



Creating a Digital Story: The Life of John P. Parker

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Grade Level: Grade 5 and Up

Subject: Arts and Humanities

Major Content: Purposes of Art

Lesson Length: 2-3 55 min. periods



Preparation

Pre-Lesson

Before this lesson, prepare the students about the life of John Parker. His autobiography, *His Promised Land*, is a fundamental source to read before passing the story on to others. Older children/teenagers could read the book or portions of the book ahead of time. This Digital Story lesson focuses on the purposes of Narrative Art and the media and processes required telling a story through art; In this case it is the story of John P. Parker.

Objectives

- Students will be able to interpret an event from the life of John Parker and create a 2-D artwork that displays what they have learned
- Students will be able to explain the purpose of *Narrative Art*
- Students will be able to explore different media and processes for making narrative art
- Students will be able to work collaboratively to create a digital story that implements technology and writing skills

Connections

Kentucky Core Content

AH4.1.41 Create artworks using the elements of art and principles of design

AH4.1.42 Use a variety of media and art processes to produce 2-D and 3-D artwork

AH-05-3.4.1 Students will describe or explain how art fulfills a variety of purposes

T-I-ICP-S-P2 Students will use technology to produce content area assignments/projects

Academic Expectations

Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.

Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view



Resources, media and technology

Book: His Promised Land: Autobiography of John Parker edited by Sprague

Selected Children's Books of the Underground Railroad (examples)

Moses: When Harriet Tubman Led her People to Freedom by Carole Boston Weatherford, illustrated by Kadir Nelson

Sweet Clara and the Freedom Quilt by Deborah Hopkinson

Follow The Drinking Gourd by Jeanette Winter

Digital camera and computer

Computer software: Photo Story for Windows or other appropriate Media Software used for Digital Story telling and a media player such as Windows Media Player

See link for example of a Digital Story:

http://www2.forthomas.kyschools.us/moyer/neverett/studio_art.htm

Other helpful websites:

www.johnparkerhouse.com

www.freedomcenter.org



Procedures

Strategies and Activities

- **Teaching strategies** that will be used to actively engage the students include cooperative learning (brainstorming and working with large group to create the story), and problem solving (deciding on media, process and imagery that would best represent a particular event in Parker's life)
- After introducing the content and objectives, discuss review purposes of art (expressive, narrative, ceremonial, functional)
 - Which one of these purposes will we be using to tell the story of John Parker?
Artists create narrative art to tell a story. Your narrative art should include a plot, scene, and characters just like when you create a story.
- Show them examples of children's books illustrating slavery and the Underground Railroad.
- Discuss the feelings and emotions that were part of the experiences. (examples)
 - How do you think John Parker would feel when taken from his mother?
 - Imagine what it would be like walking barefoot from Virginia to Alabama. How long would that take?
 - What is the importance of the doctor teaching John Parker how to read and write?

- How would you feel after you were able to buy your freedom?
- Would you risk your life to free others?
- Next, assign or figure out as a class what part of the story he/she would like to write about and illustrate. Have them research pictures and more information for homework.
 - An outline of his life can be found at the end of this lesson – you can use this as a guide to divide the story among the class.
- Their individual drawings will vary and it will be up to them to find the best solution for expressing an event in life of John Parker. Media and process will also be the student's choice. The teacher will be available as a guide for the decisions that they must make to create their work of art.

Closing

- At the end of the lesson, review the lesson objectives/content.
 - How did this story connect to their own lives?

Summative Student Assessment

- Students will be able to answer questions correctly when asked verbally at the end of the class
- Students will be able to create an illustration that depicts the life of John Parker. Students will also have to explain the event that is represented and record the explanation for the Digital Story

Cross-Curricular Lessons

- This lesson could be taught in conjunction with other Arts and Humanities classes (ex. Music: Spirituals, Folk Music) as well as Social Studies curriculum (Civil War, Underground Railroad, slavery, Civil Rights Movements, etc.)



Suggested scenes

Birth	Running away	Ripley Ohio	Business in Ripley	Conductor on the UGRR
Childhood	Working at the foundry	Abolitionists	Inventions	Adventures
Sold into slavery	Buying his freedom	Underground Railroad	Family life	Risks
Life with the doctor	Moving north	Safe houses	“Secret life” identity	Hero

Assessment Plan

Lesson Learner Objective	Learning Goals	Formative Assessment	Summative or Post Assessment	Adaptations and/or Accommodations
Objective 1	Students will be able to interpret an event from the life of John Parker and create a 2-D artwork that displays what they have learned	Ask questions in beginning of lesson	Evaluate Finished work	Work with everyone on individual basis
Objective 2	Students will be able to explore different media and processes for making narrative art	Observation of students working on projects – and using a variety of media	Evaluate their finished work	Provide a variety of materials that are easily accessible
Objective 3	Students will be able to explain the purpose of <i>Narrative Art</i>	Ask questions in beginning of lesson	Review at end of lesson Question will be asked in unit test.	Work in groups to answer correctly
Objective 4	Students will be able to work collaboratively to create a digital story that implements technology and writing skills	Help students individually with their project	Evaluate based on participation and collaborative efforts	Model lesson/ Work with everyone on individual basis