

# LUCY'S CAVE

by Karen Winnick

## Suggested Classroom Activities

### History:

Students can create a timeline of the Civil War showing the major events that happened from the beginning to the end. They can also be divided into groups, with each group being responsible for one year of the war.

Students can do research on the Union and Confederate flags, and make replicas of the flags using cut paper collage, crayons, or paints.

**Further research:** Students can search for information on any (or all) of the following questions related to the Battle of Vicksburg in particular and the Civil War in general: (They may also have questions of their own that they would like to research.)

- The Battle of Vicksburg lasted 47 days. How does this compare with other major battles of the war? Were there similar battles in the North?
- Lucy brought a book, a sampler, and her doll to the cave. What book might she have been reading? What did her doll look like? What other toys did kids play with in 1863? How are these different from the toys of today?
- Lucy says that her school was ruined in one of the attacks on Vicksburg. What was her school like? What did kids study? How is this different from your school and your studies today?
- Lucy's family spent time in caves. Are those caves still in Vicksburg, Mississippi? How did they get there? What other people in history lived in caves? Did any of them draw on the walls like Liddy did? What did their drawings show? Why do you think they did this?
- While Lucy's family was in the cave, they had to prepare food. Where would they have gotten these food items? What foods did people of Vicksburg normally eat in 1863? In the book they made bread from cowpeas and water. Find a recipe for this and try it. (Did you like it??) Which of the food items that people ate in 1863 do we still use today?
- Lucy and Liddy found a pony outside the cave. What was the affect of the war on horses, dogs, and other animals? Were any animals used in the war? Are there any figures on how many animals actually died in the Civil War? Did children have pets during the Civil War period? What types of pets did they have? How does this compare with today's children and their pets?

### **Language Arts:**

Lucy's Papa mentioned a newspaper called *The Daily Citizen*, and a picture of it is shown in the endpapers of the book. Students can work in teams or with a partner to create their own version of a newspaper that might have circulated in Vicksburg at the time of this story. What things would be included in it? How would it be illustrated? Would there be a sports section? ...a weather section? ...comics? ...advertisements? Students can research these various areas of 1860s life for further information to make their articles 'alive.'

Students can create a diary or a journal, imagining that they are living in Vicksburg during the same time as Lucy and Liddy. They can use research they have done on the Civil War (see topics above) to provide the details of their 'daily lives.'

In *Lucy's Cave*, Lucy and Liddy are not friends, but by the end of the story they have become friends. Discuss how people often become friends when they experience a hardship together. Students can write about a similar experience that may have happened to them where they made a new friend with someone they didn't particularly like before.

### **Geography:**

Use a United States map, and locate Vicksburg and other sites of famous Civil War battles. It might be interesting to include the dates of the battles to show the progression of the War.

What was the weather like in Vicksburg, Mississippi from May 20, 1863 to July 4, 1863 when *Lucy's Cave* takes place? Would the weather have any affect on the War or on her family's activities in the cave?

### **Music:**

Two well-known songs from the Civil War era are "The Battle Hymn of the Republic," and "When Johnny Comes Marching Home." Find the music and the lyrics of these songs and perhaps the class can learn them.

In 1863 popular songs were presented in the form of sheet music. Students can use the music notations from these two popular songs, and create a sheet music replica with their own original illustration on the cover.

### **Art:**

Karen Winnick used oil paintings to illustrate *Lucy's Cave* because she wanted to replicate the style of artists of that time and place. How would her illustrations have looked if she had used other media? Have students choose an illustration from the book, (or a part of an illustration,) and try to reproduce it themselves using one of the following media: pencil, charcoal, watercolors, chalk, or pastels. Then compare how the use of different media affects how we see the picture.

Find out more about some of the well-known artists of the Civil War. Some famous ones were Mort Kunstler, Alfred Maud, Edwin Forbes, and James Quean. Perhaps you can find others.

Mathew Brady, a photographer, became famous because of his photographs taken during the Civil War. Students can find out more about his life and how he came to be a photographer. They can also look for reproductions of his photos. Which ones were taken during the Battle of Vicksburg?

Lucy and her family lived in a cave for 47 days. Using details from *Lucy's Cave* students can create a diorama showing how the inside of the cave looked, including Lucy's bed, other furniture, the cooking area, the wall that Liddy drew on, etc.

### **Biography:**

Lucy McRae was a real person on whom *Lucy's Cave* is based. Find out more about her life. What happened after the war? What did she become when she grew up? Did she continue to live in the same house?

There are hundreds of people whose names became famous during the Civil War. Students can search for information on them using a variety of sources. They can present their information on posters, as TV programs, as news reports, as interviews, or in other interesting formats. A partial suggested list of people could include: Jeb Stuart, Clara Barton, Gen. Winfield Scott, Stonewall Jackson, Abraham Lincoln, Frederick Douglass, Gen. Ulysses S. Grant., Gen. Robert E. Lee.

The Library of Congress' website contains narratives of other people who experienced the Civil War when they were very young. Students can compare their stories with Lucy's experiences in the cave. These stories can be found at [www.memory.loc.gov](http://www.memory.loc.gov)  
Keywords to enter: Civil War and Narratives

### **Resources:**

#### **Online:**

The Library of Congress website provides a wealth of first-hand narratives, photographs, paintings, articles, letters, and other information related to the Civil War in general and the Battle of Vicksburg in particular. It can all be accessed at [www.loc.gov/search/civilwar.html](http://www.loc.gov/search/civilwar.html) Keywords to enter: Civil War, War Between the States, Yankees, Confederacy, plantations, Vicksburg, Mississippi

The Vicksburg National Military Park website provides a detailed look at how the Civil War affected that city. It includes a detailed description of the battle, an online tour, a photo album, and many other interesting features. It can be accessed at <http://www.nps.gov/vick/>

**For further reading:**

Many excellent books about the Civil War have been written for children. Here are a few that relate to *Lucy's Cave*, and can expand students' knowledge and awareness of this period in American History. Suggested grade levels are in parentheses. For additional titles, visit your school or public library.

Armstrong, Jennifer, *Photo by Brady: a Picture of the Civil War*. Atheneum, 2005. (5-6)

Bearden, Romare, *L'il Dan the Drummer Boy*, Simon & Schuster, 2003. (3-5)

Bunting, Eve, *The Blue and the Gray*. Scholastic, 1996. (K-3)

Clinton, Catherine, *Hold the Flag High*. Tegen Books, 2005. (K-3)

Damon, Duane, *Growing up in the Civil War, 1861 to 1865*. Lerner, 2003. (3-5)

Fleischman, Paul, *Bull Run*. HarperCollins, 1993. (4-5)

Ford, Carin T., *African-American Soldiers in the Civil War*. Enslow, 2004. (3-5)

Fraser, Mary Ann, *Vicksburg: the Battle that Won the Civil War*. Henry Holt, 1999. (5)

Harness, Cheryl, *Ghosts of the Civil War*. Simon & Schuster, 2001. (3-5)

Hopkinson, Deborah, *Billy and the Rebel*. Atheneum, 2005. (K-3)

Hopkinson, Deborah, *From Slave to Soldier*. Atheneum, 2005. (K-3)

King, David C., *The Battle of Vicksburg*. Blackbirch Press, 2001. (4-5)

Lewis, J. Patrick, *The Brothers' War: Civil War Voices in Verse*. National Geographic Children's Books, 2007. (4-5)

Polacco, Patricia. *Pink and Say*. Philomel, 1994. (3-5)

Raatma, Lucia, *Great Women of the Civil War*. Compass Point Books, 2005. (4-5)

Ransom, Candice F., *Children of the Civil War*. Carolrhoda, 1998. (3-5)

Rappaport, Doreen, *Freedom Ship*. Hyperion, 2006. (K-3)

Turner, Ann, *Drummer Boy*. HarperCollins, 1998. (K-3)

Winnick, Karen B., *Cassie's Sweet Berry Pie*. Boyds Mills Press, 2005. (3-5)