



<b>Subject:</b>	Visual Arts   Interaction: Perceiving
<b>Title:</b>	Everyday DC   Lesson 1
<b>Grade:</b>	6-8

Standards	
VA:Pr6.1.8a	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
VA:Re.7.1.6a	Identify and interpret works of art or design that reveal how people live around the world and what they value.

Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>evaluate how different communities are represented and how that representation relates with everyday experiences in communities</li> </ul>

Day 1 Lesson sequence		
Student actions	Teacher actions	Materials needed
<p>Students brainstorm first impressions of Africa. Then, students view images of Africa as presented in mass media in the U.S.A. Students look through <i>Everyday Africa</i> images and pick a favorite. Students compare the image they have chosen to how Africa is represented in the set of U.S.A. media images.</p>	<p><b>Impressions of Africa:</b> Students brainstorm first impressions of Africa. Then, students view images of Africa as presented in mass media in the U.S.A. Students look through <i>Everyday Africa</i> images and pick a favorite. Students compare the image they have chosen to how Africa is represented in the set of U.S.A. media images.</p>	<p>Recent news articles about events in Africa (with photos)</p> <p>Printed images from <a href="https://www.instagram.com/everydayafrica">instagram.com/everydayafrica</a></p>
<p>Students look at images from news clips and articles about Washington D.C. to compare how D.C. is represented with how students experience their city. Students look at images from their personal social media feeds to compare their visual experience of D.C. with these mass media images. After this</p>	<p><b>Comparing Contexts:</b> Introduce an additional set of images, this time of how D.C. is presented in the media. Students look at images from news clips and articles about Washington D.C. to compare how D.C. is represented with how students experience their city. Students look at images from their personal social media feeds to compare their visual experience of D.C. with these mass media images. After this discussion, students look at a mix of</p>	<p>Recent news articles about events in D.C. (with photos)</p> <p>Student's social media feeds</p>



<p>discussion, students look at a mix of photos and try to determine whether photos are from D.C. or not from D.C.</p> <p>Students return to the <i>Everyday Africa</i> photos and make connections between the photos from the project and photos from their own social media platforms.</p>	<p>photos and try to determine whether photos are from D.C. or not from D.C.</p> <p>Then, students return to the <i>Everyday Africa</i> photos and make connections between the photos from the project and photos from their own social media platforms.</p>	
<p>Students brainstorm themes they want to explore with their images.</p>	<p>Teacher introduces the Everyday DC project: students will be using reporting and photography to create your own Everyday DC exhibit. Students brainstorm themes they want to explore with their images.</p>	
	<p><i>Optional: Teachers have students devise questions they could ask a journalist contributing to Everyday Africa about how they select images. Students can then meet with a photojournalist via Skype in Lesson 2, (access provided by Pulitzer Center; see Unit Overview for details).</i></p>	

**Assessment**

Students evaluate how different communities are represented and how that representation relates with everyday experiences in communities.

## Sample Rubric

Standard	Exceeds Expectation	Meets Expectation	Needs Improvement
<p>VA:Pr6.1.8a: Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>			
<p>VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.</p>			