

## COURAGE LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

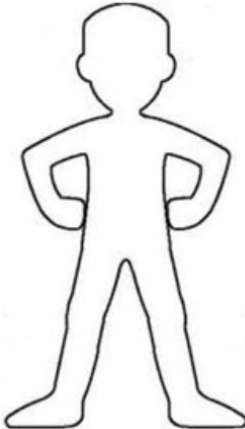
<b>Lesson Developed by spring 2021 Miami University (OH) students:</b>  Christina F. Jacob S. Kait W. Lainey W.	<b>Grade level:</b>  5th grade	<b>Theme/Big Idea:</b>  Courage
--	--------------------------------------	---------------------------------------



**Time Frame for Lesson:** 2 and half hours


**Anchor Image:**




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

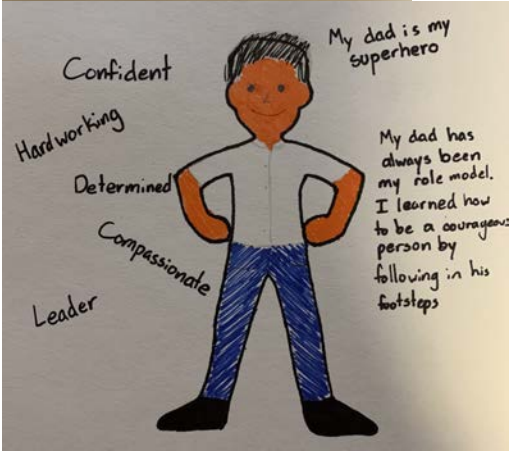
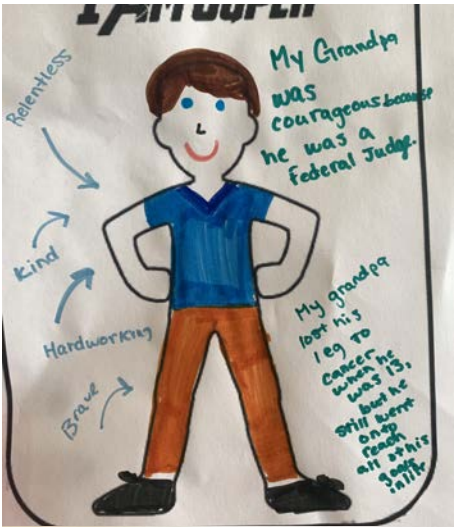
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>• What does <b>courage</b> mean to you?</li> <li>• What character traits does a <b>courageous</b> person have?</li> <li>• Who do you know that is <b>courageous</b>? Why do you think this?</li> <li>• Can you think of a time when you've been <b>courageous</b>?</li> </ul>
<b>Objectives:</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Define and outline how the historical context of Freedom Summer influenced the artist Herbert Randall. (2PE)</li> <li>• Produce artwork with technical skills that strengthen the meaning behind the theme. (1PR)</li> <li>• Investigate how their personal experiences influenced what elements they included into their artwork. (2RE)</li> <li>• Describe how their interests, qualities, and strengths may help them be <b>courageous</b> in their own lives. (A2. 1.c)</li> </ul>
<b>Standards</b> ( <a href="#">Ohio Visual Arts Standards</a> ):  <a href="#">Ohio Social Emotional Learning Standards</a>	<p>5th grade Ohio Visual Art Standards:</p> <ul style="list-style-type: none"> <li>• 2PE: Identify and communicate how historical and cultural contexts influence ideas that inform artists.</li> <li>• 1PR: Integrate observational and technical skills to strengthen artmaking.</li> <li>• 2RE: Describe how personal experiences can influence artistic preferences.</li> </ul> <p>Ohio Social Emotional standard (Grades 3-5):</p> <ul style="list-style-type: none"> <li>• A2. 1.c Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Person outline</li> <li>• Markers</li> <li>• Colored pencils</li> <li>• Crayons</li> <li>• Lined paper</li> </ul>  <ul style="list-style-type: none"> <li>• Here is our person outline we will use</li> </ul>

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

	<p>the students on what <b>Freedom Summer</b> was and why the photo we are assessing is important to our theme.</p> <p>ADDITIONAL VIDEO:  <a href="https://thinktv.pbslearningmedia.org/resource/amex26.soc.fsintro/whatwasfreedomsummer/#.YEIG3JNKhQI">https://thinktv.pbslearningmedia.org/resource/amex26.soc.fsintro/whatwasfreedomsummer/#.YEIG3JNKhQI</a></p>  <p>A PBS video giving historical background on <b>Freedom Summer</b> which will help students understand the significance of Herbert Randall's anchor image. This will help reinforce the theme of <b>courage</b>.</p>
<p><b>Procedure:</b></p>	<p>Total Time: roughly 2.5 hours</p> <p><b>Step 1:</b> 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"> <li>- What does <b>courage</b> mean to you?</li> <li>- What character traits does a <b>courageous</b> person have?</li> <li>- Who do you know that is <b>courageous</b>? Why do you think this?</li> <li>- Can you think of a time when you've been <b>courageous</b>?</li> </ul> <p>(appx 10 minutes)</p> <p><b>Step 2:</b> Show the Herbert Randall <a href="#">image</a> from <b>Freedom Summer</b>. Ask students what they think is going on and how they feel about the image with no context.        (appx 5 minutes)</p> <p><b>Step 3:</b> Show the brainpop <a href="#">video</a> to students. The video will describe <b>Freedom Summer</b> to give students more historical context.        (appx 8 minutes)</p> <p><b>Step 4:</b> Show the Herbert Randall <a href="#">image</a> 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"> <li>- Why do you think the people in the image participated in <b>Freedom Summer</b>?</li> </ul>

	<ul style="list-style-type: none"> <li>- How did it take <b>courage</b> to be a part of the <b>Freedom Summer</b> movement?</li> <li>- Why might the people be waiting outside instead of joining everybody else?</li> </ul> <p>(20 minutes)</p> <p><b>Step 5:</b> Introduce the artist as <a href="#">Herbert Randall</a>. Provide the students with information about why he was significant to <b>Freedom Summer</b>. (information above in historical background section)</p> <p>(15 minutes)</p> <p><b>Step 6:</b> 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 <b>portrait</b> 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 <b>courageous</b>.  Give students time to draw their hero and write a description about them. (30-45 minutes)</p>  <p><b>Step 7:</b> Assessment- discussion to check for understanding.  Students will share their hero <b>portrait</b> with a small group and discuss the qualities they have. They are encouraged to compare their hero to the individuals in the <b>Freedom Summer</b> photo and share with each other how they are all <b>courageous</b>. (20-25 mins)</p>
<p><b>Assessment:</b></p>	<p>Did you:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Define <b>courage</b>?</li> <li><input type="checkbox"/> Describe the qualities of a <b>courageous</b> person?</li> <li><input type="checkbox"/> Design your own "superhero" based on someone you know who is <b>courageous</b>?</li> <li><input type="checkbox"/> Create your image using the given art materials and <b>courageous</b> traits you determined?</li> <li><input type="checkbox"/> Discuss your hero with others and observe others' drawings?</li> </ul>

Example images of completed activity/project:





<p><b>Resources:</b></p>	<p>BrainPop video:  <a href="https://www.brainpop.com/socialstudies/famoushistoricalfigures/fannielouhamer/">https://www.brainpop.com/socialstudies/famoushistoricalfigures/fannielouhamer/</a></p> <p>Courage definition: <a href="https://www.merriam-webster.com/dictionary/courage#:~:text=%3A%20mental%20or%20moral%20strength%20to,withstand%20danger%2C%20fear%2C%20or%20difficulty">https://www.merriam-webster.com/dictionary/courage#:~:text=%3A%20mental%20or%20moral%20strength%20to,withstand%20danger%2C%20fear%2C%20or%20difficulty</a></p> <p>Superhero figure:  <a href="https://www.pinterest.com/pin/184225440982437098/">https://www.pinterest.com/pin/184225440982437098/</a></p> <p>Herbert Randall:  <a href="https://www.loc.gov/folklife/civilrights/survey/view_collection.php?coll_id=1385">https://www.loc.gov/folklife/civilrights/survey/view_collection.php?coll_id=1385</a></p> <p>Freedom Summer definition:  <a href="https://www.history.com/topics/black-history/freedom-summer">https://www.history.com/topics/black-history/freedom-summer</a></p>