

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

The Emancipation Field Trip Experience is designed to deeply enhance 6th to 8th graders' understanding of the American culture during that era, as seen through the eyes of various artists. It features a pre-visit activity asking students to summarize and illustrate "The Emancipation Proclamation" as class created book. On the museum tour, students will explore and examine artworks to 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, as a post visit activity, students will use a Venn diagram to compare and contrast three artworks from the Civil War era to illustrate their understanding of history. This middle school field trip is sure to enhance any Civil War/Emancipation Curriculum.

Description of the Tour and Studio at the Museum:

Artwork 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 Collage 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 will read and analyze the Emancipation Proclamation in their own classroom. After the visit, students will consider other examples of symbolism in artwork and, as an academic exercise, may defend a suggestion for another piece of art to add to the museum's collection of Civil War Era objects.

Maine State Learning Results:

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.

D1 Aesthetics and Criticism Students compare and analyze art forms

E1 Students compare products of the Visual / Performing Arts to understand history and / or world cultures.

BEFORE THE VISIT

Title: “Emancipation Proclamation in Our Words” book project

Objectives: Students will summarize and illustrate “The Emancipation Proclamation” as class created book.
Students will be able to explain what was said in President Lincoln’s “Emancipation Proclamation” as well as its effect on the United States.

Materials: Emancipation Proclamation broken down by paragraph,
Emancipation Proclamation Study Packet Double page planner,
2 Pieces of 9 x 12 cardstock
Pencils / colored pencils,
Binder machine / comb

Duration: 2 X 60 min. session

Procedures:

Day 1

1. Have students recall prior information about “The Emancipation Proclamation”, making sure they know that it was issued by President Lincoln and it abolished slavery in the U.S.
2. Break students into small groups. Have them reread the document and work their way through the questions in the packet. Have groups share responses with the class.
3. Pass out Emancipation Proclamation sections and have groups begin to summarize their sections.

Day 2

1. Have student finalize their section summaries.
2. Groups receive a double page planner. Have them copy their section of the Emancipation Proclamation on the left side page and add their own summary on the right. Groups then illustrate the 2 pages based on their summary.
3. Groups share summaries and artwork with the class and then combined pages. Use cardstock for cover and back cover of book. Use binder and comb to complete book.

Assessment: Observation

Differentiation: Students may have document read to them. Groups could have their sections and summaries typed for them.

Extension: Have students complete all 8 paragraphs. Add annotations / interesting facts for each section.

Resources:

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

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

Emancipation Proclamation

<http://www.historynet.com/emancipation-proclamation-text>

Emancipation Proclamation Study Packet

<https://drive.google.com/file/d/0BzfJknkK0KvHTmlcjM2MVR1MmJEdEVnNlpDRF8wTDBPRkFZ/view?usp=sharing>

AFTER THE VISIT

Lesson Title: The Emancipation Proclamation

Objectives: Students will explain and compare purpose of artist and artwork.
Students will identify examples of symbolism.
Students will compare art to understand history.

Materials: Completed note sheet.
Venn Diagram Worksheet
Writing Prompt Sheet

Duration: Venn Diagram Project – 45 min
Writing Project 90 min

Procedures:

1. Students use note sheet to select three pieces of artwork.
2. Use Venn diagram to compare and contrast the 3 selected pieces.
3. Give students time to peer share their choices.
4. Use completed Venn diagram and Note sheet to complete the writing prompt.

Assessment:

Completed Note Sheet, Venn Diagram, Writing component.

Differentiation: Students may be given a teacher copy of the note sheet.

Extension: Have students imagine that they are responsible for adding another piece of art to fit into the Colby Museum's collection that would add to this Civil War / Emancipation lesson. Let them each online for a piece and explain why they feel their selected piece would be a good addition.

Resources:

Venn Diagram Creator

http://www.readwritethink.org/files/resources/interactives/venn_diagrams/

Notetaking Sheet to be used during the tour, and as a resource for the Venn Diagram post-activity

<https://drive.google.com/file/d/0BzfJknkK0KvHTmljcm2MVR1MmJEdEVnNlpDRF8wTDBPRkFZ/view?usp=sharing>