

# Not Only

Inspired by the exhibition [The Players' Tribune](#) presented at Photoville from September 12-22, 2019

Working in pairs, students will create a written and visual narrative that reveals two sides of their partner through portraiture and story writing.



Photo by Taylor Baucom / The Players' Tribune

Students will be able to:

- Write another person's story using first person (Ghost write)
- Demonstrate/reflect the principles of portrait photography through their final project
- Effectively connect their images to their story
- Use photo editing programs proficiently
- Communicate the concepts they chose to portray and the processes they used to accomplish their work via a presentation (360 cameras are an option to use for documenting the process)

**Featuring various stories by**  
The Players' Tribune

**Authors:** Guillermo Hernandez-Martinez, Barbara Filion, Robert Ingram, Gretchen Baudenbacher, Mark Robinson

**Facilitator/Editor:** Mark Robinson

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

**Subjects:** Photography, Reading, Writing, Journalism

**Time Required:** 8-9 sessions (45-minute each)

**Key Images:**

[Write Your Own Story Babygirl](#) by Essence Carson

**Materials Needed:**

- [The Players' Tribune](#) Articles
- Cameras
- Interview Prompts
- Computers and Computer Software
- [Visual Thinking Strategies](#) questions

The Photoville 2019 Education program is proudly supported by:



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## SESSION 1: Review Images

*Students are told that we are going to look at a few portraits and that we will be analyzing them.*

1. Students use a provided Venn Diagram to compare and contrast two provided images ([Essence Carson at work](#) and [Essence Carson](#) away from work). To prompt students for what to write, use [Visual Thinking Strategies](#) questions.
  1. What's going on in this picture?
  2. What do you see that makes you say that?
  3. What more can you find?
2. Pair share, table share, and whole class share based on steps 1 and 2.
3. Students read and annotate an excerpt from "[Write Your Story, Babygirl](#)" by Essence Carson then complete an organizer that accompanies it.
4. Students share at their tables.

### Additional Resources:

- [United Photo Industries' Educator Resources](#)
- [Pixlr](#) or Photoshop
- Worksheet: [Checklist for Mining First Person Literature](#)
- Worksheet: [Interview Brainstorm](#)
- Worksheet: [Narrative Writing Planner](#)
- Worksheet: [Venn Diagram](#)
- How to: [Pixlr and Pixlr Resources](#)

### Standards Addressed:

CCSS.ELA-Literacy.W.9-10.3  
CCSS.ELA-Literacy.RI.9-10.7  
CCSS.ELA-Literacy.SL.9-10.1  
CCSS.ELA-Literacy.SL.9-10.4  
NYSLS VA:Cr2.1.8  
NYSLS VA:Cr2.3 HSI.8  
NYSLS VA:Pr4.1.8

## SESSION 2: Interview Prep

*Students are asked, "Why do people get interviewed? What are the benefits?" Students are asked to share what kind of questions do they think get them the best information about another person. Think about the article you read last class, what questions would have brought out the most interesting information that was shared?*

1. Introduce project to students, discussing the concept and reality that "Nobody is only one thing..."
2. Pair students up with a project partner.
3. Students engage in an icebreaker activity with their partner (two truths and a lie, for example).
4. Students share out about their partner to their table.
5. Students are given a brainstorm organizer to develop questions about their partner.



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## SESSION 3: Interview Practice

*Students continue to develop and start their interviews.*

1. Students finish developing their interview questions.
  2. Students conduct their interviews with their partners.
  3. Students use a Venn Diagram again, identifying two 'personas' of their partner, they break down the information they gathered during their interviews.
  4. Students review their analysis of their original interviews and create follow-up questions.
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## SESSION 4: Fleshing out a Narrative

*Students review/finish their interviews. Students receive their guidelines and Narrative Writing Planner worksheet for writing their 'Ghost Story' and taking portraits.*

1. Students conduct follow up interviews.
  2. Introduce the structure students will use to write their "Ghost Stories." Reference the Narrative Writing Planner worksheet for ideas.
  3. Students start to draft their story and plan their photo shoot.
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## SESSION 5: Rough Draft & Revisions

*Students continue to write their stories and/or plan/start to photograph.*

1. Students continue to draft their story with teacher check-ins.
2. Students share story progress with partners, asking for peer feedback. Peer feedback can be structured in the following way:

*Peer feedback is a process of sharing information, asking clarifying questions, gaining insight and offering ideas and suggestions. As the feedback giver. You are helping clarify and strengthen the work of another. As the receiver of feedback, you are better able to explain your work and gain new ideas that you may not have thought of on your own*

- A. Introduce yourselves to one another
- B. Decide who is the giver and who is the receiver
- C. For each feedback session:
  - Receiver explains project/idea
  - Receiver states what they would like feedback on



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- Giver asks clarifying questions
  - Giver shares positive feedback
  - Giver shares constructive feedback in the form of ideas, suggestions, and questions.
  - Receiver asks for clarification if necessary.
  - Receiver thanks giver
3. Students use feedback from partners to revise their work.
  4. Once students have completed their writing work, they may start to photograph.
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## SESSION 6: Photoshoots

*Students are informed (verbally and through a printed schedule) that they should plan ahead for their photo shoots, including bring any props/clothing they want their subject to wear. We suggest you make the schedule available online for easy student access.*

*The classroom is set up with backdrops/sheets, cameras are out, lighting options available (flashlights, phone lights, studio lights, whatever is accessible). Students work with their partners and have approximately 10 minutes to take their pictures.*

1. Students take photos based on the two personas of their partner that they have been writing about.
  2. Students upload images into a pre-created folder on a computer.
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## SESSION 7: Photo Editing

*Students are introduced to Pixlr editing program (or Photoshop if available). The teacher demonstrates how to adjust light using the program (exposure, brightness, shadows, etc.) Teacher demonstrates how to layer images.*

1. Students open up Pixlr (a free online photo editing program) on a computer and load an image into the program.
2. Students follow along with the teacher and practice manipulating the light features in the program.
3. Students load another image on top of the one they have been working with.



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4. Students will layer the two images, erasing part of the top image to create a collage of their two personas.
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## SESSION 8: Final Touches

*Students have a final workshop day to complete editing photographs and/or the story they wrote.*

## SESSION 9: Sharing Stories

1. Using a provided Narrative Writing Rubric, students review a partner's final piece and share out their feedback with each other.
  2. Students then have a museum walk during which they identify different elements of photography/art (angles/shots, light usage, editing technique, etc.)
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3. Pair share, table share, and whole class share based on steps 1 and 2.
4. Finally, pre-chosen students (based on work and willingness) present their work to the class via a slide-show.

### Suggested Extension:

After each step of the lesson, starting when students are partnered, students will take one picture a day to document the process of the project, and upload it to folder on a computer, to be organized on the slide-show made for presentation.

### Differentiation/Accommodations:

Multiple modes of information delivery (written and visual), individual/group work choice/ opportunities, frequent check-ins, checklist for required tasks, visual supports, positive reinforcement, break opportunities, organizers for classwork, repetition of instruction/information (re: slideshow), conceptual scaffolding, strategic/preferential seating, verbal prompts for focus, Google Slideshow shared for future reference, equitable opportunities to share out.

### Reflections/Assessments:

Museum Walk, Select Classroom Presentations, Process Reflection Sheet



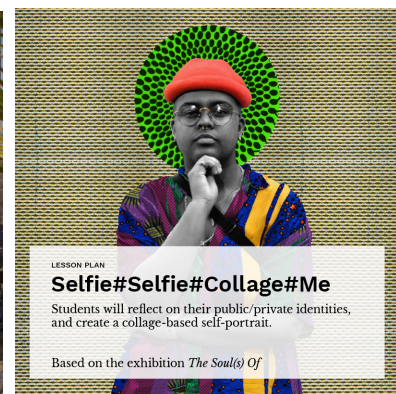
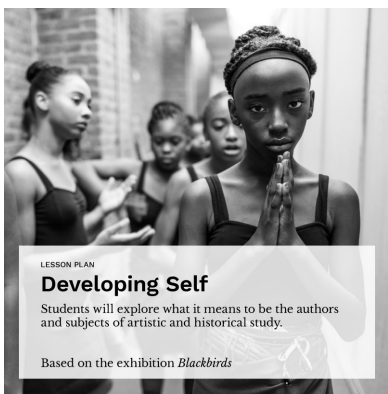
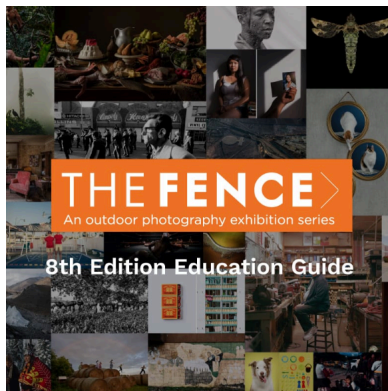
# United Photo Industries Education

Browse the United Photo Industries' Teacher Resource library for over 20 free lesson plans and resource guides for incorporating photography and storytelling into the classroom.

These lesson plans were developed in collaboration with over 100 educators through our [Teacher Professional Development Workshop](#). Educators across subject matters interested in incorporating visual storytelling into their curriculum participate in a free one-day professional development workshop that culminates in a hands-on lesson planning session in collaboration with the photographer.

We always love hearing how our exhibitions are used in the classroom; if you would like to submit feedback and stories of your experience, please email us:

[education@unitedphotoindustries.com](mailto:education@unitedphotoindustries.com).



The Photoville 2019 Education program is proudly supported by [PhotoWings](#) and [The Mayor's Office of Media and Entertainment!](#)

