

UNITY LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT


<p><b>Lesson Developed by spring 2021 Miami University (OH) students:</b></p> <p>Anna B. Morgan C. Kennedy C. Mia E.</p>	<p><b>Grade level:</b></p> <p>4th</p>	<p><b>Theme/Big Idea:</b></p> <p>Unity</p>
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**Time Frame for Lesson:** 115 minutes (split into 2 days)



<p><b>Lesson Title:</b></p>	<p>A Classroom United</p>
<p><b>Lesson Overview:</b></p>	<p>In this lesson, the students will understand the meaning of unity and how it comes into reality within their own lives. The students will view an image of Fannie Lou Hamer from Freedom Summer and understand how the picture represents music bringing people together in a tough time. Students will then think about what unity means in their own lives and show it through a drawing. After the students complete this portion of the project, the teacher will bring the class together and explain how their classroom is also a form of unity. We will hang their art in the classroom as a daily reminder</p>

	that they can feel united with their classmates and peers.
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>• What does unity mean to you?</li> <li>• What is something that gets you through rough times?</li> <li>• In what ways does music impact your own life?</li> <li>• When are times that people need to be united?</li> </ul>
<b>Objectives:</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• <b>identify</b> images/ times in their life when they experienced strong community (2PR)</li> <li>• <b>construct</b> a drawing of their experience of unity (5PE)</li> <li>• <b>describe</b> what unity is to them and why they chose to draw what they did (3RE)</li> <li>• <b>contrast</b> their ideas with each other and see what they have in common (3RE)</li> </ul>
<b>Standards</b> ( <a href="#">Ohio Visual Arts Standards</a> ):  <a href="#">Ohio Social Emotional Learning Standards</a>	<p>4th Grade Ohio Visual Art Standards:</p> <ul style="list-style-type: none"> <li>• <b>5PE</b> Link ideas in and design of works of art to the emotions and moods expressed in them</li> <li>• <b>2PR</b> Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.</li> <li>• <b>3RE</b> Recognize and describe the relationship of artworks to their social and cultural contexts</li> </ul> <p>Ohio Social Emotional standard (Grades 3-5):</p> <ul style="list-style-type: none"> <li>• A1 2b/ A1 4b/ A3 3b</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Notecards</li> <li>• Pencil/eraser</li> <li>• Colored pencils/markers</li> <li>• Poster board</li> <li>• Glue or tape</li> <li>• Dry erase markers</li> </ul>
<b>Lesson Vocabulary:</b>	<ul style="list-style-type: none"> <li>• <b>Additive process:</b> the process of making a sculpture of art by adding material to the piece</li> <li>• <b>Drawing:</b> a picture or diagram made with a pencil, pen, or crayon rather than paint.</li> <li>• <b>Unity:</b> the feeling of being together, coming together to create a whole, one thing</li> <li>• <b>Music:</b> vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion. A form of expression through sound.</li> <li>• <b>emphasis/focal point:</b> the main idea of the image</li> </ul>
<b>Historical information about the image:</b>	<p>George Hoxie, artist</p> <ul style="list-style-type: none"> <li>• George Hoxie was born in 1907 in upstate New York, and attended Syracuse University</li> <li>• He put himself through college by playing the saxophone in dance bands, even though he didn't read <b>music</b>.</li> <li>• Later moved to oxford, ohio. During that time he attended photography classes at the University of Cincinnati</li> </ul>

	<ul style="list-style-type: none"> <li>• In the late 1940s he opened a studio in Cincinnati, later opening his own in Oxford.</li> <li>• Known as "Foxie Hoxie" and "Hocus Focus"</li> <li>• His own <b>photographs</b> traveled all over the world, winning national and international awards</li> </ul> <p>Content about Fannie Lou Hamer and who she was, how she led volunteers at FS training, what Freedom Songs were, role of <b>music</b> in non-violent resistance and protest</p> <p>Fannie Lou Hamer</p> <ul style="list-style-type: none"> <li>• "I am sick and tired of being sick and tired" famous quote on her tombstone in Mississippi</li> <li>• American voting and women's rights activist, community organizer and leader in civil rights movement</li> <li>• Helped found Mississippi Freedom Democratic Party</li> </ul> 
<p><b>Questions for your image:</b></p>	<ul style="list-style-type: none"> <li>• What does this picture make you feel?</li> <li>• How does this picture represent unity as a way to get through hard times?</li> <li>• What do you think happened before this image was taken?</li> <li>• If this artwork were music, what would it sound like?</li> </ul>
<p><b>Visual Culture Component:</b></p>	<p><a href="https://www.brainpop.com/socialstudies/famoushistoricalfigures/fannielouhamer/">https://www.brainpop.com/socialstudies/famoushistoricalfigures/fannielouhamer/</a> 7:54 Minutes</p> <p><b>Introduce video + open ended questions</b></p> <ul style="list-style-type: none"> <li>- Tim &amp; Moby are going to walk us through the importance of Fannie Lou Hamer. She fought hard to get African Americans the right to vote. Her journey wasn't easy, so this video will give us more information on why she's so important!</li> <li>- Think about what may happen if a group of people are kept from voting on something.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- Who are a few examples of leaders you know &amp; what have they accomplished?</li> <li>- What do you think of Fannie Lou Hamer's character?</li> <li>- If Fannie were alive today, what would you say to her?</li> </ul>



**Procedure:**

Total Time: **115 minutes**

**DAY ONE**

- Before starting the project, sit the class in a circle and describe the meaning of unity (20 min)
- Show them the picture above, ask how that picture reminds them of unity (10 min)
- Give examples of unity and write them on the board so students can use it for ideas (5 min)
- Describe to the students that they will be drawing a picture that represents unity to them (5 min)
  - Can include words
  - Have students come to class prepared to draw for the next day (This will give them time to truly think about what unity means to them)

**NEXT DAY**

- The teacher will start this project with playing music in the background (can be any song)
- Have students sit at a desk and begin drawing on the notecard (30 min)
  - During this, students are welcome to chat with their peers
- After its completed, join back as a class and discuss what everyone drew and how it represents unity to them (25 min)
- Next, bring out the poster board and have the class come up with a creative classroom name (write that in the middle of the poster board) (5 min)
- Glue/tape everyone's notecard around the classroom title (10 min)
- Explain to the class that even though everyone has a different idea of unity, the whole class itself also represents a unit. The poster board will represent this. (5 min)
- Hang up the poster board in the classroom so the students can always refer back to it

**Assessment:**

Did you:

- Understand the meaning of **unity**?
- Consider the different ways **unity** can bring people together during tough times?

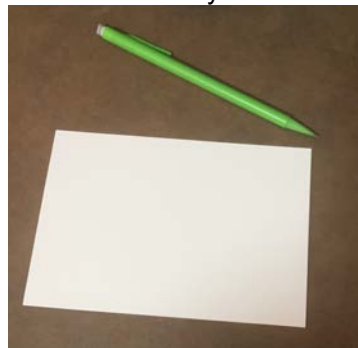
- Think about the ways **music** has impacted your own life?
- Discuss who Fannie Lou Hamer and George Hoxie were and their importance?
- Combine the ideas of unity into the **drawing** activity?
- Identify the similarities and differences between your classmates' ideas of **unity** and your own?
- Explain how the classroom is a form of **unity**?

Example images of completed activity/project:

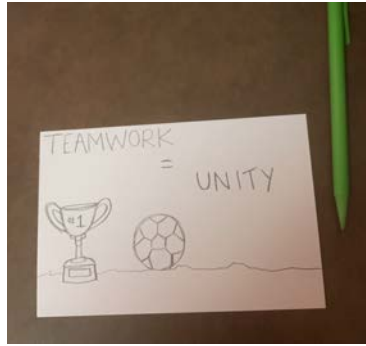


**Morgan:** I chose Unity as my example image because music is something that brings me and my friends close together. Me and my roommate always listen to music together when we are happy, sad, or anxious. It truly brings us a sense of unity.

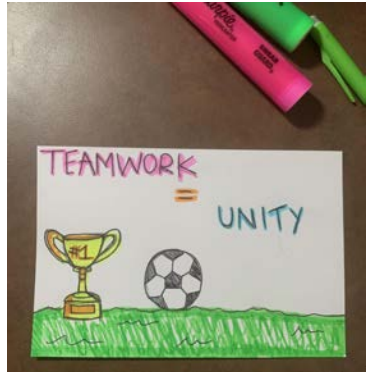
**Kennedy:** I chose a prayer service as my example of unity because it was the first thing that came to mind when thinking of an experience that made me feel united with my peers. I remember vividly in both grade school and high school having prayer services when we needed to come together the most. If someone in our community fell ill or something happened in the US, we would all come together and pray for the families/those involved. It truly is a simple gesture, but it really brings you together in times of need or when you need to feel united as one.



STEP 1



STEP 2



STEP 3



STEP 4

**Resources:**

- <https://www.pbs.org/wgbh/americanexperience/features/freedomsummer-hamer/> Fannie Lou Hamer
- <https://snccdigital.org/people/fannie-lou-hamer/> SNCC archive - Fannie Lou Hamer
- [https://npg.si.edu/object/npg\\_NPG.96.169](https://npg.si.edu/object/npg_NPG.96.169) National Portrait Gallery - Fannie Lou Hamer
- <http://ucr.emuseum.com/collectionoverview/4427?t:state:flow=0fd894f8-7d43-42af-9f01-ec2dd4896c10#sthash.5C2uOCgH.dpbs> George Hoxie, artist
- [http://www.luminous-lint.com/app/photographer/George\\_Richmond\\_Hoxie/](http://www.luminous-lint.com/app/photographer/George_Richmond_Hoxie/) Info about George Hoxie
- <https://www.youtube.com/watch?v=YTDGar-Zw8U> Voice of Freedom: Fannie Lou Hamer - video about the book