

Close Reading of Photographs

Created by: *Whitney Sapienza*

Title/Role: *Library Media Specialist*

Organization/School Name: *Gahanna-Jefferson*

Location: *Ohio*

Grade Level: 2, 3, 4, 5

Type of Lesson: Lesson in a unit

Type of Schedule: Combination

Collaboration Continuum: Intensive

Content Area:

The Arts

Content Topic: Visual literacy

Standards for the 21st-Century Learner

Skills Indicator(s):

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Dispositions Indicator(s):

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

Responsibilities Indicator(s):

1.3.4 Contribute to the exchange of ideas within the learning community.

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

Self-Assessment Strategies Indicator(s):

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

Scenario: The first step in Media Literacy is Visual Literacy. "Visual Literacy is the ability to read and write visual information in all contents, the ability to learn visually, and the ability to think and solve problems in the visual domain." This definition is from Dave Gray the founder of the visual thinking company called XPLANE. 21st century learning skills require the educator to teach students to look at photographs to build close reading.

Overview: Visual literacy is the ability to read and write visual information. Grades 2-5 will become visually literate in this lesson that requires students to close read photographs and to create photography.

Final Product: The final product of this lesson is for students to take a photo that has meaning and shares information. This photo will be downloaded, and printed to be placed in a "Visual Literacy Museum".

Library Lesson: The goal of this lesson is for students to build close reading skills when reading photographs instead of focusing on captions. This lesson builds inquiry and collaboration skills.

Estimated Lesson Time: 90 minutes

Assessment

Product: Students generate a list of information they gathered, and questions they have regarding their groups photograph. The teacher will use a checklist during the collaborative time to ensure students have generated quality information and have worked as a group. The final product is for students to take a photo that shares information that can be displayed for students to analyze. Students will turn in notes and a rubric will be used to ensure that the students complete quality note taking of the "Visual Literacy Museum". Included in the rubric will be a section for the students photography to be analyzed.

Process: Students will receive a copy of the rubrics/checklists being used prior to group work or individual work. Students will receive feedback for their collaborative and inquiry skills used in close reading of the photographs.

Student self-questioning: Throughout the lesson, students should be asking themselves, "What do I see?" to help them closely read the photo or when creating a photo. In addition, students should reflect on their collaborative skills asking themselves, "Am I contributing to the group?".

Instructional Plan

Resources students will use:

Still image (i.e. paintings, drawings, plans, and maps)
Physical Object

Resources instructor will use:

Projector
Smart board

Instruction/Activities

Direct instruction: Students learn how to close read a photograph in a whole group setting in the library. The teacher first models, using a Smartboard and photographs, what they see in a picture and then has the class assist in finding information in another photo. The teacher can reveal the captions to these photos after close reading of the pictures.

Modeling and guided practice: Students will work in small groups to generate a list of what they know about their photograph (give each group a different photo with the caption covered or removed). Afterwards, have students present their findings to the class. When a group is done sharing, reveal the photo's caption.

Independent practice: The second part of this lesson requires collaboration with the art teacher. During a 60 minute lesson (or more), students will be tasked to take a photograph that has implied information embedded in it using Ipads, digital cameras, or cell phones. Photos will then be uploaded, printed, and displayed for students to analyze. This can be done with a virtual museum (uploading photo's to a site) or photo's can be printed and displayed in the room, or hallway. Photographs should be labeled with letters and/or numbers to aide students in note taking. Students will take notes from the

pictures in the "Visual Literacy Museum" to practice using their close reading of photographs skills.

Sharing and reflecting: Students can individually share their photographs and the information being shared to conclude this lesson.

Have you taught this lesson before: No

Strategies for differentiation: If students need to record their findings, a recording device of some sort can be used to meet accommodations. If time allows, students can have more time to present their findings in a Wordle or Infographic. Fast finishers can assist students having issues taking photos and/or loading photos.
