



## 1863 CIVIL WAR JOURNEY: RAID ON INDIANA THE CIVIL WAR HOME FRONT RECOMMENDED FOR GRADES 8 AND UP

Although the Civil War was fought within one country, home front experiences between those living in the North and the South were quite different. The fact that most of the battles took place on Confederate soil, along with many other regional differences, contributed to vastly different experiences between the two sides. Also, the experiences of those living in the same region could even be different depending on whether they lived in urban or rural areas, whether they were rich or poor, and whether they were black or white. The different experiences of people on the home front related directly to each side's ability to supply troops and prepare for battle.

### OBJECTIVES:

After doing this activity, students will be able to:

- Describe some of the differences between the Union and Confederate home fronts during the Civil War.
- Describe the effect those differences had on the experiences of people living on the home front.
- Present their findings orally, visually, or in a written format.

### WHAT TO DO:

- Students will work in teams of 2.
- Each group will research life on the home front in both the North and the South. They may use books, primary documents, or the internet. (See the Additional Resources section of Conner Prairie's Civil War microsite at <http://civilwar.connerprairie.org/explore/Additional-Resources-About-the-Civil-War> for sources.)
- Each group will select a type of person (a farmer's wife, a factory worker, a freed slave, a teacher, etc.) living on the home front during the Civil War. The group will then create characters to portray that represents that type of person in both the North and the South.
  - Students should be prepared to answer questions such as, If you were a farmer's wife in the North, how much money would you have? Would you have lived near battlefields? Would you have access to food and other goods? What sorts of new roles would you have to take on during the war? How would these things change if you were a farmer's wife in the South?
- Students will present their characters in a dramatic or public speaking format. One member of each group will take on the role of their person in the North and the other will play their Southern counterpart.

- Students should name their characters and make up a background for them. They should tell the story of each person's Civil War experiences, making sure to compare and contrast the home front experiences of the same type of person from the two regions.
- Students may dress in costume or use props to present their characters.

#### TEACHING OPTIONS:

- Students may present their information in ways other than a dramatic format. They may write a report or a journal entry from their characters' point of view. They may also present their information visually on a poster, collage, or Power Point.

#### ADDITIONAL RESOURCES

- "The Civil War Homefront" by Drew Gilpin Faust at [http://www.cr.nps.gov/history/online\\_books/rthg/chap6.htm](http://www.cr.nps.gov/history/online_books/rthg/chap6.htm) for more information. You can also link to this article through the Conner Prairie Civil War microsite, [civilwar.connerprairie.org](http://civilwar.connerprairie.org).
- "The Southern Homefront 1861-1865" at the University of North Carolina. <http://docsouth.unc.edu/ims/topics.html>
- "The Northern Homefront" <http://www.ushistory.org/us/34c.asp>

#### IN ACADEMIC STANDARDS

Language Arts: 8.2.7, 8.2.9, 8.4.4, 8.4.5, 8.4.6, 8.4.11, 8.5.1, 8.5.3, 8.7.2, 8.7.3, 8.7.4, 8.7.5, 8.7.10

Social Studies: 8.1.10, 8.1.21, 8.1.25, 8.1.26, 8.1.28, 8.1.30