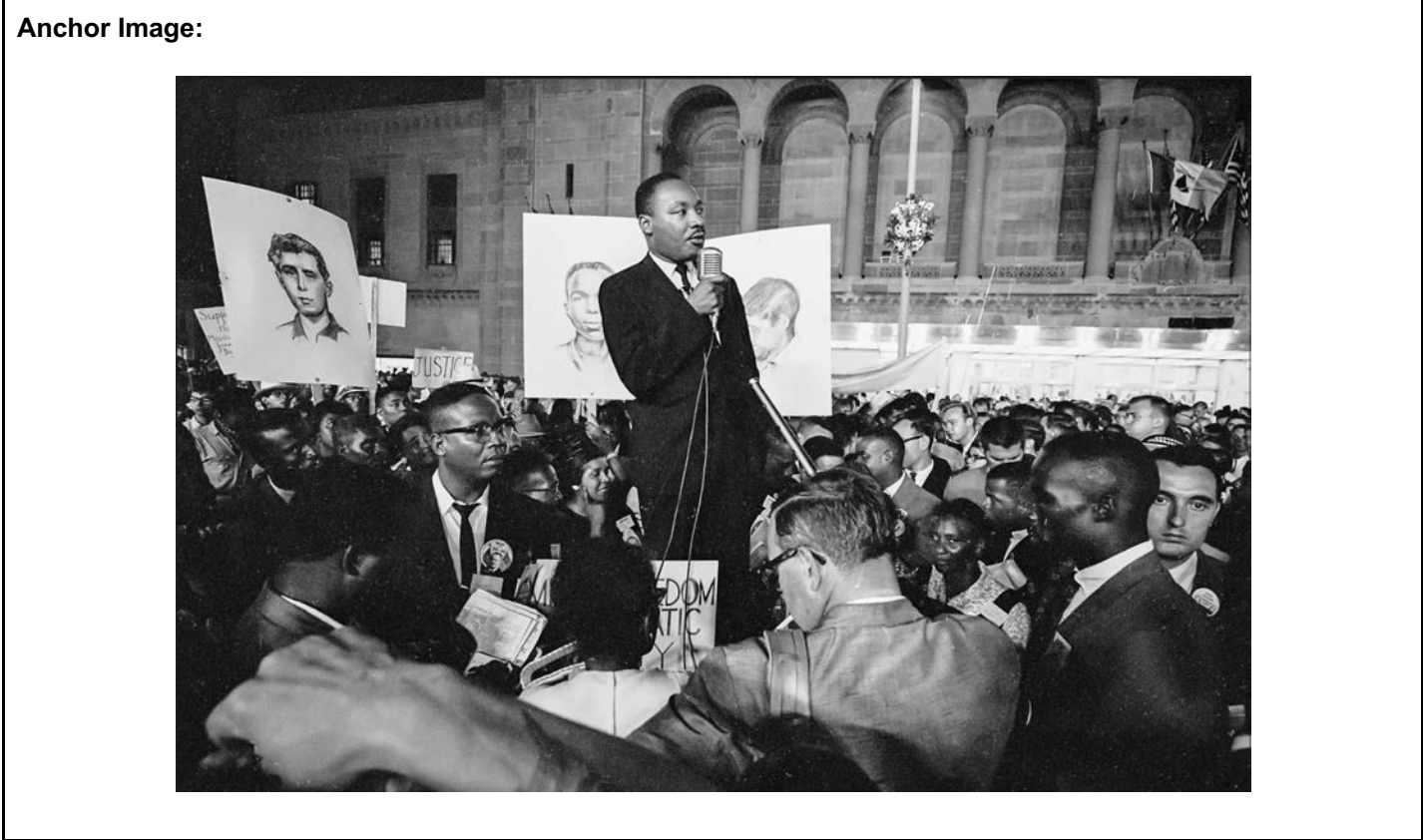


ACTIVISM LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

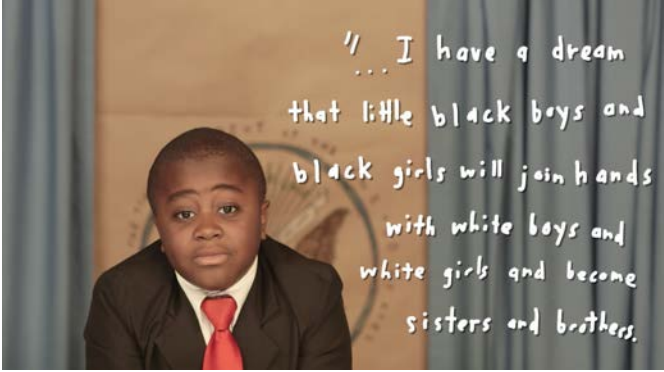
<p><b>Lesson Developed by spring 2021 Miami University (OH) students:</b></p> <p>Bra Braden B.          Maria C.          Sarah N.          Gabby R.</p>	<p><b>Grade level:</b></p> <p>5th grade</p>	<p><b>Theme/Big Idea:</b></p> <p>Activism</p>
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**Time Frame for Lesson:** 1 hour and 45 minutes



<p><b>Lesson Title:</b></p>	<p>We Are Activists in Our Community</p>
<p><b>Lesson Overview:</b></p>	<p>In this lesson students will explore the idea of activism by learning about MLK's impact and influence on the civil rights movement. Students will learn about the historical significance of Freedom Summer and how it connects to the John Lindsay image. Students will work together to define activism and ask themselves ways that they can too be activists. Lastly, students will create a self portrait expressing ways in which they can stand up for things that they are passionate about.</p>

<p><b>Essential Questions:</b></p>	<ul style="list-style-type: none"> <li>• What is an <b>activist</b>? What defines it?</li> <li>• How can young people be <b>activists</b>?</li> <li>• What can you do to make a difference and be an <b>activist</b>?</li> </ul>
<p><b>Objectives:</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• communicate how their personal art is influenced by their social, environmental, and political views. (4RE)</li> <li>• compose a self portrait and explain how historical and cultural contexts influence the ideas portrayed in their artwork (2PE)</li> <li>• identify a problem that addresses a contemporary social issue and apply that to their artwork (3PR)</li> <li>• describe how their artwork demonstrates how emotions are triggered based off current events (A1.4.b)</li> </ul>
<p><b>Standards</b> (<a href="#">Ohio Visual Arts Standards</a>)</p> <p><a href="#">Ohio Social Emotional Learning Standards</a></p>	<p>5th grade visual art standards:</p> <ul style="list-style-type: none"> <li>• <b>2PE.</b> Identify and communicate how historical and cultural contexts influence ideas that inform artists.</li> <li>• <b>4RE.</b> Communicate how personal artistic decisions are influenced by social, environmental and political views.</li> <li>• <b>3PR.</b> Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.</li> </ul> <p>Social and Emotional Learning Standard (3-5):</p> <ul style="list-style-type: none"> <li>• <b>A1. 4.b</b> Describe how current events trigger emotions</li> </ul>
<p><b>Materials:</b></p>	<ul style="list-style-type: none"> <li>• We recommend that students have access to Colors of the World crayons/colored pencils/markers for their self portrait, however they are not necessary to create the project.</li> <li>• Wide variety of colored and skin-colored construction paper</li> <li>• Variety of markers, crayons, and colored pencils</li> <li>• Magazines for collaging</li> <li>• Scissors</li> <li>• Glue sticks</li> <li>• Black sharpies</li> </ul>
<p><b>Lesson Vocabulary:</b></p>	<ul style="list-style-type: none"> <li>• <b>Activist</b> - Energetic action or involvement in a movement to get something changed or achieved. Activities may include participating in (or leading of) demonstrations, protests, or passive resistance.</li> <li>• <b>Influence</b> - the ability to affect the actions, behavior, opinions, etc., of others.</li> <li>• <b>Self Portrait:</b> a two or three-dimensional artwork that an artist makes of him or herself</li> <li>• <b>Freedom Summer:</b> Summer long training for college students to travel to Mississippi to advocate for voting rights for Black individuals</li> <li>• <b>Advocating:</b> to speak in favor of</li> <li>• <b>Point of view:</b> a position or angle in which something is observed or considered</li> <li>• <b>Subject:</b> the main idea that is represented in the artwork</li> </ul>

<p><b>Historical information about the image:</b></p>	<p>John Lindsay/AP (artist)</p> <ul style="list-style-type: none"> <li>• Born in 1921</li> <li>• Was an American Politician and Lawyer</li> <li>• Served 2 terms as New York Mayor</li> <li>• Wrote the Kerner Report</li> </ul> <p>This is a photo of Martin Luther King Jr. on December 4th, 1964 at a news conference in New York City, holding a photo of the three civil rights workers who went missing in Mississippi. Later, it was discovered the men were no longer alive. Because of this, Freedom Summer gained the attention of people and shed light on what was happening in the South.</p>
<p><b>Questions for your image:</b></p>	<ul style="list-style-type: none"> <li>• See, think, wonder</li> <li>• What do you see in this picture?</li> <li>• What do you think about when you look at this picture?</li> <li>• What do you wonder about when you look at this picture?</li> </ul>
<p><b>Visual Culture Component:</b></p>	<p><b>Video 1</b></p>  <p><i>"... I have a dream that little black boys and black girls will join hands with white boys and white girls and become sisters and brothers."</i></p> <p><a href="https://www.youtube.com/watch?v=4xXZhXTFWn">https://www.youtube.com/watch?v=4xXZhXTFWn</a></p> <p><b>The Story of Martin Luther King Jr. by Kid President</b> (stop at minute 2:35)</p> <ul style="list-style-type: none"> <li>• In this video, Kid President shares the history of Martin Luther King Jr. and how his perseverance and <b>activism</b> helped change our nation.</li> <li>• Questions to ask students: <ul style="list-style-type: none"> <li>○ Who is Martin Luther King Jr.?</li> <li>○ What did he do for our country?</li> <li>○ How did he make a change?</li> </ul> </li> </ul> <p><b>Video 2</b></p>



<https://www.youtube.com/watch?v=8b3Y9xVvQzw>

- This video tells the story of how children were **activists** during the civil rights movement through sit-ins in Oklahoma City.
- Questions to ask students:
  - What makes an **activist**?
  - Who can be an **activist**?
  - What can you do to be an **activist**?

**Procedure:**

Total Time: **1 hour & 45 mins**

- Note: Prior to this lesson, be sure to place a container with necessary materials (listed in the material section) on a table at the front of the room that is accessible to all students
1. Teacher shows John Lindsay image and asks students the following questions to engage in a short about the image: **(5 mins)**
    - a. What do you see in this picture?
    - b. What do you think about when you look at this picture?
    - c. What do you wonder about when you look at this picture?
  2. Teacher shows the following video about MLK Jr.: <https://www.youtube.com/watch?v=4xXZhXTFWn> **(3 mins)**
  3. Teacher will briefly discuss Martin Luther King Jr., Freedom Summer, and the significance of the John Lindsay image **(10 mins)**
  4. Teacher will state that MLK Jr. was an **activist** for the civil rights movement and ask the students what it means to be an **activist**. Then teacher will facilitate a group discussion around the following questions: **(7 mins)**
    - a. What makes an **activist**?
    - b. Who can be an **activist**?
    - c. What can you do to be an **activist**?
  5. Teacher shows the following video about young people being **activists** during the civil rights movement:

	<p><a href="https://www.youtube.com/watch?v=8b3Y9xVvQzw">https://www.youtube.com/watch?v=8b3Y9xVvQzw</a> (8 minutes)</p> <ol style="list-style-type: none"> <li>6. Teacher leads follow up discussion about what they just learned in the video. Questions could include: <b>(12 mins)</b> <ol style="list-style-type: none"> <li>a. What did you learn from the video?</li> <li>b. What do you think an <b>activist</b> does?</li> <li>c. How can you see yourself portrayed as an <b>activist</b> in your own life/community? (teacher scribes student ideas)</li> </ol> </li> <li>7. Teacher will begin to introduce the self portrait art project. <ol style="list-style-type: none"> <li>a. Teacher defines <b>Self Portrait, Point of view, and Subject</b>.</li> <li>b. Teacher refers to the John Lindsay image and ask the following questions <ol style="list-style-type: none"> <li>i. Is this image a <b>self portrait</b>? Please explain why or why not</li> <li>ii. What is the <b>point of view</b> of this image?</li> <li>iii. Who is the <b>subject</b> in this image</li> </ol> </li> </ol> </li> <li>8. Teacher will refer to the written ideas of how the students see themselves portrayed as <b>activists</b> in their life/community. This list may address a social, environmental, political, or ethical issue the student is passionate about.</li> <li>9. Teacher will explain to the students that they are to choose an issue they are passionate about and construct a <b>self portrait</b> portraying themselves as <b>activists</b> for that issue. <b>(7 minutes)</b> <ol style="list-style-type: none"> <li>a. limitations include: the student must be present in the portrait and it must address a social, environmental, political, or ethical issue the student is passionate about.</li> </ol> </li> <li>10. Students will go back to their seats. One student from each table will take time to grab necessary materials that are laid out for them. <b>(3 mins)</b></li> <li>11. Students will begin working on their self portraits. Teachers will circulate the room to address questions and concerns as well as pose thought provoking questions. <b>(30 mins)</b></li> <li>12. Students will clean up their areas and communal art spaces. <b>(10 mins)</b></li> <li>13. Students have the opportunity to share their artwork with their peers during a whole class discussion (if students do not feel comfortable sharing to the whole group they can share privately with the teacher). During this discussion, students will share the emotions that were triggered when thinking of what they would be <b>activists</b> about. <b>(10 mins)</b></li> </ol>
<b>Assessment:</b>	<u>Formative</u>

	<ul style="list-style-type: none"><li>● Teacher will observe students during group discussions and while circulating the room during project work time.</li></ul> <p><u>Summative</u></p> <ul style="list-style-type: none"><li>● Did you<ul style="list-style-type: none"><li>○ Explain how historical and cultural contexts influence the ideas portrayed in their artwork</li><li>○ Compose a self portrait</li><li>○ Communicate how their personal art is influenced by their social, environmental, or political views.</li><li>○ Identify a problem that addresses a contemporary social issue</li><li>○ Apply identified problem to your artwork</li></ul></li></ul>
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**Example images of completed activity/project:**

**Maria**

When completing this activity I first brainstormed social, environmental, political, and ethical issues I am passionate about. I decided to focus on environmental issues including climate change, sustainability, pollution, and more. To begin the self portrait I decided which materials I wanted to use. I decided on using colored construction paper including skin toned construction paper. I also decided I wanted to use magazines, colored markers, and a sharpie. I then collected all of my materials including scissors and a glue stick. I then made my head and hair out of construction paper seen in the first image below. I then looked through magazines and cut out images that I felt represented my issue of choice. I glued on those pictures and constructed more images out of construction paper and glued those on as well as drew a few images with markers which can be seen in image 2 below. Finally I added my face by using different colored markers and a black sharpie which can be seen in image 3 below.

Image 1

Image 2

Image 3



**Gabby**

My example was created off a photograph that I was actually in. This past summer, I participated in many of the Black Lives Matter protests in my hometown. I chose this because it was an example of a time that I was being an activist and is an issue that I am very passionate about. When creating my piece, I began with drawing the skyline and six different people. I drew these people holding hands to demonstrate unity. In the second image, I added the words. Throughout the protest, I carried a sign that read "Black Lives Matter" so I drew myself holding that, as well as two other people holding signs. In the third image, I added color and the finishing details. I did only give myself a face and that was to demonstrate the self portrait part of the project. While other people were there being activists, this drawing was specifically focused on myself and what I was doing.

Image 1

Image 2

Image 3



**Sarah:**

The picture that I created showcases my passion for equitable education. I am a senior early childhood education major expected to graduate in the Spring. In getting ready to start my own classroom I have been reflecting about the type of culture that I would like to cultivate with my future students. Making sure that every student feels safe, heard, and represented is something I really want to prioritize to ensure all my students have access to the curriculum. So, when I was creating my picture, I thought about resources that I could use when teaching to obtain this goal. The first resource that came to mind was books so I decided to draw myself reading to the class. Instead of choosing one title or just filling the book in with a solid color, I decided to include the titles of inclusive books that I would like to share with my students. As far as my process of creating my image, I did a sketch first with pencils to outline what I wanted to draw then filled it in with marker and colored pencil. My process is shown below:

Image 1

Image 2

Image 3



**Braden:**

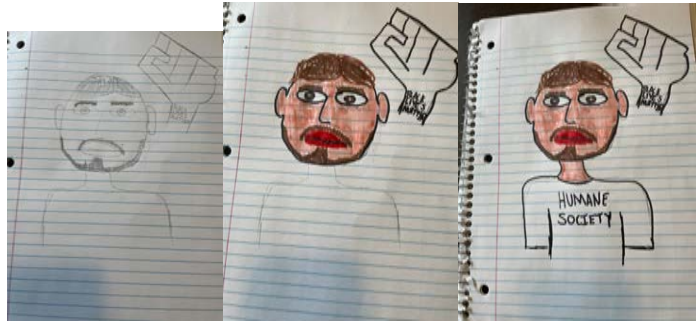
In my pictures I showcased the things I'm passionate about. I am a junior sports leadership and management major. During this past summer I had the opportunity to go to a Black Lives Matter protest and it was a life changing experience for me. With my culture and heritage it was truly a life altering day. I'm also passionate about the humane society in the United States. I love almost all animals and seeing dogs and cats without loving families is really heartbreaking to me. I choose to do these two organizations because they both have a special place in my heart and with my family as well. I have adopted two dogs from the Atlanta Humane Society and they have both been the best dogs I could've asked for.

Image 1

Image 2

Image 3





**Resources:**

<https://www.learningforjustice.org/classroom-resources/lessons/who-are-the-activists-in-my-community>

<https://www.youtube.com/watch?v=4xXZhXTFWn>

<https://www.youtube.com/watch?v=8b3Y9xVvQzw>

<https://apimagesblog.com/blog/2016/06/21/mississippi-burning-civil-rights-case-closed>

<https://wgte.pbslearningmedia.org/resource/amex26.soc.64disapp/freedomsummercivilrightsworkersdisappear/>

[http://missschumachersclassroom.weebly.com/uploads/3/8/7/7/38775001/5th\\_grade\\_vocabulary.pdf](http://missschumachersclassroom.weebly.com/uploads/3/8/7/7/38775001/5th_grade_vocabulary.pdf)