are doing to help.
3. Emily and Erin narrowed down top 7 issues based on students’ responses: Environment, Cancer, Abuse and Violence, Teen Pregnancy, War, Homelessness and Poverty, and Prejudice.
4. Students chose issue they wanted to focus on.
5. Students learned about good photo composition, through News University online, blogging.
6. Art students were given a week to photograph their chosen global issue in a photojournalistic style outside of school.
7. English students learned about different types of emotional and logical appeals in persuasive writing.
8. English Students discussed and examined appropriate language use for different audiences. [Letter format](http://krassow128.wordpress.com/2010/03/10/writing-letters/) was introduced (<http://krassow128.wordpress.com/2010/03/10/writing-letters/>).
9. Art students returned images to art teacher, art teacher gave images to English teacher
10. English students reviewed and chose art photos and critiqued them, leading to the desire for more variety and choice in photo subjects.
11. Teachers [reflected](#) and decided to get English and art students together in groups to try a second photo shoot during the school day.
(<https://docs.google.com/Doc?docid=0Af46izVRE0AgZGdjdHIzdZdfNTZmZG4yazhmcg&hl=en>)
12. Students spent a week planning and preparing for photo shoot day.
13. English students began writing persuasive letters.
14. Photo shoot day
15. Images collected by teachers, selected strongest images.
16. English students viewed power point on [blog](#).
(<http://krassow128.wordpress.com/2010/04/13/tuesday-april-13-2010/>) and finished persuasive writing.
17. Final display, students’ reflection.

Overall Goal:

To integrate documentary photography and persuasive writing and thinking to address global issues of concern for high school students.

Objectives:

- Students will use documentary photography and photographic composition to create original images.
- Students will write about a global issue that concerns them to persuade their audience to take action.
- Students will combine the power of images and words to persuade the audience on the importance of global issues.

ARTS EDUCATION

CONTENT STANDARDS AND BENCHMARKS

High School Visual Arts

ART.I.VA.HS.2 Intentionally use art material and tools effectively to communicate ideas.

ART.III.VA.HS.1 Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices.

ART.II.VA.HS.6 Create media productions that demonstrate knowledge, contexts, values, and aesthetics.

English Language Arts EDUCATION

CONTENT STANDARDS AND BENCHMARKS

High School

CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.

CE 1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

CE 1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

Instructional Outline

1. Set up
 - a. Diagnosing: Brainstormed Global Issues via Teaching Tolerance lesson plan
 - b. Classroom management:
 - i. Dividing students into groups based on their interest,

- ii. Setting up a proper space for 55 students to meet
- iii. Setting expectations for proper behavior when shooting in public or in school.
- c. Accommodations: none were needed
- d. Prep work/materials:
 - i. Students used their own digital cameras, those without were provided one time use cameras
 - ii. Memory cards and readers
 - iii. Photo paper
 - iv. Printing capabilities
 - v. Display and finishing materials.
- 2. Beginning
 - a. Introduction:
 - i. Watched “The Children’s March” about children’s role in the Civil Right’s Movement
 - ii. Brainstormed ideas about global issues that interested them.
 - b. Warm up/Ice breaker: none.
- 3. Middle
 - a. Main Activity:
 - i. Students learned about good photo composition, News University online, blogging.
 - ii. Art students were given a week to photograph their chosen global issue in a photojournalistic style outside of school.
 - iii. English students learned about different types of emotional and logical appeals in persuasive writing.
 - iv. English Students discussed and examined appropriate language use for different audiences. [Letter format](http://krassow128.wordpress.com/2010/03/10/writing-letters/) was introduced (<http://krassow128.wordpress.com/2010/03/10/writing-letters/>).
 - v. Art students returned images to art teacher, art teacher gave images to English teacher
 - vi. English students reviewed and chose art photos and critiqued them, leading to the desire for more variety and choice in photo subjects.
 - vii. Teachers [reflected](#) and decided to get English and art students together in groups to try a second photo shoot during the school day. (<https://docs.google.com/Doc?docid=0Af46izVRE0AgZGdjHIZdzdfNTZmZG4yazhmcg&hl=en>)
 - viii. Students spent a week planning and preparing for photo shoot day.
 - ix. English students began writing persuasive letters.
 - x. Photo shoot day
 - xi. Images collected by teachers, selected strongest images.
- 2. Reflection:
 - a. English students reviewed and chose art photos, and critiqued them, leading to the desire for more variety and choice in photo subjects.
 - b. Final display, students’ reflection.

3. End
 - a. Final reflection
 - b. Display/reflection/discussion
4. After
 - a. Follow up assignment: n/a
 - b. Assessment task
 - c. Document