



LESSON PLAN

Title: Photo Essay Grade: 8
Subject: Social Studies Topic: Decades of Change

DESCRIPTION

<p>Curriculum Expectations / Outcomes</p> <ul style="list-style-type: none"> ✓ 8.3.2 Demonstrate an understanding of Canada’s participation in WWII ✓ 8.3.3 Analyze the effect of WWII on Canada and her people 	<p>Assessment Tasks Product <input checked="" type="checkbox"/> Process <input checked="" type="checkbox"/> Performance <input type="checkbox"/> Assessment Strategies: Essay Recording Device(s): Rubric</p>
<p>Resources: Teacher’s Materials Technology Equipment and Software [computers, PowerPoint or PhotoStory, etc.] Photocopies of Rubric [one per group; extra copies if needed] Print Resources for Student Use [if required]</p>	<p>Resources: Learner’s Materials Computer [one per group] Copy of the Rubric [one per group; to refer to while create photo essay] Internet and/or Library Resources</p>

TEACHING / LEARNING

<p>Groupings: Small Groups Whole Class [if needed]</p>	<p>Prior Knowledge: This activity should be completed after students have had a chance to discuss how WWII affected life at home in Canada and the contributions made to the war effort on the home front, as well as Canada’s response to the outbreak of WWII.</p> <p>Strategies: Discussion Research Process Interpersonal Learning Media Production Media Presentation</p>
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<p>Steps:</p> <ol style="list-style-type: none"> 1. This activity can be completed as a culminating activity, after having discussed Canada's reaction to the outbreak of WWII, how it changed the lives of Canadians and the home front contributions made to the war effort from a variety of players [including women, children, Aboriginals, etc.] 2. Review these concepts briefly with students, if necessary. 3. Indicate to students that they will be working in small groups to create a photo essay. Discuss with students what a photo essay is. 4. Introduce the activity. The photo essay will be comprised of captions and photographs, informational text where needed and a title to begin the essay. 5. The essay needs to demonstrate Canada's response to the outbreak of WWII and the contributions made from the home front. Instead of trying to get too detailed, have each group choose one [or perhaps two] groups of individuals to do their essay on. For example, the contributions of women and Aboriginals. Alternatively, you may wish to have students compare and contrast life for one group of people before, during and/or after WWII. 	<ol style="list-style-type: none"> 6. Discuss the required elements of the activity, or create them together, before beginning the assignment. Some suggestions include: length of essay [3-5 minutes, including transitions between photographs], citations for photographs and caption information, etc. 7. Be sure to go over how you cite sources [what you as the teacher are going to expect], if students do not already know. 8. Once photo essays are completed, they can be assessed by you, the teacher, on the rubric. 9. These photo essays should be something that the students are proud of, and therefore, they should have the opportunity to share them with their peers. Provide students with the chance to decide whether or not they would like to share their work with the class. It should be a group decision; therefore, the majority wins. Share the essays with the class one at a time, and have students provide positive feedback orally to each group as you watch each photo essay. Watching the essays will also serve as a good review of the material for students.
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You could use Microsoft PowerPoint or another program that allows you to create a slideshow. Microsoft Photo Story 3 is another option, and is available for free download at the following link, should you wish to use this program:

<http://www.microsoft.com/windowsxp/using/digitalphotography/PhotoStory/default.mspx>

Photo Story 3 also allows you to incorporate voice recordings, should you wish to include that element and adapt this lesson.

**Please see below for a sample rubric.

This Lesson Works Well with Pier 21 Canada's Immigration Museum Rationing Workshop and War Bride Trunk Workshop!

www.pier21.ca/schoolsandkids/educators/workshops/

Photo Essay: Canada's Reaction and Contributions to WWII Rubric [Sample]

	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Content and Presentation of Essay	<ul style="list-style-type: none"> - demonstrates limited knowledge and understanding of essay content - not well-presented; unclear 	<ul style="list-style-type: none"> - demonstrates some knowledge and understanding of essay content - well-presented some of the time 	<ul style="list-style-type: none"> - demonstrates considerable knowledge and understanding of essay content - well-presented 	<ul style="list-style-type: none"> - demonstrates thorough knowledge and understanding of essay content - well-presented and creative
Photographs and Captions	<ul style="list-style-type: none"> - photographs are unclear or missing - captions are unclear or missing - photographs and captions relate with limited effectiveness 	<ul style="list-style-type: none"> - many photographs are unclear - many captions are unclear [many spelling errors] - photographs and captions relate with some effectiveness 	<ul style="list-style-type: none"> - few photographs are unclear - few captions are unclear [few spelling errors] - photographs and captions relate with considerable effectiveness 	<ul style="list-style-type: none"> - clear photographs - clear captions with no spelling errors - photographs and captions relate with a high degree of effectiveness
Proper Citation of Photographs and Information	<ul style="list-style-type: none"> - does not include proper citations of photographs or information 	<ul style="list-style-type: none"> - includes proper citations of photographs and information on occasion 	<ul style="list-style-type: none"> - includes proper citations of photographs and information most of the time 	<ul style="list-style-type: none"> - includes proper citations of photographs and information all the time, without error
Group Work Skills	<ul style="list-style-type: none"> - does not work well with group members and does not contribute ideas 	<ul style="list-style-type: none"> - works well with group members but does not contribute ideas 	<ul style="list-style-type: none"> - works well with group members and contributes ideas in a positive manner 	<ul style="list-style-type: none"> - works well with group members, contributes ideas in a positive manner and encourages participation from peers