



The Civil War

Welcome! Travel with us to a time when the United States was almost divided in two and brother fought against brother. By choosing this study, you are about to offer your child a hands-on look at this amazing history! Our history studies are focused on capturing the child's attention with short, concise reading lessons and several hands-on projects that will drive each lesson home in a creative way. The "twaddle-free" projects are designed to encourage penmanship, vocabulary, creative writing and composition, critical thinking, and imagination. With over forty Lap Book™, notebook, and cooking projects—as well as games and other activities—you have a wide variety of choices to capture your child's interest!

Each lesson includes fact-filled, engaging text, created to be all you need for a compact assignment. Should you or your child wish to expound on a subject, a variety of books, videos, and further avenues of research are available in the "Additional Resources" section. This study can also act as an excellent accompaniment to any American history program.

You will want to print out all the Teacher Helps beforehand and brief yourself on the lessons and supplies needed. A one-page *Lesson Plan Schedule* is offered for ease of seeing at a glance what's coming in each lesson, allowing you to prepare ahead of time. You will want to preview the Project Pages in advance to help you with gathering the materials for the projects you choose to do. Most of the supplies are household items you will have around the house. There will be a few items that you will need to track down before the lesson. The *Tips to Consider Before Starting* sheets have a list of general materials to have on hand. We have provided you with many attractive masters to create the majority of the projects. Detailed instructions, illustrations, and photos are furnished for the projects. Many include penmanship options, however some also offer text to save on time when necessary. If you use the provided text, encourage the child regularly to read it aloud. Some projects require the child to exercise research skills to provide information.

Several days have more than one project listed. This allows you or your child to choose what you would prefer to do. It is advisable that if you begin with a project that has a series of steps to it, you will want to follow through to the end (e.g., Lap Book™ or The Camp Kettle newspaper). These particular overall projects take a bit longer to complete, however they result in pieces that your child will be very proud of.

Sprinkled throughout the lessons are Project Days. These days are designed to allow extra time to work on projects that were not completed on previous days. If your child is a quick student and gets the projects completed in a day, feel free to choose another project that he or she passed up from earlier lessons. Try to keep a balance in your choice of projects so that different areas are utilized, such as 3-D projects, language related activities, or a form of creative writing. These Project Days also offer an opportunity for review each week.

Although the lessons are numbered, it does not mean that you have to stick to one day per lesson. Feel free to stretch them out as needed! In turn, you may find that you do not need to utilize every Project Day. The schedule is there to help you, however you should not feel constrained to meet it. Make it fit *your* needs!

If you have a camera available, remember to take pictures of the children working on the projects as you go! You may wish to create a notebook page of photos, helping create a portfolio of your study together.

Try to culminate the unit with a celebration! When you end it with a bang, it brings completion and satisfaction to both you and your child! We have suggestions for making the best of your last lesson!

And now, as cannon smoke billows across the open fields and the sun glints on the bayonets, as flags of the Union and Confederation wave proudly in the wind, let us heed the call of the trumpet blast and "Charge!"



Acknowledgements:

Selected photo courtesy of The Library of Congress: Robert E. Lee (cwpb.04402)
Selected photo courtesy of nps.gov: Frederick Douglass (FRDO 3912)

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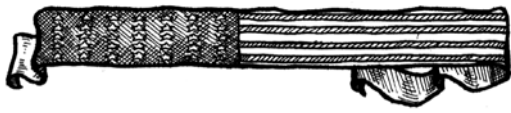
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***The Civil War-
Acknowledgements & Bibliography-b***

LESSON PLAN SCHEDULE					The Civil War	
KEY: (LB) - To be included in Lap Book™ (NB) - To be included in Notebook						
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5		
Slavery in America Pt. 1 - Map of the Underground Railroad (NB) - Begin Timeline (NB) - Penmanship: Words Remembered (NB) - Begin "The Camp Kettle" Newspaper - Safe House Lantern	Slavery in America Pt. 2 - "The Liberator" (LB) - Map: Slave & Free States (NB) - Add to "The Camp Kettle" Newspaper - Timeline (NB) - Penmanship: Words Remembered (NB)	Advancing Towards an Abrupt Stop - Causes for Conflict (LB) - Penmanship: Words Remembered (NB)	Fort Sumter & the Union Blockade - Begin "Map of Civil War Battles" (NB) - Add to Map: Slave & Free States (NB) - Ft. Sumter: The First Conflict (LB) - Pivotal Papers: (NB) - Lincoln's & Davis's 1st Inaugural Speeches - Begin Library of Leaders: Lincoln, Jefferson - Add to "The Camp Kettle" Newspaper - Timeline (NB) - Penmanship: Words Remembered (NB)	PROJECT DAY! - Projects Days are designated for completion of unfinished projects and review of previous lessons with new projects. - Create Factfile cards & envelopes - Choose a project that has not already been done to date - Try a recipe!		
LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10		
Bull Run / 1862 Valley Campaign - Uniforms of the North & South (NB) - Library of Leaders: Longstreet, Jackson, McClellan, Johnston - Pivotal Papers: (NB) (Day of Fasting) - Add to "The Camp Kettle" Newspaper - "Map of Civil War Battles" (NB) - Timeline (NB) - Penmanship: Words Remembered (NB)	The Merrimack & the Monitor Shiloh - Battle of the Ironclads (LB) - Division of the Troops (NB) - Library of Leaders: Grant - Pivotal Papers: (NB) (Davis's 2nd Inaug.) - Add to "The Camp Kettle" Newspaper - "Map of Civil War Battles" (NB) - Timeline (NB) - Penmanship: Words Remembered (NB)	The Penninsular Campaign The Second Bull Run - Women of the Civil War (LB) - Corps Badges (NB) - Library of Leaders: Lee - Add to "The Camp Kettle" Newspaper - "Map of Civil War Battles" (NB) - Timeline (NB)	Antietam - Antietam: The Bloodiest Day (LB) - Civil War Costumes - Add to "The Camp Kettle" Newspaper - "Map of Civil War Battles" (NB) - Timeline (NB) - Penmanship: Words Remembered (NB)	PROJECT DAY! - Complete outstanding projects - Continue Factfile cards (set 2) - Choose a project that has not already been done to date - Try a recipe!		
LESSON 11	LESSON 12	LESSON 13	LESSON 14	LESSON 15		
Fredericksburg / Chancellorsville - Accoutrements, Accessories & Possibles (LB) - Pivotal Papers: (NB) - Lincoln's Emancipation Proclamation - Add to "The Camp Kettle" Newspaper - "Map of Civil War Battles" (NB) - Timeline (NB) - Penmanship: Words Remembered (NB)	Gettysburg & Vicksburg - Signal Corps Flags (NB) - Medical Practices (NB) - Gettysburg: The Turning Point (LB) - Library of Leaders: Meade, Stuart - Add to "The Camp Kettle" Newspaper - "Map of Civil War Battles" (NB) - Timeline (NB) - Penmanship: Words Remembered (NB)	Frederick Douglass The 54th Massachusetts - "The North Star" (LB) - The Christian Commission (LB) - (The "Identifier" & Tract) - "The Silent Comforter" - Add to "The Camp Kettle" Newspaper - Timeline (NB) - Penmanship: Words Remembered (NB)	The Gettysburg Address Chickamauga & Chattanooga - Weaponry (LB) - Pivotal Papers: (NB) - (Gettysburg Add./Thanksgiving Proc.) - Add to "The Camp Kettle" Newspaper - "Map of Civil War Battles" (NB) - Timeline (NB) - Penmanship: Words Remembered (NB)	PROJECT DAY! - Complete outstanding projects - Continue Factfile cards (set 3) - Choose a project that has not already been done to date - Try a recipe!		
LESSON 16	LESSON 17	LESSON 18	LESSON 19	LESSON 20		
Wilderness / Petersburg - Corn Cob Checkers - A Civil War Journal - Library of Leaders: Sheridan - Add to "The Camp Kettle" Newspaper - "Map of Civil War Battles" (NB) - Timeline (NB) - Penmanship: Words Remembered (NB)	Sherman's March to the Sea - Carbine Cartridge Box - The "Soldier's Housewife" - Pivotal Papers: (NB) (Lincoln's 2nd Inaug.) - Library of Leaders: Sherman - Add to "The Camp Kettle" Newspaper - "Map of Civil War Battles" (NB) - Timeline (NB) - Penmanship: Words Remembered (NB)	The War Comes to an End Surrender at Appomattox - Looking Back...A Photo Scrapbook - Add to "The Camp Kettle" Newspaper - "Map of Civil War Battles" (NB) - Timeline (NB) - Penmanship: Words Remembered (NB)	Assassination of Abraham Lincoln - "The War Across Five Aprils" - File Folder Game - Lincoln's Assassination (LB) - Add to "The Camp Kettle" Newspaper - Timeline (NB) - Penmanship: Words Remembered (NB)	PROJECT DAY! - Complete outstanding projects - Continue Factfile cards (set 4) - Choose a project that has not already been done to date - Try a recipe!		
LESSON 21	LESSON 22	LESSON 23	LESSON 24	LESSON 25		
Before, During, and the Aftermath - The Aftermath (NB) - Add to "The Camp Kettle" Newspaper - Timeline (NB) - Penmanship: Words Remembered (NB)	Reconstruction... Another War? - Carpetbaggers (LB) - Hoops and Graces Game - Victorian Scrap Cards (NB) - Pivotal Papers: (NB) - (Amnesty and Reconstruction) - Add to "The Camp Kettle" Newspaper - Timeline (NB) - Penmanship: Words Remembered (NB)	PROJECT DAY! - Complete outstanding projects - Choose a project that has not already been done to date - Try a recipe!	Pulling together the Lap Book™ - Review the topics studied as you bring together the Lap Book™ - Finish any unfinished projects - Gather all the Lap Book™ projects and prepare the file folder portfolio	Wrapping it up with a "Civil War Jamboree"! - Finish off the unit with a party! - Choose from the many suggestions for décor, foods, games, and more! This is a great opportunity to share what you've learned with relatives and friends!		



LESSON 9



ANTIETAM

"In the time I am writing, every stalk of corn in the northern and greater part of the field was cut as closely as could have been done with a knife, and the slain lay in rows precisely as they had stood in their ranks a few moments before. It was never my fortune to witness a more bloody, dismal battlefield."

-Union General Joseph Hooker

General Robert E. Lee was the new commander of the Confederate Army of Northern Virginia. Lee was a bold and daring general with a lot of fight in him. He had attacked both McClellan and Pope's powerful Union armies with his own small, ill-supplied army, and had beaten them. After the second battle of Bull Run Lee decided to invade Maryland. The reasons for this were many.

On the top of the list was the hope that the government in Washington D.C. would be forced to sue for peace with a Confederate army knocking at the doors. But even if this didn't happen there were still tempting attractions in Maryland. For one thing Lee's army was tired, hungry, and footsore. Virginia had been torn apart by war and Lee thought it was about time the North felt the burden. Maryland had rich, untouched crops to feed his army, not to mention stores of shoes and weapons that he wouldn't mind getting. There was yet another reason. Both England and France were seriously considering recognizing the Confederate States of America as a nation. If they did that, they could send military support and the North would be fighting more than just a civil war.

With all of these hopes, Lee led his army into the North in September of 1862. The invasion seemed even more hopeful since news came from the West that General Braxton Bragg was invading Kentucky with a Confederate army at the same time. Never would the Confederates be closer to victory than this moment. After Bull Run General Pope was put aside, as so many Union generals would be during the war. McClellan was sent for, being the only man available with the skills to pull together and organize an army quickly.

"Again I have been called upon to save the country," McClellan wrote to his wife. But was he up to the task? He had failed once; this would be his chance to redeem himself. His soldiers were ecstatic. They hated the boisterous General Pope and rejoiced to get "Little Mac" back as their commander. McClellan was probably the most popular of all the Union generals when it came to the soldiers' choice. Why shouldn't they love him? He cared for them the best, supplying them very well with everything they needed. Even though when it came to fighting he didn't lead as well, the soldiers had months of living in between the fighting and that is when they appreciated having a general like him the most.

McClellan took over command of the army and began marching northwards, following after Lee, who had driven right up to the border of Maryland. Lee now made a dangerous decision. His forty thousand men were less than half the force McClellan had. In fact, at this time Lee's army, tired and worn out from months of nonstop marching and fighting, was the smallest it would ever be until the last days of the war. But, regardless of this, Lee decided to split his troops. He sent Stonewall Jackson with a large part of the army to attack the federal arsenal at Harper's Ferry, the same place where John Brown had made his raid. The rest of the army moved north, seizing several different towns and other objectives. Lee thought he could do this because McClellan had always been so slow when it came to moving his army. Therefore the Confederates would split up, perform their separate tasks, and then reunite before McClellan reached him; at least that's what Lee was hoping for. But things were about to take a different turn.

On September 13th, with the Confederates in several different places and McClellan cautiously getting closer, a Union soldier picked up a piece of paper off the ground. The paper was wrapped around three cigars—what a find for the soldier! But after unwrapping the cigars he glanced at the paper, "Special order 191." It was Lee's campaign plan! How the plan came to be lost, only to be found by a Union soldier, is one of the great mysteries of the campaign. At any rate, the paper stated when and where Lee's forces would be. The paper was quickly brought to McClellan, who now knew that the





available to help. The charge was short and it did not win any ground, but the Union troops were so stunned that they stopped attacking. McClellan still had tens of thousands of troops in reserve but he did not send any to reinforce this attack and the Confederate center remained intact, although barely.

On the Confederate right flank, Union General Burnside and his 12,000-man corps had spent three hours trying to cross Antietam Creek. The creek was too deep to ford anywhere nearby and the only way across was the Rohrback Bridge, held by a group of about 500 Georgians under the command of General Robert Toombs. The Georgians held the bridge until 1:00 pm when, with the Federals finally forcing their way across the bridge and their position outflanked, they were forced to fall back to Sharpsburg.

In Sharpsburg, Longstreet gathered all the men he could, a few thousand only, to meet the threat of Burnside now advancing on his flank. Burnside waited two hours before he advanced. Those two hours cost him dearly, for he had given the Confederates, yet again, just enough time to pull off a miracle. As Burnside began attacking up the Confederate flank, suddenly on his own left flank, a number of soldiers were seen. Some were in blue, some in grey, who were they?

It was Confederates under General A.P. Hill arriving from Harper's Ferry! Ambrose Powell Hill, (not to be confused with D. H. Hill, who was bravely holding the Confederate center), had been left to deal with the prisoners and then had set out with all haste to join the army. He had marched his men seventeen miles in eight hours. Many of them had not been able to keep up the backbreaking pace, but when he arrived he still had enough sturdy, Southern soldiery to make a sweeping attack on Burnside's flank. And why the blue? Some of A. P. Hill's troops were wearing the captured Union uniforms from Harper's Ferry. The Union discovered this when the Confederates opened fire on them. They panicked and retreated to the banks of the Antietam. Never was the arrival of troops on the battlefield more timely. The Confederates were saved.

As the day ended, the armies fell back from each other. McClellan still had nearly 30,000 men that had not fought. It was his failure to throw these men into the battle that had cost him the victory. The armies were nearly on the same ground they held at the beginning of the day. The casualty lists were monumental. The Confederates had lost over ten thousand men killed and wounded, one of every three engaged, while the Union had lost over twelve thousand men, one of every four engaged. The total losses equaled around 23,500 men killed, wounded, and missing. Never before or since in American history have so many men died in one day, not even on D-Day or in the attacks on the Twin Towers on 9/11 did so many lose their lives. The battle began around 6 a.m. and ended around 6 p.m. This means men were shot at a rate of 2000 per hour or 35 per minute. The nation was stunned.

September 18th was a day of decisions. Would McClellan attack again and finish what he had started? Would Lee retreat across the Potomac River? The answers are no and no. In one of the boldest moves in the entire war, General Lee decided to keep his shattered army in position and to risk almost certain defeat if McClellan chose to attack again. Lee was a bold general and his boldness often paid off. In this case it did so again. McClellan was horrified by the losses of the day before and he did not try to make any attack against the Confederates all that day. The armies just rested and tended their wounded.

The following day Lee began to retreat back into Virginia. McClellan watched, not trying to stop him. He was overjoyed to see the Confederates leave and wired to the President that he had won a great victory and the Confederates were beaten back into Virginia. But even though their invasion was stopped, the face off on the 18th had served its purpose, for Lee's army had regained much of its morale and was certainly not an army to be taken lightly, even in their broken and bleeding condition. Lincoln knew that and was furious at McClellan for not destroying Lee while he had the chance. He ordered "Little Mac" to chase the Confederates down and defeat them once and for all, but McClellan waited for weeks before he began moving. It was the last straw. Lincoln removed him from command and placed General Burnside in his place.

Lee's grand invasion of the North had failed. News soon came that England and France would not acknowledge the Confederacy as a nation and the North was more determined than ever to defeat the rebel states. In the West, General Bragg fought a series of inconclusive battles and skirmishes with Union General Buell and eventually withdrew back into Tennessee. The Confederates were back on the defensive.



LESSON PROJECTS



1) PENMANSHIP “Words Remembered from our Civil War Leaders”:

Complete copywork page M-1-9. Three-hole punch and store in your notebook.

2) NOTEBOOK TIMELINE:

For Lesson 9, color, cut, and place the following figures:

Ambrose Powell Hill, Joseph Hooker, Antietam, Irish Brigade at Antietam

3) CONTINUE THE NEWSPAPER “THE CAMP KETTLE”:

Add an article for “The Bloodiest Day” on page four of the newspaper, *The Camp Kettle* (M-1-49).

4) ADD TO THE “MAP OF CIVIL WAR BATTLES”:

Color in the following circles: “14” (Antietam) blue

5) ANTIETAM: THE BLOODIEST DAY:

The Battle of Antietam is remembered as one of the worst conflicts of the war. This project will allow you to record what you have learned.

SUPPLIES: - one copy of masters M-9-1 white card stock
 - colored pencils - scissors - glue stick - aluminum foil (optional)

DIRECTIONS:

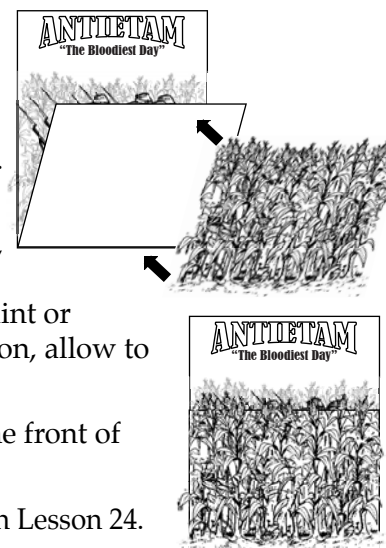
1. Color and cut out the card and the corn field, trimming closely to the top of the corn stalks.

2. Write in information you have learned about the Battle of Antietam.

3. It is said that the corn was so high that the only way the soldiers could be seen was by the glint of the sun on their bayonets. If you would like, glue slivers of aluminum foil to the bayonets. They will be thin, so this could be tricky! Another option would be to use metallic or glitter silver “foam” paint or dimensional paint (small bottles often used for fabric). If you choose this option, allow to fully dry before continuing.

4. Score and fold the card “bottom up” and adhere the corn field to the front of the card, allowing bayonets to peek above the top.

When finished, store in a zip-lock bag and set aside for use in the Lap Book™ in Lesson 24.



6) CIVIL WAR COSTUMES ON A SHOESTRING BUDGET:

Costumes are always a fun way of reinforcing what the children have learned in a study. By dramatizing, they not only remember the event, they have to imagine how the character felt, know what they said or how they went about something, and they will remember it much better because “they were there”! Dramatizing also helps give the children a creative outlet to break from texts, written work, and other more rigid activities that always dominate study, thus giving them a chance to get the wiggles out. Having costumes helps children take the dramas more seriously. Suddenly, they are no longer Sarah and Peter, but Clara Barton and Stonewall Jackson.

Costumes don't always have to be elaborate to do their part, either. There are some old standbys you might want to have around the house to turn into a particular costume with just accessories and little effort. They also don't always have to be sewn from patterns with lots of time, money, and care put in. I prefer NOT to have too many of those, because the children are too concerned with damaging the costume, and feel restricted in their play. The following suggestions will help you with ideas to encourage your “Johnny Reb,” “Billy Yank,” army nurse, or Confederate spy to become a part of the action!



DIRECTIONS:

1. WHERE TO FIND THE BASICS: There's nothing like garage sales to pick up lots of accessories, uniforms, and props to help build a good collection. Old wedding or prom dresses can make great Victorian dresses. A woman's below-the-knee skirt can become the child's prairie or ante bellum skirt. A simple white apron helps that look, too. Collect wigs, blazers, scarves, boots of all kinds...the list goes on. Another place to look is the thrift shop; that is where we found the base of our Civil War uniforms.

Another thing to have on hand is 2-sided fusible webbing. A couple of brand names are "Wonder-Under®" and "Heat'N Bond®". This can help tremendously with eliminating the need to sew!

2. WHERE TO GET IDEAS: Utilize the books you read for costume ideas. In this case, there are books specifically on the uniforms of the Civil War. And don't worry about getting every little detail—do what you can. Imagination makes up for all the shortcomings. Don't forget to use what you have, too—Billy Yank's pants (Dad's old pants cut off at mid-shin) have been used for other costumes, too, such as a cowboy (tucked into boots), a revolutionary (tied off below the knee), and a pirate (left hanging and ragged).

3. CREATING THE CIVIL WAR UNIFORMS:

Step 1- Gathering Materials:

1. Look for a suit coat (such as wool) at a second-hand store. We paid \$2.99 for one, and 99¢ for the other (the hem was falling out, which won't matter). By turning up the collar, the look is half-way there!

2. Remnant fabric will allow you to embellish according to the look you are going for. For the Confederate coat (step 3) we used yellow fabric, enough to treat the collars, designs, cuffs, and to make two sashes.

3. Look for inexpensive, brass-looking buttons. They don't even have to match! You will also need inexpensive gold star buttons for the collar if you are doing a coat of rank. Privates also had wood, bone, and pewter buttons on their shirts.

4. Next we found gold trim by the reel.

5. Use gold or yellow colored yarn (if you are making epaulets).

6. Felt is always a good thing to have on hand—it can be turned into a variety of things. In this case, it modified our baseball hat to a union hat (one that can be converted back to a baseball hat with no problem!).

Step 2- The Union Coat:

We removed the existing buttons and sewed 12 buttons on in two vertical rows of three buttons per side (see photo), due to the positioning of the existing buttonholes. Number, placement, and size of buttons often determined rank. You can either try to match a particular position, or just use them in a way that works with the coat for play.

Next we wound the yarn until we got the thickness that looked like the shoulder "epaulets" in the picture. We tied each off and trimmed them. Next, we applied them to the shoulders of the coat with hot glue. We then covered an oval piece of cardboard with an oval piece of fabric (that was larger than the cardboard), and gathered the edge to wrap under the board. This was also glued on top of the epaulet, to act as the place for the badge, as well as to neaten it up.



We then hot glued the gold trim around the collar. After creating the sash from two long strips of the fabric that we stitched together to extend the length (no hemmed edges!), the coat was complete!

Lesson Projects, continued • • • • •

9

Step 3- The Confederate Coat:

The example we used was a General's uniform. It actually had 16 buttons, but we only used 6 due to button holes. We were much more elaborate with the other decorations instead. This is a project where using iron-on fusible webbing was a blessing!

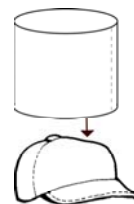
First we followed the patterns of the pictured uniform arm designs and drew it on the paper side of the fusible webbing.* We then ironed it to the fabric. We made a newspaper pattern of the collar and cuffs, and cut out the fusible webbing to match them and ironed those to the fabric as well. We then cut out the fabric according to the drawn arm patterns, cuffs, and collar lines. We adhered each piece to the coat. At this point, the arm decor needed reinforcement with the hot glue gun. Unfortunately, this left visible "glue lines" on the other side, but it was nothing that would truly detract from the outfit. We then hot glued the gold trim to the collar and edging of the whole outfit. Next, we sewed the buttons on the coat and we glued the star buttons to the collar, denoting his rank as General. The sash, again, completed the uniform.



Step 4- The Képi (slouch hat):

We created this hat by taking an existing baseball hat with a blue visor as a base to work on. Using two gray-blue 8.5" x 11" panels of felt, we cut one in half length-wise and stitched the two halves together, making a rectangle 4.25" x 22".

We then used the fusible pellon on the second square of felt and ironed it to a 6.5" round piece of stiff cardboard. We used scrap yellow that still had the fusible webbing attached to it and drew a pair of crossed sabers. After cutting it out, we ironed it to the circle. We then trimmed the felt to the circle and hot glued one long edge of the 22" rectangle to the circle. When it was done, it would look like a cylinder with one end open. We stitched the other end to the base of the baseball cap, covering over the crown of the cap. We then made a gathering stitch to scrunch the front of the cap down.



4. POSSIBILITIES FOR ASSIGNMENTS: We took advantage of the rest of our afternoon to take pictures of battles by our creek. We also are blessed to have a corn field across the street which made a great battlefield to recreate Antietam! My daughter, however, preferred her role as Clara Barton to Union soldier, especially when one is wearing a wool coat on a hot and sweltering day!

You may wish to take pictures and use them in your Civil War newspaper, *The Camp Kettle*. There are many boxes available in which you can insert a photo. Photos like this would also make great postcards, invitations for your Civil War Jamboree (Lesson #25)!

* A guide of badges and a pattern of the Confederate General's arm design is offered for you (M-9-2 and M-9-3). You may wish to adjust the size of it on a copier to fit the arm of your coat.





"I hope to live long enough to see my surviving comrades march side by side with the Union veterans along Pennsylvania Avenue, and then I will die happy."



"Why do men fight who were born to be brothers?"

James Longstreet





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to be brothers?"

James Longstreet





"Clara" Barton

Malvern Hill

Antietam

John Pope

Irish Brigade
at Antietam

Corinth

Fredericksburg

JULY/AUG

SEP/OCT

NOV/DEC



Robert E. Lee

Second
Battle of
Bull Run

Perryville

Ambrose Everett
Burnside

Ambrose
Powell Hill

Stones River



Champion Hill

James E. B. Stuart

Joseph Hooker

Emancipation
Proclamation

Chancellorsville

George
Gordon
Meade

1863
JAN/FEB

MAR/APR

MAY/JUNE



Vicksburg

The 54th
Massachusetts
Volunteer Infantry

Port Hudson

Timeline Figures-3:





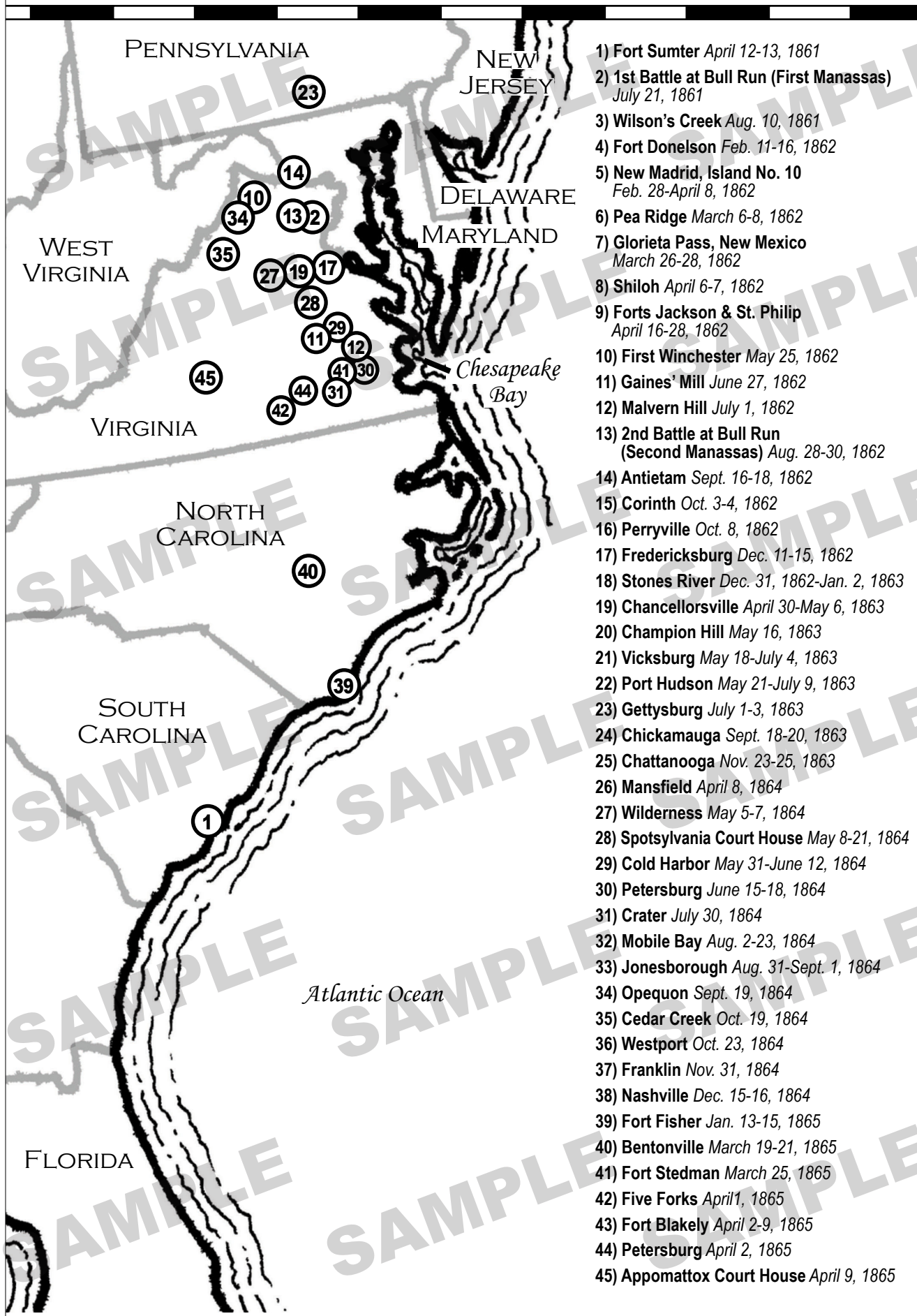
Plans to attack Richmond hit delays...

Plans to attack Richmond hit delays...



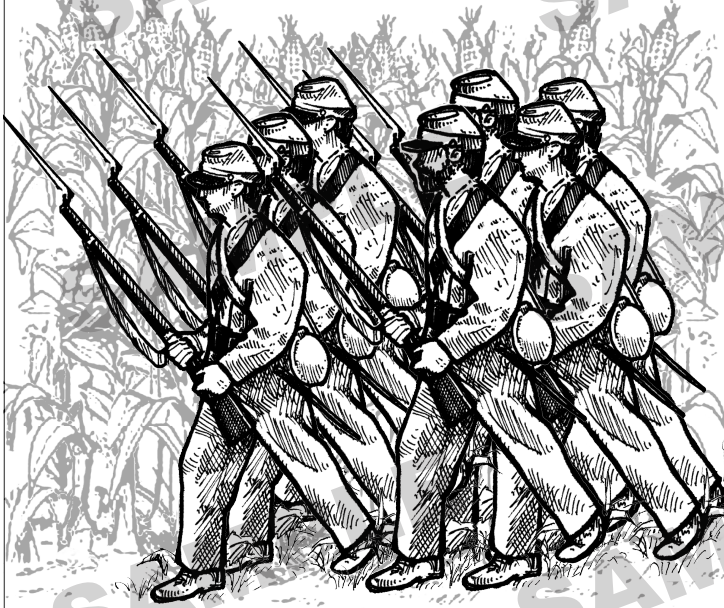
Battle at Antietam results in over 23,000 casualties...

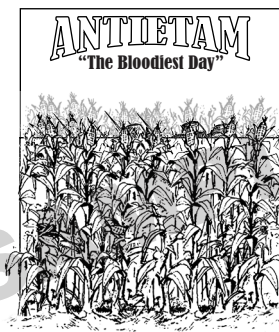
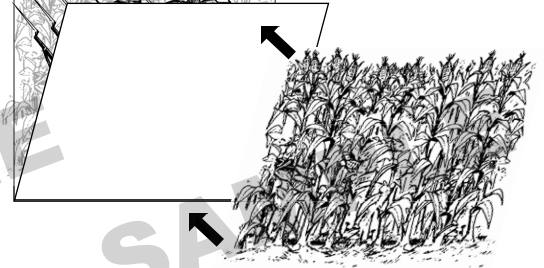
Battle at Antietam results in over 23,000 casualties...



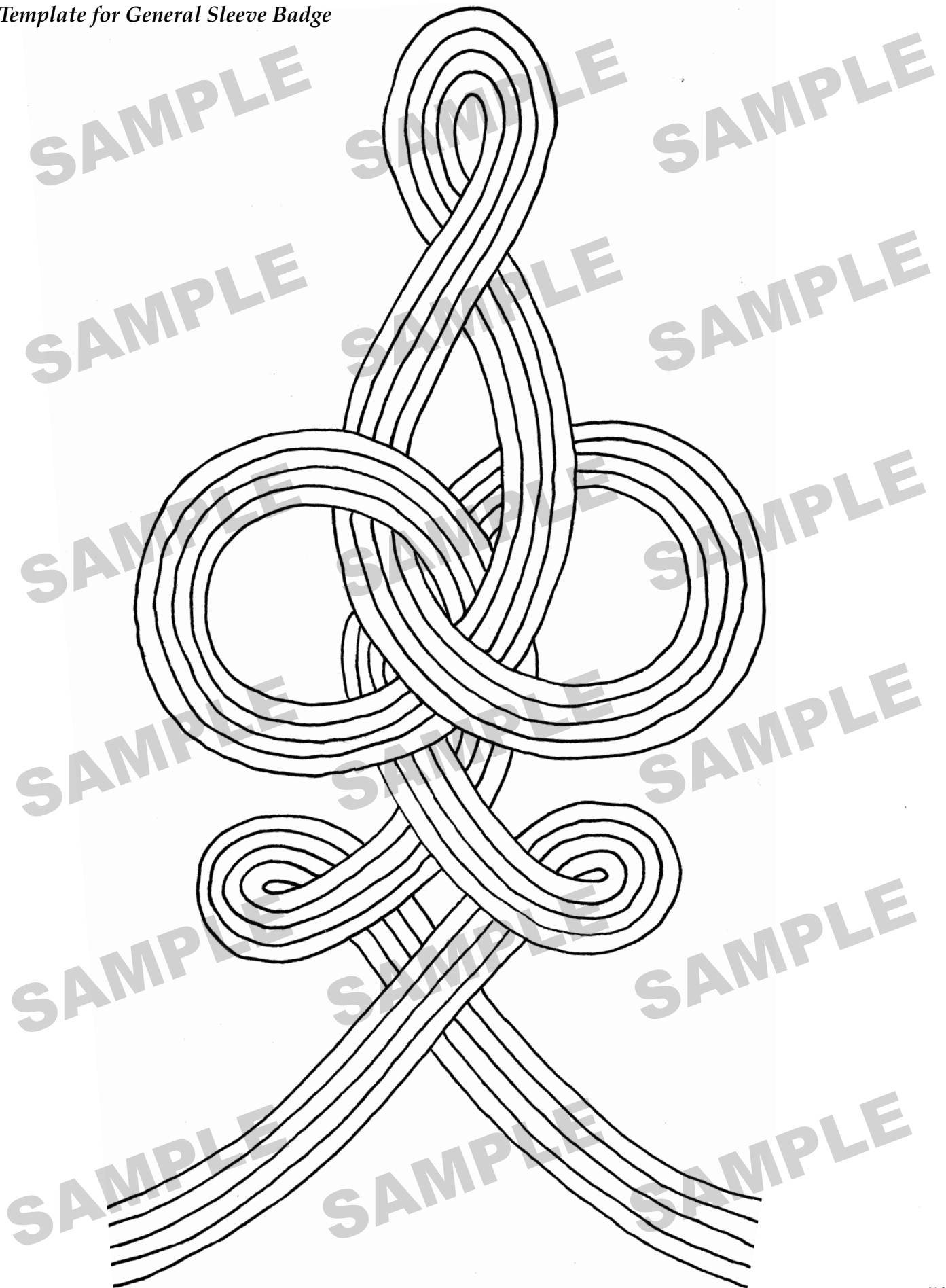
ANTIETAM

"The Bloodiest Day"



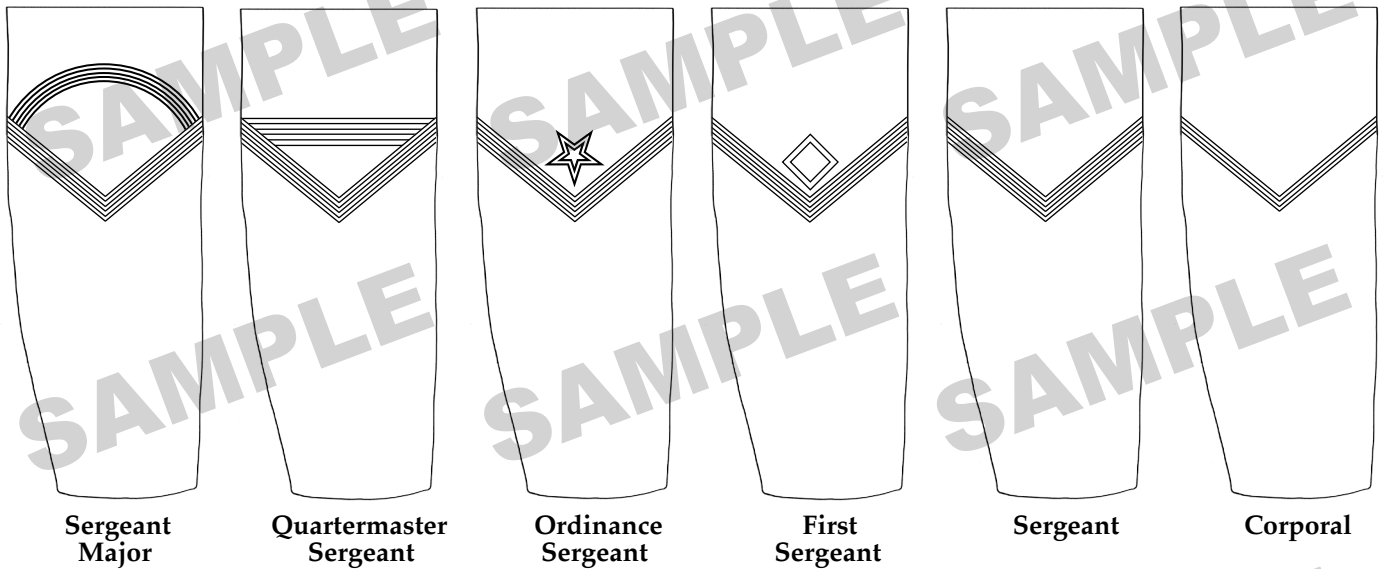


Template for General Sleeve Badge

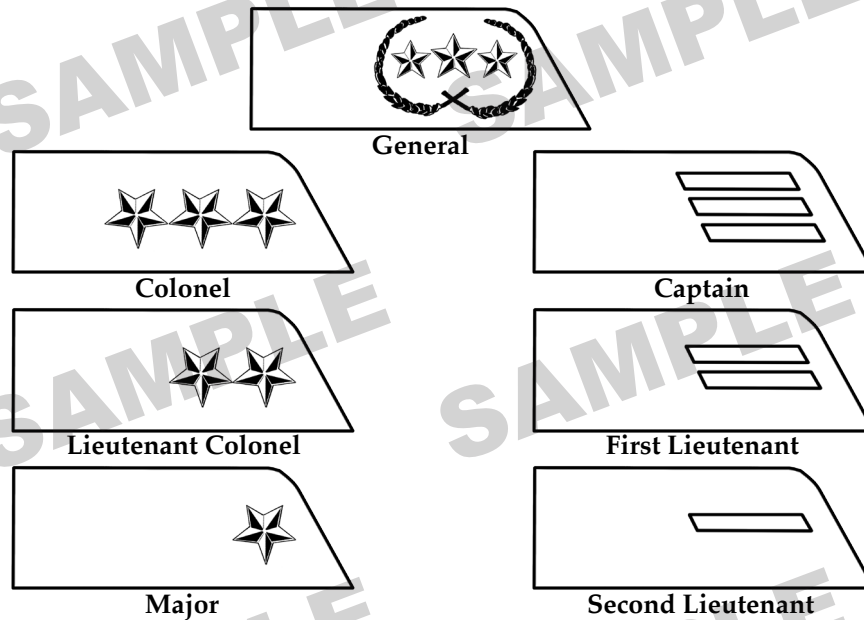


CONFEDERATE AND UNION INSIGNIA

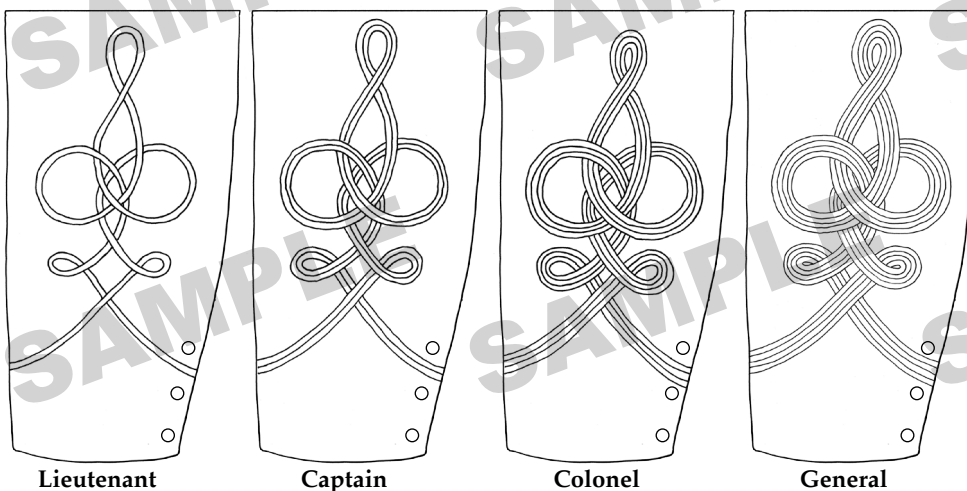
CHEVRONS of the CONFEDERATE STATES ARMY



COLLAR BADGES of the CONFEDERATE STATES ARMY



SLEEVE BADGES of the CONFEDERATE STATES ARMY



SHOULDER BOARDS of the UNITED STATES ARMY

