

Teaching Guide

SEGMENT 6, WEBISODE 6

Please note: Each segment in this Webisode has its own Teaching Guide



Library of Congress

Union and Confederate dead, Gettysburg



Segment Overview



Let's Discuss

Although the Union victories at Gettysburg and Vicksburg extracted a bloody toll, they paved the way for the eventual collapse of the Confederacy. Lincoln, seeking to wrest control of the Mississippi River from the Confederates, appointed General Ulysses S. Grant and his Army of the Tennessee to take Vicksburg. In

May 1863, in a daring plan, Grant left his supply trains and attacked the city from the south, trapping 30,000 Confederate troops.

General Robert E. Lee, seeking to relieve the pressure on the besieged Vicksburg, stir up Northern anti-war sentiment, and move the war out of his beloved Virginia, decided to invade the North. He collided with Union troops under General George Meade in the small college town of Gettysburg, Pennsylvania. After three days of bloody fighting, Lee lost 28,000 men—more than a third of his army—and retreated to Virginia. With over 51,000 casualties (wounded, dead, and missing in action), Gettysburg had been the bloodiest battle of the war.

The following day, July 4, the Confederacy suffered another blow when Vicksburg surrendered after a forty-eight day siege.

Teacher Directions

1. Students, in small teams, discuss the following questions.
 - Why did Lee attack the North?
 - What happened at Gettysburg? What was the result of the battle of Gettysburg?
 - What was Pickett's charge?
 - Why did Grant attack Vicksburg?
 - How did Grant defeat Vicksburg?
2. Make sure students understand the following points in discussing the questions.

Lee wanted to defeat the Union army on its own ground and end the war. Lee's army met the Union troops under General George Meade at Gettysburg and fought for three bloody days. Lee lost one third of his army and abandoned plans to attack the North. Major General Pickett led 15,000 men across three-fourths of a mile of open fields to attack the Union line. He lost most of his men in this doomed attack. Grant attacked Vicksburg to gain control of the strategic Mississippi River. He boldly left his supply trains and laid siege to the city. After forty-eight days of artillery shelling, the residents and the 30,000 Confederate troops in the city had been bombed and starved into surrender.



Teacher Directions

Activity One

1. Display the Transparency: *Vicksburg, 1863*. Cover the description of the photograph at the bottom of the page and ask students to describe what they see. After they identify the caves dug into the hillsides, prompt students to consider why these caves might have been made.
2. Explain that while some Civil War battles were simply occasions for the two armies to try to destroy each other, most battles were fought for control of strategic locations. Vicksburg was one such battle, and to capture this Southern city, the Federal army under General Grant surrounded and shelled it in a siege that lasted forty-eight days. Their goal was to gain control over the Mississippi River.
3. Remind students that when Grant surrounded and besieged Vicksburg, he trapped 30,000 Confederate troops and many civilians inside the city. Both civilians and soldiers suffered from lack of food. Grant, like other generals during the war, realized that weakening the enemy's civilian population would help win the war. Civilians would no longer have the ability or will to support the war effort. Armies destroyed barns and crops as well as military and transportation facilities. This concept of damaging the civilian population was called "total war."
4. Read the following letter to the class written by A. J. Withrow, one of the Union soldiers besieging Vicksburg, to his wife in Iowa on June 3, 1863. Vicksburg would fall one month later.

...Your letter stated you had just recd the news of the capture of Vicksburg and were having a joyful time. I wish it had been true, although in one sense it is true, as we have them completely penned in, and it is only a question of time as it is impossible for them to get out. Deserters are coming in every night, and they give a deplorable account of the conditions in the City. they are living on half rations (they) have been getting half lb. of corn bread, & 1/4 lb. of meat and sometimes a little Molasses. They got sugar for awhile, but the Doctors decided that sugar was not healthy, So they stopped issuing...Well we are not into Vicksburg yet, but getting closer every day....

5. Discuss the following question with students.
 - How was Vicksburg an example of total war?

Activity Two

1. With teammates, students predict answers to the following questions.
 - What do you think were some experiences of Northern children during the war? Southern children? African American children?
2. Teams share their predictions. Briefly list some of the predictions on the chalkboard.

History Sleuth, Cont.

3. Explain that the students will investigate the experiences of children during the Civil War by analyzing photographs and reading first person accounts.
4. Distribute the Student Sheets: *The Children's War* to each team. Each team uses the Student Sheets to investigate the experiences of children during the Civil War.
5. Write the following questions on the chalkboard to guide the teams' investigations:
 - What does each photograph or first person account tell you about the experiences of children during the Civil War?
 - How did the Civil War change the lives of children?
6. Students summarize their findings and record their general statements on a large sheet of chart paper. Each team decides how to summarize and record its statements on the chart paper (list, web, illustrations).

Some possible summary statements include

 - Many soldiers were young boys.
 - Young boys served as drummer boys in both armies.
 - Young soldiers were killed or wounded during the war.
 - Children, black and white, were refugees from the war.
7. Help students interpret the photographs and quotations, record summary statements on the chart paper, and clarify and support their summary statements. Encourage participation of all team members.
8. Teams share their summary statements with the class.

Teacher Directions

How might total war have affected you if you had lived in Gettysburg or Vicksburg? Write a personal account in a letter or diary to smuggle out of Gettysburg or the besieged Vicksburg to a cousin.



What do you
Think?



Moving Toward Freedom



Connections

Teacher Directions

1. Distribute the Student Sheet: *At Gettysburg, or What a Girl Saw and Heard of the Battle*. Explain that this Student Sheet recounts the experiences of fifteen-year-old Tillie Pierce, who witnessed the battle of Gettysburg.
2. Students read the eyewitness account of Tillie's experiences during the battle. Ask students to put themselves in Tillie's place as they read, and be prepared to share their reactions to her experiences.
3. After the reading, the students share their responses to Tillie's experiences by discussing the following questions.
 - How would you react in a similar situation?
 - Why do you think Tillie remembered her girlhood experiences all her life? (Very emotional, traumatic, or unusual events are often vividly remembered. Although Tillie's account was written twenty-five years after the battle, it is surprisingly accurate, with few exceptions, to the smallest detail when compared to other documented evidence of the three-day battle.)
 - How did the Gettysburg battle move our nation toward freedom?

Teacher Directions

Use the following activities with your students.

Geography – Students use maps to determine the strategic importance of the Mississippi River.

Technology – Students use the Library of Congress American Memory web site @ <http://memory.loc.gov/ammem/cwphtml/cwphome.html> to locate and print photographs of the aftermath of Gettysburg. Students create a photo-journalism display using the photographs.

Math/Library – Students create graphs showing the following information:

- How many men from each side fought in the battle of Gettysburg and how many casualties did each side suffer?
- How many people lived in Gettysburg at the time of the battle? Compare this to the number of dead and wounded after the battle.

Music – Students listen to a recording of “Twas at the Siege of Vicksburg.” The Confederates adapted a popular tune (written by a Northern composer) to describe the bombardment in this song.

Research/Library – Today children are still in the midst of war and suffer from its consequences. Students use current newspaper and news magazine articles to create a classroom bulletin board news center about this problem.

Connections, Cont.

Technology/Library – Students research the most current wars that affect children. Students may want to visit the internet site of the United Nation’s Children’s Fund @ <http://www.unicef.org>.

Local History – Students seek information about children in their community or city during the Civil War.

Language Arts – Students read *Pink and Say* by Patricia Polacco, Philomel Books, an account of the battle of Gettysburg based on the author’s family history.

Vicksburg, 1863



Library of Congress

During the long Federal siege of Vicksburg,
residents took shelter in caves dug into the hillsides.

At Gettysburg or What a Girl Saw and Heard of the Battle by Tillie Pierce

The battle at Gettysburg, Pennsylvania was a major turning point in the Civil War. For three days in July of 1863, the Union and Confederate armies fought viciously in this small crossroads town and the surrounding countryside. It was the largest land battle ever in America. The townsfolk and farmers suddenly were in the middle of a war. Hiding in cellars, seeking any safe place, these people found their homes filled with wounded and dying soldiers, their planted fields and orchards littered with the dead, and their properties damaged by shot and shell. Most left their hiding places to nurse the wounded, bury the dead, and burn the hundreds of dead horses. After the battle, wounded soldiers outnumbered the citizens available to nurse them.

This is the eyewitness account of fifteen-year-old Tillie Pierce, who lived in Gettysburg at the time of the battle.



"As the battle had commenced and was still progressing at the west of town, and was not very far off, she (Mrs. Schriver) thought it safer for herself and two children to go to her parents (the Weikerts), who lived about three miles to the south. She requested that I be permitted to accompany her, and as it was regarded a safer place for me than to remain in town, my parents readily consented that I should go.

The only preparation I made for the departure, was to carry my best clothes down to the cellar, so that they might be safe when I returned; never thinking of taking any along, nor how long I would stay."

As the group walks to the Weikert place, they pass soldiers preparing for battle. A Confederate attack is expected at any minute, so the group begins to run. Troops, smoke, and shells bursting in the air are all around them. They reach the Weikert house just as the Union artillery rushes past.

"Suddenly we behold an explosion; it is that of a caisson. We see a man thrown high in the air and come down in a wheat field close by. He is picked up and carried into the house. As they pass by I see his eyes are blown out and his whole person seems to be one black mass.

Now the wounded began to come in greater numbers. Some limping, some with their heads and arms in bandages, some crawling, others carried on stretchers or brought in ambulances. Suffering, cast down and dejected, it was

a truly pitiable gathering. Before night the barn was filled with the shattered and dying heroes of this day's struggles."

After a restless night, Tillie awakes to troops and artillery on the road. She carries water to the soldiers as they pass the farm, not knowing what is happening in town or if her home still stands. Many rough boxes are placed along the road. Passing soldiers joke about the boxes, which are coffins just waiting to be filled.

"...three officers on horseback came riding up to the gate... one kindly requested me to give him a drink. I asked him to please excuse the tin cup I then held in my hand. He replied: 'Certainly; that is all right.' After he had drunk he thanked me very pleasantly... the soldiers gave three cheers for General Meade. The one to whom I had given the drink turned his horse about, made me a nice bow, and then saluted the soldiers."

Tillie had met and given a drink to General Meade, the Commander-in-Chief of the entire Union army at Gettysburg. In the middle of the afternoon, heavy cannonading begins on the hills just behind the farm. Filled with terror, Tillie and the Weikerts leave the farm seeking a safer place, but return, as exploding cannon shells make their new refuge more dangerous than the farmhouse.

"... when about half way, Mrs. Weikert happened to think of some highly prized article of dress, that in our sudden flight she had never thought of. Nothing would do but that her husband would have to go back to the house and get it. Thus in the midst of the confusion of battle, Mr. Weikert started back. Just as we were reaching our starting point, we met him coming out with the treasure; a brand new quilted petticoat; and we all went panting into the house."

That night Tillie cuts freshly baked bread and takes it to the soldiers around the farm. In the basement, one soldier with a candle watches over another wounded soldier lying on the floor. He asks Tillie for a piece of bread, saying he is very hungry. He asks Tillie to hold the light and stay with the wounded man until he comes back.

"I then took the candle and sat down beside the wounded man. I talked to him and asked if he was injured badly. He answered: 'Yes, pretty badly.' I then asked him if he suffered much, to which he replied: 'Yes, I do now, but I hope in the morning I will be better."

I told him if there was anything I could do for him I would be so glad to do it, if he would only tell me what. The poor man looked so earnestly into my face and saying: 'Will you promise me to come back in the morning to

see me." I replied: 'Yes, indeed.' And he seemed so satisfied, and faintly smiled....

The sun was high in the heavens when I awoke the next day. The first thought that came into my mind, was my promise of the night before. I hastened down to the little basement room, and as I entered, the soldier lay there--dead. His faithful attendant was still at his side. I had kept my promise, but he was not there to greet me."

Tillie and the Weikerts leave the farm that morning. On the road they see Rebel prisoners. Tillie thinks their appearance is very rough and they seem completely tired out.

"While we were talking with our soldiers, I noticed one eating a 'hard tack.' I, having had nothing to eat as yet that day, and being quite hungry, must have looked very wistfully at him, for he reached into his haversack and presented me with one of those army delicacies. I accepted it with thanks, and nothing that I can recall was ever more relished, or tasted sweeter, than that Union soldier's biscuit, eaten on July 3, 1863."

As the day's fighting ends, Tillie and the Weikerts head back to the farm. Everywhere is confusion, fences are thrown down, knapsacks, blankets and other articles scattered, desolation is everywhere. The landscape is crowded with wounded, dying, and dead. The farmhouse and its grounds are so filled with wounded that Tillie has to step carefully over the men. Tillie and the family tear up all the muslin and linen in the house to make bandages for the wounded. The farm has been turned into a field hospital.

"By this time, amputating benches had been placed about the house...I saw them lifting the poor men upon ...(them), then the surgeons sawing and cutting off arms and legs, then again probing and picking bullets from the flesh.

I saw surgeons hastily put a cattle horn over the mouths of the wounded ones, after which they were placed upon the bench. At first I did not understand the meaning of this but upon inquiry, soon learned that that was their mode of administering chloroform, in order to produce unconsciousness. But the effect in some instances was not produced; for I saw the wounded throwing themselves wildly about, and shrieking with pain while the operation was going on....

To the south of the house, and just outside the yard, I noticed a pile of limbs (amputated arms and legs) higher than the fence. It was a ghastly sight!"

The next day is the Fourth of July. The Union forces had won the battle. Because of the confusion everywhere and the muddy roads, Tillie stays at

the Weikert farm for the next few days, nursing and cooking for the soldiers. On July 7, with Mrs. Schriver and her two children, Tillie starts to walk back home.

"As it was impossible to travel the roads, on account of the mud, we took to the fields. While passing along, the stench arising from the fields of carnage was most sickening. Dead horses, swollen to almost twice their natural size, lay in all directions, stains of blood frequently met our gaze, and all kinds of army accouterments covered the ground. Fences had disappeared, some buildings were gone, others ruined. The whole landscape had been changed, and I felt as though we were in a strange and blighted land.

...we reached our homes. Everything seemed to be in confusion, and my home did not look exactly as it did when I left.... I soon found my mother and the rest. At first glance even my mother did not recognize me, so dilapidated was my general appearance. The only clothes I had along had by this time become covered with mud.... As soon as I spoke my mother ran to me, and clasping me in her arms, said: 'Why my dear child, is that you? How glad I am to have you home again without any harm having befallen you!'

I was soon told that my clothes were still down in the cellar on the wood pile, just where I had put them, and that I should go at once and make myself presentable."

For months after the battle Tillie and her family nurse soldiers in their home and help in the many other field hospitals located throughout the town and countryside.

The Children's War



Library of Congress

A "powder monkey" poses on the deck of a Union battleship. Powder monkeys were young, agile boys who carried ammunition to the gunnery crews during battle.

which seemed to tell the story of a loving mother and sisters who had sent their household pet to the field of war. His neat little hat lying beside him bore the number of a Georgia regiment.... He was about my age.... At the sight of the poor boy's corpse, I burst into a regular boo-hoo and started on."

"Day after day and night after night did we tramp along the rough and dusty roads, 'neath the most broiling sun with which the month of August ever afflicted a soldier; thro' rivers and their rocky valleys, over mountains—on, on, scarcely stopping to gather the green corn from the fields to serve as rations.... During these marches the men are sometimes unrecognizable on account of the thick coverings of dust which settle upon the hair, eye-brows and beard, filling likewise the mouth, nose, eyes, and ears."

John Dehaney (16 years old)

"I passed...the corpse of a beautiful boy in gray who lay with his blond curls scattered about his face and his hand folded peacefully across his breast. He was clad in a bright and neat uniform, well garnished with gold,

John A. Cockerill (Sixteen years old)
Regimental musician
Union Army

His first time under fire:

"I want to say, as we lay there and the shells were flying over us, my thoughts went back to my home, and I thought what a foolish boy I was to run away and get into such a mess as I was in. I would have been glad to have seen my father coming after me."

Elisha Stockwell, Jr. (Fifteen years old)
Wisconsin
Union Army

The Children's War



National Archives

William Black was twelve when his left hand and arm were shattered by an exploding shell. He is considered the youngest wounded soldier of the Civil War.

"I was not very tall and caps and drawers were in short supply, so they went to the older, bigger men. I did not mind this and was happy with what I had, which was what I had brought from home, until the sergeant came to me and said, " Do you want to be taken for a ... Yankee in all that blue?" I did not, so after each fight I would search the field for anyone near my size who did not require use of his equipment. I must confess to feeling very bad doing this, believing the dead should not be disturbed...but I had no other course. In just a few weeks my uniform was the equal of anyone's."

Abel Sheeks (16 years old)
Alabama
Confederate Army

"One morning there was great excitement at the report that we were going to be sent to the front. Many of our schoolmates came in tears to say good-by. Our mothers—God Bless them!—brought us something good to eat—pies, cakes, doughnuts, and jellies. One old lady brought her son an umbrella. Finally we were ready to move: our tears were wiped away, our buttons were polished, and our muskets were as bright as emery paper could make them. ...Handkerchiefs were waved at us from all the houses we passed; we cheered till we were hoarse."

A young soldier
Connecticut
Union Army

The Children's War



Library of Congress
Johnny Clem, twelve years old

"I wanted to fight the Rebs. But I was very small and they would not give me a musket. The next day I went back and the man behind the desk said I looked as if I could hold a drum and if I wanted I could join that way. I did, but I was not happy to change a musket for a stick."

Union drummer boy
(Twelve years old)

"It wasn't nothing to find a dead man in the woods."

James Goings
Former slave
Six years old

Cornelia Peake McDonald remembered her three-year-old daughter clinging to her doll, Fanny, and crying that *"the Yankees are coming to our house and they will capture me and Fanny."*

A Southern girl



Library of Congress
For thousands of enslaved children, war brought profound changes that transformed their lives.

"My daddy go away to the war bout this time, and my mammy and me stay in our cabin alone. She cry and wonder where he be, if he is well or he be killed, and one day we hear he is dead. My mammy, too, pass in a short time."

Amie Lumpkin
Former slave
South Carolina

The Children's War



National Archives

A young volunteer from Michigan in the "uniform" he wore from home

Both armies had recruitment rules, and in the North, a soldier had to be at least eighteen to enlist. It was relatively easy for a tall boy, under eighteen, to fool the officials. Some boys wrote the number "18" on a slip of paper and put it in their shoes. When the recruiter asked, "Are you eighteen years of age?" The boy could say, without actually lying: "I'm over eighteen, and I stand on my word."

Recruiters did not check names or ages. There were no driver's licenses, social security numbers, credit cards, computers, or telephones. Government records and church records were sketchy, and there was no quick or easy way to check them. Thus, it was nearly impossible to verify someone's date of birth.

"When the recruiting officer asked my age, I told him the truth. 'I am sixteen next June,' I said.... The officer ordered me out of line and my father, who was behind me, stepped to the table. 'He can work as steady as any man,' my father explained. 'And he can shoot as straight as any who has been signed today. I am the boy's father.' ...the officer handed me the pen and ordered, 'sign here.' "

Ned Hunter
Mississippi
Confederate Army

"I went to the armory of the Hiberian Guards. They seemed to like me, and I liked them. So together with Jim Butler and Jim O'Reilly, I enlisted with them. My name was first on the company's roll to enlist. I didn't tell them that I was only fifteen. So I became a soldier."

Thomas Galway
Cleveland, Ohio
Union Army

The Children's War



National Archives

A refugee family leaves the destruction of their home.

"The house was full of the wounded. They had taken our sitting room as an operating room, and our piano served as an amputating table... The surgeons brought my mother a bottle of whiskey and told her that she must take some and so must we all. We did.... Upstairs they were bringing in the wounded, and we could hear their screams of pain."

Sue Chancellor, a southern girl whose house provided the name for the battle of Chancellorsville, Virginia

Early the next morning, the sixteen women and children who were hiding in the basement during the battle were brought upstairs. In passing the upper porch, Sue could see the chairs riddled with bullets, the piles of amputated arms and legs, and the rows of dead bodies covered with canvas. The house suddenly caught fire—probably from a shell burst—and the terrified women and children stumbled out of the building as the pillars collapsed. Her home was completely engulfed in flames, and Sue, her mother, and her five young sisters were now homeless refugees.

"Some idea may be found of the scarcity of food in this city from the fact that while my youngest daughter was in the kitchen today, a young rat came out of its hole and seemed to beg for something to eat: she held out some bread which it ate from her hand and seemed grateful. Several others soon appeared and were as tame as kittens. Perhaps we shall have to eat them."

A resident of Richmond, Virginia, talking about his daughter's experience during the food shortage in 1863

The Children's War



Library of Congress
Young children watch the advance
of a cavalry patrol.

"Everyone in the cave seemed to be dreadfully alarmed and excited when suddenly a shell came down on top of the hill, buried itself... in the earth and exploded. This caused a large mass of earth to slide... catching me under it. Dr. Lord, whose leg was caught and held by it, gave the alarm that a child was buried. Mother reached me first, and...with the assistance of Dr. Lord who was in agony...succeeded in getting my head out first.... They pulled me from under the mass of earth. The blood was gushing from my nose, eyes, ears, and mouth...but there were no bones broken."

Lucy McRae
A young Southern girl
Vicksburg, Mississippi

During the siege of Vicksburg, the residents tried to protect themselves from Federal bombing by living in caves which they dug in the hillsides.

"The church yard was strewn with arms and legs that had been amputated and thrown out the windows, and all around were wounded men for whom no place had yet been found."

Charles McCurdy
Ten years old
Gettysburg, Pennsylvania

"Before sunset a bombshell burst into the very center of the dining room, blowing out the roof and one side, crushing the well-spread table like an eggshell, and making a great yawning hole in the floor, into which disappeared supper, china, furniture...and our stock of butter and eggs."

The Children's War



Library of Congress
Black children sit amid the rubble
of Charlestown, South Carolina.

Young Lida, her parents, brothers and sisters, and servants moved to the basement. As the shells shook the ground, Lida began to cry. Her mother, hoping to calm her, said, "Don't cry, my darling, God will protect us." "But Mamma," sobbed Lida, "I's so 'fraid God's killed too!"

Lida Lord
Four years old
Vicksburg during the
bombardment

*"A ball hit my drum and
bounced off and I fell over.
When I got up, another ball
tore a hole in the drum
and another came so close
to my ear that I heard it
sing."*

Confederate drummer boy
at the Battle of
Cedar Creek, Virginia

Young Lida, her parents, brothers and sisters, and servants moved to the basement. As the shells shook the ground, Lida began to cry. Her mother, hoping to calm her, said, "Don't cry, my darling, God will protect us." "But Mamma," sobbed Lida, "I's so 'fraid God's killed too!"

Lida Lord
Four years old
Vicksburg during the bombardment

The Children's War



Library of Congress
Boys who were too young to
fight became drummer boys.

"A ball hit my drum and bounced off and I fell over. When I got up, another ball tore a hole in the drum and another came so close to my ear that I heard it sing."

Confederate drummer boy at the
Battle of Cedar Creek, Virginia

"We are starving. As soon as enough of us get together we are going to take the bakeries and each of us will take a loaf of bread. This is little enough for the government to give us after it has taken all our men."

A young Southern girl
Richmond, Virginia

On April 2, 1863, nearly a thousand women and children in Richmond banded together and "marched along silently and in order." They emptied stores of goods and ignored the pleading of the mayor and the presence of Confederate troops.

"I did not have a cake. Times were too hard, so I celebrated with ironing. I hope by my next birthday we will have peace in our land so that I can have a nice dinner."

Carrie Berry
on her tenth birthday
Atlanta, Georgia
Southern girl

"G. and H. at Sally White's birthday party: H. said they had "white mush" on the table; on inquiry, I found out it was ice cream! Not having any ice cream since wartimes, the child had never seen any, and so called it white mush."

Margaret Junkin Preston
Virginia
Southern girl