

## Teaching with Primary Sources Journal Learning Activity – Secondary Level

### A House Divided: The Civil War Homefront



View in the “Burnt District,” Richmond, Va., showing two women dressed in black approaching shell of four-story building, gutted by fire [1865]. Prints and Photographs Division, Library of Congress, Washington, D.C. <http://www.loc.gov/pictures/item/96510306>

#### OVERVIEW

Students work in small groups to analyze sets of Civil War-era primary sources, including photographs, manuscripts and sheet music. They make inferences about the short-term and long-term consequences of the Civil War for those left behind on the homefront based on primary source evidence. Students synthesize and express their learning by writing a letter from the perspective of a civilian during the war.

#### Objectives

After completing this learning activity, students will be able to:

- Analyze primary sources in different formats
- Draw conclusions and support them using evidence from primary sources
- Synthesize information to create a letter from a civilian’s perspective about life during the Civil War

#### Time Required

Two 45-minute class periods

#### Recommended Grade Range

7-8

#### Topic/s

Civil War, Homefront

#### Subject/s

Language Arts/ U.S. History

#### Standards

McREL 4<sup>th</sup> Edition [Standards & Benchmarks](http://www.mcrel.org/compendium/browse.asp)  
<http://www.mcrel.org/compendium/browse.asp>

#### *Language Arts*

Standard 1. (Writing) Uses the general skills and strategies of the writing process

Standard 2. (Writing) Uses the stylistic and rhetorical aspects of writing

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### OVERVIEW (CONT'D)

#### *United States History*

Standard 14. (Era 5—Civil War and Reconstruction (1850-1877)) Understands the course and character of the Civil War and its effects on the American people.

#### Credits

Adapted from “A House Divided: The Civil War Home Front in Tennessee,” a lesson plan created by Rebecca Byrd, New Center Elementary School, Sevier County, Tennessee

### PREPARATION

#### Materials

Have the materials listed below ready before the activity:

- Print one copy per student and prepare to display a digital version, if possible, of the following:

Primary Source Analysis Tool

<http://www.loc.gov/teachers/usingprimarysources/guides.html> (*print version available online*)

View in the "Burnt District," Richmond, Va., showing two women dressed in black approaching shell of four-story building, gutted by fire [1865]

<http://www.loc.gov/pictures/item/96510306/> (*see attachment*)

- Print a copy of each set of primary sources for each student group (see attachments):

#### Group A

Home in Charleston, S.C.

<http://www.loc.gov/pictures/item/97516592/>

To the Patriotic Women of Philadelphia

<http://hdl.loc.gov/loc.rbc/rbpe.15702500>

Bushwackers in Southern Illinois

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/civilwar/northwar/bushwack.html>

#### Group B

[Cumberland Landing, Va. Group of "contrabands" at Foller's house]

<http://www.loc.gov/pictures/item/cwp2003000055/PP/>

Filling cartridges at the United States Arsenal at Watertown, Massachusetts

<http://www.loc.gov/pictures/item/98507937/>

Southern girl, or The Homespun dress

<http://lcweb2.loc.gov/diglib/ahas/loc.natlib.ahas.200002584>

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PREPARATION (CONT'D)

Group C

Refugees leaving the old homestead

<http://www.loc.gov/pictures/item/2011660065/>

The burning of Columbia, South Carolina, February 17, 1865 / sketched by W. Waud.

<http://www.loc.gov/pictures/item/2003668338/>

Terrible Tough

<http://lcweb2.loc.gov/diglib/ahas/loc.natlib.ahas.200001313>

Group D

[Military railroad operations in northern Virginia: African American laborers twisting rail]

<http://www.loc.gov/pictures/item/97502056/>

"Your men bin stealing my hogs"

<http://www.loc.gov/pictures/item/2004660977/>

The Children of the battlefield [sheet music]

<http://lcweb2.loc.gov/diglib/ahas/loc.natlib.ahas.200000401>

Group E

Washington, District of Columbia. Tent life of the 31st Penn. Inf. (later, 82d Penn. Inf.) at Queen's farm, vicinity of Fort Slocum

<http://www.loc.gov/pictures/item/cwp2003004782/PP/>

The starving people of New Orleans fed by the United States military authorities

<http://www.loc.gov/pictures/item/94507592/>

Life during Confederate days [Georgia]

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/civilwar/southwar/hawkes.html>

Group F

Main Street - Looking West, Chambersburg, Franklin Co., Pa., destroyed by the rebels under McCausland, July 30th, 1864

<http://www.loc.gov/pictures/item/2011648002/>

[Unidentified girl in mourning dress holding framed photograph of her father as a cavalryman with sword and Hardee hat]

<http://www.loc.gov/pictures/item/2010648759/>

The Neglect of Texas Cattle Herds During the War

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/civilwar/southwar/neglect.html>

## Teaching with Primary Sources Journal Learning Activity – Secondary Level

### PREPARATION (CONT'D)

- Print multiple copies of each of the following soldier portraits, enough for each student to select a portrait (see attachments):

[Edwin Chamberlain of Company G, 11th New Hampshire Infantry Regiment in sergeant's uniform with guitar]

<http://www.loc.gov/pictures/item/2010647217/>

[Unidentified African American soldier in Union uniform with a rifle and revolver in front of painted backdrop showing weapons and American flag at Benton Barracks, Saint Louis, Missouri]

<http://www.loc.gov/pictures/item/2010647218/>

[Unidentified soldier in Confederate uniform and forage cap]

<http://www.loc.gov/pictures/item/2010650203/>

[Unidentified young soldier in Confederate uniform and Hardee hat with holstered revolver and artillery saber]

<http://www.loc.gov/pictures/item/2010650206/>

[Unidentified young sailor in uniform with American flag in front of backdrop showing naval scene]

<http://www.loc.gov/pictures/item/2010648372/>

### Resources

Before guiding students through this activity, teachers may wish to review the following:

Teacher's Guide to Analyzing Primary Sources

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

American Memory Timeline: Civil War and Reconstruction, 1861-1877

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/civilwar/>

The Home Front During the Civil War (Article with historical background information)

Source: The Teaching with Primary Sources program at Middle Tennessee State University

[http://library.mtsu.edu/tps/Home\\_Front\\_During\\_the\\_Civil\\_War.pdf](http://library.mtsu.edu/tps/Home_Front_During_the_Civil_War.pdf)

## Teaching with Primary Sources Journal Learning Activity – Secondary Level

### PROCEDURE

#### Day One

1. Share the investigative question (“In what ways did the Civil War affect the lives of civilians?”) with the class and discuss students’ responses. Have one or two students record responses on a whiteboard or overhead.
2. Explain to students that the purpose of the activity is to investigate the short-term and long-term effects of the Civil War on the homefront, both North and South. Explain that analyzing primary sources may yield insights about civilians’ Civil War experiences. Distribute the Primary Source Analysis Tool.
3. Demonstrate for students how to complete the Primary Source Analysis Tool, using the photograph, ‘View in the “Burnt District,” Richmond, Va.’ for a whole-class analysis. Select questions from the Teacher’s Guide to Analyzing Primary Sources to guide the discussion.
4. Divide students into small groups, and provide the remainder of class time for students to analyze the sources in the primary source set and discuss their conclusions within their groups. Students should record their observations, reflections and questions on the Primary Source Analysis Tool. Circulate among groups to provide feedback and guide discussions using additional questions selected from the Teacher’s Guide to Analyzing Primary Sources.
5. After each group completes an initial analysis of the primary source set, assign a specific focus area for the group to consider.\* Possible focus areas include the economic, emotional, environmental, political, or social effects of the Civil War on civilians.

*\*Note: encourage students to read the item records online, using the URLs printed in the footer of each primary source, for additional background information.*

#### Day Two

6. Invite groups to share their hypotheses about the effects of the Civil War on civilians. Challenge students to justify their conclusions using evidence from the primary sources they analyzed. You may want to record student responses on a whiteboard, overhead, or butcher paper for later reference.

Possible questions to discuss include:

- What were the short-term effects on civilians? What were the long-term effects?
- How would you feel if you were a civilian living in the South? In the North?
- What factors might have affected the wartime experiences of civilians? For example, physical proximity to fighting, allegiance, social status, race, etc.

## Teaching with Primary Sources Journal Learning Activity – Secondary Level

### PROCEDURE (CONT'D)

7. Display soldier portraits and invite students to select one of greatest personal interest. Ask students to write a letter, from the perspective of a family member or friend, to their soldier about life at home during the war. Encourage students to use descriptive language and evidence from their primary source analyses in their letters.

### ACTIVITY EXTENSION

--Ask the students to write a diary entry from the perspective of a former slave. Have students prepare to write their entries by listening to recordings of interviews available from, Voices from the Days of Slavery: Former Slaves Tell Their Stories, <http://memory.loc.gov/ammem/collections/voices/>.

### EVALUATION

Evaluate student work by use of evidence from primary source analyses, and use of language arts skills and strategies appropriate to the class.



<http://www.loc.gov/pictures/item/96510306/>



60511



*File No 4041*

*with Society  
+ Corp shop*

1048

# TO THE **Patriotic Women of Philadelphia.**

A meeting of the Ladies of the City of Philadelphia will be held this day, at 4 o'clock, P. M., at the School Room, in Tenth Street, one door above Spring Garden St., west side, to devise means to give aid and comfort to our noble Soldiers, who have volunteered for the defence of our outraged Flag.

Contributions will be thankfully accepted of such materials as may be found useful to the Volunteers.

In times like these, when our Husbands, Fathers, Sons and Brothers are doing battle for the honor of our common country, let the women be not behind-hand in bestowing their aid and sympathy.

## **MANY LADIES.**

KING & BAIRD, Printers, 607 Sansom Street, Philada.

*1861.*

*148327  
10*

## **Bushwackers in Southern Illinois**

*Mr. L.A. Sherman was interviewed in Hastings, Nebraska, during the 1930s. In the following excerpt from that interview, he recalls the dangers posed by bushwackers around his home of Quincy, Illinois during the Civil War.*

We lived at Quincy, Ill., and during the war Dad had many experiences with bushwackers. He always carried a musket when he [went] anywhere with his wagon and during the war days the river bottom was full of bushwachters and they would [shoot] a man from behind the bushes and rob him. For that reason we had to be constantly on the lookout for these miserable bushwackers.

One night it was dark, a man ran into our house and crawled under the table. Dad wasn't home. The man under the table was full of blood. Mother and us kids was scart stiff. Thru the window we saw two [men?] ride up. We kids hid under the bed until they drove off. They were rebel soldiers. They wanted to catch the Union soldier hiding there. Before these men came, this Union man told us the rebels wanted to kill him and had already wounded him. He wanted Dad to hid him in his house so rebels wouldn't get him. Dad said "Don't worry we'll keep you." He washed him and bandaged his wounds and put him to bed after the rebels left. We crawled out from under the bed after the rebels left and watched the Union man being taken care of.

We were afraid the rebels would come back but the [fellows] never came back. Dad and brother got their muskets out. Dad watched in front of the house and brother watched in back of the house, but no one came back. The next morning the union soldier put his uniform in a suitcase. We gave him a suit to put on. He wanted to go to his brother in Illinois. So dad took him to the station and he left. Dad came home. We never saw him again. After 6 months we got a card from him. He got home. A year later dad got a letter. He sent money, a roll of money and thanked dad.



# HARPER'S WEEKLY.

A JOURNAL OF CIVILIZATION

Vol. V.—No. 226.]

NEW YORK, SATURDAY, JULY 20, 1861.

[RECEIVED BY MAIL.]

Entered according to act of Congress, in the Year 1857, by Harper & Brothers, in the Clerk's Office of the District Court for the Southern District of New York.



1111. — (SEE FIGURE AT THE UNITED STATES ARMY, AT WASHINGTON, MASSACHUSETTS.—[SEE THIS FIGURE.]

Stitch  
Rogers

2  
✓ S O U T H E R N  
No 1979  
S O N G S O F T H E W A R.

<i>Sonnie Blue Flag</i> , .....	3	<i>Southern's Chant of Defiance</i> , .....	3
<i>Carolina!</i> .....	3	<i>Southern Independence Hymn</i> , .....	3
<i>Flag of the Regiment</i> , .....	3	<i>Honewall's Jackson's Way</i> , .....	3
<i>For Gates</i> , .....	3	<i>Honewall's Death</i> , .....	4
<i>Gallant Girl that Smelt the Bastard Fery, eh!</i> 3		<i>Honewall's Requiem</i> , .....	3
<i>God and our Rights!</i> .....	3	<i>March!</i> .....	3
<i>God Save the South!</i> .....	3	<i>That Boyler! (U-ji-dee)</i> , .....	3
<i>God will Defend the Right!</i> .....	3	<i>The Cross of the South</i> , .....	3
<i>Hooker Deas</i> , .....	3	<i>The Kaffy Conbatand</i> , .....	3
<i>Missouri</i> , .....	3	<i>The Patrial Mother</i> , .....	3
<i>Maryland, My Maryland!</i> .....	3	<i>The Southern Captive</i> , .....	3
<i>My Warrior Boy</i> , .....	3	<i>The Southern Girl, or the Homespun D.</i> .....	3
<i>Now Red, White and Blue</i> , .....	3	<i>The Stars of our Banner</i> , .....	3
<i>Old Cotton is King</i> , .....	3	<i>There's Life in the Old Land Yet!</i> .....	3
<i>Origin of the Stars and Bars</i> , .....	3	<i>The Volunteer; or, It is My Country's Call</i> , 3	
<i>Richmond is a Hard Road to Travel</i> , .....	3	<i>The Conquered Banner</i> , .....	5
<i>Southern Mercantile</i> , .....	3	<i>Wearing of the Grey</i> , .....	3

NEW ORLEANS:  
Published by A. E. BLACKMAR, 167 Canal Street.

211642  
75



# THE SOUTHERN GIRL

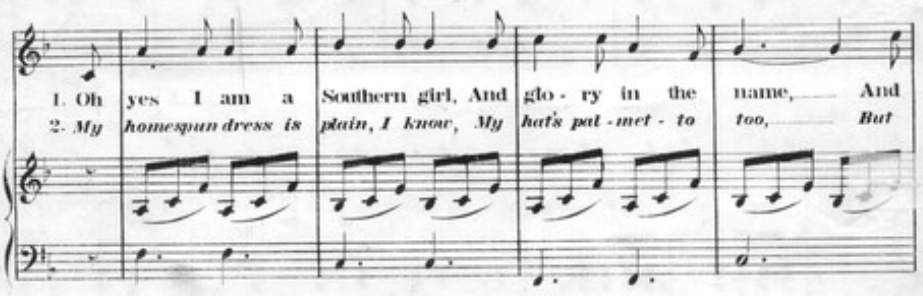
or

## THE HOMESPUN DRESS.

With spirit.



Musical notation for the piano introduction, consisting of two staves (treble and bass clef) in 2/4 time. The melody is in the treble clef, and the accompaniment is in the bass clef.



1. Oh yes I am a Southern girl, And glo - ry in the name, — And  
2. My homespun dress is plain, I know, My hat's pal - met - to too, — But



boast it with far great - er pride, Than glit - ting wealth or fame; — I  
then it shows what Southern girls For South - ern rights will do; — We've

Entered according to Act of Congress, in the Clerk's Office of the District Court for the Eastern District of Pa.

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en - vy not the Northern girl Her robes of beau - ty rare, Tho' sent the bra - vest of our land To bat - tle with the foe, And

dia - monds grace her snow - y neck, And pearls be - deck her hair. we will lend a help - ing hand, We love the South, you know.

CHORUS.

Hur - rah! Hur - rah! for the Sun - ny South so dear, Three cheers for the

homespun dress that Southern ladies wear!

Engl. M. Chappin.

3.

The Southern lands a glorious land,  
 And has a glorious cause,  
 Three cheers, three cheers for Southern Rights,  
 And for the Southern Boys!  
 We've sent our sweet-hearts to the war,  
 But dear girls, never mind,  
 Your soldier-boy will ne'er forget,  
 The girl he left behind.

*Chorus.*

4.

The soldier is the lad for me,  
 A brave heart I adore;  
 And when the Sunny South is free,  
 And fighting is no more,  
 I'll choose me then a lover brave  
 From out that gallant band;  
 The soldier lad I love the best  
 Shall have my heart and hand.

*Chorus.*

5.

And now, young man, a word to you,  
 If you would win the fair,  
 Go to the field where honor calls,  
 And win your lady there.  
 Remember that our brightest smiles  
 Are for the true and brave,  
 And that our tears are all for those  
 Who fill a soldiers' grave.

*Chorus.*



1861 The War For the Union. 1865



1861 Photographic War History. 1865

306. Refugees Leaving the Old Homestead.

[FOR DESCRIPTION OF THIS VIEW SEE THE OTHER SIDE OF THIS CARD.]



THE BURNING OF COLUMBIA, SOUTH CAROLINA, FEBRUARY 17, 1865.—[SKETCHED BY W. WATIN.]

133048

*Deposited May 26, 1864*

Inscribed to the Ohio National Guard.

SONG AND CHORUS.

# Terrible Tough!

BEING

The Answer of Timothy Hutt  
To the Call of Governor Brough.

BY

**B. R. HANBY.**



CINCINNATI:

PUBLISHED BY JOHN CHURCH, JR., 66 WEST FOURTH STREET,

PUBLISHER OF MUSIC, AND IMPORTER OF MUSICAL INSTRUMENTS;  
WHOLESALE AND RETAIL AGENT FOR MASON & HAMLIN'S CABINET ORGANS.

Entered according to Act of Congress, in the year 1864, by John Church, Jr., in the Clerk's Office of the Southern District Court of Ohio.

M 1640  
H



# TERRIBLE TOUGH .

Brilliant, but not too fast.

Composed by B. R. HANBY.



Piano introduction in 3/8 time, featuring a melody in the right hand and a bass line in the left hand.



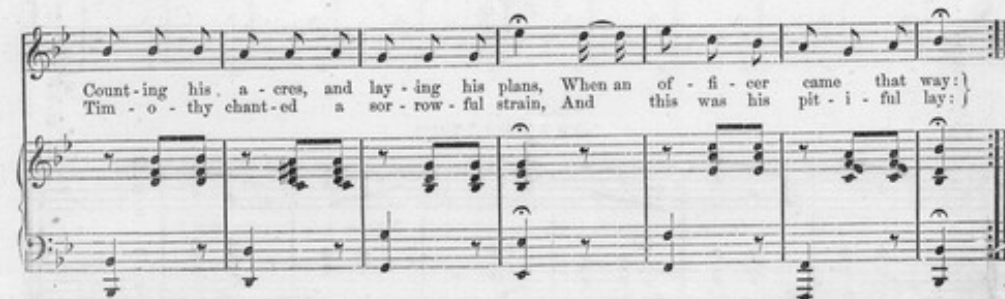
Continuation of the piano accompaniment, showing the right hand's harmonic support and the left hand's rhythmic foundation.

1st Ver. A farm-er he 'sat with his chin in his hands,      Look-ing com - po - sed - ly o - ver his lands,  
"The Gov-er - nor calls for our com - pa - ny's men;      Tim - o - thy, meet us to - mor - row at ten;"



Musical notation for the first verse, including the vocal line and piano accompaniment.

Count-ing his a - cres, and lay - ing his plans,      When an of - fi - cer came that way: }  
Tim - o - thy chant-ed a sor - row - ful strain,      And this was his pit - i - ful lay: }



Musical notation for the second verse, including the vocal line and piano accompaniment.

CHORUS.

In Distinct, Chanting Style.

“O, Governor Brough! It's ter-ri-ble tough! I declare, you've treated us downright rough; 'Tis a very unfortunate call:

*Sopr.*

*Tenor.*

“O, Governor Brough! It's ter-ri-ble tough! I declare, you've treated us downright rough; 'Tis a very unfortunate call:

*Bass.*

**PIANO-FORTE.**

Why, had n't the Gover'nment soldiers enough, That you make a demand upon Timothy Huff?—It's agoin' to ruin us all.”

Why, had n't the Gover'nment soldiers enough, That you make a demand upon Timothy Huff?—It's agoin' to ruin us all.”

SECOND VERSE.

"The plow and the harrow I s'pose must stop,  
Grocers and merchants must close their shops,  
Everybody let every thing drop,  
And go at the Governor's call.  
Why, how will Sallie take care of our chaps,  
And who do you s'pose 'll look after my craps,  
And how in the world shall I fix up my traps?  
Do n't you see I can't go till fall!

CHORUS.—"O, Governor Brough! it's terrible tough!  
I declare you've treated us downright rough;  
'Tis a very unfortunate call.  
Why, had n't the Gover'ment soldiers enough,  
That you make a demand upon Timothy Huff?  
It's agoin' to ruin us all."

THIRD VERSE.

Up spoke John B. and he says, says he,  
"Timothy, did n't you vote for me?"  
And by that says Timothy, "yes, sir-ee!  
The Gover'ment needed you!"  
"Well, I went at it with brain and plan,  
I'm working, this moment, as hard as I can;  
Hurry up, Timothy, like a man,  
And help me to put it through."

CHORUS.—"Yes! but, Governor Brough, it's to'able tough,  
'Pears like it was treatin' us sort o' rough,  
That you've been and issued this call.  
I'm sorry the Gover'ment had n't enough;  
'Twill discombobulate Timothy Huff;  
Arn't you 'feared 't mought ruin us all?"

SIXTH VERSE.

"Our brethren have left us for weary years,  
Their wives and little ones bathed in tears,  
Hearts full of ardor, yet chilled with fears  
For their country and liberty;  
Homes have been stricken by War's dread rod,  
Bodies by thousands lie under the sod,  
Patriot souls have gone up to their God,  
All this for you and for me."

CHORUS.—"O, Governor Brough! enough! enough!  
I reckon I've spoken a little too bluff;  
I s'pose this is n't so overly tough;  
I see, old hero, you're just the stuff:  
I'll follow your banner, through smooth and rough,  
Till we drive the foe to the wall.  
Call out your men till you're sure you're enough,  
Come on! you're welcome to Timothy Huff!  
Hurrah! hurrah! hurrah!"

NOTE.—The Choruses should be sung in a chant-like style, rather slow, in a mock-pathetic manner, slightly approaching a whining tone. This tone should gradually disappear in the progress of the fifth Chorus, and the final Chorus should be sung with time considerably quickened, a crescendo extending from beginning to end, and a ritardo on the last line "Hurrah," etc.

FOURTH VERSE.

"It was n't so handy," says Governor B.,  
"When you and the rest of 'em called upon me;  
But I brought as an offering, full and free,  
To the work you gave me to do,  
A heart full of love, and a soul on fire,  
A body some hundreds of pounds, entire,  
With all that I had, should the case require;  
And, Timothy, so should you."

CHORUS.—"Still, Governor Brough, it's a *leefle* bit tough,  
Though I reckon you thought it was proper enough  
To make this remarkable call;  
When Gover'ment sends for Timothy Huff,  
He must go or they 'll handlf him powerful rough,  
So Timothy goes—that's all!"

FIFTH VERSE.

"O! what are the blossoms we hoped would blow,  
What are the crops that our farms might grow,  
If all may be swept by a merciless foe,  
With sword, and fagot, and flame?  
Strike for your country while yet you may;  
'Tis a paltry service you're called to pay;  
Home again by the hundredth day,  
And a land delivered from shame!"

CHORUS.—"Well, Governor Brough, it's kinderish tough,  
But I guess, on the whole, it was all right enough,  
That you made this sensible call;  
If the country needs timber for fighting stuff,  
'Tis proper to call upon Timothy Huff;  
I'm glad you offered us all."



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7.P.V. - Aldie - Va -  
"your men bin" stealing my hogs  
670



No. 289.

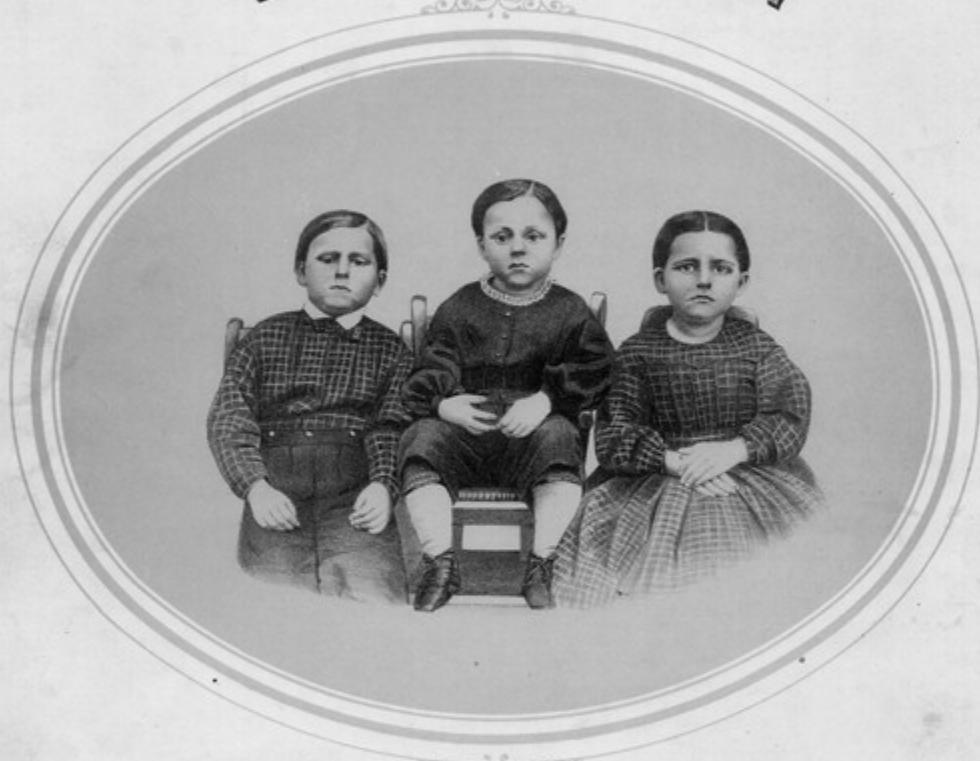
Deposited April 11. 1864

by

THE CHILDREN  
OF THE  
BATTLE FIELD.

Lee & Walker

Proposrs



POETRY AND MUSIC

BY

JAMES G. CLARK

RESPECTFULLY DEDICATED TO

J. FRANCIS BOURNS, M.D.

OF PHILADELPHIA, PA.

*honored for his living patriotism and philanthropy.*

*this song is most ardently and respectfully dedicated by*

THE AUTHOR

Philadelphia LEE & WALKER 722 Chestnut St.



M 1640

.C

26987

## SKETCH.

Few readers of the public journals will fail to remember that, after the battle of Gettysburg, a dead soldier was found on the field, clasping in his hand an ambrotype of his three little children. No other incident of the present fratricidal war is known to have so touched the heart of the nation. For months after the battle, the soldier's name, and the home of his family, were a mystery. The ambrotype found within his clasped hands was obtained by J. FRANCIS BOURNE, M.D., of Philadelphia, who had the picture photographed, in the hope that its circulation might lead to the discovery of the family, and the soldier's own recognition, and, at the same time, that the sales of the copies might result in a fund for the support and education of the little ones thus left fatherless. Publicity was also given to the incident in many newspapers throughout the country. From various quarters letters of affecting inquiry were soon received; but still the mystery of the soldier was unsolved. At length, in the month of November, a letter arrived with the intelligence that a soldier's wife at a little town on the Allegheny River, in Western New York, had seen the account of the picture in a religious paper, the *American Presbyterian*, of Philadelphia,—a single copy of which was taken in the place. She had sent her husband such a picture, and had not heard from him since the sanguinary struggle at Gettysburg. With trembling anxiety she awaited the reply and the coming of the picture. A copy of it came, and was the identical likeness of her own children, and told the painful story that she was a widow and her little ones were orphans. The unknown soldier was thus ascertained to be AMOS HUMISTON, late of Portville, Cattaraugus county, New York, sergeant in the 154th N.Y. Volunteers.

REV. ISAAC G. OGDEN, pastor of the Presbyterian church at Portville, wrote respecting the deceased, that "he was a man of noble impulses, a quiet citizen, a kind neighbor, and devotedly attached to his family. When the rebellion first took the form of open war upon the country, he was anxious to enlist; but his duty to his family seemed then to be paramount to his duty to his country. But after the disastrous Peninsular campaign, when there was a call for

three hundred thousand more volunteers, and when he received assurance from responsible citizens that his family should be cared for during his absence, then, without the prospect of a large bounty, he enlisted as a private in the 154th N.Y. State Volunteers. He was with his regiment in the battle of Chancellorsville, and was promoted to the office of orderly sergeant. At Gettysburg he fought with great gallantry, and on its bloody field laid down his life for his country."

His children—FRANK, FREDERICK, and ALICE—are bright, active, and intelligent, and, with their widowed mother, are left a legacy to the country for which their patriot-father died. It was certainly a remarkable providence which made Sergeant HUMISTON's attachment to his children the means of his recognition, and likewise the means of awakening so lively an interest in his bereaved family, if not also in many families similarly stricken and cast upon the country.

The fine lithograph on the title-page is an accurate copy of the original picture which was found in the hands of the dead hero, and a correct likeness of his children. The following simple, sweet verses originally appeared in the religious paper referred to above, having received the premium awarded for a poem on the subject by the publisher. The music, as well as the song, is from the same gifted author.


### COMMENDATION FROM THE REV. JOHN W. MEARS.

PHILADELPHIA, March 23, 1864.

In view of the very humane and worthy object contemplated in this publication, and in the hope that its wide circulation may stimulate patriotism and help to keep alive in the national heart a sense of our unspeakable indebtedness to the families who have been reduced to dependence by the heroic devotion and martyrdom of fathers, husbands, and sons, in the service of our common country, I cheerfully give my testimony to the correctness of the foregoing statement, and commend the "Children of the Battle-Field" to the patronage of the loyal people.

JOHN W. MEARS,  
Editor of the *American Presbyterian*.

No. 1324 Chestnut Street.

 The net proceeds of the sales of this Music are reserved for the support and education of the Orphan Children.

# THE CHILDREN OF THE BATTLE FIELD.

POETRY & MUSIC

BY J. G. CLARK.



VOICE.

PIANO.

Up - on the field of Gettys-burg The

summer sun was high, When freedom met her haughty foe, Beneath a northern sky; A

9021. 2.  
Entered according to Act of Congress A. D. 1864 by Lee & Walker at the Clerk's Office of the Dt. Ct. of the En. Dt. of Pa.

mong the heroes of the North, Whoswelled her grand ar-ray, And rushed like moun,tain

eagles forth From happy homes a-way. There stood a man of humble fame, A

sire of children three, And gazed within a little frame, Their pictured form to

see. And blame him not, if in the strife, He breathed a soldier's prayer: O

AD LIB:

FATHER, shield the soldier's wife, And for his children care, And for his chil-dren

*Accol: voce. pp*

care.

## 2

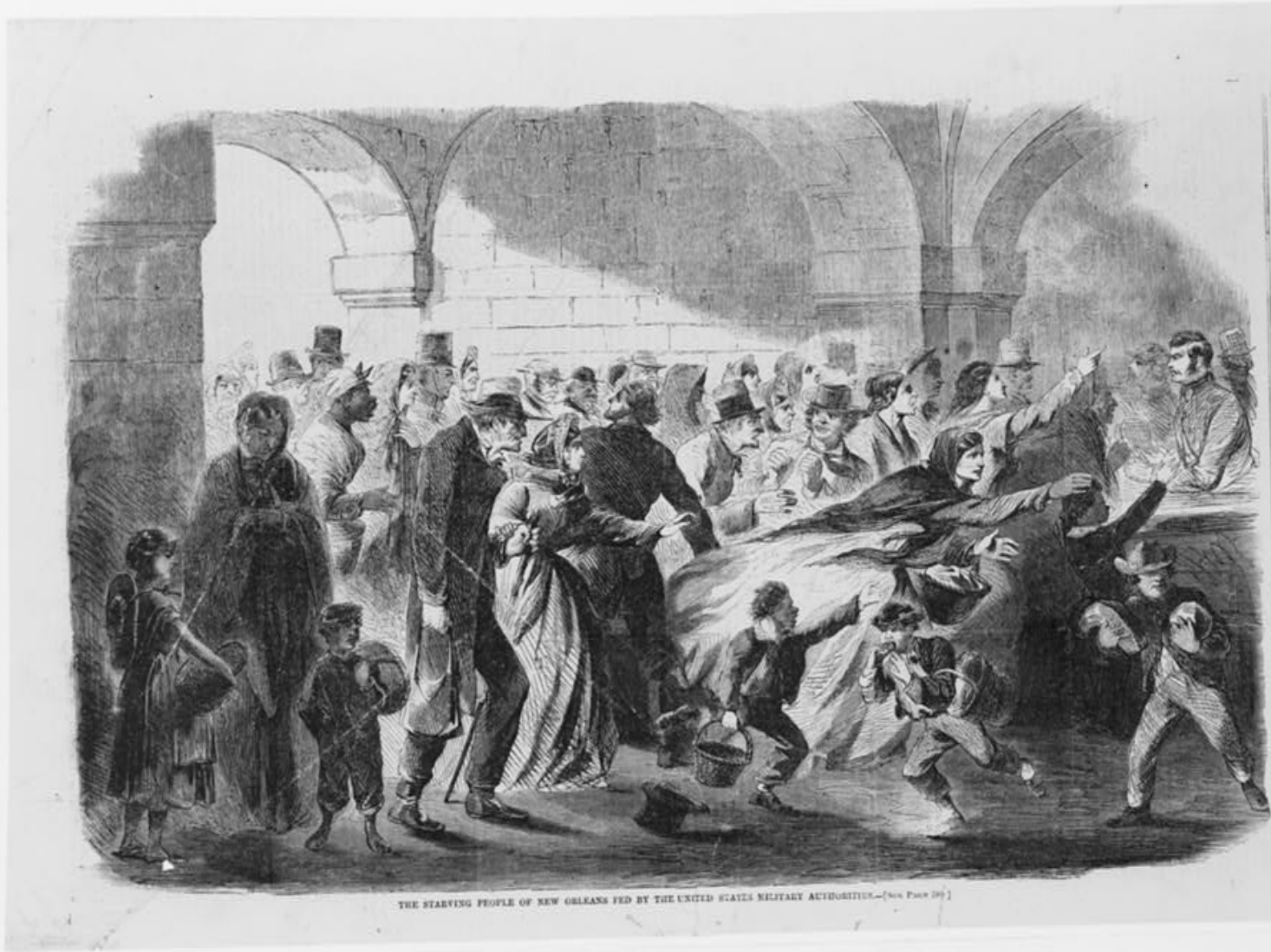
Upon the field of Gettysburg  
 When morning shone again,  
 The crimson cloud of battle burst  
 In streams of fiery rain;  
 Our legions quelled the awful flood  
 Of shot, and steel, and shell,  
 While banners, marked with ball and blood,  
 Around them rose and fell;  
 And none more nobly won the name  
 Of Champion of the Free,  
 Than he who pressed the little frame  
 That held his children three;  
 And none were braver in the strife  
 Than he who breathed the prayer:  
 O! FATHER, shield the soldier's wife,  
 And for his children care.

## 3

Upon the Field of Gettysburg  
 The full moon slowly rose,  
 She looked, and saw ten thousand brows  
 All pale in death's repose,  
 And down beside a silver stream,  
 From other forms away,  
 Calm as a warrior in a dream,  
 Our fallen comrade lay;  
 His limbs were cold, his sightless eyes  
 Were fixed upon the three  
 Sweet stars that rose in mem'ry's skies  
 To light him o'er death's sea.  
 Then honored be the soldier's life,  
 And hallowed be his prayer,  
 O! FATHER, shield the soldiers wife,  
 And for his children care.







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HARRIS'S WEEKLY.

[Dec. 4, 1862.]

THE STARVING PEOPLE OF NEW ORLEANS FED BY THE UNITED STATES MILITARY AUTHORITIES.—[See Page 26.]

## Life During Confederate Days [Georgia]

*The following document is an excerpt from **American Life Histories, 1936-1940** from Georgia. In it Mrs. W.W. Mize describes some of her experiences as a young woman during the war. Her father had been a soldier in the Confederate army, was sent home after being wounded, and soon died.*

"Well, I was born 87 years ago, June 22, 1852. My father was shot in the arm while in action during the first year of the Confederate War. He was sent home later because of illness and finally died with typhoid fever. He left ma with six chilluns, three boys and three girls. I was the oldest and I had to help ma raise the chilluns, but we worked hard, everybody had to work hard then. I have seen people cry and beg for something to eat. But I took those chillun and sent them to school, and I made them help me when they got home. We did all kinds of field work. Mother and me had to make all our clothes, spin the cotton and weave the cloth. Child, we have had to sit at night, spin cotton and weave by a light'ood knot for light a many a time. Our salt we got from the smoke house. We have had folks to come to our smoke house a many a time and get the dirt and boil it for salt. And we didn't have no sugar either. Ma never let the syrup barrel get empty, unless, she was cleaning it out to fill it again with fresh syrup. We sweetened pies, cakes and coffee and liked it as good as we like sugar today. Yes, sometimes now I make some old fashion sweet bread, ginger bread and I like it to this day for coffee. We parched wheat or rye. We didn't make enough wheat to have biscuits every day, we just baked biscuits twice a week. My mother would never let us cook on Sundays, we had to cook enough Saturdays to last till Monday.

"We was raised to go to church. I allus saw that my brothers and sisters had good enough clothes to go. You see my oldest brother was a preacher and a fine Baptist preacher he was.

"My mother's father was a preacher, she had three brothers and one son that was preachers. I ain't bragging but my people on both sides were good."





<http://www.loc.gov/pictures/item/2011648002/>



<http://www.loc.gov/pictures/item/2010648759/>



## The Neglect of Texas Cattle Herds During the War

*The following document is an excerpt from American Life Histories, 1936-1940 from Texas.*

"My place of birth was Tarrant Co, Texas, west of Fort Worth, on a farm owned by my father, L. J. Edwards. The date of my birth is Jan 29, 1851, which makes my age 86.

"My entire life has been devoted to the cattle industry. My father began his career in the cattle business prior to the Civil War. He started with a herd of about 500 and adopted 'LED' as his brand.

"Father entered into an agreement with Calvin Smith, in 1860, that agreement provided that Smith would take charge of the herd and receive a percentage of the increase for his pay.

"Smith drove the herd to the mouth of the Little Wichita River and located a ranch North of Seymour, in Baylor Co. That arrangement continued for a period of five years, which covered the duration of the Civil War.

"There was not much sale for cattle after the war began and, also, for a time after the war ceased. Therefore, at the end of five years we had a tremendous increase. In spite of strays, Indians and other troubles the 500 head had increased to about 4000. The Indians helped themselves to our cattle, for use as food, as they desired to. We found cattle with our brand as far South as Tarrant Co. It is difficult to estimate the number of cattle we would have had, if none got away.

"At the conclusion of the five period with Smith, father turned over to me 1,000 head of cattle and I began my career in the cattle industry, and since that time I have never been out of it. I have had herds that numbered 50,000. In fact, there were times that I did [not] know how many cattle were carrying my brand. . .

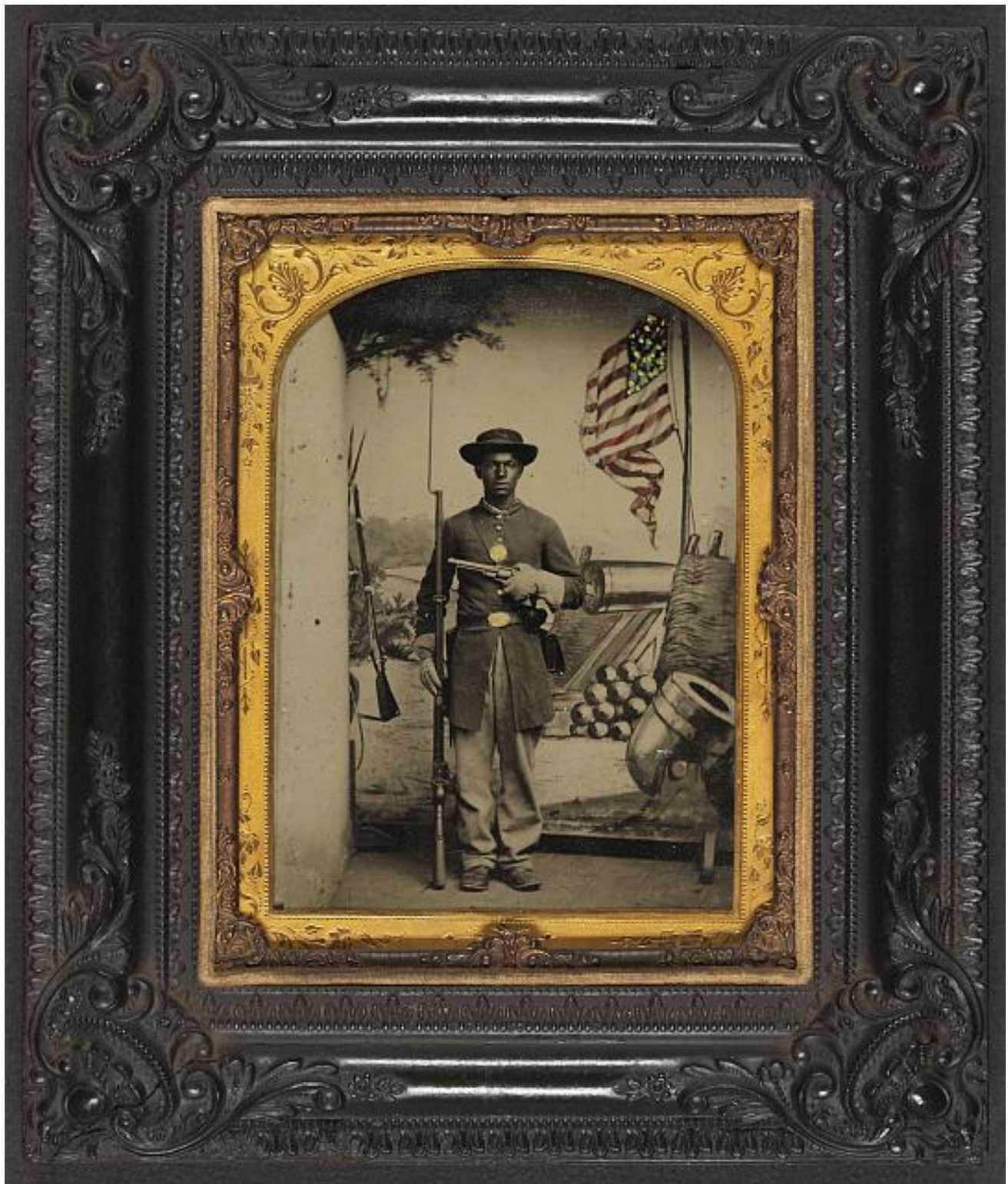
"Cattle rustling became a business with many men after the close of the Civil War and the cattlemen were partly at fault for developing the [practic?]. It started with paying the waddies bonus for branding mavericks.

"During the Civil War many of the herds were neglected, due to the scarcity of help and because of the poor market. Many ranchers considered it a waste of money to roundup and brand calves. In a few years were produced thousands of cattle, in the Southwest, which were running the range with no brand.

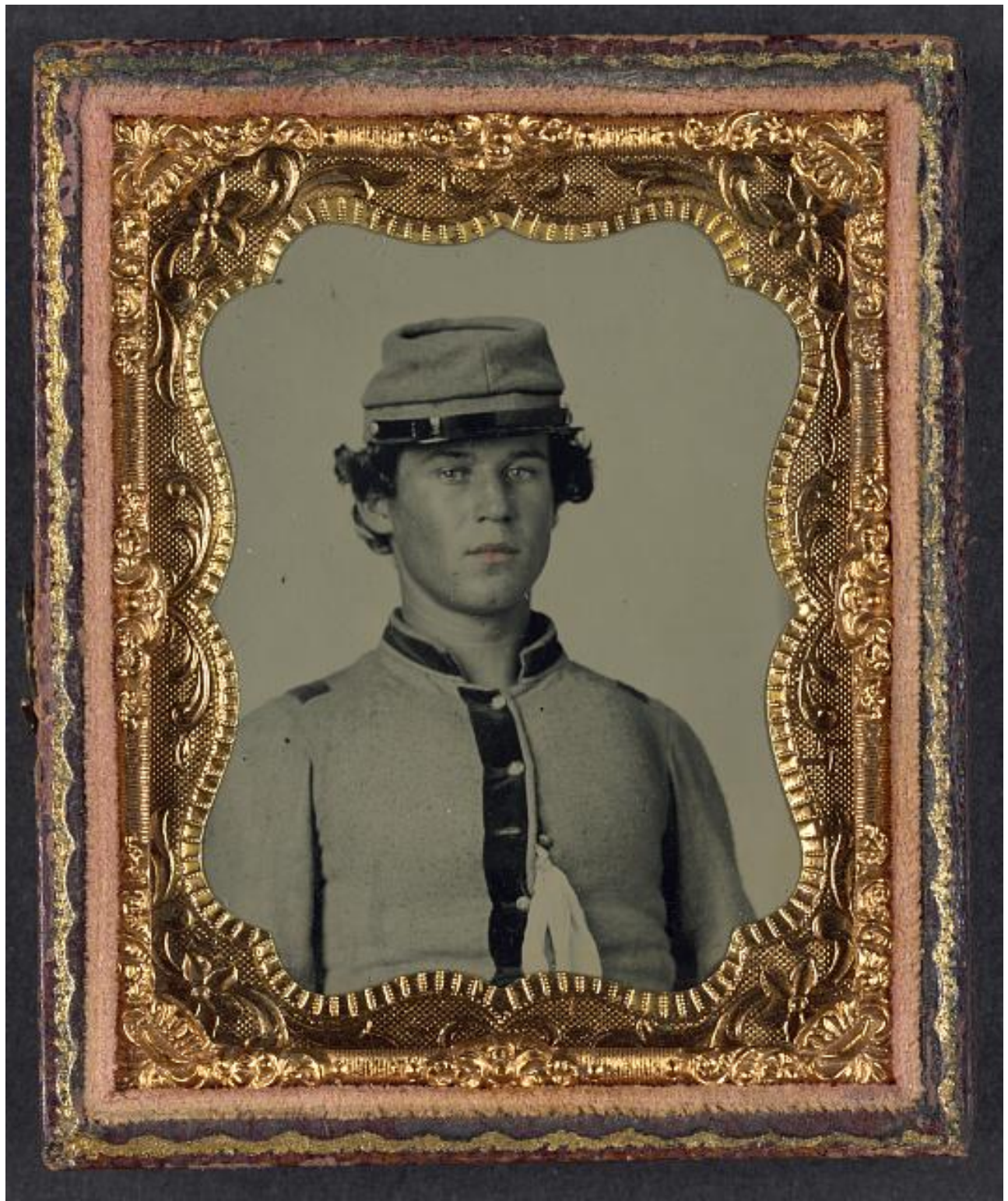
"It was impossible to determine the owner of the mavericks and one person had as much right to the animals as another. For a time no one gave any attention to the mavericks."











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