

# InsideART

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**Title**

*More than marches: The Poor People's Campaign*

**Estimated Time for Completion of Lesson**

2-3 Class Periods

**Concept/Main Idea of Lesson**

This lesson guides students' interpretation of Jill Freedman's photograph of Resurrection City in Washington DC in the context of the Poor People's Campaign in 1968.

**Intended Grade Levels**

Grades 6-12

**Infusion/Subject Areas**

Visual Arts

Social Studies

**Curriculum Standards****Florida State Curriculum Standards**

- Visual Arts:

- VA.68.H.1 and VA.912.H.1
  - Through study in the arts, we learn about and honor others and the worlds in which they live(d).
- VA.68.H.3.3
  - Create imaginative works to include background knowledge or information from other subjects.
- VA.912.H.3.1
  - Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
- VA.68.C.1 and VA.912.C.1
  - Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
- VA.68.S.1 and VA.912.S.1
  - The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.

- Social Studies:

- SS.8.A.1
  - Use research and inquiry skills to analyze American History using primary and secondary sources.
- SS.912.A.5.7
  - Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.CG.2.2
  - Explain the importance of political and civic participation to the success of the United States' constitutional republic.

National Standards for Arts Education

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.
- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Council for the Social Studies

Culture

Time, Continuity, and Change

People, Places, and Environments

Power, Authority and Governance

Civic Ideals and Practices

**Instructional Objective**

The student will:

- Engage in visual analysis of Jill Freedman's 1968 photograph, *Resurrection City*;
- Discuss the impact of the Poor People's Campaign and its revival;
- Conceptualize, develop, and complete an artistic project (i.e., design a monument or piece of public art) that represents those who protested in Resurrection City in 1968 as well as the modern revival of the campaign.

**Pre-Teaching:** Read through the Notes View on the PPT presentation. Activate the PowerPoint and advance to slide 1.

## **Learning Activities Sequence**

### **Attention-Getter:** Think-Pair-Share

1. Activate the PowerPoint presentation prior to class and display slide 1.
2. Once class commences, ask students what they think today's lesson will be about based on the title slide and share their responses with a shoulder partner. Have each pair share their idea/s with the class. Engage the class in a discussion based on shared responses.

### **Learning Activity 1: Visual Thinking Strategy**

3. Transition to slide 2. Engage students in the Visual Thinking Strategy protocol.  
Ask:
  - a. What's going on in this picture?
  - b. What do you see that makes you say that?
  - c. What more can you/we find?
4. As students share their responses, make sure to paraphrase each student's observation. Point out what they are observing and help make connections between the students' observations.
5. Advance to slide 3 to reveal the artist's name and title of the piece. Tell students that this photograph was taken by Jill Freedman during a protest known as Resurrection City as part of the Poor People's Campaign in 1968. Additional details about the photograph can be found in the notes section of the PowerPoint.

### **Learning Activity 2: Historical Information-Poor People's Campaign**

6. Transition to slide 4. Engage students in a discussion of what they currently know about The Civil Rights movement and the Poor People's Campaign. Rephrase what students know, correct any misconceptions immediately and make connections between students' answers.
  - a. Ask what students know about the Civil Rights Movement.
  - b. Ask if any had previously heard of Resurrection City or the Poor People's Campaign prior to today and if so, what they know about it.
  - c. Clarify any misunderstandings as you go.
7. Transition to slide 5. Explain to students that they will be watching two short videos. (The first is 3:08 minutes long and the second is 2:10 minutes long.) Have students set up two-column notes before starting the video.
  - a. On their own paper, have students divide their paper into two columns key details on the left and reactions on the right. emotions that are evoked as they watch the video.
  - b. After watching engage students in a brief discussion of the video. See PowerPoint notes for more details.

8. Transition to slide 6 and review the content on the slide as it connects to the video. See PowerPoint notes for more detail.
9. Transition to slide 7 and engage students in the visual thinking strategy using more of Freedman's photos. Be careful to only reveal one image at a time and use the zoom feature as needed for students to see details in the photos.
  - a. Help students connect the images back to what they learned about the Poor People's Campaign and Resurrection City. Clarify any misconceptions as you go.
  - b. Repeat this process for slides 8 and 9.
10. Transition to slide 10 and tell students you will be watching the second video with someone who was part of the original protest in 1968.
  - a. Have students add notes to the two-column sheet they set up for the first video.
  - b. After watching engage students in a brief discussion of the video. See PowerPoint notes for more details.
11. Transition to slide 11. Engage students in visual thinking strategy as they view the piece by Jason Lazarus.
  - a. Pause as needed for students to read and view the various elements of the piece.
  - b. Help students make connections to the revival of the Poor People's Campaign in recent years. Clarify any misconceptions as you go.
12. Transition to slide 12 and engage students in a discussion about how effectively they feel Freedman captured Resurrection City.

### **Closure: Honoring the Campaign**

13. Transition to slide 13. Engage students in a discussion about what the author means by this statement.
  - a. Probe students thinking after unpacking the message of the quote to consider how we, as a culture/society, commemorate events or people that we have decided are important.
14. Show image on slide 14, an aerial photo of Resurrection City next to the National Mall, with the Lincoln Monument visible. As students to consider the importance of the side-by-side placement of the two.
15. Transition to slide 15 but be careful to not click more than once and reveal the text until you are ready.
  - a. Engage students in a discussion about the role of monuments and public art. See PowerPoint notes for more details.
  - b. Students may need some guidance about public art; an additional lesson can be found here:

[http://ira.usf.edu/InsideART/Inside\\_Art\\_Public\\_Art\\_2022/InsideART\\_2022\\_Public\\_Art.html](http://ira.usf.edu/InsideART/Inside_Art_Public_Art_2022/InsideART_2022_Public_Art.html)

### **Evaluation/Assessment**

16. Click once to reveal the text on slide 16. Tell students that they will be engaging in an activity where they can work independently or with a partner to design a monument or piece of public art to commemorate those who protested at Resurrection City during the Poor People's Campaign in 1968. Their monument or artwork would be on display at the site of Resurrection City in Washington D.C. and must include at least one element of the modern revival of the campaign.
- a. Some additional research may be needed; some resources have been provided in the notes of the PowerPoint.

### **Materials and Resources**

- PowerPoint Presentation: *Jill Freedman.Day 2.Resurrection City*
- Pen and Paper
- Internet Connection
- Computer with projector and screen
- Art materials such as paper, markers, colored pencils, pencils, and sketch paper for students to use to design their monuments or art works.

### **Special Learner Accommodations**

Things to consider:

- Extra time for note-taking
- Translation dictionaries for ELLs
- Visually-rich PPT
- Graphic organizers
- Small group discussions/Cooperative learning
- Alternative assessment options

### **Internet Links**

#### Videos

Poor People's Campaign: <https://youtu.be/iaLTPMKoxCQ>

Storied 1968: <https://www.youtube.com/watch?v=YOSxbBfbuXU&t=2s>

#### Museum Pamphlets

Smithsonian (n.d.). *Solidarity now! 1968 Poor People's Campaign*.

[https://www.sites.si.edu/servlet/fileField?entityId=ka01Q000000x8paQAA&field=Download\\_Body\\_s](https://www.sites.si.edu/servlet/fileField?entityId=ka01Q000000x8paQAA&field=Download_Body_s)

Smithsonian Institution Traveling Exhibition Service. (n.d.). *City of hope: Resurrection*

city & the 1968 Poor People's Campaign.

[https://static1.squarespace.com/static/56fd4f0d45bf21c39ace2e5b/t/602ee89f1c2e114c5fa4a785/1613686978743/SITES+City+of+Hope\\_Virtual+Exhibition+Final.pdf](https://static1.squarespace.com/static/56fd4f0d45bf21c39ace2e5b/t/602ee89f1c2e114c5fa4a785/1613686978743/SITES+City+of+Hope_Virtual+Exhibition+Final.pdf)

### **References**

- Baptist, W. (2010). A new and unsettling force: The strategic relevance of Rev. Dr. Martin Luther King Jr.'s Poor People's Campaign. *Interface*, 2(1), 262-270.
- Hufnagel, A. (2021). Rearticulating a new Poor People's Campaign: Fifty years of grassroots anti-poverty movement organizing. *Feminist Formations*, 33(1), 189-220.
- Linenthal, E., & Rose, J. (2011). Public history and the challenges of commemoration. *History News*, 66(2), 12–16.
- Visual Thinking Strategies. (2023). *Visual thinking strategies*. <https://vtshome.org>