

Artists of Hope

It was a positive way students could cope and comprehend the September crisis. It was a way they could try to find light in a dark situation. We hope to have taught students that in personal times of crisis throughout their lives, they can find strength in community bonding and sharing their feelings and find hope in the beauty that surrounds them still. Also it made us more aware of our own community's beauty that we often take for granted. In the post survey, 100% of the students said they would participate in this project again. The students found value in the project.

Curriculum/State Standard

- TN Curriculum Benchmarks:
 8.201 Use non-print materials, prior knowledge, personal experience as background for writing.
 8.202 Write for a variety of audiences and purposes.
 8.2.06 Evaluate own and other's writings using rubric for evaluations.
 8.2.12 Write poetry.

Overview

Students were given disposable cameras to photograph pictures that would offer a positive message to our community. Three hundred and fifty four pictures were entered to be judged. After the photographs were selected that would be displayed in the community, students were asked to compose poetry to a photo of their choosing. These were displayed as well at our local Mall in Johnson City for one week.

Objectives

- The students will take 27 individual photographs with disposable cameras of subjects they consider to offer "messages of hope."
- The students will compose original poems, becoming an "Artists of Hope" communicating with words their feelings.
- The students will offer their works as a message of hope in the community through a community display at our local mall.

Continued on the back...

6-8

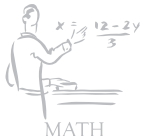
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

2

MONTHS

\$1000

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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“Artists of Hope” project continued...

Materials

Disposable cameras, parent permission forms, pre-surveys, post-surveys, permission forms to display the photograph, paper for the poems, 11”x 14” mats for the photographs, display boards, Velcro, banner, business cards for titling and noting the photographer, photographic/poetry rubrics, poetry books, community comment box, community comment cards, certificates for winning photographs, trophies for the top five winners in photography and poetry

Readiness Activity

Bulletin boards were created to stimulate interest in the day. Camera instruction was provided by a professional photographer. A kick-off day was held where each teacher involved, Josh Wandell, 6th grade teacher, Michelle Williams, 7th grade teacher, and I explained the project and invited students to participate in the project.

Strategies/Activities

Kick Off Day was held: students wore red/white/blue; teachers had t-shirts for the day. The project was explained and examples were shown. Parent packets and permission forms were sent home for parent/guardian signature.

Camera training was provided by a local professional photographer.

Disposable cameras were given out and students began collecting photographs that reflected a message of hope, love, beauty, peace, etc.

he counselor did a pre-survey with the students and discussed with them the World Trade Center and surrounding events. Teachers provided factual information surrounding the events from a teaching booklet, *United We Stand America's War Against Terrorism* by Carole Marsh.

Brainstorming was completed of possible photographic subjects. Teacher-appointed groups exchanged ideas.

Two weeks were given to collect photos. Photographs were developed. Then students got in groups to use a photographic rubric to judge their own and partners photos to decide which pictures to submit.

36 photos were selected to be enlarged to 8” x 10” size and displayed in the community. The other photos were displayed at the school. Photos were judged by a professional photographer.

Students were given the opportunity to choose a picture about which to write a poem. A poetry rubric was given to the students by which to edit their poems. The poems were judged by college students majoring in English. Thirty-six poems were chosen to display in the community and the others were displayed at the school. Students' works were on display at the mall.

A post-survey was completed to evaluate the students' feelings on the success of their projects.

A comment card box and cards were placed at the display to record community responses about the project.

Media coverage (newspaper and television) were provided and students were recognized for their winning photographs and poems at an Awards Day Ceremony as well.

Culminating Activity

All winning photos and poems were matted and displayed at the Johnson City Mall in Johnson City, TN., for one week. There was an opening night at which the winning students and their parents and any other students could join the winners and view the project together. We then ate at the food court to celebrate together. Community Comment Cards were collected daily and shared with the students and placed on a bulletin board at the school. Students completed a post-survey about the project. A school display was made with the photos and poems that did not get displayed at the Mall.

Evaluation

Students collaborated and used a rubric to judge their own and others' photos to enter into the contest. Students' photographs and poetry were judged. A professional photographer evaluated their photographs on their hope message. ETSU college students judged the poems on creativity and theme to the picture.

Students were also evaluated by their post-surveys and by the attendance at opening night and other nights at the mall. Comment cards from the community were used to evaluate the success of the project.