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In January 2014, I was awarded a grant from the Center for the Study of Diversity for the purpose of creating an interdisciplinary humanities unit on American slavery. Part of a larger project entitled “**African American History Uncovered, Transformed, and Disseminated,**” this project was created in conjunction with a stage production based on the life of David Drake, an enslaved person who lived in Edgefield, South Carolina in the nineteenth century. The goal of the unit I created was to utilize an integrated arts approach to bring the spirit of a stage production to the classroom.

Archival and secondary research was conducted during the Summer and Fall of 2014. Along with two undergraduate research assistants I directed, I completed this research at Mount Harmon Plantation in Earleville, MD; the Schomburg Center for Research in Black Culture in New York, NY; and at the Cecil County Historical Society in Elkton, MD. Using this research, we created six lesson plans for eleventh grade social studies. The lesson plans address the Common Core standards for History and Social Studies, the standards set forth by the National Council for the Social Studies, and the National Core Arts Anchor Standards. Written pre- and post-tests were also developed.

Following their creation, the lesson plans were made available to teachers online at <http://sites.udel.edu/davethepotter/educational-outreach/educational-materials/>. In order to keep track of their use, educators are asked to email the primary investigator for additional lesson materials. Dissemination of lesson plans is an ongoing goal of this project. I am currently working on making the lesson plans available at a more well-known domain. Despite the fact the website does not get as many hits as we would like it to, in Summer 2015, educators in Chicago, IL asked permission to implement the lessons.

A large dissemination goal of this project was to present the lesson plans at national conferences. In July 2014, preliminary research and lesson plans were presented at the Council for Undergraduate Research Conference in Washington, DC. A demonstration lesson was given at the National Dance Educators Standards Conference in Baltimore, MD in April 2015. Example lesson activities were also presented as part of the UD “Discover Delaware: Roots, Rifts and Reconciliation” Speaker Series in November 2015.

In addition to disseminating the lesson plans and materials to educators, a pilot study of the unit was undertaken in January-February 2015 at Gateway Lab Charter School in Wilmington, DE. This placement was facilitated through the University of Delaware ArtsBridge Scholars Program. Due to the time in the school year when the pilot study could take place, I was unable to secure an eleventh grade placement (slavery and the Civil War is covered at the beginning of the school year in eleventh grade history). For this reason, I secured an eighth grade placement, as this grade level’s scope and sequence aligned with the content of the integrated arts unit. As the original lesson plans were written for eleventh grade, they had to be significantly modified for eighth grade. In addition, the entire population of students who would be receiving instruction in the unit had individualized

education plans to address special learning needs, the lesson plans and assessments needed to be modified to meet these specified accommodations.

Eleven eighth grade students participated in the pilot study. Unfortunately, the small population size precluded any significant findings in quantitative data, as only nine students completed both the pre- and posttests. Within this population, a 20 percent increase in social studies score and 30 percent increase in arts score was noted. The pilot study did point to some compelling connections between participation in integrated arts curricula and student engagement. When interviewed about their experience with the “Dave the Potter” unit, eight of nine students said they preferred the integrated arts unit to traditional social studies units.

