

INF 385S: Digital Libraries
Audience Engagement Project: Teaching Activity Plan

Lesson Plan Name/Title	Brazoria 2012: Applied Civics - Building a Stronger Community Through Analysis of Digital Images
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Class Session Description	<p>These two classes will focus on having students delve into primary research material from their local community archives, utilizing and developing their Civics skills as well as cross disciplinary topics such as art, gardening and sporting as avenues to explore community engagement and the different ways different groups are able to participate in and access community spaces. Thorough analysis of images from the Brazoria County News Photography Collection followed by a set of guided homework questions will invite students to consider new ways to interpret their community and how they can positively impact it. In the following class period, students will form groups and discuss their reflections. They will then work with their groups to come up with a possible change to a community space they are familiar with, that changes the access a group of their choice has to the space. Presenting these artifacts as a group will create an opportunity for students to work and present collaboratively, an essential leadership skill and an excellent way to learn through teaching others.</p>
Lesson Time Frame	Two 90-minute class sessions - 180 minutes total
Student Grade Level	9-12 (High School)
Course Subject(s)	Civics (primary) & Art, History, Physical Education, and Agriculture (secondary)
Additional Topics/Keywords	<i>Sports, Graphic Design, City Planning, Gardening, Activism, Social Justice</i>

<p>Learning Objectives</p>	<p>By the end of the course, the students will have these learning outcomes:</p> <ul style="list-style-type: none"> ● Civics: Students will reflect on community spaces and access to those spaces, through identifying their own relationship to their communities, and then by creating and proposing a possible intervention (many possibilities, some examples might be making a space ADA accessible, adding a bilingual component to a space, or creating a teen-specific book club in a library) that changes the access they or a group they are focusing on has to that space ● Research: In the pre-class homework, students will explore a digital collection of photographs and use them as jumping-off points for discussion. This will show them how such an archive can be used to investigate a subject. ● Art: Students will be asked to use creative expression (their choice of medium/presentation) to communicate a way in which a community space could be modified to change the access a group would have to that space. This will encourage students to reflect and engage with their chosen space in a critical way. ● Communication: Students will work within smaller groups to discuss access to a chosen community space, and eventually present their ideas to the class
<p>Pre-Class Preparation Resource</p>	<p><i>These videos should get the students to consider the nuances and community-building importance of various types of community spaces.</i></p> <p><i>Resources (1 per project area)</i></p> <ul style="list-style-type: none"> ● For Sports: Andrew Billings on the Importance of Sports ● For Garden: Zoe Hansen-DiBello, Building community one garden at a time ● For Study Club: The Fight to Preserve Rosenwald Schools
<p>Session Breakdown/Agenda</p>	<p>Overview of Schedule</p> <ul style="list-style-type: none"> ● <i>Pre-Class Homework</i> <ul style="list-style-type: none"> ○ Explore the Brazoria collection (40 minutes including watching videos) ○ Watch the three videos linked above (40 minutes including exploring the digital collection) ○ reflection on community spaces short answer activity (20 minutes) ● <i>Class Session</i> <ul style="list-style-type: none"> ○ Introduce activity (5 minutes) ○ Group discussion (15 minutes) ○ Project and presentation work (40 minutes) ○ Presentations (15 minutes) ○ Class Discussion (15 minutes)

<p>Introduction</p>	<p>This lesson uses images from the Brazoria County News Photography Collection to encourage high school students to explore their local community and achieve learning outcomes directly linked to TEKS standards. Students will:</p> <ul style="list-style-type: none"> ● Critically analyze artifacts from this collection ● Consider the impact of hobbies on the wider community ● Participate in a cross grade level group activity to build their own artifact <p>The collection centers around a CD from 2012 and showcases ways in which individuals and groups engaged with their community during that time. In addition to interpretation and analysis students will be asked to create their own artifact at the culmination of this project. This will allow them to consider not only the legacy of the others but their own personal legacy. Because community is such an integral concept to this collection it will also form the backbone of this lesson, with classes from across the grade level being asked to come together to form small interest groups who will then dive deeply into the topics of either gardening, sporting or social justice.</p>
<p>Definitions of Concepts/Terms</p>	<p>Key themes within our thematic analysis include:</p> <p>Community: Activities and cooperative efforts focused on a common goal can also teach the vital skill of getting to know and find commonality with people who might, on the surface, seem very different from you.</p> <p>Access: In this context, access is how people are able to interact/participate with a space or event. Access can be different for different people. Access can depend on attributes like economic status, age, religion, and other important characteristics of a person.</p> <p>Barrier: In this context, a barrier is something that lessens or inhibits access to a community space or event. Barriers can come in multiple forms. Some such forms could be economic barriers (something could be too expensive for someone to be able to access it) or physical barriers (someone in a wheelchair might not be able to enter a building with stairs), for example.</p> <p>Students are encouraged to interact with the digital exhibit and think about their relation to both of these themes in their own lives</p>
<p>Homework (Pre-Class)</p>	<p>Students will review the three videos, and the digital collection of photographs. They will then complete a short-answer (one or two paragraph) assignment in which they will answer the following questions:</p>

	<ol style="list-style-type: none"> 1. What type of access do you think these spaces (sports field, community garden, Rosenwald school) provide to the community? 2. Do you feel like you have access to community spaces like the ones shown in the collection? Explain. 3. Briefly describe some community spaces/events that you have participated in (this can include school organizations and events). 4. Are there community spaces/events that you feel you (or someone else you know) do not have access to? Explain why.
<p>Activity</p>	<p>Group Activity Description</p> <ol style="list-style-type: none"> 1. Start of Class (5 min) <ol style="list-style-type: none"> 1. Divide the class into smaller groups (3 - 5 total depending on class size) 2. Introduce Activity 2. Group Activity: Discussion (15 min) <ol style="list-style-type: none"> 1. Groups should discuss their reflections, as well as the digital collection. 2. Students can use the homework questions and answers as guides for this discussion. 3. Group Activity: Intervention (40 minutes) <ol style="list-style-type: none"> 1. Students will work in their groups to identify a community space or event that they are interested in, and think about ways that space/event could be modified to increase access to it for a group of people of their choosing. (examples of this could be making a community garden wheelchair accessible, or adding a bilingual component to a book club, if examples are requested) 2. Students will then work in their groups to create an artistic interpretation of this intervention. They can choose this medium based on their own interest, but examples/ideas could be to create a short promotional video for the community space/event and discuss the proposed change, to draw an image or plan of the change, or to create a logo for the space/event (like for a sports team, for example). 3. Students will prepare their work to briefly present to class. They will be asked to talk briefly on why they chose the community space they did, and what intervention they chose and why. 4. Presentations (15 minutes) <ol style="list-style-type: none"> 1. Student groups will take turns presenting on their chosen community space and the intervention they are proposing. 2. Presentation Preparation <ul style="list-style-type: none"> ■ Each group should be given around 5 minutes to present, depending on class and group size ■ Students can structure their presentation however they feel is best, such as a simple slideshow or talk where they display their creative product.

	<p>5. Class Discussion (15 minutes)</p> <ol style="list-style-type: none"> 1. The class will finish with a brief discussion to tie in the ideas presented, as well as allow students to ask other groups questions or compare ideas. To prompt discussion, the teacher can turn back to the questions from the homework assignment and ask what, if anything, has changed the students' perceptions of their place/agency within their own communities.
Assessment	<p>Grades will be assigned to groups based on the quality of their presentations and the artifacts they present. Consideration will be given to the levels of participation demonstrated by each group member and feedback from all participants will be collected at the end of the session through a digital poll.</p>
Conclusion	<p>At the end of the activity, students will have used connections with examples (the collection of photographs and the suggested videos) of community spaces and events to aid in their own reflection and analysis of the way that they themselves interact with communities, as well as the way that communities can provide different levels of access to different groups. Students will discuss their own personal reflections within a group, before working with that group to come up with an idea of a way they can modify a community event or space, sharing their experiences and ideas with each other. They will use creative/artistic skills to connect further with this, making some sort of visualization or presentation that explains their proposed modification. Finally, the students will have presented this work to their peers, explaining their motivations and ideas for the modification they came up with. Students should leave this activity with a greater understanding of the ways they can interact with their communities, as well as push them to consider the ways that they can make such communities more accessible to different groups.</p>