

Teach Them to See-

PHOTOJOURNALISM,
THINKING SKILLS,
AND
TAKS



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*"The real voyage of discovery consists
not in seeking new landscapes,
but in having new eyes."*

Marcel Proust

PRESENTATION FORMAT









Presentation format will be interactive. The audience will be “reading” the photos as the presenter asks the questions and facilitates the discussion.

HOW WILL THIS SESSION PROMOTE A BETTER UNDERSTANDING OF GIFTED EDUCATION?

Marcel Proust once wrote, “The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.” There have been estimates that approximately 40% of our students have difficulty visualizing, or “seeing information in their heads.” Much of this is due to allowing the brain to accept all the visual images presented to it without question or thought. We look, but do not really see. Visualization is such an important skill for math, reading, problem solving, and writing. Exercising students’ visualization “muscles” helps them to dig deeper into topics with more comprehension and understanding. It encourages imagination, creativity, and positive risk-taking because there is no one right answer. It humanizes a topic and identifies and validates different points of view. It sensitizes students to the worlds around them and de-sanitizes some of the tidy packages of learning presented in texts. Analysis, evaluation, originality, and flexibility of thought are practiced effortlessly because of the enticing “what-ifs” a good picture provides. This session is a window into the way gifted people think. It is an open door into a different way of teaching. It is a pathway to deeper, more personalized learning built within the framework of standardized testing.

TEACH THEM TO SEE- PHOTOJOURNALISM, THINKING SKILLS, AND TAKS

OBJECTIVES

-  To practice making inferences and drawing conclusions based on 1) the facts given, 2) personal experience with the facts, 3) emotions concerning the facts.
-  To practice gathering information from primary, non-fiction sources
-  To determine literary components- setting, characterization, emotion, tone, theme, main idea, details, summary
-  To write using more precise nouns, verbs, adjectives, adverbs
-  To encourage elaboration in writing and thinking
-  To analyze photos in order to apply vocabulary (math emphasis)
-  To encourage more depth of observation and visualization through fluency, flexibility, originality, analysis, evaluation, and synthesis.
-  To open students' eyes to the worlds around them and to value all the "what-ifs".

TEKS

Elementary

Kindergarten- Language Arts- 10,11,12,14,15,16

Grade 1-Language Arts- 4,11,13,14,21

Grade 2-Language Arts- 7, 8, 10, 11, 12, 15

Grade 3-Language Arts- 7, 8, 10, 11, 12, 17, 20

Grade 4-Language Arts- 8, 9, 11, 12, 13, 18, 21, 23, 24, 25

Grade 5-Language Arts- 8, 9, 11, 12, 13, 18, 21, 23, 24, 25

Reading Objective 1- 3.7, 4.10(F), 5.10(F)

Objective 2- 3.11(H), 4.12(H), 5.12(H)

Objective 3- 3.11(A), 4.12(C),(J), 5.10(E), 5.12(C), (J)

Objective 4- 3.9(F), 3.10(C), 4.10(H), 4.11(C),(D), 5.10 (H),(J),
5.11(C),(D)

Social Studies- 3.16(A)(C), 3.17(A)(B), 3.18(A), 4.22(A)(B)(F), 4.23(B)(C),
5.25(B)(D)(E)(F)

Intermediate

English Language Arts/Reading- 6th, 7th grade- 10 (F)(H), 11 (A), 12 (F),
13 (C)

8th grade- 7 (F)(H)

Social Studies- 6th, 7th- 21 (A)(B), 22 (D)

8th- 30 (B)(D)

High School- Social Studies 24 (A)(B)

MATERIALS/ RESOURCES

1. Variety of “story telling” news photographs, or cuts, from the newspaper
2. Transparency of a news photo or a document camera to project photos
3. Data chart (For younger students, modify for basic Who? What? Where? When? Why? How?)
4. Newspapers
5. Optional resource for photos www.chron.com/cie →Lesson Plans →Advisory Board Lesson Plans → 3-5 →Linda Lewis Michael→Reading News Photos- ppt.
6. Optional- disposable or digital cameras

PROCEDURE

The key to this lesson involves higher level questioning using the 5W's and the H (Who? Where? What? When? Why? How?). There are many possible “correct” answers. Always validate the thinking and reasoning process. Through observation, visualization and questioning, the goal is to encourage thinking and reasoning that goes beyond just viewing a picture into inferring the story behind it. By encouraging inference skills, students improve the ability to visualize information in language arts and math and to draw conclusions based on 1) the facts presented, 2) personal experience with the facts or situation, and 3) emotions caused by those facts or experiences. Students who cannot visualize often fall behind in comprehension of information in all subjects.

1. Project a news photo on the screen. As a group, analyze, or read, the photo for its setting and record inferred location, time of day, and time of year on data chart. A large photo may be analyzed by quadrants. (WHERE? WHEN?)
2. Look for the center of attention, or focal point, of the photo. Who seems to be the main character? Who are the protagonist and antagonist? Is this simply inferred or are their roles evident? List the people, or characters, on the data chart along with descriptive details (adjectives) such as physical appearance, clothing, and emotion. List and describe other important animals or objects. (WHO?)
3. Look for activity, or verbs, in the photo and record. What seems to be occurring? Encourage unique, descriptive verbs (maybe with a trip to the thesaurus) and extend with adverbs. (WHAT? HOW?)
4. Why does this character seem to be doing this? Why is this activity occurring? Why was this photograph taken? What questions does this photo raise? Where might more information be found? (WHY?)
5. Using inferred information from the chart, draw conclusions about the theme or purpose of the photo and create for it a title, or headline, and summary caption sentence, or outline. This can be expanded into a story or news article that can be compared with the details of the real article. A good news photo tells the story accurately without the use of words.
6. In partners or individually, students look through the newspaper to find news photos to analyze, or “read”, summarize, and write about. Look for photos taken by the same photojournalist to see if there is a specific style or topic evident. Look for credit lines for United Press International (UPI) or Associated Press (AP). Explain that these photos were taken by photojournalists from around the world and are sold to newspapers by these organizations. That way a local newspaper does not have to have its own photojournalists all over the world.

7. As an extension, students become photojournalists and use a digital, disposable, or instant print camera to bring back “story telling” photographs from around school to “read” and write about using the same techniques. The quality of a news photo is determined by how easily it can be interpreted for the information and emotion it represents. Students may want to investigate award winning work of photojournalists or the educational requirements of this career. A professional photographer or photojournalist would make a good speaker for your class.
8. Students may also analyze the photos using a graphic organizer made from a tracing of a hand. Each finger is labeled with a different sense and represents sensory adjectives (such as muddy, salty, melodious) describing the picture. Students write emotion words inferred from the picture on a heart shape drawn on the palm area. This organizer can be used to pre-write a descriptive paragraph.

Linda Lewis Michael, 2003, rvsd. 2007

READING A NEWS PHOTO DATA CHART

SETTING			PEOPLE/ MAIN CHARACTERS			OBJECTS and OTHER THINGS OF NOTE	ACTIVITIES
location	time of day	time of year	physical appearance	clothing	emotion		verbs adverbs
			protagonist				
			----- antagonist	-----	-----		
			----- others	-----	-----		

Who is the main character? _____ What is the setting? _____

What is occurring? _____

Why? _____

Write a caption that summarizes the main idea of this photo.

What is an effective title for this photo? _____

THE 5 W's and the H CHART

Read the photo and answer these questions with lots of descriptive words.

WHERE ?	WHEN?	WHO?	WHAT?	WHY?	HOW?	HOW DO THEY FEEL?

Who is the picture about? _____

What are they doing? _____

Where are they? _____

Why do you think they are doing this? _____

What would be a good title for this picture? _____