

Grade: Grade 8
Subject: English Language Arts
Topic: Visual Literacy

Objectives	<p>Reading and Viewing, Grade 8</p> <p>Purposes</p> <ul style="list-style-type: none">• B3: View, both collaboratively and independently, to comprehend a variety of visual texts, such as: broadcast media, websites, graphic novels, film and video, photographs, art, visual components of print media, student-generated materials. (p.49). <p>Thinking</p> <ul style="list-style-type: none">• B8: Explain and support personal response to texts (p.50)• B9: Interpret and analyze ideas and information from texts (p.50)• B10: Synthesize and extend thinking about texts (p.50)• B11: Use metacognitive strategies to reflect on and assess their reading and viewing. (p.50) <p>Features</p> <ul style="list-style-type: none">• B12: Recognize and explain how structures and features of text shape readers' and viewers' construction of meaning...(p.51) <p>(BC Ministry of Education, 2007)</p>
Opening	<ol style="list-style-type: none">1. Display the original cover art for <u>The Great Gatsby</u>, (on Power Point slide) without the title.2. Ask the students if they recognize the novel cover.3. Show them the cover again, this time with the title of the novel.4. Briefly describe the significance of this iconic cover and how the image

	<p>tells a narrative that can be inferred even with the absence of written text.</p> <p>5. Ask them to describe what they are seeing. (What do they notice about the artistic elements, colours, content/subject, etc.)</p>
<p>Activities</p>	<p><i>Reading a Novel Cover as Text</i></p> <p>1. Small group work: Divide the class into groups of three or four. Using the <i>Guiding Questions</i> (see Resources) handout, they will read and interpret the image on their sample Novel Cover.</p> <p>2. Activity:</p> <ul style="list-style-type: none"> • The students will document their ideas on the Poster Paper provided. Let them know in advance that they will present their ideas to the class afterward and encourage them to write down anything they wish to share. Explain that they are sharing their impressions; there are no “wrong” comments. • Circulate amongst the groups to answer questions and facilitate discussion, if needed. • Give the students a five minute warning and remind them that they will be sharing their interpretations with the class. <p>3. Group Presentations: Ask each group to stand and share their findings with the class.</p>
<p>Closure</p>	<p>Explain to the class that they have just successfully read and interpreted a visual text, and that the processes they just used to analyze this image can be applied to thinking critically about images they are confronted with in their lives: online, on television, in advertising, etc.</p>
<p>Evaluation and Assessment</p>	<p>Students will be evaluated on their collaborative participation in the small</p>

	<p>group work. Students will be evaluated on their personal written response to their reading and viewing of the text. Students will be evaluated on their oral explanation of how the features of the image shape how they interpret the text.</p>
<p>Materials</p>	<p>Instructor:</p> <ol style="list-style-type: none"> 1. Overhead projector and printed copy of cover art of <u>The Great Gatsby</u>, OR computer with digital copy <p>Each group of students is provided with:</p> <ol style="list-style-type: none"> 1. One novel cover sample (print copy or digital copy). 2. Poster-sized paper and large bright felt markers. 3. Guiding Questions handout. (See below).
<p>Timing</p>	<p>Opening: 10 minutes Activity: Small Group Work: 20 minutes Presentation: 15 minutes Closure: 5 minutes</p>
<p>Modifications for learners with Exceptionalities</p>	<ul style="list-style-type: none"> • For learners with visual impairments this activity could be adapted so the learner is paired with a student with whom they already have a comfortable shared-learning relationship. • Support could be provided through detailed oral descriptions of the image. • An enlarged copy of a novel cover could be provided • Novel cover would be selected for its bright colours and well defined shapes/lines. • The Individual Education Plan would be consulted for appropriate learning objectives. • Assessment on students' oral participation in the activity.

Resources: Guiding Questions Handout

Guiding Questions:

- Which *elements* and *principles* of design did the creator of this image use? (Examples: Line, Shape, Size, Tone, Colour, Contrast, Emphasis, Repetition, Pattern, Details, Movement, etc.)
- Why were these artistic choices selected, and how do these choices help us to interpret the (possible) meanings represented in the image?
- How does the title of the novel relate to the image (or do they seem unrelated?)
- Based on the cover image, what can you predict about the plot(s) of this novel?
- How is the meaning you have connected to this image a result of your generation, culture, childhood?
- Does this image tell you anything about the possible historical/political/social/cultural landscape in which the story takes place?