Manatee Village Historical Park
1404 Manatee Avenue East
Bradenton, Florida 34208
Manatee County Historical Commission
& Manatee County Clerk of the Circuit Court
Historical Resources Division

Manatee Village Historical Park

Civil War Activity Book

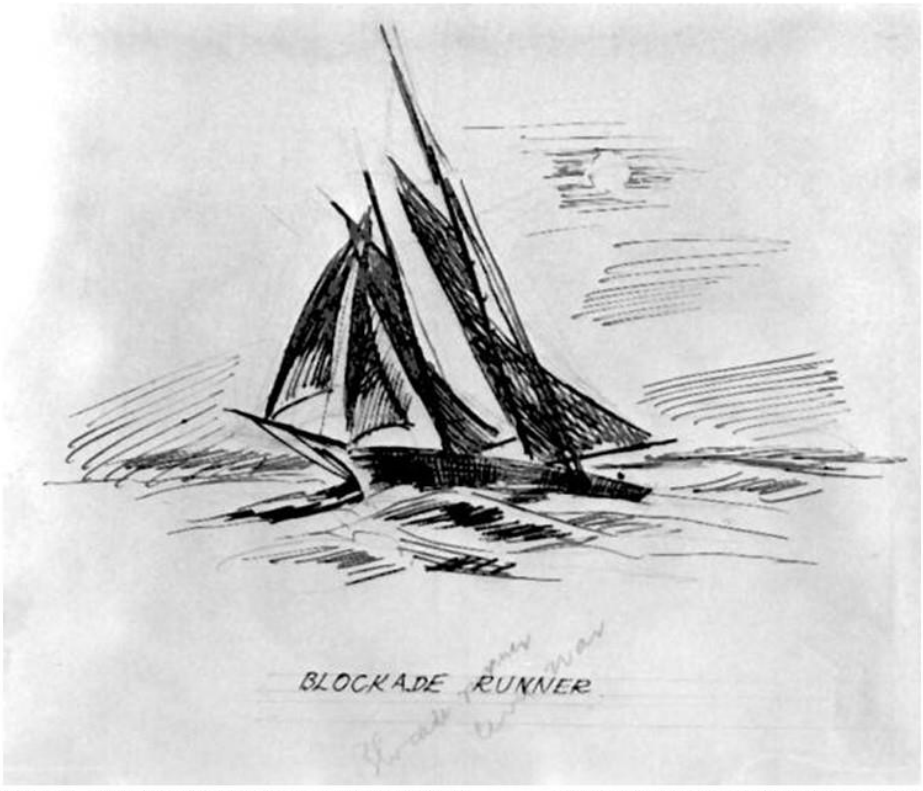

Image: drawing of a blockade runner (1938) *Image Courtesy of Florida Memory*

Definition Guide

Abolitionist:

A person who wants to end slavery

Blockade:

When the navy uses their ships to keep supply boats from reaching an enemy

Blockade Runner:

Someone who delivers supplies to an area by boat when supplies are being cut off to that area by a blockade; they have to avoid being spotted by blockade ships

Casualties

This term refers to all dead, missing, wounded, or captured people during war

Confederacy:

Those in the South who wanted to secede from the United States

Delegate:

A person who acts for another (a representative)

Emancipation Proclamation:

A government document that declared slaves free during the Civil War (January 1, 1863)

Secession Convention:

During the Civil War this was a meeting where select people voted if their state would stay in the Union or join the Confederacy.

Secede:

To leave an organization (religious or political)

Union:

Those in the North who stayed loyal to the United States during the Civil War

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Be a Detective!

Image Courtesy of Florida Memory

Directions. Examine the image on this page. Use your observations to answer the questions below.

1. What's going on in this picture?

_____
_____
_____
_____

2. What do you see that makes you say that?

_____
_____
_____
_____

3. What more can you find?

_____
_____
_____
_____

Questions Courtesy of Art Museum Teaching

Be a Detective!

Image Courtesy of Florida Memory

Directions. Examine the image on this page. Use your observations to answer the questions below.

1. What's going on in this picture?

_____
_____
_____
_____

2. What do you see that makes you say that?

_____
_____
_____
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3. What more can you find?

_____
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_____

Questions Courtesy of Art Museum Teaching

Civil War FAQ

(**F**requently **A**sked **Q**uestions)

Image: Soldiers before battle

1. **When did the Civil War happen?**

   1861 to 1865

2. Who fought in the Civil War?

Two sides fought in the war: the Union and the Confederacy.

Image: Union soldier

3. Did every state choose a side in the war?

No.

Delaware, Kentucky, Maryland, Missouri, and West Virginia did not officially choose a side during the war.

When researching the Civil War you might see these states referred to as "Border States."

4. What states were part of the Union?

California, Connecticut, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Nevada, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, and Wisconsin.

5. What states were part of the Confederacy?

Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

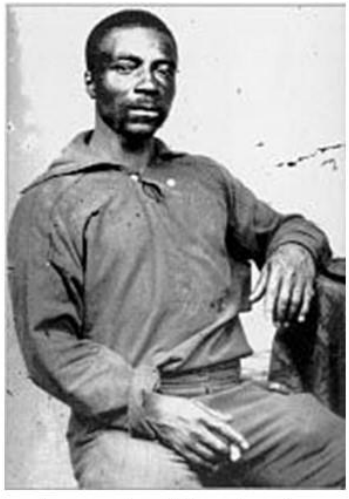


Image: An African American sailor with the Navy

All Images Courtesy of the National Archives

Image: Confederate soldier

6. How many soldiers were part of the Confederate Army?

Many records were lost during the war but estimates range from 750,000 to 1,227,890 individuals enlisted in the Confederate Army.

7. How many soldiers were part of the Union Army?

2,672,341 individuals were enlisted in the Union Army.

8. How many causalities were there during the Civil War

*The Union had a total of 642,427 casualties.**

*The Confederacy had a total of 483,026 casualties.**

9. What was the bloodiest battle?

The Battle of Gettysburg (51,116 causalities)*

Image: Carver General Hospital

10. What caused the Civil War?

Many factors played a role in causing the Civil War, including a debate about states' rights and the issue of slavery.

*Remember, **casualties** refer to all dead, missing, wounded, or captured people

Have more questions about the Civil War?
Visit www.manateevillage.org and select "Entertainment" under the "Education" tab

All Images Courtesy of the National Archives

Coloring Page

On the March!

Directions. Its time to pack up camp and march to the next location. Help guide the Civil War soldiers through the maze so they reach their destination safely.

Start

End

Created by Puzzlemaker at DiscoveryEducation.com

Discovery EDUCATION

Starting Puzzle Image Courtesy of the New Boston Historical Society

What's For Dinner?

Both sides of the war had a lot of mouths to feed! During this time it was hard for both armies to supply their soldiers with fresh food.

Image: Soldier sitting on top of a box of hardtack (taken 1863)

Can you think of any reasons why it was hard to provide fresh food to soldiers during wartime? List your best guesses below.

_____

_____

_____

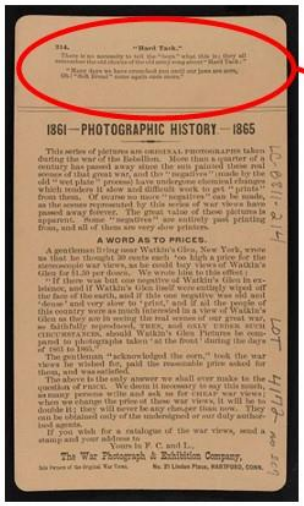
_____

_____

To help keep soldiers nourished they were given **hardtack**. **Hardtack** looks like a modern day cracker but it has one big difference. Hardtack doesn't expire! This food's long shelf-life meant soldiers would have something to eat when fresh food supplies were running low. It could also be easily packed up and shipped out – take a look at the soldier sitting on the box of hardtack in the photo above.

Hardtack hardened over time so soldiers started calling it "teeth-dullers" and "sheet-iron crackers." In order to soften up the hardtack for eating a soldier might fry it in a pan or dunk it in a cup of coffee.

Soldiers weren't the only ones that benefited from hardtack. Bugs made a home out of this food. Hardtack could become infested with bugs if it wasn't prepared or stored in a clean environment. How did soldiers know if their hardtack had bugs? By soaking the food in a liquid (like coffee); when the food softened the bugs would float around in the soldier's drink!



Printed on the back of a card from the Library of Congress:

"Hard Tack."

There is no necessity to tell the "boys" what this is; they all remember the old chorus of the old army song about "Hard Tack:"

"Many days we have crunched you until our jaws are sore,

Oh! "Soft Bread" come again once more."

All Images Courtesy of the Library of Congress

Snack Break!

Want to eat like a Civil War soldier? Grab an adult and try out the hardtack recipe below!

Army Hardtack Recipe

Bake Time: 60 minutes. Yields about 10 pieces of hardtack.

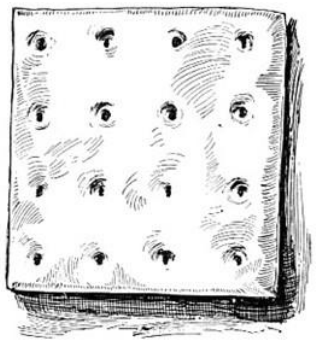
**Fresh crackers will break easily but as they dry they will harden and assume the consistency of fired brick.*

Ingredients:

- 4 cups of flour (preferably whole wheat)
- 4 teaspoons salt
- Water (no more than 2 cups)

Need:

- Mixing bowl
- Cookie sheet
- Rolling pin



Steps:

1. Pre-heat the oven to 375 degrees
2. Mix the flour and salt together in a bowl.
3. Add just enough water so that the mixture will stick together, producing a dough that won't stick to hands, rolling pin, or pan (no more than 2 cups of water).
4. Mix the dough by hand.
5. Roll the dough out, shaping it into a rectangle. Then, cut the dough into squares about 3x3 inches and 1/2 inch thick.
6. Press a pattern of four rows of four holes into each square. Do not punch through the dough. The appearance you want is similar to that of a modern saltine cracker.
7. Turn each square over and press same pattern on the other side.
8. Place the squares on an ungreased cookie sheet and bake in the oven for 30 minutes.
9. Take the cookie sheet out of the oven and flip each square. Bake for another 30 minutes.

FRYING HARDTACK.

Image Courtesy of the New Boston Historical Society

The Civil War in Manatee County

Image Courtesy of Manatee County Public Library System Digital Collection

Image: Ezekiel Glazier
(photo taken 1880-1890)

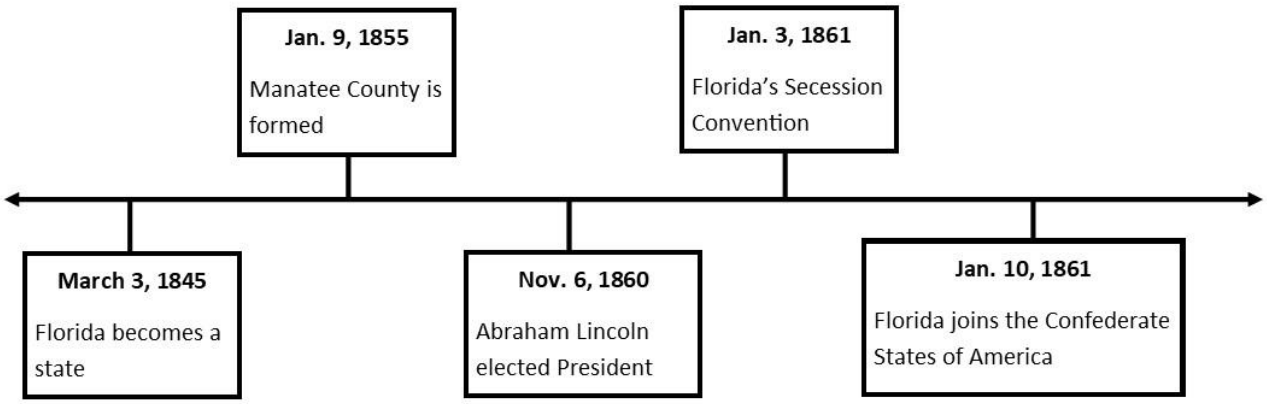
Leaving the Union

Before Florida could join the Confederate States of America (C.S.A.) the state had to have a **secession convention** to decide if it was going to **secede** from the Union.

Florida's convention was held on January 3, 1861. **Delegates** traveled to Tallahassee to cast their vote about leaving the Union.

One of the men who went was named Ezekiel Glazier and he was from the Village of Manatee. Ezekiel was a settler who originally came from a northern state and he was considered to be an **abolitionist**. However, he and 61 other men chose to vote "yes" to leave the Union. Only 7 men voted "no."

On January 10, 1861 Florida left the Union and joined the C.S.A.



Company K

In the spring of 1862 some men from Manatee County volunteered to go to Tampa to enlist in the Army of Confederate States. They were paid $50 for their services and given extra money for clothes every two months. These men became known as "Company K" of the 7th Florida Regiment.

Company K began their service in Tampa and Smyrna, Florida. While there they were responsible for protecting ammunition and other supplies.

Image: Battle of Chickamauga (created in 1890)

By the summer of 1862 the 7th Florida Regiment (including Company K) received orders to join up with the rest of the Confederate Army in Tennessee.

They went on to take part in several battle campaigns, including the Battle of Chickamauga in Georgia.

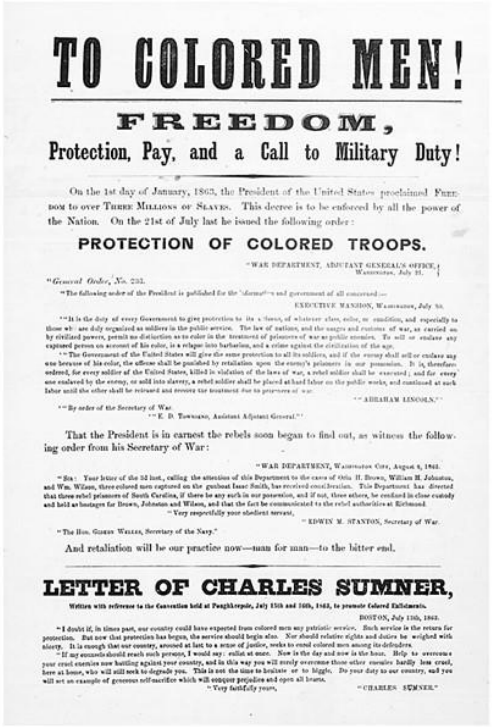
The 7th Florida Regiment stayed with the Confederate Army until it surrendered on April 26, 1865 in North Carolina.

Not all of the men from Manatee County were able to stay with Company K. They were used to Florida's sunny weather, not the cold weather found in other states. Camping out in freezing rain and cold weather caused some men to get very sick.

If some men were sick for too long they received a Certificate of Disability and got to go home early.

Image: Confederate Field Hospital in Virginia (dated 1862)

All Images Courtesy of the Library of Congress



TO COLORED MEN!

FREEDOM,

Protection, Pay, and a Call to Military Duty!

On the 1st day of January, 1863, the President of the United States proclaimed Freedom to over Three Millions of Slaves. This decree is to be enforced by all the power of the Nation. On the 21st of July last he issued the following order:

PROTECTION OF COLORED TROOPS.

"WAR DEPARTMENT, ADJUTANT GENERAL'S OFFICE, Washington, July 31.

"General Order, No. 233.

"The following order of the President is published for the information and government of all concerned:—

EXECUTIVE MANSION, Washington, July 30.

"It is the duty of every Government to give protection to its citizens, of whatever class, color, or condition, and especially to those who are duly organized as soldiers in the public service. The law of nations, and the usages and customs of war, as carried on by civilized powers, permit no distinction as to color in the treatment of prisoners of war as public enemies. To sell or enslave any captured person on account of his color, is a relapse into barbarism, and a crime against the civilization of the age.

"The Government of the United States will give the same protection to all its soldiers, and if the enemy shall sell or enslave any one because of his color, the offense shall be punished by retaliation upon the enemy's prisoners in our possession. It is, therefore, ordered, for every soldier of the United States, killed in violation of the laws of war, a rebel soldier shall be executed; and for every one enslaved by the enemy, or sold into slavery, a rebel soldier shall be placed at hard labor on the public works, and continued at such labor until the other shall be released and receive the treatment due to prisoners of war.

"ABRAHAM LINCOLN."

"By order of the Secretary of War:

"E. D. TOWNSEND, Assistant Adjutant General."

That the President is in earnest the rebels soon began to find out, as witness the following order from his Secretary of War:

"WAR DEPARTMENT, Washington City, August 3, 1863.

"Sir: Your letter of the 1st inst., calling the attention of this Department to the cases of Otis H. Brown, William H. Johnston, and Wm. Wilson, three colored men captured on the gunboat Isaac Smith, has received consideration. This Department has directed that three rebel prisoners of South Carolina, if there be any such in our possession, and if not, three others, be confined in close custody and held as hostages for Brown, Johnston and Wilson, and that the fact be communicated to the rebel authorities at Richmond.

"Very respectfully your obedient servant,

"EDWIN M. STANTON, Secretary of War.

"The Hon. Gideon Welles, Secretary of the Navy."

And retaliation will be our practice now—man for man—to the bitter end.

LETTER OF CHARLES SUMNER,

Written with reference to the Convention held at Poughkeepsie, July 15th and 16th, 1863, to promote Colored Enlistments.

BOSTON, July 13th, 1863.

"I doubt if, in times past, our country could have expected from colored men any patriotic service. Such service is the return for protection. But now that protection has begun, the service should begin also. Nor should relative rights and duties be weighed with nicety. It is enough that our country, aroused at last to a sense of justice, seeks to enrol colored men among its defenders.

"If my counsels should reach such persons, I would say: enlist at once. Now is the day and now is the hour. Help to overcome your cruel enemies now battling against your country, and in this way you will surely overcome those other enemies hardly less cruel, here at home, who will still seek to degrade you. This is not the time to hesitate or to higgle. Do your duty to our country, and you will set an example of generous self-sacrifice which will conquer prejudice and open all hearts.

"Very faithfully yours,

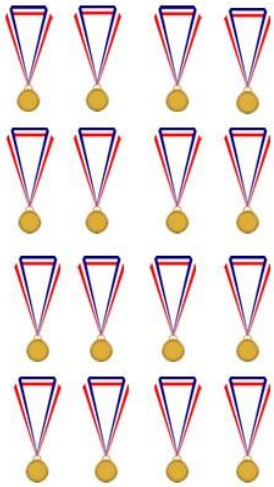
"CHARLES SUMNER."

Image Courtesy of the National Archives

Image: USCT poster

DID YOU KNOW?

16 African American soldiers received the **Medal of Honor.**



DID YOU KNOW?

African American soldiers weren't the only non-white troops part of the Union Army.

There were 3,530 American Indian troops also enlisted.

United States Colored Troops

After the **Emancipation Proclamation** in January 1863, President Abraham Lincoln approved African American soldiers to fight in the war. The African American men who served in the army were part of the United States Colored Troops (USCT).

The men in the **2nd Regiment USCT** were assigned to several places in the south, including Key West and along the Gulf coast of Florida.

In August 1864 some of them even passed through Manatee! A company of 40 to 60 men camped at a local family's house before moving out to their destination. It is likely they were in the area looking for supplies to take back to the rest of their regiment.

Image Courtesy of Florida Memory

Image: Drawing of an African American Union soldier

In February 1865 the 2nd Regiment helped defend Fort Myers from a Confederate attack. Why did the Confederates attack? They were part of the **Cow Cavalry**.

Florida had a booming cattle industry and some ranchers supplied the Confederate Army with much needed beef for food. Cows were gathered up and delivered to the southern army. The Cow Cavalry protected the cows from being taken by Union soldiers.

Image Courtesy of Florida Memory

Image: Cracker Cow

Some leaders of the Cow Cavalry thought the northern army at Fort Myers was a threat because they made it hard to move cows (an important food supply) to the rest of the south. In an effort to defend the southern food supply they decided to attack the Union soldiers at Fort Myers on February 20, 1865. The Union defended the fort and the Cow Cavalry was forced to retreat.

The war ended a couple of months later in April 1865. By then almost 180,000 African American men had served in the Union Army.

Have more questions about the USCT?

Visit www.manateevillage.org and select "Resources" under the "Education" tab to learn more!

DID YOU KNOW?

Most **officer ranks** were given to white men but African Americans in the USCT could become officers if they were either a **surgeon** or a **chaplain**.

Blockade Running

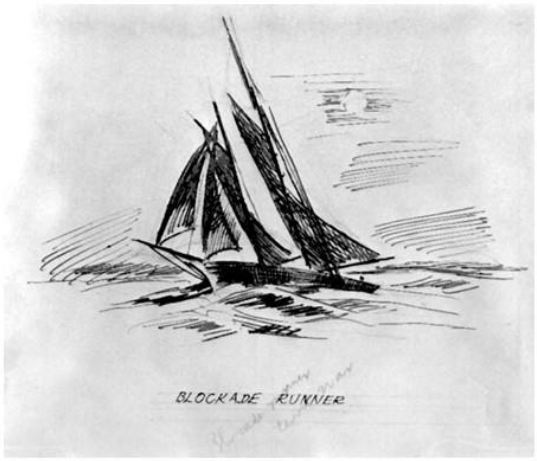


Image Courtesy of Florida Memory

Image: Blockade Runner sketch (1938)

During the Civil War the Union set up a **naval blockade** along the Confederate coast. A **naval blockade** is when the navy uses ships to keep an enemy's boats from reaching an area with supplies.

During the Civil War the Union's Navy blockaded 3500 miles of southern coastline. Florida's coast made up 1400 miles of the south's coastline!

Math Break!

1. During the Civil War the southern coastline was a total of 3500 miles and 1400 miles of that coastline belonged to Florida. Excluding Florida, how many miles made up the rest of the southern states' coastline?

   Answer:_____

2. There are 5280 feet in 1 mile. During the Civil War the Union Navy blocked 1400 miles of Florida's coastline. How many **feet** of Florida's coastline did the Union Navy block?

   Answer:_____

Union blockade ships were always on the lookout for **blockade runners**. A **blockade runner** is someone who would try to deliver supplies to an area by boat when supplies were being cut off to that area by a blockade. They had to be careful to avoid getting captured by the Union patrol ships.

During the Civil War, there were Union blockade ships located off of Bradenton's coast! They were the *Ethan Allen* and the *Kingfisher*. The *Ethan Allen* captured several boats during her time in Manatee County's waters, including a boat owned by a local woman named Julia Atzeroth (also known as Madam Joe). Once it was captured, Madam Joe would never get her boat back.

Image: *Ethan Allen*

Boats Captured by the *Ethan Allen*:

- ⇒ *Mary Nevis*
- ⇒ *Fashion*
- ⇒ *Olive Branch*
- ⇒ *Atlanta*
- ⇒ *Spitfire*
- ⇒ *Caroline*
- ⇒ *Gypsie*

Madam Joe's boat was called the *Mary Nevis* and it was not used for blockade running. The *Mary Nevis* carried mail and passengers to and from Tampa. Yet, her captain was no stranger to supplying goods to Confederate troops.

In January 1862, Captain Archibald McNeill was forced to abandon the *Mary Nevis* (and her passengers) and flee on foot with the mail. The mail might have contained sensitive information about the Confederacy and it was important the Union did not get it.

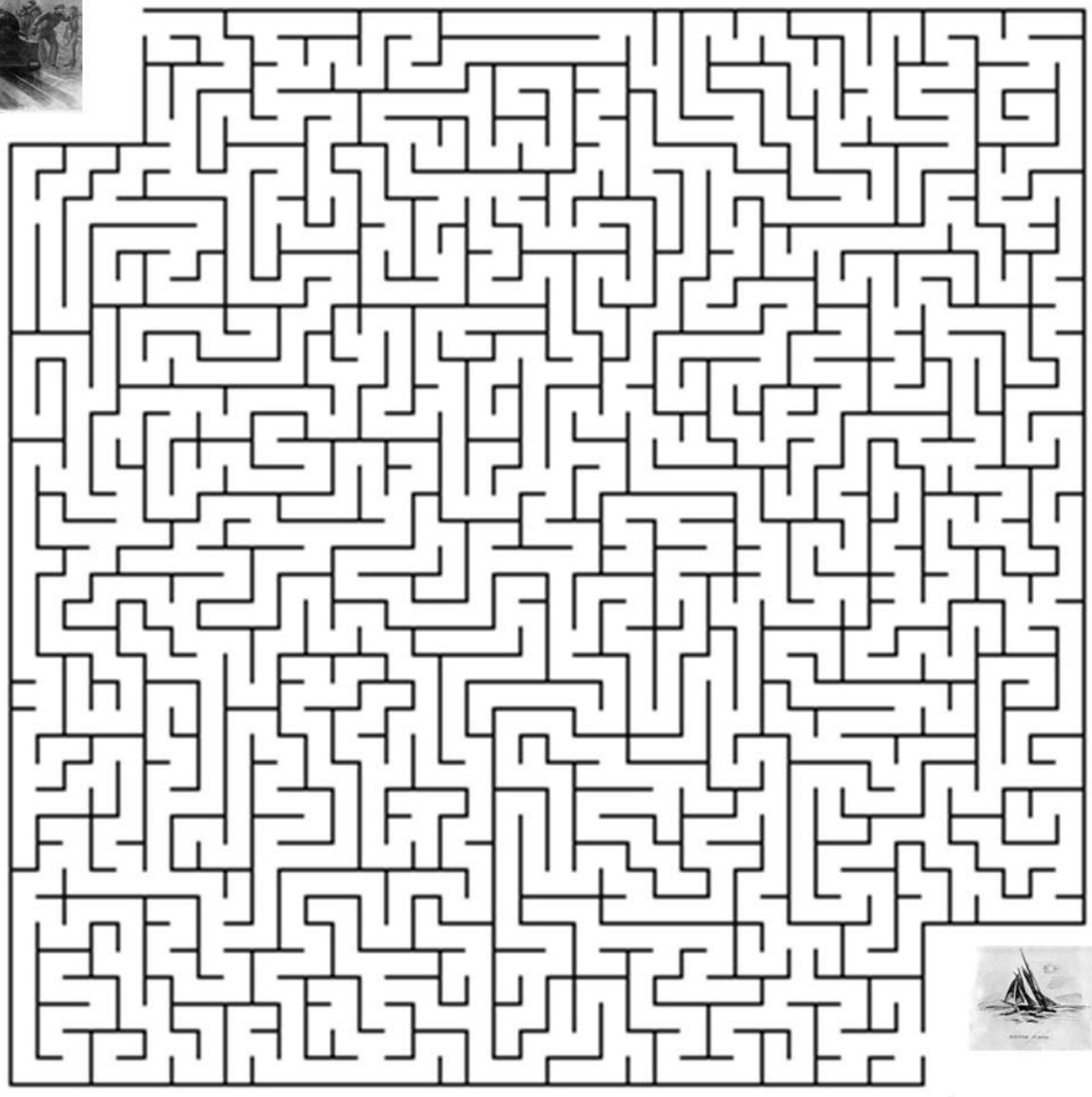
Captain McNeill and the mail were not captured. The passengers of the *Mary Nevis* were let go and the Union Navy took the boat. The Union planned to use the *Mary Nevis* themselves but they were not able to. She was accidentally damaged and no longer of use to the Union Navy. To guarantee the boat was not salvaged by the Confederacy she was burned and destroyed.

Image of the Ethan Allen Courtesy of Warships of the Civil War Navies *by Paul H. Silverstone*

Blockade Running Maze

Directions. The Union Navy has spotted a Confederate blockade runner. Help the Union Navy capture the blockade runner.

Start



End

Created by Puzzlemaker at DiscoveryEducation.com

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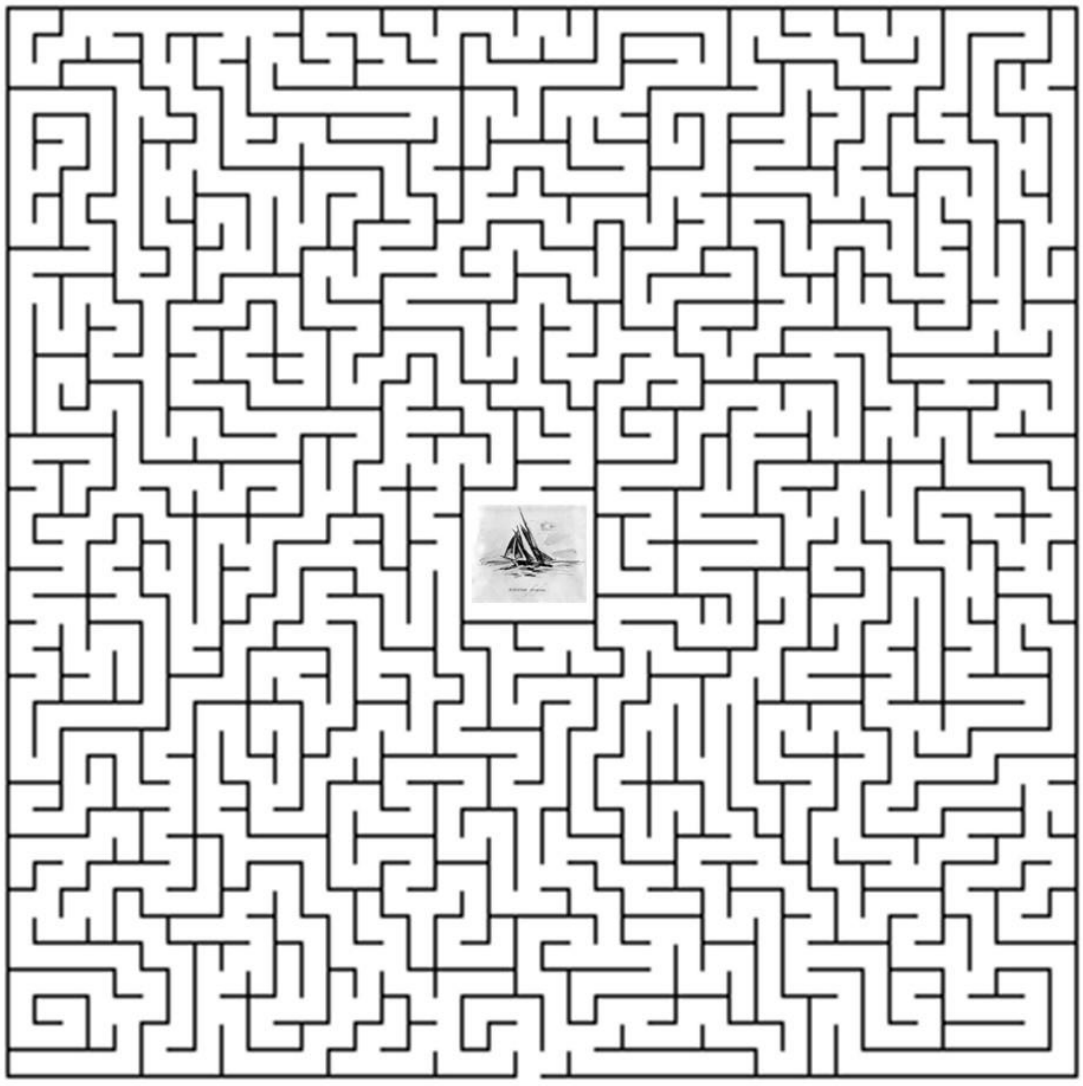
Blockade Images Courtesy of Florida Memory

Blockade Running Maze

Directions. Begin in the middle of the maze. Help the Confederate blockade runner evade capture. Don't bump into any Union Blockade ships!



End

Created by Puzzlemaker at DiscoveryEducation.com

Blockade Images Courtesy of Florida Memory

Madam Joe Atzeroth

Image Courtesy of Manatee County Public Library System Digital Collection

Image: Madam "Joe" Atzeroth (photo taken 1866-1870)

While husbands went off to fight in the war, wives and young children were left to take care of their homes in Manatee County. Madam Joe is an example of a wife taking care of the home while her husband was away.

Madam Joe anticipated that wartime could make getting food supplies difficult. She also thought there was chance Union soldiers could raid the area and if that happened she wanted to make sure they didn't take anything her family would need later.

If you were Madam Joe how would you make sure you had enough supplies to last through a difficult time?

_____
_____
_____
_____

Madam Joe prepared by hiding some of the things she knew she would need later. She buried items like a barrel of flour and cloth. Her hidden supplies were never discovered by the Union.

Southern families weren't the only ones separated by war. Madam Joe was visited by a man who was part of the Union navy. Due to the war he was away from his home and couldn't be with his wife on her birthday. To honor his wife's birthday he decided to gift Madam Joe with items like flour, bacon, and sugar. These would have been valuable goods during the war.

As a thank you for his gift, Madam Joe gave him some chickens and potatoes when he left her house.

Chasing Judah

When states left the Union they formed the Confederate States of America (C.S.A.). The C.S.A. had its own government and its own constitution.

Before the war, Judah P. Benjamin was a lawyer but during the war he became the Secretary of State for the Confederate Government. At the end of the Civil War, he was one of many Confederate officials that fled the south for safety.

Image Courtesy of Florida Memory

Image: Judah P. Benjamin (circa 1861)

Image Courtesy of Florida Memory

Image: Gamble Mansion (circa 1960)

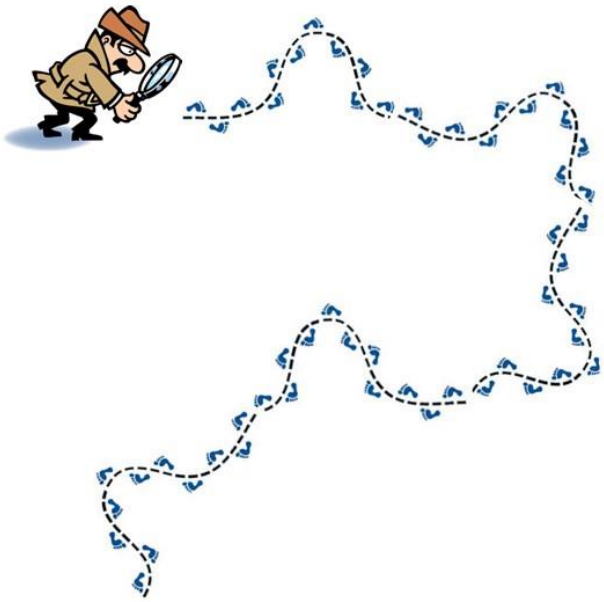
To avoid being captured by Union soldiers, Judah traveled through Florida with the help of some locals. When he reached Manatee County he stayed at Gamble Plantation. Once it was safe for Judah to leave the plantation he was taken by boat to the Bahamas. From the Bahamas he secured passage to England. Judah lived in England and practiced law until he died in 1889.

Did You Know?

Union soldiers came to Manatee County and thought they found Judah P. Benjamin.

When they saw Madam Joe they arrested her because they were convinced she was Judah disguised as a woman!

She was later released when they realized she was not Judah.



John Riggin, Jr.

After the Civil War a Union officer called Manatee County home.

John Riggin, Jr. grew up in St. Louis, Missouri. As a young man before the war, he ran a successful real estate business with his father called Riggin & Son.

While working in St. Louis he would get to know a fellow business man named Ulysses S. Grant.

Yes, *that* Ulysses S. Grant!

John and his father knew the general before he became the general of the Union Army.

Image Courtesy of the Library of Congress

Image: John Riggin, Jr. (photo taken 1860-1870)

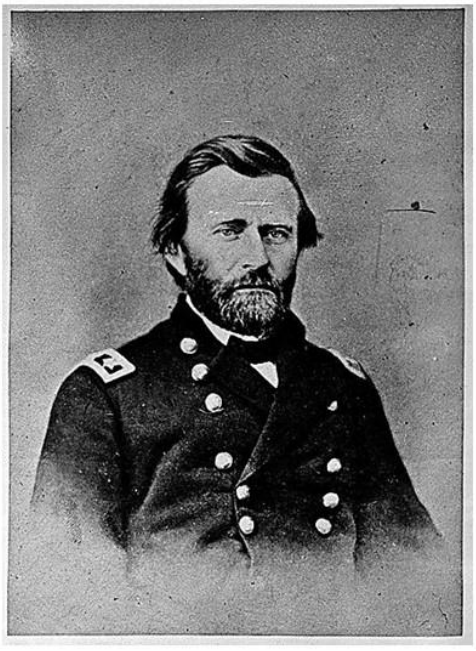


Image Courtesy of DocsTeach

Image: Ulysses S. Grant
(photo taken 1860-1865)

In 1861, John joined the Union Army and General Grant requested him to be his aide-de-camp. An aide-de-camp acts as an officer's assistant. That means John Riggin, Jr. was General Grant's assistant during the war!

John was responsible for writing down Grant's orders and sharing them with other officers. General Grant also made John the head of telegraphs for the army.

After the war, he traveled to New Orleans and met a woman named Fannie Mott Hamilton. Fannie grew up on a plantation in Charleston, South Carolina. During the war, her father and brother were both officers for the Confederate Army.

Despite their different backgrounds, Fannie and John got married.

After John and Fannie's marriage they tried to live in St. Louis for awhile. Unfortunately for John, the war left him with a bronchial infection. His infection never seemed to go away and the cold St. Louis weather only aggravated his symptoms.

Image: John Riggin, Jr.'s grave stone

John's doctor advised him to move to a warmer climate. In 1874, John and Fannie moved to Florida in the hopes that the warm weather would improve his health. John's health never improved much and in 1886 he died.

John Riggin, Jr. was buried in the Manatee Burying Ground. There are 14 other Civil War veterans buried with him on the grounds.

However, John Riggin, Jr. is the highest ranking soldier of either side of the Civil War buried there.

Grave stones can offer you clues about the person buried there. Examine John Riggin, Jr.'s grave. What does it tell you about his rank in the military?

_____

_____

_____

Play Time!

Take a break and play a game!

Visit www.manateevillage.org and select "Entertainment" under the "Education" tab to play a fun Civil War review game.

Exploring History With Primary & Secondary Sources

How do historians explore history? They examine different sources for clues. Sources can tell historians what life used to be like for people.

Image: Civil War era map

If you wanted to learn more about a certain time period or historical event what sources would you look at?

Examine the sources below and circle the ones you think would provide useful clues to the past:

Encyclopedia	**Eyewitness Interview**	**Speech**
Historical Fiction Book	**Newspaper Article**	**Documentary**
Autobiography	**History Textbook**	**Census Records**
Painting	**Map**	**Photograph**
Magazine Article	**Legal Papers**	

If you circled everything on this list you are correct! Every source on the list provides useful information that can help you learn more about history. However, it is important to know which source is **primary** and which source is **secondary**.

A **primary source** was made during the time period or historical event you are studying. It is made by people who have direct personal knowledge of the time or event. Sometimes this person is called an eyewitness. Primary sources are a great way to get a firsthand account about a certain time or event.

A **secondary source** is <u>not</u> made by an eyewitness and it is <u>not</u> made during the time period you are studying. It is made a long time after a historical event or time period has ended. Secondary sources can be a good way to learn general information about a time period.

All Images Courtesy of DocsTeach

Identification Station!

Directions. You are studying the Civil War. Identify if the source described is a **primary source** or a **secondary source.** Circle your answer.

Image: Political Cartoon (1861)

1. A political cartoon from 1863.

Primary **or** Secondary

2. A chapter from your History textbook that describes the Battle of Gettysburg.

Primary **or** Secondary

3. A newspaper article written in 1863 by a journalist who witnessed the Battle of Gettysburg.

Primary **or** Secondary

4. The Emancipation Proclamation (a document written in 1863).

Primary **or** Secondary

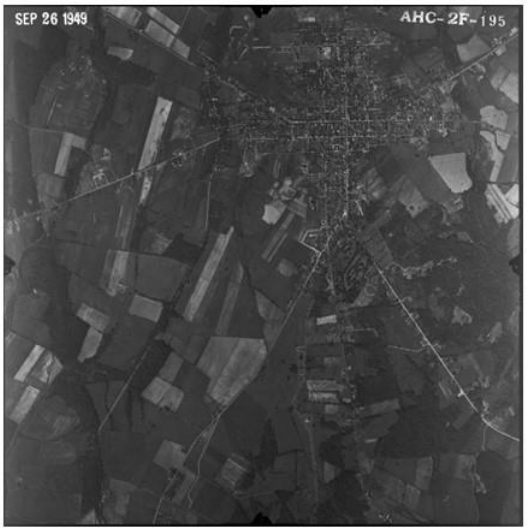


Image: Aerial Photo of Gettysburg, Pennsylvania (1949)

5. Aerial photography of Gettysburg, Pennsylvania.

Primary **or** Secondary

6. A documentary about naval blockades during the Civil War.

Primary **or** Secondary

All Images Courtesy of DocsTeach

Dig Deeper Using Primary Sources

Directions. Below is a historic photograph taken sometime between 1860 to 1865. Examine the photograph carefully. Use the photograph to answer the analysis questions on the next two pages.

Image Courtesy of DocsTeach

1. When you look at the photo, what do you see?

_____
_____
_____
_____

2. Is the photo in color or is it black and white? Circle your answer.

Color **or** Black and White

3. Is there a caption on the photograph? If so, what does it say?

_____
_____
_____
_____

4. What, or who, is in this photograph? Circle your answer.

People **or** Objects **or** Both (people and objects)

5. What are the people doing in the photograph?

_____
_____
_____
_____

6. What are the objects being used for in the photograph?

_____
_____
_____
_____

7. Write down two words that describe the photograph.

_____
_____
_____

Analysis Questions Courtesy of the National Archives

Continued on Next Page

8. Who do you think took the photograph?

_____
_____
_____
_____

9. Where do you think the photograph was taken?

_____
_____
_____
_____

10. List something that helps you prove where it was taken.

_____
_____
_____
_____

11. Why do you think the photograph was taken?

_____
_____
_____
_____

12. How does this photograph compare to modern times?

_____
_____
_____
_____

You are a Historian!

You have successfully analyzed a primary source document.

Analysis Questions Courtesy of the National Archives

Communication During the Civil War

Today, if we want to get in touch with family and friends we have a lot of options for communicating with them. We can pick up the phone and call them. We can send a text. We can chat on FaceTime.

Image Courtesy of DocsTeach

Image: Letter from an African American Soldier (1863)

During the Civil War people did not have as many options for communicating with each other. Since they couldn't send a text message, they sent a letter. During the Civil War people wrote letters, mailed them, and then had to wait patiently for a response.

The Union Postal Service blocked mail from being sent between the North and South during the war. This made it difficult for people living in the North and South to communicate with each other, but not impossible. With the help of **blockade runners** mail could be carried between northern and southern states.

Civil War letters are a **primary source** because they describe what life was like by the people who lived it. Letters covered a wide range of topics and offer many perspectives about the war. Some soldiers wrote about what battles they saw. Women wrote about what life was like at home. African American soldiers discussed how they were discriminated against by white soldiers. Some former slaves even wrote to their old masters demanding loved ones be set free.

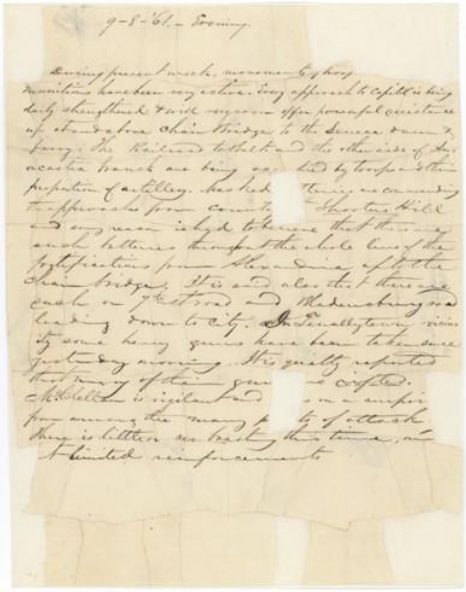


Image Courtesy of the National Archives

Image: Letter taken from Rose O'Neal Greenhow (dated 1861)

I spy...

Rose O'Neal Greenhow lived in Washington, DC but she was a spy for the Confederate States of America. She wrote letters in a secret code to her contacts in the south about Union military plans.

Eventually, Rose was caught spying and sent to prison. She was a very dedicated Confederate spy. Even while she was in prison she managed to gather information and send coded messages to the Confederacy!

Write Like a Victorian Historian

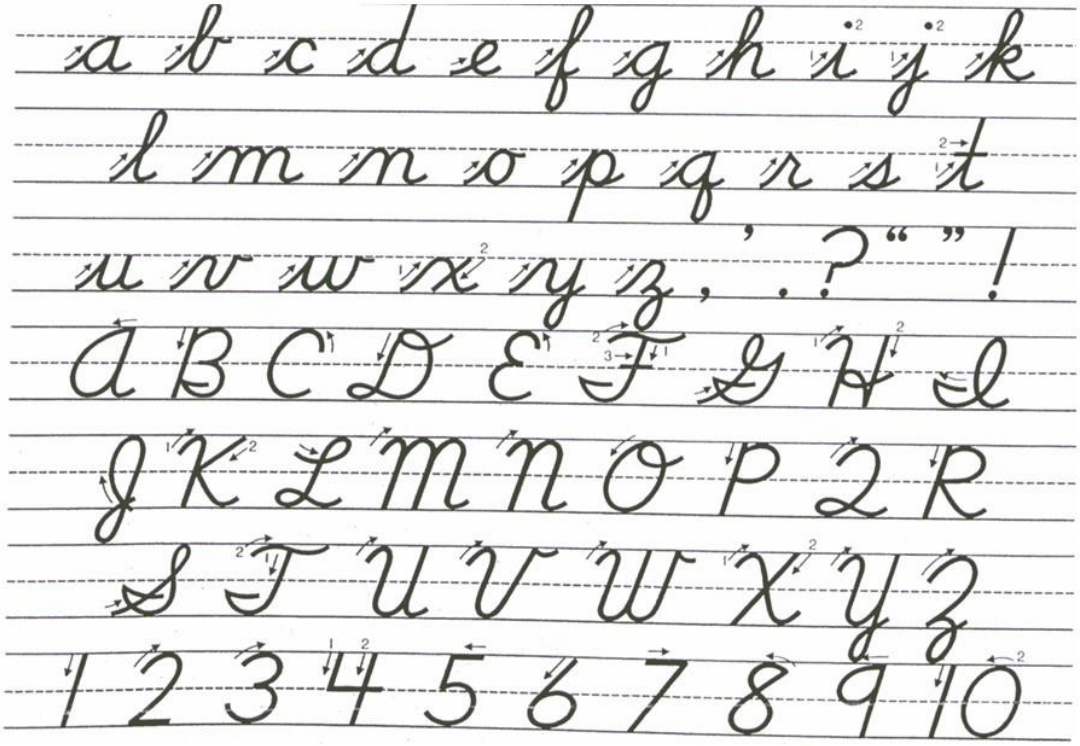


Chart Courtesy of Wikimedia Commons

Directions. Review the cursive chart. Practice writing the cursive alphabet in the space below.

Sign your name in cursive:_____

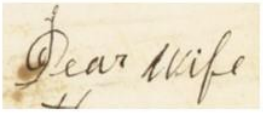
History Mystery! Can You Read This Letter?

Directions. In 1863 an African American soldier named Samuel Cabble wrote a letter to his wife. Many historical letters like Samuel's are written in cursive.

Part of Samuel's letter is pictured below. Use the cursive chart to help you read his letter. In the space provided **print** what you see for people who can't read cursive.

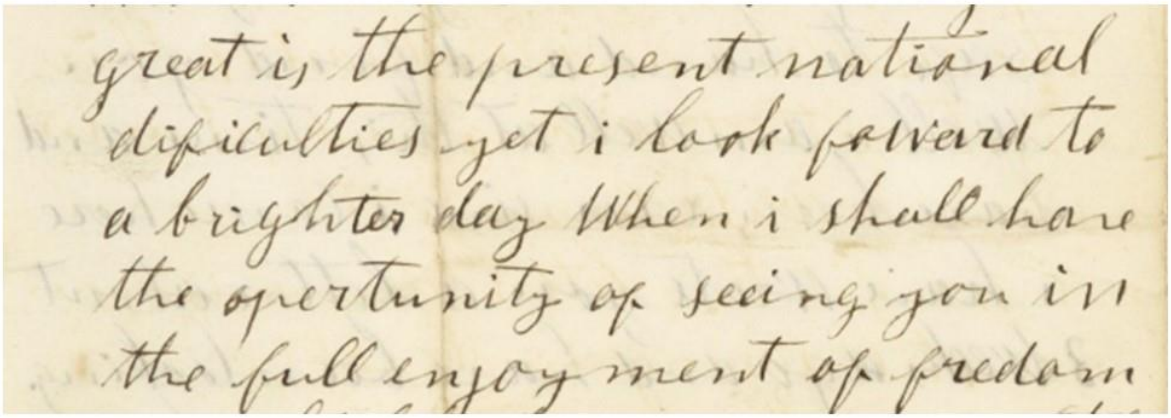
Don't correct any errors you see. Print it exactly as it is written. Your printed answer is called a **transcription**.

Example:



Dear Wife

1.

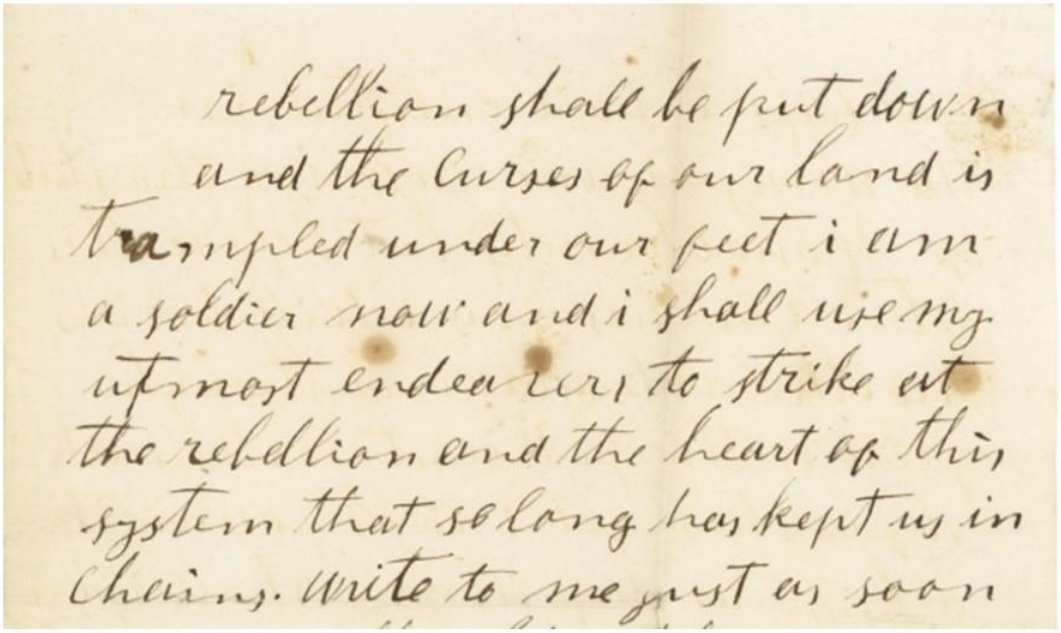


great is the present national
dificulties yet i look forward to
a brighter day When i shall have
the opertunity of seeing you in
the full enjoyment of freedom

Historic Letter Images Courtesy of DocsTeach

Continued on Next Page

2.



rebellion shall be put down
and the Curses of our land is
trampled under our feet i am
a soldier now and i shall use my
uttmost endeavers to strike at
the rebellion and the heart of this
system that so long has kept us in
Chains. Write to me just as soon

Historic Letter Images Courtesy of DocsTeach

Manatee Village Historical Park
1404 Manatee Avenue East
Bradenton, Florida 34208
Manatee County Historical Commission
& Manatee County Clerk of the Circuit Court
Historical Resources Division

Manatee Village Historical Park

Civil War Activity Book

Created by Manatee Village staff

with resources from:

- ⇒ **Florida Memory:** images throughout
- ⇒ **Library of Congress:** images throughout
- ⇒ **Manatee County Public Library Digital Collection:** images throughout
- ⇒ **DocsTeach:** images throughout
- ⇒ **Discovery Education Puzzlemaker:** mazes throughout
- ⇒ **National Archives:** images throughout, Civil War in Manatee County lesson, communication lesson, photograph analysis questions
- ⇒ **Art Museum Teaching:** VTS questions
- ⇒ **National Park Service:** facts & figures in FAQ lesson, Civil War in Manatee County lesson (United States Colored Troops)
- ⇒ **PBS:** Civil War FAQ lesson
- ⇒ **American Battlefield Trust:** hardtack lesson, Civil War in Manatee County lesson (Chasing Judah)
- ⇒ **New Boston Historical Society:** hardtack lesson
- ⇒ **Encyclopedia Virginia:** hardtack lesson
- ⇒ ***They Called It Fogarty* by Ollie Z. Fogarty:** Civil War in Manatee County lesson (Company K, Blockade Running, Madam Joe Atzeroth)
- ⇒ ***The Lures of Manatee* by Lillie McDuffee:** Civil War in Manatee County lesson (Leaving the Union)
- ⇒ **Wisc-Online:** Civil War in Manatee County lesson (online review game)
- ⇒ **Smithsonian:** communication lesson
- ⇒ **Wikimedia Commons:** cursive chart
- ⇒ **Warships of the Civil War Navies by Paul H. Silverstone:** image of the ship *Ethan Allen*

For more educational activities, visit: www.manateevillage.org/resources