

# InsideART

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**Title**

The Gamble Plantation: Remembering Slavery in Florida

**Estimated Time for Completion of Lesson**

Two 50-minute periods

**Concept/Main Idea of Lesson**

In this lesson plan, students will explore and discover ways contemporary art by John Sims, history, and archaeology come together to uncover slave history at the Gamble Plantation, Manatee County, Florida.

**Intended Grade Levels**

Grades 6-12

**Infusion/Subject Areas**

Visual Arts  
Social Studies

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

- Visual Arts:

VA. 912. H. 2.4 Research the history of art in public places to examine the significance of the artwork and its legacy for the future.

- Social Studies:

SS. 912.A.1.1 Describe the importance of historiography which includes how historical knowledge is obtained and transmitted when interpreting events in history.

SS. 912.A.3.13 Examine key events & peoples in Florida history as they relate to US history

SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history

SS.912.W.4.15 Explain the origins, developments, and impact of the Trans-Atlantic slave trade between West Africa and the Americas

SS. 8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves spiritual systems.

SS.6.W.1.4 Describe methods of historical inquiry & how history relates to other social sciences.

National Standards for Arts Education

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Council for the Social Studies

Time, Continuity, and Change

Peoples, Places, and Environments

Individuals, Groups, and Institutions

Civic Ideals and Practices

**Instructional Objectives**

The student will:

- Identify and explain ways in which slavery can be examined at the Gamble Plantation;
- Analyze the historical processes that hide the history of plantation slavery;
- Evaluate ways contemporary art by John Sims can reintroduce slave history into modern historic narratives.

**Learning Activities Sequence**

**Day 1:**

**Attention-Getter:** To begin the lesson project either the SWAY presentation or Power Point presentation and display the “Let’s examine” slide. Distribute *Handout A: The Gamble Plantation Worksheet*. Working with a shoulder partner ask students to brainstorm previous knowledge they may have about plantations in the United States or Latin America. Use the following three prompts as essential question guides:

When I think of plantations and political systems, I think of....

When I think of plantations and economic systems, I think of....

When I think of plantations and social issues, I think of....

Provide students with time to share their ideas to the rest of the class.

The next slide presents an image by John Sims. Ask, “Why do you think John Sims crossed off ‘Confederate Memorial’ on the plantation sign?”

**Learning Activities:** Next, advance to the slide, *Let's reflect*. Using their worksheet, instruct students to review the photographs of the memorial and official Florida State Park in the following slides. Guided thinking strategy questions include:

What do I see in this image?

At first glance I see...

At second glance I see...

What do I not see in this image?

Why may that absence exist?

What history is highlighted?

What history might be missing?

Next, advance to the slide *How do we know about slavery at the Gamble Plantation?* Using their worksheet, instruct students to reflect on the collection of documents, photographs, and maps of the Gamble Plantation. As they read and analyze the sources, present the essential guiding question, *“Based on the documents, maps, and photographs, what role did slaves play in the establishment of the Gamble Plantation?”*

## Day 2:

**Attention getter:** Project the slide, “The art of John Sims.” Provides students a few moments to review the image. Why do they think John Sims crossed out a part of the official signage of the Gamble Plantation in red? What might this image tell us about the point of view of the artist, John Sims?

**Learning activity:** Explain to the students that today they will be analyzing the contemporary art of John Sims. Advance to the next slide that introduces the students to an excerpt from an article John Sims published in the *Tampa Bay Times*. After they read, provide students an opportunity to answer John Sims’s questions, *“But where are the memorials to the slaves? Where are their markers? Where are their names?”*

Use the following two essential questions to guide student analysis of John Sims art installation, Freedom Memorial at Gamble Plantation:

- 1) What message do you think John Sims trying to make with his art at Gamble Plantation? Could there be more than one message?
- 2) What is an installation and in what ways do you think art is important to the historical conversation?
- 3) In what ways does John Sims’ art installation address historic silences at Gamble Plantation?

**Closure:**

To close the lesson, students will be able to choose between two creative assessments.

- 1) If you were asked to rewrite the history page for the Gamble Plantation on the Florida Parks and Recreation website how could you include the story of slavery? For this closure piece, student will rewrite the text and narrative of the Florida Parks & Recreation website.
- 2) If you were asked to create an artist rendering of life at the Gamble Plantation for the Florida Parks and Recreation website how could you include the story of slavery?

**Evaluation**

Teachers may use student creative pieces and Handout 1 as final evaluation of content mastery.

**Optional Extension Activity**

Students may submit their artwork or writings to the Florida Department of Parks and Recreation.

**Materials and Resources**

SWAY presentation or PowerPoint Presentation: *John Sims & Gamble Plantation*

Computer

Projector

Handout 1

Art supplies for assessment

**Special Learner Accommodations**

Things to consider:

- Extra time for note-taking
- Translation dictionaries for ELLs
- Visually-rich PPT
- Graphic organizers
- Small group discussions/Cooperative learning

**Internet Links**

<https://sway.office.com/3yC4aXMYghtGiJy7?ref=Link>

**References**

Litteral, M.S. (2019). An Archaeological Investigation of Enslavement at Gamble Plantation. *Graduate Thesis, University of South Florida*. Scholar Commons.

Silpa, F.B. (2008). Historical Archaeology Research Designs for Gamble Plantation, Ellenton, Florida. *Graduate Thesis, University of South Florida*. Scholar Commons.

Sims, J. (2020). Here is the slave memorial I have imagined for Florida's Gamble Plantation. *Tampa Bay Times*.

<https://www.tampabay.com/opinion/2020/08/28/heres-the-slave-memorial-i-have-imagined-for-floridas-gamble-plantation-column/>