

## Lesson Plan

### Big Idea

People and communities respond and adapt to natural hazards in different ways. Artists and writers help people and communities both heal in times of disaster and celebrate heroes.

### Lesson Overview

The lesson plan features:

1. Background information for the teacher on the Blizzard of 1888.
2. Readings that feature primary and secondary historical stories involving people that were caught in the Blizzard of 1888.
3. The Virtual Capitol website that has an analysis of the Capitol mural that pays tribute to the Blizzard of 1888.
4. A song that was written to commemorate the event.
5. Art history lesson on The Blizzard mosaic followed by creating a mosaic.
6. Historic family photo with tableau cards to bring the photo to life.

### Purpose

Children will see themselves in relation to Nebraska history and their capitol by learning about what the school children, teachers, and communities faced with the life threatening danger of The Blizzard of 1888. Children faced adversity and the teachers were inventive and brave. As Nebraskans we celebrate the heroes and the collaborations following the disaster.

### Essential Questions

1. How do people respond when faced with a sudden life-threatening event?
2. How does individual responsibility make a difference during a disaster and afterward?
3. How can community and collaboration make a difference, at the time of a disaster and in the time after?
4. How can art be a means to express our view of a natural event or disaster?
5. How do primary sources about a disaster differ from historical fiction, song, artwork or textbooks?
6. How do artists collaborate to create a work of art as well as preserve and restore works of art?

### Learning Objectives

The student will be able to:

1. describe the events of the Blizzard of 1888
2. describe weather events and natural disasters that affected prairie life
3. analyze the effect of technological advances in coping with prairie disasters
4. discuss the importance of behaving responsibly in the face of disaster
5. discuss the value of community and collaboration in the face of disaster
6. compare what an artist conveys about a fierce storm with primary sources
7. recognize and describe shapes and patterns used in The Blizzard mosaic

## Connection to Standards

NE Social Studies Standards	NE Language Arts Standards	NE Fine Arts Standards
<p><b>SS 4.3.3</b> Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.</p> <p><b>SS 4.3.3.a</b> Identify physical processes that shape Nebraska’s features and patterns.</p> <p><b>SS 4.3.3.b</b> Identify examples of ecosystems in Nebraska and describe related environmental issues.</p> <p><b>SS 4.3.3.c</b> Describe the impact of extreme natural events on the human and physical environment in Nebraska.</p> <p><b>SS 4.3.3.d</b> Describe how humans have adapted to Nebraska’s physical environment and use available natural resources.</p> <p><b>SS 4.4.1</b> Investigate patterns of continuity and change over time in Nebraska.</p> <p><b>SS 4.4.3</b> Analyze past and current events throughout Nebraska history.</p>	<p><b>LA4.1.6</b> Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.</p> <p>a. Examine text to determine author’s purpose(s) and describe how author’s perspective influences text.</p> <p>f. Use text features to locate information and explain how the information contributes to an understanding of print and digital text.</p> <p>o. Demonstrate an understanding of text via multiple mediums.</p> <p><b>LA4.2.4</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.</p> <p>c. Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.</p> <p><b>LA4.3</b> Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</p>	<p><b>FA5.2.1</b> Students will use the creative process to make works of art exploring subjects and themes with a variety of materials.</p> <p>c. Demonstrate the connections between sensory experience and expressing emotion.</p> <p><b>FA5.2.3</b> Students will use the critical process to examine works of art, learning about themselves and cultures.</p> <p>c. Interpret the message communicated by a work of art, using knowledge of visual elements, subject matter, and mood.</p> <p>d. Compare personal interpretation of a work of art with the interpretations of others.</p> <p><b>FA5.2.4</b> Students will examine contemporary, historical, and cultural context in art and life.</p> <p>a. Explore how images and objects are used to convey a story, familiar experience, or connection to the world.</p>

## Connection to Standards

NE Social Studies Standards	NE Language Arts Standards	NE Fine Arts Standards
<p><b>SS 4.4.3.a</b>                      Analyze key sources in Nebraska history to determine credibility and context.</p> <p><b>SS 4.4.3.b</b>                      Identify key events in American history that shaped or were shaped by Nebraskans.</p> <p><b>SS 4.4.4</b>                      Develop historical inquiry and research skills.</p> <p><b>SS 4.4.4.a</b>                      Construct and answer questions about Nebraska history.</p> <p><b>SS 4.4.4.b</b>                      Identify and cite primary and secondary sources to research the history of Nebraska.</p> <p><b>SS 4.4.4.c</b>                      Gather, analyze, and communicate historical information about Nebraska.</p>		

## WHAT YOU NEED

### SESSION 1: Four Close Reads: “In All Its Fury: The Great Blizzard of 1888” - 60 minutes

Students read four texts and note who wrote the text, note when it was written, consider the author’s perspective, and which parts of the text are fact and which are opinion and why. In historical thinking it is important to note the circumstances in which the document was created. *In All Its Fury: The Great Blizzard of 1888* was a collection of personal reminiscences and stories about the January 12, 1888 storm by the Blizzard Club of Lincoln, Nebraska.

Read “About the Book” and four close reads from *In All Its Fury: The Great Blizzard of 1888*.

**1.1 Guide:** About the Book. *In All Its Fury: The Great Blizzard of 1888*

**1.2 Close Read 1:** Minnie Freeman

**1.3 Close Read 2:** Margaret Malloy Brown

**1.4 Close Read 3:** J. W. Davis

**1.5 Close Read 4:** Mrs. Anna Malloy Dinesia

Read each text first to get the general idea then read each again to discover: Who wrote the text? What is the author’s perspective? When was it written? What would you consider fact and what would you consider opinion? Why? (Highlight facts in one color and opinions in another color.)

In what facts do the four Close Read documents agree? What else do you notice? How does individual responsibility make a difference during disasters and the aftermath?

## SESSION 2: Compare & Contrast - 25 minutes

Students compare and contrast two teachers' responses in the blizzard on a venn diagram followed by a class discussion of the importance of behaving responsibly in the face of disaster, the value of community and collaboration in the face of disaster, then discuss the effect of technology advances in coping with disasters.

### 2.1 Worksheet: Venn Diagram

**2.2 Comparison Texts:** Read "A Pioneer Teacher: Arthur Heywood" by Mrs. Sterling Epler (his family member) and "A Reluctant Folk Hero, Minnie Freeman" from the *Omaha World Herald* article "125 Years Ago Today, Blizzard of 1888 Ravaged the Plains."

**2.3 Discussion:** Study the table comparing Blizzards in 1888 vs. Today and discuss as a class the value of community and collaboration in the face of disaster as well as noticing how much different we react as communities. Discuss how technology has changed our reactions to blizzards.

If the blizzard happened today we would know the storm was coming because of our advanced technology. How else would our technology have changed these stories? What do you notice about how people behaved in the face of this disaster? How did the community collaborate in the face of disaster? Why was it so important during the blizzard to behave responsibly? How do primary sources about a disaster differ from historical fiction, song, art, or textbooks? Why should we use primary source documents?

**Explanation:** Blizzards are classified in the broad category of natural hazards. The storms are natural in the sense that they are caused by nature and a hazard in terms that they can cause damage to people, property and our surroundings. How people view natural hazards has a major impact on how people prepare and respond. While all storms should be taken seriously, everyone has had different experiences with storms. Students and teachers alike may have found the unexpected winter storm to result in an unscheduled day off from school. Students need to realize that the situation was very different in 1888.

### SESSION 3: Virtual Tour - 60 minutes

Students review the Nebraska State Capitol Virtual Tour as the Pioneer Woman describes artist Jeanne Reynal working on the Blizzard Mosaic while seeing the image of Reynal creating the work. The Pioneer Woman introduces the history of the Blizzard of 1888 while they see the Blizzard Mosaic come to life. She continues using images from 1888, e.g., newspaper account as well as images of school teachers/classes of the time, leading up to image of Minnie Freeman.

**3.1 Link:** <http://nebraskavirtualcapitol.org/panos/36>

View the Foyer and the Blizzard Mosaic in the Virtual Capitol Tour.

**3.2 Link:** (<http://curriculum.nebraskavirtualcapitol.org/foyer-building-nebraska-and-civil-responsibility/prairie-disasters/?jwsourc=cl>)

**3.3 Song:** Create a dance in response to viewing the mosaic: The leader (playing the teacher) ties gold yarn around her and the students two by two, while holding on to just the one in front. Groups move together as if going against the wind with very little visibility. Some students may move ribbon or crepe paper streamers around them to show the blizzard. Others may make the sounds of the blizzard or create special effects as appropriate. The teacher may play the song *Thirteen Were Saved* or others may read the song.

### 3.4 Worksheet: Timeline

Read, compare, contrast and create a timeline of the Blizzard of 1888 on sticky notes (this will make it easier to move the facts around as you find them) or use the interactive timeline.

### Use the Comparison Texts from Session 2.2 and the Song from 3.3

- Omaha World Herald article on January 12, 2013: *125 Years Ago Today, Blizzard of 1888* by David Hendee
- *Reluctant Folk Hero* by Minnie Freeman
- *Thirteen Were Saved* by William Vincent (lyrics)

Hopefully the students will note that the facts don't match, leading them to realize primary sources about a disaster differ from historical fiction, song or textbooks.

## SESSION 4: Blizzard of 1888 Mosaic - 40 minutes (x 4 class periods)

Many buildings are decorated with mosaics. They are patterns formed by inlaying or pressing small pieces of stone, tile, glass, or enamel into cement, mortar, or plaster. Mosaics can tell stories or form abstract images. The beautiful mosaics that are an integral part of the Nebraska State Capitol have survived rain leak damage, humidity, natural decay and the curious fingers of visitors to the Capitol.

**4.1 Photo:** Blizzard of 1888 Mosaic

**4.2 Poster:** Blizzard of 1888 Mosaic

**4.3 Art Activity:** Create a mosaic (includes plan)

## SESSION 5: Tableau With Family Photo - 10 minutes

**5.1 Photo:** Rawding Family Sod House: Solomon Butcher

**5.2 Activity:** Tableau Cards: Use the Rawding Family Sod House photo and print and cut out the Tableau Cards. Give each student one of the cards. Then, have students take a position (as if they were each one of the family members or the animals frozen in the photo). Then, each student steps forward and comes alive to read their tableau card.

Discuss that blizzards were only one of the hazards of prairie life. Homes were made of sod which meant insects and snakes, wind, grasshoppers, drought and not many people around so you were dependent on your family and making almost everything yourself. For more information refer to chapter 8 lessons 1 and 2 in The Nebraska Adventure.

## SHOW WHAT YOU KNOW

### SESSION 6: Assessment - 40 minutes

Choose one of the following:

#### 6.1.1 Journal:

- Compare the primary source documents, the mosaic and the song.
- Write about why you believe we have the mosaic of the Blizzard of 1888 in our state capitol and if it is an important work of art.

#### 6.1.2 Tableau

With a collaborative team create a Tableau or bring to life one aspect of the mosaic artwork based on what you have learned.

#### 6.1.3: Art Activity: Choose one of the following:

Visually respond to what you learned by creating your own “blizzard” work of art or another work of art to help your community heal after a disaster.