

## **War at Your Doorstep: The Story of the Mumma Family at the Battle of Antietam**



[Mumma Farm House, National Park Service \(NPS\)](#)

### **The Bloodiest Day in American History**

23,000 soldiers were killed, wounded or missing after twelve hours of savage combat on September 17, 1862. The Battle of Antietam ended the Confederate Army of Northern Virginia's first invasion into the North and led Abraham Lincoln to issue the preliminary Emancipation Proclamation. Afterwards the area on and around the battlefield became a huge hospital and burial ground.

The only deliberate destruction of someone's home during the battle was the burning of the Mumma Farm right in the middle of the battlefield. Confederate soldiers were ordered to burn these structures to prevent their use by Union sharpshooters. Fortunately, Samuel Mumma and his family had fled to safety before the battle. The Mumma family rebuilt the home in 1863.

This lesson plan will use primary and secondary sources related to the Mumma Farm and family to help students understand how the Battle of Antietam and its aftermath had a profound and lasting impact on the Mumma family and other families near the battlefield.

## **Document Contents**

### **About This Lesson**

### **National Curriculum Standards**

### **Getting Started: Inquiry Question**

### **Locating the Site: Map**

1. Map 1: *Map of Battlefield.*
2. Map 2: *Samuel Mumma Farm Site Plan*

### **Determining the Facts: Readings**

1. Reading 1: "A House was Burning."
2. Reading 2: Slavery on the Mumma Farm.
3. Reading 2: A Soldier's Letter.

### **Putting It All Together: Activities**

1. Activity 1: Architectural Drawings
2. Activity 2: Investigate a Historical Site in your Community
3. Activity 3: Analyze the Mumma Claim for Damages

### **References and Contributing Resources**

### **Additional Online Resources**

### **About This Lesson**

This lesson is based on the National Register of Historic Places Samuel Mumma House in Sharpsburg, MD at Antietam National Battlefield, National Park Service.

Published in 2019, Park Rangers at Antietam Battlefield wrote this lesson plan. This lesson is one in a series that brings the important stories of historic places into classrooms across the country.

### **Objectives**

1. Students will be able to name three impacts of the Battle of Antietam on the local citizens.
2. Students will be able to explain what happened to the Mumma farm and Mumma family during the Battle of Antietam.
3. Students will use primary and secondary sources to perform historic research.
4. Students will analyze and interpret a historic building, structure, or site in their community.
5. Students will be able to demonstrate the value of historic places.

### **Materials for students**

This lesson plan contains maps, readings, historic photographs, letters, and architectural drawings.

The materials can either be used directly on the computer, projected on the wall, or printed out, photocopied, and distributed to students.

Many of the links for these documents and images will take you to high-resolution images that your students can study in detail.

### **Procedure**

Students will use primary documents to learn about the aftermath of the Battle of Antietam and its impact on the civilians in Sharpsburg, MD. Each section contains primary documents for students to analyze followed by discussion questions. There are also three activities at the end of the sections to tie everything together.

## ***Teaching with Historic Places Lesson Plan***

***Samuel Mumma House. National Register File No. 66000038***

### **Assessment/Evaluation**

Student responses to discussion questions, completed essays, measured architectural drawings, and analysis of a historic structure in their community.

### **Visiting the site**

Park Rangers can provide educational programming and activities if you are close enough to visit the park with your students. Programs are free but do require advance reservations. For more information, please visit: <https://www.nps.gov/anti/learn/education/classrooms/field-trip-information.htm>. Rangers present the education programs at the historic Mumma Farm, making this lesson plan a great pre-visit activity.

**Where this lesson fits into the curriculum**

**Time Period: 1861-1865**

**Topics:** This lesson can be used in history and social studies curricula to cover topics related to the American Civil War.

**Relevant United States History Standards for Grades 5-8**

*This lesson relates to the following National Standards for History from the UCLA National Center for History in the Schools:*

**Historical Thinking**

- Chronological Thinking
- Historical Comprehension
- Historical Analysis and Interpretation
- Historical Research Capabilities
- Historical Issues-Analysis and Decision-Making

**US History Era 5, Civil War and Reconstruction (1850-1877)**

- **Standard 1:** The causes of the Civil War
- **Standard 2:** The course and character of the Civil War and its effects on the American people

**Relevant Curriculum Standards for Social Studies**

*This lesson relates to the following Curriculum Standards for Social Studies from the National Council for the Social Studies:*

- **Theme I:** Culture
- **Theme II:** Time, Continuity, and Change
- **Theme III:** People, Places, and Environments
- **Theme IV:** Individual Development and Identity
- **Theme VI:** Power, Authority, and Governance
- **Theme X:** Civic Ideals and Practices

## **Relevant Common Core Standards**

*This lesson relates to the following Common Core English and Language Arts Standards for reading information text and writing for **5<sup>th</sup> grade** students:*

### **Key Ideas and Details**

- CCSS.ELA-LITERACY.RI.5.1
- CCSS.ELA-LITERACY.RI.5.2
- CCSS.ELA-LITERACY.RI.5.3

### **Craft and Structure**

- CCSS.ELA-LITERACY.RI.5.4
- CCSS.ELA-LITERACY.RI.5.5
- CCSS.ELA-LITERACY.RI.5.6

### **Integration of Knowledge and Ideas**

- CCSS.ELA-LITERACY.RI.5.7
- CCSS.ELA-LITERACY.RI.5.9
- CCSS.ELA-LITERACY.RI.5.10

### **Range of Reading and Level of Text Complexity**

- CCSS.ELA-LITERACY.RI.5.10

### **Text Types and Purposes**

- CCSS.ELA-LITERACY.W.5.1
- CCSS.ELA-LITERACY.W.5.2
- CCSS.ELA-LITERACY.W.5.3

### **Production and Distribution of Writing**

- CCSS.ELA-LITERACY.W.5.4
- CCSS.ELA-LITERACY.W.5.5
- CCSS.ELA-LITERACY.W.5.6

### **Research to Build and Present Knowledge**

- CCSS.ELA-LITERACY.W.5.7

## **Teaching with Historic Places Lesson Plan**

**Samuel Mumma House. National Register File No. 66000038**

- CCSS.ELA-LITERACY.W.5.8
- CCSS.ELA-LITERACY.W.5.9

### **Range of Writing**

- CCSS.ELA-LITERACY.W.5.10

*This lesson relates to the following Common Core English and Language Arts Standards for History and Social Studies for **middle school** students:*

### **Key Ideas and Details**

- CCSS.ELA-LITERACY.RH.6-8.1
- CCSS.ELA-LITERACY.RH.6-8.2
- CCSS.ELA-LITERACY.RH.6-8.3

### **Craft and Structure**

- CCSS.ELA-LITERACY.RH.6-8.4
- CCSS.ELA-LITERACY.RH.6-8.5
- CCSS.ELA-LITERACY.RH.6-8.6

### **Integration of Knowledge and Ideas**

- CCSS.ELA-LITERACY.RH.6-8.7
- CCSS.ELA-LITERACY.RH.6-8.8
- CCSS.ELA-LITERACY.RH.6-8.9

### **Range of Reading and Level of Text Complexity**

- CCSS.ELA-LITERACY.RH.6-8.10

Getting Started

**The Battle of Antietam and its aftermath had a profound and lasting impact on the civilians near the battlefield.**

What historic place might you study to answer this question? Why?



Hope, James. 1892. *A Fateful Turn*. (Depicts Burning of Mumma Farm). Oil on Canvas. Antietam National Battlefield Visitor Center. NPS. <https://www.nps.gov/media/photo/gallery-item.htm?pg=2734786&id=2524E288-1DD8-B71C-07318976313D2242&gid=25194EEB-1DD8-B71C-079EE059758AF843>



## Teaching with Historic Places Lesson Plan

### Samuel Mumma House. National Register File No. 66000038

#### Locating the Site

Antietam National Battlefield is located on MD Route 65, ten miles south of Hagerstown, Maryland. The easiest way to reach it is via 1-70 (Exit 29A-Maryland Rte. 65 south towards Sharpsburg). From southbound MD Rte. 65 make a left turn at the park entrance and drive past the park Visitor Center. Immediately after passing the Dunker Church, make a right turn onto Smoketown Road. Make the next right onto Mumma Farm Lane. As you crest the hill, the Mumma Farmhouse, a large farmhouse with green shutters, will be right in front of you.

5923 Mumma Farm Lane, Sharpsburg, MD 21782.

**Map 1:** *Map of Battlefield.* Antietam Battlefield Board. "No. 2 Map of the battlefield of Antietam." Washington, D.C. The Norris Peters Co., photo-litho, 1894. <https://www.loc.gov/item/99447387/>.

**Note:** This is a high quality scan. Students can zoom in and find the "S. Mumma Farm" and the nearby Mumma family cemetery (labeled CEMETERY). The Mummas and the members of the nearby Dunker Church buried their family members there for several generations.

#### Questions for Map 1

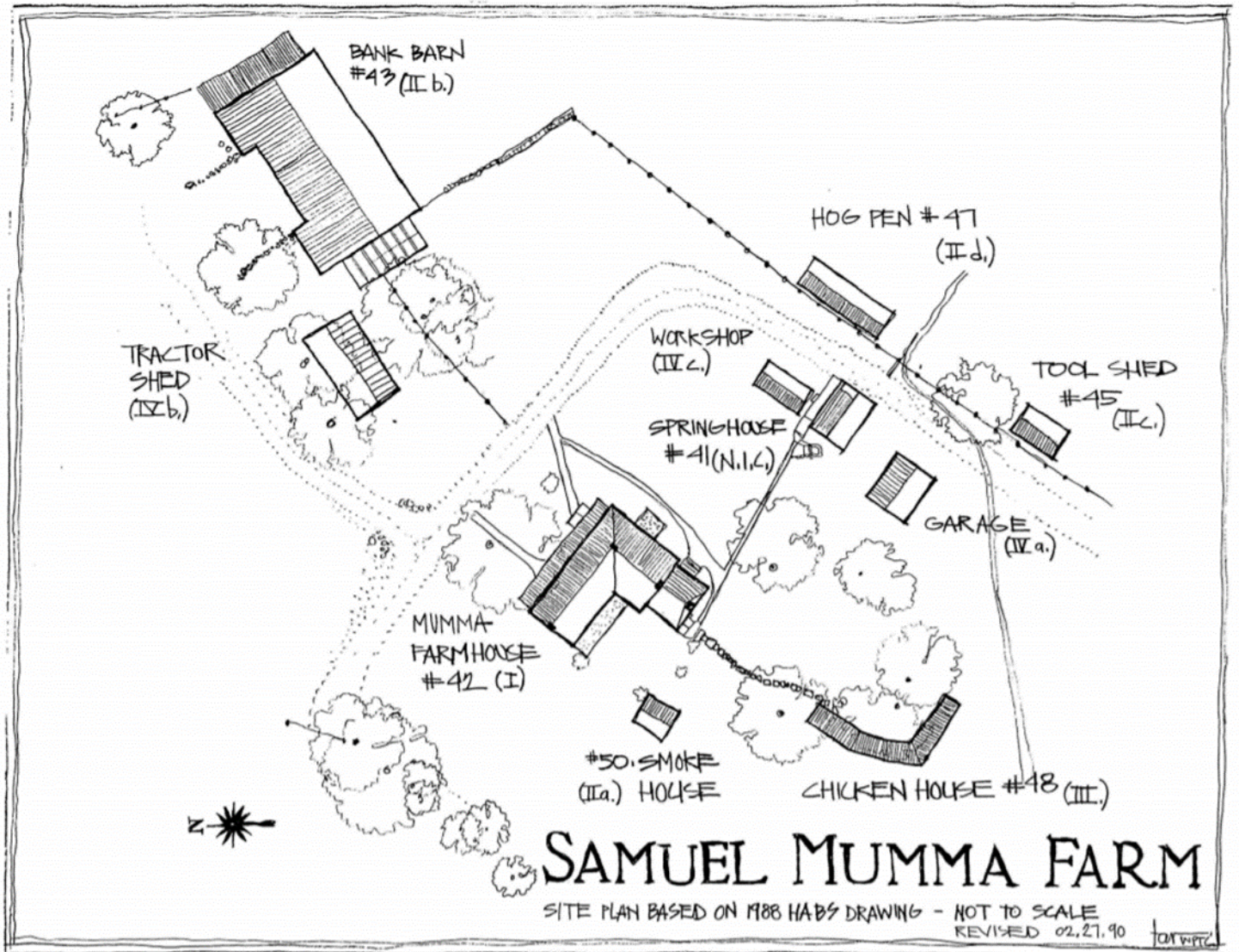
**1)** Look at the topography of the map including contents of fields, woodlots, and the terrain. How would the topography have affected the battle? What were good locations for field hospitals and why? What would be good locations to bury the dead and why?

**2)** The Mumma's closest neighbors were the Roulette family. Their farm is labeled "W. Roulette" on the map. The Union Army used the Roulette barn as a field hospital after the battle. Although Mr. Roulette stayed in his basement during the battle, his family went somewhere safer. How would their house and farm been different after the battle?

## Teaching with Historic Places Lesson Plan

### Samuel Mumma House. National Register File No. 66000038

Map 2: Samuel Mumma Farm Site Plan



Samuel Mumma Farm Site Plan, Vitanza, Thomas A. *Historic Structure Report, Samuel Mumma House, Antietam National Battlefield* (Frederick & Washington: Historic Preservation Training Center and National Park Service. June 1999). p.44.

#### Questions for Map 2

- 1) What does this map tell you about the Mumma Family and how they lived?
- 2) What would have been different about the map if it were drawn in 1862 instead of 1999?

## Teaching with Historic Places Lesson Plan

### Samuel Mumma House. National Register File No. 66000038

#### Determining the Facts

##### Reading 1: "A House was Burning"

Warned of the coming battle, Samuel and Elizabeth Mumma and their children fled their home two days before the battle. (Note: Samuel and Elizabeth Mumma had eleven children. Samuel also had five children with his first wife, Barbara, who died in 1833. Several of the younger children would have still been living at home in 1862). The Mumma family worshiped at the nearby Dunker Church. Dunkers (German Baptist Brethren) are pacifists. The Mummas left with the clothes on their back and little else. The family took refuge in a church a few miles north of the battlefield. Approximately two hours into the battle, several Confederate soldiers were ordered to burn the house, the barn, and most of the buildings on the farm. Fearful that Union sharpshooters would use the farm buildings as a strongpoint, the Confederates set fire to them. The column of fire and smoke was visible all morning above the battlefield. One Union soldier remembered, "Just in front of us a house was burning, and the fire and smoke, flashing of muskets and whizzing of bullets, yells of men ...were perfectly horrible."

When the Mummas returned home on September 19, they found only the charred remains of their house and barn. The Mummas were left with nothing. After the battle, the Mummas spent the winter at the Sherrick farm near Burnside Bridge and were able to rebuild in 1863. After the war, the Federal Government compensated residents for damage caused by Union soldiers. However, since the Confederates burned the farm, the Mummas received no compensation.



Samuel & Elizabeth Mumma, Antietam National Battlefield, NPS

*Teaching with Historic Places Lesson Plan*

*Samuel Mumma House. National Register File No. 66000038*



Waud, Alfred. Burning of Mr. Mumma's (sic) houses and barns at the fight of the 17th of Sept. 1862. Library of Congress.  
<https://www.loc.gov/pictures/item/2004660362/>

*Teaching with Historic Places Lesson Plan*

*Samuel Mumma House. National Register File No. 66000038*



Gardner, Alexander, photographer. Antietam, Maryland. "Ruins of Mumma's house on the battlefield." Sept. 1862. Library of Congress.  
<https://www.loc.gov/item/2018671846/>

## Teaching with Historic Places Lesson Plan

### Samuel Mumma House. National Register File No. 66000038

#### Questions for Reading 1

1) Teachers, show your students the drawing of the burning of the farm and the photo of the charred remains of the house on the previous pages. Before you show the students the claim below, ask the students what the Mummas would have lost during the battle when the soldiers burned their house and farm.

A DETAILED EVALUATION OF BATTLE DAMAGE TO THE MUMMA FARM IS FOUND IN CLAIM No. 334 CONGRESSIONAL CASE SUBMITTED BY SAMUEL MUMMA, JR., EXECUTORS OF SAMUEL MUMMA DECEASED VS. THE UNITED STATES FILED MAY 29, 1885, IN THE COURT OF CLAIMS:

ONE HOUSE DESTROYED BY FIRE 2000.00  
ONE BARN " " 1250.00  
ONE SPRING HOUSE AND HOG PEN 100.00  
STOCK TAKEN 460.00  
GRAIN OF DIFFERENT KINDS 537.25  
HOUSEHOLD FUNITURE AND CLOTHING 422.23  
FARMING IMPLEMENTS WAGON \_\_\_\_? 457.00  
FENCE DESTROYED 590.00  
HAY " 480.00  
LAND DAMAGED BY TRAVELING & BURIAL 150.00  
FIFTEEN CORDS WOOD 37.00

---

TOTAL \$7472.18

1-6-61

Proceedings of a Board of Survey convened in accordance with Special order No. 22, 1<sup>st</sup> Army Corps, dated October 6<sup>th</sup> 1862 to appraise damages on the property of different individuals near Sharpsburg Md.

The Board met in accordance with the above order on the property of Samuel Mumma and proceeded to appraise the following damages.

One House destroyed by fire	2000.00
One Barn " " "	1250.00
One Spring House & hog pen	100.00
Stock Taken	460.00
Train of different kinds	537.25
Household Furniture taken	142.40
Farming Implements, Wagon, &c	400.00
Fencing destroyed	500.00
Hay " "	480.00
Land damaged by traveling & burial	150.00
Fifteen cords wood	37.00
<b>Total Amount</b>	<b>\$ 7472.18</b>

This is to certify that after examining the property and reviewing the annexed schedule

Mumma claim for damages after the battle. Antietam National Battlefield. NPS.

## Teaching with Historic Places Lesson Plan

### Samuel Mumma House. National Register File No. 66000038

2) Use the links to the photographs below. How would temporary field hospitals in people's houses and barns, and shallow mass graves of soldiers in farmers' fields affect the civilians on the battlefield? (Hint: Think of the timing-September is harvest time. What about not having running water or flush toilets with all of these soldiers, horses, and mules in the area? What about communicable or water-borne diseases)?

#### Visual Evidence

- Gardner, Alexander. *Antietam, Md. Bodies of Confederate dead gathered for burial.* Photographed 1862.  
<https://www.loc.gov/pictures/collection/cwp/item/2018666242/>
- Gardner, Alexander. *Bodies of Confederate artillerymen near Dunker church.* Photographed 1862.  
<https://www.loc.gov/pictures/collection/cwp/item/2012647801/>
- Gardner, Alexander. *Antietam, Maryland. A lone grave.* Photographed 1862.  
<https://www.loc.gov/pictures/collection/cwp/item/2018671468/>
- Gardner, Alexander. *Keedysville, Md., vicinity. Smith's barn, used as a hospital after the battle of Antietam.* Photographed 1862.  
<http://www.loc.gov/pictures/item/2018666244/>
- Gardner, Alexander. *Keedysville, Md., vicinity. Confederate wounded at Smith's Barn, with Dr. Anson Hurd, 14th Indiana Volunteers, in attendance.* Photographed 1862.  
<https://www.loc.gov/pictures/collection/cwp/item/2018666243/>



## **Determining the Facts**

### **Reading 2: Slavery on the Mumma Farm**

Samuel Mumma, Sr., his wife Elizabeth (Miller) Mumma, and their children lived on this 150-acre farm. Samuel inherited the farm from his father Jacob around 1850. He donated the land on which the Dunker Church stands in 1851. Also living on the Mumma farm in 1850 were two slaves, Lucy Young, age twenty-eight, and Lloyd Wilson, age two. The Mummas were pro-Union, and as pacifist German Baptist Brethren (Dunkers) their religion prohibited them from owning slaves. The Brethren Church, at their 1782 annual meeting, wrote "Concerning the unchristian negro slave trade, it has been unanimously considered that it can not be permitted in any wise by the church, that a member should or could purchase negroes or keep them as slaves." (Note: "Negro" was a term used instead of "African-American" or "black" in the 18th century through the 1960's).

In 1856, Samuel set his two slaves free. Lucy Young's *Deed of Manumission* (Manumission is the act of setting a slave free) dated September 23, 1856, describes her as "about 28 years of age, five feet, five inches high, complexion dark, blind in the right eye, and has a wart in the palm of her left hand." The historic record unfortunately does not reveal Samuel Mumma's reasons for owning slaves, despite his Dunker beliefs. Due to the apparently short period of ownership, however, it appears that manumission may have been his motivation.

The *1860 U.S. Federal Census-Slave Schedules* still listed eleven year old Lloyd Wilson as enslaved on the Mumma Farm. Maryland law required him to stay with his owner until he reached the age of twenty-one. In 1862, at the time of the battle, Lloyd was thirteen years old. The new Maryland constitution in 1864 freed him at the age of fifteen. Whether he continued with the Mumma family is unknown. By 1870, he had left the Sharpsburg area. It is possible that the Mummas purchased him with the intention of setting him free on his twenty-first birthday. There is no evidence to support this specifically for the Mummas, but Dunkers were known to do this.

Although it seems unlikely that young Lloyd would have lived alone in separate slave quarters, the upper story of the stone springhouse on the farm at one point, housed enslaved people. The springhouse, located behind the Mumma farmhouse, originally had two rooms with a loft above. It is similar in design to the stone spring house/slave quarter found in the neighboring Roulette farm. When Confederate troops set fire to the Mumma farm on the morning of the battle, it destroyed the wooden upper story of the springhouse as well. Despite the massive damage done to their farm by the battle, the Mummas returned to rebuild their home, barn and other buildings.

## ***Teaching with Historic Places Lesson Plan***

### ***Samuel Mumma House. National Register File No. 66000038***

#### **Questions for Reading 2**

**1)** Why did the Emancipation Proclamation not free enslaved people in Maryland? If Lloyd Wilson tried to escape, what would he have to worry about if caught? What could happen to his family members if he was successful in running away?

**3)** In Sharpsburg and in much of central and northern Maryland, communities had both pro-Union and pro-Confederacy residents, and neighbors. The issue of slavery would have divided them. How do you think this impacted relationships in the community? What could happen if you did not get along with your neighbors?

#### **Visual Evidence**



**Mumma smokehouse with door on upper level to former slave quarters. (NPS)**

## Teaching with Historic Places Lesson Plan

Samuel Mumma House. National Register File No. 66000038

### Determining the Facts

#### Reading 3: A Soldier's Letter

Fourteen years after the burning of the Mumma Farm, James Clark, one of the soldiers who helped burn the Mumma Farm down, wrote a letter to the postmaster in Sharpsburg asking what had become of the family. Coincidentally, the postmaster in 1906 was Samuel Mumma, Jr., who had been a young man when his family's farm was destroyed.

Read the letter from James Clark. Afterwards, imagine you are Samuel Mumma, Jr. and respond to Sergeant Clark's letter. After you write your letter, read Samuel Mumma's letter in response.



Sergeant James F. Clark. Courtesy of Elizabeth Clark Gathright and Family.



Samuel Mumma, Jr. as a young man.

**Teaching with Historic Places Lesson Plan**

**Samuel Mumma House. National Register File No. 66000038**

**Soldier Letter Details Role in Burning the Mumma Farm**

New Bern, N.C. March 19, 1906

Postmaster Sharpsburg, Md.

Dear Sir:

Please be so kind as to give me the correct name of the man who owned or lived in the brick house that was burned at the Battle of Antietam or Battle of Sharpsburg, being called by both names.

I belonged to the 3rd North Carolina infantry, Colonel William L. Derassette, Ripley's Brigade, D. H. Hill's Division.

This house stood immediately in our front as the battle was being commenced and at times was in the enemy's lines. General Ripley, to prevent its occupation by sharpshooters and protect his officers from being picked off, ordered it burned. A volunteer call was made as to who would go and do it. Five or six privates from Company A volunteered and I took charge of hem, being at that time, Sergeant Major of the Regiment. After firing the house we all got back to our lines, myself being the only one hurt. Ripley ordered me to carry orders down to his line to 44th and 48th Georgia Regiments to come up and take a rail fence in their front. He was shot soon after I left him. I carried the orders down to the Georgia troops and being weak from the loss of blood, went off the field by an old Church and on to our hospital. Then a women, young and beautiful and blackhaired, helped to bandage my arm. I have often wondered if she was any of the family and where they went when caught between the lines of battle. I wish to write up the particulars of the event truthfully and there are some particulars about the family I would like to have.

On the next campaign, Gettysburg, by the command to which I belonged, we assisted to capture General Milroy at Winchester, Virginia, and I had to lay up for repairs and did not get any further.

My brother, now deceased, said that he saw the old gentleman, or thought he talked with the owner of the house burned, and said that he hoped the next time they fought, they would get out of his cornfields, as he gathered no corm or crops that year.

Hoping to hear from you with a line of particulars as to where the family went that morning September 17th, 1862,

I am,

Yours respectfully and truly, James F. Clark,

Late Sergeant Major

3rd North Carolina Regiment

## ***Teaching with Historic Places Lesson Plan***

***Samuel Mumma House. National Register File No. 66000038***

### **Samuel Mumma, Jr's Response to Soldier's Letter**

Sharpsburg, Maryland March 22, 1906

Mr. James F. Clark New Bern, N. C.

Dear Sir:

In reply to your letter of March 19th asking for some information concerning the burning of the brick house on September 17th, 1862, I will say that the house referred to was owned by my father, Samuel Mumma, Sr.

The house, a large brick colonial one, near the Dunkard Church, was burned at the Battle of Antietam.

My father was told that the family had better get away, so we left on Monday afternoon the 15th, took nothing with us as they were cannonading then and we were afraid that there would be a battle at once. Some clothing was gotten together and the silverware was packed in a basket ready to take, but in our haste to get away, all was left behind.

Father and mother and the younger children left in the two-horse carry-all (the older children walking as there was a large family) going about 4 miles and then we camped in a large church called the Manor Church, where many others also congregated.

On Tuesday evening a friend and I came back to the house, thinking to get some clothing but found that everything of value had been taken. I then started for Sharpsburg and at the ridge on the field above our house, where the line had formed, General D. H. Hill and some other officers had me brought to them, and questioned me as to whether I was a member of that family. They then asked me about different roads to the Antietam Creek. I gave them a correct statement although I was a Union boy. After we left, my older brother Daniel came back to the house and went to bed. Towards morning some officers knocked at the door and Daniel being young also, was afraid to open the door and jumped out the back window, leaving it up and spent the remainder of the night in the upper room of a stone building that was once used by slaves. The next day he went to Sharpsburg. That morning the house and barn were burned but we were told that General Richardson's Battery (a Union General) had shelled the house and barn and burned them.

Our family then went to a friends house until spring. In the spring of 1863 we rebuilt our house and had just moved in a few weeks before the army went to Gettysburg.

As they were passing through to Gettysburg, an officer approached me and asked me if I knew who had burned that house. I told him that I did not. Then he told me that he and eight other men were detailed by General Ripley to burn the house and that he had picked up a chunk of fire from where they had been cooking and had put it in an open window on to a bed. He told me the color of the quilt and the shape of the bedstead.

We lost crops, fencing and everything, all amounting from \$8000.00 to \$10,000.00 and were never recompensed as the Government claimed it was damaged by being right in the heart of the battle.

## Teaching with Historic Places Lesson Plan

### Samuel Mumma House. National Register File No. 66000038

As well as I can remember, the hospital you spoke of must have been at the home of one Harry Reel, southwest of the old Dunkard Church. He had a daughter with black hair. She is now dead and the rest of the family have moved west. That was the nearest hospital that I knew of.

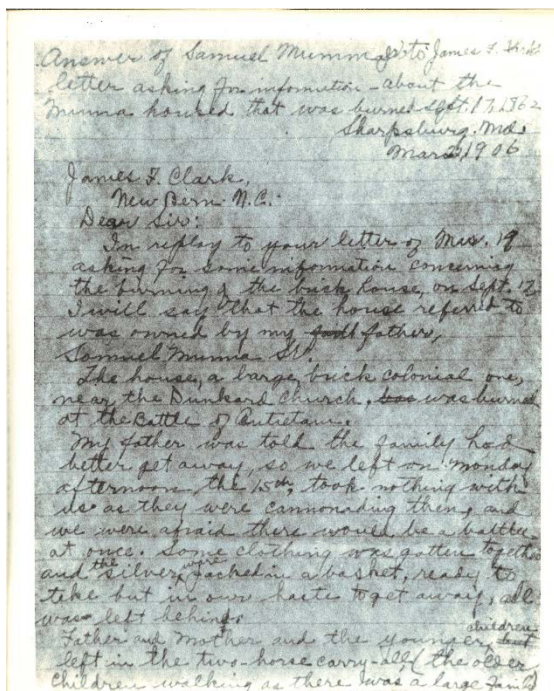
As to your burning our house, we know that in doing so, you were carrying out orders. Enclosed find a few souvenir postals of the battle. Hoping that these points will help you in your work, I am,

Sincerely,

Samuel Mumma, Jr., P.M. (Postmaster), Sharpsburg, Md.

#### Questions for Letters

- 1) Why did the soldier send the letter to the postmaster in Sharpsburg? Why did Sergeant Clark wait until 1906 to write it?
- 2) How was the letter you wrote to James Clark different from the one Samuel Mumma wrote?
- 3) Do you think Samuel Mumma's religious beliefs as a Dunker had an impact on his response to Sergeant Clark's letter?



First page of Samuel Mumma, Jr.'s response to James Clark. Antietam National Battlefield. NPS.

## **Putting it all Together-Concluding Activities**

1) **Architectural Drawings:** Review these architectural drawings of the Mumma Farm on the Library of Congress website:

Historic American Buildings Survey. *Northeast and southwest elevations; longitudinal section - Mumma Farm, House, Smoketown Road, Sharpsburg, Washington County, MD.* HABS MD,22-SHARP.V,30A- (sheet 3 of 5).

<https://www.loc.gov/pictures/item/md1112.sheet.00003a/>

Historic American Buildings Survey. *Northwest and southeast elevations; porch balustrade and brackets - Mumma Farm, House, Smoketown Road, Sharpsburg, Washington County, MD.* HABS MD,22-SHARP.V,30A- (sheet 4 of 5).

<https://www.loc.gov/pictures/item/md1112.sheet.00004a/>

Historic American Buildings Survey. *Basement and first floor plan - Mumma Farm, House, Smoketown Road, Sharpsburg, Washington County, MD.* HABS MD,22-SHARP.V,30A- (sheet 1 of 5). <https://www.loc.gov/pictures/item/md1112.sheet.00001a/>

Find a historic site or building in your community. Sketch a site plan/map of the grounds or area with buildings and other features. Draw a picture of the building or site on graph paper, try to use actual measurements and draw the structure to scale (make sure you ask for permission from the property owner if you need to take measurements with a measuring tape). Include sketches or photos of any important architectural or historic features.

2) **Investigate a Historical Site in Your Community:** Imagine you are a State Historic Preservation Officer. Your job is to investigate a historical site, building, or structure in your community. You have to evaluate it to see if it is significant enough to add to the National Register of Historic Places. Write a one to two page essay that supports your argument as to whether or not it is worthy of preservation. First, you will have to describe the building, structure, or site. Then research to discover what the history of the building, site, or structure is. You can get help for this from local historical groups, museums, and libraries. You can also interview older residents of your community who might remember things about the place you are studying. Describe the condition of the building or site you are studying. Explain why it should be added (or not added) to the National Register of Historic Places. If you think it is significant, make recommendations for preservation work that needs to be done to protect it.

3) **Analyze the Mumma Claim for Damages:** Read the entire Mumma damage claim record. Using the claim record, write a one page essay about the Mumma family and their farm using the information you can interpret from the claim. Ideas to help you get

## Teaching with Historic Places Lesson Plan

### Samuel Mumma House. National Register File No. 66000038

started: What were the contents of the Mumma House and what would the farm and barnyard have looked like? What products were the Mummas growing on the farm? How do you think the different spaces on the farm would have been used? How do you think labor would have been divided up? What were the sights, sounds, and smells at the farm? How much would all of these losses be in today's money? (Note: The claim retains its original spelling and arithmetic).

A detailed evaluation of battle damage to the Mumma farm is found in Claim No. 334 Congressional Case submitted by Samuel Mumma, Jr., Executor of Samuel Mumma Deceased vs. The United States filed May 29, 1885, in court of claims:

One House destroyed by fire		2,000.00
One Barn " "		1 250.00
One Spring House & hog pen		100.00
Stock taken		460.00
Grain of different kinds		537.25
Household Furniture Clothing &c		1 422.43
Farming Implements Wagon		457.50
_____?		
Fence destroyed		590.00
Hay " "		480.00
Land damaged by traveling & Burial		150.00
Fifteen Cords Wood		37.00
		<hr/>
		\$7 472.18

A further breakdown of losses shows:

288 Panels P. fence		360.00
1 062 " Worm		477.90
16 Acres corn	13.20 \$	355.00
16 Acres fodder	5.00	88.00
100 Bush. I. Potatoes	1.00	100.00
10 " S "	1.50	15.00
75 " Apples	.50	37.00
6 Steers	20.00 \$	150.00
2 Calves	6.00	12.00
2 Colts	30.00	60.00
1 Horse	100.00	100.00
9 Shoats	3.00	27.00
9 Hogs	10.00	90.00
8 Sheep	5.00	40.00



## Teaching with Historic Places Lesson Plan

Samuel Mumma House. National Register File No. 66000038

200 Chickens	.15	30.00
12 Turkeys	.50	6.00
2 Ducks	.25	.50
2 Gardens	10.00	20.00
1 House		2 000.00
12 Bedsteads	4.00	48.00
12 Beds	16.70	240.00
10 Quilts	10.00	100.00
12 Sheets	1.75	21.00
20 Pr. Slips	.50	10.00
36 Towels	.12 1/2	4.50
80 Yds. 3 ply carpet	1.14	91.20
164 " Carpet	.40	65.60
17 " Oilcloth	1.12 1/2	19.12
3 Bureaus	12.00	36.00
1 Secretary	15.00	15.00
1 wardrobe		14.00
2 Chests		6.00
2 Corner cupboards	3.00	6.00
3 Safes	@15.00	15.00
3 Winged Tables	5.00	15.00
2 Stands	1.25	2.50
3 Washstands & pitchers	1.25	3.75
3 Washstands	1.50	4.50
1 Parlor Stands	6.00	6.00
1 Eight Day clock		12.00
7 Looking Glasses	1.50	10.50
6 Cane bottom chairs	2.00	12.00
1 Rocking Chair		7.00
30 Chairs	.50	15.00
1 Lounge		2.00
1 Lot of Books		10.00
1 Pr. Blinds		5.00
4 Oilcloth Blind	1.00	4.00
3 Tinplate Stoves	10.00	30.00
1 Drum		4.00
1 Parlor & Cook Stove		20.00
1 Set China Dishes		12.00
1 Tea Set – China ware		15.00
1 Set. common Dishes		7.00
1 Doz. Goblets		3.00
2 1/2 Doz. Tumblers	.10	30.00
1 " Stem Glasses	.05	.60
3 " Knives & forks	3.00	9.00
10 Silver T. Spoons	1.00	10.00
6 Plated Table spoons		2.40

## Teaching with Historic Places Lesson Plan

Samuel Mumma House. National Register File No. 66000038

8 Glass Dishes		
3 Doz. common spoons	.50	1.50
1 B. Butter Knives	.50	1.00
1 " Salt Spoons	1.00	1.00
4 Set Salt & Peper boxes	.31 1/4	1.25
Kitchen furniture		25.00
100 # Sugar	@ .10	10.00
12 # Coffee	" .15	1.80
19 Stone Jars	.12 1/2	2.37
10 Glass Jars	.15	1.50
1 Doz. large crocks	.25	3.00
1 1/2 " "	.08	6.24
12 Crocks preserves	1.00	12.00
12 " Marmalad	1.00	12.00
8 " Applebutter	.75	6.00
3 Firkens lard 200#	@ .7	6.00
225# Bacon	@ .10	C 22.50
4 Bbls Vinegar	@ 5.00	20.00
16 Gal. Wine	1.50	24.00
8 Empty Barrels	.50	4.00
1 Vinegar Hhd.		2.00
1/2 Barrell Pickels		4.00
7 Washtubs	.50	3.50
1 Washing Machine		3.00
1 Churn		1.50
2 Copper Kettles	5.00	10.00
5 Sacks Salt	2.00	10.00
5# Pepper	.25	1.25
1 Sausage Grinder & Stuffer		3.00
1 Lard Press		.75
2 Side Saddle	10.00	20.00
5 Riding Bridles	1.00	5.00
60 bags	12 1/2	7.50
1/2 Bbl Tar		2.00
60# Tallow	.10	6.00
150# Hard Soap		10.50
1 Bushell Dried corn		2.00
1 " " apples		1.00
1/2 " " peas		1.50
1/2 " " beans		.75
1 3/4 " " cherries		4.00
108 Yds Muslin	@ .20	21.60
100 " Calico	" .15	15.00
12 " Cottonades	.25	3.00
12 " Cassinett	62 1/2	7.50
4# S Yarn	@ 1.00	4.00

## Teaching with Historic Places Lesson Plan

Samuel Mumma House. National Register File No. 66000038

3 Shawles	5.00	15.00
1 Crape Shawl		15.00
10 Square #		30.00
5 Cloaks		50.00
Made clothing for the family		500.00
1 Set of Matirs		3.00
1 Barn destroyed		1 250.00
McCormick R		50.00
1 Wheat Drill		35.00
2 Grain Rakes		20.00
1 Wheat Fan		20.00
Threshing Machine		10.00
1 Wheat Shcreen		6.00
Lot of forks		6.00
6 Plows		12.00
6 Set Wagon Gear		60.00
5 " Plow "		12.00
7 Halters		7.00
1 Set C. Gear		2.00
2 Wagons	72.50	145.00
Shop Tools		20.00
1 Cutting Box		3.00
2 Setts Harness		20.00
1 Set Buggy Harness		25.00
80 Bush. Wheat in Barn		100.00
20 " Rye	.75	15.00
25 " Corn	.65	16.25
35 Ton Hay Burned	12.00	420.00
11 " "	8.00	88.00
75 Bundles R Straw	.70	5.25
1 Hog Pen		50.00
1 Springhouse		100.00
75 Bush. Wheat taken from stack		93.75
49. Acres of Ground encumbered so that it cannot be seeded	@ 10.00	490.00
		<hr/>
		\$7 820.63
5 Sleigh Blankets	@ 4.40	22.00
1 Buffalo Robe		3.50
3 Bush. Baskets	.40	1.20
4 Market "	.50	2.00
1 wool wheele		.50
1 Real		1.00
2 Ottomans	5.00	10.00
15 Tons Straw	6.50	97.50
Pasturing on farm		50.00

**Teaching with Historic Places Lesson Plan**

**Samuel Mumma House. National Register File No. 66000038**

For roads through farm		15.00
15 cords woods		45.00
4 Hogs	10.00\$	40.00
Injury done to Carrage		10.00
1 Large Map U.S.		7.00
2 Flutes	5.00	10.00
1 Music Box		5.00
1 Wheele barrow		3.25
2 Carrage Whips	1.50	3.00
3 Riding Whips	.50	1.50
2 Glass Lamps		3.50
		<hr/>
		330.95
After addition of five hundred Dolls		
Allowed for Made Clothing &c		500.00

## Teaching with Historic Places Lesson Plan

Samuel Mumma House. National Register File No. 66000038

### References and Contributing Resources

Earnst, Kathleen A. *Too Afraid to Cry: Maryland Civilians in the Antietam Campaign*. Mechanicsburg: Stackpole Books, 1999. Well researched book on the aftermath and civilian impact of the Battle of Antietam.

Walker, Keven & Kirkman, K, C. *A Guide to the Battlefield Landscape: Antietam Farmsteads*. Sharpsburg: Western Maryland Interpretive Assoc. 2010. A Guide to the Antietam Farmsteads, includes descriptions, maps, and photographs of the farms at Antietam and illustrates the farms' connections to the battle.

Wallace, Edith B. "Reclaiming forgotten history: Preserving rural African-American cultural resources in Washington County, Maryland." Master's Thesis, Goucher College, 2003.

### Additional Online Resources

Historic American Buildings Survey. Cover sheet - *Mumma Farm, Smoketown Road, Sharpsburg, Washington County, MD DRAWINGS FROM SURVEY HALS MD-2*. <https://www.loc.gov/resource/hhh.md1654.sheet/?sp=1&st=single>  
Additional drawings and site maps of the Mumma Farm.

Historic American Buildings Survey, Creator, Joseph D Balachowski, Leslie P Tergas, Stephen T James, and Tina L Fong, Boucher, Jack E, and Lowe Lowe, photographer. *Mumma Farm, House, Smoketown Road, Sharpsburg, Washington County, MD. Maryland Sharpsburg Washington County, 1933*. Documentation Compiled After. Photograph. <https://www.loc.gov/item/md1112/>  
Additional Photos of the Inside and Outside of the Mumma House.

National Park Service. *Mumma Farmstead Cultural Landscape, Antietam National Battlefield*. <https://www.nps.gov/articles/600030.htm#4>. National Park Service webpage with information about the Mumma Farm Cultural Landscape report. Page has links to other useful sites including National Register nominations.

National Park Service. *Teaching with Historic Places Website*. <https://www.nps.gov/subjects/teachingwithhistoricplaces/index.htm> Teaching with Historic Places (TwHP) uses historic places in National Parks and in the National Park Service's National Register of Historic Places to enliven history, social studies, geography, civics, and other subjects. TwHP has created a variety of products and activities that help teachers bring historic places into the classroom.

## ***Teaching with Historic Places Lesson Plan***

***Samuel Mumma House. National Register File No. 66000038***

National Park Service. *Teaching with Museum Collections. Lesson Plans.*

[https://www.nps.gov/museum/tmc/tmc\\_links.html](https://www.nps.gov/museum/tmc/tmc_links.html)

Wallace, Edith. *Contradictions and Divided Loyalties: Slavery on the Antietam Battlefield.*

<https://www.nps.gov/anti/learn/education/classrooms/upload/Contradictions-and-Divided-Loyalties-508.pdf>. This is a companion guide to the park auto tour for school groups. It explains Maryland's role as a border state during the Civil War and tells the story of the African-Americans (both free and enslaved) living on the battlefield. pdf, 10 pages.