Description: This book takes us into the heart of the Civil War. Abraham Lincoln, John Brown, Harriet Tubman soldiers on both sides, slave owners, abolitionists, and the average citizen—all were affected by the horror of the war during this tragic and dramatic period in A History of US.

Teaching & Student Activity Highlights:

- jigsaw – Abraham Lincoln and Jefferson Davis
- write a telegraph report and a newspaper article
- conduct a mock trial of John Brown
- write a help wanted ad and role play a Civil War general
- examine primary source documents to learn about the lives of soldiers and citizens
- prepare a presentation about Civil War medicine
- create a Civil War Hall of Fame
- analyze the Gettysburg Address
- solve Civil War riddles
- read a contemporary poem about Lincoln’s assassination

The Lessons

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THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET: Lessons 6, 9 and 20

To view the listing of materials needed for student activities, see the ‘RESOURCES’ section in each sample Lesson.
Using the new science of photography, a corps of photographers captured the images of the Civil War, and for the first time visually documented history as it unfolded.

"Destiny overruled me... a spirit in my feet said go, and I went!" With these words, Mathew B. Brady summed up his mission to document history as it happened. Although Brady himself was rarely an on-the-scene photographer, he spent much of his energy collecting work by some of the approximately three hundred other wartime photographers and securing copyrights on their photographs. His prestigious "Photograph by Brady" label often meant that the photographer was on his payroll, regardless of whether Brady was present when the shot was taken.

Taking on-the-scene photographs was not an easy task during the Civil War. The new process of photography was complex and time-consuming. Two photographers would arrive at a location in a horse-drawn darkroom wagon, called a “What’s It?” wagon by the soldiers. One photographer would mix chemicals and pour them on a clean glass plate. After the chemicals evaporated, the glass plate was sensitized by being immersed—in darkness—in a bath solution. Placed in a holder, the plate would then be inserted in the camera, which had been positioned and focused by the other photographer. The camera itself was a big, bulky, wooden box set on a stand or tripod. Because the lens had to remain open for at least thirty seconds to expose the plate, the camera and the subject being captured had to remain absolutely still or the
image would be blurred. Then the exposed plate was rushed to the darkroom wagon for developing. Each fragile glass plate had to be treated with great care after development—a difficult task on a battlefield.

Part businessman and part showman, Brady began his career by studying the new process of photography with a number of teachers, including Samuel F. B. Morse, who had introduced photography to America. Brady had a good eye and excellent marketing skills, and by 1844 he operated his own photography studio in New York City. Brady soon acquired a reputation as a premier photographer—a producer of portraits of the famous.

In 1856, he opened a studio in Washington to photograph the nation’s leaders and foreign dignitaries. Brady recognized the potential of the camera as the “eye of history” and himself as its director: “From the first, I regarded myself as under obligation to my country to preserve the faces of its historic men and mothers.” He earned the sobriquet “Mr. Lincoln’s camera man” for the many images he took of Lincoln. Even today, we know the war-weary Lincoln by looking into his sad, sunken eyes and ravaged, furrowed face because Brady captured it all on a fragile glass plate.

When the Civil War broke out, Brady organized a corps of photographers called operatives to follow the troops in the field. Planning to document the war on a large scale, Brady invested all of his resources in the effort. He commissioned thousands of images, preserved the negatives, and bought others from private photographers so that his collection would be as comprehensive as possible. Newspapers and journals regularly transformed his photographs into engravings to illustrate stories about the war and its heroes. When photographs from his collection were published, whether printed by Brady or adapted as engravings, they were credited “Photograph by Brady” although they were
actually the work of other photographers. Many of his best operatives—such as Alexander Gardner and Timothy O’ Sullivan—quit in disgust at Brady’s refusal to give them credit for photographs they had taken. Brady considered any photograph to which he owned the rights a part of his body of work.

In August of 1862, Brady shocked America by displaying Alexander Gardner’s photographs of battlefield corpses from Antietam, the single bloodiest day of the Civil War. This exhibition in his New York gallery marked the first time most people had witnessed the carnage of war. Shocked but fascinated crowds flocked to view the photographs of the battlefield dead. A reporter from the *New York Times* joined the hushed groups of people who examined the astonishing images. Unable to take his eyes away from the bloated, mangled, gory harvest of the battlefield, the reporter immediately realized the importance of what Gardner and Brady had done. This was the first photo-essay of a battle that showed its cost in human life and the beginning of photo-journalism that detailed the terrible effects of war.

The reporter wrote:

> It is easy for us, far from the battlefields, to see the list of names of the dead in the paper as we eat breakfast. There is a confused mass of names, most, if not all are strangers, and we forget what the list really means. Each of these little names that the printer wrote, represents a bleeding, mangled corpse. Each name will fall on someone’s heart and mind as a lost loved one, but to us it is just a name. We recognize the battlefield as real, but it is far away. Only when we lose our own loved one do we realize what just one name in that list really means.

> Mr. Brady has done something to bring home to us the terrible reality and earnestness of war. If he has not brought those bodies and lain them in
our doorways and along our street, he has done something very like it.

Mathew B. Brady had truly chronicled history with the camera, and in the process, changed forever how the world would see history.

STANDARDS

HISTORICAL THINKING
The student will
Historical Comprehension
• draw upon visual, literary, and musical sources
Historical Analysis and Interpretation
• identify the author or source of the historical document or narrative
• differentiate between historical facts and historical interpretation
• consider multiple perspectives
• hold interpretations of history as tentative
Historical Research Capabilities
• obtain historical data
• question historical data
• identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation
Analysis and Decision-Making
• formulate a position or course of action on an issue
• evaluate the implementation of a decision

CONTENT
The student will demonstrate understanding of The course and character of the Civil War and its effects on the American people
• The social experience of the war on the battlefield and home front
  ‣ explain the effects of the Civil War on civilians
  ‣ identify the human costs of the war in the North and the South

RESOURCES
For each student
War, Terrible War by Joy Hakim
Notebook divided into sections
Student Sheets:
  Alexander Gardner, The First Photojournalist
  Solving a Photographic Mystery
  Photo Analyzer
For the teacher
Civil War newspaper facsimile
Transparency series:
  Civil War Photography
  Mathew B. Brady
  Abraham Lincoln
  Cameraman at work
  Photography headquarters
  "What-Is-It" wagon
  The waiting “What’s It” wagon
  Albert Waud
Transparencies:
  Wedding Party
  Dead soldier among the rocks
Optional: Video clip – Capturing the Image of War
Optional: Book – Gardner’s Photographic Sketch
  Book of the Civil War

For the classroom
Overhead projector
Optional: Television and VCR

Web sites
Links to WWW Photography Sites @ http://www.louisville.edu/library/ekstrom/special/photos.html
Civil War Photographs Home Page: Time Line of the Civil War @ http://rs6.loc.gov/ammem/tl1861.html
Images of the Civil War-South Carolina @ http://www.treasurenet.com/images/civilwar/civil018-sc.html
Selected Civil War Photographs Home Page @ http://rs6.loc.gov/cwphome.html
Mathew Brady @ http://www.digitalcentury.com/encyclo/update/mbrady.html
Photograph of Brady’s Studio @ http://www.digitalcentury.com/encyclo/update/gallery.html
Taking Photographs at the Time of the Civil War @ http://lcweb2.loc.gov/ammem/cwtake.html
Does the Camera Ever Lie? @ http://memory.loc.gov/ammem/cwpcam/cwcam1.html
Words to Remember

photograph – an image made by exposing a negative to a surface that is sensitive to light
*photojournalism – using photographs to report news
photojournalists – reporters who use photographs to tell a news story
*fact – information that can be proven actual or true through evidence
*inference – a conclusion based on an interpretation of facts
*opinion – a belief or judgment formed after careful study

Places to Remember

*Antietam or Sharpsburg – battle site; the bloodiest day of the Civil War
*Gettysburg – the largest battle of the war, considered the turning point of the war

People to Remember

*Mathew Brady – first press photographer
*Alexander Gardner – first photojournalist to take images of the war dead
FOCUS ACTIVITY - 5 minutes

1. Teams use Roundtable to Brainstorm:
   - What might you discover about the Civil War by studying photographs taken at that time?
   - What might you learn from photographs that you cannot learn from the printed word?

2. Students Think-Team-Share or Think-Partner-Share: Explain the statement: "The camera is the eye of history...."

3. Teams use Numbered Heads to share their responses with classmates.

TEACHING ACTIVITY - 25 minutes

1. Connect photography as a tool that historians use to learn about the past to the Mathew Brady quotation, "The camera is the eye of history."

2. Introduce the students to photography in the 1860s by using the Transparency Series: Civil War Photography and the following information:

   When the Civil War began, photography was a new invention—less than twenty-five years old.
   - Mathew B. Brady: The most famous photographer of his day was Mathew Brady. He believed that photographing the people and events of the Civil War was a way to capture history. About his mission to photograph the Civil War, Brady said, "A spirit in my feet said go, and I went."
   - Abraham Lincoln: Brady was called "President Lincoln's camera man" because he took many images of Abraham Lincoln. This image is
perhaps his most famous of Lincoln, and today is on our five dollar bill.

- **Cameraman at work**: Mathew Brady succeeded in capturing history through his photographs of the Civil War. In the 1860s, he hired over twenty other photographers, called operatives, to follow the armies. Brady told his camera teams, “The camera is the eye of history... you must never make bad pictures.”

- **Photography headquarters**: Alexander Gardner, Andrew Russell, and Timothy O'Sullivan worked for Brady and became famous for their Civil War photographs. They were pioneers in photojournalism—using photographs to report a news story.

- **"What-Is-It" wagon**: Civil War photographers traveled in a wagon that carried all their heavy, bulky cameras, glass plates for recording the images, and the chemicals and equipment needed to develop the images. Many soldiers had never seen a photography wagon, so they called these traveling photography studios "What-Is-It?" wagons or "What's It" wagons.

- **The waiting “What’s It” wagon**: In some of the photographs, you can see the "What's-It" wagon, parked and waiting.

- **Albert Waud**: One of the most famous Civil War sketch artists was Albert Waud. Mr. Waud is shown on the field, sketching the battle action for *Harper's Weekly*, a popular newspaper during the Civil War. Because the lens of Civil War era cameras had to remain open for at least thirty seconds to capture the image, photographers could not take photographs of anything that moved. Live action camera shots were not possible, so newspapers sent artists into the field to sketch battle scenes.

3. **Optional**: Introduce and show the video clip: *Capturing the Image of War.*
4. After the video clip, the students list the reasons why no photographs of actual warfare were taken during the Civil War. Photography during the Civil War was a very recent technology and had many limitations to its use:

- The camera was large and bulky.
- The camera lens had to remain open for a long period of time in order to capture the image.
- The camera had to be mounted on a tripod because it was too big and heavy to hold, and because it had to remain absolutely still to capture a clear, non-blurred image. Action shots were impossible; anything that moved appeared blurred on the photograph. Everything had to remain still.
- Photographs were in black and white. Color photography was still in the future.
- Each glass plate negative had to be immediately developed using supplies carried in a horse-drawn wagon.
- There was no available technology to print a photograph in a newspaper. A drawing or etching had to be made of the photograph for use in a newspaper.

5. Introduce the Student Sheet: *Alexander Gardner, The First Photojournalist* by asking:

- When did people begin taking photographs to capture history?

**Reading for a Purpose:** Students read the Student Sheet to answer the question.

**Circulate and Monitor:** Visit each team to assist students with the reading.

6. Following the reading, ask teams to **Think-Team-Share**:

- What was Alexander Gardner’s purpose in photographing the dead?
- How did Gardner and Brady use the photographs to “capture history”?
Is a photograph always a true and accurate record of the past?

How might a photographer use the camera to tell a story or express his own point of view?

What are some modern day examples of photographs that might not be true or accurate? (photographs of flying saucers or ghosts, enhanced or morphed photographs using computer technology, photographs in sensational publications such as The National Inquirer)

Teams use Numbered Heads to share their responses. Guide students to the conclusion that they must carefully interpret photographs and judge the accuracy of what they see as well as what they read.

7. Introduce the use of photographs to study history by discussing the following questions with the students:

- Why do we usually accept a photograph as an accurate and true record?
- What does the expression “The camera never lies” mean?
- Is it true that the camera never lies?
- What criteria might we use to judge a photograph as an accurate and true record?

Explain that the students will be using Civil War photographs to see history. When analyzing historic photographs, the students must always ask:

- Is the information in this photograph factual and accurate?
- Can we believe what we see?
- Why was this photograph taken?
- What is the point of view or purpose of the photograph?

8. Distribute and briefly explain the Student Sheet: Photo Analyzer as a tool for observing and interpreting historic photographs.
Explain the sections of the Photo Analyzer:

- **Observation**: Explain the method of study and how to list the details in the photograph. Emphasize that in Step 1 the student observes and records the facts of the photograph. Define a fact as information that can be proven to be actual or true through evidence or careful observation.

- **Inference**: Explain that in Step 2 the student uses his or her observations (facts) to interpret or explain the photograph.

- **Conclusion**: Explain that after a careful study of the photograph, the student decides the meaning or importance of the photograph and offers his or her opinion—a belief or judgment after careful study. The student also poses questions that the photograph raises. These questions may lead to further research or investigation.

9. Model the process with the students. Use the Transparency: *Wedding Party* and the Photo Analyzer to analyze the photograph of the 1860s Wedding Party with the students.

1. List the people in the photograph:
   - Two women dressed in white with veils
   - Women are in identical dresses
   - Two men dressed in black suits

2. List three things you might infer from this photograph:
   - Double wedding—women dressed in identical white dresses and veils
   - Wedding of siblings or twins
   - Civilian wedding—men not in uniform

3. Conclusion and Questions
   A. What two conclusions about life during the Civil War can you draw from the photograph?
   - This is a photograph of a wedding party during the Civil War.
Following the analysis, emphasize that additional research or a more careful study often changes previously held inferences and conclusions.

STL ACTIVITY – 25 minutes
Analyzing Civil War era photographs

1. Show the transparency of Alexander Gardner’s photograph of the dead soldier among the rocks. Distribute a Photo Analyzer to each team.

Working with their teams, the students analyze the photograph.

Circulate and Monitor: Visit the teams as the students analyze the photograph. Help the students record the appropriate information—observations, inferences, conclusions, and questions—on the Photo Analyzer.
Use **Numbered Heads** for teams to share their responses.

2. After the students have analyzed the photograph tell them that Alexander Gardner visited Gettysburg a day after the battle to capture the images of the dead. In 1866 he published the photographs with a written explanation of each in his *Gardner’s Photographic Sketch Book of the Civil War*.

Read the following paraphrased summary (or the original description which precedes Plate 41 in *Gardner’s Photographic Sketch Book of the Civil War*) of Gardner’s description of the photograph to the students:

Gardner wrote that this soldier, a sharpshooter, was wounded by a shell fragment. The wounded soldier lay down to die, using his knapsack as a pillow. Gardner says he went back to the spot four months after he took this photograph. He found the body that was then a skeleton, and the rifle, rusted, but still propped against the wall.

Explain that when William Frassanito, a modern historian, studied this photograph he became suspicious of Gardner’s explanation. Frassanito’s doubts about the photograph led him to consider:
- Is this really an accurate and true photograph?
- What was Gardner’s real purpose in taking this photograph?

Frassanito decided to further investigate the photograph to determine if the camera had lied.

### 3. Reading for a Purpose:
Introduce and distribute the Student Sheet: *Solving a Photographic Mystery*. Students read the account in order to determine:
- Does the camera ever lie?

**Circulate and Monitor:** Visit each team to assist students with the reading.
Use **Numbered Heads** to briefly discuss the reading with the students and connect it to the use of photography as an eye on history.

Ask the students:
- After reading the account, what conclusions can you draw about using photographs as a tool to obtain information about a historical event or period?

Student responses will vary, but students should mention that
- photographs provide information not available in printed documents
- photographs don’t always show an accurate, true, or complete story
- it is not always easy or obvious to tell what is factual or true in a photograph
- we should critically evaluate the information in a photograph
- we should be cautious in making inferences or interpreting a photograph
- we should continually ask questions to discover the true story
- we should be open to new information that may change current inferences and interpretations

**REFLECTION AND REVIEW ACTIVITY – 5 minutes**

1. Students **Think-Team-Share**: In your judgment,
   - Was moving the body of the soldier an ethical decision?
   - Could a similar action happen with a news story today?
   - What does it mean to report news (written or visual) in an impartial, truthful, and factual manner?

2. If time permits, use **Numbered Heads** for students to share their responses.
What Do You Think? – Journal Entry
It is 1862 and you have just visited Brady’s photographic salon to view Alexander Gardner’s photographs of the dead soldiers. Write a journal entry that explains your reactions to the photographs.

Nonfiction
Mr. Lincoln's Camera Man: Mathew B. Brady, Dover Photography Collections
Gardner’s Photographic Sketch Book of the Civil War, Dover Photography Collections
Mathew Brady: His Life and Photographs by George Sullivan, Cobblestone Books
Russell’s Civil War Photographs by Andrew J. Russell, Dover Publications

Video
The Civil War, Episode Three: 1862 – Forever Free by Ken Burns

CD Rom
Story of America 2: The Civil War, National Geographic Society
The Civil War, Holiday Interactive


Expressive Arts – Students select one of the Brady photographs. They make a pencil or pen and ink sketch of the photograph.

Science/Library – Students research directions to make a pinhole camera and take some photographs.
In the Review Lesson, students revisit essential ideas and vocabulary from the first six lessons to prepare for the Assessment Lesson. The Review Lesson is in the form of a card game.

If time allows, the teams may play more than one round of Civil War Snap. Even though one team member will win each round, all students win by reviewing ideas, facts, and vocabulary from the previous lessons. The goal of the game is to successfully prepare each member of the team for the assessment.

Civil War Snap I: The War Begins

1. To ensure that each student has a chance to play, students remain in their cooperative learning teams of four or five.

2. Each team receives a set of game cards and the answer sheet.

3. Cards are shuffled, separated into their respective piles (Tell Me the Reason Why, Say Cheese, and The Great Skedaddle, etc.), and placed face down in the center of the table.

4. One team member is designated as the first player (i.e. the student whose name is last in the alphabet). The student to his or her right has the answer sheet, keeping it face down on the desk. This person is the fact checker.

5. The first player chooses a card, reads the number and the question aloud, and attempts to answer it. The fact checker turns the answer sheet over, finds the correct question number, and checks the first player’s response. If the student answers correctly, he or she keeps the card. If the answer is wrong, the card is placed at the bottom of the pile. The fact checker quickly turns the answer sheet face down again.

6. Play passes to the left, and the student who was the first player is now the fact checker.

7. The game ends when all the cards are gone. The student with the most cards wins.
Civil War Snap I: The War Begins
Questions and Answers

Tell Me Why
1. Why did the Southern states secede from the union? Differences over slavery, states' rights, and in their ways of life caused such severe problems that eleven Southern states voted to leave the union and create a country of their own.
2. Why was the nation in trouble in 1861? Eleven Southern states seceded and a Southern force fired on Fort Sumter, thus starting the Civil War.
3. How did questions about the rights of states cause the Civil War? Differences over the rights of the states and the power of the central government caused eleven Southern states to secede from the union.
4. How did different ways of life in the North and in the South cause the Civil War? The rise of industrialism with a paid work force in the North clashed with the plantation economy dependent on slave labor in the South.
5. Why did Northern soldiers fight? To preserve the Union, secure democracy, and later in the war to end slavery.

Say “Cheese”
7. Who said, “The camera is the eye of history”? Mathew Brady
8. What series of photographs shocked people? The photographs of the dead at Antietam
9. Why are there no live action photographs of Civil War battles? The object being photographed and the camera had to remain absolutely still for at least thirty seconds to capture the image on the glass plate.
10. Who is considered to be the first photojournalist? Alexander Gardner with his series of the dead at Antietam
11. Why is it helpful to use photographs to study history? Photographs provide visual information that the written word does not.
12. What does a photojournalist do? Report the news or tell a story by taking pictures.

The Great Skedaddle
13. How did a general earn his famous nickname at the battle of Manassas (Bull Run)? “Stonewall” Jackson because he and his men stood steady as a stone wall.
14. What battle is known as the “Great Skedaddle”? Manassas (Bull Run).
15. What did Jackson tell his troops to do to scare away the Union forces at Manassas (Bull Run)? To “yell like furies”.
16. How did the Civil War begin? Southern troops fired on federal troops causing the surrender of Fort Sumter.
17. Who won the battle of Manassas (Bull Run)? The Confederates (the South)
18. What happened to Sullivan Ballou after he wrote a letter to his wife? He was killed at the battle of Manassas (Bull Run).

What’s In A Name?
19. Why do some Civil War battles have two names? The South often named battles after the nearest community, and the North named them for the nearest body of water.
20. What is another name for General Thomas Jackson? “Stonewall” Jackson
21. What is the name of the Northern group who wanted to end slavery immediately? Abolitionists
22. What is another name for the Northern Yankees? Union, Federals, or the Blue
23. What is another name for the Southern Rebels? Confederates, Secesh, or the Gray
24. What is the name of the Southern battle cry? Rebel yell

A Peculiar Institution
25. When did slavery begin in the United States? Dutch traders brought a boatload of Africans as slaves to Jamestown in 1619.
26. Why was the South convinced that the end of slavery would be the end of their way of life? Plantation owners needed cheap slave labor to make money from cash crops.
27. Why did slavery die out in the northern United States? Farms were small so the family could do the work to raise food crops, and the growing industries used cheap immigrant labor.
28. What was the connection between the western lands and slavery? The South wanted to extend slavery into the western territories to work large plantations, but the North with its growing antislavery sentiment wanted no new slave states.
29. Why was slavery at odds with the Declaration of Independence? The Declaration of Independence states “that all men are created equal” and have the right to “life, liberty, and the pursuit of happiness,” whereas slavery creates inequality and denies those rights to persons.
30. What invention revived slavery in the South in 1793? The cotton gin, invented by Eli Whitney, provided an easy way to remove the seeds from cotton, making cotton a profitable crop.
ALEXANDER GARDNER:  
THE FIRST PHOTOJOURNALIST

Swarms of green flies buzzed. The air smelled of death and of corpses, those of horses and men, bloating in the sun. Scattered all about were broken muskets, cartridge boxes, canteens, upturned kepis, broken fence rails, and blankets. But the man with his eyes peering intently into the black box, and his head covered with a dark cloth did not have time to dread the horrors around him. He was, for the first time in American history, photographing the results of a battle that had just ended. 

As soon as the Southern army left the battlefield and started on its long, agonizing retreat south, the camera crew drove its "Whatzit" wagon to the very feet of the dead. The military burial parties had not finished their grisly job. All that day, September 19, 1862, Alexander Gardner and his assistant, James F. Gibson, worked without rest. Time after time the cap was taken from the lens and the camera captured the scene. Time after time the assistant ran to the "Whatzit" wagon to develop the glass plates on which new images of the dead were recorded. 

Gardner was at the battlefield outside the small Maryland village of Sharpsburg along the Antietam Creek. The one-day battle, fought from dawn to dusk on September 17, 1862, was the single bloodiest day of the Civil War. Twenty-six thousand Americans, both Northern and Southern soldiers, were dead, wounded, captured, or missing in action. 

One month later, the images that Gardner captured at Antietam were exhibited at Brady's Photographic Gallery in New York City. Crowds flocked to the gallery to view the photographs of the battlefield dead. A reporter from the New York Times entered the exhibit and found himself among hushed groups of people who examined the shocking photographs. 

The reporter felt bothered that the scenes of bloated and stiffened bodies were not only shocking, but also fascinating. He immediately realized the importance of what Gardner and Brady had done. This was the first photo essay of a battle showing its cost in human life, and the first example of photojournalism detailing the terrible effects of war. 

As a result of his visit to Brady's studio, the reporter wrote an article that appeared in the New York Times on October 20, 1862. In his story, the photographer wrote:

"It is easy for us, far from the battlefields, to see the list of names of the dead in the paper as we eat breakfast. There is a confused mass of names, most, if not all are strangers, and we forget what the list really

Student Sheet 1 – Lesson 6
War, Terrible War
means. Each of these little names that the printer wrote, represents a bleedin­ ing, mangled corpse. Each name will fall on someone's heart and mind as a lost loved one, but to us it is just a name. We recognize the battlefield as real, but it is far away. Only when we lose our own loved one do we realize what just one name in that list really means.

Mr. Brady has done something to bring home to us the terrible reality and earnestness of war. If he has not brought those bodies and lain them in our doorways and along our street, he has done something very like it.

Similar articles appeared in other newspapers and illustrated weeklies such as Harper's Weekly. Several of the photographs were reproduced as woodcuts or etchings and appeared in print. It was the first time that most ordinary citizens actually saw the bodies and the faces of those killed in a war. Today we would say it was a media event. People paid attention to the Antietam photographs, and for many the images changed the way they thought about war. It was suddenly not a glorious adventure, but instead a very ugly, messy, horrible waste of fathers, sons, and husbands.

And from those first images of the dead at Antietam, the photographic essay and photojournalism were here to stay. In today's newspapers we see photographs of people killed on city streets. We see, in Time and Newsweek, photographs of soldiers killed in other countries. Even on the televised nightly news, we see the bodies of the dead. So it is difficult today to realize how shocking, how new, and how troubling the Antietam photographs were to the people of that day. For the first time, many people actually saw what a battle did to individual soldiers.

The photographs showed that war was a dangerous thing to glorify. Battle stories frequently made war appear exciting and noble. Far away from the sights, smells, and sounds of an actual battle, war seemed like an exciting adventure. But Alexander Gardner and his assistant, James F. Gibson, produced images at Antietam that opened the country's eyes, and began a new era in reporting the news. Instead of a romantic story of the glorious dead, Gardner showed the true ugliness and violence of war. He also showed how sad and tragic was the death of each soldier, an ordinary, everyday person with a family that would never recover from its loss.
When William Frassanito saw this photograph and read Alexander Gardner's "story" of the soldier, he had many doubts. Mr. Frassanito is a modern historian who uses old photographs to unlock the historical mysteries of the past.

Mr. Frassanito knew that the body of the dead soldier would never have remained unburied for four months because it was in an open, traveled area. A Union burial party would have found the body without difficulty, and buried it as soon as possible.

Furthermore, after four months, the gun would have been long gone, either picked up by a local citizen or relic hunter who swarmed to the battlefield immediately after the battle, or by the Union army, which sent soldiers out after the battle to gather up all the arms and equipment. The Union army diligently recovered its property following the battle.

Alexander Gardner's story was dramatic, but probably not accurate. Mr. Frassanito wondered: If Gardner's story might not be accurate, then what else about the photograph might not be accurate?

A good historian, like a good scientist, always asks questions and is open to new information and interpretations. Mr. Frassanito began to doubt even the "facts" seen in the photograph.

The first fact he questioned was the rifle as "proof" that the soldier was a sharpshooter. Through research, Mr. Frassanito discovered that the rifle in the photograph was not the type of rifle that a sharpshooter used. Their rifles usually had special sights, but the rifle in the photograph was an ordinary infantry piece.

Mr. Frassanito looked carefully at other photographs taken by Alexander Gardner and saw that very same rifle again. Oddly enough, that rifle appeared to have been moved around and placed in other scenes that Gardner photographed.
So, Mr. Frassanito asked another question: If the rifle was moved, what else in the photograph might have been moved? Mr. Frassanito studied Gardner's other photographs very closely, and three of them showed the same dead "sharpshooter" lying dead in a different place.

From studying those other photographs, Mr. Frassanito solved the mystery of what probably happened:

When Alexander Gardner and his crew arrived at Gettysburg to take photographs, they came upon the body of this soldier. He was an infantry soldier killed while advancing up a slope.

Alexander Gardner took four photographs of the dead soldier from different angles, and then moved on to take other photographs. Some forty yards away, he saw the giant boulders and the piled-up stone wall. Alexander Gardner had the trained eye of a professional photographer, and he decided that this stone wall would make a good photograph of a Confederate sharpshooter position. But a dramatic part was missing: there was no dead body of a sharpshooter.

So Gardner and his men decided to create a better photograph. Returning to the body of the dead soldier they had just photographed, they placed the slain youth's body onto a blanket. The blanket can be seen in one of the other photographs. They carried the body forty yards up the slope and placed it among the rocks in the sharpshooter nest. They propped the rifle against the wall and placed a knapsack under the soldier's head.

Then they took the photograph!

This photograph became the most famous of all the photographs taken after the battle of Gettysburg. And strangely enough, although Gardner claimed he took the photograph, another man, Timothy O'Sullivan, was listed two months after the battle as the photographer.

So now there is another mystery—Just who did take this famous photograph?—that remains to be solved by a future historian.

Many recent books about the Civil War include this photograph and identify the soldier as a sharpshooter. The solution of the mystery is so new that some books still incorrectly identify the soldier. If you discover this photograph in other books, check if the information about it is accurate. Historians often change their interpretations.
PHOTO ANALYZER

Step 1. Observation
A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photograph into four sections. Study each section to see what new details become visible.

B. List people, objects, and activities in the photograph in the chart below.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Step 2. Inference
Based on what you have observed, list three things you might infer from this photograph.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Step 3. Conclusion and Questions
A. What two conclusions about life during the Civil War can you draw from the photograph?
____________________________________________________________________________
____________________________________________________________________________

B. What questions does this photograph raise in your mind?
____________________________________________________________________________
____________________________________________________________________________

C. Where might you find answers to your questions?
____________________________________________________________________________
____________________________________________________________________________

Adapted from a design by the Education Staff of the National Archives and Records Administration
Mathew B. Brady

Library of Congress

Transparency Series – Lesson 6
War, Terrible War
Abraham Lincoln

National Archives

Transparency Series – Lesson 6
War, Terrible War
The Waiting “What-is-it” Wagon
“What-is-it” Wagon

National Archives

Transparency Series – Lesson 6
War, Terrible War
Cameraman at Work

Brady (wearing straw hat) inspects the scene.

National Archives
Photography Headquarters

Library of Congress
Albert Waud

Library of Congress

Transparency Series – Lesson 6
War, Terrible War
The Wedding Party

The collection of Juanita Leisch
Dead Soldier Among the Rocks

Library of Congress
Even today, debate continues about John Brown: was he a hero-martyr or a madman-traitor? In 1859, this debate personified the division between the North and the South.

John Brown had already had a checkered career even before his 1859 attack on Harpers Ferry thrust him on the national scene. Brown was an inept businessman who had failed twenty times in six states. He had been forced to flee more than once due to routinely defaulting on bad debts. A strong abolitionist, he believed himself to be God’s agent on earth and was angered that other antislavery proponents talked but did not act.

Brown was supported by a small network of Northern abolitionists that included Frederick Douglass, who later said of him, *His zeal in the cause of freedom was infinitely superior to mine. Mine was as the taper light; his was the burning sun. I could live for the slave; John Brown could die for him.*

In 1856, Brown and four of his sons traveled to Pottawatomie Creek in Kansas Territory and, during the proslavery and free soil turmoil there, raided a proslavery community. Armed with broadswords, they brutally hacked five men and boys to death in the name of defeating Satan.

After a short stay in New England, Brown traveled to Missouri where he stole eleven slaves and took them to Canada. He then planned an attack to free all slaves by capturing the federal arsenal at Harpers Ferry, Virginia, arming the slaves of that region, and beginning a grand revolt.
At Harpers Ferry, Brown and his band seized the federal armory, arsenal, and engine house, and rounded up hostages. The captives included a descendent of George Washington, who was made to bring Washington’s sword. Brown strapped it on.

After capturing the arsenal, Brown’s plan collapsed. The first man killed by his men was the town baggage master, a free black. There was no slave uprising—perhaps because Brown was so secretive that no slaves knew of his plan or the actual taking of the arsenal. Instead, angry townspeople surrounded the engine house, which Brown and his men were using as a fort.

When the militia and a company of ninety United States Marines led by Army Colonel Robert E. Lee arrived, Brown refused to surrender, and Lee’s men easily stormed the engine house. By the end of the revolt, nine of Brown’s men had died, including two of his sons and a former slave, Dangerfield Newby, who was hoping to free his wife and children. Brown was wounded—slashed with an officer’s dress sword—and turned over to Virginia to be tried on three charges: murder, conspiracy to incite slaves to rebellion, and treason against the state of Virginia. Each charge carried the death penalty. After a widely publicized trial, he was found guilty on all counts and hanged.

Not surprisingly, Brown was lionized by avid abolitionists in the North. However, what the Southerners did not expect was the widespread admiration of average Northerners for Brown’s courage. This reaction—from so many Northerners previously not known for their antislavery feeling—was astonishing and unprecedented, and showed how deeply antislavery sentiment had penetrated Northern thinking.

Many Northerners tempered their praise for Brown’s zeal and courage with disapproval of his methods. Most thought the raid to be the work of a madman.
But the South—shaken by the raid and horrified that so many of their fellow countrymen in the North seemed sympathetic to the actions of a fanatic bent on slave insurrection—felt further alienated from the North.

Old John Brown disappointed many by saying nothing from the gallows, but he did hand one of his guards a note: I John Brown am now quite certain that the crimes of this guilty land: will never be purged away; but with Blood.

It was to be a terrible and true prophecy.

**STANDARDS**

**HISTORICAL THINKING**
The student will

* Historical Comprehension
  * reconstruct the literal meaning of a historical passage
  * read historical narratives imaginatively
  * draw upon visual, literary, and musical sources

* Historical Analysis and Interpretation
  * analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance

* Historical Research Capabilities
  * obtain historical data

**CONTENT**
The student will demonstrate understanding of **The causes of the Civil War**

* How the North and South differed and how politics and ideologies led to the Civil War
  * identify and explain the economic, social, and cultural differences between the North and the South
  * explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict

**RESOURCES**

* For each student
  * War, Terrible War by Joy Hakim: Chapter 10, “John Brown’s Body”
  * Student Sheet: Brief for the John Brown Trial
  * Notebook divided into sections
For each team
Team Sheets:
  Mauzy Letters
  The Charges Against John Brown

For the teacher
Transparencies:
  John Brown Mural
  John Brown’s Prediction
  Words of “John Brown’s Body”
Timer

For the classroom
Overhead projector
Optional: Recording of “John Brown’s Body”
Optional: Tape player

Web sites
U.S. Civil War Center – Index of Civil War
  Information available on the Internet @ http://www.cwc.lsu.edu/civlink.0000.html
John Brown Homepage @ http://jefferson.village.virginia.edu/jbrown/master.html
Harpers Ferry NPS Virtual Visitor Center @ http://pigpen.itd.nps.gov/hafe/home.html
Harpers Ferry NPS Virtual Park Tour @ http://www.nps.gov/hafe/hf_tour2.html
Harpers Ferry NHP John Brown’s Fort @ http://www.nps.gov/hafe/hbfort.html
Harpers Ferry NHP Photo Archives @ http://www.nps.gov/hafe/hf_photo.html
Harpers Ferry NHP Mauzy Letters @ http://www.nps.gov/hafe/hf_mauzy.html
Harpers Ferry NHP Notable People @ http://www.nps.gov/hafe/hf_peop.html

**VOCABULARY**

Words to Remember
martyr – a person who dies for a belief
madman – a lunatic or person who is mentally ill
*abolitionist – a person who wants to end slavery immediately
antislavery – opposed to slavery
*Dred Scott Decision – the Supreme Court decision of 1857 ruled that slaves are not people at all, only property and as property have no rights under law
*ethics – a system of beliefs about right and wrong

People to Remember
*John Brown – abolitionist who led an unsuccessful raid at Harpers Ferry to free the slaves
Robert E. Lee – army officer in charge of the United States troops that captured John Brown
Bloody Kansas – fighting over slavery by the proslavery and free soil settlers in the Kansas territory, which began in 1856

Places to Remember
*Harpers Ferry – site of a federal arsenal attacked by John Brown in an effort to arm slaves for an uprising

The Lesson

FOCUS ACTIVITY

FOCUS ACTIVITY – 5 minutes

1. Show the Transparency: John Brown Mural. Direct students to look at the mural for two minutes.

2. Teams then use Round Table to list as many items, figures, and symbols as they can recall from the picture. Ask each student to look over the list and write down one word that describes the emotions portrayed in this mural.

3. Students use Numbered Heads to share their words, which the teacher writes on the chalkboard. Point out that John Brown was a controversial figure in his day whose actions inspired a wide variety of emotional responses.
TEACHING ACTIVITY – 10 minutes

1. Students read the sidebar information in Chapter 10, “John Brown’s Body” of *War, Terrible War* in order to *Predict* who John Brown was and what he did.

2. Briefly introduce John Brown and the purpose for his raid (see Overview).

3. Help students identify the controversial nature of Brown’s actions. Read the quotations on page 57 of Chapter 10. (Was John Brown a madman or a martyr?)

Point out to the students that even today scholars and historians argue about the actions and motives of John Brown. His actions raise ethical questions concerning civil disobedience, breaking the law, and the use of violence to achieve a noble or good result.

Ask the students to *Speculate*:
- Does the end justify the means?
- Is violence justified to achieve positive change?

Explain that regardless of John Brown’s motives or his actions, the reactions of others to his raid, trial, and execution widened the gap between the North and South.


5. Review the Vocabulary *Words, People,* and *Places to Remember.*
STUDENT TEAM LEARNING ACTIVITY

STL ACTIVITY – 35 minutes

John Brown on trial: Explain that in the Student Team Learning Activity students will hold a mock trial of John Brown.

1. Distribute the Team Sheets: *Mauzy Letters* and *Charges Against John Brown* to each team. Give each student a *Brief for the John Brown Trial*.

2. Assign half of the Student Learning Teams the role of prosecuting attorneys and half the role of defense attorneys. (One prosecuting attorney from each team will later be paired with a defense attorney for a trial.)

3. Reading for a Purpose: The teams use Chapter 10, “John Brown” of *War, Terrible War* and the Team Sheets to prepare their case for or against John Brown.

Students record information to support their arguments on the Student Sheets: *Brief for the John Brown Trial*. One attorney from each team will be selected by lot to argue their case.

Note to the Teacher: Be sure the students realize that as the teams do not know which of its members will actually be selected, every member must be prepared to argue the team’s case.

4. Circulate and Monitor: As the students research and prepare their cases, systematically visit each team. Facilitate the team’s work by answering questions and resolving misunderstandings. Check that students are reading, researching, taking notes, and organizing their cases in a timely, accurate, and complete manner.

5. Pair each defense team with a prosecuting team. (You may want to have students move their chairs to join the two groups together. This will form several groups of eight students.)
Note to the Teacher: If you have eight Student Learning Teams, there will be four trials occurring simultaneously.

6. Using Numbered Heads, choose one member from each defense team and each prosecuting team to present their respective arguments to their assembled teammates. The attorneys will have three minutes to present their cases and two minutes of rebuttal time. Use a timer to ensure that attorneys adhere to these time limits.

7. Circulate and Monitor: Visit all the groups as the attorneys are arguing their cases. Check that students are actively listening to the arguments.

8. After the attorneys present their cases, poll the class to determine whether they think John Brown was guilty based on the arguments of the two attorneys. Read each count separately (See Charges Against John Brown). Ask, “What say you then?” Students vote by raising their hands.

REFLECTION AND REVIEW ACTIVITY – 10 minutes

1. Introduce the song “John Brown’s Body,” which became the rallying song for Northern abolitionists. Read the words on the Transparency: “John Brown’s Body” and, if possible, play the song.

2. Teams use Think-Team-Share to discuss why many in the North considered Brown to be a martyr for freedom while many people in the South viewed him as a madman.

HOMEWORK

What Do You Think? – Journal Entry
Was John Brown a madman or a martyr? Explain and support your point of view in a journal entry.
Nonfiction

A Nation Torn: The Story of How the Civil War Began by Delia Ray, Young Readers’ History of the Civil War, Puffin Books

Brother Against Brother: The War Begins by William C. Davis, Time-Life Books

Video

The Civil War, Episode One: 1861 – The Cause by Ken Burns

CD Rom

Story of America: The Civil War, National Geographic Society

The Civil War, Holiday Interactive


Geography/Art – Students draw a map of Harpers Ferry identifying the sites related to John Brown’s raid.

Technology – Students take the virtual park tour at the Harpers Ferry National Historical Park website: http://pigpen.itd.nps.gov/hafe/home.html.

Music – Students listen to a recording of “The Battle Hymn of the Republic,” which was written by abolitionist Julia Ward Howe. While visiting a Union encampment, she heard soldiers singing “John Brown’s Body” and was moved to write more patriotic and uplifting lyrics to this popular tune.
Brief for the John Brown Trial

A brief is a document that summarizes a legal argument.

My argument:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Information and facts that support my argument:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
The Mauzy Letters
on John Brown’s Raid

Harpers Ferry residents George and Mary Mauzy described the events of John Brown’s raid in a series of letters to their daughter and son-in-law, James and Eugenia Burton, who were then living in England.

To Eugenia Burton, Enfield, England
October 17, 1859
Monday afternoon
4 o’clock

Oh my dear friend such a day as this. Heaven forbid that I should ever witness such another.

Last night a band of ruffians took possession of the town, took the keys of the armory and made Captive a great many of our Citizens. I cannot write the particulars for I am too Nervous. For such a sight as I have just beheld. Our men chased them in the river just below here and I saw them shot down like dogs. I saw one poor wretch (sic) rise above the water and some one strike him with a club he sank again and in a moment they dragged him out a Corpse. I do not know yet how many are shot but I shall never forget the sight. They just marched two wrecches (sic) their Arms bound fast up to the jail. My dear husband shouldered his rifle and went to join our men May god protect him. Even while I write I hear the guns in the distance I heard they were fighting down the street.

I cannot write any more I must wait and see what the end will be —

M.E. Mauzy

To Eugenia Burton, Enfield, England
October 18, 1959

This has been one of the saddest days that Harper’s Ferry ever experienced. This morning, when the armorers went to the shops to go to work, lo and behold, the shops had been taken possession of by a set of abolitionists and the doors were guarded by Negroes with rifles.— George Mauzy
To Mr. & Mrs. James H. Burton  
December 3, 1859

My dear Children:

Well, the great agony is over. “Old Osawatomie Brown” was executed yesterday at noon—his wife came here the day before, & paid him a short visit, after which she returned here under an escort, where she and her company remained until the body came down from Charlestown, in the evening, after which she took charge of it and went home.

This has been one of the most remarkable circumstances that ever occurred in this country, this old fanatic made no confession whatever, nor concession that he was wrong, but contended that he was right in everything he done, that he done great service to God, would not let a minister of any denomination come near or say anything to him, but what else could be expected of him, or anyone else who are imbued with “freelovism, Socialism, Spiritualism,” and all the other isms that were ever devised by man or devil.

There is an immense concourse of military at Charlestown, not less than 2000 men are quartered there, the Courthouse, all the churches & all the Lawyers offices are occupied. We have upwards of 300 regulars and 75 or 80 Montgomery Guards. These men were all sent here by the Sec. of War & Gov. Wise to prevent a rescue of Brown & his party by northern infidels and fanatics: of which they boasted loudly, but their courage must have oozed out of their finger ends, as none made their appearance. We are keeping nightly watch, all are vigilant, partys of 10 men out every night, quite a number of incendiary fires have taken place in this vicinity & County, such as grain stacks, barns & other out-buildings —George Mauzy

Courtesy Mauzy Family and Harpers Ferry National Historical Park
Charges Against John Brown

John Brown is on trial for

- **Murder**
  John Brown does not personally have to commit murder to be convicted of murder. He can be found guilty if someone under his command has committed murder.

- **Conspiracy to incite slaves to rebellion**
  John Brown does not have to cause a slave rebellion to be found guilty; he only has to have planned one.

- **Treason against the state of Virginia**
  Treason means either an attempt to overthrow the state government or an attempt to establish a rival government within the boundaries of Virginia.

Each of the three crimes carries the death penalty.
John Brown Mural

National Park Service
Charlestown, Va, 25 December, 1859

I, John Brown am now quite certain that
the crimes of this guilty land will never be
purged away but with Blood. I had as I now
think, vainly, flattered myself that without very
much bloodshed, it might be done.
John Brown's body lies a-mouldering in the grave,
John Brown's body lies a-mouldering in the grave,
John Brown's body lies a-mouldering in the grave,
But his soul goes marching on.

CHORUS: Glory, glory, hallelujah,
Glory, glory, hallelujah,
Glory, glory, hallelujah,
His soul goes marching on.

He captured Harper's Ferry with his nineteen men so true,
He frightened old Virginia till she trembled through and through.
They hanged him for a traitor, they themselves the traitor crew,
But his soul goes marching on.

He's gone to be a soldier in the Army of the Lord,
He's gone to be a soldier in the Army of the Lord,
He's gone to be a soldier in the Army of the Lord,
His soul goes marching on. --CHORUS

John Brown's knapsack is strapped upon his back,
John Brown's knapsack is strapped upon his back,
John Brown's knapsack is strapped upon his back,
His soul goes marching on. --CHORUS

John Brown died that the slaves might be free,
John Brown died that the slaves might be free,
John Brown died that the slaves might be free,
His soul goes marching on. --CHORUS

The stars above in Heaven now are looking kindly down,
The stars above in Heaven now are looking kindly down,
The stars above in Heaven now are looking kindly down,
His soul goes marching on. --CHORUS
African Americans acted with energy, courage, and resolution to turn the Civil War into a war for freedom.

As the Union armies penetrated the Southern states, slaves fled their masters and flocked to the Federal army camps. Not wishing to alienate slave owners still loyal to the Union, Lincoln at first discouraged the practice, but nothing could stop those who longed for freedom. By 1863, hundreds of thousands of fugitive slaves had reached Union lines. It was one of the greatest migrations in our nation’s history.

Faced with an avalanche of displaced refugees, the army employed the men as laborers, guides, teamsters, and scouts and set up camps for their families. The men built roads and fortifications, hauled supplies, buried the army and hospital dead, and dug latrines. Black women worked as cooks, nurses, laundresses, and seamstresses. Many slaves still on plantations far from Union lines shed their submissive ways and refused to take orders. Those who could fled to the swamps and woods. These actions weakened the institution of Southern slavery. Agriculture suffered, production decreased, and many Southern soldiers felt forced to desert in order to deal with these difficulties at home.

With the horrifying numbers of Union dead continually spiraling upward, many Northern moderates, free blacks, and abolitionists urged the use of African Americans as soldiers. But resistance was great. Arming fugitive slaves and free blacks
would be to admit that the war was more than one to preserve the Union; it was a war of liberation.

The issues of emancipation and military service were intertwined from the beginning of the Civil War. Many black and white abolitionists believed that if African Americans were used as soldiers they would prove by their valor and bravery that they deserved freedom and eventually, citizenship. Black abolitionist Frederick Douglass eloquently expressed this viewpoint: “Once let the black man get upon his person the brass letter, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth that can deny that he has earned the right to citizenship.”

By the fall of 1862, Lincoln was persuaded by events and public opinion to emancipate the slaves in those states and areas in rebellion against the United States. He also began recruiting black soldiers. Before the end of the war, about 198,000 African Americans—of whom 156,000 were former slaves—served in the Union armies and the United States Navy. The black regiments were strictly segregated and commanded only by white officers. Black sailors, on the other hand, served on navy vessels with their white counterparts.

The black units served with distinction, gallantly engaging the enemy in many bloody battles. In the most famous of these, the 1863 assault of the Fifty-fourth Regiment of Massachusetts Volunteers on Fort Wagner, South Carolina, two-thirds of their officers and half their troops were lost. By war’s end, sixteen black soldiers had been awarded the Medal of Honor for their valor.

In addition to the perils of war endured by their white comrades, black soldiers faced problems stemming from racial prejudice. Racial discrimination permeated both Northern society and
the Union army. Segregated black units were commanded by white officers and army pay for black soldiers was ten dollars per month with a deducted uniform fee of three dollars. White soldiers, however, received thirteen dollars with no uniform fee. Moreover, supplies, rations, weapons, clothing, and training for the black regiments were usually inferior to that for white troops. Captured black soldiers faced enslavement or death, and their white officers were likely to be executed under the Southern crime of inciting slave rebellion.

African Americans forced all Americans to deal with the fundamental issue of slavery in a nation that guaranteed “life, liberty and the pursuit of happiness” to all. In their last desperate days of the war, even the Confederate leadership came to appreciate the value of the black soldiers. The Confederacy planned to grant freedom to slaves who would fight as soldiers for the South although the war ended before that decision became reality. Senator Howell Cobb of Georgia argued that, “You cannot make soldiers of slaves or slaves of soldiers. The day you make a soldier of them is the beginning of the end of the revolution, and if slaves seem good soldiers, then our whole theory of slavery is wrong.” Thus, Americans, North and South, ended the war understanding what slaves had known from the beginning: that this great war spelled the destruction of slavery.

Note to the Teacher:
It is extremely important to review all the materials and resources used in this lesson. The lesson uses primary sources that may contain words and ideas that are now considered offensive. In the 1860s both blacks and whites referred to African Americans as niggers, colored, Negroes, and those of African Descent. Students will find these terms in the literature, especially in the primary sources concerning African Americans during the Civil War. Many white people of that time, even those who
fought to end slavery, believed that black people were inferior. Their comments reflect this belief. These words and ideas sprang from deep racial distrust, fear, and misunderstanding.

It is hoped that we have moved beyond these racial indignities and stereotypes. However, students’ understanding of those ideas and words in the context of the 1860s is essential. Discuss with students that these documents capture events and attitudes of the past that we need to examine today in order to better understand the world we have inherited. Explain that in the 1860s racial prejudice, fear, and distrust were aimed not just at African Americans but also at the recently arrived immigrants from Ireland and Germany.

**HISTORICAL THINKING**

The student will

**Historical Comprehension**
- identify the central question(s) the historical narrative addresses
- evidence historical perspectives
- draw upon data in historical maps

**Historical Research Capabilities**
- obtain historical data

**Analysis and Decision-Making**
- formulate a position or course of action on an issue
- evaluate the implementation of a decision

**CONTENT**

The student will demonstrate understanding of

**The causes of the Civil War**
- How the North and South differed and how politics and ideologies led to the Civil War
  - identify and explain the economical, social, and cultural differences between the North and the South
  - explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict

**The course and character of the Civil War and its effects on the American people**
- How the resources of the Union and Confederacy affected the course of the war
  - compare the human resources of the Union and Confederacy at the beginning of the Civil War and assess the tactical advantages of each side
- The social experience of the war on the battlefield and home front
  - identify the human costs of the war in the North and the South
RESOURCES

For each student
War, Terrible War by Joy Hakim: Chapter 21, “Determined Soldiers”
Notebook divided into sections
Student Sheet: Why Can’t We Have a Soldier’s Pay?

For each team
2 copies of Team Sheet: Answering the Call #1
2 copies of Team Sheet: Answering the Call #2
Card Set: Inequalities

For the teacher
Transparencies:
  Recruitment Poster
  Volunteer Enlistment
Optional: Book: Undying Glory: The Story of the Massachusetts 54th Regiment by Clinton Cox

For the classroom
Work with the librarian or media specialist to provide resource books and materials about African Americans during the Civil War

Web sites
The Fight for Equal Rights: Black Soldiers in the Civil War @ http://www.nara.gov/education/teaching/usct/home.html
Lincoln’s Letter: Equal Pensions for Black and White Soldiers @ http://memory.loc.gov/cgi-bin/query/rmmem/mcc@field(DOCID+@lit(mcc/079))
Exhibit: Fifty-fourth Mass Casualty List @ http://www.nara.gov/exhall/originals/54thmass.html
U.S. Civil War Center - Index of Civil War Information available on the Internet @ http://www.cwc.lsu.edu/civlink.0000.html
Civil War Photographs Home Page: Time Line of the Civil War @ http://rs6.loc.gov/ammem/t11861. html
Images of the Civil War-South Carolina @ http://www.treasurenet.com/images/civilwar/civil018-sc.html
Civil War Manuscripts at the Southern Historical Collection @ http://ils.unc.edu/civilwar/haskellpg.html
**Words to Remember**

*contrabands* – property seized from the enemy that can help the war effort; a term applied to Southern blacks

**People to Remember**

*Frederick Douglass* – former slave who became an eloquent and ardent abolitionist and supporter of human rights

*Colonel Robert Gould Shaw* – commander who died with the Fifty-fourth Massachusetts Infantry at Fort Wagner

*Robert Smalls* – slave who commandeered, piloted, and delivered a steamer to the Union blockade

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**The Lesson**

1. **FOCUS ACTIVITY** – 5 minutes

   1. Show the Transparency: *Recruitment Poster* and ask the students to explain its purpose.

   2. Explain to the students:

      Two days after Fort Sumter was fired upon, President Lincoln called for 75,000 volunteers to end the rebellion and restore order. Young men in the North rushed to join their state's regiments. One young soldier spoke for many when he wrote, "So impatient did I become for starting that I felt like ten thousand pins were pricking me in every part of the body, and started off a week in advance of my brothers." The Union army eagerly welcomed the recruits.

2. **TEACHING ACTIVITY** – 25 minutes

   1. Distribute two copies of the Team Sheet: *Answering the Call #1* to each team. Explain that
these quotes are from letters written in 1861 in response to Lincoln’s call for volunteers.

2. **Reading for a Purpose**: The students work with a team partner to read and discuss the following questions as they relate to the quotations:

- To whom are these authors writing? (The War Department of the United States or the Secretary of War, Simon Cameron)
- Why are they writing to the War Department? (To offer their services as soldiers to the Union army)
- Why are they offering to serve as soldiers? (The letters are in response to President Lincoln's call for 75,000 volunteer soldiers to put down the Southern rebellion.)

Explain that the United States War Department replied to each of these requests, saying that it did not want the help of these men and denying their requests to form or join a regiment.

Ask the students to **Speculate**:
- If volunteers were being actively recruited, why did the War Department refuse these offers?

Teams share their responses using **Numbered Heads**. Do not comment on the answers as you write the responses on the chalkboard.

3. **Direct students to examine the quotations on the Team Sheet: Answering the Call #1 again. Discuss the following**:

- What does the series of three dots (...) mean in a quote? (A word or words have been omitted from the quotation.)
- Why might words be omitted from a quotation? (The quotation might be too long, the words omitted might not be important or
pertinent to the meaning of the quotation, the omitted words might repeat information, detract from the meaning of the quotation, or be confusing.)

• Why must the three dots (...) be used carefully? (The words omitted must not be essential to the meaning of the quotation or change its meaning.)

Demonstrate this last point by writing "I will not pay the money!" on the chalkboard, then erase the word not and write ... in its place. Explain that the missing word not is essential to the quotation, and the meaning of the quotation is changed entirely without that word.

4. Distribute the Team Sheet: Answering the Call # 2. Explain that the quotations are now complete. Direct the students to examine the quotations again and determine

• What did you just learn about using quotations from primary sources? (If possible, read a complete quotation or source and be aware of the point of view of the person quoted. When quoting a source, do not omit words that change the meaning of the quote.)

• Why did the War department refuse the offers of these volunteers? (The War Department did not want these men as soldiers because they were black.)

5. Introduce the Vocabulary Words and People to Remember.

6. Reading for a Purpose: Students read pages 103 and 104 of Chapter 21 “Determined Soldiers“ in War, Terrible War to determine

• Why didn't the War Department want black volunteers for the Union Army?
7. Briefly discuss the situation of free blacks in the North including the following information:

- Although slavery had ended in the North, and many Northerners considered slavery to be morally wrong, racial distrust and inequality were widespread in the North.
- Most Northern free blacks had a better life than the slaves of the South, but they did not have rights or opportunities equal to Northern whites.
- Northern free blacks did not have the right to vote.
- Many Northern blacks were prohibited from owning land.
- Often Northern blacks were banned from white churches and other organizations and public buildings. Many could not attend school with whites.
- Many Northern whites felt that blacks were not smart, brave, or skilled enough to serve as soldiers.
- But underneath it all was the suspicion that if blacks were permitted to dress in the same uniform as whites and taught to drill and fight, they would be equal to the white man, and eventually have all the rights and privileges of whites. To allow the black to be a soldier would be to treat him as a man and an equal. Even blacks themselves believed this. Refer to the quotation of Frederick Douglass in the Overview.

8. Briefly review the actions of African Americans to change the ban on their serving in the Union army:

- Some, like Richard Harvey Cain, wrote letters of protest to newspapers.
- They wrote passionate editorials, especially to Northern abolitionist newspapers.
- Many delivered speeches and spoke at public gatherings.
- Educated, influential blacks (such as ministers, businessmen, and college students) led the protest against the ban.
9. Discuss with the students: How did blacks serve the Union cause while they worked to change federal policy against black enlistment?

- Some free backs organized their own military companies, drilling and preparing themselves for the time when their service would be accepted.
- A few light-skinned blacks kept their race a secret and joined volunteer units as whites.
- Thousands of blacks worked for the army in noncombatant roles:
  - cooks
  - servants for white officers
  - laborers who dug latrines and trenches, built fortifications, repaired equipment, cut wood, and cleaned camps and hospitals
  - stevedores who loaded and unloaded army supplies, food, and munitions from supply trains and ships
  - teamsters who drove wagon trains of food, supplies, and munitions
  - gravediggers who buried the dead
  - army guides and scouts
  - spies

STL ACTIVITY - 25 minutes

1. Briefly review the Emancipation Proclamation by discussing:
   - What was the purpose of the document?
   - What change did it make in the lives of African Americans?

Note to the Teacher: A copy of the Emancipation Proclamation is one of the Team Sheets for Lesson 19, Antietam and Emancipation.

Explain that the Emancipation Proclamation, issued by President Abraham Lincoln in January 1863, declared all slaves in rebel states forever free and
opened the door for African Americans to join the Union Army. Only then were black volunteers actively recruited. Black soldiers signed enlistment papers and were formed into segregated regiments with white officers.

2. Use the Transparency: Volunteer Enlistment. Examine the document with the students. Note the “signature” of Edmund Wort, his background and physical description, the state (free or slave) of birth, the terms of his enlistment, and his military assignment.


4. Ask students to briefly recall some difficulties that white soldiers in both armies faced and use Numbered Heads to share their responses. Record these on the chalkboard.

   Explain that many blacks believed that if they had the opportunity to serve as soldiers they could prove themselves worthy of trust and equal rights. Some thought this would end racial prejudice. But in fact, blacks discovered that being a soldier was no guarantee of equality, and that not all the fights would take place on the battlefield.

5. Ask the students to Speculate: What specific difficulties, in addition to the problems that all Civil War soldiers faced, did black soldiers face?

   Add these difficulties that were specific to black soldiers to the list. Assist students in recognizing that black soldiers not only had to face all the difficulties of the white soldiers but additional problems as well.

6. Reading for a Purpose: Distribute a Card Set: Inequalities to each team. Each team member reads one of the cards, and then shares the information
with the team. The team summarizes the problems of inequality that black soldiers experienced during the Civil War and decides if the same problems exist today.

**Circulate and Monitor:** Visit the teams to help students read the cards and share the information with teammates.

7. Introduce the black soldiers’ hardest fight for equality. Distribute a copy of the Student Sheet: *Why Can't We Have a Soldier's Pay?* to each student.

8. **Reading for a Purpose:** Students read the Student Sheet and with teammates discuss
   - How did the black soldiers fight for equal pay? (Through using petitions, boycotts, written protests, speeches, and editorial comments in newspapers. Assist students to connect the struggles of the early colonists and people today for political and social equality with the struggle of the black soldiers.)

9. **Optional Activity:** Read the story of the Massachusetts Fifty-fourth Regiment in "One Gallant Rush," Chapter 7 of *Undying Glory* by Clinton Cox to the students. After the reading, ask the students:
   - What do you think happened after the battle?

Then read pages 97 and 98 of "You Are United States Soldiers," Chapter 8 of *Undying Glory*. Ask the students:
   - Do you think this was an appropriate burial for Colonel Shaw and the black soldiers? Why or why not?
   - Do you think the valor and bravery shown by the Fifty-fourth Massachusetts will end the racial prejudice? Give reasons and examples to support your opinion.
REFLECTION AND REVIEW ACTIVITY – 5 minutes


2. Students Think-Team-Share:
   - In what ways have circumstances improved for racial equality in the United States?
   - In what ways have circumstances not improved for racial equality in the United States?

3. Use Numbered Heads for teams to share their thoughts and opinions.

HOMEWORK

What Do You Think? – Journal Entry
Design your own memorial, including inscription, to the men of the Fifty-fourth Massachusetts.

LIBRARY/MEDIA RESOURCES

Fiction
*Dog Jack* by Florence W. Biros, Sunrise Publications

Nonfiction
*Till Victory Is Won: Black Soldiers in the Civil War* by Zak Mettger, Puffin Books
*Undying Glory: The Story of the Massachusetts 54th Regiment* by Clinton Cox
*To Be A Slave* by Julius Lester, Scholastic, Inc.
*The Civil War’s Black Soldiers: National Park Civil War Series* by Joseph Glatthaar
*Black, Blue & Gray: African Americans in the Civil War* by Jim Haskins, Simon & Schuster Books for Young Readers
*Slaves to Soldiers: African American Fighting Men in the Civil War* by Wallace B. Black, Franklin Watts
*From Slave to Civil War Hero: The Life and Times of Robert Smalls* by Michael L. Cooper, Lodestar Books
Video
*The Civil War* by Ken Burns
  *Episode One: 1861 – The Cause*
  *Episode Three: 1862 – Forever Free*
  *Episode Five: 1863 – Valley of the Shadow of Death*
  *Episode Eight: 1864 – War is All Hell*

*The 54th Massachusetts, Civil War Journal – Glory* – Although not totally accurate, this movie is a dramatic telling of the story of the Fifty-fourth Massachusetts. If using all or part of the movie, be sure to show the PG13 – and not the rated R – version. It is highly recommended that the teacher preview *Glory* before showing the video.

CD Rom
*Story of America 2: The Civil War*, National Geographic Society
*The Civil War*, Holiday Interactive

**Language Arts** – Students read *The Killer Angels* by Michael Shaara, *Undying Glory: The Story of the Massachusetts Fifty-fourth Regiment* by Clinton Cox, or *The Slave Dancer* by Paula Fox. Partner Discussion Guides are available.

**Math/Library** – Students research statistics pertaining to black soldiers during the Civil War. Students conduct a comparative study with white troops and share their findings in charts and graphs.

**Art/Library** – Students study the Shaw Memorial to determine how the sculptor, Augustus Saint-Gaudens, commemorated the heroism of the black soldiers. Students research black soldiers in other works of art.

**Local History/Library** – Students locate information about African Americans from their community or city who served in the Civil War. Often local cemeteries provide clues.
Why Can't We Have a Soldier's Pay?

Of all the injustices that black soldiers faced, perhaps the worst was unequal pay. In 1863, white soldiers were paid thirteen dollars a month with an additional three dollars clothing allowance for their uniform. Black soldiers had been promised the same pay. (See poster)

But, when the black soldiers lined up to receive their first pay, they discovered to their disbelief that their pay was only ten dollars a month. Furthermore, the three dollars for the uniform would be taken out of their pay, not added to it! So, the black soldier would actually earn seven dollars instead of the thirteen dollars he had been promised.

Many black soldiers—and their white officers—protested this injustice to the army, to the secretary of war, and to President Lincoln. Some wrote editorials and letters to the editors of northern newspapers.

The black soldiers wrote that they did the same army work as the white soldier, lived in the same miserable camp conditions, and faced the same chances of death from bullet or disease.

The black soldiers, as well as the white soldiers, had families at home who depended on their army pay in order to eat or pay rent. Families were starving, cold, and lacked adequate clothing and shelter without their fathers and husbands at home. Some families were placed in the poorhouse or put out of their homes by landlords. Some family members, especially children, died.

One African American soldier stated the opinion of many black soldiers in a letter to the editor of the Christian Recorder: "Do we not fill the same ranks? Do we not take up the same length of ground in the grave-yard that others do? The ball does not miss the black man and strike the white nor the white and strike the black.... At that time there is no distinction made."

Corporal James Henry Gooding of the Fifty-fourth Massachusetts wrote a letter of protest to President Lincoln. In that letter Mr. Gooding said, "The main question is, Are we Soldiers or are we Laborers? We have done a Soldier's Duty. Why can't we have a Soldier's pay?"
Members of the 3rd South Carolina Regiment, comprised of ex-slaves, laid down their guns and refused to fight until they were given equal pay. Sergeant William Walker was charged with being the ringleader and executed for mutiny.

When Governor Andrew of Massachusetts, who had fought for the right of African Americans to be soldiers, heard about the execution of Sergeant Walker, he wrote to President Lincoln. In his protest letter he wrote, "The Government which found no law to pay him [Sergeant Walker] except as a nondescript and a contraband [ex-slave], nevertheless found law enough to shoot him as a soldier."

In other black regiments, soldiers who refused to fight until they had equal pay were arrested, court-martialed, and sentenced to hard labor in military jails.

When their protests didn't get any action, a number of regiments refused to accept any pay until it equaled the pay of white soldiers. One of the first regiments to do this was the Fifty-fourth Massachusetts.

The soldiers in the Fifty-fourth had been in the army for five months when their first pay day arrived. The men were excited: at last, there would be money to send home to their families. They were called to attention, and all the soldiers lined up eagerly. However, their delight turned to disbelief when the promised thirteen dollars was now only seven dollars!

When the officer in charge asked who wished to receive the seven dollars pay, not one soldier raised his hand. The soldiers said they would wait for their full and equal pay. Twice more over the next few months, the troops were offered the ten dollars, minus three dollars for clothing. Both times the soldiers of the Fifty-fourth refused the pay.

The Massachusetts Legislature voted to add the extra three dollars to the men's pay, but the soldiers still refused. In a letter to the Boston Journal, Private Theodore Tilton wrote that they were not holding out for money, but for principle, and that their necessities did not outweigh their self-respect.

The white officers of the Fifty-fourth supported the black soldiers. Colonel E. N. Hallowell wrote to Governor Andrew defending their actions. He explained, "They will refuse to accept any money from the United States until the United States is willing to pay them according to the terms of their enlistment. They would rather work and fight until they are mustered out of the Service, without any pay, than accept from the Government less than it gives to other soldiers from Massachusetts."

Not until August of 1864, only a few months until the end of the war, did Congress pass a law equalizing the pay of black and white soldiers. At last, the men of the Fifty-fourth Massachusetts regiment accepted their pay and sent money home to their families.

But other regiments weren't as fortunate. Only men who were free when the war began would receive the pay allowed by law at the time they enlisted. Black soldiers who were slaves when the war started would not get all of the back pay to which they were entitled. Members of regiments who had been slaves in 1861 continued their protest until March 1865, only a month before the end of the war. Finally Congress passed a second law allowing the equal pay for former slaves.

Black soldiers had won one of the longest and most important battles of the Civil War -- the fight for equal pay.
Answering the Call #1

From a letter to Secretary of War Simon Cameron, written on April 23, 1861, nine days after the fall of Fort Sumter

I know of some three hundred...reliable... citizens of this City, who desire to enter the service for the defense of this city.

Jacob Dodson
Washington, D.C.

From a letter to Secretary of War Simon Cameron

I ask permission to raise from five thousand to ten thousand ... men to report in sixty days.

Dr. G. P. Miller
Battle Creek, Michigan

From a letter to Secretary of War Simon Cameron

We ask for the privilege of fighting--and (if need be dieing) for the Union cause. We can muster a thousand volunteers from our state.

W. T. Boyd and J. T. Alston
Cleveland, Ohio

From a letter to Secretary of War Simon Cameron

I offer the services of our militia company, the Fort Pitt Cadets. We have been training for two years and are quite Proficient in military discipline.

Rufus Sibb Jones
Pittsburgh, Pennsylvania

From a letter to Secretary of War Simon Cameron

I have a ... regiment [that] offers their services in protection of the southern forts.

The Reverend Garland H. White
Canada

I shall never forget the thrill that ran through my soul when I thought of the coming consequences of that shot. There were one hundred and fifteen of us students at the University, who, anxious to vindicate the stars and stripes, made up a company and offered our services to the Governor of Ohio.

Richard Harvey Cain
Wilberforce University in Ohio
Answering the Call #2

From a letter to Secretary of War Simon Cameron, written on April 23, 1861, nine days after the fall of Fort Sumter

I know of some three hundred...reliable colored free citizens of this City, who desire to enter the service for the defense of this city.

Jacob Dodson
Washington, D.C.

From a black doctor to Secretary of War Simon Cameron

I ask permission to raise from five thousand to ten thousand free men to report in sixty days.

Dr. G. P. Miller
Battle Creek, Michigan

From a letter to Secretary of War Simon Cameron

We ask for the privilege of fighting--and (if need be dieing) for the Union cause. We can muster a thousand volunteers from our state.

W. T. Boyd and J.T. Alston
Cleveland, Ohio

From a letter to Secretary of War Simon Cameron from the captain of a black militia group

I offer the services of our militia company, the Fort Pitt Cadets. We have been training for two years and are quite Proficient in military discipline.

Rufus Sibb Jones
Pittsburgh, Pennsylvania

From a letter to Secretary of War Simon Cameron from a former slave who had escaped to Canada

I have a Black regiment [that] offers their services in protection of the southern forts.

The Reverend Garland H. White
Canada

I shall never forget the thrill that ran through my soul when I thought of the coming consequences of that shot. There were one hundred and fifteen of us students at the University, who, anxious to vindicate the stars and stripes, made up a company and offered our services to the Governor of Ohio; and sir, we were told that this is a white man's war and that the Negro had nothing to do with it. Sir, we returned, docile, patient, waiting, casting our eyes to the Heavens whence help always comes. We knew that there would come a period in the history of this nation when our strong black arms would be needed. We waited patiently: we waited until Massachusetts, through her noble Governor, sounded the alarm, and we hastened to hear the summons and obey it.

Richard Harvey Cain
Wilberforce University in Ohio
Card 1: Segregated army regiments with white officers

After the Emancipation Proclamation of 1862, the Union army began to recruit African American soldiers. But the army did not allow these soldiers to be in the same regiments with the white soldiers. The regiments were segregated. New “colored” regiments were created. These regiments were called either the Colored Infantry, the United States Colored Troops, or the Infantry of African Descent.

Although all the soldiers in these regiments were African American, all their officers were white. No African American soldier could be a commissioned officer, that is a lieutenant, captain, or general. Commissioning a black man would mean that as an officer he might have authority over white soldiers, and the United States Army was not willing to let that happen. During the Civil War, a few African American soldiers became sergeants and corporals, but that was as high as they could rise. In fact, not until the Korean War in 1950 could African American soldiers be commissioned as officers.

In the navy, it was different. The navy had a long tradition of African American and white sailors serving on the same ship. During the Civil War black men had been encouraged to join the navy as early as September of 1861.

Card 2: Lack of supplies, inadequate training, and ill treatment

Each day black soldiers realized that the government for which they fought valued them less than it did the white soldiers.

Black regiments had great difficulty getting supplies and uniforms; some regiments served for months without uniforms or shoes. Often their uniforms were made of shoddy materials: shoes and clothing fell apart easily and were not replaced by the army. Weapons were defective or old models.

Many of the white officers did not fully train their black troops in the military commands, tactics, and maneuvers they would need on the battlefield.

Some officers struck the men or treated them with contempt during drill, calling them derogatory names and humiliating them. Many black soldiers were used as personal servants by white officers or as laborers to clean the camps instead of as soldiers.
**Card 3: Fatigue duty**

Black soldiers were assigned an unequally large portion of military labor, called fatigue duty. Many worked for eight to ten hours a day at hard, physical labor. They dug trenches and latrines, built corduroy roads and fortifications, and unloaded supplies. Whenever possible, black soldiers were given the jobs no one wanted, like burying the battlefield and hospital dead. The army excused this unfairness by saying that they were saving the white soldiers for fighting.

These were the same jobs that black men had done for the army before they were permitted to be soldiers. Many of the black soldiers felt that they were still slaves, even though they were emancipated and wore the blue army uniform. The fatigue duties sapped their strength, their health, and their morale. Many black regiments had no time to drill or keep themselves, their uniforms, and their weapons clean and fit. The black soldiers protested to President Lincoln, who responded by issuing orders for the protection and proper military use of colored troops.

**Card 4: Treatment by the enemy**

Captured white soldiers were treated as prisoners of war with the possibility of exchange. After the emancipation of slaves in 1862, the Union army formed regiments of black soldiers. Because of this, Confederate President Jefferson Davis issued his own proclamation: All captured Union black soldiers were to be treated as outlaws and turned over to the authorities of a Southern state. At that time, the laws in every southern state provided for the execution of any black person found with a weapon, whether free or slave.

Davis' proclamation meant that all captured black soldiers could be killed or enslaved. In addition, the Confederate congress passed a resolution stating that all white officers who led black troops would be considered as inciting slave revolts, and if captured would be put to death or otherwise punished.

Neither the black soldier nor his white officer would be protected under the articles of war. Instead of being prisoners of war, both would be treated as criminals and executed if captured.
COLORED SOLDIERS!

EQUAL STATE RIGHTS!
AND MONTHLY PAY WITH WHITE MEN!!

On the 1st day of January, 1863, the President of the United States proclaimed
FREEDOM TO OVER
THREE MILLIONS OF SLAVES!
This decree is to be enforced by all the power of the Nation. On the 21st of July last he issued the following order:—

PROTECTION OF COLORED TROOPS.

"WAR DEPARTMENT, ADJUTANT GENERAL’S OFFICE, WASHINGTON, July 21.

"General Order, No. 223.

"The following order of the President is published for the information and government of all concerned:—

EXECUTIVE MANSION, WASHINGTON, July 30.

"It is the duty of every Government to give protection to its citizens, of whatever class, color, or condition, and especially to those who are duly organized as soldiers in the public service. The law of nations, and the usages and customs of war, as carried on by civilized powers, permit no distinction as to color in the treatment of prisoners of war as public enemies. To sell or enslave any captured person on account of his color, or a rebel into barbarism, and a crime against the civilization of the age.

"The Government of the United States will give the same protection to all its soldiers, and if the enemy shall sell or enslave any one because of his color, the offence shall be punishable by retaliation upon the enemy’s prisoners in our possession. It is, therefore, ordered, for every soldier of the United States, killed in violation of the laws of war, a rebel soldier shall be executed; and for every one enslaved by the enemy, or sold into slavery, a rebel soldier shall be placed at hard labor on the public works, and continued at such labor until the other shall be released and receive the treatment due prisoners of war.

"ABRAHAM LINCOLN."

"By order of the Secretary of War.

"E. D. TOWNSEND, Assistant Adjutant General."

That the President is in earnest the rebels soon began to find out, as witness the following order from his Secretary of War:—

"WAR DEPARTMENT, Washington, Aug. 8, 1862.

"Sir,—Your letter of the 8th inst., calling the attention of this Department to the cases of Orin H. Brown, William H. Johnston, and Wm. Wilson, three colored men captured on the gunboat Isaac Smith, has received consideration. This Department has directed that these prisoners of South Carolina, if there be any such in our possession, and if not, then others, be confided in close custody and held as hostages for Brown, Johnston, and Wilson, and that the fact be communicated to the rebel authorities at Richmond.

"Very respectfully your obedient servant,

"EDWIN M. STANTON, Secretary of War.

"The Hon. Gideon Welles, Secretary of the Navy."

And retaliation will be our practice now—man for man—to the bitter end.
Volunteer Enlistment

STATE OF
TOWN OF

I, Edmund Wood, born in Davidson County, aged twenty-five years, and by occupation a farmer, do hereby acknowledge to have volunteered this twenty-fifth day of October, 1863, to serve as a soldier in the Army of the United States of America, for the period of three years, unless sooner discharged by proper authority: Do also agree to accept such bounty, pay, rations, and clothing, as are, or may be, established by law for volunteers. And I, Edmund Wood, do solemnly swear, that I will bear true faith and allegiance to the United States of America, and that I will serve them honestly and faithfully against all their enemies or opposers whomsoever; and that I will observe and obey the orders of the President of the United States, and the orders of the officers appointed over me, according to the Rules and Articles of War.

Sworn and subscribed to, at this day of 18.

Barons

I certify, on honor, that I have carefully examined the above-named volunteer, agreeably to the general regulations of the Army, and that in my opinion he is free from all bodily defects and mental infirmity, which would, in any way, disqualify him from performing the duties of a soldier.

Charles McBurn
Examining Surgeon

I certify, on honor, that I have minutely inspected the volunteer; previously to his enlistment, and that he was entirely sober when enlisted; that, to the best of my judgment and belief, he is of lawful age; and that, in accepting him as duly qualified to perform the duties of an able-bodied soldier, I have strictly observed the regulations which govern the recruiting service. This soldier has black hair, yellow complexion, is five feet high.

Second Surgeon.

National Archives

Transparency 2 – Lesson 20

War, Terrible War