

Images and Text
CTY Course Syllabus

<p>Day 1 Session 1</p>	<p>Introduction to CTY</p> <p>Students will:</p> <ul style="list-style-type: none"> • Meet classmates • Establish a learning community <p>Class Logistics</p> <p>Students will:</p> <ul style="list-style-type: none"> • Establish expectations for themselves and for each other 	<p><i>Quickwrite:</i> What are your expectations for this course?</p> <p>Introductions - “Four Winds Blow”</p> <p>Role playing, think-pair-share Signing of CTY honor code and technology contract Giving criticism and feedback</p>
<p>Day 1 Session 2</p>	<p>Pre-assessment</p>	
<p>Day 1 Session 3</p>	<p>What are images and words?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Activate prior knowledge 	<p>Partner brainstorming then group discussion:</p> <ul style="list-style-type: none"> • Where do we see images? • Where do we see words? • Where are the two juxtaposed? <p>Writing prompt: Is a picture really worth a thousand words? Why or why not?</p>

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<p>Day 1 Session 4</p>	<p>Purposes of Writing and Art</p> <p>Students will:</p> <ul style="list-style-type: none">• Identify the purposes of writing• Classify genres by purpose(s)	<p>Class discussion:</p> <ul style="list-style-type: none">• What are the purposes of writing? (to inform, to persuade, to entertain)• What is the purpose of art? <p>Group activity: Students will receive a bag of miscellaneous writing and artwork. Using a three-circle Venn Diagram, students will organize their items and then list genres on the white board</p> <p>Jigsaw (Part 1): In pairs, students will read about and discuss the accomplishments of a famous photographer (Ansel Adams, Margaret Bourke-White, Dorothea Lange, Lewis Hine)</p> <p><i>Homework:</i> Framing reading; List 5 techniques/things to consider when framing a photograph.</p>
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<p>Day 2 Session 1</p>	<p>Photojournalists and photo essays</p> <p>Students will:</p> <ul style="list-style-type: none"> • Compare and contrast the lives and obstacles of famous photographers and photojournalists • Analyze different forms of photo essays 	<p><i>Quickwrite:</i> Describe the photograph. 1) What is intriguing about the photograph. 2) Pretend this photograph represents what you see when you look up from your work. Why are you in the library? What are you doing?</p> <p>Jigsaw (Part 2): Students will break into two groups of four and shared information about their photographer. Students compared and contrasted the experiences and accomplishments of the photographers and their works.</p> <p>Photo essay genre study: Students will first sift through a bag of photo essays and list topics of the photo essays. Then, each student will select a photo essay, study it in detail, and report back to the group regarding:</p> <ul style="list-style-type: none"> • Intended audience • Layout • Purpose • Writing style • How photographs complement the text' <p>Discuss photo essay project and brainstorm feasible topics</p>
<p>Day 2 Session 2</p>	<p>Looking at images</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define key artistic terms • Analyze how strategic use of artistic techniques affect the viewer 	<p>PowerPoint presentation</p> <p>Class analysis of “Jockeys Before a Race”</p>

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<p>Day 2 Session 3</p>	<p>Looking at images</p> <p>Students will:</p> <ul style="list-style-type: none"> • Analyze how strategic use of artistic techniques affect the viewer • Write a critique 	<p>Small-group discussion of image</p> <p>Individual written critique of image</p>
<p>Day 2 Session 4</p>	<p>Creating images</p> <p>Students will:</p> <ul style="list-style-type: none"> • Apply elements of art by using a “photographer’s eye” 	<p>Nature walk: Students take digital photos of animals, flowers, or landscapes with the aim of applying photographic techniques such as framing, depth of field, and rule of thirds</p> <p><i>Homework:</i> Composition reading, questions</p>
<p>Day 3 Sessions 1 and 2</p>	<p>Point of View and Perspective</p> <ul style="list-style-type: none"> • Define point of view. • Define perspective. • Write from multiple points of view. • Draw using various perspectives. 	<p><i>Quickwrite:</i> What am I asking if I inquire about your perspective on the oil link? What does perspective mean?</p> <p>Define perspective and illustrate types of perspective. (Show Raphael’s <i>School of Athens</i>, Escher’s <i>Waterfall</i>, Durand’s <i>Kindred Spirits</i>, etc.)</p> <p>Define point of view in literature.</p> <p>Sketch house on quad from varying perspectives.</p> <p>Students describe a house from varying points of view (gardener, termite, real estate agent, prospective buyer, etc.)</p> <p>Write a rant from the point of view of an object.</p>

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<p>Day 3 Session 3</p>	<p>Point of View and Perspective</p> <ul style="list-style-type: none"> • Critique students' artwork • Workshop object stories. • Discuss application of knowledge in housing advertisement project. 	<p>Writer's workshop of object stories</p> <p>Share and critique photos from yesterday's outing</p> <p>Introduce housing advertisement project. As a class, review sample photographs of apartment complex for composition, technique, persuasion, etc.</p>
<p>Day 3 Session 4</p>	<p>Imagery and Images</p> <ul style="list-style-type: none"> • Write a "Soy de" poem. • Use imagery to strengthen writing. 	<p>Partner activity: In partners, read and discuss "I am From" by George Ella Lyons. Make inferences about Lyons based upon the poem.</p> <p>Brainstorm "I am froms"</p> <p>Write a draft of your own "I am From" piece. HW: Read perspective packet, finish draft of object story.</p>
<p>Day 4 Session 1</p>	<p>Color and Line</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify different uses of line and color in paintings • Define "line" and "color" 	<p><i>Quickwrite:</i> Critique photograph.</p> <p><i>Quickdraw:</i> Students will be given different media with which to draw. In 5 minutes, students must sketch a house in the quad.</p> <p>Class discussion of line and color</p> <p>Students will analyze paintings by focusing on line and color</p>
<p>Day 4 Sessions 2 and 3</p>	<p>Mood</p> <ul style="list-style-type: none"> • Define mood. • Describe how usage of color enhances mood in illustrations. • Identify mood in trailers. How do images and words interact to create a mood? • Identify mood in writing. • Describe the mood of a photograph. 	<p>Powerpoint, discussion of trailers, identify mood in excerpts of writing</p> <p>Group activity: Analyze children's books for mood.</p> <p>Individual writing: Describe the mood of a photograph. Analyze the photograph for elements that help establish the mood.</p>

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<p>Day 4 Session 4</p>	<p>Genre Study: Travel Brochures</p> <ul style="list-style-type: none"> • Analyze word choice of travel brochures. • Evaluate effectiveness of brochures. 	<p>Group activity: Analyze travel brochures for purpose, word choice, and use of photographs/graphics.</p> <p>Introduce travel brochure project</p>
<p>Day 5 Sessions 1 and 2</p>	<p>Genre Study: Advertisements</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify advertising techniques in advertisements • Apply the techniques learned to their own created advertisements 	<p><i>Quickwrite:</i> When have you seen or read an advertisement that really made you want to buy the product? Did you?</p> <p>Group activity: Students will flip through magazines and examine advertisements and how they try to persuade the reader.</p> <p>Class discussion: Students will generate a list of advertising techniques</p> <p>Individual analysis: Students will analyze word choice, color, and advertising techniques in an advertisement of their choosing. Students will identify the intended audience of the advertisement.</p> <p>Small group activity: The class will be divided into “teams” within an “ad agency”. Each team will create an ad for Mrs. Field’s Cookies aimed at their specific demographic and then present to the class</p>
<p>Day 5 Session 3</p>	<p>Genre Study: Advertisements and Commercials</p> <p>Students will:</p> <ul style="list-style-type: none"> • Look at different forms of advertisements 	<p>Class discussion: After viewing printed and commercial ads for similar things, students will discuss:</p> <ul style="list-style-type: none"> • How do media forms differ? • Which form do you think was more effective? • How do images mix with words? • Who does this ad appeal to? • Is this ad biased?

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<p>Day 5 Session 4</p>	<p>Denotation and Connotation</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define denotation and connotation. • Identify words with positive and negative connotations. • Place words on linear ways based upon the degree of their connotation. <p>Writer’s Workshop</p> <p>Students will:</p> <ul style="list-style-type: none"> • Brainstorm genre-appropriate adjectives • Draft a housing advertisement 	<p>Class discussion: Students will brainstorm words that are synonymous for “smart.” Next, students will organize their words into “compliments” and “put-downs.” The class will define denotation and connotation.</p> <p>Small group activity: Given a list of 24 words, students will locate pairs of words with the same denotation but will then place words in appropriate lists based upon whether the words have positive or negative connotations.</p> <p>Small group activity: Students will place housing-related words on a linear array based upon their connotation.</p> <p>Individual activity: Students will highlight strong word choices in housing advertisements.</p> <p>As a class, students will create a list of housing-related, strong word choices.</p> <p>Students will begin drafting their new housing advertisements.</p>
<p>Day 6 Sessions 1, 2, 3</p>	<p>Writer’s Workshop</p> <p>Students will:</p> <ul style="list-style-type: none"> • Revise housing descriptions • Sketch out layout of their housing ad and travel brochure • Lay out their housing advertisement in the computer lab 	<p><i>Quickwrite:</i> Sketch out the advertisement and travel brochure.</p> <p>Partner activity: Conference and revise housing advertisements.</p> <p>Students will desktop publish their advertisements and travel brochures.</p>

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<p>Day 6 Session 4</p>	<p>Writing Critiques</p> <p>Students will:</p> <ul style="list-style-type: none"> • Review the components of critiques • Critique art 	<p>Small group activity: Students will discuss Diego Rivera’s “El Vendedor de Alcatrazes” and Pablo Picasso’s “The Tragedy” in small groups.</p> <p>Individual writing: Students will write a critique of their assigned artwork.</p>
<p>Day 7 Session 1</p>	<p>Writer’s Workshop</p> <p>Students will:</p> <ul style="list-style-type: none"> • Assess their progress on the travel brochure • Receive peer feedback on their travel brochure <p>Genre Study: Restaurant Reviews</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the four components of a restaurant review • Discuss the interaction between images and text in reviews • Prepare for their restaurant visit 	<p><i>Quickwrite:</i> Continue working on travel brochure</p> <p>Partner activity: Give students feedback on travel brochure</p> <p>Class share: Workshop travel brochures</p> <p>Class discussion reviewing homework packet of model restaurant reviews. Students will identify the four components of restaurant reviews and will begin to prepare.</p>
<p>Day 7 Session 2</p>	<p>Genre Study: Reviews</p> <p>Students will:</p> <ul style="list-style-type: none"> • writing and strong word choice to convince the audience 	<p>Class discussion: Denotation v. connotation, brainstorming of words relating to restaurant reviews</p> <p>Writing and photography prompt: Students will be divided into two groups. The teacher will set up a poor dining experience and the PA will set up an exemplary dining experience. Students will be encouraged to take pictures during their “visits” and will then write a food review.</p>

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<p>Day 7 Session 3</p>	<p>Writer’s Workshop</p> <p>Students will:</p> <ul style="list-style-type: none"> • Brainstorm and draft reviews as part of the writing process • Practice giving and receiving constructive criticism 	<p>Individual writing: Students will draft a restaurant review</p>
<p>Day 7 Session 4</p>	<p>Writer’s Workshop</p> <p>Students will:</p> <ul style="list-style-type: none"> • Desktop publish travel brochure and restaurant review. 	<p>Computer lab</p>
<p>Day 8 Session 1</p>	<p>Midterm Assessment: Critique</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate progress in analysis and interpretation of photographs. • Apply course content to a written exercise. <p>Genre Study: Comics</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore the genre of comics • Identify components of a successful comic 	<p>Students will critique Atanasov’s photograph in <i>Popular Photography</i>.</p> <p>Quickread: Read excerpts from <i>Understanding Comics</i>, then discuss reading with the class.</p> <p>Small-group activity: Given a variety of comics, students will analyze similarities and differences among the comics. Students will discuss how line, color, layout, dialogue, humor, and irony are used (or not used) in specific comics.</p>

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<p>Day 8 Session 2</p>	<p>Genre Study: Comics</p> <p>Students will:</p> <ul style="list-style-type: none"> • Engage in mini-workshop activities in preparation for their comic making 	<p>Partner activities, with class discussion and sharing after each:</p> <ol style="list-style-type: none"> 1) Students write a dialogue with someone using no more than 8 lines total. No speaking is allowed. 2) After the instructor uses an object to make a sound, each student will write an onomopoeia to describe the sound. Students will write the object on the back of the card. After 10 objects have been used, students swap cards and have to identify which onomopoeia corresponds with each object. 3) Each student will choose a scenario from a bag that they need to draw (for example, a girl jumping for joy in a toy store). Students will need to draw the scenario and their partner will need to guess what the picture is displaying. <p>Individual activity:</p> <ol style="list-style-type: none"> 1) Given an action, students will use line to show motion.
<p>Day 8 Sessions 3 and 4</p>	<p>Comic Making</p>	<p>Students create their own 9-panel comic.</p>
<p>Day 9 Session 1</p>	<p>Writer's Workshop</p> <p>Students will:</p> <ul style="list-style-type: none"> • Complete the final part of the writing process 	<p><i>Quickwrite:</i> Students will write a story based upon a photograph from <i>American Photo</i>.</p> <p>Final edits and publishing</p>

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<p>Day 9 Sessions 2 and 3</p>	<p>Genre Study: Political Cartoons</p> <p>Students will:</p> <ul style="list-style-type: none"> • Compare political cartoons and comics • Define caricature, symbol, allusion, and irony. • Analyze political cartoons. 	<p>Class discussion: Activating prior knowledge and extending as necessary.</p> <ul style="list-style-type: none"> • Define political cartoon. • Define caricature, allusion, irony. • Brainstorm list of common symbols. • Read http://www.c-span.org/questions/week174.asp • Interpret 2-3 political cartoons as a class. <p>Partner activity:</p> <ul style="list-style-type: none"> • Each pair will analyze two political cartoons.
<p>Day 9 Session 4</p>	<p>Genre Study: Newspapers</p> <p>Students will:</p> <ul style="list-style-type: none"> • Examine newspapers for content, layout, components • Brainstorm sections and topics of the class newspaper • Examine bias 	<p>Class activity: Each students will read and analyze a section of <i>The Washington Post</i> and then report back.</p> <p>Class brainstorm: List sections and topics of Images and Words newspaper</p> <p>Bias in newspapers: Students will examine a newspaper feature article for bias</p>
<p>Day 10 Session 1</p>	<p>Writer's Workshop</p> <p>Students will:</p> <ul style="list-style-type: none"> • Critique a political cartoon and receive peer feedback • Revise and edit photo essays 	<p>Quickwrite: Students will analyze a political cartoon.</p> <p>Small-group activity: Share photo essays, discuss progress, receive feedback, and edit.</p>

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<p>Day 10 Session 2</p>	<p>Genre Study: Newspapers</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain how images and text interact in feature and news stories • Analyze articles for bias • Locate the main idea • Analyze the writing style in news and feature articles 	<p>Partner study: Students will read an article of their choice (of 4) and complete a handout.</p> <p>Class discussion: Debriefing of activity. Students will debate the points of the article, “Equity of Test is Debated as Children Compete for Gifted Kindergarten.”</p>
<p>Day 10 Session 3</p>	<p>Genre Study: Persuasive Writing</p> <p>Students will:</p> <ul style="list-style-type: none"> • Evaluate the effectiveness and organization of an opinion article • Write an op-ed piece 	<p>Reading: “A gambling man” by Lexington from the June 12, 2010 issue of <i>The Economist</i></p> <p>Class discussion: Students will discuss how the writing style differs from that in other news-related articles. Students will examine the layout and organization of Lexington’s argument.</p> <p>Individual writing activity: Students will write drafts of op-ed pieces on:</p> <ol style="list-style-type: none"> 1) Whether there should or should not be a separate gifted kindergarten <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 2) Whether or not a test should be the sole indicator of giftedness
<p>Day 10 Session 4</p>	<p>Writer’s Workshop</p>	<p>Students will continue to work on their projects in the computer lab.</p>
<p>Day 11 Session 1</p>	<p>Writer’s Workshop</p>	<p>Students will continue to work on their projects in the computer lab.</p>

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<p>Day 11 Session 2</p>	<p>Writer's Workshop</p> <p>Students will:</p> <ul style="list-style-type: none"> • Analyze <i>John F. Kennedy, Burbank, California</i>, Robert Flora, September 9, 1960 • Analyze Pulitzer Prize photographs (Damon Winter) • Analyze how photographs in <i>The N.Y Times</i> relate to headlines • Work through prewriting process. • Begin writing draft of newspaper article. 	<p>Mini-lesson on News Photography</p> <p>Class discussion: How does Flora's photograph highlight the subject? What information can you gather from this photograph? What do you think the accompanying news story was about?</p> <p>Class discussion: What is powerful about Winter's photographs of Obama's campaign trail? In what ways do they differ from the other photographs of Obama you've seen?</p> <p>Class discussion: How do photographs in <i>The N.Y. Times</i> relate to the headlines of the articles?</p> <p>Individual/small group brainstorming: How can you incorporate photos into your own stories? Who will you interview?</p> <p>Begin drafting newspaper article.</p>
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<p>Day 11 Sessions 3 and 4</p>	<p>Collaborative Activity with MFAN</p> <p>Students will:</p> <ul style="list-style-type: none"> • Share course content with a younger peer <p>Genre Study: How-Tos</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use procedural writing to create a set of directions • Assess the effectiveness of directions 	<p>Partner activity: Students will provide MFAN students ideas and feedback on how they might layout their character profiles</p> <p><i>Quickwrite:</i> Write the instructions for making a cream cheese and jelly sandwich. The teacher will attempt to make a few sandwiches by following the directions literally.</p> <p>Small group activity:</p> <ol style="list-style-type: none"> 1) try to tie a tie using different instructions 2) compare various how to books and generate a “must dos of how tos” list. <p>Afterwards, groups will discuss their experiences.</p> <p>Partner activity. Students will have to write/draw instructions for building a Lego creation. Then, after 20 minutes, students will pass their instructions to their teammates. They will tehn have to build it.</p> <p>Wrap up: What parts of the instructions were particularly effective? What could have made the instructions easier to read? Was it easier to be the writer or the instruction-follower?</p>
<p>Day 12 Session 1</p>	<p>Writer’s Workshop</p>	<p><i>Quickwrite:</i> Analyze the political cartoon (newspaper boat sinking). Do you agree with the message of the cartoon? Why or why not?</p> <p>Individual work in computer lab</p>

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<p>Day 12 Session 2</p>	<p>Genre Study: A to Z books</p>	<p>Class discussion: Illumination PowerPoint and discussion of use of negative and positive space in illuminations of medieval manuscripts. Compare medieval manuscripts to illuminations in <i>Alphabet City</i> and <i>The Z was Zapped</i>.</p> <p>Individual activity: Students will examine the layout, writing style, and illustrations in an A-to-Z book then present their books to the class</p> <p>Class discussion: Students will compare and contrast styles and content of books.</p>
<p>Day 12 Session 3</p>	<p>Genre Study: A to Z books</p> <p>Students will:</p> <ul style="list-style-type: none"> • Engage in a prewriting discussion of A to Z books 	<p>Class discussion: Students will brainstorm topics for an A to Z book and discuss content, writing style, etc.</p> <p>Individual activity: Students will begin illuminating their assigned letters.</p>
<p>Day 12 Session 4</p>	<p>Jeopardy</p> <p>Students will:</p> <ul style="list-style-type: none"> • Review course content by playing a game 	<p>Class game</p>

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<p>Day 13 Session 1</p>	<p>Writer's Workshop</p> <p>Students will:</p> <ul style="list-style-type: none">• Evaluate the effectiveness of headlines.• Turn fairy tales and nursery rhymes into news headlines.• Edit other students' work.	<p><i>Quickwrite:</i> Write a critique of an ad of your choice (Myoplex or Lean Cuisine).</p> <p>Minilesson: Headlines</p> <p>Class discussion: Analyze the composition of today's headlines.</p> <p>Individual activity: Nursery rhyme headline activity</p> <p>Small group: Each newspaper article will be read and edited by two peers.</p>
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<p>Day 13 Sessions 2 and 3</p>	<p>Stereotypes</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define stereotype • Identify stereotypes in their lives • Dissect clips of Disney movies • Generate possible assumptions young children might make • Identify stereotypical portrayals of gender, race, and ethnicity 	<p><i>Quickwrite:</i> For two minutes, students will list all words that come to their head when they think of “man” and “woman”.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • Define stereotype. • Identify stereotypes in our list with positive connotations and those with negative connotations. • What influences our perception of people? What informs our generalizations? <p>Class discussion: Students will identify and discuss stereotypes seen in <i>The Jungle Book, Beauty and the Beast, Mulan, Peter Pan, and Aladdin, and Up</i> .</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are the characters portrayed in images and words? • What assumptions might be made? • How are woman portrayed? • How are other cultures portrayed? • Has Disney’s portrayal of the story perpetuated a stereotype, or is Disney merely transferring a stereotype that existed in the original work?
<p>Day 13 Session 4</p>	<p>Writer’s Workshop</p>	<p>Students will continue working on their A-Z drafts and receive feedback from peers.</p>
<p>Day 14 Session1</p>	<p>Student Program Evaluations</p>	

