

## Challenges Faced by Government Leaders in the North

Work with your group to create an interactive dramatization about how the Civil War affected the Union government. *Setting:* Outside a New York City draft enrollment office

**Step 1: Assign roles.** Review the roles and divide them up among the members of your group. Make sure everyone understands her or his responsibilities. Everyone will participate in the interactive dramatization.

**Historian:** You will lead the group during Step 2. Make sure the dramatization includes important historical information and incorporates two or more primary source excerpts.

**Director:** You will lead the group during Step 3. Make sure the dramatization includes all required elements and everyone is involved.

**Costume and Props Master:** You will lead the group during Step 4. Make sure the dramatization is as interactive and realistic as possible.

**Host:** You will lead the group during Step 5. During the dramatization, invite visitors to participate. Then, answer any questions.

**Step 2: Learn about the challenges faced by government leaders.** Take turns reading aloud from Section 3. Review the primary source excerpts provided with this handout. Afterward, have the Historian lead a group discussion of the following questions. Use information from the book and the primary sources, and record your answers in the corresponding section of the Reading Notes.

- How did Lincoln avoid angering slave owners in border states that were loyal to the Union?
- Why did the government enact a draft law? What loopholes in the law allowed some people to avoid serving? How did people, particularly in large cities, react to the draft law, and why?

- Who were the Copperheads? Why did they oppose the war?

### **Step 3: Plan your interactive dramatization.**

Have the Director lead a group discussion of ideas for a five-minute interactive dramatization. Your dramatization must include

- *each* group member plus four “visitors” from the audience.
- important information from your Reading Notes.
- one or more of the primary source excerpts.

Carefully analyze the excerpts to make sure the information is valid and reliable for your interactive dramatization.

Incorporate the following ideas into your interactive dramatization, along with any ideas of your own:

- Have the Host set the scene for your interactive dramatization and invite four visitors from the audience to join the scene.
- Read to visitors key parts of the Emancipation Proclamation. Have the visitors identify on a map states in which emancipation of slaves has occurred and states in which it has not. Explain why Lincoln worded the Emancipation Proclamation this way.
- Try to hire one of the visitors to take your place as a draftee in the Union Army. Explain to the other visitors what the draft is, how you could get out of it, and what the reaction is toward the draft, especially among the lower classes.
- Hand out Copperhead pins for visitors to attach to their shirts. Explain why you oppose the war.
- Have the Host thank the visitors and respond to any questions from the audience.

**Step 4: Brainstorm ideas for costumes and props.** Have the Costume and Props Master lead a group brainstorming session for appropriate costumes and props to make the dramatization as realistic as possible. You may want to make Copperhead pins to hand out. (**Note:** You may *not* bring guns or toy guns as props.)

**Step 5: Rehearse your dramatization.** Have the Host lead the group in rehearsing your interactive

dramatization. As you rehearse, the Host should make sure of the following:

- Each member of the group has a role in the dramatization.
- All actors speak their lines loudly, clearly, and at the right time.
- All actors know when and how the four visitors will participate in the dramatization.

### Primary Source Excerpts

If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that.

—Abraham Lincoln, letter to Horace Greeley, August 22, 1862

That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free . . . The States and parts of States [that] . . . are this day in rebellion against the United States [are] the following . . . Arkansas, Texas, Louisiana, . . . Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia.

—Emancipation Proclamation, issued September 22, 1862

This [draft] law is a rich man's bill, made for him who can raise his \$300, and against him who cannot raise that sum.

—Thaddeus Stevens, U.S. Congressman, describing the federal draft law passed in 1863

Stop fighting, make an armistice [peace] . . . Withdraw your army from the seceded states . . . In considering the terms of settlement we look only to the welfare, peace, and safety of the white race, without reference to the effect that settlement may have on the African.

—Clement Vallandigham, U.S. Representative from Ohio and leader of Peace Democrats (Copperheads)

## Challenges Faced by Government Leaders in the South

Work with your group to create an interactive dramatization about how the Civil War affected the Confederate government. *Setting:* A general store in Richmond, Virginia

**Step 1: Assign roles.** Review the roles and divide them up among the members of your group. Make sure everyone understands her or his responsibilities. Everyone will participate in the interactive dramatization.

**Historian:** You will lead the group during Step 2. Make sure the dramatization includes important historical information and incorporates two or more primary source excerpts.

**Director:** You will lead the group during Step 3. Make sure the dramatization includes all required elements and everyone is involved.

**Costume and Props Master:** You will lead the group during Step 4. Make sure the dramatization is as interactive and realistic as possible.

**Host:** You will lead the group during Step 5. During the dramatization, invite visitors to participate. Then, answer any questions.

**Step 2: Learn about the challenges faced by government leaders.** Take turns reading aloud from Section 3. Review the primary source excerpts provided with this handout. Afterward, have the Historian lead a group discussion of the following questions. Use information from the book and the primary sources, and record your answers in the corresponding section of the Reading Notes.

- When did Jefferson Davis institute a draft? What loophole allowed Southerners to avoid the draft? How did some Southerners react to the draft?
- What had been the Confederate government’s plan for financing their war effort? Did that

strategy work? Why or why not?

- What happened to prices for goods in the South during the war? How did Southerners respond?

### Step 3: Plan your interactive dramatization.

Have the Director lead a group discussion of ideas for a five-minute interactive dramatization. Your dramatization must include

- *each* group member plus four “visitors” from the audience.
- important information from your Reading Notes.
- one or more of the primary source excerpts.

Carefully analyze the excerpts to make sure the information is valid and reliable for your interactive dramatization.

Incorporate the following ideas into your interactive dramatization, along with any ideas of your own:

- Have the Host set the scene for your interactive dramatization and invite four visitors from the audience to join the scene.
- Ask visitors to help move some bales of cotton to the back of the store. Explain why there is so much cotton and why you cannot sell it to European buyers like you did before the war.
- Give one visitor \$11 of Confederate money—the monthly wage of a Confederate soldier. Have that person try to buy a month’s worth of food at the general store for his or her family. Afterward, explain why prices are so high and why the value of Confederate money is so low.
- Give a visitor a stone or a brick that was thrown through the window of the general store during the Richmond bread riots. Explain why poor women in Richmond and other cities in the South rioted.
- Have the Host thank the visitors and respond to any questions from the audience.

**Step 4: Brainstorm ideas for costumes and props.** Have the Costume and Props Master lead a group brainstorming session for appropriate costumes and props to make the dramatization as realistic as possible. (**Note:** You may *not* bring guns or toy guns as props.)

**Step 5: Rehearse your dramatization.** Have the Host lead the group in rehearsing your interactive

dramatization. As you rehearse, the Host should make sure of the following:

- Each member of the group has a role in the dramatization.
- All actors speak their lines loudly, clearly, and at the right time.
- All actors know when and how the four visitors will participate in the dramatization.

### Primary Source Excerpts

Keep every bale of cotton on the plantation. Don't send a thread to New Orleans or Memphis till England and France have recognized the Confederacy—not a thread.

—Editorial from the *Memphis Argus*

You take your money to the market in the market basket and bring home what you buy in your pocketbook.

—South Carolina judge, commenting on the rise in prices in the Confederacy

My dear Edward—I have always been proud of you, and since your connection with the Confederate army, I have been prouder of you than ever before. I would not have you do anything wrong for the world, but . . . last night I was aroused by little Eddie's crying. I called and said "What is the matter, Eddie?" and he said "O, Mamma! I am so hungry." And Lucy . . . your darling Lucy, she never complains, but she is growing thinner and thinner every day. And before God, Edward, unless you come home, we must die. [signed]  
Your Mary

—Letter from Confederate soldier's wife to her husband

We are going to the bakeries and each of us will take a loaf of bread. That is little enough for the government to give us after it has taken all our men.

—Unidentified female bread rioter, Richmond, Virginia, April 1863

A crowd of we Poor women went to Greensborough [North Carolina] yesterday for something to eat as we had not a mouthful of meet or bread in my house what did they do but put us in gail [jail] in plase of giving us aney thing to eat . . . I have 6 little children and my husband in the arney and what am I to do?

—Letter from a poor, rural woman to the governor of North Carolina

## The Effect of the War on Union Soldiers

Work with your group to create an interactive dramatization about how the Civil War affected Union soldiers. *Setting:* A Union army camp

**Step 1: Assign roles.** Review the roles and divide them up among the members of your group. Make sure everyone understands her or his responsibilities. Everyone will participate in the interactive dramatization.

**Historian:** You will lead the group during Step 2. Make sure the dramatization includes important historical information and incorporates two or more primary source excerpts.

**Director:** You will lead the group during Step 3. Make sure the dramatization includes all required elements and everyone is involved.

**Costume and Props Master:** You will lead the group during Step 4. Make sure the dramatization is as interactive and realistic as possible.

**Host:** You will lead the group during Step 5. During the dramatization, invite visitors to participate. Then, answer any questions.

**Step 2: Learn about the effect of the war on soldiers.** Take turns reading aloud from Section 4. Review the primary source excerpts provided with this handout. Afterward, have the Historian lead a group discussion of the following questions. Use information from the book and the primary sources, and record your answers in the corresponding section of the Reading Notes.

- Identify some new weapons that were used in the Civil War. Explain how these weapons changed how deadly the Civil War was for soldiers.
- Describe the conditions in a typical Civil War field hospital. What tools did field surgeons use?

- What were some of the popular or common activities that soldiers used to pass the time between battles?

**Step 3: Plan your interactive dramatization.** Have the Director lead a group discussion of ideas for a five-minute interactive dramatization. Your dramatization must include

- *each* group member plus four “visitors” from the audience.
- important information from your Reading Notes.
- one or more of the primary source excerpts.

Carefully analyze the excerpts to make sure the information is valid and reliable for your interactive dramatization.

Incorporate the following ideas into your interactive dramatization, along with any ideas of your own:

- Have the Host set the scene for your interactive dramatization and invite four visitors from the audience to join the scene.
- Show visitors one of the new weapons used in the Civil War and explain how it has made the war more deadly for soldiers. (**Note:** Students may *not* bring in actual or toy firearms. Instead, they may use broomsticks or yardsticks as props.)
- Show visitors some of the tools doctors use in the field hospitals and explain what they are used for. Describe what conditions are like in these field hospitals.
- Invite visitors to participate in a typical free-time activity that soldiers engage in at camp. Describe some other ways soldiers pass the time between battles.
- Have the Host thank the visitors and respond to any questions from the audience.

**Step 4: Brainstorm ideas for costumes and props.** Have the Costume and Props Master lead a group brainstorming session for appropriate costumes and props to make the dramatization as realistic as possible. (**Note:** You may *not* bring guns or toy guns as props.)

**Step 5: Rehearse your dramatization.** Have the Host lead the group in rehearsing your interactive

dramatization. As you rehearse, the Host should make sure of the following:

- Each member of the group has a role in the dramatization.
- All actors speak their lines loudly, clearly, and at the right time.
- All actors know when and how the four visitors will participate in the dramatization.

### Primary Source Excerpts

We have not got the enfield rifles but the spring field they are just as good and a good deal lighter. We went out the other day to try them. We fired 600 yds and we put 360 balls into a mark the size of old Jeff [Davis].

—Daniel Burbank, Union private, in a letter to his parents, October 17, 1861

I never wish to see another such time as the 27th of May. The surgeons used a large Cotton Press for the butchering room . . . All around on the ground lay the wounded men; some of them were shrieking, some cursing & swearing & some praying; in the middle of the room was some 10 or 12 tables . . . near & around the tables stood the surgeons with blood all over them & by the side of the tables was a heap of feet, legs & arms.

—Letter from Colonel T. D. Kingsley, June 25, 1863

The surgeon insisted on Sending me to the hospital for treatment. I insisted on takeing the field and prevailed—thinking that I had better die by rebel bullets than [by] Union [doctor] Quackery.

—M. F. Roberts, Union soldier, May 3, 1864

As soon as [the newspaper] arrives there are always many hands to grab for it. The condition imposed is that he who gets it must read it aloud to his comrades.

—Lieutenant Widwey, letter to a friend, September 8, 1861

Miserable worthless . . . novels . . . were sold by the thousand . . . [men paid one dollar for] three worthless novelettes which contained a love story or some daring adventure by sea or land . . . The minds of the men were so poisoned that they almost scorned the idea of reading a book or journal . . . that would benefit their minds . . . [but] Beadle's [dime] novels, novelettes and other detestable works were received [by the soldiers] with popular favor.

—Asbury Kerwood, Union soldier, journal entry

## The Effect of the War on Confederate Soldiers

Work with your group to create an interactive dramatization about how the Civil War affected Confederate soldiers. *Setting:* A Confederate army camp

**Step 1: Assign roles.** Review the roles and divide them up among the members of your group. Make sure everyone understands her or his responsibilities. Everyone will participate in the interactive dramatization.

**Historian:** You will lead the group during Step 2. Make sure the dramatization includes important historical information and incorporates two or more primary source excerpts.

**Director:** You will lead the group during Step 3. Make sure the dramatization includes all required elements and everyone is involved.

**Costume and Props Master:** You will lead the group during Step 4. Make sure the dramatization is as interactive and realistic as possible.

**Host:** You will lead the group during Step 5. During the dramatization, invite visitors to participate. Then, answer any questions.

**Step 2: Learn about the effect of the war on soldiers.** Take turns reading aloud from Section 4. Review the primary source excerpts provided with this handout. Afterward, have the Historian lead a group discussion of the following questions. Use information from the book and the primary sources, and record your answers in the corresponding section of the Reading Notes.

- Describe what it was like to be in a typical Civil War battle. What factors contributed to the battles' being so bloody and deadly for soldiers?
- Why were infection and disease just as dangerous to soldiers as were enemy bullets and bayonets?
- How did songs popular during the war reflect

the experiences and emotions of the soldiers?

**Step 3: Plan your interactive dramatization.**

Have the Director lead a group discussion of ideas for a five-minute interactive dramatization. Your dramatization must include

- *each* group member plus four “visitors” from the audience.
- important information from your Reading Notes.
- one or more of the primary source excerpts.

Carefully analyze the excerpts to make sure the information is valid and reliable for your interactive dramatization.

Incorporate the following ideas into your interactive dramatization, along with any ideas of your own:

- Have the Host set the scene for your interactive dramatization and invite four visitors from the audience to join the scene.
- Read to visitors a letter you are writing home that describes what it is like to be in a Civil War battle.
- Give one visitor a tool to dig a ditch for a latrine. Describe some of the factors that lead to widespread disease among soldiers. Explain what affect these diseases have on the army.
- Teach visitors the chorus of a popular camp song and have them sing along with the rest of the soldiers. Explain to the visitors the significance of the lyrics.
- Have the Host thank the visitors and respond to any questions from the audience.

**Step 4: Brainstorm ideas for costumes and props.** Have the Costume and Props Master lead a group brainstorming session for appropriate costumes and props to make the dramatization as realistic as possible. (**Note:** You may *not* bring guns or toy guns as props.)

**Step 5: Rehearse your dramatization.** Have the Host lead the group in rehearsing your interactive dramatization. As you rehearse, the Host should make sure of the following:

- Each member of the group has a role in the dramatization.

- All actors speak their lines loudly, clearly, and at the right time.
- All actors know when and how the four visitors will participate in the dramatization.

### Primary Source Excerpts

Martha . . . I can inform you that I have Seen the Monkey Show at last and I don't Waunt to see it no more . . . Martha I Cant tell you how many ded men I did see . . . thay ware piled up on one another all over the Battel feel.

—Thomas Warrick, Confederate soldier, in a letter to his wife, January 11, 1863

T. G. Freman is Ded and they is Several mor that is Dangerous with the feever. They hev Been 11 Died with the fever in Co[mpany] A since we left kinston and [only] 2 died that was wounded so you now See that these Big Battles is not as Bad as the fever.

—J. W. Love, Confederate soldier, in a letter to his family

Look at our company—21 have died of disease, 18 have become so unhealthy as to be discharged, and only four have been killed in battle.

—E. J. Ellis, Confederate officer, in a letter to his brother

#### *Rebel Soldier*

O Polly, O Polly, it's for your sake alone,  
I've left my old father, my country, my home.  
I've left my old mother to weep and to mourn,  
I am a Rebel soldier and far from my home.

The grape shot and musket and the cannons lumber loud,  
It's many a mangled body, the blanket for the shroud;  
It's many a mangled body left on the fields alone.  
I am a Rebel soldier and far from my home.



## The Effect of the War on African Americans in the North

Work with your group to create an interactive dramatization about how the Civil War affected African Americans in the North. *Setting:* A black barber shop in a Northern city

**Step 1: Assign roles.** Review the roles and divide them up among the members of your group. Make sure everyone understands her or his responsibilities. Everyone will participate in the interactive dramatization.

**Historian:** You will lead the group during Step 2. Make sure the dramatization includes important historical information and incorporates two or more primary source excerpts.

**Director:** You will lead the group during Step 3. Make sure the dramatization includes all required elements and everyone is involved.

**Costume and Props Master:** You will lead the group during Step 4. Make sure the dramatization is as interactive and realistic as possible.

**Host:** You will lead the group during Step 5. During the dramatization, invite visitors to participate. Then, answer any questions.

**Step 2: Learn about the effect of the war on African Americans.** Take turns reading aloud from Section 5. Review the primary source excerpts provided with this handout. Afterward, have the Historian lead a group discussion of the following questions. Use information from the book and the primary sources, and record your answers in the corresponding section of the Reading Notes.

- What was the general reaction of African Americans in the North to the Emancipation Proclamation? Why do you think they reacted this way even though many of them were free?
- What was the 54th Massachusetts Regiment, and what did they do? Why did many people

feel it was important for this regiment to be successful?

- What actions did African American Union soldiers take to protest the unequal pay between white and black soldiers? What consequences did some suffer? What was the final resolution?

**Step 3: Plan your interactive dramatization.**

Have the Director lead a group discussion of ideas for a five-minute interactive dramatization. Your dramatization must include

- *each* group member plus four “visitors” from the audience.
- important information from your Reading Notes.
- one or more of the primary source excerpts.

Carefully analyze the excerpts to make sure the information is valid and reliable for your interactive dramatization.

Incorporate the following ideas into your interactive dramatization, along with any ideas of your own:

- Have the Host set the scene for your interactive dramatization and invite four visitors from the audience to join the scene.
- Read to visitors an excerpt about the Emancipation Proclamation from an editorial in an African American newspaper. Explain to visitors why the Emancipation Proclamation is important to African Americans in the North.
- Show visitors a picture of a relative who is in the 54th Massachusetts Regiment and read them a letter that describes the regiment’s accomplishments. Explain why it is so important for the 54th to be successful.
- Show visitors some personal property that was damaged by rioters during the draft riots. Explain what happened in the riots and why African Americans were targets.

- Have the Host thank the visitors and respond to any questions from the audience.

**Step 4: Brainstorm ideas for costumes and props.** Have the Costume and Props Master lead a group brainstorming session for appropriate costumes and props to make the dramatization as realistic as possible. (**Note:** You may *not* bring guns or toy guns as props.)

**Step 5: Rehearse your dramatization.** Have the Host lead the group in rehearsing your interactive dramatization. As you rehearse, the Host should make sure of the following:

- Each member of the group has a role in the dramatization.
- All actors speak their lines loudly, clearly, and at the right time.
- All actors know when and how the four visitors will participate in the dramatization.

### Primary Source Excerpts

It will be seen that the President only makes provision for the emancipation of a *part* of an injured race, and that the Border States and certain parts of the rebel States are excepted from the relief offered to others by this most important document. We believe those who are not immediately liberated will be ultimately benefited by this act, and that Congress will do something for those poor souls who will still remain in degradation. But we thank God and President Lincoln for what has been done, “and take courage.”

—Editorial in the *Christian Recorder* (Philadelphia), January 3, 1863

My dear Amelia,

I have been in two fights, and am unhurt. I am about to go into another I believe tonight. Our men fought well on both occasions. The last was desperate we charged that terrible battery on Morris Island known as Fort Wagoner, and were repulsed with a loss of [many] killed and wounded . . . This regiment has established its reputation as a fighting regiment not a man flinched, though it was a trying time. Men fell all around me. A shell would explode and clear a space of twenty feet, our men would close up again, but it was no use we had to retreat . . . How I got out of that fight alive I cannot tell, but I am here. My dear girl, I hope again to see you. I must bid you farewell should I be killed. Remember if I die I die in a good cause. I wish we had a hundred thousand colored troops we would put an end to this war.

—Sergeant Lewis Douglass (son of Frederick Douglass) of the 54th Massachusetts Regiment, in a letter to his fiancée

On the afternoon of [July 13] my house . . . was invaded by a mob . . . My family, including my invalid daughter . . . took refuge on the roof of the next house . . . I managed to lower my family down on to the next roof, and from one roof to another, until I landed them in a neighbor’s yard. We were secreted to in our friend’s cellar till 11 P.M., when we were taken in charge by the Police and locked up in the Station house for safety. In this dismal place we found upwards of seventy [black] men, women and children—some with broken limbs—bruised and beaten from head to foot.

—William P. Powell, eyewitness account of the New York City draft riots

## The Effect of the War on African Americans in the South

Work with your group to create an interactive dramatization about how the Civil War affected African Americans in the South. *Setting:* A camp of former slaves who have escaped behind Union army lines

**Step 1: Assign roles.** Review the roles and divide them up among the members of your group. Make sure everyone understands her or his responsibilities. Everyone will participate in the interactive dramatization.

**Historian:** You will lead the group during Step 2. Make sure the dramatization includes important historical information and incorporates two or more primary source excerpts.

**Director:** You will lead the group during Step 3. Make sure the dramatization includes all required elements and everyone is involved.

**Costume and Props Master:** You will lead the group during Step 4. Make sure the dramatization is as interactive and realistic as possible.

**Host:** You will lead the group during Step 5. During the dramatization, invite visitors to participate. Then, answer any questions.

**Step 2: Learn about the effect of the war on African Americans.** Take turns reading aloud from Section 5. Review the primary source excerpts provided with this handout. Afterward, have the Historian lead a group discussion of the following questions. Use information from the book and the primary sources, and record your answers in the corresponding section of the Reading Notes.

- What did enslaved African Americans do once they learned of the proximity of Union forces? What was the Union policy about fugitives?
- Name some of the Union regiments made up of freedmen from the South. Did these regiments

usually exceed or fall short of the expectations of their white commanders? Why do you think so?

- What were the consequences for black soldiers who were captured during battles in the South?

### Step 3: Plan your interactive dramatization.

Have the Director lead a group discussion of ideas for a five-minute interactive dramatization. Your dramatization must include

- *each* group member plus four “visitors” from the audience.
- important information from your Reading Notes.
- one or more of the primary source excerpts.

Carefully analyze the excerpts to make sure the information is valid and reliable for your interactive dramatization.

Incorporate the following ideas into your interactive dramatization, along with any ideas of your own:

- Have the Host set the scene for your interactive dramatization and invite four visitors from the audience to join the scene.
- Teach visitors the chorus of the song “Slavery Chain Done Broke at Last” and have them sing along. Explain what enslaved African Americans did when they heard about the Emancipation Proclamation and the proximity of the Union army.
- Ask visitors to try on articles of your brand new Union army uniform. Describe how the attitude of white officers toward the black soldiers they command has changed.
- Ask visitors to count your monthly pay as a black soldier and the pay of a white soldier. Explain to visitors what black soldiers are doing to protest this inequality and describe what the consequences have been for some of them.

- Have the Host thank the visitors and respond to any questions from the audience.

**Step 4: Brainstorm ideas for costumes and props.** Have the Costume and Props Master lead a group brainstorming session for appropriate costumes and props to make the dramatization as realistic as possible. (**Note:** You may *not* bring guns or toy guns as props.)

**Step 5: Rehearse your dramatization.** Have the Host lead the group in rehearsing your interactive dramatization. As you rehearse, the Host should make sure of the following:

- Each member of the group has a role in the dramatization.
- All actors speak their lines loudly, clearly, and at the right time.
- All actors know when and how the four visitors will participate in the dramatization.

*Slavery Chain Done Broke at Last*

Chorus

Slavery chain done broke at last,  
broke at last, broke at last,  
Slavery chain done broke at last,  
Gonna praise God till I die.  
(Repeat)

Way up in that valley  
Just praying on my knees  
Telling God all about my troubles,  
And to help me if He please.  
(Chorus)

Well I told Him how I suffered,  
In the dungeon and the chain,  
And the days I went with head  
bowed down,  
And my broken flesh and pain.  
(Chorus)

Well I know my Jesus heard me,  
'Cause the spirit spoke to me,  
Said rise up now my servant,  
And you too shall be free.  
(Chorus)

There's no more weary travelin',  
'Cause my Jesus set me free,  
And there's no more auction block,  
Since He gave me liberty.  
(Chorus)

**Primary Source Excerpts**

Now we sogers [soldiers] are men—men de first time in our lives. Now we can look our old masters in de face. They used to sell us and whip us, and we did not dare say one word. Now we ain't afraid, if they meet us, to run the bayonet through them.

—Sergeant Prince Rivers, addressing the soldiers (most former slaves) of the 1st South Carolina Volunteers Regiment

No officer in this regiment now doubts that the key to the success . . . of this war lies in the unlimited employment of [Southern] black troops. Their superiority lies simply in the fact that they know the country, while white [Union] troops do not . . . Instead of leaving their home and families to fight they are fighting for their homes and families . . . It would have been madness to attempt, with the bravest white troops, what I have successfully accomplished with black ones.

—Colonel Thomas Wentworth Higginson, commander of the 1st South Carolina Volunteers Regiment, January 1863

My dear sister, it is with pleasure that I write these few lines, to let you know how we are getting along. When we enlisted we were to get \$13 per month, clothing and rations, and treatment the same as white soldiers; and now they want to cheat us out of what is justly due us, by paying us off with \$10 per month, and taking three dollars out of that for clothing . . . Why are we not worth as much as white soldiers? We do the same work they do . . . We fight as well as they do.

—African American soldier writing to his sister, published in the *Christian Recorder*, March 5, 1864

## The Effect of the War on Women in the North

Work with your group to create an interactive dramatization about how the Civil War affected women in the North. *Setting:* A Northern munitions factory

**Step 1: Assign roles.** Review the roles and divide them up among the members of your group. Make sure everyone understands her or his responsibilities. Everyone will participate in the interactive dramatization.

**Historian:** You will lead the group during Step 2. Make sure the dramatization includes important historical information and incorporates two or more primary source excerpts.

**Director:** You will lead the group during Step 3. Make sure the dramatization includes all required elements and everyone is involved.

**Costume and Props Master:** You will lead the group during Step 4. Make sure the dramatization is as interactive and realistic as possible.

**Host:** You will lead the group during Step 5. During the dramatization, invite visitors to participate. Then, answer any questions.

**Step 2: Learn about the effect of the war on women in the North.** Take turns reading aloud from Section 6. Review the primary source excerpts provided with this handout. Afterward, have the Historian lead a group discussion of the following questions. Use information from the book and the primary sources, and record your answers in the corresponding section of the Reading Notes.

- Describe contributions to the Union cause made by women like Elizabeth Van Lew and Mary Elizabeth Bowser.
- How did women like Clara Barton contribute to the Union cause during the war? What challenges did they have to overcome to do so?

- What roles and jobs did Northern women fill on the home front during the war? Why do you think these were jobs available to them?

### Step 3: Plan your interactive dramatization.

Have the Director lead a group discussion of ideas for a five-minute interactive dramatization. Your dramatization must include

- *each* group member plus four “visitors” from the audience.
- important information from your Reading Notes.
- one or more of the primary source excerpts.

Carefully analyze the excerpts to make sure the information is valid and reliable for your interactive dramatization.

Incorporate the following ideas into your interactive dramatization, along with any ideas of your own:

- Have the Host set the scene for your interactive dramatization and invite four visitors from the audience to join the scene.
- Ask a visitor to try to find where on her servant Elizabeth Van Lew hid secret messages to be passed to Union commanders. Explain the role of women like Elizabeth Van Lew and Mary Elizabeth Bowser in the Civil War.
- Give visitors a short survey to complete to see whether they meet Dorothea Dix’s requirements for Civil War nurses. Describe the changes that women like Dorothea Dix and Mary Walker helped create for women.
- Have visitors *carefully* move a crate filled with rifle cartridges to the factory’s loading area. Explain the different types of work that have opened up to women in the North during the war.
- Have the Host thank the visitors and respond to any questions from the audience.

**Step 4: Brainstorm ideas for costumes and props.** Have the Costume and Props Master lead a group brainstorming session for appropriate costumes and props to make the dramatization as realistic as possible. (**Note:** You may *not* bring guns or toy guns as props.)

**Step 5: Rehearse your dramatization.** Have the Host lead the group in rehearsing your interactive dramatization. As you rehearse, the Host should make sure of the following:

- Each member of the group has a role in the dramatization.
- All actors speak their lines loudly, clearly, and at the right time.
- All actors know when and how the four visitors will participate in the dramatization.

### Primary Source Excerpts

Shoes were pretty scarce in the Confederacy in those days, but Miss Van Lew's servants had two pairs each and changed them every day . . . The soles of these shoes were double and hollow, and in them were carried through the [Confederate] lines letters, maps, plans, etc. which were regularly delivered to General Grant . . . the next morning.

—Colonel D. B. Parker in an 1883 interview, explaining how Elizabeth Van Lew passed information to the Union command

No women under thirty need apply to serve in government hospitals. All nurses are required to be very plain looking. Nurses' dresses must be brown or black, with no bows, no curls, no jewelry and no hoop skirts.

—Dorothea Dix, superintendent of women nurses, outlining the initial requirements for serving as a Union nurse

The sight of several stretchers each with its legless, armless, or desperately wounded occupant, entering my ward, admonished me that I was there to work, not to wonder or weep; so I corked up my feelings, and returned to the path of duty.

—Louisa May Alcott, describing her work in a Union army hospital as a nurse

## The Effect of the War on Women in the South

Work with your group to create an interactive dramatization about how the Civil War affected women in the South. *Setting:* The parlor of a large Southern plantation home

**Step 1: Assign roles.** Review the roles and divide them up among the members of your group. Make sure everyone understands her or his responsibilities. Everyone will participate in the interactive dramatization.

**Historian:** You will lead the group during Step 2. Make sure the dramatization includes important historical information and incorporates two or more primary source excerpts.

**Director:** You will lead the group during Step 3. Make sure the dramatization includes all required elements and everyone is involved.

**Costume and Props Master:** You will lead the group during Step 4. Make sure the dramatization is as interactive and realistic as possible.

**Host:** You will lead the group during Step 5. During the dramatization, invite visitors to participate. Then, answer any questions.

**Step 2: Learn about the effect of the war on women in the South.** Take turns reading aloud from Section 6. Review the primary source excerpts provided with this handout. Afterward, have the Historian lead a group discussion of the following questions. Use information from the book and the primary sources, and record your answers in the corresponding section of the Reading Notes.

- Describe contributions to the Confederate cause made by women like Rose Greenhow.
- What did women like Kate Cumming and Sally Tompkins do during the war? How were their actions a change from the traditional role of Southern women?

- What roles and jobs did Southern women fill on the home front during the war? Why do you think these jobs were available to them?

### **Step 3: Plan your interactive dramatization.**

Have the Director lead a group discussion of ideas for a five-minute interactive dramatization. Your dramatization must include

- *each* group member plus four “visitors” from the audience.
- important information from your Reading Notes.
- one or more of the primary source excerpts.

Carefully analyze the excerpts to make sure the information is valid and reliable for your interactive dramatization.

Incorporate the following ideas into your interactive dramatization, along with any ideas of your own:

- Have the Host set the scene for your interactive dramatization and invite four visitors from the audience to join the scene.
- Describe to visitors the work of spies like Rose Greenhow. Give a visitor a secret message. Help this visitor hide the message on his or her person so it will not be discovered by Union soldiers.
- Ask visitors to help roll bandages to be used by nurses in the local hospital. Describe the work of Southern women like Kate Cumming and Sally Tompkins.
- Have a visitor try on the Confederate uniform you have just sewn. Explain the kind of work that contractors do during the war.
- Have the Host thank the visitors and respond to any questions from the audience.

**Step 4: Brainstorm ideas for costumes and props.** Have the Costume and Props Master lead a group brainstorming session for appropriate costumes and props to make the dramatization as realistic as possible. (**Note:** You may *not* bring guns or toy guns as props.)

**Step 5: Rehearse your dramatization.** Have the Host lead the group in rehearsing your interactive dramatization. As you rehearse, the Host should make sure of the following:

- Each member of the group has a role in the dramatization.
- All actors speak their lines loudly, clearly, and at the right time.
- All actors know when and how the four visitors will participate in the dramatization.

### Primary Source Excerpts

Our President [Jefferson Davis] and our General [Beauregard] direct me to thank you. We rely on you for further information. The Confederacy owes you a debt.

—Thomas Jordan, Confederate spymaster, in a message to Rose Greenhow, shortly after the First Battle of Bull Run

I was urged to leave the city [Washington, D.C.] by more than one and an escort offered to be furnished me if I desired; but, at whatever peril, I resolved to remain, conscious of the great service I could render my country, my position giving me remarkable facilities for obtaining information.

—Rose Greenhow, *My Imprisonment*, 1863

Gray-haired men—men in the pride of manhood, beardless boys—Federals and all, mutilated in every imaginable way, lying on the floor, just as they were taken from the battlefield; so close together that it was almost impossible to walk without stepping on them. I could not command my feelings enough to speak.

—Kate Cumming, Confederate nurse, describing the scene in a Confederate hospital ward

I think the register of this Hospital will show as great success in its management of the sick & wounded as any other. Since the 1st of last June, we have had 337 patients & but 8 deaths. Many of them sent to us were (by the statement of Dr. Garnett made to myself), the worse cases.

—Sally Tompkins, letter to Confederate army officials, June 9, 1864