

LESSON PLAN

Lesson: Dorothea Lange's photographic effect on America.

Length: Two 30 minute sessions.

Age or Grade Intended: Fourth grade

Academic Standard(s):

Visual Arts/Visual Literacy/Criticism and Aesthetics

- 4.3.1 Describe and analyze sensory, formal, technical, and expressive properties in own work and works of artists through discussion and/or writing, developing appropriate vocabulary.
- 4.4.2 Compare personal preferences with criteria used by art critics in making informed judgments and determining significance of a work of art.
- 4.5.2 Engage in discussions questioning the nature of art, and express and defend personal viewpoints.

Visual Arts/Creating Art/Studio Production

- 4.6.2 Create artwork that communicates personal ideas, experiences, or emotions.
- 4.6.6 Demonstrate respect for personal work and the work of others.
- 4.7.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates ideas.
- 4.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Visual Arts/Integrated Studies

- 4.8.1 Identify characteristics of a big idea, historical period, or event as found within different disciplines.

Social Studies/Historical Knowledge

- 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

- 4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

Social Studies/Economics

- 4.4.2 Define productivity* and provide examples of how productivity has changed in Indiana during the past 100 years.

Performance Objectives:

- Given the pictures of *Migrant Mother* (1936) and the *Bread Line* (1933), by Dorothea Lange, students will identify the documentary purposes of the photos.
- Students will have to identify the elements of design (balance and movement) in the photos.
- Students will need to explain how certain events in America affected Indiana.
- Students will provide their own explanation of what art is and why art is so important.
- Students will be given a photo by Dorothea Lange and write their reaction to it, using art terms to defend their view.
- Students will define productivity and research on Indiana's productivity over the past 100 years and present their information to the class.

Assessment:

- Observable: Check to see if students are safely and properly using materials for their project.
- Written: Have students write an essay explaining how a certain event has affected the United States.
- Verbal: Students will share their explanation of what art is to the class.
- Product: Student photo documentary project.

Discovery Box Contents:

- Power point providing history and photos of Dorothea Lange's work.
- Replica of clothing worn during the Great Depression.

Materials Provided by Classroom Teacher:

- Disposable camera

General Summary:

For this activity we will be telling the students about Dorothea Lange and her impact on Indiana. We will present photos that show how she provided people with a visual aid during

times of the Great Depression. During our class discussion we will provide students with different books that have been written about Dorothea Lange. After we are done discussing the importance of Dorothea Lange's photography, we will have the students go out and take pictures around their community. This will provide the students with an opportunity to capture on film what their community provides for the people that live there.

Resources:

http://myhero.com/myhero/hero.asp?hero=d_lange

http://www.americanswhotellthetruth.org/pgs/portraits/Dorothea_Lange.html

<http://www.artandculture.com/cgi-bin/WebObjects/ACLive.woa/wa/artist?id=203>

Partridge, Elizabeth. Dorothea Lange: A Visual Life. Washington. Smithsonian Institution Press, 1994.