Generalitat de Catalunya
Departament d'Ensenyament
Centre de Recursos Pedagògics Específics
de Suport a la Innovació i la Recerca Educativa

ARC Aplicació de Recursos al Currículum

"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: ACPE180-33-N-572

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]

Autor: Fontserè Carrió, Carles

Main goals
1. To read pictures in a critical way
2. To disrupt the commonplace about homelessness
3. To propose a social action related to the controversial topic of invisible poor people

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Description of this proposal

It is imperative to learn how to read any picture in a critical way, in order to educate critical citizens capable to disrupt the commonplace and make a difference in the world.

Reading is not just decoding words, but also interpreting as a social practice.

In this educative proposal, students will learn to read a picture about a homeless in a rich city (New York), search for it in the online archives, and finally propose a social action related to the problem of the invisibility of poor people in our society.

Methodological aspects

This is a CLIL lesson that includes social studies and visual literacy. It can be used in sixth grade, and also in the first cycle of secondary education.

Resources

Picture "N.Y.C. Downtown. Bowery" (ACPE180-33-N-572)

Contents

Visual literacy
Social Justice and Homelessness: causes and consequences

Dimensions and key competences

Area	Dimension	Key competences
Social Studies	Present World Citizenship	To use strategies of data analysis. To value and interpret social problems to propose future actions. To value the democratic system.
Civics (values)	Interpersonal	To analyze the social problems of the society and to promote social commitment.
English	Reading Plurilingual	To interpret visual texts To use query tools

Students

6th grade and the first cycle of secondary education (1st and 2nd ESO)

Author

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