

Civil War Artists

Literature Annotation: *Civil War Artist* by Taylor Morrison. Walter Lorraine Books, 1999. (ISBN 0-618-49538-X) This historically accurate account of a fictional sketch artist's role in recording events through illustrated news stories is presented in picture-book format. Morrison mentions the work of photographer Mathew Brady but explains that early photographs could not capture movement or be printed in newspapers. Thus, it was left to sketch artists to record Civil War battle scenes. The author carefully follows the four-week journey of a battlefield drawing from the artist's pad to the newspaper office via courier and once there through a multi-step process to the printed page.

Grade Level: 8

Duration: 1-2 class periods

Maryland Voluntary State Curriculum (VSC):

Economics Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.3 Analyze how technological changes affected production in the United States prior to 1877 (Grade 8)

4.A.4 Analyze economic activities, economic decisions, and specialization before and after the war (Grade 8)

Objectives:

- Students will be able identify the steps in the production of an illustrated newspaper.
- Students will identify the productive resources necessary to turn an artist's illustration into a printed newspaper.
- Students will be able to analyze the importance of specialized workers in the process of creating illustrated newspapers.
- Students will be able to describe the technology of photography in the Civil War.

Economic Vocabulary/Concepts:

capital resources-the goods that are manufactured and constructed by people and used to produce other goods and services, including but not limited to factories, warehouses, roads, bridges, machinery, ports, dams, and tools.

human resources-The health, strength, talents, education and skills that humans can use to produce goods and services.

interdependence- People depending on one another for resources, goods, and services. When people and businesses specialize, they become interdependent.

natural resources- The renewable, and nonrenewable gifts of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, tress, climate, soil, fire, seeds, grain and fruits.

specialized work-the narrower range of defined skills or labor used to produce a part of a product; involves the division of tasks and dependence on other workers to complete the production of the good or service

technology - Skills, methods, tools, machines and other things used to perform activities. Technology changes over time and affects the way we live, work, and play.

Materials:

For teacher:

Civil War Artist by Taylor Morrison

Teacher Resource Sheet #1, "Harper's Weekly, October 4, 1862"

Teacher Resource Sheet #2, "Productive Resources"

For student:

Student Resource Sheet #1, "From Illustration to Newspaper"

Student Resource Sheet #2, "Civil War Photography"

Resources:

Civil War Photographs

<http://memory.loc.gov/ammem/cwphtml/>

The Camera Goes to War: Civil War Photographers

http://www.pbs.org/wgbh/amex/lincolns/atwar/es_camera.html

Center for Civil War Photography

<http://www.civilwarphotography.org/olexhibits.html>

Lesson Development:

1. **Motivation:** Show a video clip from the local news or article from a current newspaper or magazine about events in Iraq or Afghanistan. Ask: Is it important to know about these events? Why or why not? Do people need to see pictures of actual combat and death? Why or why not? How did people in other time periods find out about wars? Discuss.
2. Explain that the Civil War is usually regarded as the first major world conflict that was "observed" by the general population while it occurred. This observation took place through newspapers. Newspapers were established as a significant news source by the middle of the 19th Century. By the start of the Civil War, a new type of newspaper, the illustrated weekly, had come into being. Examples of one, Harper's Weekly, can be seen at <http://www.sonofthesouth.net/>. Ask: What type of illustrations might have been used in these newspapers? What technology was available to people at this time? Discuss.
3. Tell students that there were two ways of obtaining pictures for these newspapers- photographs and illustrations. Explain that they are going to be learning about the process it took to get those pictures printed in newspapers.

4. Display Teacher Resource Sheet #1, “Harper’s Weekly, October 4, 1862.” Tell students that this illustration depicts the Battle of Antietam. Ask: When was the Battle of Antietam? (*September 17, 1862*) When was this newspaper published? (*October 4, 1862*) Why did it take so long to get the information about the battle? Discuss.
5. Display *Civil War Artist* by Taylor Morrison. Tell students that this book is a story about a fictional Civil War Illustrator. Distribute Student Resource Sheet #1, “From Illustration to Newspaper.” Have students fill in and describe the steps in getting an illustration from the artist to the publication of the newspaper. (*Step 1: Artist creates illustration, Step 2: Courier transports the illustration to the newspaper office, Step 3: Wood blocks are made, Step 4: Artists transfer the illustration to the wood blocks, Step 5: Engravers carve the illustration onto the wooden blocks, Step 6: Electrotype is created, Step 7: The Newspaper is printed.*)
6. Discuss Student Resource Sheet #1. Check for accuracy. Ask: what types of productive resources were necessary for the production of the newspaper? Display Teacher Resource Sheet #2, “Productive Resources.” Work as a class to complete the chart. (*Possible answers- Natural: trees, horses, beeswax, copper sulphate; Human: Artists, engravers, printers; Capital: nuts, bolts, engravers tools, printing press, steam engine*)
7. Display the definition of specialized work. Ask: How does this term apply to the process of creating illustrated newspapers? Discuss.
8. Revisit page 4-5 of *Civil War Artist*. Ask: What was photography like during the Civil War? Discuss.
9. Tell students that they are going to be investigating the technology of Civil War photography. Distribute Student Resource Sheet #2, “Civil War Photography.” Have students work in groups to complete the resource sheet.
10. Have student groups share their research. Look at the examples of Civil War photographs that students found. Discuss.
11. **Assessment:** Have students respond to the following prompt.

It is 1863. You are the editor for your town’s Illustrated Weekly Newspaper. You have to decide whether you are going to use illustrations or photographs in your newspaper. Write a short essay discussing both types of images and which one you would choose to use in your newspaper. Be sure to include the following:

- Productive resources, specialized workers, and technology needed for illustrations

- Productive resources, specialized workers, and technology needed for photography
- Costs and benefits of using illustrations
- Costs and benefits of using photography

12. **Closure:** Revisit the photographs/ video clips from the motivation for this lesson. Ask: How do the Civil War photographs differ from the photographs from Iraq and Afghanistan? Why are they different? How has photographic technology changed since the Civil War? What other technology has changed that is involved in the dissemination of information? Discuss.

Teacher Resource Sheet #1

Harper's Weekly- October 4, 1862



<http://www.sonofthesouth.net/leefoundation/civil-war/1862/october/battle-of-antietam.htm>

Maryland Council on Economic Education

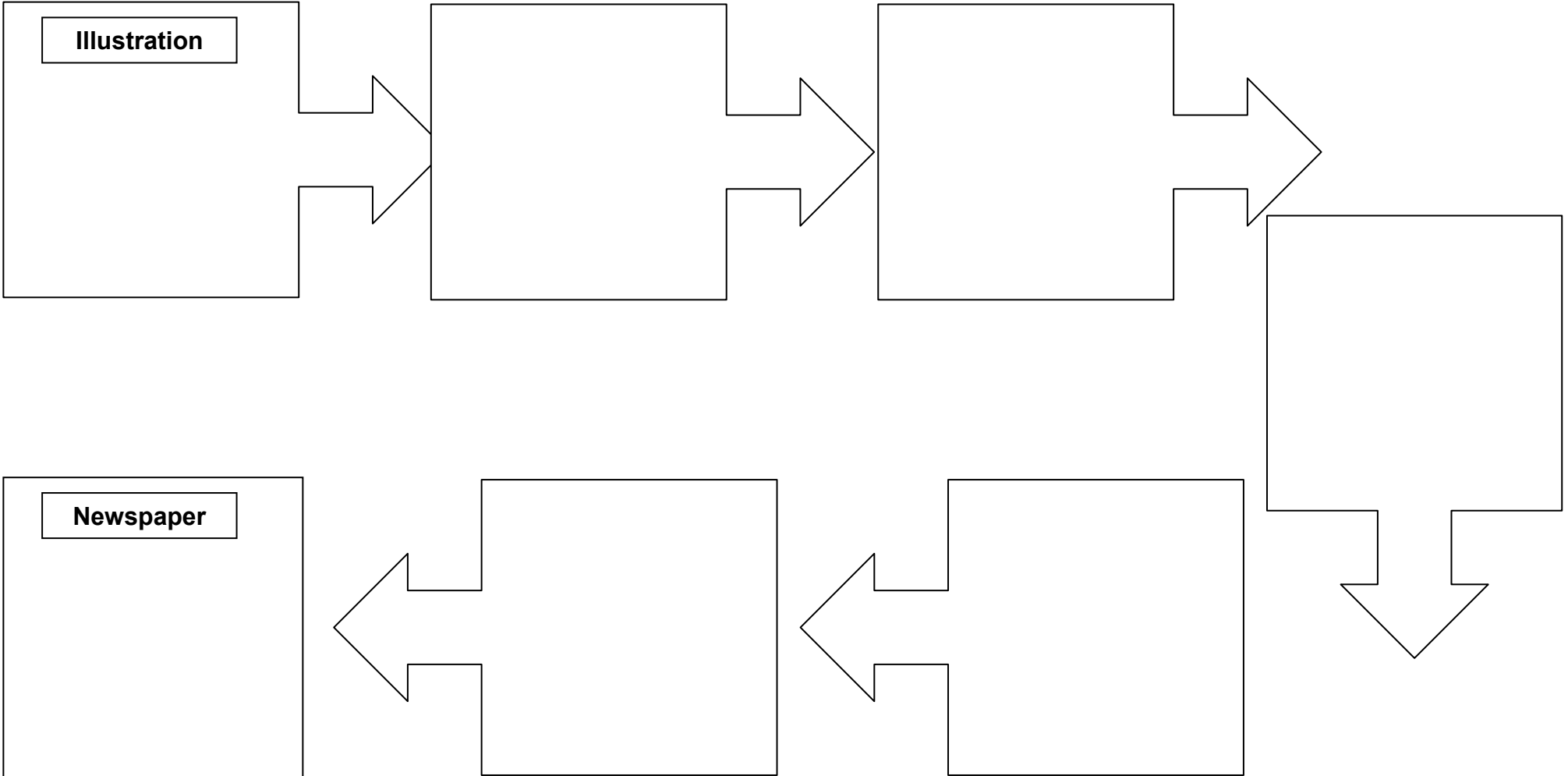
Teacher Resource Sheet #2

Productive Resources

Natural	Human	Capital

Student Resource Sheet #1

From Illustration to Newspaper



Student Resource Sheet #2

Civil War Photography

What resources did a photographer need?

Natural	Human	Capital

What steps were necessary to create a photograph? Describe the process.

Identify a famous Civil War photographer. Give several important facts about him. Locate one of his photographs. Describe the photograph. If possible, print the photograph and attach to this report.