



Video Integration Learning Activity

The RagGonNon

Resource: National Underground Railroad Freedom Center 2008

Topic/Subject Area: Summarization, Generalization and Drawing Conclusions

Grade Level: Grade 8

Objective: Examine the use of video to engage student in historical narrative and multiple frames of reference.

Essential Questions:

How does the presence of personal, communal and global story weave in and out of history? Whose voice does one hear? How is personal voice expressed?

Social Studies Academic Content Standards:

Standard:

People in Societies

Benchmarks:

B. Analyze examples of interactions between cultural groups and explain factors that contribute to cooperation and conflict.

Grade Level Indicators:

Gr. 8. 4. Analyze the economic, geographic, religious and political factors that contributed to, ...a. The enslavement of Africans in North America; b. Resistance to slavery.

Standard:

Skills and Methods

Benchmarks:

B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

Grade Level Indicators:

Gr. 8. 2. Construct a historical narrative using primary and secondary sources.

Steps:

1. Introduce new terminology and definition for the word “rag” – to evolve on and on, created by the artist Aminah Brendalynn Robinson to address her

textile sculpture, the *RagGonNon*, and the experiences others bring to and take from it.

2. Access the INFOhio Web site, <http://www.infohio.org> and follow this sequence of clicks: *Ohio Media Resources* button> *Digital Video Collection* button> *Easy Search* link. *
3. Type and enter *RagGonNon* in the search word box, then click on the *Show Matching Videos* button.
4. Select for viewing the video clip *RagGonNon* (16:45 min.) to *Download or View Now*.
5. Discuss the nature of the art piece, and ideas the artist embraces.
 - Stories gathered from personal, communal, and global griots (oral storytellers), held and told by the *RagGonNon*, weave in and out of history to bring forward the voices of ancestors, as well as her own, and their journeys through the African-American experience in America.
 - The *RagGonNon* takes on a life of its own through its references to the past, present and future.
 - The *RagGonNon* serves as a catalyst to inspire others to add to the story through other art forms and creative processes.
6. Revisit the *RagGonNon*, through examination of individual panels by viewing the accompanying *RagGonNon* PowerPoint. (Accessible from the video description page in the *Digital Video Collection* catalog, and from “Help Resources” on the National Underground Railroad Freedom Center landing page, under *Other Resources*.)
7. Engage student activity to create personal story and historical narrative that reflects on family and cultural history, and present in a text and graphic format of choice.
8. Summarize, generalize and draw conclusions regarding commonalities and differences of student/family journeys through life and the human experiences by various cultures.
9. Highlight how different perspectives and multiple viewpoints shape events in history, with special emphasis on the enslavement of Africans in North America. (Gr. 8)

* *Must authenticate as needed by entering your username and password. If you are entering from home, obtain password from school librarian.*

Additional Comments on Search Process:



Look for alignment of the National Underground Railroad Freedom Center Resources to the INFOhio Core Collection. Click on the Blue Button (image of button—live link) Help Resource Page.