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## Social Studies 8

### Being A Soldier in the Civil War Evaluation

Choose any **ONE** of the following. Remember factual information is a **MUST!** You must use specific information from not less than 5 primary source documents. This assignment is due on or before \_\_\_\_\_.

A. "they is a fly on my pen. I just rights what ever comes in my head." No diversion in a Civil War camp occupied more time than letter writing. You are Taylor Baldwin. (*Insert name of another Civil War soldier for whom you have a letter he has written*) You often wrote letters including homesickness and your desire to keep in touch with the world you left behind. You often made observations about the war. You include situations and people that you encounter. Write a letter home including as many specific details of what you know about the Civil War.

B. You are one of the men in this picture. Describe your experiences as a soldier in the War of Rebellion.

*(Insert a photograph off the Internet site)*

C. You are a field reporter for the "History and Life Chronicle". Write an article for the your newspaper on the everyday experiences of a Civil War soldier. Remember that the people at home are extremely interested in what is happening in camp.

**Station 1:**

Materials Needed: Bounty poster. *The one I use states:*

**THE UNION FOR EVER!**

**\$90 BOUNTY**

**Still Paid!**

**ENLIST AND AVOID DRAFTING**

The poster at this station reads:

Carefully examine the bounty poster. Use the bounty poster to answer the questions that are found on the question sheet at this station.

The questions include:

1. What is the mood of the poster?
2. What is the purpose of the poster?
3. What was a bounty? (*look up the definition in a dictionary if necessary*)
4. Why was the bounty being raised so high for the time?  
(*farm workers yearly salary was \$300*) What percentage of the total bounty would be a farmer's yearly salary?
5. How do you think people set the fee?
6. Is this very democratic? Why or why not?
7. Was this a very patriotic way of getting volunteers to enlist? Why? Why not?
8. Who would be attracted to a bounty?
9. Why do you think the bounty for recruitment was needed?
10. By accepting the bounty, what would the responsibilities be?
11. Why was the community forced to raise a bounty?
12. Prove that this is a patriotic poster or broadside.

**Station 2:**

Materials Needed: H. A. Dowe's letter to A. F. Benson Esq. *\*I have listed websites from which you can obtain letters from Civil War soldiers.*

The poster at this station reads:

Read H. A. Dowe's letter to A. F. Benson.

1. What is the purpose of the letter?
2. What is Col. Dowe's warning to Mr. Benson?
3. Why would some men not want to sign up for the draft?
4. What were the only exceptions? How would one prove he qualified for an exception?

### Station 3

Materials Needed:

- ▶ Computer access to the internet
- ▶ A plate of hardtack with enough for one piece per student
- ▶ Civil War songs found on the Internet sites:

<http://home.earthlink.net/~poetry61-65/>

- ▶ Pitchers of water (*\*Students will need and want to get a drink after eating the hardtack. Having water available saves a lot of time and anguish*)

The poster at this station reads:

Without eating this, what type of cracker does it look like? (*oyster cracker*)

Now, eat the cracker. Describe the taste. Write your reaction down on the back of the question sheet that accompanies this station.

Have the students listen to the songs *Goober Peas*, *Hard Crackers*, and *Army Grub/The Army Bean/Army Bugs* and answer the questions that accompany the songs. Student may need to listen to the music more than once so that they will be able to answer the questions.

By today's standards, are the rations nutritional? What does the army eat today? (*Contact your local army recruiter for assistance here. You might be able to get a MRE - Meals Ready to Eat.*)

Questions:

1. What is the tone or mood of these three songs?
2. Why do you think these songs were written?
3. Who might have sung these songs?
4. List five things these songs tell you about life as a soldier in the Civil War?

*\*You may replicate this station without the hardtack and rewrite it around the songs. In addition to the Internet, WEM records Civil War Songs with historical narration by Keith and Rusty McNeil. They are available on two stereo cassettes.*

## Station 4:

Materials Needed: Artifacts (real or replica) of the Civil War (If you live in Western New York, contact the Buffalo and Erie County Historical Society's Education Coordinator. There is an educational loan kit on the Civil War entitled "Rally 'Round the Flag" containing some replica artifacts and other educational resources. To reserve a kit, call 716.873.9644 or visit [bechsed.nylearns.org](http://bechsed.nylearns.org) )

- A bullet mold
- A canteen
- Kit bag or haversack
- Photograph in padded cover
- Photograph of a sword

The poster at this station reads:

The Civil War was one of the most divisive events in American history. In Cortland and Tompkins Counties, where sentiments was solidly pro-Union, some citizens felt that the young men should stay at home and help with farming rather than enlisting in the army. Enough men answered the call to supply infantry for the 76<sup>th</sup> and 157<sup>th</sup> Regiments. Some of the men served in the 10<sup>th</sup> New Cavalry Regiment.

Examine the artifacts. Consider what the answers are to these questions:

Why would a soldier have these items in his possession?

What artifacts would be used in combat?

What would these artifacts be used for?

Why would a soldier have a photograph in his pocket?

## Station 5:

Materials needed: Mathew Brady Civil War photographs

Computer access to the Internet - the following sites on the Internet contain a variety of Civil War photographs:

<http://memory.loc.gov/ammem/cwphtml/cwphome.html>

<http://www.treasurenet.com/images/civilwar/>

The poster at this station reads:

A Photo Analysis of the War of Rebellion

Examine four photographs to help you complete the Photo Analysis Worksheet

*\*I use a Photograph Analysis Worksheet that was developed by the Education Branch of the National Archives. Found at*

[http://www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/photo.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html)

**Station 6:**

The poster at this station reads:

What is meant by this quote:

*"The difference between dyeing today  
and tomorrow is not much, but we  
all prefer tomorrow."*

Union soldier in a letter home

**Station 7:**

Materials Needed:

- A letter from the Battlefield, 1862
- Directed reading question sheet

The poster at this station reads:

- A letter from the Battlefield
- Read Taylor Baldwin's letter to find the answer to the questions on the question sheet at this station

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### Life in Camp for a Civil War Soldier

Carefully read document #105 - A letter from the Battlefield, 1862. Answer the following questions as you read. Please write your answers in complete sentences.

1. Where is the camp from which this letter was written?
2. When was the letter written?
3. What does the regiment do each day to get ready for battle? How long?
4. Where does he expect to be sent next?
5. What do the numbers '76 represent or mean?
6. Why are they excited about the orders to march to Richmond?
7. Mr. Baldwin referred to rebuilding a bridge, what type of bridge did they build? What types of cars was he referring to?
8. If you didn't know Richmond was in the south, what does Mr. Baldwin say about the weather to help you determine that he is indeed in the south?
9. What can you visualize or see after reading his description of the food?
10. How long has he been in camp?
11. What are they forced to do to survive?
12. Why do you suppose he despised Col. Green so much?
13. What happened in Washington?
14. What do you think the word **craniums** means?
15. How can you tell that Mr. Baldwin is from Peruville?
16. What in his letter gives the reader an idea that he is angry at the people at home?
17. Does he regret enlisting?
18. Why do you suppose Mr. Baldwin does not despise deserters?
19. John Apgar is homesick. What does it mean to be home sick?
20. Why might Mr. Apgar be home sick?
21. What is foraging?
22. What does Carl hope to bring home from his foraging expedition?
23. What relocation program does Mr. Baldwin discuss in his letter?
24. What is the bad disease that Ed Hall has? Why do you think Mr. Baldwin thinks that this is a bad disease?
25. What were the monthly wages of a soldier in Mr. Baldwin's regiment?
26. What accounts for so many writing errors and spelling errors?

*\*Go to one of the websites listed and substitute a different letter.*

**Station 8:**

Materials Needed:

June 1865 City of Binghamton Census\*

June 1865 Town of Groton Census

The poster at this station reads:

The Causes of Death  
For a  
Civil War Soldier

Use the census records to create a comparison chart of common causes of death, youngest and oldest age, years most soldiers died, rank of the most deceased soldiers, and causes of death in prison.

What are the similarities?

What are the differences?

What conclusions can you make?

*\*Students seem to be able to read the Groton census with less difficulty if they can use the Binghamton census as a template. Try to find this information for your part of the State.*

**Station 9:**

Materials Needed:

Words and Music to the song, "Tramp, Tramp, Tramp"

<http://home.earthlink.net/~poetry61-65/union/songs/tramp.html>

The poster at this station reads:

Listening, looking and reading about prison life  
Listen and follow along with the words to the song "Tramp, Tramp, Tramp".  
View some of the materials on the Elmira website.

How would you describe life in a prison of war camp?  
Knowing that the Union prison was in Elmira, why do you suppose it was so far north?  
What weather obstacle would the prisons in Elmira encounter?

**Station 10:**

Materials Needed:

Discharge papers of John Burch

The poster at this station reads:

What do you think it is?

Why is it so big?

Why is it so elaborate?

Who would receive this document?

Do you have a document like this in their home?

*\*Again, local documents may be substituted or a document found on the Internet.*