

*Full Experience Narrative (both in the classroom and at the museum):*

The *Exploring Symbolism Field Trip Experience* is designed to deeply enhance 6th-8th graders' understanding of the American culture during the Civil War era, as seen through the eyes of various artists. It features a pre-visit activity where students will define "symbolism," and think about the symbols they see everyday. On the museum tour, students will identify examples of symbolism used to communicate artists' meaning. They will also have an opportunity to examine 20th century artworks that focus on racism and race relations. During the museum studio workshop students will create their own mixed media artwork incorporating elements from the tour. Back at school, post-visit activities include reading two opinion articles pertaining to the recent controversy surrounding confederate flags on government buildings. This middle school field trip is sure to enhance any Civil War/Emancipation Curriculum.

*Descriptions of Tour and Studio at the Museum:***Artworks on the Guided Tour may include:**

Title	Artist
<i>Militia Parade</i>	Unknown
<i>Wounded Scout</i>	John Rogers
<i>Emancipation Group</i>	Thomas Ball
<i>What's It Worth?</i>	John Haberle
<i>Side Show</i>	Samuel Rosenberg
<i>Leader</i>	Betye Saar

**Studio Workshop (optional):**

Mixed Media Workshop- In the style of Betye Saar students will have the opportunity to create a mixed media art piece with recycled materials. Students will incorporate common symbols and text to create a message or theme.

*Description of Before and After Visit Lesson:*

Before the visit, students explore symbolism and vocabulary related to the Civil War period. After the visit, students read and discuss short texts about symbolism from this period that are evident today. Students consider the meaning of the use of Civil War symbols today and explore the controversy surrounding the flying of the Confederate Flag.

*Maine State Learning Results:*

1. A1 Artist's Purpose- Students explain and compare different purposes of artists and their artwork, in the context of time and place.
2. D1 Aesthetics and Criticism- Students compare and analyze art forms.
3. E1 The Arts and History and World Cultures- Students compare products of the visual/performing arts to understand history and/or world cultures.
4. B2 Composition Skills- Students use Elements of Art and Principles of Design to create original artworks that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

**BEFORE THE VISIT**

**Lesson Title:** What is Symbolism?

**Objectives:** Students will compare products of the Visual Arts to understand historical events and cultural views pertaining to the Civil War and Emancipation.  
Students will identify examples of symbolism pertaining to the Civil War and Emancipation.

**Materials:** Computers, laptops, or tablets  
Symbolism Activity Sheet, Vocabulary List, Knowledge Rating Sheet, Select Graphic Organizer from:  
[http://www.gridgit.com/post\\_fun-vocabulary-graphic-organizer\\_1312518/](http://www.gridgit.com/post_fun-vocabulary-graphic-organizer_1312518/)

**Duration:** 2 class periods of 60 minutes each

**Procedures:**

Day 1

1. Hand out Symbolism activity sheet and ask students to define symbolism. Then as a class students, share their definitions to create a class working definition for symbol.
2. Then have students think about the symbols they see everyday at their school and around their community and state and have them complete the symbol chart. Call on students to share the symbols their meanings that they recorded.
3. In small groups have the students brainstorm a list of Civil War symbols, colors, and designs used during the Civil War on clothing, flags, and objects and explain the meaning they communicated during the war. Each student should record the information on the chart.
4. Then have the students describe the Civil War symbols they still see displayed today. Have a class discussion about what they feel the symbols mean in today's society.
5. Collect student work to assess their understanding of symbolism.

Day 2

1. Hand out the knowledge rating sheet related to the Colby art exhibit, featuring artwork on the Civil War & Emancipation theme. Ask the students to evaluate how well they know each of the terms. This is a pre-assessment. After the field trip they will reevaluate what they learned on the same knowledge rating.
2. Collect the knowledge rating sheet and then give the students the list of vocabulary words and have them complete the vocabulary graphic organizer or other vocabulary activity sheet that teacher normally uses.
3. After the students have toured the exhibit and completed the post tour activities, hand students back their knowledge rating sheet to assess their learning on the vocabulary.

**Assessment:** Teachers will be able to look at the pre/post knowledge rating sheets to determine how much pre-teaching of terms they need to do to prepare students for the tour and evaluate how well they learned the terms from the post rating sheet. The symbolism worksheet will document how well students understand symbolism and can identify symbols in their own lives. Also, the additional vocabulary graphic organizer documents how students explain what the terms mean with both words and pictures.

**Differentiation:** Students can draw pictures of symbols to go with activity 1 or cut and paste clip art images and record a definition with the image.

**Extension:** Students use iPads to take photos of symbolism around their school or conduct video interviews of staff and students, asking them what are symbols in the school, community, and state.

**Interdisciplinary Connections:** Grade 6-8 Social Studies Standards

E1b Identify and analyze major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

Grade 6-8 English Language Arts

6-Vocabulary Acquisition and Use- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Resources:**

Symbolism Activity Sheet,

<https://drive.google.com/file/d/0BzfJknkK0KvHaTBoZ3UzQmFmV3YwRUVHYmdYQI9zY3NjUIRR/view?usp=sharing>

Vocabulary List (see page 4)

Knowledge Rating Sheet

<https://drive.google.com/file/d/0BzfJknkK0KvHeDR1ZDFYT0cxa2J2eHN6LVNSXzFvVml6bS1r/view?usp=sharing>

**DOWNLOAD AND PRINT 1 NOTE SHEET PER STUDENT FOR YOUR MUSEUM VISIT:**

<https://drive.google.com/file/d/0BzfJknkK0KvHV3M1NINaZ2J1Y1ViZ3IIZVZ2UHk4dEk3Q2RF/view?usp=sharing>

**Vocabulary Sheet for Colby Art Museum Civil War / Emancipation Lessons**

Militia \_\_\_\_\_

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Muster Day \_\_\_\_\_

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Trompe  
L'Oeil \_\_\_\_\_

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Financial Crisis of 1869/Gold Flood \_\_\_\_\_

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Liberty cap \_\_\_\_\_

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Laurel Crown \_\_\_\_\_

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Emancipation \_\_\_\_\_

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Copper-Heads (as related to Northern politicians who supported slavery) \_\_\_\_\_

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Scout \_\_\_\_\_

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Sideshow \_\_\_\_\_

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Exploitation \_\_\_\_\_

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Barker \_\_\_\_\_

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Aunt Jemima \_\_\_\_\_

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## AFTER THE VISIT

**Lesson Title:** Civil War Symbolism Today

**Objective:** Students will research artwork, flags, and memorials currently on display in public spaces and discuss the message conveyed and how they are currently viewed.

**Materials:** Computers/ipads, pencils  
Civil War Controversy Today Activity Sheet  
Civil War Symbols Controversy Articles 1 & 2  
1. *Confederate Symbols of Civil War Divide U.s. 150 years*  
2. *Beyond the Battle Flag: Controversy Over Confederate Symbols Unfurls.*

**Duration of Activity:** 2 to 3 class periods

### Procedures:

1. Print out copies of the 2 articles *Confederate Symbols of Civil War Divide U.s. 150 years* and *Beyond the Battle Flag: Controversy Over Confederate Symbols Unfurls*. Give half of the class the first article and the other half of the class the second article. Have the students quietly read the article, asking them to highlight key points and vocabulary related to symbolism and what is the controversy.
2. After the students have read the articles, divide the class into groups of 4-5 with students, making sure groups have both articles read. Have the students discuss the articles, common themes, symbolism, and meaning.
3. Students should answer the two questions: Why is the Confederate flag still flown today? What does the Confederate flag symbolize and why is it controversial?
4. Then ask the groups to research on their computers other Civil War symbols on display on public buildings. These could include sculptures, memorials, and artwork. They can save images of the symbols and they share with the class.
5. As a class, ask the students to share some of the symbols they discovered and discuss whether they feel the symbols are controversial and should be removed.

**Assessment:** Teachers will have a combination of classroom observations, completed activity sheets, and student presentations to document whether students fully understood the meaning of symbolism and can articulate why some Civil War symbols and artifacts are controversial. Teachers can circulate the room while groups discuss the articles to determine if students understand why the symbols are controversial.

**Differentiation:** Teacher could have the students divide the articles into sections for each student in the group to read only a section and then explain their section to the rest of the group. Students with reading difficulties could access the electronic version of the article and utilize text to speech on their computers or the teachers, so they can contribute to the group.

**Extensions:**

Students could conduct a survey of staff and students and ask them their opinions about the Civil War Symbols still seen today and whether they find the images offensive or believe the symbols should be taken down.

Students could create a few questions to ask staff and students pertaining to the controversy and then video tape themselves interview interviewing staff and students. Students could create a data chart with the survey results to share in class. Those students that conducted the interviews could edit the interviews and create a short video to show the class.

Students could debates whether the Civil War symbols (confederate flag) should continue to be displayed in public at government buildings.

**Interdisciplinary Connections:**

English Language Arts Standards

1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

History Standard B: Historical Knowledge, Concepts, Themes, and Patterns

**Resources:**

*Confederate Symbols of Civil War Divide U.s. 150 years*

[http://news.yahoo.com/confederate-symbols-civil-war-divide-u-150-years-020200041.html;\\_ylt=A0LEV0Vg4NZW0IAAZB1XNy0A;\\_ylu=X3oDMTByOHZyb21tBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNIYwNzcg--](http://news.yahoo.com/confederate-symbols-civil-war-divide-u-150-years-020200041.html;_ylt=A0LEV0Vg4NZW0IAAZB1XNy0A;_ylu=X3oDMTByOHZyb21tBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNIYwNzcg--)

*Beyond the Battle Flag: Controversy Over Confederate Symbols Unfurls.*

<http://www.npr.org/2015/06/25/417202466/as-flags-drop-scrutiny-turns-to-memorials-to-confederacy-and-its-dead>

Civil War Controversy Today Activity Sheet

<https://drive.google.com/file/d/0BzfJknkK0KvHN19iaTZhYktZX1VTMzNCRk16NWVibUd6VIFR/view?usp=sharing>

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