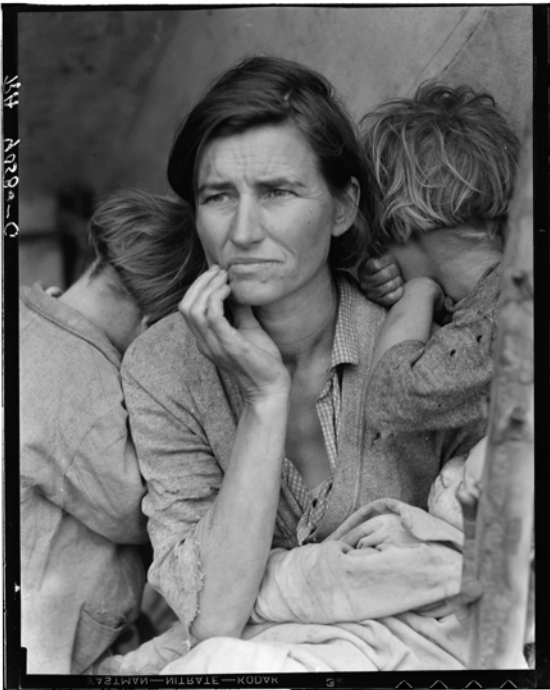


Lesson 3

FORM: Framing and Point of View



Materials Needed: Dorothea Lange images, computer, digital projector, workbooks, digital cameras, colored pencils, index cards for paper viewfinders.

Masterworks: Dorothea Lange

Students will:

- **Know:** Photographers make choices when framing pictures by including and excluding information.
- **Understand:** How a picture is framed contributes to the meaning of the picture.
- **Do:** Be able to frame a picture in a variety of ways. Be able to look at a picture and “see” the framing choice.

Lesson Plan: (1 hr, 15 min)

- **Warm-up:** Have a slide show of last week’s work rolling as students enter the classroom.
- **Goal setting:** Ask: “What do you want to learn in this class? What interests you about photography?” (10)
- Guide the students in a group discussion about the three images made by Dorothea Lange. Ask, “What’s going on in this picture? What do you see that makes you say that? What story are these photographs telling? How can you tell?” Try to focus their attention on the amount of information in each picture and how the framing of the pictures impacts the students’ knowledge and understanding of the story being told. Tell them the photographs depict a family affected by the Great Depression, if necessary, but do not let them get stuck on the subject. Explore how the different ways of framing the image tell different parts of the story and why. You could ask, “What is left in the frame and what is left out? Would one of these photographs tell the whole story by itself? Which photograph tells us the most about who we’re seeing? Is there one that shows us where we are? Does one of them make you feel something more than the others do?” (20)
- Ask students to distinguish between bird’s eye view and worm’s eye view. Ask, *How are the two images different in terms of point of view? Where do you think the photographer was standing when she took these images? What information do we get from each image? What or when would you photograph using bird’s eye view? What or when would you photograph using worm’s eye view?*
- **Framing activity:** Have the students use the paper viewfinders to “frame” a close, medium, and wide shot of one situation. Discuss what is left in and what is left out. Working with photocopies or from the workbook, ask students to draw a box around the most important part of the wide shot image. Do they think it’s interesting to include the rest of the image? Or would it be better to leave it out? Now ask them to draw a big box around the close-up photo and draw what they imagine is outside the frame (they can be silly if they want to). (20)
- **Photo exercise:** Ask students to photograph a scene in the classroom. They should decide on a “topic,” then frame it three ways: close up, mid-range, and from a distance. Be sure students shoot a single subject from three different points of view. (15)

Staff Follow-Up: Download images from framing exercise and create a slideshow for the next lesson.

Going Further: Show this video of Joel Meyerowitz talking about framing: https://www.youtube.com/watch?v=Xumo7_JUeMo