

Tangled Roots Final Project Base Lesson

Understanding Civic Virtue through the Experiences of Individuals of Johns Island

5th – 12th grade | Social Studies, History, ELA, Art | 90 -120 minutes

Tangled Roots Unit is divided into six individual videos with corresponding lesson plans and one PBL. Each lesson has a unique **driving question**, project, and rubric. Collaborative work on the six lessons will lead to conclusions that can be made about the overarching **essential question** through a culminating video project.

Unit Essential Question: *How could an understanding of [Civic Virtue](#) help individuals understand their responsibility to others?*

***Civic Virtue:** the development of personal habits that are important for the overall success of the community. Often conceived as the dedication of citizens to the common welfare of the community. Watch: [History Illustrated Video for Definition of Civic Virtue \(2 minutes\)](#)*

Lesson overview: As a class, students will review their answers to all **driving questions** and discuss common themes among the six Tangled Roots oral histories of Johns Island. In groups, students will decide on three themes that connect the videos and use the themes to create a documentary or “timeline creation.” To help them frame their video, students will be given a series of guiding questions that requires them to examine the concept of “Civic Virtue” as it applies to the history of Johns Island and to their current lives. Students can use a variety of methods to create their documentary including PowerPoint or Google Slides or create a classic video-based documentary.

NOTE: Please review and adapt project guidelines and guiding questions to fit grade-level.

Resource section includes links to free, appropriate applications to create student videos. Links for timeline creation projects are also included.

Instructions:

1. As a class, review the products created for each of the Tangled Roots lessons, specifically the answers to the six **driving questions**.
2. Place students into groups of four to six.
3. Have groups work together to select the top three themes they believe connects the videos with each other.
4. Instruct students to post their themes on a Google Slide/PowerPoint to share with the class, or have them write them on the board. Answers will vary or repeat.
5. As a class, discuss the themes and connections each group posted.
6. Pass out the project’s guiding questions to each group.
7. Instruct the groups to answer the guiding question as it will help them create their video and frame their understanding of the **essential question** which should be answered in the video.

- Encourage each group member to select 1-2 guiding questions to answer, thereby giving each student an opportunity to complete work toward the group’s final project. Students can collaborate on the project using *Google Keep*.
- 8. Check to make sure groups complete the guiding questions before creating their video. The guiding questions can be used as an outline for their video.
- 9. Have students create their own documentary that answers the essential question. Their creation can take a variety of forms: a slide presentation that incorporates audio, still images, and video, or a more traditional documentary or timeline creation that includes many media tools.
 - Students should not forget the “Word Art Trees” created for each video. Those are appropriate still images and can enhance their explanation of the essential question. Suggested applications that students can use are included in the resources. Students can use their personal devices to help record audio and video.

Guiding Questions for Project (recommended):

Please adapt, add or remove questions to fit classroom needs and interests.

- 1) Using your own words, what is Civic Virtue?
- 2) What character traits constitute Civic Virtue?
- 3) How was Civic Virtue demonstrated in each of the videos?
- 4) What were the personal costs to the individuals on Johns Island who demonstrated Civic Virtue?
- 5) Does the idea of Civic Virtue evolve?
- 6) Is there a common thread that connects the stories of individuals on Johns Island?
- 7) What part did Civic Virtue play in the many stories that are part of the “thread of history” on Johns Island?
- 8) Do individuals in the present have a responsibility to honor the stories and lessons of the past? Why or why not?
- 9) How has the understanding of what constitutes Civic Virtue changed today?
- 10) How has the demonstration of Civic Virtue changed today?
- 11) How can we demonstrate Civic Virtue?

ASSESSMENT:

Final products should first and foremost answer the essential question, but should also show how past lessons learned through each of the videos connect to a present awareness of the need for Civic Virtue.

It is important to remember that with both the **driving** and **essential questions**, students must analyze and interpret data, which can lead to many conclusions. Students are graded on the process and the validity of their conclusions. Each group may infer data differently and therefore reach different conclusions.

Grading Rubric:

<https://drive.google.com/open?id=1utpOQcNTE8InWgpHaPRPi692jniYLFbOLMqcfKu7Mh4>

Group Names: _____

Tangled Roots Project Guiding Questions

These questions will help you outline your documentary and make sure it answers the essential question. As a group work together to answer them. To save time and make sure everyone participates, have each group member select and answer 1-2 questions.

- 1) Using your own words, what is Civic Virtue?
- 2) What character traits constitute Civic Virtue?
- 3) How was Civic Virtue demonstrated in each of the videos?
- 4) What were the personal costs to the individuals on Johns Island who demonstrated Civic Virtue?
- 5) Does the idea of Civic Virtue evolve?
- 6) Is there a common thread that connects the stories of individuals on Johns Island?
- 7) What part did Civic Virtue play in the many stories that are part of the “thread of history” on Johns Island?
- 8) Do individuals in the present have a responsibility to honor the stories and lessons of the past? Why or why not?
- 9) How has the understanding of what constitutes Civic Virtue changed today?
- 10) How has the demonstration of Civic Virtue changed today?
- 11) How can we demonstrate Civic Virtue?

Student Evaluation of Groups

Please note, groups must not evaluate their own **driving question**.

Group being evaluated: _____

Rating Scale:

1) Not At All

2) Somewhat

3) To A Considerable Extent

A person who has no understanding of Civic Virtue could understand the purpose of Civic Virtue from the answer given. _____

The answer made a connection between the individual who was the focus of the video, and the concept of Civic Virtue. _____

It was obvious how the individual, who was the focus of the video, used Civic Virtue to enhance their community. _____

The answer was succinct and easy to understand. _____

The group successfully answered the **driving question**. _____

Total Points: _____

RESOURCES:

Grading Rubric:

<https://drive.google.com/open?id=1utpOQcNTe8InWgpHaPRPi692jniYLFbOLMqcfKu7Mh4>

Historic Charleston Foundation videos

Still images - <https://scmemory-search.org/?q=Johns+Island>

Video creation links:

- **Moovly** - <https://www.moovly.com/education> - Create your own video lessons - An easy video creation tool
- **Apple iMovie** - iMovie is a video clip editing tool for iOS and macOS. It turns photos and videos into storytelling movies complete with a studio logo and credits roll.

Timeline creation tools:

- **Sutori** - <https://www.sutori.com/> - Sutori is a free timeline creation tools that make use of pictures and videos to produce powerful storytelling.
- **Myhistro** - <http://www.myhistro.com/personal-business-education/#education> - One of the most innovative free timeline creation tools that can be used as a map creation platform. Not only can you include pictures, videos and text, but you can also specify their location on Google Maps and take storytelling to the next level.

Collaboration tool:

- **Google Keep** - <https://keep.google.com/u/0/> - *Google Keep* is an application that is part of the Google suite of programs in *Google Drive*. This is a free application that is an extension of *Google Docs* and allows students to work collaboratively. It can be accessed through *Google Drive*, or by going to the site link.

2020 STANDARDS:

Grade 5: Standard 4: *Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980.* **5.4.CE** - Analyze the causes and impacts of social movements in the U. S. and South Carolina. This indicator was developed to promote inquiry into growth and influence of the various modern civil rights movements including, but not limited to, African Americans, Chicano, Native Americans, and women.

Grade 8: Standard 5: *Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.* **8.5.CC** - Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians. This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians’ use of the court system and legislation to affect South Carolina’s post-World War II identity. **8.5.E** - Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S.

Human Geography - Standard 3: *Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth’s surface.* **HG.3.4.HS** - Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time.