

BRAVERY LESSON PLAN - FREEDOM SUMMER TRAVELING PANEL EXHIBIT

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



<p>Lesson Title:</p>	<p>Recognizing Bravery Through Gratitude</p>
<p>Lesson Overview:</p>	<p>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>

	<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>
<p>Essential Questions:</p>	<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?
<p>Objectives:</p>	<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)
<p>Standards (Ohio Visual Arts Standards):</p> <p>Ohio Social Emotional Learning Standards</p>	<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
<p>Materials:</p>	<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)
<p>Lesson Vocabulary:</p>	<ol style="list-style-type: none"> 1. Bravery /brāv(ə)rē/ Noun Definition: Courageous behavior or character 2. Implied Texture /im'plīd/ /'teksCHər/ Noun Definition: Surface quality of an object. Created to look like another object. 3. Explicit Texture /ik'splisit/ /'teksCHər/ Noun Definition: When things feel just as they appear. 4. Pattern /'padərn/ Noun Definition: A repeated decorative design. 5. Gratitude /'gradə,t(y)ōōd/ <i>noun</i> the quality of being thankful; readiness to show appreciation for and to return kindness. 6. Experiment /ik'sperəmənt/

	<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>
<p>Historical information about the image:</p>	<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>
<p>Questions for your image:</p>	<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.

Visual Culture Component:

[PBS KIDS Talk About | BRAVERY & COURAGE | PBS KIDS \(9:14\)](#)

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.



Questions for students:

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**.

Procedure:

Bravery Trophy

- New tools to paint with: Comb, Sponge, Fingers
 - 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**

Total Time: 90 Minutes

Procedure (Total Lesson Plan Time: 90 min)

Teaching Procedure (Total time: 40 min)

Step 1: Ask essential questions to students. Allow the students to reflect on the questions

Time: 5

Step 2: Teach Freedom Summer and Shapiro through introducing the anchor image

Time: 10

Step 3: Ask questions associated with the anchor image

Time: 5

Step 4: Show the Visual Cultural Component, the PBS episode

Time: 10

Step 5: Ask questions associate with the Visual Culture Components

Time: 5

Step 6: Define the vocabulary

Time: 5

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

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.

Step 2: Get placemat and template and tape it down

Time: 2 minutes

Step 3: Start brainstorming people that you would like to make trophy for

Time: 5 minutes

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:

Step 5: Using the Trophy cut out, first write their name on it.

Time: 2 minute

Question:

	<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> <p>1. </p> <p>2. </p>



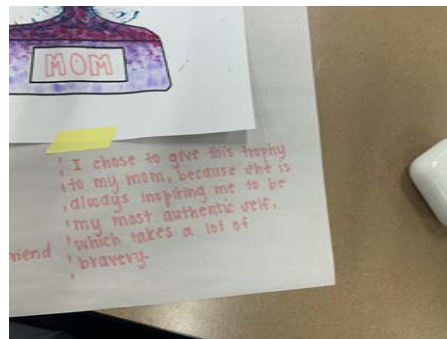
3.



4-5.



6-7.



8.

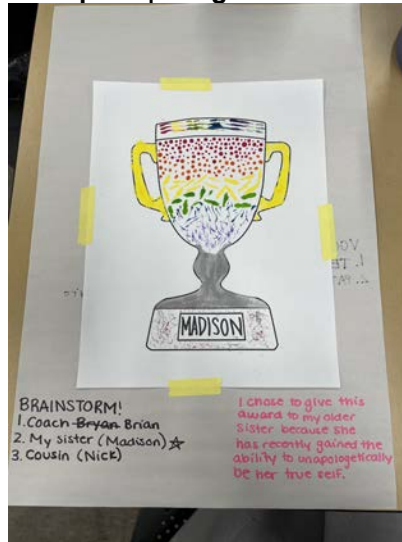
Example 1 | Sara:

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



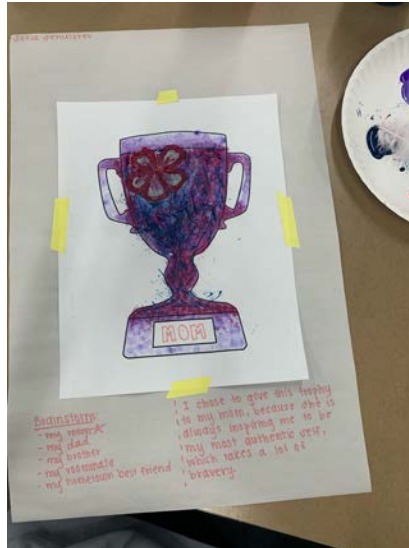
sponge, and a Q-tip. Sara chose her Grandma as a person she admires for being **brave** because even when her grandma is scared she is always there for her family..

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