

Tangled Roots Lesson One- Dr. Blake

Timeframe: 60-90 minutes

Grades: 5th – 12th grade

Subjects: History, Social Studies, Art, Reading & ELA, Science

Standards: 5.4.CE; 7.5.S.ER; 7.5.3.HS; 8.5.CC; 8.5.E; HG.1.2.PR; HG.1.5.HS

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

Driving Question: If our lives are like a tree, constantly growing to adapt to changing conditions, how did the narrative told by Dr. Blake show the evolving history of Johns Island?

LESSON SNAPSHOT	
In this lesson, students will be introduced to the concept of Civic Virtue, how history evolves, and the culture and history of the Johns Island community by completing a series of activities including an analogies worksheet, the first Tangled Roots oral history by Dr. Blake, and a final summative task that has them answer the driving question through the creation of their own Word Art. Students will demonstrate their understanding through writing, drawing, and presenting their conclusions using evidence from the video.	
PRE	<ol style="list-style-type: none">1. Learn about analogies by completing Analogies Worksheet (provided with answer key)2. Review answers as class and introduce a new analog: history evolves like a tree grows. Connect this to the Tangled Roots series.
VIDEO (about 5 minutes)	<ol style="list-style-type: none">1. Introduce video and driving question2. Watch video and take notes on words or ideas in Dr. Blake’s narrative that connect to driving question
SUMMATIVE PERFORMANCE TASK	
POST	<ol style="list-style-type: none">1. Create Word Tree (Word Art in the shape of a tree) following the example and using video notes2. Write justification for why these words were chosen and placed at different parts of the tree. Essay should address driving question.3. Present Word Art to class and turn in essay explaining creation.
FAST TRACK OPTION	
To save time, instructors may decide not to complete the analogy worksheet and to complete the Word Tree project as a class.	

Educator Guide for Lesson One- Dr. Blake

Exploring the Perspectives of History as they relate to Johns Island

5th – 12th grade | Social Studies, History, Reading & ELA, Art & Science | 60-90 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 \(2 minutes\)](#)*

Video Introduction: Community, family, and faith are cornerstones that firmly ground Dr. Blake to his Johns Island home. Born in New York, he was a sought after teacher and academic whose career path often kept him far from his Johns Island family roots. Fate, and his reputation as an educator, brought him home to Johns Island once again, where the heritage of those who came before him, those who sought freedom and civil rights, drew him into a life-long study of the island, his cherished community, and the history he wished to preserve. Activist, historian, wise sage, all of these words describe Dr. Blake, a man who found a purpose in teaching others about the tangled roots of Johns Island’s many layered past.

Lesson Overview: To prepare for the video, students will complete the analogies worksheet and be introduced to the analogy that history evolves like a tree grows. The educator will then introduce the video using the “Video Introduction” and pose the **driving question** to the class. After watching the video, students will create their own “Word Tree” using words from the video’s narrative. Students will purposely place words on their “Word Tree” drawing analogies from the growth of a tree to the evolving history of Johns Island. Words chosen should directly correlate to the **“driving question”** and should aid each student group in providing a collective answer to the **“driving question”**.

Driving Question: If our lives are like a tree, constantly growing to adapt to changing conditions, how did the narrative told by Dr. Blake show the evolving history of Johns Island?

Note: This lesson will take a little longer to complete because of the worksheet which teaches students about analogies. Feel free to adapt activities to best fit grade-level and classroom time and resources.

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Pre-Video Activity: Analogy Worksheet

Materials Needed: Student Analogy Worksheet, Answer Key, and Word Art Example

1. Place students in groups, choosing the size and composition most appropriate for the class.
2. Have each student/group complete the analogies worksheet in class (answer key provided) sharing their answers within their group using an application like *Google Keep* or using pen and paper. The groups should come to some consensus about correct answers and post their answers for the other groups and their teacher to review using an application like *Padlet* or *Google Slides*. A Google slide document has been created, and is listed in the resources. There are also links to *Google Keep* and *Padlet* in the resources.
3. Review student/group answers with the class and clarify the process of creating analogies.
4. Introduce Final Project (*can introduce after watching video*):
 - o Once it has been established that students/groups understand the fundamentals of analogies, explain that in this lesson each group will make analogies that compare the evolving history of Johns Island to the growth process of a tree.
 - o Identify traits common to all trees, specifically focusing on the *roots*, *trunk*, and *crown* of a tree, using the [South Carolina Forestry website](#).
 - o Provide students with either a hard or digital copy of the “Word Art” created from Dr. Blake’s oral history.
 - o Explain how “Word Art” is created, emphasizing that this “Word Art” was taken from the text of Dr. Blake’s original narrative. The teacher will explain that the more prominent words on the “Word Art” are words that can be found with greater frequency throughout the text. Words less prominent are shown smaller on the graphic.
 - o Explain that this is an example and students will have the opportunity to create Word Art after watching the video.

Video Presentation:

Materials needed: Paper or Google Keep for notetaking, computer and projector for viewing

1. Introduce the video to the class using the “Video Introduction” provided and pose **driving question**.
2. Instruct students take notes on terms they feel connect the video to the **driving question**.
3. Watch video with Dr. Blake
Optional: Have each individual only listen to the video, using their personal devices and headphones. They can again write terms and compare their visual list from watching the video, to the list they created from listening to the video.

Post-Video Activity: “Word Tree” Group Project

Materials needed: Word Art Example, 11 x 17 paper for each group, Google Slides

1. Instruct students to return to their groups to share their notes and come up with a master list of 20 or more terms that best connect the video to the **driving question**.
2. Introduce the “Word Tree Activity.” Explain to groups that they will create Word Art in the shape of a tree using their terms from the video.
3. Have groups work together to decide which terms on their list should make up the *roots*, the *trunk*, and the *crown* of their “Word Art” tree. *Students may want to review the growth process of a tree, which was explained on the South Carolina Forestry website.*

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4. Have students use the tree template to trace onto their paper or use [AnswerGarden](#). Students will then write their terms on the tree.
5. Request group to write a justification of their chosen terms, the analogy they are making with the growth of a tree, and how the growth connects to the evolving history of Johns Island. (Why are the chosen words placed in their specific area of the tree? How does this connect to Johns Island?) In this justification, students should answer the **driving question**.
6. Have students write or present their project. Students may post their terms, justification, and answer to the **driving question** using the [Google Slide template \(4 total slides\)](#). The teacher will need to create a slide for each group. Alternatively, teacher can have each group present their tree, their justifications of terms, and their answer to the **driving question** to the class.

Optional: Each group will use their discoveries to answer the **driving question** on AnswerGarden and the group responses will be used to create a “**driving question** Word Art” that can be displayed in the classroom and can be useful in completing the larger, overarching PBL.

Lesson Extension: For extra credit, have students create the undergrowth for their tree. What’s growing under their tree, or what has fallen from their trees? Students should justify their choices, and explain how their choices relate to the evolving history of Johns Island.

ASSESSMENT:

Evaluate student understanding of analogies, comprehension of video, and writing skills through creation of ‘Word Tree’ and written justification.

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 for Lesson 1 - Dr. Blake -

<https://drive.google.com/open?id=1CcJYmodeazhdfCVtrIIYcMEs55WolD5wjeDoZHnl0k>

Each of the **driving questions** is intended to help students answer the **essential question**.

Analogy Worksheet

“An analogy is the comparison through which the ideas or things are compared to each other. Through Analogy, the things, which are different from each other, are compared. It aims to explain the ideas or things by doing a comparison.”

“Life is like a train journey and the people we meet are the co-passengers. Here, life is compared to a train journey and people are compared to the co-passengers.”

“Writers use many forms of analogies in their work to make a comparison that is memorable and helps the reader better understand their point.”

Here are some examples from a few famous people. Listed, you will see the analogy and the explanation of the point the analogy was intended to make. Study the examples provided to see how the writer used comparison to explain a point.

1. **That's as useful as rearranging deck chairs on the Titanic:** It looks like you're doing something helpful but really it will make no difference in the end.
2. **Explaining a joke is like dissecting a frog. You understand it better but the frog dies in the process:** E.B White's famous analogy shows that sometimes it's better not to know too much.
3. **Life is like a box of chocolates - you never know what you're gonna get:** An often-used analogy from *Forrest Gump* shows that life has many choices and surprises, just like a box of chocolates.

Listed below are famous analogies. Study the example and write an explanation beside it explaining the point the historical figure was trying to get across to the reader.

1. **Just like a sword is a weapon of a warrior, a pen is the weapon of a writer:**

2. **You are as annoying as nails on a chalk board:** _____

3. **Just as a caterpillar comes out of its cocoon, so we must come out of our comfort zone:** _____

4. **How a doctor diagnoses diseases is like how a detective investigates crimes:**

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Word analogies, or verbal analogies, show the relationship between two objects or concepts using logic and reasoning. To solve the analogy, you must first determine the relationship between words. For example, using the words dog and puppy, you must first understand the relationship between a dog and a puppy. Once you realize that a puppy is a baby dog, you can find the corresponding relationship for a cat. A baby cat is a kitten, so the completed analogy is:

dog : puppy :: cat : kitten

Complete the word analogies.

1. hammer : nail :: comb : _____
2. white : _____ :: up : down
3. mansion : shack :: _____ : dinghy
4. _____ : light :: long : heavy
5. bees : _____ :: bears : den
6. speak : sing :: walk : _____
7. chef : _____ :: sculptor : stone
8. like : love :: _____ : hate

Analogy Worksheet- ANSWER KEY

“An analogy is the comparison through which the ideas or things are compared to each other. Through Analogy, the things, which are different from each other, are compared. It aims to explain the ideas or things by doing a comparison.”

“Life is like a train journey and the people we meet are the co-passengers. Here, life is compared to a train journey and people are compared to the co-passengers.”

“Writers use many forms of analogies in their work to make a comparison that is memorable and helps the reader better understand their point.”

Here are some examples from a few famous people. Listed, you will see the analogy and the explanation of the point the analogy was intended to make. Study the examples provided to see how the writer used comparison to explain a point.

4. **That's as useful as rearranging deck chairs on the Titanic:** It looks like you're doing something helpful but really it will make no difference in the end.
5. **Explaining a joke is like dissecting a frog. You understand it better but the frog dies in the process:** E.B White's famous analogy shows that sometimes it's better not to know too much.
6. **Life is like a box of chocolates - you never know what you're gonna get:** An often-used analogy from *Forrest Gump* shows that life has many choices and surprises, just like a box of chocolates.

Listed below are famous analogies. Study the example and write an explanation beside it explaining the point the historical figure was trying to get across to the reader.

5. Just like a sword is a weapon of a warrior, a pen is the weapon of a writer:
Like a sword, words can be lethal. A writer can use the pen like a weapon just like a warrior uses a sword.
6. You are as annoying as nails on a chalk board: An annoying person can irritate in both how they make you feel and in what you hear. In the same way the sounds and feel of nails on a chalkboard are very annoying.
7. Just as a caterpillar comes out of its cocoon, so we must come out of our comfort zone: A caterpillar that remains in their cocoon is limited and won't experience the beauty of becoming a butterfly. The same thing happens when we don't leave our comfort zone, we may never experience the beauty we can have if we leave it.
8. How a doctor diagnoses diseases is like how a detective investigates crimes: Both a doctor and a detective investigate. Both use clues to find answers to questions.

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Word analogies, or verbal analogies, show the relationship between two objects or concepts using logic and reasoning. To solve the analogy, you must first determine the relationship between words. For example, using the words dog and puppy, you must first understand the relationship between a dog and a puppy. Once you realize that a puppy is a baby dog, you can find the corresponding relationship for a cat. A baby cat is a kitten, so the completed analogy is:

dog : puppy :: cat : kitten

Complete the word analogies.

9. hammer : nail :: comb : hair
10. white : black :: up : down
11. mansion : shack :: yacht : dinghy
12. short : light :: long : heavy
13. bees : hive :: bears : den
14. speak : sing :: walk : dance
15. chef : food :: sculptor : stone
16. like : love :: dislike : hate

The following websites were used in the creation of the ***Analogy Worksheet***.

https://medium.com/@english_grammar/types-of-analogies-50689fc648e1

<https://examples.yourdictionary.com/analogy-ex.html>

<https://www.examples.com/education/analogy-examples.html>

Tree Art/Driving Question Rubric

Rating Scale:

1) Not At All

2) Somewhat

3) To A Considerable Extent

Words chosen for the “Word Art Tree” showed a direct correlation to the narrative and the evolving history of Johns Island: _____

The justification of words chosen for the “Word Art Tree” was logical, and clearly explained the direct correlation between the narrative and the evolving history of Johns Island: _____

The placement of terms on the tree showed an understanding of the analogy between the tree growth and the evolving history of Johns Island: _____

The justification of the placement of words on the tree was logical, and clearly explained the analogy between tree growth and the evolving history of Johns Island: _____

The **driving question** was answered clearly and concisely, leaving the reader with a definite understanding of how the narrative was tied to the evolving history of Johns Island. _____

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RESOURCES:

Google Keep - This is a Google 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 <https://keep.google.com/u/0/>.

Scrumblr - [Scrumblr](http://scrumblr.ca/) is a site that provides an online space to create and share sticky notes with a group.
<http://scrumblr.ca/>

Grading Rubric for Lesson 1:

<https://drive.google.com/open?id=1CcJYmodeazhdfCVtrIIYcMEs55WoD5wieDoZHnl0k>

Word Art – Tangled Roots – Lesson 1 –

<https://drive.google.com/file/d/1o0qyX67kJV8iSvqx4CqBy6UJWpK91L83/view?usp=sharing>

SC Forestry Commission - <https://www.state.sc.us/forest/refree.htm>

Padlet – <https://padlet.com/> - Padlet is an application to create an online bulletin board that you can use to display information for any topic. Easily create an account and build a new board. You can add images, links, videos, and more.

AnswerGarden - <https://answergarden.ch/> - AnswerGarden is a new minimalist feedback tool. Use it for real time audience participation, online brainstorming and classroom feedback.

Analogy Worksheet - <https://drive.google.com/open?id=14V-cNpx18KFclywXstH0jVF3KcHFHR8k>

Analogy Worksheet/Answer Key -

<https://drive.google.com/file/d/1Lxn1WITYpVe27MZS5HWvWB3xCxnG4hZI/view?usp=sharing>

Google Slides – Tree Art and Justification - <https://docs.google.com/presentation/d/1-T3ao0tXKHxEp3OybbhIKwn4EaepKspj3gg4hB9clxs/edit?usp=sharing>

Google Slides – Analogy Worksheet -

<https://drive.google.com/open?id=14z0Aoqp3ZLauzMBD7zhILdPJ9iegHDXOouTY5Rb7VV4>

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. **5.4.E** - Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.

Grade 8: Standard 4: *Demonstrate an understanding of South Carolina’s role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.* **8.4.CO** - Compare perspectives toward reform that emerged during the Progressive Era. This indicator was designed to encourage inquiry into how new state and federal Progressive legislation affected individuals and businesses in South Carolina and the U.S. The indicator was also designed to promote inquiry into the new perspectives that emerged regarding social and political change. **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.3.1.HS** - Identify the characteristics of popular and folk culture, and explain the factors that influence the location and spatial distribution of these types of culture at the local and global scales using maps and geographic models and representations. **HG.3.4.HS** - Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time.