Masterworks- Freedom and Reform

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| Expedition:  Masterworks- Artful thinking and art expression. | |  | Subject: Freedom and Reform | |
| Date:  February 23, 24, 25 | | SEL Focus:  Social Competence: Feelings Card (colour your emotions) | |
| Curriculum Connection: SS.p5.C2c Compare and contrast living and working conditions for enslaved persons against those emancipated in Bermuda.  **Key topics:**   1. Responsibilities of enslaved people 2. Emancipation in Bermuda- working conditions. Compare and contrast to White Bermudians. 3. Friendly societies supporting newly freed blacks. 4. Economic activities of emancipated persons. 5. Enslaved people classed as property, no rights, servitude role. **(enslaved)**   **Students will be able to**:   1. Recall and recognize the role / responsibilities of enslaved people in Bermuda. 2. Identify reasons for slavery. 3. Describe working conditions, living conditions of the 1900’s. 4. Understanding the role of friendly societies.   **Objectives:**  Artful thinking task- Help students develop thinking and learning as it relates to art. Students will create rich connections between works of art and curricular themes.  **Art Expression- Students will empathize with character from this time in Bermuda history.** | | | | |
| **Expedition SEL Hook**: Students will be given a flash card. Choose a colour from the crayon box that represents your current mood. Discuss how emotions come and go. Throughout the day we go through many emotions. They come like waves, ever changing. Some emotions feel better than others but they all pass. Rip emotion paper up, put in trash. You are in charge of your emotions. Just like you ripped that paper up you can reset your emotion and decide how you want to feel but recognize the emotion waves and control them. | | | | |
| Activities Outline: | ***Outline of Activities:***  **Hook: (**Music) Proud to be Bermudian.  **SEL Activity: 5 minutes**  **Activity A (ZJ):** Artful thinking. Art pieces- TBD  Bermuda- Post emancipation pieces of art that focus on economic opportunities and the inequality of races. Whites had different occupations and living conditions. Voting rights and opportunities to own land. (15 mins)  Freedom was given through emancipation, but equality took time. Civil rights… Still fighting for them.  **Part 2 (ZJ):** Ten times Two. Looking at pieces of art and really savouring the theme, colours, story etc…  Student will list what they see with a partner. Post it reflections. (*Teacher prompting and questioning.*) (25 minutes)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **\*\*Activity B (Kendra):**  Art Project:  Portraitures of People during the Freedom and Reform time period. Newly emancipated. Those that were formerly enslaved.  Student will draw in oil pastels on black paper a portrait of someone they could imaging being in the artwork on exhibition.  *Literacy Connection:*  **Empathize with what they think this person experienced. Give the painting a personality. What would their story be?**  **Then they will create a poem or creative writing on who their character is and something about them.**  \*Sample will be given. (45 minutes) | | | Rotations for each group- 45 minutes in each activity.  Transition time- 5 minutes to switch rotations. |
|  | **Vocabulary:** Emancipation, abolitionist, enslaved, segregation, slavery, abolish, prohibited,  Bondage, political, citizen, inequality, servitude. | | |  |
| Resources: | **Activity A (ZJ):**   1. Pieces of art. 2. Speaker- Music 3. Freedom and Reform (Pre and Post) 4. Vocabulary cards- highlighted vocabulary 5. Crayons- assorted colours (index cards) 6. Sanitizer/ wipes 7. Flip chart & markers- artful thinking activity.   **Activity B (KE):**   1. Bristol Board Paper 2. Oil pastels 3. Black paper 4. Colour paper 5. Glue | | | |
| Closure: | Emotion Check out- What colour are you now? What affected your colour change? | | | |
| **BEN Binder:**  ( At School Reflection)  **3-2-1 Reflection:**  (Teacher Led at school)  **3** Things you learned on today’s expedition.  **2** Important terms you used today.  **1** Question you have about pre or post emancipation.  **Art Expression Piece:**  Finish creative writing piece, story, song or poem. (*Free Choice*)  \*Add to your BEN Binder. (One binder needed per class.)  \* Artwork from the expedition can be added to a bulletin board at school highlighting the learning that took place in class and out. | | | | |