

Photographic Memories

Bombay Hook National Wildlife Refuge Quarter

Grades Nine through Twelve



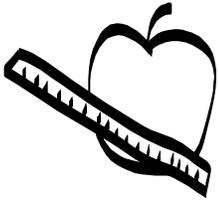
OBJECTIVES

Students will use photographic techniques as a means to document and raise awareness of environments. Students will explain the importance of nature conservation and describe ways of sharing this message with others. Students will identify foreground and background in a composition.



MATERIALS

- 1 overhead projector
- 1 overhead transparency (or equivalent) of the 2015 America the Beautiful quarter reverse design
- Copies of the following:
 - “Photographic Memories – Sketchbook Entry 1” worksheet
 - “Photographic Memories – Sketchbook Entry 2” worksheet
 - “Photographic Memories – Video Sketchbook Entry 3” worksheet
 - “Artist Research - Sketchbook Entry 4” worksheet
 - “Photographic Memories – Contact Sheet Sketchbook Entry 5” example
 - “Conserving My Space – Final Print Narrative” worksheet
 - “Photographic Memories – Rubric”
- 1 class map of the United States
- Glue sticks
- Sketchbooks
- Digital camera or equivalent technology
- Rulers
- Scissors
- Pencils
- Class set of computers or computer lab with Internet access and a printer for one session
- Websites that showcase environmentally inspired photography, such as:
 - <http://www.nps.gov/yose/historyculture/ansel-adams.htm>
 - <http://www.nps.gov/scbl/planyourvisit/upload/William-Henry-Jackson.pdf>
 - <http://www.nps.gov/media/multimedia-search.htm>
- Texts that showcase environmentally inspired photography, such as:



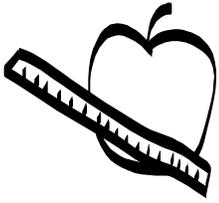
Photographic Memories

- *Ansel Adams in the National Parks: Photographs from America's Wild Places* by Ansel Adams
- *Clyde Butcher, Portfolio I: Florida Landscapes* by Clyde Butcher
- *Carleton Watkins in Yosemite* by Weston Naef



PREPARATIONS

- Make an overhead transparency (or equivalent) of the following:
 - “Bombay Hook National Wildlife Refuge quarter” page
 - “Photographic Memories – Sketchbook Entry 1” worksheet
 - “Photographic Memories – Sketchbook Entry 2” worksheet
 - “Photographic Memories – Video Sketchbook Entry 3” worksheet
 - “Artist Research - Sketchbook Entry 4” worksheet
 - “Photographic Memories – Contact Sheet Sketchbook Entry 5” example
 - “Conserving My Space – Final Print Narrative” worksheet
 - “Photographic Memories – Rubric”
- Make copies of the following:
 - “Bombay Hook National Wildlife Refuge quarter” page
 - “Photographic Memories – Sketchbook Entry 1” worksheet (1/2 page per student)
 - “Photographic Memories – Sketchbook Entry 2” worksheet (1 per student)
 - “Photographic Memories – Video Sketchbook Entry 3” worksheet (1 per student)
 - “Artist Research - Sketchbook Entry 4” worksheet (1 per student)
 - “Conserving My Space – Final Print Narrative” worksheet (1/2 page per student)
 - “Photographic Memories – Rubric” (1 per student)
- Bookmark Web sites that showcase environmentally inspired photography (see examples under “Materials”).
- Choose a video from the suggested sites and preview it to find scenes where you can pause it for the students to sketch in Session 1.
- Locate texts that showcase environmentally inspired photographers (see examples under “Materials”).
- Arrange to use computer lab for Session 2.
- Make a class chart with three columns labeled “foreground,” “middle ground,” and “background” for Session 1.



Photographic Memories



GROUPINGS

- Small groups
- Pairs
- Individual work



CLASS TIME

Four 60- to 90-minute sessions, total 240 to 360 minutes



CONNECTIONS

- Language Arts
- Art



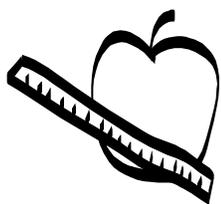
STANDARDS

- (NS) Choosing and evaluating a range of subject matter, symbols, and ideas. (National Visual Art Standards)
- (NS) Understanding and applying media, techniques, and processes. (National Visual Art Standards)
- (NS) Making connections between visual arts and other disciplines. (National Visual Art Standards)
- (CC) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (Language Arts, Writing W.9-10.3.)



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Obverse (front)
- Foreground
- Middle ground
- Background
- Visualization



Photographic Memories



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

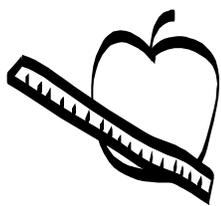
- Basic composition (rule of thirds, leading lines, repetition, etc.)
- Three-dimensional space
- Basic digital camera operation (Point and Shoot, DSLR or cell phone)
- Environmental and conservation awareness
- Sketchbooks and journal entries
- Photographic presentation (mounting, matting)
- Thumbnail sketching
- Perspective

STEPS



SESSION 1

1. Display and examine the “Bombay Hook National Wildlife Refuge Quarter” page. Locate this site on a class map. Note its position in relation to your school’s location. As background information, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs. Each design will focus on a different national site — one from each state, territory, and the District of Columbia.
2. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” Tell students that Bombay Hook National Wildlife Refuge was established in 1937 as a link in the chain of refuges extending from Canada to the Gulf of Mexico. It is primarily a refuge and breeding ground for migrating birds and other wildlife. Tell the students that they are going to be learning how documenting natural resources with photography can raise environmental awareness.
3. While examining the quarter, explain that three-dimensional space in a composition has foreground, middle ground, and background elements. Explain that foreground elements are closer to the viewer, background elements are farthest away, and middle ground elements are between foreground and background elements. Ask the students to discuss what they see in the image on the quarter’s reverse. Explain that the coin image depicts a great blue heron and a great egret.
4. Using a three-column chart, and with students working along in sketchbooks, identify as a class the elements found in the foreground, middle ground, and



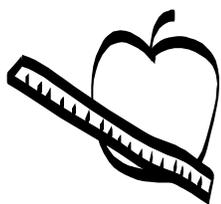
Photographic Memories

background of the Bombay Hook National Wildlife Refuge quarter. Check sketchbooks for completion and understanding.

5. Display the four other designs for the 2015 America the Beautiful Quarters program. Using the worksheet “Foreground, Middle Ground, and Background,” have the students identify these elements in each design. Collect the worksheets.
6. Display a video that shows scenes of natural environments like those listed under “Materials.” Pause the video three times and have students work in their sketchbooks while identifying the foreground, middle ground and background elements present.
7. Have students turn in their sketchbooks and explain that they will be learning more in the next session about three-dimensional space and about photographers who have used photography to document natural resources. Distribute the “Photographic Memories Rubric.”

SESSION 2

1. Have students review their sketchbooks from the previous session.
2. Display the “Bombay Hook National Wildlife Refuge Quarter” page. Explain to the students that the quarter’s design reflects efforts to conserve the environment that the birds live in, and that Bombay Hook’s value and importance for migratory bird protection and conservation has increased through the years. Explain to the students that they will be examining the works of artists who used photography to document natural resources.
3. Using texts like those listed under “Materials,” read a passage or quote from a text that explains the motivation of a photographer to document a natural environment.
4. Using computers (lab, laptop cart, or equivalent technology) and using links like those listed under “Materials,” review photography that showcases natural resources and habitats.
5. Have students individually research to find four photographs that document natural environments.
6. Have students list the information from their research into their sketchbooks and label them with the photographer’s name, the title of the work, the elements in the photograph, and the location where the photograph was taken.
7. Define “visualization” as the process of envisioning a photograph before it is taken.



Photographic Memories

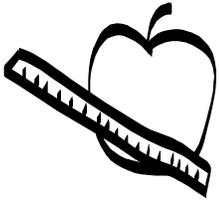
8. Explain to the students that they will be visualizing a space that they will be photographing for homework. Ask the students to start a new page in their sketchbooks with two 4-by-6 spaces. In the first space, have the students sketch the perspective of the environment they will be shooting, including the foreground, middle ground, and background elements. Under the first thumbnail space, have the students write a three- to five-sentence narrative about why they feel this space should be preserved.
9. Assign the students to take their sketchbooks and cameras or equivalent technology home and, while using their visualization as a guide, shoot 15 photographs according to their visualizations and also to shoot five to nine photos from different perspectives (20 to 24 total shots).

SESSION 3

1. Review the parameters for the previously assigned homework. Have students print contact sheets of their photographs and pick the one that most closely approximates the original 4-by-6 sketch visualization. Have the students paste their contact sheets in their sketchbook.
2. Have the students print two 4"x6" copies of their chosen photograph, pasting one in the second space of their sketchbook next to their original visualization.
3. Have students mount their second 4-by-6 photograph.
4. Have students fill out the "Conserving My Space – Final Print Narrative" worksheet and paste it onto the back of the mounted print.
5. Collect the final prints and sketchbooks.

SESSION 4

1. Arrange gallery space in the school or another area for display. Have the students present their final mounted photo-graphs.
2. After the presentations, have the students fill out the rubric, including the self-reflection.



Photographic Memories



ASSESSMENT

- Use the rubric to assess whether the students have met the lesson objectives.



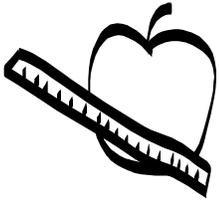
ENRICHMENTS/EXTENSIONS

- Document an environment over time as it changes and the effect of those changes.
- Have students identify foreground, middle ground, and background elements in other United States Mint coin designs.
- Assign students the added element of “depth of field” in creating emphasis in compositions.



DIFFERENTIATED LEARNING OPTIONS

- Have students work in pairs to identify elements in Session 1.
- Have students ID only foreground and background elements.
- Have students use another art form to communicate conservation of space.



Name _____

Photographic Memories Sketchbook Entry 1

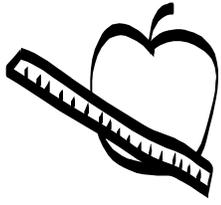
Directions: Identify and list the foreground, middle ground and background elements of the composition.



FOREGROUND: _____

MIDDLE GROUND: _____

BACKGROUND: _____



ANSWER KEY

Photographic Memories Sketchbook Entry 1

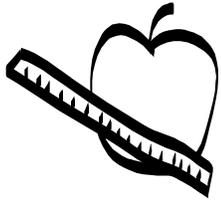
Directions: Identify and list the foreground, middle ground and background elements of the composition.



FOREGROUND: Great Blue Heron

MIDDLE GROUND: Great egret

BACKGROUND: Marsh, trees, water



Name _____

Photographic Memories Sketchbook Entry 2

Directions: Identify and list the foreground, middle ground and background elements of each composition.



FOREGROUND: _____

MIDDLE GROUND: _____

BACKGROUND: _____



FOREGROUND: _____

MIDDLE GROUND: _____

BACKGROUND: _____



FOREGROUND: _____

MIDDLE GROUND: _____

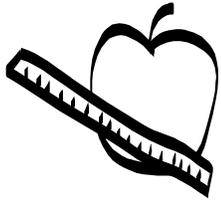
BACKGROUND: _____



FOREGROUND: _____

MIDDLE GROUND: _____

BACKGROUND: _____



ANSWER KEY

Photographic Memories Sketchbook Entry 2

Directions: Identify and list the foreground, middle ground and background elements of each composition.



FOREGROUND: Corn

MIDDLE GROUND: Water spout

BACKGROUND: Log cabin



FOREGROUND: Turkey

MIDDLE GROUND: Grass

BACKGROUND: Trees



FOREGROUND: Flowers

MIDDLE GROUND: Curving street

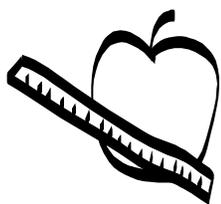
BACKGROUND: Tunnel



FOREGROUND: Hands, sword

MIDDLE GROUND: None

BACKGROUND: None



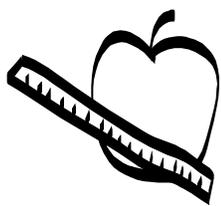
Name _____

Photographic Memories Sketchbook Entry 3

A vertical graphic on the left side of the page representing a spiral binding. It consists of a dark brown vertical bar with a series of white, stylized spiral rings along its length.

	
Foreground _____ Middle Ground _____ Background _____	Foreground _____ Middle Ground _____ Background _____
	
Foreground _____ Middle Ground _____ Background _____	Foreground _____ Middle Ground _____ Background _____

Name _____



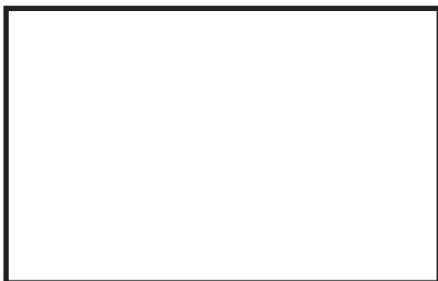
Photographic Memories Sketchbook Entry 4



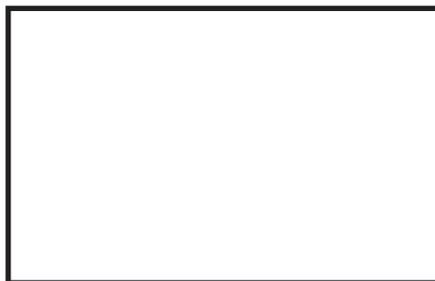
Location: _____
Photographer: _____
Title: _____
Elements:
 Foreground _____
 Middle Ground _____
 Background _____



Location: _____
Photographer: _____
Title: _____
Elements:
 Foreground _____
 Middle Ground _____
 Background _____

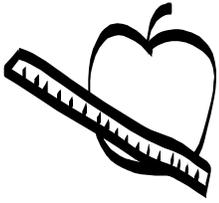


Location: _____
Photographer: _____
Title: _____
Elements:
 Foreground _____
 Middle Ground _____
 Background _____



Location: _____
Photographer: _____
Title: _____
Elements:
 Foreground _____
 Middle Ground _____
 Background _____

Name _____

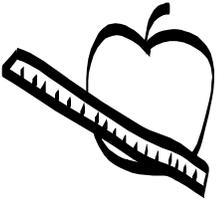


Photographic Memories Sketchbook Entry 5



Contact Sheet

Name _____



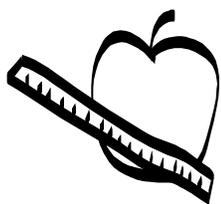
Photographic Memories

Sketchbook Entry 6

A vertical spiral notebook binding on the left side of the page, consisting of a dark green spine and white spiral rings.

Visualization

Final Print



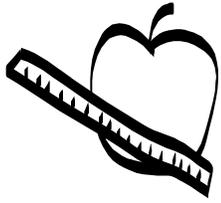
Name _____

Conserving My Space

Final Print Narrative

Directions: Using 3-5 sentences, write about the place you've photographed. Include reasons why this space should be preserved.

A template for a spiral notebook page. It features a dark green vertical strip on the left side with five white spiral binding rings. The rest of the page is a large, empty white rectangular area for writing.A second template for a spiral notebook page, identical to the one above, with a dark green vertical strip on the left side containing five white spiral binding rings and a large white rectangular area for writing.



Name _____

Photographic Memories Rubric

Rubric Entry	4	3	2	1	Self	Teacher
Sketchbook 1	Identifies all three elements	Identifies two of three elements	Identifies one of three elements	No elements identified		
Worksheet 1	Identifies all elements for all four designs	Identifies most elements for all four designs	Identifies some elements for all four designs	Few elements identified		
Sketchbook 2	All entries complete	Most entries complete	Some entries complete	Few entries complete		
Sketchbook 3	All elements sketched and identified	Most elements sketched and identified	Some elements sketched and identified	Few elements sketched or identified		
Contact Sheet	Contact sheet present and 20-24 images shown	Contact sheet present and 10-19 images shown	Contact sheet present and 5-9 images shown	Less than five images shown		
Final Print	Print is correct size, neat. Final print reflects visualized sketch	Print is correct size. Final print reflects visualized sketch	Print reflects visualized sketch	Final print is messy, does not reflect the visualized sketch, or is not present		
Final Narrative	Reflects the final print, encourages conservation, and is pasted on back of print	Reflects the final print and encourages conservation	Reflects the final print or encourages conservation	Final narrative not present		

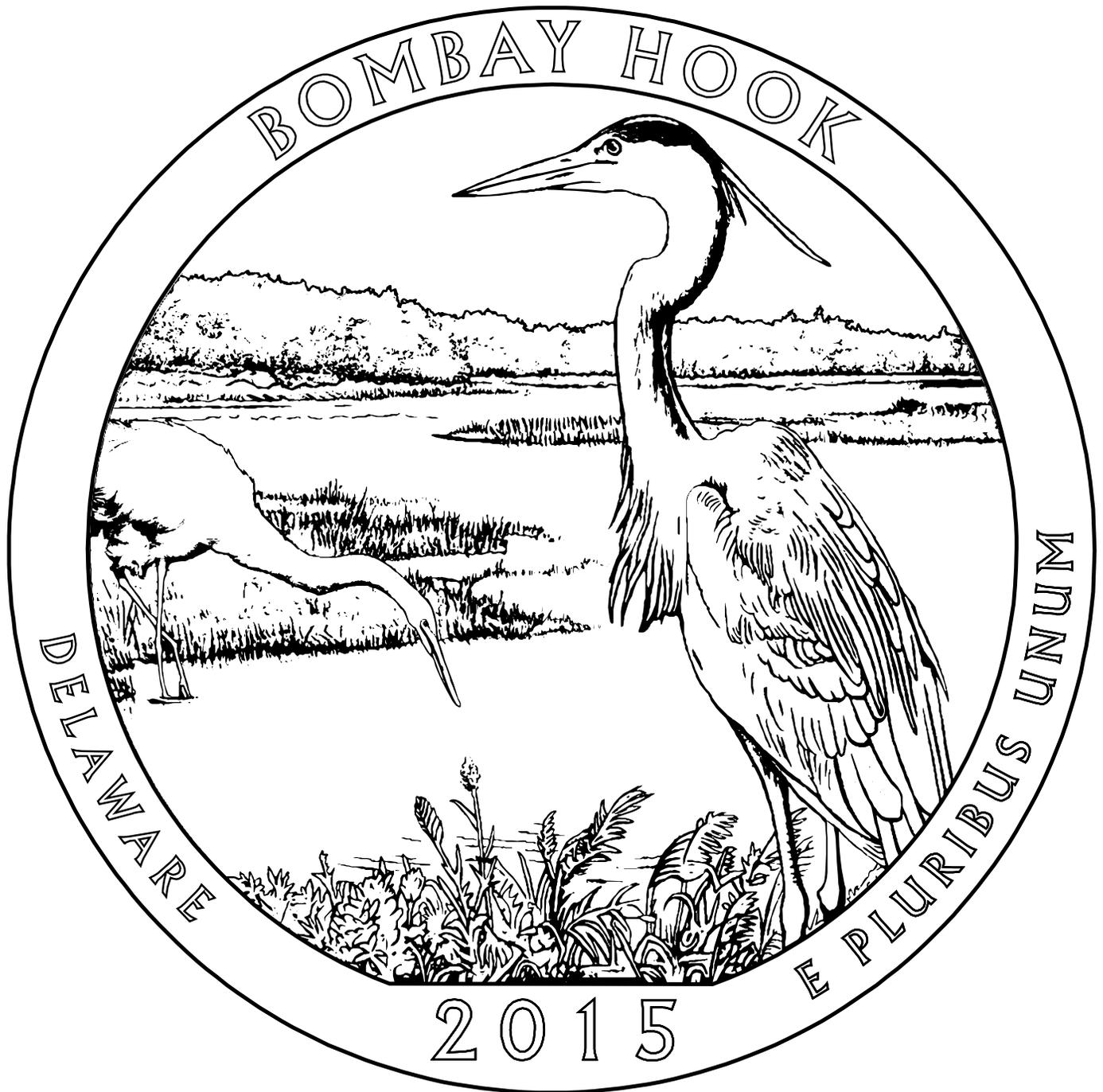
Total

Student Reflection

Teacher Comments



Bombay Hook National Wildlife Refuge Quarter



The United States of America

