



THE CIVIL WAR: A TOUR OF THE HOME FRONT

INTRODUCTION

The Civil War affected life on the home front as well as the battlefield. Families throughout the North and South faced shortages of supplies, had their farms and homes destroyed, or in some cases confiscated to be used for the war effort. Roles of women and children were significantly changed. For the first time many women took control of plantations or homesteads, acted as nurses on and off the battlefield, and even fought in combat. Families were torn apart as loved ones were sent off to fight.

LEARNING OBJECTIVES

At the end of this lesson plan middle school students will be able to:

- Understand various perspectives
- Describe what life was like for those affected by the Civil War
- Analyze primary sources

GUIDING QUESTIONS

- What hardships were experienced during the Civil War?
- How did the Civil War change the lives of soldiers, women, and families?

LEARNING STANDARDS

This lesson is compatible with:

- *Virginia Standard of Learning USI.9f*—The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.
- *College, Career, and Civic Life (C3) Framework for Social Studies State Standards D2.His.13.6-8*—Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
- *C3 Framework for Social Studies State Standards: D2.His.14.6-8*—Explain multiple causes and effects of events and developments in the past.
- *C3 Framework for Social Studies State Standards: D2.His.17.6-8*—Compare the central arguments in secondary works of history on related topics in multiple media.

PREPARATION INSTRUCTIONS

Resources:

- *Life on the Home Front, 1861* vodcast from the Battle of First Manassas Project
http://www.youtube.com/watch?v=xXVIm1QqeG8&list=PL2E380EDA8CC46A0B&index=2&feature=plpp_video
- *Antietam Home Front* vodcast from the Battle of Antietam Project
http://www.youtube.com/watch?v=YJrBHm5NCS0&list=PLB96FC111157645DC&index=1&feature=plpp_video
- *Those Who Came to the Fields: Icons of Humanity* vodcast from the Battle of Antietam Project
http://www.youtube.com/watch?v=GomVkjZWVFA&list=PLB96FC111157645DC&index=3&feature=plpp_video

- *Civil War in Williamsport* vodcast from the Chesapeake and Ohio Canal Project
http://www.youtube.com/watch?v=BBrtfDjzw2M&list=PL5A5B25F0BE8890FC&index=5&feature=plpp_video

Equipment and Handouts:

- Equipment to view four vodcasts at viewing stations. (Laptops, headphones if desired)
- *The Drummer-Boy of Our Regiment* primary source worksheet
- *A Tour of the Home Front* worksheet

VODCAST DESCRIPTIONS

- *Life on the Home Front, 1861*: Students from Stonewall Middle School in Manassas, Virginia show the toll of the Civil War on the families from both the Union and Confederate perspectives; how do you say good-bye and what happens when loved ones do not return.
- *Antietam Home Front*: The students examine the heart-wrenching toll of battle on the families who found themselves suddenly on the front lines of battle, and the toll of families today that send members off to war.
- *Those Who Came to the Fields: Icons of Humanity*: By telling the story of Clara Barton, the students bring the story of women on the battlefield to life in a story of richness and lasting legacy.
- *Civil War in Williamsport*: Students focus on how entire towns were overrun during the Civil War and how homes and churches were used as hospitals—and how many wounded never made it that far.

LESSON ACTIVITIES

Activity 1

Pretest/Warm up: Students will be formatively assessed on their knowledge of who is affected by war.

Teacher will show *The Drummer Boy of Our Regiment* primary source cartoon and ask students to respond to the following questions to prompt discussion:

- What do you see?
- What do you know?
- What do you want to know?
- What does this show us about who is affected by war?
- How are they affected?

Activity 2

Vodcast Viewing: A Tour of the Home Front: Students will watch four vodcasts about life on the home front during the Civil War (*Life on the Home Front, 1861*; *Antietam Home Front*; *Those Who Came to the Fields: Icons of Humanity*; *Civil War in Williamsport*). These vodcasts are an interpretation by students of primary source documents. Students will gather information from the videos on the *A Tour of the Home Front* worksheet to complete the summative assessment at the end of the lesson.

Step 1: Create four viewing stations around the classroom, one for each of the vodcasts

Step 2: Break students into four groups

Step 3: Have students visit each station to complete the worksheet

Step 4: When students have seen all four vodcasts, discuss their findings

Activity 3

Summative Assessment: Letter writing: Students will be assessed on their understanding of how people were affected on the home front by writing a letter from the perspective of someone who lived it. Using the evidence they gathered in the vodcast viewing, ask students to choose an example that they identified with or were

particularly affected by. Then instruct students to write a letter in character to an acquaintance or other distant family member explaining what life was like. They will need to include answers to the Guiding Questions:

- What hardships were experienced during the Civil War?
- How did the Civil War change the lives of soldiers, women, and families?

Extending the Lesson

The Journey Through Hallowed Ground Partnership's educational program, Of the Student, By the Student, For the Student®, offers additional student-created content on the Civil War at the YouTube channel "Take the Journey." <http://www.youtube.com/user/TakeTheJourney/videos?view=1>

Extended content includes student created vodcasts for:

- Battle of First Manassas
- Battle of Second Manassas
- Battle of Balls Bluff
- Harpers Ferry
- Battle of Antietam
- Chesapeake and Ohio Canal
- Battle of Gettysburg
- Battle of the Wilderness and the start of the Overland Campaign

For additional information on the Journey Through Hallowed Ground Partnership's educational programs and resources, please contact us at:

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The Drummer-Boy of Our Regiment

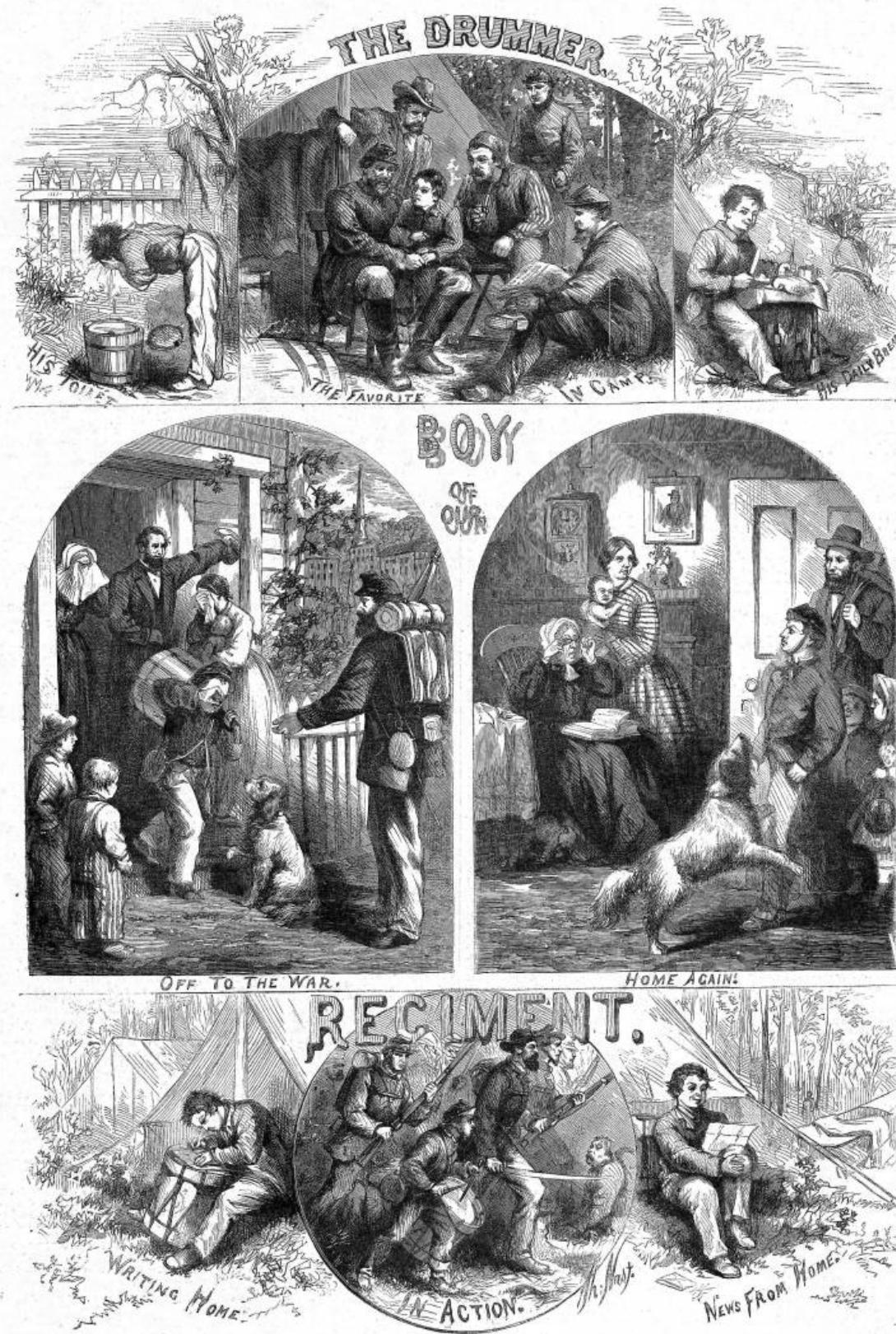
Illustrated by Thomas Nast

Harpers Weekly December 19, 1863

DECEMBER 19, 1863.]

HARPER'S WEEKLY.

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THE DRUMMER BOY OF OUR REGIMENT—EIGHT WAR SCENES.

Complete *Harpers Weekly* Explanation of *The Drummer Boy of Our Regiment* Cartoon

By Robert C. Kennedy

During the Civil War, some children participated in the military, although estimates of the number of volunteers under the age of eighteen are uncertain and vary widely from one to 20 percent. In 1864, the federal Congress enacted legislation banning the enlistment of those below the age of 16, but thousands of underage boys served both the Union and the Confederacy during the conflict. The age of the youngest recruit is not known, but reports of boys as young as 12 and 13 are not uncommon. In 1888, Harper's Weekly noted that the Reverend Albert C. White of Massachusetts attested to have been the youngest enlistee in the Civil War at 9 years and 20 days of age when he became a drummer for Company D of the 64th Ohio Volunteers, for which his father served as a lieutenant. Whether White's claim was valid, the very youngest military participants were drummer boys or other musicians, if for no other reason than that the Civil War muskets were too heavy for young boys to shoot accurately.

The dominant theme of the featured cartoon shows through contrasting pictures how the military experience of a Union drummer boy transformed him from a child into a man. When he leaves home (center-left) to serve as a drummer boy, he is crying like the women in the scene, his mother and grandmother. However, when he returns home after the war (center-right), he stands straight and looks confident; he has attained manhood. The scene (lower-center) of the boy drumming while Union troops advance in battle is more a figment of the imagination of cartoonist Thomas Nast, sketching in his New York studio, than a depiction of the likely activity of a drummer boy. Drummer boys were often not on the battlefield during action, and, if so, they certainly were not drumming. Instead, they worked with the ambulance corps, helping retrieve and relieve the wounded with canteen, bandages, and (for the stronger boys) stretchers; aided the surgeons and nurses at the hospital camps; and ran messages and supplies (including alcohol and tobacco) to the officers. Nevertheless, the idealistic image of the drummer boy tapping the troops to patriotic glory was widespread in Civil War illustrations.

In camp, the drummer boys did keep tempo while the soldiers drilled, and played at morning reveille and evening taps (the buglers and fife players were often boys, too). In addition, the drummer boys assisted the camp cooks, cleaned and sharpened surgical instruments, ran errands for officers, cut the soldiers' hair, and, if physically able, helped bury dead animals and (sometimes) soldiers. By contrast, the images in the featured cartoon of camp life for the drummer boy do not depict his busy work schedule, but scenes of relaxation, reflection, and personal routine (washing and eating). The picture of "The Favorite" (upper-center) reassures viewers that the boy is safe, and a special object of concern and camaraderie, as he sits on the knee of one soldier while the others casually form a protective and friendly circle around him. The correspondence of soldier-fathers to their children back at the home front reveal that the men sustained, and perhaps increased, their commitment to parenting while serving in the Civil War military. Here, the cartoonist emphasizes the continued involvement in family life of the drummer boy, who dutifully writes and happily receives letters to and from his family at home.

The underage boys who served in combat roles usually did not receive special treatment, and suffered from the same illnesses, anxieties, and wounds (or death) that other servicemen did. That equality of condition apparently existed at prison camps, such as the infamous Confederate prison camp at Andersonville, Georgia. When President Abraham Lincoln met two emaciated boys released from Andersonville, he reportedly exclaimed, "My God, when will this accursed thing end?" Children in the Confederacy and the Union states of Pennsylvania and Maryland were sometimes witnesses to battles and other war-related events, even though they were not participants themselves. Children in the Confederacy often endured the deprivation, and occasionally the horror, that the war entailed, but children in the North were also economically affected by the conflict. The number of children in New York City almshouses increased by 300 percent during the Civil War, and thousands of children (and women) moved into the workforce to replace the men away at the battlefield. The number of children arrested rose to unprecedented highs in the urban North.

At the same time, there was an outpouring of charity during the Civil War. The number of orphanages doubled (although still not meeting the need), and children themselves contributed to benevolent work by raising money, rolling bandages, helping at the sanitary fairs, and packing supplies and treats for the servicemen. At home, children took on extra chores to help their short-handed families. Some Northern children printed their own newspapers to encourage patriotism and the Union war effort. In Union-occupied New Orleans, Confederate children wore mourning ribbons and mocked the Union soldiers. Across the North and South, boys formed themselves into play militia units to practice drilling and fighting. Whether as participants or observers, and with whichever side their loyalties resided, American children were affected in numerous ways by the Civil War.

The Civil War: A Tour of the Home Front

Directions: Life on the battlefield and on the home front was extremely harsh. As you experience a video tour of the home front, complete the chart with specific examples of how individuals were affected by the war. Make sure to include the perspective of families, women, and soldiers within your chart. One example is provided for you.

<p>Vodcast: <i>Life on the Home Front, 1861</i></p> <ul style="list-style-type: none">• Families: sent sons & brothers to war	<p>Vodcast: <i>Antietam Home Front</i></p>
<p>Vodcast: <i>Those Who Came to the Fields: Icons of Humanity</i></p>	<p>Vodcast: <i>Civil War in Williamsport</i></p>