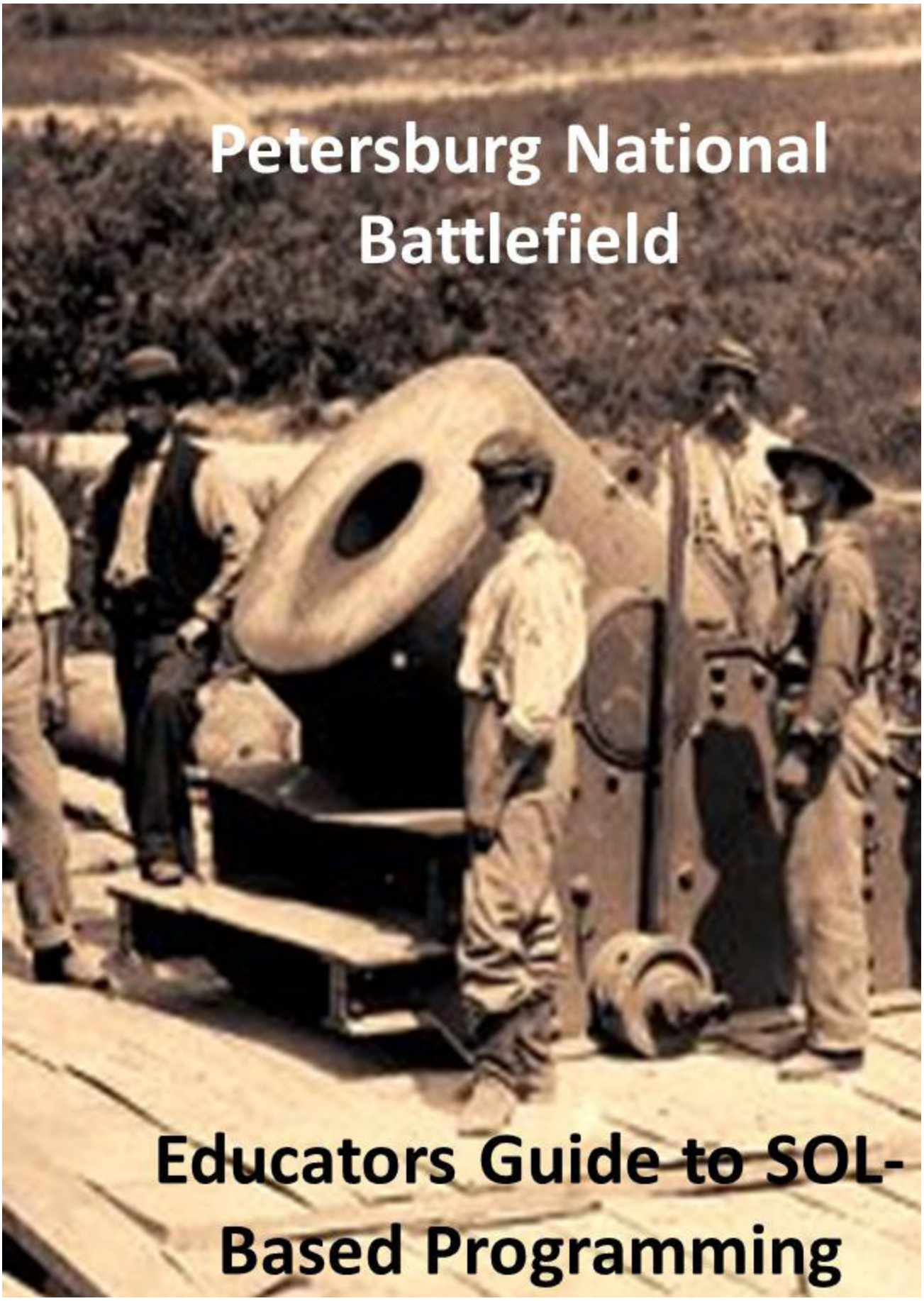

Petersburg National Battlefield

Educators Guide to SOL-Based Programming

United States Department of the Interior
NATIONAL PARK SERVICE

PETERSBURG NATIONAL BATTLEFIELD
1539 HICKORY HILL ROAD
PETERSBURG, VIRGINIA 23803-4721

Dear Educator:

The mission of Petersburg National Battlefield is to preserve and protect the historical, cultural, and natural resources within the park in a manner that will provide interpretation, education, and enjoyment for the visitors. Education plays a vital role in the accomplishment of this mission. We hope that you will join us in our outdoor classroom to learn why and how we care for this National Battlefield.

The battlefield is pleased to offer a variety of educational programs designed to teach students of all ages about the significance of the American Civil War through the perspectives of the soldiers, civilians, slaves, plantation owners, and medical personnel. These programs are designed to enhance your classroom instruction and to fulfill the *Virginia Standards of Learning* objectives for the appropriate grade levels. Educational materials can also be found on our web site at www.nps.gov/pete.

Visiting the battlefield will give you a glimpse of the nine-and-a-half month struggle that took place here during the final stages of the Civil War, from June 15, 1864 to April 2, 1865. The five major railroads and the two major plank roads radiating from Petersburg made it critical to supplying Lee's Army of Northern Virginia, hence it was a strategic target for the Union Army. In relation to these events, education programs are designed to enhance the military and human aspects of the campaign at Petersburg National Battlefield.

This guide is designed to help you plan a field trip to the battlefield. It contains reservation and fee information, guidelines for your visit, program summaries, and background information on the siege of Petersburg. Please call our education specialist Leslie McClammy at **(804) 732-3531, ext. 204** or send an email to leslie_mcclammy@nps.gov for any questions about these programs or to schedule a visit. The staff of Petersburg National Battlefield hopes that you will join us on a field trip to explore the real thing.

Sincerely,

Lewis Rogers

Lewis Rogers
Superintendent

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HISTORY OF THE PARK

Petersburg National Battlefield welcomes nearly 500,000 visitors annually. Museum exhibits, self-guided walking and driving trails, and ranger-guided educational programs assist visitors in developing a greater understanding of Petersburg National Battlefield. This Battlefield commemorates the last major campaign of the American Civil War, which led to General Robert E. Lee's withdrawal from Petersburg and subsequent surrender of the Army of Northern Virginia at Appomattox Court House on April 9, 1865.

Petersburg National Battlefield contains 2,659 acres and is made up of five separate units, with the main unit located between the City of Petersburg and Prince George County. The other units preserve the extensive fortifications and battlefields. Since the Act of July 3, 1926 which established Petersburg Military Park, several actions by Congress and presidents have taken place to add, transfer, and exclude lands and to change the park's name.

Congressional Acts establishing Petersburg National Battlefield units include the following:

Eastern Front	July 3, 1926
Five Forks	August 24, 1962
Grant's Headquarters	November 10,1978
Poplar Grove	December 16, 1935

(transferred by the Office of the Quartermaster General, U.S. Army)

In commemorating the campaign, siege, and defense of Petersburg, important elements of the story are both military operations and the effect these operations had on the daily lives of citizens and soldiers. It is important to maintain an appropriate balance between the military and the human aspects of the campaign. This goal is accomplished through the preservation and interpretation of the earthworks and other defenses used by the armies, as well as the homes and farms of the people who lived here.

PARK UNITS

Eastern Front

Life on the Eastern Front of Petersburg is characterized by the nearness of the enemy trench lines. Historic earthworks and battle sites are located along the four-mile driving tour of this unit where the Initial Assault, Crater, and Fort Stedman Battlefields are located.

Museum and Map Program

The Visitor Center museum provides a view of artillery, artifacts, and personal war accounts of the siege of Petersburg. Nine and a half months of history are presented before you during this 15 minute map presentation on the siege of Petersburg. Both the museum displays and the map program provide an orientation of the military events for your tour of the battlefield.

Battery Five

Located at Tour Stop #1, this 1/2 mile-walking trail follows the original Confederate defense line. This site is the location of General Grant's initial attack at Petersburg by the Union Army on June 15, 1864. An authentic model of the "Dictator," a 17,000 pound 13-inch seacoast mortar is located along this trail.

Fort Stedman

Located at Tour Stop #5, a loop trail leads from Fort Stedman to Colquitt's Salient where the Confederate attack of March 25, 1865 originated. The trail also passes the 1st Maine Heavy Artillery Monument, which commemorates the highest regimental loss in a single action (June 18, 1864) of the Civil War.

The Crater

Located at Tour Stop #8, this short walking trail provides visitors an opportunity to view the entrance to the tunnel, the path of the tunnel, and the Crater itself. Wayside exhibits provide detailed descriptions of the Battle of the Crater.

Grant's Headquarters

City Point was the location of General Grant's Headquarters and the Union supply depot during the siege. Grant's cabin, the plantation house (Appomattox Manor) and the kitchen house, where slaves worked, offer a look into the story of life in this area before, during, and after the war.

Western Front

The Union army targeted the Confederate supply lines, after they were unsuccessful in taking Petersburg by direct attack. Located in nearby Dinwiddie County, the Union target of battles throughout the Western Front were the Weldon and South Side Railroads.

Five Forks

Located in Dinwiddie County, Five Forks was one of the most important intersections along the Petersburg front on April 1st, 1865. Here, the Union soldiers finally broke through the Confederate line and gained access to the South Side Railroad. The Confederate loss at Five Forks allowed the Union forces to take Petersburg and Richmond and ultimately led to the surrender at Appomattox eight days later on April 9th, 1865.

Poplar Grove National Cemetery

Many of the dead on both sides were reinterred in various cemeteries after the war. Most of the Confederate dead were buried in Petersburg's Blandford Cemetery, while 6,187 Union soldiers were buried in Poplar Grove National Cemetery. Of those buried at poplar grove, only 2,139 are known burials.

PROGRAM GUIDELINES

Petersburg National Battlefield offers education programs to area schools. On the following pages, you will find descriptions and locations for the curriculum-based programs, a reservation sheet, and fee waiver information. Most educational institutions are admitted free of charge to the park when participating in education programs, provided they file a written request for a fee waiver. Listed below are basic guidelines for bringing a group on a field trip to the park.

Group Size: Large groups of students limit access to our resources and therefore diminish the effectiveness of our programs. As a result, we limit each group to a maximum of 60 students per program. If your group is larger, we will divide your group accordingly if our staffing permits.

Chaperones: One adult chaperone must accompany each group of 10 students (Grades K-6). While the educational program is the responsibility of the ranger, chaperones will be expected to maintain discipline. Chaperones must also maintain appropriate student behavior while the group explores the park on its own.

Be On Time: Our staff is limited and requests for programs are many. If your group is late, program times will be shortened accordingly. Please contact us if your group is going to be delayed for arrival.

Dress: Most programs are presented outdoors and involve walking. Students must be prepared for the weather and walking to battlefield forts and sites. Please prepare your students for the environment.

Lunch: There is a designated picnic area located between Tour Stops 3 and 4 on the self-guided driving tour of the Eastern Front unit. The first come, first served picnic area will accommodate about 100 students with tables, while others may wish to bring blankets. Groups may also picnic in other park areas provided they are at least 300 feet away from historic structures or features. Following your lunch, we ask that you deposit your trash in the trash receptacles provided in the picnic area. Please do not overload the cans. Garbage bags are available at the Visitor Center.

Check In: Upon arriving at the park, the group leader should check in at the Entrance Station or Visitor Center and find out where the program will begin.

A Slave, A Plantation, A War
Pre-Visit lesson

Objectives

At the end of this lesson, each student:

- Will describe the possible experiences of a slave, a plantation owner, and a war general through a look at the songs of the period.
- Will explain two hidden meanings in the songs.
- Will compare songs of the Civil War era to a song of today, and explain how the words reflect the culture.

Materials

- Copies of songs and music that represent slaves, southern plantation owners and soldiers.

Relevance

The field trip to City Point will provide a tour of the kitchen building, Appomattox Plantation, and Grant's Cabin. These three structures will be used to explain the life and experiences of a slave, a plantation owner, and a war general. Through the years, songs have been used as a medium to tell stories of peoples' lives and experiences. Just like songs today reflect the cuture of the people, songs of Civil War times also reflected the events and lifestyles of this time period. Students will look at songs from long ago and identify what stories they tell.

Involvment of the Learner

Have students choose an appropriate, popular song of today and write a few of the lyrics on the board. Students can explain how the lyrics reflect the culture and events of today.

Example: Will Smith - Just The Two of Us

It's a full-time job to be a good dad
You got so much more stuff than I had
I gotta study just to keep with the changin times
101 Dalmations on your CD-ROM
See me—I'm trying to pretend I know
On my PC where that CD go
But yo, ain't nuthin promised, one day I'll be gone
Feel the strife but trust life does go on...

Transition to Explanation

How do the songs of today reflect the current events and lifestyles of our generation? What do the lyrics of the songs say about us and what type of families exist now? Let's take a look at songs from another time.

Explanation/Activity

Students may work in pairs to read the lyrics of the song handouts. Handouts will represent the songs popularly sung by soldiers, slaves, or farmers.

Students will need to identify whether the song would have been sung by a soldier, a slave, or a plantation owner. After the student pairs identify who would have sung this song, they must explain why the song reflects the lifestyle of the person they chose.

Upon completing these questions, students will need to look for hidden meanings in the song. Students may pick one verse of the song and summarize what story the verse is telling.

Students will share their songs with the class and explain their interpretation of the song. What does this song say about the events of the Civil War time period?

Song Lyrics

A SLAVE
One Slave's Perspective

We raise de wheat
Dey gib us de corn
We bake de bread
Dey gib us de cruss
We sif de meal
Dey gib us de huss
We peal de meat
Dey gib us de skin
And dat's de way
Dey takes us in

Frederick Douglass recorded this song indicative of the slave's sense of planter's oppression. Excerpt from: *The Slave Community*, John W. Blassingame

- What image does Douglass give the reader of slavery?
- Is slave life portrayed in a positive or negative light from this passage?
- Do you believe that all slaves felt this way about their circumstance in life?

A PLANTATION
One Southern Perspective

Secession is our watchword,
Our rights we will demand;
To defend our homes and firesides
We pledge our hearts and hand.
Jeff Davis is our President,
With Stephen by our side;
Brave Beauregard, our General,
Will join in our ride.
Our wagon is the very best,
The running gear is good;
Stuffed 'round the sides with cotton,
And made of Southern wood.
Carolina is the driver,
With Georgia by her side,
Virginia holds the flag up,
While we all take a ride.

Wait for the Wagon was a popular song written by R.P. Buckley in the 1850s. A Southern Parody of this song became popular during the Civil War.

Singing Soldiers: A History of the Civil War in Song, Paul Glass, Louis C. Singer

- What does the word secession mean in these lyrics?
- Why might the lyrics refer to cotton and Southern wood?
- What is the opinion of the writer and singers of the words above? Do you believe that most southerners felt this way?
- Do the lyrics refer more to the issue of slavery or of states' rights?

A WAR
One Union Perspective

We're fighting for our Union, we're fighting for our trust,
We're fighting for that happy land where sleeps our Father's dust
It cannot be dissever'd, tho' it cost us bloody wars.
We can never give up the land where float the Stripes and Stars.
We do not want your cotton, we care not for your slaves,
But rather than divide this land, we'll fill your southern graves.
With Lincoln for our Chieftain, we'll wear our country's scars.
We rally round that brave old flag that bears the Strips and Stars!

The Bonnie Blue Flag, written by Harry Macarthy, became one of the most popular songs in the south during the Civil War. The success of the song in the South drew Col. J.L. Geddes to write a parody of this song, entitled "*The Bonnie Blue Fla*g with Stripes and Stars." *Singing Soldiers: A History of the Civil War in Song*, Paul Glass, Louis C. Singer

- What are the reasons for fighting the Civil War according to the lyrics of this song?
- What is the opinion of this writer or singer of the south?
- Do you believe that all northerner felt this way about slavery?

Conclusion

Pass out a copy of the song "*Follow the Drinking Gourd*."
While songs are often an expression of the lifestyle of a people during a certain time and place, some songs truly have hidden messages. Songs of the slaves were often sung to communicate certain messages to one another. The song "Follow the Drinking Gourd" was often sung by slaves who worked on the Underground Railroad. Read the lyrics of the song, and see if you can identify what the possible hidden messages are in the words.

Follow the Drinkin' Gourd
Follow the Drinkin' Gourd
For the old man's waitin' for to carry you to freedom,
If you follow the Drinkin' Gourd.
When the sun comes back and the first quail calls,
Follow the Drinkin' Gourd
For the old man's waitin' for to carry you to freedom,
If you follow the Drinkin' Gourd.

What the lyrics could have meant:
"When the sun comes back" - Sunset
"And the first quail calls" - Bird sound
"Follow the Drinking Gourd" - Go north, following the Big Dipper located near the North Star

A Slave, A Plantation, A War
Post-Visit lesson

Objectives
At the end of this lesson, each student:

- Will compare the words of a slave, a plantation owner, and a war general to those reflected in the song lyrics of the previous activity.
- Will explain how songs can reflect inaccurate viewpoints of the Civil War and provide at least two viewpoints of slavery, plantation life, and the Civil War.
- Will explain how the lives of the people on this plantation changed at the war's end.

Materials

- Diary excerpts, letters, and other primary source documents containing the words and viewpoints of a slave, a plantation owner, and a Union war general.

Relevance

Following the field trip to City Point, students will have a greater understanding and visual perception of how one slave, one plantation owner, and one war general lived before and during the war. Students will be familiar with the experiences of Paulina Eppes, Dr. Richard Eppes, and General Grant following this field experience. They will compare the experiences these individuals had before and during the war to the opinions expressed in the lyrics of the songs. While songs reflect general feelings of a culture, they cannot express the opinions of a whole group of people.

Involvment of the Learners

Open the activity by reading the following document:

Song Entitled: *We are Coming From the Cotton Fields*

We are coming from the cotton fields
We are coming from afar;
We have left the plow, the hoe, the axe
And are going to the war;
We have left the old plantation seat
The sugar and the cane
Where we worked and toil'd with weary feet,
In sun and wind and rain.

Words: J.C. —n; music: J.C. Wallace; pub.; Root & Cady, Chicago, 1864
The Civil War Songbook, Richard Crawford

Transition to Explanation

- How does this document portray the life of a slave?
- What are the truths of the song lyrics? What are the misconceptions of the song lyrics?
- Now, how do the words of the following people fit into your own ideas of slave life, plantation life, and the reasons for the Civil War?

Explanation / Activity

Students will work in small groups to create a web or a list of characteristics of a slave, a plantation owner, and a Union Soldier. After completing their list, students will read primary source documents of a slave, a plantation owner, and a war general. Upon reading these documents, students will summarize the basic feelings of a slave, a plantation owner, and a war general. Student will then compare the words of these three people to the opinion list they have formed. Do the two documents match or are there some differences?

Students will discuss the differences they have found in their perceptions of slave life, plantation life, and soldier life and those espoused by the examples.

Words of Slaves

"Yes, Tom Hatcher was very kind to his slaves an' didn't 'low dem to be too severely punished. Yes, sometimes slaves would run away an' take refuge on Tom Hatcher's place an' he was very kin' to 'em an' didn't return 'em to dey masters. Yes, he protect dem 'til he foun' out where dey came f'om an'de circumstances o'de leavin.' Well, yes, his 'state was said to be a refuge fer slaves when dey run away f'om dey cruel masters."

Mrs. Patience M. Avery
215 Kentucky Ave., Petersburg, VA
Interviewed March 19, 1937

"I was born January 9, 1849 on the James at a place called Epps Island, City Point. I was born a slave. How old am I! Well, there's the date. Count it up for yourself. My owner's name was Dr. Richard B. Epps. I stayed there until I was around thirteen or fourteen years old when I came to Hampton.

I don't know much about the meanness of slavery. There was so many degrees in slavery, and I belonged to a very nice man. He never sold but one man, fur's I can remember, and that was cousin Ben. Sold him South. Yes. My master was a nice old man. He ain't living now. Dr. Epps died and his son wrote me my age. I got it upstairs in a letter now."

Richard Slaughter (b. 1849), Interviewed December 27, 1936
"Weevils in the Wheat, Interviews with Virginia Ex-Slaves"
Compiled and edited by Charles L. Perdue, Jr., Thomas E. Barden, and Robert K. Phillips

Words of a Plantation Owner

Sunday, December 4th 1859
The Diary of Richard Eppes

"John Corn applied today for permission to marry a woman named Celia belonging to Mr Hill Carter, could not give my consent but told him I would sell him to Mr Carter or a neighbor if he desired to marry the woman as I did not wish to separate families it being a rule of the plantation which though bearing hard on individual cases I regard as absolutely essential to the general good."

Friday, September 2, 1859
The Diary of Richard Eppes
"Today should truly be marked with a black as old Horace would say, being one of the most unpleasant I have spent in many days. To sum up its events, as soon as I had finished my breakfast, the negro being assembled in the washroom, I read the law of leaving the plantation without my permission to Henry Corson, the others being present and administered to him 15 lashes this having been the third time he has done the same thing each time
previous having been warned. The taking away of our boats, the stealing of our oars and the absence of the negros at night from their houses has become intolerable and finding that talking and threatening had no effect I was resolved to put a stop to it by administering in full effect our plantation laws."

Monday, April 15th, 1861
The Diary of Richard Eppes

..."My neighbor Mr James Proctor called & spent the evening, he brought with him a paper to obtain signatures to instruct our delegate, Mr Timothy Rives, in the State Convention to vote for an ordinance of Secession for the State of Virginia which I signed having lost all hopes of our Union with the Northern States since President Lincoln has adopted the policy of Coercion of the seceded states. This step is perhaps the most important of my life but as the question is now narrowed down to the bare option of my State taking sides with or against the South, both my feelings and interest induce me to give my individual vote for the South, though could our rights have been fully guaranteed in the old Union of the States North & South I should have much preferred it to new combinations attended as it may with civil war & general confusion for months perhaps year."

Words of a War General

Letter written by General U.S. Grant to Robert E. Lee
Cold Harbor, VA., June 5, 1864

"It is reported to me that there are wounded men, probably of both armies, now lying exposed and suffering between the lines occupied respectively by the two armies. Humanity would dictate that some provision should be made to provide against such hardships. I would propose, therefore, that hereafter, when no battle is raging, either party be authorized to send to any point between the pickets or skirmish lines, unarmed men bearing litters to pick up their dead or wounded, without being fired upon by the other party..."
"As soon as Warren was fortified and reinforcements reached him, troops were sent south to destroy the bridges on the Weldon Railroad; and with such success that the enemy had to draw in wagons, for a distance of about thirty miles, all the supplies they got thereafter from that source..."

Personal Memoirs of U.S. Grant

Conclusion

Question for thought: If you grew up as a slave at City Point and saw the Civil War end, how would you feel when you were told you were free?

Read the following excerpt from Arthur Greene, a slave from Petersburg Virginia:

"You know after de surrender us colored people didn' have no whar to go but on de road. Folks jes' stayed on wid dair masters an' mistress cause dey had no whar to go. Pitiful! Pitiful! Pitiful times an' discontent we was in. Now while you stay on de plantation you had to do as dem ole white folks said; if you didn' you had to git off. See we was bound to eat so fer a while we took anything 'till we straightened ourselves out..."

"Weevils in the Wheat, Interviews with Virgini Ex-Slaves"
Compiled and edited by Charles L. Perdue, Jr., Thomas E. Barden, and Robert K. Phillips

Beans, Bullets, and Blankets
Pre-Visit lesson

Objectives

At the end of the lesson, each student:

- Will read a soldier's words and identify whether a soldier was in camp, on the march, or in the trenches according to his words.
- Will describe two differences and two similarities in a soldier's routine when he is on the march, in camp, and in the trenches.

Materials

- Excerpts of letters and diaries of actual soldiers who participated in the siege of Petersburg.
- Paper and Pencil

Relevance

Civil War soldiers endured many hardships during the Civil War. While soldiers saw a fair amount of fighting during the four years of the war, the majority of their time was spent marching from one place to another or in camp. How did soldiers live? What did they do on a daily basis, when battles were not being fought? How did they keep a positive spirit in the face of a war that would not end?

Involvement of the learners

Read the following excerpt from a soldier's diary:

"Camp life here is very hard, the weather being very hot, and we drill a great deal. In the morning at 5 o'clock we are awakened by the reveille; get up and answer roll call; then form for squad drill; then breakfast, after which is company drill; come in and rest for awhile, and then the whole regiment goes out for a batallion drill; next dinner; next brigade drill; next division drill, and we all think if the fields were only large enough, we would have a corps and army drill."

Daniel G. Crotty, Third Michigan Volunteer Infantry

Transition to Explanation

After reading this excerpt, do you think it would be easier to be in camp or on the march? Why?

Explanation/Activity

Students will read the six brief excerpts of soldier life. Students then identify whether the soldier was on the march, in camp, or in the trenches according to the passage.

Students will write and discuss two major differences and two similarities in a soldier's life when he is on the march, in camp, or in the trenches.

Students will write editorials for a local paper about soldier life. They will select a position (camp life, marching, or the trenches) and write an editorial about the merits of one of these position. They will need to support their position by using the information they have just read.

Excerpts for Lesson

"We travelled very slowly, with constant stops and then a few yards gained. Everyone was very sleepy, the heat of the previous day seeming to have taken all the vigour out of man and beast. My own men kept up, for unless with their battery they have no chance for any breakfast; but after every little halt more or less of the infantry were left asleep on the roadside. The provost guard which was immediately in my front could do but very little towards getting the stragglers along. Take it altogether, I do not remember ever to have seen such an amount of sleepiness on the part of both officers and men."
Colonel Charles S. Wainwright

"After dinner we marched until 10 o'clock at night, when we formed in line connecting with the 5th Corps, which is planted squarely across the Danville Railroad. After fooling around a couple of hours, we lay down for the rest of night. This was a moment of supreme enjoyment for the writer — and one of wretchedness as well. Was ever a mortal permitted to endure such tortures as I have suffered today? Quite early in the day my heels were galled to the bone. The blood dried into my stockings and boots, and when I removed them, the flesh was actually torn from my heel. I thought I had known suffereing from this cause before, but all previous experiences have been simply skirmishes compared with the agony of the moment." **Maine Volunteer**

"...All is quiet now except the usual canonadeing and sharpshooting. For two days we have had no skirmishing on our line here. The Yanks agreed to quit if our boys were willing and they readily consented and again are at liberty to walk near the line. The most of them are busily engaged preparing for the winter, which is fast approaching here. Instead of building huts as formerly, they dig a hole in the ground about 6 feet deep and 10 feet square, put over the top a layer of large logs. On that a layer of boughs and leaves, and cover the whole with dirt which they pile on till it is shaped like a potatoe hill."
Marion Hill Fitzpatrick, Army of Northen Virginia

We have an old tent stretched in camp, but it leaks badly; still it is some protection and we should be thankful. We are getting on very well in the way of rations, both for man and horse and if we could be only be quiet here for a month, the horses would improve much. General H., I understand, says this campaign has been the most active by far of any previous one in this state and I think he might have added that the victories of the Confederates have been more decisive."
General William Stokes, 4th South Carolina Cavalry

"Well this is the 22nd day of our operations before Petersburg. It's 3 days in the trenches and two out, with us, and the out is not much better than the in for we do not move so far to the rear but that the rebs can shell us. I am just as thin as a rail (just the condition for this country) yet in good health and strong as I ever was. . . You would be certainly diverted to see me now. I occupy a hold in the ground just long enough for one to lie down in and high enough to set up in, covered with poles and two or three feet of earth to form a protection from pieces of shell."
J.J. Scroggs, 5th U.S.C.T.

"...I have before stated that my camp was back of old Blanford church, dug into the slope of the hill. . . My fly was pitched in a dugout about ten feet wide dug back into the hill to a perpendicular wall about eight feet high...One night [we] were sitting around a table in my tent, examining a plan of the work I had made and was explaining to them. We were all intently engaged on this when we hear approaching through the still night air what sounded like a railroad express train. We all knew what it was. It was the long-expected three-hundred-pounder; but no one spoke, all pretending unawareness, and I went on with my explanation... Presently the sound came from right over our heads, apparently, and increased to a terrific roar, becoming louder and louder every second and I was sure it was going to fall right on my table. In spite of all I could do I felt my hand on the plan in which I held my pencil begin to shake..."
W.W. Blackford. C.S.A

Conclusion

It was not always easy to be a soldier whether you were on the march, in camp, or in the trenches. Many soldiers simply wanted to be home as the siege turned into months.

Do you agree with this statement? Why or why not?

Beans, Bullets, and Blankets
Post-Visit lesson

Objectives
At the end of the lesson, each student:

- Will view photographs of the trenches where the soldiers ate, slept, and fought; and explain how a soldier's life in the trenches at Petersburg differed from normal camp life in the Civil War.

- Will describe how the trench warfare the soldiers experienced at Petersburg contributed to the lengthy nine-and-a-half-month siege.

- Will create a cartoon editorial about soldier life in the trenches.

Materials

- Pictures of the trenches where soldiers lived.
- Political or editorial cartoon examples
- Paper and pencil

Relevance
Soldier life was certainly difficult during the Civil War. Often, soldiers dined on hard-tack, coffee, and salt pork, slept on the ground, and entertained the constant noise of cannon shells and minnieballs around them. So what was different about the siege of Petersburg? Fighting in the open field and camp life as they knew it, would change drastically for the soldiers who found themselves in the trenches of Petersburg with no quick victory in sight.

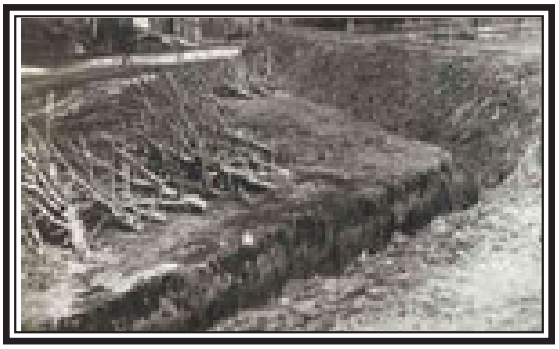
Involvement of the Learner

July, 10th 1864
"Speaking of handwriting; you may not recognize this as mine. For I am writing under the usual disadvantages of camp. I am lying under a shelter made of two yankee blankets pined together with wood pins & stretched over a pole placed in two forked stakes with the lower edges of the blanket looped over with stakes driven in the ground about two feet high. My bed is made of a few green leaves with another yankee blanket wired over them. I place my paper on the ground and lye on my "belly" while I write."
- *Captain A.B. Mulligan*, Co. B 5th South Carolina Cavalry

Transition to Explanation
Imagine what this soldier looked like at a camp in Petersburg, trying to write a letter home. Look at the following images to get a better idea of a soldier's life in camp and in the trenches.

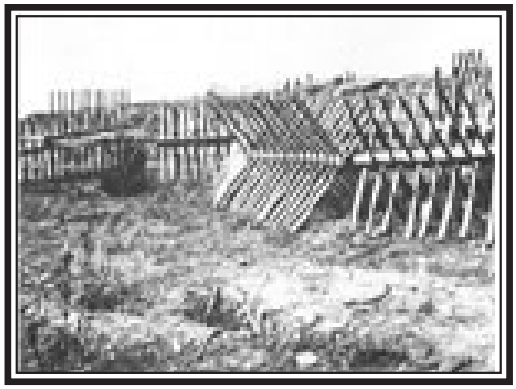
Explanation/Activity

Provide the students with photos of the trenches and fortifications where the soldiers lived. Students will complete questions about how soldier life was different at Petersburg. See below for examples of images.



Many soldiers used abatis (felled trees) to further protect them in the trenches? Why would soldiers cut down trees and place them in front of their trenches?

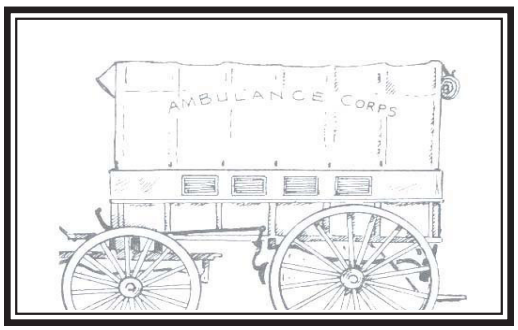
Soldiers also used chevaux-de-frise to protect their earthworks. These structures were made by sharpening the ends of trees and connecting them together to form a defense system. How would chevaux-de-frise protect the soldiers behind the trenches? Do you think they were an effective defense?



While soldiers would often sleep under the stars, canvas shelter halfs and tent flies were used to create a shelter from the weather. How have these soldiers used their shelters inside the trenches? Do you think this photograph represents a temporary or a more permanent camp? Explain.

Soldiers from both armies spent much of their time behind walls such as these. When a battle was not raging and shots were not being fired, what would the soldiers do behind these earthen walls to pass the time? Do you think that they could move freely behind these walls?

Soldiers took advantage of the landscape around them, when they constructed their fortifications. What did they use to build these trenches? After viewing these photographs, and the amount of wood it took to create these trenches, how do you imagine the landscape around them looked after nine-and-a-half months of the siege?



Students will use these photographs to discuss why the siege lasted for nine-and-a-half months. After seeing where soldiers lived and fought, discusss what life in the trenches would have been like for the thousands of soldiers at Petersburg. Did trench warfare extend the length of the siege?

Provide students drawing paper. Ask them to create a cartoon illustrating soldier life in the trenches of Petersburg. Encourage students to be creative in their drawings, providing a strong viewpoint of trench life. Their cartoon can be serious or comical in nature.

Conclusion

Collect the cartoons from the students and pass them out randomly to each student. Have each student examine another student's cartoon, and figure out what type of message the cartoonist is trying to give the audience. Write a statement explaining the overall theme of the cartoon.

A City Under Siege

Pre-Visit Lesson Plan

Objectives

At the end of the lesson, each student:

- Will list three characteristics of an area where people would settle.
- Will explain the relationship of transportation and industrial success of a city.
- Will identify two industries of a southern city in 1860.

Materials

- Copies of the unmarked maps of Petersburg with focus questions.
- Pencil and paper

Relevance

The power of place has played a large role in determining the course of American history. Settlers who traveled miles and miles over water and land for a new beginning probably did not randomly select where to land their boats or carriages to establish their new homes. They looked for certain characteristics in the areas where they settled.

Involvement of the Learner

If your parents announced that the family was moving to a new city, what are some questions / recommendations you would have for your parents?

Transition to Explanation

Now, imagine that you have no telephones, cars, or electricity. What characteristics would you look for when settling in a new area?

Explanation/Activity

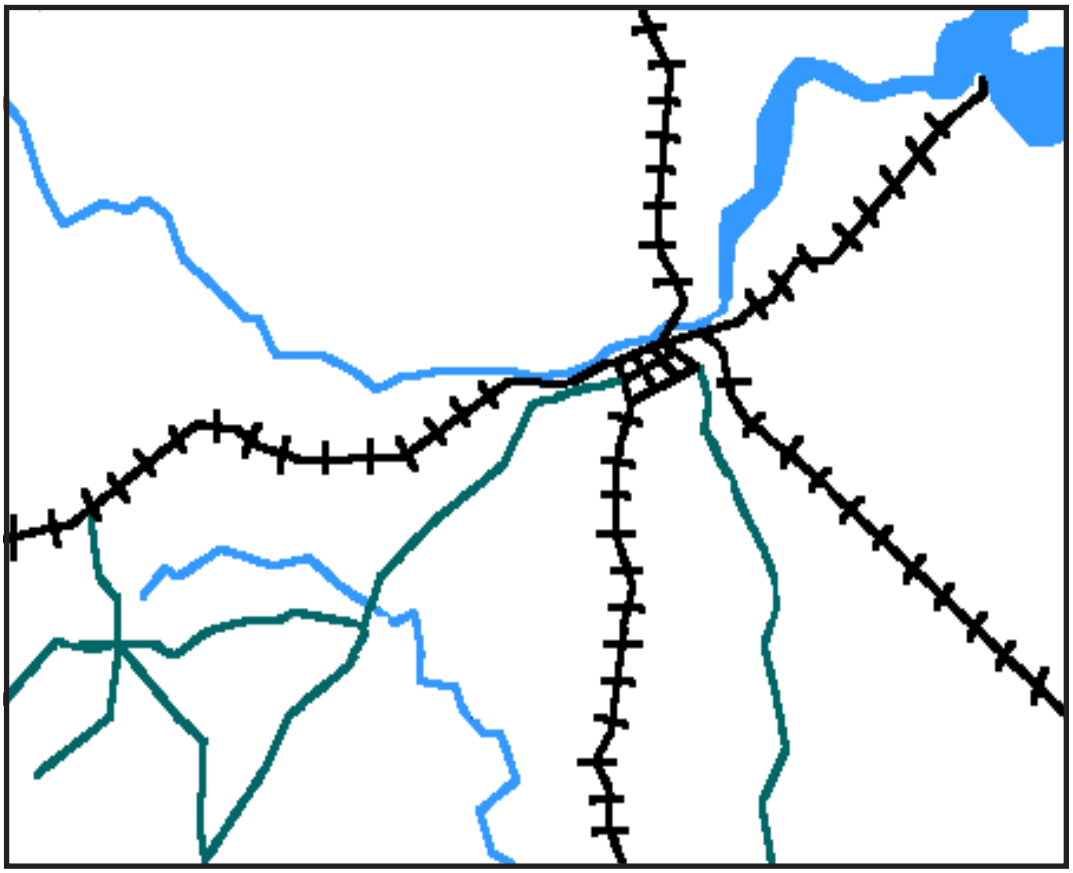
Pass out pieces of white paper. Instruct students to draw a picture of a place where they would make their home, if they were moving to a new state or territory in 1860?

Write a brief paragraph to accompany your drawing describing your desires for the location of your new home.

Pass out the blank maps of Petersburg in 1861. Do not tell students what city is represented in the map. Students will read the scenario of this city, answer the focus questions about this place, and finally decide if he or she would choose to live there.

Scenario of the Unknown City

When the war began in 1861, this city was a growing city filled with fine houses, busy shops, and successful factories. The city's 18,000 residents were proud of this prosperous town, which was a trading center with local and world markets. Farmers brought their crops from the surrounding countryside to this city. Town merchants were successful from the traffic that came in and out of the city. By 1860, the place pictured below was the third largest city in the state and one of the most important.



WATER ROAD RAILROAD CSA USA

Why was this city so successful, according to the map?

Why would people from the surrounding countryside bring their goods into the city?

How did these travelers help the economy of the city? (Hint: Think of the local merchants)

Is this a city where you would choose to live? Why or why not?

Conclusion

Provide clues to the students about what city is represented by the map.

This was a city in the state of Virginia.

This city was home to tobacco manufacturing companies, cotton and flour mills, and iron works industries.

This city was located 23 miles south of the Capitol of the Confederacy during the Civil War.

Answer: Petersburg, VA

Question for thought:

Why were the citizens of Petersburg worried that it might become a target for the Union army during the Civil War?

A City Under Siege

Post-Visit Lesson Plan

Objectives

At the end of the lesson, each student:

- Will identify three reasons why Petersburg was a target for the Union army during the Civil War.
- Will explain how soldiers from both the Union and the Confederate army acquired supplies during the siege of Petersburg.
- Will describe Grant's strategy to defeat the southern army at Petersburg when a direct attack failed.

Materials

- Copies of the maps of Petersburg with focus questions.
- Pencil

Relevance

The siege of Petersburg is not always remembered in the textbooks of American history. Yet, Petersburg saw ten months of fighting during the last year of the Civil War. Grant expected that the Union army would capture Petersburg in a direct attack. When this failed, Grant's strategy switched to an attack on the supply lines. This endeavor would take much longer than Grant expected.

Involvement of the Learner

Read the following excerpt to the students.

Grant's words following the initial attack on Petersburg, June 15th-18th,

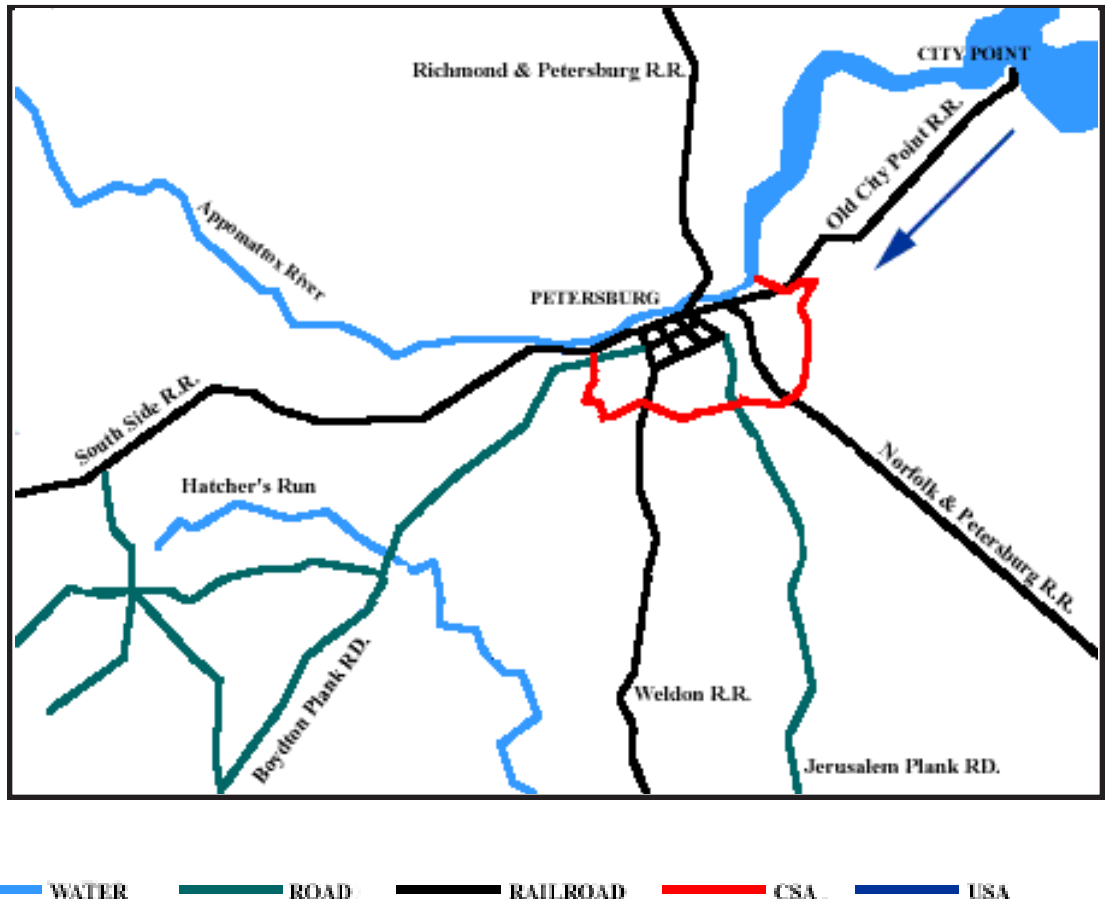
"I now ordered the troops to be put under cover and allowed some of the rest which they had so long needed. They remained quiet, except that there was more or less firing every day, until the 22nd, when General Meade ordered an advance towards the Weldon Railroad. We were very anxious to get that road, and even round to the South Side Railroad if possible."

Personal Memoirs of U.S. Grant

Explanation / Activity

Study the maps to figure out Grant's strategy at Petersburg. Follow the troop movements on the maps in the order that they appear, and write a brief description of where the Union troops are attacking. Then answer the focus questions following each map. Finally, select a headline and write an article for a local newspaper about the siege of Petersburg.

Map #1: Opening Attack on Petersburg

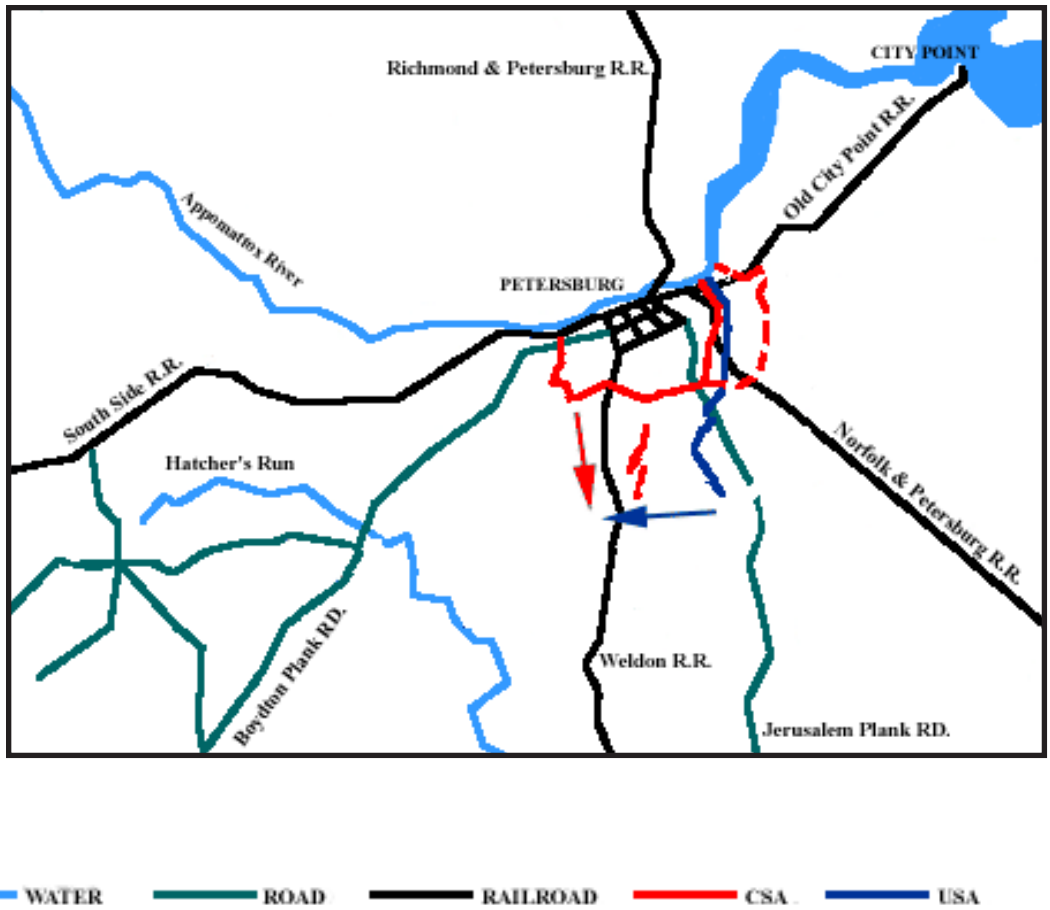


Map #1:

Why did the Confederate army build fortifications around the city of Petersburg in 1862, two years before the fighting ever arrived here? Why did Petersburg need to be protected prior to any fighting here?

Why did General Grant and the Union army choose City Point as the location for their headquarters during the siege? What were the advantages of being at City Point?

Map #2: Battle of Weldon Railroad



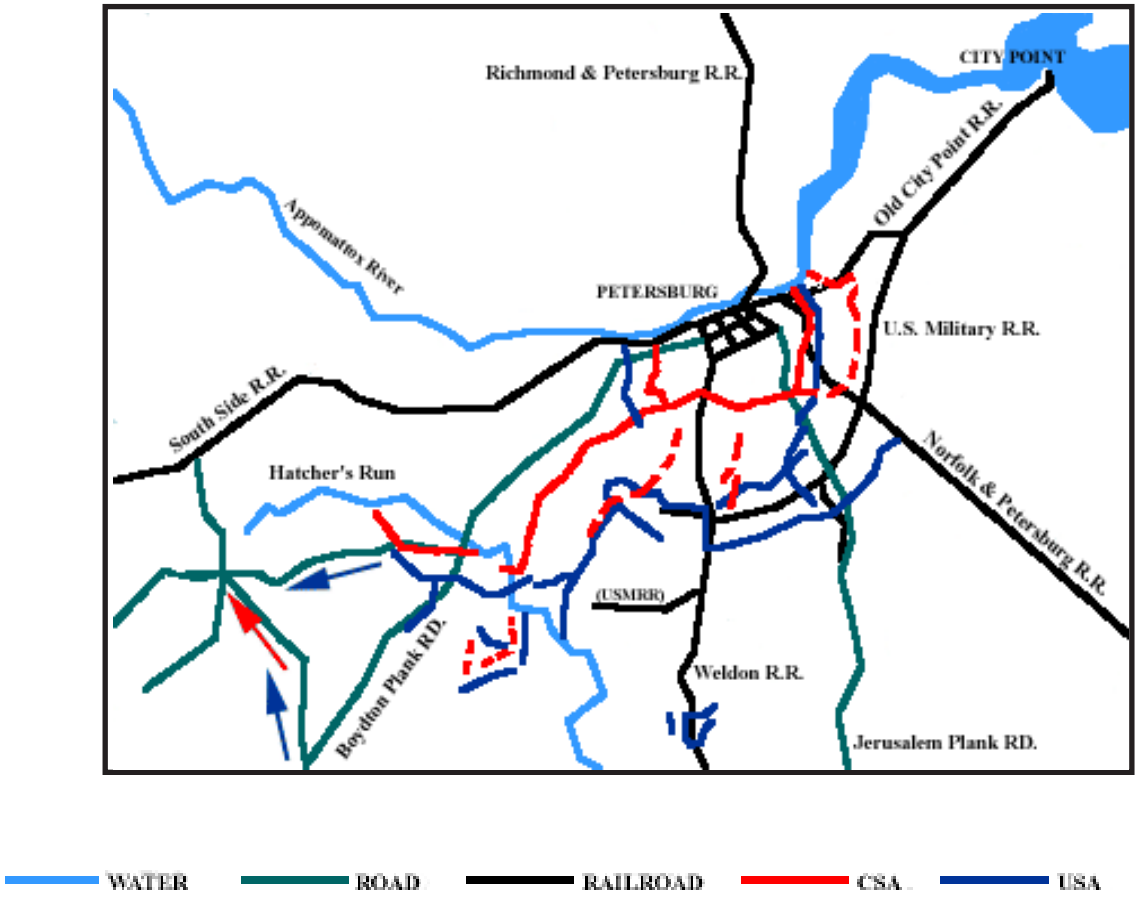
Map #2:

When the Union army failed to take Petersburg during the initial attack, why did they want to capture the Weldon Railroad?

What two railroad lines were in Union hands after the initial attack?

Why did the strategy of the Union army shift to a focus on the railroad lines around Petersburg? What was significant about these railroads for the Confederate army?

Map #3: Battle of Five Forks



Map #3:

At this point in the war, the Union army had possession of the City Point Railroad, the Norfolk and Petersburg line, and portions of the Weldon Railroad. What was Grant's target in the Battle of Five Forks?

The Union army succeeded in breaking through the Boydton Plank Road, a major roadway west of the city. The success of the Union army at Five Forks opened the door to the Union army to take the Southside Railroad. Why did this mean the end of fighting for the Confederate army?

After studying the maps, what do you believe is the goal of a military siege? Was it a success at Petersburg?

Activity 2: Become a Reporter

Select a headline, and write a front page article for a local paper. Big stories make the front page, so use your imagination!

Headlines

Confederate Soldiers Dig In...Worry that Petersburg May Be Attacked!

General Grant Fools Lee...Surprise Attack on Petersburg!
Petersburg Under Siege!

Attack on the Weldon Railroad...Union Soldiers Hit 'Em Where It Hurts:
In The Stomach!

It's Supply or Die for the Confederate Army!

Five Forks Falls...The End is Near!

Conclusion

Read the following quote from the *Reminiscences of General Robert E. Lee,*
Rev. J. William Jones, D.D.

"We must destroy this army of Grant's before he gets to the James River. If he gets there, it will become a siege, and then it will be a mere question of time."

These prophetic words were spoken by Confederate General Robert E. Lee, prior to the siege. Why did Lee worry that the Confederate army would be in trouble, if Grant got south of the James? How did he know what would happen?

Portrait Of A Soldier
Pre-Visit Lesson

Objectives

At the end of the lesson, each student:

- Will identify three different participants in the Civil War.
- Will draw a picture illustrating the type of home life this Civil War soldier may have come from before he entered the war.
- Will write an editorial to a local paper explaining why each of these three participants wanted to fight in the war.
- Will find justification for the reasons the soldiers were fighting in the war in the words of the Declaration of Independence.

Materials

- Pencil and white paper for sketching pictures
- Copies of the Declaration of Independence

Relevance

In the early years of the Civil War, volunteers from both the North and South joined the armies to fight for the rights and beliefs of their territories. Many northern soldiers were fighting to hold the Union together. Many southern soldiers were fighting for states' rights. While slavery was a significant sectional difference, the issue of emancipation for the slaves became more prominent in the later years of the war.

- Where did these soldiers come from?
- What were there lives like before the war?
- What motivated them to keep fighting even as the war dragged on, evident in the nine-and-a-half months of fighting at Petersburg?

Involvement of the Learners

Ask the students: "Who was fighting in the Civil War?"

Some students may answer northern and southern soldiers, or Union and Confederate soldiers right away. Encourage them to identify another group of soldiers.

(**Hint:** Lincoln's Emancipation Proclamation gave new cause to this group of people.)

Answer: African American soldiers were known as United States Colored Troops

The participation of the United States Colored Troops was prominent in the siege of Petersburg. While this term is not used today, in 1864 a United States Colored Troop (USCT) was a brave and honorable position for an African American.

Transition to Explanation

Show the students a picture of a farm, a plantation, or a factory. Ask the students who would have lived in this area: A Confederate soldier, a white Union soldier, or an African American Soldier? Why?

Explanation/Activity

Students will draw pictures of where Union, Confederate, and United States Colored Troops may have lived before they joined the army. Encourage students to draw pictures that clearly illustrates the homes and lifestyle of these three groups of people.

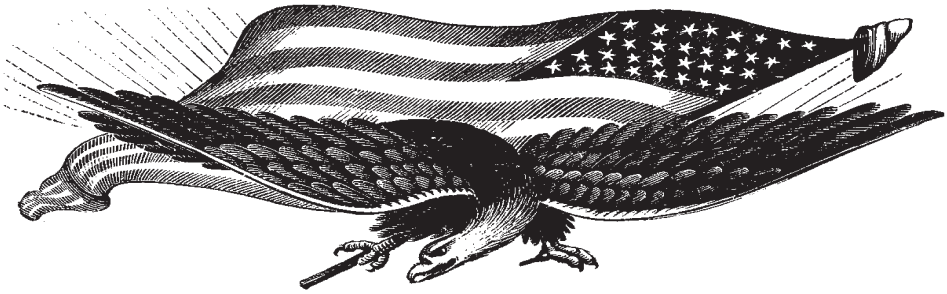
Have volunteers share their picture with the class and discuss the lifestyle of a particular soldier before the war. A discussion of the pictures will help students understand the sectional differences developing in the country in the 1850s and early 1860s.

Following the discussion, students will write a brief editorial to a local newspaper in 1861, pretending that they are a southern farmer, a slave working on a plantation, or a factory worker from the north. In this editorial, the student will explain why he/she is willing to fight to protect his way of life.

Conclusion

At this point in the lesson, students should have definitive reasons why the soldiers wanted to fight in the Civil War. Have students follow along as the instructor reads the opening paragraph of the Declaration of Independence.

What do these words mean to a Confederate Soldier? A Union Soldier? A United States Colored Troop fighting in the Union Army?



Portrait of A Soldier
Post-Visit Lesson

Objectives
At the end of the lesson, each student:
- Will identify three different participants in the Battle of the Crater.
- Will list two similarities and two differences in the accounts of a Confederate soldier, a Union soldier, and a United States Colored Troop in the Battle of the Crater.
- Will select the identity of a Confederate Soldier, Union Soldier, or a United States Colored Troop and compose a letter from his perspective.

Materials

- Handouts of soldier letters
- Pencil and paper

Relevance

Students will have a greater understanding of the horrible fighting that took place during the Civil War, focusing specifically on the tragedy of the Battle of the Crater. After three-and-a-half years of fighting, many soldiers were weary of the war and simply wanted to be home. Many of the United States Colored Troops were eager and ready to fight. Most soldiers continued to fight for their visions of America and the causes that brought them to Petersburg. They fought to protect their way of life.

Involvement of the learners
Ask the students:
- Do you believe the United States would be the same today if the Civil War never took place?
- Do you think the United States is a stronger country today because of the Civil War?

Transition to Explanation

Read the excerpt about June 18th, The Opening Attack on Petersburg:

"The ditch was now full of men, and we began to climb up the face of the parapet. A man would run his bayonet into the side of the parapet, and another would use it as a step-ladder to climb up. As we were thus ascending I was wondering why the Johnnies [Confederate soldiers] behind the parapet were so quiet. It was now getting quite dark, and I felt sure that as fast as a "colored troop" would put his head above the level of the parapet it would be shot off, or he would be knocked back into the ditch;

and I fully expected the Sixth U.S. Colored Troops, officers and all, to find their death in that ditch. But they didn't. Not a bit of it. We climbed into the fort or battery only to find it empty. The last Confederate was gone, save one, a fair haired boy of 17 or 18 years, dead. He was a handsome boy, with long, fair hair, looking as though he had been tenderly reared. Perhaps only a few days before he had been attending school in Petersburgh, and had just come out now to help man the defenses of the city. We buried him as well as we could and though an hour before I would have met him as an enemy, now I helped to bury him as tenderly as though he had been a Union soldier."

John McMurray, Major 6th U.S.C.T.
Recollections of a Colored Troop

Explanation/Activity

Students may work individually or in small groups. They will read the letters of the soldiers who participated in the Crater. Students will need to identify whether the author of the letter was a Confederate soldier, a Union Soldier, or a United States Colored Troop. (See letters on page 58)

Students will list two similarities and two differences in the three accounts of the soldiers who participated in the Battle of the Crater. The instructor can lead the students in a discussion of how these accounts differed.

Students will then choose or be assigned a particular position in the war. They will write a letter from the viewpoint of a Confederate soldier, a Union soldier, or a United States Colored Troop about what they saw and experienced during the Battle of the Crater, and why they were risking their lives in the war. Students should pull from the pre-visit lesson activities, the field experience, and the letters they have just read. The letters should be written in first person.

Conclusion

- Why was the Battle of the Crater a loss for the Union army?
- Why was the Batte of the Crater a success for the Confederate army?
- Despite the Union loss at the Crater, why was this a significant battle for the United States Colored Troops?

Soldier Letters

A - Letter from William Pegram to Jenny Pegram
1 August 1864
Pegram-Johnson-McIntosh Collection / VA Historical Society

B - Letter from a Maine Soldier
Camp near Petersburg, VA., July 31st, 1864
Petersburg Files, Source Unknown

C - Lieutenant J.J. Scroggs
5th U.S.C.T., 3rd Brigade, 3rd Division
J.J. Scrogg's Diary and Letters 1852-1862
compiled by Larry Leigh

Soldier Letters continued

Letter A

"I suppose you all have gotten, before this, a correct account of the affairs on Saturday. It was an exceedingly brilliant one for us. The enemy avoided our mine & ran theirs under Cousin Dick's Battery. They blew it up about daylight, & taking
advantage of the temporary confusion & demoralization of our troops at that point, rushed a large body of whites & blacks into the breach. This turned out much worse for them in the end. I never saw such a sight as I saw on that portion of the line for a good distance in the trenches, the yankees, white & black principally the latter, were piled two or three or four deep. A few of our men were wounded by the negroes, which exasperated them very much..."

Letter B

"We had the saddest day yesterday I ever saw. We were called up at half past two o'clock, A.M., and formed in a line of battle at three. There was six tons of powder buried thirty feet under ground, directly under the fort, which exploded at half past four A.M., when we started for the rebels and went directly into the remains of the fort. At the moment the fort blew up we had fifty pieces of artillery open on them directly over us. The air was so thick that I could not see three feet ahead. The ruins of the fort I cannot describe; my heart sickens at the thought . . . and many of them were burried alive, cannon and gun-carriages thrown in all directions, together with the same. Inside, where those two regiments met their fate, baffles description."

Letter C

"...The explosion of a mine under a rebel fort in their front. 3 o'clock came but no explosion. The suspense was fearful and some were already predicting the failure of the great mine when the smothered roar of an earthquake and a power which shook the earth for miles around the mighty giant broke through the imprisoning walls lifting the rebel fort, guns and garrison high in the air. Hardly had the tremendous explosion taken place when it was succeeded by another and more terrible roar burst with an awful crash from the iron throats of one hundred pieces of artillery. For one hour without cessation or interval the iron storm raged over our heads. . . ."

Woe to the Wounded

Pre-Visit Lesson Plan

Objectives

At the end of this lesson, each student

- Will describe the possible experiences of a wounded soldier, a surgeon, and a volunteer wound-dresser through poetry.
- Will identify hidden meanings (symbolism) in the two poems.

Materials

- Copies of excerpts from poems – "Little Giffen" by Francis O. Ticknor and "The Wound-Dresser" by Walt Whitman.

Relevance

The tour will examine the challenge of treating the wounded soldiers during the Civil War. Students will role-play a battle, being assigned as a Union or Confederate soldier, wounded or unwounded. After the battle, the students who are not wounded will assist the wounded to a field dressing station, where they will bandage the wounds. Students will actively learn about the difficulty involved in caring for the number of wounded soldiers with limited medical supplies. This pre-activity uses poetry actually written by a Civil War doctor and a volunteer wound-dresser both explaining their frustration in dealing with those wounded.

Involvement of the Learner

Ask students what images come to mind when they think of a hospital today. Make a list on the board.

Transition to Explanation

Ask how different a hospital might have been during the Civil War. Let's take a look at poetry written by those who were there.

Explanation/Activity

Students work in pairs to read the poetry handouts.

Students compare/contrast the two poems and the experiences of those involved.

Students identify hidden meanings such as "Lazarus", "skeleton boy and skeleton death", "he did not write", "O beautiful death" and "a fire, a burning flame".

Students select one verse of either poem to summarize meaning and share with class.

Poems

"Little Giffen"
by Francis O. Ticknor

OUT of the focal and foremost fire,
Out of the hospital walls as dire;
Smitten of grape-shot and gangrene,
(Eighteenth battle, and he sixteen!)
Spectre! such as you seldom see,
Little Giffen, of Tennessee!

"Take him and welcome!" the surgeons said;
Little the doctor can help the dead!
So we took him; and brought him where
The balm was sweet in the summer air;
And we laid him down on a wholesome bed,—
Utter Lazarus, heel to head!

And we watched the war with abated breath,—
Skeleton Boy against skeleton Death.
Months of torture, how many such?
Weary weeks of the stick and crutch;
And still a glint of the steel-blue eye
Told of a spirit that wouldn't die,

And didn't. Nay, more! in death's despite
The crippled skeleton "learned to write."
"Dear mother," at first, of course; and then
"Dear captain," inquiring about the men.
Captain's answer: "Of eighty-and-five,
Giffen and I are left alive."

Word of gloom from the war, one day;
Johnson pressed at the front, they say.
Little Giffen was up and away;
A tear—his first—as he bade good-by,
Dimmed the glint of his steel-blue eye.
"I'll write, if spared!" There was news of the fight;
But none of Giffen.—He did not write.

The Wound-dresser
by Walt Whitman

Bearing the bandages, water and sponge,
Straight and swift to my wounded I go,
Where they lie on the ground after the battle brought in,
Where their priceless blood reddens the grass, the ground,
Or to the rows of the hospital tent, or under the roof'd hospital,
To the long rows of cots up and down each side I return,
To each and all one after another I draw near, not one do I miss,
An attendant follows holding a tray, he carries a refuse pail,
Soon to be fill'd with clotted rags and blood, emptied, and fill'd again.

I onward go, I stop,
With hinged knees and steady hand to dress wounds,
I am firm with each, the pangs are sharp yet unavoidable,
One turns to me his appealing eyes—poor boy! I never knew you,
Yet I think I could not refuse this moment to die for you, if that would save you.

On, on I go, (open doors of time! open hospital doors!)
The crush'd head I dress (poor crazed hand tear not the bandage away),
The neck of the cavalry-man with the bullet through and through I examine,
Hard the breathing rattles, quite glazed already the eye, yet life struggles hard
(Come sweet death! be persuaded O beautiful death!
In mercy come quickly).

From the stump of the arm, the amputated hand,
I undo the clotted lint, remove the slough, wash off the matter and blood,
Back on his pillow the soldier bends with curv'd neck and side-falling head,
His eyes are closed, his face is pale, he dares not look on the bloody stump,
And has not yet look'd on it.

I dress a wound in the side, deep, deep,
But a day or two more, for see the frame all wasted and sinking,
And the yellow-blue countenance see.
I dress the perforated shoulder, the foot with the bullet-wound,
Cleanse the one with a gnawing and putrid gangrene, so sickening, so offensive,
While the attendant stands behind aside me holding the tray and pail.

I am faithful, I do not give out,
The fractur'd thigh, the knee, the wound in the abdomen,
These and more I dress with impassive hand (yet deep in my breast a fire, a burning flame).

Conclusion

Ask the class if they think the events depicted in the two poems are real or fictional. Then read the following:

In 1863, following the Battle of Murfreesboro, sixteen-year-old Isaac Newton Giffen was plucked from a makeshift Confederate hospital in Georgia by a country doctor and his wife, who took him into their home and devoted the next six months to nursing him back to health. In addition to tending to his wounds, the doctor's wife taught this uneducated son of a Tennessee blacksmith to read and write. Giffen's recovery was progressing well when news came that his old commanding officer, General Joseph E. Johnston, was being pressed by Union forces near Atlanta, and the boy immediately donned his uniform and returned to the front. Issac Newton Giffen was killed a short time later during the Atlanta campaign.

The war touched Whitman personally after his brother George joined the 51st New York Volunteers. When the *New York Herald* listed George among those wounded at the Battle of Fredericksburg in December 1862, Whitman raced to Washington. Failing to find his brother in one of the city's makeshift hospitals, he traveled to the Union camp at Falmouth, Va., near Fredericksburg.

Fortunately, George had received only a superficial wound. Nevertheless, Whitman stayed in the camp for two weeks, visiting the wounded and listening to their stories. Whitman accompanied the wounded to Washington's hospitals where he began visiting them almost daily—a practice he continued for the next three years. He listened to their complaints, fed them, and wrote letters home. Whitman's poem *"The Wound Dresser"* attests to his hospital experiences.

(Lesson Plan courtesy of Kathy Markward, former volunteer at PNB and retired school teacher)

Woe to the Wounded

Post-Visit Activity

Objectives

At the end of the lesson, each student:

- Will view pictures of medical facilities from the Civil War, comparing field hospitals and other hospitals
- Will read letters from Cornelia Hancock, Civil War Nurse
- Will write a letter from a wounded soldier in either a field hospital or other hospital, or from a nurse caring for soldiers

Materials

- Pictures of the medical facilities available during the Civil War
- Copies of letters from Cornelia Hancock
- Paper and pencil

Relevance

During the war, medical help varied greatly depending upon the locale. Formal hospitals usually had plenty of materials, beds, and food. Field hospitals may have had tents, ambulances, and medicine, or they may have been in need. Nurses and Doctors did what they could with what they had to make the wounded feel better.

Involvement of the Learners

In our tour we participated as both wounded soldiers and survivors in a field hospital situation. Some of our wounded might have been transported by ambulance to a more permanent hospital.

Transition to Explanation

If you were a doctor or a nurse during the Civil War, do you think you would have preferred working in the field or in a permanent facility?

Explanation/Activity

Students should view the following pictures. Discuss with students what they see in each image.

A

B

C

D

E

F

G

H

I

J

K

Image Sources

A - Ambulances http://www.civil-war.net/cw_images/files/images/263.jpg

B - Confederate wounded cared for by Union Dr. Anson Hurd at Antietam http://www.civil-war.net/cw_images/files/images/319.jpg

C - Removing the wounded http://www.civil-war.net/cw_images/files/images/322.jpg

D - Wounded soldiers waiting http://www.civil-war.net/cw_images/files/images/035.jpg

E - An amputation http://www.civil-war.net/cw_images/files/images/036.jpg

F - A formal hospital in Washington DC http://www.civil-war.net/cw_images/files/images/038.jpg

G - Union Hospital Stewards at Petersburg (Oct 1864) http://www.civil-war.net/cw_images/files/images/482.jpg

H - A field hospital http://www.civil-war.net/cw_images/files/images/598.jpg

I - Nurses and officers http://www.civil-war.net/cw_images/files/images/686.jpg

J - Photo of nurse http://www.dtsk8.org/6_8/8/Civil%20War%20Webpage-RS/bellnurse.jpg

K- Winslow Homer drawing for Harper's Weekly Magazine http://www.sonofthesouth.net/leefoundation/civil-war/1862/july/civil-war-surgeon.jpg

(Lesson Plan courtesy of Kathy Markward, former volunteer at PNB and retired school teacher)

Letters Home

Next pass out copies of Cornelia Hancock's letters for students to read.

General Hospital Aug. 8, 1863

My Dear Sallie (her niece),

In the morning before breakfast, before the men wake up, is the time we write, for as soon as the men are awake, they want something and continue in that state until late at night. Our hospital is on rising ground, divided off into six avenues, and eighteen tens holding twelve men each on each avenue. We call four tents a ward and name them by letter; mine is ward E. The water is excellent and there is order in everything. I like it a great deal better than the battlefield, but the battlefield is where one does the most good…

Contraband (Black) Hospital Washington Nov 15, 1863

My Dear Sister,

If I were to describe this hospital, it would not be believed. North of Washington, in an open, muddy mire, are gathered all the colored people who have been made free by the progress of our Army. Sickness is inevitable…We average here one birth per day, and have no baby clothes except as we wrap them up in an old piece of muslin, that even being scarce. This hospital is reserved for all cripples, diseased, aged, wounded, infirm, from whatsoever cause; all accidents happening to colored people around Washington are brought here.

Contraband Hospital Jan 1864

Dear William (brother),

…The situation of the camp is revolting to a degree, 12 or 14 persons occupy a room not 15 ft. square, do all their cooking, eating, etc. therein. The Camp has but one well of water and that out of order most of the time. …The Hospital here is under the care of colored surgeons. It is the most humane establishment for the accommodation of contrabands that there is in Washington.

2nd Corps, 3rd Div. Hospital (Brandy Station) Feb 24 1864

My Dear Sister,

If you could see how we are fixed here, we are too inviting entirely; there is a perfect lot of ladies in the Army and we have so much company. I would like to see the Sect. of War or any other secretary make laws strict enough to keep ladies out of any place… There is nothing of importance happening here: the drums beat, the bugle sounds, the winds blow, the men groan, - that is all-

City Point, 1st Div 2nd Corps Hospital July 1864

My Dear Friends (Ladies Aid Salem County, NJ)

I took water from the river and washed the face and hands of all in our Div. train. To wash one's face and hands when on duty is considered a luxury at any time, but no one can know the relief one feels in using water after a three days' march, especially when wounded. ..There has been no day's work that I have done since this campaign that gave such extreme relief as cleansing those poor fellow's faces…the wounded continued rapidly to arrive until they laid out in the open field without any shelter. Here I dressed more wounds than in all my experience before. There were not surgeons near enough who were willing to stay in the sun and attend to the men and it was too awful to leave them uncared for. Just for one moment consider a slivered arm having been left three days, without dressing and the person having ridden in an army wagon for two days with very little food.

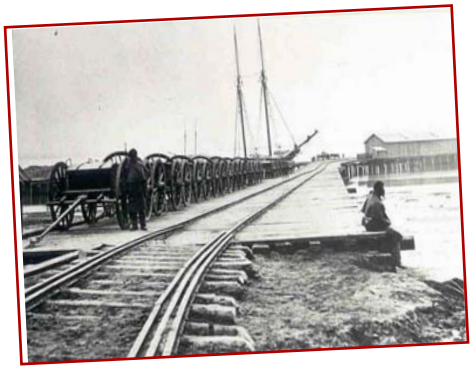
City Point, July 20th, 1864

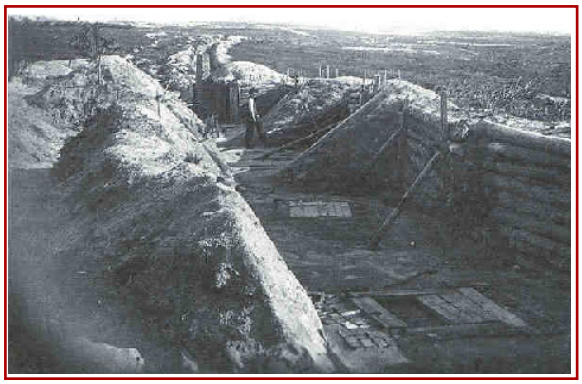
My Dear Mother,

It is very dry here, but there is so much water forced up from the river that we do not feel it as we would have. . . Today I am having my tent rerigged. . . Let Isabella send me a tablecloth or something fancy. We have not had a battle in so long that we are becoming quite civilized in our mode of living. Anything that is pretty, I would like to see. …I hope to hear from you soon.

Conclusion

Ask students which letters are the most descriptive? Why do you think there is so much difference between the content of the letters? Ask students to pretend they are either a wounded soldier in a hospital (field or permanent) or a doctor or nurse and to write a letter describing their situation. Have several students share their letters with the class. Collect the letters and display them.





Ranger Guided Programs

These programs are designed for groups who visit Petersburg National Battlefield and are conducted by our rangers on staff. Each program is designed to meet the specific Virginia Standards of Learning. Please see the pre and post visit lesson plans that are located on pages 10-49 of this guide for more detailed information.

THE SIEGE OF PETERSBURG

When the Union and Confederate armies met at Petersburg, Virginia in June 1864, many soldiers hoped that this long struggle would soon be resolved. For three years, old college classmates, military comrades, and even brothers battled each other to settle the conflict. However the trenches both armies were digging around Petersburg in June 1864, destroyed any hope of a quick resolve to the conflict. As the siege unfolded, the wheat fields and family farms around the city were soon replaced with walls of dirt, fallen trees, and the memories of those killed in this barren landscape. One soldier wrote about his experience fighting in the trenches of Petersburg:

> ***Dear Wife Maggie,***
>
> ***". . .Well this is the 22nd day of our operations before Petersburg. It's 3 days in the trenches and two out, with us, and the out is not much better than the in for we do not move so far to the rear but that the rebs can shell us. I am just as thin as a rail (just the condition for this country) yet in good health and strong as ever I was . . .I occupy a hole in the ground just long enough for one to lie down in and high enough to sit up in, covered with poles and two or three feet of earth to form a protection from pieces of shell. I cannot see that we are gaining much advantage but I suppose Mr. Grant knows what he is about."***
>
> - - J.J. Scroggs Diary and Letters (1852 - 1865)

Unfortunately, the lifestyle of this particular soldier varied little over the next nine months. The bitter trench warfare witnessed by soldiers at Petersburg personified the horrific reality of war. Gallant marches, war heroes, and great victories were unknowns at Petersburg, where thousands of soldiers would make their final resting place before the war's end. Soldiers instead experienced the stress and boredom of living daily behind walls of dirt, punctuated by moments of pure horror. At Petersburg, the lifestyle of both the Union and Confederate soldiers reflected the strong commitments they had for continuing to fight.

At Petersburg National Battlefield, the story of this nearly ten-month struggle is told from the perspectives of a plantation family and their slaves, the soldiers and laborers at General Ulysses S. Grant's headquarters and supply base, the infantry men in the miles of siege line trenches, and the civilians caught up in this horrible landscape.

A Slave, A Plantation, A War

Background

On the eve of the Civil War, Dr. Richard Eppes looked with pride over the lands of his Appomattox plantation that his ancestors had called home for the last one hundred years. Working those lands were his slaves, whose efforts kept a roof over his family, provided food for his table, and maintained his upper-class lifestyle. Though it seems simple at first glance, the relationship between the plantation house and the slave quarters was tense, complex and fragile.

In his journals, Eppes revealed his belief that slavery was a part of the natural order, and that he viewed his relationship with his slaves as a fatherly one. In keeping with the attitude of many slaveholders, he saw the institution of slavery as the natural hierarchy that made the South comparable to the ancient civilizations of Greece and Rome. These slave-based societies allowed free men to create great civilizations - with the South being the last in this line.

The complexity of Eppes' relationship with his slaves stemmed mainly from his fatherly attitude toward them. While he allowed slaves to wed in his house, had his children baptized along with slave children, and avoided breaking up slave families, he also saw them only as human beings merely capable of knowing right from wrong. This meant, among other things, that Eppes decided who could marry, whipped them for transgressions, and controlled their movements on and off the plantation. While there are few slave accounts from this plantation, through Eppes' journal one can discern that work slowdowns, feigning illness, playing up stereotypes, and misplacing/losing property were tactics used by the slaves to express their feelings about, and to exert some control over their situation. Though Eppes never notes a slave escape in his journal, a former slave of his said slaves around the area escaped all of the time with the help of captains on the ocean ships docked nearby.

However Eppes viewed his relationship with his slaves, its tension and fragility were exposed with the intervention of the Union army in May 1862. As the Union army attempted to take Richmond, Federal gunboats plied the James River along which Appomattox Plantation stood. In response to this the Eppes family and their slaves made decisions about their own lives that forever altered life on this plantation. Eppes' wife and children moved to Petersburg and by the end of the summer all but five slaves had left with the Union army. Though the war would not come to the manor in earnest for another two years, its touch had redefined a century-old relationship.

"God grant that this war may not be of long duration or direful in its effects but to preserve our liberty we must be prepared to endure trials & afflictions and one of the greatest is our separation from our numerous friends and relatives in Philadelphia."

Focus Grade Levels: 4th - 6th / 75 minutes
(Program is suitable for K - 12th)

Program Description --Dr. Richard Eppes, April 15, 1861, plantation owner at Hopewell, Virginia

The structures of City Point represent three distinct groups of people. The kitchen building is where house slaves worked and slept. Appomattox Manor was the home of the Eppes' family who owned this large plantation. Grant's cabin represents the Union occupation of this area during the siege of Petersburg.

A tour of these structures provides insight into the experience and lifestyles of a slave, a plantation owner, and a military general. Students will explore the experiences of these individuals through props, primary source documents, poetry and song to understand how the Civil War connected and forever altered their lives.

Program Location: Grant's Headquarters at City Point in Hopewell

Standards of Learning Objectives

VS.1, VS.7a, USI.9

Book List

For Teachers

Vlach, John M., *In Back of the Big House*, Chapel Hill, NC, 1993.
Trudeau, Noah A., *The Siege of Petersburg Civil War Series*, Eastern National, 1995.
Perdue, Charles; Barden, Thomas, and Phillips, Robert, *Weevils in the Wheat, Interviews with Virginia Ex-Slaves*, Charlottesville, VA, The University Press of Virginia, 1997.
Grant, Ulysses, *Personal Memoirs of U.S. Grant Vol. II*, New York, NY, Charles L. Webster & Company, 1886.

For Students

Reeder, Carolyn, *Across the Lines*, New York, NY, Avon Books, Inc., 1997.
Kalman, Bobbie, *Life on a Plantation*, New York, NY, Crabtree Publishing Company, 1997.

Beans, Bullets, and Blankets

Background

The landscape and the length of the siege of Petersburg made it a uniquely horrible experience for the soldiers who fought here. For the first three years of the war most engagements were of one to three days duration and therefore the terrain of these battles remained largely intact. However, the siege transformed treeless rural fields into hundreds of miles of fortifications in which soldiers found themselves trapped by trench warfare.

The Union and Confederate armies found themselves in this situation as General Robert E. Lee (CSA) committed to defending a thirty-seven mile front from Richmond, the Confederate capital, to just beyond Petersburg, its supply center. Opposing him was General Ulysses S. Grant (USA) who, after the disaster at the Battle of the Crater, did not directly assault Petersburg again and instead committed his troops to severing all supply routes into the city. By doing this Grant knew he could drive Lee out of both Petersburg and Richmond. It would take eight separate Union offensives during nine-and-a-half months for Grant to achieve this objective.

In terms of soldier life in the trenches around Petersburg this meant a great deal of misery and stress punctuated by moments of pure horror. In a regimental history it is noted "the trenches were rife with garbage that attracted rats and insects, and nearby latrines drew swarms of flies that in turn infected food supplies. Men under fire had no choice but to urinate or defecate where they were standing. . . The sum of all these odors, from the rotting flesh of death to the stench of human waste, from the odious decomposing garbage, to the sulfurous tang of black powder, during the summer months when the heat of the sun made the stink increase." This misery was combined with the constant stress of living within point-blank range of the enemy. A soldier expresses this while relating life along the front, ". . . [their] sharpshooters had a clear range of our entire front, and we were quick on the trigger; my regiment suffered a daily loss. Captain Stevens, while sitting behind a tree and reading a newspaper inadvertently exposed his head and was shot through the neck. He bled to death in the arms of Sergeant-Major Stevens, his brother."

After the war's conclusion in April 1865, few veterans of the siege returned to commemorate what had transpired here. That silence speaks to us today as testimony of the hardships faced by those who fought in the trenches of Petersburg.

"The heat was at times terrific, but the men became greatly accustomed to it, and endured it with wonderful ease. Their heavy woolen clothes were a great annoyance; tough linen or cotton clothes would have been a great relief; indeed there are many objections to woolen clothing for soldiers, even in winter."

- - Edward Stevens McCarthy, Army of Northern Virginia

Focus Grade Levels: 4th - 6th / 90 minutes
(Program is suitable for K - 12th)

Program Description

Soldiers of both the Union and Confederate armies were "Prisoners of Petersburg" for the nine-and-half month long siege. Soldiers spent their days in the trenches where they fought, slept, ate, and passed the time. This program provides a hands-on approach to army life as it takes students through a day in the life of a soldier. Students dress in soldier uniforms, participate in marching drills, walk through trenches, unpack haversacks, and examine soldier shelters. During each activity students read quotes by soldiers about their daily tasks in camp and in the trenches.

Program Location: Siege Encampment / Stop #3 along Park Tour Road

Standards of Learning Objectives

VS.1, VS.7, USI.9

Book List

For Teachers:

Trudeau, Noah A., *The Siege of Petersburg Civil War Series*, Eastern National, 1995.
Billings, John, *Hardtack and Coffee*, Gansevoort, NY, Corner House Historical Publications, 1996.
Griffith, Paddy, *Battle in the Civil War: Generalship & Tactics in America*, Field Books, 1986.
Robertson Jr., James, *The Civil War's Common Soldier Civil War Series*, Eastern National, 1994.

For Students:

Reeder, Carolyln, *Across the Lines*, New York, NY, Avon Books, Inc. 1997.
Herbert, Janis, *The Civil War for Kids*, Chicago, Chicago Review Press Inc. 1996.

Cannoneers to Your Post

Background

Artillery of the Civil War had come a long way since the days of the American Revolution and the Napoleonic Wars. By the 1860s, artillery in the Civil War was more dependable, more accurate, and caused greater destruction than in previous conflicts. Though some of the artillery had ranges of up to several miles, a Civil War gunner knew that his piece was most effective at less than five hundred yards. Reasons for this included having to see the target, faulty fuses, and battlefield conditions.

It is ironic that Civil War artillery, which was employed to keep the enemy at bay at a distance, was most effective at close range. Civil War artillery was more effective as a defensive weapon than as an offensive one. On no other battlefield is this irony more poignantly demonstrated than here at Petersburg.

The experience here on the Eastern Front of this siege was one of constant bombardment at close quarters. Unlike other Civil War engagements where large barrages were significant events, the exchange of shells along the front were merely part of the daily routine -- a routine repeated two hundred and ninety-two days.

For those soldiers living at point-blank range, survival meant living underground in bombproofs, dealing with the stress of bombardments, and learning which shell was coming their way. As the defensive walls got thicker and the trenches deeper, mortars became the dominant type of artillery at the siege because they were able to send shells in a high arch over and into the enemy's works. The following entry is not an unusual description of life amid the shells:

> ***"Friday, 2d. The [artillery] batteries have a combat about every day. To-Day ours attempted to compel a party of rebels to cease working on a certain fort. A Confederate battery tried to silence ours. The mortars on each side joined in. Some of our bombproofs have fared hard, but no one was injured. Battery 20 reopened with her mortars early in the evening, and tossed a shell over to our adversary every fifteen minutes during the night. Sometimes two or three would be sent over together."***

At 7:00 PM on June 15th, 1864 the Union soldiers launched an artillery bombardment on Petersburg, beginning the nearly ten month siege. After capturing a mile of the Confederate trench lines, including ten artillery batteries, Union soldiers were unable to exploit their success and take the city. As the roar of the cannons resounded along the trench lines and in the city, little did soldiers from both armies know that this sound signaled days, weeks, and months of fighting.

"How little we know what a day may bring forth. Yesterday was so quiet one could hear a pin drop. Today there is enough noise for 500 boiler factories, an incessant firing of mortars."

- - John Haley, Maine Volunteers

Focus Grade Levels: 4th - 6th / 60 minutes
(Program is suitable for 3rd - 8th)

Program Description

This program examines the opening assaults on the city of Petersburg from the Union and Confederate perspectives and the role that artillery played in the assault on Petersburg. Students learn how fortifications and artillery made it difficult for infantry soldiers to charge the men in the trenches, resulting in the prolonged fighting along the siege lines. Explore how artillery assisted the soldiers in the trenches and learn how to fire a cannon by a role-playing drill of the cannoneers' positions.

Program Location: Fort Morton / Stop #7 along the Park Tour Road

Standards of Learning Objectives

VS.7, USI.1, USI.9

Book List

For Teachers

Trudeau, Noah A., *The Siege of Petersburg Civil War Series*, Eastern National, 1995.
Trudeau, Noah A., *The Last Citadel: Petersburg, Virginia June 1864 - April 1865*, Baton Rouge, LA, Louisiana State University Press, 1991.
Horn, John, *The Petersburg Campaign*, Conshohocken, PA, Combined Publishing, 1993.
Griffith, Paddy, *Battle in the Civil War: Generalship & Tactics in America*, Field Books, 1986.
Coggins, Jack, *Arms & Equipment of the Civil War*, Wilmington, NC, Bradfoot Publishing Company, 1990.

For Students

Herbert, Janis, *The Civil War for Kids*, Chicago Review Press, Inc., 1996.
Flato, Charles, *Golden Book of the Civil War*, New York, NY, Golden Books Publishing Company, Inc., 1961.

City Under Siege

Background

As it had been before the Civil War, Petersburg, Virginia was an important transportation center and a critical link between Richmond, (the Confederate capital) and the rest of the South. Through the city of Petersburg came most of the supplies that Richmond needed in order to function.

When the smoke had settled from the Union's failed attempt to take Richmond in 1862, Confederate authorities realized the vulnerability of this supply center. In response, a ten mile-long wall, fortified with numerous gun batteries, was constructed around the city by slave and freed black labor. For the next two years Petersburg was relatively quiet and untouched by the war, with the wall becoming more a place for children to play rather than for soldiers to defend.

In May 1864, Union forces arrived east of Richmond to sever the rail connection into the Confederate capital city. This campaign included several actions against Petersburg but it was not until June 15 that the Union forces arrived at the city's wall with its capture in mind. The battle that night had come after six weeks of heavy fighting between the armies of General Ulysses S. Grant (USA) and General Robert E. Lee (CSA) that had started near Fredericksburg, Virginia and ended just outside of Richmond. After the Battle of Cold Harbor, Grant, realizing that he could not get Richmond by direct assault, had turned to Petersburg knowing that if it fell, Lee would have to abandon Richmond.

Union forces led by General William "Baldy" Smith (USA) did breach the wall on June 15th, but failed to exploit their success. This decision would ultimately lead to the nearly ten month-long siege that turned the landscape around Petersburg into one of trenches and dirt and added another 70,000 men to the casualty lists of the war.

"The siege goes bravely on. The two armies keep digging away under each other's guns. The hardships to be endured are very great, but all now have schooled themselves down so that they are met as a matter of course. We do not pretend to say how long we will have rest, nor do we care much, for we are so used to hardships that almost everything is done without a murmur."
- - D.G. Crotty, Third Michigan Volunteer

Focus Grade Levels: 4th - 6th / 60 minutes
(Program is suitable for 3rd - 12th)

Program Description

This program provides students an orientation to the battlefield through an interactive map activity and a tour of Battery #5, where the initial assault on Petersburg occurred. Using a canvas map which illustrates the trench lines around the city, students will practice their map skills by identifying the battle objectives of the Union army.

Following the map activity, students take a tour of Battery Five where they identify features of the earthworks. Using props and soldiers' letters, students learn how the landscape of trenches at Petersburg affected the length and outcome of the siege.

Program Location: Battery Five located at Eastern Front Visitor Center

Standards of Learning Objectives

History / Social Science: VS.7, VUS.6, USI,9

Book List

For Teachers:

Trudeau, Noah A., *The Siege of Petersburg Civil War Series*, Eastern National, 1995.
Henderson, William, *Petersburg in the Civil War*, Lynchburg, VA, H.E. Howard Inc., 1998.
Horn, John, *The Petersburg Campaign*, Conshohocken, PA, Combined Publishing, 1993.

For Students:

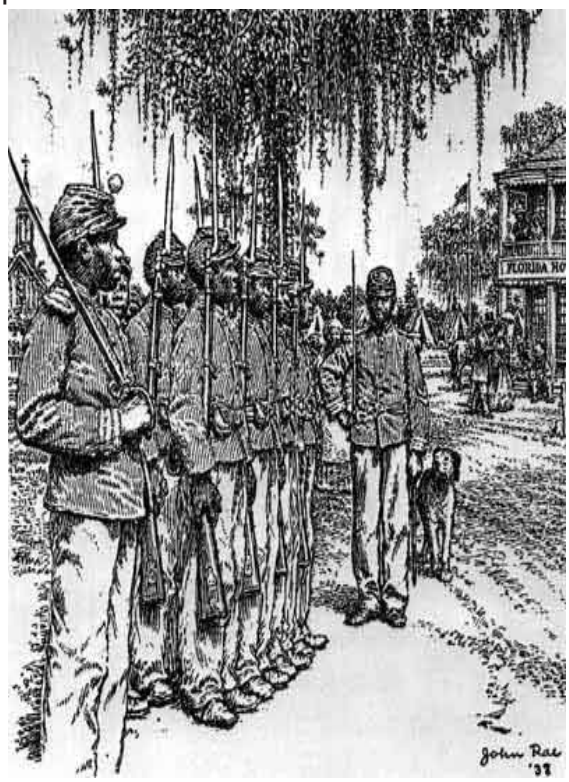
Reeder, Carolyln, *Across the Lines*, New York, NY, Avon Books, Inc. 1997.
Herbert, Janis, *The Civil War for Kids*, Chicago, Chicago Review Press Inc. 1996.

Portrait of a Soldier

Background

As the winter of 1864 settled in, a regiment received their shipment of great coats. The men of this unit had sent them off for storage during the spring and summer campaign. Packed away when the unit was nearly a thousand strong, the coats were now reminders of the nearly seven hundred men lost in those five months between the Wilderness and the trenches of Petersburg. This was the price being paid by both armies and the cost had a fundamental impact. The commitment of these soldiers to finishing the war now equaled their commitment to their causes and in this, the strength of their beliefs was revealed. On the fields of Petersburg nowhere was this more poignantly shown than at the Battle of the Crater.

What was to be a surprise pre-dawn mine explosion underneath Confederate lines followed by a quick hitting Union attack to break through and seize Petersburg, degenerated into an emotional ten-hour long struggle which climaxed at the end with savage hand-to-hand combat. Among the stories on that hot afternoon are the actions of the United States Colored Troops and the dedication displayed by those Union soldiers who braved enemy fire to bring water and ammunition to those trapped in the Crater. To have asked Sergeant Decatur Dorsey of the 39th USCT, Private John Haley of the 17th Maine, and Private William Pilcher of the Richmond Artillery Otey Battery, what the cost was that day they might have pointed out the five thousand casualties that changed nothing. Ask them why they fought that day and words like “freedom,” “equality,” “democracy,” and “home” may have been spoken. Knowing that all three fought until the war’s end, you would not have to ask about the depth of their commitment.



"The suspense was fearful and some were already predicting the failure of the great mine when the smothered roar of an earthquake and a power which shook the earth for miles around the mighty giant broke throughout the imprisoning walls lifting the rebel fort, guns and garrison high in the air."

- - Lieutenant J.J. Scroggs, 5th USCT (United States Colored Troops)

Focus Grade Levels: 4th - 6th / 90 minutes
(Program is suitable for 3rd - 12th)

Program Description

This program examines the soldiers' motivations to fight. Union soldiers fought to save the Union from being torn apart. Confederate soldiers fought for states' rights and the protection of a slave economy. United States Colored Troops (USCTs) fought for their freedom. The individual struggles of these soldiers are evident in the story of the Battle of the Crater. Students accompany a park ranger on a tour of the Crater and explore props, colors, and letters representing soldiers. Students will discuss the meaning of these items and how they portray the soldiers' commitment to their cause.

Program Location: Crater Site / Stop #8 along Park Tour Road

Standards of Learning Objectives

VS.7b, USI.9b, VUS.1a

BOOK LIST

For Teachers:

Kinard, Jeff, *The Battle of the Crater*, Abilene, TX, McWhiney Foundation Press, 1998.
Gladstone, William, *Men of Color*, Gettysburg, PA, Thomas Publications, 1993.
Silliker, Ruth, *The Rebel Yell & The Yankee Hurrah*, Camden, Maine, Down East Books, 1985.
Carmichael, Peter, *Lee's Young Artillerist*, Charlottesville, VA, The University of Virginia Press, 1995.

For Students:

Mettger, Zak, *Till Victory is Won, Black Soldiers in the Civil War*, New York, NY, Penguin Books, 1997.
Price, William, *Civil War Handbook*, Springfield, VA, L.B. Prince Co., Inc., 1961.

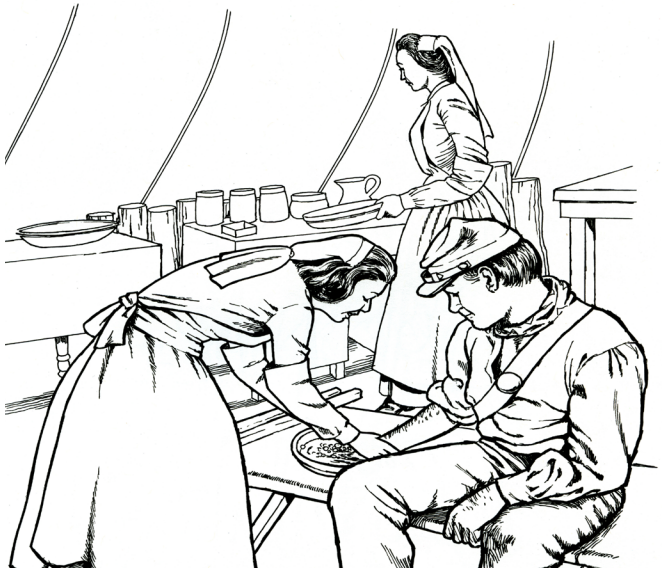
Woe to the Wounded

Background

After the first battle in 1861, Civil War soldiers quickly realized this was not their forefather's war. One of the twin-tragedies to befall these men was the advances in the technology of war colliding with the near stagnant science of battlefield medicine. The simple change alone from musket ball to rifled bullet meant larger wounds and shattered limbs from greater distances and at a higher rate of fire. This resulted in the field surgeons performing endless amputations.

As daunting as this was, doctors were also facing the larger problems of sanitation, sterilization, and organization. During the course of the war, sanitary policies were often ignored, creating camps that were breeding grounds for fatal cases of dysentery, measles, malaria, etc. Though the importance of sanitation was understood by doctors, the concept of germs was nearly unknown. This meant that a surgeon's hands and instruments went unwashed between operations which spread gangrene from patient to patient as they were being treated. To add to this, not until the second year of the war, did an effective system of removing the wounded from the battlefield and an effective field hospital plan exist for either side.

Fortunately for the front line soldier, the pressure of war brought advances to the medical world. For example, though there were two deaths from sickness for every death from battle wounds in the Civil War, it was a far cry from the ten to one ratio in the Mexican War. By the time of the siege of Petersburg, medical organization and sanitation had reached its peak at Chimborazo in Richmond, Virginia, (the war's largest permanent hospital complex) and the Union's Field Depot Hospital at City Point, (the war's largest field hospital complex). Wounded soldiers could now get treatment at front line stations, be quickly transported to rear field hospitals, and then to permanent hospitals, by rail or ships, if needed. By the end of the war, battlefield medicine evolved significantly because of the collision between the will to kill and the will to heal.



"A sight in camp in the daybreak gray and dim,
As from my tent I emerge so early sleepless,
As slow I walk in the cool fresh air the path near by the hospital tent,
Three forms I see on stretchers lying, brought out there untended lying,
Over each the blanket spread, ample brownish, woolen blanket,
Gray and heavy blanket, folding, covering all." --Walt Whitman

Focus Grade Levels: 4th - 6th / 60 minutes
(Program is suitable for 3rd - 8th)

Program Description

In this program students learn firsthand the limitations faced by these medical personnel and the decisions they had to make in caring for their patients during the American Civil War. Class members will role-play both wounded soldiers fresh from the front and field hospital staff waiting behind the lines. Medical staff will examine and prioritize the injuries of the wounded while balancing the needs of the soldiers against the available medical supplies. The result is an interactive examination of the care soldiers could expect, and what doctors were doing to save the wounded from the carnage produced by the Civil War.

Program Location: Battery 5 located at Eastern Front Visitor Center or Grant's Headquarters at City Point

Standards of Learning Objectives

VS.1, VS.7, USI.9

Book List

For Teachers:

Beller, Susan, *Medical Practices in the Civil War*, Charlotte, VT, Susan Provost Beller, 1992.
Dammann, Dr. Gordon, *Medical Instruments and Equipment (Vol. I, II, III)*, Missoula, MT, Pictorial Histories Publishing, 1983.
Jaquette, Henrietta S., *Letters of a Civil War Nurse*, Lincoln, NB, University of Nebraska Press, 1998.
Adams, George W., *Doctors in Blue*, Baton Rouge, LA, Louisiana State University, 1980.

For Students:

Beller, Susan, *Medical Practices in the Civil War*, Charlotte, VT, Susan Provost Beller, 1992.
Herbert, Janis, *The Civil War for Kids*, Chicago, IL, Chicago Review Press Inc., 1996.

Civilians and Soldiers

Background

The siege of Petersburg affected many people who lived in the city, including those who helped with the war effort or fought in the miles of trenches. From a child leaving her home that soon became a battleground, to a doctor who cared for the wounded in a tobacco warehouse, civilians experienced life in a city under siege. Fortunately, many of these individuals recorded their stories, allowing us to learn more about their experiences today. From a slave who dug defenses around the city to a Union soldier's experience of fighting with African American troops, soldiers also shared stories of war and why they were fighting. Their words are more than a mere description of war in a southern city. They capture the commitment, fear, hope, and sacrifice of many who were touched by the Civil War.

"It is not easy to write about the dreadful war between the North and the South. We press our breasts against a thorn when we recall the anguish of those days of death and disaster. It is often said that it is still too early to write the story of our Civil War. It will soon be too late. Some of us still live who saw those days. We should not shrink from recording what we know to be true. Thus only will a full history of American courage and fidelity be preserved, – for all were Americans."

-Sarah Pryor, Petersburg Citizen

Focus Grade Level: 3rd – 6th / Time: 60 minutes

Program Description

Let us bring the Civil War to your classroom! Students learn about civilian and soldier perspectives of the American Civil War through an interactive program where they examine artifacts, letters, and diary entries of those who were involved in the war when it came to Petersburg's door. A park ranger will visit your classroom with trunks of clothing, reproduction artifacts and sealed letters for students to wear, examine, and read as they learn about the war from the perspective of a farmer, plantation owner, slave, doctor, civilian lady, child, and soldier. This program provides students a "hands-on" opportunity to investigate artifacts, identify who they represented, and role-play those individuals.

Program Location: Your classroom, located within a 50-mile radius of Petersburg

Standards of Learning Objectives

VS.1, USI.1, USI.9

Children of the Civil War-The Games They Played

Focus Grade Levels: Pre-School-3rd / 60-120 minutes (Program is suitable for Pre School-3rd)

Program Description

Toys have been found in ancient civilizations. The ancient Roman children loved toys and games. The popularity or at least the availability of toys declined in the general economic decline after the fall of Rome. Toys again began to become more plentiful as the economy of Western Europe developed. As late as the 18th and early 19th century, however, there was a general consensus that toys and games were wasteful indulgences and that even young children should be involved in more beneficial activities. This attitude began to significantly change by the 19th century and the Victorian era. The popularity of toys increased greatly in the 19th century as modern concepts of childhood began to form and play as an activity for children became more accepted.

Background

Role in the War

Children played a role in the American Civil War. In fact, more than 300 Northern Soldiers were under the age of thirteen and a few were under ten. A lot of the children who joined the war lied about their ages or used fake names. Back then, fighting in a war seemed like a glamorous adventure. Many of the boys became musicians or drummer boys. The drummer boy's job was to lead the marching troops into battle. Many of them were shot at because they were in the lead. There are also a few famous examples of children performing heroic deeds during wartime, who were not soldiers. When Johnny Cook was thirteen years old, he served as a bugler with the 4th U.S. Artillery. Just days after his fifteenth birthday, he was involved in the battle of Antietam. Witnessing the cannoneers struck down in battle, he rushed in and took over operations of the cannon. Fighting off three attacks by the South, Johnny was awarded the Medal of Honor. He later joined the Navy and fought on a gunboat until the end of the war. He lived until 1915. John Lincoln Clem was only nine, when he ran away from home and joined the 22nd Michigan. Although he was not officially a member, the men chipped in to pay him thirteen dollars each month. At Shiloh, Johnny's drum was hit by an artillery shell and at Chickamauga, Johnny shot an attacking enemy officer. Johnny became known as the Drummer Boy of Chickamauga. Eventually, becoming a courier, Johnny was wounded twice. He retired from service in 1916, having obtained the rank of major general.

Role at Play

Even in wartime a group of children at play with their friends is an engaging sight. Civil War era children did not have computers and TV to provide their entertainments, so they enjoyed toys and games powered only by their imagination. Circle games, singing games, and group activities were enjoyed by all ages. Unlike today, children of different ages played together. The older children were expected to watch out for the young ones, and to include them in their play. Girls joined in all the rough play and fierce competitions as boys did. Only when they reached maturity were they expected to develop into demure damsels, as boys were expected to become gentlemen.

But even the similarities created differences, as the degree to which children suffered, or enjoyed, or participated in the war varied greatly. Northern children who did not suffer the loss of a father or brother could enjoy the excitement of the war culture that gripped the country. Children's magazines were filled with articles, stories, and games about the war, while authors such as Oliver Optic and J. W. Trowbridge produced novels and histories of the war. Panoramas with names such as "The Grand Panopticon Magicale of the War and Automaton Dramatique" presented series of giant paintings accompanied by special effects and dramatic narratives depicting the military highpoints of the war.

Civil War children had plenty of toys, games, sports, and other activities.
Wooden toys abounded: there were toy soldiers, animals, wagons, building blocks, jacks and marbles, and trains. There were balls made of canvas or rags, and the classic cup-and-ball toy, (a small wooden cup with a handle and a ball attached to the cup with a string). The objective was to get the ball into the cup---which may seem easy, but is harder than it sounds.

Children also had instruments such as drums, whistles, horns, and cymbals. Many of today's popular board games were played back then, including chess, checkers (known as "draughts"), and backgammon.

Girls had dolls dressed in brightly colored clothing of the day. These dolls were typically fashioned out of cloth or corn husks; dolls having porcelain heads and/or limbs were too expensive for all but the very rich and too fragile to withstand rough play.
Toy weaponry was popular with both girls and boys. (As children, girls played just as rough and hard as boys. It was not until puberty that girls were to be refined and ladylike and boys were to be courteous, proper gentlemen.) Miniature wooden pistols, cannons, swords and musket rifles were the weapons of choice used in mock Yankee-vs-rebel battles.

Step back in time and enjoy the toys and games that children of the civil war played.

Role at Home

The Civil War lent excitement and hardship to the lives of Northern children, imposed hardships and limitations on Southern white children, and changed the lives of African-American children forever. Although there were, of course, numerous large and small exceptions to such vast generalizations, these broad outlines accurately capture the experiences of children and youth on the Civil War home front.

Although the differences in the experiences of Northern white, Southern white, and Southern black children are most notable, there were, of course, similarities. Children of both races and in both sections eagerly gathered to watch newly formed local companies drill on village and town squares and to watch regiments march off to the front. Many formed their own "boys' companies." Newspapers and parents' letters commented on youngsters' martial enthusiasm, and children's magazines like The Student and Schoolmate encouraged it. Few memoirs by Civil War children fail to mention this combination of war and play, and a number of female memoirists recalled their girlhood fascination with military affairs. Many children in both sections also mentioned "picking" or "scraping" lint (which would be used to bandage wounds) and participating in other aspects of the home front war effort. Teenage boys (and, in the South, girls) found work in ammunition factories and government offices; younger children raised money, collected food and supplies, and in many other ways supported local regiments and hospitals. In the North, many children and youth took part as performers, volunteers, and consumers in fairs sponsored by the United States Sanitary Commission. In addition, throughout the country, but especially in the South, youth managed farms and plantations, cared for younger siblings, and provided for their families in the absence of fathers and brothers.

Many became refugees, while others had to quit school because of family finances or a shortage of teachers. Families who lived in the path of invading armies often went hungry. At least a few children were hurt or killed during the sieges of cities such as Vicksburg, Atlanta, and Petersburg. In addition, white children were forced to adjust both to the presence of Yankee military occupation (these soldiers often formed warm friendships with the youngest Rebels) and to the destruction of pre-war relationships with their slaves.

Program Location(s): Area near Visitors Center/Operations/CP/FF

Program Outline:

- Provide students with a brief background on what life was like for children during the civil war using the information contained in the background paragraphs.
- Compare and contrast the quality and type of toys used by the different classes of children. For example: Glass marbles would have been used by the children of the upper class while the children of the middle and lower class would have used the clay marbles (use the marbles themselves to show the differences).
- Compare and contrast the dolls used by girls during the war. Show the pictures of the por celain dolls owned by the upper class to the cornhusk dolls that those of the lower and slave class would have owned.
- Query the students about what toys/games they own and how that compares/contrasts with the toys/games of civil war children.
- Show the students some of the toys in the trunk and query them if they know what they are and how they are used?
- Show the children various magazines from today and compare them with the magazines of the Civil War.
- Allow the students to experiment with the toys and allow them to use their imaginations to figure out how the games are played. Then show them how the games were actually played and discuss their interpretations of the games.

Standards of Learning Objectives

Physical Education K1, K2, K3, K4, 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5
Music K4, 1.11
History K2, K8, 1.6, 1.10, 2.3, 2.10, 3.10,
Vs 1D,G

Book List

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Toy References

Cloth Ball: These tough balls are made from canvas. They're about the size of a softball and can be used for countless games. Many kids could be kept busy for hours with just one of these balls and a stick for a bat. At least 1860s on.

Jacks-in its original form, was played in ancient Greece, Rome, and Egypt. This game was also known as Jackstones, Five Stones, Knucklebones, and other names. Knucklebones eventually led to the game of dice (which was mostly played by boys) and to the game of jacks (which was mostly played by girls). Jacks is a game of skill, as are earlier games that involve throwing the jacks into the air and catching them, or bouncing a ball and picking up a certain number of jacks from a surface. Children all over the world have played some form of jacks for centuries.

Jacobs Ladder-The Jacob's Ladder toy dates back to Pilgrim times in the New World and was allowed as a Sunday toy for Puritan children because of its biblical reference (Genesis 28:12). Jacob was on a journey and had a dream about angels moving up and down a ladder between heaven and earth. Other Sunday toys included the Handkerchief Doll (church doll), Noah's Ark, Whirlygig, Pillars of Solomon, Wolf in Sheep's Clothing, and the Buzz Saw. The Jacob's Ladder toy is still enjoyed today by both children and adults (as a "nice quiet toy").

Marbles-The history of marbles dates back to at least 3,000 years ago in ancient Egypt and Rome. The Roman poet Ovid wrote of the game of marbles. The oldest marbles found so far were buried with an Egyptian child at Nagada. Marbles from Crete that date back to 2000-1705 B.C. are displayed in the British Museum. Marbles have also been found in ancient Native American earthen mounds in North America. During the reign of Elizabeth I, tradition has it that a game of marbles was played to win the hand of a maiden.

The word "marble" was not used to represent the round toy ball made from various stones until 1694 in England. It was then that marble stone was being used for the toy and was being imported from Germany. Before this time, the English adopted the Dutch word "knikkers" for marbles. The word "knikker" was used by New York City children well into the 19th century.
The earliest marbles were made of flint, stone, and baked clay. For centuries afterward, marbles were made of stone and sometimes real marble. Glass marbles were made in Venice, Italy, and later, around 1800, china and crockery marbles were introduced. A glassblower invented a tool called the "marble scissors" in 1846 that allowed a larger production of glass marbles. Clay marbles began being produced in large quantities around 1870.

During the 1890s, the first machines to manufacture glass marbles were introduced. Martin F. Christensen invented the revolutionary glass marble-making machine in 1902, and his glass marble company produced over a million marbles each month. Horace Hill founded a company named the Akro Agate Company and moved it from Akron, Ohio, to Clarksburg, West Virginia, because natural gas and sand were more abundant in that area. By 1920, the Akro Agate Company was the largest marble producer in the world.

Berry Pink of the Marble King Company helped promote local and national marbles tournaments in America during the 1920s and 1930s. The National Marbles Tournament is still held annually in Wildwood, New Jersey.

Jeff Carskadden and Richard Gartley are recognized mibologists who have published the most scholarly works to date on the subject of toy marbles. Their research shows nine marble games that can be found on 17th- and 18th-century Dutch wall tiles. "Mib" is the Latin word for marbles; "ology" is Latin for "the study of."

Marble games can be divided into two types: the games in which a player tries to knock his opponent's marbles with his own (and win the marbles), and the games in which a player tries to hit a target or roll the opponent's marble through a hoop or into a hole.

9-Pins-Bowling games are among the oldest games in the world. Archeologists have found stone bowling pins and balls buried with the mummified remains of a child in Egypt who died around 5000 B.C. Cavemen probably bowled at targets to increase their skills at hunting. Ula Maika, an ancient Polynesian game, was played with stone pins and balls. An ancient Roman version of this game became known as "boccie," which is an Italian form of what the British refer to as "lawn bowls." In 12th-century England, lawn bowling was a popular pastime.

Indoor bowling began in German monasteries. The peasants who attended church always carried their big clubs called "kegels" with them. When they attended religious services, the monks had the peasants place their kegels at the end of a long narrow hallway. In order to be absolved of sin, the peasant would have to roll a round rock and knock down their club, which represented the Devil. If they missed, they would have to mend their ways and repent. The monks eventually made a fun game of this activity. The word "kegling" is still used today for bowling and "keglers" for bowlers. Eventually, rolling stones at kegels lost its religious significance and the wealthy adopted this game as a favorite pastime. Martin Luther, who translated the Bible into German during the 16th-century, was one such bowling enthusiast who encouraged a uniform set of rules. The game was officially called Kegelspiel or Nine-pins. Soon the game spread from Germany to Holland and the Dutch brought it with them when they settled in New Amsterdam (now New York City). The earliest Virginia colonists loved the game so much it interfered with their work. After Captain James Smith returned to Jamestown, bowling was declared illegal and punishable by up to three weeks in the stocks!

During the early 1800s, Nine Pins was such a favorite game that it was played in many basements and back rooms of taverns. Heavy gambling and betting were associated with the game and soon it was outlawed. People, however, still enjoyed playing this game. So, to get around the new law, they added another pin and "ten pin bowling" was born. By 1895, the American Bowling Congress was formed and they established official rules and regulations.

Tabletop games rose in popularity when playing on the floor of pubs and taverns was no longer feasible. Special tables were made for games such as Skittles, Carom, and Crokinole. The table game of Bagatelle (from the French word meaning "a trifle" or "small thing") was also a popular game in the 19th century. By 1920, Bagatelle evolved into the pinball machine.

Fun Fact: By the 14th century, bowling was such a favorite gambling activity that King Edward III banned the game so it would not interfere with archery practice.

PickUp Sticks-Stick games appear in many cultures. In 12th-century China, sticks were first used in predictions. The sticks were scattered to "base the reading of destiny." There was one stick called the "emperor stick." This oracle practice was adapted by the Japanese in the 16th century. The Japanese Emperor was referred to as "Mikado" from the word "tsuchimikado." The Mikado version of pick-up sticks was brought to the United States in 1936 from Hungary. The name pick-up sticks may have come from this children's nursery rhyme:

One, two, buckle my shoe,
Three, four, shut the door,
Five, six, pick up sticks,
Seven, eight, lay them straight,
Nine, ten, a big fat hen."

Before the Mikado version of pick-up sticks appeared in America, this game had spread from China to Korea and Japan. This game appears to have spread to the Haida Indians of British Columbia as well as the Lenape Native American tribe in California via the Bering Strait or by ship across the Pacific Ocean. Native Americans played this game with straws of wheat and taught it to the early English settlers in the American colonies. This became a popular parlor game for young people during the Colonial and Victorian eras and is still enjoyed by children today.

Canadians refer to this game as "Spilikins," which is the name used by the British. A drawing of a set of intricately carved ivory spellicans (different spelling) is featured in R.C. Bell's book, "Board and Table Games from Many Civilizations." The British spellican sets, which feature carved bone or ivory, were imported from China.

Quoits-The game of quoits may have evolved from ancient Greece, where athletes enjoyed throwing a discus for competition. Peter Brown, president of the National Quoits Association, believes that the Greeks passed quoits to the Romans as a weapon of war. His theory continues with the thought that the Romans brought the game to Britain. He even suggests that the origins of the game go back to the Minoan Empire circa 2000 B.C. because the boy king of Knossos evidently used quoits as a weapon on slaves if they tried to escape.

Quoits was made illegal in 1388 by Sporting Regulations, but by the 15th century, it had become a favorite organized sport in English pubs and taverns. The first official rules for the game of quoits were printed in the April, 1881, edition of The Field in northern England. The National Quoits Association was formed in 1986.

There are several different games of quoits being played in England today: The Northern Game, The Long Game, East Anglian Quoits, and Sward or Lawn Quoits. Sward Quoits is played with a clay square to which the stake or hob is set in, but it can become muddy and difficult to maintain. Many people happily adapt this game and its rules for backyard play with the hob or stake set in the grass. Quoits was played during the American Revolutionary War by both British and Continental soldiers to pass the time. It has been said that the game of horseshoes was derived from quoits because some people could not afford to have quoits made, so they used what was similarly available: old horseshoes!

Miniature versions of indoor quoits were played near the Welsh-English border for at least a century. It seems that the game was invented toward the end of the 19th century, but the history of indoor quoits is not really known. A game called Rings was played in Northern England. Now, many variations of the game exist. "Deck quoits" were made from rope and used on cruise ships. "Rope quoits" is probably the same game and is popular in Australia. English and Welsh descendants in parts of Pennsylvania play the game with the hob set at a slight angle on a slate board instead of a clay bed because they resided in "the slate belt."

Tops: Spinning tops have been used by cultures throughout history and around the world. Tops were introduced in Japan during the 8th century from China by way of Koma in the Korean Peninsula. Japanese tops are known as "koma" and were originally a game for court people and nobility. Playing with tops is also part of our Early American history. They were known as "peg tops" in the early 1800s and played with by boys.

Finger Tops: This top is an authentic reproduction of an early 19th-century spinning, wooden top. Tops come in many different shapes and sizes and have various names like Peg Top, Humming Top, Whip Top, Spinning Top, and Finger Top. Some are used with string; others just have a long round stem like our Finger Top, for spinning between the thumb and first finger.

The Buzz Saw is one of the most popular noisemakers of all times! Native Americans made "buzzers" from a circular piece of bone or antler and used sinew instead of string. Colonial children played with buzz saws. This type of noisemaker was also known as "button on a string" during the Victorian Period and later. A very large button from a mother's sewing basket could be strung for this toy. Coins, bamboo, stones, and seashells have also been used to make this toy. Tin was even used, and teeth were cut around the circumference so that the disc would shred a piece of paper when the two came in contact. Made this way, it resembles a circular saw blade, and this is where it got the name Buzz Saw. Other names for the Buzz Saw are Whizzer, Whiligig, Whirligig, Moonwinder, and Skyewinder.

The Yo-Yo date back more than 3,000 years. Ancient Stone Yo-Yo have been found in Greece. It became popular with the French Court in the 1700s and was called Jou-Jou. It became popular with English children of the 1800s. In the United State many patents for Yo-Yo improvements were applied for before, during and after the Civil War. The Yo-Yo was also known as the Bandelure and the Prince of Wales Toy.
Bilbo Catcher and Cup and Ball-Toss toys date back to ancient Greece. The Cup and Ball Toss Toy was played with in Colonial America and is mentioned in an 1834 publication for girls. It is similar to, but much easier than the Bilboquet, which has the ball landing on a pointed stick instead of inside a cup.

Gracies-The historical game of Graces is meant to be played outdoors by two people. It was brought to America by the French where it was known as La Grace. Also known as The Flying Circle and French Hoops, it was most popular during the Victorian period, particularly with young ladies, and used for exercise and to teach gracefulness. Young men never played this game together but were willing to play with a lady.

Picture the War

Focus Grade Levels: 5th-12th. Class size limited to 25-30 students.

Program Description
This program introduces students to the analysis of primary sources through critical observation of historical photographs. Students will take photographs of each other and will learn a few basic rules of good photography. Students will role play the parts of Civil War soldiers manning the trenches during the Siege of Petersburg.

Location
Siege Exhibit/Stop 3 and Operations. This progrma is only for groups of 25 or less.

SOL's VUS.1, VUS.7, AII.15, AII.13, USI9, Visial Arts 702, 8.7, 8.8, 8.12, 8.20, 8.21, 8.22

Anticipatory Set
After touring Stop #3 ask the students if they know how we have so much information about how soldiers lived during the Siege of Petersburg. Discuss soldiers diaries, letters and first person accounts. Then ask the students if they have ever seen any pictures from the Civil War. Ask students if they've taken photographs before. What kind of camera did you use? What different kinds of cameras are there? How were cameras used in the Civil War? Does anyone know the name of a Civil War photographer?

Lesson
Explain that cameras that were easily moved from place to place were relatively new during the Civil War. Explain that even though cameras could be moved they still required great care and lots of equipment. Mention Mathew Brady's movable darkrooms. Briefly explain how the glass plate negatives were first treated with colliodon, then washed in silver nitrate, then had to be used by being exposed to light within 10min to take a picture. Does this sound like a quick and easy way to take a picture? Well it was during the Civil War.

Picture Analysis

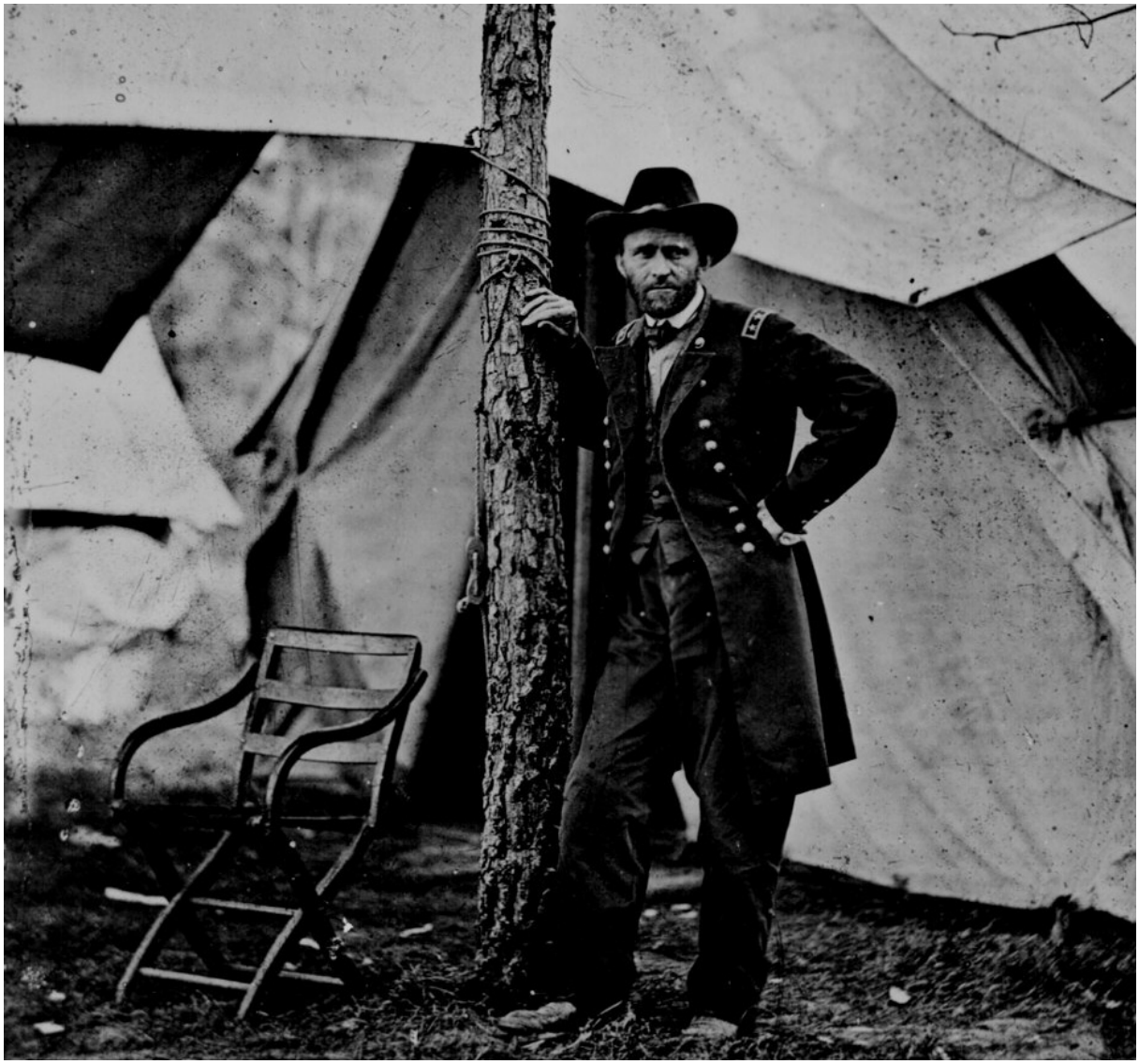
1. Form the students into groups and give each group a copy of Photo #1 (Federal Line near Fort Morton)
    a. Let's look at this picture. What things can you see in this picture? (Make sure the students understand the difference between what they see and what they think they see)
        1. A soldier, piles of dirt, logs, wooden planks, open land ect
    b. What can we tell from what we can see? What do we think is going on here?
2. Give out pictures #2 and #3. In your group look at the next two pictures. Talk about what you see, and what you think is going on. Take 10 minutes.
    a. Let's hear your answers…
    b. Go through each group and have them give some of their answers.
3. So can you see how pictures can tell a story? Can you think of anywhere else you seen pict ures that tell a story.
4. What's different compared to Petersburg now? What can we tell about the area, the battle, and the soldiers based on these photos?

Taking Pictures

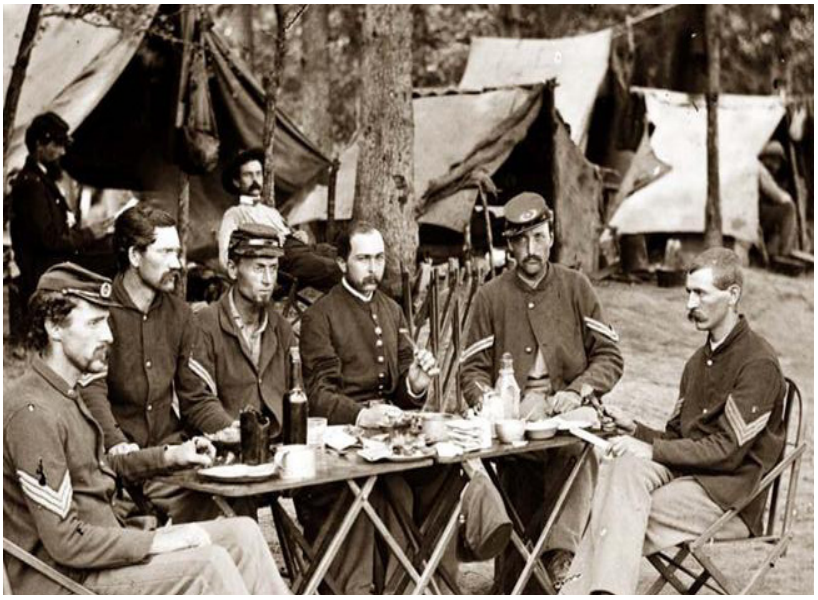
1. We've come a long way from the technology that Mathew Brady used to take his pictures. What kind of camera do most people use to take pictures now? (Digital)
    a. Get out digital cameras and go over how to use and how not to use them.
    b. Review basic photography techniques such as lighting, distance, and the rule of thirds.
2. We're going to take some pictures in Mathew Brady's style. You'll all get a chance to have your picture taken and to take pictures. One of you will dress as Gen. Grant and the other as Gen. Lee the rest of you are going to pick uniforms when it's your turn to have your pictures taken.
3. Put students in groups of two to share the camera between them. Take the students to stop three and have them take pictures that they think tell the story of the people who would have fought here.
4. Once in place at stop three have each group take turns getting pictures and having pictures taken. Get one picture of Gen Lee with his staff and Gen Grant with his staff.
    a.Give the student portraying Gen. Lee this description:
        1."Lee was legend incarnate—tall, gray, one of the handsomest and most im posing men who ever lived, dressed that day in his best uniform, with a sword belted at the waist." Bruce Catton's description of Robert E. Lee at Appomat tox Courthouse
    b. Give the student portraying Gen Grant this description:
        1 . Grant lacked the sort of colorful personality that endeared him to his men, his steady determination and quiet confidence earned him their respect and loyalty. "He habitually wears an expression as if he had determined to drive his head through a brick wall, and was about to do it,"

Mathew Brady was the first to undertake the photographic documentation of the American Civil War. Brady was almost killed at Bull Run, VA. He got lost for three days and eventually wound up in Washington D.C., nearly dead from starvation. Mathew Brady lived the last few months of his life in a rooming house, all alone, sick, and destitute. He was left penniless and unappreciated even though he devoted his whole life to preserving and perpetuating the history of his country. Towards the end of Brady's life he once said about the photographs he took: "No one will ever know what they cost me; some of them almost cost me my life."

At five o'clock on January 15, 1896, Mathew Brady The Great died; alone and forgotten.



Civil War Rations



Focus Grade Levels: 5th-8th

Program Description
This program introduces students to how Civil War Soldiers received their food and how difficult it was to feed more than 3.5 million soldiers. At the end of the program, students will be able to:
Explore Civil War diseases, their causes, and treatment.
Understand the human body is affected by eating habits and personal hygiene.
Compare 19th century food preservation methods to 21st century.
Recognize food borne disease is prevalent today and ways to prevent its spread.
Correctly multiply and divide ration amounts and convert ounces into pounds.

Location
Stop #3

SOL's VUS.1, VUS.7, AII.15, AII.13, USI9,

Anticipatory Set

After touring Stop #3 ask the students if they know how soldiers during the Siege of Petersburg were fed and if they know how food was transported during the siege. Discuss with students the differences between food that the soldiers ate and the food they eat.

Lesson

During the American Civil War more than 3.5 million soldiers served in the Union and Confederate armies. In order to feed so many troops, both governments established a Commissary Department, in charge of coordinating food procurement, storage, and distribution. Consequently, food rationing became a necessity. According to army regulations for daily camp rations, a Union soldier was entitled to receive 12 oz of pork or bacon or 1 lb. 4 oz of salt or fresh beef; 1 lb. 6 oz of soft bread or flour or 1 lb. of hard bread (hardtack), or 4 oz of cornmeal. Salting, drying and pickling were common methods of preserving food in the 19th century.

Meat issued to Civil War soldiers was usually salted while fruits and vegetables were dried or canned. When marching, each soldier was responsible for his own food and was ordered to pack three days worth of rations in his haversack. Soldiers supplemented their diets by foraging and purchasing items from a sutler. The Confederate government adopted the official US Army ration at the start of the war, but was forced to reduce it as the war went on.

Many Civil War soldiers suffered both immediate and permanent health problems because their diet lacked variety and nutritional content. Often the food they ate was spoiled and the water contaminated, contributing to nutritional problems and digestive ailments. A steady diet of hardtack and salt pork, and lack of fresh vegetables and fruits, led to scurvy and diarrhea. Two thirds of the deaths of Civil War soldiers were caused by disease. Unsound hygiene, dietary deficiencies, and battle wounds set the stage for epidemic infection, while inadequate information about the cause of diseases hampered disease prevention, diagnosis, and treatment. Pneumonia, typhoid, diarrhea/dysentery, and malaria were the predominant illnesses.

Civil War Rations

For every 100 rations there was issued:
• 1 peck of beans or peas;
• 10 lb. of rice or hominy;
• 10 lb. of green coffee or 8 lb. roasted coffee, or 1 lb. 8 oz of tea;
• 15 lb. of sugar;
• 2 qt. salt;
• 4 qt. vinegar,
• 4 oz. pepper,
• 1/2 bushel potatoes;
• 1 qt of molasses.
• In addition to, or as substitutes for other items, desiccated (dehydrated) vegetables, dried fruit, pickles, or pickled cabbage might be issued.

Discussion Questions

1. How would eating the same food items day after day affect you? Describe how food rations might have affected soldier morale.
2. What types of social problems could food rationing cause among soldiers?
3. What is scurvy? What causes the disease and how is it treated? Do we still have scurvy outbreaks today?
4. Many people around the world today survive on little food. What kinds of health problems occur from an insufficient diet?
How does the daily ration of a Civil War soldier compare with food portions today?
5. When did the health benefits of adequate sanitation and hygiene become common place?
6. What food borne diseases are common in the 21st century?
7. Have there been any outbreaks of food borne diseases recently that you recall?
8. What kinds of procedures does the U.S. government have in place today to prevent the spread of food borne disease?
9. Have you or anyone you know ever had a food borne illness? What were the symptoms? How long did it take to recuperate

Mobile Education Classroom

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We have educator guides available. These guides are keyed to Virginia SOL.

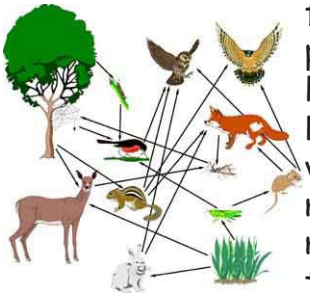
Call our Education Specialist for more information on specific programming.

Environmental Programs

Exploring Petersburg National Battlefield

Background

As part of the National Park Service, a component of Petersburg National Battlefield's mission is to preserve the natural resources present in the park. These natural resources include the park's waterways, wetlands, vegetation, and wildlife. The location of the park's Eastern Front, forming a pocket of undeveloped land amongst urban development, makes the park's natural resources mission that much more important. Many visitors come to the battlefield to use the miles of trails that bisect the park. Virginia's high rate of population growth, especially in suburban areas, will undoubtedly continue to make the presence of Petersburg National Battlefield's park setting even more valuable to many of the visitors that frequent the battlefield.



Program Description

This Ranger-led walk will take you on a path through the Petersburg National Battlefield. This walk winds through the battlefield and includes a variety of trees and plants. Using their senses, students will listen and explore the forest with the Ranger.

Program Location

Petersburg National Battlefield.

Meets National Science Education Program Standard B:

The program of study in science for all students should be developmentally appropriate, interesting, and relevant to students' lives ; emphasize student understanding through inquiry; and be connected with other school subjects.

National Standards

LIFE SCIENCE Grade K-4

- Characteristics of organisms
- Life cycles of organisms
- Organisms and Environments

LIFE SCIENCE Grade 5-8

- Structure and function in living systems
- Populations and ecosystems

Standards of Learning Objectives:

K.6, K.10, 1.4, 1.5, 1.8, 2.4, 2.5, 2.8, 3.4, 3.5, 3.6, 3.10, 3.11, 4.4, 4.5, 4.8, 5.5, 6.7, 6.9, LS.7, LS.9, LS.11, LS.12, ES.9, BIO.9

Perfect Creek Education Program

Water plays a major part in defining Petersburg National Battlefield's environmental conditions. The park is located within two drainage basins; the Chesapeake Bay and Albermarle Sound. Numerous streams and rivers drain the different park areas, creating a network of habitat for many different species of animals. Wetlands make up a portion of the battlefield's area. These transitional areas play an important role in the park's interconnected ecosystem, serving as a buffer and providing habitat for many unique species of animals.

During the siege of Petersburg (1864-65), there were more creeks and wetlands in the area that is now Petersburg National Battlefield than there are today. Both Confederate and Union troops constructed earthen dams to create standing water for both defensive and logistical purposes (water sources for troops and animals). However, today there are only a few small permanent creeks/lakes left on the battlefield's property.

Vernal (or temporary) creeks are more numerous, though. These creeks form in low points in especially wet seasons. These creeks play just as important of a role in the park's natural habitat as do the year-round creeks. They provide breeding ground and habitat for many types of amphibians and insects, and act as a source of food for other animals.

The most notable year-round body of water is present in the Five Forks unit. The creek has been created by a beaver dam that blocks Hatcher's Run. It teems with life, as can be seen in the number of fish species that occupy its waters.

Petersburg National Battlefield is located within two drainage basins (Chesapeake Bay and Albermarle Sound). The confluence of the James and Appomattox Rivers occurs at City Point, and, because of the James' eventual outlet into the Chesapeake Bay, the park is included in the Virginia Coastal Zone.

Five streams drain the Eastern Front, and they are all within the Chesapeake Bay drainage basin. Poor and Harrison Creeks are the largest. Taylor's Creek is a tributary of Poor Creek, and Branch Creek and an unnamed creek are tributaries of Harrison Creek. All of these creeks drain into the Appomattox River, and, after that, into the Chesapeake Bay.

The park's Western Front lies in Dinwiddie County. This site is drained by Rohoic Creek, which eventually empties into the Appomattox River. Five Forks is drained by Hatcher's Run and Chamberlain's Bed Creek. These creeks drain into the Nottoway River, which drains into the Chowan River, and ultimately reach the Atlantic Ocean.

Program Description:

Students will explore one of the creeks on Petersburg National Battlefield and will begin to understand why the water cycle and water quality is important and what influences there are on them. Trees help hold soil in place and filter out unwanted sediment to keep water clean. They shade creeks and regulate water temperature for the many aquatic species that need clean, cool water. Many different animals live in the forest near the creeks and ponds of Petersburg National Battlefield. Otters, beavers, deer, herons, salamanders, snakes, frogs, turtles and many others depend on healthy forest creeks and ponds for food, water, homes and protection. For this reason, foresters, hydrologists, geologists, aquatic biologists and many others here at Petersburg National Battlefield work together to manage our creeks and ponds.

To achieve this, students will don a pair of rubber boots and spend some time in the creek observing, collecting and studying the many living creatures in the creek. They will test water quality and discuss ways to preserve this habitat.

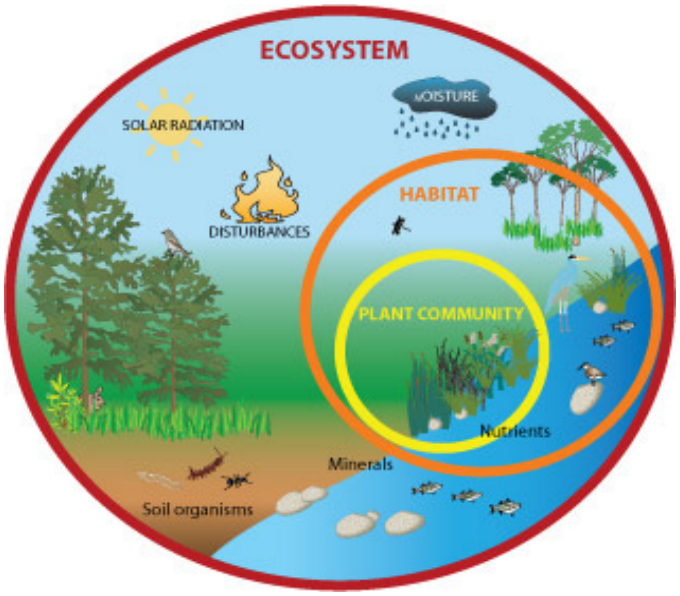
Objectives: At the end of the lesson, each student will:

- Understand the concept of an ecosystem.
- Understand the interdependence of members of an ecosystem.
- To understand what a watershed is.
- To understand how water moves through the environment—water cycle.
- To understand the concept of water quality and why it is important.
- To understand how sustainable forestry practices protect and enhance water quality.

Length of Lesson: 1/2 day

Preparation Time: 30 minutes

Target Grade Level: 2-8. Class size limited to 25-30.



National Standards

LIFE SCIENCE Grade K-4
- Characteristics of organisms
- Life cycles of organisms
- Organisms and Environments

LIFE SCIENCE Grade 5-8
- Structure and function in living systems
- Populations and ecosystems

Standards of Learning Targeted:
2.4, 4.4, 2.5, 3.5, 3.6, 6.7, 3.10, 4.8, 6.9, LS.4, LS.5, LS.7, LS.10, LS.11, LS.14

Professional Development

TEACHING HISTORY WITH TECHNOLOGY

Description

Teaching History With Technology Workshop is a hands-on opportunity for history and social studies educators to explore practical ways to use technology to enrich the history curriculum and engage students. The workshop explores innovative ideas, effective techniques, and ready-made plans for incorporating Web-based resources, desktop software packages and new and emerging technologies into classroom instruction of history. The workshop provides numerous examples of the best history-related web sites, describes practical methods and techniques for using technology in the history and social studies classroom, and includes opportunities for targeted web exploration after each "mini" lesson. Examples highlight both inquiry-based and research-oriented technology applications in World History, World Cultures, United States History, and Civics for middle school, and high school. The workshop emphasizes innovative ideas and exciting projects for incorporating tools including wikis, blogs, podcasts, online social networks, and other emerging technologies into the classroom.

Target Audience: K-12

TEACHING WITH NATIONAL PARK SERVICES RESOURCES USING HISTORIC PLACES and MUSEUM COLLECTIONS IN THE CLASSROOM

Description

Teaching with Historic Places (TwHP) is a program of the National Park Service's Heritage Education Services office. Over the years TwHP has developed a variety of products and services. These include a series of lesson plans; guidance on using places to teach; information encouraging educators, historians, preservationists, site interpreters, and others to work together effectively; and professional development publications and training courses. Initially created in collaboration with the National Trust for Historic Preservation, TwHP grew out of a desire by both organizations to expand educational outreach. Coinciding with a widespread review of American education in the late 1980s, this interest led to consultation with a wide range of educators, resulting in the launch of the Teaching with Historic Places program in 1991.

Teaching with Museum Collections object-based learning emphasizes the links between the "real things;" - National Park Service collections and America's history. Collections connect students to their past, rich and varied cultures, momentous events, inspiring ideas, and the places where the nation's history happened. National Park Service collections include over 100 million cultural objects,

natural history specimens, documents, and photographs. They are located at over 320 national park sites in the very places where the objects were made, used or collected. Teaching with Museum Collections lesson plans highlight park interpretive themes, increase understanding of park resources. This workshop will allow educators the opportunity to explore practical ways to use the TwHP and Museum Collections as a teaching tool and how to incorporate them into the classroom.

Target Audience: K-12

DISTANCE LEARNING, PROFESSIONAL DEVELOPMENT AND THE NATIONAL PARK SERVICE

Description

The National Park Service Offers many Distance Learning and Web Based learning opportunities for classroom teachers. These curriculum based experiences are aligned with local, state or national standards of learning. This one day workshop will explore the distance learning programs that will allow teachers to share curriculum-based programming about the park with your students through the web, audio or video conferencing. It will also explore the topics of Web Rangers, Traveling Trunks, and the use of Junior Ranger Programs to supplement curriculum topics. The National Park Service also offers Institutes and field schools in the parks where teacher can discover untold stories, find inspiration, and journey deeper into America's national parks. National Park institutes and field schools share one key characteristic: they all provide in-depth education in natural and historic settings. Instructors draw upon their expertise as professional scientists, authors, historians, artists, and adventurers to unravel the intricacies of our national parks. Courses range from one-day field seminars to multi-day backcountry experiences. Additionally teachers can participate in the Teacher Ranger Teacher Program. Under TRT, selected teachers spend a summer working as uniformed park rangers, often living in the park. They perform various duties depending on their interests and the needs of the park, including developing and presenting interpretive programs for the general public, staffing the visitor center desk, developing curriculum-based materials for the park, or taking on educational projects. This workshop will allow educators the opportunity to explore Distance Learning and Professional Development Opportunities in the National Park Service

Target Audience: K-12

"There aren't any icons to click. It's a chalk board."

TEACHING WITH PETERSBURG NATIONAL BATTLEFIELD

Description

The mission of Petersburg National Battlefield is to preserve and protect the historical, cultural, and natural resources within the park in a manner that will provide interpretation, education, and enjoyment for the visitors. Education plays a vital role in the accomplishment of this mission. The battlefield offers a variety of educational programs designed to teach students of all ages about the significance of the American Civil War through the perspectives of the soldiers, civilians, slaves, plantation owners, and medical personnel. These programs are designed to enhance your classroom instruction and to fulfill the Virginia Standards of Learning objectives for the appropriate grade levels. Our programs give you a glimpse of the nine-and-a-half month struggle that took place here during the final stages of the Civil War, from June 15, 1864 to April 2, 1865. The five major railroads and the two major plank roads radiating from Petersburg made it critical to supplying Lee's Army of Northern Virginia, hence it was a strategic target for the Union Army. In relation to these events, education programs are designed to enhance the military and human aspects of the campaign at Petersburg National Battlefield. This workshop will have Petersburg National Battlefield Rangers bring in several of the programs and have teacher participate in the programs just as their students would. This includes dressing in period clothing, drill and ceremonies and hands on activities designed to provide educators the opportunity to experience the Siege of Petersburg and the lives of the soldiers and civilians who lived here during the siege. Teachers will also be given an opportunity to explore several Traveling Trunks and will be provided with cross curriculum project ideas and integrated lesson plans to use with the trunks.

Target Audience: K-12

RESERVATIONS AND FEE INFORMATION

Petersburg National Battlefield offers a variety of Ranger Guided Education Programs. The programs, listed on the previous pages of this guide, will help your students gain a greater understanding of the cultural and natural resources of the park. All reservations must be made a minimum of 3 weeks prior to your visit. In order to make reservations, please follow the steps listed below.

Ranger Guided Education Programs

1. Select a program that most closely matches your curriculum needs or course of study.

2. Prepare a list of at least 3 possible dates (weekdays only). We request that you call the park at (804) 732-6094 ext. 204 to confirm that the dates are available.

3. Fill out the reservation sheet on the facing page.

4. Photocopy the completed reservation sheet and mail or fax it to the park at (804) 732-0835.

5. Your reservation will be recorded and a confirmation will be returned to you. If programs are already booked, we will call you.

Fee Information

Most educational institutions are admitted free of charge when visiting the park for educational purposes. A written request for fee waivers must be filed with the park two weeks prior to your visit. This written request must include:

Documentation of groups' educational status.

Statement of purpose for visiting the park. This must relate to the park's resources.

Name of school or group, contact person, phone number, date, time of arrival, and number of students and adults.

Please photocopy and email, mail or fax your completed Reservation Sheet to:
Petersburg National Battlefield
Education Specialist
1539 Hickory Hill Road
Petersburg, VA 23803-4721
Fax # (804) 732-0835
Leslie_McClammy@nps.gov

Fee Waiver requests should be emailed, faxed or mailed to:
Attention: Fee Coordinator
Petersburg National Battlefield
1539 Hickory Hill Road
Petersburg, VA 23803-4721
(804) 732-0835
Leslie_McClammy@nps.gov

National Park Service
Petersburg National Battlefield
1539 Hickory Hill Road
Petersburg, VA 23803-4721

SPECIAL PROGRAM REQUEST

Program Date: _____ Program Time: _____
S M T W TH F S Program Length: _____

INFORMATION

Name of Group/Organization: _____

Point of Contact Name: _____

Point of Contact Address: _____

City: _____ State: _____ Zip: _____

Point of Contact Phone: _____ Fax: _____

Alternate Point of Contact Name: _____

Alternate Point of Contact Phone: _____

Point of Contact Email: _____

PROGRAM DETAILS

Group Size : _____ Group Age/Grade: _____

Youth: _____ #Adults: _____ Total in Group: _____

Mode of Transportation (Circle One): Bus Van Car

Program Requested (Circle One): Talk Walk Slide Other

Program Location (Circle One): On Site Off-Site

Program Title: _____

Special Instructions/Needs: _____

PROGRAM CONFIRMATION

Date Initial Request Made: _____

Ranger Taking Request: _____

Date Confirmation Sent: _____ Circle One: Fax Mail

Fee Waver: Yes No

Rangers Assigned : _____ _____

MAPS AND DIRECTIONS

View of Petersburg National Battlefield Eastern Front unit, illustrating the eight tour stops of the four-mile self-guided driving tour.

Directions to the Eastern Front unit of Petersburg National Battlefield in Petersburg.

From the north or south: Take I-95, Wythe Street Exit in Petersburg. Follow Wythe Street, which turns into Route 36 East. The Battlefield entrance is on the right, approximately 2 1/2 miles from the exit.

From the west: Take Route 460 East to I-85 north. Follow I-85 to I-95 to the Wythe Street Exit. Follow Wythe Street as listed above.

From the east: Follow Route 460 West to Crater Road north. Follow Crater Road about a mile and turn right at the intersection with Wythe.
Follow Wythe Street as listed above.

Directions to City Point unit:

From the north or south: Take I-95, Exit 61, east to Hopewell. Follow Route 10 east approximately ten miles to Appomattox Street. Turn left onto Appomattox Street, and follow it until it ends. Turn left onto Cedar Lane. The parking lot is on the left.

From I-295: Take Exit 10, east to Hopewell. Follow Route 10 approximately seven miles to Appomattox Street. Follow directions above.

PROGRAM EVALUATION

To help us evaluate our educational programs, we would appreciate your thoughts and comments. Please photocopy this evaluation sheet or detach it from the booklet. Add any additional comments on back.

Name of School or Teacher: _____
(optional)

Group Size / Grade Level: _____

Name of program: _____

1. Did the program meet your expections? Yes / No
2. Was the program suited to the group's size? Yes / No
3. Did the program support the specified Virginia SOLs? Yes / No
4. Was the length of the program adequate? Yes / No
5. Were instructions for your visit clear? Yes / No
6. Was the reservation system convenient for you? Yes / No
7. Have you attended programs at Petersburg NB before? Yes / No
8. Will you plan to come back for a visit again? Yes / No

9. What my students enjoyed most was _____

_____

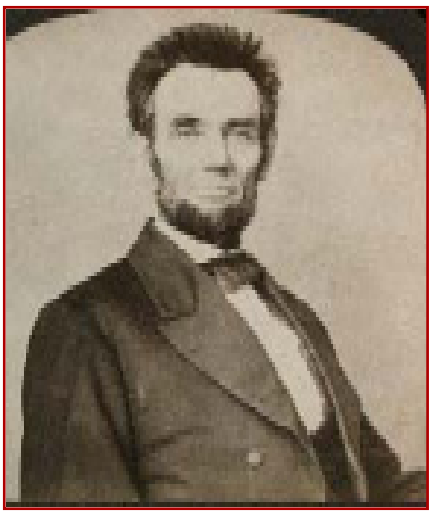
_____

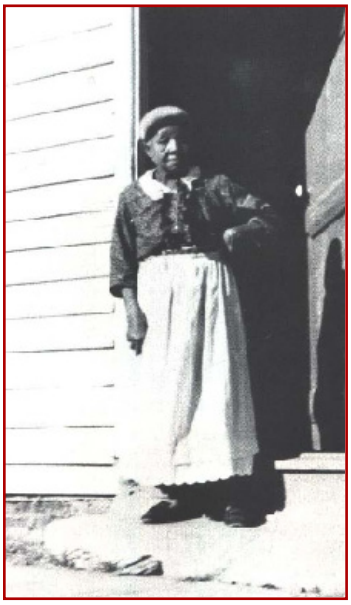
10. Ways I think the program can be improved: _____

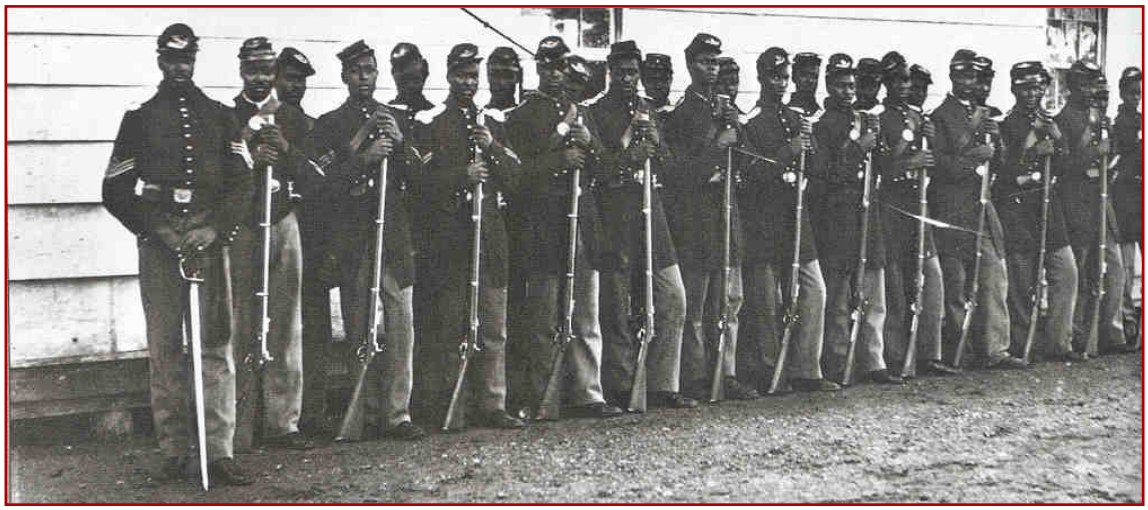
_____

_____

Thank you for your time. Please return this questionnaire to : Petersburg National Battlefield
Education Specialist
1539 Hickory Hill Road
Petersburg, VA 23803-4721







THE CIVIL WAR

WHY THE WAR CAME

Numerous attempts made by the United States Congress could not turn the tide of the growing controversy between the northern and southern regions of this new nation. A predominately industrial north attracted immigrants from European nations who settled in America to make a new life for themselves, while the majority of Southerners made their living on farms in a region dominated by agricultural pursuits. Slavery in the states and territories was a major issue in the growing disputes between the North and the South.

ORGANIZATION OF OREGON TERRITORY / August 1848

President Polk signed a bill organizing the Oregon Territory without slavery. Southerners agreed, with the understanding that other new territories would be opened to slaveholders.

COMPROMISE OF 1850 / September 1850

Congress adopted the Compromise of 1850:
*California was admitted as the thirty-first state, a free state.
*The territories of New Mexico and Utah were organized without restrictions on slavery.
*The boundaries of Texas were set, also without restrictions on slavery.

KANSAS-NEBRASKA ACT - May 1854

The passing of this act overturned the Missouri Compromise, thereby opening the territory north of the old Missouri line to slavery. Both sides of the issue began to send settlers into the Kansas-Nebraska Territory to influence the future of these territories.

JOHN BROWN'S RAID - October 1859

At Harper's Ferry, radical abolitionist John Brown led a plot to seize a federal arsenal and armory in order to set up a state for freed blacks. Within twenty-four hours his band was captured and Brown was
hanged on December 2nd.

PRESIDENTIAL ELECTION - November 6, 1860

Abraham Lincoln was elected president.

SOUTH CAROLINA SECEDES - December 20, 1860

Following South Carolina, the remaining ten states seceded within six months.

THE WAR BEGINS - April 12, 1861

At 4:30am, the first shots were fired at Fort Sumter beginning the bloodiest war in American history.

ON TO RICHMOND!

This was the rallying cry of many northern soldiers in the East who saw Richmond, the Confederate capital, as the logical target for the Union army. Following a Confederate victory at Manassas, Virginia on July 21, 1861, many realized that the war might not be over as quickly as they had anticipated. They were indeed right: for the next four years a succession of Northern commanders struggled to get to Richmond. Because the Northern capital was located in Washington D.C., four years of war were fought in a relatively small strip of Virginia countryside between Washington and Richmond. Almost ten months of that time was spent around Petersburg, Virginia, the back door to Richmond.

PRELUDE TO PETERSBURG

THE OVERLAND CAMPAIGN

"Wherever Lee goes, there you will also go."

--Ulysses S. Grant

Though the army shifted its focus in the Overland Campaign, the Union objective of taking Richmond still remained as the war neared its end. Grant's words to General Meade in early April 1864 marked the beginning of this campaign. In the Overland Campaign, the primary objective of the Union army was to defeat the Confederate armies in the field, particularly the Army of Northern Virginia commanded by Robert E. Lee. On May 4, 1864, about 120,000 men in the Army of the Potomac crossed the Rapidan River and started the Overland Campaign.

From the Wilderness to Cold Harbor, soldiers like Private Warren Goss, 2nd Massachusetts Artillery, witnessed the devastation of the battles that took place across the Virginia countryside. Goss described the Battle of the Wilderness as a *". . .blind and bloody hunt to the death, in bewildering thickets, rather than a battle. . ."* After two days of close combat in the Wilderness, the battle was at a standstill, with heavy losses on both sides.

Acting on a hunch that Grant would next try to get between his Confederate forces and Richmond, Lee pulled his troops out of the Wilderness and concentrated them near Spotsylvania Court House, a strategic crossroad. After more than two weeks of constant fighting at Spotsylvania Court House, Grant pulled his Army of the Potomac out of its trenches and ordered it to march southeast. Lee took a parallel course, which allowed him to always stay between Grant's army and Richmond. Their paths finally converged at Cold Harbor on June 1st.

The Battle of Cold Harbor

"By the time we reached Cold Harbor we had begun to understand what our new adversary meant, and therefore, for the first time, I think, the men in the ranks of the Army of Northern Virginia realized that the era of experimental campaigns against us was over; that Grant was not going to retreat; that he was not to be removed from command because he had failed to break Lee's resistance; and that the policy of pounding had begun, and would continue until our strength be utterly worn away. . .

--Sergeant George Cary Eggleston of Virginia, June 1, 1864

In the next two days, Grant lost another 5,000 men. On June 3, the third day at Cold Harbor, the Union troops massed for a great push that opened at 4:30 A.M. During this assault on strong Confederate trenches, the Union suffered thousands of casualties in one hour of fighting. By noon the attack was called off, and Lee's army still stood between Grant's army and Richmond.

Grant decided on a new strategy. On June 12th, he packed up his men and moved them south to Petersburg, twenty miles below Richmond, the hub which connected Richmond to the rest of the eastern Confederacy.

ON TO PETERSBURG

THE INITIAL ASSAULT ON PETERSBURG

Literally overnight, the Union army pulled many of its ranks out of the Richmond area and traveled south. After a series of hard marches, the army began to cross the James River on June 14th, some troops crossing via a 2,100 foot pontoon bridge.

Two Corps of men from the Army of the James and the Army of the Potomac received orders to travel down to Petersburg and attack. William Baldy Smith led the attack on Petersburg for two hours, until General Hancock arrived. Despite capturing one mile of the ten miles of Confederate fortifications that surrounded Petersburg, the Union army stopped their attack and waited until the following morning to try to capture Petersburg.

Throughout the night, Robert E. Lee dispatched Confederate troops down to Petersburg to assist General P.G.T. Beauregard in defending Petersburg. With these reinforcements and the tightening of the Confederate lines, the Union army was unable to capture the city over the next three days. Grant did not take Petersburg and now faced a military siege.

BEHIND THE LINES

GRANT'S HEADQUARTERS AT CITY POINT

During the siege of Petersburg, General Grant's headquarters was located at City Point, Virginia, eight miles behind Union lines. A small port town at the confluence of the James and Appomattox Rivers, City Point had been connected to Petersburg by railroad prior to the war. Its strategic position next to the railroad bed, and the rivers offered Grant easy access to points along the front, as well as good transportation and communications with Fort Monroe, Virginia, and Washington, D.C. When he arrived at City Point on June 15, 1864, Grant established his headquarters in a tent on the east lawn of Dr. Richard Eppes' home known as Appomattox Plantation. As the winter approached and the weather grew colder, Grant's men built cabins for shelter during the winter months.

More important than being the headquarters for the United States armies, City Point was the supply base for the Union forces fighting at Petersburg. Overnight, the tiny village became one of the busiest ports in the world as hundreds of ships arrived off its shores bringing food, clothing, ammunition, and other supplies for the Union Army. For example, on an average day during the siege the Union Army had stored in and around City Point 9,000,000 meals of food and 12,000 tons of hay and oats. The only food not imported from the North was bread, which the Army produced on site. In a bakery built on the grounds, commissary personnel produced 100,000 rations of bread a day for the hungry soldiers fighting in the trenches of Petersburg.

Bread and other supplies were sent to the front by train and by wagon. The U.S. Military Railroad Construction Corps rebuilt the line west to Petersburg, then extended it southwest behind Union lines. Twenty-five locomotives and 275 railroad cars were then brought to City Point by barge from Washington, D.C. to provide rolling stock for the line. In just twenty-two days, the Army had completed the first stage of the railroad and had trains operating on a full schedule. At Petersburg, victory rode the rails.

ALONG THE FRONT

THE EASTERN FRONT

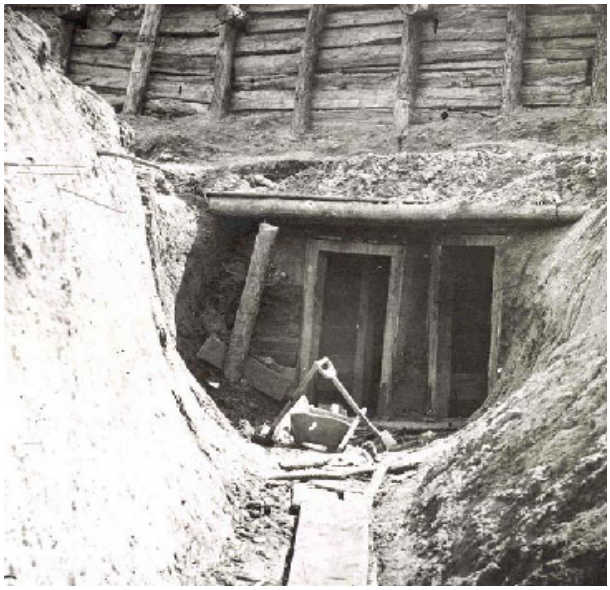
"We must destroy this Army of Grant's before he gets to the James River. If he gets there it will become a siege and then it will be a mere question of time."

--General Robert E. Lee June, 1864

Four days of fighting had cost the Union Army more than 10,000 casualties and the Confederate Army about 4,000. It seemed that Lee's prophecy had come to pass and the Confederate Army was forced to stand and defend Petersburg. While the Union Army had not succeeded in their objective to capture Petersburg, they now had control of two of the four railroads supplying Petersburg. Grant pressed his soldiers to push west in an effort to capture the Weldon and the South Side Railroads.

Meanwhile, soldiers along the Eastern Front dug in to protect their lines and witnessed trench warfare at very close range. In some areas along the front, forward trench lines of the enemy armies sat a few hundred yards apart. Laying low to the ground in an attempt to protect themselves against the constant exchange of rifle fire, soldiers survived daily guard duty in the trenches. The opposing trenches were especially close along a section of the lines where the Confederate redan known as Elliot's Salient (a projection in a trench line) was constructed. At Elliot's Salient Confederate lines were just 400 feet from the Union earthworks.

In an attempt to break the stalemate, Union soldiers belonging to a Pennsylvania regiment began a mining operation to tunnel underneath the Confederate lines on June 25th, 1864. By July 17th, the tunnel had reached a point directly under Elliot's salient, a distance of about 511 feet. The explosion at this site created a tremendous hole where the salient was once located. During the battle, known today as the Battle of the Crater, some Union soldiers charged up the hill and went directly inside the hole only to find themselves trapped. Union soldiers had anticipated a direct assault on Petersburg, but instead the Crater became the scene of bitter hand-to-hand fighting, resulting in a defeat for the Union Army. Soldiers around the city continued to push west in an effort to capture the Confederate supply lines.



THE SIEGE

THE WESTERN FRONT

As Union soldiers tried to outflank Confederate soldiers in an effort to capture the remaining railroads around Petersburg, the trench lines in the area west of Petersburg stretched further apart. On August 18th, Major General Warren and his Corps moved out from their entrenched lines south of Petersburg to capture the Weldon Railroad. Despite Confederate counterattacks, Warren and his men captured portions of the railroad and extended the Union trench line. With the Weldon Railroad cut off to the Confederate forces near Petersburg, Grant ordered Warren and his men to push further west in an effort to capture the South Side Railroad. Though a breakthrough to the South Side Railroad eluded Union forces, battles and skirmishes throughout the fall and winter of 1864 enabled Union soldiers to inch closer and closer to this important Confederate supply route. As the chill of winter came to Petersburg, Union and Confederate soldiers alike settled into their trenches and waited through the cold winter months of 1864. At the first thaw, Union soldiers renewed their assault to capture the South Side Railroad.

FIVE FORKS

"Hold Five Forks at all hazards."
--Lee's orders to General Pickett

On April 1, 1865, the opportunity for the Union army to capture the South Side Railroad would finally come. After nine-and-a-half months of fighting around Petersburg, the Confederate army was stretched to its breaking point in an effort to defend their last remaining supply line. Both Lee and Grant knew that if the Union army cut the South Side Railroad, then the fighting at Petersburg would end. In what became the largest cavalry/infantry battle of the siege of Petersburg, Sheridan attacked the Confederate forces under General George Pickett at a country crossroads known as Five Forks. With no one in control, Confederate troops were caught off guard, allowing Sheridan's men a decisive victory in which nearly a third of Pickett's men were killed, captured, or wounded. Sheridan's charge broke the Confederate lines, and the Union army finally succeeded in opening the way to the South Side Railroad.

Finally, the Union army had within their grasp the capture of the last Confederate supply line. While Grant ordered an all out assault on Petersburg for April 2nd, Lee was now faced with the challenge of getting his army safely out of the city.

THE END OF THE WAR

LEE'S RETREAT

The story of Petersburg will never be written; volumes would be required to contain it, and even those who went through the trying ordeal, can not recall a satisfactory outline of the weird and graphic occurrences of that stormy period."

--from the book North Carolina Troops 1861-65

Lee's only hope of preventing the capture of Petersburg and the destruction of his army lay in holding a defensive line at two posts, Fort Gregg and Fort Whitworth, held by a few hundred men. On April 2nd, Union soldiers swarmed all around Fort Gregg and threatened to cut off Lee's retreat. Though the
Confederates suffered tremendous losses, they were able to hold off Union soldiers until Lee and his army could bring in reinforcements to allow for the safe evacuation of the city. Shortly after 1:00 a.m. on April 3, the first reports came that the enemy was abandoning town; one of the longest military sieges of a city in United States history had finally come to an end.

Meade, Grant, and Lincoln all visited Petersburg on April 3. At midday Meade and Grant rode west to organize the pursuit of Lee's retreating army. One week following the Union capture of Petersburg and Richmond, General Grant's army finally met Lee's men at Appomattox Court House. On April 9, 1865, Robert E. Lee surrendered to Ulysses S. Grant at Appomattox Court House. The Civil War finally ended a short time later.

POPLAR GROVE NATIONAL CEMETERY

Here sleeps a youthful hero,
With the honor of a soldier brave,
Who gave up home, and friends, and life itself,
Our country still to save."

During the siege, Union soldiers who were killed in battle were hastily buried near the battlefields, some in single shallow pits, others in mass graves. Identification was as simple as a name carved on a wooden headboard, if there was time to leave even that. Most of these soldiers were not given a proper burial, save what their comrades could provide by saying a few words over them.

In 1866, Lt. Colonel James M. Moore began to survey the Petersburg area for a place to locate a permanent national cemetery. Poplar Grove National Cemetery was established about four miles south of the city of Petersburg, where New York Engineers had camped and built a Gothic-style pine log edifice named Poplar Grove Church. With a cemetery location established, a "burial corps" began a search of the scattered graves to reinter soldiers in a proper cemetery. The remains of 6,178 men were placed in the Cemetery, with only 2,139 of these being positively identified.

Most Confederate soldiers who died during the siege are buried in mass graves by state in the city's **Blandford Cemetery**, located a half mile from the battlefield on Crater Road.

The End

The siege of Petersburg represented one of the final chapters of the American Civil War. One week after the fighting ended at Petersburg, Lee surrendered to Grant at Appomattox Courthouse on April 9, 1865. Thousands of soldiers who fought for months in the trenches around Petersburg returned home to piece together the lives they had left behind when they answered the call to arms. While a torn nation began to heal, the men who had sacrificed their lives for their causes would not be forgotten.

June 9th, 1865

Here we are, some with whole skins, and
Some not so whole. Others have been left behind.
For myself, I can only wonder that there is a bone left
In my carcass when I think of the wholesale carnage through
Which I have passed. My bruises are inward.

It is all over now, and I can only regard it as a hideous dream — the smoking ruins, the sodden fields, the trailing banner, the slaughtered thousands and wailing families, the roar of the cannon, the Rebel Yell and Yankee Hurrah have all passed away, and we again return to peace.

--John Haley, 17th Maine Volunteers

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Notes