Curriculum Overview

**Curriculum Context**
This short-focused research project fits the Social Studies curriculum as a local connections study of the Civil War.

<table>
<thead>
<tr>
<th>Vermont Standards</th>
<th>Vermont Standards</th>
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<tbody>
<tr>
<td>Understanding Place 4.6 Students demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives.</td>
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<tr>
<td>Historical Connections 6.4 Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations worldwide to understand the past, the present, and the relationship between the two.</td>
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<tr>
<td>Being a Historian 6.6 Students use historical methodology to make interpretations concerning history, change, and continuity</td>
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<tr>
<td>Geographical Knowledge 6.7 Students use geographical knowledge and images of various places to understand the present, communicate historical interpretations, develop solutions for problems, and plan for the future.</td>
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<th>New Hampshire Standards</th>
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<td>Curriculum Standard 10 Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</td>
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<tr>
<td>Curriculum Standard 15.3 Use maps and narratives to place history and contemporary events in spatial context.</td>
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<tr>
<td>Curriculum Standard 16 Students demonstrate the ability to employ historical analysis, interpretation, and comprehension to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.</td>
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<tr>
<th>Common Core State Standards</th>
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<tr>
<td>Reading Standards CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</td>
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<tr>
<td>Writing Standards CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</td>
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<tr>
<td>History Social Studies CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information with other information in print and digital texts.</td>
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### Enduring Understanding

People move from our local communities contributed to the Civil War in many ways.

### New Knowledge

- People in our local communities contributed to the Civil War both on the battlefield and at home.
- Historical evidence can be found in cemeteries, houses, maps, the census, and other primary sources.
- Monuments and memorials are important ways to help communities heal after war.

### Texts/Resources

#### Background Knowledge/Historical Context

For Teachers: Howard Coffin, *Full Duty*; Bruce Heald, *New Hampshire and the Civil War*

For Students: NH Historical Society, *New Hampshire Goes to War*;
Howard Coffin, *Vermont in the Civil War*;

#### Primary Sources

- Gravestones, U.S. Census,
- Other sources to consider: *New Hampshire and the Civil War*;
  *Vermont in the Civil War*

### Vocabulary

**What academic vocabulary is essential for this lesson?**
primary source, secondary source, research

**What vocabulary is needed for a close-read of the texts?**
Company, infantry, regiment, quota

### Assessment Evidence

<table>
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<th>Formative Assessments</th>
<th>Summative Performance Task</th>
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<td>List of evidence gathered from research with quotes organized into a timeline (Session 3)</td>
<td>Explanatory Writing Prompt: After researching your soldier, write a paragraph in which you explain how your soldier contributed to the Civil War. Support your discussion with evidence from your research. (Session 3)</td>
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### Instructional Process

#### Introduction

**Session 1: Preparing for your Civil War Quest**

*Teacher Preparation and Student Preparation*

#### Short Focused Research

**Session 2: Discovering the Civil War in a Local Cemetery**

*Who in our town served in the Civil War?*

**Session 3: Researching Local Civil War Veterans**

*How did soldiers from our community serve in the Civil War?*

**Formative Assessment:** After researching your settler, create a timeline that you will share with the class about your soldier’s story. For each detail, provide a quote from your research and record where you found your information.

**Explanatory Writing Prompt:** After researching your soldier, write a paragraph in which you explain how your soldier contributed to the Civil War. Support your discussion with evidence from your research.
<table>
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<tr>
<th><strong>Presenting New Knowledge</strong></th>
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<td><strong>Session 4: Writing our Colonial Quest</strong></td>
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<td><em>How can we share what we’ve learned with others?</em></td>
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<tr>
<td><strong>Session 5: Completing our Colonial Quest</strong></td>
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<tr>
<td><em>What do we need to do to complete our Quest?</em></td>
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<tr>
<td>Grade: 6 - 8</td>
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<tr>
<td>Contact Information: <a href="http://www.vitalcommunities.org/valleyquest">http://www.vitalcommunities.org/valleyquest</a></td>
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Session 1: Preparing for your Civil War Quest Project

Overview: This document provides suggestions for how the teacher might prepare for the project as well as introductory activities for students.

Teacher Preparation:

1. Go on a Civil War Quest, to get a feel for the program.
   - The Fearless Fighters Quest, Woodstock, VT
   - Hartford in the Civil War: A Driving Tour Quest, Hartford, VT
   - The West Cemetery Civil War Quest, Keene, NH

   You may download these Quests, or download a virtual Power Point Quest at: http://www.vitalcommunities.org/ValleyQuest/cwquest

2. Choose your Cemetery and Visit

   Most towns in our region have six to a dozen cemeteries—or more. Many of them are quite small. A few things to keep in mind when choosing a cemetery for your project:

   - How close is it to your school?
   - Will it be difficult to find transportation to & from this site?
   - How large is it? Is there too much ground to cover? Is there enough material for your class? (1 veteran for every 2 students works well)

   Your local historical society, sexton or cemetery commissioner can be a good resource when determining which cemetery may be appropriate.
3. Secure permission from your Cemetery Commission or sexton to use the site.

4. Try looking up the veterans you find on the Vermont in the Civil War (http://vermontcivilwar.org), New Hampshire Heritage (http://nh-heritage.com/), Civil War Soldiers & Sailors (http://www.itd.nps.gov/cwss/)

5. Bring your list of soldiers to your local historical society, and see what primary and secondary resources they have.

The project can be completed by using the cemetery and general online sources, however it can be deepened with additional primary sources. Consider creating a classroom library and list of additional online sources. For instance, your students could search for their soldiers in the census at the free site: www.familysearch.org or students might search for their soldier on a historical map at www.historicmapworks.com. You might also borrow copies of your town history so students could look up their soldiers in the index. Civil War books focused on your state would also provide material for your students.

6. Pick one soldier, and using this soldier, run through all of the lessons to familiarize yourself with the process of the unit.

**Student Preparation:**

Students need to have adequate background knowledge on the Civil War and need to understand what a Quest is so they know the end-product they are working toward.

1. **Take Your Students on a Quest**

   Ideally, before you initiate making a Quest, you should take students on a Quest to give them a sense of: (a) what a Quest is; and (b) the two fundamental types of clues, “clues that teach” and “clues that move” visitors from one site to another.

   In the best case, you’d take a field trip and embark on one of the following 3 Quests.

   - The Fearless Fighters Quest, Woodstock, VT
   - Hartford Civil War Quest, Hartford Village, VT
The West Cemetery Civil War Quest, Keene, NH

If that is not possible, go through the VIRTUAL QUEST available at: http://www.vitalcommunities.org/ValleyQuest/cwquest

As you move through the Quest, ask students to consider which clues are “moving” and which clues are “teaching.” Also, at the teaching clues invite them to consider “How do they know this?” and discuss the kinds of resources that might help one learn about life 150 years ago.
Session 2: Discovering the Civil War in a Local Cemetery

Focusing Question: *Who in our town served in the Civil War?*

**Overview:** In this lesson students visit the cemetery to gather information about Civil War soldiers. Students use data collection forms to transcribe information. They also photograph or draw the stones. Finally, the class creates a map of the cemetery.

**Topical Understandings:**

- People in our community contributed to the Civil War.
- Historical evidence can be found on gravestones and in cemeteries.

**Materials:**

- clipboards
- pencils
- soldier names assigned to students on slips of paper
- data collection forms
- construction paper (for drawing)
- drawing pencils or other materials
- digital camera

**Length:** 1.5 to 2 hours

**Procedures:**

A. Upon entering the cemetery, establish the cemetery as an outdoor classroom.
   - Elicit from the students appropriate conduct or behavior.

B. As a class, find and decode one Civil War era stone (and nearby family stones) and review clues to finding and reading stones:
Clues to Civil War stones include:

Abbreviations on the stone:
- CO = company
- REG = regiment
- NH VOL = New Hampshire Volunteer
- VT VOL = Vermont Volunteer

Text on the stone:
- Mentioning of Civil War sites
- Rank
- Dates that indicate the possibility of service
  (A soldier born between 1810 and 1845 would be somewhere between 50 and 16 at the start of the war)

Markers:
- Flags placed at stones
- GAR markers = “Grand Army of the Republic”
- Government issued gravestones

Make clear that students will be responsible for three things:
1. Finding their soldier’s stone
2. Gathering data from the stone (and perhaps nearby stones)
3. Creating an image for the stone (sketch, photo, rubbing)

C. Hand out soldier names on slips of paper to pairs of students.
   Working in pairs or small groups, students find their stone, collect data, and create images.

   - If you intend to do rubbings you must request permission from local authorities. Sketching the stone is always preferable. Make sure students do not lean on stones.

   - A good resource for rubbing paper can be found here:


D. If your final product is a Quest, and you don’t have the time to make two trips to the cemetery, take the time to create a rough map of the cemetery and have students create a logical order of directions from the parking area to each stone. See Session 4 for directions.
E. You might close with a reflection/connection circle, and for a literary connection, recite Walt Whitman’s poem “A March in the Ranks Hard-Prest.”

*A March in the Ranks Hard-Prest, and the Road Unknown*

**BY** WALT WHITMAN

A march in the ranks hard-prest, and the road unknown,
A route through a heavy wood with muffled steps in the darkness,
Our army foil’d with loss severe, and the sullen remnant retreating,
Till after midnight glimmer upon us the lights of a dim-lighted building,
We come to an open space in the woods, and halt by the dim-lighted building,
’Tis a large old church at the crossing roads, now an impromptu hospital
Entering but for a minute I see a sight beyond all the pictures and poems ever made,
Shadows of deepest, deepest black, just lit by moving candles and lamps,
And by one great pitchy torch stationary with wild red flame and clouds of smoke,
By these, crowds, groups of forms vaguely I see on the floor, some in the pews laid down,
At my feet more distinctly a soldier, a mere lad, in danger of bleeding to death, (he is shot in the abdomen,)
I stanch the blood temporarily, (the youngster’s face is white as a lily,)
Then before I depart I sweep my eyes o’er the scene fain to absorb it all,
Faces, varieties, postures beyond description, most in obscurity, some of them dead,
Surgeons operating, attendants holding lights, the smell of ether, the odor of blood,
The crowd, O the crowd of the bloody forms, the yard outside also fill’d,
Some on the bare ground, some on planks or stretchers, some in the death-spasm sweating,
An occasional scream or cry, the doctor’s shouted orders or calls,
The glisten of the little steel instruments catching the glint of the torches,
These I resume as I chant, I see again the forms, I smell the odor,
Then hear outside the orders given, Fall in, my men, fall in;
But first I bend to the dying lad, his eyes open, a half-smile gives he me,
Then the eyes close, calmly close, and I speed forth to the darkness,
Resuming, marching, ever in darkness marching, on in the ranks,
The unknown road still marching.
# CIVIL WAR VETERAN DATA COLLECTION

<table>
<thead>
<tr>
<th>Your name:</th>
<th>Today’s date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of this cemetery:</td>
<td>Town:</td>
</tr>
<tr>
<td></td>
<td>State:</td>
</tr>
</tbody>
</table>

Full name on stone: 
First Name    Middle    Last

Date of Birth: _______ Date of Death: _______ Age at Death: _______

Please circle one: Female    Male    Can’t tell

Husband of / Wife of: ________________ Can’t tell

Son/daughter of: ________________ Can’t tell

Rank ________________ Can’t tell

Company ________________ Can’t tell

Regiment ________________ Can’t tell

Does the stone have a “veterans marker?” Yes    No

Is the stone marked with a flag? Yes    No
CIVIL WAR VETERAN DATA COLLECTION-BACK

Copy the inscription or epitaph (the words on the stone):

Does this stone have artistic features? If so, please describe:

Do you think this soldier died in battle? Yes No Can’t tell

Why or why not? ______________________________________________________

If so, where do you think they died? _________________________________

List any family members nearby:
Session 3: Researching Local Civil War Veterans

Focusing Question: How did soldiers from our community serve in the Civil War?

Overview: Beginning with the partially completed data collection sheets from Session 1, students continue their soldier inquiry, using Vermont in the Civil War (http://vermontcivilwar.org/), New Hampshire Heritage (http://nh-heritage.com/), Civil War Soldiers & Sailors (http://www.itd.nps.gov/cwss/) and other websites. After completing their research, students organize their evidence by creating a timeline of their soldier’s life and make a claim about how their soldier contributed to the Civil War.

Topical Understandings: Historians use evidence from a variety of sources to reconstruct the past.

Materials:

- computers
- data collection forms from Lesson I
- worksheet: My Soldier at War
- worksheet: My Soldier’s Timeline

Length: One or two 30 - 40 minute periods

Procedures:

A. Using a Smart Board or LCD projector demonstrate how students can navigate the Vermont in the Civil War site or other state website and search for the soldier under study.

B. Review Civil War terms. For example here is Vermont in the Civil War listing:

Mason, Freeman, age 18, cred. to Charlotte, VT   Service: enl 9/14/64, m/i 9/14/64, Pvt, Co. K, 17th VT INF, d/accident, 3/12/65 (shot near Petersburg   born: 1848, Unknown; died
03/12/1865; buried: Orange Center Cemetery, Orange, VT

Translation: Mason Freeman enlisted in Charlotte, VT, on September 14, 1864 at the age of 18. He mustered into Company K of the 17th Vermont Infantry on that same day as a Private. He was shot near Petersburg on March 12, 1865 and died that day. He is buried in the Orange Center Cemetery in Orange, Vermont.

- cred = credited to
- enl = Date of enlisting
- m/I = when the unit was mustered in
- Pvt = rank, in this case a private
- Co. = company, in this case K
- Regiment = 17th Vermont Infantry
- d = died

Note: A full list of abbreviations on the Vermont site can be found by scrolling to the bottom of the roster/page.

C. Hand out My Soldier at War worksheet. Once students have recorded basic biographical data, they can broaden their research by searching for a history of the soldier’s regiment or unit. They can skim through a unit or regiment history to dates that range between the mustering in and mustering out dates; they will learn where their soldier served and what battles he fought.

While not always the preferred research tool, Wikipedia is a reliable source for Civil War information. The organization of entries is particularly easy to navigate.

D. Once students have completed their research, they should organize their evidence using the My Soldier’s Timeline worksheet.

E. Students synthesize their research. Prompt: After researching your soldier, write a paragraph in which you explain how your soldier contributed to the Civil War. Support your discussion with evidence from your research.
**My Soldier at War: Conducting Research & Gathering Information**

Name of Soldier: _______________________________________________

<table>
<thead>
<tr>
<th>Age when enlisted:</th>
<th>Was he injured?</th>
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<table>
<thead>
<tr>
<th>Unit and Company:</th>
<th>When and where did he die?</th>
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<table>
<thead>
<tr>
<th>Date mustered in:</th>
<th>Date mustered out:</th>
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Research the Regiment, Unit, and Company your soldier was in and find a battle he would have been involved in. Compare the dates your soldier mustered in and out to the battle dates to be sure he was actually there.

<table>
<thead>
<tr>
<th>Battle Name and Location:</th>
<th>Battle Date and Facts:</th>
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Find an illustration that connects to your research. This could be a photograph of the regiment, a map of a battle, or a photograph of his widow’s home.
Name: ____________________________

My Soldier’s Timeline

Name of Soldier: _______________________________________________

Create a timeline with the information that you gathered from the cemetery and online.

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
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Session 4: Writing our Civil War Quest

Focusing Question: How can we share what we’ve learned about our community’s involvement in the Civil War with others?

Overview: Students first establish a route for their Quest. They then either go back to the cemetery or use maps/photographs from their first field trip to compose movement clues (procedures) to guide visitors along the Quest route. They then use their research to create a teaching clue to share what they’ve learned. Finally they create an illustration that synthesizes their learning.

Materials:
- Photographs/map of cemetery created at first field trip
- Movement clue worksheet (Handout A)
- Putting it all together worksheet (Handout B)
- Masking tape
- Index cards, post-it notes (or scraps of paper)

Length: Two or three 30 - 40 minute periods

Procedures:

Before you move through these procedures, review with your class one or two examples of other student work at www.valleyquest.org. Then....

1. Establish the “Quest domain”
   - *Let’s map this quest site...right here on the floor!”*
   - Using the duct tape, establish the baseline(s); the four directions.
   - Pick a Quest starting point (place to park OR that is easy to find)
   - From there, move mentally through this site, marking the approximate location of each gravestone using either ‘post its’ or index cards.

2. Establish route
• Next, sequence the cards into an order which becomes your Quest ROUTE

3. Clarify assignment
    Clarify that on this field trip, each group - working in its segment - will need to create a movement clue leading to their stone (from the last one). The 1st group writes from the Quest starting point.

    Pre-teach movement clues in the classroom (or on campus) using the attached form.

    • First, walk between your two stones making observations.
    • Next, chose the landmarks / ideas that you like best.
    • Then, sequence them into procedures.
    • And now, work to turn them into 1–3 fragments...
    • And finally into the desired form (sentences, couplets, etc.)

4. Movement Clues
    • Head out on the field trip! Each group drafts their movement clue.
    • Then two groups pair up to test / refine each other’s work.

5. Back in the Classroom - Teaching clue / drawings (one period)
    • Pre teach the Synthesis process using the “Pulling it all together” form (Handout B)

        o First, create a list of the things you know about your topic.
        o Next, circle the facts that feel most important to share.
        o Then, sequence these ideas into a best order: A, B, C, etc.
        o And now, turn that into a DRAFT paragraph or two of “synthesis writing.”
        o Finally, create an illustration that helps convey your idea / story.

    • Students put their paragraph and image into the form.
Session 5: Completing the Quest

Focusing Question: What do we need to do to finish our Quest?

Overview: Students participate in a production session, where all of the Quest elements are completed: map; compass rose; movement clues; teaching clues; directions to the site; Quest box (with stamp, pad, sign-in book); thank you notes; marketing plan distribution plan; etc.

Materials:

- Paper
- Glue sticks
- Computers
- Compass
- Art supplies

Length: One or two 30 - 40 minute periods. (Note: Could be completed as homework)

Procedures:
1. Revisit a sample Quest (online or in one of the Valley Quest books) with your students and encourage discussion about overall design, layout, graphics, etc. Tell the students that this is the time for them to pull together and work to bring their Quest to a final product. Set a deadline for the completion of tasks.

2. Assign students or small groups to the different tasks that will complete your Quest:

Job title:  Artist(s)

- Challenge: Come up with a design for a Compass Rose that indicates North and utilizes elements/details/themes of your Quest site.
- Procedures:
  - Sketch out the Compass Rose.
  - Ink it with dark pen so that it will photocopy.
Reduce image to the appropriate size for your publication
• Materials: paper, pencil, pen, examples of Compass Rose

The best compass roses will encrypt some elements of the story of your site.

Job title: Poet(s)
• Challenge: Review the “portions” of the Quest and work to improve flow, meter, and rhyme so that the quest fits together as a whole.
• Procedure:
• Review clues
• Edit to improve flow, meter, etc.
• Spell check the entire document
• Print out the final product
• Materials: Pen, paper, computer, dictionary, thesaurus

Job title: Cartographer(s)
• Challenge: Create the Quest Treasure Map, using student drawings, landmark drawings and other resources.
• Procedures:
• Collect student drawings
• Photocopy, darken and re-size as necessary
• Lay out to “frame” the Quests map
• Create site map utilizing community map, google map, world wide web or memory
• And overlay student “landmark” drawings re-sized as appropriate
• Insert compass rose
• And add key, title, scale, etc. as appropriate
• Materials: Paper, pen, map resources, student art work
Job title: Graphic Designer(s)
- Challenge: Come up with a publication format/design that works best to present your Quest.
- Procedures:
  - Should there be a cover? What should it look like?
  - Compose the “To get there“ instructions that steer visitors to the Quest site.
  - Consider the overall design: Where should the map and clues be placed?
  - Create a statement from the group. “This Quest was created by...”, “because...”, and especially a “we'd like to thank...” section at the end.
- Materials: Paper, pens, colored pencils, crayons, copies of Quest map and clues.

Job title: Archivist(s)
- Challenge: Come up with a system to organize and store digital photographs and other materials used so you have a clear records and resource for others.
- Procedures:
  - Download pictures from camera
  - Scan primary or secondary sources
  - Create digital archive folder or files for the teacher
  - Burn on a CD and deliver to school librarian
  - Burn on a CD and deliver to your Historical Society

Job title: Stamp Maker(s)
- Challenge: Come up design and carve a rubber stamp for the Quest treasure box.
- Procedures:
- Follow the instructions at http://www.vitalcommunities.org/valleyquest/MakeAStamp.htm

Job title: Book Artist(s)
- Challenge: Make a guest book for your Quest treasure box.
- Procedures:
- Follow the instructions at: http://www.vitalcommunities.org/valleyquest/bookmaking.htm
Job title: Publicist(s)
- Challenge: Come up with a plan to share your Quest with the broader community: other classes, library patrons, day care centers, scout groups, etc.

Job title: Appreciator(s)!
- Challenge: Create thank you notes to acknowledge all the people (and organizations) who have helped you with your project.

3. Students share their work

4. Finally, finish the project with a CELEBRATION and CLOSING CIRCLE:
   - What did you learn?
   - What will you remember?
   - What was most important for you?
   - What excited you the most?
   - How did this project make you feel?