

## ***Crossing Borders* Photo Essay Note-taking Lesson (Seminar Preparation)**

### **Materials:**

- Copies of *Right/Left Annotation Information Sheets*
- Copies of *Photo Essay Double-Entry Note Sheet* (&/or *Guided Photo Essay Double Entry Notes*)
- Copies of *Crossing Borders* Photo Essay Introduction (text) (with vocabulary/glossary, if needed)
- Projection/Computer access to *Crossing Borders* photo essay by Ciril Jazbec  
<https://www.globalonenessproject.org/library/photo-essays/crossing-borders#photo=17>
- Optional: Map of the Middle East and Europe or Google map link  
<https://www.worldvision.org/refugees-news-stories/syrian-refugee-google-map-perspective>

### **Procedure:** (~45 min. + ~40 min. Independent work time)

#### **Hook:** (8 min.)

1. Have students pull up google maps on their computers. Ask them to map directions from Aleppo, Syria to Odmaraliste Horgos, Serbia. Ask the students to notice and turn and talk about:
  - a. How many miles is the journey?
  - b. How long does the journey take?
2. Then, ask students to select the pedestrian symbol to get information about the journey on foot. Now, have students notice and talk about the same points (above).
3. Have students calculate how many days of walking 6 hours per day (a school day), the 450 hour journey would take. (75 days)
4. If we took this journey and started out now, when would we arrive at our destination?
5. Instruct students to go to a weather site. What is the weather like at this time of year in Adana, Turkey? What is the weather like in Serbia 2.5 months from now?

### **Lesson:** (~40 min. + ~ 40 min. Independent work time)

#### **Part A (20-25 min. + ~20 min. Independent work time):**

1. **Together (5 min):** Review/demonstrate how to take Left/Right Annotations with the first paragraph of the *Crossing Borders* text.
2. **Together or Small groups (15 min):** Students left/right annotate the text as teacher/volunteer reads aloud
3. **(Optional) Together (5 min.):** Instruct/give an example of how to transfer the most significant/striking parts of the text to their double-entry notes.
4. **Independent work (~20 min.):** Give time for students to do this in class or assign as work to do during work time (or as homework, if necessary).

#### **Part B (12 min. + ~20 min.):**

1. **Together (5 min.):** Project the first slide of the photo essay. Demonstrate how to observe and take double entry notes on the photo and caption. (See double-entry note sheet instructions.)
2. **Pairs (7 min.):** Project and have students work in pairs to take notes on the next 1-2 photos/captions. Circulate to assess and support students' understanding.
3. **Independent work (~20 min.):** Assign the remainder of the photos as individual work to complete during the remainder of the work time. Provide assistance to students as needed. (Assign as homework if more time is needed.)

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### **Next Activity (50 min.):**

Conduct Seminar Discussion on *Crossing Borders*

See *Crossing Borders Seminar Questions* page

### **Differentiation:**

- Offer ***Guided Double-Entry Note*** sheet.
- Go over the text in advance with students who will need help with vocabulary, figures of speech, and geographic locations. (See underlined text and highlighted map pages)

### **Standards:**

#### **Reading/Photo Analysis & Annotations/Note-taking:**

**7.G.1.2** Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.

**7.G.2.2** Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.

**RI.8.1** Cite textual **evidence** that most strongly supports an **analysis** of what the text says **explicitly** as well as inferences drawn from the text.

**RI.8.2** Determine a **central idea** of a text and **analyze** its development over the course of the text, including its relationship to supporting ideas; provide an **objective summary** of the text.

**RI.7.3** **Analyze** the interactions between individuals, events, and ideas in a text.

**RI.7.4** Determine the meaning of words and **phrases** as they are used in a text; **analyze** the impact of a specific word choice on meaning and **tone**.

**RI.6.6** Determine an author's **point of view** or purpose in a text and explain how it is conveyed in the text.

**W.7.6 & W.8.6** Gather relevant information from multiple print and **digital sources**, using search terms effectively; assess the credibility and accuracy of each source; and quote or **paraphrase** the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### **As part of ongoing Refugee Study:**

**W.8.5** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### **In Seminar:**

**RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, **analyzing** each medium's portrayal of the subject.

**RI.8.7** Evaluate the advantages and disadvantages of using different **mediums** to present a particular topic or idea.

**RI.7.8** Trace and evaluate the argument and specific **claims** in a text, assessing whether the reasoning is sound and the **evidence** is relevant and sufficient to support the **claims**.

**SL.8.1** Engage effectively in a range of **collaborative discussions** (one on one, in groups, and teacher-led) with **diverse partners** on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL.8.4** Present **claims** and findings, emphasizing **salient** points in a focused, coherent manner with relevant **evidence**, sound valid reasoning, and well-chosen details; adapt speech to a variety of **contexts** and tasks.