

Sanctuary

Based on the project **Living in Sanctuary**, a sister project of **Abuelas** presented as an Emergi-cube at Photoville 2017

Based on the project *Living in Sanctuary*, students will reflect on the themes of home, identity, family, and safety and tell their own narrative through images, text and audio.

Students will be able to:

- Think critically and discuss populations that need and deserve sanctuary.
- To create a photo story based on the themes in of home, identity, family and safety.
- Identify various points of view for telling a story, and what it looks like to take control of their own narrative.

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Featuring photography by
Cinthya Santos-Briones

Grade Level: 6th to 12th grade

Subjects: Design, Photography, English, Language Skills, Foreign Language

Time Required: 3-5 sessions

Key Images:

- [Sanctuary Image Bank](#)
- [Living in Sanctuary](#)
- Video: [Once Upon a Time There Was A Girl Whose Mother Was About To Be Deported](#)

Materials Needed:

- Cell phone or camera
- Audio recorder
- Computer
- Writing Materials
- Visual Thinking Strategies questions

Standards Addressed:

CCSS.ELA-LITERACY.L.9-10.3
CCSS.ELA-LITERACY.W.9-10.1.C
CCSS.ELA-LITERACY.W.9-10.2
CCSS.ELA-LITERACY.SL.9-10.3
CCSS.ELA-LITERACY.SL.9-10.5

Additional Resources:

photoville.com/edu

Session 1: Intro

1. Select an image from *Living in Sanctuary* and conduct a Visual Thinking Strategies discussion with the questions:
 - What's going on in this picture?
 - What do you see that makes you say that?
 - What more can we find?
2. Look through additional images from the *Living in Sanctuary* Image Bank, asking students to note the themes and emotions captured in this project such as home, identity, family, safety.
3. Watch the Video: [Once Upon a Time There Was A Girl Whose Mother Was About To Be Deported](#) told from 10-year old Dulce Carvajal's perspective.
4. Ask students to reflect again on the themes and emotions in this project, taking note of the additional information, emotions, and themes they learned from Dulce's perspective.

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5. Discuss the importance of Dulce's perspective with the class.
 - How did hearing Dulce's voice and words change your understanding of the story?
 - What is something you did not notice before watching the video?
 - How do you think the narrative would change if the speaker was -- one of Dulce's younger siblings, Dulce's mom, or someone who works at the church?
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Session 2: Activity

1. Students will now create their own photo essay in their own narrative, based on Living in Sanctuary.
 2. Based on your class discussions, provide a few prompts for your students such as:
 - Where do you go to find safety?
 - What makes a place home?
 3. Discuss the different types of photo images (detail, medium, wide, portrait, still-life, landscape etc.)
 4. Ask students to create a shot list of the types of photos they need to capture to tell their story.
 5. Send students out to take 20-40 pictures exploring their responses to the prompts above.
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Session 3: Editing, Captions & Translation

1. Have students bring their photos in, and edit down to 10 photos.
2. Ask students to create captions for each photo. Depending on the needs and focus of your class, there are many variations you can take.
 - For a multilingual or ESL class, students can write the captions in their first language and then translate to another.
 - To practice public speaking, students may record themselves reading the captions.
3. Feel free to mix up the languages and the mediums used based on the needs of your students.
4. Have students link their captions together to form a text or audio essay to accompany their photo essay.
5. Have students present their work to the class for peer feedback. This could be displayed as a gallery show with translated captions, or as a slideshow with recorded audio.