

TEACHER'S MANUAL

This Suitcase Program provides the materials and lesson plans for teachers of grades 6-8 with content and activities increasing in difficulty by grade level. Activities in this Suitcase Exhibit may assist in meeting the Tennessee State Standards.

ACTIVITIES

ACTIVITY I: Artifact Identification	2
ACTIVITY II: Civil War Army Diet	3
ACTIVITY III: Mid-South Civil War Map & Timeline	4
ACTIVITY IV: Civil War Camp Life, Part 1	6
ACTIVITY V: Civil War Camp Life, Part 2	7
ACTIVITY VI: Women in the Civil War	8
INVENTORY CHECKLIST	9

SOCIAL STUDIES PRACTICES FOR 6-8

- SSP.01 Gather information from a variety of primary and secondary sources, including: Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources
- SSP.02 Critically examine a primary or secondary source in order to: Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author's purpose, point of view, and reliability.
- SSP.03 Organize data from a variety of sources in order to: Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation
- SSP.04 Construct and communicate arguments supported by evidence to: Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions
- SSP.05 Develop historical awareness by: Recognizing how and why historical accounts change over time Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness Identify patterns of continuity and change over time, making connections to the present
- SSP.06 Develop geographic awareness by: Determining relationships among people, resources, and ideas based on geographic location (local, national, global) Determining the use of diverse types of maps based on the purpose Analyzing the spatial relationships between people, circumstances, and resources Analyzing interaction between humans and the physical environment Examining how geographic regions and perceptions of the regions change over time

For the entire activity and materials and to reserve a Suitcase Exhibit, please call 901.636.2362.

ACTIVITY I: Artifact Identification

DURATION OF ACTIVITY: 30 minutes

LESSON OBJECTIVES

By observing artifacts first-hand, students will better understand the Civil War and those who were involved.

GUIDING QUESTIONS

Can you identify these items used by Civil War soldiers and guess what they were used for?

TENNESSEE STATE STANDARDS/PRACTICES

- SSP.01 Collect data and information from a variety of primary and secondary sources, including:
- Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)
 - Graphic representations (e.g., maps, timelines, charts, photographs, artwork)
 - Artifacts
 - Media and technology sources
- SSP.05 Develop historical awareness by:
- Recognizing how and why historical accounts change over time
 - Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
 - Evaluating how unique circumstances of time and place create context and contribute to action and reaction
 - Identifying patterns of continuity and change over time, making connections to present
- 8.62 Describe the outbreak of the Civil War and the resulting sectional differences, including:
- Economic, geographic, and technological advances
 - Military strategies
 - Roles of President Abraham Lincoln and Jefferson Davies
 - Significance of Fort Sumter
 - Geographical divisions within states

MATERIALS INCLUDED

Civil War Soldier-Artifact Identification Items:
Union soldier's jacket, Confederate soldier's jacket, Union soldier's canteen, Confederate soldier's canteen, Union soldier's kepi, Confederate soldier's kepi; On belt: leather cartridge box; leather cap box, Pair of soldier's shoes, Generic Haversack, Generic Backpack;
Display mount: 3 spent Minie Balls, Soldier's blanket
Civil War Lady-Artifact Identification Items:
Chemise, Corset, Dress top, Dress skirt, Collar, Gloves, Slippers, Snood/Hairnet, Straw hat with ribbon, Fan, Reticule/Purse

MATERIALS PROVIDED BY TEACHER

Table surface for displaying objects from the suitcase
Copies of "Civil War Soldier-Artifact Identification" Worksheet for each student or pair of students
Copies of "Civil War Lady-Artifact Identification" Worksheet for each student or pair of students
(Masters for these worksheets and answer keys are available in the Teacher Resource Packet)

For the entire activity and materials and to reserve a Suitcase Exhibit, please call 901.636.2362.

ACTIVITY II: Civil War Army Diet

DURATION OF ACTIVITY: 30 minutes

LESSON OBJECTIVES

By learning about and eating Civil War food, students will understand the Civil War and those involved.

GUIDING QUESTION

What was the typical soldier's diet like during the Civil War?

TENNESSEE STATE STANDARDS

- SSP.05 Develop historical awareness by:
- Recognizing how and why historical accounts change over time
 - Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
 - Evaluating how unique circumstances of time and place create context and contribute to action and reaction
 - Identifying patterns of continuity and change over time, making connections to present
- 8.62 Describe the outbreak of the Civil War and the resulting sectional differences, including:
- Economic, geographic, and technological advances
 - Military strategies
 - Roles of President Abraham Lincoln and Jefferson Davies
 - Significance of Fort Sumter
 - Geographical divisions within states

MATERIALS INCLUDED

Hardtack recipe from Teacher Background Information
Hardtack Cutter and Hardtack Sample
"Civil War Army Diet" worksheet master

MATERIALS PROVIDED BY TEACHER

Unbleached flour, baking powder, salt
Water, vegetable oil
Oven, cookie sheet
Towel, rolling pin, bowl
Copies of "Civil War Army Diet" worksheet

For the entire activity and materials and to reserve a Suitcase Exhibit, please call 901.636.2362.

ACTIVITY III: Mid-South Civil War Map & Timeline

DURATION OF ACTIVITY: 50 minutes

LESSON OBJECTIVES

Students study timelines and maps to better understand the chronology and logistics of the Civil War.

GUIDING QUESTIONS

Where and when did the major events and battles of the Civil War take place?

TENNESSEE STATE STANDARDS

SSP.01 Collect data and information from a variety of primary and secondary sources, including:

- Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)
- Graphic representations (e.g., maps, timelines, charts, photographs, artwork)
- Artifacts
- Media and technology sources

SSP.05 Develop historical awareness by:

- Recognizing how and why historical accounts change over time
- Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
- Evaluating how unique circumstances of time and place create context and contribute to action and reaction
- Identifying patterns of continuity and change over time, making connections to present

SSP.06 Develop a geographical awareness by:

- Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global).
- Determining the use of diverse types of maps based on their origin, structure, context, and validity
- Analyzing interaction between humans and the physical environment
- Examining how geographic regions and perceptions of regions are fluid across time and space

8.62 Describe the outbreak of the Civil War and the resulting sectional differences, including:

- Economic, geographic, and technological advances
- Military strategies
- Roles of President Abraham Lincoln and Jefferson Davies
- Significance of Fort Sumter
- Geographical divisions within states

8.63 Explain the significance of the following battles, events, and leaders during the Civil War, including:

- First Battle of Bull Run
- Battle of Antietam
- Battle of Shiloh
- Battle of Gettysburg

- Battle of Vicksburg
- Sherman's March to the Sea
- Surrender at Appomattox Court House
- David Farragut
- Nathan Bedford Forrest
- Ulysses S. Grant
- Thomas "Stonewall" Jackson
- Robert E. Lee

MATERIALS INCLUDED

Sherman's "Topographical Map of Memphis and Vicinity"

"Civil War Trails" Maps

"Battle Chronology and Location Exercise"

"Civil War Timeline Activity"

(Masters of these worksheets are provided in teacher resource manual).

MATERIALS PROVIDED BY TEACHER

Copies of "Battle Chronology" and "Civil War Timeline" activity worksheets

For the entire activity and materials and to reserve a Suitcase Exhibit, please call 901.636.2362.

ACTIVITY IV: Civil War Camp Life – Part 1

DURATION OF ACTIVITY: 30 minutes

LESSON OBJECTIVES

Students examine National Archives photographs taken during the Civil War to gain an understanding of what daily life was like for soldiers living in the field.

GUIDING QUESTIONS

What was the daily life like for a Civil War soldier?

TENNESSEE STATE STANDARDS

- SSP.01 Collect data and information from a variety of primary and secondary sources, including:
- Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)
 - Graphic representations (e.g., maps, timelines, charts, photographs, artwork)
 - Artifacts
 - Media and technology sources
- SSP.05 Develop historical awareness by:
- Recognizing how and why historical accounts change over time
 - Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
 - Evaluating how unique circumstances of time and place create context and contribute to action and reaction
 - Identifying patterns of continuity and change over time, making connections to present
- 8.62 Describe the outbreak of the Civil War and the resulting sectional differences, including:
- Economic, geographic, and technological advances
 - Military strategies
 - Roles of President Abraham Lincoln and Jefferson Davies
 - Significance of Fort Sumter
 - Geographical divisions within states

MATERIALS INCLUDED

Eight photos from Laminated Documents
Civil War Camp Life Worksheet A for Activity IV

MATERIALS PROVIDED BY TEACHER

Copier, Overhead Projector or
Chalk/Dry Erase Board

For the entire activity and materials and to reserve a Suitcase Exhibit, please call 901.636.2362.

ACTIVITY V: Civil War Camp Life – Part 2

DURATION OF ACTIVITY: 50 minutes

LESSON OBJECTIVES

Students examine National Archives photographs taken during the Civil War to gain an understanding of what daily life was like for soldiers living in the field.

GUIDING QUESTION

What can you learn by studying primary sources?

TENNESSEE STATE STANDARDS

- SSP.01 Collect data and information from a variety of primary and secondary sources, including:
- Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)
 - Graphic representations (e.g., maps, timelines, charts, photographs, artwork)
 - Artifacts
 - Media and technology sources
- SSP.05 Develop historical awareness by:
- Recognizing how and why historical accounts change over time
 - Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
 - Evaluating how unique circumstances of time and place create context and contribute to action and reaction
 - Identifying patterns of continuity and change over time, making connections to present
- 8.62 Describe the outbreak of the Civil War and the resulting sectional differences, including:
- Economic, geographic, and technological advances
 - Military strategies
 - Roles of President Abraham Lincoln and Jefferson Davis
 - Significance of Fort Sumter
 - Geographical divisions within states

MATERIALS INCLUDED

Photo Plates from Laminated Documents
Worksheets B-G in Resource Packet

MATERIALS PROVIDED BY TEACHER

Copies of Worksheets B-G for each student group

For the entire activity and materials and to reserve a Suitcase Exhibit, please call 901.636.2362.

ACTIVITY IV: Young Women in the Civil War

DURATION OF ACTIVITY: 45 minutes

LESSON OBJECTIVES

Students will learn about what young women their age did during the Civil War.

GUIDING QUESTION

What were the differences and similarities between girls during the mid-1800s and girls today?

TENNESSEE STATE STANDARDS

- SSP.01 Collect data and information from a variety of primary and secondary sources, including:
- Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)
 - Graphic representations (e.g., maps, timelines, charts, photographs, artwork)
 - Artifacts
 - Media and technology sources
- SSP.05 Develop historical awareness by:
- Recognizing how and why historical accounts change over time
 - Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
 - Evaluating how unique circumstances of time and place create context and contribute to action and reaction
 - Identifying patterns of continuity and change over time, making connections to present

MATERIALS INCLUDED

Carrie Berry Glossary
Carrie Berry Diary
Worksheets.

MATERIALS PROVIDED BY TEACHER

Copies of Carrie Berry Glossary
Carrie Berry Diary, worksheets 1 and 2

For the entire activity and materials and to reserve a Suitcase Exhibit, please call 901.636.2362.

SUITCASE EXHIBIT INVENTORY CHECKLIST

School: _____

Check Out: _____

Return Date: _____

MoSH Check In:	Teacher Check In:	Item	Books/Videos/Posters	Teacher Return:
		A	Teacher's Manual	
		B	Binder: Teacher's Resource Materials	
		C	Book: Negro in the Civil War	
		D	Book: Blue & Grey Cookery	
		E	Book: Stories, Anecdotes, and Humor	
		F	Book: Coloring Book: Soldier's Life in the Civil War	
		G	Book: Civil War Book of Games, Puzzles, & Things to Do	
		H	Book: Escape from Slavery	
		I	Book: The Civil War Crossword Puzzle Book	
		J	Book: Introduction to Civil War Photography	
		K	Book: Tennessee: The Civil War Years	
		L	Book: The Civil War: Strange & Fascinating Facts	
		M	CD: Songs of the CSA	
		N	CD: Songs of the Union Army	
		O	CD – ROM: "Civil War from a Child's Perspective" (Additional Activities located in back of Teacher's Manual)	
		P	Video: Black Easter Sherman	
		Q	Map: Sherman Topographical Map of Memphis	
		R*	Laminated labels for displays – 3 large labels; 14 small labels (see below for details)	
		S	Laminated Documents (9) for Camp Life Lesson S.1-S.9 Documents 2 – 10	
		T	Poster: Shiloh, Fort Donelson, Brices Cross Roads and Tupelo	
		U	Poster: Shiloh and Natchez Trace Parkway	
		V	Poster: Parker's Crossroads	
		W	Poster: Shiloh Indian Mounds	

R*: Laminated labels for displays:

3 large labels: CLOTHING CAMP LIFE AND SHELTER FREE TIME

14 small labels: BELT CARTRIDGE AND CAP BOXES CONFEDERATE AND UNION CANTEENS CONFEDERATE AND UNION CURRENCY FORAGE BAG (HAVERSACK) HARDTACK HARPER'S WEEKLY JACKET KEPIE KNAPSACK MINIE BALLS PLAYING CARDS SHOES ("BROGANS") SOLDIER'S BLANKET

SUITCASE EXHIBIT INVENTORY CHECKLIST

MoSH Check In:	Teacher Check In:	Item	Materials	Teacher Return:
		1	Game: Civil War Army Simulation Game	
		2	Civil War Battle Cards	
		3 a	Deck of cards - Confederate Generals (55 cards)	
		3 b	Deck of cards - Union Generals (55 cards)	
		4	5 flags of the Confederacy	
		5	The Civil War Game	
		6	Call Bell	
		7	Hardtack Cutter (for teacher use!)	
		8	Slate	
		9	Hanky Doll	
		10	Confederate States Paper Money (15)	
		11	Union States Paper Money (13)	
		12	Harper's Weekly – newspaper reprint	
		13	Wallpaper Envelope	
		14	Soldier's Blanket	
		15 a & b	Union soldier's jacket (15a) and pants with suspenders (15b)	
		16 a & b	Confederate soldier's jacket (16a) and pants with suspenders (16b)	
		17	Union soldier's canteen	
		18	Confederate soldier's canteen	
		19	Union soldier's kepie (hat)	
		20	Confederate soldier's kepie (hat)	
		21 a	On belt: leather cartridge box containing 2 removable tin liners; leather cap box	
		21 b	On belt: leather cartridge box containing 2 removable tin liners; leather cap box	
		22 a & b	Pair of soldier's shoes	
		23	Brown paper accordion folder: Regional Resource Packet – 34 pamphlets	
		24	Generic Haversack	
		25	Generic Haversack	
		26	Display mount: 3 spent Minnie Balls (artifact)	
		27	Hardtack Sample (display only!!)	