

DAVE PROJECT Curriculum Guide

Made possible by The Chipstone Foundation
Prepared by Chelsea Kelly
Video by doc|UWM



Storage Jar, Lewis Miles pottery, 1858. Alkaline -glazed stoneware. H. 25 5/8". (Courtesy, Arthur Goldberg; photography, Gavin Ashworth.)

GRADE LEVEL **4–8**
SUBJECT AREAS **English/Language Arts**
Social Studies
Art (Studio, Art History)

CONTENTS

Introduction.....	2
How to Use This Guide.....	3
Background Information.....	4
Vocabulary.....	6
Classroom Activities.....	7
Lessons.....	14
Standards.....	17
Further Resources.....	25

INTRODUCTION

This Curriculum Guide accompanies the 15-minute documentary about Dave the Potter as part of the Dave Project, made possible by the Chipstone Foundation. It provides cross-disciplinary activities and extension lessons to support content knowledge and critical thinking skills for students in grades 4–8.

Find the video at: <http://www.artbabble.org/video/chipstone/dave-project-teachers-video>

A pot by Dave is on view at the Milwaukee Art Museum. To arrange a viewing:

- Book a self-guided school tour at the Milwaukee Art Museum (http://mam.org/learn/details/schoolTours_form.php), AND
- Contact Claudia Mooney at Chipstone (Claudia@chipstone.org) to guide your visit.

HOW TO USE THIS GUIDE

This guide includes brief classroom activities to support the video, as well as two longer lessons, to extend and cement content knowledge and develop critical thinking skills.

You may use all of the activities and lessons in this guide in a series of class periods, or pick and choose those that best fit your curriculum.

It is recommended that you *pre-view the video*. Teachers worked with Chipstone and doc|UWM to divide the video into sections that address different themes and skills. Be sure to view the video yourself and read this guide completely before you use it in your classroom. In this way, you can choose sections and activities that best fit your overall curriculum and the needs of your students.

Although the 15-minute video can be viewed in one sitting, it is suggested that you divide viewing for separate class periods. Some sections are briefer (1-2 minutes) and others longer (10 minutes).

Words that are underlined are vocabulary words defined in the **Vocabulary** section.

Finally, although these activities are intended for students in grades 4–8, they can be adapted for younger and older students.

BACKGROUND INFORMATION

This section provides additional/preliminary information for teachers about Dave the Potter and his work, as well as the Project as a whole.

Dave the Potter

Dave the Potter is an important figure for art historians and historians alike. His body of work—made up of hundreds of ceramic pieces, mostly large pots and jars—both shows *and* tells what life was like for African-American slaves in the South in the late 1800s. His ceramics “tell” because Dave was not only a craftsman, but also a poet. These works are usually engraved with brief poems, dates, and signatures. Thus, these objects are important and powerful primary sources for anyone studying the period of the Civil War.

Dave was born into slavery around 1800, and seems to have been owned by the same family for most of his life, passing between brothers, fathers, and sons. He worked in a pottery business co-owned by members of the Landrum family and the Drake family in Pottersville, in the Edgefield District of South Carolina.

The business was very successful. It was owned by Dr. Abner Landrum, Dave’s owner during his formative years, was a well-educated man who was a physician, businessman, scientific farmer, newspaper editor, and publisher. Most historians believe that it was through exposure to Dr. Landrum that Dave learned to read and write.

Under his final owner, Lewis Miles, Dave made over a hundred vessels, most of them inscribed with poems, dates, and signatures. Miles also owned a successful pottery business, and was connected by marriage to the Landrums, which is how Dave came to be owned by him. Miles’ name or initials are, in fact, often found on the jars and pots, as well as Dave’s own signature, from this period.

Dave gained freedom after the Civil War ended in 1865, and changed his name to Dave Drake (the last name of his first owner). He died around 1880, and lived as a free man for about 15 years.

You can find more information about Dave the Potter in the **Further Resources** section.

The Dave Project

The Dave Project was born out of *To Speculate Darkly: Theaster Gates and Dave the Potter*. In *To Speculate Darkly*, an installation at the Milwaukee Art Museum, contemporary Chicago artist Theaster Gates celebrated the legacy of Dave the Potter. Dave’s pot, a 40-gallon storage vessel placed in the center of the installation, proved unexpectedly captivating. Visitors of all ages, ethnicities and backgrounds were fascinated by Dave’s story, his skills as a potter, and the ambiguous couplet he inscribed under the lip of the vessel: “When you fill this jar with Pork or Beef/ Scot will be there to get a peace.”

The Dave Project took Dave's story on the road. In collaboration with Chicago poet, Orron Kenyetta, clay expert Jeremy Stepien, and the Milwaukee Art Museum, the Chipstone Foundation developed a 2-hour program that was brought to different communities around the city. The Dave Project explored the meaning of Dave's poetry, short couplets composed of around 15 words, ultimately asking of its participants: If you had 15 words that would last forever, what would you say?

The Project has now been extended into the classroom as part of this curriculum guide, based on docUWM's video on Orron Kenyetta's Dave-centered teaching experiences in Milwaukee Public Schools.

The Chipstone Foundation

In 1946, Stanley and Polly Stone of Fox Point, Wisconsin, began collecting decorative arts, a passion they would maintain for the rest of their lives. The Stones established the Chipstone Foundation with the dual purpose of preserving and interpreting their collection, and stimulating research and education in the decorative arts. Following Stanley Stone's death in 1987, the foundation was activated by an initial endowment provided by Mrs. Stone. Since then, Chipstone has steadily expanded its collections and broadened its support of the decorative arts world. Chipstone's significant holdings are on view to the public at the Milwaukee Art Museum, and has an expanded program of publications, which includes important annual journals in the fields of furniture and ceramics studies, and a small number of major theoretical and collecting monographs. Chipstone is active online and can be found on [ArtBabble](#), [Twitter](#), and [Facebook](#).

VOCABULARY

Abolitionist

A person who believes in abolitionism, the movement to end slavery.

Ceramic

An object that is made of clay and hardened by heat.

Decorative Arts

A type of art that refers to objects that has a specific use and was also made with craftsmanship, design, and/or aesthetics (beauty) in mind. Some examples are objects such as spoons, dishes, or furniture.

Inscribe (Inscription)

To write or carve something, usually words, on an object.

Legacy

Something (whether an object or something more abstract, like a memory) handed down from generation to generation.

Potter

A person who makes pottery.

Pottery

Pots, dishes, and other useful objects made from clay.

Slavery

The practice of forcibly owning a person, and not paying them for the work they do.

Stoneware

A type of pottery that is impermeable (water cannot pass through).

Vessel

A hollow container, usually used to hold liquid.

CLASSROOM ACTIVITIES

NOTE Each activity is meant to follow one of the five sections of the video. Play the section of the video noted (timestamps for the section's start are given so you can pre-load the video in your classroom), then stop when the next title begins in order to complete the activity.

1 Slavery (00:00)

Begin your exploration of Dave the Potter with a class discussion based on those in the video. Students will practice speaking, listening, and comprehension skills in this discussion.

How you lead the discussion will depend on the dynamics of your class. You might lead a brief, whole-group discussion to explore these ideas. Or, to support shyer students, “pair-share”: have your students pair up to think about the question together, then the share their thoughts with the whole group while you write big ideas on the board.

Students should draw on previous knowledge, but be sure to keep the discussions open-ended to foster critical thinking. Choose questions based on your curriculum.

SUGGESTED DISCUSSION QUESTIONS

- What does it mean to own something (like your backpack, shoes, pencils...)? What kinds of things do we normally own nowadays? How might you feel if *you* were owned by another person, as slaves were?
- What is slavery? What did slaves do? What couldn't slaves do?
- Why would owners not want their slaves to read and write? Why is reading and writing a powerful skill to have?

These questions will allow students an introduction to not only understanding what slavery is and why it is important to read and write well, but also to begin putting themselves in Dave's shoes, making content more meaningful.

EXTENSION These questions can be used as class writing prompts.

2 Civil War (01:42), and North vs. South (02:02)

Inspired by Orron Kenyetta's discussion in the video, students will conduct a mini-research project exploring the differences between the late 1800s and today. Have them work in small groups to expand the worksheet on the following page to compare and contrast what living back in the 1800's was like. They will develop internet use skills by using the PBS “Slavery and the Making of America” website to inform their responses.

THE DAVE PROJECT—WORKSHEET

Comparing and Contrasting the 1800's to Today

What was it like to live in the late 1800's (1850–1900)? Inspired by Orron Kenyetta's discussion in the Dave Project video, let's think about what life was like back then compared to what it is like today.

INSTRUCTIONS Fill in the following table with **similarities and/or differences** between the time periods, then answer the below questions. Work together as a group. Use the PBS "Slavery and the Making of America" website to inform your responses:
<http://www.pbs.org/wnet/slavery/resources/online.html>

Late 1800's (1850–1900)	Today
Used boats and horses to travel	Use cars, planes, trains to travel

What is the most surprising difference between the 1800's and today that you found out through your research?

Did you find any similarities between life now and then? What were they?

Are there any aspects of life in the 1800's that are you still wondering about?

🕒 Dave the Potter/David Drake (02:54)

No matter the age of your students, a Read Aloud is an important tool to support literacy. Students will practice reading, writing, listening, and speaking skills in this activity.

Before class time, read the book yourself and note passages where you might pause to talk to the students about a concept or idea that you have been or will be studying in class. For example, you might pause at a certain point in the book to connect Dave's story in the book to a big idea about history, or to note a writing trait used by Hill. These pauses are important ways for you to model literacy skills for your students.

After watching this section of the video in class, read the picture book *Dave the Potter* (2010), written by Laban Carrick Hill and illustrated by Bryan Collier, to your students.

Afterwards, use some of the discussion questions below to unpack the story of Dave. You might lead a group discussion or use these as writing prompts to reflect on the story.

- The book goes through the entire process of making a ceramic pot. Let's think about the process from beginning to end. What are the different steps? Were there any that surprised you?
- One big idea in the book is that Dave knows the whole time, from beginning to end of making a pot, how it is going to look. What other tasks or projects can you think of that require you to have an idea from the very start in order to finish?
- The author, Laban Carrick Hill, writes the book itself as if it were a poem. He uses many *similes* throughout the book to create images with words. What is a simile? What are some examples of similes throughout the book? (One answer might be: "Like a magician pulling a rabbit out of a hat...") Did these images help you understand Dave and how he made his works of art better? If so, how?
- In the beginning of the book, Hill writes that "to Dave, it was a pot... to hold memories." What do you think this means? Is he being literal? How can a pot hold memories?

🕒 Dave's Pottery (05:33)

Students will explore Civil War and art vocabulary in this activity by working collaboratively to create games for their classmates to play to understand the words.

Students should be divided into small groups for this activity. Print the worksheets for the students to use to help guide them.

First, explain that students will be creating a game for their classmates. Have the students look up the vocabulary words using the first worksheet. They must put the definitions into their own words. (All of the vocabulary words are defined in this guide, but you are encouraged to allow your students to search for the definitions themselves.)

Then, have them use the second worksheet to guide them in creating a game. They should feel free to base it on existing games; some ideas are below. Once they make a game, the class should take turns playing each others' creations.

Some simple game ideas to get your class started:

- Adapt a matching game: make cards that have either the word or the students' definition. Players must match the pieces together.
- Make a crossword or word search from the vocabulary.
- Play charades to act out the vocabulary.
- Make the words into Bingo cards.
- Write sentences with the vocabulary word, then remove that word; players must add in the correct word.

Note: A time limit always makes things more challenging!

THE DAVE PROJECT—WORKSHEET
Vocabulary Game Part I: Preparation

INSTRUCTIONS You're making a vocabulary game to help your class understand history and art terms related to Dave the Potter! In this first part, use a dictionary and/or an encyclopedia to write the meaning of the word. Be sure that you *summarize* the definition *in your own words* rather than copying directly from your sources.

Vocabulary Word	Part of Speech (ex. noun, verb, adjective)	Definition in Our Own Words
Abolitionist		
Ceramics		
Decorative Arts		
Inscribe (Inscription)		
Legacy		
Potter		
Pottery		
Slavery		
Stoneware		
Vessel		

THE DAVE PROJECT—WORKSHEET

Vocabulary Game Part 2: Make Your Game

INSTRUCTIONS You're making a vocabulary game to help your class understand history and art terms related to Dave the Potter! It's time to work together develop the game.

Be clear in your descriptions so it is easy to figure out how to play. Use the first worksheet to help you. You might want to base your game off of an existing one, like a definition matching game, Bingo, or others you can think of.

Game Name _____

Number of Players _____

The Objective:

The Rules:

How to Play:

1.

2.

3.

(Go to the back if you need more room.)

⑥ Dave's Poetry (07:52)

After watching this final section of the video, students should reflect on what they've learned. Students will use speaking and listening skills in these layered discussions and cement knowledge learned from the video.

Divide the board into three sections and write each of the following questions at the top of a section. Pair students together and have them discuss the questions together.

- What was one thing you learned from this video that you were surprised by?
- What is one way the video connected with something we have been working on in class?
- What are you still wondering about?

After they discuss these things, they should partner with another group and share their thoughts. What were areas where their responses overlapped? What were some differences or some surprises between other students'/group's takeaways?

Come together as a group. On the board, each group should volunteer one "scribe" to write a brief summary of the big similarities between their thoughts.

After students have "scribed" their responses on the board, have a volunteer "speaker" from each group share a summary of their thinking with the whole class.

Last, as a class, discuss: What were the major similarities between all of the groups in the class? What were some differences? What were their overall thoughts on the video and the activities they've done?

EXTENSION After this activity, have students individually write a reflection piece about the video, using the pair, group, and class activities above to inform their responses. Or, have students conduct a research project to answer what they are still wondering about.

LESSONS

NOTE These lessons are longer (2 or more class periods) and should be done after watching the whole video. They can be done with or without having done the activities above.

Primary Source Material

OBJECTIVE

In this lesson, students will analyze Dave's poetry. They will use and understand primary sources to cement their understanding of history. They will also reinterpret the poems in their own words and present them to a larger audience.

INTRODUCTION

Explain the meaning and importance of primary sources. Be sure your students know how important primary sources, like Dave's pottery and poems, are to our understanding of history, because they represent someone's actual words, feelings, and opinions. In this activity, they will analyze Dave's poems, much like poet Orron Kenyetta did in the video, then take things a step further by applying Dave's ideas to our own time.

ANALYSIS

Divide students into three groups and assign each one of the poems discussed in the video. The poems are reprinted below.

1. Dave belongs to Mr. Miles
wher the oven bakes & the pot biles
2. I wonder where is all my relations
Friendship to all – and every nation
3. I – made this Jar all of cross
If you don't repent you will be lost

Each group should re-read their poem and answer the following two questions together:

- What does this poem mean—what is the “big idea” that Dave trying to say?
- Why would he put this verse on a pot, for us in the future to read?

Their discussion will help guide their reinterpretations of the poem, below. They may use the video as guidance to begin their discussions.

This section can be extended by having each group or student put their analysis in a formal, written English paper.

REINTERPRETATION

How could Dave’s poem be re-written in modern-day vocabulary and still remain true to what Dave meant? Each student should work individually to write their own poem based on the “big idea” their group identified for Dave’s poem. The poems should be brief, but still stay true to the meaning of the words. Encourage students to think about modern-day events that ring true with Dave’s words. For example, immigration means that families are often torn apart, much like slaves were when they entered the United States in Dave’s time (poem #2 above). This could be a parallel event that a student’s poem might address.

You might want to extend this section of the lesson to follow the full writing process (idea, draft, critique, feedback, edits, final draft).

Each group should share their poem with each other after it is done.

PRESENTATION

The group should prepare a poster with their original Dave poem, the main points of their analysis, as well as each student’s reinterpreted poem. These posters should be displayed in a public space in school.

If You Were Dave...

OBJECTIVE

In this lesson, students will write a poem, inspired by Dave, about the words they want to leave for the future, and inscribe them on their own vessel. They will apply the main ideas from primary sources (Dave’s poems) to their own writing and artmaking skills.

INTRODUCTION

In the video, Orron Kenyetta talks about how Dave wrote on the pots because ceramics are a material that can withstand the test of time. Unlike paper, which can be damaged and lost, a ceramic object is more lasting. What’s your legacy? Inspired by Dave, pen your words for future generations.

Ensure that students are familiar with Dave and his poetry by watching the video. A great pre-activity for this lesson would be the **Primary Source Material** lesson, above.

PRE-WRITING

Ask students first to think about their legacy: What about them—their thoughts, dreams, and actions—should live on in history? Encourage them to think about the legacy of Dave as their inspiration. They should write stream of conscious pieces answering this question. These pieces are purely for themselves and should not be shared with you or others, so that they can think freely.

WRITING

Inspired by Dave, each student should write a poem addressing the above question. They should think about the poems they heard about in the video and of the important historical events that were going on while Dave wrote them. Encourage students to think about events in their lives and communities that are happening right now. What do they want to say to the future?

Use this opportunity to have students go through the whole writing process. The poems might be of a short length, like Dave's, which makes their vocabulary and grammar all the more important. Each student should brainstorm ideas for their poem, write a first draft, have it edited by you and/or peers in a writing circle, write a second draft, and create a final draft.

ARTMAKING

Have students create vessels that incorporate their finished poem. Think about the purpose and type of vessel, and have them relate it to themselves and to their poem. Is it a cup, a vase, a box, a storage container? The object must be relevant to the poem. (For example, if their legacy is being a good support for their siblings, then perhaps their vessel is a large storage box like many of Dave's pieces, because it feeds and sustains many people.) Their finished poem must be inscribed on the vessel.

Choose a material that you feel comfortable working with so that you can model for your students. Sculpey is a great basic beginner's clay that you "fire" by simply baking in the oven.

For a more extended artmaking experience, work with your art teacher or a local arts organization to use traditional clay and fire the students' finished pieces in a kiln.

GALLERY DISPLAY

Students should create a mini-museum in their school to show their work. Have them create labels with the poems and display their ceramics in a public space, like a hallway or office area. You might even have an opening and invite families to celebrate the students' work.

STANDARDS

The video and each activity or lesson in this curriculum support many of the following district, state, and common core standards for English/Language Arts, Social Studies, and Art.

Common Core Standards

Source: <http://www.corestandards.org/>

Grade 4 and 5 ELA Anchor Standards	
CCR Writing	<p>Text Type and Purposes</p> <ol style="list-style-type: none"> 1. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Range of Writing</p> <ol style="list-style-type: none"> 1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCR Speaking and Listening	<p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Grade 6-8 ELA Anchor Standards	
CCR Writing	<p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

	<p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
<p>CCR Speaking and Listening</p>	<p><u>Comprehension and Collaboration</u></p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <p><u>Presentation of Knowledge and Ideas</u></p> <ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<p>Reading: Informational Text</p>	
<p>Grade 4</p>	<p><u>Key Ideas and Details</u></p> <p>RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>Craft and Structure</u></p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>
<p>Grade 5</p>	<p><u>Key Ideas and Details</u></p> <p>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><u>Craft and Structure</u></p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words</p>

	<p>and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><u>Integration of Knowledge and Ideas</u> RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Grade 6	<p><u>Key Ideas and Details</u> RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><u>Craft and Structure</u> RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>
Grade 7	<p><u>Key Ideas and Details</u> RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><u>Craft and Structure</u> RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
Grade 8	<p><u>Key Ideas and Details</u> RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><u>Craft and Structure</u> RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
Literacy in History/Social Studies	
Grades 6-8	<p><u>Key Ideas and Details</u> RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.2. Determine the central ideas or information of a primary or</p>

	<p>secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>Craft and Structure</u> 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. 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).</p>
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Wisconsin State Standards

Source: <http://dpi.wi.gov/standards/stds.html>

English Language Arts	
Grade 4	A.4.1 Use effective reading strategies to achieve their purposes in reading. A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience. A.4.4 Read to acquire information. C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes. C.4.2 Listen to and comprehend oral communications. C.4.3 Participate effectively in discussion. E.4.1 Use computers to acquire, organize, analyze, and communicate information. F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
Grade 8	A.8.1 Use effective reading strategies to achieve their purposes in reading. A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience. A.8.4 Read to acquire information. C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes. C.8.2 Listen to and comprehend oral communications. C.8.3 Participate effectively in discussion. E.8.1 Use computers to acquire, organize, analyze, and communicate information. F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
Social Studies	
Grade 4	B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice B.4.7 Identify and describe important events and famous people in Wisconsin and United States history E.4.8 Describe and distinguish among the values and beliefs of different groups

	<p>and institutions</p> <p>E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures</p> <p>E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens</p>
Grade 8	<p>B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used</p> <p>B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history</p> <p>B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</p> <p>B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights</p> <p>B.8.7 Identify significant events and people in the major eras of United States and world history</p> <p>B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations</p> <p>E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society</p> <p>E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding</p> <p>E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved</p>
Art and Design	
All grades	<p>A. Students in Wisconsin will know and remember information and ideas about the art and design around them and throughout the world.</p> <p>B. Students in Wisconsin will understand the value and significance of the visual arts, media and design in relation to history, citizenship, the environment, and social development.</p> <p>C. Students in Wisconsin will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.</p> <p>D. Students in Wisconsin will apply their knowledge of people, places, ideas, and language of art and design to their daily lives.</p> <p>G. Students in Wisconsin will interpret visual experiences, such as artwork, designed objects, architecture, movies, television, and multimedia images, using a range of subject matter, symbols, and ideas.</p> <p>J. Students in Wisconsin will reflect upon the nature of art and design and meaning in art and culture.</p> <p>K. Students in Wisconsin will make connections among the arts, other disciplines, other cultures, and the world of work.</p>

Milwaukee Public Schools Learning Targets

Source:

http://www.milwaukee.k12.wi.us/portal/server.pt/comm/parents/334/learning_targets/38448

Grade 4	
Art	<ul style="list-style-type: none"> Recognize that immigrant communities have contributed to the art heritage of the U.S. through folk and ethnic art.

English Language Arts	<ul style="list-style-type: none"> • Plan, draft, revise, edit and publish writing. • Apply standard American English to written communication. • Listen, connect and compare what is being heard to what is already known. • Use e-mail and the Internet. • Create a media product, such as a poster, commercial or advertisement, to persuade or entertain a specific audience. • Research a topic using many sources of information. Organize the information to communicate with others. • Participate in group discussions by asking questions and responding to others.
Reading	<ul style="list-style-type: none"> • Analyze the elements used in stories. Compare different stories, including those from various cultures. Distinguish poetry and prose. • Analyze and summarize the main ideas and key points in different types of reading materials, including informational texts. Connect what is learned to their life experience. • Identify a topic of interest to research using a variety of resources. Summarize key points and connect them to previous knowledge.
• Grade 5	
Art	<ul style="list-style-type: none"> • Discuss the qualities of crafts made of fiber and clay from different cultures. • Understand that an artifact is a simple form of art. Explain the importance of artifacts to our cultural history.
English Language Arts	<ul style="list-style-type: none"> • Present organized oral reports to the class. • Identify and evaluate key points from a story, report or discussion. • Participate in class discussions. Ask questions and respond to information respectfully and thoughtfully. • Be able to inform, explain and persuade an audience in an oral presentation that uses different sources of information. • Use language appropriate to the audience and setting. • Use a computer to prepare reports using programs that both word process and illustrate. Use e-mail. • Find and use resources to research a topic. Organize the information to communicate with others. Note the source of information correctly. • Write detailed reports and stories several paragraphs in length. Change the style and structure according to the type of writing and to the reader. • Apply the writing process. Use revision strategies to revise writing. • Apply standard American English to written communication.
Reading	<ul style="list-style-type: none"> • Use a variety of reading strategies to analyze and interpret what is being read; for example, infer the author's purpose, point of view or message. • Analyze and paraphrase the main ideas and key points in different types of reading materials, including informational texts. Connect what is learned to their life experience.
Social Studies	<ul style="list-style-type: none"> • Construct a timeline of historical events and changes in the growth of the U.S. Explain when, where and why groups immigrated to the U.S. Identify the contributions of racial, ethnic and religious groups. Analyze the impact of slavery and discrimination on the development of the nation. Describe how the concept of freedom changes. (History) • Describe ways in which various cultures influence the daily lives of people. Cite examples of contributions made by cultural, ethnic and racial groups. Recognize the importance of multiple viewpoints. Describe the values and beliefs of different groups and institutions. Identify examples of bias and prejudice and how they contribute to conflict in society. (Behavioral Sciences)
Grade 6	

Art	<ul style="list-style-type: none"> • Understand that art begins with an idea. • Discuss the role of the artist in other societies and cultures, and the type of art created.
English Language Arts	<ul style="list-style-type: none"> • Use effective oral presentation skills, such as organizing notes, speaking clearly and restating ideas as a summary. • Support ideas by identifying important points, stating evidence and giving helpful feedback. • Adapt language and grammar use to the audience and setting. • Use a computer to locate, organize and share information. • Write a research paper that includes a summary of the research findings.
Reading	<ul style="list-style-type: none"> • Research a variety of topics in informational texts and analyze what is read. Make generalizations about the topic.
• Grade 7	
Art	<ul style="list-style-type: none"> • Understand that art begins with an idea. • Discuss the role of the artist in other societies and cultures, and the type of art created.
English Language Arts	<ul style="list-style-type: none"> • Adjust the content, style and structure of writing to the audience. • Revise writing for specific purposes; for example, revise first for organization, second for word choice and a third time to improve sentence fluency and variety. • Write complex sentence forms using standard American English. • Apply effective communication skills when speaking without preparation. Share different viewpoints of an issue. • Identify the key points in an oral presentation. Connect the parts to the whole. • Distinguish between statements that can be supported by facts and those that cannot when participating in class discussions. • Be able to focus on what is said rather than on who is saying it. • Speak clearly using proper grammar and effective words to achieve an effect. • Adjust language to the audience. • Use a computer to find specific information. • Write a research paper giving sources of information and including graphs and charts.
Reading	<ul style="list-style-type: none"> • Identify and summarize the main ideas and key points to analyze common themes from a variety of cultures, both oral and written. • Determine whether research from different sources is valuable and accurate. Summarize, interpret and make generalizations about the information.
Social Studies	<ul style="list-style-type: none"> • Identify important political values as they are developed in documents of modern nations. Organize information in timelines, graphs and other visual representations. Explain how literature, the arts and artifacts show beliefs and values that are passed on in a culture. (History) • Identify cultural characteristics of regions and the effects of cultural contact among societies. Demonstrate understanding of role, status and social class. Give examples of stereotyping, conformity, propaganda and racism. Explain how most issues encountered in social studies have no simple solution. (Behavioral Sciences)
Grade 8	
Art	<ul style="list-style-type: none"> • Understand that art begins with an idea. • Discuss the role of the artist in other societies and cultures, and the type of art created.
English Language	<ul style="list-style-type: none"> • Employ speaking skills to suit an intended audience.

Arts	<ul style="list-style-type: none"> • Participate in large and small group discussions, respecting the ideas of others and keeping an open mind. • Choose words purposefully and evaluate how words are used in communication. • Use a computer to access information for different purposes. • Produce a well-written research paper. • Identify and apply strategies to improve their own and others' writing. • Apply the rules of standard American English to their writing.
Reading	<ul style="list-style-type: none"> • Using different types of documents, compare and contrast the information found in them to learn about a topic. Analyze the sources of information and make generalizations about the topic.
Social Studies	<ul style="list-style-type: none"> • Identify significant events, people and documents in U.S. history. Use a variety of resources to interpret historic events. Discuss the different perspectives of these accounts. (History)

FURTHER RESOURCES

While there are a number of books and articles written about Dave, the following four resources were found most useful in writing this Guide and will be most useful for teachers. The “Educator’s Guide to Dave” is highly recommended for further activities and information related to Dave the Potter.

Websites and Teaching Aids

The Civil War in Art: Teaching & Learning Through Chicago Collections. Terra Foundation for American Art. <<http://www.civilwarinart.org/>>.

Educator’s Guide to Dave. Web. <http://digitaltraditions.net/html/D_Resources.cfm>.

Goldberg, Arthur F. and James P. Witkowski. “Beneath His Magic Touch: The Dated Vessels of the African-American Slave Potter Dave.” *Ceramics in America*. Ed. Robert Hunter. Hanover: Chipstone Foundation, 2006.

Hill, Laban Carrick. *Dave the Potter: Artist, Poet, Slave*. Illus. Bryan Collier. New York: Little, Brown and Company, 2010.

Arts@Large Dave Project Exhibition

Find more information about the exhibit in this PDF (<http://www.artsatlargeinc.org/pdf/DTP.pdf>). For a copy of the student activity booklet, please contact Linda D’Aquisto (ldacquisto@mac.com).

See Dave’s Pots in Person

Traveling? You just might be able to see a Dave Pot in real life! Dave’s ceramics are housed in the following collections around the United States:

- Atlanta History Center (Atlanta, GA)
- Augusta Museum of History (Augusta, GA)
- The Charleston Museum (Charleston, SC)
- High Museum of Art (Atlanta, GA)
- Madison-Morgan Cultural Center (Madison, GA)
- McKissick Museum (Columbia, SC)
- The Mint Museums (Charlotte, NC)
- Museum of Early Southern Decorative Arts (Winston-Salem, NC)
- Museum of Fine Arts, Boston (Boston, MA)
- The Museum of Fine Arts, Houston (Bayou Bend) (Houston, TX)
- Philadelphia Museum of Art (Philadelphia, PA)
- Smithsonian Institution (Washington, DC)
- South Carolina State Museum (Columbia, SC)
- Washington Historical Museum (Washington, GA)

(Source: *Ceramics in America*. Ed. Robert Hunter. Hanover: Chipstone Foundation, 2006.)