

This field guide was created by the 9th grade team at the High School for Language and Diplomacy.

Ms. Sarah Barnett—Instructional Support Specialist

Ms. Ting Bell — World Languages, Mandarin

Ms. Cynthia Bradford—Social Studies

Mr. James Cleveland—Mathematics

Mr. Ignacio Domench—Fine Arts

Ms. Cat Marshall—English Language Support Specialist

Mr. Scott VandeVoort—Science

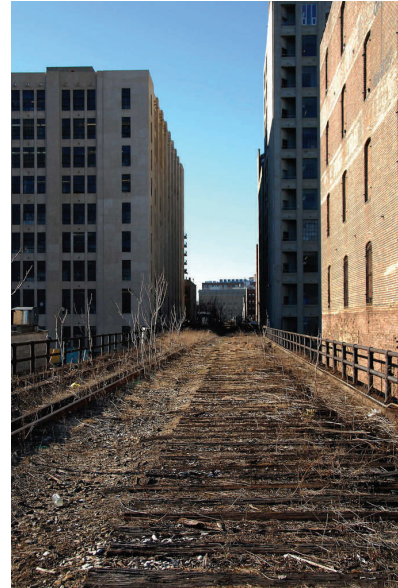
Ms. Allison Wilner—English

Photographs on cover and map on page 24 from www.thehighline.org

Thank you to School Leader Mayol for his generous support of the development and implementation of this project.

Project High Line

A study of perspective



High School for Language and Diplomacy

September 8th and 9th 2011

Name: _____

Embassy Leader: _____

Project High Line Overview

Project High Line is an interdisciplinary, experiential learning unit designed to initiate students into the how learning looks, sounds and feels at HSLAD. At our school, learning involves the larger community outside the walls of the classroom. Students are encouraged to identify needs within the communities they belong to and design ways of addressing those needs creatively and collaboratively with community leaders. Our belief that our students can and will create positive change in their communities guides our curricular focus.

The main purpose of Project High Line is to introduce students to the idea that exploring a variety of perspectives provides a deeper, more nuanced understanding of a learning experience. Through their collaborative work, students will gain an appreciation for the perspectives their classmates bring. Students can apply this lesson directly to their lives as they encounter people who hold values and beliefs that they might disagree with. We will use this project as a touchstone for building a tolerant, respectful 9th grade community.

The project involves a day of "stations" work in order to build the necessary skills for conducting observational field work. The stations ask students to use their five senses as a basis for their observations of the High Line experience. They will access prior knowledge to form opinions and hypotheses that they can test during their tour of the High Line. Students will walk the two sections of the High Line as they participate in on-site stations that ask them to make sensory observations, record and share data, reflect, listen to their classmates' observations and draw conclusions. After the High Line visit, students will create an enlarged map of the High Line in small groups. Each student will contribute at least one photograph and a written reflection on the experience to the map. Students will then read each other's reflections, providing feedback and drawing connections between experiences.

ABOUT THE HIGH LINE

The High Line is a New York City park, built on an elevated 1930s freight rail structure on Manhattan's West Side. The High Line's landscape was designed by James Corner Field Operations, in partnership with Diller Scofidio + Renfro, to echo the wild, self-seeded landscape that grew up on the structure after the trains stopped running.

Source: <http://thehighline.org/pdf/high-line-map.pdf>

Table of Contents

Thursday September 8th, 2011

Letter to the Students.....	4
Station #1: Point of View	5
Station #2: Static Point of View.....	8
Station #3: Maps.....	10
Station #4: HSBC Perspectives.....	12
Station #5: Prediction Narrative.....	14
Station #6: Field Guide Set-up.....	
Station #7: How to Make Observations.....	20
Station #8: How to Take Better Photos.....	21

Friday September 9th, 2011

Map.....	24
Initial Observations.....	26
14th/16th Street: The River Flows Both Ways.....	27
18th Street: Sharing Station.....	30
20th/23rd Street: Model for a Habitat.....	33
26th Street: Compare your Prediction.....	34
28th Street: What did you See?.....	

We are so excited to introduce you to Project High Line. During the first few days of school, the entire 9th grade will be involved in an interdisciplinary (this means that the project involves skills and ideas from all core subjects), experiential (this is code for *outside the walls of our school*) project. The project involves a visit to the High Line, an elevated rail that has been converted into a park with a walkway. It spans a vertical mile, from the West Village to 30th Street at 10th Avenue.

We chose to introduce you to what learning looks, sounds and feels like at LAD with this project because the experience will require you to:

1. Engage with the world outside of school;
2. Work collaboratively with your peers in small groups;
3. Pose questions, develop hypotheses, collect and analyze data and draw conclusions;
4. Think deeply from a variety of perspectives;
5. Listen carefully to different points of view and learn to interpret your experiences from more than one perspective.
6. Present your findings to the larger community.

Achieving these learning goals, which we will work on all year, will provide a solid foundation for developing the **global leadership skills** you must be able to demonstrate in order to graduate from LAD.

On **Thursday (9/8)**, you will move through a variety of 'stations' that will prepare you for Friday's trip to the High Line. The stations will ask you to use your five senses as well as your prior knowledge to form opinions and hypotheses that you can test when you're in the 'field' at the High Line.

On **Friday (9/9)**, we will walk the entire High Line. As you walk, you will check in at stations set up along the way. Each station will be run by one of your teachers. The stations will ask you to observe, record and draw conclusions about the High Line. You will also have the opportunity to listen to and consider your classmates' observations and conclusions.

PRODUCTS:

1. **HIGH LINE MAP (group project):** When we return to LAD, you will be working with your Embassy on creating your own version of the High Line map on a large sheet of paper. Each student will contribute one photograph (at least) and a written reflection. You will read your classmates' reflections and comment on how their perspectives enriched your experience of the High Line.
1. **HIGH LINE FIELD GUIDE (individual):** In addition to the map, which you will work on in your Embassy, you will also turn in your completed High Line Field Guide, which will count as the first grade of the marking period in EACH of your core classes.

[illegible]

What are we learning at this station?

I'm glad you asked! At this station, you are exploring how perspective, or point of view, influences how we interpret, or make meaning from, photographs.

How are we learning it?

You'll take a look at a cartoon, and then an image online and discuss some questions that will help see photographs in different ways.

Why is this worth learning?

Once you understand how where you stand affects how you see the world, you can begin to see value in seeing the world from more than one point of view.

Does Where We Stand Matter?

Directions: The picture of blindfolded people and an elephant you see below is based on a fable from East Asia. Choose ONE of the figures in the picture and **circle it**. **Imagine that you are that person**, and you don't know that what you're touching is an elephant. Then, turn the page.



[illegible]

Part 2

Your name: _____

Partner's name: _____

Directions:

On your laptop, please open a Google search page. Type: 'NYTimes multimedia photos' and click on the first link that comes up. This is the NYTimes photojournalism page.

Spend a minute exploring the home page and find a slideshow of images on any topic that interests you.

Look through the slideshow and, with your partner, choose ONE photograph. Study it for a minute, and then answer the questions below WITH your partner.

Photo Viewing Questions:

What do you see in the photograph?

Make a pinhole 'viewer' with your figures to 'zoom in' on ONE PART of the photo. What do you see now? Describe.

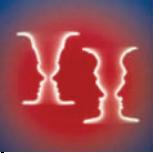
Imagine that you could only see what the pinhole reveals. How would that change your interpretation of what's happening in the picture?

Perspective is the way someone sees something. Not everyone sees pictures or ideas in exactly the same way.

Part I

Directions: In groups of five, you look at the pictures in each **Write down the first thing you see in each picture without talking to anyone.** Once you have written down what you see, compare your **perspective** with other members of your group.

Substation A:

	STEP ONE <i>Your Perspective</i>	STEP TWO <i>Compare Your Perspective</i>
	What do you see?	Did anyone in your group see something different? What was it?

STEP THREE *Try and help people who saw something different to see the picture from your perspective*

STEP FOUR *Try to see the picture from someone else's perspective.*

Substation B

	STEP ONE <i>Your Perspective</i>	STEP TWO <i>Compare Your Perspective</i>
	What do you see?	Did anyone in your group see something different? What was it?

STEP THREE *Try and help people who saw something different to see the picture from your perspective*

STEP FOUR *Try to see the picture from someone else's perspective.*

3. Did you see the things you thought you would in your drawings from yesterday? If you did, redraw them as you experienced them today and describe how they are different that what you expected. If you didn't see them, draw things you were surprised to see and describe them:

4. Now that you've had this experience, why do you think we took this trip?

26th Street: Compare your Prediction

Welcome! At this station, you'll reflect on your thoughts from yesterday and your expectations for this trip. How has today been similar to what you expected? How has it been different?

Directions: Think about and respond to the following questions in the space provided:

1. Think back to what you thought you'd be doing on this trip. In what ways has the trip been similar to what you expected? Describe 3 ways below:

a. _____

b. _____

c. _____

2. In what ways has the trip been different than what you expected? Describe 3 ways below:

a. _____

b. _____

c. _____

Substation C

	STEP ONE <i>Your Perspective</i>	STEP TWO <i>Compare Your Perspective</i>
	What do you see?	Did anyone in your group see something different? What was it?

Part II

1. Looking back at the pictures now, are you able to see them from different perspectives?	
YES – I was able to see the picture from a new perspective	NO – I can still only see what I first saw
What do you think influenced your new perspective?	Why do you think it's difficult to see the picture from a new perspective?

1) Maps are a way of telling a story and sharing information. Identify three other types of maps and discuss the "story" each tells. Feel free to use the information in the station for help.

Type of Map	Story

20th/23rd Street: Station- Sarah Sze, Still Life With Landscape (Model For A Habitat)

At this station, you will study a temporary, public art installation. Please base your responses below on the sculpture as you experience it.

1. Draw a picture of the sculpture:

2. What is the artists message?

3. Turn to another member of your group and write down his/her response to question #2:

Quick Write: Does hearing your classmates' experiences of the High Line so far help you experience MORE of the High Line than you would if you were by yourself? How so?

Why might it be valuable to hear others' impressions of the same space?

2) Describe three to five pieces of information the Friends of the Highline included in their map.

3) Describe three things that **you** include on a map of the Highline that are not already there.

4) What "story" is the Friends of the Highline map telling? Explain your answer.

Part 1

At this station we will be taking a look at some pictures that will assist us in a discussion about values.



Warm Up: What does this image say to you?

Now, look up at the board to see how this image and others like it were used in an advertising campaign for HSBC, a global bank.

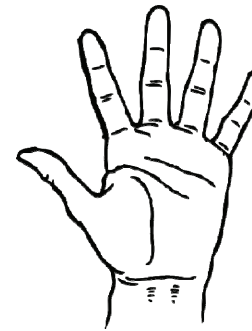
Discussion Questions:

1. Looking at the original advertisement, what do you notice about it?
2. Why do you think a company might use a campaign like this?
3. They call it their “Different Values” campaign. What are values and why do people have different values?
4. Is HSBC saying one value is better than the other two?

Reflection: How might the idea of different values relate to you and your life? Please write your response below.

TOUCH

What have you touched so far?



What made you want to touch that object?

Describe what it felt like with as much detail as you can.

TASTE

What have you tasted? Describe the taste with as much detail as you can.



SMELL

What have you smelled? Describe it with as much detail as you can.



Hi! Welcome to the Sharing Station. The goal of this station is for you share with your group some of your first impressions of the High Line. I hope you will begin to understand, from hearing your classmates observations, how we each see the world differently and why this might be a good thing.

Directions: Choose **TWO** of the senses (sight, sound, touch, taste, smell) and answer the questions below the picture for that sense. **Stop** when you finish this part (don't go on to the third page yet).

SIGHT

What have you seen so far that caught your attention or seemed important?



SOUND

What have you heard? Describe what it sounded like with as much detail as you can.

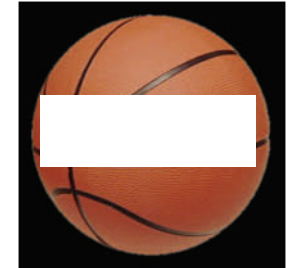
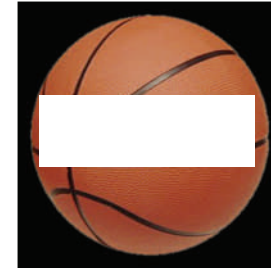
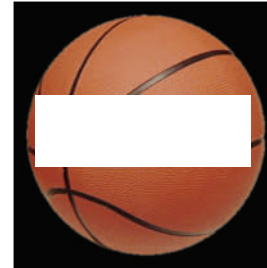


What have you heard? Describe what it sounded like with as much detail as you can.

How is this sound (or *lack* of sound) different from what you usually hear on the streets in NYC?

Part 2

Using the idea of different values, create your own! You may either use the blank template here or draw your own design. Feel free to work alone or with a partner.



Draw your own!

What are we learning at this station?

At this station, you'll be imaging what you might see and do on tomorrow's trip.

How are we learning it?

Individually, you will think about several questions related to our trip. In response, you will write about your thoughts and draw and describe things you might see.

Why is this worth learning?

Often you have a point of view about a new experience – even before you do it – based on other experiences you’ve had. It’s important to be aware of this to understand how this might affect the way you view the new experience, and to think about how the real experience compares to your expectations.

What will we see and do?

Directions: Think about and respond to the following questions in the space provided:

1. What do you THINK we are going to do on this trip?

[illegible]

Did what you think of “The River That Flows Both Ways” before you knew what it meant differ from after you were told? If so, why? If not, why not?

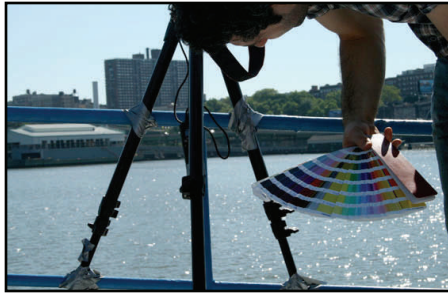
[illegible]

How do you think the name “The River That Flows Both Ways” applies to this project?

[illegible]



Filming the River



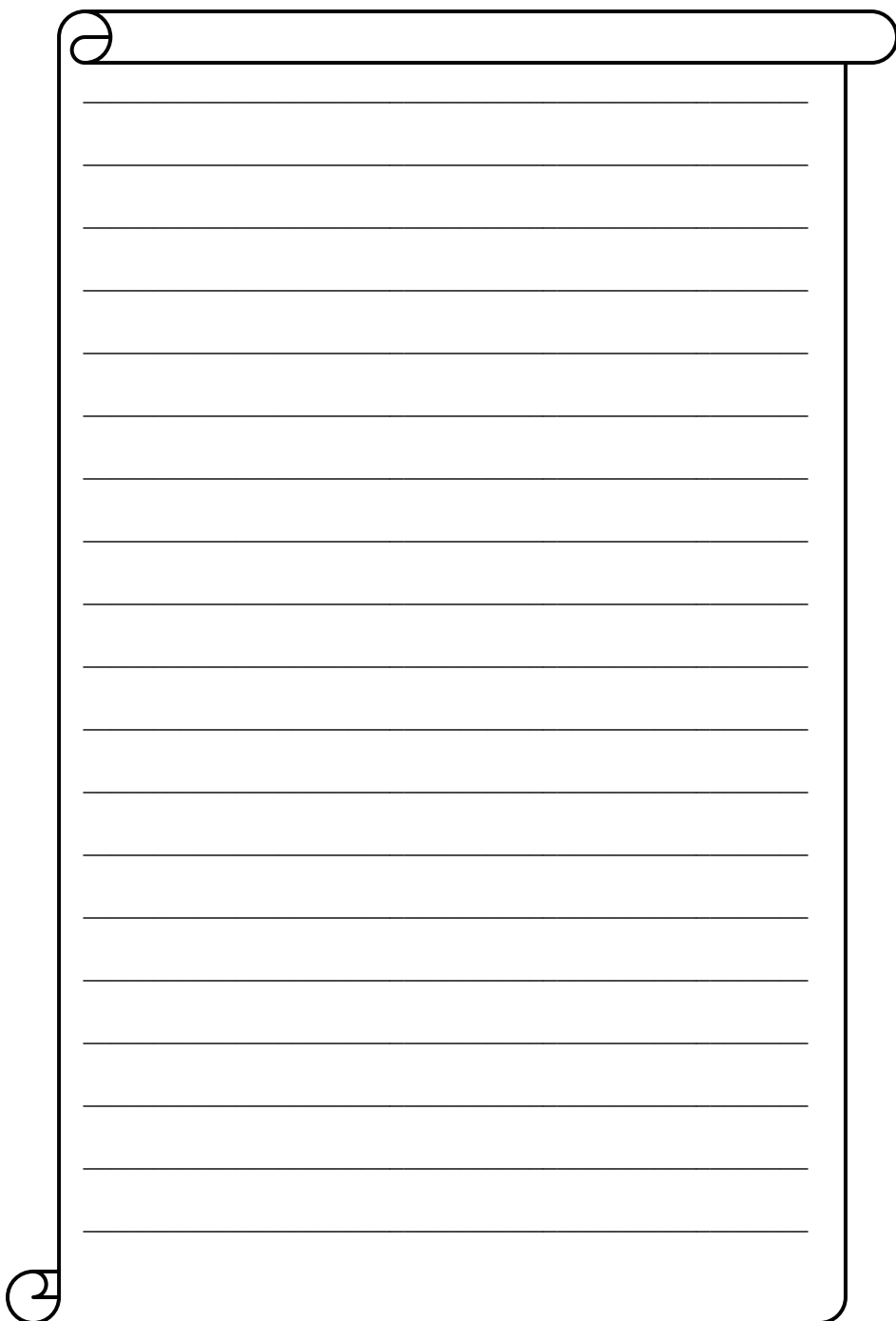
Comparing Colors

Now that you know how “The River That Flows Both Ways” was made, write what you think about the project now:

2. Draw and describe 2 things you **THINK** we might see on this trip:

3. Why do you **THINK** we are we taking this trip?

4. Imagine taking a trip with the class and write a story about such a trip. In your story, don't forget to talk about: *who, what, why, where, and when* of the trip.



14th/16th Street: The River Flows Both Ways

Up ahead is an art display made from colored panes of glass. Look at the display and, in the space below, write down what you think it means.

DO NOT read the sign.

DO NOT turn the page.



Now that you have written, walk down to the next station. You may read the sign as you walk, though you do not have to. When you get to the next station, turn the page.

Initial Observations

Take a moment to look around. What do you notice? What is your initial reaction to the High Line?

[illegible]

Station #6 Room

26

High Line Map

Use the map to the left and the space below to record and describe the pictures you take on the High Line.

[illegible]

Remember you must:

1. Use your map to keep track of the pictures you take. Indicate where you took the picture and what it was of.
2. Choose something that stands out to you. Use your camera to take two pictures of it. One picture must be zoomed in and one must be zoomed out.
3. Complete all stations along with any writing prompts they might include.
4. Use your senses to hear, smell, taste, touch, and see.



Opening Activity

Observation 1:

Observation 2:

Observation 3:

Practice Observation Game

Name of Object you Choose: _____

Observation 1:

Observation 2:

Observation 3:



4. Zoom to fit the mood.

5. Use your flash wisely.

6. Use the Rule of Thirds.

Station #8 Room 622

How to Take Better Photos

In your own words, explain the six tips on taking better photographs below.

1. Move the subject out of the center

2. Get in focus.

3. Use angles to change size.
