Conclusion to Lucy Nichols Story: The Journey of Lucy Nichols Storyboard Project

You’re the Director of the Lucy Nichols Story

Objective: This lesson serves as the conclusion to the unit of instruction on the life of Lucy Higgs Nichols. The lesson utilizes the previous four lesson plans by requiring students to create a visual representation of Lucy’s journey from slavery to freedom. This alternative assessment piece serves as the cumulative formal assessment to the unit.

National Council for the Social Studies Curriculum Standards for Social Studies:

II: Time, Continuity, and Change; III: People, Places, and Environments; IV: Individual Development and Identity; X: Civic Ideals and Practices

Indiana Standards for Education:
8th Grade: 8.1.10, 8.1.16, 8.1.21, 8.1.25, 8.1.26, 8.3.2
High School: World History and Civilizations, United States History, Government

Kentucky Core Content Standards:
8th Grade: SS-08-2.1.1, 2.3.1, 4.1.1, 4.2.3, 4.3.2, 5.1.1, 5.1.2, 5.2.4
High School: World History, United States History, Government

Materials: 1.) Storyboard Images (4) 2.) The Story of Lucy Read Aloud 3.) Storyboard Activity Worksheet and Directions 4.) Chalk/White/Smart Board or overhead projector 5.) Colored pencils, markers, crayons for drawing

Introduction: Begin the lesson with this question for student journals or bell-ringer activity:

1.) What do movie producers need to make a film?

Responses will vary (money, actors, film, etc), but make sure to bring a story to the discussion. Then, complete a quick overview of the Lucy Nichols story as discussed in class during the previous lessons. Ask students to provide a one-minute, verbal synopsis of Lucy’s journey for the entire class. Fill in any gaps necessary. Finally, ask students how movie producers transfer the story from the written word to the silver screen. This begins the discussion of storyboards and how they are utilized by movie producers to visualize the story before they begin filming.

Procedures:

1.) Complete the introductory activity.
2.) Look at the visual images provided by Solid Light, Inc. to demonstrate how people have illustrated both the life and story of Lucy Nichols or the Civil War in general. The images can be projected on screen or passed around to the class.
3.) Ask students what they believe is happening in the picture. What part of Lucy’s story is being represented? Responses should be varied and there is not necessarily one specific answer. You may use this opportunity to discuss perspective and interpretation.

*An extension activity that requires more time and planning involves printing a copy of each image and assigning four groups to look at each image separately and report out their findings to the class. This way, each group interprets their image in their own way and a larger class discussion can take place.

4.) Once the discussion is complete, instruct the class that they will now complete their own storyboards using the life of Lucy Nichols. Teachers can decide what specific points, if any, students need to cover in the story or they can cover whichever parts they remember most from class work.

5.) Students will need to cover at least four different parts of Lucy’s story to complete the project. If students are struggling with remembering the story, print copies of the Lucy story used in the first lesson plan.

6.) Hand out the storyboard worksheet and give students time to complete the assignment.

**Evaluation:**

1.) The storyboard is graded for historical accuracy, content, creativity and following directions.

2.) For an extension, students can gain extra points in class for presenting their storyboard to the class in an oral presentation.

3.) If students have access to multimedia equipment, they could continue the unit by creating either a multimedia storyboard or video project of the Lucy Nichols story.
YOU BE THE DIRECTOR

Assignment: Use the four storyboard boxes to visually create four scenes from the storied life of Lucy Nichols. Be creative and colorful!

Scene One: ___________________________ Scene Two: ___________________________

Scene Three: _________________________ Scene Four: ___________________________
YOU BE THE DIRECTOR

EXAMPLE

Assignment: Use the four storyboard boxes to visually create four scenes from the storied life of Lucy Nichols. Be creative and colorful!

Scene One:

Scene Two:

Scene Three:

Scene Four:
The Story of Lucy

Lucy Higgs Nichols was born on April 10, 1838 in Halifax County, North Carolina. She was a slave who was owned by Reubin Higgs. He also owned Lucy’s parents, her brother, Aaron and her sister, Angeline.

Lucy’s owners moved the families several times. They left North Carolina and moved to Mississippi. After several years, they moved to Tennessee. In 1861, when Lucy was 23 years old, she was separated from her brother and sister. They never lived together again. That’s what living in slavery was like. It made Lucy very sad.

The very next year, Lucy decided to run away from slavery. She took her daughter and ran nearly three miles to where Union soldiers were camped. This was during the Civil War and these men were from Indiana, mainly New Albany. They protected Lucy and her daughter. They wouldn’t give her back when her owner came to the camp and demanded they return her to him and to slavery!

Lucy stayed with these soldiers who were in a regiment called the 23rd Indiana Volunteers. She cooked and washed for them. Most importantly, she became a nurse. She took care of them when they were sick or hurt in battle. She was with them in many terrible battles for three years. During one of the battles, Lucy’s daughter Mona died. She was only a few years old. The soldiers buried Mona and covered her grave with flowers. This was a very sad time for Lucy.

Finally, the war ended in 1865. Members of all of the Union armies marched in a parade in Washington D.C. For two days, 150,000 soldiers marched in front of the White House. The men of the 23rd Indiana marched in this parade. Lucy marched right by their side!

Lucy needed a place to live. Her friends in the 23rd Indiana Regiment invited her to come back to New Albany with them. Lucy did just that. They even made her an honorary member of their group called the Grand Army of the Republic, or the GAR. She made many other friends, including John Nichols, who she married in 1870. They lived on Naghel Street.

As Lucy got older she had health problems and was not able to work. Congress passed a law that said Civil War nurses could apply for a pension. A pension is
money that the government would pay people to thank them for their service. But would the government pay a former slave for being a nurse? It had not been done before!

Lucy’s friends in the 23rd said they would help her get a pension. They wrote letters to the government describing how she had nursed the men who were sick or hurt. Two times the government turned her down her application, so fifty-five men of the 23rd signed a letter they sent directly to the United States Congress. Finally, in 1898, after six years of Lucy and the men writing letters, Lucy Nichols received her pension through a Special Act of Congress! She received $12 a month for the rest of her life.

Lucy died in 1915. Her friends from the GAR arranged for her funeral. She was buried with full military honors next to her husband, John. There were articles about Lucy in the New Albany newspaper and in newspapers across the country, even the New York Times!

Lucy was special for many reasons. She was a brave young woman who decided to create a better life for herself and her daughter by escaping from slavery. She was a “good, true and faithful” nurse who took special care of the soldiers. She was a good citizen who earned the respect and affection of people in New Albany, many even called her “Aunt Lucy.” And she was one of a very few former slaves whose service during the Civil War was rewarded with a pension from the United States government.