
Observe, Analyze, and Appreciate Protocol: Photographs and Fiction with Micro-Application

We will:

- ✓ Engage in close observation with a photograph and use textual evidence to evaluate our claims
- ✓ Engage in the Observe, Analyze, and Appreciate Close Reading protocol of a fictional text in order to understand how authors use imagery and details to affect the reader

Quote

Activity

"...And yet I believe my eyes are as good as yours."

'Quite so,' he answered, lighting a cigarette and throwing himself down into an armchair. 'You see, but you do not observe. The distinction is clear.'"

Spoken by Sherlock Holmes in "A Scandal in Bohemia"
(Doyle, 1891)

Think-Pair-Share: What is the connection between the quote and the skill of reading?

Observe

Pre-AP Lesson Overview

“The purpose of this lesson is to **engage students** in the act of **observing** a series of similarly-framed **photographs** of rooms as a means to gain insight into the people who once inhabited those rooms. It’s more than a guessing game; it simulates the act of methodically solving a mystery by **observing details closely** and then connecting those details to form a greater gestalt. As observers, **students “read” the telling details** of these images to get a sense of how the rooms’ inhabitants spent their lives. This activity will also serve as **an introduction to literary analysis**, since readers must interpret telling details as a means to unlock a work’s greater meaning.”

Observing an image: What details about this room and its contents reveal how this person works?

Observe

Activity: T Chart



Observe Again

A Second Look

- What else might the **objects** in the room and on the walls additionally **reveal** about the person who works here?



Analyze

Sentence Frames

- The details in the photograph lead me to think the room belongs to _____ because
- The details in the photograph lead me to think the room belongs to _____, but
- The details in the photograph lead me to think the room belongs to _____, so

Debrief

Think-Pair-Share

“Attending to **details** does not have to be tedious! In these lessons, students' **initial encounters with a text or visual prompt** often take the form of engaging **questions** that draw students into articulating what initially strikes them about the work. This opportunity to **process and interact** with the text in a more welcoming way then gradually paves the path to **deeper analysis.**”

Micro-Application

Your Own Classroom Materials

Reflect on an important image you use in your **own classroom**. This might be a book cover, painting, photograph, advertisement, diagram, or film clip.

Create a lesson or lesson template where students will **observe and analyze** the image using the same close observation protocol we used.

Plan for 18 minutes. For the last two minutes, you will share your best idea with a partner.

Where Am I?

A Novel Opening Activity

“Sometimes novelists captivate their readers by dropping them into mysterious worlds. This lesson guides students through active reading strategies for identifying and interpreting the telling details of a fictional setting. Beginning with the novel’s opening lines, students will practice picking up on both the physical details that help them envision setting and the word choice that contributes to the overall emotional effect of entering that fictional world.”

Think-pair-share: How do interesting novel openings and beginnings affect readers?

“It was a bright cold day in April, and the clocks were striking thirteen.”

What do you observe about this sentence and novel opening? What does it do to the reader? (If you know the novel, don’t say it yet!)

Lesson 1.3: Where Am I?

A Novel Opening Activity

Listen, with your eyes closed, to the first four paragraphs.

Write down one adjective of what this world looks like. In other words: “How would you sum up the physical details of this world?” Also write down one adjective of what this world feels like. In other words, “How would you sum up the emotional effect of this world?”

Work in groups of 4 to highlight the most striking examples of imagery and those details that elicit the strongest emotional responses

So.... which novel is it and who is the author?

Analysis and Evidence Based Writing

Sentence Frames

“Pre-AP courses embrace a purposeful and scaffolded approach to writing that begins with a focus on the sentence before progressing to paragraph- and essay-level writing. All courses embed tools and supports (sentence frames, outlines, and graphic organizers) in instructional materials to strengthen writing skills.”

From the very first page, Orwell’s *1984* presents a world that looks like _____ and feels like _____.

The “_____” and “_____” create an atmosphere that is _____.

Furthermore, the references to _____ and _____ fill the reader with a sense of _____.

How does providing a **sentence frame** assist students in writing?

How could it be beneficial to slow down and teach students how to **craft a rich sentence** before moving too quickly into paragraphs and full essays?

Micro-Application

Your Own Classroom Materials

Reflect on a novel opening or short piece of fiction that you use in your own **classroom**.

Create a lesson or lesson template where students will **observe and analyze** the text using the same close observation protocols of **Observe, Analyze, and Evidence Based Writing** that we used.

Plan for 18 minutes. For the last two minutes, you will share your best idea with a partner.

Reflection

Writing and Sharing

- What about this activity would you like to borrow or steal right away for use in your own classroom?
- What did you experience that is the same or different from what you are already doing?
- How was the text kept at the center of the stage while being accessible to students without pre-reading, diving into author background, etc?