LIBRARY OF CONGRESS
PATHWAYS ADVENTURES:
Using Historical Documents to Develop Early Literacy

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Book Backdrop Title:

Pink and Say: An Adventure in Civil Liberties

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INTRODUCTION

Book Backdrop Title:
Pink and Say: An Adventure in Civil Liberties

Focus Book Citation:

Focus Book Summary:
Based on a true story, Pink and Say are two boys of different race that run into each other in the Civil War. Pink saves Say's life and carries him to his home to be cared for. There Say realizes that African-Americans deserve the right to be free and becomes great friends with Pink. Pink ends up helping teach Say how to read and the two boys try to re-join the Union army. Quickly after this, the boys become captured as prisoners of war. Although the two boys end up going through some tough times together, their friendship remained strong.

Book Setting:
This story takes place in the South during the Civil War. Sections of the book are on the battle field, in Pink’s home, and the story ends in a modern day setting.

NCSS Notable Tradebook Theme: History Life & Culture in the Americas

Historical Period:
National Expansion & Reform

Grade Range:
Upper Elementary
Lesson Module

Five Lesson Primary Source-Based Book Backdrop Lesson Plans

Lesson 1

Title: The Civil War: Multiple Perspectives

Learning Goals:

Knowledge
• Students will understand the following terms: mahogany, marauders, vittles, inconsolable, deserter, mustered, cleaved, and smote.
• Students will understand the meaning of the Emancipation Proclamation and what it meant to different people.

Skills
• Students will explore various types of primary sources of the Emancipation Proclamation document.
• Students will write letters to Abraham Lincoln from a character’s point of view expressing
• Students will participate in role-play to explain their perspective of the Civil War.

Dispositions
• Students will develop multiple perspectives of the Civil War through the use of primary sources and the story “Pink and Say.”

Links to National Standards:
http://www.socialstudies.org/standards/strands

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

General Instructional Materials:
• Copy of Pink and Say
• Preliminary Emancipation Proclamation—Appendix #1
• Handwritten Emancipation Proclamation—Appendix #2
• Paper
LOC Primary Source Materials:
- Appendix #1 - Preliminary Emancipation Proclamation: September 22, 1862
- Appendix #2 - Positive Photostat of handwritten Emancipation Proclamation: September 22, 1862

Lesson Procedures:

Introduction
1. Before reading the book, students will complete a KWL as a class on the topic of the Civil War.
2. Begin by reading the book “Pink and Say” by Patricia Polacco. Throughout the book, we will discuss certain vocabulary words, such as: mahogany, deserter, spectacles, cleaved, and traitor. While reading the book, we will refer back to the KWL chart students completed to further their understanding of the Civil War. Throughout the book, I will ask the following questions to engage students:
   - How old was Say when he got injured in the war? Could you imagine being a soldier in a war at that age?
   - Why was Pink’s mom so excited to see him?
   - Why is it so dangerous for Pink and Say to stay with Moe Moe Bay in her home?
   - Why did Pink and his father, Kaylo, have Master Aylee’s last name?
   - Pink and Say were both Union soldiers. How come Say was allowed to carry a gun but Pink wasn’t?
   - What was Pink fortunately able to learn as a slave?
   - What did Say do that was important?
   - Pink says, “This war has to be won or this sickness that has taken this land will never stop.” What is the “sickness” Pink is referring to?
   - Say gets upset when Pink says that he wants to return to fight in the war. Why is Say so upset? What is he holding back from Pink?
   - What did Pink want to do one last time before him and Say separated?
   - How does Patricia Polacco get readers to remember Pinkus Aylee?
3. As a class, students will complete the “learned” portion of the KWL chart after reading the book “Pink and Say.” The teacher must make sure to explain slavery along with the process and person responsible for ending slavery.
4. Together, the class will discuss slavery. The teacher will explain that Pink expressed that this war was his fight because he was fighting for his freedom. The class will then get the opportunity to view a preliminary Emancipation Proclamation document as well as a handwritten emancipation proclamation document.

Development
1. Show students the preliminary Emancipation Proclamation document as well as the handwritten Emancipation Proclamation document (Appendix), without telling the students what it is.
2. Ask students the following questions:
   - Who wrote this document?
   - Are there any sentences or words you can read in this document?
   - What’s the date on the document? What might that date tell us?
   - Support students thinking that this primary source is a document of the preliminary Emancipation Proclamation declared by Abraham Lincoln.
3. Explain that President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863. It was nearly the 3rd year of the Civil War when the Emancipation Proclamation was issued. The
proclamation declared, "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free."

**Culmination**
1. Students will write a letter to Abraham Lincoln after the Emancipation Proclamation has been declared. Students will write the letter from a perspective of a character from the story “Pink and Say.” Students must integrate what they learned about the Emancipation Proclamation as well as what they learned about the Civil War and how their character was impacted.
2. After the completion of the letters, students will participate in role-play to share their letters. Students will partner up. Each pair of students gets an iPad. Students will take turns video taping one another. The video taper is a news reporter, while the person being video taped is a character from the book.
3. The news reporter will interview the character, asking their stance on the Emancipation Proclamation. Students will respond to the news reporter by reading their letter to Abraham Lincoln and adding any extra important details. Students will take turns being the news reporter and the character from the story. Students will interact with their peers by sharing their interviews on the Emancipation Proclamation.

**Assessment Strategies Linked to Lesson Goals**
1. Students’ letters will be turned in to check for understanding.
2. Students will be encouraged to share their recorded interviews with the class to promote reflection and to share their perspectives on how the Civil War and Emancipation Proclamation impacted their character.
Lesson 2

Title: Where has the Civil War been? Understanding the Union and Confederates and important battles.

Learning Goals:

Knowledge
• Students will learn about the union soldiers.
• Students will learn about the confederate soldiers.
• Students will learn about important battles of the Civil War.

Skills
• Students will participate in using a map to look at the battle areas of the Civil War.
• Students will begin exploring primary sources from events from the Civil War.

Dispositions
• Students will gain an understanding of the sides of the war and some important battles.

Link to National Standards:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

General Instructional Materials:
• If you Lived at the Time of the Civil War by Kay Moore
• Paper
• Writing Utensils
• Map of Civil War battle
• Picture from Civil War

LOC Primary Source Materials:
• Appendix #6 - Excavating for "Y" at Devereux Station, Orange & Alexandria Railroad
• Appendix # 7- Battle of Gettysburg - Engagement in the Peach Orchard
• Appendix #8 - Elliott's map of the battlefield of Gettysburg, Pennsylvania Made from an accurate survey of the ground by transit and chain. F. Bourquin & Co., liths., Philada.
Lesson Procedures:

Instruction
1. We are going to start by seeing if the students know about the confederate and union soldiers. We will talk about what side of the war they are on and where they are from.
2. Explain to the students the Civil War was fought between the North (Union) and South (Confederate) because of the economic differences between the North and the South, the South had slaves and the North didn’t and some of the people in the United States wanted to elect Abraham Lincoln and others didn’t because he was believed to favor the anti-slavery states.
3. Introduce the book *If you Lived at the Time of the Civil War* by Kay Moore. Ask the students what they think is going to happen in the book by looking at the name of the book and the front cover.
4. Read the book and ask the students questions during the book to check for understanding of the book.

Development
1. Show the students a map of the battles and pictures of the Civil War without telling the students what they are looking at. (Images: The three listed in LOC materials)
2. Ask the following questions about the picture:
   - What do you think was happening when this picture was taken?
   - Do you know when it was taken? How do you know?
   - Do you know where this was taken? How do you know?
   - Why do you think there is a younger male in the photo?
3. Tell the students what is going on in the picture. Explain to them about
4. Talk with the students about the Battle of Gettysburg and tell them what caused it.
5. Talk with the students about the Battle of Bull Run and tell them what caused it.

Culmination
1. Have the students write a letter home as if they were a soldier in the war and were fighting. Encourage them to write about some of the events they learned about like they were there fighting the battles.
2. Have the students draw a picture of some of the things they saw while they were fighting at war.
3. Have the students share with the rest of the class or with a small group their letter and picture they are sending home to family to inform them what they are doing during the war.

Assessment Strategies Linked to Lesson Goals
1. Have students reflect on writing a letter to family in the soldier’s point of view.
2. Ask the students to give two things they learned about the Civil War.
3. Ask them if they would be able to live anywhere that was a part of the Civil War, where would they want to live?
Lesson 3

Lesson Title: A Nation Divided

Learning Goals:

Knowledge

• Students will discuss major differences between the North and South and how these differences led to the Civil War.

• Students will examine conflicting opinions about Abraham Lincoln during the Civil War.

Skills

• Students will explore different types of primary resources including maps.

• Students will be able to list some similarities and differences between the North and the South in the Civil War.

Dispositions

• Students will begin to develop different perspectives about the Civil War from the view of the North and South.

Links to National Standards

http://www.socialstudies.org/standards/strands

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Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions

Power, Authority, and Governance: Social studies programs should include experience that provide for the study of how people create interact with, and change structures of power, authority, and governance.

General Instructional Materials:

• The Civil War: A Nation Divided program
• Computer with Internet
• Primary resources about the Civil War and Abraham Lincoln.
• Map of the Civil War

LOC Primary Resource Materials:

• Appendix #10 - Image of Southern States
• Appendix #11 - Letter from John E. Bowers
Lesson Procedures:

Introduction
1. Begin by asking the students if they know who the Confederates and Union states were.
2. Then ask if anyone in the class has heard and example of the following conflicts can lead to disagreements:
   - What someone was doing prevented someone else from what he/he needed to do.
   - One person was too different from another that they could not understand each other.
   - Someone treated someone else badly.
   - How can any of these conflicts lead to serious disagreements?
3. Explain to the students that the Civil War started because the North and South did not agree on specific things like: slavery, state rights, economic and social differences, and Abraham Lincoln.

Development
1. Have the student watch pieces of the video, A Nation Divided. Ask them the following questions:
   - How did the economies of the North and South differ before the Civil War? (The North was industrialized; the South was agricultural.)
   - Why was slavery so important to the South? (Landowners depended on slaves to work in the fields; the South's economy was entirely dependent on slavery.)
   - How did the addition of new states to the Union create dispute? (Free states and slave states both worried about the other side having an advantage. The Missouri Compromise, for example, was designed to maintain a balance of power.)
2. Discuss conflicting opinions of Abraham Lincoln during the war. Ask students: Did most Northerners and Southerners feel the same way about the President.
3. Look at a letter from a soldier from the Union side and talk about what he wrote (feelings, environment etc).
4. Facilitate a class discussion about the similarities and differences between the North and South.

Culmination
1. Tell the students that they are going to fill out a chart about the similarities and difference between the North and South.
2. Put words on each half of the chart that describes characteristics of each side.
   - Ask students "what words describe the Confederates? What words describe the Union?"
   - Ask how the people and resource differed or were the same and have them write those words down too.
3. Have the students work in groups and put their thoughts on an iPad using Educreations.

Assessment Strategy Linked to Lesson Goals
1. Students will share their charts they made with the rest of the class to check for understanding.
2. Students will reflect on what they learned about how the North and South's conflicts turned into a Civil War. They will turn this in and be graded on their understanding and reflection of these events.
Lesson 4

Lesson Title: Andersonville Prison: Life as a Civil War soldier

Learning Goals:

Knowledge
• Students will develop understanding of the conditions at Andersonville Prison.
• Students will examine photos of the Andersonville Prison and affect it had on soldiers.
• Students will learn about important aspects of Andersonville Prison.

Skills
• Students will explore various primary resources including photos.
• Students will read a passage about life as a prisoner of war and Andersonville Prison.
• Students will be able to create a list of important details of Andersonville Prison in a group.
• Students will write a mock journal entry of a Prisoner of War in a small group.
• Student will use reader’s theatre to share their journal entry to the class using the I pads.

Dispositions
• Students will begin to develop understanding of the hardships and conditions as a Civil War soldier in Andersonville Prison.

Links to National Standards
http://www.socialstudies.org/standards/strands

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Power, Authority, and Governance: Social studies programs should include experience that provide for the study of how people create interact with, and change structures of power, authority, and governance.

General Instructional Materials:
• Pink and Say by Patricia Polacco
• Primary Resources: photos of prison and soldiers
• Life as a prisoner reading (www.nps.gov)
• I pads
• Paper
• Pencil
LOC Primary Resource Materials:
- Appendix #14 - Sergeant Nickerson - Prisoner of War
- Appendix #15 - Inmate of Andersonville Prison
- Appendix #16 - Andersonville Prison

Lesson Procedures:

Introduction
1. Begin by revisiting the book Pink and Say.
2. Turn to the page when Andersonville Prison is first mentioned and read that passage again to the students.
3. In a large group meeting, ask students to briefly define the term prisoner of war.
4. Ask them to describe some conditions one might experience as a prisoner of war.
5. Have students split into small groups (4-5 students) and make a list of those conditions.
6. Have groups share one or two things from their list to the rest of the class.

Development
1. Students will then read in their small groups a passage about life as a prisoner of war in Andersonville Prison. (Have students take turns reading aloud to their small group.)
2. Students will then look at pictures of prisoners of war that have been to Andersonville Prison and an image of the prison itself.
3. After students are done looking at the primary resources, they will return to their list of conditions and add anything that they have learned thus far.

Culmination
1. Students will then write, as a small group, a mock journal entry as if they were in Andersonville Prison. (At least on page)
2. Students will include things like hardships, conditions, and any other special attributes that they have learned about Andersonville Prison.
3. Students will then split their journal entry up into parts of a Reader’s Theatre script to share to the whole class using the iPads.
4. Students will record their reading of their script using the iPads and share to the rest of the class.

Assessment Strategies Linked to Lesson Goals
1. Students will consider and develop a list of the hardships and condition related to Andersonville Prison.
2. Students will write an informative journal entry about life in Andersonville Prison.
3. Students will share their journal entries in the form of reader's theatre expressing feelings, hardships, and tone of their journal entry.
Lesson 5

Title: Standing Up For What You Believe In

Learning Goals:

Knowledge
• Students will learn about Fredrick Douglas and his passion for education and taking a stand.
• Students will begin to understand the ideas of slave trade, equality, and civil rights.
• Students will develop an understanding of how important it is to have an education and fight for what they believe in.

Skills
• Students will write letters as someone who was not allowed to do something they should be able to do.
• Students will then share their letters with others and discuss the power words can have.

Dispositions
• Students will develop an understanding that they have to fight and stand up for what is right to make this world a better and peaceful place to live.
• Students will think about how the ideas of equality and fighting for civil rights still holds true today in places around the world.
• Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.

Links to National Standards:
http://www.socialstudies.org/standards/strands

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Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence.

General Instructional Materials:
• Copy of Words Set Me Free
• Primary Resources with Lincoln Letter Transcript
Lesson Procedures:

Introduction
1. Begin by writing the word equality on the board. Ask the students to turn to a partner and do a "Think, Pair, Share" regarding what they know about the terms.
2. After a few minutes ask for volunteers to share their knowledge, understanding, or questions with the class about the vocabulary term.
3. Explain to the students what the word means and ask them what they have learned about people fighting for their rights over the past few days.
4. After having a brief discussion, explain to the students that there are many people who have become famous for fighting for freedom and what they believe is right. One of those people is Fredrick Douglas. Fredrick Douglas was born a slave and fought for his freedom his entire life. Luckily, Fredrick was a slave that was fortunate enough to learn how to read and write. This ability helped Fredrick fight for what he believed is right.
5. Introduce the book, Words Set Me Free. Tell the students that this book is about the life of Fredrick Douglas and how he used his ability to read and write to change America forever.
6. Read the book, making sure to pause throughout to talk about powerful pictures, highlight important information, ask questions to check for comprehension, and encourage student engagement.

Development
• Give students copies of Fredrick Douglas’s “The North Star,” 1848 newspaper article from the The North Star without telling them what it is. (Appendix #23)
Have the students read this document and then ask them the following questions:
  • What do you think this article is about? Why?
  • Who do you think wrote it and why?
  • Why do you think this document is important for us to look at today?
• Explain to the students that Fredrick Douglas is not the only person who stood up for what he believed in. Another person who did this and changed the country was Abraham Lincoln. Review with the students what they have already learned about Abraham Lincoln in a brief discussion.
• Then give students copies of Lincoln’s letter (Appendix #22), and explain to them that this is a letter that Lincoln wrote to James Hackett in 1863 (make sure there is a transcript of it because it is difficult to read). Have the students read it in their table groups.
• Then ask the students the following questions:
  • What is this letter about?
  • Why do you think Abraham Lincoln felt about fighting for what he believes in based on what you read in the letter?
• Explain to students that fighting for what you believe can be challenging for everyone, but it is possible, especially if you use your resources to help you.

**Culmination**
1. Ask the students if there was ever a time in their lives where they wanted to stand up and fight for their rights.
2. Have a discussion about how sometimes things are not always fair and people have to fight for fairness and freedom. Explain to students that in other countries people still have slaves and do not have their freedom. Have a discussion about this based on the world events happening at the time.
3. Explain to the students that you would like them to write a letter about how not having freedom is unfair like Fredrick Douglas did. Explain that the students should write their letters from the perspective of an African American slave during the Civil War time period, or as a slave in a current country. Explain that you would like to have the students write the letters with the intended audience being a government official.
4. After the students have had some time to think and write their letters, ask for a few volunteers to share their letters with the class.
5. Have a class discussion afterwards about how it felt to write a letter fighting for something they believe in. Also be sure to talk about the importance of never giving up, because they all have the ability to change the world like Fredrick Douglas and Abraham Lincoln did.

**Assessment Strategies Linked to Lesson Goals**
1. Have the students write a letter to a "government official" to convince them to change a rule or something to make things fair for all. Collect these letters at the end of the lesson to check for student understanding of the concepts talked about.
2. Have the students talk about their letters and share them with each other. Take a formative assessment of what students are thinking and how they are grasping the concepts learned.
APPENDIX I: Library of Congress Resources

1. Image
Positive Photostat of handwritten Emancipation Proclamation on four leaves, signed by Lincoln. This was created September 22, 1862 in Washington D.C.
http://memory.loc.gov/cgi-bin/query/h?ammem/scsmbib:@field(DOCID+@lit(scsm000231))
2. Image
This is a Preliminary Emancipation Proclamation created by Abraham Lincoln on September 22, 1862.
http://memory.loc.gov/cgi-bin/query/h?ammem/scsmbib:@field(DOCID+@lit(scsm000950))
3. Image
Photograph showing civil rights leaders, including Martin Luther King, Jr., surrounded by crowds carrying signs.
http://www.loc.gov/pictures/item/2003688164/
4. **Image**
Photograph of a man drinking from a segregated water cooler in Oklahoma City, Oklahoma, July 1939.
http://www.loc.gov/exhibits/civilrights/images/cr0005s.jpg
5. Image
Photograph of George E.C. Hayes, Thurgood Marshall, and James M. Nabrit, following Supreme Court decision ending segregation.
http://www.loc.gov/exhibits/civilrights/images/cr0009s.jpg
6. Image
Excavating for "Y" at Devereux Station, Orange & Alexandria Railroad
http://www.loc.gov/pictures/item/2004680111/
7. Image/Sketch
Battle of Gettysburg - Engagement in the Peach Orchard
http://www.loc.gov/pictures/resource/cph.3c17019/
8. Map
Elliott's map of the battlefield of Gettysburg, Pennsylvania Made from an accurate survey of the ground by transit and chain. F. Bourquin & Co., liths., Philada.
http://memory.loc.gov/gmd/gmd382/g3824/g3824g/cw0332000.gif
9. Image
Round Top from Devil's Den, Gettysburg, PA.
http://www.loc.gov/pictures/item/det1994009282/PP/
10. Image/Map
Southern States
http://www.loc.gov/resource/g3860.cw0006500/
11. Letter
A letter from John E Bowers.
12. Image
Officers from the 139th Pennsylvania infantry
http://www.loc.gov/pictures/resource/cph.3c29903/?co=cwp
13. Image
Confederate soldier in artillery jacket with secession badge and artillery forage hat.
http://www.loc.gov/pictures/resource/ppmsca.37168/?co=lili
14. Image
Sergeant Nickerson - Prisoner of War
http://www.nps.gov/stri/historyculture/images/andersonville_prisoner.jpg
15. Image
Inmate of Andersonville Prison
http://i.cdn.turner.com/trutv/trutv.com/graphics/photos/notorious_murders/classics/andersonville/1a.jpg
16. Map/Sketch
Andersonville Prison
http://www.nps.gov/nri/resources/customcf/story/WarHilt_AndersonvilleSketch.jpg
17. Image
Cold Harbor, Va. - African Americans collecting bones of soldiers killed in the battle.
http://memory.loc.gov/cgi-bin/query/D?cwar:9:./temp/~ammem_Ae0g:T16
18. Map
Civil War Map
http://memory.loc.gov/ammem/collections/civil_war_maps/
19. Document
The Gettysburg Address
http://myloc.gov/Exhibitions/gettysburgaddress/Pages/default.aspx

Executive Mansion.
Washington, 1863.

Five score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that "all men are created equal."

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of it, as a final resting place for those who here gave their lives that that nation might live. It is rather for us, the living, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.
20. Image
Picture of Margaret Douglass in 1854
http://www.loc.gov/exhibits/brown/images/br0001p1s.jpg
21. Image
Picture with description of a sit in done in Greensboro, N.C. in 1960
http://www.loc.gov/exhibits/odyssey/archive/09/0909001r.jpg
22. Letter
Letter from President Lincoln to James Hackett in 1863 describing how he is feeling as President and the challenges he faces
http://memory.loc.gov/cgi-bin/ampage?collId=lprbs LSM&fileName=scsm0854/lprbsmsmscm0854.db&recNum=2

James H. Hackett
My dear Sir:
Yours of Oct 22nd is received as also was, in that concern, that of Oct 3rd. I look forward with pleasure to the fulfillment of the ....in the former. Give yourself no uneasiness or the subject mentioned in that of the 22nd. May now to you I certainly did not expect to see in print; yet I have not been much shocked by the newspaper comment upon it. Those comment, colorful a fair specimen of has occurred to new thought life. I have endured a great deal of ridicule without much malice; and have received a great deal of kindness, not quite free from ridicule. I am used to it.
Yours truly,
A. Lincoln
Of all the stars in this "brave, overhanging sky," the NORTH
STAR is our choice. To thousands now free in the British domi-
nions, it has been the STAR of FREEDOM. To millions now in our
honored land of liberty, it is the STAR of HOPE. Dark clouds may
conceal, but cannot destroy it. Tempests may toss the sea, earth-
quakes convulse the globe and storm-bolts shake the sky; it stands
as firm as Mountains in its mellow twinkling rays are Faith, Hope
and Freedom. We shall cherish the one, indulge the other, and en-
deavor to gain the last for our slavery-smitten countrymen.

We have ventured to call our humble sheet by the name of our
favorite star. We have been requested to change this name, but,
as yet, we see no good reason for doing so. The Morning Star has
been suggested as a suitable name, and that of The Evening Star
has been likewise mentioned; but the one is too early and the oth-
er too late. The Midnight Star is our choice. We are overshadow-
ed by gloomy clouds and are on a dark and perilous sea. We need
the Polar light to guide us into port.
APPENDIX II:  
Bibliography and Webliography

Bibliography of Related Children’s Literature:


Webliography of Supporting Online Resources for Students:

**Brain POP: The Civil War**

Colorful and informative web pages in easy to read formats, make this site a fun for children to learn about the Civil War. The site also includes cartoon movies students can watch to learn about what happened during the Civil War that are educational and enjoyable to watch.  
**Civil War Facts**
The website has questions and answers about the Civil War. There are many questions about the Civil War dealing with information about the soldiers, comparing this war to other wars, books about the Civil War, the causes of the Civil War and more.
http://www.civilwar.org/education/history/faq/

**Civil War Trust: Teacher Resources**
This website can be very useful to teachers in teaching the Civil War. There are links to curriculum plans for elementary to secondary grades. There are many resources such as links to primary resources, maps, glossaries, and timelines.
http://www.civilwar.org/education/teachers/

**History in the Headlines: 10 Surprising Civil War Facts**
Dennis Gaffney and Peter Gaffney wrote “The Seven-Day Scholar: The Civil War” which is a breakdown of the Civil War in seven days at a time. There are ten surprising facts used in this book that are on this website about the Civil War. Most of these questions are about things you don’t know about the Civil War.
http://www.history.com/news/10-surprising-civil-war-facts

**Library of Congress - Time Line of The Civil War, 1861**
This is an illustrated timeline of the events in the Civil War. Students can read about all the different events that happened by year, in order and see pictures from the Civil War.
http://memory.loc.gov/ammem/cwphtml/tlother.html

**PBS Kids: Stand Up for Your Rights**
This interactive site allows students to explore the history of the Civil Rights Movement and who helped make this movement possible through games, readings, and other fun activities.
http://pbskids.org/wayback/civilrights/index.html

**Teaching History - Civil War Interactive Poster**
Students can look at a variety of sources—maps, letters, diaries, objects, music, images, and more—to piece together a sense of the Civil War’s complexity. The images and related resources from this poster are designed to get students thinking about how primary sources can help uncover stories about the past. As the poster illustrates, it takes many sources to create a more complete picture of the Civil War.
http://teachinghistory.org/civil-war

**The Civil War for Kids**
This is a website developed by a 5th grade class in New York. It has graphs, timelines, pictures, and other items to help explain the Civil War.
http://www2.lhric.org/pocantico/civilwar/cwar.htm
Understanding Prejudice: Elementary School Classroom Activities
A web page for teachers that offers many creative activities that can be used to teach young children about prejudice and social justice when discussing the Civil Rights Movement. It is important to teach children about diversity and the way people differ from others!  
http://www.understandingprejudice.org/teach/elemact.htm

Way Back. Stand up for your Rights
An interactive website for students to learn about the Civil Right Movement. Students can engage in an interview with Melba Beals, the first African American student to attend Little Rock’s Central High. Students also have the opportunity to play games to test their knowledge on the Civil Rights Movement and the important people involved.  
http://pbskids.org/wayback/civilrights/index.html