

The Civil War: Up Close and Personal **“Look Out My Window. What Do You See?”**

Grade level: Late elementary

Estimated time: Two class periods

Specific topic: Artwork and Huff’s Diary

Subtopic: Civil War perspectives

Teacher background information

The following Civil War Unit is based on a diary written in pencil by Private William D. Huff. It begins after Huff was captured at the Battle of Chickamauga, fought September 18–19, 1863. In the diary, Huff narrates his harrowing experiences at Camp Douglas, Chicago’s Confederate prison camp. The diary contains more than thirty detailed drawings and descriptions of life in the prison camp. Topics include escape attempts, harsh punishments, and disease. Huff ends the diary by describing his parole and return to his hometown of St. Mary’s Parish, Louisiana.

Prior to teaching this lesson, students should have a general understanding of both sides of the Civil War, including the reasons for dividing, seceding, and fighting, as well as the strategies, relative strengths, and major victories of both the North and the South. This lesson is best used after you have completed the lesson, titled, “I Have a Story to Tell.”

Key concepts

Injustice, loneliness, communication, division, loyalty, creativity, and self-expression

Key questions

If you lived during the Civil War, how would your perspective about the war change? How would you see things differently? Does this perspective change the way you think about your own life? How does artwork document a time and place?

Goals of this lesson

1. To learn that people in history, in this case the Civil War, were real people not so different from us.
2. To realize that no matter what side a soldier fought for, he endured the same trials and fears as the men fighting for the other side.
3. To explore and understand how artwork enhances a document and helps to better our understanding of a time period and place.

Objectives

1. Students will gain a deeper historical perspective through studying Huff’s experience as portrayed in his drawings.
2. Students will express empathy and historical knowledge through creating artwork.
3. Students will craft drawings and captions from the perspective of a Civil War identity.

Materials

Master copies of the “Drawings from Huff’s Diary” and handouts are provided.

1. “Drawings from Huff’s Diary” (This lesson includes five drawings. Each small group will need one drawing; more than one group may use the same drawing.)
2. “Analyzing Huff’s Drawings” worksheet (one copy per group)
3. Civil War character cards (one per student)
4. Paper, pencils, colored pencils, markers, and/or crayons

Procedures

1. The lessons “Who is William Huff? Blueback or Grayback?” and “I Have a Story to Tell” provide an excellent introduction to this lesson. If you have not already completed those lessons, consult the background information provided at the start of this lesson to introduce students to William Huff.
2. Ask the class to imagine themselves in Huff’s situation—far from their home, their family, and their friends. What people and things would they miss? How would they keep a record of their experiences while they were gone? Inform students that Huff kept a diary to record his experience through both words and pictures.
3. Divide students into small groups and distribute one drawing from Huff’s diary and a copy of the “Analyzing Huff’s Drawings” worksheet to each group. Allow time for students to examine their drawing and complete the worksheet.
4. Ask each group to present their drawing and findings to the class. After the presentations, hold a closing discussion to evaluate the drawings as a set. Sample discussion questions include: What did Huff “see”? What do the drawings say about his state of mind and his feelings? What emotions are conveyed through Huff’s artwork? By studying his artwork, do you have a more thorough and complete understanding of Huff and the life he lived? Why or why not?
5. Proceed using the option relevant to your classroom:
 - a. If you have completed the lesson “I Have a Story to Tell,” ask students to consult their own diary entries. Then using the Civil War character they were assigned, ask students to produce an illustration for their diary.
 - b. If you are using this lesson as a stand-alone activity, distribute a Civil War character card to each student. (If you have more students than characters, some students may receive duplicate characters; each student will still have a unique interpretation.) Once students have assumed their “identities,” have them consider what their life was like during the war. Allow them time to review previous information, brainstorm ideas, and conduct research.
6. In either case, instruct students to draw a picture of what he or she might see outside of his or her window in the 1860s. Remind students to include a caption with their drawings. For students worried about their artistic abilities, remind them that this is a history assignment. The information in the drawing should relate to each student’s character, match his or her diary entry (if applicable), and tell the viewer something about life during the Civil War.
7. Have students present their drawings and captions to the class or exchange them with partners or in small groups.

Suggestions for student assessment

Evaluate student drawings using the following criteria. It is advisable to share the criteria with your class before asking students to begin the assignment. Does the drawing:

1. Convey information about life during the Civil War?
2. Reflect an understanding of the Civil War character the student was assigned?
3. Relate to the diary entry written by the student (if applicable)?

Extension activities

1. While students are drawing, you may want to read them the book, *Bull Run* by Paul Fleischman, or excerpts of the Huff diary. (*Bull Run* offers a fictional look at the Civil War through the eyes of different characters.) If you think reading would be too distracting, play music from the Civil War to inspire you student artists.
2. Change the time, place, and view and have the students draw another picture from the new perspective, for example, an American prisoner in Vietnam.

Additional resources

Fleischman, Paul. *Bull Run*. New York: Harper Trophy, 1995.
www.civil-war.net

This lesson fulfills the following Illinois Learning Standards:

English Language Arts

State Goal 4: Listen and speak effectively in a variety of situations.

State Goal 5: Use the language arts to acquire, assess, and communicate information.

Social Studies

State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

State Goal 18: Understand social systems, with an emphasis on the United States.

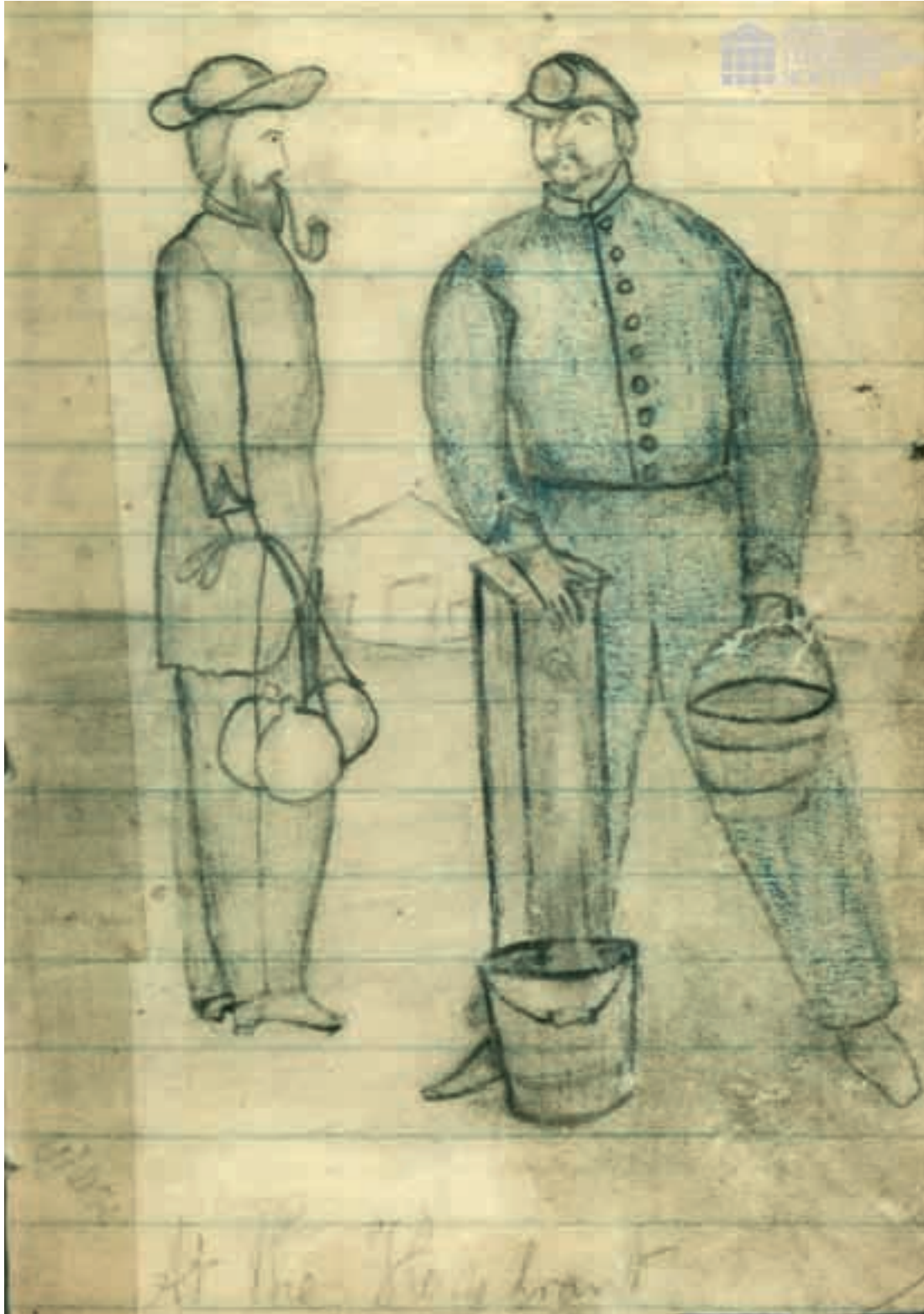
Fine Arts

State Goal 26: Through creating and performing, understand how works of art are produced.

State Goal 27: Understand the role of the arts in civilizations, past and present.

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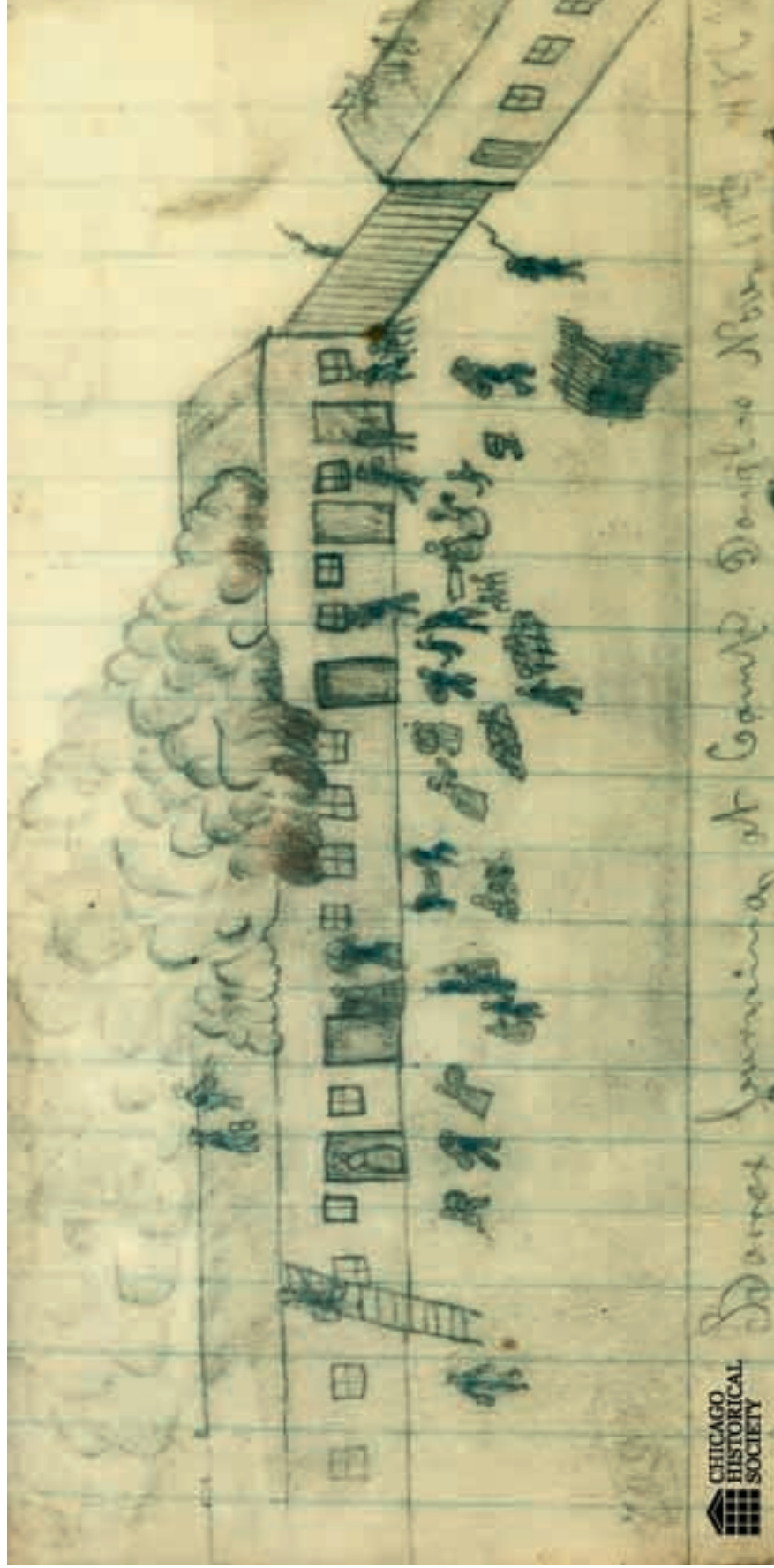
Drawing from Huff's Diary



At the Hydrant

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Drawing from Huff's Diary



[Barracks] burning at Camp Douglas, November 11, 1863

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Drawing from Huff's Diary



— Evening Journal

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Drawing from Huff's Diary



[December]

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Drawing from Huff's Diary



Wash Day

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ANALYZING HUFF'S DRAWINGS

Study the drawing from Huff's diary and answer the following questions:

1. List the people and objects depicted in the drawing.

2. Describe the drawing. Can you identify the location it depicts? Are any activities taking place?

3. Are there any words or phrases in the drawing? If yes, what information do they add to the drawing?

4. Are there any dates or numbers in the drawing? If yes, what do you think they mean?

5. List three adjectives that describe the drawing.

a. _____
b. _____
c. _____

6. Based on what you have observed, list three things you might infer from the drawing.

a. _____
b. _____
c. _____

7. What questions does the drawing raise in your mind?

8. How is a drawing similar to a photograph? How is it different?

CIVIL WAR CHARACTER CARDS

PROFILE 1

Male, 21 years old. You volunteered to become a Union soldier. Before the war you worked on your family farm in Iowa.

PROFILE 2

Male, 34 years old. You are originally from St. Louis, Missouri. You are a wounded Union soldier at a feild hospital.

PROFILE 3

Female, 58 years old. You live in Chicago, Illinois. You have two sons both of whom are serving in the Union Army.

PROFILE 4

Male, 44 years old. You are a Union general from Pennsylvania. You have a wife and two children at home.

PROFILE 5

Female, 11 years old. You live in Massachusetts. Your father is serving in the Union army.

PROFILE 6

Male, 16 years old. You are from New York. Your father and brother are serving in the Union army. While they are gone, you are the man of the house.

PROFILE 7

Female, 26 years old. You live in Ohio. Your husband was killed in battle fighting for the Union.

PROFILE 8

Male, 26 years old. You are a Confederate soldier from Alabama but are currently being held in a Union prisoner-of-war camp.

PROFILE 9

Male, 21 years old. You serve in the Union army. You miss your fiancée who is waiting for you at home in New York.

PROFILE 10

Male, 26 years old. You are a slave from Mississippi and are working as a personal servant for your owner who is fighting in the Confederate army.



CIVIL WAR CHARACTER CARDS

PROFILE 11

Male, 28 years old. You serve in the Confederate army. You miss your wife of five years. She is your childhood sweetheart and waits for you at home in North Carolina.

PROFILE 12

Female, 20 years old. You are a slave who lives and works on a large Virginia plantation. Your owner is fighting for the Confederacy.

PROFILE 13

Male, 32 years old. You are from Pennsylvania and are a Union soldier held prisoner in a Confederate prison camp.

PROFILE 14

Male, 43 years old. You are originally from Louisiana. You work as a cook in a Confederate prison camp.

PROFILE 15

Female, 16 years old. You live in Mississippi. Your brother has just volunteered for the Confederate army.

PROFILE 16

Male, 19 years old. You work as a slave in Jefferson Davis's home in Mississippi.

PROFILE 17

Male, 51 years old. You are a general of the Confederate infantry.

PROFILE 18

Female, 28 years old. Your husband is in the Confederate army. While he is gone, you are running your family plantation in South Carolina.

PROFILE 19

Female, 22 years old. You are an African American living in the South. You are serving as a Union spy and working in the home of a Confederate general.

PROFILE 20

Male, 36 years old. You are a Union soldier from New Jersey living in a prison camp in the South.



Please take a few minutes to give us your *History Lab* feedback!

After reviewing and using this *History Lab* lesson, please send us your feedback. Your ideas and honest assessment will ensure that these lessons keep improving and provide us with useful insight for future teacher fellows.

First name:

Last name:

School:

Grade you teach:

E-mail:

Are you a CHS member? (circle one): yes no

Name of unit you are evaluating (check one):

- | | |
|--|---|
| <input type="checkbox"/> America's Documents of Freedom | <input type="checkbox"/> Chicago's World's Fairs |
| <input type="checkbox"/> African American Life in the Nineteenth Century | <input type="checkbox"/> Face to Face with the Great Depression |
| <input type="checkbox"/> The Civil War: Up Close and Personal | <input type="checkbox"/> America and Protest |

Name of lesson you are evaluating:

Evaluation questions:

1. On a scale of one to five (with five being the best) rate this lesson in terms of the quality of the student learning experience it provides (circle one):

5 4 3 2 1

2. What were the strengths of this lesson?

3. What aspects of this lesson needed additional fine-tuning?

4. Would you use this lesson, or some variation of it, again? Why or why not?

5. What advice, tips, or suggestions would you give to future users of this lesson?

6. Where does this lesson fit in your course of study (scope, sequence, unit)?

7. If applicable, how did the use of primary sources impact student learning?

8. Additional comments? (Use other side if necessary.)

Thank you for your time. Please send the completed form via mail or fax to:

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