LESSON PLAN:
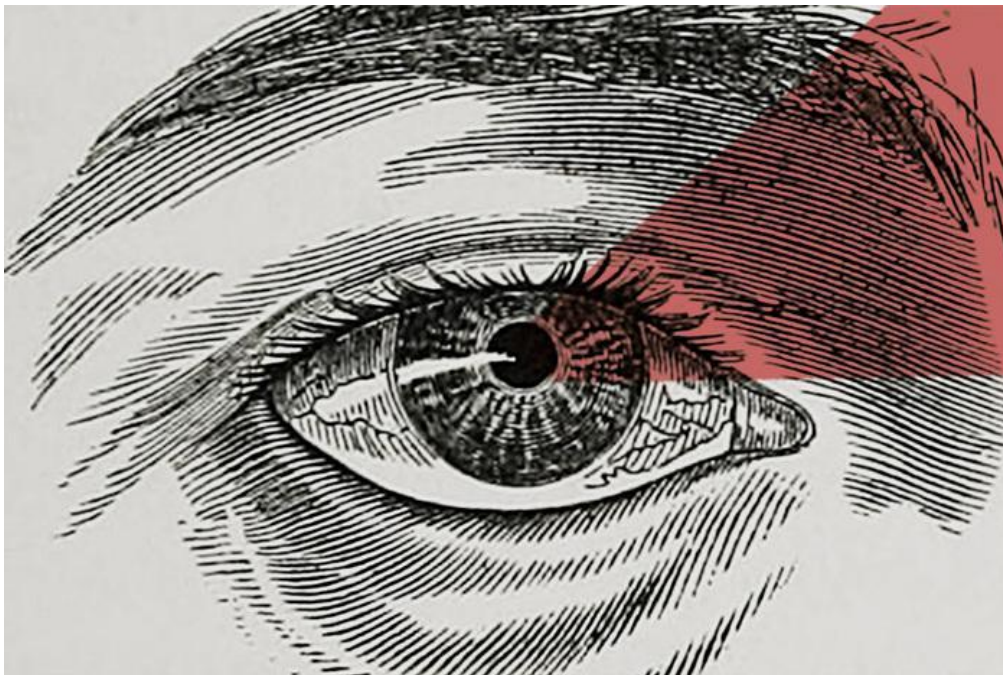
Exploring Images In (and Out of) Context

From *Learning to Look*

In her new visual literacy column "Learning to Look," Virginia Seymour takes readers progressively deeper into the skills essential to being a visually literate person. You can follow the "Learning to Look" column via RSS Feed.

Time: 30-35 minutes

Level: 6th grade and up

Preparation:

- Select 3 images related to your class topic. Try browsing or searching within JSTOR Open Collections for ideas. *Tip:* you can save the images you choose to JSTOR Workspace for easy access.
- Worksheets:
  - Option 1: For each student, print a copy of worksheet A.
  - Option 2: For each student, print a copy of worksheet B.
 - Option 3: Prepare a whiteboard or online document based on worksheet C.

Materials: Students should have a writing instrument and should each receive a worksheet, if using option 1 or 2 above. If using option 3, print or digitally share a copy of each image for every group of three students.

- *Tip:* You can download individual images directly from search results or item pages, or download groups of images from Workspace:
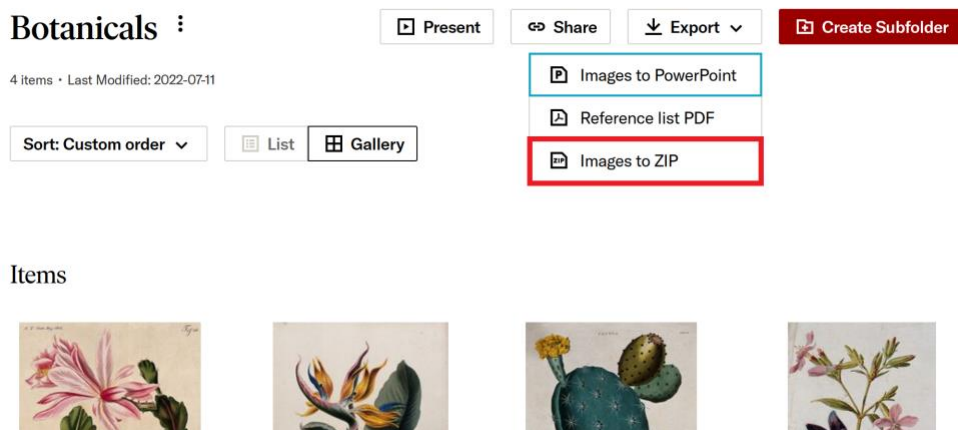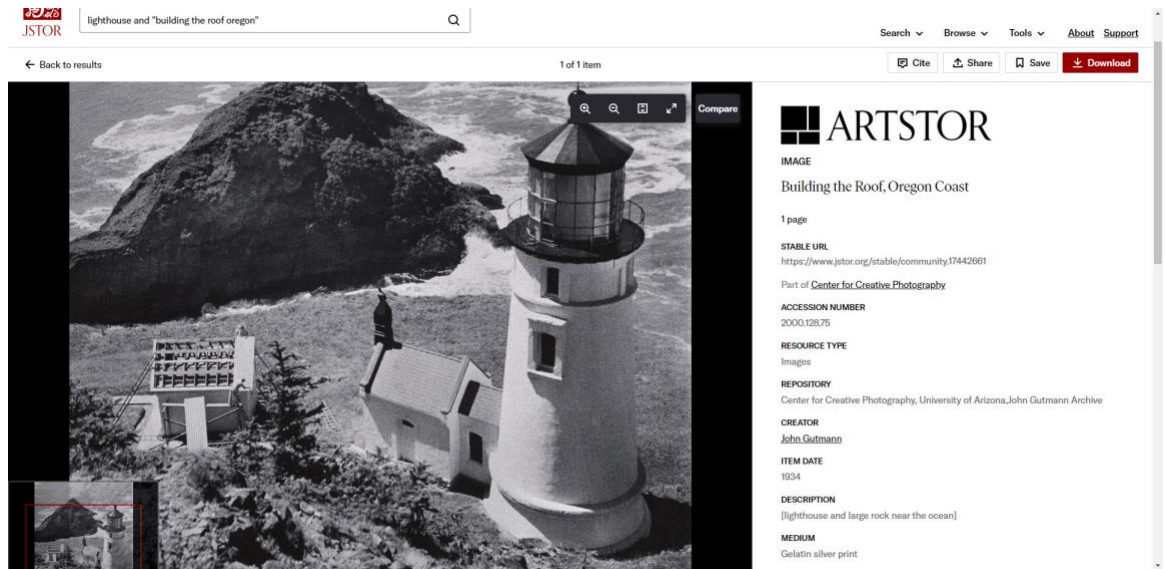

- Search results:
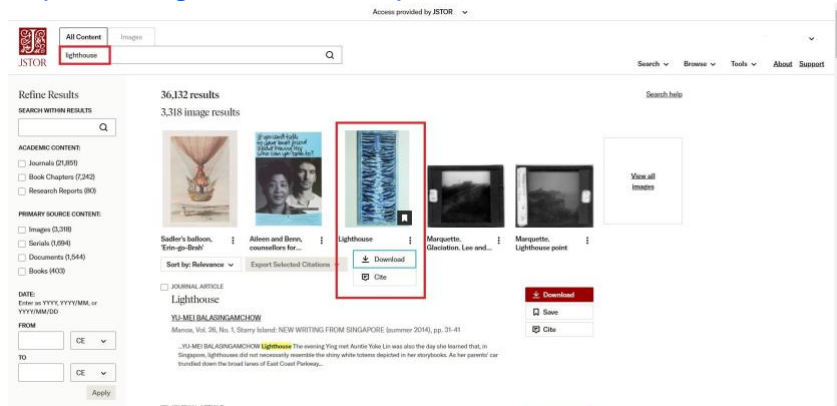
- Item page:
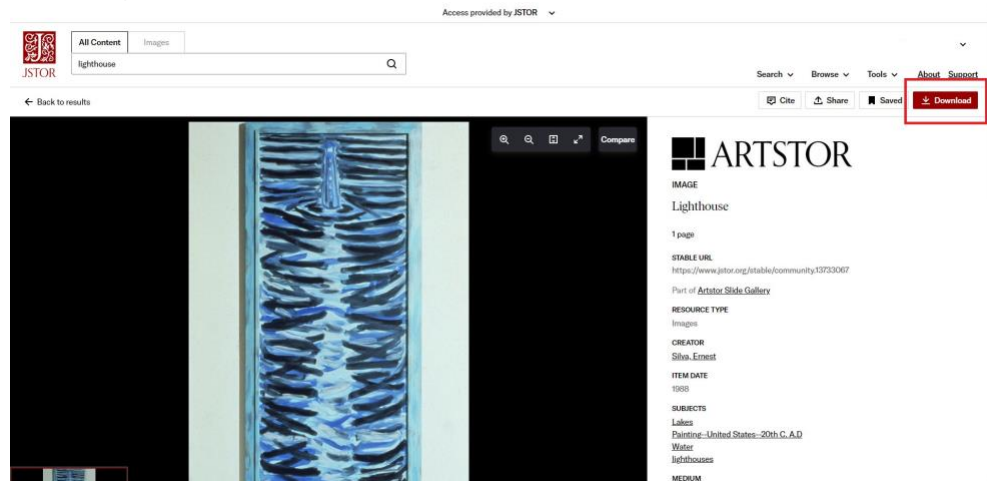
- Workspace to ZIP or PowerPoint:

Directions

Option 1: Individual (Worksheet A)

1. Display image #1 on an overhead display. For instance, if the first image you've chosen related to your class topic is "Building the Roof, Oregon Coast," it will look like this, with metadata on the page:

a.

2. Give students 3-5 minutes to complete the first column of their worksheet.
3. Display image #2 on an overhead display, and prompt students to consider what is similar or different about this image and image #1. Give students 3-5 minutes to complete the second column of their worksheet.
4. As a class, discuss: How does this image change or support the conclusions you drew after looking at the first image?
5. Display image #3 on an overhead display, and prompt students to consider what they notice about this image that they didn't see in the first two images. Give students 2-3 minutes to complete the second column of their worksheet.
6. As a class, discuss: How does this image change or support the conclusions you drew after looking at the first image?
7. Give students 5 minutes to reflect on what they are still curious about after viewing the images and write down three questions they still have about the subject matter.

Tip: If you collect the worksheets, use students' reflection questions to shape your future lessons and discussions about the topic.


Option 2: Small Group (Worksheet B)

1. Split students into groups of three. Give each student in a group a different image.
2. Give students 3-5 minutes to complete the first column of their worksheet based on their assigned image.
3. Instruct students to take turns telling their group about their assigned image, describing what they think is going on. Allow 8-10 minutes for students to share in their group.

4. Give students 5 minutes to complete the second column of their worksheet, reflecting on their image compared to the other two.
5. In their small groups, ask students to discuss what they are still curious about after viewing the images and write down three questions they still have about the subject matter.

Tip: If you collect the worksheets, use students' reflection questions to shape your future lessons and discussions about the topic.

Option 3: Large Group (Worksheet C)

1. Display image #1 on an overhead display. For instance, if the first image you've chosen related to your class topic is "Building the Roof, Oregon Coast," it will look like this, with metadata on the page:

   a.
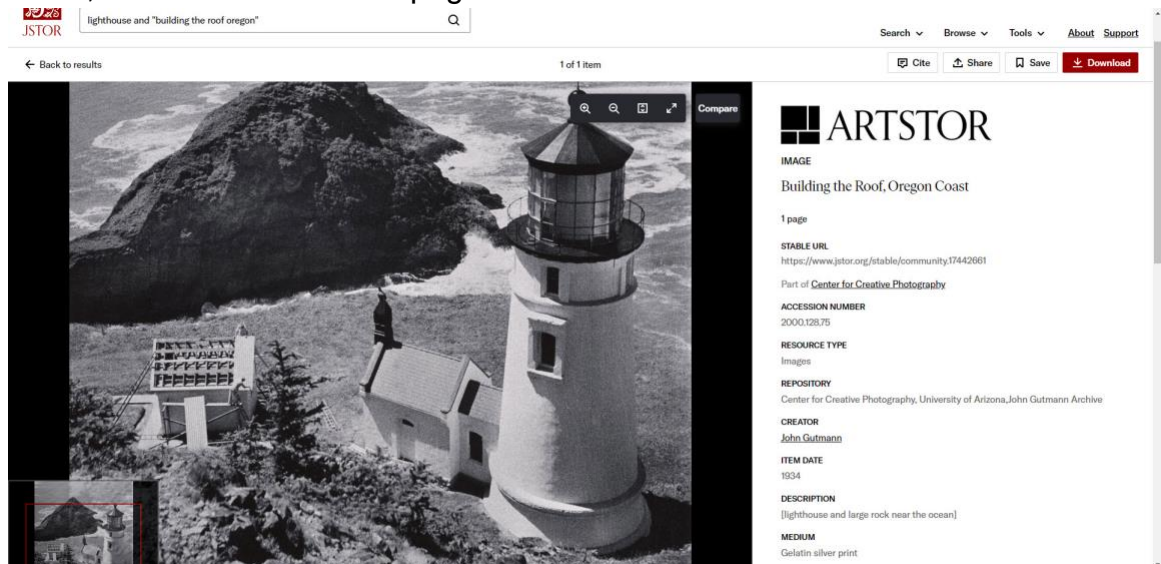
2. Give students 1-2 minutes to quietly study the image, prompting them to think about what they notice and what they think is going on in the image.
3. As a class, record as many impressions as possible in the first column of the worksheet, then discuss: What do you think is happening in this image? What does it depict?
4. Display image #2 on an overhead display, and prompt students to consider what is similar or different about this image and image #1. As a class, brainstorm at least five similarities and five differences, writing these down in the second column.
5. As a class, discuss: How does this image change or support the conclusions you drew after looking at the first image?
6. Display image #3 on an overhead display, and prompt students to consider what they notice about this image that they didn't see in the first two images. As a

class, brainstorm at least five new things they noticed about image #3 that they didn't see in the first two images.

7. As a class, discuss: How does this image change or support the conclusions you drew after looking at the first image?

8. Ask students what questions they have about the topic after seeing these images and what they are still curious about. Write these in the fourth column and discuss how you might go about answering these.