



SHERMAN'S "BOW TIES"



MERREHOPE



ROSE HILL CEMETERY

MERIDIAN ★ CIVIL WAR ★ TRAIL

Educational Resource Packet



Funded in part by The Riley Foundation

INTRODUCTION



This packet has been designed to guide teachers as their students learn about Mississippi history, especially the events that surround Meridian.

The Meridian Civil War Trail

On Feb. 14, 2014, the Meridian Civil War Trail was unveiled. Ten markers have been dedicated, sharing the stories of Meridian's involvement in the war and commemorating Feb. 14, 1864, the day Meridian lost almost everything.

How to use these curriculum ideas

The curriculum is based on an arts-integrated approach, and the framework follows the Common Core Standards. It was written with 3rd and 9th grade Mississippi History students in mind. The Meridian Civil War Trail section of visitmeridian.com is an excellent resource for the curriculum, and includes images, expanded content, maps, trail marker videos and more. Trail markers feature QR codes that, when scanned with an electronic tablet or smart phone, will lead directly to videos with expanded content and photographs. Teachers are encouraged to utilize these resources for supplemental media. Teachers may consider partnering with their music staff for the music section for this curriculum or allowing your 9th grade students to create lessons for 3rd grade students as part of their research.

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★ RAILROADS AND THE WAR

*1721 Front Street
Meridian, MS*

DIRECTIONS:

Marker 1 is located within Singing Brakeman Park, just to the left of Union Station.
Buses are allowed to park in this area.

Railroads were the heart of Meridian. Although it was a relatively small town at the time of the Civil War, it was the site of a major rail junction that had become important to the Confederacy. The depot, arsenal, stockade, military hospitals and state offices that sprang up around the tracks made Meridian a tempting target for General Sherman. His plan was to cut off this crucial supply line and, if conditions were favorable, continue on to Selma and Mobile, Alabama.

Gen. Sherman set out for Meridian in early February 1864, intending to use the town as a meeting place to join his troops with those of Brig. Gen. William Sooy Smith. Smith, however, ran into trouble in the form of Confederate Maj. Gen. Nathan Bedford Forrest. He never reached Meridian.

While Sherman's troops spent the week of February 14 – 20, 1864, waiting for Smith, they destroyed the railroads in all directions around Meridian. Although Lt. Gen. Leonidas Polk was successful in saving much of the wheeled vehicles / carts that ride on the rails, Confederate losses were substantial. Approximately 115 miles of track, 61 bridges, 20 locomotives, 28 steam cars, and 3 steam sawmills were lost.





★ SHERMAN'S "BOW TIE"

1801 Front Street
Meridian, MS

(Marker located behind the Railroad Museum patio.)

DIRECTIONS:

You may walk to Marker 2 which is located just east of Marker 1, behind the Railroad Museum patio. Marker 2 is placed beside a replica of a Sherman Bow Tie.

In his special field orders General Sherman advised that every tie and rail of iron for many miles in each direction and every bridge and culvert should be destroyed. Removing rails from their crossties was not enough. To deny the Confederates the use of their railroads, the rails had to be destroyed beyond repair.

This damage was carried out in a specific way. Soldiers pried rails from their crossties and then used the crossties to create bonfires which they laid the rails across. After about a half-hour the rails became malleable and would glow red-hot in the middle. Men on each end of each rail would lift it and twist it around a tree. The distinctive shape this created gave birth to the nickname "Sherman Bow Ties."

Because the Confederacy had a limited supply of iron and few foundries to make new rails, this level of destruction should have shut down rail operations indefinitely. But Meridian was resilient. Repair work was completed within 26 working days.





★ WHITFIELD "BIG CENTRAL" HIGH SCHOOL

*2500 14th Street
Meridian, MS*

DIRECTIONS:

Exiting Singing Brakeman Park, turn left onto Front Street and continue to 22nd Ave. Turn right on 22nd Ave. and continue to 14th St. Turn Left on 14th St. Marker 3 is located in front of Fire Station #1, on 14th St. between 24th and 25th Avenues. Buses may park in front of the Fire Station.

The years following the Civil War were a time of rapid growth in Meridian. Our city school system was no exception. Numerous schools were built in Meridian and Lauderdale County, and construction of the city's first high school, Whitfield, began on this site in 1886.

During the war this was the location of a Confederate hospital. In the early morning hours of February 15, 1864, the patients being treated here were evacuated in the bitter cold and rain. The hospital, along with all other buildings used by the Confederate government, was burned to the ground by General Sherman's forces.

The location of the hospital had been all but forgotten when construction of Whitfield began. While preparing the foundation, crews uncovered remains of the soldiers who died at the hospital and were buried beside it. What a sad reminder of the widespread devastation in Meridian – 100 fallen soldiers lay here and no one knew. To properly honor those lost Confederates, their remains were exhumed and transported by wagon to Rose Hill Cemetery, where a burial mound and monuments were erected.





★ ROSE HILL CEMETERY

701 40th Avenue
Meridian, MS

*(Follow path just over 400 yards to mound.)
Cemetery is open Monday - Friday, 8:00 a.m. - 12:00 noon.*

DIRECTIONS:

Continue down 14th St. to 26th Ave. Turn left on 26th Ave. and continue to 8th St. Turn right on 8th St. and continue to 40th Ave. Turn left on 40th Ave. Cemetery is located immediately on right. Buses may drive through cemetery or park at Calvary Baptist Church, across 40th Ave. from cemetery.

One of Meridian's oldest cemeteries is Rose Hill. Much of our history was shaped by those resting here. The oldest grave marker dates back to 1853, but burials were most likely taking place prior to that date. Here you will find the graves of city founders, prominent citizens, veterans of various wars and even the King and Queen of the Gypsies.

The highest point in Rose Hill Cemetery is the Confederate burial mound, located near the back of the grounds. One hundred soldiers who died at the Confederate hospital in Meridian are buried in this mound. This was not their original resting place. They were moved here when their graves were discovered during the construction of Meridian's first high school. In 1890, Lieutenant Charles W. Read, known as the "John Paul Jones of the Confederate Navy," was added to the mound. His wife, Nebraska Carter Read, who wanted to be buried beside her husband, is the only woman buried here.

The cemetery is open to the public, and private guided tours are available by request. Once a year the cemetery hosts a costumed tour where local storytellers, historians and other volunteers dress up and tell the stories of some of the cemetery's more famous residents.





★ MERREHOPE

*905 Martin Luther King, Jr. Drive
Meridian, MS*

DIRECTIONS:

Return to 8th St. Turn right onto 8th St. and continue to Martin Luther King, Jr. Dr. Turn left and continue to 905 Martin Luther King, Jr. Dr. Merrehope is located on the left. Marker #5 is located in the area just to the right of the driveway. Buses may pull into Merrehope's parking area or park on the street.

One of the most famous landmarks in Meridian is Merrehope. Listed on the National Register of Historic Places, the home dates back to 1858, when one of Meridian's first settlers, Richard McLemore, gave his daughter Juriah and her husband, W.H. Jackson, 160 acres as a wedding gift. Merrehope wasn't always a grand mansion. Originally it was a small Greek Revival cottage. The antebellum section of the house is located in the back of the mansion.

In December 1863, Lieutenant General Leonidas Polk moved his family into the home and used it as his Confederate headquarters. During General Sherman's occupation of Meridian, some of his officers sheltered at Merrehope. For this reason, it is one of only six homes inside the city limits to survive the Meridian Campaign.

Merrehope changed owners and underwent extensive remodeling and expansion several times in the decades following the Civil War. In 1968, the home was purchased by its present owner, The Meridian Restoration Foundation. It is used for club meetings, is rented to the public for weddings, receptions and parties, and hosts the annual "Trees of Christmas" holiday event. Tours of the home are available.





★ 6 MISSOURI RIDGE

*1610 Jimmie Rodgers Memorial Drive
Meridian, MS*

DIRECTIONS:

Continue down Martin Luther King, Jr. Dr. to 10th St. Turn left on 10th St. and continue to 35th Ave. Turn right on 35th Ave. and continue to 16th St. Turn left on 16th St. and continue to 37th Ave. Turn left on 37th Ave. and take the next right to continue on 16th St. Turn right on Jimmie Rodgers Memorial Dr. Marker #6 is located inside Highland Park beside the softball field, just past the 3rd base dugout.

Although Meridian sent many of its men away to war, the area itself saw very little fighting during the Civil War. Believing General Sherman's true target was Mobile, Alabama, Lieutenant General Leonidas Polk evacuated his Confederate troops ahead of General Sherman's advance into Meridian. Very few Confederates were left behind to face the Yankees. One notable exception occurred here at Missouri Ridge, now known as Highland Park.

Missouri was a border state, producing soldiers who fought for both the Union and the Confederacy. A group of Missourians fighting on the Union side made their encampment here on this ridge. There are accounts of lively skirmishes between the soldiers from Missouri, under the command of Colonel Edward F. Winslow, and Confederates, led by Brigadier General Samuel W. Ferguson.

Confederate veterans held annual mock battles here to commemorate these skirmishes for many years after the Civil War, until around the turn of the century, when city expansion made that no longer possible. Locals reported finding Civil War buttons and minié balls in and around this area several decades after the end of the war.





★ OLD MARION CEMETERY

*4705 Old Homestead Road
Meridian, MS*

DIRECTIONS:

Exit Highland Park on 39th Ave./Kornegay Dr. heading south. Continue to 8th St. Turn left on 8th St. and continue to 23rd Ave. Turn right on 23rd Ave. and continue to Front St. Turn left on Front Street, then take the next right onto 22nd Ave. Continue on 22nd Ave. and merge into 1-20 E / I-59 N / US-45 toward Tuscaloosa. Take exit 157B for US-45 N. Continue on US-45 N to the Industrial Park/Marion/Russell exit. Turn right onto NE Industrial Park Rd. and continue through the Industrial Park to Old Homestead Rd. Turn right and continue to Old Marion Cemetery on right. Marker #7 is located near the cemetery exit. The path through the cemetery goes past Constantine Rae's grave marker, located near the center of the cemetery.

Old Marion Cemetery contains memorial markers for 11 unknown Confederate soldiers, as well as one honoring Major Constantine Rea. The 11 "Unknown" markers are located at the far left side of the cemetery near the exit. Although the exact burial location for Major Rea is unknown, a marker for him was placed near the center of the cemetery.

Rea made quite a name for himself as a lawyer, newspaper editor and politician. Stories of his involvement in duels also add to his mystique. Always a man seeking adventure, Rea raised Company F, The Lauderdale Rifles, to join in the Civil War effort. An account of his wartime activities can be found at the Lauderdale County Archives.

Rea's wife, Margaret, was not content to let her husband be the only war hero in the family. When General Sherman's troops came to Old Marion they used the bottom floor of the courthouse as a stable for their horses. Upon their departure, they set the building on fire. Margaret Rea, along with her two young daughters and possibly a few others, succeeded in putting out the fire, saving valuable county records from Union flames. Both Constantine and Margaret Rea are buried here, side-by-side in unmarked graves.





★ MARION CSA CEMETERY

*6843 Confederate Drive
Marion, MS*

DIRECTIONS:

Take Old Homestead Rd. back to Industrial Park Dr. Turn left onto Industrial Park Dr. and continue to 4-way stop in Marion. Turn right onto Dale Drive and continue to Confederate Drive. Turn left and continue on Confederate Drive to Marion CSA Cemetery on right. Buses may park in front of cemetery.

Like many Confederate cemeteries, Marion C.S.A. Cemetery serves as a tribute rather than a final resting place for fallen CSA soldiers. Most of those honored died at a nearby hospital. Memorial markers for 170 soldiers are here, arranged in 17 rows of 10. Each marker bears the emblem of the Sons of Confederate Veterans and is inscribed with the words "Unknown Confederate Soldier."

It is important to remember that no bodies are actually buried here. The hardships of war prevented the digging of individual graves, so the dead were buried in several mass graves around this area. The cemetery was placed as near as possible to one of those sites.

The names of 47 of the soldiers honored here have been extracted from records at the National Archives and are engraved on a large granite marker near the cemetery entrance. The Confederate flag flies overhead when weather permits. The Sons of Confederate Veterans, General Nathan Bedford Forrest Camp 1649, maintains the cemetery and occasionally conducts memorial services.





★ 9 LAUDERDALE SPRINGS CONFEDERATE-UNION CEMETERY

9442 Kewanee Road
Lauderdale, MS

DIRECTIONS:

Take Confederate Drive back to Dale Drive. Turn left. Dale Drive will merge with US-45. Continue on US-45 to Lauderdale. Turn right onto Old Hwy 45. (There is a sign for the cemetery at this intersection.) Take next right onto York Rd. Continue to Kewanee Rd. Turn right on Kewanee Rd. and continue to Lauderdale Springs Confederate-Union Cemetery on right.

**Important note for bus drivers – You must enter through the first entrance and take path to the left. (You will see a sign indicating this turn.) There is an arch over the main entrance that is too low for buses to pass under.*

Lauderdale Springs was once a popular resort area featuring a hotel and spa. The natural springs in the area were said to have “curative” powers. During the Civil War the resort was transformed into a Confederate hospital. The railroad spur that once brought visitors to the area now brought wounded soldiers.

Those who died here are memorialized in the Lauderdale Springs Confederate-Union Cemetery. There are markers for 1,100 soldiers – 1,020 Confederate and 80 Union. However, local historians do not believe any Union soldiers are buried in this area. A kiosk at the site identifies the names of approximately 800 soldiers who are remembered here.

Confederate President Jefferson Davis visited Lauderdale Springs in October 1863. His brother Joseph and sister-in-law Eliza settled here after their home on Davis Island, Mississippi, was destroyed. During their stay, Eliza Davis died and was buried in the cemetery across the road. After the war, her body was exhumed and carried home to Davis Island.





★ 10 LAUDERDALE COUNTY ARCHIVES

2079 5th Street
Meridian, MS

DIRECTIONS:

Follow Kewanee Rd. back to York Rd. Turn left and continue back to US-45. Turn left onto US-45 and continue toward Meridian. Merge right onto I-20 W / I-59 S and continue to Exit 153 / 22nd Ave. Turn right onto 22nd Ave. and continue to 5th St. in downtown Meridian. Turn right on 5th St. Lauderdale County Archives is located on the 2nd floor of the Raymond P. Davis Annex Building. Marker #10 is near the building's 5th St. entrance.

Lauderdale County Department of Archives and History was the first county Archives Department organized in the state. It is located on the second floor of the courthouse annex building. In addition to managing various county records and documents, the department holds a wealth of historical information.

Of particular interest to Civil War buffs is a collection of more than 40 volumes on Civil War soldiers titled *Confederate Deaths & Burials*, which makes it easier to research the families involved in the war. The Archives also house the Civil War Diary, written by James Palmer. Many other publications concerning the war can be found on shelves inside the Archives.

Archives employees and volunteers are involved in ongoing research projects, which are published in-house and placed for sale in the Archives bookstore. One such publication is a short biography written by local historian S.W. Calhoun, Jr., titled *Constantine Rea and the 46th Regiment, Mississippi Volunteers in The War for Southern Independence*. Major Rea is buried in Old Marion Cemetery.

The Archives Department is open to the public weekdays, 8 a.m. to noon and 1 to 5 p.m.



SUGGESTED LESSONS FOR EACH CIVIL WAR MARKER

Curriculum Resources

* Teachers: Take your electronic device (tablet, smartphone, iPad, etc.) to play Civil War music during the bus ride and for the dance at Marker 2. QR codes on each marker may be scanned to provide more information about that site. Consider allowing your students to bring their own electronic devices for that purpose.

1. RAILROADS AND THE WAR

- **Math Activity**

Q: How many wood crossties are there per mile in the United States on average?

A: *There are about 3,249 ties per mile based on 19.5 inch on-center spacing.*

Q: What is the typical size of mainline railroad ties?

A: *Standard Ties = 7" x 9" x 8.5' or 9' long (mostly 8.5' - some 7x8 and 6x8 also in use.)*

Q: How far apart are ties laid?

A: *Standard spacing is 19.5 inches on center.*

Resource - <http://www.rta.org/faqs-main>

2. SHERMAN'S "BOW TIES"

- **"Sherman's Bow Tie" dance**

(Performed to "When Sherman Marched Down to the Sea." Lyrics and music can be found at <http://freepages.music.rootsweb.ancestry.com/~edgmon/cwsherman.htm>)

DIRECTIONS:

Have students divide into groups of four and each student is assigned a number: 1, 2, 3, 4. Students should spread out around the Marker area to make plenty of room for dancing. Each group of 4 students stands in a square facing each other (4 feet away from each other) with student 1 diagonally across from student 3 (same for 2 and 4.) Music starts; allow introduction to play 16 counts.

Step 1, count 1-8:

Student 1 (S1) and student 3 (S3) in each group do-si-do (skip toward each other and meet in the middle of the square, skip around each other and return to home). Students S2 and S4 stay in place and clap to the beat of the music.

- **“Sherman’s Bow Tie” dance (CONTINUED):**

Step 2, count 1-8:

Repeat with S2 and S4 doing the do-si-do while S1 and S3 clap.

Step 3, count 1-8:

All four students turn right and march in a circle to the right for 8 counts.

Step 4, count 1-8:

All four students turn left and march in a circle to the left for 8 counts.

Step 5, count 1-8:

All dancers join hands and walk toward center of their square; raise hands to center, then walk back to home spot with hands still joined.

Step 6, count 1-8:

Repeat step 5.

Step 7, count 1-8:

All four dancers spin to the right for 8 counts.

Step 8, count 1-8:

All four dancers spin to the left for 8 counts. THE BOW IS TIED!!

3. WHITFIELD “BIG CENTRAL” HIGH SCHOOL

Resource - <http://www.civilwar.org/education/teachers/lesson-plans/civil-war-medicine-lesson-plan/civil-war-medicine-lesson.html>

Utilizing a multi-media approach, students will bust myths about the practice and intellectual underpinnings of Civil War Medicine. This lesson plan can tie in with Whitfield High School and the many soldiers lost there.

4. ROSE HILL CEMETERY

- The Common Civil War Soldier

Resource - http://www.arkansaspreservation.com/pdf/youth_education/cemetery_lesson_plan.pdf

The purpose of studying a cemetery is to encourage an appreciation of its unique historical significance. History “comes alive” when students realize that the people buried there actually lived and helped make their community what it is today. By studying the ages, names, symbols and epitaphs in a cemetery, students can learn about their community’s ethnic, cultural, religious and historical background. Some students will know of other famous Meridianites who are also buried in this cemetery.

- Encourage students to go to the cemetery’s website:
<http://www.historicrosehillcemeterytours.com/>

5. MERREHOPE

http://www.ducksters.com/history/civil_war/life_during_the_civil_war.php

- Daily Life during the Civil War. Students will learn what life was like for men, women and children before the war, and how it changed as a result of the war. This site contains a section called “Interesting Facts About Life During the Civil War” and a 10 question quiz.

Merrehope is open for tours. Call ahead for special rates if you want take your students inside. (601) 483-8439 <http://www.merrehope.com/>

6. MISSOURI RIDGE (IN HIGHLAND PARK)

- This would be a good place to play the games “Red Rover” or “Capture the Flag.” Instructions are included on pages 23 & 24. Divide students into two teams - a Blue Team and a Gray Team
- Make a Civil War drum or flag. For the Civil War drum project, discuss with students about what it would be like for children to serve in the regiments by playing a musical instrument. What would it have been like during the Civil War? In a contemporary war? What would it be like to wake soldiers in the morning and call them for activities? What would it have been like to be away from family and friends?

Instructions for making a Civil War Drum

http://www.education.com/magazine/article/Bringing_the_Civil_War_Home/

7. OLD MARION CEMETERY

- Civil War Photos Tell a Story

Students select a photograph from the Civil War era and write a story that tells about it. Ask your students to write a story about Constantine Rea or to make up a name for one of the 11 “unknown” soldiers and write a story about him.

8. MARION CONFEDERATE CEMETERY

- Resource - <http://www.civilwar.org/education/teachers/lesson-plans/researching-local-civil-war-soldiers-lesson-plan/researching-local-civil-war.html>

Researching Local Civil War Soldiers Lesson Plan designed for 8th grade students can also be reworked for 9th grade students, complete with downloads of the lesson plan along with handouts and rubrics.

9. LAUDERDALE SPRINGS CONFEDERATE-UNION CEMETERY

- Civil War Readers Theater
Students will gain knowledge of the struggle between North and South by reading/acting out a play. Two age appropriate versions of “Comedy of Secession” can be found at <http://www.civilwar.org/education/teachers/lesson-plans/readers-theater-lesson/civil-war-readers-theater.html>

10. LAUDERDALE COUNTY ARCHIVES

Resource - <http://www.civilwar.org/education/teachers/lesson-plans/the-common-civil-war-soldier-lesson-plan/using-a-civil-war-living.html>

Students will obtain a better understanding of what life was like for the Civil War soldier by seeing a classroom visitor’s display of Civil War items (Lauderdale County Archives). This lesson plan involves reenactors and reenactments in your classroom to teach the Civil War.

**Call the Lauderdale County Department of Archives and History office at (601) 482-9752 to let them know that you and your students are coming. Ward Calhoun may be available to talk to the students.

SUGGESTED ACTIVITIES FOR BEFORE THE FIELD TRIP

INTERNET RESOURCES AND LESSON PLANS CIVIL WAR TRAIL

CIVIL WAR LIFE:

http://www.educationworld.com/a_lesson/lesson/lesson186.shtml then click on http://www.educationworld.com/a_lesson/00-2/lp2000.shtml for the time line.

- Create a Civil War Trail of Meridian time line and other cool ideas.

<http://www.nps.gov/museum/exhibits/gettex/index.htm>

- The life of a soldier during the Civil War. Excellent pictures of utensils, games, clothing, etc.

<http://www.civilwar.org/education/history/glossary/glossary.html>

- Civil War terms with some pictures to accompany. (High School)

RECIPES FOR SOLDIER'S FOOD:

Make food in class (or assign students to make at home) to eat during the trail.

http://www.educationworld.com/a_lesson/00-2/lp2001.shtml

- Recipe for hardtack. Take on the trail and eat at MARKER #6

<http://web.archive.org/web/20031205204216/http://www.eden.rutgers.edu/~sirak/uscwcc/recipes.html>

- Additional Civil War food recipes (cookies, jam, pumpkin bread, cornbread, etc.)

<http://www.scholastic.com/teachdearamerica/civil.htm>

- Candle and soap making along with recipes for sweet potato coffee and hard ginger bread. Also included are scrapbooks and quizzes.

<http://www.pbs.org/civilwar/classroom/research.html>

- Civil War in your home town: This lesson identifies online documents, records, and articles as well as books useful in studying the U.S. Civil War. Whenever possible, research is linked to historic people and events in the student's own community or to the student's background and experiences. (High School)

GENERAL CIVIL WAR LESSON RESOURCES

<http://telegraph.civilwar.org/education/curriculum/Elementary/Elementary%20Curriculum.pdf>

- Civil War: Elementary Curriculum

<http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/elementary/lesson-plans-elementary.html>

- Civil War crossword puzzles from the previous website.

<http://www.brainpop.com/socialstudies/freemovies/civilwar/>

MUST SUBSCRIBE

- This site includes lesson plan ideas, quizzes, and activities for elementary students involving the Civil War. Also included are a timeline, Q&A, and related topics.

http://www.teach-nology.com/teachers/lesson_plans/history/us_history/civilwar/

- Multiple lesson plans including a project decoding Morse code (designed for 3rd – 5th graders) and a project where students create a museum exhibit or a fictional journal/newspaper account about life during the Civil War Era.

http://a2zhomeschooling.com/explore/social_studies_kids/american_history/civil_war_activities_kids/

- Twenty different websites for kids about the Civil War.

http://artsedge.kennedy-center.org/educators/lessons/grade-5/Civil_War_Letters

- Students will read letters written during the Civil War. Using their knowledge about the Civil War, they will develop a clear understanding of the message of the letter. They will edit the letters for mechanics and create a dramatic reading based on their letter. Then students will create their own Civil War dramas, using a fictional letter they create.

http://www.ehow.com/info_10056295_elementary-projects-civil-war.html

- This website contains elementary school projects on the Civil War. Projects include a Civil War diary, shoebox diorama, Civil War collage, and a Civil War book.

http://www.3rdtexascavalry.org/life_dancing.php

- Music and dancing from the Civil War era.

<http://www.kickery.com/2008/04/three-chairs-a.html>

- Four Civil War dances: The Fan, The Three Chairs, The Glass of Champaign, and The Blind Man's Bluff. All of the dances are partner dances.

<http://www.thomasjolin.com/music/civil-war-era-music>

- Two downloadable examples of music during the Civil War: No More Auction Block for Me and Yellow Rose of Texas/Ring the Banjo (1851)

<http://www.civilwardance.org/articles.htm>

- This website contains Civil War era ballroom dance etiquette and social introduction information.

<http://www.civilwar.org/education/teachers/lesson-plans/civil-war-slang-lesson-plan/civilwarslang.html>

- Students will learn some of the terminology used by soldiers during the Civil War, further increasing their understanding of the writing during the Civil War Era.

<http://www.civilwar.org/education/teachers/lesson-plans/readers-theater-lesson/civil-war-readers-theater.html>

- By taking part in the dialogue of a similar struggle, students will begin to appreciate the difficult decisions that were made during the Civil War on both the Union and Confederate sides.

<http://www.civilwar.org/education/teachers/lesson-plans/creating-a-historic-site-lesson-plan/historic-sitelessonplan.html>

- Students will create an historic site. After choosing a location, students will conduct original research and establish arguments for the preservation and recognition of the historic site.

<http://www.civilwar.org/education/teachers/lesson-plans/civil-war-battle-strategy-lesson-plan/the-roads-to-antietam.html>

- Using skills and an analysis of primary documents from 1862, students will analyze and create a battle plan in preparation for the battle of Antietam. This lesson plan could be adjusted for the Battle of Meridian. (Grades 8-12)

<http://www.civilwar.org/education/teachers/lesson-plans/creating-multimedia-journals-lesson-plan/creating-civil-war-multimedia.html>

- Students will produce multimedia Civil War Journals using primary documents, creative writing skills, design tools, and computer software. (Grades 8-12)

http://www.pbs.org/civilwar/classroom/lesson_sherman.html

- This activity highlights one of the more controversial aspects of the later phases of the Civil War, the Union's "March to the Sea." Sent by Ulysses S. Grant to "create havoc and destruction of all resources that would be beneficial to the enemy," Sherman began his "Atlanta Campaign" in May 1864. (High School)

http://www.pbs.org/civilwar/classroom/lesson_grand_strategy.html

- In this lesson, students will interpret a map highlighting the "Grand Strategy" of the Union in fighting against the Confederacy. The strategy, designed by General George McClellan, included overland thrusts by the Union in the East, toward Richmond, the central area of the Confederacy, in the Tennessee Valley, and in the west, along the Mississippi River. Students will study the map, answer questions, and make conclusions about the strategy and its effectiveness. (High School)

<http://rogerjnorton.com/Lincoln.html>

- Students perform a mock trial for the assassination of Lincoln.

<http://www.teacherspayteachers.com/Product/Lincoln-Movie-Review-Writing-Assignment-537497>

MEMBERSHIP REQUIRED

- For English and history teachers who want to use visual media to enhance their students' understanding of Lincoln's major speeches (i.e. "The Gettysburg Address"), the Civil War, and of the passing of the 13th Amendment outlawing slavery. The movie review activity helps students focus on the challenging historical material covered in the movie and will help them appreciate the skill of the screenwriters, the actors, and the director in bringing to life some of the most important historical figures in American History.

<http://www.teacherspayteachers.com/Product/Civil-War-Lesson-Plan-Project-Activities-Common-Core-Standards-79947>

MEMBERSHIP REQUIRED

- Common Core. This is a 19-page Civil War activity packet and answer key that includes the project description and worksheets. This is a great activity to do in groups or individually. The topics included are: Reasons people belonged to the North or South (What were their beliefs? What were their strengths?), Leaders of the Civil War (Presidents and Generals), Strategies for War, Famous Battles and Who Won Them, Women and the War, 13th-15th Amendments, and Reconstruction. Students will also choose to research one of the following Civil War topics: Gettysburg Address, Old Abe, Emancipation Proclamation, Timeline of Important Events, Songs of the Civil War, Civil War Uniforms, Map of Confederate/Union States and Major Cities, and Weapons of the War. Also included is an assessment rubric and a Civil War Quiz to finish the unit. This will hopefully provide your students an in-depth look at Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, and Robert E. Lee. It also tackles the issue of slavery in detail.

<http://www.neok12.com/php/watch/php?v=zX4753786141777401400f41&t=American-Civil-War>

- Civil War video re-enactment

<http://www.historyplace.com/civilwar/index.html>

- Civil War Timeline with pictures

<http://home.nps.gov/stri/forteachers/loader.cfm?csModule=security/getfile&PageID=104153>

- Recruiting Soldiers + game

<http://www.civilwar.org/education/teachers/lesson-plans/civil-war-animal-mascot-lesson-plan/civil-war-animal-mascots.html>

- Using Animal Mascots in the Civil War: Horses vs. Dogs

<http://www.wvpt4learning.org/lessons/pdf02/whowho.pdf>

- Who's Who in the Civil War

<http://www.neok12.com/php/watch.php?v=zX53610f4d7c6d67527f5163&t=American-Civil-War>

- Civil War Music

<http://docsouth.unc.edu/fpn/aboutfpn.html>

- First Person Narratives of the American South

<http://www.learnnc.org/lp/pages/2939>

- Exploring First-Person Female Narratives Related to Sherman's "March to the Sea"

<http://users.manchester.edu/student/RJFlanders/ProWeb/documents/multiperspectives.pdf>

- The Civil War from Different Perspectives

http://www.tpsnva.org/teaching_materials/learning_experience/print.php?experiences_key=882

- Civil War Kids

<http://home.nps.gov/stri/forteachers/loader.cfm?csModule=security/getfile&PageID=104077>

- Civil War BINGO Game

<http://edsitement.neh.gov/curriculum-unit/american-civil-war-terrible-swift-sword#sect-thelessons>

- Civil War Lessons

http://www.educationworld.com/a_lesson/00-2/lp2009.shtml

- How Did Civil War Soldiers Battle Boredom?

http://www.tpsnva.org/teaching_materials/learning_experience/print.php?experiences_key=3900

- Great pictures of Civil War people. Identifying Point of View in Civil War Images.

<http://www2.lhric.org/pocantico/civilwar/uniforms.htm>

- Civil War Uniforms

CIVIL WAR SONGS

When Johnny Comes Marching Home - <http://www.youtube.com/watch?v=ecIVIFLo0uE>

I Wish I Was in Dixie Land (Confederate Anthem)* - <http://www.youtube.com/watch?v=XQ-mO-WfEkk4>

Tramp, Tramp, Tramp, the Boys are Marching - <http://www.youtube.com/watch?v=AO6Smlp-TR8&list=PL454E34EB55B6FBAE>

Dixie (Union Version)* - <http://youtube.com/watch?v=A5ra9cXx1-o&list=PL454E34EB556FBAE&index=6>

American Marching Song (The Girl I Left Behind Me) - <http://www.youtube.com/watch?v=elw-8m9ogJKE>

Battle Cry of Freedom - <http://www.youtube.com/watch?v=zhCheCryopA>

Jine the Cavalry - <http://www.youtube.com/watch?v=HDq09oSt9o0>

We're Coming Home Father Abraham - <https://www.youtube.com/watch?v=kpsraOpwUWs>

Red Rover Game

Elementary game instructions

This game would be great used with #6 Missouri Ridge.

In this game, the kids form two opposing lines and attempt to "break through" the opposing team's line.

At first, two teams are chosen of equal size, and they form two lines, facing each other and holding hands.

One side starts by picking a person on the opposing team and saying "Red Rover, Red Rover, send <Jason> right over"

Jason then let's go of his teammates and begins a headlong rush for the other line. His goal is to break through the line by overpowering the kid's hold on each other.

If Jason breaks through, he chooses one person for the opposing team to join his team, and they both go back and join in their line.

If he fails to break through, Jason becomes part of the other team.

Each team alternates calling people over until one team has all the people and is declared the winner.

Note that since all the players are on the winning team at the end, there really are no losers in this game.

Your Guide to Capture the Flag Game



If you're looking for something to do with a **big group of friends** on a **hot and sunny day**, why not step outside and try a couple of rounds of **Capture the Flag**? It's a lot of **fun**, it doesn't require a whole lot of **preparation** and it's been around for years and years.

Capture the Flag - A Brief History

Believe it or not, **Capture the Flag** originated on the **battlefield** of some of the most **deadly** wars in [history](#). In fact, that was exactly how all the **soldiers** knew when a **battle** was over - once the **enemy's flag** was **captured**, both sides considered the **skirmish** settled. In the **Civil War**, **soldiers** that were able to either **capture** the enemy's flag or **save their own** were rewarded with a **Medal of Honor**. Nobody knows for sure when **Capture the Flag** took off as an **outdoor activity**, but [Boy Scouts](#) have been playing the **game** for over **60 years!**

Capture the Flag - Setting Up

First of all, a **big open space** just isn't going to work. Since a **big part** of this game involves **hiding** and **ducking** around corners, a more [forested](#) area would be ideal. As far as how many **players** you need, it doesn't really matter as long as both teams are **equal** (although at least **five per team** is generally a good number). The **playing field** must be divided into **three areas**, with the **two teams** separated by a **neutral space**. Each team must **hide their flag** somewhere in their area, making sure that nobody from the **opposing team** can see where it is. If you don't have a **couple of flags handy**, pretty much anything will do (**stuffed animals**, **CDs**, a poster of [Hilary Duff](#), etc).

Capture the Flag - Playing the Game

Now, **both teams** get five minutes to **hide their flags**. Once the flags are hidden, the game **begins**. Obviously, in order to **win the game**, you must capture the other team's flag (**duh!**) and bring it back to your **own territory**. But if an **enemy team member** grabs you while you're standing on their **part of the field**, they are allowed to take you straight to **jail** (which is a **small patch of land** in their territory). You can be **freed from jail** if one of your team members **touches you**, and there's no **limit** to how many times you can be thrown back into the **slammer**. Though the game works best [outdoors](#), there's no reason why you couldn't play **inside** on a [rainy](#) day!

Read more: [Capture the Flag Overview](#) | [Rules](#) | [Play](#) | [Outdoor Games](#) | [History](#) | [Kids Game](#) <http://www.kidzworld.com/article/4670-your-guide-to-capture-the-flag#ixzz34Xv5zZWf>
Follow us: [@kidzworld on Twitter](#) | [kidzworld on Facebook](#)

Civil War Photos Tell a Story



Subjects

- Social Sciences
- Arts & Humanities

Grade

- 3-5
- 6-8
- 9-12

[facebookbadge]

Brief Description

Students select a photograph from the Civil War era and write a story that tells about the photograph.

Objectives

Students think critically about the composition of a photograph taken by Matthew Brady, the famous Civil War photographer. They use a graphic organizer to analyze the photo and create a news story based on their observations.

Keywords

Civil War, photograph, newspaper, critical thinking, observation

Materials Needed

[shopmaterials]

- computers with Internet access, outline and work sheet materials included at [The Matthew Brady Bunch](#)

Lesson Plan

This lesson, available online from the Library of Congress at [The Matthew Brady Bunch](#) Web site, explores the life and work of Matthew Brady and his crew of photographers. Together, they captured more than 1,000 images of the Civil War. Students select a photo from the collection and use the graphic organizer work sheet that accompanies this lesson to make objective and subjective observations about the photo. (If the entire class does not have

Internet access, the teacher might print out a variety of photos before the lesson and allow students to select one to write about.) They combine their observations with their knowledge of the Civil War and other deductions they can make about the photo to create a news story based on the photograph. The lesson includes tips for writing a good news story.

Assessment

Assessment is included with the lesson.

Lesson Plan Source

Library of Congress

Submitted By

Adapted from an idea from Houghton Mifflin Company (1995)

National Standards

Social Sciences:

NSS-USH.K-4.1

NSS-USH.5-12.5

Language Arts:

NL-ENG.K-12.3

Lesson can be found at http://www.educationworld.com/a_lesson/00-2/lp2003.shtml

CIVIL WAR HATS



CONFEDERATES:

Instructions

1. Place a gray or navy baseball cap on a piece of cardboard. The color of the hat depends on which side you are representing. The Confederates most commonly wore gray kepis during war time and the Union wore navy. Using a pencil, trace around the circular base of the hat.
2. Cut around the circle with scissors. Discard the remaining cardboard. Apply hot glue to one side of the cardboard circle. Carefully push this circle against the inside top of the hat. Hold in place for 10 seconds and then let dry.
3. Cut the bill of your baseball cap (using scissors) carefully to create a straight edge. Throw away the cut off material. Paint the remaining bill with black fabric paint to mimic the leather brim of a Civil War kepi. Let dry overnight.
4. Attach the leather strap to your cap using hot glue. The leather strap should reach from one side of the bill to the other and be placed where the bill meets the cap. Let dry.
5. Place glue on both of your gold buttons. Attach one button to each side of the leather strap. Hold them in place for 10 seconds. Let dry.
6. Add your gold or brass decoration using hot glue. Place glue on one side of the decoration and then attach it to the center front of your cap.

Read more : http://www.ehow.com/how_12113643_make-civil-war-hat-kids.html

Union:

INSTRUCTIONS

1. Measure around the head of the person who'll be wearing the kepi.
2. Draw and cut out a paper pattern that's half as wide as the person's head circumference and seven inches high at one end, angling down to three inches high at the other. Cut the 7-inch side at a slant so the top is 2 1/2 inches shorter than the bottom.
3. Measure the length of the top of the pattern and multiply it by 0.6. Cut another paper pattern that is a circle with that diameter.
4. Fold a piece of cloth in half, lay the patterns on them and trace them in chalk. The original makers used wool, but you can also use lightweight felt for a similar look in a costume. Cut out the pieces, allowing a 5/8-inch seam allowance around the outside edges of the chalk marks. Also cut a circle out of stiff, non-corrugated cardboard that's the same size as the circle pattern, with no seam allowance.
5. Place the cardboard circle between the two circular pieces of cloth, with the right sides of the cloth facing out. Sew the cloth 1/8 inch outside the cardboard, sandwiching it between the cloth.
6. Place the slanted rectangles of cloth right sides together and sew the 3-inch end and the 7-inch end. Open the newly formed ring of cloth which will become the sides of the kepi. Iron the bottom seam allowance so it's turned to the inside. Top-stitch the seam allowance up, 1/2 inch from the edge.
7. Pin the sides of the kepi to the seam allowance around the outside edge of the circle, right sides together. You'll see the kepi beginning to form. Sew the sides to the circle and turn the right side to the outside.
8. Cut the brim pattern by drawing a circle the same size as the person's head on a piece of paper. Mark off an arc one-third the circumference of the circle. Draw two parallel lines out from each end of the arc. Connect them with a line that's 1 3/4 inches beyond the farthest point of the arc. Cut out this shape, which will be a rectangle with one side that's curved inward. Fold it in half and trim the 90-degree corners so they're rounded, then unfold it. Use this paper pattern to cut a brim out of stiff black leather or, for a more inexpensive costume, heavy cardboard painted gloss black.

9. Hand-sew the edge of the brim to the front of the kepi, taking small whip-stitches between the brim and the cloth. If you're using cardboard, use glue as well to prevent it from tearing out.

10. Cut a sweat band of lightweight leather or vinyl 1 3/4-inch wide and long enough to circle the inside bottom edge of the kepi. Whip-stitch it to the inside of the kepi and the back edge of the brim, 1/16 inch up from the cloth edge so it won't show on the outside.

11. Cut a black lightweight leather or vinyl strap 5/8-inch wide and long enough to reach along the front of the kepi from one side of the brim to the other. Slip a small decorative brass sliding buckle onto the strap and sew each end of the strap to the side of the kepi, so it rests along the front edge of the kepi just above the brim. Sew a brass button on top of each end of the leather strap. You can make this leather strap into a functional chin-strap which can be expanded with the sliding buckle, though soldiers generally kept it shortened and resting along the front of the kepi and rarely used it beneath the chin.

Read more : http://www.ehow.com/how_6397059_make-civil-war-kepi.html

Instructions To Make A Paper plate Nurse Hat For Letter N:



1. Lay your paper plate with the right side up (or how you would use it as an eating plate).
2. Fold the plate in half towards you.
3. Point each side in and puff it out to make it 4D. Staple or tape into place. Repeat on each side forming your paper plate into a hat.
4. Turn your paper plate over and turn up the front. Crease it down making a flap.
5. Cut out a cross in red foam paper or draw and color a red cross with crayons or markers.
6. Wear it as is or use a hole puncher and yarn to tie the paper plate nursing hat around your neck.
7. Now go find some stuffed animals or people that need some nursing care.

Title: Civil War Slang

Submitted by: Julie Bero, Abe Lincoln Elementary School

Approximate Grade Level: 5th Grade-7th Grade

Approximate Length of Time: Approximately two class periods

[State Standards](#)

[NCSS Standards](#)

Goals: The students will understand some of the terminology used by soldiers during the Civil War; therefore, further understanding writing during the Civil War era.

Objectives: Given a list of “Civil War Slang,” students will be able to write a letter using the slang.

Materials Used:

1. Soldier Talk & Civil War Slang Handout (this can be found at: <http://score.rims.k12.ca.us/activity/manswar/pages/slang.html>)
2. Loose-leaf paper
3. Pictures of Union and Confederate soldiers (these can be found at www.civil-war.net, or within the History Section of the Civil War Preservation Trust website)
4. Crayons, markers, or colored pencils

Anticipatory Set/Hook: What do you think it was like to be a soldier during the Civil War? How do you think Civil War soldiers spoke? Do you know what “slang” means? Do you use any “slang” words or terms?

Procedure:

Period 1: For the first class period, the soldier slang handout is distributed, and pictures of soldiers are shown (these can be shown on a computer, or they can be printed out if no computer is available).

Period 2: For the second class period, students are encouraged to imagine that they are either a Union or Confederate soldier who has to write a letter back to their families. They can then proceed to write a letter using the soldier slang from the handout.

Closure: What do you think of the slang used by Civil War soldiers? Do you think it was confusing? Do you think it was amusing?

Assessment: Once the letters are finished, students can use coloring materials to make them look old and antiquated. One way to assess them on this written letter is to grade them using the 5 parts of a friendly letter. Another way to assess the students is to give a fill in the blank quiz of Soldier Talk and Civil War Slang.

Modification Ideas:

- Consider having one student dictate their letter to another student or yourself.
- Use images along with the slang terms.



THE CIVIL WAR

A FILM BY KEN BURNS

LESSON

Grade Level: 7-12

Subject: History and Music

Estimated Time of
Required:

1 (50-60 minute) class
period

THE CIVIL WAR CLASSROOM MATERIALS

CIVIL WAR MUSIC

INTRODUCTION

Both North and south used music extensively during the Civil War to rally troops, as recreation, to march by, and many other reasons. Frequently both sides would borrow each other's tunes or lyrics. It was not uncommon for each side to serenade the other, or for battle to stop while an impromptu concert was held.

Probably the most famous Civil War era song was Julia Ward Howe's Battle Hymn of the Republic, which used the tune of the abolitionist song, John Brown's Body. However, there were many other songs that both sides knew well.

In this activity, students will examine lyrics of songs of both sides, and make conclusions about the lyrics.

RESOURCES FOR THIS LESSON

Two songs (and/or variations of these songs) will be used in this lesson. Lyrics for songs (as well as MIDI files of the tunes) are listed with each song.

Battle Cry of Freedom (<http://users.erols.com/kfraser/union/songs/battcry.html>)

Battle Cry of Freedom (Southern version) (http://users.erols.com/kfraser/confederate/songs/southern_battcry.html)

Dixie's Land ("Dixie")

(<http://users.erols.com/kfraser/confederate/songs/dixie.html>)

Union Dixie (<http://users.erols.com/kfraser/union/songs/union-dixie.html>)

The lyrics are part of a site entitled "Poetry and Music of the War Between the States" (<http://users.erols.com/kfraser/>)

(Note: at the top of each page of lyrics a link is available to hear the song in MIDI format. The teacher may need to download a MIDI player in order to hear the songs.)

RELEVANT STANDARDS

This lesson addresses national content standards established by the Mid-Continent Research for Education and Learning (McREL) (<http://www.mcrel.org/standards-benchmarks>).

History

- *Understands the impact of the Civil War on social and gender issues (e.g., the roles of women on the home front and on the battlefield; the human and material costs of the war; the degree to which the war united the nation; how it changed the lives of women, men, and children)*
- *Understands how different groups of people shaped the Civil War (e.g., the motives and experiences of Confederate and white and African American Union soldiers, different perspectives on conscription, the effects of divided loyalties)*
- *Understands how the Civil War influenced Northern and Southern society on the home front (e.g., the New York City draft riots of July 1863, the Union's reasons for curbing civil liberties in wartime, Lincoln's suspension of the writ of habeas corpus during the war)*

by Michael Hutchison

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A FILM BY KEN BURNS

LESSON

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Subject: History and Music

Estimated Time of
Required:

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by Michael Hutchison

Page 1 of 3

4. How do you think the Southern version of the song symbolizes the Confederate cause?

(Answers vary. At several points in the song, the lyrics promote the Southern idea, such as “Down with the eagle, up with the cross”, “rally round the bonny flag”, as well as “their motto is resistance—to tyrants we’ll not yield...”)

5. How do you think the Northern version of the song symbolizes the Union cause?

(Answers vary. At several points in the song, the lyrics promote the Northern cause, such as “The Union Forever...” “Not a man shall be a slave...” “From the East to the West”, “We’ll hurl the rebel crew from the land that we love best...”)

Compare the lyrics for Dixie’s Land (Dixie) and Union Dixie and answer the following questions.

6. While the Confederate States of America did not have an official “national anthem” (even the North did not recognize the Star Spangled Banner as the nation’s anthem until 1931), Dixie’s Land (or Dixie, as it is more commonly known) was truly a “national song”. What aspects of the song might make it significant in regard to the Confederate cause?

(Answers vary. Students will probably look at the first stanza of the song as the most significant, with lyrics like “I wish I was in the land of cotton, old times there are not forgotten” as indication that the south had sentimental value to soldiers who might be fighting in battle, and hopefully fighting in the north. In addition, the chorus of the song continues the nationalistic feeling, “Then I wish I was in Dixie, Hooray! Hooray! In Dixie’s Land I’ll make my stand, to live and die in Dixie.”)

7. How does the song *Union Dixie* (in the first stanza) describe the South?

(The author notes the South as “the land of traitors, rattlesnakes, and alligators”. He (or she) notes also (it’s the land) “where cotton’s king and men are chattels (property)”...)

8. While the first verse and chorus of *Dixie* are well known, the rest of the song is not. Frequently, the tune is used without lyrics. Why do you think the rest of the song is obscure?

(Probably the rest of the song isn’t well known because it doesn’t specifically deal with the South as much as the first verse and chorus do. It may be a good folk song, but it doesn’t lend itself to a geographic area, nationalism, or a cause.)

9. How could the song, *Union Dixie* be used to rally troops as a school fight song might rally the student body or athletes? Give at least three examples.

(The song mentions specific instances where Northern soldiers would prevail, including, in the first verse, “Union boys will win the battles”, in the chorus, the words, “Each Dixie boy must understand that he must mind his Uncle Sam”. Also, in the second verse, the author notes, “I wish I was in Baltimore, I’d make Secessionist traitors roar.... We’ll put the traitors all to rout...”.)

10. *Dixie* is still a well-known song in the 21st Century, while the *Union Dixie* has generally been forgotten. Speculate why this is so.

(Answers vary. Some may note that Union Dixie is more topical to the Civil War, while Dixie’s Land is more simply a memory of the Old South, and not as military in nature. Others may note that the lyrics of neither are remembered well, but the tune is.)

QUESTION SHEET FOR CIVIL WAR MUSIC

*Compare the lyrics for **Battle Cry of Freedom**, and answer the following questions.*

1. In the first stanzas of the two versions of the song, what seems to be the main difference between them?
2. What does the Southern version mean by “Down with the Eagle, And Up with the Cross”?
3. Summarize the meaning of the third stanza of the Northern version of the song, which begins, “We will welcome to our numbers...”
4. How do you think the Southern version of the song symbolizes the Confederate cause?
5. How do you think the Northern version of the song symbolizes the Union cause?

*Compare the lyrics for **Dixie’s Land (Dixie)** and **Union Dixie** and answer the following questions.*

6. While the Confederate States of America did not have an official “national anthem” (even the North did not recognize the Star Spangled Banner as the nation’s anthem until 1931), *Dixie’s Land* (or *Dixie*, as it is more commonly known) was truly a “national song”. What aspects of the song might make it significant in regard to the Confederate cause?
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10. *Dixie* is still a well-known song in the 21st Century, while the *Union Dixie* has generally been forgotten. Speculate why this is so.

Meridian Civil War History Trivia

1. Who was the mayor of Meridian during the Battle of Meridian?
Answer: J. H. Gibbs
2. What was the name of the battle fought on February 14, 1864?
Answer: Battle of Meridian
3. Who was leading the Confederate forces in Meridian during the battle?
Answer: Lieutenant General Leonidas Polk
4. Who was leading the Union forces in Meridian during the battle?
Answer: General William T. Sherman
5. What was the name of the site where the only skirmish took place?
Answer: Missouri Ridge
6. What did General Sherman's troops create to prevent rails from being repaired?
Answer: Bow Ties
7. Meridian was an important target for General Sherman because it was what?
Answer: Confederate Supply Line
8. What was another name for Confederate Soldiers?
Answer: Rebels
9. Where were the remains of soldiers discovered during construction of Whitfield High School buried?
Answer: Rose Hill Cemetery
10. What house was one of only six to survive the battle of Meridian?
Answer: Merrehope
11. How many troops did William T. Sherman enter Meridian with?
Answer: 20,000
12. How many working days did it take to repair the railroad tracks in Meridian?
Answer: 26
13. What Civil War Cemetery was built in an area that was once a popular resort?
Answer: Lauderdale Springs Confederate-Union Cemetery
14. What is the name of the only woman resting in the Confederate burial mound at Rose Hill Cemetery?
Answer: Nebraska Carter Read
15. How many days did Sherman's troops spend destroying Meridian?
Answer: 6

16. What city did Lieutenant General Leonidas Polk think was General Sherman's true target?
Answer: Mobile, Alabama
17. Lauderdale Springs Confederate-Union Cemetery pays tribute to how many soldiers?
Answer: 1,100
18. What was the state's first county archives department?
Answer: Lauderdale County Department of Archives and History
19. What cemetery has a marker that memorializes Confederate Major Constantine Rea?
Answer: Old Marion Cemetery
20. Who was considered the "John Paul Jones of the Confederate Navy?"
Answer: Lieutenant Charles W. Read
21. Approximately how many miles of railroad tracks were destroyed during the Battle of Meridian?
Answer: 100
22. What word is used to indicate that a state is leaving the Union?
Answer: Seceding
23. What was the nickname of Whitfield High School?
Answer: Big Central
24. For years, what activity was held at Missouri Ridge to commemorate the skirmish?
Answer: Mock battles

Meridian Civil War History

B E Y E N I L Y L P P U S E W
I G Z A I A G E I T W O B P H
G D J W D A E E O R O S O O I
C I V R W S N S X Z X D E H T
E R C O N F E D E R A T E E F
N I Y S D L R N W N R U S R I
T R R E A C A O I A O O Q R E
R U E H O A L U Z T L I C E L
A O T I R M S Z D D N I N M D
L S E L L P H D I E V E Y U H
R S M L I A E E K I R E L O C
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X M C T R G M W Q P S P A Q V
K L O P T N A N A T U E I L C
C B U H P R N A I D I R E M E

BIGCENTRAL

CEMETERY

GENERALSHERMAN

MERIDIAN

RAILROAD

SUPPLYLINE

WHITFIELD

BOWTIE

CIVILWAR

LAUDERDALE

MERREHOPE

ROSEHILL

UNION

CAMPAIGN

CONFEDERATE

LIEUTANANTPOLK

MISSOURIRIDGE

SOLDIER

VALENTINESDAY

Researching Local Civil War Soldiers Lesson Plan

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Grade: 8

Length of Time: Approximately 2-5 weeks

Goals:

The students will use knowledge gained from this research project to connect national issues of the past with their local people, places, and events.

Objectives

1. Given access to important historical documents, the students will be able to identify and describe in written form specific Civil War soldiers from their area.
2. Given a census from their area, students will be able to use the historic document to answer questions on a National Archives document and orally answer questions about what kind of people lived there at the time of the Civil War.
3. Given research on an individual soldier the students will be able to put their findings together in a presentation format and present the material orally to others.
4. Using internet and historical resources, students will be able to write about and discuss their area's history.

Materials Used:

1. Census data from your area (often available from your local town office, historical society, or possibly even online)
2. Beers Atlas Maps (available from local historical societies and online, at sites such as www.old-maps.com)
3. NARA Document Analysis Form with additional town questions
4. Soldier Inventory Worksheet

5. Census Activity Rubric
6. Civil War Project Rubric

Anticipatory Set/Hook:

What does the Civil War have to do with our town? Did anything important happen in this area during the Civil War?

Procedure:

Teacher Preparation Activities:

1. Find a list of soldiers who enlisted from your town and select a group for your students to research. (We discovered a list of Civil War soldiers by reading the town history and going to the town offices to look through their files. Working with a local historian or visiting the local historical society is very helpful and can save you a lot of time.)

- a. When choosing soldiers, identify individuals who might have current local connections, such as names of students in your class or recognizable place names. Also, pick soldiers from different regiments, ranks, and duties to ensure a variety of possible research topics. Finally, select soldiers who can be found in the census, thereby ensuring at least some immediate connection between soldiers and the census activity described below.

- b. At this point, there are three other sources to explore:

- First, it is helpful to do a quick check of the town's vital statistic information. Can you find birth, marriage, and/or death information on any of the soldiers? Such data will be helpful for you and students later on.
- Secondly, does your town have burial information for some or all of the cemeteries? An inventory of where soldiers are buried might help you choose a certain soldier.
- Finally, tell your students about this upcoming project. Do any of them have letters, documents, stories, etc. related to your town and the Civil War? Perhaps a student would be willing to write a letter to the editor of the local newspaper asking for help in finding out more about your town's history.

- c. Explore local resources that can be used to help gather information. For example, with the help of a Teaching American History Grant organization called the Flow of History, a historian was able help with some of the initial information gathering such as finding a local source of soldiers who are credited to Hartford. Through their professional development

opportunities, time was found to do more research with additional help. So, if there are local organizations in your area, ask them to help!

d. Once this preliminary exploration has been completed and soldiers chosen organize students into pairs and then give them a soldier to research.

Classroom Activities:

1. Use the 1860 Census Data for your town. (two or three 45 minute periods). Census data is either available from individual towns, or it may be found online in your area. Search around and see what you can find. Contacting your local Historical Society can be very helpful.

a. Working with a partner, have students look at the census as a whole. Ask: “what do you notice?” share and discuss answers.

b. Have students work together to complete the NARA written document form. While this is very basic, I’ve found that 8th graders have little knowledge of documents like the census. This form makes them look at the census carefully and make some basic assumptions about who and why this is done every ten years.

c. Once this sheet has been completed and gone over together, it is time for some larger questions. Example questions: What do we learn about our town by looking at our census? Who lived there? What different kinds of people, jobs, lifestyles, etc. were there in 1860? Was there a significant African-American or Native American population? How can you tell? What did women do? Who lived together? What impact do you think the war had on this community? Depending on what your students notice and how detailed the census taker was, you can form individualized questions for your town. The census can provide insight to all kinds of social, political, and economic history.

d. At this point, handing out copies of the Beers Atlas map of your town is helpful. Students can then take names from the census and find them on the map. In some cases, you might be able to follow the census taker’s path as he/she went from house to house. For students whose soldier is in the census, they should be able to find where he lived. Remind these students to document this information because it will be helpful later in their research.

e. Make sure to allow time for your students to simply peruse and wonder over the map and census.

2. Research individual soldiers, their role in the community and in the Civil War (at least five 45 minute periods).

a. To find out more about their individual soldier, have students begin with the web site “Civil War Soldiers and Sailors System” (<http://www.itd.nps.gov/cwss/>). Other websites also exist that may help students research your particular area. The provided site has basic information about every soldier. For those students who only find enlistment data, for every regiment there is a chronology of when, where, and how each participated in the war. Thus, if students can’t research the soldier himself, they will be able to focus on the regiment’s activities instead. For example, students could research battles where their soldiers fought. What happened at this location? What is the status of the battlefield? Is it well preserved? Could they one day visit the site or might it disappear? Another possibility would be to focus on daily life of a certain duty, role, or position within the army, such as a surgeon or drummer boy. In this type of situation, students can extrapolate their individual soldier’s experience without specific primary documents.

b. During this research phase would also be a good time to bring students in very small groups to the town offices to look for vital data (of course call and make arrangements ahead of time!). Your preliminary research or the help of a town clerk or historian will save time. While visiting the offices, students can use primary resources such as birth, marriage, and death records, town meeting notes, wills, inventories, tax information, etc. Some or all of this data can really create a picture of a whole person who spent part of their life as a soldier.

c. Of course, much of the students’ research will be done in the school library using what primary and secondary sources are available. Remember, the overall purpose will be for students to link local individuals with the national events they participated in during the Civil War.

3. Visit related places in your town (1-2 hours).

a. After looking at a period map of your town, reading a town history, and finding cemetery listings, you should have enough information to choose a few places to visit. Taking a two-hour bus or walking tour is fun and gives students an opportunity to see places they are already familiar with in a new light. Choose a cemetery. Find the gravestone of a Civil War soldier and have students make a grave rubbing (with permission from your local cemetery association). Stop by a home that you know a certain soldier lived in and discuss his life and participation in the war. Perhaps read a letter written by him, or visit the train depot and discuss who and what departed and arrived from that very spot. Stop at a church or parsonage where a ladies aid society collected bandages or other items to send to the US Sanitary Commission. Make the direct connection for your students. Allow them to touch, see, feel, and listen to the history of their town. Take pictures that you can post in your room.

b. Creating a “tour” or quest of the sites you visit could be another fun activity. Once you have visited the sites, go back to the classroom and ask students to create a tour brochure and/or a quest using riddles that will teach others about their town and the Civil War.

4. Bring it all together and present it to the class and possibly the public (allow at least five days after completing research to create the final product).

a. After all of the research has been done, have the students put their information into a final product. Posters, PowerPoint presentations, websites, scrapbooks, or display boards could show a timeline or a person’s life or time as a soldier, a family tree, the daily life of a surgeon, the places in town that are related to a soldier, a soldier’s participation in a particular battle, etc.

b. In addition, students should show how their research was conducted. In a notebook, students could include a bibliography, their notes, and/or a process paper describing their work over the last few weeks.

c. On the day the project is due, ask students to present their work orally for the rest of the class. For a more public forum, organize an evening Civil War Fair, in which all the work is displayed and parents, teachers, and community members (especially the historical society and town clerk) are invited. If you have also created a tour or quest, have students act as guides and lead the adults on a trip through town.

Closure:

Ask students if they thought using primary documents was difficult. Did they enjoy doing the work of a historian? Did this project make them feel closer to the town? Do they know more about the town now than before the project? Why do you think it is important to learn about individuals in order to understand a large historic event? Does it teach us anything new? What benefits do you receive from this type of research?

Assessment:

Students will successfully complete the presentation containing their data. Use the Census Activity Rubric and Civil War Project Rubric for grading guidelines.

Modification Ideas:

For students with special needs, I chose soldiers who I knew had plenty of primary and secondary sources readily available. In addition, the nature of the research depends on what the student determines. Students with special needs can certainly be directed to a topic that fits their abilities.



Uniforms of the Civil War

Vayne



**Bet you think I'm wrong on the color!
Read all about it!**

After the fall of Fort Sumter, the United States War Department was unable to make enough uniforms fast enough. The northern states were told to dress their own companies. Some states could not get enough dark blue cloth. Some of the blue cloth faded to gray when the dye washed out. Many soldiers were given gray over shirts until the blue coats could be made.

New York was able to give all soldiers a dark blue woolen jacket with 8 state seal buttons. But when the war lasted longer than people expected, the factories ran out of dark blue cloth. They gave out 7,300 gray jackets to the soldiers, but soon found that there was a problem on the battlefields. Soldiers were being fired at by other Union soldiers. By 1862, Maine, Vermont, and Wisconsin were told to stop giving out gray uniforms. They could still design their own style jackets but they had to use dark blue cloth. That is why there were uniforms in many different styles.

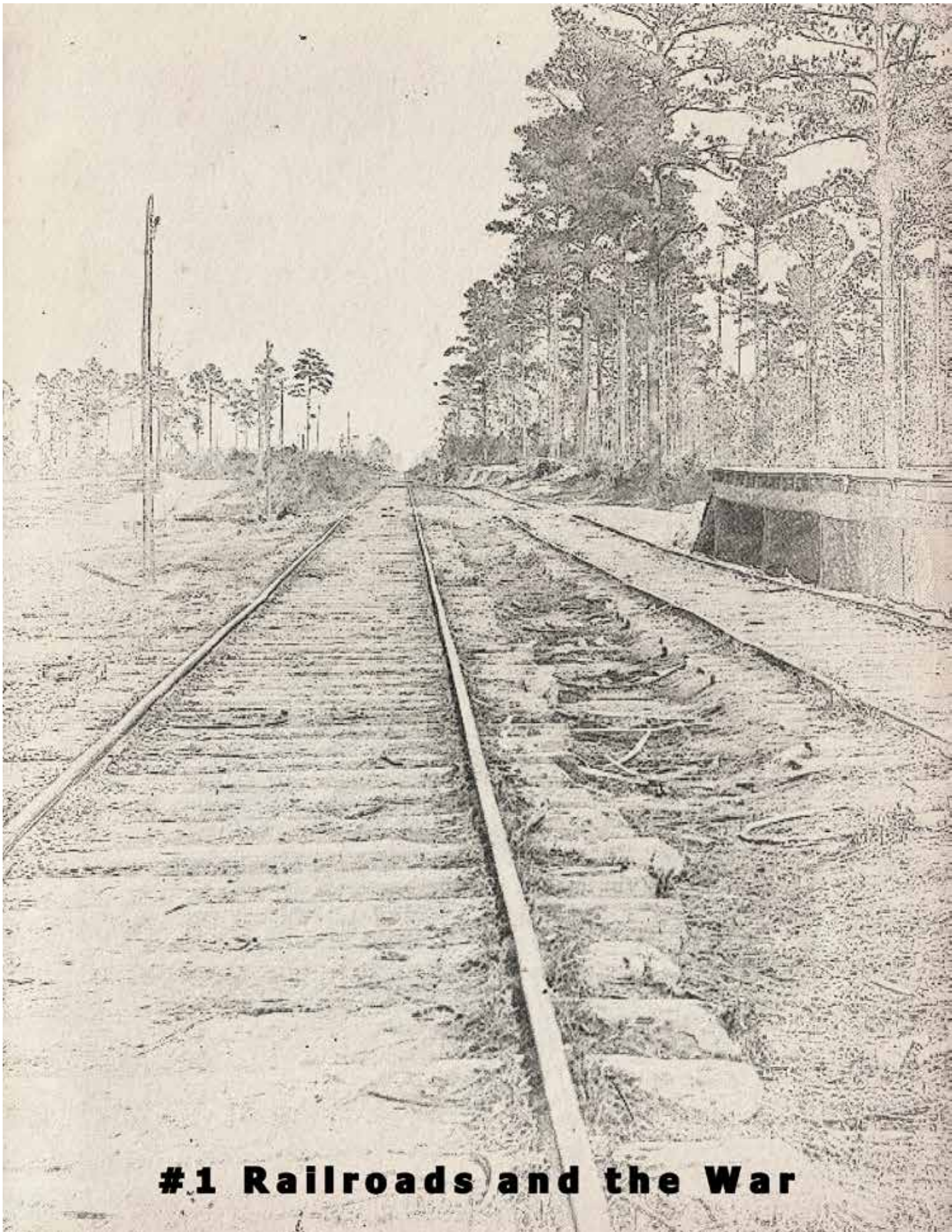
It was in 1862 that the Union Army made strict rules about uniforms. Uniform coats and jackets were made of dark blue material. Pants were also dark blue. Later that year the government examined all uniforms that came from the factories. They stamped them to make them official before they were given to the troops.

When the Civil War started in 1861, the Confederate Army did not have one style of uniform for all soldiers. A few states had dress regulations but most governors let each company pick their own style. At the start of the war many volunteers left home wearing their own clothes. The army could not make enough uniforms. Some soldiers wore dark blue clothes. That is the color the Union soldiers wore so there was a lot of confusion. Their own men during the Battle of Shiloh fired at some soldiers.

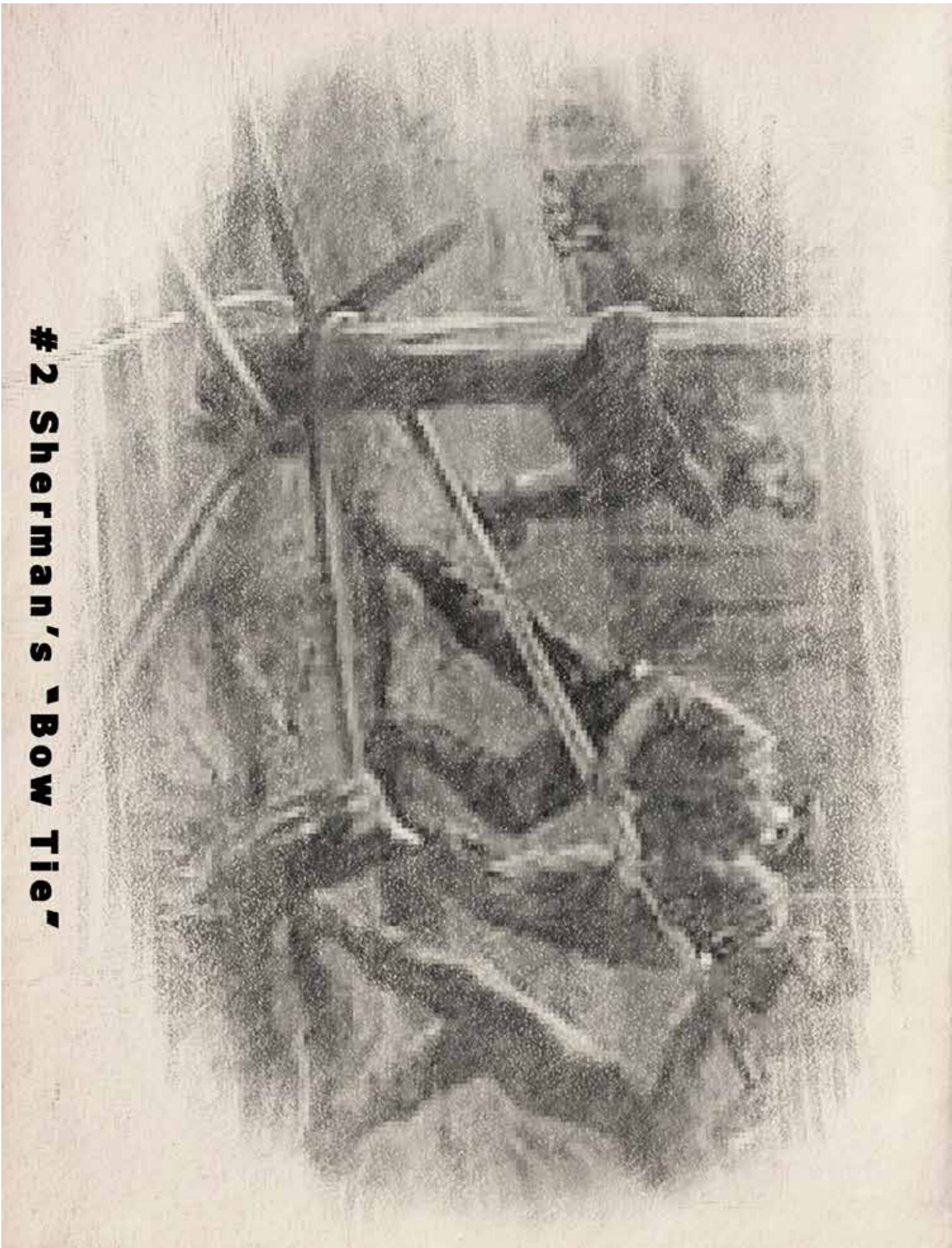
At first uniforms were made of undyed wool. When dye was used the colors faded quickly because the vegetable dye was weak. Many uniforms turned a light brown color.

Some states followed state regulations. They were Mississippi, North Carolina, and Georgia. The Louisiana Brigade of 3,000 soldiers took pride in their look. They wore coats and jackets made in England.

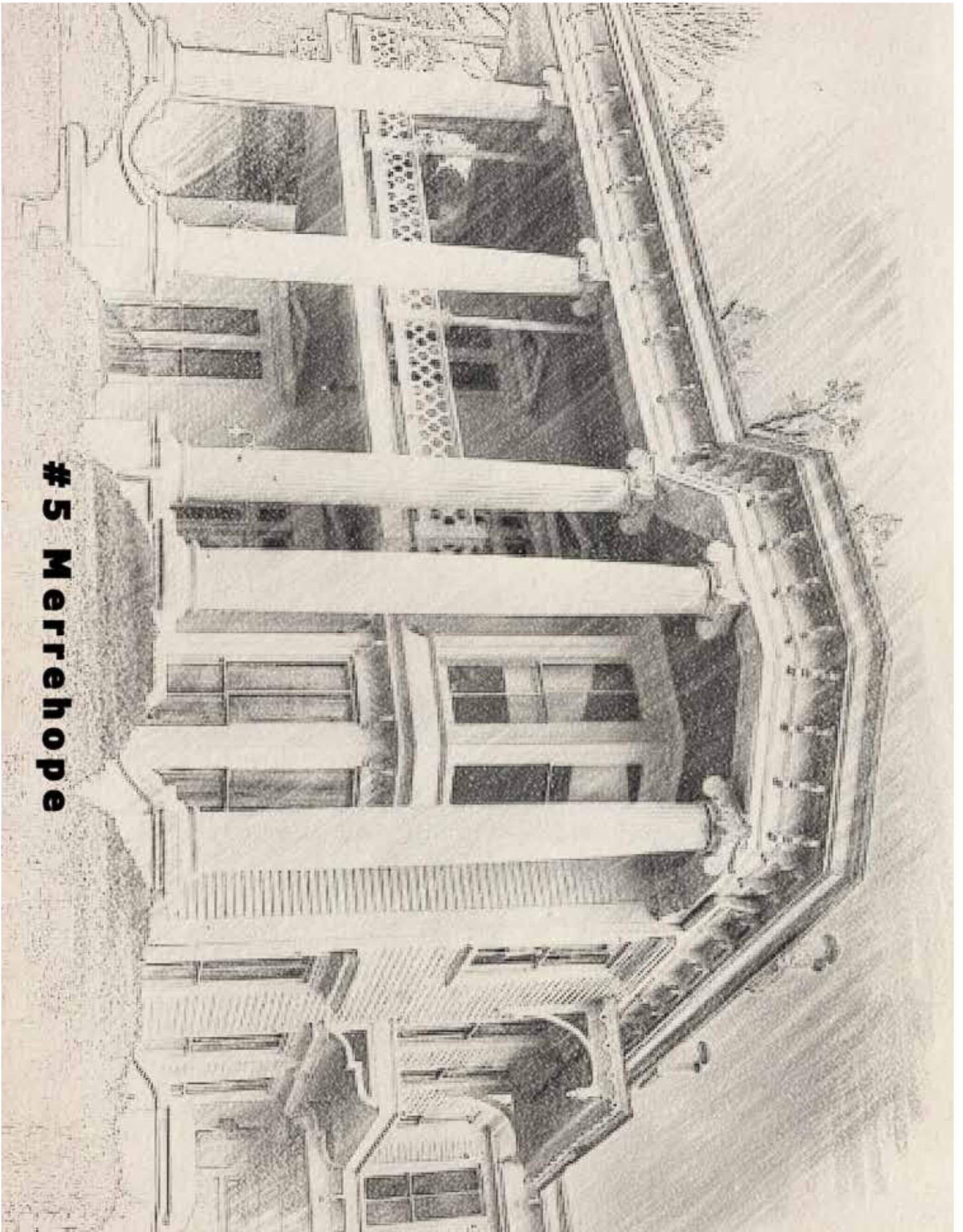
In Alabama, the governor had a factory make the first gray uniforms. Their soldiers wore short gray tunics with green trim. Pants were light blue for enlisted men and dark blue for high-ranking officers. By the end of the war most southern states had their soldiers wearing these gray uniforms.



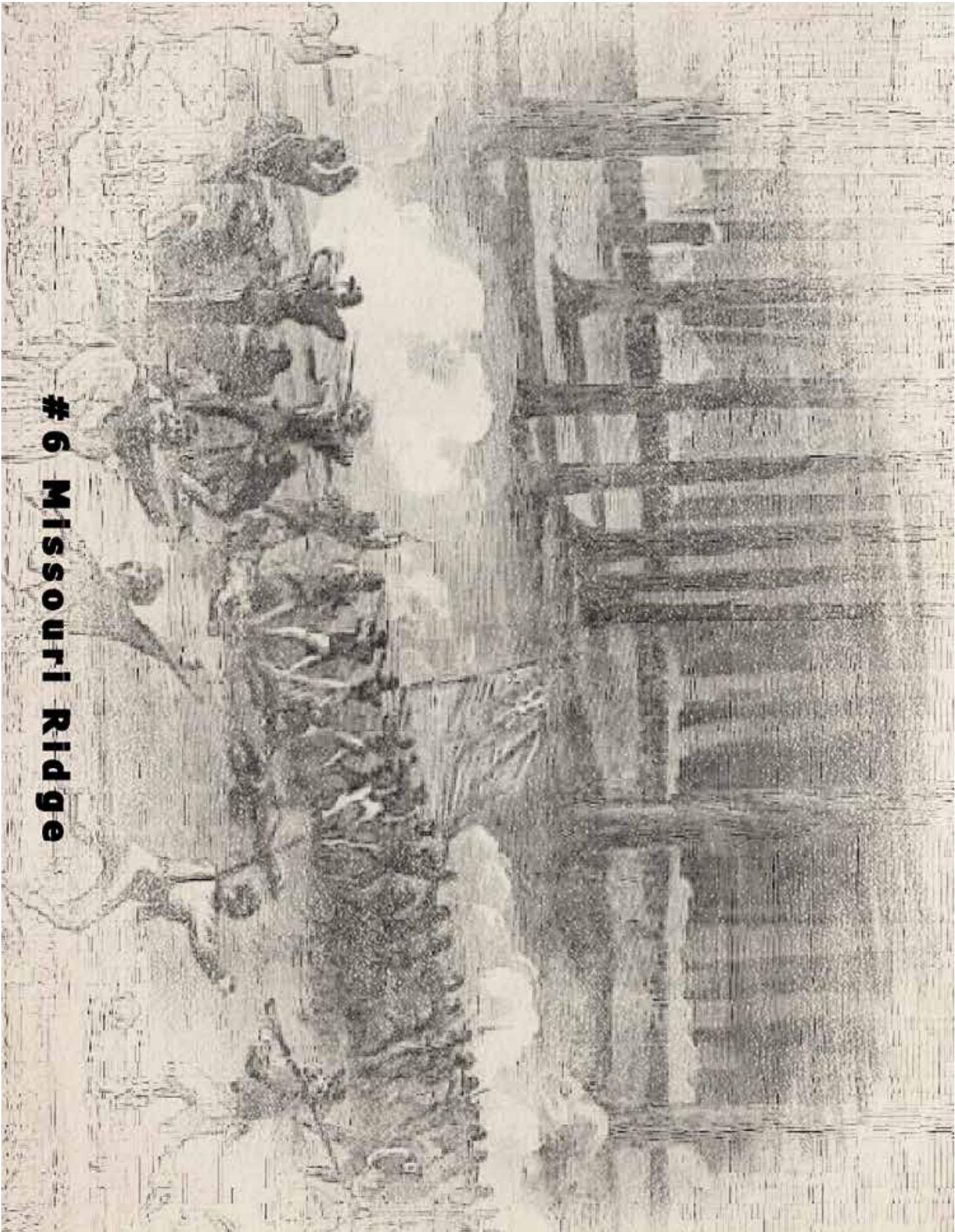
#1 Railroads and the War



2 Sherman's 'Bow Tie'



5 Merrehope

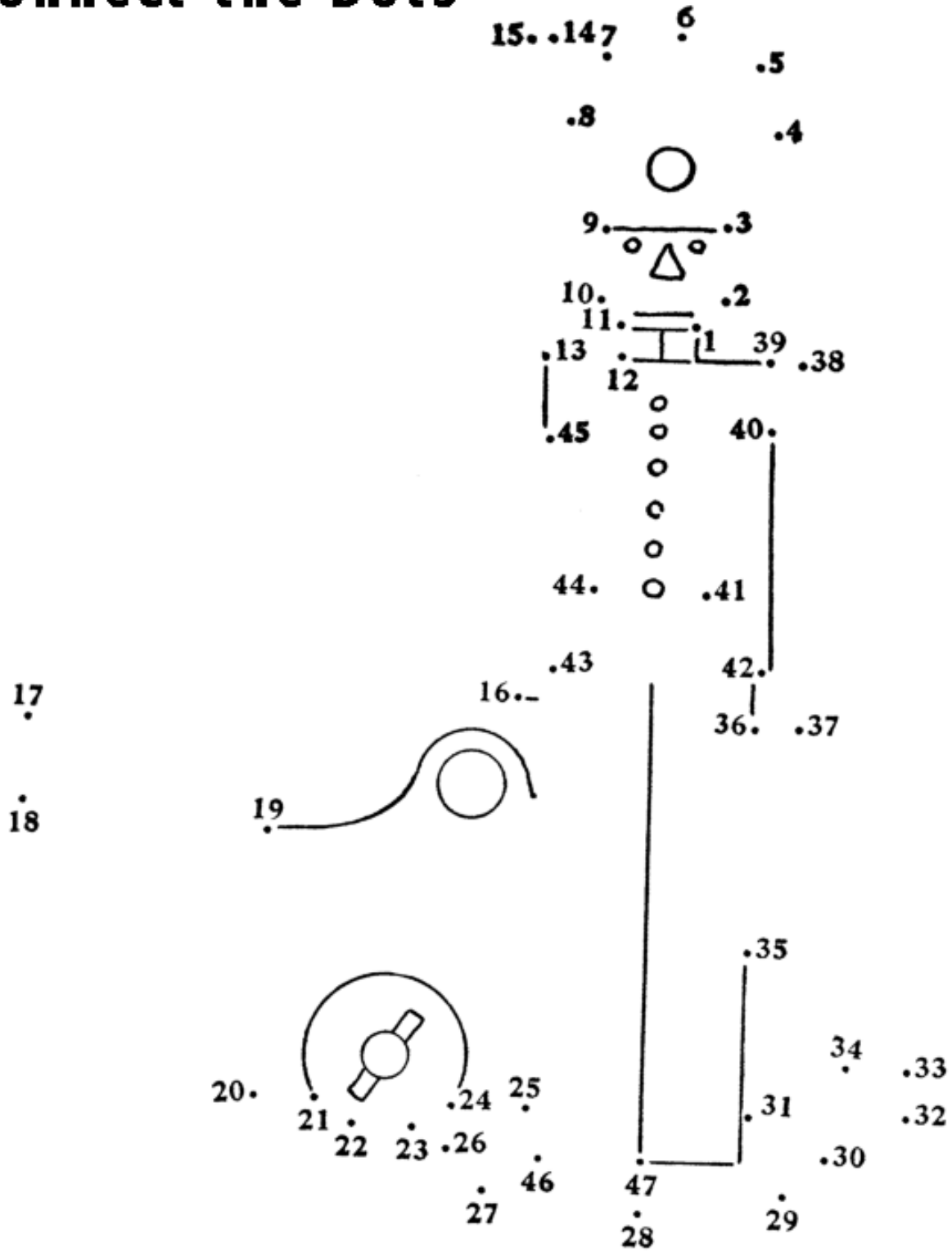


6 Missouri Ridge

#10 Lauderdale County Archives



Connect the Dots



Connect the dots from #1-#47