

Lesson Cycle

Visual Input - Photographs

Academic Vocabulary:

- Photograph/fotografía: a picture made using a camera/cámara
- Image/imagen: a representation of something - a thing
- Point/el significado: the significant or essential element of what is intended or being discussed
- Purpose/propósito: the reason for which something is done or created or for which something exists.
- Mermaid/ sirena: a fabled marine creature with the head and upper body of a woman and the tail of a fish.



Have students consider the photograph and simply list what they see.



What do you see?	What does it mean?
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<ul style="list-style-type: none">● Red hair● Ariel in a fish tank	
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<ul style="list-style-type: none"> ● Ariel is sad ● Hands ● A little boy looking at Ariel ● The little boy has a backpack ● He's probably in elementary school ● The little boy doesn't look happy or sad ● The little boy isn't surprised or excited, like she's just another fish ● Fish swimming ● Dark on each side of the picture ● Darkness behind Ariel ● Light coming from above 	
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SUGGESTED CONVERSATION STEMS:

The first thing I see is ...

The largest image is ...

The colors I see are ...

Go through evaluating the list as far as what is most prominent - this may be the most meaningful. They will quickly assume the woman is most meaningful as she is in the middle and the largest thing there. Have them first look at their ideas that pertain to her. They do not have to consider all notes they have taken. They can choose what they think is more important.

Ariel

What do you see?	What does it mean?
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<ul style="list-style-type: none"> ● Red hair ● Ariel in a fish tank ● Ariel is sad ● Ariel's hands are on the glass ● A little boy looking at Ariel ● His hands are on the glass too ● The little boy has a backpack ● He's probably in elementary school ● The little boy doesn't look happy or sad ● The little boy isn't surprised or excited, like she's just another fish ● Fish swimming ● Dark on each side of the picture ● Darkness behind Ariel ● Light coming from above 	<ul style="list-style-type: none"> ● Ariel is sad <ul style="list-style-type: none"> ○ She isn't with the people she loves - the prince or her family ● Ariel in a fish tank <ul style="list-style-type: none"> ○ People must have caught her if she's in a tank. ○ Fish get caught in nets or with hooks, so it was probably hard for her being caught. ○ People are looking at her too, that kind of sucks, she can't ever be alone. ● Ariel's hands are on the glass <ul style="list-style-type: none"> ○ She wants out, but can't get out ● Darkness behind Ariel <ul style="list-style-type: none"> ○ The darkness behind her shows she doesn't have
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	<p>anything good in her life now that she's in a tank.</p> <ul style="list-style-type: none"> ● Light coming from above <ul style="list-style-type: none"> ○ It's like there's a spotlight on her ○ Maybe she is in it so she can get help.
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Then, they consider the next thing they see. The boy.

What do you see?	What does it mean?
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<ul style="list-style-type: none"> ● Red hair ● Ariel in a fish tank ● Ariel is sad ● Ariel's hands are on the glass ● A little boy outside of the tank looking at Ariel ● His hands are on the glass too ● The little boy has a backpack ● He's probably in elementary school ● The little boy doesn't look happy or sad ● The little boy isn't surprised or excited, like she's just another fish ● Fish swimming ● Dark on each side of the picture ● Darkness behind Ariel ● Light coming from above 	<ul style="list-style-type: none"> ● The little boy has a backpack ● He's probably in elementary school <ul style="list-style-type: none"> ○ It's like he's on a school field trip, since he's got a backpack on. So they look at her like it's just a regular school day trip. ● The little boy isn't surprised or excited, like she's just another fish <ul style="list-style-type: none"> ○ Most kids would be really excited to see Ariel in a tank because they like Disney. Maybe she's not even anything interesting anymore. ○ She's just an object, like the fish
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Once they have broken down what they see and what it could mean, they need to consider the big ideas.

As a model:

What do you see?	What does it mean?	What is the point?
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<ul style="list-style-type: none"> ● Red hair ● Ariel in a fish tank ● Ariel is sad ● Hands 	<ul style="list-style-type: none"> ● Ariel is sad <ul style="list-style-type: none"> ○ She isn't with the people she loves - the prince or her family 	<ul style="list-style-type: none"> ● They just want us to think about Disney. I think it's like promotion.
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<ul style="list-style-type: none"> • A little boy looking at Ariel • The little boy has a backpack • He's probably in elementary school • The little boy doesn't look happy or sad • The little boy isn't surprised or excited, like she's just another fish • Fish swimming • Dark on each side of the picture • Darkness behind Ariel • Light coming from above 	<ul style="list-style-type: none"> • Ariel in a fish tank <ul style="list-style-type: none"> ○ People must have caught her if she's in a tank. ○ Fish get caught in nets or with hooks, so it was probably hard for her being caught. ○ People are looking at her too, that kind of sucks, she can't ever be alone. • Ariel's hands are on the glass <ul style="list-style-type: none"> ○ She wants out, but can't get out • The little boy has a backpack • He's probably in elementary school <ul style="list-style-type: none"> ○ It's like he's on a school field trip, since he's got a backpack on. So they look at her like it's just a regular school day trip. • The little boy isn't surprised or excited, like she's just another fish <ul style="list-style-type: none"> ○ Most kids would be really excited to see Ariel in a tank because they like Disney. Maybe she's not even anything interesting anymore. ○ She's just an object, like the fish 	<ul style="list-style-type: none"> • Maybe they're trying to show us that when people capture animals and put them in cages, it's not fair. They are sad. Fish don't actually look sad, so we can get it if we see Ariel being sad. • This is about how women are seen as objects. She's in a tank and the boy isn't even all that interested. She's just an object and not something special. • Society takes women's rights away.
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Have students consider one or all of these questions in a ticket out or as an additional column. The last question is one of the most important ones, as it pushes consideration of audience response and purpose.

- Why would a photographer create a character like this in their photographs?
 - SUGGESTED WRITING STEMS
 - The photographer created the character of _____ to make people feel _____
 - People can connect to characters like _____, because _____
 - Characters like _____ help people understand _____
- What big idea does the photographer want viewers to get from the picture?
 - SUGGESTED WRITING STEMS
 - The photographer wants the viewers to know _____ after viewing the picture.
 - The main thing the viewer should know is _____

- What does the photographer want the viewer to feel, think, or realize after viewing this picture? Why is that important?
 - SUGGESTED WRITING STEMS
 - The viewer feels _____ when looking at the photograph because of _____
 - After listening to everyone, I realized that _____
 - When I first looked at the photo, I thought _____

Next have students work in group with one of the other Disney Princess Pictures. Allow them to access the images on a device or print 4-5 sets of the images for the groups to access.

- Dina Goldstein “Fallen Princesses”

You can group students first, then allow the groups to choose their picture or allow students to choose their picture, then group based on interest. They will follow the same process for their image, but they will answer the Ticket Out questions on their poster.

OPTIONAL LESSON - WRITING COMPONENT/text evidence and thesis statement

Visual/Text Input - Advertisements

Characters are attached to their products in an advertisement. The character becomes the epitome of how this product affects a person. Mainly it persuades you to buy it, because the public will want the same character traits as the person portrayed in the ad.

The brainstorming will include looking at the text and the images, so there is an added layer to this cycle.

Students will put the images and the words side by side and then try to establish meaning for both of them.

It is best to allow students to take notes on the actual images. You can make Xerox copies of the images for notetaking and then allow students to access the images online or have a small set of images available for kids to see but not write on.



WORDS	WHAT IT MEANS	IMAGE	WHAT IT MEANS
"MORE DOCTORS"	DR'S DO IT, SO IT'S OK.	DR. IS HOLDING A CIG.	DR'S ARE SMART & PEOPLE TRUST THEM
"NATIONWIDE SURVEY"	THIS IS THE WHOLE NATION - EVERYONE AGREES	HE IS SMILING LOOKS CALM	PEOPLE WOULD LIKE TO BE CALM
"CAMELS"	IT'S IN THE MIDDLE, SO PEOPLE KNOW CAMELS ARE BETTER THAN OTHER BRANDS	WEARING A WHITE COAT & TIE	HE'S PROFESSIONAL

What do you see?	What does it mean?
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<p>WORDS:</p> <ul style="list-style-type: none"> • "More doctors" • "Nationwide Survey" • "Camels" 	<ul style="list-style-type: none"> • "More doctors" <ul style="list-style-type: none"> ◦ Dr's do it so it's ok • "Nationwide Survey" <ul style="list-style-type: none"> ◦ This is the Whole Nation - Everyone Agrees then • "Camels"
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IMAGES:	<ul style="list-style-type: none">○ It's in the middle so people know the Camels are better than other brands
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As with any visual media, they mix words (diction) with images that create a certain effect. These visuals are all attempting to encourage someone to desire a certain product.

Once they have broken down what they see and what it could mean, they need to consider the big ideas.

- Why would an advertiser create a character like this?
- What big idea does the advertiser want viewers to get from the image and words?
- What does the advertiser want the viewer to feel, think, or realize after viewing this? Why is that important?

Have students consider one or all of these questions in a ticket out. The last question is one of the most important ones, as it pushes consideration of audience response and purpose.

As with the photographs, group students and have them complete the exercise from above in small groups.

TEXT Input - Short Nonfiction

Follow the same process with nonfiction texts. Keeping them short is best here.

The process then becomes pulling words/phrases and details that stick out at them. So the “What do you see?” becomes “What sticks out to you?”

WHAT DO I SEE? (WHAT STICKS OUT AT ME?)

"SAFE"

"NOT RECOMMENDED"

"SUBSTANCE ABUSE"

"OVERDOSES"

"DIES"

WHAT DOES IT MEAN?

NO ONE EVEN THINKS ABOUT A SOFT DRINK BEING SAFE THAT WORD WOULD WORRY PEOPLE.

OMG! ALL OF THESE WORDS MAKE IT SEEM LIKE IT CAN KILL YOU - LIKE HELD IN!

A LITTLE GIRL DIES. THAT WOULD MAKE ANYONE REALLY THINK THEY'RE SAD.

What do Energy Drinks Actually Do to the Body?

There's been a lot of discussion over whether caffeine-spiked "Energy Drinks" are really safe for consumption, particularly for kids and young adults. Although many manufacturers add the advisory statement "not recommended for children, pregnant or nursing women and persons sensitive to caffeine" on their label, it often goes ignored.

The Substance Abuse and Mental Health Services Administration reports that as these drinks have become more popular, the incidences of caffeine related overdoses and deaths have increased.

In one heartbreaking example, 14-year-old Anais Fournier died from cardiac arrest due to caffeine toxicity after consuming two 24-ounce cans of Monster energy drink a day apart.

While the Food and Drug Administration (FDA) has been investigating whether there is causal link to the drinks and health problems, Mayo Clinic researcher Anna Svatikova and her colleagues wanted more information about exactly what happens in your body after you consume one of the

This can lead to deciphering diction, details, examples and main points the author makes, however, these should be pointed out in the context of the student's notes. So the student reads and annotates based on their natural reactions, not based on what they think the teacher may want.

To stay in line with the focus on character and people as something to affect the reader, they can easily look for the characterizations in the nonfiction texts. The third paragraph of this text has a "character" - Anais Fournier - to help show the dangers of caffeine.

To go further or with advanced students, move into evaluating their notes and deciding if they would count as an example or word choice.

- The **word** "safe" is there to make the reader worry about the drinks right away.
- The **words** "overdoses" and "death" make the reader feel that the drinks are so unsafe they can kill you.
- The **example** of the Substance Abuse and Mental Health Services report shows that authorities think they are dangerous.
- The **example** of Anais Fournier shows how deadly drinks can actually be.

This part of the cycle may need to be repeated or a place to go much further into depth.

Suggested Texts for further study:

- [Gymnast](#)
- [American Teens Lie, Cheat, and Steal](#)
- [What do Energy Drinks do to the Body?](#)
- [Is it Harder Being a Girl?](#)
- [Is Cheerleading a Sport?](#)
- [The Effects of Social Networking Upon Society](#)