## Photo Essay (100 points):

Due Date \_\_\_\_\_\_\_\_\_

The goal of this assignment is to create a photo essay that evokes the reader to think about the environment and the world around them. You will be taking quotes from *Walden, The Lorax, Feed*, and “Chasing Ice” to add complexity to some of the images that you use in your essay. Your essay should make a statement that relates to both books that you have read. Though you are not writing a traditional paper you need to follow the writing process and brainstorm, draft and edit. The challenge will be to convey your argument through appropriate images. Your essay should be organized with an introduction, body and conclusion, a clear focus, and use of quotes, images and music (optional). Upon completion of the photo essay you will need to write a one page reflection paper discussing the advantages and disadvantages of using photos to write an essay, what you found easiest and most difficult, and what you learned about the writing process while using photos instead of words.

**Specifics**

1. Your photo essay should relate to:
	1. The environment – around you, the greater world or a specific event or thing
	2. A topic of interest
	3. Walden
	4. Your book club book
2. 20 photographs minimum
	1. 5 Photographs must be taken on your own
3. 6 quotes from your texts (no more than 10, this is a photo essay)
4. Minimum of 12 slides, photos and quotes can and should be combined but combinations of multiple pictures should be chosen carefully
5. Music is optional but is a great tool to add depth to your essay
6. All photo essays must be submitted to the class website before class on the day it is due

**Process**

1. Brainstorm (does not need to be typed)
	1. Think of a topic of interest that relates and connects to *Walden, The Lorax, Feed*, and “Chasing Ice”
2. Draft a thesis (submit on blog)
	1. This will help guide what you want to say in your photo essay with the pictures that you choose
3. Collect 20 quotes from your source texts (submit on blog)
	1. 10 each
	2. This will allow you to have more flexibility when you are pairing images with texts
4. Collect images for your photo essay.
	1. Take time to find images that say what it is you want to say
	2. Find images online as well as take some of your own, the more personal the images are the more powerful your essay can be
5. Storyboard your photo essay
	1. Think about how you want to sequence your images
	2. What does one image convey before or after an image?
	3. What images need supporting quotes?
	4. Think about time spent viewing each image, do some need more time to be viewed than others?
6. Draft
	1. You will bring a draft of your photo essay on \_\_\_\_\_\_\_\_\_\_\_\_ to share with a partner and receive feedback to make adjustments and edits
	2. Take notes on what you should keep, add or delete
7. Revise
	1. Make adjustments to your first draft: lengthen or shorten time for specific images, add or remove quotes, include music, etc.
8. Edit
	1. Make sure that your photo essay is functional to play to the length you have selected (if you are using PowerPoint make sure that all your slides are timed properly)
	2. Make sure that your music if included plays
	3. Make sure that all your quotes are error free
9. Publish
	1. Post your photo essay and additional writing (see below) on class website
10. Write a note from the author (typed and submitted electronically)
	1. You need to write out how the images are related and support your thesis
	2. Demonstrate that you have critically thought about the sequence of images in relation to your topic
11. Write a reflection paper
	1. Write a two page single spaced reflection paper. 12pt font and1 inch margins; please do not mess with the margins as it will stand out from the rest and will not go unnoticed.
	2. This paper will be discussing the advantages and disadvantages of using photos to write an essay, what you found easiest and most difficult, and what you learned about the writing process while using photos instead of words

**Assessment:**

You will be graded on based on 3 criteria: drafting, connection to material and presentation of your photo essay. You will also have a 5% stake in what you would like to be graded on.

Drafting:

Thesis (published on blog) \_\_\_\_\_5

Collection of quotes (published on blog) \_\_\_\_\_20

Full draft to edit with peers \_\_\_\_\_10

Connection to materials:

Relevance of pictures to quotes \_\_\_\_\_10

Use of multiple sources \_\_\_\_\_5

Presentation:

 Meets all required sources (pictures and quotes) \_\_\_\_\_10

 Well-crafted essay including a beginning middle and end \_\_\_\_\_10

 Inclusion of synthesized authors note \_\_\_\_\_10

Detailed explanation of photo essay in reflection paper \_\_\_\_\_20

Student Choice\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_5

 \_\_\_\_\_\_100

### Colorado Academic Standards Addressed

Reading

1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose
2. Describe and contrast characteristics of specific literary movements and perspectives
3. Evaluate the influence of historical context on the form, style, and point of view of a written work
4. Analyze and relate a literary work to source documents of its literary period or to critical perspectives
5. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes
6. Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)

Writing

1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose
2. Manipulate elements of style, imagery, tone, and point of view to appeal to the senses and emotions of the reader
3. Critique own writing and the writing of others from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect
4. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes
5. Address audience needs and anticipate audience questions or misunderstandings
6. Select and build context for language appropriate to content (technical, formal)
7. Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure
8. Support judgments with substantial evidence and purposeful elaboration
9. Draw a conclusion by synthesizing information
10. Revise writing using feedback to maximize effect on audience and to calibrate purpose. Follow the conventions of standard English to write varied, strong, correct, complete sentences
11. Standard English conventions effectively communicate to targeted audiences and purposes
12. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose
13. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose

Research and Reasoning

1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes
	1. Critique and defend evidence relative to its use to address a particular context and purpose

Oral Expression and Listening

1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness
	1. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)
	2. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.11-12.5)
	3. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)
	4. Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience