

Newman to Now Project

This lesson addresses one aspect of the Newman to Now Project only. The site has numerous artifacts to explore

Newman to Now website information:

<https://www.viseyes.org/visualeyes/?gid=2559>

TN Visual Art Standard

HS1.VA.P3.A Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Performance Based Objective: I can analyze the works of Don Newman and Gary Walpole to understand how photographs communicate and are a record of social, cultural and political meaning.

Essential Questions: How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

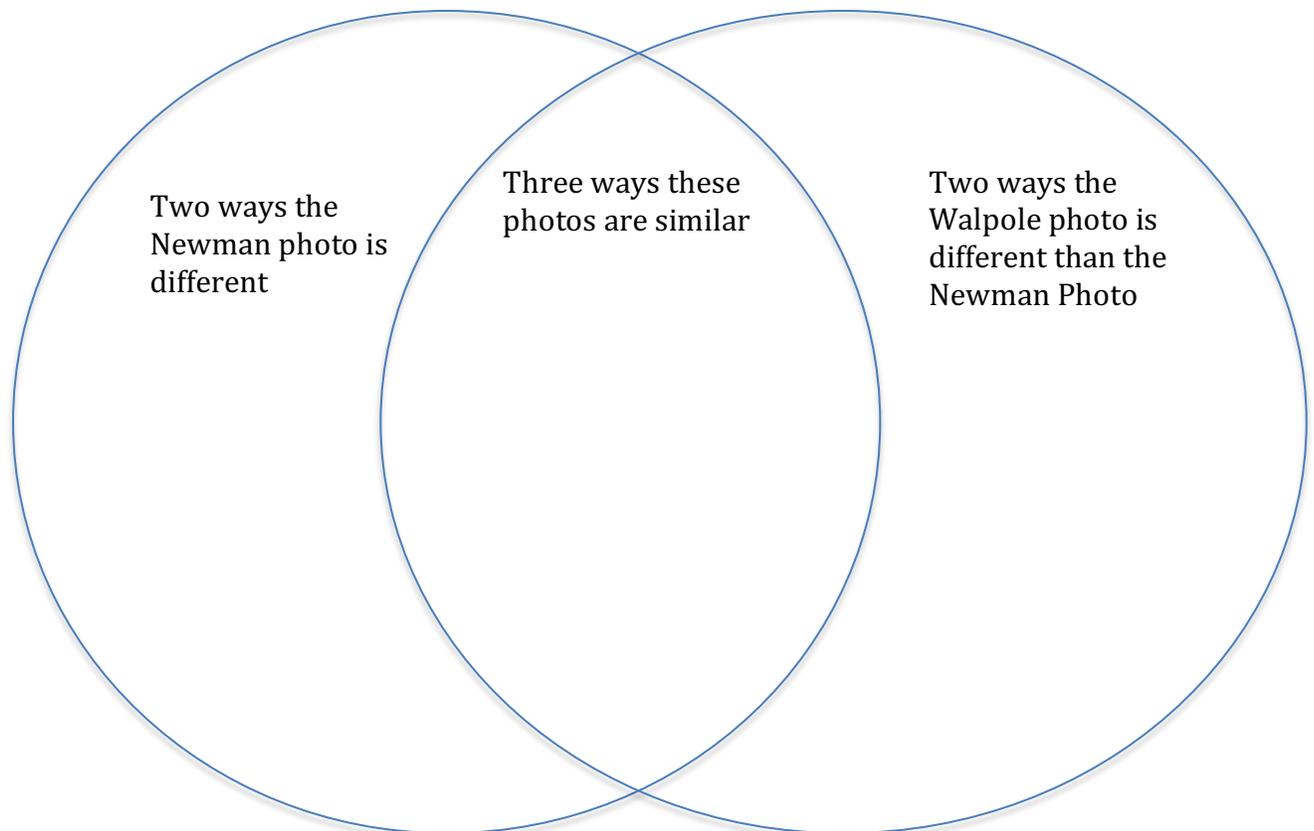
This lesson focuses on four photographs by Don Newman and four from Gary Walpole. The specific photographs from the collection the Shelby County Court House, the Sterick Building, Central Station, First United Methodist Church.

Additional information for those unfamiliar with Memphis Heritage, the Newman to Now project can be found under additional information.

Do Now:

Have photographs from Newman to Now Digital exhibit available. Use the photographs of the Memphis Courthouse. Have students complete Venn Diagram to compare and contrast the two photographers. (Addendum #1 – Venn Diagram – Compare Contrast Newman/Walpole)

Addendum #1 Do Now Venn Diagram



Teaching Strategy – Stations: Interacting with Multiple Visual Texts

In Advance: Prepare your stations. Provide a copy of each visual text at your station. Note: since students will have to guess the purpose of each building, do not tell the students the names of the buildings.

Station #1 Copy of Newman and Walpole photo of the Shelby County Courthouse

Station#2 Copy of Newman and Walpole photo of the Central Station

Station#3 Copy of Newman and Walpole photo of 1st United Methodist Church

Station #4 Copy of Newman and Walpole photo of the Sterick Building
Have copies for your students at each station. Copy the graphic organizer students will be using as they interact with the texts.

Step 1: Review Do Now answers. Questions to ask students. How does using color impact the photo? Which one is the older photograph? How do you know? Why do you think Walpole choose to “copy” Newman? Why do you think the photographers choose to take photos of buildings?

Step 2: Limited Lecture. Introduce the two photographers, Don Newman and Gary Walpole and show the four buildings that the students will be analyzing.

Step 3: Divide your students into groups.

Step 4: Direct the students to fill in the graphic organizer as they visit each station. Encourage peer discussion of the artifacts and consensus before filling in the graphic organizer

Step 5: When each group is finished rotating through the stations, have the students answer the reflection question.

Step 6: Review reflection information as a group, and provide the names for each of the buildings.

Addendum #2 - Graphic Organizer

Who is in your group? List names	What do you think this building was used for? What do you see that makes you say that?	Words that can be used to describe the look of this building	Why is it important to take a photo of this building?	What things did the artist do to make this photo interesting?	Tell me something you notice that is different about the two photographs? What do you know about the building by looking at the differences?
Station #1					
Station #2					
Station #3					
Station #4					

Reflection Question : Using the evidence from the visual texts analyzed, state why is it important for artists to document aspects of civic life. State the effectiveness of using photography of buildings to document those aspects.