The United States exploded into Civil War in 1861 after decades of debate over slavery and its extension. The ongoing difficulties of balancing the rights of the states and the power of a national government, evident even in the nation’s founding documents, had simmered for years. Nowhere was this debate more heated than in the issue of slavery and its extension into new western territories. The rapidly expanding population, rise of large cities, and the expanding economy of the North chipped away at the once-superior power base of the South in Congress, adding to Southern discontent. The social and economic differences between the North and South contributed to the conflict that finally ripped the nation apart. Southern secessionists argued that states had the right to leave the Union, while Northern Unionists countered that secession was unconstitutional. The secession of South Carolina in December 1860 and ten other southern states within six months ignited the war between the Confederate States of America and the United States of America.

The battle of Bull Run or Manassas awakened both North and South to the fact that this war would be neither short nor bloodless. The rout of the Union army chastened the North, demonstrated the military resolve of the South, and underscored Lincoln’s need for excellent military leaders.

The war would prove far more devastating than any—North or South—expected. Over six hundred thousand Americans died, many of whom were young men in their late teens, and the Southern states lay in ruins.

**Teacher Directions**

1. Students, in small teams, discuss the following questions.
   - What were the causes of the Civil War?
   - Why is it also called the War Between the States?
   - How did the expectations of the war—what people thought it would be like—differ from reality? How did Bull Run or Manassas demonstrate this?
   - Why was Bull Run or Manassas a logical place for a battle?
2. Make sure students understand the following points in discussing the questions.

The Civil War was caused by conflict over slavery, states’ rights, and the social and economic differences between the North and the South. The name War Between the States refers to the Southern belief that the states had the right to leave the union; this view sees the war as occurring between two separate nations, not within one nation. Americans both North and South expected their men to fight bravely and quickly vanquish their enemies; neither side expected the war to be a devastating, four-year ordeal that would cost over six hundred thousand lives. Manassas or Bull Run exemplifies this gap between expectations and reality; people expected the battle would be short, bloodless, and a glorious spectacle. It was bloody, disorganized, and terrifying, and it proved that the war would not end quickly. Manassas, the site of an important railroad junction, was a logical place for a battle. (While the South often named battles after a nearby town or community, the North tended to adopt the name of the nearest body of water.) Both sides recognized control of transportation arteries as an important factor in winning the war.

Teacher Directions

Activity One

1. Distribute one Student Sheet: U.S.A. or C.S.A. to each team of students. Make sure students understand each of the terms and how it relates to either the Union or the Confederacy.

2. Teams cut apart the quotes, viewpoints, and the different names for the North and the South and paste them under the headings U.S.A. and C.S.A. Each team creates a mini-poster outlining the two perspectives. If time allows, students illustrate their lists.

3. Review the completed lists as a class discussion. The teacher may want to display the mini-posters in the classroom.

Activity Two

1. Distribute the Student Sheet: Civil War News. Introduce the reading by showing the two Civil War photographs. Ask students to speculate as to what each photograph shows. Ask questions such as

   - What is written on the back of the cart?
   - Where is this cart?
   - What is happening in the bottom photograph?
   - Why are the men on top of the poles?
   - What do the two photographs have in common?

2. Explain that both photographs deal with gathering and sending news during the Civil War. The top photo depicts newspaper vendors on a Civil
War battlefield, and the bottom photograph shows soldiers constructing telegraph lines.

3. Distribute the Student Sheet: *Reporting the News*. Explain that eyewitness reporting of battles for newspaper coverage began during the Civil War. Students read the Student Sheet to learn about Civil War reporting and prepare for the following activity.

4. Distribute the Student Sheet: *5Ws and H*. Explain to students that they are newspaper reporters at the battle of Bull Run. They must write their reports of the battle as a telegraph message of twenty-five words or less. To gather additional information about the battle, students can consult books such as Joy Hakim’s *War, Terrible War*, the Internet, an encyclopedia, or other resources. Students record the details of the battle on this graphic organizer, then compose their telegraph messages.

5. Students read their individual telegraph messages to their teammates. If time permits, each team may select one of the dispatches to read to the class, or post the dispatches on a bulletin board so students can read them later.

**Teacher Directions**

1. Explain to students that during the Civil War, many soldiers and civilians kept journals and diaries. They expressed their opinions, beliefs, thoughts, and reactions to the events through which they lived. You may want to share with students the following quote from novelist Jessamyn West.

   *People who keep journals live life twice. Having written something down gives you the opportunity to go back to it over and over, to remember and relive the experience. Keeping a journal can also help you get perspective on your experiences. Sometimes writing something down, like talking about it, helps you understand it better.*

2. Students respond to one of the following writing prompts.

   - Suppose you lived right before the Civil War. Decide if you would have supported states’ rights or the Union. Write a journal entry explaining your choice.

   - Decide if you are a Southern soldier, a Northern soldier, or a lady/gentleman at a picnic during the battle at Bull Run. Visualize what it would have been like to witness the battle. Write about your experience and your reactions to it.
Teacher Directions

Activity One

1. Distribute the Student Sheets: Personal Accounts of Slavery to each team. Each team receives a packet of personal accounts of slavery. Students read and discuss the accounts.

2. Briefly define and explain the use of primary sources, their benefits and limitations.
   - *First person account* – an oral or written account by a person who was present at an event
   - *Primary source* – a document created by those who participated in or witnessed an event of the past
   - *Quotation* – a person’s actual words

3. Explain to the students that historians use first person accounts because they are the actual thoughts, ideas, and opinions of real people who lived during the historical events of their day. Many of the words and ideas in the Personal Accounts may be difficult to read or understand because the spelling, grammar, and language is not modern, but as used at that time. Today we are sometimes offended by the ideas and words of people who lived in a different time.

4. Students discuss the Personal Accounts of Slavery with their teammates. Students share examples from the readings with teammates, then each team decides what are the most significant points in the Personal Accounts of Slavery. While the students read and discuss the Personal Accounts of Slavery, systematically visit each team. If necessary, assist the students with the vocabulary and the interpretation of the slave narratives.

   **Note to the Teacher:** Because the accounts are primary source documents, they contain difficult words, derogatory language of the times, and period syntax. Be sure the students understand that words that we may find offensive or objectionable today were commonly used in the past.

   Distribute the Student Sheet: Occupations, Obstacles, and Overcoming. Explain that students will record some of the points they have learned from reading the primary source documents on this sheet.

5. Make sure students understand the following points in their discussion of slavery.
   - Enslaved African Americans worked in many occupations in addition to plantation labor and household tasks. Some were skilled craftsmen and women such as carpenters and seamstresses. Enslaved African Americans experienced miserable living conditions, abuse, and were denied education and opportunity. Enslaved African Americans worked to overcome their situation by establishing their own culture; overt and covert resistance (running away, refusing to work, sabotage); working
after hours to buy their freedom or improve their living conditions; and negotiating for power.

**Activity Two**

1. Remind the students that we often lose sight of hundreds of personal tragedies if we only study history from the viewpoint of big events (like the battle of Bull Run or Manassas). Personal interest stories help us understand the impact of an event on a real and personal level.

2. Distribute the Student Sheet: *Sullivan Ballou*. Read the biographical information and letter from Sullivan Ballou aloud as students follow along.

   **Note to the Teacher:** The letter from Sullivan Ballou contains language that may be too challenging for your students. Depending on the reading level of the students, the teacher may want to read only excerpts of the letter aloud to students.

3. Students discuss the following question.
   - How did Sullivan Ballou help move the United States toward freedom?

**Teacher Directions**

Use the following activities with your students.

**Language Arts/Library** — Students read *Charlie Skedaddle* by Patricia Beatty or *Nightjohn* by Gary Paulsen. Partner Discussion Guides are available from the Johns Hopkins University Talent Development Middle School Program.

**Language Arts** — Students read the historical novel *Bull Run* by Paul Fleischman or *Undying Glory* by Clinton Cox.

**Geography** — Students use a physical map and determine the route that retreating soldiers would take back to Washington from Manassas. Students determine the distance from Manassas to Washington.

**Technology** — Students take a virtual trip to National Park Service sites at Manassas or Fort Sumter.

**Science/Library** — Students investigate Morse code. When was it invented, and by whom? Students experiment with sending messages in Morse code.

**Language Arts/Library** — Students analyze current newspaper articles to see if they follow the inverted pyramid format.

**Math/Library** — Students research the statistics of the Civil War, such as the total miles of railroad track in the North and South, the number of casualties, and so on. Students display these statistics on charts and graphs.
Science — Students conduct experiments on what nutrients crops need, test school soil, determine why topsoil is important, study how crops take and use nutrients from soil, and how these and organic material can be replaced.

Library — Students further research slavery through fiction/non-fiction accounts or read selections from *Uncle Tom’s Cabin* by Harriet Beecher Stowe.

Music — Students listen to songs of the Civil War from the many fine recordings available. Public libraries often lend music tapes and CDs and are eager to work with schools.

Art/Library — Slave quilts, which were usually sewn with cast-off scraps, were often the only article of beauty in the cabin of an enslaved African American. These carefully crafted quilts followed popular and intricate patterns—and some told a story or outlined a plan of escape. Students research slave quilts and draw their own examples.
Reporting the News

Imagine this situation. You are a reporter for your hometown newspaper. It is a scorching hot day in July of 1861. You have just traveled on a dirty, crowded train and on a sweaty horse to reach a small creek called Bull Run, about twenty miles south of Washington City.

You know that the new armies of both the North and the South are now marching toward a country crossroads near Bull Run Creek. You have a hunch that the first battle between these two armies will be fought here, and that you will be one of the few reporters to get an eyewitness story. Sure enough, a terrible battle occurs.

You get your scoop and quickly write your story. You rush to the nearest telegraph office to send your story to your newspaper. As the telegraph agent is tapping out your story in Morse Code, the telegraph line goes dead, cut by soldiers! The most important facts and details of your story never reach the newspaper in time. You lost your scoop!

During the Civil War, there were no fast, modern ways to send news. Newspaper reporters traveled with the army and wrote their eyewitness accounts. They sent their stories to newspaper offices in faraway cities by way of the telegraph. The words were translated into the dots and dashes of Morse Code.

In order to send military messages, the armies hastily strung miles of these telegraph lines, often through enemy-occupied territory. Both Northern and Southern soldiers often cut the other side's telegraph lines. This stopped all messages between the front lines and important leaders who were miles from the action.

Newspaper reporters never knew when the telegraph line would go dead. Reporters wanted to scoop a story; that is, to be the first reporter or newspaper to tell the story. Having the first, best, or most detailed story sold newspapers!
Because they wanted to get the most important news through the telegraph lines before they went dead, reporters began to send the most important, unusual, or most recent facts and details first. The reporters called this the 5Ws and H (Who? What? When? Where? Why? and How?) of the story.

If the telegraph line was still open after sending the 5Ws and H, the reporter sent additional facts and details. These facts added interest and information to the story but were not essential to understand the story.

Finally, the reporter sent the least important details or background information. That way, even if only the first part of the story got through the telegraph lines, the newspaper had all the essential facts to print the scoop. Even today reporters use this method called the inverted pyramid (most important to least important facts) to write a news story.

So the next time you have a scoop, remember to follow the inverted pyramid!

The first or lead paragraph is the most important in a news story. It answers the 5 Ws and H (Who? What? When? Where? Why? and How?).

The second paragraph contains additional, but less important facts and details that add interest and information.

The last paragraph contains the least important details or background information.
5Ws and H

Who?

What?

Why?

When?

Where?
Civil War News

Photographed by Alexander Gardner in 1863
Library of Congress

Photographed by Timothy H. O'Sullivan, April 1864
National Archives
Sullivan Ballou

Sullivan Ballou was a successful, 32 year-old lawyer when Lincoln called for volunteers after the fall of Fort Sumter. Ballou enlisted in the Rhode Island Infantry. By July 1861, he was at a training center near Washington (D.C.). Knowing the Federal forces would soon move into Virginia, Sullivan Ballou wrote this letter to his wife.

July the 14th, 1861
Camp Clark, Washington

My very dear Sarah:

The indications are very strong that we shall move in a few days—perhaps tomorrow. Lest I should not be able to write you again, I feel impelled to write lines that may fall under your eye when I shall be no more….

I have no misgivings about, or lack of confidence in, the cause in which I am engaged, and my courage does not halt or falter. I know how strongly American Civilization now leans upon the triumph of the Government, and how great a debt we owe to those who went before us through the blood and suffering of the Revolution. And I am willing—perfectly willing—to lay down all my joys in this life, to help maintain this Government, and to pay that debt….

I cannot describe to you my feelings on this calm summer night, when two thousand men are sleeping around me, many of them enjoying the last, perhaps, before that of death -- and I, suspicious that Death is creeping behind me with his fatal dart, am communing with God, my country, and thee.

Sarah, my love for you is deathless, it seems to bind me to you with mighty cables that nothing but Omnipotence could break; and yet my love of Country comes over me like a strong wind and bears me irresistibly on with all these chains to the battlefield.

The memories of the blissful moments I have spent with you come creeping over me, and I feel most gratified to God and to you that I have enjoyed them so long. And hard it is for me to give them up and burn to ashes the hopes of future years, when God willing, we might still have lived and loved together and seen our sons grow up to honorable manhood around us. I have, I know, but few and small claims upon Divine Providence, but something whispers to me—perhaps it is the wafted prayer of my little
Edgar—that I shall return to my loved ones unharmed. If I do not, my dear Sarah, never forget how much I love you, and when my last breath escapes me on the battlefield, it will whisper your name.

Forgive my many faults, and the many pains I have caused you. How thoughtless and foolish I have oftentimes been! How gladly would wash out with my tears every little spot upon your happiness….

But, O Sarah! If the dead can come back to this earth and flit unseen around those they loved, I shall always be near you; in the gladdest days and in the darkest nights… always, always; and if there be a soft breeze upon your cheek, it shall be my breath; or the cool air fans your throbbing temple, it shall be my spirit passing by.

Sarah, do not mourn me dead; think I am gone and wait for thee, for we shall meet again.

As for my little boys, they will … never know a father’s love and care. Little Willie is too young to remember me long, and my blue-eyed Edgar will keep my frolicks with him among the dimmest memories of childhood.

Sullivan

Sullivan Ballou’s concern that he “should fall on the battlefield” proved all too true. One week after writing his letter, Ballou was killed at the battle of Manassas as his troops advanced from Matthews Hill.

Many soldiers wrote letters home to loved ones during the Civil War. These letters not only captured the patriotic reasons that caused the men to go to war, but also remind us today that the soldiers left behind wives and children, parents and friends, brothers and sisters. There were hundreds of thousands of soldiers who would not return to their families, leaving behind a Sarah or a Willie and Edgar who would “never know a father’s love and care.”
Personal Accounts of Slavery

SLAVE AUCTION

The following account is from an article in 1859 in the New York Tribune, a newspaper edited by Horace Greeley. The reporter describes a large slave auction that took place in Savannah, Georgia.

The slaves remained at the race-course, some of them for more than a week and all of them for four days before the sale. They were brought in thus early that buyers who desired to inspect them might enjoy that privilege, although none of them were sold at private sale. For these preliminary days their shed was constantly visited by speculators. The negroes were examined with as little consideration as if they had been brutes indeed; the buyers pulling their mouths open to see their teeth, pinching their limbs to find how muscular they were, walking them up and down to detect any signs of lameness, making them stoop and bend in different ways that they might be certain there was no concealed rupture or wound; and in addition to all this treatment, asking them scores of questions relative to their qualifications and accomplishments. All these humiliations were submitted to without a murmur, and in some instances with good-natured cheerfulness – where the slave liked the appearance of the proposed buyer, and fancied that he might prove a kind ‘mas’r.’

Personal Accounts of Slavery

SLAVE AUCTION

The following is one slave’s account of a slave auction.

FGFGFGFGFGFGFGFGFGFGFGF

My brothers and sisters were bid off first, and one by one, while my mother, paralyzed by grief, held me by the hand. Her turn came, and she was bought by Isaac Riley of Montgomery County. Then I was offered to the assembled purchasers. My mother, half distracted with the thought of parting forever from her children, pushed through the crowd while the bidding for me was going on, to the spot where Riley was standing. She fell at his feet, and clung to his knees, entreating him in tones that a mother only could command, to buy her baby as well as herself, and spare to her one, at least, of her little ones. Will it, can it be believed that this man, thus appealed to, was capable not merely of turning a deaf ear to her supplication, but of disengaging himself from her with such violent blows and kicks, as to reduce her to the necessity of creeping out of his reach, and mingling the groan of bodily suffering with the sob of a breaking heart?

Personal Accounts of Slavery

RUNAWAY SLAVES

Many slaves tried to escape from the bondage of slavery. If caught, they were often severely punished. The following is an example of a reward offered to find a runaway slave.

FGFGFGFGFGFGFGFGFGFGFGF

$100 REWARD

Will be given for the apprehension and delivery of my Servant Girl HARRIET. She is a light mulatto, 21 years of age, about 5 feet 4 inches high, of a thick and corpulent habit, having on her head a thick covering of black hair that curls naturally, but which can easily be combed straight. She speaks easily and fluently, and has an agreeable carriage and address. Being a good seamstress, she has been accustomed to dress well, has a variety of very fine clothes, made in the prevailing fashion, and will probably appear, if abroad, tricked out in gay and fashionable finery. As this girl absconded from the plantation of my son without any known cause or provocation, it is probable she designs to transport herself to the North. The above reward, with all reasonable charges, will be given for apprehending her, or securing her in any prison or jail within the U. States.

All persons are hereby forewarned against harboring or entertaining her, or being in any way instrumental in her escape, under the most rigorous penalties of the law.

JAMES NORCOM.
Edenton, N.C. June 30

Personal Accounts of Slavery
EDUCATION

Frederick Douglass, abolitionist leader and former slave, was taught to read by his master’s wife. This was unusual. He described the typical opinion of southern whites toward teaching slaves in the following way.

If you give a nigger an inch, he will take an ell. A nigger should know nothing but to obey his master – to do as he is told to do. Learning would spoil the best nigger in the world. Now, if you teach that nigger to read, there would be no keeping him. It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy.

Black Bondage – The Life of Slaves in the South by Walter Goodman  (New York: Farrar, Straus
Frederick Douglass recalled the following incident from his childhood as a slave. He ran away and later purchased his freedom. Douglass became a leading abolitionist.

One of the first circumstances that opened my eyes to the cruelties and wickedness of slavery and its hardening influences upon my old master, was his refusal to interpose his authority to protect and shield a young woman, a cousin of mine, who had been most cruelly abused and beaten by his overseer in Tuckahoe. The poor girl, on her arrival at our house, presented a most pitiable appearance. She had left in haste and without preparation, and probably without the knowledge of Mr. Plummer (the overseer). She had traveled twelve miles, bare-footed, bare-necked, and bare-headed. Her neck and shoulders were covered with scars newly made, and not content with marring her neck and shoulders with the cowhide, the cowardly wretch had dealt her a blow on the head with a hickory club, which cut a horrible gash and left her face literally covered with blood. In this condition the poor young woman came down to implore protection at the hands of my old master. I expected to see him boil over with rage at the revolting deed, and to hear him fill the air with curses upon the brutal Plummer; but I was disappointed. He sternly told her in an angry tone, “She deserved every bit of it, and if she did not go home instantly he would himself take the remaining skin from her neck and back.’ Thus the poor girl was compelled to return without redress, and perhaps to receive an additional flogging for daring to appeal to authority higher than that of the overseer.

Black Bondage – The Life of Slaves in the South by Walter Goodman (New York: Farrar, Straus
Personal Accounts of Slavery
SLAVE LABOR

The following describes the work of a slave on a cotton plantation.

In the latter part of August begins the cotton picking season. At this time each slave is presented with a sack. A strap is fastened to it, which goes over the neck, holding the mouth of the sack breast high, while the bottom reaches nearly to the ground. Each one is also presented with a large basket that will hold nearly two barrels. This is to put the cotton in when the sack is filled. The baskets are carried to the field and placed at the beginning of the rows. ‘When a new hand, one unaccustomed to the business, is sent for the first time into the field, he is whipped up smartly, and made for that day to pick as fast as he can possibly. At night it is weighed, so that his capacity in cotton picking is known. He must bring in the same weight each night following. If it falls short, it is considered evidence that he has been laggard, and a greater or less number of lashes is the penalty…’

Black Bondage – The Life of Slaves in the South by Walter Goodman  (New York: Farrar, Straus
Personal Accounts of Slavery

SLAVE LABOR

The following describes the work of a slave on a cotton plantation. After picking cotton all day in the field, the slave’s work is still not finished.

The day’s work over in the field, the baskets are ‘toted’ or in other words, carried to the gin-house, where the cotton is weighed. No matter how fatigued and weary he may be – no matter how much he longs for sleep and rest – a slave never approaches the gin-house with his basket of cotton but with fear. If it falls short in weight—if he has not performed the full task appointed him, he knows that he must suffer. And if he has exceeded it by ten or twenty pounds, in all probability his master will measure the next day’s task accordingly. So whether he has too little or too much, his approach to the gin-house is always with fear and trembling. Most frequently they have too little, and therefore it is they are not anxious to leave the field. After weighing, following the whippings; and then the baskets are carried to the cotton house, and their contents stored away like hay, all hands being sent in to tramp it down.

‘This done, the labor of the day is not yet ended, by any means. Each one must then attend to his respective chores. One feeds the mules, another the swine—another cuts the wood, and so forth; besides, the packing is all done by candle light. Finally, at a late hour, they reach the quarters, sleepy and overcome with the long day’s toil.’

Personal Accounts of Slavery
LIVING CONDITIONS

The following shows a slave’s view of the living conditions on one plantation.

FGFGFGFGFGFGFGFGFGFGFGFGFGFGFG

We lodged in log huts and on the bare ground. Wooden floors were an unknown luxury. In a single room were huddled, like cattle, ten or a dozen persons, men, women and children. All ideas of refinement and decency were, of course, out of the question. There were neither bedsteads, nor furniture of any description. Our beds were collections of straw and old rags, thrown down in the corners and boxed in with boards, a single blanket the only covering. Our favorite way of sleeping, however, was on a plank, our heads raised on an old jacket and our feet toasting before the smouldering fire. The wind whistled and the rain and snow blew in through the cracks, and the damp earth soaked in the moisture till the floor was miry as a pigsty. Such were our houses.

The principal food of those upon my master’s plantation consisted of cornmeal and salt herrings, to which was added in summer a little buttermilk and the few vegetables which each might raise for himself and his family on the little piece of ground which was assigned to him for the purpose, called a truck patch.

Personal Accounts of Slavery

LIVING CONDITIONS

A visitor made the following observations on the living conditions of slaves.

We entered some negroes’ huts, for their habitations cannot be called houses…. The husband and his wife sleep on a miserable bed, the children on the floor. A very poor chimney, a little kitchen furniture stands amid this misery—a teakettle and cups. A boy about fifteen was lying on the floor with an attack of dreadful convulsions. The general had sent to Alexandria for a physician. A small orchard with vegetables was situated close to the hut. Five or six hens, each with ten or fifteen chickens, walked there. That is the only pleasure allowed to negroes. They are not permitted to keep either ducks or geese or pigs. They sell the chickens in Alexandria and buy with the money some furniture. They receive a peck of Indian corn every week, and half of it is for the children, besides twenty herrings in a month. They receive a cotton jacket and a pair of breeches yearly.

Personal Accounts of Slavery

SLAVE RESISTANCE

In the 1930s, during the Great Depression, the government sent writers from the Works Progress Administration (WPA) all over America to capture the last remaining first-hand voices of slavery. This account is taken from an interview with a formerly enslaved person.

They had a hard time trying to serve God. The patrollers would break up their prayer meetings and whip all caught in attendance-unless, of course, a Nigger saved himself in flight.

My father was once attending a prayer meeting in a house which had only one door ....The patrollers found them and broke in. Of course, every Nigger present was "in" for a severe whipping, but the Lord must have spoken to my father. Thinking fast and acting quickly (as if he were inspired), my father stuck a big shovel in the fireplace, drew out a peck or more of hot ashes and cinders and flung them broadcast into the faces of them patrollers. The room was soon filled with smoke and the smell of burning clothes and white flesh and, in the confusion and general hubbub that followed, every Negro escaped.

Personal Accounts of Slavery
SLAVE RESISTANCE

In the 1930s, during the Great Depression, the government sent writers from the Works Progress Administration (WPA) all over America to capture the last remaining first-hand voices of slavery. This account is taken from an interview with a formerly enslaved person.

Massa Charles and Uncle Jake don't like papa, 'cause he ain't so black, and he had spirit, 'cause he part Indian. Do somethin' go wrong and Uncle Big Jake say he gwine to give papa de whippin', he runs off. One time he gone a whole year ... Papa was mighty good to mama and me and dat de only reason he ever come back from runnin' 'way, to see us. He knowed he'd git a whippin' but he come anyway. Dey never could cotch papa when he run 'way, 'cause he part Indian...

Dey knows papa is de best tanner 'round dat part de country, so dey doesn't sell him off de place. I recollect papa sayin' dere one place special where he hide, some German folks, de name Ebbling, I think. While he hides dere, he tans hides on de sly like and dey feeds him, and lots of mornin's when us open de cabin door on a shelf jus' 'bove is food for mama and me, and sometime store clothes. No one ain't see papa, but dere it is.
In the 1930s, during the Great Depression, government writers interviewed formerly enslaved people to capture the last remaining first-hand voices of slavery.

One of de slaves married a young gal, and dey put her in de "Big House" to work. One day Mistress jumped on her 'bout something and de gal hit her back. Mistress said she wuz goin' to have Marster put her in de stock and beat her when he come home. When de gal went to de field and told her husband 'bout it, he told her whar to go and stay 'til he got dar. Dat night he ...carried her to a cave and hauled pine straw and put in dar for her to sleep on. He fixed dat cave up just like a house for her, put a stove in dar and run de pipe out through de ground into a swamp... He ceiled de house wid pine logs, made beds and tables out of pine poles, and dey lived in dis cave seven years. Durin' dis time dey had three chillun. Nobody wuz wid her when dese chillun wuz born but her husband. He waited on her wid each Chile. De chillun didn't wear no clothes 'cept a piece tied 'round deir waists .... De seven years she lived in de cave, diffunt folks helped keep 'em in food. Her husband would take it to a certain place and she would go and git it. People had passed over dis cave ever so many times, but nobody knowed dese folks wuz livin' dar. Our Marster didn't know whar she wuz, and it wuz freedom 'fore she come out of dat cave for good.
Personal Accounts of Slavery

SLAVE RESISTANCE

In the 1930s, during the Great Depression, government writers interviewed formerly enslaved people to record the last remaining first-hand voices of slavery.

Uncle Henry was a good-looking young fellow-carried himself straight as a stick... He was forever getting into trouble ...for stealing William's horse out of the barn at night and riding him all around the county until the pore horse would be nearly dead ....Finally Henry (rode)... the horse so hard one long night that it died as it reached its stall next morning. The whole house then decided Henry must be whipped... Well, ole Major came out to the barn, and Henry was tied up to a branch, having first been stripped to the waist. William sat by,... whittling a piece of wood... Ole Major raised the paddle and the leather thong came swishing down upon the back of the groaning Henry. A second time it cracked through the air, mingling with the age-old cry of the slave, "Pray, master." This was too much for William, who jumped up and with one slash of his sharp knife cut Henry down.

Henry just lay where he fell and groaned as he held his side. William and Ole Major were beside themselves and between them they got Henry up to the house and laid him on a bed in the dining room. Miss Nancy was horrified. "Now I suppose you are satisfied since you've killed him. William run and get Dr. Sneed."

Henry's mother, Julia, had come up from the quarters, and she was frantic. Henry had never ceased groaning and holding his side, and ole Major he'd say, "Now, Henry, you mustn't die."

Dr. Sneed finally arrived and examined Henry thoroughly, then ' he gravely ordered some medicine to be given regularly, with complete rest. Julia followed the doctor to the door, asking him, "Doctor, is he goin' ter die?" The doctor leaned over and whispered, "Julia, there is not a damn thing the matter with Henry." And do you know, that Henry laid up there for two weeks, right in the Major's dining room.
<table>
<thead>
<tr>
<th><strong>U.S.A. Or C.S.A. ?</strong></th>
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<tbody>
<tr>
<td>“Our Union must be preserved”</td>
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<tr>
<td>“Union-next to our liberty, most dear”</td>
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<tr>
<td>Agricultural</td>
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<tr>
<td>Blue</td>
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<tr>
<td><strong>Confederate States of America</strong></td>
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<tr>
<td>Federal</td>
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<tr>
<td>Gray</td>
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<tr>
<td><strong>Industrial</strong></td>
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<tr>
<td>Liberty is more important than unity</td>
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<tr>
<td>Liberty is only possible with our Union</td>
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<td>No extension of slavery into west</td>
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<td>North</td>
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<td>Rebel</td>
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<td>Secession</td>
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<td>Slavery is our right and can be extended</td>
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<td>South</td>
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<tr>
<td>States’ Rights</td>
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<td><strong>Union</strong></td>
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**Occupations, Obstacles, and Overcoming**