

"The invisibles"

An educative proposal to analyze the invisibles in the streets



"N.Y.C. Downtown. Bowery" by Fontserè, Carles
Aquesta imatge pot tenir drets reservats.

Codi de referència: ACPE XXX-XX-X-XX

Títol: N.Y.C. Downtown. Bowery

Descripció de la imatge

Home estirat al terra i recolzat a les escales d'entrada a un edifici del carrer 49. Al costat, una filera de vianants passeja pel carrer.

Dates: [1950-1970]

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Lesson Plan

EXPLORATION

1. Let's play detectives! The teacher shows a mysterious envelop from New York City (perhaps with a stamp on it).

There is a code: ACPEXXX-XX-X-XXX. The class, divided in four groups, will have to find the numbers and letters missing (X) in the code. They will have to cooperate in order to find it: without the code we cannot open it!

These are the jigsaws of each group:



- A.) ACPEXXX “Find the three-digits number to turn your life!” (clue: the number is the degrees you take to turn around; answer: 180).
- B.) XX “Find the two-digits number of the address of the Arxiu Nacional de Catalunya” (clue: the number is in Jaume I Street, in Sant Cugat del Vallès; answer: 33).
- C.) X “Find the letter which is the cardinal point of the polar bears” (clue: there are four cardinal points, and the polar bears are in the North Pole; answer: N).
- D.) XXX: “Find the three-digits number of the Roman Number DLXXII” (clue: D is for 500, LXX is for 70, II is for 2; answer: 572).

INTRODUCTION

- 2. Once we have solved the problems, we can put all together the correct code, which is “ACPE180-33-N-572”. We need to locate this code in the online archives. For doing so, we go to the link <http://arxiusenlinia.cultura.gencat.cat/ArxiusEnLinia/> and then we write in the “content” the following words “N.Y.C. Downtown. Bowery”. We click on search, and we will open a page with 6 documents. We need to find the correct one according to the code.

Now they have learned to find a picture in the online archives. Now, we all can open this envelop and see that the image is the same in the laptop as it is in the envelope.

STRUCTURATION OF KNOWLEDGE

- 1. Students need to question the image in groups, asking:
 - a. What can you see on this picture?
 - b. What is happening?
 - c. What are they wearing?
 - d. Is it normal?

AMPLIATION ICT ACTIVITY FOR ADVANCED ELEMENTARY STUDENTS:
<https://voicethread.com/myvoice/thread/9287552/53150870> and observe the picture (which is the same) and listen to the voice message. Now they have to record their voices (click on the microphone icon) and listen to classmates' comments.

- 2. Next day in class we put things in common to try to come to an agreement on what is going on in this picture, under a critical visual literacy perspective.
 - a. Identification and description of the image as a source: What is the point? Why does it have this title?



- b. Reliability analysis and interrogation of the picture: What do you think the photographer pretended? What is the intentionality? What is the message (if there is one)? What do you think is the social problem here?
- c. Verification, contrast and analysis from multiple perspectives: What is your interpretation? What do you think of the homeless man? And the rest of pedestrians?
- d. Elaboration of conclusions and social action: What do you think of this controversial issue? What can you do, as a group, to fight poverty?

APPLICATION AND PROBLEMS RESOLUTION

Once we have interrogated the image as a group, the students will have to apply their knowledge to find a new picture in the online archives and create their questions (maybe using voicethreat or some application, if possible) regarding the social problem of poverty and homelessness.

They can create a wall online (e.g. <http://popplet.com> or <https://padlet.com>) or in a paper (because they have to create an account on those websites). Finally, they must write questions about this social problem, with the goal of raising a critical consciousness.