

Style and History
a lesson idea for using www.adoptaphoto.com
Grade/Course: 6-12

Unit of Practice (UOP)

The Unit of Practice (UOP) is a framework for planning, designing, and discussing classroom instruction which applies to both units and lessons within units. Although the components of the UOP need not be in a particular order, a UOP often begins with an Invitation and is followed by Tasks, Assessment, Standards, Situations, Interactions, and Tools.

Invitation (the hook)

What motivates the teacher to present this learning unit? What will cause students to be “invited” to want to learn?

- Teacher Goal:** Students will be able to read, research, discuss, create, and present a slide show that discusses what old photographs of people tell us about earlier time periods.
- Student Goal:** Students live in a world where the current hair and clothing styles are accepted as the norm. Observing and reflecting on the styles during different time periods is key to learning and understanding what was happening at the time. During this unit students will select, study, and research the styles they see in old photographs.

Standards (purposes/objectives)

What standards, purposes, objectives does the unit/lesson address? How does the unit/lesson address the the usual district, state, or national standards/objectives. Select from your local, state, or federal goals/objectives. For example:

- The student will acquire knowledge of clothing and hair styles during the late 1800’s and early 1900’s and use that knowledge to interpret historical events of the time.

Tools (resources)

What materials will be provided or needed to support the unit/lesson? What hardware, software, books, resource people, equipment... will be used so students can complete their projects?

Content will be centered around stories, readings, or chapters from texts which highlight an applicable time period. For example, fiction could include the story “Bernice Bobs her Hair” by F. Scott Fitzgerald or other stories for young people. Students will use resources in the library and on the internet to locate historical information, graphics, sounds, and movies to be used in their presentations. The [Adopt a Photo](http://www.adoptaphoto.com) website will be used for finding photographs. AppleWorks or Power Point could be used for creating the slide shows.

Situations (logistics)

How are time, place, and space used in the unit/lesson to support learning activities? What is the physical site and what are the conditions under which a unit/lesson will take place?

Students will complete readings over a period of two weeks both at school and home. Discussion of “styles” and requirements for presentations will take one 45 minute session. Working in small groups students will plan the content of their presentations and will determine the layout for the slide show in one 45 minute session. One 30 minute session will teach students the basics of slide show. Other sessions will be used for developing and presenting the slide shows.

Interactions/Relationships (groupings, climate, culture)

What is the role of the teacher and the students? What kinds of interactions/relationships are needed for the unit/lesson? Are students to work in pairs, in groups...? Is the climate open, 1.

The teacher will introduce the unit, "Style and History" and discuss with the students the ways in which style reflects and, perhaps, alters the time period. Students will apply the learnings to their readings. Teacher will monitor individual and group progress. The student will complete the readings, perform research for supplemental information, and work in small groups to plan presentations. They will use www.adoptaphoto.com to find photographs, and use the internet for locating other resources for their presentations.

Tasks (activities)

What will the students be doing in the unit/lesson? What are the instructional activities or steps necessary for students to complete their work/project?

Individual activities:

1. Complete the assigned readings.
2. Research library and internet resources and other technologies for supplemental information and graphics.
3. Prepare information from research.
5. Evaluate their own and other's projects.

Group activities:

1. Review the styles common to a particular time period.
2. Participate in a class discussion that applies the information about styles to the readings.
3. Research library and internet resources and other technologies for supplemental information and graphics.
4. Work in groups to plan presentations.
5. Create their slide show.
6. Present slide show.

Assessment(s) (observable measurement)

How will student work resulting from the lesson/unit be evaluated? How will student learning be demonstrated? How will students, teachers, parents, administrators, and others know that productive work has been accomplished and that the learning standards were reached or exceeded?

An evaluation rubric will be used to assess student projects. Comprehension will be measured by quizzes and tests over the readings. Application, analysis, synthesis, and evaluation will be measured by the quality of the final products. Students will be expected to show understanding of the "style" and demonstrate application through the main points of the slide show and the graphics, sounds, and movies which they include in the presentation. Student projects may be shared with other students.

"History and Style" is available for teachers to use or adapt for lessons for their students. *Adopt a Photo* welcomes your comments. Teachers may submit for sharing lessons that use www.adoptaphoto.com as a resource.

This lesson was submitted by: Anne White, Adopt a Photo.