

## Lesson 6

### CONTENT: Metaphors



**Materials Needed:** Works listed below, computer, digital projector, digital cameras.

**Masterworks:** William Eggleston, *Memphis*, 1970; Justine Kurland, *Waiting for Trains While Playing with Trains*, 2009; Graciela Iturbide, *Our Lady of the Iguanas, Juchitán, Oaxaca*, 1979

#### Students will:

- **Know:** Complex ideas and concepts can be represented visually.
- **Understand:** Photography has expressive capacities.
- **Do:** Students will be able to look beyond the literal meaning of a picture.

### Lesson Plan: (1 hr, 15 min)

- **Warm-up:** Review and discuss images from the previous lesson. Focus on symbolism in their backpack portraits and begin to discuss metaphor. Introduce the students to the idea that *A documentary photograph is a picture that tells a story that has not been set up by the photographer.* Today we'll think about how this kind of picture can have symbolic meaning. (10)
- William Eggleston, *Memphis*, 1970: "What do you see here? What do you notice about the tricycle? What is the point of view of the photograph? Where was the photographer when he took this picture? What do you see that makes you say that? What could the tricycle represent?" (10)
- Justine Kurland, *Waiting for Trains While Playing with Trains*, 2009: "What do you see? What is the child holding? What do you notice about the setting? What do you think the boy was doing when the photographer took the picture? What else could the photograph represent?" (10)
- Graciela Iturbide, *Our Lady of the Iguanas, Juchitan, Oaxaca*, 1979: "What do you see? Where is the photographer standing in relation to the subject? How does this tell us what to think about the subject? Does the photograph's title remind you of anything?" Show the image of the Virgin of Guadalupe, explaining that it's a very common image in the photographer's culture (Mexico). "What similarities do you notice between the two images? How does the photographer use her visual, cultural vocabulary to comment on the iguana seller?" (10)
- **Photo exercise:** Take students out on the street to find "signs" and "symbols" and "metaphors." Encourage them to move beyond literal signs, like street signs. Some examples could be an open gate representing escape, a flying pigeon to represent freedom, a dog and its owner to represent loyalty, etc. (30)

**Staff Follow-Up:** Download images from the "metaphor" exercise and create a slide show for review in the next class.