

MACOMB COUNTY'S PLACE FOR DISCOVERY

Michigan's Fight for Freedom: The Civil War Era

Teacher Resources

February 27 – May 4, 2008

THE ALBERT L. LORENZO

Cultural Center

AT MACOMB COMMUNITY COLLEGE

Introduction

Welcome to *Michigan's Fight for Freedom: The Civil War Era* at the Lorenzo Cultural Center. Students will discover both the universal and the unique about this turbulent and momentous age through a series of exhibits employing video, audio, photos, posters and artifacts about the Civil War. *Michigan's Fight for Freedom: The Civil War Era* covers the political prelude to the war; Michigan's vital role in the Underground Railroad; why Michiganders fought and the elements of daily life for the soldiers on both sides; ways doctors tried to save the men from battle wounds and disease while in the field; how those on the home front learned about the events of the war through letters and journalism; finally, how peace was achieved and why we continue to study and learn from it.

Diverse topics include: music and clothing of the time period, the Underground Railroad, life of a Civil War soldier, Michigan's role in the Civil War, Civil War prisons, medicine, and money of the era.

This packet of information is designed to assist teachers in making the most of their students' visit to the Lorenzo Cultural Center. Contained in the packet are:

- 1) An outline of the exhibit
- 2) Facts, information and activities related to the Civil War
- 3) Lesson plans related to the Civil War
- 4) Websites for Civil War research
- 5) A resource list with addresses and information

**Michigan’s Fight for Freedom: The Civil War Era
February – May, 2008**

Table of Contents

	Page
Part I: Exhibit Outline	4
Part II: Civil War Facts and Information	5
Civil War Timeline	5
Abraham Lincoln	7
Slavery and the Underground Railroad	8
Recruiting for the Civil War	9
A Soldier’s Life	9
Profiles of Michigan Soldiers	10
Civil War Battlefield Medicine	12
Civil War Prisons	13
Life on the Civil War Home Front	14
Memorialization of the Dead	15
Part III: Lesson Plans for the Classroom	16
The Compromises of 1820 & 1850	16
Quiz on Abolitionists	17
Underground Railroad Code Words and Phrases	18
Child of the Underground Railroad: Malinda Paris, A Memorial	19
Make a Civil War Flag	22
Wartime Correspondence	24
Civil War Medicine Vocabulary	26
Exploring the Grace Bedell Letter	28
Part IV: Websites for Further Research	29
Part V: More Civil War Resources	31

**Michigan's Fight for Freedom: The Civil War Era
February – May, 2008**

PART I: EXHIBIT OUTLINE

Welcome to Michigan's Fight for Freedom: The Civil War Era

Even though a battle was never fought in the state, Michigan's contribution to the Civil War effort was important and useful. Twenty-three percent of Michigan's male population or over 90,000 men, fought to preserve the Union. Explore the history and the horrors surrounding the deadliest war in the United States' past.

Our displays and exhibits highlight:

- ~ Political Prelude to War: Reasons for Secession
- ~ Michigan's Role as a Station on the Underground Railroad
- ~ Michigan's Entry into the War
- ~ A Soldier's Life: The Horrors of War
- ~ Life on the Homefront: Rallying 'Round the Flags

PART II: CIVIL WAR FACTS AND INFORMATION

CIVIL WAR TIMELINE

The American Civil War (1861-1865) pitted brother against brother in a new land which needed unification more than it needed to be divided, and it cost hundreds of thousands of lives, not to mention the several thousand it crippled forever. Armies were made up of poorly trained, poorly clothed, poorly equipped, and poorly fed individuals. Yet, soldiers from both sides fought with uncommon bravery, even when they knew they wouldn't make it to the end of the day. The Civil War gave birth to heroes. Men such as General Ulysses S. Grant, General Robert E. Lee, and of course, the Great Emancipator himself, President Abraham Lincoln, who abolished slavery, upholding Thomas Jefferson's decree that "All men are created equal."

▪ **Prelude to War**

1820 - The Missouri Compromise is negotiated allowing Maine to be admitted to the Union as a Free State and Missouri as a slave state maintaining a balance between free and slave states.

1838 - The Underground Railroad is formally organized by Robert Purvis

1850 - The Fugitive Slave Act requires the North to capture and return escaped slaves

1852 - Uncle Tom's Cabin, by Harriet Beecher Stowe, incenses the South

1854 - The Kansas-Nebraska Act passes Congress and thus overturns the Missouri Compromise

1857 - In March, the Supreme Court handed down the Dred Scott Decision ruling that blacks are not U.S. citizens

1859 - John Brown stages a raid on Harpers Ferry

November 1860 - Abraham Lincoln is elected president. Lincoln received 40% of the popular vote and won 59% of the Electoral votes. He was not even on the ballot in the Deep South

On **December 20, 1860** - South Carolina votes to secede from the Union

▪ **The War Begins: January – June 1861**

January and February - Mississippi, Florida, Alabama, Georgia, Texas, and Louisiana secede from the Union

February 8 - the Provisional Constitution of the Confederacy is adopted in Montgomery, Alabama and Jefferson Davis is inaugurated as President of the Confederacy

April 12, 4:30 am - South Carolina's Fort Sumter is fired upon by the Confederates - the Civil War begins

April 15 - President Lincoln issues a proclamation announcing an "insurrection," and calls for 75,000 troops to be raised

Virginia, Arkansas, North Carolina, and Tennessee secede from the Union

▪ **The War Ensues: July 1861-April 1862**

July 4, 1861 - Lincoln gives a speech to Congress and the Congress authorizes a call for 500,000 men

July 21 - The Union Army suffers a defeat at Bull Run, 25 miles southwest of Washington

February 22, 1862 - President Lincoln issues General War Order No. 1 calling for all United States naval and land forces to begin a general advance

The Confederates surprise Grant's unprepared troops at Shiloh on the Tennessee River resulting in a bitter struggle with 13,000 Union and 10,000 Confederates killed or wounded

▪ **June-December 1862**

Gen. Robert E. Lee assumes command of the Army of Northern Virginia

75,000 Union troops are defeated by 55,000 Confederates at the second battle of Bull Run

Lee invades the North with 50,000 Confederates and heads for Harpers Ferry

September 17- was the bloodiest day in U.S. military history as the Confederate Armies are stopped at Antietam in Maryland. By nightfall 26,000 men are dead, wounded, or missing

▪ **January-August 1863**

January 1- President Lincoln issues the final Emancipation Proclamation; the war to preserve the Union now becomes a revolutionary struggle for the abolition of slavery

In early May- the Union Army is defeated by Lee's much smaller forces at the Battle of Chancellorsville in Virginia; Confederate Gen. Stonewall Jackson is mortally wounded by his own soldiers

June 3- General Lee, with 75,000 Confederates launches a campaign that will soon lead to Gettysburg

July 1-3- the tide of war turns against the South as the Confederates are defeated at the Battle of Gettysburg

July 4- the last Confederate stronghold on the Mississippi River, surrenders to Gen. Grant at Vicksburg after a six week siege

August, the President meets with Frederick Douglass who pushes for full equality for Union 'Negro' troops

▪ **September 1863-December 1864**

November 19, 1863- President Lincoln delivers the Gettysburg Address, a two minute speech that has come to symbolize the definition of democracy itself, at a ceremony dedicating the battlefield as a National Cemetery

In Virginia, Grant with an Army of 120,000 begins advancing toward Richmond to engage Lee's Army, now numbering 64,000

Abraham Lincoln is re-elected president carrying all but three states

After destroying Atlanta's warehouses and railroad facilities in **November**, Sherman begins his march to the sea

▪ **The War Ends: 1865**

April 2- Grant's forces begin a general advance and break through Lee's lines eventually capturing the Confederate Capital in Richmond and raise the Stars and Stripes

April 9- Gen. Robert E. Lee surrenders his Confederate Army to Gen. Ulysses S. Grant in Virginia

April 14, the Stars and Stripes is ceremoniously raised over Fort Sumter and Lincoln is shot as he and his wife Mary see the play "Our American Cousin" at Ford's Theater

April 15 President Abraham Lincoln dies at 7:22 in the morning and is laid to rest on **May 4** in Oak Ridge Cemetery, outside Springfield, Illinois

May 26

Remaining Confederate forces surrender and the nation is reunited as the Civil War ends

On **December 6,** the Thirteenth Amendment to the United States Constitution is finally ratified – slavery is abolished

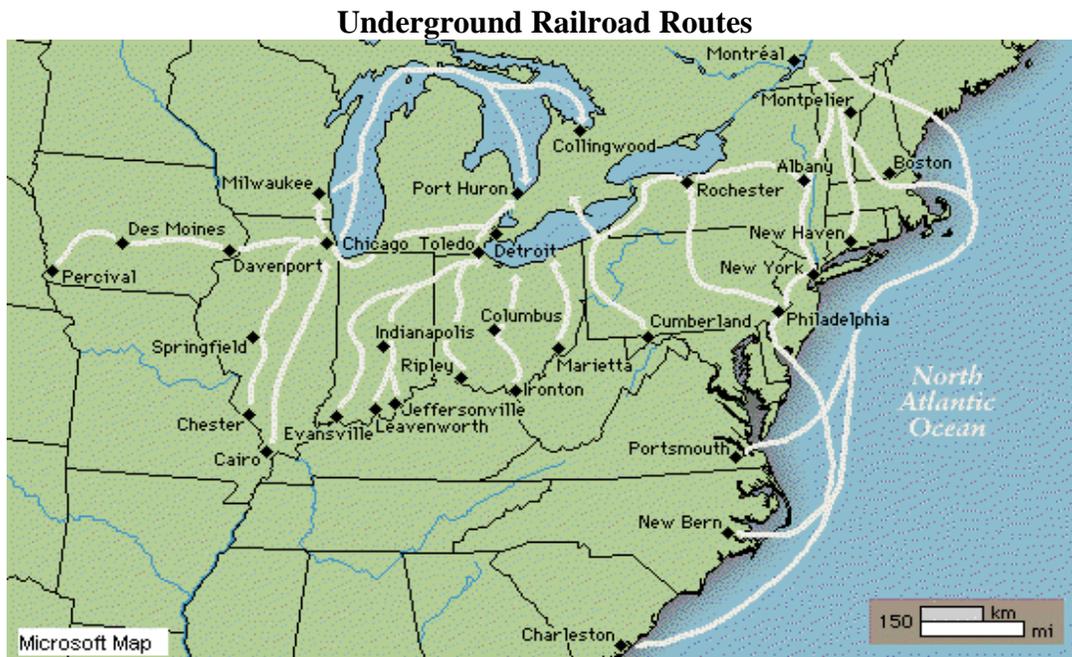
ABRAHAM LINCOLN

When Abraham Lincoln was elected President in 1860, seven slave states left the Union to form the Confederate States of America, and four more joined when hostilities began between the North and South. The Civil War then engulfed the nation as Lincoln vowed to preserve the Union, enforce the laws of the United States, and end the secession. Almost all historians judge Lincoln as the greatest President in American history because of the way he exercised leadership during the war and the impact of that leadership on the moral and political character of the nation. In the end, however, Lincoln is measured by his most lasting accomplishments: the preservation of the Union, the vindication of democracy, and the death of slavery.

SLAVERY & THE UNDERGROUND RAILROAD

The period between 1820 and 1865 was a time when most abolitionists gave up their hope for gradual emancipation and actively worked to abolish slavery. The Underground Railroad (UGRR) was a secret group of anti-slavery supporters who housed, fed, and guided slaves from the South to Canada. After the Civil War, diaries, letters, and personal accounts helped paint a picture of what went on. Legend says that the name “Underground Railroad” was established when a slaveholder, tracking a runaway slave who was later spotted in Detroit, exclaimed that the slave must have “boarded a railroad that ran underground”.

The Underground Railroad ran even through Macomb County. Peter and Sarah Lerich established the Spring Hill Farm in 1835 in what is now the River Bends Park in Shelby Township. Both were active in the anti-slavery movement, and became conductors to help many slaves escape to freedom along the Underground Railroad. A springhouse, originally dug to serve as the family refrigerator, was enlarged to form a hidden cave that was used to conceal the fugitive slaves.



Routes through Michigan:

- 1: Toledo to Detroit, and across the Detroit River
- 2: Toledo to Adrian to Morenci to Tecumseh to Clinton to Saline to Ypsilanti to Plymouth to the River Rouge to Detroit.
- 3: Old Sauk Road from Indiana; Niles to White Pigeon to Sturgis to Coldwater to Clinton to Saline to Ypsilanti to Plymouth to the River Rouge to Detroit.
- 4: Old Territorial Road from Indiana and Illinois; Niles to Schoolcraft to Kalamazoo to Battle Creek to Marshall to Albion to Jackson to Dexter to Grass Lake to Ann Arbor to Ypsilanti to Plymouth to the River Rouge to Detroit.
- 5: Grand River Trail from Indiana and Illinois; St. Joseph-Benton Harbor to South Haven to Holland to Grand Rapids to Lansing to Williamston to Howell to Brighton to Farmington to Detroit.
- 6: Detroit, Lansing, Saginaw, or Flint to Port Huron.
- 7: Chicago to Mackinaw City, continuing on to Detroit or Port Huron via Saginaw, or to Canada through Sault Ste. Marie.

RECRUITING FOR THE CIVIL WAR

On January 27, 1862, President Lincoln issued General War Order No. 1, ordering all land and sea forces to advance on February 22, 1862. Lincoln wanted to create a sense of urgency. Under that call, recruiting offices were multiplied in cities and large towns. They were of two kinds - those which were opened to secure recruits for regiments and batteries already in the field, and those which solicited enlistments in *new* organizations. War meetings were designed to stir lagging enthusiasm. Musicians sang "Red, White, and Blue " and "Rallied 'Round the Flag" and at proper intervals the enlistment roll would be presented for signatures. After a willing man signed his name to the roll, the next step was a medical examination to determine physical fitness for service and then on to a recruiting station. The recruit would sign the roll of the company or regiment into which he was going, leave his description, including height, complexion, and occupation, and then accompany a guard to the examining surgeon, where he was again subjected to a critical examination as to soundness. Soon they were off to war.
Source: "Hard Tack and Coffee or The Unwritten Story of Army Life" (Chapter II, Enlisting) by John D. Billings

A SOLDIER’S LIFE

The Civil War soldier was typically a man in his early 20s, who enlisted to fight a war which he thought wouldn't last more than a few months. Common soldiers loved to complain. A private in the 19th Michigan Infantry wrote: “we have to carry a knapsack in which we put our clothing consisting of two changes of underclothes, a heavy blanket dress coat and some little trinkets...then we have our gun and a cartridge box...our haversack containing three days rations...and a canteen...” The principal bread ration was hardtack, a thick oversized cracker usually boiled in water or fried in grease, which made things hot for the flour worms crawling around inside. Marching and fighting drills were part of the daily routine for the Civil War soldier.

Source: A Distant Thunder, Richard Bak

As the war progressed, even emancipated African Americans and women pretending to be men joined the fight. Nearly 90,000 men from Michigan served in 76 regiments, battalions and companies of the Union Army. Over 14,000 did not return home.

Michigan	
Furnished White Troops:	85,479
Furnished Sailors and Marines:	498
Furnished Colored Troops:	1,387
Total Furnished:	87,364
Killed and Mortally Wounded:	4,448
Died of Disease:	8,269
Died as Prisoner:	1,268
Died from Accidents and Other Causes:	768
Total Deaths:	14,753

Compendium of the War of the Rebellion - Frederick H. Dyer, 1908

A Source

Here are profiles of some of the soldiers from Michigan who served in the Civil War.

John Stockton - Colonel John Stockton was born in Lancaster, Pennsylvania, December 24, 1798 and later settled in Mt. Clemens. He served in the War of 1812 and in 1815 was the private secretary of Governor Cass, of Michigan. On the organization of Macomb County, he was appointed Clerk and Register of Deeds, and Postmaster in Mt. Clemens. In 1862, at the age of sixty-four he recruited a cavalry regiment and escorted it to the field, in person. Two of his sons were Captains in the same regiment — the 8th Michigan Cavalry. Colonel John Stockton died on November 27, 1878.

John A. Huff - Huff was born in Canada in 1816, but later moved to Armada, Michigan. He began the war serving with a sharpshooter regiment, but later transferred to Company E of the 5th Michigan Cavalry. On May 11, 1864, he found himself charging a Rebel battle line afoot. Utilizing his marksmanship skills, Huff singled out an officer in a plumed hat, sitting on his horse. Taking careful aim at a distance of more than 400 yards, the private drilled his victim with a 44-caliber bullet. It was there that famed Confederate cavalry leader, J.E.B. Stuart, was killed. Huff himself did not survive long after the battle. Shot in battle on May 28, 1864, he later died of those wounds after being returned to Michigan.

Alonzo M. Keeler - Prior to enlisting in the 22nd Michigan Infantry, Company B as the unit's captain, Alonzo M. Keeler was a teacher at the Disco Academy in Shelby Township. Keeler and his command were captured at the Battle of Chickamauga, Georgia September 20, 1863. He was paroled in February 1865. During his service in the Civil War, Keeler kept diaries which included life in Libby Prison in Macon, Georgia, and the military prison in Columbia, South Carolina. The chief topics were rations of food and wood, health, a systematic reading of the Bible, the longing for escape or parole, and the movement from one prison camp to another. Keeler became the First President of Richmond, Michigan as well as a prominent Grand Army of the Republic (GAR) member and leader. Later in life, he returned to teaching. He died October 19th, 1908 and is buried in Prestonville Cemetery, Shelby Township, Michigan.

Sources: Bob and Cherie Allen and the Bentley Library, University of Michigan

John C. Hardy - John C. Hardy enlisted in the 2nd Michigan Infantry Regiment in May 1861 at the age of 15 when President Lincoln called for 75,000 volunteers after the attack on Fort Sumter. Hardy re-enlisted several times during the War rising from the rank of private to captain of the regiment at the end of the War. Hardy and the 2nd Michigan were involved in more than 20 battles during the course of the War that included, Bull Run (1 and 2), Williamsburg, Fredericksburg, Vicksburg, Wilderness, Knoxville, Petersburg and Fort Steadman. Captain Hardy died on June 19, 1917, in Detroit.

Kinchen Artis - On January 1, 1863, Abraham Lincoln signed the Emancipation Proclamation declaring that all slaves in parts of the country controlled by the Confederacy were now free. The Emancipation Proclamation also included a paragraph in which Lincoln welcomed slaves to serve in the Union army and navy. It is estimated that there were a total of over 180,000 black troops who served in the Civil War. The War's most famous African American regiment was the 54th Massachusetts, which included several Michiganians. Unfortunately, African American soldiers faced pay discrimination, poor equipment and lack of adequate medical treatment. Kinchen Artis was a member of Company H, 1st Michigan Colored Infantry, mustered in Battle Creek on December 19, 1863 at the age of 37. This photo of thirty-seven-year-old Artis of the First Michigan Colored Infantry is one of the few that exist of men who served in Michigan's only African American Civil War unit.

Sarah Edmunds (aka Franklin Thompson) - Sarah Emma Edmonds was born in Canada in 1841 and later settled in Flint. During the Civil War, she enlisted in the 2nd Michigan Volunteer Infantry disguising herself as Franklin Thompson. She participated in the Battle of Blackburn's Ford, First Bull Run, the Peninsular Campaign, Antietam, and Fredericksburg. Sarah Edmonds later became a Union spy, "disguising" herself as a woman (Bridget O'Shea) or as a black man. Edmonds' Civil War service was described in the *Nurse and Spy in the Union Army*, published in 1865. In 1882 she began to petition for a pension as a veteran, was granted one in 1886 and, after some campaigning, gained an honorable discharge. Edmonds died in 1898. In her own words Emma Edmonds said of her adventures, "*I am naturally fond of adventure, a little ambitious, and a good deal romantic-but patriotism was the true secret of my success.*"

William Herbert Withington - William Herbert Withington was born February 1, 1835 at Dorchester, Massachusetts. He entered into the US Army from Jackson, Michigan and was captain of Company B, 1st Michigan Infantry in 1861. He was wounded and taken prisoner at Bull Run and exchanged, prisoner for prisoner in January 1862. Withington then entered the 17th Michigan Infantry as a colonel in August 1862 and was discharged in March 1863. He earned the Medal of Honor for heroism at the Battle of Bull Run on July 21, 1861. Withington died on June 27, 1903, at the age of 68, and is buried in Mount Evergreen Cemetery in Jackson.

LET'S GO CAMPING!

The following items were common at Civil War encampments:

Haversack – Similar to a modern-day knapsack, this was used to carry rations or other small items.

Cartridge Box – A soldier would need to carry his rounds of ammunition in this small box.

Coffeepot and Tin Cups – Soldiers were fond of coffee, usually brewed over the open fire.

Field Pack with Blanket – Because everything had to be carried while on the march, a soldier would roll up his blanket and attach it to the rest of his pack.

Belt with Cap Box – A new invention at the time, a percussion cap rifle required soldiers to carry a supply of caps which were used to prime the rifle instead of the more old-fashioned practice of using loose gun powder.

Canteen with Wool Cover – To quench his thirst, a soldier was required to carry his own water supply in his canteen.

WEAPONS TECHNOLOGY CHANGED THE CIVIL WAR

The extensive use of newer weapons, such as moving from using smoothbore muskets to rifled muskets, increased casualties during the Civil War. Armies still used old fashioned battle tactics by sending large forces against entrenched opponents. Soldiers, under commanders who failed to recognize the accuracy of the rifled muskets, suffered untold casualties as entrenched opponents thinned the ranks of the advancing infantry.

CIVIL WAR BATTLEFIELD MEDICINE

Prior to the Civil War, a doctor received little formal training, most serving as apprentices to other doctors. The state of medical knowledge at the time of the Civil War was extremely primitive. When the Civil War began, the Union Army had only 98 medical officers, the Confederate Army only 24. By the end of the War, nearly 13,000 medical officers had served in the Union Army; the Confederate Army had nearly 4,000 active physicians; and an estimated 4,000 women had served as nurses.

This account of medicine in the field comes from Carl Schurz, commander of the XI Corps at Gettysburg.

“There stood the surgeons, their sleeves rolled up to the elbows, their bare arms as well as their linen aprons smeared with blood, their knives held between their teeth, while they were helping a patient on or off the table, or had their hands otherwise occupied; around them pools of blood and amputated arms or legs in heaps, sometimes more than man-high. As a wounded man was lifted on the table, often shrieking with pain as the attendants handled him, the surgeon quickly examined the wound and resolved upon cutting off the injured limb. The surgeon snatched his knife from between his teeth, where it had been while his hands were busy, wiped it rapidly once or twice across his blood-stained apron, and the cutting began. The operation accomplished, the surgeon would look around with a deep sigh, and then-‘Next!’”

Doctors at the time did not understand infection and minor wounds could easily become fatal. While soldiers were at very high risk of being shot and killed in combat, twice as many men died of disease. The overall poor hygiene in camp, the lack of adequate sanitation facilities, the cold and lack of shelter and suitable clothing, the poor quality of food and water, and the crowded conditions made the typical camp a literal breeding ground for disease.

During major engagements, the surgeon could afford to spend precious few minutes with each of the injured. This led to amputation being the treatment of choice. Due to the enormous number of wounded soldiers, Civil War surgeons became proficient at amputations performing them in 10 minutes. The lack of sterility did create a large chance of infection. However, it has been estimated that as many as 75% of the amputees did recover.

CIVIL WAR PRISONS

At the beginning of the Civil War, prisoners of war were exchanged right on the battlefield, a private for a private, a sergeant for a sergeant and a captain for a captain. In 1862 this system broke down and caused the creation of large holding pens for prisoners in both the North and South that became permanent prisons. Prison types included fortifications, former jails and penitentiaries, altered buildings, enclosures around barracks, enclosures around tents and open stockades.

Source: "The Civil War Dictionary" by Mark M. Boatner III, and The Historical Times "Encyclopedia of the Civil War."

Civil War Prison Camps



(Andersonville National Historic Site, National Park Service)

Union and Confederate Civil War prison camps:

- | | |
|---|---|
| 1. Bell Isle—Richmond, Virginia | 9. Castle Pickney—Charleston, S.C. |
| 2. Cahaba Prison—Cahaba, Alabama | 10. Elmira Prison—Elmira, New York |
| 3. Camp Chase—Columbus, Ohio | 11. Johnson's Island—Sandusky, Ohio |
| 4. Camp Douglas—Chicago, Illinois | 12. Libby Prison—Richmond, Virginia |
| 5. Camp Florence—Florence, South Carolina | 13. Old Capitol Prison—Washington, D.C. |
| 6. Camp Lawton—Millen, Georgia | 14. Point Lookout—Point Lookout, MD |
| 7. Camp Morton—Indianapolis, Indiana | 15. Rock Island—Rock Island, Illinois |
| 8. Camp Sumter—Andersonville, Georgia | 16. Salisbury—Salisbury, North Carolina |

Over 400,000 soldiers total were held prisoner and the number of prisoner deaths was 61,000. Andersonville, by far the most notorious Civil War prison, housed nearly 33,000 men at its peak. Inmates crowded into 26.5 acres of muddy land. The prison's oppressive conditions claimed 13,000 lives by the War's end. The sole person executed for war crimes was Major Henry Wirz, the Confederate commandant of Andersonville. Shortages of food, shelter, and clothing produced a cauldron of disease and death for inmates. Prisons often faced conditions more horrible than those on the battlefield. In many northern prisons, hungry inmates hunted rats, sometimes making a sport of it. Starvation and poor sanitation inflamed outbreaks of diseases like smallpox, typhoid, dysentery, cholera, and malaria. Sores, left untreated, led to gangrene—a disease curable only by amputation. Of all these diseases, perhaps the most dangerous was depression.

Sources: www.nationalgeographic.com, National Park Service

LIFE ON THE CIVIL WAR HOME FRONT

Although Michigan's home front was never a battleground during the Civil War, the War affected every aspect of the state and its citizens. Michigan sent 90,000 men to serve in the Union forces. On the home front, mining, lumbering and railroads became major contributors to the War effort. With so many men at war, women began to take more and more responsibility working the plantations, farms and manufacturing jobs. Mary Austin Wallace, a 24 year-old farm wife in Calhoun County, was left with the responsibility of managing their 160 acre farm and two infants in August 1862, when her husband Bruce joined the 19th Michigan Infantry. In a diary which she kept while Bruce was away, Mary Wallace wrote simply and matter-of-factly about her daily grind, keeping any thoughts of loneliness or frustration out of her entries.

“Sept 19, 1862 I lathed some, went and borrowed Mr. Rowe's shovel, emptied the leach, put a barrel of new ashes back in the leach, carried the shovel home, borrowed his cutter cut corn, drove Harrisons pigs out of the corn, cut 10 stouts of corn, drove the pigs out again, drove them home told them they troubled me, carried the corn cutter home.”

Newspaper readership increased as people followed the War's daily progress. They also followed the exploits of Michigan soldiers through letters and could read about the feats of Michigianians like George Custer in national publications like Harpers Weekly. Newspapers of that time rarely used headlines, yet the headlines in the 1861 Detroit Free Press reflected Michigan's immediate reaction, literally shouting, “War! War! War!”

Sources: University of Pittsburgh, State of Michigan: History, Arts & Libraries, Richard Bak, A Distant Thunder: Michigan in the Civil War, 2004

MEMORIALIZATION OF THE DEAD

The end of the War in 1865 brought a welcome peace, especially for the men who served as soldiers. Armies were disbanded and regiments mustered out of service. Northern veterans joined the **Grand Army of the Republic** and Confederate veterans enrolled in the **United Confederate Veterans**. Over time, the Civil War veterans faded away, but the armies in which they once marched were forever honored by a multitude of statues and memorials and the parks they helped establish at Shiloh, Antietam, Vicksburg, Chickamauga and Gettysburg.

The number killed in the Civil War surpassed all other wars combined from the Revolutionary War to the Vietnam War. Estimates show over 3 million men served in the Civil War and faced a 1 in 4 chance of death.

Union dead: 364,511	Union wounded: 281,881
Confederate dead: 260,000	Confederate wounded: 194,000

Total number of Dead in the Civil War: 624,511
 Died in battle: 204,100
 Died of disease: 388,580
 Died of other causes: 31,831

Ten Top Battles in Casualties

(Based on total casualties - killed, wounded, captured, and missing)

Battle	Dates	Location	Union Forces Engaged/ Casualties	Confederate Forces Engaged/ Casualties	Winner
Gettysburg	July 1-3, 1863	Pennsylvania	82,289/ 23,049	75,000/ 28,063	Union
Chickamauga	Sept. 19-20, 1863	Georgia	58,222/ 16,170	66,326/ 18,454	Confederacy
Chancellorsville	May 1-4, 1863	Virginia	133,868/ 17,278	60,892/ 12,821	Confederacy
Spotsylvania	May 8-19, 1864	Virginia	83,000/ 18,399	50,000/ 9,000	Confederacy
Antietam	Sept. 17, 1862	Maryland	75,316/ 12,410	51,844/ 13,724	Draw
Wilderness	May 5-7, 1864	Virginia	101,895/ 17,666	61,025/ 7,750	Draw
Second Bull Run	Aug. 29-30, 1862	Virginia	75,696/ 16,054	48,527/ 9,197	Confederacy
Stone's River	Dec. 31, 1862 – Jan. 3, 1863	Tennessee	41,400/ 12,906	37,739/ 11,739	Union
Shiloh	Apr. 6-7, 1862	Tennessee	62,682/ 13,047	40,335/ 10,694	Union
Fort Donelson	Feb. 13-16, 1862	Tennessee	27,000/ 2,832	21,000/ 16,623	Union

Source: www.civil-war.net

PART III: CIVIL WAR LESSON PLANS

Political Prelude to War

Lesson Plan 1

The Compromises of 1820 and 1850

http://www.mce.k12tn.net/civil_war/activities_for_lesson_1.htm

(Mountain City Elementary School)

Grade Level: Elementary

Primary Subject: Social Studies

Secondary Subject: Art

Materials:

- Blank Map of the United States in 1820 (*available at the link above*)
- 5 differently colored crayons or markers

Directions: Take a blank map of the United States. Make a color key. Color the map according to the following regions in the Missouri Compromise of 1820:

Free States

Free Territory

Slave States

Slave Territory

Unorganized Territory

Questions for Discussion or Research:

1. What was the purpose of the Missouri Compromise?
2. What were the three main parts of the Compromise of 1850?
3. What two states were admitted to the Union as part of the Missouri Compromise?
4. Where did the Missouri Compromise "imagery line" run?
5. Why did new problems about the spread of slavery come up after the Missouri Compromise?

References:

<http://www.uoregon.edu/~atlas/america/interactive/map18.html>

<http://www.uoregon.edu/~atlas/america/interactive/map19.html>

<http://www.uoregon.edu/~atlas/america/interactive/map20.html>

Political Prelude to War

Lesson Plan 2

Quiz on Abolitionists

http://www.mce.k12tn.net/civil_war/print4.htm

(Mountain City Elementary School)

Grade Level: Elementary

Primary Subjects: Social Studies, History

1. People called abolitionists were against slavery. _____ True _____ False
2. The Underground Railroad helped take slaves to the South. _____ True _____ False
3. Frederick Douglass wrote *Uncle Tom's Cabin*. _____ True _____ False
4. *Uncle Tom's Cabin* was banned in the North. _____ True _____ False
5. The abolitionists wanted to do away with slavery. They formed the _____ Society in 1833.
 - a. Freed Men
 - b. National Antislavery
 - c. Liberator
6. Because of the Fugitive Slave Law, the abolitionists had to send slaves further north to _____ .
 - a. Maine
 - b. Canada
 - c. The North Pole
7. One black woman named _____ helped more than 300 slaves to escape.
 - a. Harriet Tubman
 - b. Harriet Beecher Stowe

Write the letter of the correct match on the right.

8. _____ William Lloyd Garrison
 9. _____ Box Brown
 10. _____ Frederick Douglass
 11. _____ Harriet Tubman
 12. _____ Harriet Beecher Stowe
 13. _____ Simon Legree
- a. wrote *Uncle Tom's Cabin*
 - b. killed Uncle Tom
 - c. editor of *The Liberator*
 - d. guided more than 300 people on the Underground Railroad
 - e. mailed himself to freedom
 - f. ex-slave writer and speaker
14. Under the Fugitive Slave Law people in the North had to _____
 - a. help slaves get to Canada.
 - b. run the Underground Railroad.
 - c. own slaves themselves.
 - d. help bounty hunters catch slaves in the North.

The Underground Railroad

Lesson Plan 3

Underground Railroad Code Words and Phrases

<http://www.si.umich.edu/CHICO/resources/socialstudies.htm>

*(Adapted from University of Michigan School of Information,
Cultural Heritage Initiative for Community Outreach)*

Grade Level:5-8

Primary Subjects: History

Secondary Subject: Vocabulary

Directions: Match the Underground Railroad code word with the correct definition

- | | |
|--|--|
| _____ A. Abolitionist | 1. A password used by fugitives traveling alone to indicate they were sent by the Underground Railroad network |
| _____ B. Agent | 2. leaders/speakers of the Underground Railroad |
| _____ C. Drinking Gourd | 3. a person who demanded immediate emancipation of slaves |
| _____ D. Freedom Train or Gospel Train | 4. code name for the Underground Railroad |
| _____ E. Heaven or Promised Land | 5. place of safety and temporary refuge, a safe house |
| _____ F. Preachers | 6. donor of money, clothing, or food to the Underground Railroad |
| _____ G. Shepherds | 7. coordinator, one who plotted the course of escape and made contacts |
| _____ H. Station Master | 8. the keeper of a safe house |
| _____ I. Station | 9. the warning of slave bounty hunters nearby |
| _____ J. Stockholder | 10. Canada |
| _____ K. The wind blows from the South today | 11. people who escorted the slaves |
| _____ L. The friend of a friend sent me | 12. Big Dipper and the North Star – used as a map in the night sky |

Answers: A= 3, B= 7, C= 12, D= 4, E= 10, F= 2, G= 11, H= 5, I= 8, J = 6, K = 9, L = 1

The Underground Railroad

Lesson Plan 4

Child of the Underground Railroad: Lesson Plan for “Malinda Paris – A Memorial”

http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-52901--,00.html

(Abridged from Michigan Department of History, Arts and Libraries)

Grade Level: 4-8

Primary Subjects: History, Reading

Secondary Subject: Language Arts

Background Information: The Malinda Paris memorial was originally printed in the 1893 volume of the *Pioneer and Historical Collections*. The *Collections* contain the proceedings of the annual meetings of the Michigan Pioneer and Historical Society. Each Michigan county brought memorials (similar to today's newspaper obituaries) of pioneer settlers who had died during the previous year to the meetings. The memorial for Malinda Paris may be used as is with the class, or the teacher may retell it as a story.

Malinda had two experiences with the Underground Railroad:

- Her mother, a free woman married to a slave, took Malinda and her sisters and brothers in the dead of night from their home in Paris, Kentucky, to prevent their being kidnapped into slavery.
- At 18 Malinda married a free man who had been kidnapped and taken into slavery three times. Threatened with slavery again after their marriage, he fled north to Canada where Malinda joined him.

Visit the link above to find more information about Malinda and other slaves' journeys North.

Objectives:

1. Students will discuss the story of Malinda Paris as told in an 1893 memorial.
2. Students will trace the journey of Malinda Paris from Kentucky to St. Clair, Michigan.
3. Students will develop their own questions about the unknown elements of Malinda Paris' life.

Materials Needed:

- Copy of "Malinda Paris - A Memorial" http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-52903--,00.html
- [Copy of the "Obituary, Malinda Paris"](#) (optional) [PDF, Adobe Acrobat Reader required]

Directions: Read or tell, the Malinda Paris story to the class. Or, provide older students with a copy of the memorial to read on their own. Discuss and trace the events of the story. Use any, or all, of these questions and other activities.

Discussion Questions:

- What does it mean that Mrs. Robinson was "born free?" (*Answer: She was not a slave—not owned by a master. At least one of her parents had either been born free or had purchased their freedom.*)
- Why were Mr. and Mrs. Robinson afraid that someone might kidnap their children in Kentucky? (*Answer: Unscrupulous people might steal them to sell them into slavery.*)
- Why did Mr. and Mrs. Robinson and their children leave at night? (*Answer: Because he was a slave, Mr. Robinson couldn't be seen leaving his master's place or he would be hunted as a runaway.*)
- What are bloodhounds? (*Answer: These dogs with a smooth coat, drooping ears and sagging jowls have a keen sense of smell that makes them good at following a scent trail. Slave-trackers, or slave-catchers, used them to help track runaway slaves.*)
- Why might a black person like Malinda's husband, William, go to Canada to live? (*Answer: Canada did not allow slavery. It also did not permit slave trackers to take slaves back to their owners in the United States.*)
- Why do you think the people of St. Clair called Malinda Paris "Aunt Malinda?" (*Answer: They loved and respected her because she cared for others.*)

Time-line Activity: Put the following items on the chalkboard or on a hand-out in a mixed-up order. Ask students to put the events in chronological order. (For a shorter version of this exercise, use only those items marked with an *.)

1. Malinda Robinson is born in Kentucky, one of nine children.*
2. Malinda's parents go the first nine miles of a trip to take their children to freedom.
3. Mr. Robinson goes back to slavery, and his wife and children go north.
4. Malinda meets William Paris in Terre Haute, Indiana, and marries him.*
5. Malinda and William live in Vincennes, Indiana.
6. After slave holders again try to enslave William, he flees north to Chatham, Canada.*
7. Malinda joins William in Canada where she gives birth to their daughter Jane.*
8. Malinda and William Paris go to Detroit, Michigan.
9. Malinda and William Paris move to St. Clair, Michigan, to work in General Brown's hotel.*
10. William, Malinda's husband, dies.*
11. Malinda receives a pension from her son's service in the Civil War.
12. Malinda dies in St. Clair.*

Questions for Discussion or Research:

1. What do we in Michigan usually call the war the "war of the rebellion?" Why might people in the North and in the South have had different names for that war?
2. What do we call the disease of "consumption" today? Is it still a dangerous disease? Why or why not?
3. Examine differences in the information provided by the Memorial, the Obituary and the censuses. Propose and discuss reasons why conflicting information sometimes occurs in family and public records. Invite someone trained in genealogical research to visit the class and talk about how to investigate family history.

Vocabulary:

- **Bloodhound:** Dog with a smooth coat, drooping ears, sagging jowls and a keen sense of smell that makes it good at following a scent trail.
- **Consumption:** A wasting disease with symptoms of coughing and spitting up of fluid from the lungs; tuberculosis; a disease caused by a microorganism *Mycrobacterium tuberculosis* and marked by lesions in the lung and other parts of the body.
- **Extradition:** The legal transfer of a person accused of a crime from one authority to another, usually in a separate geographic area, as from one state to another or one country to another.
- **Freeman:** Person who is not a slave; person with the rights of a citizen.
- **Freedman:** Former slave who either purchased his or her freedom or was granted freedom by an owner or by a legal act.
- **Fugitive Slave Act, 1850:** Provisions of the Compromise of 1850 that set up a system for returning escaped slaves to their masters from all states and territories of the United States. It permitted a slave owner or person working for him (slave catcher, slave tracker) to go into a free state (state that had outlawed slavery) to take back an escaped slave. Federal marshals were required to enforce this law.
- **Memorial:** Something that serves to help remember a person or an event.
- **Obituary:** Published notice of someone's death. It often includes a brief biography of the person who died.
- **Pension:** Money paid to a soldier or a worker, or to their surviving relatives, as a retirement benefit.
- **Slave:** Person owned or bound by servitude to another.
- **Underground Railroad:** A secret network of "stations" and "safe houses" that helped fugitive slaves find sanctuary in free states or Canada.
- **War of the Rebellion:** The Civil War; the war between the northern and southern U. S. states that lasted from 1861 to 1865.

References:

- [Aboard the Underground Railroad:](#) A National Register of Historic Places Travel Itinerary
- Blockson, Charles L. Escape from Slavery: The Underground Railroad. *National Geographic*, July 1984, pp. 2-39.
- Campbell, Stanley W. *The Slave Catchers: Enforcement of the Fugitive Slave Law, 1850-1860*. Chapel Hill, NC: University of North Carolina Press, 1970.
- Excerpts from Slave Narratives (Steven Mintz, ed. University of Houston)
- Levine, Ellen. *If You Traveled on the Underground Railroad*. NY: Scholastic, Inc., 1988.
- [Sweet Clara and the Freedom Quilt Lesson.](#) (Montgomery Public Schools)
- [Taking the Train to Freedom.](#) National Park Service Underground Railroad Special Resource Study
- [Benjamin Drew - Testimony of the Canadian Fugitives](#) - Interviews with former slaves who escaped to Canada

Michigan's Entry to the War

Lesson Plan 5

Make a Civil War Flag

http://www.michigan.gov/hal/0,1607,7-160-15481_19268_20778-51826--,00.html

(Michigan Department of History, Arts and Libraries)

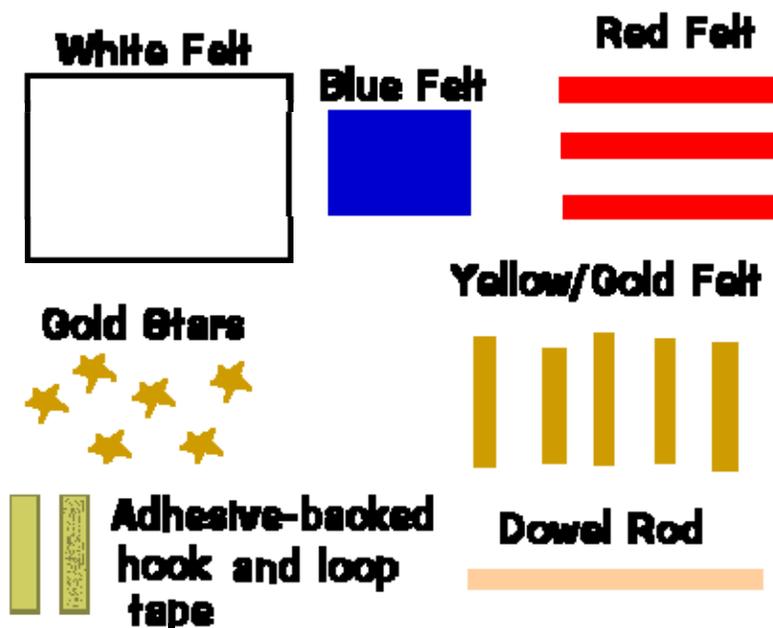
Grade Level:3-8

Primary Subjects: Social Studies, Art

Background Information: During the Civil War, flags were symbols of home, the nation and one's fellow soldiers. Each regiment carried its own flags into battle. Soldiers looked to their flag to know where they were supposed to be on the battle field. The greatest dishonor was to lose one's flag to the enemy. Often, a community presented a flag to its regiment of volunteers at a special ceremony. The color guard was responsible for taking care of the flag. Many brave men died trying to defend their flags. One of the highest death rates in battle was that of color bearers. Civil war flags were usually made from silk with embroidered or painted mottoes, such as *Tuebor* (I will defend) and "Stand by the Union," and symbols, such as stars, eagles, the Michigan coat-of-arms and the American flag. You can design your own flag:

Materials Needed

- White, red, blue and yellow/gold felt
- Self-adhesive gold stars
- Dowel rod
- Adhesive-backed hook and loop tape.

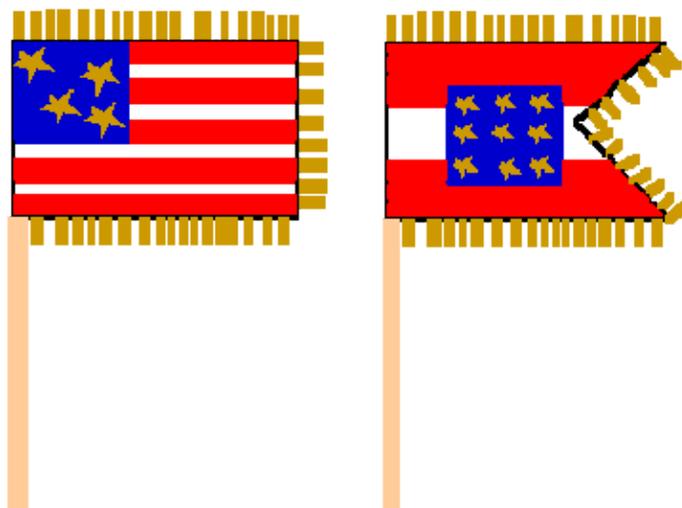


Directions

- Cut a piece of white felt about 12 inches wide by 10 inches high.
- Then cut strips of red felt and glue them on the white felt.
- Cut a square of blue felt and glue over the stripes.
- Stick gold stars onto the blue patch. (When the Civil War started, the United States had 34 stars on its flag because it had 34 states.)
- Cut yellow/gold felt in strips and attach to the back of the flag to make a fringe.
- Attach two strips of hook and loop tape on the back left side of the flag and to the dowel rods.
- Use the strips to attach the dowel rod to the felt.

Here are two examples of what your flag might look like:

Two Flag Samples



A Soldier's Life

Lesson Plan 6

Wartime Correspondence

<http://www.eduplace.com/ss/act/wartime.html>

(Copyright © 1998 Houghton Mifflin Company. All Rights Reserved.)

Grade Level: 5-12

Primary Subject: Language Arts

Secondary Subject: History

Objectives: Students put themselves back in history by researching a major event in the American Civil War and writing letters that might have been exchanged between someone in the war and a friend or family member at home.

Materials:

- Reference materials on the Civil War
- Paper
- Pen or Pencil

Directions:

1. Ask students to consider what it is like to be personally involved in the Civil War, that is, either in the service or on the home front. Have them form discussion circles to develop a general framework for the kinds of issues each group might have faced, for example: loneliness, danger, hunger, cold, fear, wounds, lack of information.
2. Bring the entire group together. Explain that they have been discussing the broad effects of the war on people. Point out that individual experiences would, of course, have varied. Tell students that they are to work with a partner to take on the identity of two people who might have lived through a major event of the war, one person being in the field and the other at home. They are to exchange letters that reveal something about the circumstances before, during, and after the event (such as a major battle).
3. Have students suggest various representative types personally involved in the war on either side, at home or in the field. To stimulate thinking, use the following ideas:
 - A sixteen-year-old soldier who has never been away from home/the youth's older, married sister
 - A Confederate Officer who once served with men he is now fighting/the Officer's mother, who has family and friends in the North
 - A drummer boy from a farming community/the boy's grandparents, who brought him up
 - A Union Officer, graduate of West Point and former classmate of many Confederate Officers/his fiancée, a nurse on the Confederate side
 - A free African American fighting on the Union side/ the man's brother, a clergyman now living in Canada

4. Choose, or have students choose, the event. Be sure that students understand the time lag between sending and receipt of mail. For example, a soldier might write three letters and not receive an answer to any of them for months. Similarly, family members might receive all the letters at once but long after the battle. Meanwhile, they have been writing letters with no idea of whether the intended recipient is alive and well.
5. The letters should include a date and a sense of place. Encourage students to use descriptive details that evoke sounds, sights, and even smells. Also, point out that the writers will be trying to convey some of the emotions they are experiencing because of their situations.

Teaching Options:

- The exchange of letters can be incorporated into a dramatic presentation (radio play, readers' theater) linked by a narrative about the event. The performance might include authentic costumes and music from the period.
- Students are aware that original letters are a primary source for historians. Suggest that they present an archival exhibit of these "old" letters, combining them with photographs and text about the actual event.
- Ask students to summarize, in their own words (orally or in writing) how this experience of temporarily assuming a historical identity affected them and their attitude toward history. Have them share their thinking with the whole group.

Battlefield Medicine

Lesson Plan 7

Civil War Medicine Vocabulary

<http://score.rims.k12.ca.us/activity/manswar/pages/medvocab.html>

Adapted from National Park Service

Grade Level:5-8

Primary Subjects: Social Studies, History

Secondary Subject: English

The United States Civil War was the deadliest war in American history. Many people died of diseases in addition to battle wounds. Doctors had a very difficult job trying to save the lives of soldiers in the field. These are some of the medical words doctors and soldiers used during the Civil War. Which words are new to you? Which words do we still use today?

1. AMPUTATION--a surgical operation used to remove a hand, arm, foot or leg.
2. ANESTHESIA--a drug used to make patients unconscious before surgery.
3. CHLOROFORM--the most common anesthesia used in the Civil War.
4. DYSENTERY--a disease of the intestines which caused severe diarrhea.
5. LIGATURE--tying ends of blood vessels in the body to stop bleeding.
6. MINNIE BALL--bullet fired from rifles during the Civil War.
7. MORPHINE--a very powerful pain-killing drug used during the Civil War.
8. SCALPEL--a small, sharp knife used by surgeons to cut through skin and other soft tissue.
9. STYPTICS--drugs which absorb blood and stop bleeding.
10. SUTURES--silk thread stitches used to sew up wounds.
11. TOURNIQUET--a device which wraps around an arm or leg and is tightened to stop bleeding.
12. TYPHOID FEVER--a very deadly disease caused by bad food and water.

Courtesy of U.S. Department of Interior, National Park Service

Match the vocabulary word to its definition.

- | | |
|------------------------|---|
| 1. ____ Amputation | A. bullet fired from rifles during the Civil War. |
| 2. ____ Anesthesia | B. drugs which absorb blood and stop bleeding |
| 3. ____ Chloroform | C. a surgical operation used to remove a hand, arm, foot or leg. |
| 4. ____ Dysentery | D. a very deadly disease caused by bad food and water. |
| 5. ____ Ligature | E. silk thread stitches used to sew up wounds. |
| 6. ____ Minnie Ball | F. a very powerful pain-killing drug used during the Civil War. |
| 7. ____ Morphine | G. a drug used to make patients unconscious before surgery. |
| 8. ____ Scalpel | H. a device which wraps around an arm or leg and is tightened to stop bleeding. |
| 9. ____ Styptics | I. a disease of the intestines which caused severe diarrhea. |
| 10. ____ Sutures | J. the most common anesthesia used in the Civil War. |
| 11. ____ Tourniquet | K. a small, sharp knife used by surgeons to cut through skin and other soft tissue. |
| 12. ____ Typhoid Fever | L. tying ends of blood vessels in the body to stop bleeding. |

Unscramble these vocabulary words.

1. S I T Y P T C S

2. Y H I P T D O E E F R V

3. P M O N R H I E

4. R Y D T Y S E N E

5. R L U I E A T G

6. E R H C L O O M R

7. N E M I I N B L L A

8. I T U A P M T A N O

9. P L C S A L E

10. T U S S R S E

11. U T O U R Q N I E T

12. E A S S N E I H A T

Life on the Homefront

Lesson Plan 8

Exploring the Grace Bedell Letter

Macomb Cultural Center

Grade Level: 5-8

Primary Subject: History

Secondary Subject: English

Grace Bedell was a little girl from Westfield, New York. A few weeks before Lincoln was elected President of the United States, she sent him a letter urging him to grow a beard to improve his appearance. In Lincoln's reply to Grace, he does not seem to think that growing a beard is a good idea. But eventually, he took her advice. Read the letters and think about the following questions.

(Full text of both letters can be found here: <http://www.beadles.org/lincoln.html>)

Comprehension Questions

1. How old is Grace?
2. How does Grace know what Lincoln looks like?
3. Who does Grace support for President?
4. How many brothers does Grace have?
5. How does Grace think that "whiskers" will improve Lincoln's appearance?
6. What other reason does Grace give as to why Lincoln should grow his whiskers?
7. Grace says, "If I were a man, I would vote for you." Why doesn't Grace say that she will vote for him herself?
8. Is physical appearance important when choosing a president?
9. What criteria do you think are important when choosing a president? (List at least two.)

Vocabulary – Look at these words. They may be unfamiliar to you. Use context clues to suggest a different word that could be substituted in the letter.

1. Bold
2. Great
3. Large
4. Whiskers
5. Cunning
6. Direct
7. Right off

Other Activities

- Lincoln did eventually grow his beard, partly due to Grace's suggestion. Pretend you are Lincoln and explain to a newspaper reporter why you decided to grow it out.
- Grace got a reply from Lincoln and saw him when he came back to her town. Pretend you are Grace and write a letter to your cousin telling how you felt when you met President Lincoln and saw his new beard.
- Do you think ordinary people can have an influence on politicians? Why or why not? What advice do you have for our President, or one of the politicians campaigning to be president in 2008?

PART IV: WEBSITES FOR FURTHER RESEARCH

MUSEUMS AND EXHIBITS

Abraham Lincoln Museum

<http://www.thelincolnmuseum.org>

African American Odyssey from the Library of Congress

<http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html>

American Numismatic Association

<http://www.money.org>

Beyond Face Value: Depictions of Slavery in Confederate Currency A Project of the U. S. Civil War Center

<http://www.cwc.lsu.edu/cwc/BeyondFaceValue/beyondfacevalue.htm>

Detroit Historical Museum

<http://www.detroithistorical.org>

Michigan Historical Museum

http://www.michigan.gov/hal/0,1607,7-160-17447_18595_18596---,00.html

The National Museum of Civil War Medicine

<http://www.civilwarmed.org/location.cfm>

National Civil War Museum, Harrisburg, PA

<http://www.nationalcivilwarmuseum.org/exhibits.html>

Plymouth Historical Museum

<http://www.plymouthhistory.org>

Smithsonian Institution

<http://www.civilwar.si.edu/>
<http://www.civilwarstudies.org/>

Sojourner Truth Institute

www.sojournertruth.org

Wisner House

<http://www.ocphs.org/museum.html>

LESSON PLANS

The Civil War – K-12 Resource

http://www.mce.k12tn.net/civil_war/civil_war.htm

The Educator's Reference Desk

http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/crossroads/sec5/Unit_06/index.html

Michigan Historical Museum

http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793---,00.html

Oakland University, School of Education

<http://www.oakland.edu/civilwarletters-amichiganconnection/index.htm>

The Civil War at PBS.org

<http://www.pbs.org/civilwar/classroom/research.html>

REFERENCE WEBSITES

The Abraham Lincoln Association

<http://abrahamlincolnassociation.org>

American Civil War Homepage

<http://sunsite.utk.edu/civil-war/warweb.html>

American Civil War – Michigan

http://www.archaeolink.com/american_civil_war_michigan.htm

The American Civil War website

http://americancivilwar.com/kids_zone/causes.html

Civil War Archive – Regimental Index.

<http://www.civilwararchive.com/unionmi.htm>

Civil War Home Page

<http://www.civil-war.net>

The Civil War Interactive Website

<http://www.civilwarinteractive.com/index.htm>

The Civil War News
<http://users.aol.com/jfepperson/causes.html>

The Civil War at PBS.org
http://www.pbs.org/civilwar/classroom/archival_resources.html

The Detroit Opera House
http://www.motopera.org/mg_ed/educational/UndergroundRR.html

Michigan in the War facts and links
<http://www.michiganinthewar.org/>

National Archives (NARA)
http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/

National Park Service
http://www.nps.gov/history/history/online_books/ugrr/exuggr1.htm

Sons of Union Veterans of the Civil War
<http://www.suvcwmi.org/>

State Archives of Michigan – Digital Collection
<http://haldigitalcollections.cdmhost.com/cdm4test/about-soldiers.php>

The History Place
<http://www.historyplace.com/civilwar/>

Macomb County Civil War Connections
<http://www.macombmiew.com/>

Michigan Dept. of History, Art, Libraries
http://www.michigan.gov/hal/0,1607,7-160-18835_18895_20699-61787--,00.html

Michigan in the War
<http://www.cwartillery.org/milinks.html>

Rutgers University Libraries Civil War Resources on the Internet: Abolitionism to Reconstruction (1830's - 1890's)
http://www.libraries.rutgers.edu/rul/rr_gateway/research_guides/history/civwar.shtml#menu1

OTHER

Gettysburg College, Civil War Institute
http://www.gettysburg.edu/civilwar/era_studies/
Income Entertainment Co.
<http://www.inecom.com/products/consumer/civilwarlife>

The Menare Foundation
<http://www.menare.org/>

The Underground Railroad: Flight to Freedom
<http://www.the-ugrr.org/>

PART V: MORE CIVIL WAR RESOURCES

Museums

Detroit Historical Museum
5401 Woodward Avenue
Detroit, Michigan 48202
313-833-7935
<http://www.detroithistorical.org>

Michigan Historical Museum
702 W. Kalamazoo Street
Lansing MI 48915
517-373-3559
TDD 517-373-1592
http://www.michigan.gov/hal/0,1607,7-160-17447_18595_18596---,00.html

The Plymouth Historical Museum
155 South Main Street
Plymouth, Michigan 48170
734-455-8940
<http://www.plymouthhistory.org/>

Sojourner Truth Institute
165 North Washington
Battle Creek, Michigan 49017
269-965-2613
269 660-9072
www.sojournertruth.org

Wisner House
405 Cesar E. Chavez Ave
Pontiac, MI 48342
248-338-6732
<http://www.ocphs.org/museum.html>

Reenacting Groups

Battery D, 1st Michigan Light Artillery
<http://www.batteryd.com/>
jlindsey@batteryd.com

21st Michigan Volunteer Infantry, Co. H
36611 Weideman St.
Clinton Twp., Michigan 48035
<http://www.21stmichigan.org/>
mi21stinf@wideopenwest.com

Department of Michigan
Sons of Union Veterans of the Civil War
<http://www.suvcwmi.org/>

U.S. Grant Camp No. 101
Commander: Michael D. Nick
1323 Mayer Road
St. Clair, MI 48079
(810) 367-9222

SUVCW Camp No. 2
General Israel B. Richardson
Oakland County, Michigan
Commander: Kevin Lindsey
klindsey@comcast.net

Michigan Camp-At-Large
Russell A. Alger Camp No. 462
Camp-at-Large Coordinator:
Robert A. Mitchell
1504 Longfellow St
Detroit, MI 48206-2000

Michigan Order of the Loyal Legion of the
United States
Commander: Bruce B. Butgereit
1691 Summerfield Street SE
Kentwood, MI 49508-6499
<http://suvcw.org/mollus/mi/mollus.html#objectscivil-war@comcast.net>

Area Historical Societies

Algonac Clay Historical Society
1240 St Clair River Dr
Algonac, MI 48001
<http://www.algonac-clay-history.com/>

The Greater Clinton Township Historical
Society
PO Box 381070
Clinton Twp., MI 48038
<http://www.clintontwphistory.org/index.html>

Macomb County Historical Society
15 Union Street
Mount Clemens, MI 48043
586-465-2488
<http://www.hsmichigan.org/mountclemens/>

Macomb County Historical Commission
Macomb Co. Admin. Bldg.
One S. Main Street
Mt. Clemens, MI. 48043
586-469-5285
<http://www.macombcountymi.gov/historicalcommission/index.htm>
macombhistory@yahoo.com

Oakland County Pioneer and Historical Society
405 Cesar E. Chavez Ave.
Pontiac, MI 48342
248-338-6732
<http://www.ocphs.org/office@ocphs.org>

Ray Township Historical Society
P. O. Box 844
Washington Township, MI 48094
586-703-8379
<http://www.rayhistory.org/infor@rayhistory.org>

Romeo Historical Society
P.O. Box 412
Romeo, MI 48065
586-752-4111
<http://www.libcoop.net/romrhs/index.htm>

Sterling Heights Historical Commission
40255 Dodge Park Road
Sterling Heights, MI 48313
586-446-2665
<http://www.shpl.net/histcom.html>

Monuments and Memorials

Macomb County

- Romeo Cemetery on 32 Mile Road. Statue and Grand Army of the Republic Monument.

- Richmond Cemetery, statue erected in 1894 by the Henry E Beebe Women's Relief Corps in memory of Union Soldiers.

Oakland County

- City Cemetery in Birmingham. Erected by the citizens of the township of Bloomfield, Troy, and Southfield in memory of the soldiers and sailors in the Civil War who were war fatalities.

- Monument in Farmington. Erected by the citizens of Farmington in 1924 in memory of area soldiers and sailors who died in the Civil War and in World War I.

- Statue of a Civil War soldier, and a bronze plaque, at Saginaw Street and Oakland Avenue, Pontiac. Erected in 1927 by the Frances C. Butterfield Tent No. 9, Daughters of Union Veterans, in memory of the Union veterans of the Civil War.

- Official state historical marker of the Michigan Historical Commission, at the Governor Moses Wisner House, 401 Oakland Avenue, Pontiac. Purchased by the Oakland County Historical Foundation and dedicated on June 19, 1961.

St. Clair County

- Statue of a soldier next to Village Hall, facing St. Clair River Drive, Algonac. Erected 1905 in memory of the soldiers and sailors 1861 to 1865.

- Memorial in Waterworks Park, Marine City. Erected in 1959 by the Marine City Lions Club.

- Soldiers' and Sailors' Monument in Pine Grove Park, Port Huron, honoring the men of the Port Huron area that served in the Civil War. Erected in 1893 by the William Sanborn Post, G. A. R., and by the Cemetery Commissioners. To the rear of the monument is a Parrott gun, donated by the federal government, that was used in the siege of Vicksburg in 1863.

Wayne County

- Marker at the Commandant's Quarters (Dearborn Historical Museum), Michigan Avenue at Monroe Boulevard, Dearborn. Erected by the Dearborn Historical Commission, Dearborn Civil War Centennial Commission, Allied Veteran's Council, and other civic groups, and dedicated November 11, 1964.

- Marker on the U. S. Grant House at the Michigan State Fairgrounds, Detroit. The house was originally located at 1369 East Fort Street, Detroit, where the plaque was dedicated on November 3, 1922, under the auspices of the Detroit Art Commission.

- Equestrian statue monument of General Alpheus S. Williams, at Central and Inselruhe avenues, Belle Isle, Detroit. The statue is the work of the sculptor Henry Merwin Shrady. The monument was unveiled on October 15, 1921.

Washtenaw County

- Monument, consisting of a statue of an eagle, mounted on top of a pedestal, and a pyramid of cannon balls, in Fairview Cemetery, Ann Arbor. Erected in 1874.

- Statue of a Civil War soldier in Forest Hill Cemetery, Ann Arbor. Originally placed in 1914 on the lawn of the old Washtenaw County Courthouse in Ann Arbor.

Cemeteries Where Veterans Are Buried

Tips for visiting cemeteries

<http://www.online-isp.com/~maggie/macomb/cemvisit.htm>

Bruce/Armada Cemetery
Armada Center Road west of Mc Fadden
Bruce Twp. MI

Clinton Grove Cemetery
Cass west of Groesbeck
Mt Clemens MI
*Burial place of John Stockton

Elmwood/Mt Elliott Cemetery
Mt. Elliott and E Lafayette
Detroit, MI
Lakeview Cemetery
Elizabeth Lake Rd west of Avonlea
Clarkston MI

Mt. Vernon Cemetery
Twenty Eight Mile Road
Washington Twp, MI

Oak Hill Cemetery
N. Paddock and University Dr.
Pontiac, MI

Oakwood Cemetery
35900 24 Mile Rd
Chesterfield Twp, MI

Prestonville/St. John's Cemetery
25 Mile Road east of Jewell
Shelby Twp. MI
*Burial place of Alonzo Keeler

Romeo Cemetery
121 West St. Clair
Romeo MI
*Burial Place of Kinchin Artis

St. Peter's Cemetery
Elizabeth St. south of M-59
Mt. Clemens, MI

Willowgrove Cemetery
Armada Ridge Road east of Omo
Richmond Twp, MI
*Burial place of John A Huff

Actors, Re-enactors and Musicians

Steve Alexander

George Custer

georgecuster.com

- At the Cultural Center 2/29 at 11am & 3/1 at 1pm

Bob and Cherie Allen

Alonzo Keeler

rdallen@ees.eesc.com

* At the Cultural Center 3/6 at 11am and 1pm & 4/24 at 11am and 1pm

Michael Deren

Civil War Musicians

jmtderen@prodigy.net

* At the Cultural Center 4/12 at 2pm

Dodsworth Saxhorn Band

Jmtderen@prodigy.net

* At the Cultural Center 5/4 at 2pm

Robert Myers

Civil War Soldier's Life

rmyers@berrienhistory.org

* At the Cultural Center 3/14 at 11am and 1pm & 3/15 at 11am and 1pm

Old Michigan Ruffwater String Band

Concert

gmorning@aol.com

* At the Cultural Center 3/29 from 1-3pm

Marie Papciak

Laura Smith Havilland and Sara Emma

Edmonds

mariejwow@aol.com

* At the Cultural Center 3/5 at 11am and 1pm & 3/8 at 1pm

Fred and Bonnie Priebe

Abraham and Mary Todd Lincoln

alincolnstyle.com

* At the Cultural Center 4/4 at 11am and 1pm & 4/5 at 1pm