

Grade 8 – South Carolina English/Language Arts  
SOUTH CAROLINA STANDARD 8-1

**Standard 8-1:** The student will read and comprehend a variety of literary **texts** in print and nonprint formats.

**Indicator:**

- 8-1.2 Compare/contrast ideas within and across literary **texts** to make **inferences**.
- 8-1.4 Analyze a given literary **text** to determine its **theme**.
- 8-1.5 Analyze the effect of the **author’s craft** (including **tone** and the use of **imagery, flashback, foreshadowing, symbolism, irony, and allusion**) on the meaning of literary **texts**.
- 8-1.6 Create responses to literary **texts** through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
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Grade 8 – South Carolina English/Language Arts  
SOUTH CAROLINA STANDARD 8-5

**Standard 8-5:** The student will write for a variety of purposes and **audiences**.

**Indicator:**

- 8-5.2 Create narratives (for example, memoirs) that communicate the significance of particular personal relationships.

Grade 8 – Common Core Language Arts  
COMMON CORE STANDARD 8.6

**CCSS.ELA-Literacy.RI.8.6:** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Grade 8 – Common Core Language Arts  
COMMON CORE STANDARD 8.9

**CCSS.ELA-Literacy.RI.8.9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grade 8 – Common Core ELA/ Social Studies Standards  
COMMON CORE STANDARD 8.4

**CCSS.ELA-Literacy.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Grade 8 – Common Core ELA/ Social Studies Standards  
COMMON CORE STANDARD 8.6

**CCSS.ELA-Literacy.RH.6-8.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

## English/Language Arts Lesson Plan

- I. Beginning stages of lesson
  - a. Literature Circle book – *To Be A Slave*
    - i. This will introduce the students into the lives of the slaves. The book consists of personal narratives and firsthand accounts of what the slaves went through.
      1. The narrative style – the students will get another look at the process of “expression.” This literature circle book will give them ideas of how to tell of significant events in their lives from a first-person, personal perspective.
    - ii. Class discussion about the novel.
      1. Activity: different sides of slavery. In this activity, the students will use the knowledge that they gain through the literature circle book and the background information given by the teacher and apply it to prove their understanding of the concepts.
        - a. Half of the class will act as the plantation owners and they will present the “white” aspects of slavery.
          - i. Explain the purpose of slavery for the plantation owners, how they were treated, etc. Provide specific examples and scenarios and include the pros and cons.
        - b. The other half will act as the slaves and they will present the “black” aspects of slavery.
          - i. Explain the lives of the working slaves, including house slaves and field workers. Provide specific examples and scenarios and include the pros and cons.
  - b. Provide the students with some vocabulary relating to poetry.
    - i. Poetry
    - ii. Couplet
    - iii. Form
    - iv. Rhyme
    - v. Simile
    - vi. Metaphor
    - vii. Theme

1. Homework option: Have the students come up with some examples of the poetry vocabulary. This will serve as practice for the writing assignment planned ahead.

c. Introduce the students to some examples of poetry

i. Contemporary poems relevant to time period

1. “Where the Sidewalk Ends” – Shel Silverstein
2. “In a Classroom” – Adrienne Rich

ii. Some famous poems by well-known poets

1. “The Slave Singing at Midnight” – Henry Wadsworth Longfellow
2. “Dream Variations” – Langston Hughes
3. “The Road Not Taken” – Robert Frost

iii. Some of Dave’s poems.

1. When looking at these poems, discuss the major concerns of the poem; i.e. what major events the poem focuses on, the use of the vocabulary mentioned above, the themes of the poem, etc. Specifically for Dave’s poems, discuss how the poems reflect some significant events or aspects of Dave’s life including slavery and pottery.

II. Pre-writing activity

- a. Have the students reflect on some major events that are happening in their own personal lives. In a paragraph, the students will write down their reflections using as much detail as possible. This will be used to help them choose an event to transform into a couplet of poetry.

III. Writing Exercise – Dave’s Couplet Rendition Exercise

- a. The student will use their paragraph reflection to pick a life experience that they will write about. The students will apply their knowledge of poetry and create either one or multiple couplets about these specific, significant events.
  - i. See attached lesson plan.

IV. Discussion

- a. The students will share their couplets, explain what event in their life it is about, and provide examples of some of the vocabulary that they incorporated in their poem(s).
  - i. What event did you choose?

- ii. Why is this event important to you?
- iii. What poetic devices (vocabulary) did you include? Provide examples.

## Where the Sidewalk Ends by Shel Silverstein

There is a place where the sidewalk ends  
And before the street begins,  
And there the grass grows soft and white,  
And there the sun burns **crimson** bright,  
And there the moon-bird rests from his flight  
To cool in the peppermint wind.

Let us leave this place where the smoke blows black  
And the dark street winds and bends.  
Past the pits where the **asphalt** flowers grow  
We shall walk with a walk that is measured and slow,  
And watch where the chalk-white arrows go  
To the place where the sidewalk ends.

Yes we'll walk with a walk that is measured and slow,  
And we'll go where the chalk-white arrows go,  
For the children, they mark, and the children, they know  
The place where the sidewalk ends.

## The Road Not Taken by Robert Frost

Two roads **diverged** in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the **undergrowth**;  
Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,  
And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,

I doubted if I should ever come back.  
I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I-  
I took the one less traveled by,  
And that has made all the difference.

### **In a Classroom by Adrienne Rich**

Talking of poetry, hauling the books  
arm-full to the table where the heads  
bend or gaze upward, listening, reading aloud,  
talking of consonants, **elision**,  
caught in the how, **oblivious** of why:  
I look in your face, Jude,  
neither frowning nor nodding,  
**opaque** in the slant of dust-motes over the table:  
a presence like a stone, if a stone were thinking  
What I cannot say, is me. For that I came.

## Dream Variations by Lanston Hughes

To fling my arms wide  
In some place of the sun,  
To whirl and to dance  
Till the white day is done.  
Then rest at cool evening  
Beneath a tall trees  
While night comes on gently,  
    Dark like me--  
That is my dream!

To fling my arms wide  
In the face of the sun,  
Dance! Whirl! Whirl!  
Till the quick day is done.  
Rest at pale evening . . .  
A tall, slim tree . . .  
Night coming tenderly  
Black like me.



## The Slave Singing at Midnight by Henry Wadsworth Longfellow

Loud he sang the psalm of David!  
He, a Negro and enslaved,  
Sang of Israel's victory,  
Sang of Zion, bright and free.

In that hour, when night is calmest,  
Sang he from the Hebrew Psalmist,  
In a voice so sweet and clear  
That I could not choose but hear,

Songs of triumph, and ascriptions,  
Such as reached the swart Egyptians,  
When upon the Red Sea coast  
Perished Pharaoh and his host.

And the voice of his devotion  
Filled my soul with strange emotion;  
For its tones by turns were glad,  
Sweetly solemn, wildly sad.

Paul and Silas, in their prison,  
Sang of Christ, the Lord arisen,  
And an earthquake's arm of might  
Broke their dungeon-gates at night.

But, alas! what holy angel  
Brings the Slave this glad evangel?  
And what earthquake's arm of might  
Breaks his dungeon-gates at night?

## Sample of David Drake's Poems

*Ladys&gentemens Shoes =  
sell all you can :& nothing you'll loose . x*

—January 29 1840

*Dave belongs to Mr Miles /  
wher the oven bakes & the pot biles ///*

—July 31, 1840

*I made this Jar = for cash —  
though its called = lucre Trash //*

—August 22, 1857

*a pretty little Girl, on a virge  
Volcaic mountain, how they burge*

—August 24, 1857

*Great & Noble Jar  
hold Sheep goat or bear*

—May 13, 1859

## Language Arts Lesson

### Dave's Couplet Rendition Exercise (satisfies standard 8-4)

This exercise is designed for the students to understand forms of poetry. This is an interactive activity that will allow the students to apply their creativity to create their own poem(s), specifically couplets. Before the exercise, the students will be given various examples of Dave's couplets inscribed on his pots. Using the knowledge that they have learned about couplets and the particular form of poetry, the students will be given the opportunity to put their own creativity to the test. Dave's poetry is always about specific events that occurred during his lifetime; therefore, each student will be asked to reference a specific event in his or her life and express it through a couplet. After the exercise is completed, the students will be invited to share their poem with the class—they will explain the event that they chose to write about and why they chose to write about that event.

Possible couplets to reference:

Dave belongs to Mr. Miles  
When the oven bakes & the pot biles  
31 July 1840

\*\*Dave was working for Mr. Miles at this point in his life.

Great & noble jar  
hold sheep goat and bear  
13 May 1859

\*\*Dave references pottery as a significant aspect of his life; this particular pot will be used to store meat.

I wonder where is all my relations  
Friendship to all – and every nation  
16 August 1857

\*\*This couplet references slavery, another aspect that consumed Dave's life; due to being enslaved, he does not know where his family is.

Grade 8 – South Carolina Science  
SOUTH CAROLINA STANDARD 8-1

**Standard 8-1:** The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.

**Indicators:**

- 8-1.1 Design a controlled scientific investigation.
- 8-1.2 Recognize the importance of a systematic process for safely and accurately conducting investigations.
- 8-1.3 Construct explanations and conclusions from interpretations of data obtained during a controlled scientific investigation.

Grade 8 – South Carolina Science  
SOUTH CAROLINA STANDARD 8-2

**Standard 8-2:** The student will demonstrate an understanding of Earth’s biological diversity over time. (Life Science, Earth Science)

**Indicator:**

8-2.6 Infer the relative age of rocks and fossils from index fossils and the ordering of the rock layers.

Grade 8 – South Carolina Science  
SOUTH CAROLINA STANDARD 8-3

**Standard 8-3:** The student will demonstrate an understanding of materials that determine the structure of Earth and the processes that have altered this structure. (Earth Science)

**Indicator:**

8-3.9 Identify and illustrate geologic features of South Carolina and other regions of the world through the use of imagery (including aerial photography and satellite imagery) and topographic maps.

## Science Lesson Plan

### I. Geology

- a. According to Brian Sutherland's *Glazes from Natural Sources*, an understanding of rocks is basic and essential to the art of pottery. The teacher will, at this point, discuss the 3 different types of rocks.

- i. Igneous

1. *Glazes from Natural Sources* (p. 15) – definition
2. *The Practical Geologist* (p. 32) – explanation and few examples
3. *Rocks and Minerals* (p. 16) – brief introduction with examples and pictures

- ii. Sedimentary

1. *Glazes from Natural Sources* (p. 18) – definition
2. *The Practical Geologist* (p. 34) – explanation and few examples
3. *Rocks and Minerals* (p. 20) – brief introduction with examples and pictures

- iii. Metamorphic

1. *Glazes from Natural Sources* (p. 17) – definition
2. *The Practical Geologist* (p. 36) – explanation and few examples
3. *Rocks and Minerals* (p. 24) – brief introduction with examples and pictures

### II. Pottery

- a. Dave, living in the time of the Civil War, did not have advanced processes to use to make his large pots. He used some natural sources that were local and cheap (or free) from the land that he worked on.

- i. Stoneware

1. *Glazes from Natural Sources* (p. xvii)

- ii. Alkaline Glaze – a mixture of wood-ash and clay.

1. *Glazes from Natural Sources* (P. 5-10)
2. *Ashes at work* (p. 30-36)

- iii. Glazing the jugs and firing

1. *Glazes from Natural Sources* (p. 111-112).
- iv. Show a video(s) that will examine the proper uses of clay in the production of pottery and will discuss the vocabulary relating to pottery, stoneware, glazes, etc.
- b. Edgefield Pottery
- i. The teacher will show the video about the excavation of Edgefield Pottery. Afterward, there will be a class discussion about the pottery making processes that were used there.
    1. The alkaline-glazed tradition, traditionally from the East was first introduced in Edgefield Pottery.
    2. Proceed to talk about the Edgefield Pottery in the present day.
      - a. Use various maps and have the children locate Edgefield.
        - i. Locate South Carolina on a United States map; locate Edgefield on a South Carolina State map; other maps included.
      - b. Use the **photo book** to depict specific sites, the present owner of Edgefield Pottery, and a re-enactment of Dave's life as a slave potter.
  - ii. Archaeology activity--*Hands-on Archaeology*
    1. See attached activity plans.
      - a. Introduce the activity of excavation based on the information provided in *Hands-on Archaeology* pages 93-97)
      - b. *Hands-on Archaeology* Activities—page 102, 104, 106-107.

# Science Activity 1

## Activity: Playground Pickup

This activity will acquaint the students with controlled surface pick-up techniques and what they can learn from them.

Objective: The students will understand how and why archaeologists carry out surface pick-ups prior to excavation by doing the same thing with the school playground.

### Preparation:

- Explain how the artifacts found in one area of a site can help reveal what specific activities occurred there. Explain how the volume of material covered in one area reflects the amount of activity taking place there.
- Help the students visualize the school grounds as a site and discuss the various activities that occur there. What would one expect to find in those activity areas?
- Describe the technique called controlled surface pick-up, in which archaeologists systematically inspect the entire surface of a site prior to digging and record all of the materials they find, giving them a clue as to what may lie below.

### Activity:

- Give each student a handful of spray-painted Popsicle sticks.
- Line the students up side-by-side, at four-foot intervals.
- Direct them to walk to the opposite side of the pick-up area and carefully inspect the ground in front and to the sides of them as they advance. When they find any piece of litter (or an artifact) they should flag it with a bright Popsicle stick but should not pick it up.
- Have them go back and forth across the area until they cover it completely. Point any observable clusters of markers or any other noticeable anomalies.

- Have the students, working in small teams, make a sketch map on graph paper. Have them carefully plot each Popsicle-stick marker.\



## Science Activity 2

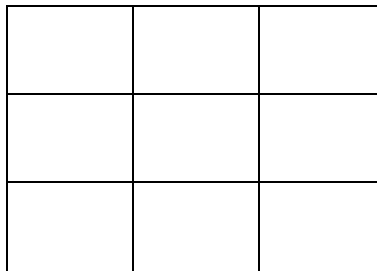
Activity: Table-Top Archaeology

This activity will help familiarize students with the basic elements of site excavation and accurate record keeping.

Objective: The students will understand how careful excavation of each individual site unit results in a successful understanding of the whole site.

Preparation:

- Review how archaeologists divide sites into smaller units so they can keep tight control of each artifact's place of origin.
- Demonstrate how artifacts represent different activities.
- Prepare several rectangular, wash basins of identical dimensions as site units. Fill each container with 3 distinct levels. In each level, place different artifacts—use small items like dish shards, bobby pins, paper clips, etc. Put artifacts together that are associated with the same activity.
- Place the containers side by side on a table forming a complete site. It should like this:



Activity:

- Separate the class into dig teams according to the number of units available and give each team a kit consisting of two spoons, graph paper, sandwich bags, a felt-tip marker, a paint brush, and an index card.
- Have a class, as a group, determine the grid system and label each individual unit accordingly.
- Instruct each team to select a unit and tape an index card to the side of it with the unit designation printed on it.
- Have each team return to its work area with its unit container, cautioning the students not to disturb the contents as they move the containers.
- Each digging team will carefully excavate its unit, one level at a time, recording all observations and carefully separating and recording the artifacts.
- Each team will present a summary of its unit findings to the class.