

VERMONT IN THE CIVIL WAR





VERMONT IN THE CIVIL WAR

When students study the American Civil War, it is easy to find out about some of the national issues and big battles. However, learning how this conflict impacted Vermonters both on the battlefield and at home is more difficult.

Through objects, letters, maps, art and music, this lending kit helps students comprehend the impact the war had on nearly every person in the nation and the state. Through documents and reference books, the kit also introduces students to using primary sources for historical inquiry so they can explore Civil War topics in their own communities.

This history kit has three major goals:

1

To demonstrate the role of Vermont in the Civil War and to show the impact of that war on the State of Vermont and its communities;

2

To integrate local, state, and national history by emphasizing how they were (and are) interconnected;

3

To help teachers use local primary source materials in the classroom.

The kit provides a hands-on complement to an existing Civil War unit. It should be used in conjunction with such curriculum and is not intended to replace it. For those who would like guidance with curriculum development, please consult with the Vermont Alliance for Social Studies or the Vermont Department of Education.





ACKNOWLEDGMENTS

This history kit was created through the Flow of History, a US Department of Education Teaching American History grant, under the direction of Fern Tavalin and Sarah Rooker and in collaboration with Amy Cunningham, Director of Education at the Vermont Historical Society.

Howard Coffin not only penned the essay for the kit, but provided feedback and access to his personal collection of Vermont Civil War documents. Teachers participating in the Flow of History project provided inspiration and guidance. **Jennifer Boeri-Boyce** from Hartford Middle School, **Dot Gorenflo** from Brattleboro's Green Street School, and **Beth Hayslett** of Woodstock Union Middle School were instrumental in creating lesson plans and testing the kit in their classrooms. Nine additional Flow of History educators, attending a retreat in August 2005, fine tuned the materials and provided critical suggestions for improvement.

Fern Tavalin created the beautiful reproductions of the primary sources and contributed her significant knowledge of working with primary sources in the classroom. **Sarah Rooker** interpreted these primary documents to write brief historical summaries to generate examples of how an historian makes sense of primary sources and uses

secondary sources to provide context. **Katie Graves** and **Heather Taylor** helped to scan newspapers and town records. **Andy Boyce** prepared the illustrated map and all graphic design is thanks to **Jessica Butterfield**.

The history of Vermont is pieced together through the remaining letters, records, and artifacts of Vermonters. These primary sources are the "raw material" of history and their inclusion in the kit allows students the opportunity to be historians by looking carefully at and thinking critically about these materials. Repositories throughout the state made their collections available for use in this kit. We would like to especially acknowledge Howard Coffin, the Vermont Historical Society Research Library, Special Collections at the Bailey/Howe Library at the University of Vermont, the Waterbury Historical Society, Brooks Memorial Library in Brattleboro, the Woodstock Town Clerk's office, and the Woodstock Historical Society for making their collections accessible to us.



TABLE OF CONTENTS

Section 1

A **Soldier's Haversack** explores everyday life in the camp (food, housing, and music) and the intensity and misery of battle through letters, pictures, recipes, and artifacts. The haversack section may be used in conjunction with *Mr. Lincoln's Drummer*, a historical fiction account of young Willie Johnston from St. Johnsbury, Vermont. Classroom Connections provide instructions for researching other soldiers.

Section 2

The **Soldier's Aid Society Package** highlights the role of Vermont women during the Civil War. In 1861, Abraham Lincoln issued a plea to the "Loyal Ladies of America" to help provide supplies to the Union Army. This section contains a reproduction package that one of these societies might have sent to the troops.

Section 3

The **Medical Haversack** explores medical practices during the Civil War. Here again, Vermont features prominently in this story as Henry Janes, of Waterbury, VT,

served as the Head Field Surgeon at Gettysburg. He later became director of the Sloan General Hospital in Montpelier—one of three hospitals built for recuperating Civil War soldiers in Vermont.

Section 4

The **Town Archive** box represents the typical files that might be found in any Vermont community. An historian has created brief summaries based on the documents in this box to describe common Civil War topics that might be gathered from local sources. The primary source materials and historical summaries can be used as self-contained lessons or to prepare students for fieldwork of their own.

Appendices

Because the kit emphasizes the "doing" of history, the appendices provide lists of related places to visit in Vermont, websites, and a bibliography. Maps, posters, music, and reference books are added to aid students in building a context for their explorations and research.

In each of the sections of the Teacher's Guide, Classroom Connections support the inquiry process in studying history. These are drawn directly from *Grade Level Expectations for Vermont's Framework of Standards and Learning Opportunities*.

- ▶ **Exploring Primary Sources** offers tools for reading and interpreting primary sources so students can conduct their own investigations of the local story.
- ▶ **Asking Questions** helps students to wonder about what they read and to generate focusing and probing questions for further research. This section also provides suggestions for where to find information.
- ▶ **Connecting the Past to the Present** prompts students to make contemporary connections to their discussions and research.
- ▶ In each of the **Classroom Connections** there are suggestions for how students might communicate their findings.
- ▶ **A Town Archive**, the last section of the kit, provides activities that lead students step-by-step through the process of "doing" history. Beginning with activities that enhance reading and comprehension skills and moving to activities that help students ask questions and synthesize information, the guide helps students gain the skills needed to conduct an in-depth research project in their own community.



PREFACE TO THE CIVIL WAR

From the beginning, Vermont's constitution outlawed adult slavery and from the 1820s, the state legislature passed numerous resolutions denouncing slavery as a "moral and political evil."

While many Vermonters opposed the institution of slavery, they disagreed over what exactly should be done. Some thought that purchasing slaves and returning them to Africa was the best choice and formed "colonization societies." Others thought that gradual emancipation was the more appropriate choice. The New England Anti-Slavery Society, formed in 1832, argued that slavery was sinful and should be abolished immediately. This more aggressive approach drew mixed reactions in Vermont and it was two years before the Vermont Anti-Slavery Society was formed in Middlebury. Even then, antislavery speakers found themselves silenced in some communities by unruly mobs.

In 1836 Congress imposed the "Gag Rule" whereby all petitions regarding slavery would automatically be tabled. While Congress was tabling discussion of slavery, that same year Vermonters heard numerous sermons opposing slavery, such as at Woodstock's First Congregational Church where slavery was declared "a violation of the law of God altogether and at variance with our Declaration of

Independence." Vermont's representatives gave speeches on the floor of Congress denouncing the rule.

By 1850, with the passage of the Fugitive Slave Act that forced citizens to participate in the capture of runaway slaves, a majority of Vermonters opposed slavery. In fact, the Vermont legislature passed a bill to impede the execution of the new law. The debate over slavery in Vermont now shifted from a moral and religious debate to a political one.

The 1850s saw the coalescing of the Republican Party and in 1860 Abraham Lincoln won in Vermont with 42,419 votes over Vermont-born Democrat Stephen Douglas with 6,849 votes. In 1861, after the fall of Fort Sumter, Abraham Lincoln telegraphed Vermont's Governor Erastus Fairbanks: "Washington is in grave danger. What may we expect of Vermont?" Fairbanks replied "Vermont will do its full duty." The decades of debate had prepared Vermonters to respond to the crisis in a very generous way.

Information drawn from Freedom and Unity: A History of Vermont

For more information on the Antislavery Movement in Vermont see:

▶ *Yours in the Cause of the Slave*, a document packet included in this kit.



A SOLDIER'S HAVERSACK

LIFE ON THE BATTLEFIELD AND IN CAMP

what's inside...

Artifacts in the Tan Soldier's Haversack

- ▶ Civil War stationery and Pen
- ▶ Civil War Journal
- ▶ Drumsticks
- ▶ Playing cards
- ▶ Knife/fork/spoon combo
- ▶ Bullets
- ▶ Housewife (sewing kit)
Warning, scissors are sharp
- ▶ *Handybook for the U.S. Soldier*

Primary Documents in the Tan Soldier's Haversack

Soldier's Documents.

Consent forms.

Photograph of Willie Johnston, age 13. *From Vermont Historical Society.*

Nelson W. Hazelton letter, June 6, 1864. *From the collection of Howard Coffin.*

Tabor Parcher letter, May 13, 1864. *From the collection of Howard Coffin.*

Other Materials

Music CD performed by Sparky and Rhonda Rucker. *The Blue and the Gray in Black and White.* Flying Fish Records, 1992. "Tenting on the Old Camp Ground" is track 7.

Poster: *Winter Quarters of the Vermont Brigade In Front of Fredericksburg, Virginia, 1862-1863.*

Related Books

Fighting Men of the Civil War, Battlefields of the Civil War, Mr. Lincoln's Drummer, Civil War: Vermont Heroes in Our Midst.



A SOLDIER'S HAVERSACK LIFE ON THE BATTLEFIELD AND IN CAMP

Background Information

A soldier's life during the Civil War was one of extremes: stretches of boredom and restlessness in camp and stints of tire-some long marching contrasted with brief intense periods of terrible fighting. Day-to-day life varied widely. Letters from and diaries of soldiers are the best evidence we have of Vermont soldiers' lives.

"Haversack" is a bag carried over one shoulder, used to transport supplies. The word is rooted in old German "haber" meaning "oats." A soldier's haversack was his luggage, it contained all of his essentials—rations and tools, along with things to help pass the time and to communicate back home. This haversack contains reproduction artifacts and documents that would likely have been carried by Vermont soldiers. Consider reading *Mr. Lincoln's Drummer* in conjunction with this section.

Letters from the Battlefield

Letter writing was the common means of communication between a soldier and home. Soldiers corresponded with loved ones in Vermont for many different reasons: to share news of illness and injury, to comfort them while homesick, to request badly needed food or supplies, to reassure them of their health. Some of the surviving letters home are very long and detailed, reflecting extended periods of empty time at camp, and serve as excellent records of daily life.

"It is my pleasure that I take my pen in hand to inform you of my present situation...."
—Nelson Hazelton, Cold Harbor

Many of the letters convey the fear of the soldiers and the intensity of the fighting. The two letters in the haversack were written by Vermont soldiers participating in Grant's Overland Campaign and are transcribed at the end of this section. The first was written by **Tabor Parcher** of Waterbury to his wife on May 13, 1864. As a private in the 10th Regiment, Company B, he was serving under the command of Lt. Col. William W. Henry, also from Waterbury. The 10th had been under some fire during the Battle of the Wilderness eight days before and then had moved on to Spotsylvania, where they had been on the skirmish line just two days before the letter was written. Parcher survived the Overland Campaign and was promoted to corporal on July 5, 1864. He mustered out on May 13, 1865. Parcher mentioned two Waterbury boys, Joe Young and Osman Clark, who were wounded on May 10. Clark died from his wounds two months later. Young was discharged for disability the next year.

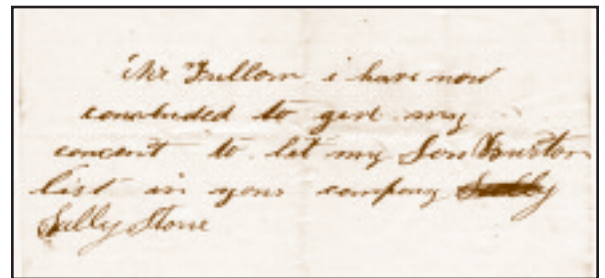
The second letter was written by **Nelson W. Hazelton** (spelled "Hesselton" in the roster) from Townshend, to his mother. Dated June 6, 1864, he was writing on the fourth day of the Battle of Cold Harbor. A private in the 6th Vermont, his regiment would remain engaged for eight more days. The 6th had been fighting desperately since May 5, at the beginning of the Battle of the Wilderness, when they lost nearly half of their men to death and injury. From there, the 6th Vermont marched on to serve on the front lines in Spotsylvania Court house (May 10-11) and at the Battle of the Bloody Angle (May 12). Hazelton survived all of the fighting, only to die from disease a year later, on July 31, 1865.

For more information on Vermont's Civil War letters, see the bibliography. For more information on the Battle of the Wilderness and the Battle of Cold Harbor, see Howard Coffin's essay Vermont in the Civil War, in this kit.



Young Soldiers

The items in the haversack may be used in conjunction with *Mr. Lincoln's Drummer*, which tells the story of young Willie Johnston of St. Johnsbury, Vermont. Though fiction, it is strongly based on fact and includes interesting and detailed descriptions of daily life for Willie and his comrades. The demand for soldiers and the eagerness and patriotism of some young lads, led to the enlistment of many Vermont boys under 18 years of age. Many, like Willie Johnston served as musicians. Parents of soldiers under 18 had to sign consent forms granting them permission to join. Sample consent forms are in the haversack.



Consent form. From Vermont Historical Society.

Housing

Civil War soldiers, particularly Union soldiers, carried shelter halves in their packs when on the march. The halves could be tied together to make a pup tent when they went into camp. Often, tired soldiers slept on the ground, rain or shine, too exhausted to put up a tent at the end of a long day's march. Many Union soldiers carried rubber blankets to put beneath them, and a single cloth blanket to put over them. Confederate soldiers had far less equipment, most likely no rubber blanket, many did not have shelter halves, and so they slept under the stars, often uncovered. Sometimes they used pine or spruce bows to soften the ground. In winter, soldiers of both armies often built little log cabin-like structures, with the cracks filled with mud. A small fireplace, sometimes a stove, was built or placed inside, and a chimney, usually a pipe, extended through the roof. That roof was often made of shelter halves, sometimes of boards. It was not uncommon for these rough structures to burn to the ground, and soldiers often plugged the chimneys of neighboring huts to fill them with smoke as a prank.



Woodstock Light Infantry housing.
From Woodstock Historical Society.



Food

Letters from Vermont soldiers demonstrate that food was often in the forefront of their mind. Rations for the armies were delivered by rail, but soldiers often foraged near camp to supplement rations.

With every 100 rations, the following items would be distributed:

- ▶ 1 peck of beans or peas
- ▶ 10 pounds of rice or hominy
- ▶ 10 pounds of green coffee (it would be roasted at camp) OR
- ▶ 8 pounds roasted and ground
- ▶ 1 pound 8 ounces of tea
- ▶ 15 pounds of sugar
- ▶ 1 pound 4 ounces of candles
- ▶ 4 pounds of soap
- ▶ 2 quarts of salt
- ▶ 4 quarts of vinegar
- ▶ 4 ounces of pepper
- ▶ bushel of potatoes (when available)
- ▶ 1 quart of molasses

Marching rations were limited to what could be prepared and carried while on the road.

They commonly consisted of:

- ▶ 1 pound hardtack
- ▶ 1 pound salt pork OR 1 pound fresh meat
- ▶ sugar
- ▶ coffee
- ▶ salt

Hard tack (also called “hard bread”) is a plain flour and water biscuit that was very commonly distributed for soldiers’ rations. It was hard and supposedly traveled well without spoiling (it was shipped in 60-pound boxes), although soldiers tell of many shipments of moldy or maggot-infested hardtack. It was so hard and sturdy that many soldiers kept hardtack as a keepsake from the War. Your local historical museum may have hardtack on display.

Soldiers were creative in making hardtack more edible. They might crumble it in coffee or soups or toast it over the fire. Another method, called “skillygalee,” consisted of soaking it in cold water, then frying in pork fat and salt.

Hardtack Recipe

From www.nps.gov/gett/gettkidz/hardtack.htm

2 cups of flour

1/2 to 3/4 cup water

1 tablespoon of Crisco or vegetable fat

6 pinches of salt

Mix the ingredients together into a stiff batter, knead several times, and spread the dough out flat to a thickness of 1/2 inch on a non-greased cookie sheet. Bake for one-half an hour at 400 degrees. Remove from oven, cut dough into 3-inch squares, and punch four rows of holes, four holes per row into the dough. Turn dough over, return to the oven and bake another one-half hour. Turn oven off and leave the door closed. Leave the hardtack in the oven until cool. Remove and enjoy! *Watch your teeth.*

For more information on living in camp see: ▶ <http://www.cr.nps.gov/museum/exhibits/gettex/getintro.htm>

▶ *Battlefields of the Civil War and Fighting Men of the Civil War (included in this kit).*



Music

"A DRUM IS THE HEARTBEAT OF AN ARMY. ITS TEMPO LETS YOU KNOW WHETHER TO HURRY ALONG, STEADY YOURSELF, OR TAKE TO YOUR HEELS. IT TELLS YOU WHEN TO GET UP, EAT, AND GO TO BED. AND THE FELLOW WHO TAPS OUT THE CALLS IS THE VERY HEART OF EVERY COMPANY IN EVERY REGIMENT IN EVERY ARMY."

—*The opening of Mr. Lincoln's Drummer*

Musicians had important duties in the Civil War. The sharp sounds of brass horns, drums, and fifes could be heard over the commotion of battle or noises of camp and were very important in communicating commands. On the field, fifers played shrill tunes accompanied by drummers beating various beats. Drumbeats originally served two purposes: to tell soldiers what to do and to keep them in step. Buglers were crucial in the war because they sounded out commands. These included camp commands such as reveille in the morning and tattoo at night, as well as field commands such as advance and retreat.

The Vermont Brigade Band had the typical duties of playing in dress parades, guard mounting, morning colors, regimental and divisional reviews and funerals. During battle, musicians often served as stretcher-bearers and medical orderlies. They helped in transporting the wounded and burying the dead. Two Vermont drummer boys showed great heroism at the Battle at Lee's Mill. Henry Davenport, an eleven-year-old drum-

mer in the Sixth Vermont, pulled the wounded Captain Davenport, his father, from a stream. Julian Scott, from Johnson, Vermont, was a 16-year-old drummer in Company E of the Third Vermont Regiment. He received the Medal of Honor for crossing the Warwick River to rescue wounded soldiers. He would later receive great recognition as an artist (and painter of *The Battle at Cedar Creek* painting in the Vermont State House). Chapter 7 of *Mr. Lincoln's Drummer* features a fictional account of Julian Scott's actions.

"Tenting Tonight on the Old Camp Ground," written by Walter Kittredge of Merrimack, New Hampshire, was among the most popular songs written during the Civil War. This song of sorrow and homesickness was sung by both Union and Confederate troops. The lyrics are provided (right).

Listen to track 7 of the enclosed CD by Sparky and Rhonda Rucker to hear it.

Tenting Tonight on the Old Camp Ground.

by Walter Kittredge

We're tenting tonight on the
old camp ground,
Give us a song to cheer
Our weary hearts,
a song of home,
And friends we love so dear.

Chorus:

Many are the hearts that are
weary tonight,
Wishing for the war to cease;
Many are the hearts looking
for the right
To see the dawn of peace.
Tenting tonight, tenting tonight,
Tenting on the old camp ground.

We are tired of war on the old
camp ground,
Many are dead and gone,
Of the brave and true who've
left their homes,
Others been wounded long.
(Chorus)

We've been fighting today on the
old camp ground,
Many are lying near;
Some are dead and some are dying,
Many are in tears.
(Chorus)

Dying tonight, dying tonight,
Dying on the old camp ground.

For more information on Civil War music see:

- ▶ www.vermontcivilwar.org, "Virtual Museum Music Room" by David Niles
- ▶ www.civilwarmusic.net



CLASSROOM CONNECTIONS

Exploring Primary Sources

Compare the lyrics of Confederate and Union songs from the CD.

Ask students to identify the artifacts in the haversack and create a chart to show what is there and what its purpose was. Brainstorm what items might be missing from the haversack that you think a soldier would need.

Asking Questions

Have students generate a list of questions based on life on the battlefield and in camp. Resources to help them answer their questions can be found in this kit's resource books: *Fighting Men of the Civil War*, *Battlefields of the Civil War*, and online at <http://www.cr.nps.gov/museum/exhibits/gettex/getintro.htm> as well as other websites listed in the bibliography. Have students write a letter from the perspective of a soldier detailing their findings. Students might also create sketches of camp life or battle conditions as Julian Scott did in *Mr. Lincoln's Drummer*.

Connecting Past to Present

During the Civil War, parents of soldiers under 18 had to sign consent forms granting them permission to join. Indeed, boys as young as 12 years old went to war. It is estimated that 10-20% of the soldiers were underage. A packet of sample consent forms is located in the haversack. Look at these forms to generate some ideas about the rules for consent during the Civil War. What is the required age for joining the military today? How have the enlistment regulations changed?

Researching Local Civil War Soldiers

Adapted from lessons by Jennifer Boeri-Boyce, Grade 8, Hartford Middle School. See www.flowofhistory.org for her extended lessons.

- ▶ Using town histories and documents, cemeteries, the Internet, and the school library, students research individual soldiers from their town who fought in the Civil War. This enables students to connect national issues with local people, places, and events.

- ▶ Find a list of soldiers who enlisted from your town and select a group for your students to research. Your town history or records may provide a list. Working with a local historian or visiting the local historical society is very helpful and can save you a lot of time. You can also go to www.vermontcivilwar.org, click on the cemeteries page and find a list of soldiers buried in your town.



Researching Local Civil War Soldiers *continued*

- ▶ Take your students to the cemetery to find their soldiers or have your students begin at www.vermontcivilwar.org.
 - Check the units page for the soldier.
 - Check the roster and find out what company he was in.
 - Go to the company page and find out as much as possible about when he fought and what happened to him.
 - At the unit history page or battles page figure out what battles he was in.
- ▶ For most soldiers, students will only find enlistment data and will need to read about the regiment's history. For every regiment there is a chronology of when, where, and how each participated in the war.
- ▶ Have students find a focus for their research and soldier's story. Perhaps their soldier was in a significant battle, was wounded, or received a medal of honor. Students should build a historical context around their focused research. See the bibliography for a list of websites that will help students to build a context for their soldier's lives. The National Park Service and the Library of Congress have both primary sources and concise background information.
- ▶ Finally, students should think about the significance of their research. Why did their soldier's actions matter? What did they learn from this story? Why is it a story worth telling? Is it significant to history? Is it significant to us today?



LETTER TRANSCRIPTIONS

last Friday night my ^{company} went in
front to build breast works, and after
we had finished we took
and staid there un til
being about 8 o'clock before we was
relieved, it was raining but did ^{not} care
for that, but there was some pretty
hard firing on both sides, for we
was in front of all of the rest not
^{many} hundred yards from the enemy, but
I did not get hit but came very
near it, there was some killed in
the regiment but not any from our
company, there was two wounded in
my company, and a number from
other regiment, there I could look

▶ Tabor Parcher

▶ Nelson Hazelton

Tabor Parcher Letter, May 13, 1864 page 1

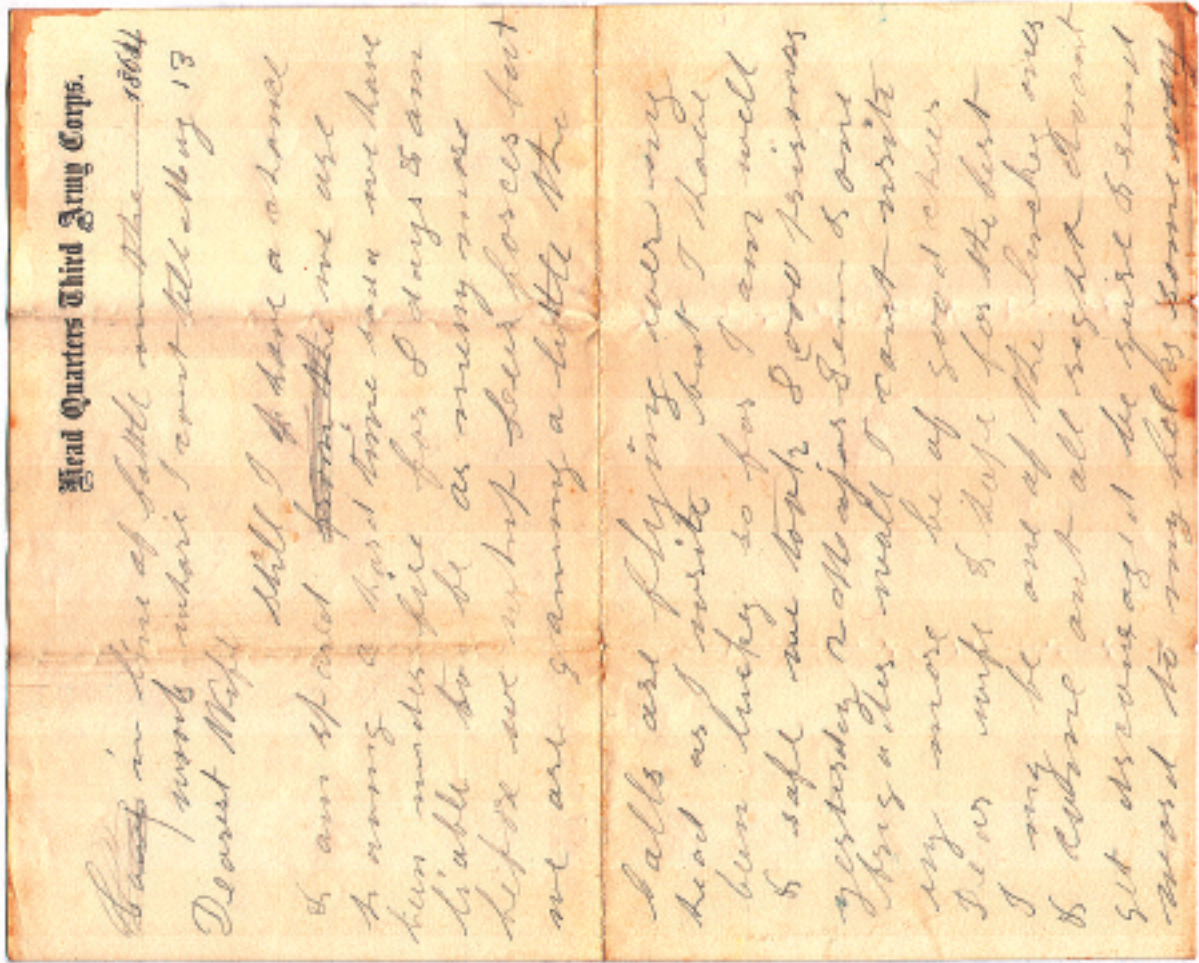
Head Quarters Third Army Corps.
1864

Camp in line of battle in the
woods where I cant tell May 13

Dearest Wife

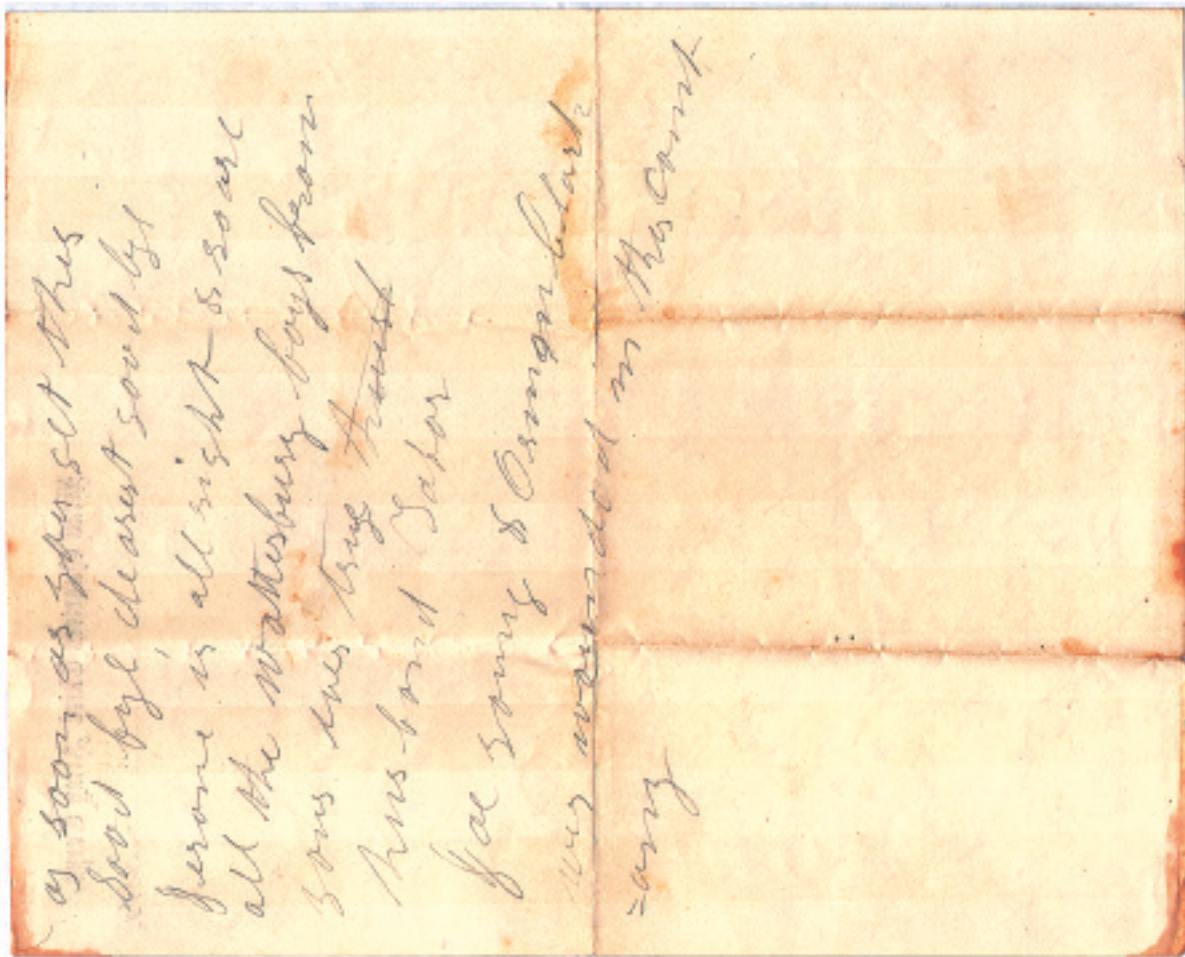
Still I have a chance
& am spared we are
having a hard time & add we have
been under fire for 8 days & am
liable to be as meny more
before we whip Lee's [?] forces but
we are ganing a little the

balls are flying over my
head as I write but I have
been lucky so far I am well
& safe we took 8,000 prisoners
yesterday a Major Gen & one
brigadir wall I cant write
eny more be of good cheer
Dear wife & hope for the best
I may be one of the lucky ones
and come out all right doant
get discouraged be sure & send
word to my folks some way



From the collection of the Vermont Historical Society.

Tabor Parcher Letter, May 13, 1864 page 2



s soon as you get this.

Good bye dearest good bye

Jerome [?] is all right & so are

all the Waterrbury boys from

your ever true

husband Tabor

Joe Young & Osman Clark

wer wounded in this comp

=any

Nelson W. Hazelton Letter, June 6, 1864 page 1

Cole [sic] Harbor June 6th, 1864

My Dear mother Whom I wonce have
bin with a good deal and think a
grate deal of and do now, but I
am sepperrated from her now here
for a while if not forever but

hope we shall meet in heaven with
our heavenly father and his angles
around his throne.. it is with

plasure that I take my pen
in hand to inform you of my
preasant situation and for a week
past or more, I left brattleboro
on the 13th [?] of may, and was on the
road most of the time till the

2nd [?] of june, and then I join my Company
and regement and whitch I have bin
under fire of the enemy ever
since.. the shot and shels came
over our heads in all directions and
on all sides, and came very near to
me once [?] head and shoulders, but did
not happen to get a scratch as yet,
but expsectted when I should

Cole Harbor, June 6th 1864
My Dear mother Whom I wonce have
bin with a good deal and think a
grate deal of and do now, but I
am sepperrated from her now here
for a while if not forever but
hope we shall meet in heaven with
our heavenly father and his angles
around his throne.. it is with
plasure that I take my pen
in hand to inform you of my
preasant situation and for a week
past or more, I left brattleboro
on the 13th of may, and was on the
road most of the time till the
2nd of june, and then I join my Company
and regement and whitch I have bin
under fire of the enemy ever
since.. the shot and shels came
over our heads in all directions and
on all sides, and came very near to
me once head and shoulders, but did
not happen to get a scratch as yet,
but expspectted when I should

From the collection of the Vermont Historical Society.

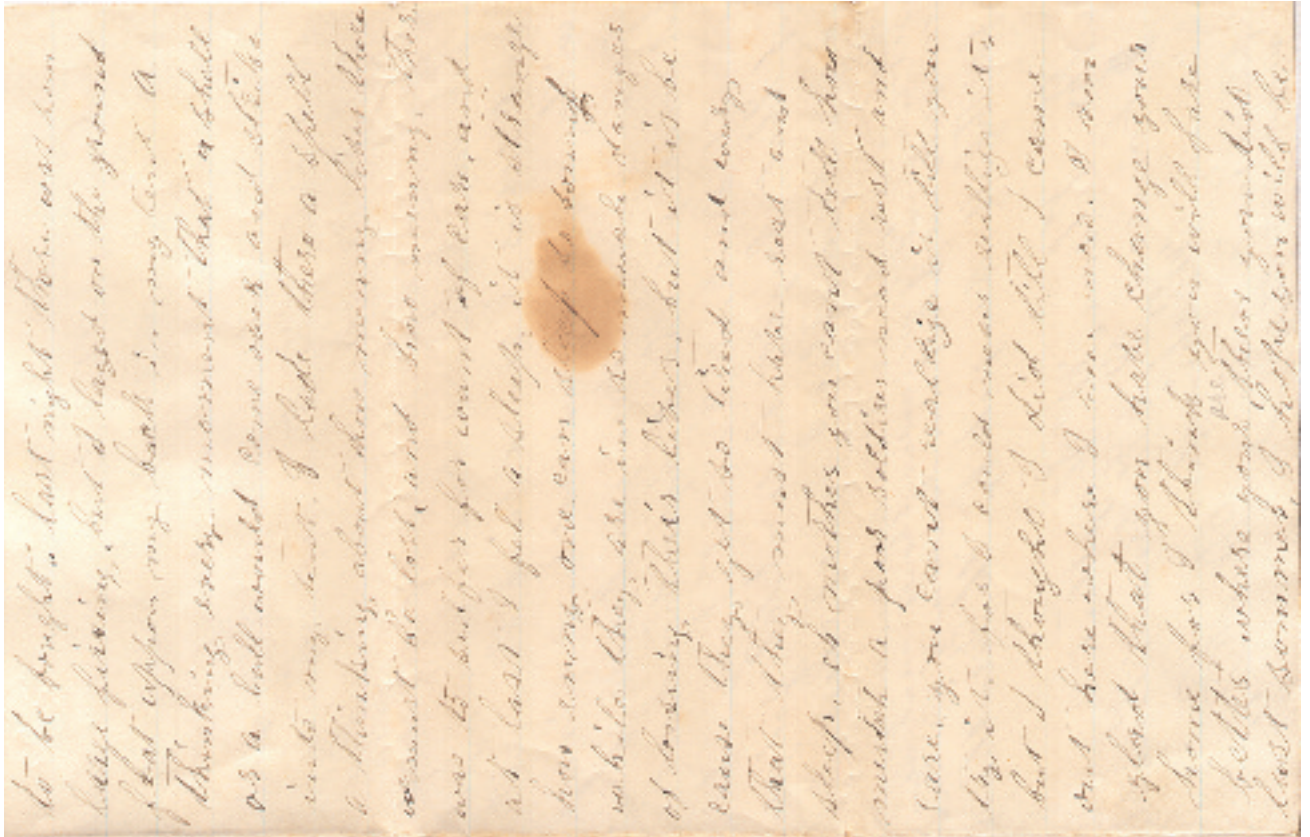
Nelson W. Hazelton Letter, page 2

to be fought.. last night there was somlast friday nite my regement went in front to build brest works, and after we had finished we took our arms and stade there un till Saturday eving about 8oh clock before we was relived.. it was rainy but did not care for that, but there was som pretty hard firing on both sides, for we was in front of all of the rest but not meny hundred yards from the enemy.. but I did not get hit but came verry near it.. there was som killed in the regement but not eny from our company.. there was two wounded in my company and a number from other regement.. there I could look around and see quite a number lay on the ground that was killed the day before on the battle field.. which they did not have time to burry before they commenced firing agin, they do the best they can with thoes that are killed and wounded, there is a larg army here.. and big battle

last friday nite my ^{regement} went in front to build brest works, and after we had finished we took our arms and stade there un till Saturday eving about 8oh clock before we was relived.. it was rainy but did not care for that, but there was som pretty hard firing on both sides, for we was in front of all of the rest but meny hundred yards from the enemy, but I did not get hit but came verry near it.. there was som killed in the regement but not eny from our company.. there was two wounded in my company and a number from other regement.. there I could look around and see quite a number lay on the ground that was killed the day before on the battle field.. which they did not have time to burry before they commenced firing agin, they do the best they can with thoes that are killed and wounded, there is a larg army here, and big battle

Nelson W. Hazelton Letter, page 3

to be fought.. last night there was som
 firing, but I layed on the ground
 flat uppon my back in my tent a
 thinking every moment that a shell
 or a ball would come over and strike
 into my tent, I lade there a spell
 a thinking about how menny lives there
 must be lost, and how menny there
 was to suffer for want of care, and
 at last I fel a sleep, it is strange
 how enny one can sleep so sound
 while they are in so much danger
 of loosing their lives, but it is be
 cause they get so tired and wery
 that they must have rest and
 sleep, oh mother you cant tell how
 mutch a poor soldires nead rest and
 care, you cant realize it till you
 try it. for I could never realize it,
 but I thought I did till I came
 out here where I am now. I am
 glad that you have change your
 home for I think you will fare
 better where you are then you did
 last summer, I hope you will be



From the collection of the Vermont Historical Society.

Nelson W. Hazelton Letter, page 4

cared for better then you was last year.. the most I suffer for is good water to drink whitch I cant get very easy; but mother I hope we shall both live to meat agin, but it looks very gloomy to me now. but I live in hopes to. for if it want for my hope and trust in my god and savior I should sink benicath my load and wait of sin uppon my shoulders.. you know if it want for the hope the hart would break. so I must have hold of that bright hope whitch god gave us. So mother I must close for this time.. please rite soon as you get this and if we never should meat agin on earth we shall in heaven, if we are faithfull so good by, the Directtions [?].

Mr. Nelson W. Hazelton
 Company B, 6th Vermont Volenters
 Washington
 D..C..

pleas write soon
 as you get this



From the collection of the Vermont Historical Society.



SOLDIERS' AID SOCIETY PACKAGE

what's inside...

Artifacts in the Package

- ▶ Quilt square
- ▶ Louse comb
- ▶ Toothbrush
- ▶ Toothpaste
- ▶ Mittens
- ▶ Drawers

These artifacts are representative of what might have been put in a soldiers' aid package. Women collected used goods such as shawls, shirts, and old fabric as well as made clothing from scratch. The housewife in the soldier's haversack and the mittens and quilt square in this package were made by Amanda Paige from the Comtu Falls US Sanitary Commission Civil War reenactors' group of Springfield, Vermont.



SOLDIERS' AID SOCIETY PACKAGE

Background Information

Women played a strong role in the Civil War. On the home front they canvassed neighborhoods for donations, raised funds through Sanitary Fairs, and sewed and knit everything from blankets to uniforms to socks and mittens. Vermont women organized Soldiers' Aid Societies, local branches of the New England Women's Auxiliary Society that was the regional arm of the United States Sanitary Commission, the "Red Cross" of the time. More than 1,500 of these groups in Maine, New Hampshire, Vermont, and Massachusetts raised hundreds of thousands of dollars and collected literally tons of supplies.

The establishment of this central supply system was at first difficult. Communities and family members were willing to send boxes to their own regiments or families, but were reluctant to send articles to a central depot for soldiers they didn't know. Turning individual charity into a united home front took time. In 1861, Abraham Lincoln sent a notice to northern newspapers imploring that "the Loyal Ladies of America" help.

Brattleboro's newspaper, *The Vermont Phoenix*, reveals that there were indeed soldiers' aid societies in many small towns and that they were sending supplies to a central office rather than to individual families or regiments. Throughout the war the paper reported the ladies' activities. Below is an example from January 15, 1863:

The Ladies Soldiers' Aid Society of Jamaica have recently sent to the commissary department a box of hospital stores containing the following articles:

3 dressing gowns	3 sheets
5 flannel bandages	5 shroud shirts
3 bags of hops	8 hospital shirts
6 prs socks	1 jar cranberry jelly
6 quilts	3 pillows
8 lin napkins	1 bundle old cotton
1 bundle old linen	1 bundle of lint
7 pillow cases	1 pr. linen pants
7 towels	10 lbs. dried apple,
10 prs. slippers	tracts &c.
21 handkerchiefs	

The Williamsville Ladies Sewing Circle have sent to the Hospital in this village the following articles:

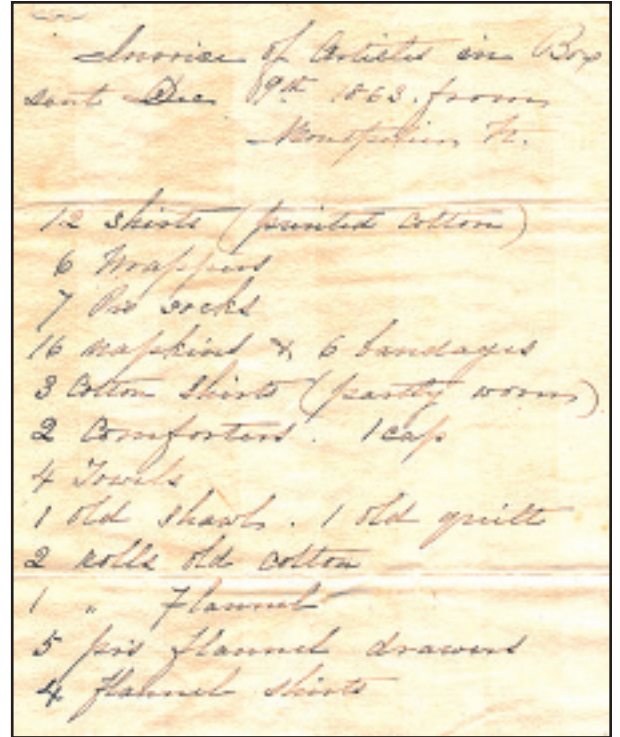
4 bed quilts	4 sheets
2 blankets	12 pincushions
4 pillows	2 pounds lint
16 pillow cases	1 paperbroma
15 shirts (12 new)	1 bag sage
5 prs flannel draws	4 hop pillows,
17 towels	6 skeins thread
6 linen handkerchiefs	2 spools thread
6 prs slippers	2 paper pins
250 yds bandage	2 paper needles
3 bundles linen	4 pounds dried apple
1 paper corn starch	

*Mrs. E.P. Lincoln, President of the Ladies Sewing Circle,
Williamsville, VT*



Of course, families continued to send packages to their sons, brothers, fathers, and husbands. Train service was so efficient that fresh foods could be sent to the front. At Thanksgiving time, many turkey dinners were sent from Vermont to the South.

This invoice from the Vermont Ladies Sanitary Society lists articles sent to the U.S. Sanitary Commission on December 9th, 1863. This was a local organization, formed in Montpelier in response to the call for aid to the sick and wounded soldiers. The ladies each paid twenty-five cents in order to become a member of the association. At their first meeting they raised \$41.00 with which they purchased materials for hospital supplies. In addition to sewing, the ladies collected a variety of goods including bed ticks, shirts, pillows, quilts, towels, lint (used to pack wounds), bandages, thread, and reading matter. The Society met throughout the war and in 1863 it adopted a monthly subscription. In 1863 \$508 in donations and 614 garments were received.



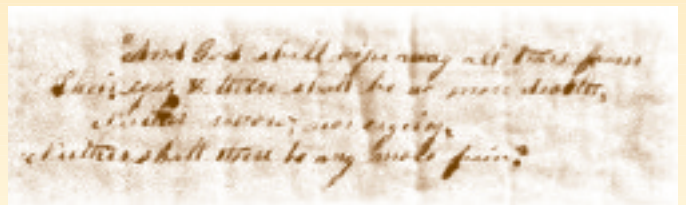
Invoice, Vermont Ladies Sanitary Society, 1863.
From Special Collections, Bailey/Howe Library, UVM.



Caroline's Quilt

The quilt square is a copy from a quilt in the collection of the Vermont Historical Society. The original was made by Mrs. L. B. Fairbanks, formerly Caroline Bowen, of Brandon. Caroline was eighteen years old when she sewed this quilt. Her husband Luke Fairbanks had just gone back to war after spending time at home recuperating from wounds. They had married on Christmas Day in 1862 while he was on leave. One can imagine the fears and concerns of the young newlyweds as she quilted and wrote the various Bible passages, such as:

*And god shall wipe away all tears from
Their eyes, and there shall be no more death,
Neither sorrow, nor crying,
Neither shall there be any more pain.*
—Revelation 21:4



This quilt is a rare survivor of the estimated 250,000 such pieces that were made by women and sent to soldiers.



CLASSROOM CONNECTIONS

Exploring Primary Sources

Examine the quotation on the quilt square—a reproduction of just one square from a quilt made by a lonely wife at home. Why might Caroline have chosen the quotation? Think about what it was like to be left behind with a farm to run, worrying about a husband and the future. Confederate women were not only left behind, but also had to worry about being in a war zone. Examine some of their experiences through diaries and letters at: <http://scriptorium.lib.duke.edu/women/civilwar.html>.

We collected only a few samples of goods that were sent south. What else might a soldier have needed? How did the goods get there? Examine a *Beers Atlas* map from the 1860s (found in your local library) and find the location of the nearest train depot.

Asking Questions

The Soldiers' Aid Society section of this kit focuses on just one of many roles women had during the Civil War. There were others—women joined the fighting, nursed the wounded, spied against the enemy, and advocated for the release of slaves. Have students generate a list of questions related to a woman's role, research their questions, and create a quilt square that shows what they've learned.

Connecting Past to Present

Civil War women held collection drives in their communities to gather supplies such as soap, toothbrushes, and clothing. They also gathered to knit and sew new items of clothing such as mittens and quilts. Research the needs of today's troops, hold a collection drive in your community, and make a care package to send to them.

The United States Sanitary Commission was the “Red Cross” of its day. Invite a representative from the American Red Cross to visit your class and explain services offered today.



MEDICAL HAVERSACK

what's inside...

Artifacts in the Black Medical Haversack

- ▶ Bandages
- ▶ Bleeding bowl
- ▶ Leech box
- ▶ Stethoscope

Photographs in the Black Medical Haversack

Photograph, Dr. Henry Janes. *From Waterbury Historical Society.*

Photograph, Dr. Henry Janes's amputation kit. *From Waterbury Historical Society.*

Photograph, Dr. Henry Janes's general surgical kit (close-up). *From Waterbury Historical Society.*

Photograph, Dr. Henry Janes's medical bag. *From Waterbury Historical Society.*

Photograph, Azariah Grant from Dr. Janes's notebook. *From Special Collections, Bailey/Howe Library, UVM.*

Documents in the Black Medical Haversack

Hospital Record Card. *From Waterbury Historical Society.*

Related Books

Medical Practices in the Civil War.

Fighting Men of the Civil War, chapter 10.



MEDICAL HAVERSACK

Background Information

When the Civil War broke out, the entire United States Army medical staff consisted of fewer than one hundred men. When the war ended in 1865, more than eleven thousand doctors were serving in more than 200 field and general hospitals.

Two-thirds of Civil War fatalities were the result of diseases such as measles, diarrhea, typhoid, and malaria while one-third of the fatalities were due to battle wounds. Poor sanitation, diet, and soldiers with few immunities all contributed to the large number of fatalities from disease. Camp regulations called for the digging of large latrine trenches called “sinks.” Not all companies dug these sinks and some men, disgusted by the odors and mess, went off to the edges of the camps. Fly infestations and the spread of sickness quickly followed. A soldier’s diet generally consisted of salt pork, hard tack (see the recipe in the soldier’s haversack section), beans, and coffee. Fresh fruits and vegetables were few and far between. In addition to weakening a soldier’s immune systems, this poor diet led to scurvy. Many rural soldiers lacked immunity to diseases such as measles and smallpox that spread through the camps. Soldiers sometimes brought these diseases home, infecting their families and communities.

When wounded, soldiers were first brought to field hospitals where surgeons dealt with immediate needs. Surgeons operated wherever they could, outdoors on boards and indoors on tables. Many bullet wounds

MANY BULLET WOUNDS INVOLVED SHATTERED BONES AND TORN ARTERIES THAT INVARIABLY LED TO AMPUTATION. IN FACT, AMPUTATION WAS THE MOST COMMON SURGICAL PROCEDURE.



Dr. Janes's surgical kit – large knives for amputation. From Waterbury Historical Society.

involved shattered bones and torn arteries that invariably led to amputation. In fact, amputation was the most common surgical procedure. While surgeons used anesthesia such as chloroform, they knew nothing of germ theory. Infections often festered as a result of the lack of cleanliness, and bacteria could easily spread from man to man on surgical instruments and caregivers’ hands.

Leeches were applied to treat many ailments. It was thought that leeches would drain “impure blood” from the body, curing the illness. When the “bleeding” had been completed, the doctor would remove the leech with salt and use it on another patient. Recently, leeches have been found to be effective in surgery because of an

anticoagulant they secrete that fights blood clots. Civil War surgeons had discovered that wounds infested with maggots often healed more cleanly and quickly.

The United States Sanitary Commission played an important role in Civil War medicine. Women made bandages, scraped lint (to be packed in wounds), and sent food to army hospitals. The Sanitary Commission maintained a traveling outpost that expedited the shipment of supplies to the field hospitals.



Civil War Hospitals in Vermont

Soon after the start of the Civil War, it became apparent that a new system of hospitals would have to be developed so that patients could be moved out of field hospitals for longer-term care. The first hospitals were in Washington, D.C. but as the war progressed, hospitals were built in cities further north. Three of the 192 hospitals built were in Montpelier, Brattleboro, and Burlington.

Montpelier's Sloan General Hospital was constructed in a pavilion design—a design first proposed by Florence Nightingale during the Crimean War (1853 - 1856). It was believed that “bad air” and crowded conditions were a leading cause of poor recovery rates of the soldiers. In addition to a new design, it was hoped that a location closer to home and in a healthier climate would help the men recover more quickly. Indeed, about 66% of the 8,574 patients treated in Vermont returned to duty while only 25% of patients in Washington, D.C., and Philadelphia hospitals returned. However, that said, many

of the patients who came north arrived in better physical condition.

While medical procedures remained primitive throughout the war, the new system of army hospitals was a major innovation that aided in saving lives.

For more information on Vermont's Civil War hospitals

- ▶ See Nancy Boone and Michael Sherman, “Designed to Cure: Civil War Hospitals in Vermont,” in *Vermont History* 69 (Winter/Spring 2001): 173 – 200.
-

*Above; U.S. General Hospital, Brattleboro.
From Vermont Historical Society.*

*Right: U.S. General Hospital, Burlington.
From Special Collections, Bailey/Howe Library, UVM.*

*Below: Sloan U.S. General Hospital, Montpelier.
From Special Collections, Bailey/Howe library, UVM.*





Henry Janes—Civil War Surgeon

Henry Janes, a doctor in Waterbury, Vermont, in 1861 enlisted in the Vermont Third Regiment. He was the Head Field Surgeon at Gettysburg in charge of treating some 25,000 wounded soldiers.

After being brought from the battlefield to field hospitals, the soldiers were then transported to a central hospital named Camp Letterman a little north of the village of Gettysburg. In large canvas tents, nurses and surgeons busily attended to them. From there, an average of 800 men a day were shipped to hospitals in the North.

Henry Janes was committed to the long-term rehabilitation of soldiers. When he became the director of the Sloan Hospital in Montpelier, he continued to seek alternatives to amputation. He followed the progress of many patients using photography to record soldiers' wounds.

Henry Janes's medical records, including patient photographs, are preserved in the Special Collections Department of the Bailey/Howe Library at the University of Vermont. His medical instruments and personal photograph are preserved at the Waterbury Historical Society.



A page from Dr. Janes's notebook.

Mr. Azariah Grant, from Shaftsbury.

From Special Collections, Bailey/Howe Library, UVM.



CLASSROOM CONNECTIONS

Exploring Primary Sources

Compare the artifacts to today's medical instruments. Which ones are still in use today? Students may be surprised to find out that leeches are once again being used in surgery (although they are no longer moved from patient to patient). Students may note that, while the instruments might still be in use, new advances in medical science have changed the way the instruments are used. Explore what those new advances might be.

Asking Questions

After exploring the artifacts and photographs located in the medical haversack, have students brainstorm a list of questions related to Civil War medicine, nursing, hygiene, sanitation, and health. Resources to help them answer their questions can be found in this kit's resource books: *Fighting Men of the Civil War* (chapter 10), *Medical Practices in the Civil War*, the *Handybook for the U.S. Soldier*, and online at the medicine websites listed in the appendix.

Connecting Past to Present

Rules of Health, Past and Present

Examine the "Rules of Health" in the *Handybook for the U.S. Soldier* (located in the tan soldier's haversack). Create charts comparing Civil War-era rules of health to today's. Create a set of "Rules of Health" for soldiers today.

Time Travel Medicine

<http://www.theghosthunteronline.com/books/gettysburgteacherguide.html>

Step back in time with your students and experience some of the difficulties Civil War surgeons faced. This website details how to fill a tissue box full of spaghetti and other items through which students need to remove a marble (bullet) with kitchen tongs.

To extend the lesson to a discussion about bacteria and germs, the lesson suggests that you have students put their hands into the box to find the bullet and then press the palm of their hand on a piece of bread. Place the bread in a plastic bag for three days and then examine the bread that was touched by unwashed hands.



State of Vermont.

Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

The following instructions are issued for the guidance of the Listers of the several towns in this State, in making the enrolment required by General Order No. 11, dated August 11, 1862:

1. The name of every able-bodied male citizen of the State, who is entitled to the franchise, shall be entered upon the

A TOWN ARCHIVE USING LOCAL PRIMARY SOURCES TO INVESTIGATE HISTORY

what's inside...

Folder 1: Woodstock Town Reports

- 1.1 Woodstock Town Report: March 4, 1862
- 1.2 Woodstock Town Report: March 7, 1865

Folder 2: Woodstock Town Meeting Minutes

- 2.1 Woodstock Town Meeting Minutes: May 25, 1861
- 2.2 Woodstock Town Meeting Minutes: July 30, 1862
- 2.3 Woodstock Town Meeting Minutes: July 28, 1863
- 2.4 Woodstock Town Meeting Minutes: August 12, 1863
- 2.5 Woodstock Town Meeting Minutes: February 6, 1864

Folder 3: Vermont Standard Clippings

- 3.1 Vermont Standard: May 3, 1861
- 3.2 Vermont Standard: June 7, 1861
- 3.3 Vermont Standard: June 14, 1861
- 3.4 Vermont Standard: August 22, 1862
- 3.5 Vermont Standard: July 17, 1863
- 3.6 Vermont Standard: July 24, 1863
- 3.7 Vermont Standard: December 4, 1863
- 3.8 Vermont Standard: April 14, 1865

Folder 4: Letters

- 4.1 Payson Pierce: April 19, 1865
- 4.2 Payson Pierce, undated
- 4.3 Payson Pierce, private
- 4.4 Henry Lewis: July 14, 1864

Folder 5: Photographs

- 5.1 George Hart, ex-slave and member of the 54th Massachusetts Regiment
- 5.2 Civil War veterans gather at Central Street
- 5.3 Dedication of Civil War monument, 1909
- 5.4 Civil War veterans participate in Memorial Day parade, 1909

Folder 6: Adjutant General Records

- 6.1 General Order No. 11
- 6.2 General Order No. 14

Folder 7: Town Meeting Transcriptions

Folder 8: Letter Transcriptions



State of Vermont.

Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

A TOWN ARCHIVE: USING LOCAL PRIMARY SOURCES TO INVESTIGATE HISTORY

Introduction

The archival box represents the typical files that might be found in any Vermont community: town meeting records, town reports, newspaper articles, photographs, and letters. Similar sources are available in most Vermont towns. Local historical societies frequently receive donations of letters, photos, and artifacts that remain unseen by scholars and the public at large.

Because this information is rarely compiled and interpreted, students gain an exciting opportunity to do original research. This original work can be kept simple for beginners by framing questions that result in a few paragraphs of information (an historical summary). As student research skills develop, the depth of investigation can increase.

An historian has created brief summaries based on the documents in this box to describe common Civil War topics that might be gathered from local sources. These include: *Financing the War*, *The Draft*, *Letters from Soldiers*, *Women's Relief Work*, *The Vermont Anti-Slavery Society*, *The Adjutant General's Office*, and *African-American Soldiers*.

The primary source materials and historical summaries can be used in a variety of ways. They can be used as self-contained lessons, or they can be used to prepare students for fieldwork of their own. This teacher's guide offers examples of how these primary source materials can be used to teach or reinforce key research and reading concepts as well as provide history lessons.

When investigating local history, it is important to set a broader context so that students learn about the influences and relationships between what happens in their towns and

what happens in the country. The reference collection of books and Internet links in this kit are a useful starting place to establish this bigger picture.

The documents in this kit are all scanned from originals in the collections of the Town of Woodstock and the Woodstock Historical Society. Original documents suffer from light, humidity, and handling. If you wish to use documents from your community, please handle them carefully and wear cotton gloves. A mask is also advised for those who have sensitivities to dust and mold.

Using the Archive as an Introduction to Primary Sources

See handouts on Civil War primary sources (Inventory of Primary Sources worksheet and National Archives primary source worksheets).

Set up learning stations around the classroom for each type of primary source evidence in the kit: town meeting notes, annual reports, newspaper articles, letters, executive orders, and photographs. If your classroom space will not accommodate stations, then distribute files to small groups of students. Ask students to examine their files and record the type of primary sources they have, the dates they were written (if available), and what kinds of evidence each source provides. Bring students together to share their findings and to make a chart that lists primary source materials and the information they yield. Along with the information charted, ask students to exchange questions raised by what they are reading in these documents.

INVENTORY OF PRIMARY SOURCES WORKSHEET

Type of Primary Source	Type of Evidence Provided	Location of Primary Source

To take a community inventory, begin with some of the most likely places such as the town clerk's office, the library, and your local historical society. Conduct a phone survey to form an overview of what's available and then visit the locations where the relevant sources are held. Discuss careful collections handling with your students.

S A M P L E
INVENTORY OF PRIMARY SOURCES WORKSHEET

Type of Primary Source	Type of Evidence Provided	Location of Primary Source
Town meeting minutes May 25, 1861, p. #286-287	Discussion of wartime support to soldiers and their families	Woodstock Town Clerk's Office
Annual Report of the Selectmen and Auditors And the Superintendent of Schools, March 4, 1862	Financial report of payments resulting from the vote of the town to support soldiers and their families	Woodstock Town Clerk's Office
Letters between Pierce husband and wife Undated—1865	War and home conditions	Woodstock Historical Society
Photographs of GAR parade And Civil War vets	Visual evidence of veterans and the town during the 1880s	Woodstock Historical Society
Orders from Adjutant and Inspector General's Office August 11, 1862	Instructions for fulfilling quotas for soldiers	Private collection of Howard Coffin
Vermont Standard newspaper August 22, 1862	Commentary about quotas	Woodstock Historical Society

To take a community inventory, begin with some of the most likely places such as the town clerk's office, the library, and your local historical society. Conduct a phone survey to form an overview of what's available and then visit the locations where the relevant sources are held. Discuss careful collections handling with your students.

Written Document Analysis Worksheet

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><input type="checkbox"/> Newspaper</td> <td style="padding: 2px;"><input type="checkbox"/> Map</td> <td style="padding: 2px;"><input type="checkbox"/> Advertisement</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Letter</td> <td style="padding: 2px;"><input type="checkbox"/> Telegram</td> <td style="padding: 2px;"><input type="checkbox"/> Congressional record</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Patent</td> <td style="padding: 2px;"><input type="checkbox"/> Press release</td> <td style="padding: 2px;"><input type="checkbox"/> Census report</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Memorandum</td> <td style="padding: 2px;"><input type="checkbox"/> Report</td> <td style="padding: 2px;"><input type="checkbox"/> Other</td> </tr> </table>	<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional record	<input type="checkbox"/> Patent	<input type="checkbox"/> Press release	<input type="checkbox"/> Census report	<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other
<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement											
<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional record											
<input type="checkbox"/> Patent	<input type="checkbox"/> Press release	<input type="checkbox"/> Census report											
<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other											
2.	<p>UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><input type="checkbox"/> Interesting letterhead</td> <td style="padding: 2px;"><input type="checkbox"/> Notations</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Handwritten</td> <td style="padding: 2px;"><input type="checkbox"/> "RECEIVED" stamp</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Typed</td> <td style="padding: 2px;"><input type="checkbox"/> Other</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Seals</td> <td></td> </tr> </table>	<input type="checkbox"/> Interesting letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
<input type="checkbox"/> Interesting letterhead	<input type="checkbox"/> Notations												
<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp												
<input type="checkbox"/> Typed	<input type="checkbox"/> Other												
<input type="checkbox"/> Seals													
3.	<p>DATE(S) OF DOCUMENT:</p> <hr/>												
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <hr/> <p>POSITION (TITLE):</p> <hr/>												
5.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p> <hr/>												
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <hr/> <hr/> <hr/> <p>B. Why do you think this document was written?</p> <hr/> <hr/> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <hr/> <hr/> <p>D. List two things the document tells you about life in the United States at the time it was written:</p> <hr/> <hr/> <p>E. Write a question to the author that is left unanswered by the document:</p> <hr/> <hr/>												

**Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC 20408.**



State of Vermont.

Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Using the Archive as a Way to Connect a Vermont Community's Experience to the National Story

Assign small groups of students to learning stations or distribute the files of primary documents to small groups. Discuss basic recruiting vocabulary such as “bounty” and “quota” and discuss how town meetings are “warned” with “articles” in a “warrant” and how “resolutions” are recorded through “minutes.”

- ▶ Ask students to SKIM and DIG. “Skim” means to look for key words such as “Woodstock Light Infantry,” “soldiers,” “quota,” “war,” “Lincoln,” etc. “Dig” means to then explore some of those passages in depth. Have students skim for information such as:
 - a. Number of soldiers Lincoln called;
 - b. Term of service required (9 months, 3 years);
 - c. Bounty offered;
 - d. Town debt and town tax rate;
 - e. Support to soldiers—of their families, items sent to troops, parades, etc.;
 - f. NUGGETS of other information about the war or how the town dealt with it.

- ▶ Bring students together to report their findings in chronological order. Create a timeline of what happened. Connect this local timeline to the broader timeline of the Civil War that you are using as part of your curriculum.

- ▶ The draft, prison conditions, civil disobedience, and financing the war are some of the many issues that communities faced during the Civil War. Select another period in time or examine a current global conflict to find information about these same issues. Then, discuss the parallels between the Civil War and other wars our nation has fought.

Thanks to Beth Hayslett at Woodstock Union Middle School for her help with these classroom connections.



State of Vermont.

Adjutant and Inspector General's Office,

Using the Archive to Enhance Reading Comprehension and Research Skills

The documents in the archives box were selected because they represent common topics, with information likely to be found at the local level. Reading documents can be quite cumbersome and the vocabulary a student will encounter may be unfamiliar. Therefore, some advanced preparation is necessary so that students can independently pursue their own community topics.

To facilitate the connections between examining primary source materials and generating historical knowledge, a Vermont historian has created historical summaries based on her interpretation of the documents in this kit. These summaries can be used in a variety of ways to introduce reading and research skills. Some of the summaries are about history and others are about the nature and quality of the documents provided. Each of the historian's summaries appears with a list of the primary and secondary sources she has used to compile her statements, along with a set of follow-up questions for further research. Use the historical summaries in this teacher's guide as a starting point to build or reinforce some basic reading strategies. Below are some examples that connect strategies with activities.

Recognize words and understand sentences

Select a few documents written in cursive and ask students to transcribe portions of them. Transcribing helps a researcher gain insight into and familiarity with a document and attunes students to details within each document. Keep track of new words, phrases, and expressions to build language skills. Transcriptions of cursive documents along with images of the originals are provided in Folder 7 and Folder 8.

Locate and verify sources

Analyze a summary to trace the sources the historian has used. Use the list of documents shown on the historian's summary sheet as a starting point. Are all statements documented? If not, can you find an outside source that verifies the undocumented statements? Do the undocumented statements follow a pattern? Classroom variation – you may want to assign sentences or paragraphs to groups of students so that the work of tracing sources is shared and then compiled.

Evaluate the text

Analyze an historical summary to find evidence of summarizing, interpreting, providing background knowledge, or other reading and writing strategies that you are highlighting in your classroom.

Summarize information

Use an historical summary to practice summarizing and to review the rules for quoting sources. Distribute copies of the Henry Lewis letter (4.4) and ask students to prepare a brief summary of his experience at Andersonville Prison, making sure to place quotation marks around the words and phrases taken directly from the original letter. Compare student summaries with that of the historian. How are they similar? Where do they differ?

Synthesize information from a variety of sources

Use an historical summary to practice combining information from multiple sources. Select one of the summaries that uses several documents to build an interpretation. Distribute these documents to students (individually or in small groups) and ask them to create an historical summary based on the documents. Use the historian's summary either before or after the activity.

Ask questions

Keep a record of questions generated by the reading and writing of historical summaries. These questions may lead to further research.



State of Vermont.

Adjutant and Inspector General's Office,

Using the Archive to Prepare for a Research Project in Your Own Community

Use the list of primary sources generated with the *Inventory of Primary Sources* worksheet to build an inventory of potential sources of information about your town. Ask students to call the town offices, the local library and historical society, and other likely public venues to develop this list before going out into the field. Sending notes home and placing an ad or an article in the newspaper will yield gems of information held in private collections, too.

Use the completed inventory of what is available in your community to frame some research questions. Here are some examples of questions and possible sources of information:

- 1. What was your town like at the time?** Sources: personal news items, advertisements of businesses and professionals, reports on local events and meetings, all in the local newspapers.
- 2. What were some opinions in town concerning antislavery?** Sources: newspaper, Underground Railroad sites, church records.
- 3. How did the town respond to the Civil War call for soldiers? How did it meet the quotas? Did the town provide financial relief for wives and children?** Sources: town records, town history.
- 4. What was the town's population? How many men served? How many were injured? How many died?** Sources: census, town history, gravestones.
- 5. In what regiment did the town's men serve? What battles did they fight in?** Sources: town history, cemetery.
- 6. How did the women support the Civil War?** Sources: newspaper, church records.
- 7. How did the town remember the Civil War?** Sources: town memorials, town records, photographs, images from Memorial Day celebrations, Grand Army of the Republic memoirs.

Use the historical summaries as a guide for reporting your own research findings. Below is a simple framework for putting information together.

Establish context Prepare an introduction that gives the big picture view of this story's relationship to an aspect of the Civil War, either within Vermont or across the country.	Provide content Tell the local story with as many details as you can gather.	Draw conclusions From the information you've gathered and the context you've provided, state the significance of this local story or indicate areas for further study.
--	--	--



Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

The following instructions are issued for the guidance of the Listers of the several towns in this State, in making the enrolment required by General Order No. 11, dated August 11, 1862.

Historical Summary Financing the War

The 1860 census for Woodstock lists 3,062 residents living in 625 households. By the end of the Civil War, 284 men had joined the fight. At first it was easy to find men to go to war. Woodstock had a militia company called “The Woodstock Light Infantry” and in 1861, at Town Meeting, the selectmen were authorized to clothe and equip the soldiers as well as to look after the soldiers’ families at town expense. During the first year of war, Woodstock spent \$475 equipping its soldiers. A great deal of enthusiasm for the war was displayed at the July Town Meeting in 1862, where a resolution was passed to throw those unenthusiastic about the war into the duck pond.

As casualties mounted and it became clear that the war would last longer than originally thought, enlisting soldiers became more difficult. Each time Washington issued a call for troops, it gave a quota to be filled to each state which in turn proportioned it to the towns. In order to comply, towns began to pay bounties to soldiers, often borrowing money to do so. In Woodstock, bounties began at \$50, but by the end of the war the town was offering \$300. The average farm laborer earned about \$300 a year at this time.

Woodstock’s debt rose dramatically due to the expenses of the Civil War. In 1861 the town owed just over \$200. By 1865 the town had borrowed more than \$26,000 to pay bounties and the total debt had reached \$44,000. In addition to paying bounties, the selectmen were reimbursing the cost of recruiting soldiers, revising militia rolls, drafting and notifying men drafted, and purchasing hospital goods and other supplies. The resulting taxes were a strain on everyone.

Primary and Secondary Sources:

2.1 Woodstock Town Meeting Minutes: May 25, 1861

2.2 Woodstock Town Meeting Minutes: July 30, 1862

1.1 Woodstock Town Report: March 4, 1862

3.1 *Vermont Standard*: May 3, 1861

Primary and Secondary Sources:

2.2 Woodstock Town Meeting Minutes: July 30, 1862

3.4 *Vermont Standard*: August 22, 1862

2.5 Woodstock Town Meeting Minutes: February 6, 1864

1.2 Woodstock Town Report: March 7, 1865

Freedom and Unity: A History of Vermont

What happened in your town? Financing the war.

- ▶ Read your town history for general background on your town’s Civil War history.
- ▶ Read your town meeting minutes to see what bounties were offered to soldiers.
- ▶ Read selectboard and treasurer’s reports to track your town’s war-related expenses and debts.



Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Historical Summary

The Adjutant General's Office, "The Pentagon of Vermont"

For much of the war, the Adjutant General's office was located in Woodstock. Peter Washburn, Adjutant General, was head of Vermont's military. He was responsible for recruiting soldiers, allocating supplies and other important activities. His paperwork included muster rolls, correspondence with soldiers, medical information, permission slips for underage sons, and casualty reports.

The Adjutant General records in this kit refer to the call ordered by the Secretary of War in August 1862 for 300,000 men to serve for nine months. If any state failed to meet its quota, a draft would be called in September. Vermont's quota was 4,898 men. General Order No. 11 provides guidance to the towns on how to create a roll of able-bodied men. It details who may be exempt from being placed on the rolls and uses a list from Woodstock as an example. General Order No. 14 continues the process of enlisting. Before assigning quotas to each town, Peter Washburn needed a list of all those men who had served in the military or who were currently serving.

General Order No. 14 actually assigns to each town a quota of men required to be sent to war. Some towns had already met their quota, but most had not. The nearly 5,000 men recruited from this order made up the Second Vermont Brigade. The following spring, under the leadership of General George Stannard, the brigade turned the tide at Gettysburg.

Primary and Secondary Sources:

6.1 General Order No. 11

6.2 General Order No. 14

Full Duty: Vermonters in the Civil War

What happened in your town? Using the Adjutant General's Records.

- ▶ Today, the records so carefully kept by Peter Washburn are housed in Middlesex at Vermont Public Records. See <http://www.bgs.state.vt.us/gsc/pubrec/referen/military.htm> for a list.
- ▶ Look for your town in the General Orders located in the archive box.

Historical Summary

The Draft

Congress approved a military draft in the spring of 1863. The provost marshal in each congressional district (Vermont had three) submitted to Washington lists of men eligible for the draft. Quotas based on these lists were then issued to each town. Town officials did not like to resort to the draft and often raised bounties in an effort to avoid it. If drafted, men had the choice of finding a substitute, paying a commutation fee of \$300, or serving in the war. In July 1863 the *Vermont Standard* listed the 62 men drafted. Few of them served. Just the month before, five hundred men in Rutland rioted against the draft.

Primary and Secondary Sources:

3.5 *Vermont Standard*: July 17, 1863

3.6 *Vermont Standard*: July 24, 1863

2.3 Woodstock Town Meeting Minutes: July 28, 1863

2.4 Woodstock Town Meeting Minutes: August, 12, 1863

Full Duty: Vermonters in the Civil War

What happened in your town? The draft.

- ▶ Examine your 1863 newspaper for lists of draftees. Your local public library should be able to help you locate the appropriate newspaper.
- ▶ Examine your town meeting minutes to see if your town offered a bounty.
- ▶ Go to www.vermontcivilwar.org/draft/town.php. Type in your town's name and find out who was drafted and what they did about it.



Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Historical Summary

The Home Front: Reform, Religion, and Relief

The Vermont Anti-Slavery Society was formed in 1834 to “abolish slavery in the United States and to improve the mental, moral, and political condition of the colored population.” In 1836 Woodstock’s First Congregational Church declared slavery “a violation of the law of God altogether and at variance with our Declaration of Independence.” By 1837, ninety local antislavery societies had formed in

Vermont with more than 8,000 members. Not everyone agreed with the societies and occasionally violence broke out at antislavery meetings. By the 1850s, however, a majority of Vermonters opposed slavery. In 1850 the Vermont legislature went on record in opposition to the Fugitive Slave Act and, in fact, passed a Habeas Corpus bill to impede the capture and return of fugitive slaves.



Mary Collamer, Woodstock.
Active in the Soldiers’ Aid Society.
From the collection of Howard Coffin.

Women played an important role in the Civil War. On the home front they canvassed neighborhoods for donations, raised funds through Sanitary Fairs, and sewed and knit everything from blankets to uniforms to socks and mittens. Vermont women organized Soldiers’ Aid Societies as local chapters of the New England Women’s Auxiliary Society, the regional branch for the United States Sanitary Commission, the “Red Cross” of the time. More than 1,500 of these groups in Maine, New Hampshire, Vermont, and Massachusetts raised hundreds of thousands of dollars and collected literally tons of supplies.

In Woodstock the ladies went door-to-door collecting supplies for Vermont’s three military hospitals and the U.S. Sanitary Commission. They also met to sew clothing and bedding using materials purchased by the town. The 1862 Woodstock Selectboard’s Report lists invoices for “goods furnished to make hospital stores.” On June 7th *The Vermont Standard* printed a request from the Medical Board for supplies and the next week the ladies gathered at the Town Hall for a day of sewing.

Primary and Secondary Sources:

3.2 *Vermont Standard*: June 7, 1861

3.3 *Vermont Standard*: June 14, 1861

3.7 *Vermont Standard*: December 4, 1863

1.1 Woodstock Town Report: March 4, 1862

Full Duty: Vermonters in the Civil War

Freedom and Unity: A History of Vermont

What happened in your town? Finding out about the home front.

- ▶ Find out what newspaper covered your town in the 1840s and 1850s. Read the local section to find reports of escaped slaves and responses to the Fugitive Slave Act of 1850.
- ▶ Look through town reports and newspapers for lists of lectures and programs that might have related to such reforms as abolition and temperance (the banning of alcohol sales and consumption).
- ▶ Learn more at www.vermonthistory.org/educate/ugrr.htm.
- ▶ Find out what newspaper covered your town in the 1860s. Read through the local sections to find reports of women’s aid work.
- ▶ See if your local historical society has reports from a local soldiers’ aid society or other charitable organization from the era.



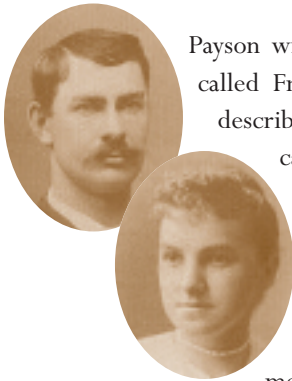
Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Historical Summary

Off to War—Payson Pierce, Woodstock

Payson Pierce was one of the 284 soldiers from Woodstock who served in the war. He enlisted in Company C of the 6th Vermont Regiment on September 5, 1864, and was mustered out on June 19, 1865. During Pierce's enlistment, the 6th Vermont was involved in the battles of Third Winchester and Cedar Creek and participated in the siege of Petersburg.



Payson wrote to his wife Frances, whom he called Frank, frequently. In his letters he described how he spent much of his time in camp awaiting orders. The frustration and stress occasionally was expressed to his wife. He spent much of the empty time writing letters. In his April 19 letter, he describes his living quarters—five men sharing two beds of pine boughs in a tent they had raised from the ground. In an updated letter, he describes the food they ate as consisting of hard tack, pork, salt, sugar, and beef. A typical meal involved frying meat and then breaking up hardtack, mixing it with water, and frying it in the meat's grease. The lack of fruits and vegetables caused him to often ask Frank to send him pickles, applesauce and other transportable foods.

Lee's surrender did not bring an immediate end to hostilities. Two of Payson's letters were written after Lee's surrender. Pierce's company was on the lookout for guerrillas, foraging for food, and confiscating cotton and other supplies. In his April 19 letter, he describes seeing slaves, and backing wagons up to barns and loading them with corn. It must have continued to be a frightening time for civilians and he wrote home to Frank that those at home didn't know war.

As soldiers began the trek home, Pierce spoke of a 130-mile walk he needed to make to get to Washington, D.C.

He told of nearly being overcome from heat exhaustion on the march and of soldiers falling down dead. He wrote that he did "not care to be marched to death after the fighting was all over." In his last letter to his wife (titled "Private"), he wrote of how he couldn't wait to see her. He worried that he would be too weak and exhausted to do any farm work and warned her that work tired him more than it had in the past.

George Benedict, in *Vermont in the Civil War*, described the homecoming of Payson's regiment. Upon arriving in Burlington they marched to City Hall where the ladies of Burlington served a supper and sang songs of welcome. Payson went home for a much-deserved rest.

Primary and Secondary Sources:

4.1-4.3 Letters, Payson Pierce, 1864-1865

Vermont in the Civil War <http://www.vermontcivilwar.org>

A note on the transcriptions: *These letters were transcribed by Joan and Bill Mackey. They attempted to be as true as possible to how Pierce wrote them, including a certain lack of consistency in the way some words were spelled. In a very few instances, they inserted words in brackets [?] where it seemed necessary to capture the intended meaning.*

Typically, Payson used a type of folded notepaper for his letters, with the opening page on the right side, pages two or three on the reverse, and page four facing page one. The opening page was generally easy to read, but page four usually had twice as much crammed onto it, and was often written in a much more tired hand, making it more difficult to interpret.

People at home know but little of war or of the devastation of an army through an enemys propiety...

-PAYSON PIERCE. *from an April 9, 1864 letter to his wife*



Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Historical Summary

Henry Lewis—A Prisoner of War

Henry Lewis was a member of Company H in the 11th Vermont Regiment. In June 1864 his company was sent to destroy the Weldon Railroad in Virginia, an important supply line for General Robert E. Lee that connected Petersburg, Virginia, to the port of Wilmington, North Carolina. On June 23 Lewis was captured at the Weldon Railroad in Virginia along with about 400 members of his battalion.

Dear Parents... I seat myself to write you a few lines to let you know that I am well but a prisoner of war...

—HENRY LEWIS, *prisoner of war, from July 14, 1864*

Henry Lewis wrote a letter from Andersonville Prison soon after he was captured. He asked his parents to send food, utensils, and clothing. Andersonville, also known as Camp Sumter, was located in southwest Georgia. Built to accommodate 10,000 prisoners, it was one of the largest of the Confederate military prisons. Prisoners were enclosed in a stockade fence with no barracks and made do with tents, crude wooden shelters, and holes in the ground. No clothing was provided and some soldiers wore nothing at all. A stagnant stream flowed through the middle of the site. Severe shortages in the South meant that very little food, consisting of rancid grain and beans, was available to the soldiers. The lack of fruits and vegetables brought on scurvy and starvation.

By September of 1864 Andersonville Prison was increasingly threatened by raids from General William T. Sherman's army. Henry, along with many other prisoners, was transferred to Camp Lawton in Georgia. He was paroled in December of 1864, six months after his capture. By then, nearly two-thirds of the Vermont prisoners had died of starvation and exposure. Of the 11th Regiment's 58 men of Company A taken to Andersonville, only eighteen lived to return to their homes.

Primary and Secondary Sources:

4.4 Letter, Henry Lewis, July 14, 1864

Full Duty: Vermonters in the Civil War

What happened in your town? Finding soldiers.

- ▶ Look in your local cemetery for soldiers' gravestones. Often they are marked with iron Grand Army of the Republic markers (G.A.R.). See if your historical society has a list of soldiers buried in town.
- ▶ Look in your town history for a list of soldiers. Go to www.vermontcivilwar.org/place and type in the name of your town. You will get a list of soldiers along with their regiments.
- ▶ See if your historical society has any photographs or letters from a soldier.
- ▶ Have students write a letter to the editor of your local newspaper asking the community for letters and memorabilia.
- ▶ Check the Vermont Historical Society's collection at: www.vermonthistory.org/civilw.htm.



Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Historical Summary

Off to War—African-American Soldiers

A total of 152 African-American Vermonters fought in the Civil War, many of them serving in the 54th Massachusetts Regiment. Ten of those soldiers were from Woodstock.

According to the 1860 census, 48 African Americans lived in Woodstock employed as laborers, household servants, and barbers. The census listed six African-American households and three households with African-American servants. Where had these African-Americans come from? While most had been born in the local region, George Hart, seen at right, was born a slave in Louisiana. He came to Vermont with Captain Edmund Morse, who had employed him as a servant in the 7th Vermont Regiment.



At the beginning of the war, African-Americans could only serve in non-combat areas and were employed as teamsters, cooks, and orderlies. Charles B. Wentworth, Austin Hazard, and Isaac Williams served as officers' servants in the Woodstock Light Infantry. Two years later, these men all joined the 54th Massachusetts Regiment. The movie *Glory* tells the story of the 54th Massachusetts Regiment.

African-American soldiers were recruited with the promise that they would receive the same pay as white soldiers: \$13.00 a month and one ration a day. But at first the War Department refused to authorize equal payment, creating much hardship for soldiers' families. It was not until 1864 that the soldiers received equal pay.

Primary and Secondary Sources:

5.1 Photograph, George Hart, ex-slave and member of the 54th Massachusetts Regiment

5.2 Photograph, Civil War veterans gather on Central Street

Freedom and Unity: A History of Vermont



Civil War veterans, Woodstock. From Woodstock Historical Society.

AFRICAN-AMERICAN SOLDIERS WERE RECRUITED WITH THE PROMISE THAT THEY WOULD RECEIVE THE SAME PAY AS WHITE SOLDIERS... BUT AT FIRST THE WAR DEPARTMENT REFUSED TO AUTHORIZE EQUAL PAYMENT.

What happened in your town? Finding African-American soldiers

- ▶ Go to <http://www.historyharvest.org/census/africanamerican.html> and enter just the name of your town into the database.
- ▶ Look in *Men of Color, to Arms: Vermont African-Americans in the Civil War*, by James Fuller (see bibliography).



Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Historical Summary Remembering the War

On April 14, 1865, the *Vermont Standard* reported Robert E. Lee's surrender to Ulysses Grant at Appotomax Courthouse. It also included the news that farmers were plowing and doing their spring work a couple of weeks earlier than usual. Woodstock residents, however, took time from their work for a day of thanksgiving. All the town's bells were rung to accompany a 50-gun salute in celebration of the "glorious news of Lee's surrender."

It took time for Woodstock's soldiers to return home. Of course, not all did. Many who returned home joined the Grand Army of the Republic, a veterans' association. In 1868, Governor Peter Washburn spoke at the Vermont Officers' Re-Union Society meeting. Washburn had served as Vermont's Adjutant General, administering the state's war effort from an office in Woodstock, where he lived.



Memorial Day Parade, 1909. From *Woodstock Historical Society*.

"The war has closed, rebellion has been suppressed, the right of secession has been tried by the final arbitrament of the sword and has failed, the officers and men composing the organizations from Vermont have laid aside their arms, have assumed again the garb of citizens, have quietly resumed their places in the communities from whence they emerged and returned to their original peaceful employments, and there are no indications left of the terrible events which so severely taxed the energies and resources of the State, except the record of their gallant deeds of bravery, the maimed veterans, whose appearance among us makes constant appeal to our

WASHBURN URGED VERMONTERS TO REMAIN CONCERNED AND INVOLVED IN ONGOING EFFORTS TO SECURE BASIC LIBERTIES FOR AFRICAN-AMERICANS.

sympathies and our respect, and the vacant places in many a household, eloquent of the remembrance of the gallant men whose lives have been surrendered in defense of the great principles of freedom, unity and equality before the law."

Yet, Washburn surely was aware that not all matters pertaining to human freedom had been settled and that there was much still to do. Washburn urged Vermonters to remain concerned and involved in ongoing efforts to secure basic liberties for African Americans.

On March 5th, 1907, Woodstock residents voted to erect a monument to "commemorate the patriotism and valor of her sons, who in the war of the Rebellion offered their lives to preserve and perpetuate the Government and the life of the Nation." Two years later, on May 30, 1909, Woodstock's monument was dedicated as aging Civil War veterans joined the festivities that included a parade and orations.

Primary and Secondary Sources:

3.8 *Vermont Standard*: April 14, 1865

5.3 Photograph, Dedication of Civil War monument, 1909

5.4 Photograph, Civil War veterans participate in Memorial Day parade, 1909

Vermont in the Civil War

www.vermontcivilwar.org

What happened in your town? Remembering the war

- ▶ Go to www.vermontcivilwar.org/pw/monu/ for a list of Civil War monuments in Vermont.
- ▶ Work with your local historical society to inventory and preserve the community's Civil War gravestones.
- ▶ Go to www. Dover.net/~hwd/bry/voca/ for information from the Vermont Old Cemetery Association about gravestone education and preservation.



APPENDICES

Bibliography

Civil War Places to Visit in Vermont

Useful Civil War Websites

Timeline



Bibliography

All of these materials are available at the Vermont Historical Society bookstore.

Army Life in Virginia: The Civil War Letters of George G. Benedict, edited by Eric Ward

Medal of Honor recipient and editor/publisher of the *Burlington Free Press* after the Civil War, George Benedict's letters offer the reader a rare glimpse into the life of a Union soldier in the 12th Vermont Regiment. Eric Ward, editor, also provides a history of Benedict's regiment by detailing the 12th's actions and movements.

The Battered Stars: One State's Civil War Ordeal During Grant's Overland Campaign, by Howard Coffin

Coffin offers his readers this extraordinary account of General Grant's overland campaign of 1864-65, and the unique role played by the troops from Vermont, during which the 1st Vermont Brigade had a greater number of battle casualties than any other brigade in the Union army.

Battle of Gettysburg, by Col. Franklin Aretas Haskell

An eyewitness account of perhaps the most pivotal event in American history. Haskell, from Tunbridge, died a colonel in the 36th Wisconsin Volunteers at Cold Harbor, Virginia, a year after Gettysburg.

Diary of a Christian Soldier: Rufus Kinsley and the Civil War, edited by David C. Rankin

Rufus Kinsley was a farmer from rural Vermont who became an officer in one of the nation's first and most famous black Civil War regiments. Kinsley's diary reveals him as a dedicated abolitionist soldier who believed that the Civil War was not about saving the Union, but about freeing slaves.

Freedom and Unity: A History of Vermont, by Michael Sherman, Gene Sessions, and P. Jeffrey Potash

A synthesis of Vermont history from prehistoric times to the modern era.

***Full Duty: Vermonters in the Civil War*, by Howard Coffin

Coffin records the effects of the Civil War on Vermonters as well as the enormous effect Vermonters had in the Civil War. He creatively combines historical fact, personal letters and diary excerpts, and detailed descriptions of present-day battle sites to aid those who seek out historic places.

Hard Marching Every Day: The Civil War Letters of Private Wilbur Fisk, 1861-1865, edited by Emil and Ruth Rosenblatt

Wilbur Fisk, born 1839 in Sharon, tells of daily life with the Second Vermont Volunteers in letters written to a Montpelier newspaper throughout the war.

***Letters to Vermont, From Her Civil War Soldier Correspondents to the Home Press, Volume 1*, compiled and edited by Donald H. Wickman

Seven soldiers tell of their war service, including the flank attack on Pickett's charge at Gettysburg, scouting Lee's army in eastern Virginia, and garrisoning the defenses of Washington, D.C.

Letters to Vermont, From Her Civil War Soldier Correspondents to the Home Press, Volume 2, compiled and edited by Donald H. Wickman
Six individual stories of campaigns, bayou outposts, the defense of Washington, and riding with George Armstrong Custer.

Men of Color, to Arms: Vermont African-Americans in the Civil War, by James R. Fuller, Jr.

A history of African-American soldiers who served the Union from Vermont during the Civil War. Includes personal biographies and eyewitness accounts of military life and battle descriptions.

Nine Months to Gettysburg: Stannard's Vermonters and the Repulse of Pickett's Charge, by Howard Coffin

A story of the Second Vermont Brigade and its vital role at Gettysburg. It draws upon scores of soldiers' letters and journals to relate how and why young recruits from Vermont flocked to the Union colors in response to Lincoln's call in 1862.

A War of the People: Vermont Civil War Letters, edited by Jeffrey D. Marshall

More than 140 letters, carefully selected, convey in very personal terms the combat experience of Vermonters throughout the war.

***Yours in the Cause of the Slave: Vermont and the Underground Railroad*, edited by Sarah Rooker

This packet provides primary and secondary source materials for the study of Vermont's role in the antislavery movement. It contains explanatory essays on Underground Railroad activities and activists and helpful notes on the documents presented. This material is well laid out for the use of teachers in grades four through middle school and is a must for teaching Vermont history.

CHILDREN'S BOOKS

The Black Bonnet, by Louella Bryant

In the 1850s, fugitive slaves and their pursuers came to Vermont, along the so-called Underground Railroad. This is the story of two sisters who fled from Virginia and stayed in Burlington awaiting the final leg of their journey north. Ages 8-12.

***Mr. Lincoln's Drummer*, by G. Clifton Wisler

Based on the true story of a Vermont boy, too young to enlist, who became a drummer boy. His fortitude during the trying Peninsula Campaign attracted the attention of President Lincoln, who awarded him the Medal of Honor. Grades 5-8

ARTICLES

Nancy Boone and Michael Sherman, "Designed to Cure: Civil War Hospitals in Vermont," in *Vermont History* 69 (Winter/Spring 2001): 173-200.

**available through the Vermont Historical Society Lending Library



APPENDICES

Civil War Places to Visit in Vermont

Fairbanks Museum

www.fairbanksmuseum.org
Main & Prospect Streets
St. Johnsbury, VT 05819
802-748-2372

Civil War memorabilia on display includes Willie Johnston's photograph and drumsticks. Willie Johnston is featured in our kit and in *Mr. Lincoln's Drummer*. He was a drummer boy with the 3rd Vermont Infantry and received the Medal of Honor at age 13.

Hildene

www.hildene.org
Route 7A
Manchester Village, VT 05254
802-362-1788
Email: info@hildene.org

Abraham Lincoln's descendants lived until 1975 in this 24-room Georgian Revival mansion on 412 acres in the scenic Vermont village of Manchester. The interior of the home has been preserved intact with original furnishings and personal family effects.

Marsh-Billings-Rockefeller

National Historic Park

www.nps.gov/mabi
Route 12 and River Road
Woodstock, VT 05091
802-457-3368

Marsh-Billings-Rockefeller National Historical Park is the only national park that focuses on conservation history and the evolving nature of land stewardship in America. The park also provides walking tours of Woodstock's Civil War "home front" that include some of the most significant historic sites in Woodstock. Included are places associated with abolition meetings, the

town's free African-American community, and Woodstock's pivotal role in the Vermont effort. Much of what will be seen along the tour is largely unchanged from the day the first shot was fired on Fort Sumter in April, 1861.

Rokeby Museum

www.rokeby.org
4334 Route 7
Ferrisburgh, Vermont 05456
802-877-3406
rokeby@globalnetisp.net

Rokeby is the best documented stop on the Underground Railroad in Vermont. Rowland Thomas and Rachel Gilpin Robinson were devout Quakers and radical abolitionists, and they harbored many fugitive slaves at their family home and farm during the decades of the 1830s and 1840s. Among the hundreds of letters in the family's correspondence are several that mention fugitive slaves by name and in some detail.

St. Albans Historical Society Museum

www.stalbansmuseum.org
Church Street
St. Albans, VT 05478
802-527-7933

The museum is located in a three-story, brick schoolhouse built in 1861. It contains Civil War memorabilia and information about the St. Albans Raid by Confederate soldiers in 1864.

Vermont Historical Society Museum

www.vermonthistory.org
Pavilion Building
109 State Street

Montpelier, Vermont 05609-0901
802-828-2291

The Historical Society's exhibit, *Freedom and Unity: One Ideal, Many Stories* features an important section on the Civil War in Vermont. A 15-minute film focuses on the abolition of slavery, women's suffrage, and civil unions.

The Research Library located in Barre, has a strong collection of Civil War materials.

The Vermont Statehouse

www.leg.state.vt.us/sthouse/sthouse.htm
State Street
Montpelier, VT 05601
802-828-2228

This third Vermont State House has been occupied since 1859. Much of it has been restored to its Civil War period. On exhibit are 65 flags used by Vermont units in the Civil War and 14 from other wars. The Governor's Reception Room is dominated by Julian Scott's Civil War painting of the Battle of Cedar Creek. There are also commemorative tablets of Civil War heroes, sculptures of Abraham Lincoln and Erastus Fairbanks, and portraits.

Waterbury Historical Society Museum

28 North Main Street
Waterbury, VT 05676
802-244-7036

The museum displays its collections of Civil War memorabilia and articles relating to the history of the area in rooms located above the town library. The building is the former home of Dr. Henry Janes, chief surgeon at Gettysburg.

Civil War Places to Visit in Vermont

Vermont's Civil War Monuments

In 1863 the Vermont General Assembly approved an act authorizing towns to erect monuments to the memory of deceased soldiers. Most, however, were placed years after the war. They adorn many village greens and cemeteries.

Many of Vermont's Civil War monuments are listed online at: www.vermontcivilwar.org/pw/monu/index.php

Vermont's Cemeteries

Cemeteries are an important part of Vermont's Civil War story. Here lie many of Vermont's soldiers. Often the graves are marked with iron Grand Army of the Republic markers (G.A.R.). The gravestones often contain information useful for beginning research on a community's role in the Civil War. On some stones are engraved moving epitaphs that reveal the emotions of the time. It is important to impress upon students that cemeteries are special places to be visited with reverence and respect. Many stones are in delicate condition and doing gravestone rubbings with your class can be harmful. Please consider taking digital photographs and recording information on worksheets instead. This cemetery information organizer may be helpful: <http://www.history.org/history/teaching/graveyard2.cfm>.

Civil War Historic Markers in Vermont

From the Vermont Division for Historic Preservation: www.dhca.state.vt.us/HistoricSites/html/markers.html

BRANDON

STEPHEN A. DOUGLAS: Opponent of Abraham Lincoln

U.S. Route 7, in village

The Little Giant of national politics, Douglas was born in Brandon in 1813, then moved to Middlebury where he learned cabinetmaking. Returning to Brandon, he attended the Academy. Abraham Lincoln ran against Douglas in 1858 for a U.S. Senate seat from Illinois, with the campaign producing the famed "Lincoln-Douglas Debates." Lincoln defeated Douglas to win the presidency in 1860.

DANVILLE

Thaddeus Stevens

U.S. Route 2, on the common

Thaddeus Stevens was born in Danville, April 4, 1792. After studying at Peacham Academy, he graduated from Dartmouth in 1814. As an abolitionist congressman from Pennsylvania, 1858-68, he led the radicals in shaping the Reconstruction of the South.

FERRISBURGH

The Great Convention

U.S. Route 7, near the Wesleyan Chapel

Frederick Douglass delivered a fiery abolitionist speech here in July 1843. Born in slavery in Maryland, Douglass freed himself by escaping to the North, where he became a crusader for African-American freedom and equality. He was among the greatest orators and black leaders of the 19th century. The Ferrisburgh meeting, organized by local activist Rowland T. Robinson, was one of the 100 Conventions sponsored by the American Antislavery Society.

JOHNSON

Julian Scott, 1846 -1901

Route 15, west end of village

Julian Scott, Vermont's most renowned Civil War artist, was born in this Johnson house in 1846. At the start of the Civil War, when only 15, he enlisted as a fifer in the Third Vermont Regiment. Scott was awarded a Medal of Honor for rescuing wounded under enemy fire at the Battle of Lee's Mills, Virginia. *The Battle of Cedar Creek*, his monu-

mental 1874 painting, was commissioned as a Civil War memorial for the Vermont State House. Scott's Civil War and Native American paintings are acclaimed for their authenticity, detail, and democratic viewpoint.

MANCHESTER

Hildene

On grounds of Lincoln's 'Hildene' estate

Summer home of son of Civil War president. Eastward on the hillside can be seen the Manchester estate of Robert Todd Lincoln, eldest son of President and Mary Lincoln. He became fond of Vermont and for over twenty years made this his summer home. He died here July 25, 1926.

RUTLAND

Martin Henry Freeman, 1826-1889

46 North Main Street

Martin Freeman, born in Rutland, became the first black college president in the United States and was a member of the second East Parish Congregational Church which stood on this site. He was prepared by Pastor William Mitchell for Middlebury College, graduating in 1849 as salutatorian. In 1850 Freeman was appointed professor at Allegheny Institute (later Avery College) near Pittsburgh, PA. Here he gained renown in the fields of science and mathematics. In 1856 Freeman advanced to the office of college president, the first black in the country to achieve this position. Freeman became active in the American emigration movement and moved his family to Africa in 1864. For many years he was professor at Liberia College and became its president shortly before his death in 1889.

ST. ALBANS

St. Albans Raid

U.S. Route 7, Taylor Park, in city

The Civil War entered Vermont on October 19, 1864, when 22 Confederates spread terror from the north, robbed 3 banks and shot up the town. Stealing horses, they fled back into Canada. There, after trial, they were freed and the banks partially reimbursed.

SHELDON

Site of Civil War Action

In village, two miles south of Sheldon Jct., off Route 105

On their retreat back to Canada from the attack on St. Albans, the 22-man Confederate detachment rode into Sheldon near dark. Crossing a covered bridge which stood on this site, they set it on fire, but alert village citizens saved the bridge.

Clarina Howard Nichols

West Townshend, at the post office on Route 30

Born in West Townshend in 1810, Clarina Howard became an early advocate of women's rights. After a divorce in 1843 she married George Nichols. As editor of the *Windham County Democrat* she strongly advocated women's property rights, child custody, temperance, and suffrage. In 1852 she became the first woman to address the Vermont Legislature, and lectured throughout New England and the Midwest. Nichols was a staunch abolitionist who seized the opportunity to move with her family to Kansas, where her views on slavery and women's rights were widely accepted. During the Civil War, she was director of a home for orphaned black children in Washington, D.C. She died at her son's home in Pomo, California, in 1885.

WATERBURY

Dr. Henry Janes

U.S. Route 2 at the northerly end of the village on the lawn of the Waterbury Public Library

Henry Janes, physician, soldier, farmer, and humanitarian, was born here January 24, 1832. As head of services at the Union Army hospital immediately after the Battle of Gettysburg, Dr. Janes faced the challenge of caring for more than 20,000 wounded Union and Confederate men. Without prejudice, he cared for the suffering and healed the wounded by practicing advanced medical procedures to hasten recovery of his patients. A small-town physician and scholar, he treated townspeople with equal care and compassion and was a generous benefactor to the Town of Waterbury. Upon his death in 1915, he bequeathed this house for use as the Waterbury Public Library.



Useful Civil War Websites

There are many websites about the Civil War. Listed below are just a sampling of what is available.

TO FIND OUT ABOUT A SOLDIER, BEGIN WITH:

The Best Site for Vermont in the Civil War	http://www.vermontcivilwar.org
National Park Service Sailors and Soldiers List	http://www.itd.nps.gov/cwss/
Civil War Manuscripts at Vermont Historical Society	http://www.vermonthistory.org/civilw.htm

TO PLACE A SOLDIER OR COMMUNITY IN THE CIVIL WAR (IN HISTORICAL CONTEXT), LOOK HERE:

Civil War Battles	http://americancivilwar.com/statepic/index.html
Andersonville Prison	http://www.censusdiggins.com/prison_andersonville.html
Civil War Women	http://scriptorium.lib.duke.edu/women/cwdocs.html
United States Sanitary Commission	http://www.netwalk.com/~jpr
U.S. Colored Troops	http://www.coax.net/people/lwf/data.htm http://www.civilwararchive.com/unioncol.htm
Civil War Medicine	http://www.civilwarhome.com/civilwarmedicineintro.htm http://www.library.vcu.edu/tml/bibs/cwmed.html#surgeons http://civilwarhome.com/medicaldirectors.htm
The Underground Railroad in Vermont	http://www.rokeby.org http://www.vermonthistory.org/educate/ugrr.htm
Camp Life	http://www.cr.nps.gov/museum/exhibits/gettex/index

TO FIND ADDITIONAL PRIMARY SOURCES, SEARCH HERE:

Maps	http://memory.loc.gov/ammem/gmdhtml/gmdhome.html
Photographs	http://memory.loc.gov/ammem/cwphtml/cwphome.html
Artifacts	http://civilwar.si.edu/home.html
Documents	
Louisiana State University Civil War Index	http://www.cwc.lsu.edu/
The American Civil War Homepage	http://sunsite.utk.edu/civil-war/warweb.html

IN THE CLASSROOM:

In the Classroom with Ken Burns	http://www.pbs.org/civilwar/classroom/index.html
Civil War Website Model	http://www.hstg.org/SiteTree/index.cgi/231

Thanks to Jen Boeri-Boyce, Hartford Middle School, for helping to create this list.



Timeline

Vermont in the Civil War

This timeline focuses on Vermonters' experiences in the Civil War.

1860:	December 20	South Carolina secedes from the Union.
1861:	February 9	Confederate States of America is formed.
	March 4	Abraham Lincoln is sworn in as the 16th President of the United States.
	April 12	Confederates fire upon Fort Sumter in Charleston, S.C.
	April	Vermont appropriates \$1 million to a state war effort. Abraham Lincoln calls for 75,000 soldiers.
	May 9	1st Vermont Regiment enlists for 90 days. Their only engagement is at Big Bethel on June 9-10.
	June 20	2nd Vermont Regiment enlists for 3 years and becomes part of the Army of the Potomac. The 2nd, 3rd, 4th, 5th, 6th Vermont Regiments form the 1st Vermont Brigade. The 1st Vermont Cavalry is also assembled.
	July 21	2nd Vermont Infantry is at the battle of Bull Run in Manassas, Virginia, the war's first major battle and a Union defeat.
1862:	Winter	The 1st Vermont Brigade winters at Camp Griffin near Washington, DC. Many die of disease.
	March	7th Vermont Regiment sent to Mississippi.
	April 16	Lee's Mills battle on the peninsula of Virginia as McClellan moves his army against Richmond. Drummer Julian Scott receives the medal of honor for rescuing wounded under fire.
	May	8th Vermont Regiment sent to Louisiana.
	May 5	U.S. Marine Hospital in Burlington begins to take soldiers.
	June 29	Twelve-year-old drummer boy Willie Johnson receives Medal of Honor for keeping his drum throughout the Peninsula Campaign.
	Summer	Lincoln calls for 300,000 nine-months men and Vermont's quota is 4,898 men. The resulting 12th, 13th, 14th, 15th, 16th Regiments make up the 2nd Vermont Brigade, commanded by Edwin Stoughton of Bellows Falls.
	September	Lee invades the north with 50,000 Confederate soldiers.
	September 15	9th Vermont Regiment is forced to surrender at Harper's Ferry and spends the winter in a prison camp near Chicago until exchanged for a like number of Confederate prisoners.
	Fall	11th Vermont Regiment constructs rifle pits, trenches, and forts to protect Washington.
September 17	Battle of Antietam. The bloodiest single day of war with 24,000 men dead, wounded, or missing, prompts Lincoln to issue Preliminary Emancipation Proclamation that declared all slaves in the seceded states free.	



1863:	Winter	The 1st Vermont Brigade winters at Falmouth near Fredericksburg.
	January 1	Emancipation Proclamation goes into effect. A war to preserve the Union becomes a war to abolish slavery.
	March 3	U.S. Congress enacts a draft.
	March 8	After being kidnapped by Confederates, Vermont's General Edwin Stoughton is replaced by Brig. Gen. George Stannard.
	Spring	Lee marches for the northern states. The Army of the Potomac moves back north, keeping between the Confederates and Washington.
	June 1	U. S. General Hospital at Brattleboro opens to accommodate 2,000 patients.
	July 1-3	Battle of Gettysburg. The tide of war turns against the South.
	July 3	Stannard's 2nd Vermont Brigade repels Pickett's Charge and the Union wins. Vermont's Major Henry Janes supervises the care of more than 25,000 Gettysburg wounded.
	July 4	Vicksburg, the final Confederate stronghold on the Mississippi River, falls, splitting the Confederacy in two. Two days later the last Confederate bastion on the Mississippi, Port Hudson, surrenders to a besieging Union force that includes the 8th Vermont Regiment.
	July 13-16	Anti-draft riots in New York City and the Vermont Brigade is sent there to help restore order.
	July-August	2nd Vermont Brigade completes its 9 months service and musters out at Brattleboro.
	November 17	Abraham Lincoln dedicates the national cemetery at Gettysburg, delivering the "Gettysburg Address." Vermont's Henry Janes shares the speakers' platform with the president.
1864:	Winter	Many of Vermont's troops winter at Brandy Station, along the upper Rappahannock in northern Virginia.
	February 20	Black Vermonters in the 54th Massachusetts fight bravely in the Battle of Olustee in Florida, a Confederate victory.
	March	Lieutenant General Ulysses Grant becomes commander of all the Union armies.
	May	General Grant begins the Overland Campaign, moving against Lee's army and the Confederate capital of Richmond that will include battles at Wilderness, Spotsylvania, and Cold Harbor.
	May 5-9	Battle of the Wilderness. Vermonters lose 1,234 men defending the Brock and Plank Road intersections, making sure Grant's army is not cut in two.
	May 10-12	At Spotsylvania Court House, Grant's army faces entrenched Confederates. Vermonters capture Confederate trenches on May 10 in Uptons Attack. On May 12, the Vermont Brigade fights at Bloody Angle, a 24-hour slaughter in the rain with the armies at some points separated only by a breastwork. Grant sends 8,000 wounded, a thousand of whom are Vermonters, to Fredericksburg where virtually every building becomes a Union hospital.



1864 *continued*

June	Sloan Hospital in Montpelier opens to accommodate 500 patients.
June 3	Battle of Cold Harbor—Grant attacks along a six-mile front and 7,000 soldiers fall in minutes. Many Vermonters who survive at Wilderness and Spotsylvania fall at Cold Harbor. Siege of Petersburg, 20 miles south of Richmond begins, lasting for nearly ten months.
June 23	401 Vermonters are captured at the Weldon Railroad, a rail line supplying Petersburg. More than half of the Vermonters die at Andersonville Prison within six months.
Summer	Mary Todd Lincoln and her son Robert vacation at the Equinox House in Manchester, VT.
September 21	Battle at Winchester—first major fight of Sheridan’s Shenandoah Valley campaign. The 8th Vermont is in the forefront of the victorious attack.
October 19	Jubal Early surprises Sheridan’s army at Cedar Creek. The Vermont Brigade makes a heroic stand to stop the Confederate advance, fighting in the center of the victorious Union counterattack. The Union triumph guarantees Abraham Lincoln’s reelection. Confederate soldiers raid St. Albans banks, raising fears that the incident could draw Great Britain into the war on the Southern side. It did not.
November	General Sherman, accompanied by 62,000 men, leaves Atlanta on his march to the sea.

1865	January 31	U.S. Congress approves the 13th Amendment to the Constitution, abolishing slavery.
	March 6	Vermont Legislature meets in special session to ratify the 13th Amendment.
	April 2	The Vermont Brigade leads a 12,000-man attack on Petersburg. Lee’s defenses are overwhelmed and Petersburg is abandoned, leaving Richmond indefensible.
	April 3	Union troops enter the Confederate capital of Richmond.
	April 9	Lee surrenders his Army of Northern Virginia to Grant at Appomattox Court House.
	April 14	Abraham Lincoln is shot by Confederate sympathizer John Wilkes Booth.
	May	Remaining Confederate forces surrender.
	December 6	The 13th Amendment is ratified. Slavery is abolished.