

PASSION LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

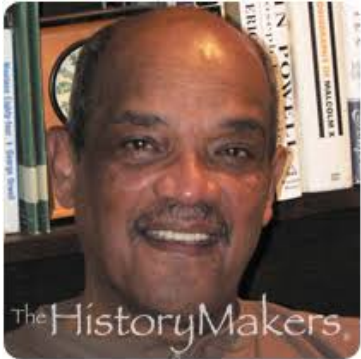
<p>Lesson Developed by spring 2021 Miami University (OH) students:</p> <p>Anna J. Alexa J. Elyse R. Rachelle S.</p>	<p>Grade level:</p> <p>5th grade</p>	<p>Theme/Big Idea:</p> <p>Passion</p>
--	---	--


Time Frame for Lesson: 60 min



<p>Lesson Title:</p>	<p>Passion for Purpose</p>
<p>Lesson Overview:</p>	<p>The art project is to connect passion to them individually and get them excited about what they already love to do could have a potential influence over the world.</p> <p>They will dive deeper into their passion to reflect on why they love it, what influenced them to love it, and how it could influence</p>

	<p>others. After they are all complete they will be put together as one large hand holding up a picture/paper collage of the world- showing how small passions, when put together and spread to others can create great change!</p> <p>The overall purpose will be to relate individual passions and how they can influence the world when small changes are all put together. This is important because it does not feel like our passions and our small choices can do great things but they can!</p>
<p>Essential Questions:</p>	<ul style="list-style-type: none"> ● What is a passion of yours? ● What influenced your passion? ● How do/could you use your passions to encourage other people? ● How is your passion a positive influence for later generations?
<p>Objectives:</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Evaluate a historical photograph and explore its connections to the student's personal life. (5RE) ● Apply ideas concerning the big themes of this picture and/or passions to their personal passion- creating a collage of their hand filled with their passion and how it influenced them/ can influence others. (5PR). ● Reflect on the events that led to the creation of Freedom Schools in order that we can remember their significance (5PE) How at that time, students individual passion fueled overall change ● Describe how your personal passions impact self and others. (5SE A2. 1.C)
<p>Standards (Ohio Visual Arts Standards):</p> <p>Ohio Social Emotional Learning Standards</p>	<p>5th grade Ohio Visual Arts Standards:</p> <ul style="list-style-type: none"> ● 5PR During collaborative art making experiences, demonstrate respect and support for peer ideas and creativity. ● 5PE: Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works ● 5RE: Express what was learned and the challenges that remain when assessing their artworks. <p>Ohio Social Emotional standard (Grades 3-5):</p> <ul style="list-style-type: none"> ● 5 SE: Identify and describe how personal choices and behavior impacts self and others
<p>Materials:</p>	<ul style="list-style-type: none"> ● Multi-colored Cardstock paper-different skin color options ● Scissors ● Colored pencils/crayons/or markers ● Glue or tape ● Printed photo of their passion (email to teacher or printed at home) if not able to do so they can draw themselves doing their passion/ something that represents it).

<p>Lesson Vocabulary:</p>	<ul style="list-style-type: none"> ● Passion- A strong feeling/ emotion for an interest/activity. Usually brings enjoyment ● Influence- the action/process of creating change in others actions, behaviors or opinions. ● Freedom School: A school built in the 1960s to help Black youth attain an education ● Documentary Photography: style of photography that provides straightforward/ accurate representation of people, places, objects, and events ● Contour line: a line that shows the basic form/outline of the object without using any shading or other techniques ● Monochromatic: art using different tints and shades of one color. ● Shade: a color mixed with black
<p>Historical information about the image:</p>	<p>Freedom Schools</p> <ul style="list-style-type: none"> ● The Freedom Summer project of 1964 helped organize 40 Freedom Schools to help educate poor African American people in the South ● These schools were designed to end the vicious cycle of illiteracy that existed on many sharecropping farms. ● Six-week summer program ● Succeeded in teaching nearly 2500 people ● Served all generations including kids, parents, and grandparents ● Newfound education helped them to understand and become more involved in the American political process ● Freedom school was used as a tool to liberate. Oppression using the power of education <p>Herbert Randall</p>  <p>The HistoryMakers</p> <ul style="list-style-type: none"> ● Well-known professional photographer ● Known for his black and white documentary photography style ● African American/Native American from the Bronx ● Published 831 photographs that portray the Freedom Summer ● His pictures from Freedom summer show images portraying violence towards volunteers, the Freedom schools, and voter registration <p>Black and White photography</p> <ul style="list-style-type: none"> ● Cheaper to create black and white than color

	<ul style="list-style-type: none"> • Many photographers of the Civil Rights Movement considered color to be distracting • Intentional use of black and white documentary photography style for activist purpose • Photos being in black and white gives more depth to an image and allows for more imagination and emotion.
<p>Questions for your image:</p>	<ul style="list-style-type: none"> • Why do you think the woman is so passionate about what she is doing? • Why do you think the kids in the picture look so interested? • What do you think the woman is teaching the kids? • **Based on the information we already learned, why do you think these kids chose to be here? • How do you think the education that these children are receiving will help them become more involved in becoming a responsible citizen? • How is she using her passion to influence others?
<p>Visual Culture Component:</p>	<p>This is a reading of a picture book that is written about two best friends in the year 1964. They are best friends who have so much in common, yet are viewed as unequal to the world. As we listen to the reading, think about how their passions for things they like to do as well as their friendship, can influence positive change in the future.</p>  <p>https://www.youtube.com/watch?v=gteh1eINvhl Freedom Summer- children book read aloud</p> <p>Watch Time: 3:22-10:25 Total Time: 7min 3 seconds</p>
<p>Procedure:</p>	<p>Total Time: 1:15 hours</p> <p><i>Teacher tip: Create a large representation of the world to display hands with before art session</i></p> <p>To start the lesson, share the Freedom School photo and discuss what the students notice. What types of emotions is this girl displaying? Next, give a brief background on the photo (date, location, time period characteristics). (10 min)</p>

Afterwards, discuss the significance of the lesson's vocab words, **Passion** and **Influence**, and review how these words are connected to this picture as well as the time period. (5 min)

Watch the designated clip from the video, and then follow up by asking the students to connect the main ideas of the picture book to the photograph--what do they both have in common? How does passion specifically connect the book and the photograph? How are the characters in the book and photograph using these keywords for positive change/influence? (10 min)

Now connect the ideas of both the photograph and story book to the students' individual passions--ask: what is your passion? Have the children make a list of their passions, and then allow a couple of the students to share their individual passions with the group (10 min)

Proceed to explaining craft instructions (5 min)

Step 1: Children are first instructed to outline their hands on a piece of brown cardstock

Step 2: Have them individually cut out their traced hands carefully using the scissors provided

Step 3: Ask the students to reflect on the questions listed below and provide an artistic response to them. Encourage the children to use creativity. Provide a range of markers, crayons, pencils, collage photos, etc. which they use to express their thoughts on the hand cutout (25 min).

Question #1: What is your passion?

Question #2: What influences or drives your passion?

Question #3: How might your passion help or influence other people?

Question #4 What do you want to do with your passion in the future?

Question #5: What is your favorite thing about your passion?

***See examples of hands below*

Once all the students have completed their art, collect the hand cutouts and arrange them so that they appear to be holding up the world created pre-made before class. (5 min)

Conclude by discussing with the group how the combination of shared passions (reference the craft just created) can create a positive impact on the world. (5 min)

Assessment:

- Did you:
- Select a **passion** that was **influential** to you personally?
 - Connect your **passion** to how this could positively **influence** others?
 - Articulate how the photograph connected to **passion** and positive **influence**?
 - Effectively and creatively communicate your **passion** through the design on the hand cutout?
 - Actively participate in the discussions regarding the material from this lesson?
- This assessment will be used throughout the activity to gauge student involvement, and it will be the primary determining factor in deciding the individual's grade.

Example images of completed activity/project:



Resources:

- <https://www.shankerinstitute.org/resource/freedom-schools-1964> 1964 Freedom Schools

	<ul style="list-style-type: none">• https://www.childrensdefense.org/child-watch-columns/health/2014/from-freedom-summer-to-freedom-schools/ Info about Freedom Summer• https://www.pbs.org/black-culture/explore/civil-rights-movement-photography/herbert-randall/ Info about Herbert Randall• https://www.loc.gov/folklife/civilrights/survey/view_collection.php?coll_id=1385 more info about H.R.• https://specialcollections.usm.edu/agents/people/737 Herbert Randall• https://www.usatoday.com/story/news/factcheck/2020/06/20/fact-check-most-civil-rights-era-images-werent-made-color/3210472001/ Black and white photography facts• https://www.teachingforchange.org/teaching-freedom-schools Freedom School Info
--	---