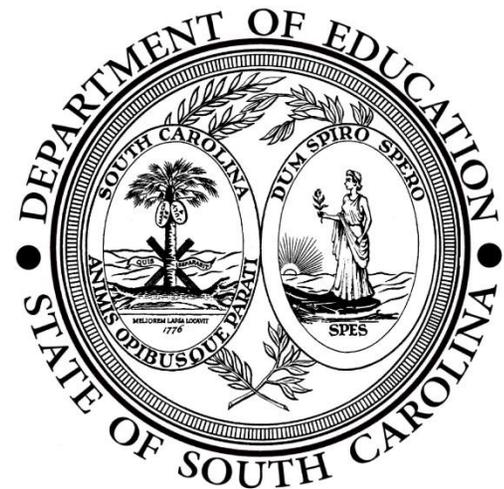


Grade 8

How Do We Chose What is Remembered? The Meaning of Material Culture and the Work of Elaine Nichols

Instructional Resource for the
*South Carolina Social Studies Academic
Standards*

South Carolina Department of Education
Office of Standards and Learning
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Grade 8: SC/US History: How do we choose what is remembered?

This lesson incorporates the following literacy skills in social studies: interpret parallel time lines from different places and cultures; evaluation of multiple points of view or biases and attributes of the perspectives to the influences of individual experiences, societal values, and cultural traditions; and compare the locations of places, the conditions at places, and the connections between places. The purpose of this lesson is for students to evaluate artifacts, interpret how material culture can be used to understand the history and culture of the Gullah people, and learn how one South Carolinian, Elaine Nichols, preserves the culture of African-Americans. This lesson incorporates skills of the Profile of the South Carolina Graduate including creativity and innovation, self-direction, work ethic, and knowledge of the social sciences. This lesson is intended for 60 minutes periods over the course of two days. However, it can easily be modified to fit into other time frames.

Standard(s) and/or Indicator(s)

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

Targeted:

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

Indicator 8-1.4: Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves.

Embedded:

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.

Indicator 3-2.5: Explain the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery.

Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late

<p>twentieth and early twenty-first centuries.</p> <p>Indicator 8-7.2: Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases <i>Elmore v. Rice</i> and <i>Briggs v. Elliot</i>; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.</p>
<p>“I Can” Statements</p> <p>“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).</p> <ul style="list-style-type: none"> • <i>Day 1: I can use inquiry skills to study artifacts and understand the importance of provenance (8-1.4 and 8-7.2).</i> • <i>Day 2: I can use inquiry, writing, and communication skills to learn about the history and material culture of the Gullah people of South Carolina (8-1.4 and 3-2.5).</i>
<p>Essential Question(s)</p> <p>This is a suggested essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> • How do we decide what should be preserved and remembered in history? • How does material culture represent a person or group of people? • What are some examples of material culture represent the Gullah people?
<p>Academic Vocabulary</p> <p>Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.</p> <ul style="list-style-type: none"> • Artifact • Curator • Material • Preservation • Provenance

<p>Prior Knowledge</p> <p>Students should recall Gullah culture from grade three social studies standards.</p>
<p>Subsequent Knowledge</p>

The historical thinking and presentation skills learned in this lesson can be applied to any time period in any region of the world.

Potential Instructional Strategies

Day 1 “I Can” Statement: I can use inquiry skills to study artifacts and understand the importance of provenance (8-1.4) and *8-7.2).

Instructional Strategies: Begin with a bell ringer question: How do we decide what should be preserved and remembered in history? Discuss student replies. Likely they will have a wide variety of responses. All are valuable to determine what they see as worth remembering. This can be an oral discussion or extended to include an idea web for students to take notes of their classmates’ comments.

Tell students they will see pictures of four artifacts (define) and they are to decide if the artifact belongs in a museum. They will record their decision on a note-sheet. For example: Show the George Washington Canandaigua Treaty Wampum Belt and discuss with the class: What is this and what is its provenance (define). Does an item’s provenance affects its value? Should this artifact be in a museum? You may substitute the Wampum Belt for any other artifact that your students have previously studied in class and are familiar with the provenance.

Begin assignment with these images. Do not tell students anything about the artifacts

Show image 1 (dress made by Rosa Parks). Have students discuss with a partner if they think it belongs in a museum. Show image 2 (scarf given to Harriet Tubman by Queen Victoria). Have students discuss with a partner if they think it belong in a museum. Show image 3 (funeral home advertisements). Have students discuss with a partner if they belong in a museum. Show image 4 (funeral program of Septima Clark). Have students discuss with a partner if they think it belongs in a museum. Return to each slide and ask students what they decided about each artifact. Does it belong in a museum? Next, give students information about each of the images. Have students record information on their note-sheet.

All of these artifacts were chosen to be in museums by Curator Elaine Nichols (define curator). Show a slide with her biography and read it aloud. The first two artifacts she chose to be in an exhibit at the new Smithsonian National Museum of African American History and Culture in Washington, D.C. for their Black Fashion Museum Collection and the last two artifacts she chose to be in an exhibit titled *The Last Miles of the Way: African-American Homegoing Traditions, 1890-Present* at the South Carolina State Museum in Columbia.

Follow up with a group discussion with guided questions: Does this change your view on whether or not the item belongs in a museum? How can the provenance of an item change its meaning or value? How can items of material culture teach us about people or a group of people? What items should be preserved (define) from a culture? With the countless artifacts available, why do you think that Elaine Nichols chose these to represent African American history and culture? These questions can be asked specifically about each artifact in the PowerPoint.

Day 2 “I Can” Statement: I can use writing and communication skills to learn about the history and material culture of the Gullah people of South Carolina. (8-1.4).

Begin with a short review of yesterday’s discussion on the importance of artifacts as examples of material culture (define). In small groups, give students the artifact analysis sheet and one artifact reflective of the Gullah culture. Have students investigate the artifact and complete the analysis sheet. Allow each group to present their artifact and explain how it represents the Gullah culture. Students must properly use at least three of the key academic vocabulary words in their presentation. During the presentations, students will take notes on the Artifact Analysis Sheet.

Conclude with a return to the central questions:

- How do we decide what should be preserved and remembered in history?
- How does material culture represent a person or group of people?
- What are some examples of material culture represent the Gullah people?

Note: You may want to organize images into a PowerPoint. Suggested artifacts for student investigation: sweetgrass basket, okra, oyster shells, books written in Gullah, djembe drum, Gullah cookbook, etc. Many historical societies and museums have traveling trunks with these items that they lend or rent to teachers for a nominal fee.

Potential Assessment Task

Day 1: *Note-sheet (8-1.4 and 8-7.2)*

Day 2: *Artifact Analysis Sheet (8-1.4) and Presentation Rubric*

Resources

Capriccioso, Rob. Illuminating the Treaties That Have Governed U.S.-Indian Relationships. *Smithsonian Magazine*. Retrieved November 24, 2017 from <https://www.smithsonianmag.com/smithsonian-institution/treaties-governed-us-indian-relationships-180952443/?no-ist>

Dress sewn by Rosa Parks. Retrieved November 1, 2017, from

https://nmaahc.si.edu/object/nmaahc_2007.3.1ab?destination=explore/collection/search%3Fedan_q%3D%252A%253A%252A%26edan_local%3D1%26edan_fq%255B0%255D%3Dtopic%253A%2522Clothing%2520and%2520dress%2522

Donnelly, P. (2013, June 7). Harriet Tubman's Great Raid. *The New York Times*. Retrieved November 1, 2017, from <https://opinionator.blogs.nytimes.com/2013/06/07/harriet-tubmans-great-raid/>

Hicks, T. E. (2013). *The South Carolina Journey*. Layton, UT: Gibbs Smith Education.

Nichols, E. (1989). *The Last Miles of the Way: African-American Homegoing Traditions, 1890-Present: exhibition dates, June 4, 1989-December 1, 1989*. Columbia, S.C. (P.O. Box 100107, Columbia 29202-3107): South Carolina State Museum.

Rosa Parks. Retrieved November 1, 2017, from <http://www.achievement.org/achiever/rosa-parks/>

Silk lace and linen shawl given to Harriet Tubman by Queen Victoria. Retrieved November 1, 2017, from https://nmaahc.si.edu/object/nmaahc_2009.50.39?destination=explore%2Fcollection%2Fsearch%3Fedan_q%3D%252A%253A%252A%26edan_fq%255B0%255D%3Dtopic%253A%2522Clothing%2520and%2520dress%2522%26edan_fq%255B1%255D%3Dp.edanmdm.indexedstructured.name%253A%2522Tubman%252C%2520Harriet%2522%26edan_local%3D1

The Historic Charleston Foundation has a Gullah traveling trunk available to teachers with artifacts, books, videos, and historical information. Call (843) 723-1623 for information.

Artifact Oral Presentation Rubric

Presentation Elements	Level 4 Exemplary	Level 3 Proficient	Level 2 Developing	Level 1 Beginning	Comments
Voice is projected to the back of the room, words are clear and annunciated, firm stance without fidgeting					
Information presented explains the artifact, its history, its connections to the Gullah culture, and its prevalence in the modern Lowcountry landscape					
Presenters answered questions from audience showing a command of knowledge					
Total Score					