



# CIVIL WAR 150

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## EDUCATOR'S GUIDE







**GIVE 150**  
PRESERVE OUR PAST. PROTECT OUR FUTURE.



150 YEARS AGO,  
AMERICA WAS PULLED APART BY  
**CIVIL WAR**  
HISTORY. INVITES YOU TO  
HONOR THIS HISTORIC ANNIVERSARY BY  
CONTRIBUTING TO **GIVE150**  
AN INITIATIVE TO PRESERVE CIVIL WAR BATTLEFIELDS  
AND SITES FOR FUTURE GENERATIONS.

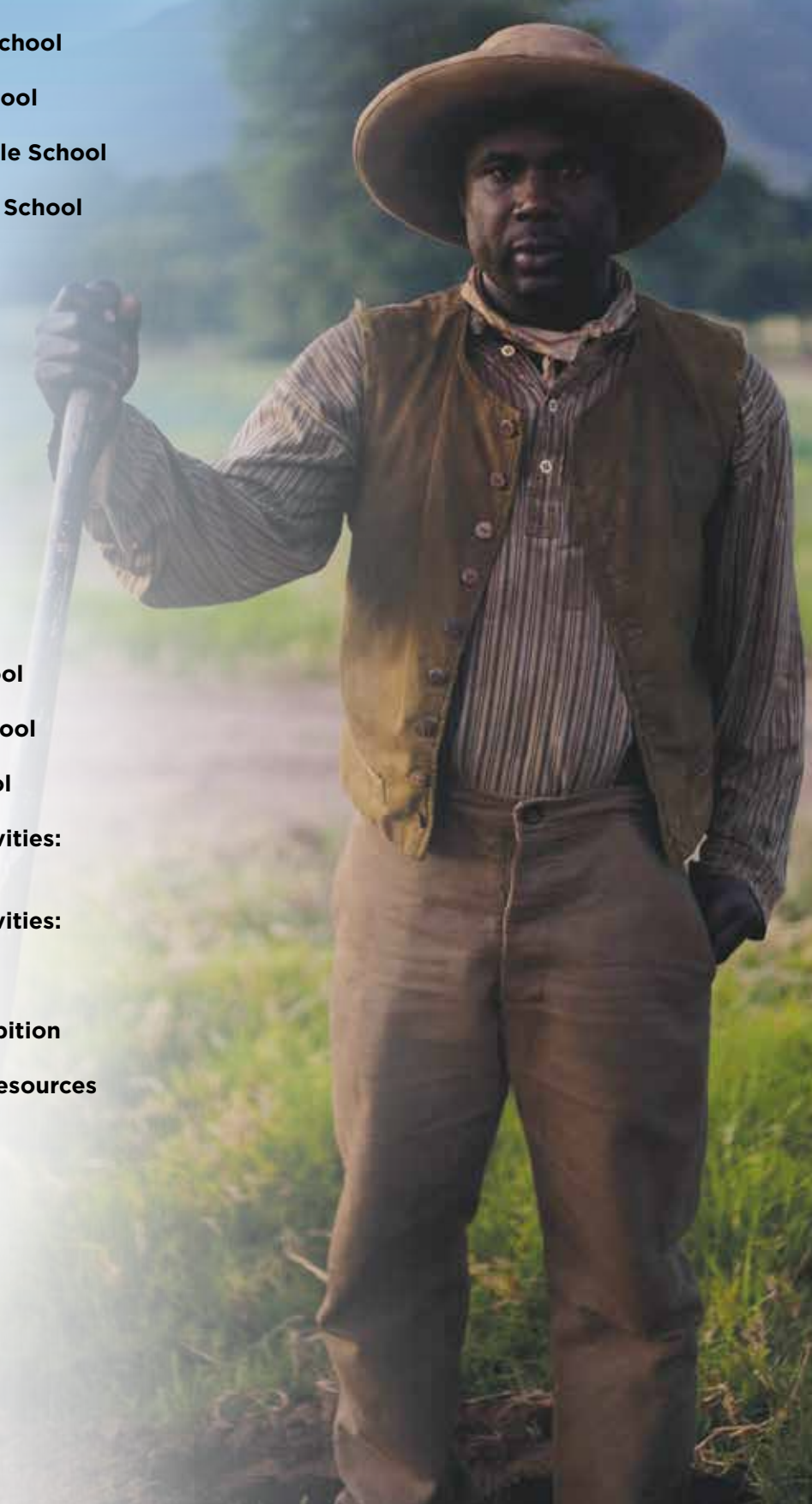
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ALL PROCEEDS BENEFITTING:



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# THE CIVIL WAR AT 150

**INTRODUCTION: OVER THE COURSE OF FOUR YEARS, STARTING IN APRIL 1861, THE AMERICAN CIVIL WAR SHOOK THE NATION TO ITS CORE, LEAVING MORE CASUALTIES THAN ALL OTHER AMERICAN WARS COMBINED. IN 2011, THE NATION STARTS A FOUR-YEAR COMMEMORATION OF THE 150TH ANNIVERSARY OF THE WAR. HISTORY IS PROUD TO BE WORKING WITH ORGANIZATIONS THROUGHOUT THE COUNTRY TO HELP EDUCATORS AND THEIR STUDENTS ENGAGE WITH THE HISTORY OF THE CIVIL WAR AND ASSESS THE LEGACY OF THIS CRITICAL CHAPTER IN OUR NATION'S PAST.**

The Civil War has a complex history, and it is important to explore the era from multiple perspectives. In every state in the U.S., students examine the history of the Civil War. The 150th Anniversary gives us all the opportunity to think more deeply and carefully about the people, places and events that shaped this intense conflict.

HISTORY has created this guide to provide educators with helpful supplementary activities and resources connected with Civil War curriculum and sesquicentennial plans. Across the curriculum, there are meaningful ways for students to learn about the Civil War and the historical context in which the conflict transpired. History, literature and drama courses are expected areas in which students study the Civil War. The inclusion of math, science and technology activities in this guide will allow educators to bring Civil War topics into the classroom in STEM subject areas as well.

#### **National and State Standards:**

These activities meet many of the national and state standards. Visit us online at [History.com/classroom](http://History.com/classroom) for standard correlations.



Our understanding of the Civil War has transformed in the past few decades. Historians have expanded what we know about how the events of the war transpired, how individuals and communities were changed by the war, and how it was experienced on the ground by everyday Americans. New scholarship has afforded students a richer view of how diverse groups of people including slaves, free blacks, soldiers from all backgrounds, women, children and immigrants experienced the war. The enormous consequences and legacies of the Civil War are still matters of great debate today. The pivotal issues of slavery and freedom resonate in our society and send us back to the past to explore the contours of American race relations and the terms of emancipation.

Throughout this guide, you will find information about how to find Civil War resources at [History.com](http://History.com), our premiere website featuring original articles, short videos and spectacular info-graphics geared toward today's visual learners. Two great starting places to locate Civil War content and to find information about HISTORY programming are the following sites: [History.com/topics/american-civil-war](http://History.com/topics/american-civil-war) and [History.com/classroom](http://History.com/classroom).

One of the best ways for teachers, students and families to learn about the Civil War in a hands-on way is to visit battlefields and historic sites. HISTORY is proud to be leading a national effort to encourage all Americans to visit these sites, and to help protect them for future generations. The **Give 150™** campaign invites the public to give contributions to help preserve Civil War sites and stories. These donations will go directly to the National Park Foundation and the Civil War Trust, two non-profit organizations actively involved in maintaining and preserving Civil War sites and lands. To learn more about this campaign, visit us online at [www.give150.com](http://www.give150.com).

Visit us online at [History.com/Classroom](http://History.com/Classroom) for updates on our Civil War commemoration. Questions or comments? Email us at [classroom@aetn.com](mailto:classroom@aetn.com)

In addition to the **Give 150** campaign, HISTORY will be collaborating with organizations including the Library of Congress, National History Day, the Journey Through Hallowed Ground Partnership, the American Association of State and Local History and many others in commemorating the Civil War. You can find links to these organizations throughout this guide and online at [History.com](http://History.com).

We look forward to hearing from teachers and students as we work together to assess the meaning and on-going significance of the Civil War to our nation's past, and its future.

Do you have an iPad? Visit us online to download HISTORY's innovative Civil War App at [history.com/interactives/civil-war-today](http://history.com/interactives/civil-war-today).





**Introduction:** The American Civil War is an enormous topic with a rich set of primary source documents, images and narratives for students to explore. The activities in this section are intended to supplement Civil War lesson plans and course units. Educators can gear these activities to fit the skill level of their middle school history and social studies students. If your students are particularly advanced, you may want to consult the high school sections of this guide to find additional ideas and resources.



The goals of these activities are to build an understanding of the chronology of the Civil War and to explore key people, places and events in the history of the war. Students should also gain a deeper understanding of the causes and consequences of the Civil War in American history.

## ACTIVITY 1

### Terms to Know

Below are some important terms related to the American Civil War. Before or during your Civil War course units, ask students to define these terms. You can have students add additional terms to this list to define. For a fun classroom project, ask students to create illustrated dictionaries of Civil War terms with related quotes and images.

- abolish
- civil
- Confederacy
- Fugitive Slave Law
- minié ball
- regiment
- secede
- slavery
- Underground Railroad
- Union

## ACTIVITY 2

### Timeline: Prelude to War



In order to understand why the U.S. exploded into Civil War in April 1861, students should examine the key events leading up to the firing shots at Ft. Sumter. One engaging way for students to prepare for their Civil War units is to create an illustrated timeline of key events which helped provoke secession and war. Students can present these timelines in PowerPoint format, on poster board or using another creative format such as a quilt or colorfully designed map.

To get started, ask students to include the following events on their timeline, and to use their course readings or lectures to add other relevant events to their projects: **Missouri Compromise, Fugitive Slave Act, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott decision, Lincoln/Douglas debates, John Brown's raid on Harpers Ferry, election of President Abraham Lincoln.**



## ACTIVITY 3

### Compare and Contrast: The Blue & The Gray

As the war got underway, the Union and the Confederacy both had strengths and weaknesses. One way for students to explore the war is to compare and contrast the two sides and analyze key factors and turning points. Students can use their textbooks, [History.com](https://www.history.com) and other sources to locate the information to fill out this chart.

	UNION	CONFEDERACY
Population during the Civil War era		
Major Generals		
Key Victories		
Key Defeats		
Total Number of Civil War casualties (injuries and losses of life)		



## ACTIVITY 4

### Civil War Voices

Throughout the Civil War, young people played a significant role in many battles and key events. Boys as young as 10 served as drummers and buglers, and thousands of young men (and even some women) served as soldiers. Young people were also eyewitnesses to Civil War battles, which often unexpectedly arrived in their backyards. The document below is an excerpt from an account of the Gettysburg battle by Daniel Skelly, a teenager who lived in town at the time of the battle in July 1863.

*“Our town being in the hands of the Confederates and cut off from all communications with the outside world, we knew nothing about our army and were completely in the dark as to how it was located and how much of it had arrived on the field. The Confederates maintained a clam-like silence on all matters concerning the battle, hence we did not know the significance of this tremendous cannonading until after the battle was over... But for the present it sent everyone to the cellars as a matter of protection. Mr. Harvey D. Wattles lived close to my father's and under his house was a large dry cellar. During the cannonading the neighbors congregated in it as a place of safety. An incident that occurred in this house... will give some idea of what families were exposed to while the fighting was in progress. A neighbor had come into the house to take refuge and had brought with her a band-box containing a bonnet. When the cannonading began, she went to the cellar, placing the box on the chair upon which she had been sitting. When she came from the cellar she found the box where she had left it, but a minie ball had passed through the box and the bonnet.” — A Boy's Experiences During The Battle of Gettysburg by Daniel Skelly, 1932*



## Document-Based Questions:

1. What do you think Skelly means when he says the Confederates “maintained a clam-like silence” regarding the Gettysburg battle? Do you think civilians were safe from harm during the battle?
2. Based on this passage, what do you think it was like for the people of Gettysburg to live through this battle? What do you think life was like in Gettysburg after the war?

**Letter writing activity: Imagine you were Skelly and lived through the Gettysburg battle. Write a letter from his perspective about what it would be like to experience a Civil War battle in your own hometown.**



## ACTIVITY 5

### Civil War Matching Review

Ask students to review what they have learned about the Civil War. They should then match the items in **Column 1** with the corresponding answer from **Column 2**.

#### Column 1

1. Shots were fired at Ft. Sumter, South Carolina on this date, officially sparking the Civil War. \_\_\_\_\_
2. Nickname for Civil War General Thomas Jonathan Jackson. \_\_\_\_\_
3. This abolitionist was born into slavery in Maryland and later became a powerful speaker. \_\_\_\_\_
4. She was the author of the influential book *Uncle Tom's Cabin*. \_\_\_\_\_
5. Lincoln delivered his Gettysburg Address on this date. \_\_\_\_\_
6. This man led an anti-slavery rebellion at Harpers Ferry, Virginia. \_\_\_\_\_
7. She led many slaves to freedom through the system known as the “Underground Railroad.” \_\_\_\_\_
8. This general led the “march to the sea.” \_\_\_\_\_
9. Generals Lee and Grant met on this date to discuss the Confederate’s surrender terms. \_\_\_\_\_

#### Column 2

- |                             |                       |
|-----------------------------|-----------------------|
| A. William Tecumseh Sherman | E. Stonewall          |
| B. April 9, 1865            | F. November 19, 1863  |
| C. Harriet Tubman           | G. Frederick Douglass |
| D. Harriet Beecher Stowe    | H. John Brown         |
|                             | I. April 12, 1861     |

**\*See answer key on page 12.**

# HISTORY: HIGH SCHOOL



**Introduction:** The American Civil War is an enormous topic with a rich set of primary source documents, images and narratives for students to explore. The activities in this section are intended to supplement Civil War lesson plans and course units. Educators can gear these activities to fit the skill level of their high school history students. If you find that these activities are too advanced for your students, you may want to consult the middle school sections of this guide to find additional ideas and resources.



The goals of these activities are to build an understanding of the chronology of the Civil War and to explore key people, places and events in the history of the war. Students should also gain a deeper understanding of the causes and consequences of the Civil War in American history. Students should be able to analyze and explain the social, political and economic effects of the Civil War.

## ACTIVITY 1

Below are some important terms related to the American Civil War. Before or during your Civil War course units, ask students to define these terms. You can have students add additional terms to this list as well. For a fun classroom project, ask students to create illustrated dictionaries of Civil War terms with related quotes and images.

- abolitionism
- causality
- Confederacy
- conscription
- emancipation
- Fugitive Slave Law
- Habeas Corpus
- insurrection
- inevitability
- martial law
- secession
- siege
- Union

## ACTIVITY 2

### Timeline: Why Civil War?

**Part 1.** On June 16, 1858, Abraham Lincoln delivered his famous “House Divided” speech in which he stated, “A house divided against itself cannot stand.” Ask students to read Lincoln’s speech and discuss his arguments. Based on what he said in 1858, ask students to discuss whether or not they thought Civil War was inevitable. (This is also an opportunity to discuss the concepts of historical inevitability and change over time.)

**Part 2.** Working in small groups, ask students to create a timeline of events leading up to the Civil War, from the turn of the 19th century through the firing of shots at Ft. Sumter. Students can present these timelines in PowerPoint format, on poster board or with another creative format such as a quilt or colorfully designed map. To get started, ask students to include the following events on their timeline, and to use their course readings or lectures to add other relevant events to their projects: Missouri Compromise, Fugitive Slave Act, Compromise of 1850, *Uncle Tom's Cabin*, Kansas-Nebraska Act, Dred Scott decision, Lincoln/Douglas debates, John Brown’s raid on Harpers Ferry, election of President Abraham Lincoln.



## ACTIVITY 3

### Compare and Contrast: The Blue & The Gray

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## ACTIVITY 4

### Civil War Voices

African Americans made significant contributions throughout the Civil War, serving as nurses and soldiers and in many other support roles. Over 180,000 African Americans fought for the Union; many of them were slaves who had fled North in search of freedom. The letter on p. 11 was written to President Abraham Lincoln by members of the 55th Massachusetts Infantry Regiment, an all-black unit.



## FOLLY ISLAND, SOUTH CAROLINA, JULY 16TH 18.64

*Sir We The Members of Co D of the 55th Masseurchusetts vols Call the attention of your Excellency to our case*

*1st First We wase enlisted under the act of Congress of July 18.61 Placing the officers non Commissioned officers & Privates of the volunteer forces in all Respects as to Pay on the footing of Similar Corps of the Regular Army 2nd We Had Been in the Field now thirteen months & a Great many yet longer We Have Received no Pay &Have Been offered only seven Dollars Pr month Which the Paymaster Has said was all He Had ever Been authorized to Pay Colored Troops this was not according to our enlistment Consequently We refused the Money the Commonwealth of Masseurchusetts then Passed an act to make up all Deficiencieys which the general Government Refused To Pay But this We Could not Receive as The Troops in the general service are not Paid Partly by government & Partly by State 3rd that to us money is not object we came to fight For Liberty justice & Equality. These are gifts we Prise more Highly than Gold For these We Left our Homes our Famileys Friends & Relatives most Dear to take as it ware our Lives in our Hands To Do Battle for God & Liberty*

*4th after the elaps of over thirteen months spent cheerfully & willingly Doing our Duty most faithfully in the Trenches Fatieque Duty in camp and conspicuous valor & endurance in Battle as our Past History will Show*

*P 5th therefore we Deem these sufficient Reasons for Demanding our pay from the Date of our inlistment & our immediate Discharge Having Been enlisted under False Pretence as the Past History of the Company will Prove*

*6th Be it further Resolved that if immediate steps are not taken to Relieve us we will Resort to more stringent mesures*

*We have the Honor to Remain your Obedint Servants*

*The members of Co D*

*[Sergt. John F Shorter and 73 other signatures]*

Citation:

L-211, 1864, Letters Received, ser. 360, Colored Troops Division, RG 94, National Archives.



### Document-Based Questions:

1. What was the main purpose of this letter from the 55th Massachusetts Regiment to President Lincoln?
2. Why do you think this group of soldiers was compelled to fight in the Civil War? Other than money, what do you think were reasons the soldiers were fighting for equal pay?

**Letter writing activity:** Imagine you were President Lincoln and received this letter. Write a response from Lincoln's perspective.

## ACTIVITY 5

### Additional Explorations

The Civil War is a topic full of people, places and stories to explore through student research projects. For a final Civil War project, ask students to choose one Civil War topic and produce final research paper/projects. Sample topics could include: the role of innovative technologies such as the telegraph or ironclad ships; Civil War Medal of Honor winners such as African American Sergeant William Carney; the role of medicine during the Civil War including Clara Barton or other Civil War nurses; and the role of Native Americans in the Civil War. Students may also be interested in writing about the role of children in the Civil War era, from drummer boys such as Johnny Clem to Tillie Olson, the young girl who experienced the Battle of Gettysburg firsthand.



## ACTIVITY 6

### Discussion and Review Questions

1. Who did Abraham Lincoln defeat in the election of 1860, and what was the political climate like at the time of that election?
2. What were some of the key turning points that led to the start of the Civil War in April 1861?
3. At the start of the Civil War, did most people think it would last for a long time?
4. What were some key battles during the first 2 years of the Civil War?
5. When did Lincoln issue the Emancipation Proclamation, and what was the significance of this document?



Mary Tippee of the 114th Pennsylvania Infantry

6. Why were the battles of Gettysburg and Vicksburg turning points in the Civil War?
7. What are some of the roles African Americans played during the Civil War?
8. What are some of the roles women played during the Civil War?
9. What were some of the key battle strategies of Northern and Southern generals? Which of these were effective, and which were not?

10. What did Lincoln say in his 2nd Inaugural Address, and why was this address so significant?
11. At what point do you think it became clear that the Union would prevail against the Confederacy? When did the war officially end?
12. How many slaves were freed at the end of the Civil War?
13. What was the 13th Amendment, and why was it important?

Additional resource: visit the National Archives' Our Documents site at [www.ourdocuments.gov](http://www.ourdocuments.gov) to read, print and review key Civil War documents.

#### Answer Key for matching activity from page 8.

- |      |      |
|------|------|
| 1. I | 6. H |
| 2. E | 7. C |
| 3. G | 8. A |
| 4. D | 9. B |
| 5. F |      |



# GEOGRAPHY: MIDDLE SCHOOL



**Introduction:** Studying the American Civil War gives students a great opportunity to sharpen their geography and mapping skills. In order to understand the chronology and outcomes of the war, it is important for students to understand the geography of the United States at the time. These activities provide a way to incorporate Civil War content into social studies and geography courses. Teachers can adapt these activities to fit their middle school geography course units and lesson plans.



The goal of these activities is to help middle school students explore the geography of the United States at the time of the Civil War. These activities will help students gain a deeper understanding of U.S. borders and boundaries in the 19th century and the changing landscape of the nation during the Civil War era.

## ACTIVITY 1

### Landmarks of the Underground Railroad: From Dickinson College

Dickinson College historian Matthew Pinsker and his students have developed an outstanding website using Google Earth and other tools to explore the history and geography of the Underground Railroad.

This site gives students the opportunity to use new technology as they examine key locations and people associated with the Underground Railroad.

Visit this site at [housedivided.dickinson.edu/fieldtrips](http://housedivided.dickinson.edu/fieldtrips) to get started. Teachers will find handouts, suggested assignments and additional activities.

## ACTIVITY 2

### Teaching with Historic Places – Lesson Plans from the National Park Service

The Teaching with Historic Places lesson plans from the National Park Service are an excellent resource for incorporating geography into Civil War course units. From Clara Barton's home to battle sites to Lincoln's Cottage, these lessons cover many important Civil War topics. These lessons give students a way to explore the role of geography and "place" in the Civil War. Visit NPS online to view and download these lessons, [www.nps.gov/nr/twhp/civwar00.htm](http://www.nps.gov/nr/twhp/civwar00.htm).

## ACTIVITY 3

### Civil War Map Analysis: Battle and Siege of Vicksburg

(See map on p. 16; map generously provided by the Civil War Trust. Visit [www.civilwar.org](http://www.civilwar.org) for more maps and related lesson activities.)



1. Based on this map, why do you think Vicksburg was strategically important during the Civil War?
2. How long did the Vicksburg campaign take? What do you think were the goals of the Union and the Confederacy based on what you see on this map?



**Introduction:** Studying the American Civil War gives students a great opportunity to sharpen their geography and mapping skills. In order to understand the chronology and outcome of the war, it is important for students to understand the geography of the United States at the time. These activities provide a way to incorporate Civil War content into high school geography courses and lessons. Teachers can adapt these activities to fit their high school geography course units.



The goal of these activities is to help high school students explore the geography of the United States at the time of the Civil War. These activities will help students gain a deeper understanding of U.S. borders and boundaries in the 19th century and the changing landscape of the nation during the Civil War era.

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**Ask each student to prepare a short report about one significant event or person they learn about through this site. Students can supplement what they learn from this site with their own research. They may also want to share one of the Google Earth tours with younger students at the school or in your community.**



Civil War nurse and humanitarian, Clara Barton

## ACTIVITY 2

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## ACTIVITY 3

### GIS and the Civil War: Helping Protect the Past

GIS (Geographic Information System) technology is an important way to measure and interpret data about our landscape. Organizations such as the Civil War Trust use GIS as a tool to map battlefield lands in order to help them determine which sites should be preserved. Learning about the role of GIS in mapping Civil War sites gives students an opportunity to explore this new technology and its applications. Ask students to visit this site [www.civilwar.org/land-preservation/what-is-gis.html](http://www.civilwar.org/land-preservation/what-is-gis.html) and write a short report about how GIS is used to help preserve the past.

## ACTIVITY 4

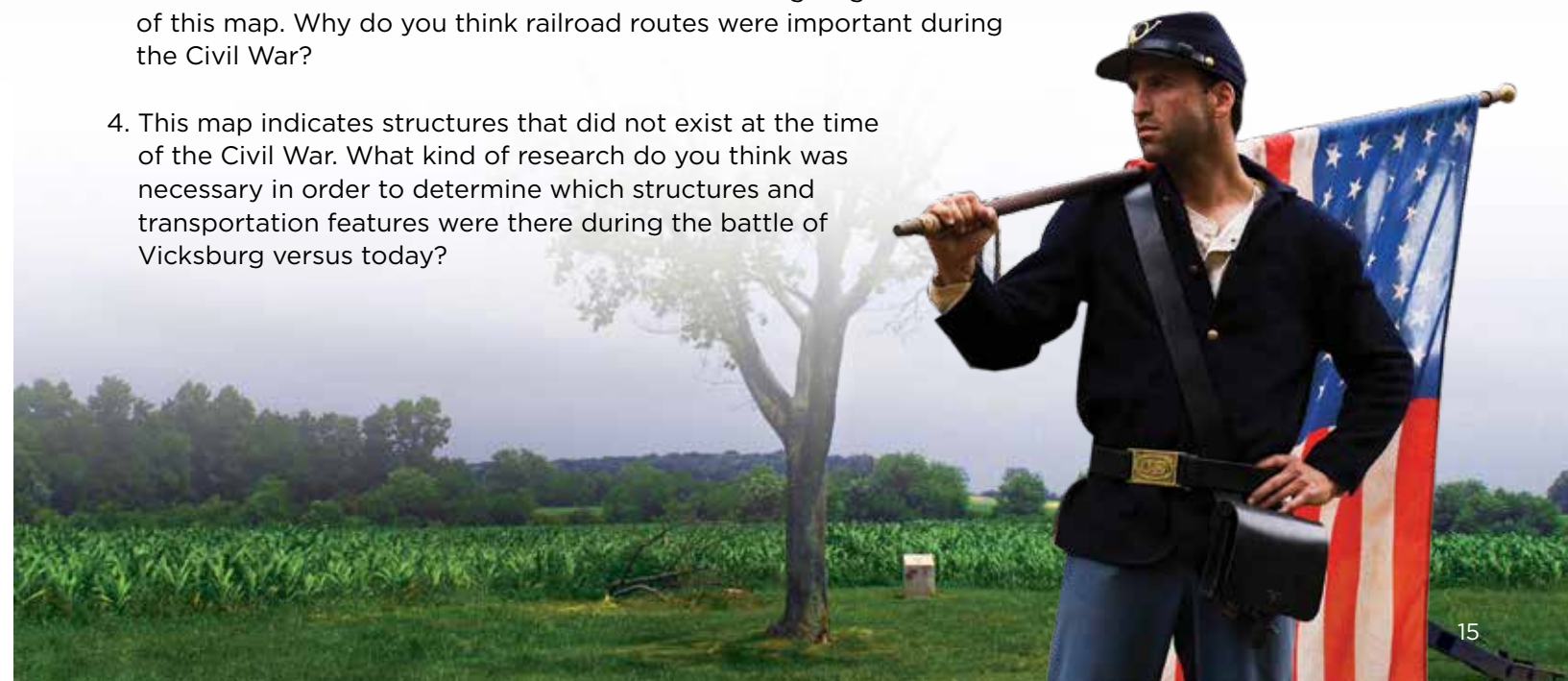
**Civil War Map Analysis: Battle and Siege of Vicksburg, MS (Map generously provided by the Civil War Trust. Visit [www.civilwar.org](http://www.civilwar.org) for more resources and information.) See map on p. 16.**

**Civil War Trust: Map of the Battle and Siege of Vicksburg (2007)  
May 18 - July 4, 1863**

In May and June of 1863, Maj. Gen. Ulysses S. Grant's armies converged on Vicksburg, besieging the city and entrapping a Confederate army under Lt. Gen. John Pemberton. On July 4, Vicksburg surrendered after prolonged siege operations. This was the culmination of one of the most brilliant military campaigns of the war. With the loss of Pemberton's army and this vital stronghold on the Mississippi, the Confederacy was effectively split in half. Grant's successes in the West boosted his reputation, leading ultimately to his appointment as General-in-Chief of the Union armies.

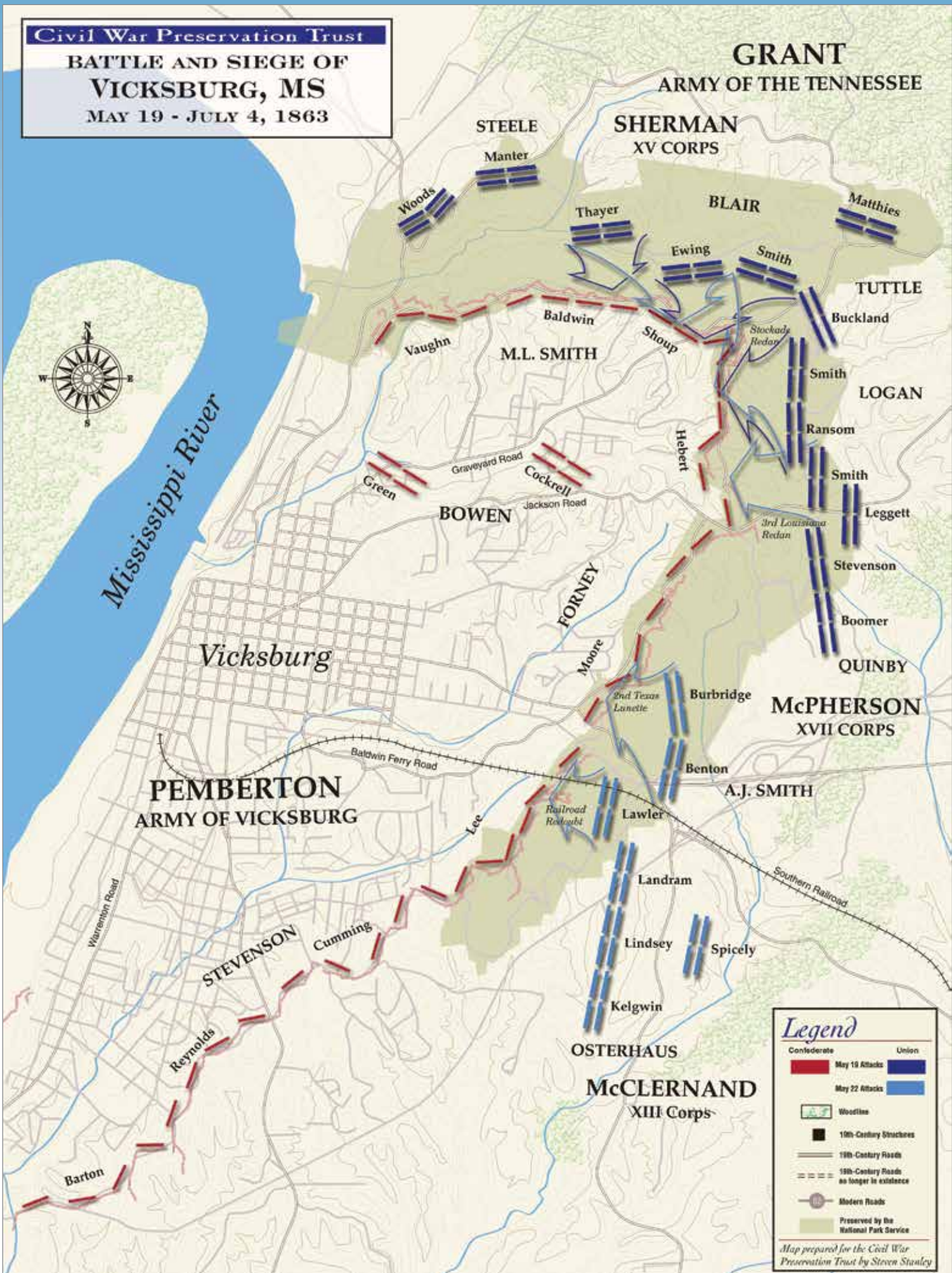
### Discussion Questions:

1. Based on what you see on this map, how would you compare the strength of the Union forces versus the Confederates as they confronted one another at Vicksburg?
2. Why do you think the Mississippi River was strategically so important during the Civil War era? Why was the Vicksburg campaign significant in terms of the struggle to control the Mississippi River?
3. The location of railroads at the time of the Vicksburg siege is one of the features of this map. Why do you think railroad routes were important during the Civil War?
4. This map indicates structures that did not exist at the time of the Civil War. What kind of research do you think was necessary in order to determine which structures and transportation features were there during the battle of Vicksburg versus today?





Civil War Preservation Trust  
**BATTLE AND SIEGE OF  
 VICKSBURG, MS**  
 MAY 19 - JULY 4, 1863



# ENGLISH/DRAMA: MIDDLE SCHOOL



**Introduction:** One of the best ways for students to engage with the complex history of the Civil War is to read Civil War literature including novels, short stories and poems, and to explore Civil War content through drama and performance. Many schools already incorporate Civil War content into these subject areas. Educators can adapt these activities to fit the age and reading level of their middle school students. If you find that these activities are not advanced enough for your students, you may want to consult the high school sections of this guide to find additional ideas and resources.



**The goal of these activities is to help students explore the events, causes and consequences of the American Civil War through literature, performance and drama.**

## ACTIVITY 1

### Fiction and Non-Fiction

The Civil War era is full of significant stories. Some of these stories are told through powerful first-person accounts, and others have been captured through novels and poetry. Studying Civil War writings gives students a great opportunity to compare and contrast fictional and non-fiction accounts. Before starting this activity, lead the class in a discussion of fiction vs. non-fiction, asking them to define each term. Then, ask students to read two passages about an aspect of the Civil War, one fiction and one non-fiction. Afterward, have students discuss the differences in these genres of writing and compare/contrast these forms in a short essay.

Most literary texts will include Civil War stories, though teachers may also want to assign a short novel such as G. Clifton Wisler's *The Drummer Boy of Vicksburg* (Puffin, 1999). A suggested history text to find non-fiction passages for this activity is Delia Ray's *Behind the Blue and Gray: The Soldier's Life in the Civil War*. (Puffin, 2006).

## ACTIVITY 2

### Civil War Poetry

During and after the Civil War, many American writers captured the intensity of the conflict through poems about the events of the war and those who fought it. On page 18 you'll find a poem written by Herman Melville about Confederate General Stonewall Jackson. Students can explore the content and structure of the poem, and the discussion questions will jumpstart a conversation. To explore additional Civil War poems, visit the Library of Congress online and search for "Civil War poetry" at [memory.loc.gov](http://memory.loc.gov).





## STONEWALL JACKSON MORTALLY WOUNDED AT CHANCELLORSVILLE, MAY, 1863 by Herman Melville

The Man who fiercest charged in fight,  
Whose sword and prayer were long –  
Stonewall!

Even him who stoutly stood for Wrong,  
How can we praise? Yet coming days  
Shall not forget him with this song.

Dead is the Man whose Cause is dead,  
Vainly he died and set his seal –  
Stonewall!

Earnest in error, as we feel;  
True to the thing he deemed was due,  
True as John Brown or steel.

Relentlessly he routed us;  
But we relent, for he is low-  
Stonewall!

Justly his fame we outlaw; so  
We drop a tear on the bold Virginian's bier,  
Because no wreath we owe.



**Introduction:** One of the best ways for students to engage with the complex history of the American Civil War is to read related literature including novels, short stories and poems, and to explore Civil War content through drama and performance. Many schools already incorporate Civil War content into these subject areas. Educators can gear these activities to fit the age and reading level of their high school students. If you find that these activities are too advanced for your students, you may want to consult the middle school sections of this guide to find additional ideas and resources.



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Most literary texts will include Civil War stories. One suggested novel for this activity is Stephen Crane's classic *The Red Badge of Courage*. A suggested history text to find non-fiction passages for this activity is James McPherson's *Fields of Fury: The American Civil War* (Atheneum, 2002).

## ACTIVITY 2

### Civil War Poetry

During and after the Civil War, many American writers captured the intensity of the conflict through poems about the events of the war and those who fought it. On the next page is a poem written by Herman Melville about the Battle of Shiloh. Students can explore the content and structure of the poem, and the discussion questions will jumpstart a conversation. To explore additional Civil War poems, visit the Library of Congress online and search for "Civil War poetry": [memory.loc.gov](http://memory.loc.gov).

## Discussion Questions:

1. Based on this poem, how would you describe Stonewall Jackson?
2. What do you think the phrase "True as John Brown or steel" means? If you do not know who John Brown was, search your textbook or online for background information about him.

## ACTIVITY 3

### The Drama of The Civil War

The Civil War is full of events and characters. Whether in a literature or a drama course, or in after-school activities, Civil War plays give students a meaningful way to explore the events of the war. The Civil War Trust has many excellent lesson plans for teachers including an exciting one in which students explore the Civil War through performing a play. This lesson, written by Joann Bowman, was voted Best Lesson in 2010. Visit the Trust online at this link to view this lesson plan: [www.civilwar.org/education/teachers/lesson-plans/civil-war-play/civil-war-play-lesson-plan.html](http://www.civilwar.org/education/teachers/lesson-plans/civil-war-play/civil-war-play-lesson-plan.html).

## ACTIVITY 4

### Exploring Ford's Theatre

The unexpected assassination of President Lincoln at Ford's Theatre is an important topic to examine. Ford's Theatre has outstanding resources to help students explore Lincoln's legacy through theatre and education. Teachers can arrange to have a class visit the theatre in person to take a tour or watch a performance. If you do not live nearby, you can still "virtually" visit Ford's through an online tour. Students can take the virtual tour at this link: [www.fordstheatre.org/sites/default/files/virtualTour/index.html](http://www.fordstheatre.org/sites/default/files/virtualTour/index.html). Note: teachers may also be interested in the professional development opportunities offered by Ford's Theatre.





## SHILOH: A REQUIEM (APRIL 1862)

by Herman Melville

Skimming lightly, wheeling still,  
The swallows fly low  
Over the field in clouded days,  
The forest-field of Shiloh —  
Over the field where April rain  
Solaced the parched ones stretched in pain  
Through the pause of night  
That followed the Sunday fight  
Around the church of Shiloh —  
The church so lone, the log-built one,  
That echoed to many a parting groan  
And natural prayer  
Of dying foemen mingled there —  
Foemen at morn, but friends at eve —  
Fame or country least their care:  
(What like a bullet can undecieve!)  
But now they lie low,  
While over them the swallows skim,  
And all is hushed at Shiloh.



### Discussion Questions:

1. What do you think the line “Solaced the parched ones stretched in pain” refers to in this poem?
2. What is a “foeman” and what do you think the term means in the context of this poem?
3. What do you think the swallows in this poem represent?



### ACTIVITY 3

The film *The People Speak*, which originally aired on HISTORY in December 2009, gives students a powerful way to explore the Civil War through performances of first-person words and writings.

Visit [History.com/peoplespeak](http://History.com/peoplespeak) to watch John Legend perform the slave protest song *No More Auction Block* and to see actor Benjamin Bratt read a letter from a runaway slave to his former master on the eve of the Civil War. These performances can also inspire students to enact documents from the Civil War era. Visit The People Speak site at [www.thepeoplespeak.com](http://www.thepeoplespeak.com) to find additional resources.



# ART/MUSIC: MIDDLE SCHOOL



**Introduction:** The American Civil War generated some of the richest works of artistic expression in American history. From photographs to songs to paintings, artists captured the intensity of the war both as it was happening and after it was over. One of the best ways for students to engage with the complex history of the war is to consider photos and images created during or inspired by the Civil War. Students can also learn more about the Civil War by working on their own creative projects. The activities in this section offer suggestions for incorporating Civil War content into middle school art and music courses. Educators can adapt these activities to fit their course units or after-school activities.



The goal of these activities is to help middle school students explore the events, causes and consequences of the American Civil War through art and music.

### ACTIVITY 1

#### Civil War Flags

Civil War regiments often carried flags in battle to transmit information among armies and to show their loyalty. Union troops usually carried a national flag as well as a regimental flag. Confederate regiments often had very detailed flags with information about the state or area they were from, their regiment number and even the name of their group. If enemy troops captured the flag during battle, it was considered an important symbolic gain. Working in groups, ask students to create flags from the Civil War era using felt, construction paper, poster board or any other medium. Visit the Gettysburg National Military Park site for more background information to get started on this activity: [www.nps.gov/archive/gett/gettkidz/flag.htm](http://www.nps.gov/archive/gett/gettkidz/flag.htm).

### ACTIVITY 2

#### Picturing America: The Civil War

Picturing America, a special initiative of the National Endowment for the Humanities, gives students a deeper appreciation of our country’s history and character through studying and understanding its art. Several paintings and images in this collection are associated with the Civil War era including a photograph of Abraham Lincoln by Alexander Gardner. This photograph, taken in February 1865, gives students the opportunity to explore a powerful image of Lincoln and to discuss his leadership during the Civil War. Visit the NEH site online to download a Teacher Resource book which provides additional tips for incorporating this photo into courses: [picturingamerica.neh.gov](http://picturingamerica.neh.gov). Students can create Civil War photo collages or write a short essay about this photograph for an extension to this activity.

### ACTIVITY 3



#### Civil War Music: When Johnny Comes Marching Home

Music held a central place in Civil War battles as well as in churches and homes. Military bands helped draw recruits and inspired soldiers as they prepared for battle. Students can research the history of music during the Civil War to further explore this era.

**Words to know:** Some important words to define are: brigade band, bugle, fife and drum corps and regimental band. First, lead students in a discussion of these key terms and the roles of each during the Civil War. Students will be interested to know that many drummers and buglers during the Civil War era were actually boys under the age of 18.

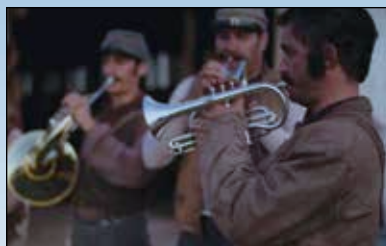
After discussing the role of music in the Civil War, ask students to analyze and perform Civil War songs such as “When Johnny Comes Marching Home.” The Library of Congress has developed a lesson plan focused on this song, with primary source documents: [www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-war-music](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-war-music).



**Introduction:** The American Civil War generated some of the richest works of artistic expression in American history. From photographs to songs to paintings, artists captured the intensity of the war both as it was happening and after it was over. One of the best ways for students to engage with the complex history of the war is to consider photos and images created during or inspired by the Civil War. Additionally, students can learn more about the Civil War by working on their own creative projects. Educators can adapt these activities to fit their course units or after-school activities.



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## Activity 2

### Picturing America: The Civil War

Picturing America, a special initiative of the National Endowment for the Humanities, gives students a deeper appreciation of our country's history and character through studying and understanding its art. Several paintings and images in this collection are associated with the Civil War era including a photograph of a memorial to Robert Gould Shaw and the Massachusetts 54th Regiment he led. This memorial, created by Augustus Saint-Gaudens, gives students the opportunity to explore the role of memorials and monuments in U.S. history. Teachers can visit the NEH site online to download a Teacher Resource book which provides additional tools for incorporating this memorial into courses: [picturingamerica.neh.gov](http://picturingamerica.neh.gov).

Ask students to discuss the meaning of the memorials, and design their own Civil War memorial.

## Activity 3

### Civil War Music: Drums and Bugles



During the Civil War, military bands helped draw new recruits and inspired soldiers as they prepared for battle. For young men who wanted to serve but were under the age limit of 18, becoming a drummer or bugler was a common way to join. (Many students will like learning about the story of Orion Howe, a drummer boy who was one of the first and youngest Medal of Honor recipients.)

Students can discuss the roles of drummers and buglers during the Civil War. Then, visit the Library of Congress online at [lcweb2.loc.gov/diglib/ihah/html/civilwar/civilwar-home.html](http://lcweb2.loc.gov/diglib/ihah/html/civilwar/civilwar-home.html) to find Civil War era songs and sheet music for student performances.

## Activity 1

### Photography, Mathew Brady

The Civil War was the first American war to be covered extensively by photographers. Photographs of the war are important documents that reveal the lives of soldiers, the conditions in which they lived and the aftermath of important battles. Ask students to locate 5-7 Civil War photographs through research online or at the library and create an album using PowerPoint or another format. Students should write captions and include citations. Students can research and report on how photographs were taken at this time and the role photojournalists such as Mathew Brady played in the Civil War.

For more ways to use Civil War photographs, see this lesson developed by the Civil War Trust: [www.civilwar.org/education/teachers/lesson-plans/photography-of-the-civil-war-lesson-plan/history-of-civil-war.html](http://www.civilwar.org/education/teachers/lesson-plans/photography-of-the-civil-war-lesson-plan/history-of-civil-war.html).

**Introduction:** Studying the American Civil War gives high school students the opportunity to explore important aspects of civics, governance and leadership. Throughout the course of the war, key questions of federalism, states' rights and individual citizenship rights were tested. These civics activities will help students explore and understand the ways the events and outcomes of the war shaped American government. Teachers can adapt these activities to fit their high school civics course units and lesson plans.



The goal of these activities is to help high school students explore important aspects of civics, governance and leadership during the Civil War era, and to analyze the effects of the Civil War on the structure of American government.

## Activity 1

### The Pathway to Secession

In December 1860, the convention of leadership in South Carolina officially voted to secede from the United States. Though shots were not fired at Ft. Sumter until April 1861, the secession of South Carolina was a profound decision which sparked the Civil War. But what were the reasons South Carolina leaders gave for secession? The South Carolina secession declaration is a critical source to read when considering the reasons the Civil War erupted. Ask students to locate this document online and read it carefully. Then, lead the class in a discussion of the causes of the Civil War.

## Activity 2

### Habeas Corpus: Suspended!

In May 1861, John Merryman, lieutenant of a secessionist cavalry unit in Maryland, was arrested for attempting to stop Union troops from advancing to Washington, D.C. from Baltimore. Merryman's attorney petitioned the federal courts for a writ of habeas corpus to investigate the charges. President Lincoln had ordered the suspension of habeas corpus rights, stating that the preservation of the Union was at stake and citing Article 1, Section 9 of the Constitution. A circuit court found his order to be unconstitutional, yet Congress passed a law shortly thereafter solidifying Lincoln's decision. Lincoln issued a formal proclamation about the suspension of habeas corpus in September 1862, a decision which held until after the war when the Supreme Court ruled that Lincoln and the Congress had overstepped their bounds.

Break students up into groups and have them research the suspension of habeas corpus during the Civil War. (Students should first discuss the term "habeas corpus" and define its meaning.) Then, assign each group to advocate either for or against this decision in a mock debate. If the class is too large for the debate, you can also have students write letters to the editor arguing for or against Lincoln's decision.





## Activity 3

### Ford's Theatre: Leaders on Lincoln

Abraham Lincoln is remembered as one of the most effective leaders of the 20th century. Historians have written volumes about the role Lincoln played in effectively leading the nation through the fracture of Civil War. His statesmanship in brokering the end of the conflict is considered one of the most important contributions of any American President. Ford's Theatre conducted interviews with contemporary world leaders about what made Lincoln such an effective leader. Ask students to view some of these interviews here: [www.fordstheatre.org/index.php?q=home/explore-lincoln/honoring-lincoln/leaders-lincoln](http://www.fordstheatre.org/index.php?q=home/explore-lincoln/honoring-lincoln/leaders-lincoln). Then, have students write short essays about Lincoln's leadership and the role he played in governing the nation during crisis. Students may also want to compare/contrast Lincoln with other world leaders.

## Activity 4

### Appomattox: The Terms of Surrender

On April 9, 1865 Generals Ulysses S. Grant and Robert E. Lee met in Appomattox Court House, Virginia to discuss the surrender of Lee's Army of Northern Virginia and to hash out a plan for the official end of the war. The discussion over the terms of surrender lasted for four days, culminating with a ceremony on April 12th in which infantrymen in Lee's army were given their parole papers and surrendered their weapons. The terms of surrender were immensely important in determining the fate of Confederate soldiers and the path the nation would take as the Union was restored.

Ask students to locate the "Articles of Agreement Relating to the Surrender of the Army of Northern Virginia" online at the National Archives' Our Documents site: [www.ourdocuments.gov](http://www.ourdocuments.gov). In small groups or as part of a larger discussion, ask students to talk about the terms of surrender. Then, ask them to write a letter from the perspective of a Union or Confederate soldier discussing the surrender terms and reflecting on the outcome of the Civil War.

#### Middle School Math Answer Key

Problem 1. Answer: \$4.38 per bushel  
 Problem 2. Answer: 5.68 miles per hour  
 Problem 3. Answer: 59%  
 Problem 4. Answer: The Army would pay \$1,440 more on the installment plan  
 Bonus Activity. Answer: \$126

#### High School Math Answer Key

Problem 1. Answer: 66.30 hours  
 Problem 2. Answer: 4.28 miles per hour  
 Problem 3. Answer: 4 miles per hour  
 Problem 4. Answer: 41 feet  
 Bonus Activity. Answer: 22%



**Introduction:** The centrality of the Civil War in shaping U.S. history and society makes it an important topic to study across the curriculum, including STEM courses. These activities provide ideas for incorporating Civil War content and themes into middle school mathematics lesson plans and activities. Teachers can adapt these activities to fit the skill level of their students.



**The goal of these problems and activities is to provide ideas for incorporating Civil War content and themes into mathematics course units and lesson plans. Students can build their knowledge of the Civil War while also sharpening their math skills.**

**\*Find answers to these problems and activities on p. 24 of this guide.**

## Problem 1

### Prices on the Rise

One of the Army's grain suppliers decided to raise the price of oats from \$4.00 to \$5.00 per bushel. The same percentage increase was applied to corn. The old cost of corn was \$3.50 per bushel. What is the new cost of corn?

## Problem 2

### Speed and Distance

A soldier made a 16-mile trip from the fort to an outpost, traveling on horseback at a speed of 8.0 miles/hour. He made the return trip travelling at 4.4 miles/hour. What was his average speed for the entire trip?

## Bonus Activity: The Civil War Hits Home

### Paying for the War

While their fathers and brothers went off to fight in the Civil War, many women were left at home to tend to their land and small businesses and to raise children. Some women were determined to try to save money in case their husbands and family members never came home.

**Word problem:** Mary Miller's husband Stephen left in January 1863 to fight in a North Carolina Civil War regiment. Each month, Mary has tried to save a few dollars in case Stephen was away for a long period of time. In January she saved \$2, in February she saved \$4, in March she saved \$8 and in April she saved \$16. If she continued to follow this pattern of savings, how much money would she have by the end of June?

## Problem 3

### Civil War Statistics

In one civil war battle 23,000 soldiers were killed, wounded, or captured. Of those 23,000, 1,700 were killed and 7,800 were wounded. What percent of the soldiers were captured?

## Problem 4

### Civil War Credit

The Army agreed to buy 100 horses from a horse trader for a total cost of \$15,000. The trader offered the Army two options to pay for the horses. They could pay the full amount in cash at delivery, or they could pay \$1,200 down at delivery and \$635 a month for 24 months on an installment plan. How much more would the Army pay for the horses on the installment plan?





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## Problem 1 Across the Battlefield

The area of a square battlefield was 22,500 square miles. How long will it take a group of soldiers to cross the field diagonally at the rate of 3.2 miles/hour?

## Problem 2 Calculating Radius

A wheel of a gun wagon had a radius of 18 inches and was rotating at 40 RPM. What was the speed of the wagon in miles/hour?

## Problem 3 Calculating Speed

A river boat that traveled at 12 miles per hour in still water was transporting soldiers up a river which flowed with constant speed. A soldier fell out of the boat. The soldier was noticed missing 15 minutes later and the boat turned back to get him. He was found 2 miles away from where he fell overboard. How fast was the river flowing?

## Problem 4 Civil War Strategy: Analyzing Angles

A company of soldiers planned to attack an enemy camp from the rear by climbing ladders leaned against a vertical embankment. The top of the embankment was 40 feet above the ground. The bottom of each ladder was placed 9 feet (at a right angle) away from the embankment, with the top of each ladder resting against the top edge of the embankment. What was the length of each ladder?

## Bonus Activity:

### Civil War Soldiers: Who Were They?

The average Civil War soldier was between the ages of 18 and 29, weighed about 143 pounds, and was approximately 5 feet 8 inches tall. Women contributed to the war in many ways, and several hundred of them even disguised themselves to serve in combat. You can find many more Civil War statistics and figures online at: [www.history.com/topics/american-civil-war/interactives/civil-war-150#/who-they-were](http://www.history.com/topics/american-civil-war/interactives/civil-war-150#/who-they-were).

### Word problem:

A Civil War regiment consists of 238 soldiers. Of all the soldiers in the regiment, 52 are under the age of 24. What percentage of this regiment was under the age of 24? (You can round up your answer to the nearest number.)

**Introduction:** The Civil War era was a time of intense conflict, yet a variety of important advances were made in the fields of technology, engineering and medicine. These activities provide ideas for incorporating Civil War content and themes into middle school science and technology lesson plans. Teachers can adapt these activities to fit the skill level of their students and the focus of their curriculum.



The goal of these activities is to provide ideas for incorporating Civil War content and themes into science and technology course units and lesson plans. Students can build their knowledge of the Civil War while exploring some key scientific concepts.

## Activity 1 The Underground Railroad and Astronomy

The Underground Railroad is a term used to describe a network of abolitionists that helped slaves escape to freedom. Runaway slaves often knew they were headed North by locating the Big Dipper, also known as the “Drinking Gourd.” NASA has developed activities and short videos to incorporate the story of the Underground Railroad into lesson plans related to astronomy. Visit their site at [www.nasa.gov](http://www.nasa.gov) and search “Underground Railroad” to find these videos and lesson activities to get started.

## Activity 2 Diet and Disease During the Civil War

Many students may be surprised to learn that two-thirds of the soldiers who died during the Civil War actually died of disease rather than from battle injuries. When studying anatomy and biology, Civil War examples can help explain the interaction between disease and social factors. Students can answer the following questions:

1. What diseases were most common during the Civil War?
2. What was the diet of an average Civil War soldier?
3. How could poor diet have contributed to disease? Students can also create charts of Civil War diseases and their effect on the body. The Civil War Trust has a great lesson to get started on this activity: [www.civilwar.org/education/pdfs/civil-war-curriculum-medicine.pdf](http://www.civilwar.org/education/pdfs/civil-war-curriculum-medicine.pdf).

## Activity 3 Civil War Balloon Reconnaissance

During the Civil War, hot air and gas-fueled balloons were used to gather information about enemy movements and strategies. Studying balloon reconnaissance is a great way for students to learn about concepts such as air density and buoyancy. Students can also discuss important questions such as “What were the advantages of hot air versus gas-fueled balloons?” “What were the advantages and disadvantages of aerial reconnaissance?” “What are balloons used for today?” Visit the U.S. Centennial of Flight site (link: [tinyurl.com/cwx82](http://tinyurl.com/cwx82)) for background on this topic. Teachers can incorporate this background information into class projects involving balloons or related experiments.



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## ACTIVITY 1

### The National Academy of Sciences

President Lincoln established the National Academy of Sciences in 1863 to encourage experimentation and innovation. Ask students to research the founding of NAS. What was its original mission, and how was it structured? How has it shaped our world today? **Bonus Activity:** Ask students to choose a topic related to battlefield medical advances and write a short article about their chosen innovation or individual.

## ACTIVITY 2

### Civil War Submarine: The H.L. Hunley

Key forms of military technology were advanced during the Civil War, including the submarine. The H.L. Hunley was the first submarine to enter into naval warfare and sink an enemy ship. Studying the story of the Hunley gives students the opportunity to learn about key concepts such as buoyancy and propulsion as they learn about how submarines operate. Visit the Hunley website online to view a lesson plan: [www.hunley.org/highschoolmain.html](http://www.hunley.org/highschoolmain.html). Students will also learn about underwater archeology and concepts such as oxidation.

## ACTIVITY 3

### Using 21st Century Technology to Explore the Civil War

Civil War artifacts remain buried underground in many communities. Students can practice using 21st century technology through hands-on Civil War history projects. Mr. Paul LaRue's research history class in Washington Court House, Ohio learned the story of Captain John Bell of the 44th Ohio Volunteer Infantry. Bell and five of his men drowned in 1861; he was buried in a metallic case in a local cemetery but the exact location of his grave was unknown. Today, La Rue's students are using ground penetrating radar and magnetometers to locate their remains. Visit this website to learn more about this technology and how you might be able to organize a similar project: [www.ovacltd.com/geophys.shtml](http://www.ovacltd.com/geophys.shtml).

# LIBRARY OF CONGRESS CIVIL WAR EXHIBITION

To commemorate the 150th anniversary of the start of the American Civil War in April, HISTORY. and the Library of Congress are pleased to present the first exhibition of rare Civil War portrait photographs from the Liljenquist Family Collection. The collection of more than 700 photographs was donated to the Library of Congress beginning in spring 2010, by Tom Liljenquist of McLean, VA, and his family.



## THE LAST FULL MEASURE

CIVIL WAR PHOTOGRAPHS  
from the Liljenquist Family Collection

APRIL 12 — AUGUST 13, 2011

*This exhibition features portraits of enlisted men — both Union and Confederate — and serves as a memorial to those who lost their lives during the war.*

Monday–Saturday: 8:30 a.m.–4:30 p.m.  
Thomas Jefferson Building  
10 First Street, SE  
Washington, DC

LIBRARY OF CONGRESS

*The exhibition is made possible through the generous support of HISTORY®, the Liljenquist family, and Union Pacific Corporation.*



As you plan classroom activities on the Civil War, we encourage you to utilize this amazing and poignant collection to help tell the story of how the war impacted ordinary Americans. The portraits depict ordinary enlisted men and their loved ones, and include details such as firearms, hats, canteens and musical instruments. To view the full collection, visit the Prints and Photographs Division online at [www.loc.gov/rr/print/caption/captionliljenquist.html](http://www.loc.gov/rr/print/caption/captionliljenquist.html).

Nearly 400 of the photographs will be on display in *The Last Full Measure: Civil War Photographs from the Liljenquist Family Collection* at the Library of Congress in Washington, D.C.



# RECOMMENDED CIVIL WAR RESOURCES:

## Websites

Below is a list of helpful online resources for Civil War plans and activities. Visit us online at [History.com](http://History.com) for many more links, original articles and videos.

### History.com

[www.history.com/topics/american-civil-war](http://www.history.com/topics/american-civil-war)

### Civil War Trust

[www.civilwar.org](http://www.civilwar.org)

### National Park Foundation

[www.nationalparks.org](http://www.nationalparks.org)

### The Journey Through Hallowed Ground Partnership

[www.hallowedground.org](http://www.hallowedground.org)

### Library of Congress

[www.loc.gov/rr/main/uscw\\_rec\\_links/civilwarlinks.html](http://www.loc.gov/rr/main/uscw_rec_links/civilwarlinks.html)

### National Archives

[www.archives.gov/research/military/civil-war/index.html](http://www.archives.gov/research/military/civil-war/index.html)

### Smithsonian Institution/National Portrait Gallery

[civilwar.si.edu](http://civilwar.si.edu)

### The Gilder Lehrman Institute of American History

[www.gilderlehrman.org](http://www.gilderlehrman.org)

## Books

The books below will provide excellent background on the Civil War for educators; some of them will also be useful resources for classroom lesson plans.

Berlin, Ira, ed., et al. *Freedom's Soldiers: The Black Military Experience in the Civil War*. (Cambridge University Press, 1998).

Faust, Drew Gilpin. *This Republic of Suffering: Death and the American Civil War*. (Vintage, 2009).

Garrison, Webb. *Brady's Civil War: A Collection of Memorable Civil War Images Photographed by Mathew Brady and His Assistants*. (Lyons Press, 2008).

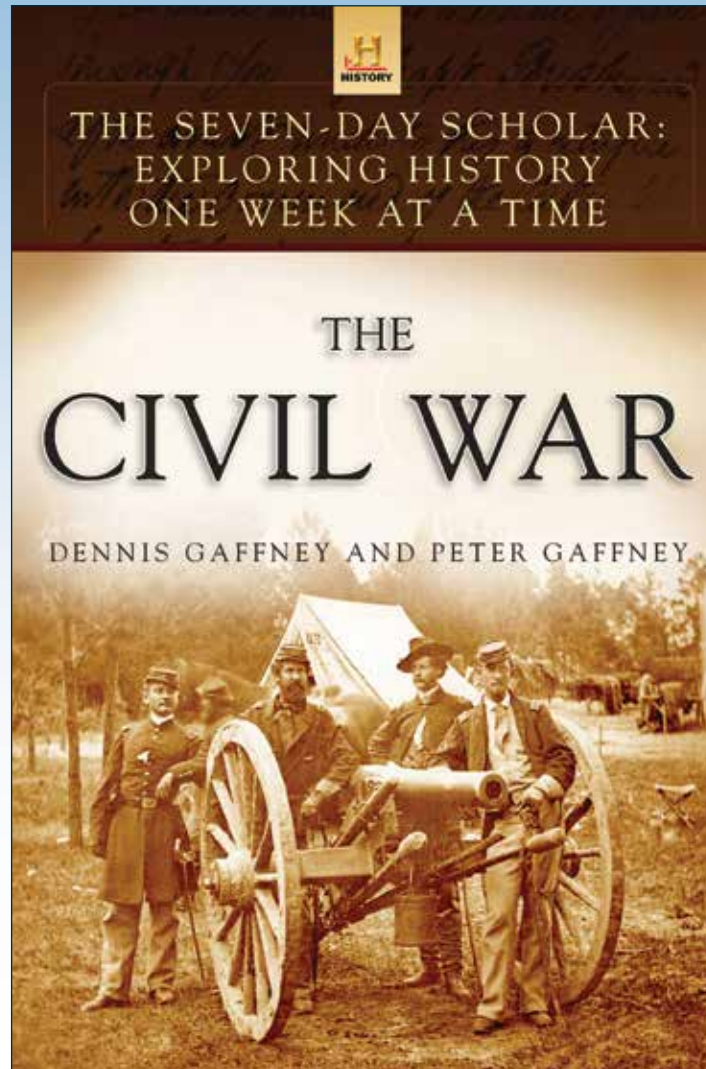
Harper, Judith. *Women During the Civil War: An Encyclopedia*. (Routledge, 2003).

McPherson, James. *Battle Cry of Freedom: The Civil War Era*. (Oxford University Press, 1988).

Seidman, Rachel Filene. *The Civil War: A History in Documents*. (Oxford University Press, 2001).

Shaara, Michael. *The Killer Angels: The Classic Novel of the Civil War*. (Ballantine Books, 1996).

Winik, Jay. *April 1865: The Month That Saved America*. (Harper Perennial, 2006).



the

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*"On great fields something stays. Forms change and pass; bodies disappear, but spirits linger, to consecrate ground for the vision-place of souls. And reverent men and women from afar, and generations that know us not and that we know not of, heart-drawn to see where and by whom great things were suffered and done for them, shall come to this deathless field to ponder and dream..."*

Joshua Lawrence Chamberlain  
At the dedication of the Monument to the 20th Maine  
October 3, 1889, Gettysburg, PA

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