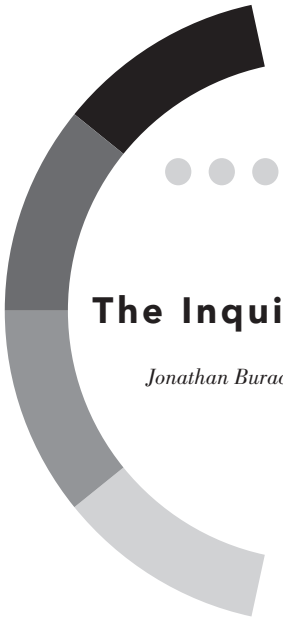


The Civil War and Reconstruction



The Inquiry Arc in U.S. History

Jonathan Burack

Civil War Soldiers

MindSparks®

CULVER CITY, CALIFORNIA

HS10133E v1.0

Manuscript Editor: Christina J. Moose
Proofreader: Desiree Dreeuws
Book Layout: Dan Cota, Linda Deverich
Cartographer: Grant Hubert
Cover Design: Mark Gutierrez
Editorial Director: Dawn P. Dawson

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Printed in the United States of America

MindSparks
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

www.mindsparks.com
access@mindsparks.com

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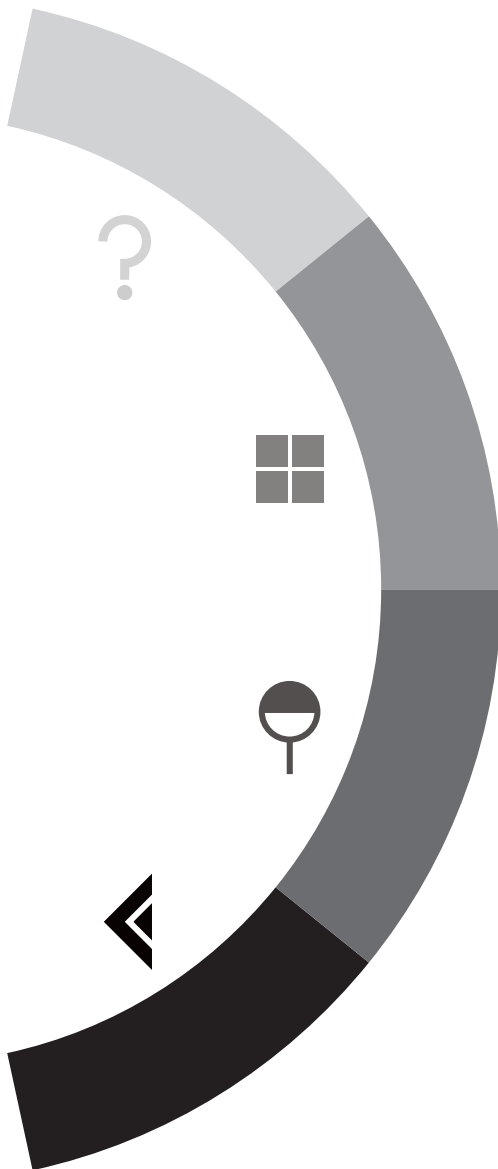
le-book ISBN: 978-1-57596-477-5
Product Code: HS10133E v1.0

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C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these units stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each lesson includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson’s assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading and information texts, making these lessons ideal for integration into English Language Arts instruction.



C3 Disciplines



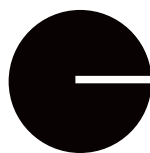
History



Civics



Economics



Geography



Civil War Soldiers

What Were They Fighting For?

Overview

Introduction

Civil War soldiers were a highly literate group. A very large share of them could read and write well, and they did a lot of both during the war. In particular, many thousands of them wrote letters and kept diaries that give us a unique window onto the thoughts of men in combat. They reflected on the course of the war at various points in time. They expressed their views on the causes of the great conflict. And they explained often, in eloquent ways, what motivated them to fight, to keep fighting, or to lose hope and give up fighting. The writings of Civil War soldiers are thus a valuable source of evidence in our effort to understand the Civil War. In this lesson, students will work with short passages from ten letters written by Civil War soldiers. These primary sources form the core content for a set of tasks that will help them better understand this tragic turning point in the nation's history.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the soldiers' Civil War. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- ◆ **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

What were the Civil War soldiers fighting for?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



Asking Questions about Civil War Soldiers

This part of the task stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary sources for this lesson. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the task stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

7. Using the evidence gathered from primary sources, each group will then prepare a brief (five- to ten-minute) presentation about Civil War soldiers from the group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or similar type of presentation. Allow time for students to prepare by discussing and debating topics with the members of their group.

Day Three

8. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the task stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Civil War Soldiers Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- ◆ Students will compose a series of entries in a fictional diary of an imagined Civil War soldier. The entries should reflect a full understanding of the topic as it was dealt with by each student's disciplinary group.
- ◆ Students will create a written dialogue between the student and one of the letter writers among the sources for this lesson. The dialogue should demonstrate awareness of the evidence provided by the sources.
- ◆ A small group will maintain a collaborative journal containing a record of reactions to the letters for this lesson and responses by each of the group members to the others' statements. The journal entries should address various aspects of the major themes illustrated by the activity's sources. Each student should submit at least four separate entries.

Taking Action

- ◆ Ask students to locate and interview a veteran of a recent war. This person could be a relative or friend. Otherwise, veterans' organizations should be able to help locate potential interview subjects. Have students show the veteran one or more of the primary sources for this lesson. Ask students to record the veteran's observations, memories, and views. Have each student prepare a brief report to the class on how the veteran responded to the ideas expressed by the Civil War soldiers.

Introductory Essay

The Soldiers' Civil War



Dead soldiers in the aftermath of the Battle of Gettysburg

The Civil War was the most destructive war Americans ever fought. More than 600,000 soldiers died in it. Unlike other wars, Americans in the Civil War fought one another. One state fought the state next to it. Friends fought friends. In some cases, brother fought brother. In many battles, thousands of soldiers died in a single day's charges and retreats. Men plunged time and again into the face of withering rifle and cannon fire. After such battles, the fields were strewn with the dead and the wounded. The mournful cries of men dying on these fields haunted their fellow soldiers for the rest of their lives.

Why did men do this? Why did hundreds of thousands volunteer? Why did so many thousands of them sign up again when their three-year terms were up? Not all soldiers were volunteers, of course. Both North and South also had to rely on conscription. Thousands were drafted and ordered to fight. Some deserted. Many served only because they were forced to serve. Yet most of these draftees also fought willingly, even recklessly. Even the bravest also knew trembling, heart-pounding terror as they summoned up the courage to stand and fight.



BATTLE OF ANTIETAM.

The Battle of Antietam

It's not easy to explain why Civil War soldiers fought as fiercely as they did. Some historians look to the causes of the Civil War for an explanation. However, they do not all agree on what those causes were. Did the North and South break apart mainly over slavery? Did broader geographical differences lead to the split? Did economic differences between North and South cause it? Was the clash a showdown over the meaning of the Constitution—that is, was it an argument over how the federal government and the states were to divide power? Did Northern soldiers plunge into battle just to end slavery? Did they do it to save the Union? Did they refuse to

accept the South's right to secede? Did Confederate soldiers give their lives for the principle of states' rights? Did they view slavery as a positive good that made their society superior? Did they fight and die for their ideas about the Constitution and the freedoms won in the American Revolution? Were they moved by an ideal of a more traditional, old-fashioned Southern society?

Some historians say none of these ideals explains why men fought so fiercely in the Civil War. They say soldiers do not fight for patriotic ideals or for broad political goals. In their view, soldiers fight mainly for their own comrades. That is, they are mainly loyal to a "band of brothers." They fight for honor in the eyes of these comrades. Or they seek the thrill of violent conquest. Or they fight simply to avoid being seen as cowards. Many soldiers fought for their particular states or local communities. Some fought to protect their families and loved ones, not for the Union or Confederacy as a whole.

We may never understand fully why these men did what they did. However, there is one excellent source of evidence for their motives: their own words, as recorded in tens of thousands of diaries and letters written during the war itself. American Civil War soldiers were a highly literate group. Many of them could read and write well, and they did a lot of both during the war. Thousands of them wrote letters and kept diaries. They wrote about the experience of battle. They wrote about their comrades and superior officers. They wrote about camp life. They wrote about friends, family, and their longing for home. They also described the lands they marched through and the social life they observed in passing. They wrote about key battles and military strategy, political decisions by Union leaders in Washington, D.C., and Confederate leaders in Richmond, Virginia. They reflected on the course the war was taking. They expressed their views on the causes of the great conflict. And they often explained the reasons that motivated them to fight, to keep fighting, or to lose hope and give up fighting. These writings are a valuable source of evidence for how the nation split apart and why it fought such a long and destructive civil war.

In this lesson, you will examine a small sample of these letters and try to decide why American Civil War soldiers fought as they did. You need to handle this evidence with care, as any historian would. Keep in mind that these letters are a very small sample. They do not show us what all the soldiers felt. Also, people write for a purpose, and it is not always easy to tell what that purpose is. The letters may reflect deeply held views. Yet these soldiers may not have known fully what their views really were. Or they may have had other purposes. Perhaps they wanted to reassure loved ones, to brag or deceive, to make excuses and hide their true feelings. Interpreting these letters is not easy. This lesson gives you a chance to do this as best you can. It should help you better understand the Civil War from the ground up, so to speak—as the soldiers themselves saw it and thought about it.

Image source: Dead federal soldiers on battlefield, by Timothy H. O'Sullivan, 1863, courtesy of the Library of Congress, LC-B8184-7964-A.
Battle of Antietam, by Kurz and Allison, circa 1888, courtesy of the Library of Congress, LC-DIG-pga-01841.



History Group

GROUP MEMBERS:

Civil War Soldiers

Your group's task is to explore the history of the soldier's experience of the Civil War. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Was slavery a major factor in moving Union soldiers to fight as fiercely as they did in the Civil War?
3. Read and discuss Primary Sources 2.2, 2.3, and 2.6.
4. Read and discuss the following background information. Use the information to help complete the handout.

In 1854, the newly formed Republican Party opposed the spread of slavery into the Western territories. As a result, when Republican Abraham Lincoln became president in 1860, the South seceded. That is, it left the Union. The slavery issue clearly led to secession.

However, President Lincoln did not go to war against the South to end slavery. He told the South he would not interfere with slavery where it already existed. He went to war to preserve the union. That's what he felt the Constitution required. What of Union soldiers? What role did slavery play in leading them to fight and die in the Civil War? Was slavery evil in their eyes? And if they believed it was, what were their views about race? Were black slaves equal to whites? Were they entitled to equal rights as citizens? It is not easy to say what Union soldiers thought about these questions. Nor is it easy to say how their views changed as the war went on. For example, how did Lincoln's Emancipation Proclamation affect their views? That proclamation freed some slaves, but not all. Did it turn the war into a crusade to end slavery?

After all these years, historians still argue about these questions. None of them is easy to answer.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 2.2

Primary Source 2.3

Primary Source 2.6

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Was slavery a major factor in moving Union soldiers to fight as fiercely as they did in the Civil War?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

Civil War Soldiers

Your group's task is to explore some civics-related questions regarding the views of Civil War soldiers. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

In the Civil War, both North and South saw themselves as fighting for the Constitution and for the ideals of the American Revolution. Could they both have been right?
3. Read and discuss Primary Sources 2.1, 2.3, and 2.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

Abraham Lincoln said the South's attempt to leave the Union was wrong. He saw it as an attack on the U.S. Constitution. The Constitution gave Americans a system of liberty based on law. "Ordered liberty" is the phrase some use for this idea. According to constitutional laws, a fair election was held in 1860. Yet the South left because it did not like the results of that election. Lincoln called this "the essence of anarchy." He said the South was betraying the American Revolution and everything the colonists fought for in that struggle. Southerners disagreed. In their view, the Constitution was an agreement between fully independent states. If those states felt the agreement was being violated, they had a right to get out of it. The South said it was Lincoln who betrayed the Constitution. He did this by threatening the South's basic property rights—property in the form of slaves, that is. Southerners said they were the ones defending the true spirit of the American Revolution. They were defending the Constitution as a

limited compact. This was what its framers wanted. Both sides believed they were fighting for basic American concepts of law and liberty.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 2.1

Primary Source 2.3

Primary Source 2.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

In the Civil War, both North and South saw themselves as fighting for the Constitution and for the ideals of the American Revolution. Could they both have been right?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



Economics Group

GROUP MEMBERS:

Civil War Soldiers

Your group's task is to explore some economic aspects of the views of Civil War soldiers. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

By 1860, there were major economic differences between the U.S. North and South. How did these differences affect the ideas and experiences of Civil War soldiers on both sides?

3. Read and discuss Primary Sources 2.4, 2.5, and 2.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

Between 1830 and 1860, factories, machinery, canals, and railroads spread throughout the North. Millions of Irish and German immigrants arrived in the North in those years. Many settled in cities, adding to their rapid growth. Along with native-born Americans, many immigrants became farmers in the Midwest. Farming remained the number-one activity. The family-owned small farm was typical. However, new farm machinery, roads, canals, and rails helped farmers do well. Increasingly, they produced goods for sale to the nation and the world. Big problems of poverty and crime appeared in the cities. Yet the North as a whole prospered.

Industry also enriched the South. However, its economy was mainly agricultural. Slave-produced cotton was all-important. The South sold this crop worldwide—especially to British and New England textile manufacturers. A few planters owned many dozens of slaves each. Many others owned only one or two. Northerners saw the South as

backward. It really wasn't. Its population lagged behind the North's. So also did its ability to provide its own industrial or consumer goods. Yet even counting slaves, its average per-person income was similar to the North's. Slavery was a horrible injustice; at the same time, it helped give the South a strong economy.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 2.4

Primary Source 2.5

Primary Source 2.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

By 1860, there were major economic differences between the U.S. North and South. How did these differences affect the ideas and experiences of Civil War soldiers on both sides?

State your group’s claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s compelling question. Use the space below for notes or to create an outline of your group’s presentation.



Geography Group

GROUP MEMBERS:

Civil War Soldiers

Your group's task is to explore geographical aspects of the experiences of Civil War soldiers. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

How did geographical factors and regional differences affect the way Confederate and Union soldiers experienced the Civil War?
3. Read and discuss Primary Sources 2.4, 2.7, and 2.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

One major way geography affected the Civil War has to do with size. The huge size of the two regions would have made either one a large nation all by itself. This made the North's task enormous. How could it conquer such a huge region? Moreover, the Appalachian Mountains split the region. Fighting in Virginia was cut off from the fighting along the Mississippi River or down into the heart of Dixie through Atlanta, Georgia, to the sea. The South was sure it could wait out the North until it grew tired and gave up. The North did not give up, but to win, it had to conquer a vast area. It took a truly ruthless and destructive war to do this.

Geography and economics are hard to separate. Because of the South's climate and soil, it was mainly rural. It sold its cotton and other staple crops all over the world. Most of its resources went into agriculture and slaves; much less went into industry. It built far fewer railroads. Those it did build usually connected agricultural regions directly to seaports rather than interconnecting the whole region. Meanwhile, the Erie Canal and the railroads linked the Northeast and the Midwest into one huge commercial

system. Immigrant labor fueled Northern population growth. Over time, its greater resources and numbers gave the North the advantage it needed to win the war.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 2.4

Primary Source 2.7

Primary Source 2.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How did geographical factors and regional differences affect the way Confederate and Union soldiers experienced the Civil War?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

Samuel Evans, a private in the 70th Ohio Infantry wrote a letter to his father dated September 13, 1863.

Original Document

[I am fighting for] the cause of the constitution and law. . . . Admit the right of the seceding states to break up the Union at pleasure . . . and how long will it be before the new confederacies created by the first disruption shall be resolved into still smaller fragments and the continent become a vast theater of civil war, military license, anarchy, and despotism? Better settle it at whatever cost and settle it forever.

Adapted Version

I am fighting for the cause of the constitution and law. Suppose we grant the seceding states a right to break up the Union at pleasure. How long will it be before the new Southern Confederacy created by this first crisis leads to other, smaller groups of states seceding? In time, the whole continent will become a vast theater of civil war, unrestrained military activity, anarchy, and despotism. Better settle it at whatever cost and settle it forever.

Original Document Source: Adapted Samuel Evans's letter to his father dated September 13, 1863, in *For Cause & Comrades: Why Men Fought in the Civil War*, by James M. McPherson (New York: Oxford University Press, 1992), 112.

PRIMARY SOURCE ►

2.2

James Maclay on the Emancipation Proclamation

This passage is from a March 6, 1863, letter by Pennsylvania Union soldier James Hemphill Maclay. In it, Maclay reacts to the Emancipation Proclamation, officially issued on January 1, 1863. The Proclamation announced that in areas still in rebellion against the Union, slaves were to be freed.

Original Document

But I hope this War will soon terminate. . . . But we will have many hard battles to fight yet before we close this War. I am afraid we will have some bigger fight than we have had yet. Since the Present Proclamation I am nothing . . . for Uncle Sam. What does he care for a white soldier? Nothing. They have done nothing in Washington this winter but talk on the Negro question. I think if the North ever wants peace they will have every man shoulder his rifle or musket & march down through Dixie & back to Washington and burn it. Then we may talk peace.

Adapted Version

I hope this war will soon end. . . . But we will have some bigger fights than we have had yet. Since the present Emancipation Proclamation I am no longer for Uncle Sam or for President Lincoln's government. What do they care for a white soldier? Nothing. The political leaders in Washington have done nothing this winter but talk on the Negro question. I think if the North ever wants peace they ought to just have every man shoulder his rifle or musket and march down through Dixie and back to Washington and burn it. Then we may talk peace.

Original Document Source: Letter from James Hemphill Maclay, reprinted in "James Hemphill Maclay: His Civil War Letters," edited by Richard M. Rogers, 1997. Available online from The Civil War Archive at <http://www.civilwararchive.com/LETTERS/james.htm#maclay>.

A Union Surgeon Writes to His Wife

In several Midwestern states, many 1862 election victories went to candidates critical of President Lincoln and his conduct of the Civil War. Seneca B. Thrall was an Ohio Union soldier, serving as assistant surgeon in the 13th Iowa Infantry. This passage is adapted from a longer letter to his wife sent from Tennessee on November 15, 1862.

Original Document

A very large majority of that portion of the army that I am with, and able to judge of their opinions, are unqualifiedly in favor of any and all measures for the vigorous prosecution of the war. A very large majority endorse the President's Proclamation on emancipation. They regard it as a military expedient and necessity to crush out the rebellion, and are in favor of its enforcement. . . . It is a common saying here that if we are whipped, it will be by Northern votes, not by Southern bullets. The army regard the result of the late elections as a[t] least prolonging the war; as giving to England and France just cause of interference, and if by any possible means a compromise should now be effected, that it would only be a temporary peace. They, almost to a man, are in favor of putting the thing through while they are at it and not leave the work to be done ever again in a few months or years. The army is in favor of the emancipation message and views, not because they favor abolition of slavery, or the freedom of the Negro, but because the Rebels use them as essential aids to their cause. . . .

Adapted Version

As best I can tell, most of the army is for whatever allows us to fight this war as forcefully as we can. Most back the President's Emancipation Proclamation. They see it as a military tactic necessary to crush the rebellion, and they want it enforced. It is a common saying here that if we are to be whipped, it will be by Northern votes [against Lincoln], not by Southern bullets. The army fears the 1862 elections, which hurt Lincoln, could prolong the war. They could give England and France a reason to interfere in favor of the South and force a compromise settlement. But that would give us only a temporary peace. Almost all the soldiers are in favor of finishing the job now. We should not leave it to be done again in a few months or years. The army favors the Emancipation Proclamation not because they want the Negro freed, but because so far the Rebels are using their black slaves to help them in their cause.

Original Document Source: Letter from Seneca B. Thrall to his wife on November 15, 1862, "Civil War Voices: Soldier Studies." Available online at http://www.soldierstudies.org/index.php?action=view_letter&Letter=954.

A Louisiana Soldier Defends the Confederacy

Rufus W. Cater of Louisiana was a planter fighting as a Confederate soldier when he wrote this passage in a letter to his cousin Fanny on June 26, 1861. This passage has been adapted for readability.

Original Document

Have we not all the elements that go to constitute a great nation. A soil that yields a hundredfold to the hand of industry; a climate which none can surpass in salubrity; resources that might well be compared to the wealth of a Croesus, all this is ours. What an extensive sea and gulf coast indented with safe and capacious harbors! What great facilities for transportation in the deep and broad rivers that irrigate our beautiful country. And what is better than all this, a brave and enlightened people. A people who with an amazing rapidity change a wilderness to a smiling garden, who maintain themselves with one hand and with the other clothe the world.

Adapted Version

We have all the elements that go to make up a great nation. Our soil yields a plentiful harvest when it is worked industriously. We have a climate second to none in healthfulness. Our natural resources make us wealthier than any others. All this is ours. We have such an extensive sea and gulf coast indented with safe and spacious harbors! What great means of transportation we have in the deep and broad rivers that irrigate our beautiful country. Even better is our brave and enlightened people. A people who have changed a wilderness into a smiling garden in such a short time. A people who maintain themselves with half our effort and clothe the world with the other half.

Original Document Source: Letter from Rufus W. Cater to his cousin dated June 26, 1861, in *Civil War Soldiers*, edited by Reid Mitchell (New York: Viking, 1988), 7.

A Union Soldier Describes Maryland

In this diary entry for September 14, 1862, Union soldier Henry Tisdale described the Maryland landscape and society he was marching through.

Original Document

The country through which we have passed is very fine in natural scenery, interspersed with fine farms and woodland, the latter more of a true forest style than our Northern woods, having much less underbrush and rocks, and the wood much larger. Passed through two or three small villages; these and the farm dwellings and buildings we have passed are far from equaling in style or taste those of the North, showing many of them in a dilapidated appearance, and far more whitewash than paint. One feels already the taint of slavery upon the land in the somehow thriftless and want of enterprising look of the country. Our march through Frederick, MD yesterday and by moonlight, over the hills and beyond it was very fine. The scenery from these hills delightful. This morning was opened with the booming of cannon and during the day thus far troops have been passing by our camp in one continued stream. It is hard to feel it the Sabbath. Prospects of our getting into action before night multiply causing a sort of feverish excitement to come over me. Help me my heavenly Father to do my duty in thy fear and for glory for Christ's sake, Amen.

Adapted Version

We passed through the Maryland countryside. Its natural scenery is interspersed with fine farms and woodland. That woodland is more of a true forest style than our Northern woods, with much less underbrush and fewer rocks, and much more woods. We marched through two or three small villages. These and the farm dwellings and buildings we passed are not equal in style or taste to those of the North. Many are dilapidated, with far more whitewash than paint. We could sense the disgrace of slavery upon the land in what seemed a thriftless, lazy, unindustrious look to the country. This morning opened with booming cannon. During the day troops have been passing by our camp in one continued stream. It is hard to feel it is the Sabbath. Chances of our getting into action before night are increasing, causing a sort of feverish excitement to come over me. Help me my heavenly Father to do my duty in thy fear and for glory for Christ's sake, Amen.

Original Document Source: Adapted from Henry W. Tisdale, *Civil War Diary of Sergeant Henry W. Tisdale, Company I, Thirty-Fifth Regiment, Massachusetts Volunteer Infantry, 1862-1865*, edited by Frederick C. Tisdale and Margaret H. Tisdale. Available online at <http://civilwardiary.net/>.

PRIMARY SOURCE ►

2.6

Calvin Enslow's Thoughts about Slavery

This is a slightly adapted version of part of a letter from Union soldier Charles Calvin Enslow of Illinois to Martha Enslow, probably written in November 1863.

Original Document

I advocate the entire abolition of slavery, and I believe in equalizing the negro with the white man so far as life, liberty, and the pursuit of happiness is concerned, and no farther. . . . [Negroes] above all others have been hard laborers earning a home in the South, they have always been here, they are acclimated to this one climate, and the white people have never learned to work and could not live without the negro therefore, I say keep them in this part of the country, let the white people pay them reasonable wages, let the negro have schools all over the country so he may educate his children. . . . [Then] let the United States buy them some country and they would gladly go there by their own choice, and they would make room for almost five million white laborers who are now born down and trod upon in Europe.

Adapted Version

I favor the entire abolition of slavery. I also believe in equalizing the Negro with the white man so far as life, liberty, and the pursuit of happiness is concerned, and no farther. Negroes above all others have been hard-working laborers earning a home in the South. They have lived all their lives here, and they have adjusted to the South's climate. The white people in the South have never learned to work and could not live without the Negro. Therefore, I say keep the Negroes in this part of the country. Pay them reasonable wages. Give them schools so they may educate their children. Then let the United States buy them some country. They will gladly go there by their own choice. If they do, that will make room for almost five million white laborers who are now kept down and trod upon in Europe.

Original Document Source: Letter from Charles Calvin Enslow to Martha Enslow, in *Civil War Soldiers*, edited by Reid Mitchell (New York: Viking, 1988), 129–130.

An Indiana Soldier in Nashville, Tennessee

This passage is adapted from part of a letter from Union soldier James Barton in the 25th Indiana Volunteer Infantry. He was writing from Nashville, Tennessee, on May 8, 1864, to Joseph Saberton in another company in the 25th Indiana Volunteer Infantry.

Original Document

I am happy to say these few lines leave me in good health at present thank God for it. We are now at Nashville waiting for our equipments then I expect we will start for Decatur Alabama where our division is at. We have had a long railroad ride since we left Old Hoosier. We went to Cairo and stayed 2 days. We was then ordered from there to Nashville so we had to take the railroad for it from Cairo. We took the Illinois Centrale till we came to the crossing of the Ohio and Miss. Then we went on the Ohio and Mississippi to Mitchell away on the other side of Vincennes then we took the New Albany and Tabem road to New Albany then we crossed the river to Louisville and then came on the Louisville and Nashville road to here where we are at present, but I expect we will leave here tomorrow for the field. I heard yesterday at our ole division had a hard fight a few days ago. Send me word how Joe is getting along and all the boys and all the news you can pick up.

Adapted Version

I am in good health at present, thank God for it. We are now at Nashville waiting for our equipment. Then I expect we will start for Decatur, Alabama, where our division is at. We have had a long railroad ride since we left Indiana. We went first to Cairo, Illinois, and stayed two days. We were then ordered to travel from there to Nashville, Tennessee. We had to take the railroad there from Cairo. We took the Illinois Central till we came to where the Ohio River runs into the Mississippi River. Then we went on the Ohio and Mississippi to Mitchell, Indiana, away on the other side of Vincennes. Then we took the New Albany and Tabem road to New Albany. Then we crossed the river to Louisville, Kentucky, and then came on the Louisville and Nashville road to here [Nashville], where we are at present. I heard yesterday that our old division had a hard fight a few days ago. Send me word how Joe is getting along and all the boys and all the news you can pick up.

Original Document Source: Letter from Union soldier James Barton to Joseph Saberton, May 8, 1864. Available online from the Civil War Archive at <http://www.civilwararchive.com/LETTERS/saberton.htm>.

This June 25, 1863 entry is slightly adapted for readability. It is from the diary of Confederate soldier James E. Green as he marched through parts of Pennsylvania in 1863, just before the Battle of Gettysburg. Green describes the people, climate, and agriculture of Pennsylvania and expresses uncertainty as to where the army will march next.

Original Document

We were aroused by the long Roll at 12 O'clock this morning took the Road (ie) the Turnpike for Shippensburg. As one Brigade (viz) Daniels to take possession of the Town. For our cavalry run the yank out the Eav before & wanted to go on. So we marched in quick time to said place, the distance of 10 or 12 miles. We arrived here this morning at 7. The people of Shippensburg looked mad at us as usual in this country. This is a fine Country the fields all covered with the finest Wheat I ever saw. Clover, Herds grap, Oats, Corn &c &c. This is a thickly settled Country, and a bondance of little Towns - The buildings is of Brick & stone chiefly. The growth is Oak, Hickory & Black Walnut. And the People Generly Ugly. They are a mixed People, Dutch, Irish, &c. I dont know long we will stay here, nor where we will go when we leave here. We will be apt to wait here until the Rest of our Division comes up with us. There has been a bondance of rain lately it Rains every day or two.

Adapted Version

We had to get up at 12 o'clock this morning. We took the turnpike to Shippensburg, Pennsylvania, to take possession of the town. Our cavalry had run the Union troops out the evening before and wanted to go on. So we marched in quick time a distance of 10 or 12 miles. We arrived here this morning at 7. The people of Shippensburg looked mad at us as usual in this country. This is a fine country, the fields all covered with the finest wheat I ever saw. Clover, herds, grapes, oats, corn, etc., etc. This is a thickly settled country with many little towns. The buildings are of brick and stone chiefly. The growth is oak, hickory, and black walnut. The people are generally ugly. They are a mixed people, Dutch, Irish, etc. I don't know how long we will stay here, or where we will go when we leave here. We will be apt to wait here until the rest of our division comes up with us. There's been a lot of rain lately. It rains every day or two.

Original Document Source: Adapted from James E. Green's diary dated June 25, 1863. Available online from The Valley of the Shadow Letters and Diaries collection at <http://valley.lib.virginia.edu/papers/FD4503>.

A Confederate Writes Just Days before His Death

A passage from a letter by a Confederate lieutenant, the Reverend Nathaniel D. Renfroe, in the Army of Northern Virginia. Renfroe was killed in the Battle of Fredericksburg on December 13, 1862. This letter was written earlier in December of that year.

Original Document

We have just completed another march of one hundred and seventy miles, crossing two awful mountains in the time. We were twelve days on the march. I had no wagon, or horse, or any other means of transportation, except my feet for myself and baggage. We rested, only at night—rising at 4:30 in the morning and marching until sunset. I suffered much—frequently thinking that I would fall out and rest. But when I would look through the company and see several men barefooted and still keeping up, it would stimulate me, and I would press on. The tramp finished my boots, and both my feet are on the ground, and but little prospect of getting any shoes soon. But it is my duty to bear a little hardness as a good soldier of Jesus Christ, and submit to it cheerfully, and without a murmur in view of my country's freedom and the honor of my religion.

Adapted Version

We have just completed another march of one hundred and seventy miles, crossing two awful mountains in that time. The march took us twelve days. I had no wagon, horse, or other means of transportation, except my feet, to carry myself and baggage. We rested only at night—rising at 4:30 in the morning and marching until sunset. I suffered much—frequently thinking that I would fall out and rest. But when I would look through the company and see several men barefooted and still keeping up, it would inspire me, and I would press on. The journey destroyed my boots, and both my bare feet are on the ground, with little prospect of getting any shoes soon. But it is my duty to bear a little hardness as a good soldier of Jesus Christ, and submit to it cheerfully without complaint, to support my country's freedom and the honor of my religion.

Original Document Source: Letter from the Reverend Nathaniel D. Renfroe, in *The Tennessee Brigade: A History of the Volunteers of the Army of Northern Virginia*, edited by Randy Bishop (Bloomington, IN: Rooftop, 2007), 139–140. Available online at https://books.google.com/books/about/The_Tennessee_Brigade.html?id=xuq2FN4ML4AC.

PRIMARY SOURCE ►

2.IO

"Nothing but desolation and ruin"

This passage is part of a letter that Confederate soldier William J. Crook of Tennessee wrote to a cousin on December 2, 1862. The letter was sent from Murfreesboro, Tennessee.

Original Document

Nothing but desolation and ruin follows in the wake of their polluting footsteps—too cowardly to meet in honorable warfare those who have dared to buckle on the shield and helmet to battle for all that is sacred beneath a Southern sky, for our rights as freemen, our country as it was given us by the patriot fathers of the first Revolution and last but not least for the honor and virtue of the noble South whose generous sympathy and self-sacrificing devotion to the cause of their country's honor will make them the theme of poetry and song for ages yet to come.

Adapted Version

Nothing but desolation and ruin follows in the wake of the Union forces' polluting footsteps. They are too cowardly to meet in honorable warfare our soldiers, who have dared to buckle on the shield and helmet to battle for all that is sacred beneath a Southern sky, for our rights as freemen, our country as it was given us by the patriot fathers of the first Revolution, and last but not least for the honor and virtue of the noble South, whose generous sympathy and self-sacrificing devotion to the cause of their country's honor will make them the theme of poetry and song for ages yet to come.

Original Document Source: Letter from William J. Crook to his cousin dated December 2, 1862. Available online from "Civil War Voices: Soldier Studies" at http://www.soldierstudies.org/index.php?action=view_letter&Letter=530.

Communicating Results and Taking Action

Communicating Results

- ◆ Compose a series of entries in a fictional diary of an imagined Civil War soldier. The entries should reflect a full understanding of the topic as it was dealt with by your disciplinary group.
- ◆ Create a written dialogue between the you and one of the letter writers among the sources for this lesson. The dialogue should demonstrate your awareness of the evidence provided by the primary sources.
- ◆ A small group of students will maintain a collaborative journal containing a record of reactions to the letters for this lesson and responses by each of the group members to the others' statements. The journal entries should address various aspects of the major themes illustrated by the activity's sources. Each student will submit at least four separate entries.

Taking Action

- ◆ Locate and interview a veteran of a recent war. This person could be a relative or a friend. Otherwise, veterans' organizations should be able to help you locate potential interview subjects. Show the veteran one or more of the primary sources for this lesson. Record the veteran's observations, memories, and views. Then prepare a brief report to the class on how the veteran responded to the ideas expressed by the Civil War soldiers.

The Civil War Soldiers Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

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