



MORRIS CENTER

FOR LOWCOUNTRY HERITAGE

Grade Levels:

Middle School and High School

Duration:

10 minutes to introduce the activity

30- 40 minutes for activity

Materials:

- Paper (drawing and lined)
- Pencils
- Reference images of soldiers

SC State Standards:

SCCCR-Social Studies

MWH.4, MWH.5, USHC.4

English Language Arts

(L)2.1, 3.1, 3.2 (W) 3.1

Visual Arts

VA.R NH.5.1, VA.C NL.6

What's in a Picture? Lesson Plan

Overview

In this study, students will learn about black soldiers from the 19th century, World War I, and World War II. Through images of soldiers and their experience, students will be lead through a visual literacy discussion. Afterwards, students will write a short piece from the perspective of one of the soldiers.

This activity can be done anytime. It works well as an introduction to the *A War on Two Fronts* exhibition on view at the Morris Center from February 5 - August 13, 2022.

Learning Objectives

- Students will cultivate awareness of historic events with a focus on black soldiers throughout time.
- Students will formulate discussion points connected to the experience of black soldiers based on historic photographs.
- Students will use writing skills to construct a piece based on the perspective of black soldiers.



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Activity

- Introduce the activity to your students. Mix and match the types of questioning below to lead the conversation. *Today we will examine historical photographs of black soldiers in the USA. From the original "Buffalo Soldiers" of the 1860s to those in World Wars I & II, we will discuss what clues can be found in images to describe their experiences. Afterwards, you will write a short piece from the perspective of one of the soldiers.*
- One option is to have the students split into groups for discussion. They can then work on the written activity together or individually. Please see this link: https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson95/coop_rubric.pdf for a Cooperative Learning Rubric to evaluate group participation.
- **Visual Thinking Strategies**
 - *What is going on in this picture?*
 - *What do you see that makes you say that?*
 - *What more can you find?*
- **The 3 Whys**
 - *Why might understanding this topic matter to me? (Consider your own interests, prior knowledge, experiences, and viewpoint)*
 - *Why might this topic matter to people around me? (Family, friends, community, city, state, nation)*
 - *Why might it matter to the world? (Consider a broader context)*
- **Five Stories**
 - *Visible story (Abandon context and describe only what you see)*
 - *Human story (An individual's experiences using the 5 senses)*
 - *World story (How the picture fits into the global picture, historical context)*
 - *New story (How the picture relates to current day)*
 - *Untold story (Who and what are not being shown in the picture)*
- Have students write 2-5 paragraphs from the perspective of a black soldier. They can choose the era. [Depending on the grade level you may want to give students some specific guidelines.]
- Students can share their stories and images to the class.



Buffalo soldiers of the 25th Infantry, some wearing buffalo robes, Ft. Keogh, Montana [19th century]



Lieutenant Wesley Herbert Jamison of the 351st Machine Gun Battalion, 92nd Infantry Division in uniform and overseas cap in front of painted backdrop. [World War I]



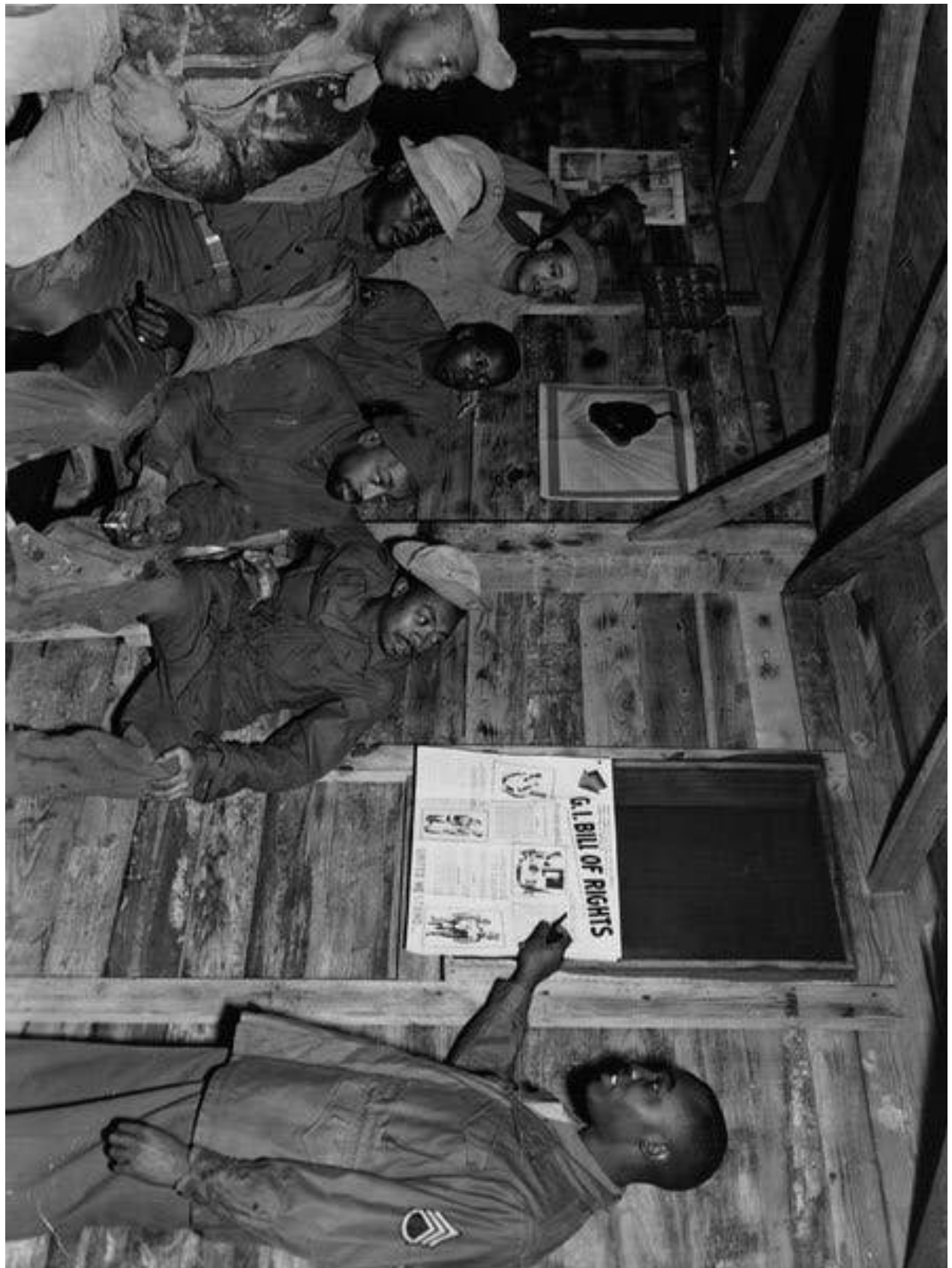
Officers of the "Buffalos," 367th Infantry, 77th Division in France. [World War I]



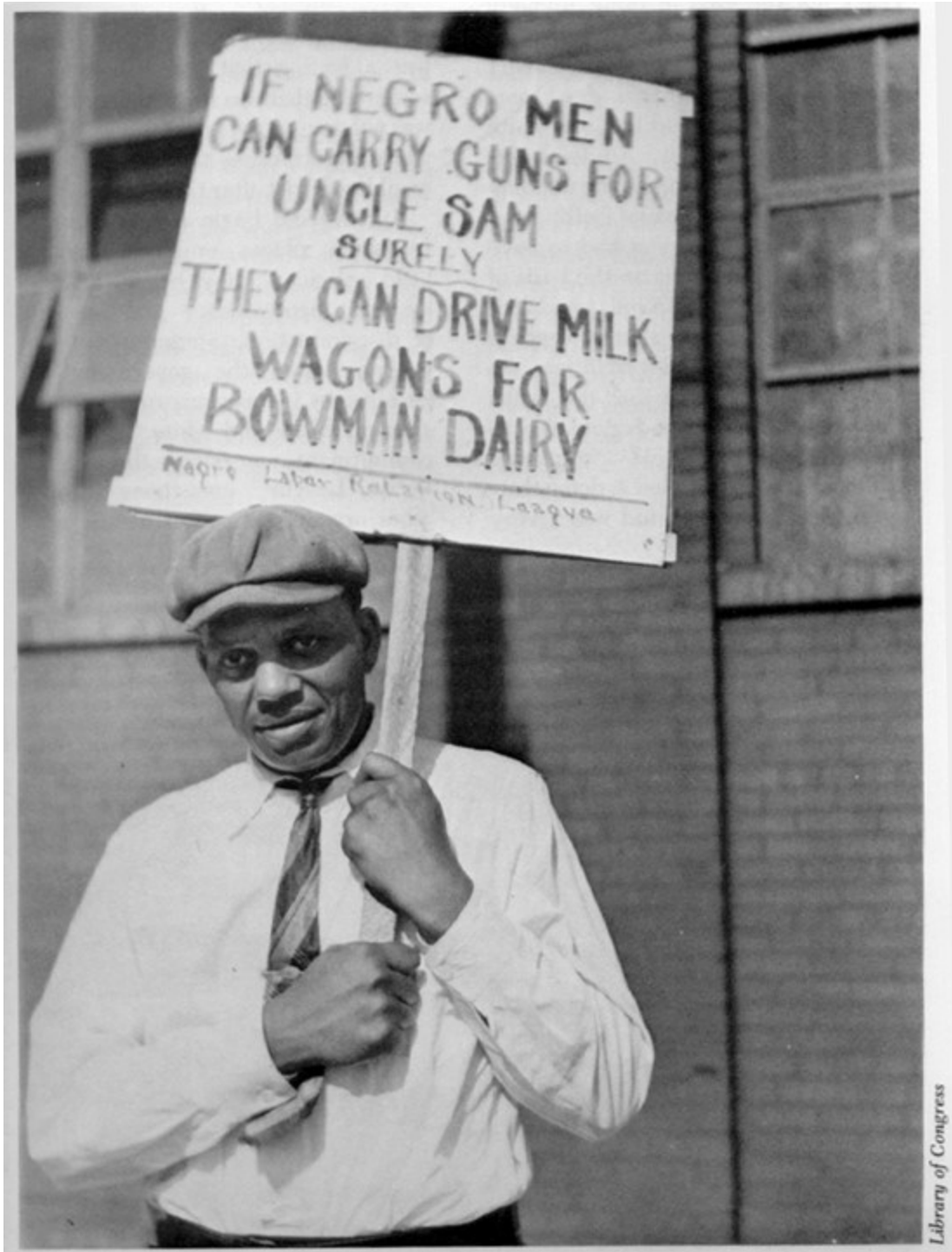
Officers of the 92nd Negro Division Co. F., of the 370th Combat Team, are going over maps and orders at a farmhouse one-fourth mile from the Arno River, Ponsacco Area, Italy. L to R: Lt. Miles, Capt. Counts, Lt. Heinz and Lt. Jeffers. One-half hour later these troops successfully crossed the Arno River in the push toward the Gothic Line. September 1, 1944. [World War II]



"Cautiously advancing through the jungle, while on patrol in Japanese territory off the Numa-Numa Trail, this member of the 93rd Infantry Division is among the first Negro foot soldiers to go into action in the South Pacific theater.", May 1, 1944.
[World War II]



Staff Sgt. Herbert Ellison explaining the G.I. Bill to fellow members of the 15th Air Force Service Command in Italy, circa 1944-45.



Library of Congress

Vachon, John. Man Carrying Sign in Front of Milk Company. Chicago, Illinois, July 1941.

