

IDENTITY LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT


<p><b>Lesson Developed by spring 2021 Miami University (OH) students:</b></p> <p>Katie K. Michelle R. Haley S. Cate W.</p>	<p><b>Grade level:</b></p> <p>4th grade</p>	<p><b>Theme/Big Idea:</b></p> <p>Identity</p>
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**Time Frame for Lesson:** 2 Days (day 1 teacher takes pictures, day 2 students work on project for about 50 minutes)


**Anchor Image:**

**AMERICANS** must know that the true challenge of **CIVIL RIGHTS** is a challenge of **HUMAN RIGHTS**, and the future of America rests in your **VOTING RIGHTS**

*These Men Are Martyrs  
To the Cause of FREEDOM!*

  
ANDREW GOODMAN

  
JAMES CHANEY

  
MICHAEL SCHWERNER

*In June, 1964 they lost their lives  
for the RIGHT to*

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<p><b>Lesson Title:</b></p>	<p>“Who Are You?”</p>
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<p><b>Lesson Overview:</b></p>	<p>With this lesson there will be a main focus for teaching these 4th graders about their individual identity. This will be taught by the introduction of a poster by Steve Shapiro to advertise the civil rights movement. Then, students will be creating their own poster of their identity and of how the student interprets their individual identity. Students will learn vocabulary through this lesson of negative space, composition, and shape. The goals of this lesson is for students to identify their personal strengths, encourage a positive attitude towards self, celebrate the difference in each individual, as well as build a sense of belonging.</p>
<p><b>Essential Questions:</b></p>	<ul style="list-style-type: none"> <li>● What is <b>identity</b>?</li> <li>● What are different aspects of your <b>identity</b>?</li> <li>● What are some events that have shaped your <b>identity</b>?</li> <li>● What parts of your <b>identity</b> are you most proud of?</li> </ul>
<p><b>Objectives:</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● A2. 1.b Identify personal strengths based on interests and qualities</li> <li>● A4. 2.b Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self</li> <li>● C3. 2.b Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other</li> <li>● D2. 1.b Identify what creates a feeling of belonging in various relationships</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>4th Grade Ohio Visual Art Standards:</p> <ul style="list-style-type: none"> <li>● 5PE Link ideas in and design of works of art to the emotions and moods expressed in them.</li> <li>● 5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art.</li> <li>● 1RE Identify qualities that contribute to the design and meaning of their artworks and the works of others.</li> </ul> <p>Ohio Social Emotional standard (Grades 3-5):</p> <ul style="list-style-type: none"> <li>● A2. 1.b Identify personal strengths based on interests and qualities</li> </ul>
<p><b>Materials:</b></p>	<ul style="list-style-type: none"> <li>● 8 ½ X 11 Picture of the student</li> <li>● Variety of coloring and drawing utensils <ul style="list-style-type: none"> <li>○ Crayons</li> <li>○ Markers</li> <li>○ Colored pencils</li> </ul> </li> </ul>
<p><b>Lesson Vocabulary:</b></p>	<ul style="list-style-type: none"> <li>● <b>Composition:</b> the arrangement of shapes and forms in the artwork</li> <li>● <b>Negative Space:</b> the space around or between objects</li> <li>● <b>Shape:</b> a form or object</li> </ul>
<p><b>Historical information about the image:</b></p>	<p>These men are known as James Chaney, Andrew Goodman, and</p>

	<p>Michael Schwerner. On the 21st of June they decided to journey out and investigate a church bombing near Philadelphia. They were later arrested for traffic violation, but when they were released, tragedy struck. The Ku Klux Klan, a white racist hate group, kidnapped the poor men and killed them. These tragic deaths spread across the country and led to Ron's of support towards the African American community regarding their rights.</p>
<p><b>Questions for your image:</b></p>	<ul style="list-style-type: none"> <li>• Why were these the images of the three people chosen?</li> <li>• Why do you think they chose to bold, italicize, and capitalize some words?</li> <li>• Why do you think it was important for these people to risk their lives to vote?</li> <li>• What are human rights?</li> <li>• What are voting rights?</li> </ul>
<p><b>Visual Culture Component:</b> (this is often used as the hook for the lesson):</p>	<p><a href="https://youtu.be/om3INBWfoxY">https://youtu.be/om3INBWfoxY</a> (5:03)</p> <p>This video is a description of what it means to have characteristics and values that make up your identity. The video discusses a range of components such as ethnicity, language, gender, values, hobbies, and interests. What are some of your values? What are some things you love that motivate you?</p> 
<p><b>Procedure:</b></p>	<p>Total Time: 50 minutes</p> <ol style="list-style-type: none"> <li>1. The teacher should take photos of all the student's faces with a plain background. Consider the <b>negative space</b> of the background and allow there to be enough background in the photo to use.</li> <li>2. The teacher should print out all the photos on 8 ½ x 11 copy paper or bigger (can be printed in black and white)</li> <li>3. Teacher should discuss the historical background of the photo from Freedom Summer with the students</li> <li>4. Watch the video about <b>identity</b> with the students</li> <li>5. Teacher should ask the students about some <b>identities</b> and values the three men from Freedom Summer would have had</li> <li>6. Students should write a list of 10 <b>identities</b> that describe them</li> </ol>

7. Students should narrow their lists down to 5 characteristics that they can represent as **shapes** in their drawings

8. Students should use the picture the teacher printed and distributed and begin to use markers, crayons, or colored pencils to draw their 5 characteristics of their **identity** and consider the **composition** of the **shapes** around the student's head

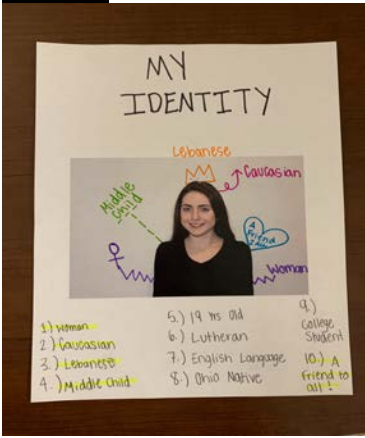
9. Once students are finished, the teacher may want to allow the students to explain their 5 **shapes** to the class or in small groups

**Assessment:**

- Did you:
- Write down 10 characteristics of **identity** on your page?
  - Narrow down from 10 to 5 **identities**?
  - Represent your 5 identities with **shapes** in the **negative space**?

**Example images of completed activity/project:**

**Cate W.:**



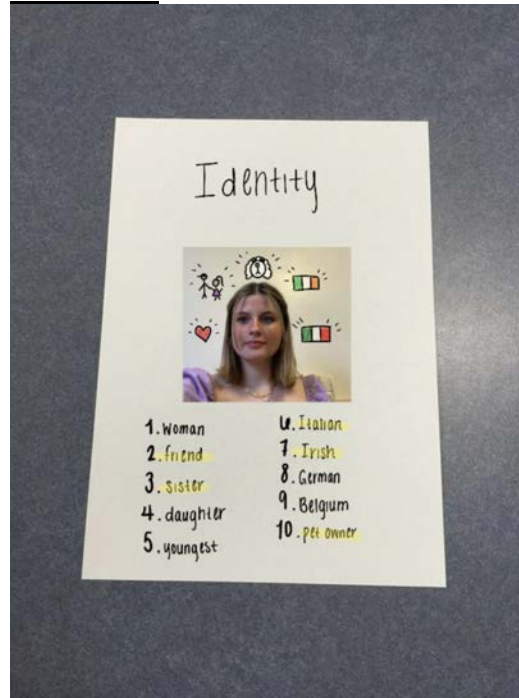
Here, in my example of our completed activity I followed the steps of our procedure. First, I put a headshot photo of myself on a google doc and printed it out on an 8x11 piece of paper in color, and labeled it My Identity in sharpie. Next, I made sure there was enough room to add my identity list and coloring space. I then proceeded to list my 10 identities that identified me under my picture, and then highlighted the 5 I believe Represented me the best. I then used colored pens to draw my identities around my headshot, and my identities are seen in the colored drawings.

**Haley S.:**



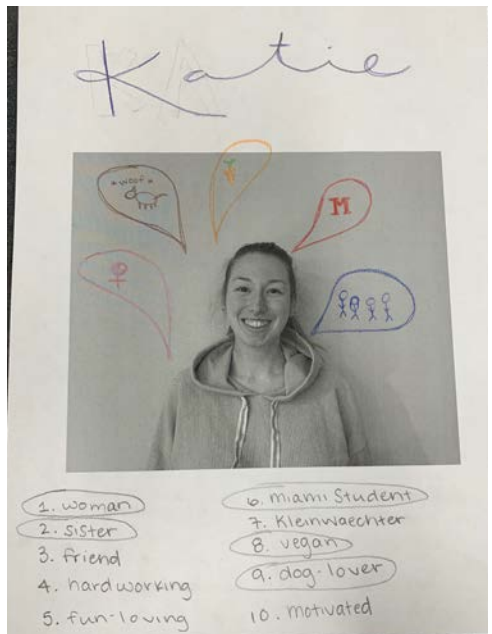
In my example I personally took my picture and printed it out in color. I listed my 10 identities, mostly focusing on my values and qualities. I then picked five that are most important to me and I could represent through drawings. I used colored pencils and then black markers to outline my drawings.

**Michelle R.:**



When completing this lesson plan I focused on what my answers would be if someone were to come up to me and ask me “what about your identity makes you, you?”. I then took my 10 answers and found 5 that I resonated with the most. After this step I was able to come up with symbols that captured each word of my identity.

**Katie K.**



For this lesson plan I took my photo and printed it out and thought of ways that identify myself and different aspects that make me unique and help give a better picture of who I am. When figuring out which identifiers to draw I focused first on the ones I felt I could turn into a shape that I would understand, then next I the five that I felt best described me. Through this I tried to also be creative and have fun making my poster.

**Resources:**

<http://www.yourvoteyourvoicemn.org/past/communities/african-americans-past/civil-rights-movement-and-right-vote-1954-1965/voter>