

# What We Share

This lesson plan accompanies *One Day, I Will*, a Documentary Photography Project by Vincent Tremeau

Students will be able to analyze the work of the photographer, determine outcomes of the project and apply these lessons to their own social justice documentary project.

## Aim/Learning Intention:

What information can we learn about the location and people depicted in these photographs?

How do we identify the influence and intentions of the photographer in the overall visual message they frame?

How do we plan, produce and finalize a project with a social justice message? What technical and creative tools do we need to produce a project with a social justice message?

## Essential Question:

How can we use photography to learn about a specific place and people while developing a social justice message of our own?

## Prior Knowledge:

Students in this program can be provided with pre-reading/writing and/or the body work accompanied with guiding analysis questions. Students can also be asked to complete a self-portrait that depicts one of their goals.

It could be helpful to create an online forum where students can share their insights, ideas and/or work.

## Criteria for Success:

Can I identify key details in a photograph that contribute to its meaning?

Can I apply historical context to a region or area of the world?

Can I synthesize conclusions and understand the steps to produce a documentary photography project?

## COURSE

Photography

## GRADE LEVEL

Middle and High School students

## TIME REQUIRED

45 minutes

## MATERIALS NEEDED

Access to project online or in presentation, camera or camera phone, SD cards, computer software to read images, SD card reader, flash-drives, lesson plan/ additional resources about African countries, pens/pencil, notebooks

## LINK TO PROJECT

<https://www.unocha.org/one-day-i-will>

The Photoville Education program is in partnership with:



This lesson plan was created by educators Brenna McLaughlin and Ashleigh Staton, with the support of the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA)



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## Warm-up (7 – 10 minutes):

Students will engage in a discussion with facilitator/teacher about the work of photographer Vincent Tremeau, based in four African countries: Central African Republic, Mali, Niger, Democratic Republic of Congo.

*The photographer Vincent Tremeau focused on the children in these countries and asked each child featured in the project, "What do you want to be when you grow up?"*

### Guiding Questions:

*Look at the following image and consider:*

- 1. What is the overall feeling you get when you look at this image?*
- 2. Can you identify two details or attributes of the image that contribute to this feeling?*

## Mini Lesson:

Students are introduced to the region where these photographs were taken. Students read info and see an image of the photographer.

Students are asked to look through multiple images from the series considering the questions from the guiding questions AND maybe one or two additional questions.

This analysis becomes the activity that follows the mini lesson.

## Activities:

A. Students will analyze the project by photographer Vincent Tremeau and;

- Determine the project's purpose
- Identify the locations documented on a map
- Consider why the photographer chose to depict the children in this way

B. Students will have time to present their discussions/thoughts (either from their tables or from the front).

C. Planning Our Projects

- Criteria of project:
  - Students will be able to analyze the work of the photographer, determine outcomes of the project, and apply these lessons to their own social justice documentary project.

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2. Handout provided modeling thesis statement and shot list.
3. Discussion about being prepared, technical ideas, framing the subjects and adjusting to the environment/possibilities.
4. Daily/Weekly planning guide (what steps will students take to obtain access/set up shoots/etc?)
  - a) Students will walk through the steps to create their own projects and follow the criteria below
  - b) Steps to create project:
    - i. Planning — brainstorm possible project ideas as a class; instructor records the story ideas visible for the class to see; students record the list on their planning sheets; students choose their project and begin to plan on their planning sheets; before dismissing, instructor will go over steps in technical and compositional aspects of photography to help students frame their projects accordingly
    - ii. Producing — students will use their phones or cameras to photograph projects; instructor will decide how many days students have to photograph — if one day, students bring in images to share with the class — if students have a week instructor may assign daily assignments
    - iii. Revising — students will informally present images to class either by uploading images onto a computer or sharing on their phones; peer to peer feedback will be given along with instructor feedback; depending on how long this lesson is organized, the instructor may ask students to re-photograph for their projects; instructor may assign an artist statement to describe the project and guide students to label and caption their images properly to display.
5. Students share with peers and/or instructor before breaking for the day.
  - a) Presenting — students may present to the class with a formally written artist statement and/or instructor may select images to print out and exhibit along with labels, names of the photographers and artist statements; there may also be an online space created for students to display work.

## DIFFERENTIATION/ MODIFICATIONS

- Students are given time to check in with their partners throughout the lesson.

- Students are able to work together to foster understanding

## TIER II AND CONTENT VOCABULARY

Perspective, interpret, depict, documentary photography, social justice, synthesize, poverty, culture, colonization, content, composition, framing

## CHECK POINTS FOR UNDERSTANDING/FORMATIVE ASSESSMENTS

Final Project results

## POSSIBLE MISCONCEPTIONS

Students may not be aware of some historical factors that contribute to people's lives including: government laws, colonization, poverty.

## PLANNED QUESTIONS (DAIR)

Questions are designed to help students move through the DAIR (Describe, Analyze, Interpret, Reflect)

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## Homework:

This lesson can be conducted in one day, several days or a one week session. Students should be given specific assignments to help them craft their own social justice documentary project.

### Step one

Determine your content/subject matter

### Step two

Using photographic tools technique and composition, photograph your project

### Step three

Edit and revise

### Step four

Present either by printing and exhibiting or providing students with an online forum

## DURING THE DO NOW

What information can we learn about the location and people depicted in these photographs?

What visual clues does the photographer present to us about the children, their future aspirations and the cultures they may represent?

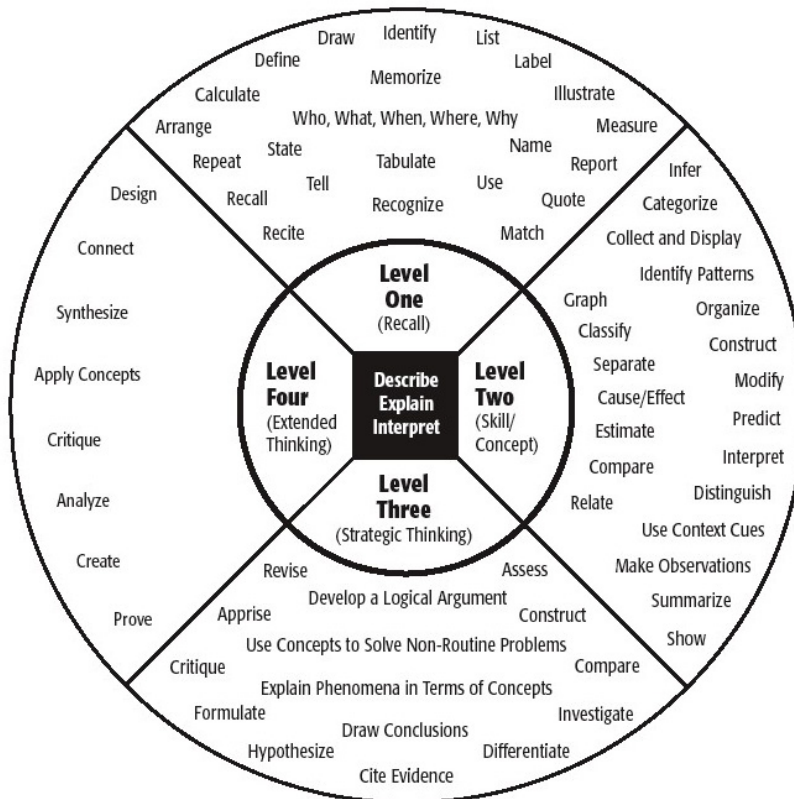
## DURING PARTNER PRACTICE

How do we identify the influence and intentions of the photographer in the overall visual message they frame?

How does the Photographer Vincent Tremeau capture the ambition of the children featured in this project?

What do we know about the history and current climate of the countries in which the children live? Why are each of these countries on the foreign offices "most dangerous list"?

Does this insider/outsider consideration on perspective change the way we see/interact with the project? How does his background influence the perspective of the photographer and ultimately, the final visual story he frames?



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## Targeted Common Core Learning Standards and Anchor Standards:

### CCLS ELA LITERACY ANCHOR READING

**9-10.2** Determine a central idea of a technique, determine the meaning of words and icons as they are used in software, and analyze its development over the course of the artwork, including how it emerges and is shaped and refined by specific details; provide an accurate representation of the technique.

• Lesson and unit vocabulary is emphasized each day.

### CCLS ELA LITERACY ANCHOR WRITING

**9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared art products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

• Students use Google Drive and Docs daily to archive, display, and share their work.

### NYC BLUEPRINT

1. Art Making: Media Technology, 2D Applied Design, Awareness of Careers Goals and Plans

**VA:Cr1.1.HSI** Generate and conceptualize artistic ideas and work.

**EU:** Creativity and innovative thinking are essential life skills that can be developed.

**A:** Use multiple artmaking approaches to begin creative endeavors.

**VA:Cr2.1.HSII** Organize and develop artistic ideas and work.

**EU:** Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches.

**A:** Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

**VA:Cr3.1.HSI** Refine and complete artistic ideas and work.

**EU:** Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.

**A:** Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress.

**VA:Pr4.1.HSII** Analyze, interpret and select artistic work for presentation.

**EU:** Artists, collectors, curators, and other arts professionals consider a variety of criteria when analyzing and selecting objects, artifacts, and artwork for presentation and preservation.

**A:** Analyze, select, and critique personal artwork for a collection or portfolio presentation.

### DURING MINI-LESSON

What tools are needed to complete a documentary photography project?  
How do you determine a strong documentary photography project?

### DURING THE EXIT TICKET

How do we exhibit a project with a social justice method?

### ACCOUNTABLE PARTNER TALK SENTENCE STARTERS

We disagree because/ we agree because\_\_\_\_\_.

At first I thought, but now I think/see \_\_\_\_\_.

I believe \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_ said \_\_\_\_\_. I agree/ disagree with \_\_\_\_\_ because...