



Harriet Beecher Stowe



Teaching Guide

SEGMENT 2, WEBISODE 6

Please note: Each segment in this Webisode has its own Teaching Guide

The Confederacy boasted excellent generals, especially Robert E. Lee and Thomas “Stonewall” Jackson. These men—both intelligent, daring, deeply religious and devoid of personal fear—inspired devotion in their men and dread in their enemies. Excellent military leadership, however, could not compensate for the South’s lack of industrial resources. The largely agricultural Southern economy and its dependence on the “peculiar institution” had thwarted industrial growth. The Confederacy lacked food, clothing, weapons, and ships. An inadequate transportation system further stymied efforts to keep soldiers supplied. The South hoped that England’s dependence on southern cotton and tobacco would lead to a military alliance, but Great Britain—which had outlawed slavery—refused to align itself to the slave-holding Confederacy. Harriet Beecher Stowe’s *Uncle Tom’s Cabin* had influenced public opinion not just in the North, but in England as well.



Segment
Overview



Let's Discuss

Teacher Directions

- Students, in small teams, discuss the following questions.
 - What advantages did the Southern army have?
 - What disadvantages did the Southern army have?
 - Why did the South hope England would help the Confederacy?
 - Why did England not help the South?
- Make sure students understand the following points in discussing the questions.
 - Many Southerners were skilled fighters accustomed to shooting guns, riding horses, and being out of doors. Many Northerners came from cities and had little experience with guns, horses, or the great outdoors. The South’s generals, especially Lee and Jackson, provided excellent military leadership. The South lacked factories to produce weapons and supplies for the soldiers, and its transportation system was out of date. The South hoped that England, which depended on Southern cotton and tobacco, would help the Confederacy. England, which had outlawed slavery, was reluctant to support the slave-holding Confederacy.



Teacher Directions

1. Share the following background information with students about Confederate soldier life.

The Confederate soldier, like his Union counterpart, endured hardship, deprivation, boredom, fatigue, and danger. Most Confederate soldiers, like their Union counterparts, came from small family farms. Upon entering training camp, the new soldier learned discipline and drilled endlessly, shoulder-to-shoulder, with his company. As one private wryly observed, “The first thing in the morning is drill. Then drill, then drill again. Then drill, drill, a little more drill. Then drill, and lastly drill.” This practice produced soldiers who became unthinkingly proficient in military maneuvers and in the use of their weapons.

The soldier also attended to the difficult physical labor that maintained an army in the field: cleaning the camp, building roads or laying down pathways of pine logs, digging latrines, caring for horses and mules, and repairing equipment. The camps required large supplies of firewood and potable water, often carried from a great distance.

Soldiers filled their leisure hours with reading, letter-writing, card-playing, and music. The universal time-killer was gambling—on cards, foot races, cock fights, dice, cockroach races, boxing matches, and baseball games—for fun and profit. Around the campfires at night the soldiers sang, accompanying themselves on the fiddle, concertina, jaw harp, banjo, or guitar. They sang rural favorites from home, popular sentimental ballads, hymns, songs inspired by the great war itself, and parodies that poked fun at hardship and army life.

2. With their team partners, students discuss the following questions.
 - What do you think Confederate camp life was like?
 - How was it similar to Union camp life?
 - What differences might there have been?
 - How might those differences have occurred?
3. Teams share their predictions with the class. Accept all predictions that the students clarify or explain.
4. Briefly introduce the Document Packet: Confederate Soldier Life. If necessary, review the use of primary sources, period photographs, quotations, and documents. Teams use the resources to gather and record information on the Confederate soldier on the Student Sheet: Civil War Camp Life Chart.
5. Students fill in only one half of the Civil War Camp Life Chart during this lesson. An additional activity on Union soldier life is found in Webisode 6, segment 3.

Note to the Teacher: If time permits, you may direct students to consult additional resource material, including Chapter 15, “Choosing Sides,” Chapter 16, “The Soldiers,” and Chapter 22, “Marching Soldiers” in A

History Sleuth, Cont.

History of US Book Six, War, Terrible War to investigate the camp life of the Confederate soldier. Students examine primary source documents about Union soldier life in Webisode 6, Segment 4.

6. After students record information on their student sheets, discuss the following questions with the class.
 - In your opinion, what was the greatest hardship of Confederate camp life? (cornmeal mush, lack of fresh vegetables, unhealthy conditions in camp, inadequate tents and blankets, no leave to visit families, the lack of quality shoes and uniforms.)
 - If you could talk to a Confederate soldier, what questions would you ask him?

Teacher Directions

1. Students define the characteristics of a hero or heroine.
2. Students respond to the following writing prompt.

“Stonewall” Jackson and Robert E. Lee are considered heroes to many, especially in the South. Do you believe these men are heroes? Why or why not?

Teacher Directions

1. Distribute the Student Sheet: *Excerpt From Uncle Tom’s Cabin*. Briefly introduce Harriet Beecher Stowe and her dedication to informing others about the evils of slavery and to ending slavery (See Overview). Students read the excerpts and discuss the following questions with their teammates.
 - How do you think Northerners responded to Stowe’s book? How do you think Southerners responded?
2. Students define the qualities or traits of a heroine. Students discuss the following question.
 - Is Harriet Beecher Stowe a heroine? Why or why not?
3. Distribute the Student Sheet: *Harriet Tubman*. Introduce Harriet Tubman and the Underground Railroad. Students read the biography of Tubman and discuss the following question with their teammates.
 - Is Harriet Tubman a heroine? Why or why not?



What do you
Think?



Moving Toward
Freedom

4. Explain to students that both Tubman and Stowe faced opposition for their abolitionist principles. In the South, many stores refused to sell Stowe's book, and people accused her of misrepresenting slavery. Slave owners offered a generous reward for the capture of Harriet Tubman.
5. Working with a team partner, students create a Wanted Poster for one of the two Harriets.
6. When finished, each partnership shares information about the Harriet they researched using their Wanted Posters. The team discusses the contributions of each woman and students decide what characteristics make the women heroines. How did each Harriet move our country toward freedom?
7. If time permits, students share information and discuss the heroic characteristics of the two Harriets with the class.

Teacher Directions

Use the following activities with your students.

Language Arts/Library — Students read *Freedom Train: The Story of Harriet Tubman* by Dorothy Sterling; *The Slave Dancer* by Paula Fox; *Charlie Skedaddle* by Patricia Beatty; or *Nightjohn* by Gary Paulsen. Partner Discussion Guides are available from the Johns Hopkins University Talent Development Middle School Program.

Art/Library — Many Southern towns and cities have statues of Robert E. Lee. Students find photographs of these statues in a book or encyclopedia. How did the sculptors communicate Lee's attributes? Students then design their own statues.

Local History/Library — Students determine if any Civil War generals came from their community or city. Students share that information with their class.

Language Arts — Read *The Underground Railroad* by Raymond Bial to the students as a listening activity.

Language Arts — Students write a script for a TV documentary called *The Two Harriets: Women Who Changed America*.

Geography — Students research the routes of the Underground Railroad and create a map showing these routes.

Language Arts — Students will enjoy reading *Company Aytch*, the totally engaging memoir of Sam Watkins, a Confederate soldier. Sam, a superb storyteller, recounts his adventures in a way that touches all his readers.

Music — Students listen to "Johnny is Gone for a Soldier." This song is actually an old Irish Folk Song. The word in the chorus, "Shoolagrah," means "come with me my love."





Civil War Camp Life Chart



	Union	Confederate
Food		
Clothing		
Shelter		
Duties		
Activities		

Confederate Soldier Life



National Archives

Confederate soldiers taken prisoner at Gettysburg

"It was no uncommon sight to see a whole brigade marching in solid column one minute and the next scattered over a big briar field picking the blackberries."

John Robson
2d Virginia

Most soldiers, North and South, supplemented their diet by foraging off the countryside.

"I have not shaved since I left home and am almost burned black. We have to take the rain as it comes and sleep (if we can) on the damp ground with the water dripping on us from above."

Lieutenant James Edmondson
27th Virginia

Confederate Soldier Life

"Roused at dawn to crawl out and stand half-dressed in a drenching storm while the company-roll was being called; then return to damp blankets-- or to rub the skin off your knuckles, trying to start a fire with green pine poles in the storm; go down to the marsh to break the ice off of a shallow branch or rivulet, & flirt a few handfuls of muddy water upon your face, then wipe it off on the clean corner of a dirty pocket handkerchief, borrow a broken piece of comb (having lost your own) &, after racking the bits of trash out of your stubby locks, devote the next hour to trying to boil a dingy tin-cup of so-called coffee; after which, with a chunk of boiled bacon & a piece of cornbread you are ready to breakfast."



Valentine Museum, Richmond, Virginia

Young Confederate volunteers
at the beginning of the war.

Private Randolph A. Shotwell
8th Virginia Infantry

"The cattle are slaughtered somewhere down south, cut up & put in barrels of very salt brine & shipped up here. I fear the cattle came near starving to death before being slaughtered, the meat is so poor & tough. My meat ration is the worst I ever saw; it was damp, musty & almost green with mould when issued to us.... My share gave me such a pain in my stomach that I could hardly walk."

Johnny Green
Kentucky

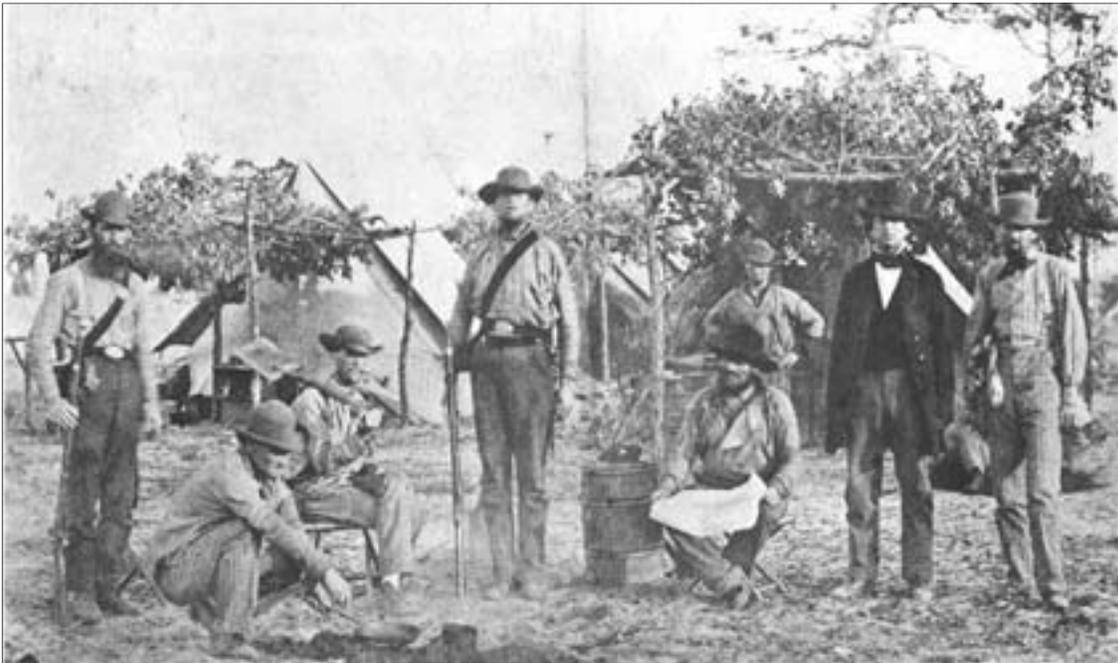
Some soldiers called salt pork or beef "salt horse" or "blue beef."

Confederate Soldier Life

"Instead of cornmeal we had cow peas ground and made into bread. This bread...,would, on being broken, show a substance resembling spider webs which would stretch a foot or more ...For a time we had fresh beef instead of bacon, and for a few days at one time we had rice bread issued to us. Then the bread ceased all together. Our ration then consisted of about one teacup-full of boiled peas and a small bit, perhaps about two ounces, of bacon. For several days...we had, instead of the bacon, about 3 or 4 ounces of mule meat. Curl the lip in derision if you will...but you never tasted a morsel more sweet than 'mule meat and peas' was to us!"

Sergeant Major William P. Chambers
46th Mississippi Infantry

Sergeant Chambers was in besieged Vicksburg, Mississippi, where the soldiers could not get their regular rations.



Library of Congress

"The beef is so poor. It is sticky and blue. If a quarter was thrown against the wall it would stick."

A Confederate soldier

A quarter refers to a large piece of beef.

Confederate Soldier Life



Library of Congress

These Southern volunteers have brought an enslaved African American with them to camp

"Our men get a vegetable diet by cooking up polk, potato tops, May pop vines, kurlip weed, lambs quarter, thistle, and a hundred kinds of weed I always thought poison. I thought it trash...but the boys call it 'long Forage....'"

A Confederate
Atlanta, Georgia

"We have got some very good apples all through this country.... I have had plenty of them since we left Richmond. In fact we have lived some days on raw, baked, and roasted apples, some times on green corn and some times nothing."

William R. Stillwell
Georgia Infantry

Confederate Soldier Life

One private sadly discovered that the cooks in his unit "knew no more about cooking than a man who had never seen a frying pan or skillet." One batch of flapjacks were so awful that the hungry, angry soldiers nailed them to the trees beside their camp. When the regiment passed that way six months later, the flapjacks were still there, nailed to the trees.

Soldiers could sometimes buy food from farmers or traveling merchants called sutlers. At times, sympathetic relatives sent food to nearby troops.



Library of Congress

Private Edwin F. Jenison
Killed at Malvern Hill, Virginia,
on July 1, 1862

My very dear Aunt....

Never in my life have I enjoyed good things from home to more entire satisfaction. I have been eating, eating, eating, and am still eating, and some still remain.

Having consumed all but the fruit, we have been feasting upon your excellent blackberry and peach pies. I can never forget you for such kindness."

Corporal T. N. Simpson
3d South Carolina Infantry

"It was astonishing into what close places a hungry Confederate would go to get something to eat. Men would sometimes go out under a severe fire, in the hope of finding a full haversack."

General E.M. Law
Battle of Spotsylvania

The word "close" means dangerous.

Confederate Soldier Life



Library of Congress

This proud soldier wears the kepi, short jacket, and trousers favored by the Confederates

Wearing the same dirty, sweat-stained woolen uniform for months at a time, and with only an occasional change of shirt and socks, every Civil War soldier came to know the discomfort of body lice, or gray-backs, as the soldiers called them.

"Skirmishing for gray-backs" became a frequent activity, with hundreds of soldiers pinching the lice between thumb and fore-finger as they sat cross-legged on the ground.

Confederate Soldier Life



National Archives

Pvt. Edmund Ruffin, the Confederate soldier who fired the first shot against Fort Sumter.

Valerius Giles, a soldier from Texas, wrote about mismatched uniforms:

“We were a motley-looking set, but as a rule comfortably dressed. In my company we had about four different shades of gray, but the trimmings were all of black braid.”

About a fellow soldier, Giles wrote, *“John was reduced to a flannel shirt of a very thin texture, a pair of cotton pants with one leg off at the knee, and old sloshed wool hat, and one cheesecloth blanket.”*

Valerius C. Giles
4th Texas

Confederate Soldier Life

A Sweet Potato Coffee Substitute Recipe from the Confederate Soldiers



Only rarely was regular coffee seen in the South, especially as the Union blockade of Southern sea ports became effective. Substitutes for coffee were brewed from white or sweet potatoes, peas, parched peanuts, corn, rye, bran or wheat germ.

The most common substitute was rye, which was parched, ground, and boiled. Parched wheat, also, was often used. Sweet potato "coffee" came into use later, and became quite popular.

Cut up sweet potatoes into little pieces about the size of a grain of corn. Dry the pieces in the sun. Parch and grind the pieces of sweet potato. Prepare as coffee. This is a very pleasant beverage, and looks like real coffee.

A Recipe for Confederate Cush



"We take some bacon and fry the grease out, then we cut some cold beef in small pieces and put it in the grease, then we pour in water and stew it like hash. Then we crumble corn bread or biscuit in it and stew it again till all the water is out then we have ... real Confederate cush"

James A Hall
Alabama

Hoe-cakes were the Southern equivalent of hardtack. Hoe-cakes are a thin bread made of cornmeal without milk or egg, originally baked on the blade of a hoe over an open fire. They also went by several other names: such as pone, corn-dodgers, corn-cakes, johnny cakes, and ash cakes.

Excerpt from *Uncle Tom's Cabin*



National Archives

"... I have been the mother of seven children, the most beautiful and most loved of whom lies buried near my Cincinnati residence. It was at his dying bed and at his grave that I learned what a poor slave mother may feel when her child is torn away from her. In those depths of sorrow which seemed to me immeasurable, it was my only prayer to God that such anguish might not be suffered in vain. There were circumstances about his death of such peculiar bitterness, of what seemed almost cruel suffering that I felt I could never be consoled for it unless this crushing of my own heart might enable me to work out some great good to others... I have often felt that much that is in that book had its root in the awful scenes and bitter sorrow of that summer. It has left now, I trust, no trace on my mind except a deep compassion for the sorrowful, especially for mothers who are separated from their children."

From a letter to Eliza Cabot Follen from Harriet Beecher Stowe

Lucy's Story

The woman had been sitting with her baby in her arms, now wrapped in a heavy sleep. When she heard the name of the place called out, she hastily laid the child down in a little cradle formed by the hollow among the boxes, first carefully spreading under it her cloak; and then she sprung to the side of the boat, in hopes that, among the various hotel-waiters who thronged the wharf, she might see her husband. In this hope, she pressed forward to the front rails, and, stretching far over them, strained her eyes intently on the moving heads on the shore, and the crowd pressed in between her and the child.

"Now's your time," said Haley, taking the sleeping child up, and handing him to the stranger. "Don't wake him up, and set him to crying, now; it would make a devil of a fuss with the gal." The man took the bundle carefully, and was soon lost in the crowd that went up the wharf. When the boat, creaking, and groaning, and puffing, had loosed from the wharf, and was beginning slowly to strain herself along, the woman returned to her old seat. The trader was sitting there, -- the child was gone!

"Why, why, -- where?" she began, in bewildered surprise.

"Lucy," said the trader, "your child's gone; you may as well know it first as last. You see, I know'd you couldn't take him down south; and I got a chance to sell him to a first-rate family, that'll raise him better than you can."

...But the woman did not scream. The shot had passed too straight and direct through the heart, for cry or tear.

Dizzily she sat down. Her slack hands fell lifeless by her side. Her eyes looked straight forward, but she saw nothing. All the noise and hum of the boat, the groaning of the machinery, mingled dreamily to her bewildered ear; and the poor, dumb-stricken heart had neither cry nor tear to show for its utter misery. She was quite calm.

The trader, who, considering his advantages, was almost as humane as some of our politicians, seemed to feel called on to administer such consolation as the case admitted of.

"I know this yer comes kinder hard, at first, Lucy," said he; "but such a smart, sensible gal as you are, won't give way to it. You see it's necessary, and can't be helped!"

"O! don't, Mas'r, don't!" said the woman, with a voice like one that is smothering.

"You're a smart wench, Lucy," he persisted; "I mean to do well by ye, and get ye a nice place down river; and you'll soon get another husband, -- such a likely gal as you -- "

"O! Mas'r, if you only won't talk to me now," said the woman, in a voice of such quick and living anguish that the trader felt that there was something at present in the case beyond his style of operation. He got up, and the woman turned away, and buried her head in her cloak.

... At midnight, Tom waked, with a sudden start. Something black passed quickly by him to the side of the boat, and he heard a splash in the water. No one else saw or heard anything. He raised his head, -- the woman's place was vacant! He got up, and sought about him in vain. The poor bleeding heart was still, at last, and the river rippled and dimpled just as brightly as if it had not closed above it.

From Uncle Tom's Cabin: A Tale of Life Among the Lowly, Harriet Beecher Stowe



Library of Congress

Harriet Tubman

Harriet Tubman hated slavery so much that she ran away from the Maryland plantation on which she was enslaved. That showed courage enough, but Harriet did even more: she returned several times to help her brothers, sisters, and elderly parents escape. Later, as a “conductor” on the Underground Railroad, Tubman made nineteen trips south, and helped three hundred others escape to freedom in the North.

Harriet made nineteen dangerous trips South to help slaves escape on the Underground Railroad. The Underground Railroad was a secret system of hiding places or “stations” that helped enslaved people escape to the North and Canada. Harriet worked with both white and African American abolitionists to help people find freedom.

In guiding her “passengers,” Harriet traveled at night and hid in swamps, forests, barns, and “safe” houses during the day. She knew she would be tortured, enslaved, or put to death if caught. Yet she never gave up. She believed God had told her to help free the slaves. Many people agreed, and called her “Moses” after the Biblical deliverer.

Harriet Tubman was so successful in helping slaves escape that some slaveholders offered a reward of forty thousand dollars—an enormous fortune in those days—for her capture, dead or alive. But nobody ever turned her in.

Guiding people to freedom required courage, physical strength, and quick thinking. She endured cold, hunger, fatigue, and danger during her missions, and had to outwit her pursuers. For example, once when dogs were sent to track her down, Tubman and the fugitives rubbed wild onions on their feet to disguise their scent. On another trip, she saw her former master walking toward her on the street. She let loose several chickens she had just bought and chased after them, running right by her former owner with her head bent down.

During the Civil War, Harriet Tubman served the Union as a nurse, laundress, scout, and spy. After the war, she settled in New York. She cared for her parents and other elderly African Americans, spoke about her experiences, and tirelessly worked to establish schools for freed slaves.