

## **Civil War Soldier Traveling Trunk Lesson #1**

### **ESSENTIAL QUESTION**

What personal items were common to Civil War soldiers who fought for both the North and the South and what were their uses?

### **OVERVIEW**

Enlisted men played one of the largest roles during the American Civil War. Soldiers from both the North and the South were issued various items that were part of their standard uniform. While these military issued items may have looked different, many of these items served the same purpose and made the Civil War soldier easily recognizable. In addition to the issued items, many soldiers chose to carry personal items such as a prayer book, photographs of loved ones and a housewife. These items were carried in the haversack to allow for easy access along with daily food rations, their utensils, plate, and tin cup.

Students will explore items such as military issued jackets and kepis, brogans, haversack and canteen and personal items such as a prayer book, coffee ration, hardtack, a cup, and silverware. Encourage students to touch and immerse themselves with the trunk items as this will enhance their learning experience.

### **OBJECTIVES**

Upon completion of this lesson, the students will be able to:

1. Knowledge
  - Describe military issued items at each station.
  - Describe personal items at each station.
  - Describe any similarities or differences between the items.
2. Comprehension/Application/Analysis
  - Identify and appropriately describe the items common to soldiers from the North and the South.
3. Evaluation
  - Evaluate and discuss the importance of the issued items for soldiers during the Civil War.

### **TRUNK MATERIALS**

- Union Jacket
- Confederate Jacket
- Kepis
- Brogans
- Canteen

- Haversack
- Coffee/Hardtack
- Handout #1- Civil War Soldier Identification
- Handout #2- Exploration Worksheet

## ACTIVITIES

### Motivational Activity:

1. Begin by showing an image of an enlisted soldier. This can be found in the PowerPoint Presentation. *Be sure not to click on the slide to reveal answers until students have completed step two.*
2. Introduce ***Handout #1- Civil War Soldier Identification***.
3. Allow students time to work alone or in groups to identify the uniform pieces and other items common to Civil War soldiers.
4. Bring students back together and collect their worksheets. Students will revisit this worksheet at the end of the lesson.

### Procedure:

1. Begin by placing each of the following items in stations around the room: Union jacket, Confederate jacket, kepis, shoes, canteen, haversack, coffee & hardtack. The worksheets are designed for six stations. You may divide the items into groups as you deem appropriate.
2. Give each student a copy of ***Handout #2- Exploration Worksheet*** and have them complete it at each station. Allow students a set amount of time at each station before rotating.
3. Encourage students to touch and immerse themselves with the trunk items as this will enhance their learning experience. Be sure to address any questions, comments, or confusion students may have.
4. After the allotted amount of time has passed and each student/group has seen each item, review the answers that students completed on the Exploration Worksheet.
5. Open the PowerPoint presentation and utilize it to review and discuss the items that the students saw at each station. You can also show this 3:40 video about [Civil War Equipment](#) or this 4:43 video about [Civil War firearms](#).
6. Redistribute ***Handout #1- Civil War Soldier Identification***, and allow students to discuss their answers and make changes as necessary. They should now be able to label and identify the various uniform parts and personal items found on the worksheet. This could be collected as an exit slip if you choose.

### **Summary Activity:**

At the conclusion of this lesson, the class will have an opportunity to review what they have learned so far and take an interest inventory as a class of what they would still like to learn about Civil War Soldiers.

Elicit questions from your students. Write these down as a way to note what they are wondering and what they might learn as they do more of the Traveling Trunk.

At this point, you may choose to discuss upcoming lessons.

### **Homework/Assessment:**

If you would like to assign homework, students can choose a soldier they would like to identify. They must include all of the items that were introduced through this lesson and correctly identify and discuss the items. They may choose to write a short story, letter home, or come up with a creative way to incorporate their new knowledge of Civil War soldier accouterments and belongings.

### **Writing Prompt:**

Select one item from the lesson and use columns two and three from *Handout #2- Civil War Soldier Identification* (*How is this item used? Why is this item important?*) to further explore. Why did you select this item as something that you want to investigate further? Why is this item so important to the average Civil War soldier? Do soldiers today still use similar items?

### **Extensions:**

Collect students' responses to the above writing prompt. A great extension is to have students complete a research project and compare military issued items of the Civil War to military issued items from other American conflicts.

## **STANDARDS**

### **Common Core State Standards- ELA & History/Social Studies**

- Key Ideas and Details:
  - CCSS.ELA-LITERACY.RH.6-8.1
    - Cite specific textual evidence to support analysis of primary and secondary sources.
- Craft and Structure:
  - CCSS.ELA-LITERACY.RH.6-8.4
    - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Integration of Knowledge and Ideas:
  - CCSS.ELA-LITERACY.RH.6-8.7

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Social Studies - National Council for the Social Studies**

- Theme 1: Culture
- Theme 3: People, Places, or Environments
- Theme 4: Individual Development and Identity
- Theme 5: Individuals, Groups, and Institutions
- Theme 7: Production, Distribution, and Consumption
- Theme 8: Science, Technology, and Society



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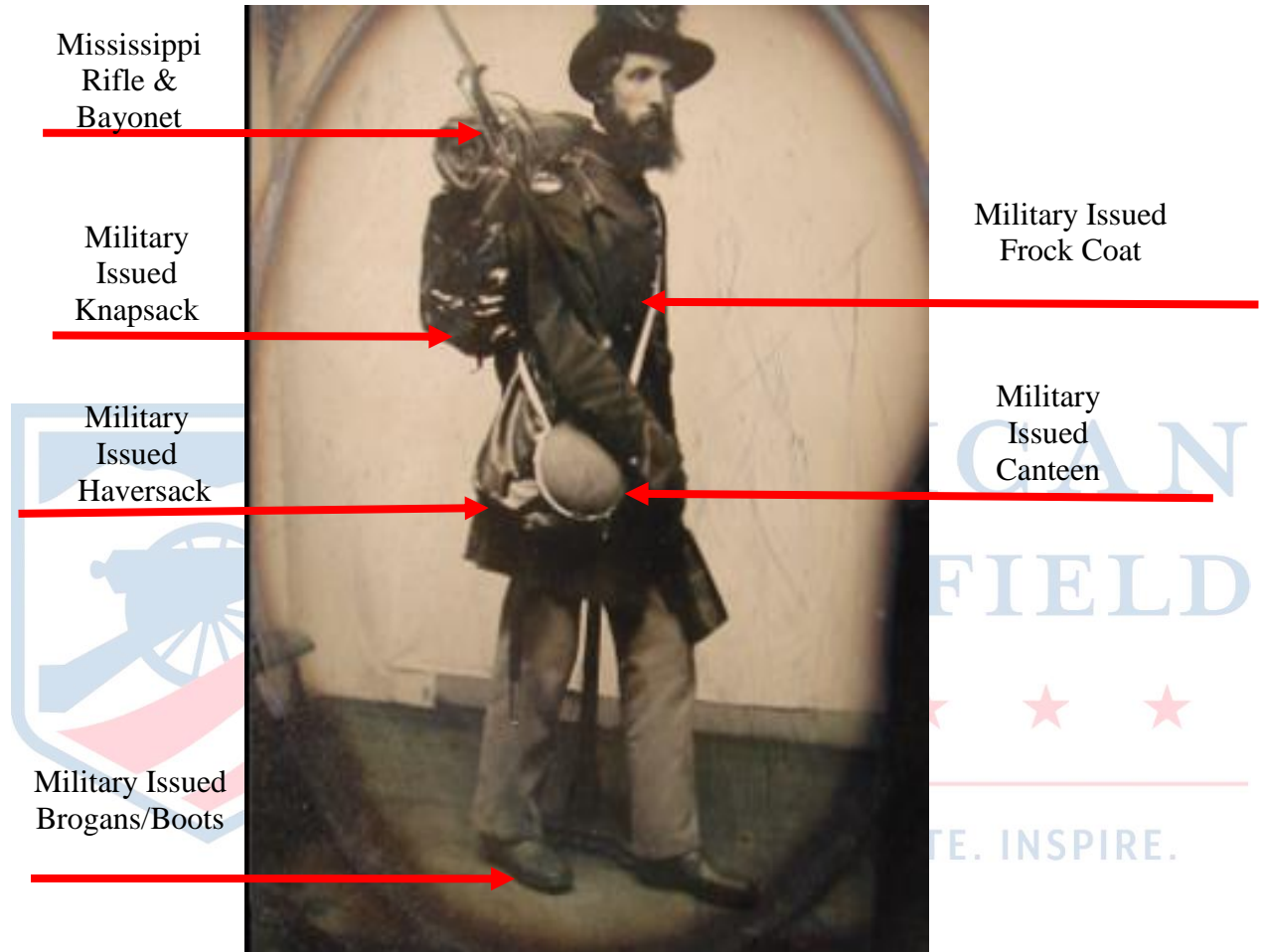
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Lesson 1- Handout #1  
Civil War Soldier Identification



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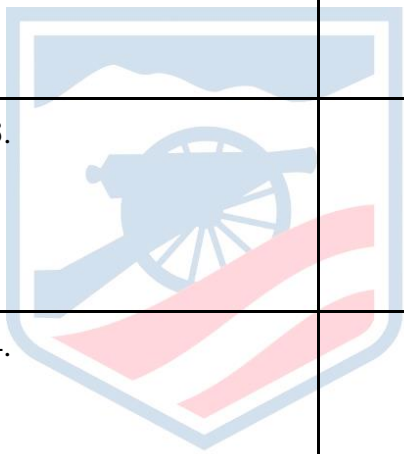
Lesson 1- Handout #1  
**Civil War Soldier Identification**  
Teacher Answer Key



Lesson 1- Handout #2

**Exploration Worksheet**

<b>What is the item(s)?</b>	<b>How is this item used?</b>	<b>Why is this item important?</b>	<b>Union or Confederate?</b>
1.			
2.			
3.			
4.			
5.			
6.			



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