

Inside Art, Spring 2020 – The Sponge Exchange & FloodZone

**Title**

*Swirling Stories of the Sponge Industry*

**Estimated Time for Completion of Lesson**

2 class periods

**Concept/Main Idea of Lesson**

In this lesson plan, students will examine the relationship between sponge divers and the environment as well as African American and Caribbean contributions to the sponge industry in Tarpon Springs, FL.

**Intended Grade Levels**

Grades 6-12

**Infusion/Subject Areas**

Visual Arts

Social Studies

**Curriculum Standards***Next Generation Sunshine State Standards*

- Visual Arts:

VA.912.C.1.2: Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

VA.912.C.3.3: Examine relationships among social, historical, literary, and /or other references to explain how they are assimilated into artworks.

- Social Studies:

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

Standard 2 SS.912.G.2 : Understand physical and cultural characteristics of places

Standard 4 SS.912.G.4 : Understand the characteristics, distribution, and migration of human populations

Standard 1 SS.912.A.1 : Use research and inquiry skills to analyze American history using primary and secondary sources.

*National Standards for Arts Education*

Visual Arts Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.

Visual Arts Standard 4: Understanding the visual arts in relation to history and cultures.

Visual Arts Standard 7: Perceive and analyze artistic work.

Visual Arts Standard 8: Interpret intent and meaning in artistic work.

*National Council for the Social Studies*

Culture

People, Place, & Environment

*Common Core*

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CSS.ELA-Literacy.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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CCSS.ELA-Literacy.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

**Instructional Objectives**

The student will:

- Explain how monuments and memorials can serve as primary sources.
- Analyze African American and Caribbean contributions to the rise of the sponge industry in Tarpon Springs, FL, through the examination of monuments and memorials.
- Reflect on the role of monuments and memorials in creating community identity.

**Learning Activities Sequence**

**Day 1:**

**Attention-Getter:** Activate the Sway presentation found here:

<https://sway.office.com/OPdNR5sxS6AHBgbr>

Note: Sway presentations can be downloaded and saved in Word or PDF. Under settings, click export. Save as a Word or PDF document.

Distribute *Worksheet A: Swirling by Hope Ginsburg*

In Sway, advance to *Chapter 1: Swirling by Hope Ginsburg* and project the description of Ginsburg's art exhibit. Read the description to the students and ask them to think about why an artist might be concerned with issues of the environment.

Advance to the next slide and project "*Swirling: Let's Watch & Listen*". As the students watch the video clip, ask them to individually record their thoughts by answering the guided viewing questions in *Worksheet A: Swirling by Hope Ginsburg*.

After viewing the video clip and recording their thoughts, move to the next slide. Working in small groups, have students discuss what they saw, what the message might be, and why it might be important.

Advance to the next slide to introduce students to the main learning activity. Explain that in today's lesson, we will be analyzing the important role the environment and the African American community played in the establishment of the sponge industry in Tarpon Springs, FL.

### **Learning Activity 1: Document Analysis**

Distribute *Document Analysis: Tarpon Springs & The Bahamas*.

In Sway, advance to *Chapter 3: The Sponge Connection – Tarpon Springs & the Bahamas*. Advance to the next slide where students will watch Video Clip 1. As they watch & listen, have students answer questions 1 & 2 on their worksheet. Before the students move on to the main documents, direct their attention to the information cut out *Understanding the Environment with Primary Sources*. Have the students read and consider the important questions asked in the cut out with their group members.

As students advance through the next few slides (2 primary text sources and 3 primary photo sources) have them analyze and record how sponge diving is connected to the environment.

### **Day 2:**

### **Learning Activity 2: Primary Sources**

For Day 2, students will be analyzing primary sources in the form of memorials from the Rose Hill Cemetery in Tarpon Springs, FL. Begin by distributing *Worksheet B: Monuments & Memorials*. In the Sway presentation, advance to *Chapter 4: Monuments & Memorials*. Have students answer the questions on the worksheet as they discuss the similarities and differences between monuments and memorials.

Direct the students' attention to the cut out *The Past & the Present* on their worksheet. Have the students read and consider the important questions asked in the cut out with their group members.

Advance to the next slide. Here, the students will be presented with 4 photos from memorials located in the Rose Hill Cemetery, Tarpon Springs, FL. Direct students to read and consider the important questions asked in the cut out *The Rose Hill Cemetery* with their group members. As the students view the memorials, ask them to identify 3 important things they see in each photo. In their groups, ask students to discuss how sponge diving and the African American & Caribbean communities are reflected in the memorials.

### **Evaluation**

Distribute the *Monument Proposal* sheet. In the Sway presentation, advance to *Chapter 5: Conclusions*. Before they begin, direct students' attention to the cut out *Thinking About the Meaning of Monuments*. Have students read and consider the important questions. Advance to the next slide. As a final evaluative activity, students will propose and sketch a monument that highlights the relationship between the Tarpon Springs community and the sponge industry.

### **Materials and Resources**

Sway Presentation: Swirling Stories of the Sponge Industry  
 Instruction Guide A  
 Worksheet A: Swirling by Hope Ginsburg  
 Worksheet B: Monuments & Memorials  
 Document Analysis: Tarpon Springs & the Bahamas  
 Monuments & Memorials at The Rose Hill Cemetery  
 Monument Proposal  
 Computer  
 Projector  
 Screen  
 Pencils/Pens for writing  
 External speakers for video clip

### **References**

- British West Indies. (1900). West Indian Bulletin. In *The Journal of the Imperial Department of Agriculture for the West Indies* (1): 136-127.
- British West Indies. (1905). Commercial relations of the United States with foreign countries during the year 1904. *Department of Commerce and Labor*. Washington, D.C.: Government Printing Office.
- Rooks, S., & Mountain, C. (2003). *Tarpon Springs, Florida.*- Black America Series. Charleston: SC. Arcadia Press.
- Tarpon Springs Area Historical Society. (2019). Archival Research. Tarpon Springs, FL.
- National Park Service. (2016). *The Rose Hill Cemetery*. Retrieved from *The United States Department of the Interior*.