

The Civil War Soldier Program Guide

Grade Levels: K-3rd grade

Time Requirements: 60 to 90 minutes

Thank you for reserving “The Civil War Soldier,” program for your class. Your students will have a great experience learning about the Civil War and what life was like for soldiers, and I hope that you will find the attached pre- and post-visit materials helpful. At the African American Civil War Museum, our mission is to engage the public in an exploration of the soldiers of African descent who served the Union during the American Civil War. Our programming will facilitate a meaningful United States Colored Troop learning experience.

Program Synopsis:

By participating in “The Civil War Soldier” program, students will learn what life was like for the typical soldier through historic and reproduced items and equipment that soldiers would have carried and hands-on activities that will allow students to understand how life today and in the past differ.

As a result of this program, your students will:

- Gain a better understanding of the impact African American soldiers made in the Civil War.
- Gain a better understanding of the Civil War.
- Learn how people lived in the past.

Enclosed are educator materials specifically designed to help you;

- Prepare your students for their experience through thought-provoking activities;
- Arrange your visit to ensure the best possible museum experience;
- Plan meaningful time for classroom reflection after your museum visit.

Other teacher materials are available on our website at www.afroamcivilwar.org. If you have additional questions, please contact the education department at education@afroamcivilwar.org or call 202.667.2667.



▶ Preparing for “The Civil War Soldier”

- Before your visit to the museum review the program terms with your class so that they will be familiar with them before their visit.
- Use “A Civil War Drummer Boy,” activity to introduce students to the role of a drummer boy during the Civil War. This activity familiarizes students with the duties of one type of soldier.



What you will need

“A Civil War Drummer Boy” Activity (Can be found on the museum website or a pdf file of this activity can be requested by email: education@afroamcivilwar.org)

▶ Experience “The Civil War Soldier

- When you arrive to the museum your students will receive a short orientation in the auditorium.
- Next they will learn all about a soldier through a hands on activity introducing them to a soldier’s uniform, what they ate, their equipment, their different jobs and the Civil War through the eyes of the soldiers themselves.
- Finally your students will search for a soldier on the Wall of Honor at the African American Civil War Memorial.

Program Specific Terms:

1. Abolition- The ending of slavery in the United States.
2. Bombardment- an attack with cannons.
3. Brigades- Composed of 4 regiments and led by a Brigadier General.
4. Campaign- a series of military operations that aim for a specific goal.
5. Casualty- A person killed, wounded, captured or missing in action.
6. Company- Composed 100 men and led by a Captain.
7. Regiment- Composed of 10 companies/ 1,000 men and led by a Colonel.
8. Division- Composed of 3 brigades and led by a Major General.
9. Corps- composed of 3 or 4 divisions and led by a Major General.
10. Emancipation- The act of setting free from bondage or slavery.
11. Hardtack- A hard biscuit made of flour and water eaten by soldiers in the Civil War.
12. Haversack- A square canvas or leather bag used to carry a soldier’s personal equipment during the Civil War.
13. Minie Bullet- A conical-shaped lead projectile fired from a rifled musket.
14. Musket- A smoothbore, single-shot shoulder gun that fired a round ball.
15. Ramrod- A thin metal or wood stick used to push the cartridge, black powder, and a round ball or minie ball down the barrel of a musket.
16. Secession/Secede- formal withdrawal of 11 Southern States from the Union resulting in the start of the Civil War.
17. Sutler- A merchant who traveled with the army selling soldier’s items.
18. Recruitment- to bring in new soldiers.

► Reflect on “The Civil War Soldier”

- Take fifteen minutes after your visit to the African American Civil War Museum and have each one of your student feel out the reflection worksheet included with this program guide. Have students share and discuss their answers with the class. After your visit share your reflections worksheets with the museum by emailing them to the education department, education@afromamcivilwar.org.

★ *What you will need*

Reflection worksheet (attached)

- During their visit to the African American Civil War Museum your students viewed flags for the 25th Army Corps of the United States Colored Troops (USCT). Using these flags as inspiration and have students create their own regimental flags for a USCT regiment.

★ *What you will need*

Regimental flags for the USCT (attached)

Paper

Markers, paint, crayons or colored pencils

◆ *Procedure*

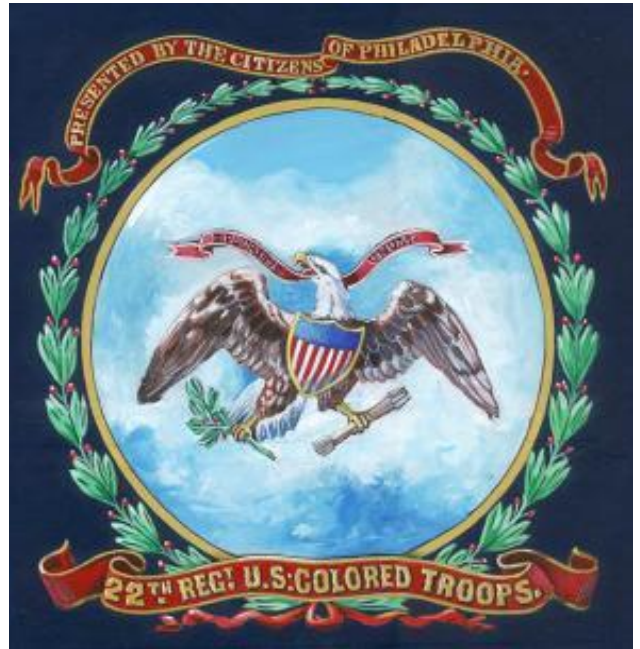
To begin this activity show students some of the regimental flags they saw at the museum and let them know that the flags identified different regiments. A regiment has at least one thousand men and there were 166 regiments in the USCT. Regimental flags have symbols and shapes that had meaning to the Army and to the men of the regiment. Have students share some of their thoughts about what they see and what it means, use guiding questions to stimulate thought and discussion.

? *Guiding Questions*

1. *What shapes, colors, symbols or images do you see in the regimental flags?*
2. *What do you think these shapes, colors, symbols or images mean?*
3. *Why did each regiment have a different flag?*

After the discussion each student will make their own regimental flag. They will add symbols, shapes and colors to the flags and share their meaning with the class.

Flags of United States Colored Troop Regiments



Regimental Flag of the 22nd USCT, Philadelphia



Regimental Flag of the 24th USCT, Philadelphia

REFLECTIONS WORKSHEET

Dear African American Civil War Museum,

At the African American Civil War Museum I learned...

During my visit to the African American Civil War Museum I liked most...

I would like to learn...

Sincerely

Name: _____



Standards of Learning

Language Arts

Kindergarten

- K.LD-D.1. Follow agreed-upon rules for discussion, including raising one's hand, listening politely to the ideas of others, waiting one's turn, and speaking one at a time.
- K.LD-Q.2. Share information, opinions, and questions, speaking audibly in coherent sentences.
- K.LD-Q.4. Use appropriate tone and inflection to express ideas, feelings, and needs.
- K.LD-Q.5. Follow directions that involve one- or two-step related sequences of action.
- K.LD-V.9. Sort common objects into basic categories (e.g., colors, shapes, foods).
- K.IT-E.2. Retell important facts from a text heard or read.
- K.LT-U.3. Ask and answer questions about the important characters, settings, and events.
- K.W-I.1. Draw pictures and/or use letters or phonetically spelled words to tell a story.
- K.W-E.3. Draw pictures and/or use letters or phonetically spelled words to give others information.

1st Grade

- 1.LD-D.1. Follow agreed-upon rules for discussion, including raising one's hand, waiting one's turn, speaking one at a time, and listening politely to the ideas of others.
- 1.LD-Q.2. Listen attentively by facing the speaker.
- 1.LD-Q.4. Give, restate, and follow oral directions that involve two unrelated sequences of action.
- 1.LD-O.5. Retell stories using standard grammar rules, sequencing story events by answering who, what, where, when, how, and why questions.
- 1.IT-E.2. Respond appropriately to questions based on facts in text heard or read.
- 1.LT-S.8. Identify words that the author selects in a literary selection to create a graphic visual experience.
- 1.R.1. Generate questions and gather information from several sources in the classroom, school, or public library.
- 1.EL.2. Write in complete sentences.

Second Grade

- 2.LD-D.1. Follow agreed-upon rules for discussion, including raising one's hand, waiting one's turn, speaking one at a time, listening politely to the ideas of others, and gaining the floor in respectful ways.
- 2.LD-Q.5. Give, restate, and follow oral directions that involve a series of unrelated sequences of action.
- 2.LT-U.2. Identify cause and effect of specific events in a biography.
- 2.R.1. Generate questions and gather information from several sources in the classroom, school, or public library.

3rd Grade

- 3.LD-Q.3 Respond to questions with appropriate elaboration and detail.
- 3.LD-O.5 Give presentations about experiences or interests that have a recognizable organization using appropriate eye contact, adequate volume, and clear pronunciation.
- 3.Lt-F.10 Identify who is telling the story or speaking in a poem.

Social Studies

Kindergarten-3rd Grade

- K.1. Broad Concept: Students demonstrate an understanding of the concept of location.
- K.2. Broad Concept: Students describe the way people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, having fun).
- K.6. Broad Concept: Students retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and they explain how the stories show these qualities.

History and Chronology

- 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context.
- 2. Students correctly apply terms related to time.

Historical Research, Evidence, and Point of View

- 1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.
- 2. Students pose relevant questions about events they encounter in historical documents.
- 3. Students distinguish fact from fiction.
- 4. Students use non-text primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

NCSS

II, III, V,VI,VIII, X,