



Lesson Plan Summary

Magic Tree House #21: Civil War on Sunday

Focus Question:

How can historical fiction give information about the Civil War?

DURING THIS BOOK STUDY, EACH STUDENT WILL:

- Analyze the cause of damage in Civil War pictures.
- Depict the conditions of a field hospital.
- Assume the identity of a significant Civil War individual in a Living Wax Museum.
- Create a unique quilt code pattern to convey a secret escape message.
- Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide.
- Comprehend new vocabulary.
- Examine how authors use certain words and styles to involve readers in the plot.
- Make connections with other quality children's literature dealing with the Civil War.
- Interpret lyrics from period songs.
- Write a diary from the perspective of a Civil War witness.
- Write a postcard home from the perspective of a Civil War soldier.
- Present projects to class and explain how students connected to the text.
- Host a Living Wax Museum for other classes.
- Explain how issues like slavery divided the nation.
- Identify people, including Clara Barton and Abraham Lincoln, who impacted the Civil War.

COMMON CORE STANDARDS ADDRESSED:

VISUAL AND DRAMATIC ARTS:

- Creative responses to texts
- Analyzing still images for details and predictions

READING:

- Analyze texts for main idea and details, cause-and-effect relationships, predictions, and conclusions.
- Analyze relationships among characters, setting, and plot.
- Identify figurative language devices.
- Analyze the effect of author's craft on literature.
- Make text-to-text, text-to-self, and text-to-world connections.

WRITING:

- Text types and purposes

SPEAKING AND LISTENING:

- Comprehension and collaboration
- Presentation skills
- Respectful audience behavior

SOCIAL STUDIES:

- Explain the causes of the Civil War.
- Identify key people involved in the Civil War.
- Outline significant events and outcomes of the Civil War.

21-1S112

Created by: Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina



Cross-Curriculum Lesson Plan Magic Tree House #21: Civil War on Sunday

Lessons for Whole-Class Reading

Materials:

- Computer with a connection to a TV or Smart Board
- Copies of Reading Guides and Reading Guide Key
- Rubrics in Accompanying Materials
- Project Menus for each student (in Accompanying Materials)
- Lyrics for “Dixie” and “Battle Hymn of the Republic” (<http://www.civilwarmusic.net/songs.php>)
- Drummer’s and Fife’s Guide (in Accompanying Materials)

Procedures:

- Introduce *Civil War on Sunday* by showing pictures of Civil War destruction. What could have caused such damage? Why fight wars if such destruction is the result?
- Suggested activities to use with certain chapters:
 - Before Chapter 3: Discuss how injuries are a result of war. Show picture of a Civil War field hospital at <http://player.discoveryeducation.com/index.cfm?guidAssetId=10B9E012-8306-4241-9AAA-B495708C5599&blnFromSearch=1&productcode=US> . How would you like to be there if you were sick?
 - After Chapter 4: Create a Venn diagram comparing and contrasting hospitals today and during the Civil War.
 - After Chapter 6: Have students draw Clara Barton from the details provided in the text. Then, show an actual photograph. How do their portraits compare?
 - Before Chapter 7: Read *Pink and Say* by Patricia Pollacco. Compare and contrast to events in *Civil War on Sunday*.
 - Before Chapter 8: Read *Drummer Boy: Marching to the Civil War* by Ann Turner. What is the role of a drummer boy?
 - After Chapter 8: Visit <http://www.civilwarmusic.net/songs.php> for the music and lyrics in the Drummer’s and Fife’s Guide. When would these signals be used? Compare and contrast lyrics to a famous Union (“Battle Hymn”) and Confederate (“Dixie”) Civil War song.
- Choose a project from the Project Menu:
 - Write a **diary** from the perspective of someone living during the Civil War. You can be a slave, a slave owner, an abolitionist, a Union soldier, or a Confederate soldier.
 - Imagine you are a soldier. Design a **postcard** and write a **letter** home about your experiences in the war.
 - Create a **diorama** of a field hospital.
- As an entire class, create a Civil War Living Wax Museum. Directions are included later in this document.
- Extensions: Connect *Civil War on Sunday* with *Abe Lincoln at Last!* (#47) so students can learn more about Abraham Lincoln.

21-1CLP112

Lessons for Independent Reading

- Complete the Reading Guide to demonstrate reading comprehension.
- Complete a project or multiple projects from the “Pick a Project” menu.

Lessons for Literature Circles

- The “Morgan’s Library” cluster includes *Civil War on Sunday*, *Revolutionary War on Wednesday*, *Twister on Tuesday*, and *Earthquake in the Early Morning*. In these books, Jack and Annie are trying to save Camelot by finding four different types of writing: something to follow, something to send, something to learn, and something to lend.
- Students can jigsaw read in groups of 4-8 and then regroup in literature circles to find connections among the books.
- The entire class can do literature circles with these four books simultaneously to compare and contrast the different types of writing.
- Each student will complete activities associated with their book. Then, they can present their findings to other students in the class.
- Students can create their own writings to follow, send, learn, or lend!

Assessment

All assessment materials are in the Accompanying Materials.

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric



How to Create a Living Wax Museum

For this whole-class project, each student will research one significant person to create an informational poster. (People can be selected to match your state's standards at <http://ehistory.osu.edu/uscw/features/people/list.cfm>). At the end of the research project, invite other classes and parents to visit your "museum."

Procedures:

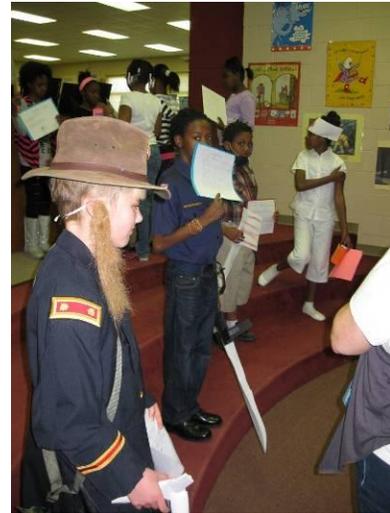
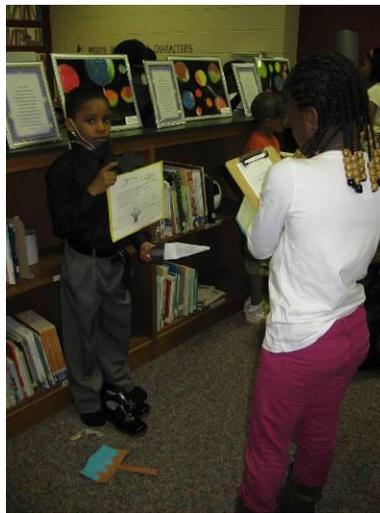
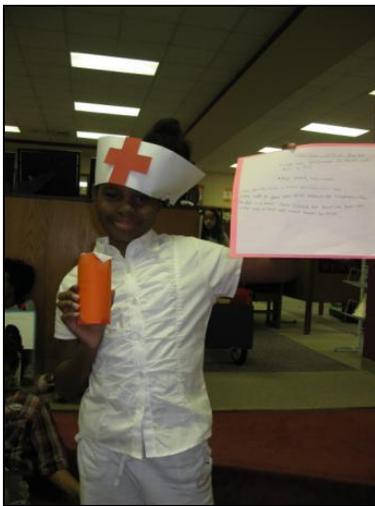
1. In advance, the teacher should cater the list of Civil War people to meet state standards. Then, secure materials for researching each person. Ideas include textbooks, library resources, and the Internet. Another Magic Tree House book, *Abe Lincoln at Last!*, could also be a helpful research material. (For struggling readers, you can consolidate research for them into one printed page. See the Eli Whitney biography in the Accompanying Materials for an example.)
2. Brainstorm some of the significant Civil War people Jack and Annie met during their travels. What did they do that made them famous?
3. Distribute the Student Information Sheet (in the Accompanying Materials) to students and allow them to pick a person listed. Explain expectations and rubric.
4. Provide each student with the Student Wax Museum Research Sheet (in the Accompanying Materials) as a research outline. At the bottom of this sheet, there is a spot for students to make up a question that is answered in the research (example: Who invented the cotton gin? Answer: Eli Whitney). These questions will be used for a scavenger hunt later.
5. Edit students' work with them. When revisions have been made, allow students to create an informational poster to display the results of their research. Wax people can't talk, after all!
6. Finally, students will design their own prop (example: Abraham Lincoln might have his famous hat) and costume. Construction paper can do lots of impressive things! ☺
7. The teacher can compile all of the research questions students wrote at the bottom of the Student Wax Museum Research Sheet to create a scavenger hunt for visitors (or for the class!). Provide a key for visiting classes to check their work with their teacher. Here is an example:

Living Wax Museum Scavenger Hunt!

While you visit our living wax museum, see if you can find the answers to the following questions!

1. Where did they bury Sherman? _____
2. Who was an abolitionist in Charleston, South Carolina? _____
3. Who broke the law by teaching slaves how to read in Charleston, South Carolina? _____
4. Who was the President of the Confederacy? _____
5. Who started a home for old people? _____
6. Who loved math in school? _____
7. Who was a famous nurse in the Civil War? _____
8. Who believed in states' rights? _____
9. Who is on the \$50 bill? _____
10. Who invented the cotton gin? _____
11. Who had a submarine named after him? _____
12. Who got shot when he came out of a theater? _____

8. Dress up, freeze as Civil War people, and enjoy sharing your hard work and learning!



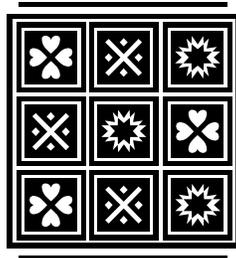
Extensions:
The Underground Railroad and the Quilt Code

Civil War on Sunday also ties in well with the Underground Railroad. You can choose to go into as much or as little detail as you wish. Here are some resources:

- For general information, National Geographic has a great site at <http://www.nationalgeographic.com/railroad/>.
- There are many good books about the quilt code, including the following:
 - *Under the Quilt of Night* (Deborah Hopkinson)
 - *The Secret to Freedom* (Marcia Vaughn)
 - *Sweet Clara and the Freedom Quilt* (Deborah Hopkinson)
 - *The Patchwork Path: A Quilt Map to Freedom* (Bettye Stroud)
 - *Show Way* (Jacqueline Woodson).

Several of the patterns discussed in these books are depicted at this site:

<http://www.osblackhistory.com/quiltcodes.php>.



How to Create a Class Quilt Code

After exploring some of the resources above, have students create their own secret quilt code and explain its meaning. Combine into a class quilt. A rubric is in the Accompanying Materials.

Materials:

- Examples of quilt codes
- One piece of plain computer paper for each child
- Art materials, like crayons, colored pencils, or scrap paper
- Pattern blocks (*optional – integrate math standards*)
- Sheet of bulletin board paper to make class quilt from individual squares

Procedures:

1. Before beginning the activity, cut each piece of computer paper into an 8 ½ by 8 ½ square. You can save the rectangular scrap for a later step if you wish.
2. Discuss some of the quilt code patterns we've been studying. What are students' favorite patterns and why? What is something similar and different about each pattern?
3. Explain that students will now create their own quilt code with a secret message to help the slaves escape. If you wish to integrate geometry standards, you can show students how to use the pattern blocks to build a pattern and then trace each block. Add colors to the patterns, using crayons, colored pencils, or scraps of paper.



4. When students have finished their patterns, they will write a few sentences about what their pattern means. This writing can be completed on the rectangular scraps left over from cutting the computer paper into squares, or you can cut strips of construction paper for a colorful background.

5. After all student quilt squares and writings are over, assemble the class quilt as shown below. You can use the writings as a border on the quilt, or you can put them with each quilt square. This picture shows the writings used as the border.



***Civil War On Sunday* Unit:
Accompanying Materials**

Visit

<http://www.civilwarmusic.net/songs.php>

For the music and lyrics in the Drummer's and Fife's Guide.

When would these signals be used?

Compare and contrast lyrics to a famous Union ("Battle Hymn") and Confederate ("Dixie") Civil War song.

Name: _____ Date: _____

Civil War on Sunday Reading Guide

Chapter 1: A Light in the Woods

Words to Know

- Camelot

Words in Parts

- enchantress
- uncomfortably

Vocabulary Words

- dreary

1. What made Annie think the tree house had just come back? (p. 3-4) _____
2. Why does Morgan need Jack and Annie's help? (p. 6) _____
3. What are Jack and Annie supposed to find? (p. 8) _____
4. What is the title of the book they found in the tree house? (p. 8) _____
5. What is Annie's opinion about war? (p. 8) _____
6. What is Jack's opinion about war? (p. 9) _____
7. **Text-to-Self:** What is your opinion about war? _____

Chapter 2: Cruel War

Words to Know

- shiver
- rags
- stumbled

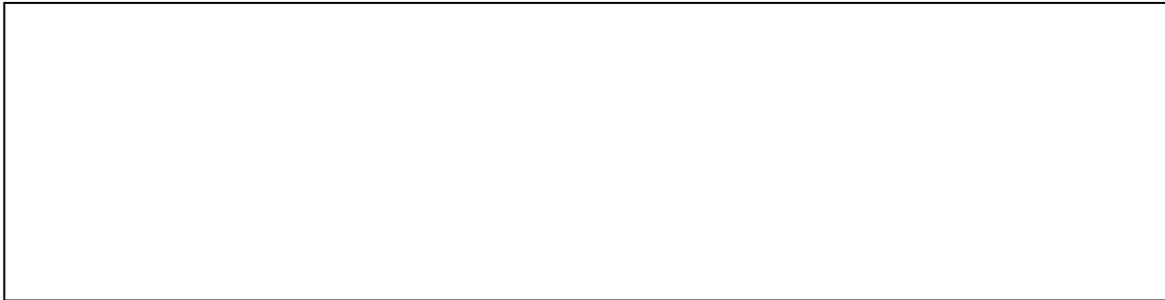
Words in Parts

- limped

Vocabulary Words

- cruel
- glaring
- scorching

1. Draw Jack and Annie in their outfits described on p. 10.



2. Where are Jack and Annie now? (p. 11) _____
3. How did Annie know the people in the field were in the war? (p. 11) _____
4. The Civil war was fought from _____ and was also called the _____ because it was fought between the _____ and the _____. The Confederate soldiers from the _____ wore _____ uniforms. The Union soldiers from the _____ wore _____ uniforms. (p. 12)
5. Why was the Civil War known as a cruel war? (p. 13) _____
6. What did the soldier see that let him know he was saved? (p. 17) _____

Chapter 3: Field Hospital

Words to Know

- hospital
- volunteer
- groaned

Words in Parts

- campsite
- lessen

Vocabulary Words

- heaved
- ladle
- clumsily

1. Give 3 words to describe the soldiers. (p. 18) _____
2. What were the women doing to help the soldiers? (p. 18) _____
3. What is a field hospital? (p. 19) _____
4. What was new about nursing around the Civil War? (p. 19-20) _____
5. Why does the nurse look so tired? (p. 21) _____
6. What can Jack and Annie do to help the nurses? (p. 22) _____
7. List 3 things Jack and Annie could do to give comfort. (p. 22) _____
8. What did they find to follow? (p. 23) _____
9. Why doesn't Annie want to go? (p. 23) _____
10. Why does Jack want to go? (p. 25) _____
11. **Text-to-Self:** Would you go or stay to help? Why? _____

Chapter 4: Freedom Fighters

Words to Know

- scene
- patients
- lawyers
- senators

Words in Parts

- nightmare
- nervously
- platform

Vocabulary Words

- tin
- bother
- weary
- barreling

1. The title of this chapter is an example of which literary device? _____
2. Describe the "nightmare" on p. 26. _____
3. Why did Jack not look at or talk to the patients? (p. 27-28) _____
4. What was different about the second tent? (p. 29) _____
5. Why does the man who spoke to Jack know he will never see his family again? (p. 30) _____
6. How did all the men in the second tent become soldiers? (p. 32) _____
7. The North's opinion about slavery was that it should _____. The South's opinion about slavery was that we should _____ because they needed slaves to work on _____. These differing opinions led to the _____. (p. 33)
8. Who runs the hospital? (p. 35) _____

Chapter 5: Angel of the Battlefield

Words to Know

- ambulance

Words in Parts

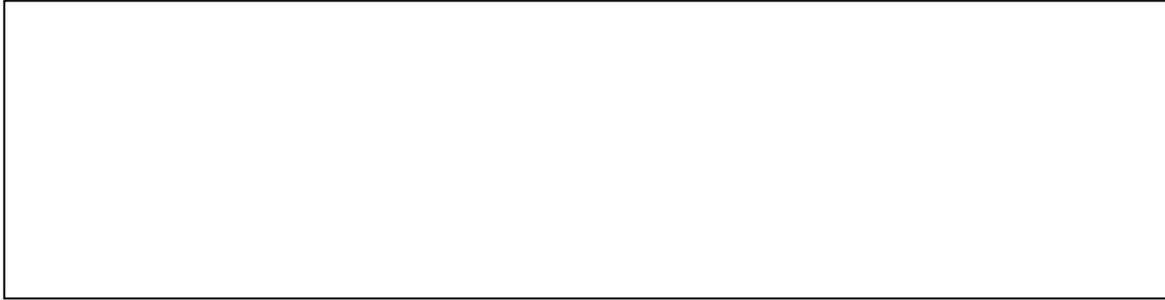
- forehead

Vocabulary Words

- stretchers
- reins

1. Clara Barton was a _____ during the _____ who was called the _____. (p. 36)

- How did Clara Barton transport soldiers from the battlefield to the hospital? (p. 36) _____
- Infer:** Why didn't she have a "regular" ambulance? _____
- Draw a portrait of Clara Barton from the description on p. 37.



- How does Jack feel before he gets into the wagon? (p. 40) _____
- Text-to-text:** How does Jack feel differently about war now than he did before they left home? _____

Chapter 6: Keep Low!

Words to Know

- cannon
- bomb
- whistling
- ditch
- trench

Words in Parts

- firecrackers
- whinnied

Vocabulary Words

- halt
- crouch
- panic
- whizzed
- clods

- Describe what was making the popping sound. (p. 42) _____
- _____ were making the bright flashes of light. They are like small _____. (p. 44)
- What are trenches? (p. 44) _____
- Where did they get water? (p. 44) _____
- Infer:** Why couldn't they get it from a sink? _____
- What happened as they were about to get water? (p. 45) _____

Chapter 7: Helping Hands

Words to Know

- wobbly
- courage
- stroke
- mumbled

Words in Parts

- teenage
- ragged
- worriedly

Vocabulary Words

- canteen
- alert
- faint

- What did Jack and Annie look for after they put water in their canteens? (p. 47) _____
- What was unusual about the teenage soldier they saw in the field? (p. 47) _____
- What was Clara's opinion about helping soldiers from the other side? (p. 47) _____

4. Give two situations when Confederate and Union soldiers wouldn't care about being together. (p. 49)
 - a. _____
 - b. _____
5. What was wrong with John the drummer boy? (p. 50) _____
6. **Predict:** Why would an army need a drummer boy? _____

Chapter 8: Brothers

Words to Know

- fever
- cloths

Words in Parts

- dampened
- whispered

Vocabulary Words

- brave
- twilight

1. What could cool the soldiers off without air conditioning? (p. 54) _____

2. Describe how to make an ice pack. (p. 55) _____
3. Why would an army need a drummer boy? (p. 56) _____

4. Why was John yelling? (p. 57) _____
5. Why does John want to go back to the battlefield? (p. 57) _____
6. What is unusual about John and Jack? (p. 58) _____
7. Why is Jack's heart heavy as he says goodbye to John? (p. 59) _____

Chapter 9: Don't Give Up

Words to Know

- distant
- horizon

Words in Parts

- homesick
- croaking

Vocabulary Words

- figures
- glory
- misery
- cease

1. What does every flash on the horizon mean? (p. 62-63) _____

2. People fight for _____. Wars are not about _____,
but they're about _____. (p. 63)
3. Now who wants to go home and who wants to stay? (p. 63-64) _____

4. Who said all the things on the list to follow? (p. 64) _____
5. What did Clara add to the list? (p. 64) _____
6. What did Jack definitely learn as a part of their journey? (p. 67) _____

Chapter 10: Home, Sweet Home

Words to Know

- weird
- pour

Words in Parts

- comfortable

Vocabulary Words

- cozy
- puzzled
- whooped

1. Why does Jack love the thunder? (p. 70) _____
2. Why couldn't Jack and Annie take the list home when they first got it? (p. 70) _____

3. What was written on the new note on the floor? (p. 71) _____
4. Who was John the drummer boy? (p. 72) _____

Write the fact you find most interesting from the ones listed after Chapter 10. _____

Name: _____ Date: _____

Civil War on Sunday Reading Guide (KEY)

Chapter 1: A Light in the Woods

Words to Know

- Camelot

Words in Parts

- enchantress
- uncomfortably

Vocabulary Words

- dreary

1. What made Annie think the tree house had just come back? (p. 3-4) She saw a flash of light in the woods.
 2. Why does Morgan need Jack and Annie's help? (p. 6) Camelot is in trouble.
 3. What are Jack and Annie supposed to find? (p. 8) They need to find something to follow.
 4. What is the title of the book they found in the tree house? (p. 8) The Civil War
 5. What is Annie's opinion about war? (p. 8) Annie thinks that war isn't cool.
 6. What is Jack's opinion about war? (p. 9) Jack thinks war is partly bad and partly fun, like a game.
 7. **Text-to-Self:** What is your opinion about war? _____
-

Chapter 2: Cruel War

Words to Know

- shiver
- rags
- stumbled

Words in Parts

- limped

Vocabulary Words

- cruel
- glaring
- scorching

1. Draw Jack and Annie in their outfits described on p. 10.



2. Where are Jack and Annie now? (p. 11) They landed in a tree at the edge of a field.
3. How did Annie know the people in the field were in the war? (p. 11) They were wearing torn uniforms and had bandages.
4. The Civil war was fought from 1861-1865 and was also called the War Between the States because it was fought between the North and the South. The Confederate soldiers from the South wore gray uniforms. The Union soldiers from the North wore blue uniforms. (p. 12)
5. Why was the Civil War known as a cruel war? (p. 13) More people died in this war than all the other American wars put together.
6. What did the soldier see that let him know he was saved? (p. 17) He saw rows and rows of white tents in the field.

Chapter 3: Field Hospital

Words to Know

- hospital
- volunteer
- groaned

Words in Parts

- campsite
- lessen

Vocabulary Words

- heaved
- ladle
- clumsily

1. Give 3 words to describe the soldiers. (p. 18) They were tired, hurt, and bloody.
2. What were the women doing to help the soldiers? (p. 18) They were giving out food and water.
3. What is a field hospital? (p. 19) Field hospitals were set up close to battlefields to help soldiers who were hurt.
4. What was new about nursing around the Civil War? (p. 19-20) Before the Civil War, men were nurses. During and after the war, women became nurses.
5. Why does the nurse look so tired? (p. 21) They have not slept for days because wounded soldiers keep coming from Richmond.
6. What can Jack and Annie do to help the nurses? (p. 22) They will go to the first two tents to give the soldiers their noon meal.
7. List 3 things Jack and Annie could do to give comfort. (p. 22) They can be cheerful, lessen sorrow and give hope, be brave, put aside their own feelings, and not give up.
8. What did they find to follow? (p. 23) They can follow the list from the nurse.
9. Why doesn't Annie want to go? (p. 23) She wants to help the nurses.
10. Why does Jack want to go? (p. 25) He doesn't want to be around wounded and suffering soldiers.
11. **Text-to-Self:** Would you go or stay to help? Why?

Chapter 4: Freedom Fighters

Words to Know

- scene
- patients
- lawyers
- senators

Words in Parts

- nightmare
- nervously
- platform

Vocabulary Words

- tin
- bother
- weary
- barreling

1. The title of this chapter is an example of which literary device? alliteration
2. Describe the "nightmare" on p. 26. The tent was hot and stuffy with lots of hurt soldiers asking for food or water or moaning.
3. Why did Jack not look at or talk to the patients? (p. 27-28) He was shy and uncomfortable. He didn't know what to say.
4. What was different about the second tent? (p. 29) All the soldiers were African-Americans.
5. Why does the man who spoke to Jack know he will never see his family again? (p. 30) His wife and children were sold.
6. How did all the men in the second tent become soldiers? (p. 32) They were all slaves who ran away from their owners in the South to fight with the North to end slavery.
7. The North's opinion about slavery was that it should end. The South's opinion about slavery was that we should keep it because they needed slaves to work on plantations. These differing opinions led to the Civil War. (p. 33)
8. Who runs the hospital? (p. 35) Clara Barton runs the hospital.

Chapter 5: Angel of the Battlefield

Words to Know

- ambulance

Words in Parts

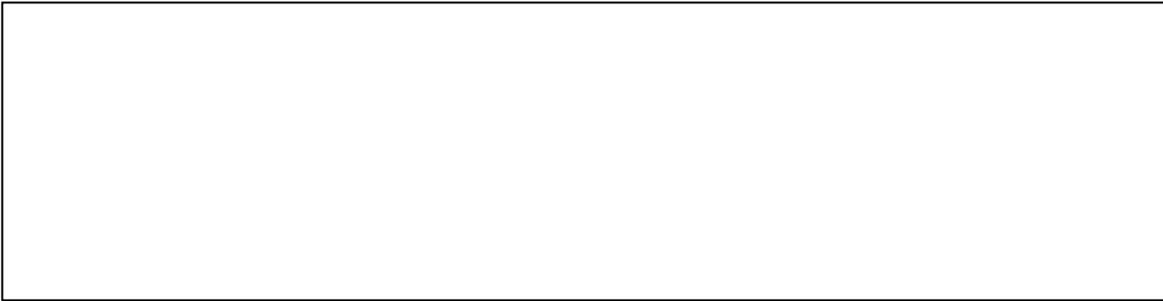
- forehead

Vocabulary Words

- stretchers
- reins

1. Clara Barton was a nurse during the Civil War who was called the Angel of the Battlefield. (p. 36)

- How did Clara Barton transport soldiers from the battlefield to the hospital? (p. 36) She had a horse-drawn “ambulance.”
- Infer:** Why didn’t she have a “regular” ambulance? They didn’t have cars back then.
- Draw a portrait of Clara Barton from the description on p. 37.



- How does Jack feel before he gets into the wagon? (p. 40) He feels afraid.
- Text-to-text:** How does Jack feel differently about war now than he did before they left home? He’s realizing it’s not fun and games.

Chapter 6: Keep Low!

Words to Know

- cannon
- bomb
- whistling
- ditch
- trench

Words in Parts

- firecrackers
- whinnied

Vocabulary Words

- halt
- crouch
- panic
- whizzed
- clods

- Describe what was making the popping sound. (p. 42) Muskets, or long, old-fashioned guns, were making the popping sound.
- Cannon shells were making the bright flashes of light. They are like small bombs. (p. 44)
- What are trenches? (p. 44) Trenches are ditches that soldiers dig. They sit and them and shoot their guns at each other.
- Where did they get water? (p. 44) They got water from a creek.
- Infer:** Why couldn’t they get it from a sink? They didn’t have sinks and plumbing back then.
- What happened as they were about to get water? (p. 45) They got caught in cannon fire.

Chapter 7: Helping Hands

Words to Know

- wobbly
- courage
- stroke
- mumbled

Words in Parts

- teenage
- ragged
- worriedly

Vocabulary Words

- canteen
- alert
- faint

- What did Jack and Annie look for after they put water in their canteens? (p. 47) They looked for wounded soldiers leaving the battlefield.
- What was unusual about the teenage soldier they saw in the field? (p. 47) He was wearing a gray uniform, which meant he was a Confederate soldier.

3. What was Clara's opinion about helping soldiers from the other side? (p. 47) You should always help someone who is hurt, no matter whose side they're on.
4. Give two situations when Confederate and Union soldiers wouldn't care about being together. (p. 49)
 - a. They are too sick or hurt to care.
 - b. They know each other because they used to be friends or family members before the war.
5. What was wrong with John the drummer boy? (p. 50) He had a heat stroke.
6. **Predict:** Why would an army need a drummer boy?

Chapter 8: Brothers

Words to Know

- fever
- cloths

Words in Parts

- dampened
- whispered

Vocabulary Words

- brave
- twilight

1. What could cool the soldiers off without air conditioning? (p. 54) Jack and Annie used damp cloths to put on the soldiers' faces.
2. Describe how to make an ice pack. (p. 55) Get rags and ice. Wrap the ice in a rag.
3. Why would an army need a drummer boy? (p. 56) Drumbeats gave orders to soldiers, like when to eat, how to march, and how to fight.
4. Why was John yelling? (p. 57) He was having a nightmare.
5. Why does John want to go back to the battlefield? (p. 57) He knows they need his drum.
6. What is unusual about John and Jack? (p. 58) They look like they could be brothers.
7. Why is Jack's heart heavy as he says goodbye to John? (p. 59) He doesn't know if John will ever see his family again.

Chapter 9: Don't Give Up

Words to Know

- distant
- horizon

Words in Parts

- homesick
- croaking

Vocabulary Words

- figures
- glory
- misery
- cease

1. What does every flash on the horizon mean? (p. 62-63) A shell might have killed someone or changed their life forever.
2. People fight for causes they believe in. Wars are not about glory and fame, but they're about misery, pain, and sadness. (p. 63)
3. Now who wants to go home and who wants to stay? (p. 63-64) Annie wants to go home and Jack wants to stay.
4. Who said all the things on the list to follow? (p. 64) Clara Barton said them all.
5. What did Clara add to the list? (p. 64) "Do not forget those who love you."
6. What did Jack definitely learn as a part of their journey? (p. 67) War is definitely not a game.

Chapter 10: Home, Sweet Home

Words to Know

- weird
- pour

Words in Parts

- comfortable

Vocabulary Words

- cozy
- puzzled
- whooped

1. Why does Jack love the thunder? (p. 70) It's not cannon fire.
2. Why couldn't Jack and Annie take the list home when they first got it? (p. 70) They had to live it first.
3. What was written on the new note on the floor? (p. 71) "Come back on Wednesday."
4. Who was John the drummer boy? (p. 72) He was Jack and Annie's great-great-great-grandfather.

Write the fact you find most interesting from the ones listed after Chapter 10. _____

Name: _____ Date: _____

PICK A PROJECT!

Now that you've finished reading *Civil War on Sunday*, pick a project to share with the class. Here are your options:



Create a diorama of a field hospital during the Civil War. Be sure to include a water source!



Imagine you are a soldier. Design a **postcard** and write a **letter** home about your experiences in the war. Remember to include all five parts of a letter!

Write a **diary** from the perspective of someone living during the Civil War. You can be a slave, a slave owner, an abolitionist, a Union soldier, or a Confederate soldier.

RUBRIC:

	3	2	1
Directions	Student followed all directions.	Student followed some directions.	Student followed few directions.
Detail	Student includes many important details from reading.	Student includes some important details from reading.	Student includes few or no important details from reading.
Creativity	Project is creative, unique, and relevant.	Project is somewhat creative, unique, and relevant.	Project is not creative, unique, or relevant.
Time	Student stayed on-task the whole time.	Student stayed on-task some of the time.	Student did not stay on task.

TOTAL: _____/12= _____ **COMMENTS:**

Student Information Sheet

Civil War Living Wax Museum!

Have you ever visited a wax museum? Wax museums use wax to make life-size people to revisit certain periods in history. To add a twist on the traditional wax museum, we're going to create a living wax museum! How?

1. Pick one of the people listed below.

(Or, pick more from <http://ehistory.osu.edu/uscw/features/people/list.cfm>).

Sarah Grimke	Ulysses S. Grant
Angelica Grimke	Clara Barton
Dorothea Dix	Harriet Tubman
Robert Smalls	Stonewall Jackson
John Calhoun	Nat Turner
Robert E. Lee	George Dixon
Abraham Lincoln	Joseph Rainey
Jefferson Davis	Eli Whitney
Wade Hampton	Emma Holmes
William Sherman	Frederick Douglass
H. L. Hunley	Sojourner Truth

2. In class, research your person to answer the following questions:

- When did your person live?
- What state is your person from?
- What did your person do that was important during the Civil War period?
- List three more interesting facts about your person.

3. Make a poster with these facts. Also, create an object or a costume to symbolize your person. (Non-Civil War example: Benjamin Franklin could be holding a kite with a key attached.)

4. Create a living wax museum! At the end of our unit, we will invite parents and other classes to tour our living wax museum. You will not be allowed to speak, just like wax people can't speak – your poster and your prop/costume will do the talking!

5. Rubric:

	1	2	3
Research (40%)	A few questions are answered with some irrelevant information that may or may not be written by the student.	Some questions are answered with relevant information in the student's own words.	All questions are answered with relevant information in the student's own words.
Poster (20%)	Not very neat, creative, and contains incorrect information.	Mostly neat, creative, and contains mostly correct information.	Neat, creative, and contains correct information.
Presentation (20%)	Does not have poster or prop/costume and speaks	Has poster or prop/costume, and tries not to speak	Has poster, prop/costume, and does not speak
Time management (20%)	Does not use time effectively to do work in class	Uses most time efficiently to do work in class	Uses time efficiently to do work in class

Name: _____

Date: _____

Student Wax Museum Research Sheet: Fill out this information about your person.

Name of Person: _____

When did your person live? _____

What state is your person from? _____

What did your person do that was important during the Civil War period?

List three more interesting facts about your person.

1. _____

2. _____

3. _____

Write down one question about your person to appear on the scavenger hunt visitors will complete. (The answer must be from the information above that will be written on your poster!)

Eli Whitney

Information adapted from [http://en.wikipedia.org/wiki/Eli_Whitney, Jr.](http://en.wikipedia.org/wiki/Eli_Whitney,_Jr.)

Eli Whitney was born on December 8, 1765, in Westborough, Massachusetts. . He is famous for inventing the cotton gin. The cotton gin helped Southern plantation owners clean the cotton faster, which allowed them to do fifty times more work each week and make even more money!

As a boy, Mr. Whitney grew up with his father, who was a rich farmer. His mother died when he was 11 years old. Mr. Whitney worked in his father's nail manufacturing workshop during the Revolutionary War when he was 14 years old. His stepmother didn't want him to go to college, so he worked as a farm worker and a teacher to save his own money. He went to Yale College. He was going to be a lawyer, but he ended up being an inventor instead. One of his inventions was the cotton gin. He planned on charging plantation owners to clean their cotton for them. His payment would be for them to give him part of their cleaned cotton. His cotton gin was in high demand, so other people began copying his invention. Because he wasn't getting the money from his invention, his cotton gin company went out of business in 1797. He married Henrietta Edwards in 1817. They had four children.

He died of cancer on January 8, 1825, in New Haven, Connecticut. He was 59 years old.



Eli Whitney

Quilt Code Rubric: Use these to assess students' quilt designs. Multiple are on a page to save paper!

Quilt Code Rubric

Student Name: _____

	3	2	1
Quilt Square	Neat and colorful; matches meaning in sentence	Somewhat neat and colorful; somewhat matches meaning in sentence	Not neat or colorful; does not match meaning in sentence
Sentence	Complete sentence with no mistakes	Complete sentence with some mistakes	Incomplete sentence with mistakes
Use of Time	Stays focused all of the time; completed work on time	Stays focused some of the time; completed work on time	Trouble with focus; completed work late

Total Points:

Comments:

Quilt Code Rubric

Student Name: _____

	3	2	1
Quilt Square	Neat and colorful; matches meaning in sentence	Somewhat neat and colorful; somewhat matches meaning in sentence	Not neat or colorful; does not match meaning in sentence
Sentence	Complete sentence with no mistakes	Complete sentence with some mistakes	Incomplete sentence with mistakes
Use of Time	Stays focused all of the time; completed work on time	Stays focused some of the time; completed work on time	Trouble with focus; completed work late

Total Points:

Comments:

Quilt Code Rubric

Student Name: _____

	3	2	1
Quilt Square	Neat and colorful; matches meaning in sentence	Somewhat neat and colorful; somewhat matches meaning in sentence	Not neat or colorful; does not match meaning in sentence
Sentence	Complete sentence with no mistakes	Complete sentence with some mistakes	Incomplete sentence with mistakes
Use of Time	Stays focused all of the time; completed work on time	Stays focused some of the time; completed work on time	Trouble with focus; completed work late

Total Points:

Comments:

Quilt Code Rubric

Student Name: _____

	3	2	1
Quilt Square	Neat and colorful; matches meaning in sentence	Somewhat neat and colorful; somewhat matches meaning in sentence	Not neat or colorful; does not match meaning in sentence
Sentence	Complete sentence with no mistakes	Complete sentence with some mistakes	Incomplete sentence with mistakes
Use of Time	Stays focused all of the time; completed work on time	Stays focused some of the time; completed work on time	Trouble with focus; completed work late

Total Points:

Comments:

Student Grading Rubrics: Use these to send grade reports home. Multiple are on a page to save paper!

Literature Circles Rubric

Name: _____

Book Title: Civil War on Sunday

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

Book Title: Civil War on Sunday

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

Book Title: Civil War on Sunday

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

Book Title: Civil War on Sunday

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Teacher Grading Rubric: Use this to document grades easily. Add more rows for more students.

Book Title: Civil War on Sunday

For each off-task behavior, mark off one number (starting with 10).

	Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation
1.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
2.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
4.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
5.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
6.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
7.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
8.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
9.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
10.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
11.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
12.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
13.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
14.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
15.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
16.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
17.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
18.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
19.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
20.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
21.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
22.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
23.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
24.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
25.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1