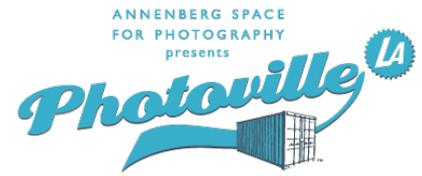


# Not So Basic

Inspired by the project [Sonora](#), featured in [Women in the American West](#), presented by Women Photograph at The Annenberg Space for Photography presents Photoville LA from April 25 - May 4, 2019.



Students will identify basic life necessities and research a local process that makes this resource available to their community. Through interviewing and visual storytelling, they will document this issue for digital publication.

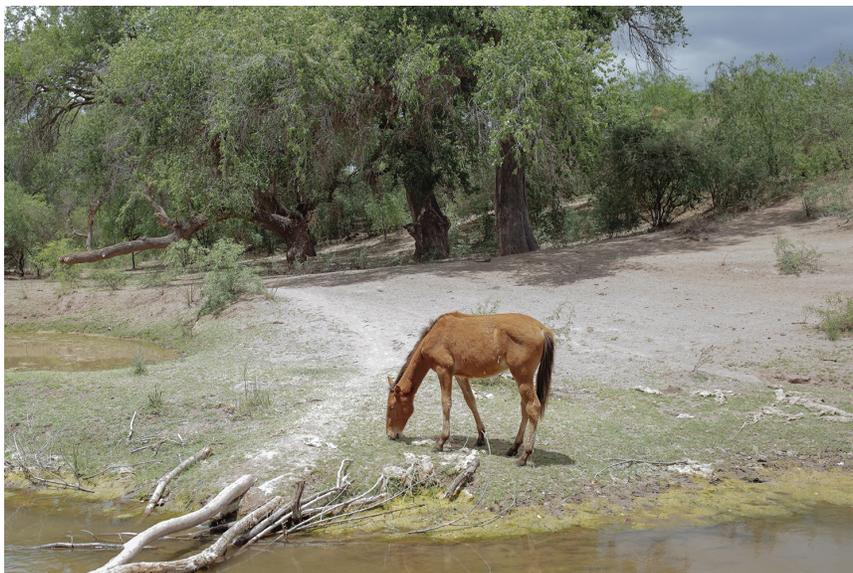


Photo by Arlene Mejorado

**Featuring photography by**  
Arlene Mejorado

**Authors:** Adela Montez, Denise Davis, Jacob Adams, Christina Muraczewski and Arlene Mejorado

**Grade Level:** 9th - 12th grade

**Subjects:** Science, Social Studies, English, Photography, Health

**Time Required:** 9 sessions

**Key Images:**

[Sonora](#) images, featured on artist website

**Materials Needed:**

- Camera
- Digital Platform (blog, website)
- Post it notes
- Worksheet: [First Look, Second Look](#)
- Worksheet: [Shot List](#)
- Worksheet: [Storyboard](#)

Students will be able to:

- Investigate how people in their community acquire basic life necessities
- Document the cycle of this basic necessity in their community.
- Showcase their findings through multimedia on a digital platform (instagram, blogpost, website)

*The United Photo Industries Education program is proudly supported by:*



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## SESSION 1: Intro

1. Have a class discussion about basic necessities. In popcorn style, go around and name things that you use every single day.
2. Ask a student to volunteer as a scribe to list each of these items on a post-it note.
3. As the popcorn answers slows down, jog your students brainstorming with a few questions:
  - Think about your morning routine (your weekend routine, a day in our classroom etc), what items are necessary to make it happen?
  - Think one or two steps behind each of these items. What's required to produce them, or make them run?
  - Think about your environment. Are there big things we haven't mentioned? Are there tiny things we haven't mentioned?
4. Now that all your brainstorm answers are on a post-it note, work as a class to cluster them into categories. Start by putting a few post-it answers on the board. With each post-it, ask students should this be clustered with an already existing category, or should it be in its own category. Why or why not
5. When you're finished posting all the post-it note answers, ask students: are there any clusters that you would lump together? Are there any clusters that should be separated out?
6. As a class, collectively title each cluster, such as:
  - Food
  - Water
  - Shelter
  - Energy
  - Transportation
  - Connectivity / community
  - Etc.
7. Ask students to think of the resource category they are most interested in, and break students into groups based on interest.

### Additional Resources:

- Planet Money's [The Making of a T-Shirt](#)
- [The FENCE Education Guide](#)
- Lesson Plan: Finding Nature
- Lesson Plan: [Voices that need to be Heard](#)

### Standards Addressed:

[CCSS.ELA-LITERACY.W.9-10.3.A](#)  
[CCSS.ELA-LITERACY.RH.9-10.7](#)  
[CCSS.ELA-LITERACY.W.9-10.6](#)  
[CCSS.ELA-LITERACY.W.9-10.7](#)  
[CCSS.ELA-LITERACY.SL.9-10.5](#)

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## SESSION 2: Brainstorm & Research

1. In their resource groups, have students research and brainstorm one example of this resource that is produced locally in their community. (i.e. food, community garden; shelter, habitat 4 humanity; energy, solar panels, or farm)
  2. Remind students to think locally in their own community. A lot of these resources will come from far away, but try to think of one example where this is created locally and accessibly. They don't need to answer how most of this resource is created, the priority is to identify a local process where it is created (even if it is on a small scale) so that they can observe, and understand the process.
  3. As an exit ticket, have each group write a research brief answering the following questions.
    - What basic necessity are you researching? (i.e. water, healthy food)
    - What local source(s) will you be investigating? (i.e community garden, office building with solar panels)
    - What do you already know about this local source?
    - How will you get in touch with this local source?
    - What help do you need from the teacher to get connected to this source?
  4. Read through your students' exit tickets to learn where they need help and how to structure the next few sessions to help facilitate their research process.
- 

## SESSION 3: Research & Interview Prep

1. Have students use this class to research their project topic online, with the purpose of coming up with interview questions when they visit the local resource. Here are a few sample research prompts:
  - When has this basic necessity been in the headlines - for positive reasons, or negative reasons?
  - What people or organizations are playing a part in conserving or producing this necessity?
2. Have each group create a list of interview questions for their visit to the local resource. Their goals for the interview are to learn about this basic necessity, and to learn the process where it's created locally. A few sample questions are:
  - What is the background/history of this local resource? How and why was it started?
  - What happens with this necessity before you get involved? What happens after?
  - What gaps do you fill?

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- What challenges do you face?
- What are the steps of your process?
- What would you would like everyone to know about the work you do?

## SESSION 4: Interview

1. Send the groups out in the field to conduct interviews. When possible, ask them to interview a few different people to learn multiple perspectives on their story.
2. Have students record their interviews on an audio recorder, or on their cell phone. *(Remind them to tell their interview subject that they are recording the interview for use in a class project).*

## SESSION 5: Storyboarding the Visual Narrative

1. Show your students a slideshow of Arlene Mejorado's [Sonora](#) images. Select 5 to 8 images that suit your students' interests. Review the images through a few different lenses.
2. Lens 1: As you go through the slideshow, have students write down every basic necessity they see in the photos.
3. Lens 2: Pass out the [First look, second look worksheet](#) to your students. Go through the slideshow and ask them to write down the first thing they notice. Go through the slideshow a second time and ask them to write down the second thing they notice (should be different than the first). Go through the slideshow a third time, and have them write down the third thing they notice (should be different from the first two).
4. Lens 3: Have students silently note their favorite photo. Have them turn to a partner and share which was their favorite photo, and why? Ask for a few students to share out to the class.
  - Was it what was pictured in the photo, or how the photo was taken?
  - What caught their attention, and how did that change as they kept looking?
5. Have your students gather into their research project groups, and pull out their field research notes or interviews. Based on what they learned out on the field, what do they want to photograph when they go back?
6. Work as a group to create a [shot list](#) and a [storyboard](#). A couple things to keep in mind:
  - What are all the steps of the process?
  - What tools are necessary?
  - Who is involved in the process?
  - What visuals stood out to you when you visited the site?
  - What was familiar, and what was new to you?
  - Remember both to zoom in, and to step back.

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## SESSION 6: Making Photos

1. Send the groups back out in the field to document their stories. Depending on the skills, needs and materials available to your students, this can be a photo essay or a multimedia piece. They may use disposable cameras, camera phones, or DSLR cameras.
  2. Advise your students that it is often helpful to have a quick discussion with their photo subjects before they start photographing. A helpful intro could be, "Thanks for your time last week. We learned so much from you about \_\_\_\_\_, and we are curious to document \_\_\_\_\_."
  3. Optional: It may be helpful to have students assign roles within their group - i.e. photographer, videographer interviewer, producer, director, etc.
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## SESSION 7 & 8: Editing & Publishing

1. When students bring their photos back, have each group edit down to about 10 photos that tell their story.
  2. Have them write an artist statement and captions to go with each photo.
  3. In their artist statement, have them revisit their research brief and describe the following:
    - Why did you select this basic necessity to research?
    - What did you know about this resource going into the project?
    - What did you learn during the project, and what questions did this project raise?
    - Describe your research site, and the role they play in making this basic necessity accessible to your community.
  4. In their captions, be descriptive in explaining the steps, the people and the labor that goes into the process.
  5. Choose a digital platform for students to publish their work, such as a blog or Instagram story.
  6. If possible, create opportunities for students to share their stories in a culminating event or exhibition.
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## SESSION 9: Reflection

1. Have students reflect individually on this project.
  - What did you learn about your community?
  - What did you learn about what happens locally vs. what is sourced from somewhere else?
  - What improvements would make this process more efficient, effective, reliable, safe?
2. Pair share, group share, and class share their reflections.

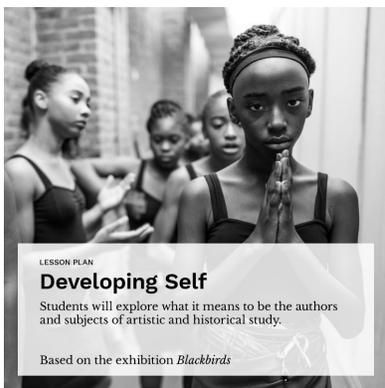
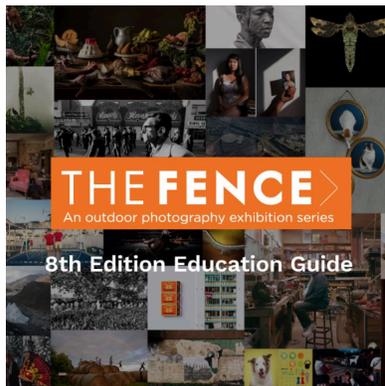
# United Photo Industries Education

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 United Photo Industries Education program is proudly supported by [PhotoWings](#)

