**Civil War Puppets**

How many sessions to complete? 4

How long per session: 60 minutes

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| **Big Idea** |  |
| * Through narrative storytelling and informing ourselves of differing cultural perspectives, we will transform our vision of a singular historical trajectory into a vibrant web of multiple histories. | |
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| **Essential Questions** |  |
| * How can art help a piece of distant past become relevant to us today? | |
| * How can we make poems relevant to us? | |
| * How can we use puppets to tell stories? | |
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| **Studio Habits of Mind** |  |
| * Develop Craft | |
| * Engage & Persist | |
| * Stretch & Explore | |
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| **CCSS** |  |
| * **CCSS.ELA-LITERACY.RH.6-8.8** Distinguish among fact, opinion, reasoned judgement | |
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| **National Arts Standards** |  |
| * **VA:Cr2.1.7a** Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. | |
| * **MU:Cr2.1.7** Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences. | |

**Session 1**

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| **Learning Goal** | | | **Assessment** | | |
| * Through classroom lecture/discussions, computer research, and a selection of documentaries, students choose Civil War–era people on which to conduct guided independent research. | | | * Teacher check-in: Students should have chosen a figure from the Civil War to do individual research on. | | |
| **Session Flow** | | |  | | |
| Pre-activity | None | | | | |
| Introduction | *Teacher lead* | *Work time* | | *Present/discuss* | *Game* |
| Middle | *Teacher lead* | *Work time* | | *Present/discuss* | *Game* |
| Wrap-up | *Teacher lead* | *Work time* | | *Present/discuss* | *Game* |
| Post-activity | None | | | | |
| **Materials** | | | **Preparation** | | |
| * Civil War resources (see additional documents) | | | * Prepare PowerPoint slides. | | |
| * Computers for individual research | | | * Prepare YouTube videos. | | |
| * Lesson PowerPoint | | |  | | |
| * Notetaking materials | | |  | | |
| * List of Civil War figures | | |  | | |
| **Vocabulary** | | |  | | |
| * Encourage students to look up the definitions to new words as they come up during their independent research. | | | | | |
| **Procedures** | | |  | | |
| * Give a short introduction to the project. Students will learn about Civil War figures and apply their knowledge by writing a ballad and creating a puppet about their historical figure. Show slideshow on Civil War lesson. See YouTube videos under Resources. | | | | | |
| * Students will do some preliminary research to decide which Civil War figure they wish to research further. Then, for the rest of the class period, they will conduct and gather research on their historical figure. | | | | | |
| * Pass out notetaking materials and be available for questions by students. | | | | | |
| * Five minutes before the end of class, have students give a short blurb about what they have learned about their Civil War figure. | | | | | |
| * Give examples of poems and ballads (see Resources) | | | * Print out poem examples. | | |

**Session 2**

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| **Learning Goal** | | | **Assessment** | | |
| * Students can explore rhyme scheme and poetic rhythm by reading a selection of poetry and song lyrics, practice writing in quatrains, and then use their collected research to write a ballad about their character. | | | * Teacher check-in: Students should have created a simple ballad with a rhyming scheme about their character. | | |
| **Session Flow** | | |  | | |
| Pre-activity | None | | | | |
| Introduction | *Teacher lead* | *Work time* | | *Present/discuss* | *Game* |
| Middle | *Teacher lead* | *Work time* | | *Present/discuss* | *Game* |
| Wrap-up | *Teacher lead* | *Work time* | | *Present/discuss* | *Game* |
| Post-activity | None | | | | |
| **Materials** | | | **Preparation** | | |
| * Research on figures from previous session | | | * Prepare YouTube videos. | | |
| * Examples of poems and ballads (see Resources) | | | * Print out poem examples. | | |
| * Notebook paper and pencil/pen | | |  | | |
| **Vocabulary** | | | | | |
| * Quatrain: a stanza of four lines, especially one having alternate rhymes | | | | | |
| * Stanza: a group of lines forming the basic recurring metrical unit in a poem; a verse | | | | | |
| * Ballad: a poem or song narrating a story in short stanzas | | | | | |
| **Procedures** | | |  | | |
| * Hand out materials on rhyming scheme, examples of poems, and the quatrains worksheet (see Resources). | | | | | |
| * Have students work through and practice writing quatrains; when each student has successfully written one quatrain, have them start on a ballad about their historical figure. | | | | | |
| * Play examples of ballads for students to hear and get a possible tune to follow. | | | | | |
| * If time permits, have students volunteer to sing their ballad to the class or in small groups. Have students help each other with possible challenges. Encourage them to engage and persist. | | | | | |
| * Collect ballads from students and clean up space. | | | | | |

**Sessions 3 and 4**

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| **Learning Goal** | | | **Assessment** | | |
| * Students can choose a photograph (in a few cases a black and white drawing) of their Civil War person. Students learn shading techniques and use the grid method to create drawings of their characters. The drawings are then used to build simple articulated paper puppets. | | | * Students can present their Civil War puppet and participate in a small puppet show, sharing facts about their characters. | | |
| **Session Flow** | | |  | | |
| Pre-activity | None | | | | |
| Introduction | *Teacher lead* | *Work time* | | *Present/discuss* | *Game* |
| Middle | *Teacher lead* | *Work time* | | *Present/discuss* | *Game* |
| Wrap-up | *Teacher lead* | *Work time* | | *Present/discuss* | *Game* |
| Post-activity | None | | | | |
| **Materials** | | | **Preparation** | | |
| * Printouts of Civil War figure portraits (either have students research and find photographs, or have several to choose from already printed out) | | | * Set out materials. | | |
| * Computer | | |  | | |
| * Printer | | |  | | |
| * Blank white paper | | |  | | |
| * Pen/pencils | | |  | | |
| * Glue | | |  | | |
| * Popsicle sticks (or other types of sticks to prop up puppets) and brown paper bags | | |  | | |
| * Rulers | | |  | | |
| **Vocabulary** | | |  | | |
| * N/A | | | | | |
| **Procedures** | | |  | | |
| * If students are researching and selecting their own photographs to print, provide computer time for students to work. Remind them the photographs will be black and white, and some even only drawings. | | | | | |
| * Have students draw a 1" x 1" grid over their printed photograph using the ruler and a pencil. | | | | | |
| * Have students draw a 1" x 1" grid on their blank piece of paper. Students will then work square by square and use shading techniques to draw their figure. | | | | | |
| * After they have completed drawing their character, students should begin transforming them into puppets. They can choose to draw and add arms and legs if they haven’t already. | | | | | |
| * Use the provided YouTube videos and tutorials for examples of how to create a paper puppet. | | | | | |
| * Have students give a presentation on their Civil War figure using their puppets. Have a set list of questions that each “puppet” needs to answer about themselves. Have them interview each other and even debate what the historical figures would have debated. See the attached YouTube video of a class presenting their Civil War puppets. | | | | | |
| * You will most likely need a fourth day to complete these puppet presentations, so let students take their time. | | | | | |

**Resources**

The following are suggested resources for this module.

**Session 1**

1. *The Civil War,* a Ken Burns documentary: <http://www.pbs.org/kenburns/civil-war/>
2. *Civil War 360, Fight for Freedom*, one episode in a documentary series: <http://www.smithsonianchannel.com/shows/civil-war-360/1003283>
3. *Causes of the Civil War*, an online reading: [www.historynet.com/causes-of-the-civilwar](http://www.historynet.com/causes-of-the-civilwar)
4. *Sherman’s March to the Sea*, an online reading on history.com: <http://www.history.com/topics/american-civil-war/shermans-march>
5. Episode 82 of The Memory Palace, *The Wheel*, a 16-minute podcast production

about the life of Robert Smalls, former slave and Civil War hero: <http://thememorypalace.us/2016/02/the-wheel/>

**Session 2**

Suggested poets: Shel Silverstein, Mary Oliver, and Richard Brautigan

1. Alex Dang:
   1. What Kind of Asian Are You?: <https://youtu.be/VoP0ox_Jw_w>
   2. Times I’ve Been Mistaken for a Girl: <https://youtu.be/U2i-i8k6AbQ>
2. Lafa Taylor and Marv Ellis: <https://www.facebook.com/LafaTaylorMusic/videos/1147220335306279/>

**Section 3**

1. Talking paper puppet tutorial: <https://youtu.be/wbWb3gED0xU>
2. Making of war horse puppets: <https://youtu.be/hYGak9q6mkM>
3. Class example: <https://www.youtube.com/watch?v=QOc8OM_nn98&feature=youtu.be>

**Important People of the Civil War Era Search**

Using the computer and a partner, research the following people. In a sentence or two, tell me the significance of each person.

Nat Turner Elizabeth Cady Stanton

Lucretia Mott Sojourner Truth

John Brown Matthew Brady

Octavius Catto William Seward

Nathan Bedford Forrest Augusta Morris

Robert Gould Shaw Mark Twain

Levi Strauss Amelia Bloomer

Clara Barton George Custer

Stand Watie Ely Parker

Ulysses S. Grant Robert E. Lee

William Sherman Jefferson Davis

Harriet Beacher Stowe Frederick Douglass

**Building a Quatrain**

*Quatrain*: a poem or part of a poem (a stanza) that has four lines that usually follow a rhyme scheme.

*Rhyme scheme*: a pattern of rhymes at the end of each line of a poem or song; the pattern can be shown by using letters to indicate which lines rhyme—lines designated with the same letter all rhyme with each other. (There are 15 possible rhyme schemes.)

Examples:

*Rubaiyat of Omar Khayyam* is written in AABA quatrains

Shakespeare’s sonnets are ABAB CDCD EFEF GG

*Jackie Wants a Black Eye* by Dr. Dog is written in ABCB

*A Boy Named Sue* by Johnny Cash is written in the longer pattern of AABCCB

Try a pattern yourself or with a partner:

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| A I have a cat  A She’s mean and fat  B She ate a child  B Then yawned and smiled | OR | A A crocodile stole my fancy coat  B I decided I would fight him  C He struts about in velvet sleeves  B While I sit here inside him |
| A A poem, I pray  A I’ve written today  A outside a cafe  A while a tree did sway. | OR | A Here lies a greedy girl, Jane Bevan,  B Whose breakfasts hardly ever stopped  A One morning at half past eleven  B She snapped and crackled then popped |

**Shel Silverstein Examples**





