

TABLE OF CONTENTS

INTRODUCTION	1
PART 1 –DAY AND NIGHT, PAGES 1-27	PAGE 3
Reading Comprehension	4
Vocabulary	5
History: Rising Tensions	6
A Soldier’s Life: Food	7
Living History Activity: Hardtack Recipe	8
Geography: It’s all about Compromise!	9
Horses and History: Colors and Temperament	12
Creating Your Own Stories: Character Development	14
Biography: Abraham Lincoln	15
Further Reading/Advanced Track	16
PART 2 – DAY AND NIGHT, PAGES 21-49	PAGE 17
Reading Comprehension	18
Vocabulary	19
History: Uniforms in the Civil War	20
A Soldier’s Life: Bugle Calls	23
Living History Activity: Civil War-Era Drumming	24
Geography: Rivers	25
Horses and History: A Cavalry Horses’ Equipment	26
Creating Your Own Stories: Who Exactly is Your Character?	27
Biography: U.S. Grant	28
Further Reading/Advanced Track	29
PART 3- DAY AND NIGHT, PAGES 50-65	PAGE 30
Reading Comprehension	31
Vocabulary	32
History: Civil War Army Organization/Pea Ridge	33
A Soldier’s Life: Civil War Medicine	35
Living History Activity: Make Your Own Canteen	36
Geography: Sectionalism	37
Horses and History: Horse Personalities and Herd Dynamics	38
Creating Your Own Stories: Settings	39
Biography: Jefferson Davis	40
Further Reading/Advanced Track	41
PART 4 – DAY AND NIGHT, PAGES 66-80	PAGE 42
Reading Comprehension	43
Vocabulary	44
History: Women in War	45
A Soldier’s Life: Civilian Life	46
Living History Activity: Make Your Own Butter	49
Geography: A Bigger Picture of the War	50
Horses and History: Horse Events Today	52
Creating Your Own Stories: Secondary Characters	54
Biography: John Brown	55

Further Reading/Advanced Track	56
PART 5 – DAY AND NIGHT, PAGES 81-99	PAGE 57
Reading Comprehension	58
Vocabulary	59
History: Rumbblings of War: The Beginning of the Battle of Shiloh	60
A Soldier’s Life: Camp Life	61
Living History Activity: Civil War Diorama	62
Geography: Two Great Armies Prepare to Clash	63
Horses and History: Horse Breeds in the Civil War	64
Creating Your Own Stories: Balance	65
Biography: Frederick Douglass	66
Further Reading/Advanced Track	67
PART 6 – DAY AND NIGHT, PAGES 100-115	PAGE 68
Reading Comprehension	69
Vocabulary	70
History: More About Shiloh	71
A Soldier’s Life: Civil War Arms	73
Living History Activity: Confederate Johnny Cake	74
Geography: Landmarks in Civil War Battles	75
Creating Your Own Stories: Parts of a Story	76
Horses in History: Where Did the Term “Horse Power” Come From?	77
Biography: Albert Sidney Johnston	78
Further Reading/Advanced Track	79
PART 7 – DAY AND NIGHT, PAGES 116-134	PAGE 80
Reading Comprehension	81
Vocabulary	82
History: The Battle of Shiloh Comes to a Close, but it’s Not Over Yet!	83
A Soldier’s Life: Veterans of the Civil War	84
Living History Activity: Reenacting	85
Geography: Nevada, MO	86
Horses and History: The Function of Cavalry in the American Civil War	88
Creating Your Own Stories: Planning Your Story	89
Biography: Robert E. Lee	90
Further Reading/Advanced Track	91
PART 8	PAGE 92
Finishing Your Story	93
Optional Field Trip Activity	94
Further Reading/Advanced Track	94
Conclusion	95

This enrichment guide is meant to accompany Mattie Richardson's Novel *Day and Night*, a part of the Appaloosy/Horses in History Book Series.

There are currently four books in the series, *Appaloosy*, *Dusty's Trail*, *Golden Sunrise*, and *Day and Night*. At the time of this writing, only the Day and Night Enrichment Guide is available, but the rest of the series' guides are slated to be completed by the end of 2021.

This guide is made up of activities and reading assignments and divided into eight parts, that can take as much or as little time as you would like to spend. (The recommended period for the whole guide is from 8-12 weeks).

This enrichment guide has been made with the original audience of the Appaloosy/Horses in History series in mind (8-14 year olds, or second through eighth grade), however, it is easily adaptive to older students. Depending on a student's background in history and writing/reading, as well as interest level, the enrichment guide is completely suitable for students in high school. In fact, to accommodate older students, there is an advanced track option, which includes selected nonfiction material that will complement subject matter in the enrichment guide and novel.

Each week will consist of different activities, including a reading assignment, reading comprehension questions, vocabulary, Creating Your Own Stories, a craft/game, history segment and questions, A Soldier's Life (unique to specific enrichment guides), and a biography section. Each section is summarized below.

Reading Comprehension asks questions about the text itself. While it's relating to the story, the questions also quiz students on the history they're learning in the story!

Vocabulary quizzes students on words that might be unfamiliar within the text, which also strengthens logical deduction and contextual reading.

The **History** segment will either include a brief reading of a historical topic mentioned in the story and/or questions about the historical subjects students have learned about in that section of the book.

A Soldier's Life goes over different aspects of a Civil War soldier's daily life.

The Living History (Craft/Game) Segment includes a related craft, game, or activity for students to bring history to life! Please provide adequate adult supervision for younger students doing crafts, and be sure to check out the materials needed for each craft/activity before starting that part to help determine what you can get for the activities beforehand.

Geography talks about different places related to the text, as well as landscape and other geographical features

Horses and History talks about different horse topics that may have been discussed in the novel or related to something in the novel. Since not everyone may be a horse/animal lover, this section may be skipped for those who are not fans.

Creating Your Own Stories is a segment that delves into a writing topic that may be exemplified in the part of the story that they are reading, and provides a short writing exercise for students to work on, which will cumulate in a short story they can share.

The **Biography** Section will include a short reading about a relevant historical figure during that time period who may or may not be mentioned in the story.

Each part will contain these sections for seven sections. The last segment, Part Eight, will include completing the story that the student has been working on throughout the guide, and field trip and field trip analysis (optional). There is also an optional “Test Your Knowledge” included in the answer key, which quizzes students on historical facts learned throughout the text.

Students will need a notebook to fill in the answers in the text. Not all questions require answers; many are sprinkled throughout the text simply to provoke thought or discussion. Bold text usually signifies a question that would require a written answer in the student’s notebook, and for which the answer can be found in the answer key. Bold can also signify a vocabulary word or word that students may not be familiar with (the definitions are provided), or an important fact/statement that the students should remember.

For older students, an “Advanced Track” option is included at the end of each week with additional readings. It is highly recommended that the students utilizing the advanced track segments are ages 12 and up, depending on their interest level. The books in the Advanced Track include: *Battle Cry of Freedom* by James McPherson, and *Shiloh*, by Shelby Foote. Both are obtainable at your local library or purchase them used or new online.

Links expire and websites go down, so few online resources have been used for this guide. (Contact the author/publisher if you find a non-working link, please!) But one online resource that probably will be around for many more years is that of the American Battlefield Trust. Their animated maps and battle videos are invaluable resources in learning and understanding battles. The website also includes primary sources and well-written articles that will round out any study on wars fought on American soil. Videos generally do not contain excessive gore, violence or vulgarity but if a parent wants to preview them they may do so by going to www.battlefields.org and searching for the particular videos mentioned in the study guides.

The entire program is not a cut-and-paste program that must be followed strictly, but rather, a growing and learning experience for students of almost any age. (Parents are allowed to get in on the fun—or read aloud and have the whole family participate!) Students may complete pages of a particular part out of order if they would like, especially if they get stuck on a certain section, as completing some pages within that part will make it easier to complete others as more knowledge about the subjects is obtained. Neither is this program strictly for homeschoolers. Public school students who show a strong interest may find the program fun and a fulfilling addition to their curriculum, and the author is also willing to guide the full program or a shortened version in public and private school settings. Get in contact via www.appaloosybooks.com.

Happy Trails!

PART ONE

Pages 1-27



Reading Comprehension	4
Vocabulary	5
History: Tensions Rising	6
A Soldier's Life: Food	7
Living History Activity: Hardtack Recipe	8
Geography: It's all about Compromise!	9
Horses and History: Colors	12
Creating Your Own Stories: Character Development	14
Biography: Abraham Lincoln	15
Further Reading/Advanced Track	16

Reading Comprehension

What breed of horse are Shiloh and Tucker? What state were they born in?

Why do you think Jordan's things were stolen from him? Who does Willow think the men could be? What kind of an environment was Missouri and Kansas in 1861?

Which side does Tucker get sold to?

Describe who Shiloh was stolen by:

What is Catori looking forward to?

Vocabulary

Fill in the blanks with the word that fits best in each sentence.

Abolitionist

Rations

Cavalry

Popular sovereignty

Hard tack

Anticipate

Crow-hop

Reassure

1. A unit during the Civil War that used horses to fight was generally known as the _____.
2. "Well," she replied, "Kansas and Nebraska have just entered the Union not too long ago on the basis of a thing called _____, which means the settlers themselves will decide whether the state will be a slave state or free."
3. A word that means to guess or predict something before it happens is _____.
4. A horse that bucks, but doesn't really mean it, will usually _____.
5. A hard, biscuit like food used during the Civil War: _____.
6. To _____ means to say or do something that helps to remove the doubts or fears of another.
7. Someone who wanted to free the slaves during the Civil War was known as an _____.
8. _____: A fixed amount of food dedicated to a group of soldiers, animals, etc.

History

Rising Tensions

Shots were fired on Fort Sumter on April 12th and 13th of 1861. The Battle of Bull Run, or Manassas, was fought on July 21, 1861. Besides the main characters being horses, what do you think are some reasons why the war as a whole was still confusing to those living in the midwest during 1861?

Did you know that most men that fought for the Confederacy were generally better horsemen than those who fought for the Union? Why do you think this was? Hint: this generally wasn't the case in more rural areas like Missouri, Kansas, Kentucky and Tennessee.

The beginnings of the Civil War had been coming for a long time. Tensions were rising to the breaking point in the border states like Missouri and Tennessee. Three main causes of the American Civil War included: **slavery**, **state's rights**, and **economic differences**. Previous presidents had been able to hold off Civil War for many years with various different compromises to keep both the North and South happy, but South Carolina was the first to **secede** (separate) from the Union after Lincoln was elected and ten other states followed suit. The story of *Day and Night* talks about the war in its first years in the Western Theater.

The term **Western Theater** is generally used to describe the Civil War in states west of the Mississippi River—Alabama, Georgia, Florida, Mississippi, North and South Carolina, Kentucky, Tennessee and Missouri would be considered states in the Western Theater of the Civil War.

A Soldier's Life

Food

What kind of food did soldiers eat during the Civil War? Well, a lot of times it depended on what side you were on, though many rations were similar.

Hardtack was mainly eaten by the Union forces. Hardtack was a hard, biscuit-like ration that got its name from its almost inedible consistency—soldiers dipped hard tack in water, coffee, or any other liquids available, and sometimes mixed it into a skillet meal to make it edible. It was baked that way because as long as it was kept dry, hardtack would last for months. Making food last was important in the days when transportation often took a long time, and delays during the war could make it take longer.

While Confederates ate hardtack as well, more often than not they were rationed cornmeal, which was made into corncakes or gruel.

If soldiers were lucky, they also received meat, such as dried, salted pork or beef, and other rations like coffee. If they were even luckier, the food wasn't spoiled by the time they got it.

Preservation of food was limited. There was no refrigeration, and canning of food was in the very basic stages and was not very reliable or easily obtainable during the war. Pork and beef were salted to make them last longer, and sometimes soldiers were able to get dried fruits or vegetables if they were in season. Typical fare was very basic.

Soldiers got tired of the monotony and often looked for **sutlers** (civilian merchants) or to locals to supply them with more variety.

Soldiers in the field would carry their rations in bags called haversacks. These bags were made of canvas, and were often tarred in an effort to make them waterproof. The soldiers usually carried enough rations in their haversacks to survive for a few days on their own if they needed to.

Living History Activity

Hardtack recipe—Easy to make, hard to eat

Mix 5 cups of flour to 1 cup of water containing a 1/2-tablespoon of salt. Knead into a dough and roll out to 3/8-inch thickness. Cut into approximately 3-inch squares and pierce each with a fork several times. Bake in a 400-degree oven for 30 minutes or until slightly brown.

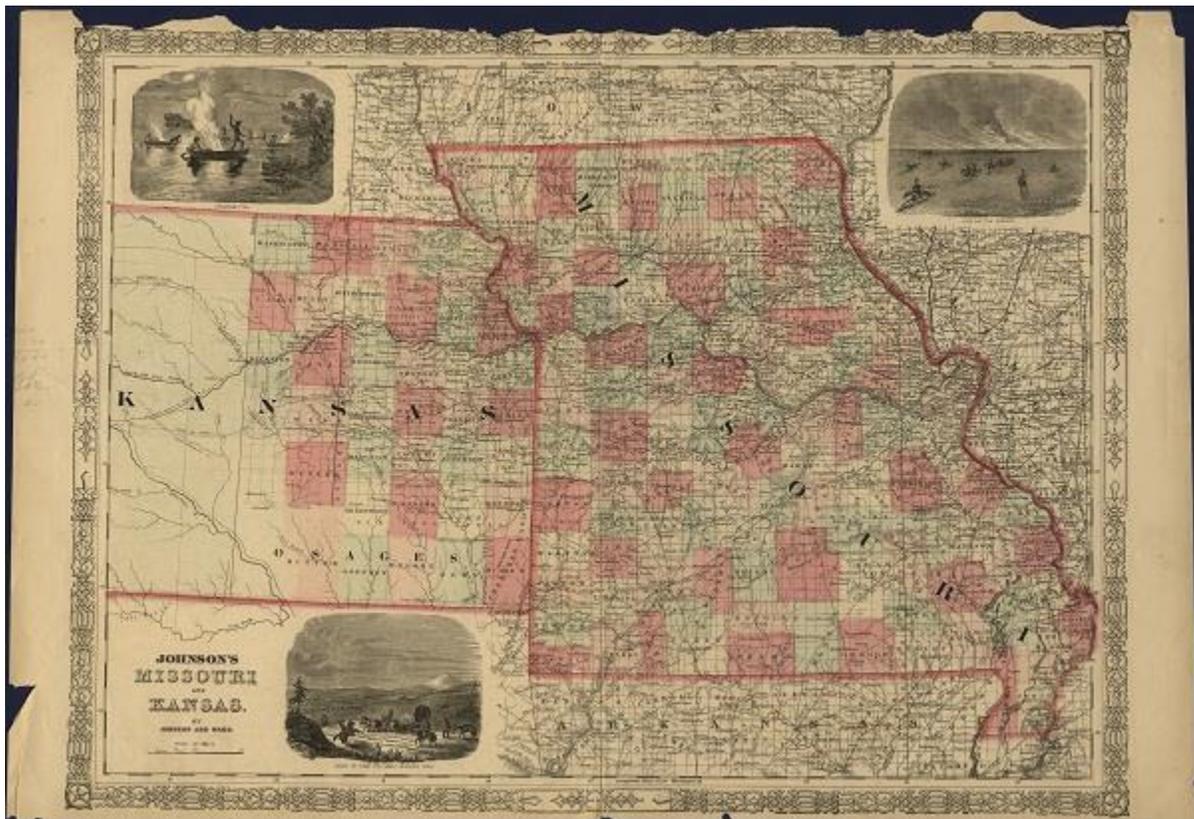
When it is done, you may want to let it dry and harden for a few days in the open. When it has the consistency of a brick, it's fully cured. Then, simply store it in an airtight container. To prepare it for eating, you may want to soak it in water or milk for about fifteen minutes, and then you can fry it in a buttered skillet to make it a little easier to eat. You can also eat it with cheese or soup, or just plain with a little salt added to it. Sometimes it's easiest to just kind of gnaw on it. Be careful with your teeth!

Can you see why the soldiers sometimes called it "sheet iron" or "molar breakers?" What do you think? Would you want to eat hardtack every day?

Geography

It's all about compromise! The Missouri compromise and Kansas-Nebraska act

Missouri and Kansas were exceedingly violent during the Civil War, mainly with **guerilla warfare** (irregular military actions, such as harassment and sabotage, carried out by small, usually independent [non-government] forces). **Why do you think they had such a hard time distinguishing if they were free or slave states and why do you think that Kansas and Missouri were so violent during the Civil War?**



In the years that lead up to the Civil War, tensions began to rise between pro-slavery and anti-slavery states. It was thought that war could be prevented for many years by "compromise." In 1819, Missouri requested to be admitted to the Union as a slave state,

which would tip the scales in favor of the slave states. To keep things in balance, Congress entered Missouri as a slave state and admitted Maine as a free state. It also passed an amendment that drew an imaginary line across the former Louisiana Territory, establishing a boundary between free and slave areas—this was known as the "Missouri Compromise," and it remained in effect until the Kansas-Nebraska act of 1854.

The Kansas-Nebraska Act said that the people living in the territories would decide for themselves whether they would be a slave or free state. While it sounded good in theory, it actually made matters worse and set the stage for "Bloody Kansas" and the Civil War in the Western Theater. People were flooding the territories to vote for or against slavery—often illegitimately. All those people sometimes were willing to get violent, which made Kansas, Missouri and Nebraska territory a dangerous place to be before and during the Civil War.

A lot of people don't know much more about how the war started other than Fort Sumter. Now you have more background info about just how far the impact of the Civil War stretched.

Missouri and Kansas Today

MISSOURI

Capital: Jefferson City

Nickname: The Show Me State (also informally known as the Cave State, as Missouri is home to more than 6,000 caves)

Largest City: Kansas City

State Population: Approximately 6 million (Rank: 18)

Did you know? Missouri borders eight other states, more than any other states, except for Tennessee, which also borders eight states.

The Gateway Arch in St. Louis is the tallest man-made national monument in the United States. It is 630 feet wide at its base and stands 630 feet tall. Visitors ride a tram to the observation room at the top. Do you know why is it called the Gateway Arch?

During a nationwide competition in 1947-48, architect Eero Saarinen's inspired design for a 630-foot stainless steel arch was chosen as a perfect monument to the spirit of the western pioneers. Missouri was considered the "Gateway to the West" as the Oregon and California/Santa Fe Trail, Pony Express Trail, and other historically significant westward trails started in Missouri. Completed on October 28, 1965, it sways up to one inch in a 20-mph wind, and is built to sway up to 18 inches.

KANSAS

Capital: Topeka

Nickname: The Sunflower State (Also informally known as The Jayhawk State—can you guess why?)

Largest City: Wichita

State Population: 2.9 Million

Did you know? The state of Kansas was named after Kansa, a Native American tribe that made the region their home about 12,000 years ago. The Kansa people were called Kansas and that is what became the name of the state.

The U.S. Civil War had roots in Kansas, where John Brown started leading small groups of abolitionists against those who were pro-slavery. Eventually Brown led a raid on a federal armory in Harper's Ferry, West Virginia (still Virginia at the time). Even though the attack failed, it spurred movement toward the Civil War as the Southern states began to secede a year later. If the North was willing to get violent over the issue of slavery, the South thought they could too. Brown's attacks left many in both the North and South nervous about what measures each would go to, to protect or abolish slavery. In some aspects, "Bleeding Kansas" is where the U.S. Civil War truly began.

Horses and History

Colors and Temperament

What colors are Shiloh and Tucker?

Color one horse bay or a light gray color. Color the other horse whatever your favorite horse color is, and be sure to give her/him a name!





Did you know? Most "white" horses are actually considered gray...a true white horse has light, un-pigmented skin while gray horses have black skin and dark eyes.

Training a horse is a difficult job. Training is done in many different ways and can be tailored to fit a specific horse's personality.

How do Tucker's and Shiloh's personalities differ?

Why do you think Kellerman looks in Tucker's mouth before purchasing him?

Creating Your Own Stories

Character Development

No matter what kind of story you write, characters need to be "rounded" meaning that they are true to life and have characteristics that make them more "real" to readers. Use one of the horses you colored on page 12 or 113, and make that horse into a character for a story. Or, make up your own new human character, but make the character so he/she would fit in Civil War times. Either way, fill in the blanks below to make the character more rounded (use a separate sheet of paper if necessary):

Name:

Age:

Where does he/she live?

What does he/she look like?

Hair:

Eyes:

Height:

Skin:

What is his/her favorite thing to do?

What other hobbies does he/she have?

Describe his/her personality:

Who are his/her best friends:

What is the character's family like?

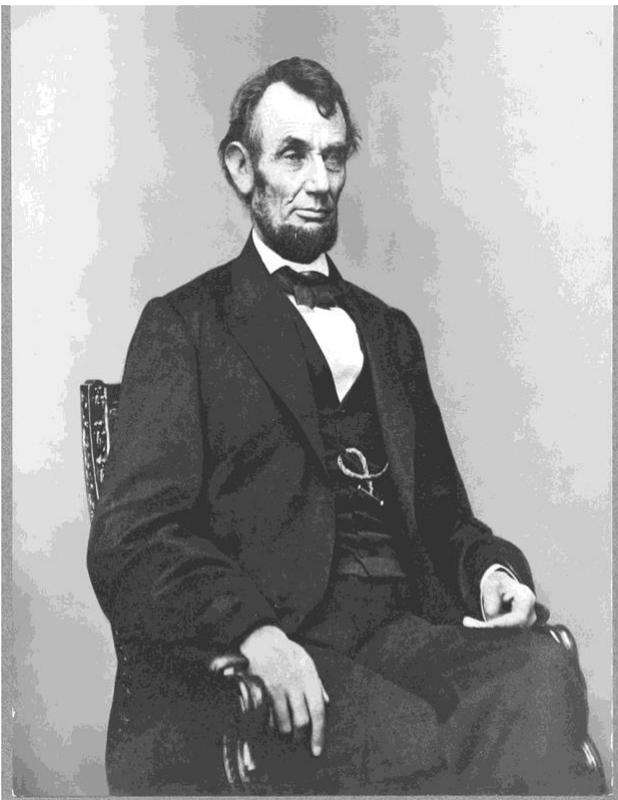
What other ideas can you come up with to make a character more round? Remember, the character should be like a real person (or animal) to you—so that you readers can feel like your characters are real, too!

Biography

Abraham Lincoln

Both parties deprecated [expressed disapproval of] war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came.

-Abraham Lincoln at his second inaugural address, delivered March 4, 1865



What do you know about Abraham Lincoln? When most people think of the Civil War, they think of Honest Abe, the nation's tallest and favorite president. Here's some other things you may or may not have already known about Old Abe:

Lincoln was born on February 12, 1809. He was the first president born outside of the 13 original states. He didn't have a middle name, and went through his life with two names. He hated being called Abe. Apparently, he preferred being called by his last name. He did a variety of things throughout his life including owning a business and running for office multiple times. He practiced law without a degree. Lincoln had about 18 months of formal schooling, and he taught himself most everything he knew using books

that were available to him. He died on April 15, 1865, after being shot in Ford's Theater. There are no direct living descendants of Abraham Lincoln.

Abraham Lincoln has been written about more than any other person in history (excepting Jesus), with more than 15,000 books published about the Illinois man. Lincoln did much to help the young nation survive. Most of the time, he is praised for it, but he is also the subject of some criticism.

Further Reading (Advanced Track)

Battle Cry of Freedom: This week, read the Prologue and Chapter 1 of *Battle Cry of Freedom* (Pages 3-46). This book is broken up into segments that make for easy stopping places over the week. This week's reading introduces the antebellum (before the war) American landscape. Some things to think about: How did advancing technology change the American landscape from 1800 to 1850? How did the North differ from the South in the industrial and technological revolution? How did the people respond to these changes?

Shiloh: Make sure to look at and reference the map in the beginning of the novel. Note where each character/chapter is located in the story. Read Chapter 1, Lieutenant Palmer Metcalfe. This portion of the novel is preceding the Battle of Shiloh, told from the point of view of an aide-de-camp (essentially an assistant) on Johnson's staff.