

Mural Letters Home: The Civil War

Fifth Grade + ELA

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Drama
Character
Dialogue

DURATION

2-3 class periods

OBJECTIVES

TSW compose and present a narrative drama to reflect a speaker's inner thoughts, circumstances, and point of view.

MATERIALS NEEDED

Paper and pencils for planning an writing script

MSCCR STANDARDS

CCSS.ELA-LITERACY.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.SL.5.2. Summarize a written text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LESSON SEQUENCE

Introduction

MSCCR CREATIVE ARTS STANDARDS

TH:Cr2-5.

- a. Devise original ideas for a drama/theatre work that reflects collective inquiry about characters and their given circumstances

TH:Cr.1.1.5

- c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama.theatre work.

VOCABULARY

Tone
Narrative
Character
Facial expression
Drama
Point of View
Primary Sources
Narrator
Dialogue
Script

RECOMMENDED RESOURCES

Civil War letter from link provided

Civil War photographs to display during the lesson

Letter printable found at

artsedge.kennedycenter.org/~media/ArtsEdge/LessonPrintables/grade-5/civil_war_letter.ashx

The teacher and the student will begin by watching the Civil War letter dramatization “In Dreadful Conflict” found at www.youtube.com/watch?v=r7YVeGdiMpQ

The teacher will engage the student in discussion over this video. The teacher and the student will discuss the following topics:

1. The historical context behind the presentation (the Civil War was going on, the country was divided over secession, the actions of the people on both sides of the conflict.
2. Historical vocabulary behind the video (Confederates vs. Yankees, Federalists, Rebellion)
3. The setting of the letter (where the speaker was writing from, where she was writing to) and how the setting affects the events through the speaker’s eyes.
4. The distinguishing and notable characteristics of the speak- how does her tone of voice sound?

Define tone (Does she sound young or old? What emotions can you sense behind her voice and words?)

The teacher will emphasize to the student that “In Dreadful Conflict” is a narrative (writing that tells a story) from the point of view of a woman who lived in the Civil War. The teacher and the student will discuss how the woman’s point of view and circumstances affected how she saw the events of war.

Transition

The teacher will engage the student in a discussion about the importance of letters to help us understand the history behind the Civil War. TTW tell the student that Civil War letters are considered primary sources (first person accounts) and that they accurately reflect the daily lives of people during the war. The and the student will discuss the differences between viewing the Civil War letter to read and discuss in a group. The letters can be found at the following links:

www.civilwararchive.com/LETTERS/norton.htm
www.civilwarletters.com/scott_10_24_1862.html
www.civilwarhome.com/letter.htm
www.mnhs.org/library/christie/letters/transcripts/wg630820
www.artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade5/civil_war_letters_letter_from_jim_lewis_to_elizabeth_lewis.ashx

Description

The student will use the information from the Civil War letters to craft their own drama presenting the situation in the letter.

Before the student begins writing their drama, the teacher and the student will discuss and plan the following things for the dramas:

1. How many characters do I need? Who should the characters be? (For example: do the students want to have a narrator, the person writing the letter, the person receiving the letter, people mentioned in the letter, etc.)
2. What emotions do you want your characters to portray? How can you portray these emotions in your drama?
3. In what tone of voice should your characters talk to reflect these emotions?
4. What dialogue should I include in my drama?

5. What body language does the character use (attitude, facial expressions, how can I reflect the character's age, etc.)
6. What costumes or prompts will I need for my drama?
 - The teacher will display the previous six questions on the board (either write them or use Google Slides/Powerpoint).
 - The student will write down their responses on paper during the planning stage.
 - TSW write their drama as a group.
 - TSW use paper and pencil to plan out a script with dialogue, action, facial expressions, and tone to convey the story.
 - TSW rehearse their dramas within their group.
 - The teacher should provide feedback on their ideas and presentations.
 - The student should use this time to rewrite anything in their script that needs to be revised before presenting.
 - The student will present their dramas to their classmates.
 - After all students have presented, the teacher will engage the student in a discussion about what they learned from the Civil War from this activity.

EXTENDED LEARNING ACTIVITIES

If technology equipment and software is available, the student can create voice recordings or video footage of their presentations.

This lesson ties into social studies units on the Civil War. Discuss a cooperative lesson with the social studies teacher.

SOURCES

Original lesson plan found at

www.artsedge.kennedy-center.org/educators/lessons/grade5/Civil_War_Letters

TIPS + FREQUENTLY ASKED QUESTIONS

Give time limits for students to write, rehearse, and present their dramas.

Having a class set of Chromebooks is beneficial for completing this lesson as you can upload the letters onto Google Classroom for student viewing.