

# “Remember Me” Lesson Plan for Grades 3<sup>rd</sup> – 5<sup>th</sup>

## MacArthur Museum of Arkansas Military History

### Essential Question

What is a hero? Why should society memorialize certain people and not others? Why or why not?

### Content Frameworks

H. 6.3.2 – Examine historical people and events from Arkansas

H. 6.5.21 – Identify and locate significant Civil War sites of the Union and Confederacy

H.6.5.31 – Investigate the roles of African Americans, American Indians, and women during the Civil War (First Kansas Infantry)

### Connection to CCSS

#### Grade 3

##### CCSS.ELA-Literacy.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

##### CCSS.ELA-Literacy.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

##### CCSS.ELA-Literacy.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### Grade 4

##### CCSS.ELA-Literacy.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

##### CCSS.ELA-Literacy.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

##### CCSS.ELA-Literacy.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

#### Grade 5

##### CCSS.ELA-Literacy.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

##### CCSS.ELA-Literacy.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

##### CCSS.ELA-Literacy.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### Objectives

- Students will critically think about who we study in history and why.
- Students will learn about historic figures in Arkansas’s Civil War past.
- Students will learn to work in groups.
- Students will analyze who they consider heroes.

### Guiding Questions

- What circumstances determine if a person is remembered?
- Do the people who are remembered and memorialized have similar stories that give cause for them to be remembered?

- Why do we as a society feel the need to memorialize certain people from our civil war and not others?

### Key Terms

- Martyr – a person who is killed or suffers greatly because of his or her beliefs or actions.
- Hero – a person who is admired or idealized for courage, outstanding achievements, or noble qualities.
- Memorialize – to preserve the memory of; publicly commemorate with a statue, monument, speech, etc.

### Program Overview

In a war that created such historical figures as Robert E. Lee, U.S. Grant, “Stonewall” Jackson, and others, “Remember Me” is a critical thinking activity that focuses on specific Arkansans during the Civil War. Each Arkansan has a unique and different story, with some better known than others. “Remember Me” looks at those stories more closely, examining how and why 150 years later our society still feels the need to memorialize these individuals. However, what about those Arkansans whose stories are not told? Whose likeness is not made into a bronze statue or portrait hanging in a museum? Are their stories, trials and tribulations any less than those few our society has determined needs to be remembered? And how does this transcend into our culture and society today? During this activity, students will reflect upon who they memorialize and why, with the intention of looking deeper at what makes a “hero” or a person worth remembering.

### Time Frame

One class period (50 minutes).

### Activity

Using the jigsaw method, students are divided into four or five groups. Using the list provided below, assign each group a different historical figure from Arkansas’s Civil War past. Ask each group to study the person they are assigned by the use of the provided handouts, which include diary and newspaper excerpts, eyewitness accounts, and photographs. After having time to read, discuss and reflect, groups will present their findings to the rest of the class. In completing the process, students will collectively discover that the reasons why a person is remembered and memorialized are complex. Each story is unique to society’s time and place. In conclusion, as a society we choose to remember the few, but should we forget the many?

### Materials Provided

- Handouts that focus on five Arkansans during the Civil War, see links below “Remember Me” lesson plan. Click on “Lesson Plans” under the “Learn” link in left hand menu on MacArthur Museum’s home page.

### Reference

*A Call to Heroism: Renewing America's Vision of Greatness* by Samuel Beckett & Peter H. Gibbon (Grove Press, 2003).

## Historical Arkansas Civil War Figures

- First Kansas Infantry, Black Soldiers of Arkansas
- The Capital Guards
- Captain James Totten and the Arsenal Crisis
- Omer Weaver, First Lieutenant in the Woodruff Battery, a Confederate artillery unit.
- William F. Rector, First Lieutenant in the 30<sup>th</sup> Arkansas Infantry