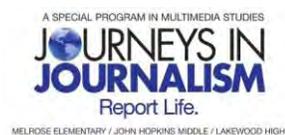




# Teacher Activity Guide

Activities are based on the 2020 Newspaper in Education publication *Journeys in Journalism*, created by the Tampa Bay Times Newspaper in Education program in partnership with Pinellas County Schools and the Cornelia T. Bailey Foundation.



# Newspaper & Critical Thinking Activities

This activity guide is a complement to the *Journeys in Journalism* educational publication. Reading the 16-page publication and completing the activities in this guide adhere to the following Florida Standards for elementary, middle and high school students.

**Language Arts:** LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.2.3; LAFS.35.L.3.4; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RF.3.3; LAFS.35.RF.4.4; LAFS.35.RI.1.1; LAFS.35.RI.1.2; LAFS.35.RI.1.3; LAFS.35.RI.2.4; LAFS.35.RI.2.5; LAFS.35.RI.2.6; LAFS.35.RI.3.7; LAFS.35.RI.3.8; LAFS.35.RI.3.9; LAFS.35.RI.4.10; LAFS.35.SL.1.1; LAFS.35.SL.1.2; LAFS.35.SL.1.3; LAFS.35.SL.2.4; LAFS.35.SL.2.5; LAFS.35.SL.2.6; LAFS.35.W.1.1; LAFS.35.W.1.2; LAFS.35.W.1.3; LAFS.35.W.2.4; LAFS.35.W.2.5; LAFS.35.W.3.7; LAFS.35.W.4.10; LAFS.68.L.1.1; LAFS.68.L.1.2; LAFS.68.L.2.3; LAFS.68.L.3.4; LAFS.68.L.3.5; LAFS.68.L.3.6; LAFS.68.RF.3.3; LAFS.68.RF.4.4; LAFS.68.RI.1.1; LAFS.68.RI.1.2; LAFS.68.RI.1.3; LAFS.68.RI.2.4; LAFS.68.RI.2.5; LAFS.68.RI.2.6; LAFS.68.RI.3.7; LAFS.68.RI.3.8; LAFS.68.RI.3.9; LAFS.68.RI.4.10; LAFS.68.SL.1.1; LAFS.68.SL.1.2; LAFS.68.SL.1.3; LAFS.68.SL.2.4; LAFS.68.SL.2.5; LAFS.68.SL.2.6; LAFS.68.W.1.1; LAFS.68.W.1.2; LAFS.68.W.1.3; LAFS.68.W.2.4; LAFS.68.W.2.5; LAFS.68.W.3.7; LAFS.68.W.4.10; LAFS.912.L.1.1; LAFS.912.L.1.2; LAFS.912.L.2.3; LAFS.912.L.3.4; LAFS.912.RI.1.1; LAFS.912.RI.1.2; LAFS.912.RI.1.3; LAFS.912.RI.2.4; LAFS.912.RI.2.5; LAFS.912.RI.2.6; LAFS.912.RI.3.7; LAFS.912.SL.1.2; LAFS.912.SL.1.3; LAFS.912.SL.2.4; LAFS.912.SL.2.5; LAFS.912.SL.2.6; LAFS.912.W.1.1; LAFS.912.W.1.2; LAFS.912.W.1.3; LAFS.912.W.2.4; LAFS.912.W.2.5; LAFS.912.W.3.8; LAFS.912.W.3.9; LAFS.912.W.4.10

**Science:** SC.3.P.10.3; SC.3.P.10.4; SC.35.CS-PC.2.1; SC.68.CS-PC.2.1; SC.912.CS-PC.2.1

**Social Studies:** SS.35.A.1.1; SS.35.A.1.2; SS.7.C.2.4; SS.7.C.2.11; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.5; SS.8.A.1.7; SS.912.A.1.2; SS.912.A.1.3; SS.912.A.1.4; SS.912.H.1.1; SS.912.H.1.2; SS.912.H.1.3; SS.912.H.1.4; SS.912.H.1.5; SS.912.H.1.6

**Visual Arts:** VA.3.C.1.2; VA.3.C.3.3; VA.3.H.2.2; VA.3.H.2.3; VA.3.S.1.4; VA.4.H.1.1; VA.4.H.1.3; VA.4.O.1.2; VA.4.O.3.1; VA.4.S.1.2; VA.4.S.1.4; VA.5.C.2.2; VA.5.O.1.3; VA.5.O.2.1; VA.5.S.1.2; VA.5.S.1.4; VA.68.C.1.2; VA.68.C.3.3; VA.68.C.3.4; VA.68.H.2.2; VA.912.C.1.2; VA.912.C.1.3; VA.912.C.1.4; VA.912.C.1.5; VA.912.C.1.6; VA.912.C.1.8; VA.912.C.2.2; VA.912.C.3.3; VA.912.C.3.5; VA.912.H.1.1; VA.912.H.1.5; VA.912.H.1.8; VA.912.H.1.10; VA.912.H.2.3; VA.912.O.1.2; VA.912.O.1.3

**Florida Best Standards:** ELA.35.C.1.3; ELA.35.C.1.4; ELA.35.C.1.5; ELA.35.C.2.1; ELA.35.C.3.1; ELA.35.R.2.1; ELA.35.R.2.4; ELA.35.V.1.1; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1

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# Section 1: Elementary activities

## Going Beyond the Text: Visual thinking strategies

Look closely at the following images to determine what is going on in these pictures. Use specific points in the picture to determine what is happening. Answer the following questions about the image:

- What is going on in this picture?
- What do you see that makes you say that?
- What more can you find?

Write a caption or short story to go along with the image and share your story with your class.

**Florida Standards Visual Arts:** VA.35.C.1.2; VA.1.C.2.1; VA.35.C.3.1; VA.35.F.1.2; VA.35.F.3.1; VA.35.H.2.2; VA.35.H.3.1; VA.35.O.1.1; VA.35.S.1.4 **Language Arts:** LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RF.1.1; LAFS.35.RF.2.2; LAFS.35.RF.3.3; LAFS.35.RI.1.1; LAFS.35.RI.2.6; LAFS.35.RI.3.7; LAFS.35.SL.1.1; LAFS.35.SL.1.2; LAFS.35.SL.2.6; LAFS.35.W.1.3  
**Florida Best Standards:** ELA.35.C.1.2; ELA.35.C.1.3; ELA.35.C.2.1; ELA.35.C.3.1; ELA.35.C.5.1; ELA.35.F.1.2; ELA.35.R.2.2; ELA.35.R.2.3; ELA.35.R.3.2; ELA.35.V.1.1; ELA.35.C.1.1



Source: <https://learning.blogs.nytimes.com/2012/10/22/whats-going-on-in-this-picture-oct-22-2012/>



Source : <https://learning.blogs.nytimes.com/2015/11/30/whats-going-on-in-this-picture-nov-30-2015/>



Source: <https://learning.blogs.nytimes.com/2016/02/29/whats-going-on-in-this-picture-feb-29-2016/>

## Going Beyond the Text: Its all in the name

Look closely at the images in this week's *Tampa Bay Times*. Using your observation and detective skills, find as many photos as you can that have images of things that begin with the letters of your first and last name. Check all sections of the newspapers for photos, including advertisements. See how many photos you can find and share the information with your classmates. Discuss the content of the photos.

**Florida Standards Visual Arts:** VA.35.C.1.2; VA.35.C.2.1; VA.35.C.3.1; VA.35.F.1.2; VA.35.F.3.1; VA.35.H.2.2; VA.35.H.3.1; VA.35.O.1.1; VA.35.S.1.4 **Language Arts:** LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RF.1.1; LAFS.35.RF.2.2; LAFS.35.RF.3.3; LAFS.35.RI.1.1; LAFS.35.RI.2.6; LAFS.35.RI.3.7; LAFS.35.SL.1.1; LAFS.35.SL.1.2; LAFS.35.SL.2.6 **Florida Best Standards:** ELA.35.C.2.1; ELA.35.C.3.1; ELA.35.C.5.1; ELA.35.F.1.2; ELA.35.R.2.2; ELA.35.R.2.3; ELA.35.R.3.2; ELA.35.V.1.1; ELA.35.C.1.1

## Going Beyond the Text: The importance of lighting

Look for images in the *Tampa Bay Times* print edition, digital edition and on the All Eyes Photo Blog. Examine the composition and lighting in the photos and answer the following questions.

- Do the photos use natural or artificial light? How do you know?
- Do the photos on the print edition look like they are the same quality as the digital edition? Why or why not?
- Does the lighting look the same for the photos on the web as it is for the printed images?

**Florida Standards Visual Arts:** VA.35.C.1.2; VA.35.C.2.1; VA.35.C.3.1; VA.35.F.1.2; VA.35.F.3.1; VA.35.H.2.2; VA.35.H.3.1; VA.35.O.1.1; VA.35.S.1.4 **Language Arts:** LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RF.1.1; LAFS.35.RF.2.2; LAFS.35.RF.3.3; LAFS.35.RI.1.1; LAFS.35.RI.2.6; LAFS.35.RI.3.7; LAFS.35.SL.1.1; LAFS.35.SL.1.2; LAFS.35.SL.2.6 **Florida Best Standards:** ELA.35.C.2.1; ELA.35.C.3.1; ELA.35.C.5.1; ELA.35.F.1.2; ELA.35.R.2.2; ELA.35.R.2.3; ELA.35.R.3.2; ELA.35.V.1.1; ELA.35.C.1.1

## Going Beyond the Text: Illustrating mathematical concepts

Choose a mathematical concept from the list below.

- Points
- Lines
- Rays
- Angles (right, acute, obtuse)
- Perpendicular and parallel lines
- Two-dimensional shapes
- Patterns

Next, create an original image that represents this concept. Write a brief explanation of your photograph that explains how your photograph illustrates the concept you chose.

**Source:** International Center of Photography, *Focus on Photography: A Curriculum Guide*

**Florida Standards Visual Arts:** VA.35.C.1.2; VA.35.C.2.1; VA.35.C.3.1; VA.35.F.1.2; VA.35.F.3.1; VA.35.H.2.2; VA.35.H.3.1; VA.35.O.1.1; VA.35.O.2.1; VA.35.S.1.1; VA.35.S.1.3; VA.35.S.1.4 **Language Arts:** LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RF.1.1; LAFS.35.RF.2.2; LAFS.35.RF.3.3; LAFS.35.RI.1.1; LAFS.35.RI.2.6; LAFS.35.RI.3.7; LAFS.35.SL.1.1; LAFS.35.SL.1.2; LAFS.35.SL.2.6; LAFS.35.W.1.3 **Florida Best Standards:** ELA.35.C.1.2; ELA.35.C.1.3; ELA.35.C.2.1; ELA.35.C.3.1; ELA.35.C.5.1; ELA.35.F.1.2; ELA.35.R.2.2; ELA.35.R.2.3; ELA.35.R.3.2; ELA.35.V.1.1; ELA.35.C.1.1

## Going Beyond the Text: Examining motion

In this activity, students will explore the idea of how to describe movement by looking at images and short films of athletes and discussing them, by generating a class list of words related to movement, and by responding to writing prompts. Share the following websites with your students. As you visit each website, ask students to respond to what they see, focusing specifically on movement.

- [National Collegiate Athletic Association \(NCAA\): Shooting](#)
- [NCAA: Rebounding](#)
- [NCAA: Dribble](#)
- [Kenneth Mellott: Sports Slideshow](#)
- [Swimming - Olympic.org](#)

Students will create a class word wall that describes movement. Explain that this is a collection of words that they can use for inspiration and ideas. As you construct the wall with students' suggestions, use questions to help them elaborate their choices and further explore the images they are looking at. Ask your class to think about what they have just seen on the websites you shared. What other words can they come up with that might work for the wall? Continue adding words until you feel that there is a wide range of movement described. Ask each student to respond to the following prompts in a writing journal:

- How does it feel to move your body?
- What do you think the phrase beauty in motion means?
- What do you think the word grace means?
- What sport do you think is the most beautiful to watch? Why?

Ask for volunteers to share their responses to the journal prompts.

Next, divide the class into groups of three or four students each. Tell each group that it is responsible for collecting the following from the *Tampa Bay Times*:

- Ten pictures of bodies in motion in a variety of athletic activities.
- Twenty words that describe movement

Bring students outside or to a gymnasium to take photographs of each other as they move. Encourage them to try all different types of movement — playing with balls, climbing on playground equipment, or just running and jumping.

Each group should create a poster, collage or Power Point presentation to present its collection of images and words to the entire class. Add the new words that have been generated to describe movement to the classroom word wall.

**Source:** International Literary Association, “A Race with Grace: Sports Poetry in Motion”

**Florida Standards Visual Arts:** VA.35.C.1.2; VA.35.C.2.1; VA.35.C.3.1; VA.35.F.1.2; VA.35.F.3.1; VA.35.H.2.2; VA.35.H.3.1; VA.35.O.1.1; VA.35.O.2.1; VA.35.S.1.1; VA.35.S.1.3; VA.35.S.1.4 **Language Arts:** LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RF.1.1; LAFS.35.RF.2.2; LAFS.35.RF.3.3; LAFS.35.RI.1.1; LAFS.35.RI.2.6; LAFS.35.RI.3.7; LAFS.35.SL.1.1; LAFS.35.SL.1.2; LAFS.35.SL.2.6; LAFS.35.W.1.3 **Florida Best Standards:** ELA.35.C.1.2; ELA.35.C.1.3; ELA.35.C.2.1; ELA.35.C.3.1; ELA.35.C.5.1; ELA.35.F.1.2; ELA.35.R.2.2; ELA.35.R.2.3; ELA.35.R.3.2; ELA.35.V.1.1; ELA.35.C.1.1

## Going Beyond the Text: Examining perspective

1. To begin the exploration of perspective, explain to students that you are going to give them a small piece of a larger picture, which has been cut into pieces.
2. Organize students into small groups of 3–4 students. After groups have been formed, distribute pieces of the photograph to the members of each group. Have students draw what they think the rest of the photo might look like, without looking at the other pieces. (Remind them to focus on their part only.)
3. Have the members of each group share their illustrations with one another. Engage students in discussion about the similarities and differences of their illustrations. Ask them to predict what the entire picture might be.
4. Assemble all the pieces of the picture to reveal the entire image.
5. After completing the photograph activity, introduce the concept of *perspective*. Explain that perspective is point of view: how someone sees a situation, their feelings about a situation, their opinions of a situation, and the like. Make connections and provide examples, such as the following:
  - Connect to photograph activity, where each student formed a different idea of the original photograph because each was seeing it from a different perspective.
  - Point out that there are always at least two sides to every story, which is why people go to court and why teachers ask each student involved in a disagreement to tell his or her side of a story.
6. Relate the idea of perspective to reading: Explain to students that when we read, we see the story from the perspective of the narrator, such as whoever is telling the story at a particular point. Sometimes the narrator is a character in the story. Some stories have more than one narrator, so we get different perspectives on the story.
  - Explain that we come to understand a character’s perspective by creating mental images.
  - When we pay attention to a character’s perspective (or all of the characters’ perspectives), we are engaging in *critical thinking*, and this kind of thinking helps us be better readers.

**Source:** International Literary Association, “Multiple Perspectives: Building Critical Thinking Skills”

**Florida Standards:** VA.35.C.1.2; VA.35.C.2.1; VA.35.C.3.1; VA.35.F.1.2; VA.35.F.3.1; VA.35.H.2.2; VA.35.H.3.1; VA.35.O.1.1; VA.35.O.2.1; VA.35.S.1.1; VA.35.S.1.3; VA.35.S.1.4 **Language Arts:** LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RF.1.1; LAFS.35.RF.2.2; LAFS.35.RF.3.3; LAFS.35.RI.1.1; LAFS.35.RI.2.6; LAFS.35.RI.3.7; LAFS.35.SL.1.1; LAFS.35.SL.1.2; LAFS.35.SL.2.6; **Florida Best Standards:** ELA.35.C.2.1; ELA.35.C.3.1; ELA.35.C.5.1; ELA.35.F.1.2; ELA.35.R.2.2; ELA.35.R.2.3; ELA.35.R.3.2; ELA.35.V.1.1; ELA.35.C.1.1

## Going Beyond the Text: Exploring point of view

Choose a photograph from the *Tampa Bay Times* or the All Eyes photo blog at [tampabay.com/photos](http://tampabay.com/photos).

- List five things you see in the picture:
- Describe the setting:
- Action: What is happening in the picture?
- What do you think happened before the picture was taken?
- What do you think will happen next?
- Character: Describe the people in the picture: their expression, clothing, and mood.
- What are the people doing? Why?
- Theme: This picture tells a story about...

Write a short story from the point of view of someone in the picture. Use your answers to the questions above to get started. Think about where the person is and how he or she might feel. (For example, if she is outdoors, is the sun hot on her back? Look at her expression. What is she feeling?) What is the person doing? What might happen next? Try to make your story as vivid as the photograph by using lots of specific details.

Next, write a short story from the point of view of the photographer. Imagine what the photographer was thinking when he or she took the picture. Why did he or she want to take this picture? What issue(s) does it illustrate? What emotions did he or she want the viewer to feel?

**Source:** International Center of Photography, *Focus on Photography: A Curriculum Guide*, “Story-Writing Worksheet”

**Florida Standards:** VA.35.C.1.2; VA.35.C.2.1; VA.35.C.3.1; VA.35.F.1.2; VA.35.F.3.1; VA.35.H.2.2; VA.35.H.3.1; VA.35.O.1.1; VA.35.O.2.1; VA.35.S.1.1; VA.35.S.1.3; VA.35.S.1.4; **Language Arts:** LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RF.1.1; LAFS.35.RF.2.2; LAFS.35.RF.3.3; LAFS.35.RI.1.1; LAFS.35.RI.2.6; LAFS.35.RI.3.7; LAFS.35.SL.1.1; LAFS.35.SL.1.2; LAFS.35.SL.2.6; LAFS.35.W.1.3 **Florida Best Standards:** ELA.35.C.1.2; ELA.35.C.1.3; ELA.35.C.2.1; ELA.35.C.3.1; ELA.35.C.5.1; ELA.35.F.1.2; ELA.35.R.2.2; ELA.35.R.2.3; ELA.35.R.3.2; ELA.35.V.1.1; ELA.35.C.1.1

## Going Beyond the Text: Exploring identity through photographs



### Part I

Without looking at the caption, examine the photograph above and write down your answers to the following questions:

- Describe the person in the photograph. Just make note of what you see. Don't draw any conclusions.
- In what setting do you imagine this photo was taken?
- What do you imagine the person in the photo is thinking about and feeling?
- What feelings do you have when you look at the photo?

In pairs or small groups, discuss your answers to the four questions above. Did you come to similar conclusions?

Now, read the caption below. Does knowing the situation affect your thoughts and feelings about the photo? If so, how?

*"I really wanted to be a Vet since I was five," Joci Forkner said. "I've always loved animals and I really like science." Joci Forkner, DVM, pictured with a handful of her eight pets in the treatment room at the Animal Hospital of Treasure Island. [DIRK SHADD | Tampa Bay Times]*

## Part II

Next, individually look for a photograph in the *Tampa Bay Times* that includes people. This photo can be from any section of the newspaper, including an advertisement. Write a paragraph responding to the following questions:

- Describe the person in the photograph.
- What do you imagine happened just before the photo was taken? Why?
- What do you imagine the person in the photo is thinking about and feeling?
- What do you think will happen next?
- What feelings do you have when you look at the photo?

## Part III

What kind of photograph would you take to show a component of your identity? Think about different aspects of your identity. Then, plan a photo that will illustrate an element of your own identity that you would like to show. Your photo can be a selfie, or you can work with a partner.

**Source:** Adapted from Teaching Tolerance, “Using Photographs to Teach Social Justice – Exploring Identity”

**Florida Standards: Social Studies:** SS.312.P.10.1; SS.312.P.10.3; SS.312.P.10.6; SS.312.P.10.12; SS.312.P.16.11; SS.312.S.4.1 **Visual Arts:** VA.312.C.1.2; VA.312.C.1.3; VA.312.C.1.5; VA.312.C.1.6 **Language Arts:** LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RF.1.1; LAFS.35.RF.2.2; LAFS.35.RF.3.3; LAFS.35.RI.1.1; LAFS.35.RI.2.6; LAFS.35.RI.3.7; LAFS.35.SL.1.1; LAFS.35.SL.1.2; LAFS.35.SL.2.6; LAFS.35.W.1.3 **Florida Best Standards:** ELA.35.C.1.2; ELA.35.C.1.3; ELA.35.C.2.1; ELA.35.C.3.1; ELA.35.C.5.1; ELA.35.F.1.2; ELA.35.R.2.2; ELA.35.R.2.3; ELA.35.R.3.2; ELA.35.V.1.1; ELA.35.C.1.1

## Going Beyond the Text: Keeping a visual diary

Every day, we see many images – online, in advertisements, television shows, snapshots and art. What do these images mean to us? Where do we see them? What do we see in them? What impact do they have on our lives?

In this activity, you will create a visual diary of one day in your life.

1. Make a list of where you see images in one day, from the time you get up to when you go to bed.
2. Draw or paste some of the images you like best in the diary.
3. Describe the images you saw and their effect on you. Discuss the image and the impact using these questions as guidelines:
  - What do you see?
  - When and where was the picture taken?
  - What is going on in the picture?
  - What story does the picture tell?
  - What does the picture make you think of?
  - How does it make you feel?
  - What does it make you want to have or do?
  - Does it remind you of anything?
  - Does it frighten you? Does it inspire you?
  - What other responses do you have?

**Source:** Adapted from International Center of Photography, *Focus on Photography: A Curriculum Guide*, “Visual Diary”

**Florida Standards: Visual Arts:** VA.25.C.1.1; VA.25.C.1.2; VA.25.F.1.1; VA.25.F.25.1; VA.25.H.1.1; VA.25.O.1.1; VA.25.C.1.1 **Language Arts:** LAFS.35.L.1.1; LAFS.35.L.1.2; LAFS.35.L.3.5; LAFS.35.L.3.6; LAFS.35.RF.1.1; LAFS.35.RF.2.2; LAFS.35.RF.3.3; LAFS.35.RI.1.1; LAFS.35.RI.2.6; LAFS.35.RI.3.7; LAFS.35.SL.1.1; LAFS.35.SL.1.2; LAFS.35.SL.2.6; LAFS.35.W.1.3 **Florida Best Standards:** ELA.35.C.1.2; ELA.35.C.1.3; ELA.35.C.2.1; ELA.35.C.3.1; ELA.35.C.5.1; ELA.35.F.1.2; ELA.35.R.2.2; ELA.35.R.2.3; ELA.35.R.3.2; ELA.35.V.1.1; ELA.35.C.1.1

# Section 2: Secondary activities

## Going Beyond the Text: Manipulating photos

Reread the National Press Photographers Association Code of Ethics on Page 8 of the *Journeys in Journalism* curriculum supplement.

In small groups, read the scenario below and discuss the options in light of the Code of Ethics. Try to come to a consensus as a group on the appropriate action to take.

Scenario: You are the editor of your school newspaper. Your photographer captured an awesome image of the fans just as your girls' basketball team won the state championship. All aspects of an excellent photograph – emotion, color, use of line and rule of thirds – are present. On closer examination, one sees several students with their middle fingers extended. What do you do?

- A. Run the photograph as is.
- B. Crop out the offending portion of the photo, if possible.
- C. Use a different, less offensive photograph.
- D. Remove the offending body parts using a software program such as Photoshop.

Questions to consider:

- Is it ever OK to digitally manipulate a photograph? If yes, under what circumstances?
- How does your decision affect a journalist's duty to be fair, accurate and clear?
- Would readers be offended by the original photograph? Why or why not?
- Does the age of your readers matter?
- Are you willing to go with a less visually appealing photograph?

Write a letter to the faculty advisor and principal outlining your choice and reasoning. Share the information with your classmates.

**Adapted from:** Newseum, "Photo Ethics: A Photograph's Integrity"

**Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Social Studies:** SS.912.H.2.1; SS.612.H.3.2 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.2.4; LAFS.612.W.3.9 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1

## Going Beyond the Text: What is appropriate to publish?

There is said to be a “breakfast test” to guide publication decisions: Do not publish images or language that might be repulsive enough to make people choke on their breakfast.

Read the following scenario and consider the questions below. Do you think the newspaper made the right decision in publishing the photograph?

**Scenario:** Community members are calling and writing the newspaper. They are angry over a recent front page photograph that showed the bodies of three American troops and 10 Iraqi citizens, including two children, who were killed when a car bomb exploded in a shopping district in Baghdad, Iraq. The photograph on the front page of the paper clearly showed the uncovered bodies, blood, and damage to cars and shops.

Questions to consider:

- Does this photo belong on the front page of a newspaper? What about on an inside page?
- Is it ever appropriate to show bodies of dead people? Does it matter if the person is recognizable? Does it matter if the story occurred locally or at a location far away? What about people who aren't dead in the photo, but died shortly after the photo was taken? What is too graphic?
- What ethical issues are involved in deciding whether to publish the photo of victims of violence?
- Do you think public response should guide the decision to publish or not publish the photograph?
- Are the subscribers right to complain?
- Are there other options the newspaper might have considered in publishing the photo?
- Do you agree with the “breakfast test”? Why or why not? When should editors follow the guideline? When should they not?
- Should television news or websites apply the same test? Explain.
- What should journalists should be legally allowed to print when it comes to photography?
- Are there any things that you think photographers should not be allowed to put in print?

**Adapted from:** Newseum, “What’s Appropriate to Publish? A ‘Breakfast Test’ Case Study”

**Florida Standards: Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.2.4; LAFS.612.W.3.9 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1

## Going Beyond the Text: The First Amendment, the right to publish – **and whether it’s “right” to publish**

The First Amendment protects the right to report news or circulate opinions without censorship from any form of government or law. According to the American Civil Liberties Union (ACLU), “Taking photographs and video of things that are plainly visible in public spaces is a constitutional right.”

However, the question of whether or not to publish a controversial photograph – such as a photograph that portrays violence, nudity, or a racial or ethnic slur – is ethically tricky.

Working in groups, discuss where you think photos of the following categories would be appropriate or inappropriate. Mark “yes” to indicate “appropriate” or “no” to indicate “inappropriate” in each box on the chart. Try to reach a consensus as a group for each category and location.

	Student newspaper	Local newspaper front page	Local newspaper inside page	Television news	Media website	Personal website	Social media
Poverty							
Graphic injuries							
Violence							
Gore & blood							
About to die							
Dead bodies							
Nudity							
Racial or ethnic slur							

As a class, discuss your conclusions and any differences of opinion. Was it difficult for everyone in your group to reach the same conclusions? Read the Society of Professional Journalists Code of Ethics at [spj.org/pdf/spj-code-of-ethics.pdf](http://spj.org/pdf/spj-code-of-ethics.pdf). Have any of your opinions changed? Why?

**Adapted from:** Journalism Education Association, “Legal and Ethical Considerations in Photojournalism”

**Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Social Studies:** SS.912.H.2.1; SS.612.H.3.2 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.2.4; LAFS.612.W.3.9 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1

## Going Beyond the Text: What is newsworthy?

Editors, reporters and photographers make content decisions every day based on their news judgment, understanding of their communities and awareness of their ethical, legal and economic responsibilities.

In small groups, read the scenario below and discuss the options. Try to come to a consensus as a group on the appropriate action to take.

**Scenario:** Students at your school are performing dangerous stunts. They hope to attract television coverage and get the most hits on YouTube. Should your school's publications cover the students with photographs and/or do a videocast?

- A. Yes. The stunts are of interest and will boost readership.
- B. Yes, but publish a story without visuals. Include comments from school officials and others about the dangers involved.
- C. No. The stunts are dangerous and should not be encouraged.
- D. No. Publish a story only after someone is injured and/or local television does a story.

Questions to consider:

- Are the stunts newsworthy? Why or why not?
- What is your responsibility to your readers, parents, the community, the stunt participants, school officials?
- If you decide to do a story, what are the pros and cons of using words only, photographs and/or video?
- Would this encourage these students to do more daring stunts by glorifying their unsafe actions?
- Would it encourage other students to try the stunts?
- Can you cover the stunts without promoting them?
- Is there an ethical reason to publish or not publish?
- Does the age of your readers matter?
- Would it matter if the stunts were illegal?

As a class, share your decisions and explain your reasoning. Do you find other groups' arguments compelling? Why or why not?

**Adapted from:** Newseum, "Photo Ethics: What Is Newsworthy?"

**Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.2.4; LAFS.612.W.3.9 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1

## Going Beyond the Text: Portraying diversity

A photojournalist has the ethical duty to be fair, accurate and clear. Does that include making sure photographs reflect the makeup of the community?

In small groups, read the scenario below and discuss the options. Try to come to a consensus as a group on the appropriate action to take.

**Scenario:** The journalism department at your school has been asked to create a brochure showcasing your academic, athletic and arts programs. The brochure will be mass distributed to boost the image of your school. For the cover shot, you find a group photo of students at a football game that you believe represents the school's diversity. Later, as a production deadline looms, you discover that the shot does not include someone to represent your school's large Hispanic population.

What do you do?

- A. Cut and paste in a Hispanic student from a photo in your archives. It accurately reflects the diversity of your school.
- B. Use the original photograph from the game. There is no time to find another photo.

Questions to consider:

- Is it important to have a minority in the image? Why or why not?
- Is it ever OK to digitally manipulate a photograph? If yes, under what circumstances?
- Photo manipulation software can make an altered image appear seamless and realistic. If readers can't tell the difference, does that make it more acceptable?
- The brochure was being used for promotion or marketing of the school. How does this affect your decision? Should the same standards for news photos apply?
- Does your decision meet the standards of being fair, accurate and clear?
- If the original cover shot had been staged, would it affect your decision?

As a class, share your decisions and explain your reasoning. Do you find other groups' arguments compelling? Why or why not?

**Adapted from:** Newseum, "Photo Ethics: Diversity"

**Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Social Studies:** SS.912.H.2.1; SS.612.H.3.2 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.2.4; LAFS.612.W.3.9 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1

## Going Beyond the Text: Conveying emotions, meanings and issues

Visit the *Tampa Bay Times* All Eyes photo page at [tampabay.com/photos](http://tampabay.com/photos). Choose one photo that you find compelling.

Analyze the image using the Observe / Reflect / Question steps from Pages 10-11 of the *Journeys in Journalism* curriculum supplement. Write down your answers.

Next, create an original image that represents the same emotions, meanings or issues conveyed by the *Times* photograph. You may compose (even stage), and then take, an actual photograph, or you may write “stage notes” and illustrate what you would include in a new photograph. Write a brief explanation of your photograph that explains the emotions, meanings or issues you are trying to convey, as well as the different subjects or props included in the photo.

**Source:** *New York Times* Learning Network

**Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.2.4; LAFS.612.W.3.9 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1

## Going Beyond the Text: Exploring identity through photographs



### Part I

Without looking at the caption, examine the photograph above and write down your answers to the following questions:

- Describe the person in the photograph. Just make note of what you see. Don't draw any conclusions.
- In what setting do you imagine this photo was taken?
- What do you imagine the person in the photo is thinking about and feeling?
- What feelings do you have when you look at the photo?

In pairs or small groups, discuss your answers to the four questions above. Did you come to similar conclusions?

Now, read the caption below. Does knowing the situation affect your thoughts and feelings about the photo? If so, how?

*"I really wanted to be a Vet since I was five," Joci Forkner said. "I've always loved animals and I really like science." Joci Forkner, DVM, pictured with a handful of her eight pets in the treatment room at the Animal Hospital of Treasure Island. [DIRK SHADD | Tampa Bay Times]*

## Part II

Next, individually look for a photograph in the *Tampa Bay Times* that includes people. This photo can be from any section of the newspaper, including an advertisement. Write a paragraph responding to the following questions:

- Describe the person in the photograph.
- What do you imagine happened just before the photo was taken? Why?
- What do you imagine the person in the photo is thinking about and feeling?
- What do you think will happen next?
- What feelings do you have when you look at the photo?

## Part III

What kind of photograph would you take to show a component of your identity? Think about different aspects of your identity. Then, plan a photo that will illustrate an element of your own identity that you would like to show. Your photo can be a selfie, or you can work with a partner.

**Source:** Adapted from Teaching Tolerance, “Using Photographs to Teach Social Justice – Exploring Identity”

**Florida Standards: Social Studies:** SS.412.P.10.1; SS.412.P.10.3; SS.412.P.10.6; SS.412.P.10.12; SS.412.P.16.11; SS.412.S.4.1 **Language Arts:** LAFS.412.L.1.1; LAFS.412.L.1.2; LAFS.412.L.2.3; LAFS.412.L.3.4; LAFS.412.L.3.6; LAFS.412.RI.1.1; LAFS.412.RI.1.2; LAFS.412.RI.1.3; LAFS.412.RI.2.4; LAFS.412.RI.2.5; LAFS.412.RI.2.6; LAFS.412.RI.3.7 **Visual Arts:** VA.412.C.1.2; VA.412.C.1.3; VA.412.C.1.5; VA.412.C.1.6

## Going Beyond the Text: Analyzing propaganda

The E.S.C.A.P.E. (Evidence, Source, Context, Audience, Purpose and Execution) strategy is a useful tool to analyze propaganda.

### **Evidence**

- What information does this source present?
- Does it seem to be presenting facts (things that can be proved) or opinions (ideas or beliefs)?

### **Source**

- Who created this source?
- Who published/distributed it?
- Does the source seem reliable? Explain.

### **Context**

- What can you tell about what else was happening at the time this source was created?
- What questions do you have about the “big picture” surrounding the information in this source?

### **Audience**

- Who was the intended audience for this source?
- How did the intended audience affect the format and/or content of this source?

### **Purpose**

- Why was this source created?
- How did the purpose affect the format and/or content of this source?

### **Execution**

- What do you think is notable about how this information is presented? Consider the word and image choices and how the information is laid out.
- How do these execution choices affect the impact of this source?

In pairs or small groups, use the E.S.C.A.P.E. strategy to closely analyze the images on Page 14 of the Journeys in Journalism curriculum supplement. Write down your answers.

As a class, share your answers and discuss the following questions:

1. Why might these photographs be considered propaganda? What idea or cause are they for/against?
2. How do these examples attempt to persuade their audience? What tactics do you see being used?
3. Which of these examples do you think would be the most effective at persuading people to agree with its cause? Why?
4. Do you think individuals looking at these examples at the time they were created recognized them as propaganda? Why or why not?
5. Do you think any of these sources could be confusing to readers? Explain.
6. Why is it important to recognize propaganda when looking at historical sources? Why is it important when looking at present-day media?
7. How are these examples of propaganda the same as/different from propaganda seen today?
8. Do you think this example of propaganda effectively changed people’s minds? Why or why not?

**Source:** Adapted from Newseum, “Propaganda Through History: Analyzing Historical Sources”

**Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Social Studies:** SS.912.C.2.13; SS.912.H.2.1; SS.612.H.3.2 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.2.4; LAFS.612.W.3.9 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1



## Going Beyond the Text: Recreating history

In small groups, review the information about primary sources on Pages 10-11 of the *Journeys in Journalism* curriculum supplement.

Choose a photograph of a historical event. You can choose one of the photographs on Page 10 or a photograph from Florida Memory's Florida Photographic Collection at [floridamemory.com/photographiccollection](http://floridamemory.com/photographiccollection).

Analyze the image using the Observe / Reflect / Question steps from Page 11. Write down your answers.

Next, recreate the image. Try to capture as many details from the original as you can, including the people and objects shown, the physical setting and the photographer's point of view. You may choose to use costumes and historical props, but you do not have to.

Write a paragraph explaining how you chose to recreate the historical image in your new photograph.

**Sources:** International Center of Photography, *Focus on Photography: A Curriculum Guide*; *New York Times* Learning Network

**Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Social Studies:** SS.912.H.2.1; SS.612.H.3.2 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.2.4; LAFS.612.W.3.9 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1

## Going Beyond the Text: Exploring point of view

Choose a photograph from the *Tampa Bay Times* or the All Eyes photo blog at [tampabay.com/photos](http://tampabay.com/photos).

- List five things you see in the picture:
- Describe the setting:
- Action: What is happening in the picture?
- What do you think happened before the picture was taken?
- What do you think will happen next?
- Character: Describe the people in the picture: their expression, clothing, and mood.
- What are the people doing? Why?
- Theme: This picture tells a story about...

Write a short story from the point of view of someone in the picture. Use your answers to the questions above to get started. Think about where the person is and how he or she might feel. (For example, if she is outdoors, is the sun hot on her back? Look at her expression. What is she feeling?) What is the person doing? What might happen next? Try to make your story as vivid as the photograph by using lots of specific details.

Next, write a short story from the point of view of the photographer. Imagine what the photographer was thinking when he or she took the picture. Why did he or she want to take this picture? What issue(s) does it illustrate? What emotions did he or she want the viewer to feel?

**Source:** International Center of Photography, *Focus on Photography: A Curriculum Guide*, “Story-Writing Worksheet”

**Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.2.4; LAFS.612.W.3.9 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1

## Going Beyond the Text: Writing poems

Choose a photograph from the *Tampa Bay Times* or the All Eyes photo blog at [tampabay.com/photos](http://tampabay.com/photos).

- List 10 details that you see in the photograph.
- Circle one adjective and one noun that best describe the color of the photograph.
  - Adjectives: gray          blue          red          gold          black-and-white
  - Nouns:          smoke          rain          mud          sunshine          feathers
- Create your own descriptive nouns and adjectives:
- If you could touch something in the photograph, what would it feel like?
- Describe the object and the texture.
- Think of two adjectives to describe the mood created by the photograph.
- Describe your impressions of this photograph.
- What does the photograph make you think of? Dream of?

Use your answers above as inspiration to write a poem based on what you see in this picture. Use 10 words from any of your above answers in your poem.

**Source:** International Center of Photography, *Focus on Photography: A Curriculum Guide*, "Poetry-Writing Worksheet"

**Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.2.4; LAFS.612.W.3.9 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.1.4; ELA.612.R.2.4; ELA.612.V.1.1

## Going Beyond the Text: Birds- and worms-eye viewpoints

A bird's-eye viewpoint is from above looking down, and a worm's-eye viewpoint is from below, looking up.

Find each of the items listed below and photograph it from the indicated point of view:

**FIND:**

A statue  
A reflection  
A circle, triangle, square  
or rectangle  
A tree branch  
A shadow  
A flower  
An insect  
A person  
An animal

**PHOTOGRAPH:**

From a worm's-eye view  
From a bird's-eye view  
From a worm's-eye view  
  
From a worm's-eye view  
From a bird's-eye view  
From a worm's-eye view  
From a bird's-eye view  
From close up  
From far away

Create a display of all the photographs by category. As a class, choose one photograph from each category that you feel best illustrates the subject and point of view.

**Source:** Adapted from International Center of Photography, *Focus on Photography: A Curriculum Guide*, "Birds and Worms Treasure Hunt"

**Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1

## Going Beyond the Text: Making sun prints

Review the early history of photography on Page 3 of the *Journeys to Journalism* curriculum supplement. This activity recalls the earliest days of photography with the sun print process, which Joseph Nicéphore Niépce invented in 1826, and the paper negative, which Henry Fox Talbot invented in 1841.

By arranging objects on light-sensitive sun print paper and using the sun as your light source, you can create an image with luminous white shapes, ribbons and streaks against a cobalt background. The forms result because the light does not expose those areas of the paper where the objects have been placed.

### Materials needed

- Sun print paper
- Water tray
- Objects with interesting shapes (necklaces, toys, figurines, leaves, flowers)

### Procedure

1. Place the objects to be printed on the photosensitive paper.
2. Expose the paper with objects on it to direct sunlight or an ultraviolet sunlamp. The paper will change to a dark color in 3 to 6 minutes.
3. Remove the objects and place the paper in the water bath for 5 minutes. Handle the paper carefully and only at the edges during the wet process. The surface is fragile.
4. Drain the excess water from the prints and place on absorbent paper towels to dry. If a print curls while drying, place heavy books on top or iron after placing a damp cloth between the print (emulsion-side down) and the iron.

**Source:** Adapted from International Center of Photography, *Focus on Photography: A Curriculum Guide*, “Sun Prints”

**Florida Standards Visual Arts:** VA.612.C.1.2; VA.612.C.1.3; VA.612.C.1.4; VA.612.C.2.2; VA.612.F.1.2; VA.612.F.1.3; VA.612.F.1.4; VA.612.F.3.3; VA.912.F.3.4; VA.612.O.2.2; VA.612.S.3.4

## Going Beyond the Text: Keeping a visual diary

Every day, we see many images – online, in advertisements, television shows, snapshots and art. What do these images mean to us? Where do we see them? What do we see in them? What impact do they have on our lives?

In this activity, you will create a visual diary of one day in your life.

4. Make a list of where you see images in one day, from the time you get up to when you go to bed.
5. Draw or paste some of the images you like best in the diary.
6. Describe the images you saw and their effect on you. Discuss the image and the impact using these questions as guidelines:
  - What do you see?
  - When and where was the picture taken?
  - What is going on in the picture?
  - What story does the picture tell?
  - What does the picture make you think of?
  - How does it make you feel?
  - What does it make you want to have or do?
  - Does it remind you of anything?
  - Does it frighten you? Does it inspire you?
  - What other responses do you have?

**Source:** Adapted from International Center of Photography, *Focus on Photography: A Curriculum Guide*, “Visual Diary”

**Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Social Studies:** SS.912.H.2.1; SS.612.H.3.2 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.2.4; LAFS.612.W.3.9 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1

## Going Beyond the Text: Illustrating mathematical concepts

Choose a mathematical concept from the list below.

- Points
- Lines
- Rays
- Angles (right, acute, obtuse)
- Perpendicular and parallel lines
- Two-dimensional shapes
- Patterns
- Ratios
- Three-dimensional shapes
- Plane
- Congruence
- Similarity
- Symmetry

Next, create an original image that represents this concept. Write a brief explanation of your photograph that explains how your photograph illustrates the concept you chose.

**Source:** International Center of Photography, *Focus on Photography: A Curriculum Guide*

**Florida Standards Visual Arts:** VA.612.C.1.1; VA.612.C.1.2; VA.612.C.2.2; VA.612.F.1.3; VA.612.F.3.3; VA.612.O.2.2; VA.612.S.3.4 **Language Arts:** LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.RI.1.3; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.2.4; LAFS.612.W.3.9 **Florida Best Standards:** ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.R.2.1; ELA.612.R.2.4; ELA.612.V.1.1

## Section 3: Photo captions

This section supplies the full photo captions for *Tampa Bay Times* photos featured in the *Journeys in Journalism* curriculum supplement.

### Page 1 (front cover)

#### (L)

JIM DAMASKE | Times (2012)

(5/7/2012 CLEARWATER) The Chaklos family dangles their feet in the tank as they visit with Panama the dolphin at the Clearwater Marine Aquarium after they donated the facility a new truck to be used in sea turtle nesting patrols. The new Chevy Silverado will be patrolling Pinellas County beaches this Loggerhead nesting season. After seeing the movie *Dolphin Tale*, based on the story of Clearwater Marine Aquarium, in their hometown of Norfolk, Virginia, Lee and Krystal Chaklos were inspired to make a difference. They decided they could make a direct impact on marine life protection and rehabilitation by donating a sea turtle patrol vehicle. The 2011 Chevy Silverado is valued at over \$43,000, but in collaboration with Dimmitt Chevrolet, the Chaklos family was able to purchase the vehicle at the reduced cost of \$35,000. The Chevy will be used daily to patrol the beaches for nests. The Chaklos family flew into Clearwater Monday, May 7, to dedicate the vehicle in front of CMA's marine mammal rehabilitation expansion due to open this summer. The expansion will allow CMA to double its rehabilitation work with sea turtles and triple its space for marine mammals. CMA oversees sea turtle nesting on 26 miles of Pinellas County beaches, locating and protecting nests and ensuring the hatchlings make their way into the ocean. Sea turtle nesting season runs each year from May through October. Over the last ten years, CMA has released more than 80,000 hatchlings into the Gulf. CMA also leads the "Lights Out" program that encourages all beach front residents and businesses to minimize their light usage during the season to prevent turtle disorientation. [Jim Damaske, Times]

#### (R, top to bottom)

Times (1985)

5/26/1985

In a scene reminiscent of the 1960's and the Vietnam War protests, three little girls hold a peace banner on the steps of the Old Capitol Building, 5/24, during a "wrap the capitol in ribbons" demonstration. Signs from all over have been made and will be taken to Washington to surround the Pentagon in August to commemorate the 40th anniversary of the bombings of Hiroshima and Nagasaki.

KATHLEEN FLYNN | Times (2011)

Cpl. Austin Carter hugs Cpl. Justin Gaertner as their unit returns from Afghanistan in May, 2011. From the time he was injured by an IED in late November, Justin's goal was to be up on his prosthetic legs by the time his unit returned in early May. It usually takes above the knee amputees eight months to a year to be up and walking on their legs. Justin did it in four months. "Being able to see my boys come off the plane was my motivation to go in twice a day, every day," he said. "And even going on the days that I'm supposed to have off I still go in every day and PT. Physical therapy Occupational therapy, work on my arm, work on my legs."

CHERIE DIEZ | Times (2013);  
(01/10/2013 ST PETERSBURG) Sao Doan, 5, right, watches as her mom, Tiffany Ringer, both of Kenneth City, snaps a photo of Spider-Man (aka Merrill Hunt, 43, of Clearwater) as he washes her window at All Children's Hospital Thursday morning. Three window cleaners dressed as Spider-Man from High Rise Window Cleaning Company started cleaning windows on the outside of All Children's Hospital Thursday morning.

ALLIE GOULDING | Times (2019)  
Marchers on Saturday, June 22, 2019 during the St. Pete Pride Parade and festivities in St. Petersburg.

#### **Page 4 (top to bottom)**

JIM DAMASKE | Times (2013)  
Cieran Kelso swims with Winter the tail-less dolphin and one of her trainers Cammie Zodrow (not pictured) in the dolphin's tank at the Clearwater Marine Aquarium 8/16/2013. Cieran Kelso, an 8-year-old from the United Kingdom, got to swim with Winter the dolphin Friday morning 8/16/2013 at the Clearwater Marine Aquarium. Cieran had meningitis when he was younger and his lower legs had to be amputated. He had loved swimming, and when the amputations made it difficult for him to propel himself in the water. His father Gary Kelso figured out a way to attach a scuba flipper to the boy's prosthetic legs and now he swims well. A British newspaper wrote about it and mentioned that Cieran was obsessed with the movie Dolphin Tale and with Winter the dolphin, who also learned to swim with a prosthetic. So Pinellas tourism agency Visit St. Pete-Clearwater flew him and his family to Clearwater and got permission to let him swim with Winter, which is seldom allowed.

MARTHA ASECIO-RHINE | Times (2019)  
Fishermen pull nets out of the water for the day, Las Terrenas, Dominican Republic, June 2, 2019.

#### **Page 5 (top to bottom)**

MONICA HERNDON | Times (2017)  
Alex Busciglio, 9, and Dominic Busciglio, 5, pose for a photo taken by their mom, Jana Busciglio, after showing Holstein calves at the Florida Strawberry Festival on March 4, 2017, in Plant City, Florida.

OCTAVIO JONES | Times (2019)  
Quick Jackson casts a wide fishing net in hopes to catch more perch in Robles Lake located in the Robles Park neighborhood in Tampa, Florida on Sunday, February 24, 2019. "I like fishing out here because it's an open space with just enough trees and shade for kids to play at the same time," said Jackson. "I feel like Jesus today with the fish I caught."

STEVE BOUSQUET | Times (2018)  
TALLAHASSEE — Florida became the epicenter of an intense nationwide debate over guns Wednesday as the #Never Again movement seized the spotlight and demanded action in response to the Parkland massacre. At a raucous two-hour rally outside the state Capitol, thousands of people, many of them students, called for action by the Legislature with less than three weeks in the 2018 session. In the largest demonstration at the Capitol in nearly two decades, protesters chanted "No

more guns” and “Vote them out” as lawmakers inside passed a bill to require that the state motto, In God We Trust, be displayed in schools across the state.

## **Page 6 (top to bottom)**

CHRIS ZUPPA | Times (2006)

(Friday, 07/14/2006 Tampa) Members of the National Guard Military Honor Guard carry corporal Aaron Griner's casket out from Sacred Heart Catholic Church.

DIRK SHADD | Times (2015)

Ali Luft and Evan Starkey, both 19, watch the sunrise from their hammock along the water at North Shore Park in St. Pete. "Today is our one year anniversary, so we decided to do something special and come out to watch the sunrise," Luft said. The two are both students at USF St. Pete.

MONICA HERNDON | Times (2017)

Jeff Busciglio looks back into the milking parlor during an overnight milking at Tower Dairy, on March 7, 2017, in Tampa, Florida. Dairy cows have to be milked twice a day, 12 hours apart. Depending on other tasks, like mixing feed, Jeff would arrive at the farm just after 1 am, to start milking the 160 cows promptly at 2 am. When working alone the milking process took Jeff about four and a half hours. When talking about farming with his dad, Jeff said, '67 years for him and 43 years for me. That's all we know.'

KATHLEEN FLYNN | Times (2011)

(5/21/11) Cody McCasland, 9, of Colleyville, Texas, kisses Winter at Clearwater Marine Aquarium after Winter's family beach fest on May 21, 2011. Cody walked the 1 mile fun run with his mother Tina McCasland, and Marine Lance Cpl. Justin Gaertner, 21, of Trinity. The event served as a fundraiser for both CMA and Challenged Athletes Foundation. Cody McCasland, became a double-amputee after being born without shin bones and can run well with his prosthetic legs. He traveled from Texas to Clearwater to participate in a race that's named after CMA's celebrity dolphin Winter.

WILLIE J. ALLEN JR. | Times (2008)

(10/21/2008 Lake Worth) Senator Barack Obama on his Barnstorm across Florida tour at MIAMI “CHANGE WE NEED” EARLY VOTE RALLY in Miami, FL.

## **Page 7 (top to bottom)**

BOYZELL HOSEY | Times (2019)

The Sunshine Skyway Bridge is lit up in patriotic red white and blue colors in honor of Veteran's Day 2019. This view is shot from Skyway Beach looking south. Shot with a 400mm f4.0 lens with an ISO of 100 at F11 with a 10 second exposure.

ANASTASIA DAWSON | Times (2017)

Hurricane Irma drained some waterways across the Tampa Bay area in advance of its arrival, including the north end of Hillsborough Bay along Bayshore Boulevard. People took advantage of the chance to walk where they're used to seeing water.

JIM DAMASKE | Times (2014)

Freed from its nest a tiny three day old loggerhead sea turtle hatchling makes for the open gulf Friday morning. The 2nd to last of 187 loggerhead sea turtle nests laid this year along 26 miles of Pinellas County's beaches, looked after by staff from the Clearwater Marine Aquarium, hatched Tuesday 10/14/2014. Early Friday morning, three days after the nest hatched (they wait 3 days to give any stragglers a chance to get out on their own), Lindsey Flynn, one of the aquarium's turtle biologists, dug up the nest to count how many eggs hatched and to rescue any hatchlings still stuck and unable to climb out on their own. There were 91 hatched eggs, which included one stuck hatchling she released at water's edge, and 19 unhatched eggs.

## **Page 8 (top to bottom)**

OCTAVIO JONES | Times (2019)

An unidentified scooter rider uses a Platt Street bike lane in Tampa, Florida on Monday, June 10, 2019.

MARTHA ASECIO-RHINE | Times (2019)

City of Tampa employees work on paving over a hole in the street. Monday, July 29, 2019 in Tampa.

SCOTT KEELER | Times (2017)

Left to Right: Defense attorney Hubbell Losson, Circuit Court Judge Christopher Sabella, and Assistant State Attorney Camaria Pettis-Mackle, have a bench conference in Tampa, Friday October 18, 2019 during the sentencing hearing of Amber Perera. Perera caused a fatal crash on the Selmon Expressway in Tampa in August, 10, 2017. The crash killed Rita and Luiz Filipak and their daughter Giorgia Filipak. Perera pleaded guilty to three counts of DUI manslaughter and one count of leaving the scene of a crash with death.

LOREN ELLIOTT | Times (2017)

Kingsway Elementary School in Port Charlotte, Fla., is seen converted to a hurricane shelter in anticipation of Hurricane Irma on Saturday, Sept. 9, 2017. The shelter had over 900 people checked in Saturday afternoon.

## **Page 9 (top to bottom, L-R)**

DOUGLAS R. CLIFFORD | Times (2005)

Hurricane Katrina

MONICA HERNDON | Times (2018) (in lens)

Graham Shelor, 17, a junior at Blake, raises his fist while marching with other students to address the inaction of lawmakers when it comes to gun violence, on February 23, 2018 in Tampa, Fla. The group marched from Blake High School to Curtis Hixon Park. The protest was held in the wake of the shooting at Marjory Stoneman Douglas High School, in Parkland, Fla. that killed 17 people.

ALLIE GOULDING | Times (2019)

Joseph Bonilla, 23, and Josue Veliz, 21, from New Jersey ride e-scooters through downtown Tampa on Friday, Aug. 23, 2019.

CHERIE DIEZ | Times (2000)

No caption

OCTAVIO JONES | Times (2015)

In east and west Tampa there has been a high number of bike citations issued to riders by the Tampa Police Department without having proper bike lights while riding at night on Wednesday, April 1, 2015. In east and west Tampa in predominately in low-income neighborhoods there has been a high number of citations issued to riders by the Tampa Police Department without having proper bike lights when riding at night.

JIM DAMASKE | Times (2003)

The Tampa Bay Buccaneers win the 2003 Superbowl.

DOUGLAS R. CLIFFORD | Times (2018)

Jaxon Wilmas, 7, with Cub Scout Pack #475, Den #14, of Palm Harbor, searches for the identifiable markers of military service on gravesites at Curlew Hills Memory Gardens in Palm Harbor while attending Saturdays (5/19/18) flag placement ceremony where local scout troops gathered to place more than 1,000 American flags on Veterans' graves throughout the cemetery in honor of Memorial Day. The annual event is organized to help the scouts learn about military customs and to honor America's Veterans. The flags will remain in place through the Memorial Day holiday, which is recognized on Monday, May 28, 2018.

CHERIE DIEZ | Times (2016)

A Pinellas Hope resident takes a break after mopping up the water in her tent Friday, 09/02/2016. The heavy rain and wind from Hurricane Hermine damaged several tents at the Clearwater homeless shelter.

## Page 11

SKIP O'ROURKE | Times (2004)

(8/14/2004) A mobile home park located near the community of Fort Ogden north of Port Charlotte off of US 17 was almost completely leveled by the force of Hurricane Charley.

## Page 13 (top to bottom, L-R)

KATHLEEN FLYNN | Times (2011)

Marine recruits file past Cpl. Justin Gaertner at the Parris Island Museum in September 2011. Justin made a trip to Parris Island with a group of New York Firefighters who delivered a piece of the World Trade towers for the museum. The last time he was at Parris Island, he was a recruit himself in 2007. Justin graduated from high school on a Friday and was headed to bootcamp on Monday. "He wouldn't even stay the summer," his mother Jill Dalla Betta said. "He just wanted to get right out there and get to business." Justin was excited to be back at Parris Island but his emotions were mixed. "It was kinda weird because it used to be me over 4 years ago," he said of seeing the recruits. "And it was also weird rolling by them, having them say 'good afternoon sir' to me. That was a little uncomfortable because we all put on the same uniform every day we wore the same boots."

DIRK SHADD | Times (2010)

(03/07/10 LARGO) The Pinellas County Domestic Violence Task Force is holding its annual candlelight vigil to remember local victims of domestic violence at the Criminal Justice Center, 14250 49th Street N in Largo Sunday evening (03/07/10). The event will offered special condolences to family and friends of Laura Taft and her baby, Craig Wall Jr. Taft who was found stabbed to death last month at her Clearwater apartment. The 5-week-old baby died early February, after suffering blunt trauma. Taft's boyfriend, Craig Wall, was indicted by a grand jury on charges of murdering both of them.

SKIP O'ROURKE | Times (2010)

(Tampa, FL) People including homeless that use the roads and medians to seek donations or as with the homeless seek a handout are required to wear safety vests to make them more visible to motorists. A man who would only identify himself as "Wayne" had his vest on at the intersection of Kennedy Boulevard and Dale Mabry Highway.

STEPHEN J. CODDINGTON | Times (2010)

(07/22/2010, TAMPA) Charles, a 49-year-old homeless panhandler, asks for help from passing motorists at the corner of S. Dale Mabry Hwy. and W. Kennedy Blvd. in Tampa Thursday (07/22/2010) morning. "It's rough, it's depressing and it's hard to be honest," said the man (who did not wish to share his last name) about what it's like to be homeless and forced to beg for help from strangers in order to survive. He added that while it was a difficult existence to work the street corners, it was still "bearable," and much better than resorting to dishonest means to survive. Following St. Petersburg's recently ban on panhandling, local homeless shelters in Tampa are anticipating an increase in the numbers of homeless persons arriving from across the bay.

MARTHA ASECIO-RHINE | Times (2019)

Pastor Tony B. Young, Sr. takes a moment while sweeping the steps of People of Christ Church on 9th Avenue South, to pose for a portrait. Friday, July 19, 2019 in St. Petersburg.

LOREN ELLIOTT | Times (2016)

Jose Hernandez (in gray) holds hands with friend Victor Bayez as they grieve the loss of close friends Amanda Alvear and Mercedes Flores at a vigil held in front of the Dr. P. Phillips Center for the Performing Arts in downtown Orlando on Monday, June 13, 2016. Honored were those killed in the mass shooting that left 50 dead and many more wounded at an Orlando gay nightclub early Sunday morning.

KATHLEEN FLYNN | Times (2011)

Cpl. Austin Carter hugs Cpl. Justin Gaertner as their unit returns from Afghanistan in May, 2011. From the time he was injured by an IED in late November, Justin's goal was to be up on his prosthetic legs by the time his unit returned in early May. It usually takes above the knee amputees eight months to a year to be up and walking on their legs. Justin did it in four months. "Being able to see my boys come off the plane was my motivation to go in twice a day, every day," he said. "And even going on the days that I'm supposed to have off I still go in every day and PT. Physical therapy Occupational therapy, work on my arm, work on my legs."

MARTHA ASECIO-RHINE | Times (2019)

Jung Kang, 63, owner of Hutson Shoe & Leather Repair, in St. Petersburg, Florida stands beside some equipment he uses to repair shoes, including an original Lands K professional stitching machine to his right. Jung learned to repair shoes from the business' previous owners, then took over ownership in 2001 along with his wife, Sun Kang who also works in the shop. The duo say they work

on all types of leather articles, but most of their business comes from shoe and handbag repair. Before getting into the shoe repair business, Jung owned a local convenience store, but after experiencing a gunpoint robbery he decided to make a change and decided to do shoe repair full-time. "I saw that as a sign to make a change. This guy comes in the store and points a shotgun at my head. Some kid throws paper napkins at him to distract him and I got away lucky," Jung said. "I worked from 6 am to 11 at night and I couldn't get 1 day off in 10 years. It was causing too much stress," Jung said. Jung estimates that he repairs 150-200 pairs of shoes per month in addition to the other items he and his wife work on. The Jungs migrated from South Korea to the United States in 1990. "I love this country this is my country now," said Jung. "Business is good, but it is a dying business. Cheap shoes and the younger generation thinking they should throw everything away has contributed to this. Most of my customers are older. But I still love it!" said Jung.

BOYZELL HOSEY | Times (2019)

Rosalba Santizo, 51, is pictured at her fruit stand located on Lock Street. Rosalba is known throughout the community by most people who visit her fruit stand for gossip or advice as well as for their produce. The children affectionally call her "the fruit stand lady." Saturday, Oct. 5, 2019 in Dade City.

### Page 15 (top to bottom)

STEPHEN J. CODDINGTON | Times (2003)

No caption

Times (1963)

No caption

DIRK SHADD | Times (2018)

Mary Claire Foley (left), 16, a junior at Plant High, embraces with Ariana Skafidas (center), 16, a sophomore at Plant High, as they raise their lights to the sky during a vigil to remember and honor victims of the tragic shooting at Marjory Stoneman Douglas High School in Parkland at Curtis Hixon Park, in downtown Tampa Monday evening (02/19/18). Vigils took place statewide to commemorate the students, teachers and staff who were shot to death in Parkland.

SCOTT KEELER | Times (2018)

Students from Marjory Stoneman Douglas High School, protest outside of the Florida Capitol in Tallahassee, Wednesday as they met with lawmakers on gun laws and reform. Their high school was the scene of a mass shooting recently.

Times (1967)

(6/18/67) Rapport between police and negroes not easy, officers often accused of not understanding race problems. File photo from the 1967 "Riots" in Central Park Village.

MONICA HERNDON | Times (2018)

Graham Shelor, 17, a junior at Blake, raises his fist while marching with other students to address the inaction of lawmakers when it comes to gun violence, on February 23, 2018 in Tampa, Fla. The group marched from Blake High School to Curtis Hixon park. The protest was held in the wake of the shooting at Marjory Stoneman Douglas High School, in Parkland, Fla. that killed 17 people.

NORMAN ZEISLOFT | Times (1964)

(6/11/1964) While Dr. Martin Luther King and some of his followers were being jailed in St. Augustine yesterday, Rutledge Pearson of Jacksonville, head of the Florida NAACP, led 38 picketers protesting the refusal of St. Petersburg's Morrison Cafeteria to admit Negroes.

MARTHA ASECIO-RHINE | Times (2019)

Marchers with balloons on Saturday, June 22, 2019 during the St. Pete Pride Parade and festivities in St. Petersburg.

