

“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* history 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 385 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 and activities were written 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**.

FRIENDS OF THE NATIONAL PARKS GETTYSBURG

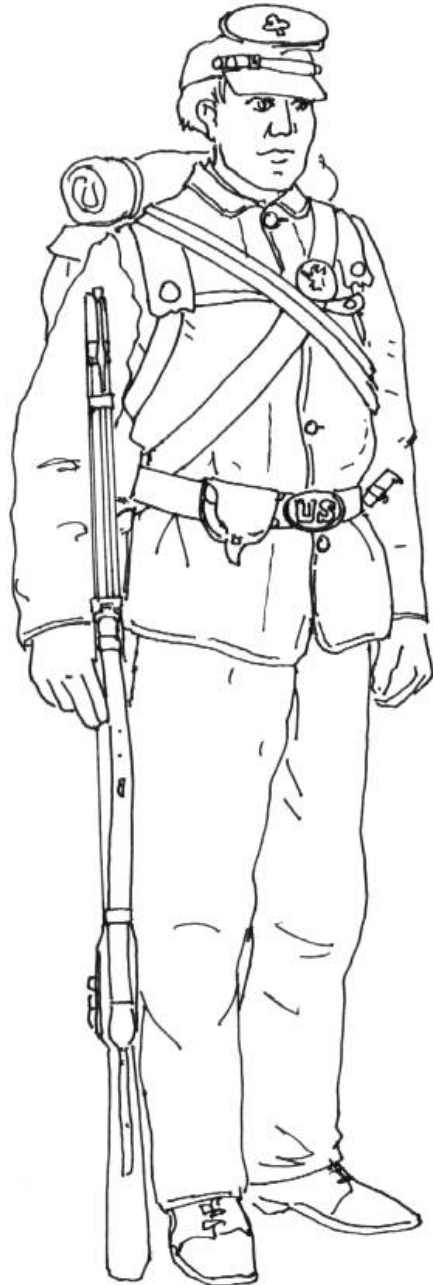
A second program expansion was coordinated by **The Gettysburg Foundation**, with the financial contributions of the following:

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

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

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TABLE OF CONTENTS

Background Information & Instructions

	Page
Approach of the American Civil War	7
The Battle of Gettysburg	9
Traveling Trunk Program Objectives	11
Set-Up Instructions & Opening Lesson	12
Dressing the Student Activity	13
Civil War Soldier Covenant	14
Quartermaster Volunteers	15

Station Lessons and Activities

Clothing of a Civil War Soldier (Station/Table 1)	17
Accouterments of a Civil War Soldier (Station/Table 2)	21
Pastimes of a Civil War Soldier (Station/Table 3)	26
Photographs of Civil War Soldiers (Station/Table 4)	30
Music of the Civil War (Station/Table 5)	34
Literature of the Civil War (Station/Table 6)	37
Bonus Exercise – Can You Transcribe This?	39

Additional Class Activities

#1 and #2 Civil War Food – Making Hardtack and Civil War Lunches	42
#3 Make a Regimental Flag	43
#4 Marching Practice	45
#5 The Gettysburg Address	46
#6 Letters Home	48
#6 Civil War Soldier Matching	53
#7 Civil War Soldier Word Search	55

Appendix

Reading List for Students	58
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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, a very emotional debate that was not and 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 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.

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 nearly as damaged by the war as the Virginia farmlands. Lee also reasoned that one or more decisive victories would increase pressure on the Northern government to seek a peace agreement with the South. Thus, Lee and his army moved into Pennsylvania 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 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.

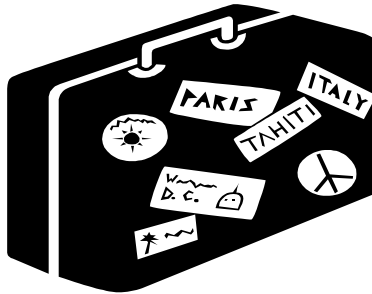
JULY 3, 1863

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 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

- 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 six or seven 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. You may also choose to only display certain items each day and perhaps some activities will not be possible with your class. We provide an assortment of things to do. Each of you will have to determine what will work best for your particular situation.

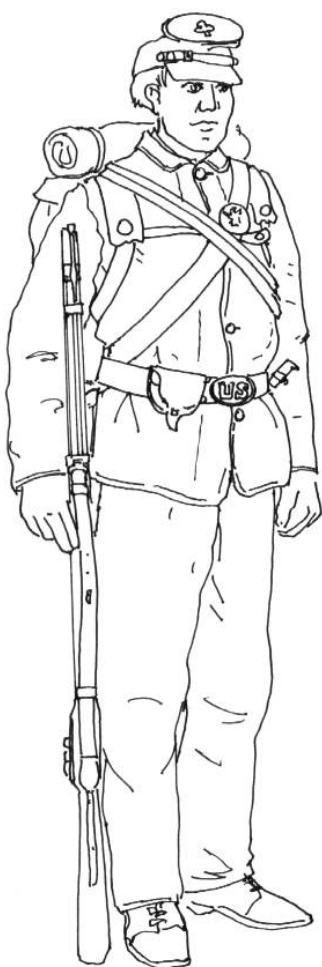
OPENING LESSON

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 activity entitled, “Dressing the Student”, which follows this sheet.

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 mover to their beginning site. You will be ready to begin.

DRESSING THE STUDENT



The clothing items provided in the Civil War Trunk should be large enough so that they can be fitted 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 contributed 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 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** has already been tied off on both ends so that all the soldier has to do is slip it over their 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.

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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“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. *(Please be sure to return the originals to this binder.)*

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

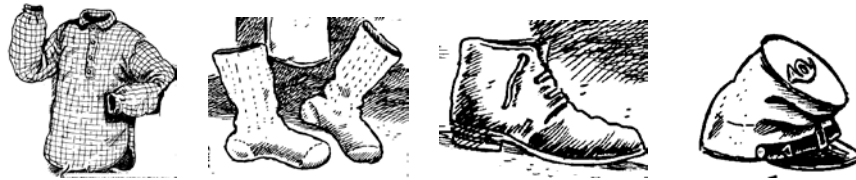
CLOTHING FROM THE CIVIL WAR TRUNK	CLOTHING FROM YOUR CLASSROOM
Kepi (hat)	Baseball cap
Trousers	Pair of pants
Jacket	Jacket
Suspenders	Belt or pair of suspenders
Brogans (shoes)	Pair of sneakers or shoes
Muslin shirt	Buttoned shirt
Pair of woolen socks	Pair of socks

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 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 scared
anxious proud mad sorry _____

TABLE 1

Student Name: _____

Date: _____

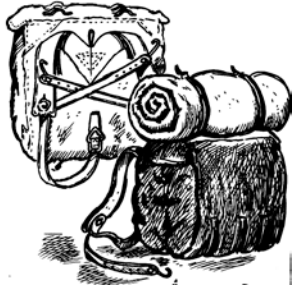
5. What do you suppose it is like to wear a uniform like this one for each of the four seasons (Summer, Winter, Spring and Fall)?

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

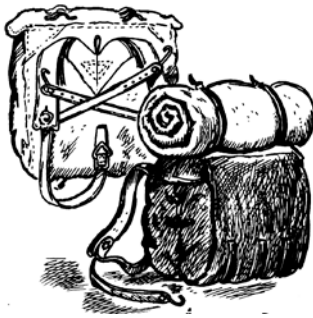
The **bayonet** was a stabbing instrument that could be attached to the end of the soldier’s rifle. Bayonets, however, were rarely used in combat. More often they were used as **makeshift candle holders**, **trench digging tools**, or **skewers for roasting meat**. Of the thousands of men killed during 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 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 their answers to the questions and comments that have been presented.

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. Add a comment of your own about this display on Civil War accouterments or a soldier's personal items.



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, checker, 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 or participate in?

Student Name: _____

Date: _____

5. Which of these games might not have been played in front of parents? Why?

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

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 a soldier’s life in greater depth.

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 textbooks (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?

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 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 tape and/or CD player 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 jews’ 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

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

MATERIALS FROM YOUR CLASSROOM

sheet music of modern day marches	photographs/book depicting modern musical instruments
additional audio tapes or CDs 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.

The enclosed selections serve two purposes. 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 the trunk, or from your classroom or school library.

Please be sure, however, to *keep track of which students are checking out books from the trunk*, and be sure to return them inside of the trunk when you send it back to us. 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.

MATERIALS FROM THE CIVIL WAR TRUNK

<i>Arms and Equipment of Union and Confederacy</i>	<i>Lincoln: A Photobiography</i>
<i>Thunder at Gettysburg</i>	<i>Jimmy at Gettysburg</i>
<i>The Battle of Gettysburg</i>	<i>The Civil War Songbook</i>
<i>Cobblestones’ The Battle of Gettysburg</i>	<i>Gettysburg by Kantor</i>
<i>Billy Yank: The Union Soldier in the Civil War</i>	<i>Window of Time</i>
<i>A Separate Battle: Women and the Civil War</i>	<i>Charley Skedaddle</i>

MATERIALS FROM YOUR CLASSROOM OR LIBRARY

Encyclopedia on the Civil War
Social Studies textbook
assorted Civil War materials

TABLE 6

LITERATURE OF THE CIVIL WAR

Choose one book or booklet that you wish to sign out. Write your name and date next to the **book** and **number** that you checked out. Remember to take good care of the book and return it on time. **Happy Reading!**

BOOK TITLE AND NUMBER	STUDENT NAME	Date Out	DUE
Arms & Equipment of Union			
Arms & Equipment of Conf.			
A Separate Battle			
Window of Time			
Lincoln, A Photobiography			
Thunder at Gettysburg			
Jimmy at Gettysburg			
The Battle of Gettysburg			
Illustrated Atlas			
Cobblestone			
<u>Additional classroom books:</u>			



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”.

“Life of a Civil War Soldier” Traveling Trunk Program



Additional Class Activities

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.

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 Red Badge of Courage". It is an excellent portrayal of Civil War life, with mundane, boring camp routines changing dramatically when men go into battle.

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

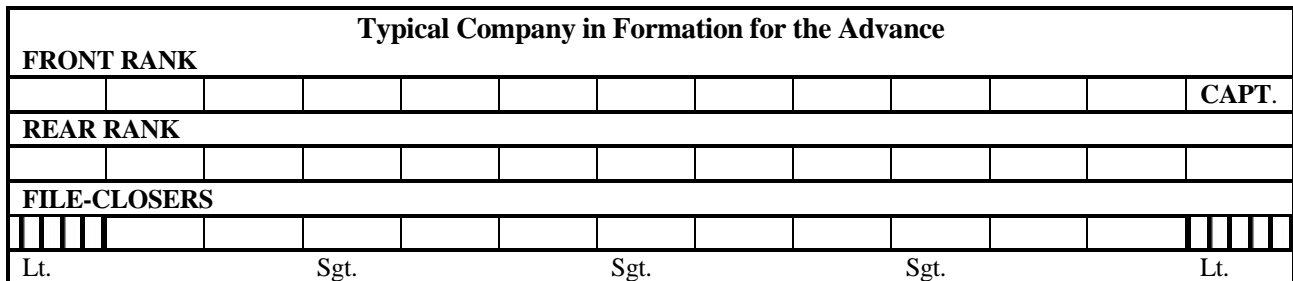
Using elected officers (Captain, Lieutenants, and Sergeants) and the drawing below as reference, have the students get into formation on a large open area. Use just one Lieutenant and one Sergeant as file-closers. The file-closers stay to the rear while advancing for combat. Students should be lined 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.)



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 & 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 whold 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

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



APPENDIX

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.