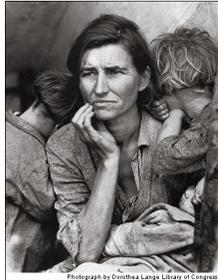
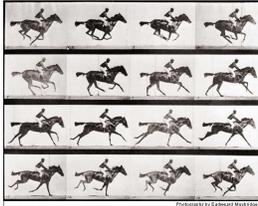


HISTORY OF PHOTOGRAPHY

PRESENTATION

IN-CLASS GROUP ASSIGNMENT

WEB QUEST



INTRODUCTION:

An essential part of becoming a competent photographer is having a good working knowledge of the history of the medium. By examining the work of major photographers and photographic periods that have come before you will become a more informed artist with a much better appreciation of great works from the past.

THE TASK:

As a class, we will be constructing a timeline of the history of photography... from the invention of the camera to the work of modern photographers. The class will be divided into groups that each research a specific topic from photographic history. The final product will be a visual timeline and a series of presentations that together will give us a good summary of the whole history of photography. Students will then write a brief reaction paper to what they have learned.

THE PROCESS:

STEP 1 – Internet Research: Using the **research handout** (which will be part of your grade), each student will investigate their assigned photographic topic. Each student is responsible for completely filling out their own sheet, and then your group can combine the research into the final presentation. The research sheet is only a tool for you to use, you can go beyond the requested information to find out more about your topic. Your group will be the EXPERTS about your topic. You should use the Internet, library, magazines and books to investigate significant people and events/processes of your topic (consider doing some research outside of class time together). Some suggested information will be given to you, but the group is expected to determine what is important for the class to know. As you are researching online, be sure to **save any relevant images** for later use in your presentation (make sure images are school-appropriate).

Each group will be assigned one of the following time periods or styles of photography. Presentations will take place in this order:

1. **Invention of Photography** – Camera obscura, Nicéphore Niépce, Daguerre, Henry Talbot
2. **Civil War Era Photography** - Matthew Brady, Alexander Gardner, Timothy O'Sullivan, George Barnard
3. **Westward Expansion Photography** – William Henry Jackson, Edward S. Curtis, Solomon Butcher
4. **Social Documentary Photography**- Henry Mayhew, Lewis Hine, Jacob Riis
5. **Mass Market Photography** – Eastman Kodak, Brownie camera, Leica camera, polaroid camera
6. **F/64 Photographers** – Ansel Adams, Imogene Cunningham, Edward Weston, Paul Strand
7. **Photography in the Depression Era** - Dorothea Lange, Walker Evans, Farm Security Administration
8. **Documentary Photography** - Robert Frank, Diane Arbus, Garry Winogrand, Lee Friedlander
9. **World War II Photography** – Robert Capa, Margaret Bourke-White, W. Eugene Smith, Life Magazine
10. **Photojournalism** - Henri Cartier-Bresson, Weegee, Alfred Eisenstadt
11. **Fashion Photography** - Edward Steichen, Richard Avedon, Irving Penn, Louise Dahl-Wolfe
12. **Motion Photography**- Duane Michaels, Edward Muybridge, David Hockney
13. **Surrealist Photography** - Jerry Uelsmann, Man Ray, Lee Miller, Maurice Tabard
14. **Celebrity Photographers** - Yousuf Karsh, Leigh Wiener, Annie Liebowitz, Skip Bolen
15. **Modern Photographers** - William Wegman, Sandy Skoglund, Teun Hocks
16. **Sports Photographers** – Charles M. Conlon, Walter Ioos, Max Rossi, Neil Leifer
17. **Digital Photography** - Invention/development, Moose Peterson, Joe McNally, Jay Maisel, Vincent Versace

You are free to include **other** photographers you find in your research. This list is merely a good **starting** point for you.

Consider the following aspects of your topic as you research:

- Date of birth/date of death of the photographers... or **when** did this period of photography happen?
- Why is this person or event **important** in the history of photography?
- How did the person become interested in photography?
- Were they **influenced** by other photographers or artists?
- What other events were in happening at this time in history?
- **External factors** which influenced their work? Examples could include war, political/social movements like civil rights, migrant workers, women's rights, environmental movement
- What photo **techniques** are used in their work?
- How has the topic **impacted** photography as we know it?

GOOD LINKS TO START WITH:

[American Museum of Photography](#)
[Artcyclopedia](#)
[Brief History of Photography](#)
[Famous Photographers Biographies](#)
[History of Photography Timeline](#)
[Major Photographers Website Index](#)
[Photography Masters- Yahoo Directory](#)
[American Photography PBS](#)
[History of Photography sites](#)

STEP 2 – Create a PowerPoint Presentation: Using PowerPoint (or Prezi/Slide Rocket if you know how), the group will prepare a slide show that OUTLINES the key events and people of their time period. This slide show is meant to be an outline, not a word-for- word presentation. It should give the audience new information and act as a guide for the presenters.

The presentation should include a **MINIMUM of 9 examples of photography** from your topic (school-appropriate!), as well as significant events and people. Rather than showing us a photo of the photographer, show us their photography (you can do both though). You are not being given a specific number of slides to include, as the group is expected to present what is critical to that time period. Each group will be different.

STEP 3 – Title Poster: The group will also create a title poster in Photoshop. This will be a **collage** of some of the main photos you gathered for your presentation, creatively arranged (use layer styles, creative borders, etc... NO FILTERS). There must also be a **TITLE** (only the name of your topic) made in a creative way (do not include group member names). This poster will be **printed** out for display in the classroom and will also be the **FIRST SLIDE** of your Powerpoint presentation. Your teacher will print the poster once you have uploaded the flattened .jpg to Sharepoint.

Poster specifications: 10 inches wide/ 8 inches tall / 150 dpi resolution / RGB color

STEP 4 – Presentation to the class: Each group will present a brief (roughly 5-6 minute) presentation about their photography topic. It is expected that the group members will **SHARE** the load of the presentation, and work together as a team. You will be expected to “know your stuff” during this presentation – you will be the expert of your topic. The group should use the presentation as an outline... do NOT simply read the slides to us word-for-word! If you know the material, it should be evident from your presentation. The teacher and class may ask you a few questions during your presentation. (Make sure all group members have copies of the final presentation saved on their computers, in case someone is gone the day of the presentation.) If you are absent on the days of the presentations, and your group has to present without you... your grade will be very negatively impacted.

STEP 5 – Reaction paper: After watching the class presentations, each student will answer the following questions in a brief reaction paper:

- Which period or photographers stood out most to you?
- Which period or photographers do you want to learn more about?
- What are some specific photographic techniques you saw that you could incorporate into your photos to make them stronger?
- How do you think photography is going to develop and change in the future?

Project Timeline:

You will have more than a week to complete the research and prepare the presentation components. The class will use a few days to present the information. The presentations will take place in order chronologically as outlined above. You will complete the reaction paper when presentations are completed.

EVALUATION:

You will receive two grades for this assignment- as a **group** and as an **individual**. You will also be grading the participation of the other member(s) of your group, which will have an impact upon the individual grades given by the teacher. Be sure to do your part in helping your group, as your grade will reflect this.

GRADING RUBRIC :

HISTORY OF PHOTOGRAPHY PRESENTATION		Student Name:			Group:	Hour:
GROUP GRADE: /200						
<i>Presentation Content</i>	80 Powerpoint presents an excellent summary of the topic, including many relevant photos, facts, and a title slide.	60 Powerpoint presents an adequate summary of the topic, including relevant photos, facts, and a title slide. Could be more thorough.	40 Powerpoint presents a partial summary of the topic, including some relevant photos, facts. Could be missing title slide & other info.	20 Powerpoint presents a poor summary of the topic. Missing several relevant photos, facts, title slide, and/or other elements.	0 Powerpoint is missing or incomplete.	
<i>Presentation Skills</i>	40 Group presentation is clear , adequately long , and demonstrates a good knowledge of the topic.	30 Group presentation is adequate , but could be clearer, longer, or more thorough.	20 Group presentation is noticeably lacking in clarity, length, or knowledge presented.	10 Group presentation is very poor in clarity, length, or knowledge presented.	0 Did not participate in presentation.	
<i>Title Poster</i>	80 Poster is a very creatively arranged collage of major photos from the topic with a creative title.	60 Poster demonstrates adequate creativity and knowledge of Photoshop techniques in its arrangement of photos and text.	40 Poster demonstrates some creativity and knowledge of Photoshop techniques in its arrangement of photos and text.	20 Poster demonstrates poor creativity and knowledge of Photoshop techniques in its arrangement of photos and text.	0 Poster is missing or incomplete.	
INDIVIDUAL GRADE: /160						
<i>Research Handout</i>	80 Handout completely filled in. Very thorough research is evident.	60 Handout research is mostly complete.	40 Handout is approximately ½ complete.	20 Minimal effort in filling in handout with research.	0 Handout missing or incomplete.	
<i>Group Participation</i>	80 Based upon teacher and group observation, student thoroughly participated in research, creating the Powerpoint/title poster, and presenting to the class.	60 Based upon teacher and group observation, student adequately participated in research, creating the Powerpoint/title poster, and presenting to the class.	40 Based upon teacher and group observation, student partially participated in research, creating the Powerpoint/title poster, and presenting to the class.	20 Based upon teacher and group observation, student barely participated in research, creating the Powerpoint/title poster, and presenting to the class.	0 Based upon teacher and group observation, student did not participate in the group work.	

You will use the following rubric to evaluate the participation of the **other members or your group**:

HISTORY OF PHOTOGRAPHY PRESENTATION		YOUR Name:		GROUP MEMBER'S NAME:	
Carefully and honestly evaluate the participation of this group member by CIRCLING A LETTER GRADE for each.					
<i>RESEARCH Participation</i>	A They did a great job with researching their part of the topic to help the group.	B They did an adequate job with researching their part of the topic to help the group.	C They did a partial job with researching their part of the topic to help the group.	D They only did a small amount of research to help the group.	F They did NOT research their part of the topic to help the group.
<i>POWERPOINT-TITLE POSTER Participation</i>	A They did a great job with helping to create the Powerpoint and/or the title poster.	B They did an adequate job with helping to create the Powerpoint and/or the title poster.	C They did a partial job with helping to create the Powerpoint and/or the title poster.	D They barely helped to create the Powerpoint and/or the title poster.	F They did NOT help to create the Powerpoint or the title poster.
<i>PRESENTING Participation</i>	A They did a great job with helping to present the topic to the class, including a fair share of the speaking.	B They did an adequate job with helping to present the topic to the class, including some of the speaking.	C They did a partial job with helping to present the topic to the class, doing only a little of the speaking.	D They did help to present the topic to the class, but did NONE of the speaking.	F They did NOT help present the topic at all.

CREDITS & REFERENCES:

See above web links.