

# The Civil War



## Digital Traveling Trunk

Western North Carolina Historical Association  
Smith-McDowell House Museum  
283 Victoria Rd  
Asheville, NC 18801  
828-253-9231

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283 Victoria Rd  
Asheville, NC 28801  
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A project of the Western North Carolina Historical Association

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Dear Teacher,

Thank you for using Smith-McDowell House Museum's digital traveling trunk, **The Civil War**. This trunk contains lesson plans, worksheets, Images, teaching artifacts, Civil War music, and supplemental information relating to the Civil War from multiple perspectives. Feel free to adapt plans and lessons to fit your students' needs. *You* know best what will and won't work with your class. ***Note, this unit is designed to be conducted synchronously through Zoom or another web-conferring platform. It is modified from the physical version of this trunk.***

Before using the trunk, please go over the inventory list and make sure that all the listed items are included and all links function. If an item is missing, please contact the museum as soon as possible to let us know. After you are finished with this trunk, please complete the enclosed evaluation form.

**Lessons:**

1. Introduction (Grades 3-5)
2. Places and People – The Battle of Asheville (Grades 3-5, *8-12 adaptable*)
3. Little Known Participants (Grades 8-12, *3-5 adaptable*)
4. Johnny Has Gone For a Soldier (Grades 8-12, *3-5 adaptable*)
5. Images of the Civil War (Grades 8-12)

We hope that you and your students enjoy **The Civil War** digital traveling trunk.

Sincerely,

Smith-McDowell House Museum

WNC HISTORICAL ASSOCIATION

Smith-McDowell House Museum • 283 Victoria Road, Asheville, NC 28801  
828.253-9231 • wnchistory.org

## Item Descriptions



Bayonets were held on a belt around the soldier's waist in the leather holder or scabbard. When ordered, soldiers mounted these on the muzzle, or front end, of their guns. They were used to both intimidate but also to spear enemy soldiers, and caused large, gaping holes.



Soldiers on both sides commonly carried both bibles and manuals for soldiers. These manuals, such as the Confederate *Hardee Manual*, described the precise ways to conduct their various duties. When not in battle, which was at least ¾ of the time, the average soldier's day began at 5 a.m. in the summer and 6 a.m. in the winter when he was awakened by reveille. After roll call, the men ate breakfast. Then they drilled, learning to shoot their weapons and performing various maneuvers. Drill lasted around two hours. Sometimes there would have as many as five drill sessions a day. Between drilling, the soldiers would clean camp, build roads, dig trenches for latrines, and gather wood for cooking and heating.



These bullets or shot are beside a cup for a reference of their size. Armies of both sides fired bullets or musket balls roughly the size of your thumb and made of lead. These projectiles were mostly around .58 caliber although you can see the smaller pistol shot as well. Some bullets, such as the Williams Bullet in the center, were used to clean the barrels of weapons. These bullets were carried in tubes packed with black powder that were stuck in the soldier's cartridge box.



Here you can see the common Federal Minnie Ball bullet as well as the much smaller pistol shot used by sailors.



Confederate soldiers often used the similar Gardner bullet, that had a slightly more rounded shape. Soldiers of both sides also used weapons that fired the circular musket ball, much less accurately than the conical bullets, but still capable of inflicting great damage.



Buncombe Riflemen coat. As stated in the Buncombe County Riflemen Constitution and Bylaws, the coat was made of Rock Island Cassimere (wool), in North Carolina, and trimmed with green velvet and green worsted fringe. Gilt buttons were also mandated. Material was often made locally or in the home. Only very wealthy people could afford imported fabric. The gold lace on the arms and epaulet indicate this uniform belonged to an officer.



While Federal uniforms carried buttons with eagle emblems, notice the Buncombe Riflemen coat has buttons with an image of North Carolina's state seal.

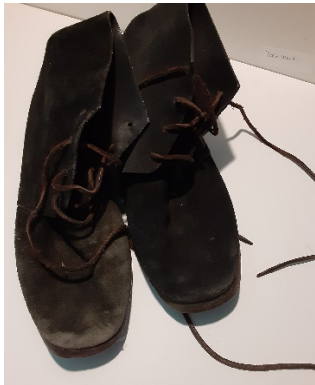


Federal or Union Jacket. This type of jacket was standard among Federal soldiers. It was also made of wool, and was much less expensive/ornate than the Riflemen jacket. It should be noted that Confederate soldiers wore similar jackets, though they were typically grey or a butternut color. Jackets certainly made summer conditions hotter, though they protected soldiers from the sun and from tearing briars and brambles.





Federal pants or trousers. These were held up by suspenders. Confederates typically wore similar pants of the same color as their jackets.



On their feet, soldiers of both sides wore these hard-soled shoes. They were straight-lasted, meaning they were not meant for specifically right or left feet, and their hard soles often came apart as tacks fell out. Still, soldiers were lucky to have these uncomfortable shoes, as the alternative meant their unprotected feet were susceptible to horrible conditions.



Soldiers on both sides wore a variety of hats, but the most common was the Keppie.



Soldiers carried their water with them in metal and sometimes wooden canteens. This Federal canteen has cloth covering to protect it. They were typically plugged with a cork. They only held about 16 ounces of water, one fourth of what a person should consume per day.



Inside the haversack, the linen or oilcloth bag worn over one shoulder, the soldier carried food, utensils, and personal items. Food items included in the mess kit were tin plate, cups, utensils, and hardtack, the dry thick bread that formed the base of soldier rations on both sides. Coffee, beans, and dried meat were other necessities for the soldier's diet.



Sewing at home was typically performed by women, but in the army, soldiers learned to do for themselves or to do without. Uniforms and gear often needed re-stitching or more major repairs. Soldiers on both sides carried similar sewing kits.



Aside from gear for war and for survival, soldiers carried mementos or reminders of loved ones. We know much about their experiences because they frequently carried writing utensils, including pens and journals, to write letter to these loved ones or to record their actions. For most soldiers of both sides, this war took them into strange new locations they had never seen before.



By the light of a candle, soldiers might write home to family with their pen and ink, or they might play dice, cards, or musical instruments like harmonicas.



Though a few hundred women found their way into the war as soldiers, typically by pretending to be a man, women on the home front contributed to the conflict in numerous ways. Some women on both sides acted as spies. Some simply gained the trust of officers of the opposing side, but some, such as Confederate sympathizer Emaline Piggott, hid messages or items in pockets sewn into their hoop skirts. This item, fashionable at the time, reminds us of Civil War women, whether supporters of soldiers, active fighters, or spies for a cause.

# **The Civil War**

## **Digital Traveling Trunk**

### **Teacher Evaluation**

Smith-McDowell House Museum's traveling trunk program is an educational outreach service provided to public and private schools. To improve the effectiveness and quality of the program, we need your feedback. Before returning the trunk, please complete this evaluation form. Thank you.

School: \_\_\_\_\_

Grade level(s) in which trunk was used: \_\_\_\_\_

Number of students who used trunk: \_\_\_\_\_

Overall, how would you rate the trunk?

Excellent

Good

Fair

Poor

Were you able to get the trunk with relative ease?

Were the curriculum materials easy to use and logically organized?

To what degree did the materials provide information to which your students would not have had access?

What would you add or delete from the trunk?

What did your students enjoy most? Least?

What suggestions do you have to improve the museum's traveling trunk program?



## **Digital Lesson 3: Little Known Participants**

**Objective:** Students will recognize the little known “other” experiences and actors that were pivotal in the Civil War and analyze them through a range of sources.

**Overview:** Students will read and analyze several primary and secondary sources, including a website, in order to answer specific and inferential questions. ***This lesson is intended to be conducted synchronously through Zoom or another web-conferencing site.***

**Time:** 1 Class Period

**Trunk Items Used:**

Photographs of Confederate jacket, Union jacket, haversack, hoop skirt  
Avery Enlistment

**Grade Level(s):** 8-12, (3-5 possibly adaptable)

**Relevant State Standards:**

3<sup>rd</sup> Grade: 3.H.1/ 3.H.2/ 3.C&G.2

4<sup>th</sup> Grade: 4.H.1.3/ 4.H.1.4/ 4.E.2.2

5<sup>th</sup> Grade: 5.H.1/ 5.H.1.3/ 5.H.2.3

8<sup>th</sup> Grade: 8.H.1.3/ 8.H.1.5/ 8.H.2/ 8.H.3.3/ 8.H.3.4/ 8.C&G.1.4/ 8.C&G.2/ 8.C.1

Am Hist 1: AH1.H.1

Civics and Gov: FP.C&G.1.4

ELA: Numerous

**Getting Ready:**

1. Pre-read handouts and websites
2. Ensure technology/links works

**What to Know:** Covered by handouts and websites

**Procedure:**

1. Tell the students they are going to learn about some of the lesser known participants in the Civil War, besides the regular soldiers on both sides. Have them access and open the *Buncombe Riflemen* and *By-Laws* handouts in the Google Drive folder.
2. Provide them with the **guiding question**: You want them to think about how slavery and the war affected enslaved people and other civilians.
3. Have students read these documents relating to the Buncombe Riflemen and then have them answer the ten-question quiz, also in the Google Drive folder. You can break

students up or divide them in your preferred manner via breakout rooms in Zoom depending on the grade level or classroom dynamics.

4. Bring the class back together to discuss the answers.
5. Now you are going to examine *George Avery's enlistment*. Have students access this primary source enlistment document and the *George Avery Worksheet* only at first. Students should read the primary source document and you may need to facilitate them as a class deciphering the cursive handwriting in certain parts.
6. After reading the document, students should answer the first six questions.
7. Next, have them access the secondary source *Private George Avery* handout.
8. Use the same reading practices and have students complete the remaining six questions afterward.
9. Tell the students that along with militias, African Americans, and Native Americans such as Thomas' Legion in Western NC, another group of lesser known individuals participated in the war—Women. Using their personal computers, have students browse these websites: <http://www.nccivilwar150.com/features/women/women.htm>, <https://www.history.com/news/harriet-tubman-combahee-ferry-raid-civil-war>
10. Have students access from Google Drive the *Information on Spies* handout and have them read this article as well.
11. As a class, discuss the questions about the role of women in the war.
12. Assign as a wrap up or for homework a short writing assignment that students answer the guiding question. How did slavery and the war affect enslaved people and civilians, and what roles did these groups play in the conflict?

### Buncombe Riflemen Quiz – Answer Key

1. Using inference, the riflemen formed in December so two months prior is:  
October 1859
2. How might they have felt?  
Threatened by and fearful of the possibility of revolt by enslaved people and of losing their wealth
3. How often were they drilled?  
They were supposed to drill monthly, if not more
4. Who likely became an officer?  
A popular person in the community, most likely wealthy and well-known.
5. What do their uniforms suggest?  
There are a variety of meanings, including that they are trying to look professional, they are displaying their wealth or status, or that they do not expect to see dirty or lengthy conflict.
6. What was their motto?  
They chose “Ready” as their motto
7. Name the place where the Civil War began.  
Fort Sumter, South Carolina
8. How did the Riflemen feel about secession?  
They were eager as they quickly marched to Raleigh to volunteer after Fort Sumter
9. What was their first battle?  
Big Bethel
10. Why did they need laws?  
They were a group of amateurs that needed to quickly professionalize and train

## Digital Lesson One: Introduction to the Civil War

### Objective:

This lesson will be an introduction to and overview of the Civil War. The students will understand the differences between the North and the South as well as the main and related causes of the war.

### Overview:

The Civil War is a very complicated and still controversial part of American history. Breaking down its complex outbreak, course, and post-war settlement require understanding a few key facts. Students probably know or think they know about parts of the conflict, but they likely also have numerous questions. ***This lesson is intended to be conducted synchronously through Zoom or another web-conferencing site.***

**Time:** 30-45 Minutes

### Trunk Items Used/Materials:

*10 Facts of the Civil War* handout (Google Doc)

Union and Confederate uniforms (Alternate Digital Photos)

Uniform images (Google Doc)

Map of the United States

(<http://xroads.virginia.edu/~MAP/TERRITORY/1860MAP.html>)

Construction paper (enough for every student)- Not Provided *Optional*

Large sheet of paper or poster for KWL chart – Not Provided *Optional*

Markers, Colored Pencils, Drawing Utensils – Not Provided *Optional*

**Grade Level(s):** 3-5

### Relevant State Standards:

3<sup>rd</sup> Grade: 3.H.1/ 3.H.2/ 3.G.1

4<sup>th</sup> Grade: 4.H.1.4

5<sup>th</sup> Grade: 5.H.1/ 5.H.2/ 5.G.1/ 5.E.1.2/ 5.C.1.3

### Getting Ready:

1. Pre-read the *10 Facts of the Civil War* handout and think of the questions asked below. You may also generate plenty of probing questions of your own to incorporate.

### Procedures:

1. Use the *10 Facts of the Civil War* handout as your guide throughout the unit. Open your teacher copy and share on the screen with the class, covering all but the top fact. Have students access this document in their Google Drive folder and have them cover all but the top fact with another sheet of paper.

2. Have students keep the rest of the sheet covered while you reveal and discuss one fact at a time. Instruct students to do the same if they are following along. Explain #1 to the class by pointing out where the division between the North and South took place. Ask them these questions and have them answer by chat or by calling on particular students:
  - ◆ How many states they think would be included in the Civil War?
  - ◆ How many states represent the North? South?
  - ◆ How does the land and environment differ between the two sides?
  - ◆ Where is the capital of the United States? Why is it located there? (Washington, D.C is centrally located on the East Coast and is not a part of any state.)
3. Continue this process with a KWL chart on a large poster in the background, **OR** on a shared Word document (What the students know, What they want to know, and What they have learned). Simply ask the students what they know about the Civil War. Write down everything they say. You may need to prompt them with questions such as:
  - ◆ Was there a difference in the way Northerners and Southerners made money?
  - ◆ Think about where you live and the opposing region (Northern or Southern).
  - ◆ Were there any laws that were different then they are now?
  - ◆ How do you think they dressed for the war?
  - ◆ Who were some of the war's leaders?
  - ◆ Which side won the war and what happened to the losing side?

Then ask the students what they want to learn. **Keep this chart throughout the unit, because some questions may not be covered and it is encouraged to address them. \*\*What they have learned will be at the end of the lesson.**

4. Discuss how soldiers in the War would identify each other. Why do soldiers wear uniforms? Who else wears uniforms today and why?
5. Show or have students access in the Google Drive folder the images of Civil War uniforms and accoutrements. (A Confederate officer's uniform, the uniform of western North Carolina's "Rough and Ready Guards," a Union sharpshooter's uniform, and a Union sailor's uniform)
6. Show or have students access in the Google Drive folder images of the replica Buncombe Riflemen's uniform. Ask students what the uniform is made of [wool]. It would have been very hot in the spring and summer months. Make sure students notice the green velvet trim. What does this indicate about the Riflemen's ideas about war? [Uniforms are relatively fancy, but in reality, soldiers spent a lot of time in dirty conditions].
7. **Optional:** Using construction paper and markers, have the students create their own uniforms for each side. Tell them to write a caption about what the soldier is wearing, why, and what side they represent.

#### **Assessment:**

Completion of the KWL chart with satisfactory responses to the W and L sections.



## **Digital Lesson 2: Places and People—The Battle of Asheville**

**Objective:** Students will understand how events, people, and geography have affected their local and regional area over time, specifically during the Civil War.

**Overview:** Students will listen to and/or read along with a short description of the battle, create a timeline and rough map, match vocabulary to their definitions, and see reproduction artifacts related to soldiers and civilians of the time. ***This lesson is intended to be conducted synchronously through Zoom or another web-conferencing site.***

**Time:** 1 Class Period

### **Trunk Items Used:**

Photographs of Bayonet, Bullets, Haversack, Coat, Shoes, Keppie  
Whiteboard or large poster (Not Provided)  
White paper for each student (Not Provided)

**Grade Level(s):** 3-5, (8-12 adaptable)

### **Relevant State Standards:**

3<sup>rd</sup> Grade: 3.H.1/ 3.H.2/ 3.G.1/ 3.E.1/ 3.E.2

4<sup>th</sup> Grade: 4.H.1.4/ 4.G.1.4

5<sup>th</sup> Grade: 5.H.1/ 5.H.1.3/ 5.H.2.3

8<sup>th</sup> Grade: 8.H.1/ 8.H.2/ 8.H.3/ 8.G.1/ 8.C&G.2

Am Hist 1: AH1.H.1/ AH1.H.2/ AH1.H.3.3/ AH1.H.4.1/ AH1.H.5/ AH1.H.7/ AH1.H.8.3

ELA: Numerous

### **Getting Ready:**

1. Pre-read the *Civil War in Western NC* and *The Battle of Asheville* handouts (**All grades**).
2. Scan vocabulary sheet (**Grade-appropriate version**)

**What to Know:** Covered in *Civil War in Western NC* handout

### **Procedure:**

1. Have students open from Google Drive the handouts for their grade level. Explain they are going to learn about the Civil War in Western North Carolina.
2. Read along with or to the class (**Grades 3-5**) or allow the class to read individually to themselves (**Grades 8-12**) the *Civil War in Western NC* and *Battle of Asheville* handouts.
3. Using a whiteboard or poster in the background, have the class collaboratively create a timeline of events described in the reading. Encourage them to copy the finished product.
4. Draw a rough outline of western NC on the board behind you (The level of detail is up to you) including rivers, Buncombe County, Asheville, and the county of your school. Have students follow along and draw on their paper. Call on or use volunteers to label or draw

arrows indicating key features described in the reading i.e. counties, states, directions of movement, rivers, cities, etc. (**Dependent on grade level**). Have that volunteer share their screen, and if the result is acceptable, have the rest of the class copy this detail. Encourage students to keep the finished map.

5. Move to vocabulary exercise. Using the grade-appropriate vocabulary sheet from the Google Drive folder, have volunteers or assigned students select from the photographs the object corresponding to the word you call out and spell on the board or poster behind you. They should share their selection on the screen. The class should follow along with the definitions to help their peer select the appropriate item.
6. As items are selected, ask grade-appropriate sensory and functionality questions about the various items to them and the volunteers or the larger class. Without being able to touch or smell the artifact, students will have to use their intuition and imagination.
7. Ask the class to individually write a grade-appropriate letter to a museum describing the objects in the trunk and what they were used for as well as why they might be important to save in the museum. They should include the vocabulary terms found on their sheet. This could be assigned as homework as well.

## **Digital Lesson 4: Johnny Has Gone For a Soldier**

**Objective:** Students will experience and understand the emotions and feelings of Civil War soldiers and civilians as expressed in the music and leisurely pursuits common to different groups.

**Overview:** Music played several very important roles in the Civil War. Drum beats and bugle calls rallied the soldiers and directed them through the battle. Sentimental and patriotic/stirring songs were sung in camp as soldiers passed time playing games, remembered their homes and loved ones, or prepared for the battles ahead. Music also reflected the feelings of civilians on the home front, as well as the enslaved and their hopes of freedom before and during the conflict.

***This lesson is intended to be conducted synchronously through Zoom or another web-conferencing site.***

**Time:** 30 Minutes

**Trunk Items/Material Used:**

Music, Images of Cards, Dominoes, Journal  
Poster or white board (not included)

**Grade Level(s):** 8-12, (3-5 possibly adaptable)

**Relevant State Standards:**

3<sup>rd</sup> Grade: 3.H.2/ 3.C.1

4<sup>th</sup> Grade: 4.C.1

5<sup>th</sup> Grade: 5.H.2.3/ 5.C.1

8<sup>th</sup> Grade: 8.H.1/ 8.H.2.1/ 8.H.3.3/ 8.C&G.2.3/ 8.C.1

Am Hist 1: AH1.H.1.2/ AH1.H.1.3/ AH1.H.1.4/ AH1.H.4/ AH1.H.5/ AH1.H.7/ AH1.H.7.3

ELA: Numerous

**Getting Ready:**

1. Follow links and load versions of:  
[Johnny Has Gone For a Soldier](#)  
[Bonaparte's Retreat \(Traditional\)](#)  
[Go Down Moses \(Let My People Go\)](#)  
Battle Cry of Freedom ([Union](#) and [Confederate](#) versions)  
Civil War Drum Commands-[Reveille](#) and [Call to Battle](#)
2. Pre-read lyrics for each song (Bonaparte's Retreat and the drum commands do not have lyrics)
3. Ensure technology/links works

**What to Know:** The music contains outdated and older words the students and even yourself may not be familiar with.

**Procedure:**

1. Tell the students they are going to listen to some sad as well as celebratory songs of the Civil War. They should try to picture the images described and figure out words they do not know based on context clues. Instruct them to bring out one or two pieces of paper.
2. Provide them with the guiding question: What are the common themes shared by these songs, and also, how are they different?
3. Using the share feature on Zoom, share the lyrics for each song while you play the music in another window. Have students follow along with the lyrics while songs play. They can access these lyrics in Google Docs.
4. For each song, have students jot down the images that come to mind and any phrases or words that stand out. Eventually, they will create a class Venn-Diagram.
5. Provide students with the background context and a question about each song before you play it by reading them aloud. These tidbits and questions are on the background sheet.
6. When all the songs are finished, draw a five circle Venn diagram making sure all songs overlap in one area. Poll the class to find out the common and unique aspects of each song. This may be confusing at first so try to encourage careful thinking.
7. You should also ask those not as active about their responses to the songs and the words or images they noted.

**Assessment:** Full class participation and creation of a Venn Diagram with appropriate distinctions made between songs.

## **Digital Lesson 5: Images of the Civil War**

### **Overview:**

Visual materials can speak of the past with such immediacy that we feel ourselves in the presence of those times, drawn to knowledge by the power of emotion. Yet, like all documentary materials, images of the past carry contextual information which, after careful analysis, may reveal as much about the past as the evidence presented to our eyes.

### **Objectives:**

Students will examine American attitudes toward war as revealed in Civil War photographs and World War II home front posters. They will explore ways in which the experience of war has helped shape the American social and cultural identity. gain experience interpreting archival images, and organize a statement of findings. ***This lesson is intended to be conducted synchronously through Zoom or another web-conferencing site.***

**Time:** 1 class period

**Trunk Items/Materials Used:** N/a

**Grade Level(s):** 8-12

### **Relevant State Standards:**

8<sup>th</sup> Grade: 8.H.1/ 8.H.2/ 8.H.3/ 8.C&G.2/ 8.C.1.3

Am Hist 1: AH1.H.1.2/ AH1.H.1.3/ AH1.H.1.4/ AH1.H.2/ AH1.H.4/ AH1.H.6.2/ AH1.H.7/ AH1.H.8.4

Am Hist 2: AH2.H.1.2/ AH2.H.1.3/ AH2.H.1.4/ AH2.H.2/ AH2.H.4/ AH2.H.6/ AH2.H.7/ AH2.H.8.4

### **Getting Ready:**

1. Examine the websites and links attached in the document. Analyze the photographs and posters while conducting a bit of background research.
2. Ensure technology (hardware/software/links) all work and are accessible.

### **Procedures:**

1. Have students access the Photo Analysis Form in Google Drive if you desire. Otherwise you may guide students in discussion based on the talking points and questions below.
2. Begin by asking students to search for and examine the photograph titled "A Harvest of Death" by Timothy O'Sullivan (a member of Mathew Brady's photographic team) in the [Selected Civil War Photographs](#) collection at the [American Memory](#) website. ***You should have the first student that believes they find it to share their screen and confirm it is correct.*** This image of the aftermath



- at Gettysburg is perhaps the best known of several photographs in the collection that show Confederate casualties dead on the battlefield.
- Ask students to comment on the title O'Sullivan attached to his image.
  - How does the title enlarge the scope of the picture beyond photojournalism?
  - How does it slant the meaning of the picture within the partisan context of the Civil War?
  - What was O'Sullivan's purpose in making this image for a Union audience?
  - In what way does it comment on the Union cause?
  - What attitudes toward the Civil War does the picture express?
  - What might the picture look like if its purpose were to glorify a Union victory? Follow up these questions by asking students what other archival sources they might consult to support their interpretation of the photograph (e.g., periodicals and correspondence of the time).
3. Next ask students to examine the World War II poster titled "The Sowers" by Thomas Hart Benton in the [Powers of Persuasion](#) exhibit at the [National Archives](#) website. ([www.archives.gov/index.html](http://www.archives.gov/index.html)) *Again, have the first to find it share their screen.* This is one of several posters in the collection designed to influence American attitudes toward the enemy during the war.
    - Ask students how the enemy is characterized in the poster.
    - How does this characterization compare to O'Sullivan's portrayal of enemy casualties?
    - How are the two images related to the special circumstances of the two wars? How are they related to our national memories of both wars?
    - To our lasting attitudes toward both "enemies"?
  4. Share with your students a broader selection of images from the [Powers of Persuasion](#) exhibit at the [National Archives](#) website.
    - Ask students how an anthropologist might describe the American people based on the images portrayed in these posters.
    - How might these posters have served to enhance solidarity among all Americans during World War II?
    - How does this compare with the solidarity O'Sullivan's Civil War image might have fostered?
  5. Have students work in small breakout groups to research and analyze other images of wartime America. They can search the [Selected Civil War Photographs](#) collection or the [Photographs from the Office of War Information](#) collection at the [American Memory](#) website for images of American mobilization during World War II. In addition to the [Powers of Persuasion](#) exhibit, students can find World War II images at the [National Archives](#) website in the [A People at War](#) exhibit. Have them use these tools to find pictures of African Americans during World War II as well as the Civil War.

6. Have each group organize an exhibit that illustrates a range of American attitudes toward war and toward the role of civilians within the war effort. They can do this through PowerPoint/Google Slides, Storymaps, or your preferred method or site. Ambitious groups might extend their research to include images from more recent wars, such as the Vietnam War and the Gulf War. Exhibits should include:
  - At least 4 images
  - Short descriptions of each image and the credits to its author
  - A paragraph or more for each image detailing what it reveals about American attitudes toward war and the roles of civilians.
  - Paragraphs should also note how each image is different/similar and how these roles differ/remain steady over time.

### **Extending the Lesson**

Depending on your curriculum, you might use these images of war as a starting point for study of American literature about the experience of battle. For example, Stephen Crane's *The Red Badge of Courage*, stories from Ambrose Bierce's *In The Midst of Life*, Mark Twain's *Private History of a Campaign That Failed*, Walt Whitman's *Specimen Days*, N. Scott Momaday's *House Made of Dawn*, Lillian Hellman's *Watch on the Rhine*, Tim O'Brien's *The Things They Carried*, or Charles Fuller's *A Soldier's Play*. The images can serve also as a starting point for a broader investigation of the techniques of persuasion they represent. Finally, you might compare these images from wartime with the attitudes Americans express toward war through national monuments like the Iwo Jima Memorial and the Vietnam War Memorial.

### **Assessment:**

Students should participate openly in discussion about the various photographs. Each group member should contribute fairly and the finished exhibits should reflect and understanding of American feelings towards war as exhibited in various photographs, posters, etc.

### **Follow Up:**

As students progress through the course and learn more about later wars, have them reflect on their exhibits. Ask them if they still feel they accurately captured the continuity or change in American feelings and experiences with war? Would they revise their interpretation and why or why not?





**Gettysburg, PA: Interior view of breastworks on extreme left of the Federal line**

Gardner, Alexander, 1821-1882, photographer.

Created/Published: 1863 July

Summary: Photograph from the main eastern theater of the war, Gettysburg, June-July, 1863.

Notes: Reference: Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0196

Two plates form variant view plate (LC-B811-0247A) and variant view (LC-B811-0247B).

Forms part of Civil War glass negative collection (Library of Congress).

LC-B811- 247

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**Gettysburg, Pa. John L. Burns, the "old hero of Gettysburg," with gun and crutches.**

O'Sullivan, Timothy H., 1840-1882, photographer

Created/Published: July 1863

Reference: Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H.

Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0208

Two plates form left (LC-B811-2402A) and right (LC-B811-2402B) halves of a stereograph pair.

Forms part of Civil War glass negative collection (Library of Congress).

LC-B811- 2402

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**Gettysburg, Pa. The Bryan house on 2d Corps line, near scene of Pickett's Charge.**

Created/Published: July 1863

Photograph from the main eastern theater of the war, Gettysburg, June-July, 1863.

Reference: Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and

Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0190

Two plates form left (LC-B811-2516A) and right (LC-B811-2516B) halves of a stereograph pair.

Forms part of Civil War glass negative collection (Library of Congress).

LC-B811- 2516

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**Bull Run, Va. Catharpin Run, Sudley Church, and the remains of the Sudley Sulphur Spring house.**

Barnard, George N., 1819-1902, photographer.

Created/Published: 1862 March.

Photograph from the main eastern theater of war, First Bull Run, July 1861

Reference: Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0008

Two plates form left (LC-B811-0314A) and right (LC-B811-0314B) halves of a stereograph pair.

Forms part of Civil War glass negative collection (Library of Congress).

LC-B811- 314

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**Beaufort, S.C. 50th Pennsylvania Infantry in parade formation.**

O'Sullivan, Timothy H., 1840-1882, photographer.

Created/Published: 1862 February.

Photograph of the Federal Navy, and seaborne expeditions against the Atlantic Coast of the Confederacy -- specifically of Port Royal, S.C., 1861-1862.

Reference: Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0582

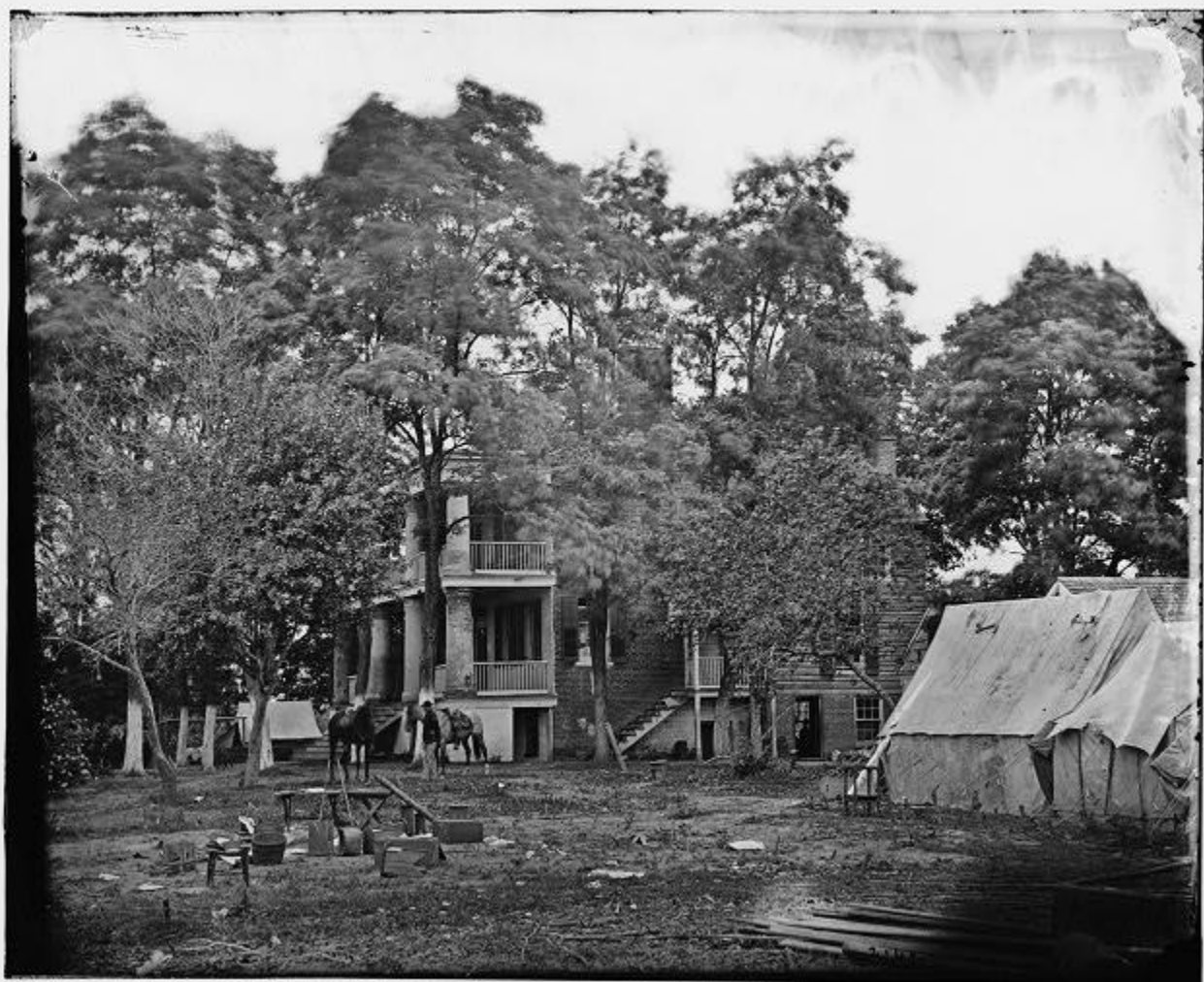
Forms part of Selected Civil War photographs, 1861-1865 (Library of Congress)

LC-B811- 156A

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**Fairfax Court House, Va. House used as a headquarters by Gen. G. B. McClellan and Gen. P. G. T. Beauregard.**

Created/Published: Between 1860 and 1865

Photograph from the main eastern theater of war, Confederate winter quarters, 1861-1862.

Reference: Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0016

Forms part of Civil War glass negative collection (Library of Congress).

LC-B817- 7142

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**Manassas, Va. Orange and Alexandria Railroad wrecked by retreating Confederates.**

Barnard, George N., 1819-1902, photographer.

Created/Published: 1862 March.

Photograph from the main eastern theater of war, Confederate winter quarters, 1861-1862.

Reference: Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0024

Forms part of Civil War glass negative collection (Library of Congress).

LC-B817- 7197

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**Richmond, Va. General view of the burned district.**

Gardner, Alexander, 1821-1882, photographer.

Created/Published: 1865 April.

Photograph of the main eastern theater of war, fallen Richmond, April-June 1865.

Reference: Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0477

Forms part of Selected Civil War photographs, 1861-1865 (Library of Congress)

LC-B817- 7110

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**Atlanta, Ga. Ruins of depot, blown up on Sherman's departure.**

Barnard, George N., 1819-1902, photographer.

Created/Published: 1864

Photograph of the War in the West.

Reference: Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0705

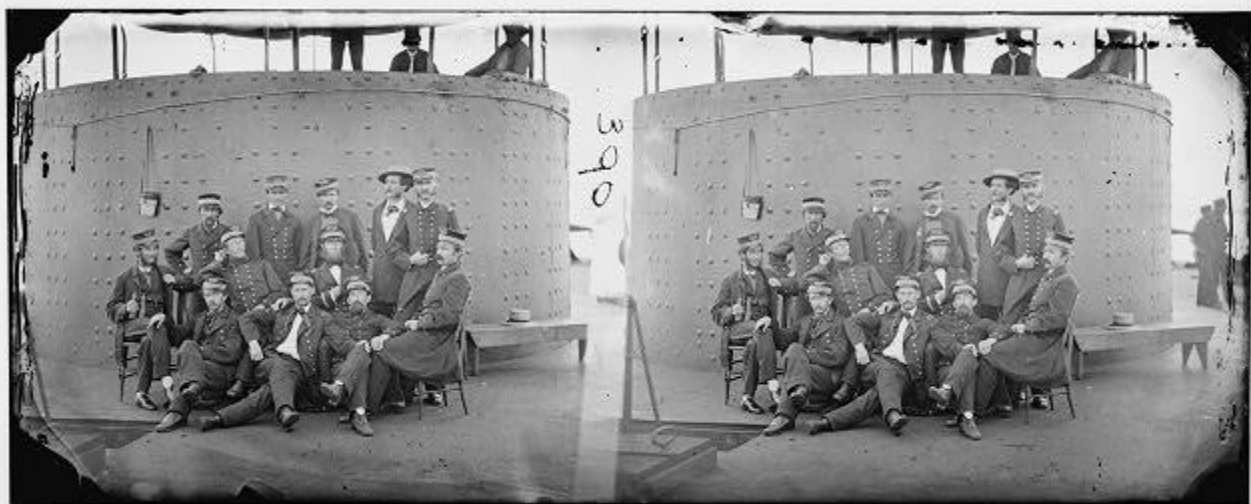
Stereo filed in LOT 4164A.

Forms part of Selected Civil War photographs, 1861-1865 (Library of Congress)

LC-B811- 2715

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**James River, Va. Officers of the U.S.S. Monitor grouped by the turret.**

Gibson, James F., b. 1828, photographer.

Created/Published: 1862 July 9.

Photographs of the Federal Navy, and seaborne expeditions against the Atlantic Coast of the Confederacy -- the Federal Navy, 1861-1865.

Reference: Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0537

Forms part of Selected Civil War photographs, 1861-1865 (Library of Congress)

LC-B815- 390

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