

Photography Activity: What Images Stand Out?

In this Activity: Within this activity the students will be asked to read a short story, storyboard the images from the story that stand out in sequence, find or create photographs that tell the narrative of the story, and as a final project create a class mural using selected images each student found and or created to tell the original short story.

Literacy: Storytelling, Visual Literacy, Reading

Why?: Using visual literacy to tell a story with no words

Age: Sixth-Eighth Grade

Class periods: 2

How:

- Choose a short story for the class to read as a group. This story should be built into the curriculum involving subjects, themes, and/or authors the students have been learning about.
 - For example: A short story by Edgar Allan Poe, a story from Greek Mythology, or even a historical story from the subject being taught in History class.
- Once the story has been read to/by each student in the classroom, the teacher will then ask “What images stood out for you within this story?”
 - The teacher will ask the students to free write for two minutes about this prompt.
 - **A free write is when a student continuously writes for the time allotted by the teacher. For example, if a student is free writing for two minutes and they are not positive what should come next in their stream of consciousness, they are allowed to write ‘umm’ or ‘I don’t know’ or just write random letters until they have something new to write. The idea behind a free write is to give the students the opportunity to get out their thoughts onto a piece of paper without feeling as though they have to be perfect. The free write should help them brainstorm their next move within a larger project.*
- After using this prompt the students will create a storyboard in which they can map out the important events of the story.

- For example, one student may only use six boxes in a storyboard while another may use ten boxes. Fifteen should be the maximum number of boxes.
- Once each student has made his or her own storyboard, the class will then be asked to go home and find/create ten images that can be put together sequentially to tell the narrative of the short story read in class and storyboarded by the students.
 - During the second section of this assignment the students will bring these ten images they found/created from home back to the classroom to ultimately help put together a mural.
- The students will first be asked to put ALL his or her images on a board in sequential order. *This can either be on a foam core board or even just sticking it up on the walls of the classroom.*
 - After walking around the room looking at each other's images the students will be asked to pick out similar and/or related images from each other's boards.
 - As a collective group the students will be asked to narrow down the images from each other's image storyboards to tell the narrative of the short story.
- The final product should be a mural of images from the classes different visual interpretations of this short story.

(EXTRA)

Modification:

- Growth on the mural
 - Maybe the mural is on a posterboard to be relocated to different classrooms or around the school.
 - Maybe the mural turns into future project involving image reading and visual literacy.