

The State Department of Education's Summer
Professional Development Conference

VISION

2020

FOCUS **ED**



OKLAHOMA STATE DEPARTMENT OF
EDUCATION

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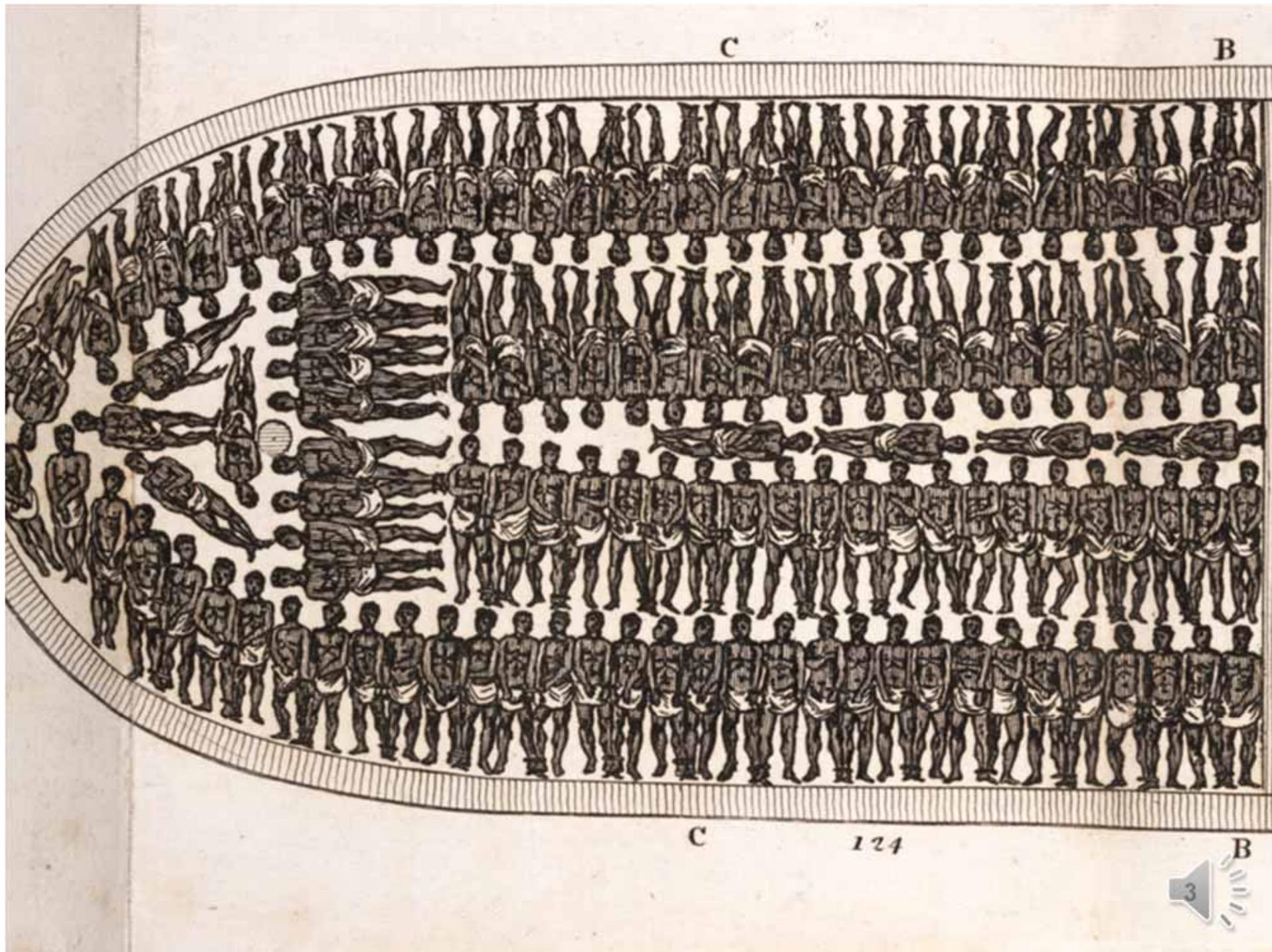
Kelly Curtright

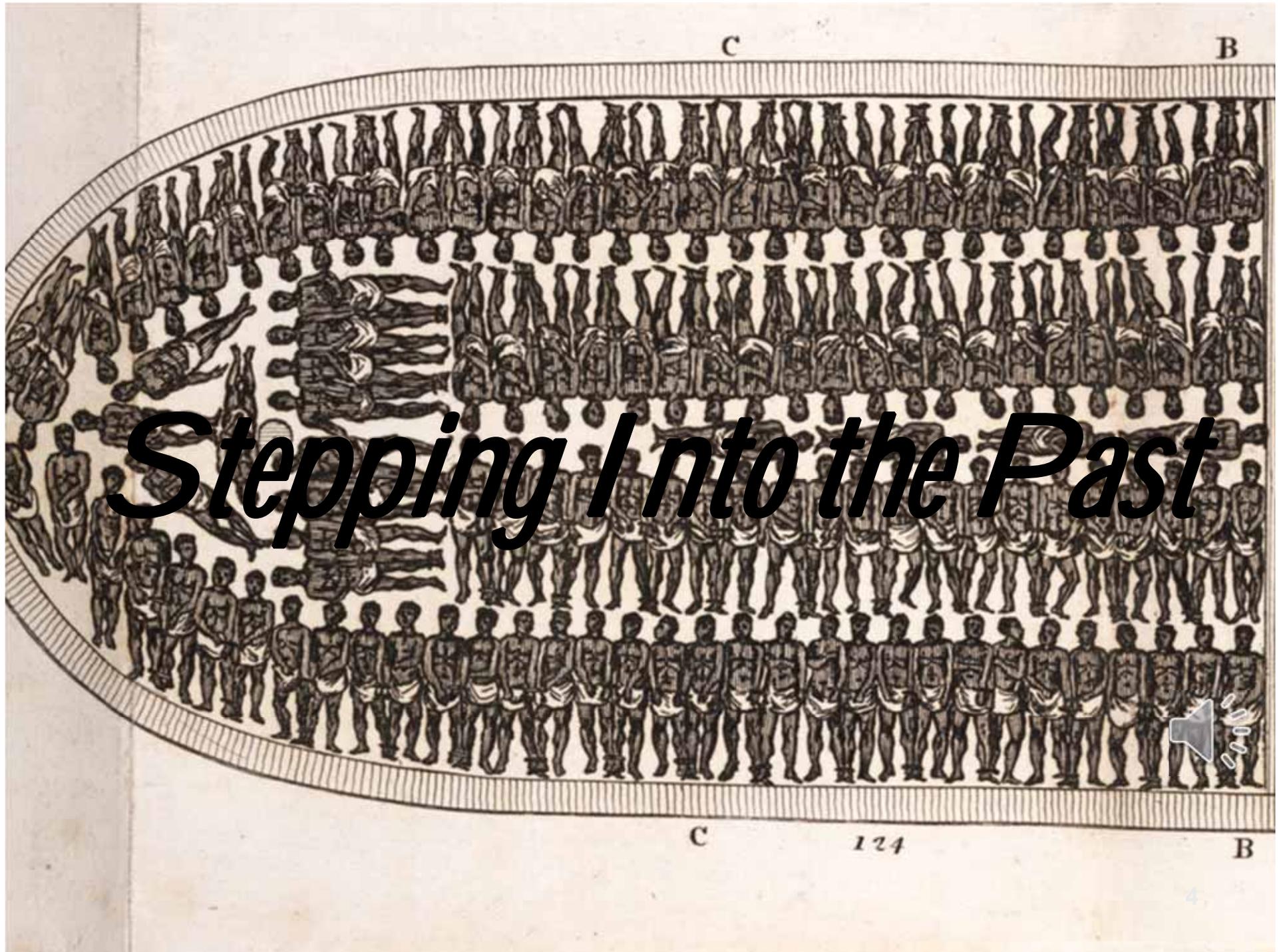
Director of Social Studies Education

Office of Instruction

Oklahoma State Department of Education

VISION2020





Stepping Into the Past

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Essential Question

How has the Transatlantic Slave Trade affected history and the people involved?



Lesson Application

Teaching Strategies can be used in
United States History

World History

Visual Arts

Drama

English Language Arts

Creative Writing

Humanities

Oklahoma C³

Standards

and

Objectives

**Grades 5 and 8
United States History
And
High School World
History**

Grades 5 and 8

VISUAL ART



Formal Art Analysis

- Sometimes called “Visual Thinking Skills or Strategies” (VTS)
- Formal Art Analysis is a process that has several steps.
- We will use the Four Step Process. See page 10.

Describe

- **Tell/list only the facts.**
- **What things are in the painting?
What is going happening?**
- **Notice things like people,
animals, clothing, environment,
objects, etc.**
- **Be specific and descriptive.**

Analyze

- How are the *elements of art* - line, shape, form, texture, space, and value used?
- How are the *principles of design* – unity, pattern, rhythm, variety, balance, emphasis, and proportion used?
- What is happening in the painting, print, etc.

Interpretation

- **What is going on in the picture or artwork (opinions)?**
- **Who is doing what? Make initial, reasonable inferences.**
- **What is the artist trying to say to you (feelings)?**

Evaluate or Judge

- **What do I think about this artwork? Is it important?**
- **How does it help me understand the past?**
- **Do I like it? Why or why not?**
- **This will be an opinion based on all the facts.**

Stepping Into the Past



**Using Drama and Art
to Understand American**

Understanding the Print

Use the Art Analysis
Worksheet on pages
11-12



or

Use the OPTIC graphic
organizer on page 13 to
gain an understanding
of the artwork

Photo/Art Analysis Worksheet

A. Study the photo/painting for two (2) minutes. Form an overall impression of the photograph and then examine individual items.



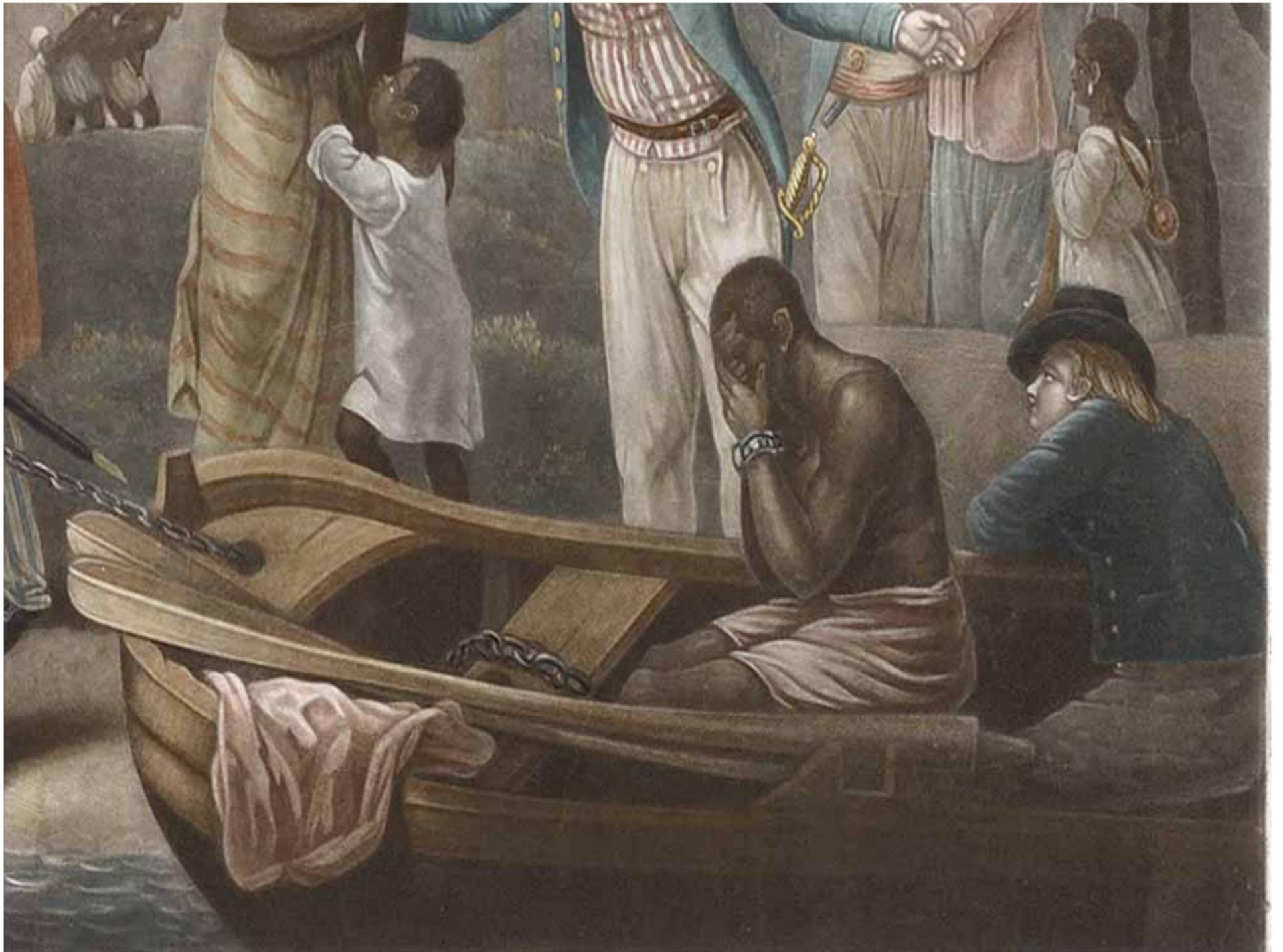
Part A (continued)

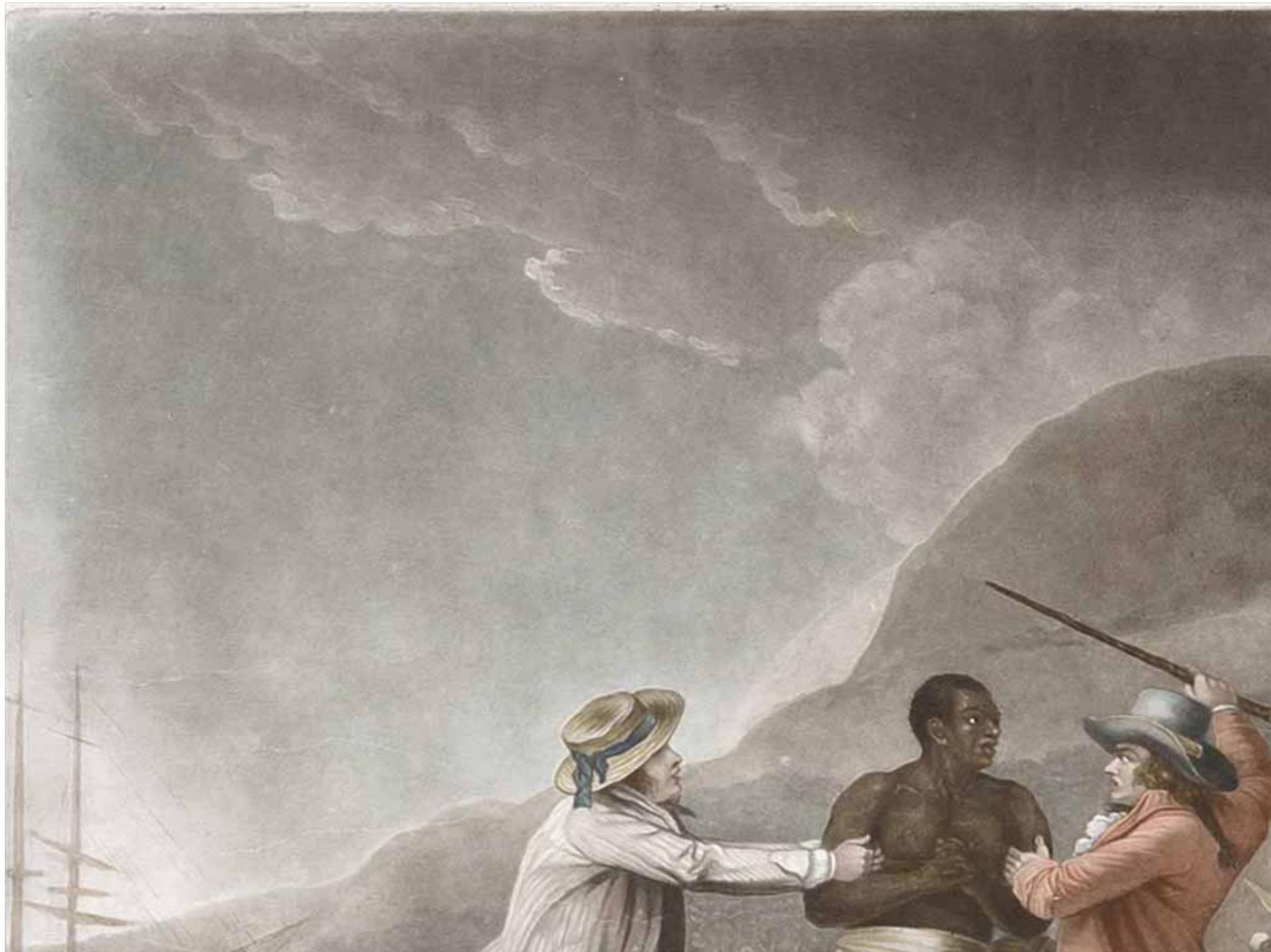
Next, divide the photo into quadrants and study each section to see what new details become visible.



B. Use the chart below to list people, objects, and activities in the photograph. (Resource packet, page 12).









Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

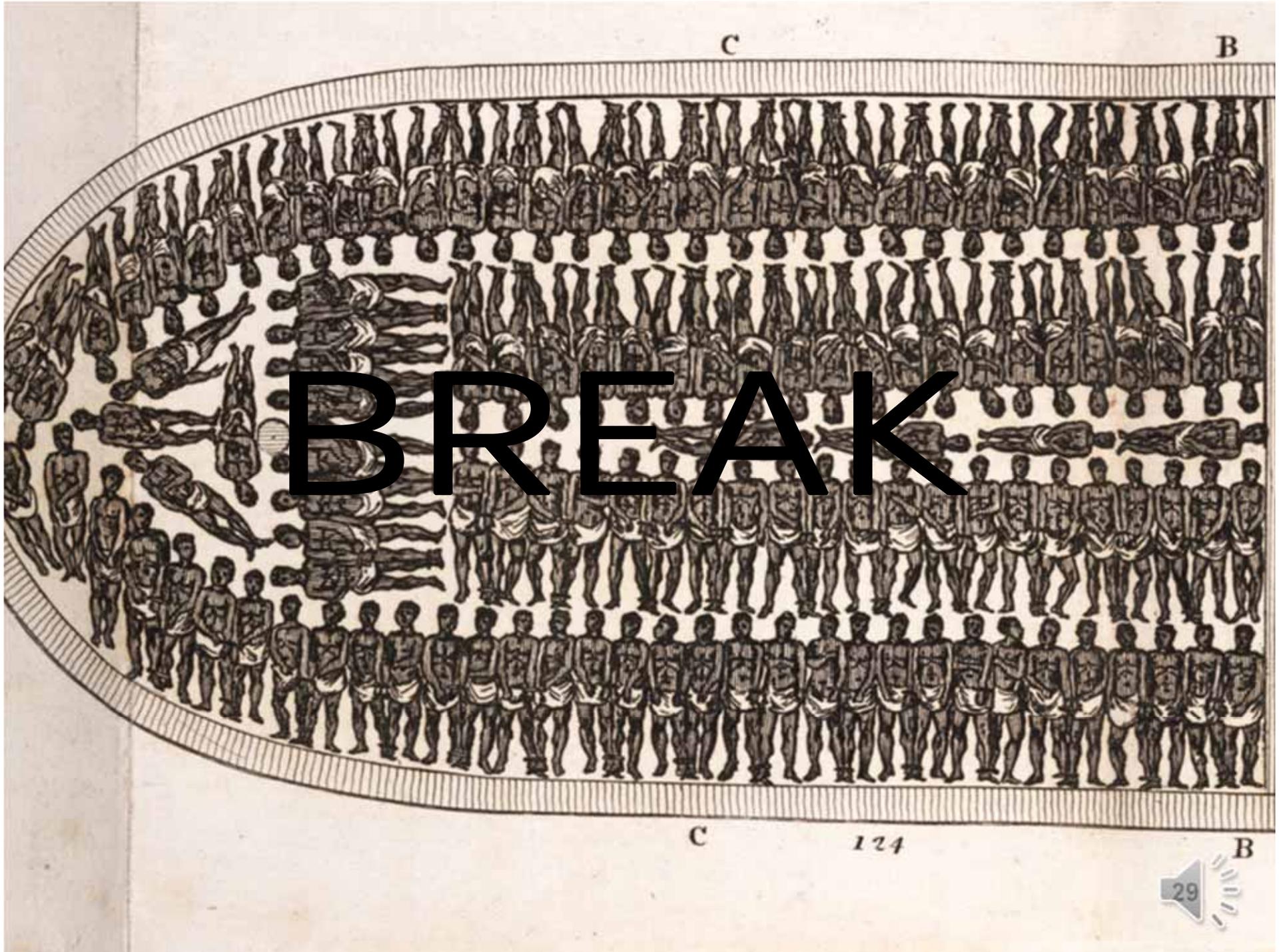
Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.



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BREAK

C

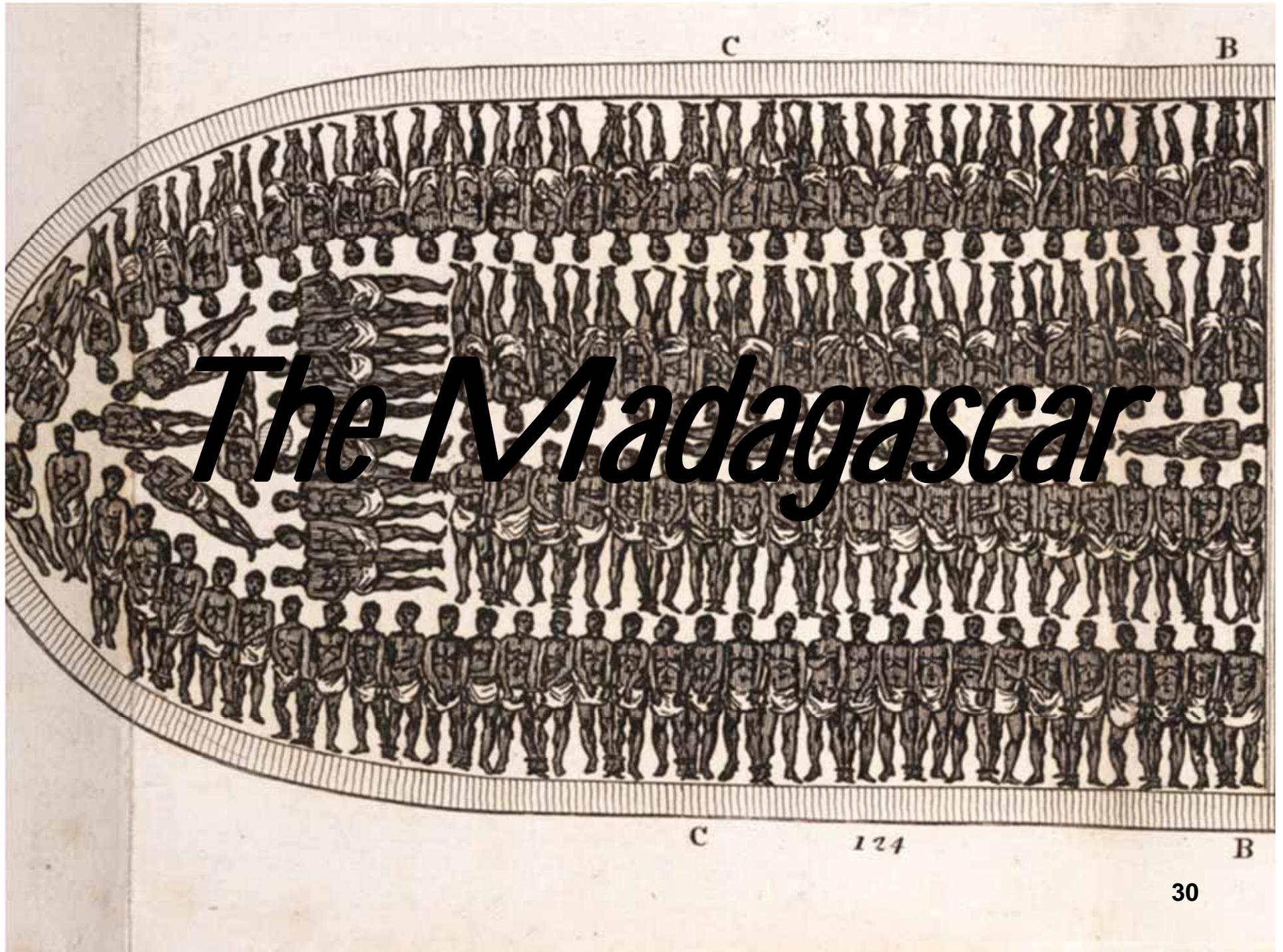
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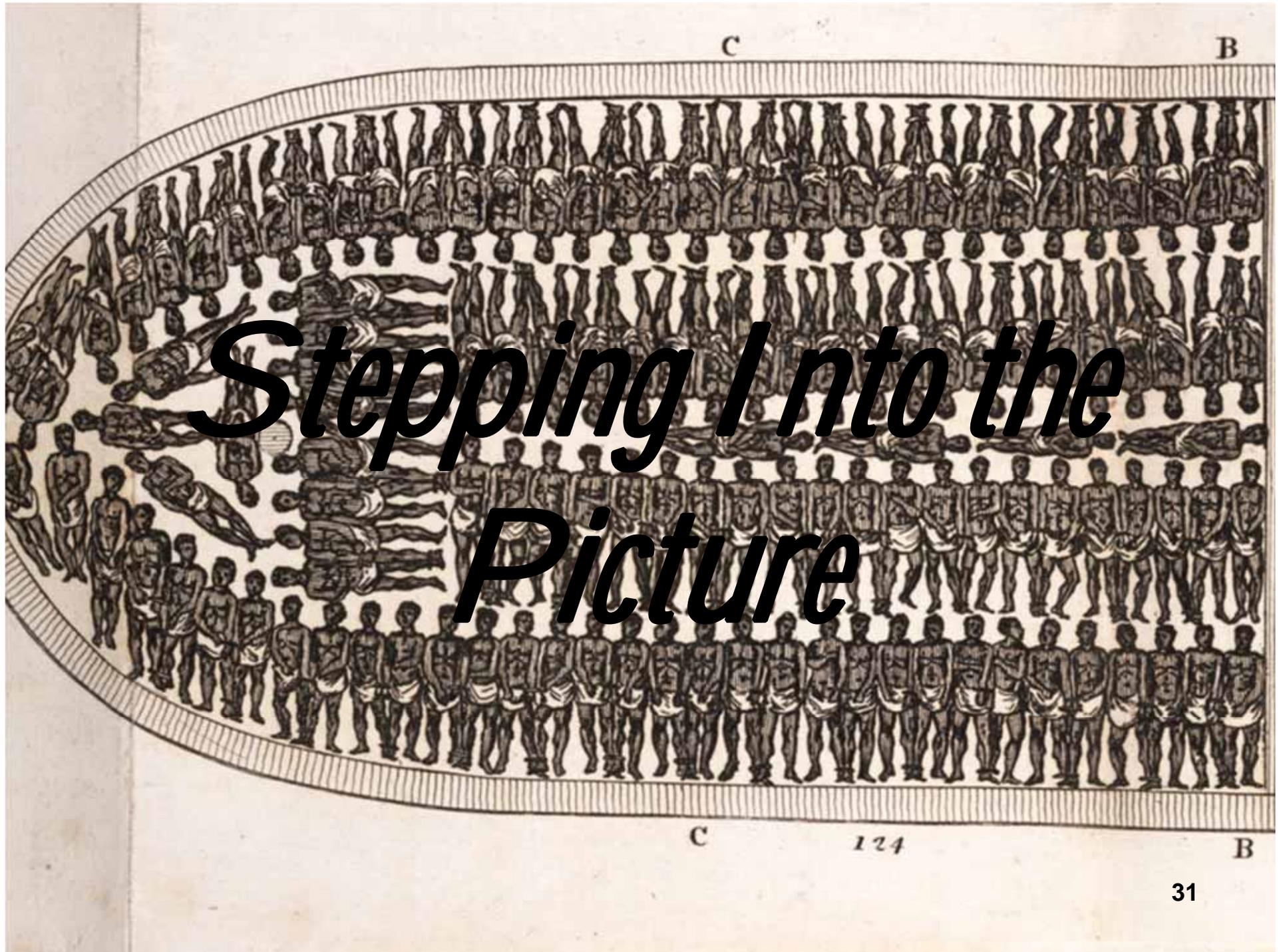
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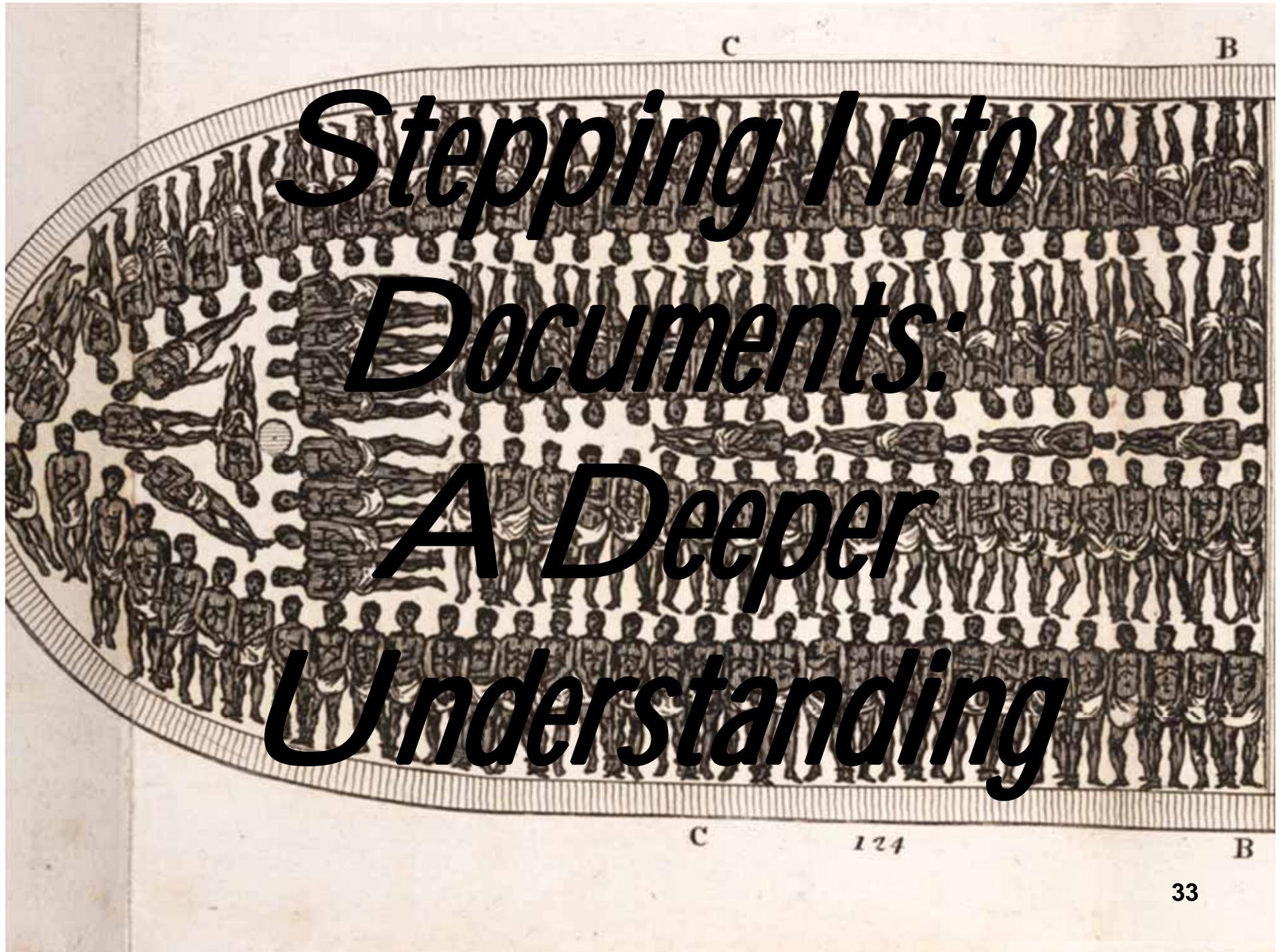




The Madagascar







CUSS Reading Strategy

C = circle the new words

U = underline details

S = star the main ideas

**S = Summarize in ONE sentence
THE MAIN IDEA.**

Background Information

Document 4: *Traite des Negres*

- Read the description of the *Traite des Negres* on page 19.

Document 5: Curatorial Notes

- Read the Curatorial Notes on page 20.



For caption see Document 5 on page 20.



Poetry as Political Commentary

Document 2: from *The Slave Trade; A Poem. Written in the Year 1788*

- Read the selection on pages 15-16



Poetry as Political Commentary

Document 3: *Untitled* by Anonymous

- Read the selection on pages 17-18.



An Eyewitness Account 1

- **Document 6: Excerpts from the Autobiography of Olaudah Equiano**
- **Divide room into four parts for the four selections.**
- **Read the selection on pages 21-22.**
- **Read the PBS biographical info on Olaudah Equiano on pages 24-25**

An Eyewitness Account 2

Resources 2 and 3: Olaudah Equiano biographical information

- Read the PBS biographical info on Olaudah Equiano, pages 24-25





Lesson Take Aways?

- What *Oklahoma C³ Standards* have we met in this lesson?
- What kind of resources have we used today?
- What kind of texts have we accessed?
- How might you use what we have done today in your classroom?
- What else would help in using this lesson?
See the Bibliography on page 34.

Character Roles and Prompt Cards

<p style="text-align: center;">Slave Traders Prompt 1</p> <p>They part the man and wife whom all admire.</p> <p>Their constancy, their grief, and wild despair At parting, mov'd those harden'd in the trade; Their cries, their groans far pierce'd the noxious air, And some strange Converts to soft pity made</p> <p>1</p>	<p style="text-align: center;">British Captains Prompt 2</p> <p>Did but increase the brute's unchaste desire; He vaunting bears her off, her sobs are vain,</p>
<p style="text-align: center;">Slave Traders Prompt 2</p> <p>"Can this be so? the human soul replies, "No monster sure in manly form thus rules! Can free-born Britons hear poor Negro cries, Yet whip them on, like restive mules?</p> <p>. . . undertake the sordid Planter's cause. . . .</p> <p>1</p>	<p style="text-align: center;">Slave Traders Prompt 3</p> <p>A sight, like this, our feelings would surely move; What fiend denies that Blacks like feelings have? They give us proofs of chaste, exalted love, And, to our ships prefer a watery grave. . . .</p> <p>1</p>
<p style="text-align: center;">Mother Prompt 1</p> <p>"Help! Oh, help! Thou GOD of Christians! Save a mother from despair! Cruel white-men steal my children! GOD of Christians, hear my prayer!</p> <p>2</p>	<p style="text-align: center;">Mother Prompt 2</p> <p>From my arms by force they're rended, Sailors drag them to the sea; Yonder ship, at anchor riding, Swift will carry them away.</p> <p>2</p>

Essential Question

How has the Transatlantic Slave Trade affected history and the people involved?



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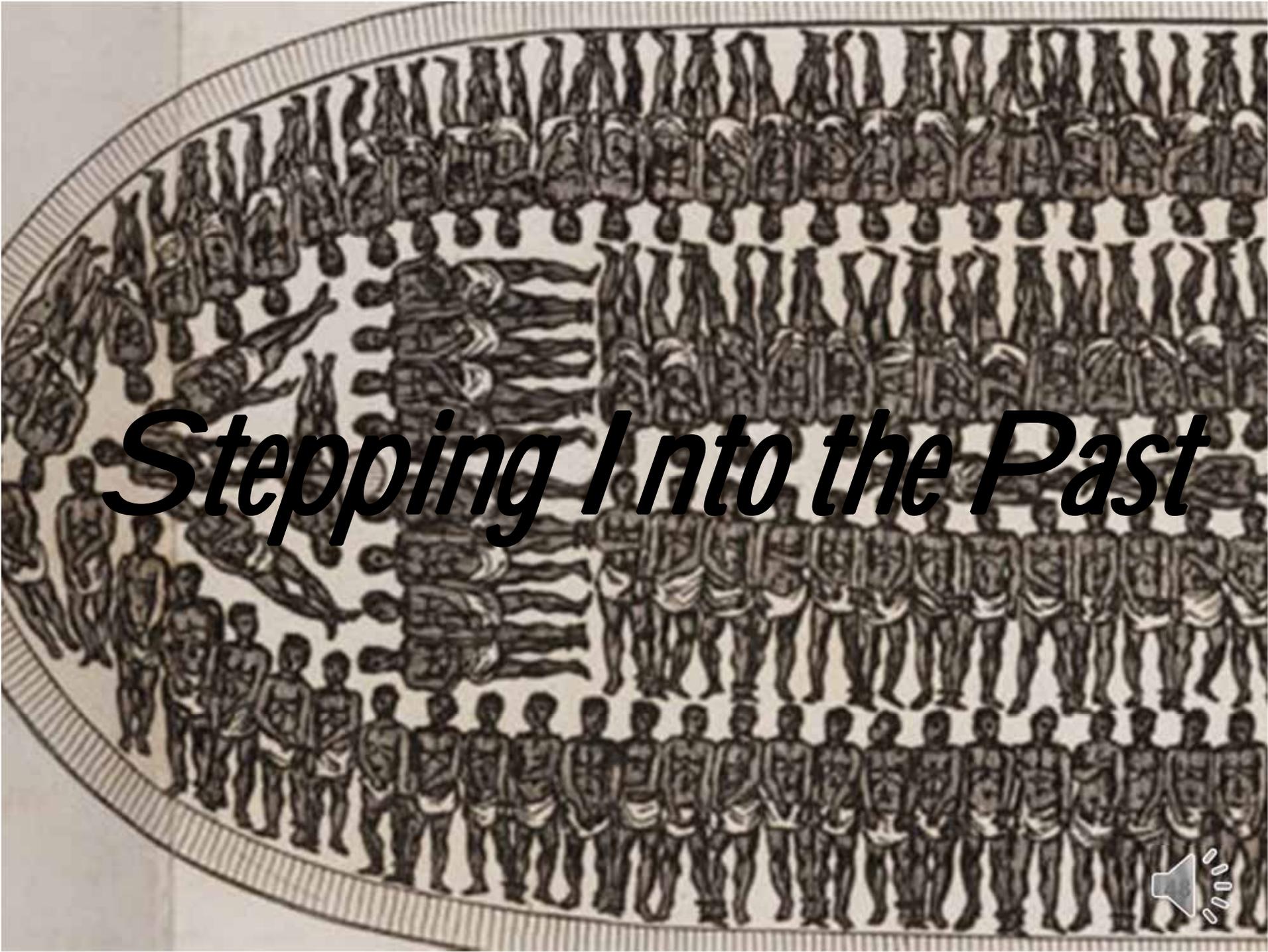
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Stepping Into the Past

