

# InsideART

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**Title**

Jill Freedman: Photographer of the People, photographing social injustice

**Estimated Time for Completion of Lesson**

2 Class Periods

**Concept/Main Idea of Lesson**

Examining the life and work of photographer Jill Freedman.

**Intended Grade Levels**

Grades 6-12

**Infusion/Subject Areas**

Visual Arts

Social Studies

**Curriculum Standards****Florida State Curriculum Standards**

- Visual Arts:

- VA.68.H.1 and VA.912.H.1
  - Through study in the arts, we learn about and honor others and the worlds in which they live(d).
- VA.912.H.3.1
  - Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
- VA.68.C.1 and VA.912.C.1
  - Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
- VA.68.S.1 and VA.912.S.1
  - The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.

- Social Studies:

- SS.8.A.1
  - Use research and inquiry skills to analyze American History using primary and secondary sources.
- SS.912.A.5.7
  - Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women. SS.912.W.4.15

National Standards for Arts Education

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.
- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Council for the Social Studies

- Culture
- People, Places, and Environments
- Power, Authority and Governance
- Civic Ideals and Practices

**Instructional Objective**

The student will:

- Analyze quotes from Jill Freedman in cooperative groups;
- Analyze a selected work by Jill Freedman using a visual thinking strategies approach;
- Conceptualize, develop, and complete a photography art project that focus on something significant to the student's life and/or community that uses stylistic elements of Freedman's work.

**Learning Activities Sequence****Prior to Class:**

1. Activate the PowerPoint presentation and display slide 1.

**Attention-Getter:** Think-Pair-Share

2. Advance to slide 2.

Think-Pair-Share: Using the quote below, ask students to individually think about what Jill Freedman is trying to express. Have students pair up and discuss their ideas. Then, have each pair share out and engage in a class discussion.

Quote:

"I put a lot of time into being invisible," she said. "When I was a kid, I always wished I had one of those rings or cloaks that made you invisible. Then I realized years later, I am invisible behind a camera. I am a camera."

### Learning Activity 1: *Who is Jill Freedman?* Conversation & Video

3. Slides 3 & 4: Introduce the New York City-based artist, Jill Freedman. Share background information about Jill Freedman and her decision to join the 1968 Poor People's March on Washington.
4. Advance to slide 5. Have students watch the interview from NY1 News in 2008: <https://www.youtube.com/watch?v=HGrKEBq7kil>

### Learning Activity 2: Firehouse: Reading & Visual Thinking Strategy

5. Advance to Slide 6. Have students watch the video highlighting Jill Freedman's work photographing firefighters in New York City: <https://www.youtube.com/watch?v=hDIgWQOxo68&t=105s>
6. Reading: In pairs, have students take turns reading aloud to their partner the article titled, "Firehouse." <https://gothamto.com/firehouse-the-photography-of-jill-freedman-at-nyc-fire-museum-in-soho/>
7. Slide 7. VTS: Once done, draw their attention to the screen as you click through a series of photographs taken by Jill Freedman as part of her Fireman series located on the following website: <http://www.jillfreedman.com/firehouse/ktg2wr227oc7v6ujimdqzmpuitev>  
Stop on a picture of your/student choice and engage the class in the Visual Thinking Strategy protocol. Ask:
  - a. What's going on in this picture?
  - b. What makes you say that?
  - c. What more can you find?

Once you go through multiple images, ask student pairs to discuss what they believe Jill Freedman is attempting to capture and communicate in this collection of work (e.g., the way she conducted her work, the artistic elements, social issues). Have pairs share their responses with the class.

### Learning Activity 3:

8. Advance to Slide 8. Think-Pair-Share: Based on what students have learned about Jill Freedman so far, ask students to individually think about what Jill Freedman is trying to express about photography in the quote below. In their same pair, have pairs discuss their ideas. Then, have each pair share out and engage the class in a whole group discussion. Quote:

"Photography is magic. You can stop time itself. Catch slivers of moments to savor and share time and again. Tell beautiful silver stories, one photo alone, or many playing together to form a book. A photograph is a sharing, it says "Hey, look at this!", it's a miracle, is what it is. And when you're going good and you get a new picture you love, there's nothing better. That's the joy of photography, and the fun."

**Closure:**

9. Advance to Slide 9. Exit Card: Jill Freedman describes photography as “magic.” What are your thoughts about this artistic medium? Do you find taking photographs fun? Why or why not?

**Evaluation/Assessment**

- For homework, have students gather or take a collection of photographs (4-8) that focus on something significant to their life and/or community that mimics the style of Freedman’s work.

**Materials and Resources**

- PowerPoint Presentation
- Pen and Paper
- Internet Connection
- Computer with projector
- Cameras or devices capable of taking photos for students to use.

**Special Learner Accommodations**

Things to consider:

- Extra time for note-taking
- Translation dictionaries for ELLs
- Visually-rich PPT
- Graphic organizers
- Small group discussions/Cooperative learning
- Alternative assessment options

**Internet Links**

- <http://www.jillfreedman.com/about-1>
- <http://www.jillfreedman.com/firehouse/ktg2wr227oc7v6ujimdqzmpuitev>

**Video Links**

- <https://www.youtube.com/watch?v=HGrKEBq7kil>
- <https://www.youtube.com/watch?v=hDIqWQOxo68&t=105s>

**References**

- Leland, J. (2019, Oct. 9). Jill Freedman photographer who lingered in the margins, dies at 79. <https://www.nytimes.com/2019/10/09/arts/jill-freedman-dead.html>
- Visual Thinking Strategies. (2023). *Visual thinking strategies*. <https://vtshome.org>