


DETERMINATION LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

<p><b>Lesson Developed by spring 2021 Miami University (OH) students:</b></p> <p>Josephine D. Heather F. Tara M. Olivia S.</p>	<p><b>Grade level:</b></p> <p>5th grade</p>	<p><b>Theme/Big Idea:</b></p> <p>Determination</p>
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**Time Frame for Lesson:** Two days: Day 1- Introduce lesson, discussion questions, and project (have students brainstorm what they would like to do for their posters). Day 2- Create poster and hang poster, posing in front. Reflection and group discussion.


**Anchor Image:**



<p><b>Lesson Title:</b></p>	<p>Determination on Display</p>
<p><b>Lesson Overview:</b></p>	<p>Creating a poster board describing something the student is <b>determined</b> to do and creating the <b>background</b>. Then, the student will take a picture of them in front of the posterboard so they are the <b>foreground</b> of what they are <b>determined</b> to do. This</p>

	allows the student to put a visual aspect to their goals and <b>determination</b> , as well as <b>visualizing</b> themselves achieving the goal.
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>• What is something you have felt <b>determined</b> to do?</li> <li>• Have you ever felt discouraged in doing something you're <b>determined</b> about?</li> <li>• How are you able to <b>stand up</b> for something and express your beliefs?</li> </ul>
<b>Objectives:</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify things they are determined to do in order to personally relate to the lesson plan and their artwork. (analysis) (2RE, A2. 1.b)</li> <li>• Create a poster "protesting" for the things they are determined to do then pose in front of the poster for a photo to stand up for their beliefs. (synthesis) (3PR)</li> <li>• Assess the historical and cultural importance of artists using artwork to stand up for their beliefs in a group discussion following the creative project. (evaluation) (2PE)</li> </ul>
<b>Standards</b> ( <a href="#">Ohio Visual Arts Standards</a> ):  <a href="#">Ohio Social Emotional Learning Standards</a>	<p>5th Grade Ohio Visual Art Standards:</p> <ul style="list-style-type: none"> <li>• 2PE Identify and communicate how historical and cultural contexts influence ideas that inform artists.</li> <li>• 3PR Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.</li> <li>• 2RE Describe how personal experiences can influence artistic preferences.</li> </ul> <p>Ohio Social Emotional standard (Grades 3-5):</p> <ul style="list-style-type: none"> <li>• Self Awareness <ul style="list-style-type: none"> <li>◦ A2. 1.b Identify personal strengths based on interests and qualities</li> </ul> </li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Poster Board</li> <li>• Markers/Crayons/ any other drawing materials</li> <li>• Access to a camera</li> <li>• A means for propping up posters upon completion (tape, tacks, magnets, etc.)</li> </ul>
<b>Lesson Vocabulary:</b>	<ul style="list-style-type: none"> <li>• <b>Determination:</b> a positive emotional feeling that involves persevering towards a difficult goal despite obstacles.</li> <li>• <b>Foreground:</b> the part of the image that is nearest to the viewer</li> <li>• <b>Background:</b> the area or scenery behind the main object, or foreground</li> <li>• <b>Visualization:</b> the representation of an instance, idea, or information in the form of a picture</li> <li>• <b>Documentary Photography:</b> a form of photography used to portray or record a certain event</li> <li>• <b>Suffrage:</b> the right to vote in political elections</li> </ul>

<p><b>Historical information about the image:</b></p>	 <p>Herbert Randall, artist  Traveled to Hattiesburg, Mississippi to photograph African Americans and volunteers who were fighting for Black voter registration in the south.  Randall worked as a custodian and bus driver before donating nearly 2,000 of his negatives to the University of Southern Mississippi.  <b>Documentary photography</b> was the type of photography Randall used. This is a style that is a very straightforward and accurate representation of people and events.</p>
<p><b>Questions for your image:</b></p>	<ul style="list-style-type: none"> <li>● How do you think she is feeling?</li> <li>● What does the writing behind the woman mean?</li> <li>● How does the woman in the picture show <b>determination</b>?</li> <li>● Why are <b>voting</b> rights so important?</li> </ul>
<p><b>Visual Culture Component:</b></p>	<p><a href="https://www.youtube.com/watch?v=No7ewLdJU_Y">https://www.youtube.com/watch?v=No7ewLdJU_Y</a>  1:18- end</p>  <p>This is a short video of the history of voting rights. It explains how on paper it seemed like all men could vote, but there were many factors prohibiting African American voters. Protestors were met with tear gas and whips when they refused to turn back. Because of these protestors, the Voting Rights Act was signed.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Why do you think it is so important for so many people to gain voting rights?</li> <li>2. How did these peaceful protestors show <b>determination</b>?</li> <li>3. Have you ever been so <b>determined</b> to do something?</li> </ol>
<p><b>Procedure:</b></p>	<p>Total Time: 1 hour and 40 minutes  <b>Step 1:</b> Discuss the essential questions related to the historical anchor image. To help add context to the image, include the visual culture component. 25mins  (<a href="https://www.youtube.com/watch?v=No7ewLdJU_Y">https://www.youtube.com/watch?v=No7ewLdJU_Y</a>)</p> <ul style="list-style-type: none"> <li>- Explain the historical and cultural context of the photo as related to civil rights and the <b>determination</b> it took to demand voting rights. Use the video to first give an overview.</li> </ul>

	<ul style="list-style-type: none"> <li>- Discuss how suffrage influenced the artwork of artists and how the students personal beliefs would influence them.</li> <li>- Talk about how <b>determination</b> can achieve things despite discouragement.</li> <li>- Discuss ways to express beliefs, incorporating the use of posters/flyers.</li> </ul> <p><u>Step 2:</u> Begin brainstorming what the kids feel <b>determined</b> to speak out about. These ideas can range from the smaller things (more recess, better cafeteria food, favorite sport, etc.) to bigger global issues. 10mins</p> <p><u>Step 3:</u> Have the children create a poster (using poster board, paper, markers, etc.) expressing what they personally feel <b>determined</b> about. 30mins</p> <p><u>Step 4:</u> Hang the poster on the wall and take a photo of the child standing and posing in front of their own poster. If there is access to a printer, these can then be printed and hung on display. 15mins</p> <p><u>Step 6:</u> Evaluate how seeing these posters makes the children feel, and how these posters could have been influential in the historical contexts of suffrage. 20mins</p> <ul style="list-style-type: none"> <li>- Do they inspire you to join the cause?</li> <li>- Do they get a message across?</li> </ul>
<p><b>Assessment:</b></p>	<p>In a discussion reflection:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How important is it to stand up for what you believe in?</li> <li><input type="checkbox"/> How are each of us different in what we believe in, and how does that affect what each person created?</li> </ul> <p>Did you?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do you understand something new about how artists are influenced by current events?</li> <li><input type="checkbox"/> Create a background image for something you are determined to do?</li> <li><input type="checkbox"/> Stand in the foreground of the image and create a photograph?</li> </ul>
<p><b>Example images of completed activity/project:</b></p>	



**Resources:**

- <https://www.pbs.org/wgbh/americanexperience/features/freedomssummer-at50-herbert-randall-photographer/>  
Herbert Randall video
- <https://specialcollections.usm.edu/agents/people/737>  
Herbert Randall Special Collections at University of Southern Mississippi
- <https://www.youtube.com/watch?v=tT3EIKmKpaQ> - brain pop about civil rights movement

