

The Union Dissolved: American Presidents and the Civil War

A 5th Grade Arts Integrated Unit

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Booth Western Art Museum

The Big Idea:

Understanding the source and effects of conflict

Essential Questions:

What were the major causes, events and consequences of the Civil War? What was the climate of the Nation? What ways could have been implemented to avoid war (if any)?

Objectives:

Students will use different art modalities and STEAM projects to develop an understanding of this piece of our history.

Vocabulary:

Union, Confederate, States' Rights, Slavery, Succession, Slavery, Uncle Tom's Cabin, Harper's Ferry

Learning Experience	Standards Addressed	Assessment
<p>Experience 1 Procedures:</p> <ul style="list-style-type: none">• Begin by asking students to remember a time in their lives when they experienced a conflict. Guide them to think about what the source of the conflict was at the time. Was it a miscommunication/misunderstanding? Did it occur because something wasn't fair or a need wasn't being met? Did the conflict occur simply because someone was grumpy? Make a list with the class of all the types of conflicts they have experienced and possible reasons the conflict occurred. Guide students to the understanding that sometimes conflict occurs for many reasons.• Now that students have a list of types of conflicts and their possible sources, ask students to think of all the ways that people solve conflicts. Divide students into four groups and ask them to choose a conflict discussed earlier. Each group will create a skit that	<p>SSSHI The student will explain the causes, major events, and consequences of the Civil War.</p> <ul style="list-style-type: none">a. Identify Uncle Tom's Cabin and John Brown's raid on Harper's Ferry, and explain how each of these events was related to the Civil War.	<ul style="list-style-type: none">• Evaluate skits and determine if possible solutions to conflict are plausible.• Observe student discussion and determine if the idea of multiple causes for one conflict is evident.

<p>demonstrates a possible way to solve the conflict chosen. Make sure that students include the undesirable ways to solve conflict such as fighting. This will be your connection to the cause/effect of the Civil War.</p> <ul style="list-style-type: none"> • Students will perform their skit for the class. Facilitate a class discussion about how the solution demonstrated in the skit could affect both parties in the future. Remind students that all possible solutions to conflict have deeper implications for each party involved. 		
<p>Experience 2 Procedures:</p> <ul style="list-style-type: none"> • Begin by reminding students that every great story begins with a setting. Today we will be setting the stage for a very important chapter in our Nation’s history. Display a picture of Harriett Beecher Stowe and John Brown. Explain to students that these two people are important in defining the climate of the nation in the 1800’s. See Resource Packet • Set up stations around the classroom that include information about Harriett Beecher Stowe’s Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry. Each station should be a combination of informational text as well as artwork. Have students rotate through each station and jot down notes or sketches of what they think the mood of the nation was like at this time in our history. Guide students to think about all sides of the conflict and try to get them to see the point of view of each party involved. • Once students have the information regarding Uncle Tom’s Cabin and The Raid at Harper’s Ferry, display the word “mood” on the board. Ask students what it means to convey a certain mood in a piece of artwork or a piece of literature. Jot down their thoughts around the answer. Explain to them that today they will be creating a piece of artwork that reflects the appropriate mood of our nation prior to the civil war. • Students can create their art in any fashion the teacher is comfortable with during class. It can 	<p>SS5HI The student will explain the causes, major events, and consequences of the Civil War.</p> <p>A. Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry, and explain how each of these events was related to the Civil War.</p>	<ul style="list-style-type: none"> • Evaluate art work or written piece and determine if the mood represented in student work is reflective of the era being studied. • Observe student work and discussion and determine if the idea of setting for our story is evident.

<p>be as simple as drawing and coloring a picture or as elaborate as painting an abstract scene. See a list of process ideas in the resource packet.</p> <ul style="list-style-type: none"> • Students will hang up their artwork around the room in a gallery style setting. Classmates will tour the gallery and provide feedback about the work displayed. Discuss as a class what the setting would be if we were retelling this part of the story of our nation. Guide the discussion to include thoughts about why these two important events were a catalyst to conflict. 		
<p>Experience 3 Procedures:</p> <ul style="list-style-type: none"> • Now that the setting of our story is clear and the characters are in place (through general instruction, students should be familiar with the factors culminating in the Civil War), it is time to introduce our conflict. • Explain to students that storytelling is an art form that can be used to retell important events. Discuss the elements of storytelling. These elements include: tone/inflection, audience participation, knowing the story, and pacing. Provide each student with a familiar fairy tale or folk tale and have them practice retelling the story. Students will practice their story telling skills with the class as the audience. See Resource Packet • Students will be researching a conflict leading up to the Civil War and retelling it from a specific point of view. Students will step into character and use the art of storytelling to portray a plantation owner, a slave, a President or another important person or group of their choice. Students should take notes regarding their assigned point of view and plan out their story using proper information to support their choices. • Students will retell a portion of the conflict from their point of view using evidence from the historical text used to teach the content. (Include pros and cons to state rights etc.) 	<p>SS5HI The student will explain the causes, major events, and consequences of the Civil War.</p> <p>b. Discuss how the issues of states' rights and slavery increased tensions between the North and South.</p>	<ul style="list-style-type: none"> • Observe student conversations and thought process as they plan out their story from a specific point of view. Are they using facts to support their story? Is the story they are retelling appropriate and reflect a certain conflict or side of the story well? • Evaluate student research, notes, and story plan. Determine if students are making the proper connections to the content.

<p>Experience 4 Procedures:</p> <ul style="list-style-type: none"> • Begin by discussing how ultimately, the North and South decided to resolve their conflict by going to war. • Show several examples of movie trailers with the class. Students will discuss why movie trailers are created and why certain scenes are added to the trailers and certain scenes are not. • Divide students into 5 groups (one for each major battle covered in the standards). Provide each group with information regarding their particular battle. Groups will study and take notes regarding why their battle was important to the war. Students need to include important people related to the battles in their research. • Students will work in groups to create a movie trailer using iMovie or other applicable technology. Their trailer should summarize why that particular battle was important to the progression of the Civil War. The trailer should also include the important people relevant to the battle. 	<p>SSSHI The student will explain the causes, major events, and consequences of the Civil War.</p> <p>c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.</p> <p>d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson.</p>	<ul style="list-style-type: none"> • Use rubric to evaluate movie trailers. See Resource Packet • Evaluate student research notes to determine if they targeted the importance of each battle and the important people involved.
<p>Experience 5 STEAM Procedures:</p> <ul style="list-style-type: none"> • Begin by discussing the consequences of the Civil War. Focus on both positive and negative consequences. Make a list of ways that the war impacted our new nation. • Display photographs of our society today...photographs that depict positive aspects of society such as people of all color spending time together (To make this portion of the lesson more personal, display pictures of your own class.). Students will walk around the photo gallery and take notes as they think about how different our society is today than in the Civil War era. • Students will think about what kinds of things could have been done differently in the Civil War era. Could war have been avoided? They should work to think of an answer to the following question: 	<p>SSSHI The student will explain the causes, major events, and consequences of the Civil War.</p> <p>a. Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry, and explain how each of these events was related to the Civil War.</p> <p>b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.</p> <p>c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the</p>	<ul style="list-style-type: none"> • Use Time Machine Rubric See Resource Packet • Observe student conversations and determine if they are making connections to society in the past and in the present • Evaluate student research notes, time machine designs, and ideas for ways to share new thoughts with Civil War participants. Determine if students are using the information provided to make appropriate decisions

<p>“What information and ideas do we have today would have made a difference (if any) if society in the Civil War era had the same knowledge?”</p> <ul style="list-style-type: none"> • Explain to the students that we are going to build a time machine so that we can go back in time to help our Nation come up with ways to solve conflict other than war. The idea would be to take items and ideas back with us to show how society benefits from civil rights. What kinds of things would we need to share with them so that their minds might change before war is necessary? • Students should create a list of ideas they would want to share with the leaders during the Civil War Era. They will need to decide how they want to present these ideas to the leaders (art? Movie? Power Point? Song?) • Students will design and build a time machine that would transport them back to the Civil War era so they can share their new ideas. Each group of students must be able to present a list of materials they believe will be needed to support the design of their time-machine. Each group must present their design, list of materials, and idea for sharing information with Civil War characters to the teacher for approval. Teacher will be responsible for getting materials together for student use. • Re-enact the meeting of students and Civil War leaders. 	<p>Sea, and Appomattox Court House.</p> <p>d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson.</p> <p>e. Describe the effects of war on the North and South.</p>	
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