

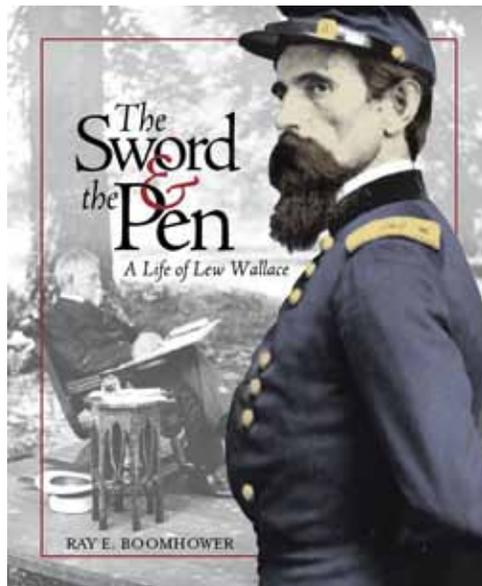
# TEACHER RESOURCE

by Michele Brooks

for the Indiana Historical Society Press publication:

## *The Sword & the Pen* *A Life of Lew Wallace*

*by Ray E. Boomhower*



INDIANA HISTORICAL SOCIETY

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## Overview/Description

Hoosier Lew Wallace (1827–1905) was a man of many varied talents: an attorney, a general for the Union during the Civil War, an Indiana state senator, an inventor, governor of the New Mexico territory, U.S. minister to Turkey, and writer. His career intersected with the lives of such famous Americans as Abraham Lincoln, Ulysses S. Grant, James Garfield, James Whitcomb Riley, and Billy the Kid. In addition, Wallace was a member of the court-martial that tried the conspirators in the Lincoln assassination.

While he dreamed of becoming a military hero and finding glory on the battlefield from the time he was just a little boy growing up in Indiana, it was his literary works that brought him fame. Specifically, Wallace wrote *Ben-Hur: A Tale of the Christ* (1880), the best selling American novel of the nineteenth century that later became a popular movie and won 11 Academy Awards.

In this lesson students will read Wallace's biography, discuss and evaluate his role in American history, and complete multidisciplinary activities that provide language arts cross-curricular connections. These activities can be completed before, during, and after reading *The Sword & the Pen: A Life of Lew Wallace* by Ray E. Boomhower (Indianapolis: Indiana Historical Society Press, 2005).

## Academic Standards for Social Studies

- **Indiana Standards:** 8.1.21, 8.1.27, 8.1.28, 8.1.30; USH.1.4 and USH.9.2
- **National Standards (National Council for Social Studies):** I Culture, II Time, Continuity, and Change, VIII Science, Technology, and Society

## Social Studies/Historical Concepts

Civil War, conflict, dissent, courage, heroism, leadership, patriotism, and civic responsibility

## Learning/Instructional Objectives

Students will:

- read the book *The Sword & the Pen: A Life of Lew Wallace*
- discuss and evaluate Wallace's role in Indiana and American history, including his contributions to the country's military, political, diplomatic, and literary affairs during the nineteenth century
- write journal entries
- analyze and discuss various events in Wallace's military career
- create a bio-historical poem using information interpreted from their reading
- complete a photo analysis group activity involving digital images of Wallace and relevant topics including the Civil War and Lincoln's assassination
- create a chronological time line of Wallace's life beginning with his boyhood in Indiana
- create a chronological time line identifying significant events in the Civil War
- write a biographical account about Wallace through the creation of an obituary
- research and discuss scientific and technological developments that changed cultural life in nineteenth century America and the lasting impact of these developments on today's citizens
- locate and analyze primary and secondary sources presenting differing perspectives of events and issues of the past
- locate and utilize sources found at archival collections and electronic sites

## Time Required

Multiple class periods depending on the classroom needs and the activities selected. Teachers may select from one or more of the activities described on the following pages.

## Materials Required

- Copies of *The Sword & the Pen: A Life of Lew Wallace*
- Student handout with instructions for writing a bio-historical poem and example of an obituary
- White board or projector for introducing lesson
- Paper and pencils or pens for taking notes
- 8.5 x 14 inch white paper for creating time lines; markers or colored pencils
- 8.5 x 11 inch card stock for mounting the Ben-Hur-related pictures activity and photo analysis activity
- Internet access for viewing IHS digital images collection and Ben-Hur-related items activity
- *Ben-Hur* movie (available at video stores and some libraries), DVD or VCR player for showing *Ben-Hur* movie clip (optional enrichment activity)

## Background/Historical Context

Lew Wallace was born in Brookville, Indiana, in 1827. His father, David Wallace, was a West Point graduate and organized a militia to protect their community. Seeing his father in action inspired Lew to become a soldier. In 1837 the elder Wallace was elected governor of Indiana and the family moved to Indianapolis. Approximately 4,000 people lived in Indianapolis at this time compared to about 765,000 current residents (U.S. Census Bureau, 2005). While his father served as governor, Wallace fell in love with the statehouse library, where he enjoyed reading the works of American writers such as Washington Irving and James Fenimore Cooper. Yet his fondness for reading did not translate into academic success as Wallace regularly skipped classes. When Wallace was 16, his father told Lew that he was on his own to support himself as Lew's father was disappointed in his behavior and grades. "I have struggled to give you and your brothers what, in my opinion, is better than money—education," stated his father. "I am sorry, disappointed, mortified; so, without shutting the door upon you,

I am resolved that from today you must go out and earn your livelihood. I shall watch your course hopefully."

After leaving home, Wallace started working at the Marion County Clerk's office copying records and also began writing a historical novel about the conquest of Mexico. Writing came naturally to Wallace. A couple of years later, Wallace embarked on the study of law in his father's office. When war broke out between the United States and Mexico in 1846, Wallace became more interested in the war than practicing law. President James K. Polk believed it was America's "Manifest Destiny" to expand westward and he sought to gain new territory from Mexico for the United States that resulted in a dispute over the southern border of Texas. Some believed that Polk and other southern Democrats were using the disagreement as an excuse to obtain additional land for new slave states. Wallace badly wanted to join the fight so he recruited enough men for a company and was appointed second lieutenant.

After the war, Wallace practiced law, an occupation he did not enjoy. Then in 1856 Wallace was elected to the Indiana State Senate as a Democrat. Wallace still longed for military action and studied manuals and books on how to lead soldiers. In 1861 Governor Oliver P. Morton appointed Wallace a major general in the Union army. His road to glory seemed clear, but then the bloody Battle of Shiloh changed Wallace's course. Shiloh became the defining moment in Wallace's military career. On April 6, 1862, Wallace and his men were camped at Crump's Landing on the Tennessee River while General Ulysses S. Grant assembled his divisions at Pittsburg Landing, six miles away. At dawn the Confederates struck and Grant's troops were driven into the river. Grant sent messengers to Wallace to send replacements immediately. However, Wallace's men did not reach the battlefield until after dark even though it was only six miles away. Although Shiloh was a victory for the Union, it was a costly one. Approximately 20,000 Confederate and Union soldiers were killed and wounded during the

two-day battle. This number exceeded by far the losses incurred during the previous battles of the war. The huge number of casualties shocked the nation. There were rumors that Wallace's troops were lost on the battle's first day resulting in the delay, although controversy still exists today about the exact orders Wallace received from Grant.

Soon after the Battle of Shiloh, Governor Morton informed Wallace that he had been relieved of his command. Wallace repaired his reputation somewhat by helping save two key Union cities—Cincinnati, Ohio, and Washington, D.C. (Battle of Monocacy), from Confederate attack. In the Battle of Monocacy near Washington, D.C., Wallace commanded an army of 5,800 men that held off 28,000 Confederates. Later, in 1865, Wallace served on the commission that tried the Lincoln conspirators. He was also appointed governor of the New Mexico Territory and served as an ambassador to Turkey.

Despite his thirst for military glory, it was Wallace's pen that brought him his greatest amount of fame. Wallace became rich and famous because of his novel *Ben-Hur*, and the book won him a place in our country's literary history. Today, *Ben-Hur* remains one of the best-selling novels of all time. Wallace spent the remainder of his life primarily reading and writing. He even designed an impressive study so that he could enjoy his literary pursuits, and today the study is a museum in Crawfordsville.

Source: *The Sword & the Pen: A Life of Lew Wallace* by Ray E. Boomhower (Indianapolis: Indiana Historical Society Press, 2005)

### Procedure for all activities

Teacher preparation prior to class: Before class begins, write a definition for "hero" on the board (or use a projector) so students can read and think about the word "hero" while they are getting ready for class to begin. Merriam-Webster Online Dictionary, [www.m-w.com/dictionary/hero](http://www.m-w.com/dictionary/hero) (as of 5/18/2008), defines "hero" as: 1) A person admired for his achievements and noble qualities;

2) One that shows great courage; 3) A mythological or legendary hero often of divine descent endowed with great strength or ability, 4) An object of extreme admiration and devotion. Next, write the following Wallace quote on the board: "A peculiarity of the most democratic people in the world is their hunger for heroes."

Classroom student activity: Introduce lesson by asking students if they have any heroes? For example, a hero could be a personal hero in your life, heroes you have seen in movies, for example, read about, etc. Why is this person(s) your hero? Expect a variety of answers ranging from sports heroes, movie figures, military heroes, to even relatives. What kind of qualities does a hero generally have? Do you have different heroes now that you are a teen compared to when you were small? Why do you think you have different heroes now? Mention that a hero is generally someone known for having courage. We often think of a hero as being famous, but a hero does not have to be famous. A hero can be someone in our own neighborhood or family. Then discuss the dictionary definitions for hero and ask students if they agree/disagree with Wallace's quote. Why or why not?

Explain how since Wallace was a little boy, he longed to be a military hero. Wallace continued to dream about military glory and becoming a hero while serving in the Civil War. "Only in the grave are there no dreams," stated Wallace. Explain to the students that they will come to find out as they read *The Sword & the Pen: A Life of Lew Wallace* that despite his military accomplishments, some considered Wallace a bigger hero in the literary world. Also, inform students that they will learn about Judah Ben-Hur, the hero of Wallace's book. Briefly discuss background information about Wallace before students begin reading the book. Students may read the book through independent homework assignments, in-class read aloud, literary circles, or a variety of these reading strategies.

## ACTIVITY 1:

**Journal** (to be completed during reading of the book)

- Have students maintain a journal with their thoughts about what they are reading, note important events in Wallace’s life and important national events, and have class discussions during the course of reading. These journals can be collected weekly. Teachers might want to provide writing prompts to help students analyze what they are reading. Some examples of writing prompts are:

- How did Wallace’s childhood affect his career choices as an adult (e.g., his father was a West Point graduate and led a local militia, etc.)? How did his childhood experiences shape his views about life? What kind of experiences in life have shaped their views about things?
- What are some of Wallace’s qualities that they find heroic? Think about Wallace’s reaction to certain events in his life, his accomplishments, his views on serving his country, qualities you find admirable, etc. What are some of the students’ best qualities that they are proud of?
- Have students record facts about the Civil War that they learned while reading the book. Later, they can use this information as a reference in creating a Civil War time line (see enrichment activity).
- Ask students to record important events, dates, and locations in Wallace’s life as they are reading the book. Later, they can use this information as a reference in creating a time line about Wallace.

## ACTIVITY 2:

**Time line of important events in Wallace’s life** (to be completed after reading the book)

Using facts obtained from their reading, have students create a chronological time line of important events and accomplishments in Wallace’s life (1827–1905). Students can discuss their work and display time lines around the classroom.

## ACTIVITY 3:

**Bio-historical poem** (to be completed after reading the book)

Students will create a bio-historical poem about Wallace (see handout for instructions and an example). If time permits, have students present their poems to the class.

## ACTIVITY 4:

**“All Things Ben-Hur” Carousel** (to be completed during or after reading)

Explain to students that over the years, many companies, products, services, and even towns have been named Ben-Hur in honor of Wallace’s hero. The name has been used for many items including a Monon train, a PlayStation™ video game, toys, a steamboat ferry, schools, a current pro basketball team in Argentina, and even schools.

Teacher preparation prior to class:

- Mount pictures featuring different items and services named Ben-Hur on cardstock. These items and services reveal the enduring popularity in our culture of Wallace’s novel.
- Conduct a search using “Ben-Hur” as the search term on [www.google.com](http://www.google.com) to find different items and services under this name. Also, a great collection of Ben-Hur related items titled “Ben-Hur Bazaar & Bizarre: A Collection of Unusual Items” can be found at the Web site: [www-personal.k-state.edu/~rcadams/misc.html](http://www-personal.k-state.edu/~rcadams/misc.html) (as of 5/15/2008).
- Divide the class into groups of four and set up workstations for each group. Each workstation will feature different pictures of an item or service named Ben-Hur for the group to discuss.
- Write on the whiteboard or projector a list of questions the groups need to answer relating to their Ben-Hur item. Such questions could include: What is your item and what is its purpose? Why do you think the item was named Ben-Hur?

What does the name symbolize? Why do you think it is common to name things after literary and movie heroes? What do you think naming all these items about an imaginary hero says about our culture? Can you think of any product or service you would name Ben-Hur? “Society is founded on hero worship.” (Thomas Carlyle, a nineteenth century Scottish historian) Do you agree or disagree? Why?

Classroom student activity:

- Allow students about ten minutes at each workstation to answer questions about the pictures.
- Then signal students to move clockwise to the next workstation where they will view different pictures.
- Continue rotation until the end of the class period. The next day groups will discuss their answers for the carousel activity.

## ACTIVITY 5:

**Inventions of the nineteenth century research** (to be completed during or after reading the book)

Remind students that Wallace was a man of many talents and one of his careers was that of an inventor. In fact, he held patents for eight inventions. One of these inventions was a special fishing pole that can be seen today in his museum in Crawfordsville, Indiana.

Discuss some important inventions of the nineteenth century: the bicycle, sewing machine, typewriter (the computer’s predecessor), Braille printing, telegraph, pasteurization, traffic lights, telephone, Coca Cola, escalator, diesel engine, and the zipper! Some of the students may have never seen a typewriter, so you may want to find an old typewriter to bring in; old, inexpensive typewriters can often be found in antique shops.

Students will then write essays of one or two pages about the history of an important invention of their choice from this time period and why

they think this invention was important to Americans at the time. How does this invention affect their lives today? Students can choose their own invention or you may want to give students a list of significant nineteenth century inventions. They should utilize outside research sources including the Internet, books, and magazines, and provide a bibliography page.

## ACTIVITY 6:

**Photo Analysis Carousel** (to be completed during or after reading the book)

Print images from the IHS Digital Images Collection to use in this activity. The digital images listed below may be found in the Digital Images Collection on the Indiana Historical Society’s Web site, [www.indianahistory.org](http://www.indianahistory.org).

“General Lew Wallace, seated”  
(folder339\_doc24.jpg)

“Colonel Lewis Wallace of the Eleventh Indiana Volunteers,”  
(P0455\_Ovcgraphics\_Box1\_Folder10)

“Lew Wallace Promotion Paper,”  
(M0292, OMB23\_Box1\_Folder8\_Wallace\_Promo)

“Lew Wallace at age 35,”  
(M0292\_P\_Box1\_Folder2\_Lew\_Wallace\_Age\_35)

“Defenders of Our Union,”  
(P0406\_112)

“Assassination of Lincoln, 1865”  
(SlideAssassination.tif)

“Home of General Lew Wallace, Crawfordsville, Indiana,”  
(P0391\_Box7\_Crawfordsville\_004)

“Advertisement, Civil War enlistment,”  
(folder336\_doc12.jpg)

“Battle of Shiloh,”  
(P0455\_Stereographs\_Box1\_Battlescenes\_004)

“Governor Morton’s Announcement of President Lincoln’s Death,”  
(M396\_Box2\_Folder29\_O.Morton)

- Divide the class into groups of four. Set up workstations for each group to perform a photo analysis. Each workstation will feature one of the digital images listed above, along with a photo analysis worksheet available from the National Archives and Records Administration at [www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf) (as of 5/15/2008).
- Have groups complete one worksheet for each image. Allow students about ten minutes to complete the worksheet. Then signal students to move clockwise to the next workstation where they will complete a different photo analysis. Continue rotation until the end of the class period. The next day discuss results of the carousel photo analysis.

## ENRICHMENT ACTIVITIES

### Civil War time line

Have students create a time line of major battles and events of the Civil War (1861–65) summarizing information they learned from reading the Wallace book, journal notes, and any class textbooks. Students will sequence events in chronological order. Students may also add relevant illustrations to their time lines.

### Lew Wallace obituary

Have students write an obituary about Wallace using important facts they learned about him from reading the book. Students can work on these individually or with a partner. Provide students with a few examples of obituaries from a local newspaper and discuss the following:

- What type of facts are usually included in obituaries?
- How is the information in an obituary usually arranged?
- What purpose does an obituary serve?

- What contributions did this person make to our society?
- Why was he famous?

### *Ben-Hur* movie clips

If time permits, show a clip from the acclaimed 1959 version of *Ben-Hur* starring Charlton Heston. In 1998 the American Film Institute named *Ben-Hur* as one of the greatest American movies of all time. A good action clip that students might enjoy is the famed chariot race involving *Ben-Hur* and his rival Messala. Heston called the chariot race “arguably the best action scene ever filmed.” Note: The chariot race scene lasts almost 20 minutes. Instead of showing this clip as an enrichment activity, teachers can use it at the beginning of this lesson to lead into the discussion about what is a hero.

To learn more about Wallace, refer to pages 147–151 of *The Sword & the Pen: A Life of Lew Wallace* by Ray E. Boomhower (Indianapolis: Indiana Historical Society Press, 2005).

# ACTIVITY 3:

## Student Handout

### Bio-Historical Poem Instructions

- Title:** First and last name of historical figure
- Line 1:** First name
- Line 2:** Four traits that describe this person (e.g., occupation)
- Line 3:** Brother/sister of . . . or son/daughter of . . .
- Line 4:** Lover of . . . (names of three ideas or people)
- Line 5:** Who feels . . . (three feelings)
- Line 6:** Who fears . . . (three items)
- Line 7:** Who would like to see . . . (three items)
- Line 8:** Resident of . . . (city and state)
- Line 9:** Last name

### Example:

Ben Franklin

Ben

Inventor, politician, ambassador, founding father

Son of Josiah and Abiah Franklin

Lover of liberty, education, and his country

Who feels curious, inventive, and determined

Who fears failure, boredom, and British tyranny

Who would like to see freedom, justice, and America succeed

Resident of Philadelphia, Pennsylvania

Franklin