RETHINKING THE HUMANITIES:
IT’S NOT JUST SOCIAL STUDIES AND LANGUAGE ARTS

Kaitlin Hoyle
WAMEGO MIDDLE SCHOOL
8TH GRADE LANGUAGE ARTS
About Me

**EDUCATION**
- McPherson, KS
- Kansas State University
  Secondary education: English
- Fort Hays State University
  Curriculum & Instruction w. reading specialist

**EXPERIENCE**
- Hesston USD 160:
  7th Grade
- Geary County USD 175:
  6th Grade
- Wamego USD 320:
  8th Grade & Journalism

**LEADERSHIP**
- USD 320 New Teacher Mentor
- USD 320 Kagan Building Coach
- ELA PLC Chair
- 8th Grade PLC Chair
- Technology Team Chair
What are the humanities?
Science can tell you how to clone a Tyrannosaurus Rex. Humanities can tell you why this might be a bad idea.
Big Picture Questions

1. How do human beings behave?
2. Why do they behave this way?
3. How do human beings interact with each other?
4. How do human beings interpret the world around them?
5. What kind of political, social and cultural institutions do they form?
FOR INTEGRATION TO WORK IN YOUR CLASSROOM, YOU MUST...

- REMEMBER THAT YOU TEACH YOUNG MALLEABLE HUMANS, NOT CONTENT

- CONTENT IS THE VEHICLE FOR TRANSFERABLE SKILLS

- BE WILLING TO MODEL OPEN HONEST DIALOGUE

- CREATE RELEVANT ENGAGING LESSONS

Tip: Your ELA teacher will be your best ally!
Scope and Sequence
Scope and Sequence: 8th Grade Ela

UNIT #1: SOCIAL REFORM
- THE OUTSIDERS
- AUGUST – OCTOBER

UNIT #2: POLITICAL REFORM
- "ANNE FRANK: DIARY OF A YOUNG GIRL"
- NOVEMBER

UNIT #3: SOCIAL/ECONOMIC REFORM
- ROLL OF THUNDER, HEAR MY CRY
- JANUARY – MARCH

UNIT #4: POLITICAL REFORM
- HUNGER GAMES
- MARCH – MAY

UNIT #5: CAREER UNIT
- MAY
Digital Notebooks

UNIT #1 (DIGITAL) INTERACTIVE NOTEBOOK

UNIT #2 (DIGITAL) INTERACTIVE NOTEBOOK

UNIT #3 (DIGITAL) INTERACTIVE NOTEBOOK
Scope and Sequence: 8th Grade Social Studies

Establishing America
1787-1830

AUGUST- OCTOBER

March to war
1850’s- 1861

November- Dec.

Rise of America
1870-1900

January- February

Regionalism & Expansion
1800’s-1850

March- April

Toward a more perfect union
1861-1877

April- End of Year
Context

Clues
INTRO’ING CONTEXT CLUES & SOAPS

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Answer the following questions:

1. Who are the “fathers” he speaks of in line one? The Founding Fathers and the founding fathers are the “fathers” that signed the constitution.

2. Explain what he is talking about in the first four lines. He is talking about when our country started we wanted all men created equal.

3. Why can “we” not dedicated, consecrate, and hallow the ground in question? Because we are still fighting for our freedom.

4. According to President Lincoln what will not be remembered the day these words were given? They will not remember what he said there, but remember what they did here.

5. What does the president hope will come from what happened in Gettysburg? (give at least 3 things mentioned) He wants there to be a new birth of freedom, the dead not have died in vain, and this government of the people, by the people, for the people will not perish.

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GETTYSBURG ADDRESS

In November 1863, in the midst of the Civil War, President Abraham Lincoln delivered his most famous speech known as the “Gettysburg Address.” President Lincoln was in Gettysburg, Pennsylvania, to dedicate the cemetery for soldiers who died at the Battle of Gettysburg.

Here is the rest of the speech. Please take a moment to pay some attention to the numbered lines.

Four score and seven years ago our fathers brought forth upon this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure.

We are met on a great battle-field of that war. We are met here to dedicate a portion of it as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we cannot dedicate—we cannot consecrate—we cannot hallow this ground.

1. What does fourscore and seven years ago mean? Score means 20 so 20X4=80+7=87 years ago.

2. Why does Lincoln use the word “conceived”? What other word could be used and how would it change the meaning? Lincoln uses it because it means created and our nation was created in Liberty. Another word used could be created and that would change the meaning because it is a more exact word.

3. Why does Lincoln use the word “prophecy”? What conclusions does that word hold? Lincoln uses the word “proposition” because it means idea and the idea that all men are created equal.

4. Why does Lincoln choose the word “great” in describing the civil war? How would the meaning have changed if he would have used the word terrible or the word glorious? Lincoln chose great because it wasn’t really great. Then people could have gotten the wrong idea.

5. Compare the last sentence of each paragraph. What connection can you make? They are all talking about the freedom for the U.S.A.
Analyzing Primary Source Docs
Determining the SOAPS of two primary source docs by completing KAGAN "Rally Table"
This narrative, like many collected by the Works Progress Administration (WPA) project in the 1930s, contains objectionable language. The person being interviewed was a former slave. He frequently refers to African Americans using derogatory terms. While this language may make us uncomfortable, it is an accurate reflection of racial attitudes at the time and an important legacy of the dehumanization wrought by slavery and discrimination. Also, the dialect reflected in the interview may not be entirely accurate. White interviewers often attempted to record the unique speech patterns of their African-American subjects, but these attempts were hindered by the interviewers’ lack of expertise in language and their personally-held racial stereotypes.

Ben Johnson was born a slave in 1852. He lived in Hecktown, Durham County, North Carolina. On May 20, 1937 he was interviewed by Mary Hicks as part of the Works Progress Administration’s (WPA) Federal Writers’ Project. His testimony was edited Daisy Bailey Waitt.

"I was born in Orange County, North Carolina, and I belong to Mr. Gilbert Gregg near Hillsboro...

I knows that the master was good to us an’ he fed an’ clothed us good. We had our own garden an’ we was gitten’ long all right.

The most that I can tell you about is the Klux Klux. I never will forget when they hung Cy Guy. They hung him for a scandalous insult to a white woman an’ they combed after him a hundred strong.

They tries him there in the woods, an’ they scratches Cy’s arm to get some blood, an’ with that blood they writes that he shall hang between the heavens and the earth till he is dead, dead, dead, and that any nigger what takes down the body shall be hanged too.

Well sir, the next morning there he hung, right over the road an’ the sentence hanging over his head....

There was Ed an’ Cindy, who before the war belonged to Mr. Lynch an’ after the war he told them to move. He gives them a month and they ain’t gone, so the Ku Kluxes gets them.

It was on a cold night when they came and dragged the niggers out of bed. They carried them down in the woods an’ whup them, then they throws them in the pond, their bodies breakin’ the ice. Ed comes out an’ comes to our house, but Cindy ain’t been seen since.

Sam Allen in Caswell County was told to move an’ after a month the hundred Ku Kluxes came a-totin’ his casket an’ they tells him that his time has come an’ if he wants to tell his wife goodbye an’ say his prayers; hurry up.

They set the coffin on two chairs an’ Sam kisses his old woman who’s a-crying, then he kneels down beside his bed with his head on the pillar an’ his arms thrown out in front of him.

He sits there for a minute an’ when he rose he had a long knife in his hand. Before he could be grabbed, he done kill two of the Ku Kluxes with the knife, an’ he done gone out of the door. They ain’t catch him neither, and the next night when they came back, determined to get him, they shot another nigger by accident.

Bob Boylan falls in love with another woman, so he burns his wife an’ four youngsters up in their house.

The Ku Kluxes gets him, of course, an’ they hangs him high on the old red oak on the Hillsboro Road. After they hanged him, his lawyer says to us boys: ‘Bury him good, boys, just as good as you’d bury me if I was dead’.

I shook hands with Bob before they hanged him an’ I helped bury him too an’ we bury him nice an’ we all hopes that he done gone to glory."

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A reliable correspondent writes as follows to a friend in Memphis from Florence, Alabama:

About a week ago Saturday night the Ku Klux came into town to regulate matters.

They were here from eleven p.m. to three o’clock a.m. — five hundred in all. They shot one very bad negro, putting six balls through his head. Many heard the noise, but did not know what was going on. They also hung three or four negroes nearly dead, and whipped others severely in order to make them tell them about their nightly meetings, and what their object was in holding the same; also, as to who their leaders were. They made a clean breast of the whole matter, telling everything. The strongest thing about these Kuklux was that they did not hesitate to unmask themselves when asked to do so; and out of the whole party none were identified. —Everyone who saw them says their horses were more beautiful than, and far superior to, any in the country roundabout. They spoke but little but always to a purpose. They went to several stores and knocked; the doors were opened at once. They then called for rope, and at each place a coil was rolled out to them. They cut it in suitable length to hang a man with. No one asked for money and they offered none. They did not disturb anyone else, nor did they take anything except some few Enfield rifles which were found in possession of some very bad negroes. — They called on the revenue officer and passed a few remarks with him. What transpired is not known, but it has made a great improvement in his conversation. The visitants advent has been productive of much good and benefit to the community, though all regret such steps should have to be resorted to, everyone says “give us peace,” and really I believe them to be truly sincere.
Annotating Docs
Writing
Unit #1: The Outsiders
**Social, Political, Economic Influences**

Have you ever wondered what life is like in the 1960s. What was the social life like? Who was the president? And how was life economically. Now you can see all of that in this hyperdoc.

### Engage

Social: The really cool hairstyle that everyone was doing was the *Beanie*.

### Explore

Economic: Life in the 1960's was hard because they were dealing with a lot of unemployment. They also raised costs. In 1960 a new house cost $12,700.00 and by 1969 was $15,500.00.[http://www.theprofessionhistory.com/1960s.html](http://www.theprofessionhistory.com/1960s.html)

### Explain

Political: The civil rights movement was when the black and the white were separated and the black were treated poorly. Click on this link to see examples of how the *Civil rights movement* was read the article and take the quiz.

### Elaborate

Political: John F. Kennedy was assassinated in 1963. He was driving through Dallas and that's when the bullets struck him in the neck and the governor got hit in the chest but the governor survived.

[Podcast](http://i.podcast)

### Evaluate

Political: The Vietnam war happened in the 1960's. It was a war that went on for about 10 years. They didn't want a communist takeover of South Vietnam. So they went to war. Read this [article](https://www.cnn.com) and take the quiz.
Social, Political, and Economic Influences

Engage: Social Influences

Elvis Presley was a singer and actor in the 1950s. He was one of the most significant icons in the 20th century. He was often referred to as the King of Rock and Roll. "Rumbling Love" by Elvis Presley

Explore: Economic

Money was a big difference in the 1960s. It was noticeable how things changed. For example, the price of gas increased significantly over the course of a decade.

Elaborate: Political Influences

Martin Luther King Jr. was an American Baptist. His famous speech was "I Have a Dream." It talks about how he wishes that one day all people can be treated equally and fairly.
Newsela is an Instructional Content Platform that pairs leveled current events/informational text to fictional text sets.
CAUSE AND EFFECT OF CERTAIN SOCIAL ISSUES IN THE NOVEL AND ACROSS TIME IN ORDER TO ANALYZE WHAT ATTRIBUTES TO THE REFORM OF CERTAIN SOCIAL ISSUES
All grades (6-8) across SS and ELA use RACE writing strategies to organize relevant evidence and explanation of the effectiveness of the citations.
S.E. Hinton used particular characters to represent social issues of her time. Which three social issues do you feel each character or the group of characters as a whole represents?

- Socioeconomic Status
- (lack of) Positive Parenting/Role Models
- Class System
- Juvenile Violence
- (lack of) Mental Health Resources
Unit #2

“Anne Frank: The Diary of a Young Girl”
Using hyperdocs to analyze "Hitler’s Rise to Power" as we begin our Anne Frank unit.
Analyzing propaganda to determine effectiveness.
Skyping with USHMM Holocaust Survivors
Unit #3

Roll of Thunder, Hear my Cry
Determining the SOAPS of two primary source docs by completing KAGAN “Rally Table”
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I shook hands with Bob before they hanged him an’ I helped bury him too an’, we bury him nice an’ we all hopes that he done gone to glory.”
The author of the cartoon clearly felt that freedom and life as a sharecropper was worse than Slavery. What do you think?
## Sharecropping

### Money Borrowed

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<th>Item</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Food</td>
<td>$60</td>
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<tr>
<td>Clothing</td>
<td>$40</td>
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<td>Tools</td>
<td>$100</td>
</tr>
<tr>
<td>Medicine</td>
<td>$100</td>
</tr>
<tr>
<td>Rent</td>
<td>$200</td>
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### Money Earned

<table>
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<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money Earned</td>
<td>$212</td>
</tr>
</tbody>
</table>

### Total Income/Debt

- Money Earned: $212
- Money Borrowed: $430
- Rent for the Land: $200
- 212 - 200 = 12 left over

### Sharecropper

- A tenant farmer who provides credit for seed, tools, living quarters, and food who works the land and receives an agreed share of the value of the crop minus charges.

### Goal of a Sharecropper

- Get out of sharecropping by renting your own land so that you have more control over your profits.

### Why Would Poor White Men and Freedmen Want to Be Sharecroppers?

- Poor white men and freedmen want to be sharecroppers because they are receiving more food and money than what they were before.

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**Diagram:**

- Map showing percentage of farms sharecropped by county.
- Graph illustrating financial transactions related to sharecropping.
- Images of rural scenes with sharecroppers working in fields.
PURPOSE: Explain and redefine (in your own words) how the reconstruction era affected the principles and ideals of the United States Post-Civil War.

OBJECTIVE: You will complete a research based presentation highlighting designated types of reform between 1865-1929 using a media outlet of your choice. (Due 1/12)

20 PTS POSS.

<table>
<thead>
<tr>
<th>SOCIAL REFORM</th>
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<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Defined and provided two examples of social reform during the reconstruction era.</td>
<td>Students attempted to define social reform &amp; provided one example</td>
<td>Students provided one example of social reform that occurred in history</td>
<td>Students did not attempt to define or provide example but only provided pictures.</td>
<td></td>
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<tbody>
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<td>Defined and provided two examples of social reform during the reconstruction era.</td>
<td>Students attempted to define economic reform &amp; provided one example</td>
<td>Students provided one example of economic reform that occurred in history</td>
<td>Students did not attempt to define or provide example but only provided pictures.</td>
<td></td>
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<th>1</th>
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<tr>
<td>Defined and provided two examples of social reform during the reconstruction era.</td>
<td>Students attempted to define political reform &amp; provided one example</td>
<td>Students provided one example of political reform that occurred in history</td>
<td>Students did not attempt to define or provide example but only provided pictures.</td>
<td></td>
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<th>1</th>
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<tbody>
<tr>
<td>Very organized and completed project w/ all requirements</td>
<td>Students attempted to organize info</td>
<td>Students only provided info w/ some creativity</td>
<td>Info was unorganized and not creative.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<th>HISTORY</th>
<th>4</th>
<th>3</th>
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<tbody>
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<td>Themes lined up with history</td>
<td>Themes were present</td>
<td>Themes did not line up with history</td>
<td>Only historical points were present.</td>
<td></td>
</tr>
</tbody>
</table>

THEMES

Roll of Thunder, Hear my Cry & Reconstruction Era

1. EDUCATION
2. RACE
3. POVERTY
4. FREEDOM

http://www.history.com/topics/black-history/black-history-milestones

STEPS

1. Use the research template to research 5 historical references for each theme. The historical references need to fit within each theme. (Ex: Independence = 1776 USA became an independent country)

2. Once you have all your references with direct citations and textual evidence, you will need to put all of these on a timeline in historically accurate chronological order to brainstorm.

3. Essentially, you are creating a digital lesson for your classmates to give them the historical background influence that lead to the fictional publication of the Roll of Thunder, Hear my Cry. You will need to try & include which type of reform each theme and historical reference comes from.

4. Once you have your research you will create one of the below tech websites. If you're using iMovie or Powtoon it must be at least 1 min long. If you use Smore.com, Thinglink or Adobe Spark, you must record a voice over explaining your presentation for at least 1 minute.

- iMOVIE
- SMORE.COM
- ADOBE SPARK
- POWTOON
- THINGLINK
UNIT #3 ESSENTIAL Q'S

1. What is prejudice?
2. How do people confront prejudice?
3. What is identity? What is my identity?
4. How do family/life experiences shape values & beliefs?
Sec. 10. Separation of races—Required.

Every person operating a bus line in the city shall provide equal but separate accommodations for white people and negroes on his buses, by requiring the employees in charge thereof to assign passengers seats on the vehicles under their charge in such manner as to separate the white people from the negroes, where there are both white and negroes on the same car; provided, however, that negro nurses having in charge white children or sick or infirm white persons, may be assigned seats among white people.

Nothing in this section shall be construed as prohibiting the operators of such bus lines from separating the races by means of separate vehicles if they see fit. (Code 1938, §§ 608, 609.)

Sec. 11. Same—Powers of persons in charge of vehicle; passengers to obey directions.

Any employee in charge of a bus operated in the city shall have the powers of a police officer of the city while in actual charge of any bus, for the purpose of carrying out the provisions of the preceding section, and it shall be unlawful for any passenger to refuse or fail to take a seat among those assigned to the race to which he belongs, at the request of any such employee in charge, if there is such a seat vacant. (Code 1938, § 604.)

Sec. 12. Failure to carry passengers.

It shall be unlawful for any person operating a bus line in the city to refuse, without sufficient excuse, to carry any passenger; provided, that no driver of a bus shall be required to carry any passenger who is intoxicated or disorderly, or who is afflicted with any contagious or infectious disease, or who refuses to pay in advance the fare required, or who for any other reason deemed satisfactory by the recorder should be excluded. (Code 1938, § 698.)

Sec. 13. Smoking.

It shall be unlawful for any person to smoke a cigar, pipe or cigarette upon any bus in the city; provided, however, that
Analyzing "Strange Fruit" by Billie Holiday as we study protests, lynching and protest songs during the Reconstruction era to eventually compare to protest songs of the 21st century.
I am a better person for being around teenagers ... not because they test me, but because they have this perfect balance of unapologetic and fiery strength and unfiltered, raw vulnerability. They are beautiful examples of aliveness. We should all strive for a little more of that.

—Dr. Amy Fast