

“The Life of a Civil War Soldier” Traveling Trunk



TEACHER'S GUIDE

GETTYSBURG NATIONAL MILITARY PARK

In 1864, before the American Civil War had even ended, the Gettysburg Battlefield Memorial Association was formed. Its primary goal was to acquire and preserve significant land sites that witnessed the Battle of Gettysburg in July of 1863. The Association performed these duties for over 30 years. In 1895 the United States War Department became the next official caretaker of the battlefield. At that time the government land holdings at Gettysburg amounted to approximately 523 acres.

In 1916 the National Park Service was formed, and consisted of mostly large natural historic parks in the western half of the country. Historic sites of national significance were placed under the National Park Service in 1933. Today, the Gettysburg National Military Park consists of better than 6,000 acres on which nearly 1,400 various monuments, markers, and cannon dot the landscape.

The mission statement for Gettysburg National Military Park is:

*To preserve and protect the resources associated with
the Battle of Gettysburg and the Soldiers' National Cemetery,
and provide understanding of the events that occurred here,
within the context of American History.*

The park and Soldiers' National Cemetery are intended to serve as both a tribute and reminder of the events that took place at Gettysburg in 1863.

NATIONAL PARK SERVICE



The National Park Service is a bureau within the United States Department of the Interior, and is:

*Dedicated to conserving unimpaired the natural and cultural resources and values of the
National Park System for the enjoyment, education, and inspiration of this and future
generations. The Service is also responsible for managing a great variety of national and
international programs designed to help extend the benefits of natural and cultural resource
conservation and outdoor recreation throughout this country and the world.*

There are over 400 units of the National Park Service system nationwide. These units include parks, historic sites, recreation areas, preserves, seashores, lakeshores, scenic rivers, and scenic trails. Thus the National Park Service is the steward of the nation's natural and cultural heritage. It holds in trust not only the awe-inspiring splendor of the Grand Canyon and the majesty of Mount McKinley, but also ancient Native American ruins and many hallowed battlegrounds.

The preservation of these national symbols depends on the successful interpretation of their messages to each generation of Americans.

CREDITS & ACKNOWLEDGEMENTS

We would like to acknowledge the creative and financial contributors to the original Traveling Trunk program and the contributors of its successive expansions.

Joe Onofrey, Education Coordinator, Gettysburg National Military Park, and **Jim Roubal**, classroom teacher and Licensed Battlefield Guide conceived of the original program and wrote this guide in conjunction with the following advisors: **Nancy Heverly**, **Bob Appleton**, **Lyne Aurand**, **Pat Conrad**, **Richard Megela**, **Barbara Onofrey**, and **Bob Steenstra**. Subsequent stations, lessons and films were produced by **Barbara J. Sanders**, Education Specialist, Gettysburg National Military Park.

Financial contributions were made to honor the following benefactors:

- the late **Joan Haines** was an avid student of Civil War history and felt a special attachment to the Gettysburg battlefield;
- the family members of **Mr. Daniel Engelhardt** also made a generous contribution to this project;
- the project was initially financed largely through a grant from the “**Parks as Classrooms**” initiative.



The first program expansion, to meet the growing demand of the program in schools across the country, was made possible through the financial support of **Columbia Gas of Pennsylvania** with the help of the **Friends of the National Parks at Gettysburg**.



A second program expansion was coordinated by **The Gettysburg Foundation**, with the financial contributions of the following:

- **The Tim and Joni Woofter Family Foundation;**
- **The 69th Pennsylvania Volunteer Infantry Inc. Civil War Reenactors;**
- **The Degenstein Foundation**

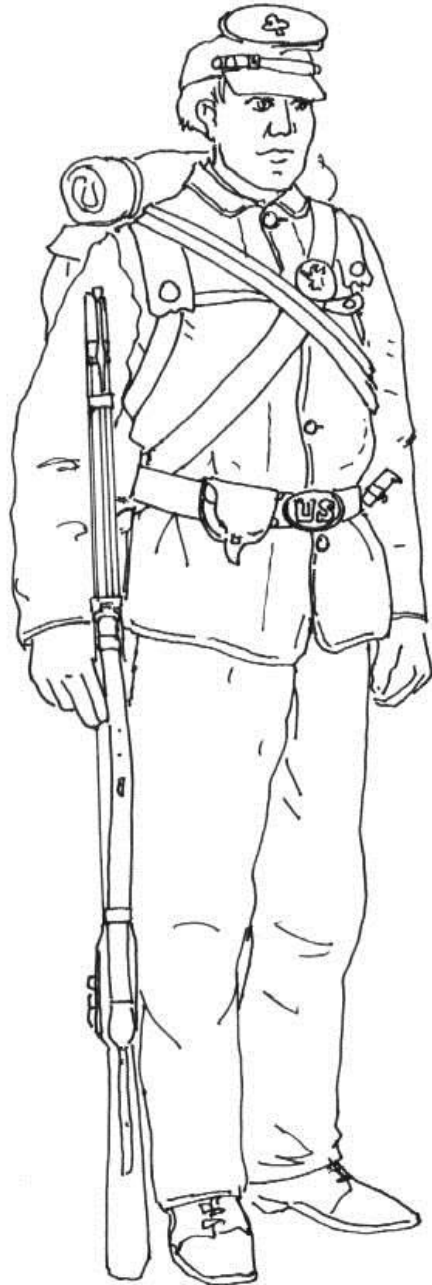
The “Life of A Civil War Soldier” traveling Trunk program is currently supported by:

- **The Gettysburg Foundation;**
- **The Ford Motor Company Fund.**

Scholarships for schools to receive the trunk have been generously provided by:

- **The 69th Pennsylvania Volunteer Infantry Inc. Civil War Reenactors.**

“The Life of a Civil War Soldier” Traveling Trunk



TEACHER’S GUIDE



United States Department of the Interior

NATIONAL PARK SERVICE

GETTYSBURG NATIONAL MILITARY PARK EISENHOWER NATIONAL HISTORIC SITE
Gettysburg, PA 17325 Gettysburg, PA 17325



K1815

September 10, 2008

Dear Teacher,

Gettysburg National Military Park is pleased to provide you and your students with our “Life of a Civil War Soldier” Traveling Trunk. Hopefully it will enrich your studies of the American Civil War, providing your students with added insights into this American tragedy.

The contents of the trunk are meant to motivate students to reflect on the life and times of Civil War soldiers. Through various clothing items, military accouterments, pastime activities, photographs, music, literature, and film segments students will be able to better appreciate what the daily life of a Civil War soldier was like.

Various lessons and activities have been included in the trunk. We encourage you to use these at your discretion, realizing of course that your school will only be keeping the trunk for two to three weeks.

Before and after using the Traveling Trunk, please conduct an inventory. An inventory sheet can be found in an envelope inside of the trunk with your school’s name on it. The contents of the trunk have been inspected and initialed by a person at the park. Please contact us if anything is damaged or lost while the trunk is in your possession. The trunks were designed with children in mind so we do anticipate some wear and tear. A member of our education staff may be at (717) 334-1124 ext. 3151.

Traveling Trunks are excellent supplements to a class curriculum. Those of us at Gettysburg National Military Park hope you find the trunk useful. Please feel free to comment on the evaluation sheet once you are ready to return the trunk to us. Place the evaluation sheet along with the completed inventory sheet back in the envelope and into the trunk. Good luck and enjoy the experience!

**Barbara J. Sanders
Education Specialist**



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Approach of the American Civil War

After the Constitution was adopted in 1789, creating one nation, differences between the states were worked out through compromises. By 1861 the following differences between the Northern states (which included the mid-western and western states) and the Southern states had become so great that compromise would no longer work. Thus, a conflict started within our nation that is called the Civil War.

TARIFFS

For more than 40 years arguments between the North and South had been growing. One of these quarrels was about taxes paid on goods brought into this country from foreign countries. This kind of tax is called a tariff. In 1828 Northern businessmen urged passage of the “Tariff Act”. The purpose of the law was to encourage the manufacture of products in the United States, and to encourage the South to buy these products from the North instead of from Europe. It angered the Southern people to have to pay more for the goods they wanted from Europe or pay more to get the goods from the North. Either way the Southern people were forced to pay more because of the efforts of Northern businessmen. Though most tariff laws had been changed by the time of the Civil War, the white Southern population still remembered how they had been treated by the Northern people.

STATES’ RIGHTS

In the years before the Civil War, the balance of political power in the Federal government, centered in Washington D.C., was changing. The Northern and Mid-Western states were becoming more and more powerful as their populations increased. This meant that the Southern states were losing political power. Just as the original thirteen colonies fought for independence almost 100 years earlier, the Southern states felt a growing need for freedom from the central Federal government. They felt that each state should make its own laws. This issue was called “states’ rights”. Some Southern states wanted to secede, or break away, from the United States of America and govern themselves.

SLAVERY

The main quarrel between the North and the South was over the issue of slavery. This was a very emotional debate, and one that cannot be separated from the others. Farming was the South’s primary industry and cotton was the primary farm product. Not having the use of machines, it took a great amount of human labor to pick cotton. A large number of slaves were used to provide labor. Many slaves were also used to provide labor for the various household chores that needed to be done. Some Northerners thought that owning slaves was wrong, for any reason, and they loudly disagreed with the South’s laws and beliefs concerning slavery. Yet slavery had been a part of the American way of life for over 200 years. The Constitution of the United States of America guaranteed the right to own property and protected against its seizure, or take-over. A slave was property in the eyes of many. The people of the Southern states did not like the Northern people telling them that owning a slave was a great wrong. A person believed that slavery was either right or wrong. So how could two people arguing over such an issue compromise?

ELECTION OF LINCOLN

Abraham Lincoln was elected President of the United States in 1860. He vowed to keep the country united and the new western territories free from slavery. Despite Lincoln's promise to not interfere with slavery in the South, many white Southerners were afraid that he was not sympathetic to their way of life and would not treat them fairly. Lincoln's political views on slavery were evolving, but at this point he was primarily concerned with keeping the United States together as one nation.

SECESSION

South Carolina was the first state to secede, or break away, from the United States soon after the election of Abraham Lincoln. Six other Southern states quickly followed and also seceded. These states joined together and formed a new nation that they named the Confederate States of America. Jefferson Davis was elected their president. On April 12, 1861 the Confederate States of America bombarded Fort Sumter in South Carolina, which was held by Federal (Union) troops and flew the United States flag. As open conflict increased, other states seceded and joined the Confederacy. The fighting of the Civil War had begun.

Note: For more detailed and interactive lessons and maps on both the Battle of Gettysburg and the Causes of the Civil War, please download the "Pickett's Charge" pdf on our website at www.nps.gov/gett/forteachers... click on "Curriculum Materials".

The Battle of Gettysburg

In the spring of 1863, the Confederacy found itself in a situation that called for action. The Confederate Army of Northern Virginia, commanded by General Robert E. Lee, had defeated the Union forces at Fredericksburg in December of 1862, however December was not the optimal time to give battle. At Chancellorsville in May of 1863, the Confederates again defeated the Union forces but the situation gave Lee little chance to follow up his victory. First of all, he was without a third of his army, and secondly his army would have had to cross a river in three places to resume the fight.



JUNE 1863

Lee, therefore, began moving his army north in early June, hoping to draw his enemy to a better battleground and also to find desperately needed supplies in the rich Pennsylvania farmlands, which up until then had not been damaged by the war like the Virginia farmlands. Lee also reasoned that one or more decisive victories would increase pressure on the U.S. government to seek a peace agreement with the Confederate States. Thus, Lee and his army moved into Pennsylvania during June and eventually converged in Chambersburg, about 22 miles west of Gettysburg.

JULY 1, 1863



Neither General Lee nor General George Meade, new commander of the Union Army of the Potomac, had anticipated a battle at Gettysburg on July 1. But chance, and a solid road network, brought the two forces together. This first day's battle was a definite, but indecisive victory for the Confederates. They came with greater numbers initially from the west and the north, pushing the Union forces back through town. The Union troops retreated but regrouped on the high ground south of town – on Culp's Hill, Cemetery Hill, Cemetery Ridge, and Little Round Top – and formed a long defensive line shaped like a fishhook.

JULY 2, 1863

On July 2, the Confederates struck both ends of the Union line. They hit hard, first at Little Round Top, the Peach Orchard, the Wheatfield, and Devil's Den. Then they struck at Culp's Hill and Cemetery Hill. But with high ground and craggy rock formations in their favor, the Union troops held out against these attacks, and the Confederate forces fell back and reformed once again along Seminary Ridge.

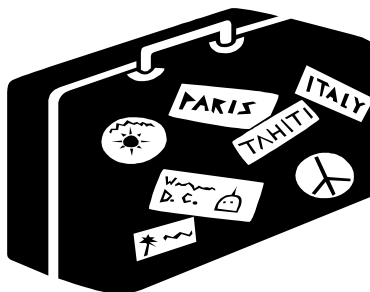
JULY 3, 1863

On July 3, General Lee again attacked the Union forces. But this time he struck at the center of the Union line since the fighting on the previous day had demonstrated the strength of the Union flanks or ends. In this massive assault, now popularly known as Pickett's Charge, the Confederates attacked the Union troops on Cemetery Ridge. But the Union soldiers, after a horrific but courageous fight from both sides of the battle line, held once again and pushed the Confederates back to their original position on Seminary Ridge. The Battle of Gettysburg was over.

1863-1865

The remnants of the Confederate army retreated back to Virginia with the Union army in slow, but persistent, pursuit. The three-day battle left a staggering toll of 51,000 casualties (wounded, killed, missing, or captured), divided nearly equally between the two armies. The Confederates never again reached the military strength that they held at Gettysburg, yet the war raged for two more long years.

“Life of a Civil War Soldier” Traveling Trunk Program



THEME: Through the traveling trunk experience, the daily life of a Civil War soldier can be reconstructed.

GOAL: The goal of this traveling trunk is to:

- instill an interest in the American Civil War;
- stimulate interest in the life of a Civil War soldier;
- contemplate how desirable soldier life was during this era;
- enhance an appreciation for the National Park's role as a preserver of our American heritage.

OBJECTIVES:

After using the trunk, participants will be able to:

- 1.) describe the clothing and equipment utilized by a Civil War soldiers;
- 2.) identify with the many hardships that encompassed a Civil War soldier's life;
- 3.) draw comparisons between our modern day soldiers and those from the 1860s;
- 4.) identify the causes that lead to this country's Civil War;
- 5.) comprehend the significance of the battle of Gettysburg in relation to the rest of the American Civil War;
- 6.) develop an understanding of the National Park Service's role in preserving our country's heritage.

“Life of a Civil War Soldier”

Traveling Trunk Program

SET-UP INSTRUCTIONS & OPENING LESSON

- The contents of the trunk are best displayed if you are able to set the items **at six (or seven) tables or station areas** in your classroom. The **student activity sheets** can be placed at each of these tables. Ideally only three to five students are at each table. Prearrange how you plan to subdivide your class into those groups, considering ability level, behavior concerns, etc.
- Each group begins at one station or table area and then is required to move, after an appropriate amount of time, to the next site. It is probably best to allow between fifteen and twenty minutes for each area but your time and space considerations will help you to decide how best you want to display and move the students from one location to another.
- Since it requires time to set everything up and these items *shouldn't remain unattended*, one extended time slot would be the best. A teacher able to block out ninety minutes of time will probably be in a position to complete the stations (table) activities in a given day. This works well for the classroom teacher that has the same group of students for the entire day.
- If, however, you happen to have sections of students for Social Studies it poses a different problem. Twenty minutes of instruction followed by another twenty or twenty-five minutes of activity at a table area would allow a teacher an opportunity to rotate a new group of students each day to another table or station area. Each of you will have to determine what will work best for your particular situation.

You may also choose to only display certain items each day and perhaps some activities will not be possible with your class. We tried to provide an assortment of things to do. Perhaps the best suggestion for initial presentation to your students might be to read a selection from Karen Weinberg's Window of Time, pages 1–8. This will help draw your students into the excitement of opening the trunk for the first time.

Before the students actually have an opportunity to handle any items, however, it is suggested that you strongly emphasize the need for the students to be careful with all of the items contained in the trunk. We have included a covenant that we encourage your students to read and sign. It would also be advisable for you to have one or two students volunteer to become quartermasters. They would then be able to do a daily inventory of the trunk's contents, thereby keeping you better informed. Once the trunk has been opened and some of the contents inspected, consider dressing one of your students in front of the class. The clothing items were tailored to fit a young person. For more information on the manner in which the clothing items should be worn check for the enclosed activity entitled, “Dressing a Civil War Soldier”.

Another suggested introductory activity for the trunk, and for each day, is to watch and discuss segments in the accompanying “You Are A Soldier” DVD; its Discussion Guide begins on page 60.

When you are finished illustrating to the class what a soldier looked like it will be time to have the students begin at each of the six station (table) areas. Keep in mind that Station (Table) 1 will consist of the clothing items mentioned for that lesson and the other military accouterments will need to be relocated to the Station (Table) 2 area. When these items have been placed at the other locations, have your pre-selected groups move to their beginning site. You will be ready to begin.

CIVIL WAR SOLDIER COVENANT

We, the students and teachers of _____ (school) do solemnly swear to handle all the contents of this trunk with extreme care. We realize that it is our duty to help protect and preserve these items just as it is the duty of our National Park Service to protect and preserve our national treasures.

I hereby sign my name to this covenant as visible proof of my loyalty and devotion to the proper maintenance of this trunk.

01.	21.
02.	22.
03.	23.
04.	24.
05.	25.
06.	26.
07.	27.
08.	28.
09.	29.
10.	30.
11.	31.
12.	32.
13.	33.
14.	34.
15.	35.
16.	36.
17.	37.
18.	38.
19.	39.
20.	40.

QUARTERMASTER VOLUNTEERS

Quartermasters are in charge of providing soldiers with equipment, clothing and other necessities. Quartermasters can be assigned by the teacher for each class or section.

I hereby volunteer to assist my teacher by keeping a daily inventory of all the trunk's contents. I will check that all trunk items are present, in good condition and are at their proper location. If anything appears incorrect I will notify my teacher immediately.

Signed: _____ date: _____

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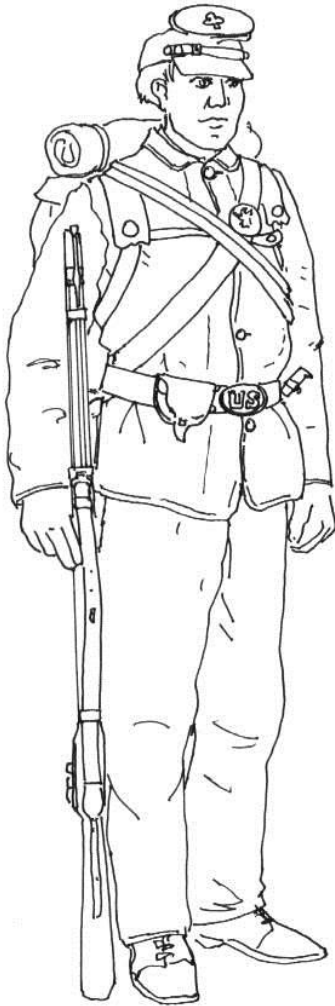
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Signed: _____ date: _____

DRESSING THE STUDENT



The clothing items provided in the Civil War Trunk should be large enough to fit over an existing student's clothing (choose a small to average-sized student).

The first item your student can put on is the **cotton shirt**. The fact that the shirt is made of cotton could be used as an introduction into the causes of the Civil War.

Certainly, the plight of the African Americans worsened as it was their slave labor that was used to grow and harvest the cotton. The issue of tariffs and how they affected the cotton trade with Europe certainly did contribute to the growing controversy between the North and the South especially as it related to the issue of states' rights.

Once your student has removed his or her shoes the **woolen pants** can be pulled on over their existing clothes. The **suspenders** can be drawn over the shoulders and at this point it would be appropriate to mention that belts were rarely used to hold up a pair of pants in those days. Other items were often attached to belts as the students will soon see.

The **sack coat** can be slipped into next, and buttoned completely, followed by putting on the **brogans** (shoes). The use of the **woolen socks** is optional.

This can be followed with the **cartridge box** being slung over the soldier's left shoulder, with the cartridge box itself resting on the right hip. The **canteen** and **haversack** (fully loaded) can be slung over the right shoulder with both items resting on the left hip. The **waist belt, with cap box**, can be drawn in around the waist over the cartridge box strap. The **belt** is used to keep this item from moving about.

The **bed role** consists of the wool blanket on top of the rubber blanket, rolled up with the ends tied together with rope; all that the soldier has to do then is slip it over his or her head allowing it to run diagonally from the left shoulder down to the right hip. The knapsack was not included in the trunk due to its imposing size.

Last but not least the **kepi** can now be placed on your soldier's head. Obviously, the **rifle** and **bayonet** can not be included in our trunk but fully equipped a soldier was often carrying better than forty pounds of additional weight.

“Life of a Civil War Soldier” Traveling Trunk Program



Station Lessons and Activities

TABLE 1 – Clothing – Teacher’s Instructions

CLOTHING OF A CIVIL WAR SOLDIER

BACKGROUND INFORMATION AND PRESENTATION SUGGESTIONS



Students will quickly come to recognize that wool, cotton and leather are what comprise these clothing items. In allowing them to compare the trunk’s contents with similar contemporary clothing, it is hoped the students will come to realize that synthetics such as nylon, polyester, etc. had not yet been developed. While the wearing of wool could be unbearable in the hot summers, it was quite suitable during the other three seasons.

Once the students have had an opportunity to inspect the clothing items, encourage them to compare and contrast modern day clothing with the Civil War. Perhaps it might be preferable to have current U.S. Army issue as a comparison, but the students can still appreciate existing differences by utilizing clothing more readily available and perhaps relevant to them. What is important is that they come to realize that petroleum based products – our plastic revolution – had not yet arrived. Even the zipper was nearly a generation away.

One activity sheet can be placed at the table. Each of the students can record a comment or answer a question on the sheet.

OBJECTIVE

Students will be able to appreciate the kinds of clothing common to the Civil War soldier and to discuss what advantages or disadvantages these clothing items possessed for that war.

VOCABULARY

kepi, brogans, muslin, suspenders

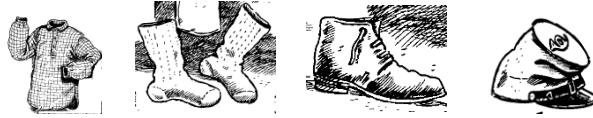
MATERIALS

CLOTHING FROM THE CIVIL WAR TRUNK	CLOTHING FROM YOUR CLASSROOM
Kepi (hat or cap)	Baseball cap
Trousers	Pair of pants
Jacket	Jacket
Suspenders	Belt or pair of suspenders
Brogans (shoes)	Pair of sneakers or shoes
Muslin shirt	Buttoned shirt
Pair of woolen socks	Pair of socks

TABLE 1

Student Name: _____

Date: _____



CLOTHING OF THE CIVIL WAR SOLDIER

Please answer the following 7 questions. When all of them are finished and each of you has completed writing an answer or comment, please return this sheet to your teacher and prepare to move on to the next table.

1. List at least two of the soldier items you see at this table and explain how they were used.

2. Choose an item from the table that you found interesting and explain why.

TABLE 1

Student Name: _____

Date: _____

3. Compare the soldier's shoes (brogans) with the shoes you are wearing. List how they are the same and yet different. Choose another piece of clothing and compare it as well.

Item = SHOES

DIFFERENT Civil War Soldier	SIMILAR	DIFFERENT Modern Day Person

Item = _____

DIFFERENT Civil War Soldier	SIMILAR	DIFFERENT Modern Day Person

4. As you try on a piece of clothing think of the following feelings a soldier might have. Circle the words from the word bank below that would express *your* feelings if *you* were that soldier. What other "feeling" words can you add to the list?

WORD BANK

angry sad happy excited afraid sweaty
 anxious proud exhausted patriotic _____

TABLE 1

Student Name: _____

Date: _____

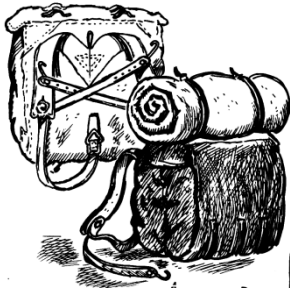
5. What do you suppose it is like to wear a uniform like this one for each of the four seasons (Summer, Winter, Spring and Fall)?

6. Why would a woolen uniform be issued to a soldier during the American Civil War?

7. What might be another use of the forage cap other than to cover a soldier's head?
Hint: Look up the word "forage" in the dictionary. Why is the cap so deep?

ACCOUTERMENTS OF A CIVIL WAR SOLDIER

BACKGROUND INFORMATION AND PRESENTATION SUGGESTIONS



Numerous items, both military and personal, account for this table’s contents. Soldiers learned to carry only the essentials, as added weight on a long, hot march sapped a man’s strength.

When a soldier completed a long march he would break for **camp**. He usually shared a tent with one soldier and it was the responsibility of each soldier to carry half of a tent with him. This has not been included in the trunk. The **gum blanket** and **bedroll** are included, however, and this is what a soldier often had to sleep on. The gum blanket is, as you can see, made of rubber. This was placed on the ground to hopefully keep out moisture. The woolen blanket was used to cover the soldier. Photographs and other valuable items that you did not want to become wet or greasy were sometimes placed inside the blanket before it was rolled up. The gum blanket then covered the woolen blanket when rolled together.

A **tin cup**, **plate** and **eating utensils** were thrown into the haversack with some of the soldier’s food items. His canteen would be filled with fresh water whenever a stream or river was crossed. A knapsack was also issued to a soldier and this could be used to carry personal items or some of the things just mentioned. But all of these items became heavy with a total weight exceeding forty pounds, including the rifle. As a result men would often throw away or discard knapsacks, heavy frying pans, and other odds and ends they were either issued or had brought from home.

Hardtack (firm, thick crackers), **dried beef**, **beans**, **salt pork**, and **coffee** frequently comprised a daily diet. Vegetables and fruits were often in short supply, leaving men lacking in certain vitamins. Soldiers drank from polluted streams and rivers or ate spoiled food. Diarrhea and dysentery (severe infection of the lower intestinal tract) sickened and even killed many men. Over 620,000 soldiers died during the Civil War with better than two-thirds of that number dying as a result of sickness and disease. Chronic diarrhea and dysentery contributed to more deaths than anything else. To say the least, a soldier’s diet was quite poor.

It would sometimes be months before a soldier could replace socks or other badly worn clothing. For this reason he frequently needed to repair holes or tears by sewing them back together. The small sewing kit became known to soldiers as a **housewife** as this was probably as close as a soldier would get to actually having a wife or mother do his darning for him. You learned in a hurry how to take care of yourself when in the army!

The **cartridge box** would normally contain between thirty and forty rounds of ammunition. Each bullet was wrapped on its blunt end with paper. Contained within the paper was a **gunpowder** charge. The paper was twisted on the other end to prevent the gunpowder from running out. When ready to fire his weapon, a soldier would first remove his **cartridge** from his cartridge box, bite the end of the twisted paper off the cartridge, pour the powder down into the barrel of the musket, then drop in the **minnie ball**, ram the ball down into the barrel on top of the powder by using a **ramrod**, insert a **percussion cap**, taken from a small leather pouch that was attached to the soldier’s belt, on the trigger assembly, aim, and fire. It was said a good infantryman could load and fire his weapon up to three times a minute! Accuracy varied, but a **rifled-musket** was reliable at 200 to 300 yards.

TABLE 2 – Accouterments – Teacher’s Instructions

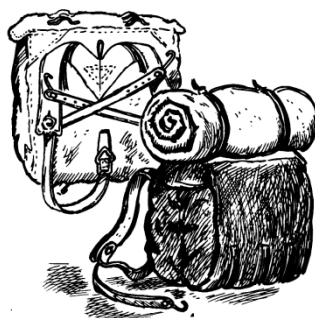
The **bayonet** was a stabbing instrument that could be attached to the end of the soldier’s rifle. Bayonets, however, were rarely used in combat. More often they were used as **makeshift candle holders**, **trench digging tools**, or **skewers for roasting meat**. Of the thousands of men killed during the battle of Gettysburg, only a handful are known to have been bayoneted to death.

While younger students are not likely to note the absence of army dog tags, older students might ask why these are not in the trunk. Army identification “dog” tags had not yet become official army issue. Some soldiers did fashion their own, even hammering out an “ID” on a small piece of metal and wearing it around their neck. But most didn’t. Later in the war, shortly before battle, there were instances when men would quickly scratch their name on a piece of paper and then pin the paper to the back of their jacket. In the event they were killed it was hoped someone would properly identify their body. Perhaps the most memorable of these occurrences took place at Cold Harbor, Virginia in 1864. In less than thirty minutes thousands of Union soldiers were killed or wounded. In the aftermath, amid hundreds of dead, small pieces of paper were seen attached to lifeless and dying soldiers, fluttering quietly in the breeze that gently swept over the battlefield.

Allow students to inspect the items contained at their table before encouraging them to compare and contrast Civil War pieces with some of the modern day selections you may have provided. Students are likely to be surprised at the presence of a wooden comb or bone toothbrush. Plastic has become so much a part of our daily lives that we take its many uses for granted. While tobacco and its many uses continue to be a major source of controversy today, it was found in most soldiers’ haversacks. Good Southern tobacco was often a source of barter with Union soldiers who would gladly trade their readily available coffee. During the evenings Union and Confederate soldiers on sentry duty would at times declare a truce, meet and exchange goods. At daylight it was back to the business of war.

Activity sheets can be placed at the table. Each of the students can record answers to the questions.

TABLE 2 – Accouterments – Teacher’s Instructions



OBJECTIVE

Students will be able to appreciate the military and other accouterments that were carried and used by soldiers during the American Civil War – their advantages and disadvantages.

VOCABULARY

hardtack, housewife, haversack, bayonet, knapsack, rifled-musket, cartridge, cap, cap box, infantry, cavalry, artillery

MATERIALS FROM THE CIVIL WAR TRUNK

tarred haversack with:	glasses in case	wooden comb	diary/journal	bag of coffee beans	housewife (sewing kit)
knife and fork	paper money	soap	mirror	tin plate	match box
toothbrush	prayer book	hardtack	bag of sugar	laminated cards	

OTHER SOLDIER MATERIALS/ACCOUTERMENTS

gum blanket	tin cup	wool blanket
canteen	10 paper cartridges	waist belt, buckle, cap box
crosstrap with breast plate, cartridge box	<u>Billy Yank: The Union Soldier in the Civil War</u>	picture of rifled-musket with bayonet (found in <u>Billy Yank</u>)

MATERIALS FROM YOUR CLASSROOM

plastic comb	saltine crackers
plastic toothbrush	blanket
student school bag	sewing kit

Student Name: _____

Date: _____

ACCOUTERMENTS OF THE CIVIL WAR SOLDIER

Please answer the following questions. When all of them are finished and each of you has completed an answer or comment, please return this sheet to your teacher and prepare to move on to the next table.

1. Name two of the accouterments from this table and explain how they are used.

2. Choose an item from the table that you found interesting and explain why.

3. A soldier carried between forty and fifty pounds of extra weight with all of these items and a knapsack. If you wanted to *lighten* your load by ten pounds which items would you discard and why?

4. Compare one item from the Civil War era with one modern day item that has been placed on your table. How are they both similar and yet different?

DIFFERENT Civil War era	SIMILAR	DIFFERENT Modern Day item

5. More soldiers died from sickness and disease than in battle during the Civil War. How might you have tried to keep yourself healthy as a Civil War soldier?

6. Create a sentence that describes the food items in your trunk as compared to a meal you had recently.



TABLE 3 – Pastimes – Teacher’s Instructions

PASTIMES OF A CIVIL WAR SOLDIER

BACKGROUND INFORMATION AND PRESENTATION SUGGESTIONS

A large portion of a soldier’s life was spent in his camp area. When he wasn’t practicing how to march or maneuver for combat he was sitting about the camp looking for something to do. The vast majority of a soldier’s life proved to be quite repetitious and boring. Consequently, he often looked for ways to pass the time. Indoor and outdoor games were popular, along with **whittling, carving, letter writing, sketching, singing, and the playing of a musical instrument.**

OUTDOOR GAMES

Among outdoor games **wrestling, boxing, foot races, leapfrog, and often free-for-all fights** were very common. **Baseball** was beginning to catch on although the rules were not as clearly defined as today. In the winter men took to **snowballing**. At times even company and regimental commanders would line up the men as if to do battle. Suddenly, snowballs would rain down upon each side. **Hunting and fishing** took place whenever conditions allowed for it.



INDOOR GAMES

Indoor games centered around **chess, checkers, and dominoes**. **Dominoes** was perhaps one of the most popular games at this time. The vocabulary term “**boneyard**” refers to the dominoes that have yet to be drawn for play.

Card playing and the use of **dice** were equally as popular, with **gambling** among the soldiers being quite common. While men were not adverse to placing wagers it is interesting to note that, before going into combat, soldiers frequently discarded their gambling devices. Back home many had been raised to resist the temptation to play cards or various games of chance that involved some form of gambling. When a soldier was killed his personal belongings were sent home to his next of kin thus explaining a soldier’s desire to leave cards and dice behind when he knew a battle was imminent.

Perhaps you will have students familiar with some of these games who can teach others. If not the rules are included with the games that were provided.

Encourage the students to attempt some of the games or to participate by sketching some Civil War scenes. Students need to compare and contrast 1860s pastimes with modern day. The absence of television, radio, videos, and other electronic marvels of the 21st century will become apparent.

OBJECTIVE

Students will be able to appreciate the various kinds of games and other pastimes that soldiers participated in during the Civil War.

VOCABULARY

Boneyard, whittling

TABLE 3 – Pastimes – Teacher’s Instructions

PASTIME MATERIALS FROM THE TRUNK

dominoes (wooden)	dice (wooden)
playing cards	Farmer’s Almanac pages
3 pages of sketches	instructions for pastimes

PASTIME MATERIALS FROM YOUR CLASSROOM

chess set	checker set
dice	plastic dominoes
drawing and lined paper	pencils, pens, crayons and markers

Student Name: _____

Date: _____

PASTIMES OF THE CIVIL WAR SOLDIER

Please answer the following questions. When all of them are finished and each of you has completed an answer or comment, please return this sheet to your teacher and prepare to move on to the next table.

1. Why did soldiers need pastimes or why do you suppose they created pastimes of their own?

2. Are any of these games still being played today? If so, which ones?

3. Which of your favorite games do you believe will still be around more than one hundred years from now? Why?

4. Are there any other games or activities you can think of that soldiers would have liked to play?

TABLE 3

Student Name: _____

Date: _____

5. Which of these games might not have been played in front of your parents because they could have involved wagers and gambling?

6. How much pastime is a soldier likely to have in the summer as compared to the winter? Why?

TABLE 4 – Photographs – Teacher’s Instructions

PHOTOGRAPHS OF CIVIL WAR SOLDIERS

BACKGROUND INFORMATION AND PRESENTATION SUGGESTIONS

Your students are likely to find most of these photographs rather interesting. While the Crimean War from the 1850s was the first war in which photographs were taken, the American Civil War did encompass a much larger spectrum when it came along ten years later.

Nonaction or “still photography”, however, was the only manner in which a clear image could be taken. Soldiers often had to pose for ten or more minutes while the photographer got his glass plates ready.

Daguerreotypes, Cartes de Visites, Ambrotypes and Tintypes were various kinds of nineteenth-century photography but the **Collodion** (or wet plate) process dominated the scene up through the 1870s. Thousands of photographs were taken during the Civil War and many are still in existence today, providing us with a provocative insight into the lives of these soldiers.

Encourage your students to look not only at the soldiers themselves, but also their surroundings. Wooden barracks that housed the soldiers while they trained, before they marched off to battle, are featured in two of the photographs. Tents are also pictured, and quite probably these were located near where a battle might be fought. All of these photographs, however, are of soldiers behind the fighting lines. While they are not seen in combat roles (again the photographic process could not depict movement) some of these soldiers inevitably died during the war.

Perhaps a few of these men are relaxing and clowning around only days before they were to be killed in battle. Or if it wasn’t the violent death of combat, then surely sickness and disease could be counted on to take even more lives. Soldiers were not the best at maintaining clean camps. As a matter of fact, a Sanitary Commission was formed during the war in an attempt to reduce the number of lives that were being lost as a result of poor diet and sanitation. Photograph number 7 is unusual in that it does depict men bathing. The blurriness is attributable to the fact that the men did not remain motionless for the photographer.

If you are able to locate additional modern day or more Civil War photographs, please encourage the students to compare and contrast what they are viewing. Students could take turns presenting to the class a favorite photograph and explain what is being shown to the viewer. As an added activity students could be told to provide their own captions for the eleven photographs we have included. Photographs are lasting images that allow us to see people and their surroundings “frozen” for a single moment in time.

TABLE 4 – Photographs – Teacher’s Instructions



OBJECTIVE

Students will be able to explore photographs from the Civil War period and contemplate the various soldiers’ emotions when the photographs were taken. A soldier’s environment will also be visible to the students, allowing them an opportunity to ponder in depth a soldier’s life.

VOCABULARY

sanitation, barracks, dysentery

MATERIALS FROM THE CIVIL WAR TRUNK

photograph #1	soldier displaying regimental colors
photograph #2	two soldiers pose for a picture
photograph #3	men playing cards outside a tent
photograph #4	cleaning detail outside a wooden structure
photograph #5	artillery crew posing in front of cannon
photograph #6	three soldiers posing in front of mess tents
photograph #7	soldiers bathing in a river or stream
photograph #8	musicians practicing
photograph #9	companies of soldiers in front of barracks
photograph #10	company of soldiers in front of a barracks
photograph #11	soldiers gathered together reading letters
booklet	The Battle of Gettysburg

MATERIALS FROM YOUR CLASSROOM

Any modern day photographs from military sources
(check your school or local library)
portraying similar scenes of soldiers will work for this station.

Student Name: _____

Date: _____

PHOTOGRAPHS OF THE CIVIL WAR SOLDIER

Please answer the following questions. When all of them are finished and each of you has completed an answer or comment, please return this sheet to your teacher and prepare to move on to the next table.

1. Notice the soldier holding the regimental flag (colors). What proof do we have from this photograph that this man and flag were in battle?

2. Which three photographs deal with soldiers involved in some kind of drilling or practice? What skills are these men developing and what purpose does it serve, especially in battle?

3. Can you identify the photograph that involves food preparation? What might these men be cooking?

4. In which photographs does it appear men are involved in the playing of some game? What game are they probably playing?

5. In one of the photographs a young woman is posing as a man. Identify the picture and explain why she might have joined the army?

TABLE 4

Student Name: _____

Date: _____

6. Which photograph shows the men attempting to relax and clean themselves? Why is this picture rather blurry?

7. There is a photograph of a cleaning detail. Can you identify which picture this is and name two of the cleaning tools?

8. Can you spot the photograph that has one soldier tickling another soldier with a feather? While this is rather funny, what large weapon of warfare sits quietly behind them?

9. A number of photographs taken after battle show soldiers missing clothing items (shoes, jackets, caps, etc.) Why?

MUSIC OF THE CIVIL WAR

BACKGROUND INFORMATION AND PRESENTATION SUGGESTIONS



Virtually all wars have incorporated the use of music in one capacity or another. Primarily drums were and still are used for the keeping of cadence. Men march with a more deliberate step when a good drummer is set in among their ranks. Bugle calls became more pronounced during the Civil War, with Major General Dan Butterfield being the originator of several. Perhaps none was more famous than his creation of “Taps”. Originally the drum was used to signify taps, which meant soldiers were to extinguish any lights and retire for the night. Later in the war, however, the bugle was also used to deliver this message. Today the playing of taps at a funeral is a symbolic gesture, signifying that someone is retiring to their final rest. Music was then, and still is, a great motivator.

Soldiers enjoyed listening to relaxing hymns, light melodies or patriotic songs – anything to take their minds away from the harsh realities of war. Both sides had their favorites, with “Dixie” being the South’s virtual national anthem and “Battle Hymn of the Republic” being the North’s eventual counterpart. Soldiers were quite proud of their regimental bands and competitions among them were common. Battle situations often became quite desperate; even the musicians were likely to assume combat roles. It was not uncommon for older musicians to shoulder a musket and follow their regiment into battle. Young boys, however, were usually assigned as stretcher bearers, giving assistance to the medical staff. With exploding shells and bullets flying everywhere, dangers existed both at the front and behind the lines.

When students seat themselves at this table, a CD player or computer with speakers will be needed if they are going to be able to listen to some of the Civil War melodies. The use of earphones would also be nice if you don’t want this table to become a distraction to the other students. The harmonica was a small item we included as many soldiers would carry one in their haversack. Banjos, guitars, and jaw harps were among other instruments soldiers carried with them. Perhaps the most important consideration for the student participating at this table is that he or she come to understand that music was just as important to the soldiers back then as it is to soldiers and persons such as themselves today.

OBJECTIVE

Students will be able to appreciate how and why music played an important role in the lives of Civil War soldiers.

VOCABULARY

cadence

MATERIALS FROM THE CIVIL WAR TRUNK

CDs or thumb drives of Civil War music	harmonica
Civil War songbook	sheet music for two songs
CD of bugle calls, with booklet	

MATERIALS FROM YOUR CLASSROOM

sheet music of modern day marches	photographs/book depicting modern musical instruments
additional CDs or sound files of Civil War music, if desired	music player, preferably with headphones

Student Name: _____

Date: _____

MUSIC OF THE CIVIL WAR SOLDIER



Please answer the following questions. When all of them are finished and each of you has completed an answer or comment, please return this sheet to your teacher and prepare to move on to the next table.

1. List the song titles you were able to listen to. Next to the title write whether the song is PATRIOTIC (upbeat) or MELANCHOLY (sad). What purpose does patriotic music serve for the soldiers?

2. There were musicians in the war who were as young as you. Would you want to be a drummer or bugler and be part of a Civil War regiment? Why or why not?

3. Listen to one or two of the bugle calls. Why does a regiment need a drummer or a bugler? What important duties do they have to perform?

4. What dangerous duties do you suppose a musician may have to perform when his regiment goes into battle?

5. If you were able to play a musical instrument during the Civil War which one would you choose and why?

TABLE 6 – Literature – Teacher’s Instructions

LITERATURE OF THE CIVIL WAR

BACKGROUND INFORMATION AND PRESENTATION SUGGESTIONS

It was once stated that more has been written about the American Civil War than anything else in the English language. The war had a considerable impact on the American people and on a country that still was less than a hundred years old. Historical information about the war is included along with publications dealing directly with the Battle of Gettysburg. Students are encouraged to sign out books from your classroom or school library. (Please carefully distinguish between books from the trunk and books from your classroom or school library.) With the wide variety of reading material available, students will be able to discuss and share stories with one another.

OBJECTIVE

Students will be able to appreciate, via the letters and literature of the Civil War, the many hardships and varied experiences that soldiers witnessed during this American tragedy. Also included in the trunk are two DVDs, with lesson plans and discussion guide, to further achieve this objective.

MATERIALS FROM THE CIVIL WAR TRUNK

<i>Big Deal at Gettysburg</i> DVD & CD-Rom	<i>Lincoln: A Photobiography</i>
<i>You Are a Soldier</i> DVD (Discussion Guide on Page 60)	<i>Jimmy at Gettysburg</i>
<i>The Battle of Gettysburg</i>	<i>Gettysburg</i> by Kantor
Cobblestones’ <i>The Battle of Gettysburg</i>	<i>Window of Time</i>
<i>A Separate Battle: Women and the Civil War</i>	

MATERIALS FROM YOUR CLASSROOM OR LIBRARY

Encyclopedia on the Civil War
Social Studies textbook
assorted Civil War fiction and non-fiction books and materials

TABLE 6

LITERATURE OF THE CIVIL WAR

Choose one book or booklet that you wish to preview. Write your initials and date next to the **book** that you've selected. Then, answer the following questions toward the end of your station time.

SELECTION	INITIALS	DATE
Cobblestone's <i>The Battle of Gettysburg</i>		
<i>Billy Yank: The Union Soldier in the Civil War</i>		
<i>A Separate Battle: Women and the Civil War</i>		
<i>Lincoln: A Photobiography</i>		
<i>Jimmy at Gettysburg</i>		
<i>Gettysburg</i> by MacKinlay Kantor		
<i>Window of Time</i>		

1. Why did you select this book?

2. How much of the book, or how many pages, were you able to preview?

3. Write a brief summary of the action of the book so far (fiction), or list some of its topics (non-fiction).

4. What do you think will happen next (fiction)? What other topics do you think will be covered (non-fiction)?

5. What is one interesting thing that you've learned about the life of a Civil War soldier, or the people who lived during the Civil War?

Check to see if this book is available in your school or classroom library,
check it out and read the whole thing!



Bonus Activity – Can You Transcribe This?

Can you figure out what this says and who wrote it?
Give it a try!

No terms except unconditional and
immediate surrender can be accepted.

I propose to move immediately upon
your works.

I am sir, very respectfully
your obt. servt.
M. S. Grant
Brig. Gen.

KEY: Bonus Activity – Can You Transcribe This?



Can you figure out what this says and who wrote it?
Give it a try!

*No terms except unconditional and
immediate surrender can be accepted.*

*I propose to move immediately upon
your works.*

*I am sir, very respectfully
your obt. servt.
U. S. Grant
Brig. Gen.*

No terms except unconditional and immediate surrender can be accepted.

I propose to move immediately upon your works.

I am sir, very respectfully

Your obedient servant

U.S. Grant

Brigadier General

Note: This is the letter which earned Grant the nickname “Unconditional Surrender Grant”.

TABLE 7 – Women During the Civil War – Teacher’s Instructions

MATERIALS FROM THE CIVIL WAR TRUNK

5 laminated photographs of Civil War era women
5 laminated one-page biographies of Civil War era women
black medical haversack
<i>Uncle Tom’s Cabin</i>
woman’s bonnet
soldier’s kepi (hat)
reproduction of a cipher code
Photograph, in case, of 3 young children

**ANSWER KEY FOR TABLE #7
“WOMEN DURING THE CIVIL WAR”**

Dr. Mary Walker is photographed during the war, showing her tunic overtop trousers, and after the war wearing her Medal of Honor. Items that she most certainly used during the war include a **tarred haversack with medical supplies**. Doctors were always looking for more bandages to take to the field, and had a supply of medicines, including whiskey to dull the pain for suffering soldiers. Dr. Walker may also have carried an early version of a stethoscope like the once included.

Harriet Beecher Stowe is photographed in front of a painted scene from the book that she wrote titled **Uncle Tom’s Cabin**.

Elizabeth Van Lew is photographed looking much more like a prominent Richmond citizen than as “Crazy Bet”. Both her dress and hair are very formal. The hand-written **cipher code** is a reproduction of the one found inside of her watch when she died years after the war.

Philinda Humiston discovered that her husband, Amos, had died at the battle of Gettysburg after looking one last time at this **photograph of their children**, Franklin, Fred and Alice. The photograph of Philinda is very worn and difficult to see.

Sarah Edmonds frequently wore a **bonnet** when she was growing up in Canada, but she had to wear a **soldier’s kepi** when posing as Frank Thompson. In her photograph, you can see how convincing she was as Private Thompson.

Student Name: _____

Date: _____

WOMEN DURING THE CIVIL WAR ERA

Select a reader for your group OR everyone select one of the five biography sheets of Civil War Women and take turns reading aloud. After reading each biography, match each with its corresponding photograph. (There are clues in the photographs if you look carefully, but if you are having trouble, check the backs of the photographs for an additional clue.)

Then, match each woman with the item(s) that best matches her Civil War experience. Ask yourselves: "Which item might you have seen this woman carrying during the war?" Record your answers below.

CIVIL WAR WOMAN	MATCHING ITEM(S)

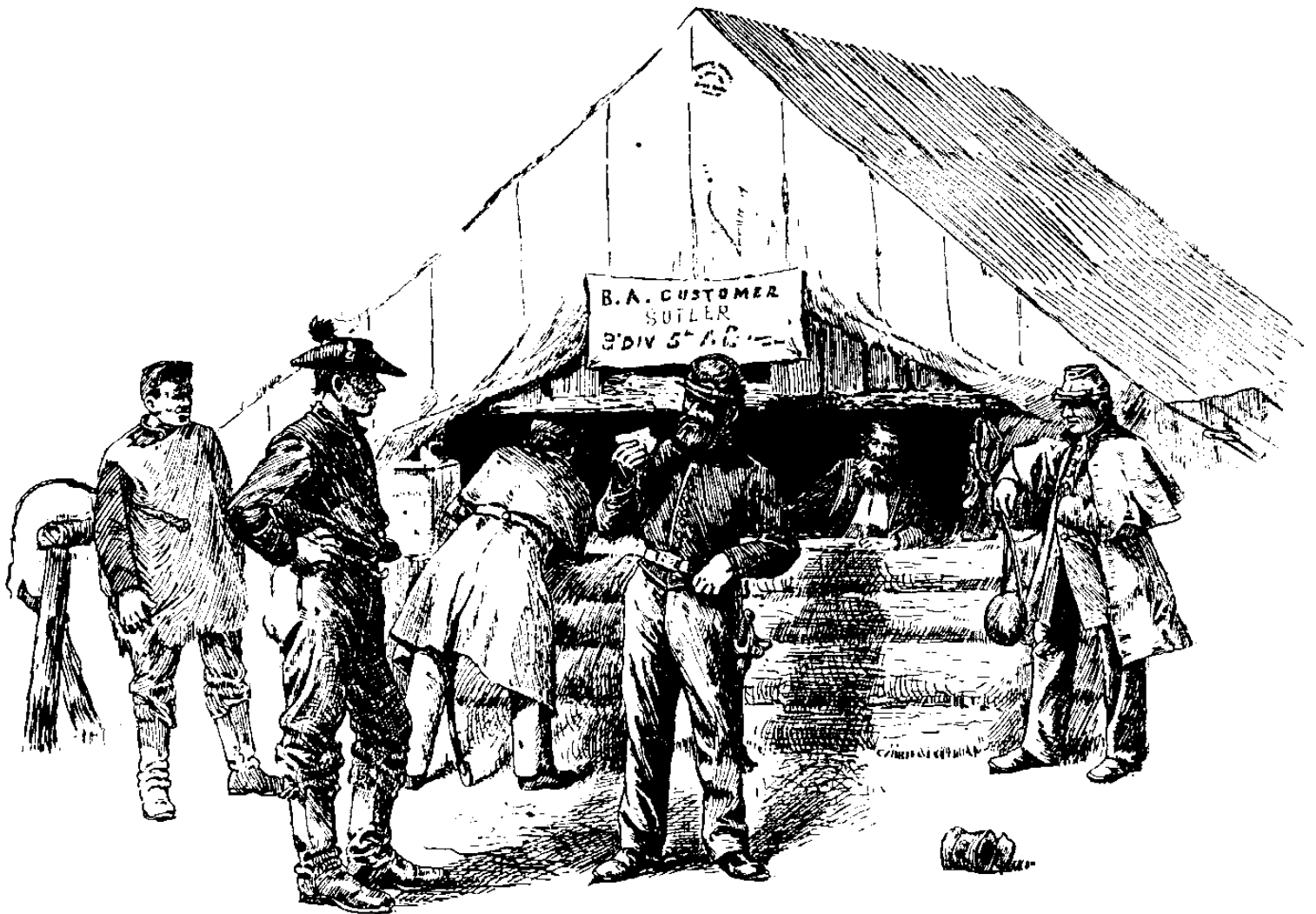
Now, open the Answer Key and check your answers.

1. Which woman do you think was most courageous? Support your answer.

2. Which woman do you feel achieved the most? Support your answer.

Be sure to return everything back to the three original piles – biographies, photographs, items – so that the station is ready for the next group.

“Life of a Civil War Soldier” Traveling Trunk Program



Additional Class Activities

CLASS ACTIVITY #1

CIVIL WAR FOOD

MAKING HARDTACK

PURPOSE

To familiarize students with one of the primary foods of the Civil War soldier, and to illustrate the poor diet these soldiers had to endure.

MATERIALS

2 cups of flour
 $\frac{3}{4}$ to 1 cup of water
6 pinches of salt

PROCEDURE

Mix well and spread dough $\frac{1}{2}$ inch thick onto baking sheet. Bake for $\frac{1}{2}$ hour at 400 degrees. Remove from oven, and cut dough into 3 inch squares. Turn dough over, return to oven and bake for another $\frac{1}{2}$ hour. Turn oven off, leaving oven door closed, and allow hardtack to cool.

CLASS ACTIVITY #2

CIVIL WAR FOOD

CIVIL WAR LUNCHES

PURPOSE

To introduce students to the types of food eaten by Civil War soldiers.

SUGGESTED MENU

hardtack	cornbread	dried beef
salt pork	canteen water	coffee
vegetables	bread	butter
jam	nuts	oatmeal cookies
eggs	honey	apples

PROCEDURE

Have the students pack a Civil War soldier lunch and bring it to school. Eat your lunch together outside if weather permits, possibly doing regimental drill and practice after or before eating. If confined to indoors consider showing a Civil War film, such as the enclosed "You Are a Soldier" DVD, created especially for this Traveling Trunk program on soldier life.

MAKE A REGIMENTAL FLAG



PURPOSE

To give a class or group of students a sense of identity and to promote the discussion of regimental flags.

SUGGESTED MATERIALS

3 by 5 foot piece of fabric
glue
thread
paint, markers or other designing materials

PROCEDURE

Prior to beginning this project, please read the background information on flags (handout on next page). Then, have your students design and create their own regimental flag. It can represent the class in some way or replicate a regimental flag from the Civil War period.

The design itself may be glued, sewn, or drawn directly onto the background material. Six-inch ties should be attached to one end in the event you plan on securing the flag to an actual flagpole.

This activity might be utilized with students during class, or perhaps at the end of the day when they are awaiting to be called out to their buses or family vehicles.

BACKGROUND INFORMATION – FLAGS



What is a flag? It is a piece of cloth that represents something -- an idea, a group of people, or an organization. Flags can represent countries, states, cities, churches, clubs, teams, and other organizations. They come in many different sizes, shapes, colors and designs.

The United States of America has a flag that represents the country. The first Stars and Stripes ordered in 1777 said that the flag should be “thirteen stripes, alternating red and white; that the union be thirteen stars, white in a blue field, representing a new constellation.” As more states entered the Union, Congress decided that a new star should be put on the flag for each new state. The thirteen stripes would not change, reminding us of the original thirteen colonies. Today the United States flag has fifty stars representing the fifty states.

During the Civil War, both the United States of America and the Confederate States of America had a flag. The United States flag looked the same as it does now, except there were fewer stars. The Confederate States changed the design of their original flag two times during the war. They also had a special flag just for battle.

Flags were important in battles because they helped to tell which side was which. When fighting took place, smoke and dust often filled the air and made it hard to see. The tremendous noise of battle made it difficult for a soldier to hear orders. Many times only the flags carried by a regiment were visible to tell the soldier where his or other troops were located. Often the flag was necessary to determine who was friendly and who was not. If the soldier could not hear orders he would follow the direction of the flags, fighting and moving wherever the flags went.

Each Union regiment (full strength of 1000 men, or 10 companies) might carry two flags: the flag of the United States, and a flag representing the regiment called the regimental colors. The Confederate regiment generally carried one battle flag. Soldiers of both sides took great pride in their regimental flags. These flags represented their country or state, their beliefs, and their way of life. Wherever the flag went, so too went the regiment with great pride and patriotism. To carry the flag (color bearer) was a great honor, even though you became a prime target during battle. As regiments went through battles, the names of those battles were often sewn onto the flag itself. To have your flag captured by the enemy was considered a major disgrace for the men of the regiment. The capture of a Confederate flag was such a coveted prize in the Union army, you would win the Congressional Medal of Honor. *Nearly half of the 63 men who won the Medal of Honor at Gettysburg did so by capturing Confederate battle flags.*

MARCHING PRACTICE

CIVIL WAR COMPANY DRILL

PURPOSE

To give students a sense of belonging to a group that functions together just as trained Civil War soldiers.

PROCEDURE

Using elected officers (Captain, Lieutenants, and Sergeants) and the drawing below as reference, have the students get into formation on a large open area. Use just one Lieutenant and one Sergeant as file-closers. The file-closers stay to the rear while advancing for combat. Students should be lined up very close together, shoulder-to-shoulder. The flagbearers will always be at center-front of the formation when advancing. The Captain will give the orders to the Company, and the Lieutenant may also practice giving orders.

Try some of the following commands with your class-company:

COMPANY... FALL IN (line up quickly, as shown in diagram)

COMPANY... ATTENTION (stand tall, face forward, silence)

COMPANY... RIGHT FACE (quarter-turn to the right)

COMPANY... LEFT FACE (quarter-turn to the left)

COMPANY... ABOUT FACE (half-turn)

COMPANY... FORWARD MARCH (move forward, maintaining formation)

COMPANY... HALT (stop, but remain at attention)

COMPANY... AT EASE ((relax, but stay in place)

Here are some more orders that the captain can give, as needed:

COMPANY... RIGHT – DRESS! (turn heads to the right and straighten lines)

FRONT (snap heads back to the front, after the RIGHT – DRESS command)

STEADY MEN, STEADY (maintain pace; don't speed up)

TO THE STEP (stay in step with captain; match his pace)

QUIET IN THE RANKS (silence; no talking. It is important that everyone can hear the captain.)

Typical Company in Formation for the Advance											
FRONT RANK											
											CAPT.
REAR RANK											
FILE-CLOSERS											
Lt.		Sgt.		Sgt.		Sgt.		Sgt.		Lt.	

THE GETTYSBURG ADDRESS

READING OF THE GETTYSBURG ADDRESS

PURPOSE

To provide students with an opportunity to read and comprehend the intent behind President Lincoln's famous speech from November 19, 1863.

PROCEDURE

Make copies of Lincoln's Gettysburg Address (see handout on next page) for each student. After your study of the Battle of Gettysburg and its aftermath, explain the importance of the Soldiers' National Cemetery and Lincoln's message at its dedication. Discussion of the speech can occur after students have shared in its reading. Underlined words have been defined in the margin, and sources for further understanding are available.

THE GETTYSBURG ADDRESS

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

(Eighty)
(begun)
(idea)

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure.

(involved)
(last)

We are met on a great battlefield of that war.

We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live.

(set aside)

It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate – we can not consecrate – we can not hallow – this ground.

(make holy)

The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract.

(take away)

The world will little note, nor long remember, what we say here, but it can never forget what they did here.

It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have, thus far, so nobly advanced.

(with greatness)

It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, 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.

(loyal feeling)
(died)
(decide)
(for no reason)
(disappear)

LETTERS HOME

ACTIVITY: Write or dictate a letter to a friend or family member detailing your experiences as a soldier.

We suggest this activity be used as a closure unit once students have had an opportunity to experience the full impact of the Civil War trunk.

PURPOSE: To provide students with an opportunity to identify with a soldier's experiences during the American Civil War.

MATERIALS: Paper, pencil, two copies of Civil War letters along with the Civil War Soldier Vocabulary and Civil War slang handouts (all of which are found on the following pages).

PROCEDURE: It would probably be best to read the two letters orally with your students before they attempt to write letters of their own.

If there are students present who have a difficult time with written expression, an accommodation could be made where the individual could dictate his or her letter to a partner. This would help to simulate what did take place when men were unable to write due to battle wounds or illness.

Encourage students to write a believable account of a soldier's experience, providing as many details as possible. Once completed, students can share their letters with the class if so desired.



LETTERS FROM THE BATTLE OF GETTYSBURG

Gettysburg Campaign - July 18, 1863

CONFEDERATE SOLDIER, 3rd SOUTH CAROLINA INFANTRY

This Confederate from the battle, known only as “Bud,” became involved in the second day’s fighting on the south end of the battlefield. His regiment of 406 men suffered 87 casualties. The 2nd New Hampshire, fighting in this same area, suffered 193 casualties.

My Dear Sister,

I seat my self to drop you a few lines to let you know that I am well at this time. We have had a hard time of it for the last six weeks. We left Fredericksburg on the 2nd day of June, and marched at the rate of twenty miles a day until we got in to Pennsylvania, and fought one of the Bloodiest Battles of the war. We passed through some of the prettiest country I ever saw in my life, they have the finest land in the world, and some of the ugliest women that I ever saw, they are mostly Dutch. They have the finest houses you ever saw, all made of brick, and there is a house every half mile. Our Generals would not allow us to touch a thing, and the consequence was we had to live on one pound of flour to the man for four days. I had to eat wheat. I would take it and boil it in a cup, and salt it, and then eat it, and it was good, at least it was good to a hungry man. I received your letter of the 21st of June on the 10th of this month, and was glad to learn that you were all well. I wish that I could have been at home during commencement. You must give my love to all the girls.

Sis, I am (Bare Footed), haven't got a Shoe to my name. Sis you must excuse my short letter this time, for this is all the paper that I have got in this world. I have not seen Jim on the march, I heard from him since the fight, he was not hurt. Cousin Ben is well at this time. Willie Gunnels was left in the hands of the enemy, he was hit in the side with grape shot, and it broke three of his ribs, but the shot did not go through the skin. Joel Anderson was wounded, but he was not left. We lost (80) men in our Regt. in all, killed and wounded and missing. I did not get hit, but I thought that they would hit me every time they shot. There was not one man in our company that was badly hurt, there was four of them got slightly wounded, but are with the company at this time.

Sis you must excuse my short letter, but this is all that I have to write on, this time. I will give you all the news the next time I write, which will be in a few days. Nothing more at this time. Give my love to the rest of the family.

Nothing more, I remain your affectionate - BUD

LETTERS FROM THE BATTLE OF GETTYSBURG

Gettysburg Campaign - August 12, 1863

UNION SOLDIER, 2nd NEW HAMPSHIRE INFANTRY

Lieutenant Charles Vickery was with the 2nd New Hampshire Infantry. His regiment of 354 men fought in the Battle of Gettysburg on July 2, 1863. Lieutenant Vickery was wounded at the famous Peach Orchard when Confederates (rebs) forced his and other regiments from the field. Much of the following letter appears exactly as it was written. A few clarifications were made so that it would be easier to read. This regiment fought in the same area as the 3rd South Carolina.

Point Lookout, Md. Aug 12th/63

Mrs. Vickery

Dear Madam

I have but just returned to the Regt (regiment) having been kept away much longer than anticipated. Your letter was handed to me which I now hasten to answer. The battle (Gettysburg) took place on the afternoon of the 2nd of July. Our Regt advanced about one mile (Mr. Oliver is referring to the fighting which took place at the Peach Orchard). We laid there awhile when the rebs pressed us so hard we got the order to fall back & Charlie was hit just as we got that order. It was a minnie ball. It struck him in the small of the back. It remained in him, could not be taken out. I asked him several times if he was in any pain. He always answered that he was not. He thought that he would get well, spoke several times about being sent to Philadelphia & then have you come out there to see him. The last time he spoke of it was the day before he died. The Surgeon heard it. He went to Charlie & told him it was impossible for him to live but a few days but Charlie did not think so. I asked him if he had any word to send you as (he) would have me write you. He said he would write himself in a few days, said that he felt so well he was most sure he could. On the afternoon of the 10th he began to fail and after dark he could not speak & I did not know me for about three hours. About 10 in the evening he spoke your name once & I immediately bent over him, his lips moved for a moment but no sound escaped him. After that he did not know me but failed rapidly until a few minutes past one in the morning of the 11th when he died. He was loved and respected by the whole Co. (company) for his many good qualities & I feel that I have lost a very dear friend.

We got a box made and I marked a board & put (it) at the head of his grave. He had laid three days on the field after the battle, the rebs held it & we could not get to him. The rebs took his sword and belt. The Captain informs me that he has sent his things to you but I have a picture of yourself, a piece of silver money which Charlie carried with him sometimes & a knife which I will send you ... If I can do anything for you I shall be at your service. With regret I remain

Yours truly

Samuel H. Oliver

CIVIL WAR SOLDIER VOCABULARY

accouterments – various military and personal items carried by a soldier (canteen, haversack, bedroll, etc.)

artillery – cannon and other large weapons

barracks – buildings that soldiers lived in while training

battle – a large-scale fight between armies of soldiers

bayonet – knife-like weapon attached to the front end of a musket or rifle.

boneyard – term from the game of dominoes referring to the pieces that are yet to be used

brogans – shoes made of leather

bedroll – blankets rolled and carried by soldiers, often containing personal belongings

bummer – soldier that would take needed items from farmers and townspeople; sometimes refers to his hat used to carry the items

cadence – measured movements, as in marching, to establish a flow of rhythm

canteen – tin or wood container on a strap, used to carry liquid

cap – a small, metal eraser-shaped device used to explode powder in a musket barrel

cap Box – a small leather box attached to the belt to hold caps

cartridge – paper tube which held a bullet and gun powder

cavalry – group of men scouting and fighting from horseback

Civil War – war fought between different groups of the same nation

Corps Badge – patch worn on soldier's uniform (hat) to designate which part of the army he belonged to (seven Union Corps present at Gettysburg, and therefore seven different designs)

dysentery – severe intestinal inflammation, accompanied with a great deal of abdominal pain and diarrhea

foraging – roving the countryside in search of food; could involve taking supplies from farmers and civilians

CIVIL WAR SLANG

Following are a number of words and phrases that were common during the Civil War. Soldiers wrote home to friends and family, often using many of these phrases. Try to use as many of the words and expressions below in your Civil War letter home. Let's hope your work is *hunkey dorey*!

1. Chief Cook And Bottle Washer	person capable of doing many things
2. Sheet Iron Crackers	hardtack biscuits
3. Sardine Box	cap box (part of a soldier's ammunition)
4. Bread Basket	your stomach
5. Greenbacks	money
6. Graybacks	name for southern soldiers or lice
7. Arkansas Toothpick	a very long, large knife
8. Pepperbox	a pistol (hand gun)
9. Zu - Zu	a Zouave soldier (wore very special colorful uniforms)
10. Fit To Be Tied	to be angry
11. Horse Sense	being smart, on the ball
12. Top Rail #1	being first class, the best
13. Hunkey Dorey	being great, really nice
14. Greenhorn, Bugger, Shunk	officers (men in command)
15. Snug As A Bug	very comfortable, cozy
16. Sawbones	doctors or surgeons
17. Skedaddle	to run away, scatter
18. Hornets	bullets
19. Bully	hurrah! yeah!
20. Possum	buddy, pal
21. Blowhard	a big shot, a show off
22. Fit As A Fiddle	in good shape, healthy
23. Uppity	conceited, stuck up
24. Scarce As Hens' Teeth	rare or scarce
25. Grab A Root	have dinner, potato
26. Tight, Wallpapered	intoxicated, drunk
27. Bark Juice, Tar Water	liquor
28. Nokum Stiff, Joy Juice	liquor
29. Hard Case	tough or difficult
30. Bluff	person who cheats
31. Jailbird	person who is a criminal
32. Hard Knocks	beaten up
33. Been Through The Mill	have done a lot
34. Quick-Step, Trots	sick with diarrhea
35. Played Out	tired and worn out
36. Toeing The Mark	doing the job
37. Jonah	bad luck
38. Goobers	peanuts
39. Fresh Fish	raw recruits, rookies
40. Whipped	beaten, defeated



CIVIL WAR SOLDIER

Matching

*Many words are used to describe the life of a Civil War soldier.
See if you can match these words with their proper definitions!*

- | | | | | |
|-----|----------------------|-------------------|----|-------------------------------|
| 1. | <input type="text"/> | Southern soldiers | A. | Housewife |
| 2. | <input type="text"/> | Sewing kit | B. | Carried water |
| 3. | <input type="text"/> | Infantry | C. | Knife-like weapon |
| 4. | <input type="text"/> | Bayonet | D. | Soldiers who fought on foot |
| 5. | <input type="text"/> | Canteen | E. | Referred to as Rebel |
| 6. | <input type="text"/> | Union soldiers | F. | Shoes |
| 7. | <input type="text"/> | Brogans | G. | Cannon |
| 8. | <input type="text"/> | Cap or hat | H. | Hardtack |
| 9. | <input type="text"/> | Biscuit | I. | Referred to as Yankees |
| 10. | <input type="text"/> | Artillery | J. | Kepi |
| 11. | <input type="text"/> | Cavalry | K. | Severe sickness |
| 12. | <input type="text"/> | Dysentery | L. | Carried food and small items |
| 13. | <input type="text"/> | Cadence | M. | Game term for Dominoes |
| 14. | <input type="text"/> | Boneyard | N. | Soldiers on horseback |
| 15. | <input type="text"/> | Haversack | O. | Marching in rhythm |
| 16. | <input type="text"/> | Bummer | P. | Carving with wood |
| 17. | <input type="text"/> | Foraging | Q. | Soldier that begged for food |
| 18. | <input type="text"/> | Whittling | R. | Used to carry clothing items |
| 19. | <input type="text"/> | Sanitation | S. | Searching for and taking food |
| 20. | <input type="text"/> | Knapsack | T. | Trying to keep clean |



CIVIL WAR SOLDIER

Matching

*Many words are used to describe the life of a Civil War soldier.
See if you can match these words with their proper definitions!*

- | | | |
|----|---|-------------------|
| 1. | E | Southern soldiers |
| 2. | A | Sewing kit |
| 3. | D | Infantry |
| 4. | C | Bayonet |
| 5. | B | Canteen |

- | | | |
|-----|---|----------------|
| 6. | I | Union soldiers |
| 7. | F | Brogans |
| 8. | J | Cap or hat |
| 9. | H | Biscuit |
| 10. | G | Artillery |

- | | | |
|-----|---|-----------|
| 11. | N | Cavalry |
| 12. | K | Dysentery |
| 13. | O | Cadence |
| 14. | M | Boneyard |
| 15. | L | Haversack |

- | | | |
|-----|---|------------|
| 16. | Q | Bummer |
| 17. | S | Foraging |
| 18. | P | Whittling |
| 19. | T | Sanitation |
| 20. | R | Knapsack |

- | | |
|----|-------------------------------|
| A. | Housewife |
| B. | Carried water |
| C. | Knife-like weapon |
| D. | Soldiers who fought on foot |
| E. | Referred to as Rebel |
| F. | Shoes |
| G. | Cannon |
| H. | Hardtack |
| I. | Referred to as Yankees |
| J. | Kepi |
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| L. | Carried food and small items |
| M. | Game term for Dominoes |
| N. | Soldiers on horseback |
| O. | Marching in rhythm |
| P. | Carving with wood |
| Q. | Soldier that begged for food |
| R. | Used to carry clothing items |
| S. | Searching for and taking food |
| T. | Trying to keep clean |

CIVIL WAR SOLDIER

Word Search

WORD BANK

Kepi
Musket
Bullets
Socks
Cup

Suspenders
Cartridge Box
Cap Box
Haversack
Infantry

Belt
Shoes
Musket
Bugle
Artillery

Bayonet
Blanket
Canteen
Drum
Civil War Soldier

R	V	O	H	L	B	M	O	S	M	Z	U	T	A	W	X	R
E	A	U	C	A	N	T	E	E	N	U	H	I	P	E	K	E
U	V	F	T	S	V	C	J	S	I	G	T	C	Y	C	C	I
Y	S	E	O	H	S	A	H	K	O	F	S	T	R	A	A	D
T	E	S	Z	R	W	R	J	I	G	C	P	E	E	V	S	L
S	R	L	Q	A	L	T	E	K	E	R	K	K	L	A	R	O
X	T	P	G	M	O	R	Y	D	D	O	Q	S	L	L	E	S
O	O	E	L	U	Q	I	C	Z	N	M	A	U	I	R	V	R
B	A	N	L	M	B	D	B	F	L	E	E	M	T	Y	A	A
P	K	C	N	L	H	G	G	C	B	N	P	I	R	R	H	W
A	W	B	I	P	U	E	I	D	K	M	F	S	A	T	V	L
C	H	J	T	L	E	B	A	Y	O	N	E	T	U	X	S	I
G	G	E	Z	H	A	O	J	Q	O	L	N	P	A	S	B	V
X	D	R	U	M	D	X	I	N	F	A	N	T	R	Y	U	I
F	B	L	A	N	K	E	T	E	C	U	P	D	Z	W	Y	C

CIVIL WAR SOLDIER

Word Search

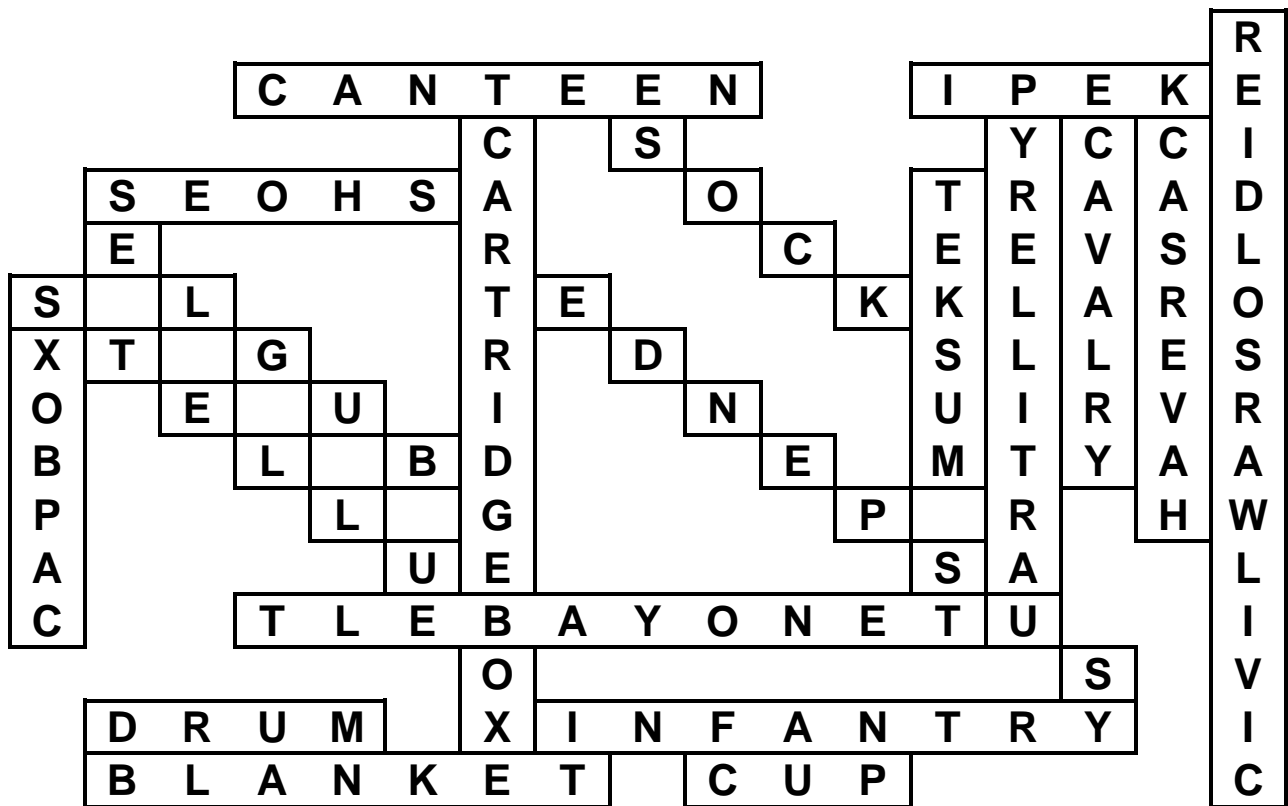
WORD BANK

Kepi
Musket
Bullets
Socks
Cup

Suspenders
Cartridge Box
Cap Box
Haversack
Infantry

Belt
Shoes
Musket
Bugle
Artillery

Bayonet
Blanket
Canteen
Drum
Civil War Soldier





ADDITIONAL MATERIALS

“YOU ARE A SOLDIER” DVD

Discussion Guide

The “You Are A Soldier” DVD was created especially for the “Life of a Civil War Soldier” traveling trunk curriculum guide and program. “You Are a Soldier” has 9 segments. The program is designed to play in any configuration that the teacher desires, including playing the entire program at one time. But it is best played one segment at a time, beginning with the first scene, with each segment to be followed by a discussion session with the students. Other activities, as indicated in this document, can be pursued in addition to a discussion session.

For each segment there is a “Before” section (A), orienting you to what the vignette covers and its objectives; and an “After” section (B), with questions and ideas to guide the discussion in an efficient and effective manner.

PLEASE BE SURE to preview the entire Discussion Guide and DVD *before* using it with your students to make certain it is appropriate to your age group and your school’s objectives.

Part 1A: THE MEANING OF THE FLAG

Items in the trunk or your classroom:

- an American flag
- class roll call sheet

Possible class exercise on this day: Have a “roll call” of the class drawn up, and have attendance taken in the manner as on the DVD on this particular day.

Prior to showing:

Ask students to pay attention to the names of the soldiers that are mentioned, so they can recall them in the later discussion.

Part 1B: THE MEANING OF THE FLAG

Possible Discussion Questions:

***What were some of the names that you heard,
and what do you think are the origins of those names?***

Answers: O'Reilly – Irish; Salizzi – Italian; Rolanofski – Russian; Wainwright – English; Sergeant Gordy – Welsh etc.). Notice how they come from so many different places.

NOTE – Wainwright is a name associated with an occupation – literally, “Wagon-builder.” If this was still done today, your name might be “Carmaker” or “Toothdoctor.”

What are the origins of some of your names?

Follow up with where the names of your students perhaps originated geographically. We are still from many different places, which gives us strength (from the variety we have) and acceptance of all kinds of people. In this way we are very similar to the Civil War generation.

***What was the sergeant doing when you first heard the names of the men?
WHY was he completing this task?***

Taking attendance. To make certain everyone is present and accounted for after long marches or battles.

What word was the soldier painting, and why was he painting it on the flag?

Painting “Gettysburg” since it was the most recent, and yet another, battle in which the men had fought.

Why was it important to the men to have the names of the battles represented on their flag?

Sense of pride, and also respect for the experiences they have weathered together.

What did the corporal say about protecting it?

“We won’t let it fall into enemy hands. . . not while there is a breath of life left in any of us.”

***Why is the flag this important to them? Is it as important to today? Why or why not?
Why were there two flags? What does the state flag mean to the men in the regiment?***

Local loyalty and identification; connection to home, family and way of life.

Part 2A: FIRST DAY OF SCHOOL (Gettysburg)

Items in the trunk or your classroom:

- letters, pencil and paper
- coffee
- narrative accounts, maps and photographs on the Battle of Gettysburg.
- soldier's coat
- symbol of rank (Sergeant's stripes)
- housewife (sewing kit)
- money

Possible class exercise on this day: Have each student select a personal item of their own that they would take with them on a long camping trip. . . something that would be pleasant to have when they are done hiking or biking, and is just for them in camp.

Prior to showing:

Ask students to listen for some of the special words and phrases used to describe things as the Sergeant explains the battle at Gettysburg.

Part 2B: FIRST DAY OF SCHOOL (Gettysburg)

Possible Discussion Questions:

What were some of the unique words/phrases that you heard as the sergeant told his story?

Answers: Corps Badges, Sutler, Housewife, Fresh fish, Pard, Graybacks, Toeing the mark.

What are some of the slang words/jargon that you use with your friends?

Why do you use those words and phrases? Would others (in another part of the country, or another time period) understand the meanings of your examples?

Do any of your parents work in an office or factory?

If so, how would you be able to tell who the boss is there?

Better office, special uniform or name badge, significant tools or equipment?

Sergeant Gordy is like the office manager or the factory foreman, and his stripes tell his rank. He tells the new recruits that if they need something repaired to come and see him . . . he takes care of them, and feels responsible for their well-being.

Do the new recruits rely on the sergeant for everything?

Do you rely on your teachers for everything?

No, students have to do many things for themselves, as do the new soldiers. The new soldiers are told to get their own sewing kit. They must be self-reliant, able to take care of themselves as much as they can and not burden others or the group.

The Sergeant talked about the battle of Gettysburg, but what else did he talk about?

Marching 20 miles a day to get there, boredom, and that most of army life is NOT fighting, but rather being ready for the fighting when the time comes.

Part 3A: “WELL-DRESSED PACK MULES”

Items in the trunk or your classroom:

Virtually everything that a soldier carries is connected with this scene. The emphasis is how it all comes together, in a neat and organized way, for the soldier to carry it all.

Possible class exercise on this day: Before watching the scene, ask a pair of students to put all of the soldier items together in the most efficient manner to be “ready to march”. The class can compare the methods of the Civil War soldiers with the method devised by your student volunteers.

Prior to showing:

Ask the students to pay attention to how different people do the same thing in different ways, including the class volunteers who created an organization system at the beginning of class.

Part 3B: “WELL-DRESSED PACK MULES”

Possible Discussion Questions:

What were the two main methods the soldiers used for packing their belongings?

Answers: Knapsack and blanket roll. Have one of the students show their school backpack and point out the different compartments, and the way they have chosen to organize their school belongings. Teacher might also show a briefcase or carrying bag or computer filing system that does the same thing.

Why did George tell the new recruit to send home the “keepsake box”?

So it wouldn't weigh him down on the march, and so he wouldn't lose the important items in wartime.

Why did George go through the details of the uniform and the knapsack so thoroughly?

It was an order from his Sergeant. He was stressing the importance of organization, and preparing the new recruits for long, hard marches so they wouldn't hold back the group later on.

Part 4A: THE HOSPITAL

Items in the trunk or your classroom:

- Some of the trunks have medical materials in a medical station.
- Pull some modern medical supplies out of the class First Aid kit, such as anti-bacterial soap or hand sanitizer, cough syrup, or other items for comparison.
- Have students take another look at the food and clothing items in the trunk, but this time from the perspective of a doctor or nurse looking at the living conditions of soldiers.

Possible class exercise on this day: Poll the class to ascertain how many of them have been sick so far during the school year. How many days were they out from school? What kinds of sickness did they have? How did they treat these sicknesses?

Prior to showing: Ask the students to pay attention to the number of *wounded* as compared to the number of *sick* in the hospital.

Part 4B: THE HOSPITAL

Possible Discussion Questions:

How many wounded men did they have in the hospital barn?

Answer: Ten, as the Nurse implied that one of the wounded had just died from his wounds.

How many sick men did they have there?

37, as two of the new recruits had arrived, to join the regiment, already sick.

Compare the two numbers – 10 wounded to 37 sick.

Do you think it was typical to have more sick than wounded at Civil War hospitals?

620,000 men (at least) died over the course of the Civil War. Two-thirds of them (2 out of every 3) died from sickness and disease as compared to battle wounds.

What conditions of a soldier's life contributed to so much sickness and disease?

Marching and camping in all kinds of weather, fatigue, poor diet, lack of medical knowledge and treatment (i.e. germ theory).

Who was more likely to become sick – recruits from the city or from more rural areas? Why?

There were a lot of sick men and boys in the hospital barn, and most of the sick came from farms. Most of the people lived on farms, not in cities, during the Civil War and the “farm boys” had never lived in a large community nor been exposed to diseases that could quickly spread. Today the farm population of the U.S. is only about 2%.

Part 5A: WHY WE FIGHT

Items in the trunk or your classroom:

- shoes
- hat
- bedroll (rubber blanket and wool blanket rolled together, and tied at the ends, for easy carry)

Possible class exercises on this day:

- Have each student write down what they would like to do for a living when they are grown up. Once everyone has written down an answer or two, ask them if anyone had written down any type of service or volunteer position, such as the armed forces, Peace Corps, or Teach for America. If so, ask why they are interested in this type of service. If not, ask what conditions, if any, might motivate them to volunteer for such a service.
- Have each student write down as much of their heritage as they know – where their ancestors came from, cultural background, etc.
- “Call roll” again in the class (maybe this time based on the chosen future professions – rather than their names – as the soldiers do in the scene), and have each one briefly describe their heritage, their future occupation, and why they would, or would not, volunteer. Note the variety of answers, but emphasize that that they are all together in one class (like the soldiers are in one company) and that there are unifying points and loyalties that bring us together.

Prior to showing: Ask the students to jot down at least 3 different reasons that the men had for joining the army while watching the segment.

Part 5B: WHY WE FIGHT

Possible Discussion Questions:

What did the men do for the recruit when he thought he couldn't go on any further?

Answer: They took his rifle and knapsack to lighten his load.

Why did they do that?

To help, and to keep one of their own from “straggling”.

What did Tom (Socrates) do after the men were yelled at by the Southern woman?

He gave her one of his army crackers because she was starving.

How did the other soldier react to this?

He criticized Tom for giving her some of the food.

Who do you think was “right” in this situation? What do you think you might have done?

What were some of the reasons the men gave for joining the army?

To end slavery; For the adventure; Because it sounded like fun; To save the Union; Because his country was in trouble; Because his brother had been wounded (took his place); Because he had some “trouble” back home; Because his pa was too old to fight / his brother too young; Because he likes army life – will fight for anybody; because he got a \$300 bonus for joining; because he was drafted (forced to be a soldier); He was fighting for the regiment – for the unit and the men he served with.

Even though they all had different motivations for joining the army, are they ultimately all fighting for the same things? If so, what things? If not, defend your answer.

It could be argued that, despite their differences and varying motivations, they are fighting for the same purpose – for the causes of the war as defined by the Congress and President Lincoln.

Part 6A: WAR IS 90% BOREDOM

Items in the trunk or your classroom:

- letters (written and received)
- gambling items (cards, dice etc.)
- music items (instruments, sheet music . . .)
- money
- prayers books

Possible class exercises on this day:

Have parents (or maybe a relative or member of another class) write a letter to each student, sometime before the class views this segment, and collect all the letters. The letter should be about events at home or the other class ... simple things. The “letters from home” are passed out at “mail call.”

Have the student write a reply about what they are doing with the traveling trunk, what they are learning, what they had to eat today, how they feel about things (for example, tired of school, just like the soldiers were tired of the repetition of army life).

Prior to showing: Ask the students to notice the various camp activities going on throughout this segment.

Part 6B: WAR IS 90% BOREDOM

Possible Discussion Questions:

What were the soldiers cheering about at the beginning of this segment?

Answer: Making camp, the end of marching for the day, and that mail had arrived.

Why were letters from home so important?

Connection with home and family; relieved stress; “escape” for a moment the hard (and boring) life of a soldier; feeling that you haven’t been forgotten, ignored.

If they were staying put, why didn’t they put up their tents right away?

They had learned that things change in the army, and that they might not be staying if a General suddenly changed his mind. George, for example, explained the hassle in the past of taking down his tent after he had just set it up.

Meanwhile, what were the men doing to fill their time?

Gambling; attending a prayer service; writing a letter home.

***Why did Paul need “Socrates” to write his letter for him?
Do you know anyone your age, or older, who can’t read or write?***

Today, education is offered to everyone universally, and so most, if not all, of the kids you know can read and write. “Socrates” was glad to know that the new recruit could write, so he could now help him to write for the others. Between 15 and 20 percent of the Northern adult population could not write. In Tom’s company there might be five or six soldiers who needed help writing letters home.

Part 7A: CAMP AND PICKET DUTY

Items in the trunk or your classroom:

- gum blanket
- wool blanket

Possible class exercise on this day: Have the students practice something very mundane, such as tying their shoes, over and over again. When they begin to laugh, complain, or question the activity, explain that [shoe tying] is something that we do so often, we need not even think about how to do it. Soldiers were to be drilled on marching and firing *before* they got into campaign or battle situations.

Prior to showing: Ask the students to notice the different ways the men prepared their own part of the camp.

Part 7B: CAMP AND PICKET DUTY

Possible Discussion Questions:

What were some of the different methods that the men prepared their area of the camp?

Answer: Some fastened their shelter halves together to make a tent, another rolled up his blanket and shelter half into a bedroll, and one soldier made a little lean-to (“shebang”) from his shelter half.

***What was the name of the game some were playing in the open area?
What do we call this game today?***

They called it “Townball” or “Base” and we call a version of this early game “baseball”.

What was the problem when the new recruit went on picket duty with the sergeant and others?

The new recruit did not know how to load and fire his gun; he had never been trained to do so.

What are some consequences of inadequate training in the army? For other jobs?

Part 8A: DRILL

Items in the trunk or your classroom:

- cartridge box
- cap box on belt

Possible class exercise on this day: Plan a fire evacuation drill for just your class on this day. When everyone returns to the classroom, have them discuss why fire, or any emergency evacuation drill is important.

Prior to showing: Ask the students to identify the main problem for the unit in this clip, and also to think of various solutions to the problem.

Part 8B: DRILL

Possible Discussion Questions:

Let's go around the room and share some of your hobbies or school activities?

Answers might include: sports, musical instruments, video games etc.

Were you good at these things when you first started? What made the difference?

Proper instruction, practice, rehearsal with others, actual experiences.

What happens when your team, band, or group of friends discover a new member who has little or no experience with the activity?

Everyone has to help the new person to make the group better. The new person has to pick up the skills quickly. The group can become stronger or weaker, depending on how the situation is handled.

Who do you know who is studying and practicing right now?

Look around you. We all are!

Part 9A: “Seeing the Elephant” BATTLE

Items in the trunk or your classroom:

- breastplate
- canteen
- cartridge box and cap box
- cards and dice

Possible class exercise on this day: Have each student write their name and home address (or hometown) on a slip of paper at the beginning of the day. The reason for this is not explained. The slip of paper is pinned or somehow affixed to them, in preparation for seeing the last scenes.

Prior to showing: Ask the students to look for all of the various emotional responses that the soldiers display before, during and after the battle.

Part 9B: “Seeing the Elephant” BATTLE

Possible Discussion Questions:

What was the phrase that the recruit used to describe his first battle?

Answer: “Seeing the elephant”

Why was it called that?

It’s hard to describe an elephant to someone who hasn’t seen one, and it’s hard to describe a battle to someone who hasn’t been in one.

What do we call this type of expression?

A metaphor – using the attributes of one thing (what it’s like to see an elephant for the first time) to describe something else (a soldier’s first battle).

When writing to his mother, what did the recruit say that his prisoner was fighting for?

Freedom.

How did the Confederate soldier, and government, define freedom?

Freedom to choose their own way of life, by state, including the possible continuation and extension of slavery.

What did the recruit say they (Union soldiers) were fighting for?

Freedom.

How did he define freedom?

Freedom for everyone, as in “all men are created equal” as written in the Declaration of Independence.

READING LIST FOR STUDENTS

THE CIVIL WAR

Across Five Aprils by Irene Hunt is about a young soldier's experiences throughout the war.

Battle in the Civil War by Paddy Griffith is an illustrated booklet highlighting strategy, tactics, and weaponry from the Civil War.

Billy Yank: The Union Soldier in the Civil War was written by Alan Archambault. This is a coloring book with stories of soldier life during the war.

Civil War! America Becomes One Nation by James I. Robertson, Jr. has an excellent overview of the war, complete with maps, pictures and photographs. This would be a great book for reports.

Duel of the Ironclads by Patrick O'Brien is a dramatic true story of two warships in the Civil War. It has cool illustrations too!

Fields of Fury: The American Civil War was written by James M. McPherson. This book details all of the major battles of the war, and has great maps, photographs, and paintings. Everyone in your family will want to read it!

Johnny Reb: The Confederate Soldier in the Civil War was written by Alan Archambault. This is another coloring book with stories of soldier life during the war.

Red Badge of Courage by Stephen Crane is a novel about how a young soldier named Henry Fleming deals with his fears of battle. (You might have to read this one in the 8th or 9th grade for school.)

War, Terrible War was written by Joy Hakim and will tell you everything you ever wanted to know about the Civil War and the people who lived through it.

SLAVERY AND AFRICAN-AMERICANS

Black Soldiers is part of the National Park Service Civil War Series, and is filled with biographies and photographs that highlight the experiences of the newly-formed black regiments of the Civil War.

Dog Jack by Florence W. Biros is a story of Civil War life as seen through the eyes of a young, runaway African American slave, and his loyal dog, Jack.

The Underground Railroad for Kids: From Slavery to Freedom was created by Mary Kay Carson. This book has 21 different activities that bring history to life.

WOMEN IN THE CIVIL WAR

Civil War Heroines was written by Jill Canon, and contains short biographies of many Civil War heroines. This book is nicely illustrated.

A Separate Battle: Women and the Civil War by Ina Chang is an excellent book for those who want to know more about the female role during the Civil War. It would be a great book to use for a school report.

CIVIL WAR MEDICINE

Clara Barton: Angel of the Battlefield by Rae Bains is a biography of perhaps the most famous nurse during the Civil War.

Hospital Sketches: An Army Nurse's True Account of Her Civil War Experiences; by Louisa M. Alcott is a personal account of the author's brief experience as a nurse during the Civil War.

BATTLE OF GETTYSBURG

The Battle of Gettysburg is by Vincent Coffee and describes the events leading up to the battle at Gettysburg, the battle itself, and what happened after the battle.

Gettysburg by MacKinley Kantor is a good and fast-paced book about the battle.

Gettysburg: A Journey in Time was researched by William A. Frassanito. This interesting book has photos that were taken after battle contrasted with modern day photos of Gettysburg.

High Tide at Gettysburg was written by Glenn Tucker and is about the battle of Gettysburg and the whole campaign.

Jimmy at Gettysburg, by Margaret Bigham Beitler, is the true story of young boy's experiences at Gettysburg. This is a short book, and is easy to read.

Thunder at Gettysburg by Patricia Lee Gauch tells about the battle of Gettysburg as seen through the eyes of young Tillie Pierce, and is based on a true story.

Window of Time by Karen Weinberg is about the battle of Gettysburg and life in Westminster, Maryland as experienced by a young time traveler.

CIVILIANS OF GETTYSBURG

At Gettysburg, or What a Girl Saw and Heard of the Battle by Tillie A. Pierce Alleman is an interesting first hand account of the battle as witnessed by the author when she was a young girl.

Firestorm at Gettysburg: Civilian Voices, June – November 1863 was written by Jim Slade and John Alexander. This is a big and fascinating book that recounts the experiences of Gettysburg residents before, during and after the battle. It has lots of photographs and first-person accounts, and would be a good source for a school report or project.

Gettysburg By the Third Sun Setting by Elyse Cregar tells of how a mother and her children experience the battle and its aftermath.

AFTERMATH AND NATIONAL CEMETERY

Killed in Action by Gregory A. Coco has short sketches of the deaths of many soldiers at Gettysburg.

Lincoln and the Human Interest Stories of the Gettysburg National Cemetery was written by James M. Cole and Roy E. Frampton. This book teaches about the creation of the cemetery for the soldiers in Gettysburg, and has photographs and interesting stories about many of them.

PRESIDENT ABRAHAM LINCOLN

Abraham Lincoln by Amy L. Cohn and Suzy Schmidt is a fun and easy-to-read book about the important life of our 16th president.

Abraham Lincoln Coloring Book by A.G. Smith provides stories from Lincoln's life from the time he was a boy until the time he became President.

Lincoln: A Photobiography by Russell Freedman is a good biography on Lincoln's life with numerous photographs. This book won the Newbury Medal.

MAGAZINES

Cobblestone is a history magazine for young people. You can have it delivered to your house each month and learn about the Civil War and tons of other events and people throughout history. Every issue also has stories, maps, drawings and cartoons, puzzles and games. Check out the website at www.cricketmag.com.