

## PHOTOGRAPHY EXHIBITION

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Photographs can be a great way for students to find visual representations of the language they are learning in class. We use pictures in language classrooms all of the time, but we don't always give students opportunities to choose the photographs and make the connections out of their own creativity and understanding. In this week's Teacher's Corner, we put materials development in the hands of the learners. Students will work to find a visual representation of a word they are given and then share that visual with the class as part of a class museum exhibit.

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### LEVEL

Any level

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### LANGUAGE FOCUS

Speaking, Listening, Reading, and Writing

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### GOALS

During this activity, students will:

- Use photography to provide visual versions of a vocabulary word or idea they have learned in class recently.
- Create written and/or spoken descriptions of their photos to reinforce and reteach language learned in the classroom.

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### MATERIALS

- Card stock or heavy paper for "framing" photos
- Printed copies of photos/magazines/newspapers
- Scissors
- Glue
- Paper/Pencils/Markers

- Tape
- Example picture with text (see Appendix A)

### PREPARATION

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- Have enough copies of magazines/newspapers/photos for all students to work with.
- Make stations of materials for easy collection. For example, have a pile of papers, a pile of magazines, a pile of glue, etc. so that each student can come to the front and collect one of each.
- Have a list of vocabulary words or concepts that your students have learned recently in class.
- Prepare one photograph with a written description as a model for learners. You can make one or use Appendix A.

### PROCEDURE

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1. Tell students that they are going to make a museum in class using photographs.
  - a. Show them the sample picture you created or use Appendix A.
  - b. Let them look at the sample picture and ask if it reminds them of any vocabulary words or concepts they have learned in class recently.
  - c. After they have made some guesses, read the description of the photograph to them.
  - d. Ask learners what other pictures might also be used to explain the same word or concept.
2. Tell learners they are going to choose their own picture and write a description.
3. Have learners come to the front and pick up one of each of the materials you have at the front of the room.
  - a. After learners collect their materials and return to their seats, walk around the classroom and give each learner a word or concept to focus on while looking for a photograph.

4. Give learners time to work on finding a picture and writing their own description.
5. Learners must also use the materials to make a frame for their photograph and hang it on the wall when finished.
6. Once all of the photos are on the walls, tell students to walk through their museum.
7. Have each student choose three pictures about which they will write one question each.
8. Once all of the students have toured the museum, ask them to sit down.
9. Have one student stand by their photograph and answer the questions other students prepared.
10. Give each learner time to answer questions about their photo.

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### VARIATIONS

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1. In an adaptation of this activity, ask learners to bring in their own pictures to use for the project.
2. One variation might have students taking their own pictures outside of class time. They print the picture and bring it to class to use for the activity.
3. Another alternative is to make this into a digital photography project. Learners can find pictures online and submit them to you via email. You can then collect all of the photographs and put them into a PowerPoint or Prezi ([www.prezi.com](http://www.prezi.com)) slideshow as a way to present them via a projector and a computer. Rather than have written descriptions, have learners prepare a spoken description to give during the slideshow.
4. Another option is to have learners work in small groups to make slideshow presentations of their materials, complete with descriptions and pictures.

## APPENDIX A



This is a picture of clothes hanging on a clothesline. The clothes are drying. Drying and washing clothes is a *chore*.

[Name of Student]