PASSAGES THROUGH THE FIRE JEWS AND THE CIVIL WAR

OCTOBER 13, 2013 - FEBRUARY 28,2014

AT THE

JEWISH MUSEUM OF MARYLAND

AT THE HERBERT BEARMAN CAMPUS

EDUCATORS RESOURCE GUIDE

The Jewish Museum of Maryland

Passages Through the Fire: Jews and the Civil War

Educator's Guide

Passages through the Fire: Jews and Civil War is on display at the JMM from October 13, 2013 through February 28, 2014. The exhibition on loan from Yeshiva University is immersive, experiential, and family-friendly. Students will enter a succession of specific environments that are embedded with interpretive texts, original objects, images, archival documents, hands-on discovery, and media presentations. Each space is populated with artifacts, documents and images from the Civil War. Swords, weapons, ammunition, medals, uniforms all add to the historical nature of the exhibition.

By touring the exhibit, students will learn about the Jewish community in the United States prior to 1850 and more specifically Baltimore's Jewish community and religious life prior to the Civil War. Students will have opportunities to analyze maps, while interpreting population trends along with social and economic trends of the early immigrants that settled in the United States before 1860. The exhibit encourages students to think about Maryland's status as a "border state" as they explore the diversity of responses to the war by its residents- both Jewish and non-Jewish. The exhibit also explores the social and economic implications of the war on the North and South.

Students will have the opportunity to learn about the divided Jewish response to the issue of slavery. Primary documents in the exhibition include a bill of sale for a slave, maps and official orders and documents from General Ulysses S. Grant infamous Order #11. Students will also examine two rabbinic sermons made by Baltimore clergy, Rabbi David Einhorn and Rabbi Bernard Illowy, which represent the diversity of responses to the issue of slavery.

THE MUSEUM CAN OFFER FREE ADMISSION AND LIMITED BUS TRANSPORTATION SUBSIDIES TO BOTH MARYLAND PUBLIC SCHOOL STUDENTS AND JEWISH DAY AND CONGREGATIONAL SCHOOLS FOR FIELD TRIPS TO THE JMM. THIS OPPORTUNITY IS ON A FIRST COME-FIRST SERVE BASIS THROUGH FEBRUARY 28, 2014.

In addition to ***Passages through the Fire: Jews and Civil War***, your students can deepen their appreciation and understanding of Jewish history by seeing the JMM's other acclaimed exhibits. These exhibits are intended for Jewish and non-Jewish schools.

- ***The Synagogue Speaks***: explores the historic landmark, the Lloyd Street Synagogue, and the three different congregations that worshipped in the building. Each congregation was made up of European immigrants who faced the challenge of adapting to American life while trying to maintain religious traditions rooted in the old country.

- *The Newly Restored Mikveh Complex*- believed to be the oldest documented Jewish ritual bath in the United States.

- ***Voices of Lombard Street: A Century of Change in East Baltimore****:* The area surrounding the Jewish Museum of Maryland was the center of immigrant life in Baltimore in the

early 1900's. Today only a few remnants of its Jewish past survived. Voices of Lombard Street tells the story of this historic neighborhood from then until now.

To learn more about the JMM's education programs or to make a reservation for your class group, contact Abby Krolik, Visitor Services Coordinator at akrolik@jewishmuseummd.org or call 410.732.6400 x235

Contact Information

The Jewish Museum of Maryland

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Why this Exhibit?

The Civil War, long considered one of the most monumental periods in American history, was a conflict that saw families torn apart by their competing loyalties to a cause that defined the very meaning of freedom. These four brutal years of war, affected nearly every American as the political, economic and social landscape was forever changed. As the war engulfed the entire population in one manner or another, the Jewish community was no exception. Though still a significant minority of the total population in 1860, roughly 150,000 people, the preceding twenty years had seen a tenfold increase in the number of Jews who immigrated to America.

In the decades preceding the Civil War, the newly arrived Jews established themselves in a diverse array of trades, organizations and communal settings, not unlike the ones they previously belonged to in Europe. While the majority did settle in major Northern cities such as New York, Boston and Philadelphia, nearly twenty percent lived and worked in what would become the Confederate South or in border states that would join the Southern cause. As the Civil War loomed on the horizon, Jewish-America, much like the rest of the country, found itself forced to choose sides in the inevitable conflict. Center to the argument was the debate over slavery. Much like the nation, the Jewish community was split on this issue with prominent Jewish voices on both sides either defending or condemning slavery. As the war progressed, Jews found themselves engaged in wartime activities much like their Christian counterparts. They served, fought and died for causes they believed in. Many held close to their religious beliefs while others viewed this as an opportunity to live a more secular lifestyle. Despite the freedoms afforded to the Jews, anti-Semitism was still prevalent as can be seen in the issuing of Grant's General Order No. 11, ordering the expulsion of all Jews in his military district, comprising of the areas of Tennessee, Kentucky and Mississippi.

Exhibition Goals for the Students

The exhibition concentrates on Maryland's complex role in the conflict. Students will learn about the Pratt Street Riots where the first casualties occurred in connection with the war. Students will learn that like other families in the United States, Jewish families experienced similar pain- with brother fighting against brother during the war. The history of the Civil War is brought to life for students as they learn about how individuals and families contributed and were impacted by the war.

- Students will discover about the Jonas Family and understand how Annie Jonas Wells and the Needle Pickets were dedicated to providing for the soldiers of the Union Army on the home front and military front, as well as widows and orphans.
- Students will learn about early photography and the Baltimore photographers Bendann and Bachrach, who documented the war through photography as well as learn about the history and science of early photography.
- Students will also have the opportunity to explore how Maryland's status as a border state led to conflicting responses to the war by its residents.

Students will also learn about the lives of officials, officers and spies that played important roles during the war. One example is Major Leopold Blumenberg, a German immigrant who was a lieutenant in the Prussian Army in 1848. He became a commissioned captain in the Fifth Maryland Infantry in 1861. He was later promoted to Major and became the commanding officer of his regiment. His unit was called upon to do battle in the Antietam Campaign against the Confederate Army led by General Robert E. Lee.

Students will also examine the war's legacies and its impact on the Jewish community both in the North and South. For Jews, their passage through the fire made them more secure in American society. Post Civil War, Jews were able to assume a larger role in public life and better advance in the realm of finance, commerce and manufacturing. Students will learn how Jewish Americans from both sides of the conflict reconciled with each other through commercial ties and shared communal causes. Like other Americans, Jewish veterans and their families mourned their dead and honored their soldiers. Students will have the opportunity to create their own memorials as a tribute to the thousands of soldiers who were killed.

Educational Background and Themes

Passages Through the Fire: Jews and the Civil War looks at the Jewish experience as the United States plunged into a civil war, the greatest crisis of the 19th century. The war was a crucible; four years of bloodshed and bitterness transformed the meaning of citizenship, the boundaries of freedom, the role of the federal government and the direction of the American economy.

Like other Americans, Jews were transformed as they passed through the fire of the war. As one Jewish observer remarked, the war "has thrown distress and want in our midst." The Civil war benefitted many Jews, most of whom were new immigrants, confirming their patriotism, expanding their economic opportunities and giving Jews new confidence as an American community.

Immigration

Jews had settled in America from colonial times, but as late as 1850 only about 15,000 Jews lived in the United States, concentrated mostly in cities along the east coast. In the following two decades, the country's Jewish population grew rapidly. By 1860, their numbers had jumped ten-fold to 150,000.

Though they formed a small minority in 1860- less than one half a percent of the nation's population of 31 million, Jews could be found in more than one thousand places across every region of the country. While the great majority had settled in the North, over 25,000 lived and worked in the Confederate South or in the Border States that would join the Southern cause.

Slavery

American Jews generally shared the attitudes of their neighbors and, like most white Americans, harbored prejudices against blacks. In the North, most Jews were prepared to tolerate slavery's persistence elsewhere. New York's Jewish community, the largest in the nation, was dominated by merchants, many of whom earned their livelihoods in the textile and cotton trades that depended on slave labor. They opposed conflict with the South and mistrusted the abolitionists.

As the conflict loomed, Jewish leaders issued pleas for calm. Major Protestant denominations were split bitterly along sectional lines, but for the most part, Jewish congregations remained silent on the subject. The silence was broken on January 4, 1861, on the occasion of a national date of "humiliation, Fasting and Prayer, proclaimed by President James Buchanan. New York Rabbi Morris Rahall delivered a sermon defending slavery on biblical grounds; Raphalls' words attached wide attention from both Jews and non-Jews.

Getting Ready for War

As the nation became divided over the issue of slavery and started to take up arms, many Jews enlisted, some for the North and some for the South. Some 10,000 Jews, 8% of America's Jewish population, served in the Union and Confederate armies and navies. Though some Jews refused to take part in the military conflict, many enlisted and dozens became officers. There were prejudices, but Jews faced no official discrimination or disability. Jewish officers and enlisted men won recognition for their leadership, bravery and service. Others served in non-military roles and as suppliers, nurses and physicians, and sometimes diplomats and spies. And like so many on both sides, Jews suffered from deprivation and disease, and died in large numbers.

Military and Home Front

Jews in both armies had to make personal decisions about their religious observance. Some concealed their Jewish identities altogether, or abandoned their daily prayers or their observance of Sabbath and kashrut (dietary laws). Others managed to maintain what practices they could, carrying prayer books and ritual objects with them when possible.

During the war, many wives and daughters of soldiers took on the tasks of maintaining homes and running businesses. In addition, many Jewish women raised money for those in need; some acted as nurses, a few as spies.

The Civil War was America's bloodiest conflict, with an estimated 750,000 casualties. The deadliest killer was disease; more than twice as many servicemen dies from illness as from wounds on the battlefield.

Obstacles

The stresses of the war and the increased visibility of Jews during the crisis sparked an upsurge of anti-Jewish sentiment. In the North and South, Jews were accused of disloyalty, profiteering, and villainy. A major point was the issue of chaplaincy, as some questioned how a Jew could serve as a regimental chaplain when Congress had explicitly restricted such service to Christian ministers.

In a separate instance, General Ulysses S. Grant, then Commander of the Department of Tennessee, accused Jews en masse of violating trade regulations by trading with the enemy. Grant's General Orders No. 11 demanded the "oust of Jews as a class" from the military district under his command. Both of these anti-Semitic acts were resolved as Jews mobilized and sought an audience with President Lincoln who changed the regulation for chaplains and overturned Grant's Order No. 11.

Legacies of the War

In the war's aftermath, Jews could take pride in their service and in the assertion of their rights as Americans. The effectiveness of these efforts marked the Civil war as a watershed experience for American Jews, from which they emerged with a new confidence and sharpened political skills.

Despite nursing bitter memories of the war, Jews were reconciled through kinship networks, and shared interest in communal causes. New Jewish communities established after war included both Union and Confederate veterans. The Civil War also brought economic benefits to the Jewish merchants. Among the most important of these was the service of many Jews as military contractors, supplying the Union army with uniforms and other necessities. Following the war, many of these manufacturing companies continued to thrive.

Like other Americans, Jewish veterans and their families mourned their dead and honored their heroes, including six winners of the Congressional Medal of Honor for distinguished service. After the war, Jews joined organizations like the United Confederate Veterans and the Grand Army of the Republic, set up memorials and wrote memoirs for their wartime experiences.

The aftermath of the Civil War brought new forms of racism and anti-Semitism to the forefront. For Jews, their passage through the fire had made them generally mores secure in American society. Thanks in part to their struggles, future generations of Jewish immigrants would be drawn to this new America, with all its freedoms and opportunities, and challenges.

Passages Through the Fire
Elementary School Grades 3-6

Students Overall Objectives:

Students will identify the cause and effects of the American Civil War politically, economically, and culturally.

Student Learning Goals:

1. Students will identify the causes of the American Civil War.
2. Students will understand why Maryland residents were divided on the issue of secession.
3. Students will explore the geographic and economic diversity of the State of Maryland.
4. Students will learn about the economic causes of the War.

Elementary School Lesson Plan

Grades 3-6

Maryland Crops and Politics Mapping

(adapted from a lesson plan from the Maryland Historical Society- Divided Maryland)

Introduction/Historical Background

As a border state, Maryland was caught between the North and South in the years leading up to the Civil War. The state's geographic and topographic diversity resulted in a state whose regions were very different politically, economically and socially.

Early Maryland colonists had intended to make their fortunes through the cultivation and sale of tobacco as the nearby Virginians had done. Initially white indentured servants had been used to cultivate the tobacco crop, but by the turn of the 18th century, African slaves were used on many Maryland tobacco plantations. On the eve of the Civil war, tobacco agriculture still dominated the economies of Southern Maryland along with the Eastern Shore. Because of the proximity to Virginia, many residents of these areas still had strong ties, familial or otherwise, with residents of Virginia, a southern state.

In the Northern and Western regions of Maryland, economies were not as dependent on slave labor. Wheat, rather than tobacco, was the predominant crop, and the labor needs associated with wheat cultivation are less constant than those associated with tobacco. Therefore these regions had fewer slaves than Southern Maryland. The populations of these regions were also more diverse, including growing numbers of free blacks, German and Scottish-Irish immigrants. The region was rural, though manufacturing enterprises such as iron and glass works, gristmills and breweries flourished.

Baltimore, the state's largest urban area, resembled Northern cities in many respects. Shipping and shipbuilding were at the core of the city's economy, and many merchants who led city affairs were from German, Scotch-Irish, or Quaker families. There were slaves in Baltimore, but there was a far larger and more vibrant free black community. By 1850, there were over eight times as many free blacks as slaves in the city. Despite these Northern tendencies, some of Baltimore's most powerful residents were members of old, distinguished families and viewed Maryland as a Southern state.

As the crisis intensified, most Marylanders wanted to remain neutral, although many sympathized with the South. The election of 1860 illustrates this point. Southern Democrat John Breckinridge, who supported the extension of slavery into the territories, received 45.9% of the vote in Maryland. John Bell of the Constitutional Union Party, which took no position on slavery and supported peace and the Union, received 45.12% but carried all but 6 counties, albeit by narrow margins. Both candidates were from Border States and were viewed as

moderates who wanted to restore peace. Northern candidates Abraham Lincoln (Republican) and Stephen Douglas (Northern Democrat) received just 9% of the Maryland vote combined.

Despite Maryland's sympathy for the South, the state never seceded. Even after Southern sentiment reached its peak after a secessionist mob attacked Northern troops passing through Baltimore City in April 1861, Maryland did not move to secede, although it was much discussed. After the riots, President Lincoln established de facto martial law in Maryland, suspending the privilege of the writ of habeas corpus (detainees can seek relief from unlawful imprisonment) and occupying the city with Federal troops.

Motivation / Hook

Use the map handout, copied onto a transparency, to show students which states remained loyal to the Union, (Northern) and which states seceded (Southern). Ask students which side they think Maryland would end up taking based on this map. Tell them that this activity will help them understand better what Maryland's relationship was with the North and the South.

Procedure

1. Draw a two-column table with columns headed "North" and "South." Ask students to list some of the political, social and economic characteristics of each region. Have students decide which of the following statements would be for the North or South.

All individual states outlawed slavery

Free black populations

Growing industry

Large numbers of immigrants

Small farms

Belief in the power of the United States government over individual states

Slavery

Little industry

Large farms concentrating on "cash crops" (crops that yielded more profit)

Few immigrants

Little ethnic diversity among whites

People identified more with their states than the United States as a whole

2. Distribute the handout "*Worksheet: Maryland, 1860,"* along with the two tables *"Economic Activities of Maryland Counties"* and *"Percentage of County Populations Made Up of Enslaved African Americans in 1860."*

3. Instruct students to use the *Economic Activities of Maryland Counties* table and map to better understand the economic activities of the state. Color the map using the key.

- RED- Counties that grow tobacco
- BLUE – Counties that grow wheat, operate mills and/or ironworks
- YELLOW- Counties that grow tobacco AND one of the following: grow wheat, operate mills, or operate ironworks.

4. Instruct students to use the map and table "*Percentages of County Populations Made Up of Enslaved African Americans"* to better understand that number of slaves that were in Maryland in 1860. Color the map using the key.

- RED_ Counties that are 20% or more enslaved
- YELLOW – Counties that were 7% to 19% enslaved
- BLUE – Counties that are 0% to 6) enslaved.

5. Review the first map and cover the second map for now.

6. Ask students to recall where tobacco was grown in the northern or southern United States. Ask whether growing wheat and operating mills and iron works were normal economic activities of the time and where those activities took place.

7. Now ask students, using their maps, if they can make generalizations about economic activities in the different regions of Maryland.

- Which areas of Maryland were more like the South? (Southern Maryland)
- Which were more like the North? (Northern, Central and Western Maryland)
- How would they characterize Eastern Maryland (a mix of the North and South)

8. Cover the first map and reveal the second.

9. Ask students if they can make statements about where in Maryland slavery was the most popular. (Most popular in southern Maryland; then in the East. Least popular in Central and Western Maryland).

10. Explain in the Deep South, an average of 45% of the population was made up of enslaved African Americans. In the Upper South, which includes Maryland, an average of 22% of the population was made up of enslaved African Americans. (Source: Peter Kolchin, *American Slavery, 1619-1877*, New York: Hill and Wang, 1993, p.242)

10. Uncover both maps. Ask students if they notice any similarities. (Southern Maryland colored red; Northern Central and Western Maryland colored blue; Eastern Maryland colored yellow).

11. Explain that the areas colored blue have the characteristics of Northern states, areas colored red have characteristics of Southern states, and the areas colored yellow have mixed characteristics.

12. Explain that Maryland was a border state during the Civil War. It had some characteristics of Northern states (industry, grain farming) and some characteristics of the Southern states (tobacco farming slavery). Many Marylanders supported the Southern Confederacy, but Maryland never seceded. Maryland remained loyal to the United States government, in part because President Abraham Lincoln sent United State troops to Maryland soon after the war started to make sure that the state did no secede.

Closure / Assessment

Have students imagine that it is March, 1861, right before the beginning of the Civil War. They are living in the county in which their school is currently located. Many other states, including South Carolina, have already seceded. Have students pick an identity from the following list:

Tobacco farmer

Wheat farmer

Ironworks owner

Mill owner

Go around the room and ask them who they are, and whether they feel Maryland should stay with the Union (based on their identity), or secede. Have them write their answer on a piece of paper, and explain why they feel the way they do. If time permits, have students write a letter to Maryland Governor Thomas Hicks and state whether they believe that Maryland is a more Northern or Southern state and give the reasons for their opinions.

Economic Activities of Maryland Counties*

County	Major Economic Activities
Allegany	Coal, Ironworks, Lumber
Anne Arundel	Fruits and Vegetables, Livestock, Mills, Tobacco
Baltimore (City and County)	Corn, Fruits, Ironworks, Livestock, Mills, Wheat
Calvert	Tobacco
Caroline	Lumber, Wheat
Carroll	Corn, Livestock, Wheat
Cecil	Corn, Ironworks, Wheat
Charles	Corn, Tobacco
Dorchester	Lumber, Tobacco, Wheat
Frederick	Corn, Ironworks, Livestock, Lumber, Wheat
Harford	Corn, Ironworks, Mills
Howard**	Mills
Kent	Corn, Tobacco, Wheat
Montgomery	Corn, Fruits and Vegetables, Livestock, Wheat
Prince George's	Corn, Fruits and Vegetables, Ironworks, Livestock, Mills, Tobacco
Queen Anne's	Corn, Tobacco, Wheat
St. Mary's	Corn, Tobacco
Somerset	Lumber, Tobacco
Talbot	Tobacco, Wheat
Washington	Ironworks, Livestock, Wheat
Worcester	Ironworks, Lumber, Tobacco, Wheat

*in 1840

**Howard County had not been created out of Anne Arundel County in 1840, but that region's primary economic activity was milling grain.

Source: Chapelle, Suzanne Ellery Greene, et al. Maryland: A History of Its People. Baltimore: Johns Hopkins University Press, 1986. Page 112.

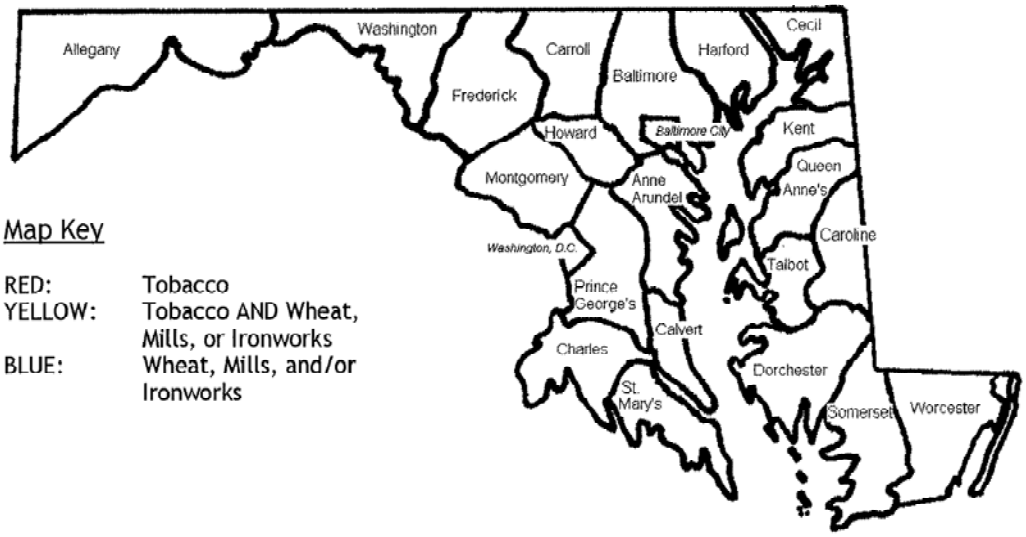
Percentage of County Populations
Made Up Of Enslaved African Americans

County	Percentage of Population that is Enslaved
Allegany	2%
Anne Arundel	31%
Baltimore (City and County)	2%
Calvert	44%
Caroline	7%
Carroll	3%
Cecil	4%
Charles	58%
Dorchester	20%
Frederick	7%
Harford	8%
Howard	21%
Kent	19%
Montgomery	30%
Prince George's	54%
Queen Anne's	26%
St. Mary's	43%
Somerset	20%
Talbot	25%
Washington	5%
Worcester	17%

Source: Eighth U.S. Census, 1860

WORKSHEET: MARYLAND, 1860

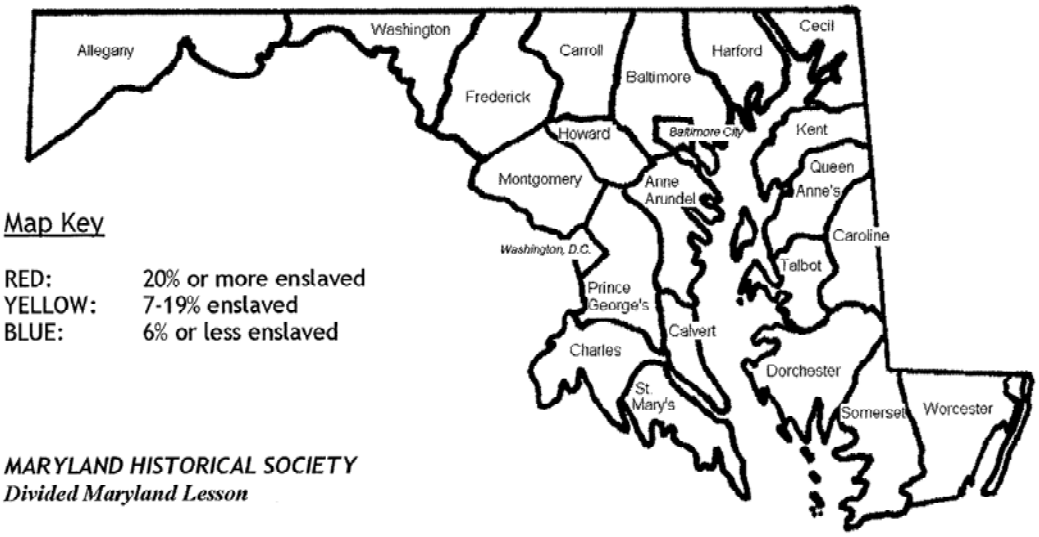
Economic Activities of Maryland Counties



Map Key

RED: Tobacco
YELLOW: Tobacco AND Wheat, Mills, or Ironworks
BLUE: Wheat, Mills, and/or Ironworks

Percentages of County Populations Made Up of Enslaved African Americans



Map Key

RED: 20% or more enslaved
YELLOW: 7-19% enslaved
BLUE: 6% or less enslaved

MARYLAND HISTORICAL SOCIETY
Divided Maryland Lesson

Passages Through the Fire
Middle School Grades 7-9

Students Overall Objectives:

Students will identify the cause and effects of the American Civil War politically, economically, and culturally.

Student Learning Goals:

1. Students will be able to identify and discuss the causes of the American Civil War.
2. Students will be able to summarize the sequence of events leading to the end of the Civil War.
3. Students will be able to identify and discuss the effects of the Civil War.
4. Students will be able to analyze and interpret primary documents relating to the Civil War featured in the exhibition, *Passages Through the Fire: Jews and the Civil War*.

Middle School Lesson Plan

Grade level**:** 6-9

Interpreting and Analyzing Primary Sources from the Civil War

Objectives:

Students will:

- Practice formulating original thoughts in an academic setting
- Practice analyzing and interpreting primary sources (images, text, etc.)
- Gain additional perspective on the causes and impacts of the American Civil War
- Gain additional respect for the American Civil War in Maryland from a historical and modern point of view
- Make a direct connection between things learned in school, primary sources shown during this lesson, and the students' personal lives
- Express his or her own original thoughts and feelings in a way that is similar to his or her own personal life (updating a Facebook status, sending a tweet, etc.)

Materials:

- 5 to 10 images, texts, etc. (primary sources) relating to the American Civil War in Maryland
    - JMM1991.147.009- Ticket to a Purim Ball, 1869
    - L2013.019.002.006- Letter to Edward Jonas (courtesy of Wells Family Collection)
    - JMM 1988.105.011- letter from General Leopold Blumenberg to US Marshall (2 pages)
    - CP. 12.2013.001 – Muster Roll for the 5th MD regiment (fasc. Courtesy of MD Historical Society)
    - CP 12.2013.002 – View from the US Army at federal Hill looking northwest (fasc. Courtesy of MD Historical Society)
    - JMM 1968.022.001 – Certificate of Exemption
    - United States Map -1862- Union & Confederate Geographic Divisions

- Large post-it notes, poster paper, or any large kind of paper that the primary sources can be attached to and then hung on the wall or placed on a desk for the students to view and write his or her analysis on
- Something to write with so that it can be seen at a distance (markers, sharpies, etc.)

Body of Lesson:

Motivational Hook: Question the students…

We've/You've been discussing the American Civil War, but how might this apply to your own current lives? It's one thing to know and understand historical events, but it's another thing to understand how they pertain to your own personal lives. Can you think of any ways that what we've/you've been learning in class might apply to your own personal life?

Opening:

- Present the students with a powerful, thought provoking image or text that relates to the American Civil War in Maryland (this image can be one that will be viewed by the students in the lesson activity or another image that will not be viewed by the students in the lesson activity)
- Ask the students how they feel about the image or text and/or how it might relate to the subjects discussed in class. A few students should raise their hands to provide feedback.
- Once some initial feedback has been given (about three responses), encourage the students to continue to keep thinking silently to themselves.
- Try to make a connection with the subject of the image or text to a subject currently being discussed in the course material regarding the American Civil War and encourage the students to keep this in mind, in addition to their own thoughts on the images, while participating in the lesson activity.

Activities:

- Divide the students into groups of three
- Assign each group to one of the images hanging on the wall
- Encourage each student to write his or her own interpretation, analysis, thoughts, and/or feelings regarding the image or text that they are viewing as it relates to the overall subject of the American Civil War (quality of interpretational responses should vary by grade level)
- Students should remain silent while performing the activity
- Students should spend enough time viewing an image to formulate a response to it and then should move on to another image that is not currently being viewed by another group

Closing:

- Once all of the groups have seen each image, have all of the students return to their seats.
- Ask students what kind of images they saw and have a few students raise their hands to provide feedback.
- Once some initial feedback has been given, begin to recap each image individually.
- Take one image off the wall and bring it to the front of the class. Go through each image in this manner, asking the students for further feedback to create classroom discussion based off of the students' responses. Make sure to address both the students' responses to the images and how each image might relate to course material.

Assessment: Did the students…

- Formulate their own personal thoughts, make an analysis, and/or make an interpretation based off the images or texts shown to them?
- Make a personal connection between topics discussed in class, topics discussed during this lesson activity, and topics relating to their own personal lives?
- Gain a new perspective on the American Civil War in Maryland?
- Gain a new respect for diversity for the American Civil War in Maryland from both a historical and a modern point of view?
- Engage in a productive discussion?
- Express his or herself in a way that will leave a lasting impression on the student?

Ticket to Purim Ball JMM 1991.147.009

War Department,

Washington, October 13th, 1865.

Sir:

You are hereby informed that the President of the United States has appointed you, for gallant and meritorious services during the War, a Major of Volunteers, by Brevet, in the service of the United States, to rank as such from the thirteenth day of March, one thousand eight hundred and sixty-five. Should the Senate, at their next session, advise and consent thereto, you will be commissioned accordingly.

Immediately on receipt hereof, please to communicate to this Department, through the ADJUTANT GENERAL of the Army, your acceptance or non-acceptance; and, with your letter of acceptance, return the OATH herewith enclosed, properly filled up, SUBSCRIBED and ATTESTED, and report your AGE, BIRTHPLACE, and the STATE of which you were a **permanent** RESIDENT.

You will report for duty to

Edwin M. Stanton

Secretary of War.

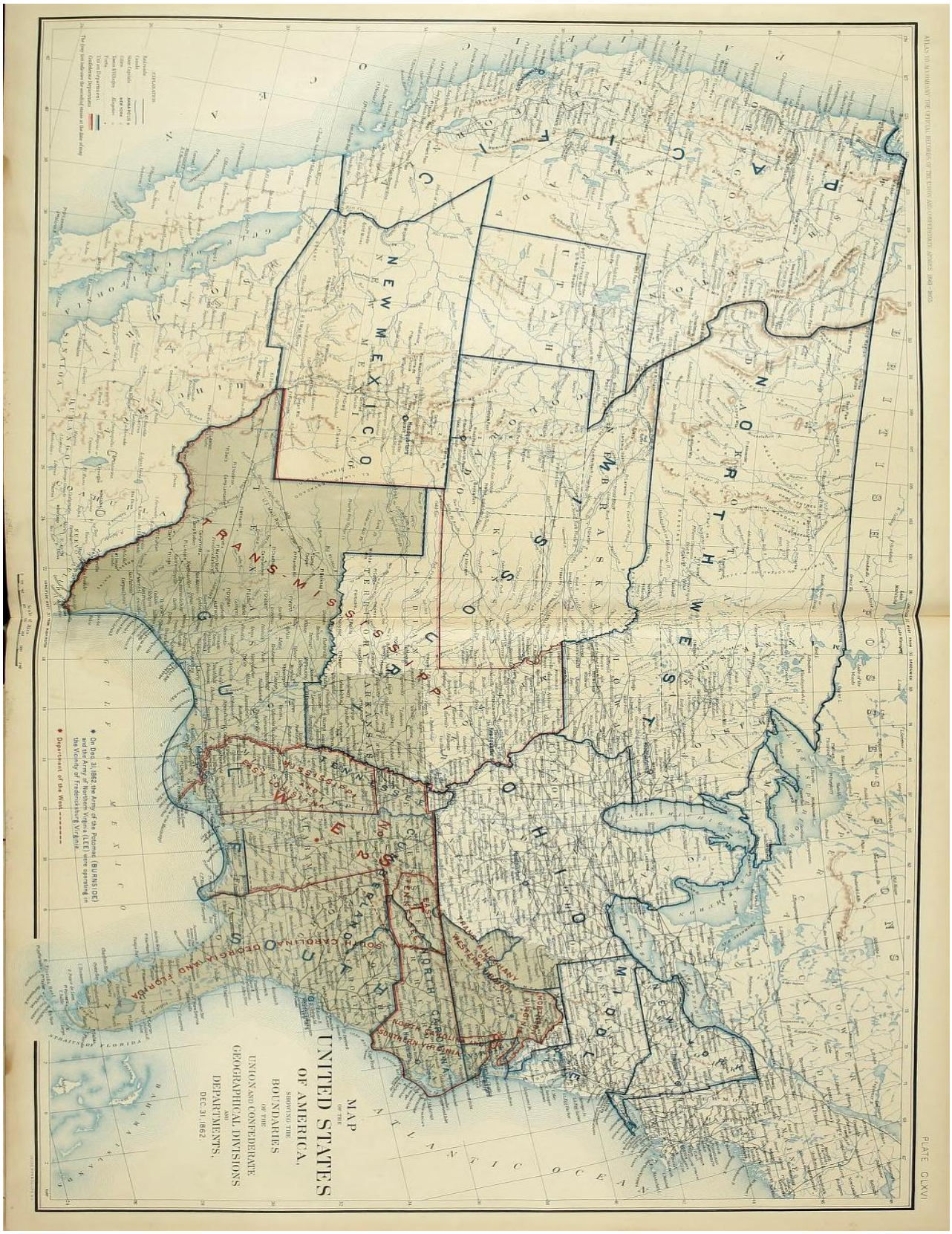
(152)

Brevet Major Edward Jonas. Rec. by Maj. Genl.

U. S. Volunteers. D. M. Dodge

Capt. & A. D. C.

L2013.019.002.006



United States Map, 1862

State of Maryland,

Adjutant General's Office,

Head Quarters 293 Baltimore Street,

Baltimore, 17 June 1864.

CERTIFICATE OF EXEMPTION.

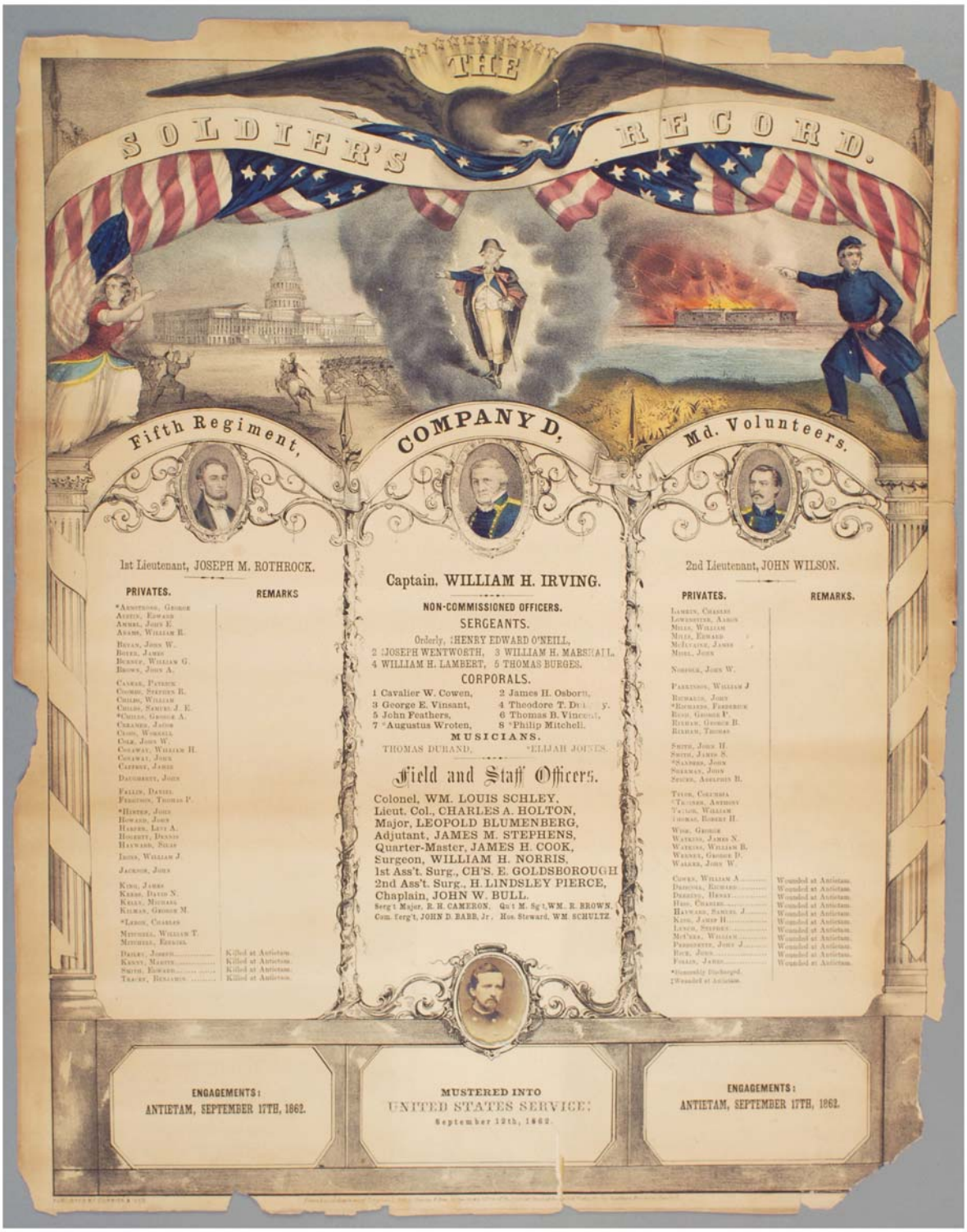
This is to Certify, That Michael Rosenfeld being drafted in the 3rd Ward of the City of Baltimore but claiming residence in the 4th ward - State of Maryland, having been drafted, and claiming exemption, his case has been carefully examined, and he is found to be not subject to militia duty by reason of having furnished an alien substitute on the 14th June 64 to Robert Cathcart Provost marshal of 2nd district Md - and, in consequence thereof, is exempt from service under the draft made in pursuance of the proclamation of the Governor of the State of Maryland, dated 14th May, 1864.

Geo. S. Berry
Adjutant General of Maryland.

L. Brown
Judge Advocate General of Maryland.

Surgeon General of Maryland.

Certificate of Exemption, JMM 1968.022.001



[CC969] Federal Hill Artillery. Butler Battery Emplacement, view looking northwest. American Civil War. Ca. 1862. Photograph possible by David Bachrach. Baltimore City Life Museum Collection. Copy of original owned by the Maryland Historical Society. No reproduction or use without permission.

Muster Roll, 1861. Maryland Historical Society, CP.12.2013.001

Soldiers on Federal Hill. Maryland Historical Society, CP.12.2013.002

JMM 1988.105.011[1]

JMM 1988.105.011[2]

Letter from General Leopold Blumenberg to US Marshal - JMM 1988.105.011

Office of Provost Marshal Third (3) District of Maryland

Baltimore, January 1865

R. Murray, Esq.

U.S. Marshal, N.Y.

Dear Sir

This will be handed you by some friends of Mr. M. Wiesenfeld, who was convicted by a Military Commission on the evidence of Pardon Wosley; of selling goods to be taken in into the states of Rebellion. Mr. W was formerly a merchant of the highest standing in our City and looked upon by his fellow Citizens as a man of strictest integrity.

These friends desire, that inconsideration of Mr. W being of a advanced age and weakly constitution, he may be treated as kindly as possible to conformity with the laws in the premisses.

We come to you to solicit your kind favor in instructing them as to the proper course to pursue, to obtain their object. By extending them any kindness which may be in your power, you will not only deeply oblige your humble servant, who will hold himself ready to reciprocate at any time, but I think I can safely say that you will secure the kindest feeling of the whole community.

I remain

Yours truly

Leopold Blumenberg

Provost Marshal 3d District, Md.

Passages Through the Fire: Jews and the Civil War
High School Grades 10-12

Students Overall Objectives:

Students will identify the cause and effects of the American Civil War politically, economically, militarily, and culturally.

Student Learning Goals:

1. Practice analyzing and interpreting primary sources.
2. Analyze the content of Grant's Order No. 11 and learn about its significance.
3. Use critical thinking skills to explore the role of Jews during the Civil War and how they responded to specific challenge. .

High School Lesson Plan

Grades 9-12

Examining Primary Sources -General Ulysses S. Grant and his General Order No. 11

(this lesson has been adapted with permission from Project Shalom)

Overview:

General Ulysses S. Grant's General Order No. 11 is a valuable primary source that illustrates an example of discrimination against American Jews in the Civil War.

Objectives:

4. Practice analyzing and interpreting primary sources.
5. Analyze the content of Grant's Order No. 11 and learn about its significance.
6. Use critical thinking skills to explore the role of Jews during the Civil War and how they responded to specific challenges in discussion of how Jewish people were treated during the Civil War, what their roles were.

Background:

In 1862, one year into the Civil War, Major-General Ulysses S. Grant became aware of illegal cotton trade activities in the military district under his jurisdiction: parts of Tennessee, Mississippi, and Kentucky. Grant became convinced that this black market was being run "mostly by Jews and other unprincipled traders." Grant accused the Jewish people of profiteering off of scarce goods and trading with the Confederate enemy. As a result, he issued General Order No. 11, expelling all the Jews in those three states.

Before the order itself was issued on December 17, 1862, Grant had already taken similar actions – on November 9, 1862, he had sent an order to Major-General Stephen A. Hurlbut instructing that he "[r]efuse all permits to come south of Jackson for the present. The Israelites especially should be kept out." The next day, he sent another order instructing General Joseph Dana Webster to "[g]ive all orders to all the conductors on the road that no Jews are to be permitted to travel on the railroad southward from any point. […] they are such an intolerable nuisance that the department must be purged of them."

On December 2, 1862, Grant issued Order. No. 2, instructing that "cotton-speculators, Jews and other vagrants having no honest means of support, except trading upon the miseries of their Country…will leave in twenty-four hours or they will be sent to duty in the trenches." Finally, on December 17, 1862, he issued the most extreme of his orders, Order No. 11, displacing not only Jewish traders but also their families. Grant's order stated that,

> *The Jews, as a class, violating every regulation of trade established by the Treasury Department, also department orders, are hereby expelled from the [military] department.*

Within twenty-four hours from the receipt of this order by Post Commanders, they will see that all this class of people are furnished with passes and required to leave; and any one returning after such notification will be arrested and held in confinement until an opportunity occurs of sending them out as prisoners, unless furnished with permits from these headquarters.

> *No passes will be given these people to visit Headquarters for the purpose of making personal application for trade permits.*
>
> *By order of Major General Grant.*

Grant's order went into immediate effect – in Paducah, Kentucky, military officials expelled the town's thirty Jewish families, forcing them to board a steamship that removed them from the area. The Jews of Paducah did not, however, leave without protest – a group of its merchants, led by Cesar Kaskel, sent a telegram to President Lincoln, writing that Grant's order was an "enormous outrage on all laws and humanity…the grossest violation of the Constitution and our rights as good citizens under it." Kaskel later traveled to Washington to make his case to the President in person. Other groups, both Jewish and non-Jewish, sent telegrams of protest as well. It is important to note that just as many congressmen and civilians were opposed to this extreme order, there were supporters of it as well, including E. B. Washbourne, who wrote to President Lincoln on Grant's behalf. "I consider it the wisest order yet made by a Military Command," Washbourne stated. Nevertheless, less than a month after it had been issued, President Lincoln decided to revoke Grant's order. On January 17, 1863, Grant rescinded the order, closing the chapter on not only one of the most anti-Semitic incidents of the Civil War, but also of American history.

Resources

- General Grant's Order No. 11, 17 December 1862
- Excerpt from the Journal of the Senate, 5 January 1863
- Letter from the St. Louis B'nai B'rith to Abraham Lincoln, 5 January 1863
- Note from Elihu B. Washburne to Abraham Lincoln, 6 January 1863

Preparation:

Before undertaking this activity, students should have a general understanding of the Civil War – when it happened, why it started and ended, and a list of important individual and events. Make copies of each primary source (attached) for your class to examine in groups of three or four. Each group should have one copy of each primary source, and a transcription if necessary (also attached). Each group should also get a copy of the Document Analysis worksheet for each document, four per group. Set up your classroom so that each group can meet and discuss the documents and complete the Document Analysis worksheets together in small clusters. Make a transparency of General Order No. 11 in preparation for the introduction of the lesson.

Make transparencies of all the Primary Source documents (attached) that you wish to use, and make handouts of the same sheets as well, so students can use them as guides while discussing the lesson in class, and as resources for later use.

Activity:

After an introduction and a brief explanation of primary sources, students will use Document Analysis worksheets to analyze a variety of primary resources to understand what types of documents they are (letter, journal, order, etc), when they were created, by whom and for whom they were written, what kind of information they contain, what kind of information they do not contain, why they were written, and why they were important to the expulsion of the American Jews in the Civil War.

Introduction/Hook:

Project General Order No. 11 onto the screen in your classroom. Walk through what it says with the students, asking them to try and read the handwriting. Once you have read through the document a few times, begin a discussion. Ask some or all of the following questions:

- Is there a date on this document? If so, what is it?
- Is there a location indicated? Where is it?
- Who wrote or created the document? Can you tell?
- What is the purpose of the document? How do you know this?
- What is the major point made in this text?
- Does the document convey a certain tone?
- What does the text imply?
- What is the relationship between the writer and the intended audience?
- What stood out for you? Be specific.
- What personal connections can you make to the text?
- Do you think that this is a valid response to the problem that the text references? Explain.
- Do you have concerns about points addressed in the text or about the document itself?
- Is this document a primary source? How do you know this? What is a primary source?

Primary Sources Introduction / Review

After a discussion using some or all of these questions, address the final question. Have students answer as best they can before handing out your primary source guides (attached to the end of the lesson plan) and projecting the same handout onto the screen. Depending on your students' familiarity with the idea of primary sources, use as many of the handouts provided. If students have never worked with primary sources before, you may want to have them read through all of the provided handouts, to reinforce the concept of understanding the importance of primary sources for historical research.

Group Analysis Activity

After your students have demonstrated that they have a basic understanding of the concept of 'primary source documents,' split your class into groups of three or four, and have students sit in the same clump of chairs with their group. Explain that each group will get the same set of primary sources, including transcriptions, and that each group will need to work together to fill out a Document Analysis worksheet for EACH of the sources. Tell them that as they work through the sources, they should be using the discussion questions from the lead document in order to begin thinking critically about each source, as well as the documents' relationship to one another.

Whole Class Feedback / Discussion

Tell each group to write every person's name on each of the Document Analysis worksheets. Give the groups 25 to 30 minutes to complete this activity before collecting the worksheets. Leave the primary source set with the groups; they are not finished with them yet. Now, have everyone turn their desks to the front, but remain with their groups as you go over the following discussion questions as a class. You may assign a couple questions to each group, or ask each question of the whole class and have individuals raise their hands.

- What were the feelings toward the Jewish people by the US military during the Civil War?
- Was any document completely believable? Completely unbelievable? Why or why not?
- Did some types of sources seem less believable than other kinds of sources? Why do you think this is true?
- What information about the Jewish people did each document provide? How did looking at several documents expand your understanding of the United States' treatment of and beliefs about the Jewish people?
- If you found contradictory information in the sources, which sources did you tend to believe? Why?
- What generalizations about primary historical sources can you make based on this document set?
- What additional sources (any type of source) would you like to see to give you greater confidence in your understanding of the treatment of the Jewish people during the Civil War?

Conclusion

If there is extra time, ask students if they can think of other examples of famous primary sources from United States history, and particularly from the time of the Civil War. Answers can include the Emancipation Proclamation and the Gettysburg Address. Have students consider if these documents exhibit discriminatory attitudes towards certain groups of people, similar to Order No. 11. Which groups of people were persecuted then who have equal rights now besides Jews? What does this tell the students about the importance of primary sources for use in teaching about past historical events. You can also assign a short essay on this topic.

Headquarters 13th. Army Corps
Department of the Tennessee
Oxford, Miss. Dec. 17th. 1862

General Orders
No. 12

I. The Jews, as a class, violating every regulation of trade established by the Treasury Department, and also Department orders, are hereby expelled from the Department.

II. Within twenty four hours from the receipt of this order by Post Commanders, they will see that all of this class of people are furnished with passes and required to leave; and any one returning after such notification will be arrested and held in confinement until an opportunity occurs of sending them out as prisoners, unless furnished with permits from these Headquarters.

III. No permits will be given these people to visit Headquarters for the purpose of making personal application for trade permits.

By order of Major General U. S. Grant
(name not stated)

[illegible] Asst. Adjt. Genl

In December, 1862 Ulysses S. Grant was in charge of the Tennessee military department, which consisted of northern Mississippi, Kentucky, and Tennessee. On November 9, 1862, he advised one of his generals to keep Jews out of the department, and then banned them from traveling by railway. His notorious General Order Number 11, issued in December, ordered all Jews to be expelled from the department within twenty four hours.

Headquarters 13th Army Corps Department of the Tennessee Oxford, Miss. Dec. *17th, 1862*

General Orders
No. 11

I...The Jews, as a class, violating every regulation of trade established by the Treasury Department also Department orders, are hereby expelled from the department.

II... Within twenty-four (24) hours from the receipt of this order by Post Commanders, they will see that all this class of people are furnished with passes and required to leave; and any one returning after such notification will be arrested and held in confinement until an opportunity occurs of sanding them out as prisoners, [u]nless furnished with permits front these headquarters.

III...No passes. will be given these people to visit Headquarters for the purpose of making personal application for trade permits.

By order of Major General Grant

JOHN A. RAWLINS Asst. Adjt
Gen'l

In Paducah, Kentucky, military officials evicted the town's 30 Jewish families not only from their homes, but from their state. All those affected by General Grant's Order were long-term residents, none of them speculators and at least two of them Union Army veterans—24 hours to leave. They were rounded up and forced to board a steamship that would remove them from the area.

A group of Paducah's merchants, led by Cesar Kaskel, dispatched an indignant telegram to President Lincoln, condemning Grant's order as an "enormous outrage on all laws and humanity, ... the grossest violation of the Constitution and our rights as good citizens under it."

Read the document below and complete the Document Analysis Worksheet

Mr. Powell submitted the following resolution for consideration:

Whereas Major General U. S. Grant, of the army of the United States, on the 17th day of December, 1862, issued the following general order:

"HEADQUARTERS THIRTEENTH ARMY CORPS,
"DEPARTMENT OF THE TENNESSEE,
"*Oxford, Mississippi, December* 17, 1862.

"General Order No. 11.

"The Jews, as a class, violating every regulation of trade established by the Treasury Department, also department orders, are hereby expelled from the department within twenty-four (24) hours from the receipt of this order by post commanders.

"They will see that all this class of people are furnished with passes and required to leave; and any one returning after such notification will be arrested and held in confinement until an opportunity occurs of sending them out as prisoners, unless furnished with permits from these headquarters.

"No passes will be given these people to visit headquarters for the purpose of making personal application for trade permits.

"By order of Major General Grant.

"JOHN A. RAWLINS,
"*Assistant Adjutant General.*

"Official.

"J. LOVELL,
"*Captain and Assistant Adjutant General.*"

and whereas by virtue of said order the Jews, as a class, who claim to be loyal citizens of the United States, have been expelled from the city of Paducah, Kentucky, and have been driven from their business and homes by the military authority without any specific charges having been made against them, or any opportunity given them to meet the vague and general charges set forth in said order: Therefore—

Resolved by the Senate of the United States, That the said order of Major General Grant, expelling the Jews, as a class, from the department of which he is in command is condemned as illegal, tyrannical, cruel, and unjust, and the President is requested to countermand the same.

United Order, B'nai B'rith, Missouri Lodge
St Louis Jan 5' 1863.

To His Excellency
Abe Lincoln
President U. S.

Sir

An Order, Expelling and Ostracising all Jews, as a class has been issued by Maj. Genl U. S. Grant and has been enforced at Holly Springs, Trenton, Corinth, Paducah, Jackson and other places.—

In the name of that Class of loyal citizens of these U. S. which we in part represent.

In the name of Hundreds, who have been driven from their homes, deprived of their liberty and injured in their property without having violated any law or regulation.

In the name of the thousands of our Brethren and our children who have died and are now willingly sacrificing their lives and fortunes for the Union and the suppression of this rebellion

In the name of religious liberty, of justice and humanity— we Enter our solemn Protest against this Order, and ask of you— the Defendor & Protector of the Constitution— to annull that Order and to protect the liberties of your humblest Constituents

Henry. Kuttner
President

Morris Hoffman
Secy

St. Louis B'nai Brith to Abraham Lincoln, Monday, January 05, 1863

(Resolution protesting Grant's order expelling Jews)

From St. Louis B'nai Brith to Abraham Lincoln, January 5, 1863

United Order "B'ni B'rith" Missouri Loge

St. Louis. Jan 5' 1863

Sir

An Order, Expelling and ostracising all Jews, as a class has been issued Maj. Gent U S. Grant and has been enforced at Holly Springs, Trenton, Corinth, Paducah, Jackson and other places.-

In the name of that Class of loyal citizens of these U.S. which we in part represent.

In the name of hundreds, who have been driven from their homes, deprived of their liberty and injured in their property without having violated any law or regulation.

In the name of the thousands of our Brethren and our children who have died and are now willingly sacrificing their lives and fortunes for the Union and the Suppression of this rebellion.

In the name of religious liberty, of justice and humanity—we enter our solemn Protest against this Order, and ask of you—the Defendor & Protector of the Constitution—to annull that Order and to protect the liberties even of your humblest Constituents.

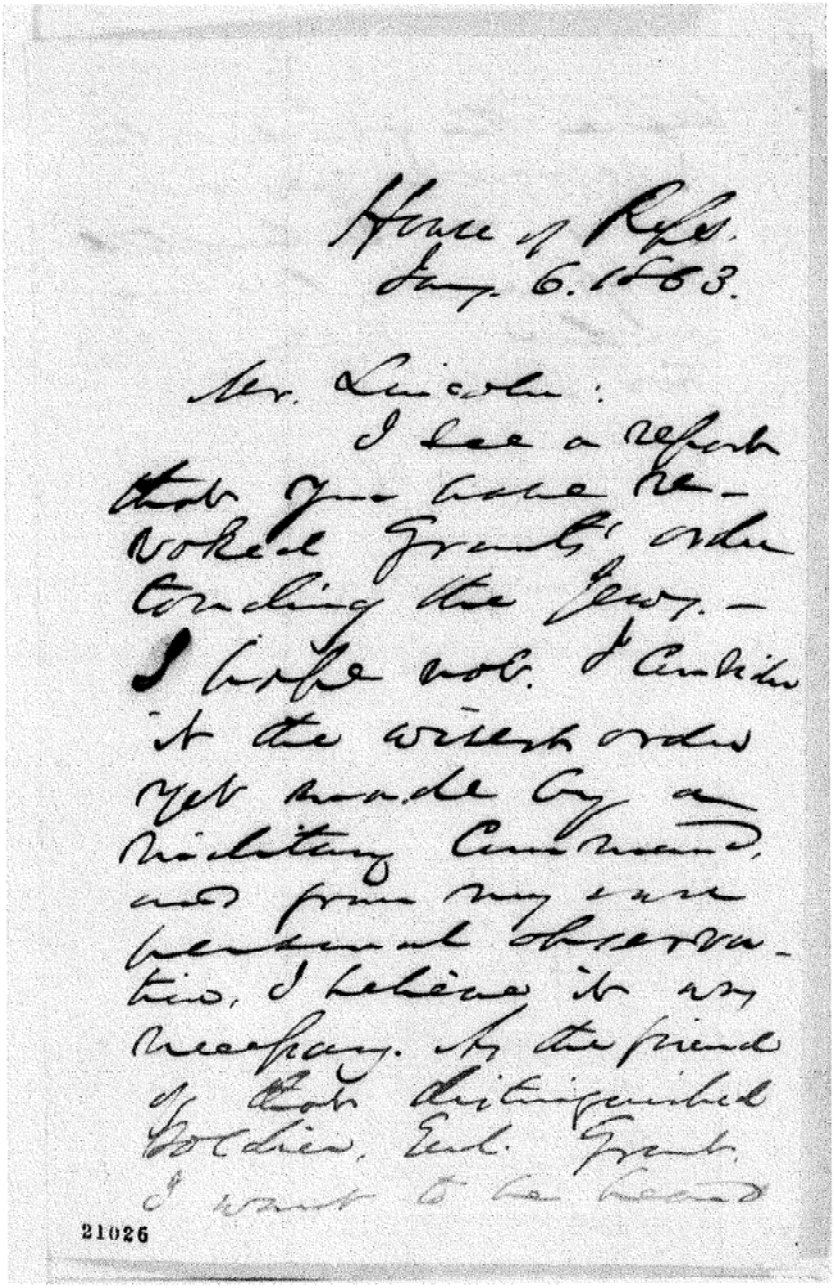
Henry. Kuttner

President

Morris Hoffman

Secy

[Note 1 Grant's General Orders No.11 , issued on December 17, 1862, expelled all Jews from his department. Lincoln revoked these orders on January 4. See *Official Records*, Series I, Volume 17, Part II, 424 and 530.]

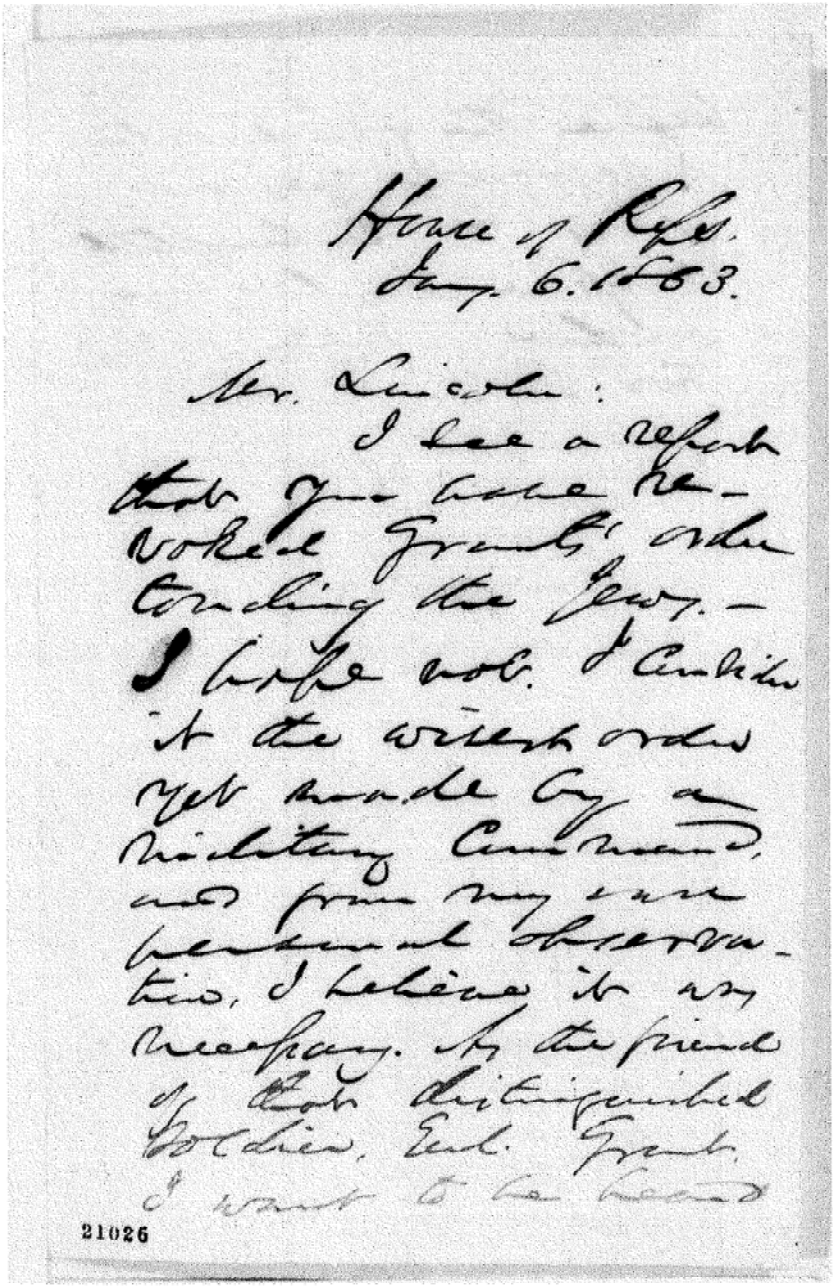


House of Refs.
Jany. 6. 1863.

Mr. Lincoln:

I see a report that you have revoked Grant's order touching the Jews. — I hope not. I consider it the wisest order yet made by a military command, and from my own personal observation, I believe it was necessary. As the friend of that distinguished soldier, Genl. Grant, I want to be heard

21026



House of Reps.
Jany. 6. 1863.

Mr. Lincoln:

I see a report that you have revoked Grant's order touching the Jews. — I hope not. I consider it the wisest order yet made by a military command, and from my own personal observation, I believe it was necessary. As the friend of that distinguished soldier, Genl. Grant, I want to be heard

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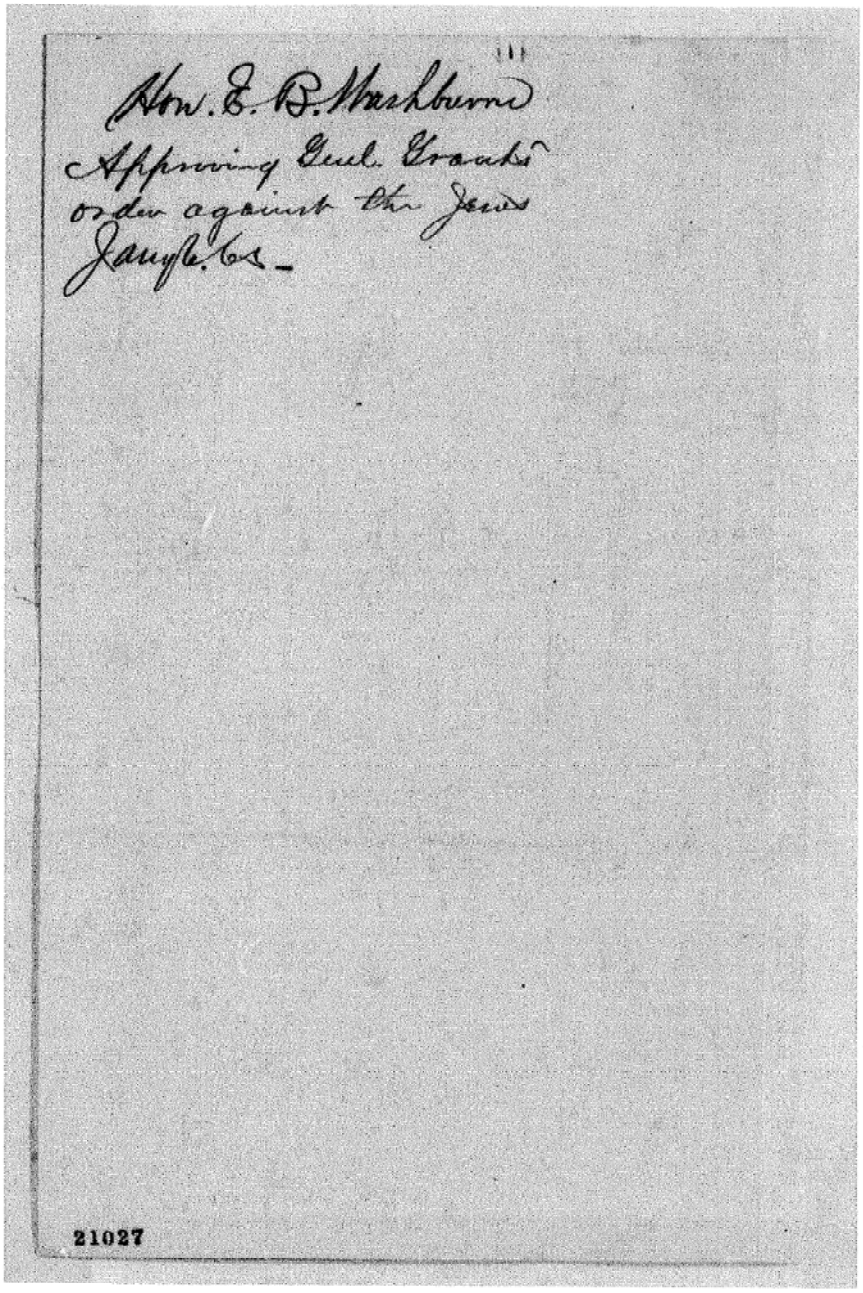
Hon. E. B. Washburne
Approving Genl. Grant's
order against the Jews
January 6th -

21027

Elihu B. Washburne to Abraham Lincoln, Tuesday, January 06, 1863 (Supports Grant's order expelling Jews)
From Elihu B. Washburne to Abraham Lincoln, January 6, 1863

House of Reps.

Jany. 6. 1863.

Mr. Lincoln:

I see a report that you have revoked Grants' order touching the Jews.-- I hope not. I consider it the wisest order yet made by a Military Command, and from my own personal observation, I believe it was necessary. As the friend of that distinguished Soldier, Genl. Grant, I want to be heard before the final order of revocation goes out, if it be contemplated to issue such an order. There are two sides to his question.

Truly &c.

E B Washburne

[Note 1 U. S. Grant issued General Orders No. 11 on December 17, 1862 which expelled all Jews from his department. Lincoln revoked this order on January 4. See Official Records, Series I, Volume 17, Part II, 424 and 530.]

What Are Primary Sources?

Primary and Secondary Sources

Historians use a wide variety of sources to answer questions about the past. In their research, history scholars use both *primary sources* and *secondary sources.* Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing. Secondary sources are accounts of the past created by people writing about events sometime after they happened.

For example, your history textbook is a *secondary source.* Someone wrote most of your textbook long after historical events took place. Your textbook may also include some *primary sources,* such as direct quotes from people living in the past or excerpts from historical documents.

People living in the past left many clues about their lives. These clues include both primary and secondary sources in the form of books, personal papers, government documents, letters, oral accounts, diaries, maps, photographs, reports, novels and short stories, artifacts, coins, stamps, and many other things. Historians call all of these clues together the *historical record.*

The Historical Word

The historical record is huge. It contains literally billions of pieces of evidence about the past. Despite its huge size, the historical record gives us just a tiny glimpse of the past. Most of what happened in the past was never documented. Many sources of information about the past have been lost or destroyed. Some primary sources were accumulated simply by accident.

But some historical sources were created and saved by people interested in recording history. People kept journals, wrote diaries and autobiographies, recorded family trees, and saved business and personal letters and papers.

How can the historical record be both huge and limited? What kind of historical records do you leave behind in your daily life?

Do the "ZinenFeerin Activity" now to help you answer these questions.

Types of Primary Sources

When analyzing primary sources, historians consider the type of primary source under study. Different primary sources were created for different reasons. Knowing the different types of primary sources will help you evaluate the reliability of primary sources. Read about the different types of primary sources below.

Published Documents

Some primary sources are published documents. They were created for large audiences and were distributed widely. Published documents include books, magazines, newspapers, government documents, non-government reports, literature of all kinds, advertisements, maps, pamphlets, posters, laws, and court decisions.

When reviewing published documents, remember that just because something was published does not make it truthful, accurate, or reliable. Every document has a creator, and every creator has a point of view, blind spots, and biases. Also remember that even biased and opinionated sources can tell us important things about the past.

Unpublished Documents

Many types of unpublished documents have been saved, and can be used as primary sources. These include personal letters, diaries, journals, wills, deeds, family Bibles containing family histories, school report cards, and many other sources. Unpublished business records such as correspondence, financial ledgers, information about customers, board meeting minutes, and research and development files also give clues about the past.

Unpublished documents often come from community organizations, churches, service clubs, political parties, and labor unions in the form of membership lists, meeting minutes, speeches, financial and other records. Government at all levels creates a variety of unpublished records. These include police and court records, census records, tax and voter lists, departmental reports, and classified documents.

Unlike published documents, unpublished records may be difficult to find because few copies exist. For example, personal letters may be found only in the possession of the person to whom the letters were sent. Letters of famous or remarkable people may be collected and eventually published. Keep in mind that letter writers did not intend (and perhaps could not imagine) that their letters would be read by more than one person. Because unpublished documents were seldom meant to be read by the public, they provide interesting clues about the past.

Oral Traditions/Oral Histories

Oral traditions and oral histories provide another way to learn about the past from people with firsthand knowledge of historical events. Recently, spoken words that make up oral histories have gained importance as primary sources. Historians and others find out about the lives of ordinary people through spoken stories and tales. Oral histories provide important historical evidence about people, especially minority groups, who were excluded from mainstream publications or did not leave behind written primary sources.

Oral histories are as old as human beings. Before the invention of writing, information passed from generation to generation through the spoken word. Many people around the world continue to use oral traditions to pass along knowledge and wisdom. Interviews and recordings of community elders and witnesses to historical events provide exciting stories, anecdotes, and other information about the past.

Visual Documents and Artifacts

Visual documents include photographs, films, paintings, and other types of artwork. Because visual documents capture moments in time, they can provide evidence of changes over time. Visual documents include evidence about a culture at specific moments in history: its customs, preferences, styles, special occasions, work, and play.

Like other primary source documents, a visual document has a creator with a point of view -- such as a painter, sculptor, or film maker. Even photographs were created by photographers using film and cameras to create desired effects.

Think about the creator's point of view when you review visual documents. What was the creator's purpose? Why this pose? Why that perspective? Why that framing? Why this distance? Why this subject? What was included? What was excluded? Using visual documents as primary sources requires careful analysis of the content and the point of view of the creator.

Analysis of Primary Sources

Historians analyze historical sources in different ways. First, historians think about where, when and why a document was created. They consider whether a source was created close in location and time to an actual historical event. Historians also think about the purpose of a source. Was it a personal diary intended to be kept private? Was the document prepared for the public?

Some primary sources may be judged more reliable than others, but every source is biased in some way. As a result, historians read sources skeptically and critically. They also cross-check sources against other evidence and sources. Historians follow a few basic rules to help them analyze primary sources. Read these rules below. Then review the worksheet(s) you will be using to analyze primary sources. Use these rules and worksheets as you analyze primary source documents yourself.

Time and Place Rule

To judge the quality of a primary source, historians use the time and place rule. This rule says the closer in time and place a source and its creator were to an event in the past, the better the source will be. Based on the time and place rule, better primary sources (starting with the most reliable) might include:

- Direct traces of the event.
- Accounts of the event, created at the time it occurred, by firsthand observers and participants
- Accounts of the event, created after the event occurred, by firsthand observers and participants;
- Accounts of the event, created after the event occurred, by people who did not participate or witness the event, but who used interviews or evidence from the time of the event.

Bias Rule

The historians' second rule is the bias rule. It says that every source is biased in some way. Documents tell us only what the creator of the document thought happened, or perhaps only what the creator wants us to think happened. As a result, historians follow these bias rule guidelines when they review evidence from the past:

- Every piece of evidence and every source must be read or viewed skeptically and critically.
- No piece of evidence should be taken at face value. The creator's point of view must be considered.

- Each piece of evidence and source must be cross-checked and compared with related sources and pieces of evidence.

Questions for Analyzing Primary Sources

The following questions may help you judge the quality of primary sources:

1. Who created the source and why? Was it created through a spur-of-the-moment act, a routine transaction, or a thoughtful, deliberate process?

2. Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?

3. Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?

4. Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?

5. Was the source meant to be public or private?

6. Did the recorder wish to inform or persuade others? (Check the words in the source. The words may tell you whether the recorder was trying to be objective or persuasive.) Did the recorder have reasons to be honest or dishonest?

7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?

When you have finished reading this section, print out Questions for Analyzing Primary Sources to use later in this lesson.

General Civil War Timeline

(1860-1865)

November 6, 1860

Abraham Lincoln is elected as the 16th President of the United States.

December 20, 1860

South Carolina secedes from the Union

January 1861

Mississippi, Florida, Alabama, Georgia, and Louisiana secede from the Union.

February 1, 1861

Texas secedes from the Union.

April 12, 1861

First Shot Fired, Civil War begins

Confederate forces fire at Fort Sumter in Charleston, SC, marking the beginning of the Civil War

April 17, 1861

Virginia secedes from the Union

May 1861

Arkansas and North Carolina secedes from the Union

June 8, 1861

Texas secedes from the Union

July 21, 1861

First Battle of Bull Run

Confederate forces under the command of General “Stonewall” Jackson force a group of Union forces back towards Washington DC.

April 6-7, 1862

Battle of Shiloh

Confederate forces attack Union forces that were stationed near Pittsburg Landing along the Tennessee River. At the end of the two-day battle, America had witnessed its bloodiest battle to date.

September 17, 1862

Battle at Antietam (Sharpsburg)

Numerous smaller skirmishes made up the Battle of Antietam, which made it hard to say who was the actual winner. At the end of the Battle at Antietam, the Confederate forces retreated back south, prompting President Abraham Lincoln to issue his famous Emancipation Proclamation. The Battle of Antietam outranked the Battle of Shiloh as the bloodiest battle in American military history. To this day, the Battle at Antietam is still remembered as the bloodiest single day in American military history. Of the lives lost, a sizable portion were Marylanders on both sides of the battlefield.

December 11-15, 1862

Battle of Fredericksburg

Remembered as the battle with largest concentration of soldiers, around 200,000, in any Civil War battle.

May 18-July 4, 1863

Siege of Vicksburg

After a lengthy siege of the city, Vicksburg and the Confederate forces it housed surrendered to the Union. This was a major blow to the Confederates.

July 1-3, 1863

Battle of Gettysburg

Confederate forces, under the command of Robert E. Lee, invaded Pennsylvania's farmland in order to collect supplies, but were soon greeted by Union forces, under the command of General George G. Meade. Both sides clashed for three days in what is remembered as the most important battle of the American Civil War. After three days, the Union forces had successfully driven the Confederate forces out of Gettysburg, an enormous defeat for the South.

November 19, 1863

President Lincoln delivers his Gettysburg Address, November 19, 1863

August 31, 1864

Battle of Jonesboro

Union General William T. Sherman defeats Confederate forces in the Battle of Jonesboro, securing the city of Atlanta for the Union

September 2, 1864

Fall of Atlanta, General Sherman and his forces officially capture Atlanta for the Union, another huge blow for the Confederate.

General Sherman begins "Sherman's March to the Sea"

Following his capture of Atlanta, General Sherman and his troops move east across Georgia to the coastal city of Savannah. Along the way, Sherman and his troops ruthlessly wrecked havoc throughout Georgia in order to lessen southern moral and allegiance to the Confederacy.

April 9, 1865

Surrender at Appomattox,

End of the Civil War

As General Sherman and his troops began to move north through North Carolina on their way to Virginia, other Union forces gained control of Petersburg, Virginia and Richmond, Virginia. Now trapped, General Robert E. Lee and his Confederate forces finally surrendered to the Union at the Appomattox Court House, located along the Appomattox River in Virginia

Maryland Civil War Timeline

April 19, 1861

Baltimore Riot of 1861– Federal soldiersmarching through Baltimore are attacked at the Bolton Street train station by Baltimore citizens who are in favor of the South. Four soldiers and 12 citizens are killed.

April 29, 1861

Possibility of Secession is discussed -State officials meet to discuss possibility of secession, eventually voting it down 53 to 13.

General Benjamin F. Butler assumes control of Federal Hill 1861 - General Butler, a general for the Union Army, assumes control of Federal Hill to protect the city of Baltimore from Confederate attack.

September 14, 1862

Battle at South Mountain (Frederick and Washington Counties)

Union forces intercept a letter from the Confederate forces stating their intended battle plans. General George McClellan's troops, of the Union, are sent to surprise General Lee's troops, of the Confederate, at South Mountain.

September 17, 1862

Battle at Antietam (Sharpsburg)

Following the Battle at South Mountain, Union and Confederate forces wasted no time and began to clash yet again. Numerous smaller skirmishes made up the Battle of Antietam, which made it hard to say who was the actual winner.At the end of the Battle at Antietam, the Confederate forces retreated back south, prompting President Abraham Lincoln to issue his famous Emancipation Proclamation. The Battle of Antietam is still remembered today as the bloodiest single day in American military history. Of the lives lost, a sizable portion were Marylanders on both sides of the battlefield.

June 29, 1863

Corbit's Charge

On June 28, a very small amount of Union forces, the 1st Delaware Cavalry, were sent from Baltimore to Westminster to protect the town railways. The following day, they heard news that Confederate forces under the direction of General Stuart were moving their way. Late in the afternoon, the small group of Union soldiers led an attack on the approaching Confederate forces. Outnumbered, the Union forces were defeated, but halted the Confederate forces long enough in order to force them to stay the night

in Westminster, delaying their arrival to the Battle of Gettysburg. To this day, many people continue to speculate if the outcome of the Battle of Gettysburg would have been any different if General Stuart's arrival to Gettysburg had been a day earlier, as planed.

July 9, 1864

Battle of Monocacy

Union soldiers and local militia members from Baltimore under the direction of General Wallace are sent to halt Confederate General Early on his march towards Washington. General Wallace and his forces were eventually defeated, but were able to stall the Confederate forces long enough for more highly skilled reinforcements to arrive in Washington before the Confederate forces did.

Slavery Timeline in Maryland and US History

1619. A Dutch slave trader exchanged his cargo of Africans for food. The Africans became indentured servants, similar in legal position to many poor Englishmen who traded several years labor in exchange for passage to America. The popular conception of a racial-based slave system did not develop until the 1680's.

1620

The Pilgrims settled at Plymouth Massachusetts. ". Plymouth, for the most part, had servants and not slaves, meaning that most black servants were given their freedom after turning 25 years old--under similar contractual arrangement as English apprenticeships."

1638

The price tag for an African male was around $27, while the salary of a European laborer was about seventy cents per day.

The first organized protest against slavery in the new world was drafted by a group of Quakers in Germantown, PA. Known as the Germantown Protest, it argued that Christians should do as they would want to be done to them, that slavery was essentially theft as you were buying something stolen and that adultery is wrong yet slave traders/owners forced adultery on men and women by breaking up marriages when they resold husbands and wives to different owners. How could as Christians, could such actions be condoned?

1660

Slavery spread quickly in the American colonies. At first the legal status of Africans in America was poorly defined, and some, like European indentured servants, managed to become free after several years of service. From the 1660s, however, the colonies began enacting laws that defined and regulated slave relations. Central to these laws was the provision that black slaves, and the children of slave women, would serve for life. This premise, combined with the natural population growth among the slaves, meant that slavery could survive and grow

The continuing demand for African slaves' labor arose from the development of plantation agriculture, the long-term rise in prices and consumption of sugar, and the demand for miners. Not only did Africans represent skilled laborers, but they were also experts in tropical agriculture. Consequently, they were well-suited for plantation agriculture. The high immunity of Africans to malaria and yellow fever compared with Europeans and the indigenous peoples made them more suitable for tropical labor. While white and red labor were used initially, Africans were the final solution to the acute labor problem in the New World

1664

Maryland passes a law making lifelong servitude for black slaves mandatory to prevent them from taking advantage of legal precedents established in England which grant freedom under certain conditions, such as conversion to Christianity. Similar laws are later passed in New York, New Jersey, the Carolinas and Virginia.

1664

Slavery introduced into law in Maryland, the law also prohibited marriage between white women and black men. This particular act remained in effect for over 300 years. The law was finally repealed in 1967.

1688 The first organized protest against slavery in the new world was drafted by a group of Quakers in Germantown, PA. Known as the Germantown Protest, it argued that Christians should do as they would want to be done to them, that slavery was essentially theft as you were buying something stolen and that adultery is wrong yet slave traders/owners forced adultery on men and women by breaking up marriages when they resold husbands and wives to different owners. How could as Christians, could such actions be condoned?

1715
Maryland State Constitution enforced slavery.

1727
Philadelphia- The Junto, a benevolent association founded by Benjamin Franklin, opposes slavery.

1750
The English Colonies- Slaves population reaches 236,400 with over 206,000 of the total living south of Pennsylvania. Slaves comprise about 20% of colonies' population, over 40% of Virginia's.

1752
After the death of his half-brother, George Washington purchased his sister-in-laws share in the Mount Vernon estate including 18 slaves. The ledgers and account books which he kept show that he bought slaves whenever possible to replenish the original 18. In the account books of Washington, the entries show that in 1754 he bought two male and a female; in 1756, two males, two females and a child, etc. In 1759, the year in which he was married, his wife Martha, brought him thirty –nine "dower-Negroes." He kept separate records of these Negroes all his life and mentions them as a separate unit in his will. Washington purchased his slaves in Alexandria from Mr. Piper and perhaps in the District in 1770 "went over to Colo. Thos. Moore's Sale and purchased two Negroes.

1758 The Quakers were the first group in America to attack slavery. In his book *Some Considerations on the Keeping of Negroes,* John Woolman contended that no one had the right to own another human being. In 1758 the Philadelphia yearly meeting said that slavery was inconsistent with Christianity, and in 1775 Quakers played a dominant role in the formation of the Pennsylvania Society for the Abolition of Slavery, the first antislavery society in America.

1775
Philadelphia - The Continental Congress bars blacks from the American Revolutionary army. About 250,000 Africans were brought to the mainland colonies before 1775, but the total black population numbered 567,000 on the eve of independence. Most lived as slaves working on tobacco and rice plantations in the Southern colonies. Slaves and some free blacks also lived in the Northern colonies, working on small farms or in cities.

1776
The colonies declare independence from English rule with the adoption of The Declaration of Independence. Written largely by Thomas Jefferson, the document declares "all men are created equal." Jefferson and many of the signers of the document are slave holders.

1777

Vermont, an American colony and still not a state, is the first government entity to abolish slavery.

1780 Pennsylvania became the first state to abolish slavery. The Pennsylvania Gradual Abolition Act of 1780 was the first emancipation statute in the United States.

1783

Maryland forbids further importation of slaves.

1787

The Constitutional Convention adopts a "three-fifths rule" as a compromise to settle differences between Northern and Southern states over the counting of slaves for purposes of representation and taxation. Slaves are to be counted as three-fifths of a free man for both purposes. Constitution is approved, extending slavery for 20 years. Slavery was a fundamental issue in the debates surrounding the creation of the constitution. It was not only an economic issue but also one involving the political compromises and fundamental political powers

1790

The United States- According to the first census, there are 757,000 blacks in the United States, comprising 19% of the total population. Nine percent of blacks are free. Virginia's slave population reaches 200,000, up from over 100,000 from 1756

1791

Benjamin Banneker, a freedman from Maryland, wrote to Thomas Jefferson complaining that it was time to eradicate false racial stereotypes. While expressing doubts regarding the merits of slavery in his "Notes on Virginia", Jefferson had expressed his belief in the inferiority of the African. Banneker had educated himself, especially in mathematics and astronomy, and in 1789 he was one of those who helped to survey the District of Columbia. Later, he predicted a solar eclipse. In 1791 he had begun the publication of a series of almanacs, and the next year he sent one of these to Jefferson in an attempt to challenge his racial views. Jefferson was so impressed with the work that he sent it to the French Academy of Science.

1793

Eli Whitney, working as a tutor on a Georgia plantation, invented the cotton gin. This machine, which separates the seeds from the cotton, makes the production of cotton easier and its sale price much lower. Cotton growing on a large scale (it was grown earlier in small amounts) spread widely in the South and became yet another cornerstone in Southern culture and land use. U.S. cotton production will rise from 140,000 pounds in 1791 to 35 million pounds in 1800 as the efficiency of the Whitney cotton gin leads to rapid growth of cotton planting in the South and a boom in northern and English cotton mills.

The Fugitive Slave Act voted by Congress at Philadelphia February 12 makes it illegal for anyone to help a slave escape to freedom or give a runaway slave refuge.

1797

During his presidency, Washington concluded that slavery was absolutely incompatible with the principles of the new nation and could even cause its division. In August 1797 he wrote,"...I wish from my soul that the legislature of [Virginia] could see a policy of a gradual Abolition of Slavery..." Two years later, Washington revised his will, providing for his slaves to be freed after his death 122 of the 314 African Americans at Mount Vernon were freed; the others were Martha's and by law owned by her heirs. He also left instructions for their care and education which included supporting the young until they came of age and paying pensions to the elderly.

1804

Ohio- The legislature enacts the first of the "Black Laws" restricting the rights and movements of Blacks. Other Western states soon follow suit. Illinois, Indiana and Oregon later have anti-immigration clauses in their state constitutions. New Jersey- New Jersey passes an emancipation law. All states north of the Mason-Dixon Line now have laws forbidding slavery or providing for its gradual elimination.

1807

The United States House and Senate approve An Act to Prohibit the Importation of Slaves into any Port or Place Within the Jurisdiction of the United States, From and After the First Day of January, in the Year of our Lord One Thousand Eight Hundred and Eight 1808

1808

The importation of slaves into the United States is banned as of January 1 by an act of Congress passed but illegal imports continue.

1818

As a response to the Fugitive Slave Act (1793), abolitionists use the "underground" to assist slaves to escape into Ohio and Canada.

1820

The Missouri Compromise admits Missouri and Maine as slave and free states, respectively. The measure establishes the 36 degree, 30' parallel of latitude as a dividing line between free and slave areas of the territories. Missouri Compromise March 1820 (1) Both Missouri and Maine applied for statehood by the end of 1819 when the US had eleven slave *(VA, MD, DE, KY, TN, NC, SC, GA, AL, MISS, LA)* and eleven free *(MASS, CO, RI, VT, NH, NY, NJ, PA, OH, IN, IL)* states. (2) While the slave-holding South had 81 votes in the House to the North's 105, a political balance was maintained in the Senate between 1802-19 by admitting alternately a free and a slave state. (3) The population in the north was growing at a faster pace than in the South and the South realized its political future lay in the Senate.

The Missouri crisis of 1819-1821 put Madison's convictions on the slavery issue to a severe test. In letters to the President and several other correspondents, Madison denied that Congress had the power to attach an antislavery condition to the admission of a new state, or to control the migration of slaves within the several States. James Madison wrote a letter on this subject to Robert Walsh in November of 1819. He responded to Walsh's question about the founding fathers intentions in the Constitution's clause that states "the migration or importation of such persons as any of the States now existing shall

not be prohibited by the Congress prior to the year one thousand eight hundred and eight," (Constitution, art. I, sec. 9.)

1821
Ohio Quaker saddle maker Benjamin Lundy, 32, urges abolition of slavery and begins publication of his antislavery newspaper *Genius of Universal Emancipation*. He soon moves to Greenville, Tenn., and will relocate to Baltimore in 1824.

1831
In the United States, the notion that slavery was God's will gained momentum after the Nat Turner slave rebellion of 1831. In hundreds of pamphlets, written from 1836 to 1866, Southern slaveholders were provided a host of religious reasons to justify the social caste system they had created. In their quest to justify black slavery, Southerners looked to the story of Noah's curse over his son Ham. According to Genesis 9, Noah planted a vineyard, drank too much wine and lay naked in his tent. When he awoke, Noah learned that his son Ham had seen him naked - a shame in the ancient world. He cursed Ham and his son, Canaan, saying, "lowest of slaves shall he be to his brothers," 9:25. Since Canaan and his descendants were said to settle Africa, some believed African-Americans therefore were destined to be slaves.

1847 Escaped slave Frederick Douglas, 30, begins publication at Rochester, N.Y., of an abolitionist newspaper, the *North Star*. The Massachusetts Antislavery Society published Douglas's' autobiography 2 years ago and he has earned enough from lecture fees in Britain, Ireland, and the United States to buy his freedom. About 1000 slaves per year escaped to the North during the pre-Civil War decades, most from the upper South. This represented only a small percentage of those who attempted to escape, however, since for every slave who made it to freedom, several more tried. Other fugitives remained within the South, heading for cities or swamps, or hiding out near their plantations for days or weeks before either returning voluntarily or being tracked down and captured.

1848
Congress passed the Oregon Territory bill, which prohibited slavery in the area. President James K. Polk signed the bill because the Oregon Territory lay north of the Missouri Compromise line. Later proposals tried to extend the line by law across the continent to the Pacific Ocean. These efforts failed. The Missouri Compromise was repealed by the Kansas-Nebraska Act of 1854.

1849
Maryland slave Harriet Tubman, 29, escapes to the North and begins a career as "conductor" on the Underground Railway that started in 1838. Tubman will make 19 trips back to the South to free upward of 300 slaves including her aged parents whom she will bring North in 1857.

1850
Compromise of 1850 attempts to settle slavery issue. As part of the Compromise, a new Fugitive Slave Act is added to enforce the 1793 law and allows slaveholders to retrieve slaves in northern states and free territories.

The Compromise of 1850 was worked out by Henry Clay to settle the dispute between North and South. On January 29, 1850, it was introduced to the Senate as follows:

1. California should be admitted immediately as a free state;
2. Utah should be separated from New Mexico, and the two territories should be allowed to decide for themselves whether they wanted slavery or not;
3. The land disputed between Texas and New Mexico should be assigned to New Mexico;
4. In return, the United States should pay the debts which Texas had contracted before annexation;
5. Slavery should not be abolished in the District of Columbia without the consent of its residents and the surrounding state of Maryland, and then only if the owners were paid for their slaves.
6. Slave-trading (but not slavery) should be banned in the District of Columbia;
7. A stricter fugitive slave law should be adopted

1854 The Kansas-Nebraska Act passes Congress and thus overturns the Missouri Compromise opening the Northern territory to slavery. Both sides begin to send settlers into the areas in an effort to influence the future status of these areas.

1855

As Kansas prepares for elections thousands of Border Ruffians from Missouri enter the territory in an effort to influence the election. This begins the Bloody Kansas period with duplicate constitutional conventions, separate elections and constant and violent attacks.

1857

Dred Scott decision by U.S. Supreme Court Mar. 6 held, 6-3, that a slave did not become free when taken into a free state, Congress could not bar slavery from a territory, and blacks could not be citizens. The fugitive slave Dred Scott, now 62, brought suit in 1848 to claim freedom on the ground that he resided in free territory, but the court rules that his residence in Minnesota Territory does not make him free, that a black may not bring suit in a federal court, and in an never had the authority to ban slavery in the territories, a ruling that in effect calls the Missouri Compromise of 1820 unconstitutional.

1859

Abolitionist John Brown with 21 men seized U.S. Armory at Harpers Ferry (then Virginia) Oct. 16. U.S. Marines captured raiders, killing several. Brown was hanged for treason by Virginia Dec. 2.

Census data
Total number of slaves in the Lower South: 2,312,352 (47% of total population).
Total number of slaves in the Upper South: 1,208758 (29% of total population).
Total number of slaves in the Border States: 432,586 (13% of total population).

Almost one-third of all Southern families owned slaves. In Mississippi and South Carolina it approached one half. The total number of slave owners was 385,000 (including, in Louisiana, some free Negroes

1860

The results of the 1860 census show a total population of 31,183,582 including 3,950,528 slaves or 13% of the population. Slaves equal 2% of the population in what would be Northern Aligned States and 39% in Southern Aligned States. The total population for Northern Aligned States was 22,080,250 and for Southern Aligned States was 9,103,332. In the Northern Aligned States 8% of the families owned slaves and 31% in the Southern Aligned States. 57% of the population in South Carolina were slaves and 49% of the families in Mississippi owned slaves.

November - 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.

December - On December 20th South Carolina convention passes ordinance of secession thus seceding from the Union. The Declaration of Secession for South Carolina states, "We affirm that these ends for which this Government was instituted have been defeated, and the Government itself has been made destructive of them by the action of the non-slaveholding States. Those States have assume the right of deciding upon the propriety of our domestic institutions; and have denied the rights of property established in fifteen of the States and recognized by the Constitution; they have denounced as sinful the institution of slavery; they have permitted open establishment among them of societies, whose avowed object is to disturb the peace and to eloign the property of the citizens of other States. They have encouraged and assisted thousands of our slaves to leave their homes; and those who remain, have been incited by emissaries, books and pictures to servile insurrection."

On December 26th U.S. Major-General Robert Anderson moves his troops from Ft. Moultrie, in Charleston, South Carolina, to Ft. Sumter.

1862

Slavery was abolished in the District of Columbia by Congress on this day. One million dollars was appropriated to compensate owners of freed slaves, and $100,000 was set aside to pay district slaves who wished to emigrate to Haiti, Liberia or any other country outside the United States.

President Abraham Lincoln signed a bill ending slavery in the District of Columbia. Passage of this act came 9 months before President Lincoln issued his Emancipation Proclamation. The act brought to conclusion decades of agitation aimed at ending what antislavery advocates called "the national shame" of slavery in the nation's capital. The law provided for immediate emancipation, compensation of up to $300 for each slave to loyal Unionist masters, voluntary colonization of former slaves to colonies outside the United States, and payments of up to $100 to each person choosing emigration. Over the next 9 months, the federal government paid almost $1 million for the freedom of approximately 3,100 former slaves.

1864

Maryland slaves emancipated by State Constitution of 1864.

1865

Juneteenth or June 19, 1865, is considered the date when the last slaves in America were freed. Although the rumors of freedom were widespread prior to this, actual emancipation did not come until General Gordon Granger rode into Galveston, Texas and issued General Order No. 3, on June 19, almost two and a half years after President Abraham Lincoln signed the Emancipation Proclamation.

Adapted from: Chronology on the History of Slavery and Racism
http://innercity.org/holt/slavechron.html

Regional and Local Places of Interest

Local:

Maryland Historical Society
201 West Monument Street
Baltimore, Maryland 21201
410.685.3750 www.mdhs.org

Divided Voices: Maryland in the Civil War

The Maryland Historical Society's Museum opened Maryland's largest and most comprehensive Civil War exhibit in April 2011. The impact of the war on the people of Maryland is told in personal terms in ***Divided Voices: Maryland in the Civil War***. The largest Civil War exhibit in the museum's 167-year history occupies over 5,000 square feet and tells the story of a tragedy in three acts: the romantic war, the real war and the long reunion. Featuring a "Time Tunnel" with 3-D videos which leads visitors back to 1861. On Saturdays and Sundays the Maryland Historical Society Players will perform short vignettes of major events that took place in Maryland.

B & O Railroad Museum
901 West Pratt Street
Baltimore, Maryland 21223
410. 752.2490 – www.borail.org

The War Came By Train: American Civil War -150th Anniversary

The Civil War was the first major conflict where railroads played a prominent role, and the B&O was the major line that straddled a divided country. Between April 19, 1861 (The Baltimore Riot of 1861) and April 21, 1865 (Lincoln's funeral train leaving Baltimore for Illinois), the B&O stood as witness and participant in the greatest conflict the United States has ever faced. The story that the B&O Railroad Museum can tell better than any other organization on earth is the story of how railroads and railroaders shaped the course of American history during at pivotal moments of the conflict.

Baltimore Civil War Museum at President Street Station
601 President Street
Baltimore, MD 21202
443.220.0290 – www.baltimorecivilwarmuseum.com

When workers laid the foundation in 1849, no one could imagine the amazing history that would play out in and around President Street Station. From Lincoln's secret passage through the station under pre-dawn stars to the first bloodshed of the Civil War, President Street Station was an eye witness to key events in our nation's history.

Washington D.C.

African American Civil War Museum
1925 Vermont Avenue, NW
Washington D.C.
(202) 667-2667 www.afroamcivilwar.org

National Museum of Health and Medicine
2500 Linden Lane,
Silver Spring, MD 20910
www.medicalmuseum.mil

Abraham Lincoln: The Final Casualty of the War

In April 1862, Lincoln appointed William A. Hammond as Surgeon General of the U.S. Army. Hammond then founded the Army Medical Museum (now the National Museum of Health and Medicine) to document the effects of war wounds and disease on the human body. Today, the Museum is the nation's repository of historical and medically-significant specimens and artifacts documenting the history of American medicine, with a special emphasis on military medicine.

Regional:

The National Civil War Museum
Reservoir Park 100 Concert Drive
Harrisburg, PA 17103
717.260.1861 www.nationalcivilwarmuseum.org

Antietam National Battlefield
5831 Dunker Church Road,
Sharpsburg, MD 21782
http://www.nps.gov/ancm/index.htm

American Civil War Museum Complex
Gettysburg National Battlefield and Parks
American Civil War Wax Museum
Gettysburg, Pennsylvania
www.info.gettysburggreenactment.com

National Museum of the Civil War Soldier
6125 Boydton Plank Road
Petersburg, Virginia 23803
804.861.2408; www.pamplinpark.org/national_museum.html.

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to 14

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B is for Battle Cry: A Civil War Alphabet. Bauer, Patricia. Sleeping Bear Press, 2009. Ages 6 and up

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Fields of Fury: The American Civil War. McPherson, James M. Atheneum Books for Young Readers, 2002. Ages 9 to 12

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If You Lived At The Time Of The Civil War. Moore, Kay. Scholastic Paperbacks, 1994. Ages 7 to 10

The Last Brother: A Civil War Tale. Noble, Trinka Hakes. Sleeping Bear Press, 2006. Ages 6 and up

A Soldier's Life in the Civil War. Copeland, Peter F. Dover Publications, 2001. Ages 8 and up

Story of the Civil War Coloring Book. Copeland, Peter F. Dover Publications, 1991. Ages 8 and up

The Triangle Histories of the Civil War: Battles – Battle of Anteitam. Hughes, Chris. Blackbirch press, 2001. Ages 9 and up

Window of Time. Weinberg, Karen and Annelle W. Ratcliffe. White Mane Publishing Company, 1992. Ages 11 and up (Civil War historical fiction set in Carroll County, MD)

You Wouldn't Want to Be a Civil War Soldier!. Ratliff, Thomas and David Antram. Childrens Pr, 2013. Ages 8 and up