

News Photography

CURRICULUM Visual Literacy



News Photography

The goals presented in headings come from the English/Language Arts section of the NC Standard Course of Study. The activities also meet goals outlined in the Visual Arts section of Arts Education and Information Skills.

1 Making connections, expressing individual perspectives (icebreakers)
Have students locate a photo of someone who is like them in some way. Ask: How is that person like you? Ask each person to share the photo and why he/she chose it with one or more classmates. Have students who choose the same photo form a group and discuss how their responses to the photo are similar and different.

2 Have students select shots of people they would or wouldn't like to be and explain why. Have them write responses to follow-up questions, such as: Were your choices based on age, race, gender, the person's profession or his/her actions? Do you have preconceptions about certain types of people? Are those stereotypes?

3 Comprehending text, using informational material, responding to nonfiction as a literary genre (getting acquainted with news photos and the newspaper)
Have students select representative photos from each of the major sections of the newspaper. Provide a copy of a graphic organizer, **WHAT'S in the NEWSPAPER?**, for students to paste and display their photos. Or provide a poster or large sheet of newsprint to allow more space. If two or more students work together to complete this activity, have each student in the group contribute an item in each category.

4 Have students take a photo walk through the newspaper and ask what they learned. You may want to have students work first with a single, favorite section of the newspaper. Guide the whole class as they look through the section and talk about, record and/or display the photos (and illustrations) that they find.

Then, have students work in small groups to complete the photo walk through one or more sections of the newspaper. Different groups can work with different sections, cut out and display their photos and choose someone to share what they find with the whole class. Or write what they find on a classroom chart or have someone record for the group.

Based on their "photo walks," have students choose what they think is the most important and most interesting news. Use those stories or parts of those stories for read aloud, guided reading or having students read back and forth to each other.

5 Cut out and display items cut from the newspaper and have students find photos that are similar in some way. Have them use a Venn diagram or other organizer to explain how the photos or aspects of the photos are similar and different.

6 Give students a short list of photos to find in the newspaper. Consider the following items:

- | | |
|---|-------------------------------------|
| a. Someone like you | e. Someone expressing deep feelings |
| b. Someone different from you in some way | f. Someone working hard |
| c. Someone having fun | g. Someone with or solving problem |
| d. Someone helping another person | h. Someone beautiful in some way |

Provide younger children with models. Find and display appropriate responses to each item to aid in explaining what you want them to find. Differentiate by having them work in small groups. If helpful, provide the student sheet, **SOMEONE WHO**.

Ask them to choose favorite photos and explain their choices to other students. You may ask the students to identify the sections and pages for the photos, if teaching them the organization of newspapers.

7 Before asking them to locate the photos of the people listed below, have students predict the sections where the people will appear. After the activity, ask the students if they predicted the correct sections. For modeling, cut out and present examples:

- | | |
|--------------------------------------|-------------------------------------|
| a. A local government official | e. A person active in the community |
| b. A national leader | f. A business leader |
| c. A sports figure | g. A newspaper columnist |
| d. A TV or movie star or entertainer | h. A model |

List five to ten people whose photos are in the newspaper. Ask students to find the photos, identify the section or page for each photo. Then have them predict and then read to determine why the people are in the newspaper. Keep a class bulletin board that displays photos of people in the news. During election campaigns, have students collect photos of candidates for various offices. On displays, group them by local, state, national and world, by legislative, judicial or executive or by political party. Use the photos in other ways to help students identify and name people who hold public office, show effective leadership or contribute positively to community life in other ways.

2



8

Over a period of time, have students highlight and list the names of photographers whose work appears in their newspapers. Ask who works for the local newspaper and who works for a news service or syndicate. Have the class come up with a set of questions to ask one of the local newspaper photographers and have one or two students conduct an interview and report to the class what they learn. The questions might include: When and how did you become interested in news photography? How long have you worked for the newspaper? How does news photography differ from other types of photography? How did you learn to be a photographer? Did you receive formal schooling? Did someone encourage and train you on the job? What technology do you use on your job? Has does technology affect your work? Do you choose what to photograph or does someone give you assignments? How do you work with the reporters and others who put together the newspaper? Do you provide identifying information about the people you photograph? Do you write your own cutlines? Do you decide which of your photographs appear in the newspaper? What can you do legitimately to make a photograph look better? What has been your toughest assignment? Have you ever been in danger or conflict over a photograph? What role does a photographer play at a newspaper? Has that changed over the time you've worked at the newspaper? What skills will news photographers need in the future?

9

Students often like to illustrate a piece of writing. Captions or cutlines add to the communication value of their pictures. Major newspaper photos come with cutlines that answer key questions—who, what, when, where and sometimes why and how. Some photos also use photocaptions or headlines for the photo and cutlines.

Today, reporters and editors refer to the photo as a "cut". The term "cutline" dates from the early days of newspapers when illustrations were created from woodcuts. In traditional texts, the information accompanying a photo or illustration is called a "caption." A discussion of the terms "caption" and "cutline" can show students that different professions have their own precise vocabularies.

Have students collect photos from newspapers. Gather them in small groups to discuss the cutlines of their photographs. Newspaper cutlines do not generally repeat information already in the news story. A photo can stand on its own with a good cutline.

Have students collect good examples of cutlines in their notebooks. Ask them to work with other students on criteria for judging the quality of the cuts and cutlines. Encourage them to add captions to their illustrations. (Sherrye Dee Garrett, From Writers to Readers, NAA Foundation, 2003)

10

Have students locate a photo that tells its own story, standing alone and not accompanying a news story. Ask: Why do you think newspapers use photos that stand alone? What do they add to the newspaper? What are the criteria for choosing them? Are they beautiful? Humorous? Interesting? Deal with human emotion? Would you have included the photos in the newspaper?

Have students identify three other photos, a photo that accompanies a news story, a photo used as an illustration for a story and a photo used in an advertisement (photo illustrations). Be sure that students understand the difference between a documentary photo and a photo illustration. Explain that a photo can be altered to illustrate a story or ad but not to document an event. They should look for the label "photo illustration" and discuss whether they can determine readily if a photo serves as an illustration and is not part of a news story.

Introduce other newspaper terms related to photographs. Refer students to the labeled front page and glossary in the Appendix of this curriculum. Have students identify a cut (photograph), cutline (explanatory information below photo, often called caption) and photo caption (headline given to some but not all photographs).

Comprehending text, using informational material

11

Have students answer the 5Ws based on a photo. Start with a dramatic photo, such as an action shot from the sports section. Emphasize that the why and how questions are often more difficult to answer. Present the graphic organizer **OBSERVING PHOTOS**.

Have students use the cutline to answer the same questions and compare their answers to those based on the photo. Ask: How do they differ? Does studying the photo before reading the cutline affect your interest in and understanding of the story? Did studying the photo raise questions in your mind that are answered in the cutline?

12

Have students answer interpretive questions, such as: What happened before the photo was taken? What happened after the photo was taken? Present a three-part storyboard that asks students to record before, during and after the photo. See **BEFORE, DURING and AFTER**.

13

Have students consider what is going on outside the photo. Have them cut out the photo, draw and/or describe what might be happening. After recording their thoughts, in groups, have students discuss different possibilities. Ask how the surroundings might affect the meaning and significance of the photo.

14

Have students determine what a photo tells you about a story. Ask: What details in the photograph are not mentioned in the story? What do you learn from the photo that you cannot learn from the story? What do you learn from the cutline or story that you cannot learn from the photo? Have students answer the questions drawn from LEARNNC Web site and provided on the student worksheet, **A PHOTO GUIDE**. Ask students to respond to the adage: "A picture is worth a thousand words."

Applying enabling strategies and skills to read and write, comprehending text, using informational material, responding to non-fiction as a literary genre, using critical thinking skills and creating criteria to evaluate text and multimedia, and applying conventions of language usage (word study)

15

For a photo that accompanies a story, have students predict the story based on the photo. Ask: Do any photos feature people? Do the photos give the impression that something good or bad happens to the person or are the photos neutral? Do you think the person in the photo likes, dislikes or is neutral about its use? How are photos or head shots pulled from a newspaper's file different from action photos? Read the stories to find out if photos provide clues to the content.

Comprehending text, making connections, creating oral, written and visual texts, expressing individual perspectives, and using informational materials

16

Have students use a Venn diagram or other graphic organizer to compare two or more photos. Select or help students select photographs that are similar in some way. They may contain similar objects, actions, people or settings. Have them write comparative essays about the similar photos. Or choose dissimilar photos and have them write contrasting essays about the photos.

17

Have students cut out photos from the newspaper of things they like to see, hear, feel, smell and touch. Students should then write short sentences or phrases about the photos that describe the appeal of the things they choose. Use the **FIVE SENSES** student worksheet.

18

Have students choose a photo and pretend to be one of the people in the photo.

Ask them to answer the questions:

What do I see?

What do I touch?

What do I taste?

What do I hear?

What do I smell?

Have students create a web. They should paste the photo in the center of a circle and then draw five lines and, on each line, answer one of the questions. Ask them to write a narrative about the photo that draws ideas from their web.



19

Have students choose photos that convey different emotions. Present the graphic organizer **READING FACES for EMOTION**. Students can either draw or write the emotion on the photo or cut out the photo and paste it alongside the emotion. They can also illustrate the emotional impact of stories by displaying photos on posters or bulletin boards. Ask if any of the emotions are difficult to judge and why that is the case.

Extend the activity by asking if their responses to the photos, their cutlines and any accompanying story evoke an emotional response in them, the readers? Ask: What emotions do the different photos evoke in you? Are those the same emotions shown on the people's faces? Why do people respond differently to stories in the newspaper? Do the people involved in the story feel differently about the events? What causes the disagreements? What are the different points of view? Assume and write from the point of view of one of the people involved in the situation.

20

Have students describe a person in a photograph. They should describe physical traits, emotions, actions and a category of their choice. Present the graphic organizer **DESCRIBING a PERSON** for recording their descriptions and have them write a paper, based on the organizer. Ask how the person might describe himself or herself.



21

Choose a photograph from the newspaper with one person in it. Have students write down in complete sentences or phrases what they think the person might be thinking. See **THINKING**.

Encourage them to note the person's clothes, the surroundings, the person's age and expression, answering questions such as: What do their clothes say about the person? What does his/her posture say? his/her smile? the look in his/her eyes? The students can also pick their own photos, write monologues as if they are different people from photos, and the class can try to match monologues with the photos.

22

Ask students to choose one photo from each newspaper they receive and write about it in their journals. They should save the photos and use them as writing prompts when assigned to do so.

23

Have students cut out a large photo of a person, animal or object from the newspaper. They should then add words, smaller photos or symbols to create a collage with new meaning. Ask them to give a title to their collage or have students suggest titles for other students' collages.

24

Have students write a letter to a news personality, chosen from collected photos. They should include details about the photo in the letter. The letter might comment positively or negatively on actions taken by that person or simply ask questions. The letter may also review the person's work, if the news personality is a writer or artist. A letter might also offer advice to the person, if he/she faces a problem.

25

Select or have students select photographs that reveal conflict and explain the conflict in writing. If helpful, provide the student worksheet, **IN CONFLICT**. They should do the following:

- Write one sentence about a physical conflict conveyed dramatically in any one photo.
- Write about an inner conflict conveyed in one photo.
- Write about the atmosphere of tension shown in the photo.
- Use a metaphor to write about conflicting forces, answering the question: What is the conflict "similar to"?

26

Have students locate a photo of someone with a problem (or conflict). If helpful, provide the student worksheet, **VIEWING PROBLEMS**. Ask your students: Can you determine what the problem is, strictly from the photo? Do you know anything about the problem (any prior knowledge)? What do you know about causes and effects? Do you know any solutions or proposed solutions? What do you most want to learn from the article?

27

Ask students to collect all of the photos they can of the president, governor or someone else in the public eye. Ask them to match the photos with portrayals in editorial cartoons of the same people. Follow up by having students pretend to be editorial cartoonists and think of different ways to exaggerate facial features and draw caricatures or cartoons.

28

Have students clip and mount testimonial advertisements that use photographs. Common ads deal with cosmetics, patent medicines and weight-reduction programs. Ask: How does the use of a photo in an ad differ from the use of a photo with a news story? Why were the photographs used in the ads? Would the ad be more or less effective with a hand-drawn illustration or no photo or illustration? Follow up by having students use a photograph to create an ad for a new product. See activity 10.

Creating oral, written and visual texts, responding to various literary genre, applying conventions of grammar and language usage

29

Have students complete a poem based on a photo. Present the graphic organizer
POETRY WRITING: A FORMULA

News Photography

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30

Have students select a photo about a subject that causes them to react emotionally in a strong way. Ask them to create a list of words (nouns, adjectives and verbs) that relate to the subject and use those words to write poems. Provide the two poetry patterns for them to try. See **POETRY: Triplet and Cinquain**.

Triangular Triplets: Write three lines around the lines of a triangle that describe the subject. Compose the lines so that they can be read in any order.

Cinquain: Write lines about the subject

Line 1: One word—title

Line 2: Two words—describe the title

Line 3: Three words—an action

Line 4: Four words—a feeling

Line 5: One word—refers to title

31

Have students illustrate a poem (clerihew) with a photo. Present the graphic organizer: **POETRY: The Clerihew**.

32

Have students tape photo captions or cutlines (captions) from the newspaper to the top of papers. Ask each student to use the caption as a line in a story or perhaps as an opening line. The students can also pick captions and trade them with others to write more stories.

33

Have students select and cut out eight photos from newspapers. Direct them to find at least one photo from each category: funniest, weirdest, best and worst. They should get in groups of four and choose four or more photos from the collections and weave them together in a story. They can use a storyboard to paste their illustrations and write their creative stories. The stories may or may not include facts from the cutlines and stories that accompany the photos.

34

Ask students use photos from the newspaper to create a friendship card or another type of greeting card. Use the **FRIENDSHIP FLOWER** or draw another illustration.

35

Have students select photos in the newspaper that can appropriately illustrate a literary selection being discussed in class.

36

Have students use photographs to develop figures of speech such as: hyperbole, simile, metaphor or personification.

37

Have students collect all of the photos and illustrations they can find on a particular subject or event. Then ask them to use the photos and brief captions to develop a photo essay that tells the story in the news. The photo essay may deal with something fun, such as a favorite sports figure or team, or something serious, such a candidate running for public office or a conflict, such as the war in Iraq.

38

Have students develop photo essays of people, places or events in the news. Younger students can create scrapbooks with photos about animals, transportation, machines, music, or focus on more difficult topics aligned with the curriculum, such as urban renewal, historic landmarks, space, military events, or famous people.

39

Applying conventions of grammar and language usage

Have students collect photos that show action and prepare a chart listing appropriate verbs for the actions observed. The Sports section features lots of action photos.

Direct students to use as many of the action words as they can in assignments that require speaking and writing. Emphasize the importance of well-chosen verbs in speaking and writing. Spotlight examples of well-chosen verbs in their speaking and writing. Have them circle strong action words or verbs in newspapers.



40

Have students identify people, places and things (nouns) in photos and then list all of the actions they see (verbs). Have them build sentences by matching nouns and verbs and then elaborating. Does a new or original picture or idea result?

41

Ask students to use photos to illustrate location words. Then have them spot those same words in text and in their own writing. Substitute different location words and think about the ways those substitutions affect the meaning of sentences and passages. Ask if they understand why it is important to use the right location word.

42

Have students select an unusual photo from the newspaper and attach it to the back of the activity sheet titled **UNUSUAL PICTURE**. Students should complete the chart by writing four sentences (statement, question, exclamation, command) about the photo. Tell them to assume that any of the sentences could be used as a photo caption or headline for the photo. After they finish, ask them to choose the best sentence to serve as a photo caption.

43

Using photos from the newspaper that have two or more people in them, have students write a story what emphasizes what the people are saying to each other. Discuss proper punctuation (quotation marks) of the conversation.

Using photos from the newspaper that have two or more people in them, have students write a story in which what the people are saying to each other is emphasized. Discuss proper punctuation (quotation marks) of the conversation.

Comprehending text, using informational material, understanding and using argument, using critical thinking skills and creating criteria to evaluate text and multimedia

44

Have students collect and study photographs and illustrations. They should discuss perspective, shadings, proportion, balance, center of interest and use of color. Based on their assessments, have them present the best photos and defend their choices.

45

Ask a group of students to research and report on four-color processing, used to produce color photographs in newspapers. Ask questions such as: How does color or lack of color affect your response to photos? How does color affect the overall readability of newspapers?

46

Have students create a rubric on which to judge the quality of a photo. Ask them to choose a photo of high quality and grade it using the rubric.
See the **RUBRIC for EVALUATING NEWS PHOTOS**.

47

Have students answer evaluative level questions, such as: Why is someone featured in a newspaper photo? Is he/she a celebrity? Is the event significant? Does the person represent a larger group? OR Why were the photos used? What do the photos show? Do they inform, entertain, persuade, puzzle, stimulate thinking or other? How effective are the photos? Are any likely to spark controversy? Could any be considered in poor taste?

Pay particular attention to the photos on the front page. Why do you think those photos deserve the front page?

48

Over a period of time, have students clip and classify news photos. They should work together to come up with classifications. Ask questions: Who appears most frequently in the photos? Why types of photos are frequently used? What stories do the photos tell on their own? How do the photos aid news stories? Do you think any of the photos should not have been used? Why?

49

Ask students to collect one each of the four basic types of news photos found in newspapers: on-the-spot, people, sports and historical interest. Ask if other categories apply. Students should be prepared to defend their choices.

50

Identify or have students identify stories and think of photos that an editor might have used to aid their understanding of the story. Ask: Would the photo have added emotional appeal? Is it a positive thing to add emotional appeal to the story? Explain.

8 News Photography

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51

Have students look in several newspapers for photos to go along with a story. Based on the collection, ask them to choose the photo they would publish, if they were in charge of the newspaper. They should build an argument for their chosen photo by listing its pluses and minuses and then try to convince those who chose different photos that their photo should run with the story.

52

Ask students to collect the work of one local photographer. Choose or have students choose the photographer, keep a scrapbook of the photographer's work and identify the range of subjects the photographer covers. If a photographer is shooting in one location, students should organize the photos to show the sequence of events. They should also consider and discuss the quality of the photos, given their framing, scale, visual angle or special optical effects, such as the use of light or focus.

53

After studying news photos and interviewing a photographer, have students come up with a code of conduct to govern the work of news photographers. To prepare for an interview, review activity 8, **INTERVIEW a PHOTOGRAPHER**. Then, consult and/or have students consult local photojournalists and Web sites to identify published codes of conduct. Poynter Institute's Web site offers published codes of ethics for photojournalists and stories about photojournalists that can be used as case studies. To find the information, click on photojournalism at www.poynter.org.

54

Have students collect publications such as tabloids sold on racks in grocery stores, different kinds of magazines and newspapers and other publications. Ask: Which photos on the front of publications seem "true", not manipulated or "undoctored"? Do any photos tell stories different from the actual story written in the publications? Which photos serve as photo illustrations rather than documentary photos? From which publications would you rather receive your news? Which are more likely to be factually correct? Why would you or other people read those that are not accurate and reliable?

Making connections, creating oral, written or visual texts, expressing individual perspectives, using informational material (culminating activities)

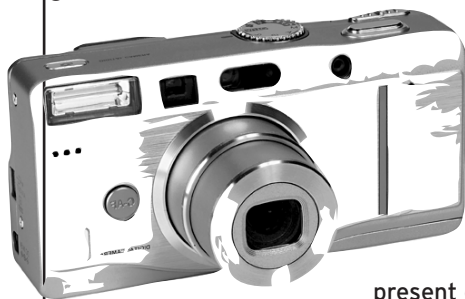
55

Have students develop and organize a photo file of science news or news on another school subject. After they have collected 20 or 30 photographs, students should design a photo quiz for their classmates or have them organize their questions from least to most difficult and create a jeopardy game based on categories they generate. They may also create matching games with photos that are alike or similar.

Relate photography to other school subjects. Have students locate in newspapers and/or take photos to illustrate concepts taught in various content areas. An example would be having students find and take photos that illustrate the services provided by local government. Students may use any type of camera from disposable to digital.

56

Have students create a yearbook, using photos they take of their class. They can also take photos of school or community events to include. Have them use models of strong photo captions and cutlines to write copy for the yearbook. If possible, have them print copies for each student as a keepsake. If your classroom has access to digital cameras and the necessary software, copies can be transmitted electronically.



A similar project can be assigned that invites students to take and choose photos that tell the story of their school year. Encourage them to make their individual photo albums personal, conveying their point of view, but let them know that they will be sharing the albums with you or another student at the end of the year. Discuss how events (performance in school, relationships with classmates) evoke positive and negative emotions, sometimes contribute to and sometimes take away from the joy that can come from learning. Students may be more willing to share if you present one event featured in several albums, have students write their responses, submit them without signature and then talk about them.

RESOURCES

Carroll, Debby. *Newspapers Maintain the Brain*. Vienna, Virginia: NAA Foundation. 2000, 24.

Cook, Sandra. N.C. *Newspaper in Education Teacher's Guide*. Raleigh, N.C.: North Carolina Press Foundation, NIE, 2003.

Garrett, Sherrye Dee. *From Writers to Readers*. Vienna, Virginia: NAA Foundation, 2003.

Guenther, John E. *Using the Newspaper in Secondary Social Studies*. Vienna, Virginia: NAA Foundation, 2003, 1984.

Guenther, John E. and John H. Bushman. *Using the Newspaper to Teach Secondary Language Arts*. Vienna, Virginia: NAA Foundation, 2003, 1984.

Hind, Jennifer. *Newspaper Poetry*. Hamilton, Bermuda: The Royal Gazette, 2003.

Photojournalism. Jacksonville, Florida: Florida Times-Union and Jacksonville Journal.

Using the Newspaper in K-8 Classes. Vienna, Virginia: NAA Foundation, 2003.

RESOURCES Web sites

Reading images: an introduction to visual literacy
<http://www.learnnc.org/articles/vlintro0602>

Photographs: A process guide for students (August 2001)
How to examine photographs when used as primary sources. By Dan McDowell
<http://www.learnnc.org/articles/photo-process>

Reading photographs (page 1 of 2) (September 2003)
A picture is worth a thousand words -- but which words? Questions can... By Melissa Thibault and David Walbert
<http://www.learnnc.org/articles/vlphoto0602-1>

Resources for teaching with photographs (September 2003)
Websites, activities, books, and image collections for classroom use.
INCLUDES PHOTO ESSAY ASSIGNMENT By Melissa Thibault
<http://www.learnnc.org/articles/vlphotosites0602>

LEARN NC points to a lesson on the Read Write Think Web site on interpreting a photo, picture or work of art.
http://www.readwritethink.org/lessons/lesson_view.asp?id=116

News Photos

<http://www.newseum.org/pulitzer> provides a look at a few of the Pulitzer photos.
The Newseum also features a photographer of the month.

<http://www.pulitzer.org> provides records of all Pulitzer winners and includes text and photos since 1995.

www.poynter.org is the Poynter Institute. You can click on photojournalism and find professional codes of conduct and all kinds of stories related to the topic.

A Los Angeles Times reporter was dismissed because he merged images from two photographs.
To find the article about the fired LA Times photographer and view the photographs, visit this site:
http://www.poynter.org/content/content_view.asp?id=28082

Other

National Geographic offers Don't Be Fooled by a Photograph, a lesson on doctored photos or hoaxes.
<http://www.nationalgeographic.com/xpeditions/lessons/03/g68/hoaxphoto.html>

Henri Cartier-Bresson
Many Web sites feature the work of Henri Cartier-Bresson. The Wikipedia site provides a biography and, at the end of the entry, a list of external sites to find out more about the artist's work.

http://en.wikipedia.org/wiki/Henri_Cartier-Bresson

<http://www.afterimagegallery.com/bresson.htm>

<http://www.washingtonpost.com/wp-srv/style/museums/photogallery/bresson/>

News Photography Resources



News Photography

VISUAL LITERACY

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10

News Photography

Handout, Rochester Post-Bulletin, 1999. Copyright 2006, NC Press Foundation. All Rights reserved.

Cut and paste photos or art from each section.



WHAT'S in the newspaper?

News

Comics

Sports

Classifieds

THINKmore!

Do the photos and art add interest to the sections?
What other sections do you find in the newspaper?

3a

News Photography

Cut and paste photos or art from each section.

WHAT'S in a newspaper?



Editorial

Retail Advertising

Weather

Entertainment

THINKmore!

Do the photos and art add interest to the sections?
What other sections do you find in the newspaper?

3b

News Photography

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Cut out and display the photo you choose to complete the chart below or simply write descriptions and page numbers for photos you select from the newspaper. Find someone who is...

someone **WHO**

	pages
1. Like you	
2. Different from you in some way	
3. Beautiful in some way	
4. Having fun	
5. Working hard	
6. Helping another person	
7. Expressing deep feelings	
8. Solving a problem	

THINKmore!

Compare what you choose with classmates.



INTERVIEW a photographer

Contact your local newspaper and set up an interview with one of the photographers. Conduct the interview in your class, at the newspaper or over the phone. Choose among and add to the following questions:

1. When and how did you become interested in news photography?
2. How long have you worked for the newspaper?
3. How does news photography differ from other types of photography?
4. How did you learn to be a photographer? Did you receive formal schooling? Did someone encourage and train you on the job?
5. What technology do you use on your job? How does technology affect your work?
6. Do you choose what to photograph or does someone give you assignments?
7. How do you work with the reporters and others who put together the newspaper?
8. Who decides which of your photographs appear in the newspaper?
9. Do you provide identifying information about the people you photograph?
Do you write your own cutlines?
10. What can you do legitimately to make a photograph look better?
11. What has been your toughest assignment?
12. Have you ever been in danger or conflict over a photograph?
13. What role does a photographer play at a newspaper?
Has that changed over the time you have worked at the newspaper?
14. What skills will news photographers need in the future?

THINKmore!

Do you think the job is interesting? Challenging? Difficult? Dangerous?
If you wanted to become a news photographer, how do you prepare now?
How is that preparation different from the training received by the news photographer you interviewed?

OBSERVING_{photos}

Analyze the content of an action photo. Answer the question presented in each box and indicate the content clues that helped you with your answers.



News Photography

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WHAT
do you think is
happening in this
photo?

your clues

WHO
is involved?

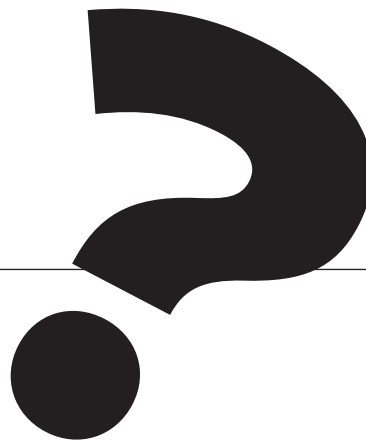
your clues

WHERE
do you think
it happened?

your clues

WHEN
do you think
it happened?

your clues



WHY
do you think
it happened?

your clues

HOW
do you think
it happened?

your clues

THINK_{more!}

Use the cutline to answer the same questions and compare answers to those based strictly on the photo. How do the two sets of answers differ? Does studying the photo before reading the cutline affect your interest in and understanding of the story? Does studying the photo raise questions in your mind that are answered in the cutline?



News Photography

BEFORE DURING and AFTER

Choose a photograph from the newspaper. Before reading the cutline, predict what is going on in the photograph. Then read the cutline and write what is happening in the photograph. Then write what you think happened before and after the photo was taken.

DURING

BEFORE		AFTER

THINK more!

Did the photo and cutline provide strong clues to what went on before and after it was taken? Find photos that provide strong context clues and others that do not.



Select a news photo and answer the following questions about the photo.

1. Who is the photographer?
2. Is there a title and/or caption (cutline)?
3. What is/are the subject(s) of the photo?
4. Does the photograph tell a story? What is the story?
5. Does the photograph pose new questions?
What questions does the photograph raise?

THINKmore!

Does the cutline answer the new questions?
Does the story answer more of the questions?



Choose items from the newspaper that you like to see, hear, touch, taste and smell and describe their appeal below, along with page numbers where you find them. Cut out and staple what you choose to this sheet.

five SENSES

	pages
I see	
I hear	
I touch	
I taste	
I smell	

THINK more!

Identify photos that you described or others that appeal to multiple senses. Look for appeals to senses in advertisements.

News Photography

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Cut out faces from newspapers to match these emotions. Look at photos throughout the newspaper.



reading **FACES** for emotion

sad	angry	happy

hopeful	surprised

THINKmore!

Add to your chart. Cut out faces from advertisements and comics. Cut out and paste or write words that you associate with the emotions. Talk about ambiguity, expressionless faces or expressions on faces that cannot be read and discuss the connotations of the words.

19a

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Cut out faces from newspapers to match these emotions. Look at photos throughout the newspaper.



reading **FACES** for emotion

confused	guilty	frightened

frustrated	anxious

THINK more!

Add to your chart. Cut out faces from advertisements and comics. Cut out and paste or write words that you associate with the emotions. Talk about ambiguity, expressionless faces or expressions on faces that cannot be read and discuss the connotations of the words.



DESCRIBING a person

Select someone shown in a photo and write that person's name in the box in the center. From studying the photo, what do you learn about the person? List what you learn in the four boxes. Explain your choices in one or more of the three outside boxes.

Now read about the person, what more do you learn? Complete the graph. Cite observations, behaviors or statements that support your choices.

Person's Name

THINKmore!

What do you conclude from the photo alone?
What do you conclude about the person from further reading? Physical traits?
Emotional responses? Personal or character traits?

THINKING



Choose someone in the newspaper either in a photo or story. Then draw another person's logical response.

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THINK_{more!}

Write what you think the person is thinking and the other person's response.



in **CONFLICT**

Select one or more news photos that reveal conflict.

1. What physical conflict is conveyed? How?
2. What inner conflict is conveyed? How?
3. Is an atmosphere of tension shown in the photo? How?
4. What is the conflict similar to?

THINKmore!

Choose photos that show similar conflict. How similar and/or different are the situations that create the conflicts? Use a Venn diagram to compare two conflicts.

Select news photos that show problems. How much can you learn just from the photo? How much can you learn from reading the cutline? What questions remain to be answered by the text and other coverage of the problem?

VIEWING problems



1. What is the problem?
2. What is/are the cause(s)?
3. What is/are the effects(s)?
4. What are the possible solutions?
Do different groups propose different solutions? Why?
5. What obstacles stand in the way of solutions?
6. In your opinion, what is the preferred solution?

THINK more!

How does seeing a problem add to your understanding of the problem? Does the photo make you more sympathetic, upset or alarmed by the problem?

Choose a photo from the newspaper to write about. Use the formula below to create a five-line poem.

POETRY WRITING: a formula

Formula:



Line 1 – Tell whom or what you are talking about.

Line 2 – Describe the person or thing with two adjectives connected by “and” or “but”.

Line 3 – Use a verb and an adverb to show this person or thing in a typical action.

Line 4 – Think up a comparison to show this person or thing in a typical action.

Line 5 – Use an “if only” phrase which expresses something you wish for regarding this person.

Example:

Fireman

Strong and Fearless
Working courageously
As brave as a gladiator
If only I could be so bold.

Line 1	
Line 2	<i>and</i>
Line 3	
Line 4	As <i>as a</i>
Line 5	<i>If only</i>

THINK more!

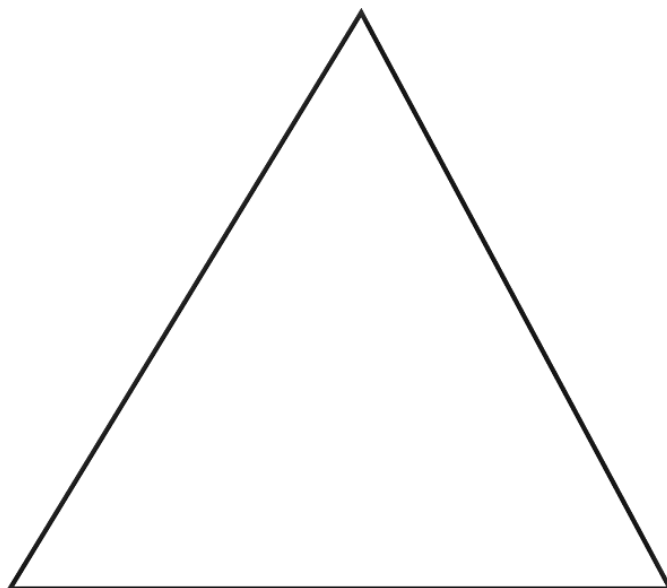
Compare your writing with a classmate who chose the same photo.

POETRY Triplet and Cinquain

Triangular Triplet



Write three lines to describe the subject of a photo. Compose the lines so they can be read in any order. Write the descriptions around this triangle.



Cinquain

List words to describe the subject of a photo. Include the people, places and things you see and the actions and words to describe them. Use those words to write a cinquain.

Line 1: One word – title	
Line 2: Two words – describe the title	
Line 3: Three words – an action	
Line 4: Four words – a feeling	
Line 5: One word – refers to title	

THINK more!

Write other types of poems, such as haiku, based on news and other content found in newspapers.

Edmund Clerihew Bentley (1875-1950) created a particular poetic form: a comic quatrain (four-line verse) with a rhyme scheme of aabb (two couplets). The poems contain anecdotes about well-known persons, and are usually humorous and sometimes satirical. He published his first collection of Clerihew poems *Biography for Beginners* in 1905.

POETRY The Clerihew



The following poem was Bentley's first, written while in secondary school. He was so tired of chemistry classes, that he wrote the poem to vent his frustration. Sir Humphrey Davy discovered potassium, calcium and sodium.

Sir Humphrey Davy
Abominated gravy.
He lives in the odium
Of having discovered sodium.

Who's news today? Scan the headlines in the newspaper for names of contemporary news makers. What quirks or foibles do they have? In the space below, list news makers and facts about them.

Newsmaker	Information
<p>Use the information you have gathered to create clerihews. Use photos from the newspaper to illustrate your poem.</p> <hr/> <hr/> <hr/> <hr/>	

THINKmore!

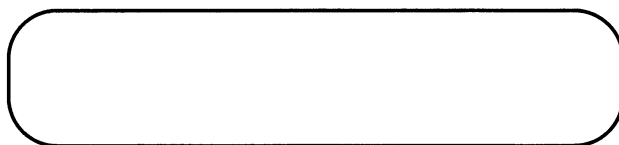
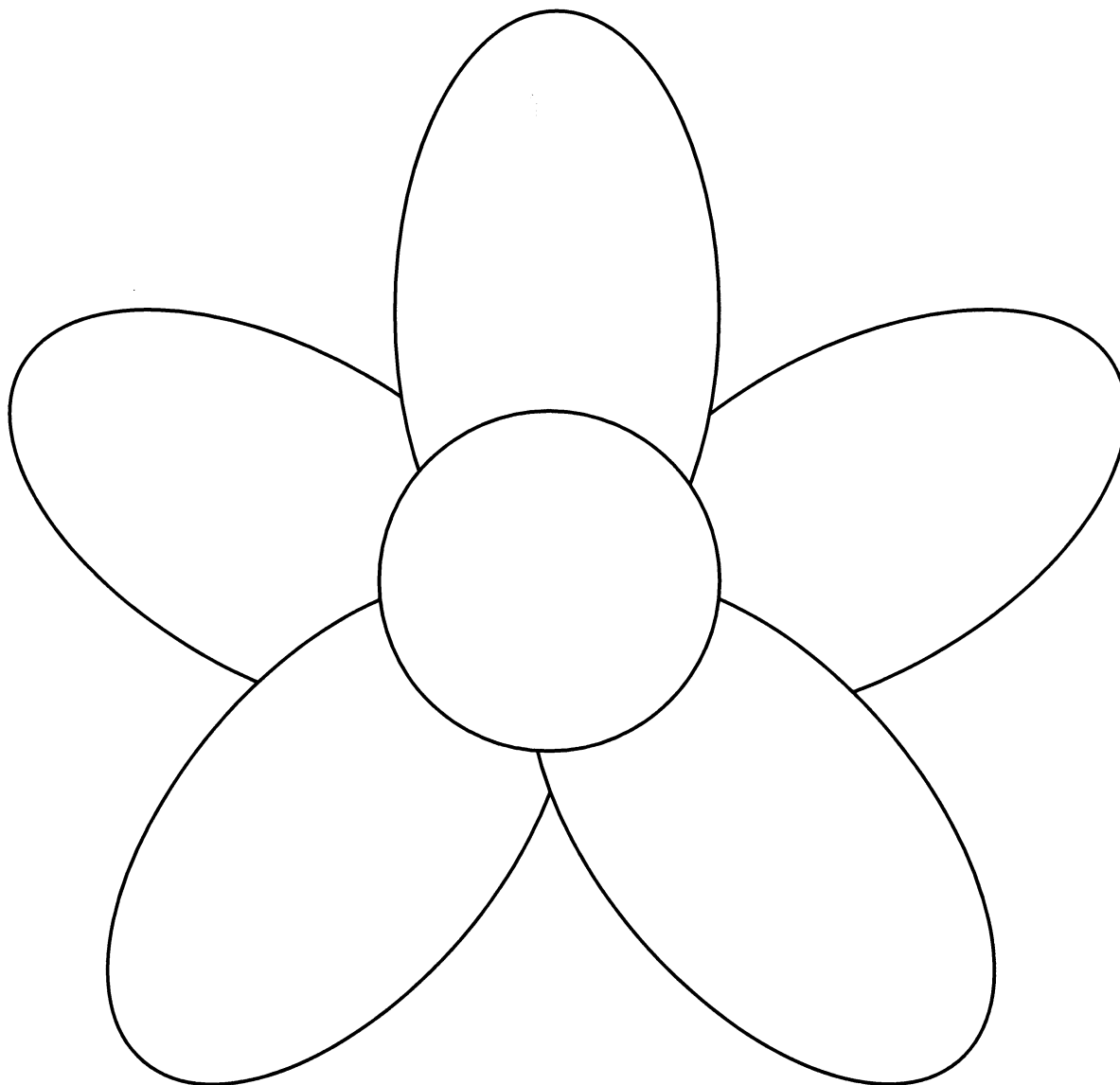
Write clerihews about people or groups of people whom you find in comics, sports and other sections of the newspaper.

Also, do you find writers or cartoonists in your newspapers that use humor and satire to make their points?



FRIENDSHIP_{flower}

Think about a family member or special friend. Write the person's name in the middle of the flower. Find photos, words and other things in the newspaper that tell something about the special person. Cut out and paste the items on the petals of the flower. Make an attractive design and create a card to present to the person.



THINKmore!

Draw your own illustration for a card to give to a family member or friend. Add words and photos from the newspaper.

UNUSUAL_{photo}

Select an unusual photo from your newspaper and attach it to this sheet. Write four sentences about the photo. Assume that any of the sentences could be used as a cutline or caption for the photo.

Sentence one – a statement (declarative)

Sentence two – a question (interrogative)

Sentence three – an exclamation (exclamatory)

Sentence four – a command/request (imperative)



Record your responses.

News Photography

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Sentence	
Statement	
Question	
Exclamation	
Command	

THINKmore!

Have a classmate read your sentences and make sure all are complete sentences and have that person choose the best one for the caption or outline.

News Photography

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Evaluate a news photo. Attach the photo to this sheet. If the photo accompanies a story, attach the photo and story.

RUBRIC evaluate a news photo

	A. no	B. somewhat	C. almost	D. yes
1. Captures a decisive moment	A	B	C	D
2. Fills the frame with significant matter	A	B	C	D
3. Sends a clear visual message	A	B	C	D
4. Contributes new information to accompanying story OR if the photo stands alone, raises the readers/viewer's level of understanding/appreciation for the subject	A	B	C	D
5. Makes the readers want to read the caption or accompanying story	A	B	C	D
6. Demonstrates high technical quality (sharp focus and tonal values)	A	B	C	D

THINKmore!

What else draws you to the photo? Is it a familiar subject? Is the subject new and interesting?