



THE **BOOTH** MUSEUM

Civil War: The Union Dissolved

American Presidents and the Civil War

XXX

Booth Western Art Museum Education Department
December 2017



Smithsonian
Affiliate

Go For the Blue and Gray

How much do you know about the Civil War? See how many questions you can answer. Record answers on a separate page. Score ten points for each correct answer.

- | | Score |
|-------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. Who risked her life to care for the wounded and later founded the American Red Cross. | _____ |
| 2. Which Civil War battle is considered the greatest battle fought in the Western Hemisphere? | _____ |
| 3. What did Southerners call the Battle of Bull Run? | _____ |
| 4. What Civil War general later died in a standoff with the Sioux and Cheyenne Indians in Montana? | _____ |
| 5. What was William T. Sherman's destructive campaign through the South called? | _____ |
| 6. What Union general fought heroically at the Battle of Gettysburg and is also credited with inventing baseball? | _____ |
| 7. Why was the Battle of Vicksburg so important? | _____ |
| 8. How many Americans were killed during the Civil War? | _____ |
| 9. What was the importance of Appomattox Court House in the Civil War? | _____ |
| 10. What was Ulysses S. Grant's full name? | _____ |
| 11. What was the "Emancipation Proclamation"? | _____ |
| 12. Who was the journalist who did wide research on the Civil War and wrote the book called <i>The Red Badge of Courage</i> ? | _____ |

Pre-Visit Activity

Standard: SS4H5/ SS8H5

Total _____

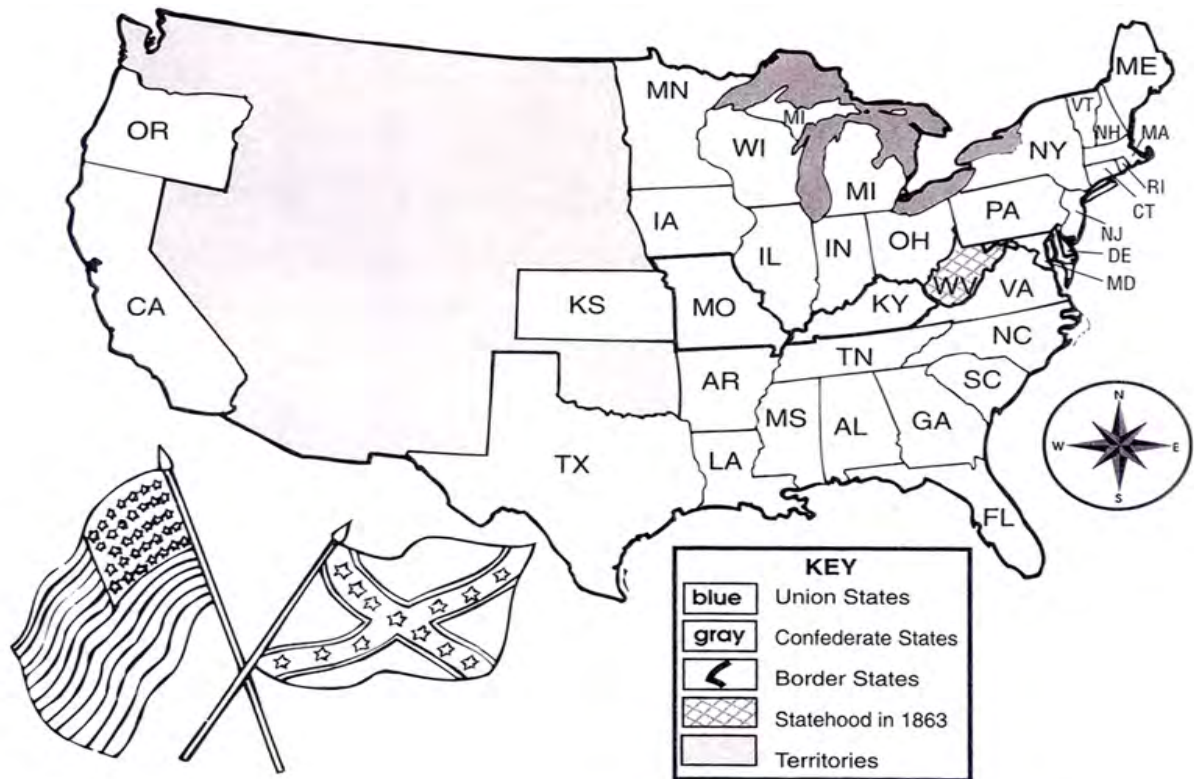
Go for the Blue and Gray

Answer Key

1. Clara Barton
2. Battle of Gettysburg
3. Battle of Manassas
4. George Armstrong Custer
5. The March to the Sea
6. Abner Doubleday
7. Lincoln believed that if the Union won, the war could be brought to a close.
8. North=364,511; South=164,821
9. General Lee surrendered there to General Grant, bringing the war to a close.
10. He was named Hiram Ulysses Grant at birth; later, because of a clerical mistake, he became known as Ulysses S. Grant.
11. a law signed by Lincoln which freed the slaves in the Confederacy
12. Stephen Crane

A Nation Divided

On December 20, 1860, South Carolina *seceded* or withdrew from the United States. By April 1861, ten other Southern states had voted to secede. These states formed the Confederate States of America. Jefferson Davis was chosen as their president.



Use the key to color the map accordingly.

Union States

California	Minnesota
Connecticut	Missouri
Delaware	New Hampshire
Illinois	New Jersey
Indiana	New York
Iowa	Ohio
Kansas	Oregon
Kentucky	Pennsylvania
Maine	Rhode Island
Maryland	Vermont
Massachusetts	West Virginia
Michigan	Wisconsin

Confederate States


Alabama
 Arkansas
 Florida
 Georgia
 Louisiana
 Mississippi
 North Carolina
 South Carolina
 Tennessee
 Texas
 Virginia

Bonus Box: Add the correct colors to the Union and Confederate flags.

Pre-Visit Activity

Standards: SS4H5 / SS8H5

Directions: Cut out the Civil War facts below and arrange them in chronological order. On another sheet of paper, glue them down to form a timeline. Illustrate each fact.

<p>A Timeline of Major Events:</p> <p><i>The American Civil War</i></p> 	<p><u>July 21, 1861</u> The Union Army suffers a defeat at the First Bull Run. Confederate General Thomas J. Jackson earns the nickname “Stonewall” as his troops resist Union attacks.</p>	<p><u>September 2, 1864</u> Atlanta is captured by Sherman’s army. “Atlanta is ours, and fairly won,” Sherman telegraphs Lincoln. The victory helps Lincoln’s bid for re-election, which he wins in November of that year.</p>
<p><u>December 6, 1865</u> The 13th Amendment to the U.S. Constitution, passed by Congress on Jan. 31, 1865, is finally ratified by the states. Slavery is abolished.</p>	<p><u>April 14, 1865</u> The “Stars and Stripes” was ceremoniously raised over Fort Sumter. That night, Lincoln is shot by John Wilkes Booth while watching a play at Ford’s Theatre.</p>	<p><u>September 17, 1862</u> The bloodiest day in U.S. military history as Lee and his Confederate Armies are stopped at Antietam in Maryland by Union General McClellan. By nightfall, 26,000 men are dead, wounded or missing. Lee withdraws to Virginia.</p>
<p><u>July 1-3, 1863</u> The tide of war turns against the South as the Confederates are defeated at the Battle of Gettysburg in Pennsylvania. In November of this year, President Lincoln would dedicate this battlefield as a National Cemetery in his now famous “Gettysburg Address”.</p>	<p><u>May 10, 1863</u> The South suffers a huge blow as Stonewall Jackson dies from his wounds. His last words were, “Let us cross over the river and rest under the shade of the trees.”</p>	<p><u>August 29-30, 1862</u> 75,000 Federals are defeated by 55,000 Confederates at the second battle of Bull Run in northern Virginia.</p>
<p><u>April 12, 1861</u> At 4:30 a.m., Confederates open fire upon Fort Sumter in Charleston, South Carolina. The Civil War begins.</p>	<p><u>September 19-20, 1863</u> A Confederate victory by General Bragg’s Army at Chickamauga leaves the Union Army trapped in Chattanooga, Tennessee under Confederate siege.</p>	<p><u>December 21, 1864</u> General William Sherman reaches Savannah, GA. Known as Sherman’s “March to the Sea,” he left behind a 300 mile long path of destruction 60 miles wide from Atlanta to Savannah.</p>
<p><u>September 4-9, 1862</u> Lee invades the North with 50,000 Confederates and heads for Harper’s Ferry, located 50 miles northwest of Washington. The Union Army, 90,000 strong, pursues Lee.</p>	<p><u>April 9, 1865</u> General Robert E. Lee surrenders his Confederate Army to General Ulysses S. Grant at the Appomattox Courthouse in Virginia. Grant allows the Rebel officers to keep their sidearms and horses.</p>	<p><u>November 23-25, 1863</u> The Rebel siege of Chattanooga ends as Union troops under Grant avenge their previous defeat at Chickamauga by storming up the face of Missionary Ridge without orders yelling “Chickamauga! Chickamauga!” They defeat Bragg’s siege army.</p>

The Atlanta Campaign

Purpose: To familiarize students with Civil War battles that took place between May and September of 1864 and were known as the Atlanta Campaign.

Materials:

1. Web address: <http://www.cr.nps.gov/hps/abpp/battles>
2. Battle Analysis Guide
3. CWSAC Battle Summaries
4. Civil War Battlefields – War Memorabilia activity
5. Civil War Battles – Geographical Considerations activity
6. Civil War Deaths – Activity guide
7. Map – Civil War Battles in Georgia

Task: Use the information provided to learn important facts and information about the Civil War Atlanta Military Campaign.

Standards: SS4H5/ SS8H5

Procedure:

1. Explain to students that 19 battles make up the Atlanta Campaign. A complete list as well as more detailed information can be found at <http://www.cr.nps.gov/hps/abpp/battles>.
2. Divide the class into 5 groups of no more than 4 students in each group and assign each group one of the following battles to research.
 - a. Kolb's Farm
 - b. Kennesaw Mountain
 - c. Peachtree Creek
 - d. Atlanta
 - e. Jonesborough – (note: this was the correct spelling of that era, today it is spelled Jonesboro)
3. Subdivide each group so that both the Union perspective and the Confederate perspective are represented
4. Use the Battle Analysis Guide and CWSAC Battle Summaries as the basis for researching the battle and in completing the related activities. Not all questions in the Battle Analysis Guide will apply.

Extensions: Examine your family history to see if any of your relatives fought in these battles.

Battle Analysis Guide

Use the following questions as a guide to help you discover interesting facts about battles that took place during the Civil War. Answer the questions from the your viewpoint as a Union or Confederate soldier.

1. When did the battle take place?
2. Where did it take place?
3. Was this battle considered to be a major turning point in the war?
4. Who were the prominent generals?
5. Did the geography of the battle site play a role in how the battle was fought? (the military tactics used?)
6. What were the primary objectives of the battle? In other words, Why was it being fought?
7. Did the economic resources of the Union and Confederacy affect the outcome of the battle?
8. How did the battle affect the lives of civilians who lived in the area?
9. Were any new weapons used in this battle?
10. What were the battle casualties for each side?

The Atlanta Campaign

Civil War Deaths

In terms of property losses, medical care, pension costs, and loss of lives, the Civil War was the costliest conflict in our nations history. Approximately 650,000 died of diseases, wounds and battlefield actions. Many of these losses occurred as a result of battles involving Sherman's march through Georgia – September 1863 – November 1864.

Using the materials provided to you and other research you may do, list below the estimated casualties of the following selected battles. Keep in mind that exact numbers may not be available as a result of poor record keeping or for other reasons.

Battle

Union Losses

Confederate Losses

Kolb's Farm		
Kennesaw Mountain		
Peachtree Creek		
Atlanta		
Jonesborough		

In your opinion, why were there so many battlefield deaths and deaths from wounds inflicted?

Extensions:

The battle of Allatoona Pass was not part of the Atlanta Campaign but did take place here in Bartow County. Conduct research about the battle and be able to describe what happened at Allatoona Pass. How many casualties were a result of the battle? Visit the site and imagine that day in October of 1864.

The Atlanta Campaign

Civil War Battles - Geographical Considerations

Many conditions had an impact on and affected the outcome of battles. The weather, type of terrain, distances to travel, supply chain, reinforcements, communications, morale of the combatants, weapons, numbers of soldiers, tactics used – all played a part in the eventual outcome of the conflict.

Geographical considerations played a major role in most battles. In many instances, the landscape was altered by man-made means with the use of trenches. Trenches were constructed by whatever means available. They were used to temporarily protect the defending army or for a surprise charge at the approaching army.

Read through the descriptions of the battles and make a list of geographical considerations, both manmade and natural that were present at each battlefield. Do you think the geography played an important role in the outcome of the battle? Why?

Look at the map and find the county where each battle took place. Draw a line from the name of the battle to the corresponding county.

Kolb's Farm

Kennesaw Mountain

Peachtree Creek

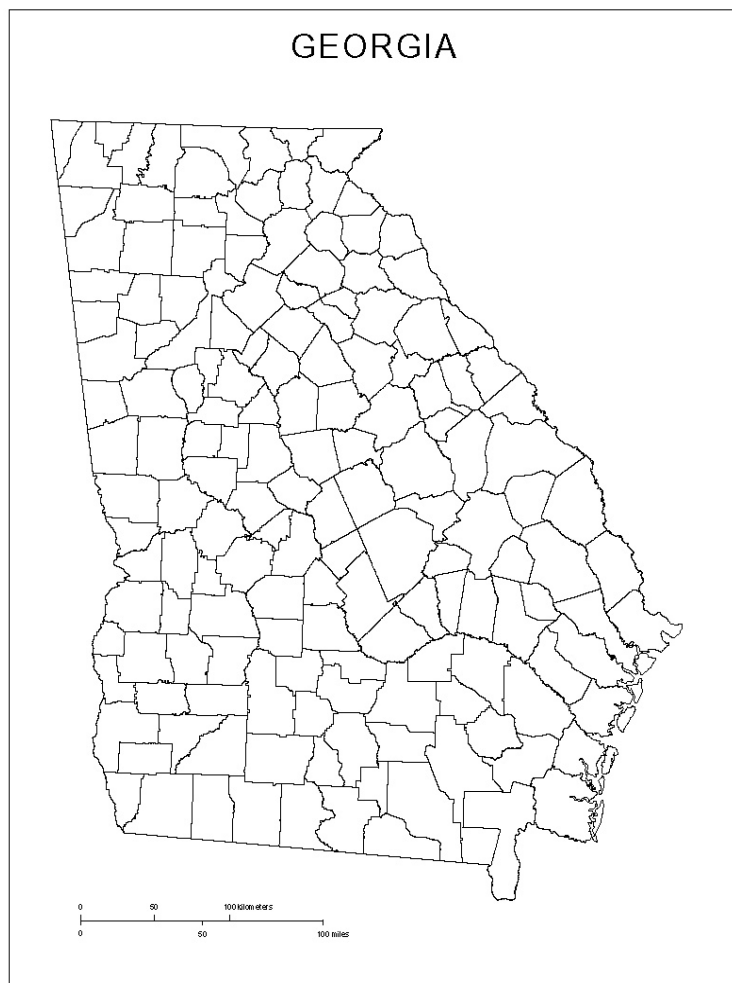
Atlanta

Jonesborough

What significance is there, if any, that all these battles occurred within a radius of 30 –40 miles of each other? (see factors in paragraph 1 above)

If many of the Confederate Soldiers who fought in these battles were from the Atlanta area, would this offer some advantage to them? Why? Why not?

Standards: SS4H5 / SS8H5



The Atlanta Campaign

War Memorabilia – Civil War Battlefields

Imagine that you lived in Northwest Georgia during the time period of May – September, 1864. Sherman's march through the South to bring "War to the Masses" has begun and a number of battles have occurred. Imagine that you are a collector of war memorabilia and are going to travel to some of the battlefield areas in search of items left behind.

Note: In 1864, there were no restrictions on picking up things from a battlefield. Today however, these battlefield sites are under the control of the National Park Service and it is illegal to remove anything from the site.

Keep in mind that the Civil War soldier carried with him into battle almost all the possessions he owned. These would include items of clothing, weapons, shelter, food and personal items found in his haversack.

Ask yourself these and other questions to help in your search:

1. What items am I likely to find on the battlefield?
2. Would many of the same items be found on every battlefield?
3. Is there a particular place at a battlefield where you might find a heavier concentration of objects? Why?
3. Is it likely that more items are found at some battlefield sites than at others? Why?

Imagine yourself searching for objects on these battlefields of the Atlanta Campaign. What did you find to put in your collection of war memorabilia?

Battlefield
Kolb's Farm

What took place here?

Objects

Kennesaw Mountain

Peachtree Creek

Atlanta

Jonesborough

Standards: SS4H5 / SS8H5



PEOPLE OF THE CIVIL WAR. WHO IS TALKING?

Read each of the statements below. Which figure in the Civil War is talking? Use the name bank to help you.

Ulysses S. Grant Jefferson Davis Abraham Lincoln John Wilkes Booth George Meade Robert E. Lee Jeb Stuart Stonewall Jackson

1.) The Civil War was a very hard time for me, but I was intent on preserving the Union. After four long years I could finally celebrate. My celebration, however, was cut short on April 14, 1865. I should never have gone to see My American Cousin. _ _ _ _ _

2.) The hardest decision I ever had to make was what side to fight for. I couldn't fight against my home state so I fought for the South. I won important battles at Chancellorsville and Fredericksburg, but was less than successful when I ordered invasions of the North. _ _ _ _ _

3.) I won many battles in the western Frontier including those at Shiloh and Vicksburg. Many criticized my actions and considered me a drunk. That being said, Who I ask you, received Lee's surrender at Appomattox and eventually rose to the position of President? _ _ _ _ _

4.) I was considered the "Eyes of the Confederacy" for my daring cavalry raids and intelligence gathering. Many blame me, however, for the Confederate defeat at Gettysburg. I just couldn't get back to Lee on time.

5.) I was an eccentric Confederate general who was instrumental in the Confederate victories at both Battles of Bull Run. If medical knowledge would have been more advanced in 1863, I may have survived the amputation of my arm. - - - - -

6.) I was picking flowers at my Mississippi estate when I heard the news. I was to report to Montgomery, Alabama immediately. I would be running a whole new country. _ _ _ _ _

7.) I hated watching the Yankees parading in the streets of my city. "Sic Semp Jr Tyrannis," I say. I'll bring the Union to its knees anyhow with my greatest performance. - - - - -

8.) I led the Union resistance at Gettysburg. Most people don't know my name because I was soon replaced as Commander of the Army of Potomac because I failed to pursue the enemy as they crossed the Potomac River back into Virginia.

Civil War Museum Project

Design a museum exhibit to teach about a topic from the American Civil War. Your exhibit should include an artifact and plaque with a written description of the artifact and explanation of its significance. Your exhibit should engage museum visitors, so be creative and consider constructing a 3D artifact and adding an interactive feature to your exhibit.

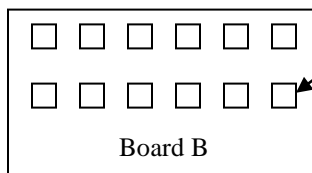
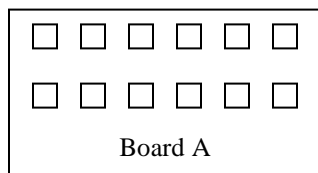
1. Uncle Tom's Cabin-How did it change hearts and minds?
2. Underground Railroad-What were the experiences of all the parties involved?
3. Abolitionists-What actions did they take to further their cause?
4. North vs. South-How and why were they different?
5. Bleeding Kansas-How was the turmoil in Kansas an example of conflict throughout the US?
6. Compromise of 1850-What was it? What effect did it have on the country? Was it successful?
7. Gettysburg Address-Why is it remembered as such an influential speech?
8. Abe Lincoln's Life and Death-How did he rise in the ranks to become president and what shaped his views on slavery?
9. Emancipation Proclamation-What effect did it have on our country? How did it change the lives of slaves?
10. Missouri Compromise-What was it? What effect did it have on the country? Was it successful?
11. Geography of the Civil War-How did our country change before, during, and after?
12. Agricultural Technology of the Civil War-What tools were plantation owners using to make their farms efficient and profitable?
13. Significant Battles of the Civil War-Which battles started, ended, or were turning points in the war?
14. Military Technology & Life on the Battlefield-What was life like for soldiers? What military weapons and tactics were used?
15. Civil War Medicine & Nursing-How did nurses care for wounded soldiers during the Civil War? If you were injured, what were your chances of survival?
16. Clara Barton-Why do we remember her?
17. Uniforms and Fashions-What did the soldiers wear in the north and south? Was fashion for women different in the north and south? Rich vs. poor fashion?
18. Music, Art, and Poetry of the Civil War-What music, art, and poetry reflect this time period? What memorable pieces are still admired today?

Standards: SS4H5, SS8H5

Reconstruction Concentration

Purpose: To familiarize students with the terms during the Civil War reconstruction time period.

Materials: Reconstruction Concentration cards,
*2 posters with numbered pockets (optional way of playing as a whole group– see below)



*Number the pockets on each board beginning with 1 up to the number of terms used. Board A and B will both begin with the number 1. You may also distinguish between the boards with colors (ex: green and blue).

Task: Students will play a concentration game in which they will match reconstruction terms with the correct definition. This game can be played with partners or as a whole group.

Standards: SS4H6 / SS8H6

Background Information

Teachers will need to familiarize the student with the terms and definitions of each used in the concentration game before beginning.

Procedure: Give each set of partners or groups a set of term cards and definition cards. Have a team leader shuffle each deck and lay them face down into separate sections. Each partner or team member has the opportunity to choose 1 term card and 1 definition card to make a match. The winner is the student with the most matches.

Whole group concentration: Board A will hold the term cards and board B will hold the definition cards. Each student has the opportunity to call out a card number from board A and try to make a match with a card number from board B. (materials listed above)

Extensions:

1. Have the students make their own set of concentration cards to study with at home.
2. Have the students add new terms they may find while learning about the reconstruction period to the concentration game.

Reconstruction Concentration Cards



(definition cards)

I was President
Lincoln's original plan
for accepting the
Southern states back
into the Union.

I was a pardon for
white southerners
who fought against
the Union during
the war.

We were a group that
believed Congress,
not the President,
should run
Reconstruction.

I was a government
agency started to
help former slaves.

I assassinated
President Lincoln.

I am the amendment
which abolished
slavery.

I became president
after Lincoln was
assassinated.

I was a series of laws
passed by southern
states to control
their freedom.

I was the amendment
which granted full
citizenship to all
former slaves.

I granted the right to
vote to black males.

I am a southern white
who supports
Republican policy
during
Reconstruction.

I am from the North
and moved to the
South after the
Civil War.

I am a secret society
formed to prevent
freedmen from
exercising the rights.

I am a system in which
a farmer works the
land for an owner who
provides equipment
and supplies.

I am a crop that
can be sold.

I am the separation
of the races.

I mandated
"separate but equal"
status for black
Americans.

Reconstruction Jeopardy

Purpose: To familiarize students with the Civil War reconstruction time period.

Materials: Reconstruction Jeopardy Statement and Answer cards

Task: Students will play a game of Jeopardy in which they will come up questions to go along with a given reconstruction statement. This game can be played with partners or as a whole group.

Standards: SS4H6 / SS8H6

Background Information

Teachers will need to familiarize the student with the statements and terms on the Jeopardy cards before playing the game.

Procedure: On the board, or a pre-made game board, place the cards according to points from least to greatest. A student, or team leader if you play in teams, will call out a point category. The teacher will read the statement and the student, or team, must come up with a question to go along with the term.

Extensions:

1. Have the students make their own set of Jeopardy cards to study with at home.
2. Have the students make new statement and answer cards with points regarding other facts they have learned about the Reconstruction time period.
3. Have the students make a Jeopardy Civil War game with statements and answer cards with points about everything they have learned in class and during the Booth Museum tour. This can be used as a whole class review game before assessments.

Reconstruction Jeopardy Statement Cards



For 25 points:

I was President
Lincoln's original plan
for accepting the
Southern states back
into the Union.

For 50 points:

I was a pardon for
white southerners
who fought against
the Union during
the war.

For 75 points:

We were a group that
believed Congress,
not the President,
should run
Reconstruction.

For 100 points:

I was a government
agency started to
help former slaves.

For 25 points:

I assassinated
President Lincoln.

For 50 points:

I am the amendment
which abolished
slavery.

For 75 points:

I became president
after Lincoln was
assassinated.

For 100 points:

I was a series of laws
passed by southern
states to control
their freedom.

For 25 points:

I was the amendment
which granted full
citizenship to all
former slaves.

For 50 points:

I granted the right to
vote to black males.

For 75 points:

I am a southern white
who supports
Republican policy
during
Reconstruction.

For 100 points:

I am from the North
and moved to the
South after the
Civil War.

For 25 points:

I am a secret society
formed to prevent
freedmen from
exercising the rights.

For 50 points:

I am a system in which
a farmer works the
land for an owner who
provides equipment
and supplies.

For 75 points:

I am a crop that
can be sold.

For 25 points:

I am the separation
of the races.

For 100 points:

I mandated
"separate but equal"
status for black
Americans.

**Reconstruction
Jeopardy
Answer Cards**



What was the
Ten Percent
Plan?

What was
Amnesty?

Who were the
Radical
Republicans?

What was the
Freedmen's
Bureau?

Who was John
Wilkes Booth?

What was the
13th
Amendment?

Who was
Andrew
Johnson?

What were the
Black Codes?

What was the
14th
Amendment?

What was the
15th
Amendment?

Who was a
Scalawag?

Who was a
carpetbagger?

What was the
Ku Klux Klan?

What was
sharecropping?

What is a
Cash Crop?

What is
segregation?

What are the
Jim Crow Laws?

The Civil War Through the Letters of a Confederate Soldier

Purpose: To familiarize students with the life of a soldier fighting in the Civil War by reading actual letters from the war. To familiarize students with primary sources. To give students the opportunity to participate in a creative writing activity.

Materials: Copies of letter transcripts.

Task: Students will learn more about the daily tasks and issues of a Confederate soldier's life through the letters he wrote home. They will then use the knowledge gained from the letters and knowledge gained through other related activities to write their own letter as if they were the soldier.

Standards:

ELAGSE4RL3, ELAGSE4RL6, ELAGSE4RL9, ELAGSE4RI3, ELAGSE4RI6, ELAGSE4RI9, ELAGSE4RI10, ELAGSE4W2, ELAGSE4W3, ELAGSE4W6, ELAGSE4W7, ELAGSE4W8, ELAGSE4W10, ELAGSE4SL4, ELAGSE8RL3, ELAGSE8RL6, ELAGSE8RI6, ELAGSE8W9

SS4H5, SS8H5

Procedure:

1. Have students read the provided letters.
2. Discuss the letters as a class. Discussion can take place after all the letters have been read or after each individual letter. For discussion, have students make observations and answer questions related to the letters. Examples: dates, locations, activities taking place, feelings, weather conditions, health, supplies, etc.
3. Have students pretend they are the soldier and ask them to write a letter home based on their observations from these letters and from the other related activities.
4. Ask for students to volunteer to read their letter to the class.

Extensions:

1. Look through family collections for other examples of letters from home
2. Choose a letter and make a timeline of events.

Monday evening, January 12th, 1863

Dear Father:

These lines leave me in camps well. I left Cartersville 11 o'clock Monday night and arrived at Richmond Thursday night where I was taken up by the guard to the Soldier's home – a filthy place. [N]ext morning I was sent to Fredericksburg. [W]hen I got there I learned that my company was not there, so turn back. I came to Culpepper Saturday evening and came about three miles and staid (stayed) all night. Yesterday morning I came about 3 miles to camps. I found most all the company. The men were very well but the horses sorry. I did not know mine, at first sight, but he seemed to know me. Rations for ourselves and horses are very scanty. We eat twice a day. Jerome and Win are well. I found Jerome half naked washing to put on some clothes. I happened to come in good time to give him his clothes, which he was glad to receive. Jerome looks better than I ever saw. I have taken a bad cold. I did not get any boots for Henry. I did not have the opportunity. I have not seen him. Times are quiet here. I have not any war news. We will go on picket the last of this week. It snowed in Richmond the night I got there, also on Friday. We sleep under a brush tent. I want you all to write regularly. I aim to write once a week. Supper is nearly ready. I will close. Good bye.

N. J. Brooks

P.S. A man was badly [hurt] this evening accidentally by a negro fooling with a pistol. I have bought me a pistol for \$40. Two men wrestle for a hundred dollar this evening. There will be a horse race tomorrow for 120 dollars – bet big. ... There are more bets besides by others. ... The Colonel lost \$500 last Sunday on a horse race.

Rockbridge Co., Va.

Tuesday morning, March 24, 1863

Dear Father and Mother:

I avail myself of this opportunity to write to you all to let you know that I am well. I break the chills with heavy doses of quinine whenever they come on me. I have not been troubled with them in several days. We draw plenty of rations for ourselves and horses – bacon and flour for ourselves and hay and chopped wheat for our horses. We seldom draw any corn. We have not drawn any [?] yet but will in a few days. I think there is some talk of our going to N. Carolina, but I do not know where we will stop. We have been traveling about several weeks through snow, ice and mud hunting forage to recruit our horses. Some of them have mended while others have died. We are in fifteen miles of the natural bridge, after which this county is named. I went to church last Sunday and heard a [P]resbyterian preach – yesterday a year ago I was at Mount Olive; but I have seen sights and felt pains that I little thought of that day. I have no war news to write. Donor, a member of our co. is dead. He died at Gordonsville. I reckon you are nearly ready to plant corn by this time, but it does not look much like farming here for it snowed the other day seven or eight inches deep. It's nearly all melted away now. I heard a man say last night that flour was \$1.00 per barrel in Atlanta, if so, it's very high. It's a pity but that you had the wheat we feed our horses and we had some of your corn. I want you all to write. It seems like I can't get any news from home, you may write but I seldom get any letters. I will bring this uninteresting letter to a close. Write soon. Farewell.

N. J. Brooks

Maysville, Buckingham County, VA.
Sunday evening, May 10th, 1863

Dear Father and All,

These lines leave me in tolerable health. I have been chilling some lately. I had a chill 2 or 3 days ago while on the (illegible)..... 10 o'clock in the morning and it and the fever lasted all day. I was on rear guard and at night we got lost, and it being dark and raining I stopped and staid (stayed) all night in an ambulance. We have been force-marching some. The effective men and horses were picked out at Meadville, and ordered on to Gordonsville without the wagons and tents. The wagons have caught up now. I don't know how long we will stay here, but we will go into active service before long. The Yankees have been making some raids about in places. I have heard that they got into Georgia as far as Rom and been caught. If they have, you have them near home. I think this year will be the hardest struggle of the war. I have not received any letters from home except Caroline's in a long time and I answered it. My horse is in tolerably good condition. We draw short rations. I can eat a day's ration at one meal. I had cold bread for dinner yesterday, nothing for supper, crackers and water for breakfast this morning, crackers and wild onions for dinner a while ago. I send you this bill of fare so you may know how we are getting on. We don't fare this bad all the time. We can go out when we get a pass and eat with citizens who seldom charge us anything. Jerome and Win are well. We have written to George Boston to see his Captain and get us transfers into his Company. I want for al to write to me as often as you can and don't wait for me to write. I feel more like sleeping and resting than writing. I will close. Write soon and tell all the news.

Mr. N. J. Brooks

Charlottesville, VA
Friday Morning May 15th, 1863

Dear Father,

These lines have me in tolerably good health. We are still on the march to Gordonsville. We came twenty miles yesterday and camped in a mile of Charlottesville. I was in town yesterday to get my horse shod but did not have time to go near the university. I saw Thomas Jefferson's site at a distance- it is a beautiful place. It is a beautiful morning- the sun is about a half an hour high, rising over the dwelling place of the great statesman; and the soldiers are preparing for another day's march - cooking their rations, currying and brushing their horses. Jerome is playing around in the kitchen getting things picked up; he and Win are well. General Jackson is no more. His remains passed through town yesterday. They fired two cannons in honor of the illustrious dead; but he ceases to hear the cannon's deafening roar. I have not heard from home nor Pink in a long time. I have no war news to write. I want you to write as soon as you get this. I will close this uninteresting letter.

N.L. Brooks

Civil War News from the Camera's Eye

Purpose: To give students the opportunity to combine historical information with modern resources in order to write a newspaper article from the point of view of a Civil War reporter.

Materials:

- present day photograph
- copies of selected photographs by Mathew Brady and other Civil War photographers
- Photograph Analysis Worksheet (1 per student)
- Research Guide (1 per student)
- How to Write a News Article handout (1 per student)

Task: Students will use a photograph generated through technology to analyze a scene from the Civil War era. Using the Photograph Analysis Worksheet, the student will record information to use as the basis for a written newspaper article.

Standards:

ELAGSE4W2, ELAGSE4W3, ELAGSE4W8, ELAGSE4SL4
ELAGSE8RI7

SS4H5, SS8H5

Procedure:

Pre-lesson teacher preparation: The Civil War was the first American war thoroughly caught on film. Mathew Brady and his group of photographers captured many images of people, camps, towns, and battlefields. To access photographs:

- Use a search engine such as Google.com.
- Type in "Selected Civil War Photographs 1861 – 1865".
- (Source: Library of Congress)
- Using Search by Keyword, type the name of a person, place, event, etc. related to the Civil War
- Select 4 to 6 photographs depending on how many groups you want to have.
- Print a different photograph for each group.

Analysis

1. Distribute a Photograph Analysis Worksheet to each student.
2. Discuss the form with the class using a present day photograph as an example.
3. Divide the students into groups.
4. Give each group a copy of one of the photographs.
5. Students should discuss the photograph using the worksheet as a guide.
6. Have each student complete his/her Photograph Analysis Sheets independently.

Research

1. Have students use the library and/or Internet to search for information based on the questions written on the Photograph Analysis Worksheet.
2. Provide each student with the Research Guide for recording information.
3. Have students include at least two sources for information.

Writing

1. Go over the How to Write a News Article handout with the students.
2. Instruct students to write a newspaper article that reports the facts associated with their photograph based on their Photograph Analysis Worksheet and Research Guide.

Extensions:

Have students publish their articles and put them together to create a newspaper or magazine.

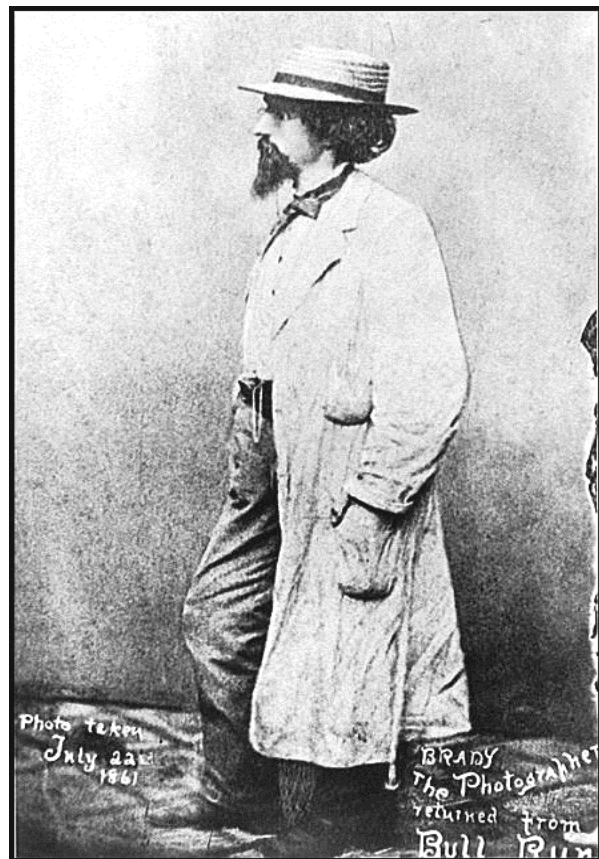
Students can use a computer to search and find a photograph and then write a caption for the photograph.

Ask students to research and discuss yellow journalism.

Investigate why there are so few Civil War photographs left.

Research the history of cameras to discover the advances made since the time of the daguerreotype to today's digital cameras.

Mathew Brady after the Battle of Bull Run



Photograph Analysis Worksheet

Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.
- B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

- C. Based on what you have observed above, list three things you might infer from this photograph.

Step 2. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Research Guide

Directions: Your task is to be a detective – investigate every aspect of your photograph in order to create an accurate news article. Use at least two sources for information and list the sources on the back of the form. Use this form to guide your research about the Civil War photograph you have been given. Take notes under each section. You may use additional paper and/or print out information if you have access to the Internet.

Time: When was the photograph taken (month, year, date if known)? What was happening locally and nationally at that time?

Place: Where was the photograph taken (city, battlefield, house, etc.)? Why was this place important at the time the picture was taken?

People: Who is in the picture? Investigate all part of the photograph. If no people are in the picture, use this space to research people who were involved in the location/time period of your photograph.

Event: What were the events leading up to this photograph? What event was occurring when this picture was taken?

Analysis: What was the importance of the events and people in your photograph?

Source #1 _____ Source #2 _____

How to Write a News Article

Reporter's Assignment: Write a newspaper article that reports the facts associated with your photograph and research.

Style: Newspaper articles generally contain sentences and paragraphs that are short and direct. Paragraphs in news articles may contain only three sentences.

Format: Newspaper articles should contain the following items:

- **Headline**—an attention getting phrase at the top of the article
- **Byline**—By, (your name)
- **Lead Paragraph**—Start with a strong, interesting sentence to get the reader interested. Include the who, what, when, where, why, and how as appropriate.
- **Explanation and Expansion**—This section will include 3 – 4 brief paragraphs explaining the details about your photograph.
- **Background information**—This section will include 1 – 2 paragraphs explaining events leading up

Bias: Newspaper articles should be written without bias. In other words, you should report just the facts. Do not give opinions in a news article.



Union Soldiers in front of Appomattox Court House, Virginia

What a Character!

Purpose: To give students the opportunity to read a book about the Civil War; identify a main character; and prepare an oral presentation based on that character paying special attention to the language from the Civil War time period.

Materials:

- list of suggested books
- sticky notes to mark passages they want to use
- What a Character Worksheet (1 per student)
- Internet: Gettysburg National Military Park Kidzpage Soldier Talk & Civil War Slang

Task: Students will read a book related to the Civil War time period and select a character from the book to prepare an oral presentation using some of the language from the Civil War era.

Standards: ELAGSE4RL1, ELAGSE4RL3, ELAGSE4RL10, ELAGSE4RI3, ELAGSE4RI4, ELAGSERI10, ELAGSE4RF4, ELAGSE4W2, ELAGSE4W8, ELAGSE4W9, ELAGSE4SL3, ELAGSE4SL4, ELAGSE4L3, ELAGSE8RL6, ELAGSE8RL10, ELAGSE8RI3, ELAGSE8RI6, ELAGSE8W2, ELAGSE8W3, ELAGSE8W9, ELAGSE8W10, ELAGSE8SL6

SS4H5, SS8H5

Procedure:

1. Provide students with a list of suggested books related to the Civil War.
2. Once books are selected, discuss What a Character Worksheet including the examples of Civil War Slang.
3. When a student has finished reading, he or she will select a character on which to base an oral presentation.
4. Using the What a Character worksheet, the student will prepare and orally present information about the selected character to the class.

Extensions:

- Students will dress in costume and/or use props in their presentations.
- Character presentations could be shared with other classes and parents.

What A Character!

After choosing your character, find four passages that help you understand how the character is feeling at four different times in the story. Pay special attention to the character's actual words in each situation and include dialect and phrases unique to the Civil War Period when possible. Using this form, record the page reference, the passage, and two to three sentences telling why the character felt the way he/she did.

Title of Book_____

Author_____

Character_____

Page_____ Passage_____

Explanation_____

Page_____ Passage_____

Explanation_____

Page_____ Passage_____

Explanation_____

Page_____ Passage_____

Explanation_____

Recommended Children's Literature

Cecil's Story by George Ella Lyon and Peter Catalanotto

A picture book appropriate for introducing the Civil War unit to 5th graders even though it is designed for students in younger grades as well. This is a book to be shared with students so they see the illustrations as they hear the text. Time should be given for them to pick out the meaningful details in the illustrations.

Pink and Say by Patricia Polacco

This picture book, based on a true story, tells how two boys, one white and one black, meet after a battle. Say was Polacco's own great-great-grandfather, a fact that brings the story home.

Across Five Aprils by Irene Hunt, Grades 4 – 8

Nine-year-old Jethro becomes the head of his household and confronts the confusing and horrible realities of the war.

Across the Lines by Carolyn Reeder, Grades 3 – 5

This tells the story of two friends, one being the slave of the other, whose lives are changed when the Yankees march through Virginia.

Behind Rebel Lines: The Incredible Story of Emma Edmonds, Civil War Spy by Seymour Reit, Grades 5 - 8

The Boys War: Confederate and Union Soldiers Talk about the Civil War by Jim Murphy, Grades 6 & up

This account of the war uses letters, diaries, oral histories, and photographs to tell the stories that some of the youngest soldiers experienced.

Charley Skedaddle by Patricia Beatty, Grades 5 – 8

At age 12, Charley sneaks onto a troop ship and becomes a drummer boy and discovers war is not what he expected it to be.

Escape from Slavery: The Boyhood of Frederick Douglass in His Own Words edited by Michael McCurdy, Grades 5 – 8

Excerpts from Douglass's autobiography provide a close look at slavery and an account of his escape and subsequent career.

Harriet Tubman, Secret Agent: How Daring Slaves and Free Blacks Spied for the Union During the Civil War by Thomas B. Allen, Grades 5 – 8

This biography tells the incredible life story of the architect of the Underground Railroad.

Jayhawker by Patricia Beatty, Grades 5 - 8

At age 12, Elijah Tulley becomes a spy for the Union Army after meeting John Brown, the radical abolitionist.

Just a Few Words, Mr. Lincoln by Jean Fritz, Grades 2 – 3

The second grade vocabulary makes this book about the Gettysburg Address accessible while providing accurate and interesting information.

Lincoln: A Photobiography by Russell Freedman, Grades 4 – 6

This is a detailed account of the life and career of Abraham Lincoln. It is illustrated with a wealth of photographs and prints.

Shades of Gray by Carolyn Reeder, Grades 3 - 5

The war has left 12-year-old Will Page without any immediate family. When he goes to live with his Uncle Jed who refused to fight for the Confederate cause, he begins to understand how complicated the war really is.

Stonewall by Jean Fritz, Grades 5 – 8

This book reveals the unusual habits and routines of the man who stood like a stone wall at the battle of Manassas and became a great leader.

Turn Homeward, Hannalee by Patricia Beatty, Grades 3 – 5

Based on the true story of Georgia mill workers who were sent north by Sherman's army, this book tells about 12-year-old Hannalee Reed who is sent to Kentucky, but is determined to find her way home.

With Every Drop of Blood by James Lincoln Collier and Christopher Collier,
Grades 5 – 8

Fourteen-year-old Johnny promised his father to stay home and take care of his family, but instead decides to fight for the Confederacy. He is captured and becomes friends with a young African American soldier.

Books by Albert Marrin (good for reference)

Commander in Chief: Abraham Lincoln and the Civil War

Unconditional Surrender: U.S. Grant and the Civil War

Virginia's General: Robert E. Lee & the Civil War

Union and Confederate Generals

Purpose: To familiarize students with Union and Confederate field generals who commanded troops during the Civil War.

Materials: pencils, paper

Task: Students will utilize research skills to develop short biographical sketches about Union and Confederate field generals featured in the paintings at the Booth Museum.

Standards: ELAGSE4RL3, ELAGSE4RI1, ELAGSE4RI3, ELAGSE4RI6, ELAGSE4RI7, ELAGSE4RI9, ELAGSE4RI10, ELAGSE4W2, ELAGSE4W3, ELAGSE4W6, ELAGSE4W7, ELAGSE4W8, ELAGSE4W9, ELAGSE4SL4, ELAGSE8RI3, ELAGSE8W2, ELAGSE8W3, ELAGSE8W7, ELAGSE8W8, SS4H5, SS8H5

Procedure: Students should choose a person from the list and use the school library or internet to gather biographical information about that person. Next, they should write a one to two page report about the General they selected.

Extensions: Have students take information from the biographical sketches and distill it into 5 bullet points about the General they researched. Choose the *Biography Doll* activity or the *Step Back in Time* activity on the next page and ask the students to add their bullet points. Have students present their information to their classmates.

Confederate Generals

General Thomas “Stonewall” Jackson

General P.G.T. Beauregard

General J.E.B. Stuart

General John Bell Hood

General Robert E. Lee

General A.P. Hill

General James Longstreet

General Lewis A. Armistead

General Patrick R. Cleburne

Union Generals

General William Tecumseh Sherman

General Abner Doubleday

General Winfield Scott Hancock

General U. S. Grant

Biography Doll

1. Ask students to trace the paper doll pattern on a piece of card stock or poster board and cut it out.
2. Write 5 bullet points about the General on the back of the pattern.
3. Have students design a uniform that would be appropriate for the General they chose. Consider the information stated in the biography when making the uniform.
4. Create the uniform with cloth or construction paper and add other items such as facial features, hair and props that might apply to this person.

Materials list: scraps of fabric, felt, yarn, construction paper, colored pencils, glue and scissors

Credit: SOCIAL STUDIES ACTIVITIES KIDS CAN'T RESIST! Scholastic Professional Books

Step Back in Time

1. Have the student trace their foot or use the pattern provided.
2. Write 5 bullet points about the General on the foot pattern.
3. Add color, patterns and designs to the patterns if desired.
4. Share the facts with each other.
5. Laminate and display the footprints in the classroom.

Materials list: scissors, construction paper, card stock or poster board, crayons and markers

Credit: The Education Center, Inc. *TEC848

Researcher: _____

student

Title and author of resource used: _____

DID YOU KNOW THAT...?

AND THAT'S A FACT!



Compare & Contrast

Purpose: To give students the opportunity to identify unique characteristics and compare/contrast selected people, places, events connected to the Civil War

Materials:

- Various research materials
- Venn Diagram
- List of suggested topics:
 - Abraham Lincoln/Jefferson Davis
 - Robert E. Lee/Ulysses S. Grant
 - Bull Run/Appomattox Court House
 - Atlanta Campaign/Sherman's March to the Sea
 - Slave State/Free State
 - Civil War Weapons/Modern Weapons
 - Union Uniforms/Confederate Uniforms
 - Union Economy/Confederate Economy

Task: Students will research suggested topics and complete Venn Diagram.

Standards: ELAGSE4RL6, ELAGSE4RL9, ELAGSE4RI3, ELAGSERI7, ELAGSE4RI9, ELAGSE4W6, ELAGSE4SL4
ELAGSE8RL5, ELAGSE8W7, ELAGSE8W8, ELAGSE8W9

SS4H5, SS8H5

Procedure:

1. Provide students with materials and/or opportunity to use resources containing information regarding suggested topics.
2. Go over directions for completing Venn Diagram.
3. Have students complete Venn Diagram with their choice of topics.

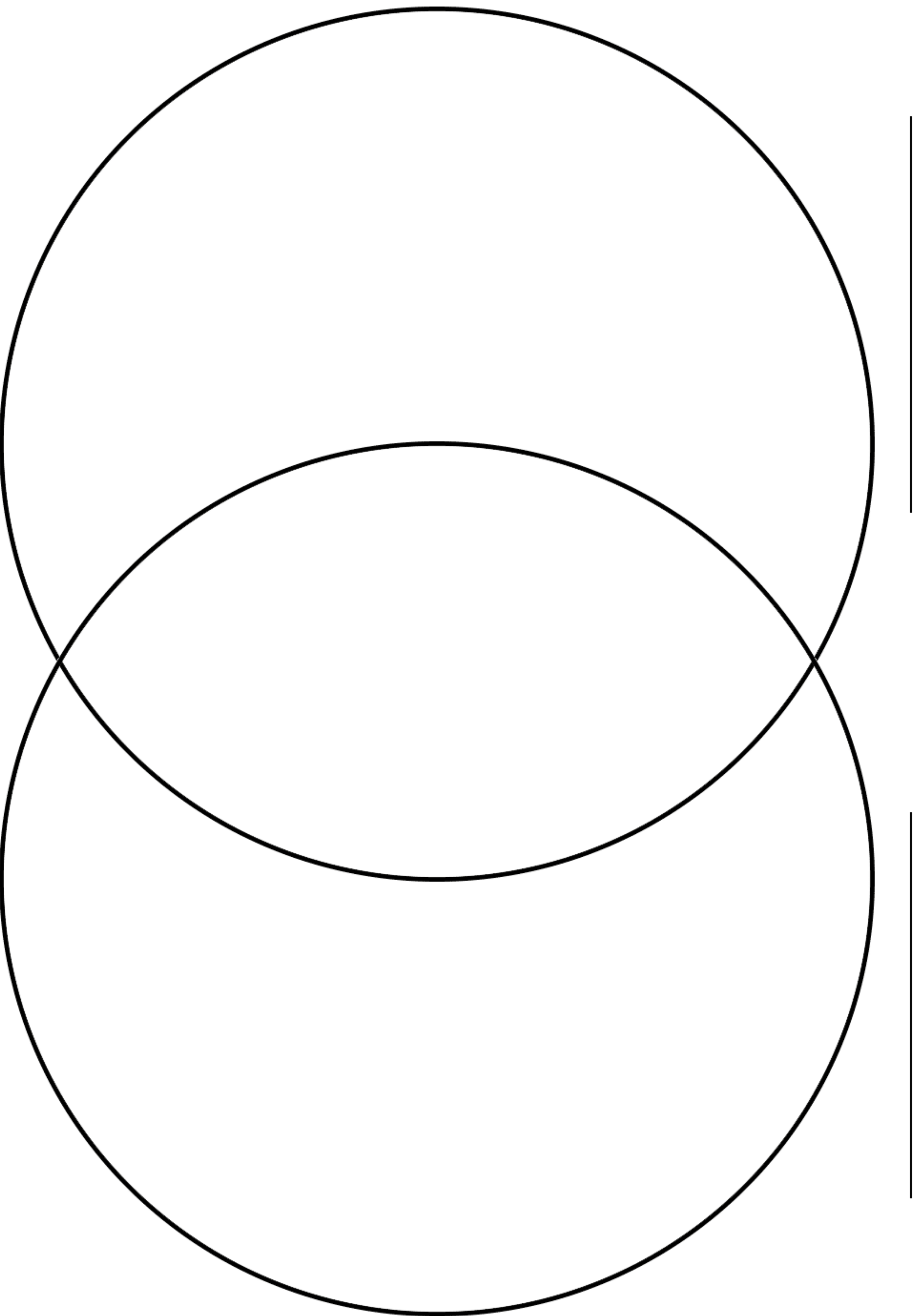
Extensions:

- Students may use the Venn Diagram as the basis for writing paragraphs.
- Two students with the same topic may choose a side and stage a debate.

Name _____



Date _____

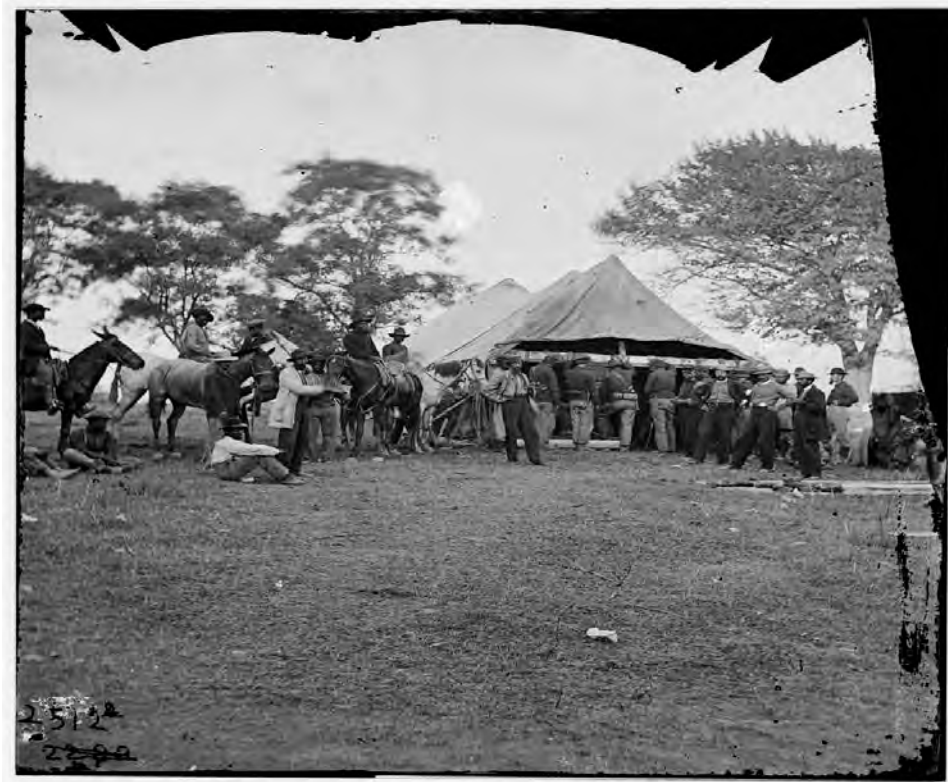


Civil War Multiple Choice

Circle the word that matches the definition.

1. cannon and other large weapons
a.) kepi b.) artillery c.) bayonet d.) small arms
2. laws that attempt to regulate slave behavior
a.) abolitionists b.) Dred Scott Decision c.) secession d.) Slave Codes
3. cap or hat worn by Civil War soldier
a.) militia coat b.) kepi c.) canteen d.) kilt
4. small box of leather attached to the belt to hold caps used to fire muskets
a.) cap box b.) bayonet c.) canteen d.) Minie ball
5. wide brimmed hat, sometimes worn instead of kepi
a.) chevron b.) knapsack c.) top hat d.) slouch hat
6. strategy of war designed to prevent supplies, troops, information from reaching the enemy
a.) Total War b.) occupation c.) blockade d.) retreat
7. tin or wood container on a strap, used to carry liquid
a.) canteen b.) haversack c.) cap box d.) cartridge box
8. box made of leather used to hold cartridges
a.) kepi b.) bedroll c.) cartridge box d.) cap box
9. knife-like weapon attached to front end of a musket or rifle
a.) bayonet b.) rifled musket c.) artillery d.) sword
10. group of men fighting on foot
a.) Total War b.) blockade c.) cavalry d.) infantry
11. cup used to hold water and to cook
a.) canteen b.) tin cup c.) knapsack d.) haversack
12. musket loading gun fired with cartridge and cap
a.) handgun b.) artillery c.) cap box d.) rifled musket
13. state in which slavery was legal
a.) Free State b.) Dixie c.) Slave State d.) Total War
14. hard biscuit made of flour, salt, and water
a.) hush puppies b.) cracklings c.) hardtack d.) canteen

15. military strategy used during Sherman's March to the Sea
a.) Total War b.) Anaconda Plan c.) blockade d.) infantry
16. state in which slavery was prohibited or eliminated over time
a.) Slave State b.) Free State c.) Total War d.) Emancipation Proclamation
17. blankets rolled and carried by soldiers; contained personal belongings
a.) knapsack b.) haversack c.) bedroll d.) kepi
18. Union plan to win the war by surrounding the Confederacy like a huge snake
a.) blockade b.) Total War c.) artillery d.) Anaconda Plan
19. small canvas sack used by soldiers to carry their food
a.) knapsack b.) tin cup c.) canteen d.) haversack
20. canvas container strapped to a soldier's back which held personal belongings
a.) knapsack b.) tin cup c.) canteen d.) haversack



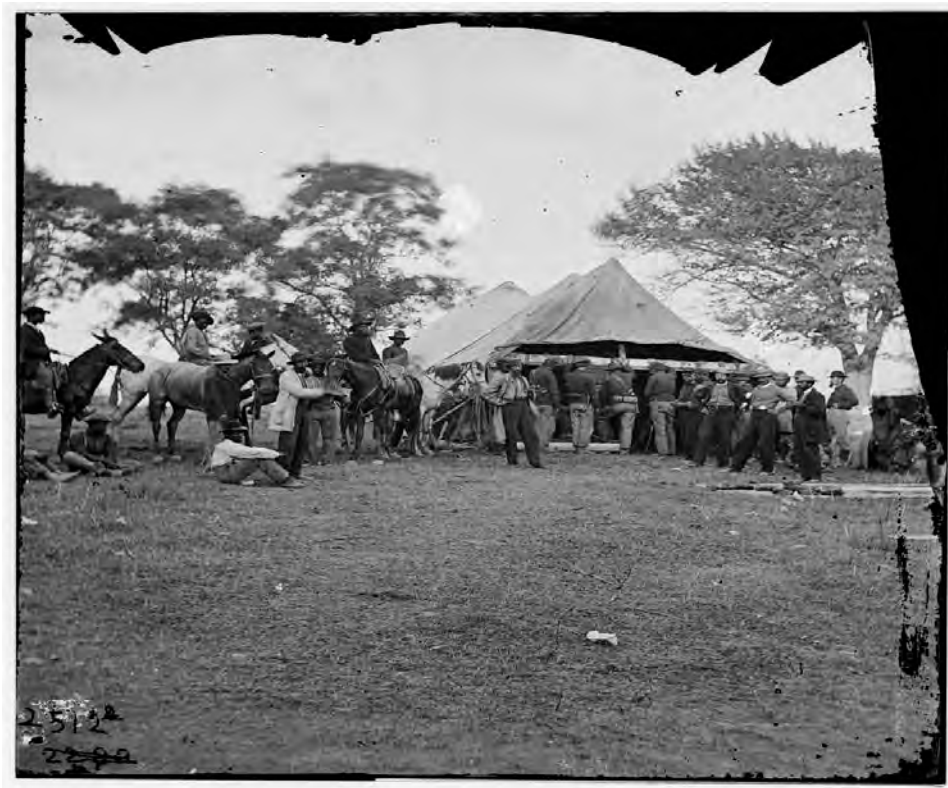
Union soldiers refilling canteens

Civil War Multiple Choice

Circle the word that matches the definition.

1. cannon and other large weapons
a.) kepi b.) artillery c.) bayonet d.) small arms
2. laws that attempt to regulate slave behavior
a.) abolitionists b.) Dred Scott Decision c.) secession d.) Slave Codes
3. cap or hat worn by Civil War soldier
a.) militia coat b.) kepi c.) canteen d.) kilt
4. small box of leather attached to the belt to hold caps used to fire muskets
a.) cap box b.) bayonet c.) canteen d.) Minie ball
5. wide brimmed hat, sometimes worn instead of kepi
a.) chevron b.) knapsack c.) top hat d.) slouch hat
6. strategy of war designed to prevent supplies, troops, information from reaching the enemy
a.) Total War b.) occupation c.) blockade d.) retreat
7. tin or wood container on a strap, used to carry liquid
a.) canteen b.) haversack c.) cap box d.) cartridge box
8. box made of leather used to hold cartridges
a.) kepi b.) bedroll c.) cartridge box d.) cap box
9. knife-like weapon attached to front end of a musket or rifle
a.) bayonet b.) rifled musket c.) artillery d.) sword
10. group of men fighting on foot
a.) Total War b.) blockade c.) cavalry d.) infantry
11. cup used to hold water and to cook
a.) canteen b.) tin cup c.) knapsack d.) haversack
12. musket loading gun fired with cartridge and cap
a.) handgun b.) artillery c.) cap box d.) rifled musket
13. state in which slavery was legal
a.) Free State b.) Dixie c.) Slave State d.) Total War

14. hard biscuit made of flour, salt, and water
a.) hush puppies b.) cracklings c.) hardtack d.) canteen
15. military strategy used during Sherman's March to the Sea
a.) Total War b.) Anaconda Plan c.) blockade d.) infantry
16. state in which slavery was prohibited or eliminated over time
a.) Slave State b.) Free State c.) Total War d.) Emancipation Proclamation
17. blankets rolled and carried by soldiers; contained personal belongings
a.) knapsack b.) haversack c.) bedroll d.) kepi
18. Union plan to win the war by surrounding the Confederacy like a huge snake
a.) blockade b.) Total War c.) artillery d.) Anaconda Plan
19. small canvas sack used by soldiers to carry their food
a.) knapsack b.) tin cup c.) canteen d.) haversack
20. canvas container strapped to a soldier's back which held personal belongings
a.) knapsack b.) tin cup c.) canteen d.) haversack



Union soldiers refilling canteens

Civil War Vocabulary

Directions: Write the letter for the word that best matches the definition.

- | | |
|---------------------------------------------------------------------------------------------------------------|------------------|
| ___ 1. cap or hat worn by Civil War soldiers, part of uniform | A. rifled musket |
| ___ 2. knife-like weapon attached to front end of a musket or rifle | B. hardtack |
| ___ 3. small box of leather attached to the belt to hold caps used to fire muskets | C. haversack |
| ___ 4. wide-brimmed hat, sometimes worn instead of kepi | D. blockade |
| ___ 5. small canvas sack used by soldiers to carry their food | E. knapsack |
| ___ 6. box made of leather used to hold cartridges | F. Slave Codes |
| ___ 7. state in which slavery was either prohibited or eliminated over time | G. infantry |
| ___ 8. musket loading gun fired with cartridge and cap | H. Total War |
| ___ 9. cup used to hold water and to cook | I. cap box |
| ___ 10. canvas container strapped to a soldier's back which held personal belongings | J. canteen |
| ___ 11. Union plan to win the Civil War by surrounding the Confederacy like a huge snake | K. slouch hat |
| ___ 12. laws that attempted to regulate slave behavior | L. artillery |
| ___ 13. hard biscuit made of flour, salt, and water | M. bayonet |
| ___ 14. blankets rolled and carried by soldiers | N. bedroll |
| ___ 15. group of men fighting on foot | O. Free State |
| ___ 16. tin or wood container on a strap, used to carry liquid | P. Anaconda Plan |
| ___ 17. strategy of war designed to prevent supplies, troops, and information from reaching an opposing force | Q. kepi |
| ___ 18. cannon and other large weapons | R. tin cup |
| ___ 19. state in which slavery was legal | S. cartridge box |
| ___ 20. military strategy used during Sherman's March to the Sea; complete destruction of enemy's resources | T. Total War |

Civil War Vocabulary

Directions: Write the letter for the word that best matches the definition.

- | | |
|--------------------------------------------------------------------------------------------------------------------|------------------|
| <u>Q</u> 1. cap or hat worn by Civil War soldiers, part of uniform | A. rifled musket |
| <u>M</u> 2. knife-like weapon attached to front end of a musket or rifle | B. hardtack |
| <u>I</u> 3. small box of leather attached to the belt to hold caps used to fire muskets | C. haversack |
| <u>K</u> 4. wide-brimmed hat, sometimes worn instead of kepi | D. blockade |
| <u>C</u> 5. small canvas sack used by soldiers to carry their food | E. knapsack |
| <u>S</u> 6. box made of leather used to hold cartridges | F. Slave Codes |
| <u>O</u> 7. state in which slavery was either prohibited or eliminated over time | G. infantry |
| <u>A</u> 8. musket loading gun fired with cartridge and cap | H. Total War |
| <u>R</u> 9. cup used to hold water and to cook | I. cap box |
| <u>E</u> 10. canvas container strapped to a soldier's back which held personal belongings | J. canteen |
| <u>P</u> 11. Union plan to win the Civil War by surrounding the Confederacy like a huge snake | K. slouch hat |
| <u>F</u> 12. laws that attempted to regulate slave behavior | L. artillery |
| <u>B</u> 13. hard biscuit made of flour, salt, and water | M. bayonet |
| <u>N</u> 14. blankets rolled and carried by soldiers | N. bedroll |
| <u>G</u> 15. group of men fighting on foot | O. Free State |
| <u>J</u> 16. tin or wood container on a strap, used to carry liquid | P. Anaconda Plan |
| <u>D</u> 17. strategy of war designed to prevent supplies, troops, and information from reaching an opposing force | Q. kepi |
| <u>L</u> 18. cannon and other large weapons | R. tin cup |
| <u>T</u> 19. state in which slavery was legal | S. cartridge box |
| <u>H</u> 20. military strategy of Sherman's March to the Sea; complete destruction of enemy's resources | T. Slave State |



Custom Puzzles

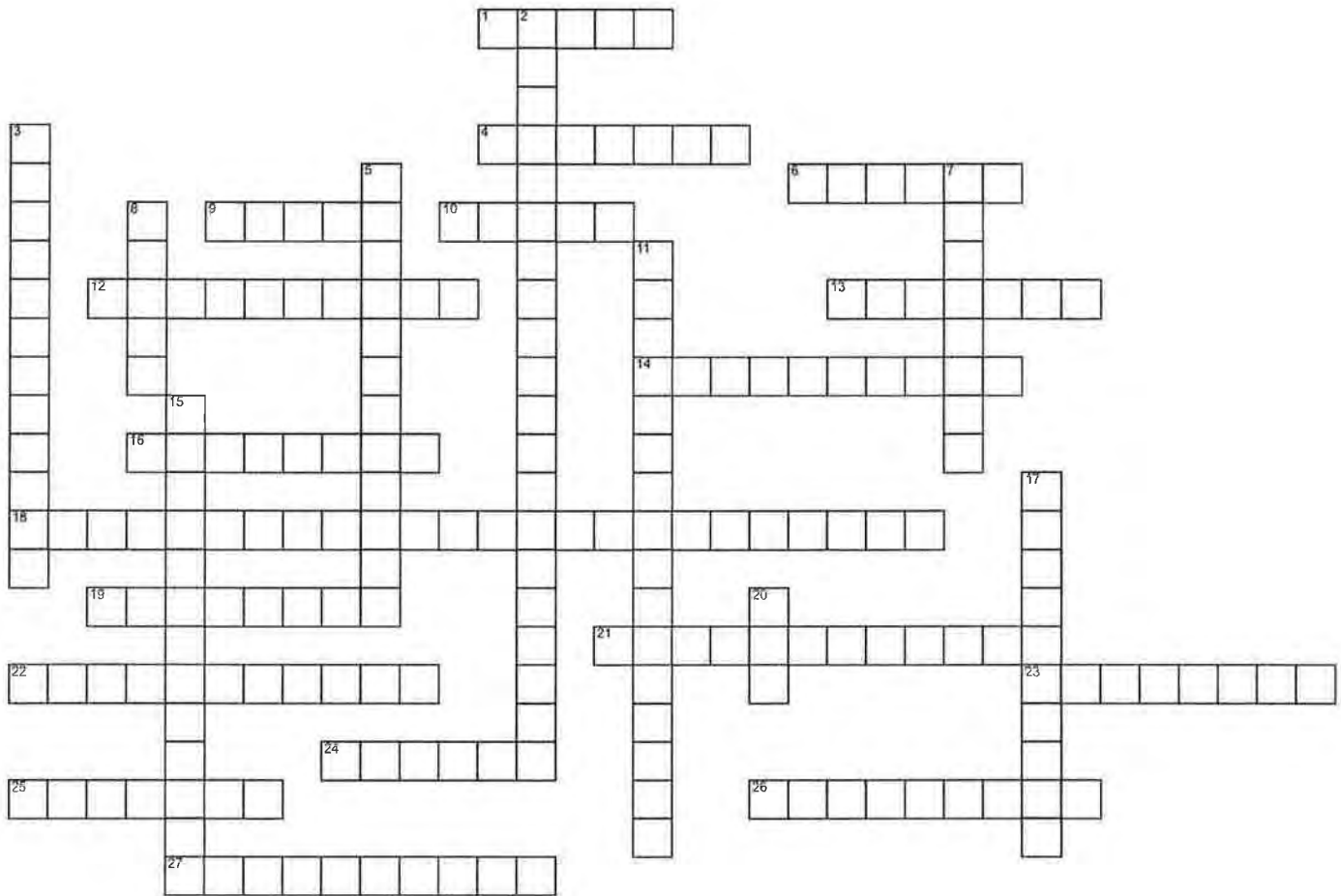
Free and premium puzzles for any occasion.

Everyone loves personalized gifts that show you spent time thinking about them. For about the cost of a greeting card you can have the perfect gift for that special someone in your life.

It's so easy! Make your puzzle in just minutes with our help. Go make your puzzle now at:

www.CustomPuzzles.com

Civil War



ACROSS

- 1 President of the Confederate States of America
- 4 Vice President who succeeded Lincoln following his assassination
- 6 Freed hundreds of slaves using the Underground Railroad
- 9 Author of Uncle Tom's Cabin
- 10 Last General of the Union Troops
- 12 First battle of the Civil War
- 13 President of the United States during the Civil War
- 14 Major city at the end of the Mississippi River and key city in the Union's naval plan

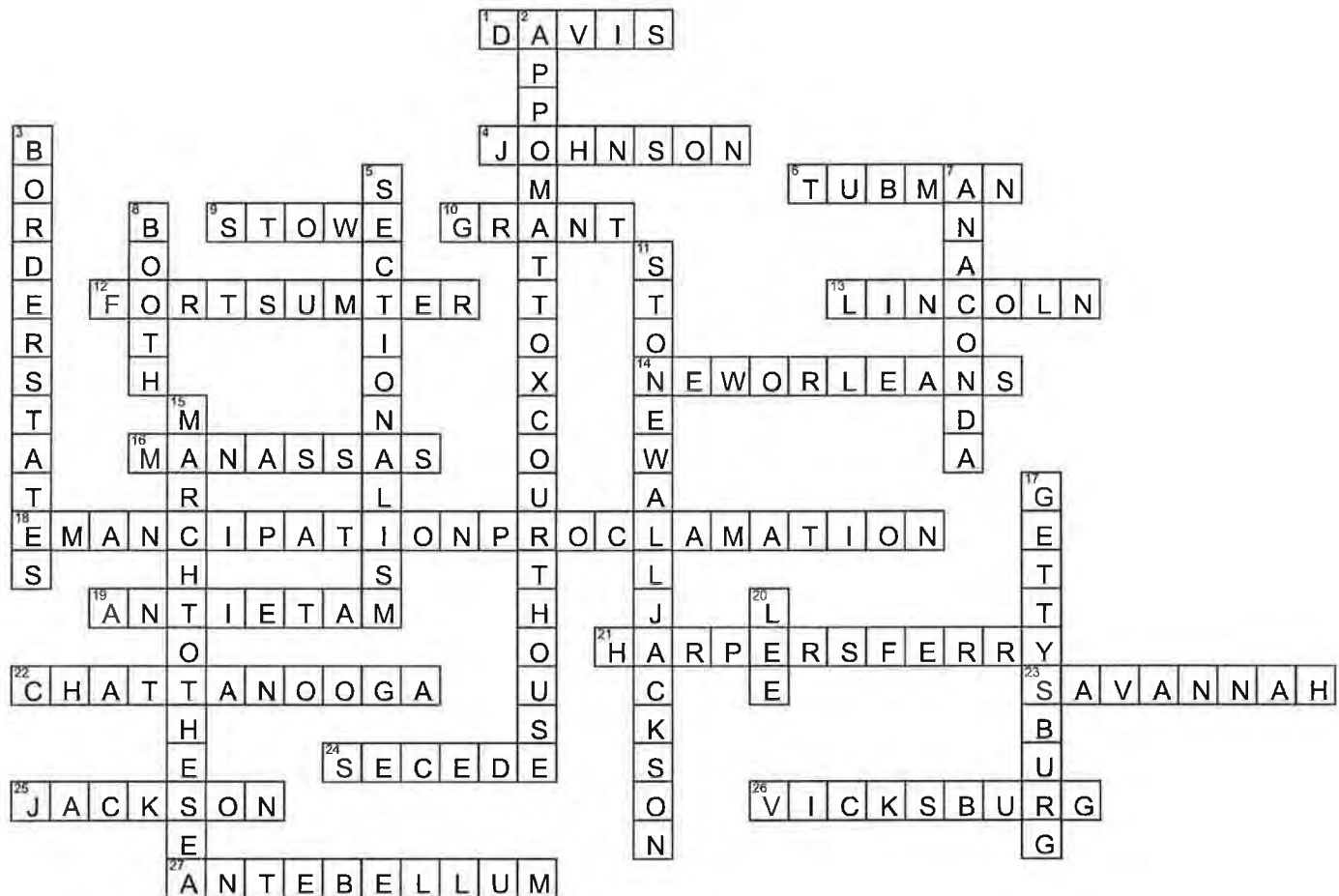
- 16 Other name for Battle of Bull Run
- 18 New law stated in Lincoln's Gettysburg Address that freed all slaves in areas of rebellion
- 19 Other name for the Battle of Sharpsburg; Bloodiest day of the war happened here
- 21 Location of John Brown's raid
- 22 City where Sherman began his Atlanta Campaign from
- 23 Location where Sherman's march through Georgia ended.
- 24 Formal name for leaving the union
- 25 Capital of Mississippi and site of a major battle
- 26 Major city along the Mississippi River in Mississippi and site of a major battle
- 27 Means "before the war"; most often used to refer to the South

DOWN

- 2 Location of the surrender of the Confederacy
- 3 States that were in between the North and South
- 5 Term that means "putting regional needs above that of the whole nation"
- 7 nickname for the Union's naval plan
- 8 Assassinated President Lincoln
- 11 Famous Confederate General known for his solid stance
- 15 Nickname for General Sherman's march through Georgia following the Battle of Atlanta
- 17 Bloodiest battle of the Civil War
- 20 Main General of the Confederate Troops

Note: You can use a different program named Crossword Weaver® to print a nicer copy of this puzzle, one that doesn't look like a web page. This software program gives you much greater control over how the puzzle looks, lets you export your puzzle to other software, publish it interactively on the Web or as a PDF file. Check it out for free by downloading the demo from www.CrosswordWeaver.com. Purchasing converts the demo into the full program.

Civil War



Note: You can use a different program named Crossword Weaver® to print a nicer copy of this puzzle, one that doesn't look like a web page. This software program gives you much greater control over how the puzzle looks, lets you export your puzzle to other software, publish it interactively on the Web or as a PDF file. Check it out for free by downloading the demo from www.CrosswordWeaver.com. Purchasing converts the demo into the full program.

Civil War: A Card Game

Purpose: To help students conceptualize how the population of the North was a tremendous advantage during the Civil War.

Materials: a deck of cards, divided equally into two piles

Task: Students will play the classic card game “War” with a new set of rules.

Standards: SS4H5, SS8H5 / MGSE4.OA.5

Procedure:

- 1) Teacher will divide students into two teams—the “North” and the “South”.
- 2) **Rules:**
 - Each student from the South represents **one** soldier.
 - Each student from the North represents **three** soldiers.
[**Explanation:** This is because the population differences between the North and the South was 22 million (North) to 9 million (South)]
 - A “soldier” from the North and a “soldier” from the South meet at a neutral table and draw the top card from the deck. Whoever draws the larger card stays at the table, and the other “soldier” is defeated.
 - If the student is defeated, he must sit down and be quiet.
 - If the student was from the *South*, his turn is *over for the rest of the game*.
 - If the student was from the *North*, his *current* turn is over, but he still has *two more turns*.
 - Going through the game, the students should realize (unless by some improbable luck) that the South has virtually no way of winning the game.

Extensions: Students should be able to infer from this game the idea that the South was literally outnumbered, and this was an advantage to the North during the Civil War. What other advantages/disadvantages did either side have that could have affected the outcome of the war?



Civil War Problem Solving

Purpose: Students will use factual information about the Civil War to write and solve mathematical problems.

Task: The students will use problem-solving skills to find solutions to problems related to Civil War facts.

Standards: SS4H5, SS8H5,
MGSE4.OA.3, MGSE4.NBT.1, MGSE4.NBT.2, MGSE4.NBT.3,
MGSE4.NBT.4, MGSE4.MD.2



c Don Stivers, *Peace With Honor*,
oil on board, 1988, 33 x 42"

The Civil War began on April 12, 1861 with the Confederate attack on Fort Sumter in Charleston, South Carolina. It ended with General Robert E. Lee's surrender at the Appomattox Courthouse in Virginia on April 9, 1865. How many years, months and days did the Civil War last?



c Don Troiani, *Cemetery Hill*, oil on canvas, 1993, 44 x 39"

The Battle of Gettysburg was the costliest battle of the Civil War. It took place July 1-3, 1863. 51,112 soldiers lost their lives during that battle. 23,049 of the dead were Union soldiers.

- How many Confederate soldiers died in the Battle of Gettysburg?
- What percentage (rounded to the nearest hundredth) of the dead were Union soldiers and what percentage were Confederate soldiers?
- How many days, months and years since the beginning of the Civil War had passed when the Battle of Gettysburg took place?

Exchange it with a friend to see if they can solve your problem.

Battle	Date	Commanders	Casualties
First Bull Run	July 21, 1861	Johnston (C) McDowell (U)	1,982 (C) 2,896 (U)
Second Bull Run	Aug. 28-30, 1862	Lee Pope	9,197 16,054
Antietam	Sept. 16-18, 1862	Lee McClellan	13,724 12,410
Gettysburg	July 1, 1863	Lee Meade	28,063 23,049
Chickamauga	Sept. 19, 1863	Bragg Rosecrans	18,454 16,179
Chattanooga	Nov. 23, 1863	Bragg Grant	6,667 5,824
Atlanta: Hood's Attack	July 22, 1864	Hood Sherman	8,000 3,722
Allatoona Pass	Oct. 5, 1864	French Corse	799 706
Kennesaw Mountain	June 27, 1864	Johnston Sherman	1,000 3,000

Write your problem:



Civil War Cookin'

Purpose: To have students think about the life of a civil war soldier, specifically what they had to eat.

Materials: Recipe cards
Recipe ingredients
Cooking bowls, utensils, pans
Oven

Task: Students will follow Civil War recipes to create "Union Hardtack" and/or "Confederate Johnnie Cakes"

Standards: SS4H5, SS8H5 / MGSE4.MD.1, MGSE4.MD.2, MGSE4.NBT.1, MGSE4.NBT.2, MGSE4. NBT.4

Background Information:

The daily allowance of food issued to soldiers was called **rations**. Everything was given out uncooked so the soldiers were left up to their own ingenuity to prepare their meals. Small groups would often gather together to cook and share their rations and they called the group a "**mess**", referring to each other as "**messmates**". Others prided themselves in their individual taste and prepared their meals alone. If a march was imminent, the men would cook everything at once and store it in their **haversack**, a canvas bag made with a sling to hang over the shoulder. Haversacks had an inner cloth bag that could be removed and washed, though it did not prevent the bag from becoming a greasy, foul-smelling container after several weeks of use. The soldier's diet was very simple- meat, coffee, sugar, and a dried biscuit called **hardtack**. Of all the items soldiers received, it was this hard bread that they remembered and joked about the most.

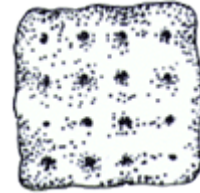
Some of the other items that soldiers received were salt pork, fresh or salted beef, coffee, sugar, salt, vinegar, dried fruit and dried vegetables. If the meat was poorly preserved, the soldiers would refer to it as "salt horse". Sometimes they would receive fresh vegetables such as carrots, onions, turnips and potatoes.

Confederate soldiers did not have as much variety in their rations as Union soldiers did. They usually received bacon and corn meal, tea, sugar or molasses, and fresh vegetables when they were available.

Hardtack was a simple flour biscuit issued to Union soldiers throughout the war. Hardtack crackers made up a large portion of a soldier's daily ration. It was square or sometimes rectangular in shape with small holes baked into it, and similar to a large soda cracker. Would you like to try some hardtack? It's very easy to make and here's the recipe:

Union Hardtack

2 cups of flour
1/2 to 3/4 cup water
1 tbl spoon of Crisco or vegetable fat
6 pinches of salt



Mix ingredients together into a stiff batter, knead several times, and spread the dough onto a baking sheet at a thickness of 1/2 inch. Bake for one-half an hour at 400 degrees. Remove from oven, cut dough into 3-inch squares, and punch four rows of holes, four holes per row into the dough. Turn dough over, return to the oven and bake another one-half hour. Turn oven off, leaving door closed. Leave the hardtack in the oven until cool. Remove and enjoy!

Does your taste lean more to the southern side? Then try a "**johnnie cake**" that the Confederate soldiers enjoyed with their meals. The recipe is also very simple:

Confederate Johnnie Cake

two cups of cornmeal
2/3 cup of milk
2 tablespoons vegetable oil
2 teaspoon baking soda
1/2 teaspoon of salt

Mix ingredients into a stiff batter and form eight biscuit-sized "dodgers". Bake on a lightly greased sheet at 350 degrees for twenty to twenty five minutes or until brown. Remove the corn dodgers and let cool on a paper towel, spread with a little butter or molasses, and you have a real southern treat!

Diseases of the Civil War

Purpose: To familiarize students with diseases prevalent during the Civil War and the risks of death from these diseases.

Materials:

1. List of diseases
2. Research Report Checklist
3. Web sites for applicable Civil War Information
4. Information handouts

Task: Students will review some of the different diseases that confronted soldiers during the Civil War.

Standards: SS4H5, SS8H5

Procedure: The variety of diseases that soldiers were exposed to and contracted during the Civil War, were often more life threatening than the enemies they faced on the battlefield.

1. Assign this project as either an individual or group project.
2. Give students a list of diseases to choose from and have them use the internet or other methods to research the disease.
3. Students may access information on the internet showing the number of Civil War deaths by state.
4. Have them interpret the information and answer questions on the Research Report Checklist.
5. Use word processing software to complete reports about the disease.

List of Diseases :

Carditis / Endocarditis
Diphtheria
Fistula
Pleuritis / Pleurisy
Rheumatism
Scurvy
Typhoid Fever

Consumption
Dropsy
Nephritis
Rheumatic Fever
Rubeola
Smallpox

Extensions:

Do these diseases exist today? Why or why not?

Does the geographical location of a battle affect the disease they may encounter?

Examine diseases that soldiers faced in other wars such as WW1, WW2, Korea, Vietnam, or the Gulf War.

Diseases of the Civil War

Research Report Checklist

Name _____ Date _____

As you conduct your research using online resources or other sources, record the information on the lines below. Your report is not complete unless all topics are covered in some way.

Name of the disease being researched: _____

The cause(s) of this disease: _____

The symptoms of this disease: _____

Treatments for the disease during the Civil War: _____

Modern treatments for this disease: _____

(Page 2: Diseases of the Civil War – Research Report Checklist)

Approximate number of deaths from the disease during the Civil War and where they occurred (e.g., in prisoner of war camps, on the frontline):

Personal recollections about the effect of this disease on soldiers or their families (Remember, if you quote someone, cite your source):

Additional information found through my research:

Web Resources used for research (at least three):

Name of Web Site 1: _____

URL for Web Site 1: _____

Name of Web Site 2: _____

URL for Web Site 2: _____

Name of Web Site 3: _____

URL for Web Site 3: _____

Civil War Diseases and Definitions

Teacher Copy

CARDITIS: Inflammation of the heart (also known as ENDOCARDITIS)

CONSUMPTION: Tuberculosis (also called Phthisis)

DIPHTHERIA: Acute bacterial illness characterized by sore throat and fever; serious and even fatal complications can occur.

DROPSY: Archaic word for edema; abnormal accumulation of fluid in cells, tissues, or cavities of the body.

ENDOCARDITIS: Inflammation of the heart

FISTULA: Forming an abnormal hollow passage from an abscess or cavity of the skin or an organ.

NEPHRITIS: Inflammation of the kidneys.

PLEURITIS: (PLEURISY): Inflammation of the membrane enveloping the lungs.

RHEUMATIC FEVER: Infectious disease causing fever, pain, swelling of the joints, and inflammation of the valves of the heart.

RHEUMATISM: Chronic inflammation of the joints; also an obsolete term for rheumatic fever.

RUBEOLA: Measles

SCURVY: A disease marked by debility, anemia, edema, and ulceration of the gums due to a lack of Vitamin C.

SMALLPOX: An acute, eruptive, contagious disease caused by a virus and marked by an onset of chills, high fever, backache and headache. Skin eruptions appear in two to five days.

TYPHOID FEVER: Acute infectious disease characterized by continued rising fever, physical and mental depression, rose-colored spots, loss of appetite, and dry mouth with furred tongue.

Morse Code

Purpose: To familiarize students with the communication methods during the Civil War time period.

Materials: Morse Code Alphabet sheet, Morse Code Decipher Activity Page

Task: Students will use the Morse Code Alphabet to decipher important messages that took place during the Civil War time period.

Standards: SS4H5, SS8H5

Background Information

Teachers will need to familiarize the student with the history of the telegraph machine and morse code. Information can be found on the internet or in your local library.

Some websites to go to are:

http://www.education_world.com/a_lesson/00-2/lp2012.shtml

http://www.calcuttahams.com/morse_code.htm

<http://www.terraz.org/comm/morsecode/buzzer2.aspx>

The attached morse code activity page was deciphered using the website

<http://rumkin.com/tools/cipher/morse.php> .

Procedure: Discuss the telegraph machine and its history. As a class, have the students practice deciphering simple one word messages written on the board or overhead to ensure understanding of the activity. Have the students work independently, with a partner, or with a group to decipher the messages on the activity page.

Extensions:

1. Have students develop a message in morse code using their knowledge regarding the Civil War for a partner to decipher.
2. Using a Venn diagram, have the students compare the communication of the Civil War time period to today's time period.
3. Build a telegraph machine and let the students practice sending morse code messages with a partner or group. Appoint one student as the telegraph operator while the other students try to decipher the message.
4. Have the students research how telegraph lines were ran and what they were made of. Compare to today's telephone line system.
5. Research the inventor of the telegraph system Samuel Morse. Were there other inventors of the telegraph system?

International Morse Code

Letter	Morse
A	. -
B	- ...
C	- . - .
D	- ...
E	.
F	.. - .
G	- - .
H
I	..
J	. - - -
K	- . -
L	. - ..
M	- -

Letter	Morse
N	- .
O	- - -
P	. - . -
Q	- - . -
R	. - .
S	...
T	-
U	.. -
V	... -
W	. - -
X	- . - -
Y	- . - -
Z	- - ..

Digit	Morse
0	- - - - -
1	. - - - -
2	.. - - -
3	... - -
4 -
5
6	-
7	- - ...
8	- - - ..
9	- - - - .

Punctuation Mark	Morse
Period	. - . - -
Comma	- - .. - -
Question Mark (query)	.. - - ..

Morse Code Activity Cards

..- .- - /- - . .- .-..

Card 1

... ..- .- - / - - .- .- .. / - - - / - ..- . /- .-..

Card 2

.- .- .- - - - .- - / .- - - .- .- - / ... - - .- ..- .-..

Card 3

- ..- - - .- .. / ... - - - .- .- .- .. / - - - .- .- ..- .-..

Card 4

.- .- .- .- .- .- .- / .- .- / ..- ..- - - / ... - - .- .- ..- .-..

Card 5

- - .- ..- / .- - - ..- / .- .- ..- / .- / .- .- - - / - - .- /
.- - - - - .- .- .- ..- .- - - - / ..- ..- .- .- .- / - ..- . /
.- ..- .- ..- / .- .- .-

_____.

Card 6

Morse Code Activity Cards

Answer Key

.. . - - - . . - / - - -
Fort Sumter

Card 1

... - - . . - - - - - / - - / - - - / - /
Sherman's March to the sea

Card 2

. - - - - - . . - - - - - / . . - - - - / ... - -
Appomattox Court House

Card 3

- ... - - - . . . / ... - - - / - - -
Thomas Stonewall Jackson

Card 4

- - - / / - - - / ... - -
Confederate and Union Soldiers

Card 5

- - - / . . - - - . . / / . / . . - - - / - - . . /
- - - - - / - - - - - / - - - . . /
- - - /
Morse code was a way of
communication during the
Civil War .

Card 6

What did Grant and Lincoln Discuss?

Use your list of Morse codes to decipher the conversation between Grant and Lincoln.

.. . . . / - - / / - - /

. / /

. / /

. . . . - / - / - / /

What was the message from Union General Sherman to General Corse and where did it take place?

Use your list of Morse codes to decipher the message below.

What was the message?

.... --- .-. -.. / - / ..-. --- .-. - / ..-. --- .-. / .-- . / .- .-. . /

-.-. --- -- .. -. --.

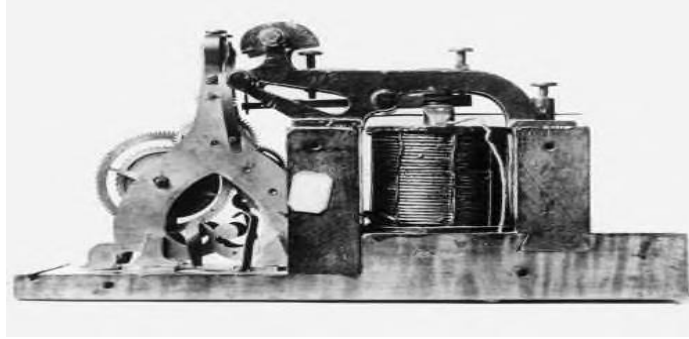
_____.

Where did this message take place?

.-. -. -... .- - - .-. . / --- ..-. / .- .-. .-. .- - --- --- -. .- / .--. .- /

.. -. / -... .- .-. - --- .-- / -. -. --- .. -. - -. —

Morse Code Activity Answer Key



What did Grant and Lincoln Discuss?

Line 1: **Grant's message: Lee might**
Line 2: **surrender if pressed.**

Line 3: **Lincoln's response:**
Line 4: **Let the thing be pressed.**

What was the message from Union General Sherman to General Corse and where did it take place?

What was the message?

Line 1: **Hold the fort for we are**
Line 2: **coming.**

Where did this message take place?

Line 1: **Battle of Allatoona Pass**
Line 2: **in Bartow County**

Create a Civil War Memorial

Purpose: Students will have the opportunity to honor a person, place, or event from the Civil War era after completing their study of the Civil War.

Materials: drawing materials of your choice, such as 9 x 12 construction paper and colored pencils

www.sherpaguides.com - offers information on local sites

www.civilwarmarkers.com - offers county by county listing of markers

www.cviog.uga.edu/Projects/gainfo/civilwar.htm - excellent resource

Task: Students will design a memorial honoring a person, place, or event from the Civil War.

Standards: SS4H5, SS8H5 / VA4.CR.1, VA4.CR.2, VA4.CR.3, VA4.CR.5, VA4.CN.1, VA4.CN.2, VA4.CN.3, VA8.CR.1, VA8.CR.3, VA8.CR.4, VA8.CR.5, VA8.CR.6, VA8.PR.1, VA8.RE.1, VA8.CN.1, VA8.CN.2, A8.CN.3

Background: Memorials honoring people, places, and events have been made in many shapes and sizes and from many different types of materials. Paintings, songs, quilts, buildings, museums, parks, and statues are types of memorials. The Lincoln Memorial in Washington, D.C., is a magnificent building of marble, granite, and limestone honoring Abraham Lincoln. Gettysburg National Military Park is the actual site of the Battle of Gettysburg and includes a National Cemetery. **Teachers may want to show a picture of the Lincoln Memorial or other appropriate sites.**

Procedure:

1. Discuss with your group the reasons for having memorials and brainstorm to compile a list of different types of memorials, such as those listed above.
2. As a group, compile a list of people, places, and events students would like to honor with a memorial.
3. Instruct students to design a memorial based on a person, place or event of their choice. Discuss information to be included: names, dates, etc.
4. Students should use words to describe how the memorial would look including:
 - Location
 - Size
 - Shape
 - Color
 - Materials needed for construction
5. Students will sketch the design for the memorial on drawing paper.

Extensions:

- Students will write a paragraph explaining why they chose that person, place, or event.
- Students will visit a local Civil War site to observe memorials.
- Students will use the Internet to research Civil War sites in Georgia using the websites provided under materials.

Credit: Barden, Cindy. *The American Civil War*. Mark Twain Media, Inc. 2002.

Design a Civil War Flag

Purpose: To familiarize students with different flags used during the Civil War and to give them an opportunity to design their own flag.

Materials: White, red, blue and yellow/gold felt; a box of self adhesive gold stars; dowel rod; and adhesive backed hook and loop tape.

Task: Students will study the history behind the designs of several different flags used by Confederate and Union troops during the Civil War. They will then use this information to create their own unique battle flag.

Standards: SS4H5, SS8H5 / MGSE8.G.1 / VA4.CR.1, VA4.CR.2, VA4.CR.5, VA4.CN.2, VA8.CR.2, VA8.CN.1, VA8.CN.3

Background Information:

During the Civil War, flags were symbols of home, the nation and one's fellow soldiers. Each regiment carried its own flags into battle, Soldiers looked to their flag to know where they were supposed to be on the battle-field. The greatest dishonor was to lose one's flag to the enemy.

Often, a community presented a flag to its regiment of volunteers at a special ceremony. The color guard was responsible for taking care of the flag.

Many brave men died trying to defend their flags. One of the highest death rates in battle was that of color bearers.

Civil war flags were usually made from silk with embroidered or painted mottoes, such as Tuebor (I will defend) and "Stand by the Union," and symbols, such as stars, eagles, the Michigan coat-of-arms and the American flag.

Procedure:

1. Refer to the website <http://americancivilwar.com/south/conflag/southflg.html> to find pictures and information about different flags used during the Civil War.
2. Think about and then sketch a design for your flag.
3. Cut a piece of white felt about 12 inches wide by 10 inches high to serve as the background.
4. Cut the blue and red felt to the appropriate sizes and patterns for your flag and glue them into place.
5. Add the gold stars. (When the Civil War started, the United States had 34 stars on its flag because it had 34 states.)
6. Cut the yellow/gold felt into strips and attach them to the back of the flag to make fringe.
7. Attach two strips of hook and loop tape on the back left side of the flag and to the dowel rods.
8. Use the strips to attach the dowel rod to the felt.

Extensions:

1. Research flags of the Civil War and make a copy of one of the original flags.
2. Explore the symbols on the flag and write an explanation of the meaning of the symbols.

Civil War Era “Painted” Quilt Project

Purpose: To provide students with an opportunity to learn about the historical craft of quilting and the role quilts played during the Civil War.

Materials: Paper, pencils, pre-washed 100% cotton fabric, fabric markers, fabric paint, sponges, potatoes (to dip in paint), mylar (to make stencils), or use pre-cut stencils, glue, buttons, pipe cleaners, ribbon, cotton balls, felt, yarn, and old pieces of material.

Task: Students will make individual quilt squares and then join them together to make a quilt for the classroom.

Standards: SS4H5, SS8H5 / VA4.CR.1, VA4.CR.2, VA4.CR.4, VA4.CR.5, VA4.CN.2, VA4.CN.3/ VA8.CR.1, VA8.CR.2, VA8.CR.3, VA8.CR.4, VA8.CR.5, VA8.CR.6, VA8.PR.1, VA8.CN.1, VA8.CN.2, VA8.CN.3

Background Information:

Quilts were originally meant to keep people warm-as covers on beds and hangings on doors and windows. They were an economical way to recycle old clothes and other scraps of cloth.

During the Civil War, women from both the North and South made quilts for soldiers. In the North, women organized societies that held fairs where they sold quilts and other things to raise money for medical and other supplies for the soldiers.

The more artistic a woman was, the more intricate the patterns of the quilt. Some patterns told stories about a family or a community. Typical quilt motifs from the Civil War era included sunbursts, stars, leaves, medallions and flowers.

Slave women also made quilts. They used fine fabrics to make quilts for their master/mistresses and cruder scraps of old clothes to make quilts for themselves. Their quilts became a way to record their history.

Some researchers think that quilts were also used as markers in the underground railroad. Those with the color black, when hung on a clothesline, would designate a safe house. A drinking gourd was also used to symbolize the Big Dipper which points to the north Star. Runaway slaves followed the North Star to find freedom.

Quilting involves two kinds of needlework:

- **Patchwork** is the art of piecing (sewing) together different kinds of fabrics.
- **Quilting** involves fastening together layers of cloth(tying or stitching) to hold the warm filling in place.

There are three different kinds of quilts:

- A **pieced quilt**, which has patches pieced together.
- An **appliquéd quilt**, which involves taking a pieced design and sewing it on top of a single piece of fabric.
- A **quilted counterpane**-usually white, with decoration-is the result of padded or corded quilting in simple and complex designs.

Resources:

Websites with Civil War quilt information.

<http://www.quilting101.com/styles/civil-war-quilts.html>

<http://www.terrythompson.com/civil1.html>

http://www.homeofthebravequilts.org/Civil%20War%20quilts/civil_war_quilts.htm

<http://www.lincolnshrine.org/>
(click on Quilt project)

Procedure:

1. Talk with students about making quilts with Civil War themes. Show examples of quilts and ask students to bring in quilts.
2. Have students talk about the story they would like to tell through their quilt design based on Civil War themes.
3. Decide what type of quilt design the class wants to use. A repeated pattern or an assortment of squares that they will arrange to create an integrated image or scene. Do they want to include text in their design?
4. To determine the finished size of the quilt, students will need to calculate the perimeter and area of the quilt, the sections of the quilt and their own square so that they are all uniform in size.
5. Have students sketch their design on drawing paper cut to the exact size of their quilt square. The design should be in keeping with the design that the class agreed upon in step 3.
6. Once the teacher approves the student's design on the drawing paper, students can use fabric squares and various fabric paints and printing materials to complete their design.
7. Arrange for parent volunteers to come in and assist the students with sewing the squares together or sewing the squares to strips of cloth used to separate and border the squares. Adult volunteers can also cut the backing and quilt batting to size, baste the three sections together and put them together using yarn ties. Consult books on basic quilting techniques for more detailed directions.

Extensions: Think about your own family history. Save fabric from the old clothes of family members and make a quilt about your family to pass down to future generations.

Physical Education

Purpose: To have students respond to music through movement.

Materials: Any music in $\frac{3}{4}$ time, such as a Waltz, a dance that was popular during the Civil War.

Task: Students will learn and dance a Waltz.

Standards: SS4H5, SS8H5

Background Information

The years 1861 to 1865 were not all blood and mud, death and destruction. There was also grace and beauty, candlelight and dancing. Dancing was enjoyed by almost everyone in America during the Civil War – young and old, rich and poor, urban and rural, North and South. During the 1860s, a ball was one way to forget, at least for an evening, the “fiery trial” of the Civil War. Unlike modern dances that are couple oriented, dancing in the Mid-Victorian era was much more “social.” Almost all dances were done in formations of circles, squares or lines, with couples interacting with other couples. It was considered ill-mannered to dance with the same person all evening. Everyone at the ball had a social duty to mingle and ensure that everyone else had a pleasant time.

Procedure: The directions to teach the students to Waltz are attached.

Extensions:

1. Research and learn other dances of the Civil War era such as: The Grand March, Soldier’s Joy, The Virginia Reel and others.
2. Choose another era of U.S. history and research and learn dances from that time period.

www.vintagedancers.org
www.civilwardance.org
<http://civilwardancesociety.tripod.com>

The Waltz

The waltz was the preeminent couple dance throughout the nineteenth century. The mid-century waltz differed from the waltz as it was first introduced during the second decade of the century, and differed as well from the waltz of the century's final decades. The dominant waltz of the period is characterized by the lady and gent going alternately one around the other, while that other performs a pivot on the toes of both feet. In addition to this waltz, Hillgrove (1863) describes a simpler waltz that he recommends to those first learning this dance. That simpler waltz is performed as follows, this description being for the gentleman:

beat 1: Initially facing directly out from the center of the hall, so that the line of direction of the dance is parallel to his shoulders, the gent takes a large (but not too large) diagonal step with his left foot, placing weight predominantly on the ball of the foot. This step will both carry him in the line of direction, but also across it. As he performs this step, his upper body rotates clockwise.

beat 2: The gent brings his right foot beside his left, letting the weight shift onto this foot, his upper body continuing to rotate.

beat 3: The gent shifts his weight onto his left foot while completing the half rotation begun in the earlier steps. He is now facing into hall, having moved along and across the line of direction.

beat 4: The gent takes a small diagonal step with his right foot, placing weight predominantly on the ball of the foot. This step will place his right foot directly between the feet of his partner, who at this time will be making a larger step with her left foot.

beat 5: The gent takes another small step with his left foot along the same diagonal as the previous step, rotating his upper body quite a bit as he does so. Together these two steps move him across the line of direction and about as far along it as his first step in beat 1.

beat 6: The gent brings his right foot beside his left, letting the weight shift onto this foot, his upper body continuing to rotate. He has now completed a full rotation in six beats and is again facing out from the center of the hall, having moved along the line of direction.

The directions above are for a gentleman, but those for the lady are identical except that she will execute the steps corresponding to beats 4, 5 and 6 above, while the gentleman performs the steps corresponding to beats 1, 2 and 3, and vice versa. These steps should be practiced first without partners, with a line of direction defined along the length of the hall.

To perform the waltz, the gentleman places his right arm well around his partner's waist. The gent's right hand must provide support for the lady, who should feel secure about letting her weight rest against this hand. With his left hand, he clasps the fingers of his partner's right hand, the two arms forming a gentle curve, the hands at about waist height

or slightly (but only very slightly) higher than the waist. Some illustrations from the period show the gentleman's left hand being palm down. This serves to keep the hands low as they should be in this period. The lady's left hand should rest lightly upon the right shoulder (or upper arm, depending on their relative heights) of her partner. If the gentleman feels that left hand grasping the shoulder or shifting to the back of the shoulder, this is usually a sign that the lady does not feel adequately supported by the gent's right hand.

The overall movement of the couple should be around the room in an anti-clockwise oval or rounded rectangle. Should you need to stop at any time, be sure to step immediately to the outermost perimeter of the hall or into the middle to avoid collisions with the couples behind you.

Music

Purpose: Create new texts and/or music for songs that were popular during the Civil War.

Materials: Sheet music with words to Civil War songs, paper and pencil.

Task: Students will use the song melodies and words to create a “rap” song.

Standards: SS4H5, SS8H5

Background Information

The Bonnie Blue Flag, traditional Irish melody with words by Harry McCarthy

When Johnny Comes Marching Home, words and music by Patrick Gilmore

Tenting Tonight, words and music by Walter Kittredge

Procedure: Students will listen to songs from the Civil War era and then create a “rap” song using the words from the Civil War era song.

Extensions: Research other Civil War era songs and using the words, change the song into a modern day version with the understanding that other art forms may inspire musical compositions.

The Bonnie Blue Flag

1. We are a band of brothers and native to the soil,
Fighting for the property we gained by honest toil.
And when our rights were threatened,
The cry rose near and far:
Hurrah for the Bonnie Blue Flag that bears a single star.

Chorus

Hurrah, Hurrah, for southern rights Hurrah!
Hurrah for the Bonnie Blue Flag that bears a single star.

2. As long as the Union was faithful to her trust,
Like friends and brethren, kind were we, and just;
But now, when Northern treachery attempts our rights to mar,
We hoist on high the Bonnie Blue Flag that bears a single star.

Chorus

3. Then here's to our Confederacy, strong we are and brave,
Like patriots of old we'll fight, our heritage to save;
And rather than submit to shame, to die we would prefer,
So cheer for the Bonnie Blue Flag that bears a single star.

Chorus

Tenting Tonight

1. We're tenting tonight on the old campground
Give us a song to cheer our weary heart,
A song of home and friends we loved so dear

Chorus

Many are the hearts that are weary tonight,
Wishing for the war to cease;
Many are the hearts that are looking for the right,
To see the dawn of peace
Tenting tonight, tenting tonight, Tenting on the old campground.

2. We've been tenting tonight on the old campground,
Thinking of days gone by,
Of the loved ones at home that gave us the hand,
And the tear that said, "Good-bye."

Chorus

Tenting Tonight cont.

3. We are tired of war on the old campground,
Many are dead and gone,
Of the brave and true who've left their home,
Others been wounded long.

Chorus

4. We've been fighting tonight on the old campground,
Many are lying near;
Some are dead and some are dying,
Many are in tears.

When Johnny Comes Marching Home

1. When Johnny comes marching home again,
Hurrah, hurrah
We'll give him a hearty welcome then,
Hurrah, hurrah
The men will cheer, the boys will shout,
The ladies they will all turn out,
And we'll all feel gay
When Johnny comes marching home.
2. The old church bells will peal with joy,
Hurrah, hurrah
To welcome home our darling boy,
Hurrah, hurrah
The village lads and lassies gay
With roses they will strew the way
And we'll all feel gay
When Johnny comes marching home.
3. Get ready for the jubilee,
Hurrah, hurrah
We'll give the hero three times three
Hurrah, hurrah
The laurel wreath is ready now
To place upon his loyal brow,
And we'll all feel gay
When Johnny comes marching home.

The Bonnie Blue Flag

Words by
Harry McCarthy

Traditional Irish Melody

Spirited march tempo

The musical score is written for piano in 6/8 time, featuring a key signature of one sharp (F#). It consists of four systems of music, each with a vocal line and a piano accompaniment. The lyrics are written below the vocal line, and the piano part includes a melodic line and a bass line. Chord symbols (D, A7, E9, G, A) are placed above the vocal line to indicate the harmonic structure. The tempo is marked 'Spirited march tempo'.

System 1: *mf* We are a band of brothers and na-tive to the

System 2: soil, Fight-ing for the prop-er-ty we

System 3: gained by hon-est toil. And when our rights were

System 4: threat-ened, the cry rose near and far. "Hur-

But for the Bonnie Blue Flag that bears a single star!

Chorus
Hurrah! Hurrah! for the

Southern rights have held. Hurrah! for the

Bonnie Blue Flag that bears a single star.

- 2 As long as the Union was faithful to her trust,
Like friends and brethren, kind were we, and just;
But now, when Northern treachery attempts our rights to mar,
We hoist on high the Bonnie Blue Flag that bears a single star
Chorus
- 3 Then here's to our Confederacy, strong we are and brave,
Like patriots of old we'll fight, our heritage to save,
And rather than submit to shame, to die we would prefer,
So cheer for the Bonnie Blue Flag that bears a single star
Chorus

Tenting Tonight

Tenting On The Old Camp Ground

Words and music by
Walter Kittredge

Moderately slow

mp

1. We're tent-ing to-night on the old camp ground,

Give us a song to cheer Out wear-y hearts, a

song of home And friends we loved so dear

Chorus

Man-y are the hearts that are wear-y to-night, Wis-ning for the war to

mf

cease Man-y are the hearts that are look-ing for the right To

see the dawn of peace, *p* Tent - ing to - night,

tent - ing to - night, Tent - ing on the old camp ground,

- 2 We've been tenting tonight on the old camp ground,
Thinking of days gone by,
Of the loved ones at home that gave us the hand,
And the tear that said, "Good-bye."

Chorus

- 3 We are tired of war on the old camp ground,
Many are dead and gone,
Of the brave and true who've left their home,
Others been wounded long.

Chorus

- 4 We've been fighting tonight on the old camp ground,
Many are lying near;
Some are dead and some are dying,
Many are in tears

Chorus

When Johnny Comes Marching Home

Words and Music by Patrick Gilmore (pseud. Louis Lambert) • 1863

Patrick Gilmore, a famous bandmaster, published this song under the pseudonym Louis Lambert. It has been a favorite ever since the Civil War.

The night of Pat's return from working as a harvester, he looked round at Ma and the girl and said "I have missed this." Then he began to play songs of home.

RPC, page 244

Lively, march tempo

The musical score is written for piano and voice. The piano part consists of two staves (treble and bass clef) with chords and melodic lines. The vocal part is a single staff with a treble clef. The key signature is one flat (B-flat major or D minor), and the time signature is 2/4. The tempo is marked 'Lively, march tempo'. The score includes three systems of music. The first system has a key signature change to one flat. The second system has a key signature change to one flat. The third system has a key signature change to one flat. The lyrics are written below the vocal staff.

Am G

Am Dm Am E7

Am G

1. When John - ny comes march - ing home a - gain, Hur - rah, hur -
 2. The old church bell will peal with joy, Hur - rah, hur -
 3. Get read - y for the jub - i - lee, Hur - rah, hur -

G Am

rah, We'll give him a heart - y wel - come then, Hur -
 rah, To wel - come home our dar - ling boy, Hur -
 rah, We'll give the he - ro three times three, Hur -

Chorus

The men will cheer, the
The vil- lage lads, and
The lau- cel va-ri-ety is

Verse

boys will shout, The fo- dies they will all turn out, And we'll
lads - tes gay, With ros - es they will strow the way, And we'll
read - y now, To place up on his brow, And we'll

Verse

all feel gay When John - ny comes march - ing home,
all feel gay When John - ny comes march - ing home,
all feel gay When John - ny comes march - ing home.

Culminating Activities

1. Bring your students on a field trip to the Booth Western Art Museum for the program *The Union Dissolved: American Presidents and the Civil War*.
2. Facilitate a “wrap-up discussion” for students by asking the following questions:
 - a. After studying the Civil War era, do you think it is obvious which side was right and which was wrong?
 - b. What issues were at stake in the war besides the continuation of slavery?
 - c. Did your opinions or feelings about the war change as a result of your work in this unit? If so, how?
3. The Battle of Gettysburg took place because Robert E. Lee’s soldiers were searching for shoes and food in southern Pennsylvania and ran into Union forces commanded by George Meade. Approximately 28,000 Confederate soldiers and 23,000 Union soldiers were casualties of this battle.
Ask students if they have experienced dilemmas that started as minor incidents and then mushroomed into complicated situations. Have them write stories about their experiences to share with the class. Lead a class discussion about how the student’s situations might have been handled differently to avoid conflict.
4. Use the “Create a Civil War Memorial” lesson plan and have students design a memorial honoring a person, place, or event from the Civil War.
5. Use the “Basic Steps for Creating a Simple PowerPoint Presentation” and have students put together a PowerPoint presentation about things they’ve learned during the unit on the Civil War.

Character Education: Citizenship

Purpose: To have students think about methods of demonstrating citizenship, specifically that of caring for others.

Materials: Paper, pencil, research books, pamphlets and/or computer

Task: Students will research the work of the American Association of the Red Cross, or other organizations that provide medical help, food, shelter and clothing to refugees and victims of natural disasters.

Standards: SS4H5, SS8H5

Background Information

“While our soldiers stand and fight, I can stand and feed and nurse them.” Clara Barton, who spoke these words, became known as the Angel of the Battlefield because she cared for the wounded during the Civil War.

Clara Barton organized the American Association of the Red Cross in 1881 to help victims of wars and natural disasters. More than one hundred years later, the Red Cross is an international organization helping people around the world.

Organizations such as Doctors Without Borders, UNICEF and others have formed over the years to care for victims and refugees of war and natural disasters around the world.

Procedure: Students will research the work of an organization that provides medical help, food, shelter and clothing to refugees and victims of natural disasters..

Extensions:

1. Make a list of ways you, as a student, can get involved in helping people in extreme circumstances.
2. Write a letter to a person or organization whose purpose is helping people and express appreciation for the work that the organization is doing.

Basic Steps for Creating a Simple PowerPoint Presentation

1. Go to **START>PROGRAMS> Microsoft PowerPoint**. Click to open PowerPoint.
2. In the dialogue box, click on the circle for **BLANK PRESENTATION**. Click **OK**. A dialogue box appears for **SLIDE LAYOUT**.
3. Click on the **TITLE SLIDE** layout on the first row. (This should be highlighted with a border.) Click **OK**. Click in the **ADD TITLE** text box and type in the presentation title.
4. Click in the **ADD SUBTITLE** text box (at the bottom) and add the presentation subtitle.
5. Go to the **FORMAT MENU**. Move down to **APPLY DESIGN TEMPLATE**. Choose a template. Click **APPLY**.
6. Go to the **INSERT MENU**. Choose **NEW SLIDE**. Select the **AUTO LAYOUT** for the second slide. Click **OK**. Add data to each text box by clicking in the box.
7. Continue adding slides by going to **INSERT MENU>NEW SLIDE**. Select new slide design in **AUTO LAYOUT**. Click **OK** each time you insert a new slide.
8. Click the **Slide Sorter View** button left of the screen. All slides created can now be viewed. Click on the first slide. Click on the **SLIDE SHOW** menu. Move down to **SLIDE TRANSITION**. Choose **SLOW**, **MEDIUM**, or **FAST**. A dialogue box opens. Click on the arrow to choose a transition. You may **APPLY** the transition to the selected slide, or choose **APPLY TO ALL**, and the transition will occur between all slides. Click on the arrow by sound. Choose a sound. Click **OK**.
9. Click the **Slide Show** button at the bottom left of the screen to view the presentation.
10. Press the **ESCAPE KEY** to return to the window. Go to **File** menu. Move down to **SAVE AS**. A dialogue box appears. Click on the arrow to the right of the **save as**. Click on the down arrow. Choose **3 ½ FLOPPY A**. Click in the **FILE NAME** box. Name your file. Click the **SAVE** button.
11. Go to **FILE**. Click on **CLOSE FILE**.

Resources

Websites

www.americancivilwar.com

www.CivilWar.com

www.civilwarhome.com/potpourr.htm

www.civilwarinteractive.com

www.civil-war.net/

www.nps.gov

www.cviog.uga.edu/Projects/gainfo/civilwar.htm

www.gpb.org/programs/civilwar/classroom.htm

www.history.com

www.historyplace.com

www.sherpaguides.com/georgia/civil_war/index.html

<http://edtech.kennesaw.edu/web/civwar.html>

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

<http://suffolk.lib.ny.us/youth/jccivil.html>