

# SCHOOL DAYS

Sponsored by Avery

## Lesson Guide

### GEOGRAPHY: After the Civil War...

<b>Content Area</b> Social Studies <i>(can expand to cross-curricular)</i>	<b>Theme</b> Geography: After the Civil War...	<b>Grade Level</b> 4 <sup>th</sup> Grade
<b>Duration</b> Approximately 4 hours or class periods	<b>Location</b> In classroom or through remote learning; <i>Teachers are encouraged to use as much or as little of this lesson plan to enhance their classroom teaching.</i>	

#### Social Studies Standards

Arkansas Department of Education, Grades K-4 Curriculum Framework, rev. 2014

G.11.4.2 Analyze ways communities cooperate in providing relief efforts during and after natural and human-made disasters.



George W. Pettit, *Union Refugees*, 1865, oil on canvas, 45 x 54 in. Crystal Bridges Museum of American Art, Bentonville, Arkansas, 2011.21. Photography by Edward C. Robison III.

To view this painting in the online collection:

<https://collection.crystalbridges.org/objects/1585/union-refugees?ctx=73799e764839bb6ce45ead4d871fb148e1aafdc3&idx=0>

<b>Before Lesson</b> Students are introduced to the term, “refugee” and understand community relief efforts.  Students are introduced to 2 local museums: - The Peel Mansion Museum & Heritage	<b>During Lesson</b> Students discuss the artwork “Union Refugees” in the classroom.  Students watch a video discussion that includes Pettit’s artwork, life after the Civil War, refugees, and a look at the Peel Family’s experience during and after the war. While watching, students	<b>After Lesson</b> Teacher follows up the lesson with the following activities (optional enhancements): - Writing Activity: Letters to Loved Ones - Group Activity: Circle of Viewpoints ( <i>Harvard Project Zero</i> – see source)
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Gardens - Crystal Bridges Museum of American Art	begin to take notes on a storyboard reflection sheet. Students illustrate their storyboard reflection sheets.	on pg.4)
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Key Vocabulary	<ul style="list-style-type: none"> <li>* Refugee</li> <li>* Civil War (Union &amp; Confederate)</li> <li>* Looters</li> <li>* Rationing</li> <li>* Community Relief Efforts</li> </ul>	Materials List	<ul style="list-style-type: none"> <li>* Screen / computer to play video</li> <li>* Printed storyboard reflection and handouts for activities (if using)</li> <li>* Pencils</li> <li>* Colored pencils, crayons or markers are optional for adding color to the storyboard reflection</li> </ul>
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## Lesson Guide

*Teachers are encouraged to use all or part of the activities included here.*

### Student Learning Outcomes:

Students will demonstrate an understanding of how communities cooperate in providing relief efforts during and after natural and human-made disasters.

## INTRODUCTION & DISCUSSION

Activity/Steps	Possible Methods of Assessment
<p>1. Educator introduces the museums that the students will be “touring.” Educator also introduces refugees and community relief efforts regarding refugees. Here are two fantastic videos created by The UN Refugee Agency (<a href="https://www.unhcr.org/en-us/about-us.html">https://www.unhcr.org/en-us/about-us.html</a>) that offer an explanation of “what is a refugee” and “what is it like to be a refugee.”</p> <ul style="list-style-type: none"> <li>- <i>Refugee Life: Through a Child’s Eyes</i> <a href="https://youtu.be/tkkVnQEB1mE">https://youtu.be/tkkVnQEB1mE</a></li> <li>- Who is a Refugee? <a href="https://youtu.be/GvzZGplGbl8">https://youtu.be/GvzZGplGbl8</a></li> </ul> <p>2. Educator leads a discussion of Pettit’s artwork, <i>Union Refugees</i>. Tips for leading the discussion:</p> <ul style="list-style-type: none"> <li>- Start by asking the students to study the painting by looking from corner to corner and focusing on each person and at the landscape surrounding them.</li> <li>- Once students have silently explored the painting for 1-2 minutes, ask students to raise their hands as they find something that they want to discuss.</li> <li>- As students notice something in the painting, paraphrase what they said back to them (checking for understanding), and then answer or add something to move the conversation along. You can also ask the students if they see the same thing as the others ... often there are multiple thoughts or</li> </ul>	<p>Diagnostic Assessment</p> <p><b>TASK:</b> Discussion</p> <p><b>CRITERIA:</b> Educator uses student responses in the discussion to assess participation in the art exploration.</p>

<p>feelings about the same aspect of the painting, and this is okay (we want to encourage that).</p> <ul style="list-style-type: none"> <li>- If you need more guidance discussing the painting, check out the resources provided by the National Archives (specifically the worksheet for an artwork):  <a href="https://www.archives.gov/education/lessons/worksheets">https://www.archives.gov/education/lessons/worksheets</a></li> </ul> <p>NOTE: <i>This is an exploratory session ... the video will provide more context for the painting, so feel free to share with your students that you are learning along with them and that this discussion is about what they notice in the painting as they look at it together.</i></p> <p>You can find the image for discussion as well as a description (or label text) for the painting here:  <a href="https://collection.crystalbridges.org/objects/1585/union-refugees?ctx=73799e764839bb6ce45ead4d871fb148e1aafdc3&amp;dx=0">https://collection.crystalbridges.org/objects/1585/union-refugees?ctx=73799e764839bb6ce45ead4d871fb148e1aafdc3&amp;dx=0</a></p>	
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<b>VIDEO &amp; STORYBOARD REFLECTION</b>	
Activity/Steps	Possible Methods of Assessment
<ol style="list-style-type: none"> <li>1. Educator walks students through the Storyboard Reflection sheet. The reflection is designed to guide students through notetaking during the video and a reflective sketch/drawing afterwards.</li> <li>2. The video:  <b>After the Civil War</b>            A video featuring a conversation between Sally Ball, School Programs and Gallery Teaching Manager at Crystal Bridges Museum of American Art and Alyssa Wilson, Museum Manager at The Peel Mansion Museum &amp; Heritage Gardens. Ball and Wilson use Pettit’s artwork, <i>Union Refugees</i>, as a launching point to discuss life after the Civil War for the Peel Family as well as many others. The conversation moves to a discussion of relief efforts during/after the Civil War as well as today, specifically with the COVID-19 global pandemic.</li> <li>3. Educator guides students through the second part of the Storyboard Reflection sheet. Students have the opportunity to share their sketches with the class.</li> </ol>	<p>Formative Assessment</p> <p><b>TASK:</b> Completion of Storyboard Reflection</p> <p><b>CRITERIA:</b> Educator uses the storyboard reflection sheets to assess the understanding of the concepts addressed in the video.</p>

<b>ENHANCING WITH ACTIVITIES</b>	
Activity/Steps	Possible Methods of Assessment
<b>1. Writing Activity: Letters to Loved Ones</b>	Formative

- Educator asks students to think about how we communicate today and how that compares to how people communicated after the Civil War. Prepare the students to write a letter from the perspective of a refugee. Students can choose a person that was discussed in this lesson (this could be an individual in Pettit's painting, Col. Samuel West Peel, or his wife, Mary Emaline Peel)
- Students are asked to write a letter to an imagined loved one (family, friend, acquaintance) and address the following prompts:
  - o What are you feeling right now?
  - o Who is with you right now? (family, friends, neighbors...)
  - o Where are you going?
  - o What are you taking with you?
  - o What do you need? Let the loved one know what food and supplies you need.
  - o How will you keep your group safe?
  - o How is the community helping you? (relief efforts)
  - o What are you going to do to make your situation better?
- Optional: Students illustrate the borders of their letter with some of the sketches they made on their storyboard reflection and/or new ones.

## Assessment

**TASK:** Completion of either activity sheets.

**CRITERIA:** Educator uses the activity sheets to assess the understanding of the concepts addressed in the lesson.

## 2. Group Activity: *Circle of Viewpoints*\*

*Note: This (and all activities and steps included in this lesson guide) can be adapted for remote learning. Groups video calls can be arranged by the teacher for groups of students or each individual student can fill out a point of view handout individually to prepare for a group video call with the entire class.*

- Educator breaks the students into groups. Each group is given a point of view (a *Circle of Viewpoints* handout) to work through together. Educator can float between the groups and join the conversations.
- Once the *Circle of Viewpoints* handout is completed for each group, the educator brings the students together for a group discussion.
- Educator asks each group what they felt their point of view felt about refugees and about relief efforts. Educator leads a discussion about the perspectives and dilemmas regarding refugees.

\*Adapted from Harvard Project Zero, Circle of Viewpoints:  
<http://www.pz.harvard.edu/resources/circle-of-viewpoints>