



Video Integration Learning Activity

Tom Feelings Mural

Resource: National Underground Railroad Freedom Center

Topic/Subject Area: Object-based learning; Thesis Development

Grade Level: Grade 10

Objective: Examine the use of video to engage students in thesis development regarding murals as multi-cultural contributive expressions.

Essential Questions:

How do visual representations of historical events foster personal position for discussion and debate of social issues?

Social Studies Academic Content Standards:

Standard:

People in Societies

Benchmarks:

A. Analyze the influence of different cultural perspectives on the actions of groups.

Grade Level Indicators:

Gr. 10. 2. Analyze the perspectives that are evident in African-American, American Indian, and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.

Standard:

Skills and Methods

Benchmarks:

A. Evaluate the reliability and credibility of sources.

B. Use data and evidence to support or refute a thesis.

Grade Level Indicators:

Gr. 10. 2. Critique evidence used to support a thesis.

Gr. 10. 3. Analyze one or more issues and present a persuasive argument to defend a position.

Steps:

1. Introduce /review the term and concept of “mural,” an art form consisting of largeness in scale, execution on or affixation to a wall, purposed for public viewing, and often an expression for social issues.

2. Access the INFOhio Web site, <http://www.infohio.org> and follow this sequence of clicks: *Ohio Media Resources* button> *Digital Video Collection* button> *Easy Search* link. *
3. Type and enter *Feelings Mural* in the search word box, then click on the *Show Matching Videos* button.
4. Select for viewing the video clip *Feelings Mural* (6:06 min.) to Download or View Now.
5. Discuss the nature of the art piece--its authenticity and credibility, and perspective on social issues addressed in the painted renderings.
 - The Middle Passage
 - 19th Century international and domestic slave trade (*from 1790-1860, it is estimated that approximately one million enslaved people were migrated interregional during the internal slave trade*)
 - Enslavement of Africans in North America.
6. Brainstorm additional social issues addressed through artistic expressions (e.g., forced migration, relativity of individual rights, etc.), and the cultural perspectives projected.
7. Engage students in the design of authentic thesis statements for use in research to foster discussion and debate on the relevance of murals as multi-cultural contributive expressions that frame varying perspectives.
8. Site additional historical examples for examination, making use of the *INFOhio Core Collection* resources. Use the keyword, "mural," for database searching.
 - Bardia Mural (Libya, 1942)
 - Free Derry Corner (Ireland, 1969)
 - Future without Fear (Global collaboration, 2006)
 - Great Wall of Los Angeles (U.S.A., 1976-85)
 - Man, Controller of the Universe (Mexico, 1969)
9. Engage students in research and presentation of evidence to support or refute thesis.
10. Reflect on how different perspectives and multiple viewpoints evident in art shape the understanding of events in history. (*See Ohio Academic Fine Arts Standards>Visual Arts for additional alignments.*)

* *Must authenticate as needed by entering your username and password. If you are entering from home, obtain password from school librarian.*

Additional Comments on Search Process:



Look for alignment of the National Underground Railroad Freedom Center Resources alignment to the INFOhio Core Collection. Click on the Blue Button (image of button—live link) Help Resource Page.