

# Lew Wallace's Jobs

## Introduction

Ask the following questions and write students answers on an overhead. At the end of your study of Lew Wallace, bring the answers to the questions out again so the students can see what they have learned.

What do you know about General Lew Wallace?

What would you like to know about General Lew Wallace?

## Video

*Lew Wallace: The Study of an American Hero.* This 15-minute video is available from your school's library. It covers Lew Wallace's biography and the building of his study.

### Before the video...

Ask the students to pay attention to (and write down?) the many jobs/occupations/professions that Lew Wallace had over his lifetime.

### After the video...

1. Ask the students to list his jobs.

They were:

- ◆ Artist
- ◆ Author/Writer
- ◆ Lawyer
- ◆ General/Soldier
- ◆ Governor (of New Mexico Territory)
- ◆ Diplomat (Minister to Turkey/Ottoman Empire)
- ◆ Inventor
- ◆ Architect
- ◆ Musician/Violinist
- ◆ Violin-maker

2. Ask the students what kind of qualities/characteristics/traits a person should have to be good at each of those jobs. ***If you would like your class to do the Lew Wallace Puzzle activity, you can divide your class into 6 groups for each of the jobs in the puzzle activity, pass out the Lew Wallace Puzzle pieces, and have the students write down these qualities on half of the puzzle piece.***

For example...

- ◆ Artist: creative
- ◆ Author/Writer: creative, good at describing things
- ◆ Lawyer: public speaking, problem-solver
- ◆ General/Soldier: leader, following/giving orders, disciplined
- ◆ Governor (of New Mexico Territory): leader, problem-solver
- ◆ Diplomat (Minister to Turkey/Ottoman Empire): problem-solver, good at talking with all kinds of people, likes to travel
- ◆ Inventor: creative, problem-solver, good with mechanical things, good at building things
- ◆ Architect: creative, good at thinking about space

- ◆ Musician/Violinist: creative, musical
- ◆ Violin-maker: creative, good at building things

Ask the students:

Which of these qualities do you have?

Which of these jobs might you like to try?

3. Ask the students what kind of education they think you would need to get one of those jobs today

- ◆ Most you'd have to graduate from high school (although not necessary for artist, inventor, musician, or violin-maker)
- ◆ Specialized schools for many professions (lawyer, general, musician, artist)
- ◆ Subjects that someone would want to study:
  - ✓ Art to be an artist
  - ✓ English to be an author
  - ✓ English and history to be a lawyer
  - ✓ Social Studies to be a general
  - ✓ Social Studies (history and government) to be a governor
  - ✓ Social Studies (history, government, and other countries) to be a diplomat
  - ✓ Science to be an inventor
  - ✓ Science, Math, and Art to be an architect
  - ✓ Music to be a musician
  - ✓ Art, Science, and woodworking to be a violin-maker

If you have time, have the students research a profession in the library or using the internet. (Note: we will probably have a website available by January of 2004 that will describe these professions in the 1800s and today and that will have links to other educational websites.)

4. Talk about the kind of education Lew Wallace had for each of his jobs

- ◆ Artist: Mixed paints for an artist (Jacob Cox) in Indianapolis when he was 10 years old
- ◆ Author/Writer: Taught himself grammar from a grammar book after working as a copyist at the county recorder's office during the day
- ◆ Lawyer: Studied law with his father and brother
- ◆ General/Soldier: Learned military tactics (*Zouave*) from books and from other military men
- ◆ Governor (of New Mexico Territory): Leadership experience from the Civil War
- ◆ Diplomat (Minister to Turkey/Ottoman Empire): Studied for five years about the history, culture, and geography of the Middle East in preparation for writing *Ben-Hur*
- ◆ Inventor: Was curious
- ◆ Architect: Studied the architecture of buildings in Europe and Turkey
- ◆ Musician/Violinist: Learned from other musicians
- ◆ Violin-maker: Learned from other violin-makers