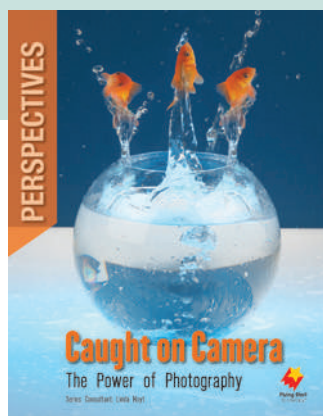


Lesson Plan

Advanced Fluent
Upper Primary
reading stage

Levels T-V

PERSPECTIVES

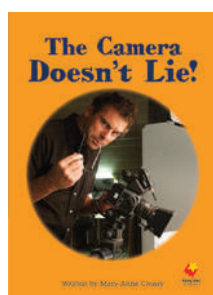


Images are powerful. What is the responsibility of the photographer?

Contents

- The power of pictures
- How photographs changed children's lives
- Kids using social media
- Getting the shot
- Say it with photos

Paired connected texts



The Camera Doesn't Lie! is an interview with a photographer. He describes his job, "tricks of the trade" and how photography has changed.



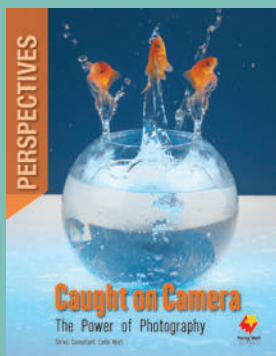
While looking for a breaking story for their newspaper, Jackie and Mateo stumble upon some clues that help to solve a crime.

Content vocabulary

apps camera chronicle device Facebook home feed images Instagram investigative photographer photographic drone privacy rights smartphone Snapchat social media social networking site tablets uploading YouTube

Key concepts

- Communication is an innate feature of being human.
- Images are a powerful communication tool.
- People have rights and responsibilities regarding the taking and sharing of images.



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Caught on Camera: The Power of Photography*. Turn to pages 4 and 5 and read the introduction aloud. Say: *Working with a partner, look closely at the images and consider the question: Images are powerful – What is the responsibility of the photographer? Record at least two of your comments on sticky notes and attach them to the images.*

Invite students to share their comments with the group. Say: *Talk with your partner about words and phrases you expect to encounter when reading about this topic. Record them on sticky notes.* Have students share their vocabulary predictions and record these on a chart. Check against the vocabulary listed on the front of the Lesson Plan. Introduce any essential vocabulary that the students did not predict and add these to the chart.

Independent partner work

Introduce the Graphic Organiser: PMI (Plus, Minus, Interesting). Say: *It is also really important to “wonder” together. Before reading the book, we are going to think about the issues surrounding photography and social media. What are the positive things about it? What are the negative aspects? What do you find interesting?* Students discuss their ideas with a partner and record one or two statements in each column on the graphic organiser.

Thinking and talking circle

Call the group together to share students' ideas. Record their “plus”, “minus” and “interesting” points about the issue on a chart. While the group discusses the arguments surrounding the issues, assess their prior knowledge and the content-specific vocabulary they use.

Read the text

Setting the task

Say: *This book has several articles that provide a variety of perspectives about photography and social media. Each article attempts to persuade you to think about the issue in a particular way. Have students browse through the book.*

Say: *You are going to read the first three articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about photography and social media.*

Independent partner work

Students read “The power of pictures”, “How photographs changed children’s lives” and “Kids using social media” independently, using sticky notes to record key points, comments and questions. Then discuss their thinking with their partner.

Thinking and talking circle

Select two or three of the discussion stems below to encourage and extend students' discussion. (These can be prepared on index cards or on an a chart before the lesson.)

1. Think about what you have read. What is your reaction to each of these articles? (*Responding to texts*)
2. What ideas did you find interesting or challenging? Were there any ideas you found confusing? (*Clarifying ideas*)
3. What language did the author use for impact and interest? Were there any words that you had questions about? (*Clarifying vocabulary*)
4. What visual images affected you the most? (*Responding to visual images*)
5. Choose one of the articles you have read. What did you learn? (*Summarising*)
6. What ideas are common to these articles? (*Synthesising*)
7. What questions do you still have? (*Questioning*)

Further reading

Setting the task

Now have students read the last two articles, “Getting the shot” and “Say it with photos”. Say: *As you read, think about the positive and negative aspects related to photography and social media. Share with your partner any new ideas you have after reading these articles.*

Independent partner work

Students revisit the graphic organiser. Say: *With your partner, complete your graphic organiser by adding comments in each column.*

Thinking and talking circle

Students share their completed graphic organisers in a group discussion.
Say: *Reflect on how your ideas and opinions may have changed. Invite students to share their ideas.*

Reading closely

Setting the task

Have pairs of students choose one article to read closely.
Say: *As you reread the article, imagine you’re leaning in close with a magnifying glass – notice more and think deeply. Think about the impact of the visual images. What do the images “tell” you? How do they make you feel?* Students discuss this with their partner.

Independent partner work

Say: *Give each image in your chosen article a ranking between 0 and 5 as to how effective it is (0 being no impact and 5 being an extremely high impact).*
Students talk with their partners and decide upon a ranking score for each image in the article.

Thinking and talking circle

Students share how they scored each image and justify their decision. They should come to the meeting prepared to discuss, cite evidence from the text and offer opinions.

Writing a persuasive text

Setting the task

Say: *Authors of persuasive texts use a range of devices in order to influence and persuade the reader. Before we write, we are going to identify some of these devices in the articles we have read.*
Introduce the Graphic Organiser: Persuasive text devices.
Discuss the persuasive text devices on the graphic organiser as a group.
Say: *Revisit the articles in the book and record examples of persuasive text devices that the authors have used.*
Students share the features of persuasive texts they have identified.

Independent partner work

Say: *Use the information you have gathered, plus your own personal opinions, to write a persuasive argument. Remember to support your argument with evidence. Highlight your opinions so the reader knows exactly what you think.*
Present the graphic organiser What is your opinion?: How to write a persuasive argument (see *PERSPECTIVES Caught on Camera: The Power of Photography*, page 24).
Students work with their partner, independent of the teacher, to create a persuasive argument.
Remind students to use persuasive text devices to strengthen their argument.

Thinking and talking circle

Partners bring their completed persuasive arguments to a group discussion. As each pair presents their persuasive argument, the rest of the group identifies the persuasive features and provides feedback.

Task cards

Students can complete one or more of the task cards provided. The activities on the task cards will extend students’ understanding of the issues, challenge their thinking and foster further interest in the topic.

The activities cater for a range of learning styles and provide students with the opportunity to share their knowledge and opinions in a variety of ways.
The task cards can be completed independently, in pairs or in small groups.

Photography and social media		
Plus	Minus	Interesting

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Anecdotes When I was a child ...	
Cluster of three Cold, hungry and vulnerable ...	
Emotive language It is outrageous that such an evil can be allowed.	
Facts A kiwi is a flightless bird.	
Hyperbole This is the best ice cream in the world.	
Inclusive language (Personal pronouns) We need to take care of our environment.	
Quotes from expert Professor Jane Brown of Hillside University says ...	
Rhetorical question So why don't we stop eating so much sugar?	

Task cards

Choose one of the following activities from this menu.

1 Caught on Camera

Conduct a survey

- Write five statements about the issues surrounding photography and social media.
- Ask 10 classmates to respond by giving each statement a ranking between 1 and 5 (1 being strongly disagree and 5 being strongly agree).
- Compile the results and present them as a graph.

2 Caught on Camera

Create a slideshow

- Use research skills to find powerful photos of a theme of your choice (the rainforest, drought, space exploration, horses, ballet etc.).
- Choose appropriate music to accompany your slideshow.

3 Caught on Camera

Write a story

- Choose one of the images from the book that interests you.
- Write a fictional story about the subject/s in your chosen image.

4 Caught on Camera

Design a photographic drone

- Design a futuristic photographic drone that can capture photographs in hard-to-reach locations.
- Create some interesting design features.
- Draw and label your design.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Caught on Camera: The Power of Photography* © 2018–2020 EC Licensing Pty Ltd.

© 2018 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2018 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan
Consultant: Linda Hoyt
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-76067-542-4



9 781760 675424