

QUICK CONNECT

Take a close look at a primary source!

ENCOUNTER

What do you notice about the source?

What do you see? List 10 things you notice about the source. Be specific!

Senses: Use your imagination. What would your five senses (sight, touch, smell, sound, and taste) tell you about the source?

30 seconds: Look at the source for 30 seconds, then close your eyes and describe it to a partner. Now open your eyes. What did you miss?

Draw It: Sketch the source on a piece of paper. Be sure to show details and label parts you find interesting.

INVESTIGATE

What do you think about the source?

Wonder: What three questions would you ask the artist/author/creator about the source?

Define: What five adjectives would you use to describe the source? Why?

Purpose: How would people have used or interacted with this source?

Audience: Who would have been using this source? Why do you think this source was created?

BUILD

What does this source mean to you?

History: How does this source help you understand people's lives in the past?

Real life: Is there a source you use today that is similar to this one? Describe how they are similar and different from each other.

Changes: How has looking closely at the source changed your thoughts of it? What did you first think about it? What do you think now?

Caption: What could a caption for this source say? Make sure to include ideas you think are interesting about the source.

Want to learn more?

Check out the Analyze It! section for worksheets and guided questions that take you through different types of sources so you can learn to think like a historian.

Lesson 10.3: Life of a Civil War Soldier



Civil War Soldier's Mess Kit, circa 1861–1865

Source: Virginia Dell Sours Atkinson, C. F. Ray Sours, and John A. Sours, National Museum of American History, ©Smithsonian Institution

These items would have been carried by a Civil War soldier. Clockwise from the top, this photo shows a lantern, a frying pan, folding silverware, a plate with a hardtack biscuit on it, a match safe to keep the matches dry, and a tin cup.



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Life of a Civil War Soldier Notes

For each source, choose one **Encounter** activity and one **Investigate** activity from **Quick Connect** and discuss with a partner. Complete these activities for each source before you **Build** and add to the notes below.

Build: How can this source help you understand the life of a Civil War soldier? Select from the categories below to add notes from each source.	
Eating, sleeping, and clothing	Chores and duties



Lesson 10.3: Life of a Civil War Soldier

Drills and battles	Schedule and free time
Weather and conditions	Medical care



Lesson 10.3: Life of a Civil War Soldier



Cook's Galley, Civil War Encampment, 1862
Source: New Hampshire Historical Society

When the Civil War began in April 1861, thousands of men from New Hampshire volunteered to fight in the U.S. (Union) Army. This group of soldiers was stationed in South Carolina. They are standing in front of the galley, or kitchen, with the cook.



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Civil War Soldiers Eating, 1862; Source: New Hampshire Historical Society

When the Civil War began in April 1861, thousands of men from New Hampshire volunteered to fight in the U.S. (Union) Army. This group of soldiers was stationed in South Carolina. They were part of the band. The band performed important work. They played music at funerals, for parades, and while soldiers were marching. Their music inspired the other soldiers. They also played certain music to let soldiers know when to wake up, eat, and go to sleep. During battles, they helped take care of the wounded. In this photo, members of the band are eating lunch together.

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Civil War Soldiers Hospital Detail, 1862
Source: New Hampshire Historical Society

When the Civil War began in April 1861, thousands of men from New Hampshire volunteered to fight in the U.S. (Union) Army. This group of soldiers was stationed in South Carolina. They are sitting and standing in front of tents and a cabin. The tents and cabin were the hospital for this regiment, where sick or wounded soldiers received medical care.



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Civil War Encampment, 1862

Source: New Hampshire Historical Society

When the Civil War began in April 1861, thousands of men from New Hampshire volunteered to fight in the U.S. (Union) Army. This photo shows an encampment of New Hampshire volunteers stationed in South Carolina.



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Building Winter Housing, 1864

Source: Civil War Photographs, 1861-1865, Library of Congress, Prints and Photographs Division

This photo shows U.S. (Union) Army soldiers during the Civil War. They are building housing for the winter at Fort Brady. Fort Brady was on the James River in Virginia.



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Tenting on the Old Campground, 1864
Source: New Hampshire Historical Society

This is the cover of the sheet music for a song called "Tenting on the Old Campground." It was one of the most popular songs during the Civil War. It was written by Walter Kittredge from Merrimack, New Hampshire. It was sung in both the North and the South, and was very popular with veterans after the war.

"Tenting on the Old Camp Ground" (selected verses)

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've been tenting tonight on the old camp-ground,
Thinking of days gone by,
Of the loved ones at home that gave us the hand,
And the tear that said, "Good-bye!"

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.*

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



Lesson 10.3: Life of a Civil War Soldier



Civil War Soldier Identification Tag, 1862
Source: New Hampshire Historical Society

During the Civil War, the U.S. government did not provide identification tags for U.S. Army soldiers. (These are called "dog tags" today.) Soldiers wanted their families to know if they were hurt or killed on the battlefield. So, many soldiers made or bought their own ID tags. This tag belonged to Joseph C. Chapman, a farmer from Windsor, New Hampshire. Chapman volunteered to serve in the U.S. (Union) Army. He survived the war, went home to Windsor, and died in 1920.



Lesson 10.3: Life of a Civil War Soldier



New Hampshire Union Soldiers on Morning Duty, 1890
Source: New Hampshire Historical Society

When the Civil War began in April 1861, thousands of men from New Hampshire volunteered to fight in the U.S. (Union) Army. This group of soldiers was stationed in South Carolina. In this picture, they are reporting for their morning duties. This picture is from a book about the Civil War written in 1890.



Lesson 10.3: Life of a Civil War Soldier



Civil War Rifle Musket, 1864

Source: New Hampshire Historical Society

This rifle was made by the Amoskeag Manufacturing Company in Manchester, New Hampshire, for the U.S. (Union) Army during the Civil War. Although the Amoskeag company is known for producing textiles (cloth), they also made locomotives, fire engines, and sewing machines. During the Civil War, the company also made rifles, like this one, for Union soldiers.



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Drummer Boy's Uniform, 1862

Source: New Hampshire Historical Society

This coat was worn by 14-year-old John Johnson during the Civil War. Johnson was a drummer boy in the U.S. (Union) Army. Drummer boys were really important for communication on the battlefield. Drumbeats told soldiers when and where to march and helped them stay in formation. Drumbeats also communicated orders from officers to troops on the battlefield.



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Medicine Case, circa 1861–1865

Source: New Hampshire Historical Society

This small wooden medicine case was used by Dr. Stillman J. Quinby, a U.S. Army surgeon during the Civil War. Civil War medicine was very dangerous and difficult for wounded soldiers. At that time, doctors didn't understand yet how to prevent infections. They did not wash their hands or clean their medical instruments between surgeries. Many wounds became infected. There was no medicine back then, like antibiotics such as penicillin, to cure infections. Many soldiers became sick and died from infected wounds. Also, diseases spread rapidly among the troops, and there were no medicines to cure them. More soldiers died from illness during the Civil War than from battle injuries.



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Civil War Bandages, circa 1862–1865

Source: New Hampshire Historical Society

These bandages were used by Sarah Low, a woman from Dover, New Hampshire, who was a nurse during the Civil War. She worked in hospitals in Washington, D.C., taking care of sick and wounded U.S. Army (Union) soldiers. There were never enough bandages or other supplies. Nurses often had to make their own bandages. Women at home also made bandages and sent them to army hospitals or the battle front as a way to support the soldiers.



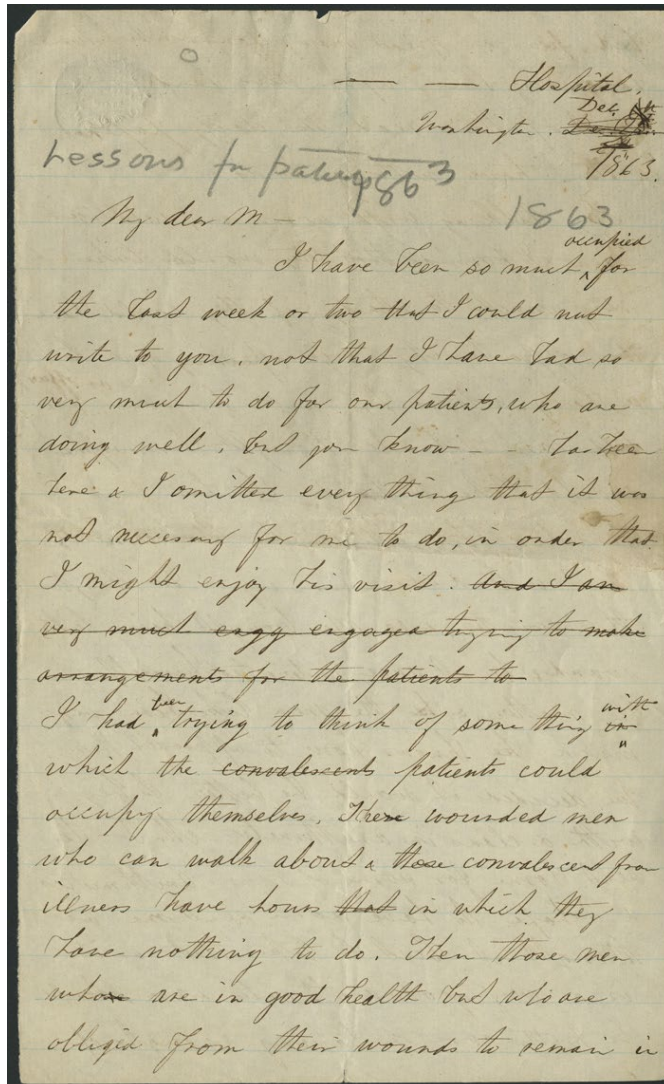
Lesson 10.3: Life of a Civil War Soldier



Civil War Soldiers in Formation, 1862
Source: New Hampshire Historical Society

When the Civil War began in April 1861, thousands of men from New Hampshire volunteered to fight in the U.S. (Union) Army. This group of soldiers was stationed in South Carolina. This photo shows them standing in formation. A formation is a particular way for soldiers to line up in order to do roll call, hear information or orders, or to march into battle.

Lesson 10.3: Life of a Civil War Soldier



Letter from a Civil War Nurse, 1863
Source: New Hampshire Historical Society

Sarah Low was a woman from Dover, New Hampshire, who worked as a Civil War nurse. She served in hospitals in Washington, D.C. She wrote this letter to her sister in December 1863.

December 6, 1863
Hospital, Washington

My dear M—

I have been so much occupied for the last week or two that I could not write to you. I have been busy trying to make activities for the patients to occupy themselves, those men who are in good health but who must stay in bed because of wounds. They pass a great many hours when time hangs very heavy upon their hands. Most of them read the daily papers and then have nothing to do. In talking with some men, I found that they would like very much to study if they could. A lady told me that she thought her nephew would like to teach. He was very interested. We decided it would be better to begin with a class in mathematics. We have some school teachers among our patients but after spending a year or two in the army they like the idea of reviewing their old studies too. The men like the new teacher very much.

Our patients are all doing well. Of course, there is a great deal of suffering, but we have reason to think they will all recover. Sometimes one loses his appetite for a few days but he recovers it. One of them said me that nothing ever tasted to him like the food his mother cooked. We are putting up curtains, the boys like the looks of them. I think they make the wards look more home like.

I received a box last evening from the Soldiers' Aid Society. There were flannel shirts and pocket hand kerchiefs. They were very acceptable and will be useful to us. I will close my letter now. You must write me about your visit to Boston and the Fair. Remember it will interest the patients very much to hear about it.

Very affectionately, your sister

Important note: This selection has been edited, or cut out, from a longer piece of writing. Some of the original punctuation, spelling, and capitalization have been changed to make it easier for you to read.



Lesson 10.3: Life of a Civil War Soldier



Civil War Battle, 1862

Source: Library of Congress, Prints and Photographs Division

When the Civil War began in April 1861, thousands of men from New Hampshire volunteered to fight in the U.S. (Union) Army. They often fought frightening, dangerous battles far from home. This photo shows U.S. Army soldiers during a battle in Yorktown, Virginia.



Lesson 10.3: Life of a Civil War Soldier



Civil War Soldiers Near Richmond, 1865
Source: Library of Congress, Prints and Photographs Division

When the Civil War began in April 1861, thousands of men from New Hampshire volunteered to fight in the U.S. (Union) Army. They often fought frightening, dangerous battles far from home. This photo is from near the end of the war. U.S. Army soldiers are getting ready to attack a fort that protected the Confederate capital of Richmond, Virginia, called Fort Mahone. The Union troops were able to take the fort and a few days later captured Richmond. The Confederate army surrendered a week later.



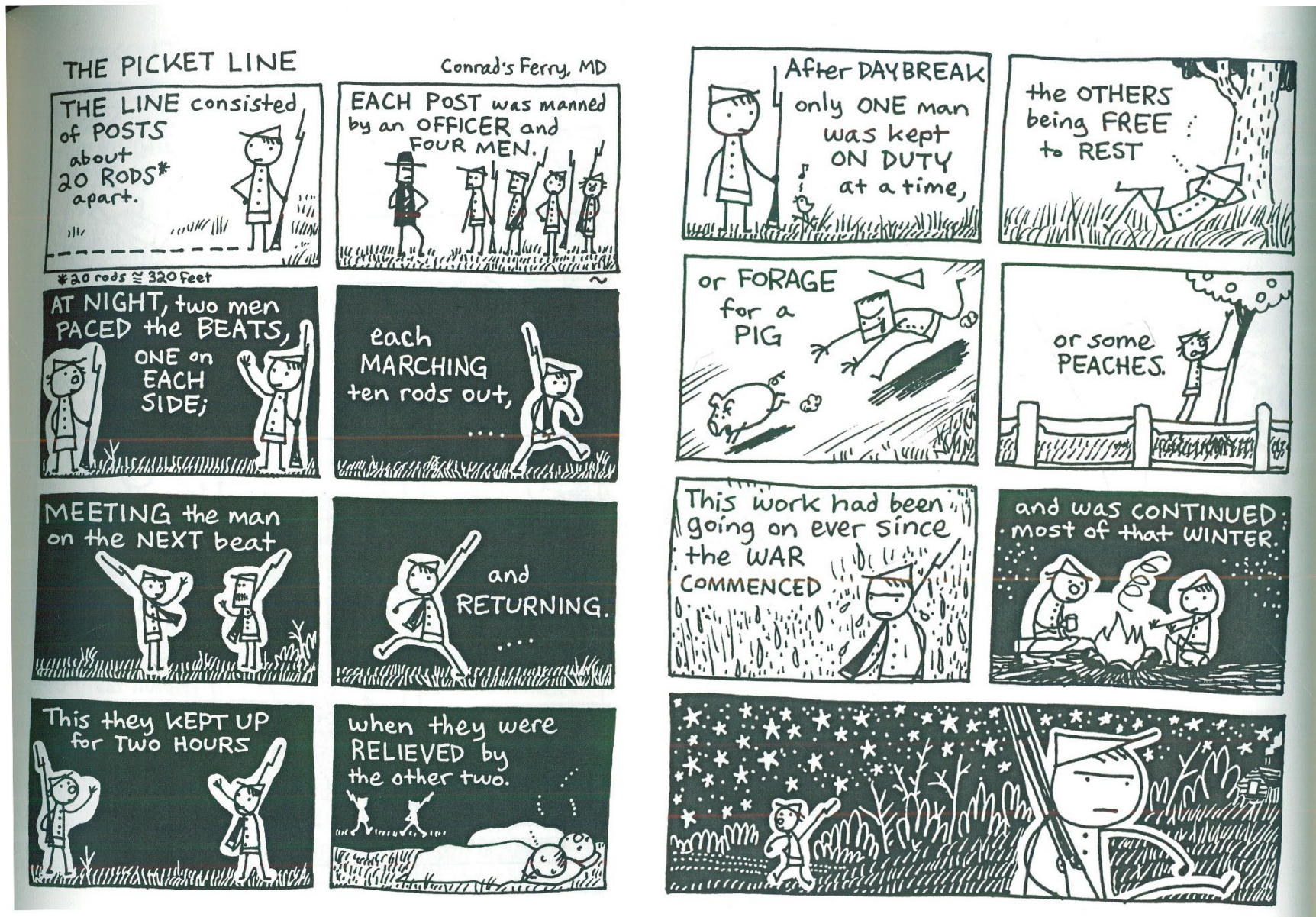
Lesson 10.3: Life of a Civil War Soldier



The Civil War Diary of Freeman Colby, volume 1,
by Marek Bennett, page 59.



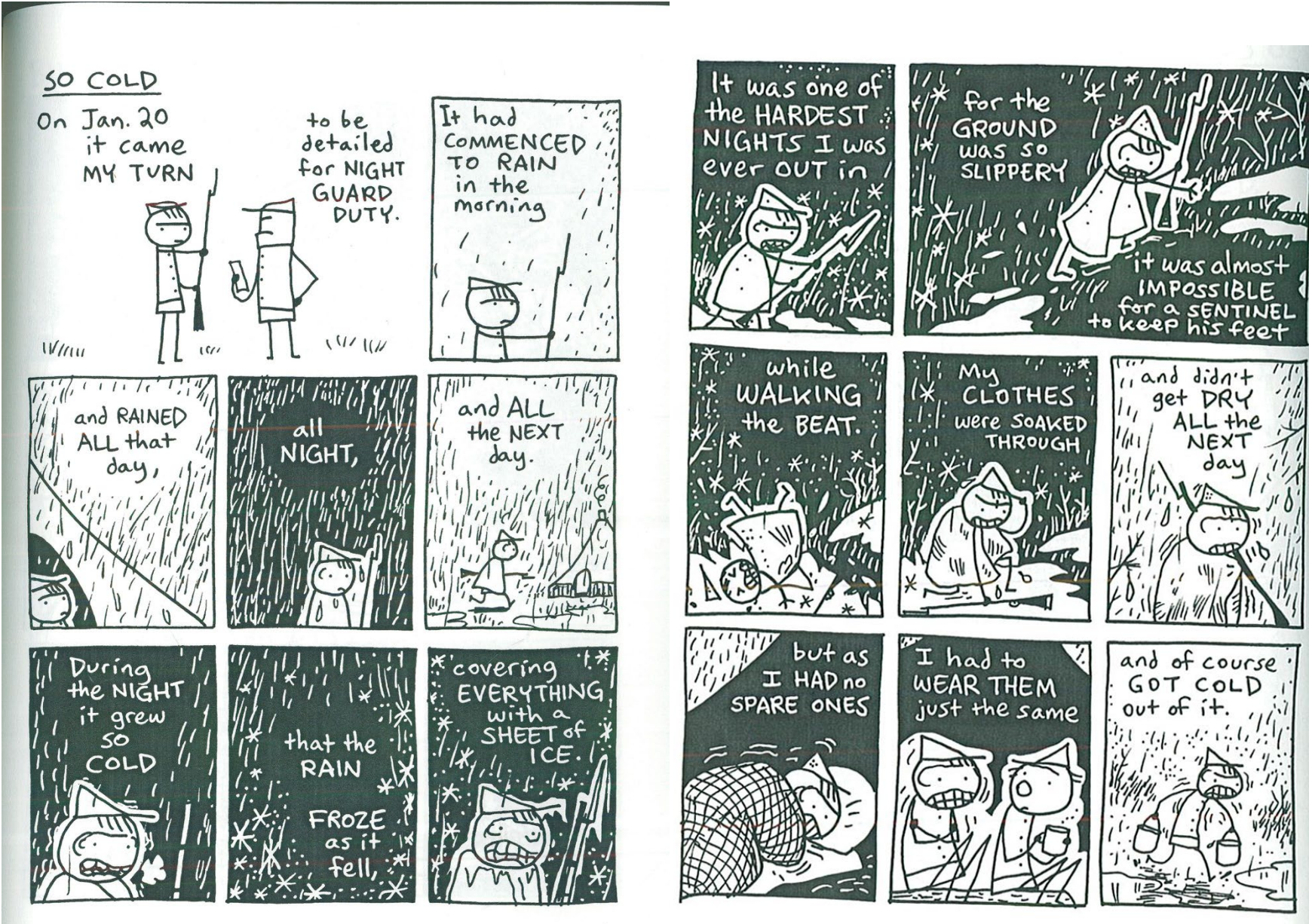
Lesson 10.3: Life of a Civil War Soldier



The Civil War Diary of Freeman Colby, volume 1,
by Marek Bennett, pages 79-80.



Lesson 10.3: Life of a Civil War Soldier



*The Civil War Diary of Freeman Colby, volume 1,
by Marek Bennett, pages 275-276.*



Lesson 10.3: Life of a Civil War Soldier

Name _____

Drawing the Life of a Civil War Soldier

What was life like for a Civil War soldier?
You will create a drawing of a Civil War soldier's life to show what you've learned.

Requirements:

- Include details from the sources you observed; more details are better.
- The illustration can be one big picture or a series of smaller pictures.
- You can show a battle, training, chores, free time, eating or sleeping, or some other scene.
- You do not need to include all the details you have notes on.
- While art will not be judged, effort and attention to detail will be.
- All students in the group need to contribute meaningfully.

Use the box to the right to plan out what you will do in your final draft. Use your notes from the sources and go back to any sources you'd like to see again. When you have finished your plan, ask your teacher for final draft paper.





Lesson 10.3: Life of a Civil War Soldier

Name _____

Nathan Gove

A drummer boy was an important person in the Civil War. Soldiers marched in formation according to the beat of their drums. Battles were often noisy, and soldiers couldn't hear officers giving orders. The drummer boys would stand with the officers and listen to the orders. He then played a different signal for each order so that soldiers knew what they should do. Drummer boys did not carry weapons, but they were on the battlefields. They even helped medical workers during battles and carried the wounded on stretchers to field hospitals.

Nathan Gove was 11 in 1861 and lived in Concord when he enlisted. He was a drummer boy with the 3rd New Hampshire Regiment Volunteers for four years during the American Civil War until it ended in 1865. This is a photograph of Nathan, a picture of the snare drum he carried, and a picture of him sitting on his drum with his brigade. What do you think his life was like? Use your knowledge about the Civil War, these sources, and your imagination to write a story about Nathan Gove during the Civil War.



Nathan Gove, 1861 and Civil War Drum, 1863
Source: New Hampshire Historical Society



Lesson 10.3: Life of a Civil War Soldier



New Hampshire Regiment Band, 1862
Source: New Hampshire Historical Society

This photo shows the band of the 3rd New Hampshire Regiment Volunteers, a group of soldiers from New Hampshire who fought with the U.S. (Union) Army during the Civil War. This regiment was based at Hilton Head, South Carolina. There were 23 members of the band. The band performed important work. They played music at funerals, for parades, and while soldiers were marching. They also played certain music to let soldiers know when to wake up, eat, and go to sleep. The boy sitting on the drum in the front is Nathan Gove, a young drummer boy. The boy leaning against the large drum on the right is Billy Seabrook. Billy had run away from his enslaver and the regiment hired him to carry the drum.