

Grade 2

Knowledge 6

Take-Home Pages

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Knowledge 6

A House Divided: The American Civil War

NAME: _____

DATE: _____

1.1

Take-Home

Dear Caregiver,

During the next several days, your student will be learning about what life was like in the North and the South shortly before the American Civil War. They will learn about slavery and its controversy, the differences between the North and the South, and how the American Civil War began. They will also learn about some geographic locations, as well as some important people involved in the Civil War, including Harriet Tubman and Abraham Lincoln. Below are some suggestions for activities you may do at home to reinforce what your student is learning about this time leading up to the American Civil War.

1. Song: “Follow the Drinking Gourd”

Acquire a recording of the song “Follow the Drinking Gourd” and listen to it with your student. Discuss why this song was associated with the South. Point out the Big Dipper (also known as the Drinking Gourd) in the sky, and help your student find the North Star. Discuss why this star was so important to enslaved people.

2. Using a Map

Help your student locate the areas of the North and the South on a map of the United States. Have your student tell you some of the differences between the two at the time of the American Civil War.

3. Harriet Tubman

Your student will learn about the harsh conditions of an enslaved person’s life by hearing about Harriet Tubman’s childhood. Ask your student why they think Harriet Tubman chose to escape as an adult and why she returned to the South many times after her escape. Ask your student to tell you about the Underground Railroad.

4. Abraham Lincoln

Talk with your student about this important historical figure. Point out his image on a penny or five-dollar bill. Discuss the contributions that he made. Ask your student what role Abraham Lincoln had in the American Civil War and what monument was built in his honor.

5. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *plantations*—The South was home to many cotton plantations during the time of the American Civil War.
- *slavery*—Slavery in the United States finally ended after the American Civil War.
- *Underground Railroad*—The Underground Railroad was a secret route used by enslaved people to escape to the North.
- *rebellious*—Because enslaved people wanted their freedom, they were considered rebellious.
- *economy*—The economy of the North was largely dependent on factories, whereas the economy of the South was largely dependent on plantations.

6. Read Aloud Each Day

Reading to your student every day is very beneficial to their literacy development. Books related to the history of the American Civil War may be found at the local library.

Celebrate times when your student shares what they have learned at school.

NAME: _____

DATE: _____

6.1

Take-Home

Dear Caregiver,

I hope your student has enjoyed learning about what life was like in the North and the South before the American Civil War. Over the next several days, they will learn about the armies of the Union and the Confederacy as the battles began, as well as the generals who led those armies. They will also learn about several other important events and people, including the Emancipation Proclamation, Clara Barton, and the conclusion of the Civil War, which began an important annual holiday—Juneteenth. Below are some suggestions for activities you may do at home to reinforce what your student is learning about the American Civil War.

1. The Battle of Gettysburg

Have your student talk about the Battle of Gettysburg and the great loss both sides experienced. Talk about what the battle tells us about the war and what both sides were willing to do for their respective causes.

2. Clara Barton

Ask your student to tell you about the important work of Clara Barton and how she helped care for soldiers during the Civil War. Discuss with your student what it means to be compassionate. Talk about ways for your student to be helpful to those around them, even when it isn't easy. Whenever there is mention in the news of the work of the Red Cross, ask your student who founded the American Red Cross.

3. Sayings and Phrases: “Easier Said Than Done”

Your student has learned the saying “easier said than done.” Talk with your student about its meaning. Share something that you have accomplished that was much harder to do than you had originally thought. Find opportunities to use this saying again and again.

4. Words to Use

Below is a list of some of the words your student has been learning about and using. Try to use these words as they come up in everyday speech with your student.

- *civilians*—We are so thankful to have firefighters and police officers working to protect civilians.
- *general*—Ulysses S. Grant was a very experienced general.
- *abolished*—It took many years for slavery to finally be abolished.
- *emancipation*—The Emancipation Proclamation stated that slavery would not be allowed to expand.
- *monument*—Have you ever seen the Washington Monument?

5. Read Aloud Each Day

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Celebrate times when your student shares what they have learned at school.

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