

## Unit 1 – Lesson 2

### Section 1 Previewing and Analyzing an Image

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Choose **either** “All our Worldly Goods” by Peter Ginter on **pg. 138 of *SightLines* 8** or the Balderas family photo from *Our Material World* linked to **page 4 of your online lesson**.

**Answer the questions below.**

Identify which photo you are using.

1. Previewing: What do you see in the visual?

Apply the first four Ws (who, what, where, and when) to explore physical aspects, or facts, of a visual.

- a. Who and/or what is in the image?
  - age of people or subjects
  - occupation of subjects (soldier, film star, homeless, etc.)
  - status of subjects (rich or poor)
  - colours in the visual
  
- b. What action is happening in the image?
  
  
- c. Where are items positioned? Where is the action occurring?
  - social location (room, mall, car, pool, field)
  - geographic location (Paris, South America, Antarctica, Caspian Sea)
  - fictional landscape (Mars, space station, Middle Earth)

d. When is the action occurring?

- time of day
- season
- historical period
- future

**(Mark: /4)**

2. Analyzing: What might details mean?

Apply the last W (why) to explore *meaning*, or a message, within a visual.

a. Why was the visual composed the way it is?

- What is the focal point? (A large item is more important than a small one; an item in the centre is more significant than one on the edge.)
- Does lighting emphasize one item more than another? Why might that be?

b. Why are these people in this setting?

- Is there a conflict?
- Are they sad? happy? fearful? encouraging? mean?

c. Why are these objects placed where they are?

- Is an item in an odd place? What might that suggest?
- Is one person positioned higher than another? Could that suggest inequality?
- Is one item more noticeable than another? Why might that be?

- d. Why was the scene captured from a specific angle?
- Does the angle suggest how the people might be feeling?
  - Does the angle suggest that the viewer should look up to (respect, admire) or down on (disapprove of) someone or something?

**(Mark: /4)**

**Total Marks for Section 1: /8**

## Section 2 “Quality of Life”

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1. Consider the text “All Our Worldly Goods”.
  - a. What idea is communicated by the title?
  - b. Irony is a surprise. Why is the picture in your textbook ironic or surprising?

**Total Marks for Section 2: /2**

## Section 3 Dialogue Response

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1. On a personal level, do you think you have too much *stuff*? Explain. **(Mark: /2)**

2. Do you get your identity from *things or possessions*? Explain. (Mark: /3)

3. Write a dialogue between the Balderas family and the family in “All Our Worldly Goods”.

- Your dialogue **must** focus on the material goods as seen in the images.
- How might the two families compare and contrast what they own?
- What might they learn from each other? How might they feel about their respective quality of life?
- Proofread your dialogue for conventions such as grammar and spelling. **Use dialogue format** such as the punctuation and dialogue tags below. (Please note: this is not a comprehensive example).

**Example:**

...“Hmmm, nice. Our musical instruments keep our spirits up during the dark and windy winter,” Mr. Thoroddsen **responded**.

“Our prized possession is our television. How do you feel about the safety of your neighbourhood? We feel unsafe in our community at times,” **stated** Mrs. Balderas.

1-2 Dialogue Assessment				
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2
Content /5	• You demonstrated <i>thorough</i> <b>knowledge</b> of contrasting family values.	• You demonstrated <i>appropriate</i> <b>knowledge</b> of contrasting family values.	• You demonstrated <i>basic</i> <b>knowledge</b> of contrasting family values.	• You demonstrated <i>limited</i> <b>knowledge</b> of contrasting family values.
Presentation /5	• You used dialogue and writing conventions <i>expertly</i> .	• You used dialogue and writing conventions <i>effectively</i> .	• You used dialogue and writing conventions <i>reasonably</i> .	• You used dialogue and writing conventions with <i>limited effectiveness</i> .
Insufficient	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement.			
Total: /10				
Assessment	Areas of Strength...			
	Might I suggest...			

**Total Marks for Section 3: /15**

- Be sure to save your file to your folder before submitting it to the LA8 Assignment 1-2 Submission page: (YOURNAME)la8-1-2
- Check the Submission page again in two or three days to retrieve your marked assignment and review the feedback from your teacher.

**Student Comments**

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**Assignment Total: ( /25) = Percent: ( %)**

**Teacher Comments**