

A Picture is Worth a Thousand Words



#PicsOrItDidntHappen

NEH 2015: *Mesoamerican Histories & Their Culture*

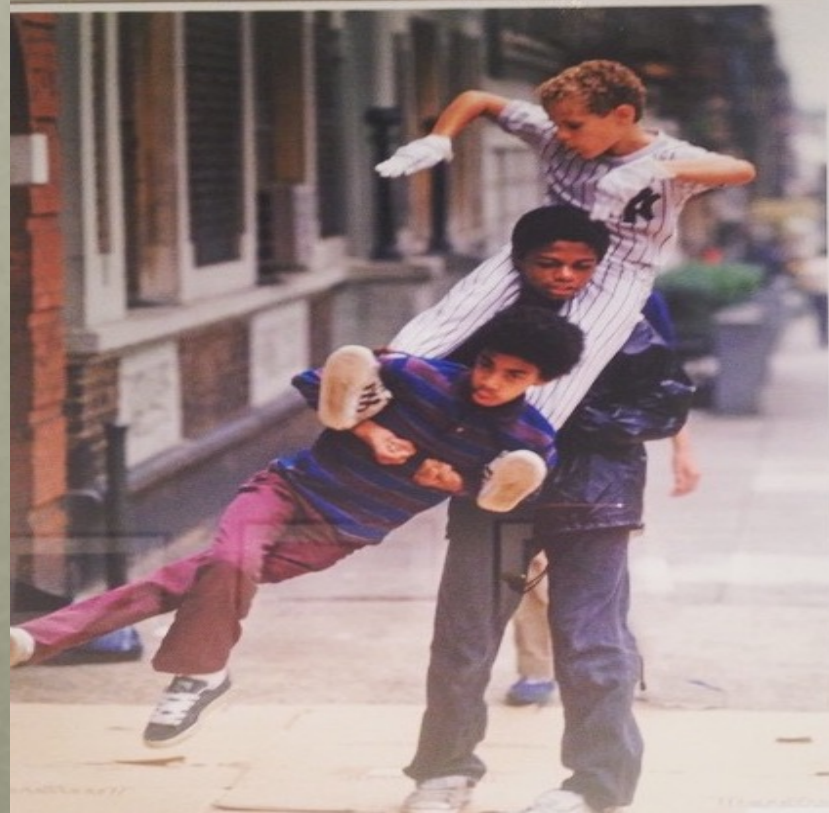
Visual Literacy Unit: World Literature 10th grade

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What it Be?

Visual literacy is the ability to interpret, negotiate, and make meaning from information presented in the form of an image, extending the meaning of literacy, which commonly signifies interpretation of a written or printed text. Visual literacy is based on the idea that pictures can be “read” and that meaning can be through a process of reading. (Wikipedia) ☺

- ✓ **According to the Visual Literacy Foundation, studies show young people are consuming images at an extraordinary rate. Since 2009, young people are looking at images throughout the day for at least an hour and 17 minutes—more than they used too—that’s 7 hours 38 minutes a day.**
- ✓ Visual literacy is essential in order to make sense of what we see. Students need to be able to construct meaning of images. This increases students’ critical thinking skills, which enhances their intellectual capacity. Students need to learn the alphabet of seeing. Hence, learning how read an image.



Visual Analysis

Step 1: Visual Facts

**Step 2: Pattern or
Repetition**

Step 3: Juxtaposition

Step 4: Interpretation

Questions?



Learning Objectives

Disclaimer: The lesson requires critical thinking and a written and oral explanation of their thinking. Students will be asked to analyze, discuss, and write.

- ✓ **Students will identify visual facts and interpret pics of stone carvings, codices, and street art**
- ✓ **Students will create/initiate high order questions: inferential, analytical, and evaluative questions from the picture/s and text/s**
- ✓ **Students will communicate effectively in small groups pulling out key terms and themes and making comparisons**



2006 Oaxacan Teacher Protests
#PicsOrItDidn'tHappen

ForevEEEr...and evEEEer evEEEer



Visual literacy is a staple of 21st century skills, which state that learners must

"demonstrate the ability to interpret, recognize, appreciate and understand information presented through visible actions, objects and symbols, natural or man-made."

Putting aside the imperative to teach students how to create meaningful images, the ability to read images is reflected in the following standards.

DAMN—COMMON CORE

- ✓ Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ✓ Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.
- ✓ Assess how point of view or purpose shapes the content and style of a pic or text.
- ✓ Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.



Ferguson Protest St. Louis Post
#PicsOrItDidn'tHappen

Week Uno

How can I get students to
buy into this unit?

Cell phones/iPads!

- ✓ Emojis
- ✓ Instagram (20 billion photos since 2010)
- ✓ Age of the “selfie”

**Transition into Stone
Carvings**

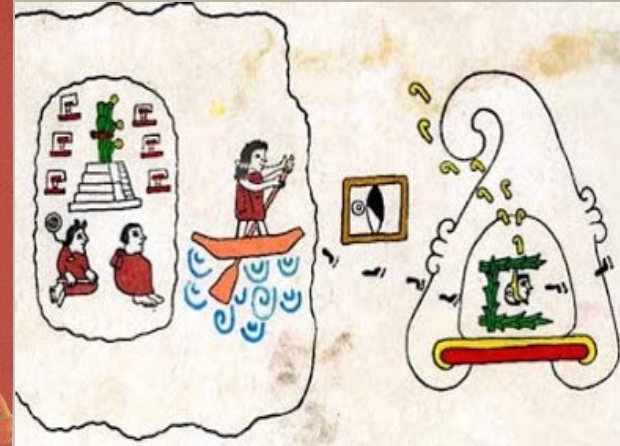
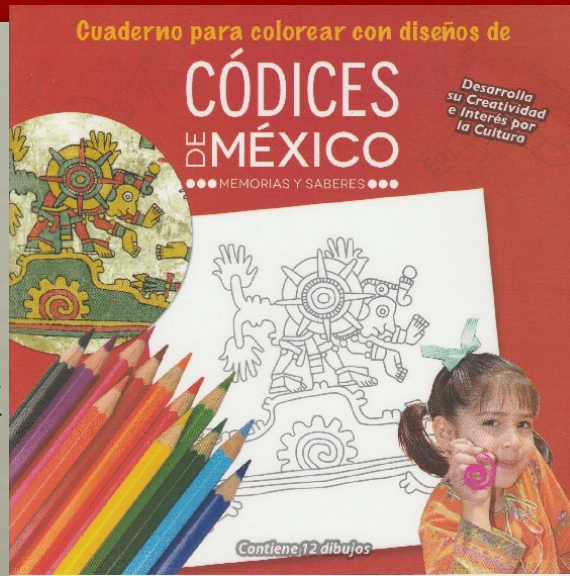
- ✓ Monte Alaban and San
Pedro Nexicho



Week Dos & Tres

Dos:

- ✓ Reading Codices
- ✓ Codices Coloring Book
- ✓ Create Their Own Codex

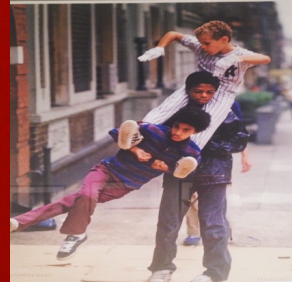


Tres: Thematic

- ✓ Graffiti
- ✓ Street Art
- ✓ Photography



Just Pics...



Week Cuatro

Where Do We Go From Here?

Assessments

- **Children's book:** Student generated in which they will read to the in-school day care children (group assessment)
- **Relf's Gallery:** Create a visual telling a migration story, political injustice, historical account, or a cultural representation (Individual assessment)
- **"So What?" Essay:** 2-3 Page Interpretation Essay Students will select from an assigned list of visuals. (written assessment)
- **Music video (no sound):** *Ballad of the Black Gold*, Talib Kweli (In class written interpretation using the visual analysis guide)

Guiding Worksheet #Uno

Visual Analysis

VISUAL ANALYSIS

Picture #

Picture #	Questions:
Step 1--I-Spy : List the visual facts of the text (in other words, what you see or hear without any judgment or value statements):	
Step 2—Pattern or Repetition: Look for pattern or repetition in color, line, form, texture, quality, size, scale, objects, ideas, elements, themes, conflicts, metaphors.	
Step 3—Juxtaposition: Now, look for departure from pattern or contrasts.	
Step 4—Interpretation: You've analyzed all the "evidence." Now write a quick interpretation using the stems of analysis: <i>"the picture may be exploring . . . " the detail of _____ suggests . . . "</i> <i>"The photographer's use of _____ raises an interesting question/possibility ...".</i> Back up your analysis with details from the picture.	

Guiding Worksheet #Dos

Question Raiser Template

Question Raiser Template:

Circle some broad ideas/concepts the picture/s connects to:

<i>love</i>	<i>racism</i>	<i>family</i>	<i>relationships</i>
<i>compassion</i>	<i>creativity</i>	<i>values/morals</i>	<i>youth</i>
<i>death</i>	<i>community</i>	<i>history</i>	<i>class/race</i>
<i>religion</i>	<i>education</i>	<i>democracy</i>	<i>hate</i>
<i>work</i>	<i>technology</i>	<i>environment</i>	<i>fear</i>
<i>media</i>	<i>laws</i>	<i>justice</i>	<i>women</i>

Now, using some of the question stems below combined with some of the terms above, create provocative questions the picture/s raises. Your first five questions should be about the picture/s itself; your second five questions should be broader and more philosophical questions that are raised from your readings about Mesoamerica.

Is it possible that ... I can't help but wonder if ... what's the relationship between ... could this be the reason ... what is the effect of ... what would happen if ... what are the possible consequences of ... how might this affect how we see ... is it the reason that ... perhaps we should consider ... perhaps the question we should be asking ourselves is ... perhaps this points out the need for ... can we ever be sure that ... does this raise the possibility that ... what can be learned...how does this solve...

1.

2.

3.

4.