

Grade
Level:
**Adaptable,
grades 6-8**

Remembering Fannie Lou Hamer

Visual Arts, Social Studies, US History, Black History, Women's History, Ethnic Studies

Learning Objectives:

- To cultivate an appreciation for the study of underrepresented figures drawn from African American History by demonstrating the lessons their lives can teach us in our present context
- To gain experience with visual analysis as a mode of historical inquiry
- To gain experience creating public visual art

Provided Materials:

- Fannie Lou Hamer BrainPOP episode, available for free on the Find Your Voice website
- Fannie Lou Hamer, [Songs My Mother Taught Me](#), Smithsonian Folkways (select songs available on YouTube)
- Maegan Parker Brooks, [Fannie Lou Hamer Timeline](#)
- [Fannie Lou Hamer Image Gallery](#) compiled by Alicia Ervin-Rawls and Maegan Parker Brooks
- National Archives, Analyze a Photograph [Worksheet](#)
- Learn about [The Fannie Lou Hamer Statue](#) in Ruleville

Background Knowledge:

Depending upon your familiarity with Fannie Lou Hamer, you may wish to consult this brief [Biographical Sketch of Fannie Lou Hamer](#) before leading this lesson. Excellent book-length biographies have also been written about Hamer, including: Kay Mills' *This Little Light of Mine*, Chana Kai Lee, *For Freedom's Sake*, and Maegan Parker Brooks, *A Voice that Could Stir an Army*.

Instruction Steps:

Anticipatory Set

Step One: If you are extending upon the previous lessons, "Who is Fannie Lou Hamer?" and/or "Fannie Lou Hamer, the Civil Rights Activist" you can begin by asking students what they've learned about Hamer so far. Record their observations on the board, answer any

lingering questions about the previous lessons, and help define any new vocabulary words.

Step Two: If this is your students' first introduction to Fannie Lou Hamer, you might wish to either begin by playing the Fannie Lou Hamer BrainPOP episode available for free on the Find Your Voice website or by summarizing her major contributions based upon your reading of the Biographical Sketch of Fannie Lou Hamer.

Guided Practice

Step Three: Project an image of Fannie Lou Hamer from the Image Gallery and guide students through the process of analyzing a photograph, as outlined in the National Archives Worksheet.

Independent Practice

Step Four: Create stations around the classroom by projecting or posting pictures of Fannie Lou Hamer from the Image Gallery and corresponding information about her life from the Timeline.

Step Five: Distribute the National Archives, "Analyze a Photograph" Worksheet to students and encourage them to participate in a gallery walk throughout the room. Consider playing songs from Fannie Lou Hamer's album, "Songs My Mother Taught Me," as students proceed through the gallery you've created. Once they identify a particular photograph of interest, they should conduct an analysis of that photograph using the worksheet as a guide.

Group Work and Creative Activities

Step Six: Group students according to their chosen photographs. As a group, students should create a brief presentation for the class, highlighting the most noteworthy and interesting aspects of their analyses. Be sure to note that these presentations should not consist of reading the analysis worksheet or the timeline information displayed. Encourage students to be creative in their presentation of the photograph and their analytical findings.

Step Seven: After each group has presented, introduce the day's final activity. Project the Fannie Lou Hamer Statue Fund website so students can see an example of an existing historical marker honoring Mrs. Hamer's legacy. Then, ask students to create a flyer announcing the unveiling of an historical marker they have created to commemorate Fannie Lou Hamer. The announcement should (a) describe the memorial/historical marker and (b) explain why they chose to represent her as they did.

Step Eight: Invite students to display their flyers around the classroom so their peers can participate in one final gallery walk, learning more about each historical marker along the way. Encourage students to take note of common themes they see across the historical marker flyers, as well as significant differences or unique aspects.

Find Your Voice Highlights

Students will become inspired by the life and activism of Fannie Lou Hamer told through visual images they encounter on their gallery walk. They will find their voices by presenting what they consider to be the most interesting aspects of their collaborative image analysis to the class. Further, as they are encouraged to imagine their own historical marker/memorial, students will find their voice by creating a flyer announcing the unveiling of their marker, intended for broad distribution.

Closure

Step Nine: Gather the class back together to discuss their findings: themes, differences, and unique aspects. Close the lesson by asking students to reflect on the larger questions today's lesson raised, such as: how do photographs teach us about history? Why is it important to remember the historical contributions of activists

like Fannie Lou Hamer? Why are there so few Black women memorialized in the American statuary? What could their historical markers/memorials teach future generations?

Assessment of Student Learning:

Student learning will be assessed at three points within the "Remembering Fannie Lou Hamer" lesson. First, students will complete worksheet based on their analysis of a photograph. Next, they will collaboratively create a presentation for the class based upon their analysis and the

analysis of their group mates. Finally, students will each create a flyer announcing the unveiling of a historical marker/memorial that they have imagined.

Lesson Plan Author: Mrs. Ervin-Rawls

Mrs. Alicia Ervin-Rawls is the Social Studies Content Specialist at T.L. Weston Middle School, in which she has been a seventeen-year educator of the Greenville Public School District. She was first the district's Social Studies Instructional Coach from 2012-2017. Prior to that time, she was a high school social studies teacher for ten years. She is responsible for guiding the development and coordination of curriculum and instructional services in her content area. Additionally, she guides the development, implementation, and evaluation of pre-service and in-service training programs regarding test data analysis for professional and paraprofessional personnel in her assigned content area. She is one of the authors who helped with writing the Mississippi Social Studies Curriculum Framework. She is a graduate of Delta State University where, Mrs. Ervin-Rawls received both her Bachelor's and Master's degrees in Social Science Education. She also commits her energy to economic and cultural development initiatives such as the Fannie Lou Hamer Project.

