ENDURING UNDERSTANDING:

Students will learn the challenges that face minorities in America by looking at images depicting the hardships minorities have fought to overcome. Students will gauge the impact of symbolism in the fight for tolerance.

ESSENTIAL QUESTIONS:

1. How do these images make you feel?
2. Is America truly tolerant?
3. What makes people hate?
4. How do we overcome hate?
5. What is the impact of a symbol?

BACKGROUND NOTES FOR TEACHERS:

Prior knowledge of the Civil Rights Movement should be addressed before viewing the images. Students should have an understanding of the history of slavery in America, the impact of Jim Crow laws and the Civil Rights Movement of the 1950’s and 1960’s. Students should have the knowledge of what “Separate but Equal” is and the goal of the Civil Rights Movement to end Segregation in America.

PROCEDURE:

1. Make necessary copies of questions and analysis forms prior to class.
2. Identify two Civil Rights photos that are appropriate for your classes. There are many to choose from and there are also many that can be difficult for some students to choose from. Identify those that are appropriate for your class.
3. Display the first photo on screen using a projector or whatever method is available to you.
   a. Pass out a Photo Analysis form and work through it step by step with the students.
   b. Display the second photo and have the students complete another photo analysis on their own.
   c. Have them put those to the side on their desk.

REQUIRED MATERIALS/TECHNOLOGY:

- Civil Rights images
- Image of, In Equality by Lisa Jarrett
- A way to project the images for students to analyze
- Photo analysis form
- Art analysis questionnaire
- Venn Diagram
- Exit Questionnaire

UTAH STANDARDS:

US II STANDARD 4.2
Students will use case studies involving African-American Civil Rights leaders and events to compare, contrast and evaluate the effectiveness of various methods used to achieve reform, such as civil disobedience, legal strategies and political organizing.

Social Studies Literacy-Grade 11-12 #6
Evaluate author’s differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence.

Social Studies Literacy-Grade 11-12 #7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
4. Explain a little about the Speaking Volumes | Transforming Hate exhibition. In this exhibit artists have taken ideas and pieces of white supremacists books to create pieces of art about discrimination and racism.

5. Display the artwork, In Equality by Lisa Jarrett from Speaking Volumes | Transforming Hate
   a. Have students complete the art analysis questions in regards to the artwork.

6. In pairs have students complete the Venn diagram comparing the photos taken during the Civil Rights Movement to the work of Art. Everyone completes their own Venn diagram but they can do so with a partner.
   a. This gives the students the ability to discuss what they have viewed with a peer and possibly gain insights that they did not obtain on their own.

ASSESSMENT:

1. Exit slip
   a. Have them answer the following questions on the back of their Venn diagram:
      i. How do these images make you feel?
      ii. Is America truly tolerant?
      iii. What makes people hate?
      iv. How do we overcome hate?
      v. What is the impact of a symbol?

SOURCES:

- Civil Rights Images
  https://www.gettyimages.com/photos/civil-rights-movement-1960s?phrase=civil%20rights%20movement%201960s&sort=mostpopular#license

- Speaking Volumes | Transforming Hate
  Exhibition overview: http://www.speakingvolumes.net

- Lisa Jarrett Artwork: In Equality
  https://www.lisajarrett.com/work

- Photo Analysis

- Art Analysis questions: Attached at end of this document

- Venn Diagram: Attached at end of this document

- Exit Slip - Completed on the back of the Venn diagram
Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?
ART ANALYSIS WORKSHEET

TITLE: __________________________ ARTIST: __________________________

1. What category does the art fall under? (Painting, Drawing, Sculpture, Ceramic, Metal Work, Mixed, other) How can you tell?

2. Turn your attention to the piece as a whole. Take a few minutes to look at the artwork in its entirety and answer the following questions.
   
   a. How does the artist use color? Are there stark contrasts or is it blended? Are there symbolic meanings behind the color choices?

   b. Are the forms in the piece realistic or abstract? Are they fully one style or do they mix the two?

   c. How does the art “work”? How are the details in the piece used to express its meaning?

   d. Describe the initial emotions you feel when viewing the art. Then list any adjectives that describe how you feel while looking at the art, at least 5.

3. Take a closer look at the art work. Divide the image into equal sections of 4. Closely study each individual section and fill in the following chart one section at a time.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>BUILDINGS AND OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Look at each section of art again and record any symbols (example: flag, weapons, jewelry, animals) you find and what you think they might mean.

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. List anything new that you discovered by viewing the painting in sections instead of as a whole.

6. Based on the information above, write a paragraph about this artwork. Provide a detailed message about what the artwork is trying to express.

7. What questions would you ask the artist about the artwork? You must have 3!