

Pink Palace Museum
Memphis, Tennessee
June 2008 – April 2010

Social Studies Instructor

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As an instructor in the education department at the Pink Palace Museum, I had the opportunity to learn about the inner workings of a museum, specifically in the realm of museum education. My responsibilities included developing and presenting various programs related to regional history. I presented these programs in labs, classrooms, and the education theatre to groups ranging from 10-100 students and teachers. Developing a program consisted of researching background information, assigning curriculum standards that meet the teachers' needs and testing the methods used in the program. The programs included in this portfolio are "Native Americans of the Mid-South" and "Life on the Tennessee Frontier."

The programs I developed for the Pink Palace Museum are very hands on, which gives the students an experience they cannot get in the classroom. By touching and seeing real artifacts, students gain a better understanding of the past. Programs and explanations of those programs are included in this packet.

In addition, as an education department employee, I was responsible for developing and presenting interpretive programming in the changing and permanent exhibit galleries. This included utilizing artifacts and other manipulatives, enhancing the museum experience by orienting groups and individuals to the exhibits, directing traffic flow, and providing interpretation. An example includes scavenger hunts used in our changing exhibits and permanent collections. I also participated in Discovery Days within the permanent galleries. One day a month the education staff held 10-minute lessons on such topics as Predator/Prey and Dinosaurs, with hands on components to the lesson.

During months when traffic through the education department was slower, I helped with the development and implementation of suitcase exhibits, which are offered, to the Memphis City and Shelby County schools free of charge. This included ordering items to place in the suitcases, reformatting teacher manual, research, and organization of artifacts within those suitcases. Included within this packet are my contributions to the Civil War suitcase. These included formatting, graphic design, and adding and revising activities as well as a teacher's information packet about the Civil War.

Native Americans of the Mid-South

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General Information

This program is presented by the Pink Palace Education Department in the Mansion Theatre or classroom. It is for grades K-6 for groups of 15-100 students.

Program Summary: An instructor engages students in a discussion of the daily life of early native Americans in the Mid-south region before the arrival of Europeans. Acting in traditional gender roles, students demonstrate how they hunted animals, grew crops, made clothing, and had fun before American expansion disrupted their way of life. Students handle and use genuine artifacts to gain an understanding of how individuals and groups interacted for the purpose of everyday survival. During the process, they will follow a timeline of Native American cultural development and its place in American History

Objectives:

1. Recognize the correlation between Native Americans and their Natural world.
2. Understand how native Americans lived prior to European arrival.
3. Distinguish among the four prehistoric time periods associated with Native Americans
4. Describe the day to day tasks of Native American survival.

Related exhibits and Features: Be sure to see the museum's First Americans Exhibit located upstairs in the Cultural History permanent exhibits area. Students will see exceptional examples of Native American tools, pottery, and a scale model of a Mississippian Era dwelling.

Native Americans of the Mid-South Curriculum Connections for Grades 3-6

TENNESSEE

Social Studies

Grade 3

- 3.1.01. Understand the diversity of human cultures
 - a. Recognize that changes in culture occur through the spread of people, languages, ideas, and goods.
 - b. Compare cultural differences in various regions of the US and the world.
- 3.1.spi.1. Recognize some of the major components of a culture (i.e., language, clothing, food, art, and music.)
- 3.1.02. Discuss the cultures and human patterns of places and regions of the world.
 - a. Describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
 - b. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.
 - c. Identify and explain the significance of selected individual writers and artists and their stories, poems, paintings, and other examples of cultural heritages from regions around the world.
- 3.1.spi.2. Determine similarities and differences in the ways different cultural groups address basic human needs (i.e., language, clothing, food, art, and music.)
- 3.5.02. Understand the place of historical events in the context of past, present, and future.
- 3.5.spi.2. Use a timeline to determine the order of a historical sequence of events

Grade 4

- 4.1.01. Understand the diversity of human cultures
 - a. Describe cultures of Native American tribes.
 - b. Explain how European settlers created a new culture.
- 4.1.spi.01. Identify pre-Colonial Native American groups (i.e., Cherokee, Chickasaw, Creek, Aztec, Mayan, Olmec, Mississippi Mound Builders.)
- 4.5.01. Identify the Ancient Civilizations of the Americas
- 4.5.spi.01. Identify Native American groups in Tennessee before European explorations (i.e., Creeks, Chickasaw, Cherokee).
- 4.5.spi.02. Identify major Tennessee political leaders (i.e. Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, Nancy Ward).

Grade 5

- 5.1.01. Understand the diversity of human cultures
- 5.1.spi.01.. Recognize components of American culture (i.e., holidays, language, food, clothing, art, music, and religion).
- 5.1.03. Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.
- 5.1.spi.3. Recognize personal, religious, and national celebrations of various American cultures (i.e., Independence Day, Columbus Day, Native American or American Indian Day, Martin Luther King Jr. Day, veteran's Day, Memorial Day, or

Grade 6

- 6.1.01. Understand the nature and complexity of culture.
- 6.1.spi.1. Recognize the basic components of culture (i.e., language, common values,)

- 6.1.spi.2. Identify the job characteristics of archaeologists, anthropologists, geologists, and historians.
- 6.1.5. Understand the role that diverse cultures and historical experiences had on the development of the world.
- 6.1.spi.5. identify differences between various cultural groups (i.e., European, Eurasian, Indian, African, Native American).
- 6.5.2. Understand the place of historical events in the context of past, present and future.
- 6.5.spi.2. Recognize the types of early communities (i.e., nomadic, fishing, farming). Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).
- 6.5.spi.3. Identify conclusions about early world historical events using primary and secondary sources.
- 6.5.spi.8. Identify conclusions about early world historical events using primary and secondary sources.
- 6.5.spi.13. Identify the impact of advances in technology on history.

ARKANSAS

Social Studies

Grade 3

- H.6.3.7. Analyze a timeline that illustrates selected historical events.
- H.6.3.8. Compare artifacts from events in various periods of history.
- H.6.3.14. Describe the early American Indian cultures in Arkansas.
- H.6.3.19. Identify similarities and differences among the American Indians and pilgrims, housing, clothing, food, traditions, tools.

Grade 4

- G.2.4.1. Research elements of culture in a community, state, or nation (e.g., food, clothing, housing, language, customs, traditions, arts, religions).
- H.6.4.9. Evaluate data presented on a timeline of Arkansas history.
- H.6.4.15. Identify the reasons for the decline of the Native American populations of Arkansas (e.g., influenza, smallpox, competition for land).
- H.6.4.22. Discuss similarities and differences among Native Americans and pilgrims, housing, clothing, food, traditions, tools.

Grade 5

- G.2.5.1. Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Arkansas and the United States.
- G.2.5.3. Recognize examples of cultural exchange and assimilation.
- H.6.5.9. Describe the impact European explorers had on American Indian tribes.
- H.6.5.26. Describe the causes and effects of the Indian Removal Act of 1830.
- H.6.5.28. Identify the major pre-Columbian settlements: cliff-dwellers, moundbuilders, people of the Southwest, peoples of the Great plains, Peoples of Eastern lands

Grade 6

- G.2.6.1. Examine the effects of the contributions of people from selected racial, ethnic, and religious groups to the cultural identity of Arkansas and the United States.
- G.2.6.3. Identify the occurrences of *cultural diffusion*, *cultural exchange*, and assimilation in local and national history.
- H.6.6.13. Explain the conflict between the American Indians and settlers moving westward (e.g., Battle of Little Big Horn, American Indian Movement).

MISSISSIPPI

Social Studies

Grade 3

- 3.1.a. Describe relationships among people, places, and environments.
- 3.1.g. Recognize varieties of family life and cultures.
- 3.3.c. Identify time and space relevant to a student's community by using social studies tools (i.e., timelines, maps, etc.)
- 3.5.a. Identify story elements of read-aloud stories from various cultures.

Grade 4

- 4.1.a. Describe the history of the people who first lived in Mississippi.
- 4.3.a. Describe relationships among people, places, and environments.
- 4.3.d. Identify time relevant to the student's environment by using social studies tools, (e.g., maps, timelines, graphs, etc.)
- 4.3.g. Recognize space relevant to a student's environment by using social studies tools (e.g. maps, timelines, graphs, etc.).
- 4.5.b. Identify various cultures in Mississippi (e.g., Native Americans).

Grade 5

- 5.1.a. Identify the various groups who migrated to North America and the cause of this migration.
- 5.1.b. Investigate the impact of the various cultural groups who settled the United States (e.g., Native Americans, Europeans, Africans, Asians, etc.).
- 5.3.d. Analyze geographic information using social studies tools (e.g., graphs, timelines, maps, charts, globes, technology, etc.).

Grade 6

- 6.1.a. Investigate the history and cultures of the regions of the Western Hemisphere
- 6.2.b. Analyze the human characteristics of places in the Western Hemisphere
- 6.2.h. Analyze information using social studies tools (e.g., graphs, maps, charts, tables, political cartoons, etc.).

CATHOLIC

Social Studies

Grade 3

- I.2. Place local historical events on a timeline.
- II.1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including: art, religion, language, food.
- VII.1. Obtain information about a topic using a variety of oral and visual sources.
- VII.3. Sequence information.

Grade 4

- II.1. Describe the cultural practices and products of various groups who have settled Tennessee over time: The Paleo-Indians, Archaic, Woodland, Late Prehistoric
b. Historic indians of Tennessee
- II.2. Describe the impact of the expansion of European settlements on American Indians in Tennessee.
- III.8. Identify how environmental processes and characteristics influence human settlement and activity in Tennessee.
- VII.3. Use primary and secondary sources to answer questions about TN History.
- VII.4. Describe how historians interpret the past.

Grade 5

- I.2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.
- II.1. Compare the cultural practices and products of diverse groups in North America including: artistic interpretations, religion, language, food, clothing, shelter.
- III.8. Identify how environmental processes and characteristics influence human settlement and activity in Tennessee.
- VII.3. Differentiate between primary and secondary sources.

Grade 6

- I.3. Describe the early cultural development of humankind from the paleolithic Era to the revolution of agriculture including: hunting and gathering, tool making, use of fire, domestication of plants and animals, organizing societies, govern
- I.5. Describe the characteristics of Maya, Aztec, Inca, and Mississippian civilization including: location, government, religion, agriculture, culture and contribution
- II.1. Compare the cultural practices and products of the societies studied including: class structure, gender roles, beliefs, customs and traditions.
- VII.2. Analyze information from primary and secondary sources in order to summarize, make generalizations, and draw conclusions.

Native Americans of the Mid-South Curriculum Connections for Grades K-2

TENNESSEE

Social Studies

Kindergarten

- K.1.01. Understand the diversity of human cultures
 - a. Identify personal attributes, such as physical characteristics, that are common to all people such as physical characteristics.
 - b. Identify differences among people.
 - c. Recognize how individuals learn to do skills and customs from their culture.
 - d. Recognize all cultures have family units where decisions are made.
- K.1.02. Discuss cultures and human patterns of places and regions of the world.
 - a. Understand that some differences among people are a result of their culture.
 - b. Identify similarities and differences in food, clothes, homes, games, and families in different cultures
 - c. Compare family customs and traditions among cultures
- K.5.01. Identify major events, people, and patterns Tennessee, United States, and world history.
 - a. Define history as the story of our past.
 - b. Recall events in the past and present in order to recognize that individuals have a personal history

Grade 1

- 1.1.01. Understand the diversity of human cultures.
 - a. Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing,
 - b. Recognize people learn customs from their culture.

- 1.1.02. c. Recognize people use diverse languages to communicate with one another.
Discuss cultures and human patterns of places and regions of the world.
 - a. Define multiculturalism
 - b. Explain the culture of a place
 - c. Describe the importance of diverse beliefs, customs, and traditions of families

Grade 2

- 2.1.01. Understand the diversity of human cultures.
 - a. Recognize most cultures preserve important personal and public items from the past
 - b. Recognize communities have customs and cultures that differ.
 - c. Recognize patterns of cultural traits such as language, religion, family.
- 2.1.02. Discuss cultures and human patterns of places and regions of the world.
 - a. Identify diverse cultural groups within the communities of Tennessee
 - b. Understand that Tennessee's culture has ties to other cultures in the world
- 2.5.01. Identify major events, people, and patterns Tennessee, United States, and world history.
- 2.5.03. Explain how to use historical information acquired from a variety of sources.
 - a. Identify and explain the significance of various community landmarks
 - b. Create and interpret timelines.

ARKANSAS

Social Studies

Kindergarten

- H.6.K.7. Recognize that family activities have changed over time
- H.6.K.11. Recognize the relationship between the American Indians and the Pilgrims

Grade 1

- G.2.1.1. Discuss elements of culture (e.g., food, clothing, housing, language, sports/ recreation, customs, traditions, art, music, religion)
- H.6.1.5. Determine the sequential order of events on a *timeline*
- H.6.1.6. Explore people and events from the past using *primary* and *secondary sources* (e.g., photos, artifacts, maps)
- H.6.2.3. Discuss historical people of Arkansas (e.g., Bill Clinton, Daisy Bates, Sequoyah)

MISSISSIPPI

Social Studies

Grade 1

- 1.3.a. a. Identify time and space relevant to a student's environment (e.g., home/school) by using social studies tools (e.g., maps, timelines, etc.).

Grade 2

- 2.1.e. Recognize varieties of family life and cultures
- 2.1.c. Represent the relationship among people, places, and environments
- 2.3.a. a. Identify time and space relevant to a student's environment (e.g., school/neighborhood, etc.) by using social studies tools (e.g., maps, timelines)
- 2.5.a. Identify story elements of read-aloud stories from various cultures

CATHOLIC

Social Studies

Kindergarten

- I.2 Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday
- II.2 Identify different cultures through the study of holidays, customs, and traditions utilizing language, stories, folktales, music and the arts.
- II.1 Identify ways that individuals in the family, school, community are unique and ways that they are the same.
- VII.1. Listen for information.
- VII.5. Work with others by sharing, taking turns, and raising hand to speak.

Grade 1

- I.3. Distinguish among past, present, and future.
- I.4. Raise questions about how families lived in the past and use photographs, letters, artifacts, and books to clarify what is known and unknown.
- I.5. Compare past and present with emphasis on daily life.
- II.1 Describe similarities and differences in the ways different cultures meet common human needs including: food, clothing, shelter, language, art.
- III.7. Describe human adaptations to variations in the physical environment including: food, shelter, clothing, transportation, recreation.
- VII.1. Obtain information about a topic using a variety of oral and visual sources.
- VII.6. Display courtesy and respect for others in a group setting including: staying on the topic, focusing attention on the speaker.

Grade 2

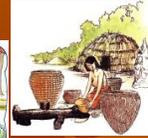
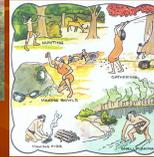
- I.3 Place a series of related events in chronological order on a timeline.
- I.4. Use historical artifacts, photographs, biographies, maps, diaries, and folklore to answer questions about daily life in the past.
- I.5. Identify the work people did in the past to make a living in the past and explain how things are different and/or similar from those of today.
- II.2 Describe ways in which language, stories, folklore, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
- IV.1. Explain how resources can be used in various ways.
- VII.1. Obtain information from oral, visual, and print sources.

Native Americans of the Mid-South

The Art of Survival in Our Area Before European Contact



Native American Timeline



Paleolithic (10,000 BCE – 8000 BCE)

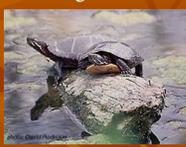
Hunting: Megafauna



Tools: Clovis Point



Gathering: Small Game



Baskets: Cane



Archaic (8000 – 3000 BCE)

Hunting: Atlatl



Deer: Hide



Gathering: Nuts and Fruits



Pestle and Mortar



Woodland (3000 BCE – 1200 CE)

Hunting: Small Game (Rabbit)



Bow and Arrow



Domestic Tasks: Woodworking



Pottery: Clay



Mississippian (1200 CE – Historic)

Settlements: Villages



Dugout Canoe



Farming: The 3 Sisters



Chipped Hoe



Leisure with a Purpose

Stick Ball Game



Chunky Game



Ceremonies



Story Telling



Tribal Map of the Southeast



Detailed Script

Opening:

Hello again everyone. Thank you very much for your cooperation so far in getting everyone upstairs and seated. We're so glad that you have come to visit the Pink Palace today. My name is Today we are going to be learning about the very earliest groups of people to live in the Memphis area. Before we begin, let's talk about museum rules that everyone needs to follow while we are here:

Please remain seated. Listen carefully to everything that is being said.

Raise your hand if you would like to answer a question.

We'll be needing volunteers to help us with demonstrations up front. Raise your hand if you'd like to volunteer. And once you have had a turn, we ask that you not raise your hand to volunteer again.

Why do you suppose that we have that rule? We want to give as many people as possible a chance to participate.

There is a reason why we have seated you the way we did ... with girls all on one side of the room and boys on the other. In Native American culture, work tasks were "gender specific." That means that men did certain tasks; women did particular other tasks different from those that men did.

What is history? Study of the past. Special way of looking at it? How do you know it is history? What do you do in a history class? Read!! History is the study of written documents. Historic = writing in United States history

What is the difference between history and pre-history? History is the study of what happened in the past through the study of documents. Prehistory is the study of what happened in the past before there were written documents.

How then do we learn about what happened before there were written documents? By studying the archeological record. What do archeologists study? Artifacts left from the past. The objects that we are going to be looking at and talking about are real artifacts from the past and reproductions of artifacts.

Timeline Slide:

Raise your hand if you can tell me how long Memphis has been a city? Almost 200 years.

But guess what? Before there was a town called Memphis there were people living here in the Mid-South. In fact we believe Native Americans began living in our area as long as 10,000 years ago. To survive in this environment took great skill and cooperation by everyone in the community. Their lifestyles and customs were different in the different time periods and in different places. Over time they learned to find better ways to meet basic human needs.

Have you ever talked in class about three basic needs that all people have in order to live? What are they? Food, clothing and shelter. As we continue we'll take a look at the things that native peoples in our area used to meet their needs for food, clothing and shelter.

One of the ways that we can think about how people lived over time is by looking at a timeline. Can anyone tell me...what is a timeline? A timeline is a drawing that shows things that happened during a certain period of time in the order that they happened.

Everybody, point to the place on this timeline that tells about what happened the longest time ago. Longest time ago is shown on the left,, Paleo 8000 BC.

Everyone point to the place in this timeline that tells about what happened in the most recent past. More recent past is shown at right, Mississippian 1200 to historic.

Paleo Slide:

This group of people was hunters and gatherers. They lived in 8000 BC.

What kind of food does hunter get? meat. What does a gatherer get? Plants.

Can anyone tell me what nomadic means? They did not have permanent settlements, and sought shelter in caves or temporary brush huts. We say that they lived a nomadic lifestyle following the large animals that they hunted for food.

Paleo Indians hunted megafauna which means large mammals. This picture is of a mastodon. There is a skeleton of a mastodon in the museum so you can see how big it was. It was like a large elephant. They had many other large animals, too. Also had saber tooth cats, bears.

These people hunted with SPEARS. Volunteer gives motion of spear. What is the spear made of? Bamboo... It was not just from SE Asia. It grew all over US used to have a lot more but domestic animals ate it. We called it cane.

The point on the spear is called a Clovis point. Why is the spear made in 2 pieces? Inter-changeable parts in case one part breaks to save one part of it. Clovis points out of Flint rock, or chert. They got it from flint, hit it with a rock to make it fracture and it will make a flake from the flint and rock. Pass around the flake or boxes of arrowheads. They made not only clovis points but also tools (pass around) such as what are called arrowheads but are really spear points. They would take an antler to sharpen the points. They also used pine resin as glue which is waterproof.

Throw spear at target to demonstrate. The tip comes out but you can replace the tip.

Who hunted men or women? Men!

What were women doing? They gathered turtles and plants! Volunteer women to gather turtles. The women gathered plant materials and turtles into baskets made out of cane. Who prepared food?

Women! The Paleo Indians lived in small groups of at the very most 50. They were very family oriented and traveled from base camp to different areas to gather resources.

Archaic Slide:

The archaic Indians came up with an idea to make hunting easier. They developed an Atlatl which is like an extension of the arm. Show them how it works.

Has anyone seen dog ball thrower like this? It's the same principle but you don't have to throw it too hard, have 2 kids throw it at the target. You would need lots of practice. It is much easier with a ball than a spear. But it was a good new technology because the spear faster and harder and farther.

By the time of the Archaic Indians the Megafauna were extinct. What does this mean? They were all gone! All were killed probably by the environment or over-hunting.

So what did they hunt that was smaller? deer, bear, buffalo Pass around skins.

What could you make with hides? Clothes, ball, home, blankets, trading

Gathering: What kind of nuts? Walnuts. They used a stone to process the food. It was called a Nutting stone. Get girl volunteers to put nuts in and crack them They didn't crack them to eat but for cooking. What do we use that has oil? Olive oil, cooking oil. This is where they got cooking oil. They boiled the powder and the oil and water in them don't mix, so they separate. The they used the oil to cook.

Fruit on screen? Apples, persimmons

Pestle and Mortar: need female volunteers to use stone pestle and mortar. They would take little seeds and grind them up into a fine powder. What do we use today that's a powder to make food? Flour to make bread. They made their bread out of sunflower and grass seeds. Do you eat grass? There are over 200 varieties of grass to make bread out of. Wheat is a grass! They would sift the powder through a basket and get flour for bread. If this group has big stones they use can they move around a lot? If they did, they could find new stones again. But this group didn't move around as much. By the end they were starting agriculture which means they were farming.

This is a digging stick. Women spent part of their day walking near their homes to look for good things to eat and to dig plants and roots out of the ground. The stick would loosen the earth around the plant to make it easier to remove from the ground. It was used to loosen earth around plants or roots and make it easier to remove the plants from the ground. What is this made from? Tree branch.

Woodland Indians:

The Indian peoples in our area gradually learned that if they saved the seeds from the plants that they have been gathering and plant them in the ground, they can grow their own food and learn how to farm and they established permanent settlements. We call these peoples the Woodland Indians.

Instead of the atlatl they had a new weapon called bow and arrow to hunt smaller animals like deer and wild turkey. Boy volunteer to show us how you would set this up to fire.

They hunted for small game like rabbits. Throwing sticks for children as young as 4 years old started practicing with these. Volunteer to throw throwing sticks at target. The sticks might knock out the small game.

What does this look like? Ax. Pass around tools.

One of the main tasks of the men was making dug out canoes out of solid pieces of wood. How did they cut down trees? No chainsaws! They would use an adze which is a chopping tool. Start a fire around the tree and chop ashes from around the tree, then burn it some more, then they would repeat this until the tree fell down. Once it is down, you chop out the middle. Fire-starter comes in again, then they chop again. How long would it take? About 6 months. What are they doing while they work? Talking... become good friends during this project which builds community.

The Ladies would be making pottery. Made out of what? Clay! Vessels are just like today, and their shapes were made depending on what they're used for. What is this pot for? Water! Why? Because you can pour it and if you're carrying it around it won't fall out.

2 more volunteers from ladies using flint rock hide scrappers... have to work the hide to be able to use it for clothing and blankets, and this makes it soft.

This group of people had more agriculture, and they were more settled than archaic.

Mississippian Indians:

This group is known for mounds all over the area such as Pinson in Jackson.

Trading was important to them. They got a new type of food from the South American natives. Corn! They relied a lot on what they called the 3 sisters: Corn, squash, beans.. all of these came during this time period from trading with central America. Along with meat from game animals that men and boys hunted, these three plants provided much of the nutrition that the Indians needed.

Agriculture: Hoe, stone chipped and Buffalo scapula... have volunteers chop down on ground while another follow behind to plant corn seed.

Have to process the corn once they get it using a log pestle and mortar made out of tree stump. They would put corn in and grind it up. Who likes cornbread? We got it from Native Americans!

This group had established villages and cities. We had Chucalissa around here which has trails and artifacts. This group made houses out of fire hardened clay. They would make entire villages out of this.

Leisure:

What does leisure mean? Free time, play time, relaxing time, recess.

Native American leisure time meant something. Native Americans had prayers before leisure activity. The games were played for a reason.

2 men volunteers. Chunky game: Game to practice hunting skills. (Procedure - 2 boys are given the blunted spears. The Chunky stone is rolled on the ground in-between the boys and away from them. The boys throw "lightly" trying to see without hitting the stone who gets closest to where the stone stops rolling. The closest is the winner.)

2 women volunteers: stick ball. Modern version is lacrosse. Game to practice atlatl hunting skills (boys and girls often did this.) (Procedure - Give 2 girls the two stick ball sticks. Give one the leather ball. Ask the one with the ball to throw it to the other and see if the other can catch the ball. Then the other girl may try. Make sure the girls are standing far apart.)

The Indians had prayers and stories for leisure, too. Myth does not mean untrue, it means story, could have elements of truth in it. They have the largest collection of myths in the world.

Read story:

The Unknown Woman

Many, many years ago, two Choctaw hunters were camping for the night in the swamps of the Alabama river. The two hunters had been very unsuccessful hunting both the day before and that day. That night they found themselves with nothing to eat except a black hawk that had shot earlier that day with an arrow. They were very sad as they thought of their disappointment and the suffering of their families back at home.

They cooked the hawk and sat down to eat this sad, scanty supper, when all of a sudden their attention was drawn from their gloomy thoughts to a low but distinct sound. The sounds were strange, but soft and soothing like the melancholy notes of a dove. But what was making these sounds they were unable to even think!

As the mood slowly came up into the sky, the strange sound became even more frequent and distinct. They looked up and down the river to find out where this noise was coming from, but they saw no objects on the sandy beaches and the dark water on the river seemed to give a response to the strange notes that continued. Looking behind them, in the opposite direction of the moon, they saw a woman of wonderful beauty standing on a mound nearby. Like a shadow she had appeared out of the moon-lit forest. She was wearing a snow white garment and in the folds of her drapery she wore a wreath of fragrant flowers. She seemed to be illuminated by a halo of light that gave her a supernatural glow. She beckoned to them to approach. The hunters believed her to be a Great Spirit of their nation.

They approached the spot where she stood and offered their assistance in any way that they could help her. She replied that she was very hungry, and one of them brought her the roasted hawk. She accepted it with grateful thanks, but after eating a little bit of it, she handed it back and said she would remember the kindness when she returned home to her father, who was the Great Spirit of the Choctaws. Then she told them that when the next mid-summer moon came, they must meet her at the mound where she was standing now.

She then told them goodbye, and was taken away on a gentle breeze and disappeared. The two hunters returned to camp and the next morning they headed back to their village home. They kept the encounter with the woman in the woods a secret.

When midsummer came around, the two hunters went to the mound, but the spirit was no where to be seen! They then remembered that she had said to go to the exact spot where they had met, so the hunters went to the top of the mound and found it covered with a strange plant. This plant gave out an excellent food which was forever after cultivated by the Choctaws and named by them "Tunchi"

- What food are they talking about? Corn! It was very important to them. That is an example of a myth they told.
- Map Slide:

Let's look at this map of the southeastern United States. Can you find the outline of the state of Tennessee? Can you find the Mississippi River? The Mississippian culture Indians disappeared from the Central Mississippi Valley about 500 years ago. Other groups took their place. What are the names of some of these tribes who lived in our area more recently?

Europeans traded for land, which Native Americans didn't believe one could own. Also, unfair and unequal treaties were signed, and many were broken later. In the early 1800s, American leaders began to consider ways to move Natives past the Mississippi River, in part for their own good because settlers kept attacking them. Andrew Jackson (whose sword we have upstairs) ordered their removal under "government protection."

In what was called the Trail of Tears, 1000s of Natives died being moved to Oklahoma.

Even though most Native Americans who lived in the Mid-South 200 years ago moved to the Mid-West, there are small communities of several TN Indian groups—the Choctaw here in Memphis and Jackson, TN. The Cherokee in east TN.

Closure:

1. What does prehistoric mean?
2. What were the four periods associated with pre-historic Native Americans. (Paleolithic, Archaic, Woodland, Mississippian)
3. Tell me something unique about male and female roles (from each period)

Life on the Tennessee Frontier

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General Information

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Checklist for instructor

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Script outline

Detailed Script

Worksheets and more information (print outs)

CDROM of Powerpoint and Notes

DVD of Presentation

General Information

This program is presented by the Pink Palace Education Department in the Mansion Theatre or classroom. This program is for grades 3-8 for groups of 15-100 students.

Program summary: An instructor engages students in a discussion of the daily life of early Tennesseans through four stages of early development. Acting in traditional gender roles, students demonstrate how early black and white settlers dealt with native Americans, trades, acquired and prepared food, made clothing, and had fun on the Frontier. Students handle and use genuine artifacts to gain an understanding of how individuals and groups interacted for the purpose of everyday survival. During the process, they will follow a timeline of cultural development in Tennessee.

Objectives:

1. Recognize the process of frontier settlement and the results of progress.
2. Understand how early Tennesseans lived on a daily basis.
3. Identify the effects of conflict and accommodation in Native American/settler relations.
4. Describe the roles of black and white men, women and children on the Frontier.

Related exhibits and Features: As part of your visit to the Pink Palace, be sure to see the museum's Log Cabin exhibit located upstairs in the Cultural History permanent exhibit. Here students see exceptional examples of early American tools, utensils, and an example of a typical frontier dwelling, inside and out. Visit Davies Manor to learn about life on the West TN Frontier.

**On the Tennessee Frontier
Curriculum Connections for Grade 3-8**

TENNESSEE

Social Studies

Grade 3

- 3.1.01. Understand the diversity of human cultures
 - a. Recognize that changes in culture occur through the spread of people, languages, ideas, and goods.
 - b. Compare cultural differences in various regions of the United States and the world.
- 3.1.spi.1. recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).
- 3.1.02. Discuss cultures and human patterns of places and regions around the world.
- 3.1.spi.2. Determine similarities and differences in the way different cultural groups address basic human needs (i.e., food water, clothing, and shelter by interpreting pictures).
- 3.5.02. Understand the place of historical events in the context of past, present, future.
- 3.5.spi.2. Use a timeline to determine the order of a historical sequence of events.
- 3.6.01. Recognize impact of group and individual decisions on citizens & community.
- 3.6.spi.1. Classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, makeup).
- 3.6.spi.2. Distinguish between conflict and cooperation within group interactions as represented by pictures.

Grade 4

- 4.2.04. Understand the development of economics in Tennessee and Early America.
- 4.2.spi.4. Recognize the difference between a money system and a barter system.
- 4.3.03. Understand how to identify and locate major physical features on maps.
- 4.3.spi.3. Recognize the reasons settlements are founded on major river systems (i.e., transportation, boundaries, food and water sources).
- 4.3.spi.7. Determine how density, distribution, and growth rate affected US settlement.
- 4.3.spi.8. Identify cause and effect relationships between population distribution and environmental issues.
- 4.6.01. Recognize the impact of individual and group decisions.
- 4.6.spi.1. Recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American Revolution, founding of Tennessee, colonies).

Grade 5

- 5.1.01. Understand diversity of human cultures.
- 5.1.spi.1. Recognize components of American culture (i.e., holidays, language, food, art, music, religion).
- 5.1.02. Discuss cultures and human patterns of places and regions of the world.
- 5.1.spi.2. interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design).
- 5.2.03. Understand fundamental economic concepts.
- 5.2.spi.3. Recognize the concept of buying on credit.
- 5.2.spi.1. Differentiate between needs and wants on a national level.

Grade 6

- 6.1.spi.1. Recognize the basic components of cultures (i.e., language, common values, traditions, art, government, literature, lifestyles).
- 6.2.01. Understand fundamental economic concepts and their application to a variety of economic systems.
- 6.2.spi.1. Recognize an example of a barter economy.
- 6.3.spi.5. Use a variety of maps to understand geographic and historical information (i.e., political maps, resource maps, product maps, physical maps, climate maps, vegetation maps.)
- 6.5.03. Identify how to use historical information from a variety of sources.
- 6.5.spi.3. Identify types of artifacts by pictorial representation (i.e., Roman, Egyptian, Greek, Chinese, native American, Renaissance, Medieval).
Identify major technological advances (i.e., tools, wheels, irrigation, river dikes,
- 6.5.spi.5. development of farming, advances in weaponry, written language, and printing press).
Identify characteristics including economy, social relations, religion and political
- 6.5.spi.11. authority in various societies (i.e., Mesopotamia, Greek city-states, Egyptian, Roman Empire, Indian, Medieval.)
- 6.5.spi.12. Recognize possible causes of changes of civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases).
- 6.5.spi.13. Identify the impact of advances of technology on history (i.e., agricultural revolution, Renaissance scientists, exploration during 1400s).

Grade 7

- 7.1.01. Understand the nature and complexity of culture.
- 7.1.spi.1. Recognize cultural definitions (i.e., language, religion, customs, political system, economic system).
- 7.2.spi.1. Recognize basic economic concepts (i.e., imports, exports, barter system, tariffs, closed and emerging markets, supply and demand, inflation, recession, and depression.)
- 7.2.spi.5. Select the major resources, industrial, and agricultural products for the three grand divisions from a map of Tennessee.
- 7.3.05. Understand that common physical and and cultural characteristics create regions.
- 7.3.spi.5. Select the natural resources of the three grand divisions of Tennessee (coal, copper, timber, plants, animals).
- 7.5.02. Recognize that places change over time.
- 7.5.spi.2. Identify the causes and consequences of urbanizations (i.e., industrial development, education, health care, cultural opportunities, poverty, overcrowding, disease, pollution, crime).
- 7.6.01. Understand the impact of individual and group decisions on citizens and communities.
- 7.6.spi.1. identify ways family, groups, and community influence daily life and personal choices.

Grade 8

- 8.1.spi.3. Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, transportation).
- 8.2.spi.1. Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).
- 8.2.spi.4. Recognize the economic activities of early America (i.e., agriculture, industry, and service).
- 8.3.spi.1. Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).
- 8.3.spi.3. Interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building).
- 8.3.spi.6. Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, Ohio and Tennessee River systems).
- 8.4.spi.9. analyze the contributions of Tennessee political leaders on the national scene (e.g. Andrew Jackson, Andrew Johnson, James K Polk, Sequoyah, Sam Houston).
- 8.5.spi.2. Read a timeline and order events of the past.
- 8.5.spi.3. Differentiate between a primary and secondary source.
- 8.5.spi.4. Recognize causes and consequences of conflict, (i.e., French and Indian, Revolutionary War, War of 1812).
- 8.5.spi.6. Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War). Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).
- 8.5.spi.13.
- 8.6.spi.1. Identify the impact of individual and group decisions on historical events.
- 8.6.spi.3. Recognize examples of stereotyping, prejudice, conformity, and altruism in early American history.

CATHOLIC DIOCESE OF MEMPHIS

Social Studies

Grade 3

- I.2. Place local historical events in sequential order on a timeline.
- I.3. Describe changes in the community over time including changes in: business, architecture, physical features, employment, education, transportation, technology, religion, recreation.
- II.1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including: artistic expression, religion, language, food,
- II.3. Describe settlement patterns of various cultural groups within the local community.
- III.7. Identify ways that physical characteristics of the environment (i.e., landforms,

- bodies of water, climate, and vegetation) affect and have been modified by the local community.
- III.8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.
 - IV.5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services, resources, and enables savings. Obtain information about local issues from a variety of sources including:
 - VII.1. maps,
photos, oral histories, newspapers, letters, documents, artifacts.
 - VII.3. Identify possible cause and effect relationships.

Grade 4

- I.3. Explain the causes and effects of wars (i.e., native Americans, the American Revolution, and the Civil War).
- I.4. Explain how the United States expanded and defended boundaries e.g. Louisiana Purchase, Lewis and Clark expedition, The Alamo, Civil War, Revolutionary War, War of 1812.
- II.1. Describe the cultural practices and products of various groups who have settled in the United States over time.
- II.2. Describe the impact of the expansion of European settlements on the Native Americans in the United States.
- II.3. Explain the reasons people came to the United States including: Agriculture, mining, manufacturing, family ties, freedom from political and religious oppression.
- III.5. Describe and compare the landforms, climate, populations, vegetation, and economic characteristics of places and regions in the United States.
- III.6. Identify manufacturing, agricultural, mining and forestry regions of The United States.
- III.7. Explain how resources, transportation and location influenced, the development of cities and industries of the United States, including industries such as oil, steel, rubber, and glass.
- IV.4. Explain ways in which individuals and households obtain and use income.
- VII.3. Use primary and secondary sources to answer questions about the United States history and Tennessee State history.
- VII.4. Describe how archaeologists and historians study and interpret the past.

Grade 5

- I.4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.
- I.6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.
Compare the cultural practices and products of diverse groups in North America
- II.1. including: art, religion, language, food, clothing, shelter.
- II.3. Describe the experiences of African-Americans under the institution of slavery.
- III.8. Explain how the characteristics of different physical environments affect human activities in North America.

Grade 6

- III.9. Analyze the positive and negative consequences of human changes to the physical environment.
- II.1. Compare the cultural practices and products of the societies studied including: class structure, gender roles, beliefs, customs, and traditions.
- III.3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those those patterns including: agriculture, mining, fishing, manufacturing.
- III.5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including: bodies of waters, landforms, climates, vegetation, weathering, seismic activity.
- III.6. Describe ways in which human migration has an impact on the physical and human characteristics of places including: urbanization, desertification, and deforestation.
- III.7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications.
- III.8. Explain push and pull factors that cause people to migrate from place to place including: oppression/freedom, poverty/economic opportunity, cultural ties, political conflict, environmental factors.
- IV.2. Explain that most decisions involve trade-offs and give examples.
- IV.4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.
- V.3. Explain the ways that countries interact with each other.

Grade 7

- I.7. Describe the causes and effects of European exploration after 1400 including:
 - a. Imperialism, colonialism, and mercantilism.
 - b. Impact on the peoples of sub-Saharan Africa, Asia, and the Americas.
- III.3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.
- III.5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including: physical features, culture, war, trade, technological innovations.
- VII.1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
- VII.2. Compare multiple viewpoints and frames of reference related to important events in world history.

Grade 8

- I.2. Describe the political, religious and economic aspects of North American colonization including:
 - a. Reasons for colonization including religion, desire for land and economic opportunity,
 - b. Key differences among the Spanish, French and British Colonies
 - c. Interactions between American Indians and European settlers including the agricultural and cultural exchanges, alliances and conflicts.
 - e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies.

- I.3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British.
- II.2. Describe and explain the social, economic and political effects of:
 - a. Stereotyping and prejudice,
 - b. Racism and discrimination,
 - c. Institutionalized racism and institutionalized discrimination.
- II.3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.
- II.4. Analyze the economic, geographic religious and political factors that contributed to: a. The enslavement of Africans in north American; b. Resistance to slavery.
- III.1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.
- III.2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.
- III.3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.
- VI.3.c. Jackson and his role in the Indian Removal.

ARKANSAS

Grade 3

- G.2.3.3. Identify reasons people live in rural, urban, and suburban areas.
- G.3.3.2. Describe human settlements (e.g., cities, towns, communities, villages).
- G.3.3.3. Describe how people affect and alter their environment (e.g., farming, building dams, environmental lighting, irrigation, pit mining)
- H.6.3.7. Analyze a timeline that illustrates selected historical events.
- H.6.3.8. Compare artifacts from events in various periods of history.
- H.6.3.15. Identify the modes of transportation in westward movement (e.g., wagons, horses, railroads).
- E.7.3.1. Determine that people make trade offs to get the most benefit from scarce resources.

Grade 4

- G.2.4.1. Research elements of culture in a community, state, or nation (e.g., food, clothing, housing, language, sports/ recreation, customs, traditions, art, music, religion)
- G.2.4.4. Compare and contrast the human characteristics of early settlements and contemporary communities.
- G.3.4.2. Discuss the reasons for human settlement patterns (e.g., jobs, climate, family)
- G.3.4.4. Explain how people are influenced by, adapt to, and alter the environment (e.g., agriculture, housing, occupation, industry, transportation, communication, acid rain, global warming, ozone depletion)
- H.6.4.16. Describe how new forms of transportation and communication impacted the

Westward Expansion of the United States

- H.6.4.19. Discuss the causes and effects of Westward Expansion (e.g., economic opportunity, resources, forced removal, unclaimed lands, religion)

Grade 5

- G.3.5.1. Recognize factors that influence migration (e.g., employment, natural resources)
- H.6.5.2. Read and interpret timelines.
Explain how westward expansion contributed to the growth of the United States
- H.6.5.24. States
(e.g., Wilderness Road, Louisiana Purchase, Gadsden Purchase)
- E.7.5.1. Identify the basic economic wants and needs of all people.
- E.7.5.8. Discuss the meaning of trade-offs

Grade 6

- H.6.6.28. Describe the developments linking the east and west (e.g., Homestead Act, railroads, Pony Express, telegraph, cattle trails, and wagon trains)
- E.7.6.1. Examine how the economic wants and needs of all people may or may not be fulfilled
- E.8.6.4. Evaluate the influences the discovery of natural resources has on the movement of people (e.g., gold, silver, oil)

Grade 7

- G.1.7.2. Compare the influence of geographic locations on early civilizations
- G.3..7.1. Discuss *push-pull factors* that influenced the growth of population centers (e.g. location, transportation corridors and barriers, distribution of resources)
- G.3.7.3. Analyze ways people have:
• adapted to the physical environment
• altered the physical environment
- E.7.7.1. Discuss economic wants and needs of people over time
- E.7.7.6. Explain how trade-offs have allowed civilizations to get the most out of scarce resources.
- E.8.7.4. Analyze ways distribution of natural resources determined settlement patterns.

Grade 8

- G.3.8.1. Examine effects of push-pull factors on various regions (e.g., disease, resources, industrialization, technology)
- H.6.8.2. Compare historical events on a timeline to discover correlations.
- E.7.8.1. Analyze changing wants and needs of people over time.

MISSISSIPPI

Grade 3

- 4.a. a. Identify the ways in which a community depends upon other communities to provide for its wants and needs and goods and services (e.g., goods are objects [car, shampoo], services are actions [auto repair, haircut])

Grade 4

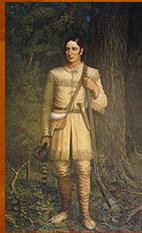
- 4.a. Compare the resources and scarcity of resources in a local region to other regions in Mississippi (e.g., Delta's rich soil vs. coastal waters).

Grade 5

- 1.c. Analyze the formation of and territorial expansion of our nation (e.g., founding

Life on the Tennessee Frontier

1780 - 1829



Tennessee Frontier Timeline

- Revolution (1780-1789)
- Southwest Territory (1790-1796)
- Statehood (1797-1815)
- Growth (1816-1829)

1770 | 1780 | 1790 | 1797 | 1816 | 1830



Revolution (1780-1789)

The Middle Ground



Land Speculation



Unequal Treaties



War vs. British & Indians



Southwest Territory (1790-1796)

Sevier & Blount



Settling the Frontier



Daily Routine



Buckskins or Breeches?

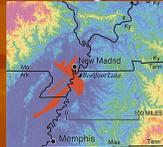


Statehood (1797-1815)

State Constitution



Earthquake!



Slavery



War of 1812



Growth Period (1816-1829)

Commerce



Indian Removal



Memphis (1819)



Transportation

A Lady's Daily Life

Housework



Sewing and Quilting



Farm Chores



Entertaining



A Man's Daily Life

Farm Work



Militia



Commercial Projects



Hunting



A Child's Daily Life

Chores



More Chores



School



Playing



Frontier Diet

Vegetables



Drink



Meat



Specialty Food



Environmental Impact

Extinct Animals



Endangered Species



Deforestation



1650



1850



1926

Frontier TN Quiz

- What "Indian Fighter" and "Land Speculator" was the state's first Governor?
- Who was the last "Beloved Woman" of the Cherokee?
- What President is associated with Indian Removal?
- Describe the environmental impact of American settlement in Tennessee

Script Outline

Introduction

- I. Revolution
 - A. Middle Ground
 - B. Unequal treaties
 - C. Speculation

- II. Territorial Period
 - A. Sevier/Blount
 - B. Settling
 - C. Barter

- III. Statehood
 - A. Constitution
 - B. Slavery
 - C. Earthquake
 - D. War of 1812

- IV. Growth Period
 - A. Commerce
 - B. Transportation
 - C. Memphis
 - D. Indian Removal

- V. Lady's Daily Life

- VI. Men's Daily Life

- VII. Children's Daily life

- VIII. Frontier Diet

- IX. Environmental Impact

- X. More frontier fun

Closing

Detailed Script

Intro:

Before we begin, let's talk about museum rules that everyone needs to follow while we are here:

Please remain seated. Listen carefully to everything that is being said.

Raise your hand if you would like to answer a question.

We'll be needing volunteers to help us with demonstrations up front. Raise your hand if you'd like to volunteer. And once you have had a turn, we ask that you not raise your hand to volunteer again. Why do you suppose that we have that rule? We want to give as many people as possible a chance to participate.

There is a reason why we have seated you the way we did ...with girls all on one side of the room and boys on the other. In earlier cultures, work tasks were "gender specific." That means that men did certain tasks; women did particular other tasks different from those that men did.

The frontier period in TN was from about 1780-1829. **How many years ago was this?** *About 280 years.* On this first slide I have the important dates in TN history, and these people on the first slide are important to TN history: Davy Crocket (in movies and tv), Sequoyah (Cherokee figure who came up with an alphabet for the Cherokees), and a picture of a log cabin that many settlers lived in.

Timeline Slide:

How many people can tell me what a **timeline** is? *A way of recording a bunch of events.*

Farthest time is? *the revolution.* **Most recent time? What can you tell me about the American Revolution?**... Next time period is southwest territory. We had to go through territorial period before TN became a state which was from 1790-1796. Next period is Statehood which brings us right to when Memphis was founded. Early period where they had to get things right until they could get to the next period which is growth (1816-1829) which had commerce and growth and making money.

Revolution

Between who? England and American colonists. Even though we hear a great deal about the 13 colonies and their role in the Revolution, **it was also fought in Tennessee** and even in the Midsouth (**TN was a part of North Carolina**)

Middle Ground/British and Indian War: **Where did the Indians come in? Did they fight with the British?** Yes, because US was settling in Indian land. The British made a Proclamation Line that no settlers could go beyond, but colonists went anyway. And during the war, more went over the mountains. Indians lived in the middle ground which was between colonies and Western Spanish territory. The Indians kept the Europeans and colonists fighting and used them against each other; they were good at keeping them fighting each other. They put alliances certain ways to keep their land in the middle ground. But the Americans won, and when Americans grow without the war, the Indians get attacked by the Americans, so they would rather have 3 European nations around them.

Unequal Treaties: The Indians **tried different ways to survive**. 3 tribes in TN (Cherokee, Chickasaw and Creeks). These 2 figures are Cherokee:

- **Nancy Ward** the beloved woman of the Cherokees. She was married to a white trader and tried to bring peace between the whites and Indians. She exemplified an Indian woman's strength and independence. She was **accommodating to the whites and compromised to keep peace**. She was famous in her tribe because she could take part in treaty discussions, very special, stood in battle in her husband's spot when he died. She wanted there to be peace between colonists and Indians, and to do this maybe they should compromise. Sounds like a good idea?
- Dragging Canoe believed they **should resist the colonists at all costs and fight a lot**. Good idea?

Which one do you think worked? Neither worked! Eventually they got moved from TN anyway.

Speculation: One interesting thing about colonists they were fighting with British, and land participating in speculation. Selling land that belonged to the Indians to sell to colonists. They turned out to be right. **What did Indians think about the colonists?** Americans won, British are up in Canada far away, **what did colonists think about the Indians?** *They were mad and the colonists thought their land belonged to the Americans!* When you win a war who does the land belong to? Colonists won it in the war and they think it's fair and square. You have to get into the mindset of these colonists. It may be a bad thing, but that's how they saw it. Land speculation is gambling on the land. This resulted in unequal treaties between Indians and colonists. Americans would fight a battle against the Indians and win and force them to give up land and sign treaties. **Cherokee would do treaties and then more colonists would come in. It was a no-win situation for Indians.**

Territorial Period:

The government said TN **could not be a state until it solved problem with Indians**. They just wanted peace and stability, but TN **thought they had to beat the Indians**.

John Sevier became 1st governor of TN, and the colonists loved him because he was an Indian fighter. He was also in land speculation with William Blount. Speculators made money off land. They fought Indians to get more land to make money off.

William Blount was the governor of SW Territory. He began campaign to "civilize" Indians - what does that mean? Make them live like whites, Hunting land shrinks when natives convert to agriculture, Native Americans begin owning slaves, Half-breeds become chief. Why? They were seen as mediators between whites and Native Americans. Dragging Canoe continues to resist but dies in 1792. **The Nickajack campaign 1794 ends Indian resistance.**

Speculators made money off land. They fought Indians to get more land to make money off.

Play Speculation Game

Settling the Frontier:

People came to frontier and what descent were colonists? All kinds including African American, too. There were slaves, and slavery was different in frontier. The people worked together and had friendships. When statehood happened, those things changed. But during this time it was a good time for freedom for African Americans.

Log cabin: typical type of house when they first came out here. Not intend to live there forever, wanted to build tall clapboard house.

Need a male volunteer: split a lot of wood to build a cabin.

Tools: make shingles with a fro mallet? **Have volunteer make a shingle.** Labor intensive. How many shingles do you need? A lot! Takes a lot of time to build a cabin. 15 year old built a cabin by himself. Pretty hard right?

Barter economy: 2 volunteers. You have a deer skin, and he has wood cut, and he needs deer skin, need firewood, so trade, and that is example of barter economy. Didn't have money or cash, just stuff, so they traded.

Statehood

State Constitution: Not until pacified native Americans. American government allowed TN to become a state. Had to make constitution. **Volunteer for Writing box,** open it and find utensils, and write your state constitution in there. It was based on NC constitution. Federal and state aren't the same always.

Slavery: African Americans, got the cabins that had been built during territory. Not as victims, they were doing a lot... had a type of **pottery** called colonial African ware. **Female volunteer to sit on the floor and make this pot,** why is she? To sell it. She can use some, and sell some. Slaves did have the ability to finish work for master and sell things and make money and buy their freedom.

Interesting African American male: 1st Presbyterian minister.. a philanthropist (wealthy from Philly) knew Ben Franklin and were anti slavery and heard him preach and thought he was the best and got him up there to start black Presbyterian Church. He was a slave, so they took up money and bought him and moved him to Philadelphia to start the church. His family was still there so they bought them and brought them up there too. Had to stay in Philadelphia. 1st to graduate from college in tn.

Earthquake: 1811 huge earthquake! New Madrid earthquake. So big, it rang bells in Boston, and created reelfoot lake. We live on a fault line? Scary? Even more when bluffs along the river slid into the river. Very big earthquake. Defined life in that early period.

War of 1812: between Britain and colonists... Indians with Britain... more Indian removal. Andrew Jackson and Horseshoe Bend who went with to help? The Cherokee. Very interesting. Davy Crocket served under Jackson. Got tired of the war before horseshoe bend and left. He

didn't like Jackson. Officers had food, but not lowly people like croquet. Had to hunt the whole time. That's why he quit.

Growth Period

Commerce: Mostly in W TN cotton. **Pass around some cotton**. Cotton scale, bag of cotton to weigh to see how much it is. Cotton was important, got it to market in steam ships... 1811 they started having them up river. Robert Fulton improved a patent and built them. Henry Shreve? On Miss River. **Volunteer for steam boat captain**. Look down and see you need more power. Need more power! **Shovel this coal into a firebox**. Very hard job. Fun? Near fire and boilers? Hot? Could go up and down the river! Transport cotton.

Transportation: Roads? **What were the roads?** Dirt? Good enough for wagons? Who first built roads in TN? Colonists? Used Indian trails. Hwy 51 and 61 are built on Indian trails. Went on them by foot, colonists had horses and wagons. Didn't stay up very well, so instead of roads, they used the water ways and rivers that they ran steamboats with, . Keelboats, flatboats and steamboats were very common.. Memphis was more connected with NO and St Louis than Nashville.

Memphis: 1819: first mayor of Memphis Marcus Winchester, his father bought the land and laid it out like a city and sold the lots to make money. Marcus became first mayor and his wife was Mary Winchester. Was African American from New Orleans. Could do this in early days before civil war. Before the laws got antislave. Something change and the Winchester family disappeared from Memphis.

Indian removal: Exhibits have bust of Jackson (hero of 1812 war) became pres in 1829 and days of Indians in TN are numbered cause he was the president who made all the Indians leave which we call the trail of tears. Tried to keep lands by accommodation. Tried to pick up white man's ways. Some owned slaves but they got removed anyway. Pass around Indian alphabet. Sequoyah developed language to help the not lose their land with language.

Lady's daily life

All ladies black and white in civilized colonial America. Housework. Sound fun? **3 ladies. Sweep some dirt. Wash clothes. Hunting shirt is dirty so she has to clean it. Washboard and tub get shirt wet and put soap on it and rub it on the metal. Churn butter.** Barn chores. **Gather some eggs. Apron.** Pick it up by the corners kid to gather eggs for mother put eggs in the apron. If not enough women, men had to do these things. Build a fire and cook these eggs with **bellows. Start sewing.** Wool and wool cards to make some twine for spinning wheel. Sew on a button to his shirt. Get the wool into a puff. And spin the puff into a string to make socks or whatever else. Do we have a dryer? No. had to put it on the clothesline by wind power. Also having **tea parties!!!** Sit at table and have a tea party. Ask them how they like their tea, come pour the tea. Why did they have fine china on the frontier? Loved English goods, trying to civilize the frontier.

Men's daily life

farm work, ladies excluded? They plowed too and women helped. Men concentrated on farming and commercial projects. Corn. Sold corn over the mountains? Kind of big and would go bad. Best way to transport it? What's in those barrels? Whiskey! They couldn't drink the water as much. Made a lot of whiskey. Men served in militia. Did not have standing army.. peace time we still have soldiers, they didn't. very small army. Based idea that men would always be able to have weapons and be called up to fight. War of 1812 this system almost broke down and they almost lost if it wasn't for Jackson. They didn't show up with weapons, they thought govt should give them weapons, but everyone didn't. not very efficient. Didn't abandon till 1900s. hunt if necessary. Did they hunt all the time? No, didn't like it. Supplemented food with hunting and fishing. Slaves could hunt their own food. Slaves did have ways of taking care of themselves.

Children's life

chores and more chores! **Pestle and mortar and shucker, corn flour, 2 volunteers. Put corn in and twist handle to grind the corn to shuck it. Log pestle, grind the corn.** Corncobs were used for toilet paper. children and adults had to do all these chores. Would you be going to school? No! very few did. Learned very basic things at home. School wasn't very important. School was run by minister with 6-8 in a class. Samuel Doak started the first college in TN. They also got to play. Cornhusk doll like the Indians made, pass it around. Barrel hoop race with hoops and sticks. Marbles were popular.

Frontier diet: vegetables: 3 important from Indians (corn, squash, beans). Also grew british vegetables like turnip greens. What kind of meat? Pigs, cows, and sheep. Drink? Whiskey, milk, and water. Specialty foods: horse, and possums.

Environmental impact: came to make money and to farm, and this caused: extinct which means? Not living anymore. Buffalo were wiped out even though they've come back. Had endangered thing: cone flower, cause lands were cleared for farming. Deforestation. Used to be lots of big trees, show the progress of the trees.

More Frontier fun: exciting? Jews harp: musical instrument. Fiddle, spoons, got together and played music. Had community party. No schools, barely any church, got to see everyone. Got to have dances. Looking for marriage partners. Teach Virginia reel. 4 steps forward and bow and curtsy. Back 4 steps. Honor again. Right hand swing, then back to place, then left hand swing. Then do-si-do. Sa shay down the hall then sha shay back. Then follow the leader and go under the bridge and go down the line.



Scavenger Hunt

Grades 3-5

1. How many hours would it take an elephant to poop your weight? _____

How many pounds is this per hour? _____

2. What do we call fossilized dinosaur poop? _____

Watch one of the videos about dinosaur poop. What is the most interesting thing you saw or heard? _____

3. What are 3 animals that eat poop? _____

Why do they do this? _____

4. This small animal can spread disease in your home with his poop. _____

How can you prevent diseases spread by this animal? _____

5. What is the world's best fertilizer? _____

6. What kind of animals make a big house out of poop? _____

7. What is the farthest distance someone has "tossed a turd" in a throwing competition?

_____. How far do you think you could throw one? _____

8. How often does a sloth poop? _____

9. Is there DNA in poop? _____

How do scientists see the very small things that are in poop? _____

1. How many kinds of Dung beetles are there? _____



Scavenger Hunt

Grades 1-2

1. This small animal can spread disease in your home with his poop. _____
What can you do to prevent this animal from spreading disease?

2. How long would it take for the elephant to poop your weight? _____
3. What do we call dinosaur poop? _____
Feel the dinosaur poop fossil. What does it feel like? _____

4. Name an animal that eats poop? _____ Why do they do this?

5. People use poop, as a fertilizer, to grow what?
Flowers? Food? Vegetables? All of these?
6. What animals make a big house out of poop? _____
7. What is the farthest distance someone has "tossed a turd" in a throwing competition?
8. How many times a week does a sloth poop? _____
9. Can you find the outhouse? What would you have to do to go outside at night to use the bathroom? _____
10. How many kinds of Dung beetles are there? _____



Scavenger Hunt

Grades 6-8

1. How many hours would it take an elephant to poop your weight? _____

How many pounds is this per hour? _____

2. What do we call dinosaur poop? _____ Watch the video about
Tyrannosaurus Rex; how old is the specimen of fossilized poop? _____

3. How does a "cromaglass wastewater system" work?

4. Why do sloths dig a hole and bury their poop? _____

5. How was camel dung used during World War II? _____

6. In February 1999, an outbreak of _____ caused by feces in fruit and
vegetables caused _____ people to be hospitalized in Florida.

7. Which part of a bear's digestive tract breaks down nutrients into the bloodstream?
Esophagus Stomach Small Intestine Large Intestine

8. Use the microscope to look at a new world hookworm. Draw what you see in the space below:

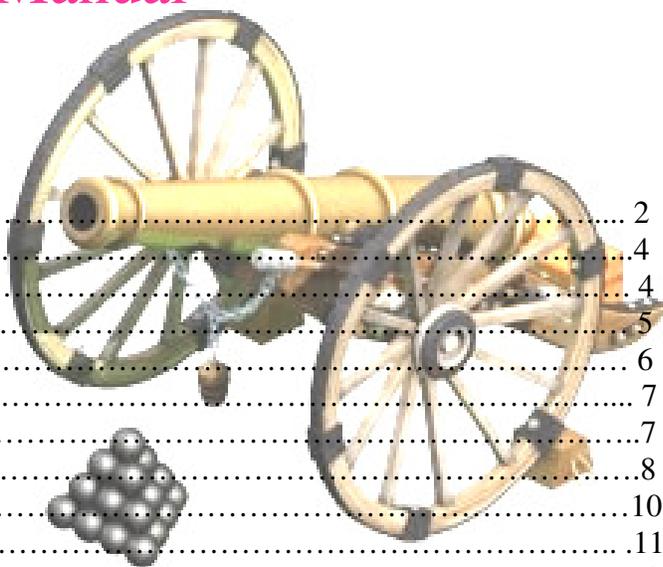
9. Nutrients such as _____ and _____ are in poop and cause it to be
a great fertilizer for food.

The Civil War Teacher's Manual

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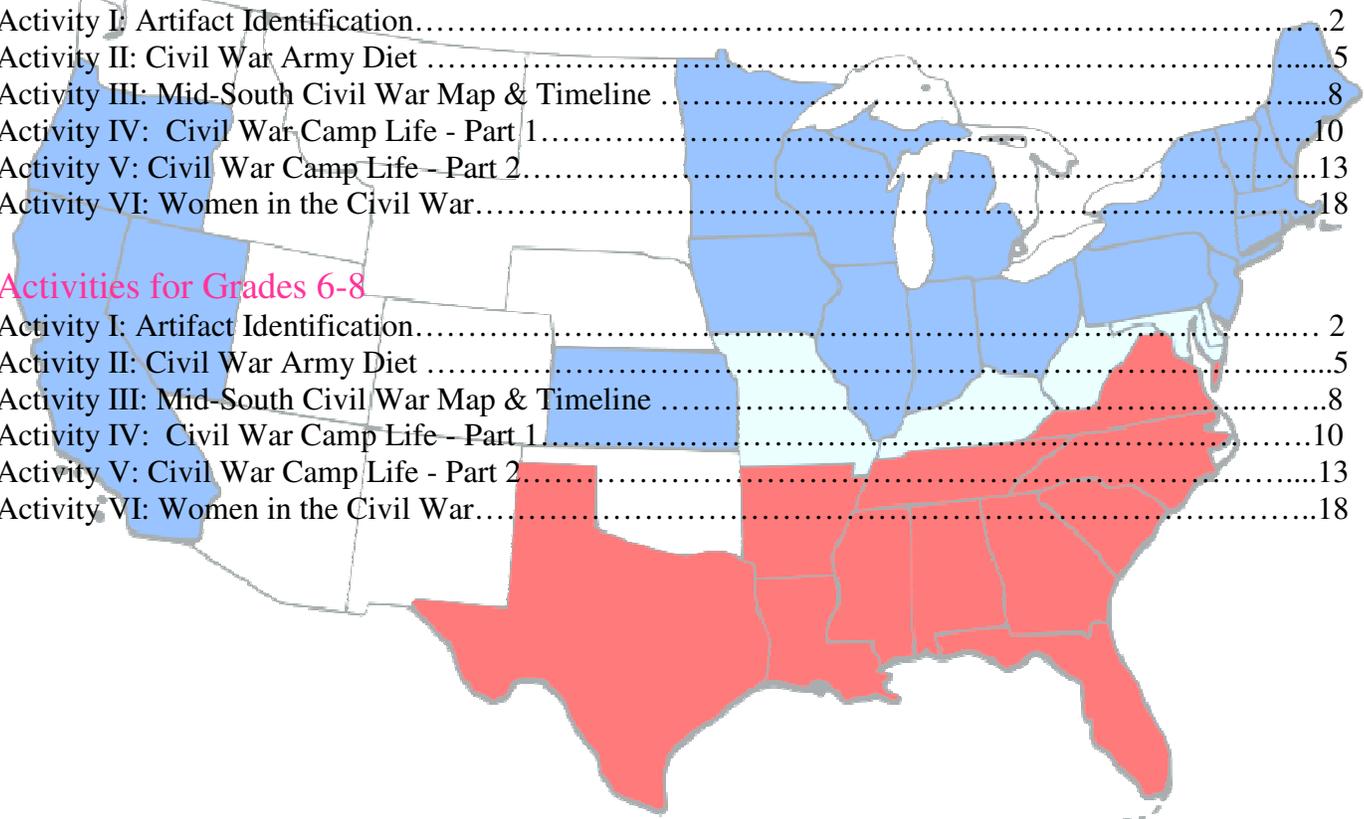
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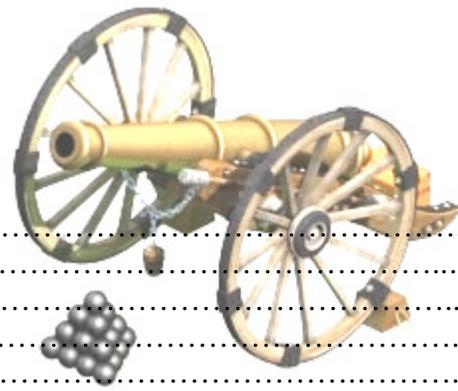
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Tennessee Student Performance Indicators

Grades K-2

- K.1.01 Understand the diversity of human cultures.
- K.1.02 Discuss cultures and human patterns of places and regions of the world.
- K.2.01 Describe potential costs and benefits of personal economic choices in a market economy.
- K.5.02 Understand the place of historical events in the context of past, present, and future.
- K.5.03 Explain how to use historical information acquired from a variety of sources.
- 1.1.01 Understand the diversity of human cultures.
- 1.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 1.5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.
- 1.5.02 Understand the place of historical events in the context of past, present, and future.
- 2.1.01 Understand the diversity of human cultures.
- 2.5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.
- 2.5.02 Understand the place of historical events in the context of past, present, and future.

Grades 3-5

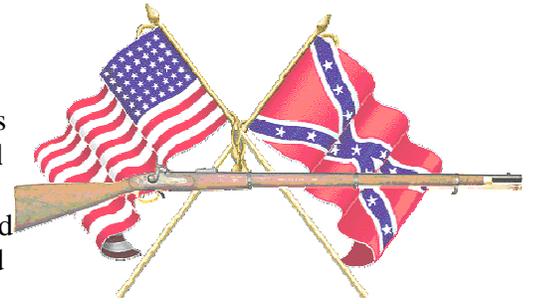
- 3.1.01 Understand the diversity of human cultures.
- 3.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective
- 3.1.02 Discuss the cultures and human patterns of places and regions of the world.
- 3.5.2. Use a timeline to determine the order of a historical sequence of events.
- 3.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.
- 4.1.01 Understand the diversity of human cultures.
- 4.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 4.3.spi.2. Identify and use key geographical features on maps (i.e., mountains, plains, valleys, forests).
- 5.1.01 Understand the diversity of human cultures.
- 5.1.spi.1. Recognize components of American culture (i.e., language, clothing, food, music, and religion).
- 5.1.spi.2. Interpret how culture changes over time as a consequence of industrialization, technology or cultural diffusion
- 5.3.spi.1. Locate continents and significant bodies of water
- 5.3.spi.5. Identify the physical and political boundaries of Tennessee.

Grades 6-8

- 6.1.spi.1 Recognize the basic components of culture (i.e., language, common values, traditions, government, art, literature, lifestyles).
- 6.3.spi.2 Identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, coastal plains).
- 6.3.spi.5. Use a variety of maps to understand geographic and historical information
- 6.5.spi.3 Identify types of artifacts by pictorial representations.
- 6.5.03 Identify how to use historical information acquired from a variety of sources.
- 6.1.06 Understand the influence of science and technology on the development of culture through time.
- 7.1.spi.1. Recognize cultural definitions (i.e., language, religion, political system, economic system).
- 7.3.spi.1. Identify and use the basic elements of maps and mapping.
- 7.3.spi.3. Identify the major river systems of Tennessee.
- 7.6.spi.1. Identify ways family, groups, and community influence daily life and personal choices.
- 8.3.spi.5. Interpret a geographic map of the early United States.
- 8.3.spi.6. Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States.
- 8.5.spi.11. Identify conclusions about historical events using primary material sources.
- 8.5.spi.3. Differentiate between a primary and secondary source.

Brief History of the Civil War

The American Civil War was one of the most destructive conflicts in U.S. history killing and wounding more Americans than all other wars combined. At the political level, the war tested the will of the **Federal Government (blue)** in reunifying the nation and the resolve of the **Confederate Government (gray)** in remaining permanently separated from the United States. At the socio-economic level, the war changed not only the status of African-Americans but also served to usher in a new era of industrialization that would see the rise of the young United States as a contending world power. Caught in the struggle were average individuals, each one eking out his own daily existence within the context of the larger conflict.



The Civil War continues to be a potentially divisive subject; however, it is also fascinating because of the vast array of **artifacts** that have been left behind. Although commonly portrayed as an ideological and/or economic conflict fought out between the Blue and the Gray, it seems reasonable to say that the everyday individual, whether Northerner or Southerner, black or white, possessed a unique set of reasons as to why he/she threw support to one side or the other. Furthermore, **freedmen** (who often released themselves from **slavery**) became a “problem” to both sides. For example, the Confederates were disadvantaged by the loss of valuable slave labor and increased enemy military strength due to the recruitment of black soldiers in the North. Some 200,000 fought against the Confederates in Union “**Colored Regiments**,” many of which were **mustered** (recruited) in Shelby and Fayette County, Tennessee. The Union forces, on the other hand, could not adequately respond to the massive number of **contrabands** (freed slaves) who followed their armies. Large numbers of freedmen sought refuge within Union lines, posing a severe supply burden. To alleviate this problem, Field Order 15 was issued, temporarily providing freedmen with the proverbial “50 acres and a mule”—an idea that still resonates in some of the political rhetoric of the 21st century. Nevertheless, African Americans were not standing idly by while the white men in power fought over their future; rather, they were active participants in shaping their own destiny.

Civil War Artifacts

Out of requirement or necessity, soldiers on both sides carried a considerable amount of equipment, several of which are included in the exhibit. The typical soldier often wore a **kepi** (a narrow-brimmed, baseball-like hat whose roots lay with the French Army) and often carried a **wool blanket** (tied around one shoulder and the body), using the latter to carry other smaller items. The soldier often wore a **wool waist-coat** and **breeches** and was likely to carry a wooden or metal **canteen**, the latter of which might be split in half and used for cooking and both of which might be used for **foraging** (gathering food items from the local population). Also used for foraging was the **haversack**, a small purse-like item slung over the shoulder for easy access. The **backpack**, on the other hand, was used to carry items that did need to be readily accessible.



Leather shoes sometimes called **brogans** were issued to soldiers. There were no left and right shoes; rather they had to be broken in to fit a soldier's particular foot shape. Needless to say, blisters were a common fact of life on the march. After 1862, the lack of shoes became a severe issue for Southern forces, and the horrific battle of Gettysburg began because a detachment of Confederates had been sent to the small Pennsylvania town because they had heard there was a shoe factory there. It is estimated that at the Battle of Nashville in December of 1864 that half of the Confederate Army had no shoes. To complicate matters for the shoeless soldiers, there had been a terrible ice storm the week before the battle and another that plagued them on their retreat afterwards.

Civil War Diet



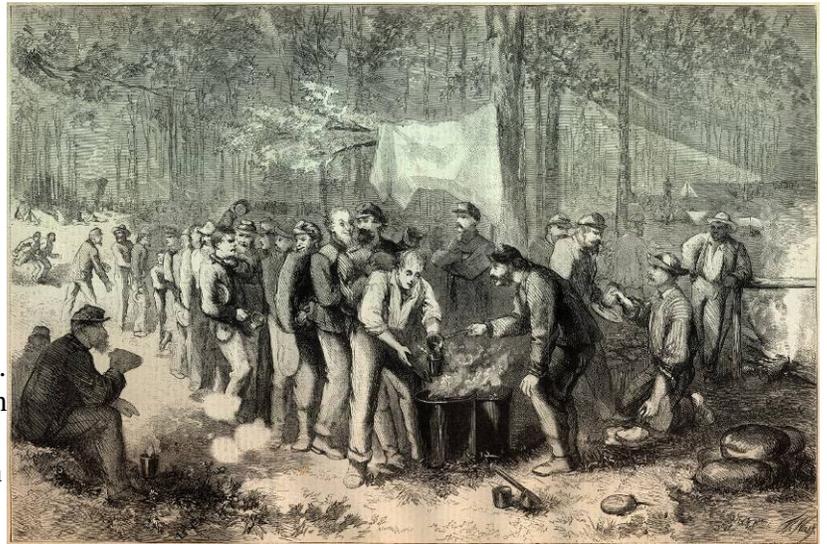
Hardtack is a thick cracker made of flour, water and sometimes salt. When properly stored, it will last for years. Before the Civil War, soldiers called it biscuit or hard bread. Sailors referred to it as sea biscuit or pilot's bread. To the Union Army of the Potomac during the Civil War, it was known as hardtack, a name that stuck and spread to other units, including the Confederacy. The name hardtack seems not to have been in general use among the armies of the West. Because it could be prepared cheaply and would last so long, hardtack was the most convenient food for soldiers, explorers, pioneers or anyone else who needed to be able to pack light and move fast.

While hardtack was furnished to the army by weight, the biscuits were doled out to soldiers by number. In some units, a **ration** of hardtack was nine, while it was ten in others, but there was usually enough to go around because some soldiers would refuse to eat it.

Although it was **nutritious**, soldiers complained that they could eat ten of them in a short time and still be hungry. But the most common complaint was that they were often so hard that they couldn't be bitten into, that it took a very strong blow even to break them.

Another common problem with hardtack was when they were moldy or wet, as sometimes happened. It has been suggested that this occurred when they were boxed too soon after baking, or due to exposure to the weather. Sometimes they became **infested** with **maggots** or **weevils** during storage, conditions that seldom afflicted the harder variety.

When the hardtack was moldy or moist, it was thrown away and made good the next time that rations were issued, but soldiers usually had to put up with insect infestations. According to accounts, it was not uncommon for a soldier to find his coffee swimming with weevils after the hard bread was broken up in it; but they were easily skimmed off.



Hardtack was eaten by itself, or crumbled into coffee. Probably more were eaten that way than in any other, usually at breakfast and supper, but there were other ways to serve them. Sometimes they were crumbled into soups, which they served to thicken. Some soldiers crumbed them into cold water, then fried the crumbs in the juice and fat of meat, creating a dish that was known as **skillygalee** or **cush**. Some preferred to eat them toasted, either to more easily crumb them into coffee; or in the rare case when it was available, with butter. A few who managed to save a portion of their sugar ration spread it upon the hardtack.

Hardtack Recipe

Probably the most requested recipe is for hardtack (also known as 'tack, ironplate biscuits, army bread, and other colorful names). This one, from the 1862 US Army book of recipes, is one that is guaranteed to keep your dentist happy with bridge and upper plate work, not necessarily to satisfy your culinary hunger.



- 5 Cups flour (unbleached)
- 1 Tablespoon Baking Powder
- 1 Tablespoon Salt
- 1 to 1-1/4 cups Water
- Preheated Oven to 450°

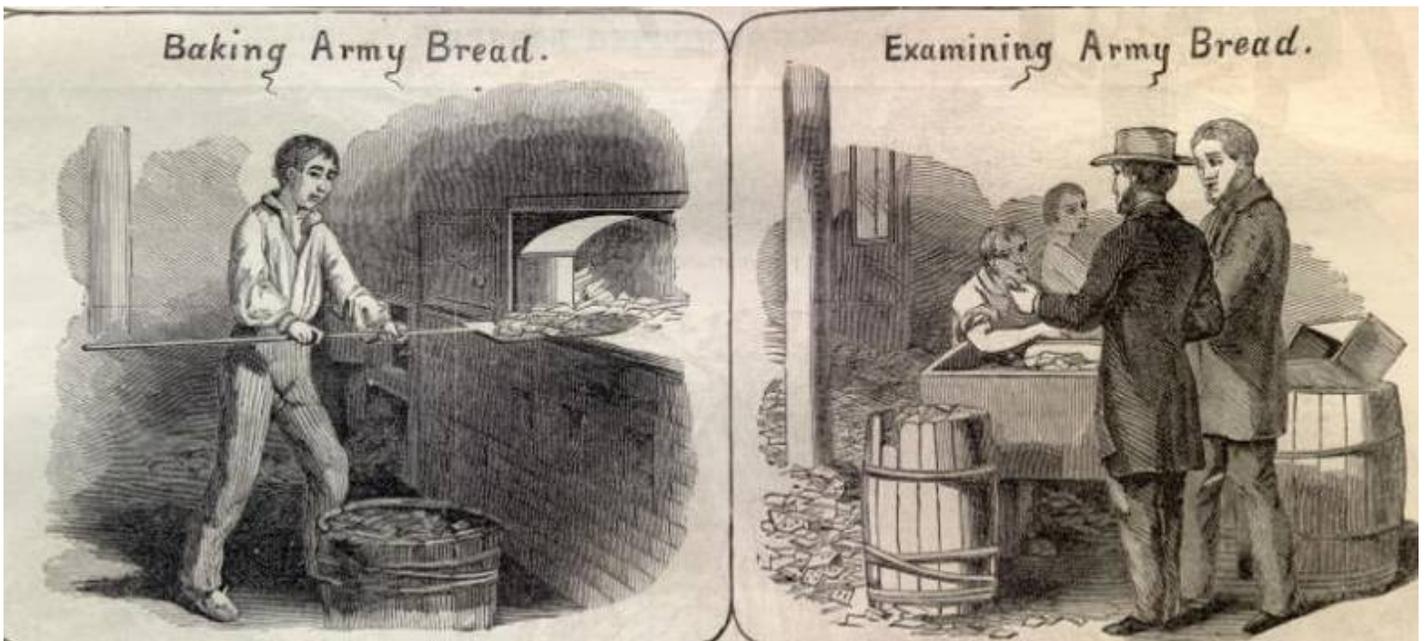
In a bowl, combine the ingredients to form a stiff, but not dry dough. The dough should be pliable, but not too sticky.

Take this mound of dough and flatten it out onto a greased cookie sheet (the ones with a small lip around the edge like a real shallow pan). Roll the dough into a flat sheet approximately 1/2 inch thick.

Using a bread knife, divide the dough into 3x3 squares. Put a 3x3 matrix of holes into the surface of the dough with a 10-penny nail all the way thru and at even intervals (Village Tinsmithing Works sells a cutter that does all of this...works great!).

Bake in the oven for approx 20 Minutes until lightly browned. Take out and let cool.

Do this the day before your go on the field and you will have enough tack to fill your haversack. It will be somewhat soft Saturday morning, but by Sunday, you should soak it in your coffee before eating, or else you will have a hard time chewing.



Life at Home

When hundreds of thousands of men – bankers, farmers, store owners and factory workers - went to fight, many of their positions were filled by women who had never worked before outside of the home. At the beginning, lives continued as they had: children went to school, farming and business continued.

Eventually, manufacturing suffered because most men were employed by armies. All transportation support was given to the military. Farmers had to find their own ways to ship their products, many crops rotted after they were harvested because there were no trains to ship the goods to market.

Mothers depended on other mothers. Days were busy for mothers because they had all of the chores to do. Every piece of clothing was stitched again and again. In the evenings, the fatherless families would get together to talk and let the youngsters play. Many women ran their family farms. If a soldier was stationed near his hometown, his family, wife or relatives would come and stay with him until he moved on. This was a blessing since he could get food and clothing from them.

Farms were frequented by soldiers to obtain food. Early on in the war the farmers would get paid for what the soldiers took. Later, soldiers began to steal food and cattle from the farmers, whether north or south. By the end of the war, troops would raid a farm and take everything, including raping women.

Once the soldiers moved on and began marching and fighting, people at home would use any paper or resources they could to write letters. Wallpaper that was old or unused was used to make envelopes and stationary. Women and people on the home front were very resourceful and brave during the war.



Young Women at Home



Young women had many similarities and differences to woman today. One young woman who wrote a diary to record events of her life during the Civil War was Carrie Berry. She was ten years old, and lived with her family in Atlanta, Georgia. When the Civil War began, Carrie's happy life changed. Carrie kept a diary of what went on in her everyday life. Most of her diary entries were just a sentence or two, but Carrie's diary gives us a very good idea of what war looked like to a young girl of ten.

Carrie's diary gives us a picture of this particular young girl in her own words. Carrie loved to play with her friends and her dolls. She also had to take on grown-up chores to help the family. Carrie often told her diary of days spent ironing, cleaning, cooking, or taking care of her younger sister.

Times were hard for the Berry family. The year was 1864. The Civil War was in full swing. More and more southern land was falling to the northern army. Battles were taking place all around Atlanta. Carrie's family often had to retreat to their cellar to seek safety from the

shellings. When the cannons weren't booming, the sound of musket fire could be heard in the woods. Carrie celebrated her tenth birthday with no cake and no presents. She did the ironing. She was basically a young woman growing up in a very difficult time in the American history. Her story is integral to the study of Civil War history, especially for students around her age.

Daily Life of a Civil War Soldier

Once the war was announced hundreds of thousands of young men rushed to join. Not understanding what would happen to them, most looked upon it as an exciting opportunity. They did not consider the risk of injury, sickness or death. Also, many people thought the war would be over quickly. Just like a good fist fight, you have it out and you walk away. No one imagined multiple battles with tens of thousands of casualties in each battle.

For a young man, enlisting was a way to show the young women in your town that you were truly a "man." One could take great pride in his uniform and have his picture taken, perhaps the only time he would ever have your picture taken. But the excitement of joining the military did not last long, nor did it last far from home.

In the war's beginning new recruits were enthusiastic to learn how to be soldiers. The only way to turn a free thinking young man into a fighting machine was to drill and train until the techniques of battle and fighting became second nature. The new recruits needed to learn to obey orders and trust in their comrades. This was done by drilling. Along with all the drilling, soldiers had to learn to follow military schedules and regulations everyday. When the drums and bugles sounded reveille, they had to get up no matter how tired they were. When "lights out" or "taps" played you went quietly to bed for the night. Boot camp meant marching twenty to forty miles a day in hot, wool uniforms and with fifty pounds of equipment.



Once these basic needs were met most men, not on a detail, passed time by playing instruments, whittling, playing cards, dice, gambling, smoking, talking about home and their families and what they planned to do when they returned home, or searching for more food at a farmer's home. Those that could read and write sent letters and wrote letters for others. Even letter writing became difficult later in the war because of a lack of paper.

Can You Pass the Medical Inspection for Combat in the U. S. Army?

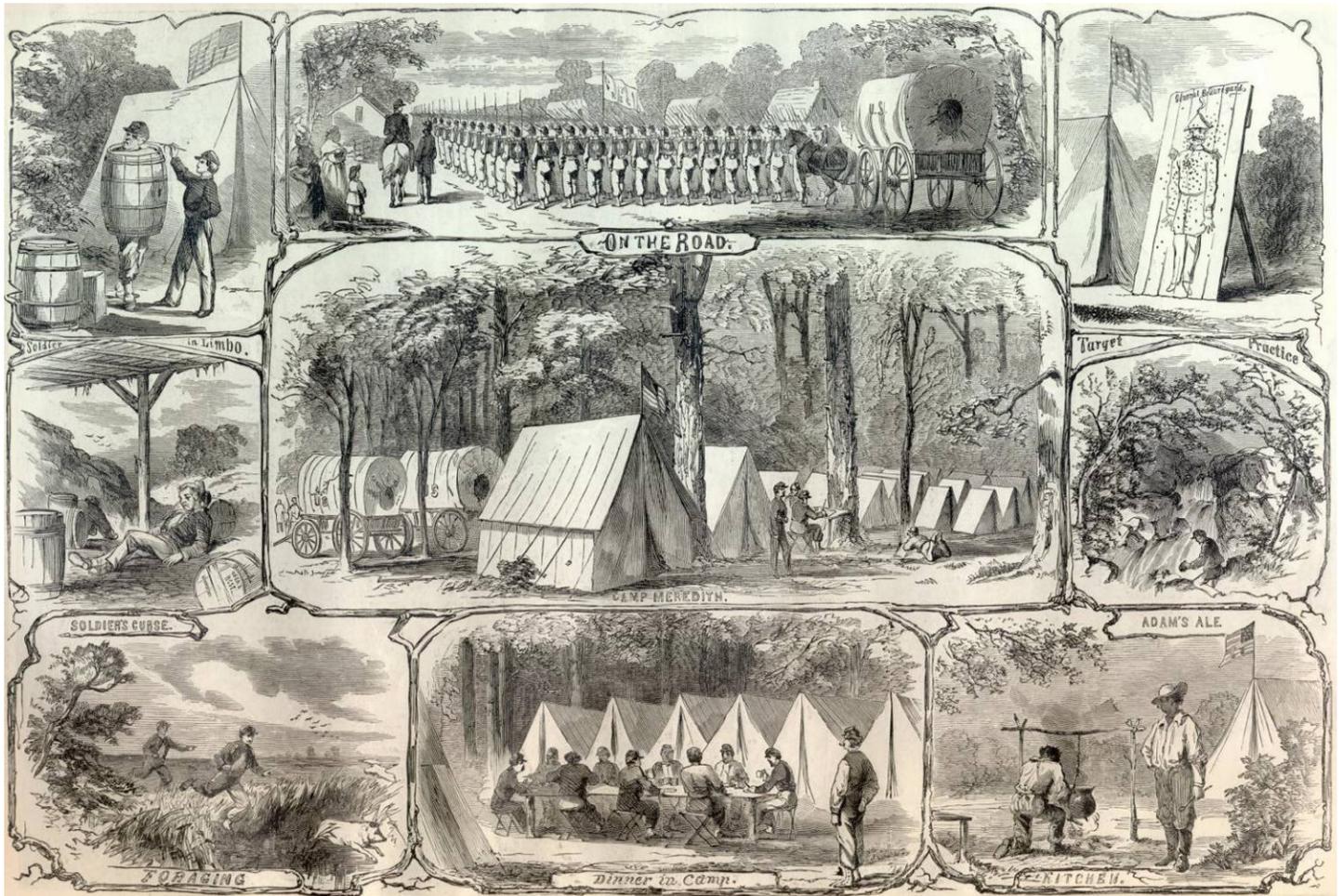
All men (per general order No.17, issued in July of '61 by the Medical Department);

1. Must have both hands and feet
2. Must have both of their thumbs
3. Must have at least sight in one eye
4. Must have upper and lower front teeth
5. Must have balance enough to stand on one foot without falling
6. And be "Of fit appearance" which would mean no consumptives should be held in the ranks.

This training took several weeks, and it was hard going for most recruits. There was another reason for holding young men in boot camp for several weeks. Most of these young men came from small towns and they were not exposed to many of the common diseases, like the measles. By holding the men in camp the army could prevent men going out to battle only to immediately get sick from exposure to new diseases.

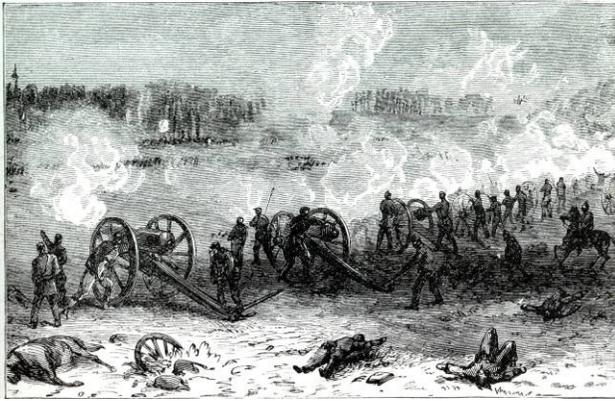
For a soldier, particularly after the first year of the war, personal comfort and survival became more important than drilling. Food, warmth, and good shoes on your feet were the thoughts of the day.

Another fancy idea was that the principal occupation of a soldier should be actual conflict with the enemy. They didn't dream of such a thing as camping for six months at a time without firing a gun, or marching and countermarching to mislead the enemy, or driving wagons and ambulances, building railroads, building bridges, currying horses, cooking and the thousand commonplace duties of the soldier.



Marching and Fighting

When the war began no one foresaw the dimension the military battles were to become. In fact most military experts predicted one or two battles and a conclusion to the war. The logistics of moving tens of thousands of men, communicating the general's intentions and coordinating maneuvers were very difficult and resulted in armies often shooting upon themselves or regiments "getting lost" in the other army's territory.

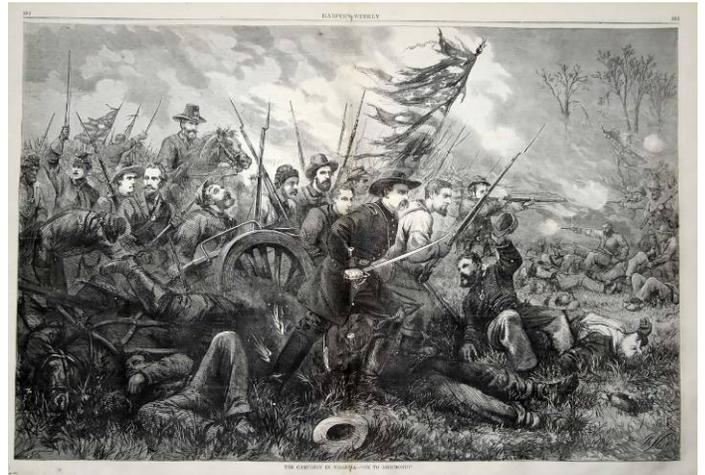


Much of the war involved skirmishes. These were chance meetings of opposing soldiers along roads, rivers or railways. Often a few rounds of gunfire would be issued and then one or both armies would retreat into the woods and hold up under protection waiting for their opponents to follow them, which often never occurred.

Since most of the battles occurred on Confederate territory, this meant the Union needed more men for transporting supplies and the wounded. The Rebels on the other hand could get supplies from farmers and leave

their wounded with a family, if need be. Early on in the war the Rebels could use their detailed knowledge of the terrain to gain advantage over the Union troops in battle.

During the Civil War, soldiers often abandoned backpacks in favor of simply wrapping up their belongings in a blanket, draping it over their left soldier (the right shoulder would interfere with firing a weapon), and tying the two ends together with a string. At the beginning of the war Confederate soldiers had blue uniforms and Northern soldiers had gray uniforms. There could be confusion as to who was on which side and sometimes soldiers were hurt because of the confusion. Uniform colors were to avoid confusion, but this was not always the case



Glossary

Freedmen - a former slave who has been released from slavery, usually by legal means

Kepi - a cap with a flat circular top and a visor, used commonly by both sides during the American Civil War

Haversack - a bag, usually carried by a single shoulder strap. Soldiers carried all of their important items such as hardtack or letters from home in these bags.

Foraging - looking or searching for food or provisions, soldiers often took food from plantations and homes of both enemies and comrades.

Brogans - a term generally applied to any heavy, ankle-high shoe or boot, more specifically, any such boot worn by a soldier

Hardtack - a simple type of cracker or biscuit, made from flour, water, and salt. Inexpensive and long-lasting

Minie Ball - a type of muzzle-loading rifle bullet

Regiment - a military division, denoting origin and location

Secession - the act of withdrawing from an organization, union, or political entity

Slavery - forced unpaid labor

Union - comprised of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Ohio, Indiana, Michigan, Illinois, Iowa, Wisconsin, Minnesota, Kansas, California, Nevada and Oregon.

Confederacy - Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee, Arkansas, Mississippi, Louisiana, Texas.

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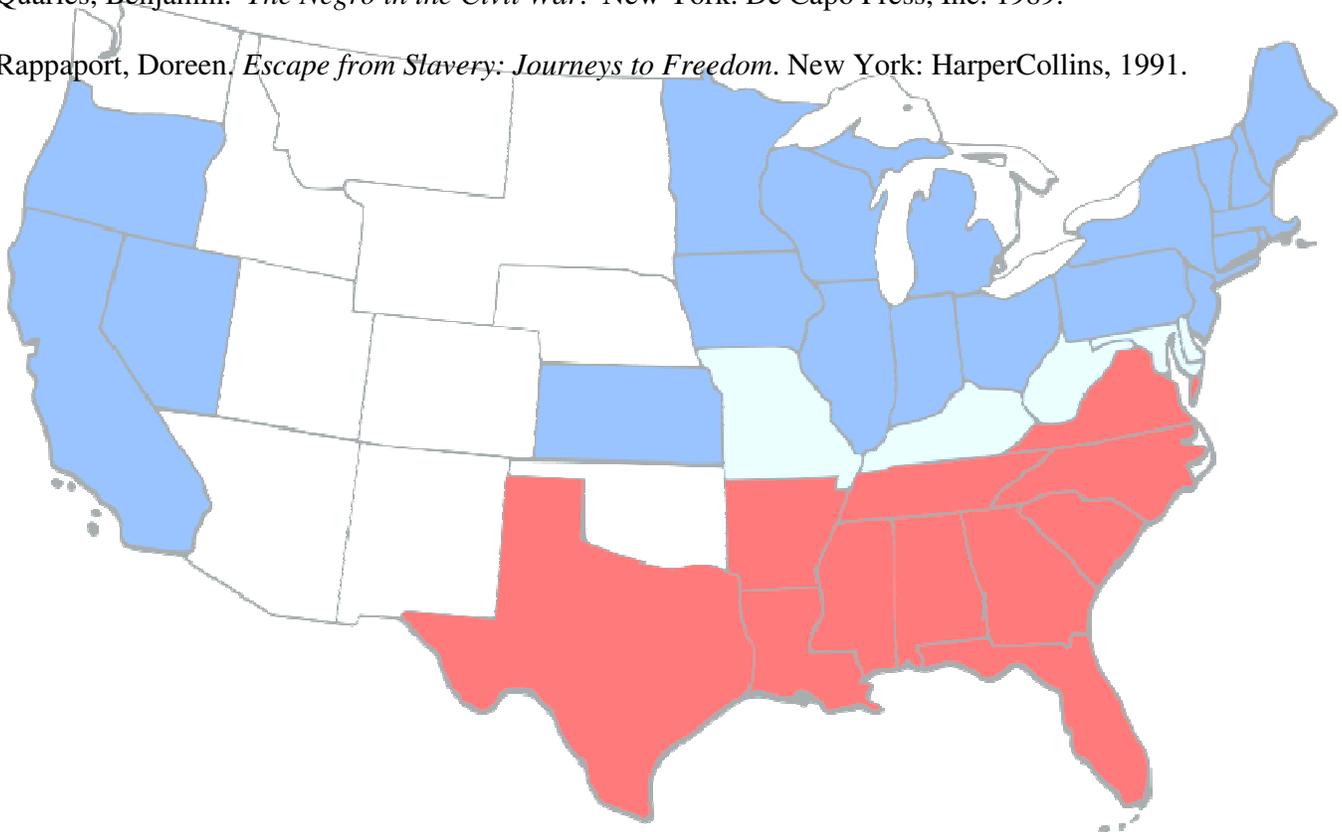
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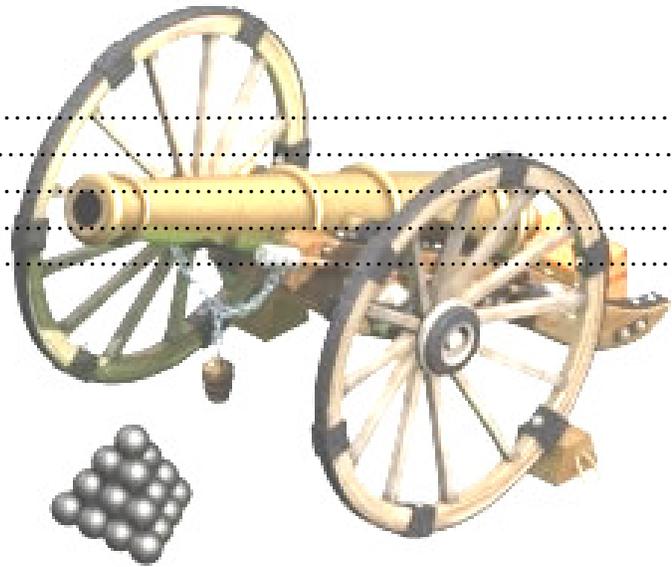
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The Civil War Teacher Manual

Activities for Grades K-2

Activity I: Artifact Identification	2
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Activity IV: Making Wallpaper Envelopes.....	7
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Activity I: Artifact Identification

Grade Level: K-2

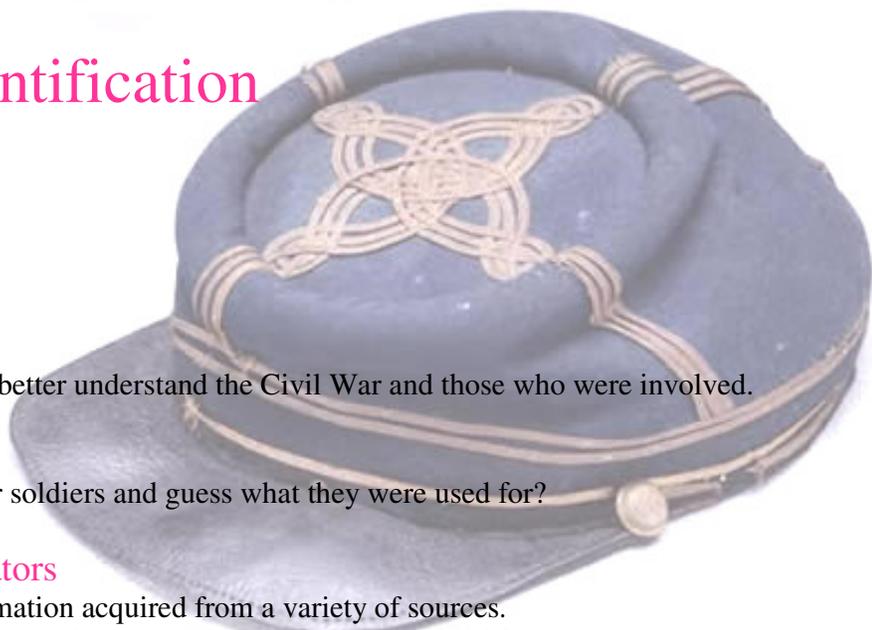
Duration of Activity: 30 minutes

Description/Objectives

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

Guiding Question:

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



Tennessee Student Performance Indicators

- K.5.03 Explain how to use historical information acquired from a variety of sources.
- K.5.02 Understand the place of historical events in the context of past, present, and future.
- 1.5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.
- 1.5.02 Understand the place of historical events in the context of past, present, and future.
- 2.5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.
- 2.5.02 Understand the place of historical events in the context of past, present, and future.

Materials in the Suitcase

Items 8-21:

Soldier's Blanket, Union soldier's jacket, Confederate soldier's jacket, Union soldier's canteen, Confederate soldier's canteen, Union soldier's kepi, Confederate soldier's kepi, On belt: leather cartridge box with 2 tin liners; leather cap box, Pair of soldier's shoes, Generic Haversack, Generic Backpack, Soldier's Pants.

Background Information

Please refer to "Civil War Artifacts" in the Teacher Background Information.

Preparation

1. Lay out all items on a table.
2. Use the inventory checklist to help identify items.

Warm-up and Pre-Assessment

1. Divide students into 4 groups.
2. Ask: What kinds of items do you think Civil War soldiers had to carry?
3. Ask: What were the main uses; were there other ways to meet basic needs or wants?



Procedure

1. Each group should come up to examine the artifacts for a few minutes and then return to their seats.
2. Have each group brainstorm.

Assessment

1. Ask each group what they believed each item was and what each was used for.
2. Tell what the items are and what they were used for, and discuss creative ways the items could be used.
3. Ask them if our army uses similar items today and what if any are the differences.

Artifact Identification



1. _____



2. _____



3. _____



5. _____



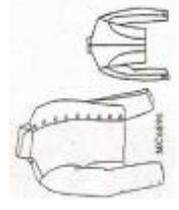
6. _____



9. _____



4. _____



8. _____



7. _____



10. _____

Activity II: Civil War Army Diet

Grade Level: K-2

Duration of Activity: 30 minutes

Description/Objectives

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



Guiding Question:

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

Tennessee Student Performance Indicators

K.1.02 Discuss cultures and human patterns of places and regions of the world.

K.2.01 Describe potential costs and benefits of personal economic choices in a market economy.

1.1.01 Understand the diversity of human cultures.

2.1.01 Understand the diversity of human cultures.

Materials from the Suitcase

Hardtack recipe in Resource Binder

Materials Provided by Teacher

Unbleached flour, baking powder, salt, water, oven, towel, rolling pin, and a bowl.

Background Information

Please refer to “Civil War Diet” in the Teacher Background Information.

Preparation

1. If cooking in class, be sure to lay out ingredients for easy access.
2. You may opt to make the hardtack at home the night before class.
3. Leave some aside for about 7 days to see how hard it gets.

Warm-up and Pre-Assessment

1. Divide students into groups.
2. Ask: What kinds of foods do you think Civil War soldiers were served and why?
3. Ask: How difficult do you think it was to supply a whole army?

Procedure

1. Identify ingredients used, and discuss how hard it would be for cooks to produce the quantities needed.
2. If cooking in class, you can give each group a “duty” to perform for the mixing of the ingredients.
3. Bake their hardtack and allow them to eat some. Leave some aside for about 7 days to see how hard it gets.

Assessment

1. Ask students what tools Civil War cooks would have had to make hardtack during the war.
2. Ask them if they think this was a food made in camp or somewhere else (*The largest supplier of hardtack was Bents & Co. in Milton, Massachusetts*).



Activity IV: Making Wallpaper Envelopes

Grade Level: K-2

Duration of Activity: 30 minutes

Guiding Question:

Because writing supplies were so scarce, how did people write letters to loved ones in the army?

Description/Objectives

Students will understand that contact with home was not immediate as it is today. They will also learn about how contact was maintained.



Tennessee Student Performance Indicators

- K.1.01 Understand the diversity of human cultures.
- K.1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.1.01 Understand the diversity of human cultures.
- 1.5.02 Understand the place of historical events in the context of past, present, and future.
- 2.1.01 Understand the diversity of human cultures.

Materials from the Suitcase

Item P, Wallpaper Envelope

Materials Provided by the Teacher

Wallpaper samples (or other type of paper), scissors, glue.

Background Information

Make something up.

Preparation

Distribute materials to students.

Warm-Up and Pre-Assessment

1. Ask: How hard was it to get writing materials in areas affected by the war?
2. Ask: How did people solve these problems?

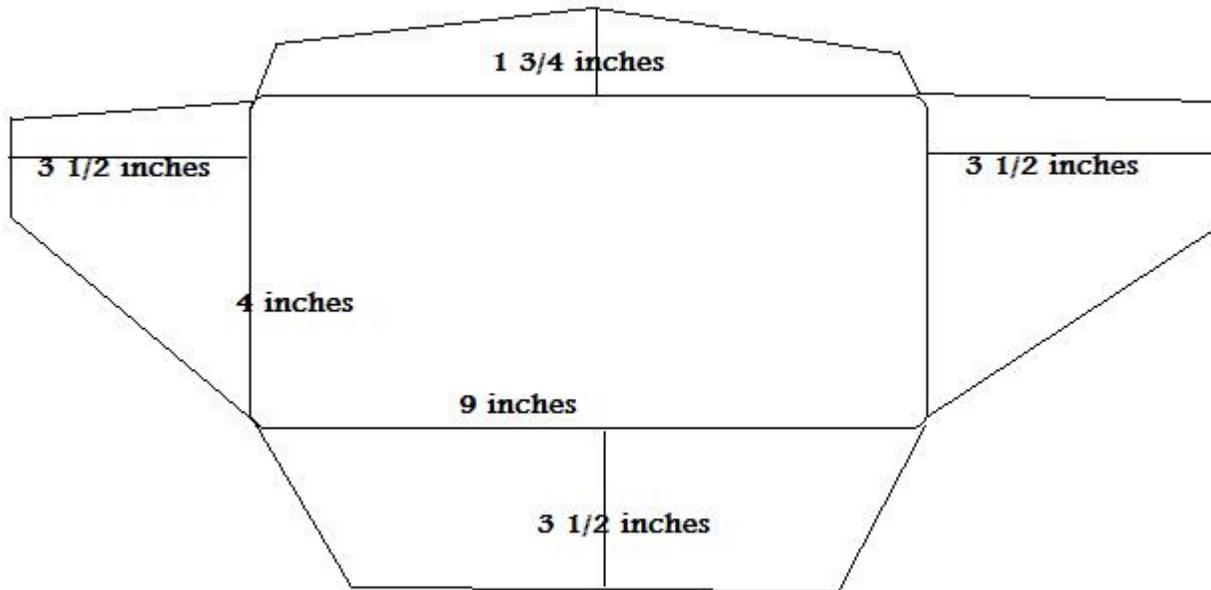
Procedure

1. Cut, or have the students cut, wallpaper into size and shape shown on the following page.
2. Show students the sample wallpaper envelope from the suitcase.
3. Explain how to fold and glue envelope to match example from the case. Ensure students are doing this properly.

NOTE:

If desired, teachers may have the students write a letter to a soldier currently deployed to uplift soldier morale. The teacher may have to do some light research to find units currently deployed to send the student letters.

Pattern for Wallpaper Envelopes



Activity V: Coloring Activities

Grade Level: K-2

Duration of Activity: 30 minutes

Guiding Question:

What did Civil War uniforms look like and why?

Description/Objectives

Students will learn about uniforms and artifacts of Civil War soldiers, and the symbolism and colors behind the uniforms.

Tennessee Student Performance Indicators

- K.5.03 Explain how to use historical information acquired from a variety of sources.
- 1.1.01 Understand the diversity of human cultures.
- 2.1.01 Understand the diversity of human cultures.

Materials in the Suitcase

Books D3 and D9, Items 9-21, Binder B: Teacher's Resource Materials

Materials Provided by Teacher

Copies of coloring pages, appropriately colored crayons or colored pencils.



Background Information

Please refer to “Brief History” and “Civil War Artifacts” in Teacher Background Info.

Preparation

1. Lay out uniform items on a table.
2. Make copies of desired coloring sheets for each student.

Warm-Up and Pre-Assessment

1. Why were uniforms colored the way they were?
2. How might uniform colors help or hurt soldiers when fighting?
3. Tell the students at the beginning of the war Confederate soldiers had blue uniforms and Northern soldiers had gray uniforms. There could be confusion as to who was on which side and sometimes soldiers were hurt because of the confusion. Uniform colors were to avoid confusion, but this was not always the case.

Procedure

1. Each student should try to color a uniform in a way that the soldier would not be mistaken as the enemy.
2. If desired, have the students color one Confederate soldier and one Union and compare and contrast.

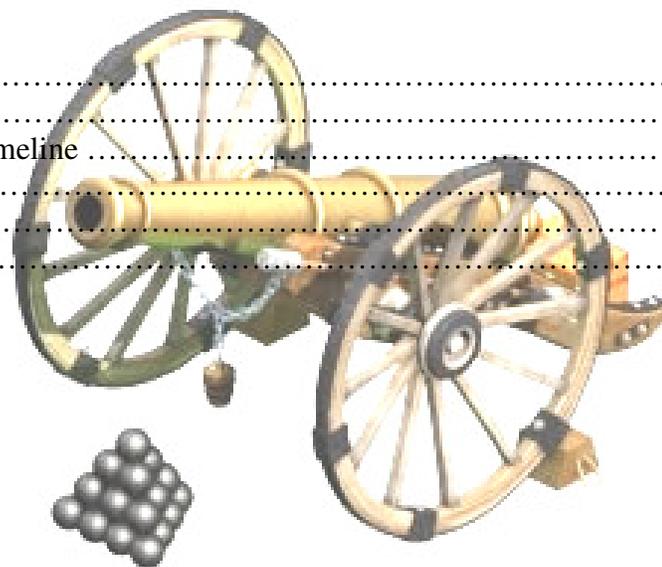
Assessment

Papers may be taken up for teacher assessment.

Civil War in the Mid-South Activity List

Activities for Grades 3-5

Activity I: Artifact Identification.....	2
Activity II: Civil War Army Diet	5
Activity III: Mid-South Civil War Map & Timeline	8
Activity IV: Civil War Camp Life - Part 1.....	10
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Activity I: Artifact Identification

Grade Level: 3-5

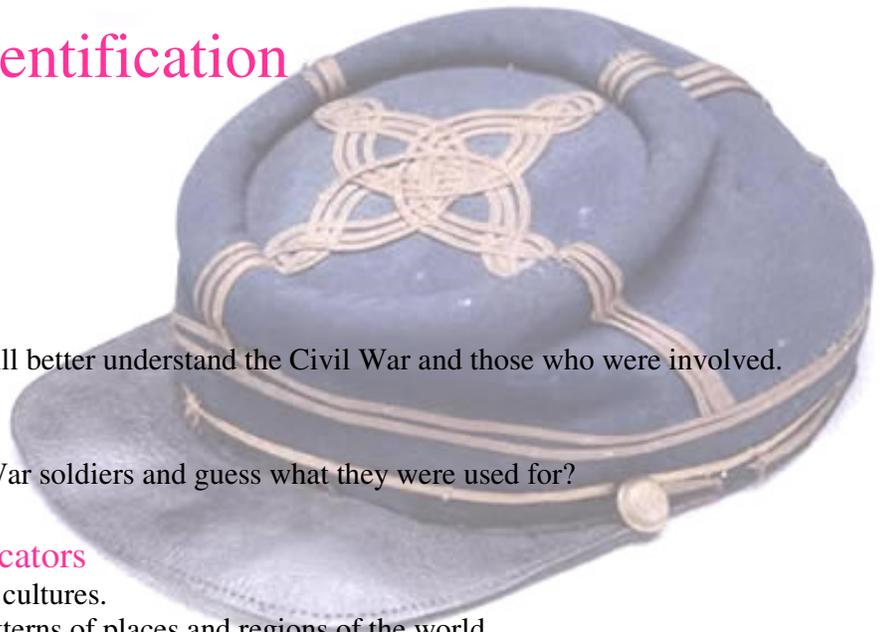
Duration of Activity: 30 minutes

Description/Objectives

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

Guiding Question:

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



Tennessee Student Performance Indicators

3.1.01 Understand the diversity of human cultures.

3.1.02 Discuss the cultures and human patterns of places and regions of the world.

5.1.spi.1. Recognize components of American culture (i.e., language, clothing, food, music, and religion).

Materials in the Suitcase

Items 8-21:

Soldier's Blanket, Union soldier's jacket, Confederate soldier's jacket, Union soldier's canteen, Confederate soldier's canteen, Union soldier's kepi, Confederate soldier's kepi, On belt: leather cartridge box; leather cap box, Pair of soldier's shoes, Generic Haversack, Generic Backpack, Display mount: 3 spent Minie Balls

Materials Provided by Teacher

One large table, Copies of worksheet from suitcase.

Background Information

Please refer to "Civil War Artifacts" in the Teacher Background Information.

Preparation

1. Lay out items on table (use the inventory checklist to help identify items).

Warm-up and Pre-Assessment

1. Divide students into four groups.

2. Ask what kinds of items do you think Civil War soldiers had to carry?

3. Were there any other creative ways they could have been used by soldiers to meet basic needs or wants?



Procedure

1. Each group should come up to examine the artifacts for a few minutes and then return to their seats.

2. Have each group brainstorm, writing down what they think each artifact is and what it was used for.

Assessment

1. Ask each group what they believed each item was and what each was used for. Do not tell them what they are until all groups have had a chance to answer.

2. Tell them what the items are and what they were used for; discuss creative ways the items could be used.

3. Ask them if our army uses similar items today and what if any are the differences.

Artifact Identification



1. _____



2. _____



3. _____



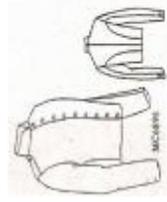
4. _____



5. _____



6. _____



8. _____



7. _____



9. _____



10. _____

Artifact Identification
CIVIL WAR LADIES' FASHIONS



1. _____



2. _____



3. _____



5. _____



6. _____



9. _____



4. _____



7. _____



8. _____



10. _____

Activity II: Civil War Army Diet

Grade Level: 3-5

Duration of Activity: 30 minutes

Description/Objectives

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

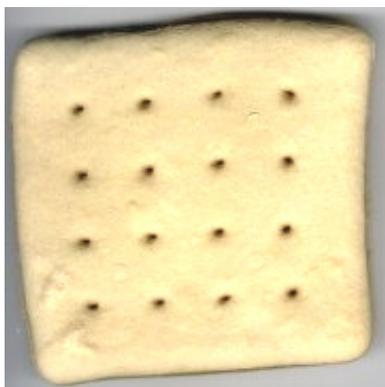


Guiding Question:

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

Tennessee Student Performance Indicators

- 3.1.01 Understand the diversity of human cultures.
- 3.1.02 Discuss the cultures and human patterns of places and regions of the world.
- 4.1.01 Understand the diversity of human cultures.
- 5.1.spi.1. Recognize components of American culture
- 5.1.spi.2. Interpret how culture changes over time as a consequence of, technology or cultural diffusion



Materials in the Suitcase

Hardtack recipe, Hardtack Cutter and Hardtack Sample

Materials Provided by Teacher

Unbleached Flour, baking powder, salt, water, oven, towel, rolling pin, bowl, Copies of Worksheet for Civil War Army Diet lesson

Background Information

Please refer to "Civil War Diet" in the Teacher Background Info.



Preparation

Lay out ingredients for easy access.

Warm-up and Pre-Assessment

1. Divide students into groups.
2. Ask: What kinds of foods do you think Civil War soldiers were served and why?
3. Ask: How difficult do you think it was to supply a whole army?

Procedure

1. Identify the ingredients and discuss how hard it was for Civil War cooks to produce the food needed.
2. Give each group a "duty" to perform for the mixing of the ingredients.
3. Bake their hardtack and allow them to eat some. Leave some aside for about 7 days to see how hard it gets.

Assessment

1. Ask students what tools Civil War cooks would have had to make hardtack during the war.
2. Ask them if they think this was a food made in camp or somewhere else
3. Ask students how much of each ingredient they would need to supply various numbers of soldiers.

CIVIL WAR ARMY DIET

Worksheet (Grades 3-5)

1. Keeping the need for **food preservation** in mind, think of three foods you think the army soldiers of both sides may have received during the Civil War?

a. _____ b. _____ c. _____

2. Why do you think hardtack (the type of food in this recipe) was a standard issue for US troops? How did Confederate forces sometimes get hardtack? What do you think soldiers thought of it?

3. Given the list below, how much of each ingredient would you need to cook enough hardtack for the number of people given in each problem (One batch of this recipe will fill a haversack, providing enough hardtack for one soldier for a few days to one week).

<u>Ingredients</u>	<u>2 men</u>	<u>4 men</u>	<u>7 men</u>	<u>11 men</u>
5 cups Flour	_____	_____	_____	_____
1 Tbsp. Baking Powder	_____	_____	_____	_____
3 Tsp. Salt	_____	_____	_____	_____
1 1/4 cup Water	_____	_____	_____	_____

(Critical Thinking)

4. Describe how different (or how similar) hardtack tastes compared to crackers you get at the store. Be sure to think of some reasons that support your answer.

5. If you were a soldier in the Civil War, what kinds of personal items would you need to keep you happy? How important do you think those items would be to your army commander? Why or why not?

CIVIL WAR ARMY DIET
KEY to Worksheet (Grades 3-5)

1. Keeping the need for **food preservation** in mind, think of three foods you think the army soldiers of both sides may have received during the Civil War?

- a. salt pork b. hardtack or biscuits c. coffee

2. Why do you think hardtack (the type of food in this recipe) was a standard issue for US troops? How did Confederate forces sometimes get hardtack? What do you think soldiers thought of it?

Hardtack was issued because it lasted a very, very long time. Confederate forces often obtained hardtack by capturing it in battle or by raiding. US soldiers received it as a basic ration; however they did not prefer it. Thus, there was always plenty to be found if a soldier got hungry anytime of day.

3. Given the list below, how much of each ingredient would you need to cook enough hardtack for the number of people given in each problem (One batch of this recipe will fill a haversack, providing enough hardtack for one soldier for a few days to one week).

<u>Ingredients</u>	<u>2 men</u>	<u>4 men</u>	<u>7 men</u>	<u>11 men</u>
5 Cups Flour	<u>10 cups</u>	<u>20 cups</u>	<u>35 cups</u>	<u>55 cups</u>
1 Tbsp. Baking Powder	<u>2 Tbsp.</u>	<u>4 Tbsp.</u>	<u>7 Tbsp.</u>	<u>11 Tbsp.</u>
3 Tsp. Salt	<u>6 Tsp.</u>	<u>12 Tsp.</u>	<u>21 Tsp.</u>	<u>33 Tsp.</u>
1 1/4 cup Water	<u>2 1/2 cups</u>	<u>5 cups</u>	<u>8 3/4 cups</u>	<u>13.75 cups</u>

(Critical Thinking)

4. Describe how different (or how similar) hardtack tastes compared to crackers you get at the store. Be sure to think of some reasons that support your answer.

Teacher-generated assessment

5. If you were a soldier in the Civil War, what kinds of personal items would you need to keep you happy? How important do you think those items would be to your army commander? Why or why not?

Teacher-generated assessment

Activity III: Mid-South Civil War Map & Timeline

Grade Level: 3-5

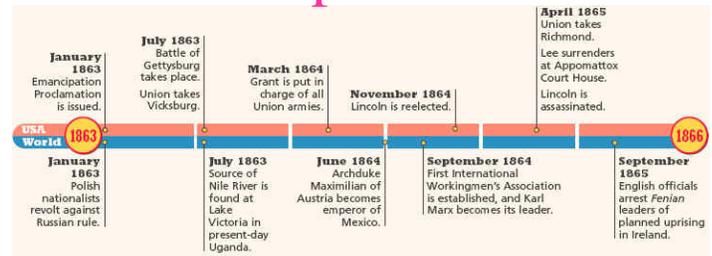
Duration of Activity: 30 minutes

Description/Objectives

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

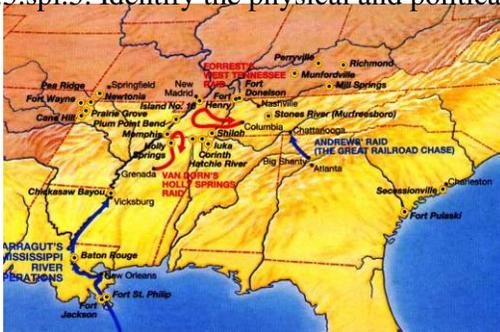
Guiding Question:

Where did the major battles of the Civil War take place?



Tennessee Student Performance Indicators

- 3.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective
- 3.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.
- 3.5.2. Use a timeline to determine the order of a historical sequence of events.
- 4.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 4.3.spi.2. Identify and use key geographical features on maps (i.e., mountains, rivers, plains, valleys, forests).
- 5.3.spi.1. Locate continents and significant bodies of water
- 5.3.spi.5. Identify the physical and political boundaries of Tennessee..



Materials in the Suitcase

Use the "Battle Chronology and Location Exercise" and "Civil War Timeline Activity" provided in teacher resource manual.

Background Information

Please refer to "Brief History" and >>>>> in the Teacher Background Info.

Warm-up and Pre-Assessment

1. What were some of the major Civil War battles in the region where we live?
2. Looking at your map, what geographical features were most battles of the Mid-South fought around and why do you think these features were important? (Answers: Mississippi and Tennessee Rivers - Rivers were a major source of transportation in the South)?

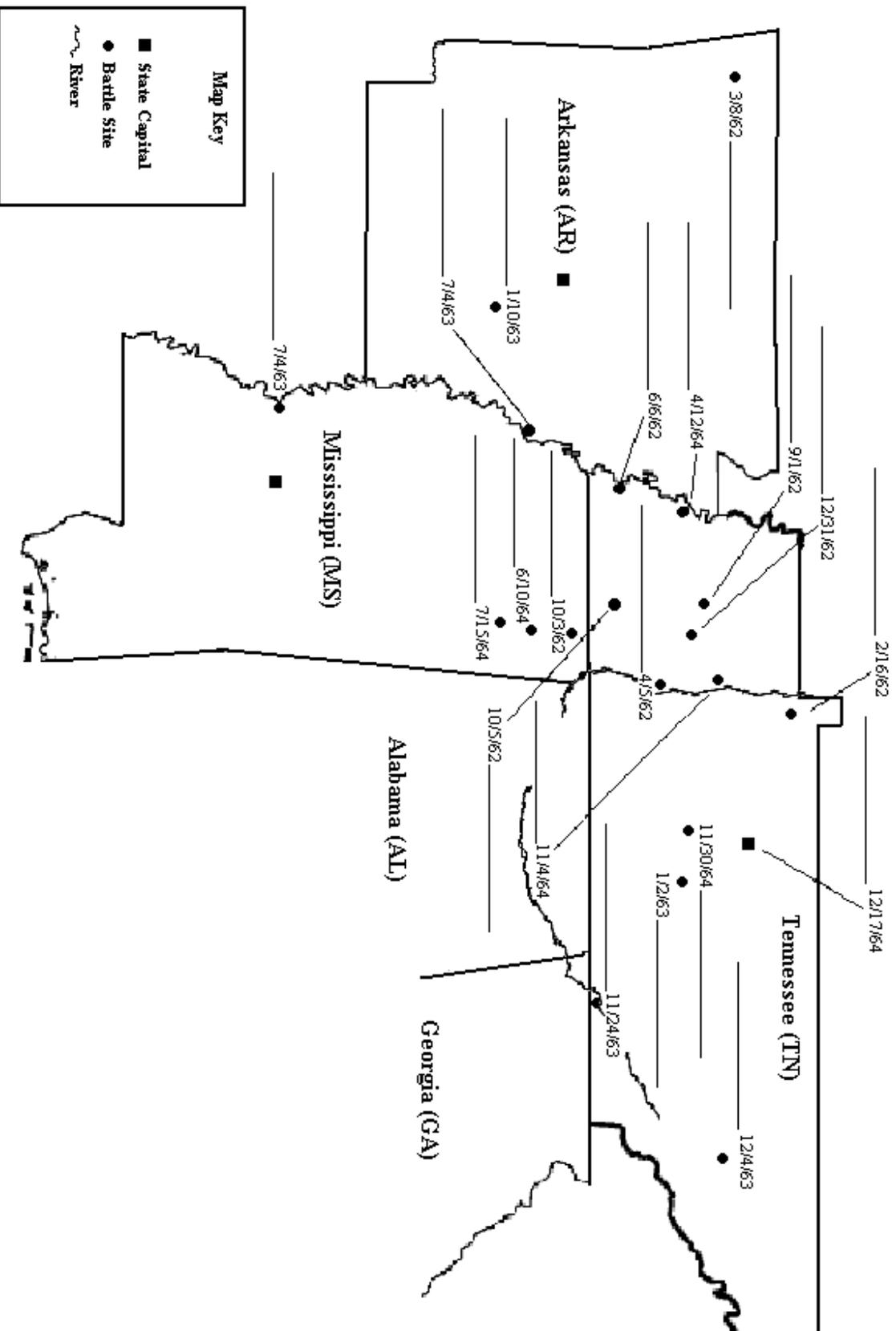
Procedure

1. Have students do the "Timeline Exercise."
1. Have students complete the "Battle Chronology and Location Exercise" afterwards.

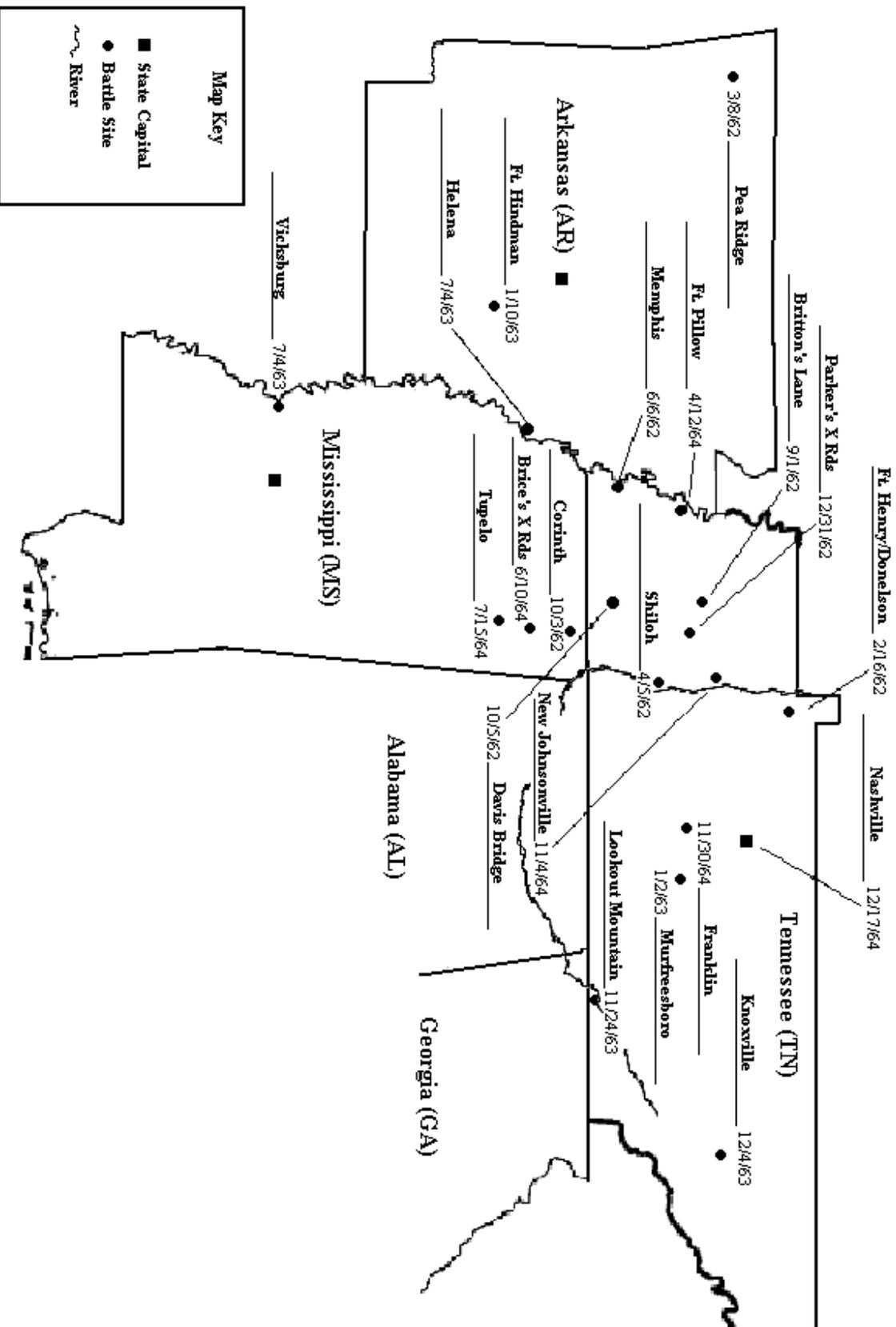
Assessment

1. Ask students again what major battles they found that were near where they live.
2. Ask students why they think those battles were fought there. Be sure they understand that transportation routes were key and that railroads and railroad junctions (not pictured on the map) might account for reasons some battles were not fought near rivers (*Note: Rivers were important transportation routes*)
3. Take up Student work for teacher assessment.

Battle Chronology and Location Exercise



Battle Chronology and Location Exercise KEY



Activity IV: Civil War Camp Life - Part 1

Grade Level: 3-5

Duration of Activity: 30 minutes

Description/Objectives

Students observe photos from the Civil War to gain understanding of camp life.

Guiding Question:

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

Tennessee Student Performance Indicators

3.1.01 Understand the diversity of human cultures.

5.1.01 Understand the diversity of human cultures.

Materials in the Suitcase

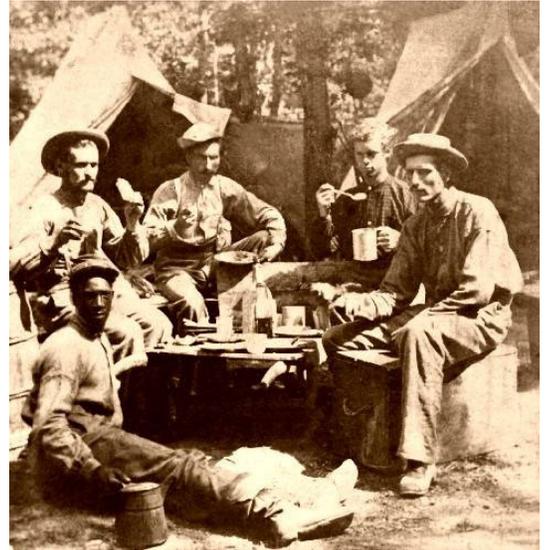
Photos from **Packet S** and associated **worksheet**.

Materials Provided by the Teacher

Copying machine or chalk/dry erase board.

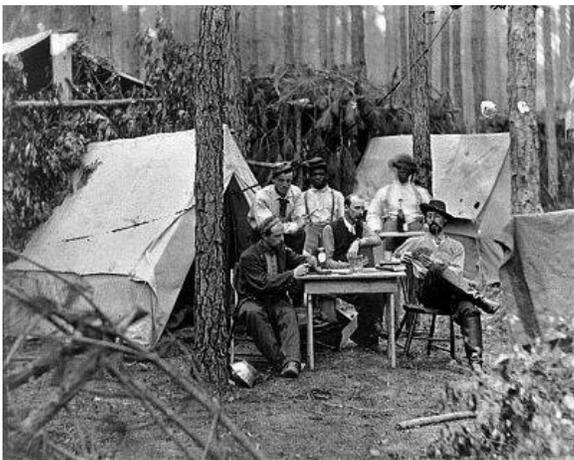
Background Information

Please refer to _____ in the Teacher Background Information.



Preparation

1. Make enough copies of **worksheet** for each student.



Warm-up and Pre- Assessment

1. Divide students into 8 groups.
2. Distribute copies of **worksheet**.
3. Give each group a single photo plate.
4. Ask: How can photographs be used to reveal information about Civil War soldiers' lives?

Procedure

1. Allow students to complete their **worksheet** based on their photo plate.

Assessment

1. Discuss with students what the photographs reveal about Civil War soldier life.
2. At the conclusion of discussion, consider what information is missing and where students would find it?
3. Take up student work for teacher assessment.

CIVIL WAR CAMP LIFE - PART 1

Worksheet

1. Study the photograph for 2 minutes. During this time examine individual items and the overall impression of the photograph. Then divide the photo into quadrants and study each section to see what new details become visible.
2. Use the chart below to list people, objects, and activities in this photograph and the thoughts that the items suggest to you.

Chart

List PEOPLE in the photo:

Suggests. . .

List OBJECTS in the photo:

List ACTIVITIES going on in the photo:

3. What questions does this photograph raise in your mind? Where could you find answers to them?

Activity V: Civil War Camp Life - Part 2

Grade Level: 3-5

Duration of Activity: 30 minutes

Description/Objectives

Students observe photos from the Civil War to gain understanding of camp life.

Guiding Question:

What can you learn by studying primary sources?

Tennessee Student Performance Indicators

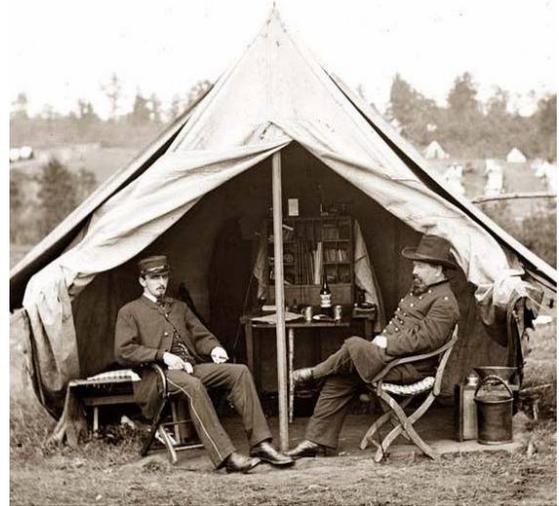
- 3.1.01 Understand the diversity of human cultures.
- 5.1.spi.1. Recognize components of American culture

Materials in the Suitcase

Photo Plates from **Packet S**, **worksheet** provided.

Materials Provided by the Teacher

Copies of associated worksheets to accommodate class.



Background Information

Please refer to _____ in the Teacher Background Information.

Preparation

1. Divide the class into 4 groups. Duplicate one set of the **four worksheets (A-D)**.
2. Pull documents 2-10 from the document file.* This exercise will take 2 days to complete.



Warm-up and Pre-Assessment

1. Divide the classroom into 4 stations.
 - 1st station: **worksheet A & doc. 2;**
 - 2nd station, **worksheet B & docs 3-6;**
 - 3rd station, **worksheet C & docs 7 & 8;**
 - 4th station, **worksheet D & docs 9 & 10.**
2. Assign each group to a station.

Procedure

1. Allow 1 period to complete 2 of the worksheets.
2. When a group completes a worksheet, move to next station, and leave worksheets & documents for group.

Assessment

1. At the end of the second class, discuss with the students what can be learned from documents in this topic.
2. Using **doc 10**, ask students to imagine that they are one of the people in the photos. Have students to write a daily log entry or a letter to a friend describing their life on a ship based on **docs 9 and 10**. Encourage students to use the details of the two documents as a basis for their efforts. Evaluation of this assignment should be based on student creativity, using a teacher generated rubric (Copies of **docs 9 and 10** will be necessary).

CIVIL WAR CAMP LIFE PART 2

Worksheet C

1. Study **document 7** for 2 minutes. During this time examine individual items and the overall impression of the photograph. Then divide the photo into quadrants and study each section to see what new details become visible. According to the caption in the photograph, the building pictured is a **sutler's store**, a store in camp where men could buy food and dry goods (see glossary).
2. Answer the following questions:
 - a. Would you know what the function of the building was without the caption? Why or why not?

 - b. If the photographer wanted to show the variety of goods available at a sutler's store, would this be an effective photograph? Why or why not?

 - c. What functions, other than a place to buy goods, were served by the sutler's store? Cite your evidence.
3. Study **document 8**. What does this document add to the information presented in the photograph?

4. Which of the two documents do you think would be more important in an article about sutlers' stores? How about in an article about soldiers' lives in camp? Why?

5. Assume the role of a Civil War soldier. Using the two documents, write a diary entry about your visit to a sutler's store.

Activity VI: Young Women in the Civil War

Grade Level: 3-5

Duration of Activity: 45 minutes

Description/Objectives

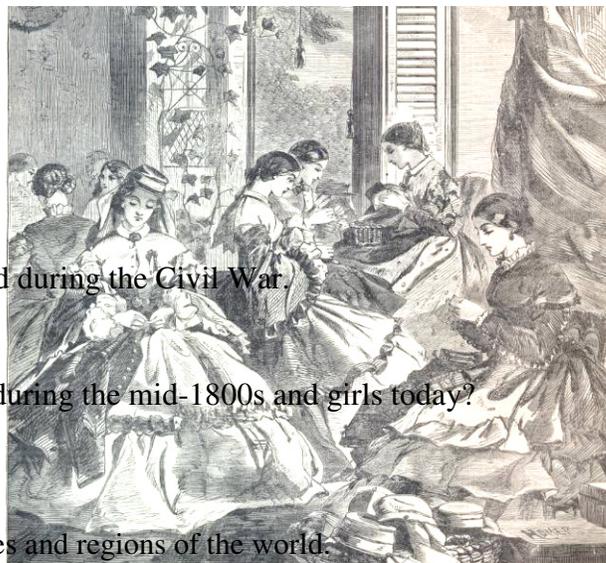
Students will learn about what young women their age did during the Civil War.

Guiding Question

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

Tennessee Student Performance Indicators

- 3.1.01 Understand the diversity of human cultures.
- 3.1.02 Discuss the cultures and human patterns of places and regions of the world.
- 4.1.01 Understand the diversity of human cultures.
- 5.1.spi.1. Recognize components of American culture (i.e., language, clothing, food, music, and religion).
- 5.1.spi.2. Interpret how culture changes over time as a consequence of, technology or cultural diffusion



Materials in the Suitcase

Carrie Berry Glossary, Carrie Berry Diary, worksheets.

Materials Provided by the Teacher

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

Background Information

Please refer to “Life at Home” and “Young Women at Home” in the Teacher Background Material.

Preparation

1. Make enough copies of the worksheets for students to share and work in groups.

Warm-up and Pre-Assessment

1. Divide students into 5 groups (Group 5 will be responsible for Dec. and Jan.).
2. Explain to students that they will read about a 10 year old girl named Carrie Berry.
4. Read key facts to students from Teacher Background Information.
3. Each group will be responsible for reading one of the months in the diary and reporting to other groups.

Procedure

1. Students will read the Carrie Berry Diary with the help of the glossary for unknown words.
2. As students read, have them take notes on types of foods, daily life, chores, and other things of interest.
3. When students have finished reading, they will make two lists, using worksheets 1 and 2
4. Have students compare and contrast among groups.

Assessment

1. Teachers may take up worksheets to grade on their own scale.

Young Women in the Civil War Worksheet 1

When reading the diary of Carrie Berry, what are the foods she eats? How are they different or the same as foods that you may eat today?

FOODS TODAY

FOODS OF THE CIVIL WAR



Young Women in the Civil War Worksheet 2

When reading the diary of Carrie Berry, what does she do at home? What are her chores and activities? How are they different or the same as your chores and activities today?

LIFE TODAY

LIFE IN THE CIVIL WAR



