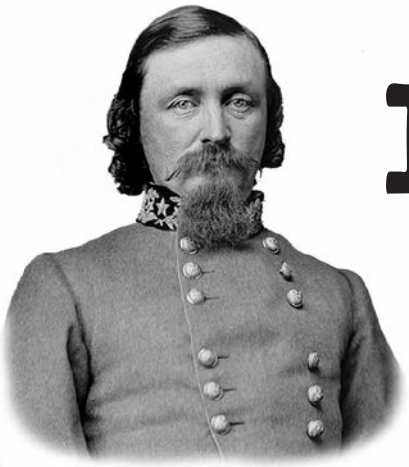

PICKETT'S CHARGE

Gettysburg National Military Park
STUDENT PROGRAM

U.S. Department of the Interior
National Park Service

Pickett's Charge

A Student Education Program at Gettysburg National Military Park

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Key: = **Essential Preparation for Trip**

Section 1

How to Use This Booklet

Your students will gain the most benefit from this program if they are prepared for their visit. The preparatory information and activities in this booklet are necessary because . . .

> • *students retain the most information when they are prepared for the field trip, knowing what to expect, what is expected of them, and with some base of knowledge upon which the program ranger can build. Otherwise the program leader is forced to waste your valuable program time building this basic foundation of knowledge.*

Section 4 includes all of the "**Essential**" information and preparations that are an integral part of your program. These activities should be reviewed in the classroom prior to your visit. The Section 5 materials provide additional information and reinforcement exercises.

Please keep in mind that the information within this packet has been generalized. The overall complexity of Civil War information is tremendous in scope. The grade level of enclosed information may not be appropriate to the level of understanding of your students. We leave the interpretation of this information in the hands of the teacher. For additional resources, please refer to our website at www.nps.gov/gett/forteachers

Section 2

Pickett's Charge Program Overview

THEME: Battle, as shown by "Pickett's Charge", was a sad, costly, and frightening experience during which soldiers exhibited many examples of courage, devotion, fighting ability and fear.

GOALS: The Pickett's Charge student education program seeks to personalize the battle by having each student focus on the life and sacrifice of one soldier. By role-playing the soldiers in one regiment involved in the infantry assault, it is hoped that the emotional context of battle is revealed, and that Gettysburg is placed within the larger contexts of the Civil War and American history.

OBJECTIVES: The students will be able to...

- describe some of the thoughts and feelings soldiers had before, during and after the charge concerning survival, being wounded, or dying;
- follow simple commands given for maneuvers in the Civil War tactics manual;
- explain the importance and difficulty of executing maneuvers during battle;
- list some of the kinds of ammunition that the soldier used and faced;
- explain the major troop movements of the third day of the battle and the reasons why they were executed;
- paraphrase some quotes made by veterans of the charge who described their experience.

Section 3

Field Trip Day Procedures

If your students are participating in our program, please follow these directions:

1. Report to the **Bus Parking Lot at the Gettysburg National Military Park Visitor Center, 1195 Baltimore Pike,** on or before the scheduled time, with your bus or vehicle and all students ready to go.

2. Your program ranger will meet you there, and ride on the bus with you to the program starting point. Your bus is necessary in the transport of your students to the program site. Any further directions necessary will be given to the bus driver by the student program ranger at this meeting point.

3. Have the students remain on the bus at this time, and remind them that once they arrive at the program site they should keep all unnecessary personal items on the bus (hats, cameras, lunch etc.) so that they are free to actively participate.

4. If the weather appears bad and you are enroute, contact the Education office at (717) 338-4422. An indoor program (possibly abbreviated, however) will be offered if we cannot stay outside.

TO GET THE FULL BENEFITS OF THE PROGRAM, IT IS IMPORTANT TO ARRIVE ON OR BEFORE YOUR SCHEDULED STARTING TIME. RANGERS RESERVE THE RIGHT TO CANCEL PROGRAMS OF GROUPS ARRIVING MORE THAN 15 MINUTES LATE!

WARNING!!! We would like to remind those participating in our student programs, that they are designed to take place outside in the natural environment. The weather therefore will play a great factor in the comfort of the students. Be prepared, as the students could be subjected to heat, cold, rain, winds, muddy fields and trails, as well as ticks and stinging insects for extended periods of time. Proper clothing and preparation is a must.

Section 4

Essential Background and Activities

This section covers the information and activities that are essential preparations for your trip to Gettysburg National Military Park. They provide the necessary background, personalize this historic event and assist the students in the role-playing they will do at the park. You may photocopy any of the material in this booklet to give to the students for their discussion and study.

BACKGROUND	PURPOSE
Causes of the American Civil War	To explain who was fighting and the main reasons why they were fighting.
The Battle of Gettysburg	To provide a general overview of the battle.
Pickett's Charge Vocabulary	To familiarize students with terms used in the program.

ACTIVITY	PURPOSE
Name Tags	To enable the program ranger to get to know your students.
Election of Officers and Insignia	To assist with on-site role-playing.
Assignment of Soldier Identity	To personalize Pickett's Charge for each student so that they begin to understand the loss and sacrifice involved.
Flag-making	To illustrate the emotional response soldiers had toward flags as well as their importance in battle.
Drill of the Company (your class)	To familiarize students with the difficulty and importance of moving together as a group.

ESSENTIAL BACKGROUND

CAUSES OF THE AMERICAN CIVIL WAR

What was the Civil War really fought over? Let the people who lived through this emotional and complex time period tell you what it was like, and why they became involved in a war that would ultimately claim 620,000 lives.

Respond as each author might to the following questions: "What was the cause of the Civil War?"

POLITICIANS' VIEWS

Alexander Stephens, Vice President of the Confederate States of America, March 1861:

This was the immediate cause of the late rupture and present revolution. [Our] foundations are laid, its cornerstone rests, upon the great truth that the negro is not equal to the white man; that slavery, subordination to the superior race is his natural and normal condition.

Mississippi Declaration of Secession, January 1861:

*We must either submit to degradation, and to the loss of property worth four billions of money (*the estimated total market value of slaves*), or we must secede from the Union framed by our fathers, to secure this as well as every other species of property.*

President Lincoln's "House Divided" Speech, Springfield, Illinois, June 16, 1858:

A house divided against itself cannot stand. I believe this government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved -- I do not expect the house to fall -- but I do expect it will cease to be divided. It will become all one thing or all the other.

Frederick Douglass, abolitionist and former-slave, speech delivered on March 26, 1860:

If slaveholders have ruled the American Government for the last fifty years, let the anti-slavery men rule the nation for the next fifty years. If the South has made the Constitution bend to the purposes of slavery, let the North now make that instrument bend to the cause of freedom and justice. If 350,000 slaveholders have, by devoting their energies to that single end, been able to make slavery the vital and animating spirit of the American Confederacy for the last 72 years, now let the freemen of the North, who have the power in their own hands, and who can make the American Government just what they think fit, resolve to blot out for ever the foul and haggard crime, which is the blight and mildew, the curse and the disgrace of the whole United States.

Rewrite the excerpted letters in your own words, answering the question:
"What was the cause of the Civil War?"

SOLDIERS' VIEWS
(All three soldiers perished from their wounds at the battle of Gettysburg.)

Sergeant Philip Hamlin of the First Minnesota Infantry Regiment wrote home on March 1, 1862:

The example of our nation has been a fountain of light to the people of the old world foreshadowing to the struggling nationalities a future destiny gloriously delivered from the weights and embarrassments of the past which have limited privileges, combated freedom, made the distributions of blessings unequal, and restricted the culture of the mind, and the consequent elevation of man in opposition to a class endowed with special privileges only by arbitrary enactment . . . May God preserve us from ourselves.

Private George W. Ervay, 16th Michigan Volunteer Infantry, wrote the following letter excerpt on February 16, 1863, referencing the recent recruitment of African-American soldiers – an action made possible by Lincoln's Emancipation Proclamation, but not "endorsed" by soldiers such as Ervay.

. . . I think that I shall bee clear of the war soon for wee white soldiers are going to bee relieved by the n-----s. last pay day the officers had to pay taxes on the n-----s that are in the army and around Washington and it is in the New York herrild that every private soldier will have to forfit fifteen percent next pay day that will bee three & ½ dollars every two monts for the support of the counter bands some say that if they take any money out of their pay that they will disert others say that they will mutenize and I think that if they ever take any of my pay that I shall prefer the former . . .

Lieutenant Sidney Carter was from South Carolina, and had a big enough farm to own a few slaves. This makes his war reasoning in the last line all the more interesting (and perplexing from our modern viewpoint) from this January 1862 letter home.

. . . One thing I must say I want you to do is if Judson will not ally you in making the negroes know their place, I want you to call on Giles to do it. If you will be prompt when they need whipping, then they will think of this when help is not present . . . I think it would be best not to plant any cotton except enough to keep seeds (and one bale for house use). . . .Give my love to all and accept your own part. Kiss the dear little ones for me. If I never see them again, I will try to leave them a free home.

Note to teachers: Primary sources are often difficult for even the best students. Define terms within, choose and/or abbreviate excerpts, and incorporate in the manner most suitable for the age and experience level of your students.

Underlined words or phrases within the student readings above should be explained prior to class reading, if possible. For excerpted post-war sources on the causes of the war, check out the "GETTYSBURG SCHOOLBUS" -- a new blog for educators -- at www.nps.gov/gett/forteachers.

Questions for class discussion:

- Why do you think some contemporaries refer to the U.S. Constitution and some to the Declaration of Independence when referring to the coming of war?
- How were the soldiers' reasons for fighting alike? How were they different?
- How were the soldiers' reasons alike or different from the politicians' views?
- What is the difference between a contemporary and a post-war source? A primary and a secondary source? Which are most reliable, in your opinion?
- Based on these sources, and others you have read, what was the main cause of the Civil War? Support your answer.

ESSENTIAL BACKGROUND:

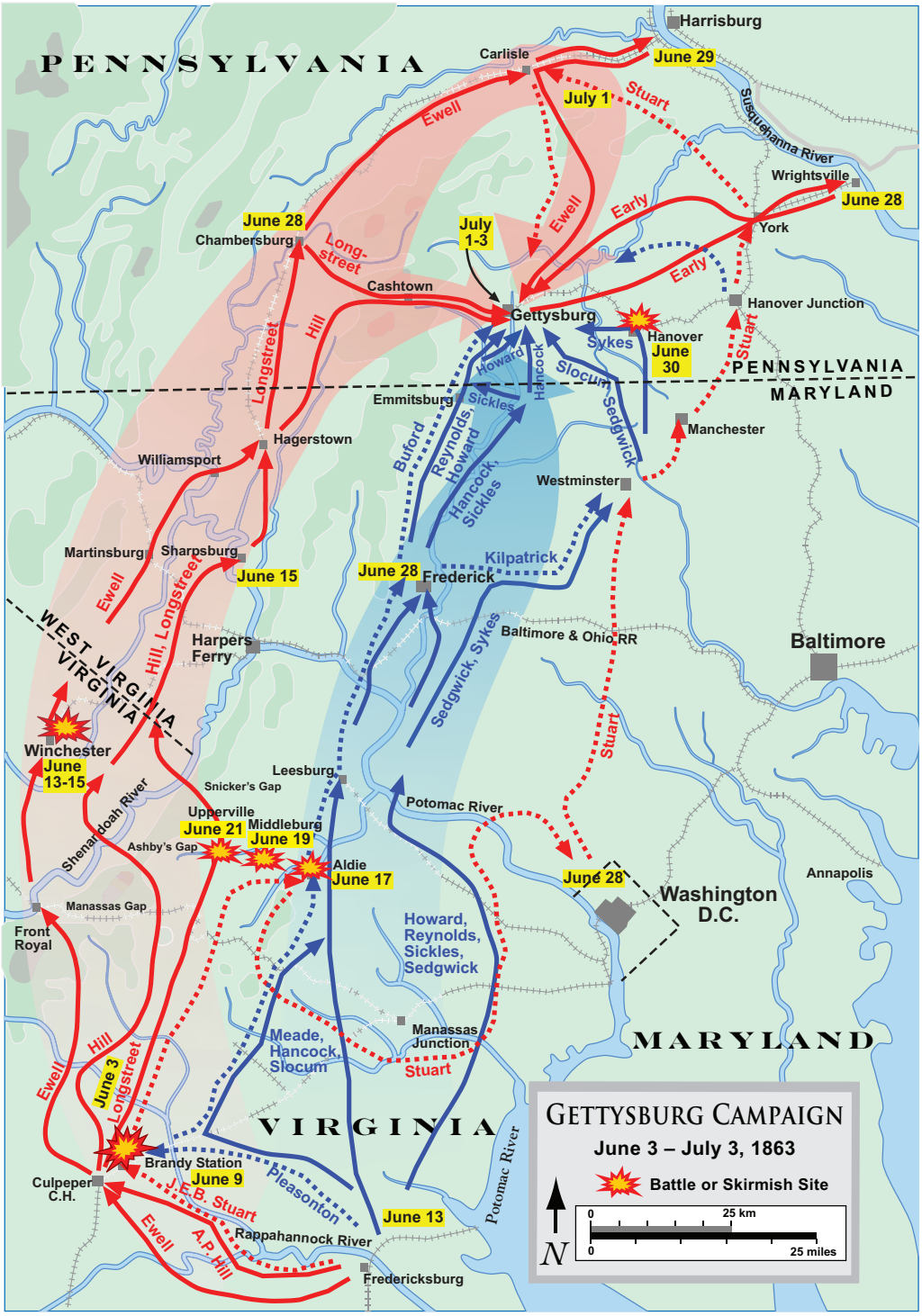
THE BATTLE OF GETTYSBURG

In the spring of 1863, the Confederacy found itself in a situation that called for action. The Confederate Army of Northern Virginia, commanded by General Robert E. Lee, had defeated the Union forces at Fredericksburg in December of 1862, however December was not the optimal time to give battle. At Chancellorsville in May of 1863, Lee again defeated the Union forces but the situation gave Lee little chance to follow up his victory. First of all, he was without a third of his army, and secondly his army would have had to cross a river in three places to resume the fight.

JUNE 1863

Lee, therefore, began moving his army north in early June, hoping to draw his enemy to a better battleground and also to find desperately needed supplies in the rich Pennsylvania farmlands, which up until then had not been nearly as damaged by the War as the Virginia farmlands. Lee also reasoned that one or more decisive victories in the North would increase pressure on the Northern government to seek a peace agreement with the South. Thus, Lee and his army moved into Pennsylvania during June and eventually converged in Chambersburg, about 22 miles west of Gettysburg.

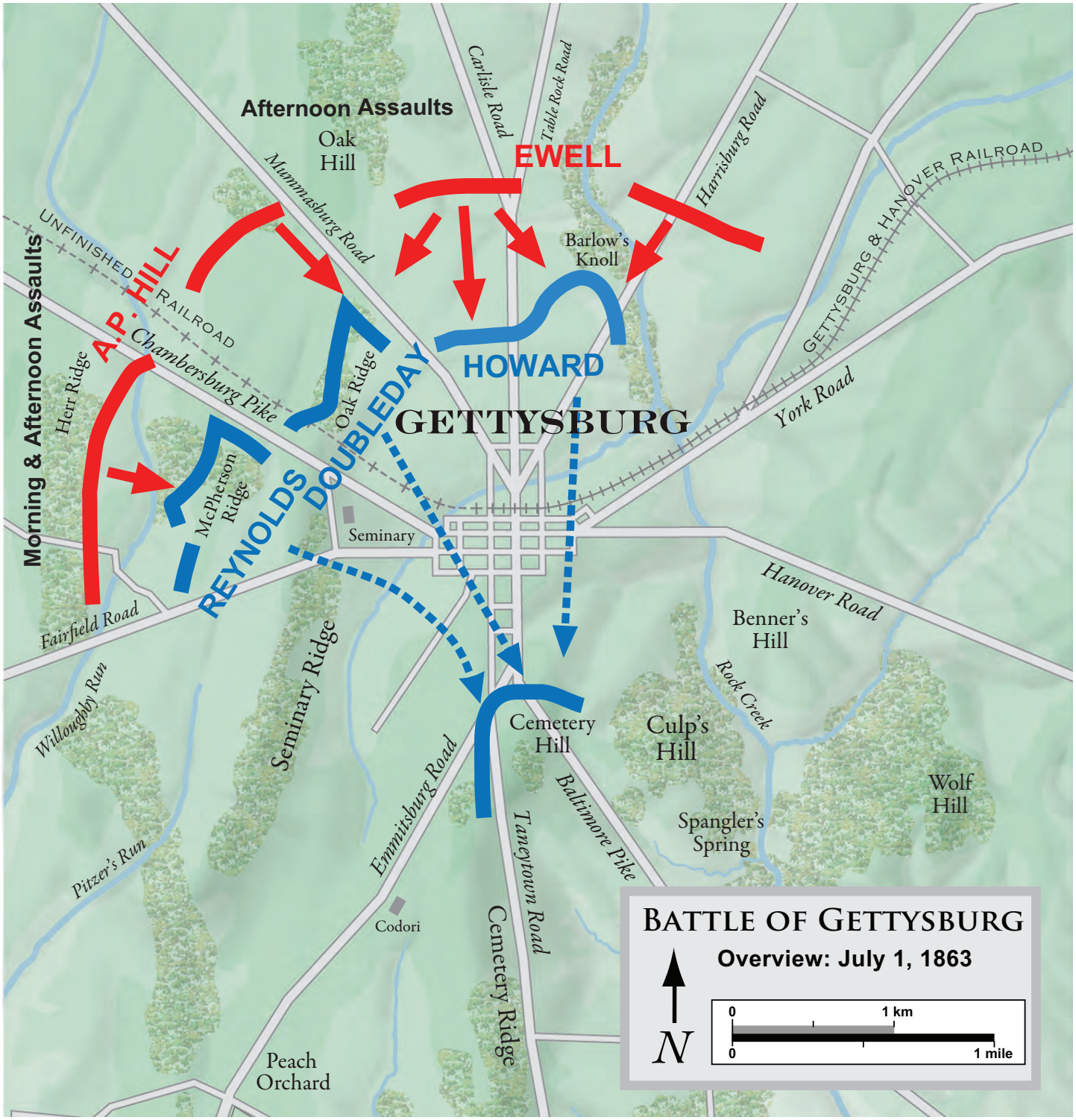
Look carefully at the map of Lee's invasion. Where do you think Lee was originally headed?



JULY 1, 1863

Neither General Lee nor General George Gordon Meade, commander of the Union Army of the Potomac, had anticipated a battle at Gettysburg on July 1. But chance brought the two forces together. This first day's battle was a definite, but indecisive victory for the Confederates. They came with greater numbers initially from the west and the north, pushing the Union forces back through town.

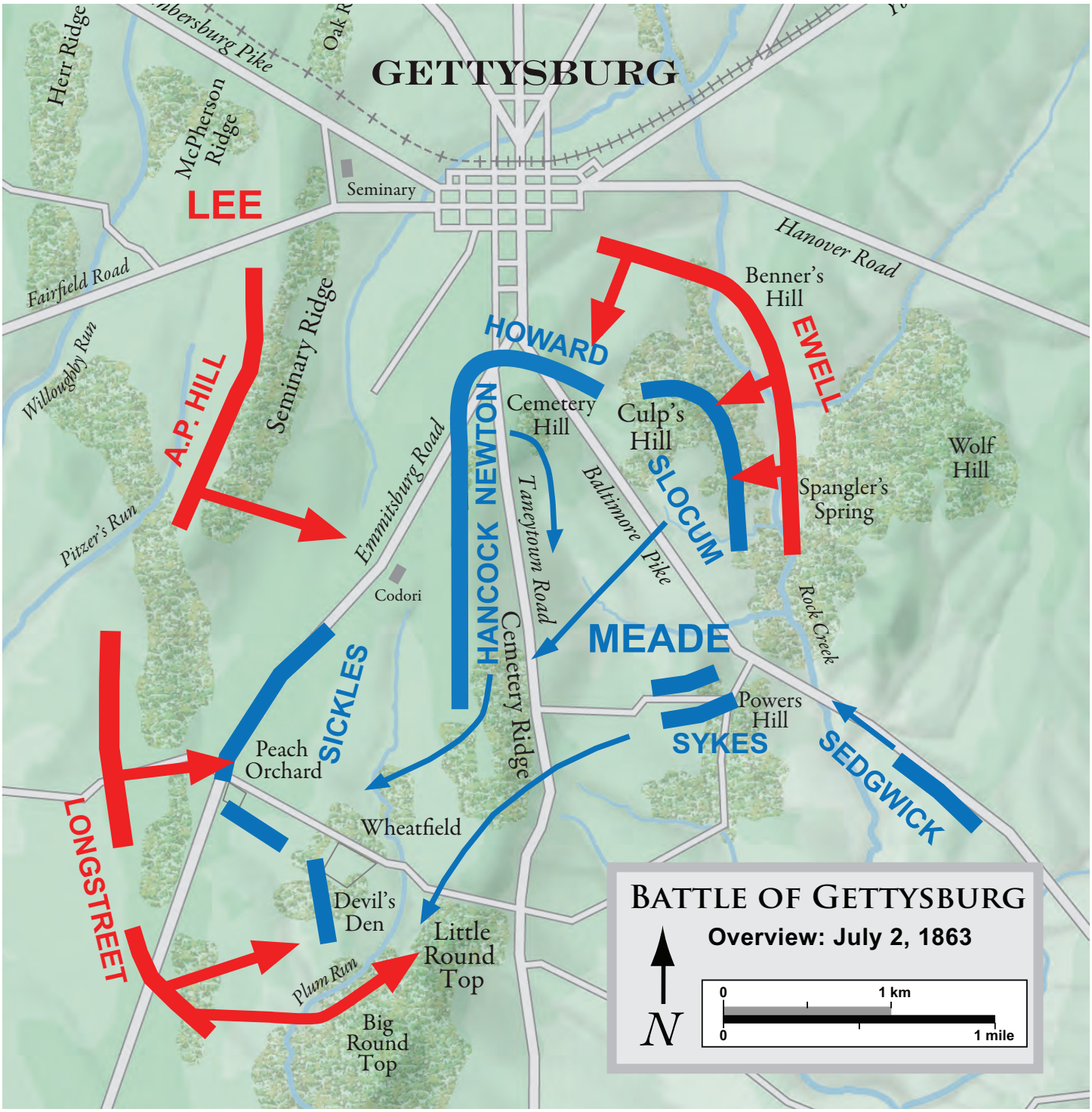
Circle the Lutheran Seminary on the map of July 1. Put a box around the town of Gettysburg. Now look closely at the geographic features on the map. After the retreat through the town of Gettysburg, why do you think the Union army chose to reform their battle lines in this position? Would you have chosen the same, or a different position? Support your answer.



JULY 2, 1863

The Union troops retreated but regrouped on the high ground south of town-on Culp's Hill, Cemetery Hill, Cemetery Ridge, and Little Round Top-and formed a long defensive line shaped like a fishhook. On July 2, the Confederates struck both ends of the Union line. They hit hard, first at Little Round Top and then at Culp's Hill and Cemetery Hill; but with high ground and craggy rock formations in their favor, the Union troops held out against these attacks, and the Confederate forces fell back and reformed along Seminary Ridge again.

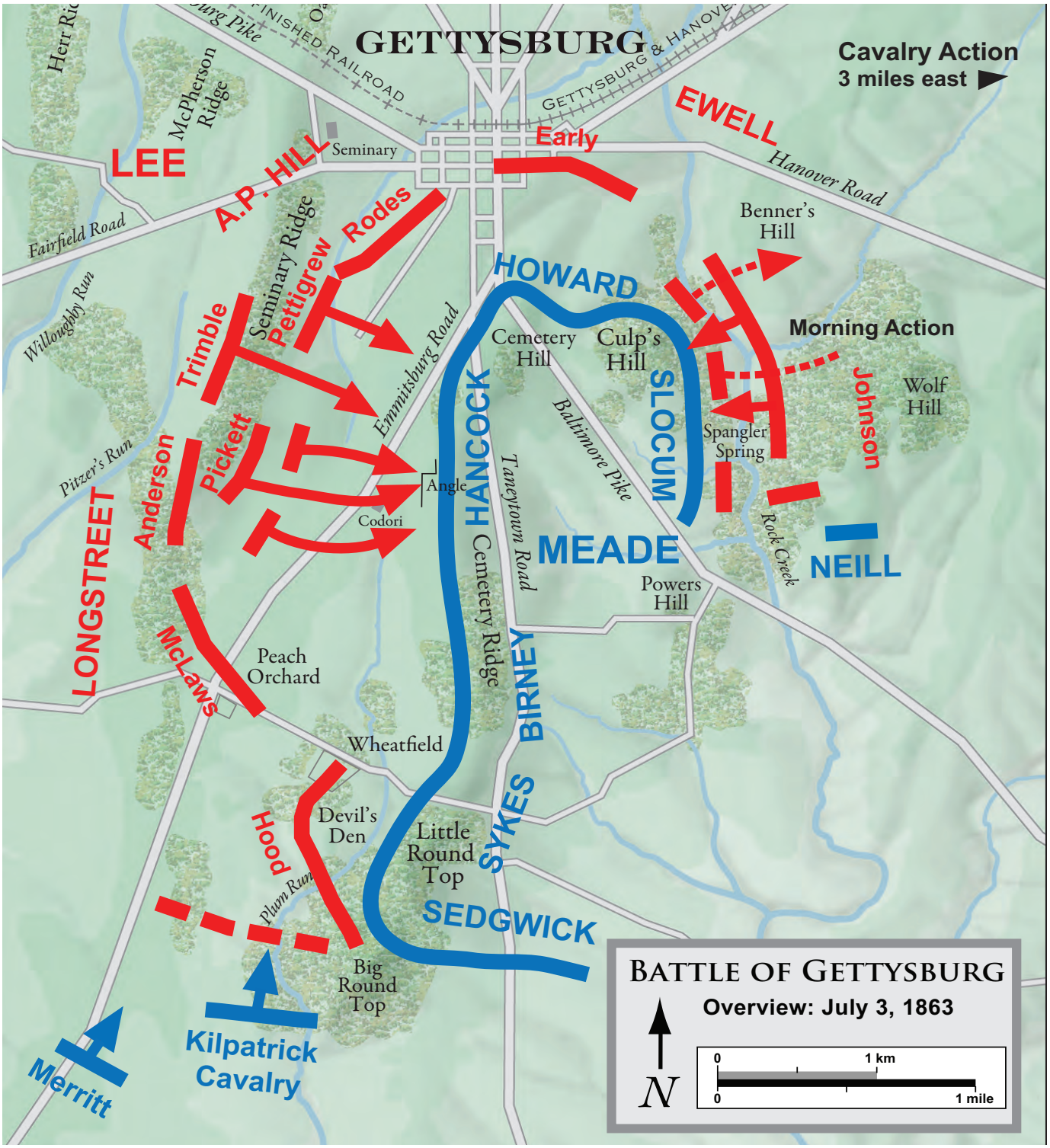
Measure the approximate length of the Union line of battle, and then the approximate length of the Confederate line of battle. Why is the Union "interior line" becoming a better position than the Confederate "exterior line"



JULY 3, 1863

On July 3, General Lee again attacked the Union forces. But this time Lee struck at the center of the Union line since the fighting on the previous day had demonstrated the strength of the Union flanks or ends. In this massive assault, now popularly known as Pickett's Charge, the Confederates attacked the Union troops on Cemetery Ridge. But the Union Soldiers held once again and pushed the Confederates back to their original position on Seminary Ridge. The Battle of Gettysburg was over.

Locate Pickett's Division on the July 3rd map. Trace and measure its route to the center of the Union line. How far across the fields did they have to march before reaching the enemy? What major obstacle did they confront along this route?



ESSENTIAL BACKGROUND:

PICKETT'S CHARGE VOCABULARY

Army of Northern Virginia – the Confederate Army at Gettysburg; soldiers fighting for the South; also called Rebels.

Army of the Potomac – the Union Army at Gettysburg; soldiers fighting for the North; also called Yankees or Federals.

cannister – a cylinder filled with golf ball-sized iron balls, fired from a cannon and having a huge shotgun effect.

cannonade – a large number of cannon firing at the same target.

case shot – an exploding cannonball, filled with balls and powder.

casualty – a soldier who has been wounded, killed or captured by the enemy.

Cemetery Ridge – a long low ridgeline south of Gettysburg which was occupied by the Union Army. Cemetery Hill was at the north end of the ridge.

CSA – Confederate States of America; the South.

fishhook formation – the shape of the Union battle lines at Gettysburg on July 2 and 3, 1863.

flank – the end of a line of soldiers; each army had a left and right flank; these were considered weak points in the line.

Longstreet's Assault – the accurate name for Pickett's Charge. General Longstreet was actually in charge of the Confederates making the attack on July 3, 1863, from Seminary Ridge to Cemetery Ridge. (General Pickett's men led the advance.)

oblique – a marching term for a 45-degree turn; Pickett's men had to perform a left oblique while under heavy fire.

Rebel Yell – a loud shout by rebels during the charge, sounding like "EEEE-yaah!"

Seminary Ridge – a long low ridgeline to the west of Cemetery Ridge occupied by the Confederate Army. The Lutheran Seminary was located on this ridge.

shell – a cannonball or bullet-shaped missile filled with explosive powder, sending small sharp pieces of the shell in many directions once fired.

skirmishers – a group of soldiers sent out before the main battle line of troops as scouts and to harass the enemy.

solid shot – a solid, non-exploding cannonball.

swale – a low place in the land. It briefly hid the advancing Confederates from view.

The Angle – a 90-degree turn in a low stone wall on Cemetery Ridge that the advancing Confederates tried to capture.

the colors – another name for a flag.

The Copse of Trees – a small group of trees on Cemetery Ridge near The Angle, believed by some to be the target for Southern soldiers in Pickett's Charge.

USA – United States of America; the North.

ESSENTIAL ACTIVITY:

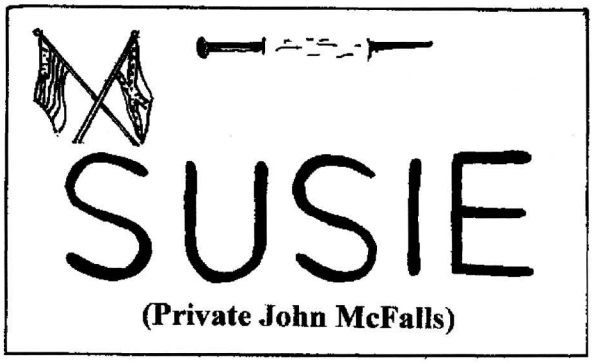
NAME TAGS

PURPOSE: To enable the student program rangers to quickly get to know the students in your class.

MATERIALS: Scissors, paper, crayons or marking pens, safety pins or other attaching device.

PROCEDURE: Have the students make name tags which can be pinned or otherwise attached to their jackets. They should be large enough to be seen at a distance and clearly printed. The students' first names will be sufficient. You may also want to include the students' soldier identities in smaller print on the name tags.

A prototype is pictured below.



ESSENTIAL ACTIVITY:

ELECTION OF OFFICERS AND OFFICERS' INSIGNIA

PURPOSE: Essential for on-site role playing.

MATERIALS: Scissors, paper or felt, crayons or marking pens, straight pins or other attaching device.

PROCEDURE: Have the students elect officers to serve during the program at the park. They need to elect:

A Captain who will be the leader of the company. The captain will need to have a strong voice to give commands and should be someone that everyone respects and trusts to lead them.

A Lieutenant who will be the second in command. If something should happen to the captain in battle, the lieutenant will take over.

A First Sergeant who should be the toughest person in the company. This person has the immediate supervision of the company and sees that the Captain's orders are carried out.

2 Color Sergeants who must be the bravest members of the class, since they will easily be seen by the enemy and will have no weapon of their own.

Both boys and girls may serve as officers. All of the other students in the class will be privates or corporals. Officers had to wear special insignia to identify their military rank. The elected officers should be responsible for making their respective insignia, which is to be worn on the day of the program (see the cut-outs on the following pages).

* ***Note:*** *These officers should be assigned the first five identities in the "Assignment of Soldier Identity" activity.*

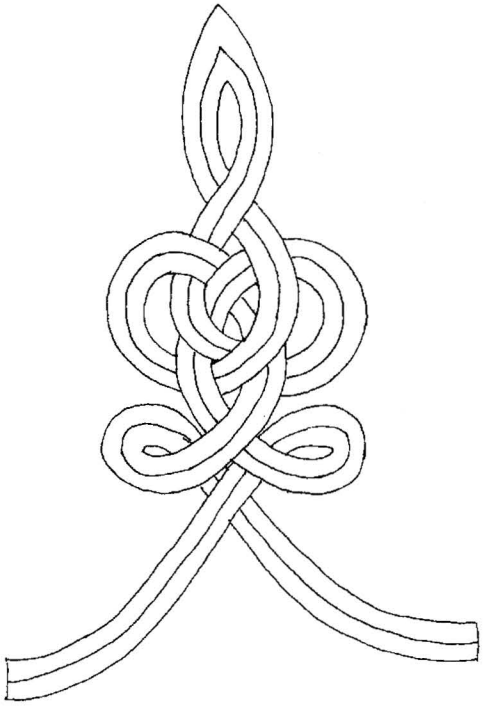
OFFICERS' INSIGNIA

CAPTAIN

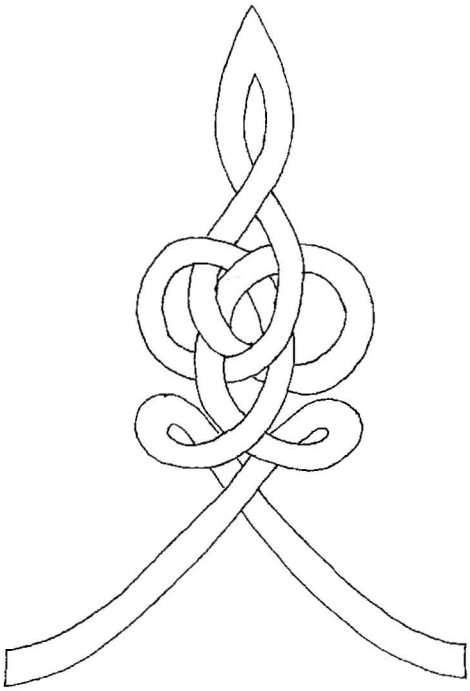
Two Gold Loops on each sleeve

LIEUTENANT

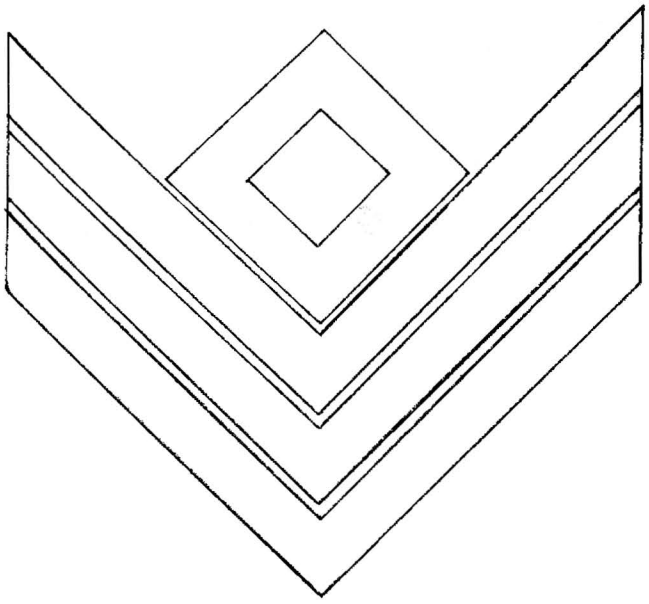
One Gold Loop on each sleeve



CAPTAIN

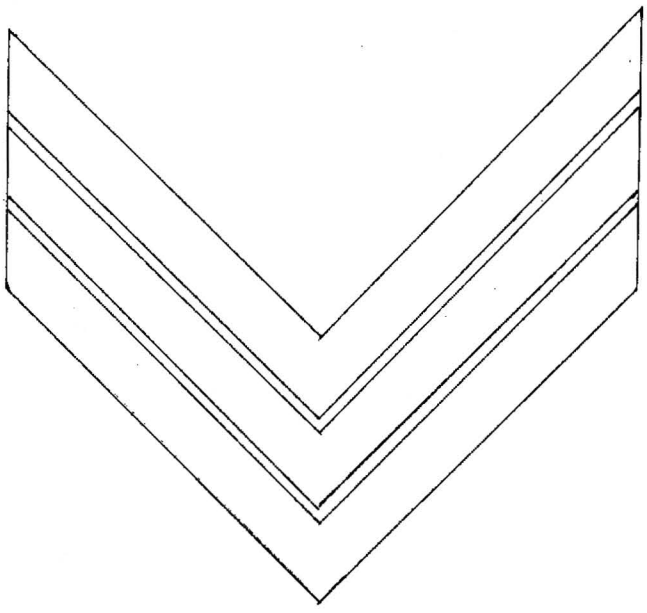


LIEUTENANT



1st SERGEANT

3 Light Blue Chevrons on both sleeves



COLOR SERGEANT

3 Light Blue Chevrons on both sleeves

ESSENTIAL ACTIVITY:

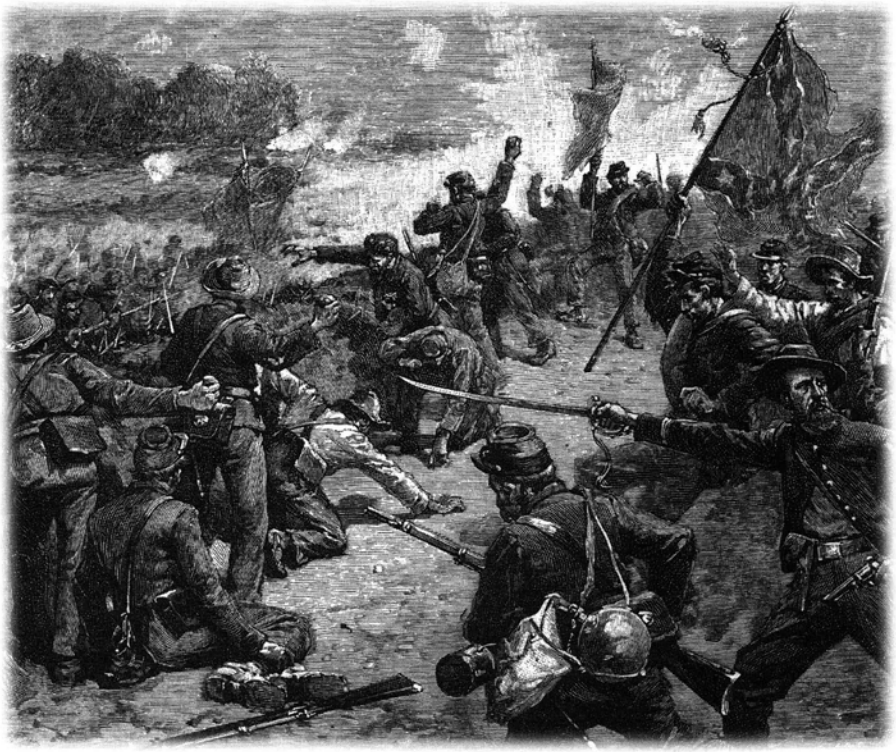
ASSIGNMENT OF SOLDIER IDENTITY

Before your group arrives at the park for their program, assign each student one of the roles listed on the following pages, which they are to memorize and role-play.

**** Please follow these directions closely*:**

- Start assigning roles from the top of the list and work down.
- Do not skip roles; the final number that you use should match the number of students who will attend.
- Assign, or have the class elect, the officers first, as numbers 1 through 5 correspond with their ranks (See "Election of Officers" activity).
- If you are bringing *one* class to the program, assign only men from the 28th Virginia. If *two* classes are participating in the program *at the same time*, assign one class the 28th Virginia and the other the 57th Virginia Regiment. (Choose the supplementary lessons in Section 5 that correspond with the regiment that you assign your class.)
- Tell the students that these were REAL MEN who marched across the ground on which they will march on their field trip day.
- Print and then cut-out the following soldier identities.

Your students will discover and re-enact the fate of these soldiers, who actually fought in Pickett's Charge.



28th VIRGINIA INFANTRY REGIMENT, C.S.A.

1. **Captain Michael P. Spessard** – 41 years old/farmer from New Castle/son is Private Spessard, also in this company.

2. **Lieutenant John A. J. Lee** – 25 years old/farmer from New Castle/5 feet, 9.5 inches tall/ dark hair, gray eyes, dark skin.

3. **Sergeant Edward G. Richardson** (will serve as First Sergeant) – 27 years old/shoemaker from Botetourt/wounded June 1862 at Frayser's Farm, VA/wounded Sept. 1862 at Boonsboro, MD/in hospital until Feb. 1863.

4. **Color Sergeant John Eakin** – born Nov. 25, 1836/farmer from Craig/promoted to color sergeant Dec. 1862.

5. **Sergeant John B. Caldwell** (will serve as Color Sergeant) – 27 years old/farmer from Craig/ promoted to Sergeant in January 1862.

6. **Private Jacob W. Myers** – 19 years old/blacksmith from Craig/enlisted in 1861 at the young age of 17.

7. **Corporal Dabney Debo** – born June 9, 1839/enlisted April 27, 1861/farmer from Chestnut Fork/ Captured May 5, 1862 at Williamsburg, VA./POW in Old Capital Prison in Washington D.C./exchanged on August 5, 1862/Wounded August 30, 1862 at 2nd Manassas/recovered.

8. **Private James P. Martin** – 19 years old/enlisted in August, 1861 at Fairfax Court House.

9. **Private Simon Hancock** – 35 years old/farmer from Bedford/fair skin, dark hair, blue eyes/ 6 feet and 1/2 inch tall/enlisted March,1862/ sick in Lynchburg hospital Aug. through Dec. 1862.

10. **Private Hezekiah Spessard** – enlisted in Feb. 1863/father is Captain Michael Spessard of this regiment.

11. **Private James G. Kessler** – from Fincastle/placed under arrest March 1863 to June 1863, when he was released by order of General Pickett.

12. **Private James H. Thompson** – transferred from 4th VA Regiment Aug. 30, 1861.

13. **Private William R. Obenshain** – 19 years old/from Fincastle/5 feet 3 inches tall/dark skin, black hair, hazel eyes/enlisted March 1862/sick and in hospital with debility from May to Nov. 1862.

14. **Private John M. Brisentine** – Married to Sarah Jane Brisentine/enlisted May 15, 1861/laborer from Craig County/absent at home Jan. to April 1862/wounded at Frayser's Farm June 30, 1862/AWOL Nov. to Dec. 1862.

15. **Corporal John Jefferson Miller** – 25 years old/farmer from New Castle.

16. **Private Calvin P. Dearing** – 21 years old/farmer from Chestnut Fork/sick in the hospital August to November, 1862.

17. **Private Edward A. Belew** – joined in 1861/absent until January, 1862/captured May, 1862 at Williamsburg/returned to duty August 1862/orderly to Colonel Allen at Gettysburg.

18. **Private George Kelly Turner** – 24 years old/6 feet 2.75 inches tall/dark skin, black hair, hazel eyes/sick November 1862 to January 1863.

19. **Private Joseph H. Hughes** – 23 years old/laborer from Botetourt/deserted September to November 1862/ returned.

20. **Private Robert Christian Holland** – attended Roanoke College/enlisted May 1861 in Salem/ wounded at 2nd Manassas/in hospital until November 1862/returned to duty.

21. **Corporal Henry Lewis Camper** – 24 years old/promoted to Corporal October, 1862.

22. **Private Samuel Ronk** – 33 years old/wagon maker from Botetourt/5 feet, 8 inches tall/fair skin, fair hair, gray eyes.

23. **Private Robert Ballard** – 22 years old/farmer from Good's Crossing/wounded at Frayser's Farm in June 1862/ in hospital until Dec. 1862.

24. **Private Uriah H. Ayres** – 28 years old/farmer from Bedford County/6 feet, 3 inches tall/dark skin, dark hair, blue eyes/wounded June 1, 1862 at Seven Pines/in hospital until Dec. 1862/returned to regiment Jan. 1863.

25. **Private Nathaniel Chittum** – 24 years old/from Bedford/5 feet, 10.5 inches tall/light skin, brown hair, gray eyes/wounded June 1862/sent home then returned to Regiment.

26. **Private Marion J. Cundiff** – 22 years old/farmer from Bedford/5 feet, 7.5 inches tall/dark skin, brown eyes, black hair.

27. **Private George A. Lollis** – 20 years old/farmer from Botetourt.

28. **Private James O. Dudding** – 26 years old/married/farmer from New Castle/sick September to December 1861 in Lynchburg Hospital/Deserted Hospital April 1862/rejoined December 1862/ placed under arrest, with Regiment.

29. **Private William Barnes** – Enlisted May 1862/sick in hospital with diarrhea, July to August 1862.

30. **Private Daniel M. Brown** – 31 years old/carpenter from Botetourt/began as Corporal but reduced to Private in May 1862/wounded May 1862 at Williamsport/at home until October 1862.

31. **Private Samuel M. Brown** – 25 years old/from Botetourt/wounded in June 1862/in hospital until October 1862.

32. **Private Osson Perry Knight** – 43 years old/from Bedford/5 feet, 8.5 inches tall/light skin, yellow hair, blue eyes.

33. **Private John A. Roach** – 31 years old/farmer from Bedford/enlisted in March 1863/dark skin, black eyes, black hair.

34. **Private A.B. Tompkins Ailiff** – 35 years old/dark skin, black hair, hazel eyes/farmer/enlisted in March 1862/sick in hospital with pneumonia from May to August 1862.

35. **Private Henry L. Book** – married to Mary Book/mechanic from Craig Courthouse/enlisted on May 15, 1861/reported sick in Petersburg Hospital in the fall of 1861/sent home until May 1862/ returned to Regiment.

57th VIRGINIA INFANTRY REGIMENT, C.S.A.

1. **Captain John H. Smith** – From Franklin County/enlisted July 23, 1861, at Big Lick/Promoted from Sergeant to 2nd Lieutenant January 1862/Promoted to Captain June 1862/absent due to sickness from June through December 1862.

2. **Lieutenant Charles H. Jones** – Age 24/enlisted June 21, 1861 as Sergeant/resident of Pig River/ 6 feet, 1 inch tall/Fair complexion, dark hair, and dark eyes/listed as Lieutenant in October 1862/Absent due to sickness in December 1862.

3. **Sergeant Wyatt S. Meador** (will serve as First Sergeant) – Enlisted May 29, 1861 at Gravel Hill/ promoted to Sergeant November 1861.

4. **Sergeant Joseph C. Mahan** (will serve as Color Sergeant) – Enlisted July 10, 1861 in Rorrers/ promoted to Corporal October 1862 and then to Sergeant in June 1863.

5. **Sergeant James Anderson** (will serve as Color Sergeant) – 18 years old/farmer/enlisted July 1861 in Pittsylvania County/promoted to Corporal in November 1861 and then to Sergeant in May 1862.

6. **Private Landon Hodges** – Enlisted in Sydnorsville, August 8, 1861/5 feet 6.75 inches tall/fair complexion, brown hair, light brown eyes/resides in Franklin County/Absent due to sickness January through April 1862/discharged September 1862. Re-enlisted.

7. **Private Alfred J. Wade** – Enlisted May 29, 1861 at Gravel Hill/deserted Feb. 20, 1863/rejoined May 2, 1863.

8. **Private John R. Gaulding** – Pittsylvania County farmer/enlisted August 1861/admitted Chimborazo Hospital on Feb. 16, 1863, with rheumatism/returned to duty Feb. 19, 1863.

9. **Private James G. Lee** – born in Buckingham County/enlisted on September 11, 1861 in Richmond at the age of 18/re-enlisted in February 1862/5 feet, 11 inches tall/dark complexion, gray eyes.

10. **Private John S. Crum** – Enlisted July 7, 1861 in Sydnorsville/admitted to Richmond Hospital Sept. 30, 1862 with diarrhea/furloughed Oct. 10, 1862/absent due to sickness through February 1863/ admitted Danville Hospital May 20, 1863 with pneumonia/returned to duty May 22, 1863/ 5 feet, 9 inches tall/fair complexion, brown hair, gray eyes/resident of Franklin County.

11. **Private George C. Willis** – Enlisted August 19, 1861 in Sydnorsville/broke leg at Malvern Hill/absent through December 1862/returned/5 feet, 9.5 inches tall/ Dark complexion, brown hair, gray eyes/Resided in Franklin County

12. **Corporal Joseph W. Heckman** – Enlisted July 10, 1861 at Pig River/In hospital with debility, August 28, 1862 to April 2, 1863/Returned to duty.

13. **Private Moses H. Stone** – Enlisted March 6, 1862 in Franklin County/Confined December 23, 1862 for trading in camp/Returned to duty.

14. **Corporal William H. Davis** – farmer from Franklin County/enlisted in June 1861/hospitalized May to July 1862/6 feet tall/fair complexion, light hair, blue eyes.

15. **Private Brice E. Martin** – Enlisted July 10, 1861 at Mt. Vernon Church/farmer.

16. **Private Alexander Custard** – Enlisted August 17, 1861 in Pittsylvania County/furloughed February 1862/Returned to duty.

17. **Private Creed F. Jones** – Enlisted April 17, 1862 at Ft. Dillard/farmer/5 feet, 10 inches tall/ dark complexion, black hair, dark eyes/deserted May 9, 1862/rejoined January 1863.

18. **Private William B. Dunkum** – Enlisted August 22, 1861 in Buckingham County/Admitted to Farmville Hospital July 26, 1862/returned to duty Nov. 24, 1862.

19. **Private Joseph Cox** – Enlisted March 6, 1862 in Franklin County/absent due to sickness through December 1862/Returned to duty.

20. **Private Thomas Henry Fowler** – Born in Maryland/druggist/5 feet, 8 inches tall/fair complexion, light hair, blue eyes/enlisted at Rocky Mount on March 20, 1862.

21. **Private William J. Tomlinson** – Born in South Carolina/Age 36/farmer/6 feet tall/fair complexion, auburn hair, blue eyes/Enlisted June 10, 1861/Discharged Oct. 18, 1861/re-enlisted Feb. 1, 1862/Wounded in thigh at Malvern Hill/Admitted to Danville Hospital Sept. 28, 1862/ Returned to duty Dec. 25, 1862.

22. **Private John Whitmore** – Enlisted July 19, 1861, in Botetourt County/5 feet, 10 inches tall/dark complexion, black hair, hazel eyes.

23. **Private William Moran** – Enlisted April 17, 1862 in Norfolk.

24. **Private Achilles M. Dolman** – Enlisted July 20, 1861 in Jackson/ 6 feet tall/dark complexion, auburn hair, dark blue eyes/Resided Albemarle County/Absent due to sickness Dec. 1861 through Feb. 1862.

25. **Private John B. Pate** – Born Franklin County/Enlisted June 21, 1862 at Higgs Field/6 feet 1.75 inches tall/ruddy complexion, dark brown hair, gray eyes/absent through October 1862/returned to duty.

26. **Private James W. Owen** – Enlisted June 22, 1861 at Gumsprings/Carpenter/Absent due to sickness Dec. 1861 through April 1862/Returned to duty.

27. **Private Samuel W. Thornton** – Enlisted June 15, 1861 at Young's Store/Admitted Chimborazo Hospital Aug. 30, 1861 with diarrhea/furloughed Sept. 8, 1861 for 30 days/Admitted Chimborazo Hospital July 4, 1862 with chronic rheumatism/returned to duty.

28. **Private James R. Gardner** – Enlisted July 10, 1861 in Henry County/6 feet, 4 inches tall/Dark complexion, dark hair, dark eyes/Resided in Pittsylvania County/Captured Sept. 19, 1862 at Harpers Ferry/Exchanged Nov. 10, 1862/returned to duty.

29. **Private William A. Kirks** – Enlisted July 13, 1861 in Sydnorsville/5 feet, 6.5 inches tall/Fair complexion, light brown hair, light blue eyes.

30. **Private John C. Lester** – Enlisted July 10, 1861 at Mt. Vernon Church/5 feet, 9.5 inches tall/ fair complexion, light hair, brown eyes/resided in Henry County.

31. **Private Christopher C. Winger** – Born in Botetourt County/Enlisted June 12, 1861 at Waskey's Mill.

32. **Private Thomas Overby** – Enlisted June 10, 1861 at Bachelor's Hall.

33. **Corporal Ralph Adkins** – Enlisted July 1, 1861 in Pittsylvania County/promoted to Corporal May 7, 1862/Wounded in leg at Malvern Hill/absent due to sickness through Feb. 1863/returned to duty.

34. **Private William H. Norris** – Born November 1840/Albemarle County farmer/enlisted July 13, 1861 at Stoney Point/5 feet, 11.5 inches tall/Fair complexion, black hair, and hazel eyes.

35. **Private Arthur L. Smith** – Enlisted March 1, 1862 in Buckingham County/5 feet, 9 inches tall/ fair complexion, brown hair, blue eyes/Resided Buck County.

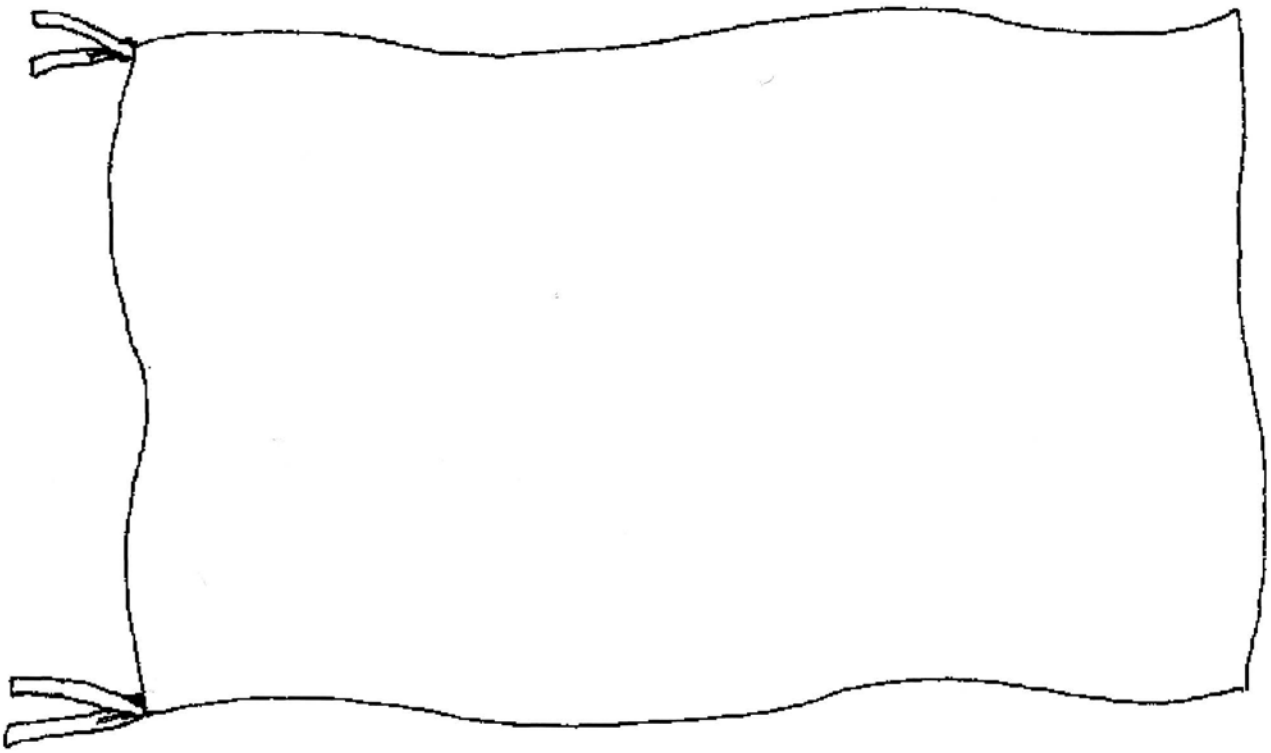
ESSENTIAL ACTIVITY:

FLAG-MAKING

PURPOSE: To give the group a sense of identity and to assist with on-site discussion of flags.

MATERIALS: 3 x 5 foot fabric piece, small fabric squares, glue, thread, paint or markers

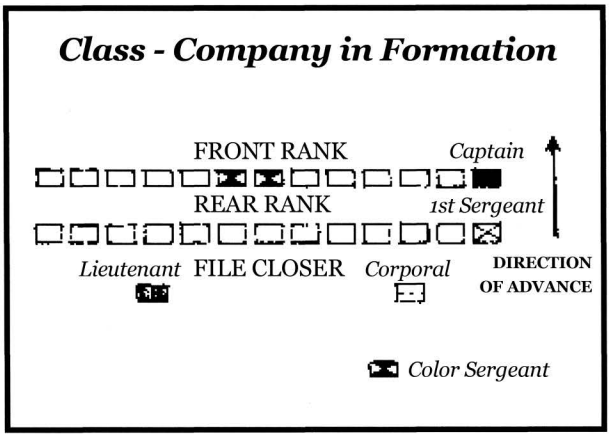
PROCEDURE: Have the students design and make their own flag to bring to Gettysburg. *It should represent the class in some way*. The design may be glued, sewn, or drawn directly onto the background material. Be sure to make 6" ties at one end that will enable you to attach it to our flagpole, or create a 2" closed sleeve at the top corner of your flag to slip over the flagpole.



ESSENTIAL ACTIVITY:

DRILL OF THE COMPANY (YOUR CLASS)

PURPOSE: To give the students a sense of belonging to a group that functions together as trained soldiers did. To be used later, on-site, during the program.



PROCEDURE: Using the elected officers, and this drawing as reference, have the students get into formation on a large open area. Use the Lieutenant and one Corporal as file-closers. The file-closers stay to the rear while on the march. The flagbearers will always be at center-front of the formation when on the march. Students should be lined up very close together, shoulder-to-shoulder.

The Captain will give the orders to the Company, always starting with the word "COMPANY". The Lieutenant should practice giving orders also.

Try some of the following commands with your class-company:

COMPANY...FALL IN (line up quickly, as shown in diagram)

COMPANY...ATTENTION (stand tall, face forward, silence)

COMPANY...RIGHT FACE (quarter-turn to the right)

COMPANY...LEFT FACE (quarter-turn to the left)

COMPANY...ABOUT FACE (half-turn, clockwise)

COMPANY...FORWARD MARCH (move forward, maintaining formation)

COMPANY...HALT (stop, but remain at attention)

COMPANY...AT EASE (relax, but stay in place)

Here are some more orders that the captain can give, as needed:

COMPANY...RIGHT – DRESS! (turn heads to the right and straighten lines)
FRONT (snap heads back to the front, after the RIGHT- DRESS command)

STEADY MEN, STEADY (maintain pace; don't speed up)

TO THE STEP (stay in step with captain; match his pace)

QUIET IN THE RANKS (Silence; no talking. It is very important that everyone can hear the captain.)

SECTION 5

Additional Background and Activities

The following background information and activities are not essential for your trip to Gettysburg National Military Park, but should be utilized if time permits in your classroom.

BACKGROUND	PURPOSE
Structure of the Confederate Army	To show how the army was organized.
Confederate Battle Leaders	To introduce the leaders of the Army of Northern Virginia on July 3, 1863.
History of the 28th Virginia Regiment **History of the 57th Virginia Regiment**	To provide history on the regiment that the class will "portray" at Gettysburg.
Infantry Soldier Equipment	To illustrate the type of gear the soldiers would have carried.
Civil War Weaponry	To describe the types of weapons, ammunitions and artillery used at Gettysburg.

ACTIVITY	PURPOSE
Pre-Visit Discussion Questions	To provide an opportunity for students to compare their daily lives with that of a common Civil War soldier.
Time Line	To help students place the Civil War in its proper historical context, and also to picture how 19th century life differed from life today.

BACKGROUND:

STRUCTURE OF THE CONFEDERATE ARMY

In 1863, the Confederate forces were organized into several distinct armies. General Robert E. Lee commanded one of these armies, the Army of Northern Virginia. In June of 1863, General Lee led his troops north into Pennsylvania and they were engaged by the Union Army of the Potomac at Gettysburg. The following figures display the structure of this Confederate Army on the eve of Gettysburg.

IDEAL FIGURES		ACTUAL STRENGTH AT GETTYSBURG
1 Company = 100 men (led by a Captain)	vs.	Average Company Size in 28^{th} VA = 41 57^{th} VA = 50 men
1 Regiment = 10 Companies totalling 1,000 men (led by a Colonel)	vs.	28^{th} VA Regiment = 376 men 57^{th} VA Regiment = 505 men
1 Brigade = 5 Regiments totalling 5,000 men (led by a Brigadier General)	vs.	Garnett's Brigade = 1,853 men Armistead's Brigade = 2,202 men Kemper's Brigade = 1,793 men
1 Division = 3-5 Brigades totalling 15,000 to 25,000 men (led by a Major General)	vs.	Pickett's Division with three brigades = 5,848 men
1 Corps = 3 Divisions totalling 45,000 to 75,000 men (led by a Lieutenant General)	vs.	Longstreet's Corps = 20,700
1 Army = 3 Corps + Cavalry (led by a General)	vs.	Lee's Army of Northern Virginia = 75,054

** These figures were obtained from Busey and Georg's Nothing But Glory and Livermore's Numbers & Losses. They reflect the inability of an Army to keep its units up to full strength due to battle losses, disease, desertion, and expiration of soldiers' terms of enlistment.*

CLOSE-UP CORNER:

The structure of the armies could easily translate into a math lesson, which will also help students visualize the many sized units of the Civil War. Using different sized blocks or pieces of construction paper, have students combine, for example, 10 companies into one regiment and then 5 regiments into one brigade and so forth.

INFANTRY: Infantrymen were foot soldiers. They traveled from place to place by marching, in all types of weather. Each infantryman carried his own weapon – a rifled musket and bayonet – along with personal belongings and equipment, and food for several days. Most soldiers were in the infantry.

CAVALRY: Cavalrymen traveled on horseback, which was faster than the infantry. Each carried three different weapons – a rifle, a sabre, and a pistol — as well as personal belongings and equipment. They were the eyes of the army. They scouted, screened the movements of the army from the enemy scouts, protected the flanks of the army while the infantry fought, and engaged in battle as needed. They could raid weak enemy positions and quickly retreat. Cavalrymen knew a man and a horse presented a much bigger target than a lone man on foot though.

ARTILLERY: Artillerymen carried no weapons of their own, but were part of a team which operated a single weapon – a cannon. They needed very special training to perform their duties, each man performing a task to help move, load, aim, and fire the cannon. Horses pulled the cannon from site to site, as the men rode.

Each of these three soldier types had different jobs, equipment, and even camp lifestyles. They all worked together as an army to defeat their common enemy.

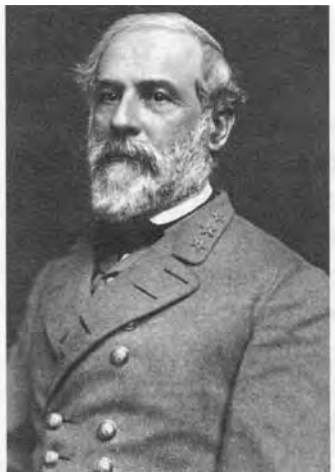
CLOSE-UP CORNER:

How many students are in your whole school? (The number may be roughly equal to a Civil War regiment.) How long would it take your principal to organize the whole school on a 10 mile march? Using the cost of school lunches, how much would it cost to feed everyone during that time? Now multiply this time and cost to begin to understand General Lee's responsibilities and difficulties during the Gettysburg campaign, and throughout the war!

BACKGROUND:

CONFEDERATE LEADERS AT GETTYSBURG

General Robert E. Lee, Commander, Army of Northern Virginia
Your army's commander



Robert E. Lee was 54 years old when the Civil War broke out in 1861. He had had a brilliant career in the United States military and was originally asked to command the armies of the Union. After much thought, Lee decided that he was loyal first to his state of Virginia and so, when Virginia seceded from the Union, Lee joined the Confederacy. When Robert E. Lee first replaced the original commander of the largest Confederate army one year and one month before the battle of Gettysburg, the soldiers did not accept him. They would call him names like "Granny Lee". Soon, however, the soldiers learned to respect their new commander because he almost continually led them to victories against the Union armies, such as at the battles of Fredericksburg and Chancellorsville. By the time of the battle of Gettysburg, the soldiers of the Army of Northern Virginia believed their commander would lead them to victory every time, and Lee believed that his men were invincible, or unbeatable. At Gettysburg, these two beliefs would be tested.

Lieutenant General James Longstreet
Your Corps Commander

James Longstreet also had a long and distinguished career in the United States military. But he joined the Confederacy with his home state of Georgia. When Lee took over, Longstreet quickly rose to become second in command of the Army of Northern Virginia. He was given command of the 1st Corps, which he molded into an effective fighting force. Though General Longstreet had great successes with the army, he also endured a lot of tragedy during the Civil War. He had a growing family of four children when the war started. During the second year of war, an outbreak of Scarlet Fever took the lives of three of his four children. He was a changed man after that experience; his whole life became the army and taking care of his men. Lee depended on him as his most experienced soldier to lead the fight, and Longstreet's men depended on him for inspiration and courage, knowing he would do everything in his power to guarantee their success and, as much as possible, their safety. At Gettysburg, Longstreet would be torn between his loyalty to his commander and his loyalty to his men.

Major General George E. Pickett
Your Divisional Commander

George Pickett was an unusual man to say the least. He wasn't taken very seriously by most of the generals in the army. He was known more for his perfumed smell and curled hair than for his bravery and leadership. Pickett had ranked last when he graduated from the United States Military Academy at West Point in 1846. The only reason he advanced in rank was because of the friendship he shared with General Longstreet who always pushed for his promotion. When Longstreet's children died, it was Pickett and his girlfriend Sallie who were there to comfort him. Pickett had been in command of a division in Longstreet's corps for ten months before the battle of Gettysburg, but hadn't had a chance to lead it into a battle so far. He was eager to participate in the battle of Gettysburg hoping for a chance at fame and glory.

28th VIRGINIA INFANTRY REGIMENT

Brigadier General Richard B. Garnett
Your Brigade Commander

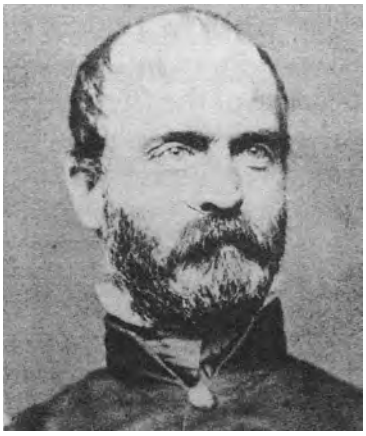
Richard Garnett was a talented brigade commander who just seemed to have bad luck. He was a career military man who became noted as an "Indian fighter". When the southern states began to secede, he actually made a speech promoting the idea of preserving the Union. But when his home state of Virginia seceded, Garnett chose to follow. He originally commanded a brigade under the famous Stonewall Jackson. Jackson was very strict and unforgiving and, unfortunately for Garnett Jackson didn't agree with the way he ran the brigade. Jackson wanted to court-martial Garnett but died before there was a chance for Garnett to clear his name. This stain on his reputation bothered him, and he felt he had to prove himself on the battlefield because of it. Gettysburg would give him his chance.

Colonel Robert Allen
Your Regimental Commander

Robert Allen was a prominent lawyer and also a graduate of the Virginia Military Institute. He had the makings of a great leader, the ability to speak elegantly and the proper military training. Allen was the organizer of the "Roanoke Greys," one of the militia units (a group of soldiers who prepared to defend their home state) that eventually became a company in the 28th Virginia Regiment. He rapidly rose through the ranks to become colonel of the regiment in April 1862. At the battle of Williamsburg on May 5,1862, Union soldiers temporarily captured Colonel Allen while he was leading his men. However, his own presence of mind and the assistance of some of his soldiers saved him. Allen's men loved him, because he was so dedicated to the cause and to them. The battle of Gettysburg would truly test his dedication.

57th VIRGINIA INFANTRY REGIMENT

Brigadier General Lewis A. Armistead
Your Brigade Commander



Lewis Armistead was the oldest brigadier in Pickett's division. He had been in the United States army for 22 years. When the Civil War broke out he, like Lee, Longstreet, and Pickett, resigned to join the Confederacy. He had lived through the death of two wives and two children. Armistead was a tough man, yet he was saddened when he had to say farewell to his good army friend, Winfield Scott Hancock, who remained in the U.S. Army. He originally commanded the 57th Virginia Regiment but quickly rose to command a brigade. Armistead had commanded this brigade for a long time before Gettysburg, although it had only been involved in the fighting of one battle, Malvern Hill. At Gettysburg, Armistead would have his chance to lead his men to glory, but at the cost of having to fight against his friend, Hancock, who was waiting along the opposite ridge on July 3, 1863.

Colonel John Bowie Magruder
Your Regimental Commander

John Magruder was a man who was very dedicated to his home state of Virginia. He was also an educated man who had a Master of Arts degree from the University of Virginia. When the Civil War broke out, Magruder immediately quit his job as a teacher and took a two month course in military tactics at the Virginia Military Institute. He returned home to organize the "Rivanna Guards" and became its captain. He did all of this before the age of 22, and before his 24th birthday, would rise to become the Colonel of the 57th Virginia. Colonel Magruder was noted for his dedication, intelligence, and dependability. Gettysburg would be his chance to put these qualities into action.

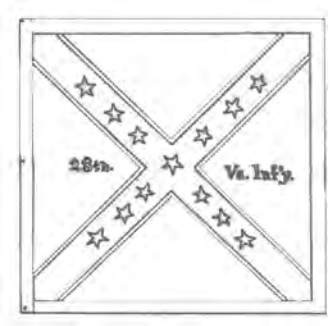
CLOSE-UP CORNER:

How often would you have seen your Captain in the Civil War? Your Colonel? Your brigade commander? Divisional commander? General Lee?

How often do you see your teacher? Your principal? Your school district superintendent? Your state's Secretary of Education?

BACKGROUND:

HISTORY OF THE 28TH VIRGINIA INFANTRY REGIMENT



The 28th Virginia Infantry Regiment was just one of the 15 Confederate regiments under General George Pickett that participated in the massive infantry charge at Gettysburg on July 3,1863. The men in each Civil War regiment usually came from the same communities and had very similar backgrounds. Their experiences in the army during the first years of the war would have bonded them even closer together.

The 10 companies that made up the 28th Virginia Infantry Regiment originally started as individual militia units, or groups of men who were prepared to defend their home states against invasion. So these men were already familiar with the training and drilling involved in soldiering before they joined the Confederate army. They were mostly farmers and assembled from five different counties in Virginia: Botetourt, Craig, Bedford Campbell, and Roanoke. War fever was high in all of the counties that spring; one woman proclaimed that Roanoke "didn't intend to be behind in the patriotic cause." Each company came up with their own distinctive name such as the “Bedford Grays” or the “Craig Mountain Boys” before these names were traded in for a simple letter. The 28th Virginia was organized on May 17,1861 and mustered into service on June 1. After boarding the train to head to their instruction camp, the captain of one of the companies stopped the train on the edge of the county to give the boys one last look of home. They all gave three cheers for their families and their county, and headed off to war.

General Robert E. Lee was then commander of all Virginia forces and appointed Robert T. Preston as the colonel of the regiment. The regiment hit some rough patches in its transition from state militia companies to a regiment in the Confederate army. The soldiers became very upset when they were issued outdated muskets and no ammunition. Colonel Preston smoothed things over, but not before eight men had left the regiment angrily. Major Robert Allen drilled the men for weeks, since Colonel Preston knew nothing about military tactics or procedures. Although the men may have become bored and tired of drill, it prepared them for the battle situations they would soon face. They liked and respected Major Allen.

The 28th Virginia was involved in the fighting of almost all the major battles of 1861 and 1862 in which the Army of Northern Virginia was involved. The regiment first took part in the battle of First Manassas, and afterwards underwent a big change in command when Colonel Preston quit. The regiment was reorganized and Major Allen was elected to take command. They had a few months to prepare, but after that it was non-stop battle. In five short months, the 28th fought in seven

different battles: Williamsburg, Fair Oaks, Gaines's Mill, Frayser's Farm, Second Manassas, Boonsboro, and Antietam.

All of this fighting took a heavy toll on the regiment, but the survivors bonded together to become not only an efficient fighting unit but also a family of close-knit friends. For example, at the battle of Fredericksburg in December 1862, the regiment was not engaged in the mortal combat between the Union and Confederate armies. But after the battle, they were involved in a large-scale snowball fight with each other.

The 28th wasn't involved in another major battle until Gettysburg. They spent most of early 1863 on a foraging expedition and a siege on a Union fort. By this time, the regiment had been drained by two years of fighting and had just 333 men to take north into Pennsylvania. They had surely never even heard of the town of Gettysburg.

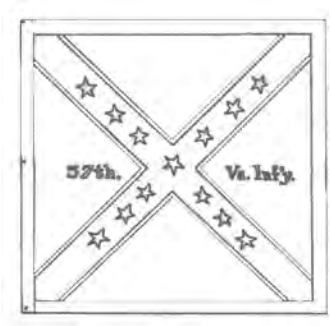
CLOSE-UP CORNER:

Why do you think the men of the 28th Virginia were fighting this war?

Do you think it was important to have respect for your leaders in the Civil War? Why or why not?

BACKGROUND:

HISTORY OF THE 57TH VIRGINIA INFANTRY REGIMENT



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The 57th Virginia Infantry Regiment was organized after the Governor of Virginia issued a call for volunteers to fight for the Confederate army in response to President Lincoln's call for volunteers to fight for the Union army. The regiment included men from six different counties, most of whom were farmers. Most of the companies consisted of men that volunteered from Pittsylvania County, but there were also men from Buckingham, Franklin, Henry, Albemarle, and Botetourt counties. Many didn't have any weapons or uniforms. Townspeople did the best they could to supply the volunteers with uniforms and the basic equipment they would need for camp life. The Virginia State Armory struggled until it finally mustered enough muskets to supply the men.

The men in the 10 companies of the regiment deeply believed in the Confederate cause, but now they had to prepare for the battles to come, physically and emotionally. On September 25,1861, Colonel Lewis Addison Armistead took over command of the regiment. He immediately began an intense training schedule for the men and instituted a strict discipline policy. They drilled and assisted in the guarding of Federal prisoners, never leaving the Richmond area or seeing any serious fighting in 1861. Although they were not engaged in battle, they were constantly fighting the enemies of sickness and disease. The regiment went into camp for the winter and suffered from typhoid fever, measles, diarrhea and other illnesses that often ran rampant through the camps.

Finally breaking the monotony of camp, the regiment was ordered to North Carolina to defend the Blackwater River. There, they suffered from a poor diet. A young captain, John Bowie Magruder, wrote home explaining that one of his men had gone looking for "something to eat besides salt beef and sweet potatoes and after being gone the whole day brought back six old hens, and begged not to be sent out again."

The 57th Virginia continued to suffer from boredom and disease and was not even in a battle until July 1, 1862, almost a year after they had been organized. At the battle of Malvern Hill, they bravely

charged the Federal lines twice. But in the end, they were unable to break through. In that one day, the regiment suffered 113 casualties (killed, wounded, and missing soldiers). The regiment had done well; it had obeyed orders and came close to achieving victory, even against heavy odds. Colonel Armistead had by this time become General Armistead and was in command of the entire brigade. Young John Magruder was now in command of the regiment, and remained its colonel heading into the battle of Gettysburg.

In 1862 they had a small role in the battle of 2nd Manassas and Antietam, suffering very little in casualties. On October 27,1862, the 57th and the rest of Armistead's brigade were assigned to the division of Major General George Pickett. The regiment was then at the battle of Fredericksburg, but saw no fighting. Then, they headed down into North Carolina for a foraging expedition to look for food and supplies. While on that trip, the regiment missed the battle of Chancellorsville, although they experienced some small scale fighting in North Carolina. By the summer of 1863, the 57th Virginia had not yet been through a great deal of intense fighting, but soon they would be tested outside of a little Pennsylvania town called Gettysburg.

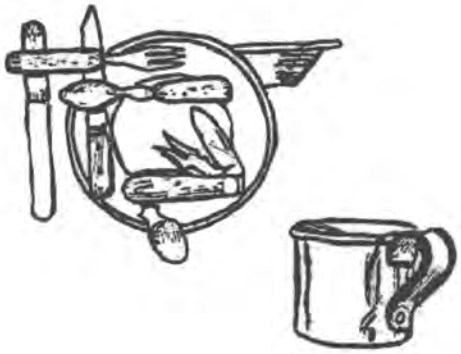
CLOSE-UP CORNER:

Why do you think the men of the 57th Virginia were fighting this war?

Do you think it was important to have respect for your leaders in the Civil War? Why or why not?

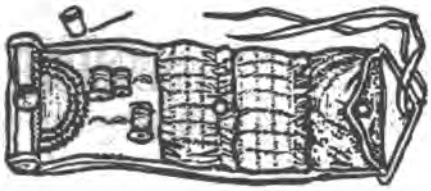
BACKGROUND:

INFANTRY SOLDIER EQUIPMENT



eating utensils
(1 pound)

canteen
(4 pounds)



soldier's housewife
(.25 pound)

coffee and hardtack
(3.5 pounds)

haversack
(5 pounds)

blanket
(5 pounds)

cap pouch
(.5 pound)

cartridge box
(9 pounds)

musket and bayonet
(9.5 pounds)

knapsack
(20 pounds)

CLOSE-UP CORNER:

Calculate the total weight of all these items? Find equipment of similar weights around your house or school. Do you think the items felt lighter or heavier after marching for 15 miles or more? Which item might you leave behind if you needed to have a lighter load? Why?

BACKGROUND:

CIVIL WAR WEAPONRY

The following information is not provided to romanticize war and violence, but rather to help students understand the seriousness of battle, the type of wounds these weapons inflicted, and the physical and emotional strain that they caused.

SMALL ARMS AND AMMUNITION

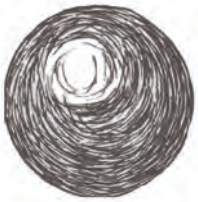
The typical Civil War infantry attack was by mass formation, that is with men shoulder to shoulder, two lines deep. Both lines could fire during a mass volley, the rear line placing their weapon between the heads of those on the front line. By fighting so close together in two rows, the most fire power could be directed at the enemy at once. In addition, all of the men in the company would be able to hear the orders of the captain, positioned on the far right in the front rank or line. Behind the second rank stood the file-closers, who were directed to maintain the line and watch for any stragglers or soldiers ready to run to the rear.

The most effective infantry weapon, killing more during battle than any other weapon, was the rifle-musket. Although there were many types used by both armies, the Springfield rifle (rifle-musket) was more generally used by the Union infantry; the British imported Enfield by the Confederates. Most rifles used at Gettysburg could be fired effectively three times a minute. Using black powder and lead bullets, the rifle-musket was accurate at 200 to 300 yards (or 2 to 3 football fields) and could penetrate four inches of soft pine wood at 1000 yards (or 10 football fields). The heavy, yet soft, lead bullet expanded quickly when hitting the body, causing great damage.

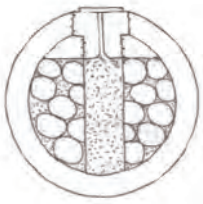
When loading a rifle-musket a soldier would tear open the end of the paper cartridge using his teeth. The cartridge contained one bullet and some black powder. He poured the powder down the barrel, then rammed the bullet down the barrel onto the powder using a ramrod. During a fierce battle the men's faces sometimes became dark blue from the smoke, mouthing cartridges of powder, and the powder burns. As residue from burning powder built up in the barrel it became harder to ram the bullet and the speed of firing slowed greatly. A "fresh" regiment could at times fire two to three times faster than a regiment that had fired over 20 shots per man.

ARTILLERY AND AMMUNITION

Four basic types of ammunition were shot from the cannon at Gettysburg, each with a different range and a different intent as to the damage of individual soldiers and to the armies in general.



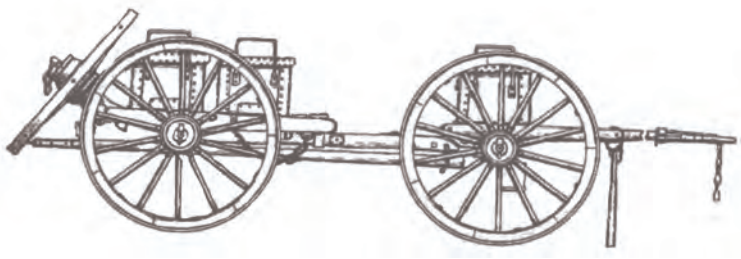
Solid shot was a type of long-range ammunition, meaning that it could be shot from farther away. These large iron balls weighed about 12 pounds and would bounce once they hit the ground. The enemy would direct them into the flanks, or ends, of the lines of soldiers, attempting to injure more than one or two soldiers at a time. (Actual diameter equalled approx. 4.5 inches)



Case Shot was also long range ammunition, and included a timed fuse, causing it to explode in mid-air. Artillerymen would attempt to fire the case shot in front of an advancing line of infantry soldiers to "psych them out".
(Actual diameter equalled approx. 3.5 inches)

Shell also used a timed fuse with the intent of having the ammunition explode over the heads of the enemy soldiers, sending small, sharp pieces of the shell in all directions.
(Actual diameter equalled approx. 3.5 inches)

Cannister shot was only effective at a range of about 350 yards or less. This type of artillery consisted of a can filled with 28 to 32 solid iron balls, each about the size of a golf ball. When it was shot from the cannon barrel, the can would disintegrate and the iron balls would "spray" into the enemy line.
(Actual diameter equalled approx. 3.5 inches)



Field guns were grouped into batteries. Four or six guns made up a battery. Each gun had its own caisson (that carried two chests of ammunition) and two limbers (that carried one chest of ammunition). Each battery had a traveling forge, or blacksmith shop, to repair metal parts of the caissons, guns, and other wagons. A battery wagon carrying extra supplies was included with the battery.

Each gun crew was usually made up of 10 men who, when traveling, either walked beside the guns or, in emergencies, rode on top of the ammunition chests.

ACTIVITY:

PRE-VISIT DISCUSSION QUESTIONS

Teachers: Begin this activity by leading a discussion on daily life in the current year. Make a list on the board of things your students feel they must have in their daily lives, such as food, shelter, television etc. Follow this discussion with one pertaining to the life of the Confederate Civil War soldier, per the questions below. Students can answer these questions on their own, in small groups, or as a continued whole class discussion. Hints or sample answers are provided for each question.

To conclude the exercise, ask the students to look again at the list generated at the beginning of the class period. How many students feel that they could have tolerated the life of a Civil War soldier? On their field trip to Gettysburg, they will get an even better idea of what it may have been like to be a Confederate soldier headed for battle.

Question 1: What kind of food did Confederate soldiers eat?

[Soldiers ate fat-back which is made from salted pork, bacon, flour and grease made into flap-jacks, goober peas or peanuts, hardtack, and coffee. Cornbread and molasses, and fruit from area farmers were rare treats.]

Question 2: What kind of shelter did they use?

[tents, improvised shelter, barns, perhaps a hut during winter camp]

Question 3: What health problems did they deal with?

[bad food, camp fever, lice, dysentery, pneumonia, measles]

Question 4: What things did they have to do without?

[home cooking, comfortable bed, baths]

Question 5: What kind of responsibilities did they have to accept at a young age?

[killing other human beings, possibly being killed themselves, perhaps command authority of others, look out for the safety of fellow soldiers]

Question 6: What kinds of pressure did they deal with?

[death, fear of what might happen to their homes since most of the war was fought in the South, fear in battle, fighting without steady pay due to a shaky Confederate government, disillusionment from fighting for a cause that was increasingly becoming a lost cause]

Question 7: How did it feel to be so far away from home for so long?

[miss family and friends, away during holidays, worry about safety of those back home]

ACTIVITY:

TIME LINE

PURPOSE: To help students place the Civil War in its proper historical context, and to picture how 19th century life differed from life today.

MATERIALS: Rulers, graph paper, pencils

PROCEDURE:

1. Give students the list of historic events and dates. Have them place these on a time line dating from the year 1775 to the current year. Standard size graph paper works very well on a scale of one inch to every 25 years.

2. Then, give students the list of inventions and dates to insert along the same time line. Ask which inventions were present at the time of the Civil War. Which were not?

3. Give students both lists in scrambled order without the dates and ask them to place the events and inventions in chronological order.

4. Ask the students to take home the time line, discuss it with their family, and determine the birth dates of their ancestors. Approximate dates will be satisfactory for distant predecessors. Also, have students place their own birth date on the time line.

HISTORIC EVENTS

1775 to 1783- American Revolution
1776 - Declaration of Independence adopted
1789 to 1798- George Washington is President
1860 - Abraham Lincoln elected President
1861 to 1865- American Civil War
1863 - Battle of Gettysburg
1912 - The Titanic sinks
1917 - United States enters World War I
1941 - United States enters World War II
1968 - Sesame Street premiers
1969 - Man lands on the moon
1975 - Vietnam conflict ends
1986 - Challenger Space Shuttle disaster
1991 - Persian Gulf War
1929-1941 - The Great Depression
1954 - Supreme Court ends school segregation
2001 - Terrorist attacks/World Trade Center
2008 - Barack Obama elected President

INVENTIONS

1830- First U.S. locomotive
1835 - Photography
1859 - Kerosene lamp
1876 - Telephone
1879 - Electric Light
1891 - Zipper
1896 - Henry Ford's first car
1898 - Radio
1903 - Wright brothers' flight
1923 - Television
194 7 - Microwave Oven
1976 - Personal computer
1979 - Compact disk player
1987 - Lap Top Computer
1985 - DNA finger-printing
1990 - World Wide Web
1993 - GPS and Smart Phone
2000 - Flash Drives

Section 6

Bus Activities

Teachers: *The following activities are intended to give the students some background on the life of a Civil War soldier, while occupying their time on the way to Gettysburg. A very small portion of a soldier's time in the army was actually spent in battle. A large part of a soldier's time was spent in camp, drilling, and on the march. As your students make their way to Gettysburg on the day of their field trip, they can participate in one or more of the following activities. These games and activities are modeled after the pastimes of Civil War soldiers. You can assign activities, or allow students to select the activity that they might have chosen if they were bored in a camp situation, waiting for the next campaign to begin.*

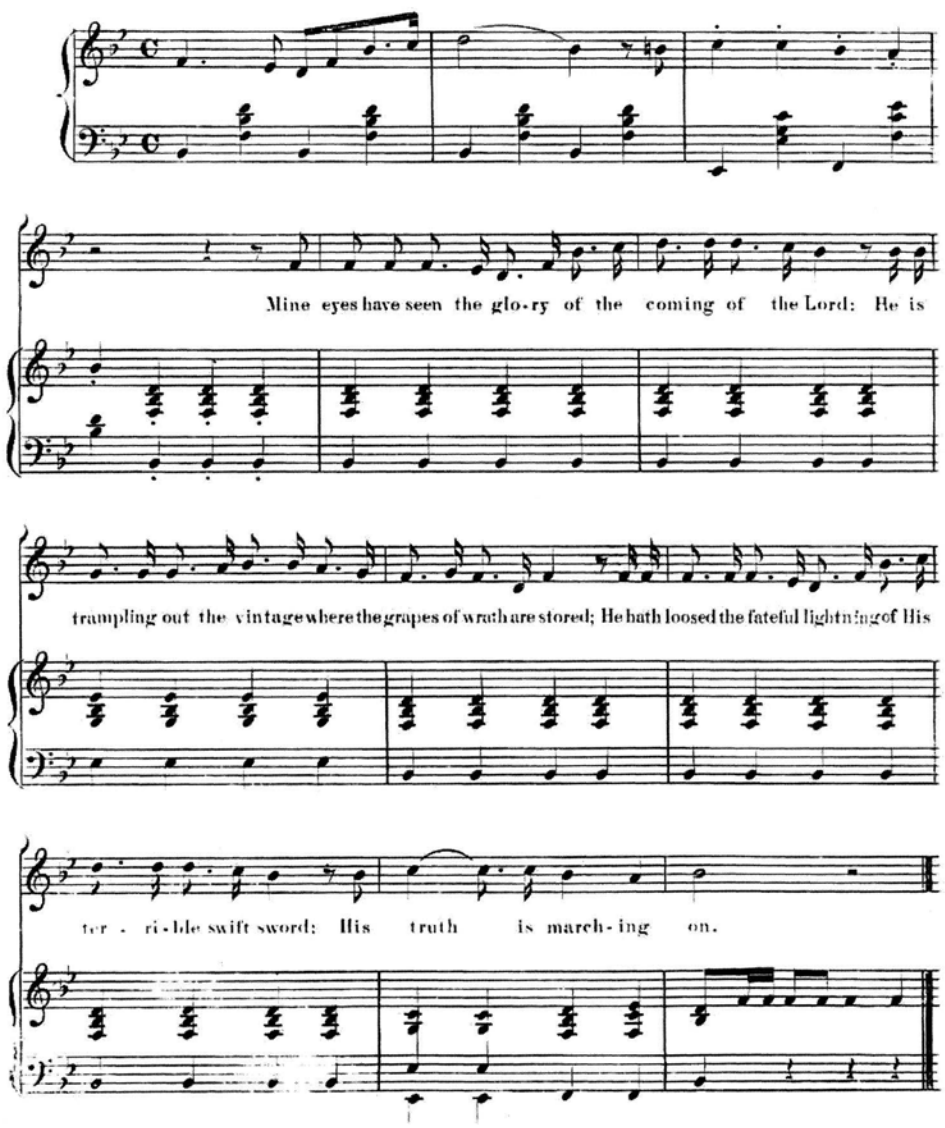
SOLDIER PASTIMES	**INSTRUCTIONS**
DICE	(1.) Each player takes an equal number of rolls on the dice, and then totals the points from the rolls to determine a winner. (2.) A game board is made with a square containing each number, 2 through 12. Each player places a marker inside a box of his/her choice, and then the dice are rolled. The player who guessed the correct number by placing his/her marker in that square receives all of the markers.
SKETCHING	Sketch a Civil War camp scene as you would imagine it. A great deal has been learned about the life of soldiers from the sketches that the soldiers and artists made during the war.
LETTER WRITING	Write a letter to a friend or family member, describing your experiences as a soldier. Use some of the attached terms and slang expressions from the Civil War.
CARD PLAYING	Many card games were popular. What games do you like to play with cards?
DOMINOES/ CHECKERS/CHESS	Follow the directions given with your set.
SINGING	Soldiers would sing a variety of songs, either hymns, melancholy (sad) songs about home, or rousing patriotic songs. Try singing "Dixie" or "Battle Hymn of the Republic" (sheet music attached).

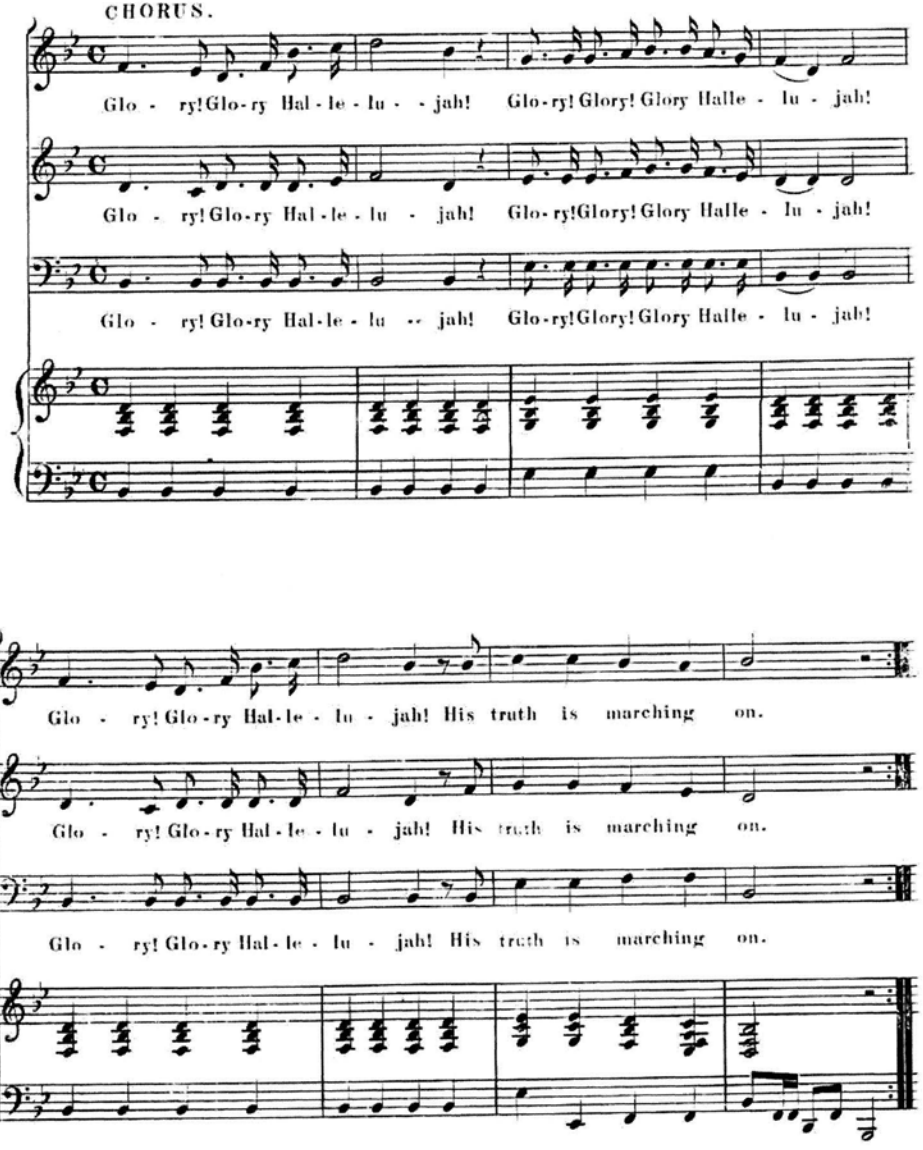
CIVIL WAR SLANG

Following are a number of words and phrases that were common at the time of the Civil War. Frequently soldiers wrote home to friends and family, often using many of these phrases. See how well you can create a letter of your own. Try to use many of the words below as you pretend that you are a Civil War soldier writing a letter home. You must use at least five of the terms in your letter. Let's hope your work is hunkey dorey!

Chief cook and bottle washer	person capable of doing many things
Sheet iron crackers	hard tack biscuits
Sardine box	cap box (held part of a soldier's ammunition)
Bread basket	your stomach
Greenbacks	money
Graybacks	name for southern soldiers or for lice
Arkansas toothpick	a very long, large knife
Fit to be tied	angry
Horse sense	being smart; on the ball
Top Rail #1	first class; the best
Hunkey Dorey	great; really nice
Greenhorn, bugger, skunk	officers (men in command)
Snug as a bug	very comfortable; cozy
Sawbones	doctors or surgeons
Skedaddle	to run away; scatter
Hornets	bullets
Possum	buddy; pal
Blowhard	a big shot; a show off
Fit as a fiddle	in good shape; healthy
Scarce as hen's teeth	rare; scarce
Grab a root	have dinner; potato
Hard case	tough or difficult
Bluff	person who cheats
Jailbird	person who is a criminal
Hard knocks	beaten up
Been through the mill	has suffered through a great deal
Quick-step, Trots	diarrhea
Played out	tired and worn out
Toeing the mark	doing the job
Jonah	bad luck
Goobers	peanuts
Fresh fish	raw recruits; rookies
Whipped	beaten; defeated

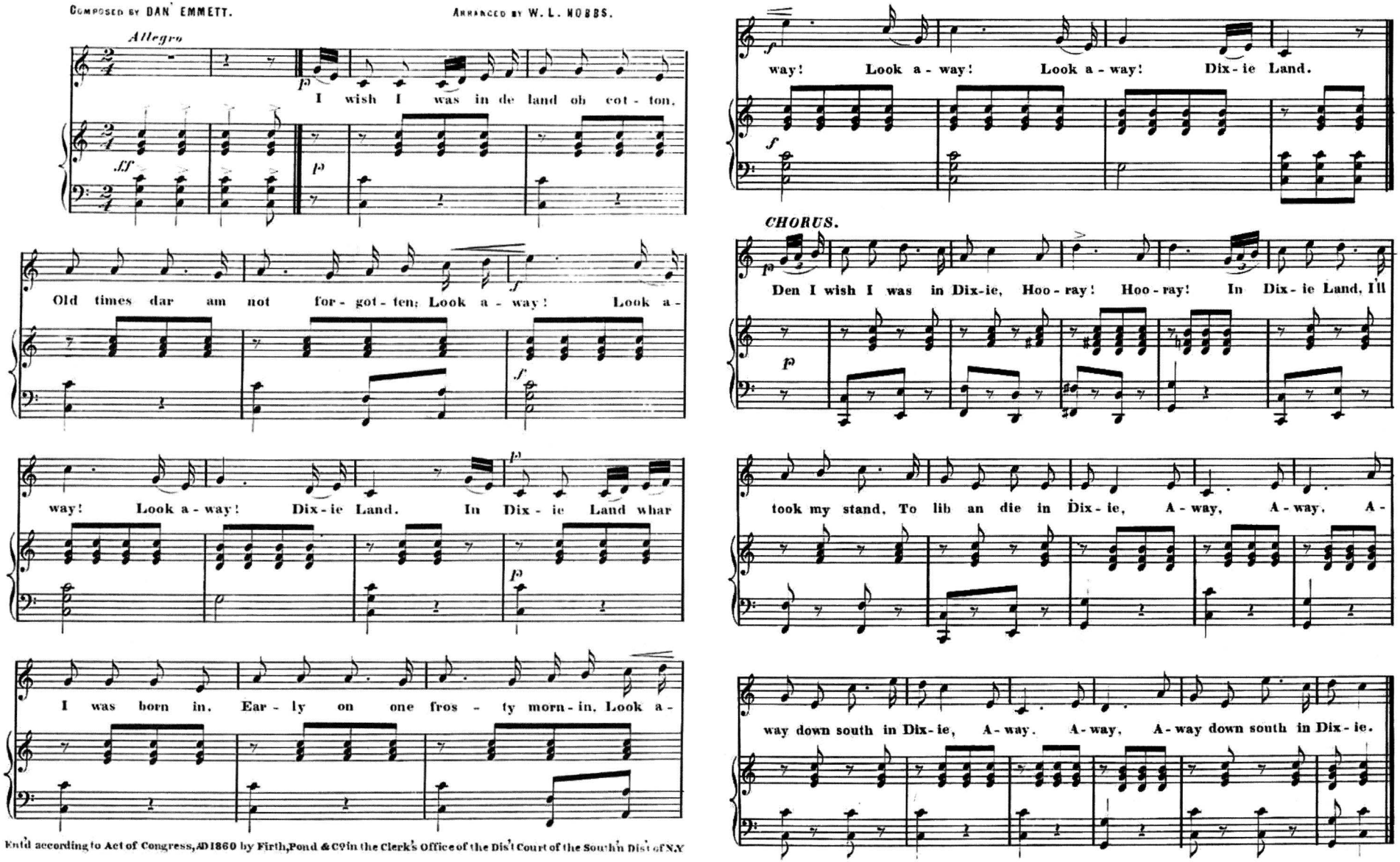
BATTLE HYMN OF THE REPUBLIC.





DIXIE'S LAND

Composed by DAN. EMMETT. Arranged by W. L. HOBBS.



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BUS ACTIVITY:

PICKETT'S CHARGE MATCHING

Pickett's Charge on July 3, 1863 was the climax of the Battle of Gettysburg. Can you match these phrases and words, which were part of the action of Pickett's Charge?

1. ____ Bread Rations
2. ____ Union soldiers, Federals
3. ____ Shape of the Union Line on July 3rd
4. ____ Farthest point reached by Confederate soldiers during the charge
5. ____ Acted like a huge shotgun when fired from a cannon
6. ____ Location of the Rebel Line on July 3rd
7. ____ Confederate soldiers, Johnnies
8. ____ A low spot of land; shallow valley
9. ____ Colors
10. ____ Union Army Commander
11. ____ The end of a line of soldiers
12. ____ Location of the Yankee line on July 3rd
13. ____ Confederate Army Commander
14. ____ A fighting unit of soldiers
15. ____ Portion of a stone wall captured by Pickett's men
16. ____ Solid cannon ball

A. High Water Mark
B. Legion
C. Meade
D. Seminary Ridge
E. Herr Ridge
F. Rebels
G. Fishhook
H. Cannister
I. Flag
J. Yankees
K. Cemetery Ridge
L. Swale
M. Lee
N. Flank
O. Regiment
P. Hardtack
Q. Musket
R. The Angle
S. Shot

PICKETT'S CHARGE MATCHING

(ANSWER KEY)

1.	**(P)**	Bread Rations
2.	**(J)**	Union soldiers, Federals
3.	**(G)**	Shape of the Union Line on July 3rd
4.	**(A)**	Farthest point reached by Confederate soldiers during the charge
5.	**(H)**	Acted like a huge shotgun when fired from a cannon
6.	**(D)**	Location of the Rebel Line on July 3rd
7.	**(F)**	Confederate soldiers, Johnnies
8.	**(L)**	A low spot of land; shallow valley
9.	**(I)**	Colors
10.	**(C)**	Union Army Commander
11.	**(N)**	The end of a line of soldiers
12.	**(K)**	Location of the Yankee line on July 3rd
13.	**(M)**	Confederate Army Commander
14.	**(O)**	A fighting unit of soldiers
15.	**(R)**	Portion of a stone wall captured by Pickett's men
16.	**(S)**	Solid cannon ball

A. High Water Mark

B. Legion

C. Meade

D. Seminary Ridge

E. Herr Ridge

F. Rebels

G. Fishhook

H. Cannister

I. Flag

J. Yankees

K. Cemetery Ridge

L. Swale

M. Lee

N. Flank

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Q. Musket

R. The Angle

S. Shot

Section 7

Post-Visit Activity Ideas

We hope that our programs will spark your students' interest in the Civil War and the Battle of Gettysburg. In order to benefit more fully from our programs, we suggest several follow-up activities below. Their purpose is to (1) reinforce concepts presented in the program, (2) give students an opportunity to express feelings and impressions about the trip, and (3) encourage further study of the Civil War.

1. Start a scrapbook on Gettysburg, with postcards or photos from your trip.

2. Design a bulletin board on the trip.

3. Creative writing assignments: write from the perspective of a soldier, farmer, wife, nurse, or commander. What was the role of the character during the war? How did the war affect him or her?

4. Study some of the music from the Civil War. Which songs were popular in the North? In the South? What significance did music have for soldiers? For families at home?

5. Develop art projects on Civil War paintings or the monumentation at Gettysburg.

6. Create a diorama of Pickett's Charge or another area of the battlefield.

7. Draw a map of the battlefield and discuss strategy and tactics.

8. Write a paper on the most "memorable" thing about the trip, or critique the trip and send copies to the park staff.

9. Discuss the importance of the National Park Service and research other parks, or plan a field trip to another National Park.

10. Write and present a captain's speech just before he is to lead his men into battle.

11. Write an 1863 news story as though you are on the fields just after the battle. "Interview" some of the survivors.

12. Debate the issue of whether or not General Lee should have ordered the charge.

13. Draw a picture of your field trip experience along with an appropriate caption, and send it to, or save it for, the students who will be taking the trip next year.

14. Develop a PowerPoint slide show of the trip to present at Parent's Night or to the School Board.

15. Prepare questions about the trip for a Trivia Game Show review lesson.

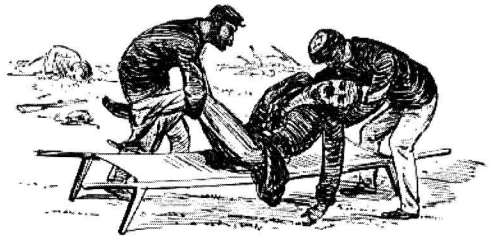
POST-VISIT ACTIVITY:

AFTER PICKETT'S CHARGE

What happened to Pickett's men after the charge was over? Within the following reading, the men who survived the charge tell you for themselves.

General Robert E. Lee rode out from Seminary Ridge to meet the survivors of Pickett's Division. He ordered General Pickett to rally his men and place them on Seminary Ridge to prevent a possible Union counterattack. Pickett replied, "**Sir, I have no division**," and burst into tears. Pickett led his men back to their camping area from the night before.

THE WOUNDED:



Of the 1,200 wounded men in the division, most had been captured by the enemy. About 279 wounded were treated at the Confederate Division Hospital near Black Horse Tavern along the Fairfield Road. Hospitals were made out of any available barn, house or other building. This divisional hospital was transformed from a mill. A wounded sergeant described the scene:

"**The shed in which I was placed was filled with the wounded and dying. Throughout that long night . . . I spoke to no one, and no one to me, never closed my eyes in sleep; the surgeons close by being engaged in removing the limbs of those that needed to be amputated, and all night long I heard nothing but the cries of the wounded and the groans of the dying . . .**"

THE DEAD:

One captured Confederate described the burial of the dead this way:

"**The dead are laid out in rows, with their naked faces turned up to the sun, their clothes stiff with the dried blood, and their features retaining in death the agony and pain which they died with; and presently they are dragged forth and thrust into a shallow pit . . . What a blessing it is that the gentle and tender loved ones at home are spared the sight of the last moments of their torn and mangled soldiers.**"

One Union soldier stated:

"**To us these men are only rebels, but each of them had a home, mother, wife, children. They look out of their cabin windows and say `When will he come back?' The little children say 'When will papa come back? And what will he bring me?' Poor, desolated houses, South as well as North!**"

THE CAPTURED:

The Army of Northern Virginia began its retreat from Gettysburg on the evening of July 4. Pickett's Division was given the unpleasant task of guarding 4,000 Union prisoners.

Artist Edwin Forbes described some of the captured Confederate soldiers: **"Soon a long column of men were seen coming down the road. They were unarmed and as they approached it became evident that they were prisoners. The most of them were sturdy fellows dressed in a variety of clothing . . . bearded in most cases with resolute faces and a firm upright carriage, and as they moved along quietly, with the guards riding at each side of the column, one could not feel but a sympathy for them."**

Of the more than 5,000 Confederates who were seized during the battle (but not wounded), almost all ended up in Northern prison camps where they bided their time until paroled, exchanged, or the war came to a close.

THE WAR CONTINUES:

The remainder of Pickett's Division went on to more marching and more fighting, although a Confederate army never again made it as far north as Gettysburg for the remaining two years of the Civil War. Gettysburg (combined with the Union victory at Vicksburg on July 4, 1863) is often cited as the turning point of the Civil War. It was the point at which the Confederate army began to think that it was not invincible, and the Union army began to gain confidence in its fighting abilities.

After the Confederate defeat at Five Forks on April 1, 1865, General Lee was forced to evacuate Petersburg, Virginia and begin the retreat that would end at Appomattox Court House. On April 5, 1865 at Sayler's Creek, men from Pickett's Division were surrounded by Union cavalry and infantry and were forced to surrender. General Hunton said of them
". . . to show the splendid metal of my dear soldiers, most of them broke their guns rather than surrender them."

ANNIVERSARIES OF THE BATTLE:

Some of Pickett's men returned to Gettysburg during the 50th anniversary of the battle of Gettysburg. They retraced their steps across the fields where they once fought. But as they approached the stone wall, the site of such ferocious hand-to-hand fighting during the war, they reached across it and shook hands with the former Union soldiers. This act stood as a testament to the idea that the country was healing, and men from both sides, the North and the South, would work together to rebuild the country from the destruction of war.

A Confederate Colonel remarked of the 50th Anniversary celebration:
"The celebration of the fiftieth anniversary of the battle of Gettysburg will be the greatest opportunity our country has had since the Civil War to strengthen the feeling of friendship and good will between the people of the Northern and Southern states. Peace on earth, good will to men."

LEGACY OF THE CIVIL WAR:

But what did the Civil War accomplish, beyond the renewed peace between white Northerners and white Southerners? The Civil War preserved the Union and ended African slavery in America, ushering in the 13th, 14th and 15th Amendments to the Constitution. The 13th Amendment to the Unites States Constitution says: **Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.**

But while these new amendments raised the hopes of millions of Americans, especially black Americans, that equal rights and privileges might extend to everyone, fulfilling those hopes has been a long struggle. It took another 100 years, from the Civil War to the Civil Rights era of the 1950s and 1960s, for the concepts of freedom and equal rights for all to take hold.