



Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity
designed by:

Rebecca Bowen

Chapter 4

My Letter Home (Activity #1)

Objectives:

In order to show an understanding of a volunteer Hoosier soldier in the Civil War, TSWBAT discuss (understanding) the experiences defined in the letters presented in class through the book, *Hoosiers and the American Story*.

In order to show an understanding of a volunteer Hoosier soldier in the Civil War, TSWBAT write (create) a letter from the perspective of a soldier in the Civil War to their parents back home using information provided from the book, *Hoosiers and the American Story*, and the discussion in class.

Materials Needed:

- Letter Template Paper
- Notebook Paper
- Pencil
- *Hoosiers and the American Story*
- Board and Markers/Chalkboard and Chalk
- Other letters and diaries from Civil War soldiers (Optional)
- More information about Hoosiers in the Civil War available at <http://www.in.gov/history/3991.htm> (Optional)
- Tea, Tea bags, drying racks (Optional, if students are going to tea dye their letters)

Indiana Academic Standards Addressed:

4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

4.RN.2.3 Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

4.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Procedures:

1. Have students read section 4.4 in *Hoosiers and the American Story*. This can be supplemented with the readings at <http://www.in.gov/history/3991.htm> if one so desires.
2. Discuss soldiers' experiences. What hardships did they face? What successes? Were there any? How did they feel? How would you feel in their shoes? Would a soldier drafted feel differently than a soldier who volunteered?
3. Have them think about things they would miss/enjoy/fear/love/hate about a being a volunteer Hoosier soldier in the Civil War and then share them with their shoulder-buddy. Let partnerships share their ideas with the class. Keep a list of ideas on the board. They should also keep a list of their ideas.



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4. They should use these ideas to write a letter home describing their experiences to a parent. They should use information gleaned from Chapter 4 (and <http://www.in.gov/history/3991.htm> if it was used). Have them complete a rough draft of their letter on a piece of notebook paper.
5. When they have it the way they want it, let them transfer their letter onto the letter template. They should include the date (1861-1865), salutation (to a parent or parents), paragraphs, closing, and their signature.
6. (Optional) The students can tea dye their final draft of their letters. Let them dry overnight.
7. Present your soldiers' letters around the room.

Pre-Vocab words:

The words "infantryman", "sanitary", "regiment", "carnage", and "enlisted" will be the pre-vocab words. The four corners vocab sheets are included.

SIOP Techniques:

- Four corners vocabulary – Building background
- Think-pair-share – Interaction

Sources Used:

Dictionary.com. Dictionary.com, 2015. Web. 12 Dec. 2015.

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story. Indianapolis, IN: Indiana Historical Society Press.

Rogers, Thomas E. "Hoosier Soldiers in the Civil War." Indiana Historical Bureau. Indiana Historical Bureau, 2015. Web. 10 Dec. 2015.

Pictures from:

"4 Bathroom Cleaning Mistakes." Women Tips. Women Tips, 28 Mar. 2015. Web. 12 Dec. 2015.

"48th NY Regiment on Parade at Fort Pulaski, GA, 48th NY Infantry Regiment during the Civil War." NY Military Museum and Veterans Research Center. New York State Military Museum, 27 Mar. 2006. Web. 13 Dec. 2015.

"Battle of Chickamauga." Civil War Trust. Council on Foreign Relations, 2014. Web. 14 Dec. 2015.

Mind, Inquiring. "How to Enlist." Instructables.com. Autodesk, Inc., 2015. Web. 14 Dec. 2015.

United States. National Park Service. "Web Rangers Activity #1." National Parks Service. U.S. Department of the Interior, 14 Dec. 2015. Web. 14 Dec. 2015.

Culturally Responsive Teaching:

This activity is student-centered, integrated, and focuses on critical thinking skills. Students are in charge of evaluating Civil War soldiers' experiences and feelings in terms of their own experiences and what they have learned. Students must consider the historical context of what they are presented and write a letter showing what they have discovered about Hoosier soldiers. Students must consider all these aspects and place themselves in another's shoes to evaluate their unique perspective.

Picture:

Sentence (from text):

Officer and infantryman alike saw men



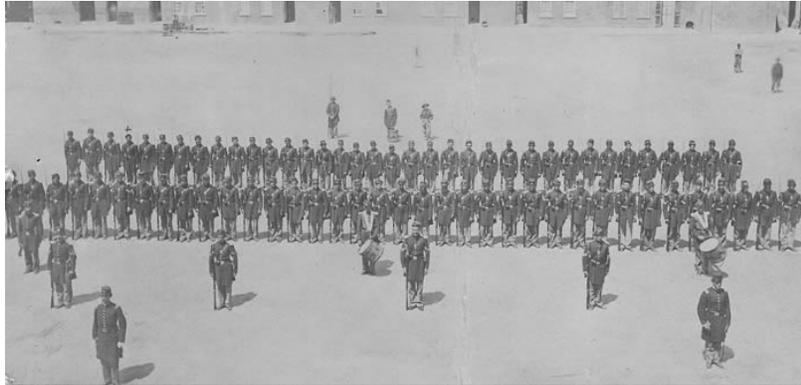
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	<p>bayoneted or blown to bits.</p> <p>Sentence:</p> <p>The <u>infantryman</u> was asked to charge forward toward the enemy line.</p>
<p>Definition:</p> <p>A soldier who fights on foot; not on a horse (cavalryman)</p>	<p>Infantryman</p>

<p>Picture:</p> 	<p>Sentence (from text):</p> <p>Hoosier soldiers died of disease, a bleak commentary on the <u>sanitary</u> and medical conditions in the military camps and on battle fields.</p> <p>Sentence:</p> <p>Living in garbage is not <u>sanitary</u>.</p>
<p>Definition:</p> <p>Favorable to health; free from dirt, bacteria, germs, ect.</p>	<p>Sanitary</p>



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<p>Picture:</p> 	<p>Sentence (from text):</p> <p>When the Civil War erupted in 1861, Governor Oliver P. Morton appointed Wallace to organize the first six Indiana <u>regiments</u>.</p> <p>Sentence:</p> <p>He would defend the other men in his <u>regiment</u> to the end</p>
<p>Definition:</p> <p>A unit of ground forces, consisting of two or more battle groups(battalions), a headquarters unit, and certain supporting units.</p>	<p>Regiment</p>

<p>Picture:</p> 	<p>Sentence (from text):</p> <p>The massive <u>carnage</u> Bierce experienced at Shiloh as part of the Ninth Indiana deeply traumatized him.</p> <p>Sentence:</p> <p>Jack could not believe the <u>carnage</u> he saw. It made his stomach turn.</p>
<p>Definition:</p> <p>The slaughter of a great number of people, as in battle; butchery; massacre</p>	<p>Carnage</p>



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Slavery vs. States' Rights Debate (Activity #2)

Objectives:

In order to show an understanding of the political dysfunction that led to the Civil War, TSWBAT research (remembering) various ideologies of the years leading up to the war on pre-approved cites provided by the teacher.

In order to show an understanding of the political dysfunction that led to the Civil War, TSWBAT create (creating) an argument for a particular ideology assigned by the teacher for a debate.

Materials Needed:

- *Hoosiers and the American Story*
- Computers
 - <http://www.civilwar.org/education/history/civil-war-overview/statesrights.html>
 - <http://www.biography.com/>
 - <http://www.american-historama.org/1829-1841-jacksonian-era/abolitionist-movement.htm>
- Paper
- Pencil
- Costumes and Props (Optional)

Indiana Academic Standards Addressed:

4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

4.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

4.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

Procedures:

1. Assign students roles showing the different views on slavery and states' rights during the war using either desk numbers or counting off. These could be people: Coffin, Morton, Bright, White, etc.; or roles: Pro-slavery democrat, Neutral/Anti-Slavery States' Rights Democrat, Republican, Abolitionist, etc.; or a combination of both.
2. Have students read-up on their "beliefs" in *Hoosiers and the American Story*, and research beliefs or people on pre-approved cites (listed above). They can work with those who have the same or similar views to research (i.e. their numbered groups or Levi Coffin and the abolitionists).
3. Divide the students into groups for the debate. They could be divided by ideology (i.e. all the abolitionists in one group) or by debate presentations (i.e. a mixture of ideologies that will be debated within the group and presented to the whole class).



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4. Let students prepare for debate in their group with discussion, readings, costumes, and/or props.
5. Have each group present their argument/debate (depending on how the groups are divided) in front of the class. Ask questions to probe deeper.
6. Debrief after the debate (either after each group or at the end of the session depending on how the groups were setup). Open floor to questions and ideas.

Pre-Vocab words:

The words “debate”, “argument”, “political”, and “ideology” will be the pre-vocab words for this section. The four corner vocab sheet is provided.

SIOP Techniques:

- Four corners vocabulary – Building background
- Modified numbered heads – Interaction

Sources Used:

Bio.com. A&E Networks Television, 2015. Web. 10 Dec. 2015.

Dictionary.com. Dictionary.com, 2015. Web. 12 Dec. 2015.

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story.
Indianapolis, IN: Indiana Historical Society Press.

“States’ Rights.” Civil War Trust. Council on Foreign Relations, 2014. Web. 14 Dec. 2015.

“The Abolitionist Movement.” Abolitionist Movement for Kids. SiteSeen, Ltd., 2015. Web. 12 Dec. 2015.



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<p>Draw a Picture to represent the given word:</p>	<p>Sentence:</p> <p>The senators <u>debated</u> the new bill today.</p>
<p>Definition:</p> <p>a discussion, as of a public question in an assembly, involving opposing viewpoints</p>	<p>Debate</p>
<p>Draw a Picture to represent the given word:</p>	<p>Sentence:</p> <p>His <u>argument</u> was hard to follow and not well thought out.</p>
<p>Definition:</p> <p>a statement, reason, or fact for or against a point</p>	<p>Argument</p>



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Draw a Picture to represent the given word:	Sentence: There are two different <u>political</u> parties in the United States; the Republicans and the Democrats.
Definition: Referring to the functions of government, policy making, and personal or public opinions	Political

Draw a Picture to represent the given word:	Sentence: Lily's <u>ideology</u> of forgiveness and acceptance guides every decision in her life.
Definition: Beliefs that guides an individual, social movement, institution, class, or large group	Ideology



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Morgan's Raid Map (Activity #3) by Rebecca Bowen

Objectives:

In order to show an understanding of Morgan's Raid, TSWBAT copy (remembering) his route through Tennessee, Kentucky, Indiana, and Ohio on a map provided in by the teacher.

In order to show an understanding of the effect of Morgan's Raid on Hoosiers, TSWBAT discuss (analyzing) their thoughts on the raid in partners during class.

Materials Needed:

- Map of Tennessee, Kentucky, Indiana, and Ohio (1 for each student)
- Markers for students (red, blue, and yellow)
- Projector
- Overhead Map of Tennessee, Kentucky, Indiana, and Ohio
- Vis-à-vis markers (red, blue, and yellow)
- Map of actual route Morgan took
- The Story of Morgan's Raid

Indiana Academic Social Studies Standards Addressed:

4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.

4.3.1 Use latitude and longitude to identify physical and human features of Indiana.

6.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

Procedures:

1. Hand out blank maps to students. Tell them that they are going to hear the story of Morgan's Raid and the only Civil War battle fought on Indiana soil. They are going to follow along and mark the route Morgan took and important dates mentioned in the story.
2. Read The Story of Morgan's Raid provided, and mark the appropriate places on the map. Mark the route on the overhead map. Students should follow along using blue to mark the route, red dots to mark battles, and yellow to make where Morgan was captured.
3. After the story is finished, show student the actual route Morgan took. Ask them how their route matches his.
4. Have the students pair off with their 1 o'clock partner and discuss the story they just heard. Why do they think Morgan turned to the east? Was there something that surprised you about the raid? Was there something interested about the raid? How do you think Hoosiers were affect by the raid? What about the war in general?

Pre-Vocab words:

The words "envisioned", "skirmishes", "loot", and "anticipated" are the pre-vocab words. The four corner method is included below.



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SIOP Techniques:

- Four corner vocabulary – Building background
- Clock Buddies - Interaction

Sources Used:

"Corydon Battle Park."Corydon Battle Park.Corydon Battle Park, 2015.Web. 14 Dec. 2015.
Dictionary.com. Dictionary.com, 2015. Web. 12 Dec. 2015.

Gieb, George W. "Morgan's Raid." Indiana Historical Bureau.Indiana Historical Bureau,
2015.Web. 14 Dec. 2015.

"Indiana, Tennessee, Ohio, & Kentucky."KST Security.KST Security, 2015.Web. 14 Dec. 2015.
Madison, James H. &Sandweiss, Lee Ann.(2014). Hoosiers and the American Story.
Indianapolis, IN: Indiana Historical Society Press.

"Morgan's Raid."Education.About.com, 2015.Web. 14 Dec. 2015.

"Morgan's Raids."Wikipedia. Wikimedia Foundation, 7 Dec. 2015. Web. 10 Dec. 2015.

The Story of Morgan's Raid

- In order to distract the Yankee forces, Brigadier General John Hunt Morgan was asked to lead a raid of about 2,500 men through Tennessee and Kentucky. Morgan envisioned invading north of the Ohio River into Indiana and Ohio. He was told not to.
- Morgan started his raid at Sparta, TN on June 11, 1863. (Find and mark on map)
- He entered Kentucky on July 2. (use route map provided below to mark the correct spot of entry)
- After a few skirmishes and rerouting, Morgan and his men took Lebanon, KY on July 5. (Find and mark on map)
- Morgan led his men northwest through Bardstown and Garnettsville before reaching the Ohio River at Brandenburg. There, he disobeyed his direct orders and crossed the Ohio River into Indiana on July 8. (Find and mark on map)
- He landed near Mauckport and drove off a force of Indiana militia. (Find and mark on map)
- As Morgan began moving north toward Indianapolis, which housed one of the biggest POW camps in the North, Governor Oliver P. Morton, put out a call out for volunteers to oppose the invaders. He pleaded with all no matter what side of the war their sympathized with to defend their home state against invaders, who would destroy Hoosier's towns, crops, and lives.
- Hoosiers responded to the call and the threat by sending near 30,000 in three days to southern Indiana to defend their state. It is estimated that volunteers to defend their home reached as high as 65,000.
- On July 9, the only major battle occurring in Indiana during this raid happened in Corydon. Entering the town, Morgan paroled the militiamen before seizing supplies. He stayed only for a few hours before dividing his men up to plunder the countryside. (Find and mark on map).



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- Morgan turned eastward, apparently giving up on Indianapolis, and looted the Vienna, Dupont, and Salem, before entering Harrison, Ohio on July 13. (Find and mark on map)
- Morgan and his men continues to loot southern Ohio and made the decision to return to the Confederacy (Virginia) through Buffington Island, WV (Union State) and then continue his raid though West Virginia before entering Virginia (Confederate State). Burnside anticipated this and prevented Morgan's turn southward on July 18. (Find and mark on map)
- Morgan fled though Nelsonville and Zanesville burning boats and looting as he went. (Find and mark on map)
- Still hoping to cross into West Virginia, Morgan's raiders were attack at Salinesville on July 26. Being defeated, Morgan and his raiders were captured by Union forces that day. Thus ended raid of Ohio. (Find



Morgan's unsuccessful Kentucky, Indiana, and and mark on map)

<p>Draw a Picture to represent the given word:</p>	<p>Sentence:</p> <p>I <u>envision</u> myself as a doctor in the future.</p>
<p>Definition:</p> <p>To picture mentally, especially some future event or events</p>	<p>Envisioned</p>

<p>Draw a Picture to represent the given word:</p>	<p>Sentence:</p> <p>It wasn't a full battle, just a <u>skirmish</u>.</p>
<p>Definition:</p> <p>a fight between small bodies of troops, especially advanced or outlying detachments of opposing armies</p>	<p>Skirmishes</p>

<p>Draw a Picture to represent the given word:</p>	<p>Sentence:</p> <p>They <u>looted</u> the electronics store during the riot.</p>
<p>Definition:</p> <p>to carry off or take something</p>	<p>Loot</p>

<p>Draw a Picture to represent the given word:</p>	<p>Sentence:</p> <p>Sally is <u>anticipating</u> a car for her 16th birthday.</p>
<p>Definition:</p> <p>to expect; look forward to; be sure of</p>	<p>Anticipated</p>



INDIANA

OHIO

KENTUCKY

TENNESSEE