

1. Purpose and Content of Program:



Over the course of six weeks, students will learn the tenets of photojournalism through hands-on photography guidance and writing workshops. At the conclusion of the course, participants will host an exhibition where each student will present a storyboard, photographs and writing samples showing some of the things they learned from their involvement with this soilless farming project.

Students will learn: (1) how to keep organized scientific logs; (2) how to utilize their findings to form empirical data; (3) how plant growth mirrors human growth; (4) to reflect on their specific role in our ecosystem; and (5) how to better express themselves in writing. Our program engages students to contemplate sustainability from individual, community and global perspectives. By fostering academic and creative expression, we help provide another medium through which students can share their unique understanding, experience and perspective of the hydroponic project.

2. Photography Lessons and Expectations:

Participants will be required to document the growing process by taking at least one picture of the same seed/plant each day from planting to harvest.

Photography lessons will include:

1. How to use a camera
 - a. Show how to hold, focus, compose and determine exposure. Supplemental lighting. Manual and automated controls.
2. Basic principles of photography
 - a. Present photography as an art form. Discuss capturing light, exposure, visualisation, composition, interpreting a scene to capture the moment, controlling a scene, lighting, creativity, documenting, telling a story in one image or in many, etc.
3. Creating a photo project



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- a. Show the Hydroponic project as a story to document. Get the students started on their own photographic project. Help them determine, outline, storyboard and choose critical elements of a story project and begin to photograph it.
- b. Help students with their respective projects encouraging them to shoot between classes and at opportune times to make the story more complete. Help them plan for presenting their stories.
- c. Help the students curate an exhibition of their work including a written impression of the Hydroponic and/or the experience of learning to tell a story with a camera. Try to have them express how they see differently than when they started the course.

3. Journalism Assignments and Expectations:

Journalism is gathering, processing, and disseminating news, and information related to news, to an audience. Each week students will be tasked with two writing assignments. At the beginning of the week, students will be assigned a creative writing assignment (detailed below). At the end of each week, students will reflect on a deeper lesson they've learned from their anecdotal and scientific hydroponic findings (details below). Each assignment will include a photograph taken by the student pertaining to their writing sample.

Syllabus and Lesson Plans:

	Creative Writing Assignment	Scientific Photo-Journal Assignment	Photography Assignment
Week One	<p>“Who am I? What are my roots?” Think about an issue you care about. Why does it matter to you? Do you have personal experience or knowledge on the subject? Explore your personal, familiar, cultural or ethnic identity and how that has shaped or ‘rooted’ you. Include a picture that you have taken yourself relating to your writing. This can be a picture of yourself, a family member, a member of your community or anything that connects to the topic you wrote about.</p>	<p>Examine the roots, take pictures, write down scientific findings and keep records - both numerical and photographic.</p>	<p>As you explore how to use a camera, take pictures of yourself and others! Try to take between 30-50 pictures. Consider the following: What do you see in the picture? Does it capture something about you or another that you can write about? What does the picture not show? What angles are you photographing from? What lighting techniques are you</p>



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			learning?
Week Two	<p>Knowing your audience: When telling a story, you learn how to tell different versions of the story depending on who your audience is. Writing requires this same skill. Detail what you've done to nurture your seeds this week as if you're writing to me (the teacher). Include photos, data and a short reflection (2-3 sentences)*. Next, write a version of that story that you would tell someone else. That could be a friend, parent, sibling, magazine reported - be creative! How did your writing stay the same? How did it change? At the end, write 1-2 sentences about what changed/why you changed it and the intentionality behind your words depending on the audience.</p>	<p>Begin with an engaging opening--where does your story take place, who's involved, what is the action/activity taking place, why is it important, is there a conflict, is there a resolution? The details you share might be different depending upon your audience.</p>	<p>Take pictures of hydroponic progress and stay creative!</p>
Week Three	<p>After completing this week's photography assignment, choose your favorite picture and think about the process the seed will go through in order to become a plant. Write a journal entry from the point of view of the seed. Write in <u>first person</u>. EXAMPLE: "As a seed, I have a long journey to embark on."</p>	<p>Write a progressive paragraph--one that takes your reader on a journey. Where did you start, what challenge did you encounter, how did you address it, what did you learn.</p>	<p>Take pictures of the ready-to-plant seeds. Try capturing pictures from different angles and be adventurous with lighting styles. Try to take at least 15 pictures.</p>
Week Four	<p>Context: We all operate within a larger world around us. Our social groups are made up of our friends, families, teachers, acquaintances, etc. Contemplate in what way the nutrient solution and ph for the plants are similar to the environments in which we function. Evaluate the photographs you took this week. Reflect and describe what sustains you, what nurtures you, and what helps you grow. You might also contemplate the concept of nutrient lockout--and how it might apply to your own interpersonal environment.</p>	<p>1-Continue recording your data with pictures and a short reflection. 2-Paragraphs start with a main idea (topic sentence). Develop the idea with 3 sentences that describe or elaborate. Conclude with an idea that ties the t.s. & body sentences together.</p>	<p>Take pictures of the hydroponic plants and how they're progressing (10-15 pictures). Take pictures of yourself or of members of a group you are part of for the creative writing assignment (10-15 pictures). members of a group you are part of for the creative writing assignment (10-15 pictures).</p>



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<p>Week Five</p>	<p>This week, you will participate in a cooking demonstration using the items we've grown!</p> <p>Writing Styles: During week two, we learned about writing for a specific audience. This week, you'll be channeling that skill into writing <u>one</u> of the following writings:</p> <p>Option 1: Choose one of the dishes you made and write up the recipe. Give specific instructions and detailed accounts of flavors. Add health details and pictures! This can be written as a food column in a newspaper/magazine or like a recipe posted online. Make sure you're consistent in the style you choose!</p> <p>Option 2: Pretend you're a food critic for a magazine. Give a "restaurant review" for the dishes you made. Add flavor details. Talk about what you liked and what you didn't like. What would you add? What would you have taken out? Include pictures.</p>	<p>Keep recording your hydroponic progress with data, pictures and a short reflection (2-3 sentences).</p> <p>1-recipe 2-restaurant review</p>	<p>Take pictures of the hydroponic plants and how they're progressing (10-15 pictures). Take pictures through the cooking demonstration, of complete dishes, etc!</p>
<p>Week Six</p>	<p>Reflection: As this course comes to a close, reflect on your assignments, feelings and impressions of this program. Write a review detailing how your feelings have changed or stayed the same. What have you learned? Reflect on this process from seed to harvest.</p> <p>-Record final progress, data, reflections on the harvest and pictures to compile into your Scientific Journal!</p> <p>Main ideas for reflection:</p> <p>1-Similarities between humans and plants: a-nutrients within b-need for additional nutrients c-ability to absorb nutrients</p>	<p>The 5 paragraph essay: Once you know how to write a paragraph (main idea, 2-3 sentences developing that idea, one sentence that ties it all together (conclusions), you can use the following struct to write a short essay: paragraph 1 introduce 3 ideas (the topic sentences of paragraphs 2,3, & 4 will express each of these ideas; the body sentences of each</p>	<p>Get ready for the exhibition! Choose final pictures and writing samples. Talk about picture editing?</p>



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**Week
Six,
Cont.**

- d-do plants have feelings
- e-what does growth look like
- f-what function do roots serve
- g-impact environment has on growth

- 2-differences between humans and plants
- a-ability to control environment
- b-adaptation to environment

paragraph will develop each of these ideas, the final paragraph of the essay will tie all of what you've developed together.
see:
<https://www.time4writing.com/writing-resources/writing-five-paragraph-essays-for-standardized-test/>