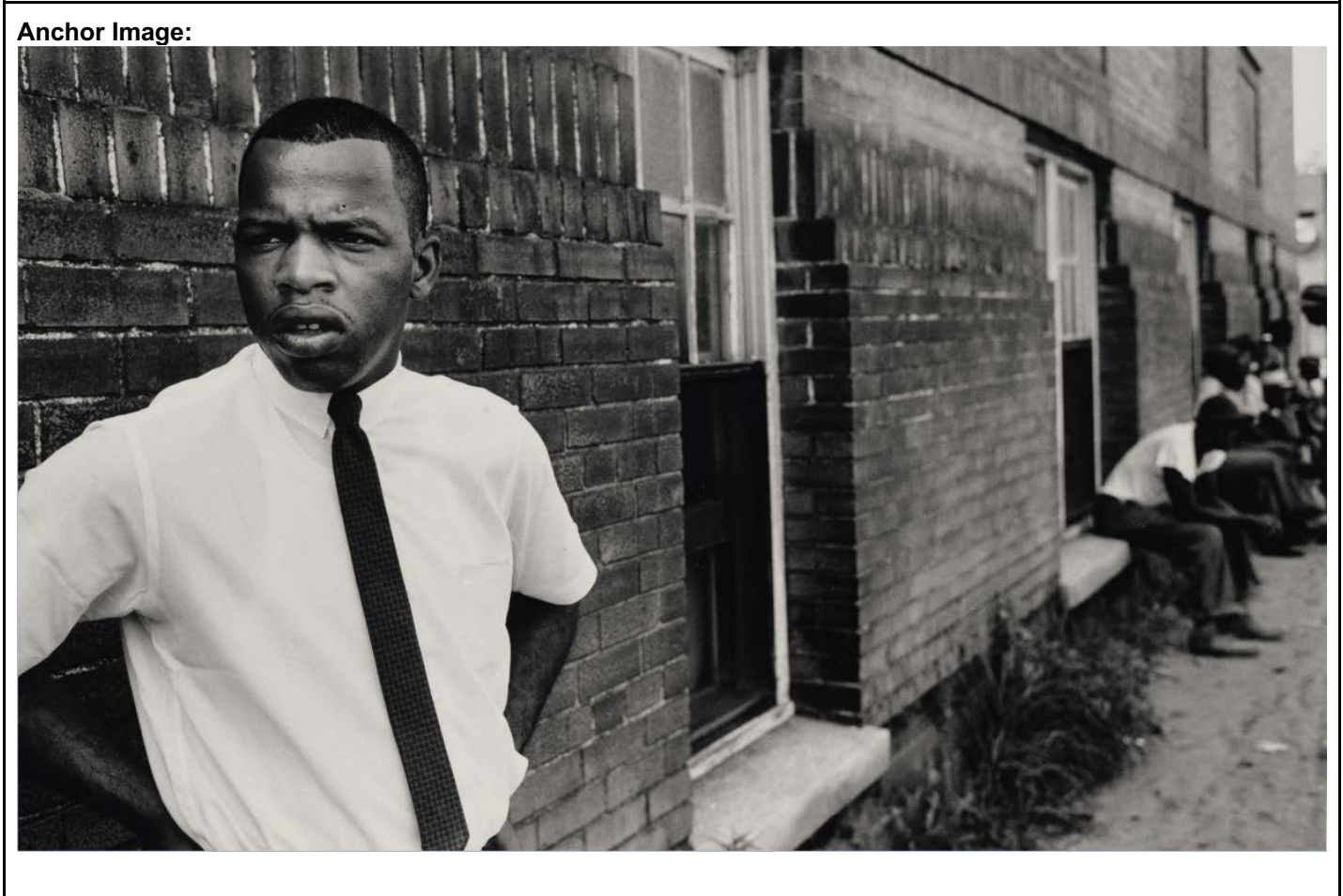


EMPOWERMENT LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

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| <p>Lesson Developed by spring 2021 Miami University (OH) students:</p> <p>Monica D. Alanna M. Hilary O. Summer W.</p> | <p>Grade level:</p> <p>5th grade</p> | <p>Theme/Big Idea:</p> <p>Empowerment</p> |
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Time Frame for Lesson: 130 min (Day 1: 60 min) (Day 2: 70 min)



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| <p>Lesson Title:</p> | <p>Empowering Today for an Empowered Tomorrow</p> |
| <p>Lesson Overview:</p> | <p>We will learn about empowerment, what makes you feel empowered and how you can make other people feel empowered. Groups of three will discuss positive characteristics of your peers to help empower them. Next, each student will make a collage of empowering words from magazines and</p> |

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| | <p>newspapers. For this activity, we will learn about John Lewis and how he empowered others throughout the Civil Rights Movement and for decades beyond. We will connect this to students empowering each other, and the importance of this in daily life.</p> |
| Essential Questions: | <ul style="list-style-type: none"> • Why is it important to empower each other? • In what ways do you feel empowered and in control in your life? • How can you empower others? • How have others empowered you? |
| Objectives: | <p>Students will:</p> <ul style="list-style-type: none"> • Identify how historical and cultural contexts influenced Steve Schapiro when creating his art (2PE). • Practice respect and support for peers during collaborative artmaking (5PR). • Express how personal experiences can influence artists (2RE). • List positive characteristics about themselves and others (A2. 1.b). |
| <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"> • (2PE) Identify and communicate how historical and cultural contexts influence ideas that inform artists • (5PR) During collaborative art making experiences, demonstrate respect and support for peer ideas and creativity. • (2RE) Describe how personal experiences can influence artistic preferences. <p>Ohio Social Emotional standard (Grades 3-5):</p> <ul style="list-style-type: none"> • A2. 1.b Identify personal strengths based on interests and qualities |
| Materials: | <ul style="list-style-type: none"> • Construction paper • Scissors • Newspaper • Magazines • Glue or tape • Colored pencils <ul style="list-style-type: none"> • <u>Safety</u>: scissors are grade level appropriate, but safety measures will need to be in place when students are using them. Each student will sign out a pair of scissors and these will be collected at the end of class to ensure all scissors are safely returned before students leave. |
| Lesson Vocabulary: | <ul style="list-style-type: none"> • Empowerment/empowering/empower: the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights. • Collage: a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric onto a backing. • Leading lines: lines that appear in a photograph that have been framed and positioned by the photographer to |

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| | <p>draw the viewer's eye towards a specific point of interest</p> <ul style="list-style-type: none"> ○ Link to definition: https://www.masterclass.com/articles/how-to-use-leading-lines-in-photography#:~:text=Leading%20lines%20are%20lines%20that,designated%20portion%20of%20the%20photograph. <ul style="list-style-type: none"> ● Digital media: media that is created, viewed, distributed, modified, and preserved on digital electronics devices <ul style="list-style-type: none"> ○ All definitions taken from <i>Oxford Languages</i> unless specified |
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| <p>Historical information about the image:</p> |  <ul style="list-style-type: none"> ● (Steve Schapiro, artist https://www.all-about-photo.com/photo-articles/photo-article/581/exclusive-interview-with-steve-schapiro) <p>Steve Schapiro was an American photographer, photojournalist, activist, and documentarian. He worked as a freelance photojournalist beginning in 1961, and continued to work in a documentary vein until his death, January 15, 2022.</p> <p>He covered many stories related to the Civil Rights movement, including the March on Washington for Jobs and Freedom, the push for voter registration, and the Selma to Montgomery march. His artworks have been widely reproduced in magazines and books related to American cultural history from the 1960s forward, civil rights, and motion picture film.</p> |
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(Dr. King marches from Selma to Montgomery, <https://www.wbez.org/stories/civil-rights-era-photos-illustrate-new-edition-of-james-baldwin-book/1523a503-0f1c-43db-b9bc-b7e2e2455517>)



(Jackie Robinson, Rosa Parks, and Other Activists March on Washington, 1963, <https://www.artsy.net/artwork/steve-schapiro-jackie-robinson-rosa-parks-and-other-activists-march-on-washington>)

His "John Lewis, Clarksdale Miss, 1963" photograph was taken on a photography assignment for LIFE magazine to photograph prominent civil rights activists. He went to Clarksdale, Mississippi to document training sessions that took place in church basements across the South. In those meetings, volunteers studied how to react to the racism they would encounter in their work. That day in Clarksdale, as Schapiro watched a line of ministers file into the

church, he noticed among the group another well-known Freedom Rider in a tie and button-down shirt: John Lewis. He asked Lewis if he could take his photo, and the young man agreed. (Source: Monroe Gallery of Photography)

Questions for your image:

- What do you think John Lewis is looking at in the image? How do you think he might feel?
- What is the importance of **leading lines** in this picture?
- How is **empowerment** represented in this picture?
- Why do you think the photographer thought this image was important to capture?
- This image was the cover of *TIME* Magazine in August 2020. Why do you think it's still talked about so many years later? How has this image made an impact?
- How can **digital media**, like this image of John Lewis, be used to **empower** people?

Visual Culture Component:



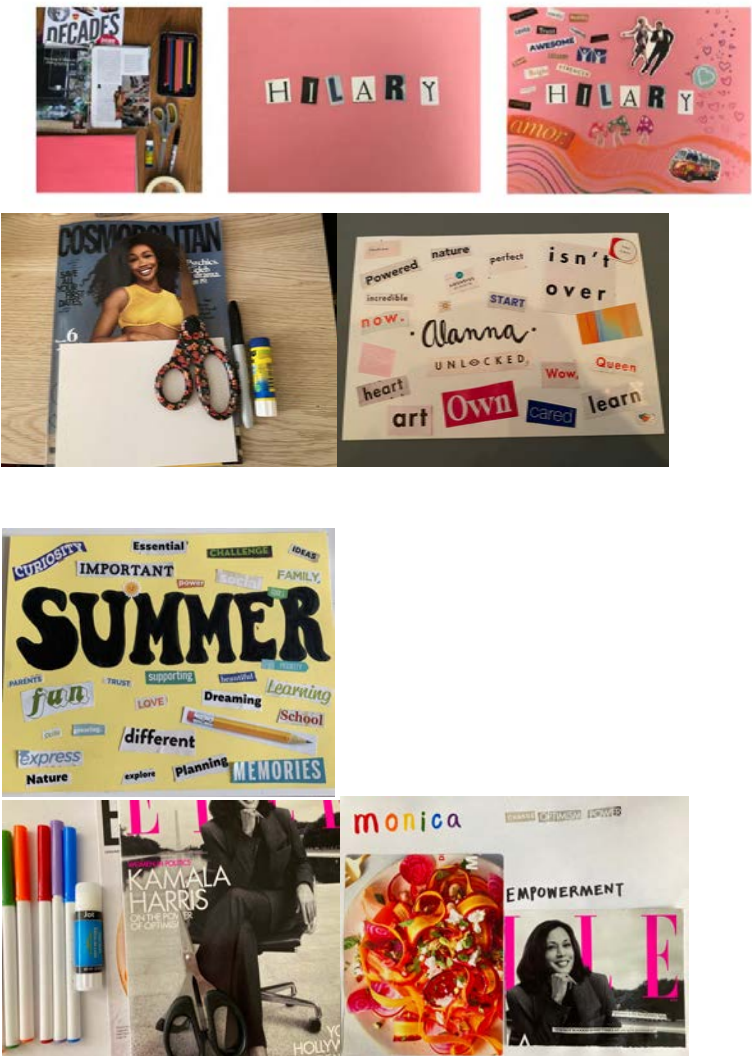
Civil Rights Brainpop (5:40)
<https://www.youtube.com/watch?v=tT3EIKmKpaQ>
 This video informs us about the Civil Rights Movement and how it affected citizens of the United States. This video also mentions important activists during this time.

- Can you identify aspects of **empowerment** shown in this video?
- John Lewis was a Freedom Rider, what is a Freedom Rider and how did these individuals along with others that participated in peaceful protest **empower** others?
- How does this video make you feel? Did you learn anything new about the Civil Rights Movement?



John Lewis: Civil Rights Leader (2:27)
<https://www.youtube.com/watch?v=V92wuGnFxBK0>
 This video discusses who John Lewis was and why he was so important during the Civil Rights Movement.

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| | <ul style="list-style-type: none"> - How was John Lewis an empowering activist? Can you identify empowering characteristics of John Lewis? - What is one fact that surprised you about John Lewis? |
| <p>Procedure:</p> | <p>Total Time: 130 min (60 min day 1 and 70 min day 2)</p> <p><u>Day 1:</u> (60 min)</p> <p>Step 1: Introduce lesson to class as described in the introduction. (5 min)</p> <p>Step 2: Introduce essential questions about the videos and then watch both videos. (15 min)</p> <p>Step 3: Look at the John Lewis image and answer the questions individually or as a class. Encourage students to think about digital media and leading lines in terms of emphasis when analyzing the image. (10 min)</p> <p>Step 4: Identify what empowers you and how you can empower others. Discuss why it is important to feel empowered and to empower others. (15 min)</p> <p>Step 5: Students get into groups of three and discuss positive characteristics about their peers to empower them. (10 min)</p> <p>Step 6: Introduce tomorrow's activity and have students think about empowerment and what words empower them for their activity tomorrow. (5 min)</p> <p><u>Day 2:</u> (70 min)</p> <p>Step 1: Remind students about the activity (can show example collages). Every student gets one piece of construction paper, colored pencils, magazine and newspaper pages, scissors, and glue. Each student checks out a pair of scissors. (5 min)</p> <p>Step 2: Students write their name on their construction paper in any way they choose. (5 min)</p> <p>Step 3: Cut out words, phrases, and pictures from the magazines and newspapers that empower you and glue them around your name on the construction paper. Students also have the option to use a writing utensil to write their own words and add decorations. Students should incorporate at least five empowering words on their collage. (35 min)</p> <p>Step 4: Answer the essential questions. (10 min)</p> <p>Step 5: Look at other student's artwork and think about how it is similar or different from yours. Think about how different things can empower different people. (5 min)</p> <p>Step 6: Complete the assessment. (2 min)</p> <p>Step 7: Cleanup: Have each student bring up their scissors one at a time. Recycle all scraps not used in the recycling bin. Return all magazines and newspapers to the front. (3 min)</p> |

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| | <p>Step 8: Revisit the essential questions after they have made their collage. How did this activity make you feel? Did you learn anything new about empowerment? (5 min)</p> |
| <p>Assessment:</p> | <p>Did you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify how historical and cultural contexts influenced Steve Shapiro when creating his art? <input type="checkbox"/> practice respect and support for peers during collaborative artmaking? <input type="checkbox"/> express how personal experiences can influence artists? <input type="checkbox"/> include at least 5 words that empower you in your collage? |
| <p>Example images of completed activity/project:</p> |  |
| <p>Resources:</p> | <ul style="list-style-type: none"> • https://miamioh.edu/news/top-stories/2018/03/freedomsummer-award-lewis.html (This resource is from Miami University and discusses John Lewis winning the Freedom Summer of '64 award.) • https://www.masterclass.com/articles/how-to-use- |

[leading-lines-in-photography#:~:text=Leading%20lines%20are%20lines%20that,designated%20portion%20of%20the%20photo graph](#)

(This resource is about “How to Use Leading Lines in Photography”)

- <https://www.all-about-photo.com/photo-articles/photo-article/581/exclusive-interview-with-steve-schapiro>
(This is the photo of Steve Schapiro, the artist that captured the image of John Lewis.)
- <http://steveschapiro.com/biography.html>
(This resource is a biography of Steve Schapiro, the artist that captured the image of John Lewis.)
- <https://www.wbez.org/stories/civil-rights-era-photos-illustrate-new-edition-of-james-baldwin-book/1523a503-0f1c-43db-b9bc-b7e2e2455517>
(This is Steve Schapiro’s artwork photo, “Dr. King marches from Selma to Montgomery”.)
- <https://www.artsy.net/artwork/steve-schapiro-jackie-robinson-rosa-parks-and-other-activists-march-on-washington>
(This is Steve Schapiro’s artwork photo, “Jackie Robinson, Rosa Parks, and Other Activists March on Washington, 1963”.)
- <https://www.monroegallery.com/news/press/the-story-behind-time-s-commemorative-john-lewis-cover>
(This article discusses the history and context behind the image of John Lewis.)
- <https://www.youtube.com/watch?v=tT3EIKmKpaQ>
(This resource is a YouTube video about “Civil Rights Brainpop”.)
- <https://www.youtube.com/watch?v=V92wuGnFxK0>
(This resource is a YouTube video about “John Lewis: Civil Rights Leader”.)