Appendices

Appendix 1: Supporting Materials

Activity 2
Images for Warm-up Discussion: Are photographs reality?

These are exactly the same photograph, yet they are so different. Ask students to examine which is more real.

This “photograph” of the All-American beauty is actually constructed of multiple women, but it looks real. Is this photograph reality?

For more information on this topic, refer to http://sandra.oundjian.com/e/papers/levin.htm
Appendix 2: Resources

Visual and Media Literacy


Composition and techniques

Digital Photography Review on Composition -
http://www.dpreview.com/learn/Photography_Techniques/Composition/

Guidelines for Better Photographic Composition by Kodak -


Fodot’s Focus on Photography: Composition -
http://www.fodors.com/focus/l.composition.html

Study Works Online on Composition -
http://www.studyworksonline.com/cda/content/explorations/0,1035,NAV2-6_SEP16,00.html

Museums and digital archives of images

The Getty
http://www.getty.edu/art/collections/

The George Eastman House
http://www.geh.org/

Museum of Photographic Arts, San Diego
http://www.mopa.org/

U.C. Riverside
http://www.cmp.ucr.edu/photo/collections.html

History of Photography

A History of Photography by Dr. Robert Leggat
http://www.rleggat.com/photohistory/index.html
Appendix 3: Assessment Rubrics

## Participation and Art Show Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (7-8)</th>
<th>Accomplished (5-6)</th>
<th>Developing (3-4)</th>
<th>Unsatisfactory (1-2)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme of equality</strong></td>
<td>The chosen photographs coherently communicate the intended theme.</td>
<td>The chosen photographs relate to the theme and topic, but are loosely tied together</td>
<td>The chosen photographs allude to the theme.</td>
<td>The photographs appear to have no connection to the theme or each other.</td>
<td></td>
</tr>
<tr>
<td><strong>message is conveyed through selection of photographs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Creation of photographs to convey an intended message</strong></td>
<td>Formal features used clearly help convey the message and aid in the interpretation of the context of the photograph.</td>
<td>The formal features are utilized to help convey the message.</td>
<td>The photographs suggest some attention has been paid to the formal features.</td>
<td>Lack of attention to most formal features.</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion - Art Show</strong></td>
<td>Major contribution to the conversation with rich vocabulary use.</td>
<td>Full participation in the discussion with adequate use of vocabulary.</td>
<td>Cursory participation during discussion with limited use of new vocabulary.</td>
<td>No participation during the summative discussion.</td>
<td></td>
</tr>
<tr>
<td><strong>Interactive Computer Activities</strong></td>
<td>Follows and completes all activities equally well.</td>
<td>Completion of all activities was satisfactory.</td>
<td>Completion of most activities was satisfactory.</td>
<td>Little care was taken during activities.</td>
<td></td>
</tr>
</tbody>
</table>
## Journal Rubric - Problem Based

<table>
<thead>
<tr>
<th>Problem-Based Component</th>
<th>Exemplary (7-8)</th>
<th>Accomplished (5-6)</th>
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<th>Unsatisfactory (1-2)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples of Formal Features</strong></td>
<td>Examples from media and life outside of school are numerous and reflect a deep understanding of the feature, going beyond the examples presented in class.</td>
<td>Examples from media and life outside of school are numerous and reflect understanding of the feature.</td>
<td>Examples from media and life outside of school are extremely limited, but reflect limited understanding of the feature.</td>
<td>Examples from media and life outside of school are lacking or don’t represent the selected feature.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflections on Formal Features and Meaning</strong></td>
<td>A high degree of understanding of the connection between the formal features and the meaning is shown.</td>
<td>Consistent understanding of the connection between the formal features and the meaning is shown.</td>
<td>Inconsistent understanding of the connection between the formal features and the meaning is demonstrated.</td>
<td>No connection between the features and the meaning of photographs is drawn.</td>
<td></td>
</tr>
<tr>
<td><strong>Thoughtful Answers to Posed Questions</strong></td>
<td>Answers the questions making extensive use of examples from activities or personal experience.</td>
<td>Answers the questions drawing on limited examples from activities or personal experience.</td>
<td>Answers the questions making minimal reference to activities or personal experience.</td>
<td>No attempt was made to include information from activities or personal experience</td>
<td></td>
</tr>
<tr>
<td><strong>Reflections on Ethical Issues</strong></td>
<td>Exceptional insight and reflection on the ethical issues raised in class or outside of class.</td>
<td>Strong insight or reflection on the ethical issues raised in class or outside of class</td>
<td>Some insight or reflection on the ethical issues raised in class or outside of class, mainly when prompted</td>
<td>Seldom shows any insight or reflection on the ethical issues raised in class or outside of class</td>
<td></td>
</tr>
</tbody>
</table>
## Journal Rubric - Project Based

<table>
<thead>
<tr>
<th>Project-Based Component</th>
<th>Exemplary (7-8)</th>
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<th>Unsatisfactory (1-2)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections on Project-Based Composition Decisions and the Connection/ Tension b/w composition and Reality</td>
<td>Reflects on own decisions and provides meaningful examples of these decisions. Appears to be aware of the effect composition has on the meaning of the photograph and how it’s interpreted.</td>
<td>Reflects on own decisions and provides limited examples of decisions. Touches on the effect of composition on meaning of a photograph and its interpretation.</td>
<td>Reflects on own decisions, but does not provide examples that demonstrate connection or tension between reality and composition</td>
<td>Does not reflect on decisions and no examples are given</td>
<td></td>
</tr>
<tr>
<td>Explanations of Choices for Final Art Show to Portray Theme</td>
<td>Thorough explanation of selection of photographs for final art show including reasons for inclusion and exclusion.</td>
<td>Explains choice of photographs drawing on the connection to theme including why some photographs were excluded.</td>
<td>Limited explanation for choice of photographs and connection to the theme</td>
<td>No explanation is given for choice of photographs to display</td>
<td></td>
</tr>
<tr>
<td>Connection between the past and present</td>
<td>Demonstrates an extensive understanding of the connection between the past and present. Demonstrates significant personal growth in reflection on the world.</td>
<td>Demonstrates a deeper understanding of the connection between the past and present. Shows the student is beginning to develop a new way of reflecting on the world.</td>
<td>Demonstrates a basic comprehension of the connection between the past and present</td>
<td>Does not demonstrate an understanding of the connection between the past and present</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4: References


