

CIVIL WAR

By Judith Allee

GRADE LEVEL: Elementary

Prepared in partial fulfillment of requirements for  
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INDIANA AND THE NEW NATION

NEH

DR. BIGHAM

LESSON PLAN FOR GIFTED FOURTH GRADE PUPILS

PIONEERS

CIVIL WAR

NOVEMBER, 1990

Judith A. Allee

## CIVIL WAR

This lesson was developed to challenge my cluster group of fourth grade social studies students in the study of Indiana's role in the Civil War.

The differentiated activities include the following concepts: 1.) Develop an awareness of the causes of the Civil War. 2.) Recognize the contributions of Indiana's citizens during the Civil War. 3.) Recognize the importance of slavery during the Civil War.

### DIFFERENTIATED LESSON PLAN

#### I. Objectives:

A. Describe activities which identify the causes of the Civil War.

B. Predict what would happen if the South had won the war.

#### Activities

1. Brainstorm: Have pupils list reasons why people fight. Which of these could have lead to the Civil War.  
(Creative Thinking)

2. Identify the differences between slave and free states. Then compare and contrast the ideology of each geographic area. (Analysis)

3. Brainstorm: Think of as many reasons as possible why a person in the South would need slaves in the 1800's. Reverse: Think of reasons why slaves were not needed in the North. (Creative Thinking)

4. Design a compromise plan for the slave states. Work out the administrative procedures. Explain to the class. (Synthesis)

5. Judge the Southern states right to secede from the Union. Give valid reasons. Set up a debate on the issue. (Evaluation)

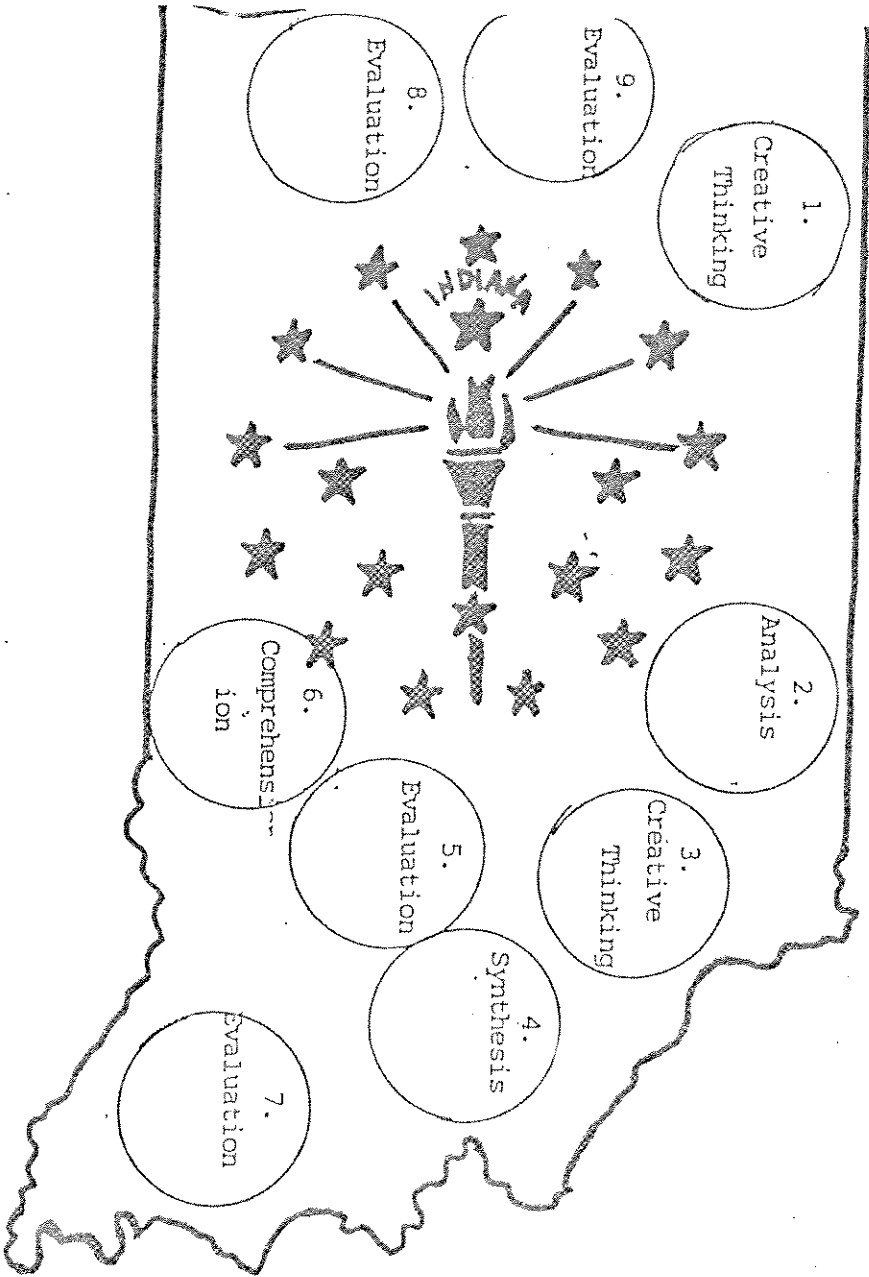
6. Display Civil War memorabilia. Compare to today's. (Comprehension)

7. Newspaper headline: The South Wins! Write an article describing the result of this victory to the U.S. (Evaluation)

8. Justify the economic importance of the use of slaves in the South. (Evaluation)

9. Explain your views as if you were a southern plantation owner fighting for the South. (Evaluation)

Color the activities selected for Objective I with blue.



5

5

II. Objectives :

A. Describe Indiana's contribution during the Civil War.

B. Compare/Contrast a citizen's choices during the Civil War.

C. Identify prominent people of Indiana who were influential during the Civil War.

Activities:

1. Dramatize the people of Corydon defending against Morgan's Raiders. (Comprehension)

2. Brainstorm: Think of as many ways as possible citizens can help during a war effort. Identify the contributions of the Indiana citizens during the Civil War. (Creative Thinking)

3. Explain Governor Morton's role in the Civil War. What would you have done? (Comprehension)

4. Write a diary of a woman who worked in a munitions factory. (Application)

5. Trace the development of Camp Morton during its three phases of development. Compare the lives of people during the three stages. (Analysis)

6. Develop your own method of helping the Indiana soldiers during the Civil War. How would you implement it? (Synthesis)

7. Explain why citizens of Indiana would be against slavery to a southern sympathizer. (Comprehension)

8. Compare the life of a slave to a citizen of Indiana in the 1800's. (Analysis)

9. Design a hiding place for slaves to use on the Underground Railroad. (Synthesis)

10. Write a five day log of your life as an escaped slave. (Application)

11. Design a map slaves could use to travel the Underground Railroad. (Synthesis)

12. Pretend you are a conductor on the Underground Railroad. Relate one of your experiences to a friend. (Comprehension)

13. Role Playing: Pretend you are a slave family being sold on the auction block. (Application)

14. Explain why as a citizen of Indiana, you would be willing to fight for the North during the Civil War, or would prefer to fight for the South as a rebel. A third preference would be not to fight at all. Defend your position with valid arguments. (Evaluation)

15. Write a biography on one of the following people.

Tell how each helped Indiana during the Civil War.

1. Abraham Lincoln
2. Gov. Morton
3. James Lanier
4. Levi Coffin (Comprehension)

16. Write an article for the newspaper proclaiming Lincoln's election in 1864 expanding the views of North vs South. (Comprehension)

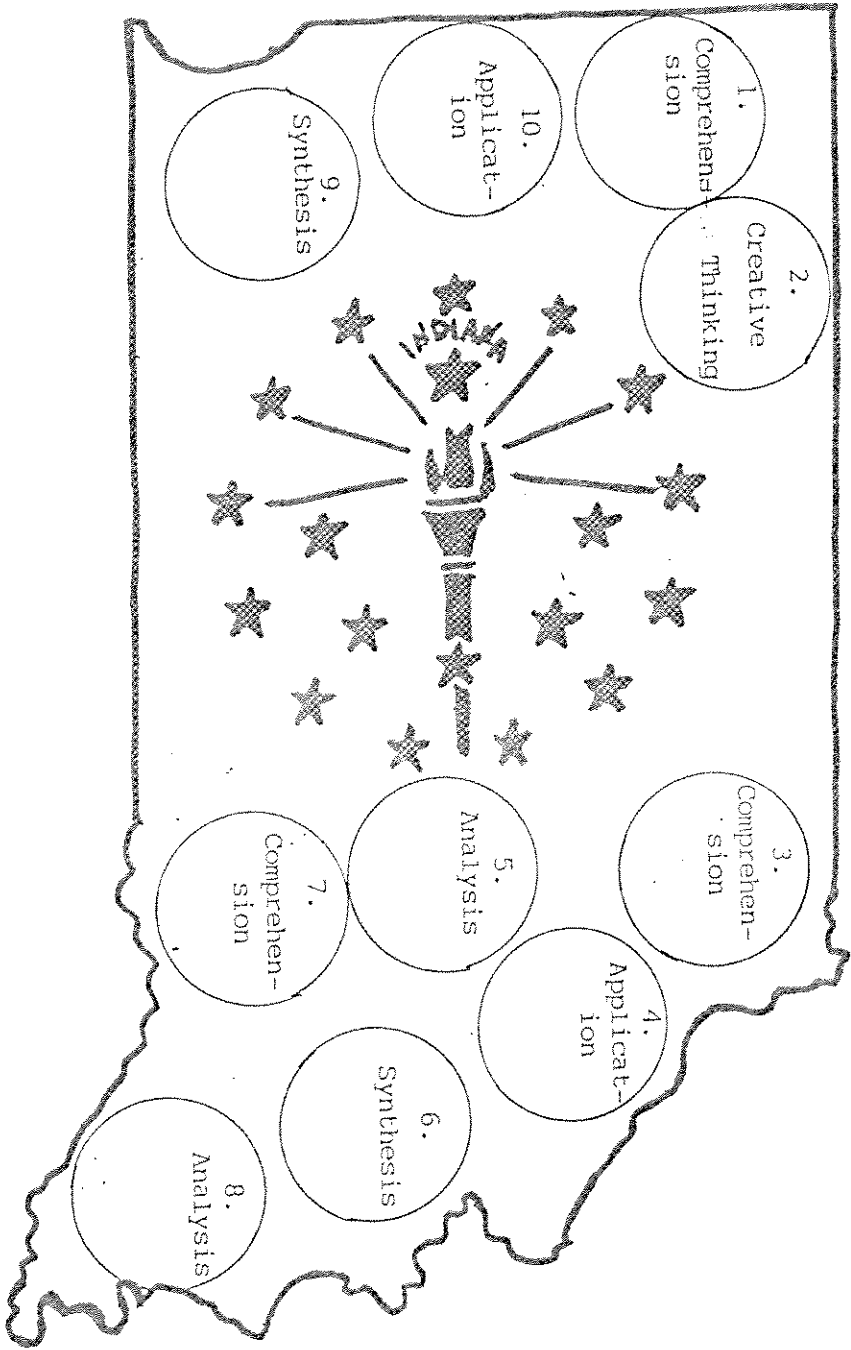
17. Develop your own plan for obtaining money for Indiana's troops. (Synthesis)

18. Open ended questions: Write several questions; What would happen if...? Answer in detail.

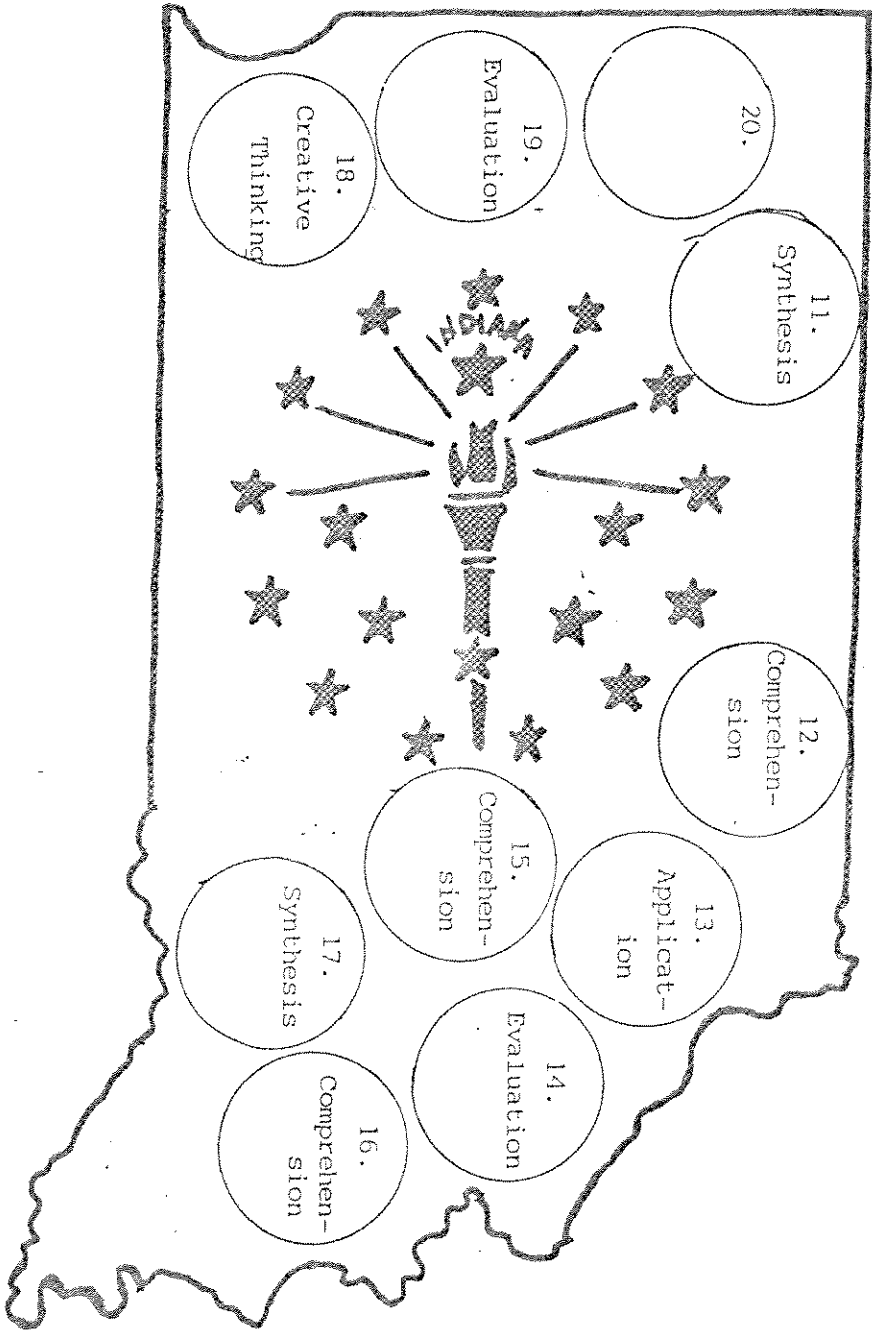
(Creative Thinking)

19. Pupils will explain the roles of three prominent people from Indiana during the Civil War and decide which had the most dramatic role in the outcome of the war. (Evaluation)





Use gray to color in your activities for Objective II.



APPENDIX

# 1. Knowledge

## 2. Comprehension

## 3. Application

Can learners recall information?

Can learners explain information?

Can learners transfer information?

Knowledge of:

- specifics, information
- ways or means of dealing with specifics
- the universals and abstractions in a field

You're expecting learners to:

- remember an idea, phenomenon, or a fact in somewhat the same form in which they learned it

Examples: Activities which require the learner to:

- Write (or tell) the formula for the area of a triangle.
- Spell the word "taxonomy."
- List the freedoms included in the Bill of Rights.
- Label the parts of a flower.
- Memorize (or recite) the poem "Auto Wreck."
- Define the following words...

arrange	name	state
check	offer	tally
cite	omit	tell
define	pick	touch
find	point to	underline
group	quote	write
identify	recall	
label	recite	
list	repeat	
locate	reproduce	
match	say	
memorize	spell	

Comprehension includes:

- translation
- interpretation
- extrapolation

You're expecting learners to:

- communicate information or an idea in a different form (translation)
- grasp the meaning of an idea and be able to explain it or see its relationships (interpretation)
- project the effect of things (extrapolation)

Examples: Activities which require the learner to:

- Rerod the Pledge of Allegiance. (translation)
- Explain the meaning of FDR's "Four Freedoms." (interpretation)
- Offer three ways life in prison might change if inmates were allowed to dress as they please. (extrapolation)

Translate

alter  
change  
convert  
group  
moderate  
paraphrase  
restate  
reword, retell  
translate  
transform  
vary

Interpret

account for  
amotate  
describe  
explain  
expound  
generalize  
group  
infer  
interpret  
review

Extrapolate

advance  
calculate  
contemplate  
contrive  
offer  
project  
propose  
scheme  
submit

Application includes:

- using abstractions (such as concepts, principles, rules, generalizations) in specific and concrete situations

You're expecting learners to:

- apply rules, methods, concepts, principles, laws, theories to new situations
- use what they know (data) from a variety of areas to find solutions to problems
- demonstrate correct usage of a method or procedure

Examples: Activities which require the learner to:

- Demonstrate how to stay afloat for several hours using only the clothes one is wearing.
- Construct a graph or chart using given data.
- Solve mathematical problems
- Interview students in class to determine their favorite TV show.

apply  
adopt  
collect  
construct  
consume  
demonstrate  
devote  
employ  
exploit

handle  
illustrate  
interview  
make use of  
mobilize  
manipulate  
organize  
operate  
put to use  
profit by  
relate  
show  
solve  
state rule  
survey  
try  
use  
utilize

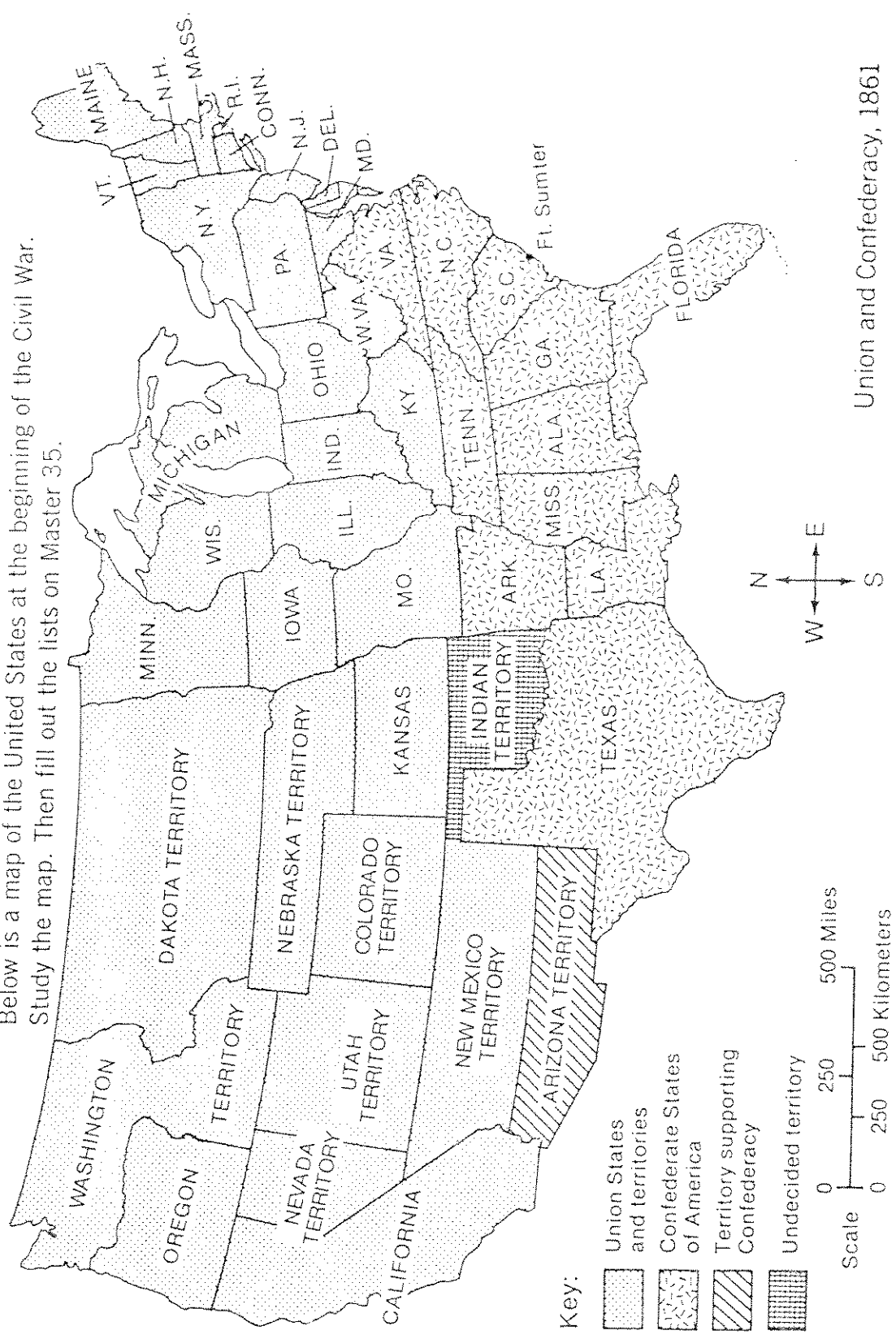
The Cognitive Taxonomy (Benjamin S. Bloom)	Question Leads	Process Words	
1. <b>KNOWLEDGE:</b> Ability to <u>recall</u> facts or information	Who is...? What is...? Where are...? When was...?	- Name - List - Define - Label - Recall	Literal
2. <b>COMPREHENSION:</b> Ability to <u>grasp the</u> <u>meaning of what is</u> <u>being learned</u> ; to be able to explain it	Why did...? How does...? Can you explain...?	- Explain - Describe - Review - Restate - Summarize	Inferential
3. <b>APPLICATION:</b> Ability to <u>use or</u> <u>transfer learned</u> <u>information to new</u> <u>situations</u>	How would you solve...? Can you demon- strate...? What principle is operating?	- Apply - Show - Solve - Demonstrate - Illustrate	Inferential
4. <b>ANALYSIS:</b> Ability to <u>separate</u> <u>information into its</u> <u>component parts and</u> <u>see relationships</u>	What factors caused...? Can you compare and contrast? Can you categorize...?	- Analyze - Differentiate - Categorize - Outline - Examine - Diagnose	Critical/Evaluative
5. <b>SYNTHESIS:</b> Ability to <u>combine</u> <u>information in an</u> <u>original, creative</u> <u>way</u>	What is...? What do you propose? Can you create?	- Create - Design - Plan - Suppose	Critical/Evaluative
6. <b>EVALUATION:</b> Ability to <u>make</u> <u>judgments for a</u> <u>given purpose</u>	What is your opinion? What is the best solution? How do you feel about...?	- Choose - Evaluate - Rank - Defend - Appraise	Critical/Evaluative

MASTER

# 34 The Civil War (part I)

Name \_\_\_\_\_

Below is a map of the United States at the beginning of the Civil War. Study the map. Then fill out the lists on Master 35.



Skill: Reading a historical map showing the Union and Confederacy in 1861. © Scott, Foresman and Company

Use with *Regions of Our Country and Our World* Chapter 22, Lesson 1 Scott, Foresman Social Studies

18. The Divided Country

After the South seceded from the Union, our country was split in two. The Confederate States of America formed the southern half and the United States of America formed the other half. In between the North and South were border states that had difficulty deciding where their loyalties lay. (See your activities booklet for a map of the divided country.) Make a salt-flour map of the country.

- A. Select a piece of cardboard or plywood to put your map on.
- B. Draw a map like the one in your activities booklet on the board.
- C. Mix  $\frac{1}{4}$  cup of salt and  $\frac{1}{4}$  cup of flour together and add enough water to make a paste.
- D. Pour the salt-flour mixture on the map, keeping it within the boundaries.
- E. While the paste is still wet, make the hilly areas higher.
- F. Let the paste dry. When dry, paint with tempera paint or water color. Paint the Confederate States one color, the Union another color and the border states a third color. Paint the ocean and rivers blue.

1. Underground Railroad

The Underground Railroad helped many slaves escape from the South to freedom in Canada. Make a flour-salt map of Indiana showing the three main routes of the Underground Railroad through Indiana.

- A. To make the map, mix  $\frac{1}{4}$  cup of salt and  $\frac{1}{4}$  cup of flour together and add just enough water to make the salt-flour mixture like paste. (About  $\frac{1}{4}$  cup of water.)
- B. Select a piece of cardboard or plywood and draw a map of Indiana on it.
- C. Pour the paste onto the board, keeping it within the boundaries of the state. While the paste is still wet, map the large hills of southern Indiana and the small hills in northern Indiana.
- D. When the paste is dry, paint the three routes using a different color for each route.



# 35 The Civil War (part 2)

On Master 34 you saw a map of the United States in 1861. The map shows how the states and territories divided against each other during the Civil War. After studying the map, make the following lists:

1. States of the Confederacy

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Territory supporting Confederacy

\_\_\_\_\_

3. States of the Union

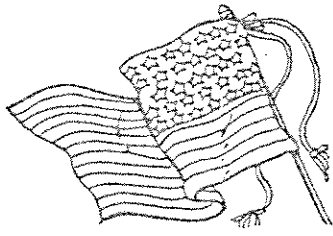
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Territories supporting the Union

_____	_____
_____	_____
_____	_____
_____	_____

5. Undecided territory

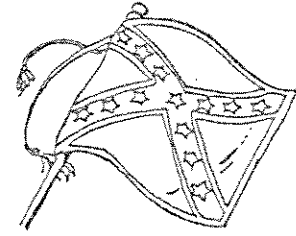
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Union Flag

## On the Eve of War

Although parts of the same country, the North and South were very different. Read about the differences between them to understand why the Civil War was fought.

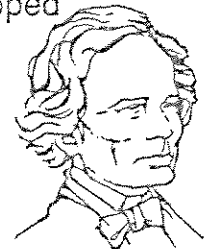


Confederate Flag

Most land in the South was fertile, or good for farming. Crops like cotton, rice, and tobacco were grown on small farms and large plantations. For over a hundred years the Southern states had depended on slaves to work the land.

Land in the North was not as fertile as in the South. The colder climate also made it difficult to grow many crops. Instead of farming, the Northern states developed manufacturing and trade. Most Northern states outlawed slavery.

Beginning in 1860 some Southern states decided to secede, or break away, from the United States. They were afraid President Lincoln would end slavery throughout the country. Together these states formed a new country called the Confederate States of America, or the Confederacy. They elected Jefferson Davis as president.



Jefferson Davis



Abraham Lincoln did not believe states had the right to secede. He did not want to fight the South but he felt strongly that the country must stay together. In April 1861, Confederate troops fired on and took control of Fort Sumter in South Carolina. Lincoln then sent Union, or Northern, troops to regain the fort. The Civil War had begun.

A. Read the words and phrases below. Decide whether they describe the North (N), the South (S), or both (B). Mark N, S, or B on the lines.

- |                                   |  |
|-----------------------------------|--|
| _____ 1. the Confederacy          | _____ 5. president was Jefferson Davis   |
| _____ 2. fought in the Civil War. | _____ 6. had slaves                      |
| _____ 3. farm economy             | _____ 7. seceded from the U.S.           |
| _____ 4. the Union                | _____ 8. manufacturing and trade economy |

B. At the time of the Civil War, most whites in both the North and South believed that African-Americans were not equal to them. Yet many people in the North were against slavery while most people in the South were for it. Why do you think that was so?

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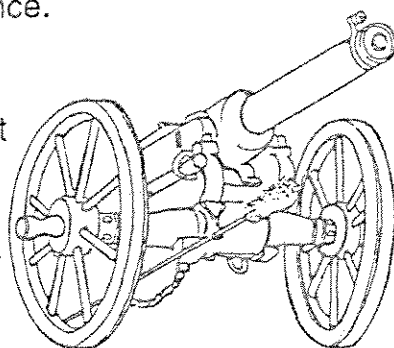
Challenge! How do you think people in your state in the 1860s felt about slavery? Why?

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# The War Is Fought

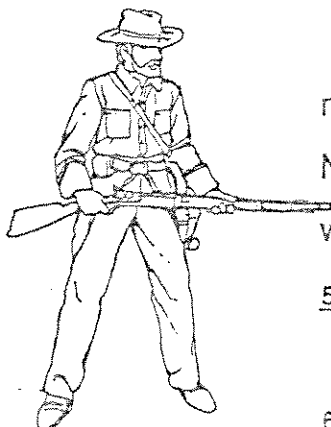
Read the information below to learn facts about the U.S. Civil War. Fill in the blanks using each word from the cannon smoke only once.

The Civil War began in 1861 when Southern troops 1. \_\_\_\_\_ on Fort Sumter, South Carolina. It was fought between 23 Northern states, known as the 2. \_\_\_\_\_, and 11 Southern states,



allowed  
bravely fired  
manufactured  
military money  
navy sign  
South Union

called the Confederacy. The war divided the country and many families, especially those that lived along the border between North and South. There a family might have one brother fighting for the North (Blue) and another fighting for the 3. \_\_\_\_\_ (Grey)



"Johnny Reb"  
(Southern soldier)

The North had many advantages. It had more states and therefore more people to do the fighting. There were many more factories in the North, including those that 4. \_\_\_\_\_

weapons. Throughout the war, the North had more 5. \_\_\_\_\_ and supplies than the South.

The South had some advantages. Many Southerners had received 6. \_\_\_\_\_ training, so they made excellent soldiers.

Southerners were also better outdoorsmen.

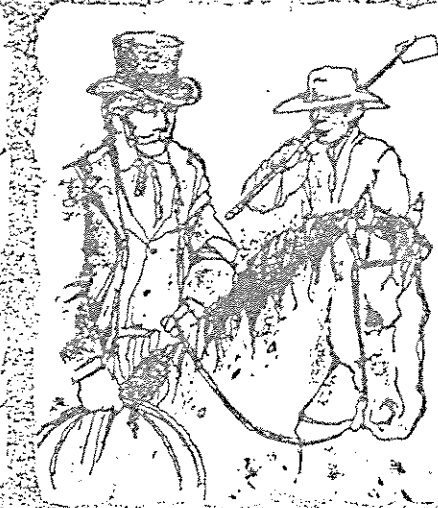
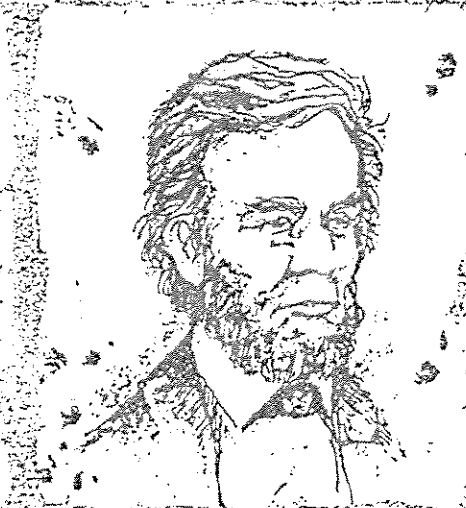
Many free African-Americans fought in the war. At first the North did not want to use them. As the war dragged on, they were 7. \_\_\_\_\_ to work as cooks, scouts, and in other service jobs. Later they fought in combat in both the army and 8. \_\_\_\_\_

The war lasted four years. Both sides fought 9. \_\_\_\_\_ and suffered heavy losses. In 1865 after much of its land and buildings had been destroyed, the South finally surrendered. General Robert E. Lee, the leader of the Southern troops, and General Ulysses S. Grant, the leader of the Northern troops, met in Appomattox Court House, Virginia, to 10. \_\_\_\_\_ the surrender.



"Billy Yank"  
(Northern soldier)

# The Civil War



## Reproducible Worksheets

No other war divided the United States as deeply or took as many American lives as the Civil War. Introduce the causes, background and scope of the Civil War with this unit.



### Civil War Time Line

Create a time line for your classroom. Assign groups of three to five students to research these events. Each group illustrates its event and creates a written explanation (paragraph, fact sheet, poem) to accompany it. Post the displays on a wall in chronological order.

Apr. 12, 1861 Confederate troops attacked Fort Sumter.

Jul. 21, 1861 Union troops retreated after the First Battle of Bull Run.

Mar. 9, 1862 The ironclad ships *Monitor* and *Merrimack* battled.

Sept. 17, 1862 Confederate troops retreated after the Battle of Antietam.

Jan. 1, 1863 President Lincoln issued the Emancipation Proclamation.

Apr. 9, 1865 General Lee surrendered to General Grant at Appomattox.

Apr. 14, 1865 President Lincoln was assassinated.

May 26, 1865 The last Confederate troops surrendered.



### Civil War Era Songs

Many songs we know today became popular during the Civil War. "When Johnny Comes Marching Home Again" and "Dixie" were favorites in the South. "The Battle Hymn of the Republic" was a favorite in the North. Locate copies of these songs through your school's music department or in a library. Read the lyrics to the class and discuss how they relate to the Civil War. Then sing them together.



### Emancipation Proclamation

Two years into the war, President Lincoln issued the Emancipation Proclamation declaring slaves in rebel states free. It did not free slaves immediately because the order could not be enforced in the Confederacy. Slaves in Union states were not included in the proclamation because Lincoln did not want to anger those states and cause them to join the South. The Emancipation Proclamation did, however, increase the number of former slaves and runaways who joined the Union effort. It also paved the way for the Thirteenth Amendment, passed in 1865, abolishing slavery throughout the United States.

Present this information about the Emancipation Proclamation to your class. Have students make "Civil War posters" that spread the news that slaves are to be freed.



### To Be a Slave

After students complete page 18, hold a discussion about slavery. Encourage students to share information they've read or seen about slavery. You may want to read aloud excerpts from books on the topic (see suggested titles in "Books to Share" idea).

Have students imagine they are slaves in the 1800s and write a journal entry describing how it feels to be a slave.



### Books to Share

These books will help your students learn more about the Civil War era.

*Captive Bodies. Free Spirits: The Story of Southern Slavery* by William J. Evitts (Julian Messner, 1985) poignantly describes slavery from the 1600s through the Civil War.

*The First Book of the Civil War* by Dorothy Levenson (Franklin Watts, rev. ed., 1977) is an interesting and easy-to-read nonfiction book.

*Follow the Drinking Gourd* by Jeanette Winter (Alfred A. Knopf, Inc., 1988) is a beautiful picture book that tells the story of the Underground Railroad.

*Which Way Freedom?* by Joyce Hansen (Walker and Company, 1986) is a compelling novel about a Civil War soldier who escaped from slavery.

Use the reproducible pages that follow to teach this important period in U.S. history.

—Sara E. Freeman

# Slavery

Read these stories of slaves and slaveholders.  
Find the illustration that matches the story. In the  
box, write the initial of the person pictured.

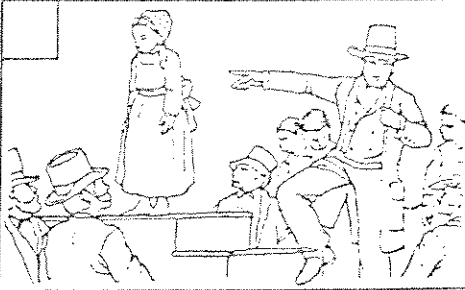
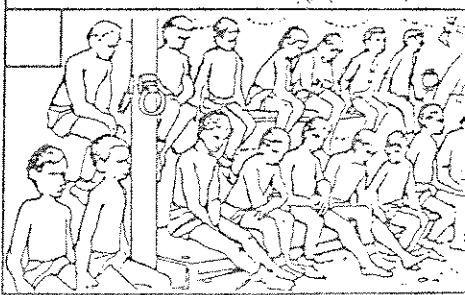
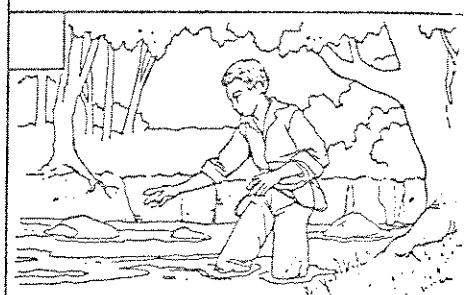
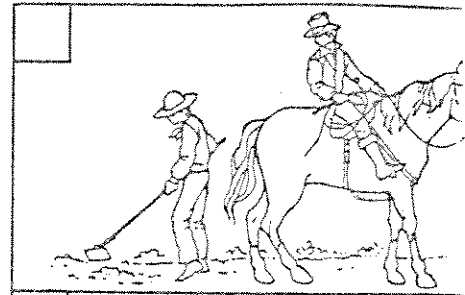
I, Sori, was captured by an enemy tribesman in my African homeland. He sold me to a strange man who put me on a ship. Hundreds of us were chained below the deck. There was not even enough room to stand. I traveled like this for many months. Finally I reached a land called America. There I was sold as a slave.

My name is Fanny. I was just eight years old when I was sold at an auction. The man who bought me did not buy my sisters, mother, or father. I cried when the man took me away. I never saw my family again.

My name is Thomas. From sunrise to sunset I worked the cotton fields for my master along with 50 other slaves. One day the overseer said I wasn't working fast enough and whipped me many times across my back. Everyone watched. Afterward, I was forced to go back to work.

My name is Lucy. I owned two slaves. One helped cook and clean and the other one worked on the farm. After my husband died, I would have lost our farm if I hadn't had slaves. I couldn't afford to free my slaves, so I at least treated them kindly.

I, John, escaped north to freedom along the Underground Railroad. I walked the river at night and hid during the day. I also stayed in the homes of whites who were against slavery. Finally after walking for weeks I reached Pennsylvania. I was free. After my escape, I returned to the South many times to help other slaves escape.



Circle a name above. Write three questions you would have liked to ask that person.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Challenge! Draw and describe what you think was hardest about being a slave.

.....



# Life During the War

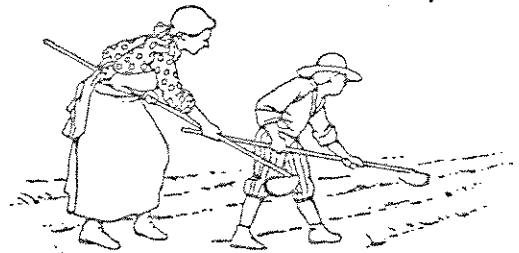
Life was not easy for Civil War soldiers. There were few trains so soldiers walked long distances. Food and supplies were often scarce, especially in the South. Southern soldiers usually used their own horses. Men who did not have their own uniforms took those of dead soldiers.

Although many men died in battle, many more died from disease and infected wounds. Conditions in military camps were poor. The men did not have a proper diet. Doctors often operated in unclean military camps and hospitals.

With so many men at war, women were needed to fill their jobs at home. In the North, some women worked in factories making uniforms and weapons. In the South, women ran the farms and plantations. On both sides, women helped nurse the wounded. Clara Barton, who later founded the U.S. Red Cross, was known as the "Angel of the Battlefield." She brought supplies to Union camps and helped care for the sick.

Many Northern children attended public schools during the war. The South had private schools. But with most men in the South at war, Southern children had to help on the farm.

Although the Civil War was the first U.S. war to be photographed, most people at home saw sketches of the war in magazines and newspapers.



For each effect, write a cause.

1. Cause: \_\_\_\_\_

Effect: More soldiers died from disease and infection than in battle.

2. Cause: \_\_\_\_\_

Effect: People could see what was happening in the war.

3. Cause: \_\_\_\_\_

Effect: Southern women and children worked the farms and plantations.

4. Cause: \_\_\_\_\_

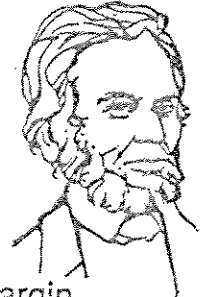
Effect: A soldier's life was not easy.

5. Cause: \_\_\_\_\_

Effect: Clara Barton was known as the "Angel of the Battlefield."

Challenge! Choose a modern invention. Write what effect it might have had on the war.

# The Gettysburg Address



Abraham Lincoln is one of the most honored U.S. presidents because he worked to keep the country united. In 1863 he gave a stirring speech known as the Gettysburg Address. In it he dedicated part of a Civil War battlefield in Pennsylvania as a cemetery to honor those who died there.

Read the Gettysburg Address. The underlined words are defined in the margin.

★ ★		
<p>Eighty</p> <p>begun</p> <p>idea</p> <p>involved</p> <p>committed</p> <p>last</p> <p>set aside</p>	<p>★</p> <p>★</p> <p>★</p> <p>★</p> <p>★</p> <p>★</p> <p>★</p>	<p><u>Four score</u> and seven years ago our fathers brought forth on this continent, a new nation, <u>conceived</u> in Liberty, and dedicated to the <u>proposition</u> that all men are created equal.</p> <p>Now we are <u>engaged</u> in a great civil war, testing whether that nation, or any nation so conceived and so <u>dedicated</u>, can long <u>endure</u>. We are met on a great battlefield of that war. We have come to <u>dedicate</u> a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.</p>
<p>make holy</p> <p>take away</p>	<p>★</p> <p>★</p>	<p>But, in a larger sense, we can not dedicate—we can not <u>consecrate</u>—we can not <u>hallow</u>—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or <u>detract</u>. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so <u>nobly</u> advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased <u>devotion</u> to that cause for which they <u>gave the last full measure of devotion</u>—that we here highly <u>resolve</u> that these dead shall not have died <u>in vain</u>—that this nation, under God, shall have a new <u>birth of freedom</u>—and that government of the people, by the people, for the people, shall not <u>perish</u> from the earth.</p>
<p>with greatness</p> <p>loyal feeling</p> <p>died</p> <p>decide</p> <p>for no reason</p> <p>disappear</p>	<p>★</p> <p>★</p> <p>★</p> <p>★</p> <p>★</p> <p>★</p>	<p>here have thus far so <u>nobly</u> advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased <u>devotion</u> to that cause for which they <u>gave the last full measure of devotion</u>—that we here highly <u>resolve</u> that these dead shall not have died <u>in vain</u>—that this nation, under God, shall have a new <u>birth of freedom</u>—and that government of the people, by the people, for the people, shall not <u>perish</u> from the earth.</p>
★ ★		

- Choose one activity to complete:
1. Copy the Gettysburg Address in your best penmanship. Mount your paper on a piece of construction paper. Decorate it with pictures or symbols of the Civil War.
  2. Work with classmates to recite the Gettysburg Address from memory. Divide the speech into sections so each person will memorize one or two sentences.

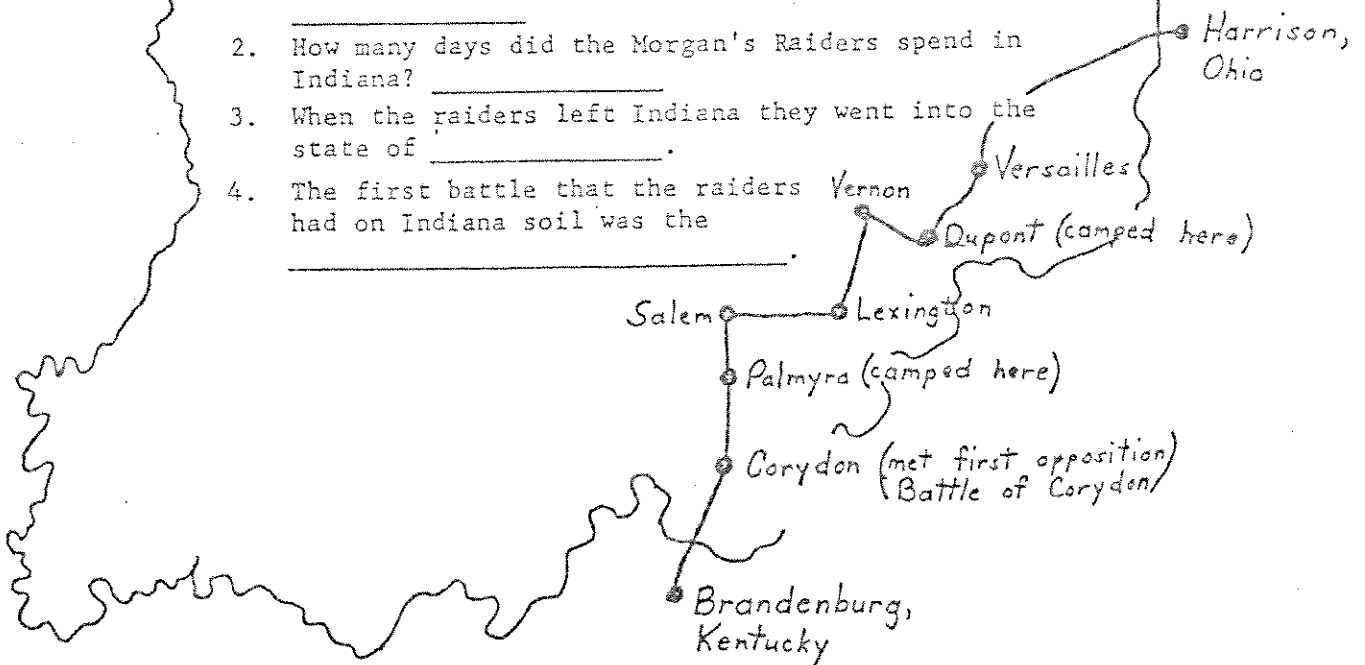
General John Hunt Morgan made his spectacular dash through southeastern Indiana at the very peak of the Civil War. The raiders crossed into Indiana at the Ohio River town of Brandenburg, Kentucky. Governor Oliver Morton heard that the rebels had invaded Indiana and ordered all able-bodied men to take up whatever arms they had to prepare to defend Indiana.

As Morgan and his men approached Corydon the next morning, they met spirited opposition from the local militia. There was a lively battle in the woods just south of town. In a few hours Morgan's superior numbers caused the local defenders to surrender and the Confederates had control of Corydon. This event is recorded as a battle of the Civil War, the Battle of Corydon. The raiders continued through Indiana, taking food and horses as needed.

Morgan saw that it was necessary to get out of Indiana as soon as possible. Opposing forces were coming from all sides. He crossed into Ohio, ending this great raid through Indiana.

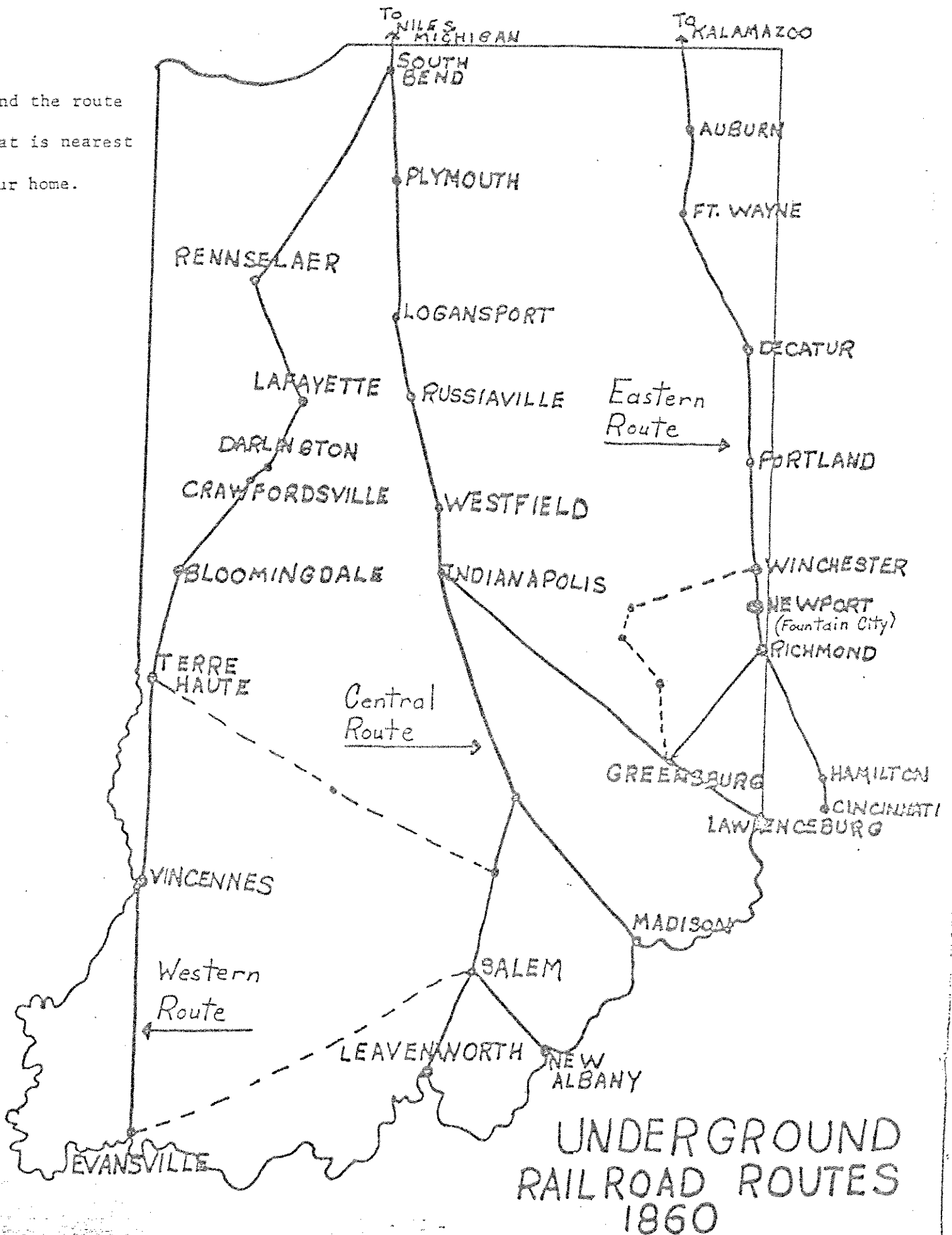
Morgan and his men had spent five days in this state and had covered a total of 200 miles, passing through seven counties. During all this time Morgan was seldom more than 20 or 30 miles from the Ohio River, and his forces grew weaker as he retreated across the eastern border of the state.

1. How many miles did Morgan's Raiders cover in Indiana?  
\_\_\_\_\_
2. How many days did the Morgan's Raiders spend in Indiana?  
\_\_\_\_\_
3. When the raiders left Indiana they went into the state of \_\_\_\_\_.
4. The first battle that the raiders had on Indiana soil was the \_\_\_\_\_.





Find the route  
that is nearest  
your home.

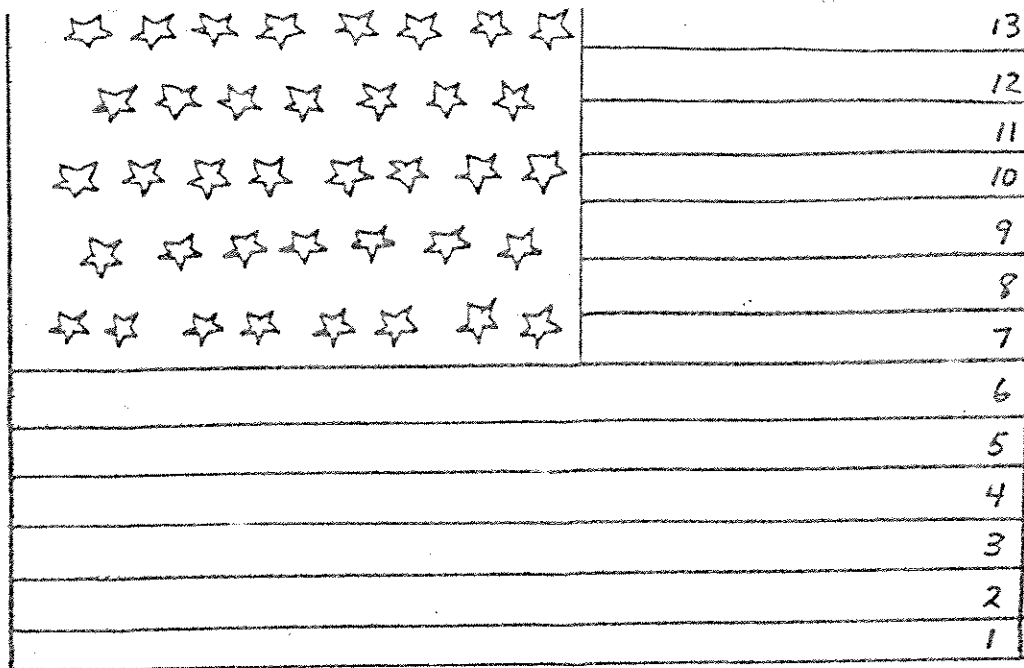


# THE LINCOLN TRAIL



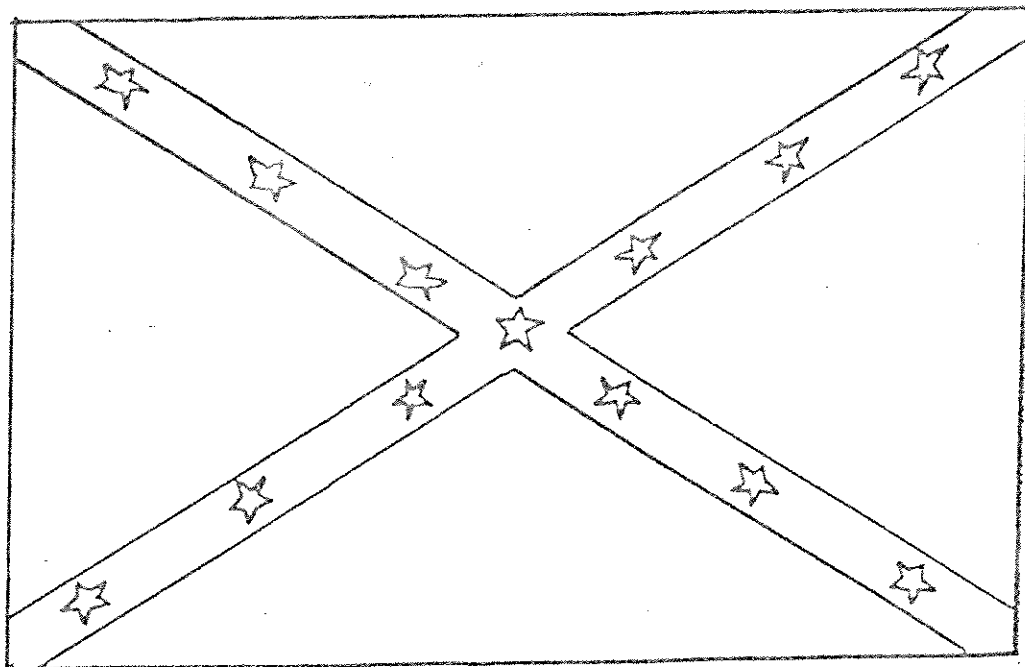
The Lincoln family moved from Kentucky to Indiana when Abraham was seven years old. The Lincoln family moved from Indiana to Illinois when Abe was twenty-one.

1. How many years did Abe live in Indiana? \_\_\_\_\_
2. What large river did the Lincoln family cross when they moved from Kentucky to Indiana? \_\_\_\_\_
3. What large river did the Lincoln family cross when they moved from Indiana to Illinois? \_\_\_\_\_
4. What county did Abe and his family live in during their Indiana years?  
\_\_\_\_\_



THE UNION FLAG

Directions: Color the odd numbers red; color the even numbers white; color the stars white and the background dark blue.



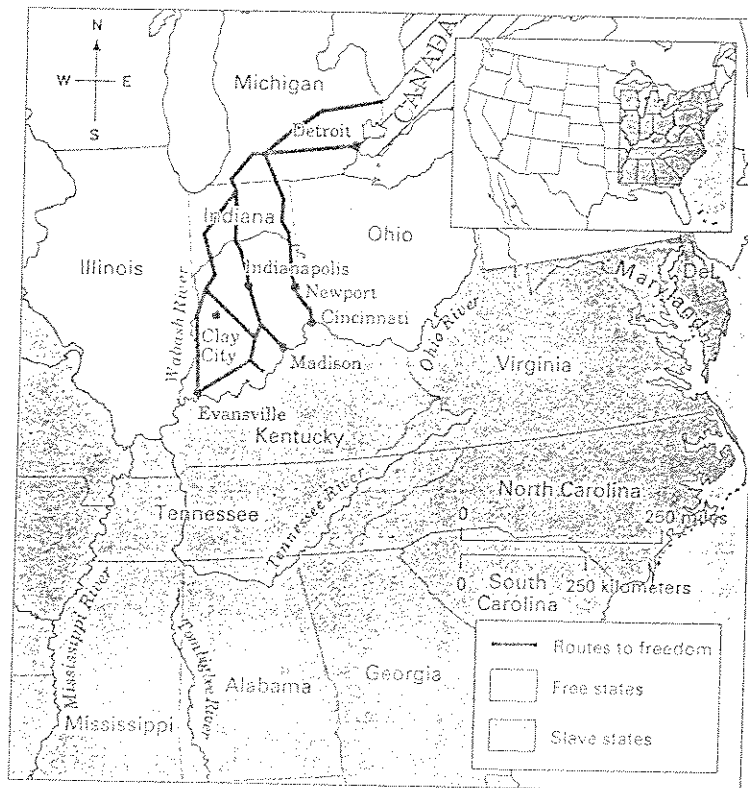
THE CONFEDERATE FLAG

Directions: Color the triangles red; color the stars white and color the "X" dark blue.

Chapter 4 Lesson 3 Map Activity

# Indiana's Underground Railroad, 1840

The Underground Railroad played an important part in helping runaway slaves. This map shows the paths of the Underground Railroad in Indiana around 1840.



1. Indiana did not allow slavery, so it was called a free state. Name two other free states, one to the east and one to the west of Indiana. \_\_\_\_\_

2. In what way was the location of Indiana important to the runaway slaves? \_\_\_\_\_

3. If you could choose your route, how would you travel from Evansville to Detroit on the Underground Railroad? Trace your route. In which directions did you travel?

4. The Underground Railroad connected many cities in Indiana. Name three cities in Indiana connected by the Underground Railroad. \_\_\_\_\_

# Civil War Numbers

The Civil War (1861-1865) was fought between the North (Union) and the South (Confederacy) to preserve our union and free the slaves. The number of soldiers involved and the loss of lives was awesome. The loss of soldiers (the actual loss of civilian lives is unknown) in the Civil War is equal to the lives lost in all other wars in which this country has fought.

- \_\_\_\_\_ 1. In the Presidential election of 1860 Abraham Lincoln received 180 electoral votes. His three opponents received 123. What percentage of electoral votes did Lincoln get?
- \_\_\_\_\_ 2. Abraham Lincoln was born February 12, 1809, and died from a bullet at the hands of John Wilkes Booth on April 15, 1865. What were the exact number of years and days of his life?
- \_\_\_\_\_ 3. In the election of 1864, Abraham Lincoln received 212 electoral votes and George B. McClellan received 21. What percentage of electoral votes did Lincoln get?
- \_\_\_\_\_ 4. Lincoln received 2,206,938 popular votes; McClellan 1,803,787. How many more popular votes did Lincoln receive?
- \_\_\_\_\_ 5. In 1861 the population of the United States was 32,351,000. The South had a population of 9,000,000. What percentage of the total population did the North have?
- \_\_\_\_\_ 6. Jefferson Davis, president of the Confederacy, was born June 3, 1808, and died December 6, 1881. How many more years and days did he live than Lincoln?
- \_\_\_\_\_ 7. The Civil War started April 12, 1861, and ended April 9, 1865. How many years and days did the war last?
- \_\_\_\_\_ 8. Before the Civil War ended, the North had an army of approximately 1,000,000. Of that number 360,000 lost their lives. What percentage of soldiers lost their lives?
- \_\_\_\_\_ 9. In 1860 there were 4,000,000 slaves in the South and 250,000 free blacks. What percentage of the blacks were free?
- \_\_\_\_\_ 10. 200,000 blacks fought for the North. What percentage of the Union army was black?
- \_\_\_\_\_ 11. 260,000 Confederate soldiers lost their lives in the Civil War. What was the total loss of lives for the North and South in the Civil War?
- \_\_\_\_\_ 12. In the important battle of Gettysburg, July 1-3, 1863, the North had an army of 90,000; the South had 75,000. What was the number of men who fought the battle?
- \_\_\_\_\_ 13. The North suffered 18,000 casualties at Gettysburg. What percentage of their army was casualties?
- \_\_\_\_\_ 14. The South had 20,000 casualties at Gettysburg. What was their percentage of casualties?
- \_\_\_\_\_ 15. General Ulysses S. Grant was 63 when he died. He spent 4 years in the Union army. What percentage of his life did he spend in the Union army?
- \_\_\_\_\_ 16. Grant was President for 8 years. What percentage of his life was spent as President (nearest percent)?
- \_\_\_\_\_ 17. General Robert E. Lee, the confederate general, was born in 1807 and died in 1870. How did the length of his life compare to Grant's?
- \_\_\_\_\_ 18. What was the combined number of years that Lee, Grant, and Lincoln lived? What was their average age?
- \_\_\_\_\_ 19. General Lee was a soldier for 40 years. What percentage of his life was spent as a soldier?
- \_\_\_\_\_ 20. In 1861 the population of the United States was 32,351,000. In 1988 the population of the country was about 240,000,000. Approximately how many times has the population increased in 127 years?