

# Freedom's Drum

**Grade Level: 3<sup>rd</sup> -5<sup>th</sup> Grade**

**Time Requirements: 90 to 120 minutes**

**Definition:** Freedom- the quality or state of being unrestricted.

## Overview

During their visit your students learned about the duties of different soldiers most especially the Drummer Boys. They learned of a few soldiers who joined the Union army for the cause of freedom. In this activity your students will be taking on the role of Drummers by making their own drum and communicating a message as the drummers in the past would have.

## Purpose

A drummer's drum was meant for more than just making music; their beats served a purpose to communicate messages to the regiment. A means of communicating messages across a great distance and quickly, was important during the Civil War. So drummers, despite their young age were important soldiers. The average age of a drummer boy was 16 years old but many were as young as 8 and 9 years. Many like Bannister Jackson would become soldiers because they wanted their freedom and they wanted freedom for their families. We will follow the example of Bannister Jackson and communicate an important message through the beat of a drum.

## ★ What you will need

Round Cardboard Containers (one for each student; coffee can, oatmeal canister, peanut tin)  
Colored markers, pencils or acrylic paint and brushes,  
White Glue, String (preferably leather string or twine), Tag Board (brown, red or black), Hole  
Puncher, A bag of Chopsticks a pair for each student to use as drumsticks

## Procedure

During your visit to the museum your class heard the story of Bannister Jackson, a young boy born a slave in Louisiana, who became a drummer boy for the Union Army. As a class discuss Bannister Jackson and why he escaped to join the Union, what does freedom mean; would you have made the choice to join the Union army if it meant

## Program Specific Terms:

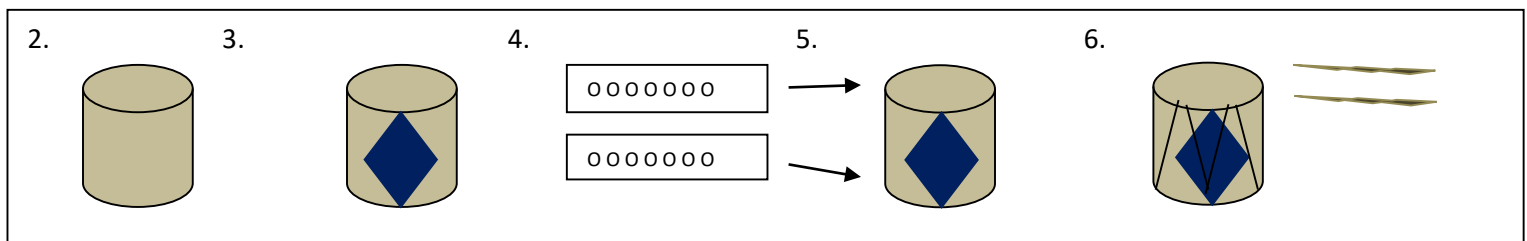
1. **Company-** Composed 100 men and led by a Captain.
2. **Regiment-** Composed of 10 companies/ 1,000 men and led by a Colonel.
3. **Corps-** composed of 3 or 4 divisions and led by a Major General.
4. **Drill-** To practice marching, military formations and the steps in firing and handling one's weapon
5. **Emancipation-** The act of setting free from bondage or slavery.
6. **Freedom-** the quality or state of being unrestricted.
7. **Hardtack-** A hard biscuit made of flour and water eaten by soldiers in the Civil War.
8. **Haversack-** A square canvas or leather bag used to carry a soldier's personal equipment during the Civil War.
9. **Minie Bullet-** A conical-shaped lead projectile fired from a rifled musket.
10. **Musket-** A smoothbore, single-shot shoulder gun that fired a round ball.
11. **Ramrod-** A thin metal or wood stick used to push the cartridge, black powder, and a round ball or minie ball down the barrel of a musket.
12. **Secession/Secede-** formal withdrawal of 11 Southern States from the Union resulting in the start of the Civil War.
13. **Sutler-** A merchant who traveled with the army selling soldier's items.
14. **Recruitment-** to bring in new soldiers.

freedom for you and your family, why or why not? Afterwards review Bannister Jackson's duty as a drummer boy to communicate messages with his drums to the regiment. That duty was important because it was a fast way to communicate to the regiment their orders and information they needed to know, across a great distance. The beat of a drum could tell soldiers when and how to march, to charge or retreat, to gather officers for a strategy meeting. Drummers assisted in keeping a regiment organized.

Using the activity students will create and decorate their own drums, have students try drum beats that you have created, (i.e. 3 short beats means turn left). Then have each student to take a minute to create their own drum beat communicating a message or order and then share them with the class.

### *Activity*

1. Spread newspaper or protective paper over your workspaces.
2. Distribute round containers to each student.
3. Using assorted colored markers, pencils or acrylic paint have students decorate the sides their container.
4. Cut two- two inch wide strips of the tag board to fit the circumference of the container. Using a hole-puncher, punch holes along the middle of the strips one inch apart. Place glue on the upper edge of the strips and place them around the top and bottom edges of the container. Allow the glue to dry.
5. Cut a strip of string (approximately 3 to 4 feet), make a knot at the end of it and weave the string through the holes in a diagonal design by starting at one of the holes on the top strip, bring it down and go through a hole on the bottom strip. Alternate until you have woven the string through all the holes and knot the string at the end.
6. Using the chop sticks as drum sticks have each student make a signal on their drum and relay what it means.



## ***Standards of Learning Covered in School of the Soldier***

***Language Arts Common Core ( [www.corestandards.org](http://www.corestandards.org) )***

### ***3rd Grade***

CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### ***4<sup>th</sup> Grade***

CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### ***5th Grade***

CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## ***Social Studies***

### ***3rd Grade***

3.4.1 Compare and contrast how people in the past met their needs in different ways.

3.4.2 Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> centuries.

### ***5<sup>th</sup> Grade***

5.5. Students summarize the causes and consequences of the Civil War.

5.6 Students explain the successes and failures of Reconstruction.

## ***Arts Standards***

### ***3<sup>rd</sup> Grade***

3.2.1 Maintain the workspace, materials, and tools responsibly and safely.

3.3.2 Create a contour drawing of shapes and forms that demonstrate the progression to real objects.

### ***4<sup>th</sup> Grade***

4.2.1 Maintain the workspace, materials, and tools responsibly and safely.

4.2.2 Create a contour drawing of objects showing convexity.

### ***5<sup>th</sup> Grade***

5.2.1 Maintain the workspace, materials, and tools responsibly and safely.

5.2.2 Create gesture and contour observational drawings demonstrating horizontal axis, vertical axis and diagonal axis.