


# ART EDUCATION LESSON PLAN

<p><b>Lesson Developed by fall 2020 Miami University (OH) students:</b></p> <p>Jenny Dalton Hannah Litt Sarah Reitz</p>	<p><b>Grade level:</b></p> <p>5th grade</p>	<p><b>Theme/Big Idea:</b></p> <p>Empowerment</p>
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**Time Frame for Lesson:** 90 min (1 hour and 30 min)

**Anchor Image:**



**Artist/Maker:** Gordon Parks

**Title:** Untitled, Miami, Florida

**Date:** 2015

**Material/Technique:** gelatin silver print; paper

**Dimensions:** 16 H x 20 W in

**Accession No.:** 2015.5.8

**Credit line:** Museum Purchase in honor of Ted Ayres

<p><b>Lesson Title:</b></p>	<p>Empowered People Empower People</p>
<p><b>Lesson Overview:</b></p>	<p>Middle school can be a difficult time for many students. The idea is to explain <b>empowerment</b> and teach the students how to <b>empower</b> themselves and others before reaching middle school. Through the use of a shadow box, students will create a piece that displays what <b>empowers</b> them. It will be a visual representation they can refer back to and gain confidence.</p>
<p><b>Essential Questions:</b></p>	<ul style="list-style-type: none"> <li>• What is a strength of yours?</li> <li>• Who is someone that encourages you and in what ways?</li> <li>• How can you encourage others to be the best version of themselves?</li> </ul>
<p><b>Objectives:</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify what objects <b>empower</b> you (Cr2.3.5)</li> <li>• Organize the objects in a way that is effective in presenting the meaning of <b>empowerment</b> (Pr5.1.5)</li> </ul>

	<ul style="list-style-type: none"> <li>Assemble objects that make you feel <b>empowered</b> or have been given to you by people who have made you feel <b>empowered</b>. (Cr2.3.5)</li> <li>Evaluate the differences between the objects you chose and the objects your classmates chose (Re7.1.5)</li> <li>Consider how another student’s artwork makes you feel (Cn11.1.5)</li> </ul>
<p><b>Standards</b> (<a href="#">Kansas Visual Arts Standards</a>): (We are using KS standards since the Ulrich Museum of Art is in KS.)</p>	<p>Creating</p> <ul style="list-style-type: none"> <li>(Cr2.3.5) Identify, describe, and visually document places and/or objects of personal significance.</li> </ul> <p>Presenting</p> <ul style="list-style-type: none"> <li>(Pr5.1.5) Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</li> </ul> <p>Responding</p> <ul style="list-style-type: none"> <li>(Re7.1.5) Compare one’s own interpretation of a work of art with the interpretation of others.</li> </ul> <p>Connecting</p> <ul style="list-style-type: none"> <li>(Cn11.1.5) Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</li> </ul>
<p><b>Materials:</b></p>	<ul style="list-style-type: none"> <li>Small box</li> <li>Putty or scotch tape (to attach the objects to the shadow box if needed)</li> <li>5 meaningful objects from your house</li> </ul>
<p><b>Lesson Vocabulary:</b></p>	<ul style="list-style-type: none"> <li><b>Empowerment:</b> becoming strong and confident, so that you claim your rights and can have control over your life.</li> <li><b>Shadow box:</b> a box that is used to display objects that oftentimes have sentimental value.</li> <li><b>Sentimental:</b> something that gives off emotions, making people feel a certain way</li> <li><b>Civil Rights:</b> rights for freedom and equality; a movement to achieve freedom and equality for Black individuals in the 1950s and 60s.</li> <li><b>Foreground:</b> the objects or part of the art piece that is nearest to the viewer.</li> <li><b>Middle Ground:</b> the middle distance of an art piece.</li> <li><b>Background:</b> the area behind the main object and objects in middle ground, the farthest back part of the art piece.</li> </ul>
<p><b>Historical information about the Gordon Parks image:</b></p>	<p>This picture is of Muhammad Ali in 1966 at Miami Beach, Florida. There was a spread in Life magazine about Muhammad Ali and while this picture was not included, it was taken at the same time as the pictures in the spread.</p> <p>This picture was taken by Gordon Parks, a famous Black photographer whose work focused on <b>civil rights</b>. This picture, along with others, helped create support for the Civil Rights Movement.</p> <p><a href="https://www.gordonparksfoundation.org/gordon-parks/biography">https://www.gordonparksfoundation.org/gordon-parks/biography</a></p>
<p><b>Questions for Gordon Parks image:</b></p>	<ul style="list-style-type: none"> <li>What is going on in this photo?</li> </ul>

- What might the relationship between the child and the man in the photo be? Why do you think that?
- What are some of the emotions the child is showing?
- Does it remind you of a memory or of a relationship you have with someone?

**Visual Culture Component:**

Link:  
<https://youtu.be/07d2dXHYb94>

- Questions:
1. How does the video demonstrate **empowerment**?
  2. What are Pip's strengths?
  3. What challenges does he face?



Pip wants to be a guide dog, but he faces some challenges as he goes through training to get certified. Ace, the local guide dog hero, acts as a source of hope, motivation, and **empowerment** for Pip. With this inspiration, Pip finds solutions to his problems in training. Although he fails the final test, he acts as a guide dog for a blind person who entered the middle of a dangerous construction site. Pip guides the person to safety and becomes a hero.

**Procedure:**

- Total Time: 90 min (1 hour and 30 min)
- Step 1: Watch the video and answer the questions. (10 min)
  - Step 2: Look at the Gordon Parks image and answer the questions. (5 min)
  - Step 3: Identify objects that **empower** you or have been given to you/remind you of a person who has made you feel **empowered**. (20 min)
  - Step 4: Organize your objects within your **shadow box** paying attention to which item is the most **sentimental** to you and placing it in the **foreground**, placing the object with the least significance in the **background**, and the other objects in the **middle ground**. (10 min)
  - Step 5: Take a picture of the shadow box to send in (1 min)
  - Step 6: Answer the essential questions. (10 min)
  - Step 7: Look at other student's **shadow boxes** and discuss differences between the objects you chose and the objects your classmates chose. (20 min)
  - Step 8: Consider how other student's artwork makes you feel. (5 min)
  - Step 9: Complete the assessment. (2 min)
  - Step 10: Disassemble your shadow box (if desired). (1 min)

	<p>Step 11: Put the objects back in their original place. (5 min) Step 12: Recycle box or keep the box for another use. (1 min)</p> <p>Refer to the examples for inspiration on what it is that <b>empowers</b> you!</p>
<b>Assessment:</b>	<p>Did you:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identify what objects <b>empower</b> you? (Cr2.3.5)</li><li><input type="checkbox"/> Organize the objects in a way that is effective in presenting the meaning of <b>empowerment</b>? (Pr5.1.5)</li><li><input type="checkbox"/> Assemble objects that make you feel <b>empowered</b> or have been given to you by people who have made you feel <b>empowered</b>? (Cr2.3.5)</li><li><input type="checkbox"/> Evaluate the differences between the objects you chose and the objects your classmates chose? (Re7.1.5)</li><li><input type="checkbox"/> Consider how another student's artwork makes you feel? (Cn11.1.5)</li></ul>

**Example images of completed activity/project:**



Sarah: Before placing my items in the box, I lined it with green paper. Green is my favorite color and it helps me stay grounded. I chose one of my favorite boots because I like to express myself through what I wear. These boots help me feel confident. I chose a Bible that was given to me by my aunt because she constantly lifts me up and reminds me of how special I am. I chose a bracelet that was given to me by my mother who supports me in everything I do. I chose a tube of paint to represent my grandmother because she has encouraged me and pushed me to grow in my art. She is the one who taught me to paint. Next to it I placed a small painting I did of a woman's body. Art gives me a creative outlet to express myself and my opinions. This idea in particular was to celebrate women's bodies and to accept bodies of all shapes and sizes. This idea makes me feel **empowered** and also allows me to help **empower** other women to love their bodies the way they are.



Hannah: I used a simple white box because I have always valued simplicity and find that it helps me focus on my goals. I picked a scarf that my grandpa gave to me, he is an amazing role model for me by showing me that I can be whatever I want to be. I picked a necklace my late grandma gave me because she always reassured me that I am beautiful but more than that, I matter and am more than just a pretty face. I chose a bracelet my best friend gave me because she empowers me to continue to work hard through even hard times. I added a ring that my partner gave me to signify the importance of his support and how he builds me up but is also a shoulder for me to cry on. I put my journal/sketchbook under all of these objects because it is the base of how I support myself and let myself keep going. All of these things help empower me by reminding me of the people who support me and how I can support myself yet still get help from those around me.



Jenny: Before I collected my items, I prepped my box by cutting off the excess cardboard and painting the inside. After choosing my five **empowering** items—a red bandana, tube of my favorite paint color, a Spotify code drawn on paper, a roller skate keychain, and a friendship bracelet—I began to rearrange my items in my box to determine a layout that I liked. In order for the Spotify code to be seen, I glued the code to the back of the shadow box. I think music in general is **empowering**, but I used the Spotify code for the song “It’s a Beautiful Day” because it always brightens my mood. I then taped the chain of the keychain to the top of the box to allow the roller-skate to hang down freely. The roller skate keychain acts as a substitute for my actual skates. Skating wasn’t something I *had* to do, but I just decided to do it one day. It **empowers** me as I teach myself to skate. To avoid using tape, glue, or putty on the fabric of the bandana, I folded the bandana into a bow and simply placed it on the bottom of the box. It has unintentionally become an **empowering** item for me as it reminds me of who I am and what I do. To keep my tube of paint in place, I stuck a pea-sized amount of putty to the lid of the tube, sticking it to the bottom of the box. Art has become a part of my identity, and I want to display that. Finally, like the bandana, the friendship bracelet also rests freely in the box to avoid using glue, tape, or putty. The friendship bracelet does not necessarily represent a particular friend but rather my friends in general. They are always there to support me and give me confidence. (Project process took about 20-30 minutes)

**Resources:**

<https://www.gordonparksfoundation.org/gordon-parks/biography>  
 This is the biography for Gordon Parks. This source helped develop our idea on bringing Civil Rights into the lesson plan as well as informed us of the background of the Gordon Parks image our lesson plan was centered around.

[https://www.ksde.org/LinkClick.aspx?fileticket=O\\_xMUxyIPts%3d&tabid=1042&portalid=0&mid=3102](https://www.ksde.org/LinkClick.aspx?fileticket=O_xMUxyIPts%3d&tabid=1042&portalid=0&mid=3102)  
 This is the link for the Kansas Visual Arts Standards we used to create the guidelines for our lesson plan.