

# **Memorial University**

**A program of education for the Junior and Junior Associates of the  
Sons of Union Veterans of the Civil War**



**Developed by the National Committee on  
Americanism and Education**

**The Committee:  
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**Submitted to the 127<sup>th</sup> National Encampment  
Boston, Massachusetts  
2008**

**This booklet belongs to:**

**Name:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_

**Name and Camp Number:** \_\_\_\_\_

**Department of:** \_\_\_\_\_

**Advisor's Name:** \_\_\_\_\_

# Memorial University

In the year 1900, the National Encampment of the Sons of Union Veterans of the Civil War voted to establish Memorial University, a college located in Mason City, Iowa. Its purpose was not only to educate, but also instill patriotism in its students, and prepare them for an active role in American society. The University was closed in 1910. This program is intended to accomplish two objectives – to instruct the Junior and Junior Associates in the principles of our Order, encourage patriotism, and good citizenship, and a basic knowledge of the American Civil War, carrying on the purpose and spirit of Memorial University.

This Memorial University course is intended to accomplish two objectives:

- (1) To instruct the Junior and Junior Associates in the principles of our Order.
- (2) To help the student gain an understanding of government, encourage patriotism, good citizenship, and acquire a basic knowledge of the American Civil War,

## ***SECTION ONE***

The curriculum for Section One is designed so that the student will become familiar with the work and purposes of the Sons of Union Veterans of the Civil War; plus gain an understanding of the three principles which were handed down to us from our parent organization, the Grand Army of the Republic. These principles are: Fraternity, Charity and Loyalty.

## ***SECTION TWO***

The curriculum for Section Two is designed to give the student a basic understanding of government, the Civil War and to instill patriotism.

## ***INSTRUCTIONS***

The student will print off a copy of this assignment booklet, and present it to his advisor upon the completion of an assignment. The Advisor will verify completion of assignments at the bottom of each page, and sign when the number of required assignments is completed.

The student is directed to choose three or four assignments in each section, realizing that students' talents, interest and strengths vary. The student may use the Internet, library books, etc. to aid himself in the completion of the assignments.

The Advisor is to be designated by the Camp Commander. He may choose the Camp Patriotic Instructor, or another Brother, who may have a background in education. Upon completion of each section, the advisor will sign the instruction page, indicating which of the assignments were completed and the date completed. Upon completion of Section One, the advisor will forward the completed assignment pages and any written work completed by the student to the National Patriotic Instructor for review by the Committee on Americanism and Education. The Advisor and student will be notified when approval is given. Upon full completion of Section One the student will proceed to do Section Two.

Section Two of the program is to assist the student in gaining a basic knowledge of the American Civil War. The process of completing the curriculum and verification by the advisor will be the same as in Section One. Upon completion of this program, the student will be awarded a certificate indicating he is a graduate of Memorial University.

## SECTION ONE

### *Fraternity:*

Fraternity creates a bond that relates mankind. The golden chain of fraternal love links together in strong embrace, the membership of any organization. The Order of Sons of Union Veterans of the Civil War is bound by ties of more than common strength. Eligibility to its ranks is based on the patriotism and love of Country displayed by our forefathers in the hour of the Nation's greatest peril – a title that comes to us as a sacred and most precious heritage. We are organized to perpetuate and inculcate the principles for which they offered their lives and to guard the results which they secured by their services and sacrifices. Inspired by the spirit of fraternity that characterized the comradeship of the men who fought for the holy cause of justice and humanity, our pledge and purpose is to stand together, elbow to elbow, shoulder to shoulder, as stood the line of Union Blue.

### *Complete four of the following:*

1. Draw a picture showing how the soldiers in the Civil War showed fraternity to one another during and after the war.
2. Write a brief report on the person for whom your local GAR post was named. If you can, include information such as what unit he served in or ship served on, what battles his unit fought in, and why he was chosen to be honored by the post. If you can, locate his grave and visit it. If the Post was named for a community, battle, etc., write a brief report on the namesake.
3. Write a brief report on the person for whom your Camp was named. If you can, include information such as what unit he served in or ship served on, what battles his unit fought in, and why he was chosen to be honored by the camp. If you can, locate his grave and visit it.
4. Visit the meeting of a corps of the Woman's Relief Corps, a tent of the Daughters of Union Veterans of the Civil War, circle of the Ladies of the Grand Army of the Republic, or Auxiliary to the Sons of Union Veterans of the Civil War, and bring the fraternal greetings of your camp.
5. Volunteer to place flags in a cemetery for Memorial Day
6. "Adopt" a Civil War Veteran in your community. Choose a veteran who is buried in your community, and find out all you can about him. Consult old newspapers for an obituary, find records at the County Clerk's office, local history books, etc. You may wish to decorate his grave every year for Memorial Day if there is no surviving family residing in your community.
7. Organize a "Spring Clean-Up" of the local GAR section in a cemetery.

**Assignments completed:** \_\_\_ \_\_\_ \_\_\_ \_\_\_ **Advisor's Signature** \_\_\_\_\_

## ***Charity:***

Charity is one of the most important principles demonstrated by the Sons of Union Veterans of the Civil War. A charity which comes as quietly as the dew of heaven, comforting and making glad the heart it touches and instilling the giver with noble thoughts and unselfish aims. We, who are able, help those brothers with failing strength, suffering misfortune or distressed by problems common to this life. Let them lean upon our shoulders, share with us our portion and draw from us inspiration to hope and happiness. How often did the Union soldiers divide their last morsel of food and drink from the same canteen? Sick in camp or wounded in battle, they knew that the kind and loving hearts of their comrades were joined to brave and willing hands, the fevered brow was cooled, the parched lips were moistened and the last moments of the dying were made blessed by the love born of their comradeship and seasoned in the conflict of battle.

But our charity should go still further. It should be as broad as the blue vault of heaven itself and as vast as the mind of mankind can conceive. It should be that great charity that makes all a fraternal whole, overlooking the faults and failings of each other. That grand broad charity expressed by Lincoln when he said to the people of this nation then engaged in deadly warfare, “with malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on.”

### ***Complete three of the following:***

1. Visit a veteran in a V. A. facility or home for Veterans. Write a report on the services provided to veterans and why some veterans need them.
2. Assist with a fundraising event with your camp.
3. Assist with an event or activity at a local V. A. facility or home for veterans.
4. Collect toys for the Marine Corps “Toys for Tots” program. Deliver the toys to a “Toys for Tots” collection center.
5. Collect items needed by residents of V. A. facilities or Home for Veterans. Be sure to contact the facility to find out what items are acceptable. Deliver the items to the facility.
6. Serve on the Welfare Committee of your camp for one year.

**Assignments completed:** \_\_\_\_\_ **Advisor’s Signature** \_\_\_\_\_

## ***Loyalty:***

Loyalty, as exemplified by the Grand Army of the Republic, the union soldier or sailor of the War of the Rebellion, should always stir our hearts to greater love of country. These men who wore the Union Blue constituted the grandest army that ever marched under one flag. Their sacrifices have no parallel, and we, their flesh and blood, would be ungrateful sons of noble ancestors, should we fail to revere their sacred memories. As the sun is the center of the solar system, around which the earth and all the other units of the system revolve, and from which they receive the light and heat and life, the Grand Army of the Republic is the central luminary of all the affiliate patriotic societies. From it our own and all the Allied Orders originated; from it they daily receive the warmth of patriotism and the radiance of loyalty. As the Earth in its daily revolutions turns successfully, every land and nation to face the sun, the light of that great orb falls on no organization having as noble an origin or as worthy a history as the Grand Army of the Republic.

The most beautiful service performed by the members of the Grand Army of the Republic was the placing of flowers upon the graves of their departed comrades. Now that the last veteran has joined his comrades on the other shore, we, their sons, shall on each Memorial Day, decorate their graves with the flowers that grew in the soil they preserved to freedom, and place a flag of the United States of America on the grave of each deceased veteran of a war engaged in by the United States. The proper observance of that day and its sacred memories, you are admonished to remember.

### ***Complete three of the following:***

1. Present a short program at your camp meeting under "Good of the Order". It can be one of the following:
  - a. A report on your Civil War ancestor
  - b. A report on a Civil War personage
  - c. Lead the Pledge of Allegiance at a Camp meeting, Department Encampment or public program, such as a headstone dedication.
3. Recite the Gettysburg Address at a camp meeting or Memorial Day service.
4. Read the Gettysburg Address. Explain to your Advisor what "of the people, by the people and for the people" means to you.
5. Write a one-page essay on Loyalty. Define "Loyalty", and give as many examples as you can of what it means to be loyal.
6. Find information on Gen. John A. Logan. Write a short essay on how he showed loyalty to not only the Union, but to his fellow soldiers.

**Assignments completed:** \_\_\_\_\_ **Advisor's Signature** \_\_\_\_\_

## ***Citizenship:***

With citizenship comes responsibility. It is very important that we, as Americans, understand and appreciate what our rights and responsibilities are, not only in the nation, but also in our local communities.

### ***Complete three of the following:***

1. Visit a mayor, village president, city manager, or community council member. Learn what his or her job and responsibilities are. Ask them what you can do to make a difference in your community. Make a list of these and think about which of these have an impact on you personally. Discuss with the Brothers of your Camp what you learned.
2. Find out what kind of government structure is used by your local community. Attend a meeting of your community's council, commission or board. Listen to what topics they discuss, and think about how they affect your community. Pick one of those topics and write a short paragraph and tell why it is important to your community.
3. Draw a diagram of the government structure of your community and label each branch.
4. Look in your local newspaper every day for five days to find articles about your local government. Cut them out and paste them to a sheet of paper, one for each day. Read them to see what is happening in your community. At the end of the five days, count the number of articles you have.
5. Create a timeline of the history of your community. Start with the native peoples, and continue on to the present day. See what kind of new and interesting things you can discover about your city or town.
6. Draw, paint, etc. pictures of five freedoms we enjoy as citizens of the United States, and on the back, write why that freedom is important to you.

**Assignments completed:** \_\_\_\_ \_\_\_\_ \_\_\_\_ **Advisor's Signature** \_\_\_\_\_

## ***Patriotism:***

The fall of Fort Sumter was the awakening of patriotism. Love of *Country* exists in the heart of every American citizen, but it sometimes lies dormant until quickened by an appeal to that sentiment, by a crisis in national affairs. A true patriot's heart beats faster at the sight of his country's colors or the sound of her martial music.

A display of patriotism is one of the first objects of the Sons of Union Veterans of the Civil War. With the courage of your convictions, you should, therefore, exhibit a patriotic demeanor in your daily life. Rise to your feet and stand erect, uncovered, when our National Anthem, "The Star Spangled Banner" is either played or sung. Salute the flag by uncovering when it is passing by. Properly observe all *National* holidays, especially, Memorial Day and Independence Day.

### ***Complete three of the following:***

1. See how many different types of United States Flags you can find on the internet, or in books on the United States. These can be from any time period in American history. Note how the flag has changed over the years. Create a picture of one of the flags of the United States. You can draw and color, make it out of colored paper, etc.
2. Read the United States Flag Code and learn the proper ways of displaying the flag. Explain the rules to your Camp Patriotic Instructor.
3. Learn and practice the proper way to fold the United States flag. Demonstrate to your Camp Patriotic Instructor that you know how to do it.
4. Identify how you can be patriotic and write them down as a list.
5. Read all the stanzas of "The Star Spangled Banner", and consider the meaning behind each of them. Think about what Francis Scott Key may have been feeling when he witnessed the bombardment of Fort McHenry. Draw a picture of the bombardment, or, write a short essay on what Mr. Key saw.
6. If you can play an instrument, learn to play our National Anthem. If you like to sing, ask to sing it at a Camp meeting or a public ceremony.

**Assignments completed:** \_\_\_\_ \_\_\_\_ \_\_\_\_ **Advisor's Signature** \_\_\_\_\_

## SECTION TWO

### **The Civil War**

Section Two is divided into five areas of study. Some of the assignments have blanks provided, and the student is encouraged to write his answers there. If no blanks are furnished, a separate piece of paper is to be used.

Section Two contains the following areas of study:

1. President Lincoln
2. Battles and Leaders
3. Issues of the Civil War
4. The Home Front
5. The Common Soldier

### ***President Lincoln***

President Abraham Lincoln is perhaps the most beloved of all United States Presidents. His life was not one of privilege. He was self-educated; self motivated, and worked hard to succeed. In this section, discover things about the man who became one of our greatest presidents.

***Complete four of the following (Number 7 is required to be one of the four):***

1. On a map, find and mark the several places that Lincoln lived, starting at his birthplace, and ending with his home in Springfield, Illinois.
2. President Lincoln was born in a log cabin, in Hodgenville, Kentucky. Build a 3 dimensional log cabin out of materials of your choosing.
3. On January 1, 1863, President Lincoln issued the Emancipation Proclamation. Write a short essay and tell what this proclamation did and didn't do.
4. What is a "Rail Splitter?" Draw a picture or write a paragraph explaining what that is.
5. In Lincoln's Second Inaugural Address, he said "With malice toward none, with charity for all..." Tell what he meant by that, and whom was he speaking about?
6. Make two lists. The first: list how President Lincoln's life and your own are similar. The second: list how they are different.

7. Answer the following questions:

- a. What year was President Lincoln born and where? \_\_\_\_\_
- b. When was he elected to the Illinois State Legislature? \_\_\_\_\_
- c. What year was he elected President? \_\_\_\_\_
- d. What political party was he a member of? \_\_\_\_\_
- e. Who was his first Vice President? \_\_\_\_\_
- f. What year was he re-elected president? \_\_\_\_\_
- g. Who shot President Lincoln and where? \_\_\_\_\_
- h. Where is President Lincoln buried? \_\_\_\_\_

Assignments completed: \_\_\_\_\_ Advisor's Signature \_\_\_\_\_

### ***Battles and Leaders***

During the Civil War many battles were fought. Some of the battles were won by Union forces and some by Confederate forces. The leaders in command of the troops engaged in the battle often played a very important role in determining the outcome of the battle.

***Fill in the blanks for each battle listed. All are required to be completed.***

Give nearest town and state for "Where it took place".

#### **1. 1st Bull Run**

Date fought: \_\_\_\_\_

Where it took place: \_\_\_\_\_

Union Commander: \_\_\_\_\_

Name of Union Army: \_\_\_\_\_

Confederate Commander: \_\_\_\_\_

Name of Confederate Army: \_\_\_\_\_

Who won? \_\_\_\_\_

**2. Shiloh**

Date fought: \_\_\_\_\_  
Where it took place: \_\_\_\_\_  
Union Commander: \_\_\_\_\_  
Name of Union Army: \_\_\_\_\_  
Confederate Commander: \_\_\_\_\_  
Name of Confederate Army: \_\_\_\_\_  
Who won? \_\_\_\_\_

**3. Antietam**

Date fought: \_\_\_\_\_  
Where it took place: \_\_\_\_\_  
Union Commander: \_\_\_\_\_  
Name of Union Army: \_\_\_\_\_  
Confederate Commander: \_\_\_\_\_  
Name of Confederate Army: \_\_\_\_\_  
Who won? \_\_\_\_\_

**4. Stones River**

Date fought \_\_\_\_\_  
Where it took place: \_\_\_\_\_  
Union Commander: \_\_\_\_\_  
Name of Union Army: \_\_\_\_\_  
Name of Confederate Commander: \_\_\_\_\_  
Name of Confederate Army: \_\_\_\_\_  
Who won? \_\_\_\_\_

**5. Vicksburg**

Date fought: \_\_\_\_\_  
Where it took place: \_\_\_\_\_  
Union Commander: \_\_\_\_\_  
Name of Union Army: \_\_\_\_\_  
Confederate Commander: \_\_\_\_\_  
Name of Confederate Army: \_\_\_\_\_  
Who won? \_\_\_\_\_

**6. Gettysburg**

Date(s) fought: \_\_\_\_\_  
Where it took place: \_\_\_\_\_  
Union Commander: \_\_\_\_\_  
Name of Union Army: \_\_\_\_\_  
Confederate Commander: \_\_\_\_\_  
Name of Confederate Army: \_\_\_\_\_  
Who won? \_\_\_\_\_

**7. Wilderness**

Date fought: \_\_\_\_\_  
Where it took place: \_\_\_\_\_  
Union Commander: \_\_\_\_\_  
Name of Union Army: \_\_\_\_\_  
Confederate Commander: \_\_\_\_\_  
Name of Confederate Army: \_\_\_\_\_  
Who won? \_\_\_\_\_

**8. Missionary Ridge**

Date Fought: \_\_\_\_\_  
Where it took place: \_\_\_\_\_  
Union Commander: \_\_\_\_\_  
Name of Union Army: \_\_\_\_\_  
Confederate Commander: \_\_\_\_\_  
Name of Confederate Army: \_\_\_\_\_  
Who won? \_\_\_\_\_

**9. Chickamauga**

Date fought: \_\_\_\_\_  
Where it took place: \_\_\_\_\_  
Union Commander: \_\_\_\_\_  
Name of Union Army: \_\_\_\_\_  
Confederate Commander: \_\_\_\_\_  
Name of Confederate Army: \_\_\_\_\_  
Who won? \_\_\_\_\_

**10. Appomattox Court House**

Date fought: \_\_\_\_\_  
Where it took place: \_\_\_\_\_  
Union Commander: \_\_\_\_\_  
Name of Union Army: \_\_\_\_\_  
Confederate Commander: \_\_\_\_\_  
Name of Confederate Army: \_\_\_\_\_  
Who won? \_\_\_\_\_

**Assignments completed:** \_\_\_\_\_ **Advisor's Signature** \_\_\_\_\_

## *Issues of the Civil War*

The Civil War was unique in American history. Several causes have been claimed to have started it. In this section, find out about the several issues and situations that led to the war.

**Complete three of the following:**

1. Slavery is one of the major issues of the Civil War. Write a short essay telling what slavery is and why did the South have slaves?

2. The Northern states were known as being industrial, meaning that goods were produced as a major part of the economy. The Southern states were known as being agricultural, meaning their economy was based on growing crops such as cotton and tobacco. Draw a picture of an example of an industry in the north and agriculture in the south.

3. On a map, show the location of the Mason-Dixon Line. Indicate which states were "Free States", and which ones were "Slave States."

4. Define "States Rights." \_\_\_\_\_  
\_\_\_\_\_.

5. Why was it important to preserve the Union? Write down your answer. Ask three other people and write down their answers. Do their answers differ from yours? If so, how?

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**Assignments completed:** \_\_\_ \_\_\_ \_\_\_ **Advisor's Signature** \_\_\_\_\_

## ***The Home Front***

An important aspect of the Civil War, and quite often forgotten, is the home front, or, life at home. In this section, learn about what the civilians were doing during the war, and how they supported the soldiers.

### ***Complete four of the following:***

1. In the towns and cities in the North, organizations were formed to support and aid the Union Soldiers. These were known as the Ladies Aid Society, the Sanitary Commission, and the Christian Commission. Draw a picture showing, or write a short essay explaining, how these organizations supported the soldiers.

2. At the time of the Civil War, women were not considered equal to men. List rights women had, and then list the rights women did not have. Explain how this is different today?

3. In a war, many supplies are necessary to equip the armies. Some companies that supplied the troops are still in business today. Below, draw a line to match the company with the product they supplied the Union Army with.

Borden Company

Goodyear

DuPont

Van de Camp

Gunpowder

Condensed Milk

Canned Beans

Rubber Blankets

4. What was school like during the Civil War? Draw a picture of a typical schoolhouse.

5. Answer the following:

a. How many grades were in a typical school? \_\_\_\_\_

b. What subjects were taught? \_\_\_\_\_

c. How many teachers taught in the school? \_\_\_\_\_

d. If you did not use paper and pencil, what did you write on? \_\_\_\_\_

e. How many grades were in a typical school? \_\_\_\_\_

**Assignments completed:** \_\_\_\_ **Advisor's Signature** \_\_\_\_\_

## *The Common Soldier*

The soldiers of the Union and Confederate armies of the Civil War were young men, generally between the ages of 18 and 40. Many were between the ages of 11 and 18, just about your age.

Do you think you could leave home and join the army right now? In this section, you will learn about the soldier, and what he wore, the equipment he used, and what he ate.

### ***Complete three of the following:***

1. Create a picture of a soldier of the Union Army, using crayons, paints, colored pencils, etc. You may want to make the uniform look like the one your own ancestor would have worn.
2. List five of the different branches of service in the army. What was the color of trim on their uniforms designating the branch?
3. The soldiers made up names for several items they used and ate. Draw a line to match the item with the name the soldiers used.

Shelter	Goober Pea
Hardtack	Johnnie
Peanuts	Shebang
Confederate Soldier	Worm Castle

4. Visit a Civil War Reenactment. Interview one of the soldiers. Ask him, "As a Civil War Soldier..."

Do you like being a soldier? \_\_\_\_\_

What do you eat? \_\_\_\_\_

Where do you sleep? \_\_\_\_\_

How often do you take a bath? \_\_\_\_\_

How much do you get paid? \_\_\_\_\_

**Assignments completed:** \_\_\_ \_\_\_ \_\_\_ **Advisor's Signature** \_\_\_\_\_