MOTIVATING STUDENTS AND CREATING INTEREST IN FORMAL WRITING THROUGH THE USE OF DIGITAL PHOTOGRAPHY

A Project

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by

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Abstract

of

MOTIVATING STUDENTS AND CREATING INTEREST IN FORMAL WRITING THROUGH THE USE OF DIGITAL PHOTOGRAPHY

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Janeen Beth Hermon

Despite local and state mandates requiring teachers to focus heavily on Language Arts and Mathematics content and standards, many educators are still looking for creative ways to engage and motivate students during this often extended period of instructional time. While K-12 students often report that writing is “boring,” countless college freshman state they are not prepared to write at the college level. This research project, which combines Language Arts Common Core Writing Standards with art and technology, offers teachers an alternative method in which to approach a portion of their Language Arts curriculum. By creating this curriculum project, educators will be able to hold the attention of their students by motivating them to write in a creative hands-on fashion. Teachers using this curriculum project will demonstrate not only the importance of being able to write well, but also the
importance of obtaining a balanced, well-rounded education that addresses alternate subjects alongside Language Arts and Mathematics.

_______________________, Committee Chair
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_______________________
Date
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Chapter 1

INTRODUCTION

It is a cool fall morning and Matthew, a typical fifth grader from Northern California, is out the door and on his way to school. As he places his key in the lock, Matthew double checks his pockets and backpack to make sure he has his cell phone and iPod. As he walks down his driveway and begins his one mile trek to school, he places the ear buds in his ears and cranks up a “Foo Fighters” song as he sets off for school. In the next instant, his cell phone is out of his pocket and he is texting his best friend, Michael. When Matthew arrives at school, he continues to text friends and leaves his headphones on but turns down the volume so he can listen in on conversations taking place around him. The bell rings and Matthew places his cell phone back in his pocket while lining up with the rest of his class. Upon entering the classroom, Matthew’s teacher reminds him to take out his headphones and place his iPod safely in his backpack. As Matthew does what he is told and puts his iPod and headphones away, he also quickly checks his cell phone one last time before returning to his seat. As Matthew sits through the first two periods of the morning, all he can think about is whether or not his friends have responded to his text messages and how the first thing he will do during recess is check his phone.

The above scenario is one that many of today’s youth can likely relate to and it is also a situation that many educators are faced with on a daily basis. Each day, students from the elementary level and beyond are connected to technological devices
such as cell phones and iPods. At the researcher’s school site, the majority of fifth through eighth grade students use their five minute passing period between classes to check their cell phones for correspondence. While in the classroom, most students are again exposed to technology on some level, although it is not often on an individual level where each child has their own device to utilize for each lesson being taught. Many classrooms today use some form of technology, whether it is via computers, projectors, document cameras or smart boards, and students are readily learning information and obtaining skills as a result of having used such devices. However, much of the work students are expected to complete on a daily basis does not require the use of any technology. Students are still expected to learn information and basic skills by using textbooks and listening to their teachers lecture.

Statement of Problem

In order to be contributing members of a given society, human beings must be able to effectively communicate with one another. In this technologically advanced country, there are numerous options when considering which form of communication one would prefer to exercise when a situation is presented to an individual that requires one person to communicate with another. There are verbal forms of communication, such as speaking face to face or via the telephone, and there are non-verbal varieties such as writing. Due to an abundance of technology, there are also multiple opportunities for communication that are either verbal, non-verbal, or both, such as text messaging, e-mailing, instant messaging or online chats, and
communicating via a webcam with internet services such as Skype. Children in American society are learning how to use these technologies at an accelerated pace compared to people from previous generations, as they are easily accessible to the majority of the youth. The possibilities with the advancement of technology at this point in time seem endless and it appears that the youth of the world will continue to grasp these new opportunities.

Children of today are used to working with many pieces of technology such as video games, computer games, iPods and other MP3 players, iPads, cell phones, etc., and many are comfortable using various art forms through the use of technology such as photography and music. Much of the youth today is utilizing social media networks, such as Facebook, to not only communicate with one another, but to also display photographs of events that are happening in their everyday lives or share their favorite music. Children in this decade are accustomed to being visually stimulated by different types of devices, such as the items that were previously mentioned, and often find traditional school activities such as spelling, writing and reading to be uninteresting and dull, and are therefore not motivated to put forth their best effort on given assignments.

No matter how technologically advanced society becomes, children will still need to learn basic skills in their schooling, such as reading, writing, and arithmetic. From an education viewpoint, one would likely agree that in order to create well-balanced contributing citizens, students must learn the traditional skills along with
acquiring the knowledge to operate the ever-changing technologies. Many students are highly motivated to use technology and learn everything there is to know about a given device. However, far too many students claim that they are bored with traditional activities, such as formal writing. This is the current attitude towards writing in the author’s own classroom. During the researcher’s six years of teaching, a large majority of students have complained each time the word “writing” is mentioned. The author of this project would like to see technology used as a means to motivate students to formally write and master this form of written, non-verbal communication. The current goal for many schools across America seems to be to figure out a way to incorporate technology into their classrooms and use it to enhance the traditional pieces of the curriculum that are already being taught.

**Significance of Study**

However uninteresting many students may find writing activities, educators around the globe would likely agree that all pupils need to learn how to read and write without relying solely on technology, as these are necessary skills to obtain by the time a person reaches adulthood and plans to enter the workforce (in his/her society). Students in today’s world will continue to learn how to use new technologies that arise, and at the same time, they also need to know how to complete traditional writing exercises as they progress through their schooling. Many students already find traditional school assignments to be boring and have little to no relevance to their everyday lives. It seems logical to say that now is the appropriate time to teach
students how to incorporate the use of technology and various art forms into their traditional writing activities, as well as inform fellow educators of the process at hand.

**Methodology**

The purpose of this study was to create a supplemental writing curriculum that motivates students by incorporating the arts and technology into their formal writing lessons. This project will provide teachers an alternative option to use when teaching formal writing to their students. It will address the student complaints in regards to how writing is uninteresting to a large majority of students and will motivate children to write through adding an art form and technology into the writing curriculum that is currently being used.

The researcher began by referring to the Common Core English Language Arts Writing Standards for Grade 5 and then began reading fifth grade supplemental writing curriculum books. To gain background knowledge of what writing curriculums were already in place at her school site, the author examined the Houghton Mifflin reading series that was currently being used by all teachers in grades kindergarten through fifth. The author then began to research the photography aspect of this curriculum project and found many schools in different states across the country that are currently implementing writing programs that require students to photograph events that pertain to a given theme and write about the particular topic once they have produced several photographic images. The researcher noted, however, that the majority of schools executing such curriculums were using the photographic images as
a means to teach students to write creatively. The author saw a need to create a curriculum that uses technology via digital photography to motivate students to write formal assignments such as essays.

This project investigated what motivates children in school and how using one piece of technology through one form of art can create interest in a traditional area of study, specifically, writing. If children love learning and are motivated to express themselves through all types of formal writing, they are likely to want to continue with their education as they progress through their schooling. If students are engaged in the learning process and excited about the process of writing, as well as the final outcome they have produced, they are likely to apply this new set of knowledge and skills to other subject areas and hopefully motivate themselves to incorporate technology and art into other facets of their studies.

Many teachers often state that teaching writing is challenging due to many factors, such as a lack of training, being forced by administration to focus heavily on reading and math standards, and the students’ general lack of interest. According to Webb (2010) and Slade (2010), high school students today are not being properly prepared to write professional papers when they enter college. According to Slade (2010), by the time students are seniors in high school or have already graduated, many students already fear the writing that is ahead of them if they are enrolled in college courses and far too many students view themselves as poor writers who are not well prepared and or capable of writing at the college level.
Limitations

There were a several limitations that negatively affected this curriculum project. The first limitation was a lack of support from fellow educators at different school sites. After allowing a number of fellow fifth grade teachers, from public and private schools, to view this curriculum project, it was clear to the researcher that while many teachers found the ideas interesting, the consensus was that they would never have enough time to implement such a different type of writing project. Nearly all teachers who viewed this project complained about current time restraints and pressure from administration to focus heavily on Language Arts and Math, which leaves little time for anything else, including a writing program that incorporates the use of digital photography.

Secondly, lack of funding was a limitation. In order for teachers to fully implement this writing curriculum, they would need a class set of basic digital cameras, computers in the classroom, a printer, photo editing software and other accessories such as photo paper and printer ink. Teachers would have to ask for these items via a wish list, buy the products themselves, or find camera companies such as Nikon that would be willing to donate a class set of cameras.

The last major concern for this project is a lack of time. This limitation is two-fold. First, teachers will need a significant amount of time to figure out how to gather the necessary supplies for their classroom in order to implement this project. Secondly, teachers will have to spend a considerable amount of time teaching their
students how to operate a digital camera, how to download photos onto a computer, how to edit their photos within a photo editing program, and how to print and produce images.

**Theoretical Basis**

If a curriculum, such as the one created in this project, highly motivated students to write in the fifth grade, they may have the tools to self-motivate with future writing projects that will carry them through junior high, high school and possibly beyond. Throughout this project, the author researched scholarly literature on the inclusion of arts in education and trends supporting art education, the importance of art education, strategies for success in school via the arts and writing, the impact of digital photography on learning and how creating a project that integrates art in the form of photography into formal writing can benefit and motivate students. The author also chose to discuss Howard Gardner’s Multiple Intelligences in this curriculum project. When considering the theories of Gardner (1983a, 1983b, 2011) in conjunction to a curriculum project dealing with creating images via photography, the author of this project saw a clear connection between the subject matter at hand and Spatial and Bodily-Kinesthetic Intelligences. Along with Gardner, the researcher also looked at the educational theories of John Dewey and Elliot Eisner.

**Definition of Terms**

*The Arts:* This refers to all art forms that fall under the visual and performing arts category and will specifically be referring to photography.
**Common Core:** These are the Language Arts and Mathematics standards that address the specific items that students are expected to learn at school each year.

**Formal Writing:** Writing that has a specific design or set of requirements for students to follow and complete.

**Multiple Intelligences:** This refers to a theory created by Howard Gardiner that includes nine different varieties of intelligence. They include the following: musical, intrapersonal, interpersonal, spatial, linguistic, natural, logical/mathematical, bodily/kinesthetic and existential. The author will refer to this when discussing the importance of including the arts in education and using photography to motivate students who do not fit under the ‘typical’ forms of intelligence applied in most schools.

**Non-Verbal Communication:** The author will use this term to refer to a form of communication that does not involve sounds or language but relies on cues from one person to the other such as body language, touching objects, eye contact, gestures, etc. or written forms of communication between two or more individuals.

**Photography:** The art, practice or occupation of taking and printing photographs and or a body of photographs. When the author refers to photography in this curriculum project, she will be referring to students taking and developing their own images with the use of a digital camera.

**Verbal Communication:** The author will use this term to refer to a person using sounds and language to communicate with one or more person.
Writing: Something written, especially: meaningful letters or characters that constitute readable matter or a written work, especially a literary composition. When the author refers to writing, she is referring to traditional school writing assignments such as narrative essays, persuasive essays, descriptive paragraphs, opinion pieces, creative writing assignments, etc.

Organization of the Project

This curriculum project contains four chapters. Within the four chapters, the research, methodology, reflections and conclusions are explained in regards to integrating art and technology into formal writing. In the Appendix, the actual pages needed for implementation of the curriculum project can be found.

Chapter 1 is the introduction. This chapter provides the reader with the purpose of the study, as well as the method used to complete the project, along with limitations and definitions of terms.

Chapter 2 is the review of the literature relating to the topic of this curriculum project. The review included research from the following areas: the history of the arts in education, literature on the inclusion of arts in education and trends supporting art education, the importance of having a well-rounded education that includes the arts, the importance of motivating students to write, the impact of digital photography on learning and how a curriculum that uses Gardner’s Multiple Intelligences will motivate students to write formally through a program that combines writing with digital photography.
Chapter 3 is the explanation of the methodology of this study. It explains the purpose of creating the project, explains the background of the researcher in further detail, and examines the process of creating a supplemental curriculum project.

Chapter 4 includes the final conclusions and reflections for the curriculum project. It also states recommendations for future research in the area of arts integration and technology within the classroom, as well as future action to be taken by the author and fellow educators in the area of motivating students to formally write.
Chapter 2

REVIEW OF RELEVANT LITERATURE

The History of the Arts in American Education

Since the beginning of time, artwork has been a part of every civilization’s culture, whether people drew on cave walls to depict a story or crafted pottery to use when preparing food. As John Dewey (1934a) stated, “…the arts by which primitive folk commemorated and transmitted their customs and institutions, arts that were communal, are the sources out of which all fine arts have developed” (p. 341). Art has been a part of most people’s lives in some form or another throughout the ages, and it makes sense that at some point art would be included in the general education curriculum. When researchers study the American education system and arts inclusion, they must remember that most research is referring to the Euro-American population of people who came to America from countries in Europe and organized the first school systems which resemble the ones in place today.

Much of the research involving the history of American art education begins with the era of the Puritans in the 17th Century. However, Peter Smith (1996) explained that, “…the northeastern area of the United States is not necessarily the beginning of Americans’ education in the visual arts” (p. 12). The Native American and Mexican communities should not be excluded from the history of art education in America as they were the original inhabitants of the land. For the native people, art served a purpose, whether it was used to communicate through drawings or to create a
basket that had a specific function within the dwelling. The natives had been educating one another on different aspects of art for thousands of years. If one tribal member taught another person how to carve figures into a tree trunk to form a totem pole, that was considered an early form of art education. Art education is a broad term that refers to someone teaching an artistic skill to another person (or teaching a skill to a group of people).

While revisiting the Puritan Era, Colonial times and the beginning of this country, there appear to be varying opinions regarding art education and the point in time in which it was introduced into general education classrooms. Efland (1990) points out that in the early 1600s, Puritans were beginning to create their own grammar schools that were modeled after the ones they themselves attended in England, such as the Boston Latin School, which was founded in April of 1635.

Most Puritans were well-educated individuals due to the fact that they were expected to attend grammar schools in England and felt it necessary for this tradition to continue. Arthur Efland (1990) states, “It was their opinion that classical learning, with its emphasis upon ancient languages, was the foundation of their church and state” (p. 43). Smith (1996) also noted that Puritans and many other Protestant groups at the time placed a great deal of focus on learning written word. In 1642, a law was passed by the General Court of the Massachusetts Bay which stated that all children in the area and surrounding towns would learn to read and write, as well as understand the guiding principles of their religion (Efland, 1990).
During Colonial times, art was seen in a variety of settings throughout the different settlements. People arriving from England carried with them their style and knowledge of painting. Many shopkeepers painted pictures on their original signs advertising the products that people were able to purchase from a certain store as a way to inform all people, literate or not, of the goods they had to offer. Art also appeared via sculptures and the design of architecture that many Puritan and Protestant immigrants were familiar with due to the heritage from their homeland (Smith, 1996).

Smith (1996) points out that most women were noteworthy artists during this time when considering the complicated designs and level of skill that went into their daily needlework. Women during this period of time were excellent at crafting intricate designs on quilts and other forms of textiles. As stated previously, such work would be considered an art form by today’s standards, but that was not the case in Colonial times. Much of what was considered art at the time included architecture, sculpting and painting. Building structures, painting and sculpting were not activities women were encouraged to do. Women were not taught these skills or included in any instruction that resembled fine arts education (Smith, 1996). Older women taught young girls the skills necessary to function within their own households, such as sewing and quilting.

While Puritans were focusing heavily on educating their followers on written words, the Catholics during Colonial times were erecting elaborate structures to hold their weekly masses and placed a great amount of value on colorful images placed
among the inside of the church. The Catholic religion emphasized the beauty of such images and demonstrated their love of visual arts. In complete contrast to these beliefs, the Puritans saw such images as distractions from the teachings of the Bible and did not wish to display such colorful images within their places of worship (Smith, 1996).

When looking back at the first Latin grammar schools created in America, one must acknowledge that art was not a subject originally taught to the male students attending the schools due to the popular Puritan belief at the time that art was frivolous. Art education from the 17th century to the early 19th century continued on in a similar fashion, for the most part. During select months of school, drawing was sometimes added into the curriculum, but this form of art instruction was erratic and not highly valued (Smith, 1996). Benjamin Franklin was a critic of the traditional Puritan grammar school models, along with several others, and proposed a different type of academy be built in Philadelphia in 1749. Franklin saw the need for institutions that would, “serve both ‘practical’ and scholarly purposes” (Efland, 1990, p. 43). Franklin envisioned an academy which taught the following subjects: English, modern languages, arithmetic, navigation and drawing. While Franklin did gain the financial support of several wealthy Philadelphians, his proposal of practical subjects to be taught was not widely accepted. Shortly after the institution was established, the academics regressed to the classical studies that were still common in the current traditional grammar schools (Efland, 1990).
Benjamin Franklin (1749) was ahead of his time with his proposal that drawing be included in his academy. Franklin was able to recognize that children enjoy drawing and are naturally drawn to it. He also was aware that drawing was a necessity to many occupations during that time:

Drawing is a kind of universal language, understood by all nations. A man may often express his ideas, even to his own countrymen, more clearly with a lead pencil, or a bit of chalk, than with his tongue. And many can understand a figure, that does not comprehend a description in words, though ever so properly chosen. All boys have an early inclination to this improvement, and begin to make figures of animals, ships, machines, etc. as soon as they can use a pen, but for want of a little instruction at that time generally are discouraged, and quit the pursuit. Drawing is no less useful to a mechanic than to a gentleman. Several handicrafts seems to require it; as the carpenter, shipwright’s, engraver’s, painter’s, carver’s, cabinet-maker’s, gardener’s, and other businesses. (pp. 158-159)

Due to the widely accepted notion of Puritanism that artwork was a distraction from the written word of God in the 17th and 18th centuries, there were few places where art education was in existence. By the late 18th century, many Americans were more open to the fashions emerging in Europe at the time which concerned music, clothing styles, architecture and furnishings. By 1794, an art academy was formed in Philadelphia by a group of local artists. In the early 1800s, the United States opened an
art academy in Pennsylvania, followed by a second art academy in New York. The opening of the Pennsylvania Academy of Fine Arts and the New York Academy was largely due to the European influences that many Americans were becoming aware of (Efland, 1990).

During the 19th century, ideas of romanticism were brought over from European cultures. A popular notion at this time was that America was the “chosen land” according to God. This was evident to many Americans by the landscape in which they lived. Some people took to painting portraits of landscapes of God’s chosen land, and this eventually led into the creation of the Hudson River School of Landscapists. According to Smith (1996), this was the “first truly significant American art movement” (p. 16).

As the 19th century moved forward, American schools more closely began to resemble our present day educational system. At the time, most schools were in rural settings where the welfare and general development of children were not taken into consideration. Children were expected to partake in extensive labor just like their adult counterparts, and going to school was not an option during certain seasons. Educators at the time only had a limited amount of time to teach their pupils, so subject matter was limited to reading and basic arithmetic (Smith, 1996).

An interesting fact that Flexner (1969) points out is that during the prerevolutionary era and on into the mid 19th century, wealthy families sometimes had private art instructors that taught courses for males only. However, this was not
common, as most of the general population was living in poor rural areas. Due to the less-than-ideal conditions most American families endured at the time, an assortment of applied arts were taught in the homes. Due to this fact, American schools taught pieces of the curriculum that were not taught within the home and provided such individuals with a more complete education (Bailyn, 1960).

In the early to mid decades of the 19th century, the idea was to create state-supported schools, as it was becoming necessary for citizens to have the ability to read and write. As a result of this necessity, the Comment School Movement emerged. During this period in time, the industry was booming and factories that were able to employ a large number of people needed workers that were capable of reading written instructions and had the ability to document and maintain records via handwritten accounts (Efland, 1990).

The Common School Movement not only emerged during the Industrial Revolution, but it was also a product of that era. Many industrial workers were poor and were dwelling in slums in cities where they worked. This created many societal problems such as crime, and a number of Americans, influenced by the British, saw education as an outlet where morals could be taught. By teaching morals in schools, society would once again be able to function in an orderly manner (Efland, 1990).

At the time, Boston was considered a trendsetter for public education and was also the heart of the Common School Movement. By 1838, Boston schools began to incorporate vocal music into their school curriculum and other cities soon followed
suit. Interestingly enough, Boston was not the first city to implement drawing into their school system. Other cities such as Cincinnati, Baltimore, Philadelphia and Cleveland had been trying out art education for several years before it made its way into Boston schools (Efland, 1990).

By the end of the 19th century, following the Civil War, American Universities began to include visual art courses into their liberal arts programs. Harvard, Yale and Princeton all implemented drawing and painting classes in the later part of the 19th century and were 3 of the 47 American colleges that existed at the time which offered students courses in fine arts. Even though art classes were beginning to be incorporated into the curriculum at a university level, this did not mean that the majority of citizens shared the opinion that art was an important part of one’s schooling. Many people still held the belief that learning facts and practical arts such as architecture were far more essential than learning how to draw or paint as is evident in the following quote:

The Princeton student does not learn to draw or paint unless he teaches himself to do so, or unless he takes some of the professional courses in architecture. What he learns is the drawing, painting, carving, and building that has been done by others – the cultural hand-me-downs of the past. He does not learn “appreciation” for that, as Princeton looks at it, cannot be taught. “Appreciation” is an expression of something inside the appreciator, the result of such thought and experience as he may have undergone, the reflection of the
kind of person he is. It can be imitated, like table manners. But it is not art.

What can be taught is facts. (Duffus, 1928, p. 62)

As the United States entered the 20th century, art was still not present in many schools. However, instruction in drawing was added to the curriculum of many schools due to its social and economic value. According to Smith (1996), “Art in public schools must have a reason for being” (p. 40). Many Americans obtained the view that if art education held economic benefits, then drawing was seen as an important and practical subject to be taught. During this time, there was still no connection between engaging in art with the sole goal of making money compared to the radical idea of practicing art skills because it was enjoyable to a person (Smith, 1996).

In the 20th century, some individuals believed that art was a way to express oneself emotionally and could be used as a way to vent and or relieve stress. Because of this idea, some people saw art as useful, but only in a very private manner. Communities as a whole in the United States did not see the need to hire educators who were specialists in the field of art or to incorporate art curriculum in the schooling systems (Smith, 1996).

A perfect example of the attitude toward art in education at the beginning of the 20th century is evident in Herbert Spencer’s essay from 1911 on the philosophy of how to analyze what knowledge is most important to the average citizen. In this written work, Spencer (1911) states that the most important knowledge for a person to
gain is information pertaining to physiology and hygiene, as people must care for themselves in order to stay healthy. The next important knowledge is vocational activities such as math and science which allow people to acquire the knowledge to earn a living. The next most important knowledge to gain is domestic activities such as items pertaining to physiology, psychology and ethics. According to Spencer, after a person has taken care of their own health and secured a job, they must then turn their attention to setting up a home and beginning a family of their own. The next set of knowledge a person should obtain pertains to social and political activities such as items dealing with politics and economics. After obtaining a home and family, a citizen should be interested in the matters concerning their local community and government. And finally, the last set of knowledge a person should acquire deals with leisure activities that satisfy feelings a person has through the activities of art, music, and literature. The attitude toward the importance of art education in schools is evident in this passage (Michael, 1983).

During the late 19th century, a form of art called “Picture Study” began to emerge. This was an attempt to bring the visual arts into schools and allow children from working class families to gain access to it. This form of art education began in the late 1800s and seems to have slowly dwindled away by the 1920s. Smith (1996) lists several factors that may have helped shape the Picture Study movement such as new technology that made it possible to reproduce images, and a continually rising number of immigrant students entering cities and attending school. These immigrant
children were better able to understand pictures when they first arrived in the United States than words of the English language (Smith, 1996).

Interestingly enough, beginning in the 20\textsuperscript{th} century, art has been seen as a feminine activity, even though women were excluded from art education altogether until the late 19\textsuperscript{th} century and are still excluded from many pieces of literature on the history of art education. Gender stereotyping was still prevalent in the 1950s in our American public school system. Girls at this period in history were still, in many places, only allowed to study certain subjects that would most likely lead them to ‘feminine jobs’ such as teaching, nursing, secretaries and the like. Art and being an educator were viewed by our society as feminine professions, although art education at a university level has been governed by males throughout history (Smith, 1996).

Toward the end of the 1950s, “…science provided the model of curriculum reform for the whole of general education, including art education” (Efland, 1990, p. 240). People involved in education at the time addressed pieces of the curriculum, such as science, and broke them into different groups or disciplines. By the late 1950s, disciplines studied in schools contained “an organized body of knowledge, specific methods of inquiry, and a community of scholars who generally agree on the fundamental ideas of their field” (Efland, 1990, p. 241). These disciplines became the central focus of curriculum reform at the time and an order was established that promoted some subject matter to the category of a discipline and regarded other subject matter that had been taught previously as merely a subject. During this period
of curriculum reform, specific subjects had to become disciplines themselves or they would no longer be justifiable subjects that would continue to be taught in classrooms across America (Efland, 1990).

In 1961, President Kennedy looked at education and took a stance on the curriculum reform. He created a panel called the Science Advisory Committee that looked at educational research and development in the area of science. The panel was concerned with the amount of money that was federally funding science education and research compared to art education and research. A significantly less amount of money was going toward art education. The panel’s main concern was whether or not the curriculum reform could include art as one of the disciplines and finance it the way science and other disciplines had been funded (Efland, 1990).

During the 1960s, terms such as aesthetic education or aesthetic experience were appearing in education and were being used more frequently. Many researchers/theorists from the time, such as Barkan, Eisner and Lanier, all agreed that visual arts and art education were a vital part of a person’s education and should be included, at least to some extent, in the school curriculum. In 1966, Ralph Smith published a collection titled “Aesthetics and Criticism in Art Education.” His version of what the term aesthetic education meant to him can be found in the following quote:

…the term aesthetic education has at least two meanings. It refers to a tendency in art education to enlarge the scope of content by adding
appreciative, critical and historical activities to activities involving the making of art. It is also used ‘to encompass more than just the visual arts and to include music, literature, theater and dance. (Smith, 1987b)

Laws Supporting Art Education

Throughout this portion of the literature review, the author will discuss current laws supporting art education by viewing federal mandates and also by looking closely at the state of California and their specific content standards for the Visual and Performing Arts in Grade 5. The researcher will also take into account the impact of No Child Left Behind (NCLB) on art education in several schools across the state of California.

According to the US Department of Education’s (2004) Elementary and Secondary Education policies, a substantial amount of money is set aside each year to fund art education programs throughout the United States. The purpose in doing so is to strengthen art education programs, ensure that all students are meeting federal and state content standards in the arts each year, and support the national effort to make certain all students are able to demonstrate that they are competent in the arts.

Federal funds allocated for art education may be used in any of the following ways:

1) research on arts education, 2) planning, developing, acquiring, expanding, improving, or disseminating information about model school-based arts education programs, 3) the development of model state arts education
assessments based on state academic achievement standards, 4) the development and implementation of curriculum frameworks for arts education, 5) the development of model inservice professional development programs for arts educators and other instructional staff, 6) supporting collaborative activities with Federal agencies or institutions involved in arts education, arts educators, and organizations representing the arts, including State and local arts agencies involved in arts education, 7) supporting model projects and programs in the performing arts for children and youth through arrangements made with the John F. Kennedy Center for the Performing Arts, 8) supporting model projects and programs by Very Special Arts which assure the participation in mainstream settings in arts and education programs of individuals with disabilities, 9) supporting model projects and programs to integrate arts education into the regular elementary school and secondary school curriculum, and 10) other activities that further the purposes of this subpart. (U.S. Department of Education, 2004, para. d)

When viewing the California State Board of Education’s content standards, one would notice that there are standards for the Visual and Performing Arts which include the areas of Visual Arts, Dance, Music and Theater and contain specific standards for teachers to cover in kindergarten through the eighth grades. The researcher found it interesting that the California Standards for the Visual and Performing Arts were the second to last category of contents listed on the California
State Board of Education’s page. The only content standard following the arts was one titled, “World Language” (California State Board of Education, 2012).

After reviewing the California Educational Codes (CA Ed Code), the author would like to highlight some interesting points. According to the Ed Code, sections 8951 and 8952.5 discuss summer school for the arts, which includes the following: dance; theatre; music; folk art; creative writing; visual arts, including painting, sculpture, photography, and craft arts; design, including graphic arts, computer graphics, and costume design; film; and video (Education Code, n.d.).

According to the California Department of Education, the Ed Code has a list of required and recommended number of minutes that educators should typically spend on each subject per week. School boards and local stakeholders often decide the minimum requirements for time allotted to each subject.

The State of California has no hourly requirements for course work, other than for physical education. Students in grades one through six, inclusive, must be provided with physical education instruction for a total of not less than 200 minutes each ten school days, exclusive of recesses and the lunch period.

(California Department of Education Publication, n.d.)

The Ed Code frameworks suggest two hours of Language Arts instruction and 50-60 minutes of Math instruction per day, but do not recommend a specific number of instructional minutes for Science, Social Studies/History and the Visual and Performing Arts (California Department of Education Publication, n.d.).
When looking specifically at one public school district in California, it is interesting to see how they have worded their curriculum frameworks in regards to time allotment for certain subjects. In the Fullerton School District, their framework specifically states that they may choose to integrate Science and History Social Science into their Language Arts or Mathematical instructional minutes by intertwining the curricular material and overlapping subjects. Their framework also states the following about the Visual and Performing Arts:

The California Ed Code does not specify the number of minutes of instruction required, although it does require schools to provide instruction in the arts for all students. The CDE Framework promotes the integration of the arts to shape student's abilities to think, observe, create, imagine, organize, assess critically, and respond to all content areas and to the world around them. (retrieved from fsd.k12.ca.us)

Since the No Child Left Behind initiative passed in 2001 and was signed into a law by President Bush, many educators, administrators and the like have seen a major shift in the subjects being taught and the amount of time spent on each one. Teachers are under a tremendous amount of pressure to teach mainly Language Arts and Mathematics with the hope that their students will be successful on the standardized tests that take place in the latter part of the school year. Many school districts are discoursing teachers from teaching subjects such as Science, Social Studies and Art and insisting educators focus heavily on Language Arts, English Language
Development for English Learners, and Mathematics, which leaves little time for anything else.

Art education seems to have been hit especially hard since NCLB came into effect. No Child Left Behind declares that the arts are a core subject and are necessary for children to ensure a complete education, however, when budgets become increasingly tight, the arts are often the first subject taken out of the school curriculum (Jones, 2006). In one study at Purdue University, Dr. F. Robert Sabol (2010) studied the impact of No Child Left Behind on art education programs. Sabol surveyed 3,000 art educators from across the United States and the District of Columbia. In this particular study, Sabol found many commonalities among the teachers surveyed. One reoccurring theme throughout the study was many different negative effects on the art education programs at various schools. The problems ranged from art educators teaching other subjects instead of art to loss of planning time to school sites making their art class schedules more complicated.

Another key finding was that most of the art educators that took the survey had very pessimistic views on No Child Left Behind and the impact it has had on their art education programs. High numbers of art educators that participated in the survey reported that NCLB had not helped their students become better learners and that the quality of the children’s work had not improved. They also felt that the quality of education at their schools had not improved and that it had had a negative impact on the faculty morale. Some art teachers reported positive effects from NCLB such as
reflecting more on their own teaching practices and programs. Other educators stated that NCLB enabled them to look closely at the programs in place for art education and make specific improvements to their programs and individual instruction (Sabol, 2010).

The Importance of Art Education

Art is specific to each and every culture around the world. According to Borwick (2012), “All art is an expression of its culture. The history of much artistic expression worldwide is participatory, inclusive, and community-based” (p. 16). Art is a reflection of a given community and when researchers trace the origins of art back to a certain culture, the art appears to be what was or what is important to a community of people at a specific period in time. As societies around the world have progressed through the centuries, so has the artwork and specializations in this particular field. What often resulted was that society either supported artists as a whole unit or the wealthy became sole supporters of creative artists.

Over time, the original role of art was removed from our westernized world. Art was no longer being used to bring a community of people together to celebrate a common culture. Slowly, art in America began to stand for divisions among members of society due to the fact that the artifacts artists produced were not goods that everyone used. Eventually, the sole people who benefitted from the art products that were constructed in America were the wealthy. Art in America quietly remained in this category of wealth until the 1950s and 1960s when many factors such as a
booming economy and a sudden increase in higher education (due to the GI Bill) came about. Also during this time, the National Endowment for the Arts began promoting the growth and development of the arts (Borwick, 2012).

During the 1950s and up until present day, European countries have supported the arts in a very different manner than the United States. Europeans continue to view art as home-grown creativeness that is central to their many different cultures. In the United States, the opposite seems to be true. The American culture often places a great amount of importance on producing citizens that are intelligent, unique and strong leaders. All too frequently, American culture does not encourage its members of society to work collectively toward a common goal to promote the culture or community. This especially rings true in the area of art. Europe continues to have a great amount of political support for the arts. According to Borwick (2012), “It is the creation and support of healthy, vital communities that provides the justification for the expenditures of human and financial resources that the arts require. Communities do not exist to serve the arts; the arts exist to serve communities” (p. 355).

Unfortunately, many politicians in America would likely disagree with European counterparts in the debate of whether or not art is important to a community and whether or not art should be included in the educational systems in place (Borwick, 2012). At this current point in time, schools across the United States have an enormous amount of pressure placed upon them to “serve corporate and commercial needs” (Fowler, 1996, p. 8). Certain core subjects that are taught in
American schools have been labeled as “the basics” and all children are expected to master these subjects. All too often, the arts are not included in this group of core subjects that are being taught. Some educators are fortunate enough to work in locations that embrace the arts, but, unfortunately, this is a rare occurrence across the country. Most schools are forced to eliminate the arts due to school boards and state officials commanding that test scores in the areas of Language Arts and Mathematics increase each year, which leaves little time for instruction in other subjects (Jones, 2006).

Despite the current trend among an elite group of policy makers in the United States to place an enormous amount of emphasis on Language Arts and Mathematics instruction, many researchers have concluded that it is important to teach students the arts. Florida (2005) concluded that when the arts are viewed from a global perspective, the United States is not as competitive as in the past amid global markets due to our “talent pool” diminishing. When art is removed from schools, America is no longer nurturing creativity in its youth and is not giving children all of the tools required to reach their “full creative potential” (Florida, 2005). If future generations cannot reach their full creative potential, then far too many Americans will not be able to compete in the creative and talented global markets.

Future repercussions aside, there are many other clear reasons that support art education. Most educators would likely agree that they have seen the positive effects art has had on many of their students. According to Jones (2006), “We see learners
thinking more independently, working more cooperatively and gaining confidence in their own perceptions and interpretations” (p. 282). Students that are fortunate enough to receive art education are more likely to be motivated, engaged in all curriculum, receptive, creative, accountable, and more focused in school overall (Fowler, 1996).

There are countless examples of previous research studies that have examined the effects of art education on a given population of students. One example was a study conducted in two different elementary schools in southwestern Ohio through the SPECTRA (Schools, Parents, Educators, Children, Teachers Rediscover the Arts) Program. Children attending the participating schools in Hamilton and Fairfield, Ohio receive one hour of art education each day in one of the following areas: art, music, dance, drama, or media arts. The school also weaves art into all curriculums taught throughout the day. After one year of participating in this study, researchers noticed significant differences between the classes and 600 students that participated in the study versus the control classes that did not contribute. The classes that participated reported a reduction in discipline problems and an increase in daily school attendance. Researchers also noted that participating students scored higher on mathematics comprehension questions and improved their overall reading scores, especially in the areas of vocabulary and reading comprehension. This specific study concluded that even after only one year of this art inclusion program, “sufficient evidence exists to support the idea that arts in schools is a significant contributor to the academic achievement and affective well-being of children” (Fowler, 1996, p. 7).
Ruppert (2006) stated in her work titled, Critical Evidence: How the ARTS Benefit Student Achievement that, “The American public, by an overwhelming margin, believes the arts are vital to a well-rounded education…” (p. 1). According to her, the evidence is clear. When looking at the SAT Reasoning Test (formerly titled the SAT 1), Ruppert found that students who had taken four or more years of arts courses had higher mathematical and verbal scores than students who had less opportunities to participate in art programs.

After numerous years of compiling information and evidence from 62 different research studies, Ruppert (2006) prepared a piece of work titled, “The ABCs of Arts Learning,” (p. 11). This work demonstrates the benefits of student learning experiences in the arts according to the above researcher. Ruppert broke her chart into three parts: academic, basic, and comprehensive benefits of art learning and education. Ruppert (2006) argued that learning in the arts is academic in the areas of reading and language skills as well as in mathematics. The word literacy refers to a person’s ability to read and write. Ruppert refers to an article that showed significant evidence for using drama in the classroom as a way to develop literacy skills of pre-kindergarten age children. Children that were allowed to act out their favorite stories also showed a greater amount of understanding and were better able to comprehend the story. In regards to mathematics, many studies have been conducted recently on the connection between receiving music instruction and developing spatial-temporal reasoning in students. In one study, researchers discovered that students enrolled in band or
orchestra classes at the middle school or high school level had much higher math scores than students not participating in music classes. Ruppert reports, “The results were even more pronounced when comparing students from low-income families” (p. 13). Ruppert’s literature review discovered over 4,000 published and unpublished references pertaining to music and mathematics education. One such study confirmed that high school students who take music classes are more likely to score higher on standardized tests such as the SAT in the area of mathematics.

Ruppert (2006) also argued that learning in the arts is basic in the areas of thinking skills, social skills and motivation to learn. In one study, high school students studying dance scored higher on creative thinking questions than students not enrolled in dance classes. In another study, 162 children that were either 9 or 10 years old were trained to take a close look at art and explain what they saw. These children were able to draw inferences about artwork and this ability transferred to images shown in science classes. In regards to social skills, Ruppert reported that the arts promote growth for all students, regardless of intellectual ability, in areas self-confidence, self-control, conflict resolution, collaboration, empathy and social tolerance. When viewing students’ motivation to learn, Ruppert discussed how, “The arts nurture a motivation to learn by emphasizing active engagement, disciplined and sustained attention, persistence and risk taking, among other competencies” (p. 14).

Along with benefits in the areas of academic and basic skills when referring to arts learning and education, Ruppert (2006) also pointed out that learning in the arts is
comprehensive. In her report, Ruppert explained that art is comprehensive because it make a student’s educational experience complete and offers them the well-rounded education they deserve. She also suggests that art is inclusive for everyone whether a student’s background is advantaged or disadvantaged and that art programs have far-reaching effects that often extend from the school environment into the community in which a child lives and beyond. The final point Ruppert made in regards to her ABCs of Arts Learning is that art helps foster a positive school environment for the teachers as well as the students. This type of environment is advantageous to student and teacher success by, “fostering teacher innovation, a positive professional culture, community engagement, increased student attendance, effective instructional practice and school identity” (p. 15).

Eisner (2002) argues that art is important for children to experience because it often challenges classroom norms. Most teachers expect students to stay in their seats unless given permission to leave and do not allow students to view the majority of the work their peers complete because that would be copying, which is most often strictly forbidden. In art classrooms, viewing the work of others is permitted and frequently encouraged as a way for students to learn from one another. Important lessons about life are often taught in art classes such as building a community, learning to cooperate and learning to be independent. Students can acquire such skills in an art class and apply them directly to their lives.
According to Carol Morgan (2005), Deputy Director of Education at ArtsConnection, “A dazzling product is not enough; we must also help students to engage in their own inquiry. Students must do, think or feel something new” (p. 5). Every year, the ArtsConnection Program works with over 120 New York City public schools to grant children the opportunity to receive art instruction, as well as provide teachers training through professional development opportunities. This organization strives to create “inquiry-based partnerships” with the students, educators, and the teaching assistants. Researchers working with the ArtsConnection Program use both qualitative and quantitative measures to test and develop types of inquiry in art education that will benefit students participating in programs implemented by the program. Through their programs, thousands of children in New York City have been given the opportunity to experience art and obtain the many benefits in their overall education.

According to Fowler (1996), the benefits of art in general and art education are endless. When looking at the way people think, art offers a unique opportunity for people to think creatively, think aesthetically, think culturally and think communicatively. Art allows people the chance to create things, which requires intellectual skills needed to visualize the artwork, the ability to set goals, the ability to practice an art technique that was previously learned, and to evaluate and revise the piece the person has created. Art often alters the way people view certain things and may change what they value in life. It is important for students, as well as adults, to
care about the piece of artwork they have created and most researchers in this field would argue that art teaches students how to care. In regards to thinking culturally, art teaches people about themselves and about the lives of others. In the world today, it is increasingly important to understand the differences between human beings and art helps aid in this process. And, finally, when considering how students and adults think communicatively, it is important to realize how important it is to obtain the skills necessary to communicate well with others in a society that is overloaded with information. People often have difficulty communicating with one another because they have not been taught all the proper tools needed to communicate successfully. Art is beneficial to people in this area as well and assists citizens by showing them a way to effectively express themselves.

Not only do the arts compel people to think creatively, aesthetically, culturally and communicatively, they also offer students a more comprehensive education. The best schools in America have the finest art programs around. Fowler (1996) suggests that the arts improve general education by providing students with a more comprehensive education, provides them with a more engaging way to learn, offers students a more cohesive curriculum, provides students with bridges to the broad scope of culture within our world, and offers students a more humanistic curriculum. Fowler argues that strong art programs will equal strong schools. He provides the following quote to support his work:
The arts provide a more comprehensive and insightful education because they invite students to explore the emotional, intuitive, and irrational aspects of life that science is hard pressed to explain. Humans invented each of the arts as a way of representing particular aspects of reality in order to understand and make sense of the world, manage life better, and be able to share these perceptions with others. The arts therefore enrich the curriculum by adding important extensions of awareness and comprehension at the same time that they affirm the interconnectedness of all forms of knowing. This is why an education without the arts is incomplete. (p. 55)

Fowler (1996) provides the following chart demonstrating why the arts are necessary in education as well as in our everyday lives (see Figure 1).
The Necessity for the Arts

The arts are necessary in our lives and in our schools because they

- Teach us divergent, rather than convergent, thinking
- Develop craftsmanship, the ability to apply aesthetics
- Introduce us to perceptions and understandings we could not acquire in any other way
- Enlighten our understanding, making it deeper and more comprehensive
- Facilitate human communication within and across cultures
- Help us define who we are and articulate our own very special sense of being
- Characterize their age, distinguishing our relationship to time by showing us as we were yesterday and as we are today
- Replenish our spirit and, by nurturing it, consoling it, and inspiring it, affirm our humanity (Adapted from Fowler, 1996).

Figure 1. The Necessity for the Arts.
Researchers continue to argue that every child in America needs an education that includes the arts in the curriculum for a number of reasons. First and foremost, art helps many children realize their talents and what they are capable of. Many children are not interested in the traditional subjects such as language arts, mathematics, science and social studies, but art often opens a door to an alternate curriculum that many students cling to. Fowler (1996) believes that children who are immersed in art education will aid in the development of students as human beings. Students engrossed in art in an educational setting will develop in several key ways. Art will help students define who they are and will demonstrate to students how they are part of a larger culture within our world. Art will also help students cultivate and broaden their perceptions on a global level and should develop their ability to express themselves and their skills to communicate effectively. Fowler also writes that students can use art as a way to escape the ordinary events of their lives and can in turn use art to develop their own imagination. A final important aspect regarding the need for art in education according to Fowler is that the arts have the ability to teach our youth to evaluate work and use their knowledge in a given subject area to make necessary judgments.

**Motivating Students to Write**

In this section of the Review of Literature, the author will be discussing a few key points regarding motivating students to write. The researcher will be addressing the following questions in this section:
1. Why is it important to motivate students to do well in all areas of their schooling?

2. Why is it important to motivate students to write?

3. What are educators currently doing to motivate students?

As was previously mentioned in Chapter 1 of this Curriculum Project, writing is a skill that all human beings need to obtain by the time they reach adulthood in order to be successful in their career fields. Writing is an aspect of every job in some form or another and is as important as having the ability to read and understand basic mathematics. Teaching students to write well by the time they exit high school should be a priority on any educator’s agenda. However, as the author mentioned previously, this is not always the case with the current time restraints and pressure placed upon educators to have students perform well on tests that often heavily focus on reading comprehension and math computation.

Many educators would likely agree that the ultimate goal of educating our youth is to create lifelong learners. The researcher often witnesses colleagues in the staff room discussing how they wish to make their students excited about learning and discover additional knowledge in their leisure time. This is where motivation comes into play. DiCarlo (2009) stated, “Inspiring and motivating students is critical because unless students are inspired and motivated our efforts are pointless. Once students are inspired and motivated, there are countless resources available to learn more about a subject” (p. 257). DiCarlo argues that teachers must stop worrying about covering all
the content and rather focus their energy on in-class discussions, inquiry-based
activities and collaborative problem-solving in order to expand the students’
knowledge so they are able to become lifelong learners.

Motivating students to do well in all areas of academic study is also critical to
the success of students when it has the ability to open their eyes to the ‘big picture’ of
life. When discussing the failing schools in America and the factors affecting that very
issue, Toder (2010) argued that students as young as junior high and high school
should have a class offered that demonstrates the importance of education. According
to Toder, one thing schools are failing to accomplish today is properly motivating
student behavior and the choices they make in regards to their education. A key
component to this form of motivation would be revealing real-life examples of
successful people students are familiar with. In turn, hopefully students will
understand the importance of obtaining a high-quality education and how beneficial
that can be to one’s success in a given career field as an adult.

It is also important to specifically motivate students to write as well as enjoy
the process. Motivation itself is a very complex idea to study because it has many
factors that must be considered along with it such as interest, the environment,
whether or not a person believes they are capable of accomplishing a certain task,
ability level, how much time a person is willing to invest in a project, and other
elements such as psychological and cognitive aspects. Researchers often find it
difficult to study motivation, especially paired with writing, due to the fact that it must be studied alongside all the features listed above.

When looking at motivating students to write, some students will state they were motivated simply because they knew it was an assignment they needed to complete. Students motivated in this way are often concerned with the mark they will receive on the given task and are motivated by the end result. Students motivated in this way do not see a choice in the matter and only see that they “have to” complete the assignment. This fact alone is often enough to motivate some students to put time and effort into their writing assignments. Unfortunately, that form of motivation does not apply to all children. Many students are only motivated by things they “want to” accomplish due to a high level of interest from a given topic. This is, again, where educators must step in and enlighten their pupils (Cordaro, 2009).

It was previously stated in this project that educators should teach their students how to become lifelong learners who actively seek out new information for their own benefit. It was also reported that teachers who have students in junior high school or older should help their pupils see the “big picture” about life and why education is important. These same concepts apply to motivating students to write, along with more specific ideas.

It is the opinion of the researcher that elementary school teachers should introduce the benefits of writing from an early age. Educators could enlist help from a group of students within their own classroom that enjoy writing in their leisure time.
Teachers teaching older elementary-age children could require their students to research career fields that necessitate certain writing skills. As students continue to grow and move through their schooling, secondary level teachers could discuss the importance of writing from a historical point of view. According to Blanchard (2005), “Writing is integral to both keeping and creating our communities.” If students saw a continual pattern from teachers as they moved through their schooling as to why writing is as important as reading or math, they might, in turn, become motivated to tackle their writing assignments and succeed in doing so.

Teachers around the globe are finding countless ways, such as the ones listed previously, to motivate their students to write. Motivating students to write must come from the teachers first. If the educators are not excited about the topic, in this case writing, then the students will not be eager to begin such a project. According to the American Society of Safety Engineers (2012), teachers and professionals alike must motivate their learners with enthusiasm and passion. The ASSE offers the following tips to motivate learners of all ages: (a) know your material well and present it as if you are the expert; (b) add humor into the material you are teaching; (c) be enthusiastic about your topic, whatever it may be; 4) share personal experiences and stories that your learners are able to relate to; 5) believe you are making a difference with your pupils; 6) use voice inflection; 7) smile often; and 8) care about your topic, even if it is not your personal favorite (p. 31).
Researchers have also found that educators must include instructional strategies that motivate students into their teaching practices. A large part of the task for teachers is obtaining the ability to teach in a way that is interesting to a large majority of students. With writing specifically, teachers who are able to create interest in their topic, will likely have students who are motivated to begin the project and complete it satisfactorily or better. Educators can also motivate students by creating an environment in their classroom where students believe in themselves and understand that they are in fact capable of successfully writing. According to Cordaro (2009), teachers who are able to foster a sense of high self-efficacy within their students can also motivate students by demonstrating self-regulatory skills such as through the process of prewriting, writing and revising. If students are able to move through the writing process and its many steps time after time, they are likely to become more confident with the process in general and evolve as experienced writers.

Cordaro (2009) explains, “If students don’t believe they can handle the complexities of writing, their motivation to write in any context will be diminished” (p. 362). One of the basic pieces to motivation appears to be self-efficacy – how people recognize their own ability to complete tasks, and in this case, their ability to write. Daly and Miller (1975) also studied the effects of low self-efficacy in regards to writing apprehension and avoiding writing altogether. When studying school-aged children, Daly and Miller found that children who were anxious about the writing process were likely to score below their classmates who were less concerned with their
writing tasks. Daly and Miller also studied adults and found that adults who are currently or have always been apprehensive about writing may intentionally choose occupations that do not involve many writing tasks.

Lam and Law (2007) discovered that when educators have incorporated motivating instructional strategies into their teaching, the students were more motivated to complete assigned tasks. They also noted that motivation has to come from the students as well as the teacher. According to Lam and Law, “…writing successfully is a complex and effortful activity that requires systematic attention to motivational conditions. Students need to tap the motivational resources within themselves and the support that is available in the instructional environment” (p. 145). With the support of educators and the effort of students, it would appear to be possible to motivate the vast majority of students within one classroom to accomplish a task such as formal writing.

**The Impact of Digital Photography on Student Learning**

As was previously discussed in Chapter 2 of this curriculum project, art is immensely important for many reasons such as communication, learning about cultures and appreciating traditions, story-telling, passing on historical information, building community, etc. The list of reasons to support art in and outside of the classroom seems endless. The following section will specifically discuss how photography impacts student learning.
Unfortunately, the trend in American public schools in most recent years has been to focus heavily on Language Arts and Mathematics standards due to pressure placed upon schools by the administration to perform well on standardized tests that occur throughout the school year. This inclination in a large number of schools across the United States has forced many schools to cut art programs from their budgets. This then leaves the task of educating students about the arts up to the general classroom teachers, who may have little to no background in art education and little to no time to teach this very subject.

Schools fortunate enough to have art programs and art teachers, often have the luxury of teaching students about multiple forms of art. Many schools focus on music, drawing, painting, and sculpting items out of clay-based materials. Photography is often another art form incorporated into art curriculum at many schools. According to Theresa McGee (2013), an art teacher at an elementary school in Illinois, photography is an excellent form of art that involves all students, whether they perceive themselves as being “good” at other forms of art, such as painting, or not. McGee states, “…photography is a medium that can ‘level the playing field.’ Students who might not otherwise consider themselves artists have another tool to tell a story, show a new perspective, or document our environment” (p. 35). Photography lends itself to a type of creativity that all students can explore. Students have the ability to produce images from their perspective, which leaves the opportunity for being creative wide open.
Some school districts are fortunate enough to have summer art programs for students at the high school level. One such program exists in Chicago, Illinois. During this particular summer program, students and teaching assistants (TA’s) work together to produce and later edit images. While visiting this program, Nick Jaffe (2011) noticed many occurrences taking place within the classroom. One of the main things Jaffe noticed was that students were working with images that meant something to them. Students took pride in their work and were engrossed in what they were doing. Students and TA’s alike offered advice to one another on how to edit images within editing programs and seemed to be able to relate to one another whether they were an experienced photographer or were practicing this art form for the very first time. The researcher also noted that students from different backgrounds were interacting with one another while trying to all the while obtain the same outcome – produce creative images they were pleased with.

In New Jersey at Montclair State University, two researchers, Mika Munakata and Ashwin Vaidya (2011), surveyed science and mathematics students at their university to see whether these individuals considered their fields of study to be creative endeavors or not. The majority of students did not see the disciplines of science and mathematics to be creative enterprises. Munakata and Vaidya stated, “Mathematics and science education for the most part tends to be a very linear process where deductive reasoning is emphasized, whereas creativity is seen to be a nonlinear process and involves a more inductive approach to learning” (p. 121). Due to this
finding, the researchers then used photography as a means to promote and demonstrate connections between science, mathematics and the arts via photographic images. At Montclair State University, there were different assignments dealing with photography to encourage creativity within math and science subject areas. For instance, teachers in the master’s program studying mathematics had to take photographs and enter them in a contest where classmates would “judge” them. Photos in this assignment were also evaluated by the students and researchers according to a rubric. The assignments allocated to students were only a couple of ideas used to encourage participants to be creative and make connections between their subject matter, which they deemed as non-creative, to everyday life.

After reviewing studies such as the one previously mentioned, it is clear that when photography is taught to students of all ages, it is beneficial in many ways. It allows all students to be creative, no matter what their ability level, educational background or cultural background may be, it allows students to tell a story or document their environment, if offers itself as a tool for communicating with others and photography allows students from a variety of different backgrounds to be able to relate to one another through this medium of art.

**Integrating Digital Photography into Formal Writing**

In public and private school classrooms alike, it seems that the array of abilities in regards to students and what they are capable of ranges from students are who extremely gifted in one or more areas of study to those children who are
performing far below the basic standards for their grade level. Teachers are left with the often daunting and overwhelming task of trying to reach all of their students and provide them with the best education possible, no matter what the children are capable of accomplishing. This is a challenge many teachers face today and will likely tackle in the future for many years to come.

As was previously discussed, many teachers teaching in this day in age are placed under a tremendous amount of pressure to have their students perform well on the benchmark tests that occur several times throughout the school year as well as on standardized tests that take place once a year. Due to the mandates local, state and federal governments have placed upon schools and their performance ratings, Language Arts and Mathematics are the primary focus in many classrooms today. Teachers are also expected to cover a set amount of material by a certain date in order for their students to be tested on what they have learned. Due to the time constraints, teachers have little to no time remaining to be able to reteach a topic their students did not understand. This also leaves little time to extend beyond the basics of the topic presented and have students apply their knowledge to a project or something similar.

Due to the previously mentioned factors and the No Child Left Behind (NCLB) act, many teachers would likely agree that their teaching styles have “gone out the window” because of the sheer amount of material they need to cover within a certain time period. It would make sense to say that teachers who are placed in such conditions would choose a style of teaching that is direct and time efficient for the
largest amount of students possible. The researcher has run into this very problem. Many teachers, such as the author, enjoy being creative and devising alternative methods to teach material to students, such as small group instruction, group work such as literature circles, activities that allow students to do research and teach other students about a given topic, etc. However, unfortunately, those creative teaching options are no longer choices for many educators when time is so limited and teachers are expected to accomplish so much within one school year.

Even with the No Child Left Behind act still in place, teachers continue to be expected to reach all of their students and cover all of the necessary material in the most efficient way possible. If an educator has a student that is far below basic in math, the teacher is required to look into that problem further and try to come up with solutions to best help the child in need. The same is true for children on the opposite end of the spectrum that are extremely gifted in one or more subject areas. It is also the teacher’s job to make sure that that child is in fact learning new material in class and they are being challenged. Fortunately, many states across the United States are adopting the National Common Core Standards. Though these are still standards for teachers to teach to their students each year, they are now not as specific and more generalized which allows for some flexibility within the Language Arts and Mathematics subjects and how they are taught.

Although there is still a heavy emphasis placed on Language Arts and Mathematics, even with the adoption of the Common Core Standards, educators may
be better able to cater certain lessons in different ways to different students, depending on their level and what the children specifically need to improve upon. Additionally, not all students are intelligent in the areas of Language Arts and Mathematics. Again, with some flexibility, teachers would have the opportunity to discover which areas their students are strong in and which places they are weak. By knowing those specific strengths and weaknesses, educators would be well-equipped and able to teach their students in the way that is most suitable for each individual child.

According to Howard Gardner (2011), all human beings possess eight or possibly nine different types of intelligences. For Gardner (1983b), intelligence is all of the following pieces:

1. the ability to create an effective product or offer a service that is valued in a culture;
2. a set of skills that make it possible for a person to solve problems in life; and
3. the potential for finding or creating solutions for problems, which involves gathering new knowledge. (chart following para. 2)

His intelligences include linguistic, logical/mathematical, musical, bodily/kinesthetic, spatial, naturalist, intrapersonal, interpersonal, and existential intelligences.

As an educator in a fifth grade classroom, the researcher saw a need to use the flexibility of the new adoption of the Common Core Standards and apply it directly to an area where her students were lacking, which was in the area of formal writing.
Writing in general tends to focus heavily on linguistic intelligence, according to Gardner (1983b). People who have a high linguistic intelligence are able to express themselves through some form of language, in this case written, and are able to understand other people around them. Not all students are strong in this form of intelligence, which may lead to a tremendous struggle when attempting to formally write.

It is the job of educators to create materials to help those students who may not be strong in one area, such as formal writing, and find other ways to help them become successful in this particular area of study. By creating a curriculum project that incorporates digital photography and imagery into formal writing, a higher number of students will likely be successful with the task at hand, according to Gardner’s theory. By incorporating digital photography, students who are more intelligent in the areas of bodily/kinesthetic and spatial intelligences should grab hold of the photography portion of the project, and hopefully be successful in the writing portion of the assignment as well due to the fact that they were motivated and able to problem solve the photography piece of the assignment.

Veteran English teachers from an urban community in the Midwest developed a project for middle and high school students that taught the students the process of writing through documenting events in their lives via cameras. Kristien Zenkov and James Harmon (2009) stated, “We have heard more than a few students complain about the insignificance of the books we use, the literacy tasks we assign, and the very
character of the institutions that employ us” (p. 575). The two researchers set up their photovoice project with the intention of helping their students create deeper connections to the material being taught and the tasks at hand in their English classes. Zenkov and Harmon worked with nearly one hundred middle and high school students on the “Through Students’ Eyes” (TSE) project. By allowing students from diverse cultural backgrounds and poverty stricken areas to participate in this project, the researchers were able to witness first-hand how an overwhelming majority of students became engaged with the assignments and were motivated to complete the project that expected them to document and reflect upon the purposes of school via photographs and written pieces of work. Students in this study were eager to participate and happy to share their work with others. Many students submitted photos to local art galleries and met on Saturdays to work on their images and written portions of the assignments. The researchers shared their surprise at the results of instituting this type of project in such a low-income area of the United States.

In Houston, Texas, nine school districts are currently participating in a literacy program called “Literacy Through Photography – The Fotofest Writing and Photography Project” (2012), as well as other cities in various part of the United States. After having extensively viewed all areas of the program’s website, the following quote describes the program very well:

Literacy Through Photography (LTP) is the in-school education program created by Fotofest International to help students in grades 3-12 strengthen
basic learning skills, particularly writing and critical thinking skills. It is a comprehensive program that includes curriculum and teacher training. LTP uses photography and visual imagery as tools to stimulate students’ writing, analytic abilities and communication skills. (Literacy through photography, 2012, para. 1)

A large number of teachers have given feedback to the LTP program and their responses are posted on the website. Among the responses, the following stood out: “My students have never opened up in their writing like they are right now with LTP.”

After researching different writing curriculums and writing curriculums that included art pieces in the form of photography, the author of this curriculum project saw a very clear trend among such programs as the two previously listed. Several words continued to reappear with regards to students and their responses to writing curriculum paired with visual imagery in the form of photographic images. Researchers used the words “engaging” and “motivated” countless times. Other words that often surfaced with these types of projects were “fun,” “meaningful,” and “interesting.” It is clear to the author of this research project that any project which combines writing with an art form and a piece of technology is going to reach a large number of students and excite them about the learning process. This is the ultimate goal of most educators, and creating and implementing assignments that obtain that very outcome seems like the logical option for how teachers should educate all youth.
Summary

Since the beginning of time, humans have used art in a multitude of different ways, whether to tell a story via paintings on the wall of a cave dwelling or weaving different colors of wool together to create intricate designs on a piece of clothing. Art is important in that it allows all cultures the opportunity to set themselves apart from other places around the globe, as well as preserve their heritage while simultaneously carrying on their traditions. Without art, much of the past would be lost. Thankfully, many people throughout history have realized the importance of art and art education and have put a great deal of effort into maintaining this very subject within schools across the United States.

Fortunately, there are several federal laws mandating the inclusion of art education, as well as federal funding to support the arts in schools. Educators, administrators, parents and students have seen the benefits of receiving an education which includes the arts and typically support this integral piece of education. Teachers who include art education in their classrooms are able to witness how art builds community, teaches kids to be creative and self-confident, motivates them and keeps them engaged with a stimulating and hands-on curriculum. The ultimate challenge for many educators in the United States today is finding time to teach the arts when such a heavy focus has been placed on Language Arts and Math standards along with students’ test performance skills in these two areas of study.
While Language Arts may be one area of significant focus in elementary education, formal writing is often placed on the ‘back burner’ and either only taught in brief segments or if time allows. Year after year, teachers report that students continue to moan and groan when they are told they will be writing the dreaded “essay.” Unfortunately, studies continue to state that an alarming number of recent high school graduates report they do not feel prepared to write at a college level and are worried about their ability to report research findings in a formal piece of writing.

In present times, it is up to the teacher to develop ways to motivate their students to learn and complete the repetitive tasks of reading, writing and arithmetic. Students today are accustomed to using many different technological devices on a daily basis. Many students are motivated to work with any given piece of technology that is offered to them in school, such as a computer. If teachers were able to develop and or use curriculum such as the one in this master’s project by combining formal writing with art and technology (in the form of digital photography), students may learn to enjoy activities such as writing. With the help of curriculum such this, teachers may be able to engage and motivate the majority of their students to learn a basic skill that will benefit them throughout their lives.
Chapter 3

METHODOLOGY

The author chose to create a project to fulfill the requirements for her culminating experience while enrolled in the California State University Sacramento’s Master of Arts in Education Curriculum and Instruction program. The researcher chose to create a supplemental writing curriculum that incorporates the arts by allowing students the opportunity to infuse their writing with work they have completed via digital photography. This supplemental writing curriculum was created for fifth grade students at a parochial Catholic school in Solano County. The curriculum was intended for teachers with small or large class sizes and was designed to offer teachers a creative outlet for writing instruction during a two-week unit on opinion writing.

During the author’s first year of teaching fifth grade, several points were noted in regards to the writing curriculum in place at this particular school. The first item of interest was the Language Arts curriculum. Teachers in the kindergarten through fifth grades were using the Houghton Mifflin California Edition series. This Language Arts curriculum focuses on one story per week (this is most often the intended pattern for instruction) and has everything else embedded in and around the story. Students learn spelling and vocabulary words that are central to the story, as well as other structures of grammar that may have appeared. The curriculum also focuses on comprehension with each selection students have read. In particular, the Fifth Grade Houghton Mifflin
Language Arts California Edition series has six themes that are to be covered throughout the entire school year. At the end of each theme, (themes usually range 3 to 4 weeks long) there is often a piece of writing instruction for students to participate in.

During the course of the school year, the researcher noticed that the writing pieces that appeared at the end of each theme were often quick activities for students to complete. They did not offer explicit instructions for students or the educator. The author noticed that the reading and writing in this Language Arts series were not balanced. After speaking with several teachers at other school sites using the same series, the author discovered that many schools were using supplemental writing curriculums to fill in the gaps that their own Language Arts programs were not adequately covering.

After teaching in the fifth grade classroom for one year, the researcher also noticed that a large amount of students had a negative attitude toward formal writing. When writing daily morning journal entries, the students did not complain. The journal writing did not have any guidelines and students were allowed to share entries whenever they so desired. When the author would introduce formal writing assignments and use the word “essay,” the classroom instantly became filled with moans and groans. This observation, along with the lack of writing curriculum at the researcher’s school, led the author to the topic for this master’s project.

After sitting through the first semester of classes in this master’s program, the author realized that the next step was to decide which type of writing curriculum to
create. After visiting several teacher supply stores and researching elementary writing curriculums on the internet, the researcher still felt there was a missing piece to creating a new writing curriculum that students would be interested in and actually enjoy. It finally dawned on the researcher that children love the arts – music, dance, painting, sculpting, etc. Students also unfortunately have little instructional time spent on the arts currently. The author has witnessed students in her own classroom becoming wildly enthusiastic about simple tasks that involve a drawing piece and how eager they are to act out a piece of literature.

The author of this project then spoke to one of her professors about her idea of combining art with formal writing. The professor suggested the researcher examine her own interests in the area of art and create a writing curriculum from that. The author works as a professional photographer on the side and thought about photography as an art medium. She also realized how combining formal writing with art and technology might be the perfect combination to creating a supplemental writing project.

**Setting, Participants, and Instruments**

The setting for this curriculum project is a self-contained fifth grade classroom at a parochial Catholic school. While the writing units were written to fit the needs of this specific classroom setting and school environment, they could easily be adapted to fit any writing curriculum in fourth through sixth grades. It was the intent of the author to set the project up in a way that lends itself to easily adapting the curriculum to
different school environments, as well as different grade levels that have similar writing content standards needing to be covered each year. This curriculum project has also taken into account the diverse student populations that come through a classroom from year to year. When creating this project, special considerations for special needs students, students from diverse socio-economic backgrounds, students with language barriers, and students from split households (either students with divorced parents or parents who migrate to another country for part of the year for work) were taken into account, among other possible scenarios. Digital cameras are necessary to create images to incorporate into the writing units, as well as computers and printers to process and edit images to be used by the students.

**Curriculum Implementation**

This writing curriculum project will be implemented several times throughout the school year. The researcher will begin the school year by teaching children how to use the digital cameras, how to upload them onto computers and how to edit within the computer software program during a two week unit on basic photography. The first two week writing unit to be implemented after teaching students camera basics will be the opinion piece of the project, and this will take place during the first trimester of the school year. After the opinion piece of the curriculum project is implemented and during the second trimester of the year, the narrative essay portion of the writing unit will be introduced to students. During the final trimester of the school year, the explanatory/informative essay piece will be implemented within the classroom.
The curriculum project and the different writing units will be assessed during and after each piece is implemented. Educators will use various forms of assessment when they use this writing project, both formal and informal. While students are taking photos and beginning their assignment, the educator will speak with them individually and view their work periodically throughout the two week period of time to see what students have grasped the idea and are able to complete the project satisfactorily and what students are in need of assistance. Students will assess a peer two days prior to turning in their completed project by using a student-friendly writing rubric. Students will then make any corrections and or additions to their piece of writing before they turn it in to the teacher. At the end of each unit, the teacher will formally assess the students by using another writing rubric as well as by administering a questionnaire that requires students to report on their level of motivation and engagement with their photography and piece of writing.

This curriculum project is a supplemental writing curriculum that will be used in addition to the regular Language Arts program mandated by the school. The units were designed to motivate and encourage students to write formally and hopefully foster an enjoyment for participating in the writing process through the use and incorporation of technology. The units were created to motivate students to write and demonstrate how writing is a valuable skill throughout life that can be an enjoyable experience. This project was created to enhance the current Language Arts curriculum
that is already in place at the school and strengthen the writing ability of all fifth grade students by the completion of a given school year.
Chapter 4

SUMMARY

“If we teach today’s students as we taught yesterday’s, we are robbing them of tomorrow,” (Dewey, 1934b). This is precisely what the researcher has had in mind for this entire master’s project. In order to thrive in this world, students must learn to effectively communicate in all possibly ways – whether that involves technology or learning the basics in school via pencil and paper. If educators are going to continue to teach students the basics, such as formal writing, they must find a way to infuse them with technological devices that continue to arise in the ever-changing world. Students in today’s world are eager to work with all forms of technology and are quick to learn about the up-and-coming gadgets that constantly appear on the market. It is the hope of many educators that by incorporating technology into the basic subjects, such as math, reading and writing, students will enjoy learning the basic principles during their educational journey before they reach adulthood and enter the workforce within our society.

Students from this generation are also used to interacting with technological pieces of equipment throughout their entire day. Children in our country are actively engaged with music devices, cell phones, digital cameras, iPads, etc. every day and are very much used to that type of lifestyle. Many students cannot handle a seven hour day at school that requires them to sit in their seats quietly while writing with a pen and paper. A teacher in today’s world can no longer teach his/her students completely
through direct instruction. Students seem to need hands-on learning more and more due to the current lifestyle the majority of them lead. Teachers are learning to shift their instruction from traditional methods to techniques that foster a sense of motivation as well as academic achievement within their students.

The main goal of this curriculum project is to create interest in formal writing via digital photography. The expected outcome is that by placing a technological device in students’ hands, in this case a digital camera, they will be motivated and engaged with the writing task at hand. The goal of this project is to also teach students how to communicate a thought via a photograph and simultaneously through a piece of writing. Ultimately, students need to be able to effectively write essays, passages, letters, research reports, etc., by the time they have completed high school. If curriculum, such as the one created in this project, is capable of motivating students to learn a skill such as formal writing, the possibilities for academic achievement may be endless when educators begin to incorporate technology into every aspect of learning within the classroom.

**Recommendations**

This curriculum project strives to motivate students to enjoy writing by integrating technology into formal written work. Conducting a study to validate the proposed idea of whether or not students are more motivated to write when art and technology are interwoven into writing projects would be beneficial to research in this field of study. The researcher could study one class of fifth graders by implementing
this new writing curriculum for one full year while gathering data and recording observations. With the next group of students the following school year, the new writing curriculum would be absent, although the same types of formal writing would be taught. After teaching writing both ways and recording the data, the researcher would be able to look for differences and similarities between the two years.

Another possibility would be to split a class in two and use the curriculum project with half of them while the other half is taught writing at a different time while not interacting with the new curriculum. The researcher would need to make sure the class was split evenly with mixed groups of students, i.e. varying ability levels, a nearly equal mix of genders and students that are easily motivated to do well in school alongside students that are not motivated to perform well. In both cases, it may be challenging to measure student motivation and or be able to gauge whether or not students actually improved their writing due to the different method in which writing was presented.

The best scenario for conducting a study on this curriculum project seems to be to implement the writing curriculum in several fifth grade classrooms across one town. The researcher would need to gather data from these classrooms, along with other fifth grade classrooms that were learning the same types of formal writing in the same school year. Replicating this study at different schools would give the researcher a larger body of data to collect and study and could effectively validate the research. In order for this study to be conducted effectively, the researcher would need to offer
training to teachers that would be implementing the curriculum project in their own classrooms and provide support to them throughout the school year.

Another recommendation is to add creative writing portions to this curriculum project. It would be neat to have a writing curriculum that spanned throughout the entire school year and had a certain focus for each month. It would still need to cover all of the standards required for fifth grade writing, but, it could contain additional add-ons to keep the motivation to write present within the classroom all year long.

Children of today are used to working with an array of technology and often find traditional schools activities such as formal writing to be boring. However boring youth may find activities such as reading, writing and arithmetic, most educators would argue that these are basic skills necessary to become productive members of society. The key to teaching these skills to children of future generations may lie within a curriculum project such as this one that incorporates the traditional school tasks with art and technology. All children are capable of producing great work by using many different pieces of technology as well as creating phenomenal works through one customary avenue such as writing. Many children of today are so completely tuned into the technological devices that swarm around them to realize they have talent in a traditional activity. It is up to educators to awaken as many talents as possible in their students during their short amount of time together. “If we did all the things we are capable of, we would literally astound ourselves” (Thomas A. Edison, n.d.).
APPENDIX

Project
## UNIT 1: DAY 1: How to Operate a Basic Digital Camera

<table>
<thead>
<tr>
<th>DESCRIPTION OF ACTIVITY:</th>
<th>Students will learn about different types of cameras and use a user manual to learn basic camera functions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVE:</td>
<td>Students will be able to identify different types of cameras in use today. Students will be able to operate their school-issued basic digital camera by turning it on and off, knowing where to place their fingers and how to hold the camera, how to zoom in and out and how to review pictures on the camera screen.</td>
</tr>
<tr>
<td>COURSE:</td>
<td>Fifth Grade Language Arts</td>
</tr>
<tr>
<td>COMMON CORE STANDARDS: Visual and Performing Arts Standards:</td>
<td></td>
</tr>
<tr>
<td>1.0 Artistic Expression – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</td>
<td></td>
</tr>
<tr>
<td>2.0 – Creative Expression - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</td>
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</tr>
<tr>
<td>4.0 – Aesthetic Valuing - Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</td>
<td></td>
</tr>
<tr>
<td>5.0 – Connections, Relationships, Applications - Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.</td>
<td></td>
</tr>
<tr>
<td>MATERIALS:</td>
<td></td>
</tr>
<tr>
<td>1) Camera for each student</td>
<td></td>
</tr>
<tr>
<td>2) User Manual for each student</td>
<td></td>
</tr>
<tr>
<td>LESSON PROCEDURE:</td>
<td></td>
</tr>
<tr>
<td>1) Begin by brainstorming whole-class types of cameras used today.</td>
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<tr>
<td>2) Administer cameras to students along with user manuals.</td>
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<tr>
<td>3) Go over basic functions of camera by turning to correct page in user manual. Cover power button, zoom, where to place hands while holding a camera, and how to review pictures previously taken, and how to handle a camera with care.</td>
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</tr>
<tr>
<td>4) If the weather is nice, take students outside to explore by using the basic camera functions (if the weather does not permit this type of activity, have the students stand up and walk around the classroom while testing out the basic camera functions).</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 1: DAY 2: Basic Camera Functions, Holding the Camera in Different Positions and at Different Levels and Reviewing and Deleting Unwanted Photos

**DESCRIPTION OF ACTIVITY:** Students will review basic camera functions while also learning how to hold the camera vertically and horizontally for pictures, and how to review and delete unwanted photos.

**OBJECTIVE:** Students will be able to use the basic functions on their camera, take pictures vertically and horizontally, take pictures at different levels (i.e. while standing on a bench or lying down on the ground, etc.), and how to review and dispose of any unwanted pictures.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Visual and Performing Arts Standards:**
- 1.0 Artistic Expression – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- 2.0 – Creative Expression - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- 4.0 – Aesthetic Valuing - Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- 5.0 – Connections, Relationships, Applications - Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.

**MATERIALS:**
1) Camera for each student
2) User manual for each student

**LESSON PROCEDURE:**
1) Have a class discussion regarding basic functions on camera that were taught the previous day.
2) Administer cameras and user manuals to each student.
3) Take students outside to demonstrate new skills.
4) Show students how to turn camera vertically if they want to capture an item such as a tall tree and horizontally if they want to take a photo that captures a wider range of area from side to side. Have students experiment with this topic.
5) Bring students back together and demonstrate how to take pictures at different levels. Stand at normal height and take a picture, then at a medium height by bending over slightly and finally take a picture while sitting or lying on the ground. Have students explore with this topic.
6) Bring students back together and demonstrate how to review pictures on the camera screen and how to delete photos that may be blurry or repetitive, etc. Allow students time to sit by themselves and review pictures while deleting any unwanted photos.
UNIT 1: DAY 3: Lighting

**DESCRIPTION OF ACTIVITY:** Students will use their cameras to experiment with light and darkness when taking photos.

**OBJECTIVES:** Students will be able to take quality photos in places with different lighting and know how to change the settings on their camera to adjust the amount of light coming into the camera as needed. Students will be able to use a flash and take decent photos using shadows.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Visual and Performing Arts Standards:**
- **1.0 Artistic Expression** – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- **2.0 – Creative Expression** - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- **4.0 – Aesthetic Valuing** - Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- **5.0 – Connections, Relationships, Applications** - Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.

**MATERIALS:**
1) Camera
2) User manual
3) Example Photographs

**LESSON PROCEDURE:**
1) While in the classroom, the teacher will go over finding and using the flash on the cameras students will be working with.
2) The teacher will discuss lighting and show students pictures with a lot of light being used as well as pictures with shadows.
3) Students will then get up within the classroom and wander around while taking pictures inside the building with the lights turned off. Students will explore by using their flash setting.
4) Students will then go outside and explore by taking photos with natural sunlight and by taking photos using shadows.
UNIT 1: DAY 4: Different Angles and Different Levels to Shoot Pictures From

**DESCRIPTION OF ACTIVITY:** Students will use their camera to take pictures from different angles and different heights. Students will also remove pictures from the memory card on their camera and put them into a folder on a desktop and finally move the folder to their flash drive storage device.

**OBJECTIVES:** Students will be able to take creative photos while positioning themselves on the ground, while climbing on top of things and by turning their camera body and lens to take photos at different angles. Students will also be able to move images they have taken and place them on a mass storage device that they are responsible for.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Visual and Performing Arts Standards:**
- 1.0 Artistic Expression – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- 2.0 – Creative Expression - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- 4.0 – Aesthetic Valuing - Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- 5.0 – Connections, Relationships, Applications - Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.

**MATERIALS:**
1) Cameras for all students
2) User Manuals for all students
3) Example Photographs
4) USB Flash Drive/Mass Storage Device
5) Desktop/Laptop computers for all students
6) Universal Card Readers for all students
7) Projector

**LESSON PROCEDURE:**
1) Review with students how to take photos at different levels – from the ground, from a midsection range, and by standing on top of something. Introduce the terms “Bugs Eye View” and “Birds Eye View.” Show pictures of each to students as examples.
2) Review with students how to turn the body of their camera and the lens at different angles to produces images that are not straight up and down or side to side. Show photos of pictures taken at different angles and discuss whole class what the photographer did to capture a specific image.
3) Have students go outside for a short amount of time to work on taking pictures at different angles and different levels.
4) Go to the computer lab and demonstrate to students how to take their memory card out of the body of the camera and place it in the proper hole within the universal card reader.
5) Show students how to move images from the memory card to a folder on the desktop computer and then onto their flash drive to save for a later date.
6) Have students move images from the memory card to their flash drives.
UNIT 1: DAY 5:  Lines, Texture, Symmetry and Purpose

<table>
<thead>
<tr>
<th>DESCRIPTION OF ACTIVITY:</th>
<th>Students will learn about lines, texture, symmetry and purpose found within pictures and will explore these areas while using their own camera.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVES:</td>
<td>Students will be able to identify the following elements within photographs shown to them: lines, texture and symmetry. Students will be able to discuss the possible purpose and meaning behind photos that other people have taken. Students will also be able to take their own photos that demonstrate they understand what lines, texture and symmetry are within a photograph.</td>
</tr>
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<tr>
<td>MATERIALS:</td>
<td>1) Cameras (class set)</td>
</tr>
<tr>
<td></td>
<td>2) USB flash drives (class set)</td>
</tr>
<tr>
<td></td>
<td>3) Example photographs</td>
</tr>
<tr>
<td>LESSON PROCEDURE:</td>
<td>1) Show students images with examples of lines, texture and symmetry and discuss.</td>
</tr>
<tr>
<td></td>
<td>2) Take students to the computer lab and have them pull up the images they placed on their flash drives from the previous day. Have them click on their pictures and look for examples of lines, texture and symmetry that they may have already captured.</td>
</tr>
<tr>
<td></td>
<td>3) Have students return to the classroom to put away their USB flash drives and pick up their cameras.</td>
</tr>
<tr>
<td></td>
<td>4) Students will go outside and take pictures using the elements learned in the lesson today – lines, texture and symmetry.</td>
</tr>
</tbody>
</table>
UNIT 1: DAY 6: Taking Great Photos and Magic Tricks

<table>
<thead>
<tr>
<th>DESCRIPTION OF ACTIVITY:</th>
<th>Students will look at photographs and determine what elements within them make them a great photo and will then apply this to their own photos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVES:</td>
<td>Students will be able to look at photographs taken by another photographer and tell what elements make that photo standout in terms of colors (or lack of), angles, levels, lines, texture, symmetry, purpose, and capturing a great moment in time. Students will also be able to take their own great photos and attempt to create images using “magic tricks” with their photography.</td>
</tr>
<tr>
<td>COURSE:</td>
<td>Fifth Grade Language Arts</td>
</tr>
<tr>
<td>COMMON CORE STANDARDS:</td>
<td>Visual and Performing Arts Standards:</td>
</tr>
<tr>
<td></td>
<td>● 1.0 Artistic Expression – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</td>
</tr>
<tr>
<td></td>
<td>● 2.0 – Creative Expression - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</td>
</tr>
<tr>
<td></td>
<td>● 4.0 – Aesthetic Valuing - Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</td>
</tr>
<tr>
<td></td>
<td>● 5.0 – Connections, Relationships, Applications - Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.</td>
</tr>
<tr>
<td>MATERIALS:</td>
<td>1) Cameras (class set)</td>
</tr>
<tr>
<td></td>
<td>2) Example photos</td>
</tr>
<tr>
<td>LESSON PROCEDURE:</td>
<td>1) Students will view example photos of great images taken by another photographer. Students will number a sheet of binder paper 1 through 10 and as the teacher shows each picture, students will write down photographic elements they see that makes the particular picture stand out.</td>
</tr>
<tr>
<td></td>
<td>2) Have a class discussion while going over each picture and letting students identify what elements they were able to pick out of each image.</td>
</tr>
<tr>
<td></td>
<td>3) Show students example pictures of photographers using “magic tricks” to create images that are very creative and or unusual.</td>
</tr>
<tr>
<td></td>
<td>4) Have students go outside and take their own amazing photos and allow them time to explore the tricks shown to them by creating special effects or unusual images.</td>
</tr>
</tbody>
</table>
UNIT 1: DAY 7: Photographer’s Purpose and Telling a Story via Photos

**DESCRIPTION OF ACTIVITY:** Students will look at photos and discuss the photographer’s purpose and will create their own story by taking a series of related photographs.

**OBJECTIVES:** Students will be able to discuss what the possible purpose was behind certain photographs taken by other photographers. Students will be able to take a series of photos that will tell a story about a given topic.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Visual and Performing Arts Standards:**
- 1.0 Artistic Expression – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- 2.0 – Creative Expression - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- 4.0 – Aesthetic Valuing - Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- 5.0 – Connections, Relationships, Applications - Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.

**MATERIALS:**
1) Cameras (class set)
2) Sample photographs
3) “Life of a Fifth Grader” worksheet

**LESSON PROCEDURE:**
1) Students will view sample photos and will discuss whole-class what the photographer’s purpose behind the photo is.
2) The teacher will show students a series of photos that go together to tell a story. Students will discuss whole-class what story the photographer was trying to tell.
3) Students will brainstorm on a piece of binder paper a possible story or multiple stories they would like to tell via a set of photographs that they take.
4) Students will get out their cameras and begin practicing taking photos in a series to tell a story for the following topic: “Life of a Fifth Grader”
UNIT 1: DAY 8: Editing Photos Using Windows Photo Gallery

DESCRIPTION OF ACTIVITY: Students will move images they have taken from their memory cards and place them on their flash drives. Students will edit chosen photos using Windows Photo Gallery and the basic tools with this program.

OBJECTIVES: Students will be able to once again remove images from their camera’s memory card and place them on the desktop in a folder. Once they are in a folder, students will be able to work with Window Photo Gallery and edit their photos by cropping, changing colors, working with brightness and contrast and using the red eye removal feature. Students will then be able to place edited photos back on their USB flash drive to work with at a later date.

COURSE: Fifth Grade Language Arts

COMMON CORE STANDARDS: Visual and Performing Arts Standards:
- 1.0 Artistic Expression – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- 2.0 – Creative Expression - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- 4.0 – Aesthetic Valuing - Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- 5.0 – Connections, Relationships, Applications - Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.

MATERIALS:
1) Computers (class set)
2) Universal Card Readers (class set)
3) Memory cards and cameras (class set)
4) USB flash drives (class set)
5) Window Photo Gallery Program (this is the basic photo program on computers operating on all types of Windows programs…directions for this project are referring to a PC operating system using Windows XP)
6) Projector

LESSON PROCEDURE:
1) Review with students how to move images from the memory card to the computer and place them in a file
2) Have students click on the file and open it up. Students will click on the first picture and it will open up into a larger screen. Students then need to find the button that says “Fix.” They should see a list of options on the right side that include auto adjust, adjust exposure, adjust color, crop picture and red eye. Students need to explore with these options and see what they are able to fix or enhance on their current image.
3) Students need to go through all images they have taken and decide which ones they wish to keep and which ones are to be deleted. They also need to go through and edit photos using the basic tools in Windows Photo Gallery.
4) When students are done, they need to save their images onto their USB flash drive.
UNIT 1: DAY 9: Editing and Printing Photos

**DESCRIPTION OF ACTIVITY:** Students will continue editing their collection of photos and will learn how to print images on the printers in the computer lab.

**OBJECTIVES:** Students will be able to continue editing their photos from the day before using Windows Photo Gallery. Students will also be able to print their own images using the printers in the computer lab.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Visual and Performing Arts Standards:**
- 1.0 Artistic Expression – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- 2.0 – Creative Expression - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
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- 5.0 – Connections, Relationships, Applications - Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.

**MATERIALS:**
1) Computers (class set in lab)
2) Windows Photo Gallery
3) Projector
4) USB flash drives (one per student)

**LESSON PROCEDURE:**
1) The teacher will demonstrate how to choose a picture to send to the printer and how to select what size they wish the image to be once it has printed.
2) Students will then plug in their USB flash drives and continue editing their pictures from the day before.
3) Students will need to choose at least three images they took of their past assignment to take a series of photos to show the “Life of a Fifth Grader” and print this series of photos.
UNIT 1: DAY 10: Finishing up the “Life of a Fifth Grader” Assignment

**DESCRIPTION OF ACTIVITY:** Students will finish editing photos in Windows Photo Gallery and will print at a minimum 3 photos to complete the above assignment.

**OBJECTIVE:** Students will be able to successfully edit and print images that were taken for their assignment.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Visual and Performing Arts Standards:**
- 1.0 Artistic Expression – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
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- 5.0 – Connections, Relationships, Applications - Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.

**MATERIALS:**
1) Computers (class set)
2) USB flash drives (one per student)
3) Printer
4) Copy Paper or Photo Paper
5) “Life of a Fifth Grader” Worksheet

**LESSON PROCEDURE:**
1) Students will go to the computer lab and finish editing their pictures.
2) Student will print at least 3 pictures taken for their “Life of a Fifth Grader” assignment.
3) Students will then complete the “Life of a Fifth Grader” worksheet and turn it in to be graded.
4) Students need to make sure that their images and all edits made to them are saved onto their USB flash drives.
Life of a Fifth Grader Assignment Sheet

Directions:
1) Take your camera and snap a bunch of photos that show what it is like to be a Fifth Grader. Think about things such as homework, subjects you study in school, sports you play, clubs you are in, chores you must do, what you like to do in your free time, etc. What things are unique to Fifth Grade? (Classroom location, where you line up after recess, where you eat lunch, what you do at recess, big assignments/projects in 5th grade, etc.) Be creative and take pictures in and outside of school. Think about the photographic elements you have learned and what ones you will use when taking your pictures. 😊

What things would I like to photograph for this assignment? (Brainstorm here →)

<table>
<thead>
<tr>
<th>What did you actually photograph?</th>
<th>Were there things you did not have a chance to photograph but wanted to?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) Please complete the following section when you have finished taking pictures:
3) When you have completed the front side of this worksheet, please print your pictures. You should have between 3 to 5 pictures to complete this assignment.

4) Once you have printed your pictures, make sure you cut them out as neatly as possible. Arrange them either horizontally or vertically in a creative fashion on a piece of construction paper. Glue them down once they are in place. (If you would like to add borders or be creative with other colors of construction paper to make backgrounds and other designs, feel free to do so.) Please give your series of pictures a title and write a one-paragraph reflection underneath your series of photos. Explain your life as a Fifth Grader. Be creative! 😊
UNIT 2: OPINION ESSAY: DAY 1: “Best Plant on Campus” Assignment

DESCRIPTION OF ACTIVITY: Students will take their cameras around school during a fifteen minute time frame and find their favorite plant on campus. They will snap some photos of it, put the picture on a desktop computer, edit the photo and then print it out.

OBJECTIVES: Students will be able to use the skills learned during our basic camera skills unit and apply them to their photo shoot for this assignment. Students will be able to take a clear picture of their favorite plant on campus, edit it using Windows Photo Gallery, and print the finished product.

COURSE: Fifth Grade Language Arts

COMMON CORE STANDARDS: Visual and Performing Arts Standards:
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- 5.0 – Connections, Relationships, Applications - Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.

MATERIALS:
1) Cameras (class set)
2) Universal card readers (class set)
3) Windows Photo Gallery on each computer
4) USB flash drive (one per student)
5) Computers (computer lab – one per student)
6) Printer
7) Photo or regular copy paper

LESSON PROCEDURE:
1) Give students the “Best Plant on Campus” assignment and go over the directions.
2) Have students take their cameras outside and allow them around 15 minutes to search for their favorite plant on campus and take several photographs of it.
3) When the time is up, walk students to the computer lab and have them move their plant images from the memory card in their camera and onto the desktop computer.
4) Students need to choose their favorite image of their favorite plant and edit that photo.
5) Once the photo is edited, students need to print the photo and save it to their USB flash drive.
## UNIT 2: DAY 2: “Best Plant on Campus” Assignment

### DESCRIPTION OF ACTIVITY:
Students will finish the assignment by gluing their favorite plant picture to their worksheet paper and completing the writing portion on the bottom. They will then peer review someone else’s “Best Plant on Campus” assignment.

### OBJECTIVES:
Students will be able to complete their assignment satisfactorily or better and will be able to peer review another student’s work and provide them with feedback as to how strong their opinion was for this assignment.

### COURSE:
Fifth Grade Language Arts

### COMMON CORE STANDARDS: Visual and Performing Arts Standards:
- **1.0 Artistic Expression** – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- **2.0 Creative Expression** – Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
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- **5.0 Connections, Relationships, Applications** – Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.

### MATERIALS:
1) “Best Plant on Campus” worksheet
2) Photos printed from the day before
3) Pens

### LESSON PROCEDURE:
1) Students will get out their printed plant images from the day before, as well as their worksheet.
2) Students need to glue the picture to the space provided on the worksheet.
3) Students then need to complete the written portion on the bottom of the assignment sheet by writing the three most compelling reasons as to why the plant they discovered is the best one on the entire school campus.
4) When they are done, they may turn in the assignment to the teacher.
5) The teacher will then go over the following guidelines for this short peer review:
   - a. Students do NOT need to write “Corrected by:” on the student’s work
   - b. Students need to view the picture and read the reasons as to why the particular plant was chosen. They then need to make a choice as to whether the picture and 3 reasons seemed like a strong, well-supported opinion, a moderate opinion with some support, or a weak opinion with little to no support.
   - c. Once students make the choice of whether the person’s opinion is STRONG, MODERATE, or WEAK, they will place a large capital “S,” “M,” or “W” on the person’s paper next to the written portion of the assignment.
Name _______________________________ Date __________________________

Best Plant on Campus Assignment

1) Walk around outside and find your favorite plant on our school campus. Take several pictures of it with your camera from different angles and while standing at different levels.

2) Place your picture in the above box once you have edited it and printed it out.

3) Write three strong sentences on the lines below as to why the plant you have chosen is the best one on campus. Be sure to add supporting details to support your opinion.

- __________________________________________________________
  __________________________________________________________
  __________________________________________________________

- __________________________________________________________
  __________________________________________________________

- __________________________________________________________
  __________________________________________________________
  __________________________________________________________
UNIT 2: DAY 3: Opinion Essays – Rubrics, Requirements and Brainstorming

**DESCRIPTION OF ACTIVITY:** Students will begin writing down ideas of what they will take pictures of and what their essay will be on. Students will share ideas with a group of peers.

**OBJECTIVES:** Students will be able to understand what is expected of them for their opinion essay assignment. Students will be able to brainstorm ideas for their essay and share them with a group of peers.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Language Arts**

- **CCSS.ELA-Literacy.W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - **CCSS.ELA-Literacy.W.5.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
  - **CCSS.ELA-Literacy.W.5.1b** Provide logically ordered reasons that are supported by facts and details.
  - **CCSS.ELA-Literacy.W.5.1c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - **CCSS.ELA-Literacy.W.5.1d** Provide a concluding statement or section related to the opinion presented.

**MATERIALS:**

1) Binder paper  
2) White board and markers

**LESSON PROCEDURE:**

1) Show students the rubric for the Opinion Essay. Explain that this is the first essay and therefore the rubric is a very basic model but as the year progresses, the rubrics will contain more information.  
2) Go over each piece that students will be graded on.  
3) Show students the typing requirements along with the rubric.  
4) Explain the first piece of the assignment – taking the first two days to take pictures before actually beginning to write.  
5) Allow the students 10 minutes to brainstorm possible topic choices that they would like to write about. Provide them with some examples to get them thinking such as favorite animal, best sport, opinion on a political issue, best type of food, etc.  
6) Break students into groups of 5 and let them share their ideas with one another for 5 minutes or so. Hopefully this will help students that were having a difficult time thinking of a topic on their own.  
7) Have each student share one of their ideas out loud with the rest of the class.
UNIT 2: DAYS 4 AND 5* – Continued Brainstorming and Photo Shoot

<table>
<thead>
<tr>
<th>DESCRIPTION OF ACTIVITY:</th>
<th>Students will take pictures after school for these two days and have them ready on Monday, Day 6 of the Opinion essay unit. Students will be given a very limited amount of time on Day 4 and 5 to continue brainstorming their favorite hobbies, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVE:</td>
<td>Students will be able to come up with a suitable topic by the end of Day 5. Students will be able to make an outline of their topic along with 3 main ideas to support their opinion/argument.</td>
</tr>
<tr>
<td>COURSE:</td>
<td>Fifth Grade Language Arts</td>
</tr>
<tr>
<td>COMMON CORE STANDARDS:</td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td>• CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
</tr>
<tr>
<td></td>
<td>• CCSS.ELA-Literacy.W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</td>
</tr>
<tr>
<td></td>
<td>• CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details.</td>
</tr>
<tr>
<td></td>
<td>• CCSS.ELA-Literacy.W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</td>
</tr>
<tr>
<td></td>
<td>• CCSS.ELA-Literacy.W.5.1d Provide a concluding statement or section related to the opinion presented.</td>
</tr>
<tr>
<td>MATERIALS:</td>
<td>1) Cameras (class set)</td>
</tr>
<tr>
<td></td>
<td>2) Binder paper for brainstorming</td>
</tr>
<tr>
<td></td>
<td>3) Opinion essay rubric</td>
</tr>
<tr>
<td>LESSON PROCEDURE:</td>
<td>1) Go over the essay rubric one more time. Ask if anyone has questions. Ask how many students have chosen a topic. Ask how many students have begun to take photos.</td>
</tr>
<tr>
<td></td>
<td>2) Meet with students who have chosen a topic while other students spend 15-20 minutes brainstorming ideas.</td>
</tr>
<tr>
<td></td>
<td>3) For students who have a topic and have had it approved, they need to make an outline of their essay by starting with their main argument and creating 3 compelling statements that support their opinion. They should add any details to the outline to refer to at a later date. Students need to finish this outline and pictures over the weekend.</td>
</tr>
</tbody>
</table>

*Try to have Days 4 and 5 land on a Thursday and Friday to allow the weekend for students to take pictures to accompany their formal essay. Students should be ready to upload pictures first thing Monday morning when the Language Arts period begins.
Name ______________________________ Date _________________________

Opinion Essay Outline Template

<table>
<thead>
<tr>
<th>Main Idea/Opinion:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Detail #1:</th>
<th>Detail #2:</th>
<th>Detail #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support a:</td>
<td>Support a:</td>
<td>Support a:</td>
</tr>
<tr>
<td>Support b:</td>
<td>Support b:</td>
<td>Support b:</td>
</tr>
<tr>
<td>Support c:</td>
<td>Support c:</td>
<td>Support c:</td>
</tr>
</tbody>
</table>
Opinion Essay Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Statement/Intro Paragraph:</td>
<td>_____/5</td>
</tr>
<tr>
<td>Body Paragraphs:</td>
<td>_____/5</td>
</tr>
<tr>
<td>Closing Paragraph/Conclusion:</td>
<td>_____/5</td>
</tr>
<tr>
<td>Support and Strong Opinion Throughout</td>
<td>_____/5</td>
</tr>
<tr>
<td>Transitions between paragraphs:</td>
<td>_____/5</td>
</tr>
<tr>
<td>Sentence Structure:</td>
<td>_____/5</td>
</tr>
<tr>
<td>Grammar/Spelling:</td>
<td>_____/5</td>
</tr>
<tr>
<td>Capitalization/Punctuation:</td>
<td>_____/5</td>
</tr>
<tr>
<td>Length (5 Paragraphs):</td>
<td>_____/5</td>
</tr>
<tr>
<td>Typing/Followed Directions:</td>
<td>_____/5</td>
</tr>
<tr>
<td>Pictures – at least 2</td>
<td>_____/10</td>
</tr>
</tbody>
</table>

Typing Instructions

1) Double-space the entire paper.
2) Indent at the beginning of each new paragraph.
3) Place your name and the date in the upper right hand corner.
4) Make sure your paper has a title.
5) Use one of the following fonts: Times New Roman, Courier New or Callibri
6) Use size 12 font.
7) Print your paper in black ink.
UNIT 2: DAY 6 – Producing Images for Opinion Essay and Intro. Paragraphs

**DESCRIPTION OF ACTIVITY:** Students will begin in the computer lab by putting their images on the computer, choosing the 2 to 5 photos they wish to use, editing them using Window Photo Gallery and printing them out. Students will also begin writing the introductory paragraph for their Opinion Essay.

**OBJECTIVES:** Students will be able to produce images to accompany their essay and complete a satisfactory level or better introductory paragraph by the end of the period.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Language Arts**

- **CCSS.ELA-Literacy.W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - **CCSS.ELA-Literacy.W.5.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
  - **CCSS.ELA-Literacy.W.5.1b** Provide logically ordered reasons that are supported by facts and details.
  - **CCSS.ELA-Literacy.W.5.1c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - **CCSS.ELA-Literacy.W.5.1d** Provide a concluding statement or section related to the opinion presented.

**MATERIALS:**

1) Computers (class set in computer lab)
2) Card readers (class set)
3) Photo or copy paper
4) Printer
5) Window Photo Gallery Program
6) Binder paper or notebook
7) USB flash drives (one per student)

**LESSON PROCEDURE:**

1) Students will start the period out in the computer lab uploading their pictures onto the desktop and choosing ones to edit within Windows Photo Gallery.
2) Students will then edit the 2 to 5 photos they have chosen and print them out.
3) After this, students will save their edited images onto their flash drives before returning to class.
4) Once back in the classroom, the teacher will use a topic example (i.e. Rabbits are the Best Pets!) and will review how to write an introductory paragraph** (this is a skill students should already have from previous grades, but since this is the first essay of the year, the teacher will of course need to spend some time reviewing this with students). See
5) Students will write the first draft of their introductory paragraph. The teacher will check these paragraphs and answer questions as students work independently.
**See Introductory Paragraph Review Points below.**

Introductory Paragraph Review

Thesis Statement:

The thesis tells the reader what you will be writing about and what points will be made within the essay.

The Thesis Statement has two parts:

- Stating the topic
- Stating the point of the entire essay

Example of a thesis statement for an opinion essay on why rabbits are the best pets:

Out of all the animals in the world, rabbits make the best pets!

The Rest of the Introductory Paragraph:

The introduction should capture the reader from the very beginning and make them want to continue reading the rest of the essay. The introduction should also give the reader a clear picture as to what the entire paper is going to be about.

To begin writing, start with an attention grabber such as a quote, an unusual piece of information or startling fact, part of a story, a brief summary of related information, dialogue, or any other attention grabbers you can create.

If your attention grabber is only one to two sentences, then add to it to bulk up your paragraph and make a smooth transition from the attention grabber to your thesis statement. Once you have something that flows, attach your thesis statement to the bottom of what you have written. Your introductory paragraph is now complete!
UNIT 2: DAYS 7 and 8 – Body Paragraphs of Opinion Essay

**DESCRIPTION OF ACTIVITY:** Students will work on the body paragraphs of their Opinion Essay for the next 2 days. Students will use their photographs as a guide to help them write and add details. Students need to make sure they include points that they have covered in their pictures and use them as a basis for writing.

**OBJECTIVES:** Students will be able to write 3 body paragraphs over a 2 day period by using their photographs as a guide to adding a sufficient amount of details to the written portion of their assignment.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS:** Language Arts

- CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-Literacy.W.5.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- **CCSS.ELA-Literacy.W.5.1b** Provide logically ordered reasons that are supported by facts and details.
- **CCSS.ELA-Literacy.W.5.1c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **CCSS.ELA-Literacy.W.5.1d** Provide a concluding statement or section related to the opinion presented.

**MATERIALS:**
1) Binder paper
2) Photographs
3) Pens/Pencils

**LESSON PROCEDURE:**
1) The teacher will review how to write body paragraphs (see notes below).
2) Have students take out their photographs to use as a guide to details they will add to the written portion of their essay.
3) Have students take out their outlines to refer to as well.
4) Students will work on all 3 body paragraphs over the course of 2 days. Students may check in with the teacher for instruction and help as they need it.
5) Students will need to have their body paragraphs complete by the time the class begins the Language Arts period on the 9th day of this unit so they are able to begin the conclusion paragraph on time.
Notes on Writing Body Paragraphs

All of the details will be presented and explained within the body paragraphs. The reader will have a more complete picture as to what argument you have presented and what details you provide to support that opinion. This is your opportunity to explain, describe and argue your point to the best of your ability.

The body paragraphs should follow a similar structure throughout each one:

- Start with your first main idea or point. You might say something like: “Rabbits are easy pets to take care of.”
- Next, explain your reasoning behind your first main idea or point. You should have 4-5 additional points to support the main idea behind each paragraph. In the case of rabbits as pets, a person would mention several reasons as to why rabbits are easy pets to take care of. “Rabbits need a cage with toys, food and water, and that’s about all. Rabbits do not need a fancy bed, collar or clothes like a lot of dogs need. They are simple and easy.”
- When providing supporting details to the main argument for each individual paragraph, remember to explain each separate point fully.
- If you wish to do so, you can write one final sentence at the end of the paragraph that summarizes what you have stated throughout this paragraph.

Example of the structure of a typical body paragraph:

Main argument (Topic Sentence)

Supporting detail 1

Explanation of supporting detail 1

Supporting detail 2

Explanation of supporting detail 2

Supporting detail 3

Explanation of supporting detail 3

Supporting detail 4

Explanation of supporting detail 4
UNIT 2: DAY 9 – Conclusion Paragraph

**DESCRIPTION OF ACTIVITY:** Students will finish the first draft of their essay by writing the conclusion paragraph.

**OBJECTIVES:** Students will be able to successfully write the first draft of their conclusion paragraph by following the guidelines taught by the teacher.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Language Arts**

- CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - CCSS.ELA-Literacy.W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
  - CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details.
  - CCSS.ELA-Literacy.W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - CCSS.ELA-Literacy.W.5.1d Provide a concluding statement or section related to the opinion presented.

**MATERIALS:**

1) Draft of essay
2) Binder paper/notebook
3) Photo prints
4) Pencil/pen

**LESSON PROCEDURE:**

1) The teacher will review how to write a conclusion paragraph.
2) Students will take out their pictures and draft of their essay and make sure they have completed the introduction and body paragraphs.
3) Students may start working on their conclusion paragraph once the rest of their paragraphs are completed.
4) As students finish their conclusion paragraphs, the teacher needs to check them and see if they understood what to do.
Review Notes on Writing the Conclusion Paragraph

The conclusion paragraph brings closure for the reader and sums up final points made with the argument. Sometimes people will make a final point or show one more viewpoint regarding their topic before they end the paper.

The conclusion paragraph generally does not follow any set formula. The conclusion should contain strong sentences that review points made within the paper but should not repeat sentences used previously.

The conclusion gives the writer one final opportunity to describe their feelings regarding the topic they have written about.

To end the essay and conclusion paragraph, end with something that will likely stick in the reader’s mind and or make them think. End with an anecdote, a quote, or a statement about future possibilities regarding your specific topic.
UNIT 2: DAY 10 – Peer Review, Teacher Feedback and Final Drafts

DESCRIPTION OF ACTIVITY: Students will review one essay that is not their own and provide specific feedback. They will read the feedback that another student gave them on their own paper and make necessary corrections. If there are any further questions, students may meet with the teacher before beginning their final draft of their essay.

OBJECTIVES: Students will be able to provide positive feedback to at least one other person by doing a peer review of at least one essay. Students will also be able to make any final corrections before beginning to type their final draft.

COURSE: Fifth Grade Language Arts

COMMON CORE STANDARDS: Language Arts

- CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - CCSS.ELA-Literacy.W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
  - CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details.
  - CCSS.ELA-Literacy.W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - CCSS.ELA-Literacy.W.5.1d Provide a concluding statement or section related to the opinion presented.

MATERIALS:
1) Drafts of essays
2) Binder paper/notebooks
3) Photographs
4) Pens/pencils/colored ballpoint pens for correcting
5) Editing worksheet

LESSON PROCEDURE:
1) Go over the peer review worksheet with students and guidelines for reviewing another person’s work.
2) Have students peer review one essay.
3) Have students look at suggestions made on their own papers and fix simple things such as spelling, punctuation, grammar, etc.
4) Students with questions may confer with the teacher.
5) Students need to type the final draft of their paper when they have made all corrections.
Name ____________________________ Date__________________________

Peer Review Checklist

Check off as you complete the following:
- Check for topics sentences in each paragraph ______
- Five or more paragraphs ______
- Spelling corrections ______
- Use of correct grammar ______
- Correct Punctuation ______
- Writing is clear and easy to understand ______
- Essay has a title ______
- Introductory paragraph that grabs attention ______
- 3 body paragraphs with lots of supporting details ______
- Strong conclusion paragraph ______
- Opinion – strong throughout essay? ______
- Transitions from one paragraph to the next ______

1) Please highlight the topic sentences at the beginning of each paragraph.

2) Please also highlight the thesis statement in the introductory paragraph. Write the thesis statement here:

   ________________________________________________________________

3) What other suggestions do you have for your peer?

   ________________________________________________________________
Peer Review Guidelines to Follow and Keep in Mind

- Always provide positive feedback

- Say things such as, “It might be a good idea to…”

- No mean comments

- Think about what your comments say- would you want to see that written on your paper?

- Take a good amount of time to peer review a paper – don’t rush

- If you are unsure of something in the essay, ask the teacher first, NOT the student who wrote it
UNIT 3: NARRATIVE ESSAY: DAY 1: Photos ideas, Essay Requirements, Brainstorming

<table>
<thead>
<tr>
<th>DESCRIPTION OF ACTIVITY:</th>
<th>The teacher will go over the rubric and requirements for this essay and students will begin brainstorming for both photos and the written portion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVES:</td>
<td>Students will be able to understand what is required of them to complete the assignment satisfactorily or better and will be able to brainstorm 3-5 possible ideas to write about.</td>
</tr>
<tr>
<td>COURSE:</td>
<td>Fifth Grade Language Arts</td>
</tr>
<tr>
<td>COMMON CORE STANDARDS:</td>
<td></td>
</tr>
<tr>
<td>• CCSS.ELA-Literacy.W.5.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
</tr>
<tr>
<td>• CCSS.ELA-Literacy.W.5.3a</td>
<td>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
</tr>
<tr>
<td>• CCSS.ELA-Literacy.W.5.3b</td>
<td>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
</tr>
<tr>
<td>• CCSS.ELA-Literacy.W.5.3c</td>
<td>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
</tr>
<tr>
<td>• CCSS.ELA-Literacy.W.5.3d</td>
<td>Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
</tr>
<tr>
<td>• CCSS.ELA-Literacy.W.5.3e</td>
<td>Provide a conclusion that follows from the narrated experiences or events.</td>
</tr>
<tr>
<td>MATERIALS:</td>
<td></td>
</tr>
<tr>
<td>1) Narrative Essay Rubric</td>
<td></td>
</tr>
<tr>
<td>2) Binder paper/notebook pages to write in</td>
<td></td>
</tr>
<tr>
<td>LESSON PROCEDURE:</td>
<td></td>
</tr>
<tr>
<td>1) The teacher will pass out the rubric and go over all requirements with students.</td>
<td></td>
</tr>
<tr>
<td>2) Students will have an opportunity to ask questions about the rubric.</td>
<td></td>
</tr>
<tr>
<td>3) The teacher will explain that they are writing an Autobiographical Narrative and will explain what that means.</td>
<td></td>
</tr>
<tr>
<td>4) The teacher will discuss photographs and how to go about incorporating them into this project.</td>
<td></td>
</tr>
<tr>
<td>5) Students will brainstorm on a piece of paper 3-5 possible time periods in their lives that they could possibly write an entire essay on.</td>
<td></td>
</tr>
</tbody>
</table>
Autobiographical Narrative Explanation

An autobiographical narrative is a story you write about YOUR own life. Typically this is not the same as an autobiography because you do not write the entire story of your life – usually you write about a major event in your life, or a time period within your life when major events took place. The focus of this essay is to concentrate on a small window of time versus your entire life story.

Example:

If I was to write an autobiographical narrative about my life, I would choose the summer of my 5th birthday because my brother was born, I got my first pet, and I started school all within a three month window of time. These are also events I vividly remember, so adding enough details to write an entire essay would not be a problem.

Incorporating Photographs into the Autobiographical Narrative

- For this project/essay, students may either use photos that have already been taken to showcase this period of time in their lives, OR, they may use their school-issued camera to recreate events or take pictures that would symbolize events from a certain period of their lives.

- If you are concerned about time, introduce this piece about the photographs and the assignment requirements a week prior to beginning the written portion, that way students have an opportunity to collect photos before they begin writing. The whole idea is to have photos to visually view while they begin to write the narrative.
# AUTOBIOGRAPHICAL NARRATIVE RUBRIC

<table>
<thead>
<tr>
<th>Category</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis &amp; Intro. Paragraph</td>
<td>The thesis statement names the topic and outlines the main points.</td>
<td>Names the topic of the essay but doesn’t outline major points.</td>
<td>Outlines some of the main points but doesn’t name the topic.</td>
<td>Statement doesn’t name the topic AND doesn’t outline main points.</td>
<td></td>
</tr>
<tr>
<td>Body Paragraphs</td>
<td>There are 3 or more body paragraphs that provide the reader with many details.</td>
<td>There are 3 body paragraphs but the author didn’t provide the reader with many details.</td>
<td>There are only 2 body paragraphs.</td>
<td>There is only one body paragraph.</td>
<td></td>
</tr>
<tr>
<td>Conclusion Paragraph</td>
<td>The conclusion is strong and effectively restates the main topics.</td>
<td>The conclusion is recognizable and some of the main points were restated.</td>
<td>The conclusion is weak, short and unorganized.</td>
<td>The conclusion is hard to recognize and the paper ends abruptly.</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>All sentences are well-constructed with varied structure.</td>
<td>Most sentences are well-constructed and there is some varied sentence structure.</td>
<td>Most sentences are well-constructed but there is no variation in structure.</td>
<td>Most sentences are not well-structured or varied.</td>
<td></td>
</tr>
<tr>
<td>Grammar and Spelling</td>
<td>Authors make less than two errors.</td>
<td>Author makes 2 or 3 errors.</td>
<td>Author makes 4 or 5 errors in grammar or spelling.</td>
<td>Author makes more than 5 errors in grammar or spelling.</td>
<td></td>
</tr>
<tr>
<td>Capitalization and Punctuation</td>
<td>Author makes less than two errors.</td>
<td>Author makes 2-3 mistakes.</td>
<td>Author makes 4-5 mistakes.</td>
<td>Author makes more than 5 mistakes in capitalization or punctuation.</td>
<td></td>
</tr>
<tr>
<td>Length</td>
<td>The author wrote 5 or more well-developed paragraphs.</td>
<td>The author wrote 4 well-developed paragraphs.</td>
<td>The author wrote 3 well-developed paragraphs.</td>
<td>The author wrote less than 3 paragraphs.</td>
<td></td>
</tr>
<tr>
<td>Typing</td>
<td>The student followed ALL typing requirements.</td>
<td>The student followed all but one typing requirement.</td>
<td>The student did not follow two of the typing requirements.</td>
<td>The student did not follow 3 or more of the typing requirements.</td>
<td></td>
</tr>
<tr>
<td>Followed Directions</td>
<td>The student followed all directions given in class on this project.</td>
<td>The student followed all directions with the exception of one item.</td>
<td>The student did not follow 2 or 3 of the directions.</td>
<td>The students did not follow many or any of the directions for this assignment.</td>
<td></td>
</tr>
<tr>
<td>Collage/Creative page of Photos</td>
<td>The student has a neat, creative collage page that has at least 3 pictures.</td>
<td>The student has a neat, creative collage page does not have 3 or more pictures.</td>
<td>The student has a collage but it is not neat and or creative or little effort was shown.</td>
<td>The student has a collage page with minimal work evident.</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 3: DAY 2: Photographs

**DESCRIPTION OF ACTIVITY:** The students will either work on editing their pictures and printing them out or they will take their already printed pictures and arrange them on a sheet of construction paper. They will decorate the sheet and add captions to each photo. Students will share their visual art with the rest of the class at the end of the period, or whenever they have a completed product.

**OBJECTIVES:** The students will be able to create a visual display of photographs that showcases a period of time within their own lives and they will be able to share this work of art and discuss it with their peers.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS:**
- **CCSS.ELA-Literacy.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - **CCSS.ELA-Literacy.W.5.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - **CCSS.ELA-Literacy.W.5.3b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - **CCSS.ELA-Literacy.W.5.3c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - **CCSS.ELA-Literacy.W.5.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - **CCSS.ELA-Literacy.W.5.3e** Provide a conclusion that follows from the narrated experiences or events.

**MATERIALS:**
1) Photographs
2) Computer, Printer
4) Photo paper or copy paper
5) Card reader
6) USB flash drives
7) Construction paper
8) Glue sticks, stickers, scissors, markers, crayons, colored pencils

**LESSON PROCEDURE:**
1) Students will need to print pictures if they do not have hard copies yet.
2) Once they have photographs, they need to assemble the 3-5 photographs on a piece of construction paper and glue them down. After they are secured to the paper, students need to add captions to each photo and decorates around them.
3) Students that finish this portion of the assignment today will share with the class.
UNIT 3: DAY 3: Introductory Paragraphs

DESCRIPTION OF ACTIVITY: Students will take out their pictures and keep the visual images in front of them while they begin to write their essay.

OBJECTIVE: Students will be able to produce the introductory paragraph to begin their autobiographical narrative essay.

COURSE: Fifth Grade Language Arts

COMMON CORE STANDARDS:
- CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - CCSS.ELA-Literacy.W.5.3e Provide a conclusion that follows from the narrated experiences or events.

MATERIALS:
1) Binder paper and or notebook
2) Pencil or pen

LESSON PROCEDURE:
1) The teacher will review the introduction pointers with students before they begin writing the first paragraph of their essay (see previous notes in this curriculum project).
2) The students will then begin to write their introductory paragraph and will have this complete by the end of the Language Arts period.
3) If they finish quickly and would like someone to edit it, they may have a peer who has also completed their work glance at the completed product and give feedback.
UNIT 3: DAYS 4 AND 5: Body Paragraphs

<table>
<thead>
<tr>
<th>DESCRIPTION OF ACTIVITY:</th>
<th>Students will spend two days working on their body paragraphs (students need at least 3 body paragraphs for this assignment).</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVE:</td>
<td>Students will be able to write at least 3 body paragraphs by the end of the Language Arts period on Day 5.</td>
</tr>
<tr>
<td>COURSE:</td>
<td>Fifth Grade Language Arts</td>
</tr>
<tr>
<td>COMMON CORE STANDARDS:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
</tr>
<tr>
<td></td>
<td>- CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
</tr>
<tr>
<td></td>
<td>- CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
</tr>
<tr>
<td></td>
<td>- CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
</tr>
<tr>
<td></td>
<td>- CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
</tr>
<tr>
<td></td>
<td>- CCSS.ELA-Literacy.W.5.3e Provide a conclusion that follows from the narrated experiences or events.</td>
</tr>
<tr>
<td>MATERIALS:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Notebook or binder paper</td>
</tr>
<tr>
<td></td>
<td>2) Photographs</td>
</tr>
<tr>
<td></td>
<td>3) Assignment rubric</td>
</tr>
<tr>
<td>LESSON PROCEDURE:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Students will take out their assignment rubric to refer to while writing.</td>
</tr>
<tr>
<td></td>
<td>2) Students will also take out their photographs so they have a visual piece to look at while writing their body paragraphs.</td>
</tr>
<tr>
<td></td>
<td>3) Students will also take out their notebooks and introductory paragraphs and begin writing their 3 or more body paragraphs once the teacher has reviewed how to write body paragraphs (see body paragraph guidelines in above section of the appendix). Body paragraphs need to be finished by the end of the Language Arts period on Day 5.</td>
</tr>
<tr>
<td></td>
<td>4) If students finish and still have time left, they may work with a peer on corrections and editing.</td>
</tr>
</tbody>
</table>
UNIT 3: DAY 6: Conclusion Paragraphs

**DESCRIPTION OF ACTIVITY:**  Students will write the first draft of the conclusion paragraph to their autobiographical narrative essay.

**OBJECTIVE:**  Students will be able to write a conclusion paragraph that follows the conclusion paragraph guidelines (see notes for teacher above).

**COURSE:**  Fifth Grade Language Arts

**COMMON CORE STANDARDS:**
- **CCSS.ELA-Literacy.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - **CCSS.ELA-Literacy.W.5.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - **CCSS.ELA-Literacy.W.5.3b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - **CCSS.ELA-Literacy.W.5.3c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - **CCSS.ELA-Literacy.W.5.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - **CCSS.ELA-Literacy.W.5.3e** Provide a conclusion that follows from the narrated experiences or events.

**MATERIALS:**
1)  Photograph page  
2)  Notebook with introduction and body paragraphs  
3)  Pens/pencils

**LESSON PROCEDURE:**
1)  Students will take out their page with photographs and once again look at that before they begin to write their final paragraph.  
2)  The teacher will review how to write a conclusion paragraph and then students will write this paragraph in their notebooks.
UNIT 3: DAY 7: Peer Editing and Typing the Narrative Essay

<table>
<thead>
<tr>
<th>DESCRIPTION OF ACTIVITY:</th>
<th>The students will have a peer edit their first draft of the narrative essay. After peer reviews, students will go to the computer lab to begin typing their essays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVES:</td>
<td>Students will be able to use the peer review checklist and edit one of the other student’s papers while following the guidelines about being positive and respectful. Students will also be able to begin typing their autobiographical narrative essay.</td>
</tr>
<tr>
<td>COURSE:</td>
<td>Fifth Grade Language Arts</td>
</tr>
<tr>
<td>COMMON CORE STANDARDS:</td>
<td><strong>CCSS.ELA-Literacy.W.5.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-Literacy.W.5.3a</strong> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-Literacy.W.5.3b</strong> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-Literacy.W.5.3c</strong> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-Literacy.W.5.3d</strong> Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-Literacy.W.5.3e</strong> Provide a conclusion that follows from the narrated experiences or events.</td>
</tr>
<tr>
<td>MATERIALS:</td>
<td>1) Notebook</td>
</tr>
<tr>
<td></td>
<td>2) Colored pen for correcting</td>
</tr>
<tr>
<td></td>
<td>3) Peer review checklist sheet</td>
</tr>
<tr>
<td></td>
<td>4) Computers</td>
</tr>
<tr>
<td></td>
<td>5) USB Flash drives</td>
</tr>
<tr>
<td>LESSON PROCEDURE:</td>
<td>1) The teacher will supply students with the peer review worksheet and will go over editing guidelines once again.</td>
</tr>
<tr>
<td></td>
<td>2) Students will take out a colored pen to correct an essay with.</td>
</tr>
<tr>
<td></td>
<td>3) Students will correct the work of another student and complete the peer review checklist paper and provide feedback to the other student.</td>
</tr>
<tr>
<td></td>
<td>4) Students will then return notebooks to the original author and begin typing their essay in the computer lab. Students will save their essay on their flash drives.</td>
</tr>
</tbody>
</table>
## UNIT 3: DAY 8: Typing and Continued Peer Editing

### DESCRIPTION OF ACTIVITY:
Students will finish typing their essay and print it out. Once it is in hard copy form, they will find another student who has finished and will do a 2\textsuperscript{nd} peer review.

### OBJECTIVE:
Students will be able to complete the typing portion of their essay and do a 2\textsuperscript{nd} peer review on a different student’s paper to provide even more feedback.

### COURSE:
Fifth Grade Language Arts

### COMMON CORE STANDARDS:
- **CCSS.ELA-Literacy.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - **CCSS.ELA-Literacy.W.5.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - **CCSS.ELA-Literacy.W.5.3b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - **CCSS.ELA-Literacy.W.5.3c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - **CCSS.ELA-Literacy.W.5.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - **CCSS.ELA-Literacy.W.5.3e** Provide a conclusion that follows from the narrated experiences or events.

### MATERIALS:
1) Computers  
2) Flash drives  
3) Peer review checklist worksheet  
4) Correcting pens  
5) Printer  
6) Copy paper for printer

### LESSON PROCEDURE:
1) Students will finish typing their essay and then print it out on copy paper.  
2) Once students are done and have printed their paper, they will find another student who is also finished and they will swap papers. All students will do a 2\textsuperscript{nd} peer review worksheet on a different child’s paper to provide a 2\textsuperscript{nd} round of feedback.
**UNIT 3: DAY 9: Final Editing Day**

**DESCRIPTION OF ACTIVITY:** Students will take the suggestions from their final peer review and make their final corrections on the computer. After students have made their final corrections, they will save their essays on their flash drives and then print them out for the final time.

**OBJECTIVES:** Students will be able to make their final corrections and print out the final copy of their autobiographical narrative essay.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS:**
- **CCSS.ELA-Literacy.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - **CCSS.ELA-Literacy.W.5.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - **CCSS.ELA-Literacy.W.5.3b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - **CCSS.ELA-Literacy.W.5.3c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - **CCSS.ELA-Literacy.W.5.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - **CCSS.ELA-Literacy.W.5.3e** Provide a conclusion that follows from the narrated experiences or events.

**MATERIALS:**
1) Flash drives
2) Printer
3) Computer
4) Copy paper

**LESSON PROCEDURE:**
1) Students will take their 1st version of the typed essay and the peer review feedback from the 2nd review and head back to the computer lab to correct any final pieces of their essay that they wish to.
2) When students have completed their final corrections, they will print out their essay for the final time and submit it to the teacher.
3) Students that do not finish making corrections will need to finish at home and submit their paper the following day.
UNIT 3: DAY 10: Sharing of Photo Pages

**DESCRIPTION OF ACTIVITY:** Students who have not yet submitted their papers will need to do so during the Language Arts period. All students will stand up and share their photo pages and briefly describe what period of their life they chose to write about.

**OBJECTIVE:** Students will be able to present their photo pages and talk to the class about a few events that have taken place in their lives.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS:**
- **CCSS.ELA-Literacy.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - **CCSS.ELA-Literacy.W.5.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - **CCSS.ELA-Literacy.W.5.3b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - **CCSS.ELA-Literacy.W.5.3c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - **CCSS.ELA-Literacy.W.5.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - **CCSS.ELA-Literacy.W.5.3e** Provide a conclusion that follows from the narrated experiences or events.

**MATERIALS:**
1) Narrative Essays
2) Photo pages

**LESSON PROCEDURE:**
1) Students who did not turn in or complete their work from the day before will do so at the beginning of the period.
2) All students will take out their photo pages and be ready to present their photos and tell the class about what period in their lives they chose to write about and why.
3) Students will be randomly selected by the teacher to present their photos.
4) The teacher will collect the photo pages after everyone has presented.
UNIT 4: EXPLANATORY/INFORMATIVE ESSAY: DAY 1: Brainstorming

DESCRIPTION OF ACTIVITY: The teacher will go over the rubric and requirements for this essay and will review what an informative/explanatory essay entails. Students will begin to brainstorm ideas for the photo and written portions of this essay.

OBJECTIVES: Students will be able to understand what is expected of them for this project. Students will also be able to brainstorm topics for the writing and photography parts of this project.

COURSE: Fifth Grade Language Arts

COMMON CORE STANDARDS: Language Arts
- **CCSS.ELA-Literacy.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **CCSS.ELA-Literacy.W.5.2a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - **CCSS.ELA-Literacy.W.5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - **CCSS.ELA-Literacy.W.5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - **CCSS.ELA-Literacy.W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - **CCSS.ELA-Literacy.W.5.2e** Provide a concluding statement or section related to the information or explanation presented.

MATERIALS:
1) Essay rubric
2) Notebook/binder paper

LESSON PROCEDURE:
1) The teacher will review what an explanatory/informative essay is and review the basic essay writing requirements with students (see information in above sections of this appendix). The teacher will pass out the rubric and go over the requirements with students and answer any questions.
2) Students need to brainstorm possible project topics along with how they will show the information in a story via photos.
3) Students will have about 15 minutes to brainstorm on their own and then they will get in a small group of 5 students and share their ideas.
4) After all students have shared their ideas with the class, groups will share 1-2 of their favorite ideas from the group with the entire class. The hope is that this will spark more ideas while others are being shared.
## Explanatory/Informative Essay Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis &amp; Intro. Paragraph</strong></td>
<td>The thesis statement names the topic and outlines the main points.</td>
<td>Names the topic of the essay but doesn’t outline major points.</td>
<td>Outlines some of the main points but doesn’t name the topic.</td>
<td>Statement doesn’t name the topic AND doesn’t outline main points.</td>
<td></td>
</tr>
<tr>
<td><strong>Body Paragraphs</strong></td>
<td>There are 3 body paragraphs that have facts and details to support the explanation.</td>
<td>There are 3 body paragraphs but the author didn’t provide many details or facts.</td>
<td>There are only 2 body paragraphs.</td>
<td>There is only one body paragraph.</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion Paragraph</strong></td>
<td>The conclusion is strong and effectively restates the main topics.</td>
<td>The conclusion is recognizable and some of the main points were restated.</td>
<td>The conclusion is weak, short and unorganized.</td>
<td>The conclusion is hard to recognize and the paper ends abruptly.</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Structure</strong></td>
<td>All sentences are well-constructed with varied structure.</td>
<td>Most sentences are well-constructed with some varied sentence structure.</td>
<td>Most sentences are well-constructed but there is no variation in structure.</td>
<td>Most sentences are not well-structured or varied.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and Spelling</strong></td>
<td>Authors make less than two errors.</td>
<td>Author makes 2 or 3 errors.</td>
<td>Author makes 4 or 5 errors in grammar or spelling.</td>
<td>Author makes more than 5 errors in grammar or spelling.</td>
<td></td>
</tr>
<tr>
<td><strong>Capitalization and Punctuation</strong></td>
<td>Author makes less than two errors.</td>
<td>Author makes 2-3 mistakes.</td>
<td>Author makes 4-5 mistakes.</td>
<td>Author makes more than 5 mistakes in capitalization or punctuation.</td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>The author wrote 5 or more well-developed paragraphs.</td>
<td>The author wrote 4 well-developed paragraphs.</td>
<td>The author wrote 3 well-developed paragraphs.</td>
<td>The author wrote less than 3 paragraphs.</td>
<td></td>
</tr>
<tr>
<td><strong>Typing</strong></td>
<td>The student followed ALL typing requirements.</td>
<td>The student followed all but one typing requirement.</td>
<td>The student did not follow two of the typing requirements.</td>
<td>The student did not follow 3 or more of the typing requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>Followed Directions</strong></td>
<td>The student followed all directions given in class on this project.</td>
<td>The student followed all directions with the exception of one item.</td>
<td>The student did not follow 2 or 3 of the directions.</td>
<td>The students did not follow many or any of the directions for this assignment.</td>
<td></td>
</tr>
<tr>
<td><strong>Sequence of Photos Demonstrating a Process</strong></td>
<td>The student has at least 5 pictures showing a sequence of events.</td>
<td>The student has 4 photos showing a sequence of events.</td>
<td>The student has 3 photos demonstrating a sequence of events.</td>
<td>The student has less than 3 photos depicting a sequence of events.</td>
<td></td>
</tr>
</tbody>
</table>
### UNIT 4: DAY 2: Photographs

**DESCRIPTION OF ACTIVITY:** Students will either be working on photographing a sequence of events to explain their topic through photos while in class (by bringing necessary props, equipment, etc.) or they will bring their cameras to the computer lab with photos that they have taken outside of school. If their photos are already done, they may begin editing them within Windows Photo Gallery and print them out upon completion. Once photos are printed, students need to arrange them either on construction paper, within plastic sleeves, or something of the sort.

**OBJECTIVES:** Students will be able to take a series of photos to describe a process via images. Students will also be able to edit the photos, print them, and arrange them in some sort of creative fashion.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Language Arts**
- **CCSS.ELA-Literacy.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **CCSS.ELA-Literacy.W.5.2a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - **CCSS.ELA-Literacy.W.5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - **CCSS.ELA-Literacy.W.5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
  - **CCSS.ELA-Literacy.W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - **CCSS.ELA-Literacy.W.5.2e** Provide a concluding statement or section related to the information or explanation presented.

**MATERIALS:**
1) Cameras, memory cards, flash drives  
2) Computers, printer, copy paper, Windows Photo Gallery  
3) Essay Rubric

**LESSON PROCEDURE:**
1) Students that took pictures at home will begin by uploading their photos onto a school computer and editing them within Windows Photo Gallery. Once they have completed that, they will save their edited images onto their flash drives and print out the images they wish to use. They may then organize the photos in a creative way.  
2) Students who did not take images at home will need to begin by taking a series of photos to show a process via digital images.
UNIT 4: DAY 3: Introductory Paragraphs

**DESCRIPTION OF ACTIVITY:** Students will begin to work on their essay today by starting with the introductory paragraph. To begin, students will take out their pictures and look at them before writing. Students will sit and quietly recall details they would like to say in their paper. Students will then write the first draft of their introductory paragraph.

**OBJECTIVE:** Students will be able to write the first paragraph of their essay, complete with a strong thesis statement.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Language Arts**
- **CCSS.ELA-Literacy.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **CCSS.ELA-Literacy.W.5.2a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - **CCSS.ELA-Literacy.W.5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - **CCSS.ELA-Literacy.W.5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
  - **CCSS.ELA-Literacy.W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - **CCSS.ELA-Literacy.W.5.2e** Provide a concluding statement or section related to the information or explanation presented.

**MATERIALS:**
1) Notebooks
2) Pencils, pens
3) Photographs

**LESSON PROCEDURE:**
1) The teacher will begin by reviewing with students how to write a strong introductory paragraph (see guidelines in previous section of appendix) and how to write an introductory paragraph within an explanatory/informative essay.
2) Students will take out their photographs and look at them to gather details. Students will quickly write down details they are reminded of by looking at their pictures.
3) Students will then begin to write their introductory paragraphs. If students get done early, they can either have a peer who has also finished review their work, or they may help a student that is struggling to finish the first draft of their introductory paragraph.
UNIT 4: DAYS 4 AND 5: Body Paragraphs

**DESCRIPTION OF ACTIVITY:** Students will spend two days working on their body paragraphs.

**OBJECTIVE:** Students will be able to write 3 body paragraphs by the end of the Language Arts period on Day 5.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Language Arts**
- **CCSS.ELA-Literacy.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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  - CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented.

**MATERIALS:**
1) Notebook or binder paper
2) Photographs
3) Assignment rubric

**LESSON PROCEDURE:**
1) Students will take out their assignment rubric to refer to while writing.
2) Students will also take out their photographs so they have a visual piece to look at while writing their body paragraphs.
3) Students will also take out their notebooks and introductory paragraphs and begin writing their 3 body paragraphs once the teacher has reviewed how to write body paragraphs (see body paragraph guidelines in above section of the appendix). Body paragraphs need to be finished by the end of the Language Arts period on Day 5.
4) If students finish and still have time left, they may work with a peer on corrections and editing.
UNIT 4: DAY 6: Conclusion Paragraphs

**DESCRIPTION OF ACTIVITY:** Students will write the first draft of the conclusion paragraph to their explanatory/informative essay.

**OBJECTIVE:** Students will be able to write a conclusion paragraph that follows the conclusion paragraph guidelines (see notes for teacher above).

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Language Arts**
- **CCSS.ELA-Literacy.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **CCSS.ELA-Literacy.W.5.2a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - **CCSS.ELA-Literacy.W.5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - **CCSS.ELA-Literacy.W.5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
  - **CCSS.ELA-Literacy.W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - **CCSS.ELA-Literacy.W.5.2e** Provide a concluding statement or section related to the information or explanation presented.

**MATERIALS:**
1) Photograph page
2) Notebook with introduction and body paragraphs
3) Pens/pencils

**LESSON PROCEDURE:**
1) Students will take out their page with photographs and once again look at that before they begin to write their final paragraph.
2) The teacher will review how to write a conclusion paragraph and then students will write this paragraph in their notebooks.
UNIT 4: DAY 7: Peer Editing and Typing the Narrative Essay

DESCRIPTION OF ACTIVITY: The students will have a peer edit their first draft of the explanatory/informative essay. After peer reviews, students will go to the computer lab to begin typing their essays.

OBJECTIVES: Students will be able to use the peer review checklist and edit one of the other student’s papers while following the guidelines about being positive and respectful. Students will also be able to begin typing their essay.

COURSE: Fifth Grade Language Arts

COMMON CORE STANDARDS: Language Arts
- CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented.

MATERIALS:
1) Notebook
2) Colored pen for correcting
3) Peer review checklist sheet
4) Computers
5) USB Flash drives

LESSON PROCEDURE:
1) The teacher will supply students with the peer review worksheet and will go over editing guidelines once again.
2) Students will take out a colored pen to correct an essay with.
3) Students will correct the work of another student and complete the peer review checklist paper and provide feedback to the other student.
4) Students will then return notebooks to the original author and begin typing their essay in the computer lab. Students will save their essay on their flash drives.
UNIT 4: DAY 8: Typing and Continued Peer Editing

<table>
<thead>
<tr>
<th>DESCRIPTION OF ACTIVITY:</th>
<th>Students will finish typing their essay and print it out. Once it is in hard copy form, they will find another student who has finished and will do a 2nd peer review.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVE:</td>
<td>Students will be able to complete the typing portion of their essay and do a 2nd peer review on a different student’s paper to provide even more feedback.</td>
</tr>
<tr>
<td>COURSE:</td>
<td>Fifth Grade Language Arts</td>
</tr>
<tr>
<td>COMMON CORE STANDARDS:</td>
<td>Language Arts</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.5.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.5.2a</td>
<td>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.5.2b</td>
<td>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.5.2c</td>
<td>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.5.2d</td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.5.2e</td>
<td>Provide a concluding statement or section related to the information or explanation presented.</td>
</tr>
</tbody>
</table>
| MATERIALS:              | 1) Computers  
2) Flash drives  
3) Peer review checklist worksheet  
4) Correcting pens  
5) Printer  
6) Copy paper for printer |
| LESSON PROCEDURE:       | 1) Students will finish typing their essay and then print it out on copy paper.  
2) Once students are done and have printed their paper, they will find another student who is also finished and they will swap papers. All students will do a 2nd peer review worksheet on a different child’s paper to provide a 2nd round of feedback. |
# UNIT 4: DAY 9: Final Editing Day

**DESCRIPTION OF ACTIVITY:** Students will take the suggestions from their final peer review and make their final corrections on the computer. After students have made their final corrections, they will save their essays on their flash drives and then print them out for the final time.

**OBJECTIVES:** Students will be able to make their final corrections and print out the final copy of their explanatory/informational essay.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Language Arts**
- **CCSS.ELA-Literacy.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **CCSS.ELA-Literacy.W.5.2a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - **CCSS.ELA-Literacy.W.5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - **CCSS.ELA-Literacy.W.5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
  - **CCSS.ELA-Literacy.W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - **CCSS.ELA-Literacy.W.5.2e** Provide a concluding statement or section related to the information or explanation presented.

**MATERIALS:**
1. Flash drives
2. Printer
3. Computer
4. Copy paper

**LESSON PROCEDURE:**
1. Students will take their 1st version of the typed essay and the peer review feedback from the 2nd review and head back to the computer lab to correct any final pieces of their essay that they wish to.
2. When students have completed their final corrections, they will print out their essay for the final time and submit it to the teacher.
3. Students that do not finish making corrections will need to finish at home and submit their paper the following day.
UNIT 4: DAY 10: Sharing of Photo Pages

**DESCRIPTION OF ACTIVITY:** Students who have not yet submitted their papers will need to do so during the Language Arts period. All students will stand up and share their photo pages and briefly describe what process they chose to explain in their paper.

**OBJECTIVE:** Students will be able to present their photo pages and talk to the class about the written portion of the assignment and what they chose to write about.

**COURSE:** Fifth Grade Language Arts

**COMMON CORE STANDARDS: Language Arts**
- **CCSS.ELA-Literacy.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **CCSS.ELA-Literacy.W.5.2a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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  - **CCSS.ELA-Literacy.W.5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
  - **CCSS.ELA-Literacy.W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - **CCSS.ELA-Literacy.W.5.2e** Provide a concluding statement or section related to the information or explanation presented.

**MATERIALS:**
1) Essays  
2) Photo pages

**LESSON PROCEDURE:**
1) Students who did not turn in or complete their work from the day before will do so at the beginning of the period.  
2) All students will take out their photo pages and be ready to present their photos and tell the class about their explanatory/informative essay topic.  
3) Students will be randomly selected by the teacher to present their photos.  
4) The teacher will collect the photo pages after everyone has presented.
REFERENCES


