Lesson Title: Making Photo Essays Easy

Strong stories include the following elements:

- Exposition
- Setting
- Plot
- Theme
- Characters
- Protagonist
- Antagonist
- Rising Action
- Climax
- Resolution
- Irony
- Foreshadowing
- Flashback

WHAT MAKES A GOOD PHOTO:

- Various angles
- Varied perspective
- Composition
- Lighting
- Emotions
- Details
- Varied distance
- Focusing on different people involved
- Rule of thirds
- Dominant subject
PHOTO ESSAY

Photo-Essay Assignment

- [http://members.efn.org/~hkrieger/vet.htm](http://members.efn.org/~hkrieger/vet.htm)
- [bob.miller@photographer.visual.journalist](mailto:bob.miller@photographer.visual.journalist)
- [http://thephotoessay.com/](http://thephotoessay.com/)

The goal of this assignment is for you to create a Photo Essay that evokes emotion from those who view it—if you can inspire your audience to some kind of action you have succeeded. Just like a written essay, you should brainstorm a topic, gather information, and use that information in your essay—but your information will primarily be what’s provided through photographs. As well, you should plan your essay, organizing it with an introduction, body and conclusion.

**SOME SPECIFICS**

1. Your photo-essay must relate to:
   a. The idea of community – community events, friends in the community, issues in the community
   b. A day life in the life of ----
   c. My family/My home
   d. GHS memories
   e. Themes such as silence, wonder, patience, dedication, allegiance, perseverance
   f. Geographical place like the front door or table in the café or library
   g. Date or event like Tuesday 10:00am or Halloween
   h. Social issue like teen pregnancy or dropout rate

2. Recommended length is 12 photographs.
3. You must make and use your own photographs.
4. You must have a title for your photo-essay.
5. Your photo-essay may be persuasive, narrative, comparative, or descriptive.
6. Your audience includes your classmates and your teacher.
7. All projects will be loaded into the class website—if you have recognizable faces, students must have a signed release on file in the office.
Steps

1. Brainstorm a topic that relates to one of the ideas listed above.

2. Write out a draft of your thesis and show it to me for feedback.

3. Create images that fit your topic. Take at least twice as many photos as required so that you may pick the best images to tell your story.

4. Share ideas with a classmate in order to get feedback.

5. Once you have some or all of your images gathered, show them to your teacher and complete the storyboard and show how those images will be arranged on the page (in electronic or print format).

6. Create a draft of your essay to show to a classmate for feedback – for example, can your classmate easily identify your thesis?

7. Revise your photo-essay by rearranging or cropping the photographs, or gathering other photographs to include or substitute.

8. Create a final layout of your photographs on Bristol board or a similar kind of heavy paper, or use PowerPoint.

9. Write a paragraph in which you explain, as the author, your purpose in creating the photo-essay and include paragraph – called an “Artist’s Statement” -- with your work.

10. Write a reflection of one or more paragraphs in which you connect the experience of creating your photo-essay to other assignments you’ve done in class, and also reflect upon what you have learned as it relates to you academically and personally.

You will be graded on

1) Quality of writing and/or font.
2) Powerpoint with creative and appropriate images, music, and animations.
3) Quality of information you present in your photo essay.
4) The quality and composition of your images.
5) The creativity and effectiveness with which you present this information.