



# Educational Program

## *Pre- and Post-Visit Activities*

Pamplin Historical Park  
& The National Museum of the Civil War Soldier  
[www.pamplinpark.org](http://www.pamplinpark.org)

**PAMPLIN HISTORICAL PARK**  
**“DUTY CALLED ME HERE”**

**AUDIO TOUR ON THE COMMON SOLDIER**

*A Guide to the Discovery Program: Meet Delevan Miller, Drummer Boy*

This Discovery Program study guide identifies the essential teaching point for each room of the “Duty Called Me Here” exhibit. Teachers can have their students study and discuss the teaching points before their visit. Students also may bring their study guides to the museum and review them as they tour the gallery. The questions following each teaching point can be answered by close attention to the exhibits.

**MEET DELEVAN MILLER**

Delevan Miller joined the army when he was 13 years old and became a drummer boy for a New York artillery regiment. His father, Sergeant Loten Miller, was in the same unit. Delevan will be your comrade as you tour the museum. You will follow the DISCOVERY PROGRAM's yellow circles.

**FIRST ROOM — INTRODUCTION: JOINING UP**

Across the country, young men rushed to become soldiers. Some joined the Union Army, representing the Northern states. Others joined the Confederate Army of the South. Both sides believed they were fighting for freedom, as the patriots did during the American Revolution.

***Question: Where were the first shots of the Civil War fired?***  
*(Find the answer by listening to the introduction - #0)*

**SECOND ROOM — A SOLDIER'S LIFE**

When men joined the army, they were sent to camps where they learned how to be soldiers. Most of their ***comrades*** were from their home town or county. There were new routines, new temptations, and new dangers in camp. Their training included learning how to load and fire weapons, drill in tactics, and observe military discipline.

***Question: What was camp life like for new recruits?***  
*(Find the answer by listening to Yellow Circle 3)*

**THIRD ROOM — ON THE MARCH**

After weeks of training, the army left the camp and moved to meet the enemy. The army was made up of large numbers of men and there were many challenges to reaching the battlefield. Life on the march was hard. Civil War soldiers had

to march long distances over poor roads in all kinds of weather. Early in the war, soldiers were out of shape and were not accustomed to walking long distances. They became much better marchers as the war continued and could easily cover as many as thirty miles a day.

**Question:** *What were the three main combat branches of the army and how were they different?*

*(Find the answer by listening to Yellow Circle 10 and look at the wall displays)*

#### **FOURTH ROOM — TRIAL BY FIRE**

The Civil War was the deadliest war in American history. Officers, often trained in earlier wars, led the men into battle. Their tactics were designed for the old-fashioned **smoothbore musket**. However, the Civil War soldier had a new technology called the **rifle musket**. These weapons were five times more accurate than the older muskets. Attacking soldiers experienced volley after volley of deadly fire.

**Question:** *How was the rifle musket different from the old smoothbore musket?*

*(Find the answer by feeling inside the barrels of the smoothbore and rifle muskets.)*

#### **FIFTH ROOM — A SOLDIER'S FATE**

Most Civil War soldiers survived battle. Those who were not that lucky usually met one of three fates: 1) killed or mortally wounded, 2) wounded, or 3) taken prisoner by the enemy. Many men feared their families would not know where they died and were buried. Some soldiers bought identification tags from **sutlers**, while others pinned small pieces of paper with their names inside their jackets so their bodies could be identified after a battle.

**Question:** *Civil War doctors could have saved the lives of many wounded soldiers if they had known about \_\_\_\_\_.*

*(Find the answer by listening to Yellow Circle 15.)*

#### **SIXTH ROOM — SURVIVING IN THE FIELD**

Military campaigns and battles usually stopped during the winter because the dirt roads were muddy from rain or snow and the armies could not travel. But the soldiers were not allowed to go home for the winter and return when the spring sun dried the roads. They spent the winter in camps where they suffered from boredom and low morale.

**Question:** *At the Sutler's store, name three things that soldiers used that you might also use. Then name three things that you would NOT use.*

## SEVENTH ROOM — A TEST OF FAITH

Civil War soldiers faced awful hardships and many dangers. Why did so many stay with the army and suffer? If they stayed because of duty to country, what about their duty to their family? If it was loyalty to his army comrades that kept him there, could he trust the new recruits, draftees, and *substitutes* the army was sending to join him? Was the War still his cause – was it still his responsibility? As the war dragged on, the soldier faced a test of faith. Some stayed and continued the fight, others went home.

**Question:** *180,000 African Americans served as Civil War soldiers. Which side did they serve on?*

*(Find the answer by listening to Yellow Circle 23.)*

**Question:** *Did Delevan Miller survive the war?*

*(Find the answer by listening to Yellow Circle Number 22)*

## VOCABULARY WORDS

**Amputate:** To cut off (an arm, leg, etc.) usually by surgery.

**Campaign:** A series of military operations with a particular objective in a war.

**Comrade:** A friend or close companion.

**Earthwork:** A protective wall of dirt and logs.

**Hardtack:** A hard bread/cracker given to soldiers to eat.

**Morale:** Willingness to endure hardship, etc. within a group.

**Mortal wound:** An injury that will result in death.

**Rifle musket:** A muzzle-loading shoulder arm, with spiral grooves on the inside of the barrel, to cause the bullet to spin.

**Substitute:** A person who took the place of someone who did not want to be in the army.

**Sutler:** A merchant who traveled with the army selling soldiers items they needed.

**Tactics:** The art of moving soldiers on the field of battle to achieve victory.

## **“WHAT’S IN IT FOR ME?” – LEARN WHY THE SOLDIERS FOUGHT**

### *A Pre-Visit Activity for the Duty Called Me Here Program*

Many Civil War soldiers went to war because they believed in a cause. The Confederate Cause was different from the Union Cause, and the typical Confederate soldier fought for a different reason than the typical Union soldier. Here are the opinions of four soldiers who are comrades in the “Duty Called Me Here” exhibit.

*Union Commissary Sergeant Alexander H. Newton, an African American soldier —* “...We said that we would honor Old Glory, obey God, and contend for our prize - Liberty ... until the sound of clanking slave chains shall be heard no more in the length and breadth of this fair and goodly land. My great desire was to get into contact with the Southern forces that we might be working out the decision of this great problem.... This was not a personal matter, but a question of national issue, involving the welfare of millions, and my soul was on fire for the question: Slavery or No Slavery?”

*Union Corporal Elisha Stockwell, Jr. —* “... I promised to re-enlist. We were to get three hundred dollars and a thirty-day furlough .... The furlough was the big inducement.... One day ... sitting by the stove ... a man came in, ... and sat by me. He asked me if I knew what I was fighting for. I told him that I didn’t care to talk politics.... He told me how the South was being abused, that we never could whip them, and finally said he would bet I couldn’t tell him what I was fighting for.”

*Confederate Sergeant William Bull —* “ ... My first object, as a soldier, is to serve my country to the best of my ability. My second is to have as easy a time as possible. ... We are in camp here and expect to remain for some time. Have no fears for the success of the South. She will be free. I never have, for one moment, regretted having come here, and am now, as I always have been, determined to remain until that which I come to assist in accomplishing has been accomplished.”

*Confederate Private Henry Robinson Berkeley —* “I have tried to act as I think for the best interests of my country and my family. These people cannot take from us our liberty without destroying their own. They pretend to make war on us to save the Union – but is a Union pinned together by bayonets worth saving? I think certainly not. We are very near hopeless, and it is not wise for the United States government to render us desperate.”

### **QUESTIONS/ACTIVITIES**

1. What cause was Sergeant Newton, the African American soldier, fighting for?
2. Why do you think Corporal Stockwell was in the Army?
3. What is the country Sergeant Bull talks about? What does he mean by "She will be free?"
4. Private Berkley refers to "liberty." What does he mean by this?
5. Two Confederate soldiers believed they were fighting for an important right. What was that right? What did this right mean to them?
6. Imagine you were a Union or Confederate soldier and write a paragraph explaining why you are in the army.

**“TO GROW OR NOT TO GROW, THAT IS THE QUESTION” —  
LEARN ABOUT TOBACCO**

*A Pre-Visit Activity for the Plantation Life Program*

Tobacco was Virginia’s primary cash crop before the Civil War. However, tobacco drained the soil of much needed nutrients, so planters had to own a lot of land to grow tobacco. They could also switch to other crops such as wheat, or start new plantations in other locations when their soil was worn out. Tobacco production was labor intensive. This meant that the plants required a lot of attention, and a planter needed many workers if he wanted to grow enough tobacco to be wealthy. 40 laborers were needed to grow 100 acres of tobacco. 1 acre of land could yield as much as 1,000 pounds of tobacco. The price of 1 pound of cured tobacco in 1860 was about 8 cents.

Some believed that other cash crops, like wheat, were better choices for Virginia planters. Wheat production was less labor intensive. Once planted, the farmer only had to keep farm animals away from the fields until harvest time. Only 4 laborers were needed to grow 100 acres of wheat. 1 acre of land could yield as much as 30 bushels of wheat. The price of 1 bushel of wheat in 1860 was about \$1.40.

Thomas Jefferson made the following remarks about tobacco — “It is a culture productive of infinite wretchedness. Those employed in it are in a continued state of exertion beyond the powers of nature to support. Little food of any kind is raised by them: so that the men and animals on these farms are badly fed, and the earth is rapidly impoverished. The cultivation of wheat is the reverse in every circumstance. Besides clothing the earth with herbage, and preserving its fertility, it feeds the labourers plentifully, requires from them only a moderate toil, except in the season of harvest, raises great numbers of animals for food and service, and diffuses plenty and happiness among the whole.”

William Boisseau of Tudor Hall Plantation grew tobacco in the 1830s. He had 51 slaves. In 1860 his son, Joseph, grew wheat instead of tobacco. Joseph had only 18 slaves.

**QUESTIONS**

1. What does “labor intensive” mean?
2. What did Thomas Jefferson mean when he said that growing tobacco leaves the earth “rapidly impoverished”?
3. Who did Virginia’s large plantation owners rely on to produce their tobacco?
4. How many laborers would a planter need in order to cultivate 400 acres of tobacco? Of wheat?
5. How much money could a plantation owner make from 200 acres of tobacco in 1860? From 200 acres of wheat?
6. Why did William Boisseau need so many more slaves than his son Joseph needed?
7. If you were a planter with 200 acres of land for crop production, which would you choose to cultivate, tobacco or wheat? What were the advantages and disadvantages of each?

**“A PICTURE IS WORTH A THOUSAND WORDS” —  
LEARN FROM CIVIL WAR DRAWINGS**

*A Post-Visit Activity for the Soldier’s Life Program*

The Petersburg Campaign of the Civil War lasted almost ten months and the soldiers in the earthworks were bored much of the time. However, there were fierce battles and moments of utter terror. The picture below shows soldiers in the Petersburg earthworks.



**QUESTIONS/ACTIVITIES**

1. What are the soldiers doing to try to get the enemy to shoot? How can you tell?
2. What appears to be protecting the soldiers?
3. Do you think these are new soldiers who haven't experienced much fighting, or soldiers who have had a lot of experience? Do you think they look like they are afraid? How would you feel if you were there?
4. Do you think these soldiers feel like they were all on the same team and depend on each other? When have you ever felt that way?
5. Imagine you are a Civil War soldier at the earthworks. Write a letter home telling your family about it.

## **“PRIMARY SOURCES GIVE US CLUES” – LEARN ABOUT PLANTATION LIFE**

### *A Post-Visit Activity for the Plantation Life Program*

Estate inventories help us understand how people lived in the past. They were prepared when a person died so that taxes could be collected on his property and his property could be divided among his survivors. The items listed below appeared on the 1838 inventory for Tudor Hall Plantation.

**SLAVES** – “Eighteen Negro men slaves, namely Bob, Daniel, Stewart, Sam, Charles, Thomas ... Sixteen Negro women slaves, namely Sally, Minny, Rachelle, Charlotte, Catey, Marion, Celia ...; Seventeen boys and girls, namely Henry, Tilman, David, George, Cornelius ...”

**ANIMALS** – “Nine horses, fifty five cows, calves, and oxen, fifteen sheep, Sixty Sows, pigs, and shoats. Three hundred Turkeys, ducks, chickens, and Geese.”

**MEAT AND CROPS** – “Three thousand pounds of Bacon, beef, and lard – Two hundred barrels of corn – Twenty thousand pounds of fodder and sheave oats, twelve thousand pounds of tobacco.”

**TOOLS** – “One Carriage and harness, Two Waggon and gear, Two ox carts – Sixteen Ploughs and sixteen plow hoes – thirty weeding hoes – ten grubbing hoes -- ten Axes.”

**HOUSEHOLD AND KITCHEN ITEMS** – “Eight beds and furniture – one crib – one cradle – Two dozen chairs – Six tables – One dozen table cloths – five mirrors -- One clock – five Candlesticks – dozen silver Table spoons and dozen silver Tea spoons – dozen and a half of knives and forks – Two dozen wine glasses – dozen milk cans – one glass bowl – one celery stand -- four pitchers – butter stand and silver butter knife – coffee pot – Sugar dish and cream pot – tea kettle . Two brass kettles – one iron kettle – four iron pots --Two ovens – frying pan and stew pot – Two tin coffee pots and coffee boiler -- forty jugs and butter pots – parcel of old tubs and Barrels – one clock reel – one loom – six spinning wheels and six pair of cards – Two Tin buckets and seven Tin shapes, and Two pewter basins – one Tin safe – one fast Stove – Two Tin barrels – Two churns – one hundred pounds of soap, three sets of window curtains and one set of bed curtains – one saddle and bridle – – one set of candle molds.”

### **QUESTIONS**

1. How many slaves lived at Tudor Hall at the time the inventory was made?
2. What animals were raised for making cloth for clothes? What household items were used to make cloth?
3. What animals were raised for food? What kind of meat was already stored away ready to eat? Why were there so many animals and so much meat stored away?
4. What was Tudor Hall’s cash crop (crop to sell rather than to be used by the people living at the plantation)?
5. Could the plantation raise food for its animals? What were some animal foods?
6. What household items suggest that the Master’s family was wealthy?
7. Identify at least three household items on this inventory that you would not find in a modern house.
8. Write a story describing life on a plantation using the information above.