

## Project-Based Learning

**Teacher:** Mary Elise Marcy

**Class:** South Carolina History

**Grade:** 8th

**Topic:** Protest Songs, Art, and Poetry throughout Our State's History (Social Justice)

**Duration:** This inquiry will be a year-long project with a focus on protest through a variety of artforms. Each unit will be focused on a different time period and protest movements. Each unit will take about 3 weeks to complete.

### **Essential Question:**

How do the arts impact social movements?

### **Guiding Questions:**

- What is protest music? Art? Poetry?
- What is the historical context in which protest songs, poetry, art are written and performed?
- What makes a protest song, art, poetry effective?

### **Project Summary:**

This project is going to focus on slavery during the **Colonial period**, but will eventually be expanded to include other important events throughout South Carolina's history. Students will explore how slavery began in South Carolina, why Africans were enslaved, what life was like for enslaved Africans, how Africans maintained parts of their culture, and where Africans were enslaved in South Carolina as well as the other colonies. Students will learn about protest songs that were developed during this time period and how these songs were used.

### **Standards and Skills Alignment:**

#### Social Studies

Standard 1: Demonstrate an understanding of the development of South Carolina during the settlement and colonization of North America in the period of 1500– 1756.

8.1.CO Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development.

8.1.CE Analyze the factors that contributed to the development of South Carolina's economic system and the subsequent impacts on different populations within the colony.

8.1.P Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony.

8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.

#### ELA

## Language, Craft, and Structure

8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.

10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.

## Music

GM.R AL.6.2 I can examine and discuss culturally authentic practices found in musical works.

GM.R AL.6.3 I can analyze and describe how the use of expressive devices and form are used in culturally and historically diverse genres.

## Visual Art

VA.R AM.5.1 I can research and interpret the message or meaning of works within a genre or by a group.

VA.C AH.6 I can analyze the beliefs, values, and behaviors of a society and how they impact an artist's work.

## **21st century skills:**

- Critical thinking
- Collaboration
- Teamwork
- Creativity
- Innovation
- Intrapersonal skills
- Reflection
- Evaluation

## **STEP 1: Desired Results**

The main focus of this project will be 8th grade South Carolina History. The standards that will be focused on are the following:

- Standard 1: Demonstrate an understanding of the development of South Carolina during the settlement and colonization of North America in the period of 1500– 1756.
  - ◆ 8.1.CO Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development.
  - ◆ 8.1.CE Analyze the factors that contributed to the development of South Carolina's economic system and the subsequent impacts on different populations within the colony.
  - ◆ 8.1.P Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony.
  - ◆ 8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.

## **Students will understand, know, and be able to do at the end of the lesson (based on Grade 8 Deconstructed Skills):**

- **Causation-** Identify and compare significant turning points, including the related causes and effects that affect historical continuity and change.
  - ◆ identify significant events that led to change or maintain continuity.
  - ◆ evaluate the causes of turning points and how they lead to change or continuity.

- ◆ evaluate the effects of turning points and how they lead to change or continuity.
- ◆ compare the importance of turning points related to causality.
- **Evidence-** Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquirybased study of history.
  - ◆ compare various types of sources to be used in a historical study
  - ◆ engage in historical thinking skills to collect evidence from various sources that identifies bias, context, tone, purpose, and periodization.
  - ◆ evaluate secondary sources for accuracy and validity.
  - ◆ examine multiple points of view to construct a historical argument.
  - ◆ corroborate multiple sources
- **Periodization-** Utilize significant turning points to justify the historical narrative of a time period.
  - ◆ utilize turning points to identify historical periods according to historical themes.
  - ◆ explain how significant events and related developments lead to changes in historical periods.
  - ◆ justify the categorization of historical periods through the use of turning points and related developments.

## **STEP 2: Assessment Evidence**

### **Formative Assessments**

- Introduction to Protest Music, Art, Poetry
- Read story of Omar Ibin Said and answer the questions
- Analyze protest art and songs
- Socratic Discussion of Phyllis Wheatley Poem

### **Summative Assessment**

- Students will choose a final product from the Social Justice Choice Board to demonstrate their understanding of the unit. They will choose from nine different products that show what they have learned through a variety of mediums. Students will be assessed using a rubric.

## **STEP 3: Lesson Activities**

### **Project Kick-off:**

**The Black Majority Bragg Box** from the Charleston Museum: “Many groups of people came to South Carolina from around the world during the colonial period. Many of them were escaping religious persecution or trying to gain new or better opportunities. Of all the different cultural groups that came to South Carolina, the largest was from Africa. However, this group of people did not come by their own choice but as slaves. This Bragg Box covers the definition of slavery, the reason enslaved people were brought from Africa, the daily life of enslaved people, and their cultural contributions to our area.” Students will explore the Black Majority Bragg Box to understand what life was like for enslaved people in South Carolina. Explore idea of how music and art were an important part of their culture.

### **Formative Activities:**

1. **Introduction to Protest Music, Art, Poetry:** Put question on the board asking students to brainstorm how the arts impact social movements. Student write ideas on sticky notes and add to the board. Discuss the historical context of social justice movements and protest art, music, and poetry-Background information about protest movements. Students will listen to songs from various time periods and identify what is being protested.

2. **Read story of Omar Ibin Said** Watch youtube video of his story and analyze primary source documents. How does his life tell the story of faith, resilience, resistance, and injustice? How does the art of Jonathan Green impact your understanding of the events? Write a well-crafted ACED paragraph answering the questions.
3. **Analyze protest songs and art:** Students will visit several stations to view protest art (below) and listen to protest songs: “Swing Low, Sweet Chariot,” “No More Auction Block,” and “Go Down Moses”. They will then choose one song or art piece to analyze by filling out the analysis chart.
4. **Socratic Discussion of Poem** “To the Right Honourable William, Earl of Dartmouth” by Phyllis Wheatley. Students will read background information about Phyllis Wheatley and her poem. They will annotate the poem and write down questions that they have about it. We will then have a socratic seminar using student generated questions as discussion points.

**Materials:**

Omar Ibin Said story [https://spoletousa.org/wp-content/uploads/2022/07/Omar-workbook\\_2022\\_for-web.pdf](https://spoletousa.org/wp-content/uploads/2022/07/Omar-workbook_2022_for-web.pdf)

<https://www.loc.gov/collections/omar-ibn-said-collection/about-this-collection/>

<https://www.youtube.com/watch?v=EBQelGvwkhE>

“Go Down Moses” by Paul Robeson

“No More Auction Block” Anonymous

Geechee Gullah Ring Shouters perform

“Swing Low, Sweet Chariot” Author Unknown

<http://nationalhumanitiescenter.org/tserve/freedom/1917beyond/essays/aaprotestpoetry.htm>

<https://loc.gov/item/ihas.200197383>

<https://www.history.com/news/black-music-slavery-protest>

<https://news.stanford.edu/news/2009/february18/artists-slavery-protests-021809.html>

[https://www.gilderlehrman.org/sites/default/files/inline-pdfs/06154\\_FPS\\_0.pdf](https://www.gilderlehrman.org/sites/default/files/inline-pdfs/06154_FPS_0.pdf)

<https://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf>

**Resources:**

SCETV

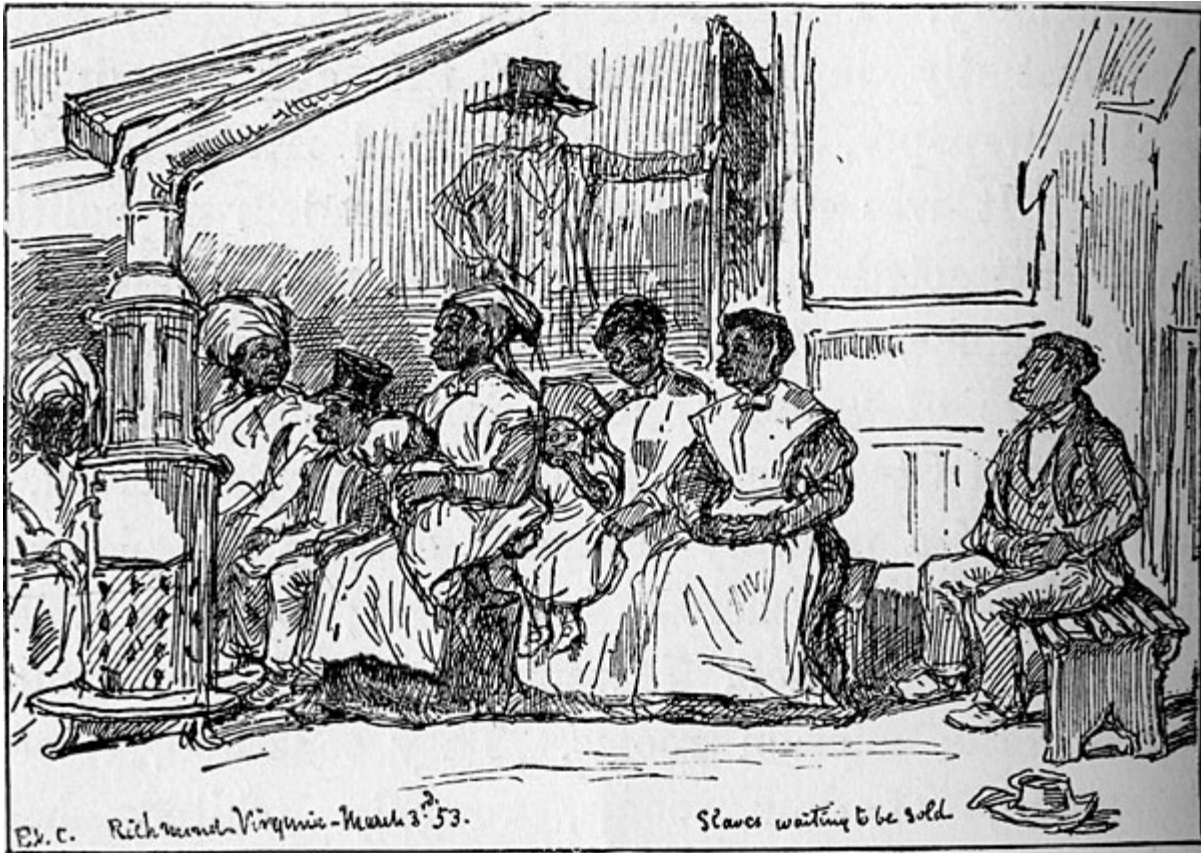
Gibbes Museum Collection Online

The Charleston Museum Bragg Box “The Black Majority”

Learningforjustice.org

**Differentiation/ Accommodation/ Personalization:**

Students with 504s or IEPs will be allowed accommodations as outlined in their plans. Students who need more challenging assignments can have primary source documents that are written in the original language.



Eyre

*In The Richmond Slave Market* was published in the *Illustrated London News* in 1856.

Crowe's





Thomas Satterwhite Noble's *The Price of Blood* (1868), portrays the crisis of mixed-blood slaves.



*The Slave Auction* by John Rogers had a difficult reception in the aftermath of abolitionist John Brown's execution in 1859. In this small plaster, John Rogers depicts a slave auction in progress and the tragedy of a family about to be torn apart. The father stands defiantly, with arms crossed. His wife stands on the other side of the podium. Rogers noted that he portrayed the woman with Caucasian features to suggest that she was of mixed race and allude to the abuse of female slaves by their masters. The woman holds a baby, while her other child, a toddler, hides fearfully behind her skirt. The auctioneer presides over a rostrum with a sign that describes the sale with chilling dispassion: "Great Sale/ of/Horses, Cattle/Negroes & Other/Farm Stock/This Day at/Public Auction."



Medallion, Am I Not A Man And A Brother? Made at Josiah Wedgwood's Etruria Factory, Staffordshire, England, 1787-1800, Jasperware (Unglazed Stoneware), Developed in 1787 by the Society for Affecting the Abolition of the Slave Trade, Museum Purchase with Funds Provided by W. Groke Mickey, Museums at Washington and Lee University.

## Image Analysis Questions

**How do these images make you feel? What details in the pictures make you feel that way?**

**What clues help you identify when and how people are being treated unfairly?**

**Describe the people in these images. Who are they? Are they free? How do you think they feel?**

**Why do you think people chose to make these images? Use details to support your answers.**

## Song Lyric Analysis

### Step 1: Observation

1. Look at the title of this tune. Can you tell what the tune or poem will be about from the title? Explain.

### Step 2: Responding

2. Read through the song lyrics. What are your personal reactions to the lyrics?
3. What emotions might this tune produce when sung?
4. Read through each stanza and write its meaning? Remember to relate it to protest.

### Step 3: Linking to History

5. Why do you think the songwriter wrote this piece? What clues do you find to suggest this?
6. What does this song tell you about what life was like during this period in history?



## ACED Paragraph Rubric

Categories of Performance	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence/ main idea	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to generate interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to a main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/ fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well organized with topic, body, and clear conclusion. Flows logically. Consistent focus on topic.
Mechanics/ word choice/ presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation Limited new vocabulary. Disorganized	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.
Total Points				

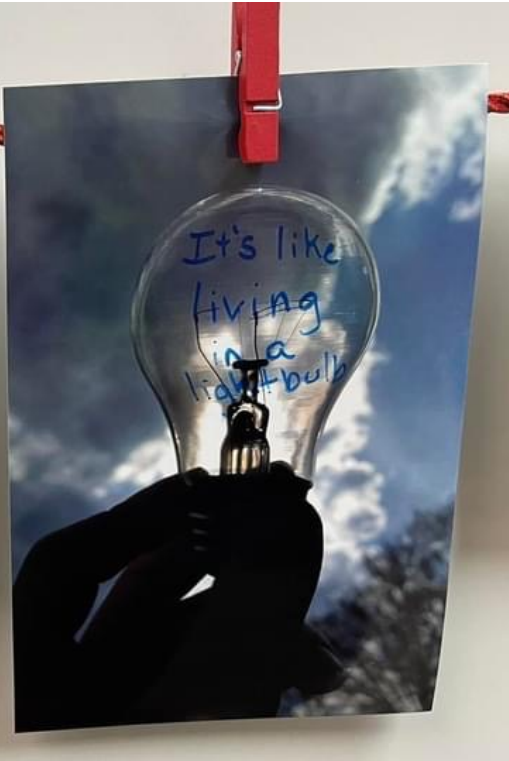
## Socratic Seminar Single Point Rubric

Working towards proficiency (Areas that need work)	Criteria	Beyond Expectations (Evidence of exceeding standards)
	<p>Engagement</p> <ul style="list-style-type: none"><li>● Listening to others</li><li>● Shares thoughtfully crafted ideas</li><li>● Comes to seminar prepared</li></ul>	
	<p>Respect</p> <ul style="list-style-type: none"><li>● no interruptions or put-downs</li></ul>	
	<p>Meaning Making</p> <ul style="list-style-type: none"><li>● Use examples from the text to show understanding</li><li>● Analyzes meaning of text</li></ul>	

# Social Justice Choice Board

Choose one option from the choices below. This will be your final grade for the cycle. Make sure to demonstrate your understanding of social justice and the Colonial period. Make sure you cite any outside sources that you use.

<p>If you love to <b>REad</b></p>	<p>If you love to <b>design</b></p>	<p>If you love <b>movies</b></p>
<p>Read the <b>book</b> <i>Chains</i> by Laurie Halse Anderson. Write a <b>poem</b> about the experiences of Isabelle, a young African American girl who fights for freedom for herself and her younger sister during the American Revolution.</p>	<p>Construct a <b>3D art piece</b> to replace a racist monument in the US. Design it around the Colonial time period. Write a placard explaining how your design relates to social justice.</p>	<p>Film a short <b>video</b> celebrating the Gullah Geechee culture and explain its importance to our state's history. Highlight elements of art, music, and food that we still enjoy today. The movie should be between 3-5 minutes long.</p>
<p>If you love to <b>explore</b></p>	<p>If you love <b>podcasts</b></p>	<p>If you love <b>pictures</b></p>
<p>Create a virtual <b>field trip</b> to one of the local plantations using Google Sites. Include information about the family who lived on the plantation and the enslaved people who worked there. Make sure to include images, facts, and statistics.</p>	<p>Record a <b>podcast</b> discussing a piece of art, poetry, or music that has not been discussed in class. Create a presentation that will explain the history of the art piece and the artist as well as how this piece protests enslavement.</p>	<p>Choose a poem that was written as a protest to slavery. Take a <b>photograph</b> that represents the poem and write your favorite line from the poem on the photo. Explain what you think the author's message about social justice is. See examples on the next page.</p>
<p>If you love <b>music</b></p>	<p>If you love <b>digital design</b></p>	<p>If you love to <b>create</b></p>
<p>Choose either a protest <b>song</b> that we have already studied or another song that was not discussed. Explain the meaning of the lyrics and add another verse to the song that adds to the meaning.</p>	<p>Choose one of the major plantation owning families in Charleston. Design an <b>infographic</b> about the life of the enslaved on the plantation. Include graphs, charts, and images that explain the lives of the enslaved people who lived on the plantation. Include a link to a protest song that might have been sung on the plantation.</p>	<p>Read the book <i>Nightjohn</i> by Gary Paulsen. Create a <b>scrapbook</b> showing 10 artifacts that could have been left behind by the characters in the book. What items would have been important for the characters Sarny and Nightjohn? Label each picture and tell how they tell what life was like for people who were enslaved.</p>



# Social Justice Choice Board Rubric

5=Exemplary, 4=Proficient, 3=Needs Improvement, 2-0=Unsatisfactory

<b>Content</b>	<ul style="list-style-type: none"> <li>● Covers topic in-depth with details and examples</li> <li>● Subject knowledge is excellent</li> <li>● Evidence of genuine learning- others would find work useful and benefit from this product</li> </ul>	
<b>Originality</b>	<ul style="list-style-type: none"> <li>● Product shows a large amount of original thought</li> <li>● Ideas are creative and inventive</li> </ul>	
<b>Message</b>	<ul style="list-style-type: none"> <li>● Message is clear, creative, and compelling</li> <li>● Student creates an original, accurate, and interesting product that adequately addresses the chosen prompt</li> </ul>	
<b>Citations</b>	<ul style="list-style-type: none"> <li>● All work and ideas taken from other sources is cited</li> <li>● Student's original text and ideas are the dominant portion of the work</li> </ul>	
<b>Use of time in class</b>	<ul style="list-style-type: none"> <li>● Used time well each class period</li> <li>● Focused on getting project done</li> <li>● Did not distract others</li> </ul>	
<b>Spelling, Grammar, Punctuation</b>	<ul style="list-style-type: none"> <li>● Work has clearly been revised and edited</li> <li>● Minimal to no errors in spelling, grammar, and punctuation</li> </ul>	
<b>Total Points Awarded</b>		