PHOTOGRAPHY IN ELT:
ENGAGE, INSPIRE, CREATE, LEARN

CRYSTAL BOCK THIESSEN
UNIVERSITY OF NEBRASKA-LINCOLN
TODAY WE’LL LEARN ABOUT:

• A few basic photography skills and vocabulary terms

• Six photography-related activities for the English language classroom or lesson

• Ways that the presented activities can be modified for different levels, topics, or situations

• How other participants are using (or would like to use) photography for language learning
WHY USE PHOTOGRAPHY IN YOUR ENGLISH CLASSROOM?

- Technologies with which students are already actively engaging
- Visual and interactive learning for better language retention
- Stimulates interest among even the quietest of students
  - Is widely available and accessible
  - It’s fun!
HOW CAN YOU MODIFY FOR YOUR UNIQUE STUDENTS AND CLASSROOM SITUATIONS?
ACTIVITY PRE-TEACHING: BASIC PHOTOGRAPHY SKILLS & VOCAB

Selfie → A photo you take of yourself (and sometimes with others as well)!
PRE-TEACHING: BASIC PHOTOGRAPHY SKILLS & VOCAB

Composition:
- Rule of Thirds
- Perspective
- Leading lines
- Framing
- Centering
- Portraits
- Background
- Horizontal & Vertical
- Cropping
- Fill the frame

Lighting:
- Open shade
- Shadows
- Harsh light
Better Photo Skills Scavenger Hunt

1. Using the rule of thirds, take a photo of something red or blue.
2. Using the rule of thirds, take a photo of something green or black.
3. Take an interesting photo using the "fill-the-frame" (get close) method.
4. Take another photo using "fill-the-frame".
5. Take a picture of some interesting architecture.
6. Now, take another picture of the same structure from below looking up (make it vertical).
7. Again, with that same structure, find a different angle and take a picture (fill-the-frame, etc.)
8. Find a subject and then take a photo using leading lines.
9. Using "leading lines," take another photo of an interesting design (remember, the leading lines must lead to something of interest in your photograph).
10. Take an "up-close" vertical photo of something in nature (fill-the-frame).
11. Take a creative photo of someone else's camera or phone. Think about lighting, rule-of-thirds, leading lines, or any other techniques we learned.
12. Use one (or more) of the techniques you learned today and take an interesting horizontal self-portrait (even BETTER than a selfie). Try using your timer.
13. Use one (or more) of the techniques you learned today and take an interesting vertical self-portrait (even BETTER than a selfie). Try using your timer.

See the back of this paper for some helpful photography resources.
English Photo Fun

Using your camera, please do the following things:

1. Take a picture of something blue using the rule of thirds.
2. Now, take a picture of something blue using the rule of thirds.
3. Take a picture of something yellow using the rule of thirds.
4. Take an interesting photo of a building from up high or down low.
5. Using leading lines, take a photo of a person or thing.
6. Using different leading lines, take a photo of a different person or thing.
7. Take a nice leading lines, take a photo of a different person or thing.
8. Now, take a horizontal portrait of a teacher or classmate.
9. Finally, take a creative photo of yourself.

Now, share your photos with your group (and upload your best one to our Facebook group!)

[Image of people with cameras]
Learning objectives:

- English listening skills
- Following directions in English
- Improved basic photo skills
- Creative thinking
- Working together
Photo scavenger hunt ideas:

- Basic photo skills (Activity 1)
- Vocabulary words
- Adjectives and descriptions
- Sights around school/neighborhood (The Selfie Hunt!)

Instructions:
1) Visit the listed locations and take a selfie; check off the sites that you have visited. You get one point for each site you visit if you have a selfie for it. You must visit at least 5 sites in each category for a minimum grade of B (90%, B+, B, and B-). 2) Upload your selfies to a photo album; 3) post your photo album or a link to it in the Discussion Board folder labeled "The Great Lincoln Selfie Hunt" by the due date, Thursday, April 20. This paper is also due in class on that day.

Note: There are suggestions for things that you could do or buy at each place, but please remember that YOU DO NOT AND ARE NOT REQUIRED TO BUY ANYTHING at these places. All that is required is that you take a selfie there. Of course, if you would like to make a purchase, that is up to you.

Downtown Lincoln Area:
- Stop by the Peace Center (corner of 13th and P St).
- Get a coffee or a slice of pizza at Campfire Café (1124 P St).
- Visit the Nebraska State Capitol and go inside to see the murals (1445 K St).
- Get a slice of pizza or a salad from Woodstock Pizza (1123 Q St).
- Visit the library on the north side of the Museum of Nebraska History (1440 K St).
- Get a coffee, tea, or an ice cream at Cottonwood Bistro and Café (corner of 11th and K St).
- Visit the International Exposition (1150 Q St).
- Get a doughnut, ice cream, or a pizza at the International Exposition (1150 Q St).
- Visit the Great Plains Art Museum (downtown Sunday–Monday) (1150 Q St).
- Watch skateboarders at indoor skate park and get a coffee at The Bay (205 Q St).
- Visit the Haymarket Area:
- Find the old, restored train near the Haymarket District.
- Find the huge outdoor TV in the Haymarket district.
- Taste the best ice cream in Lincoln at Larry’s Cone in the Dairy Queen Building (702 P St).
- Find the “Art Alley” near the Haymarket District.
- Find the “Art Alley” at the Haymarket District.
- Find the “Art Alley” on the east side.
- Have a coffee, tea, or a slice of pizza at Cottonwood Bistro and Café (corner of 11th and K St).
- Visit the Lincoln Visitors Center inside the train station and ask for a 2016 Nebraska Visitors’ magazine—they often have free info as well (201 N 17th St).
- Visit some of the banks in the Haymarket District (705 P St).
- Find Pinnacle Bank Arena (sports events and concerts) (400 Pinnacle Bank Drive).
- Visit the Lincoln Visitors Center inside the train station and ask for a 2016 Nebraska Visitors’ magazine—they often have free info as well (201 N 17th St).
- Look around at all the products made in Nebraska at the from Nebraska Gift Shop (803 Q St).
- Get some pizza with friends at Mellow Mushroom Pizza (801 R St).
- Look around at all the products made in Nebraska at the from Nebraska Gift Shop (803 Q St).
Downtown Lincoln Area:

- Sip a coffee or eat a treat in the Coffee House (1324 P St)
- Visit the colorful tower at Tower Square (corner of 13th and P St)
- Visit the Nebraska State Capitol building and go inside to see the murals (1445 K St) [http://capitol.nebraska.gov/]
- Get a slice of pizza (or share a whole pizza pie with friends) at Yia Yia’s (1423 O St)
- Get a coffee, tea, or other treat at Cottonwood Bistro and Café (corner of 11th and K St)
- See the big head sculpture & fountains, hang out by Antelope Valley in Union Plaza (21st and P Sts)
- Get an organic treat, breakfast, or lunch at Hub Café (21st and Q Sts)
- Find the huge painted mural on the east side of Constellation Studios (21st and O Sts)
- Visit the Great Plains Art Museum (closed Sundays/Mondays) (1155 Q St)
- Watch skateboarders at indoor skate park and get a coffee at The Bay (2005 Y St - 5 min. walk from NE Hall)

Haymarket Area:

- Find the old, restored train next to the Lincoln Train Station
- Find the huge outdoor TV in the Railyard district
- Taste the BEST ice cream in Lincoln at Iavana Cone in the Creamery Building (701 P St)
- Find the “Art Alley” next to the Creamery Building on the east
- Have a coffee, treat, or look around at all of the cool books in Indigio Bridge Books in the Creamery Building (701 P St)
- Find Pinnacle Bank Arena (sports events and concerts) (400 Pinnacle Arena Drive)
- Visit the Lincoln Visitors Center inside the train station and ask for a 2016 Nebraska visitors’ magazine—they have other free info as well (201 N 7th St)
- Find the big clock in the middle of the street (close to Iron Horse Park)
- Get some pizza with friends at Mellow Mushroom Pizza (601 R St)
- Look around at all the products made in Nebraska at the From Nebraska Gift Shop (803 Q Street)
- Get some pizza with friends at Mellow Mushroom Pizza (601 R St)
ACTIVITY 2: STORYTELLING

Activity:

- Students will take a photo from their own “world” and write about it.
- Photos and writings can be electronically shared, or printed and put on display.

The Skater
By Xin Chen

John always wanted to try it, but he was scared. His parents told him he would get hurt. His friends said he should try to study more instead. He had a dream though. His dream didn’t want to leave and so he had no choice. One day at the park for skaters, he could finally do this dream. The people there cheered for him and they smiled. He could do it and he did it. What was John’s dream? It was to finally do tricks on his skateboard in public. He finished that dream, and now his dreams can get bigger and bigger.
Learning objectives:

- Sequencing and storytelling
- Writing skills
- Grammar skills (can be paired with specific grammar units such as simple past, past perfect, past progressive, etc.)
- Connecting content to students personal lives/interest

Music and people and food and heat are found at the Nebraska Folk and Roots Festival. I went to this festival and it was my first festival in Nebraska. The music at this place was different for me but enjoyable. There is a style of bluegrass and country. It was new for me. Also, my friends and me thought it was strange for this festival at a farm, but the people there looked happy and so did we. Like I always see, the food here was very big but very good too.

The most important things was that it was so hot at this festival, but everyone could feel relaxing and good. I want to go to the Nebraska Folk and Roots Festival again next year. Do you want to come with me?
Additional activities:

- Students can swap photos and create stories for their classmates’ photos
- Photo can be passed around with a sheet of paper, and each student writes a sentence “building” a story
- Great for teaching and writing poetry, or for illustrating poetry
- Lower levels can use their photo to work on adjectives in English
ACTIVITY 3: "A DAY IN THE LIFE" PHOTO ESSAYS

Activity:

- Students make photographs during a typical day in the life of...(an international student in the USA, an English-learner, a singer, etc.)
- Students orally tell the story to accompany the photos
ACTIVITY 3: “A DAY IN THE LIFE” PHOTO ESSAYS

Other subject ideas include:

- Daily routines, habits, practices
- School life, classes, teachers
- Friends and socializing
- Family and home life
Learning objectives:

- Storytelling and sequencing
- Oral (or written) expression in English
- Sharing and understanding perspectives
Additional activities:

• Use with electronic pen pals from other parts of your country, from other students/classes on campus, or even from other countries.

• “How to...” photo essays where students photograph steps to do something (cooking a recipe, studying for a language test, using a social media site, etc.)
ACTIVITY 4: PERSONAL VOCAB ALBUMS

Activity:
Students take photos to help them remember vocabulary words and store them in albums on their phones, online, or in Word docs to study.

Learning Objective:
Better retention of vocab words through personal visuals.
### Vocabulary Words--Unit 2

<table>
<thead>
<tr>
<th>My photo:</th>
<th>Vocab word:</th>
<th>Definition (English):</th>
<th>My example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Photo of an urban building" /></td>
<td>Urban (adj.)</td>
<td>In a city</td>
<td>She likes to live in an urban place.</td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Photo of a train station facade" /></td>
<td>Façade (noun)</td>
<td>The front or outside of a building</td>
<td>The train station’s façade was welcoming.</td>
</tr>
</tbody>
</table>
Free online storage for photo albums:

- flickr
- Pinterest
- Google Drive
CHAT BOX PARTICIPATION:

YOU HAVE 20 SECONDS – TYPE AS MANY ADJECTIVES ABOUT THE NEXT PHOTO AS YOU POSSIBLY CAN...
In your classroom, you might say: “You have 1 minute—with a partner, say and write as many adjectives about the next photo as you possibly can...”
ACTIVITY 5: ADJECTIVE SCRAMBLE

Activity:

• Show an “active” or interesting photo
• Students list adjectives in pairs as a warm-up
• After they share their adjectives, use a photo as a conversation or writing prompt (Who? What? When? Why? Where? How?)
Learning objectives:

- Review acquired adjectives
- Learner-centered oral warm-up
- Building confidence through sharing opportunities
Additional activities:

- Ask follow up questions about the photo to stimulate discussion
- Give each student their own week to share a photo and be the teacher for warm-up
- Make competitions for the most unique adjectives, descriptions, or interesting story
- Use as a prompt for a quick descriptive writing warm-up
ACTIVITY 6: BLOGGING

As a famous museum, the National Museum of Art exhibits photographs as its main part. Although there are various other exhibits, the main attraction is the photography section. The museum hosts a regular exhibition, which features photographs that are related to death and war. These photographs are powerful because they showcase the human element of war and the impact it has on individuals. The majority of these photographs are monochromatic, which adds to their emotional impact. Some of the photographs depict the victims of war, while others show the aftermath of conflict. This exhibition is a poignant reminder of the human cost of war.

Some photographs are soldiers' faces, which are dirty and look tired. These are the faces of those who have seen the horrors of war. Other photographs depict the destruction caused by war, such as the ruins of buildings and destroyed landscapes. These images are powerful because they show the impact of war on the environment. The museum also features some other photographs that are more artistic. These photographs depict the beauty of nature and the human spirit, which is a contrast to the harsh reality of war.

In conclusion, the National Museum of Art's exhibition on photography is a powerful reminder of the human cost of war. The museum's efforts to showcase these photographs are commendable and serve as a reminder of the importance of remembering the past.
BLOG VS. BLOG POST

A blog...
• Is the overall website you create (like a journal notebook)
• Has a large title—when you click on the title, you can see ALL blog posts published
• Contains links to all published posts
• Can be customized with your choice of backgrounds, colors, photos, and information

A blog post...
• Is an individual entry on the blog website (like a daily or weekly entry in a journal notebook)
• Has a smaller title—when you click on it, then you only can see that one post
• Is created within your blog—click on “New Post” to add a post to your blog
6 Classics – The Best Short Stories for Teenagers

It can be tough getting kids to read nowadays. There are so many cool electronic distractions and diversions for them to play with, that the idea of sitting down with a good book can seem sort of boring. You might not be able to convince your teenager to grab a novel right off the bat, but introducing them to some entertaining short stories might get them to start reading just for the pure joy of it.

Short Stories Teens Will Enjoy

When you think of short stories for teenagers, there are some classic titles that come up. I still remember reading many of these in middle school and high school simply because they were such good stories. The teachers loved them because they readily lent themselves to critical analysis. I just knew that I enjoyed them. Today, classic short stories hold a special place in my heart as a parent and teacher because they can grab a reader by their imagination almost instantly transport them to a different place and time. There isn’t room for a lot of fluff, and that’s a very good thing when you are trying to get the attention of a teenager with a million other distractions surrounding them. I’m including some newer titles here as well and I hope you’ll check them out if you haven’t already. You might also want to check out this list of short stories for teenagers. By the way, these are great for adults too! This is really just a starter list of classic short stories for teens, so please feel free to share your favorites in the comments.

The Lottery

The classic short story by Shirley Jackson (1948)

The story by Shirley Jackson is a classic tale that I remember reading in middle school. It was definitely a change from my elementary readers. Although it was published way back in 1948, it still packs a punch. Today’s fans of The Hunger Games will certainly see some similarities and might be pleasantly surprised. I found an interesting analysis of The Lottery, but be warned that there ARE spoilers.

Nightfall

An amazing collection of short stories by Isaac Asimov

If you are a science fiction fan, or you know a teen who is, you’ve got to read Isaac Asimov. The book shown here is a great introduction to his short stories.
JUST A FEW FREE BLOGGING WEBSITES

Blogger

WordPress.com

tumblr
BLOGGING: PRIVACY AND SECURITY

- Private: Only the student can view
- Unlisted: Only people with whom the student shares the link can view
- Public: Anyone can view
For English 150, you will be expected to have and keep a weekly online blog. If you have a Gmail/Google account, you can set up a blog at blogger.com with the same account information. If you don’t, you can choose to create your blog at blogger.com or wordpress.com. Just follow the instructions to set up your blog.

Each week, you will be given a topic, which will be directly or closely related to class and text topics. You are to react to the topic in a rhetorical and critical blog post that is no less than 350 words (the minimum to receive full credit). You will also be required to illustrate your blog post with your OWN photos at certain times—specific information on required photos will be given to you as you get each blog topic assignment.

After you have posted your weekly writing assignment to the web, copy and paste the URL for that blog post only, and paste it into that week’s discussion board on Canvas by the due date.

Your blog constitutes 30% of your grade, so it’s important to spend some time on each post.

Once you have your blog started, write down the information here and KEEP THIS PAPER IN YOUR FILES for this semester:

<table>
<thead>
<tr>
<th>My Blog Web Address</th>
<th>My Blog Login Name</th>
<th>My Blog Login Password</th>
</tr>
</thead>
</table>

CBThessen 2015
Learning Objectives:
- Academic and evaluative writing
- Expressing opinions with both writing and imagery
- Descriptive writing about personal photos
- Grammar/adjective use in context
- Web publishing/blogging
QUESTIONS?
Please share your own activities and check out this webinar’s Ning resource page for additional ideas and materials!