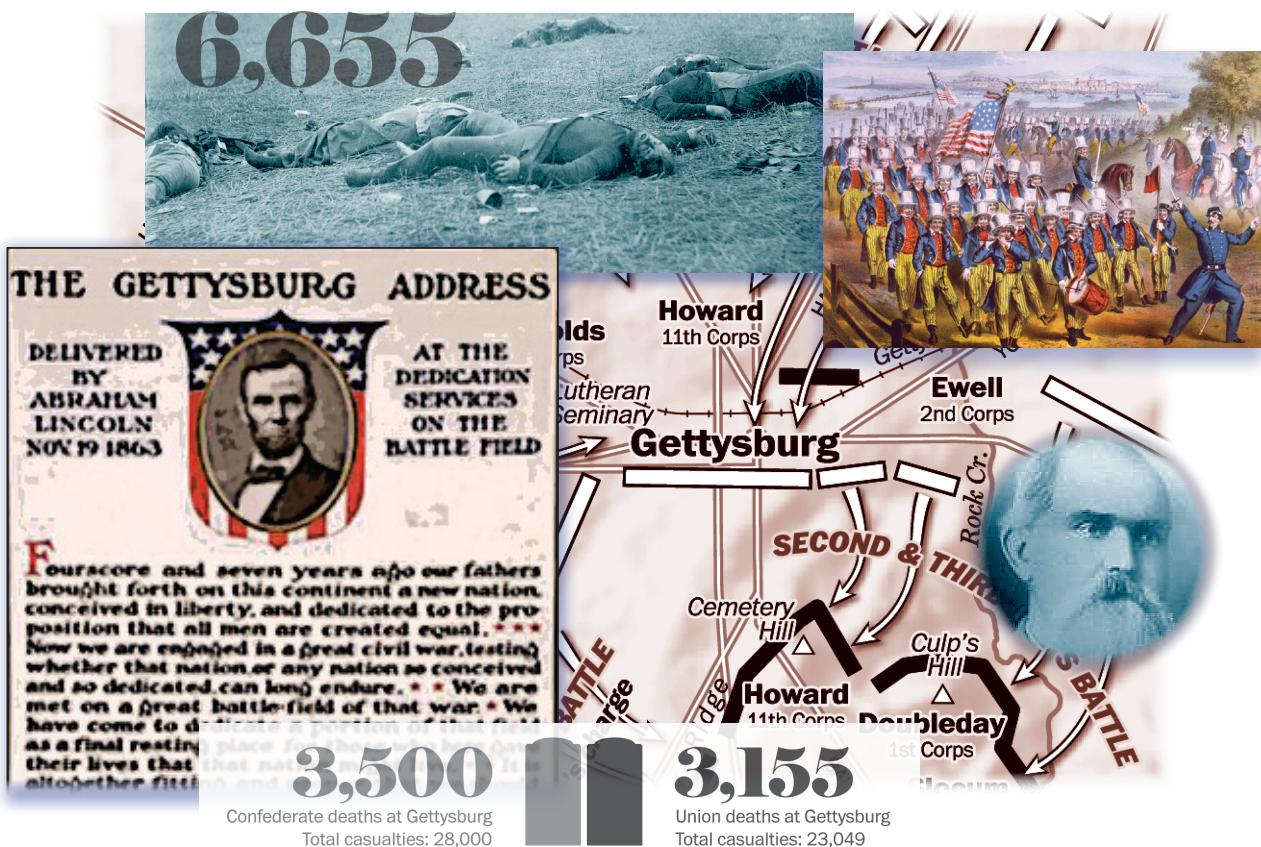


The Toll of War — 6,655

- Student Activity: Write a Headline
- Map and Resources: Gettysburg | July 1-3, 1863
- Teacher Resource: The Gettysburg Address | November 19, 1863
- Word Study: Combat Revealed
- Map Study: Turning Point | Mapping March-September 1863
- Map Study: Map It | The Civil War, March-September 1863
- Student Activity: Who Is in the Family Tree?
- Teacher Resource: Music of the Civil War
- Student Activity: Women Disguised — in Dress and Combat



Write a Headline

Headlines draw readers into the news story, editorial, commentary and feature. The headline is the title of an article that summarizes the news — the Who, What, Where, When, Why and How of the story.

Underline the subject of each *Washington Post* headline. What is the verb or implied verb?

“The South gains a crucial victory — but loses Stonewall Jackson” (Q6, April 28, 2013)

“Combat veterans at high risk of deadly crashes” (A1, May 6, 2013)

A headline may also give a sense of the topic. These headlines draw readers into the story, but do not work as well with online search engines.

“On the front lines in disguise” (Q10, April 28, 2013)

“The secret handshake that foiled the banking lobby” (A1, May 6, 2013)

Read 20 headlines in today’s newspaper.

1. What percent contain verbs?
2. What verb tense is used?
3. If verbs are not used in the headline, what is true of the headline?

Write a headline using the following words. You may change the form of the word. For example, “preserve” may be changed to “preservation.”

Army	Confederate	Heritage	Rout
Attack	Conscription	Jackson	Secession
Battle	Dead	Junction	Slaughter
Battlefield	Defeat	Loss	Slavery
Campaign	Defend	Mobs	Surrender
Capture	Devastate	Movement	Union
Casualty	Diversion	Preserve	Victory
Cavalry	Draft	Protect	Volunteer
Civilian	Enlist	Regiment	Wilderness
Combat	Gettysburg	Riot	Women

Your headline

Summary of the story that would appear with your headline

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Gettysburg

| July 1-3, 1863

“But, in a larger sense, we can not dedicate — we can not consecrate— we can not hallow — this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.”

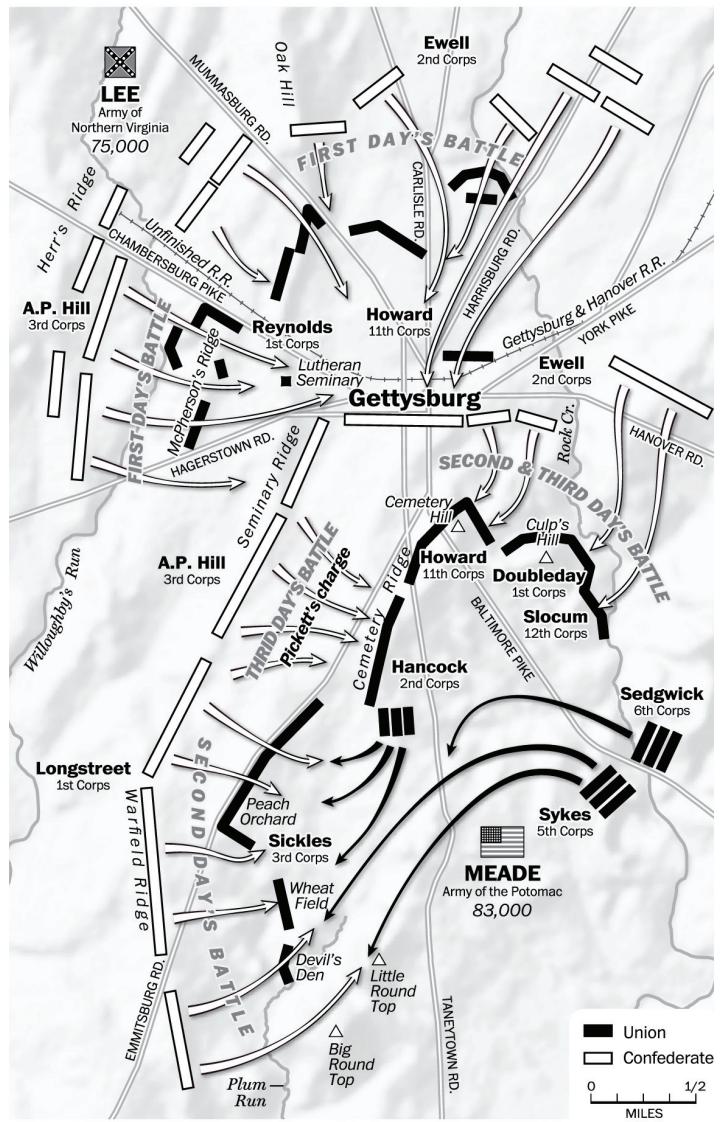


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TIMOTHY O'SULLIVAN / LIBRARY OF CONGRESS PRINTS AND PHOTOGRAPHS DIVISION

The story of the three-day battle at Gettysburg can be told through words, maps, art and photographs.



GENE THORP/THE WASHINGTON POST

The Gettysburg Address

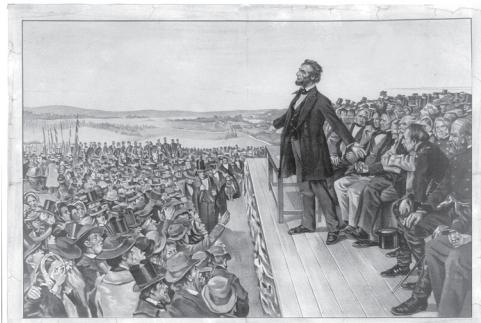
| November 19, 1863

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground.

The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth. "

— Abraham Lincoln



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An Integrated Curriculum For The Washington Post Newspaper In Education Program



Combat Revealed

"The Army became serious about entrance physicals in 1872," DeAnne Blanton, a military historian at the National Archives, said. "The Civil War was really the last time women could sneak into the Army and pass herself as a man." It was the determination of women to serve their country beyond cooking meals, washing clothes and doing the duties of secretary and nurse that lead to women in combat.

To this day, the concept of fighting with, striking against a foe, in military engagement is still a main definition of "combat." Men believed women could not meet the arduous and dangerous encounters of combat so they denied women an accepted, official place in battle.

The role of women in the military is currently debated, although with a new twist. In mid-January 2013, Defense Secretary Leon E. Panetta announced that female service members were no longer denied combat roles.

Let's take a closer look at "combat." Its origin goes back centuries. A common Latin prefix *com-*, meaning "with," is combined with *battuere* to create the verb meaning "to beat, fight." The word was a noun in Old French (*combattre*, 12c.) and appeared in English literature in 1560 as combat.

"Battle," that came into use around 1300, is also rooted in the Latin *battuere*. It transformed in Late Latin into *battualia* — "an exercise of soldiers and gladiators in fighting and fencing." When the French added it to their language as *bataille*, it meant a "battle" or "single combat." The French also used it figuratively to express inner turmoil. Have you ever battled within yourself about a decision?

Through the Italian language, based again in the Latin *battuere*, comes the word *battaglione*, a "battle squadron." Do you see the English form of the word? A battalion is a large body of soldiers who are organized to work together. They are composed of a headquarters and three or more companies or batteries. It can also apply to a battalion of fire fighters.

We have another noun and verb whose root is *battuere*. "Batter" is used to express violent beating. This concept has old words in French and Welsh.

Ben Franklin in 1748 used the concept to name his discovery of the electrical cell — or battery as he named it.

Three words related to this root word are associated with America's pastime. The batter swings a bat, the challenger and his weapon are at bat. In obsolete baseball jargon "battery" was the word for a pitcher-catcher unit. Around the Civil War, this "battery" was only the pitcher. That makes sense to have the representatives of the two teams, batter and battery, confronting each other in a gentlemanly, yet combative, manner.

Apply What You Know

1. What do "batter up," "combat," "battery" and "battalion" have in common?
2. Which two words in the title of Gerald Linderman's book *Embattled Courage: The Experience of Combat in the American Civil War* share the same root word? What do these two words mean?
3. What is a "battle royal"?
4. What is a "battering ram"?
5. Use "combat" in a sentence.

SOURCE: Online Etymology Dictionary, Random House Dictionary

Turning Point | Mapping March-September 1863

Text and maps by Gene Thorp

CIVIL WAR 150



At the start of 1863, the North has overwhelming numbers on the battlefield, but only for a limited time.

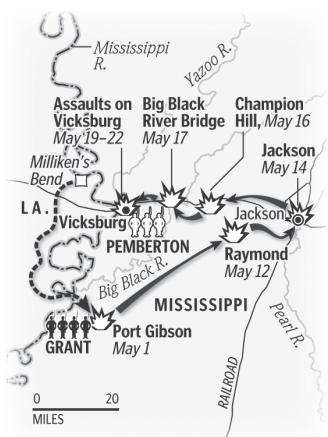
If it fails to destroy the Confederacy before summer, the terms of service for more than 100,000 volunteer troops will be up, leaving President Lincoln short of troops to carry on the war.

Vicksburg campaign

CASUALTIES
May U.S. 8,485
C.S. 8,776

After four unsuccessful attempts to bypass the Confederate stronghold at Vicksburg, Miss.,

Gen. Ulysses Grant launches three diversionary attacks (not shown) that succeed in distracting the rebel defenders long enough for his main force to cross the Mississippi River to the south at Port Gibson. With a **secure crossing established**, Grant fights his way east to seize Jackson, then due west to trap Gen. John Pemberton's rebels at the river. Grant's initial attacks against the entrenched rebels fail, so he besieges the city.



Spring offensive

April 27-30

Hooker has spent the winter months supplying and reorganizing his massive Army of the Potomac. Large-scale desertions over the winter stopped and **morale is restored**.

As the roads dry, Hooker launches a complex set of maneuvers to force the rebels out of their earthworks, hoping to fight them on his own terms. He first sends his cavalry to raid rebel communications, then, while one part of his army occupies Lee's attention in the front, the remainder swings west and crosses the Rapidan River to **strike the rebel flank and rear**.



Port Hudson invested

May 27, 1863

The rebels have choked off Federal shipping on the Mississippi River at Vicksburg and also control the river from a fort on the bluffs at **Port Hudson**.

When half of the fort's defenders are withdrawn to help fend off Grant's Vicksburg drive, Union **Gen. Nathaniel Banks** seizes the opportunity to surround and attack the weakened garrison. His charges, which involve using **black troops** for the first time in a major combat operation, are defeated with severe losses. But African Americans prove their ability to fight to the Union commanders.



Milliken's Bend

CASUALTIES
June 7 U.S. 652
C.S. 185

In an effort to lift Grant's siege of Vicksburg, Confederate Gen. John Walker attacks a Union supply depot at Milliken's Bend that is primarily defended by recently recruited and **ill-trained black soldiers**. Although Walker's veterans overrun the Federal position, desperate **hand-to-hand fighting** by the new black troops stall the onslaught long enough for Union gunboats to arrive and drive off the rebel attack.



Seceding from secessionists

June 20

Unhappy that their home state of Virginia has seceded from the Union, the 39 counties comprising the western part of Virginia succeed in becoming their own state, which they name **West Virginia**.



2 Turning Point | Mapping March-September 1863

Text and maps by Gene Thorp

Tullahoma Campaign

CASUALTIES
U.S. 560
C.S. 1,600

June 26-July 4, 1863

Since his start of the year victory at Stones River, Tenn., Union Gen. William Rosecrans has rested and refitted his army. After **much prodding by Lincoln**, Rosecrans launches a successful campaign against Gen. Braxton Bragg that **flushes the Confederate army out** of central Tennessee, the most agricultural section of the state, and pushes it beyond the Tennessee River to Chattanooga—all with the loss of only a handful of men.



Lee retreats

July 4-16

After Gettysburg, Lee slips into the Cumberland Valley and races toward the Potomac River using the mountains as a buffer against the Union army, but when he arrives at the river **it is too high to cross**. He digs in and awaits the Union army, which soon arrives and begins to probe his lines. Before Meade is ready to launch a full-scale assault on **Lee's trapped army**, the river level drops and under the cover of night, the rebels sneak across to safety.



Honey Springs

July 17

CASUALTIES
U.S. 75
C.S. 637

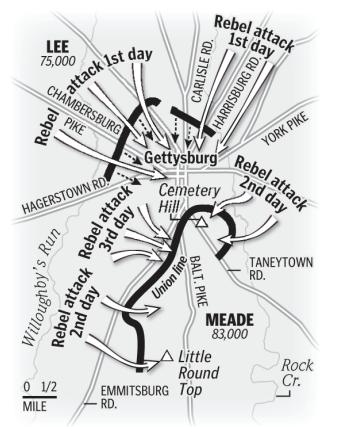
Union Gen. James Blunt **occupies Fort Gibson** in the central part of the Indian Territory. Confederates under Gen. Douglas Cooper, allied with Native American tribes, gather forces nearby to **expel the Union force**. However, Blunt's forces, also made up of Native Americans as well as white and black troops, strike first. Their attack, made during a driving rainstorm, routs the rebel army, whose defense is hindered due to wet gunpowder.



Battle of Gettysburg

CASUALTIES
U.S. 23,000
C.S. 28,000

Upon hearing that the Union army is nearby, Lee orders his troops to concentrate at the centrally located town of Gettysburg, but he finds part of Meade's army already there. For the next three days **Lee relentlessly attacks Meade's positions**, driving the Federals through Gettysburg on the first day and severely bruising Union troops on the second. But a massive **afternoon bombardment** and charge against Meade's center on the third day proves catastrophic for the rebels. Staggered by heavy losses, Lee retreats.



Morgan's raid

July 8-26

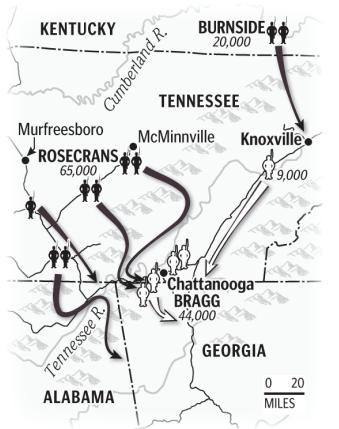
Rebel cavalier Gen. John Morgan, following a weeklong raid into Kentucky, **disobeys orders** and crosses into Indiana to bring the war into Union territory. In less than three weeks, his 2,500 cavalry soldiers blaze a trail of destruction and fear along the Ohio River. Union troops finally block Morgan's attempts to re-cross the Ohio River, and by July 26th, **the last of his command is captured** close to the Pennsylvania border. The raid is costly to the North in dollars and resources, but the loss of Morgan's cavalry is even worse for the South.



Knoxville liberated

Sept. 2

Gen. Ambrose Burnside takes advantage of the distraction to rebel forces caused by Rosecrans's advance and captures Knoxville, Tenn., with its important railroad junction and **predominantly loyal population**. Eastern Tennessee has been an island of pro-Unionism in the Confederacy since the start of the war and occupying it had been one of **Lincoln's primary objectives**.



Map It | The Civil War, March-September 1863

Gene Thorp, a *Washington Post* cartographer, is very knowledgeable about the American Civil War. Eleven of his maps and text are reproduced in “Turning Point | Mapping March-September 1863.”

Read the maps and answer the following questions.

A map is a graphic representation of earth’s surface. The area covered and detail may vary considerably depending on the purpose of the cartographer and need of the reader. A cartographer makes maps.

1. Where is the legend of each map found?
2. How are rivers, mountains, railroads and state borders represented?
3. How can you distinguish Union and Confederate troops? Their relative numbers? Their movement?
4. What symbol indicates place of major confrontation or combat?
5. What is the number of casualties at the Battle of Gettysburg?
6. In this time period, what other military action resulted in the most Northern casualties?
7. In this time period, what other military action resulted in the most Southern casualties?
8. What military activities took place in Mississippi?
9. Maps for “Seceding from secessionists” and “Morgan’s raid” both include West Virginia. How does the purpose of the maps differ?
10. Select one of the maps and accompanying text. What do you find most interesting about this event?

BONUS

Locate *The Washington Post*’s online interactive map, “Battles and Casualties of the Civil War” (<http://www.washingtonpost.com/wp-srv/lifestyle/special/civil-war-interactive/civil-war-battles-and-casualties-interactive-map>).

Select one of the military maps found in “Turning Point | Mapping March-September 1863.” Using the interactive map, find the same battle.

- How does the format influence the map reading experience?
- With which map do you gain the most information?
- In what ways does text assist in reading the map?

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Who Is in the Family Tree?

Named after someone who lived 100 years ago? Wondered why great-great-aunt Helen moved to Maryland? Read Washington Post writer Neely Tucker's article about his search to discover his namesake. At the same time, learn the paths to finding more about your ancestor.

Read and Learn

Discuss "The Confederate soldier in the family tree" by *Washington Post* reporter Neely Tucker.

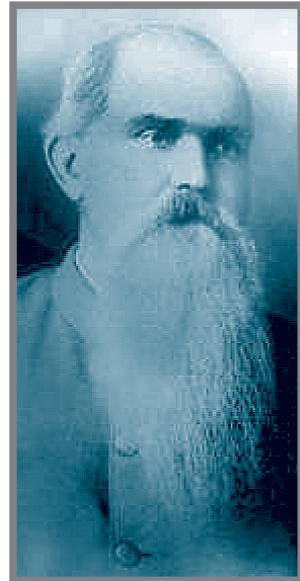
1. What is the author's relationship to the 18-year-old who was a Confederate private at Gettysburg?
2. How does Tucker place his ancestor into the greater picture of the war and "the Southern mind"?
3. Where had Neely Tucker heard about this ancestor?
4. What records and documents did the author use to reconstruct his life? This is the data that is used to construct the profile.
5. After giving basic information and the path he took to gather information, what does the author reveal about his attitude toward this family member?
6. What records were used to give a picture of life in Tallahatchie County? In what ways is this generalized, speculative and specific to his family?
7. What facts does Tucker use to speculate about his ancestor's view of enlisting in the Confederate army?
8. How does Tucker know that his ancestor was not taken with his Regiment when they retreated?
9. Tucker does research on battlefield medicine and practices. How does its order within the narrative influence how the reader reacts to John Thomas Neeley's fate?
10. Discuss the last paragraphs in which Neely Tucker returns to a generalization about his ancestor. Do you come to the same conclusion as the author about John Thomas Neeley? Explain your answer.

Write a Profile of a Member of Your Family

Conduct research of one member of your family. When you are finished, you will write a profile article similar to what Tucker wrote about his ancestor John Thomas Neeley.

Your research may begin with a conversation with a parent or grandparent or a look through the family tree. Once you have decided on whom you will research, make an online visit to the National Archives (<http://www.archives.gov/research/genealogy>). Review how to use military records, census records, immigration and naturalization records and other public documents as well as letters, newspaper articles and diaries.

In your profile include factual information about your ancestor, the time period in which he or she lived, and pertinent social, economic and cultural attitudes. Weave into your narrative description, comparisons and actions. Indicate sources of information.



John Thomas Neeley

John Thomas Neeley was the chancery clerk of Tallahatchie County, Miss., after the war.

Washington Post reporter Neely Tucker, using family lore, documents and public records, wrote a profile of his ancestor.

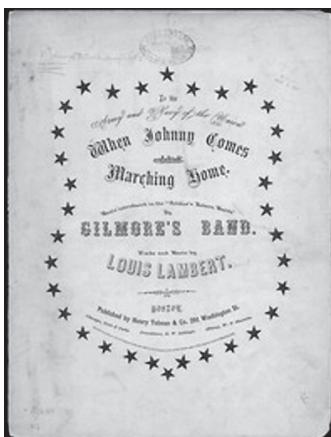
"For a one-legged orphan with no prospects, it must be said he did okay."

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Music of the Civil War

Whether played as background music while students read about the Civil War or given as the topic for a research project, the songs of the Civil War are varied, providing engaging topics, entertainment and a glimpse into attitudes of the era.

A 150-year-old tune is recognized by most today. Taps was played at the funeral of beloved Confederate General “Stonewall” Jackson. At Arlington National Cemetery and at many small town military services Taps is played in recognition of the deceased’s service given to country. On a less somber note some Civil War-era songs have a lively beat and hopeful message. Whether conducting music appreciation or beginning research start by reading “Music of the 1860s” on the Civil War Trust website.



<http://www.west-point.org/taps/Taps.html>

24 Notes That Tap Deep Emotions

Traditionally, a signal for lights out at the end of the day, the twenty-four notes of Taps has come to be more associated with military funerals. Adapted by Union General Daniel Butterfield from Silas Casey’s “Tactics” which had been based on the French taps. The “first use of Taps at a funeral during the Peninsular Campaign in Virginia ... was played for the burial of a cannoneer killed in action,” according to Jari A. Villanueva, bugler and bugle historian (www.tapsbugler.com).

<http://www.civilwar.org/education/history/on-the-homefront/culture/music/music.html>

Music of the 1860s

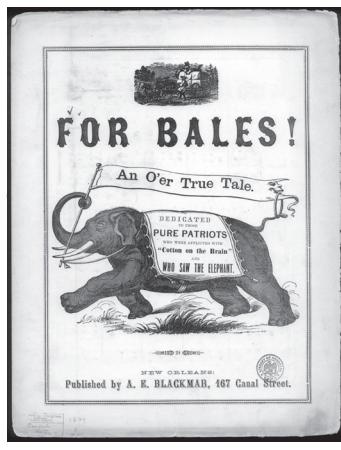
The Civil War Trust provides an overview of the varied patriotic, sentimental and rousing songs of the 1860s. This essay is based on information in the *Encyclopedia of the Civil War* and *Music in the Civil War*.



<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-war-music/>

Civil War Music

This Library of Congress resource encourages the use of primary sources. In this case, music of the Civil War. A *Civil War Music Teachers Guide and Analysis Tool and Guides* may be downloaded as well as music in PDF or MP3 format. “When Johnny Comes Marching Home,” “Johnny I hardly knew ye,” and “Johnny, Fill up the Bowl” are featured songs.



<http://www.pdmusic.org/civilwar.html>

The Music of the American Civil War (1861-1865)

The songs are divided into categories: Patriotic, Soldiering Life, Battlefield Deaths, Domestic Scenes and Emancipation Songs. Songs range from “Battle Hymn of the Republic” to “Marching Georgia,” “Eatin’ Goober Peas” and “Can I Go Dearest Mother?”

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Women Disguised — in Dress and Combat

Desperate for recruits, both North and South conducted cursory examinations of potential soldiers. “Often, they’d just have recruits walk by,” DeAnne Blanton, a military historian at the National Archives, said. “And if they weren’t lame or blind and if their trigger finger worked, they were in.”

“The Army became serious about entrance physicals in 1872,” Blanton added. “The Civil War was really the last time women could sneak into the Army and pass herself as a man.” It was the determination of women to serve beyond cooking meals, washing clothes and doing the duties of nurse and secretary that lead to women in combat.

As the 150th anniversary of the Civil War was commemorated, the Department of Defense, “upon the recommendation of the Joint Chiefs of Staff,” removed the policy obstacles to American women serving in combat. As reported by Ernesto Londono in *The Washington Post* in January 2013, Defense Secretary Leon Panetta confirmed “that the Pentagon’s rule banning women from combat positions is being rescinded.” Panetta indicated that this decision was facing the facts: “American men and women are ‘fighting and dying together and the time has come for our policies to recognize that reality.’”

Research the Pro and Con of Women in Combat

An informed debater, columnist or commentator, and citizen need to understand the many sides of an issue. After reading and conducting interviews have been completed, one can decide what one believes.

- **Conduct an Interview**

Conduct a personal or class interview with men and women who have served in the armed forces or are currently serving. Military spokespersons or individuals may be located at a local Veterans of Foreign Wars (VFW), fort or military installation, parent or relative. Historians at the National Archives, national parks and universities may also be sources of accurate information.

- **Read Newspapers**

Conduct an e-Replica search of *The Washington Post* to locate coverage of the 2013 Department of Defense decision to lift the ban on women serving in combat and the reactions to this policy change. Additional reporting on women currently serving in combat may be read.

- **Use the Library of Congress Chronicling America: Historic American Newspapers**

Among the hundreds of newspapers in the LOC National Digital Newspaper Program see if you can find any older accounts than these:

Lauren Burgess, “‘Typical’ Soldier May Have Been Red-Blooded American Woman,”

The Washington Times, Oct. 5, 1991

“Women Soldiering as Men,” *New York Sun*, Feb. 10, 1901

“Served by her Lover’s Side,” *The Evening Star* (Washington, DC), July 7,

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• Read the Records of the National Archives and the Library of Congress

Prologue Magazine of the National Archives is an excellent resource for documented articles.

“Although officially forbidden, women did serve on the battlefield. Some had accompanied their husbands and picked up arms when their lives depended on it. Others disguised themselves as men. Estimates based on camp gossip, diaries, memoirs and news accounts of women injured, imprisoned and revealed indicate that more than 400 women served on the battlefield.” (“Women Soldiers of the Civil War,” DeAnne Blanton, Spring 1993, Vol. 25, No. 1, <http://www.archives.gov/publications/prologue/1993/spring/women-in-the-civil-war-1.html>)



Sarah Edmonds Seelye

Sarah Edmonds Seelye served two years in the Second Michigan Infantry as Franklin Thompson (right). In 1886, she received a military pension.



LIBRARY OF CONGRESS, COURTESY OF THE STATE ARCHIVES OF MICHIGAN



Frances Clayton

Disguised as a man (left), Frances Clayton served many months in Missouri artillery and cavalry units.



LIBRARY OF CONGRESS, COURTESY OF THE TRUSTEES OF THE BOSTON PUBLIC LIBRARY

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• **Read Military Histories**

Among the books that may be read are:

She Went to the Field: Women Soldiers of the Civil War, Bonnie Tsui, 2006

They Fought Like Demons: Women Soldiers in the Civil War, DeAnne Blanton and Lauren Cook, 2003

Women of the War, Frank Moore, 1866

Woman's Work in the Civil War, L.P. Brockett and Mary Vaughan, 1867

(<http://www.gutenberg.org/ebooks/21853>)

The Woman in Battle, Loreta Velazquez, memoir, 1876

• **Read Specialized Journals**

The following publications have had articles about Civil War women soldiers: *Minerva: Quarterly Report on Women and the Military*, *Southern Studies*, and *The Civil War Book Exchange and Collector*.

• **Read Specialized Websites**

Be sure to confirm information found on the websites that present a particular point of view. From where did each get the information? Can the information be verified on a .gov or .mil source?

Fact: On July 6, 1779, the Continental Congress granted Margaret Corbin the first federal pension given to a woman wounded in battle. (<http://www.womensmemorial.org/Education/WHM982.html>)

Fact: Nurses served as early as the Revolutionary War.

(<http://www.army.mil/women/nurses.html>)

Fact: The Secretary of War appointed Dorothea Lynde Dix as Superintendent of Women Nurses for the Union Army. (<http://www.army.mil/women/nurses.html>; <http://www.history.com/topics/dorothea-lynde-dix>)

Write a Column or Debate the Issue of Women in Combat