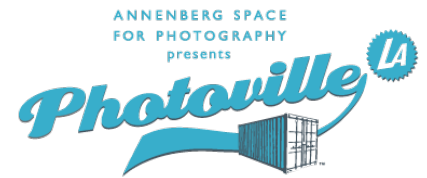


The Story of a Space

Inspired by the project [Clubhouse Turn](#) presented by United Photo Industries at The Annenberg Space for Photography presents Photoville LA from April 25 - May 4, 2019.



Students will consider how to tell the larger story of a community through focused documentation over time of a small section of their shared space.



Photo by Michele Asselin

Students will be able to:

- Tell the story of a community through its shared space
- Identify the parts of a whole ecosystem
- Understand how each part can reflect and represent the whole

Featuring photography by
Michele Asselin

Authors: Lynn Ishii, Timothy Howe, Jerrilyn Jacobs, Hanna Robertson and Michele Asselin

Grade Level: 9th - 12th grade

Subjects: English Language Arts, History, Science, Art

Time Required: 6 sessions

Key Images:

[Clubhouse Turn](#) images, available on artist website

Materials Needed:

- Camera
- Flip Chart paper

Additional Resources:

- [The FENCE Education Guide](#)
- Lesson Plan: [A Lens into Our Community](#)
- Lesson Plan: [Hiding in Plain Sight](#)
- Lesson Plan: [Spaces and Places](#)

The United Photo Industries Education program is proudly supported by:



The Story of a Space

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SESSION 1: Intro

1. Show your students a few images from [Clubhouse Turn](#). Select a few portraits (such as Drayden Van Dyke, Jockey, Jon and Montan, or Samuel) and a few still life scenes (such as Christmas Lights. Barn 50, Coffee and Water. Horseman's Lounge Bar, or Hanger. Bedroom Floor. Barn 62)
2. Tell the class that you will be exploring the images for clues for the story of this space. You will be doing this through observation and inference. Define **Observation** versus **Inference** for your students.
 - Observation: the action or process of observing something or someone carefully or in order to gain information.
 - Inference: an idea or conclusion that's drawn from evidence and reasoning. An educated guess based on what is observed or known.
3. Optional: You may use [Visual Thinking Strategies](#) as a method to shape this discussion.
 - What's going on in this picture?
 - What do you see that makes you say that?
 - What more can we find?
4. As a class, discuss one portrait and one still life scene together to model how to explore an image.
5. Then, split the class into small groups. Assign a different image to each group to explore. Have them make a list of observations and inferences based on their image.
6. Ask each group to share key observations and inferences with the whole class. Write these on the board, or on flip chart paper.
7. Looking at all this information together, make some inferences about this space. Discuss as a class.

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: Photographic Techniques

1. In this session, you will teach formal photographic techniques for portraits and still-lives.
2. Explain and show examples of the concepts of composition and framing to your students. Here are a few helpful articles:
 - [Framing in Photographic Composition](#) (B&H)
 - [20 Composition Techniques that will Improve Your Photos](#) (Petapixel)
3. Explain and show examples of these different types of photographs.
 - Detail
 - Wide Shot
 - Portrait
 - Action Shot
 - Behind-The-Scenes (thinking beyond the obvious)

Here are a few helpful articles with examples:

- [Eight Camera Shots and Angles From Cinema That Can Help Improve Your Photos](#) (Petapixel)
 - [This Equals That](#) and [Framing and Point of View](#) from Aperture On Sight
4. Have your students do a photo scavenger hunt in your classroom to practice the 5 types of photographs. Remind them to keep in mind the composition and framing techniques available. Ask each student to take approximately 20 photos, trying out a few of each type of shot. Remind them to keep in mind that these photos are meant to help viewers infer information about this classroom, so pay attention to include information and context clues.
 5. At the end of the scavenger hunt, have students partner up or come together as a group to share their images. Ask each group to share a few of their favorite images to the full class, explaining why they chose this image, and what they believe this image says about their classroom.
-

SESSION 3: Photo Shoots

1. Tell students that they will now be documenting the shared school space.
2. Divide students up into groups, and assign each group a specific space in the school, such as:
 - Hallways
 - Cafeteria
 - Library
 - Gym/Playground
 - Auditorium

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3. Have each group brainstorm about the photographs they will make in that space. Think about the things that happen in each space, paying attention to different times of day, types of activities, and people who use the space.
 4. Give students one week to photograph their space. Ask each student to take approximately 20 photos, trying out a few of each type of the shots below. Remind them to keep in mind that these photos are meant to help viewers infer information about this classroom, so pay attention to include information and context clues.
 - Detail
 - Wide Shot
 - Portrait
 - Action Shot
 - Behind-The-Scenes (thinking beyond the obvious)
-

SESSION 4: Editing

1. After a week of photographing, have each group come together to review the photos they've taken. Have them upload their images onto a computer and categorize them into the different types of shots.
 - Detail
 - Wide Shot
 - Portrait
 - Action Shot
 - Behind-The-Scenes (thinking beyond the obvious)
 2. As a group, review their photos to think about what they like, and what they're missing.
 - Are there activities in the space that you have overlooked?
 - Are there people in your space that you have overlooked?
 - Are there details/characteristics/nooks missing that would flesh out the personality of your space?
 3. Give students one more week of photography to capture the missing images.
-

SESSION 5: Final Editing

1. Have students upload their second round of photos onto the computer, categorizing them with their corresponding shot types.
2. Have each group make a selection of 10 photos, keeping 1-3 images of each shot type. *(If possible, print out each group's 10 image selection.)*

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3. Pair the groups together. I.e. Cafeteria group with Hallway group, Gym group with Library group etc.
 4. Ask each group to start by sharing their creative and exploratory process.
 - What did you intend to capture about your space?
 - What new things did you learn about your space through photographing it?
 - After your first round of photography, what did you find was missing?
 - What are the key characteristics of your space?
 5. Have the groups select 2-4 photographs (1-2 from each group) to pair together. These images should have a relationship with one another. This could be a visual relationship (light, composition, framing), or a content connection (similar people, similar time of day etc.)
 6. Have each group write a title, caption, or artist statement describing their pictures and the connection. *(You may alter the length and parameters of the writing assignment based on your students' needs)*
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SESSION 6: Exhibition/Culminating Event

1. Display these photo pairings and explanatory text as an exhibition in a school hallway.
2. After a week or two of the exhibition, have a class reflection on the process and the exhibition.
 - What did you learn about our school from this creative process?
 - What feedback have you heard about the exhibition?
 - What are some larger themes we captured in this exhibition?

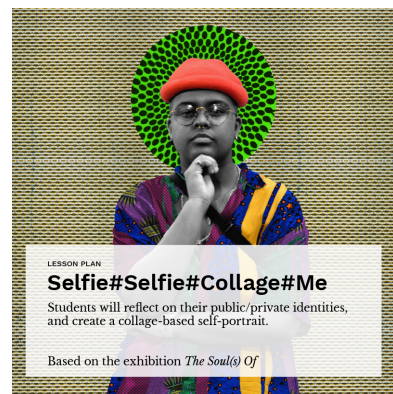
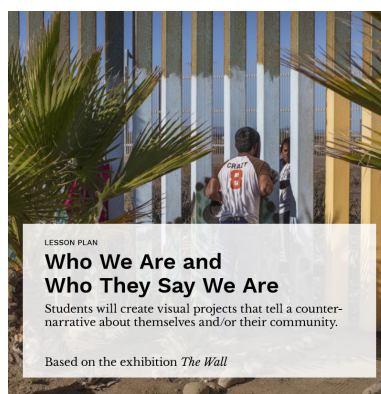
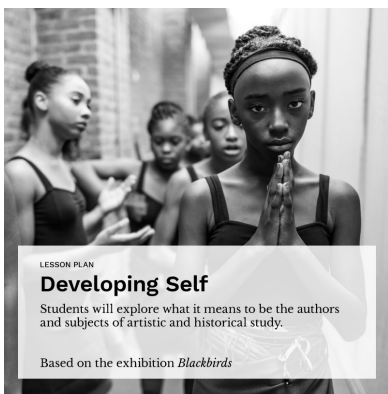
United Photo Industries Education

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.



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

