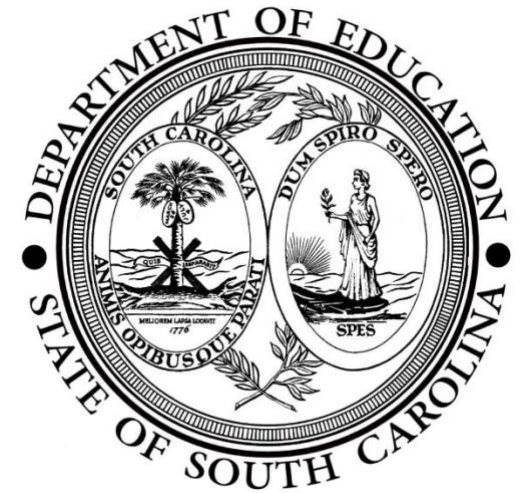


Instructional Unit Resource for the
*South Carolina College- and Career-Ready for 8th
grade South Carolina History*

Grade: 8th

Unit Title: Art Tells a Story: An Inquiry into David
Drake's Life Through his Pottery

South Carolina Department of Education Office of Standards and Learning



January 2019

Instructional Unit Resource Overview

The purpose of this instructional unit resource is to provide guidance regarding how the standards in course name/grade level/unit title can be grouped together. Since this document is merely guidance, a district should implement the standards in a manner that addresses its curriculum and the specific needs of its students.

Instructional Unit Resource Matrix for 8th grade SC/US History.

Grade: 8th grade

Unit Title: Art Tells a Story: An Inquiry into David Drake’s Life Through his Pottery

Standards/Indicators:

Standard 8-4: The student will demonstrate an understanding of the multiple events that led to the Civil War.

8-4.1 Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.

8-4.2 Analyze how sectionalism arose from racial tension, including the Denmark Vesey plot, slave codes and the growth of the abolitionist movement.

8-4.6 Compare the differing impact of the Civil War on South Carolinians in each of the various social classes, including those groups defined by race, gender, and age.

Inquiry-Based Literacy	Reading- Literary Text	Reading- Informational Text	Writing	Communication
<p>Close read of David Drake poetry.</p> <p>How does David Drake’s poetry reflect change and continuity from his life to the present?</p>	<p>Close read of David Drake poetry</p>	<p>2019 African American Calendar Biography of David Drake</p>	<p>A Poem in Two Voices</p>	<p>Clock buddies activity Peer feedback protocol Sharing of poems</p>

Instructional Unit Links	Instructional Unit Links
Unit Overview	Standard(s)
Clarifying Note(s)	Learning Target(s)
Assessment Task(s)	Prior Knowledge
Subsequent Knowledge	Academic Vocabulary

Unit Title

Art Tells a Story: An Inquiry into David Drake's Life Through his Pottery

Unit Overview

Students will explore the life of David Drake through the theme of continuity and change. Students will analyze the poetry he left behind in his pottery and connect historical events that may have influenced his art. Students will also examine the modern influence of his art on American society and how it has helped students and historians to further reflect on slavery in the United States. Ultimately, students will be tasked to create a two voice poem in which they explore the constants throughout the the life of David Drake and how history and the economy of slavery changed Drake's life on multiple occasions.

Standards

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8-4.6 Compare the differing impact of the Civil War on South Carolinians in each of the various social classes, including those groups defined by race, gender, and age.

Supporting Standards:

Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.

8-5.1 Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen's Bureau.

8-5.2 Describe the economic impact of Reconstruction on South Carolinians in each of the various social classes.

8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.

8-5.4 Summarize the policies and actions of South Carolina's political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.

Clarifying Notes

Students should have studied the plantation system, slavery, resistance movements (i.e., Stono Rebellion), and slave codes prior to beginning this unit of study.

Learning Targets

Long Term Learning Targets:

I can use primary and secondary sources to cite evidence.

I can draw conclusions about the major turning points in David Drake's life by analyzing his pottery.

I can contextualize the social, political, and economic influences on David Drake's pottery throughout history.

Daily Learning Targets:

Day 1: I can identify distinguishing features of David Drake's pottery.

Day 1: I can analyze the historical context of Drake's work to determine why the unique features of his pottery are important.

Day 2: I can explain the role of David Drake's pottery in the plantation system during the antebellum period in South Carolina.

Day 3: I can use a close read to analyze David Drake's pottery and poetry.

Day 3: I can draw conclusions about the major turning points in David Drake's life by analyzing his pottery.

Day 3: I can match at least two David Drake poems to a historical event on my timeline.

Days 4 and 5: I can use primary and secondary sources to cite evidence.

Days 4 and 5: I can draw conclusions about the major turning points in David Drake's life by analyzing his pottery.

Days 4 and 5: I can contextualize the social, political, and economic influences on David Drake's pottery throughout history.

Assessment Tasks

Day 1: Exit Slip 3-2-1 (formative)

Day 2: Quizlet Live (formative)

Day 3: Timeline (formative)

Day 4-5: Poem in Two Voices (summative)

Prior Knowledge

In Grade 3 students explained the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah and the introduction of new foods and art; and African American acts of resistance against white authority (3-2.7). Students compared the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and enslaved African Americans (3-4.1). Students outlined the course of the Civil War and South Carolina's role in the events surrounding Secession, the firing on Fort Sumter, the Union Blockade of Charleston, and Sherman's March through Charleston (3-4.4). Students summarized the institutions of slavery prior to the Civil War, including the conditions of the enslaved in South Carolina, the invention of the cotton gin, subsequent expansion of slavery, and economic importance of slavery. In previous units in grade 8, students learned about South Carolina's reliance on slave labor in the plantation system and various methods of resistance to slavery (8-1.4). Additionally, students learned about the geographical differences between South Carolina regions, including the tensions between the Upcountry and the Lowcountry (8-3.1) and the Regulator Movement (8-1.6).

Subsequent Knowledge

In US History students will compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies (USHC 2.3) Students will also compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans (USHC 2.4). Students will also summarize the course of the Civil War, including the geographic, economic, and political factors in the defeat of the Confederacy (USHC 3.2).

Academic Vocabulary

Academic vocabulary should not be taught in isolation. Rather, academic vocabulary should be taught within the context of this unit.

Poetry, political, social, economic, pottery, timeline, events, pottery, impact, historical events, antebellum period, Civil War, Confederacy, free and enslaved African Americans, change and continuity.

Instructional Plan

Day 1

I can identify distinguishing features of David Drake's pottery.

I can explain the role of David Drake's pottery in the plantation system during the antebellum period in South Carolina.

I can contextualize the social, political, and economic influences on David Drake's pottery throughout history.

Materials: Digital or printed photos of examples of David Drake's pottery

Lesson Preparation:

Retrieve photos online at <http://www.crockerfarm.com/highlights/southern-pottery/>. This site has good examples of Drake's pottery as well as other examples of pottery for comparison. Additional information on David Drake's pottery is available at <http://gcma.org/david-drake/>.

Opener

View "Praise Dave" at <https://www.youtube.com/watch?v=1zgZwYougU8> by local South Carolina poet and artist, Glenis Redmond

Activity

- 1) Display the photos of David Drake's work. You can do this on the smartboard or post the work in stations around the room.
- 2) Have students identify the details of the pottery: size, color, glazing, inscriptions
- 3) Discuss the slave codes of the period. Students should be able to identify that Drake's poetry was illegal and brainstorm possible reasons why he wrote his poetry on his pottery pieces.

Day 2:

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Standard: 8-4 & 8-4.2

Essential Question: How did the social, political, and economic realm impact David Drake's life through his poetry?

Subject: Social Studies Time: 50 minutes

Prior Knowledge: Students will discuss historical events that have taken place in their lives.

Vocabulary: Poetry, political, social, pottery, timeline, events, pottery, impact, and historical events.

Students will continue learning about David Drakes poetry and pottery by presented information from the teacher.

Students will watch a video on the social, political, and economic statures that impacted David Drake's life.

Closure: Students will discuss and review information of events in David Drakes lifetime.

Mini Assessment: Students will create a timeline with dates of historical events in David Drakes lifetime and present their findings to the class.

<https://docs.google.com/document/d/1dRuBc71KfG5vfUX5RkTYNABgpAx9AIMSWBzAJWJGvfo/edit?usp=sharing>

Timeline Rubric: [Rubric](#)

Day 3:

I can use a close read to analyze David Drake's pottery and poetry.

I can draw conclusions about the major turning points in David Drake's life by analyzing his pottery.

I can match at least two David Drake poems to a historical event on my timeline.

Materials: [The Ceramic Works of David Drake](#) by Jill Beute Koverman

[David Drake Poem Analysis Worksheet](#)

Do Now: Based on what you have learned about David Drake what do you believe the purpose of his pottery was?

- Students will complete a think-pair-share based on the question above.
- The teacher should direct students to record any thoughts they have about the question on a separate looseleaf piece of paper independently for about 1 to 2 minutes. Then students should share their thoughts in a small group (2-5 students)
- The teacher should use a timer of 30 to 45 seconds to allow one student to share while the rest of the group listens and records. When all students have shared the teacher can allow time for questions to be answered within groups.

- The teacher can then have a whole group conversation about David Drake’s motivations (To rebel against establishment, to communicate with other African Americans, to prove his literacy, etc.)

Activity 1: David Drake’s poetry close read

- Use the following link to [The Ceramic Works of David Drake](#) by Jill Beute Koverman. Starting on page 14 you will find all the poems known to historians written by David Drake. Based on the size of your class choose the specific amount of poems you will need.

This will be a Jigsaw activity. Each small group will be assigned to a different poem. As students read the couplet they will record their answers on the [David Drake Poem Analysis Worksheet](#)

- Students should first record the poem and year it was written in their “First Impressions/questions” column. Next, students should write down what they believe the literal meaning of the poem is. (Ex.”I made this jar for cash Though it is called lucre trash.”) Based on this students might record that he made a jar for money but some people thought it was trash. They might also inquire what the word “lucre means”
- In the “connections” column students should attempt to answer any inquiries via the internet and use their historical events timeline to attempt to match Drake’s poem to a historical event. Students should also record their reasoning here as well. (Ex. Students read the definition of lucre “money, especially when regarded as sordid or distasteful or gained in a dishonorable way.” This definition more than likely will cause students to realize that Drake was involved in something corrupt. Based on the year of the poem (1857) and their prior knowledge students should connect this poem to Drake’s master asking him to make jugs to hide his wealth underground due to the impending rumors of Civil War.)
- In the “conclusions” column students should attempt to state the purpose of Drake’s poem now that they have more information. (Ex. Based on what we have learned Drake wrote this poem to show that he was upset that he was an accomplice to Lewis Miles who used Drake’s jugs to hide gold underground before the Civil War.)

Activity 2: Clock Buddies

- Next, have students draw a clock on a separate piece of paper. They should write “12, 3, and 6” in the appropriate locations on the clock.
- Students will then get up and find three partners whose name they will record on the clock. These partners should not have been in their original small group.
- With these partners the students should share their poem and analysis from their worksheet. They should also record the poem their partner’s poem and analysis.
- Students should ask questions about their partner’s interpretation in order to dig deeper if needed.
- Give students 2-4 minutes with each partner.

Activity 3: Timeline matching

- In this activity students should use their connections column on their [David Drake Poem Analysis Worksheet](#) to plot the four historical events they have recorded on a timeline. Underneath each historical event the plot on the timeline students should record the corresponding couplet. Finally, students should write two sentences each explaining their connection between the poem and the historical event.

Closure: How did the Antebellum period, the Civil War or Reconstruction affect David Drake’s life? Use two specific examples and cite evidence to answer this question.

Days 4 and 5:

I can use primary and secondary sources to cite evidence.

I can draw conclusions about the major turning points in David Drake’s life by analyzing his pottery.

I can contextualize the social, political, and economic influences on David Drake’s pottery throughout history.

Materials:

[A Poem in Two Voices Exemplar](#)

[A Poem In Two Voices Checklist and Planning Sheet](#)

[Peer Feedback Forms](#)

[Praise, Question, Suggest Protocol](#)

Procedures:

Day 4:

Activities:

- Bellwork: Have students generate a list reviewing the major turning points in David Drake’s life from Day 3 lesson. (5minutes)
- Introduce the task of writing a poem in two voices by:
 - Showing students [the video of a poem in two voices](#). Have students watch for notices and wonders about a two voice poem. (5 minutes)
 - Use the exemplar poem in the materials section to review how a two voice poem is written. (5 minutes)
 - Review the checklist for the poem in two voices to clarify expectations. (5 minutes)
 - Before students begin writing their poems, have them brainstorm a list of perspectives they could take in constructing their poems. Make a class anchor chart/list. (5 minutes)
 - Have students select a partner or pre-select partners for students.

- Students should use the materials from the previous lessons to draft their poem. Teacher should circulate to ensure students are on task and to clarify any questions students may have. (20 minutes)
- Closure: Circle Up: What two voices have you chosen for your poem? (5 minutes)

Day 5:

Activities

- Bellwork: Have students sit with their partners and determine which part of their poem they need/would like feedback on. (5minutes)
- Create groups of 6 (3 pairs each) so students can share their poems and receive feedback for revisions. If you do not have a protocol for this, use the [Praise, Question, Suggest protocol](#). Use the feedback sheet in the materials section. Every pair needs two sheets. Each group has 5 minutes to share and receive feedback (15 minutes).
- Groups should return to their pairs, revise their poems, and create a final copy (20 minutes).
- Closure: Have groups turn in and share their poems. (10 minutes)

Closure:

Day 4: Circle Up: What two voices have you chosen for your poem?

Day 5: Share poems

Homework:

Day 4: Complete the draft of your poem, if not complete.

Day 5: None.

How does art reflect change and continuity over time?

Targeted Historical Thinking Skills - indicate which skills are targeted in each lesson.

Periodization: Day 2

Continuity and Change: Days 4-5

Context: Days 4-5

Evidence: Days 3-5

Note: Resources (Materials used to teach the lessons within the unit. Resources may be embedded within the unit and not listed in isolation)

These are embedded in the daily activities.

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