

Lesson Title: **CIVIL WAR PHOTOGRAPHY**

Unit Title: Civil War -Impact on Everyday life wit & Wisdom Module 3

Grade: 5

Initial lesson created by Clare Grizzard and Destinie Tillie in Winter 2020 to deepen understanding of CCSS learning targets presented in Module 3 of the Grade 7 Wit & Wisdom ELA curriculum. Lesson was updated in Spring 2020 to distance learning format in response to the COVID-19 pandemic.

Essential Question: What can photographs of the Civil War tell us about the conflict and developments in the documentation of war?

This learning unit builds on a Wit & Wisdom module called A War Between Us. It looks at numerous aspects of the Civil War through period photography. This learning unit incorporates an adaptation of lessons by The National Gallery of Art on the Shaw Memorial and The Smithsonian American Art Museum unit:

A House Divided: Photography in the Civil War.

“Students extend their close reading skills by working with two complex texts, one informational and one literary, as well as a variety of multimedia presentations. In all texts, students build on their

ability to use context clues to define unknown words due to rich language in this module’s resources. In both core texts, students are exposed to a variety of points of view which enrich their experience with the text as they learn to consider how a point of view impacts the way events are described.”-Wit & Wisdom



Mother and Daughter



Women who acted as spies during Civil War

Lesson Title: **CIVIL WAR PHOTOGRAPHY**

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Grade: 5

Essential Question

How did the Civil War impact people?

Suggested Student Understandings

(Bolded items reflects Big Idea in this BTT learning unit)

- The Civil War began due to a variety of differences in opinion on political, economic, and moral issues between the Northern and Southern sections of the United States.
- Young soldiers, who had various motivations for enlisting, were unprepared for the grim realities of the Civil War.
- **The Civil War impacted soldiers and civilians alike; it divided communities and families, brought people together unexpectedly, disrupted lives, took loved ones away, caused great suffering, but also created opportunities for new beginnings.**
- **Although women did not generally fight in the Civil War, many took roles as nurses or contributed their skills and labor in other ways. Those who stayed home dealt with the emotional toll of war.**
- Much was at stake for African Americans, both free and slave, during the Civil War. For slaves and free blacks in the North, their freedom was at stake. But for free people of color in New Orleans, the South's loss threatened their way of life, especially for girls and women.

BT1: Setting the Emotional Climate for Learning

- Teaching the Civil War through images is a powerful way to provoke discussion and provide a richer understanding of the landscape and the period.
- Using art to build emotional bridge to content
- Making the content relevant through an examination of Civil War and the student's current everyday life

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- Use of real world and relevant examples: photo essay of people in their neighborhoods, the school and their jobs
- Real world and relevant art analysis to build on prior knowledge
- Discussions are equitable so that everyone's ideas and participation are valued;
- Daily SEL exercises to open and close class
- Student choice offered in arts rich activities
- Sensitive and relevant feedback throughout unit
- Students react positively to what they hear with clapping, snapping or shake both hands
- Frame difficult conversations with guidelines to create a safe space for sharing
- Use positive critique techniques when sharing artwork
- Draw parallels from content to student's real world experience
- In Wit & Wisdom Curricula the *Launch* section at the start of each lesson often calls for an emotional response.
- Encourage patience, support, and kindness among the group, paying particular attention to those who might be new to technology or selected platforms. *OpenSciEd.org*

BT 2: Creating the Physical Environment for Learning

- Students create an exhibition of the artwork and poems that they produced.
- Posters and visual art are displayed in the classroom
- Students investigate the school grounds with a relevant photography project
- Create Norms with students that address attendance, dress, online setting,
- Remote learning manners and does and don'ts: Use established signals/digital responses to facilitate taking turns to avoid simultaneous talking (e.g., raising hands, thumbs up, muting when others are speaking).
- Adhere to agreements about when to use cameras and when to mute/unmute audio.
- Opportunity to share work digitally if not in person
- Display content specific images, in this case propaganda images and posters.
- Use visually strong images in slide presentations to enhance engagement strategies
- Consider audio enhancements such as recorded reading and poetry, and content specific music
- Vary seating arrangements if in class
- Order: Establish class routines
- Movement: facilitated organized relevant movement

BT3: Designing the Learning Experience

State and/or National Curriculum Content Standards, Indicators, Objectives

Reading Literature

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Speaking and Listening

Lesson Title: **CIVIL WAR PHOTOGRAPHY**

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Grade: 5

SL.5.3 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Language

L.5.5.a Interpret figurative language, including similes and metaphors, in context.

National Common Core Arts Standards: Dance, Music, Theater, Visual Arts, Media

Creating: Conceiving and developing new artistic ideas and work.

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

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Responding: Understanding and evaluating how the arts convey meaning

Anchor Standard #7. Perceive and analyze artistic work.

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

Anchor Standard #9. Apply criteria to evaluate artistic work.

Connecting: Relating artistic ideas and work with personal meaning and external context.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

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

National Visual Arts Standards 5th grade

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

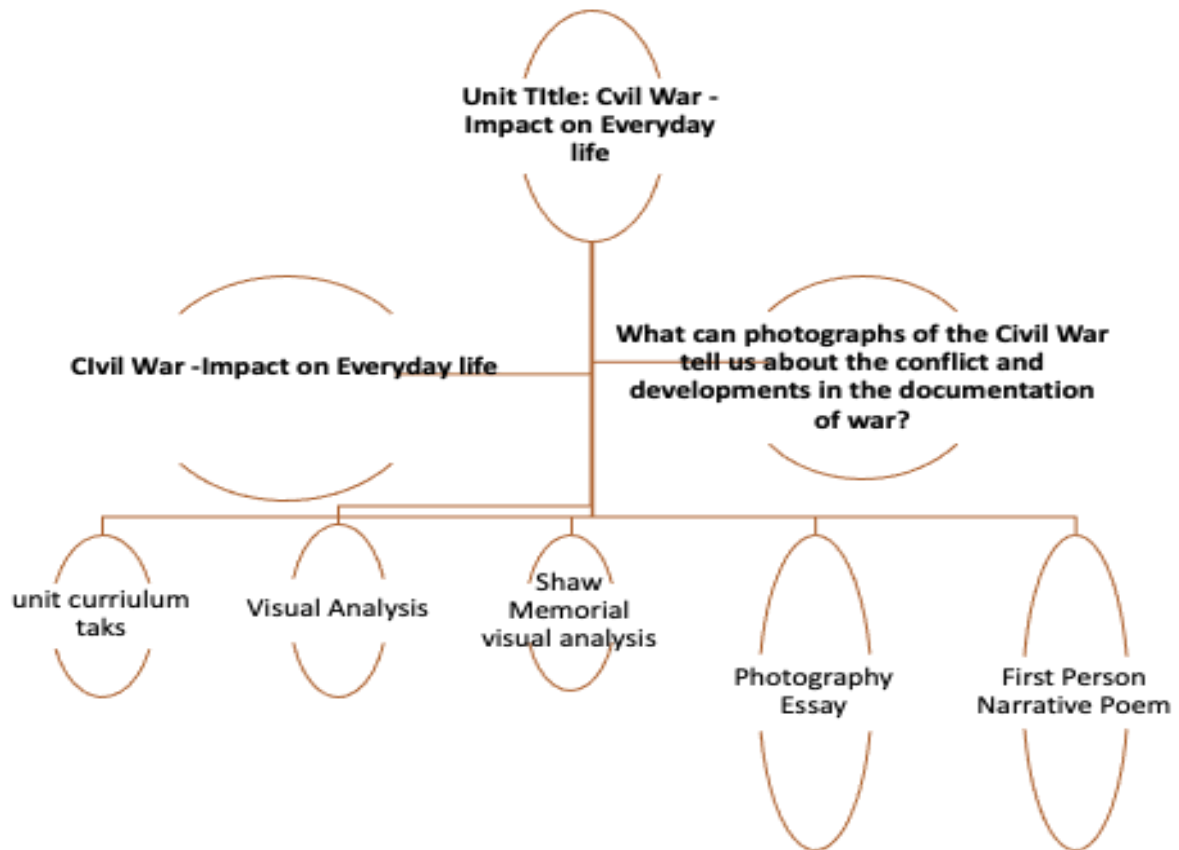
Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery.

Lesson Title: **CIVIL WAR PHOTOGRAPHY**

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Grade: 5



Unit Concept Map

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Unit Title: Civil War -Impact on Everyday life wit & Wisdom Module 3

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BT4: Teaching for Mastery of Skills, Content, and Concepts

Description of integrated activities for mastery in each lesson:

Learning Objectives: After analyzing photographs of people in the civil war, students will be able to identify and discuss hardships faced.

National Visual Arts Standards 5th grade

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery.

1. Learning task: Photography of the Civil War

- Student analysis in Wit & Wisdom Module texts
- Women in the Civil War, slide set

2. Learning task: Students investigate the Shaw memorial and answer the questions of how and why does Art reveal people to us.

Learning tasks: Shaw Memorial visual analysis

<https://www.youtube.com/watch?v=5fYBwkxkm5s>

3. Learning task: Poetry of the civil war: Herman Melville, Francis Finch, and Stephen Crane
Students analyze poems of the Civil War. In small groups they create presentation of analysis for the whole class

BT5: Teaching for Extension and Application of Knowledge

Description of integrated activities for application in each lesson

Unit Learning Objectives:

Learning tasks: Students create a photo essay of the school's population and their occupations.

For remote learning, students take or collect images of essential workers in their community. Students create a written first person narrative of the persons they have chosen for their essay.

Learning tasks: Students compose an I AM poem as a first person narrative of a young person living through the War. The Student Poem based is on a reading or photograph from module study of civil war.

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Grade: 5

BT6: Evaluation of and for Learning

1. Class and student-to-student discussion prompts:

- How might photographs from the Civil War era, or time period, help to build your knowledge of the Civil War?
- Describe what you see in the photograph.
- What stands out to you or grabs your attention about this photograph?
- What details do you notice?
- What would you like to learn about this photograph?

2. Photo Essay checklist

3. Civil War group Poem analysis presentation rubric

4. I AM poem

Reflection extension:

Listen to a program discussing the removal of confederate and racist statues following the uprising in June 2020. Have students research the movement and present a multi media response to be shared with the class. Full class discussion should follow.

1. *"Should Statues Of Historic Figures With Complicated Pasts Be Taken Down?"* David Greene talks to Manisha Sinha, professor of American history at the University of Connecticut, about the recent toppling of non-Confederate statues like those of George Washington.

[Morning Edition](#) on NPR

[Should Statues Of Historic Figures With Complicated Pasts Be Taken Down?](#)

2. *Read from the New York Times OpEd editor-*

"We Don't Have to Like Them. We Just Need to Understand Them."

He says, "No question the Roosevelt sculpture has to go. But what of the Shaw Memorial in Boston? Eliminate or obscure it, or explain it?"

<https://www.nytimes.com/2020/06/24/arts/design/theodore-roosevelt-statue.html>

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Visual Texts

Lesson 1

A HOUSE DIVIDED: CIVIL WAR PHOTOGRAPHY

What can photographs of the Civil War tell us about the conflict and developments in the documentation of war?



Nurses at a war camp hospital

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Unit Title: Civil War -Impact on Everyday life wit & Wisdom Module 3

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Harriet Tubman who serves as a spy for Northern Army

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Grade: 5



This lesson plan looks at numerous aspects of the Civil War through period photography.

<https://americanart.si.edu/education/k-12/resources/social-studies>

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Grade: 5

Lesson 2



The Shaw Memorial



<https://www.youtube.com/watch?v=5fYBwkxkm5s>

The ***Memorial to Robert Gould Shaw and the Massachusetts Fifty-Fourth Regiment*** is a bronze relief sculpture by Augustus Saint-Gaudens opposite 24 Beacon Street, Boston (at the edge of the Boston Common). It depicts Colonel Robert Gould Shaw leading members of the 54th Regiment Massachusetts Volunteer Infantry as it marched down Beacon Street on May 28, 1863 to depart the city to fight in the South. The sculpture was unveiled May 31, 1897. This is the first civic monument to pay homage to the heroism of African American soldiers.

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*Gettysburg's Civil War Women's Memorial
by sculptor Ron Tunison of Cairo, New York*