



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)!

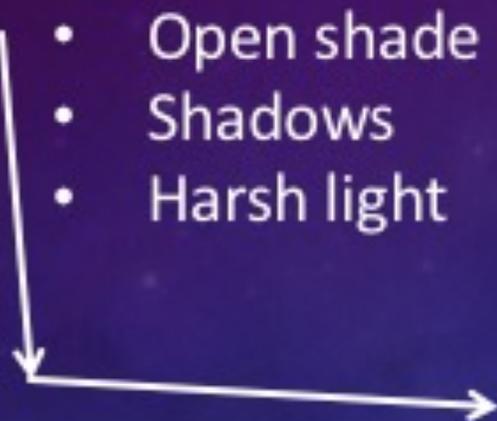
PRE-TEACHING: BASIC PHOTOGRAPHY SKILLS & VOCAB

Composition:

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

Lighting:

- Open shade
- Shadows
- Harsh light



ACTIVITY 1: VOCABULARY OR THEMATIC SCAVENGER HUNTS





Better Photo Skills Scavenger Hunt

- Using the rule of thirds, take a photo of something red or blue.
- Using the rule of thirds, take a photo of something green or black.
- Take an interesting photo using the "fill-the-frame" (get close) method.
- Take another photo using "fill-the-frame"
- Take a picture of some interesting architecture.
- Now, take another picture of the same structure from below looking up (make it vertical).
- Again, with that same structure, find a different angle and take a picture (fill-the-frame, etc.)



- Find a subject and then take a photo using leading lines.
- Using "leading lines," take another photo of an interesting design (remember, the leading lines must lead to something of interest in your photograph).
- Take an "up-close" vertical photo of something in nature. (Fill-the-frame)
- 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.
- 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.
- 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 side of this paper for some helpful photography resources &

English Photo Words

Grids...Put your subject into one of the four colored areas to make the photo more interesting



Get close with your camera and fill most of the picture with the subject



Lines...Find lines in nature or architecture to "lead" the viewer's eyes to your subject



Vertical—Up and down



Horizontal—Sloeways





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 yellow using the rule of thirds
3. Take a picture of something using fill-the-frame.
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 vertical portrait of one of your friends... make sure to check all corners of the frame!
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!!)



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!)

Lincoln Trails & Parks

- ___ Visit Sunken Gardens (Flowers will not be blooming there on _____ Street)
- ___ Visit Anselmo Park
- ___ Visit Pioneer Park and find the live green (Duffel)
- ___ Visit Holmes Lake and walk on the trail
- ___ Visit Walden Park
- ___ Ride your bike or walk on the MyPaw Trail
- ___ Ride your bike or walk on the Silly Wolf Trail
- ___ Ride your bike or walk on one other trail
- ___ Have a picnic with friends at a park
- ___ Play a game or sports at a park



UWL

- ___ Visit the Sheldon Art Museum (can)
- ___ Find the Silver Tree on campus (P)
- ___ Find the Blue Head on campus (P)
- ___ Find the large spiral notebook (can)
- ___ Go to the climbing wall at the Out
- ___ Visit Morrill Hall, including the bar
- ___ Get an ice cream at the Dairy Bar
- ___ Visit the International Quilt Show
- ___ Get a drink, hang-out, study or
- ___ Meet an American friend or fan

Final Thoughts: After completing this activity, what was new or surprising for you? Which place/activity do you recommend to other international students? Why? In friends? If you want to add photos to your discussion

Videos to be posted on Canvas under Seminar Disc



English 143 Project #2: The Great Lincoln Selfie Hunt



Instructions: 1) Visit the listed locations and take a selfie; 2) 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 C (5=C, 6=B, 7=A, and 8=A+); 3) upload your selfies to a photo album; 4) 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 20th. 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:

- ___ 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://capital.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 Cafe (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 Cafe (21st and O 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:

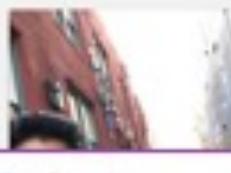
- ___ Find the old, restored train next to the Lincoln Train Station
- ___ Find the huge outdoor TV in the Railyard district
- ___ Taste the BEST ice cream in Lincoln at Ivanna Cone in the Creamery Building (701 P St)
- ___ Find the "Art Alley" next to the Creamery Building on the east
- ___ Have a coffee, treat, or look around at all of the cool books in Indigo Bridge Books in the Creamery Building (721 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 (801 R St)
- ___ Look around at all the products made in Nebraska at the From Nebraska Gift Shop (803 Q Street)
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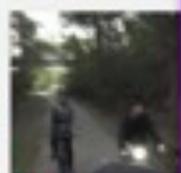
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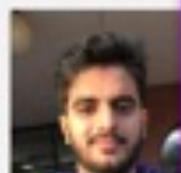
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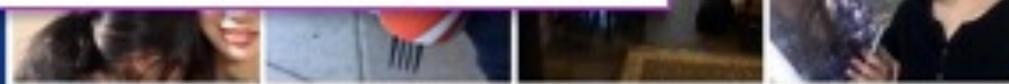
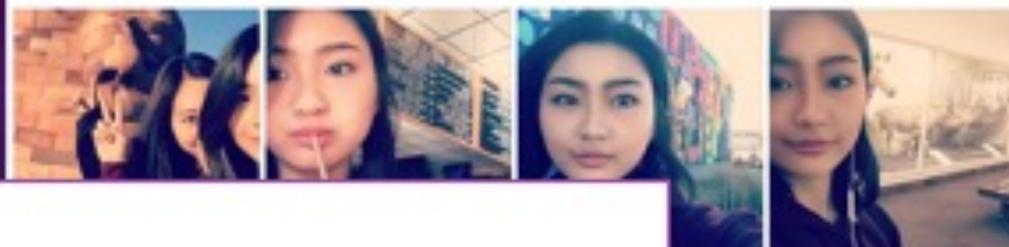
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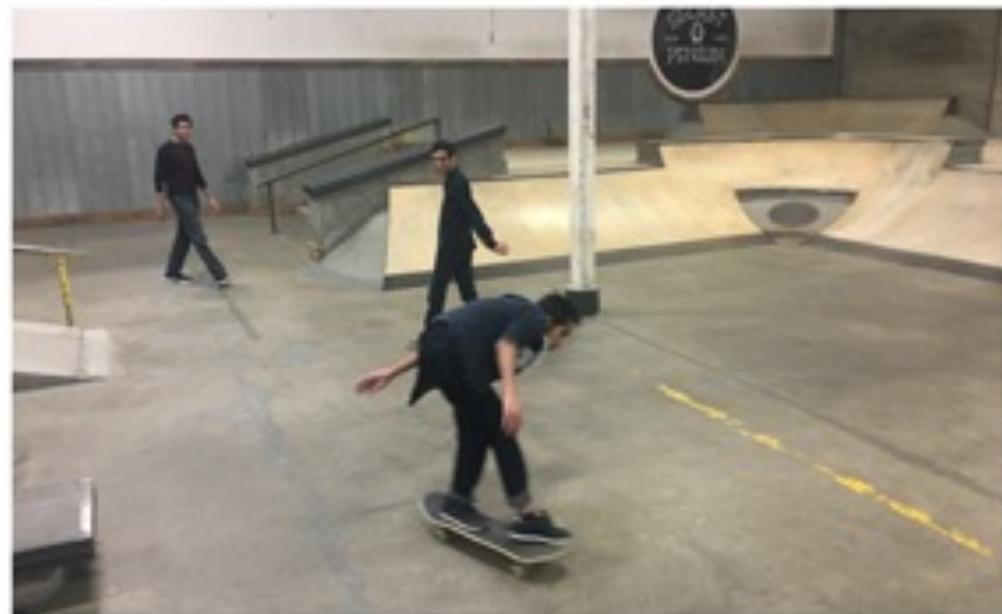
ACTIVITY 2: STORYTELLING

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 Fest Nebraska
By Abdullah Al-Siyabi



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 enjoying. 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

Photo story-builder--Each student writes one sentence before passing the paper around.



1. (Start the story)

2. (Tell where the story takes place?)

3. (Introduce one of the characters)

4. (Introduce the first character's problem or situation)

5. (Introduce another character)

6. (Tell about an action, event, or adventure)

7. (Tell how the characters solve the problem)

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

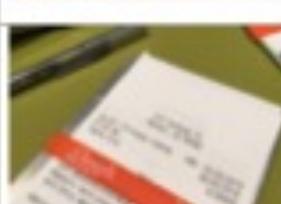
Activity:

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

My photo:	Vocab word:	Definition (English):	My example:
	Urban (adj.)	In a city	She likes to live in an urban place.
	Façade (noun)	The front or outside of a building	The train station's façade was welcoming.
	Vast (adj.)	Very great or big in size	Driving across America, we saw a lot of vast sky.
	Unique (adj.)	Something that's different and not like anything else	That was the most unique art museum I've ever seen.
	Receipt (noun)	A piece of paper that shows the things you bought and what the price was	We couldn't leave the restaurant until the server brought us our receipt.

PERSONAL VOCAB ALBUM

Vocabulary Words--Unit 2

My photo:

Vocab word:

Definition (English):

My example:



Urban (adj.)

In a city

She likes to live in an urban place.



Façade (noun)

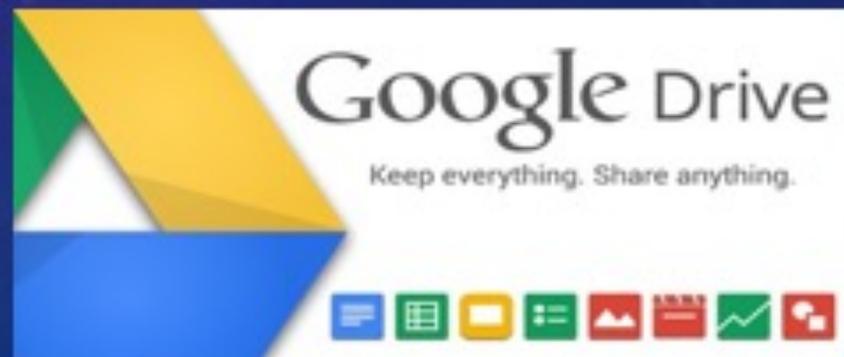
The front or outside of a building

The train station's façade was welcoming.

Free online storage for photo albums:



flickr



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

Zoe's Blog

Classic Flipcard Magazine Music School Snapshot Timeline

View
24

Blog#4

As a famous museum, Sheldon Museum of Art exhibits photographs as its main part. Although there still is a standard museum which has some oil paintings, the most impressive part of the museum is pictures about the wars. From the representation of a regular period, the photographs that leave in the museum are latest and closest to the current time. Therefore, the exhibitions about wars are pretty shocked to me. Most of these photographs are monochrome. Black and white is the main style of these pictures, and I is definitely suited to wars which are ruthless, emotionless, and heavy. In addition, in common knowledge, black and white are related to death and sorrow which makes these exhibitions more powerfully to express wars.



Some photographs are soldiers' faces, which are dirty, and look like tired. As the people who are really in the wars, soldiers are the most direct subjects to describe a war. Since all of these photos are black and white, I cannot recognize if the black spots in soldiers' faces are blood or just clay. These photos rarely are shown for they have too many meanings that photographers want to present. Dangerous fights, tough life, and homesickness can all be shown in a single posture very detailed. That is the significant reason that I admire these exhibitions.

On the other hand, there are some other pictures which are colorful. This part of photographs most use the bright colors like red or yellow which are blood and fire's color. Most of their scenes are related to broken buildings, local people with guns, and children in the war. These are symbols of a war which can make me feel conflicts more visual. Even though these artworks are 2-D, photographers definitely used their fantastic techniques to shock the visitors' hearts and minds.



Furthermore, there are some other theme's artworks like oil paintings. The oil paintings have more relaxing emotions. Most of them present the normal life in peace, such as tiny villages and clear rivers. By contrast of the theme's pictures, the photos of wars can trigger out more thinking of visitors. In this case, Sheldon Museum rarely has a very silent arrangement.

Posted 3 weeks ago by Zoe Zheng

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 you blog

Example of a Blog » Life at Home » 6 Classics – The Best Short Stories for Teenagers

» 24 Simple Workplace Etiquette Tips to Improve Your Life

The Big List of Fun Things to Do By Yourself »

6 Classics – The Best Short Stories for Teenagers

Life at Home

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 Lottery 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

Blogging About Life

- » The Big List of Fun Things to Do By Yourself
- » 6 Classics – The Best Short Stories for Teenagers
- » 24 Simple Workplace Etiquette Tips to Improve Your Life
- » 5 Free Tips for Managers from an Employee
- » Finding Your Purpose in Life
- » Buying Clippers for Goldendoodle Grooming
- » Kentucky Derby Mint Julep Glasses are a Hot Collectible
- » 12 Ways to Get Rid of Mice in Your House
- » Hear any good news lately?
- » Should My Blog Be a Personal Journal?
- » Start a Blog and Get Your Voice Heard

How to find the best keywords for your blog...

Want
Keywords



Start Here >



JUST A FEW FREE BLOGGING WEBSITES



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

Programs in English as a Second Language
ENGL 150 - Writing and Argument



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:

My Blog Web Address:	My Blog Login Name:	My Blog Login Password:

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.



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QUESTIONS?





Please share your own activities and check out this webinar's Ning resource page for additional ideas and materials!