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# Life of a Soldier

in camp and battle during the Civil War

Lesson Plans for Grades 4-5

June, 2001

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**The Colonel Eli Lilly Civil War Museum**  
**An Indiana War Memorials Museum**

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### Teachers

Brian Hartley, Pleasant Grove Elementary School, Greenwood, IN  
H. Mechall King, Indianapolis Public Schools  
Linda Kirsch, Indiana School for the Blind  
Ron Stone, Hamilton Heights Elementary School, Arcadia, IN  
Amy Turley, Hobart, IN

### Readers

Bill Dichtl, Ohio County Historical Society, Rising Sun, IN  
Mark Jaeger, Purdue University, West Lafayette, IN  
Steve Towne, Indiana State Archives  
Nancy Wolfe, Indiana Historical Society

### Institutions

Indiana Historical Society  
Indiana State Archives  
Indiana State Library

### Contributing Author

Linda Grimes

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# INTRODUCTION

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This series of lessons will help students see the Civil War through the eyes of the men of Indiana who fought the war. The lessons involve academic standards in social studies, math, language arts, and fine arts and may be used as part of an interdisciplinary unit. According to the reading level of the student some lessons may be read aloud, while others may be assigned for individual reading. The teacher may also use the readings as background material for the unit. The **activity suggestions** will provide a close-up of what it was like to be a soldier. The **discussion questions** will help the teacher point out the provisioning of the soldiers and the communication between the soldier and home.

## **Objectives**

- ⇒ Students will be able to identify what soldiers carried and used.
- ⇒ Students will describe the duties of a soldier in camp and on the march.
- ⇒ Students will discover what soldiers did in their free time.

## **Academic Standards**

### **Social Studies**

*TO BE DROPPED IN LATER*

### **Language Arts**

*Reading Comprehension* — use appropriate strategies when reading for different purposes; follow multiple steps in a manual.

*Writing Application* — write responses to literature demonstrating understanding; write for different purposes, such as narrative, information, and persuasion.

*Listening and Speaking* — listen critically and respond appropriately to oral communication.

### **Math**

*Estimate and measure* using customary units. Collect, organize, *analyze and interpret data*.

### **Fine Arts**

*Construct* a shelter using two-dimensional or three-dimensional media.



## SUMMARY

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At the beginning of the American Civil War, Indiana like most states had only a small **militia**,<sup>1</sup> not professional soldiers. From all walks of life, including farmers, mechanics, and small shop owners, men left their jobs to become soldiers. Enlisting in **companies** as a **recruit** each man **mustered in** with fellow townsmen. They marched through town and boarded trains for Camp Morton in Indianapolis to answer President Lincoln's call for 75,000 troops. Governor Morton's telegraph indicated Indiana would send 10,000 troops, though the first **quota** set for Indiana was for six regiments of infantry.

by the 19<sup>th</sup> (of April, 1861)---three days after the call — there were twenty-four hundred men in camp, and arrivals continued by every train. So rapidly did volunteering proceed, in less than seven days more than twelve thousand men, or nearly three times the quota required had been tendered.<sup>2</sup>

Camps were later established throughout Indiana. Examples were Camp Vigo, Camp Tippecanoe, Camp Sullivan, Camp Wayne, and Camp Carrington.

Once in camp each man needed a uniform, a rifle, and various other **accouterments**, but these supplies were not readily available at the beginning of the war. Many men brought supplies from home and signed up for a three-month enlistment. They marched off with thoughts of victory and being home for Christmas. Instead they found life as a soldier to be dangerous though sometimes boring. This did not stop them from re-enlisting for three years and making friendships that lasted a lifetime. For duty and honor, the letters home reflected the making of inexperienced citizen **recruits** into hardened war veterans.



### DID YOU KNOW?

- The Army camp is organized by **company**, regiment, brigade, division, and corps. Each **company** has approximately 100 men, with commonly ten (10) **companies** to a regiment and the number of regiments to a brigade varying with the size of the regiment and the commanding officer.
- A soldier's knapsack and **accouterments** could weigh between 30 and 50 pounds. (A student's book bag should weigh 15 to 20 percent of the child's weight; i.e., a 40-pound child would carry six pounds.)
- Under the **Militia** Act of 1792 & 1795, seventy-five thousand (75,000) troops was the most a president could call up or ask to serve without the consent of Congress.

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<sup>1</sup> All words in bold are found in the vocabulary at the end of the lesson set.

<sup>2</sup> W. H. H. Terrell, *Report to the Adjutant General of the State of Indiana, vol. 1*, (1869; reprint, *Indiana in the War of Rebellion*, Indianapolis, IN: Indiana Historical Society, 1960), 7. [Page citations are to the reprint edition.]

# IN CAMP

Prior to enlistment in the army, most men had never been very far from home. One thing that made this situation easier was that **companies** of men came from the same town, city, or county. They could talk about the same places, the same people, in some cases the same relatives. Many soldiers joined to save the Union. Others joined to preserve the **status quo**. A much smaller third group wanted the slaves to be freed from their owners. At the first camp the troops learned military discipline and rules, elected their leaders, were issued their uniforms, and worried about the family they left at home. The month or two spent in endless drills and inspections made them eager to be on the trains for the East or South. Letters in early 1861 reflected the optimism that they were off on a great cause. They hoped the war was not over before they arrived on the battlefield. To show honor and courage and not embarrass oneself was the highest aim.

David Mitchell Hudson wrote on March 8, 1864, that in his camp, “we can see 3,000 men drawn up to line for battle, which I tell you looks considerably military. Our camp looks just like a town.”<sup>3</sup> Many camps were organized with proper streets of tents for officers and enlisted men, kitchens, **sutlers**, **stockade**, and latrines. On the open fields around the camp the soldiers drilled and drilled and drilled.

J.W. Bartmess, a **recruit**, wrote from Camp Carrington on Nov. 26, 1862, to his wife, “the following is a list of what we get and the prices:

Dress coat	\$6.71
Over Coat	\$7.20
pants	\$3.03
Shirts	.88
<b>drawers</b>	.50
Socks	.26
blanket	\$2.60
knap sack	\$2.75
Canteen	.48
haversack	.48
Rubber blanket	\$1.25
hat	\$1.55
trimmings on hat	.30
total	\$27.99



and he ended this commentary with “but we get no trimmings you know.”<sup>4</sup>

<sup>3</sup> Roy D. Hudson, “Civil War Letters of David Mitchell Hudson” *Indiana Magazine of History* 47 no. 2 (June 1951): 192. (All letters are printed with original spelling and punctuation.).

<sup>4</sup>Nova M. Mertens, contributed, Donald F. Carmony, ed., “Jacob W. Bartmess Civil War Letters” *Indiana Magazine of History* 52 no. 1 (March 1956): 54.

In addition to clothes soldiers carried food for the number of days they were on the march, as well as, their rifle, **accouterments**, and any personal items such as cards or a tin type photographs of loved ones.

## **DISCUSSION QUESTION**

*What's in the knapsack?*

Make a handout sheet with pictures of contents of a soldier's knapsack (illustrations on pages 8-10 in *Billy Yank*, by Alan Archambault) and the clothing described by J.W. Bartmess ([Worksheet 1](#)). Ask each student to complete the chart for a hypothetical knapsack. Divide the students into groups and assign each group a specific time in camp life; e.g., a march into battle, all they own when they left home for the first camp, what they think will be important in camp in summer or winter. Combine their charts for each group and their situation. Have each group make a presentation describing what provisions and clothing a soldier would take for his specific assignment and why. If a Civil War reenactor is available, have him come to class to show the contents of his knapsack to the students.

## **ACTIVITIES**

1. Make a chart using the raw data gathered by weighing the students' book bags when they arrive at school. Compare the weights to that of a typical soldier's knapsack.
2. Have a book bag prepared containing books that equal the weight of a soldier's knapsack (30 to 50 pounds) for students to try to lift. Have a book bag prepared weighing six pounds. Ask for volunteers to carry it around for a day. Ask for a report at the end of the day.
3. Draw an illustration of a camp and label the areas (Illustrations can be found on page 16 in *Behind the Blue and Gray*, by Delia Ray).



## WHAT DO WE EAT? WHERE DO WE SLEEP?

At Camp Morton and other camps where men gathered to join their **companies** (100 men) there was an abundance of all types of food. **Companies** were divided into **messes** of six men who ate together, performed daily duties “of drawing **rations** (food), fetching water, cooking meals, standing guard, and doing police duty about camp.”<sup>5</sup> They got up and went to bed at the same time and slept in the same barrack or tent. The food was purchased locally and, in some camps, prepared in large kitchens. At the early camps in Indiana, local residents brought food to supplement the army food. There was a lot of good-natured complaining, but in comparison to when they were on the march this food was tasty.

When the army readied to move from one place to another, each soldier received **rations** for the number of days on the road. Four days on the march and each soldier had four days worth of **hardtack**(biscuits), bacon, and coffee beans. If the march was slowed by weather or enemy movement, the provisions had to be stretched. **Forage parties** found provisions in the local area. When in the South, this meant buying or taking from the civilian population supplies, such as: hogs, cattle, chickens, grain, and other commodities not well hidden. There were many nights on the march that the troops went hungry for lack of food. When in camp, however, the army’s supply wagon and the **sutler’s** wagons would catch up to the troops and food would again be available, though always for a higher price at the **sutler’s** wagon.



Shelter came in several forms. The **Sibley** tent was designed to house six to twelve men, but often twenty men slept in it. Patterned after the style of the western Plains Indians, it was circular. It had a space at the top to vent the **Sibley** stove, so named for its inventor. Because of the tent’s large size, these were used in winter or recruitment camps. Log or slat barracks were built and used in the more permanent camps. Many civilian houses and village buildings became housing for the troops, as well as headquarters for the officer’s staff. The two-man shelter or “dog” tents, so called by the soldiers because they were considered to be about big enough to house a dog, were a great improvement when on the march. Each man carried one panel of the tent. The tent had buttonholes on one piece and buttons on the other piece. When buttoned together, this made a passable covering when thrown over a rope tied between two rifles with bayonets stuck in the ground. Men on the march, too tired to put up any tent, often slept at night wrapped in their blankets on the ground.

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<sup>5</sup> Frank J. Welcher and Larry G. Liggett, *Coburn’s Brigade* (Indianapolis, IN: Guild Press, 1999), 13.

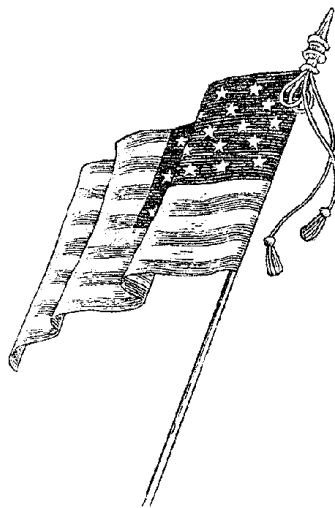


## DISCUSSION QUESTION

Even when the provision wagons caught up with the troops the food varied in quantity and quality. Many soldiers died of scurvy for lack of fresh vegetables and fruits. Discuss what food would need to be **foraged** to make a complete diet and how likely the soldiers would be to find these foods. Discuss which time of year would be the best time to **forage**. Compare this to the modern army's MRE (meal ready to eat). If available, bring a sample MRE to show class.

## ACTIVITIES

1. Make a list of duties in the classroom for a week. Make a list of duties around camp for a soldier. Divide the class into **messes**. Set the students at tables with their **mess** for the week. Have each group assign classroom duties to its members for the week. Discuss with the class which duties were the easiest and which duties were the hardest.
2. Make hardtack. (Recipe in *American Kids in History: Civil War Days*, by David L. King, page 21.) If 3-1/2 cups flour, 2 teaspoons salt and 1 cup water makes 12 biscuits, how much flour, salt, and water will be needed to feed the class one biscuit each? Two biscuits each? Everyone in the grade a biscuit? Everyone in the school a biscuit?
3. Draw examples and compare types of shelter by season of the year, duration into the war, camped before battle, or type of shelter. (See *Billy Yank*, by Alan Archambault for examples).



## "ON THE MARCH" — IN THEIR OWN WORDS

River steamboats were an important method of transportation for Indiana troops in the **western theater**. The boats took the soldiers and supplies to ports along the Ohio, Mississippi, and other smaller rivers in the South. The railroad also moved troops around Indiana and to points south, west, and east, but not everyone rode. Joseph Frederick Shelly, a **cavalry** soldier, wrote this to his wife from Louisville, Kentucky on December 12, 1862:

We left Indianapolis a few days after I had written...When we left, it was our intention to go by train to Nashville, but could get no transport for our horses, as the railway carries only infantry and provisions.<sup>6</sup>

Once near a battle, the travel was on foot. This was how David Mitchell Hudson described the march in April of 1864 from near Charleston, Tennessee:

Marching was tolerable hard work for us, especially at first and a great many of the men give out and had to be shipped but our **company** nearly all made the trip on foot, and now they are glad they did for they got to see so much of the country by marching through. We marched some every day for 20 days. some days 8 or 9 miles and some days 15 or 16 miles...<sup>7</sup>

An earlier letter in March, 1864, from Louisville to Nashville described the railroad trip:

I was on top of the cars when the train went through 2 tunnels a half mile through and I tell you it looks dangerous to set on top a train, and see it bulging headlong in to a little hole in the ground — that looks more like the mouth of a cave... the train run 60 feet under ground.<sup>8</sup>

Again from Charleston, Tennessee, Hudson wrote, "I will now give you what I promised to some time ago, our daily travels ever since I enlisted — as follows:<sup>9</sup>

Station	Dis	Arrived	Left
Home Ind			Jan 6, 64
Columbus "	30	Jan 8	" 19
Crothersville "	30	" 19	Feb 1
Columbus "	30	Feb 1	" 20
Crothersville "	30	" 20	Mar 4
Columbus "	30	Mar 4	" 6
Indianapolis "	40	" 6	" 18
Crothersville "	70	" 19	" 20
Louisville Ky	40	" 20	" 27
Nashville Tenn	185	" 28	Apr 5

<sup>6</sup> Sophie S. Gemant, trans. and Fanny J. Anderson, ed., "The Shelly Papers", *Indiana Magazine of History*, 44 no. 2 (June 1948): 183.

<sup>7</sup> Hudson, 196.

<sup>8</sup> *Ibid.*, 193.

<sup>9</sup> *Ibid.*, 198.

Murfresboro	"	30	Apr	7	"	8
Shelbyville	"	25	"	9	"	10
Tullahoma	"	20	"	10	"	11
Decherd	"	15	"	12	"	13
Stephenson	Ala.	26	"	15	"	15
Bridgeport	"	12	"	16	"	17
Chattanooga	Tenn.	30	"	20	"	21
Charleston	"	40	"	24		

On the whole, troops marched or rode with little more than a rifle, a knapsack with minimal provisions, and maybe a blanket and half of a tent. Troops marched from 8-20 miles at a time. Boots or **brogans** wore out, socks got holes, and clothing became frayed from exposure to dirt, rain, sun, and accidents. Here is what George W. Leonard wrote to his wife, from a "Battle Field, near Pittsburgh on April 10, 1862":

For three nights I have slept in the rain and mud without any covering, but a light blanket, as we had to leave every thing behind and make a forced march of thirty miles, I did not have my boots off for four days and nights, and have not washed or coamed (combed) my head in the same time...All our baggage is twenty miles from here.<sup>10</sup>

A **cavalry** soldier on patrol did not fare much better than the infantryman. Joseph Frederick Shelly describes chasing General John Hunt Morgan in December of 1862 (these same troops would cross the Ohio River to attack Corydon six months later) in these words:

I can tell you it is not such an easy matter to ride back and forth 4 days and nights with nothing but a few crackers and a little smoked bacon inside you. However, the most important thing is to stay alive and unhurt. The bullets often flew past my ears, but it was God's will that none hurt me.<sup>11</sup>

## **DISCUSSION QUESTION**

Here are the first lines of several soldiers' letters home. All spelling, capitalization, and punctuation are the soldiers. (More examples are included on the Worksheet 2).

"Dearest one, it has been a long time since I had a chance to write to you. And I expect you have been uneasy about me expecting I was killed."

*Jacob W. Bartmess, Anapolis, Maryland (no date)*



<sup>10</sup> Paul Hubbard and Christine Lewis, ed. "Give Yourself No Trouble About Me: The Shiloh Letters of George W. Lennard", *Indiana Magazine of History* 76 no. 1 (March 1980): 31-32.

<sup>11</sup> Gemant, 184 .

"Dear Wife, I have the opportunity to inform you that I am well at present.."

*Amory K. Allen, Camp Vigo, Terrehaute Ind., May the 17<sup>th</sup> 1861*

"To all whom it may concern I seat myself to answer your letter which I received yesterday evening and glad, very glad, to hear from home."

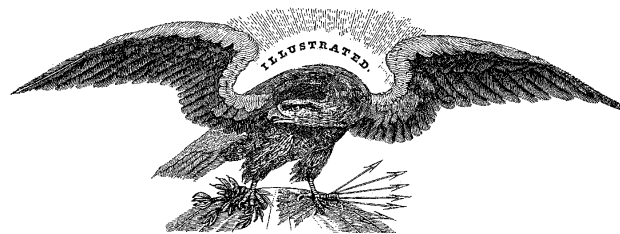
*Martin Hamilton, Indianapolis, Indiana Marion County, May 10, 1861*

Other salutations include: Dear companion, Kind companion, Dear Brother and Sister, Father and Mother, Ever loved and beloved, Dear and ever remembered wife, and Dear Parents.

How is one soldier's greeting similar to another soldier's greeting? How are they similar or different from greetings used today in letter writing?

## **ACTIVITIES**

1. Show an example of a patriotic letter heading. (Worksheet 3) Have each student make a patriotic example of their own design or use the example and write a letter to their families. Describe their experiences on the march using a historic greeting. (For interest, read aloud the book *Drummer Boy*, by Ann Turner, which contains a scene in a fictitious battle from his perspective; or *Behind the Blue and Gray*, by Delia Ray, which also gives descriptions of battle.) Involve the parent by asking each to respond to the "soldier's letter" with an answer about what they are doing at home.
2. Make a map of sites or time line of dates given in David Mitchell Hudson's letter to his wife. Share results with class.



# ENTERTAINMENT

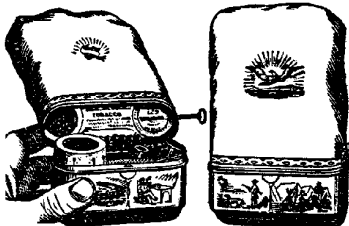
Most of the soldiers who fought in the Civil War could read and write. They enjoyed reading books and newspapers, writing as often as possible in a diary, or debating the correctness of an opinion in the news. Entertainment included card-playing, horseshoe pitching, and both might include gambling. It was common for some to attend church on Sunday. The music from fiddles and other homemade instruments could be heard in camp. Musical instruments and other small items were whittled from available wood. Extra pay was spent on smoking tobacco and extra food that could be bought at **sutlers'** tents that were set up outside the army's camp. But mending of clothes, letter-writing, and just plain laying around or catching up on sleep seemed to occupy a lot of the time spent in camp. Since much of a soldier's time was spent in camp, his letters home often described the life there.

Letters often conveyed what the weather was or had been. Consider the opening phrases of these two letters:

A clear and beautiful sun rose this morning after three days of cloud and rain and mud and gloom. The birds in the green trees welcomed the bright morning with song and melody. Once more the poor soldiers begin to move about with life and animation. Such is the influence of pleasant weather on every thing around us.

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## The "Ridgewood" Patent Smoking Case.



Most ingenious in its combination of the *Metallic Case*, containing *Pipe and Stem, Matches and Pipe Cleaner*, with a handsome *Tobacco Pouch* attached, filling the *Pipe* by means of a valve, without use of the fingers or waste of *Tobacco*, the whole securing freedom from all odor, and portable as a *Cigar Case*. Nothing can excel its *comfort and utility for Smokers*. It is of various styles, at 12c., 15c., 18c., 20c., and 22c., to \$3.15 and \$5.00; the two latter richly plated and engraved. It is substantially made for service, and secures what it promises for all *Smokers, at home or abroad, in the ARMY or NAVY*. *Style, comfort, and economy*. As a *Present to friends*, nothing could be more acceptable. For the *Soldier, in Camp or on the March, it is invaluable*.

Also is offered

**The Ridgewood Smoking Tobacco,**  
Of superior flavor and equal in style and quality to any granulated *Tobacco* in the market. Put up in packages to fill the *Pouch* (about a week's smoking), or in larger packages as desired, for the general Trade. *Officers, Smokers, and Dealers*, are invited to call and examine these Goods.  
A liberal Discount to *Dealers*. *Single Cases* sent by mail or Express, *paid*, on receipt of price and 25 cents.

George W. Lennard, "Battle Field of Shiloh", April 22, 1862<sup>12</sup>

Or

We have wet and cold weather which makes it very disagreeable I am bunking now with Calvin Burdy a teamster we have four blankets to sleep under and our overcoats and oil blankets to sleep on which (makes) a very good bed for a soldier.

J.W. Bartmess, Stevenson, Alabama., Dec. 17th., '63.<sup>13</sup>

The sending and receiving of letters not only kept the family at home aware of the soldier in the field, but the return letters lifted the spirits of many

soldiers on a rainy day. As the only federal agency at that time, the U.S. Post Office continued to exchange letters across the battle lines as well as carry the mail across the country. Stamps and paper sometimes came from home, were

<sup>12</sup> Hubbard, 41.

<sup>13</sup> Mertens, 72.

given by the Christian Commission, or could be purchased at the **sutler's** wagon.

Photography was a new form of entertainment. Photographers followed the troops, and soldiers with extra money could have their photographs taken. If their family did not have time or money to have a photograph taken before the soldier left, he would often request them to have one made in order to carry a likeness of the family into battle.

## **DISCUSSION QUESTION**

Newspapers were a major source of enjoyment and information for the soldiers in camp. Discuss what articles would be of interest to the soldiers in camp, e.g., weather at home, prices of food, or election results. Soldiers also wrote to newspapers with details of camp life. Discuss an occurrence in camp that a soldier would send to a newspaper; e.g., details of camp life, who visited the camp, weather, activity in skirmishes and battles. Write a newspaper for the people at home describing "what a soldier does with his free time in camp." Assign students to write a column, draw a cartoon, interview a soldier, or write an advertisement to try to sell a product to the soldier. A typical newspaper of the Civil War had four sheets. A computer publishing program or word processing program that allows the student to write in a newsletter format with columns will help to make the newspaper look realistic.

## **Pantoscopic Spectacles.**



The Patent  
**Pantoscopic Spectacles** are  
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cluding the medical faculty. They give extraordinary relief by day and night to weak, dim, and defective vision. Persons sending Glass last worn, stating age, can be supplied, price \$4. Sent free. Catalogues sent free by enclosing stamp.

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669½ Broadway, under Lafarge House.

## **ACTIVITIES**

1. Hand out examples of how a soldier might spend his free time. (See *Billy Yank*, by Alan Archambault - pleasures) Ask each student or pair of students to choose an item to research; i.e., what it is and how it is used.
2. Collect examples of games such as checkers, cards, chess, dice, dominoes for students to play in their free time. Make one of these games from recycled products, such as, wooden boxes, cardboard, rocks, etc.

# VOCABULARY

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- accouterments** – soldier's outfit, excluding clothes and weapons
- brogans** – boots worn by soldiers, early styles may not have had a left or right
- cavalry** – soldiers who are mounted on horses and scout for the army
- color guard** – men assigned to carry and protect the flag
- colors** – flag of the unit or country
- companies** – units of approximately 100 men
- drawers** – long underwear issued to troops to be worn beneath the wool trousers
- forage parties** – groups of soldiers sent to find provisions in the local neighborhood
- hardtack** – hard biscuit, also known as sea biscuit or trail bread, made from flour, water, and a touch of salt
- knapsack** – carry-all for extra clothing, food, and personal items
- messes** – groups of soldiers who ate, slept, and did duty together
- militia** – local men who drilled, a citizen army
- musket** – weapon with a smooth bore or barrel, in contrast to a weapon whose bore or barrel is “rifled” (grooved) to make the bullet spin before leaving the barrel
- mustered in** – process of joining the army by signing papers to serve for a specified time
- quota** – number of troops requested by President Lincoln from each state
- rations** – food distributed to soldiers
- recruit** – new member of a unit who has been sworn into the army
- rifle** – shoulder arm with grooves cut in the inside of the barrel  
[The Spencer rifle was 47" long and weighed 10 pounds. Many **cavalrymen** preferred the ‘carbine’ version of the Spencer repeater due to its light weight (8-¼ pounds), short muzzle (39"), and cost (\$35). Other manufactures include Smith, Gallagher, Henry, Kittedge, and Colt.]
- Sibley tent** – also called a bell tent, it housed six to twelve men and had space at the top to vent the pipe of the **Sibley** stove, invented by Herbert Sibley
- status quo** – way things are at a certain time
- stockade** – jail in an army camp
- sutlers** – private storekeepers who traveled with the troops, selling food, stamps, writing paper, tobacco, clothes, etc.
- tin types** – early photographic process where the picture was exposed directly on an emulsion on a piece of tin instead of a negative
- western theater** – battles fought west of the Allegheny Mountains

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## **On-line Sources**

**Civil War Indiana** – home page

<http://civilwarindiana/biographies/index.html>

Provides brief biographies of Hoosiers who served in the Civil War, regimental histories, reenactment events and soldier search.

**Colonel Eli Lilly Civil War Museum** – home page

[www.state.in.us/iwm/civilwar/index.html](http://www.state.in.us/iwm/civilwar/index.html)

Located in the base of the Soldiers' and Sailors' Monument on the Circle in Indianapolis, this web site offers a virtual tour of the museum, directions to the museum, volunteer information, and a number of valuable links to other sites.

**National Park Service**

<http://www2.cr.nps.gov/aspp/battles.htm>

Provides a general summary of major battles of the Civil War.

<http://www.nps.gov/hafe/burton-draw.htm>

Shows illustrations of Minie balls and musket.

**Walden Font Co.**

[www.waldenfont.com](http://www.waldenfont.com)

*The Civil War Press, Fonts and Clip Art for Civil War Enthusiasts*. Winchester, MA: Walden Font Co. Fonts and illustrations in these lesson plans are from this CD ROM disc.

## **Other Sources**

Grafton, Carol Belanger. *Ready to Use Authentic Civil War Illustrations*. NY: Dover Press, 1995.

Indiana State Library. Newspaper Division.

Collection of Indiana newspapers.

Public library and historical societies.

Local letters and diaries.

Rowe, Glen. *Roweclan Haversack*. Addison, IL.

Dual-packs of stationary and stamps. Order direct: 309 Addison Rd. Addison, IL 60101

## Worksheet 1

# PACK YOUR KIT

## What's in the knapsack?

**Name** \_\_\_\_\_

Here is a list that J.W. Bartmess, a **recruit**, wrote in a letter to his wife from Camp Carrington on Nov. 26, 1862 . “The following is a list of what we get and the prices:

Dress coat	\$6.71
Over Coat	\$7.20
pants	\$3.03
Shirts	.88
<b>drawers</b>	.50
Socks	.26
blanket	\$2.60
knap sack	\$2.75
Canteen	.48
haversack	.48
Rubber blanket	\$1.25
hat	\$1.55
trimmings on hat	.30
total	\$27.99

He ended this commentary with “but we get no trimmings you know.” How much would these articles cost at today’s stores? \_\_\_\_\_

Look at the picture of the contents of a soldier’s knapsack.

Fill in the chart with clothing and other **accouterments** (from the above list) that a soldier would need. Add additional items from your research. Mark each column with a check mark if you think that a soldier would have used this at recruitment camp, going into battle, or while camped in summer or winter.

ITEM OF CLOTHING OR ARTICLE TO CARRY	CAMP CARRINGTON	ON THE MARCH	INTO BATTLE	SUMMER CAMP	WINTER CAMP

## Worksheet 2

# WRITE A LETTER HOME

**“What shall I tell my folks about being a soldier?”**

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**Name**

Here are the first lines of several soldiers' letters home. All spelling, capitalization and punctuation are the soldiers':<sup>14</sup>

Dearest one, it has been a long time since I had a chance to write to you. And I expect you have been uneasy about me expecting I was killed. Jacob W. Bartmess

Dear Wife, I have the opportunity to inform you that I am well at present..  
Amory K. Allen

Much loved Pauline, I haven't heard from you for almost a month now  
Joseph Frederick Shelly

Dear Brother and Sister Your letter dated Feb.13 came to hand yesterday and found me well.  
D.W. Lakin

Dear Parents, I again Embrace the present opportunity of addressing you. The truth Compelles me to Confess that I am not atall well...  
Joshua Jones

Father and Mother, I...(am) writing to you to let you know we are getting along well.  
Mart Hamilton

To all whom it may concern I seat myself to answer your letter which I received yesterday evening and glad, very glad, to hear from home.  
Mart D. Hamilton

Other salutations include: Dear companion, Kind companion, Ever loved and beloved, Dear and ever-remembered wife.

Write a letter using one of these salutations and a patriotic letterhead (either draw your own or use the example given). Tell your family about a battle, a long march, or a day in camp. Be sure to date the letter and mark from where you wrote it.

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<sup>14</sup> All greetings come from letters published in the *Indiana Magazine of History*.

## Worksheet 3

