

# Phabulous Photojournalists

A Journalism Unit for Rising  
Fourth and Fifth Graders

By: Lindsay Earp

August 2016



# Introduction

## Rationale

My favorite subject to teach has always been writing. I have studied in depth about the inner workings of the writing process. During high school I took three years of journalism where I discovered how to write with voice and also the impact that giving someone voice in the community has. Feature stories were normally assigned to me and I enjoyed the impact that sharing different teachers stories or foreign exchange students stories had on not only the community but also on that person.

Writing has always been an interesting subject to teach because of the voice and community that are developed through the process. I knew that with only four days to teach during a summer program that writing would be a good way for us to quickly develop a community that could take pride in a common goal. And that goal was to create a newspaper about the Spark summer camp program that runs each summer in Durham, NC.

The skills associated with this unit will have a direct impact on future skills that students need to further their educational journey. Some of the skills directly involved with writing include: consider audience, carry out steps of the writing process to complete a finished piece, and write a feature story for publication. Other skills required students to work on active listening and speaking skills such as: develop interviewing techniques and carry out an interview, craft questions and maintain an inquiry-based dialogue which deeply examines ideas and concepts, as well as follow discussion protocol in a variety of ways.

Students in this summer course were given the opportunity to sign up for a class of their choosing. Upon hearing that most of my students had chosen Phabulous Photojournalists as their first pick, I knew that the content would be very relevant especially in regards to helping them identify with this discipline. Important content for experiencing life as a journalist was provided to show students that journalism provides voice, causes change in a community, and is shaped by a writer's voice. Content was also taught to distinguish between the characteristics of news and features stories. Students also learned that observations are the basis for inferences and good inferences lead to good questioning which leads to good writing. Other content taught also helped students develop critical thinking skills as well as helping them identify with the discipline. Students learned that evaluation is making a judgment about something based on criteria and evaluation is used to make improvements and adjustments to something. This can be useful to them across disciplines.

It was through a conceptual lens of voice that I designed this unit. My essential understanding for students each day was that voice builds community. It was my hope that this concept would lead students to understand that their writing can build community.

## Differentiation for Gifted Learners

The lessons in this unit are developmentally appropriate for gifted learners. I included four teaching and learning models that are research proven to be best for these types of learners. The Questioning lesson provided the following benefits:

- Students are engaged in discussion.
- Works to improve life-long learning skills.
- Essential to growth of critical thinking skills, creativity, and higher level thinking skills.
- Students learn to explain, elaborate, or clarify their often abstract ideas.
- Students are able to investigate issues of importance to them.
- Supportive and respectful teacher-student relationships are created to ensure success for this model.

The Socratic Seminar lesson provided the following benefits:

- Students help one another understand ideas in a text.
- Students are responsible for facilitating a discussion around ideas in a text rather than give opinions.
- Socratic questioning helps students more actively engage in critical thinking and view it as an ongoing, developing skill.
- Encourages students to be creative.
- Critical reading skills are developed.
- Develops a lifelong love of reading.

The Bruner lesson in this unit provided these following benefits to gifted learners:

- Students take on an active role in the field of journalism.
- Students are engaged in inquiry.
- Allows a student to become “experts.”
- Allows a student to make connections with information.

Finally, the Visual Thinking Strategy lesson in this unit provided the following benefits to gifted learners:

- Advances academic and creative abilities and cognitive functioning.
- Increases observation skills, abstract thinking and problem analysis.
- Experiences can be tied to unique needs, interests, and abilities.
- Creates a personal connection between a student and a work of art.
- Challenges students to perform more complex and sophisticated tasks.
- Models active listening.

In addition to differentiating through content I also differentiated the learning environment. Students were free to exercise their independence, encouraged to question and use their creativity to be the best they can be, which is very important for gifted students. Lessons were mostly student-centered to encourage inquiry and independence. A wide variety of materials were provided for students to do research and connect the school community with the world. Not all research and tasks took place inside the classroom so physical movement was provided.

Process was also differentiated as students were engaged in interesting questions as they sought to feature a unique quality about themselves in writing. Self-directed learning was encouraged as this activity allowed for student interest. Students took on sophisticated roles as crafters of higher-order thinking questions during the Socratic Seminar lesson. They followed through with sophisticated reading content and facilitated the seminar. During a Bruner lesson students worked with an open-ended problem solving experience. They used inference to create questions and worked in a real life context as they learned the discipline of a journalist. Students loved the role of interviewing and used this motivation to do more.

Knowing that students of gifted abilities would come to me with some background knowledge I knew I could also differentiate the product. Students were able to work in pairs or individually as they wrote a feature story. A few students worked so quickly that they were able to write two stories.

# Goals and Outcomes

## **Content Goals**

1. CCSS.ELA-Literacy.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
2. CCSS.ELA-Literacy.4.W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
3. NCES.4.G.1- Explain the impact of technology (communication, transportation, and inventions) on North Carolina's citizens, past and present.
4. CCSS.ELA-Literacy.RI.4.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5. CCSS.ELA-Literacy.RI.4.10- By the end of the year, read and comprehend informational texts, including history/social studies, science and technical text, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Process Goals**

6. CCSS.ELA-Literacy.4.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
7. CCSS.ELA-Literacy.SL.4.1.A- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
8. CCSS.ELA-Literacy.SL.4.1.B- Follow agreed-upon rules for discussions and carry out assigned roles.

## **Concept Goals**

9. Students will understand the concept of voice.

## Outcomes

- Students will read published feature stories and determine the characteristics of this genre.
- Student will read published news stories and determine the characteristics of this genre.
- Students will develop interviewing techniques and carry out an interview.
- Students will read published news and feature stories and determine their importance and relevance.
- Students will their own feature story.
- Students will carry out steps of the writing process to complete a finished piece.
- Students will take the first steps toward writing for publication.
- Students will consider the importance of audience.
- Students will know the following information related to Journalism:
  - Provides a voice
  - Causes change in the community
  - Shaped by a writer's voice
- Students will collect, organize, and analyze data in order to evaluate or provide solutions.
- Students will craft questions and maintain an inquiry-based dialogue, which deeply examines ideas and concepts.
- Students will use problem solving to provide solutions.
- Students will work collaboratively.
- Students will know that observations are the basis for inference.
- Students will show that journalists use specific tools and methods to inform writing.
- Students will know that observations lead to good questions.
- Students will know that good questions lead to good writing.
- Students will know that questions drive the interview process.
- Students will demonstrate professional approach when observing.
- Students will analyze observations to create conclusions.
- Students will identify and apply methods used by journalists.
- Students will collect and organize questions necessary for conducting quality interviews.
- Students will analyze observations to create conclusions.
- Students will identify and apply methods used by journalists.
- Students will collect and organize questions necessary for conducting quality interviews.
- Students will use established discussion protocol, building on others' ideas.
- Students will create a sketch of their photograph to accompany their story.
- Students will make inferences.

# Assessment Plan

## **Formative Assessments**

### **Pre-Assessment**

On the first day of the summer camp it will be imperative for me to gain a general understanding of the students under my charge. During the first activity I will be able to see who takes on the role of leader, which ones are more reserved, and which ones clearly had this class in mind as their first choice. After students have time to explore news and feature stories they will be asked to add to our charts: "What are the characteristics of news and feature stories?" This will help me uncover each student's background knowledge and level of participation. During the student exploration and journal writing, I will be able to further determine each student's background knowledge, skill level, motivation and enthusiasm.

### **Days 2-4**

I will assess students understanding of the concept of voice by checking if they understand that journalism provides a voice, causes change in the community and is shaped by a writer's voice. Answering the following questions on an exit ticket will provide evidence: "How will photojournalism impact future SPARK camps?" and "How will you make sure you capture voice?"

Discussions each day will allow me to assess students' acquisition of knowledge, skills, and vocabulary. Students will participate in writing workshop and work closely with a writing partner. Students will also have opportunities to share with the group. Students will have focused mini lessons when necessary with writing focusing on writing leads, structure of a feature story, and using quotations in a story. Peer-conferencing and teacher conferences will encourage each student to improve upon their work.

**Performance Task:** You are a photojournalist for the Spark Camp Chronicle. The campers are very excited to read the newspaper you help write and see their class featured. You will write a feature story where you showcase the voices of fellow camp members. You will also capture voice through photographs and include one that adds to your story.

## Performance Task Rubric

Criteria	4	3	2	1
Lead	Lead is original and catchy, fits well with the entire story.	Lead is fairly appropriate to story and fairly effective.	Lead is adequate but not extremely catchy or original.	Lead is boring and inappropriate to the story.
Adequate use of Interviews	All sides of the story were shared. Interviewer got as many sources as necessary.	A minimum of three sources are used and information is accurate.	Two or fewer sources are used. Some sources are not correctly identified or not thorough.	One or fewer sources used for the story. Inaccurate or vague information.
Clear Focus	Focus of story is clear, nothing distracts from the story.	Focus is fairly clear but one or two items detract from the overall angle.	Story lacks strong sense of unity and focus; several areas detract from the angle.	No clear angle; story rambles.
Grammar and Spelling	Story is well edited and flawless; no spelling errors, includes proper spelling of all names.	Story is spell checked and all names are correct; contains a few grammatical errors.	Story is spell checked and all names are correct; contains several grammatical errors.	Names are misspelled; or spell check was not run; or contains many grammatical errors.



<b>TEACHER NAME</b>		<b>Lesson #</b>
Lindsay Earp		1
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Questioning	Journalism	4
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Voice		Questions
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p>4.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>4.W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>		

<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>	
Voice builds community.		How does voice build community?	
<b>CONTENT KNOWLEDGE</b> <b>(What factual information will students learn in this lesson?)</b>		<b>PROCESS SKILLS</b> <b>(What will students be able to do as a result of this lesson?)</b>	
<ul style="list-style-type: none"> <li>-Student will read published feature stories and determine the characteristics of this genre.</li> <li>-Student will read published news stories and determine the characteristics of this genre.</li> </ul>		<ul style="list-style-type: none"> <li>Students will</li> <li>-Develop interviewing techniques and carry out an interview.</li> <li>-Read published news and feature stories and determine their importance and relevance.</li> <li>-Write their own feature story.</li> <li>-Carry out steps of the writing process to complete a finished piece.</li> <li>-Take the first steps toward writing for publication.</li> <li>-Consider the importance of audience.</li> </ul>	
<b>GUIDING QUESTIONS</b> <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>			
<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>	
<ul style="list-style-type: none"> <li>- What is a feature story?</li> <li>- What is a news story?</li> <li>- Which type of genre do you prefer and why?</li> <li>- When might each genre be relevant?</li> </ul>	<ul style="list-style-type: none"> <li>- What are your talents?</li> <li>- What are your interests/passions?</li> <li>- In what ways are you different from your family members?</li> <li>-In what ways are you different from your friends?</li> <li>-If you had to make a video of yourself, what would you be doing and why?</li> <li>-What's the biggest danger you've ever faced?</li> <li>-What's the bravest thing you've ever done?</li> </ul>	<ul style="list-style-type: none"> <li>-How did you capture someone's voice?</li> <li>-How might it feel for someone to read his or her “voice” in print?</li> <li>-How does your voice build community?</li> <li>-How does voice build community?</li> <li>-Who is our community?</li> </ul>	
<b>DIFFERENTIATION</b> <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
	Students will engage in interesting questions as they seek to feature a unique quality about themselves.		

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Teacher will share a feature story about herself that was written from a different perspective other than her. She will share that students will later write a feature story about one of their classmates.

Teacher will have placed a variety of news magazines and newspapers on tables. Groups of 3-4 students will work together to understand the characteristics of a feature story. Ask each group to find a news story. Allow each group ample time to read the news story and then on their chart paper list the characteristics of a news story. Teacher will have groups share out and chart these characteristics on chart paper. Then students will be given time to look for a feature story. Teacher may have to explain, "Feature stories go beyond basic facts like in a news story. Feature stories tell a story and try to capture a wow factor. They may focus more on the who and why or who and what but don't always include the 5W's and H." Students will repeat process for listing characteristics.

Ask students what they notice about the difference in voice or perspective between the feature and news stories. Ask which style of writing they prefer and why? When might each genre be relevant?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

To practice focusing in on feature story students will be given a list of questions asking them what makes them interesting. Questions will include: What are your talents? What are your interests/passions? In what ways are you different from your family members? In what ways are you different from your friends? If you had to make a video of yourself, what would you be doing and why? What's the biggest danger you've ever faced? What's the bravest thing you've ever done? Have students free write about one of these questions in their journal. After about six minutes have a student share their topic. Write the topic on the board and ask students to give questions that they have about that topic. Student will then read their free write. Teacher will ask students to pay attention to which questions were answered.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Teacher will explain that it is near impossible to include everything one wants to include with just six minutes. However, this will point out that there is much to tell and an interested audience. Teacher will use questions on the board to generate discussion of what makes a good interview question. Guide students to understand that the best questions lead to more questions.

Teacher will introduce the video, ([How to Conduct a Good Interview](#)) and ask students to focus on how Katie Couric discusses challenges and the characteristics a good interviewer must possess in order to get a good interview.

Tell students that in the near future someone who wants to write a feature story about their life will interview them. Have groups brainstorm a list of things they would not like to occur during an interview. Create a "T" chart of questions and scenarios that they believe would be appropriate and not appropriate in an interview. Teacher will also teach the rubric for conducting an interview.

<https---www.learningtogi#F581EE>

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will be paired up and share with one another the topic that they free wrote about. Each student will prepare five interview questions and use the information to write a feature story and introduce their partner to the class. The free writes will provide background information much like the observations they will make later on during day two.

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Teacher will formally assess each student as they present one another to the class through the feature stories.

			<b>Lesson #</b>
<i>Lindsay Earp</i>			<i>2</i>
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>	
<i>Socratic Seminar</i>	<i>Social Studies</i>	<i>4<sup>th</sup> Grade</i>	
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>	
<i>Voice</i>		<i>Inspiring Journalists</i>	
<b>LEARNING OBJECTIVES (from State/Local Curriculum)</b>			
<p><b>NCES.4.G.1-</b> Explain the impact of technology (communication, transportation, and inventions) on North Carolina's citizens, past and present.</p> <p><b>CCSS.ELA-Literacy.RI.4.1-</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>CCSS.ELA-Literacy.RI.4.10-</b> By the end of the year, read and comprehend informational texts, including history/social studies, science and technical text, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CCSS.ELA-Literacy.SL.4.1.A-</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>CCSS.ELA-Literacy.SL.4.1.B-</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>			
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>	
<i>Voice builds community.</i>		<i>How does voice build community?</i>	
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>	
<p>Students will know the following information related to Journalism:</p> <ul style="list-style-type: none"> <li>• Provides a voice</li> <li>• Causes change in the community</li> <li>• Shaped by a writer's voice</li> </ul>		<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Collect, organize, and analyze data in order to evaluate or provide solutions.</li> <li>• Craft questions and maintain an inquiry-based dialogue, which deeply examines ideas and concepts.</li> <li>• Use problem solving to provide solutions.</li> <li>• Work collaboratively.</li> </ul>	
<b>GUIDING QUESTIONS</b> <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>			
<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>	
<ul style="list-style-type: none"> <li>• What is voice?</li> <li>• What was happening in the video you watched?</li> <li>• What impact did the video have on you?</li> <li>• How are photographs effective?</li> <li>• What needs to be shown in a photograph about your</li> </ul>	<ul style="list-style-type: none"> <li>• How did the journalist give voice to the crossing guard?</li> <li>• What picture would tell his story?</li> <li>• How did the writer's voice impact the story?</li> <li>• How will your voice impact your photographs?</li> <li>• How will your voice impact your</li> </ul>	<ul style="list-style-type: none"> <li>• What was the one theme or "big idea" you discovered through this seminar?</li> <li>• What concepts did you explore from this seminar?</li> <li>• What generalizations can you make about the impact of giving people a voice?</li> </ul>	

<p>community?</p> <ul style="list-style-type: none"> <li>• How could those photos give voice to your community?</li> <li>• What impact does voice have on change?</li> </ul>	<p>writing?</p> <ul style="list-style-type: none"> <li>• How will your voice impact change?</li> <li>• Why is it important to hear different voices in writing?</li> </ul>	<ul style="list-style-type: none"> <li>• How did this seminar help you deepen your knowledge about voice?</li> <li>• What is the impact of voice on change?</li> <li>• What challenges did you experience through the seminar?</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
<p>Content for this learning experience represents above grade level material so that it meets the standard for text complexity.</p>	<p>Students will participate in Socratic Seminar. Students will facilitate the seminar themselves and will be responsible for crafting questions to maintain the integrity of the seminar.</p>		<p>Students will work independently, small group, and seminar as well as whole group.</p>

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students will be asked to respond to the following questions in their journal. The questions will be on chart paper for reference and will include: How do you feel while watching the video? What are your thoughts while watching the video? What impact does the video have on you? After students have watched the video about the power of [photojournalism](#) (stopping at the 5:10 mark) then students will respond orally to the following questions. Whole group discussion will revolve around the following pre lesson questions:

- What is voice?
- What was happening in the video you watched?
- What impact did the video have on you?
- How are photographs effective?
- What needs to be shown in a photograph about your community?
- How could those photos give voice to your community?
- How could those photos lead to change in your community?
- What impact does voice have on change?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will each be provided with a copy of 'Power of voices': Inspiring last words from journalist Raul Ramirez by Sandra Oshiro. Each student will be asked to read the first five paragraphs silently. After all students have finished the five paragraphs then the teacher will facilitate a close reading of that section. Teacher will model close reading techniques using a premade anchor chart.

Students will then be divided into groups of three or four. Each group will finish reading the article silently. Each student will need to continue the close reading strategy. After all group members have finished the reading then they will discuss and share notes that they made during the initial reading. Teacher will facilitate discussion of unfamiliar vocabulary and key ideas. Students should discuss questions they had as well. Students may need to reread during this time. Each group should craft four questions as a result of close reading and the discussion. Questions should represent questions requiring higher levels of thinking. (These questions and notes from close reading will be used during Socratic Seminar).

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

When groups have completed the assignment, the teacher has the following questions in her back pocket if there is a lag in conversation:

- How did the journalist give voice to the crossing guard?
- What picture would tell his story?
- What is the impact of the writer's voice in this story?
- How will your voice impact your photographs?
- How will your voice impact your writing?
- How will your voice impact change?
- Why is it important to hear different voices in writing?

Students will respond to the questions orally.

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students are divided into two groups. One group will compose the inner circle of the Socratic Seminar; one group will form the outer circle of the Socratic Seminar environment. The inner circle members begin the dialogue while the outer circle members take notes about the dialogue in their journals, craft questions they have about the dialogue, and observe one member of the inner circle. Dialogue begins with a provocative question provided by a student leader (teacher will preselect leader during observation of group work). Students will follow expectations for participation, which have been discussed prior to the seminar.

**Opening questions might include (These could also be used if there is a delay in the dialogue):**

What is the significance of providing voice to unsung heroes? How does this impact the culture of a community?

How is this reading related to voice?

What is the theme of this reading?

Students will dialogue for 10 minutes and then inner and outer circles will change places. The new outer circle members will now be taking notes, crafting questions, and observing their partner in the inner circle.

When students have completed the seminar, the teacher poses the following questions:

- What was the one theme or “big idea” you discovered through this seminar?
- What concepts did you explore from this seminar?
- What generalizations can you make about the impact of giving people a voice?
- How did this seminar help you deepen your knowledge about voice?
- What is the impact of voice on building community?
- What challenges did you experience through the seminar?

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will work in their original small groups. Students will answer the following question: How will photojournalism impact future SPARK camps? How will you make sure you capture voice?



<b>TEACHER NAME</b>		<b>Lesson #</b>
<i>Lindsay Earp</i>		<i>3</i>
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
<i>Bruner</i>	<i>Writing</i>	<i>4<sup>th</sup> grade</i>
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
<i>Observation</i>		<i>Journalists use specific tools and methods.</i>
<b>LEARNING OBJECTIVES (from State/Local Curriculum)</b>		
<p>4.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>4.W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Observation informs questions.</i>		<i>How does observation inform good questioning?</i>
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> <li>- Students will know that observations are the basis for inference.</li> <li>- Students will show that journalists use specific tools and methods to inform writing.</li> <li>- Students will know that observations lead to good questions.</li> <li>- Students will know that good questions lead to good writing.</li> <li>- Students will know that questions drive the interview process.</li> </ul>		<ul style="list-style-type: none"> <li>- Demonstrate professional approach when observing.</li> <li>- Analyze observations to create conclusions.</li> <li>- Identify and apply methods used by journalists.</li> <li>- Collect and organize questions necessary for conducting quality interviews.</li> </ul>
<b>GUIDING QUESTIONS</b> <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<p>What do journalists do?</p> <p>Who do journalists work with?</p> <p>What are some of the methods journalists use to gather information?</p> <p>What makes for a good interview?</p> <p>What are some of the tools that journalists use?</p> <p>What rules impact how journalists</p>	<p>What is the main role of a journalist?</p> <p>What challenges do journalists face?</p> <p>What characteristics do journalists possess?</p> <p>How do journalists make their subjects feel comfortable?</p> <p>What tools do journalists use?</p>	<p>Why should journalists do background research before interviewing?</p> <p>How were conducting observations similar to background research?</p> <p>What questions did you write that will prompt the most response?</p> <p>How have you organized your questions?</p>

work?	<p>Why are good follow up questions important? How will careful observation shape the questions you ask?</p>	<p>Should you be flexible with your questions? Why or why not? How will you know when you've found the Wow factor of your story? What will make others want to read your story? How does observation inform questions?</p>
-------	------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)*

Content	Process	Product	Learning Environment
	<p>Students will work with an open-ended problem-solving experience. They will be using inference to create questions. Students will also work in a real life context as they learn the discipline of a journalist.</p>		<p>Students will work in a variety of settings while observing. They will be exposed to different subject material as they observe different classes.</p>

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

*As students enter the classroom, the teacher will be dressed as a photojournalist. The teacher will be wearing a camera around her neck, holding a steno pad, pencil behind her ear, and business casual clothing.*

*Students will be instructed to create individual lists on the first page of their own steno pads of what they already know about photojournalists. The lists should include:*

- What do journalists do?
- Who do journalists work with?
- What are some of the methods journalists use to gather information?
- What makes for a good interview?
- What are some of the tools that journalists use?
- What rules do journalists follow in their field?

After five minutes of listing, students will be asked to share their thoughts with the class. The teacher will record responses on the board for all to see. Teacher will ask for elaboration when necessary then teacher will ask pre-lesson questions.

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Teacher will introduce the video, ([Day in the Life of a Photojournalist](#)) and ask students to focus on Mikael Kjellstrom discusses challenges and the characteristics of a photojournalist.

After the video, students are instructed to refer back to their original lists. Teacher asks: What other things would you add to your list? Then the during lesson questions are also asked.

- What is the main role of a journalist?
- What challenges did the journalists face?
- What characteristics did the journalists possess?
- What tools did the journalists use?
- What rules do journalists follow?

Students are then paired up and told to take a steno pad, pencil, and camera with them to another classroom. In these classrooms summer projects are going on. Teacher will have pre-selected 6 classrooms for observation purposes. The teacher tells students to be journalists. Observe the class like a journalist might and generate questions that might help you find the Wow factor of the class. Students will record questions in their steno pad. Students will rotate from classroom to classroom until they have observed all of them. Students will be allowed 5 minutes in each room.

(If not possible students will interview another person within the class that is taking a different afternoon class. The day before students will have had time to set up interview times and these may be conducted during this time.)

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After students have had time to observe each of the other classes the class will meet back to debrief. Teacher will write the name of each session observed on the board. Students will take turns reading questions that they came up with. Teacher will take the time to discuss which kinds of questions will yield to better interviews. Teacher will also discuss how to come up with good follow up questions. Students will add these to their lists. Students will make connections to their observations and discuss which areas of the classes generated the most interest to them and might lend themselves to good feature stories. Teacher will also ask students what was it like being a journalist? What rules did you follow? Which tools were most important? How did observation shape your questions that you generated?

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will choose one class to write a feature story about. Student will revise their list of questions to ensure they will be able to generate a good interview. They may work with their original partner to hold a mock interview and thus create more possible follow up questions that can be used.

Post questions will be asked at this time. Students respond to questions orally. Answers are discussed and elaborated.

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will turn in a list of their top five questions that they generated during observation time.

Final product: Students will write a feature story about the classroom they select. The feature story will present a wow factor and capture the reader's interest. A variety of quotes from different sources will show careful planning and crafting of interview questions including follow up questions.

<b>TEACHER NAME</b>		<b>Lesson #</b>
Lindsay Earp		3
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Visual Thinking Strategies	Evaluation/ELA	4th Grade
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Voice		Journalists research and evaluate photographs before publishing.
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
CCSS.ELA-Literacy.RI.4.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
Collaborative with diverse partners, building on others' ideas and expressing their own clearly (SL 4.1)		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding?)</i>
<i>Voice builds community.</i>		<i>How does voice build community?</i>
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
Students will know the following information related to Journalism: <ul style="list-style-type: none"> <li>Provides a voice</li> <li>Causes change in the community</li> <li>Shaped by a writer's voice</li> <li>Evaluation is making a judgment about something based on criteria (i.e. personal preference, aesthetics, etc)</li> <li>Evaluation is used to make improvements and adjustments to something</li> </ul>		Students will be able to... <ul style="list-style-type: none"> <li>Use established discussion protocol, building on others' ideas</li> <li>Create a sketch of their photograph to accompany their story</li> <li>Make inferences</li> <li>Synthesize ideas into new forms</li> </ul>
<b>GUIDING QUESTIONS</b> <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<ul style="list-style-type: none"> <li>How did you decide what elements to include in your sketch?</li> <li>What is the general theme/voice you are capturing in your sketch?</li> <li>How did you decide what your theme would be?</li> <li>How did your evaluation of feature stories in the previous lesson affect your ideas as you drew your sketch?</li> </ul>	VTS Questions: <ul style="list-style-type: none"> <li>What do you see in the picture?</li> <li>What else do you see?</li> <li>What is going on in the picture?</li> <li>Why do you say that?</li> <li>What else do you see?</li> <li>What can you add to what _____ said?</li> <li>Why do you think that?</li> </ul> Additional Questions:	<ul style="list-style-type: none"> <li>What is your vision for your photograph so far?</li> <li>What impact do you intend for your voice to have as people view your photograph?</li> <li>Why is it important to capture voice in photographs?</li> <li>How can capturing voice impact a community?</li> <li>How will your photograph impact</li> </ul>

<ul style="list-style-type: none"><li>• How do images give voice?</li></ul>	<ul style="list-style-type: none"><li>• What is going on in this picture?</li><li>• Describe what you see.</li><li>• How are people impacting their community?</li><li>• How are people developing a sense of community?</li><li>• How might this photograph have an impact on someone?</li></ul>	<p>community?</p> <ul style="list-style-type: none"><li>• How do images give voice?</li><li>• How do images build community?</li></ul>
-----------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------

### DIFFERENTIATION

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)*

Content	Process	Product	Learning Environment
	Students will work with digital cameras to capture the voice of their feature story.	Students will provide a visual to match their own feature story. This is based on interest.	Students will work individually, with partners, and in whole group setting.

### PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

#### Engage and Connect

Once students are in the classroom, display picture on the board. Picture will be of a hand picking up trash. Say, "This picture is as boring as its caption that reads, 'An unidentified student picks up trash on Roxboro Road.'" After listening to the story that goes with photo I want you think about the voice the writer is trying to capture. Ask, "What was the wow factor in this story?"

Students will each receive a piece of paper with markers and/or crayons. Based on the previous exploration of the boring photo and the story, each student will draw a sketch of what he/she thinks the photograph accompanying this story should look like. Students will be encouraged to include as much detail as possible. Having evaluated the wow factor in this feature story, they should try to showcase this in their sketch.

After a few minutes (8-10 minutes), the teacher will get students' attention. As a class, students will discuss their sketches using the following questions as a guide:

- How did you decide what elements to include in your sketch?
- What is the general theme/voice you are capturing in your sketch?
- How did you decide what your theme would be?
- How did your evaluation of feature stories in the previous lesson affect your ideas as you drew your sketch?

#### Explore



Teacher displays a photo that has more voice than the previous one large enough for all to view using the projector.

Students are instructed to observe the photo quietly for a few minutes.

### **Explain**

After students have had plenty of time to observe the photograph on their own, have students vocalize their observations, responding to each other's thoughts in a respectful manner. As students respond to the discussion, paraphrase what they are saying to validate and encourage students' answers.

Some questions to guide the discussion as it relates to voice impacting community:

- What is going on in this picture?
- Describe what you see.
- How are people impacting their community?
- How are people developing a sense of community?
- How might this photograph have an impact on someone?

In order for students to articulate what they are observing and to dig deeper in their explanations, ask the following questions when necessary (these will be mixed in with the above questions):

- What do you see in the picture?
- What else do you see?
- What is going on in the picture?
- Why do you say that?
- What else do you see?
- What can you add to what \_\_\_\_\_ said?
- Why do you think that?

Some possible student-generated topics of discussion: community building, taking care of the environment



**Elaborate**

After spending some time (15-20 minutes) discussing the photograph, have students draw a sketch of what they think the photograph accompanying their story should look like.

After 10-15 minutes, allow students to share their sketches. Use the post lesson questions to guide discussion:

- What is your vision for your photograph so far?
- What impact do you intend for your voice to have as people view your photograph?
- Why is it important to capture voice in photographs?
- How can capturing voice impact a community?
- How will your photograph impact community?

**Evaluate**

Exit ticket: "You have evaluated feature stories and the photographs that accompany them. Take photographs and evaluate the one that will best help to give voice and build community to match your feature story."

## Resources

### Websites

<https://www.youtube.com/watch?v=4eOynrl2eTM> Katie Couric chats with a producer about what makes a good interview.

<https---www.learningtogi#F581EE> Rubric for teaching students how to conduct a good interview.

<https://www.youtube.com/watch?v=2ddOrgnYK8g> A video featuring the day in the life of a photojournalist.

<https://www.youtube.com/watch?v=XONXeUndHI8> Video expressing the power of photojournalism.

<http://www.readwritethink.org/classroom-resources/lesson-plans/feature-story-fifteen-minutes-987.html>