

Project Requirements

Instructions: Complete this template by following the instructions in italics before submitting to Moodle. Before you submit this template for grading please remove the instructions in italics so only the team’s work remains.

Theme	African American’s Impact on the arts before the 1900s.
NCSS C3 Framework Student Standards	D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.
Louisiana Standards for Social Studies	3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions. 3.1.2 Explain how technology has changed family and community life in Louisiana over time.
Compelling Question	Why is art important for everyone?
Supporting Questions	<ol style="list-style-type: none"> 1. How do the arts impact us today? 2. How did African American culture impact the arts in Louisiana? 3. How did art shape the lives of african american people in the early americas?
Description of Artifact 1 in the Digital Travel Trunk	Regina Music Box - In 1901, you could only find a music box at a music store or jeweler store. They cost about \$50 which is equivalent to \$1200 today. Individual discs also known as tune sheets are punctured to form the patterns of the tunes. As the music box is hand-cranked, the punctures are plucked creating the sound of the note.
Corresponding Primary Source(s)	<p><i>Primary Sources:</i></p> <p>Wright, Thomas, <i>A Smile from the Youth that I Love</i>. Lyrics by Elizabeth Wright. G. Willig, 1798 and 1804. Accessed October 15, 2020. https://www.loc.gov/item/2015562608/</p> <p>Krimmel, John Lewis. <i>Barroom Dance</i>, ca. 1820. drawing : watercolor ; 20.8 x 27.9 cm (sheet). From the Library of Congress. Accessed October 15, 2020. https://www.loc.gov/resource/ppmsca.22808/</p> <p><i>Secondary Source:</i></p> <p>Ostendorf, Ann. “Music in the Early American Republic.” Accessed October 15, 2020. https://www.oah.org/tah/issues/2019/february/music-in-the-early-american-republic/.</p> <p><i>Music in the Early American Republic The American Historian</i></p>

<p>Description of Artifact 2 in the Digital Travel Trunk</p>	<p>Violin - This maple and spruce wood violin had four strings and was homemade before 1901. It was used for leisure activity as well as something to be educated on. A fiddle and a violin are often considered the same instrument. However, the distinction can be found in the way the instrument is played and the style of music performed.</p>
<p>Corresponding Primary Source(s)</p>	<p><i>Primary Source:</i> Lomax, Alan, Photographer. “Stavin’ Chain playing guitar and singing the ballad ‘Baston’ accompanied by a musician on violin, Lafayette, La.” Photograph. Lafayette, LA. From the Library of Congress: <i>Lomax Collection, 1934-1950</i>. Accessed October 15, 2020. https://www.loc.gov/pictures/item/2007660071/.</p> <p><i>Secondary Source:</i></p> <p>Lewis, Steven. “Musical Crossroads: African American Influence on American Music.” Smithsonian Music, December 15, 2018. https://music.si.edu/story/musical-crossroads.</p> <p><i>Musical Crossroads: African American Influence on American Music</i></p>
<p>Description of Artifact 3 in the Digital Travel Trunk</p>	<p>Quilts - Quilts were created as a source of income and as a source of joy at home. Advancements in fabric and sewing technologies have had a large impact on quilting. Depending on social status, some families made quilts for pleasure while others depending on these quilts for survival.</p>
<p>Corresponding Primary Source(s)</p>	<p>Kilburn, B. W. , Publisher, Kilburn, B. W, photographer. Quilt exhibit, interior of Negro building, Atlanta Exposition. Atlanta Georgia, ca. 1896. Littleton, N.H.: Photographed and Published by B. W. Kilburn. Photograph. https://www.loc.gov/item/2019647151/.</p> <p><i>Secondary Source:</i></p> <p>Robinson, Shantay. November. “The Quilting Tradition.” BLACK ART IN AMERICA™, November 9, 2018. https://www.blackartinamerica.com/index.php/2018/11/09/the-quilting-tradition/.</p>
<p>Teaching Objectives</p>	<ol style="list-style-type: none"> 1. Students will be able to relate different forms of art from enslaved and freed people of color from the 1800s to musical instruments today. 2. Students will be able to design an advertisement from the 1800s that appeals to African Americans during this time period. 3. Students will be able to discuss the importance of art for slaves and freed people during the 1800s.

	4. Students will be able to decide if enslaved African Americans experiences would have been better or worse without the arts.
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Instructional Strategies

Instructional Strategy	Sequence of the Strategy
Discussion and Partner work	<p><i>Opening (2 minutes)</i> The teacher will begin the lesson by playing a recording of a music box (https://drive.google.com/drive/folders/1BVPBjcd8cX9LuJp8B4PIgca41ZCqZiv).</p> <p><i>Lecture (10 minutes)</i> The teacher will pause the video for the students to be able to see the Regina music box. The teacher will allow students to share answers. The teacher will then ask “Is this a type of art?” The teacher will allow students to share answers. The teacher will point to the Regina music box and ask the class “What do you think this is?”The teacher will say “This is called a Regina music box. Before the 1900s, there were no radios. You could only find music boxes like this at a music store or a jewelry store. They cost about \$50 which is equivalent to \$1200 today. Individual discs also known as tune sheets are punctured to form the patterns of the tunes. As the music box is hand-cranked, the punctures are plucked creating the sound of the note.” The teacher will ask the students “What are some observations you can make about the music box?” The teacher will allow students to share answers. If students did not include that it is made out of wood, has metal parts, is large, has moving parts, and used to play music, then the teacher will state these observations.</p> <p>The teacher will show the students an image of a tune sheet that would be used in the music box (https://drive.google.com/drive/folders/1BVPBjcd8cX9LuJp8B4PIgca41ZCqZiv). The teacher will say “These sheets are punctured which makes little holes to create the tune of the song. The bottom of it plucks the teeth of the metal comb, which creates each note, and is projected by the wooden box.”</p> <p>The teacher will show students an add that was created to promote the Regina music box (https://drive.google.com/drive/folders/1MaHPdfvu8r2FOOQmPU2sBedDnkUYFiVq). The teacher will read the ad aloud to the class. The teacher will ask the students, “Does this ad make you want to buy a music box?” The teacher will allow students to share answers.</p> <p><i>Partner Work (20 minutes)</i> The teacher will say, “Right now I want each of you to work with a partner to create your own ad for the regina music box. You must include the name of it, what it does, and some of its characteristics. You can also include an image if you would like to draw one. You will have 15 minutes to work</p>

	<p>with your partner.” The teacher will write on the board: name, what it does, and characteristics. The teacher will also project a timer on the board so students know how much time is left.</p> <p><i>Closure (8 minutes)</i> The teacher will say, “If you and your partner would like, you may take turns sharing your ads with your classmates.” The teacher will allow partners to volunteer to share their ads if they would like.</p>
<p><i>Research and Discussion</i></p>	<p><i>Opening (2 minutes)</i> The teacher will ask the students, “Have you ever seen someone playing a violin before?” The teacher will allow students to share answers.</p> <p><i>Discussion (15 minutes)</i> The teacher will ask the students, do you know what a violin looks like? The teacher will show this video to the students: https://drive.google.com/drive/folders/1hxxXo2PudnOSDY1piZa4g2idlNKaOqUw</p> <p>The teacher will explain that this violin is old and how music has evolved over time. The teacher will then ask, have you ever heard a violin being played? The teacher will show this video of a violin being played: https://www.youtube.com/watch?v=tC5eMgePakk</p> <p>The teacher will then ask the students, “What is the difference between a fiddle and a violin? The teacher will allow students to share. The teacher will explain the difference can be found in how the instrument is played and the style of music being played. The teacher will then ask “How did the culture of african americans impact the arts in Louisiana?” The students may not know the answer to the question, but it will get them thinking. The teacher will say, “Even though many African Americans living in the Americas before 1900 were enslaved they still carried their rich heritage with them which included music. They brought their musical influence to the americas.” The teacher will then ask, “Does anyone know of any music genres that came from Africa?” The teacher will allow students time to share. The teacher will say, “African American people brought over many things with them, but they brought music. They brought jazz music and other genres. African American people were known for playing the fiddle in the early americas as a form of entertainment. The fiddle was initially an important instrument to a jazz band, but over time we have seen its presence vanish. But, were we live in South Louisiana, you can still see the fiddle being played in Cajun Jazz bands. We owe this to the African American people, both free and slaves.”</p> <p><i>Group Work (18 minutes)</i> The teacher will say, “ Right now we are going to split into groups of 4. The teacher will notify the students who are in each group. The students will each have a job. The jobs will include: writer/drawer, 2 researchers, and a picture hunter.” The students will be able to self select jobs. The teacher will intervene if necessary. The teacher will hand each student a worksheet. Their job will be to fill in the worksheet based on the assigned</p>

	<p>prompts. The students will have to work together in order to complete this worksheet in the allotted time. The handout can be found below. Some answers will come from class discussions but students will have chromebooks and access to explore and research to help find information. Students will be able to explore the following links but are not limited to these to help fill out their handout.</p> <p>https://music.si.edu/story/musical-crossroads https://elitemusic.ca/difference-violin-fiddle/ https://music.si.edu/spotlight/african-american-music/roots-of-african-american-music</p> <p><i>Closure (5 minutes)</i> The teacher will allow each group 1 minute to share their favorite finding.</p>
<p><i>Discussion/Visual Discovery</i></p>	<p><i>Opening (3 minutes)</i> The teacher will ask the students, “Have you ever owned a quilt before?” The teacher will allow for student responses. The teacher will ask, “What are some things you notice about quilts?” The teacher will allow for student responses.</p> <p><i>Discussion (17 minutes)</i> The teacher will then show students these picture: https://drive.google.com/drive/folders/1WhUkz-N-ZdcQoAVscb1cY6GZWpb1Rbcn https://www.loc.gov/item/2019647151/</p> <p>The teacher will instruct students to look at the pictures carefully and ask them what they notice. The teacher will instruct students to share. The teacher will begin an engaging discussion with students by asking the compelling question, “How did art shape the lives of african american people in the early americas?” The teacher will prompt students to turn and talk to a partner. The teacher will then prompt several students to share what they talked about. The teacher will instruct students that other than music, quilting was a primary form of art that could be found in African Americans before the 1900s. The teacher will then introduce Harriet Powers, a slave in rural Georgia who is well known for her quilts. The teacher will then instruct students to explore this link to learn more about Harriet Powers: https://www.blackartinamerica.com/index.php/2018/11/09/the-quilting-tradition/</p> <p>The teacher will ask students to share what they found. The teacher will then instruct students to work with a partner and explore this link: https://xroads.virginia.edu/~ug97/quilt/atrad.html</p> <p>The teacher will ask students to share what they found. From this link, students will find that African American quilts included many bright and colorful patterns. The teacher will say, “This comes from the rich African culture that was brought by slaves into the new world.” The teacher will say “Some enslaved African Americans used quilting as a way to remind them of their strong Afriacn roots and to stay connected to their culture.”</p> <p><i>Project (17 minutes)</i></p>

	<p>The students will be working individually to create their own African American quilt. Students will be given a handout with instructions. They will use crayons or colored pencils to design their quilt. The students will be allowed to search for images of African American quilts to use as inspiration for designing their own quilt. The students will have time to design their quilt independently.</p> <p><i>Closure (3 minutes)</i></p> <p>The teacher will allow 2 minutes for students to share their work with each other. The teacher will then close the lesson by saying, “African Americans have a rich culture that was still alive in the time of slavery. Their unique colorful quilting is one way we could see this culture thriving in the time of slavery.”</p>
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Summative Assessment

Name of Project-based Assessment	Description
Artifact Map or Artifact Chart and Essay Response	<p>Students will complete a project map or T-chart for the artifacts listed above. This map will include the jobs provided by these artifacts, where they were most useful or used the most, and who used them. Students will also complete a written response about how all of these artifacts are related and how they are different. To do this, they can use the T-chart or map they create. They can also use the activities/work completed with the Digital Travel Trunk to answer this question.</p> <p>Essay Question: How did each of these artifacts impact the lives of African Americans individually and as a system or form of art?</p>

Differentiated Instruction: Instructional Strategies

Instructional Strategy	Sequence of the Strategy
Discussion and Partner work	<p><i>Opening (2 minutes)</i></p> <p>The teacher will begin the lesson by playing a recording of a music box (https://drive.google.com/drive/folders/1BVpBjcd8cX9LuJp8B4PIgca41ZCqZiv).</p> <p><i>Lecture (10 minutes)</i></p> <p>The teacher will pause the video for the students to be able to see the Regina music box. The teacher will allow students to share answers. The teacher will then ask “Is this a type of art?” The teacher will allow students to share answers. The teacher will point to the Regina music box and ask the class “What do you think this is?” The teacher will say “This is called a Regina music box. Before the 1900s, there were no radios. You could only find music boxes like this at a music store or a jewelry store. They cost about \$50 which is equivalent to \$1200 today. Individual discs also known as tune sheets are punctured to form the patterns of the tunes. As the music box is hand-cranked, the punctures are plucked creating the sound of the note.” The teacher will ask the students “What are some observations you</p>

	<p>can make about the music box?” The teacher will allow students to share answers. If students did not include that it is made out of wood, has metal parts, is large, has moving parts, and used to play music, then the teacher will state these observations.</p> <p>The teacher will show the students an image of a tune sheet that would be used in the music box https://drive.google.com/drive/folders/1BVPBjcd8cX9LuJp8B4PIgca41ZCqZiv). The teacher will say “These sheets are punctured which makes little holes to create the tune of the song. The bottom of it plucks the teeth of the metal comb, which creates each note, and is projected by the wooden box.”</p> <p>The teacher will show students an add that was created to promote the Regina music box https://drive.google.com/drive/folders/1MaHPdfvu8r2FOOQmPU2sBedDnkUYFiVq). The teacher will read the ad aloud to the class. The teacher will ask the students, “Does this ad make you want to buy a music box?” The teacher will allow students to share answers.</p> <p><i>Partner Work (20 minutes)</i></p> <p>The teacher will say, “Right now I want each of you to work with a partner to create your own ad for the regina music box. You must include the name of it, what it does, and some of its characteristics. You can also include an image if you would like to draw one. You will have 15 minutes to work with your partner.” The teacher will write on the board: name, what it does, and characteristics. The teacher will also project a timer on the board so students know how much time is left.</p> <p><i>Closure (8 minutes)</i></p> <p>The teacher will say, “If you and your partner would like, you may take turns sharing your ads with your classmates.” The teacher will allow partners to volunteer to share their ads if they would like.</p>
<p><i>Research and Discussion</i></p>	<p><i>Opening (2 minutes)</i></p> <p>The teacher will ask the students, “Have you ever seen someone playing a violin before?” The teacher will allow students to share answers.</p> <p><i>Discussion (15 minutes)</i></p> <p>The teacher will ask the students, do you know what a violin looks like? The teacher will show this video to the students: https://drive.google.com/drive/folders/1hxxXo2PudnOSDY1piZa4g2idlNKaOqUw</p> <p>The teacher will explain that this violin is old and how music has evolved over time. The teacher will then ask, have you ever heard a violin being played? The teacher will show this video of a violin being played: https://www.youtube.com/watch?v=tC5eMgePakk</p> <p>The teacher will then ask the students, “What is the difference between a fiddle and a violin? The teacher will allow students to share. The teacher will explain the difference can be found in how the instrument is played and the style of music being played. The teacher will then ask “How did the</p>

	<p>culture of african americans impact the arts in Louisiana?” The students may not know the answer to the question, but it will get them thinking. The teacher will say, “Even though many African Americans living in the Americas before 1900 were enslaved they still carried their rich heritage with them which included music. They brought their musical influence to the americas.” The teacher will then ask, “Does anyone know of any music genres that came from Africa?” The teacher will allow students time to share. The teacher will say, “African American people brought over many things with them, but they brought music. They brought jazz music and other genres. African American people were known for playing the fiddle in the early americas as a form of entertainment. The fiddle was initially an important instrument to a jazz band, but over time we have seen its presence vanish. But, were we live in South Louisiana, you can still see the fiddle being played in Cajun Jazz bands. We owe this to the African American people, both free and slaves.”</p> <p><i>Group Work (18 minutes)</i></p> <p>The teacher will say, “ Right now we are going to split into groups of 4. The teacher will notify the students who are in each group. The students will each have a job. The jobs will include: writer/drawer, 2 researchers, and a picture hunter.” The students will be able to self select jobs. The teacher will intervene if necessary. The teacher will hand each student a worksheet. Their job will be to fill in the worksheet based on the assigned prompts. The students will have to work together in order to complete this worksheet in the allotted time. The handout can be found below. Some answers will come from class discussions but students will have chromebooks and access to explore and research to help find information. Students will be able to explore the following links but are not limited to these to help fill out their handout.</p> <p>https://music.si.edu/story/musical-crossroads https://elitemusic.ca/difference-violin-fiddle/ https://music.si.edu/spotlight/african-american-music/roots-of-african-american-music</p> <p><i>Closure (5 minutes)</i></p> <p>The teacher will allow each group 1 minute to share their favorite finding.</p>
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teacher will begin an engaging discussion with students by asking the compelling question, “How did art shape the lives of african american people in the early americas?” The teacher will prompt students to turn and talk to a partner. The teacher will then prompt several students to share what they talked about. The teacher will instruct students that other than music, quilting was a primary form of art that could be found in African Americans before the 1900s. The teacher will then introduce Harriet Powers, a slave in rural Georgia who is well known for her quilts. The teacher will then instruct students to explore this link to learn more about Harriet Powers:

<https://www.blackartinamerica.com/index.php/2018/11/09/the-quilting-tradition/>

The teacher will ask students to share what they found. The teacher will then instruct students to work with a partner and explore this link:

<https://xroads.virginia.edu/~ug97/quilt/atrads.html>

The teacher will ask students to share what they found. From this link, students will find that African American quilts included many bright and colorful patterns. The teacher will say, “This comes from the rich African culture that was brought by slaves into the new world.” The teacher will say “Some enslaved African Americans used quilting as a way to remind them of their strong Afriacn roots and to stay connected to their culture.”

Project (17 minutes)

The students will be working individually to create their own African American quilt. Students will be given a handout with instructions. They will use crayons or colored pencils to design their quilt. The students will be allowed to search for images of African American quilts to use as inspiration for designing their own quilt. The students will have time to design their quilt independently.

Closure (3 minutes)

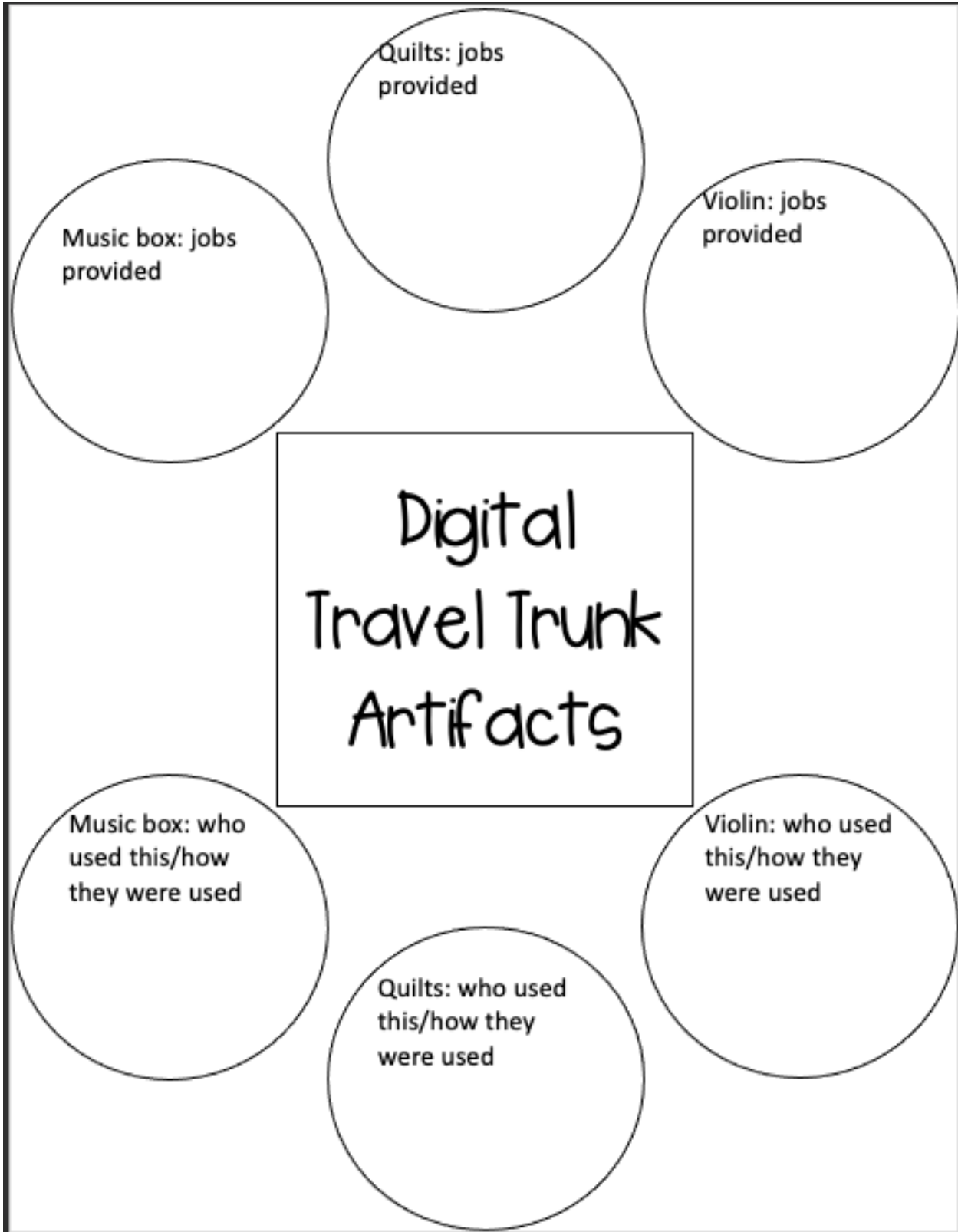
The teacher will allow 2 minutes for students to share their work with each other. The teacher will then close the lesson by saying, “African Americans have a rich culture that was still alive in the time of slavery. Their unique colorful quilting is one way we could see thins culture thriving in the time of slavery.”

1. Students will be able to choose which form of assessment they complete and what they complete it on. They can either create it with paper, markers, pens, etc. or they can use technology (their chromebooks) to create the map or t-chart. For both, they will need to be creative in how they answer the questions and give examples of the artifact and how they were used. Each student will have to complete the essay response, but, again, they will have the option of doing it digitally or writing it out.

2. Students will have an option of completing all worksheets virtually. This differentiates the process of instruction because students are allowed to view the worksheets online.

- Students will be able to decide if they want to draw or make their quilts with construction paper and glue.

Example of an Artifact Map:



Authentic Assessment Grading Rubric

Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects thorough knowledge of [item specific], by incorporating ample, focused, factual information from prior knowledge and the sources; • Develops a valid claim that expresses a solid understanding of the topic; • Supports the claim with well-chosen evidence from the sources; • Is organized in a logical manner that fully addresses all parts of the prompt with no errors significant enough to detract from the overall response.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects general knowledge of [item specific], by incorporating adequate factual information from prior knowledge and the sources; • Develops a relevant claim that expresses a general understanding of the topic; • Supports the claim with sufficient evidence from the sources; • Is organized and addresses all parts of the prompt with minimal errors that do not substantially detract from the overall response.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects limited knowledge of [item specific], by incorporating some factual information from prior knowledge and the sources; • Presents a claim that expresses a basic understanding of the topic; • Includes limited support for the claim by using some evidence from the sources; • Contains some accurate understandings with a few errors that detract from the overall response.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects minimal knowledge of [item specific], by incorporating little or no factual information from prior knowledge and the sources; • Presents a claim with little or no evidence from the sources; • Contains few accurate understandings with several errors that detract from the response.
0	<p>The student's response is blank, incorrect, too brief to evaluate, or does not address the prompt.</p>

Resources

Materials and Resources Needed

- VEEP artifact folder
- African Americans and Music Handout
- Promethean Board to play music and show images
- Social Studies composition book for T-chart

Student Handouts

*Provide **visible** copies of all student handouts or worksheets used during the travel trunk lesson. **Do not provide hyperlinks.***