Using Photography to Make a Difference

For the complete video with media resources, visit:
http://www.nationalgeographic.org/media/joel-sartore-capturing-endangered-species/

Program

This video was filmed on Thursday, June 14th at the 2012 National Geographic Explorers Symposium at National Geographic Society headquarters in Washington, D.C.

Introduction
A lifelong Nebraskan, Joel Sartore brings a sense of humor and a midwestern work ethic to his National Geographic magazine assignments. More than 20 years of experience have allowed him to cover everything from the remote Amazon rain forest to mountain-racing firefighters in the United Kingdom. Joel's mission is to document endangered species and landscapes in order to show a world worth saving.
Outline

- Introduction and humorous pictures of wildlife (start-01:29 min.)
- Images that "make it" into National Geographic Magazine (01:30-02:14 min.)
- *The Australian Koala: a story of conservation through images (02:15-04:10 min.)
- *Using photographs to address complicated issues (04:11-06:15 min.)
- What does it take to get people to look and take action? (06:16-08:24 min.)
- A desperate attempt: photographs on black and white backdrops (08:25-11:20 min.)
- Holding people's attention (11:21-11:59 min.)
- Video: The Chimp Incident (12:00-13:14 min.)
- Saving endangered species (13:15-14:26 min.)

*This segment contains content that may be inappropriate for young students.

Strategies for Using Video in a Variety of Learning Environments

- Have students preview several of the videos and choose the one they find most inspiring. Have students describe in writing a conversation they might have with the speaker(s).
- Freeze the video on a relevant image. Have students observe details in the still image and jot down predictions of what the full video might address. Discuss students' ideas before and after watching the video.
- Pose an open-ended question before students watch the video, and have them discuss their ideas before and after in small groups.
• Have students determine what they think the key message of this video is. Was the speaker effective in getting his or her message across?
• Show a short clip to engage students during class, and then have students watch the full video at home and write a paragraph responding to the content or a question you give them.
• Have students note statements that represent facts or opinions, including where it’s difficult to tell the difference. What further research might help distinguish facts and opinions? How might the speaker’s viewpoint compare with others’ viewpoints about a topic?

Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Part of Speech</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>conservation</td>
<td>noun</td>
<td>management of a natural resource to prevent exploitation, destruction, or neglect.</td>
</tr>
<tr>
<td>critically</td>
<td></td>
<td>level of conservation between &quot;endangered&quot; and &quot;extinct in the wild.&quot;</td>
</tr>
<tr>
<td>endangered</td>
<td>noun</td>
<td>organism threatened with extinction.</td>
</tr>
<tr>
<td>endangered species</td>
<td>noun</td>
<td></td>
</tr>
<tr>
<td>extinct</td>
<td>adjective</td>
<td>no longer existing.</td>
</tr>
<tr>
<td>human footprint</td>
<td>noun</td>
<td>single person's lifetime use of natural resources.</td>
</tr>
<tr>
<td>photography</td>
<td>noun</td>
<td>art and science of producing still or moving images using the chemical reaction of light on a sensitive surface, such as film or an electronic sensor.</td>
</tr>
<tr>
<td>sustainability</td>
<td>noun</td>
<td>use of resources in such a manner that they will never be exhausted.</td>
</tr>
</tbody>
</table>

Articles & Profiles
• National Geographic Photographer: Joel Sartore

Websites
• National Geographic Events: National Geographic Live!