Overview:
Students will have been following the development of the nation as it defined its cultural identity. They should understand how nationalism, borne of relative success in the War of 1812, and nurtured through expansion gave way to intense sectional conflict. Although political and economic differences fueled sectionalism, it became further entrenched in issues of morality and practicality as reform movements embraced the concept of abolition of slavery. Students should have an understanding of how black congregational communities and groups committed to temperance and women’s rights eventually brought abolition to the national forefront in the mid-nineteenth century. Likewise, students will have covered individual approaches to eradicating slavery as well as public policy aimed at appeasing pro-slavery forces in the United States. They will approach this unit with the knowledge of specific abolitionists, violent episodes that defined this struggle, public policy aimed at appeasing anti-slavery and pro-slavery forces, political debate and compromises and public reaction to each of these.

In this unit, students will first use primary source documents to reinforce their understanding of the major causes of the Civil War following their earlier study of events that had increased feelings of economic and cultural sectionalism. They will examine the Civil War in terms of major battles, leaders, major documents, and the changes that occurred as a result of these events. Students will examine the impact of the war on individuals through letters and primary source documents. Each student will contribute to the formation of a “museum exhibit” in order to create a comprehensive view of the Civil War.

Historical Background: As the nation expanded, the issue of equal representation between slave and free states in the Senate became a focal point. The North and South had begun developing major differences in economics and culture since the colonial period. Tariff issues, a source of contention between these two sections since the early nineteenth century, had threatened secession by South Carolina long before 1861. What North considered protective to the merchant economy, South considered destructive to crop profit margins. Because of its reliance on cash crop agriculture, the South did not develop a balanced economy, but instead, much of the region’s capital was invested in land and slaves. Between slaves and poor farmers, few southerners had much purchasing power. Its lack of true industry left it lagging behind the North’s network of roads, canals and railroads. The availability of economic opportunity in the North and of cheap land in the West prompted immigrants to populate those areas. While the emerging factory system and small homesteads in newly settled territory made slave labor obsolete in the North and West, the invention of the cotton gin and the expansion of southern land made
slavery imperative to preserving “King Cotton” in the South. For this reason, slaves comprised nearly half the population in many areas of the South. Therefore, this region developed an attitude that slavery was a benevolent institution that provided the basic needs of this large black population. Furthermore, the potential power of such a large group if freed, presented a threat to white dominance in the South.

The first test of representational balance was temporarily settled by the Missouri Compromise in 1820. The 36 30’ line was later challenged by the acquisition of land from the Mexican War. In the Compromise of 1850, the issue of popular sovereignty emerged in an attempt to determine the status of Utah and New Mexico territories. As an added appeasement to pro-slavery forces, a tougher fugitive slave law was enacted. An uneasy peace ensued until 1854 when Kansas sought admission to the Union. Violence between anti-slavery and pro-slavery groups in Kansas began an unofficial civil war as a result of the Kansas-Nebraska Act, which nullified the Missouri Compromise. The murderous revenge on slaveholders by John Brown and the landmark Dred Scott Decision revealed the depth of the crisis over expansion of slave or free territory. Abolitionists such as Frederick Douglass and William Lloyd Garrison continued to publish and circulate anti-slavery literature. Harriet Beecher Stowe’s *Uncle Tom’s Cabin* strengthened abolitionist resolve and other northerners struggled to restrict the success of fugitive slave catchers. The Underground Railroad operated despite dangers, ushering runaway slaves to freedom. Although the issue of black rights in the United States was not on the agenda of free states, the issue of preventing the spread of slavery resulted in the emergence of political parties such as the Free Soilers and the Republicans, with strong support in that region. In the South, resistance to abolition had for many years forbid the circulation of such literature. Slave codes had been issued to quell rebellion, and literacy had become taboo for slaves. To the South, slavery was its “peculiar institution” over which the federal government had no jurisdiction. Southerners would eventually become divided over the issue of secession versus remaining in the Union. Many believed strongly in their status as voluntary members of the Union but others feared the repercussions of secession. The split in their Democratic Party would have grave consequences for the South.

As the abolition movement gained momentum in other nations, it became clear that the preservation of the institution of slavery was to be the issue that finally caused the secession of eleven southern states, resulting in a civil war. The election of Republican Abraham Lincoln reinforced Southern fears that slavery would be eradicated. In December of 1860, South Carolina seceded, to be followed soon after by Alabama, Florida, Georgia, Louisiana, Texas and Mississippi. After drafting a constitution for the Confederate States of America, they elected Jefferson Davis as their president and began seizing federal properties. The first military conflict between Union and Confederacy was to be at Fort Sumter in Charleston Harbor. This was Lincoln’s first real challenge as a wartime president because his actions could easily be interpreted as recognition of their independence (weakness) by negotiation or aggression by reinforcing Fort Sumter with military aid. Lincoln chose to reinforce Major Anderson with food supplies, and as this was met with Confederate resistance, the responsibility of aggression fell on Jefferson Davis. The fort was surrendered on April 13, 1861, giving the Confederate States its first
victory. Following this event, Arkansas, North Carolina, Virginia and Tennessee seceded, providing the lower South with needed industrial resources and geographic security.

The war would be waged on various fronts, but a major avenue of activity would be the area between Washington, D.C. and Richmond, VA. The Union employed the Anaconda Plan, a three-pronged strategy to defeat the South by cutting off its lifelines. A blockade of the coast disrupted British and Confederate trade, while battles fought along the Mississippi sought to split the Confederacy into east and west. The Union was much less successful in its attempt to capture Richmond until the end of the war, but its efforts to do this kept Robert E. Lee and his Army of Northern Virginia confined mostly to Virginia. Overly cautious Union generals protected the nation’s capital, but failed to capture Lee’s army on several occasions.

The first true battle was at Manassas Junction or Bull Run in July of 1861. A Confederate victory elevated General “Stonewall” Jackson’s status to that of a legend and demonstrated that the war was to be longer than first predicted.

Early Confederate victories encouraged General Robert E. Lee to invade northern soil. At Antietam, in September, 1862, the bloodiest single day of the war was fought. Although the battle was a draw, Lee’s retreat was interpreted by the union as a victory. This event gave President Lincoln the opportunity for which he had been waiting. In an effort to deprive the Confederate States of their labor force, as well as to deter the anti-slavery British from aiding them, Lincoln issued the Emancipation Proclamation, freeing slaves in states under rebellion. Although slaves remained in bondage in the border states, there were strong emancipation movements in these areas. The Civil War became a war to liberate slaves and create a new union. Adding to the anti-slavery sentiment was Frederick Douglass, who convinced Lincoln to recruit black men to fight for the Union army. Although they were initially thought of as being only suitable for manual labor in army, black soldiers would distinguish themselves for bravery in battle.

1863 would be a year of high tide as well as of setbacks for the Confederacy. In the West, Union forces under General Ulysses S. Grant had defeated Confederate forces in several battles, conquering state capitals and taking control of major river and railroad transport centers. These victories would later convince President Lincoln to place General Grant in command of the Union forces after being frustrated by a succession of cautious but popular generals. Winter and springtime defeats in Virginia had severely lowered Union morale, inspiring General Lee to attempt another attack on Union soil. The three-day battle in July at Gettysburg, Pennsylvania was the turning point of the Civil War. Casualties were heavy on both sides, but for the Confederacy the losses were beyond recovery. This was Lee’s last attempt to invade northern soil, and it was met with defeat. What later immortalized the Battle of Gettysburg beyond the staggering carnage was President Lincoln’s brief but powerful Gettysburg Address in November of that year. Lincoln’s speech was a call to all Americans to honor sacrifices made by soldiers who had fought and died in the war, as well as to envision a unified nation that embodied the ideals of it founding fathers.

At the same time that the Union had achieved its Gettysburg victory, Grant’s army had
laid siege to Vicksburg, a city whose high bluffs had given Confederates an opportunity to prevent the Union from completely controlling the Mississippi River. With the fall of Vicksburg, Confederate hopes for victory in the war were shattered, but the battles continued for another two years. Union troops led by General Sherman, ravaged the southern countryside by attacking the very will of the people to fight. Sherman’s March to the Sea is considered the beginning of modern warfare as it destroyed crops and burned properties throughout Georgia and South Carolina. In the spring of 1865, Grant had begun to encircle Lee’s army around Richmond and Petersburg. Lee and his army headed west over the Appomattox River, but their supplies had been captured by General Sheridan’s cavalry. After a final, futile assault on Yankee forces, Lee agreed to the generous terms of surrender offered to him by Grant. At Appomattox Court House, on April 12, Lee formally surrendered and the Army of Northern Virginia was fed and paroled. In the weeks and months to follow, battles were fought in the east and west by the remaining Confederate forces resulting in their eventual surrender.

Although the South lay in ruin, it would have faced a fair plan of reconstruction had Abraham Lincoln been alive to see it through. The entire economic structure of the South had been devastated. It was a land of widows, orphans and displaced people, many of whom bordered on starvation. Thus far, the terms of Southern surrender had had been incredibly fair, with few imprisonments; reconciliation guided post-war policy. On April 14, 1865, Lincoln was assassinated, placing reconstruction in the weaker hands of his successor, Andrew Johnson, who was unable to carry out his policies against the powerful Radical Republicans in Congress. Although the Radical Republicans sought to protect the fledgling rights of the newly freed blacks in the South, there was often violent resistance by southern whites to changes in the traditional social structure. The additional placement of the South under martial law, although necessary to enforce Reconstruction policy and protect black male suffrage, caused a backlash that would only worsen once the Unites States Government turned its attention to other issues of national concern. Although not the sole cause, the events of the next decade contributed to bitterness that delayed a complete healing and hindered the progress of black Americans in the South for almost a century. As the nation industrialized, the South would gradually increase its economic diversity, but would cripple its own progress by its insistence on maintaining two societies separated by race.

The War Between the States had several major battles that shaped government policy, influenced foreign relations and produced lasting documents that define American ideals. The length of the war, spanning four years, had devastating consequences for many people in this nation as well as for the entire region of the South. Despite the terrible consequences, the war answered Constitutional questions about states’ rights and led to the abolition of slavery in the United States. Most importantly, the Civil War preserved the Union.

**Major Understanding:**

Students will understand the American Civil War as a conflict with deep-rooted Issues that began developing even before the American Revolution. Students must evaluate the Civil War as an ideological conflict which motivated both Union and Confederate
Individuals to make painful choices between nationalist and sectional allegiance. The War between the North and South was characterized by patriotic division within families, intense economic and emotional hardship, a transition to modern warfare, and defining battles. Students should come out of this unit with a basic chronology of major events with an emphasis on battles such as Fort Sumter, First Manassas, Antietam, Gettysburg and the surrender of Robert E. Lee at Appomattox Court House. Students will recognize the impact of individuals such as Abraham Lincoln, Robert E. Lee, Ulysses S. Grant and Frederick Douglass, and their actions in determining the outcome of the Civil War. Students will understand that the legacy of this conflict lies not only in famous documents such as the Emancipation Proclamation, the Gettysburg Address, and Lincoln's Second Inaugural Speech, but in the letters of ordinary American civilians and soldiers who shared in this experience. Following completion of individual activities, students will synthesize information by creating "museum exhibits" for assigned topics and be able to present these.

**Objectives:** Students will:

1) Read and analyze primary documents such as Lincoln's Emancipation Proclamation, Gettysburg Address and Second Inaugural Speech in order to understand his goal of preserving the Union by emphasizing the ideals of the founding fathers.

2) Read and analyze wartime letters of officials such as Robert E. Lee, as well as the diaries and letters of civilians and common soldiers in order to view the Civil War beyond the textbook factual format.

3) Utilize selected websites, documents, films, and other resources to develop a solid background of war chronology, impact of geography and the relationship between the war effort and government policy through the completion of notes, maps, and questions in a variety of formats.

4) Develop an awareness of the role of personal narratives and primary sources in the telling of an event by recognizing the impact of bias in primary documents such as diaries and letters but also be able to describe their value as a source of insight into the voices of those who lived through the event.

5) Be able to pull from their completed work in order to create a museum exhibit, individually and with a small group in order to complete this final task.

**Standards of Learning:**

**Skills**

VUS 1. The student will demonstrate skills for historical and geographic analysis, including the ability to

a) identify, analyze and interpret primary and secondary source documents, records and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;

b) formulate historical questions and defend findings based on inquiry and observation;

c) develop perspectives of time and place, including the construction of maps and various time lines of events, periods and personalities in American history.
Content
VUS. 7a The students will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by
a) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E Lee and Frederick Douglass
b) analyzing the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address
c) examine the political, economic, and social impact of the war… (lesson will cover to immediate aftermath)

Culminating Assessment:
Students will be assigned various aspects of the Civil War such as “Key Leaders”, “Important Documents”, “Major Battles”, “Soldier’s Life”, “Civilian Life”, “The End of the War”, and each will have to contribute to the chronology of the war. Small groups will have to coordinate their pieces to create a museum exhibit. This activity will enhance the content they already have from the class activities. As this is a project, students will complete a rough draft of their assignment, have it critiqued by the teacher, meet with their display group to determine how to incorporate their ideas, and then complete the final piece at home. Upon the due date, groups will assemble their exhibits in class and present on the following day. Some of the materials for constructing the exhibits will be supplied by the teacher.

References:

Books & Media
One in a series of NPS books, it gives a broad view of civilian life during the Civil War, to enhance the teacher’s background information.

This book profiles major battles, wartime leaders and political events of the Civil War to aid with teacher notes.

This is a great resource for websites, especially when looking for specific items.
This book is a major resource for specifics on the causes, conditions and events before, during and after the Civil War. I used it as a reference for notes and for general background information.

This book was a quick resource for examining soldiering on both sides of the conflict.

This book is a resource for SOL’s and major ideas to be covered.

**Websites**

http://americancivilwar.com/timeline
American Civil War – student timeline
Although a commercial site, it has a year by year pictorial timeline with links to images, biographies and primary source documents. Eastern and Western theatre maps show troop movements for each year of the War. It offers comprehensive but usable study of the events of the Civil War.

http://www.brooklynpubliclibrary.org/civilwar/
Brooklyn Public Library
This site features a diary and interactive map of the experiences of a Union soldier. It also focuses on wartime events and other historical data of Brooklyn, NY.

http://memory.loc.gov/ammem/ndlpcoop/nhihtml/cwnyhshome.html
Civil War Treasures from the New-York Historical Society
Library of Congress, American Memory, New York Historical Society
This site has images and documents of the Civil War

www.pen.k12.va.us_VDOE
Enhanced Scope and Sequence – United States History, gr.11
Virginia Department of Education
This site acts as a reference for SOL objectives and sample lessons for the study of the US History. It provides links to websites useful for the study of the Civil War.

http://harpweek.com
Harpers Weekly
This website has a wealth of images such as political cartoons from Civil War era United States. Several images offer insight into popular criticisms of President Lincoln’s wartime policies.

http://www.fordham.edu/halsall/mod/1865RELee-surrender.html
Lee Surrenders. Correspondence between Grant and Lee
This site contains transcript images of letters and other primary sources from various eras in US History.

http://www.loc.gov/exhibits/gadd
http://memory.loc.gov/ammem/alhtml/malhome.html
http://loc.gov.ammem/doughhtml/doughome.html
Library of Congress – Gettysburg Address, Grant’s Letter to Edwin M. Stanton, Sec. Of War
Within the Library of Congress website are collections such as American Memory, which features images and certain key documents in history. The site has an extensive base of primary sources such as letters to and from Abraham Lincoln. The Frederick Douglass letters span years of Douglass’ life, demonstrating his role in civil rights beyond the Civil War. There are numerous documents involving wartime negotiations, statistical reporting and internal military and political matters.

National Archives and Records Administration – Exhibit Hall (go to “American Originals”) Emancipation Proclamation, Also for selected photographs
Featured documents and Civil War era photographs are available on this site.

www.nps.gov.fosu/  (Fort Sumter)
www.nps.gov/anti/   (Antietam)
www.nps.gov/apco/  (Appomattox)
www.nps.gov/clba/  (Clara Barton)
www.nps.gov/foth/secinaug/   (Lincoln’s Second Inaugural Speech
National Park Service Sites –(good for photos/concise info)
The National Park Service sites offer detailed historical information on battlefields and on major figures of the Civil War. Primary source documents such as Lincoln’s Second Inaugural Speech and Clara Barton’s compensation by Congress for her work in locating missing veterans. Students can navigate the park sites to find information about visiting battlefields or to get more specific information about certain battles.

http://memory.loc.gov/ammem/cwphtml/cwphome.html
Selected Civil War Photographs
Library of Congress, American Memory
This site has over 1,000 photographic images that present a multi-faceted view of the Civil War. In addition to military images, photos depict civilian life, economic impact and the changing role of African-Americans throughout the War. Some photographs are graphic in nature but provide an opportunity for analysis of the War’s impact.

http://valley.vcdh.virginia.edu
Valley of the Shadow: Two Communities in the American Civil War
Virginia Center for Digital History, University of Virginia
This collection has a massive amount of information for studying the human aspect of war. Letters, diaries and new articles from rural Virginia and Pennsylvania towns provide
Lesson 1: Creating a Visual Perspective Using Civil War Photographs

Estimated time: 1 day

Objectives:
Students will:

1. Analyze photographs of the Civil War era in order to predict what kind of feelings, thoughts, or circumstances people confronted during this event.
2. Demonstrate the ability to work with partners or in small groups in order to share inferences and debate answers
3. Contribute to a class discussion of the photographs.

Materials:
• Selected Civil War photographs- Library of Congress
• http://memory.loc.gov/ammem/cwphtml/cwphome.html
• Student Handout: Analyzing Photographs of the Civil War
• Chalkboard or other large area to record student responses in class discussion
• Talking Points: What Factors Led to the “Inevitable conflict” of 1861-65?
• Clear plastic sleeves to preserve photos

Strategies:
1. **Hook:** Teachers should hand out packet to students. Group or pair them and randomly hand out photos. Students should answer questions on these (handout #1) and trade off with other groups until all have analyzed each photo. Students could place a “*” by the photo that stands out most to them and then voluntarily share this with the class.
2. After a discussion of their findings, the teacher will present notes of major events leading up to the Civil War.
3. **Homework:** Students will compose a paragraph describing what the photographs reveal about the Civil War and how as historians, they would use them to learn about various aspects of the war. For grade level ability or advanced students, have them also speak to the value of the pictures as an alternative to studying an event solely from a textbook.

Differentiation:
This activity is intended to pull together pieces of information that students have acquired through previous worksheets and notes. The photographs provide a concrete image for all levels of students. Assessment will be a matter of evaluating higher-level students for
more abstract concepts about photos. For note taking, lower-level students receive fill in the blank format, as many have difficulty with this.

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.

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

   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.
    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.

Civil War photos.net (civil_war_)
17. Issuing Rations at Andersonville-.072.jpg
18. Hospital Ward- showing amputees- 038.jpg
19. Amputation- 036.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/ammemcwphtml/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

<table>
<thead>
<tr>
<th>Image #</th>
<th>What do you See</th>
<th>What story it tells about the Civil War</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Brandy Station</td>
<td>Dec. 1863-4</td>
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<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Defenses of Wash., DC</td>
<td>27th Af-Am troops</td>
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<td></td>
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<tr>
<td>3.</td>
<td>White officers of Colored Inf. No date</td>
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<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Interior view of the Pulpit, NC</td>
<td>Jan. 1865</td>
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<tr>
<td>5.</td>
<td>Funeral of soldiers,</td>
<td></td>
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</table>
Wilderness campaign
May-June, 1864

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<thead>
<tr>
<th>Image #</th>
<th>What do you See</th>
<th>What story it tells about the Civil War</th>
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<tbody>
<tr>
<td>6.</td>
<td>Field Hosp. after Battle of Savage Station June 30, 1862</td>
<td></td>
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<tr>
<td>7.</td>
<td>Blacks collecting bones after war Cold Harbor, VA</td>
<td></td>
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<tr>
<td>8.</td>
<td>Incidents of War: A Harvest of Death Gettysburg, 1863</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Richmond, VA- Barges w/Af. Amer. 1865</td>
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<tr>
<td>10.</td>
<td>Bermuda Hundred, VA contraband, 1864-65</td>
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<td>11.</td>
<td>Cedar Mtn, VA family group Aug, 1862</td>
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<tr>
<td>Image #</td>
<td>What do you See</td>
<td>What story it tells about the Civil War</td>
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<td>12</td>
<td>Hanging bodies of conspirators</td>
<td></td>
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<td></td>
<td>1865</td>
<td></td>
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<tr>
<td>13</td>
<td>Nurses/Officers of Sanitary Commission</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Richmond, VA in ruins, 1865</td>
<td></td>
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<tr>
<td>15</td>
<td>Hampton Roads, VA</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Issuing rations, Andersonville</td>
<td></td>
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<tr>
<td>17</td>
<td>Refugee family leaving home</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Hospital ward,</td>
<td></td>
</tr>
</tbody>
</table>
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

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

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, Pottawatamie 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
Lesson 2: Analysis of Selected Battles of the Civil War

Estimated time: 3 days

Objectives:
Students will:

1. Explore dates, war theatre maps and research event summaries on a time line of 1860-1865 Civil War in order to comprehend the relationship between politics, war goals and geography.
2. Examine selected battles of the Civil War in order to understand the impact of these on the direction of the war with respect to their location and chronology.
3. Comprehend the military motives/goals of pivotal battles.
4. Examine the role of Ulysses S. Grant and Robert E. Lee in the war.
5. Recognize the role of black Americans as Union soldiers.
6. Complete questions based on major battles to demonstrate comprehension of objectives 1-4 above.
7. Complete a map of 1861 United States to demonstrate awareness of Confederate & Union states, and their capitals, as well as border states.

Materials:

- Online Resources:
  a) National Park Service Sites: Ft. Sumter, Manassas, Antietam, Gettysburg, Appomattox- nps.gov/fosu (Ft. Sumter); /mana (Manassas);/anti (Antietam); /gett/(Gettysburg); /apco/ (Appomattox)

  b) Library of Congress, American Memory
     http://memory.loc.gov/ammem/cwphtml/cwphome.html

  c) The American Civil War – Time line of the Civil War
     http://americancivilwar.com

  d) The Brooklyn Public Library – interactive map and time-line
     http://www.brooklynpubliclibrary.org/civilwar/

- Talking Points on Battles
- 1861 map of U.S. to be completed using a standard U.S. history textbook
- Student Handout: Activity Sheets on Battles. These will direct them while using online resources to go to specific items on the sites.
- Film(s) - Teachers can use film series that focus separately on selected battles, or in the interest of time, show the Rebel Soldier from A & E’s “Foot Soldiers” series. This way, the battles are mentioned and covered briefly and students get a view of soldiers’ lives, which is another aspect of this unit.
Note for use with Culminating Assessment:  For museum project, students assigned to battle research, will use NPS sites and will construct maps and/or models from materials of their choice for museum project.

**Strategies:**

**Days 1 and 2**
1. **Hook:** Students will use textbooks to complete a map of the United States in 1860 in order to reveal geographic division of Union, Confederate and border states, with reference to the establishment of West Virginia in 1863.
2. Maps will be labeled and shaded by section.
3. Class will discuss how geography will play an important part in the war.
4. With teacher-direction, students will highlight the Union’s Anaconda Plan to reveal the predicted impact of the coastal blockade, the capture of the Mississippi River, and the result of capturing the Confederate capital of Richmond.
5. Teacher will use Talking Points to present basic notes on the major battles, breaking up this activity with film(s). (Some teachers may prefer to have students complete other tasks first, and then use notes as a review, in order to ask questions and check for understanding.) Teacher can give notes as handouts - or lecture on highlights.

**Day 3**
1. Students will use website “c” (The American Civil War) to answer questions about each battle on Student Activity Sheets on Battles provided. Student sheets will seek information on dates, location, major military leaders at that battle, objective, outcome, and impact of battle.
2. Students will also look for and list events of intrigue or importance, such as elections, new laws or documents that occur near that battle date, or other significant military events that may have taken place in another theatre of the Civil War.
3. Students will visit the Library of Congress website- American Memory, to view wartime photographs, emphasizing those that portray major battles. As the unit does not specify coverage of weaponry or the naval aspects of the war, teachers may wish to encourage students to view photos of that nature.

**Differentiation:**
Grade-level students should be able to handle worksheet completion without a problem. Lower level students may require assistance with questions that involve analysis, such as "why do you think the Union chose this strategy?"). Students who need more challenge may consider clicking on the highlighted terms and names in order to enhance their knowledge. There are also smaller engagements listed with major battle events that are described and mapped on the site.
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 = ½ 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 1963: 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:
Lesson 3: Soldier and Civilian Experience: Voices of the “Cause”
Estimated time: 2 days

Objectives:
Students will:
1. Read personal narratives of civilians and soldiers in order to identify issues or circumstances that characterized their lives.
2. Be able to describe the purpose of documents such as letters, diaries and photographs in teaching history and how these differ from textbook information.
3. State arguments made by Frederick Douglass in favor of creating black regiments in the Union Army.

Materials:
- Online Resources: (including some excerpted entries)
  a) The Brooklyn Public Library – time line, Union soldier’s letters
     http://www.brooklynpubliclibrary.org/civilwar/
  b) Documenting the American South, University of North Carolina, Chapel Hill Libraries
     http://docsouth.unc.edu
  c) Library of Congress- Frederick Douglass – excerpt from “Men of Color to Arms”
     http://loc.gov/ammem/doughtml/doughome.html
  d) The Valley of the Shadow: Two Communities in the Civil War
     http://valley.vcdh.virginia.edu
  e) National Park Service site – Clara Barton, Congress compensates/commissions work
     www.nps.gov/clba

- Teacher-generated Resources:
  a) Talking Points on Soldier and Civilian Experience
  b) Student Handout: Soldiers Diaries: Voices From Both Sides of the Conflict
  c) Student Handout: Fighting for the Greatest Cause: Frederick Douglass and Black Soldiers
  d) Student Handout: Casualties of War: the Civilian Experience

Strategies:
Day 1
1. **Hook:** Using a Web Site: Read from the excerpted student selections - just a sentence or two from any that may get students interested in discovering more. Teachers can also pull some of the photos from lesson #1 and use these to ask questions about soldiers, civilians, and their possible experiences.

2. Have students work on the National Park Service site about Clara Barton and then go the interactive map and time-line of Union soldier James Vanderhoef’s experiences on the Brooklyn Public Library site and complete Student Handout: Soldiers Diaries: Voices From Both Sides of the Conflict.

3. After they complete this activity, they will read the excerpts from L. Leon as a Confederate soldier (The Diary of a Tar-Heel Confederate)- and compare the experiences of the two men.

**Day 2**

1. Using excerpts from Frederick Douglass and Valley of the Shadow narratives of a black soldier, Student Handout: Fighting for the Greatest Cause: Frederick Douglass and Black Soldiers, students will explore the issues of unequal pay and other forms of discrimination against black enlisted men in the Civil War. On the Valley of the Shadow website is the diary of a Union soldier stationed in Virginia after the war’s end (Demus and Christy letters).

2. The Civilian Experience: Students will read excerpts from the Valley of the Shadow site. One civilian is Franklin County’s Rachel Cormany who describes Gettysburg town life during the battle in 1863 and answer the questions on Student Handout: Casualties of War: The Civilian Experience.

**Differentiation:** Lower level students may struggle with reading some of the diary passages, especially those that are in rough spelling and grammar. These should be read aloud by the teacher who can make a bit of a game out of listing the “mystery” words and having students try to decode them. As always, teachers should modify amount of reading content according to time constraints and student ability or motivation. Advanced students can go into the websites and read the entire contents of the diaries or explore further on the Valley of the Shadow to get additional perspectives on the war if they finish ahead of others.
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
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.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive interactions with civilians</td>
<td></td>
</tr>
<tr>
<td>Positive interactions with enemy</td>
<td></td>
</tr>
<tr>
<td>Hardships of Military Life (non-battle)</td>
<td></td>
</tr>
<tr>
<td>Hardships of Battle</td>
<td></td>
</tr>
<tr>
<td>Major Battles Leon Participated in</td>
<td></td>
</tr>
</tbody>
</table>
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?

“Liberty won by the white man lose ½ its luster”

Frederick Douglass

Reasons some black men may not fight

Things promised to soldiers

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?
2. 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 Corman (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?
I know that my diary is truly the life of the man behind the gun, therefore I make bold to publish it. I am sure my experience was that of other privates, and a true history of my companies and regiments, as well as the Brigade, Division, and even Corp that I belonged to. I am certain that the men of ’61 to ’65 who read this will recall most vividly the camping, marching, fighting and suffering they endured in those never-to-be-forgotten days of long ago. And to the younger generation of Southern-born it will show how we endured and suffered, but still fought on for the cause we know was right.

L. LEON.

We enlisted for six months. Our State went out of the Union on May 20th, and we were sent to Richmond, Va., on the 21st. Stayed there several days, when we were ordered to Yorktown, Va.

The day after we got here our company was sent out with spades and shovels to make breastworks - and to think of the indignity! We were expected to do the digging! Why, of course, I never thought that this was work for soldiers to do, but we had to do it. Gee! What hands I had after a few days' work. I know I never had a pick or a shovel in my hand to work with in my life.

A few days after that a squad of us were sent out to cut down trees, and, by George! they gave me an axe and told me to go to work. Well, I cut all over my tree until the lieutenant commanding, seeing how nice I was marking it, asked me what I had done before I became a soldier. I told him I was a clerk in a dry-goods store. He said he thought so from the way I was cutting timber. He relieved me - but what insults are put on us who came to fight the Yankees! Why, he gave me two buckets and told me to carry water to the men that could cut.

December 18 - We marched through town and lay all night in an open field without tents. It is certainly bitter cold. The only fires we could make were from the fence rails, as the woods were too far for us to get to.

December 25. - There is nothing new up to to-day, Christmas. We moved our camp a little piece. Eigenbrun came to see us to-day from home, and brought me a splendid cake from Miss Clara Phile. This is certainly a hard Christmas for us - bitter cold, raining and snowing all the time, and we have no tents. The only shelter we have is a blanket spread over a few poles, and gather leaves and put them in that shelter for a bed.

THE YEAR 1863

February 4 - This morning, at 4 o'clock, we were waked up by the pleasant sound of long roll. We were ordered to get ready to march… It is truly awful. The snow is very deep and as cold as thunder. We marched eight miles without resting. We then fixed our bed in the snow and stole fodder for a bed and rails to make fire. We took snow, put it in our kettles, and made coffee. When I say coffee, I mean Confederate coffee - parched corn - that is our coffee. Ate our corn bread and bacon.
February 26 - Two men out of our regiment were whipped for desertion. They were undressed all but pants and shoes, tied to a post, and each given thirty-nine lashes on their bare backs. The balance of this month nothing new, only very cold.

March 6 - Several of us out of our company went to Kinston and the battlefield. The Yankees are very poorly buried, as we saw several heads, hands and feet sticking out of the ground, where the rain had washed the dirt off of them.

May 29 - Had a general review to-day. General Rodes is our division commander. He and General Lee reviewed us. I see a great change in the appearance of General Lee. He looks so much older than when I saw him at Yorktown. Then his hair was black. Now he is a gray-headed old man.

July 3 - When under a very heavy fire, we were ordered on Culps Hill, <Gettysburg> I know that our company went in the fight with 60 men. When we left Culps Hill there were 16 of us that answered to the roll call. The balance were all killed and wounded. There were 12 sharpshooters in our company and now John Cochran and myself are the only ones that are left. This day none will forget, that participated in the fight. It was truly awful how fast, how very fast, did our poor boys fall by our sides - almost as fast as the leaves that fell as cannon and musket balls hit them, as they flew on their deadly errand. You could see one with his head shot off, others cut in two, then one with his brain oozing out, one with his leg off, others shot through the heart. Then you would hear some poor friend or foe crying for water, or for "God's sake" to kill him. You would see some of your comrades, shot through the leg, lying between the lines, asking his friends to take him out, but no one could get to his relief, and you would have to leave him there, perhaps to die, or, at best, to become a prisoner.

September 22 - I spoke and exchanged papers with a Yankee of the 7th Ohio Regiment.

THE YEAR 1864

May 11 - This morning about 800 more prisoners came in. Most of them were from my brigade, as well as from Dole's Georgians. I was surprised to see my brother with them. He was taken yesterday, but before he surrendered he sent two of the enemy to their long home with his bayonet.

May 14 - We are still camped here. Have been prisoners since the 5th of this month, and have drawn three and a half days' rations. On that kind of a diet I am not getting very fat. We certainly would have suffered a great deal, but our Yankee guard gave us quite a lot of their own rations.

May 16 - Left this morning at 11 in a tugboat, and from here packed into the Steamer S. R. Spaulding. We are now on our way to a regular prison. We got there at 8 o'clock tonight, and found it to be Point Lookout, Md., fifty miles from Belle Plain. It is in St. Mary's County. We were drawn up in line, searched for valuables, and they taken from us, and marched to prison, one mile from the landing. There are sixteen men in each tent.

May 23 - We are guarded by negro troops, who are as mean as hell. At each meal there is a guard placed over 500 prisoners, who go to their meals in ranks of four. We are not
allowed to cross a certain line, called the "Dead Line," but as 500 men go at one time to meals, of course near the door there is always a rush. To-day one of our men accidentally crossed the line. He was pushed over by the crowd, when a black devil shot and killed him, and wounded two others.

May 26 -… Our daily labor as prisoners is that at 5 in the morning we have roll call; 6, breakfast, 500 at a time, as one lot gets through another takes its place, until four lots have eaten; we then stroll about the prison until 1 o'clock, when we eat dinner in the same style as breakfast, then loaf about again until sundown. Roll is called again, thus ending the day. We get for breakfast five crackers with worms in them; as a substitute for butter, a small piece of pork, and a tin cup full of coffee; dinner, four of the above crackers, a quarter of a pound mule meat and a cup of bean soup, and every fourth day an eight-ounce loaf of white bread. Nothing more this month.

July 23 - Three hundred more were sent from here to the new prison, which is in Elmira, N. Y., myself with them.

July 28 - We were treated very good on the road, and especially at Goshen, N. Y. The ladies gave us eatables and the men gave us tobacco.

July 29 - There are at present some 3,000 prisoners here. I like this place better than Point Lookout. We are fenced in by a high fence, in, I judge, a 200-acre lot. There is an observatory outside, and some Yankee is making money, as he charges ten cents for every one that wishes to see the rebels.

October - We have got the smallpox in prison, and from six to twelve are taken out dead daily. We can buy from prisoners rats, 25 cents each, killed and dressed. Quite a number of our boys have gone into the rat business. On the 11th of this month there were 800 sick prisoners sent South on parole.

November and December - Nothing, only bitter cold. We dance every night at some of our quarters. Some of the men put a white handkerchief around one of their arms, and these act as the ladies. We have a jolly good time.

THE YEAR 1865

January - Nothing, only that I fear that our cause is lost, as we are losing heavily, and have no more men at home to come to the army. Our resources in everything are at an end, while the enemy are seemingly stronger than ever. All the prisoners in Northern prisons, it seems, will have to stay until the end of the war, as Grant would rather feed than fight us.

February - The smallpox is frightful. There is not a day that at least twenty men are taken out dead. Cold is no name for the weather now. They have given most of us Yankee overcoats, but have cut the skirts off. The reason of this is that the skirts are long and if they left them on we might pass out as Yankee soldiers.

April - I suppose the end is near, for there is no more hope for the South to gain her independence. On the 10th of this month we were told by an officer that all those who wished to get out of prison by taking the oath of allegiance to the United States could do so in a very few days. There was quite a consultation among the prisoners. On the morning of the 12th we heard that Lee had surrendered on the 9th, and about 400, myself with them, took the cursed oath and were given transportation to wherever we wanted to go. I took mine to New York City to my parents, whom I have not seen since 1858. Our cause is lost; our comrades who have given their lives for the independence of the South
have died in vain; that is, the cause for which they gave their lives is lost, but they positively did not give their lives in vain. They gave it for a most righteous cause, even if the Cause was lost.

Excerpts from “Men of Color, To Arms!” Frederick Douglass
March 21, 1863 from http://teachingamericanhistory.org

When first the rebel cannon shattered the walls of Sumter and drove away its starving garrison, I predicted that the war then and there inaugurated would not be fought out entirely by white men. Every month’s experience during these dreary years has confirmed that opinion. A war undertaken and brazenly carried on for the perpetual enslavement of colored men, calls logically and loudly for colored men to help suppress it. …

Liberty won by white men would lose half its luster. "Who would be free themselves must strike the blow." "Better even die free, than to live slaves." This is the sentiment of every brave colored man amongst us. There are weak and cowardly men in all nations. We have them amongst us. They tell you this is the "white man’s war"; and you will be "no better off after than before the war"; that the getting of you into the army is to "sacrifice you on the first opportunity." Believe them not; cowards themselves, they do not wish to have their cowardice shamed by your brave example. Leave them to their timidity, or to whatever motive may hold them back. I have not thought lightly of the words I am now addressing you. …

We can get at the throat of treason and slavery through the State of Massachusetts. She was the first in the War of Independence; first to break the chains of her slaves; first to make the black man equal before the law; first to admit colored children to her common schools, and she was first to answer with her blood the alarm cry of the nation, when its capital was menaced by rebels. You know her patriotic governor, and you know Charles Sumner. I need not add more.

Massachusetts now welcomes you to arms as soldiers. She has but a small colored population from which to recruit. She has full leave of the general government to send one regiment to the war, and she has undertaken to do it. Go quickly and help fill up the first colored regiment from the North. I am authorized to assure you that you will receive the same wages, the same rations, and the same equipments, the same protection, the same treatment, and the same bounty, secured to the white soldiers. You will be led by able and skillful officers, men who will take especial pride in your efficiency and success. They will be quick to accord to you all the honor you shall merit by your valor, and see that your rights and feelings are respected by other soldiers. I have assured myself on these points, and can speak with authority. More than twenty years of unswerving devotion to our common cause may give me some humble claim to be trusted at this momentous crisis. I will not argue. To do so implies hesitation and doubt, and you do not hesitate. You do not doubt. The day dawns; the morning star is bright upon the horizon! The iron gate of our prison stands half open. One gallant rush from the North will fling it wide open, while four millions of our brothers and sisters shall march out into liberty.
The chance is now given you to end in a day the bondage of centuries, and to rise in one bound from social degradation to the place of common equality with all other varieties of men. Remember Denmark Vesey of Charleston; remember Nathaniel Turner of Southampton; remember Shields Green and Copeland, who followed noble John Brown, and fell as glorious martyrs for the cause of the slave. Remember that in a contest with oppression, the Almighty has no attribute which can take sides with oppressors. The case is before you. This is our golden opportunity. Let us accept it, and forever wipe out the dark reproaches unsparingly hurled against us by our enemies. Let us win for ourselves the gratitude of our country, and the best blessings of our posterity through all time. The nucleus of this first regiment is now in camp at Readville, a short distance from Boston. I will under take to forward to Boston all persons adjudged fit to be mustered into the regiment, who shall apply to me at any time within the next two weeks.

Demus and Christy Families
David Andrew Demus married Mary Jane Christy sometime before the war. David had known the Christy family from their childhood together in Mercersburg, Franklin County, Pennsylvania. Before his marriage, David worked as a hand on the farm of James and Mary Witherspoon, where he may have gone by the name Edward Dennis. After his marriage, David lived with his wife's family. During the war, David, along with his brother George and his brothers-in-law, Jacob, Samuel, and William, enlisted in the 54th Massachusetts. Mary Jane, with her brother John, remained at home in Mercersburg. David survived his service as a soldier and reunited with his wife in 1865. He resumed his work at the Witherspoon farm until his death sometime after 1870. Mary Jane remarried another veteran of the 54th Massachusetts, Wesley Krunkleton.

June the 18th

I take my pen hand to inform to you that I am well and I hope that these few lines may find you in the same state of health I have rote three letters and have only recive one yet I am well and is geting along very well get plenty to eat and geting along as well as I expected we have took one town and burnt it down the name of it is Doriett we gut agreat deal of furniture and sum sheep and cattle hogs and chickens and got [unclear: Capetr] one one boat of Wood the hole amont Was a boat a milion of dollars i heave not time to right mutch at this time but i am verry sorer to heir of sus a letter as i got du you think that i let mi [illeg.] [unclear: tock] a boat you i am sorry to think that you Wod thing of that [unclear: tock] ples to right as son as you can and let me now how you all ar nothing more at present but stile remane

yor dear husben

D. A. DEMIS  

Franklin County:
Jacob Christy to Mary Jane Demus, May 13, 1864
Christy talks about the Confederate torpedos that blew up a Union ship recently. He also expresses frustration at not having been paid and says he and other soldiers in the 54th MA will continue to fight for the same rights that white people have.
Dear Sister

I take my pen in hand to inform you that I am well and I hope these few lines may find you the same. We are all well at present and are getting along very well. I received your letter and was very glad to hear from you. All once more. We have now come back to Morris Island. Again the gunboats are still fighting with the rebels that capture one of the rebel boats. While we were at Florida, the rebels blew up two of our boats with torpedoes. And since we came back to Morris Island, we were one of the pickets one night. And the rebels were throwing shells and [unclear: they] was an ice of shell struck standley Johnson A kill him.

Our men are at Richmond fighting away. They won't pay more. They won't let us home. And so the men all say that they will wait until the last of this month and if they don't pay us, we will get troubles on their hands. If we can't get our rights, we will die trying for them. We have been fighting as brave as ever. [unclear: they] was any soldiers fought I know if every regiment that are out and have been out would have done as well as we have. We must be over. I do really think that its God will that this war shall not end till the Colord people get their rights. It goes very hard for the White people to think of it. But by God's will and power, they will have their rights that are living may not live to see it. I shall die a trying for our rights. So that other that are born hereafter may live and enjoy a happy life.

We all keep our health very well. David is well. He is cooking now. Samuel and Joseph and George Demas are all well and they all send their love to you and father and Elizabith.

I wish when you write that you would let me know whether the letters that I send without postage stamps cost anything to get them out of office or not. Now I will bring my letter to a close.

Rite soon Direct to Compy J 54 Mass Vols Morris Island South Carolina by way of Hilton Head.

Rachel Corman
Biography

Rachel Corman was originally born in Canada but moved to Chambersburg with her husband, Samuel, during the war. She began writing in her diary well before the war. Her diary entries for the war years vividly describe her life as a woman on the home front. Alone while her husband served in the Union Army, Rachel often complained of depression and boredom. After the war, the Cormanys moved to Missouri to live on a farm.

June 24, 1863 – excerpts from entries

Another eventful day has passed -- All morning there was considerable riding done up & down street. At 10 A.M. the infantry commenced to come & for 3 hours they just marched on as fast as they could. It is supposed that about 15,000 have already passed through, & there are still more coming. Éwel's brigade has pas. I do not know what others. Longstreet & Hill are expected this way too. It is thought by many that a desperate battle will be fought at Harrisburg. This P.M. the Rebs are plundering the stores. Some of our merchants will be almost if not entirely ruined -- I was sitting on Jared's porch when a young man (rebel) came & shook hands with Mr. Jared -- a relative, his brother is in this army too. He was raised here -- His mother is buried here -- Mr. Jared told him he ought to go & kneel on his Mother's grave & ask for pardo for having fought in such a
June 30, 1863

Nothing special transpired today. The Rebs are still about doing all the mischief they can. They have everything ready to set fire to the warehouses & machine shops -- Tore up the railroad track & burned the crossties -- They have cleared out nearly every store so they cannot rob much more -- Evening -- Quite a number of the young folks were in the parlor this evening singing all the patriotic & popular war songs. Quite a squad of rebels gathered outside to listen & seemed much pleased with the music -- "When this cruel war is over" nearly brought tears from some. they sent in a petition to have it sung again which was done. they then thanked the girls very much & left -- they acted real nicely.

July 1863

July 1, 1863

It is very muddy this morning of yesterdays rain -- in fact I believe it has rained every day this week. I was out hunting east & got some at last I have not a bit of bread left my east got sour, so of course the east I set last evening is sour & not fit to use. It is reported that Gen. Jenkins is wounded & a prisoner. Also that the rebel pickets were driven in this side of Greencastle -- & that McClellan drove them to this side of Carlisle & that Milroy & Sigel are making a junction over by Strasburg -- A darkey, Colonels waiter heard him say that he thought that Lee made a bad move this time -- he (darkey) also said that that large wagon train was hid in the woods &c that they could not get out, that they are watching their chance to slip out -- he said too that the officers were very uneasy -- Every one can see by their actions that they do not feel quite as easy as they would like. They are chopping &c at a great rate over at the R.R. all morning. I judge they are breaking up the iron by the sound. Must now go & set my bread. Evening. Got good bread. Mrs. Fritz was here & told us of Emma Plough being sick from the fright & how the rebels have been carrying on out there. They robbed the country people of nearly everything they had and acted very insultingly.

July 3, 1863

Started out with Cora & a little basket on the hunt for something to eat out of the garden. I am tired of bread & molasses -- went to Mammy Royers & got some peas & new potatoes -- Cora got as many raspberries as she could eat. Came home put Cora to sleep then went to Mrs McG's for milk. got a few cherries to eat also a few for Cora when I got back Daddy Byers was standing at the gate. he came to see how I was getting along & told me how the rebels acted -- they robbed him of a good deal -- they wanted the horse but he plead so hard for him that they agreed to leave him & while one wrote a paper of securety others plundered the house. I guess Samuels silk hat & all that was in the box is gone. took Ellies best shoes -- took towels sheets &c &c -- After they were
gone others came & took the horse too yet -- they did not care for his security. Other of their neighbors fared worse yet. He would not stay for dinner. After dinner Henry Rebok 22 came -- he walked part of the way had an old horse but feared to bring him in -- they were robbed of their horses and cattle up there -- many had their horses sent away -- one of J. Cormanys 23 horses was taken.24 \.... Canonading was heard all day.25

July 4, 1863
.... Wild rumors of a dreadful fight are numerous.
July 5, 1863

I was roused out of sleep by Mr Early coming into Wampler & telling him something about wounded prisoners. so I got up took a bath dressed & went for a pitcher of water when I was told that 10, 4 or 6 horse waggons filled with wounded from the late battle were captured by citizens & brought to town -- the wounded were put into the hospitals & the waggons & drivers were taken on toward Harisburg. Was also told that a great many more were out toward Greencastle -- some went out to capture those but found that it was a train 20 miles long. P.M. A report has reached us that the whole rebel army is on the retreat -- later that they are driven this way & are expected on soon -- Have church S. School here today -- seems like Sunday again Evening. At or after 4 P.M. I dressed myself & little girl and went to Mrs. Sulenbargers & while there we heard a fuss outside & when we got out lo our (Union of course) soldiers were coming in -- she came along upstreet then to see them. They are of Milroys men26 -- Just at dusk they went out the Greencastle road enroute to capture the waggon train which is trying to get over the river again. It is frightful how those poor wounded rebels are left to suffer. they are taken in large 4 horse waggons -- wounds undressed -- nothing to eat. Some are only about 4 miles from town & those that are here are as dirty and lousy as they well can be. The condition of those poor rebels all along from Getysburg to as far as they have come yet is reported dreadful. I am told they just beg the people along the road to help them -- many have died by the way.
Lesson 4: Analyzing Civil War Documents

Estimated time: 1 day

Objectives:
Students will:

1. Read selected documents from the Civil War in order to find key concepts presented.
2. Identify the audience for whom the document is intended.
3. Express the ideas or circumstances of selected leaders in this event after reading these documents.
4. Analyze the document in light of the author’s motivation for writing it, the status of the Civil War at the time of its delivery, and the importance of the document in history.

Materials:
On-Line Resources/Primary Documents: (some excerpted)

- The Emancipation Proclamation
  http://www.archives.gov/exhibit_hall/index.html

- The Gettysburg Address
  http://www.loc.gov/exhibits/gadd

- Lincoln’s Second Inaugural Address
  www.nps.gov/foth/secinaug.html

- Lee’s Surrender-letter to Grant
  http://www.fordham.edu/halsall/mod/1865RELee-surrender.html

- Grant- letter to Edwin M. Stanton, Sec. Of War, March 1865 (Abraham Lincoln Papers. LOC)
  http://memory.loc.gov/ammem/alhtml/malhome.html

- Jefferson Davis, Lincoln as Stage Manager- cartoons
  http://www.harpweek.com/09Cartoon/SearchByTopicCartoon.asp?Month=May&Date27(January&Date31)

- Cartoon- Prisoners At Point Lookout, Stamp- Jefferson Davis as traitor
  http://memory.loc.gov/ammem/ndlpcoop/ nhihtml/cwnyhshome.html

Teacher-Generated Materials:

- Talking Points: Analyzing Civil War Documents
- Student Handout: The Politics of War: Analyzing Primary Source Documents
- Black board/chalk
Strategies:
1. Introduce the lesson by asking the students to brainstorm aloud and state the most commonly quoted phrases from famous American documents. Write these on the board and then briefly discuss the speech or document of origin.

2. Ask why they remember some lines as opposed to other ones from history. Discuss if this tendency reflects the importance of the document to our history and why it stands out as memorable. (From experience, the Gettysburg Address is usually the first speech from which the students recite phrases. If not, teacher may prompt, or introduce the document shortly into the lesson.)

3. Next, conduct a short discussion about what sources historians could use to understand the Civil War. Discuss the importance of newspaper articles and letters in addition to formal documents, as these can provide more insight into why people took certain courses of action, how others reacted at the time, and what feelings people experienced either in doing or being affected by the situations which prompted the documents.

4. Present students with the selected documents and have them work in small groups. The teacher should circulate to assist groups with questions as students complete their charts. Charts will include such information as “What type of document is this? Who is the author? How does this affect point of view? What are the messages? How does this contribute to understanding of the Civil War?”

5. Have students report out what they found. Use the Talking Points to clarify, correct or expand on students’ findings.

6. Homework: Allow two nights. Students will create their own cartoon, short song, poem, letter, or short speech about the Civil War. They may assume the perspective of a public official, military leader, journalist/political cartoonist or writer.

Differentiation: These documents are not excessive in length. With lower level students, pair them and have them read to one another aloud, taking turns, or if necessary, form a small group of struggling readers and read to them, having them address questions on their charts at each point in reading as the document answers them. Even within a certain level classroom, teachers can grade students individually based on what they know of their strengths and weaknesses. For instance, the depth of these answers should be greater for college-bound students, but there are some who have writing difficulties or are struggling, but motivated. Teachers may even want to consider allowing some students to dictate answers.
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

<table>
<thead>
<tr>
<th>TITLE/AUTHOR</th>
<th>MOTIVATION/AUDIENCE</th>
<th>MAJOR IDEAS</th>
<th>ROLE/IMPACT</th>
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<tbody>
<tr>
<td>Emancipation Proclamation</td>
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<tr>
<td>Gettysburg Address</td>
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<tr>
<td>Second Inaugural Speech, 1864</td>
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</tbody>
</table>
Letter to Stanton,
Sec. Of War

Terms of
Surrender

Jefferson Davis
As an Unprotected
Female

Going Out to
Swallow the Oath
Documents for Lesson #4

Source: National Archives Exhibit Hall, featured exhibit site

The Emancipation Proclamation
January 1, 1863
A Transcription (Excerpt)
By the President of the United States of America:
A Proclamation.
Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom…

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.
And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

Source: Library of Congress Exhibitions site

The Gettysburg Address Drafts

Of the five known manuscript copies of the Gettysburg Address, the Library of Congress has two. President Lincoln gave one of these to each of his two private secretaries, John Nicolay and John Hay. The copy on exhibit, which belonged to Nicolay, is often called the "first draft" because it is believed to be the earliest copy that exists. Considerable scholarly debate continues about whether the Nicolay copy is the "reading" copy. In 1894 Nicolay wrote that Lincoln had brought with him the first part of the speech, written in ink on Executive Mansion stationery, and that he had written the second page in pencil on lined paper before the dedication on November 19, 1863. Matching folds are still evident on the two pages shown here, suggesting it could be the copy that eyewitnesses say Lincoln took from his coat pocket and read at the ceremony.

Transcript of the "Nicolay Draft" of the Gettysburg Address

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that "all men are created equal"

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow, this ground -- The brave men, living and dead, who struggled here, have hallowed it, far above our poor power to add or detract. The world will little note, nor long remember what we say here; while it can never forget what they did here.

It is rather for us, the living, we here be dedicated to the great task remaining before us - - that, from these honored dead we take increased devotion to that cause for which they here, gave the last full measure of devotion -- that we here highly resolve these dead shall not have died in vain; that the nation, shall have a new birth of freedom, and that government of the people by the people for the people, shall not perish from the earth.

Source: National Park Service, Ford’s Theatre site
Lincoln's Second Inaugural Address - (Excerpt)
On the occasion corresponding to this, four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war, seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came…
One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invoked His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged. The prayers of both could not be answered. …
Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."
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 to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

From U.S. Grant To R.E. Lee
Appomattox Court-House, Virginia April 9, 1865.
General: In accordance with the substance of my letter to you of the 8th instant, I propose to receive the surrender of the army of Northern Virginia on the following terms, to wit: Rolls of all the officers and men to be made in duplicate, one copy to be given to an officer to be designated by me, the other to be retained by such officer or officers as you may designate. The officers to give their individual paroles not to take up arms against the government of the United States until properly exchanged; and each company or regimental commander to sign a like parole for the men of their commands. The arms, artillery, and public property to be parked and stacked, and turned over to the officers appointed by me to receive them. This will not embrace the side-arms of the officers nor their private horses or baggage. This done, each officer and man will be allowed to return to his home, not to be disturbed by United States authority so long as they observe their paroles and the laws in force where they may reside.

**From R.E. Lee To U.S. Grant**

Head-Quarters, Army of Northern Virginia April 9, 1865.

General: I received your letter of this date containing the terms of the surrender of the army of Northern Virginia, as proposed by you. As they are substantially the same as those expressed in your letter of the 8th instant, they are accepted. I will proceed to designate the proper officers to carry the stipulations into effect.


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**The Abraham Lincoln Papers at the Library of Congress**

Ulysses S. Grant to Edwin M. Stanton, March 3, 1865 (Telegram concerning negotiations with Lee)


From Ulysses S. Grant to Edwin M. Stanton [With Endorsement by Lincoln]¹, March 3, 1865

[Note 1 Secretary Stanton replied the same day to Grant in a telegram personally composed by Lincoln. Grant was instructed to confer with Lee on no subject at all except the surrender of the Army of Northern Virginia or on minor military matters. *Collected Works*, VIII, 330-31.]

The following Cipher Telegram received at Washington, 830 pm. Mch 3 1865

From City Point 6 pm Mch 3 1865

The following communication has just been received from Genl Lee²

[Note 2 General Robert E. Lee commanded the Confederate Army of Northern Virginia.]

"Hd Qrs C S Armies
Mch 2d 1865
"Lt Gen U S Grant
Comd'g U S Armies

General:

Lieut Genl Longstreet³ has informed me that in a recent conversation between himself and Maj Genl Ord⁴ as to the possibility of arriving at a satisfactory adjustment of the present unhappy difficulties, by means of a military convention, Genl Ord stated that if I desired to have an interview with you on the subject you would not decline, provided I had authority to act. Sincerely desiring to leave nothing untried which may put an end to the calamities of war, I propose to meet you at such convenient time and place as you may designate with the hope that upon an interchange of views it may be found practicable to submit the subjects of controversy between belligerents to a convention of the kind mentioned.

[Note 3 Lt. Gen. James Longstreet commanded the First Corps of Lee's army.]
[Note 4 Maj. Gen. Edward O. C. Ord commanded the Union Department of Virginia.]

In such event I am authorized to do whatever the result of the proposed interview may render necessary or advisable Should you accede to this proposition, I would suggest if
agreeable to you, we meet at the place selected by Genls Ord and Longstreet for their interview at 11 AM on Monday next

Very Very Respy
Your Obdt Servt
(signed R E Lee"

Genl Ord met Genl Longstreet a few days since at the request of the latter to arrange for the exchange of citizen prisoners improperly captured. He had my authority to do so and to arrange definitely for such as were confined in his Dept, arrangements for all others to be submitted for approval. A general conversation ensued on the subject of the war and it has induced the above letter. I have not returned any reply but promised to do so at noon tomorrow. I respectfully request instructions

U S Grant
Lt Genl

Political Cartoons:
Harper’s Weekly Magazine Archives
www.harpweek.com/09Cartoon/SearchByTopicCartoon.asp?Month=May&date=27

“Jefferson Davis as an Unprotected Female”
Civil War Treasures from the New-York Historical Society
Going out to swallow the oath [Graphite, ink and watercolor on paper]- Prison cartoon

Omenhausser, John Jacob, 1832-1877
CREATED/PUBLISHED
1864
MEDIUM
Graphite, ink and watercolor on paper; 5 5/8 x 5 3/4 in.
SUMMARY
Prisoners stand and sit next to an open gate in a high wooden fence, talking each other into taking an oath of loyalty to the United States. African-American guards go through the gate.
Prisoners say, "I wonder what makes this place so lousy;" "Come on bob let's enlist to fight the indians, damn the difference;" "Come on John let's take the oath;" and "If you push me again I'll break your head."
NOTES
Point Lookout Album, Page 35.
Lesson 5: Sharing the Civil War Experience: Creating an Exhibit

Estimated time: 6 days

Objectives:
Students will:
1. Complete all of their previous lessons in order to compile a comprehensive portfolio of the Civil War.
2. Choose a partner or group of 3-4 (depending on size of class) with whom to construct a topic-specific exhibit.
3. Demonstrate recognition of features typical to museum exhibits, following a brief class discussion by verbally giving examples of the kinds of items that might be exhibited.
4. Utilize teacher-approved websites as well as classroom, library and portfolio resources to research items for exhibits and to enhance knowledge of their topic.
5. Assume responsibility for task division within their groups, including choosing materials for their project and out of school work sessions.
6. Evaluate their group members’ and their own contribution based on a rubric.
7. Construct an exhibit of posterboard size- (2D or 3D) which accurately and creatively presents an assigned sub-topic of the Civil War.
8. Present their exhibit orally.
9. Provide feedback on classmates’ exhibits and participate in a peer discussion of these.

Materials:
- Student Peer Evaluation Sheet
- Grading Rubric for Civil War Museum Exhibits
- Online resources- students may use all websites in this project as well as others that meet teacher approval for legitimacy of information
- Classroom, library, CW portfolio resources
- Blackboard or flip chart for discussion and ideas
- Any art resources teachers can provide- paints, markers, glue, scissors, construction paper, fabric scraps, as well as display board for exhibits.
- Video materials or equipment should any groups choose to include this in their exhibits.
- If there is an instructional fund that allows teachers to make small purchases directly rather than through a catalog, get a “wish list” from students, and provide a portion of items which enable them to be creative- felt, clay, model-construction supplies, etc...

Optional: Encourage students to visit a local museum that may have Civil War exhibits or 19th century items – museums of county histories can be great resources.

Strategies:

Day 1
1. Have the students brainstorm a given number of things they learned about the Civil War after having completed the unit. Call on students to share their list and have others check off items that appear on their lists. Ask if anyone has any items that have not been mentioned by others.

2. On the board, list the categories of “Key Leaders”, “Documents- Public and Private”, “Major Battles”, “Soldiers’ Lives”, “Civilian Life” “Life at The War’s End”. Teachers may choose different categories, but these happen to follow this unit.

3. Teachers may assign students to groups and topics, or survey them based on areas of interest, placing names in categories. This way, it may force students to work with classmates other than those with whom they socialize, and this is always worth encouraging! To provide consistency of group size, teachers may have to do a combination of both tactics above or determine which topics may require more work and assign a larger group to those.

4. As groups, students should meet and have a finite amount of time to come up with an informal idea of what they will do, how they will research and how they will divide tasks. They must plan for contacting one another outside of school, if this is possible. Depending on individual school schedules, this activity could be done entirely in class if teachers choose to have students complete some of the previous lessons at home.

Days 2 & 3
1. Give students a reasonable amount of time in school, such as two library days (90 min. blocks) to do research online or in books. Series such Time Life have books that have a wealth of visual images are common in school libraries.

Days 4 & 5
1. Rubrics were already in portfolio packets so that students were cognizant of specific requirements for projects and could keep this in mind while completing lessons.

2. Allow sufficient time for groups to begin constructing exhibits and then have a working day in class so each group can coordinate their members’ projects into the exhibit. Teachers should visit with each group to check progress or provide assistance.

Day 6
1. Completion & Presentation: This can be a class event or can be open to others for viewing and presentation. For the amount of effort, students may appreciate a class-only presentation session, followed by public viewing. During class presentations, students will complete peer evaluation forms of other groups’ exhibits. This will be followed by a feedback session. Students may amend any of their exhibits before the public viewing.
2. **Wrap up:** Students will complete self and group member evaluation forms. The latter will be done anonymously- can use multiple choice type survey so confidentiality is not compromised- students will evaluate more honestly this way. These will be attached to teacher’s assessment.
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

1. Exhibit will utilize model boards provided by teacher

2. Exhibits will be neatly done, with written content visible, legible and explanatory of topic

3. Exhibits will emphasize a variety of visuals appropriate to the topic

4. Exhibits will utilize primary sources and “artifacts” as visuals

5. Presenters will share knowledge with classmates, visitors

6. Exhibits demonstrate mastery of topic

_________
Total = 50 pts

COMMENTS:

This is what I really liked about the exhibit:

This is what I might suggest to try: