



The U.S. Civil War through the Eyes of Children

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Rocky River High School

This curriculum unit is intended for American History I/High School (Grades 10-12)

Key terms: compromise, popular sovereignty, abolitionist, secession, states' rights, confederation, border state, casualty, emancipation

Teaching Standards: See [Appendix I](#) for teaching standards addressed in this unit.

Synopsis: This curriculum unit is intended to show the impact of children and adolescent teenagers on the American Civil War as well as how the war affected them. By studying their lives during this time of conflict in American History, students will gain a greater understanding of how war can transform the lives of ordinary people and how war affects the whole society; not just those on the battlefield. The intent of this unit is also to show connection between high school students of the ages 15-18 in 2019 to adolescents of the same age – or even younger – between 1861 and 1865. By reading from primary source documents, including the diaries and letters of children and adolescent youths during the Civil War, students will be able to compare and contrast their lives of today and the everyday struggles they face as opposed to the daily struggles of those during the Civil War.

I plan to teach this unit during the coming year to 100 students in American History I.

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The U.S. Civil War through the Eyes of Children

Jonathan Wall

Introduction

This curriculum unit will teach high school students about the United States Civil War, with lessons specifically highlighting the roles and contributions of children and young adults and the impact of the war on the nuclear family. These lessons will connect with high school students personally, as many of the children and young adults who served and fought in the Civil War were their age or even younger, ranging anywhere from age ten to eighteen. Upon completion of this unit, they will gain a greater understanding of how this time period was a culminating event of decades of sectional, economic, political, and ideological conflict. In addition, students will gain a greater understanding of the role of children and young adults in war, how they became involved in the conflict and what effects that had on their lives and their families around them. Lastly, students will increasingly develop critical thinking skills through reading firsthand accounts of children's memoirs from the time periods as well as visual analytical skills through images and photographs of participants, perpetrators, and victims of the war itself.

Rationale

The American Civil War is a prominent topic of study, often crucial to social studies curricula for students of all ages, due to its significance to American history as a whole. But what is often overlooked within this wide-ranging topic is the plight of children. Children took part in different roles in the Civil War, whether they were directly involved as soldiers or non-combatant members such as drummer boys. Many were victims of the war, as destruction ravaged through their family farm. Others were refugees or running away from something else and caught up in the turmoil that was between Union and Confederate forces. Despite their youth, many of these "children" faced experiences beyond their age. Some might even identify them as adults due to their military service. This can be seen through eleven or twelve-year old boys, who after enlisting as drummer boys, are later caught up in the violence directly as soldiers. For many struggling families, their eldest sons were sent to battle by way of the draft for the Union. For the Confederacy, they joined as a result of a military desperately seeking soldiers as the war dragged on.

Many high school students often feel that their social studies and history classes in school are boring or irrelevant, as they study old, "important" dead people from the past. This is also not their history, but that of someone else. However, some content arouses interest and suspicion among the minds of these adolescents. What makes studying history interesting is that

connection that people share with others, as it is a topic that explores the lives of real people and the experiences they faced.

Last year while teaching the unit on the Civil War, my students and I had discovered that a surprising percentage of soldiers who served in the Civil War were under the age of 18. This sparked my interest to further research and investigate the topic for this curriculum unit through CTI. Since all of these students are of the ages of 18 and younger, this would be extremely relevant for them to learn more. While studying this unit, students will get a sense of the impact on our country from real people, some the same age or even younger than them. Students will make connections to these youths, as they draw parallels between 1863 and 2019. For instance, the loss of a family member by way of death, families separating, and families struggling to make ends meet financially. Many of my students work after school or on weekends, and for some, their paychecks help their families pay rent. They will be able to compare and contrast the challenges of their lives to those of the Civil War era.

School Demographics

Rocky River High School is located in Mint Hill, North Carolina, which hosts 1,694 students. A large majority of these students who attend actually are bussed from the east side of Charlotte. The school consists of a diverse population of students with whom 55% are Black, 34% are Hispanic, 6 % are White, and 3% are Asian. Low-income students account for 64% of the student enrollment, a large majority (1). Low-income students at Rocky River, “are graduating at or above the state average for all students,” (2) according to GreatSchools. The fact that the school is able to effectively reach these students shows a step in the right direction in terms of overall school improvement.

Students have said that they have chosen to come back to Rocky River High School because they know that the teachers and staff care about them. This in itself is a testament to how schools should operate. Caring for students and building relationships is the primary step and one that will help significantly moving in the direction of progress. Rocky River has made significant progress in curbing chronic absenteeism as this figure has slightly decreased from 26% in the 2017-18 school year to 24.3%. As far as discipline goes, the number of out-of-school suspensions (OSS) has decreased significantly from 447 in 2017-2018 to 247 in 2017-2018. In addition, in-school suspensions have fallen tremendously from 545 in 2017-2018 to 259 in 2018-2019 (3). That caring and nurturing environment has fostered a good relationship between students and teachers and has helped to decrease suspension rates.

Goals

Like all teachers, the goal is for students to achieve higher levels of critical thinking skills, as opposed to simply just higher test scores. This is one primary objective this year, to increase students' higher order thinking skills, such as the abilities to analyze, interpret, evaluate, and determine bias in primary sources. Many students can understand the content through visual analysis of images such as political cartoons and discussion concerning topics. They can grasp the information on recall, explanation, and even some application of that knowledge. Yet when it comes to the test, they struggle since many questions involve reading passages that relate to the content. Many students feel overwhelmed when confronting the reading passages, thus losing their motivation to achieve or that they become easily confused, and forget their understanding of the content. This unit will address these difficulties by emphasizing analysis of written documents, in particular the diaries and letters of children who lived during and participated in the Civil War, as well as visual analysis of photographs, images, and political cartoons.

Another goal to be addressed for this curriculum unit is to make instruction more student-centered and less teacher-directed. Although still utilized and necessary to introduce the content and subject matter, especially in a social studies class, PowerPoint lecture notes are becoming more outdated and not able to reach as many students effectively. For instruction during this unit, photographs and pictures of Civil War children and their experiences will correlate with the diaries and letters students will read in class. Another focus of this unit is to make more time available for activities where students can work collaboratively with a partner, in a small group, or independently. Ultimately, the goal is for students to be more independent and self-directed in their study of the material and completion of their work.

Content Research

Throughout the conflict of the U.S. Civil War, children's lives were transformed whether directly or indirectly. There were many reasons as to how children became affected by the war. Between 250,000-420,000 of the soldiers who signed up for both sides of the Civil War were under the age of 18. The youngest soldier was estimated to be 9 years of age. Some report over 100,000 young boys under 15 actually volunteered for the Civil War, with around 300 less than 13 years of age and 25 who were 10 and under (4). These children and young adults all joined the war effort or were affected by the war in many varying ways, some intentionally volunteering whereas others were forcibly drawn into the conflict. No matter how they were affected, children were no longer sheltered, as their lives seemingly took on more adult roles.

Family and peer-pressure

The primary reason why adolescent boys joined the war for both Union and Confederate armies was because of the influence of family members and role models, such as fathers and brothers and even teachers. Their influence heavily motivated these young adolescent boys to support their cause, whether Union or Confederate. When they first volunteered, it was usually with their father and/or brother who sponsored them. Many initially became drummer boys then re-enlisted as “regular” troops since they had been familiar with combat, and often fought alongside those family members they followed (5).

Destruction of Homes

The second major reason why these adolescent youths were drawn into the war, whether a soldier or not, was because of destruction of their home. They had no choice but to either fight or flee as war swept through their environment. For example, Sue Chancellor, fourteen-year old girl, described the horror of her home being threatened by the War of Northern Aggression at the Battle of Chancellorsville-named due to the site of the battle at the Chancellor family home. She recalled that there was “firing, fighting, and bringing in the wounded all that day,” (6) at the farmhouse where generations of her family had lived. She remembers hiding in the basement with her family and friends. Their house quickly filled with the screams of wounded men and surgeons turning their piano, in which they previously used for entertainment, was now used as a table for amputating injured soldiers. (7)

The Effect on the Home Front

Other children were affected by the war not by fighting in battle, but at home. This included separation of families, economic struggles, and an increase in personal responsibilities. For boys especially, if their father and/or brother left home to fight, they then would be designated as the head of the household. They would take on more responsibilities, especially those living on farms, as they were then required to do work in the fields like harvesting and planting crops. Southern children had it worse, since much of the fighting took place in this region. Their families faced even more economic struggles, resulting in the lack of basic necessities like food, clean water, and shelter.

Conscription

Some children had no choice but to join the war because of the draft. As stated above, the Civil War had an adverse effect on family life. When conscription was required needing large numbers of men to enlist, it also allowed family members to select who would go to war. In the case of wealthy families, they could pay for a substitute to go to war instead. Thus, poorer families had to select young men or even young boys among them to enlist in the war. This is another reason as to how so many young boys enlisted in the war. Elizabeth Richards-Rivenbark writes about the influences that Eastman Johnson's paintings had politically and socially prior to and during the war in the antebellum South. One such painting was *The Little Soldier (1864)* in which the boy soldier is leaving his home with all of his equipment weighing him down as he is anxious to leave for the front lines. Johnson paints his naivete with red, rosy cheeks emphasizing that "the boy was a child and not a man to be sent to war."⁽⁸⁾

Propaganda and the Media

Third, propaganda was a major factor in recruiting children to join the war effort. Media such as children's literary magazines had attracted their attention to persuade boys and young men to join the war effort. For example, children's magazines of the North provided information about the war, including battle accounts and life in the military, but more importantly "encouraged children to get involved in the Northern war effort by inspiring them with tales of bravery and patriotism, showing them how they could contribute to Union victory, and explaining the causes and history of the war in its political and moral contexts."⁽⁹⁾ One such magazine was *Our Young Folks*, printed in Boston beginning in January 1865 (10). These magazines became propaganda at the start of the war and intended to introduce to young readers in a certain "politically correct" way the Union Army's war aims, making the central argument that slavery was to blame for the war. Realizing the need to civilize former slaves for these children, these magazines tried to show that former slaves are not so different from them; just people. (11) This combines with another reason for why children joined the war effort, due to the justification of causes from both sides. For the Confederates, it was to justify the cause of states' rights and to preserve a way of life. For the Union, it was defending and preserving that Union, and after the Emancipation Proclamation, their justification of the cause to end slavery.

Sense of Adventure

The sense of adventure was another factor for why adolescent boys joined the war, especially in the North. Many of these were young boys who eagerly showed off their strength, enthusiasm, and bravery to recruiters, hoping to one day become regular soldiers (12). Many adolescents under the age of eighteen however lied about their age, gave false names, ran away from home, and/or "showed up at an encampment to make themselves useful, and slowly became integrated

into the [military].”⁽¹³⁾ Some boys were so eager to join that they followed the army even after they were denied enlistment. This was the case for Johnny Clem, who at the age of nine, tried to enlist in the war in 1861. After being denied, he followed the army as an unofficial drummer boy until the age of eleven, was officially allowed to enlist two years later. Clem became a national celebrity as he fought at the Battle of Chickamauga, which took place in southeastern Tennessee and northwestern Georgia from September 18-20, 1862. Clem also later fought at Shiloh. (14) For the many young boys seeking adventure, they quickly learned of the horrors of war firsthand. Many began to desert as they experienced poor conditions in their camps. These would include the rampant spread of disease, shortages of food and clean water, and lack of supplies. Some would be captured in battle and sent to horrific prison camps such as Andersonville.

Better Opportunities

Lastly, the war provided better opportunities for some. This is the case for African Americans. Since most of the fighting took place on or near Southern plantations, slaves or “contrabands” were displaced. Women and children made up a substantial proportion of those slave refugees during the war, and were the majority of those who sought temporary safety behind Union lines in their makeshift camps. In the case of enslaved children, they accompanied their mothers fleeing the horrible suffering they faced firsthand on the plantations and eventually found themselves under the protection of the Union Army. These women and children escaped hoping to avoid separation of their families. Leslie Schwam writes that,

By late 1863, mothers and children were valuable to Union [generals] because their men would not enlist if their families were not accepted into a well-defended refugee camp. Two thousand eight hundred women and children gained their freedom and an entire black brigade was enlisted as a result (15).

For many African American children, especially those enslaved, the war meant a chance for freedom and a new life with better opportunities. After the passing of the Emancipation Proclamation, African American boys joined the Union Army as well.

Child Soldiers: Victims, Heroes, or Fools?

These children of the Civil War fall into mainly three distinct roles: victims, fools, and heroes. More often than not, these children certainly became victims of the war, whether they were directly involved or not. While serving in battle as soldiers, they were wounded or killed due to lack of fighting experience. Disease took the lives of more soldiers, both young and old, due to dire conditions in camps, prisons, and makeshift hospitals. They were also victims due to having to take on more adult responsibilities at home, since the war drastically changed their everyday lives at home as well.

Some children of the Civil War can be depicted as heroes, especially as time progresses, more and more stories are being shared. After valiant fighting efforts, putting aside drums or other musical instruments, children took up arms and fired upon the enemy, for their own protection as well as their friends. This was the case for Johnny Clem and John Cook, a 15-year old bugle player, who voluntarily operated a cannon in the Battle of Antietam in 1862. Because of his efforts, Cook was awarded the Medal of Honor (16).

Finally, some children of the Civil War were fools. Their initial hopes for adventure and excitement being away from the boring life on the farm quickly transformed into boredom and suffering in their camps. Many ran away at young ages thinking that the war offered something better than what they had at home. They would soon realize that this was far from the truth. Elisha Stockwell, age 15, noted after the Battle of Shiloh in 1862, “As...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 to get into such a mess I was in.” (17) These adolescent, teenage soldiers were clearly not prepared for what they would face at war. They were foolish to think that this war would give them that desired sense of personal glory and fame.

Teaching Strategies

Vocabulary development

Vocabulary is essential for this unit as students need to know why and how the United States experienced civil war as the country divided. Vocabulary terms will be pre-taught at the beginning of the unit including previous vocabulary terms that will be re-taught, connecting back to students’ prior knowledge. Many of the terms they see in this unit connect back to what they have learned in previous units (i.e. nullify, veto, secede, secession, etc.). Students will record vocabulary terms and their definitions in their interactive notebooks.

Reading

Much of this unit is reading and analyzing primary sources. Some lessons come from Reading Like a Historian, in which students engage in historical inquiry and investigate documents centered around an essential question. ESL students have access to Google Read and Google Translate in order to read the materials in their native language.

Primary Source Documents and Images

The entirety of the American History I course is centered around primary source documents. Many questions on the unit tests throughout the course in addition to the North Carolina Final Exam (NCFE) are centered on reading passages from primary source documents. In this unit

alone, students will read and analyze excerpts from primary source documents including speeches from John Brown, newspaper editorials about the *Dred Scott v. Sandford* (1857) Supreme Court case, Abraham Lincoln's First Inaugural and Second Inaugural Address, the Gettysburg Address, and the Emancipation Proclamation. Also, a large portion of this will include diaries, letters, and photographs of children during the war, whether they served as soldiers, wrote to family members who served as soldiers, or just about their daily lives as to how the war was brought home.

Visual analysis

In addition to analyzing reading passages, there are many questions in both the unit tests and the NCFE that require students to analyze images (i.e. images, political cartoons, photographs, maps, graphs, tables, etc.).

Technology Integration

Rocky River is a one-to-one school where every student is issued a Chromebook at the beginning of the year. Students will access Google Slides and Google Docs via the Google Classroom page for their class which will direct them to the PowerPoint notes and activities for the lesson.

Rocky River stresses the use of data analysis in our Professional Learning Communities (PLCs). In this way, teachers analyze the data from summative assessments such as unit tests, midterms, and final exams. Unit tests are taken via SchoolNet Secure Test Tracker online using their NC Ed Cloud username and password and a code for the test. Teachers analyze patterns and trends in the data, viewing Item Analysis, where they can see the percentage of students that answered each question correctly. Thus, questions and standards that are not mastered by students will then be re-addressed in the form of re-teaching and re-looping questions from previous unit tests.

Writing

Their daily Warm Ups utilize Quick Writes as well as analyzing passages, since this is a skill that will be needed for their unit assessments as well as the midterm and final exams. In addition, students keep an interactive notebook where they write answers to their warm up questions, take notes from Google Slide presentations, and use for vocabulary terms.

Daily Lessons and Activities

Lesson #1 Causes of the Civil War

For their Warm Up, students will read a letter from a young soldier writing home to his parents from a jail cell, for actions he had done prior to the outbreak of the war and answer a question based on the letter as well as their reactions about the soldier, his situation, and the letter he wrote. For their instruction, students will view the Google Slides presentation titled Civil War Day 1. Each group will summarize one of the events in the slides assigned by the teacher (i.e. Compromise of 1850, *Uncle Tom's Cabin*, Kansas-Nebraska Act, "Bleeding Kansas," and the caning of Charles Sumner. After summarizing their event, they will write down the information on a large poster paper. Then, students will write down the information for all of the events in a Gallery Walk. Finally, students will read newspaper editorials about the *Dred Scott v. Sandford* decision in a Google HyperDoc.

Lesson #2 Election of 1860

For their Warm up, students will read from a diary entry of a young, teenage Union soldier during the war who encounters local Southerners fleeing their homes and asks why they are fighting in the war. They will then answer questions based on the diary as well as connecting this lesson to their prior knowledge. For their instruction, students will take notes in Cornell style in their interactive notebooks about John Brown's raid on Harpers's Ferry, the Lincoln-Douglas debates, and the Election of 1860. Students will read quotes from Lincoln and Douglas during the debates (i.e. "House Divided") and analyze the messages and views of each speaker. Then, they will create a campaign poster for one of the four candidates of the Election of 1860. Students will put sticky notes anonymously on other students' work to vote on the best. Finally, they will answer the Exit Ticket about why and how Lincoln won the Election of 1860.

Lesson # 3 Advantages, Disadvantages, and Battles

Students will read two quotes for their Warm Up, one from the Union and the other from the Confederacy: both were teenage soldiers. During their instruction, they will take notes in Cornell style in their interactive notebooks about the advantages, disadvantages, and strategies of the Union and Confederate armies at the start of the war, in addition to major generals and select key battles at the start of the war. They will then complete a map of the Civil War with battles, cities, and coloring and labeling the Union, Confederate, and border states.

Lesson #4 Emancipation Proclamation

Students will annotate and complete a document analysis of a Google Doc of the Emancipation Proclamation, along with answering questions about the document and analyzing quotes from multiple perspectives concerning the document (i.e. Northerner, Confederate Southerner, Slave in the border states, European, etc.)

Lesson #5 Gettysburg

Students will learn about the Battle of Gettysburg on Google Slides using Cornell notes in their interactive notebooks. Then will then annotate and complete a document analysis of the Gettysburg Address from Stanford History Education Group (Document-Based Question).

Lesson #6

Students will complete a Stations Activity with visual analysis viewing a series of images about life for both soldiers at war and civilians on the home front during the period of the Civil War. Students will record the main ideas and themes from each of the images at each station. Finally, students will watch a music video of the song “Some Nights” by F.U.N. and read the lyrics for the song. For their Exit Ticket, they will decipher some of the themes and metaphors of the music video and how they apply to soldiers of the Civil War.

Lesson #7 Children of the Civil War

In this lesson, students will focus on the lives and experiences of children during the Civil War, looking at different roles they played both in battle and at home: (i.e. perpetrators of violence, glorified heroes, victims of destruction, slave children fleeing a plantation, boys reading/writing letters to fathers away in battle, etc.). They will then evaluate the reasons for why and how children joined the war, became involved in the war effort, or were victims of the war in both a class discussion as well as in writing in paragraph form.

Lesson #8 Lee’s Surrender

Students will learn about Clara Barton, Sherman’s March to the Sea, and the surrender of the Confederate army at Appomattox Court House. Then, students will complete a study guide for their Unit Test.

Assessments

Several informal assessments are completed throughout the unit. One is in which students will create their own diary/letter by taking on the role of an adolescent soldier serving in the Civil War, from either the Union or Confederate army. In this assignment, they will re-create the experiences of some of the primary sources they have read, analyzed, and discussed in class.

Their unit assessment consists of analyzing reading passages, images, charts/tables with statistics about casualties during the war, images, and political cartoons. Questions included are both multiple choice and open response. Some questions from the previous unit that students found difficult may be re-used (re-looping).

Appendix I:

Implementing Teaching Standards for North Carolina Standard Course of Study

NCES AH1.H.2.1: Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects.

Students understand that events can have multiple causes and effects that can be both short and long-term.

NCES AH1.H.2.2: Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact.

Students form opinions on and argue the impact of events, issues, and conflicts and their importance to American History.

NCES AH1.H.4.1: Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted.

NCES AH1.H.4.2: Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted.

NCES AH1.H.4.4: Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted.

Students understand that when studying history, they must analyze political, economic, social/cultural, intellectual, and environmental factors that affect individuals and groups of people.

NCES AH1.H.5.2: Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction

Students understand the system of checks and balances within the United States government, how conflicts have formed between different levels of government, and the results of those conflicts.

NCES AH1.H.6.2: Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs.

NCES AH1.H.7.1: Explain the impact of wars on American politics through Reconstruction.

NCES AH1.H.7.2: Explain the impact of wars on the American economy through Reconstruction.

NCES AH1.H.7.3: Explain the impact of wars on American society and culture through Reconstruction.

Students understand the causes and/or reasons for why nations, individuals, and/or groups of people become involved in wars, how wars affect those people politically, economically, and socially. Students will also understand how wars affect people and their daily lives whether internationally, nationally, and/or locally.

Appendix II: Teacher Resources

Google Classroom

Requires an account (free) provided by CMS.

- A. Google Slides-for PowerPoint notes
- B. Google Docs-for student activities, graphic organizers, and assignments
- C. Google Sheets-for Data Analysis records and “Data Walls”

SchoolNet

Requires an account provided by CMS. Used to review student answers and score open responses and to analyze patterns and trends in data using “Item Analysis.”

Websites:

<https://sheg.stanford.edu/history-lessons>

Website requires an account (free). Provides engaging, inquiry-based lessons using primary source documents and images.

http://www.digitalhistory.uh.edu/active_learning/explorations/children_civilwar/teacher.cfm

Website is free and does not require an account. Provides research as well as quotes from children during the period of the Civil War.

<http://www.loc.gov/teachers/>

Website is free and does not require an account. Provides teacher resources including lesson plans, primary source documents, images, photographs, political cartoons, etc. as well as links to other websites and materials.

<http://www.soldierstudies.org/>

An online database collection of articles, letters, and short biographies of soldiers from the Civil War.

Books:

Murphy, Jim. *The Boys' War: Confederate and Union Soldiers Talk About the Civil War*. New York: Clarion Books, 1990.

This book provides an in-depth historiographical look at the Civil War explicitly through the eyes of children who were there during the Civil War. Accounts from both Union and Confederate perspectives are documented and analyzed.

Appendix III: Student Resources and Lesson Materials

1. School-issued chrome book
2. Access to Google Classroom
3. Access to Google Slides
4. Access to Google Docs
5. Interactive Subject Notebook
6. Dred Scott HyperDoc
7. John Brown Warm Up Reading
8. Election of 1860 Google Doc
9. Civil War Battles Map
10. Emancipation Proclamation Google Doc
11. “Kids in the Civil War” Article

<http://www.pbs.org/wgbh/americanexperience/features/grant-kids/>

This is an online article students will read about how children were affected by the war, showing different perspectives from Union, Confederate, and African American slaves.

12. Access to SchoolNet Secure Test Taker

Appendix IV: Child Letters/Diaries of the Civil War

Day 1

Dear Parents,

When I wrote my last letter to you I did not think that it was to be my fate to become what I now am, a General prisoner, but here I am in a cell 10 feet long by 4 wide, and my feet connected with a chain eighteen inches long and about as many pounds in weight.

And what, you say, have I done!! I will tell you. I have acted like a man, and an action which no honest one would blame me for has made me what I am, a prisoner.

The night before last some of the secessionists in town hoisted a flag opposite of the gate of the fort bearing for a device 8 stars and a pistol and bowie knife crossed. This appeared to be an insult to the soldiers and union so I went out and pulled it down and on being ordered by my captain to put it up again I tore it into ribbands the dirty flag that's what I am in for chained like a murderer.

*But I can't write any more now so goodbye
My love to all*

*Pray for your most unfortunate
Charles*

Charles Bates ran away from home and enlisted in the U.S. cavalry in 1858, at age 14. His letter to his parents describes how he ended up in jail destroying a secession flag in 1861, a month before the outbreak of the war.

http://www.soldierstudies.org/index.php?action=view_letter&Letter=609

(Use as Warm Up for Day 1)

1. What action caused Charles Bates to go to prison?
2. How would you feel if you were him?
3. What would you have done in this situation?

Day 2

may 7th broke camp and began our march at sunrise thru a rough mountainous country expecting the enemy to attack any minute cannonading is heard on our left met a lot of poor whites leaving the country they are a wretched looking lot they say we are the first yanks they ever saw the horses and cattle and pigs like the people driving them are the sorriest things i ever saw the wagons were driven by the women and the men with long-barreled guns and five to ten children all white haired followed behind driving the cattle and a sheep or two and sometimes a pig these were all mountain people the clay eaters and best shots in the rebel army some of the boys asked them what they were fighting for and they answered you yanks want us to marry our

*daughters to the n*****s poor ignorant devils...may 8th marched but 8 miles today over stony roads and steep mountain sides and crossed many beautiful spring streams farms or plantations as they call them here look as if they had been prosperous but they are all deserted the negroes have mostly gone and the whites are in the army*

Chauncey H. Cooke, was eager to enlist into the army at age 15 and when he eventually did, presumably lied about his age in order to join the army. He was first sent to Minnesota to fight the Sioux as part of the 25th Wisconsin Infantry before the time of this letter, May 10, 1864, after marching through the battle ground of Chickamauga, in northwestern Georgia. In this letter he writes about encountering white families leaving the area due to the war having passed through their homes and speaking with the locals about why they are fighting this war.

(Use for Warm Up Day 2)

1. What does the author describe in his diary?
2. According to this diary, what are the rebels fighting for?
3. Based on what we have learned in class, what were the causes leading up to the Civil War?

Day 3

“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 (age 15) ran away from home and served in the Battle of Shiloh.

Digital History. “Explorations: Children and the Civil War.” 2019. Accessed November November 9, 2019.

http://www.digitalhistory.uh.edu/active_learning/explorations/children_civilwar/child_soldiers.cfm

“We marched yesterday 12 or 15 miles in quick time without resting for 30 minutes and over the Turnpike Road it was pretty hard...Our company has now something over 40 men for duty and about 40 or more absent.”

Lewis Wardlaw was appointed Sgt. in the 1st South Carolina Infantry at age 17. He writes to his father about his experiences in the war.

(Use both of these quotes for Warm Up Day 3)

How do these two quotes describe life as a soldier at war?

How are they similar/different?

If you were there, what would you have done? Why?

Day 7

Aug. 3. Wednesday. this was my birthday. I was ten years old, But 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.

Aug. 11. Thurs. Mama has ben very buisy to day and I have ben trying to help her all I could. We had to go in the cellar often out of the shells. How I wish the federals would quit shelling us so that we could get our and get some fresh air.

Aug. 15. Mon. We had no shells this morning when we got up and we thought that we would not have any to day (but, my, when will they stop) but soon after breakfast Zuie and I were standing on the platform between the house and the dining room. It made a very large hole in the garden and threw the dirt all over the yard. I never was so frightened in my life. Zuie was as pale as a corpse and I expect I was too. It did not take us long to fly to the cellar. We stayed out till night though we had them all day but they did not come so near us again.

Aug. 16. Tues. We had shells all night. There was a large piece came through Mama's room directly after we went to bed and fell on the little bed and I expect if we had been sleeping there some of us would have ben hurt. Cousin Henry and Cousin Eddy came to see us to day. They told us that they did not think the Federals would be here much longer to torment us and I hope that it may be so for we are getting very tired of living so.

Carrie Berry (age 10) describes her experiences as the war comes to her home during the siege of Atlanta

Atlanta History Center, *Civil War Diary of Carrie Berry*, "Carrie Berry Diary August 1, 1864-January 4, 1865," https://www.americancivilwar.com/women/carrie_berry.html June 2012.

We have heard from a few States since Election and are confident of the Success of Lincoln & Johnson. Last night on Dress Parade, Col Wade told us it was certain that Abraham Lincoln was again elected and when Parade was dismissed the air was rent with the cheers of our soldiers. We yelled so that many of the townfolk thought the Rebels were coming in and John went down to the house of a colored family to get some corn bread we were having baked there, shortly afterward, and found one of the boys hid under the house for fear of being killed by the Rebs. He told them what the cheering was for and they were then more pleased than frightened for they think "Massa Linkum" is a mighty fine kind of a man.

Job Barnard to Flora (girlfriend/sweetheart/wife?), Nov. 14, 1864 from Athens, AL
-discusses the 1864 election and how Union soldiers cheer for Abraham Lincoln and his vice-presidential running mate Andrew Johnson and his encounter with an African American boy who was hiding for he thought Barnard and co. were Confederate troops

http://www.soldierstudies.org/index.php?action=view_letter&Letter=22

Gallatin, Tenn. July 25, 1864.

Dear Miss,

I again take the opportunity of Dropping you a few lines in answer to your kind letters which I recieved a few days ago one bearing date June "23" the other June the "24" it was a plesure to me to have the honor to recieve a letter from as charming a young girl as the one whos name was asscirbed at the bottom of each of them I was glad to hear that you was well but I was more glad to hear you express your mind as fully as what you did this note leaves me well and I truly hope that this will find you in good health I can't say anthing to you by letter more than what you have heard from my letters before + Jane I hope the time will soon come when I can get to see you again I can write many things to you but if I could see you I could tell you more in one minute than I can rite in aweek The letters that you wrote to me has proved verry satisfactory to me if you will stand up to what you told me in your letters I will be satisfied which I have no reasons to Doubt but what you will but if you was to fail it would allmost break my heart for you are the girl that I am Depending upon and if it was not for you I would not be riting by my candle to night as you wrote to me that many miles seperated us in person if my heart was like yours we would be united in heart you kneed not to Dout Though we are fare apart at present my heart is with you every moment for I often think of you when you are aleep when Travailing the lonesom roads in middle Tenn The thought of your sweet smiles is all the company I have I trust that you are cinsere in what you have wrote to me. Your sparkling blue eys and rosey red cheeks has gaind my whole efections I hope for the time to come when we shall meet again then if you are in the notion that I am we can pass off the time in plesure My time has come for sleep and I must soon close I want you to rite to me as soon as you can for I will be glad to hear from you any time. Direct your letters as before and dont forget your best friend so I will end my few lines but mylove to you has no End remember me as ever your love and friend. Excuse bad riting.

William F. Testerman, a Confederate soldier, confesses his love and affection to Miss Jane Davis, perhaps a sweetheart or girlfriend back home.

http://www.soldierstudies.org/index.php?action=view_letter&Letter=1241

This room...in which for months, thousands of the best and bravest men that ever went to battle have been confined and allowed to rot, starve, and be overrun with vermin, perish with cold, breathe stifling, tainted atmosphere, no space allowed us to rest by day, and lying down at night wormed and dove-tailed together like so many fish in a basket.

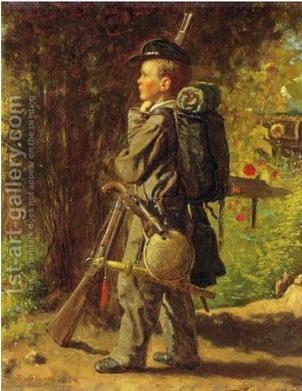
Michael Dougherty, teenage Union prisoner, describes the prison conditions.

Prison diary of Michael Dougherty, late Co. B, 13th., Pa., cavalry. While confined in Pemberton, Barrett's, Libby, Andersonville and other southern prisons. Sole survivor of 127 of his regiment captured the same time, 122 dying in Andersonville, by C. A. Dougherty; 1908; Bristol, Pennsylvania. The Public Domain Review. <https://publicdomainreview.org/collections/prison-diary-of-michael-dougherty-1908/>

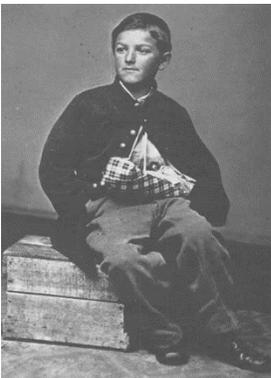
Appendix V. Images of Child Soldiers of the Civil War



Johnny Clem, the “Drummer Boy of Chickamauga”-joined the war at age 10



The Little Soldier (1864) by Eastman Johnson



William Black (age 12), considered the youngest soldier of the war to have been wounded
National Park Service. Civil War Series: “The Civil War’s Common Soldier,”
https://www.nps.gov/parkhistory/online_books/civil_war_series/3/sec1.htm



*Fourteen-year-old Confederate boy lies dead in a trench at Fort Malone.
Photograph from: Miller, Francis T. and Robert S. Lanier, eds. *The Photographic History of the Civil War*. 10 vols. New York: Review of Reviews, 1911, 3:295.*



Unidentified African American boy soldier in Union uniform. Courtesy of Library of Congress.



Unidentified soldier in Union uniform with bayoneted musket in front of American flag. Courtesy of Library of Congress



Unidentified young soldier in Confederate shell jacket, Hardee hat with Mounted Rifles insignia and plume with canteen and cup. Courtesy of Library of Congress.



Elias Teeple in Union uniform with saber and Smith and Wesson revolver. Courtesy of Library of Congress.

Liljenquist Family Collection of Civil War Photographs

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14. "Johnny Clem: The Boy of Chickamauga." *YesterYear Once More*, 15 Feb. 2010, yesteryearsnews.wordpress.com/2009/11/06/johnny-clem-the-boy-of-chickamauga/ (accessed on November 9, 2019).
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