

Spaces and Places

Inspired by the project **Host**, featured on the 7th edition of The FENCE, exhibited in public parks and downtowns across 8 cities in North America.

Students will interact within virtual and physical spaces/places using projected images of those spaces/places with which students feel an emotional connection.

Students will be able to:

- Explore their identity using found or created images
- Use gestures, poses, and symbols to demonstrate their

Session 1: Intro

1. To get the conversation started about spaces and places, select a few stock images for our students to look at. Based on your students, select a space that is familiar to them, one that is foreign to them, and one that is more abstract. (i.e. a baseball field, a farm, and a space from a video game). Ask your students to pair share the following questions:
 - Who was this space created for?
 - Who would feel like they belong there?
 - Describe the personality of the space.
2. In pairs, have students interview one another to brainstorm a place where they feel connected to, or feel represents them. They can take this prompt as literally, or as conceptually as they'd like. Have them ask each other questions such as:
 - In your daily/weekly routine, what are some of your favorite places to go?
 - What is a place that is special to you? That is familiar to you?
 - Where do you spend your summers?
 - Where is a place you'd like to go?
 - Is this an imagined or digital space?

Authors: Ilona Lieberman, Katherine Ross, Erin Lefevre, Mark Robinson, and Unhee Park

Featuring photography by Unhee Park

Grade Level: 9th - 12th grade

Subjects: Social Studies, Art, Photography

Time Required: 3-4 sessions

Key Images:

- [Host Image Bank](#)

Materials Needed:

- Camera
- Printer
- Computers
- Projector or Smart Board
- Journal
- Tripod (optional)

Additional Resources:

photoville.com.edu

Standards Addressed:

[CCSS.ELA-LITERACY.SL.8.1](#)
[CCSS.ELA-LITERACY.SL.8.5](#)

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Challenge students to keep asking each other questions until they both find a space they are excited to use and explore to represent themselves.

3. Tell your students that they will be interacting with these spaces to create self portraits, and introduce Unhee's photographs as inspiration. Using 1-2 images from the Host Image Bank, conduct a Visual Thinking Strategies discussion.

- What's going on in this picture?
- What do you see that makes you say that?
- What more can we find?

Session 2: Storyboarding

1. Explain to your students that they will be doing a photo shoot similar to Unhee's photographs, where they will interact in a meaningful and unique way with the space they selected.
2. Have students create a storyboard of 3 concepts for their photo shoot. Ask them to sketch out each concept. They should address the following:
 - What image of your chosen space will you use? Will you take a photograph yourself, or will you find a photograph of it online?
 - What is the scale of the picture vs. the scale of their body?
 - How will they interact with the space? How much of their person will be in the image? Will they be part of the image, or obscured or hidden?
3. While storyboarding, have students jot down ideas of how they feel about their identity in this space. Have them write a caption for each concept.
4. Pair students with their brainstorm partner from the last session. Have them present their concepts to their partner, discuss, and select the concept that is most compelling.
5. Homework: Ask students to submit their space image before the next session. They can either research an image online, or take their own original image.

Session 3: Photoshoot

1. *Depending on the size of your class, the photo shoots may take more than one session. In preparation for the shoot, you'll need to load all of your students space images in a way where they can be projected or shown on your smartboard. You'll also need to set up a digital camera and ideally a tripod.*
2. Have students come up one pair at a time with their storyboard. Project the first students' SPACE image onto them. Have the partner direct the student to pose like their storyboard. The partner

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will take this new LAYERED photo. If technology allows, have the students review this layered photo to see if they want to make any changes.

3. The students should swap places. Project the second student's SPACE image onto them while the first student directs and takes the LAYERED photo.
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Session 4: Gallery Walk

1. Provide space for students to share their work through a culminating event such as a gallery walk or final presentation.
2. Have each pair share their process with the group.
 - How did they choose their SPACE? How did they choose to interact with it, and why?
 - How did the concept change through storyboarding, research and then finally taking the LAYERED image?



PhotoWings

