

MISSISSIPPI HUMANITIES COUNCIL JOURNEY STORIES

Title of Lesson/Unit: *Zooming in on Mississippi*

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School: Arts Consultants

Grade Levels: 4-7 and 8-12

Primary Subject: A method of focusing in on the details of a place

BIG IDEAS

What overarching understandings are desired?

- The stories human beings tell have macro and micro parts.
- Our journey stories relate the big picture and details.
- What we observe is what is important to us.

DESIRED RESULTS

What standards (knowledge and skills) will students attain as a result of this unit/study?

Social Studies:

4th grade: 3.a.; 5th grade: 3. i.; 10th grade: 4. b.; and 11th grade: 5.b.

Music:

4th grade: 6. a.; Middle School (5-8): 6. a. High School: 7. a.

FOCUS QUESTIONS

What questions will focus this unit?

Essential Questions:

1. Where do people travel?
2. What details are important?
3. How do we make a product from separate parts of a journey to tell a story?

ASSESSMENT EVIDENCE

What evidence will be used to show that students understand?

(Performance Tasks, Projects, Quizzes, Tests, Academic Prompts, Observations, Work Samples Dialogues, and Student Self-Assessment)

1. Students participate in a group exercise from the book *Re-Zoom*.
2. Students debrief and analyze what the exercise taught them about place.
3. Students understand the significance of PLACE through a “zooming in” activity.
4. Students hear music indigenous to Mississippi and its roots.

Materials and resources: Use the RE-ZOOM book. See music to play during the activity in the resource section.

Prerequisites: none

Approximate time to spend on lesson components: One 45-minute session

PROCEDURES

What teaching and learning experiences will equip students to demonstrate the targeted understandings?

Students will...

- Complete the exercise and debriefing below while listening to music.
- Discuss the Mississippi music that they listened to and analyze the types of instruments used, the mood of each song and how the mood and emotions relate to our early history of our state.

Zooming Exercise

RE-ZOOM

By Istvan Banyai

A review by *School Library Journal*: **Re-Zoom** (Viking, 1995) is a visual journey, a cinematic picture book without words. Viewers are shown something that turns out to be just a piece of something larger, and thus not at all what they saw (or thought they saw) in the first place. With each page, one takes a step back to see the broader context. The image of an ancient archer is just a figure on a watch, the hand wearing the watch is making a rubbing in an Egyptian tomb, which turns out to be the Obelisk of Luxor in Paris, but not really because it's just a movie set...and on and on and on, until the final page, where the lights of a subway car disappear into a tunnel to become two eyes staring in the darkness or so it appears. While not the most technically accomplished artist, Banyai makes up for it in originality, an assured sense of design and composition, and an avant-garde sensibility that children, especially older ones, will love. He mixes traditional and contemporary images in a sly way: for example, one picture shows a woman in traditional Japanese garb, wearing a walkman, looking right at viewers with a trace of a smile on her face. His is a truly global view, moving easily from Europe to Asia to the U.S. (although you never really know where

you are). Children--small people in an adult-sized world--are often fascinated with size and perspective. Re-Zoom comments on that, on reality and illusion, on visual awareness, on all sorts of things. A fun book with a lot to "say."

Directions: Remove the book's pages from the binding. Place in clear plastic sleeves to preserve the pages. Number the back of each page for your own information, but not to be used in the exercise. Mix up the pages so that they are no longer in order.

Conduct the exercise:

1. Invite students to join in a **silent** exercise where they will place individual pictures (pages) in the correct order to produce a group product while music plays softly.
2. Remove approximately five pages from the set to distribute later in the exercise.
3. Distribute a picture (page) to each student with the instructions/challenge that they are to form the group product on the floor with no talking.
4. As students work and place pictures, give the remaining pictures to those who have placed their initial ones until all are taken and placed.
5. As students work, observe for the following:
 - leaders, followers, working styles
 - communication strategies
 - problem solving strategies
 - breakthroughs
6. Stop when the music is finished.

Debrief

1. Ask for student reflections on the exercise.
2. Ask questions about the exercise:
 - What was the book about?
 - What places did you see in the pictures?
 - What did this exercise require?
 - How did you feel about working in silence?
 - What did you have to do to produce the group product...and complete the exercise?
 - How can this exercise be compared to a journey?
 - What stories about places might you tell after this exercise?
 - What makes a place special? Important? Memorable?
 - What details would you consider important to include about Mississippi?

Extension:

Design a Re-Zoom Mississippi that takes a traveler from the country, state, town, school, home, to your bedroom.

MUSIC:

Songs to play:

<http://www.nps.gov/miss/forteachers/upload/12%20Great%20Mississippi.mp3> "The Great Mississippi"

<http://northbysouth.kenyon.edu/2002/Music/parchman.mov> " [Early in the Mornin'](#)" performed by Johnny Lee Moore and prisoners of the Mississippi State Penitentiary.

<http://www.youtube.com/watch?v=4Ny5ajCn0xw> B.B. King plays the BLUES

<http://profile.myspace.com/index.cfm?fuseaction=user.viewprofile&friendid=258290341> B.B. King "See that My Grave is Kept Clean"

<http://www.youtube.com/watch?v=-O5hz5KnSdc> "Steal Away" by Mahalia Jackson

Even though the following lesson plans were written for Mississippi ROOTS music for the MHC, they are still an excellent resource for the Journey Stories exhibit. Go to:

<http://www.mshumanities.org/pages/downloads.asp> and click on New Harmonies Lesson Plans. SPECIFICALLY:

- Grafting New Harmonies
- Preserving Our Roots