Intro to Visual Analysis Lesson Plan

Wednesday, January 7, 2008, First Part of Humanities Double Period

Do Now (5-10 min):
Maybe a short open-note quiz on the jigsaw the previous day?

Persepolis:
- Maybe show the trailer (if you didn't do it the previous day)
- Pass out books and read aloud a little (or all) of the first 2 chapters (pg 1-17). Model how to look at images as you read by doing "think alouds" with the text.
- Also model "think alouds" that connect what we learned in the Iranian history jigsaw to what we're reading in the text.

Mini-Lesson:
Discuss how graphic novels are different than literature and similar. The main difference is that we get to "read" images, not just words. Just like we don't just read words, we interpret and infer from them, likewise we can do the same with images. "Visual analysis" is a fancy way to say that we're reading an image, then interpreting and inferring from it.

Modeling:
Choose an image to model from the images we have. I'm thinking of using a still image from the movie so that I don't use one from the book. Project the image on an overhead and write on the transparency, or project onto the white board from computer and write on the white board. The visual analysis should have two steps:
1. observations (objective)
2. interpretations/inferences/analysis (subjective)
I like modeling each of these in two different colors.

If I was modeling using this image:

I would web these things around it with lines pointing to the thing I am <u>observing</u>:
- Shaded gray background

- Girl is smaller than the other two
- Girl is wearing white clothes, they are in black, detail-less shapes
- They have frown lines and pointy noses
- Black shapes of the older women look like waves

I would then use a different color marker and draw lines from my observations to my new <u>interpretations/analysis</u>:

Observation	Analysis
▪ Shaded gray background	▪ Seems ominous
▪ Girl is smaller than the other two	▪ Smaller size = smaller/less power ▪ Bigger size = more power
▪ Girl is wearing white clothes, they are in black, detail-less shapes	▪ She seems more unique, human. They seem more uniform/less human.
▪ They have frown lines and pointy noses	▪ Images we associate with evil, badness, etc.
▪ Black shapes of the older women look like waves	▪ Gives me the feeling that she is being swamped by two powerful waves.

Active Engagement:
Either project another image and have students, with a partner, note two observations and two analyses, or project the same image and have them add their own ideas to this one. Share out 3-4.

Workshop:
Students choose their own images from a bank at each table. Have them web in two different colors following the same system.

Share Out:
Do a silent gallery walk, then have students share out what they saw in others' work that was impressive to them.

Collect the work so we can track the depth/skill development of their visual analysis as we progress through the book.