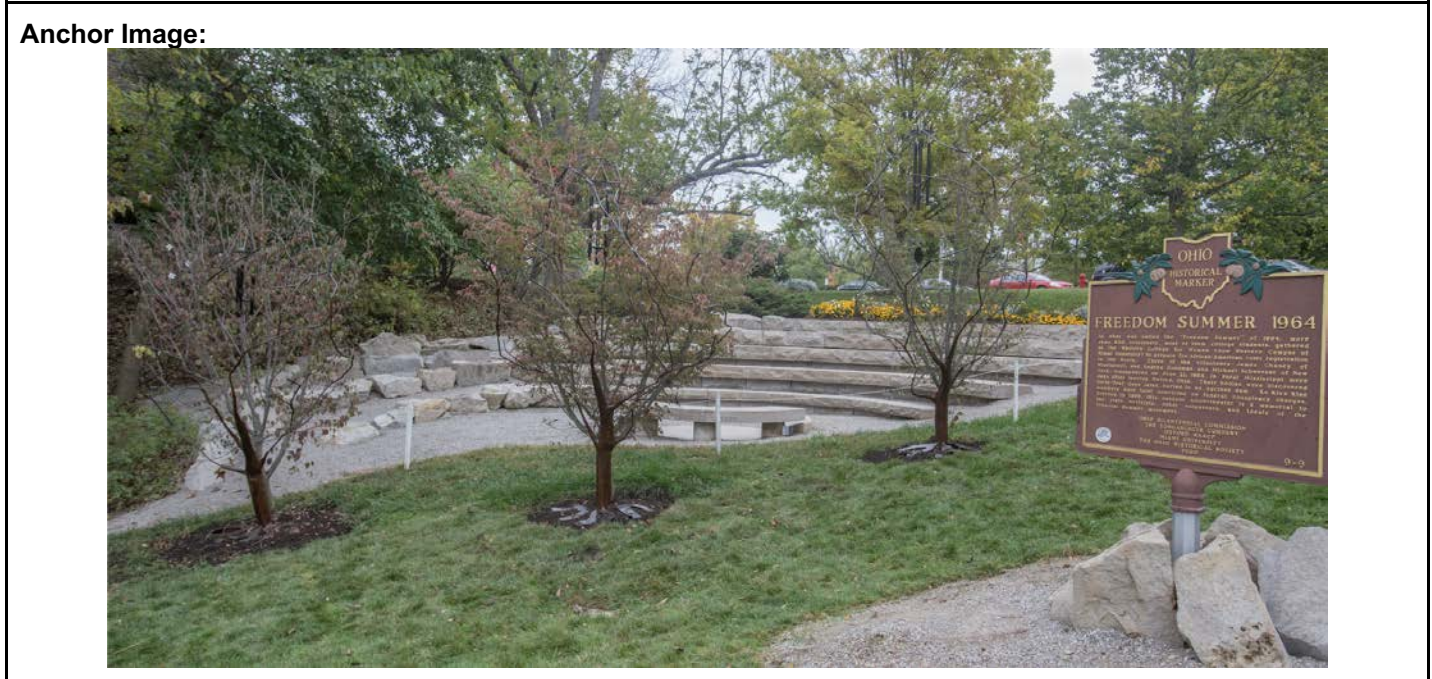


MEMORY LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT


<p><b>Lesson Developed by spring 2021 Miami University (OH) students:</b></p> <p>Juliana B. Skylar C. Mia F. Yihao K.</p>	<p><b>Grade level:</b></p> <p>4th</p>	<p><b>Theme/Big Idea:</b></p> <p>Memory</p>
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**Time Frame for Lesson:** Approx. 2 hours split over 2 days



<p><b>Lesson Title:</b></p>	<p>Memorial for your <b>Memories</b></p>
<p><b>Lesson Overview:</b></p>	<p><b>Memorials</b> are an important part of our world, as they are physical reminders of events in the past. Over the course of two days, students will be learning about different memorials, mainly the Freedom Summer memorial, and creating their own memorial for a memory that is important to them. Students will be using a photograph or a physical object as a base for their piece, with an artistic representation of their memory behind this physical object.</p>
<p><b>Essential Questions:</b></p>	<ul style="list-style-type: none"> <li>● Think of your favorite <b>memory</b>. How does that <b>memory</b> make you feel?</li> <li>● How can you express these <b>memories</b> through art?</li> <li>● How do your feelings about <b>memories</b> relate to what those parts of the Freedom Summer memorial were feeling?</li> </ul>
<p><b>Objectives:</b></p>	<p>Students will:</p>

	<ul style="list-style-type: none"> <li>• [Blooms verb] finish sentence. (connected standard, ex. 5PE)</li> <li>• Describe and reflect on a memory of a significant event in their life that they would like to create a memorial for (<b>3RE A1. 2.B</b>)</li> <li>• Define the reason why the memory is valuable to the memorial in an art format (<b>5PE A4. 1.b</b>)</li> <li>• Express and construct the visual memorial that related to their memories by using the current art materials (<b>2PR A1. 4.B</b>)</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><b>4th Grade Ohio Visual Art Standards:</b></p> <p><b>5PE</b> Link ideas in and design of works of art to the emotions and moods expressed in them.</p> <p><b>2PR</b> Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.</p> <p><b>3RE</b> Recognize and describe the relationship of artworks to their social and cultural contexts.</p> <p><b>Ohio Social Emotional Learning Standards:</b></p> <p><b>A1. 2.b</b> Identify that emotions are valid, even if others feel differently</p> <p><b>A1. 4.b</b> Describe how current events trigger emotions</p> <p><b>A4. 1.b</b> Identify and describe how personal choices and behavior impacts self and others</p>
<p><b>Materials:</b></p>	<ul style="list-style-type: none"> <li>• A computer and projector in order to show the slide show and video.</li> <li>• <b>EITHER</b> a small object or souvenir from students home that relates to a special memory they have <b>OR</b> a photograph of an object or souvenir.</li> <li>• Some sort of paper for the creative portion to be done on.</li> <li>• As for materials for creating, whatever you have in your classroom should work (i.e. markers, crayons, colored pencils, clay, etc).</li> </ul>
<p><b>Lesson Vocabulary:</b></p>	<ul style="list-style-type: none"> <li>• <b>Art Media</b> : The materials used by artists.</li> <li>• <b>Background</b> : the part of an artwork that seems the farthest away.</li> <li>• <b>Sketching</b> : a preliminary outline of the artwork on paper, usually done lightly in pencil</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Civil Rights Movement</b> : A movement that made sure all people were protected equally by the government.</li> <li>● <b>Focal Point</b> : The area in a work of art that an artist emphasizes.</li> <li>● <b>Freedom Summer</b> : Taking place in Mississippi, it took place in order to increase Black voter registration.</li> <li>● <b>Memorial</b> : Something to help remember a specific place or event.</li> </ul>
<p><b>Historical information about the image:</b></p>	<p><b>Background for Memorial</b>  Scott Kissell, a Miami University photographer, took the image  The physical memorial was dedicated in 2000 and was built to honor three men that were murdered in Mississippi during the fight to register black voters.</p> <p><b>Background for Freedom Summer:</b>  Freedom Summer (The Mississippi Summer Project, 1964), aimed at increasing Black voter registration in Mississippi, the Freedom Summer workers included Black Mississippians and hundreds of out-of-state, predominately white volunteers.</p>
<p><b>Questions for your image:</b></p>	<ul style="list-style-type: none"> <li>● Have you ever been to a <b>memorial</b> before? If so, explain what it looked and why it was made.</li> <li>● Has anyone heard of the <b>Freedom Summer</b> movement before?</li> <li>● What do you know about the <b>civil rights movement</b>?</li> <li>● What about the <b>memorial</b> made you remember it? Why was it significant to you?</li> </ul>
<p><b>Visual Culture Component:</b></p>	<p>As part of the 'Procedure' section, a slide show is included, this is used as the hook or intro to the lesson.</p> <p>The slide show (<a href="#">CLICK HERE</a>) is linked here again.</p> 
<p><b>Procedure:</b></p>	<p>Total Time:  <b>Prior-Week:</b> Send a letter home with your students explaining to parents that the students will be completing an art project in class that requires an item of sentimental value. An example letter is provided below which can be edited to include the turn in date and other specifics.</p>

The option can also be given if students are worried about losing said object, that an image can be sent in through email which can be printed and used in place of the item.

**Pre-Lesson:** Download the slideshow [CLICK HERE](#)



***\*Feel free to make a copy of the slideshow and add in any local memorials near your school. Students may more easily recognize these local memorials and personally connect better to the big idea.\****

### **Day One :**

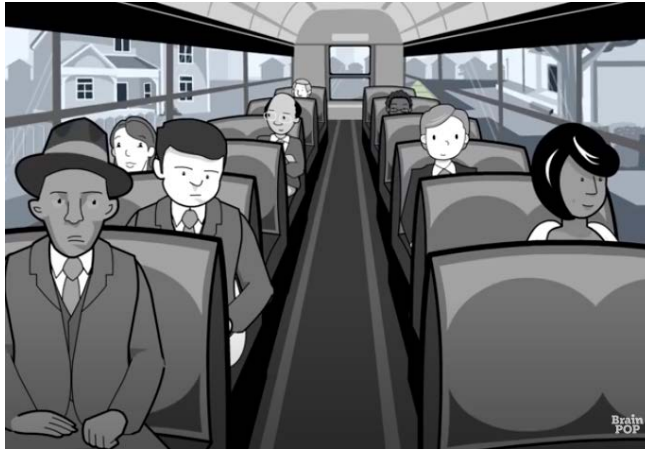
**Step 1:** Start by showing a slideshow presentation. Que questions such as

- “Do you recognize any of these places?”
- “have you ever been to any of these places?”
- “Why do you think these are made?”

**Step 2 :** Once you get to slide **6** ask the essential question “Have you ever been to a memorial before? If so, explain what it looked and why it was made.”

**Step 3 :** Slide **7** is the anchor image for this lesson- the Freedom Summer memorial. Around now would be the time to explain what a memorial is and how it applies to all these photos. Tell the students that the image is of the “Freedom Summer Memorial” and ask if anyone has heard of the Civil Rights movement.

**Step 4:** Play the BrainPOP video about the Civil Rights movement [Click Here for Video](#) (5:40).



***\*BrainPOP does require a membership to view many of its videos including this one. If you do not have a brainpop account this specific video is on YouTube, you can access it [HERE](#). Feel free to incorporate any of the BrainPOP additional resources into your lesson. They can be found to the right of the video.***

**Step 5:** Elaborate on the Civil Rights movement however you see necessary but slowly start to transition into specifically the Freedom Summer Movement.

**Step 6 :** Explain the Freedom Summer Movement that happened at Miami University. Some things to explain :

- **Where** it took place.
  - Mississippi
  - Miami University, Western Campus
    - Oxford, Ohio
- **When** it took place.
  - 1964
  - Specifically June 14-27, 1964 in Oxford
- **Why** it took place
  - Increase black voter registration in Mississippi
- **Who** was involved
  - James Chaney, Andrew Goodman, and Michael Schwerner
  - John Swann
  - Fannie Lou Hamer

***\* In the 'Resources' section, there are several websites and additional videos for you to use to enhance your instruction and give more information for your lecture\****

**Step 7 :** Either as you're explaining or at the end of day have students begin to brainstorm ideas based on their memories. Have students start **sketching** some scenes for their memories. This will allow students to grasp a creative component both days of the lessons.

Checklist for stimulating brainstorming:

- What is an important memory in your life?
- When you envision it, what sticks out to you? An object? A person? What could represent that memory?
- Where did it take place?

- What do you relate the memory with?

Have the students settle on one memory that they want to complete the project on, as they will need to bring in or have a photograph of the item that will serve as the **focal point** in their piece.

**Day Two :**

**Step 8 :** Today you're going to focus more on the **memorial** portion and complete the visual component of the lesson.

Students should each get out or be given the item/photograph that will serve as the **focal point** in their project, as well as a piece of paper which will be the **background**.

While students are sketching out their design, feel free to set up a table of materials at the front of the classroom from which students can choose out of. As noted in the materials list, these items can range depending on what is available in your classroom.

Instruct students to start by lightly **sketching** out the scene they want to illustrate on the piece of paper. When completed, they are free to use any materials they would like to color in or finish designing the **background**.

***\*How you would like to complete this section is up to you. The objective is to have the kids create a background for their object or photograph but how this is done can be up for interpretation.\****

**Step 9 :** Once each child is finished with their memorial, have them prepare a short description of what their memorial means and why it is significant.

**Step 10 :** ***EITHER*** have the children set up their memorial and description on their desk or tables and allow them to walk around and look at everyones memorial ***OR*** let each child present their memorials in small groups or to the class.

**Step 11 :** Once everything is finished have them complete this assessment : [CLICK HERE](#). Since their actual project serves as a formative assessment this would be a summative assessment just to make sure they understand the history behind the lesson.

**Step 12 :** After you finish everything, you can allow the children to take their memorials home or leave them on display in the classroom.

**Assessment:**

**Formative Options :**



- The creative project serves as the formative assessment as it allows the children to show that they can create a memorial.

**Summative Options :**

- [CLICK HERE](#) - This is a summative assessment that is included in the procedure. This is a small worksheet that would assess the children on the history or Freedom Summer and the importance of a memorial.

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|  | <ul style="list-style-type: none"><li>- <b>OPTIONAL</b> : <a href="#">CLICK HERE</a> This is a spelling assessment that quizzes the vocabulary words in the lesson. If you would like to use this, we recommend using it at the end of the lesson.</li></ul> |
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**Example images of completed activity/project:**

NAMES	IMAGES	DESCRIPTION
Mia Forte		<p>For my example, I chose to use the resources that were more available to me, which included paint and canvas. I chose a small stuffed toy that I made over the summer. Behind the toy I decided to paint a beach sunset to remind me of the quarantine summer, and the amount of time I spent inside, especially the time I took learning how to sew.</p>
Yihao Kong		<p>For my example, I choose to cherish the memory of how Doctors fight with COVID-19. When a lot of things changed due to the COVID-19, even some of the past memories were influenced by this, but the front-line medical workers always fight for people, no matter gender, race, ethnicity. We should cherish and memorize the sacrifice and hard work that was made by them. And they are the people who protect our memory, and who can allow us to carry our memory to the future.</p>



Skylar Corder



For my example, I used colored pencils to draw a picture of the house I grew up in. When I left for college, my dad gave them this cactus piece that was taken off one of the cactus' in our home. I keep it in my room at school and it reminds me of home.

Juliana Bruno



For my example I painted a picture of flowers. What flowers mean to me is happiness, purity, and love.

<b>Resources:</b>	<ul style="list-style-type: none"><li>• <a href="#">Miami University Freedom Summer Memorial Interactive Map</a><ul style="list-style-type: none"><li>○ This is an interactive map on Miami University's interactive map on the memorial. It gives some great info on the memorial as well as other sites around campus that also have to do with the Freedom Summer Movement.</li></ul></li> <li>• <a href="#">Miami University - Celebrating Freedom Summer</a><ul style="list-style-type: none"><li>○ This is the 'Celebrating Freedom Summer' page on Miami University's website. They have lots of different interesting facts and pictures that educate about both Freedom Summer and the memorial.</li></ul></li></ul>
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