

A close-up photograph of a digital camera's lens and control panel. The lens is prominent in the upper left, with a textured, ribbed ring. Below it, a control panel features a checkered flag icon, a 'W' button, and a 'T' button. A memory card is partially inserted into a slot on the right side of the camera. The background is a soft, out-of-focus orange and yellow light. The text 'DIGITAL CAMERAS' is overlaid in the top right corner in a stylized, outlined font.

DIGITAL
CAMERAS

6. VISUAL LITERACY

©Literacies for the Digital Age to Teach in the K-12 Classroom

By Leah G. Stambler, Ph.D.

Developed for the Pier Institute: Global Youth in the Digital Age

Yale University, July 8-12, 2013

VISUAL LITERACY DEFINED

<http://pict.sdsu.edu/engauge21st.pdf>

- ***Visual literacy is the ability to***
 - *Interpret images and video*
 - *Use images and video*
 - *Appreciate images and video , and*
 - *Create images and video*
- *Conventional and 21st century media are applied in ways that advance*
 - *thinking,*
 - *decision making,*
 - *communication, and*
 - *learning.*

VISUALLY LITERATE STUDENTS

<http://pict.sdsu.edu/engauge21st.pdf>

- THEY HAVE WORKING KNOWLEDGE OF VISUALS PRODUCED or DISPLAYED THROUGH ELECTRONIC MEDIA
 - “Understand basic elements of visual design, technique, and media;
 - Are aware of emotional, psychological, physiological, and cognitive influences in perceptions of visual;
 - Comprehend representational, explanatory, abstract, and symbolic images.”

VISUALLY LITERATE STUDENTS

<http://pict.sdsu.edu/engauge21st.pdf>

- **THEY APPLY KNOWLEDGE OF VISUALS IN ELECTRONIC MEDIA**
 - Are informed viewers, critics, and consumers of visual information.
 - Are knowledgeable designers, composers, and producers of visual information.
 - Are effective visual communicators.
 - Are expressive, innovative visual thinkers and successful problem solvers

READING PHOTOGRAPHS

<http://www.learnnc.org/lp/pages/677>

- “A picture is worth a thousand words — but which words? Questions can help students decode, interpret, and understand photographs thoughtfully and meaningfully.”
- “Photographs have tremendous power to communicate information. But they also have tremendous power to communicate *misinformation*, especially if we’re not careful how we read them.”
- “Reading photographs presents a unique set of challenges. Students can learn to use questions to decode, evaluate, and respond to photographic images.”

READING PHOTOGRAPHS

<http://www.learnnc.org/lp/pages/677>

- “When photographic images are used to convey information, as in mass media and on the Web, consider
 - the content of the photograph and
 - the intent of the photographer.”
- “ It is important to think consciously and critically and to pay attention to all aspects of the image.”
 - Who
 - What
 - Where
 - When
 - Why
- “What we usually don’t ask of a photograph is the fifth “W” —*why.* ”

READING PHOTOGRAPHS

<http://www.learnnc.org/lp/pages/677>

- WHY QUESTIONS STIMULATE Critical Thinking and Visual Literacy
 - Why did the photographer select these particular elements to include in the photograph? What *don't* you see?
 - Why did the photographer emphasize certain elements and not others? What's in focus? Is only one person or element in focus, or are many elements in focus?
 - Why did the photographer take the picture at this moment? What happened before or after this picture was taken?
 - Why did the photographer take the picture from this angle? What might the scene have looked like from another vantage point — from left, right, behind, above, or below?

SAMPLE LESSON PLAN FOR GRADES 9-12

"Analyzing the Purpose and Meaning of Political Cartoons"

■ OVERVIEW

- "The decisions students make about social and political issues are often influenced by what they hear, see, and read in the news. For this reason, it is important for them to learn about the techniques used to convey political messages and attitudes.
- In this lesson, high school students learn to evaluate political cartoons for their meaning, message, and persuasiveness.
- Students first develop critical questions about political cartoons. They then access an online activity to learn about the artistic techniques cartoonists frequently use. As a final project, students work in small groups to analyze a political cartoon and determine whether they agree or disagree with the author's message."
- **CLICK ON THIS LINK TO OPEN THE LESSON PLAN**
 - <http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-purpose-meaning-political-794.html>

SAMPLE CARTOONS TO INTERPRET

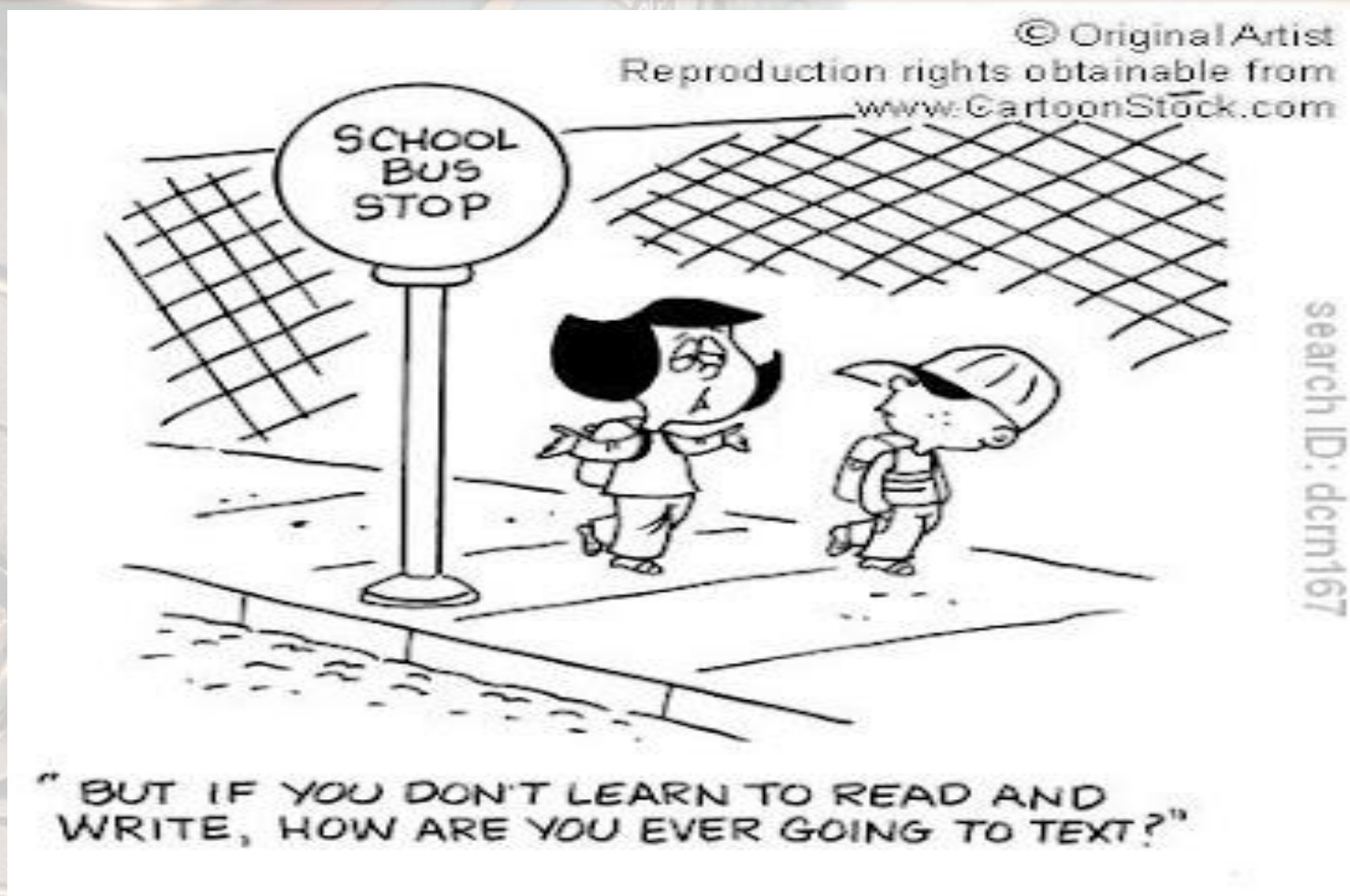
What message do you get? What is the author's artistic technique? What is the author's purpose?



"You know, Dad, you do a darn good job. You should let me record you sometime, and I'll podcast you on my website. Just a thought."

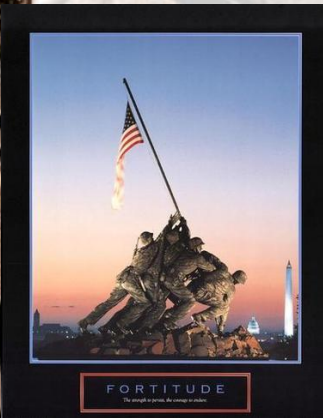
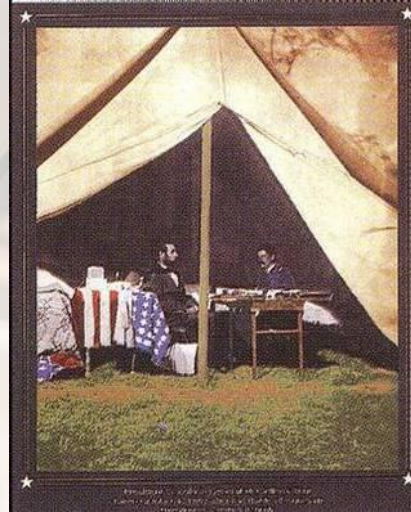
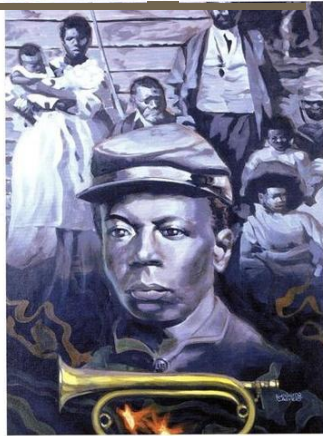
SAMPLE CARTOONS TO INTERPRET

What message do you get? What is the author's artistic technique? What is the author's purpose?



SAMPLE: WHAT DO THESE POSTERS CONVEY TO YOU ABOUT WHO FOUGHT IN PREVIOUS AMERICAN WARS,
© 200? *DIVERSE WOMEN IN THE MILITARY*, PPT L.G.Stambler, Ph.D.

http://www.allposters.com/-st/United-States-Armed-Forces-Posters_c101880 .htm



Kissing the War Goodbye



VIETNAM

c July 2013

DIGITAL AGE LITERACIE
L.G.STAMBLER, Ph.D.

GUIDELINES FOR ANALYSIS OF PHOTOGRAPHS AS CRITICAL THINKING

adapted from *MLL middle level learning*, published by NCSS, "Analyzing Images,
#35, May/June 2009

- **1. OBSERVATION:** What do you see in this photograph? [people, objects, activities] List separately.
- **2. INFERENCE:** Make some reasonable guesses about the photograph. [when, where, what are people doing, why was it taken]
- **3. INQUIRY:** Write a question that is unanswered by this photograph.
- **4. RESEARCH and ANSWER** questions asked by the instructor.

SAMPLE VISUAL LITERACY ACTIVITY

ED 440 INTEGRATING LANGUAGE To Do: Carefully look at the photos.
Answer questions about this series RE: observation, inference, inquiry,
research, and answer the instructor.

- 1. OPEN THE URL
<http://www.sacbee.com/2012/02/16/4269568/executive-order-9066.html> Photo Galleries of *THE SACRAMENTO BEE*
- 2. SEE *EXECUTIVE ORDER 9066 LEGACY OF SHAME* PHOTOS 1-16
- 3. CLICK ON Read the story: Generations of Japanese Americans were scarred by WWII internments
<http://www.sacbee.com/2012/02/19/4274670/a-pain-that-persists-generations.html>
- 4. SEE 6 PHOTOS, [starting with Kiyo Sato]

SAMPLE VISUAL LITERACY ACTIVITY

ED 440 INTEGRATING LANGUAGE To Do: Carefully look at the photos.
Answer questions about this series RE: observation, inference, inquiry,
research, and answer the instructor.



SAMPLE VISUAL LITERACY ACTIVITY

ED 440 INTEGRATING LANGUAGE To Do: Carefully look at the photo.
Answer questions about this photo RE: observation, inference, inquiry,
research, and answer the instructor.



SAMPLE YOU TUBE ASSIGNMENT

EPY 204-01 ADOLESCENT DEVELOPMENT *DR. MARTIN LUTHER KING ON YOU TUBE*

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- A. The items listed on these pages are provided as a “starter kit” for an internet search of sample curricula, lesson plans, or Web Quests about Dr. Martin Luther King that would be suitable for you to share with your students, classes, peers at a PD workshop and/or in your courses, using visual literacy methods.
- B. Send an email to your classmates and professor in which you include the url links for 2 items that you found in part A above. Attach to the email the reflection that you will write for part C.
- C. Write a reflection about how Dr. King’s life and or speeches could be used as a model for adolescent development. The reflection should be 2 pages in length.....12 font, double spaced, 1” margins. Attach your reflection to the email in part B that you will send to your classmates and professor. Select 3 classmates’ reflections to which you respond.

SAMPLE YOU TUBE ASSIGNMENT

EPY 204-01 ADOLESCENT DEVELOPMENT *DR. MARTIN LUTHER KING ON YOU TUBE*
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- D. YOU TUBE STARTER KIT TO SEE BEFORE YOU DO YOUR INTERNET SEARCH
 - http://www.youtube.com/watch?v=3ank52Zi_S0
 - <http://www.biography.com/people/martin-luther-king-jr-9365086>
 - <http://www.youtube.com/watch?v=smEqnnklfYs>
 - <http://www.youtube.com/watch?v=130J-FdZDtY>
 - <http://www.youtube.com/watch?v=hSjf-vLTBzA>

VISUAL LITERACY SOURCES

- <http://publications.socialstudies.org/ml/35/MLL35.pdf> PDF] May/ June 2009 - Young Learner Archive - National Council for the Social Studies *Analyzing Images*, The entire issue of Middle Level Learning is devoted to visual literacy.
- <http://www.readwritethink.org/classroom-resources/lesson-plans/utilizing-visual-images-creating-30506.html> **Lesson Plan Utilizing Visual Images for Creating and Conveying Setting in Written Text**
- <http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-purpose-meaning-political-794.html> **Lesson Plan Analyzing the Purpose and Meaning of Political Cartoons**

VISUAL LITERACY SOURCES

- Stambler, L.G., (200?) *Insights into the Challenges Encountered by Women of Diverse Ethnicities Serving in the American Armed Forces, 17th to 21st Centuries*, PPT presented at SCSU Women's Conference (200?)
- <http://www.collectionscanada.gc.ca/education/008-3080-e.html> Toolkit Decoding Photographs By Laura McCoy, visual arts teacher Date Modified: 2008-02-19
- <http://nuovo.com/southern-images/analyses.html> Basic Strategies in Reading Photographs
- <http://www.learnnc.org/lp/pages/677> *Reading photographs* BY [MELISSA THIBAUT](#) AND [DAVID WALBERT](#) The text of this page is copyright ©2003.
- <http://www.eyewitnesstohistory.com/iwoflag.htm> EyeWitness to History.com Raising the Flag Over Iwo Jima, 1945

VISUAL LITERACY SOURCES

- <http://pict.sdsu.edu/engauge21st.pdf> enGauge® 21st Century Skills: Literacy in the Digital Age, "The definition of student achievement must be broadened to include the 21st century skills that will be required for students to thrive in the future" (p. 1).
- <http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-purpose-meaning-political-794.html> Lesson Plan Analyzing the Purpose and Meaning of Political Cartoons
- http://www.youtube.com/watch?v=1-xGKIn_cnM **Iwo Jima Flag Raising - First and Second Uploaded on Feb 21, 2010** A clip from the public domain documentary "To the Shores of Iwo Jima" showing the famous flag raising by the United States Marine Corps. For the ending, I used photographs taken of the first and second raisings, showing the transition between the two, and the juxtaposition between the documentary film and Joe Rosenthal's iconic photograph.

VISUAL LITERACY SOURCES

- http://unipress.dk/media/imported/9788779340992/9788779340992_excerpt.pdf *a close look at the photograph.* 11. Chapter One ... about that sad and frightened Jewish child with his hands up in the air, that amused the German soldiers so?
- <http://uncpressblog.com/2012/08/13/interview-eric-l-muller-on-new-images-of-japanese-american-internment-in-world-war-ii/> Interview: Eric L. Muller on new images of Japanese American internment in World War II Posted by Ellen on 13 August 2012, 11:48 am; *Colors of Confinement: Rare Kodachrome Photographs of Japanese American Incarceration in World War II*, edited by Eric L. Muller, with photographs by Bill Manbo. In 1942, Bill Manbo (1908-1992)

VISUAL LITERACY SOURCES

- <http://www.sacbee.com/2012/02/19/4274670/a-pain-that-persists-generations.html> *Generations of Japanese Americans were scarred by WWII internments* in THE SACRAMENTO BEE By [Anita Creameracreamer@sacbee.com](mailto:AnitaCreameracreamer@sacbee.com) Published: Sunday, Feb. 19, 2012 - 12:00 am | Page 1A Last Modified: Friday, Jan. 11, 2013 - 10:42 pm
- <http://www.sacbee.com/2012/02/16/4269568/executive-order-9066.html> Photo Galleries *EXECUTIVE ORDER 9066 LEGACY OF SHAME* Photos 1-16 in THE SACRAMENTO BEE
- <http://www.sacbee.com/2012/02/19/4274670/a-pain-that-persists-generations.html> Japanese Internment in the United States
- <http://blogs.sacbee.com/exposures/2012/04/paul-kitagakis-images-revisit-japanese-internment-history.html> *EXPOSURES IN THE SACRAMENTO BEE* April 27, 2012