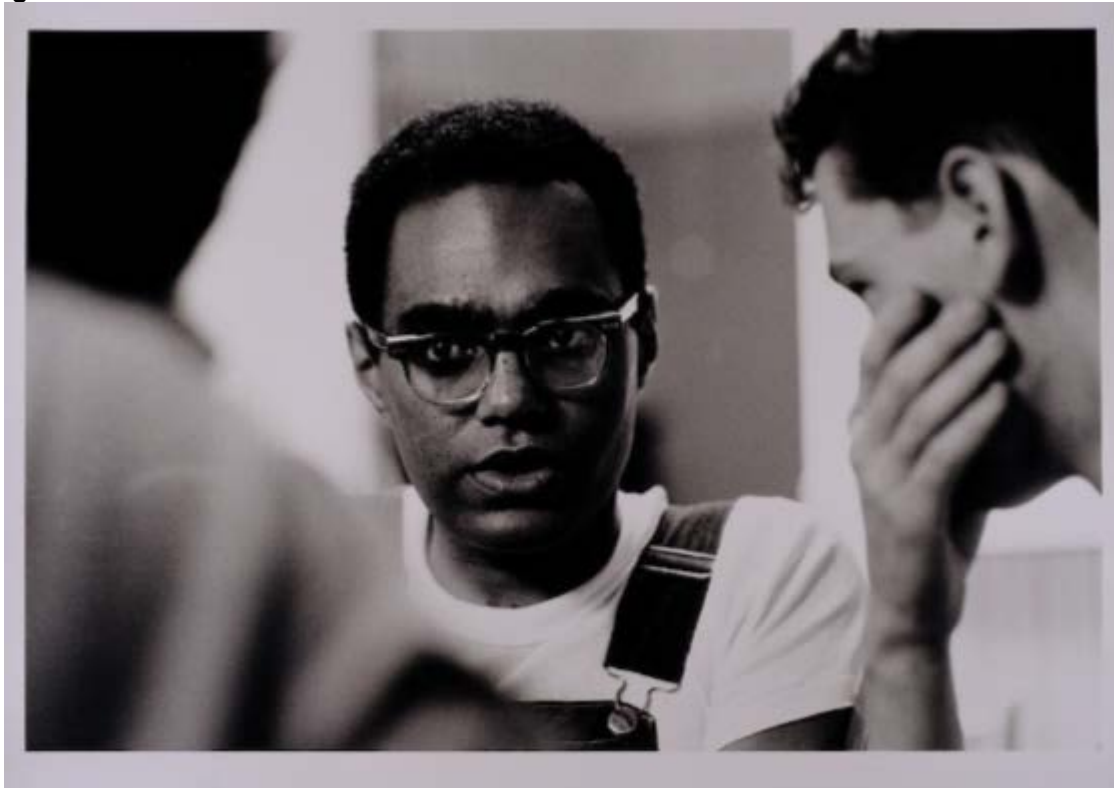


LEADERSHIP LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

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| 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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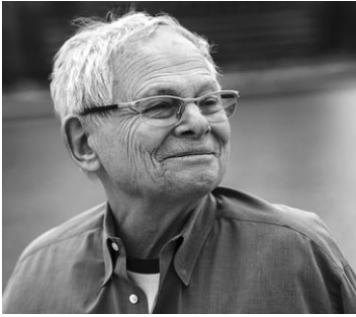

Time Frame for Lesson: 3 days total (Day 1: 30 minutes) (Day 2: 35 minutes) (Day 3: 30 minutes)


Anchor Image:


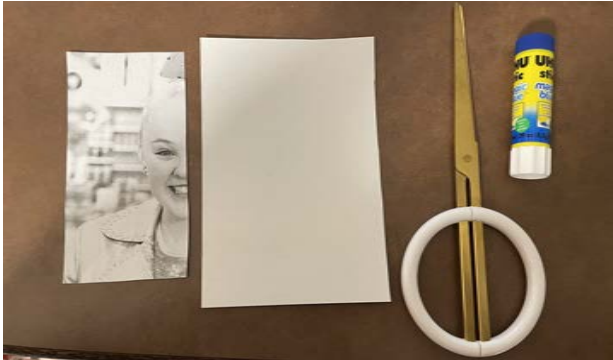


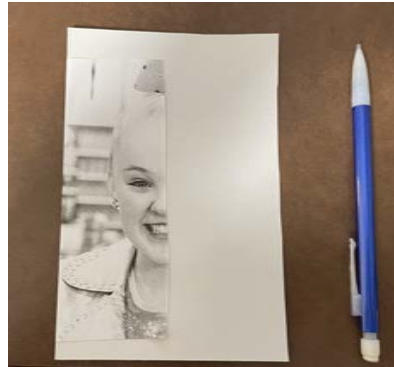
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| Lesson Title: | Who is a leader in your life? |
| Lesson Overview: | <p>Our theme is leadership. We will learn about the historical event of Freedom Summer in 1964. Specifically we will discuss Bob Moses and roles he played as a leader of the movement. 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> |

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| 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> |

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| <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/politicsnation/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. |

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| | <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> |

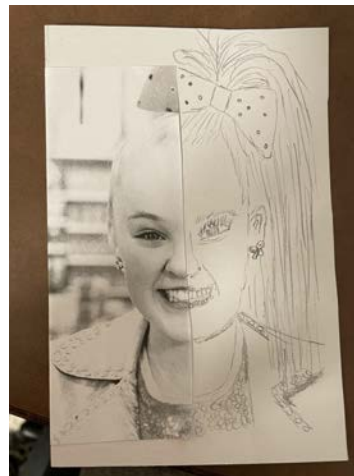
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| | <p>Day 3:</p> <ol style="list-style-type: none"> 1. Give the children 10 minutes to finish drawing their faces. (10 minutes) 2. Assign small groups where the students can share with each other what they created and why they chose the picture provided 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:

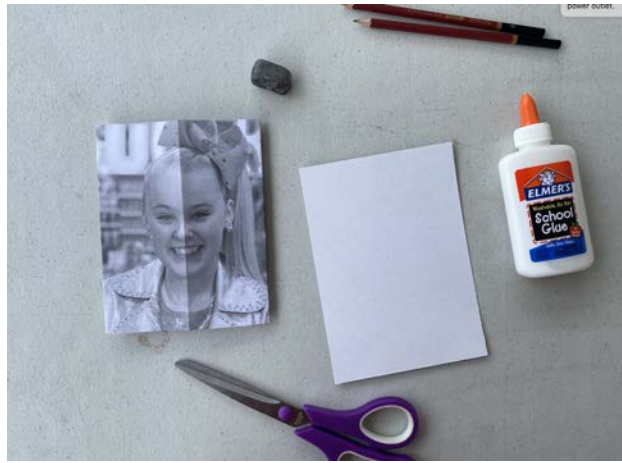


5. The final artwork is shown below:



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.

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| 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] |