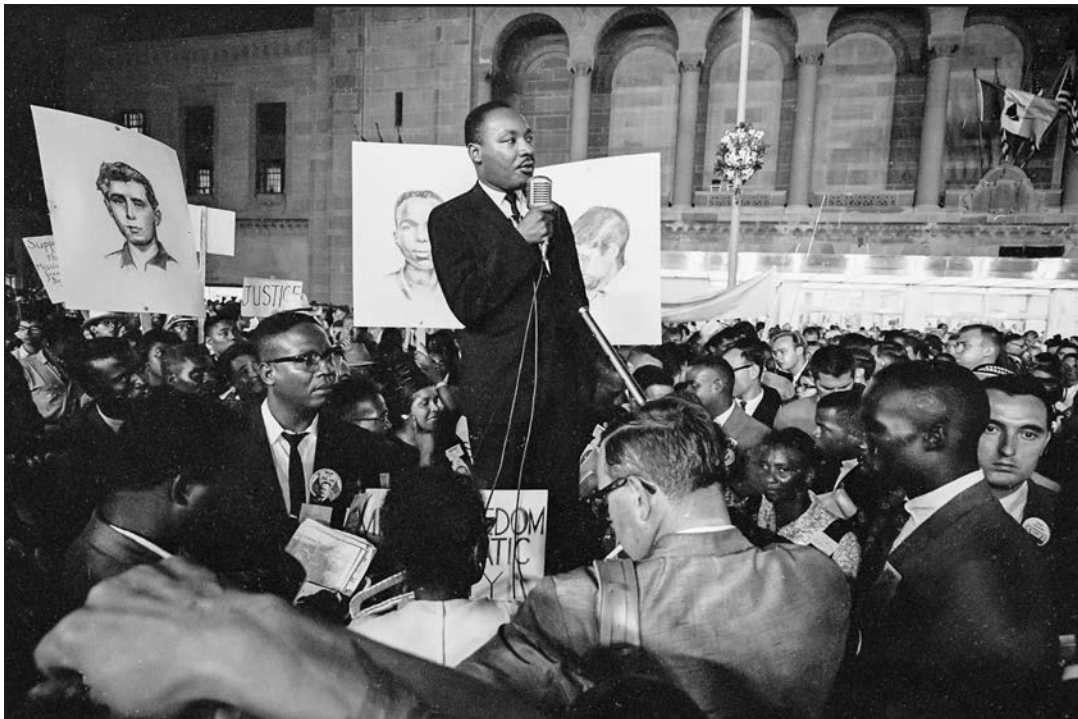


ACTIVISM LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

Lesson Developed by spring 2021 Miami University (OH) students: Bra Braden B. Maria C. Sarah N. Gabby R.	Grade level: 5th grade	Theme/Big Idea: Activism
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Time Frame for Lesson: 1 hour and 45 minutes


Anchor Image:



Lesson Title:	We Are Activists in Our Community
Lesson Overview:	<p>In this lesson students will explore the idea of activism by learning about MLK's impact and influence on the civil rights movement. Students will learn about the historical significance of Freedom Summer and how it connects to the John Lindsay image. Students will work together to define activism and ask themselves ways that they can too be activists. Lastly, students will create a self portrait expressing ways in which they can stand up for things that they are passionate about.</p>

Essential Questions:	<ul style="list-style-type: none"> • What is an activist? What defines it? • How can young people be activists? • What can you do to make a difference and be an activist?
Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> • communicate how their personal art is influenced by their social, environmental, and political views. (4RE) • compose a self portrait and explain how historical and cultural contexts influence the ideas portrayed in their artwork (2PE) • identify a problem that addresses a contemporary social issue and apply that to their artwork (3PR) • describe how their artwork demonstrates how emotions are triggered based off current events (A1.4.b)
Standards (Ohio Visual Arts Standards) Ohio Social Emotional Learning Standards	<p>5th grade visual art standards:</p> <ul style="list-style-type: none"> • 2PE. Identify and communicate how historical and cultural contexts influence ideas that inform artists. • 4RE. Communicate how personal artistic decisions are influenced by social, environmental and political views. • 3PR. Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue. <p>Social and Emotional Learning Standard (3-5):</p> <ul style="list-style-type: none"> • A1. 4.b Describe how current events trigger emotions
Materials:	<ul style="list-style-type: none"> • We recommend that students have access to Colors of the World crayons/colored pencils/markers for their self portrait, however they are not necessary to create the project. • Wide variety of colored and skin-colored construction paper • Variety of markers, crayons, and colored pencils • Magazines for collaging • Scissors • Glue sticks • Black sharpies
Lesson Vocabulary:	<ul style="list-style-type: none"> • Activist - Energetic action or involvement in a movement to get something changed or achieved. Activities may include participating in (or leading of) demonstrations, protests, or passive resistance. • Influence - the ability to affect the actions, behavior, opinions, etc., of others. • Self Portrait: a two or three-dimensional artwork that an artist makes of him or herself • Freedom Summer: Summer long training for college students to travel to Mississippi to advocate for voting rights for Black individuals • Advocating: to speak in favor of • Point of view: a position or angle in which something is observed or considered • Subject: the main idea that is represented in the artwork

<p>Historical information about the image:</p>	<p>John Lindsay/AP (artist)</p> <ul style="list-style-type: none"> • Born in 1921 • Was an American Politician and Lawyer • Served 2 terms as New York Mayor • Wrote the Kerner Report <p>This is a photo of Martin Luther King Jr. on December 4th, 1964 at a news conference in New York City, holding a photo of the three civil rights workers who went missing in Mississippi. Later, it was discovered the men were no longer alive. Because of this, Freedom Summer gained the attention of people and shed light on what was happening in the South.</p>
<p>Questions for your image:</p>	<ul style="list-style-type: none"> • See, think, wonder • What do you see in this picture? • What do you think about when you look at this picture? • What do you wonder about when you look at this picture?
<p>Visual Culture Component:</p>	<p>Video 1</p>  <p>https://www.youtube.com/watch?v=4xXZhXTFWn</p> <p>The Story of Martin Luther King Jr. by Kid President (stop at minute 2:35)</p> <ul style="list-style-type: none"> • In this video, Kid President shares the history of Martin Luther King Jr. and how his perseverance and activism helped change our nation. • Questions to ask students: <ul style="list-style-type: none"> ○ Who is Martin Luther King Jr.? ○ What did he do for our country? ○ How did he make a change? <p>Video 2</p>

	 <p>Can Kids Change the World?</p> <p>https://www.youtube.com/watch?v=8b3Y9xVvQzw</p> <ul style="list-style-type: none"> • This video tells the story of how children were activists during the civil rights movement through sit-ins in Oklahoma City. • Questions to ask students: <ul style="list-style-type: none"> ○ What makes an activist? ○ Who can be an activist? ○ What can you do to be an activist?
<p>Procedure:</p>	<p>Total Time: 1 hour & 45 mins</p> <ul style="list-style-type: none"> • Note: Prior to this lesson, be sure to place a container with necessary materials (listed in the material section) on a table at the front of the room that is accessible to all students <ol style="list-style-type: none"> 1. Teacher shows John Lindsay image and asks students the following questions to engage in a short about the image: (5 mins) <ol style="list-style-type: none"> a. What do you see in this picture? b. What do you think about when you look at this picture? c. What do you wonder about when you look at this picture? 2. Teacher shows the following video about MLK Jr.: https://www.youtube.com/watch?v=4xXZhXTFWn (3 mins) 3. Teacher will briefly discuss Martin Luther King Jr., Freedom Summer, and the significance of the John Lindsay image (10 mins) 4. Teacher will state that MLK Jr. was an activist for the civil rights movement and ask the students what it means to be an activist. Then teacher will facilitate a group discussion around the following questions: (7 mins) <ol style="list-style-type: none"> a. What makes an activist? b. Who can be an activist? c. What can you do to be an activist? 5. Teacher shows the following video about young people being activists during the civil rights movement:

	<p>https://www.youtube.com/watch?v=8b3Y9xVvQzw (8 minutes)</p> <ol style="list-style-type: none"> 6. Teacher leads follow up discussion about what they just learned in the video. Questions could include: (12 mins) <ol style="list-style-type: none"> a. What did you learn from the video? b. What do you think an activist does? c. How can you see yourself portrayed as an activist in your own life/community? (teacher scribes student ideas) 7. Teacher will begin to introduce the self portrait art project. <ol style="list-style-type: none"> a. Teacher defines Self Portrait, Point of view, and Subject. b. Teacher refers to the John Lindsay image and ask the following questions <ol style="list-style-type: none"> i. Is this image a self portrait? Please explain why or why not ii. What is the point of view of this image? iii. Who is the subject in this image 8. Teacher will refer to the written ideas of how the students see themselves portrayed as activists in their life/community. This list may address a social, environmental, political, or ethical issue the student is passionate about. 9. Teacher will explain to the students that they are to choose an issue they are passionate about and construct a self portrait portraying themselves as activists for that issue. (7 minutes) <ol style="list-style-type: none"> a. limitations include: the student must be present in the portrait and it must address a social, environmental, political, or ethical issue the student is passionate about. 10. Students will go back to their seats. One student from each table will take time to grab necessary materials that are laid out for them. (3 mins) 11. Students will begin working on their self portraits. Teachers will circulate the room to address questions and concerns as well as pose thought provoking questions. (30 mins) 12. Students will clean up their areas and communal art spaces. (10 mins) 13. Students have the opportunity to share their artwork with their peers during a whole class discussion (if students do not feel comfortable sharing to the whole group they can share privately with the teacher). During this discussion, students will share the emotions that were triggered when thinking of what they would be activists about. (10 mins)
Assessment:	<u>Formative</u>

	<ul style="list-style-type: none"> • Teacher will observe students during group discussions and while circulating the room during project work time. <p><u>Summative</u></p> <ul style="list-style-type: none"> • Did you <ul style="list-style-type: none"> ○ Explain how historical and cultural contexts influence the ideas portrayed in their artwork ○ Compose a self portrait ○ Communicate how their personal art is influenced by their social, environmental, or political views. ○ Identify a problem that addresses a contemporary social issue ○ Apply identified problem to your artwork
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Example images of completed activity/project:

Maria

When completing this activity I first brainstormed social, environmental, political, and ethical issues I am passionate about. I decided to focus on environmental issues including climate change, sustainability, pollution, and more. To begin the self portrait I decided which materials I wanted to use. I decided on using colored construction paper including skin toned construction paper. I also decided I wanted to use magazines, colored markers, and a sharpie. I then collected all of my materials including scissors and a glue stick. I then made my head and hair out of construction paper seen in the first image below. I then looked through magazines and cut out images that I felt represented my issue of choice. I glued on those pictures and constructed more images out of construction paper and glued those on as well as drew a few images with markers which can be seen in image 2 below. Finally I added my face by using different colored markers and a black sharpie which can be seen in image 3 below.

Image 1

Image 2

Image 3



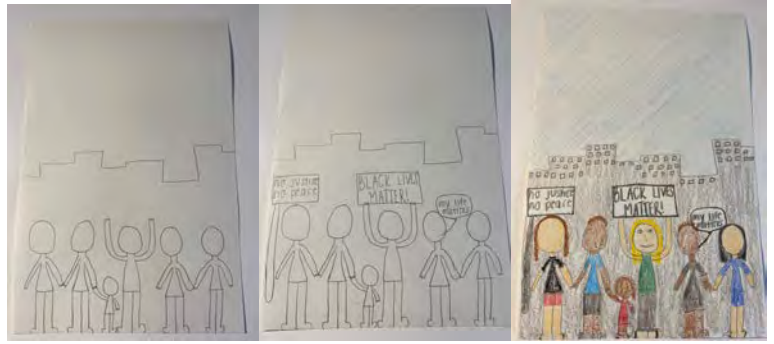
Gabby

My example was created off a photograph that I was actually in. This past summer, I participated in many of the Black Lives Matter protests in my hometown. I chose this because it was an example of a time that I was being an activist and is an issue that I am very passionate about. When creating my piece, I began with drawing the skyline and six different people. I drew these people holding hands to demonstrate unity. In the second image, I added the words. Throughout the protest, I carried a sign that read "Black Lives Matter" so I drew myself holding that, as well as two other people holding signs. In the third image, I added color and the finishing details. I did only give myself a face and that was to demonstrate the self portrait part of the project. While other people were there being activists, this drawing was specifically focused on myself and what I was doing.

Image 1

Image 2

Image 3



Sarah:

The picture that I created showcases my passion for equitable education. I am a senior early childhood education major expected to graduate in the Spring. In getting ready to start my own classroom I have been reflecting about the type of culture that I would like to cultivate with my future students. Making sure that every student feels safe, heard, and represented is something I really want to prioritize to ensure all my students have access to the curriculum. So, when I was creating my picture, I thought about resources that I could use when teaching to obtain this goal. The first resource that came to mind was books so I decided to draw myself reading to the class. Instead of choosing one title or just filling the book in with a solid color, I decided to include the titles of inclusive books that I would like to share with my students. As far as my process of creating my image, I did a sketch first with pencils to outline what I wanted to draw then filled it in with marker and colored pencil. My process is shown below:

Image 1



Image 2



Image 3



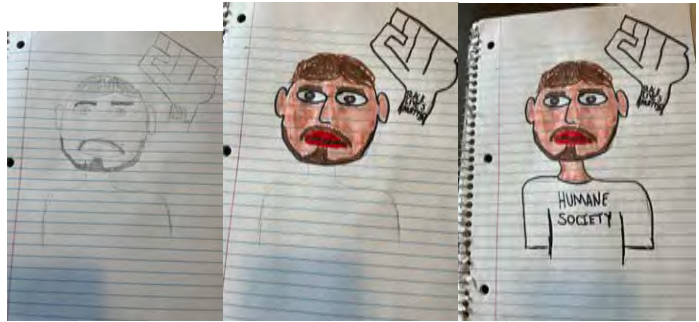
Braden:

In my pictures I showcased the things I'm passionate about. I am a junior sports leadership and management major. During this past summer I had the opportunity to go to a Black Lives Matter protest and it was a life changing experience for me. With my culture and heritage it was truly a life altering day. I'm also passionate about the humane society in the United States. I love almost all animals and seeing dogs and cats without loving families is really heartbreaking to me. I choose to do these two organizations because they both have a special place in my heart and with my family as well. I have adopted two dogs from the Atlanta Humane Society and they have both been the best dogs I could've asked for.

Image 1


Image 2

Image 3





Resources:	https://www.learningforjustice.org/classroom-resources/lessons/who-are-the-activists-in-my-community https://www.youtube.com/watch?v=4xXZhXTFWn https://www.youtube.com/watch?v=8b3Y9xVvQzw https://apimagesblog.com/blog/2016/06/21/mississippi-burning-civil-rights-case-closed https://wgte.pbslearningmedia.org/resource/amex26.soc.64disapp/freedomsummercivilrightsworkersdisappear/ http://missschumachersclassroom.weebly.com/uploads/3/8/7/7/38775001/5th_grade_vocabulary.pdf
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DETERMINATION LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

Lesson Developed by spring 2021 Miami University (OH) students: Josephine D. Heather F. Tara M. Olivia S.	Grade level: 5th grade	Theme/Big Idea: Determination
Time Frame for Lesson: Two days: Day 1- Introduce lesson, discussion questions, and project (have students brainstorm what they would like to do for their posters). Day 2- Create poster and hang poster, posing in front. Reflection and group discussion.		
Anchor Image: 		

Lesson Title:	Determination on Display
Lesson Overview:	Creating a poster board describing something the student is determined to do and creating the background . Then, the student will take a picture of them in front of the posterboard so they are the foreground of what they are determined to do. This

	allows the student to put a visual aspect to their goals and determination , as well as visualizing themselves achieving the goal.
Essential Questions:	<ul style="list-style-type: none"> • What is something you have felt determined to do? • Have you ever felt discouraged in doing something you're determined about? • How are you able to stand up for something and express your beliefs?
Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> • Identify things they are determined to do in order to personally relate to the lesson plan and their artwork. (analysis) (2RE, A2. 1.b) • Create a poster "protesting" for the things they are determined to do then pose in front of the poster for a photo to stand up for their beliefs. (synthesis) (3PR) • Assess the historical and cultural importance of artists using artwork to stand up for their beliefs in a group discussion following the creative project. (evaluation) (2PE)
Standards (Ohio Visual Arts Standards): Ohio Social Emotional Learning Standards	<p>5th Grade Ohio Visual Art Standards:</p> <ul style="list-style-type: none"> • 2PE Identify and communicate how historical and cultural contexts influence ideas that inform artists. • 3PR Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue. • 2RE Describe how personal experiences can influence artistic preferences. <p>Ohio Social Emotional standard (Grades 3-5):</p> <ul style="list-style-type: none"> • Self Awareness <ul style="list-style-type: none"> ◦ A2. 1.b Identify personal strengths based on interests and qualities
Materials:	<ul style="list-style-type: none"> • Poster Board • Markers/Crayons/ any other drawing materials • Access to a camera • A means for propping up posters upon completion (tape, tacks, magnets, etc.)
Lesson Vocabulary:	<ul style="list-style-type: none"> • Determination: a positive emotional feeling that involves persevering towards a difficult goal despite obstacles. • Foreground: the part of the image that is nearest to the viewer • Background: the area or scenery behind the main object, or foreground • Visualization: the representation of an instance, idea, or information in the form of a picture • Documentary Photography: a form of photography used to portray or record a certain event • Suffrage: the right to vote in political elections

<p>Historical information about the image:</p>	 <p>Herbert Randall, artist Traveled to Hattiesburg, Mississippi to photograph African Americans and volunteers who were fighting for Black voter registration in the south. Randall worked as a custodian and bus driver before donating nearly 2,000 of his negatives to the University of Southern Mississippi. Documentary photography was the type of photography Randall used. This is a style that is a very straightforward and accurate representation of people and events.</p>
<p>Questions for your image:</p>	<ul style="list-style-type: none"> • How do you think she is feeling? • What does the writing behind the woman mean? • How does the woman in the picture show determination? • Why are voting rights so important?
<p>Visual Culture Component:</p>	<p>https://www.youtube.com/watch?v=No7ewLdJU_Y 1:18- end</p>  <p>This is a short video of the history of voting rights. It explains how on paper it seemed like all men could vote, but there were many factors prohibiting African American voters. Protestors were met with tear gas and whips when they refused to turn back. Because of these protestors, the Voting Rights Act was signed.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Why do you think it is so important for so many people to gain voting rights? 2. How did these peaceful protestors show determination? 3. Have you ever been so determined to do something?
<p>Procedure:</p>	<p>Total Time: 1 hour and 40 minutes <u>Step 1</u>: Discuss the essential questions related to the historical anchor image. To help add context to the image, include the visual culture component. 25mins (https://www.youtube.com/watch?v=No7ewLdJU_Y)</p> <ul style="list-style-type: none"> - Explain the historical and cultural context of the photo as related to civil rights and the determination it took to demand voting rights. Use the video to first give an overview.

	<ul style="list-style-type: none"> - Discuss how suffrage influenced the artwork of artists and how the students personal beliefs would influence them. - Talk about how determination can achieve things despite discouragement. - Discuss ways to express beliefs, incorporating the use of posters/flyers. <p><u>Step 2:</u> Begin brainstorming what the kids feel determined to speak out about. These ideas can range from the smaller things (more recess, better cafeteria food, favorite sport, etc.) to bigger global issues. 10mins</p> <p><u>Step 3:</u> Have the children create a poster (using poster board, paper, markers, etc.) expressing what they personally feel determined about. 30mins</p> <p><u>Step 4:</u> Hang the poster on the wall and take a photo of the child standing and posing in front of their own poster. If there is access to a printer, these can then be printed and hung on display. 15mins</p> <p><u>Step 6:</u> Evaluate how seeing these posters makes the children feel, and how these posters could have been influential in the historical contexts of suffrage. 20mins</p> <ul style="list-style-type: none"> - Do they inspire you to join the cause? - Do they get a message across?
<p>Assessment:</p>	<p>In a discussion reflection:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How important is it to stand up for what you believe in? <input type="checkbox"/> How are each of us different in what we believe in, and how does that affect what each person created? <p>Did you?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do you understand something new about how artists are influenced by current events? <input type="checkbox"/> Create a background image for something you are determined to do? <input type="checkbox"/> Stand in the foreground of the image and create a photograph?
<p>Example images of completed activity/project:</p>	



Resources:

- <https://www.pbs.org/wgbh/americanexperience/features/freedomsummer-at50-herbert-randall-photographer/>
Herbert Randall video
- <https://specialcollections.usm.edu/agents/people/737>
Herbert Randall Special Collections at University of Southern Mississippi
- <https://www.youtube.com/watch?v=tT3EIKmKpaQ> - brain pop about civil rights movement

IDENTITY LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

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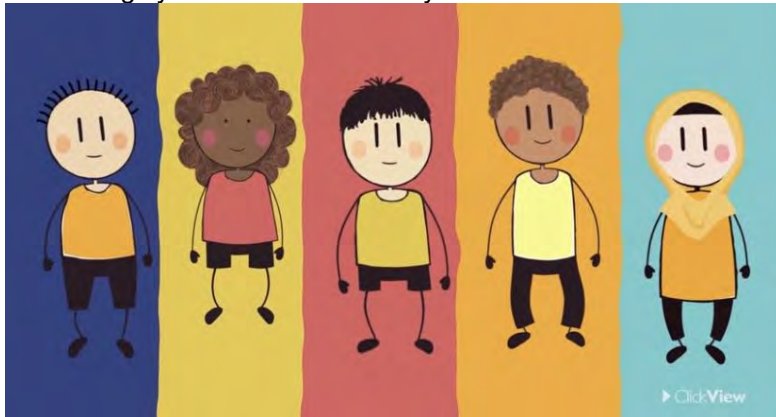
Time Frame for Lesson: 2 Days (day 1 teacher takes pictures, day 2 students work on project for about 50 minutes)

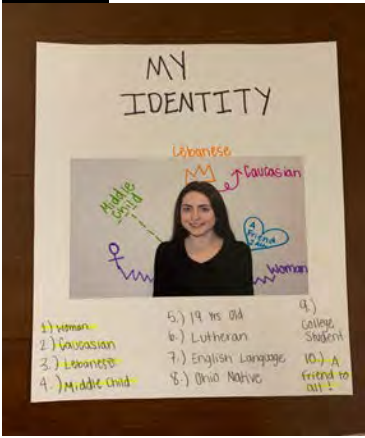
Anchor Image:



Lesson Title:	"Who Are You?"
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Lesson Overview:	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.
Essential Questions:	<ul style="list-style-type: none"> • What is identity? • What are different aspects of your identity? • What are some events that have shaped your identity? • What parts of your identity are you most proud of?
Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> • A2. 1.b Identify personal strengths based on interests and qualities • A4. 2.b Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self • C3. 2.b Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other • D2. 1.b Identify what creates a feeling of belonging in various relationships
Standards (Ohio Visual Arts Standards): Ohio Social Emotional Learning Standards	<p>4th Grade Ohio Visual Art Standards:</p> <ul style="list-style-type: none"> • 5PE Link ideas in and design of works of art to the emotions and moods expressed in them. • 5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art. • 1RE Identify qualities that contribute to the design and meaning of their artworks and the works of others. <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"> • 8 ½ X 11 Picture of the student • Variety of coloring and drawing utensils <ul style="list-style-type: none"> ○ Crayons ○ Markers ○ Colored pencils
Lesson Vocabulary:	<ul style="list-style-type: none"> • <u>Composition</u>: the arrangement of shapes and forms in the artwork • <u>Negative Space</u>: the space around or between objects • <u>Shape</u>: a form or object
Historical information about the image:	These men are known as James Chaney, Andrew Goodman, and

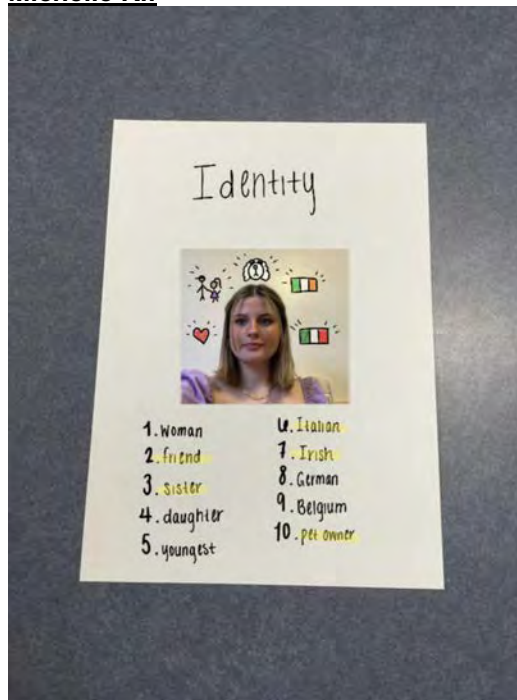
	<p>Michael Schwerner. On the 21st of June they decided to journey out and investigate a church bombing near Philadelphia. They were later arrested for traffic violation, but when they were released, tragedy struck. The Ku Klux Klan, a white racist hate group, kidnapped the poor men and killed them. These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

	<ol style="list-style-type: none"> Students should narrow their lists down to 5 characteristics that they can represent as shapes in their drawings 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 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:	<p>Did you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write down 10 characteristics of identity on your page? <input type="checkbox"/> Narrow down from 10 to 5 identities? <input type="checkbox"/> Represent your 5 identities with shapes in the negative space?
Example images of completed activity/project:	<p>Cate W.:</p>  <p>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.</p> <p>Haley S.:</p>



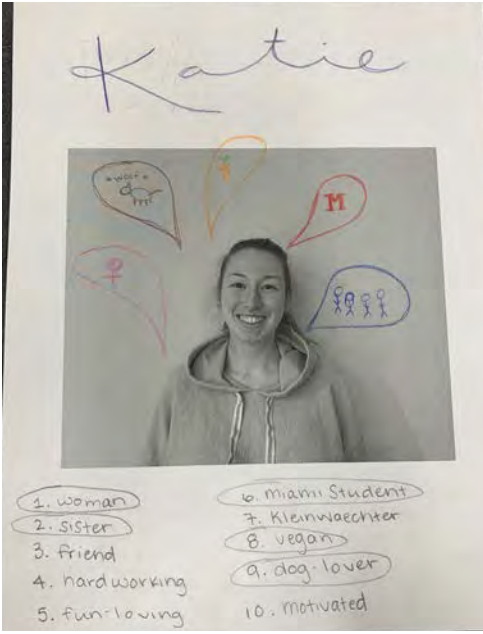
In my example I personally took my picture and printed it out in color. I listed my 10 identities, mostly focusing on my values and qualities. I then picked five that are most important to me and I could represent through drawings. I used colored pencils and then black markers to outline my drawings.

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.

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

BRAVERY LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

Lesson Developed by spring 2021 Miami University (OH) students: Morgan B. Robby L. Sara L. Sofia S.	Grade level: 4th grade	Theme/Big Idea: Bravery
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Time Frame for Lesson: About two class periods or 90 minutes to two hours


Anchor Image:




Lesson Title:	Recognizing Bravery Through Gratitude
Lesson Overview:	Through this lesson, we will empower fourth grade students to be brave through reflecting and expressing gratitude for those in their life that are brave . Teaching bravery to fourth graders allows them to prepare for the bravery needed to transition from elementary school to middle school. We will execute this by first



	<p>teaching students about the Freedom Summer volunteer's bravery in tackling systemic racial voting inequality through the anchor image by Schapiro. We will also help students learn about bravery through our visual culture component of the PBS video. Finally, we will help students apply what they have learned through reflecting on acts of bravery and brave people in their life that they admire. Following the reflection, the students will have an opportunity to demonstrate bravery by using experimental materials as a tool to paint. The students will also have an opportunity to apply the learning of bravery through expressing gratitude to brave individuals in their lives. Through a culmination of those two elements, the students will make a trophy painted with those experimental materials for a person in their life. Their artwork will help them connect them to their community and culture. The final artwork incorporates texture, both implied and explicit, and pattern as a result of the nature of using experimental materials.</p>
Essential Questions:	<ul style="list-style-type: none"> • What is bravery? • When was a time that you felt brave? • Who in your life inspires you to be brave? How do they do that? • When is it important to be brave?
Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> • Describe how the people in the Schapiro image from the Freedom Summer training are exhibiting bravery. (5PE) • Create personalized trophies by using art materials in unexpected and creative ways to express ideas and convey bravery and gratitude. (2PR) • Reflect on the artwork created and the relationship of that artwork to the community or the people around you. (3RE) • Investigate the ways personal behaviors can impact others (SEL A4 1b) • Apply confidence in the ability to have a positive attitude and complete activities and experiment. (SEL A4 2b)
Standards (Ohio Visual Arts Standards): Ohio Social Emotional Learning Standards	<p>4th Grade Ohio Visual Art Standards:</p> <ul style="list-style-type: none"> • Teaching bravery to fourth graders allows them to prepare for the huge jump and bravery needed to go from elementary school to middle school. <p>PERCEIVING/KNOWING (PE)</p> <ul style="list-style-type: none"> • 5PE Link ideas in and design of works of art to the emotions and moods expressed in them <p>PRODUCING/PERFORMING (PR)</p> <ul style="list-style-type: none"> • 2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning <p>RESPONDING/REFLECTING (RE)</p> <ul style="list-style-type: none"> • 3RE Recognize and describe the relationship of artworks to their social and cultural contexts.

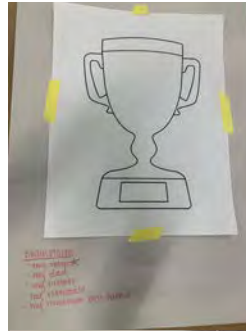
	<p>Ohio Social Emotional standard (Grades 3-5):</p> <ul style="list-style-type: none"> Competency A: Self-Awareness A4: Demonstrate a sense of personal responsibility, confidence and advocacy <ul style="list-style-type: none"> 1.b <ul style="list-style-type: none"> Identify and describe how personal choices and behavior impacts self and others 2.b <ul style="list-style-type: none"> Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self
Materials:	<ul style="list-style-type: none"> No apparent safety issues <p>Material needed:</p> <ul style="list-style-type: none"> Newsprint for underneath the paper Tempera Paint Variety of different materials that can create a wide variety of textures and patterns (Q-tips, Sponges, Pipe Cleaners, Etc) Paper plates Paper towels Wet wipes (if no sink in classroom)
Lesson Vocabulary:	<ol style="list-style-type: none"> <p>Bravery /'brāv(ə)rē/ Noun Definition: Courageous behavior or character</p> <p>Implied Texture /im'plīd/ /'teksCHər/ Noun Definition: Surface quality of an object. Created to look like another object.</p> <p>Explicit Texture /ik'splisit/ /'teksCHər/ Noun Definition: When things feel just as they appear.</p> <p>Pattern /'padərn/ Noun Definition: A repeated decorative design.</p> <p>Gratitude /'gradə,t(y)ōd/ noun the quality of being thankful; readiness to show appreciation for and to return kindness.</p> <p>Experiment /ik'sperəmənt/</p>

	<p>Noun Definition: a scientific procedure undertaken to make a discovery, test a hypothesis, or demonstrate a known fact.</p> <p>Verb Definition: perform a scientific procedure, especially in a laboratory, to determine something.</p>
Historical information about the image:	<p>Steve Schapiro discovered the art of photography at the young age of nine at a summer camp. Ever since that experience, he has been infatuated with the art and was inspired by French photographer Henri Cartier Bresson. Schapiro aimed to emulate Henri's style of photographing images. His photography really focused on social documentation. He wanted to capture big, important moments in hopes of sharing it with the world, and Steve did just that. While he worked as a freelance photojournalist, he was featured in magazines all over the world, including <i>Life</i>, <i>Time</i>, <i>Rolling Stone</i>, <i>Vanity Fair</i>, just to name a few. Steve covered stories in the Civil Rights movement, from The March on Washington, and even the aftermath of Martin Luther King's assassination. Due to his success, he has many art galleries around the world and has become a well known photographer among educators and artists throughout the world.</p>  <p>Freedom Summer:</p> <p>Freedom Summer, otherwise known as the Mississippi Summer Project, focused on voter registration for African Americans in Mississippi who were experiencing violent intimidation and discrimination when trying to exercise their right to vote. Many young, brave Americans of all races, from all across the country came together, to support this movement. They did not know exactly what they were getting themselves into, yet they did it out of the good of their heart and in hopes of creating a better, more accepting country.</p>
Questions for your image:	<ul style="list-style-type: none"> • How or what do you think the subjects in the photo were feeling? • What are some ways the people in this photo are brave? • How were the people in this photo supporting each other? • What are some ways you support the people that you love? • What are some things that you are passionate about? • What is familiar in the photo to you and what is not familiar? • How would you describe the people in the image and how they are being brave and have you ever seen an example of a similar bravery in your life.

<p>Visual Culture Component:</p>	<p>PBS KIDS Talk About BRAVERY & COURAGE PBS KIDS (9:14)</p> <p>Summary: After watching the PBS Kids talk, I feel there are some important takeaways regarding the engagement of visual culture. Students typically focus more on videos because of the dynamic and captivating nature of videos compared to other teaching tools in the classroom. By presenting a topic on bravery students can begin to get in the mindset by answering the questions in their head as they follow along with the video. They can begin to generate responses for the lesson plan as they watch the video and learn how to relate similar life experiences to the historical lessons we shall be teaching for our unit.</p>  <p>Questions for students:</p> <ol style="list-style-type: none"> 1. Analyze the ways the kids in this video talk about when they were brave? 2. What were some motivations for the kids in the video to be brave? 3. Describe how you relate to their examples of bravery.
<p>Procedure:</p>	<p>Bravery Trophy</p> <ul style="list-style-type: none"> • New tools to paint with: Comb, Sponge, Fingers <ul style="list-style-type: none"> ◦ Exhibits bravery because it is new and a learning opportunity • Bring things from home that you can paint with: Unconventional things to paint with • Cut out and design a trophy for someone that you admire for being brave <p>Total Time: 90 Minutes</p> <p>Procedure (Total Lesson Plan Time: 90 min)</p> <p>Teaching Procedure (Total time: 40 min)</p>

	<p>Step 1: Ask essential questions to students. Allow the students to reflect on the questions Time: 5</p> <p>Step 2: Teach Freedom Summer and Shapiro through introducing the anchor image Time: 10</p> <p>Step 3: Ask questions associated with the anchor image Time: 5</p> <p>Step 4: Show the Visual Cultural Component, the PBS episode Time: 10</p> <p>Step 5: Ask questions associate with the Visual Culture Components Time: 5</p> <p>Step 6: Define the vocabulary Time: 5</p> <p>Artmarking Procedure (Total time: 50 min) Step 1: (Optional) Gather one or more unconventional item at home or provided to paint or make stamps with (Fruit, bottle caps, etc) Time: 0 minutes of class time</p> <p>Q: Ask students why they chose the item that they choose and how it makes them feel to explore ways of painting and therefore going out of their comfort zone.</p> <p>Step 2: Get placemat and template and tape it down Time: 2 minutes</p> <p>Step 3: Start brainstorming people that you would like to make trophy for Time: 5 minutes</p> <p>Step 4: Reflect on a person that you admire in the community, can be a family member, a church leader, your teacher, or even yourself, anyone that you admire for exhibiting bravery, fictional or real. Time: 1 minute Question:</p> <p>Step 5: Using the Trophy cut out, first write their name on it. Time: 2 minute Question:</p>
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	<p>Step 6: Use paint, pencils, markers, or any other medium to paint on the trophy Time: 25 minutes Question:</p> <p>Step 7: Using the unconventional material as a stamp or as a paintbrush, paint on the trophy, Time: 5 minutes Question:</p> <p>Step 8: Write out a sentence or two on why you choose that person and the element of bravery you believe they exhibit. Q: Reflect on why you choose the person and how that person will perceive the trophy Time: 5 minutes</p> <p>Step 9 Clean up: Hang on a clothesline to dry. Throw away dirty materials and paper plates. Make sure to close all lids on paint Time: 5 minutes</p>
<p>Assessment:</p>	<p>Did you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify who the trophy is meant for and write their name in the name plate? <input type="checkbox"/> Use three different materials to paint with? <input type="checkbox"/> Incorporate actual or implied texture? How? <input type="checkbox"/> Utilize the empty space?
<p>Example images of completed activity/project:</p>	<p>Process Images:</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> 1.  </div> <div style="display: flex; align-items: center;"> 2.  </div> </div>



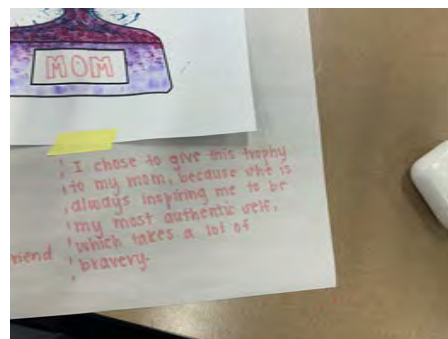
3.



4-5.



6-7.



8.

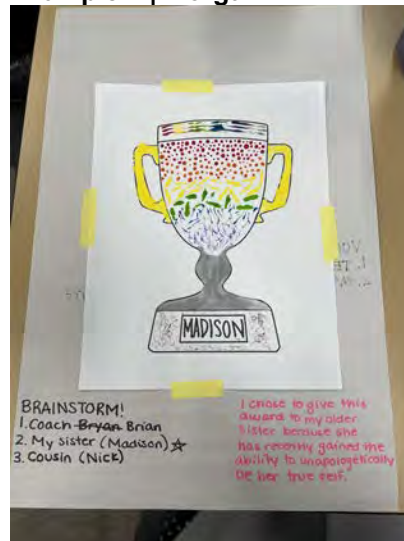
Example 1 | Sara:

Sara used substantial **implied texture** and **explicit texture**. The implied texture was used when the feather was glossing over the paper lightly. The **explicit texture** was present when the sponge painted on the trophy a rough textured surface. The three **experimental** materials that she used to paint with are a feather, a



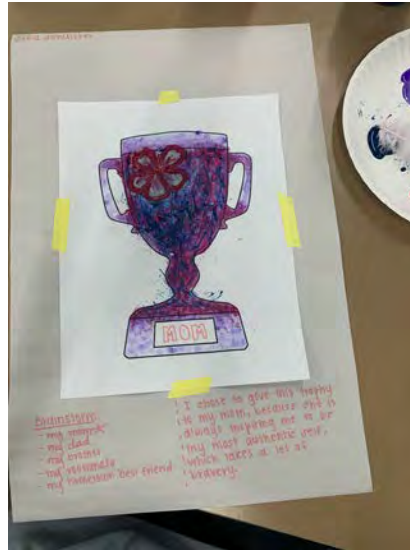
sponge, and a Q-tip. Sara chose her Grandma as a person she admires for being **brave** because even when her grandma is scared she is always there for her family..

Example 2 | Morgan:



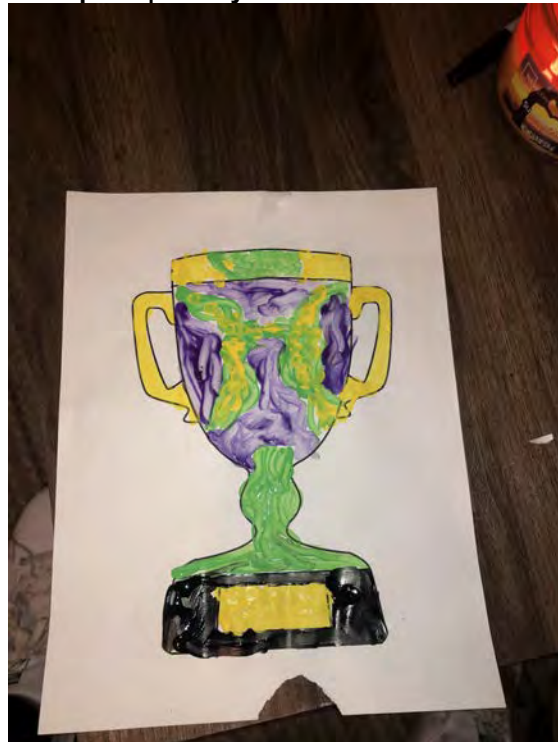
Similar to Sara's trophy, Morgan utilized both **implied**, and **explicit texture**. The **implied texture** is shown through this art in the center of the painting in the blue and purple colors. A feather was used as an instrument to create these wispy lines. The **explicit texture** is seen through the dots at the top of the trophy. Morgan's **experimental** objects that she used to create her art with were q-tips, a cut up sponge, and a feather. These were all used to give the trophy more dimension instead of having one pattern throughout the whole piece.

Example 3 | Sofia:



Sofia, throughout this process, used both **implied textures** as well as **explicit textures**. The **implied texture** in this piece is the bluish/teal strokes throughout, which were painted using feathers. The **explicit texture** can be seen through the dots all over the painting, as well as the blotchy and uneven texture created by drawing the flower (which was painted with a piece of pasta). Sofia's **experimental** objects were a piece of pasta, a feather, and a q-tip. Sofia chose to dedicate this trophy of **bravery** to her mom, who has always inspired her to be **brave**.

Example 4 | Robby:



For Robby's trophy he chose to also incorporate implied and explicit textures. The implied texture is displayed through the

	<p>trophy's handles as with the gold and green colors. A q-tip was used to create the blotchy, appearance/texture shown in the middle. The explicit texture is demonstrated in the center of the trophy with the rough and harsh appearance/texture displayed with purple.. A sponge was used to create this texture. The experimental objects used to create this work were sponges, q-tips, and feathers. The collaboration of these objects allowed the trophy more character, creating a much more dynamic and captivating appearance.</p>
Resources:	<ul style="list-style-type: none"> • Blank trophy pattern

COURAGE LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

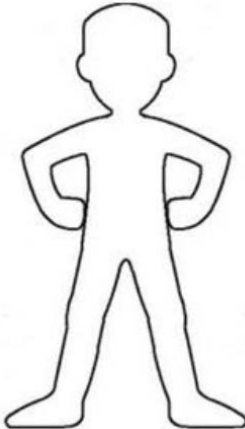
Lesson Developed by spring 2021 Miami University (OH) students: Christina F. Jacob S. Kait W. Lainey W.	Grade level: 5th grade	Theme/Big Idea: Courage
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Time Frame for Lesson: 2 and half hours


Anchor Image:




Lesson Title:	Not All Heroes Wear Capes
Lesson Overview:	In our lesson we will explore the theme of courage . We will look at the image above and talk about the Freedom Summer as well as the photographer , Herbert Randall. Then we will discuss courage, and what it takes to be courageous. Students will then create their own “superhero” portrait of someone they know who is courageous and will write a short description about their qualities.

Essential Questions:	<ul style="list-style-type: none"> • What does courage mean to you? • What character traits does a courageous person have? • Who do you know that is courageous? Why do you think this? • Can you think of a time when you've been courageous?
Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> • Define and outline how the historical context of Freedom Summer influenced the artist Herbert Randall. (2PE) • Produce artwork with technical skills that strengthen the meaning behind the theme. (1PR) • Investigate how their personal experiences influenced what elements they included into their artwork. (2RE) • Describe how their interests, qualities, and strengths may help them be courageous in their own lives. (A2. 1.c)
<p>Standards (Ohio Visual Arts Standards):</p> <p>Ohio Social Emotional Learning Standards</p>	<p>5th grade Ohio Visual Art Standards:</p> <ul style="list-style-type: none"> • 2PE: Identify and communicate how historical and cultural contexts influence ideas that inform artists. • 1PR: Integrate observational and technical skills to strengthen artmaking. • 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.c Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals
Materials:	<ul style="list-style-type: none"> • Person outline • Markers • Colored pencils • Crayons • Lined paper  <ul style="list-style-type: none"> • Here is our person outline we will use

<p>Lesson Vocabulary:</p>	<ul style="list-style-type: none"> ● Portrait - A drawing or painting of somebody ● Detail-the small elements that complete a work of art ● Photography- The art of taking photographs and processing them. ● Courage- mental or moral strength to venture, persevere, and withstand danger, fear, or difficulty ● Freedom Summer-a 1964 voter registration drive aimed at increasing the number of registered Black voters in Mississippi.
<p>Historical information about the image:</p>	<p>Herbert Randall:</p> <ul style="list-style-type: none"> ● 28 year old photographer when he was recruited to participate in the Freedom Summer ● From the Bronx ● Had never been to the south before the Freedom Summer because NYC was segregated enough ● Stayed in Hattiesburg after Freedom Summer because he wanted to show the little changes happening and document the transformations in people. "If they're given positive things to be positive about" 
<p>Questions for your image:</p>	<ul style="list-style-type: none"> - Why do you think the people in the image participated in Freedom Summer? - How did it take courage to be a part of the Freedom Summer movement? - Why might the people be waiting outside instead of joining everybody else?
<p>Visual Culture Component:</p>	 <p>https://www.brainpop.com/socialstudies/famoushistoricalfigures/fannielouhamer/</p> <p>Brain Pop video discussing Fannie Lou Hamer who was a part of the civil rights movement. The video discusses voter registration history and Freedom Summer. The video will give background to</p>

	<p>the students on what Freedom Summer was and why the photo we are assessing is important to our theme.</p> <p>ADDITIONAL VIDEO: https://thinktv.pbslearningmedia.org/resource/amex26.soc.fsintro/whatwasfreedomsummer/#.YEIG3JNKhQI</p>  <p>A PBS video giving historical background on Freedom Summer which will help students understand the significance of Herbert Randall's anchor image. This will help reinforce the theme of courage.</p>
<p>Procedure:</p>	<p>Total Time: roughly 2.5 hours</p> <p>Step 1: Pass out lined paper for students to write down their answers/thoughts for the essential questions and open ended questions. Introduce the theme of courage. Then ask essential questions: *give students time to discuss and answer between each question*</p> <ul style="list-style-type: none"> - What does courage mean to you? - What character traits does a courageous person have? - Who do you know that is courageous? Why do you think this? - Can you think of a time when you've been courageous? <p>(appx 10 minutes)</p> <p>Step 2: Show the Herbert Randall image from Freedom Summer. Ask students what they think is going on and how they feel about the image with no context. (appx 5 minutes)</p> <p>Step 3: Show the brainpop video to students. The video will describe Freedom Summer to give students more historical context. (appx 8 minutes)</p> <p>Step 4: Show the Herbert Randall image to the students again. Ask them for opinions and have a discussion about the image, now with historical context behind what is going on. Ask open ended questions about the image.</p> <ul style="list-style-type: none"> - Why do you think the people in the image participated in Freedom Summer?

	<ul style="list-style-type: none"> - How did it take courage to be a part of the Freedom Summer movement? - Why might the people be waiting outside instead of joining everybody else? <p>(20 minutes)</p> <p>Step 5: Introduce the artist as Herbert Randall. Provide the students with information about why he was significant to Freedom Summer. (information above in historical background section)</p> <p>(15 minutes)</p> <p>Step 6: Introduce art activity. Tell the class 'Not All Heroes Wear Capes'. Pass out superhero outlines and art materials to students. Students should think of a 'superhero' in their lives and draw a portrait of them on the sheet. (their hero should be a real person, not a supernatural, imaginary figure.) Students should define what characteristics that person has that makes them courageous. Give students time to draw their hero and write a description about them. (30-45 minutes)</p>  <p>Step 7: Assessment- discussion to check for understanding. Students will share their hero portrait with a small group and discuss the qualities they have. They are encouraged to compare their hero to the individuals in the Freedom Summer photo and share with each other how they are all courageous. (20-25 mins)</p>
<p>Assessment:</p>	<p>Did you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define courage? <input type="checkbox"/> Describe the qualities of a courageous person? <input type="checkbox"/> Design your own "superhero" based on someone you know who is courageous? <input type="checkbox"/> Create your image using the given art materials and courageous traits you determined? <input type="checkbox"/> Discuss your hero with others and observe others' drawings?

Example images of completed activity/project:





Resources:

BrainPop video:

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/fannielouhamer/>

Courage definition: <https://www.merriam-webster.com/dictionary/courage#:~:text=%3A%20mental%20or%20moral%20strength%20to,withstand%20danger%2C%20fear%2C%20or%20difficulty>

Superhero figure:

<https://www.pinterest.com/pin/184225440982437098/>

Herbert Randall:

https://www.loc.gov/folklife/civilrights/survey/view_collection.php?coll_id=1385

Freedom Summer definition:

<https://www.history.com/topics/black-history/freedom-summer>

PASSION LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

Lesson Developed by spring 2021 Miami University (OH) students: Anna J. Alexa J. Elyse R. Rachelle S.	Grade level: 5th grade	Theme/Big Idea: Passion
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Time Frame for Lesson: 60 min


Anchor Image:




Lesson Title:	Passion for Purpose
Lesson Overview:	<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>
Essential Questions:	<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?
Objectives:	<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)
Standards (Ohio Visual Arts Standards): Ohio Social Emotional Learning Standards	<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
Materials:	<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>  <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.
Questions for your image:	<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?
Visual Culture Component:	<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>
Procedure:	<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>

	<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)</p> <p>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)</p> <p>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)</p> <p>Proceed to explaining craft instructions (5 min)</p> <p>Step 1: Children are first instructed to outline their hands on a piece of brown cardstock</p> <p>Step 2: Have them individually cut out their traced hands carefully using the scissors provided</p> <p>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).</p> <p>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?</p> <p><i>**See examples of hands below</i></p>
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	<p>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)</p> <p>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)</p>
<p>Assessment:</p>	<p>Did you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select a passion that was influential to you personally? <input type="checkbox"/> Connect your passion to how this could positively influence others? <input type="checkbox"/> Articulate how the photograph connected to passion and positive influence? <input type="checkbox"/> Effectively and creatively communicate your passion through the design on the hand cutout? <input type="checkbox"/> Actively participate in the discussions regarding the material from this lesson? <p>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.</p>
<p>Example images of completed activity/project:</p>	 <p>The image displays four hand cutouts, each representing a different passion. The top-left cutout is pink and features a drawing of a horse's head with the text 'I ♥ HORSES'. The top-right cutout is white with a green tennis ball in the center, surrounded by text like 'I love tennis!', 'Friends/teammates', and 'Singles routines'. The bottom-left cutout is yellow with a drawing of a person dancing and the text 'I ♥ DANCE'. The bottom-right cutout is brown with a drawing of a piano keyboard and the text 'MUSIC' and 'JOY'.</p>
<p>Resources:</p>	<ul style="list-style-type: none"> • 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
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LEADERSHIP LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

Lesson Developed by spring 2021 Miami University (OH) students: Lilli T. Grace T.	Grade level: 4th grade	Theme/Big Idea: Leadership
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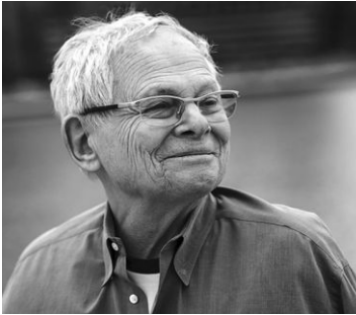

Time Frame for Lesson: 3 days total (Day 1: 30 minutes) (Day 2: 35 minutes) (Day 3: 30 minutes)


Anchor Image:


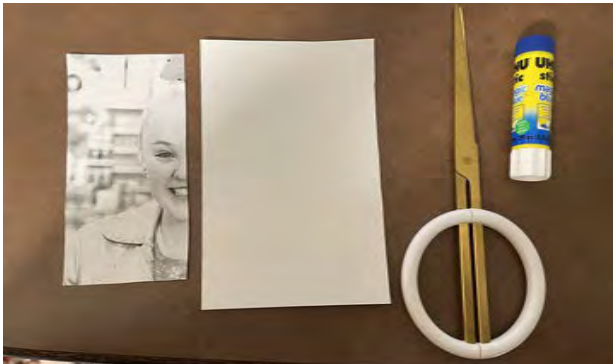


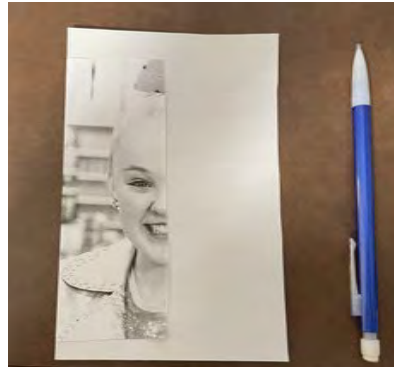
Lesson Title:	Who is a leader in your life?
Lesson Overview:	<p>Our theme is leadership. We will learn about the historical event of Freedom Summer in 1964. Specifically we will discuss Bob Moses and roles he played as a leader of the movement. The purpose is for students to learn about what it takes to be a leader and discuss characteristics of a leader. The students will make a powerful connection to one person that they would consider a leader or a role model in their life and identify leadership qualities in that person. Students will take the photograph of the leader, cut it symmetrically down the middle, and glue the left half to the left side of the paper. Then the students will attempt to draw the right side to the best of their ability.</p>

Essential Questions:	<ul style="list-style-type: none"> • What does it mean to be a leader and have leadership? • Why is it important to be a leader? • Who is someone you would consider a leader in your life?
Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> • Draw the other half of their picture. (2PR) • State the qualities and characteristics of the leader they chose for their project. (1RE) (A4.1.b) • Describe their artwork to classmates in small groups as a form of assessment on the third day of the lesson. (6PE)
Standards (Ohio Visual Arts Standards): Ohio Social Emotional Learning Standards	<p>4th grade visual art standards:</p> <ul style="list-style-type: none"> • 6PE Identify and name the sources for artmaking ideas (e.g., self, environment and other people). • 2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning. • 1RE Identify qualities that contribute to the design and meaning of their artworks and the works of others. <p>Ohio Social Emotional standard (Grades 3-5):</p> <ul style="list-style-type: none"> • A4. 1.b Identify and describe how personal choices and behavior impacts self and others.
Materials:	<ul style="list-style-type: none"> • White Cardstock (8x10) • Pencil • Scissors • Glue sticks • Eraser
Lesson Vocabulary:	<ul style="list-style-type: none"> • Leadership: A leader is simply someone whom other people will follow. A leader is someone who can inspire you or motivate you to meet a goal. • Symmetry: When an object has two completely identical sides that are facing each other. • Proportion: Size and placement relationships that the artist tries to make accurate when doing observational drawing. This design principle is similar to ratios in math. • Contour Line: the outline of an object. • Equality: Fairness in the way people are treated. <p>https://study.com/academy/lesson/leadership-lesson-for-kids-definition-styles.html#:~:text=Every%20leader%20has%20a%20leadership,others%20to%20reach%20a%20goal.</p>
Historical information about the image:	<p>Schapiro http://steveschapiro.com/biography.html Schapiro was known for being a civil rights photographer. He was internationally known for his images which appeared in museum and gallery exhibitions as well. He was an activist and documentarian. An activist is someone who campaigns for political or social change and a documentarian is someone who takes pictures of historical events.</p>

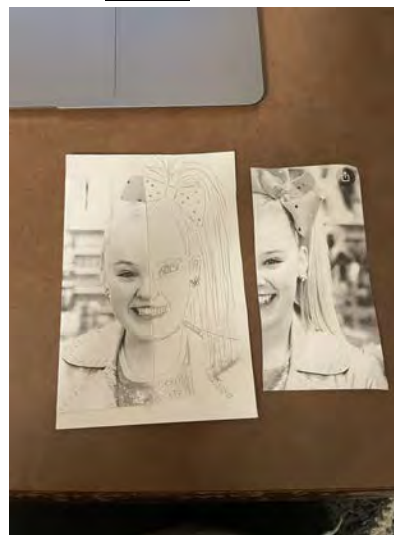
	
<p>Questions for your image: (Bob Moses)</p>	<ul style="list-style-type: none"> • Who is this person in the photo? • What is he doing in the photo? Observations? • How is Bob Moses a leader? What characteristics did he show? • When is this photo taking place in history? • What was Freedom Summer about? • Why was Freedom Summer important in terms of equality? • What is equality?
<p>Visual Culture Component:</p>	<p><u>Remembering Freedom Summer (ABC News) 4 mins - Stop at minute 3:35</u> https://www.youtube.com/watch?v=3-Vq6BYcvMc&t=136s</p> <p>-This video is an ABC News segment recognizing the 50th anniversary since Freedom Summer occurred. They summarize what was happening back in the 1950s and 1960s with inequality in the south and what the Freedom Summer volunteers were set out to accomplish.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What stood out to you about this video? • Would you consider the Freedom Summer volunteers leaders?  <p><u>Bob Moses on the Freedom Summer (MSNBC) 6 mins - Stop at minute 1:42.</u> https://www.msnbc.com/politics/nation/watch/bob-moses-on-the-freedom-summer-290118211650</p> <ul style="list-style-type: none"> - In this video, MSNBC is having a segment on the 50th anniversary of Freedom Summer. Here he talks about what Freedom Summer was about. Then that led into talking about who Bob Moses is and how he played a huge role during this time.

	<p>Questions: How was Bob Moses a leader? What stood out to you about this video?</p> 
<p>Procedure:</p>	<p>Total Time: 3 school days</p> <p>Day 1:</p> <ol style="list-style-type: none"> 1. Introduce the topic of Freedom Summer with the two short videos. Follow up the videos with the discussion questions. Talk about Bob Moses and his leadership roles in the movement. (10 minutes) 2. Talk about the essential questions about leadership. (5 minutes) 3. The teacher needs to provide 3-5 pictures of different leaders that the children can pick from. Some examples could be their teacher, their principal, police officer, firefighter etc. This picture is who their art project will be about. (10 minutes) <p>(10 minutes of videos + 10 minutes of discussion + 10 minutes of explaining the art project = 30 minutes total)</p> <p>Day 2:</p> <ol style="list-style-type: none"> 1. Continue the conversation about Freedom Summer and review the concepts from the previous day. (5 minutes) 2. Led the children step by step on how to set up their project.. <ol style="list-style-type: none"> a. Pass out the cardstock, photographs, scissors, glue, pencil, and eraser b. The children should fold their photograph symmetrically and cut down the middle c. The children should glue the left side of the picture to the left side of the white cardstock. d. Give the children 25 minutes to draw the other half of the face (25 minutes) 3. Clean up the classroom of materials and paper scraps. (5 minutes) <p>(5 minutes of reviewing + 25 minutes of work time + 5 minutes of clean up = 35 minutes)</p>

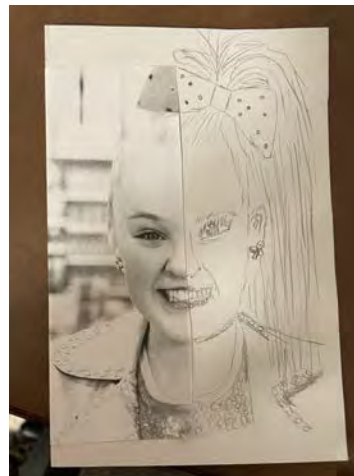
	<p>Day 3:</p> <ol style="list-style-type: none"> 1. Give the children 10 minutes to finish drawing their faces. (10 minutes) 2. Assign small groups where the students can share with each other what they created and why they chose the picture provided as their leader. (15 minutes) 3. Close the lesson by restating the essential questions and key takeaways from the lesson. (5 minutes) <p>(10 minutes to finish artwork + 15 minutes of small groups + 5 minutes to wrap up the lesson = 30 minutes)</p>
<p>Assessment:</p>	<p>Did you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the role of Bob Moses? <input type="checkbox"/> Identify qualities of a leader in the children's artwork? <input type="checkbox"/> Demonstrate symmetry in your artwork? <input type="checkbox"/> Illustrate proportion in your artwork? <input type="checkbox"/> Display a contour line in your artwork?
<p>Example images of completed activity/project:</p>	<p><u>Example #1 of the final project:</u></p> <ol style="list-style-type: none"> 1. <u>Gather materials as shown below:</u>  <ol style="list-style-type: none"> 2. <u>Cut the image down the center as shown below:</u>  <ol style="list-style-type: none"> 3. <u>Glue half of the image to the right side of the white cardstock as shown below:</u>



4. Use the other half of the image to draw the other side of the face with a pencil as shown below:

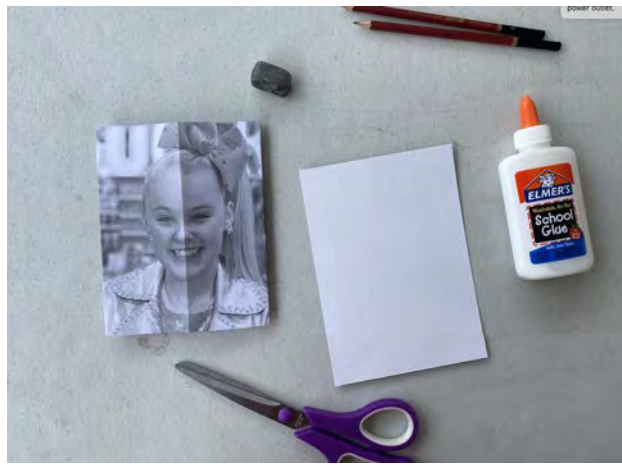


5. The final artwork is shown below:



Example #2 of the final project:

1. Collect materials:



2. Cut the image down the center



3. Glue half of the image to the right side of the white cardstock.



4. Use the other half of the image to draw the other side of the face with a pencil.

	
Resources:	<ul style="list-style-type: none"> • https://study.com/academy/lesson/leadership-lesson-for-kids-definition-styles.html#:~:text=Every%20leader%20has%20a%20leadership,others%20to%20reach%20a%20goal. [Located a definition to vocabulary terms] • http://steveschapiro.com/biography.html [Information on the artist]

UNITY LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

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


Anchor Image:



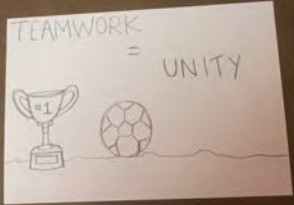


Lesson Title:	A Classroom United
Lesson Overview:	<p>In this lesson, the students will understand the meaning of unity and how it comes into reality within their own lives. The students will view an image of Fannie Lou Hamer from Freedom Summer and understand how the picture represents music bringing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

	<ul style="list-style-type: none"> • In the late 1940s he opened a studio in Cincinnati, later opening his own in Oxford. • Known as "Foxie Hoxie" and "Hocus Focus" • His own photographs traveled all over the world, winning national and international awards <p>Content about Fannie Lou Hamer and who she was, how she led volunteers at FS training, what Freedom Songs were, role of music in non-violent resistance and protest</p> <p>Fannie Lou Hamer</p> <ul style="list-style-type: none"> • "I am sick and tired of being sick and tired" famous quote on her tombstone in Mississippi • American voting and women's rights activist, community organizer and leader in civil rights movement • Helped found Mississippi Freedom Democratic Party <div data-bbox="743 661 1401 1003">  </div>
<p>Questions for your image:</p>	<ul style="list-style-type: none"> • What does this picture make you feel? • How does this picture represent unity as a way to get through hard times? • What do you think happened before this image was taken? • If this artwork were music, what would it sound like?
<p>Visual Culture Component:</p>	<p>https://www.brainpop.com/socialstudies/famoushistoricalfigures/fannielouhamer/</p> <p>7:54 Minutes</p> <p>Introduce video + open ended questions</p> <ul style="list-style-type: none"> - Tim & 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! - Think about what may happen if a group of people are kept from voting on something. <p>Questions:</p> <ul style="list-style-type: none"> - Who are a few examples of leaders you know & what have they accomplished? - What do you think of Fannie Lou Hamer's character? - If Fannie were alive today, what would you say to her?

	
<p>Procedure:</p>	<p>Total Time: 115 minutes</p> <p><u>DAY ONE</u></p> <ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - 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) <p><u>NEXT DAY</u></p> <ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - 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
<p>Assessment:</p>	<p>Did you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the meaning of unity? <input type="checkbox"/> Consider the different ways unity can bring people together during tough times?

	<ul style="list-style-type: none"> <input type="checkbox"/> Think about the ways music has impacted your own life? <input type="checkbox"/> Discuss who Fannie Lou Hamer and George Hoxie were and their importance? <input type="checkbox"/> Combine the ideas of unity into the drawing activity? <input type="checkbox"/> Identify the similarities and differences between your classmates' ideas of unity and your own? <input type="checkbox"/> Explain how the classroom is a form of unity?
<p>Example images of completed activity/project:</p>	<div data-bbox="740 466 1459 1031" data-label="Image"> </div> <p>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.</p> <p>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.</p> <div data-bbox="740 1428 1097 1770" data-label="Image"> </div> <p>STEP 1</p>

	<div data-bbox="743 205 1105 548">  <p>STEP 2</p> </div> <div data-bbox="743 552 1105 919">  <p>STEP 3</p> </div> <div data-bbox="743 926 1105 1234">  <p>STEP 4</p> </div>
<p>Resources:</p>	<ul style="list-style-type: none"> • 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 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/ Info about George Hoxie • https://www.youtube.com/watch?v=YTDGar-Zw8U Voice of Freedom: Fannie Lou Hamer - video about the book

EMPOWERMENT LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

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

Anchor Image:



Lesson Title:	Empowering Today for an Empowered Tomorrow
Lesson Overview:	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>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 • <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

	<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. ● 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
<p>Historical information about the image:</p>	<div data-bbox="743 600 1328 989" data-label="Image"> </div> <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>



(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>)


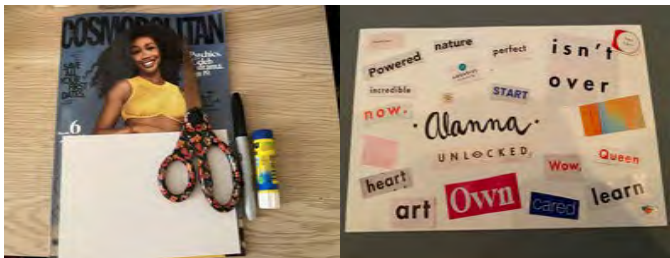
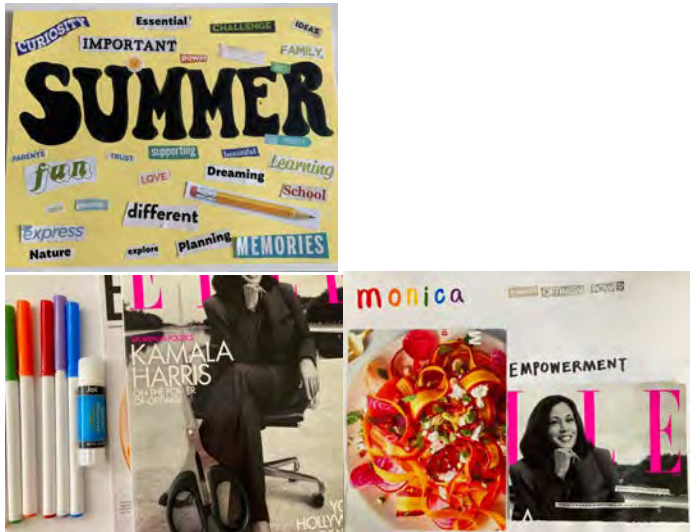


(Jackie Robinson, Rosa Parks, and Other Activists March on Washington, 1963, <https://www.artsy.net/artwork/steve-schapiro-jackie-robinson-rosa-parks-and-other-activists-march-on-washington>)

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


	<p>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)</p>
<p>Questions for your image:</p>	<ul style="list-style-type: none"> • 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 <i>TIME</i> 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?
<p>Visual Culture Component:</p>	<div data-bbox="743 781 1166 1075" data-label="Image"> </div> <p>Civil Rights Brainpop (5:40) https://www.youtube.com/watch?v=tT3ElKmKpaQ 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.</p> <ul style="list-style-type: none"> - 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? <div data-bbox="776 1465 1237 1717" data-label="Image"> </div> <p>John Lewis: Civil Rights Leader (2:27) https://www.youtube.com/watch?v=V92wuGnFxK0 This video discusses who John Lewis was and why he was so important during the Civil Rights Movement.</p>

	<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?
Procedure:	<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>

	<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-


	<p>leading-lines-in-photography#:~:text=Leading%20lines%20are%20lines%20that,designated%20portion%20of%20the%20photo graph</p> <p>(This resource is about “How to Use Leading Lines in Photography”)</p> <ul style="list-style-type: none"> • 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=tT3ElKmKpaQ (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”.)
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MEMORY LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

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

Lesson Title:	Memorial for your Memories
Lesson Overview:	<p>Memorials 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>
Essential Questions:	<ul style="list-style-type: none"> • Think of your favorite memory. How does that memory make you feel? • How can you express these memories through art? • How do your feelings about memories relate to what those parts of the Freedom Summer memorial were feeling?
Objectives:	Students will:

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

	<ul style="list-style-type: none"> • Civil Rights Movement : A movement that made sure all people were protected equally by the government. • Focal Point : The area in a work of art that an artist emphasizes. • Freedom Summer : Taking place in Mississippi, it took place in order to increase Black voter registration. • Memorial : Something to help remember a specific place or event.
Historical information about the image:	<p>Background for Memorial 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>Background for Freedom Summer: 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>
Questions for your image:	<ul style="list-style-type: none"> • Have you ever been to a memorial before? If so, explain what it looked and why it was made. • Has anyone heard of the Freedom Summer movement before? • What do you know about the civil rights movement? • What about the memorial made you remember it? Why was it significant to you?
Visual Culture Component:	<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 (CLICK HERE) is linked here again.</p> 
Procedure:	<p>Total Time:</p> <p>Prior-Week: 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?

	<ul style="list-style-type: none"> • What do you relate the memory with? <p>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.</p> <p>Day Two :</p> <p>Step 8 : Today you're going to focus more on the memorial portion and complete the visual component of the lesson.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><i>*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.*</i></p> <p>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.</p> <p>Step 10 : <i>EITHER</i> 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 <i>OR</i> let each child present their memorials in small groups or to the class.</p> <p>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.</p> <p>Step 12 : After you finish everything, you can allow the children to take their memorials home or leave them on display in the classroom.</p>
Assessment:	<p>Formative Options :</p> <ul style="list-style-type: none"> - The creative project serves as the formative assessment as it allows the children to show that they can create a memorial. <p>Summative Options :</p> <ul style="list-style-type: none"> - 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">- OPTIONAL : CLICK HERE 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. |
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Example images of completed activity/project:

NAMES	IMAGES	DESCRIPTION
Mia Forte		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.
Yihao Kong		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.

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.

Resources:	<ul style="list-style-type: none"> • Miami University Freedom Summer Memorial Interactive Map <ul style="list-style-type: none"> ○ 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. • Miami University - Celebrating Freedom Summer <ul style="list-style-type: none"> ○ 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.
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