

Source Information for Civil War Photographs:

Selected Civil War Photographs- Library of Congress American Memory pages, Other visual Resources cited

1. Brandy Station, Va. Dinner party outside tent, Army of the Potomac headquarters].
[O'Sullivan, Timothy H., 1840-1882](#), photographer. CREATED/PUBLISHED 1864 April.

SUMMARY photograph from the main eastern theater of war, winter quarters at Brandy Station, December 1863-April 1864.

2. District of Columbia. Company E, 4th U.S. Colored Infantry, at Fort Lincoln].
CREATED/PUBLISHED
[Between 1860 and 1865]

SUMMARY Photograph of Washington, 1862-1865, view of the defenses of Washington. Shows 27 African Americans in two lines with rifles resting on the ground.

3. District of Columbia. White officers of 4th U.S. Colored Infantry at leisure, Fort Slocum].

CREATED/PUBLISHED 1865 April.

SUMMARY Photograph of Washington, 1862-1865, view of the defenses of Washington.

4. [Fort Fisher, N.C. Interior view of the "Pulpit"].

[O'Sullivan, Timothy H., 1840-1882](#), photographer. CREATED/PUBLISHED 1865 January.

SUMMARY Photograph of the Federal Navy, and seaborne expeditions against the Atlantic Coast of the Confederacy, specifically of Fort Fisher, N.C., January 1865.

5. Fredericksburg, Va. Burial of soldiers].

[O'Sullivan, Timothy H., 1840-1882](#), photographer. CREATED/PUBLISHED 1864 May.

SUMMARY Photograph from the main eastern theater of war, Grant's Wilderness Campaign, May-June 1864.

6. [Savage Station, Va. Field hospital after the battle of June 27].

[Gibson, James F., b. 1828](#), photographer. CREATED/PUBLISHED 1862 June 30.

SUMMARY Photograph from the main eastern theater of war, the Peninsular Campaign, May-August 1862.

7. [Cold Harbor, Va. African Americans collecting bones of soldiers killed in the battle].

[Reekie, John](#), photographer. CREATED/PUBLISHED 1865 April.

SUMMARY Photograph from the main eastern theater of war, Grant's Wilderness Campaign, May-June 1864.

8. Incidents of the war. A harvest of death, Gettysburg, July, 1863].

[O'Sullivan, Timothy H., 1840-1882](#), photographer. CREATED/PUBLISHED
Washington, D.C. : published by Philp & Solomons, c1865.

SUMMARY Dead Federal soldiers on battlefield at Gettysburg, Pennsylvania.

9. [Richmond, Va. Barges with African Americans on the Canal; ruined buildings beyond].

[Gardner, Alexander, 1821-1882](#), photographer. CREATED/PUBLISHED 1865.

SUMMARY Photograph from the main eastern theater of war, fallen Richmond, April-June 1865. Photograph shows African American refugees on a boat with household belongings.

10. Bermuda Hundred, Va. African-American teamsters near the signal tower].
CREATED/PUBLISHED 1864.

SUMMARY Photograph from the main eastern theater of the war, the Army of the James, June 1864-April 1865.

Shows group of seven "contrabands" dressed in old Union uniforms standing in front of a wagon and shack.

11. Cedar Mountain, Va. Family group before the house in which Gen. Charles S. Winder (C.S.A.) died].

[O'Sullivan, Timothy H., 1840-1882](#), photographer. CREATED/PUBLISHED 1862
August.

SUMMARY Photograph from the main eastern theater of the war, Bull Run, 2nd Battle of, Va., 1862, July-August 1862. Photograph includes women.

12. Washington, D.C. Hanging bodies of the conspirators; guards only in yard].

[Gardner, Alexander, 1821-1882](#), photographer. CREATED/PUBLISHED 1865
July 7.

SUMMARY Photograph of Washington, 1862-1865, the assassination of President Lincoln, April-July 1865. Photograph includes woman.

13. Fredericksburg, Va. Nurses and officers of the U.S. Sanitary Commission].

[Gardner, James, b. 1832](#), photographer. CREATED/PUBLISHED 1864 May.

SUMMARY Photograph from the main eastern theater of war, Grant's Wilderness Campaign, May-June 1864. Photograph includes women.

14. Richmond, Va. Ruined buildings in the burned district].

CREATED/PUBLISHED 1865.

SUMMARY Photograph of the main eastern theater of war, fallen Richmond, April-June 1865.

15. Hampton, Va. Brick chimneys, etc., of burned houses].

CREATED/PUBLISHED

[Between 1860 and 1865]

SUMMARY

Photograph of the Federal Navy, and seaborne expeditions against the Atlantic Coast of the Confederacy, specifically of Hampton, Va.

16. Refugee family leaving (NARA Research Room- Civil War photos) .013jpg

Civil War photos.net (civil_war_)

17. Issuing Rations at Andersonville- .072jpg

18. Hospital Ward- showing amputees- 038.jpg

19. Amputation- 036.jpg

20. Clara Barton Portrait by Matthew Brady –194.jpg

21. Recently Released Prisoner -A956.jpg

Student Handout: Analyzing Photographs of the Civil War

Photo credits are listed on websites with smaller version of photos

Websites: Library of Congress - selected photos

<http://memory.loc.gov/ammem/cwphtml/cwphome.html>

NARA Research Room – Civil War Photographs

www.archives.gov/research_room/research_topics/civil_war

American Civil War.net

<http://www.americancivilwar.net>

Image #	What do you See	What story it tells about the Civil War
1. Brandy Station Dec. 1863-4		
2. Defenses of Wash.,DC 27th Af-Am troops 1862-65		
3. White officers of Colored Inf. No date		
4. Interior view of the Pulpit, NC Jan. 1865		
5. Funeral of soldiers, Wilderness campaign		

May-June, 1864

Image #	What do you See	What story it tells about the Civil War
6. Field Hosp. after Battle of Savage Station June 30, 1862		
7. Blacks collecting bones after war Cold Harbor, VA		
8. Incidents of War: A Harvest of Death Gettysburg, 1863		
9. Richmond, VA- Barges w/Af. Amer. 1865		
10. Bermuda Hundred, VA contraband, 1864-65		
11. Cedar Mtn, VA family group Aug, 1862		

12. Hanging bodies
of conspirators
1865

13. Nurses/Officers
of Sanitary Commission

14. Richmond, VA in ruins,
1865

Image #

What do you See

What story it tells about the Civil
War

15. Hampton Roads, VA

16. Issuing rations,
Andersonville

17. Refugee family
leaving home

18. Hospital ward,
Washington, DC

19. Amputation

20. Clara Barton

21. Starving POW
recently released

Consider: Which of the photos appeared to be posed? What was the photographer's motivation to record this particular scene? What aspects of society are missing from this selection?

Talking Points: What Factors Led to the “Inevitable Conflict” of 1861- 65?

Basic Causes:

Issues between North & South go back to Constitutional Convention, 1787

	North	v.	South (c. 1860)
Sovereignty	national		states rights'
Leadership	merchants, wealthy Industrialists, bankers		planter aristocracy
Economics	industrial, protective tariffs to aid NE factories free (paid) labor; transportation network		agricultural, despise tariffs; cut into profit margin from cotton trade w/Europe; slave labor- plantations; inadequate transp. network
Sectionalism (Cultural)	heavy immigration, urban, Large middle class; diversity of pop.; higher literacy; growing abolition movement;		large slave population, rural; gap btwn rich/poor; many poor farmers, illiteracy; censoring abolition
lit.;			
	active Underground Railroad;		want tough fugitive slave
laws;			
	few advocate black equality		fear of emancipation
Population slaves)	approx. 22 million		approx. 9 million (3.5 mil

Crucial Events Leading to War: (teachers should add details in overhead notes or orally)

This should act as a review of previously covered information.

1852- publication of Uncle Tom's Cabin, Harriet Beecher Stowe

1854- Kansas-Nebraska Act- repeals Missouri Compromise, introduces Pop. Sovereignty

1856- Bleeding Kansas- violence- New England Emigrant Aid Society v. Missouri

Ruffians, Pottawatomie Creek, John Brown; violence in Senate

1856- Birth of Republican Party – committed to stopping spread of slavery; split of northern/southern Dems.

1857- Dred Scott Decision- MO slave sues for freedom after living on free soil; Supreme Court rules against him- why?

slaves not citizens

slaves are property- prop. protected by Constitution

Missouri Compromise- unconstitutional

1858- Lincoln-Douglas debates- Illinois Senate race;

Lincoln- "slavery protected by Const. but shouldn't spread; House Divided speech-
nation can't be half slave/half free

Douglas- popular sovereignty; won race

1859- John Brown's Raid on Harper's Ferry; arrested while trying to seize arsenal;
martyr for North

1860- election of Abraham Lincoln, Republican- appears to be victory for abolition

1861- eventual secession of 11 southern states; formation of Confederate States of
America; attack on Fort Sumter, SC

Talking Points on Battles:

Fort Sumter, Charleston Harbor, SC, April 1861

- Confederates begin seizing federal property; Lincoln's dilemma- send troops and appear as aggressor, or do nothing and appear to recognize CSA; sent food and supplies, but by mid-April, supplies at Ft. Sumter were exhausted
- April 12, Confederates bombard Ft. Sumter, demanding surrender of the fort from Major Robert Anderson; Anderson finally surrenders on April 14
- Lincoln calls for 75,000 volunteers to put down rebellion; Davis calls for 100,000
- Virginia, Arkansas, Tennessee, North Carolina secede; Virginia becomes major target of Union activity b/c proximity to D.C. and now Richmond

First Manassas, Virginia, July 21, 1861

- Union General McDowell sent towards Richmond; meets CS Generals Beauregard and Johnston at Manassas Junction; Johnston dug in at Bull Run Creek
- Brig. General Thomas Jackson becomes legendary- "Stonewall" as he pushes back Union troops
- Confederate forces achieve victory but are disorganized & don't pursue federals to DC
- Result: CS victory shocks North & reveals that war is to be longer than first expected

General Info on Progress of CW:

- Union hampered by early losses in eastern/western theatres; Cautious, blundering leadership, lack of clear motivation for Union troops, morale low
- Union employs Anaconda Plan to do the following: blockade coastline to prevent supplies from Europe from fueling CSA, capture Richmond, cut CSA in half by capturing Mississippi River and western railroad lines
- On the Mississippi River, Admiral David Farragut, captures New Orleans in April, 1862; Union will then gradually conquer Mississippi River and Valley over the following year, weakening southern morale
- Robert E. Lee assumes command of Army of Northern Virginia in 1862; activity confines him almost exclusively to corridor between Richmond area and

Washington D.C. w/exception of two attempts to invade northern soil; bold tactics make best use of often outnumbered forces; CSA has superior leadership which causes multiple defeats for Union in eastern theatre

- General Ulysses S. Grant fights in West; first loses in Missouri; will distinguish himself later with victories in Tennessee in 1862 and siege of Vicksburg in July of 1863; Lincoln will appoint him to General-in-Chief of all federal armies; he will pursue Lee's army, encircling the Richmond area until he forces surrender at Appomattox Courthouse in April, 1865.

Antietam (Sharpsburg) Maryland, September, 1862

- Lee undefeated so goes on offensive; victory on northern soil needed to get CSA help from Great Britain
- Union lost track of Lee after he crossed Potomac R. but finds copy of battle plans wrapped around cigars
- McClellan meets Lee at Sharpsburg (Antietam Creek); single bloodiest battle of war
- Battle is a draw but considered Union victory b/c Lee's objective failed
- McClellan allows Lee to escape; fired by Lincoln
- Result: battle proves that Lee can be defeated; enough proof to dissuade Great Britain and France from aiding Confederacy; Lincoln encouraged to issue preliminary Emancipation Proclamation

Changing Role of Black Americans in War

- Frederick Douglass- big influence on Lincoln's decision to enlist black men in Union army
- 160,000 black men serve in Union; mostly as laborers, less pay; allowed to fight in 1863
- Black soldiers help turn tide of war; 54th Massachusetts example of distinguished service

Gettysburg, Pennsylvania, July 1863

- Pivotal battle of CW; beginning of end for CSA

- Last attempt by Lee to invade northern soil; will feed ANV off PA farms; attack close to DC will pull Union armies away from DC and Richmond & begin to destroy communication/transportation systems of the North
- Lincoln sends General Meade after Lee; Lee hampered by failure of Stuart's Cavalry to appear until last day & reinforce; failure of CSA generals to take high ground
- High Water mark of the CSA- end of second day; CSA close to victory- but will not act decisively enough; Lee must now retreat or deliver knock-out blow to Union; decides to attempt to cut Meade's forces in half
- Longstreet hesitated to follow Lee's orders for attack; mistakes Union artillery for withdrawing rather than replenishing and orders 11,000 men to charge on Union line
- Pickett's Charge-- over a mile across open field; heavy casualties as Union cannon fires down from Cemetery Hill; fail to break & hold Union line; Lee blames himself & prepares for a Union counterattack that doesn't follow
- Heavy rains flood Potomac R.; Meade could capture Lee but allows him to escape over Potomac back into Virginia; Meade's attack on the rear causes 2,000 more CSA casualties for a total of 52,000 on both sides.
- War goes on for 2 more years; Lee's army never recovers from losses at Gettysburg

Vicksburg, Mississippi, July 1863

- War in west- Union attempts to control Miss. River Valley
- Last CSA stronghold on stretch of Miss. River; used high bluffs for artillery fire on Union ships; city surrounded by swamp
- US Grant- 6 wk siege of city- forces surrender on starving civilians/troops who have been living in caves, eating rats
- Result: Arkansas, Louisiana, Texas cut off from CSA; Lincoln promotes Grant to commander of all Union forces

Union Policy of Total War

- War of attrition = exploit fact that enemy has terrible shortage of resources; fight & plunder until they run out of all supplies; Take away will to fight!

- Grant moves troops around Richmond area and attempts to wear down Lee's resources & entrap him
- Sherman's March to the Sea, May- December 1864; WT Sherman, Union commander of Army of Tennessee focuses on destroying CSA railroads & industries
- Fall of Atlanta- last CSA railroad link to App. Mtns; boosts Lincoln's re-election campaign
- Sherman burns Atlanta; kills livestock, destroys everything in 60 mile wide path from Atlanta to Savannah, GA
- Total War- strike at resources- they will never want to fight again!
- Sherman moves on to destroy South Carolina-b/c "this is where war began"

Surrender at Appomattox Courthouse, VA, April 09, 1865

- Lee's army = 1/2 size of Grant's; finally has to ask for terms of surrender from Grant when supply trains are captured & Lee's men are starving
- Appomattox Courthouse, VA- Lee & Grant meet- CSA soldiers to keep horses & mules for farming; officers keep sidearms, generous terms, dignity for Lee

War continues in south/west; General Johnston surrenders to Sherman in NC; official end, but pockets of resistance in west until August, 1865.

Student Handout: Activity Sheets on Battles

(Students should have a blank US map that goes w/textbook first.)

Directions: Use the following website and follow the prompts in order to survey major battles, political events and leaders, and military persons of interest. Add information to your 1861 map as directed.

Go to the website: <http://americancivilwar.com>

Click on the “time line” and go to 1860.

QUESTIONS: (CSA = Confederate States)

Using your 1861 map and this time line, place the numerical month/day/yr for each state that seceded from the Union.

2. Click on Jefferson Davis’ biography. Read his speech, as well.
 - a) Does he address slavery?
 - b) Consider Davis’ treatment after the Civil War. What does this indicate about the post-war goals of the U.S. Government?
3. March 4, 1861. Go to Abraham Lincoln. What were Lincoln’s plans concerning slavery:
4. April 1861: Fort Sumter:
 - a) Lincoln’s plan:
 - b) Garrison commander was whom:
 - c) Commander’s reaction to CSA demands for surrender:
 - d) Result:
5. Add new dates of secession to your map of 1861.
6. June 1861: West Virginia
 - a) What geographic factors encouraged western Virginia counties to break from Virginia and remain in the Union?
7. Border States:
 - a) List them:

- b) How kept from seceding:
8. July 21, 1861: click on 1st Manassas/1st Bull Run:
- a) Location of battle:
 - b) Close to what capital city:
 - c) Why battle happened here:
 - d) Result for Union:
 - e) Result for CSA:
 - f) Who attained “legend status” here:
9. July-November, 1861: Blockade of Confederate coastline:
- a) How would a Union blockade contribute to the eventual defeat of the Confederacy?
10. 1862. Click to enlarge “Eastern theatre” map:
- a) 3 means of transport that Union armies utilize;
11. 1862. Click to enlarge “Western theatre” map.
- a) Major body of water used by Admiral Farragut:
 - b) How might the capture of the Miss. River affect the CSA, east and west of it:
12. April 1862: Click on Ulysses S. Grant:
- a) Early in the war, what reputation did Grant achieve w/Lincoln?
 - b) March 1862, promoted to:
13. May 31: Click on Robert E. Lee:
- a) Why Lee’s command of VA troops was a bit of a surprise:
 - b) In what state did Lee have many victories?

- c) Read Lee's Farewell. What forced him to surrender? Why didn't he surrender earlier?

14. Sept. 1862: Antietam/Sharpsburg:

- a) Location
- b) Why considered so bloody>
- c) Lee's failure:
- d) Lincoln's reaction:

15. 1863: Map: Click to enlarge Western theatre

- a) Area of greatest Union activity on map/why this is:

16. 1863: Click to enlarge Eastern theatre:

- a) 2 areas that saw greatest convergence (meeting) of Union /CSA troops:
- b) Union capital:
- c) Confederate capital:
- d) Look at position of Union forces relative to Washington, DC. Why are they there?

17. Jan. 1863: Emancipation Proclamation:

- a) Why Lincoln resisted complete abolition:
- b) Emanc. Proc. applied to whom:

18. May 1863: Vicksburg Campaign. Click on "Vicksburg":

- a) According to the 1st quote, capture was essential because:
- b) According to the 2nd quote, capture was devastating to CSA because:

c) Grant was successful because:

d) Date of victory:

19. June 1863: For what reason were Union troops pulled away from Richmond ?

20. July 1863: Gettysburg, PA. Click on it and go to Day 1-3:

a) Goal/purpose of Lee's army in PA:

b) This hurt CSA in this battle:

c) Pickett's Charge involved what:

d) Union victory At Gettysburg "saved" the Union in what way?

e) Town of 2,400 v. 166,000 soldiers. What problems would a battle this large present for the residents of Gettysburg- think of pressure before, during and after battle:

f) Effect of battle on Lee's forces and CSA:

21. July 18. 54th Massachusetts Regiment:

a) Made up of:

b) Led by:

c) Proved despite failure to capture Ft. Wagner:

22. 1864: Map. Click to enlarge Eastern theatre map:

a) Look at Lee's path. What does Grant's path suggest that he was doing:

23. Nov: Sherman's March to the Sea:

a) How do descriptions of this campaign fit the concept of "total war"?

24. Nov: Lincoln:

a) What hurt Lincoln's chances of re-election:

b) Helped re-election:

25. 1865: Map: Click to enlarge Western theatre:

a) What is noticeably absent on this map as compared to earlier battle maps:

26. Jan: CSA crippled by these problems:

27. Davis attempts to meet manpower needs by:

28. Feb: Reason for Sherman's destruction of the Carolinas:

29. Feb: Proposed peace conference between Union and CSA fails because:

30. April: Loss of Petersburg and Richmond means what for Lee's army and CSA:

31. April 9: Click on "Lee surrenders – Describe "Terms of Surrender":

32. April 14: What happened?

33. May: Capture of:

34. December 18: What happened?

a) Provisions:

Talking Points on Soldier and Civilian Experience

Impact on a Nation:

- Civil War was total war- Americans did not imagine that it would last 4 years and be so consuming and destructive
- Families were divided by pro-Union or pro-confederate sympathies
- Former West Point graduates/friends and Mexican War veterans were pitted against each other as military leaders on either side of the conflict
- Civil War has become known by different names to express popular views- War between the States, War for the Union, War of Southern Aggression, War of Northern Aggression, Second American Revolution, the Brothers' War –
- Historians still argue about main cause- economic sectionalism- profound economic and cultural differences between North and South, slavery- expansion, abolition, issue of states' rights v. national sovereignty
- War resulted in economic boom for northern industry; economic devastation for South, but caused eventual industrial and agricultural diversity which built the region
- Over 600,000 people died, thousands of others wounded or disabled, families devastated by losses, both emotional and financial
- Organizations of veterans or descendants of Civil War veterans, U.S. Government/National Park Service have erected monuments to commemorate or honor sacrifices made by war era individuals
- Debate continues over recognition of Confederate history as important to understand the past v. giving credibility to offensive symbols or causes related to slavery

Soldiering in the Civil War:

- Many soldiers were under 21 yrs. Old. (ex: 2 mil/2.7 mil in Union ranks.) Younger volunteers – 10-13, served in fife & drum ranks. Immigrants would fill ranks of Union army. CSA – considered shameful not to volunteer for service- many older soldiers later in war as casualties mounted. Conscription laws resulted in violence, especially when provisions allowed men to buy their way out of service- hence the “Rich man's war and the poor man's fight” saying. Bounties were used as incentives to register, but some individuals collected the bounty and deserted- “bounty jumping.” Overall, men volunteered and fought for numerous causes on both side of the conflict
- Frederick Douglass urged Lincoln to allow the enlistment of black men as a means of hastening blacks' rights to citizenship. Douglass later met with Lincoln to protest unequal pay (\$10.00 mo. V. \$13.00/mo.) Lincoln justified this practice by stating that it was a means of “smoothing the way” to their employment as soldiers. Black soldiers hoped that serving in the war would aid in abolition of slavery. Douglass wrote “Men of Color to Arms”, urging black men to take charge of their fight for freedom.
- Union saw emancipated or escaped slaves as “contraband” at first, only to be utilized for labor- digging fortifications, cooking, other manual labor, grave digging. Belief was that black soldiers would lack discipline, bravery of skills to

fight. Over 160,000 black men would eventually fill Union army ranks, distinguishing themselves bravely in battle. Ex: 54th Massachusetts regiment led by Col. Robert G. Shaw. “Colored” troops were led by white officers- had to worry about execution if captured by CSA troops, rather than simply POW status. Treated poorly- much discrimination by fellow white Union soldiers and officers. Some southern blacks- free and slave served in the Confederate army. CSA used slaves mostly for manual labor, or to continue laboring on farms during the war.

- Soldiering was very difficult- poor shelter, cold, heat, dampness, poor diet- (hardtack, coffee, bacon fat, corn meal or flour with worms), long marches in often ill-fitting shoes, boredom, alcoholism, disease from camping for long periods of time in one area with inadequate septic facilities. Furloughs granted allowed interaction with civilians – often a good meal, female companionship. Harsh punishment for desertion- shooting or hanging. Soldiers communicated through letters to home, diaries. Union- far from home and from supply lines, unfamiliar “enemy” territory, less direct cause to fight for; CSA- lack of factories, money, stable government = inadequate supplies, hunger a pervasive issue – often had to scavenge for food, longer service- lack of replacement troops. Prison camps, hospitals were often certain death- most Civil War deaths were caused by disease. Artificial limbs for maimed survivors became huge state expenditures- ex. 20% of Mississippi state rev. spent in 1866.
- Soldiers served in various units- infantry, artillery, cavalry, rangers who practiced controversial guerilla warfare, and naval ranks. Both sides had aid from foreign soldiers and officers and from Native American units. It was common for regiments to be formed from neighborhoods, especially in the North- devastating to the community when these suffered high or 100% casualty rates. Modern weapons, accurate guns, but antiquated military strategy increased casualties.
- Clara Barton served as a field hospital nurse and worked to revolutionize battlefield health care as well as to exhume and identify thousands of hastily buried soldiers and attempt to locate the missing through correspondence with living soldiers. Because of bureaucratic issues, she decided to spend her own money and launch an independent crusade to locate missing veterans. Although Congress allotted \$15,000, she spent much of her own money to continue working, processing over 63,000 letters and informing over 22,000 families of missing soldiers. She later founded the American Red Cross. Women’s efforts in the Civil War helped advance the field of nursing in the United States.
- Civilians in the war – biggest impact on women and children; served in many capacities to aid war effort. Women filled ranks of factory jobs left vacant. On farms, they took over planting, harvesting in addition to all other household tasks. Flags, regimental colors, uniforms and blankets were made by women, sometimes from their own clothing or household supplies. Homes became impromptu battlefield hospitals; women became caretakers of the wounded/dying. Many participated in the Sanitary Commission and Christian Commission as volunteers.

As hungry troops moved through areas and helped themselves to farm stores, mercantile businesses and even personal items of civilians, many women on both sides had to protect families and goods, or aid in feeding the soldiers. As the Civil War raged on, inflation skyrocketed, especially in the South where the Confederate dollar lacked the credibility of the U.S. currency. Scarce food, also a result of the Union coastal blockade made food prices reach unfathomable heights and created a healthy black market which exploited already suffering civilians. Ex: barrel of flour reached \$70.00 in South by 1863. Civilians became creative with staple food items, substituting locally acquired foods for things such as coffee, flour and fruit. The problem of scarcity was exacerbated in the South after Union troops plundered areas, burning crops, killing/stealing livestock, and torching homes, mills, and transportation networks, so that by the end of the Civil War, the South became a land of refugees, both black and white.

- Letters and diaries of civilians reveal terrible losses of family members, alienation from loved ones who are home or away fighting, as well as rich personal memoirs that detail experiences that would seem mundane then, but offer insight into people's perceptions at the time of the war. How did where they live affect their view of the war? What common ground exists in civilian and soldier experiences? How did this culture of suffering, carnage and death affect people of this era and did they become desensitized at all by it as the war dragged on? These are issues for students to reflect upon while reading the narratives

Student Handout: Soldiers' Diaries: Voices from Both Sides of the Conflict

Websites:

1) Brooklyn Public Library

<http://www.brooklynpubliclibrary.org/civilwar/>

2) Documenting the American South

<http://docsouth.unc.edu>

Directions: Part I. The Diary of James Vanderhoef. Use website #1 to answer the questions below.

Click on the interactive map to view the “movie” of James Vanderhoef’s experiences. At any time, you can pause it to finish reading or go back and check for an answer. For some entries, you may have to hit the scroll bar so all of the text will appear in the box.

James was from _____, N.Y. He was stationed in the _____ regiment.

He kept track of home events through _____. He was first sent to _____.

_____ was his first battle. Soon after, he received a _____ . He describes marching in the _____ and not being paid

for _____ months. He writes of difficulties at _____, VA.

At _____, he was taken prisoner and placed in _____

Prison. Kettles were used for _____, _____,

and boiling _____ that got in them. (Yuk!)

A document in this selection revealed James’ status as a _____.

Occasionally, prisoners played _____.

After he was released, he was stationed in _____. He had a career in

the _____. Because of his success, he later described himself as

not being a “_____.”

Question: In what ways could Captain Vanderhoef be considered “fortunate” as a soldier in the Civil War despite his imprisonment?

Directions: From Documenting the American South <http://docsouth.unc.edu> read the excerpts from The Diary of a Tar Heel Confederate, L. Leon and consider in what ways his experiences were similar to Vanderhoef’s and in what ways they were different. As you read, jot down your findings in each of the categories below.

CATEGORY
EXPERIENCES _____

Positive interactions with civilians

Positive interactions with enemy

Hardships of Military Life
(non-battle)

Hardships of Battle

Major Battles Leon
Participated in

Prison Experience
(how did he cope?)

Questions: What kinds of experiences did both soldiers share?

In light of the experiences both men described about soldiering, what aspect would you find most difficult to tolerate?

Student Handout: Fighting for the Greatest Cause: Frederick Douglass and Black Soldiers

Directions:

I. Read from “Men of Color To Arms!” Complete the webbing activity below by translating the meaning of the quotes from his document or supplying information from his message.

“Men of Color
to Arms!” – WHY?

would
luster”

“Liberty won by the
white man
lose ½ its

*Frederick
Douglass*

Reasons some black
men may not fight
soldiers

Things promised to

Controversial Heroes-whom/why?

II. Now read the Valley of the Shadow entries from the Demus and Christy letters.
Describe the following:

1. Where are the writers stationed and what kind of action are they seeing?

What kinds of problems and discrimination are they experiencing: Did they get the things Douglass promised to them- if not, why was this?

Student Handout: Casualties of War: The Civilian Experience

You will use readings from Valley of the Shadow, Documenting the American South and from the National Park Service website of Clara Barton.

Activity 1: Go to the website: www.nps.gov/clba

- Read the brief biography of Clara Barton
- Click on “Primary Source Documents”
- Click on “March 10, 1866”

Question: What is the source of this document and what is its purpose? What can we learn about Clara Barton’s wartime efforts from reading this?

- Return to “Clara Barton chronology” and scroll down to 1862.

Question: At what battle is her work first documented in the field?

- Scroll down to 1865

Question: What organization does she head?

Activity 2: Go back to the readings from Valley of the Shadow and Documenting the American South

- Read each article, noting the source- civilian or soldier
- Use the chart below to record findings
- Write down information for categories from each reading. First, think of the perspective of the writer- Union or Confederate citizen & how this colors the experience

How Civilians Experienced the Civil War – Rachel Cormany
(Union)

1. Where does she live?
2. How does she describe the enemy and its activities?
3. What hardships does the battle bring to her town?

Talking Points: Analyzing Civil War Documents

- The Civil War generated some of the most memorable documents in American history
- Throughout the war, newspapers, political cartoons, stamps, and popular culture such as songs revealed public opinion of leaders, or attempted to convey diverse feelings about the war experience.
- The Gettysburg Address was delivered after the Battle of Gettysburg had affected 50,000 lives, dead or wounded, in response to town residents' proposal to create a national cemetery on the battlefield. On November 19, 1863, Lincoln delivered his now famous two-minute speech, following a two hour oration by honored speaker, Edward Everett. Lincoln was only to formally dedicate the cemetery; his speech would be considered of no great importance at the time. Indeed, reviews of his speech varied from critical to laudatory
- Lincoln's Gettysburg Address emphasized the following themes: founding fathers' ideas of equality of all men; how the Civil War was a test of the legacy of the foundational ideals of this nation; the sacrifices made by those fighting the war regardless of their goals; and the responsibility of the living to preserve freedom and thus give honor to the dead.
- The Emancipation Proclamation was first issued in a preliminary form after Lee's failed invasion of northern soil at Antietam in September of 1862. Although the document was intended to free only slaves living in states under rebellion, this would be a stepping stone in the abolition of slavery in the United States. Lincoln took a huge political risk in a time of Union defeats and opposition from Democrats. Lincoln's proclamation was based on at least two major factors: slave labor supplied the Confederacy with the means to fight the war. Additionally, emancipation would deter Great Britain or France from allying with the Confederacy because of their own distaste for slavery, a system Southern victory would uphold indefinitely.
- The Emancipation Proclamation was issued on January 1, 1863. Thousands of "contraband" or emancipated slaves joined the Union war effort, especially following Union troops as areas of the South were conquered. This measure would contribute largely to the more than 160,000 black men who served in the Union army.
- Lincoln's Second Inaugural Address- March 1864- states that American slavery is an offense for which "this terrible war" was punishment. Clear agenda of Union becomes the eradication of slavery. Lincoln also projects spirit of reconciliation toward Confederacy- "With malice toward none..". This document is indicative of the moderate plan of Reconstruction Lincoln intends to implement.

- Surrender of Lee to Grant- Lee finally wrote to Jefferson Davis, explaining why surrender was imminent. Grant wrote letters to his superiors as it appeared that he was closing in on Lee's troops in March 1865.

Student Handout: The Politics of War: Analyzing Primary Source Documents

Directions: Read the documents listed on the chart. Most are modified as excerpts.
For each document, consider the following and place the information in the chart:

- A. Title/author
- B. Date
- C. Motivation for composing/intended audience
- D. Major ideas/provisions
- E. Role in the Civil War/impact

TITLE/AUTHOR	MOTIVATION/AUDIENCE	MAJOR IDEAS	ROLE/ IMPACT	DATE(list)
--------------	---------------------	-------------	--------------	------------

Emancipation Proclamation				
------------------------------	--	--	--	--

Gettysburg Address				
-----------------------	--	--	--	--

Second Inaugural Speech, 1864				
----------------------------------	--	--	--	--

TITLE/AUTHOR	MOTIVATION/AUDIENCE	MAJOR IDEAS	ROLE/ IMPACT	DATE(list)
--------------	---------------------	-------------	--------------	------------

Letter to Stanton, Sec. Of War				
-----------------------------------	--	--	--	--

Terms of
Surrender

Jefferson Davis
As an Unprotected
Female

Going Out to
Swallow the Oath

STUDENT PEER EVALUATION SHEET – Evaluate your group members. This will be done confidentially.

1 (rarely/never) 2 (occasionally/sometimes) 3 (all/most of the time)

List Each Group Member Below:

In My Opinion:_____

Name : _____ did fair share of work
_____ was cooperative/did agreed upon task
_____ contributed to ideas/planning
Comments: _____ was available for communication
_____ was positive, helpful
_____ contributed to overall project success

Word describing this person as a group member:

Name : _____ did fair share of work
_____ was cooperative/did agreed upon task
_____ contributed to ideas/planning
Comments: _____ was available for communication
_____ was positive, helpful
_____ contributed to overall project success

Word describing this person as a group member:

Name : _____ did fair share of work
_____ was cooperative/did agreed upon task
_____ contributed to ideas/planning
Comments: _____ was available for communication
_____ was positive, helpful
_____ contributed to overall project success

Word describing this person as a group member:

Rate your contribution as compared to your group members. Explain your reasoning for your self-evaluation score:

GRADING RUBRIC FOR CIVIL WAR MUSEUM EXHIBITS

ASSIGNMENT CRITERIA = 100 Points Feedback Rubric- Teacher Portion only

CONTENT: 50 points

Exhibit must integrate notes, readings, primary sources. (Any other creative means of presentation-videos, role playing, audio clips may be used.)

Exhibit must focus either thoroughly on a specific topic, or present a general but critical overview of an aspect of the Civil War by assignment:

- A. **Major Battles-** choose one and create a thorough presentation to include time, place, strategy, major players, purpose, outcome, photographs, models, “artifacts” to represent, or present a more general overview of 3 battles to demonstrate a campaign or course of action- must include MAJOR battles
- B. **Major Documents and Primary Public Sources** – choose 1 from Lincoln, and research to get another source that is a commentary from the time, on that document. Also, present 1 letter or statement of military interest with a brief coverage of its purpose and 1 newspaper article, political cartoon or wartime propaganda poster and a brief coverage of it.
- C. **Soldiers’ Lives** – take one of the diaries and explore further to locate photos, if possible, to create a map showing the individual’s locations as his regiment moved, (include excerpts from letters and diaries near locations) and what became of him, if this information can be found, OR: use ideas from the diaries as well as research about the common soldier and create a fictional soldier whose life must follow the Civil War in an accurate manner- i.e. actual battles, real locations, realistic portrayal of soldiering through letters, diary OR: make a Venn diagram, showing the differences between Union and Confederate soldiers, along with the common experiences. For this, include excerpts from soldiers on both sides to prove your diagram
For Both Sides: Create 2-D or 3D representations of some of soldier’s gear- Clothing (model- not life size), accessories, utensils, weapons, literature- be creative!
- D. **Civilian Experiences-** Read the examples for ”Soldiers’ Lives”. Approach this exhibit in the same manner, but apply the strategies to civilian experiences. You might include copies of news articles, discussing the effects of troop movements or battles through people’s home towns, prices of items, destruction of property. Include women’s roles as nurses and other ways they served during the war. You may include any “artifacts” you wish. Check County library for local history- photos, journals, etc...

Feedback Rubric- Teacher and Classmates' Use

PRESENTATION: 50 points.

All group members are expected to participate equally in presentation

Max. Pts.

- | | |
|---|--------|
| 1. Exhibit will utilize model boards provided by teacher | ----- |
| 2. Exhibits will be neatly done, with written content visible, legible and explanatory of topic | 10 pts |
| 3. Exhibits will emphasize a variety of visuals appropriate to the topic | 10 pts |
| 4. Exhibits will utilize primary sources and “artifacts” as visuals | 10 pts |
| 5. Presenters will share knowledge with classmates, visitors | 10 pts |
| 6. Exhibits demonstrate mastery of topic | 10 pts |

Total = 50 pts

COMMENTS:

This is what I really liked about the exhibit:

This is what I might suggest to try: