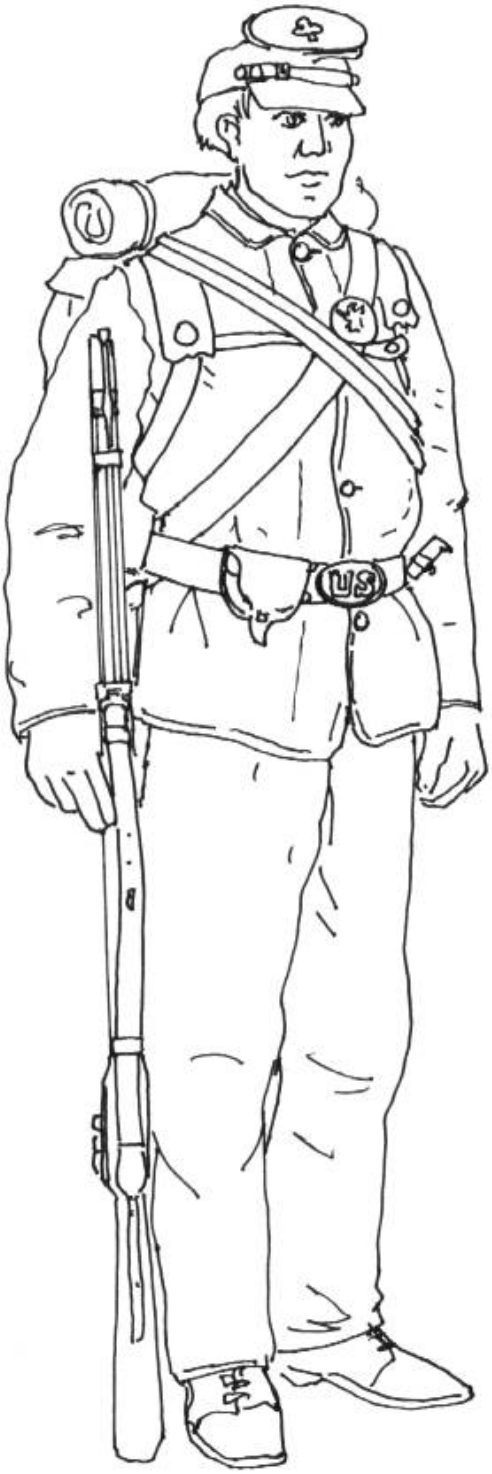
"The Life of a Civil War Soldier"
Student Field Program



TEACHERS' PREPARATION GUIDE

Gettysburg National Military Park
National Park Service

“The Life of a Civil War Soldier”

Student Field Program
Gettysburg National Military Park

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Section 1

How to Use this Booklet

Your students will gain the most benefit from this program if they are prepared for their visit. Otherwise the program leader is forced to waste your valuable program time building a basic foundation of knowledge.

Please take special notice of the bold-faced activities in the Table of Contents for Sections 4 and 5; these activities must be reviewed and completed in the classroom prior to your visit. Other activities are there to provide additional information and reinforcement exercises if you have the classroom time.

Please keep in mind that the information within this packet has been generalized. The overall complexity of Civil War information is tremendous in scope. The grade level of enclosed information may not be appropriate to the level of understanding of your students. We leave the interpretation of this information in the hands of the teacher. For additional resources, please refer to our website at www.nps.gov/gett/forteachers .

Section 2

Program Overview

THEME: The Civil War soldier's life was full of hardships, sacrifices, and challenges.

GOAL: To offer a two-hour, hands-on program unique for school-age children that will encourage further study of American history and the Civil War.

OBJECTIVES: The students will be able to…

- ✓ Explain at least 3 factors that lead to the Civil War;
- ✓ Identify at least 2 reasons why soldiers joined the army;
- ✓ Discuss the purpose and uses of equipment and uniforms;
- ✓ Follow simple commands given for the drills;
- ✓ Articulate some of the difficulties of a soldier's life;
- ✓ Make the decision, as soldiers, as to whether or not they would reenlist in the army given the opportunity.

Field Trip Day Procedures

If your students are participating in our program, please follow these directions:

1. Report to the **Bus Parking Lot at the Gettysburg National Military Park Visitor Center, 1195 Baltimore Pike,** on or before the scheduled time, with your bus or vehicle and all students ready to go.

2. Your program ranger will meet you there, and ride on the bus with you to the program starting point. Your bus is necessary in the transport of your students to the program site. Any further directions necessary will be given to the bus driver by the student program ranger at this meeting point.

3. Have the students remain on the bus at this time, and remind them that once they arrive at the program site they should keep all unnecessary personal items on the bus (hats, cameras, lunch etc.) so that they are free to actively participate.

4. If the weather appears bad and you are enroute, contact the Education office at (717) 338-4422. An indoor program (possibly abbreviated, however) will be offered if we cannot stay outside.

TO GET THE FULL BENEFITS OF THE PROGRAM, IT IS IMPORTANT TO ARRIVE ON OR BEFORE YOUR SCHEDULED STARTING TIME. RANGERS RESERVE THE RIGHT TO CANCEL PROGRAMS OF GROUPS ARRIVING MORE THAN 15 MINUTES LATE!

WARNING!!! We would like to remind those participating in our student programs, that they are designed to take place outside in the natural environment. The weather therefore will play a great factor in the comfort of the students. Be prepared, as the students could be subjected to heat, cold, rain, winds, muddy fields and trails, as well as ticks and stinging insects for extended periods of time. Proper clothing and preparation is a must.

Section 4

Background Information

Causes of the American Civil War	To introduce the use of primary sources into your classroom, as well as discussion on the causes of war.
Civil War Soldier Vocabulary	To introduce students to the terms that will be used during the program.
Flags	To stress the importance of flags during the Civil War, and their role in battles.
Uniforms	To illustrate the great variety in Civil War uniforms, define corps badges, and explain significance of trim.
Structure of the Armies	To show the organization of armies.
Pictures of Soldier Life	A picture's worth a thousand words, and great for discussion!
Civil War Slang	To contrast Civil War period words and phrases, and the changes in language over time.

* Information in **boldface** type should be covered with the class prior to your visit. *

ESSENTIAL BACKGROUND

CAUSES OF THE AMERICAN CIVIL WAR

What was the Civil War really fought about? States' Rights? Tariffs? Slavery? The quotations (below) were written or spoken by people who were there, experiencing the coming of the Civil War. *Primary sources*, like these, are often difficult to understand, but are important because they give us many perspectives and often the clearest picture of our country in times past.

Piece these "primary source puzzles" together by following these four steps.

Step 1: Define terms and expressions (some good ones to define are in bold print).
Step 2: Replace confusing terms with your own words from these definitions.
Step 3: Take out unnecessary words or phrases (suggestions are underlined).
Step 4: Then rewrite in your own words, in the space provided.

PRIMARY SOURCE PUZZLE #1:

Alexander Stephens was the Vice President of the Confederate States of America, and in March 1861, just before the first shots of the war were fired at Fort Sumter, he said:

This was the immediate cause of ***the late rupture and present revolution****. [Our]* ***foundations*** *are laid, its cornerstone rests, upon the great truth that the negro is not equal to the white man; that slavery,* ***subordination*** *to the* ***superior race*** *is his natural and normal condition.*

Alexander Stephens was basically saying . . .

_____

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PRIMARY SOURCE PUZZLE #2:

The Mississippi Declaration of Secession, was issued in January 1861 by leading state citizens and politicians, prompted by the recent election of Abraham Lincoln.

We must either ***submit*** ***<u>to degradation</u>****, and to the loss of property worth four billions of money (*the estimated total market value of slaves*), or we must* ***secede*** *from the* ***Union*** ***<u>framed by our fathers</u>****, to secure this as well as every other* ***species of property****.*

The writers of the Mississippi Declaration of Secession were basically saying . . .

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PRIMARY SOURCE PUZZLE #3:

President Lincoln knew that a Civil War was possible even before he become president. In June of 1858 he delivered a speech comparing the country to a house.

<u>A</u> ***<u>house</u>*** *<u>divided against itself cannot stand</u>. I believe this government cannot* ***endure****, permanently half slave and half free. I do not expect the Union to be* ***dissolved*** *--* *<u>I do not expect the house to fall</u>* *-- but I do expect it will* ***cease*** *to be divided. It will become all one thing or all the other.*

Abraham Lincoln was basically saying . . .

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PRIMARY SOURCE PUZZLE #4:

Frederick Douglass was once enslaved and later worked as an abolitionist to end slavery in America and secure equal rights for all African-Americans. The following is from a speech delivered in March, 1860:

*If 350,000 slaveholders have, by devoting their energies to **that single end**, been able to make slavery the **vital and animating spirit** of the American Confederacy for the last 72 years, now let the freemen of the North, who have the power in their own hands, and who can make the American Government just what they think fit, **resolve to blot out for ever** the **foul and haggard crime**, which is . . . the curse and the disgrace of the whole United States.*

Frederick Douglass was basically saying . . .

Now put all of your puzzle pieces together to answer the question for yourself:

What was the Civil War really fought about?

(Your answer -- an analysis of the primary sources – is called a *secondary source*.)

Civil War Soldier Vocabulary

Artillery Cannon and other large weapons

Bayonet Knife-like weapon attached to the front end of a musket or rifle

Bedroll Blankets rolled and carried by soldiers, containing personal belongings

Bummer Soldier that would take needed items from farmers and townspeople

Canteen Tin or wood container on a strap, used to carry liquid

Cap A small device used to explode powder in a musket barrel

Cap Box Small box of leather attached to belt to hold caps used to fire muskets

Cartridge Paper tube which held a bullet and gun powder

Cartridge Box Box made of leather used to hold cartridges

Cavalry Group of men fighting from horseback

Corps Badge An army was divided into several units called corps, and each soldier wore a badge that showed to which corps he belonged

Foraging Roving the countryside in search of food, sometimes from farmers

Hardtack Flour, salt, and water biscuit that was very hard and tasteless

Haversack Small canvas sack used by soldiers to carry their food stuffs

Housewife Small sewing kit

Infantry Group of men fighting on foot

Jacket Four-button woolen or cotton coat worn by Civil War Soldiers

Kepi Cap or hat, part of the uniform of the Civil War Soldier

Knapsack Canvas container strapped to a soldier's back, carrying belongings

Rifled-Musket Muzzle loading gun, fired with cartridge and cap

Shoes Made of leather; a necessity and often scarce in the South

Slouch Hat Wide brimmed hat, sometimes worn instead of kepi

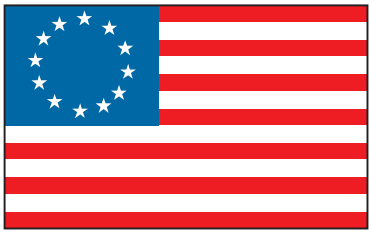
Suspenders Cloth or leather used to hold up pants

Tin Cup Cup used to hold water and cook with

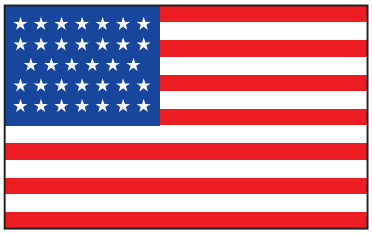
Flags

A flag is a piece of cloth that represents something. It may represent an idea, a group of people or an organization. Flags represent teams, countries, states, clubs, churches, cities and much more. They come in many different sizes, shapes, colors and designs.

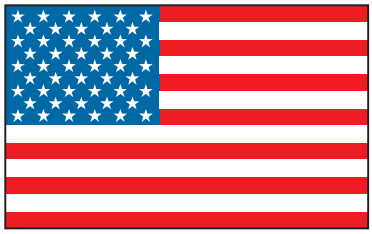
The United States of America has a flag which represents the country. The first Stars and Stripes was ordered in 1777. The order said that the flag should be "thirteen stripes, alternating red and white; that the union be thirteen stars, white in a blue field, representing a new constellation." As more states entered the Union, Congress decided that a new star should be put on the flag for each new state. The thirteen strips would not change, reminding us of the original thirteen colonies. Today the United States flag has 50 stars representing the 50 states.



The first Stars and Stripes



34 Stars at Gettysburg



The Stars and Stripes today

During the Civil War, both the United States of America and the Confederate States of America had a flag. The United States flag looks like it does today except with fewer stars. The Confederate States changed the design of their original flag two times during the war. They also had a special flag just for battle.

Confederate Battle Flag

Flags were not only symbols during battles, but had practical purposes as well. They helped men figure out which side was which. Smoke and dust often blocked the view of soldiers during battles and the noise made it hard to hear any orders. Flags told soldiers where their regiments were, where their enemies were, and where the fighting was moving. If a soldier could not hear orders, he would follow the direction of the flags, fighting and moving wherever the flags went.

Union Regimental Colors

Union Regiments (full strength of 1,000 men or 10 companies) might carry two flags, one representing their regiment (called the regimental colors) and the other the flag of the United States. Confederate Regiments generally only carried one battle flag. Soldiers of both sides took great pride in their flags since they were symbols of their state or country, the men they were fighting with, and the things they were fighting for. The flag traveled with the regiment wherever it went – to carry it was a great honor, and to have it captured by the enemy was a major disgrace for the men of the regiment.

Uniforms and Accouterments

On Field Trip Day, one student will be asked to wear all of a Civil War soldier's uniform items and equipment (accouterments). The first item the student can put on is the **cotton shirt**. Where would the materials to make this shirt have come from? Once your student has removed his or her shoes the **woolen pants** can be pulled on over their existing clothes. The **suspenders** can be drawn over the shoulders. Belts were rarely used to hold up a pair of pants in those days, but rather were used to attach and carry other items.

The **sack coat** can be slipped into next followed by putting on the **brogans** (shoes). Heavy **woolen socks** would be an important part of the soldier's belongings.

The **cartridge box** will be slung over the soldier's left shoulder, with the cartridge box itself resting on the right hip. The **canteen** and **haversack** (fully loaded) can be slung over the right shoulder with both items resting on the left hip. The **waist belt, with cap box**, can be drawn in around the waist over the cartridge box strap. The **belt** is used to keep this item from moving about.

The **bed role** has already been tied off on both ends so that all the soldier has to do is slip it over their head allowing it to run diagonally from the left shoulder down to the right hip. Last but not least the **kepi** will be placed on your soldier's head.

Soldiers learned to carry only the essentials, as added weight on a long, hot march sapped a man's strength. When a soldier completed a long march he would break for **camp**. The **gum blanket** and **bedroll** are what a soldier often had to sleep on. The gum blanket is, as you will see, made of rubber. This was placed on the ground to hopefully keep out moisture. The woolen blanket was used to cover the soldier. Photographs and other valuable items that you did not want to become wet or greasy were sometimes placed inside the blanket before it was rolled up. The gum blanket then covered the woolen blanket when rolled together.

A **tin cup**, **plate** and **eating utensils** were thrown into the haversack with some of the soldier's food items. His canteen would be filled with fresh water whenever a stream or river was crossed. All of these items became heavy with a total weight exceeding forty pounds, including the rifle. As a result men would often throw away or discard knapsacks, heavy frying pans, and other odds and ends they were either issued or had brought from home.

Hardtack, **dried beef**, **beans**, **saltpork**, and **coffee** frequently comprised a daily diet. Vegetables and fruits were often in short supply, leaving men lacking in certain vitamins. Soldiers drank from polluted streams and rivers or ate spoiled food. Diarrhea and dysentery (severe infection of the lower intestinal tract) sickened and even killed many men. To say the least, a soldier's diet was quite poor.

It would sometimes be months before a soldier could replace socks or other badly worn clothing. For this reason he frequently needed to repair holes or tears by sewing them back together. The small sewing kit became known to soldiers as a **housewife** as this was probably as close as a soldier would get to actually having a wife or mother do his darning for him. You learned in a hurry how to take care of yourself when in the army!

The **cartridge box** would normally contain between thirty and forty rounds of ammunition. Each bullet was wrapped on its blunt end with paper. Contained within the paper was a **gunpowder** charge. The paper was twisted on the other end to prevent the gunpowder from running out.

When ready to fire his weapon, a soldier would first remove his **cartridge** from his cartridge box, bite the end of the twisted paper off the cartridge, pour the powder down into the barrel of the musket, then drop in the **minnie** ball, ram the ball down into the barrel on top of the powder by using a **ramrod**, insert a **percussion cap**, taken from a small leather pouch that was attached to the soldier's belt, on the trigger assembly, aim, and fire. It was said a good infantryman could load and fire his weapon up to three times a minute! Accuracy varied, but a **rifled-musket** was reliable at 200 to 300 yards.

The **bayonet** was a stabbing instrument that could be attached to the end of the soldier's rifle. Bayonets, however, were rarely used in combat. More often they were used as **makeshift candle holders**, **trench digging tools**, or **skewers for roasting meat**. Of the thousands of men killed during the battle of Gettysburg, only a handful are known to have been bayoneted.

Army identification "dog" tags had not yet become official army issue. Some soldiers did fashion their own, even hammering out an "ID" on a small piece of metal and wearing it around their neck. But most didn't. Later in the war, shortly before battle, there were instances when men would quickly scratch their name on a piece of paper and then pin the paper to the back of their jacket. In the event they were killed it was hoped someone would properly identify their body.

During the evenings Union and Confederate soldiers on sentry duty would at times declare a truce, meet and exchange goods. At daylight it was back to the business of war.

The Structure of the Armies

Both the Union and the Confederacy had several armies fighting in different parts of the country. These armies were very large. In order to control the large number of soldiers, each army was divided into smaller units. When a soldier joined to fight, he was a member of five units within the army. Initially he joined a company. Companies were generally formed by community, so he knew many of the men in his company already.

Other units in the army a soldier belonged to:

1 Company = 100 Men (led by a Captain)

10 Companies = Regiment (1,000 men lead by a Colonel)

3 Regiments = Brigade (3,000 men lead by a Brigadier General)

3 Brigades = Division (9,000 men)

3 Divisions = Corps (27,000 men)

3-7 Corps = Army

Usually, the number of men in each unit was much lower than the original enrollment because of losses in battle, disease, desertion, and expiration of soldiers' terms of enlistment.

Infantry: Infantrymen were foot soldiers. They traveled from place to place by marching, often in bad weather. Each infantryman carries his own weapon – a musket-rifle – along with personal belongings, equipment, and food for several days. Most soldiers were in the infantry.

Cavalry: Cavalrymen traveled on horseback. They carried three different weapons – a rifle, a saber, and a pistol – plus personal belongings and equipment. Cavalrymen were the eyes and ears of the army; scouting out enemy scouts, protected the flanks of the army while the infantry fought, and engaged in battle as needed. Although they could raid enemy positions and get away quickly, a man on a horse is a lot bigger target than a lone man on foot.

Artillery: Artillerymen carried no weapons of their own, but they were part of a team that operated the cannon. They needed very special training to perform their duties, each man performing a task to help move, load, aim and fire the cannon. Cannon were pulled by horses from place to place.

Each of these three soldier types had different jobs, equipment, and even camp lifestyles. They all worked together as an army to defeat their common enemy.

Pictures of Soldier Life

Civil War Slang

What if you could talk to someone who lived during the Civil War? You would probably have a hard time understanding some of what they would say. The list below has some words and phrases used during the Civil War. The words on the right are the meanings. Where did the terms come from? Which ones are still in use? What new words do we use today that mean the same thing?

Chief Cook and Bottle Washer	person capable of doing many things
Sheet Iron Crackers	hardtack biscuits
Sardine Box	cap box (part of a soldier's ammunition)
Bread Basket	your stomach
Greenbacks	money
Graybacks	name for southern soldiers or lice
Arkansas Toothpick	a very long, large knife
Pepperbox	a pistol (hand gun)
Fit To Be Tied	to be angry
Horse Sense	being smart, on the ball
Top Rail #1	being first class, the best
Hunkey Dorey	being great, really nice
Greenhorn, Bugger	officers (men in command)
Snug As A Bug	very comfortable, cozy
Sawbones	doctors or surgeons
Skedaddle	to run away, scatter
Hornets	bullets
Bully	hurrah! yeah!
Possum	buddy, pal
Blowhard	a big shot, a show off

Fit As A Fiddle	in good shape, healthy
Uppity	conceited, stuck up
Scarce As Hens' Teeth	rare or scarce
Grab A Root	have dinner, potato
Hard Case	tough or difficult
Bluff	person who cheats
Jailbird	person who is a criminal
Hard Knocks	tough times, beaten up in fights etc.
Been Through The Mill	has done a lot
Quick-Step, Trots	sick with diarrhea
Played Out	tired and worn out
Toeing The Mark	doing the job
Jonah	bad luck
Goobers	peanuts
Fresh Fish	raw recruits, rookies
Whipped	beaten, defeated

Sources: "The Life of Johnny Reb" and "The Life of Billy Yank" by Bell Irwin Wiley

Section 5

Pre-Visit Activities

The following activities are an important part of your program. They personalize important aspects of the program and assist the students in role- playing. **Activities in bold-faced type should be completed before your trip to the park.** We encourage you to complete all the activities though!

Nametags

Election of Officers

Flag making

Drill

Hardtack

Civil War Soldier Lunches

Discussion Circle

Time Line

Civil War Soldier Matching

Civil War Soldier Word Search

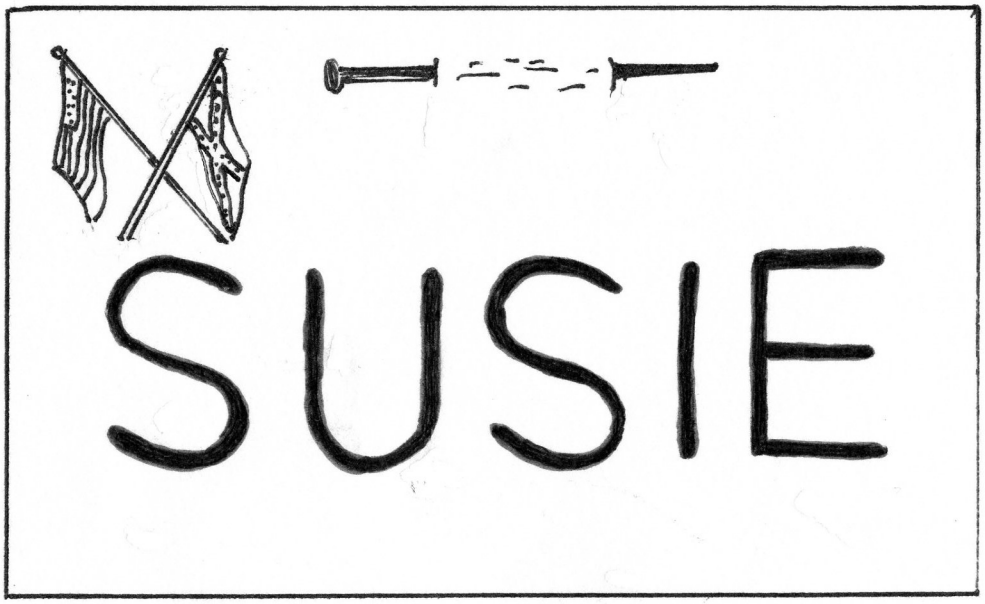
Nametags

Purpose: To enable the park ranger to quickly get to know, and better work with, the students in your class.

Materials: Scissors, paper, crayons or markers, safety pins or other attaching device.

Procedure: Have students make nametags, which can be pinned or otherwise attached to their jackets. They should be large enough to see at a distance and clearly printed. The students' first names will be sufficient.

A prototype is pictured below



Election of Officers

Purpose: Essential for role playing on Field Trip Day

Materials: Scissors, paper, crayons or markers, safety pins or other attaching device.

Procedure: Have the students elect officers to serve on Field Trip Day. They need to elect:

Captain
Lieutenant
First Sergeant
2 Color Sergeants
Medical Officer-Major

Both boys and girls may serve as officers.
All the other students in the class will be privates.

Officers had to wear special insignia to identify their military rank. The elected officers should be responsible for making their respective insignia, to be worn on the day of the program. Refer to pictures below for help.

CAPTAIN

Worn on top of each shoulder. Gold border and bars on a light blue background.

MEDICAL OFFICER (Major)

Worn on top of each shoulder. Gold border and leaves on a green background.

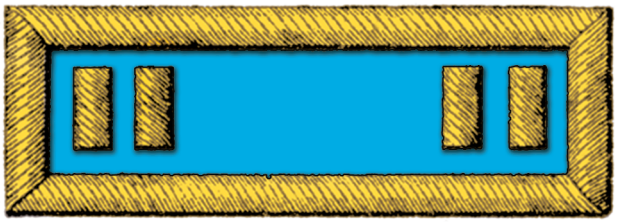
LIEUTENANT

Worn on top of each shoulder. Gold border and bars on a light blue background.

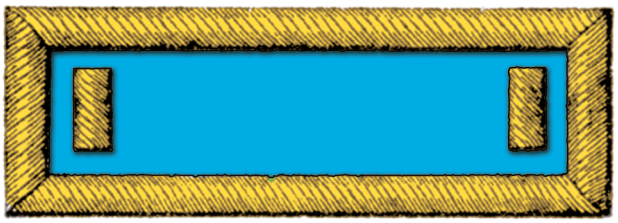
FIRST SERGEANT

Worn halfway down sleeves. Three chevrons and diamond colored a light blue.

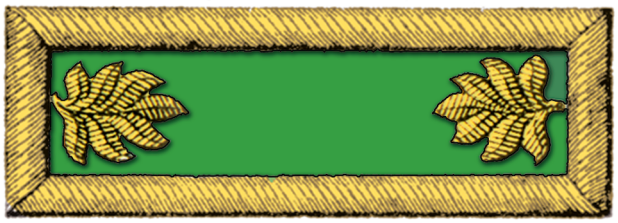
COLOR SERGEANT
(flag bearer)
Worn halfway down sleeves. Three chevrons, colored a light blue, and crossed flags.



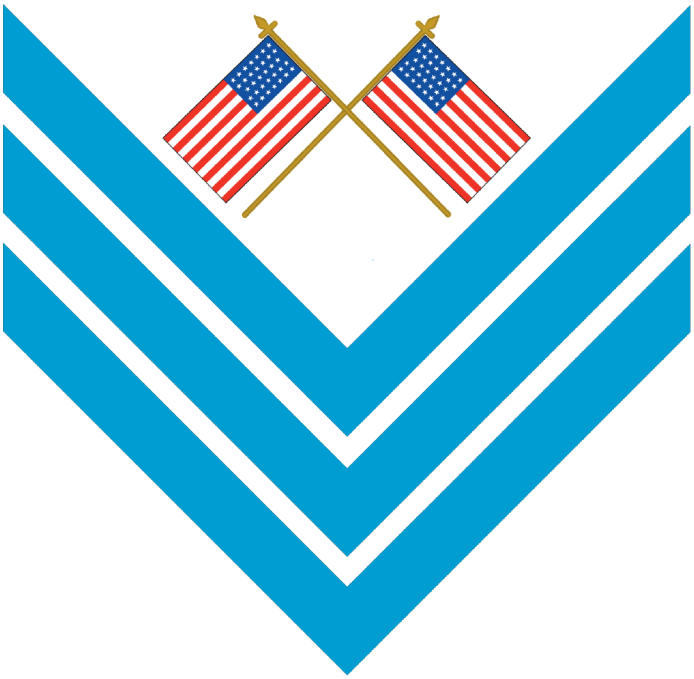
CAPTAIN
Worn on top of each shoulder.



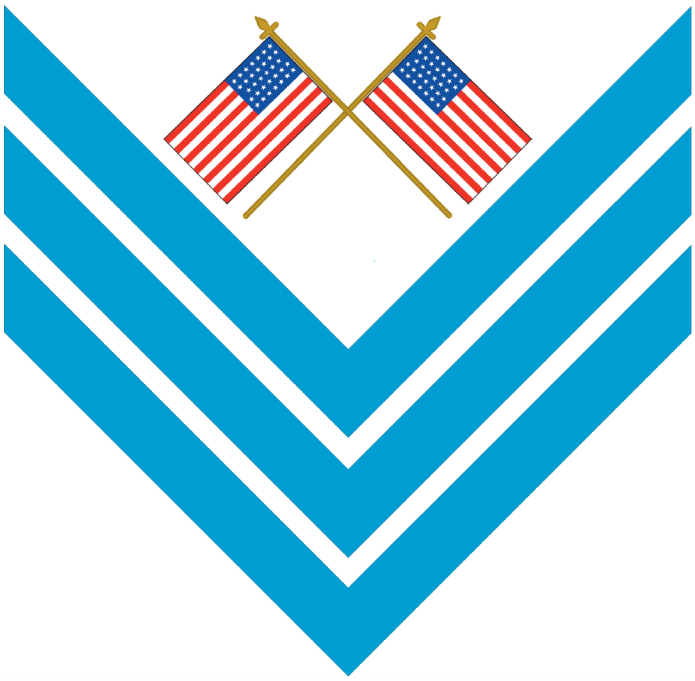
LIEUTENANT
Worn on top of each shoulder.



MEDICAL OFFICER (Major)
Worn on top of each shoulder.



FIRST SERGEANT
Worn halfway down sleeves.



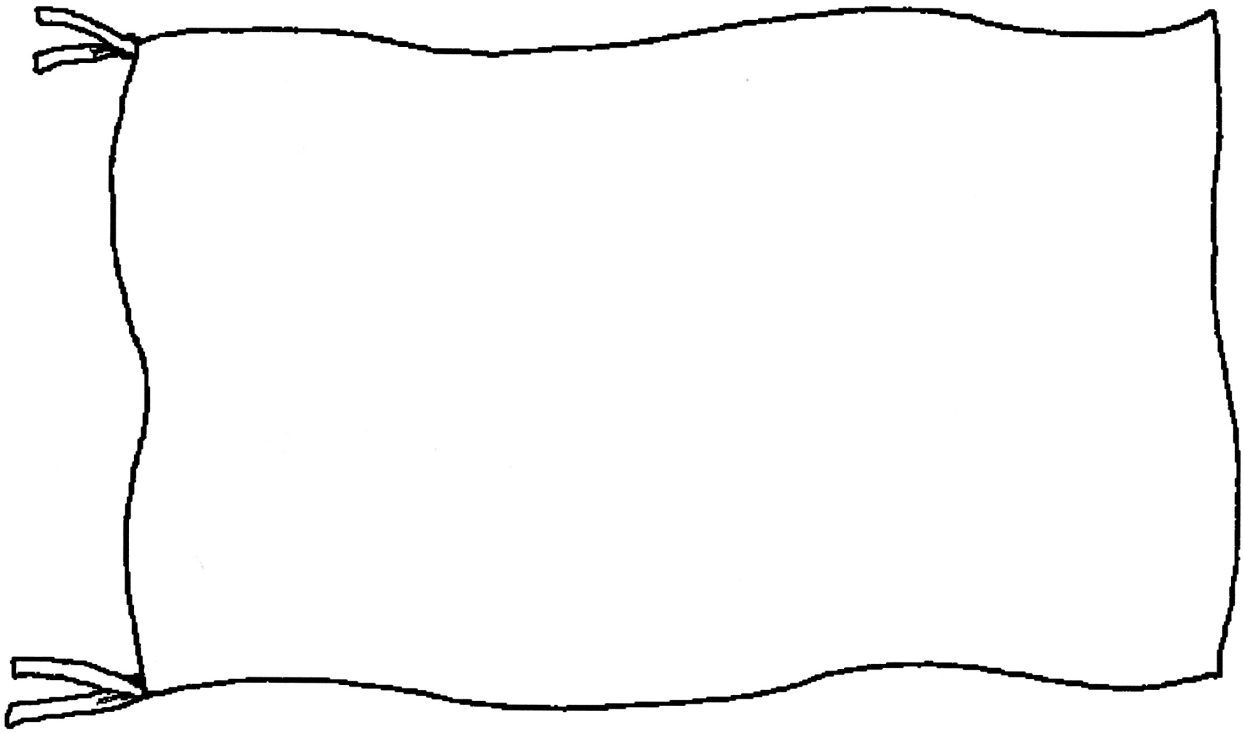
COLOR SERGEANT
Worn halfway down sleeves.

Flag Making

Purpose: To give the group a sense of identity and assist with on-site discussion of flags

Materials: 3 x 5 foot fabric piece, small fabric squares, glue or thread, paint or markers

Procedure: Have students design and make a flag to bring to Gettysburg. *It should represent the class in some way*. The design may be glued, sewn, or drawn directly onto background material. Be sure to make 6-inch ties at one end that will enable you to attach it to our flagpole, or create a 2-inch closes sleeve to slip over the flag over the top of our flagpole.



Drill of the Company (Your Class)

Purpose: To give the students a sense of belonging to a group that functions together as trained soldiers did. To be used later, on site, during the program.

Procedure: Using the elected officers, and the drawing below as a reference, have the students get into formation on a large open area. Use the Lieutenant and one Corporal as file-closers. The file-closers stay to the rear while on the march. Students should be lined up very close together, shoulder-to-shoulder.

Try some of the following commands with your class-company:

COMPANY. . . FALL IN (line up quickly, as shown in diagram)

COMPANY. . . ATTENTION (stand tall, face forward, silence)

COMPANY. . . RIGHT FACE (quarter-turn to the right)

COMPANY. . . LEFT FACE (quarter-turn to the left)

COMPANY. . . ABOUT FACE (half-turn)

COMPANY. . . FORWARD MARCH (move forward, maintaining formation)

COMPANY. . . HALT (stop, but remain at attention)

COMPANY. . . AT EASE ((relax, but stay in place)

Here are some more orders that the captain can give, as needed:

COMPANY. . . RIGHT – DRESS! (turn heads to the right and straighten lines)

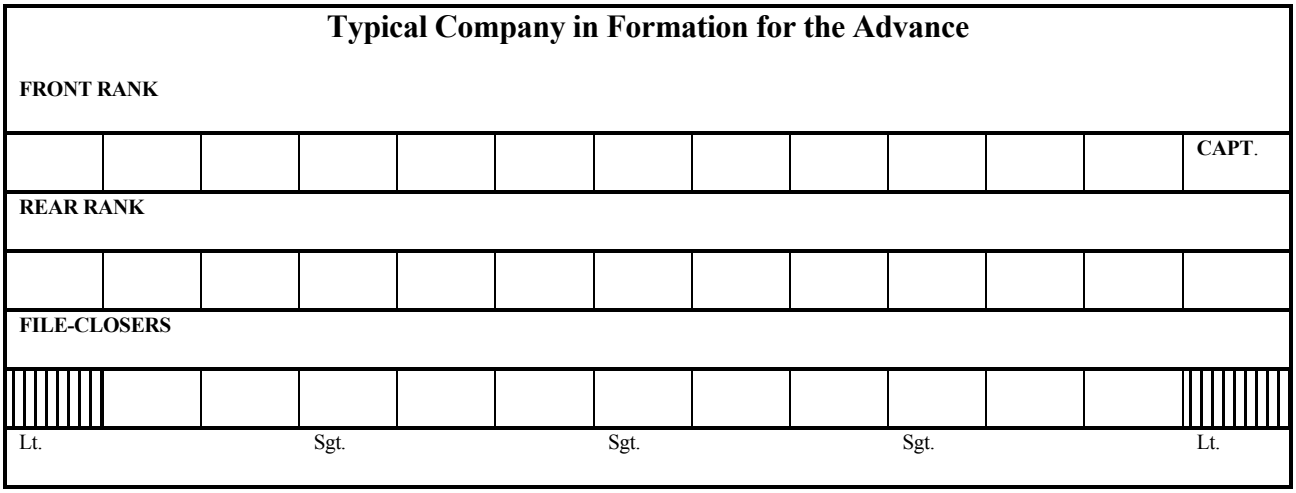
FRONT (snap heads back to the front, after the RIGHT – DRESS command)

STEADY MEN, STEADY (maintain pace; don't speed up)

TO THE STEP (stay in step with captain; match his pace)

QUIET IN THE RANKS (silence; no talking, everyone must be able to hear the captain.)

Typical Company in Formation for the Advance



Making Hardtack

Purpose: To familiarize students with one of the main foods of the Civil War Soldier, and to illustrate the poor diet soldiers had to endure.

Materials:
2 cups of flour
3/4 to 1 cup water
6 pinches salt

Procedure:
1. Mix well and spread dough ½ in thick onto baking sheet.
2. Bake for ½ hour at 400°.
3. Remove from oven, cut dough into 3-inch squares.
4. Turn dough over, return to oven, and bake another ½ hour.
5. Turn oven off, and leaving oven door closed, leave hardtack in until it is cool.

Civil War Lunches

Purpose: To introduce students to types of food eaten by Civil War Soldiers.

Suggested Menu:
Hardtack
Salt Pork
Vegetables
Jam
Eggs
Cornbread
Canteen Water
Bread
Nuts
Honey
Dried Beef
Coffee
Butter
Oatmeal Cookies
Apples

Procedure: Have students pack Civil War Soldier lunches on Field Trip Day!

Discussion Circle

Begin this Discussion Circle by talking about the students' daily lives today. Make a list together of things students feel they cannot live without such as food, TV, iPods, computers, cell phones etc. Follow this discussion with questions pertaining to the life of the Civil War soldier (below). Be sure to give them enough time to think about their answers. Hints or sample answers are provided for each question.

1. *What kind of food did soldiers eat?*
   Hardtack, salt pork, coffee, whatever they could take or buy from private farms, whatever the sutlers or peddlers sold.

2. *What kind of shelter did they use?*
   Tent, improvised shelter, barn, sometimes a hut in the winter.

3. *What health problems did they have to deal with?*
   Bad food, camp fever, lice, dysentery, pneumonia.

4. *What did they have to live without?*
   Mom's home cooking, comfortable bed, baths.

5. *What kind of responsibilities did they have to accept at a young age?*
   Killing, possibly command authority, safety of fellow soldiers

6. *What kinds of pressure did they have to deal with?*
   Death, fear, performing more work due to casualties.

7. *How did it feel to be so far away from home for so long?*
   Miss family and friends, away during holidays, worry about safety of those back home.

TIME LINE

PURPOSE: To help students place the Civil War in its proper historical context, and to picture how 19th century life differed from life today.

MATERIALS: Rulers, graph paper, pencils

PROCEDURE:

1. Give students the list of historic events and dates. Have them place these on a time line dating from the year 1775 to the current year. Standard size graph paper works very well on a scale of one inch to every 25 years.

2. Then, give students the list of inventions and dates to insert along the same time line. Ask which inventions were present at the time of the Civil War. Which were not?

3. Give students both lists in scrambled order without the dates and ask them to place the events and inventions in chronological order.

4. Ask the students to take home the time line, discuss it with their family, and determine the birth dates of their ancestors. Approximate dates will be satisfactory for distant predecessors. Also, have students place their own birth date on the time line.

HISTORIC EVENTS

1775 to 1783- American Revolution
1776 - Declaration of Independence adopted
1789 to 1798- George Washington is President
1860 - Abraham Lincoln elected President
1861 to 1865- American Civil War
1863 - Battle of Gettysburg
1912 - The Titanic sinks
1917 - United States enters World War I
1941 - United States enters World War II
1968 - Sesame Street premiers
1969 - Man lands on the moon
1975 - Vietnam conflict ends
1986 - Challenger Space Shuttle disaster
1991 - Persian Gulf War
1929-1941 - The Great Depression
1954 - Supreme Court ends school segregation
2001 - Terrorist attacks/World Trade Center
2008 - Barack Obama elected President

INVENTIONS

1830- First U.S. locomotive
1835 - Photography
1859 - Kerosene lamp
1876 - Telephone
1879 - Electric Light
1891 - Zipper
1896 - Henry Ford's first car
1898 - Radio
1903 - Wright brothers' flight
1923 - Television
194 7 - Microwave Oven
1976 - Personal computer
1979 - Compact disk player
1987 - Lap Top Computer
1985 - DNA finger-printing
1990 - World Wide Web
1993 - GPS and Smart Phone
2000 - Flash Drives

Civil War Soldier Matching

Many words are used to describe the life of a Civil War Soldier. Can you match these? There may be more than one answer for each item on column one.

1. _____ Southern Soldiers
2. _____ Civil War
3. _____ Weapon used in Civil War
4. _____ Bullet and powder
5. _____ Sewing Kit
6. _____ Type of hat
7. _____ Northern Soldiers
8. _____ A cause for the Civil War
9. _____ Meat Ration
10. _____ Union bread ration
11. _____ Unit of about 3000 soldiers
12. _____ Equipment pouch

A. Hardtack

B. Bayonet

C. Rebs

D. States' Rights

E. Tariffs

F. Yankees

G. Brigade

H. War of the Rebellion

I. Cartridge

J. Slavery

K. Rifled Musket

L. Housewife

M. Kepi

N. Cannon

O. Slouch Hat

P. Salt Pork

Q. Regimental Flag

R. Haversack

Civil War Soldier Word Search

The list of words below are used to describe a soldier's uniform and equipment.
Find the words and circle them in the puzzle.

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

Cartridge Box
Suspenders
Bayonet
Haversack
Blankets
Artillery

Infantry
Artillery
Cap Box
Canteen
Cavalry
Bullets
Musket

Kepi
Shoes
Belt
Cup
Bugle
Socks
Drum

Section 6

Follow Up Activities Ideas

We hope that our program will spark your students' interest in the Civil War and the Battle of Gettysburg. In order to benefit more fully from our programs we suggest several follow up activities on the following pages. Their purpose is to: 1. reinforce concepts presented in the program; 2. give the students an opportunity to express feelings and impressions about the trip; and 3. encourage further study of the era.

Start a scrapbook on Gettysburg, with postcards or photos from your trip.

Design a bulletin board on the trip, or a PowerPoint presentation.

Create a journal from the perspective of a soldier, farmer, wife, nurse, or commander. What was the role of this person during the war? How did the war affect him or her?

Study some music from the Civil War. Which songs were popular in the North? In the South? What significance did music have for soldiers? For families at home?

Develop art projects on Civil War paintings or the monuments at Gettysburg.

Create a diorama of Pickett's Charge or another area of the battlefield.

Write a paper on the most "memorable" thing about the trip, or critique the trip and send copies to the park staff.

Write and present a Captain's speech just before he is to lead his men into battle.

Write an 1863 news story as though you are on the fields just after the battle. "Interview" some of the survivors.

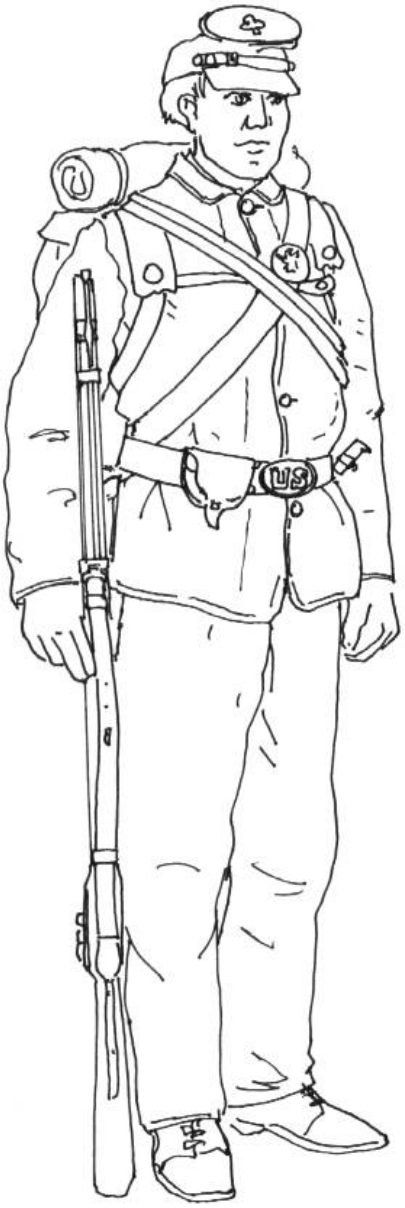
Draw a picture of your field trip experience along with an appropriate caption, and send it to, or save it for, the students who will be taking the trip next year.

Develop a slide show of the trip to present at Parent's Night or to the School Board.

Prepare questions about the trip for a Trivia Game Show review lesson.

Musket Drill Matching

Now that you have some practice with the Nine Count Musket Drill, help this soldier through his drill by numbering the steps below in proper order starting at 1 up to 9.



_____ Draw Rammer

_____ Fire!

_____ Ram Cartridge

_____ Handle Cartridge

_____ Prime

_____ Charge Cartridge

_____ Return Rammer

_____ Ready!

_____ Tear Cartridge