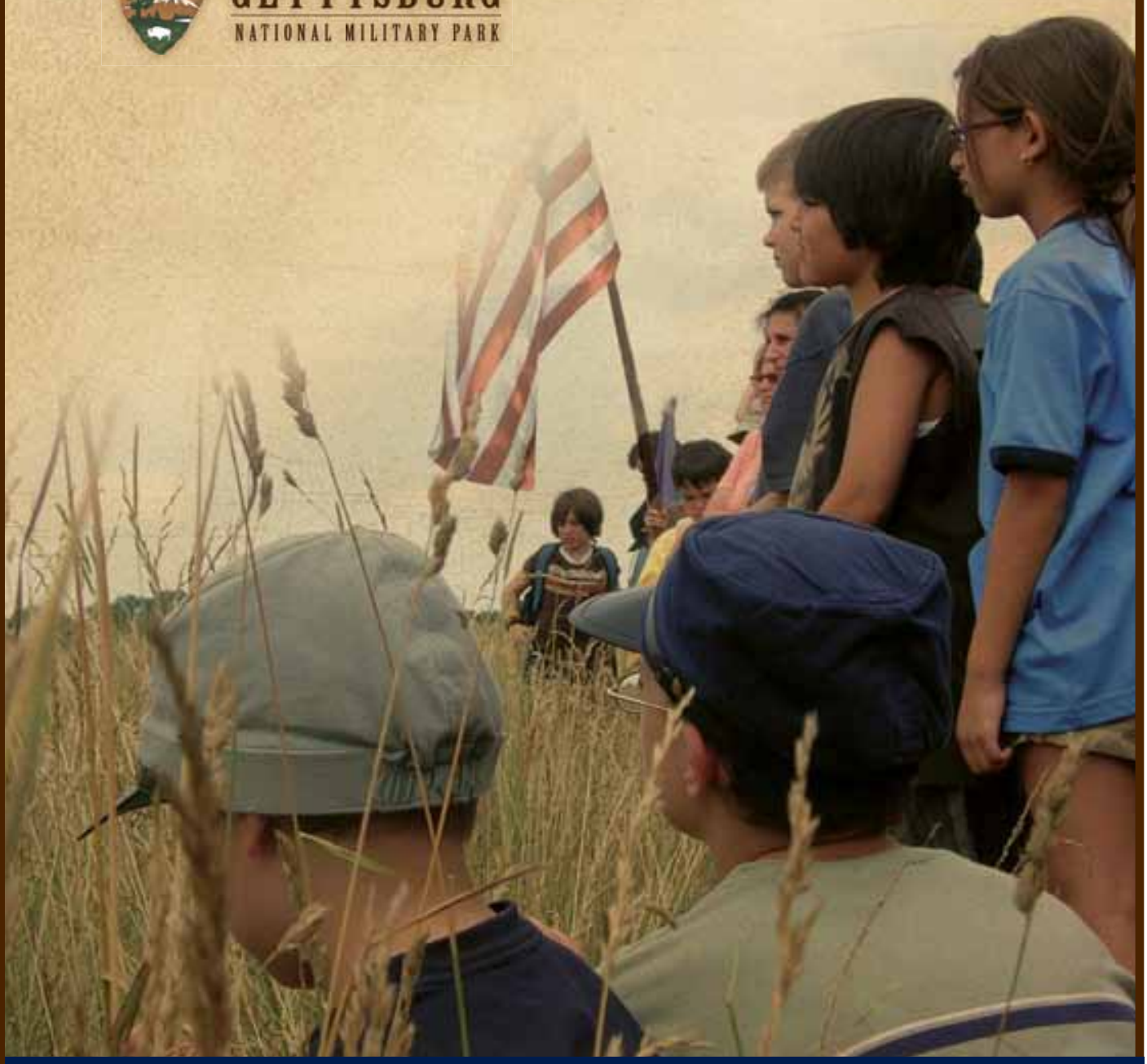
THE BEST FIELD TRIP *Ever!*

GETTYSBURG
NATIONAL MILITARY PARK



FIELD TRIP PLANNER | *For Teachers, Chaperones and Students*

THE BEST FIELD TRIP Ever!

FIELD TRIP PLANNER

GETTYSBURG NATIONAL MILITARY PARK

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GETTYSBURG NATIONAL MILITARY PARK

Dedication

GETTYSBURG FOUNDATION

The Gettysburg Foundation is a private, nonprofit educational organization working in partnership with the National Park Service to enhance preservation and understanding of the heritage and lasting significance of Gettysburg. To find out more, visit their website at www.gettysburgfoundation.org.

The National Park Service is a bureau within the United States Department of the Interior, and is dedicated to conserving unimpaired the natural and cultural resources and values of the National Park system for the enjoyment, education, and inspiration of this and future generations. Gettysburg National Military Park is one of 390 units of the system nationwide that includes parks, historic sites, recreation areas, preserves, seashores, lakeshores, scenic rivers and trails that range from the splendor of the Grand Canyon and Mount McKinley to the ancient Native American ruins and many hallowed battlegrounds.

The mission for Gettysburg National Military Park is to preserve and protect the resources associated with the Battle of Gettysburg and the Soldiers' National Cemetery, and provide understanding of the events that occurred here, within the context of American history. The park and cemetery are intended to serve as both a tribute and reminder of the events that took place at Gettysburg in 1863.

The preservation of these national symbols depends on the successful interpretation of their messages to each generation of Americans. We also greatly acknowledge and dedicate this publication to TEACHERS who take the time and make the effort to plan a field trip to a national park for their students.

THE BEST FIELD TRIP Ever!

FIELD TRIP PLANNER

GETTYSBURG NATIONAL MILITARY PARK

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THE BEST FIELD TRIP Ever!

FIELD TRIP PLANNER

GETTYSBURG
NATIONAL MILITARY PARK

Dear Teachers,

We are pleased to present the new Field Trip Planner for visiting Gettysburg National Military Park. Since opening our new Museum and Visitor Center in April of 2008, we are able to offer a wider array of student activities and itineraries, and we want this publication to help you make the best choices for your field trip and your students – based on the age, size and budget of your group, as well as the amount of time that you have to spend at Gettysburg. In short, we want to help you plan the best field trip ever!

One fall a few years ago, I was leading a group of young students along the path of the 15th Alabama Infantry – up and over Big Round Top to the extreme left of the Union army line on Little Round Top. Leaves were piled high and wet along the old trail, causing me some anxiety over the potential of bruises, cuts and sprained ankles. At one point, a fallen tree blocked our way, and we all had to climb up and over it to continue on the path. I hollered back to the single file line of students, reminding them that the soldiers had done this with heavy uniforms in the summer heat, without water and under fire. It was then, as he was struggling over that tree trunk, that one student exclaimed "This is the best field trip ever!" His spark for learning was ignited, and the rest of that morning was magical.

For many years, and especially since his comment, I have been on a quest to discover and verbalize the specific elements that make up "the best field trip ever" – a trip that is active and informal for the students, while meeting all of the teachers' learning objectives; a day that captures the balance between structured activity and unstructured social and exploration time; time that is filled with sensory and experiential learning, while complementing and heightening classroom lessons from the week before and for the week ahead. This Field Trip Planner seeks to help you plan a day that is all of these things and more.

The Field Trip Planner is divided into three sections – one for you to plan the trip and prepare the students; a second section for the other teachers and the parent chaperones; and a third section filled with activities and materials for the students themselves. This resource is meant to be a one-stop shop – with all of the phone numbers, price lists, checklists, and ideas that you'll need. Please peruse the entire booklet first, and adapt the materials to your students and your day. We also hope that you will take the time to fill out the evaluation on page 13, helping us to continue to improve this publication and all of our teacher and student offerings.

Thank you so much for your interest and energies in planning a trip to Gettysburg National Military Park. We look forward to seeing you here with all of your students, year after year!

Sincerely,

Barbara J. Sanders

Barbara J. Sanders
Education Specialist

GETTYSBURG
NATIONAL MILITARY PARK

SECTION *one*

FOR THE PLANNING TEACHER

Five Steps to a Great Field Trip

Please note: In order to use the PDF "fill-in" feature in this section you must have Adobe Acrobat Standard or Professional or Adobe Reader Version 8 or higher (the Adobe Reader upgrade is available as a free download). If your system does not meet these requirements, the Field Trip Guide can be easily printed and filled-in by hand.

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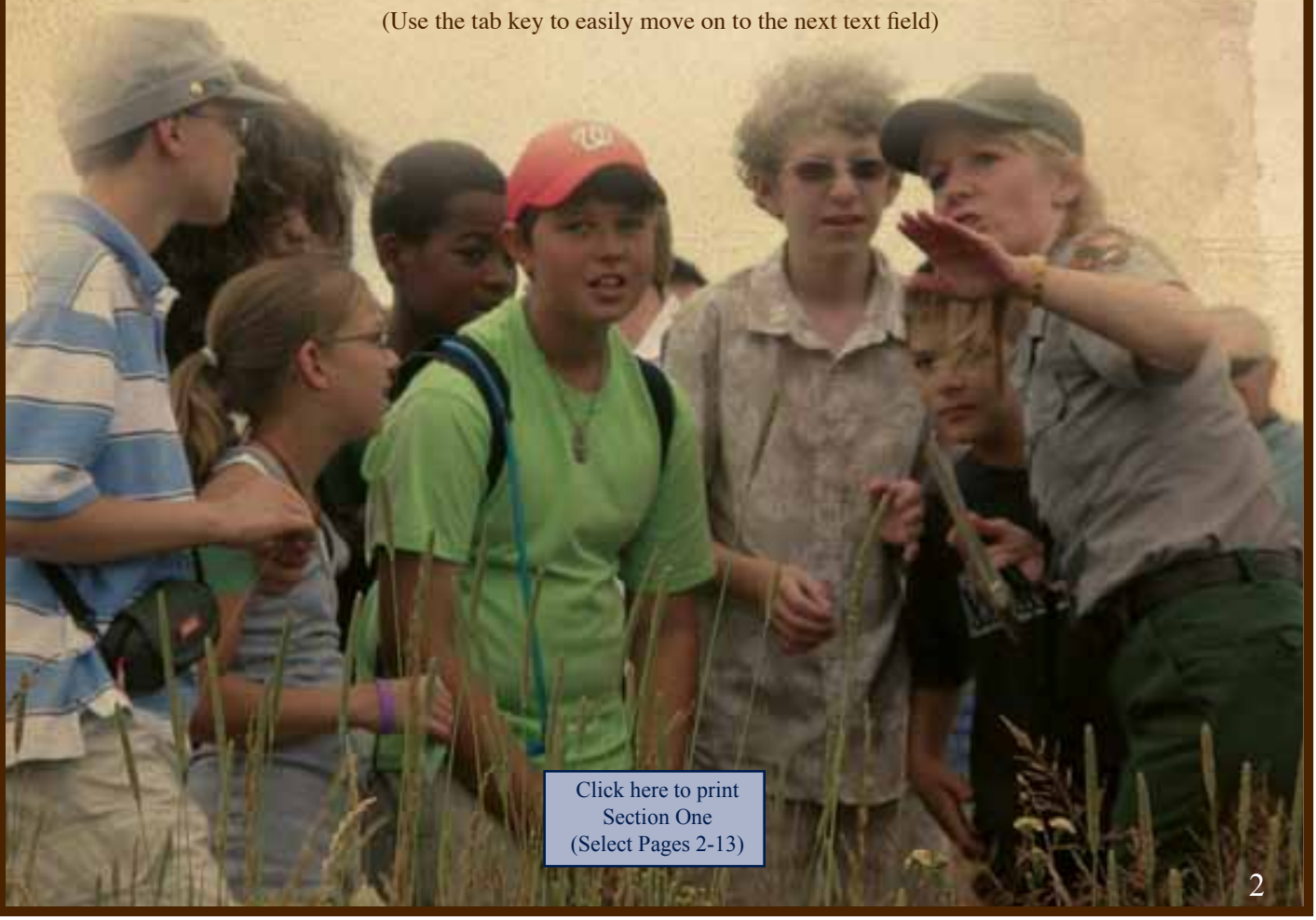

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Section One
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STEP *one*

DETERMINE YOUR GOALS AND OBJECTIVES

There are many options to consider for your Gettysburg trip before you determine the best ones for your students. What are your goals for the trip? What are your limiting factors? Take a moment to complete this planning document; it will help you make the best decisions for Field Trip Day!

Setting specific goals will help you to plan a focused day of fun and learning.
WHAT ARE YOUR GETTYSBURG GOALS?

After our field trip to Gettysburg, my students will be able to: _____

_____

_____

_____

Here are some examples of "GETTYSBURG GOALS":

After our field trip to Gettysburg, my students will be able to:

- ☐ identify at least 3 key landmarks, moments, and leaders of the 3 days of fighting;
- ☐ tell the story of battle from multiple viewpoints -- soldier, civilian, and doctor; or Union soldier and Confederate soldier;
- ☐ trace the story of one unit through the Gettysburg Campaign and battle;
- ☐ describe the daily life and materials of a common Civil War soldier;
- ☐ place the battle of Gettysburg within a timeline of the Civil War;
- ☐ place the Civil War within a timeline of American history.

For how many students (per day) are you planning a trip? ☐

Some activities have a minimum and maximum number of students who can participate at one time. Depending on the size of your group, you may need to rotate students, creating separate itineraries for each class – or you may want to consider coming on multiple days.

How many hours will you have at Gettysburg? ☐

Will you be able to reach your goals with this amount of time? Be sure to account for traffic, bathroom breaks, lunch, and other complications in your planning.

What is your budget for the trip? (school budget and/or per student cost) ☐

Some activities have fees, and others do not. Some fees are charged per vehicle, and others are per student. Will you be bringing packed lunches, or will the students need money for lunch? School bus, or coach bus?

Click here to return to Table of Contents

STEP *two*

EXPLORE ALL OF YOUR FIELD TRIP OPTIONS

Review pages 4 – 7 to better understand all of your Gettysburg field trip options.

What's there to do at the Visitor Center?

The Cyclorama, Film and Museum Experience

"A New Birth of Freedom" is a Morgan Freeman-narrated film that illustrates the major actions of the three-day battle of Gettysburg, while placing the battle within the context of the Civil War and American history. This film serves as an excellent introduction to your day, as a mid-day opportunity for discussion, or as a concluding program before leaving the park.

The Gettysburg Cyclorama is a massive 360-degree oil painting with diorama of the climatic point of the battle, Pickett's Charge. The sound and light show accompanying the painting is a great learning environment, enabling your students to better imagine the battlefields as they were on those three days in July. Your viewing time immediately follows the film, and you will need about an hour for the combined venues.

The Gettysburg Museum of the American Civil War includes 12 galleries that cover the entire Civil War, but concentrate on the campaign, battle and aftermath of Gettysburg. Special rates for student groups, and hands-on museum activity packages for early elementary students, are offered in January and February.

In addition, the Visitor Center includes the Refreshment Saloon (boxed lunch program available), a Computer Resource Center, the Museum Bookstore, limited picnic tables and vending machines, group bathroom facilities, and serves as the starting location for walking trails leading to the Soldiers' National Cemetery, General Meade's Headquarters, and Cemetery Ridge.

Student group prices for the Film, Cyclorama and Museum Experience are currently $6.00. To ensure availability, make reservations in advance by calling the Gettysburg Foundation at 1-877-874-2478. You can also inquire at that time about any special January/February rates.

You can inquire about January/February "Day at the Museum" programs for younger students (K-4) by calling the NPS Education Specialist at (717) 334-1124 extension 3151.

To learn more about food services, and the boxed lunch program, call The Refreshment Saloon at (717) 334-1484.

-All prices are subject to change.-

Next Page: How should we see battlefields?

Click here to return to Table of Contents

STEP *two*

EXPLORE ALL OF YOUR FIELD TRIP OPTIONS

How should we see the battlefields?

There are a number of ways to tour the 6,000 acre national park where Union and Confederate soldiers fought on July 1-3, 1863, and where now stand hundreds of monuments in their honor.

Hire a Licensed Battlefield Guide to accompany you if you are coming to Gettysburg in a school or coach bus. These men and women are tested and licensed by the National Park Service, and they provide a standard two-hour tour of the battlefields, or longer and specialized tours if needed. Talk with your Reservationist about any special needs or requests.

Consider a Battlefield Bus Tour for very small groups of students, where you board a bus with others for a two-hour tour with a Licensed Battlefield Guide. Or you can **purchase audio CD tours** on sale in the Museum Bookstore to play in your vehicles.

Self-guiding auto tour maps are available, but if a teacher is leading the tour they must obtain a dashboard permit in advance from the National Park Service.

To reserve seats on the Battlefield Bus (youth tickets are $16.75), or to reserve a Licensed Battlefield Guide for your vehicle ($70/$125), call 1-877-874-2478 or go online at www.gettysburgfoundation.org.

Purchase audio CD tours in the Museum Bookstore.
To pre-order, you can call (717) 334-2288.

To obtain a dashboard permit for teacher-led tours, call (717) 334-1124 extension 3171.

(All prices are subject to change.)

Next Page: Are Ranger-Led Programs a Fit for My Students

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Are Ranger-Led Programs a Fit for My Students?

Ranger-led student education programs are curriculum-based, hands-on and free of charge . . . everything you need to take your field trip to the next level. The only catch is that there are a limited number presented each year, with a limited number of students allowed on each program. So pay close attention to program capacities, deadlines and application procedures.

Battlefield Footsteps

Battlefield Footsteps programs give students the opportunity to go back in time and walk in the path of four different regiments to learn about aspects of good character. These programs complement your social studies *and* character education goals!

COURAGE *& the 9th Massachusetts Battery*

DETERMINATION *& the 15th Alabama Infantry*

LEADERSHIP *& the 6th Wisconsin Infantry*

TEAMWORK *& the 28th/57th Virginia Infantry (Pickett's Charge)*

and

Civil War Perspectives

Civil War Perspectives programs include classroom preparation lessons that introduce unique viewpoints into your Civil War unit. There are also Student Museum Tours (pages 35-55) for your chaperones to lead a related museum tour preceding or following your program. Perspectives programs involve role-playing, primary sources, and hands-on resources.

CARE OF THE WOUNDED *Medical Corps Perspective*

CIVIL WAR SOLDIER *Soldier Perspective*

SLYDER FAMILY FARM *Civilian Perspective*

"UNFINISHED WORK":
CEMETERY CREATION & DEDICATION *Presidential Perspective*

PROGRAMS ARE SCHEDULED IN **SEPTEMBER** FOR THE ENTIRE SCHOOL YEAR!

To be added to our summer school mailing list or with additional questions about ranger-led programs, contact the Education Specialist at (717) 334-1124 extension 3151, or check the website for remaining program slots each year at www.nps.gov/gett/teacherresources.

Next Page: Are there any other National Park Service options?

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Are there any other National Park Service options?

In addition to the fields of battle, there are several other NPS options to round out your trip.

The Soldiers' National Cemetery is the burial place for 3,354 of the soldiers who died at the battle, as well as the location for the delivery of President Abraham Lincoln's Gettysburg Address. Self-guiding walking tour booklets are available. The Cemetery is approximately a 15-minute walk from the Visitor Center, but there is also a small bus parking area closer to it for your convenience. Please remind your students and chaperones that the Cemetery is a place of quiet and respect.

The David Wills House in downtown Gettysburg was the center of the immense clean-up process after the battle of Gettysburg and is also where President Lincoln put the finishing touches on the Gettysburg Address. The museum features six galleries, including two rooms restored to their 1863 appearance: Wills' office as he received letters from families looking for loved ones, and the bedroom where Lincoln stayed. Educational tours are available.

The Eisenhower National Historic Site is the home and farm of President Dwight D. Eisenhower, serving as his weekend retreat as well as a meeting place for world leaders. Today, the farm is much as the Eisenhower's left it, and its themes – such as wars, presidencies, leadership, dedication and sacrifice – complement any field trip to Gettysburg. Special student education programs are available by reservation.

For the walking tour booklet, or a reading list for more information about the Cemetery, contact the Park (717) 334-1124 extension 8023.

The David Wills House youth admission is $4.00, and adult admission is $6.50. For reservations or more information, contact the house at (717) 334-2499 or at www.davidwillshouse.org.

Entrance to Eisenhower National Historic Site is by shuttle bus from the NPS Visitor Center. Youth group admission is $5.00 and adult admission is $6.50. For reservations, call the Gettysburg Foundation at 1-877-874-2478.

For more information about Eisenhower curriculum-based programs, contact the site at (717) 338-9114 or at www.nps.gov/eise.

(All prices are subject to change.)

What about overnight stays in Gettysburg?

If you're thinking about an overnight trip to Gettysburg, and need more information about hotels, campgrounds, restaurants, or day and evening attractions and entertainment, please contact the Gettysburg Convention and Visitors Bureau online at www.gettysburgcvb.org or at (717) 334-6274 for their free Visitors Guide to Adams County.

Next Page: What am I forgetting?

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What am I forgetting?

Important reminders for you and your students . . .

Backpacks and Clipboards

Make sure that your students know that backpacks are not allowed in the Museum and Visitor Center. And, if they will be completing a museum or battlefield activity, we ask that you provide pencils, rather than pens, and clipboards or sturdy notebooks for the purpose of writing. Leaning on walls, exhibit cases, or monuments is strictly prohibited. (Note: Teachers may carry a backpack with student medical supplies, but it may be subject to search by staff.)

Bathroom and Drink Breaks

Group restrooms and water fountains are located at the Group Entrance of the Visitor Center, as well as at the bus parking area. Your map marks additional bathroom stations throughout the park, but these restrooms are small, few in number, and closed during the winter months so they can only be utilized for emergency situations in spring, summer and fall. Be sure to schedule 15-minute blocks for bathroom breaks and remind students to stay hydrated throughout the day.

Picnic Areas

There are a few areas around the park and Visitor Center with picnic tables for your use. These areas are limited and cannot be reserved. Please remember to have the students pick up all trash and put it in the proper receptacles, or bring along a large trash bag to dispose of the trash. The Refreshment Saloon picnic tables on the outdoor deck of the Museum and Visitor Center are for visitors and groups ordering from the Saloon or through the boxed lunch program only.

Souvenir Shopping

The Museum Bookstore stocks a wide array of items – children's books, postcards, pens, 19th century hats and toys etc. – ranging in price. If your students will be souvenir shopping in the Museum Bookstore, they must be closely chaperoned at all times. As purchased food items are not allowed beyond the main lobby, we recommend shopping at the end of your field trip day.

Inclement-Weather Planning

Please require your students to dress for the outdoors and for the forecasted weather. This means that they should have sturdy walking shoes, not sandals or their good sneakers. Additional preparation includes sunblock, bug spray and water bottles. A dry change of clothing for the ride home, a hat, or layered clothing should also be considered. Students who are uncomfortable will not be learning anything new at Gettysburg.

"Hanging Out" Time

Some free exploration time is a good thing, but please provide options to the chaperones and students for this time – such as additional museum exploration, souvenir shopping, or circle-group discussion. Congregation and lounging in the main lobby, group lobby, or other open spaces encourages loud, overly playful and disruptive behaviors, and so we ask that your limited "hanging out" time is mindful of other groups and visitors.

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STEP *three*

CREATE YOUR FIELD TRIP ITINERARY

Now you are ready to piece together your FIELD TRIP ITINERARY! Here's a worksheet to get started. If you have a large group of students who are rotating through activities, print out a copy for each.

TIME	ACTIVITY NOTES	COST
Arrive		
Activity #1		
Lunch		
Activity #2		
Break		
Activity #3		
Depart		

TRIP TIPS

Plan a trip to Gettysburg in advance of your students so you know where all of the bathrooms are, and can preview all activities and logistics.

Plan your trip on a Monday, Tuesday or Wednesday – or better yet, plan a *Fall* trip! Fewer crowds – fresher students.

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STEP *Four*

CHECK YOUR CHECKLISTS

Adding a field trip to your school year is a lot of extra work, and so the checklist below is designed to make your job easier. Add your own reminders and use it year after year to maximize your efforts.

6 MONTHS to ONE YEAR AWAY

- ☐ Visit Gettysburg without your students to preview all potential activities, time all of your stops, and evaluate the logistics of getting your group from place to place.
- ☐ Make reservations for all of your activities and keep a folder with all confirmations.
- ☐ Arrange payment for any venues (bus company, Guide etc.) with your administration.
- ☐ _____

ONE MONTH AWAY

- ☐ Introduce the field trip to your students, including an agenda and your goals for the trip.
- ☐ Send a letter home to parents about the upcoming trip and to arrange for chaperones; we require one chaperone for every seven students. Include a permission slip in the letter with a deadline for its return.
- ☐ Plan out your preparation lesson plans for the week before the trip. If you are participating in a Ranger-led program, review the booklet of preparatory lessons for your specific program.
- ☐ If paying by check for Gettysburg Foundation venues (film/cyclorama/museum, Licensed Guide, Eisenhower NHS), now is the time to mail it in as all costs and final numbers are due two weeks in advance.
- ☐ _____

ONE WEEK AWAY

- ☐ Begin pre-visit lessons and assignments for the trip. Be sure to walk everyone through the agenda for the trip, and include a map and pictures of Gettysburg so they know what to expect.
- ☐ Confirm times, as well as rules and regulations, with your chaperones through a letter or, better yet, a meeting. Provide them with the materials in the Chaperones section of this guide.
- ☐ Break students into chaperoned groups (no more than 7 per group), and be sure to separate potentially unruly sets of students.
- ☐ Double check all of your confirmations, and make calls as needed.
- ☐ _____

THE DAY BEFORE

- ☐ Provide students with the trip day checklist from this booklet, and reserve time to answer any questions they may have about what to wear, what to bring, how to behave, etc.
- ☐ Check the weather forecast, pack your own lunch and a few extras for anyone who forgets.
- ☐ _____

TRIP TIPS

Have students wear school t-shirts, or shirts of similar color on the day of the trip so you can quickly and easily recognize them.

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STEP *Five*

FOLLOW-UP IN THE CLASSROOM

Post-Visit Ideas for You and Your Students

Here are some easy classroom activity and assignment ideas for when you return from your Field Trip. Following up with one or two ideas (1) reinforces concepts presented during the trip, (2) gives students the opportunity to express feelings and impressions about the trip, and (3) encourages further study of the Civil War. ***Pick one or two that matches the interests and abilities of your students, or create your own.***

• Write a letter home after the Battle of Gettysburg as if you were a Civil War soldier. Incorporate as many describing words, thoughts and feelings as you can, as well as battle facts that you learned on your trip. Other creative writing assignments could include writing from the perspective of a farmer, wife, nurse or commander.

• Read or re-read the Gettysburg Address. Underline and explain some of the difficult words and references in the Address. Students will have a greater appreciation of its significance after their contextual study of the battle and war.

• Create a class scrapbook or bulletin board on Gettysburg, with postcards or photos from your trip. Be sure that each person has a task or is able to express themselves in some way.

• Play and study some of the music from the Civil War while you are working on your post-visit project. What significance did music have for soldiers? For families at home? Take Civil War music requests to see which songs are the favorites of the students.

• Develop art study units on the monuments at Gettysburg.

• Create a shoebox diorama of Pickett's Charge or other areas of the battlefield. Have other students guess which day of the battle or place on the battlefield each diorama is depicting. Some other examples might include Devil's Den, Little Round Top, or The Railroad Cut.

• Write an essay or draw a picture of "the most memorable moment of my field trip." Send the best ones to the park staff or to your Licensed Battlefield Guide.

• Discuss the importance of preserving the fields of Gettysburg, and then research other Civil War-related national parks. Write letters asking for general information as well as information about their biggest preservation problems and how you and your class might help. Then place these Civil War- related park sites on a chronological timeline (from Fort Sumter to Appomattox Courthouse).

• Write and deliver a captain's speech just before he is to lead his men into battle.

• Write an 1863 news story as though you are on the fields just after the battle. "Interview" some of the survivors.

• Organize a debate over whether or not General Lee should have ordered Pickett's Charge.

• Draw a picture of your field trip experience along with an appropriate caption, and send it to, or save it for, the students who will be taking the trip next year.

• Develop a PowerPoint presentation of the trip to present at Parent's Night or to the School Board.

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STEP *Five*
FOLLOW-UP IN THE CLASSROOM

• Prepare questions about the trip for a Trivia Game Show review lesson.

• Have students look through newspapers and magazines to research wars and conflicts occurring in the world today. Make a poster or bulletin board of these conflicts.

• Compare the Civil War with wars occurring in the world today. Provide appropriate books, magazines or articles so that they can create a Venn diagram that looks at the similarities and differences in one or more of the following areas: weaponry, medical care, military tactics, political objectives. Then have a veteran, active-duty soldier, doctor or nurse visit to discuss your findings.

• Read portions of a Civil War soldier's journal and then ask your students to keep a daily journal for one week, exchange with a partner, and analyze as a future historian making assumptions and painting a picture of life in America today. Pose the question: "How might our modern technology (telephones, e-mails, text messages) affect the job of future historians?"

• Draw two pictures of a Gettysburg farm – one before the battle and one after.

• Re-write the Gettysburg Address in your own words, without using any of the phrases that Lincoln used. Your address could be a speech, a poem, a song, or in any format that helps you best express its meaning.

• As at Gettysburg, Americans and people all over the world continue to memorialize significant events and people who have had a major impact on their lives. Create a photographic collage of ways that events or people are memorialized in your town or city, OR about major events and people who have had a major impact on your life.

• Create a collage showing people in today's world engaged in activities that reflect the words of Lincoln. Examples for collage titles include: "government of the people, by the people, for the people"; "from these honored dead we take increased devotion"; and "dedicated to the proposition that all men are created equal."

• Talk to veterans of another war or military action and, with their permission, create an oral history of their experiences and understandings of sacrifice, liberty, patriotism or other values expressed on the battlefield, in the National Cemetery and in the Gettyburg Address.

• Write a letter to Gettysburg National Military Park telling us about your Gettysburg experience. Do you feel other school students should make this trip? Some improvements?

• My Idea: _____

_____

• My Idea: _____

_____

TRIP TIPS

Plan time for souvenir shopping at the end of the day.
This way, bags (and learning time) will not get lost!

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How was it?

EVALUATING YOUR TRIP

It is important for you to reflect upon Field Trip Day while it is fresh on your mind, take notes and make adjustments for next year. Use this form for your own reflections and/or mail it to the address below so that we can also work to improve your Field Trip Day.

Education Specialist, Gettysburg NMP, 1195 Baltimore Pike, Gettysburg, PA 17325

PRE-TRIP PLANNING

What was easy about it? _____

What could be improved? _____

AT GETTYSBURG

What was the most valuable part of Field Trip Day from a teacher's perspective? _____

What did your students identify as the best part of their Field Trip Day? _____

What was the least effective part of your day, or something that you will change for next year? _____

POST-TRIP SUCCESSES

How did you assess the student's learning when you got back to the classroom? _____

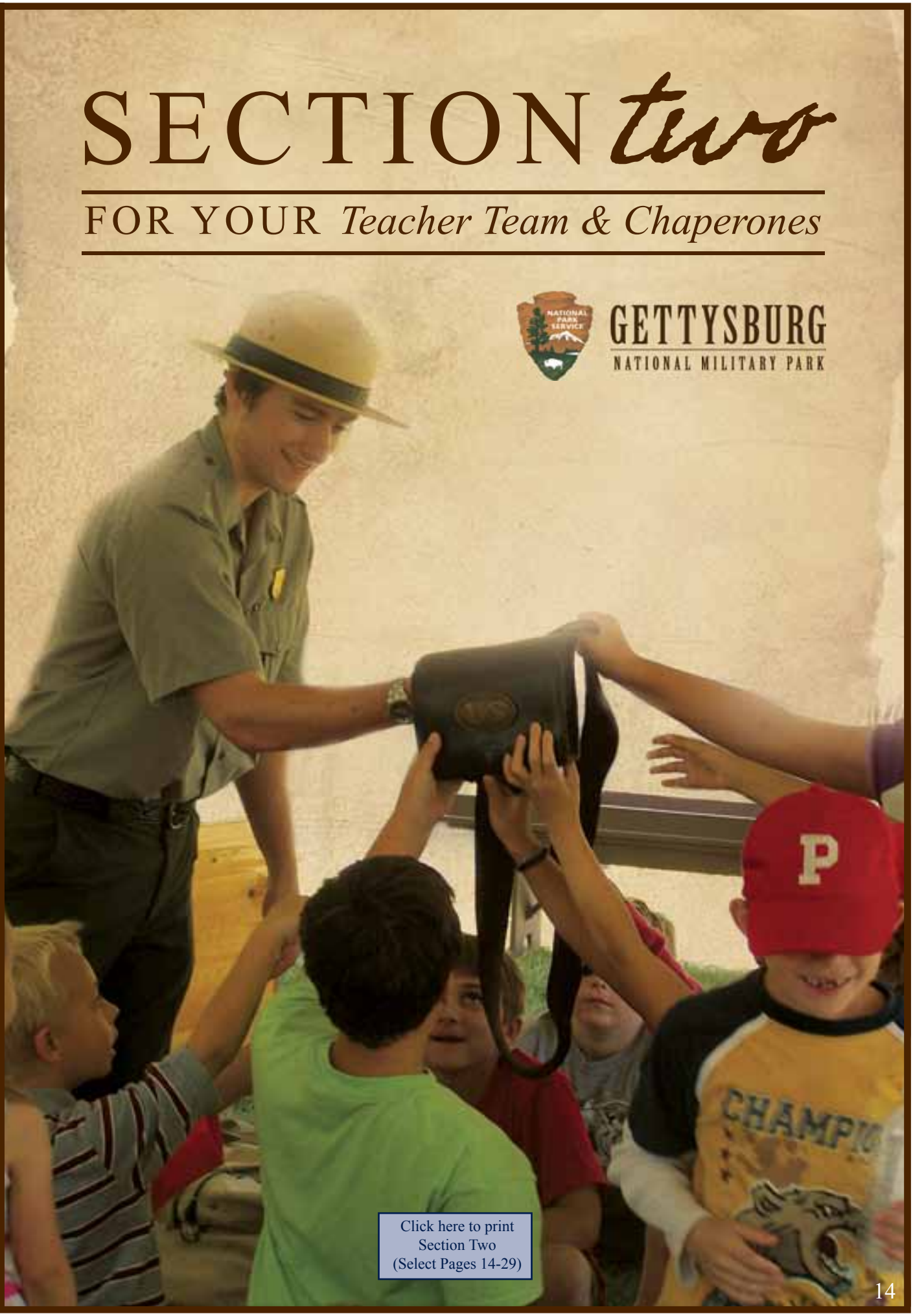
What feedback did you glean from the other teachers and the chaperones? _____

ADDITIONAL REFLECTIONS FOR NEXT YEAR (use the back of sheet, if necessary)

SECTION *two*

FOR YOUR *Teacher Team & Chaperones*

GETTYSBURG
NATIONAL MILITARY PARK



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GETTYSBURG
NATIONAL MILITARY PARK

FIELD TRIP CONTRACT
for teachers and chaperones

We, the teachers and chaperones of _____ , agree to the following rules and regulations for our upcoming Gettysburg Field Trip. We promise to communicate and enforce all of the standards below, and understand that groups breaking this contract will be asked to leave without refunds.

While visiting the battlefields:

1. Always stay on approved trails and roads (and along the Auto Tour route, make sure that your school vehicle parks on the right-hand side of the road with all four tires remaining on the pavement).

2. Never climb on a monument, marker or cannon, and never remove anything from this or any national park.

3. Clean up all trash using proper receptacles, and leave the ground just as you've found it.

While visiting the Gettysburg Museum and Visitor Center:

4. Chaperones/teachers must remain with their students at all times, regardless of the age of the students. Our chaperone-to-student ratio is 1:7, and chaperones are responsible for maintaining orderly and respectful behavior. (If a staff person asks your student for their chaperone, they should not have to look around for you; you must be in close proximity and in line of sight.)

5. The Museum and Visitor Center is a public space; show courtesy and respect for all other visitors. Specifically: speak quietly in large, open areas; do not talk during films or presentations; running, jumping and other boisterous behavior is prohibited; do not touch or climb displays or exhibits; and use computer interactive stations only as intended. Finally, only adults should select brochures, taking just one per small group.

6. Backpacks are NOT ALLOWED in the building.

7. Food, drinks and gum are not allowed in the museum, theaters, bookstore or group lobby.

8. Flash photography is prohibited in the theater/cyclorama and the museum as it is distracting to other visitors and has a detrimental effect on the artifacts over time. We also strongly recommend that student cell phones and other electronic devices remain at home or in your school vehicle.

9. Assemble your group at the theater entrance at least 10 minutes prior to your scheduled ticket time. Late arrivals will not be admitted.

10. Students must not lean on or use walls and display cabinets as desktops. If your group is expected to take notes, be sure they have the proper materials.

Signatures (sign your names below):

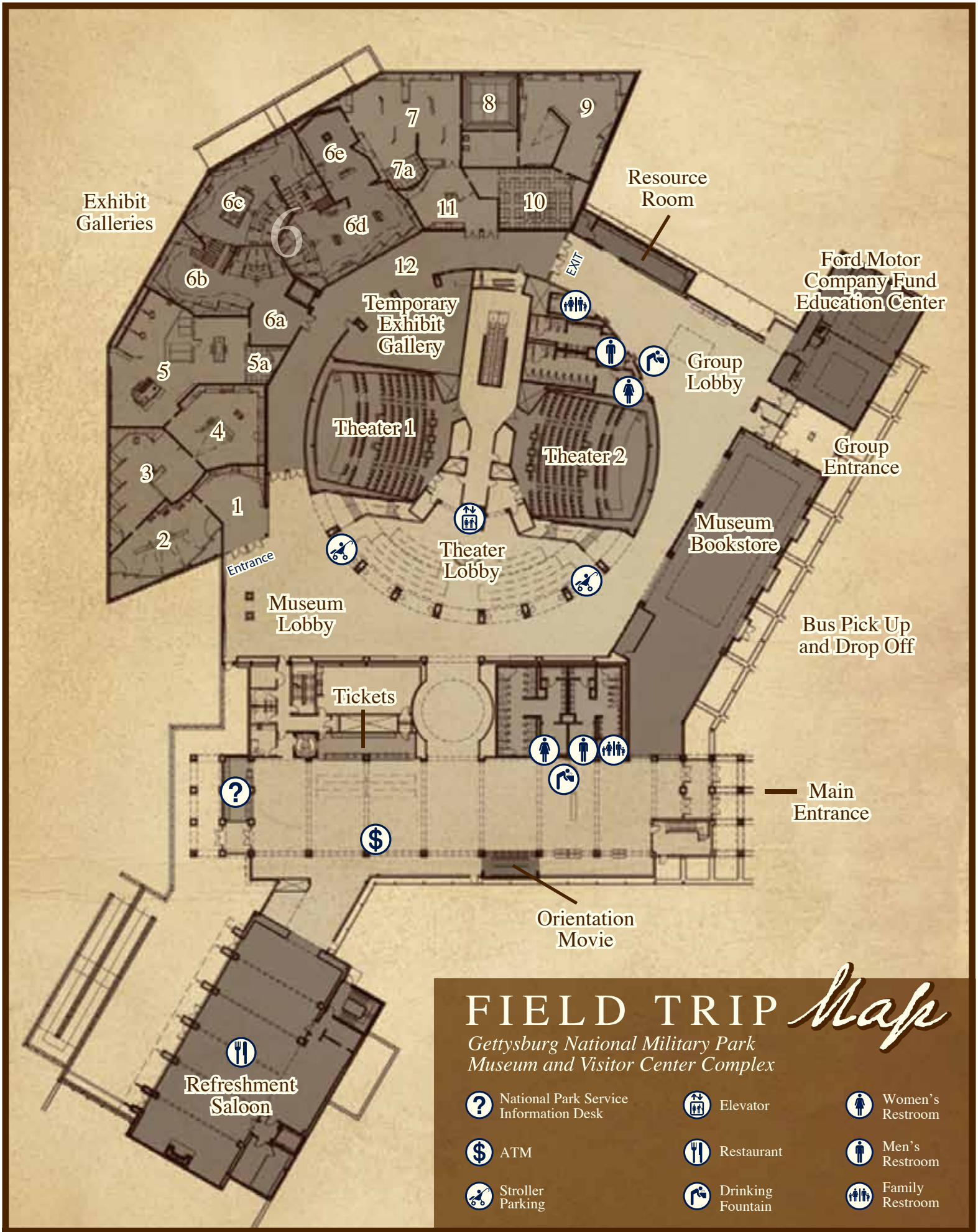
Signature	Date
Signature	Date
Signature	Date
Signature	Date
Signature	Date

FIELD TRIP DAY CHECKLIST
for Teachers and Chaperones

- ☐ Student nametags – first name only, and school name for quick group identification
- ☐ File with all confirmations and payments, if applicable
- ☐ File with emergency numbers and student health information
- ☐ First Aid Kit and student medical supplies, if applicable
- ☐ Signed Field Trip Contracts for students and chaperones
- ☐ Lunches or lunch money, with extra for anyone who has forgotten
- ☐ Cameras, with flash turned OFF while in museum
- ☐ Weather-related accessories (sunblock, insect repellent, rain coat, change of clothes)
- ☐ Extra paper and pens/pencils
- ☐ Clipboards for museum/battlefield activities, if applicable
- ☐ Visitor Center complex and battlefield maps
- ☐ Copies of Group Itinerary
- ☐ Extra trash bags (for bus and lunch trash)

Add your own item reminders...

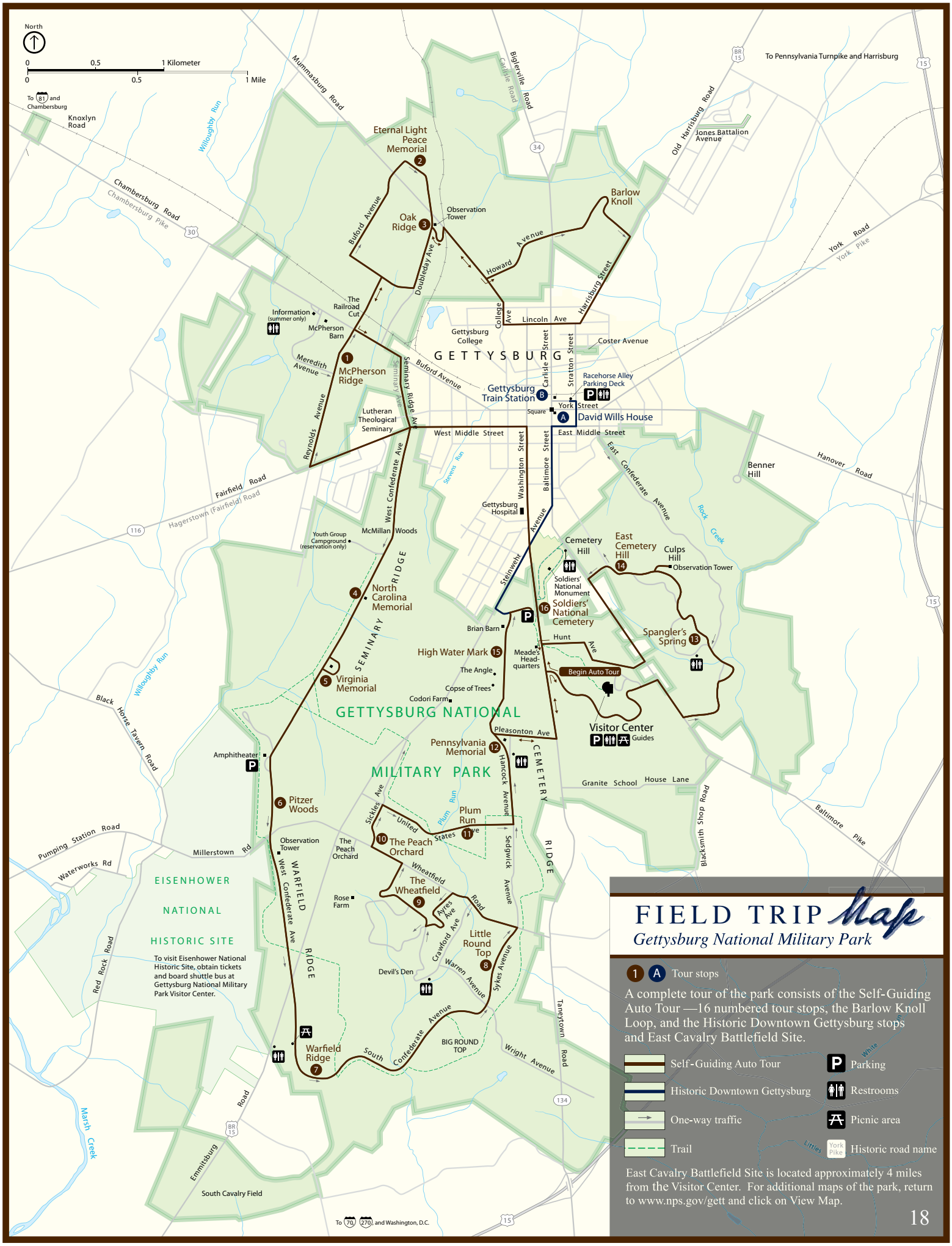
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____



FIELD TRIP *Map*

Gettysburg National Military Park
Museum and Visitor Center Complex

- National Park Service Information Desk
- ATM
- Stroller Parking
- Elevator
- Restaurant
- Drinking Fountain
- Women's Restroom
- Men's Restroom
- Family Restroom



FIELD TRIP Map

Gettysburg National Military Park

1 A Tour stops

A complete tour of the park consists of the Self-Guiding Auto Tour —16 numbered tour stops, the Barlow Knoll Loop, and the Historic Downtown Gettysburg stops and East Cavalry Battlefield Site.

- Self-Guiding Auto Tour
- Historic Downtown Gettysburg
- One-way traffic
- Trail
- P Parking
- Restrooms
- Picnic area
- York Pike Historic road name

East Cavalry Battlefield Site is located approximately 4 miles from the Visitor Center. For additional maps of the park, return to www.nps.gov/gett and click on View Map.

THE BEST CHAPERONE *Ever!*

DYNAMIC SMALL GROUP ACTIVITIES AT GETTYSBURG

The students in your small group will learn the most, behave the best, and will be safest on a field trip where they are continually engaged in fun learning experiences. Below are activity ideas for students of every age, that will help to make you the best chaperone ever!

On the way to and from Gettysburg...

• Sit together on the bus, and establish a partner system for bathroom breaks and on-site activities. Make sure each of your students has read, signed and understood the Field Trip Contract for Students. Share some of your ideas for the day and ask the students for some of theirs.

• Challenge the students to occupy their free time on the way to Gettysburg with only those activities that would have been available to them as a Civil War soldier (no cell phones, iPods, gaming systems). Some soldier pastime ideas include:

DICE – Each player takes an equal number of rolls on a pair of dice, and then totals the points from the rolls to determine a winner. Or a game board is made with a square containing each number, 2 through 12. Each player places a marker inside a box of his or her choice, and then the dice are rolled. The player who guesses the correct number receives all of the markers.

SKETCHING – Sketch a Civil War camp scene as you imagine it. A great deal has been learned about the life of soldiers from the sketches that the soldiers and artists made during the war. (Remember to look for some of the original sketches in the museum when you arrive.)

LETTER WRITING – Write a letter to a friend or family member, describing your experiences as a "soldier." What do you miss about home?, What's the hardest part of soldiering?, etc.

CARD PLAYING – Many card games were popular. What games do you like to play?

DOMINOES, CHECKERS, OR CHESS – Follow the directions given with your set as these games have not really changed since the soldiers played them around a campfire.

SINGING – Soldiers would sing a variety of songs – hymns, melancholy (sad) songs about home, or rousing patriotic songs. For starters, lead a sing-along of "Dixie" and "Battle Hymn of the Republic."

• Review the maps and itinerary for your day with the students. Familiarity will decrease trip anxiety and orientation time, and will increase excitement for the day as well as knowledge retention. If any of the students have been to Gettysburg before, ask them to share their experiences with others in the group.

While at Gettysburg National Military Park...

• Immediately upon arrival, establish an emergency meeting location – an easy place to find from all directions, such as a flagpole or obvious landmark within the building.

• Be sure to have plenty of copies of a museum activity (see various examples inside the *For Students* section) as well as pencils (no pens in museum) and clipboards or hard surface notebooks on which to write.

• Assign each student a role for the day, and remind them that they are to become experts by the end of the day on this role, writing down 5-10 interesting facts or stories about that role. Some roles to choose from include:

> infantry soldier, artillery soldier, cavalry soldier, Gettysburg civilian, Civil War doctor or nurse, Civil War newspaper reporter, Abraham Lincoln, General Robert E. Lee, General George Gordon Meade, General Winfield Scott Hancock, General Dan Sickles, General James Longstreet, General George Pickett, a monument sculptor after the war, a slave, a captured soldier, a flag bearer.

• Provide sheets that list all 50 states and the District of Columbia. Ask the students to search and circle as many state license plates as they can by the end of the day. Ask: "Why do you think so many people come to Gettysburg from all across the country, and the world?"

• Brainstorm questions for your Licensed Battlefield Guide, park ranger, or lead teacher. Make sure each student has a possible question. Listen and look throughout the day for the answers; those that are not answered by the end of the tour or day can ask the leader, or send it to a park ranger at Gettysburg.

• Challenge your group to find (and perhaps draw) examples of monument symbols throughout Gettysburg National Military Park. If time, explore the "How to Read a Monument" section on the Monuments at Gettysburg program in the Resource Room. Select a monument to "read" on the battlefield using its location, text, symbols, size and shape.

• There were troops from 29 states represented during the three days at Gettysburg. Assign a different state to each student. Using the computer kiosks throughout the museum and in the Resource Center, have students research the locations of each state's troops during each day of the battle, their state's monuments, and any other interesting facts that they can discover.

• Check out the amazing photographs of the battlefield on the wall just outside the Special Exhibits gallery. Note, with your students, the elements that make these photographs compelling such as lighting, angle and composition. Challenge the students to a photography contest, enlarging one photograph from the trip for each student at your school and voting on the winner.

THE BEST FIELD TRIP Ever!

FIELD TRIP PLANNER

GETTYSBURG NATIONAL MILITARY PARK

Museum Tours

CHAPERONE ANSWER AND HINT KEY

On the following pages you will find an Answer Key as well as Guidelines and Hints for working through the Student Museum Tours located in the Student section of this Planner. Be sure to pay attention, and direct your students' attention, to the glass panel titles above the entryways to each gallery to help them find their way.

Some Guidelines:

ORGANIZE and **ADAPT** the tours for your age-group and the needs of your students.

ENCOURAGE exploration of the whole museum, and not just exploration for answers.

ASSIST the students, but be sure that they are working together and doing the work themselves.

PROMOTE discussion if there is an opinion question.

PRAISE a found answer or earnest attempt.

PROVIDE DIRECTION for difficult segments of the tour.

THE *Civil War Soldier* TOUR

ANSWER KEY

(This tour's activity begins on page 36)

MUSEUM LOBBY

- Some answers might include: "*No way, because I wouldn't have wanted to get shot.*"; "*Yes, because I would have wanted to end slavery.*"; "*Yes, I would have defended my home state.*"
- Examples include: exciting/depressing; fun/scary; moving/still; beginning/ending.

GALLERY 3

- Bowling balls

GALLERY 4

- German poster says: Regiments, Col. Henry Bohlen, and $1.50.
- Examples might include: chess, cards, dominos, art, writing or music.
- The Emancipation Proclamation

GALLERY 5

- A "good dish" was hard crackers mixed with water and lard.
- Headgear answers might include: kepi, forage cap or brimmed hat.

GALLERY 6

- These flags are located back-to-back. Students may consider themselves brave and able to handle the responsibility of a color bearer, or they may quickly realize the danger of the job.
- First Minnesota casualty rate was 223 out of 300 men, according to S.E. Martin.
- Answers will obviously vary as there are 500 soldier photographs on the wall mural; Confederate soldiers are pictured on the left, and Union soldiers are pictured on the right.

GALLERY 7

- Answers will vary, and can be found by listening to the "Voices from the Aftermath" Theater or reading through the exhibit cases. There are also quotes inscribed directly onto the walls.

RETURN TO MUSEUM LOBBY

- This question is a great starting point for discussion, and will help you to assess how much your students have learned throughout their special tour activity.

THE *Caring For The Wounded* TOUR
ANSWER KEY

(This tour's activity begins on page 39)

MUSEUM LOBBY

• Reasons for joining the Medical Corps often included: *"It was safer."; "I don't believe in fighting."; "I can make more money to send home."; "I was a doctor before the war began."; "I want to become a doctor someday."; " I want to help."*

GALLERY 3

• Army surgeon at Fort Sumter, and soldier (led a division) at Gettysburg.

GALLERY 4

• Banquet table, and then as an operating table after the battle there.

• Lint, scraped from linen cloth, was used to make bandages.

GALLERY 5

• Stretchers transported soldiers, and General Thomas "Stonewall" Jackson was transported on this stretcher.

• Answers will vary, but could include lice comb, medicine bottle, toothbrush, and bar of soap.

GALLERY 6

• Captain Fisher was wounded in the foot and died 3½ years later from its complications.

• There are 16 slots visible on half the box, so it could hold 32 rounds of ammunition, and so the answer is 32 X 10 = 320 potential wounds caused by this one limber (at least).

• There were 14,529 Union wounded, and 18,000 Confederate wounded at Gettysburg.

GALLERY 7

• The actual uses of each instrument can be found by lifting up each panel, and are as follows:

1. Scarificator was used to make small cuts.
2. Tenaculum was used to hook and hold blood vessels.
3. The medicine bottle was used to hold chloroform to anesthetize patients for surgery.
4. Saw was used to amputate limbs.
5. Bullet probes helped to locate bullets and explore the damage that they caused.
6. A trephine was used to open up small holes in the skull or to extract a bone fragment.

• Make sure your students walk away from this gallery with more than the "Gross!" response. Doctors and nurses worked hard and saved many lives, even though their knowledge was limited compared to today.

END OF TOUR

• Answers will vary for the concluding question, but they should help you to lead a discussion and assess what has been learned throughout the tour.

THE *Homefront* TOUR
ANSWER KEY

(This tour's activity begins on page 36)

GALLERY 2

- The photograph of Anna Garlach is located opposite the large screen for the "Causes of War" film.
- Anna is holding her baby brother, William in the photograph.

GALLERY 3

- Touch your state on the map, or go to "Select a State" on the menu bar.

Answers will, of course, vary according to state.

GALLERY 4

- The piece of furniture was a banquet table; it was later used as an operating table.
- Women scraped lint for bandages.
- Mary Himes Fox made and wore a red, white and blue apron.

GALLERY 5

- David McConaughy was a leading Gettysburg citizen, and a Union army scout.
- Tillie Pierce was a Gettysburg civilian; Rebel soldiers took over her house.
- Lloyd Watts was a leader of the black community of Gettysburg; he later joined the Union army.
- George Sandoe was the battle's first casualty; he died from his wounds.

GALLERY 6

- John Forney; and you can see that the cannon ball pierced at least 8 joists.
- Answers will vary, but could include: *"The table to lay out his maps."; "The bed to rest."; "The cabinet to get something to eat."*

GALLERY 7

- The Valentine is addressed to "Mr. Yankee" and it is signed "Rebel."

The author admits to killing one goose and taking a pair of stockings.

- Ellie Carver carried fruit in the basket that is on display.
- Annie Sheads wrote the letter on August 14, so it was 42 days after the battle ended.
- Fisher's father found the body with the help of a hand-drawn map by another soldier; a wooden marker, perhaps a broken box top,was used to temporarily mark his battlefield grave.

END OF TOUR

- Anna Garlach and her family were caring for a wounded Union soldier at their home. Use the second photo of Anna Garlach to lead a discussion on how the battle changed the course of many lives, of the town of Gettysburg, and of the entire country.

THE *Lincoln and Gettysburg* TOUR
ANSWER KEY

(This tour's activity begins on page 45)

GALLERY 3

- BRECKENRIDGE wanted to preserve slavery where it already existed.
  BELL ignored the slavery issue altogether.
  DOUGLAS believed in popular sovereignty... that the people of each state should decide.
  LINCOLN opposed extension of slavery into western territories.
- Lt. William Fisher; he died at the battle of Gettysburg.

GALLERY 4

- The Emancipation Proclamation

GALLERY 6

- William Ventress asked that his Bible and remains be sent home to his wife.
  The Bible is on display.
- Thomas O'Donnell had a stencil to mark his equipment; James Irwin had a wallet and company roster that identified him; John Fallin carved his name into his rifle musket.
  (These artifacts are located in various exhibit cases in this gallery; they are not all in the same location.)

GALLERY 7

- The "trophy" was a Confederate bayonet. The burial detail relied on soldiers' possessions to identify their remains.
- Large hooks were used to lift the remains of the soldiers.
- Fisher's grave marker says: "L.T. Fisher 10th US INFT I found his body buried on the farm of Jacob Weikert about 125 yards North West of the House along a crop fence." Fisher's friend drew a map, directing his father to his gravesite.

GALLERY 8

- The Gettysburg Address probably took between two and three minutes to deliver.
- ***Four score and seven years*** is another way of saying 87. ***Our fathers*** refers to the founding fathers, specifically the signers of the Declaration of Independence. ***Consecrate*** means to declare sacred or devote to a purpose. ***New birth of freedom*** means the end of slavery, the liberation of the nation, and the promise of freedom and equal rights for all.
- Lincoln wanted to continue and win the war to save the Union and end slavery, and to ensure that the soldiers had not died in vain.

GALLERY 9

- George B. McClellan ran against Lincoln in 1864 and his "one condition" for peace was "the Union."
- Lincoln wanted to keep the Union together AND end slavery at this point.
- They wore a black mourning ribbon.

GALLERY 10

- The 13th, 14th, and 15th Amendments were passed because of the Civil War, but the rights of citizenship were repealed by some southern state governments , and continued to be challenged and tested.
- Answers may, of course, vary as to the success of Abraham Lincoln as President, but you should be sure to ask the students to support their answer – on paper or in a small group discussion.

THE *Key Moments* TOUR
ANSWER KEY

(This tour's activity begins on page 48)

THE FIRST SHOT | 7:30 A.M.
Mississippi Rifle = longer range and Sharps Carbine = fire power (8-10 shots per minute)

ON MCPHERSON'S RIDGE | 10 A.M. TO 2 P.M.
Bad position . . . a refuge turned into a trap

COLLAPSE | 3 P.M.
5th Alabama Infantry; carved name into flap of cartridge box

EVENING OF A DESPERATE DAY | JULY 1 – EVENING
"Welcome sight" because of Hancock's ability to win battles

LEE'S DILEMMA | 10 A.M.
Round Tops unoccupied by the enemy

SICKLES' DECISION | 2 P.M.
Peach Orchard . . . made from sapling

LITTLE ROUND TOP | 6 P.M.
Little Round Top

9TH MASSACHUSETTS' SACRIFICE | 6:30 P.M.
He was a bugler and he was brave

ON CEMETERY RIDGE | 7:30 P.M.
Company roster and his wallet

ON TWO HILLS | 7:30 P.M.
12 pound shot

AT MEADE'S HEADQUARTERS | MIDNIGHT
Bed for rest; table for map-reading; cupboard for food; any other supported answer

THE BEST LAID PLANS | MORNING
Culp's Hill

PICKETT'S CHARGE | 3:30 P.M.
Bible

IS THE BATTLE OVER? | LATE AFTERNOON
Antietam

THE *My State* TOUR ANSWER KEY

(This tour's activity begins on page 51)

Answers will, of course, vary depending upon the state selected for the tour. Encourage the students to explore the entire museum, and not just check off answers on the tour. Use the final question as a starting point for good discussion about the contributions of your home state or the states selected for the focus.

THE e-TOUR ANSWER KEY

(This tour's activity begins on page 53)

THE CAUSES OF WAR | FILM

• Answers will vary but should convey the ideals of liberty and freedom for all.

A HOUSE DIVIDED

• The allegiance of each state can be found in the upper left of the statistics box; the pie chart is in the middle right of that box. Compare the two pie charts with the students, and have them look for conclusions based on population data and allegiance of the two states.

THE CIVIL WAR FROM 1861-1863

• Battles highlighted in the video map include: First Manassas; Forts Henry and Donelson; Shiloh; Shenandoah Valley; Seven Days Battles; Second Manassas; Antietam; Fredericksburg; Stones River; Chancellorsville.

ON CAMPAIGN

• Answers will vary, but will most likely include a canteen, musket-rifle, cartridge box, etc.
If answers are off-base, ask students to explain and support their reasoning.

BUGLE CALLS

• Most likely, they will LEAST want to hear Reveille (waking them up) and The Charge (in battle).
• Most likely, they will MOST want to hear Recall (while drilling) or Taps (going to sleep) after a long day.

VOICES FROM THE CAMPAIGN

• Answers will vary; encourage the students to really listen to the program and not just write down the first quote that they hear.

JULY 1, 1863 | FILM

• If you control the road network, you control the movement of the armies.

BATTLE OF GETTYSBURG - DAY 1 | COMPUTER STATION

• Answers will vary. Commander can be found along the bottom blue strip once a unit is selected; many units will not yet be near Gettysburg on Day 1 and so will not yet be engaged in battle.

JULY 2, 1863 | FILM

• The Union line resembles a fish hook this day.

• Union army now has a better position as their line is compact with high ground on both flanks.

SIGNAL FLAGS

• Of course answers will vary depending on the student's name, but will look something like this example for the name Mike:

M	I	K	E
2112	2	1212	21

BATTLE OF GETTYSBURG – DAY 2 | COMPUTER STATION

• Answers will vary depending on the unit selected.

• Assist students with their location descriptions and also in finding the nearest enemy unit.

JULY 3, 1863 | FILM

• Approximately 13,000 men attacked the Union line. The assault lasted less than one hour, and it was not successful for the Confederate army.

BATTLE OF GETTYSBURG – DAY 3 | COMPUTER STATION

• Answers will vary depending on the unit selected.

• Assist students with their location descriptions; casualty numbers can be found along the bottom blue bar, after the unit is selected.

VOICES FROM THE AFTERMATH

• If necessary, explain that paraphrase means to put the quote into their own words. Be sure that the students listen to the entire presentation, and do not simply paraphrase the first quote they hear.

THE GETTYSBURG ADDRESS | COMPUTER STATION

• There are 83 words in the last sentence of the Gettysburg Address. To understand and shorten that sentence is a challenging exercise for any student and they will need your help. Some phrases to discuss include: last full measure of devotion; died in vain; new birth of freedom.

THE CIVIL WAR FROM 1863-1865

• Battles highlighted in the video map include: Vicksburg; Port Hudson; Chickamauga; Chattanooga; Wilderness; Spotsylvania Courthouse; Cold Harbor; Petersburg; Kennesaw Mountain; Atlanta; Appomattox Courthouse.

AFTER THE WAR | FILM

• The only two images from the list that are not shown in this film are the British flag and Thomas Jefferson. If time, an interesting exercise might be to ask the students to explain where the other images fit into the Civil War story. For example: *"Why is Woodrow Wilson mentioned?"*; *"What historical handshake is depicted?"*, etc.

THE MONUMENTS AT GETTYSBURG | COMPUTER STATION

• If your students are having difficulty finding an interesting monument, suggest any of the following: 11th Pennsylvania Infantry, Virginia Memorial, 42nd or 73 New York Infantry; Alabama State Memorial.

Civil War Lessons FOR EVERY TEACHER

fun MATH CALCULATIONS

Calculate trajectory of a Civil War bullet, canister ball, solid shot, and shell.

Use abacus beads or wooden blocks to demonstrate the structure of a Civil War army – from company to regiment, brigade, division, corps, army.

Calculate the cost for a government to feed an entire army for one day, one year, and then across the course of a war.

ART Projects

After studying several examples of outdoor sculpture at Gettysburg, assign students the task of creating a monument that is representative of your school and its achievements. Then, hold a class "Dedication Day" just as the battle veterans did, so that the students can explain the symbolism and artwork on their "monument."

SCIENTIFIC Investigations

PHYSICAL SCIENCE: How were the giant boulders formed that lie across the Gettysburg battlefield? Investigate other topography on the battlefield – hills, ridges, fields, streams. How were they formed, and how were they utilized by the armies?

HEALTH SCIENCE: Investigate the army medical corps. What were the most important medical advances throughout the war? What diseases were the biggest killers? What improvements have we made in our military entrance physical examinations?

SOCIAL SCIENCE: Explore the psychology of soldiers as the war progressed by reviewing some letters written home. Compare and contrast the morale of soldiers, for example, at the First Battle of Bull Run with the morale at the battle of Gettysburg in 1863, or in the early spring of 1865.

line up for PHYS. ED.

Consult a Civil War era army tactics manual and drill your class in maneuvers of increasing complexity.

LANGUAGE ARTS Lessons

Compare and contrast the language and objectives of the Emancipation Proclamation and the Gettysburg Address.

Demonstrate some Civil War era communication – signal flags, bugle calls, drum beats, letter-writing.

Conduct a review of children's literature using three books about the Civil War. Which book best builds the context for the complex issues of the Civil War? Why and how is this book effective?

CHARACTER Builders

Present various leadership scenarios from the Civil War, from the battlefield or the White House, along with several potential outcomes. Then, reveal the historical outcome. Was this person an effective leader? Why or why not? For example: What were General Robert E. Lee's action choices on the morning of July 3rd, 1863? What would you have done?

Conduct individual or small group research projects around the question: Who is a good Civil War role model? Use any of the Character Counts traits. For example: Who is a good Civil War role model for trustworthiness? Citizenship? Fairness? Courage?

Explore graduation or class service project ideas that involve battlefield clean-up, restoration, or organizing a donation drive.

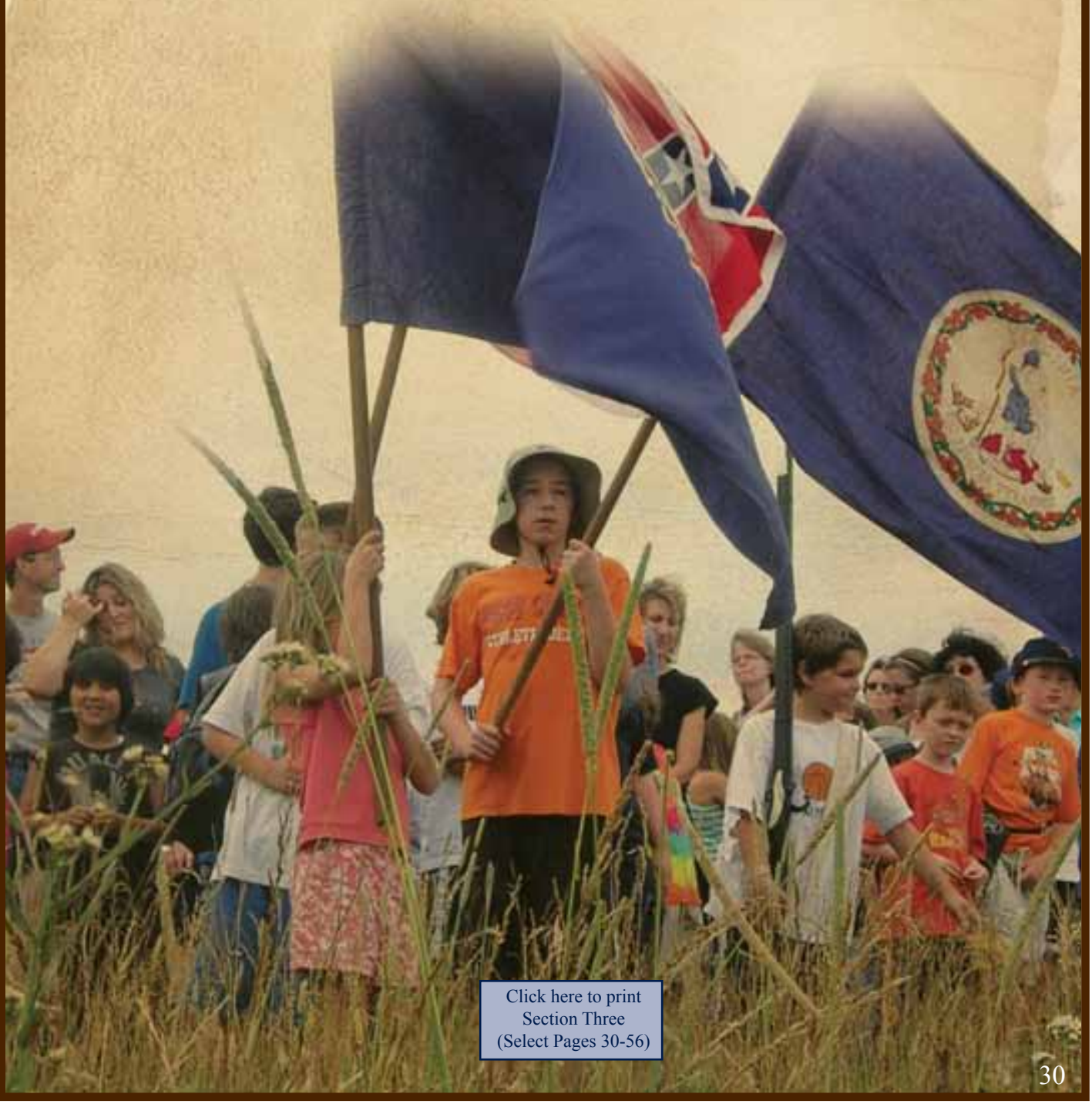
MUSICAL Interludes

Listen to music from the Civil War, from marches to mournful ballads. Practice singing "Battle Hymn of the Republic" and "Dixie" and then lead a discussion on the role of music on the Civil War – in battle, on the march, and around the campfire. Have students learn and play a Civil War song of their choice on a recorder or keyboard.

GETTYSBURG
NATIONAL MILITARY PARK

SECTION *three*

FOR YOUR *Students*



Click here to print
Section Three
(Select Pages 30-56)

GETTYSBURG
NATIONAL MILITARY PARK

FIELD TRIP CONTRACT
for Students

We, the students of _____ agree to the following rules and regulations for our upcoming Gettysburg Field Trip.

While visiting the battlefields:

1. We will always stay on approved trails and roads.
2. We will never climb on a monument, marker or cannon.
3. We will clean up all trash using proper receptacles, but will remove nothing else from this or any national park.

While visiting the Gettysburg Museum and Visitor Center:

4. We will remain with our teacher/chaperone at all times, and display orderly and respectful behavior.

5. We will show courtesy and respect for all other visitors by . . .

speaking quietly even in large, open areas;
not talking during films or presentations;
not running or jumping and being mindful of other people and things;
not touching or climbing on displays or exhibits;
using computer interactive stations only as intended;
allowing only adults to select brochures for our group.

6. We understand that backpacks, food, drinks and gum are not allowed in the museum, theaters, bookstore or group lobby.

7. We know that flash photography is prohibited in the museum and theater/cyclorama, and that we will be asked to leave if our flash goes off . . . this includes camera phones.

8 We will not lean on or use walls and display cabinets as desktops. (If you are expected to take notes or complete a museum activity, your teacher or chaperone will supply the necessary materials.)

Signatures (sign or print your names below):

Signature	Date
Signature	Date
Signature	Date
Signature	Date
Signature	Date

FIELD TRIP DAY CHECKLIST
for Students

- ☐ Lunch or lunch money
- ☐ Extra drinks or water bottle, especially for hot days
- ☐ Camera, with flash turned OFF while in museum and theater/cyclorama
- ☐ Weather-related accessories (sunblock, insect repellent, rain coat, change of clothes)
- ☐ Comfortable sneakers or walking shoes (not flip-flops or open-toed shoes)
- ☐ Field Trip Packet (with maps, itinerary, museum activity sheets etc.)
- ☐ Notebook/clipboard and pencil(s)
- ☐ Souvenir money, if applicable

Add your own item reminders...

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

THINGS TO LEAVE AT HOME OR ON BUS

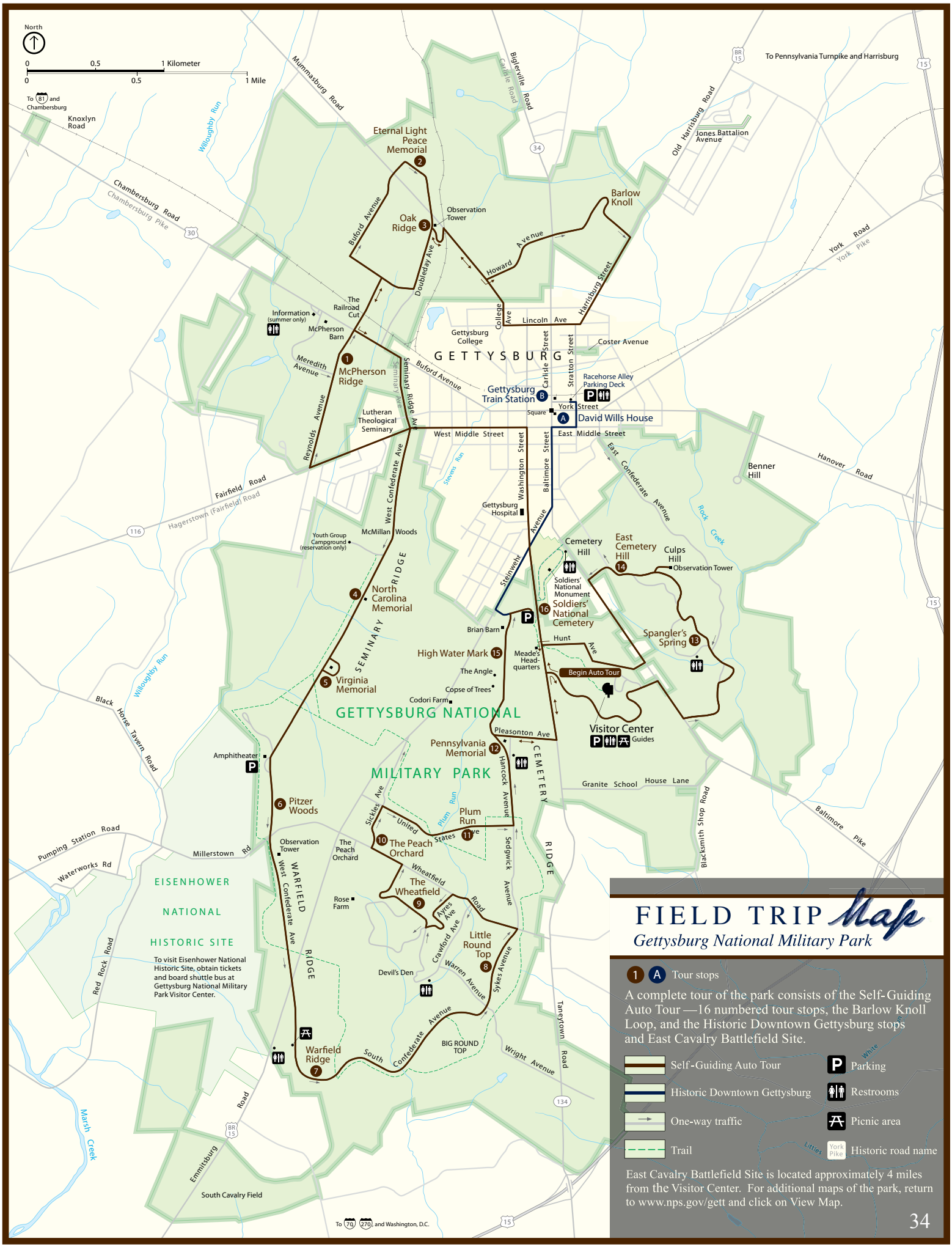
- ☐ cell phone
- ☐ iPod or other music player
- ☐ candy and gum

PLACE AN "X" ON THE EMERGENCY MEETING LOCATION THAT YOUR GROUP HAS DECIDED ON.

FIELD TRIP *Map*

Gettysburg National Military Park
Museum and Visitor Center Complex

- National Park Service Information Desk
- Elevator
- Women's Restroom
- ATM
- Restaurant
- Men's Restroom
- Stroller Parking
- Drinking Fountain
- Family Restroom



FIELD TRIP Map

Gettysburg National Military Park

1 A Tour stops

A complete tour of the park consists of the Self-Guiding Auto Tour —16 numbered tour stops, the Barlow Knoll Loop, and the Historic Downtown Gettysburg stops and East Cavalry Battlefield Site.

- Self-Guiding Auto Tour
- Historic Downtown Gettysburg
- One-way traffic
- Trail
- P Parking
- Restrooms
- Picnic area
- York Pike Historic road name

East Cavalry Battlefield Site is located approximately 4 miles from the Visitor Center. For additional maps of the park, return to www.nps.gov/gett and click on View Map.

THE BEST FIELD TRIP Ever!

FIELD TRIP PLANNER

GETTYSBURG
MUSEUM OF THE AMERICAN CIVIL WAR

THE GETTYSBURG MUSEUM
OF THE AMERICAN CIVIL WAR

Student Tours

IT'S AS EASY AS 1, 2, 3!

1

PICK A TOUR

Choose a perspective that you want to learn more about.

Do you want to be... an infantryman?
a doctor or nurse? a civilian? President Lincoln?

Or do you want to focus on . . .
key moments of the battle? your state throughout the war?
all of the electronic learning centers in the museum?

2

FIND THE ITEMS FROM YOUR TOUR

(and prove that you've found them by answering the questions).

3

SHARE THE INTERESTING THINGS YOU'VE FOUND

when you get back to the classroom.

NOW GRAB YOUR MAP...
PAY ATTENTION TO THE **GALLERY TITLES** OVERHEAD...
HAVE FUN... AND GET GOING!

Click here to print the Civil War Soldier Tour (Select Pages 36-38)

GETTYSBURG NATIONAL MILITARY PARK

Gettysburg Museum of the American Civil War

THE *Civil War Soldier* TOUR

learn about the life of an infantryman

When the war began in 1861, nearly everyone wanted to be a soldier. This excitement was called "war fever."

☐ GO TO THE MUSEUM LOBBY

Study the painted murals that show men going off to war in 1861.
If you had been living at this time, would you have gone off to war? Why or why not?

_____

_____

_____

Compare the murals with the wall images just inside the museum doors.
Think of 2-3 contrasting word pairs (like "happy/sad") for the two sets of images.

_____ / _____

_____ / _____

_____ / _____

The Civil War began at a place called Fort Sumter on April 13, 1861.

☐ GO TO GALLERY 3 | A NEW NATION

FORT SUMTER FALLS
Read all about Fort Sumter and find some of the cannon balls that fell there.

Are those cannon balls closer to the size of a golf ball, softball, or bowling ball? (circle one)

President Lincoln called for 75,000 volunteer soldiers and Confederate President Davis asked the Southern state governors to raise troops to defend against possible attacks.

☐ GO TO GALLERY 4

NOW WE ARE ENGAGED IN A GREAT CIVIL WAR

MAKING SOLDIERS

Find the display of recruiting posters. *Although one of them is in German, what three things can you decipher?*

1. _____

2. _____

3. _____

Soldier life in camp and on campaign could be very tiring and also very boring.

Move left to the Soldier Life exhibit case.

Look over the games and other activities that took place at a soldier campsite.
In which would you have participated ?

_____

Though many had "war fever" in 1861, African-American men could not join until 1863.

Survey the remainder of this gallery.
What long-named document (24 letters!) made it possible for African-Americans, including former slaves, to join the Union army and fight for freedom?

_____

Soldiers gave up the comforts of home – including a good meal, and a good place to sleep.

☐ GO TO GALLERY 5

TESTING WHETHER THAT NATION CAN LONG ENDURE

Read about the Midday Meal in the alcove next to the camp display.
What did one soldier consider "a good dish"?

_____

Look over the examples of headgear in the corner case called "A Long Day."
Which would you choose? Why?

_____

_____

_____

Most soldiers at Gettysburg were battle veterans. They knew about the noise of battle, and about the sadness and quiet that followed.

☐ GO TO GALLERY 6
NOW WE ARE MET ON A GREAT BATTLEFIELD...

DAY 1

Find the 150th Pennsylvania and the 47th North Carolina flags, and read about the job of the color bearers. *Would you have made a good color bearer? Why or why not?*

_____

_____

_____

DAY 2

Casualties means all of the soldiers killed, wounded, captured or missing. The charge of the First Minnesota Infantry created one of the highest regimental casualty rates of the battle. *What was their casualty rate according to S.E. Martin, one of the survivors?*

_____

OUT OF BATTLE

The Faces of Battle wall shows photographs of 500 of the 51,000 Gettysburg casualties.
Write down the name of one Union and one Confederate casualty of the battle.

Union: _____

Confederate: _____

☐ GO TO GALLERY 7
THE BRAVE MEN LIVING AND DEAD

Record at least one quotation about each of the three types of casualties – one for the wounded, one for the captured, and one for the dead.

Wounded _____

_____

Captured _____

_____

Dead _____

_____

Return to the museum entrance and the murals of soldiers going off to war.
Would you change your answer about going off to war from the beginning of the tour? Why or why not?

_____

_____

_____

_____

END

Click here to print the Caring for the Wounded Tour (Select Pages 39-41)

GETTYSBURG NATIONAL MILITARY PARK

Gettysburg Museum of the American Civil War

THE *Caring For The Wounded* TOUR

learn all about Civil War doctors and nurses

Why might you have chosen to join the Army Medical Corps instead of becoming a soldier?

☐ **GO TO GALLERY 3** | A NEW NATION

Search this gallery for a trunk that belonged to a man named Samuel Crawford.

What role did he have at Fort Sumter?

_____

What role did he have at Gettysburg?

_____

Following the soldiers from battlefield to battlefield, the Army Medical Corps established field hospitals wherever they could find shelter, water, and open space.

☐ **GO TO GALLERY 4**

NOW WE ARE ENGAGED IN A GREAT CIVIL WAR

Find the "Homefront" exhibit case, and a piece of furniture from the Smithfield plantation.

What were the "double duties" of the piece of furniture – before and then after the battle near there?

_____

_____

_____

What material, found in this case, did women scrape and send to army hospitals to be used for bandages?

_____

☐ **GO TO GALLERY 5**

TESTING WHETHER THAT NATION CAN LONG ENDURE

Of course there were no automobiles during the Civil War; ambulance wagons were pulled by horses and needed good roads to get back to the field hospitals.

Find the "Chancellorsville" exhibit case.

Which artifact transported the wounded from the battlefield to the ambulance?

_____

What famous general was transported on this one?

_____

Civil War soldiers did not know about germs and their role in causing diseases, but they were told to stay clean.

Find the "Sick Call" exhibit (across from the camp scene, near two computer stations). Look at in the case, and circle below, the items you might also pack today. Cross out the ones you do not own and would not pack.

soap **toothbrush** **medicine bottle** **lice comb**

Even though some soldiers survived the war and were "only wounded," their lives were forever changed by their wounds.

☐ **GO TO GALLERY 6**

NOW WE ARE MET ON A GREAT BATTLEFIELD

DAY 1

Find items that belonged to Captain Philip Fisher of the 12th Illinois Cavalry.

Where on his body was he wounded, and when did he die?

_____

_____

_____

Even if a doctor had many years of experience, the wounds he faced in wartime were unlike anything he had ever seen before.

DAY 2

Find the wooden chest (called a limber), located behind the large cannon. Count the slots (don't forget to count the ones you cannot see under the tray) to find out how many rounds of cannon ammunition one limber could hold.

one limber could hold _____ *rounds*

Each round could wound 10 or more soldiers, so plug in your number and complete the calculation below to discover how many potential wounds this one limber could cause.

_____ *X 10 =* _____

(# of rounds) *(potential wounds from this limber)*

OUT OF BATTLE

The word casualties means all the soldiers killed, wounded, captured, or missing from a battle.

Find the Faces of Battle wall that shows 500 of the 51,000 casualties from this battle.

How many Union soldiers were ***wounded*** *at the battle of Gettysburg?* _____

How many Confederates were ***wounded****?* _____

☐ **GO TO GALLERY 7**

THE BRAVE MEN LIVING AND DEAD

Explore the "How did they use that?" interactive panel. Guess the function of each instrument before you lift the answer panel, and write your guesses on the left below. Then write their actual Civil War uses on the right.

My Guesses	Actual Uses
1.	
2.	
3.	
4.	
5.	
6.	

What have you learned about the Medical Corps to affirm or to change your reasoning for joining its ranks during this tour?

_____

_____

_____

_____

_____

END

GETTYSBURG
NATIONAL MILITARY PARK

Click here to print the Homefront Tour (Select Pages 42-44)

Gettysburg Museum of the American Civil War

THE *Homefront* TOUR

learn about how the war affected civilians

A civilian is any person not serving in the army. The lives of civilians were changed forever during the Civil War, as you will see by taking this tour.

☐ GO TO GALLERY 2 | CONCEIVED IN LIBERTY?

Find a photograph of young Anna Garlach who lived in Gettysburg when the war began. Who is with her in the photo?

_____

During the first two years of the Civil War, the battles took place in Southern states and Anna only knew about the war through newspapers.

☐ GO TO GALLERY 3 | A NEW NATION

If a state supported secession, it wanted to leave the United States and help to form a new country; if a state supported the Union, it wanted to keep all of the states united as one country.

Stop by one of the "A House Divided" computer interactive stations.
Was your state for secession? Union? Or not even a state yet?

_____

☐ GO TO GALLERY 4 | NOW WE ARE ENGAGED IN A GREAT CIVIL WAR

Find the "Homefront" exhibit case and a piece of furniture from the Smithfield plantation.

How was it used before the battle of Fredericksburg?

_____

How was it used during and after the battle?

_____

What material did women scrape and send to army hospitals for bandages?

_____

What household item did Mary Himes Fox make red, white and blue to display her patriotism?

_____

☐ GO TO GALLERY 5
TESTING WHETHER THAT NATION CAN LONG ENDURE

War affected not just the soldiers who fought it, but the soldiers' parents, spouses and children, as well as the farmers and other civilians on whose property the battles were fought.

Survey the "Before the Storm" exhibit case, just outside the "Voices of the Campaign" Theater. *Record the Civil War role or connection for each of the individuals below.*

David McConaughy	
Tillie Pierce	
Lloyd Watts	
George Sandoe	

When the people of Gettysburg started seeing soldiers and hearing reports of more on the way, they were still hoping there would be no battle near their town.

☐ GO TO GALLERY 6
NOW WE ARE MET ON A GREAT BATTLEFIELD

As you approach the cannon in the Day 2 area, look up to discover the damage that one cannon ball did to the joists of a local barn.
Whose barn was it, and how many joists did it pierce?

_____

_____

Discover the furniture of the Widow Leister as you enter the Day 3 area. General Meade, the Union army commander, used her home for his headquarters.
Which item might he have found most useful during the battle? Explain your answer.

_____

_____

_____

☐ GO TO GALLERY 7 | THE BRAVE MEN LIVING AND DEAD

While the damage was severe at Gettysburg, the people of the South had experienced much worse, and they would continue to feel the brunt of war until its end in 1865.

Find the "Healing Gettysburg" exhibit case, and the Confederate Valentine.
To whom is the Valentine addressed, and how is it signed?

_____

What did its author admit to?

_____

What did Ellie Carver take to the wounded at St. Francis Church?

_____

The town of Gettysburg was forever changed by the battle. Many of the people in the county did all that they could to help care for the wounded.

Locate the exhibit case titled "A Canvas Hospital," and find the Annie Sheads letter.
How many days after the battle did she write the letter, still talking of "doing all I can"?

_____

Family members of the dead searched for loved ones in the farmers' fields surrounding Gettysburg.

Just before you enter the "A New Birth of Freedom" gallery, you will find an exhibit case on Lt. William Fisher.
How did his father find his body?

_____

What was used to mark his temporary gravesite?

_____

Did you see the second photo of Anna Garlach? Backtrack now to the "Gettysburg Carries On" exhibit case (next to the Confederate Valentine) to see how much she changed throughout the war. *Besides her baby brother, who was she now helping to care for?*

_____

END

_____

Think of how different Anna's life must have been after her homefront became a warfront.

Click here to print the Lincoln & Gettysburg Tour (Select Pages 45-47)

GETTYSBURG NATIONAL MILITARY PARK

Gettysburg Museum of the American Civil War

THE *Lincoln and Gettysburg* TOUR

learn about the aftermath of battle and President Abraham Lincoln

☐ GO TO GALLERY 3 | A NEW NATION

The Presidential Election of 1860 hastened the start of the Civil War.

Read all about it in the "Lincoln Wins" exhibit case.
Fill in the four candidates for President, matching them with their stances on slavery?

CANDIDATE	THE SLAVERY ISSUE
	Preserve slavery where it already exists, and protect slaves as property in western territories.
	Ignore the slavery issue altogether.
	Popular sovereignty; people of each state should decide.
	Opposed extension of slavery into western territories.

Find the "Two Presidents" exhibit case. One of the President's duties is to serve as the commander-in-chief of the army.

Find the lieutenant's commission that Lincoln signed.
What is the name of the new lieutenant, and what was his Civil War fate?

_____

_____

☐ GO TO GALLERY 4 | NOW WE ARE ENGAGED IN A GREAT CIVIL WAR

Lincoln also had the power of his pen, and he used it to sign a document that allowed former slaves to fight for their freedom.

Find a copy of this historical document and write down its long name (24 letters!).
(Look just before you enter the "Testing Whether That Nation Can Long Endure gallery.")

_____

☐ GO TO GALLERY 6
NOW WE ARE MET ON A GREAT BATTLEFIELD OF THAT WAR

Some men had the task of finding and sending home thousands of soldiers' bodies.

Find July 1 – 3 p.m., and explore the "Retreat through Gettysburg" exhibit.
What were the wishes of William Ventress of the 5th Alabama Infantry should he die in battle?

_____

_____

Civil War soldiers were not issued identification or "dog" tags.

Look around the July 2 – 7:30 p.m. area.
What pieces of equipment on display identified the bodies of Thomas O'Donnell, James Irwin and John Fallin?

Thomas O'Donnell _____

James Irwin _____

John Fallin _____

☐ GO TO GALLERY 7 | THE BRAVE MEN LIVING AND DEAD

Find the "Gettysburg Carries On" exhibit case.

What was young John B. King's "trophy of war"? _____

_____

How might other "trophy hunters" make it more difficult to identify the soldiers' bodies?

_____

_____

Explore the "Burying the Battle" exhibit case as it tells you a great deal about the aftermath of battle. *What gruesome tools were used to lift the remains of soldiers from the battlefield?*

_____

Just before you enter the "A New Birth of Freedom" gallery, you will find the exhibit case about Lt. William Fisher.

What does it say on his temporary battlefield grave marker? _____

_____

_____

What did his friend Edward Bush do to help his father find William's body?

_____

Some people wanted President Lincoln to end the war after the awful battle at Gettysburg – win or lose – since the scene was so horrific. But Lincoln had a different ending in mind.

☐ GO TO GALLERY 8 | A NEW BIRTH OF FREEDOM

Time the speech as you listen to the Gettysburg Address in this room.

How long did it take to deliver? _____

Now explore each of the 10 sentences of the Gettysburg Address at one of the interactive computer stations in the next room.

Write a definition for the following words and phrases from the Gettysburg Address:

Four score and seven years	
our fathers	
consecrate	
new birth of freedom	

Did Lincoln want to continue, or to end, the war at this point? Why? _____

_____

☐ GO TO GALLERY 9
THE GREAT TASK REMAINING BEFORE US

Although Abraham Lincoln is remembered by most as a great president, his reelection in 1864 was far from certain.

Read over "The War Vote" exhibit case.

Who ran against Lincoln in the 1864 election, and what was his "one condition" of peace?

_____

_____

How was this different from Lincoln's goals, as expressed in the Gettysburg Address?

_____

_____

Whether or not they voted for him, the entire nation mourned his loss.

Find the exhibit case titled "The Nation Mourns."

How did soldiers change their uniform to show their sadness?

_____

☐ GO TO GALLERY 10
THAT THESE DEAD SHALL NOT HAVE DIED IN VAIN

Look over the materials about the Constitutional Amendments on the wall in the theater, and/or watch the "After the War" film.

Did the battle of Gettysburg and the entire Civil War accomplish anything?

_____

_____

Was Abraham Lincoln a successful President, in your opinion?

_____

END

_____

GETTYSBURG
NATIONAL MILITARY PARK

Click here to print the Key Moments Tour (Select Pages 48-50)

Gettysburg Museum of the American Civil War

THE *Key Moments* TOUR

a museum tour that explores objects from particular parts of the battlefields

After battles, tons of debris littered the fields.
Rediscover some of the objects left behind after the battle of Gettysburg.

IN THIS ACTIVITY, YOU WILL WORK TO DISCOVER. . .
a watch, uniform button, cartridge box, headquarters flag, field glasses, telescope, makeshift cane, wallet, company roster, two rifles, a battlefield sketch, bullet-ridden tree branch, farmhouse furniture, two bullets that met in mid-air, photographs, a personal letter and a Bible.

☐ ***Day 1 – July 1, 1863***

GO DIRECTLY TO GALLERY 6:

NOW WE ARE MET ON A GREAT BATTLEFIELD OF THAT WAR

Catch the short film all about the first day of battle.
Then explore its Key Moments further through the following object connections.

THE FIRST SHOT, 7:30 A.M. - Find the Sharps Carbine and compare it to the "Mississippi Rifle." These are the types of weapons, used against each other, that started the battle. *What was a strength of each weapon?*

_____

_____

ON MCPHERSON'S RIDGE, 10 A.M. TO 2 P.M. - Find the watch and button from Confederate dead in the unfinished railroad cut. *Was that railroad cut a good or a bad position for the Confederate soldiers? Explain your answer.*

_____

_____

COLLAPSE, 3 P.M. - Find the cartridge box that belonged to Private Albert Odell.
Write down the name of his regiment, and explain how we know that this was his cartridge box.

_____

_____

EVENING OF A DESPERATE DAY, JULY 1 – EVENING - Locate Hancock's National Flag that signaled his headquarters as he took over command.
How did most Union soldiers feel when they saw this flag at Gettysburg on July 1? Why?

_____

_____

Day 2 – July 2, 1863

Catch the short film all about the second day of battle. Then explore its Key Moments further through the following object connections.

LEE'S DILEMMA, 10 A.M. - Notice the set of field glasses. Imagine what General Lee might have seen through them when he arrived on the field.
Describe what Lee and Samuel R. Johnston discovered about the enemy that morning.

_____

_____

SICKLES' DECISION, 2 P.M. - See George Kistler's cane.
Where did he first use the cane, and what was it made from?

_____

_____

LITTLE ROUND TOP, 6 P.M. - Locate General Warren's telescope.
To which part of the battlefield will his name be forever linked?

_____

_____

9TH MASSACHUSETTS' SACRIFICE, 6:30 P.M. - Glimpse Medal of Honor recipient Charles Reed's battlefield sketch.
Besides drawing, what two other skills or traits can you discover about him within this case?

_____

_____

ON CEMETERY RIDGE, 7:30 P.M.
Find Sgt. James Irwin's "effects." Effects were the items found on a soldier's body before he was buried or carried off of the battlefield; they were usually sent home to the family. *What two items were found on Irwin's body?*

_____

_____

ON TWO HILLS, 7:30 P.M.
Note the bullet-ridden tree branch from the battle for Culp's Hill.
What is the weight of the artillery projectile that also fell there?

_____

_____

AT MEADE'S HEADQUARTERS, MIDNIGHT
Discover the furniture of the Widow Leister.
In your opinion, which item would Meade have found most useful as the commander of an army in the midst of battle? Explain.

_____

_____

☐ ***Day 3 – July 3, 1863***

Catch the short film all about the third day of battle. Then explore its Key Moments further through the following object connections.

THE BEST LAID PLANS, MORNING - Locate the fused bullets.
These bullets met in midair above which hill?

_____

_____

PICKETT'S CHARGE, 3:30 P.M. - Find the photograph of Private John Cassidy, 69th Pennsylvania Infantry. *Besides Cassidy himself, what else was hit by a bullet that day?*

_____

_____

IS THE BATTLE OVER? LATE AFTERNOON - Read Jacob Bechtel's letter written from Gettysburg on July 6. *Which battle does he compare with Gettysburg?*

_____

_____

NOW... Use your Field Trip Map of Gettysburg National Military Park and circle the locations of as many of the above Key Moments of Battle as you can. These circles will then also mark the original locations of the "battle debris" that you've rediscovered in the museum.

Remember these artifacts, and these soldiers, as you explore the battlefield!

END

Click here to print the My State Tour (Select Pages 51-52)

GETTYSBURG NATIONAL MILITARY PARK

Gettysburg Museum of the American Civil War

THE *My State* TOUR

Learn about the contributions of your state in the battle of Gettysburg

Select a state that you would like to follow throughout your museum tour. It could be the state where you live, or any state that you choose.

The states that you can choose from include:

Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, New York, Connecticut, New Jersey, Pennsylvania, Delaware, Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota and West Virginia from the Union army, and Virginia, North Carolina, South Carolina, Tennessee, Georgia, Alabama, Mississippi, Florida, Arkansas, Louisiana or Texas from the Confederate army. Maryland is represented in both armies.

Circle the state above that you have chosen to explore today.
Do you think it played a significant role in the battle and the war? Move on to find out!

☐ **GO TO MUSEUM LOBBY**

Underneath the painted murals of soldiers going off to war, you will find tallies of enlistments from each state.
Find your state and record the number of men it sent off to war. _____

☐ **GO TO GALLERY 3** | A NEW NATION

Explore one of the "A House Divided" computer stations.
Record the 1860 population of your state, and whether it was a slave state or a free state. When the Civil War began, was its allegiance for the Union or for the Confederacy?

_____

☐ **GO TO GALLERY 6** | NOW WE ARE MET ON A GREAT BATTLEFIELD

DAY 1
Find an artifact about your state in the Day 1 gallery, and/or use the computer station to discover the location of a unit from your state at 1:30 p.m. on July 1, 1863.

The artifact I found was _____
(description)

OR

One unit from my state was located near _____
(fill in nearby landmark or unit)

DAY 2

Find an artifact about your state in the Day 2 gallery, and/or use the computer station to discover the location of a unit from your state at 3:00 p.m. on July 2, 1863.

The artifact I found was _____
(description)

OR

One unit from my state was located near _____
(fill in nearby landmark or unit)

DAY 3

Find an artifact about your state in the Day 3 gallery, and/or use the computer station to discover the location of a unit from your state at 1:00 p.m. on July 3, 1863.

The artifact I found was _____
(description)

OR

One unit from my state was located near _____
(fill in nearby landmark or unit)

Just before you enter the next gallery, you will see the Wall of Faces – 500 of the 51,000 battle of Gettysburg casualties.

Find a soldier on the wall from your state, and record his name below.

_____

You can find more information about each of these soldiers in the Resource Room, to the left of the museum galleries exit, near the Group Lobby.

☐ GO TO GALLERY 11 | NEVER FORGET WHAT THEY DID HERE

"Stories in Stone" Monuments Station.
Search for a monument that commemorates the soldiers from your state.

How much did the monument originally cost? _____

What is a unique feature or interesting fact about this monument? _____

_____

☐ GO TO THE RESOURCE ROOM

Explore the "Faces at Gettysburg" program to find out even more information on soldiers from your state.

Did your state play a significant role in the battle of Gettysburg? Support your answer.

_____

_____

_____

_____

END

Click here to print the e-Tour (Select Pages 53-56)

GETTYSBURG NATIONAL MILITARY PARK

Gettysburg Museum of the American Civil War

THE *e*-TOUR

Below is a list of the 18 electronic-learning centers within the museum – films, computer stations, video maps, and sound theaters. Visit as many of the centers as you can and answer the questions below. (You will need about 5 minutes at each station.)

☐ **"THE CAUSES OF WAR" FILM is located in the "Conceived in Liberty?" gallery.**

Think about the main theme and tone of this film, and write down a new title for it.

_____

☐ **"A HOUSE DIVIDED" COMPUTER STATIONS are located, back-to-back in the "A New Nation" gallery.**

Select a state and discover its allegiance in 1861 – Union or Confederacy. Copy the pie chart of its 1860 State Census Data below on the left. Then try to find a state with the opposite allegiance, and copy its census pie chart on the right.

☐ **"THE CIVIL WAR FROM 1861-1863" VIDEO MAP is located in the "Now We Are Engaged in a Great Civil War" gallery.**

Fill in the chart below, listing just three of the major battles from 1861 and 1862, the states where they were fought, and their victors.

BATTLE	STATE FOUGHT IN	WHO WON?

☐ **THE "ON CAMPAIGN" COMPUTER STATION**
is located in the "Testing Whether That Nation Can Long Endure" gallery.
In your opinion, what were the three most important things for a soldier to pack while on campaign? Write or draw them below.

_____ _____ _____

☐ **THE "BUGLE CALLS" COMPUTER STATION**
is located in the "Testing Whether That Nation Can Long Endure" gallery.

If you were a Civil War soldier, which bugle call would you LEAST want to hear? _____

After a long day of marching, which would you MOST want to hear? _____

☐ **THE "VOICES FROM THE CAMPAIGN" THEATER is located within the Testing Whether That Nation Can Long Endure" gallery. This theater tells about the campaign from the perspectives of officers, soldiers, and civilians.**
Paraphrase (put in your own words) the quote that best helped you to understand a campaign.

_____

_____

☐ **THE "JULY 1, 1863" FILM is located in section 6b (Day 1) of the "Now We Are Met on a Great Battlefield" gallery.**
Why was the network of roads surrounding Gettysburg so important?

_____

_____

☐ **THE "BATTLE OF GETTYSBURG – DAY 1" COMPUTER STATION**
is located in section 6b (Day 1) of the "Now We Are Met on a Great Battlefield" gallery.
Select a unit that you would like to follow throughout the Battle of Gettysburg computer stations (Select Search, then pick a state, then hit Select a Unit.) Write down the name of your unit and its commander, and then zoom out to discover if they were yet at or near Gettysburg on July 1.

Unit _____

Commander _____

☐ **THE "JULY 2, 1863" FILM is located in section 6c (Day 2) of the "Now We Are Met on a Great Battlefield" gallery.**

What does the shape of the Union line of battle resemble this day? _____

Who has a better position at the end of this day – the Union or Confederate army? _____

☐ **THE "SIGNAL FLAGS" COMPUTER STATION**
is located in section 6c (Day 2) of the "Now We Are Met on a Great Battlefield" gallery.
Spell out your name in numerals, using the Signal Code cipher that flagmen used.

_____

☐ **THE "BATTLE OF GETTYSBURG – DAY 2" COMPUTER STATION**
is located in section 6c (Day 2) of the "Now We Are Met on a Great Battlefield" gallery.
Describe your unit's location using the nearest landmarks (roads, streams, farms etc.).
Also record the closest enemy unit (by touching the nearest bar of the opposite color).

My Unit _____

_____

Closest enemy _____

_____

☐ **THE "JULY 3, 1863" FILM**
is located in section 6d (Day 3) of the "Now We Are Met on a Great Battlefield" gallery.

How many Confederate soldiers attacked the Union line during Longstreet's Assault? _____

How long did this infantry assault last? Was it successful? _____

_____

☐ **THE "BATTLE OF GETTYSBURG – DAY 3" COMPUTER STATION**
is located in section 6d (Day 3) of the "Now We Are Met on a Great Battlefield" gallery.

Where was your unit located on July 3, 1863? _____

How many casualties did they suffer during the course of this battle? _____

☐ **THE "VOICES FROM THE AFTERMATH" THEATER**
is located within "The Brave Men Living and Dead" gallery.
Paraphrase (put into your own words) the quote that you felt was most meaningful?

_____

_____

_____

☐ **"THE GETTYSBURG ADDRESS" COMPUTER STATIONS**
are located within the "A New Birth of Freedom" gallery.

How many words are there in the last sentence of Lincoln's Gettysburg Address? _____

Explore the meaning of that sentence, and then try to rewrite it in your own words and make it shorter.

_____

_____

_____

☐ "THE CIVIL WAR FROM 1863-1865" VIDEO MAP

is located in "The Great Task Remaining Before Us" gallery.

List three of the major battles from 1864 and 1865, the states, and their victors.

BATTLE	STATE FOUGHT IN	WHO WON?

☐ THE "AFTER THE WAR" FILM

is located within the "That These Dead Shall Not Have Died in Vain" gallery.

In this film, you will see many captivating photographs. Place an X next to the images below as soon as you see them on the screen. (Two things below are not shown in the film, and therefore should not have an X next to them.)

_____ school children	_____ cotton field	_____ Ku Klux Klan	_____ President Woodrow Wilson
_____ U.S. flag	_____ British flag	_____ 15th Amendment	_____ Martin Luther King, Jr.
_____ torn buildings	_____ Frederick Douglas	_____ Thomas Jefferson	_____ Washington Monument
_____ handshake	_____ cemetery	_____ Confederate flag	_____ Rutherford B. Hayes

☐ "THE MONUMENTS AT GETTYSBURG" COMPUTER STATION

is located within the "Never Forget What They Did Here" gallery.

Explore the photographs of the many Gettysburg monuments until you find one that you like. Draw its picture below, or describe the monument and why you like it.

END