



12 Broadridge Lane
Lutherville, MD 21093
410-252-8717
Fax: 410-560-0067
www.artsonstage.org

Thank you for downloading the Study Guide to go along with the performance presented by Arts On Stage. The last page of this Study Guide is a **Letter to Families** for you to send home with the child that includes information on what they saw to encourage parents to ask their child about the field trip.

Please direct any questions or correspondence (letters to performers from staff and/or students) to Arts On Stage. Make sure you note what performance and we will make sure they get into the right hands.

Contact Information:

email: info@artsonstage.org

phone: 410-252-8717

fax: 410-560-0067

mail: 12 Broadridge Lane, Lutherville, MD 21093

Presenting Live Professional Theatre Field Trips for Students & Families



THEATRE IV
Classroom
Connections

Mine Eyes Have Seen the Glory

By Bruce C. Miller

Teacher Resources



In the Classroom

Mine Eyes Have Seen the Glory and the Classroom Connections Study Guide are produced in

support of teachers and students in grades 2 - 8, and the teaching of History and Social Sciences and the following Virginia Standards of Learning: 2.6, 3.6, VS.1, VS.7, USI.1, USI.9, USII.1, and CE.1.



At the Library

[An Overview of the American Civil War Through Primary Sources](#), by Carin T. Ford.

[Reconstruction: A Primary Source History of the Struggle to Unite the North and South After the Civil War](#), by Timothy Flanagan.

[The Civil War's African-American Soldiers Through Primary Sources](#), by Carin T. Ford.

[They Fought Like Demons: Women Soldiers in the Civil War](#), by De Anne Blanton and Lauren M. Cook.



On the Web

Civil War Trust: Civil War

Primary Resources

<http://www.civilwar.org/education/history/primarysources/>

PBS: Ken Burns' The Civil War: Classroom Activities

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

U.S. Library of Congress: The Civil War Primary Source Sets

<http://www.loc.gov/teachers/classroom-materials/themes/civil-war/set.html>

U.S. National Archives: Teaching with Documents: Civil War and Reconstruction (1850 - 1877)

<http://www.archives.gov/education/lessons/civil-war-reconstruction.html>



United States National Archives: Engineers of the 8th N.Y. State Militia, 1861. No. III-B-499.

Help your students contemplate and remember our nation's greatest tragedy by retelling the story of the American Civil War through the first-hand communications and songs composed by our ancestors who lived through or died during this tumultuous period. North and South, black and white, male and female — everyone had a perspective on the issues of the time. Primary sources allow us insights into those people and their viewpoints. *Mine Eyes Have Seen the Glory* celebrates the diversity of perspectives, and offers a healing testament to the ultimate triumph of the American spirit. Many great thinkers believe it took the Civil War to transform us into the great nation we are today. Through this historical review of songs, speeches and letters (mostly songs), you'll come to understand why.

What is a Primary Source Document?

A primary source document is any document (such as a letter, song, speech, diary, photograph, or poem) created during the timeframe under study. Primary source documents offer insight into diverse people and perspectives related to an event from history.

A Civil War Timeline

Review the following timeline of important events in the era of the American Civil War. There are some events missing! Place the events from the box at the bottom of the page into the timeline in chronological order.

January 1861

The South Secedes

May 1862

“Stonewall” Jackson defeats Union forces, sending them across the Potomac River.

June - July 1863

The Gettysburg Campaign

1864

The Siege of Petersburg

April 1865

The Assassination of President Lincoln

- General Robert E. Lee surrenders to General Ulysses S. Grant at Appomattox Court House.
- Attack on Ft. Sumter in South Carolina.

Bonus:

Look at the image to the right. What year do you think this photograph was taken, based upon what you know about events of the Civil War? Why? What details of the photograph lead you to this conclusion?



Ruins of paper mill; wrecked paper-making machinery in foreground . Richmond, VA. Library of Congress Prints and Photographs Division Washington, D.C. 20540

Using Maps



Visit the U.S. Library of Congress website at http://memory.loc.gov/ammem/collections/civil_war_maps/cwmin-tro.html to learn more about the history of map making during the Civil War.

Geography Terms:
map: a drawing or picture showing selected features of an area, usually drawn to scale
globe: a round model of the earth
compass rose: a figure displaying the cardinal directions, north, south, east and west on a map
key: also called a 'legend,' a map key identifies the symbols used on a map
cartography: the making of maps



Forbes' new and complete map of Richmond and its fortifications, 1864. Library of Congress, Geography and Map Division.

In the Civil War, maps played a vital role. Study the map of the Richmond area to the right, and compare it to a modern-day map of Richmond.

1. Why did generals in the Civil War need maps such as this one? _____
2. What are three differences you see between this map and a modern-day map of Richmond? _____



Social Studies: Using Primary Sources

Easy Activity:

Read the excerpt below to your students, and discuss. Ask them to draw a picture of the battle as you imagine it based on this telegram.

Challenge Activity:

Read the excerpt below. Highlight key words that indicate this telegram has to do with war. Use a dictionary to define words from the telegram that are new to you.

Extra Challenge:

Read the excerpt below. Think about the changes in the ways we communicate that have taken place since the days of telegrams. List some of these changes. Then talk to your parents or other adults about changes in communication they have witnessed in their lifetimes. Write a journal entry about what you've learned.

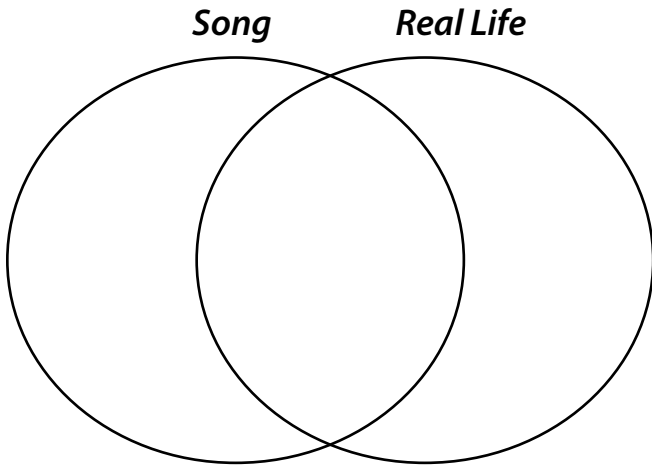
S.S. BALTIC. OFF SANDY HOOK APR. EIGHTEENTH. TEN THIRTY A.M. .VIA
NEW YORK. . HON. S. CAMERON. SECY. WAR. WASHN. HAVING DEFENDED
FORT SUMTER FOR THIRTY FOUR HOURS. UNTIL THE QUARTERS WERE EN
TIRELY BURNED THE MAIN GATES DESTROYED BY FIRE. THE GORGE WALLS
SERIOUSLY INJURED. THE MAGAZINE SURROUNDED BY FLAMES AND ITS
DOOR CLOSED FROM THE EFFECTS OF HEAT .FOUR BARRELLS AND THREE
CARTRIDGES OF POWDER ONLY BEING AVAILABLE AND NO PROVISIONS
REMAINING BUT PORK. I ACCEPTED TERMS OF EVACUATION OFFERED BY
GENERAL BEAURECARD BEING ON SAME OFFERED BY HIM ON THE ELEV
ENH. INST. PRIOR TO THE COMMENCEMENT OF HOSTILITIES AND MARCHED

Telegram from Maj. Robert Anderson to Hon. Simon Cameron, Secretary, announcing his withdrawal from Fort Sumter, April 18, 1861; Records of the Adjutant General's Office, 1780's-1917; Record Group 94; National Archives.



Songs, Lyrics, & Meaning

Read the lyrics of this popular Civil War-era song. In what ways were soldiers' real homecomings after the war similar to and different from what these lyrics suggest? Complete the diagram below with your ideas.



What changes occurred during the Civil War that would have made some soldiers' homecoming less-than-happy? Explain.

Extend the Learning: Log on to the Library of Congress website at <http://www.loc.gov/teachers/classroommaterials/presentation-sandactivities/activities/songs/song3.php> to hear vocal and instrumental versions of this song, and to submit your own lyrics for *When Johnny Comes Marching Home!*

When Johnny Comes Marching Home

*When Johnny comes marching home again,
Hurrah! Hurrah!*

*We'll give him a hearty welcome then,
Hurrah! Hurrah!*

*The men will cheer, the boys will shout,
The ladies they will all turn out,
And we'll all feel gay
When Johnny comes marching home.*

*The old church bells will peal with joy,
Hurrah! Hurrah!*

*To welcome home our darling boy,
Hurrah! Hurrah!*

*The village lads and lassies say
With roses they will strew the way,
And we'll all feel gay*

When Johnny comes marching home.

*Get ready for the Jubilee,
Hurrah! Hurrah!*

*We'll give the hero three times three,
Hurrah! Hurrah!*

*The laurel wreath is ready now
To place upon his loyal brow,
And we'll all feel gay*

When Johnny comes marching home.

*Let love and friendship on that day,
Hurrah! Hurrah!*

*Their choicest treasures then display,
Hurrah! Hurrah!*

*And let each one perform some part
To fill with joy the warrior's heart,
And we'll all feel gay*

When Johnny comes marching home.



114 West Broad St.
Richmond, VA 23220
1.800.235.8687

www.TheatreIV.org

Theatre IV Presents...
*Mine Eyes Have Seen the
Glory* by Bruce C. Miller.

Theatre IV...

Bruce C. Miller,
Artistic Director

Phil Whiteway,
Managing Director

Classroom Connections
Study Guide written by
Heather Widener, MAT
Widener Consulting LLC

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Cues at the Theatre

When you are in an audience at your next play, pay attention to:

Cue

- 1) Command given by stage management to the technical departments.
- 2) Any signal (spoken line, action or count) that indicates another action should follow (For example, the actors' cue to exit is when the Farmer

House Lights

The auditorium lighting, which is commonly faded out when the performance starts.

Blackout

The act of turning off (or fading out) stage lighting

Curtain Call

At the end of a performance, the acknowledgement of applause by actors - the bows.

Build / Check

Build is a smooth increase in sound or light level; check is the opposite - a smooth diminishment of light or sound level.

Fade

An increase, decrease, or change in lighting or sound level.

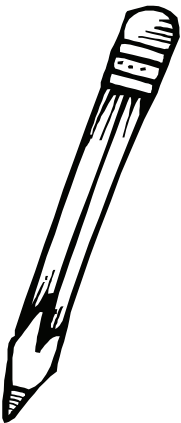


Dear Family,

Today, I saw a live, professional theatre performance presented by Arts On Stage called, Mine Eyes Have Seen the Glory. The play was in recognition of the 150th anniversary of the American Civil War. It recounted our nation's history from both the Northern and Southern perspectives, from Fort Sumptor to Appomattox, using songs and first-person narratives written and sung by the men and women who lived and died in those harrowing times. Attending a live performance is very different from watching a television show or a movie. Please ask me about my favorite songs and parts of the play. I would like to tell you all the things I learned and remember best.

Love,

Child's Name



We welcome you and/or your child's comments. Artwork is always appreciated too! Contact information below.



info@ArtsOnStage.org



www.ArtsOnStage.org



410-252-8717



Mail: Arts On Stage, Attn: Jamie Papas, 12 Broadridge Lane, Lutherville, MD 21093