



**Children of the American Civil War:
The Civil War and its' Aftermath. How America's Youth Responded to Sectionalism**

By Jessica Hon, 2019 CTI Fellow
Piedmont IB Middle School

This curriculum unit is recommended for Secondary Education Grades 6-8.

Keywords: Antebellum, Emancipate, Secede, Sovereignty, Union, Confederacy, Siege, Sectionalism, Infantry, Diplomacy, Regiment, Preserve.

Teaching Standards: See Appendix 1 for North Carolina Teaching Standards and International Baccalaureate Middle Years Program Teaching Standards

Synopsis: After war broke out in 1861 in the United States, American children across the North and South said goodbye to brothers, fathers, uncles and cousins. While few were lucky to remain a child during this time, others may not have been so fortunate. Many Union and Confederate boys traded in their youth to serve alongside their regiments. Tremendous hardships existed for children left on the home front. Confederate children may have lost their home due to invasion of opposing forces while Union children may have gone to work to replace their missing father, brother, or uncle. Overall, children on both sides of the conflict endured a wide array of experiences. Nonetheless, the War shaped the prejudices, attitudes, and opinions seen in future generations as it pitted brother against brother and divided a nation. Nonetheless, war was essentially blind to age, location, and circumstance.

I plan to teach this unit within my Civil War Unit. Within the course of three lessons, students will at first, receive a general context of the roles children played and their direct influences, followed by a direct look at first-hand accounts of Confederated and Union children.

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Introduction

The Civil War was the United States' first true war after gaining its independence from the British in 1783. Few accounts focus on the lives of children during World War I and World War II, but many individuals fail to realize that the Civil War had the greatest effect on the development of our nation's children. When young adults learn about wars, much of the focal point is on adult male soldiers. Therefore, this unit will offer a perspective on Children in the Civil War in order for students to understand how war effects every individual around them, not just casualties and victims.

Demographics

Piedmont IB Middle School is an International Baccalaureate school located in Charlotte, North Carolina. International Baccalaureate School utilizes the North Carolina State Curriculum but encompasses an IB curriculum that focuses on the development of a student's intellectual, personal, and social skills in order to interact in an every-changing, globally diverse society.

According to data assembled from the 2018-2019 school year survey, Piedmont serves 1102 students. 56% of our students are African-American, 19% are white, and 14% are Hispanic, 7% are Asian, and 4% are Multiracial. We also have a 12% EL or English Language Learner population.

Piedmont was just awarded an "A+" rating by the state of North Carolina, based on our test scores in 2018 and 2019. Piedmont is currently ranked as the 19th top middle school out of 675 middle schools in North Carolina. The culture at Piedmont encourages innovation, creativity, and hands-on learning. Teachers follow the backwards design method and create unique lessons that are not found in typical textbooks. All lessons are student-centered as we work against teaching to the test and see progress arise through differentiated lessons that promotes all learning styles.

Piedmont is also a 1:1 school that encourages the use of technology in education to prepare our students for a digitally advanced society.

At Piedmont, we follow the North Carolina State Standards in Social Studies Education. In 8th grade, students build on foundations acquired in their 4th and 5th grade curriculums. Students explore the foundations of North Carolina and the United States. In addition, students take a further look into the democratic ideals and principles that shape our state and nation. Overall, the NC Course of Study for Social Studies has a goal of applying knowledge and understandings to the creation of the United States.

Rationale

I plan to incorporate this topic into my PLC'S third Unit on the Civil War and Reconstruction. The IB curriculum has a strand referred to as "Global Contexts." There are six defined Global Contexts: Identities and relationships, Orientation in Time and Space, Personal and Cultural Expression, Scientific and technological Innovation, Globalization and Sustainability, and Fairness and Development. Of these six strands, this topic closely relates to "Identities and Relationships" as well as "Personal and Cultural Expression." With "Identities and Relationships," student would explore how children form an identity through the world around them during a time of crisis. With "Personal and Cultural Expression," students would explore visuals on how children are depicted as a bystander or voluntarily/involuntarily during the conflict. Overall, I hope to accomplish the goal of showing that war is essential blind, and individuals on both sides of the conflict experience travesty and hardships.

Content Objectives

This topic would further be applied to our IB Statement of Inquiry: Societies containing conflicting ideologies and an unequal distribution of power and privilege can lead to internal strife over time. Using this statement of inquiry, students would draw conclusions to examine who was on what side of "privilege" and who determine how children handled hardships as they were face to face with war. Furthermore, I hope to show how children were shaped by conflicting ideologies that divided the nation during that time. Overall, I want my students to be able to study primary source resources; pictures and accounts to examine what a child's life was like during the nation's first great war as a soldier, or bystander. By the end of the unit, students should be able to understand:

- Analyze how girls' and boys' experiences in the war both similar and different
- Analyze how enslaved children viewed and experienced the war
- Analyze how the war instill political ideologies in the youth
- What qualities did youth's demonstrate in response to the war?
- Analyze how the roles of children changed after the Civil War was over.
- As a child, what do you think it would be like to live in the North or South during 1861?

Research

In the 1860's, children represented a much larger percentage of the population of the United States than in the start of the twentieth century. The American Civil War that divided the nation in deep sectionalism from 1861- 1865 affected the lives of youths across the country. Northern, Southern, and African American Children experienced the war differently based upon their geographic, political, and socio-economic backgrounds. War ultimately affected how children viewed themselves, their country, and their community.ⁱ

First hand experiences varied in the North and South. Overall, these experiences burdened children with greater responsibilities and played a role in establishing their political views.ⁱⁱ Not all Civil War suffering was equally apparent.ⁱⁱⁱ Children adopted political roles and views early on in their life simply through the influences around them. According to historian, Richard M. Merlman, when children are exposed to a government that is in "constant regime",

children view issues as black and white and identify with the group that is considered “good” while developing negative attitudes toward their opposition forces.^{iv} Children mealy imitated those who were around them as most were eager to contribute to family solidarity and wartime support.

Overall, Children first learned about the war in political newspapers and war images in games and toys. Popular magazines and textbooks contained patriotic influences. Northern magazines such as *The Student and Schoolmate* and *The Little Corporal* offered Union propaganda through short stories, songs, and travel articles. Literature encouraged ways to support troops and families of soldiers, and encouraged both boys and girls to take on more responsibilities at home. Literature also inspired creativity through play. Most boys played war by dressing and marching as soldiers, while most girls imitated nurses from the U.S. Sanitary Commission.

Children were often the focal point of the war. When soldiers were asked to justify their involvement in the war, answers often involved the stability of their children’s futures and best interests. Many paintings and photographs depicted children as Drummer Boys for the Confederate war efforts, or saying goodbye to soldiers as they left nearby train stations.

Northern and Southern Children often faced the same hazards as adult men. New research has suggested that the number of children who served, as soldiers was significantly higher than previously thought^v. An estimated 100, 000 Union soldiers were boys under the age of 15. Overall, twenty percent of Union and Confederate soldiers were under the age of 18. Many young boys lied about their age to meet the requirement enlisting age of 18, while many Confederate recruiters may have overlooked age requirements when casualties were high. After the war concluded, 48 young boys won the Congressional Medal of Honor, the highest military award for their bravery.

A notable example of a child soldier, Johnny Clemm, an eleven-year-old Drummer Boy for the Union army was promoted to sergeant and awarded a medal after he shot a confederate officer during the Battle of Chickamauga. After his deemed heroic actions, Clemm was promoted to a lieutenant by President Ulysses S. Grant. Despite the travesties witnessed, Clemm remained a soldier until he retired as a General in 1915.

Children in South often faced more wartime atrocities over their Northern counterparts. In the Battle of Chancellorsville, Sue Chancellor, a 14-year-old female in Virginia, had witnessed soldiers dying as Confederate forces sought refuge in her large estate home. In a diary entry from fourteen-year-old Carrie Beery, from Georgia, Berry described the burning and destruction of her town from Union forces and the search for a safe haven. In contrast, hundreds of miles away, Gerald Norcross, a young boy from Boston discussed the rather mundane aspects of war as he witnessed an ironclad ship. However, few children in the North did not necessarily have less traumatic experiences. In 1863, Pricilla Marshall watched her three children; Rosa, Sallie, Jack be abducted from her Pennsylvania Home by Confederate forces. Untimely, the level of engagement a child experienced was dependent upon the location and time of the war.

Slave children's lives were further affected by the war. Hammett Dell, a slave from, Murfreesboro Tennessee, did not realize the atrocities of the war until Yankee soldiers raided his master's land. Dell had a good relationship with his Confederate master, and thus viewed Yankee's as a threat to his survival. Slave children's lives faced the most disruption as they were often forced to relocate with their owners and families as plantations were raided. "Contraband camps" were informally established for escaped slaves before freedom was legally acquired. It was in these camps that Slaves were educated from Northern Missionaries and worked to survive as food and supplies were scarce. Many slaves died within the camps due to starvation, diseases, and lack of medical care.

Children who were unable to serve in the war found themselves working to support the war effort. Factories often employed children to replace the numerous fathers, brothers, sons, and uncles who were away fighting for their designated boarders. Nine-year-old Maurice Egan from Philadelphia, Pennsylvania, felt degraded as he "was reduced to making lint for the army" the same job as his female friends.^{vi} Northern children in particular, were often in charge of raising money for the war effort through fundraisers such as selling snacks, handkerchiefs, and flags.

The Civil War can teach us a lot about how trauma was passed on to children in future generations. Education, social, and economic influences may have had very little influence on the lives of returning soldiers after the war. According to a study published in the National Proceedings of the National Academy of Sciences, researchers found that Union Prisoners of War lived shorter lives after their release from Confederate forces verses those individuals who were not POW'S. Eleven percent of the offspring of POW'S were more likely to die at any given age. The studies further suggest that genetic information may be a factor for the shorter life spans, but what was evident is that children, in particular, males, adopted the post-traumatic stress attitudes and disorders that their fathers acquired from their experiences in the war.^{vii}

The long-lasting effects of the Civil War effected everyday aspects of family life. After the Civil War officially ended in 1865, 620,000 fathers and sons did not return home. Widowed women were left to be the breadwinners for their families and care for whatever psychological wounds their children faced. Many children found themselves in the position replacing their fathers, brothers, or uncles' jobs in factories and farms.

Teaching Strategies

Academic Vocabulary

The following words will be defined in page in the student's notebook prior to the start of the Unit.: Antebellum, Emancipate, Secede, Sovereignty, Union, Confederacy, Siege, Sectionalism, Infantry, Diplomacy, Regiment, and Preserve. Vocabulary is essential to comprehend information found in primary and secondary sources.

Reading

Students will be reading four excerpts from Union and Confederate Soldiers. In addition, students will be reading introductory material that will be displayed on a teacher-created Blendspace platform.

Writing

Students will complete a one page, three paragraph writing activity/diary entry in the perspective of a Union or Confederate child during the Civil War for their final assessment. Daily writing also includes a brief, five-sentence response to their daily warm up questions.

Listening

Students will have the ability to listen to two or three short videos presented in their Blendspace Task

Speaking

Upon completion of their daily warmups, students will share responses based upon the daily prompt. Students will also develop discussion strategies while completing their Visual Analysis lesson.

Technology

Students will be using their Chromebooks to complete the BlendSpace Task in lesson 1, as well as for further research in their assessment activity.

Curriculum Unit Lessons

Lesson 1: Children of the Civil War: How Children Adopted Viewpoints and their Role's in Response to Sectionalism

This would be a guided note lesson based on the role of Children in the Civil War. This will be presented on a BlendSpace platform in class and students would record responses to specific, prepared questions on a worksheet in their notebooks.

Topic 1: How Children were influenced by the War

Topic 2: Children's roles in the Civil War.

Topic 3: How Children responded to the War

Topic 4: The effects of War on Children

*Quick write at the end of the Blendspace: Would you have rather been a child of the North or South during the Civil War?

Lesson 2: Children of the Civil War: Personal Accounts

Students will independently analyze four personal accounts (segments of diary entries and letters) of Children in the Civil War using the SOAPSTONE analysis.

The four personal accounts are:

- Ten-year-old Carrie Berry of Atlanta, Georgia, quoted in Werner, Reluctant Witnesses, 113
- Elisha Stockwell, quoted in Jim Murphy, The Boys' War, 13, 14
- Dan Beard, Hardly a Man Is Now Alive, 151
- Fifteen-year-old Albertus McCreary, quoted in Werner, Reluctant Witnesses, 64-6

The following strategy would be presented on a worksheet for students to fill out to analyze the excerpts.

Speaker: Is someone identified as the speaker? What assumptions can you make about the speaker?

Occasion: Where and when did the story take place?

Audience: Toward whom is the text directed? Does the author identify an audience? Is it one individual, a group, many groups? What assumptions can you make about the intended audience?

Purpose: What is the speaker's reason for writing the text?

Subject: The topic, content, and ideas included in the text. Can you identify and state the subject in a few words? Is there one or more than one subject? How does the author present the subject? Does s/he introduce it immediately or not? Is the subject explicit or implicit?

Tone: What is the author's attitude toward the subject? What emotional sense do you take from the piece?

Lesson 3: Children of the Civil War: Visual Discovery

Students will analyze four photographs of children in the Civil War using the POSERS analysis tool. Images will be projected on the board and will be a guided class discussion/analysis.

People: What types of people do you see in the photograph? Are they posing or was the photo taken without their knowledge? What is their clothing like?

Objects- What objects do you see in the photograph? Can you explain the function or the purpose of all the objects?

Setting- What is the setting of the photograph? Are there buildings in the picture? Can you tell where the picture was taken? Can you identify the time in history?

Engagement What action do you see between the people in the photograph? Are they showing any kind of emotion? Is the action staged?

Relationships- What relationships do you see in the photograph between the individuals and the objects? Do the objects mean something to the people? Are the people connected to one another (family, business, friends, enemies)?

Summary: Based on the questions presented and your observations, what are one or two things you can summarize about this photo?

Assessment: Students will create a one page, three- paragraph diary entry in the perspective of a Union or Confederate Youth using the GRASPS method

Goal- states the problem or challenge to be resolved. explains who students are in the scenario and what they are being asked to do.

Role –meant to provide the student with the position or individual persona that they will become to accomplish the goal of the performance task. The majority of roles found within the tasks provide opportunities for students to complete real-world applications of standards-based content.

Audience – who the students are solving the problem for, who they need to convince of the validity and success of their solution for the problem.

Situation – The Situation provides the participants with a contextual background for the task. Students will learn about the real-world application for the performance task

Product – The Products within each task are designed using the multiple intelligences. The products provide various opportunities for students to demonstrate understanding. Based upon each individual learner and/or individual class, the educator can make appropriate instructional decisions for product development.

Appendix 1: Teaching Standards

6-8.RH.1. ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

Cite specific textual evidence to support analysis of primary and secondary sources.

6-8.RH.2. ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

6-8.RH.3. ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

6-8.RH.7. ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

6-8.RH.9. ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

Analyze the relationship between a primary and secondary source on the same topic.

6-8.WHST.7. ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

6-8.WHST.8. ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6-8.WHST.9. ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

Draw evidence from informational texts to support analysis reflection, and research.

IB MYP Related Standards

Key concept

Change

Related concept(s)

Conflict, Ideology, and Causality

Global context

Orientation in Space and Time

Statement of inquiry

Societies containing conflicting ideologies can resist change and over time this can lead to internal strife.

A. Knowing and understanding - Students develop factual and conceptual knowledge about individuals and societies.

- i. use terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

B. Investigating - Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record relevant information
- iv. evaluate the process and results of the investigation

Appendix 2: Student Resources

SOAPSTONE ANALYSIS

Directions: Use the Soapstone Analysis to analyze four primary resources from Children in the Civil War

SOAPSTONE ANALYSIS 1

Speaker	
Occasion	
Audience	
Purpose	
Subject	
Tone	

SOAPSTONE ANALYSIS 1

Speaker	
Occasion	
Audience	
Purpose	
Subject	
Tone	

SOAPSTONE ANALYSIS 3

Speaker	
Occasion	
Audience	
Purpose	
Subject	
Tone	

SOAPSTONE ANALYSIS 4

Speaker	
Occasion	
Audience	
Purpose	
Subject	
Tone	

Portrait Analysis

Directions: Use the following POSERS Strategy to analyze the 4, individual pictures of Children during the Civil War.

POSERS ANALYSIS 1

People	
Objects	
Setting	
Engagement	
Relationship(s)	
Summary	

POSERS ANALYSIS 2

People	
Object(s)	
Setting	
Engagement	
Relationship(s)	
Summary	

POSERS ANALYSIS 3

People	
Object(s)	
Setting	
Engagement	
Relationship(s)	
Summary	

POSERS ANALYSIS 4

People	
Object(s)	
Setting	
Engagement	
Relationship(s)	
Summary	

My Life in the Civil War:

After war broke out in 1861, American children across the North and South said goodbye to brothers, fathers, uncles and cousins. While few were lucky to remain a child during this time, others may not have been so fortunate. Tremendous hardships existed for children left on the home front. Overall, children on both sides of the conflict endured a wide array of experiences. Nonetheless; the War shaped the prejudices, attitudes, and opinions seen in future generations as it pitted brother against brother and divided a nation.

The focus of your project will be to research and describe the daily life of youth during the Civil War through the creation of your own diary entry that describes your experiences in the war as either a Union or Confederate Youth.

GRASPS

G – Your Goal is to create a diary entry that demonstrates life as a Union or Confederate Child in the Civil War.

R – Your Role is to investigate the life of a Union or Confederate Youth during the time period of 1861-1865. You must use the resources provided in class notes, powerpoint, and previously examined accounts and visuals, but you are encouraged to do additional research.

A – Your target Audience would be for other middle school students to understand a particular perspective of a Union or Confederate Youth in the Civil War.

S – The Situation involves you demonstrating your understandings of the time period of the Civil War through the creation of a diary entry.

P – Your Product/Purpose/Performance will be the creation of a diary entry that describes the life of a Union or Confederate Youth during the Civil War. Your diary entry will be assessed on the following criteria:

1) Demonstrates the time, location, setting, and role of a Union or Confederate Youth in the Civil War.

2) Uses accurate descriptions of the time period according to a Union or Confederate youth

S – Your Standards and Criteria for Success will be to create a three paragraph diary entry that demonstrates the life a Union or Confederate Youth during the Civil War(their location, duties, and attitudes about the war) Your entry should meet the following standards below.

_____ 2 Points –Rubric and Self Evaluation

_____ 15 Points- 3Paragraph Diary Entry Containing the Following:

First Paragraph- Name, age, description of your location

Second Paragraph- Your description of your day-to-day duties/role during the war

Third Paragraph- Your reactions and personal feelings about the war

_____ **5 Points – Works Cited Page** - Be sure you cite all of your resources, including where you located your pictures and any historical documents. This is on a separate page titled “Works Cited”. Your resources must be cited correctly (punctuation, capitalization, alphabetical).

_____ **5 points – Conventions** – Text must be typed, 1 ½ spaced, and use size 12 Times New Roman font. Papers must be stapled in the top left-hand corner. Do not use a folder or cover. Use correct grammar, punctuation, and spelling. Be sure you use paragraphs and indent appropriately. Plagiarism is illegal, so write in your own words.

TEACHER GRADE	SELF ASSESSMENT	POINTS POSSIBLE	
		2	Rubric
		15	First Paragraph- Name, age, description of your location Second Paragraph Description of your day-to-day duties/role during the war Third Paragraph- Your reactions and personal feelings about the war.
		5	Works Cited Page
		5	Conventions
		Total Points Received out of 27	

Achievement Level	IB Criterion A: Knowing and Understanding
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student makes a limited attempt to use some relevant terminology AND demonstrates basic knowledge and understanding of the court cases through some descriptions and/or examples.
3–4	The student uses some humanities terminology appropriately AND demonstrates knowledge and understanding of the court cases through simple descriptions, explanations and examples.
5–6	The student uses relevant humanities terminology accurately AND demonstrates good knowledge and understanding of the court cases through descriptions, explanations and examples.
7–8	The student uses a range of humanities terminology accurately and appropriately AND demonstrates detailed knowledge and understanding of the court cases thorough descriptions, explanations and examples.

Appendix 2: Teacher and Student Resources

Photos used for Visual Analysis



A "powder monkey" aboard a ship, identified in some places as the U.S.S. New Hampshire and in others, as the U.S.S. Pawnee.



Three drummer boys in the Confederate army. By the time this picture had been taken, these boys were veterans of nine battles.



A young African-American boy stands next to a Union Officer. He is most likely working as the officer's servant.



Unidentified Union girl in mourning dress holding framed photograph of her father as a cavalryman with sword and Hardee hat

Resources for Document Analysis

They came burning the store house and about night it looked like the whole town was on fire. We all set up all night. If we had not sat up our house would have been burnt up for the fire was very near and the soldiers were going around setting houses on fire where they were not watched. They behaved very badly [...] nobody knows what we have suffered since they came in.” Smaller southern cities and towns fared no better. In Winnsboro, North Carolina, a young girl witnessed “streets and vacant lots filled with homeless families [...] when bringing bedding, raiment or provisions out of their burning homes, these were destroyed by the brutal soldiers. They stole much that was useless to them, for even Bibles were taken.” A seventeen year old widowed mother from Sandersville, Georgia lamented as soldiers “would walk up the steps of the back veranda on which we stood, and throwing down the hams and shoulders of our meat would cut them up in our very faces.” After the soldiers left with the rest of their belongings, she “knew that now our last hope for food was gone. I went to bed supperless [...] sadder now was the thought, 'The cows are killed. I will be so hungry I cannot nurse Baby.’”

Ten-year-old Carrie Berry of Atlanta, Georgia, quoted in Werner, *Reluctant Witnesses*, 113

We heard there was going to be a war meeting at our little log school house. I went to the meeting when they called for volunteers, Harrison Maxon (21), Edgar Houghton (16), and myself, put our names down.... My father was there and objected to my going, so they scratched my name out, which humiliated me somewhat. My sister gave me a severe calling down...for exposing my ignorance before the public, and called me a little snotty boy, which raised my anger. I told her, ‘Never mind, I’ll go and show you that am not the little boy you think I am.’

The Captain got me in by lying a little, as I told the recruiting officer I didn’t know just how old I was but thought I was eighteen. He didn’t measure my height, but called me five feet five inches high. I wasn’t that tall two years later when I re-enlisted, but they let it go, so the records show that as my height.

I told her [his sister] I had to go down town. She said, “Hurry back, for dinner will soon be ready.” But I didn’t get back for two years.

Elisha Stockwell, quoted in Jim Murphy, *The Boys’ War*, 13, 14

We boys immediately got busy building Fort Sumters and firing on them. We made Fort Sumters of mud and wooden blocks, and we put up clothespins for soldiers, ruthlessly slaughtering them with shot from cannons made of old brass pistol barrels fastened to blocks of wood. When the charge of wadding and pebbles struck the clothespin soldiers the splinters flew and there was a terrible slaughter, but no bloodshed.

Next we began to hear talk about Jeff Davis. Poor old Jeff! We thought he was the worst criminal ever born. We made Jeffs of potatoes and put sticks in them for legs. We hung the desperate potato men by their necks and shot them with squibs from firecrackers.

Dan Beard, *Hardly a Man Is Now Alive*, 151

It was about noon...the street was full of Union soldiers, running and pushing each other, sweaty and black from powder and dust. They called to us for water. We got great buckets of water and tin dippers, and supplied them as fast as we could from the porch at the side of the house off the main street..... While we were carrying water to the soldiers, a small drummer boy ran up the porch, and handing me his drum, said, "Keep this for me." I took it, ran down the cellar steps and hid it under a pile of shavings. He looked to be about twelve years old.... We were so busy that we did not notice how close the fighting was until, about half a block away, we saw hand-to-hand conflicts.... We kept right on distributing water until an officer rode his horse up on the pavement...and said, "All you good people go down in your cellars or you will all be killed."

Fifteen-year-old Albertus McCreary, quoted in Werner, *Reluctant Witnesses*, 64-6

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- Three Boy CW Musicians United States, None. [Between 1861 and 1870] Photograph. <https://www.loc.gov/item/2010648759/>.

Unidentified girl in mourning dress holding framed photograph of her father as a cavalryman with sword and Hardee hat. United States, None. [Between 1861 and 1870] Photograph. <https://www.loc.gov/item/2010648759/>.

Notes

ⁱ Marten, James Alan. *The Children's Civil War*. United States: The University of North Carolina Press, 2000.

ⁱⁱ Marten, James Alan. *The Children's Civil War*. United States: The University of North Carolina Press, 2000.

ⁱⁱⁱ Clarke, Frances and Plant, Rebecca Jo. "Pride of the Nation': Children in the Union Army during the American Civil War" (paper presented at the Society for the History of Children and Youth Biennial Meeting, Vancouver, British Columbia, June 2015).

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