

INTRODUCTION

As your students return to school after the hurricane, they will be returning with stories and many different emotions which will need an outlet for expression. Shirley Lyons, a Literacy Through Photography (LTP) teacher, developed the following activities which we hope will support you in your classroom as you welcome your students back. In LTP we know the power of connecting images to words and hope that you witness this when you try these activities which incorporate LTP strategies. We would like to request that when you use these lessons that you let us know that you are using them and that you will share some of the best of your students' work with us. We want to showcase students' impressions about Hurricane Ike on our website.

In putting together their stories about Hurricane Ike and documenting Hurricane Ike, students may use photos they have taken or those that they have located on the internet. With the photograph, students should write captions for the photos and first drafts of accompanying text for the photo. If using photos on the internet students need to credit the source. Revised and edited photo stories can be published in a class newspaper or posted on a website.

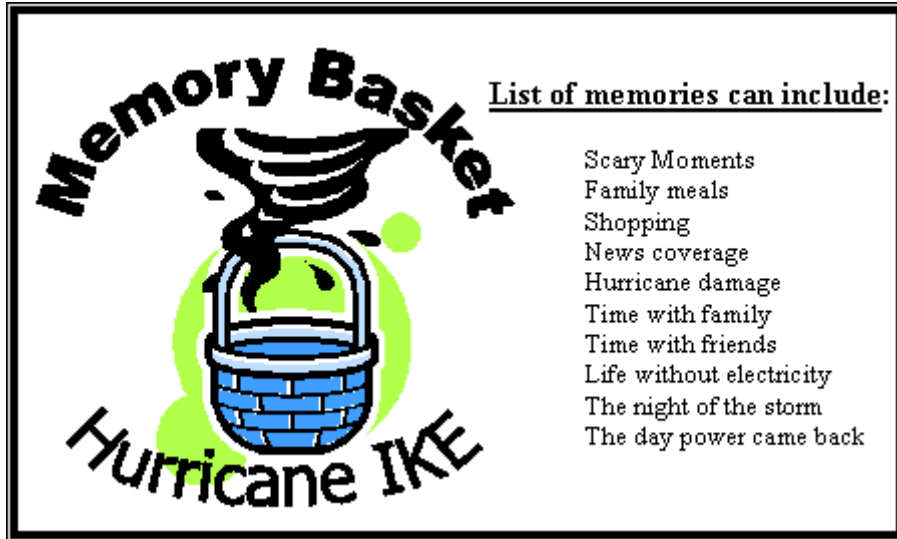
LESSON OBJECTIVES

Using this lesson students will be able to:

1. List words that describe emotions and feelings that can be captured in photos.
2. Discuss the message that visual imagery may convey through photography.
3. Discuss tone and mood that a person can capture in photos.
4. Examine photos for feelings and meaning being conveyed beyond the actual images.
5. Discuss the effect that the media plays in covering news events such as hurricanes.

Activity: Hurricane Memory Basket

Have students reflect over their experiences with hurricane IKE by listing their memories. Students can draw a basket and make a list of their memories inside their baskets or the teacher can have precut paper baskets for students to use for this brainstorming activity. Students can then select one of the experiences they listed to develop into a personal narrative.



Activity: Writing Prompts

- Write how the following excerpt of the first line in the novel "A Tale of Two Cities," by Charles Dickens can apply to what we experienced with Hurricane IKE:


It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair,

- Write about how adults reacted and behaved with Hurricane IKE,
- Write about your BEST day during your time off due to Hurricane IKE? Your WORST day?
- Write about acts of kindness you observed during Hurricane IKE.
- Write about life without electricity

Activity: Hurricane Postcards

Hurricane Post Card

Students write a postcard to a friend or family member about their experiences and thoughts about Hurricane Ike...

	FROM:	
	TO:	

Front of Postcard

Students can illustrate or use photos they have taken or located on the internet that reflect how Houston was affected by hurricane Ike. A collection of images can be made available for students to cut and paste onto their postcards. Students can create a list of images they saw from their experiences with Hurricane Ike.

Hurricane Poetry:

This activity can be part of the Hurricane Postcard where the back of the postcard is the hurricane poem the student writes. Students can also write their own hurricane poems to go with images they have captured or located on the internet.

Hurricane Prompt: Hurricanes can be devastating and destructive to property and human spirits. A useful site that contains links and examples to many different poetry forms can be located at <http://thewordshop.tripod.com/forms.html>

Students can write "I Am" poems from the persona of a hurricane or from the persona of a person experiencing a hurricane. .

I AM Poem Format

I am (two special characteristics you have)
I wonder (something you are curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem repeated)

I pretend (something you pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that really bothers you)
I cry (something that makes you sad)
I am (the first line of the poem)

I understand (something you know is true)
I say (something you believe in)
I dream (something you actually hope for)
I try (something you make an effort about)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

To write an **acrostic**, pick a subject and make it the title of your poem. Write this title in a vertical row DOWNWARD. Then write the lines of your poem, starting with

Students write a poem using words that describe something about Hurricane Ike.

Handprints:



Have students trace their hands and then attach the handprints to their "I AM" poems. Students can write adjectives on the fingers that describe

Altered Compound Found Poem

Select the words to a poem that has meaning to you and to a song that has meaning to you. Select words or sets of words from each of the two sources and create a new poem using the words you selected. Use parts of both sources' original titles to create the title for your new creation.

Activity: Emotional Images

Students use a dictionary / thesaurus to collect words that describe emotions. The partial word list can be used as a guide. Students will select hurricane like images they have taken or located on the internet that depict emotions and write a caption for the images.

Partial Word List

lazy	loving	motivated	friendly	peaceful	confused	delighted
shy	embarrassed	stubborn	optimistic	tired	regret	sad
doubtful	mad	ashamed	frustrated	happiness	upbeat	wonderful
silly	enthusiastic	attacked	bored	playful	hopeful	discouraged
alert	mean	focused	panic	proud	remorse	worried
drained	excited	nervous	calm	uncertain	respected	disgusted
eager	mellow	stunned	furious	quiet	hungry	jealous
loved	stressed	offended	terrified	unfocused	hyper	joyful
sleepy	explosive	betrayed	goofy	hatred	defiant	
angry	fearful	suspicious	grateful	heartbroken	hysterical	

Activity: Photojournalism

Step One: To aid students in understanding the use of photography as photojournalism, create a PowerPoint presentation that captures images of the hurricane. Use all different kinds of images, it is important to include close-ups of faces that portray extreme emotions and reflect the seriousness of the storm. What is the 'story' you want to tell? How can pictures be arranged or sequenced to tell the 'story' of the event? Can they, do they, tell the whole story?

Step Two: Students can discuss different definitions for photojournalism to help make the distinction between art or personal photography and photojournalism. Some information links are provided below.

- is the craft of employing photographic storytelling to document life? Is it universal and does it transcend cultural and language bounds?
poynteronline.org/content/content_view.asp
- This refers to images that tell a story, such as those seen in news media and periodicals. It may include documentary, advertising, spot news ...
www.pacamera.com/categoryDef.html
- This is about journalism that presents a story primarily through the use of pictures
wordnet.princeton.edu/perl/webwn
- Photojournalism is a particular form of journalism (the collecting, editing, and presenting of news material for publication or broadcast) that creates images in order to tell a news story. ...
en.wikipedia.org/wiki/Photojournalism
- This is a form of journalism in which a story is told primarily through photographs and other images
en.wiktionary.org/wiki/photojournalism

Suggested TEKS alignment:

TEKS: Writing/Viewing/representing/interpretation.

The lesson and activities address the following TEKS:

- (1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.
- (2) Writing/writing processes. The student uses recursive writing processes when appropriate.
- (4) Writing/inquiry/research. The student uses writing as a tool for learning.
- (19) Viewing/representing/interpretation. The student understands and interprets visual representations.
- (20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.
- (21) Viewing/representing/production. The student produces visual representations that communicate with others.