

# The AMERICAN STORY 2 GUIDEBOOK

Later American History  
A.D. 1860 to Today

36-Week, 4-Day Schedule  
Amazing Experiences  
Charlotte Mason Tips

## Winter Promise



History  
& Science



Interactive  
Journaling



Learning  
Experiences

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# Welcome to ... WinterPromise

***I am thrilled -- and humbled --  
you've chosen to share your homeschool journey with us!***

I am so pleased to meet you in this way,  
connecting over our shared love for our families!

***I'm Kaeryn Brooks, the author of WinterPromise.*** I began WinterPromise to meet the needs of my own family, when some of my children struggled and grew disenchanted with learning. They'd lost their joy!

There just had to be a way to bring the joy of learning to every child, no matter how they preferred learning. So the writing began, trying (sometimes succeeding, sometimes not so much), and pulling together the kinds of experiences I wanted my own family to have, developing new ways of appealing to all the ways children learn. After all, I had one child of every flavor! (Or so it seemed!)

***That's where WinterPromise comes from -- from my family to yours.***

My friends and their friends started asking what I used. My husband came home with a website without telling me (*I'm not the only one who has had that happen, am I?*), and next thing I know, I'm sharing WinterPromise with families that want the same thing I wanted:

***interactive, vibrant experiences that created a rich and wonderful  
family culture.***



***It's the same thing I want for your family this year:***

- An adventure that everyone enjoys together
- Rich learning that introduces your family to new interests
- Shared experiences that create a family culture, inside jokes
- Deep discussions that offer opportunities for critical thinking
- A habit of talks that encourage kids to self-reveal and share
- Discovery of people whose walk with God inspire spiritual growth
- Time for real life, not paperwork or busy work
- A year of family memories

You'll find that I'm here with you on the journey, with remarks and sidebars throughout this guide. I hope this has given you a glimpse inside the heart of WinterPromise. I also hope you feel as though you are a part of our family, now. And your new WinterPromise family is just a phone call away for help or support -- or even prayer.

***It is my sincere hope that while you explore different times and places this year, you will also have the chance to show your child the opportunities in the here and now that will last an eternity.***

***Your Adventure Awaits! --Kaeryn***



***Virtual Me,  
a significant  
improvement  
over the usual  
Morning Me...***

# GETTING STARTED WITH YOUR ADVENTURE!



**This Guide**  
Your year-long “what and why” headquarters!

## Journaling

Interactive notebooks that encourage critical thinking to help students deeply encounter history.

- Civil War & Sweeping West
- Industrialization to Today



## Ready for a wild ride?

**American Story 2 offers a look into the go-getting, moving and shaking culture and events of later American history.**

From the invention-building Victorian period to the rip-roaring 20's and on to the music-loving 70's and beyond, we'll focus on our American culture developed around historical events and cultural movements. We'll see how everyone from immigrants to spies to reformers, G-men, and activists contributed to **our American history.**

*You're gonna love this!*

*-Kaerlyn*

## HISTORY

### Later American History Series

Read together and discuss later American history events and movements. You'll also finish your focus on the Native American experience from American 1 and continue your focus on the experiences of African Americans in their struggle for freedom and their civil rights.

- An American Civil War
- Sweeping into the West
- Building a Bigger Nation & Big Cities in a New Century
- Two World Wars and One Great Depression
- From the 1950's to the Future





### Bonus Ebook Tablet Books

- The 1950's
- The Cold War
- The Computer Revolution



### Bonus Ebook Only Resources

- American Story 2 Timeline Cards
- American Story 2 Timeline Figures
- Build Our American Culture
- Presidential Profiles
- Later American Painters Study

### Culture & Activities

Select activities to experience cultural times and places

- American Achievements Activity Adventures
- America Can Do It!



### Bible

- Christian Character Traits
- Consumable



## OPTIONAL RESOURCES YOU CAN ADD

### FOR OLDER STUDENTS:

**Six Days in October** - ISBN#978-0689842764

Why did over twenty-five billion dollars in wealth vanish in October 1929? This account explains stock market fundamentals while bringing to life the mammoth crash of 1929.

**Team Moon** - ISBN#978-0544582392

Discover how 400,000 people landed Apollo 11 on the Moon! Fantastic pictures and account!

### FOR ALL AGES:



**Want to Add Fictional Adventure Books?**

Check out three great books lists for students, based on the mix of ages you are schooling. **Schedules begin on page 7.**

# OPTIONAL FICTIONAL ADVENTURE BOOKS TO ADD

## Three Fictional Book Lists

*If you'd like to add fictional books, pick a list that fits your student or family. You can read these aloud together, or students can read them on their own.*



### Fiction Book Selections for Younger Students

BOOK TITLE:	PRINT ISBN#
The Great Turkey Walk	978-0374427986
On the Banks of Plum Creek	978-0060581831
Jason's Gold	978-0380729148
Who Was Amelia Earhart?	978-0448428567
A Letter to Mrs. Roosevelt	978-0440415299
Journey to America	978-0689711305
Snow Treasure	978-0142492245
Cricket in Times Square	978-0312380038
Charlotte's Web	978-0064400558



### Fiction Book Selections for Older Students

BOOK TITLE:	PRINT ISBN#
The Long Winter	978-0060581855
Little Town on the Prairie	978-0060581862
The Trouble Begins at 8	978-0061344312
Bread and Roses, Too	978-0547076515
Quake: Disaster in San Francisco	978-1561453696
Letters from Rifka	978-0312535612
All-of-a-Kind Family	978-0440400592
Code Talkers	978-0142405963
Rascal	978-0142402528



### Fiction Book Selections for Families with a Combination of Ages

The Great Turkey Walk	978-0374427986
The Trouble Begins at 8	978-0061344312
Quake: Disaster in San Francisco	978-1561453696
Bread and Roses, Too	978-0547076515
All-of-a-Kind Family	978-0440400592
Who Was Amelia Earhart?	978-0448428567
Journey to America	978-0689711305
Snow Treasure	978-0142492245
Cricket in Times Square	978-0312380038
Rascal	978-0142402528

# AMERICAN STORY 2

## VIDEO SCHEDULE



Any item numbers with DVD's indicate the History Channel's numbering system. An ISBN# is the coding used for other media resources and could be used to track down resources through a major retailer such as Amazon, YouTube, or Barnes & Noble. The star rating system is on a 1-5 scale, with 5 being the highest possible score.

Generally we do not recommend much under a three-star level, which means all the videos we recommend we consider above average as far as presentation and interest. This is not to say that 3-stars is not very good or just "average," but rather, this allows parents to prioritize those they really want to purchase, rent or borrow for the year. All of the videos we mention would be a welcome addition to your regular studies. 5-stars just indicates a sparkling gem among gems. **Please Note:** We always recommend previewing any DVD, to make sure that there are no scary elements or other content that you'd prefer to fast forward past, etc. Even the best documentaries occasionally have objectionable material.

WEEK	Name and Description	Format	Use Level
Week 1	<p><b>The Civil War - Episode 1</b></p> <p>The video "The Civil War" by Ken Burns is a great choice for older students to watch. (The pictures of some of the war dead may be disturbing to younger students.) This film is the pinnacle of great historical docudramas, and will help your middle grade students to really understand the flow of the war. With many period photos, letters and diaries of actual veterans, and records from the era told in a fascinating way with intriguing music, this video is a masterpiece. It can be found on DVD or video at most book stores or in almost any library. This week, view the first disc, "Episode One: The Cause." All episodes available free on Amazon Video for Amazon Prime Members.</p>	DVD	5 Stars
Week 2	<p><b>The Civil War - Episodes 2 &amp; 3</b></p> <p>Reminder: Pictures of some of the war dead may be disturbing to younger students.) This week, view episodes 2 &amp; 3: "A Very Bloody Affair" and "Forever Free."</p>	DVD	5 Stars
Week 3	<p><b>The Civil War - Episodes 4 &amp; 5</b></p> <p>This week, view episodes 4 &amp; 5: "Simply Murder" and "Universe of Battle."</p>	DVD	5 Stars
Week 4	<p><b>The Civil War - Episodes 6 &amp; 7</b></p> <p>This week, view episodes 6 &amp; 7: "Valley of the Shadow of Death" and "Most Hallowed Ground."</p>	DVD	5 Stars
Week 5	<p><b>The Civil War - Episodes 8</b></p> <p>This week, view episode 8: "War is All Hell."</p>	DVD	5 Stars
Week 6	<p><b>The Civil War - Episodes 9</b></p> <p>This week, view episode 9: "The Better Angels of Our Nature."</p>	DVD	5 Stars

# THE AMERICAN STORY 2

## OVERVIEW OF STUDIES

### **THE CIVIL WAR** *A Conflict in Which Brother Fought Against Brother*

- Week 1: The Road to Civil War
- Week 2: The Fighting Begins
- Week 3: Battlefront & Homefront
- Week 4: Turning Points in the War
- Week 5: Hardships of War
- Week 6: The Union is Preserved

### **SETTLING THE WEST** *Cowboys, Pioneers and Railroaders Rush to Homesteads & Lawless Towns*

- Week 7: Reconstruction: A Plan for Change
- Week 8: Steps Forward for Civil Rights
- Week 9: Homesteads Pop Up in the West
- Week 10: Railroads Roar Across the Country
- Week 11: Cowboys Lead Cattle Drives
- Week 12: Final Struggles of Native Americans
- Week 13: The Wild, Wild West

### **INDUSTRIALIZATION, IMMIGRATION & THE GROWTH OF BIG CITIES** *Americans Invent New Ways of Doing Almost Everything*

- Week 14: The Dreams of Immigrants
- Week 15: American Opportunities
- Week 16: Industries and Busy Factories
- Week 17: Building American Cities
- Week 18: Invention and Ingenuity
- Week 19: New York and Chicago

### **A NEW CENTURY & HARD TIMES** *Americans Endure Two Wars and a Great Depression*

- Week 20: Teddy Roosevelt & the Progressives
- Week 21: World War I
- Week 22: The Roaring 20's
- Week 23: The Stock Market Crash
- Week 24: The Great Depression
- Week 25: Hard Times & FDR
- Week 26: The War in Europe
- Week 27: The Battles of France & Britain
- Week 28: The European and Pacific Fronts
- Week 29: The End of World War II

### **BACK ON THE HOME FRONT** *Cultural Change, Cold War, and the Struggle for Civil Rights*

- Week 30: The 1950's
- Week 31: The Fight for Civil Rights
- Week 32: The 1960's & John F. Kennedy
- Week 33: The Cold War & Vietnam

### **THE SPACE AGE ARRIVES** *Americans Work Forward to Meet the Challenge of the Future*

- Week 34: Space Exploration
- Week 35: The 70's, 80's & 90's
- Week 36: The New Millennium



## OUR ADVENTURE BEGINS HERE . . .

The Civil War began far before the first shots were fired at Fort Sumter. Some of the events that led up to the conflict followed the words of key leaders in the discussion over slavery -- Harriet Beecher Stowe, Frederick Douglass, and Abraham Lincoln -- and Jefferson Davis, who would become the Confederacy's first president. As we begin, we'll see the rush to form armies on each side, the drilling needed to become an effective fighting force at the time, and the initial battles at Fort Sumter and Bull Run.



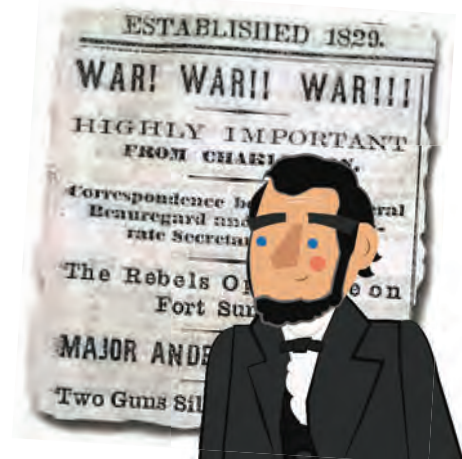


# THE CIVIL WAR

A CONFLICT IN WHICH  
BROTHER FOUGHT AGAINST BROTHER

## Week 1 The Road to Civil War

The country divides over slavery  
American life in 1860  
First shots fired at Fort Sumter  
The First Battle of Bull Run  
The telegraph aids the cause  
Drilling the army



## Week 2 The Fighting Begins

The bitter battle at Shiloh  
The Anaconda Plan  
Action at Corinth rail center  
Defending the railroads  
A soldier's life in camp  
Portrait of a soldier  
Drill, drill...  
and more drill



## Week 3 Battlefront & Homefront

The Seven Days Battle  
The Second Battle of Bull Run  
The Battle of Antietam  
Women serve the cause  
Civil War fashion





## Week 4 Turning Points in the War

Stormy battles  
The Battle of Fredericksburg  
A typical soldier  
Outfitting a Civil War soldier  
Hardtack and coffee

## Week 5 Hardships of War

Turning point conflict at Gettysburg  
Arms used by men in the ranks  
Hardships endured during the war  
Tragedy at Andersonville prison  
Chickamauga &  
Chattanooga



## Week 6 The Union is Preserved

The Overland Campaign  
Sherman's bowties  
The Fall of Atlanta  
Surrender at Appomattox  
The Union is preserved



*Sherman's idea to "march to the sea" and destroy the South's ability to make war was a "total war" concept that aimed to shorten the war and reduce the number of men lost.*



# THE AMERICAN STORY 2

## WEEK 1 - THE ROAD TO CIVIL WAR

### A.D. 1860 to 1865 - THE AMERICAN CIVIL WAR

#### American Culture and Thinking of the Time:

The nation was brimming with possibilities just before the war. The west was opening up, railroad track was being laid down at a brisk pace, and new inventions abounded. Nevertheless, the practice of slavery stained the nation's conscience and divided the slaveholding plantation-bound South from the industrial, abolitionist North. Then, Harriet Beecher Stowe published her book Uncle Tom's Cabin in 1852; its story ignited the abolitionist cause. Culturally, by the early 1860's, in both Northern and Southern parlors, there was talk of war.



#### DAY 1

##### The Road to Civil War

- An American Civil War** | The Road to Civil War, Pages 6-7
- Civil War for Kids** | Divided, Pages 1-4
- Later Amer Painters** | Cassatt, Introductory Pages

#### ACTIVITY OPTIONS

##### American Achievements Adventures |

- Replicas of Slave Quarters
- Slave Auction
- Abolitionists Role Play Game

#### DAY 2

##### America in 1860

- An American Civil War** | American Life in 1860, Pages 8-10  
Telegraph Aids Our Cause, Page 11
- Civil War for Kids** | Lincoln, Pages 5 to mid-9
- Later Amer Painters** | Cassatt, Assignments 1 & 2

##### American Achievements Adventures |

- Enlistment Poster
- Trip on the Underground Railroad
- Key Pre-Civil War Dates

#### DAY 3

##### The First Battle of Bull Run

- An American Civil War** | First Battle of Bull Run, Pages 12-13
- Civil War for Kids** | Fort Sumter, Pages 9-11
- America Can Do It!** | READ - Be a Civil War Photographer

##### American Achievements Adventures |

- Nation Moves Toward War
- Record the ... Civil War

##### America Can Do It! |

Be a Civil War Photographer

#### DAY 4

##### Armies Prepare for War

- An American Civil War** | Nefarious Activities, Page 14  
And So War Begins, Page 15
- Civil War for Kids** | Drill the Army, Pages 15-20
- Later Amer Painters** | Cassatt, Assignment 3

##### Civil War for Kids |

- Create a Code, Page 13

##### Video Suggestion |

Civil War DVD, Episode 1

# INDEPENDENT STUDY

## COMPLETE THESE DAY 1:

- Journal 1 | Civil War & West
- 
- Christian Cultural Value |
- Math Assignment | Write In
- Other Assignment | Write In

Figures in History: Abraham Lincoln  
With the Union? Or Not?  
Cultural Value: Taking a Stand

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## COMPLETE THESE DAY 2:

- Journal 1 | Civil War & West
- Christian Cultural Value |
- Math Assignment | Write In
- Other Assignment | Write In

New Inventions  
Cultural Example: Them Are Fighting Words

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## COMPLETE THESE DAY 3:

- Journal 1 | Civil War & West
- Christian Cultural Value |
- Timeline Work |
- Math Assignment | Write In
- Other Assignment | Write In

Map of the First Battle of Bull Run  
Cultural Truth: Taking a Stand  
Place Timeline Figures Below

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## COMPLETE THESE DAY 4:

- Journal 1 | Civil War & West
- 
- 
- Christian Cultural Value |
- Math Assignment | Write In
- Other Assignment | Write In

The Anaconda Plan  
Nefarious Activities of "Rebel Rose"  
Letter to Mr. Lincoln  
Building Your Values for God: "Play Out" Your Stand

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# NOTES

### TIMELINE FIGURES

The Compromise of 1850  
The Kansas-Nebraska Act  
Attack on Fort Sumter  
The Civil War  
Battle of Bull Run  
President Abraham Lincoln

### Christian Cultural Values

Be sure to read "Introduction for Parents" and "How to Use This Resource" in the resource before you begin using it this year.

**IMPORTANT NOTE:** Although this resource is scheduled as part of a student's Independent Study, if you like or your students are young, you can discuss and do each of these activities together, rather than independently.

### DVD VIEWING SUGGESTIONS THIS WEEK:

The video "The Civil War" by Ken Burns is a great choice for older students to watch. (The pictures of some of the war dead may be disturbing to younger students.) This film is the pinnacle of great historical docudramas, and will help your more advanced student to really understand the flow of the war. With many period photos, letters and diaries of actual veterans, and records from the era told in a fascinating way with intriguing music, this video is a masterpiece. It can be found on DVD or video at most book stores or in almost any library.

**Day 4:** "Episode One: The Cause."

# THE AMERICAN STORY 2

## WEEK 2 - THE FIGHTING BEGINS

A.D. 1860 to 1865 - THE AMERICAN CIVIL WAR



**American Culture and Thinking of the Time:**

As the war began, soldiers joined up quickly, hoping not to miss out on the “adventure” of fighting. First troops were sent out well-equipped, with high hopes of returning home within weeks or maybe months. Both sides believed the conflict would be short-lived. Southern men, especially, were contemptuous of their Northern counterparts, believing Northern soldiers to be weak and lacking a passion for a cause. And indeed, Lincoln had a tough road inspiring the country to stand behind his conviction that only in staying united would the country survive.

**DAY 1**

**The Battle of Shiloh**

- An American Civil War |** The Year 1862, Pages 16-17  
The Battle of Shiloh, Pages 18-19
- Civil War for Kids |** Shiloh, Pages 22 to mid-26
- Later Amer Painters |** Cassatt, Assignment 4 & 5

**ACTIVITY OPTIONS**

- American Achievements Adventures |**
- President J. Davis’ Inaugural Speech
  - The Union’s Grand Strategy
  - Abraham Lincoln Craft
- Civil War for Kids |** Drill Exer., Page 17

**DAY 2**

**The Railroads at Corinth**

- An American Civil War |** Action at Corinth, Page 20  
Defending the Railroads, Page 21
- Civil War for Kids |** *Monitor vs. Merrimac*, Pages 26-32

- American Achievements Adventures |**
- Siege of Corinth Near Shiloh
  - Hear the Rebel Yell!
  - Lee & Grant Before the Civil War
  - African-American Website

**DAY 3**

**Life in a Civil War Camp**

- An American Civil War |** Portrait of a Soldier, Page 22
- Civil War for Kids |** Camp Life, Pages 33 to top of 37
- Later Amer Painters |** Cassatt, Assignment 6

- American Achievements Adventures |**
- Enlistment Certificate
  - Our Boy
  - A Soldier’s Life
  - A Soldier’s Pack
  - Draw Soldiers in Camp

**Video |** Civil War DVD, Episode 3

**DAY 4**

**Drill and Boredom**

- An American Civil War |** Drill, Drill, and More Drill, Page 23
- Civil War for Kids |** Free Time for Soldiers, Pages 37-40
- America Can Do It! |** READ - Be a Civil War Cook!

- American Achievements Adventures |**
- Civil War Tunes
  - Examine Civil War News
  - Examine a Confederate Paper

**America Can Do It! |** Civil War Cook

# INDEPENDENT STUDY

## COMPLETE THESE DAY 1:

- Journal 1 | Civil War & West**
- 
- Christian Cultural Values |**
- Math Assignment | Write In**
- Other Assignment | Write In**

Map of the Battle of Shiloh  
Enlistment Certificate  
Cultural Value: Following Your Commander

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## COMPLETE THESE DAY 2:

- Journal 1 | Civil War & West**
- 
- 
- Christian Cultural Values |**
- Math Assignment | Write In**
- Other Assignment | Write In**

Action at Corinth  
Defending the Railroads  
In the Trenches at Corinth  
Cultural Example: Ouch! My Feet Are Killing Me!

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## COMPLETE THESE DAY 3:

- Journal 1 | Civil War & West**
- 
- Christian Cultural Values |**
- Timeline Work |**
- Math Assignment | Write In**
- Other Assignment | Write In**

A Typical Regiment  
Consider This Regiment & 27th Virginia Registry  
Biblical Truth: Understanding Your Journey  
Place Timeline Figures Below

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## COMPLETE THESE DAY 4:

- Journal 1 | Civil War & West**
- 
- Christian Cultural Values |**
- Math Assignment | Write In**
- Other Assignment | Write In**

Organize Your Own Company of Soldiers & Your Company of Soldiers  
First Battle of Manassas  
Building Your Values for God: Simon Says

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# NOTES

## TIMELINE FIGURES

Battle of Shiloh  
*The Monitor & the Merrimac*

## DVD VIEWING SUGGESTIONS THIS WEEK:

"The Civil War" by Ken Burns is a great choice for older students to watch. (The pictures of some of the war dead may be disturbing to younger students.) This week, view episodes 2 & 3: "A Very Bloody Affair" and "Forever Free."  
**Day 1:** View Episode 2  
**Day 3:** View Episode 3

# AN AMERICAN CIVIL WAR

A War Between the States  
Over States' Rights  
and the Issue of Slavery

## Winter Promise



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The Road to Civil War

The Fighting Begins

Battlefront & Homefront

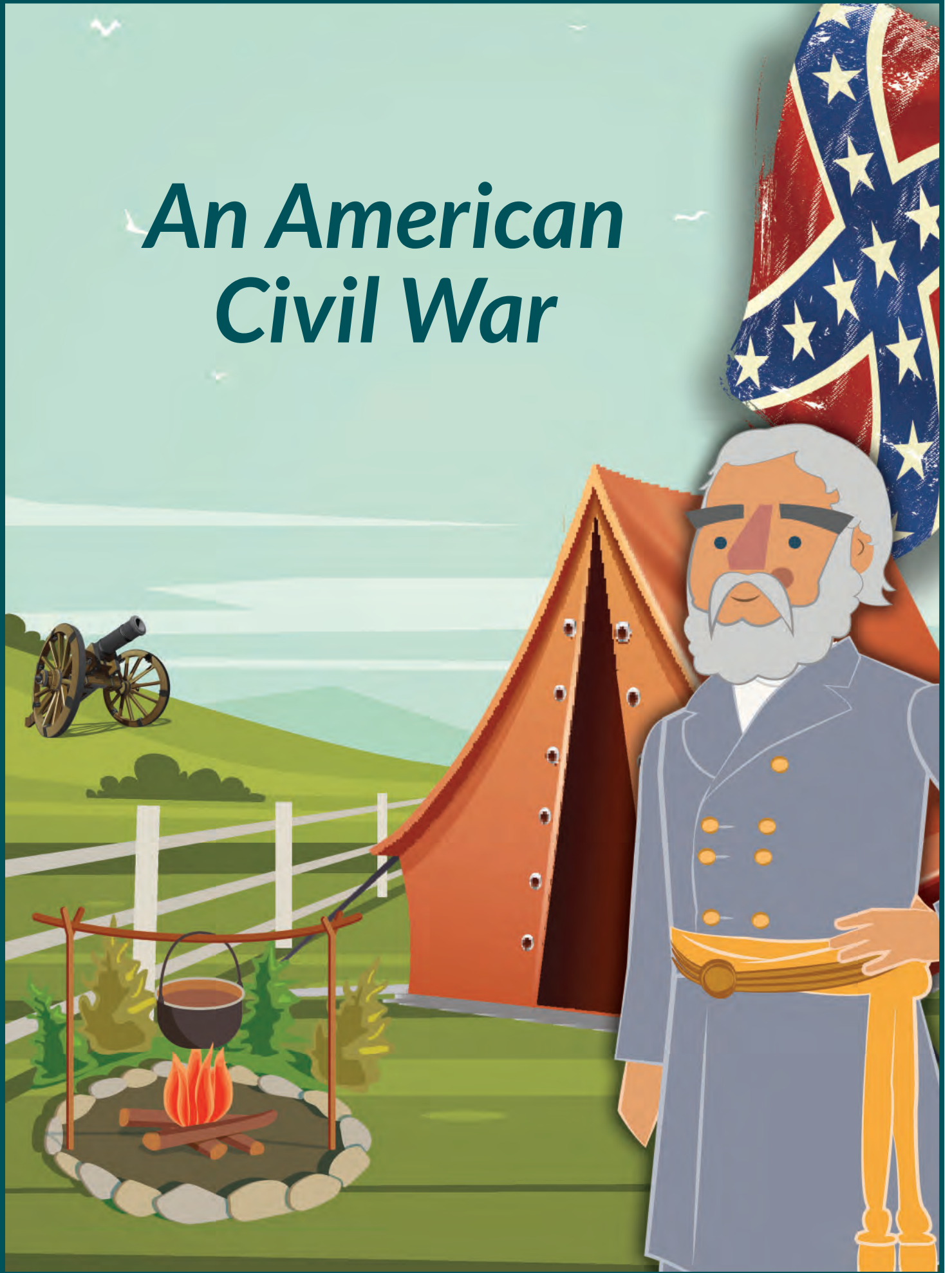
Turning Points in the War

Hardships of War

The Union is Preserved



# *An American Civil War*





The Civil War began far before the first shots were fired at Fort Sumter. Some of the events that led up to the conflict followed the words of key leaders in the discussion over slavery -- Harriet Beecher Stowe, Frederick Douglass, and Abraham Lincoln; and even those of Jefferson Davis, a Mississippi Democrat who would become the Confederacy's first president. As the relationship between North and South deteriorated, there was a rush to form armies on each side. Each army drilled to become an effective fighting force, and the first battles of the war erupted at Fort Sumter and Bull Run.

The nation was brimming with possibilities just before the war. The west was opening up, railroad track was being laid down at a brisk pace, and new inventions abounded. Nevertheless, the practice of slavery stained the nation's conscience and divided the slave-holding, plantation-bound South from the industrial, abolitionist North. Then, Harriet Beecher Stowe published her book *Uncle Tom's Cabin* in 1852; its story ignited the abolitionist cause. Culturally, by the early 1860's, at first parlor conversation consisted primarily of the possibility of war. Later, talk shifted to the inevitability of going to war.

## ATTEMPTS TO COMPROMISE

Americans had always been good at finding compromises. Our Constitution was built of compromises, but a compromise on slavery could not be agreed upon for this important document, and the Constitution was adopted counting slaves as 3/5ths of a person for representation in the House of Representatives. In the years after the Constitution was adopted, attempts were made to find a compromise. In the **Fugitive Slave Act of 1793**, slaveowners were guaranteed the right to recover a slave that escaped.

That same year, **Eli Whitney invented the cotton gin**, an invention that quickly removed cotton seeds from short-staple cotton and made raising cotton even more profitable. Thousands of slaves were required to tend the fields and raise more cotton to meet the demand. So although by 1804 northern states had plans in place to phase out slavery, this newly profitable crop made it impossible for the South to imagine an economy where labor was not provided by slave workers. As states entered the Union, then, they join the Union as either slave or free states.

In 1818, Missouri asked Congress to come into the Union as a slave state, but its entrance would upset the balance between eleven slave and eleven free states already in the Union. It took until 1820 for Missouri to be allowed to enter the Union as a slave state when Maine came in as a free state as part of the **Missouri Compromise**, which also excluded slavery in the west north of 36°30' of latitude.

Things heated up when California wanted to be admitted to the Union as a free state, and Texas demanded land in New Mexico, as once again, the balance of free and slave states was threatened. The **Compromise of 1850** admitted California as a free state and did not allow Texas to expand into New Mexico. It also paid \$10,000,000 to Texas to compensate for the loss of possible land, allowed New Mexico and Utah to decide whether to allow slavery or not in their territories, banned slave trade in the District of Columbia, and created a stronger fugitive slave law that could be more rigorously enforced. That same year, slave owners were granted the right to reclaim an escaped slave with a commissioner rather than in a jury trial, but this **Fugitive Slave Act of 1850** was poorly enforced. This angered Southern slaveholders and widened the divide between North and South.

## TAKING SIDES: NORTH VS. SOUTH

Although uneasy compromises had been reached in 1850, a fuse was lit in 1852 that would effectively detonate the conflict between Northerners and Southerners on the issue of slavery. On June 5th, 1851, *Uncle Tom's Cabin* first began to be published in the abolitionist *The National Era* as a serial story. Written by Harriet Beecher Stowe, the story was so popular that it was published and released in March of 1852 as a book. On its first day of sale, 3,000 copies were purchased, and it sold 300,000 copies in its first year of publication!

The **publication of Uncle Tom's Cabin** infuriated Southerners, who declared its depiction of the lives of slaves completely false. For many Northerners, however, this was their first look at the abuses within the institution of slavery, and it swelled support for the abolition of slavery.

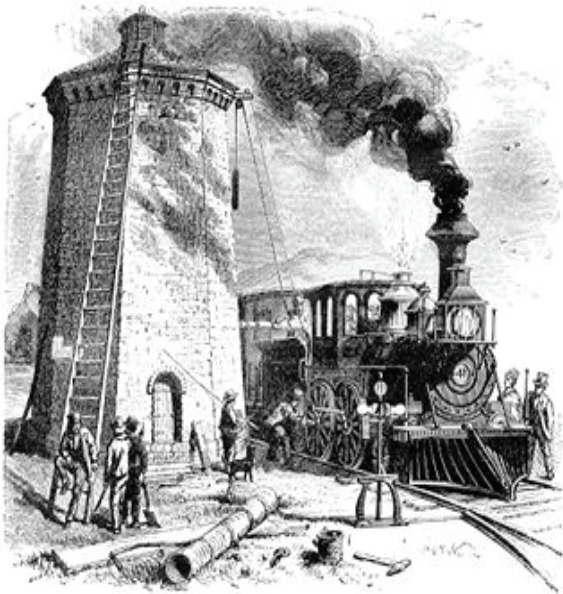
Then, the plan to build a transcontinental railroad once again set up conflict over slavery. The **Kansas-Nebraska Act** was passed in 1854 to open up farmland for settlement that would help get the construction of the railroad underway. The act created the Nebraska Territory and left decisions about slavery in new territories to the voters within them, hoping that once and for all, Congress would not have to continue settling questions that impacted slavery. What actually happened is that voters on either side of the slavery issue rushed into growing territories in the hopes that they could vote for that territory to either allow or outlaw slavery. The adoption nullified the Missouri Compromise of 1820, and led to violence and armed confrontations between the two sides in Kansas.

Another decision further divided the country in 1857. In the **Dred Scott v. Sandford** case, the U.S. Supreme Court ruled that Congress did not have the power to exclude slavery from the territories, and slaves were property that did not have the rights of citizens and could not be considered free, even if they were living in free territories. Those who supported slavery were thrilled with the idea that they could take their slaves anywhere, and as a step in spreading slavery anywhere. Many in the North who had, up to this point, been willing to accept that slavery would stay confined, but this decision led them to believe that slavery would spread slavery throughout the United States. A deep, unrecoverable divide had been opened up. Northerners came together, set on keeping slavery from expanding, and Southerners boldly began to make more demands in favor of slavery.

So when **Abraham Lincoln won the election of 1860** on the platform that he would seek to prohibit slavery in new states and territories, the two sides were no longer interested in seeking a workable compromise. It had all been tried, and nothing had worked. Southern states declared their secession from the Union, even as the Union declared the states had no right to secede. The issue of slavery and a state's right to embrace it, or outlaw it, or secede because of it would be settled on the battlefield.



# American Life in 1860



In the year 1860, the United States was enjoying a time of amazing prosperity and economic growth. The ten-year period from 1850 to 1860 had seen the value of the nation's wealth double, as had the value of its farms. Manufacturing was on the rise, and the nation was exporting more than twice what it had in 1850.

Just 40 years before, in 1830, just 39 miles of railroad track had been laid. By 1850, about 8,500 miles crisscrossed the country. Ten years later, in 1860, more than 28,000 miles connected the country's cities.

Many of these tracks connected some of the nation's newest states. Seven had been added since 1845: Florida, Texas, Iowa, Wisconsin, California, Minnesota, and Oregon. Already, plans for a transcontinental railroad were being considered to link the West Coast states of California and Oregon to the East. Territories in Nebraska, Kansas, Utah, and Washington had already been organized by 1860, promising more growth as pioneers pushed west.

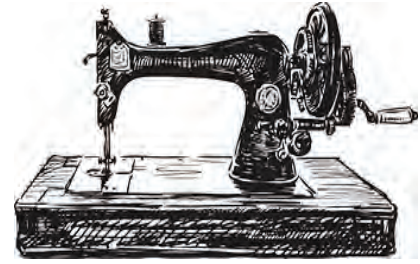
In 1848, the Illinois and Michigan Canal allowed shipping through Chicago to the Mississippi River and on to the Gulf of Mexico. That same year, the Galena & Chicago Union Railroad was completed. Though the first railway out of Chicago was built in 1850, by the late 1850's, thirty railroad lines entered the city. This made Chicago a new midwestern transportation hub that used all types of transportation to ship all over the nation by river and rail. The city became home to new factories, manufacturing goods like the McCormick harvester, and became a processing center for natural resources from the Midwest and West. Chicago milled Wisconsin trees into lumber, ground Illinois wheat into flour, and slaughtered and preserved cattle from the southwest. In 1850, its city streets were lighted with gas.

Infrastructure was developing all across the country to support shipping and easy travel and expansion. The first bridge across the Mississippi River was built at Minneapolis in 1855. In 1846, Samuel Morse's amazing telegraph wires were beginning to connect eastern cities like New York, Albany, Boston, and Buffalo. By 1858, a trans-Atlantic cable successfully connected the United States to Britain. Street cars began to be used in larger cities.

Innovations and inventions were being developed at a break-neck pace. Tires could be made out of newly vulcanized rubber, able to withstand high heat. The Bessemer steel process created steel of incredible strength, all set for a boom in American building. And petroleum refinement was finally possible, ready to power American factories and machines.



Machines were being invented faster than they could be adopted by the American public. Elias Howe developed the first lock-stitch sewing machine in 1846; his machine would create a way to mass-manufacture ready-made clothing. Safety pins, dishwashers, clothespins, egg beaters, electric stoves, and vacuum cleaners all made their appearance by 1860.



Agriculture was being changed by new developments as well. Hiram Moore invented the combine harvester to harvest, thresh, and clean grain crops in one pass over farmer's fields. John Deere's new cast steel plow, polished smooth to keep damp earth from sticking to its blades, was instantly a necessity, and, together with the combine harvester, changed American agriculture. In 1839, the corn sheller was created to shuck ears of sweet corn out of their silk, while in 1842, grain elevators allowed for new ways of storing and shipping grain.

The steam shovel was invented in 1835 by William Otis. It would fuel the mining industry and the rush to find petroleum. The jackhammer followed in 1849, used for building and mining. Elevators allowed new buildings to be built ever higher, and the elevator brake was invented in 1852 to make them safe from free fall. Escalators were invented in 1859.

And then, in 1860, a product was invented that would fall into the hands of men all across America. An employee of the Winchester Arms Company, Benjamin Tyler Henry, invented the first practical lever action repeating rifle. At first this rifle bore its maker's name and was called the Henry rifle, but in no time it became known as the *Winchester*, named by soldiers fighting for "Union" in the American Civil War.



It would have been a great time to be an American, the best of times to be an American, if it weren't for the great question that hung like a terrible, smothering blanket over the nation. Were the Americans who possessed freedom for themselves going to continue to deny it to those enslaved in Southern states? It was a question that had been debated at dinner tables and government offices, by great men and simple landowners, and by the slave and the free.

Every compromise had been tried over the past two decades. Abolitionists offered fiery speeches, and politicians tried grand plans. But each compromise had failed. And now, war was on the horizon. Another fight for freedom was ahead, but this time, there were no invading armies. This time, Americans would fight Americans.

## IN 1860 . . .

- The Pony Express began its first run on April 3, carrying mail from Missouri to California.
- Abraham Lincoln became the U.S. presidential candidate for the Republican Party on May 18.
- Frederick Douglass traveled the country speaking about the condition of the black race.
- Charles Dickens published the first installment of *Great Expectations*.
- William Lloyd Garrison was publishing his abolitionist newspaper *The Liberator*.
- Abraham Lincoln was elected President of the United States on November 6th.
- On December 20, South Carolina was the first state to secede from the United States.
- The American South had around four million slaves.

# THE YEAR 1861

**Battle of Fort Sumter**

**April 12-13, 1861**

**The Anaconda Plan Engaged**

**April 19, 1861**

General Winfield Scott's plan counted on blockading all ports in the states that had seceded and sending a robust Union force to push into the Confederacy. The Union forces would also be focused on capturing forts along the Mississippi, for if it could do so, the mighty river would be in Federal hands, and the Confederacy would be cut in two. Then, the stranglehold created by the port blockade would strangle the South's access to needed supplies and ammunition, and bring an end to the war.

**The First Battle of Bull Run**  
**Battle of Wilson's Creek**

**July 21, 1861**

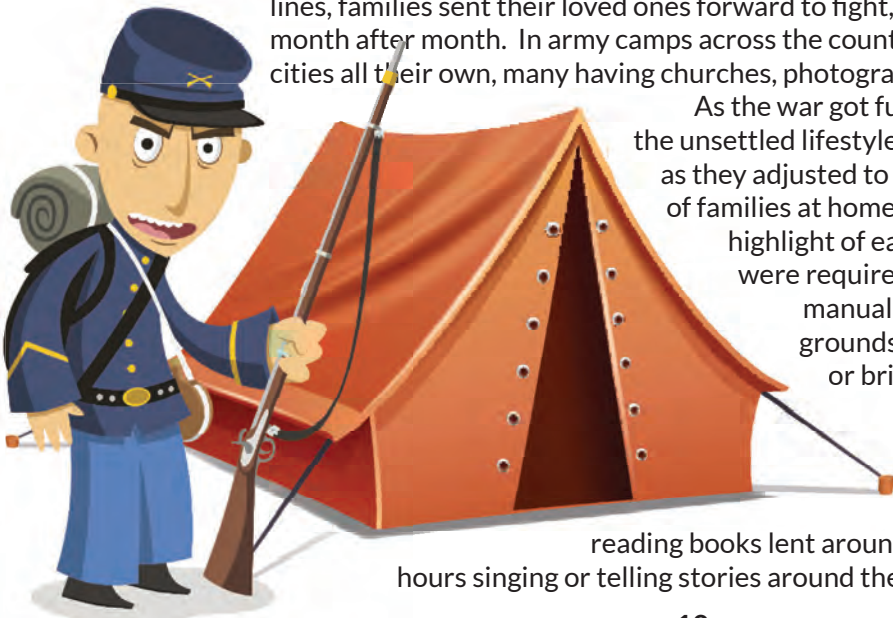
**August 10, 1861**

## A SOLDIER'S LIFE IN CAMP

The year of 1862 saw the mobilization of the nation for war. Behind the battle lines, families sent their loved ones forward to fight, then held down the home front month after month. In army camps across the country, soldiers drilled. Camps became cities all their own, many having churches, photographers, postmen, stores, and barbers.

As the war got fully underway, both sides settled into the unsettled lifestyle of war. Soldiers developed routines as they adjusted to camp life, while missing and thinking of families at home. Letters to and from home were the highlight of each day in camp for soldiers. Soldiers were required to drill for long hours, and perform manual labor to set up camps, or upkeep the grounds. They might have to forage for food or bring in wood for the nightly campfires.

In between the long hours of drill and chores, soldiers were often lonely and bored. They spent their time playing cards, baseball, or reading books lent around camp. They wrote home and spent hours singing or telling stories around the campfire, longing for the war to end.





# Telegraph Aids Our Cause

## MILES OF WIRE STRUNG

Abraham Lincoln Brings Telegraph Line to War Department Building



A most forward step has been taken in keeping our president in touch with his officers on the field of battle. President Lincoln has installed a telegraph line in the War Department Building.

A short walk from the White House, the President is now often seen walking to and from the War Office, alternately to receive incoming reports and send response messages. Each day the President pours over news from the field, considering positions and absorbing reports on training, recruiting numbers, troop movements and more.

The good men serving in the office, such as Samuel Brown and David Bates, speak highly of his personal involvement in the war effort.

In an effort to keep all possible communication available with military personnel, the Telegraph Construction Corps has been putting up poles with the needed wires across the countryside. These miles of wire will carry the important information upon which Mr. Lincoln already depends for the effective management of the Army of the Potomac.

The civilians which make up this corps demonstrate the greatest courage, scaling poles upon which to hang the wire, sometimes while in near-battle conditions. One of our field correspondents was able to be on hand in the camp of the Telegraph Construction Corps to see their feats firsthand. We applaud their courage!



# The First Battle of Bull Run

## On the Battlefield



By the summer of 1861, President Lincoln had appointed Brigadier General Irvin McDowell to command the army of Northeastern Virginia. Little did McDowell know that a U.S. Army captain named Thomas Jordan, had set up a pro-Southern spy network right in Washington D.C., including the socialite Rose O'Neal Greenhow. Rose, known later as "Rebel Rose," used Jordan's codes to pass along secret messages to Confederate General P.G.T. Beauregard. Her notes provided him with the military's plans for the First Battle of Bull Run (Manassas).

As the battle unfolded, it at first appeared that the Union would win, thanks in part to the efforts of Colonel William T. Sherman, who attacked the Confederate right flank holding Henry House Hill. But then, Brigadier General Thomas J. Jackson's Virginia brigade arrived around noon to support the disorganized Confederate forces. The two sides let loose with terrible artillery fire. Another Confederate, Brigadier General Barnard Bee shouted to Jackson, "The Enemy are driving us." Jackson immediately answered, "Then, Sir, we will give them the bayonet." Bee turned to his troops, yelling to them to re-form, and shouted, "There is Jackson standing like a stone wall. Let us determine to die here, and we will conquer. Rally behind the Virginians!" And so Jackson earned his nickname, "Stonewall" Jackson. Bee was wounded just after he spoke. In the end, the Confederates overran Union guns and pushed back the untried Union soldiers, sending them running pell-mell back, running past onlookers in carriages who had ridden out from Washington D.C. for a picnic overlooking the battle.

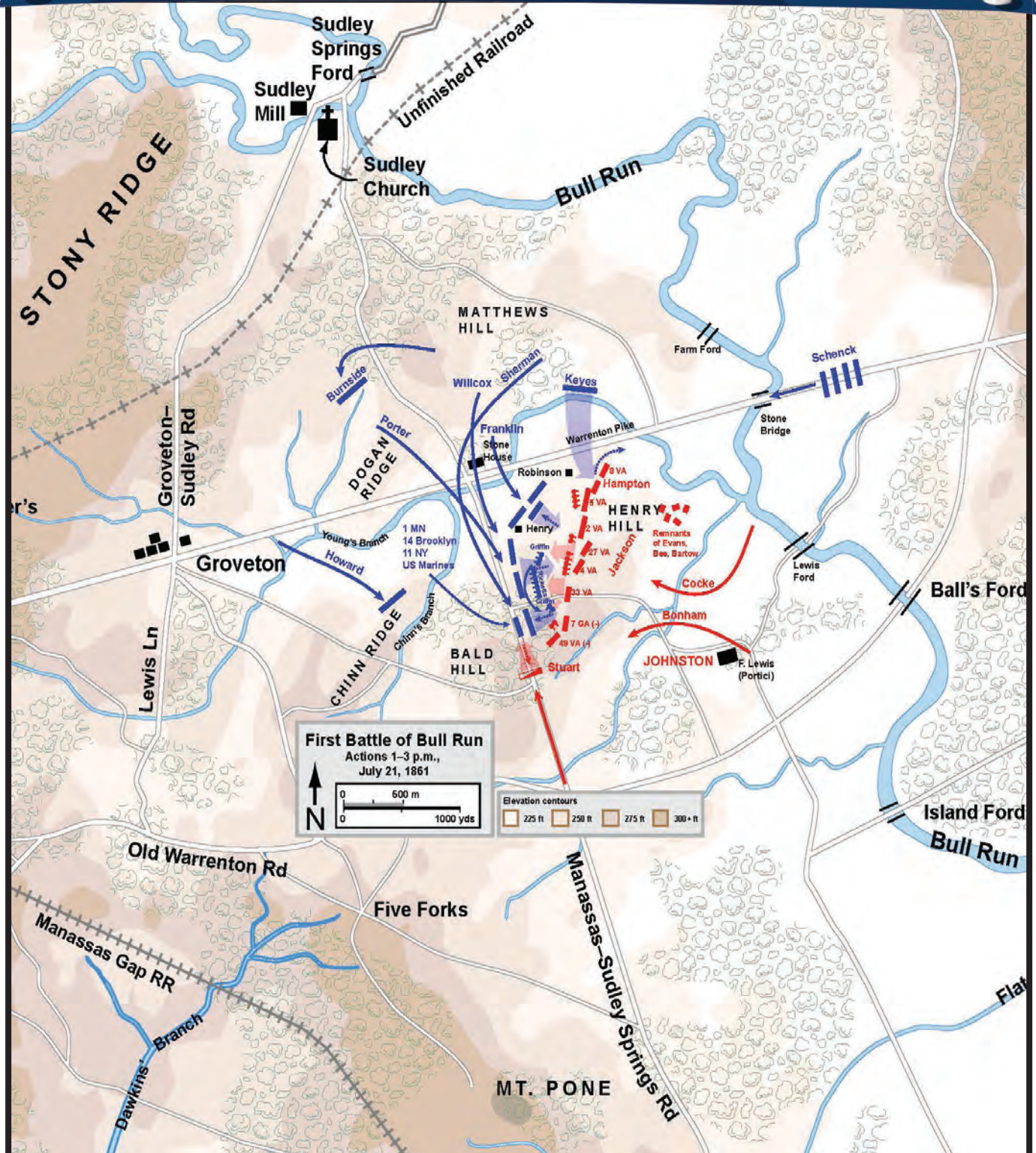
### Battle Aftermath:

1. The North discovered that the Union would not easily win the war.
2. Both North and South realized that the war would be longer than it was thought.
3. Both sides began recruiting and enlisting soldiers as quickly as possible.

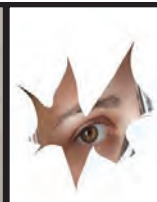


# MAP OF THE First Battle of Bull Run

JULY 21, 1861



Map courteously provided by Hal Jespersen, [www.cwmaps.com](http://www.cwmaps.com).



# The Nefarious Activities of “Rebel Rose”

Just how did Rose O’Neal Greenhow help the Confederate cause?



During the Civil War, quite a few women were arrested on charges of spying for the Confederacy. But Rose O’Neal Greenhow holds a special place in history for her intelligence activities. Rose had an interesting past. She came to Washington in her teens, where she later met and married Dr. Robert Greenhow, a wealthy Virginia man. She and her husband had four daughters by 1850, when Dr. Greenhow was injured on a trip to California. Rose returned to Washington, D.C., and spent her time socializing and developing connections with Congressmen and hobnobbing with political movers and shakers.

As the Civil War began, Greenhow made no secret of her support for the Confederacy. But no one at that time could have imagined her surreptitious activities for their cause. She became friends with Lt. Colonel Thomas Jordan of Virginia, who was also known as Thomas John Rayford. He was a U.S. Army captain when he began setting up a spy network in Washington D.C., with Rose at its center. Rose learned how to use codes for messages and develop sources at social events. When Jordan left to join the Confederate Army, he entrusted his spy ring to Rose and continued to get regular reports from her!

Then, in early July, Rose encoded and sent along some of her most famous secret messages. The notes were delivered to Confederate General P.G.T. Beauregard himself just before the first major conflict of the Civil War. Rose hid them away in a tiny silk purse, which she then gave to a young woman named Betty Duvall who was working with her. Betty hid the purse in her hair bun and carried the notes to the General. Rose’s coded letters included specific and critical information regarding Union military movements of troops heading out to fight the rebels. Beauregard must have marveled when he even saw the plans General Irvin McDowell had made for the fight.

Rose’s intelligence about this battle was so important to the Confederate victory at the First Battle of Bull Run, that the new Confederate President Jefferson Davis gave her information credit for winning the battle against Union forces. After the battle, Rose even received a telegram from Jordan. Use the code below - similar to Rose’s symbol code -- to decode the first sentence of that telegram.

☞   9   7   2   3   4   5   6   7   8   9   &   ●   ●\*   ■   ☞   ☞   ☞   ☞   ●   ●\*   #   ♦   †   \$   ☆   ✖  
A   B   C   D   E   F   G   H   I   J   K   L   M   N   O   P   Q   R   S   T   U   V   W   X   Y   Z

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☆   ☞   #   .   *We rely upon you for further information. The Confederacy owes you a debt. JORDAN*



# AND SO WAR BEGINS

The Battle at Bull Run had destroyed the optimistic hope of Northerners that the war would be over almost before it began. Instead, the Anaconda Plan would become Lincoln's policy for winning the war. This plan called for shutting off the South to the outside world by closing its ports so it could not trade for the things it needed to wage war, while also controlling the Mississippi River, effectively dividing the South. This would require a far larger navy than the one possessed by the Union, and required time to subdue coastal cities and wait for supply shortages to make continued fighting impossible. It was this plan that set the course for the war -- it would be a slow road to victory for the North.

Meanwhile, Southern leadership was aware that they simply could not muster the large numbers of men that the North could enlist. For every one soldier the South could call up, the North had access to four men of fighting age. The North had also been focusing on industrial growth, while the South invested in agriculture. The North had access to more industrial facilities, more railroads for transporting war goods and supplies to feed their army, and wagons to move goods to the front. Finally, the North kept most of the military equipment held by the United States. On the surface, waiting until the North gave up fighting must not have seemed like a good strategy.

The one advantage the South had was a wealth of gifted military leaders. The South felt sure their fighting spirit and experienced military leadership could secure a quick victory, and it appeared it was their only path to victory. Southern men enlisted quickly, and Southern leadership outlined plans to win battles overwhelmingly, one right after the other.

This, they felt, would demoralize people in the North, who would give up and allow the Confederacy to leave the Union.

As the war began, soldiers joined up quickly, hoping not to miss out on the "adventure" of fighting. First troops were sent out well-equipped, with high hopes of returning home within weeks or maybe months. Both sides believed the conflict would be short-lived. Southern men, especially, were contemptuous of their Northern counterparts, believing Northern soldiers to be weak and lacking a passion for a cause. And indeed, Lincoln had a tough road inspiring the country to stand behind his conviction that only in staying united would the country survive.



# THE YEAR 1862

## **Battle of Fort Donelson**

**February 12-16**

During this battle at the Confederate fort, the relatively unknown Brigadier General Ulysses Grant and his Union forces captured the fort. After the victory, Grant was given the rank of major general, and his men started calling him “Unconditional Surrender” Grant. This was the first of three armies Grant captured in the war. He also captured the Army of the Mississippi at the Siege of Vicksburg, and the Army of Northern Virginia at Appomattox. This victory gave the Union control of the Cumberland River.

## **Battle of Hampton Roads**

**March 8-9**

The Battle of Hampton Roads is also known as the Battle of the *Monitor* and *Merrimack*, and was a naval conflict between ironclad vessels in the James River. The Confederacy was attempting to compromise the Union blockade and open trade once again to Norfolk and Richmond. The new ironclad ships rendered old wooden warships obsolete, and naval powers such as Great Britain and France immediately stopped construction of wooden-hull ships.

## **Battle of Shiloh**

**April 6-7**

From their base in Corinth, Mississippi, Confederate General Albert Sidney Johnston and P. G. T. Beauregard surprised Union Maj. General Grant’s forces at Pittsburg Landing on the Tennessee River. Johnston was killed in the attack, and Beauregard failed to press the attack that night, so when Grant’s forces were reinforced the next day, the tide of the battle was turned. The Union forces counterattacked the Confederate line, and the Confederates retreated. The battle, with its disorganized and shifting battle lines, was the bloodiest battle in American history until the Battle of Antietam. The loss allowed the Union to advance into northern Mississippi.

## **Battle of New Orleans**

**April 25 to May 1**

To fully employ the “Anaconda Plan” for the Union, the city of New Orleans would need to be captured so that the Union could control the Mississippi River. Naval officer David Farragut’s men had fought his way past Fort Jackson and Fort St. Philip before they broke through the Confederate defenses around New Orleans and capturing the city itself. Anything of use to the war effort -- warehouses, cotton, military supplies and ships were burned.

## **Battle of Seven Pines**

**May 31 to June 1**

In March, Union General George P. McClellan launched an operation in the Virginia Peninsula that culminated in the Battle of Seven Pines against Confederate forces under Joseph E. Johnston. McClellan's Army of the Potomac had reached the edge of Richmond when Johnston attacked them. Both sides were reinforced during the battle, which ended without a clear winner. Johnston was injured, so Robert E. Lee was appointed the Confederate Commander. Lee's aggressive fighting style led to the Seven Days Battles in June.

## **Seven Days Battles**

**June 25 to July 1**

Confederate General Lee fought a series of battles against Union Major General McClellan, driving the Union away from the Confederacy's capital city Richmond. The two armies clashed at the Battle of Oak Grove, Mechanicsville, Gaines's Mill, Savage's Station, and the Battle of Glendale. Lee forced McClellan's retreat until McClellan's forces took a strong defensive position at Malvern Hill, where they fought off Lee's attacks. Convinced McClellan would not attack Richmond again, Lee headed north for the Northern Virginia Campaign.

## **Second Battle of Bull Run**

**August 28-30**

Part of Lee's Northern Virginia Campaign, the Union and Confederacy clashed once again near the Bull Run battlefield, pitting Union Maj. General John Pope's Army of Virginia against Lee's Army of Northern Virginia. "Stonewall" Jackson held off Pope until Confederate Maj. Gen. Longstreet arrived to assist Jackson's forces. Pope's forces withdrew, outmaneuvered by the clever military mind of General Lee.

## **Battle of Antietam**

**September 17**

After the Northern Virginia Campaign, Lee's Army moved on in his Maryland Campaign, where he fought McClellan's forces again near Sharpsburg, Maryland at Antietam Creek. In just one day of fighting, over 22,000 men were dead, wounded, or missing, making this battle the bloodiest day in American history. Although outnumbered, Lee committed all his forces and managed not to lose the battle.

## **Battle of Fredericksburg**

**December 11-15**

In November, Union Major General Burnside pushed hard to reach the Confederate capital of Richmond, before Lee's army could intercept him. But delays in building pontoon bridges allowed Lee to take a defensive position in the fortified heights above Fredericksburg. From here, the Confederates routed the Union killing or wounding 12,000 men.

# On the Battlefield

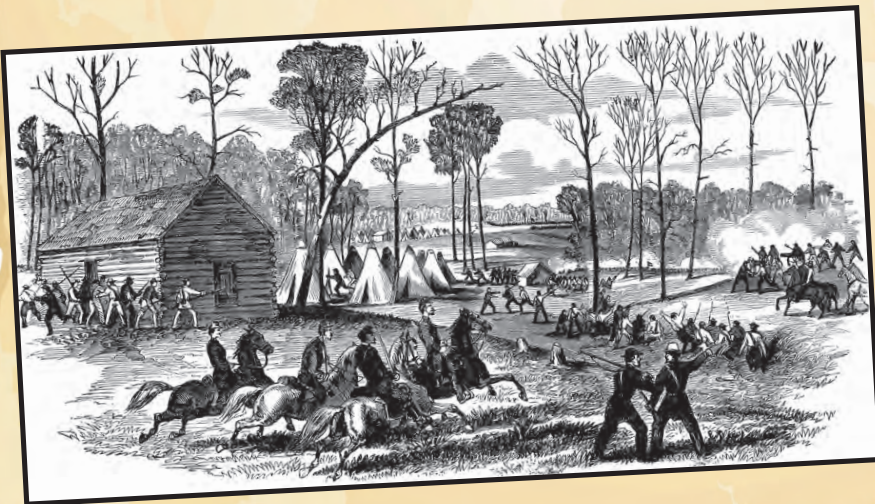
## The Battle of Shiloh



In the western border states of Kentucky and Tennessee, Confederate troops led by General Albert Sidney Johnston occupied the countryside, sent to prevent a Union invasion. They built Fort Henry on the Tennessee River and Fort Donelson on the Cumberland River, but these soon fell to Brigadier General Ulysses S. Grant. After the forts were taken, General Johnston led 40,000 Confederate troops toward the vital rail center of Corinth, Mississippi. Meanwhile, Grant took his men in boats up the Tennessee River north of Corinth, planning to engage Johnston there.

But when Johnston learned of the Union's landing and decided to take the battle north to Grant's location. They attacked in the early morning of April 6, 1862. The Union army was completely surprised as they fixed their morning meal. The battle lines formed as the Confederates moved forward. A battle line three miles long developed through a peach orchard and along a sunken road. Union troops fell back to the Tennessee River and tried to swim across it. By nightfall Confederate troops had pushed right up to the river, and laid low, trying to avoid the fire of Union gunboats on the water.

During the night, though, more Union men arrived to reinforce Grant's army. On April 7th, the Union took back the field they had lost, and won the Battle of Shiloh. The Union had lost over 13,000; the Confederates, 10,700.



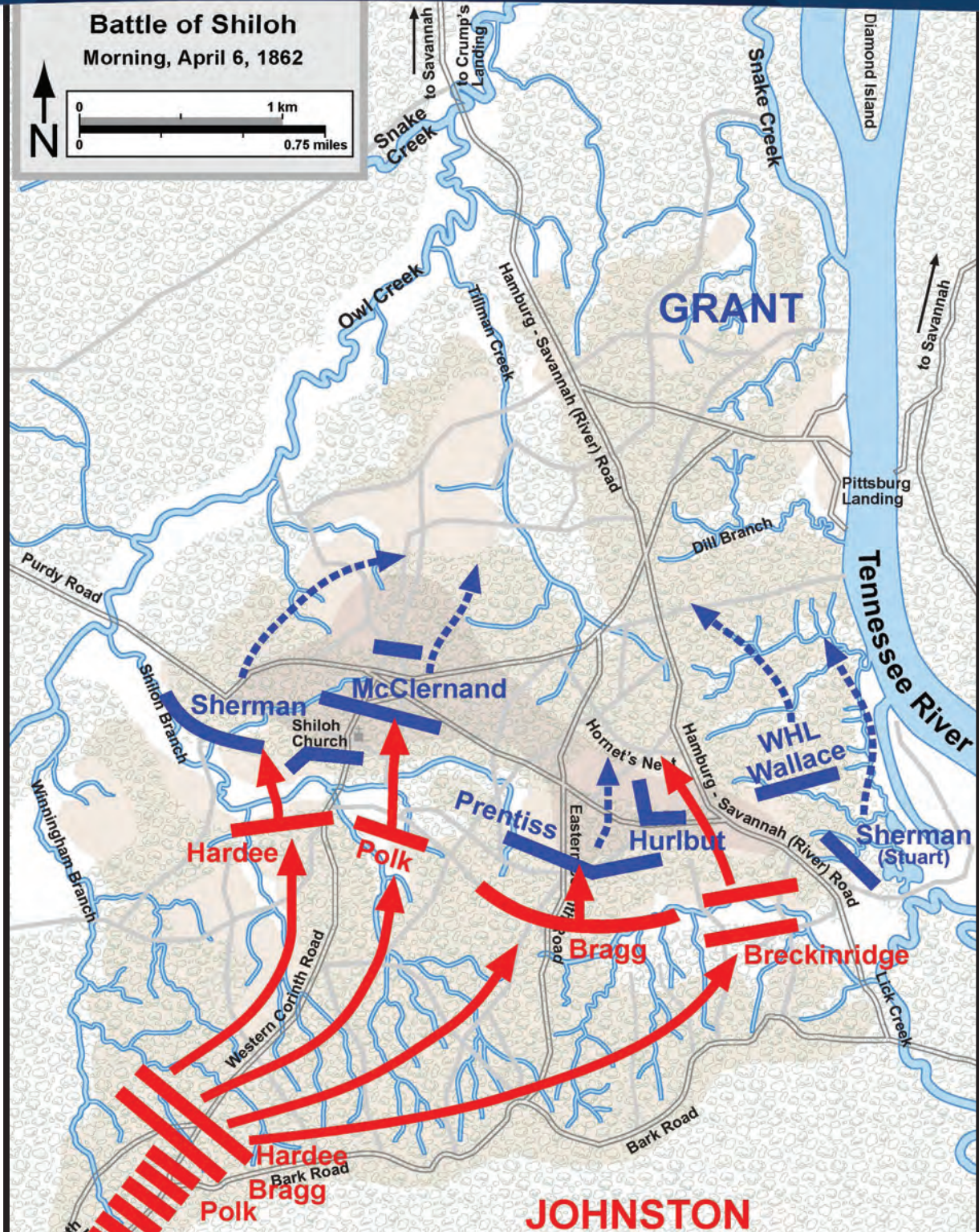
### Aftermath of the Battle:

1. Grant was wrongly blamed for the Union's bad performance on the first day, which led to his stationing in the West, where he was able to slowly gain control of the Mississippi River.
2. The two-day battle was the costliest battle in American history up to that point, and convinced leaders on both sides that one big battle wouldn't end the war.



# MAP OF THE Battle of Shiloh

APRIL 6-7, 1862



Map courteously provided by Hal Jesperson, [www.cwmaps.com](http://www.cwmaps.com).

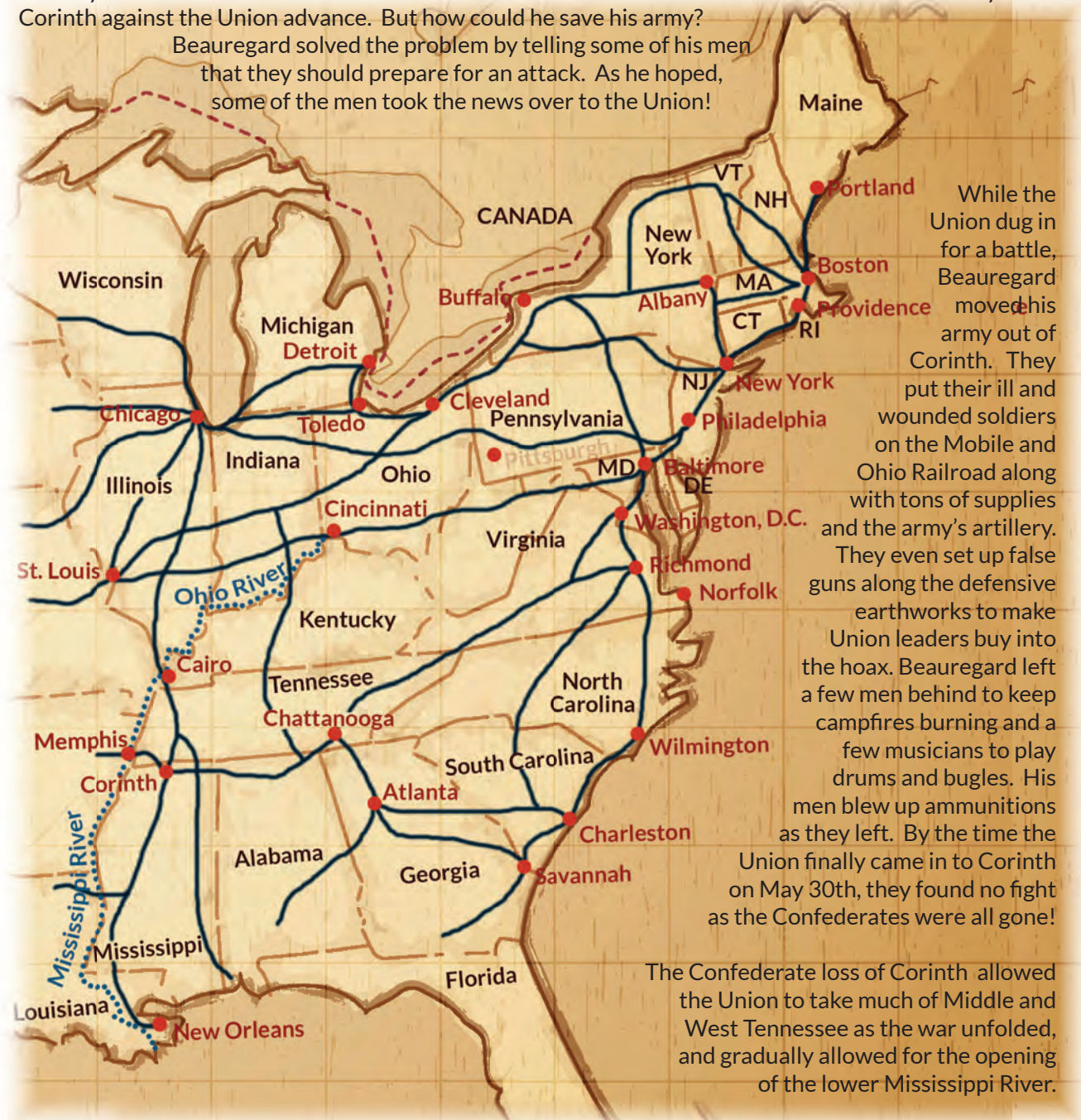


# Action at Corinth

After the Union victory at the Battle of Shiloh, Major General Henry Halleck led the armies under his command -- the Army of the Ohio, the Army of the Tennessee, and the Army of the Mississippi -- toward the vital rail center of Corinth, Mississippi. The terrible losses at Shiloh had made Halleck cautious. As his men advanced, he had them dig trenches, slowing his march to moving just five miles in three weeks. The soldiers pushed through dense forests and ravines along the way.

At Corinth, meanwhile, Confederate General P.G.T. Beauregard was in a tough spot. His men were outnumbered by the Union Army two to one, and had been harrasing the Union as they came on toward the town. But many of Beauregard's men were ill, dealing with typhoid and dysentery. He had lost almost as many men to sickness as he lost at Shiloh earlier that month! It was clear that there was no way to hold Corinth against the Union advance. But how could he save his army?

Beauregard solved the problem by telling some of his men that they should prepare for an attack. As he hoped, some of the men took the news over to the Union!

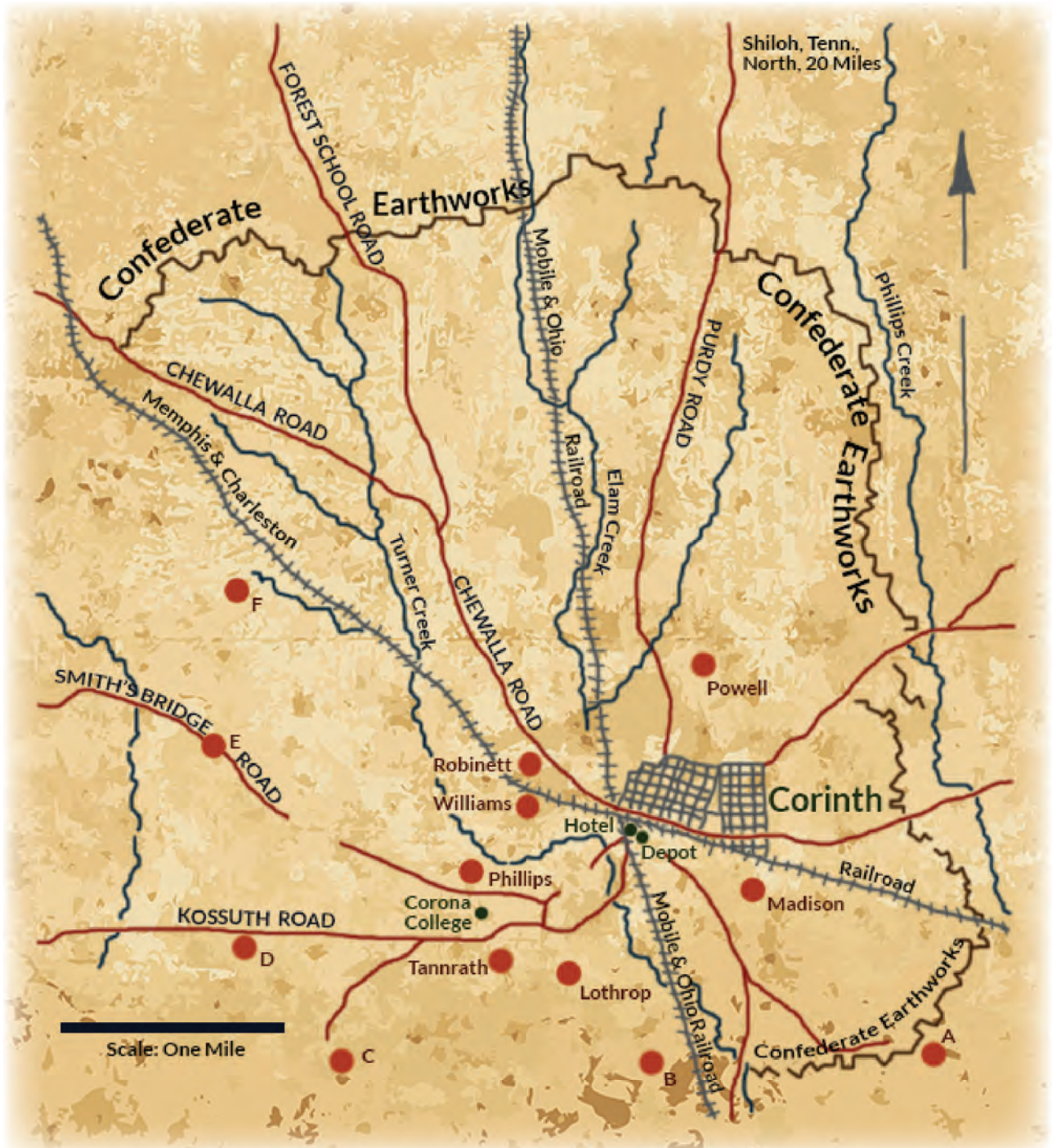


While the Union dug in for a battle, Beauregard moved his army out of Corinth. They put their ill and wounded soldiers on the Mobile and Ohio Railroad along with tons of supplies and the army's artillery. They even set up false guns along the defensive earthworks to make Union leaders buy into the hoax. Beauregard left a few men behind to keep campfires burning and a few musicians to play drums and bugles. His men blew up ammunitions as they left. By the time the Union finally came in to Corinth on May 30th, they found no fight as the Confederates were all gone!

The Confederate loss of Corinth allowed the Union to take much of Middle and West Tennessee as the war unfolded, and gradually allowed for the opening of the lower Mississippi River.

# Defending the Railroads at Corinth

Both the Union and Confederates knew the strategic importance of the Corinth rail center. The map here shows the fortifications that were constructed to protect the intersecting railroads from attack. After the Confederates left Corinth, Union soldiers spent the summer building these fortifications, along with earthwork batteries to hold cannon to protect against a Confederate attack. The house-shaped symbols are named or lettered Union batteries. Between the batteries sprawled trenches for the infantrymen and sharpened logs facing outward.



# PORTRAIT OF A SOLDIER



Almost as soon as the opening shots were fired at Fort Sumter, men were called out to arms. President Lincoln called for 75,000 men, while Confederate President Jefferson Davis asked for 100,000. Young men gathered in local recruiting stations to enlist.

Most of these fresh recruits joined up out of patriotism. Northern soldiers were angered by their fellow Americans firing upon an American fort, and were convinced that the country had to be preserved as one. Southern men saw the North as invading the South, and refusing to allow them to secede from the United States. Southerners also saw the North as desiring to control the South and change their way of life by ending slavery, a move that would affect the economy and lifestyle of the South.

For some men, they were drawn to the prospect of adventure. Many men had never been away from home, maybe never even traveled farther than a day's journey to the next county. Enlistment allowed them to see the country and sights they'd never see otherwise. Still others looked forward to what they thought would be the glory and excitement of battle.

For others, it was a job. Soldiers enlisting for this reason probably had their own hard luck story, and a position that fed them and paid them, too, could be worth joining up.

However, soldiers didn't earn that

much. Union soldiers received just \$13 per month, while Confederate soldiers were given only \$11. As the war progressed, and the Confederacy began to struggle, the paycheck of soldiers serving in Southern armies bought less as prices went higher and higher.

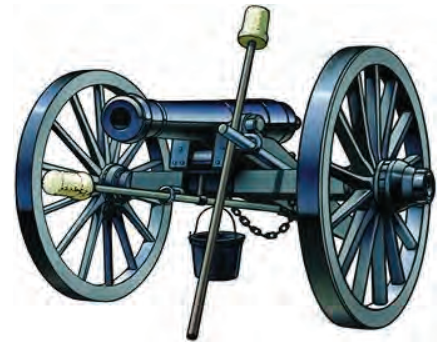
Of course, as the war went on, volunteers were harder to find. Some counties or states offered a cash bonus, or bounty, for enlisting to bring in new men. The bounty could be as high as \$300! Some men figured out that they could make a living by enlisting in one county and then another. These "bounty jumpers" would enlist, collect the bounty, and desert their unit, only to show up at another enlistment station and do it all again.

So, what was a typical soldier? Most men who enlisted were between 18 and 29 years old, though teenagers enlisted as drummer boys or musicians. The youngest soldier documented served in the Union army: Edward Black was just nine years old when he marched off with the 21st Indiana.

Many soldiers hadn't actually been born in the United States, but were immigrants. Irish men came to the U.S. to flee the potato famine at home, while Germans and English recruits came to escape European revolutions or economic hardship. They made the journey to the United States hoping to make better lives for themselves. The United States was experiencing its Second Industrial Revolution and an expansion westward. Each of these gave immigrants hope they'd have better opportunities for themselves and their families.

# Drill, Drill, and More Drill

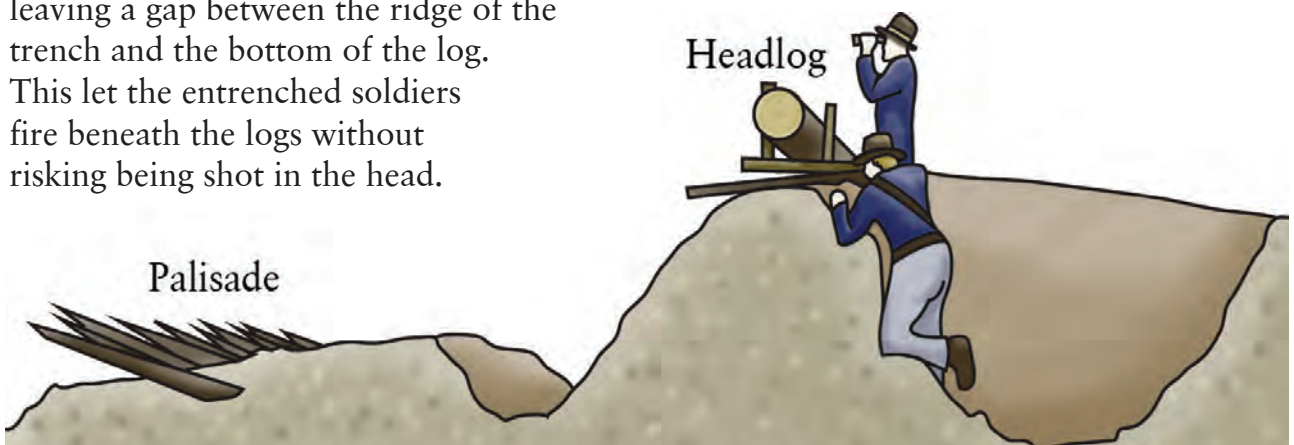
Most days of the week, soldiers spent hours and hours drilling. They needed to learn to work together as trained soldiers. By drilling, they learned to move in a formation, get into a given position, and ready themselves for battle.



One of the first things to do was to learn the commands the captain shouted at the green recruits. The first time out on the field, the men were taught to line up very close, standing shoulder to shoulder. Look at the diagram below to see how the men were organized to begin drilling maneuvers.

Typical Company in Formation for the Advance												
FRONT RANK												
Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Capt.
REAR RANK												
Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier	Soldier
FILE CLOSERS												
Lt.	Soldier	Soldier	Sgt.	Soldier	Soldier	Sgt.	Soldier	Soldier	Sgt.	Soldier	Soldier	Lt.

Men also learned to create earthworks for defensive positions. A palisade is a wooden barrier made of small or mid-sized tree trunks. In the war, one end was sharpened, while the other was driven into the ground. They were usually lined up one against another. When the wooden poles were driven into the ground, they were often reinforced with extra earth piled atop them. The palisade was put in place to slow down the enemy in attacking a defensive position, or force the troops to climb over the top, where they might be shot down more easily. Directly in front of a firing trench, soldiers learned to set up headlogs. These heavy logs were lifted several inches off the ground, leaving a gap between the ridge of the trench and the bottom of the log. This let the entrenched soldiers fire beneath the logs without risking being shot in the head.



# AMERICAN STORY JOURNAL



Interactive Notebooking  
Civil War & Sweeping West



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# Week 1

## The Road to Civil War

### America's History . . .

The Civil War began far before the first shots were fired at Fort Sumter. The conflict erupted after debates led by abolitionists failed to bring about compromise. When it was clear that talk could not avert war, each side rushed to form its army and started drilling to become an effective fighting force.

### America's Culture . . .

Just before the war, the nation was brimming with possibilities. The west was opening, railroad track was being laid down at a brisk pace, and new inventions abounded. But the practice of slavery strained the nation's conscience and divided the slaveholding agricultural South from the industrial, abolitionist North.

### This Week's Story:

The Country Divides Over Slavery

American Life in 1860

First Shots Fired at Ft. Sumter

The First Battle of Bull Run

The Telegraph Aids the Cause

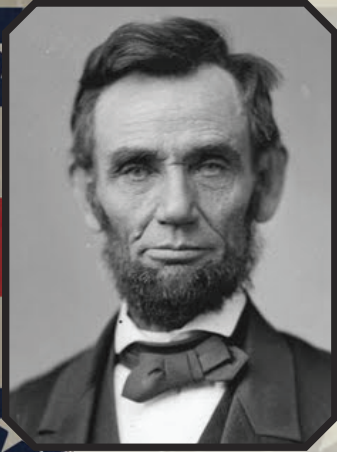
Drilling the Army



# Figures in History: Abraham Lincoln



What kind of man was Lincoln?  
What was his background,  
and what did he do with his life?



Born: \_\_\_\_\_ Died: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Discover More About Lincoln in the Items in the Envelope!



Paste Envelope Here



# Cut-Out Page



Cut out these items for the Abraham Lincoln page.

## “Figures in History” Lincoln Page - Cut-Out 1

### DIRECTIONS:

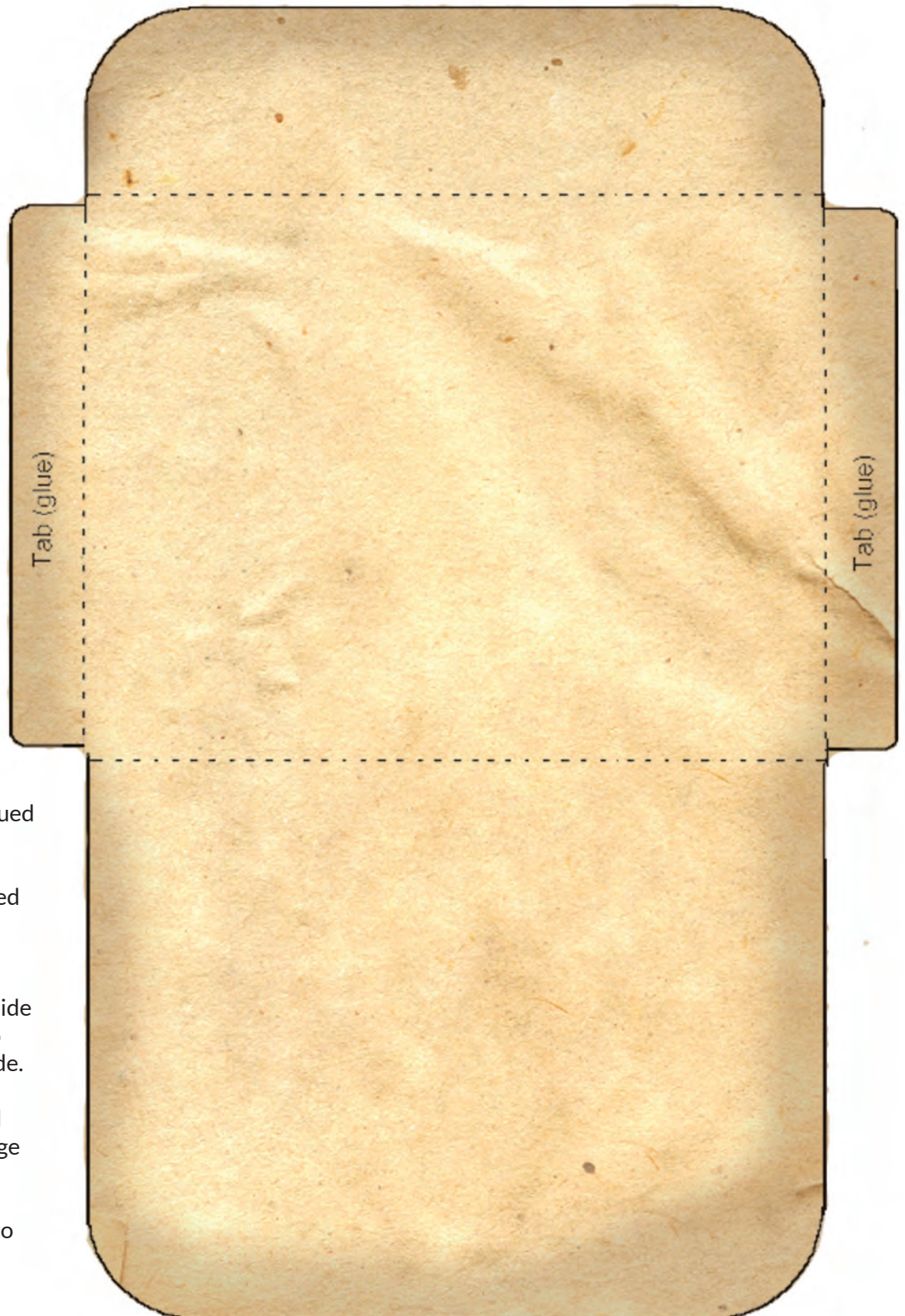
Cut out this envelope. The dotted lines show where it should be folded.

Use glue sticks to glue the rectangle indicated onto the Lincoln page. The bottom of the rectangle should sit close to the bottom of the page.

Then, fold the two tabs inward, and spread glue with the glue sticks on the two folded parts. Fold the larger, rounded rectangle piece at the bottom up, so that the tabs are glued to it.

The smaller, rounded rectangle is the envelope flap that opens and closes. It can be tucked inside the bottom to keep items securely inside.

Cut out photos and items from next page to keep inside this envelope. You will need to fold some to get them inside.





# Cut-Out Page



Cut out these items for the Abraham Lincoln page.

## DIRECTIONS:

Cut out photos and items from this page to keep inside the envelope you made. You may need to fold them to get them inside.

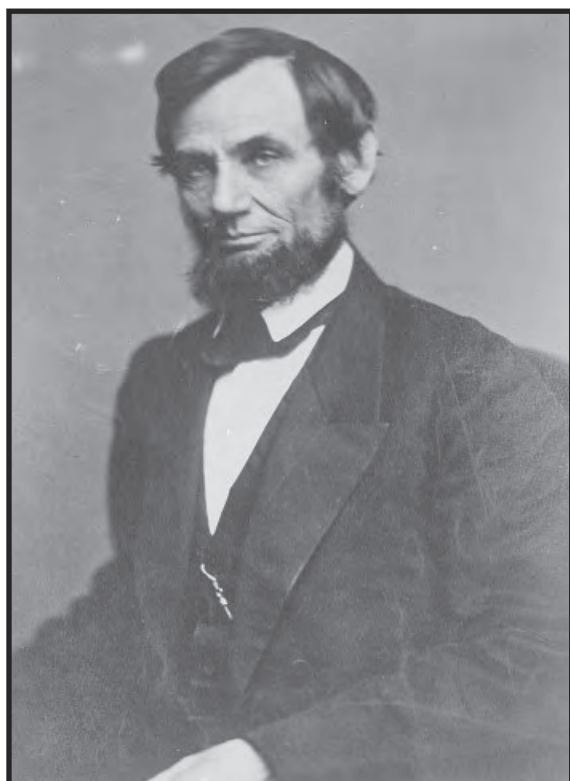
On the reverse of each item, write a little bit about each one and its relevance to the life of Abraham Lincoln.

### “Figures in History” Lincoln Page - Cut-Out 2

▶ The item right is a list of the electoral votes as tallied in the 1860 election.

### “Figures in History” Lincoln Page - Cut-Out 3

▼ Abraham Lincoln around 1860.



*List of the Votes for President and Vice President of the United States for the Constitutional term to commence on the fourth day of March, 1861.*

States.	For President		For Vice President	
	Lincoln	Sevier	Lincoln	Sevier
1 Maine	3		3	
5 New Hampshire	5		5	
13 Massachusetts	13		13	
6 Rhode Island	6		6	
6 Connecticut	6		6	
5 Vermont	5		5	
28 New York	28		28	
7 New Jersey	7	3	7	3
27 Pennsylvania	27		27	
3 Delaware	3		3	
8 Maryland	8		8	
15 Virginia		15		15
15 North Carolina		15		15
8 South Carolina		8		8
11 Georgia		11		11
12 Kentucky		12		12
12 Tennessee		12		12
23 Ohio	23		23	
6 Louisiana		6		6
7 Mississippi		7		7
13 Indiana		13		13
11 Illinois		11		11
9 Alabama		9		9
9 Missouri		9		9
4 Arkansas		4		4
6 Michigan		6		6
5 Florida		5		5
4 Texas		4		4
3 Iowa		3		3
5 Wisconsin		5		5
4 California		4		4
4 Minnesota		4		4
3 Oregon		3		3
<b>Total</b>	<b>233</b>	<b>70</b>	<b>233</b>	<b>70</b>

The whole number of the Electors appointed to vote for President and Vice President of the United States is 363 of which a majority is 182.

It is the sense of the two Houses of Congress that the vote for President of the United States is as follows:

For Abraham Lincoln of Illinois 182  
 For John C. Breckinridge of Kentucky 72  
 For John Bell of Tennessee 39  
 For Stephen A. Douglas of Illinois 30

And the vote of the Electors for Vice President of the United States is as follows:

For Hannibal Hamlin of Maine 169  
 For Joseph Davis of Oregon 22  
 For Cassius M. Davis of Massachusetts 20  
 For Wendell T. Johnson of Georgia 19

It is therefore declared, that Abraham Lincoln of Illinois having received a majority of the whole number of electoral votes is duly elected President of the United States for four years commencing on the fourth day of March, 1861.

And that Hannibal Hamlin of Maine having received a majority of the whole number of electoral votes is duly elected Vice President of the United States for four years commencing on the fourth day of March, 1861.

The Senate is authorized to ratify the election of the President and Vice President of the United States.



# Cut-Out Page



Cut out these items for the Abraham Lincoln page.

## DIRECTIONS:

Cut out photos and items from this page to keep inside the envelope you made. You may need to fold them to get them inside.

On the reverse of each item, write a little bit about each one and its relevance to the life of Abraham Lincoln.

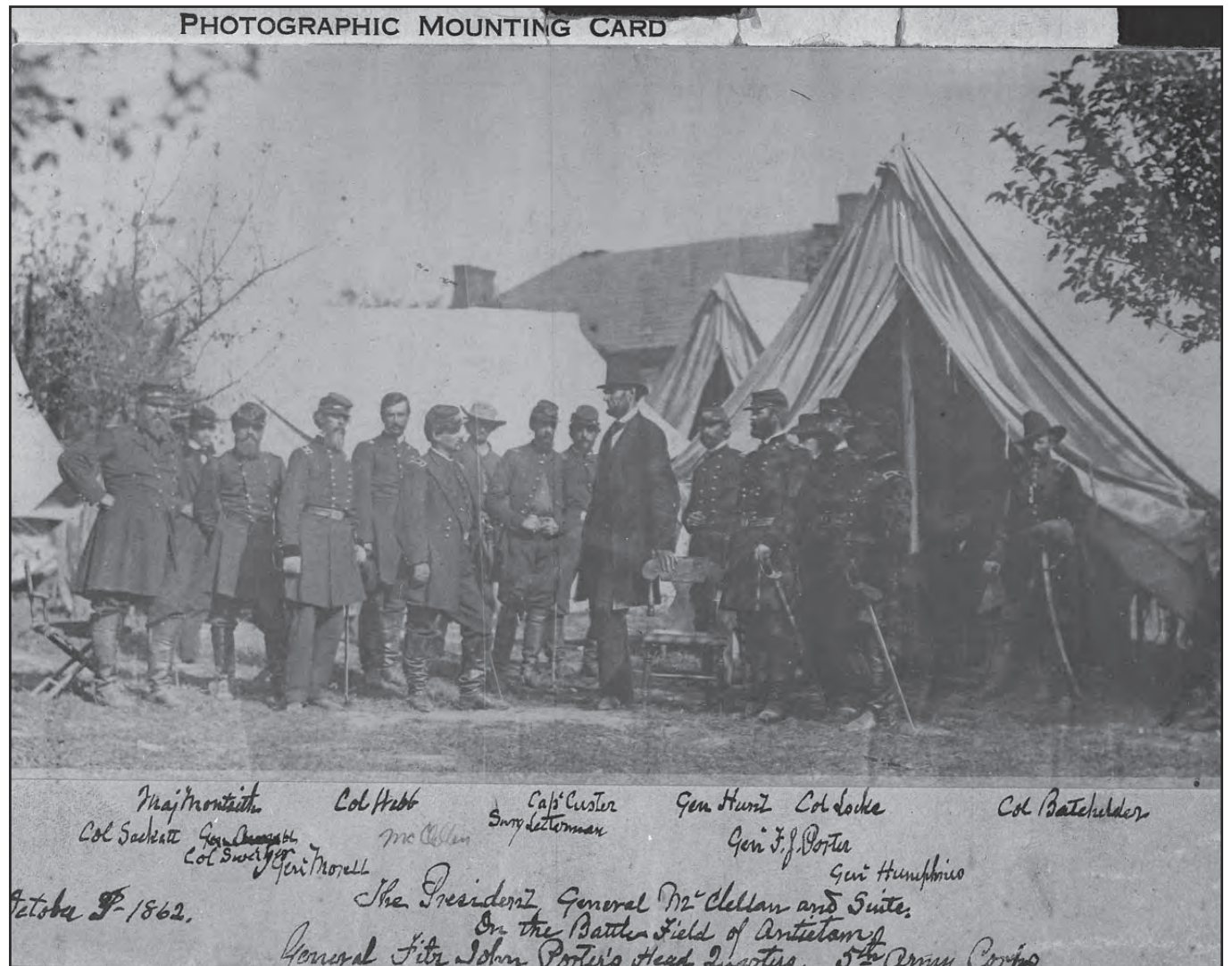
“Figures in History” Lincoln Page - Cut-Out 4

▶ Abraham Lincoln’s wife, Mary Todd Lincoln.



“Figures in History” Lincoln Page - Cut-Out 5

▼ Abraham Lincoln and his generals after the Battle of Antietam in September, 1862



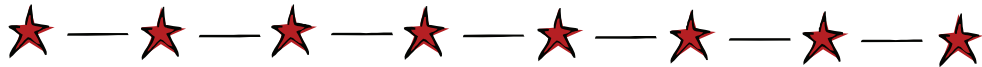






# With the Union? Or Not?

*Which states stayed with the Union? Which joined the Confederacy? What four states, together with West Virginia that broke away from Virginia, did not declare secession, and became known as border states? In the map below, color Union states blue, Confederate states red, and border states light blue.*



## Role in Abolition

*What role did these two abolitionists have in making the North determined to end slavery?*

Harriet Beecher Stowe

Frederick Douglass



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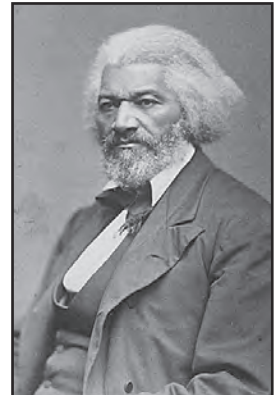
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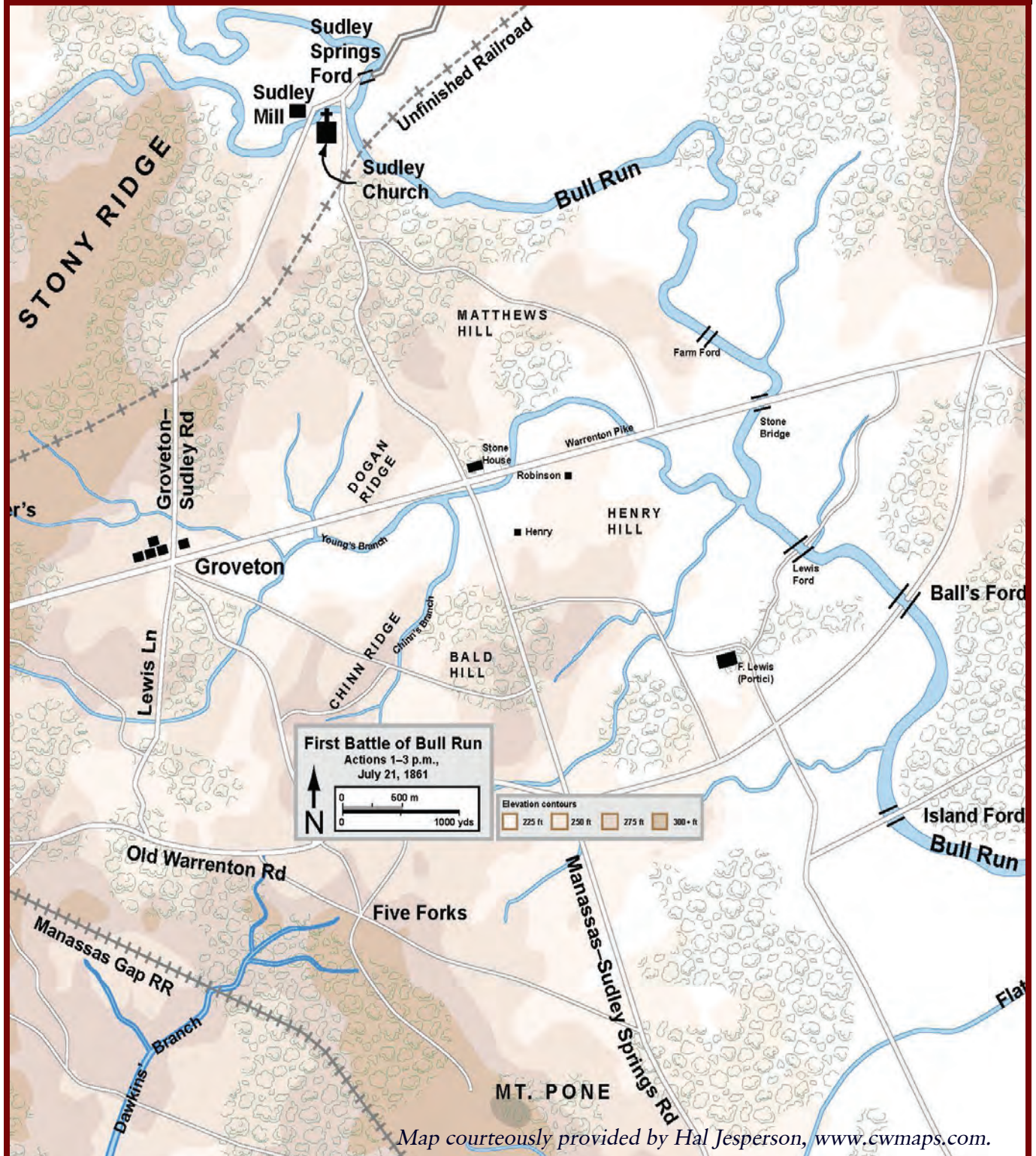
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# Map of the First Battle of Bull Run

Label this map of the battle with Union and Confederate troop movements using the labeled map included in this week's reading.



Map courteously provided by Hal Jespersen, [www.cwmaps.com](http://www.cwmaps.com).

# The Anaconda Plan

Use the original documents below to draw in the naval blockade and label the southern states the blockade should affect. Label major cities near the coasts and on the Mississippi that will also be slowly strangled.



What was Scott's strategy behind the Union winning the war using the Anaconda Plan?

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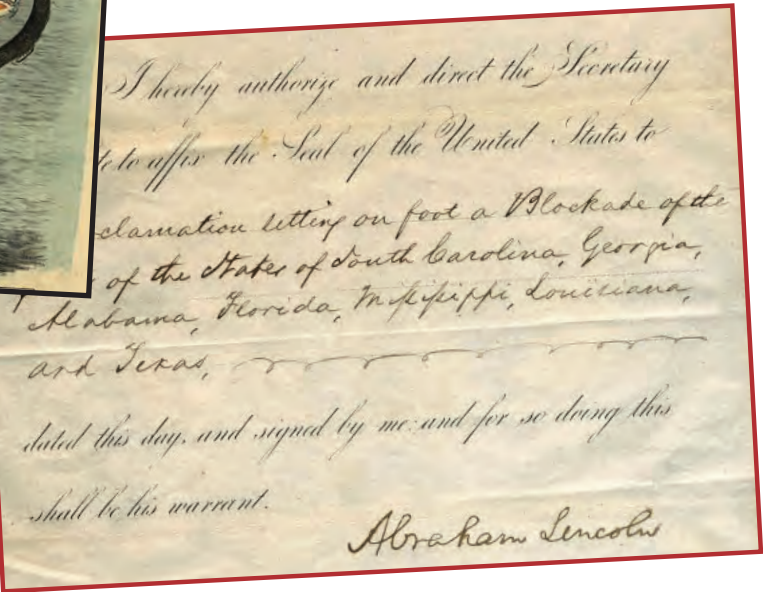
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The Anaconda Plan was the idea of General-in-Chief Winfield Scott, a man who was born before the treaty was signed ending the Revolutionary War, and who was 74 years old when the plan was announced. Scott served as a general on active duty longer than any other man in American history. His men called him "Old Fuss and Feathers."



I hereby authorize and direct the Secretary of War to offer the Seal of the United States to the States of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana, and Texas, and for so doing this shall be his warrant.

Abraham Lincoln



# Letter to Mr. Lincoln

In 1860, Abraham Lincoln was campaigning to become the next president. That October 11-year-old Grace Bedell wrote a letter to Mr. Lincoln, suggesting a change to his look! Read her letter and Lincoln's response letter below. Then, complete the activities on the next page.

NY Westfield Chataque Co.  
Oct. 15 1860

Honorable A. B. Lincoln

Dear Sir

My father has just [come] home from the fair and brought home your picture and Mr. [Hannibal] Hamlin's. I am a little girl only 11 years old, but want you should be President of the United States very much so I hope you won't think me very bold to write to such a great man as you are. Have you any little girls about as large as I am if so give them my love and tell her to write to me if you cannot answer this letter.

I have got 4 brother's and part of them will vote for you any way and if you let your whiskers grow I will try and get the rest of them to vote for you. You would look a great deal better for your face is so thin. All the ladies like whiskers and they would tease their husband's to vote for you and if I was a man I would vote for you to but I will try and get every one to vote for you that I can. I think that rail fence around your picture makes it look very pretty. I have got a little baby sister she is nine weeks old and is just as cunning as can be. When you direct your letter dir[e]ct to Grace Bedell Westfield Chataque County New York. I must not write any more answer this letter right off Good bye

Grace Bedell

Miss Grace Bedell

My dear little Miss

Your very agreeable letter of the 15th is received -- I regret the necessity of saying I have no daughters -- I have three sons -- one seventeen, one nine, and one seven years of age -- They, with their mother, constitute my whole family -- As to the whiskers, having never worn any, do you not think people would call it a piece of silly affection if I were to begin it now?

Your very sincere well wisher  
A. Lincoln



# Answer These Questions:

Why did Grace write Abraham Lincoln a letter? How was she trying to help?

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How many people in her family does Grace tell Lincoln about? List them.

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What do you think concerned Mr. Lincoln about growing a beard?

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## Before & After!

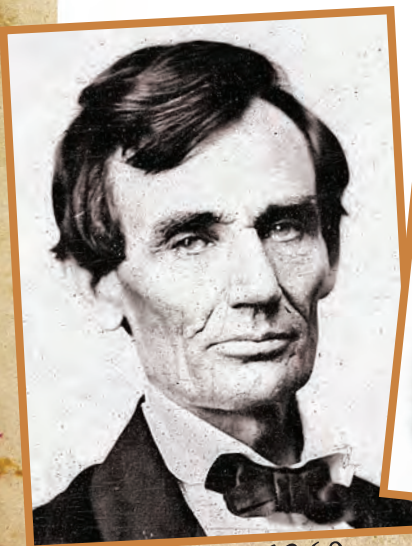
*You've read Grace's suggestion to Lincoln about how he might be elected. Lincoln sent Grace a nice response from his home in Springfield, Illinois. Soon afterwards, Lincoln appeared in public wearing a beard! Compare these two pictures of Lincoln.*

*What is your opinion of Grace's suggestion? Do you think Mr. Lincoln's beard helped his looks? How long after Grace's letter was sent was the picture on the right taken?*

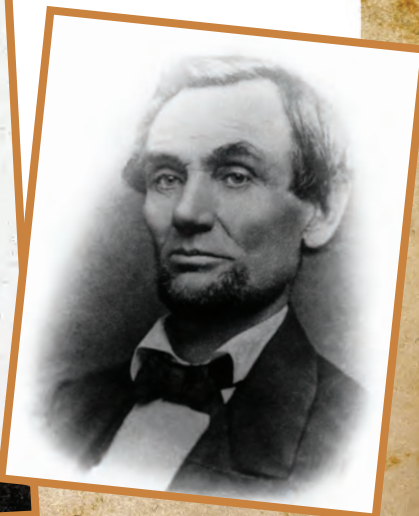
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*What change do you see?*

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Aug. 13, 1860



Nov. 25, 1860



## A Visit

*The next year, on his way to his inauguration, Lincoln stopped in Westfield, New York and asked to speak to Grace. Years later, she remembered it this way: "He climbed down and sat down with me on the edge of the station platform," she recalled. "Gracie," he said, "look at my whiskers. I have been growing them for you." Then he kissed me. I never saw him again."*

*What do you think Grace thought of Lincoln's beard?*

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## Week 2

# The Fighting Begins

### America's History . . .

The Battle at Bull Run destroyed the optimistic hope of Northerners that the war would be over almost before it began. Instead, the Anaconda Plan would become Lincoln's policy for winning the war. This plan called for shutting off the South to the outside world by closing its ports so it could not trade for the things it needed to wage war, while also controlling the Mississippi River, effectively dividing the South.

### America's Culture . . .

As the war began, soldiers joined up quickly, hoping not to miss out on the "adventure" of fighting. First troops were sent out well-equipped, with high hopes of returning home within weeks or maybe months. Both sides believed the conflict would be short-lived.

### This Week's Story:

The Bitter Battle at Shiloh  
Action at Corinth  
Defending the Railroads  
A Soldier's Life in Camp  
Portrait of a Soldier  
Drill, Drill, and More Drill



# Map of the Battle of Shiloh

Label this map of the battle with Union and Confederate troop movements using the labeled map included in this week's reading.



Map courteously provided by Hal Jespersion, [www.cwmaps.com](http://www.cwmaps.com).

# On all whom it may Concern:

Know ye, That ..... of  
..... Country, ..... is hereby **Enlisted** in Company .....,  
..... Regiment of ..... **VOLUNTEERS** on this, the ....  
day of ..... one thousand eight hundred and .....  
to serve ..... years of during the war. (No objection to his being  
enlisted is known to exist). \* Said ..... was born  
in ..... in the state of .....,  
is ..... years of age, ..... feet ..... inches high,  
..... complexion, ..... eyes, ..... hair, and  
by occupation, when enrolled a .....  
(Written at ..... this ..... day of  
..... 186.....

William W. Gordon

Commanding the Regiment

eg \* This sentence will be erased should there be anything  
in the conduct or physical condition of the soldier  
rendering him unfit for the Army.

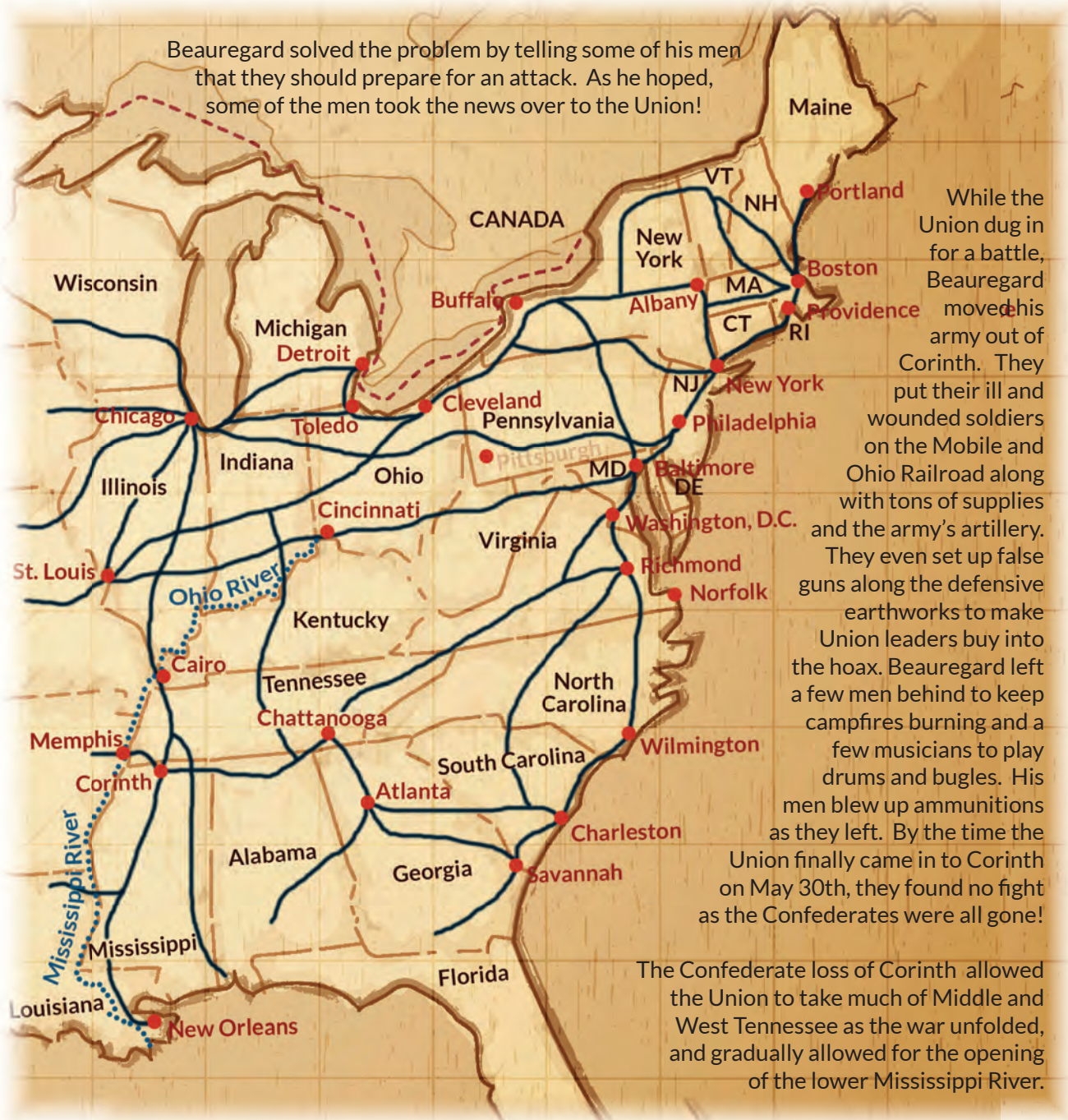


# Action at Corinth

After the Union victory at the Battle of Shiloh, Major General Henry Halleck led the armies under his command -- the Army of the Ohio, the Army of the Tennessee, and the Army of the Mississippi -- toward the vital rail center of Corinth, Mississippi. The terrible losses at Shiloh had made Halleck cautious. As his men advanced, he had them dig trenches, slowing his march to moving just five miles in three weeks. The soldiers pushed through dense forests and ravines along the way.

At Corinth, meanwhile, Confederate General P.G.T. Beauregard was in a tough spot. His men were outnumbered by the Union Army two to one, and had been harassing the Union as they came on toward the town. But many of Beauregard's men were ill, dealing with typhoid and dysentery. He had lost almost as many men to sickness as he lost at Shiloh earlier that month! It was clear that there was no way to hold Corinth against the Union advance. But how could he save his army?

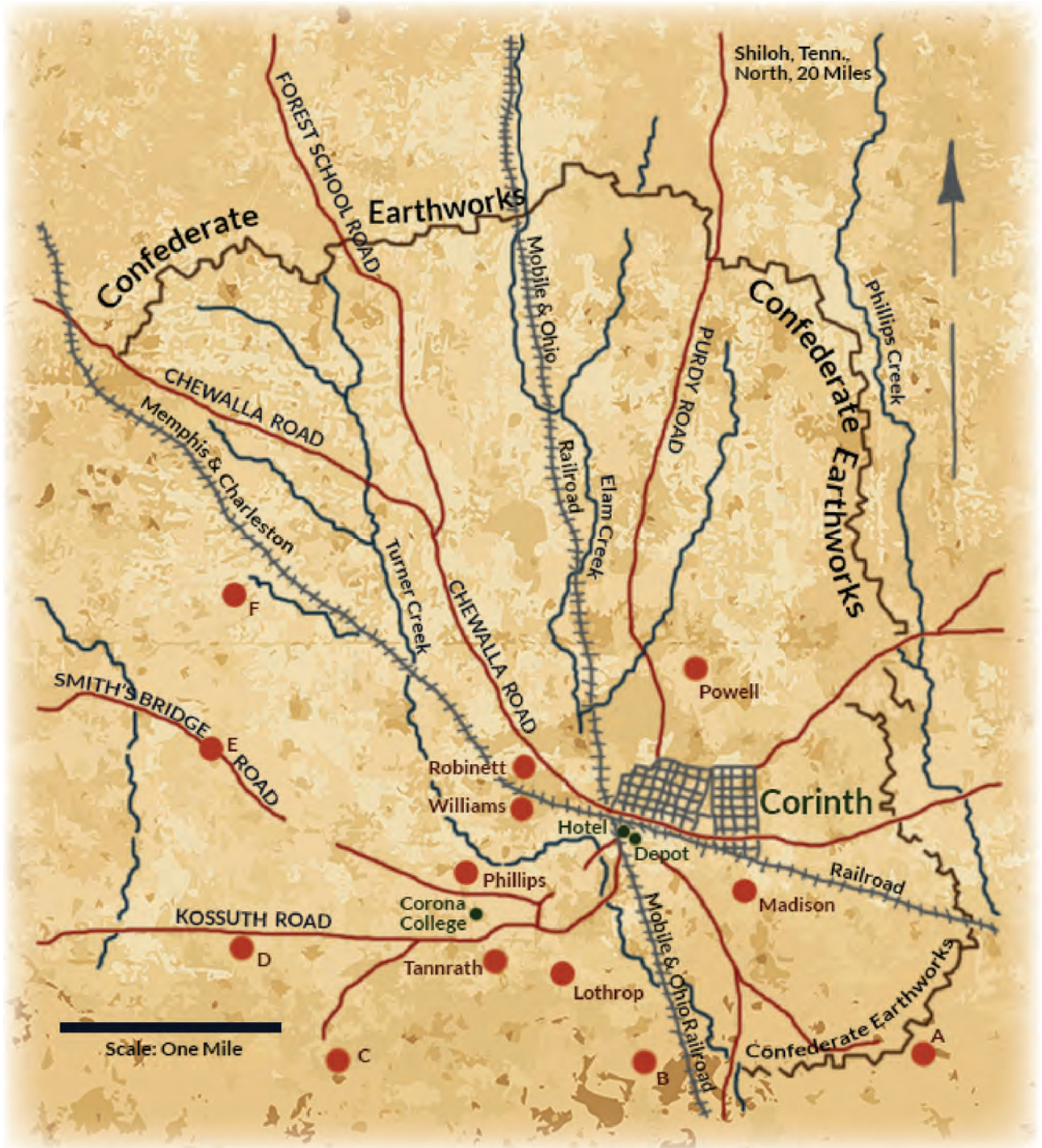
Beauregard solved the problem by telling some of his men that they should prepare for an attack. As he hoped, some of the men took the news over to the Union!





# Defending the Railroads at Corinth

Both the Union and Confederates knew the strategic importance of the Corinth rail center. The map here show the fortifications that were constructed to protect the intersecting railroads from attack. After the Confederates left Corinth, Union soldiers spent the summer building these fortifications, along with earthwork batteries to hold cannon to protect against a Confederate attack. The house-shaped symbols are named or lettered Union batteries. Between the batteries sprawled trenches for the infantrymen and sharpened logs facing outward.



# Pictures in HISTORY, PLACES & SOLDIERS



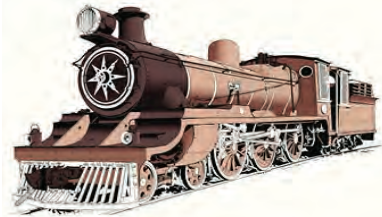
## Corinth Rail Center

**Examine the picture below, and answer questions about what you see.**

*This picture is looking from the area where the railroad tracks cross in Corinth along the tracks of the Memphis and Charleston Railroad. Find this view on the map on the previous page. Find Battery Williams in this picture (just left of the tracks) and Battery Robinett (behind the tent camp). Then, find the batteries on the map, too.*



As you look at this picture, can you tell . . .  
... why the two batteries were built where they were.  
... why the tent camp is between the batteries, near the tracks?  
... why there might be wheels for railroad cars off the tracks,  
and why they might have been transported to Corinth?



## The Importance of Corinth

Look again at the maps on the previous page and answer these questions.

Find the town of Corinth. What two railroad lines cross at the town, and what cities do these connect?

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Compare the railroads in the North vs. those in the South. What do you notice? \_\_\_\_\_

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Of the things you've noticed, what can you infer about the importance of the Corinth junction to the South? \_\_\_\_\_

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What other junctions in the South might have been important? If the South lost these, how else might they have transported supplies and soldiers to the front lines of the war? \_\_\_\_\_

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# In the Trenches at Corinth

## General Halleck's Report

As if you are General Halleck, write a report as to why it took so long for your troops to arrive at Corinth.

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## Entrenchment

Below are earthworks common in the Civil War era. Soldiers piled up dirt for an embankment to protect the soldiers called a parapet. Then they dug a trench behind it. In front, they dug a smaller ditch and put sharpened branches or logs into the ground to make it difficult to approach.

## What Do You Think?

How high do you think the palisade is that you see here?

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What would you guess is the headlog's purpose?

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Entrenchments were common by the end of the Civil War. How do you think this affected how quickly armies moved?

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## General Beauregard's Report

As if you are General Beauregard, write a report as to how you successfully evacuated your troops from Corinth.

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# A TYPICAL REGIMENT

In western Virginia, men started enlisting and began training in the spring of 1861. In late April, these local units were ordered to report with their commanding officer to Harper's Ferry. One of these was the 27th Virginia Infantry. It was made up of local units organized into companies, including these:

## **Allegheny Roughs became Company A**

Allegheny County unit; named after doing some rabble-rousing.

## **Virginia Hibernians became Company B**

A unit from Allegheny County that took the name "Hibernian" which means "from Ireland," since the unit included Irish immigrants.

## **Allegheny Rifles became Company C**

Another Allegheny-raised unit.

## **Monroe Guards became Company D**

A unit raised in Monroe County formed just after John Brown raid on Harper's Ferry in 1859.

## **Greenbrier Rifles became Company E**

A unit raised in Lewisburg from Greenbrier County.

## **Greenbrier Sharp Shooters became Company F**

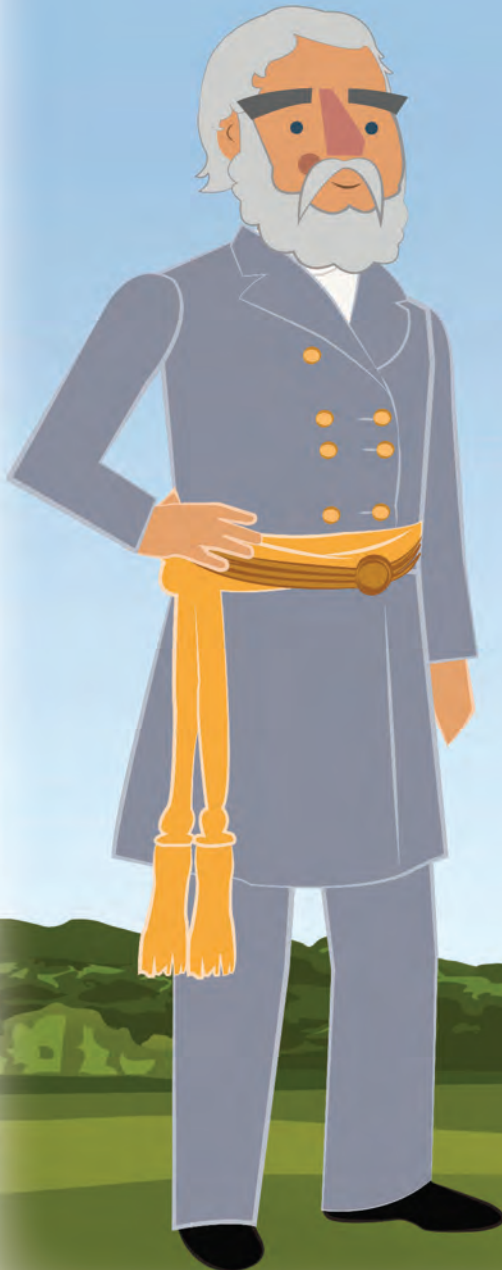
Came from Greenbrier County.

## **Shriver Grays became Company G**

From area of Virginia that actually stayed with the Union.

## **Rockbridge Rifles became Company H**

Called "the pride of Lexington" and formed there.





## Consider This Regiment



***Use the enlistment records on the next two pages to answer these questions.***

What age were the oldest soldiers enlisted? \_\_\_\_\_ The youngest? \_\_\_\_\_

Figure out the ages of each soldier in 1861, based upon their birthdates. Then, add all the ages of those in the regiment together, and then divide them by 49 to come up with an average age (use 49, since one soldier's age is unlisted). What is this average age? (See answer key for tips.)

Were all the soldiers born in Virginia? If not, where else did they come from?

Why might foreign-born soldiers want to fight?

Take a look at the occupations these soldiers had before the war. What was the most common job? Which one do you think is the most unusual?

Of all the jobs listed, what 3 occupations would you most want in your unit, and why?

Of these same three occupations, how do you think their absence from their hometowns affected their families and their local townspeople?

Since most of the men had never been soldiers before, how do you think this affected how well this regiment fought?

## *27th Virginia Regiment Registry*

Name	Birthdate, Place	Height	Complexion	Eye Color	Occupation	Enlistment Date	Place of Enlistment	Co.	Rank
John Warwick Daniel	1842, Virginia	Unl.	Unl.	Unl.	Student	1861	Lynchburg, VA	Co. C	2nd Lieutenant
Samuel M. Charlton	1835, Virginia	Unl.	Unl.	Unl.	Painter	April 10, 1861	Lexington, VA	Co. H	Private
Lewis M. Sprouse	1841, Virginia	Unl.	Unl.	Unl.	Unlisted	April 15, 1861	Allegheny County, VA	Co. B	Private
John Joseph Hileman	1834, Virginia	Unl.	Unl.	Unl.	Mason	April 18, 1861	Lexington, VA	Co. H	Private
Asbury C. McClure	1840, Virginia	Unl.	Unl.	Unl.	Carpenter	April 18, 1861	Lexington, VA	Co. H	Private
Samuel McCampbell	1837, Virginia	5'10 1/2"	Fair	Blue	Dentist	April 18, 1861	Lexington, VA	Co. H	Private
Andrew W. Varner	1831, Virginia	5'8"	Light	Blue	Carpenter	April 18, 1861	Lexington, VA	Co. H	Corporal
James S. Thomas	1840, Virginia	5'8"	Dark	Black	Clerk	April 18, 1861	Lexington, VA	---	Private
Thomas B. Mullen	1839, Pennsylv.	5'6"	Ruddy	Grey	Moulder	April 18, 1861	Lexington, VA	Co. H	Private
Benjamin M. Donald	1844, Virginia	5'9"	Fair	Blue	Blacksmith	April 18, 1861	Lexington, VA	Co. H	Private
Frederick Davidson	1836, Virginia	Unl.	Unl.	Unl.	Student	April 18, 1861	Lexington, VA	Co. H	2nd Corporal
Joseph H. Carpenter	1834, Virginia	Unl.	Unl.	Unl.	Agent for Mill	April 18, 1861	Covington, VA	Co. A	Reg. Adjutant
Michael R. Hanger	1840, Virginia	Unl.	Unl.	Unl.	Farmhand	April 18, 1861	Lexington, VA	Co. H	Private
John A. Donald	1839, Virginia	5'5"	Fair	Grey	Unlisted	April 18, 1861	Lexington, VA	Co. H	Private
Thomas Jefferson Kelly	1841, Ireland	Unl.	Unl.	Unl.	Miller	April 18, 1861	Lexington, VA	Co. H	Private
Henry Heilbronner	1833, Germany	5'11"	Fair	Blue	Merchant	April 18, 1861	Lexington, VA	Co. H	Private
Elisha Franklin Paxton	1828, Virginia	Unl.	Unl.	Unl.	Lawyer, Farmer, Bank President	April 18, 1861	Lexington, VA	Co. H	1st Lieutenant
Samuel H. McCullough	1829, Virginia	5'9"	Light	Grey	Tailor	April 18, 1861	Lexington, VA	Co. H	Private
David Guthrie Bower	1837, Virginia	5'10"	Light	Blue	Painter	April 18, 1861	Lexington, VA	Co. D	Private
James R. Montague	1844, Unlisted	Unl.	Unl.	Unl.	Student	April 22, 1861	Covington, VA	Co. A	Private
William David Pitzer	1840, Virginia	Unl.	Unl.	Unl.	Tanner	April 22, 1861	Covington, VA	Co. A	Private
Michael A. Foster	1841, Virginia	Unl.	Unl.	Unl.	Farmer	May 9, 1861	Union, VA	Co. D	Private
William H. Jennings	1837, Unlisted	Unl.	Unl.	Unl.	Saddler	May 9, 1861	Union, VA	Co. C	Private
Franklin C. Wilson	1841, Virginia	Unl.	Unl.	Unl.	Teacher	May 9, 1861	Union, VA	Co. D	Private
Richard S. McCartney	1841, Unlisted	Unl.	Unl.	Unl.	Student	May 9, 1861	Union, VA	Co. D	Private

Name	Birthdate, Place	Height	Complexion	Eye Color	Occupation	Enlistment Date	Place of Enlistment	Co.	Rank
Robert W. Samms	1840, Virginia	Unl.	Unl.	Unl.	Farmer	May 9, 1861	Union, VA	Co. D	Private
Andrew G.D. Shanklin	1834, Virginia	Unl.	Unl.	Unl.	Farmer	May 9, 1861	Union, VA	Co. D	Private
Henry H. Peters	1838, Virginia	5'11"	Dark	Unl.	Carpenter	May 9, 1861	Staunton, VA	Co. E	Private
James A. Frazer	1843, Unlisted	Unl.	Unl.	Unl.	Student	May 9, 1861	Lewisburg, VA	Co. E	Private
Raphael Gennotte	1830, Italy	5'8 1/2"	Fair	Blue	Baker	May 9, 1861	Lewisburg, VA	Co. E	Private
Daniel E. Stalnaker	1839, Virginia	5'6"	Light	Grey	Clerk	May 9, 1861	Lewisburg, VA	Co. E	Private
Thomas Ira West	1836, Virginia	Unl.	Unl.	Unl.	Lawyer	May 9, 1861	Lewisburg, VA	Co. E	Private
Alfred Mallory Edgar	1837, Virginia	5'9"	Dark	Blue	Farmer	May 9, 1861	Lewisburg, VA	Co. E	Private
Thomas R. Porter	1840, Unlisted	5'11"	Dark	Dark	Farmer, Blacksmith	May 10, 1861	Jackson's River, VA	Co. C	Private
William P. Icenhower	1843, Virginia	Unl.	Unl.	Unl.	Laborer	May 10, 1861	Jackson's River, VA	Co. C	Private
John Silvers	1839, Unlisted	Unl.	Unl.	Unl.	Laborer	May 10, 1861	Jackson's River, VA	Co. C	Private
John Garibaldi	1831, Italy	Unl.	Unl.	Unl.	Farmer	May 10, 1861	Jackson's River, VA	Co. C	Private
Robert Moore	1838, Unlisted	5'5"	Light	Grey	Laborer	May 10, 1861	Jackson's River, VA	Co. C	Private
Henry H. Humphries	1836, Virginia	5'5"	Ruddy	Dark	Laborer	May 10, 1861	Jackson's River, VA	Co. C	Private
Thomas Jefferson Hill	1827, Virginia	6'1"	Sallow	Grey	Cooper	May 10, 1861	Jackson's River, VA	Co. C	2nd Corporal
Leroy Queery	1840, Unlisted	5'11"	Dark	Hazel	Unlisted	May 11, 1861	Meadow Bluff, VA	Co. F	Private
Robert A. McClung	1838, Unlisted	5'6"	Fair	Grey	Farmer	May 11, 1861	Meadow Bluff, VA	Co. A	Private
Andrew Martin	1843, Virginia	Unl.	Unl.	Unl.	Farmer	May 11, 1861	Meadow Bluff, VA	Co. F	Private
George W. Darnell	1844, Unlisted	5'7 1/2"	Fair	Blue	Student	May 17, 1861	Wheeling, VA	Co. G	Private
Charles C. Wight	1841, Virginia	5'9"	Fair	Dark	Student	June 27, 1861	VA Military Institute	---	Drillmaster
Lewis C. Hall	Unlisted	5'6"	Fair	Grey	Unlisted	June 30, 1861	Berkeley County, VA	Co. D	Private
William M. McAllister	1843, Pennsylv.	Unl.	Unl.	Unl.	Student	July 4, 186	Camp Clover, VA	Co. A	Private
Alexander Patterson	1827, Virginia	Unl.	Unl.	Unl.	Laborer	July 7, 1861	Lexington, VA	Co. H	Private
Edward T. Jessup	1844, Virginia	5'6"	Sallow	Brown	Unlisted	July 15, 1861	Lexington, VA	Co. H	Private
Joseph S. Camden	1844, Virginia	Unl.	Unl.	Unl.	Carpenter App.	July 15, 1861	Lexington, VA	Co. H	Private



## Organize Your Own Company of Soldiers

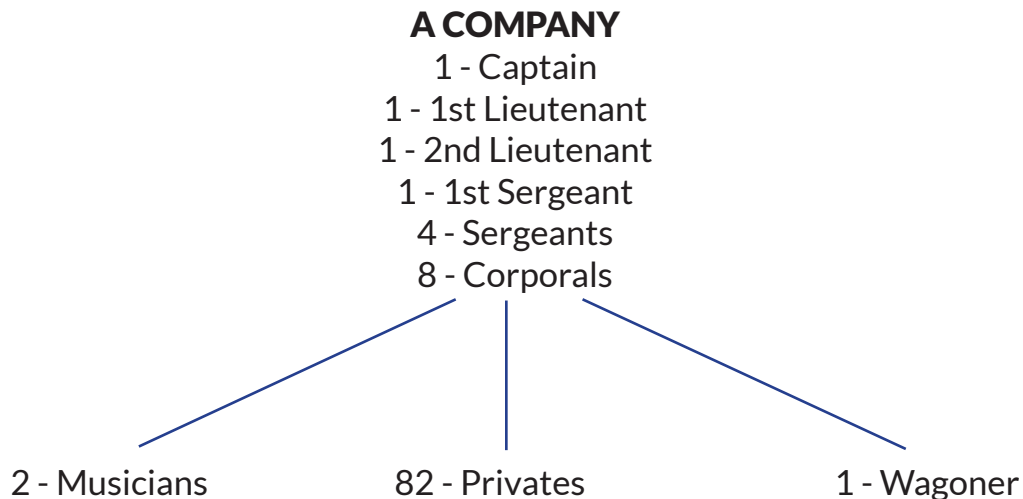


So what is a company of soldiers? Armies are organized into different units because no one person can lead an entire army by himself. Small companies entered the army together as a unit. They learned new skills together, and worked on marching together in formation, handling a weapon, and learning commands.

Companies of soldiers in the Civil War often came from the same state. This meant they had a special loyalty to one another. Many times fellow soldiers had known each other their entire lives, and knew they could count on one another. It's also why you'll hear names like the 18th Michigan. This simply means it was the 18th regiment to be recruited and assembled in Michigan.

These companies trained to work together under the leadership of officers. Each company had several officers who each had different jobs. Here is a list of all the people who made up a company of soldiers. You can see how a Captain was in charge of all the other men under him. A 1st Lieutenant and 2nd Lieutenant were underneath him, but in charge of the sergeants and corporals.

Finally, the sergeants oversaw the corporals, and the corporals divided up the privates (enlisted men) under their responsibility. Two musicians had separate duties from the privates. They provided marching tunes and communicated musical commands during battle. A wagoner dealt with supplies.



You have many friends. On the next page, organize them into a company of soldiers. You don't have to list all 82 privates, of course, but have fun deciding who should play the drums, and who should be in charge of supplies. Would you want to be a captain, or would you rather have less responsibility and be farther down the command line?



# ***Your Company of Soldiers***

## **A COMPANY**

Captain

---

1st Lieutenant

---

2nd Lieutenant

---

1st Sergeant

---

Sergeants

---

---

Corporals

---

---

---

---

---

---

---

---

Musicians

---

---

Wagoner

---

Privates

---

---

(You need not  
select all 82!)

---

---

---

---

---

---

---

---

---

---

---

---

In which position would you like to serve?

# First Battle of Manassas

## BATTLEFIELD CASUALTIES

MANY LOST - SOME MISSING.

### 27th Virginia Infantry

James Robert Montague, wounded.

Charles Copland Wight, wounded.

Thomas Bradley Mullen, fired captured cannon at Brigade of Yankees causing them to retreat.

William David Pitzer, wounded in the forearm and leg.

Frederick Davidson, killed. Last words recorded by his regiment were, "Tell my mother I died for a glorious cause.

Thomas Ira West, Jr., captured.

John Warwick Daniel, wounded.

William H. Jennings, wounded twice as colorbearer.

John Joseph Hileman, wounded in cheek by piece of shell.

Asbury C. McClure, killed in the first charge made by the regiment. Shot through the breast.

Andrew George Davidson Shanklin, wounded in the side and shoulder.

David Guthrie Bowyer, wounded in the head, side, and leg, which was shortened.



## Understanding the Casualties

Before the First Battle of Manassas, many of the young soldiers thought they were enjoying a grand adventure. However, the men killed or wounded from their regiments sobered many units. The battle also convinced them there were likely to be a lot more battles to come. Of the Confederate regiments who fought at First Manassas (Bull Run), the 27th Virginia suffered some of the highest casualties.

Take a look at the casualty posting above. Mark the men who were wounded or killed at the battle of Manassas on the registry you've been using this week. Mark those who were killed as M1K (Manassas 1st - killed), or M1W (Manassas 1st- wounded). Note that one man was captured, and another noted for bravery. Then, answer the questions below.

How many soldiers are there in the regiment at the beginning of the war as shown on the registry? \_\_\_\_\_

How many of these soldiers were casualties in the battle, either killed or wounded? \_\_\_\_\_

Express the number of soldiers who were not casualties in this battle as a fraction: \_\_\_\_\_

Counting just the number of casualties, express as a percentage the number of men who were:

Wounded: \_\_\_\_\_ Killed: \_\_\_\_\_

*Information courteously provided by the United States National Park System.*




America

CAN Do It!



Winter Promise



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America  
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# America Can Do It!



## An Important Note

We would ask our parents this favor -- please use this resource in the spirit in which it is intended. We understand that not all of the readings and segments are going to reflect portions of American culture that all parents are in full agreement with -- for various reasons. We have left it up to you, the parent, to draw those distinctions with your student.

We have sincerely tried to give a genuine portrait of America's life and times, and to make reasonable recommendations for trying parts of the culture that can be done as a family. We are bringing this to your family in the spirit of fun, and do not wish for suggestions to be taken too seriously as to the lifestyle considerations of each idea. There may be, for example, ideas we are simply recommending "for fun" that you may not necessarily recommend as a lifestyle choice.

A specific example might be to try the Charleston dance, though your family may not generally approve of mixed dancing as a lifestyle choice. Try to see these types of suggestions as you would a suggestion to, say, smuggle a spy message, which obviously includes some pretty serious undertones of deceit in "real life." These ideas are not meant to be endorsements of any type of Christian lifestyle choices, but rather meant to be just "good fun."

Whether or not you choose to try such a suggestion or not is up to you, but we feel understanding the culture at least requires reading about some of the most important movements and issues, whether or not you try out every activity. This is an outstanding opportunity to discuss various lifestyle choices your family has made with students, and help them to understand the "whys" behind what your family has chosen to do or not to do.

So, please just don't take any of this too seriously, and, as always, discard any suggestions that don't fit your family.

# How to Use This Resource



“America Can Do It!” is a combination of historical information and activities that will add to your study of our American Culture from the Civil War onward. It will help guide you through a variety of topics that will help you understand where the “America of Today” came from in the “America of Yesteryear.”

This resource provides activities for almost every time period in later American history, but it focuses more heavily on topics often overlooked in other resources. So, while the books in your curriculum set provide a lot of information about the Civil War and World War II, for example, you’ll find less material here on those time periods, and more material on time periods with less coverage in your curriculum set.

You will enjoy a number of historical readings that will provide additional information about various cultural topics. Most of them have accompanying activities. These activities, the “Do It!” activities, allow students to try what past Americans have done. At times, there will be historical readings that do not provide an activity. Thus, this book will be used as both a historical text and an activity resource. Your “American Culture” guide will direct you on how to use the resource each week.

Throughout this resource is the underlying theme that America can indeed “Do It!” A strong undercurrent of our American culture is the attitude that we try and try again until we succeed. It brought many of our ancestors here from their familiar lives across the ocean to start a new life, one that offered unknown challenges and the possibility of disaster. This attitude pushed our forebears across unknown frontiers, and won freedom from a foe everyone felt they couldn’t possibly defeat. This attitude laid railroad track across a continent, raised buildings that touched the sky, invented new machines and industries, and tamed a continent by sheer will and hard work.

This “can do” attitude today affects much of American life, our outlook on that life, and our culture. On one hand, we musn’t forget that the “can do” of past Americans cost certain peoples dearly: Native Americans lost their traditional ways of life and lands, while African Americans toiled as slaves on southern cotton plantations. However, we can still be proud of much of our heritage -- a heritage and attitude birthed out of a resolution to try, to be willing to fail, and to work until success was assured.

This is what we are. This IS our American culture.



# TABLE of Contents



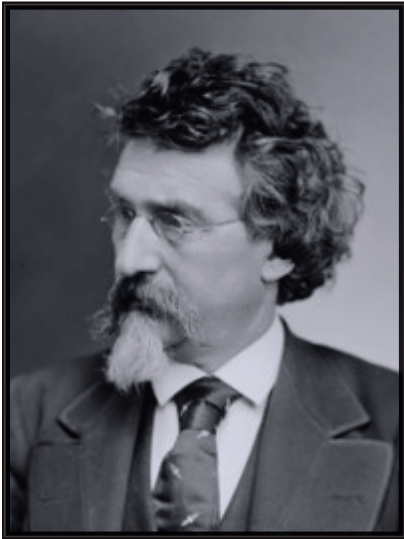
## Be an American Go-Getter

<b>Be a</b>	Civil War Photographer	<b>Be a</b>	Nickelodeon Film Maker
<b>Be a</b>	Civil War Cook	<b>Be a</b>	World's Fair Vendor
<b>Be a</b>	Monument Designer	<b>Be an</b>	Assembly Line Innovator
<b>Be a</b>	Civil War Sketch Artist	<b>Be a</b>	Crossword Puzzle Creator
<b>Be a</b>	Western Surveyor	<b>Be a</b>	World War I Historian
<b>Be a</b>	Soup Maker	<b>Be a</b>	Small Kit Assembler
<b>Be a</b>	Bill Drafter	<b>Be a</b>	Trench Dugout Digger
<b>Be a</b>	Collector of the Unusual	<b>Be a</b>	War Scene Painter
<b>Be a</b>	Land Office Clerk	<b>Be a</b>	Button Message Smuggler
<b>Be a</b>	Census Enumerator	<b>Be an</b>	Iron Cross Manufacturer
<b>Be an</b>	Independence Rock Signer	<b>Be a</b>	Baseball Statistics Examiner
<b>Be a</b>	Pinkerton Detective	<b>Be a</b>	Record Setter
<b>Be a</b>	Dime Novel Publisher	<b>Be a</b>	Charleston Dancer
<b>Be a</b>	Trestle Bridge Builder	<b>Be a</b>	Stock Market Investor
<b>Be a</b>	Railroad Land Promoter	<b>Be a</b>	Conservation Corps Member
<b>Be a</b>	Grub Slinger	<b>Be a</b>	Cartoonist or Comic Creator
<b>Be a</b>	Barbed Wire Inventor	<b>Be a</b>	Radio Listener or Broadcaster
<b>Be a</b>	Fast-Talkin' Cowboy	<b>Be an</b>	FBI Man
<b>Be a</b>	Be a Trail Hand	<b>Be a</b>	Documentary Photographer
<b>Be a</b>	Buffalo Hunter	<b>Be a</b>	Stone Sculptor
<b>Be a</b>	Ceremonial Name Giver	<b>Be a</b>	Children's Volunteer
<b>Be a</b>	Western Gun Maker	<b>Be a</b>	Fast Food Menu Creator
<b>Be a</b>	Western Gunslinger	<b>Be a</b>	Sitcom Producer
<b>Be a</b>	Wild West Show Director	<b>Be a</b>	Fifties Carmaker
<b>Be a</b>	Statue of Liberty Examiner	<b>Be a</b>	Fifties Sock Hop Planner
<b>Be an</b>	Ellis Island Immigrant	<b>Be a</b>	Cold War Spy
<b>Be a</b>	Hull House Volunteer	<b>Be a</b>	Toy Developer
<b>Be an</b>	Ice Cream Soda Inventor	<b>Be a</b>	Flying Saucer Entrepreneur
<b>Be a</b>	Godey's Lady Book Tinter	<b>Be a</b>	Futuristic Thinker
<b>Be a</b>	Fashion Sewer	<b>Be an</b>	Advertising Jingle Developer
<b>Be a</b>	Clothing Design Innovator	<b>Be a</b>	Navy Seal
<b>Be a</b>	New Law Tenement Architect	<b>Be a</b>	1960's Fashion Designer
<b>Be a</b>	Muckraking Photojournalist	<b>Be a</b>	Vietnam War Ration Packer
<b>Be an</b>	Industrialist	<b>Be a</b>	Vietnam War Dog Adopter
<b>Be a</b>	Museum Curator	<b>Be a</b>	Vietnam Radio Communicator
<b>Be a</b>	Department Store Window Dresser	<b>Be a</b>	Scooby-Doo Mystery Writer
<b>Be a</b>	Skyscraper Architect	<b>Be a</b>	Misery Index Measurer
<b>Be an</b>	Elevator Safety Innovator	<b>Be a</b>	Microwave Oven Cook
<b>Be a</b>	Football Player	<b>Be a</b>	Game Show Host
<b>Be a</b>	Telephone Directory Publisher	<b>Be an</b>	Olympic Commentator
<b>Be an</b>	American Biographer	<b>Be a</b>	Shuttle Mission Recorder
<b>Be a</b>	Cereal Maker	<b>Be a</b>	<i>Star Trek</i> Character
<b>Be a</b>	Catalog Salesman	<b>Be a</b>	Geocache Player
<b>Be a</b>	Disaster Photographer	<b>Be a</b>	State Quarter Engraver
<b>Be a</b>	City Planner	<b>Be an</b>	Internet Blogger



# Be a Civil War Photographer

## Stage Your Own Civil War Battlefield or Camp Scene and Photograph It

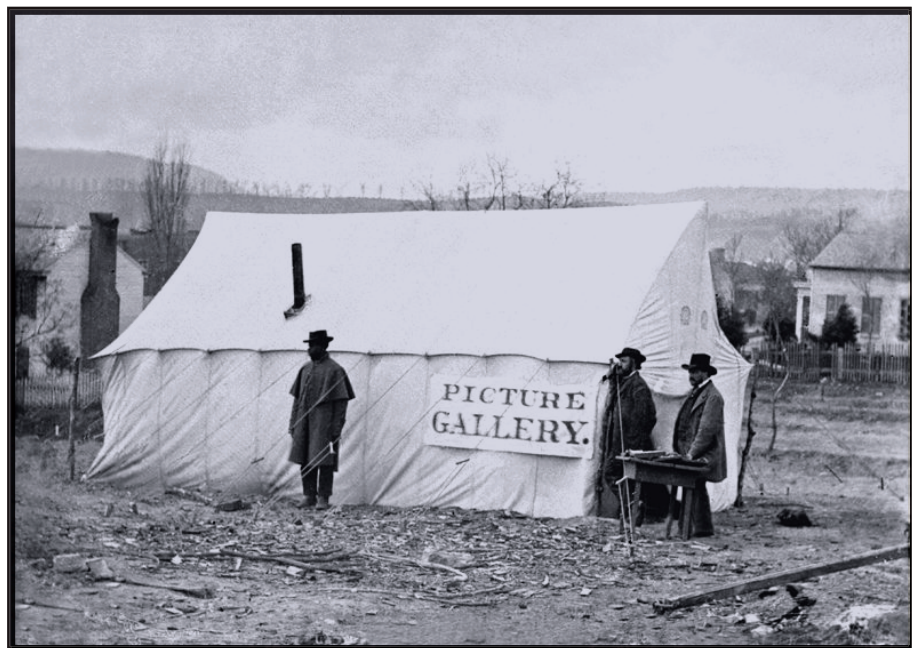


*Mathew Brady, A Self-Portrait*

Before the Civil War, Mathew Brady was already a famous photographer. His gallery in New York City was very busy as he posed people who came in for a portrait sitting. He controlled the lighting to highlight his subject, arranged props to suit the occasion, and chatted amiably with his clients to put them at ease. Both the studio and the man's friendly chatter allowed him to take wonderful pictures that showed people as they really were. At a time when many photographers' work showed people looking grim, uptight, or holding a pose with great concentration, Mathew Brady's pictures captured a person's true likeness.

When war became a certainty, Mathew Brady knew that someone needed to record the scenes of battle in photographs. He was determined to head up that effort. He took out a loan for over \$3,000 against his New York gallery, and prepared to outfit photographer wagons to record the war. These "darkrooms on wheels" carried the equipment and chemicals a photographer needed to take photographs in the great outdoors, or wherever else the war raged. Each wagon had a trained photographer who would follow troop movements, take pictures, expose and develop plates in the field, then return occasionally to the gallery to have the photographs printed. From there, a large photograph developer would produce and sell the images, each of which was credited as a "Photo by Brady."

Photography of the time was virtually in its infancy. This limited the pictures a photographer could take. A photographer could not take action photographs of any kind, as they would blur because of the 5-10 seconds needed for exposure.

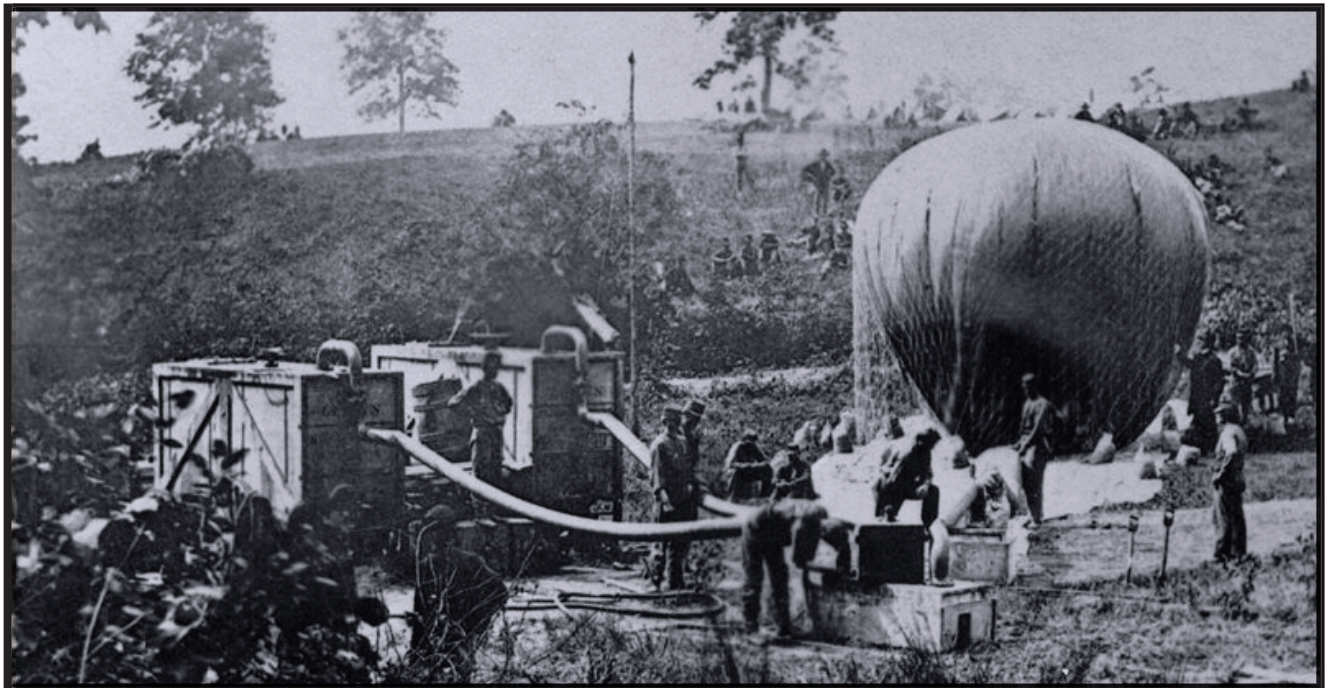


*An Army Picture Gallery*

Thus, photographers focused on posed scenes, or other scenes in which there was no movement. This is why we see so many “aftermath” scenes among Civil War photos; ruined homes and dead soldiers didn’t have to be told to keep still.

Photographers had to rely on natural lighting, forcing them to wait for good weather, and work feverishly during the brightest hours of the day. Then, too, the photographers couldn’t venture into actual battle; their bulky equipment had no place on the battlefield, and they couldn’t be afforded any protection in any case.

If you’d like, you can learn a lot more about Mathew Brady. There is a wealth of information about this man. A great book to try might be “Photo by Brady: A Picture of the Civil War” by Jennifer Armstrong, a fantastic look at Brady’s pictures that follows the course of the war.



*Brady was on hand to record the unusual, like this soaring balloon ascension.*



To complete this activity, stage your own Civil War battlefield, or create a camp scene. If you live near a battlefield run by the National Parks Service, you may be able to stage your photo amid real artillery still sitting on the park grounds. However, almost any natural scene would do. Photos often featured elements such as those listed below. Have a few friends or siblings put on typical soldier trousers and a shirt or jacket, and see what your imagination can create. Then, have a parent print the photo in black and white, or better yet, with the “sepia” setting, in which the photo is in tones of brown and white. It’ll look very realistic! File it in your Timelines in History.

### **Common Picture Elements:**

crooked rail fence

rock wall

trees or vegetation

simple dog tent

big rocks or boulders

open fields

simple farm houses

railroad tracks

landmarks

bridges





# Be a Civil War Cook

## Delicious Dishes Used by Civilians and Combatants



Civil War-era cooks used wood stoves or open fires to cook their food. It took a good deal of practice to cook many recipes. Why not try these? You'll be able to use your modern oven!

### Ginger Cakes

Many different kinds of ginger cakes or breads were popular in the Civil War era. Some were soft, while others were crisp. Crisper recipes could be rolled out and cut into shapes and hung on Christmas trees. This recipe makes crisp, sugar-coated cookies that make your mouth water!

3/4 cups shortening

1 cup sugar

1 beaten egg

1/4 cup molasses

2 teaspoons soda

1 teaspoon cinnamon

1 teaspoon ginger

2 cups flour

Cream together the shortening and sugar. Add the egg and molasses and mix well. Sift together the dry ingredients and add to the shortening mixture. Mix until combined. Roll into walnut sized balls and roll in sugar. Bake at 350 degrees for 7 - 10 minutes.

### Sallie Lunn Bread

This light sweet bread was very popular, and named after the Englishwoman who first made it.

1 cup milk

2 Tablespoons shortening

1/2 ounce active dry yeast

3 cups flour

1/2 teaspoon salt

1 egg

1 Tablespoon sugar

In a saucepan, heat the milk and shortening to scalding point and then allow to cool. Pour the milk into a bowl, add the remaining ingredients and mix until smooth. Cover the bowl and leave in a warm place to rise for about one to one and a half hours. Punch down the dough, put in a greased pan and allow to rise for another hour. Bake at 375 degrees for about 45 minutes.

### Pumpkin Bread

The South's pumpkin crop could be put to good use with this recipe.

2 eggs

1 cup of cooked pumpkin, mashed

2 cups of flour

3/4 cup of sugar

1/2 teaspoon of nutmeg

Mix the eggs and pumpkin together, then mix in the rest of the ingredients. Fold together well and put into a well-buttered medium loaf pan (9x5 inches). Bake at 350 degrees for an hour.



# ★ AMERICAN ACHIEVEMENTS ★ ACTIVITY ADVENTURES

Amazing American Inventions,  
Innovations & Ideas



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# Week 1

## The Road to the Civil War

### Learn More!

#### Trip on the Underground Railroad

See what it was like to travel the Underground Railroad.

**Go to:** [http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/](http://teacher.scholastic.com/activities/bhistory/underground_railroad/)

### Learn More!

#### Replicas of Slave Quarters

See slave quarters yourself!

**Go to:** <http://www.history.com/topics/black-history/slavery/pictures/slave-life/replica-of-slave-quarters>

### Try It Yourself!

#### Have a Slave Auction

Re-enact a slave auction. Make and post an auction notice, listing who is to be sold, with descriptions. Gather your family or friends and have some take the role of slaves, while others are buyers, abolitionists, and auctioneers. What would each person do? What would they say? Afterwards, talk about how each person felt about their role and why.

### Add It!

#### Key Pre-Civil War Dates

The website below has most of the events that lead up to the Civil War and their dates. Begin copying these into your Timelines in History. Begin recording dates and your own summary of the event, starting at February 1793.

**Go to:** <http://www.civil-war.net/pages/timeline.asp>

### Go Deeper

#### Lincoln-Keckley Dress

Learn more about Mary Todd Lincoln and her dressmaker, Elizabeth Keckley through this fashionable gown. Explore the website.

**Go to:** <http://www.objectofhistory.org/objects/intro/dress/>

### See It!

#### The Nation Moves Toward War, 1850-1861

Take a close look at primary documents that show the progression from peace to war between the states!

**Go to:** <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-war-approach/>

### Do It!

#### Record the Events that Lead to the Civil War

Learn more about what ideas, speeches and speakers, and events led to the Civil War. Follow the link below and add dates and information from this page to your Timeline in History. We recommend that you use either all the same colored pencil, thin marker, or symbol to identify these dates as being linked in your timeline.

**Go to:** <http://www.frederick-douglass-heritage.org/abolitionist-activities/>

### Try It!

#### Abolitionists Role Play Game

With siblings or friends try this role play game about abolitionists. Follow the link below to take you to the game. It is a PDF and will need to be printed to be used. Make the necessary copies.

**Go to:** <http://www.collaborativelearning.org/abolitionroleplay.pdf>

### Make It!

#### Enlistment Poster

Design your own recruitment poster, using different print styles to excite prospective soldiers about joining either the Union or Confederate army, your choice. Find the poster you can use in the back of this resource to then fill in what would encourage you to enlist. Then, as you design the poster, think about the words you use to motivate men to join your cause. What do you think they'd want to hear?

# Week 2

## The Fighting Begins

### Fun Craft Abraham Lincoln Craft

You'll definitely want to make this craft together! Go to this website for a picture, directions and the pattern to print out:

**Go to:** [http://www.craftsforkids.com/projects/abe\\_lincoln\\_bank.htm](http://www.craftsforkids.com/projects/abe_lincoln_bank.htm)

### Here It Yourself! Hear the Spine-Tingling Rebel Yell!

Head to: <http://www.26nc.org/History/Rebel-Yell/rebel-yell.html>

### Learn More! African-American History Website

You will begin this week to tour an extensive website on African-American history. Every few weeks throughout the year you will return to this site. Each page has several "exhibits" to click on, which include digital pictures of books, diaries, maps and more.

**Go to:** <http://lcweb2.loc.gov/ammem/aaohhtml/exhibit/aopart1.html>

### Learn More! The Union's Grand Strategy (The Civil War DVD Activity #1)

Complete today's activity. Watch videos to help you complete it. Go to website below.

**Go to:** <http://www.pbs.org/kenburns/civil-war/classroom/classroom-activities/#activity-one>

### Learn More! A Soldier's Life

Take a peek at what a Civil War soldier's life was like at this website, which has pictures of Civil War camp life dioramas.

**Go to:** <https://www.nps.gov/museum/exhibits/gettex/index.htm>

### See It Examine Civil War News

Want to see what the newspapers of the day reported on the battles of the Civil War? This week look at the Battle of Bull Run, which is part way down the page. There are other battles you can look at as you learn about them in the coming weeks, if you'd like.

**Go to:**  
<https://newspaperarchive.com/free-newspaper-archives/war-history/civil-war/>

### Try It Our Boy

When young men, some very young, enlisted some would get a picture taken in their uniform for their families while they were away. These pictures were a great way for families to remember and pray for their husbands, brothers, or sons. In this activity, use the antique paper frame at the back of this resource and paste a picture of yourself dressed in uniform.



# Week 2

## The Fighting Begins

### **Do It** **A Soldier's Pack**

What did a soldier carry with him as he marched? There's a list at the website below. Discuss the list with your student. You may want to assemble some or all of the items, and have your student pack it and carry it. The first website has a PDF that shows great information and images of items carried by soldiers.

**Go to:**  
<http://www.okhistory.org/historycenter/forms/trunks/civilwartrunk.pdf>  
[http://www.americancivilwar.com/kids\\_zone/union\\_soldier\\_civil\\_war.html](http://www.americancivilwar.com/kids_zone/union_soldier_civil_war.html)

### **Do It** **Draw Soldiers in Camp**

Have your student draw a picture of a Confederate or Union soldiers in camp. Add to your timeline once completed.

**Go to:** <https://etc.usf.edu/clipart/galleries/131-1861-1865-civil-war-camp-life>

### **Listen to It** **Civil War Tunes**

Civil War music helped the troops march in formation and kept them in good spirits in camp. Some favorite tunes are online for you to listen at. Follow the directions on this website to listen to each.

**Go to:** <http://www.last.fm/music/Songs+Of+The+Civil+War>

### **Learn More** **Lee & Grant Before the Civil War**

Learn what these two important generals did before the Civil War.

**Go to:** <https://www.virginiahistory.org/collections-and-resources/virginia-history-explorer/lee-and-grant/war>

### **Learn More** **Examine a Confederate Newspaper**

Read articles from this Confederate newspaper published between 1862 and 1865.

**Go to:** <http://www.paperlessarchives.com/the-daily-rebel.html>

### **Do It** **President Jefferson Davis's Inaugural Speech**

Recreate this lesson plan. Students will read and then evaluate his perspective on the war and the speech.

**Go to:** <https://www.brighthubeducation.com/history-lessons-grades-9-12/45867-inauguration-speech-of-president-jefferson-davis-lesson/>

# Later American Painters Study



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Little Girl in a Blue Armchair by Mary Cassatt  
1878





# Later American Artists Picture Study Resource

## Understanding Picture Study

Picture study allows children to become acquainted with famous artists and art techniques. Charlotte Mason encouraged picture study, and required her students to participate each year so that they might become familiar with the beautiful contributions artists have made to our world. Picture study introduces children to famous artworks and famous artists in much the same way as literature study helps them make acquaintance with the world's classic titles and their authors. It also gives our children a treasure trove of images filled with beauty and meaning so different from today's onslaught of media images.

Children will also benefit by increasing their powers of observation, sharpening their awareness of beauty, and developing their ability to evaluate works of art. Most importantly, they will be gently brought into the world of art, where they can connect with artists and attempt to understand what the artist wanted them to feel or experience.

In this resource, we have given the most basic of instructions for encouraging the appreciation and experience of the pieces reproduced here. However, it would be helpful for parents to understand that part of the student's experience must be that he finds his way much by himself, with you providing a helping word or guiding counsel as needed. Showing too much enthusiasm or other emotions often become setbacks to your student's own experience. Let him or her discover their own emotional connection with the picture.

As your student experiences the picture, they usually develop an opinion about the picture, whether they like the piece or not. It is perfectly fine for them not to enjoy a piece of art, but they should still work through the study.

We have shared some limited information about the artist, so as to be a help to better experiencing the artist's work. Additional information about the pieces themselves are also provided. We are deliberately avoiding sharing information about the artists that are unflattering, unless that information is vital to understanding the artist and his work. Children can learn about this side of the artist as they get older.

## Preparing the Pictures:

In the front of this resource are eighteen full-color reproductions of art works by the six artists your student will study. Your student will be looking at these pictures repeatedly, and thus, we recommend that you prepare the pictures by strengthening them for repeated use. There are a few ways you can accomplish this: by laminating the pictures, attaching them to posterboard, or sliding them into page protectors. Here are some tips to decide what you'd like to do with the pictures.



Your first option is to laminate the reproductions. This would be the preferred option, as laminating will provide a nice, easy-to-see-through surface for your student, and durability. In addition, if you enjoy future picture studies, you can laminate them as well and store them together, even using them like flashcards for quick review and enjoyment. You can also hole punch right through the lamination and allow your student to file it in their Timelines in History, or a family art notebook. Local office supply stores can laminate them for you. This option is probably, however, the most expensive option.

You can also attach the pictures to quality posterboard. To affix the pictures, you would need to use a spray adhesive, preferably one put out by the nationally known brand 3M. This option is nice because there is no covering to the picture, and the posterboard stands well the test of time. This also allows you an easy way to review the pictures and add other picture studies, as well, if you like. This option's downside is that spray adhesive can be messy, and needs to be done over a plastic sheet to protect your surfaces (unless you are willing to do the spray adhesive outside, something that presents other difficulties like stray dust, wind, etc.). Aside from the mess, the spray adhesive and posterboard are a fairly inexpensive option, and the spray adhesive will last through many, many pictures. Note: Follow carefully spray adhesive instructions on ventilation, fire hazards and storage of the adhesive after use.

A final option is to simply slide the pictures into page protectors. This option presents a quick, affordable, mess-free way to keep the pictures, and even a way to store them in notebooks. However, the plastic page protectors often limit visibility of the pictures, and somewhat defeat the goal you have for using the pictures.

Consider how interested you are in doing more picture studies beyond this resource as you make up your mind as to how to prepare the pieces. WinterPromise will be offering additional picture study resources in the future, and that may be an important part of your decision. If you wish to continue, and desire to use the pictures on a long-term basis for review, and even for repeat use with younger members of your family, it may be worth the investment in a more expensive preparation option.

## How to Use this Resource:

We have included a study of six notable American artists in this study, and have provided plenty of activities for each artist to allow your student to immerse themselves in getting to know each artist's work. At the beginning of each lesson, the student should have time to quietly look at the picture -- a lengthy period when they first encounter the picture, and shorter time periods after that. After a time of looking, students will complete the questions included in this resource.

## Working With Your Student:

In some of the assignments, your student will be asked to "narrate" a picture, a time in which they describe the picture or sketch it themselves. Many activities ask exploratory questions to be answered orally; the parent will help or guide as needed in arriving at the "right" answers. Often there are no "right" answers, but simply the goals of observing, remembering and experiencing.

If you do find that your student incorrectly describes or reproduces something in the picture, allow him or her to complete the narration (don't interrupt!), then ask the student to look at the painting, mentioning which feature or subject they should look at to make sure of what they said, or drew. Allow your student to study the picture for a moment, and then correct their narration.

Some of the assigned questions your student will be asked to consider are more subjective, touching on mood, sensory information, the feeling of the picture, and speculation about what is going on or implied. Feel free to discuss any topics your student opens up, allowing them plenty of time to express their thoughts.

Praise often, taking opportunities to mention specifics about what was mentioned or brought up, or encouraging their drawing skills, etc. Always be encouraging, exhorting and guiding your student to strive for excellence.

When your student does complete a sketch of a picture, lay them side by side, and praise the ways that the picture matches the original. Mention both objective and subjective common points. Then, ask your student to share with you what he or she sees as different from the original, lacking that the original has, or another difference. This should not be seen as criticism of his or her own work, but rather as a time to learn to look critically at pieces of art.

It may be helpful to add that you should not try to expose your student to other artists than the one they are studying, so that they might be able to become so familiar with his or her work that they can readily distinguish it from others. With this goal in mind, you'll always want to encourage your child to think about the ways the artists' work is like other pieces by the same artist.

## Online Resources to Enhance Your Study:

### Museum of Modern Art

This site offers various lessons on works of art, and includes questions about each piece that could be used as examples of the types of questions you may want to add to your own picture studies with your students. It would help you get started with additional types of questions designed to elicit more in-depth information from your student with your own picture studies.

<http://www.moma.org/education/modernstarts/index.html>

### Art Timeline

[http://www.alifetimeofcolor.com/study/timeline\\_print.html](http://www.alifetimeofcolor.com/study/timeline_print.html)

### Art Principles

A great place to get acquainted with art concepts such as balance, pattern, and more. Includes animated features. [http://www.wildlifeart.org/Rungius/intro\\_movie.html](http://www.wildlifeart.org/Rungius/intro_movie.html)

### Pronunciation Guide for Art-Related Words

Can be used as a reference to help you correctly pronounce words or artists' names that are unfamiliar. <http://nhcs.k12.in.us/staff/pbortka/pronouceguide/>

### Articulation: Looking at Art

Here you'll find everything! Information abounds, including sections on the elements of art, principles of design, the art critiquing process, art timelines and vocabulary. There are activities to go along with much of the information shared. A great place to go to dig into art.

<http://www.brigantine.atlnet.org/GigapaletteGALLERY/websites/ARTiculationFinal/MainPages/Reviews%20and%20Resourcesmain.htm>

## Assignment 1: Background Information

### Getting to Know Mary Cassatt's "Little Girl in a Blue Armchair"

Mary Cassatt was born in Pennsylvania to a well-off family. These circumstances allowed her to travel when she was young. She spent five years in Europe and visited many capital cities there. She also learned French and German. She enrolled in the Pennsylvania Academy of Fine Arts when she was just fifteen, determined to make art her career. However, she grew impatient with her instruction there and decided to move to Paris in 1866 to study privately with a master and copy recognized works of art to advance her training. In 1868, her painting *A Mandoline Player* was her first work accepted for exhibition by the Paris Salon. Over the next few years, she continued to paint in a traditional manner; however, she grew increasingly frustrated with the Salon. In 1877, she was invited by Edgar Degas to show her works with the Impressionists, who had begun their own independent exhibitions a few years before when similarly frustrated with the Salon and its politics. She showed her first paintings with the Impressionists in 1879 and joined their cause enthusiastically.

It was about this time that she painted her work, *Little Girl in a Blue Armchair*, that you will be looking at. Some critics who viewed the Impressionist exhibit of 1879 claimed that Mary's portraits were too accurate to be flattering to her subjects, while others said she was one of three artists at the exhibit that distinguished themselves. Let's see what you think.

## Assignment 2: Exploratory Questions

### Discovering Mary Cassatt's "Little Girl in a Blue Armchair"

Spend between two to three minutes just quietly looking at this picture. Look closely at the little girl and what she is doing. Take time to look at what is going on in the picture. After you have finished looking quietly at the picture, answer the following questions orally to a parent.

1. What is happening in this picture? Can you tell what time of day it might be?
2. What can you tell about the place in which this scene is happening?
3. What emotions do you see in the little girl in this picture? What about her tells you what she is feeling?
4. What else do you see in the room that interests you. Describe what you see.

## Assignment 3: Oral Narration

### Sharing Mary Cassatt's "Little Girl in a Blue Armchair"

Spend between one and two minutes just quietly looking at this picture. Look closely at the girl and the dog in the picture. Take time to look at their location and the action in the picture. After you have finished looking quietly at the picture, tell your parent everything you can remember about this painting.

## Assignment 4: Timeline Information

### Record Mary Cassatt in Your Timeline

Dates: Mary Cassatt did much of her work between the years 1870 and 1910.

Interesting fact: Mary Cassatt was active in the cause of women's suffrage (the right to vote).

## Assignment 5: Creating Your Own Art Work

### Sketching Mary Cassatt's "Little Girl in a Blue Armchair"

Spend between one and two minutes quietly studying this picture. Try to remember details about the position of people and objects in the picture. When you are finished looking, put the picture away and sketch your own version of the painting on a blank piece of paper. You can draw with pencils, but adding color will help your picture really come to life and better reflect the original artist's work. When you have completed your sketch, you and a parent should compare your own work to that of the original artist. What do you see?

## Assignment 6: Exploratory Questions

### Evaluating Mary Cassatt's "Little Girl in a Blue Armchair"

Spend between one and two minutes just quietly looking at this picture. Think about the feelings you have about the painting. After you have finished looking quietly at the picture, answer the following questions orally to a parent.

1. What is good about this painting?
2. What do you think is not as good?
3. What character in the picture do you desire to get to know? How did the artist make you feel interested in the character?
4. What do you think is worth remembering about this painting?
5. How does this painting make you feel?

## Assignment 7: Background Information

### Getting to Know Mary Cassatt's "Lydia at the Tapestry Loom"

Mary Cassatt painted this portrait of her sister, Lydia Cassatt, in 1881. Lydia was Mary's older sister whose fiance had been killed in the American Civil War. Lydia, sadly, was afflicted with Bright's disease; this fatal disease of the kidneys caused swelling throughout the body that limited her normal daily activities. Lydia endured a lot of pain while modeling for her sister because of this disease. However, Mary was able to paint Lydia in quite a few paintings, including, "Woman Reading," "Lydia Crocheting in the Garden," and "Lydia in a Loge, Wearing a Pearl Necklace," in addition this colorful painting, "Lydia at the Tapestry Loom." Lydia lived for just one year beyond her sister's completion of this portrait in 1881. It may be interesting to note that the pair of gloves resting on the tapestry loom is Mary's.

# CHRISTIAN CULTURAL VALUES



WinterPromise

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# Introduction for Parents



We are excited to offer this supplemental Bible study which integrates with your family's journey through American history. As followers of Christ, we believe that biblical instruction is a central part of a student's education and growth. This study is a topical on Christian values. Over the next thirty-six weeks your student will evaluate his or her own priorities and affections, and the priorities and affections of American culture in light of Scripture.

We will trace the American experience from the Civil War to the space age. American history is filled with many extraordinary individual, events and developments that have played an important role in the shaping of our country and values. Some of these people, events and developments are remarkable and had a wonderful impact on America and its culture. While other people, events and developments had tragic consequences for America and its citizens.

As Americans, we have a rich history of courage, triumph, ingenuity and hard work. Who cannot help but admire the pioneering struggle of the Ingalls family as recorded for us by Laura Ingalls Wilder? The challenges faced and risks taken by the Ingalls and the thousands like them have put their mark on the American mindset.

But even with the many inspiring stories and events of the latter half of American History, there are just as many that cause concern. The advent of the Stock Market and the frenzy it created for fast and easy money culminated in the famous crash of 1929. This crash was the first in a number of events that plunged America into its worst economic crisis ever.

America's rise to world prominence as an economic and military force is impressive. Sometimes America has been exemplary in its reasons for moving forward in a given direction; these actions would align with Christian values. Yet in many cases, America's advancement was brought about by actions and decisions motivated by values we would not consider Christian. At times, the outcome of these decisions, while made for the wrong reasons, still benefited our country.

This study will help your student evaluate the values of the past and compare them to Christian values. It will help them to look at the decisions that made the United States what it is and enlighten them as to the American mindset. Most importantly, it should help your student also think through the values they want to embrace and develop in their own lives.



Christian Values for Kids is designed for students to use fairly independently. The first six weeks will serve as an introduction to the Christian values that follow. These first weeks will lay down the foundation necessary for living a life that honors God. They will focus on a student's long-term priorities and values. If a student is not submitted to God and His direction for his life, he will not develop the values that honor God. After these foundational weeks, the study will address particular Christian values needed in your student's life.



# How To Use This Resource



Each week of “Christian Cultural Values for Kids” is laid out roughly the same. After a brief introduction to the week, the study is divided into three sections. The first section is the “Cultural Example.” This is a brief summary of an historical event, person or development that had important implications in America’s development.

The next section is the “Biblical Truth” section, where students will encounter biblical material related to the Christian value. They will be asked to find and read a passage or passages from the Bible, then answer or discuss questions related to that passage. The questions are often more than just simple questions, as they ask students to look into their own hearts in light of biblical truth. A teaching key appears at the end of the resource, and frequently includes additional teaching or perspective on the topics covered. If you are using the digital format, and viewing the text, the student can answer any questions in a separate journal or notebook, if you’d rather not print this entire resource.

Finally, in the “Building Your Values for God” section, there is an interactive activity, service or small project for the student to complete. The student may engage the whole family in a learning activity, interview a Christian leader, or play a fun game with a simple message. Often, examples of how to practice or apply a value are integrated into these sections. It may be helpful to quickly read through these sections in order to plan ahead. Some weeks may not have activities or activities that may not work for your family; this is expected, and you can skip these activities.

Your students will make the most gain in using this resource if you make a priority of discussing what they are encountering at least once a week. Try to encourage your student when you see him working on good priorities. You, together with your student, might also want to pick out a few when the year ends that he especially needs to gain for himself. It is important that you “team up” with your student to make these character changes. They are worth him having for himself, and seeking after with God’s help.



CULTURAL VALUE:

# Taking a Stand



Have you ever been in a situation where you needed to “take a stand” on something you believed was right? Or defend someone who was being mistreated? You are not the first! When Abraham Lincoln became president, he was forced to take a stand against the southern states that decided to leave the Union. In the Bible we read about Peter who failed to take a stand and denied his Lord three times.

Will you take a stand for what is right? Will you learn from Peter’s mistakes?

CULTURAL EXAMPLE:

# Them Are Fighting Words!

On April 12, 1861 a southern army attacked Fort Sumter, a U.S military installation located in South Carolina. South Carolina had seceded from the Union and was now part of the newly formed Confederate States of America under Jefferson Davis. The Confederate States of America consisted of states that chose to secede from the United States of America. This was the beginning of the American Civil War. Over the next four years 620,000 Americans would die, making it the deadliest war in American history.

What would lead to such a terrible tragedy? Why would so many men and women be willing to die? What would cause eleven southern states to separate from the United States of America?

From the beginning, slavery was either at the center of the political conflict between the North and South, or it was the backdrop for Congressional political maneuvering. The Northern states were free states without slavery, while the Southern states depended upon slavery for their way of life.

Northern states sought to limit slavery’s expansion or eradicate it completely, while the Southern states fought to both preserve and expand slavery in the United States. The Southern states feared that if slavery was not allowed to expand to new states, their influence and eventually their way of life would be ended.

The election of Abraham Lincoln added to the South’s unrest. During his campaign, Lincoln made it clear that he stood for ending the expansion of slavery in new states. All new states would be free states, according to Lincoln. After Lincoln’s election, but before he could even take office, seven states seceded from the Union. Four more states would follow shortly thereafter.

Abraham Lincoln believed that secession was unconstitutional. He did not believe that any state had the right to declare its independence from the United States of America. The South believed otherwise.

The culmination of the debate on secession took place in the Civil War's first battle at Fort Sumter. The debate over slavery would continue throughout the war. When Lincoln penned the Emancipation Proclamation, he wrote the words that would, in time, put an end to slavery in the United States of America. It would take two more years of conflict to make a reality the promises contained in the Emancipation Proclamation. After the war's end, the Thirteenth Amendment was ratified, finally bringing an end to slavery.

**BIBLICAL TRUTH:**

## Taking a Stand



There are some things in life that we must stand up for. This does not mean that we need to fight or go to war, but we do need to make a stand.

In the passage below, Jesus is on His way to the cross. This is a very fearful time for the disciples who followed Jesus. If their master was to be arrested, who is to say that it would not happen to them?

READ JOHN 13:36-38 AND WRITE YOUR ANSWERS BELOW OR IN A JOURNAL:

1. What does Peter claim he is willing to do? (v.37)
2. What does Jesus predict about Peter's ability to take a stand now? (v. 36)
3. What does Jesus predict Peter will do? (v. 38)

Peter failed to make a stand for Christ. After Jesus' arrest he was given three opportunities to declare his love and allegiance to Jesus. Each time Peter denied his Lord. Why do you think Peter did this?

BUILDING YOUR VALUES FOR GOD:

# “Play Out” Your Stand

Today we will dramatize Peter’s denials of Jesus recorded in the Gospel of John. Feel free to get into costume, set the stage or just read aloud your own dramatization of this event in the life of Peter. Be sure to discuss this with the other cast members of your play.

## *Peter’s Denial: Take One (John 18:15-18)*

Characters Needed:

Narrator  
Young Girl  
Peter

## *Peter’s Denial: Take Two (John 18:18, 25)*

Characters Needed:

Extras standing around a fire  
The Questioner  
Peter

## *Peter’s Denial: Take Three (John 18:26-27)*

Characters Needed

Extras standing around  
Servant of the High Priest  
Peter  
Rooster

In John 21 Jesus returns to the disciples and He reinstates Peter by giving him three opportunities to affirm his love and devotion for the Lord.





CULTURAL VALUE:

# Following Your Commander



Infantry Soldiers went on long marches in bad weather and unforgiving terrain. They did not always understand where they were going or what they were doing. But when their commanding officer ordered them to march, they marched. Wherever he went, they followed.

In the Bible you will read about people who listened and followed God. They did not always know what they were doing or how it would turn out. But they obeyed Him by faith.

Will you listen to God and follow Him in your life?

CULTURAL EXAMPLE:

# Ouch! My Feet Are Killing Me!

Did you ever go on a long hike through the woods? Hiking can be a lot of fun and at times a lot of work. Many things can make a hike difficult. Bad weather, biting flies, slippery rocks, roots, and branches all make a hike more difficult.

During the Civil War, soldiers went on many long hikes. But they did not call their long walks hikes. They called it marching. These marches were very long and difficult. But even so, a soldier knew his duty. When he was told to march, he marched. When he was told to stop, he stopped. The soldiers didn't always understand why they were marching or even where they were going. But they did understand their duty. Their duty was to obey their commander and go where he told them to go.

Read below a passage from a journal written by Bingham Findley Junkin.

*Bingham Findley Junkin, Volunteer 100th Pennsylvania Infantry*

*Our next stopping place was Island No.10, where John Nelson Tarvestad received his discharge and went home. Jonas Duea and I became quite sick while here, but went, nevertheless, into active service in a few days. We had eaten too much fresh meat and had contracted a disease called bloody flux thereafter.*

*We left Island No.10 in February, 1864, and traveled per steamer some 800 miles, reaching Vicksburg, finally, where we remained a few days pending the collection of a large army. When gathered, we numbered about 40,000 men, all under the command of General Sherman. The army, when strung out, stretched as far as 15 miles. This is called the Meridian Expedition and was undertaken in February, 1864.*

*On the way we marched past a town by the name of Jackson, where we saw ruins of a large building, the courthouse, which had been burned, and of which only piles of brick and iron remained. Further on we were obliged to leave our "provision wagons" as we dared not be encumbered with them any longer. We marched steadily on for another 50 or 60 miles, shooting as we went, but did not meet a great many of the enemy. We had a fine promising lad, who was a drummer in our military band, who was caught and overpowered by a skulking reb and later was taken to Andersonville prison. He was the only one in our company who had the ill fortune to be taken to this terrible place.*

*When marching, we would suddenly hear the command "Halt", and as quickly "Forward March", and all we could do was obey, and thus it was repeated over and over again, no one being the wiser, except, perhaps, the officers. When we were about five miles from Meridian, we were abruptly halted again, but this time we learned the reason. Colonel Scott had something he wished to say to us. He jumped on top of a stone, while we crowded eagerly around, as thick as ants, all anxious to hear every word.*

*"Men, you have now been in the service over a year, and have had comparative ease and sufficient food, but now, as it seems, the Government will soon have urgent need of us. I ask you, man to man, to set your faces sternly to the performance of every duty, and be prepared to make the great sacrifice, if need be."*

*Again we marched on with the firm resolution in our hearts to do or die; and again we were halted, this time to receive orders not to fire a shot, meanwhile, continuing our interminable marching, as if there was no end. (find this diary at [www.iwaynet.net](http://www.iwaynet.net))*



Private Junkin was a good soldier. He was resolved to obey his commanding officer and to do his duty no matter what the cost. We can learn a lot from Private Junkin.

The Bible tells us that our lives are a journey. And like Private Junkin, we have our marching orders. Jesus has asked us to follow Him. We are to submit our lives completely to Jesus. We follow His marching orders. Do you remember the stirring words of Junkin's commanding officer? He said, "set your faces sternly to the performance of every duty, and be prepared to make the great sacrifice, if need be." Jesus Christ calls for us to do the same.

BIBLICAL TRUTH:

# Understanding Your Journey

Have you ever counted the number of decisions you make every day? As soon as you wake up in the morning you are faced with a decision. Do I get up now or do I go back to sleep? Decisions, decisions -- what are you going to do?

Many decisions will have an impact on your life: the friends you choose, the songs you listen too, the movies you watch, the places you go. Will you choose to obey your parents, even when they are not around? Will you set aside time for God, prayer, and reading the Bible? These are important choices that you make every day.

As you get older your decisions will become increasingly important. Are you going to college? Which college are you going to attend? Will you get married? Who will you marry? What will you do for a living? These may not be the most important questions to you right now, but one day they will be. And you will need the Lord's help to continue your journey in a way that honors Him.

You must determine to follow and obey God now. Listen to His voice as He leads you on your life journey. If you can learn to make choices that honor God now, you will be better prepared to make the right choices when you get older.

In Hebrews 11 you will find the names of many people who lived their lives for God. They were not perfect, but they entrusted their lives and their journeys to God. They were determined to live in obedience to God no matter what the cost.

READ HEBREWS 11. Think about these questions; write your answers below or in a journal.

1. What is required to please God? (Heb 11:6)
2. Faith in God involves submitting to God's will for your life. What does it mean to submit to God's will for your life?
3. How did Noah's life change when God warned him of coming judgment? (v.7)
4. What was Abraham looking for in his journey? (v.10)
5. What did obedience to God mean for Moses? (v. 24-26)
6. What did others suffer according to verses 36-39?
7. Are you willing to follow God no matter the cost? Explain why.

# Simon Says

Have you ever played the game, “Simon Says”? You can play the game with two or more people.

One person is the leader. The leader will stand in front of the others. He or she will then give commands to the group. Commands such as:

Lift up your arm

Put your arm down

Touch your head

Touch your toes

The leader will instruct the group to only obey the commands that are prefaced by the phrase, “Simon Says”.

Simon says, touch your toes

Simon says, touch your head

The objective for the leader is to trick the group into obeying commands that are not prefaced with “Simon Says”. The leader can make it more difficult for the group by doing all the commands, especially the ones that are not prefaced with “Simon Says.”

This game can be a lot of fun as you try to trick your friends and family into obeying commands that are not commanded by Simon. This game can also serve as a strong reminder that you should be living your life according to God’s commands.

