

# Voices That Need To Be Heard

Based on the exhibition **cit.i.zen.ship**, exhibited at Photoville from September 13-23, 2018 in Brooklyn Bridge Park. Presented by NYU, curated by Lorie Novak, Deborah Willis and Riana Gideon

Students will identify and research a current event of personal interest in order to ultimately design an image and text presentation on the topic.

Students will be able to:

- Identify and research a current event topic
- Collaborate in a group discussion to pool resources
- Create a photo story and presentation to develop a narrative

## Session 1: Intro

1. Have a class discussion on citizenship.
  - What does citizenship mean?
  - What is required of you as a citizen?
  - What rights are expected for citizens?
  - Why is citizenship important?
2. Ask students "What are pressing issues of interest to you?"
  - What do you observe happening in your environment
  - What's relevant to you, your friends, your families and your community?
3. From these personal interests, conduct a mind mapping discussion to discover and uncover the network of issues that matter to them. Connect their experiences back to current events. Issues may be civil rights, protests, environmental issues, LGBTQ rights, immigration, race and class issues, gentrification, voting rights, disability rights, health care, freedom of speech, etc.
4. Divide your students into groups of 3-5 based on their topic of interest.
5. View a few sample photos taken by teen photographers for **cit.i.zen.ship**. Ask your students
  - What issue(s) does this image portray?
  - What message does this photo communicate about the issue?
  - What is the call to action raised by the image?

**Authors:** Abby Verbosky, Colby Katz, Judith Ryan, Gordon Baldwin, Riana Gideon and Lorie Novak

**Featuring photography by** Aisha Conte, Julie Lozano, Ryan Lefthand, Thais Legrand Ruby Simon, Leonely Pacheco

**Grade Level:** 6th - 12th grade

**Subjects:** History, Art, English Language Arts, ESL, Government, Social Studies

**Time Required:** 10 sessions

### Key Images & Resources

- [cit.i.zen.ship Image Bank](#)
- [Alexandra Bell \(process video\)](#)
- [BDC Junior Photo League](#)
- [Lola Flash](#)
- [Community Heroes](#)

### Materials Needed:

- Camera or cell phone
- Computer
- Writing materials

### Standards Addressed:

CCSS.ELA-LITERACY.SL.11-12.1.A  
CCSS.ELA-LITERACY.W.6.2  
CCSS.ELA-LITERACY.RI.6.7  
CCSS.ELA-LITERACY.W.6.7  
CCSS.ELA-LITERACY.W.6.8  
NY State VA:Cr1.1.6  
NY State VA:Pr5.1.6  
NY State VA:Pr6.1.6

### Additional Resources:

[photoville.com/edu](http://photoville.com/edu)



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## Session 2: Research

1. Have each group to research their issue. Here are sample prompts or angles to research:
    - Historical: What is the history of activism around this issue?
    - Current Events: What's going on now with this issue? Find and summarize current news articles.
    - World View: How does this country's policies around this issue differ from other countries around the world?
    - Debate/Opposition: Research the opposing viewpoints on this issue. Compare and contrast.
    - Community: What are the populations affected by this issue? How are they affected?
    - Personal: Who are individuals who have taken a strong stance on this issue? What are their personal stories?
  2. Homework: Ask each group to summarize their research in a one-page briefing on the issue.
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## Session 3: Interviews

### Warmup

1. Students pair up with someone that they don't know well. Ask each other:
  - Who is the most interesting person in your family? Why?
  - Tell me one story about that person.
2. Students now pair up with a new partner and share:
  - The story you just heard.
  - Two follow-up questions you have after hearing this story.
3. Share out the follow up questions with the whole group.
  - As an interviewee, what things did your interview do to make you feel comfortable to share more? Discuss verbal and nonverbal signals that opened up conversation. Were there specific words that helped?
  - As the interviewer, what was difficult about the process of gathering the story and retelling it to someone else? How did you overcome those difficulties?
  - As the viewer/listener, did you feel like you got a complete story? What were you left wondering?
4. As a full group, solicit and record on chart paper/the board 3 golden rules for interviewing (i.e. what should we do to make our interviewee comfortable and respected?)

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## Personal Interviews

1. Students will interview each other about their personal experience with these issues, as well as interview someone from the public.
  2. Ask the groups to split into pairs to interview one another about their personal perspective on the issue. Here are some sample questions:
    - Why was this issue most relevant to you?
    - How have you, or your community, been affected by this issue?
    - What change would you like to see around this issue, and why?
  3. Ask each student to think of one person outside the classroom that they'd like to interview about this issue. It could be a friend, family member, neighbor, or community member. Here are some sample questions:
    - My class is doing a research project about the issue of XX. How does this issue affect you or your community?
    - What change would you like to see around this issue and why?
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## Session 4 & 5: Visual Storytelling

1. Your students will create a final visual component around this issue. Based on the focus and the resources available in your classroom, decide on the final output you want your students to create. Examples include:
    - Photographs
    - Video
    - Found Photos
    - Collage
    - Oral Histories
  2. For inspiration, refer back to the cit.i.zen.ship Image Bank with artwork by teen photographers for inspiration, as well as the additional Key Images.
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## Session 6: Share & Reflect

1. Make space for students to share their pieces in a culminating event, such as a gallery walk or presentation. Ask students to reflect on their own work and share:
  - Why was this issue most relevant to them?
  - What is something new they learned about the issue through this project?
2. Once all groups have presented, ask students to select another issue to write a reflection. Within the reflection, include what could be done, and what is a potential call to action for citizens.

