

**Close Reading of Images that Persuade**

7/27/18

This lesson will focus on how to critically read images, especially those that are used to persuade the viewer. Students will also examine how images can be manipulated/falsified to further the creator's message. Student's will also examine comics that are also used for the same purpose, and how to critically examine the views and dialogue presented. This lesson will use graphics, photographs, and comics.

Overview

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| Student Objectives <i>List the bulleted goals/objectives behind your lesson plan</i> | Students will: <ul style="list-style-type: none">• Be able to “close read” photographs• Identify persuasive elements being utilized in each work• Suggest moments of “manipulation” of the image and/or the audience• Understand how narrative and storytelling techniques are employed in visual media (photographs, graphics, comics, etc) |
| Grade level | 9-12 |
| Curriculum area | English Speech and Rhetoric Visual Arts |
| Materials | <ul style="list-style-type: none">• Computer with projector for images• Copies of TPS “Thinking about Images” worksheet• Various websites linked throughout the lesson plan as well as the sources page |

Standards



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| <p><i>Explain in bullet points how each of the Objectives align with state learning standards</i></p> | <ul style="list-style-type: none"> ● Craft and Structure: <ul style="list-style-type: none"> ○ CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. ● Key Ideas and Details: <ul style="list-style-type: none"> ○ CCSS.ELA-LITERACY.RI.11-12.1 ○ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <p>*Please note: this lesson plan can also use standards from Art and History.</p> |
| <h2 style="color: red;">Procedures/Resources</h2> | |
| <p>Recommended time frame overview</p> | <p>Five class periods (designed for 90 minute classes); plus one additional for evaluation/final discussion</p> |

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| <p>Session One: THEORY</p> | <p>Begin with introducing students to the basics of Persuasive theory and rhetorical analysis. Specifically work with the idea of ethos, pathos, and logos.</p> <ul style="list-style-type: none"> ● Note that it is often difficult to deal with ethos in an image, since there is not always a “speaker” ● This website has a good overview and a video for students http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html |
| <p>Session Two: HOW TO READ PHOTOGRAPHS</p> | <p>Many students have not been taught how to “read” a photograph as they would other writings. This lesson from The New York Times is a good one to use to introduce the topic</p> <ul style="list-style-type: none"> ● Discuss the choices that photographers make to tell a story ● Show the Iran photo example and the contact sheets from Magnum Photo (link below) ● Possible enrichment: have students pull up their favorite photograph on their phones/drives |



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| Session Three: IMAGES THAT PERSUADE | <p>Here is when the Library of Congress images are introduced. Here are some suggested images for discussion:</p> <ul style="list-style-type: none"> • WPA posters • Use the TPS “Thinking about Images” handout here • Introduction of comic (This may lead into the next session) <ul style="list-style-type: none"> ○ Exploration of representation of people ○ Search for symbols and familiar imagery ○ Discuss use of color ○ Focus on Fear as the dominant form of pathos and the effect on the reader ○ Possible follow up discussion on what is the most persuasive emotion (actual answer is fear, studies have shown) <p><i>Homework:</i> have students bring in an image that persuades (could be taken on a cell phone, advertisement/digital, etc)</p> |
| Session Four and Five: MANIPULATION FOR EFFECT | <ul style="list-style-type: none"> • Begin with a discussion of a “factual” image <ul style="list-style-type: none"> ○ Opening question: Have you ever been “tricked” by a photograph? • Joking begin with the famous “hoax” images of Fairies, Loch Ness Monster or any others from this site <ul style="list-style-type: none"> ○ There are also some great instagram examples but use with caution when googling (specifically there is one of a girl with her knees in her shirt to make it look like she has big breasts) • Use the Grant photograph to show how photographs have always been manipulated • Show students the Lange photo and the original <ul style="list-style-type: none"> ○ Discussion: is this manipulation bad/wrong? • Show modern soldier example <p>Work: Have student in groups of 3 peruse the Bronx Documentary Center’s Altered Image Gallery</p> <ul style="list-style-type: none"> • Students should choose 3 images that they find to be the most drastic and explain why these changes were made |
| Conclusion: | <p>Students present their images from the Bronx site.</p> <p>Final discussion Questions:</p> <ul style="list-style-type: none"> • How should we view images? • What questions should we ask when viewing imagery? • How are images similar to texts? • How can they show more/less? |



Evaluation

Note the rubric which will help you evaluate/grade your students

Students will be evaluated using....

- Class discussion based on questions throughout lesson. Here is a link to a good discussion rubric
- Take one of the questions in the “wrap up” discussion and turn it into an in class essay. Evaluate using the Keystone Rubric (not my favorite-- located in the sampler) or the AP writing rubric (great even with remedial students)
- Suggested other activities (resource dependant)
 - Have students take a photo and crop/ manipulate with photo software for a specific purpose.
 - Include a written explanation.

Additional Resources

List any additional resources (example: websites related to lesson plan topic) that students can use for additional information and/or after class exploration

Many of these are linked in the lesson plan itself or are listed with the thumbnails below. Here are a few standouts though:

- Magnum Photos (use for contact sheets) and photos
<http://pro.magnumphotos.com/C.aspx?VP3=SearchResult&ALID=2K1HRGK6IRGC#/SearchResult&ALID=2K1HRGK6IRGC&VBID=2K1HZS6EDLAB4&PN=2>
- Bronx Documentary Center Altered Image Gallery
<http://www.alteredimagesbdc.org/>
- Close reading photographs lesson from NYT (good for teacher review before this lesson)
<https://learning.blogs.nytimes.com/2015/02/27/10-intriguing-photographs-to-teach-close-reading-and-visual-thinking-skills/>

Accommodations




Note any accessibility options that might be applied to address student needs

Consider printing images out for students who have trouble with images projected

- I have used Peardeck and turned these images into a slide show to allow students to have them in front of them on their own computers. While this is a visually impaired accommodation it can also be good for students with ADHD or those who need a little more “prodding” to stay on topic.



Primary Sources from the Library of Congress

| Image Thumbnail | Description | Notes | URL |
|---|---|---|---|
|  | <p>This is a WPA poster for the information on wholesale food markets</p> | <p>This Is the Market Where the Storekeeper Buys the Food and Brings It to His Store Near Your House. [New York: Federal Art Project, or 1937] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/98518383/>.</p> | <p>https://www.loc.gov/item/98518383/</p> <p>Entire Collection Information</p> <p>https://www.loc.gov/collectio ns/works-progress-administra tion-posters/about-this-collect ion/</p> |
| <p>Modified</p>  <p>Original</p> | <p>This famous Lange photo was actually commissioned by the Farm Security Administration Office of War for a Pictorial record of American life.</p> <p>The original image was modified to remove the mother's hand creating more focus on the baby in her arms.</p> | <p>Lange, Dorothea, photographer. Destitute pea pickers in California. Mother of seven children. Age thirty-two. Nipomo, California. Feb. or Mar. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2017762891/>.</p> | <p>https://www.loc.gov/item/2017762891/</p> <p>Full link to the information on this photography collection:</p> <p>https://www.loc.gov/collectio ns/fsa-owi-black-and-white-n egatives/about-this-collection /</p> |
|  | <p>This is the image of the Iran militants outside the US embassy in Tehran during the hostage crisis, 1979. This is the entire contact sheet of images from the roll of film so students can see what other images the photographer took.</p> | <p>Abbas, a. "IRAN. Tehran. Armed Militants Outside the United States Embassy, Where Diplomats Are Held Hostage since Nov. 4th, 1979." Magnum Photos Photographer Portfolio.</p> | <p>https://pro.magnumphotos.com/CS.aspx?VP3=SearchResult&ALID=2K1HRGK6IRGC&PN=2</p> |



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|  | <p>This is an adult comic book produced by the State of Delaware Department of Civil Defense</p> | <p>“Digital Comic Museum Viewer: If An 'A' Bomb Falls (1951) - If an A Bomb Falls 1951/Abomb01.Jpg.” <i>Digital Comic Museum - Free Public Domain Books</i>, digitalcomicmuseum.com/preview/index.php?did=7348.</p> | <p>http://digitalcomicmuseum.com/preview/index.php?did=7348 Website with more info on this comic and others like it https://atomicscout.wordpress.com/tag/bert-the-turtle/</p> |
|  | <p>WPA image promoting travel. (I would also pull up the national park posters)</p> | <p>Dux, Alexander, Artist. See America / Dux. [NYC: Works Progress Administration federal art project, between 1936 and 1939] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/96503125/>.</p> | <p>This is the link for the lesson on the posters (but not many are included) http://www.loc.gov/teachers/classroommaterials/connections/wpa-posters/history.html</p> |
|  | <p>“General Grant at City Point” This is a “doctored” historical image</p> | <p>Handy, Levin C. , Copyright Claimant. General Grant at City Point. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2007681056/>.</p> | <p>This is the entire article on the images, the specific images are clickable. https://www.loc.gov/collections/civil-war-glass-negatives/article-s-and-essays/solving-a-civil-war-photograph-mystery/</p> |
|  | <p>Modern soldier example of manipulated viewpoint</p> | <p>Harding, Joel. “Images: A Matter of Perspective.” To Inform Is to Influence, 15 June 2012, toinformistoinfluence.com/2012/06/15/images-a-h5/images-a-matter-of-perspective/</p> | <p>https://toinformistoinfluence.com/2012/06/15/images-a-matter-of-perspective</p> |