Units and Assessment Tasks to Support the Morgan’s Raid Game

Created by Ball State University

Methods of Elementary Social Studies Students

May 1, 2011

**Chelsie King**

**COURSE TITLE: The Civil War**

**GRADE LEVEL:** Fourth Grade

**UNIT:** John Hunt Morgan’s Indiana Raid

**Abstract**

This unit introduces students to the Civil War. The students explore the cause of the Civil War and John Hunt Morgan and his raid across Indiana. The students learn the views of the people of both the North and the South. They know which states comprised of the Union and which states seceded. They also learn how Hoosiers became involved in the Civil War. They also understand who John Hunt Morgan and his raiders were and why they raided. The students plot and label Morgan’s raid through Indiana on a map. They know the importance of the only battle on Indiana soil at Corydon and how the people became involved. The students discuss Morgan’s capture and death. The students state their opinion on whether Morgan’s actions lead to his own death. They have the knowledge to play the Morgan’s Raid game.

**Focus Questions**

1. How did the Civil War start and who was involved?

2. Who were John Hunt Morgan and his raiders and what effect did they have on Indiana history?

**Instructional Resources**

Haskins, C. (1863, August 8). Morgan's Raid into Indiana. Indiana Historical Society. Retrieved March 31, 2015, from <https://digital.library.in.gov/Record/IHS_dc008-176>

Morton, O. (1863, July 15). To The Officers and Soldiers of the "Legion" and "Minute Men" of Indiana. Indiana Historical Society. Retrieved March 31, 2015, from <https://digital.library.in.gov/Record/IHS_dc008-77>

|  |  |  |
| --- | --- | --- |
| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Students will:  Explain roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (4.1.7)  Describe the participation of Indiana citizens in the Civil War. (4.1.8)  Using primary, secondary, and online sources construct a brief narrative about an event in Indiana History. (4.1.17)  Distinguish fact from opinion and fact from fiction in historical documents and other informational resources. (4.1.16) | Students will:  Label and color a map of the Union and the seceded states in 1860. (4.1.8)  Trace J.H. Morgan’s raid through Indiana. (4.1.8)  Understand the importance of Hoosiers in the battle of Corydon to the Indiana History. (4.1.8)  Play Morgan’s Raiders. (4.1.8)  Discuss whether you think Morgan was responsible for his death. (4.1.16; 4.1.17) | Secede  Union  Confederates  Abolitionists  Raid |

**Catalog of Lessons**

**Lesson 1: The Causes Of The Civil War:** Discuss the conflict that started the Civil War. Explain that the United States expanded in the nineteenth century after it gained independence from Britain, but there were many conflicts between the Northern and Southern states including the conflict over slavery. I will have the students pair and share about the following questions; Do you know what it means to own a slave? Who were the slaves? What did people do with slaves? We will then come back as a class and discuss the answers. Then I will explain that the Southern states made their money by farming large farms called plantations. They thought that they could not run their farms without the use of slaves. They also believed that each state should have the right to make the decision whether or not they should own slaves instead of the federal government making that decision. The Abolitionists believed that it was very wrong to own slaves. Some Abolitionists believed that all people had equal rights, but some Abolitionists did not believe that those civil rights should include all people. As our nation expanded and each state had the choice whether or not to become a Free State tensions grew. Many people in many places became violent. The final straw was the presidential election of 1860. The Southerners hated the president elect, Abraham Lincoln because they believed he was anti-slavery and intended to stop the spread of slavery. So the Southern states decided to break away, or secede, from the Union. Explain that this is what caused the first conflict/battle at Fort Sumter, South Carolina. Now have the students look at a map of the Union in 1861. The students color the Union, Confederate, and Union boarder states.

**Lesson 2: How Were Hoosiers Involved In The Civil War?**

Although only one battle was actually fought on Indiana soil, Hoosier were very involved in the war. Some Hoosiers supported both sides because many of them emigrated from the South, traded, and had many friends and family still in the South. Many Hoosiers were very committed to the Union and wanted to preserve it. Indiana provided over 196,000 soldiers for the Civil War. Soldiers trained at Camp Morton the site of the old Indiana State Fairgrounds. Indiana contributed money, blankets, and food. In Indianapolis the Van Camp Company put pork and beans in a can for the Union soldiers to eat. The Studebaker Company in South Bend made and supplied wagons for the Union army.

**Lesson 3: Who Is John Hunt Morgan?**

Explain who John Hunt Morgan was and what he did. Explain that he was a Confederate general that lead 2,000 cavalrymen into Indiana known as the Morgan’s Raiders. John Hunt Morgan and his raiders covered over a total of 1,000 miles in the longest raid of the Civil War. The main purpose of his raid was to divert the attention of the Union army away from eastern Tennessee. General Braxton Bragg, the commander of Confederate forces in Tennessee ordered John Hunt Morgan not to cross the Ohio River. Morgan chooses to disobey General Bragg’s orders. For six days and nights Morgan’s raiders brought chaos to seven Indiana counties. His raiders would do heavy damage to towns, burning buildings, and looting stores. Discuss the video game by explaining the vocabulary and the purpose of the game. The students get into groups and plot the places in Indiana that Morgan raided.

**(Play the video game.)**

**Lesson 4: Battle of Corydon, Indiana.**

The students imagine that they are residents of Corydon and they know that Morgan and his raiders are coming. Discuss with the students that the people of Corydon would get word that he was coming but would not know what he looked like because they did not have television, internet, and even newspapers did not often print pictures. They discuss in groups how they would prepare, what they would do when he got there, and what they would do after he left. They need to list five items that they would hide, for example, their horses, silver, and food. They also need to list where they would hide these items. Then discuss how John Hunt Morgan on July 9th moved into Corydon. This was the only battle during the Civil War that was fought on Indiana soil. Morgan’s men all had horses but attacked on foot. The Corydon home guard was ready for the attack, and they fired guns from behind barricades. The battle only lasted a half-hour. Eventually the Corydon home guard fell back, and when they did, Morgan and his men fired cannon from the high ground overlooking the town and captured all of the Indiana soldiers. Morgan released the Indiana soldiers after they promised not to fight again. Discuss with the students that this was a common custom of war at that time. Soldiers would just take each other’s word. During their time in Corydon Morgan robbed the people and stores.

**Lesson 5: John Hunt Morgan’s capture and death.**

Discuss that Union troops captured John Hunt Morgan and his raiders taking most of his men to prison camp while he and his officers were taken to the Ohio State Penitentiary in Columbus, Ohio. He arrived there in October 1st 1863 and by November 27th 1863 he and several of his men tunneled out of their cell into an airshaft and into the prison yard and then went over the wall. Then with the money smuggled into the prison inside a Bible by his sister, Morgan got on a train to Cincinnati, and made his escape across the Ohio River to Kentucky.

Then discuss that after his escape he was killed during a raid in Greenville, TN 1864. There are three accounts of how Morgan was actually found and killed. Put those people on trial and have the jury decided whose story is correct. John was known for not wanting to sleep on military cots outside with his men. He would stay in houses and have the comforts of home while on his raid. Discuss whether the students think that John Hunt Morgan caused his own death by not staying with his men.

Discuss how the Civil War ended when in April 1865 Union troops overran the Confederates in a battle called Five Forks. Shortly afterward the Confederate surrendered at Appomattox Court House ending America’s deadliest war.

Chelsie King

**COURSE TITLE: The Civil War**

**Grade Level:** Fourth Grade

**Unit:** John Hunt Morgan’s Indiana Raid

**Abstract**

This task is designed to assess the student’s ability to interpret and distinguish fact from opinion and fact from fiction in the case of John Hunt Morgan’s death. Following our unit on the Civil War and John Hunt Morgan’s Indiana raid, the students play a role in a mock trial of J.H. Morgan’s death. The students learn their character’s role in the court. The persons on trial are those who have an eye- witness account of Morgan’s death and are said to have told the Union soldiers his whereabouts. The students play their role in the mock trial. The students write a reflection about the trial explaining the verdict. The student states which account they believe to be the most factual, and give two reasons why they believe this. The students learn courtroom procedures and are able to use problem and decision making skills to determine what they think really happened the day John Hunt Morgan was killed through their verdict.

**Prompt**

* The Harper’s Weekly Journal. A newspaper from 1864. <http://www.sonofthesouth.net/leefoundation/General_John_Hunt_Morgan_death.htm>
* New York Times article from 1864. <http://www.nytimes.com/1864/09/19/news/john-morgan-s-death-parson-brownlow-s-account.html>
* The three accounts of John Hunt Morgan’s death written in: *The Longest Raid Of The Civil War: Little-Known And Untold Stories Of Morgan’s Great Raid Into Kentucky, Indiana, And Ohio.* By Lester V. Horwitz

**Directions**

Students, we have completed our unit on the Civil War and John Hunt Morgan. We have finished talking about John Hunt Morgan’s capture, escape and then death. We discussed that there were several accounts of how John Hunt Morgan was found and killed, but we do not know the full truth. We are going to set up a mock trial of those who said that they were there and saw Morgan die. You will all be assigned to a part in the courtroom.

The following are the parts to be played:

* Judge
* Jury members
* Court artist
* Bailiff
* Attorneys
* Mrs. Catherine Williams (house owner)
* James Leahy (12-year-old boy)
* General Gillem
* Lt. Col. William H. Ingerton
* P.V. Andrew J. Campbell
* Sarah Elizabeth Thompson
* Lucy Williams
* Captain Wilcox
* Video operator

Once parts have been assigned you are to learn your role in the courtroom and the person you are portraying. During this trial you will be trying to find who is actually responsible for telling the Union soldiers that Morgan was at the William’s home. Once the trial is over you will write a reflection about the trial. You will include the verdict that the class court rendered, how the class determined that verdict, did the persons receive a fair trial, why or why not, and give two reasons why you agree or disagree with this verdict. Last I want you to reflect on John Hunt Morgan’s death and tell me what you think happened the day he was killed.

**Procedure**

Review with the students the concepts of the Civil War and John Hunt Morgan unit. Then prepare the students for the trial procedures. Discuss how the court is used to resolve conflicts and help distinguish fact from opinion and fact from fiction. Then read all the instructions to the students; show them the scoring rubric; and respond to any questions they might have about the task. Take their final trial video and reflections to be displayed at the local historical society.

**Scoring Rubric for the Reflection**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Benchmark** |  | **Score** |  |  |
|  | **4** | **3** | **2** | **1** |
| Distinguish fact from opinion and fact from fiction in Historical documents and other informational resources. (4.1.16)  Create and interpret resources, relationships, among people, events, and movements in the history of Indiana. (4.1.15)  Explain roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (4.1.7) | List the class verdict and how you came up with that verdict  Do you think the persons received a fair trial why or why not?  State two reasons why you agree or disagree with the verdict  What do you think really happened the day Morgan died? | Missing one of the criteria | Missing two of the criteria | Missing three of the criteria |

**Summary of the three accounts from *The Longest Raid of the Civil War* By: Lester V. Horwitz**

**Version #1:**

Morgan and his men still a horse from a 12-year-old boy, James Leachy. James Leachy gets away from Morgan and his men and goes and tells the Union soldiers in Bull’s Gap near Greenville, TN where Morgan and his men were staying. The Union soldiers set out for Morgan. When the get to Greenville, Morgan is awakened out of bed by the noise of the Union soldiers. John grabs his clothes and guns and he leaves the house and hides in the garden. Then he moves to the church on the southern corner of the William’s property. As the Union soldiers break into the church, Morgan runs and hides in the garden once again. Morgan sees a man wearing brown jeans and jacket ride in. He thinks that it is a Confederate but it was a Union soldier. The two men with Morgan surrender but Morgan turns to escape breaks into a run and fire his pistols. P.V. Andrew J. Campbell shot. (He says that he didn’t know whom he was shooting at.) The bullet from Andrew’s gun hits Morgan in the back and kills him. Captain Wilcox arrives and identifies the body.

**Version #2:**

Sarah Elizabeth Thompson was the wife of Union soldier that was killed by the Confederate Army. Sarah lived across the street from the Williams home. Morgan and his raiders on various occasions had raided her home and ate her food and slept in her house when they were in town. On the day of Morgan’s death she had seen them arrive at the William’s home and slipped out to tell the Union that he was in town. When she arrived back with the Union soldiers and hid in her home. She saw Morgan hiding in the bushes from her house and yelled, “there he is”. After the death of Morgan, she was moved from her home by the Union to insure her safety. At her death she was buried with honors for helping the Union.

**Version #3:**

Lucy Williams was the daughter-in-law of the owner of the house where Morgan was staying. Lucy was married to a Union officer (Joseph A. Williams). Joseph had gotten into a quarrel with Morgan on an earlier occasion over the capture of another Union soldier whom Morgan thought was a spy. Lucy went and told the Union that Morgan was at the family home. Lucy later denied betraying Morgan but was hounded out of town into exile in Texas after Morgan’s death.

Chelsie King

**COURSE TITLE: The Civil War**

**Grade Level:** Fourth Grade

**Unit:** John Hunt Morgan’s Indiana Raid

**Abstract**

The task assesses the student’s understanding of John Hunt Morgan’s raid through Indiana. Following a class debriefing of the unit the students write an essay taking the side of either the Union or the Confederacy. The students need to write pretending that they are a soldier from one of the two sides. They address Morgan’s Raid through Indiana. Once they have determined a side they address whether they think that Morgan’s raid was purposeful, was it important to the Civil War, what did Morgan and his men do well and what could they have done better, and was Morgan responsible for his own death and why.

**Prompt**

* Civil war websites about John Hunt Morgan:

<http://www.equilt.com/morgan.html>

<http://www.hhhills.org/John-Hunt-Morgan.html>

<http://www.civilwarhome.com/morganbio.htm>

* *The John Hunt Morgan Heritage Trail In Indiana* by: Lora Schmidt Cahill
* Conner Prairie John Hunt Morgan exhibit

<http://www.connerprairie.org/Plan-Your-Visit/1863-Civil-War-Journey.aspx>

* The Library of Congress website to help with research. [www.loc.gov](http://www.loc.gov)

**Directions**

Students, now that we have completed the unit on the Civil War and John Hunt Morgan’s raid through Indiana and played the Morgan’s Raid computer game we are going to pick a side and write an essay about Morgan’s Raid. You need to pretend that you are either a Union or Confederate soldier reflecting on the Civil War. During your reflection you need to tell me if you think that Morgan’s Raid was purposeful and give me reasons why you think so. You also need to tell me if you think if it was important to the war and why. Then tell me what Morgan did well and what you would have changed about his raid. Tell me if you would have disrespected the orders and crossed the Ohio River. Lastly, tell me if you think John Hunt Morgan was responsible for his own death and why you think so. Be creative in your character. Make the story seem real as if you are being interviewed in 1865.

**Procedure**

Be sure that the students understand all the concepts of our unit. Then read all the directions to the students; show then the scoring rubric; and respond to any questions they might have about the task. Take their final revised essays to the Indiana Historical Society or at Conner Prairie to be displayed.

**Scoring Rubric for the Essay**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Benchmarks** |  |  | **Scores** |  |
|  | **4** | **3** | **2** | **1** |
| Use primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana History (4.1.15)  Create and interpret resources, relationships among people, events, and movements in history of Indiana. (4.1.17)  Explain roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (4.1.7) | Include if his raid was purposefuland why.  Do you think it was important to the war and why?  What do you think he did well and not so well and why?  Should he have disobeyed orders? | Missing one element | Missing two elements | Missing three elements |

**Ali Harrigan**

**Danielle Huntzinger**

**Abstract:**

In the first lesson about John Hunt Morgan and the Civil War show the children a map that clearly defines Union states, Union border states, and Confederate states. Place students into groups; they receive either the topic of Union, Union border, or Confederate states. These groups have to research and determine 5-7 main points that they feel the rest of the class should know about their region. As a class, create a floor map of the country. On the floor map draw the students draw the states and then they do research to determine where battles need to be placed on the map. For the second lesson the students learn background information about why the Civil War started. They learn about John Hunt Morgan, who he was and why he was fighting. The students in groups of four create newspapers for either the North or South. The students determine two to three topics in their newspaper that favors their side. The topics have one to two paragraphs. One of their topics includes John Hunt Morgan. After completing the newspapers the group presents them. For the third lesson the students, in groups of five, each have a specific theme that they are going to present over John Hunt Morgan. Possible themes include: his role in the Confederacy, his raids and battles, his adult and personal life, and what happened after he died. Students present their findings to the class in a two to five minute presentation, displaying a poster board that contains at least five facts, and one primary source. In the last lesson students create a timeline that contain ten dates/facts as well as two primary sources.

**Focus Questions:**

1. What are the differences between the Northern and Southern states?
2. How has John Hunt Morgan changed war tactics?
3. Do you think John Hunt Morgan was a good leader, why or why not?

Students will:

|  |  |  |
| --- | --- | --- |
| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Standard 4.1.7- The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.  Standard 4.2.7- Roles of Citizens: Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.  Standard 4.3.2- The World in Spatial Terms: Estimate distances between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location.  4.3.11- Environment and Society: Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.  Standard 4.1.17- Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history. | Record the five to seven facts on a piece of paper that will be turned in at the end of their short presentation on the North, South, and Union border states. (4.1.7)  Make the floor map, in pairs of two to three showing Northern, Southern, and Union border states place battles in the correct state. (4.3.2)  In their journal they will briefly describe the environment and whether they thought that John Morgan had an advantage, they may share at the end of the lesson if they would like. (4.3.11)  Write two to three articles defending the Union or Confederate point of view.(4.2.7)  Compare John Hunt Morgan from the view points of Northern and Southern citizens (4.1.7)  Create a diary entry as their character  during the Civil War, interpreting how their character feels and conveying that to the class. (4.1.7)  Research online, using books, videos, and in class notes to prepare a presentation (4.1.7)  Create a poster displaying their facts on John Hunt Morgan and displaying a primary source such as a picture or quotation. (4.1.17) | Region  Conflict  Environment  War  Empathy |

**Instructional Resources:**

* Floor map
* Brainpop video of the Civil War- <http://www.brainpop.com/socialstudies/freemovies/civilwar/>
* A picture of the battle of Gettysburg- [http://www.google.com/imgres?imgurl=http://www.talismancoins.com/catalog/Gettysburg\_General\_Armistead\_Picketts\_Charge.jpg&imgrefurl=http://www.talismancoins.com/catalog/New\_Aus\_Gettysburg\_SeaDragon\_Chekhov\_Rivers\_11-409.html&usg=\_\_iwX95nA2fYYmK5\_fmhs2Dvh6LE8=&h=525&w=600&sz=108&hl=en&start=37&zoom=1&tbnid=0I0Wvf4DoIfwM:&tbnh=131&tbnw=157&ei=CWmvTZmUD4HJgQfcIWUDA&prev=/search%3Fq%3Dpicture%2Bof%2Bthe%2Bbattle%2Bof%2Bgettysburg%26um%3D1%26hl%3Den%26sa%3DN%26biw%3D1280%26bih%3D592%26tbm%3Disch0%2C769&um=1&itbs=1&iact=rc&dur=784&oei=z2ivTa3yKIm0QGlnfWtCw&page=3&ndsp=19&ved=1t:429,r:2,s:37&tx=79&ty=62&biw=1280&bih=592](http://www.google.com/imgres?imgurl=http://www.talismancoins.com/catalog/Gettysburg_General_Armistead_Picketts_Charge.jpg&imgrefurl=http://www.talismancoins.com/catalog/New_Aus_Gettysburg_SeaDragon_Chekhov_Rivers_11-409.html&usg=__iwX95nA2fYYmK5_fmhs2Dvh6L)
* Civil War newspaper article- [http://memory.loc.gov/cgi-bin/query/P?mal:2:./temp/~ammem\_neRj::@@@mdb=mcc,gottscho,detr,nfor,wpa,aap,cwar,bbpix,cowellbib,calbkbib,consrvbib,bdsbib,dag,fsaall,gmd,pan,vv,presp,varstg,suffrg,nawbib,horyd,wtc,toddbib,mgw,ncr,ngp,musdibib,hlaw,papr,lhbumbib,rbpebib,lbcoll,alad,hh,aaodyssey,magbell,bbc,dcm,raelbib,runyon,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fpnas,aasm,denn,relpet,amss,aaeo,mff,afc911bib,mjm,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,afcnyebib,klpmap,hawp,omhbib,rbaapcbib,mal,ncpsbib,ncpm,lhbprbib,ftvbib,afcreed,aipn,cwband,flwpabib,wpapos,cmns,psbib,pin,coplandbib,cola,tccc,curt,mharendt,lhbcbbib,eaa,haybib,mesnbib,fine,cwnyhs,svybib,mmorse,afcwwgbib,mymhiwebib,uncall,afcwip,mtaft,manz,llstbib,fawbib,berl,fmuever,cdn,upboverbib,mussm,cic,afcpearl,awh,awhbib,sgp,wright,lhbtnbib,afcesnbib,hurstonbib,mreynoldsbib,spaldingbib,sgproto,scsmbib,afccalbib,mamcol](http://memory.loc.gov/cgi-bin/query/P?mal:2:./temp/~ammem_neRj::@@@mdb=mcc,gottscho,detr,nfor,wpa,aap,cwar,bbpix,cowellbib,calbkbib,consrvbib,bdsbib,dag,fsaall,gmd,pan,vv,presp,varstg,suffrg,nawbib,horyd,wtc,toddbib,mgw,ncr,ngp,musdibib,hlaw,papr,lhbumbib,)
* Newspaper article from today- *Muncie Start Press*
* Quotes from John Hunt Morgan, “Officers and men! Your conduct makes me proud to command you! Fight always as you fought yesterday, and you are invincible.” - <http://johnhuntmorgan.scv.org/jhm.htm>
* Pre-made poster made by the teacher displaying five main facts that they found and a primary resource. Poster will be creative and shown to the students as an example.
* Map of the state of KY- [http://www.google.com/imgres?imgurl=http://www.christmasih.org/images/edit\_ky\_large\_map.gif&imgrefurl=http://www.christmasih.org/Kentucky\_map.htm&usg=\_\_KYNJe5DmkelqoyRmg3nwl58wE=&h=308&w=480&sz=47&hl=en&start=0&zoom=1&tbnid=UDfed\_u\_q\_vBM:&tbnh=108&tbnw=168&ei=KWuvTdqLAcTh0gGg5e2LCw&prev=/search%3Fq%3Dmap%2Bof%2Bthe%2Bstate%2Bof%2Bkentucky%26um%3D1%26hl%3Den%26sa%3DN%26biw%3D1280%26bih%3D592%26tbm%3Disch&um=1&itbs=1&iact=hc&vpx=112&vpy=321&dur=1661&hovh=180&hovw=280&tx=164&ty=154&oei=KWuvTdqLAcTh0gGg5e2LCw&page=1&ndsp=22&ved=1t:429,r:16,s:0](http://www.google.com/imgres?imgurl=http://www.christmasih.org/images/edit_ky_large_map.gif&imgrefurl=http://www.christmasih.org/Kentucky_map.htm&usg=__KYNJe5DmkelqoyRmg3nwl58wE=&h=308&w=480&sz=47&hl=en&start=0&zoom=1&tbnid=UDfed_u_q_vBM:&tbnh=108&tbnw=168)

**Catalog of Lessons**

**Lesson 1:** The students work as a class to create a floor map of the United States during the Civil War. Students identify different battles, researching their location, and then correctly placing that location on the map. They share with the class the different information that they discovered about their region, Union, Union border, or Confederate states.

**Lesson 2:** The students develop an understanding of the Union and Confederate states by creating a newspaper. In groups of four they take a side. The students determine two to three topics for their newspaper, one of the topics focuses on John Hunt Morgan. After creating this newspaper they present it to the class. The teacher sends all of the newspapers in to the local newspaper to be on display for the entire community. The students analyze two points of an issue and determine their viewpoint on the issue.

**Lesson 3:** The class divided into Union and Confederate soldiers, as well as civilians. create a journal entry from their character’s point of view.

**Lesson 4:** The students in groups of five, research a topic related to John Hunt Morgan. The five minutes long presentations include a poster using two primary sources.

**Lesson 5:** The students in groups of three create a timeline containing ten facts and two primary sources. The children conduct research and find the most important information to display on their timeline.

**Course Title: Creating Newspapers**

**Grade Level: Fourth Grade**

**Unit: John Hunt Morgan**

**Abstract:**

The students express the differentiating views of the Confederate and Union states. In groups students receive either a Union or Confederate identity and they create a newspaper from this viewpoint. After evaluating the *Muncie Star Press* to get an idea of what a newspaper looks like they organize their own. In this newspaper the students write two to three articles, one of which needs to focus on John Hunt Morgan. The articles need to be one to two paragraphs in length. The newspapers need to show the conflicting ideas that each side held. After the students create their newspapers they share them with their classmates, the teacher then sends the newspapers to the local newspaper for display.

* Front page of a newspaper (*Muncie Star Press*)
* Large paper to create their newspaper

**Directions:**

“Taking what we have learned so far about the Civil War and John Hunt Morgan, you are going to be put into groups to create a project. The class members take a side, either the Confederacy or the Union. You are then going to construct a newspaper showing the viewpoint of your side. You may write articles about the war, the different reasons your side may be involved, and then one article on John Hunt Morgan. Your newspaper should include:

* Two to three articles, each article has to be one to two paragraphs in length. Your other article/articles must reflect your position on the Civil War.
* One must be on John Hunt Morgan
* Must look like a newspaper
* Should contain factual information
* Should be taking on the persona of the side you were given (if somebody is to look at your newspaper they should be able to tell what side you represent.)

“We are going to work on this project today and tomorrow, and then I will collect them at the end of the day tomorrow.

**Procedure:**

Students need a copy of an actual newspaper as an example. Point out the specific articles that show the students differentiating viewpoints. Make sure that each group has the large paper to create their newspapers. Write the requirement up on the board so that the students remember the steps. Read the requirements to the students, and answer any questions they may have.

**Scoring Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Benchmark** |  | **Score** |  |  |
|  | **1** | **2** | **3** | **4** |
| In their groups students create a newspaper, writing three articles covering the Civil War and John Hunt Morgan. The groups need to focus on their side, either Union or Confederacy.  The articles need to be one to two paragraphs. | Newspaper contains only one article, and does not show a viewpoint. | Newspaper contains three articles, but they did not meet the length requirement of two paragraphs. Also, the viewpoint is not identifiable. | Newspaper contains three articles, one specifically on John Hunt Morgan, and the viewpoint is identifiable. The articles did not meet the length requirement of two paragraphs. | Newspaper contains three articles, one specifically on John Hunt Morgan; each article must be two paragraphs long. The newspaper needs to show a viewpoint |

**COURSE TITLE: Civil War**

NAME: Pam Colver & Bridget Thie

GRADE LEVEL: Fourth Grade

UNIT: John Hunt Morgan’s Raid

**Abstract**

Throughout this unit, the students learn about the Indiana’s involvement in Civil War. They examine the causes of the Civil War and important people who participated in it. The main discussion of the unit examines John Hunt Morgan and his contribution to the Civil War.

The students partake in many different activities to thoroughly examine John Hunt Morgan. These activities include map making, discussions, research projects, and a video game.

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| Benchmarks | Assessment Tasks | Key Concepts |
| Students will:  Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War. (4.1.8)  Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (4.1.7)  Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana. (4.1.15)  Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history. (4.1.17) | Students will:  Write a letter to John Hunt Morgan about the raids expressing their point of view. (4.1.8, 4.1.17)  Prepare a first person presentation about an individual involved with the Civil War. (4.1.8, 4.1.7, 4.1.17)  Create timeline of John Hunt Morgan’s life and raids. (4.1.15, 4.1.17) | Civil War  John Hunt Morgan  Slavery  Perspectives |

**Focus Questions**

* 1. What were the causes of the Civil War?
  2. What was John Hunt Morgan’s purpose of raiding through Kentucky, Indiana, and Ohio?
  3. Who were important people that were involved in the war?

**Instructional Resources**

Cahill, L. S. (2002). “The John Hunt Morgan heritage trail in Indiana. K-Hill Publications.

Horwitz, L. V. (1999). *The longest raid of the Civil War: little-known & untold stories of Morgan's Raid into Kentucky, Indiana & Ohio*. Cincinnati: Farmcourt Pub..

John Hunt Morgan Self-Guided Tour Map of Indiana. Historic Hoosier Hills RC&D: Indiana.

*Library of Congress*. The Abraham Lincoln Papers at the Library of Congress. Retrieved April 24, 2011 from <http://memory.loc.gov/>.

Schroeder, Jay. EHistory Achieve. *American Civil War*. Retrieved April 24, 2011 from <http://ehistory.osu.edu/>

**Catalog of Lessons**

**Lesson 1: Causes of Civil War**

Describe the causes of the Civil War. Since the Civil War is associated with slavery, focus on slavery. After the discussion is over, divide the class into two groups. Give one side of the classroom facts about the Northern Abolitionist states, and the other side Southern Confederate state facts. Ask the students to think about questions and discuss the facts that they have been given. After they have been given time to discuss, bring the class together. Have a group discussion about slavery and allow each side to share the important facts and any additional questions. If they have any question, try to answer their concerns. Review the main points as a group.

**Lesson 2: Important People**

Explain the important people involved with the war. Assign the class into seven groups. Give each group a historical box about one of the following seven people:

* Abraham Lincoln
* Stonewall Jackson
* General Lee
* Ulysses S. Grant
* Jefferson Davis
* John Hunt Morgan
* Frederick Douglass

In the historical boxes, there should contain pieces of information describing that person, for example, a top hat for Abraham Lincoln. Give the students time to look through their boxes and discuss the items in the box. They share the contents of their box with the class, then given the name of the person linked to the box. Students are asked to research the important person. They need to find facts about the person and what side they took in the war. The group shares their information and persuades the rest of the class to join their side of the Civil War.

**Lesson 3: Background of John Hunt Morgan & Raiders**

The students create a timeline of historical facts about the Civil War and John Hunt Morgan. In groups of two the students take an important event about the raids and John Hunt Morgan, draw a picture illustrating the event, and then summarize the event. The students then put the events in order to create a timeline.

**Lesson 4: The John Hunt Morgan Game**

The students create a KWL chart about the video game. Before the game is played, the students summarize what they have learned from the previous lessons, and the teacher asks them what else they wish to know. The students then play the game, and reflect on their experience by completing the KWL chart. They write what they learned from the game.

**Lesson 5: Battle of Corydon**

The students create maps throughout this lesson. They create a map of Indiana and locate where Corydon, Indiana when the battle occurred. After making a paper map of Indiana and locating Corydon, make the map look like it was from 1863. The students dip their paper in a tub of coffee. After they know where Corydon is located, students discuss the Battle of Corydon. Discuss what factors influenced the outcome of the battle including army size, terrain, and the ability to move. Allow students to guess who won the battle. Tell the students that Morgan had defeated people of Corydon, but he himself would be captured.

**Lesson 6: How did John Hunt Morgan meet his end?**

In three groups students get a version of John Hunt Morgan’s death. After reading their version the groups decide if they believe their version and the reasons they believe it. Each group presents their version and their beliefs to the rest of the class. Finally the students individually write a paragraph explaining which version they believe and the reasons behind it. After everyone finishes their paragraphs the students vote to determine which version the majority believes.

**COURSE TITLE: John Hunt Morgan**

NAME: Pam Colver & Bridget Thie

GRADE LEVEL: Fourth Grade

UNIT: Civil War

**Abstract**

The students write a letter to either John Hunt Morgan encouraging him to continue his raids or to the Union Army begging them to stop Morgan’s raids.

**Prompt**

* A map of the towns that Morgan raided: John Hunt Morgan Heritage Trail
* Telegram to Abraham Lincoln about the location of Morgan

**Directions**

“For today’s lesson, we will continue working with the raids of John Hunt Morgan. We will continue talking about Morgan’s reasoning for raiding the towns and cities in Southern Indiana. We will look at several maps and see just where Morgan was heading. I will ask that we go ahead and get into groups and begin discussing how you would feel if Morgan had raided our town. Would you feel scared? Would you want to join the raids? Which side would you pick? Once we are finished discussing our opinions in our small groups, we will look at a telegraph that was sent to President Lincoln about the whereabouts of Morgan. I will be asking you to pretend that you are a townsperson in Cadiz Junction, Antrin, or Hendricksburg. I will be asking you to write a letter to John Hunt Morgan. I want you to express your point of view of his raids. Remember our feelings of either fear or willingness to fight. Make sure you include a date and use proper English. We will be presenting our letters on Memorial Day at our school presentation. There will be members of the community that have had relatives that fought against Morgan or maybe with Morgan. They will be excited to hear your thoughts of Morgan’s raid.”

**Procedure**

Assign the students into small groups. Give the students time to discuss the maps and share their thoughts on the raids. Allow the students to view the telegraph on the overhead projector. Instruct them to write a letter from the point of view of a townsperson in one of these locations. Write the directions on the board. Make sure that all students are clear on the directions and allow them to ask questions if they need clarification. Allow the students to see the rubric before starting on their assignment.

**SCORING RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BENCHMARK** | **SCORE** | | | |
| History: The Civil War Era and Later Development: 1850 to 1900. Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War. (4.1.8)  History: Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history. (4.1.17) | 1 | 2 | 3 | 4 |
| Letter is incomplete. The student fails to share their point of view and describe the raids. Does not follow directions. | Letter is written to someone other than Morgan and not from a townsperson’s point of view. Has little to do with the raids and does not give an account about their fears or anxiety about the raids. | Letter to Morgan is complete, but student failed to write from a townspersons’ point of view. However, the document is about the raids in Indiana. | Letter to Morgan is completed with a point of view from a townsperson. The document describes the raids in Indiana. Students share their opinions and feelings about raids. |

**Helpful sources on John Hunt Morgan and those associated with him:**

*Library of Congress*. The Abraham Lincoln Papers at the Library of Congress. Retrieved April 24, 2011 from <http://memory.loc.gov/>.

John Hunt Morgan Self-Guided Tour Map of Indiana. Historic Hoosier Hills RC&D: Indiana.

**COURSE TITLE: Perspective on Raiders**

NAME: Pam Colver & Bridget Thie

GRADE LEVEL: Fourth Grade

UNIT: John Hunt Morgan’s Raid

**Abstract**

This assessment is to check the students understanding of perspectives on John Hunt Morgan’s raid through Indiana, and the cause of the Civil War.

**Prompt**

* Short first person presentation modeled for the students as an important figure for the Civil War such as Abraham Lincoln.
* Mini-biographies of each of the options for the presentations.

**Directions**

“John Hunt Morgan’s raid leads to the northern most battle of the Civil War. You are to take on one of the following roles and present their part in John Hunt Morgan’s raid for the Confederacy. You can choose to be a resident in a town he raided, a relative of one of his men, one of his raiders, his right hand man Basil W. Duke, or John Hunt Morgan himself. Do not be afraid of taking the side of a Confederate raider; they were very involved in this event, and had reasons for their beliefs for taking part in the raid. There are always multiple viewpoints to a story, determine which side you would like to tell. Your presentation should explain how you have experience with the raid. Which side, Union or Confederate, should be evident in your speech.You must also cite at least one event that has helped you form your opinion on which side of the war you are involved with. One prop and period style clothing should be included in the presentation.”

**Perspective Options for First Person Presentation**

~John Hunt Morgan

~Basil Wilson Duke (2nd in command)

~A member of his group

~A person living in a town he raided

~A Union soldier trying to catch John Hunt Morgan

**Presentation guidelines:**

~Choose a person

~Research your person’s involvement and personal life in at least one book and one website.

~Make or find props and clothing to wear for presentation.

~Practice the presentation and be prepared to present for 6-8 minutes.

~Present and persuade the view that you have become the person and that your viewpoint is more important.

**Procedure**

Model a first person presentation with someone, such as Abraham Lincoln, who is involved in the Civil War but not directly involved with John Hunt Morgan. Engage the students’ interest by mentioning John Hunt Morgan’s raid. Afterwards either distribute mini-biographies or tell a few facts about different people involved. This is to make the students’ aware of all the different people involved and the many different perspectives they held. Invite the students to do their own research on one of the people to make sure that multiple perspectives are explored. Remind them that it is always best to know all sides of a story to make any judgment on an event. Guide the students through finding proper resources and how to make props. Give each student a scoring rubric to follow when preparing so they include everything in their presentation. Also remind them that they will be performing for parents and other students so they need to practice and have factual information.

**Scoring Rubric**

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| --- | --- | --- | --- |
| Benchmarks | 1 Point | 2 Points | 3 Points |
| The Civil War Era and Later Development: 1850 to 1900. Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War. (4.1.8) | Student looked at notes the whole time. Did not have any props or costume clothing. Information was either not factual or not enough information given. Student did not make it apparent which perspective they were taking.  Did not fulfill time requirement. | Student had either a prop or proper clothing. Most of the information was factual and let the audience know which perspective they were giving. One event was cited. Did not fulfill time requirement. | Student had a prop and proper clothing. The information was factual and let the audience know which perspective they were giving.  At least one event was cited. Did fulfill time requirement. |

**Helpful sources on John Hunt Morgan and those associated with him:**

Cahill, L. S. (2002). “The John Hunt Morgan heritage trail in Indiana. K-Hill Publications.

Horwitz, L. V. (1999). *The longest raid of the Civil War: little-known & untold stories of Morgan's Raid into Kentucky, Indiana & Ohio*. Cincinnati: Farmcourt Pub.