

# 7

MINUTE  
STARTER

## START RIGHT 4.2 — PHOTOGRAPHY

# Storytelling Through Photos

## OBJECTIVES

### STEP 1 | LEARN (30 MINUTES)

Students will learn how to take storytelling photos as they view Start Right Presentation 4.2 - Storytelling through Photos and take notes.

Note: Before presentation, adviser should view speaker notes below each slide.

### STEP 2 | PRACTICE (10 MINUTES)

Students will demonstrate their knowledge of photo composition by completing Start Right Exit Ticket 4.2 - Photo Check-up using the information from the presentation.

### STEP 3 | USE & EXTEND (10 MINUTES)

Students will practice photography shooting techniques using Start Right Activity 4.2 - Tell the Story. They should incorporate this practice into the scavenger hunt they began for Start Right Lesson 4.1. The shots they take may serve both purposes. Because students are practicing composition skills, cell phone photography is an acceptable way for them to gather images if they have high-resolution cameras on their cell phones.

Notes:

- » Review of these photos will take place as a class in Start Right Lesson 4.5.
- » Students should submit photos by end of class in Start Right Lesson 4.4.



## 21ST CENTURY SKILLS

In this lesson, students continue learning how to communicate effectively through a visual medium — photography.



## COMMON CORE STATE STANDARDS

ELA-Literacy.L.9-12.1, CCRA.L.1

**Demonstrate command of grammar and usage when speaking or writing.**

ELA-Literacy.L.9-12.2, CCRA.L.2

**Demonstrate command of capitalization, punctuation and spelling.**

ELA-Literacy.L.9-12.2a

**Observe hyphenation conventions.**

ELA-Literacy.L.9-10.2b

**Use a colon to introduce a list or quotation.**

ELA-Literacy.L.9-10.2c (11-12.2b)

**Spell correctly.**

ELA-Literacy.W.9-12.2, CCRA.W.2

**Write to convey information clearly and accurately.**

ELA-Literacy.W.9-12.2a

**Introduce a topic and organize complex ideas, concepts and information.**

ELA-Literacy.W.9-12.2b

**Develop the topic thoroughly by selecting the most significant and relevant facts.**

ELA-Literacy.W.9-12.2d

**Use precise language and domain-specific vocabulary.**

ELA-Literacy.W.9-12.7, CCRA.W.7

**Conduct short research projects to answer a question.**



## ISTE STANDARDS

1A: **Apply existing knowledge to generate new ideas.**

1B: **Create original works.**

2B: **Communicate ideas effectively using a variety of media.**

2D: **Contribute to project teams to produce original works.**

3A: **Plan strategies to guide inquiry.**

4A: **Identify authentic problems and questions for investigation.**

4B: **Plan and manage activities to develop a solution or complete a project.**

5B: **Use technology that supports collaboration, learning and productivity.**

5C: **Demonstrate personal responsibility for lifelong learning.**

Do you have an idea for a 7-Minute Starter? Email us at [7-Minutestarters@jostens.com](mailto:7-Minutestarters@jostens.com)



# Tell the Story

Carry your camera for the entire school day and take only photojournalistic shots — those that tell a story. Try to record a day at school from beginning to end.

- » **Strive for interesting composition techniques.**
- » **Don't take more than one photo of the same student or of the same action.**
- » **Be sure to get as close to your subjects as possible. If you are more than four feet away, reconsider your position.**
- » **Submit your best 10 images with a paragraph explaining the story you were trying to tell with your photos. Each image should be of high enough quality to be included in our yearbook.**

Here are some camera-handling tips that allow you to have a dazzling photo finish:

- » The human zoom: **Get as close as possible, then take one more big step closer than that.**
- » Easy does it: **Hold the camera steady. Keep your elbows tight to your sides. Try not to get excited or nervous.**
- » Wait for the shot: **Wait for the subjects to get over the fact that you have the camera pointed at them. This could take a few minutes.**
- » Bend your knees: **The best shot might require a lower perspective.**
- » Up in the air: **Perhaps standing on a chair or on a balcony will give you the perfect vantage point.**
- » Watch the light: **Shooting subjects in front of a window will confuse the camera and make the faces look dark.**
- » Flip it: **Don't forget to turn the camera vertically for tight, in-the-camera crops.**

You will be graded on the following:

## Quality of Photos:

- \_\_\_\_\_/10 **The photos are clear and crisp.**
- \_\_\_\_\_/10 **All photos are of high resolution.**
- \_\_\_\_\_/10 **Photos have appropriate lighting for the situation so they are not grainy or pixelated.**
- \_\_\_\_\_/10 **A fellow staff member could easily use these photos on their page.**

## Variety of Photos:

- \_\_\_\_\_/10 **Photos were taken during at least three different times during the school day.**
- \_\_\_\_\_/10 **Each photo tells a story about the event that was photographed.**
- \_\_\_\_\_/10 **All of the photos are candid, not posed.**
- \_\_\_\_\_/10 **No student is pictured more than once in all of the photos.**

## Composition Requirements:

- \_\_\_\_\_/10 Photos include:
  - \_\_\_\_\_ **A worm's-eye view**
  - \_\_\_\_\_ **A bird's-eye view**
  - \_\_\_\_\_ **Framing, leading lines or repetition**
  - \_\_\_\_\_ **An action shot**
  - \_\_\_\_\_ **At least five photos that use the Rule of Thirds**

## Writing:

- \_\_\_\_\_/10 **A well-written paragraph about photos was included.**

\_\_\_\_\_/100 Total

EXIT

# Photo Check-up

Write brief, yet specific, answers for these check-up items:



Matti Botti, Bryant High School [AR]

1. **Is there a clear dominant element or center of interest in the photo? What is it?**
2. **Would this be considered a story telling photo? Explain.**
3. **Assess the technical quality of the photo (focus, detail, noise, contrast, etc.).**
4. **Assess the composition of the photo.**
5. **How does the use of worm's-eye view benefit this photo?**

I used the following 21st Century Skills in class today:  
(Circle as many as apply)

Creativity and Innovation

Technology Operations and Concepts

Personal Productivity

Communication and Collaboration

Leadership

Personal Responsibility

Research and Information Fluency

Ethics

People Skills

Critical Thinking, Problem Solving and  
Decision Making

Accountability

Self Direction

Digital Citizenship

Adaptability

Social Responsibility

Explanation of task or situation where a 21st Century Skill was used:

7 MINUTE  
STARTER

START RIGHT 4.2 | EXIT TICKET

Jostens®

# EXIT

## Photo Check-up (cont.)

Write brief, yet specific, answers for these check-up items:

Megan Jones, Shaker Heights High School [OH]



1. **Is there a clear dominant element or center of interest in the photo?**

**What is it?**

2. **Would this be considered a story telling photo? Explain.**

3. **Assess the technical quality of the photo (focus, detail, noise, contrast, etc.).**

4. **Assess the composition of the photo.**

5. **Why was it smart to take this photo from the side?**

I used the following 21st Century Skills in class today:  
**(Circle as many as apply)**

**Creativity and Innovation**

**Technology Operations and Concepts**

**Personal Productivity**

**Communication and Collaboration**

**Leadership**

**Personal Responsibility**

**Research and Information Fluency**

**Ethics**

**People Skills**

**Critical Thinking, Problem Solving and  
Decision Making**

**Accountability**

**Self Direction**

**Digital Citizenship**

**Adaptability**

**Social Responsibility**

Explanation of task or situation where a 21st Century Skill was used: