



*Lesson: The Arts and resistance*

High School

**STANDARDS: California**

### **Chronological and Spatial Thinking**

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

### **Research, Evidence, and Point of View**

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

### **Historical Interpretation**

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.



## History

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of [Federal Indian Policy](#) and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of [nativism](#).
8. Identify the characteristics and impact of Grangerism and [Populism](#).
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

## Social Studies: History of Artistic Expression through Dance

**Motivation:** Ask students why they think people need creativity. How do they exhibit their creativity in today's world? How does what's going on in the world affect the artwork these people produce?



**Group Activity:** Watch *Minstrel Shows* and *Vaudeville in When* in the e-presentation *Tap Dancing with Gregory Hines*. Ask students to pay attention to the motivations of the people participating in these art forms. What other options did they have? What restrictions were placed on them? How did they react to these restrictions? Discuss how art is often a way for people to resist cultural, political, and social expectations.

**Independent Activity:** Ask students to research art forms in the time and place they are currently studying. What restrictions did different groups of people face during this time period? Before students begin, have them brainstorm different demographic groups. Remind them that people associate by race, ethnicity, gender, and sexual orientation. Everyone faces restrictions to help preserve rights, but some groups experience more restrictions than others. How did groups react to these restrictions? What art forms did they produce? How do these art forms show resistance? Students should create presentations including images and samples of the work they are researching.

**Reflection:** What further information would students have liked to have had that they and difficulty finding? How would they go about this project if it was set in modern times? How will the research they did affect the way they view art in the future?