

# TRAVELING TRUNK THE CIVIL WAR

UPCOUNTRY HISTORY  
MUSEUM

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Lesson Plans,  
Activities, Handling  
Instructions

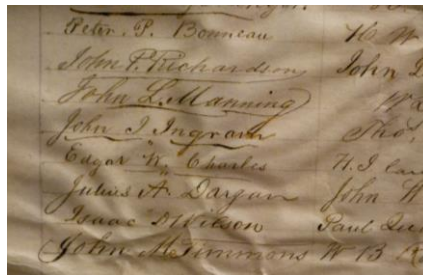
## Teacher's Guide



This Teacher's Guide was created by  
Heather Yenco, *Museum Educator*.



*Soldiers in the field*



*Ordinance of Secession*



*Ambrotype photograph*

Object-based learning:  
Enhance lessons.  
Captivate students.



Confederate "Paper Coins"



Photograph Wagon

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Civil War  
Traveling Trunk



Family at Camp



Map of Charleston Harbor

# What's in the Trunk

- (1) Ambrotype photograph\*
- (1) *Butler's Proclamation*
- (11) Campsite relics\* (see list in folder for specific items)
- (1) Canteen half
- (1) *The Charleston Mercury* newspaper\*
- (1) *Civil War Battlefields* map
- (6) Civil War-era photographs
- (7) Confederate "Paper Coins" in brown suede wallet
- (1) Eating utensil
- (1) *Emancipation Proclamation*
- (1) *Farmer's Almanac for the Year 1862*
- (12) *The Gathering Storm* text panels
- (1) Ink well\* in brown burlap sack
- (1) Map of Free and Slave Areas
- (2) Maps of Charleston Harbor
- (1) *Men of Virginia, to the Rescue!*
- (2) Period illustrations of Fort Sumter
- (1) Photograph of Ordinance of Secession
- (1) *Photographers* text panel
- (1) Sewing Kit/Housewife
- (1) Shirt
- (1) Soldier's cap
- (1) Telegram of Fort Sumter Surrender
- (1) *The Union is Dissolved!*
- (1) USB key

\*ARTIFACT - HANDLE WITH CARE

Questions?

Call  
467-3100 ext. 104





# Packing, Display, and Return

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This trunk contains 58 objects. Please note how the objects were packed when you unpack the trunk – this will make re-packing easier!

Check the contents of the trunk with the “What’s in the Trunk” page before and after use. If any objects are missing, please fill out the enclosed incident report.

If you plan to display the artifacts, please follow these guidelines:

- Display the flat paper objects using book or music stands. Please do not use pushpins, tape, staples, reusable adhesive, or any other material that will pierce the paper, leave a stain, or otherwise damage the artifacts.
- When placing artifacts on a table, make sure the area is clear of anything that may damage them – pencils, pens, paint, water, food, etc.
- Do not leave any of the artifacts in an open and unattended place where they may be susceptible to theft or unsupervised handling by the general public.

Please return the trunk by the designated return date on your confirmation letter. There is only one trunk serving 15 counties and their schools – we want as many people as possible to be able to enjoy this resource!

To return the trunk to the Upcountry History Museum, you have two options:

1. Return the trunk in person to the front desk of the Museum.
2. Mail the trunk via UPS.

Please follow the instructions in your confirmation letter when returning the trunk.



# South Carolina Academic Standards and Indicators

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## Language Arts

- *Grade 3*, 3-2.1, 3-2.2, 3-2.3, 3-2.4, 3-2.6, 3-2.8, 3-5.1, 3-5.2, 3-5.3, 3-6.2
- *Grade 4*, 4-2.1, 4-2.2, 4-2.3, 4-2.4, 4-2.6, 4-2.8, 4-5.1, 4-5.2, 4-5.3, 4-6.2, 4-6.8
- *Grade 8*, 8-2.1, 8-2.2, 8-2.3, 8-2.4, 8-2.6, 8-2.7, 8-5.1, 8-5.2, 8-5.3, 8-5.4, 8-6.1, 8-6.2
- *English 1*, E1-2.1, E1-2.2, E1-2.3, E1-2.4, E1-2.6, E1-2.7, E1-5.1, E1-5.2, E1-5.3, E1-5.4, E1-6.1, E1-6.2
- *English 2*, E2-2.1, E2-2.2, E2-2.3, E2-2.4, E2-2.6, E2-2.7, E2-5.1, E2-5.2, E2-5.3, E2-5.4, E2-6.1, E2-6.2
- *English 3*, E3-2.1, E3-2.2, E3-2.3, E3-2.4, E3-2.6, E3-2.7, E3-5.1, E3-5.2, E3-5.3, E3-6.1, E3-6.2
- *English 4*, E4-2.1, E4-2.2, E4-2.3, E4-2.4, E4-2.6, E4-2.7, E4-5.2, E4-5.3, E4-

5.4, E4-6.1, E4-6.2

## Social Studies

- *Grade 3*, 3-4.3, 3-4.4, 3-4.5, 3-4.6
- *Grade 4*, 4-6.2, 4-6.3, 4-6.4, 4-6.5, 4-6.6
- *Grade 8*, 8-3.5, 8-3.6
- *US History*, USCH-4.3



# Treating Artifacts with Care

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Several objects in this trunk are artifacts, and they must be treated with respect. These artifacts are very fragile and irreplaceable. The list of objects on the “What’s in the Trunk” page indicates which items are artifacts and which items are replicas.

The most important rule for working with artifacts is to handle with care!

Below are some guidelines that students and teachers alike should follow in order to best preserve the artifacts for the future.

- You **MUST** wear cotton gloves when handling **EVERY** artifact. Gloves prevent the natural oils of human skin from coming in contact with the artifacts and degrading them. The gloves provided are washed between each school visit, and you may reuse the gloves as often as necessary.
- **HANDLE WITH CARE!**
  - Special care should be taken when you remove and return objects from their protective covers. Please do not force any object into or out of its packaging, as this may damage the artifact.
  - Extra care should also be used when passing artifacts between people.
  - The handling of artifacts should always be done under close teacher supervision! Students should not have free access to the trunk and its contents.
- When placing artifacts on a table, make sure the area is clear of anything that may damage them – pencils, pens, paint, water, food, etc.
- If an artifact has been damaged, don’t panic! Many artifacts can be repaired if necessary. Please record any damage on the incident report provided in the Teacher’s Guide.

Thank you for your understanding of the delicate nature and importance of these artifacts!



# Artifact Reading Session

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When you read an artifact, you are observing, analyzing, and discovering important details about the object. All of the artifacts (and the replicas) in this trunk can be used during a reading session. Some objects may be easier to read than others, but through careful examination you can find out a lot about all of them!

## **How to Lead an Artifact Reading Session:**

1. Review the “Treating Artifacts with Care” page for students.
2. There are several ways to proceed:
  - a. Divide the class into small groups and pass out gloves and artifacts. Ask each group to examine their artifact(s) and report to the class their discoveries.
  - b. Call up students one at a time so they each handle and examine an artifact in front of the class.
  - c. If it is not appropriate to let students handle the artifacts on their own, the teacher can handle them and show them to the class.
3. Remember, you must wear gloves when handling the artifacts!



# Artifact Reading Session

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## Sample Questions:

### *Objects*

1. What kind of artifact do you have?
2. What is it made of?
3. Is there anything written on it?
4. Where does it come from? Can you tell?
5. How was it used?
6. Who used it?
7. Where was it used?
8. Do we have anything similar to it today?
9. Is there anything different about it that you cannot identify or do not understand?
10. What can we learn about the Civil War from this artifact?

### *Printed Materials*

1. What kind of artifact do you have?
2. What is it about?
3. Who wrote it?
4. Who was the audience?
5. Why was it written/produced?
6. When was it written/produced?
7. Where was it written/produced?
8. What is important about this artifact?
9. Is there anything you do not understand about this artifact?
10. What can we learn about the Civil War from this artifact?



# The Gathering Storm

## Materials:

- *The Gathering Storm* exhibit text panels
- *Charleston Mercury Extra*
- Photo of the Ordinance of Secession
- 1859 *Charleston Mercury* newspaper
- Map of the United States, *Free & Slave Area*



The Civil War started because of uncompromising differences between the power of the national government to prohibit slavery in the territories. Abraham Lincoln was elected president in 1860 and promised to keep slavery out of the territories.

Beyond the moral dilemma caused by slavery, the country's two regions also faced a deep economic divide. In the agrarian South, slaves accounted for more than one fourth of the population. The North had a booming manufacture-based industrial economy. In 1860, of the 128,300 industrial establishments nationwide, only 18,026 were in the South.

On December 20, 1860, six weeks after Lincoln's election as president, South Carolina's leaders met and voted to secede from the United States. President James Buchanan declared the act illegal, as did President-elect Lincoln, but it did not quell the tide. Mississippi was next to secede, on January 9, 1861, followed the next day by Florida and by Alabama the day after that. By February 1, Georgia, Louisiana and Texas had also seceded.

1. What advantages did the North have in winning the war? What advantages did the South have?
2. Why did South Carolina secede from the Union?
3. How can disagreements be settled so that they do not lead to war?
4. What event do you think was the most important leading up to the Civil War?
5. Do you think people living in that time had a sense of what was coming?
6. Read *The Charleston Mercury* newspaper. What references can you find about the disagreements between the Northern and Southern states? What clues can you find to the nearing war?

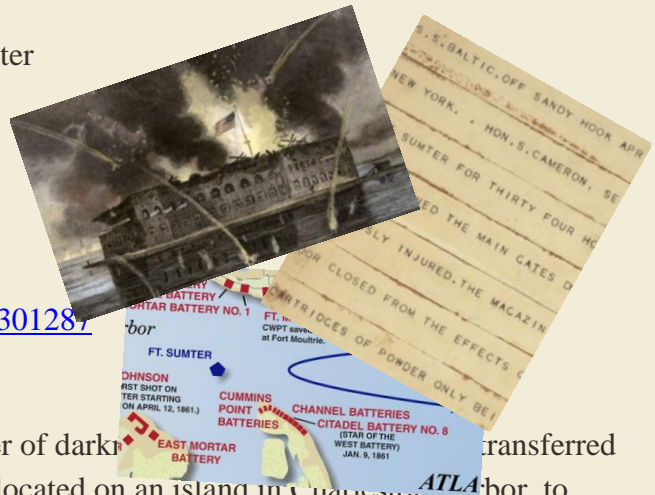
# Fort Sumter

## Materials:

- Telegram announcing the Surrender of Fort Sumter
- Map of Charleston Harbor
- Illustrations of the bombing of Fort Sumter

## Resources:

- Fort Sumter overview video (on USB key)
- Fort Sumter animated map: <http://vimeo.com/21301287>



Six days after South Carolina seceded, and under cover of darkness, Major Robert Anderson transferred his small garrison from Fort Moultrie to Fort Sumter, located on an island in Charleston Harbor, to secure that important bastion for the Union. In 1861, the newly established Confederate government focused its attention on the fort, demanding Anderson's withdrawal. Despite dwindling supplies, Anderson refused to leave. A northern steamship, the Star of the West, attempted to deliver reinforcements and supplies, but was shelled and repulsed by cadets from The Citadel. Tensions continued to heighten as winter became spring.

After his inauguration, Lincoln decided to resupply the fort, despite Southern insistence on withdrawal, including a looming deadline. When the Confederate demands went unmet, shore batteries opened fire and the shelling of Fort Sumter began on the morning of April 12, 1861. Outgunned and outmanned, Anderson surrendered after 34 hours of bombardment that left the fort a burning shell. The Civil War had begun.

1. Who should have owned the forts in Charleston after South Carolina seceded, the Confederacy or the United States?
2. Would war have broken out anyway, even if shots had not been fired on Fort Sumter? Why or why not?

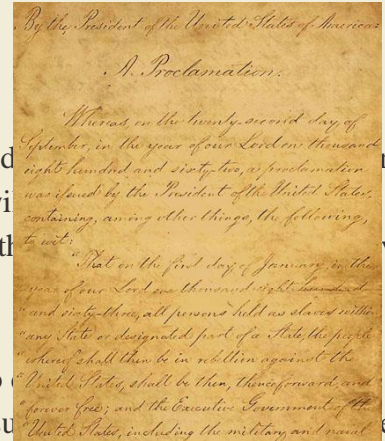
# Abraham Lincoln and The Emancipation Proclamation

## Materials:

- *Emancipation Proclamation*
- *Emancipation Proclamation* transcript (on USB key)

Lincoln warned the South in his Inaugural Address: "In your hands, my dear friends, and not in mine, is the momentous issue of civil war. The government will not endure anarchy, no oath registered in Heaven to destroy the government, while I shall have the power to protect and defend it."

Lincoln thought secession was illegal, and he was willing to use force to preserve the Union. When Confederate batteries fired on Fort Sumter and forced its surrender, he called for 75,000 volunteers.



On January 1, 1863, he issued the *Emancipation Proclamation* that declared forever free those slaves within the Confederacy. The *Emancipation Proclamation* did not free all slaves in the United States. Rather, it declared free only those slaves living in states not under Union control. William Seward, Lincoln's secretary of state, commented, "We show our sympathy with slavery by emancipating slaves where we cannot reach them and holding them in bondage where we can set them free." Lincoln was fully aware of the irony, but he did not want to antagonize the slave states loyal to the Union by setting their slaves free.

The proclamation also allowed black soldiers to fight for the Union -- soldiers that were desperately needed. It also tied the issue of slavery directly to the war.

1. Why did Lincoln hesitate to declare slaves free?
2. How did the proclamation affect slaves in the South?
3. What did the *Emancipation Proclamation* mean to soldiers fighting for the North?
4. Do you think the proclamation increased the North's or the South's chances of winning the war?
5. In your opinion, did the proclamation affect attitudes northerners and southerners had towards one another?

# A Soldier's Life

## Materials:

- Cap
- Campground relics\*
- Eating utensil
- Housewife
- Shirt
- Canteen half
- *Civil War Battlefields 1861-1865* map
- *Men of Virginia, To the Rescue!*



## Resources:

- Battle of Chickamauga: <http://www.civilwar.org/battlefields/chickamauga.html>
- Battle of Chattanooga: <http://www.civilwar.org/battlefields/chattanooga.html>
- *A Carolinian Goes to War: The Civil War Narrative of Arthur Middleton Manigault*, edited by R. Lockwood Tower, University of South Carolina Press, 1983.

1. Read the excerpts from Arthur Middleton's memoirs.
2. What were some of the hardships that soldiers faced?
3. Imagine you are a Confederate soldier. Write a letter back home describing your daily life.



# A Soldier's Life

Life for a Confederate soldier was not easy. Long marches, deadly battles, and harsh weather conditions were just some of the hardships soldiers faced. The following excerpts are from the memoirs of Brigadier General Arthur Middleton Manigault, from Charleston, South Carolina.

.....

“Our marches [through Tennessee] had been very fatiguing, for although we had on no occasion exceeded 20 miles a day, yet the long delays which our trains caused us, for they were obliged to be well up so as to protected by the columns, made it frequently nine and ten o'clock at night before we could reach our destined camping grounds, and the route had been commenced before sunrise.”

.....

“We were much in need of rest and refreshment. During the retreat [from Perryville] our sufferings were not light. The clothing of the men was in rags, their shoes completely worn out, and many had marched out of the country without any. Our provisions gave out - I mean bread, or its substitute - we had to subsist on meat alone and parched corn. The army, when it started on the expedition, was not as fully equipped and provided as it should have been. Many suits of clothing and pairs of shoes were wanted. There was an insufficient supply of ambulances and wagons for the sick and footsore, by which means we lost many men. Our supply train contained not more than 20 days' rations.”

.....

“The Battle of Chickamauga was, I think, the hardest fight that I have even been engaged in. It lasted longer, and was more obstinately contested than any other, and from the numbers engaged, it certainly was on a grander scale and more imposing. The fire we got under when first we became engaged in the morning exceeded anything I ever before or after experienced. The air seemed alive with bullets, and an officer afterward remarked, ‘General, all you had to do was to hold out your hand, and catch them.’ Out of about 800 men that came into the full fury of this storm, nearly 300 were shot down in a space of time certainly not exceeding three minutes.”





# A Soldier's Life

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“The [Union] garrison in Chattanooga must have suffered much. Rations were reduced to the smallest possible amount that could preserve a soldiers in a reasonable state of efficiency for duty. The weather was very cold and inclement for the season [October], and they soon cut away all the wood within their reach. ... Their horses and mules died, I doubt if it will be any exaggeration to say, by thousands. A good many wandered into our lines, mere skeletons. Our own troops were comparatively comfortable and well provided for. Tents they had none, but as there was a plenty of timber on the ridge, boards were soon split, and comfortable shanties erected.

.....

“[At the Battle of Missionary Ridge/Chattanooga] I have been on several occasions been repulsed and driven back when taking part in an attack, but never before or since have I been one of a routed army, where panic seemed to seize upon all, and all order, obedience, and discipline, were for the time forgotten and disregarded. To stop the men in their mad flight, even after leaving the enemy hundreds of yards in the rear, was almost impossible.”

.....

“For the first two weeks after our arrival in Dalton, the weather was bitterly cold, and all hands were busily employed in the construction of winter quarters, and by the ... middle of December, the entire army was comfortably housed, in rough cabins of logs or boards, each with a large chimney and fireplace attached. ... The wives, families, and friends of many of the soldiers came to see them, bringing with the many good things from home.”

.....

“As winter passed and the spring with finer weather set in, we drilled twice daily, in the morning after breakfast for an hour and a half, and in the afternoon. ... On Sunday morning each brigade was reviewed and inspected by its own commander, ... when everything was brought out, and wagons, ambulances, forges, and all that appertained to the command underwent a rigid scrutiny.”

# Women and Children on the Home Front

## Materials:

- *Farmer's Almanac for the Year 1862*
- Confederate "Paper Coins"
- Ink well\*
- *Butler's Proclamation*

## Resources:

- "Angelina and Sarah Grimké: Abolitionist Sisters":  
[http://www.gilderlehrman.org/historynow/09\\_2005/historian4](http://www.gilderlehrman.org/historynow/09_2005/historian4)
- *Hearts at Home: Southern Women in the Civil War* online exhibit  
<http://www2.lib.virginia.edu/exhibits/hearts/>



The Civil War drastically changed people's lives on the home front. For children, they took on new roles as their fathers and older brothers went off to war. There was less time for play as work consumed much of the day. And as supplies decreased due to the Union blockade, everyone had to make due with less and less.

Most children had to help farm, raise livestock, and clean the house, since either the men had gone off to war or the slaves had escaped to freedom. Many white boys could not wait to join the army and helped in military causes at home. For example, Benjamin Fleet, a 14-year-old from Virginia, trained in a "military class" at his school, joined a local militia company for "home defense," served as a scout for his district, and took part in searches for runaway slaves. Even though it was dangerous, Confederate boys knew that "military service was an opportunity to manhood, freedom, and glory."

In their free time, children's play took on a different tone. One mother noticed that her sons' games were "almost wholly of a military character," and they built hospitals out of blocks, created ambulances out of chairs, and carefully tended to rag dolls "laid up in bed as sick and wounded soldiers." Some of the Civil War era's games are still popular today - marbles, Blind Man's Bluff, Hide and Seek, Capture the Flag, I Spy, horseshoes, jump rope, and hopscotch.



# Women and Children on the Home Front

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Women also took on new roles during the Civil War. They made clothing, cooked for, and cared for wounded soldiers. Many women joined Soldiers' Relief Societies, in which they gathered supplies, food, and clothing to send to their husbands and brothers fighting the war.

Although many women supported the Southern cause, others were greatly opposed to slavery. Two notable South Carolinians were Sarah and Angelina Grimké. The two sisters lived on a plantation near Charleston. Although it was illegal to teach slaves how to read or write, Sarah gave lessons to the slaves on her father's plantation. She and Angelina were also horrified at how slaves were treated. They decided to appeal to other Southern women to help them overthrow slavery. They eventually worked with other abolitionist leaders, and when the Civil War began, they fully supported the Northern cause.

Between 1861 and 1865, the Confederacy issued currency backed by cotton to millions of southerners, gambling that a Confederate victory would ensure the currency's value. Meanwhile, enterprising Northerners printed Confederate money and circulated it in the South. This led to one of the greatest inflationary periods in America, particularly in the South.

1. Imagine you are living on the Confederate home front, and your father is off at war. Write a letter to him describing your daily life.
2. What are the differences between communication during the Civil War and communication today?
3. List three ways the present U.S. war affects your life. List three ways the Civil War affected peoples' lives.

# Photography During the Civil War

## Materials:

- Ambrotype photograph\*
- Civil War-era photographs

## Resources:

- Civil War Photography video: <http://www.pbs.org>

When the Civil War started, there had only been photography for a few years. Today most photographs are printed on paper, in the mid-1800s the ambrotype was created. A common type of photograph during the Civil War was the ambrotype.

One side of a clean glass plate was covered with a thin layer of collodion - a flammable, syrupy solution - then exposed to light while still wet. The exposure times varied from five to sixty seconds, depending on the amount of available light. The plate was then developed, creating a negative image. A black velvet background was placed behind the glass plate, creating what appears to be a positive image. The clear areas look black, and the opaque areas look light. Another piece of glass was placed on top of the image and put into a metal frame and protective case.

The ambrotype photograph could be produced en masse by small-town and traveling photographers. Their low cost allowed many people to have their photographs taken. They also allowed soldiers to have photographs of their loved ones while they were off fighting.

The most famous Civil War photographer was Mathew Brady. He decided to document the Civil War on a grand scale by bringing his photo studio to the battlefield. Acting as a project manager, he employed over 20 men to travel around the country, while he mainly stayed in Washington, D.C. The photographs taken by his employees were the first documentary images of war, the first time an artist's impression did not obscure the harsh reality. For the first time in history, people on the home front could see the actual carnage of battlefields, and romantic notions of warfare disappeared.

However, because photography was in its infancy, subjects had to be still so as not to appear blurry in the photograph; therefore, action and battle scenes could not be photographed. Negatives were produced in a similar method to ambrotypes, so it was a painstaking process to even produce one photograph - although the negative was printed on paper instead of remaining on glass. Despite these limitations, much of what is known about the Civil War today comes from these photographs.





# Photography During the Civil War

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1. Study the photographs taken of the Civil War. Answer the following questions.

- a. What do you notice first about this photograph? What stands out?
- b. List the people, objects, and activities that you see in the photograph.
- c. Where do you think this photograph was taken? How can you tell?
- d. Knowing that most Americans had a personal connection to someone fighting in the war, how do you think families reacted to seeing photographs of the war?
- e. List one or two things that this photograph tells you about the war.
- f. What questions does the photograph raise in your mind?
- g. How are photographs different from paintings and written accounts of war? What can we learn from photographs that we cannot learn from other sources?

2. Study the ambrotype portrait.

- a. Although we do not know anything about the woman in the photograph, we can try to understand some things about her by looking closely.
- b. How old do you think she is?
- c. What kind of clothing is she wearing?
- d. Is she wearing any jewelry? What kind?
- e. Based on her clothing and accessories, do you think she was wealthy? Why or why not?

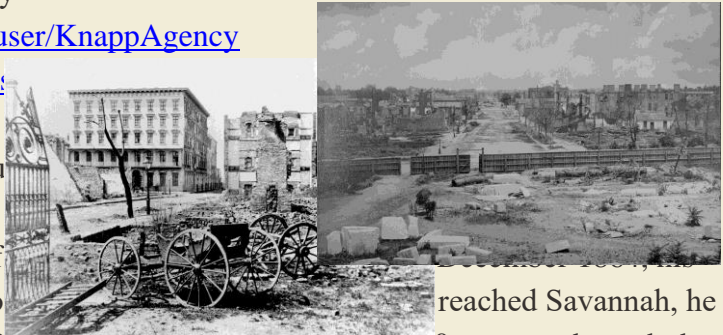


# Sherman's March through South Carolina

## Resources:

- Sherman's March: Final Revenge documentary
  - Youtube video: <http://www.youtube.com/user/KnappAgency>
  - Transcript: <http://www.knappagency.com/>

- Photographs of Columbia and Charleston in ruins



William Tecumseh Sherman was commander of the famous "march to the sea" created a wide path of destruction. After reaching Savannah, he headed north into South Carolina. He led 62,000 soldiers, 35,000 horses, and 2,500 wagons through the states, covering 450 miles in 50 days. Sherman and his men destroyed buildings, railroads, farmland, mills, and houses. When they reached Charleston and Columbia, they set fire to the cities and destroyed them in a matter of hours. This campaign was the final death blow to the Confederacy, and Robert E. Lee surrendered on April 9, 1865.

1. Imagine you are a news reporter in Columbia, South Carolina. Write a news story about the destruction caused by Sherman and his men.

2. Many have noted that they thought Sherman's march was too severe. Others have noted that it was the only way to subdue the South and win the war as quickly as possible. In your own words, discuss which view you believe is correct. Explain your answer.



# Preserving the Memory

*BY THE CIVIL WAR TRUST, ENDORSED BY HISTORY™*



How can we preserve the memory of the Civil War? One way is to help preserve the battlefields on which many men fought and lost their lives. The Civil War Trust has created a video and lesson plans for Elementary, Middle, and High School students to learn about battlefield preservation and ways to get involved.

## **ELEMENTARY SCHOOL LESSON PLAN:**

<http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/elementary/preserving-the-memory/>

## **MIDDLE SCHOOL LESSON PLAN:**

<http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/middle-school/preserving-the-memory/>

## **HIGH SCHOOL LESSON PLAN:**

<http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/high-school/preserving-the-memory/>



# Additional Resources

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Civil War in 3D, South Carolina State Museum online exhibit:

- <http://www.southcarolinastatemuseum.org/civilwar3d/index.html>

Civil War on History.com:

- <http://www.history.com/topics/american-civil-war>

Civil War on PBS:

- <http://www.pbs.org/civilwar/classroom/index.html>

Civil War in South Carolina on SCIWAY:

- <http://www.sciway.net/hist/periods/civilwar.html>

Civil War Trust Curriculum Page:

- <http://www.civilwar.org/education/teachers/curriculum/>

Fort Sumter Lesson Plans from the National Park Service:

- <http://www.nps.gov/fosu/fortteachers/lessonplansandteacherguides.htm>

South Carolina Historical Society:

- <http://www.southcarolinahistoricalsociety.org/?catID=17495>

South Carolina's Sesquicentennial Website:

- <http://sc150civilwar.palmettohistory.org/index.htm>

Teaching American History in South Carolina Lesson Plans:

- <http://www.teachingushistory.org/lessons/lessonPlans.html>

Time Line of the Civil War, Library of Congress:

- <http://memory.loc.gov/ammem/cwphtml/tl1861.html>



# Traveling Trunk Feedback Form

Thank you for taking the time to fill out this feedback form. Your input will be extremely helpful for improving this trunk and for creating future trunks. You may use an extra sheet of paper if needed. Please return this form with the trunk.

School Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

How did you learn about the Civil War Traveling Trunk? (select all that apply)

☐ Museum Website

☐ Visit to the Museum

☐ Brochure

☐ Word-of-Mouth

☐ Other (please specify) \_\_\_\_\_

Please circle the corresponding number of your response.

5=Strongly Agree    4=Agree    3=Neutral    2=Disagree    1=Strongly Disagree

It was easy to reserve, receive, and return the Traveling Trunk.    5   4   3   2   1

The Traveling Trunk was age-appropriate for my students.    5   4   3   2   1

The Traveling Trunk supported my curriculum goals.    5   4   3   2   1

The activities were engaging and kept my students' attention.    5   4   3   2   1

The artifacts were interesting to my students.    5   4   3   2   1

I would recommend the Traveling Trunk to a colleague.    5   4   3   2   1

What did you like best about the Traveling Trunk?

\_\_\_\_\_

What can be improved?

\_\_\_\_\_

What other themes or subjects would you like to see in a Traveling Trunk?

\_\_\_\_\_

Do you have any other comments?

\_\_\_\_\_



# Incident Report

Please fill out this form if an artifact has been damaged. You may use an extra sheet of paper if needed.

Teacher Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date of damage to artifact: \_\_\_\_\_

Artifact that was damaged: \_\_\_\_\_

Please describe the damage to the artifact.

Where is it damaged?

\_\_\_\_\_

How extensive is the damage? (length of tear, depth of dent, etc.)

\_\_\_\_\_

How did the artifact become damaged?

\_\_\_\_\_

Was the damage done by the teacher, a student, or someone else?

\_\_\_\_\_

If damaged by a student or someone else, did it occur under teacher supervision?

\_\_\_\_\_

Do you have any additional comments about the incident?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Incident Report

Please fill out this form if an artifact has been damaged. You may use an extra sheet of paper if needed.

Teacher Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date of damage to artifact: \_\_\_\_\_

Artifact that was damaged: \_\_\_\_\_

Please describe the damage to the artifact.

Where is it damaged?

\_\_\_\_\_

How extensive is the damage? (length of tear, depth of dent, etc.)

\_\_\_\_\_

How did the artifact become damaged?

\_\_\_\_\_

Was the damage done by the teacher, a student, or someone else?

\_\_\_\_\_

If damaged by a student or someone else, did it occur under teacher supervision?

\_\_\_\_\_

Do you have any additional comments about the incident?

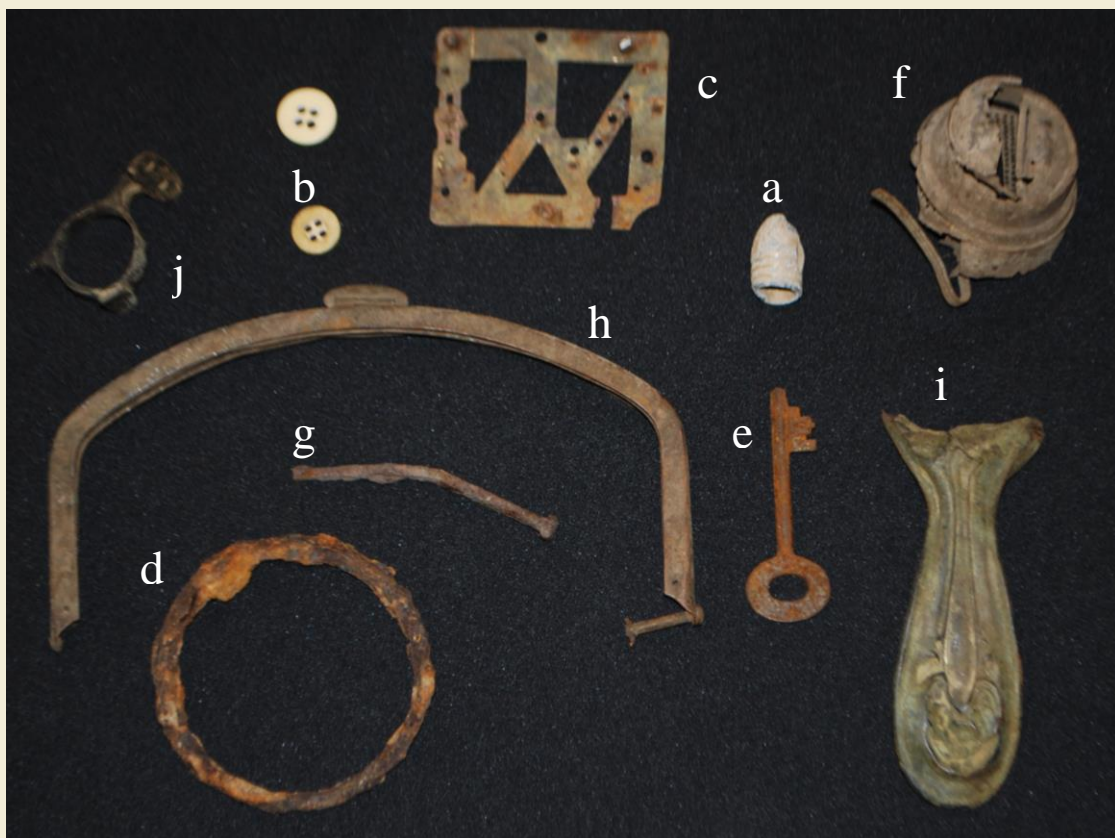
\_\_\_\_\_

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# Campsite Relics

- a. (1) Bullet
- b. (2) Buttons
- c. (1) Clock back
- d. (1) Horse's rein ring
- e. (1) Key
- f. (1) Lantern piece
- g. (1) Nail
- h. (1) Purse frame
- i. (1) Spoon fragment
- j. (1) Trigger guard



# Campsite Relics

- a. (2) Bullets
- b. (2) Buttons
- c. (1) Clock back
- d. (1) Gun hammer
- e. (1) Horse's rein ring
- f. (1) Key
- g. (1) Lantern piece
- h. (1) Shaving stick
- i. (1) Spoon fragment

