

Ryan Redetzke

rdredetzke@gmail.com

Richfield Middle School

Richfield, Minnesota

7th Grade Spanish Immersion Social Studies (U.S. History)

300 students served in 10 classes - 2 Immersion classes, 8 English-language classes

This lesson will take 3 days and will be taught in November/December

This lesson addresses the following Minnesota Academic Standards:

MN Social Studies Standards

7.1.1.1.1 Citizenship and Government; Civic Skills;

Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.

7.4.4.19.3 History; United States History

Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples.

MN Arts Standards

Grades 6-8; Artistic Foundations (1); Standard (3); Visual Arts (5)

6.1.3.5.1 (3) Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas. (1) Compare and contrast the connections among visual artworks, their purposes, and their personal, social, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.

Prior Learning:

This will be a culminating lesson of our unit on the Civil War and Reconstruction. Students come to this unit with some understanding of the debate around slavery as they have learned about *Dred Scott v. Sanford* in 6th grade, as well as some basic knowledge on the Civil War, having done some study about the involvement of the 1st Minnesota at the battle of Gettysburg. In 7th grade Social Studies (U.S. History) though, students will further examine the debate over slavery as well as the compromises and events that ultimately led to war. Principal battles in the eastern and western theaters, such as Antietam, Vicksburg, and Gettysburg are studied in this unit, selected for their strategic and moral significance. We also look at the role that slaves and free African-Americans played during the war. Students will also have gained an understanding of the hopes and failures of Reconstruction prior to this lesson.

Learning Objective(s):

- Students will be able to explain the challenges in defining how history - in this case, the Civil War - is remembered.
- Students will understand how the commemoration of events in history - in this case, the Civil War - is influenced by time, place, and perspective.
- Students will synthesize information and use supporting evidence to take a stance on a contemporary, public issue.

Day One

1. Students will complete a Gallery Walk of eleven photographs of images that commemorate and critique slavery and the Civil War. They will do this in pairs while viewing a Google Slideshow with the images, which will be posted on our Google Classroom site. Using this venue will allow for them to 1) finish it at home if they need or desire more time for reflection; and 2) share with their parents/guardians if interested.

Time needed: 45 minute class period - set-up/intro, 3 minutes/photo average, closure

Specifically ... Students will have 3-4 minutes to respond to each photo. As each pair will have a Chromebook, this allows for them to move at their own pace, however, there will be a 4 minute cap on each photo to ensure all stay on-task.

2. With ten minutes to go in class, students will be asked to share with their partner which photo struck them most and why. Closure will consist of asking a 3-4 students to share in 30 seconds what their partner stated. The 30 second limit serves two purposes: 1) listen carefully and for accuracy; and 2) speak concisely.

Resources Needed

1. Google Slideshow Gallery Walk - to be created, but the following photographs will be used:

Images from the *Legacy of the Civil War* Folder and personal photos:

Thursday folder, VMFA:

- Sonya Clark's "Black Hair Flag" (File_001.jpeg)
- Radcliffe Bailey's "Vessel (File_5967.jpeg)
- Sally Mann's "Untitled #9, Antietam" (File_5970)

Friday folder

- Sculpture, Reconciliation Triangle (IMG_0235.jpg)

Personal Photos

- Photo of Virginia Flaggers, July 15, 2016
- Statue, Arther Ashe, Monument Avenue, July 16, 2016
- Sculpture, Henry Box Brown commemoration, Richmond, VA July 16, 2016
- Joseph Wheeler (AL) statue in U.S. Capitol, National Statuary Hall

2. Gallery Walk Sheet - below/attached

Day Two

1. Follow-up to the previous day's lesson. This will be the same Slideshow but with a title/description/explanation of each image. We will do this as a whole class and students will be invited to share their or their partner's ideas. Specifically, the three photographs taken at the VMFA will be accompanied by their museum labels. (indicated in "Resources Needed")
2. *Essential Question*: Can - or when does - commemoration of a historic event infringe on the rights of others?

This will begin a discussion of how and if we should commemorate controversial events. This will start with a guided reading from BBC World News. The reading is in Spanish as my classes are Spanish Immersion. Students will be provided hardcopies rather than reading this online so that they can mark the text (highlighting important information; marking words they know/do not know; striking superfluous information).

http://www.bbc.com/mundo/noticias/2013/09/130901_eeuu_bandera_confederada_jgc_finde

3. Closure: Poster paper will carry one of three headings (the confederate battle flag should not be allowed; it should be allowed; undecided) and students will write their names under one of the three.

Resources Needed

1. Google Slideshow - to be created. Museum labels to accompany the following photographs.
 - Sonya Clark's "Black Hair Flag", museum label (File_002.jpeg)
 - Radcliffe Bailey's "Vessel", museum label (File_5968.jpeg)
 - Sally Mann's "Untitled #9, Antietam", museum label (File_5971.jpeg)
2. Hardcopies of the BBC internet article; *NOTE: English-language source will need to be found*
3. Summary Note Sheet - below/attached

Day Three

1. We will re-cap where the class stands regarding their thoughts on whether the battle flag should be allowed.
2. Following the re-cap, students will listen to the conversation with a Virginia Flagger recorded outside the VMFA on July 15, 2016 and add to their sheet. (video found in folder)
3. Essay: Using information acquired from and opinions formed based on the Gallery Walk, reading, video, and class conversation, each student will write a three paragraph essay to the question: "Should the Confederate Battle Flag be allowed to be displayed by government agencies on public grounds? Please indicate reasons that support your assertion."

Resources Needed

1. Video of conversation with Flagger (IMG_0568.MOV)
2. Summary Note Sheet - below/attached (they will already have this)

Name: _____

Hour: _____

Gallery Walk

With your partner, you will do a gallery walk of 11 photographs in Google Classroom and observe a series of photographs that pertain to memories of the slavery and the Civil War. Respond to the questions in this packet for each photograph. Titles will not be found in the gallery walk, but will be provided afterwards.

Photograph #1 _____

What do you see in the photograph? Indicate objects, background, actions, expressions, etc. (Talk with your partner and record what the two of you see).

What impressions do YOU have upon observing this photo, image, etc? These are YOUR impressions and not those of your partner. Use complete sentences.

—

—

—

Photograph #2 _____

What do you see in the photograph? Indicate objects, background, actions, expressions, etc. (Talk with your partner and record what the two of you see).

What impressions do YOU have upon observing this photo, image, etc? These are YOUR impressions and not those of your partner. Use complete sentences.

—

—

—

Photograph #3 _____

What do you see in the photograph? Indicate objects, background, actions, expressions, etc. (Talk with your partner and record what the two of you see).

What impressions do YOU have upon observing this photo, image, etc? These are YOUR impressions and not those of your partner. Use complete sentences.

—

—

–

Photograph #4 _____

What do you see in the photograph? Indicate objects, background, actions, expressions, etc. (Talk with your partner and record what the two of you see).

What impressions do YOU have upon observing this photo, image, etc? These are YOUR impressions and not those of your partner. Use complete sentences.

–

–

–

Photograph #5 _____

What do you see in the photograph? Indicate objects, background, actions, expressions, etc. (Talk with your partner and record what the two of you see).

What impressions do YOU have upon observing this photo, image, etc? These are YOUR impressions and not those of your partner. Use complete sentences.

–

–

–

Photograph #6 _____

What do you see in the photograph? Indicate objects, background, actions, expressions, etc. (Talk with your partner and record what the two of you see).

What impressions do YOU have upon observing this photo, image, etc? These are YOUR impressions and not those of your partner. Use complete sentences.

–

–

—

Photograph #7 _____

What do you see in the photograph? Indicate objects, background, actions, expressions, etc. (Talk with your partner and record what the two of you see).

What impressions do YOU have upon observing this photo, image, etc? These are YOUR impressions and not those of your partner. Use complete sentences.

—

—

—

Photograph #8 _____

What do you see in the photograph? Indicate objects, background, actions, expressions, etc. (Talk with your partner and record what the two of you see).

What impressions do YOU have upon observing this photo, image, etc? These are YOUR impressions and not those of your partner. Use complete sentences.

—

—

—

Name: _____

Hour: _____

Summary Sheet

As you read the article “¿Por qué sigue ondeando en EEUU la bandera confederada, un símbolo vinculado con la esclavitud y la supremacia blanca?” consider and identify the arguments or reasoning against or in support of display of the Confederate Battle flag.

For

1. _____
—

2. _____

3. _____

Against

1.

2.

3.

As you listen to the video interview with a Virginia Flagger, identify 1) what she (the Flaggers) is trying to accomplish, and 2) her reasons in support of the Confederate Battle flag.

What the Flaggers are trying to accomplish:

Her reasons in support of the Battle flag:
