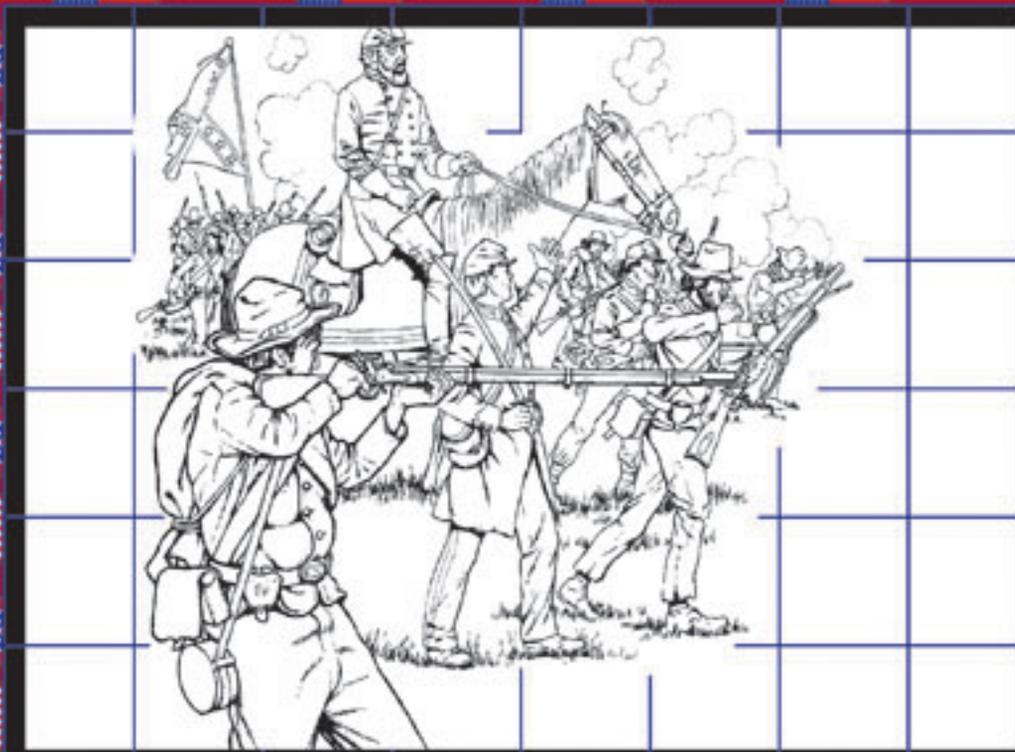


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# CIVIL WAR



A Simulation of Civilian and Soldier Life During the  
American Civil War, 1861–1865

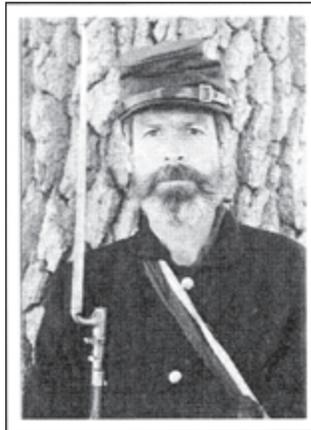
# CIVIL WAR

A simulation of civilian and soldier life  
during the American Civil War, 1861-1865

TERRY HANDY, co-author of *CIVIL WAR* and *PATRIOTS*, has taught social studies in California since 1983. An avid history buff, Terry has been a “living history” reenactor for over 30 years, his specialty being the Common Soldier of the Civil War. He lives with his family on the Central Coast of California. Terry enjoys playing golf and working out, traveling across the country to teacher workshops on various historical topics, and reading about the Civil War as preparation for his role as Captain Handy of Company A, 1st Texas Infantry. Terry wishes to thank his co-author and “pard” Bill Lacey for inspiration—even though he is a Yankee.



Terry Handy



Bill Lacey

BILL LACEY, co-author of *CIVIL WAR*, has written for Interact since 1974—his favorites being *GREEKS*, *PATRIOTS*, *VIETNAM*, *FIFTIES*, *WHO REALLY DISCOVERED AMERICA?* and *AMERICAN HISTORY ACTIVATORS*. Bill and co-author Terry began their long-enduring friendship and collaboration in 1983, when Terry was Bill’s student teacher at Fountain Valley High School (California). Since retiring from full-time teaching after 36 years, Bill supervises student teachers out of California State Universities Fullerton and Long Beach, and, with his former team-teaching partner, John Bovberg, conducts workshops on active learning.

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### What is *Civil War*?

*Civil War* is a whole-class simulation for grades 5 through 11. Through a variety of activities that focus on the Civil War's events, personalities, unique qualities, and legacy, this unit explores what it was like to have been a participant in the tragic events of 1861–65. Studying this fratricidal war is easily justified: it is the center of our nation's history, closely compared in importance to the Revolution and the framing of the Constitution as having the greatest impact on American history. Disrupting our nation's progress, testing the tenets of democracy, and lamenting the loss of 618,000 persons who gave their "last full measure," this conflict, in perspective, was also a brilliant achievement in that it secured a permanent and durable Union. Historian-novelist Shelby Foote, who helped narrate Ken Burns's magnificent 1998 PBS series, *The Civil War*, called the war "the crossroads of our being" and "an American Iliad." Similarly, another scholar called Abraham Lincoln "our Moses, our Jesus, our messiah." As a main goal, *Civil War* provides this perspective as well as knowledge of the era. It will also cleverly

1861–1865  
“... the cross-roads  
of our being ...”

engage students in the events. Finally, students will learn in a social, if somewhat competitive, adversarial format; after all, it was a war. Strong allegiances and passionate attachments to state, section, or country are inherent human behavior. Expect to see and experience the same in class. We believe all of these admirable goals can be satisfied or reached by completing this unit.

This notebook includes everything you need to run the simulation, including daily instructions for you and reproducibles for your students. These step-by-step instructions, readings, activities, project lists, etc. are ready-to-use but also easily modifiable to suit your own teaching style, interests, and time limitations.

*Civil War* is organized into five cycles. They can be combined in a variety of ways with materials in other cycles to create a cross-curricular Civil War unit. Of course, we recommend using the simulation as it was written, in its entirety. We further encourage you to utilize the competitive aspects of the simulation, in which students are grouped in Union and Confederate contingents, work with an "esprit de corps" for points, and cheer for "victories" and groan for "defeats" throughout. Reading over the entire unit will help you make key decisions.

## PURPOSE - 2

### What do students learn?

The activities within this unit are correlated to national education standards.

Civil War is a customizable unit that can include some or all sections contained within these materials, and can be easily modified by including your own resources and favorite, time-tested activities. At the beginning of each cycle (i.e., each section), we detail the knowledge, skills, and attitudes that students acquire by participating in that particular cycle. By using all or most of this unit, your students will gain and experience the following:

### Knowledge

- Learn a general history of the Civil War
- Learn and understand the causes of the war, including the economics of sectionalism and how slavery influenced every major event in the 1850s
  - Learn and understand the role leadership played in guiding both sections through the war, including political and military leaders
  - Learn and understand the chief political, economic, social, and cultural differences between North and South
  - Learn and understand what it was like to be an actual combatant during the Civil War
  - Learn the essential facts of at least ten major events and battles
  - Learn and make use of key historical terms and names relating to the Civil War
  - Identify military rank, size of army units, and weapon power as it relates to “combat” competition in this unit and to the real Civil War
  - Learn and understand how the two sections compared in several categories on the eve of the Civil War, as a way of predicting eventual victory or defeat
  - Become familiar with several Civil War history-makers who played key roles in the war
  - Participate in activities to clarify, demystify, inspire, educate, vivify, and entertain
  - Learn and understand the basic procedures and sequence of the simulation within this Civil War unit
  - Discard common myths about Civil War events and especially about its leaders (e.g. Lincoln and Lee)

### Skills

- Identify and locate key places (including states, rivers, valleys, cities, mountain ranges) in the U.S. as they relate to Civil War history
  - Use strategies to read with understanding, contribute to discussions, and interpret content

## PURPOSE - 3

- Function effectively as an individual and/or cooperatively in a group or in team configuration to teach specific, short-term objectives
  - Listen politely, purposefully and take notes with critical analysis when the teacher and/or peers present(s) information
  - Research, create, and complete an original archives project by following oral directions and written guidelines accurately, and meeting deadlines
  - Complete all writing activities with reasonable/correct spelling, proper grammar, syntax, and punctuation
  - Utilize oral participation skills in front of small and large groups
  - Prepare and orally present information in role-playing situations
  - Read for understanding and research and write to reflect knowledge

### Attitudes

- Realize that warfare—and especially civil war—is often brutal, inglorious, and uncompromising
  - Honor and respect the brave men who fought on both sides in the Civil War
  - Appreciate and function smoothly in the dynamics of group interaction and cooperation
  - Understand that hard work—“the secret of life”—usually produces better results
  - Learn that teamwork most often produces a better “product” and a more satisfying result, and does so more easily than individual efforts
  - Understand that the Civil War has generated interest from millions of fascinated scholars, writers, general readers, and history buffs throughout the U.S. and the world

### Experiential Learning

Interactive teaching strategies stimulate students to think about and participate in ideas and events of the past to better understand how a particular period of history influences life today. Learning through experience, research seems to suggest, leads to increased understanding and retention for a broad range of learners. For a few weeks or more, your classroom will reverberate with Rebel yells, cheers, groans, and maybe even “artillery fire” in response to activities simulating the Civil War. Most of these noisy reactions cannot be measured. Yet, you can get a great deal of satisfaction—beyond quantification—from the fact that your students are excited about school, learning, and history.

Dear Parents,

In the next several weeks or less, our class will travel back in time to the 1860s, to an America torn apart by economic, social, and political issues too deep and divisive to repair without a major conflict. That conflict was the Civil War (1861–1865).

My goal as a teacher is to have students learn the details of this brother vs. brother war and realize that it helped define us as a nation. The War Between the States was also a tragedy in which over 618,000 persons died fighting to preserve the Union (and free the slaves) or to become independent of it.

Participation in this active-learning unit as civilians and soldiers will be unforgettable, enjoyable and at the same time challenging for students. They will be asked to “step it up,” to work hard to achieve his or her personal best. It is expected, too, that each Billy Yank or Johnny Reb will be positive, responsible, and enthusiastic and apply him or herself to tasks that inform and at times require creative thinking and dramatic performances.

Specifically, Civil War is full of learning materials that offer many choices. Students will read background essays, work in groups and on individual projects, and role-play parts in short soldier skits/interviews. Perhaps in this mix of standard-based curricula will be one or more “activators,” including, among several offerings, marching and drilling episodes, reenacting Pickett’s charge at Gettysburg, delivering Lincoln’s Gettysburg Address, or participating in a battlefield hospital simulation. Several factors will determine which materials and activities will be used.

Your support and encouragement at home will also be a vital factor in how much your student effectively learns while involved in the unit’s activities. Please find time for his or her private, creative study and try to encourage discussion of topics begun in class. Also, lend a hand locating or pulling together essential items, such as costumes or props, to enhance our classroom learning.

With anticipation and excitement, I look forward to guiding your student through this historical period. The Civil War fascinates and inspires both students and adults alike. Topics like Abraham Lincoln, Robert E. Lee Gettysburg, emancipation, the Confederate surrender at Appomattox, and the tragic assassination of the president highlight an indelible teaching and learning opportunity.

If you have any concerns or questions about the scope, sequence, or specific requirements and activities, please contact me at \_\_\_\_\_.

Sincerely,

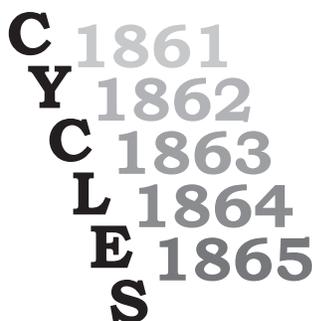
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## OVERVIEW - 1

Your students will participate in activities which will help them understand and appreciate the events of the war and people of the North and South. Some four million Americans fought one another in more than 10,000 places.



**Contingents and Combat Points** During one of the simulation's first days, students will join one of six contingents. Four of the groups will be from the North, two from the South. Competition will be on sectional levels. Southerners earn and lose **CCPs (Confederate Combat Points)**; Northerners earn and lose **UCPs (Union Combat Points)**. These points are awarded for all activities and for traditional reading and writing assignments, including becoming a soldier caught in boring camp routine, fighting battles using one's knowledge gained from assignments as "bullets," making decisions about how to conduct the war, keeping journals, and much more. The section—North or South—and the contingent with the most points at the end win the simulation and receive special honors.



**Five cycles** CIVIL WAR revolves around five cycles, each representing one year of the war: 1861, 1862, 1863, 1864, and 1865. Each cycle takes from three days to one week, depending on your selection of activities. Each cycle uses a variety of activities, utilizing all four learning styles: tactile, kinesthetic, auditory, and visual. Each year includes a common soldier interview and ends with a battle activity which serves as both a competitive review and a closure for the cycle year. Other activities—journal writing, decision-making, speech-making, studying maps, marching and drilling, playing Civil War baseball, researching information, debating, etc.—are all inserted in the appropriate year to give balance and interest to the overall routine of the learning experience. Each cycle's activities are detailed in the following paragraphs.

**Pre cycle** Your students first read the simulation's Student Guide to orient and introduce themselves to the scope and general pattern of CIVIL WAR'S cycles. Next, they are divided into six contingents (two Southern, four Northern) where they receive Character Card identities, determining who they will be during the unit. As "Planters," "Johnny Rebs," "True Believers," "Glory Roaders," "Farmers/Workers," or "Unionists," the contingents read A Civil War History, receive journal writing tasks, and obtain orders from Colonels appointed by General Robert E. Lee or General Ulysses S. Grant—whom you have appointed. In the new configurations, your civil warriors create their own esprit de corps with a flag, banner, and team wearing apparel (hat, armband, etc.). Discipline is established just before they enlist with a recruiting sergeant, offer a vigorous Rebel yell or Union huzzah, and settle down to an overview of Northern and Southern strengths and to a geomilitary map task. Before this introductory cycle ends, students can engage in an optional exercise called Combat Cards, a "war" game simulating hand-to-hand combat.

## OVERVIEW - 2



1861

**Cycle 1: 1861—The War Begins** A rousing “reveille” calls the two sections to roll call, where camp routine each day begins. Students hear WAR OFFICE DISPATCHES ‘61 from a telegraph operator, are assigned words to learn from a Civil War Glossary found on pages 17-19 in this Teacher Guide, react to gains and losses of Destiny Dice thrown by their leaders, and acquire information about an optional unit-ending archives project. Next, students participate or watch COMMON SOLDIER INTERVIEW ‘61 presentation. They then can get involved, if you choose to use this option, in the FLOURISH ACTIVITY ‘61: MARCHING AND DRILLING (usually staged outside the classroom) just before competition really heats up during the first major confrontation at Bull Run with BATTLE JEOPARDY ‘61. A second round of hand-to-hand fighting in Combat Cards climaxes the first year of the war.



1862

**Cycle 2: 1862—Confederate High Tide** Continuing the camp routine begun in 1861, students should now be used to the life of a Civil War soldier. WAR OFFICE DISPATCHES ‘62 are decoded, Destiny Dice fates are sorted out, and COMMON SOLDIER INTERVIEW ‘62, by a different contingent, focuses on Union soldiers after the suicidal loss at Fredericksburg. Your civil warriors learn Civil War rounders—baseball, with some changes—as the cycle’s flourish activity. Students then study the battle at Antietam, that bloody slugfest in the Maryland countryside so vital to the Union cause. After BATTLE JEOPARDY ‘62, the cycle terminates with another optional round of Combat Cards. At the end of this year, students realize that the Union’s strength is starting to show; and that, realistically, the Confederate States of America cannot win this war.



1863

**Cycle 3: 1863—The Turning Point** The new year finds your Civil War people well into the war, soldier life, and still excited about their chances of winning this war between the states. Military routine—roll-call, drill, assignments, lectures, glossary work, journal entries, quizzes, and the like—remain part of camp life, but 1863 has some additions beyond the dispatches, Destiny Dice, COMMON SOLDIER INTERVIEW ‘63 (just before the pivotal struggle at Gettysburg), BACKSTORY and COMMON PERSON PLAY: Women in the Civil War, and Combat Cards. You can add to this cycle a speech contest using the Gettysburg Address, a teacher and/or student presentation on SEEING THE ELEPHANT, learning Civil War songs, and a flourish activity on the arts in the Civil War—photography, music, poetry, and drawing and painting. A reenactment of Pickett’s charge on the third day at Gettysburg can take place as another option. The cycle ends with BATTLE JEOPARDY ‘63.

**Cycle 4: 1864—More Bloody Days** By now your students will have mastered their skills as Civil War soldiers. Few can escape the personal tragedies in this era. Journal entries reflect the human costs of Civil War, and camp routine continues as warriors on both sides prepare for more bloody days before the rebels are defeated. WAR OFFICE

## OVERVIEW - 3



1864

DISPATCHES '64 precede COMMON SOLDIER INTERVIEW '64, near Spottsylvania Court House. Also included is a BACKSTORY and COMMON SOLDIER PLAY: African Americans in the Civil War. Students learn about Sherman's March, pages 18-19 in the Student Guide. Handed out during this cycle are guidelines for an optional CIVIL WAR ROUNDTABLE discussion during Cycle 5 which gives top students a chance to debate pivotal questions about the war. FLOURISH ACTIVITY '64: FIELD HOSPITAL SIMULATION takes students through battlefield medical treatment faced by combatants in the actual war. An added optional attraction for this cycle, FLOURISH ACTIVITY '64: LETTERS HOME, consists of a mini-reenactment of soldiers reading letters to their loved ones from their bivouacs somewhere in Virginia. A new version of Destiny Dice is presented.



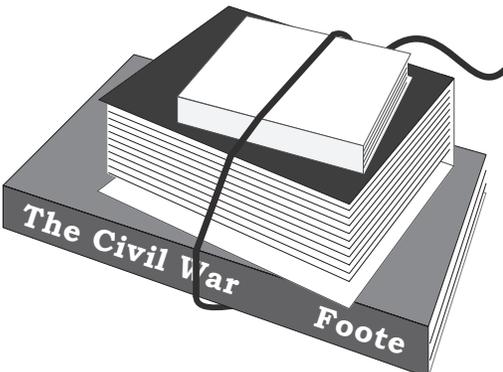
1865

**Cycle 5: 1865—Striking the Tents** The long and bloody months of the war grind to a thankful end. Despite the inevitable, evidenced by the Civil War Combat Points Master Board and each contingent's accounting of CCPs or UCPs, camp routine continues. This cycle's dispatches chronicle the war's final months, and fate takes its toll on the rebel forces facing certain defeat with the last rolls of Destiny Dice. Two presentations—COMMON SOLDIER INTERVIEW '65: PETERSBURG and COMMON SOLDIER INTERVIEW '65: APPOMATTOX—give more contingents a chance to perform. Lee's surrender at Appomattox Court House, pages 19-20 in the Student Guide, reflect the war's final outcome. Before the surrender takes place, students analyze Grant and Lee as men and as generals during an ON THE HOT SEAT interview. Then, if time is available, they can play out a final round of Combat Cards or continue to flesh out their Character Card profiles by a final reading of WHATEVER HAPPENED TO... (see Pre-Cycle, pages 29-32) finding out what ultimately happened to their Common Soldiers they have so diligently portrayed. The last optional flourish activity is a reenactment of the assassination of President Lincoln at Ford's Theater. Archives Day(s) give students a chance to display their research skills. Before the tents are struck and the soldiers return to civilian life, however, all participants are drawn to a CIVIL WAR ROUNDTABLE discussion with key persons from the war years—Clara Barton, Frederick Douglass, Mary Lincoln, Varina Davis, General William T. Sherman and Clement Vallandigham. A CIVIL WAR REUNION completes an exhaustive, exciting, and incredible journey through the Civil War years.

In all, your student-civil warriors will experience the events of our nation's crucible: The War between the States. As they do, they will be active, not passive learners, sharpening skills in writing, listening, speaking, and interacting. More important, that conflict which raged in the 1860s on countless battlefields becomes real, and the men, women, and children who lived then take on a new human dimension for your students who will never forget this experience.

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