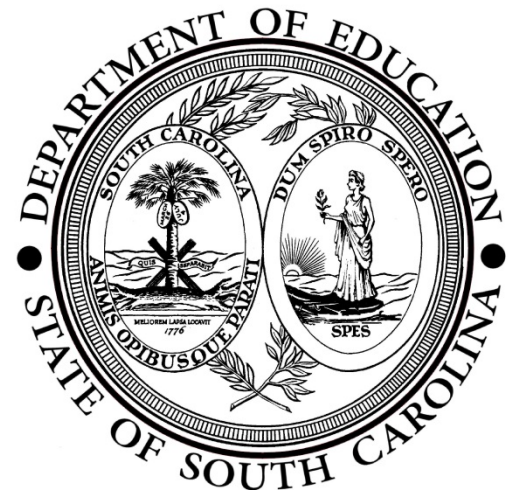


Grade 8

# “Why Should We Preserve Cultural Heritage?”

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

South Carolina Department of Education  
Office of Standards and Learning  
June 2017



**Grade 8 SC/U.S. History: Why Should We Preserve Cultural Heritage?**

This lesson focuses on evaluating multiple points-of-view, or biases, and attributes of the perspectives to the influences of individual experiences, societal values, and cultural traditions, a social studies skill, and citing evidence, a literacy skill. Students will compare and contrast, take a stance, and support their stance with evidence. These are critical thinking and problem solving skills as defined by the Profile of the South Carolina Graduate. This instructional plan is intended for 2 days of 55 minutes per day instruction.

**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.**

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.

**ELA Informational Text**

**Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**

5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
ELA Writing

**Meaning, Context, and Craft Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

1.1 Write arguments that: a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically; b. use relevant information from multiple print and multimedia sources; c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources; d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence; e. develop the claim and counterclaims providing credible evidence and data for each; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. paraphrase,

quote, and summarize, avoiding plagiarism and following a standard format for citation; h. establish and maintain a formal style and objective tone; and I. provide a concluding statement or section that follows from and supports the argument.
<b>“I Can” Statements</b>
<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"> <li>• <i>Day 1: I can identify and analyze the culture heritage of the Gullah people. (8-1.4)</i></li> <li>• <i>Day 2: I can analyze a primary source and understand various points of view. (8-1.4)</i></li> </ul>
<b>Essential Question(s)</b>
<p>This is a <b>suggested</b> essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> <li>• How do cultures differ?</li> <li>• Whose job is it to preserve culture?</li> <li>• Why should we preserve our cultural heritage?</li> </ul>
<b>Academic Vocabulary</b>
<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"> <li>• Culture</li> <li>• Gullah</li> <li>• Heritage</li> <li>• Preservation</li> </ul>
<b>Prior Knowledge</b>
<p>Students should have a working knowledge of basic aspects of Gullah culture (8-1.4). In the grade three, students learned how the Gullah culture developed and their economic and social impact on the lives on plantations (3-2.5). Students also learned about the impact of enslaved and free people on the developing culture and economy of North America and slave revolts in grade four (4-2.3 &amp; 4-2.4).</p>
<b>Subsequent Knowledge</b>
<p>Identify how this skill will be further developed in future instruction, either in the same school year or in subsequent school years. The students will see how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism. (8-1.5)</p>

## Potential Instructional Strategies

### Day 1 “I Can” Statement: I can identify and analyze the culture heritage of the Gullah people. (8-1.4)

**Suggested Reading-**Pass out a copy of the article "Body Ritual among the Nacirema" by Horace Miner (<https://msu.edu/~jdowell/miner.html> ). Ask students to take a piece of paper and separate it into two distinct columns. In the first column title it culture. Have the students write down any cultural aspects of the tribe on one side. Take some time to read the article either individually or together as a class. Once the students figure out the real identity of the culture described, have the students write down in the same column what they see as culture in their lives. After a few minutes to create their list, ask the students to then turn to a partner and share their ideas of what culture looks like in everyday life.

**Note:** Students will catch on to the fact that the culture being described is in fact life here in America.

**Discussion-** Draw a table that looks like theirs on the white board and have them write up on the board what they spoke with their partners. Then discuss how these equate to culture. On the second column, have students put aspects of the Gullah culture on the second column. Ask the students how they compare using their notes from the previous lesson on the Gullah.

**Note:** Students should already have been introduced to several aspects of Gullah culture.

**Exit ticket-** Have the students write two to three sentences about who is responsible for preserving culture?

### Day 2 “I Can” Statement: I can analyze a primary source and understand various points of view. (8-1.4)

**Warm up-** Have students answer the question “Who is responsible for preserving culture?” Give them only a few minutes to respond. Share their answers as a class as to whose responsibility it is to preserve culture. Follow up with “Why is it important to preserve culture?”

**Read-** Use the small article of Louise Miller Cohen to introduce as a class who she is and how she preserves the Gullah culture (<https://knowitall.org/series/louise-miller-cohen> ). To give the students an idea of how she preserves culture, play the following clip of Louise Miller Cohen explaining the importance of the Gullah songs (<https://knowitall.org/audio/cohen-intro-louise-miller-cohen-digital-traditions> ). Once the students have been introduced to Cohen and what she does, ask the question: What would happen if there were no preservers of culture, like Louise Miller Cohen? What would happen to a nation’s customs and history? Have them answer this in a few sentences.

**Read-** Once the students finish their sentences, have them read the following article in the Washington Post about how ISIS is destroying Syrian artifacts and selling Syrian artifacts to Hobby Lobby (<http://link.galegroup.com/apps/doc/A498709210/OVIC?u=scschools&xid=5590b5da>). Make sure they keep in the mind the following questions while reading: What would happen if there were no preservers of culture, like Louise Miller Cohen? What would happen to a nation’s customs and history?

**Discuss-** Once all students have finish the article, have them form groups, suggested three to four, and discuss their reactions to the degradation of culture in Syria by the hand of outside parties. Be sure to connect back to the questions they answered earlier. Come back as a class and discuss their responses. Be sure to connect to Louise Miller Cohen and the importance of preserving culture.

**Exit ticket-** Have the students answer the question “What would happen to a nation’s customs and history? What happen if you didn’t preserve your family’s culture?” in a paragraph. Be sure to have students provide evidence for their responses by using evidence from the text. The following link for a suggested rubric to grade their exit ticket ([http://btms.fortmillschools.org/UserFiles/Servers/Server\\_57118/File/Grade%20Level%20Class/ShortAnswerResponseACERubric.pdf](http://btms.fortmillschools.org/UserFiles/Servers/Server_57118/File/Grade%20Level%20Class/ShortAnswerResponseACERubric.pdf))

#### Potential Assessment Task

Day 1: Exit ticket: Write two to three sentences about who is responsible for preserving culture.

Day 2: Exit ticket on the question: What would happen to a nation’s customs and history if culture was not preserved? What happen if you didn’t preserve your family’s culture?”

#### Resources

ACE strategy Response Sheet Rubric. (n.d.). Retrieved December 18, 2017, from [http://btms.fortmillschools.org/UserFiles/Servers/Server\\_57118/File/Grade%20Level%20Class/ShortAnswerResponseACERubric.pdf](http://btms.fortmillschools.org/UserFiles/Servers/Server_57118/File/Grade%20Level%20Class/ShortAnswerResponseACERubric.pdf)

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Bokova, I. (2017, July 17). Hobby Lobby is making cultural preservation harder and more dangerous. *Washington Post*. Retrieved from <http://link.galegroup.com/apps/doc/A498709210/OVIC?u=scschools&xid=5590b5da>

Louise Miller Cohen. (n.d.). Retrieved November 17, 2017, from <https://knowitall.org/series/louise-miller-cohen>

South Carolina Department of Education. (2015). South Carolina College-and Career Ready Standards for English Language Arts. Retrieved from <http://ed.sc.gov/scdoe/assets/file/programs-services/59/documents/ELA2015SCCCRStandards.pdf>

South Carolina Department of Education. (2015). South Carolina Social Studies Standards. Retrieved from [www.ed.sc.gov](http://www.ed.sc.gov)