*Photography in the age of image manipulation*

**Instructor:** Angela Ginnitti

**Course:** Photography

**Timing:** 2 days

**Narrative**

This lesson will serve as the introduction to a unit on digital manipulation. This concept will be looked at in terms of its application and its role in journalism and photography in today's society. Students will be asked to challenge the concept of photography as a window to true events by looking at and discussing several images from our contemporary culture that have been altered for both ethical and unethical reasons. An extension of this lesson will include the application of digital image manipulation of personal imagery through Adobe Photoshop to restore photographs from history and recreate personal realities by combining, editing, cutting, and pasting multiple elements of several images into a new composition (or reality). Students will be required to identify their motivation behind their personal image editing during this unit. The essential learning of this lesson is understanding how to be a critical thinker in the age of digital photography and digital manipulation.

**Objectives**

* Standard 3: Students will critically respond to a reading about photo manipulation and several images that exemplify the ideas of ethical and unethical photographic alterations.
* Standard 3: To respond critically to and understand the motivation behind the Dove evolution commercial.
* Standard 4: Students will question the motivation of the imagery that they see today in the digital age and recognize the potential misleading nature of photography.
* Standard 4: To understand the power of imagery, the role of ethics in photojournalism, and the convincing nature of the manipulated photograph.

*During the extension activities/projects:*

* Standard 1: Students will create a restoration of an old photograph and an original composite photographic artwork. Students will also use the tools to alter their general photographic works.
* Standard 2: Students will effectively work with the tools, filters, and palettes within Adobe Photoshop to create their imagery.

**Common Core**

* *CCSS.ELA-Literacy.CCRA.R.6* - Assess how point of view or purpose shapes the content and style of a work of art.
* *CCSS.ELA-Literacy.CCRA.R.8* - Delineate and evaluate the argument and specific claims about a work of art, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Resources**

Websites:

* Digital truth article: http://www.pbs.org/ktca/americanphotography/features/digital.html
* American Photography segment about Digital Imaging: http://www.pbs.org/ktca/americanphotography/filmandmore/index.html
* Teacher's Guide: http://www.pbs.org/ktca/americanphotography/teachersguide/manipulate\_parent.html
* George Mahlberg's In-A-Gadda-Da-Oswald: http://www.doctorcosmo.com/oswald/oswald.html
* ESPN Photo Editing Flubs: http://sports.espn.go.com/espn/cnet/story?id=8780937
* NPPA, Martha Stewart Cover: http://www.nppa.org/news\_and\_events/news/2005/03/newsweek.html
* Ethics in the age of Digital Photography: http://www.nppa.org/professional\_development/self-training\_resources/eadp\_report/index.html
* examples: http://www.nppa.org/news\_and\_events/news/2007/04/toledo05.html
* more examples: http://www.cs.dartmouth.edu/farid/research/digitaltampering/
* Political "Line up" photo series: http://www.nytimes.com/2007/12/04/arts/design/04nypl.html

Images and artwork

* OJ Simpson on Time Magazine Cover
* Martha Stewart on Newsweek Cover
* Jerry Uelsman artwork
* Cover of the egyptian pyramids manipulated on newsweek.
* George Mahlberg's manipulated photo of Lee Harvey Oswold's death
* Dove real beauty "evolution" commercial:<http://www.dove.us/#/features/videos/default.aspx[cp-documentid=7049579]/>
* artist who goes back in time through digital photos. <http://www.floraborsi.com/>

Instructional resources

* PowerPoint
* Worksheet with questions
* Photos with brief contextual information

**Vocabulary/Key Concepts**

Digital image manipulation, its role in contemporary society, ethical and unethical manipulation, Photography as Truth (with a capitol "T"), Adobe Photoshop.

**Procedure**

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| M 2/24 | Session 1   * As students enter they will receive a copy of the handout titled: "Photography in the age of image manipulation." The directions on the board will ask students to answer the following question on the provided paper: Does photography depict truth? Students will answer individually, share with a partner, and report back to the whole class.   *Essential Questions for discussion:*   * 1. When photography was invented, it was thought to be an equivalent to Truth (with a capital T.) Why might people have believed this? Consider all image making previous to the invention of photography. (Think-pair-share)   2. Does digital imaging allow us to manipulate, alter, and/or change the way a scene looked when it was originally photographed? How can this sort of alteration affect our perception of the way a scene should be understood? Look at the Lee Harvey Oswald illustration and the basketball photography by Allan Detrich to solidify this point. * Read through the article in its entirety. *Individually*: write down 3 main ideas found in the article. *With a partner*: compare the main ideas. *Regroup as a class*: summarize what the main ideas were. (worksheet) * With extra time, watch and respond to the Dove commercial in class and for homework. |
| Tu 2/25 | *Essential Learning: Being able to identify the evidence of and motivation behind several manipulated images.*   * Class will look at the "dove evolution" blog post responses as an entire group and discuss. * Students all receive one of 4 images. Independently they will decide what the image is and what the alterations were for. Questions to think about and answer on their own:   + Who does the photo show? What is happening in the photo?   + Is the photo a news photo?   + Why is the photo of interest?   + What evidence is there that the photo has been manipulated?   + For what purpose was it changed?   + Describe the impact of the photo. * Students are regrouped based on the image they received. They should work with their group to compare answers. Findings will be presented to the whole class. * Discuss the acceptability of manipulated photography. When, how, and why? Reach the conclusion that all of today's imagery is manipulated and therefore, the degree to which it is acceptable depends on the purpose of the image. As a conclusion to the two days of learning, the future projects will be briefly introduced as a point of reference. Students will be reminded that they will be critical thinkers and informed artists when digitally manipulating their imagery and creating a creative, unique composite artwork. * Ticket to leave closure: Of all the images seen on a daily basis, identify a least one that you know is affected by digital manipulation technologies? |
| W 2/26 | (Start restoration lesson plan) |
| Th 2/27 |  |
| F 2/28 |  |

Extension activities / Scope & Sequence

Use this to lead into the next unit in which *students will be using a variety of tools to digitally manipulate imagery in order to alter reality and explore the idea of photography as truth.* Projects include: 1. A historic image restoration. 2. Recreating Reality: A composite image made from the manipulation and consolidation of several photographs.

**Assessment**

Authentic assessment of discussions and group work.

Day 1 worksheet

Day 2 notes from group task

*Assessment of future assignments:* The image manipulation projects.