

CIVIL WAR: ON THE HOME FRONT

GOAL

To introduce students to life at home during the Civil War.

STUDENT LEARNING

Students will develop a concept of what life was like for those on the home front and evaluate the role of news between the battlefield and home.

PROCEDURE

Before your visit:

Pass out the Communications Worksheet and have students fill out the first column. After their visit to the museum, they will complete the worksheet.

Next, pass out the letter written by Mother Woodward (Background information on the letter is also provided). Have students try to transcribe the letter. In small groups, students should make a list of facts gleaned from the letter, such as who is it from? Who is it to? Do you know what is happening in the war? What inferences can be made based on what has been read? What can you learn about home life during this time? What was the central idea of the letter? Have them cite specific examples.

While at Midway Village:

Students must visit at least three of the following sites:

- Parlor Games and Department
- Fashion
- CW Herbs and Medicines
- Schoolyard Games
- Lincoln: Post Master
- Food Preservation
- Widow
- Experiences of an Escaped Slave
- Union Women

And at least One of the Following:

- Journalism
- Print Shop
- Photography
- Telegrapher
- Letters Home

Please note that not all sites are available all days. You will receive a map a few days before your visit which will provide you with sites available during your selected day.

While at each site, students should take notes by filling out a compare/contrast sheet for each presentation they attend. They will use these notes back in the classroom. The more detailed they are, the easier their assignment will be.

Back in the Classroom:

In pairs, give each student a scenario and writing rubric. Students should work together to compile a list of ideas and responses to the situation, keeping their own notes. Then, independently, students should write a letter based on the scenario given to them. Within their letter, students should incorporate at least one fact and one observation from each site they visited while at Midway Village Museum.

Finally, have students complete the Communications Worksheet. Finish the lesson with a class discussion on what they learned about both life on the home front, and difficulties in communication.

Suggested scoring rubric for letters:

- Letter is written in logical sequence and is organized/formatted correctly
- Letter captures the readers attention
- Accurate and specific facts from each of the four stations students visited at MVM are incorporated into the letter
- Letter addresses the topic assigned and explains the scenario in detail
- Student accurately incorporates vocabulary and historic details into the letter
- The letter is modeled after primary source documentation
- Letter contains strong conclusions
- Handed in on time
- Four completed Compare/Contrast worksheets are handed in.

Standards Met:

National Curriculum Standards for Social Studies:

2, 3, 4, 8

Core Curriculum Standards in Literacy:

RI.(6-10).1, RI.(6-10).2, RI.(6-10).6, RI.(6-10).7

W.(6-10).3, W.(6-10).4, W.(6-10).5,

Nov. 18th 63

My Daughter Mary

Accept my thanks for
for your kind letter it was very pleasing
after so long time to hear from you and that
darling little boy I really considerably expected
you was coming to see us in Sept. as we did not
hear from you I flattered myself that you was coming
they laughed at me when I told them I was exp
ecting you but I kept on expecting you till father
said it was too late in the season.

I have thought much of you since I recievd your
letter I do hope you are relieved of your anxiety about
your poor brother before this and it is better with
him then your fears, how many such cases there are
who can tell the sorrow and suffering of this dreadful war
I have often thought of your brothers when I have heard of
the battles that I supposed they would be in. it
troubles me to se the list of so many of our men
prisoners in Richmond suffering as reports say they do
I wonder if Walter sees the name of Seal Don. among
them and knows he is from Portland Maine he has
been a very noted man in the Temperance cause

it has been reported that the Rebels say he may
try his water now with bread and see how he
likes it, I presume Walter has heard him on temperance
he has been in Winthrop, he is Brig General, it
will be a loss to loose such a man as he has been
but not more so then others, I presume they think ^{a prize} they have

I was pleased to hear your little boy is getting long so
finely, should like to see his picture if I cannot see
him and I should like to see his Mother quite as well
perhaps his father is so changed in this long time I
should scarcely know him, I intend to send mine to
you when we have a good Artist here, we have one
but he is not called good. Could you not stir up
Walter to write often, tell him he need not be so pleased
with his little Son that he must forget how to write
to the home of his birth, now will he do when he has
three or four more just as good, he will not write at
all then according as he now writes, but we will hope
better of him.

I should like to have you see your
Sister Priscilla with her little family I went down to
see her when her babe was week old she was getting long
finely she has written since was doing well but she will
have quite a care on her for the present a care that she
has no wista to entrust with others when she can
avoid it, by that means she is mostly at home with
little ones. Franklin and Henry's family are both well
I write to you as tho I were acquainted with you hope
you will excuse me and write me again soon
Prudentia would have written but she is preparing the child
to take part in a Service for the benefit of Sabbath school
Library, kiss Elmer for his grandmamma and accept your
love, ^{yourself} from your Mother Woodward

Nov 18th 63

My Daughter Mary

Accept my thanks for for [sic] your kind letter it was most pleasing after so long time to hear from you and that darling little boy I really considerable [sic] expected you was [sic] coming to see us in Sept.. as we did not hear from you I flattered myself that you was [sic] coming they laughed at me when I told them I was expecting you but I kept on expecting you till father said it was too late in the season

I have thought much of you since I receid [sic] your letter I do hope you are releived [sic] of your anxiety about your poor brother before this and it is better with him then [sic] your fears, how many cases there are who tell the sorrow and suffering of this dreadful war I have often thought of your brothers when I have heard of the battles that I supposed they would be in. it [sic] troubles me to se [sic] the list of so many of our men prisoners in Richmond suffering as reports say they do I wonder if Walter sees the name of Neal Don among them and knows he is from Portland Maine he has been a very noted man in the temperence [sic] cause

[Page 2] it [sic] has been reported that the Rebels say he may try his water now with bread and see how he likes it. I presume Walter has heard him on temperanc[sic] he has been in Winthrop, he is Brig General, it [sic] will be a loss to loose such a man as he has been but not more so then [sic] others. I presume they think they have a prize.

I was blessed to hear you little boy is geting [sic] long[sic] so finely, should like to see his picture if I cannot see him and I should like to see his mothers quite as well perhaps his father is so changed in this long time I should scarcely know him, I intend to send mine to you when we have a good Artist here, we have one but he is not called good. Could you not stir up Walter to write oftener [sic] tell him he need not be so pleased with his little son that he must forget to write to the home of his birth, how will he do when he has three or four more just as good, he will not write at all then according as he (now? nvr?) writes, but we will hope better of him. I should like to have you see your sister Priscilla with with her little family I went down to see her when her babe was week old she was getting [sic] long[sic] finely she has writen [sic] since was doing well but she will have quite a care on her for the present a care that she has me wish to entrust with others when she can avoid it, by that means she is mostly at home with little ones. Franklin and (Henry's? Henny's?) family are both well I write to you as tho I were acquainted with you hope you will excuse me and write me again soon Prudentia would have writen [sic] but she is preparing the chil(dren) to take part in a dance for the benefit of the Sabbath schoo(l) library, kiss Elmer for his grandma W and accept (some? more?) yourself

love from your Mother Woodward

Notes:

[sic] = Latin for sic erat scriptum meaning "thus it was written."

If you would like to see other letters from this family, please visit <http://mvm-collections.com/projects/>

Bittle Civil War letters (A background)

In 2013 Midway Village Museum received a donation of items that included a collection of letters written mostly during the Civil War. Penned by 3 brothers Robert, George and Charles Sealy along with some from sister Mary and from Christopher T. Dunham, the collection is now the focus of a transcription and online content project being undertaken currently by the Museum's Collections Department.

The Sealy siblings - Charles, George, Robert, and Mary Ann - were all born in Castle Cary, Somersetshire, England to Richard Sealy and Maria Louisa Champion Sealy. The family moved to Rochester, New York, around 1843, finally settling in Rockford, IL in 1855.

When the Civil War arrived, Charles enlisted in Company G 44th Regiment Illinois Infantry from Winnebago County while George & Robert enlisted in Company G 45th Illinois Volunteers. Charles was injured and eventually captured during the battle of Chickamauga and taken to Andersonville Prison where he died June 10, 1864.

Robert & George were present at the battle and fall of Vicksburg and survived to see the end of the war and beyond. George worked for Emerson, Talcott & Co. in Rockford, and died in 1909. Robert moved to Council Bluffs, IA in 1868, and he and wife Helen adopted a daughter, May. He died in 1888.

There are also letters from Christopher T. Dunham (connected to the Sealy family through his daughter's marriage), who lived in the Freeport area starting in 1856 and worked as county surveyor. He enlisted in the 11th Illinois Regiment of the Union Army and served on and off throughout the war. He and Sarah Cummings were married in 1862. After the war he returned to his surveying work in Freeport, but was admitted to the Elgin Insane Asylum in 1872 where he died 6 years later.

The letters speak of their experiences serving in the army, of their camp sites, and plans, and are a record of the confusion and stress families back home felt during this time.

These letters are invaluable resources and Midway Village Museum is very pleased to be able to add these and the other objects donated to our collection of items and continue our mission of preserving the history of Rockford. If you would like to see the letters, go to <http://mvm-collections.com/projects/> . If you would like more information on the project, contact Regina Gorham, Curator of Collections and Exhibits at reginag@midwayvillage.com

A Short Biography

Mary Ann "Mate" Sealy was born in Castle Cary, Somersetshire, England, on January 29, 1834 to Richard Sealy (born c. 1804 in South Welton, England d. 2/2/1897 in Rockford, IL) and Maria Louisa Champion Sealy (born c. 1803 in Wells, England). His family (including 2 brothers & 1 sister) moved to Rochester, New York around 1843. They later moved to Geneva, NY and final settled in Rockford, IL in 1855. She married Amos Walter Woodward on September 5, 1861 in Winnebago County. He went on to found Woodward Governor. She died in Rockford October 17, 1921.

Communications

Today's means of Communication	Means of Communications in the 1860s

What were some of the difficulties in communicating during the Civil War? How did these effect people on the home front?

Station Notes

Life in the 1860s

Life Today

Most interesting thing(s) I learned at this station

Scenario 1

You are living in Rockford, IL. It is 1863. The winter has been especially brutal this year. Without your father or brothers at home bringing in income, your household budget has been cut in half. Write to your older brother Paul, explaining what you and your family have done to endure the last few months.

Scenario 2

You live in Byron, IL with your mother and three younger sisters. Your father and four older brothers have been way at war for two years now. Write to your father about news of soldier deaths, and how your mother is coping. Date the letter May 1864.

Scenario 3

Your sister married a young man from Missouri a few years before the war, and moved south to be with him on his farm. Write her a letter describing the changes you have had to make in daily life since the war began. Be sure to mention the impact of the war on your fashion and leisure activities. The year is 1865.

Scenario 4

This past spring has seen very heavy rains. The Rock River has flooded, and Dr. Brown's gardens have been submerged, killing all of his plants. Write to your friend in New York about how you have offered your medicinal garden, along with several other neighbors, to help out the doctor and local community. Be sure to explain why the different plants are needed by Dr. Brown.

Scenario 5

Since the men left for war, it has been dull around Belvidere. Not to mention that you have had to take up much of the work the men left behind. Write to a friend in Chicago about how your leisure activities have changed or stayed the same. Make sure to also mention your added work load. Date your letter 1862.

Scenario 6

You just received a letter last week from the postmaster about Elliot (your eldest brother) being shot on the battle field. According to the date, he died over two months ago. Your mother is taking his death very hard, and has taken to wearing all black. She does not leave her room. You are now caring for your six younger siblings, cooking food, changing diapers, and cleaning the house. The garden must be tended and you still have your job at the local general store. Write to your father explaining life at home.

Scenario 7

Your Uncle Benjamin is training at Camp Butler near Springfield, Illinois. You want to send him a care package to keep up his spirits while he waits to be sent to the front lines. There is not much in the way of money to spend on presents, so you include things from around the house and small gifts from the neighbors. In your letter, describe what can be found in the parcel, as well as general news from home. Date your letter 1861.

Scenario 8

Your brother Stephen went to war over 6 months ago. He promised he would write to you at least once a month. You haven't heard from him yet, but you haven't given up hope. Provide him with news from home in Freeport, as well as your personal thoughts of the postal service. Date your letter 1863.

Scenario 9

You work in the newspaper office as a printer's devil to help buy food for your family. Write to your Aunt Mary in Connecticut about the lists of fallen soldiers your print shop posts in the windows. Head your letter with Guilford Township, 1864.

Scenario 10

You live in Byron with your family. Gossip is floating around town about the Lyford's possibly harboring an escaped slave headed to Canada. Write to your cousin in Wisconsin about your views on slavery, your theories about how they escaped from the south, and what you would do if you were in their place.

CIVIL WAR: ON THE FRONT LINES

GOAL

To introduce students to life as a soldier during the Civil War.

STUDENT LEARNING

Students will develop a concept of what life was like for men and women on the battlefields of the Civil War, and how it compares to other wars through history.

PROCEDURE:

Before your visit:

Pass out the letter from George for students to read. In pairs, have students come up with two lists, one on assumptions/conclusions they have made of life as a CW soldier based on evidence from the letter. And two, a list of questions they would ask a Civil War Soldier.

Next, have each student write their favorite assumption and question on the board to share with the class. In their notebooks, students will choose 10 assumptions and 10 questions to write down to take with them on their trip.

While at Midway Village:

Students must visit at least four of the following sites:

- The Civil War Museum
- Lady Spy
- Sutler
- Union Women
- Irish Brigade Soldier
- Drumming
- Rebecca Chrisholm M.D.
- Confederate Cavalry
- General Grant
- Union Soldier Civil War Tech
- Cannon Drill
- Obstacle Course
- Hardee's Manual of Arms
- The Navy Cannon
- Picket Post
- Ordnance

Please note that not all sites are available all days. You will receive a map a few days before your visit which will provide you with sites available during your selected day.

While at each site, students should answer 5 of their 10 questions, and prove or disprove 5 of their 10 assumptions, by speaking with reenactors at different stations.

Back in the Classroom:

1. Working in small groups, assign students another war in history to research (Have each group research a different war/time period). Students should make a claim about life as a soldier based on what they saw at Midway Village Museum before beginning their research. Then, groups will research life as a soldier during both the Civil War and the war assigned to them. Individually, students will write a short argumentative essay either proving or disproving the claim their group made. Finally, have students present their essay to the class in a 5 minute presentation.

2. In pairs, have students look at their original assumptions and conclusions they made based on their reading of the letter, along with the validations or rejections they gained in discussions at Midway Village Museum. Have students compare similarities and differences in the answers the two sources provided. If there are discrepancies, why? Have students back up their conclusions with evidence.

Suggested scoring rubric for argumentative papers:

- Paper is written cohesively with a beginning, middle and end.
- Essay has not grammatical mistakes
- Essay makes an effective argument
- Essay has included at least two reasons gleaned from stations visited at Midway Village to support their claim
- Essay includes 3 or more pieces of examples beyond Midway Village to support their argument

Suggested scoring rubric for speech:

- Presentation has a clear introduction and conclusion
- Excellent communication of claim and proof or disproof from multiple sources
- Provides accurate information and citations
- Professional execution of presentation, including eye contact, body language, volume, and attire
- If an aid is used, it is well produced, enhances the presentation, and is addressed within the speech
- Presentation was 4.5-5.5 minutes in length

Standards Met:

National Curriculum Standards for Social Studies:

2, 3, 4, 10

Core Curriculum Standards in Literacy:

RI.(6-10).1, RI.(6-10).2, RI.(6-10).6, RI.(6-10).7

W.(6-10).1 , W.(6-10).4, W.(6-10).5, W.(6-10).7, W.6.8

SL.(6-10).1, SL.(6-10).2 , SL.(6-10).3, SL.(6-10).4

Memphis Tenn Feb 10/1865

Dear Father and Mother

We were very much surprised yesterday morning by a Gentleman coming to our camp and enquiring for Capt Sealy and Lieut Blake saying that there were two Sledges down to the River that wanted to see them of course we mistreated who they were but hardly know how they could get here so soon we were all in bed when we heard of them being here the Capt's boy was blacking his boots and he stoped him before he had got half through and was not going to stop to eat any Breakfast but he soon got over his hurry and stoped to let the boy finish his boots and for himself eat some breakfast and then went down to meet them as soon as I got through my Breakfast I got a pass to go down and see them you may be

Shure that I was glad to see Nellie and then
wished that I could see you all she unpacked
her trunk as soon as I got there and gave
me the things that you sent me and I was
so glad to get so many good things from home
for I had not expected anything as I thought
that they would come off in such a hurry that
you would not have time to get anything ready
for me the cake and preserves were very nice
the boys of my squad who shared them with me
thought that there could not be anything
nicer but I suppose you wonder why I have
not spoke about the wine I will tell you
Nellie took it out of her trunk and found
that it had leaked a little she handed it
to me and I sat it down on the floor
and as I did so crack went the bottle and
out came the wine all over the floor we
felt very bad about it but Nellie felt
the worse over it but I told her not to feel
so bad as I was the only loser but I felt.

bad enough for I knew that it must of been
so good for it smelt so nice the ^{wool} Handkerchief
and socks that you sent I needed very much
but I have not worn out the first pair of
Gloves that Weather sent me yet so you see
that we have not had much cold weather
but I feel just as thankfull for them as
though they done me as much good and
I can sell them to some of the boys or send
them back untill next winter but I guess
that I had better let some of them have
them as they need them. I took Brads
things to him he is in the Hospittal Nellie
gave me Woodards Watch she said that he
sent it down here for one of us to sell
and as I need one very much now if he
will set a price on it I think that I will
keep it myself. you see that we have
change of the guard and the relief each
stand two hours and when we do not have
the time with us it is very unpleasant as

2013.70.71a

Yours
to Mrs. Blake

Mr. Blake I was glad that you sent me the letter and although I have one of them I will

some think that they stand longer than the others and then they blame the dog for it but they cannot do as when he has a watch so I think that I shall keep it and send him the money the next time that we are paid off which will be some time this month I expect before this reaches you that we shall be on the boats to go down the River at least that is the rumour here now but we may not go quite so soon.

How Nellie and Mrs. Blake does praise up that Baby they say it is such a nice one and has four teeth all ready I should think it was borne with teeth now tell Kate that the first chance that she has I want to have her picture with the Baby in her arms do want to see it so bad now I must close with much love and many thanks for the Goodbyes that you sent me I remain as ever your affectionate
son

Memphis Tenn Feb 10/1864

Dear Father and Mother

We were very much surprised yesterday morning by a Gentleman coming to our Camp and inquiring for Capt Sealy and Sernt (sic) Blake saying that there were two Sealys down to the River that wanted to see them of corse (sic) we mistrusted who they were but hardly known how they could get hear (sic) soon we wer (sic) all in bed when we hard (sic) of them being hear (sic) the Capt's boy was blacking his boots and he stoped (sic) him before he had got half through and was not going to stop to eat any Breakfast but he soon got over his hurry and stoped (sic) to let the boy finish his boots and for himself eat some breakfast and then went down to meat (sic) them as soon as I got through my Breakfast I got A pass to go down and see them you may be shure (sic) that I was Glad to see Nellie and then wished that I could see you all she unpacked her trunk as soon as I got there and gave me the things that you sent me and I was so Glad to get so many good things from home for I had not expected anything as I thought that they would come off in such A (hares?) that you would not have time to get any thing redy (sic) for me the Cake and Preserves were very nice the Boys of my squad who shared them with me thought that there could not be any thing nicer but I suppose you wonder why I have no spoke about the wine I will tell you Nellie took it out of of her trunk and found that it had leaked a little she handed it to me and I sat it down on the floor and as I did so Crack went the bottle and out came the wine all over the floor we felt very bad about it but Nellie felt the worse oar (sic) it but I told her not to feal (sic) so bad as I was the onely (sic) luser (sic) but I felt bad enough for I knew that it must of been so good for it smelt (sic) so nice the (Camder?) clip and socks that you sent I neaded (sic) very much but I have not worn out the first pair of Gloves that Mother sent me yet so you see that we have not had much cold wether (sic) but I feal (sic) just as thankful for them as though they done me as much good and I can sell them to some of the boys or send them back until next winter but I guess that I had better let some of them have them as they nead (sic) them. I tooock (sic) Brads things to him he is in the Hospital Nellie gave me Woodards Watch seh (sic) said that he sent it down hear (sic) for one of us to sell and as I nead (sic) one very much now if he will set A price on it I think that I will keep it myself. you see that we have charge of the guard and the releaf (sic) each stand two hours and when we do not have the time with us it is very unpleasant as some think that they stand longer than the others and then they blame the Sargt for it but they cannot do so when he has A watch so I think that I shall keep it and send him the money the next time that we are paid off whictch (sic) will be some time this month I expect before this reaches you that we shall be on the boats to go down the River at least that is the rumor hear (sic) now but we may not go quite so soon.

Hear (sic) Nellie and Mrs Blake does (fusse?) up that Baby O they say it is such A nice one and has four bath all redy (sic) I should think it was borne (sic) with teath (sic) now tell Mate that the first chance that she has I want to have her picture with the Baby in her armes (sic) I do want to see it so bad now I must close with much lvoe and many thanks for the Goodeys (sic) that you sent me I remane (sic) as evr (sic) your affection-ate Son

[upside down at the top of the letter]

P.S. I was Glad that you sent me Charle's letter and although he owes me A letter I will write to him again
George

Notes:

[sic] = Latin for sic erat scriptum meaning "thus it was written."

If you would like to see other letters from this family, please visit <http://mvm-collections.com/projects/>

OTHER POST-VISIT ACTIVITIES

Here are some other ways to connect your day at Midway Village Museum back in the classroom.

- A. Learn a(nother) dance from the time period, and teach a younger grade in your school. Examples include:
- | | |
|---------------|----------|
| Square Dance | Polka |
| Virginia Reel | Two-Step |
| Waltz | |
- B. Write a story about the most interesting person you met.
- C. Write a letter about your day, while practicing your cursive handwriting.
- D. Research your headliner in detail, and write a short report. Use proper citation and arguments in your paper.
- E. Research:
- Transportation of the era
 - Community activities centered in soldier camps
 - Children's toys and games
- F. Research the extent of the Underground Railroad. Did it reach Illinois?
- G. Illustrate your favorite activity of the day
- H. Research Civil War recipes. Students can prepare food using recipes of the period and/or bring samples to the class for tasting.

APPENDICES



HISTORY
COMES ALIVE

Drummer Beats	I
Recess games and songs	IV
Recipes for a period lunch.....	IX
Bibliography and Suggested Readings	X

THE
DRUMMER'S AND FIFER'S
G U I D E :
OR
SELF-INSTRUCTOR;

Containing a plain and easy Introduction of the **RUDIMENTAL PRINCIPLES** for the **DRUM** and **FIFE**; to which are added, **Marches, Quicksteps, Side-beats, Troops, Retreats, Signals, Calls, &c.**, with explanatory remarks, when to be used: also, the **DUTY FOR GARRISON OR CAMP**, to be performed by both instruments, as used in the **U. S. Army**, the **DRUM MAJOR'S DUTY**, the fundamental principles of **MODERN DRUM MUSIC**, **BEATS FOR DRUM CORPS, &c., &c.**

BY

GEORGE B. BRUCE,

Of the Seventh Regiment N. Y. S. M. (National Guard) Band.

(LATE DRUM-MAJOR AND PRINCIPAL INSTRUCTOR U. S. A., AT BEDLOR'S AND GOVERNOR'S ISLANDS, NEW YORK HARBOR.)



NEW YORK:

Published by **Wm. A. POND & CO., No. 547 Broadway.**

1865.

DRUMMERS AND FIFERS GUIDE:

OR

SELF-INSTRUCTOR.

RUDIMENTAL PRINCIPLES.

THE Drum is an instrument which allows of but few variations of sounds or tones except those produced by straining or slacking of the cord, which operates immediately upon the head. To prove effectual, therefore, it requires a strict correctness of time and adroitness on the part of the performer, in giving the different strokes, rolls, &c., necessary to complete any particular beat; and it is also requisite that the instrument itself should be kept in order, by the selection of good heads, snares, cord and braces. In the opinion of the author, *calf skins* when properly dressed, make the best heads, on account of their strength and elasticity. The snare head should be considerably thinner than that of the batter (beating head). Care should be taken, that the hoops on which the skins are lapped (commonly called *flesh hoops*.) should fit the shell or barrel of the drum, so as not to bind, nor yet fit too loosely; they should be tight enough to prevent warping or twisting. The same rule will be observed in regard to the *counter hoops*, which are those that rest on the flesh hoops, and through which the cord passes to strain the heads down. In regard to *snares*, some performers prefer *cat-gut*, others *raw-hide*; both are good, but for general use, the *raw-hide* is preferable, as in wet weather, the *cat-gut* is the most easily affected by the dampness, which causes a contraction, and prevents the proper vibration. In bracing the drum, care should be taken that the braces are not driven down with a jerk; new beginners are liable to this fault, thus causing something to give way, either cord, hoop or head, but generally the latter. Commence by tightening every-other brace moderately, so that the remaining ones, when braced down, can draw with the same power; thereby giving the performer a chance to tune his drum to suit himself, by making it flat or sharp in tone.

DIRECTIONS FOR PUTTING ON DRUM-HEADS.

First, lay the head in cold water about fifteen minutes, after which, spread it out on a table with the hair or enamelled side down, and flesh side up, then take a sponge saturated with water, and continue wetting around the edges until it is properly soaked to wrap on the hoop; care should be taken not to draw the head on too tight, while in a wet condition, the texture or strength of the skin is liable to become injured by so doing. Commence by laying the flesh hoops on the skin, an equal distance from the edge, then take a table spoon, (with the end of the handle not so sharp as to cut through the head), or a stick made of strong and pliable wood, flat, and about an inch in width, and rounded on the end, so as the corners will not cut through, (hickory is good for the purpose,) after tucking under one part, about three inches around, commence opposite in the same manner, and so continue with the other parts until the head is lapped; after which, place it on the shell or barrel of the drum, and while putting it together, do not strain the head by overhauling while wet, merely strain the cord sufficiently to draw the counter-hoops a trifle over the edge of the shell, after which, place the drum in the sunshine until it is perfectly dry, then commence to overhaul it moderately, until the slack of the cord is taken up, but by no means make the cord too tight at first, after putting on a new head.

INSTRUCTIONS FOR HOLDING THE DRUM.

The drum should be carried on the left side just above the knee, in such a manner as to be equally balanced across the left leg. The belt should pass round the neck, and come down over the left breast, with the fastening attached to the cord at the upper hoop, caus-

ing the drum to hang obliquely; in which position the performer will find the head just right for the sticks to come in contact with, while the drum, if carefully balanced, can be easily managed while marching, without striking the hoops. It is positively enjoined on the pupil to stand erect, and avoid beating time with the feet.

INSTRUCTIONS FOR HOLDING THE STICKS.

The next thing to be attended to by the pupil, is a proper management of his arms and the drum sticks. The left hand (which is the most difficult to manage at first,) should grasp the stick firmly, but not too tight, between the thumb and first two fingers, passing over the third, and resting a little below the middle (or large)

joint; the thumb in the mean time resting on the forefinger. The stick in the right hand should be held between the thumb and fingers lightly, with the little finger pressing it, so as to play through the hand, as a man would use a stick in fencing. The arms must be habituated to move with the greatest ease, while the shoulder joints and wrists are exercised in performing the principal part. It is absolutely necessary, that the learner should first practice the *Long Roll* until he can close it smoothly, then commence the next lesson and perfect himself in that, and continue in this manner through the book; but by no means to undertake a new lesson until he has completely mastered the old ones. By strictly adhering to this rule, he will progress without difficulty.

LONG ROLL.

The first lesson of the pupil, after learning the position of holding the drum and sticks, will be the *Long Roll*, or as it is more familiarly called, *Da-da, Ma-ma*. The upper beats (or notes) are made with the *left hand*, and the lower ones with the *right hand*, commencing with the left very slow, and gradually increasing in velocity until closed down to a roll. The first stroke of each hand should be made somewhat lighter than the second, (the second being designated by a mark >). The learner

should be careful and not raise the sticks too high after having brought the roll to a close; he should also beat in the centre of the head, within a circumference of about two inches. He must have patience and not be too anxious to hasten this lesson, as the several rolls that follow, and of which he is to become master, depend in a great measure on the manner in which he has perfected the *Long Roll*.

Da-da.
LEFT HAND.

Ma-ma.
RIGHT HAND.

Slow, - increase, - faster - and - faster,

close - the - roll. - De - crease.

slow - er, - and - slow-er, open - the - roll.

ROLL OF 5 STROKES

After learning the Long Roll, the pupil will commence the 5 stroke roll; it is beat from hand to hand, the last stroke (which is a single one) being made a little harder than the four preceding, until brought to a close. This and the following lessons are written without regard to time; the mark thus: $\frac{1}{2}$ indicates the finish of a roll or beat.



N. B. This and all the succeeding Rolls must be brought to a close, and then 'opened.'

ROLL OF 7 STROKES.

Beat the same as the 5 stroke roll, from hand to hand, only while learning; but when two or more occur together in any beat, always begin the rolls with the left hand and end with the right.

**ROLL OF 9 STROKES.**

Like the previous rolls, beat from hand to hand, changing alternately when two or more come together in any beat.

**ROLL OF 11 STROKES.**

Observe the same directions as at the 5 or 9 stroke roll, changing from hand to hand alternately.

**ROLL OF 13 STROKES.**

Beat this roll from hand to hand.

**ROLL OF 15 STROKES.**

This roll is beat from hand to hand.



N. B. The following rolls are very seldom used, except in passages where no pause occurs; and the only way to give them effect, is to drop at once on the drum head with an open 'flam beat.' It is as well for the pupil to perfect himself in them, after having learned the lessons which immediately follow; but for the present they are not really essential to the progress of the learner.

ROLL OF 8 STROKES.**ROLL OF 10 STROKES.**

NOTE.—The Roll of 10 strokes is used in the 3 camps, (*Reveille*) but never beat from hand to hand, (except as a lesson) the same as the 7's and 5's, when two or more occur.

THE FLAM (close.)

It is necessary that the pupil pay particular attention to the directions of the author, in regard to the position of the sticks to make a flam. In fact, the learner can never make an accomplished drummer, unless his rolls and flams are well executed. Flams and 7 stroke rolls are brought in requisition more than any other strokes, and consequently should be properly made; to do which, the pupil will see that his sticks are placed in the proper position before striking the drum. The left hand stick must be raised to a level with the chin, the right (or flam hand) two inches from the drum; both sticks are to reach the drum head at the same time. The stick that is most distant striking a hard blow, and the nearer one falling on the head very light; to do which, do not raise the near hand, but merely turn the wrist so as to allow the point of the stick to touch the head. Afterwards, he will reverse the sticks, and observe the same

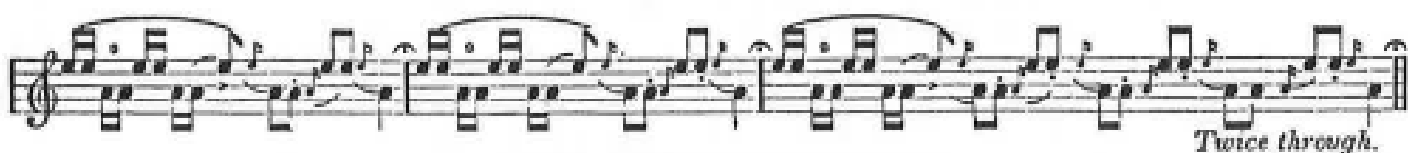
DRUMMER'S CALL. (Scott's Tactics.)

[Inserted here as a lesson, and to familiarize the learner with the 'Duty.'] This call is beat by the 'Drummer of the Guard, at the Guard-house, to assemble the other drummers on parade, (in this instance it is styled the 1st call,) who repeat the same on the parade ground in front of the flag-staff, and is then styled the 2d call; the troops immediately 'fall in' on their respective grounds, to answer to 'Roll call.'



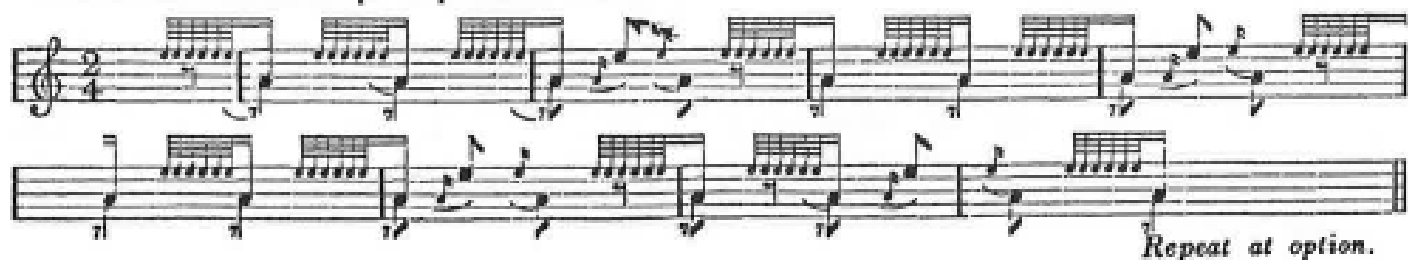
DRUMMER'S CALL. (Ashworth's.)

Formerly beat in the army, and now used in the U. S. Navy; the learner must commit the one appropriate to the branch of the 'Service' to which he is attached.



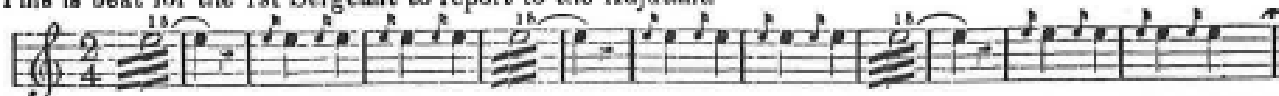
THE ASSEMBLY. (2d Call.)

Beat to assemble the troops for parade or drill.



FIRST SERGEANT'S CALL.

This is beat for the 1st Sergeant to report to the Adjutant.



N. B. The 'Assembly' and '1st Sergeant's Call' are written as they should appear, when set in regular time, to attract the attention to what has been heretofore said of 7 and 15 stroke rolls. [Refer back.]

APPENDICES

PAGE VI

RECESS GAMES AND SONGS

Graces: Two players

Originally played by young ladies learning the art of being graceful, this game went through a transition to become a very popular competitive sport in the late Victorian Era. Players hold a grace stick in each hand. One player, with crossed sticks balances the ring on top. They then very gracefully tosses the ring towards the second player by raising and separating the sticks. The second player attempts to catch the ring on one or both grace sticks. As this game is competitive, points were assigned to the catching of the ring on the left hand, right, or both.

Blind Man's Bluff: Ten to thirty players

One player is blindfolded and stands in the center. The other players join hands and circle around him/her until the Blind Man claps his hands three times. The circle stops moving and the Blind Man points towards the circle. The player at whom he points must step into the circle. The Blind Man tries to catch him and guess who he is. If the guess is correct, they change places. If incorrect, or if the Blind Man has pointed at an empty space instead of a player, the circle continues and the game is repeated.

Dropping the Handkerchief: Ten to thirty players

A large circle should be formed with players joining hands. One player should stand outside the circle, walking behind the other players and dropping the handkerchief behind one of the players. The first player will then take off running as quickly as possible, The second player, now holding the handkerchief, instantly follows him. The first player winds in and out of the players forming the circle (whose hands are joined and raised up above their heads) and dodges the hand of the second player. The point of the game is to reach the vacant spot first. Whichever player is left behind takes the handkerchief for the next round of play.

Follow the Leader – Five to sixty players

One player is chosen as a leader. The others form a single file line behind the leader and imitate anything that is done. The leader should set hard tasks for the followers, such as climbing or jumping over or under things, jumping certain distances, taking a hop, skip or jump, walking backwards, turning around while walking, running with a book on one's head, etc. Anyone failing to perform a task, drops out of the game, or goes to the foot of the line.

Hide and Seek – Five to twenty-five players

There are several variations of this game, the simplest being called "Whoop". In this game one player takes his station at a spot called "home", while others go to seek out various hiding-places; when all are ready, one of them – the most distant from home – calls out "Whoop!" and then the player at "home" goes in search of the hidiers, and endeavors to touch one of them as they run back to "home". If he succeeds, the player caught takes his place at "home" while he joins the players in hiding.

Fox and Geese – Ten to thirty players

One player is chosen to be the fox and another to be the gander. The remaining players all stand in single file behind the gander with hands on the shoulders of the one in front. The gander tries to protect the

APPENDICES

PAGE VII

RECESS GAMES AND SONGS

flock of geese from being caught by the fox. To do this he spreads out his arms and dodges around in any way to avoid the fox. Only the last goose in the line may be tagged by the fox. The geese may all cooperate with the gander by doubling and redoubling their line to prevent the fox from tagging the last goose. If the line is really long, he may tag any of the last five geese. When a goose is tagged, that goose becomes the fox, and the fox becomes the gander.

Leap Frog – Two to sixty players

Players line up in single file with approximately six to eight feet in between each player. All but the last one in line stoops over, with hands on knees, body doubled, and head bent down. The last player leaps over him, then the next player, and in like manner over all the other players. As soon as a player is jumped over, he rises to follow the leading player. All players will do this in succession, considering the last player that has jumped them their leader. Upon finishing, the leader takes the stooping position at the front of the line and prepares to be jumped himself.

Drawing the Oven – Three to fifteen players.

Several players seat themselves on the ground, in a line, one behind the other, and clasp each other around the waist; two players then take hold of the foremost sitter by both his hands and endeavor to detach him from the line by pulling away vigorously. When they have succeeded in doing this they take hold of the second sitter in the same manner, and so continue “drawing the oven” until they have drawn all the players from the ground.

London Bridge – Six to thirty players.

Two of the tallest players make a bridge; the two other players pair off, hold each other by the hand or dress, and pass under the arch while the players representing the bridge and those passing under sing the verses alternately. Those forming the arch sing the first, third and all alternate verses, plus the last verse of “Off to prison he must go”. The prisoners will sing the even verses, excluding verse 18. As the players forming the arch sing verse 13 (“Here’s a prisoner I have got”) they will drop their arms around the player passing under the bridge at that time. The player is led off to a place designated as the prison. The prisoner is asked in a whisper to choose between two valuable objects representing the two bridge players (which were previously selected by the bridge players). The objects can be things of value, such as a diamond necklace, or a gold piano. The prisoner belongs to the side that he has chosen. When all have been caught, the prisoners line up behind their respective leaders, clasp each other around the waist, and a tug-of-war takes place, with each side trying to pull the other across a given line.

Verses to “London Bridge”

London Bridge is falling down, falling down, falling down.

London Bridge is falling down, My Fair Lady!

Build it up with iron bars, iron bars, iron bars

Build it up with iron bars, My Fair Lady!

Iron bars will bend and break, bend and break, bend and break...

APPENDICES

PAGE VIII

RECESS GAMES AND SONGS

Build it up with gold and silver...
Gold and silver will be stolen away...
Get a man to watch all night...
Suppose the man should fall asleep...
Put a pipe into his mouth...
Suppose the pipe should fall and break...
Get a dog to bark all night...
Suppose the dog should meet a bone...
Get a cock to crow all night...
Here's a prisoner I have got...
What's the prisoner done to you?
Stole my hat and lost my keys...
A hundred pounds will set him free...
A hundred pounds he has not got...
Off to prison he must go...

APPENDICES

PAGE IX

RECIPES FOR A PERIOD LUNCH

For the realistic interpretation of life during the Civil War, we suggest students not bring canned soda (it attracts bees in warm weather, too) commercially processed and packaged goods, etc., for their lunches. However, many modern food items, such as potato chips, can be adapted for use by re-wrapping in waxed paper, brown paper bags, or cloth napkins. Realism must be tempered by the fact that no refrigeration is available on site, just as in the 1860s! Lunches can be carried in coffee can pails (paint the can and make a handle from a coat hanger) to simulate old-fashioned lunch pails (often made then by recycling a lard pail).

Suggestions for lunch items include:

Sandwich (cheese, jelly, egg, meat or peanut butter)

Potato chips Ginger snaps

Corn bread Fruit

Beef jerky Fruit/vegetable breads

Hard-boiled eggs Pound cake

The following recipes, authentic to the time period are from: Rockford Cook Book, A Series of Tried and Popular Recipes, compiled by Ladies of Rockford, IL, Gazette Daily and Weekly, 1887; and A Columbian Autograph Souvenir Cookery Book, compiled by Carrie V. Shuman, R.R. Donnelley & Sons Co. Printers, Chicago, 1893.

SARATOGA CHIPS

Pare and cut potatoes in very thin slices, let stand in cold water a half-hour, take handful of potatoes, drain the water from them and dry in a napkin, then put in a kettle of boiling lard, stir with a fork until they are light brown, take out, drain well, and sprinkle over a little salt.

FRIED MUSH

Three pints boiling water

One-cup wheat flour

Corn meal (enough to make the batter stiff)

Fry while hot in plenty of grease. A tablespoon of sugar added makes it brown better.

CHEESE STICKS

Six tablespoons of grated cheese

Two tablespoons of melted butter

Flour (enough to make a soft dough)

Roll thin, cut in strips and bake in floured pan in quick oven.

APPENDICES

PAGE X

BIBLIOGRAPHY AND SUGGESTED READINGS

Books for students:

- ***All Their Names Were Courage: a Novel of the Civil War*** by Sharon Phillips Denslow (grades 6-10)
- ***Anna Sunday*** by Sally M. Keehn (grades 6-10)
- ***Bull Run*** by Paul Fleischman. (Grades 5-8)
- ***Civil War*** by John E. Stanchak (Grades 3-5)
- ***Civil War Drummer Boy*** by Verla Kay (Grades 3-5)
- ***Drummer Boy: Marching to the Civil War*** by Ann Turner (Grades 3-5)
- ***Girl in Blue*** by Ann Rinaldi. (Grades 5-8)
- ***Ghosts of the Civil War*** by Cheryl Harness (Grades 3-5)
- ***Meet Addy: An American Girl*** by Connie Porter (grades 6-10)
- ***My Last Skirt: The Story of Jennie Hodgers, Union Soldier*** by Lynda Durrant (Grades 5-8)
- ***Seeing the Elephant: A Story of the Civil War*** by Pat Hughes (Grades 6-10)
- ***Soldier's Heart*** by Gary Paulsen (Grades 5-8)
- ***The Civil War for Kids: A History with 21 Activities*** by Janis Herbert (Grades 3-5)
- ***The Storm Before Atlanta*** by Karen Schwabach (Grades 6-10)
- ***Who Was Frederick Douglass?*** by April Jones Prince (Grades 3-7)

Websites for teachers:

<http://www.archives.gov/education/lessons/brady-photos/>

<http://www.carolhurst.com/subjects/ushistory/civilwar.html>

<http://www.civilwar.org/education/teachers/>

<http://www.civilwar.com/>

<http://www.civilwar.si.edu/>

<http://jjanke.org/?f>

<http://www.loc.gov/teachers/classroommaterials/themes/civil-war/exhibitions.html>

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

<http://www.pbs.org/civilwar/classroom/teachers.html>

<http://www.studentguide.org/great-civil-war-resources-for-k-12-students/>

<http://teachinghistory.org/history-content/beyond-the-textbook/23911>