



WALKING INTO HISTORY



FIELD TRIP PLANNER

For Teachers, Chaperones and Students

Pamplin Historical Park & The National Museum of the Civil War Soldier



A National Historic Landmark and one of “Virginia’s Best Places to Visit” according to the Travel Channel, Pamplin Historical Park & The National Museum of the Civil War Soldier celebrated its 25th anniversary in 2019. The campus offers high-tech museums and hands-on experiences. Called "the new crown jewel of Civil War History destinations in America" by Pulitzer Prize historian James McPherson, the Park has four world-class museums, four antebellum homes and is the site of the Breakthrough Battlefield of April 2, 1865, where Union forces broke through Petersburg's defense lines.

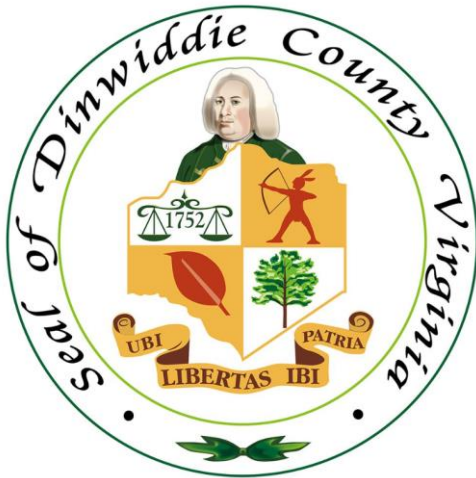
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FIELD TRIP PLANNER



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FIELD TRIP PLANNER



Dedication



THE PAMPLIN FOUNDATION



Helping people to help themselves, finding creative ways to make philanthropic dollars go further, and giving back to the communities where Pamplin companies employees live and work are the underlying principles behind the Pamplin Corporation and the Pamplin Foundation.

Pamplin Historical Park & The National Museum of the Civil War Soldier seeks to educate and entertain the general public by collecting, preserving and presenting life during the American Civil War with emphasis given to the experience of the common soldier, Southern civilians, and the participants in the engagement of April 2, 1865.

The preservation of our history depends on the interpretation of its lessons to each generation of Americans.

We acknowledge and dedicate this publication to **Teachers**.

WALKING INTO HISTORY



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WALKING INTO HISTORY

FIELD TRIP PLANNER



Dear Teachers,

How often have you heard an adult say, "I hated history class when I was in school, it was so boring"? You and I know that it doesn't have to be that way. At Pamplin Historical Park guests find that the combination of a world-class interactive museum, historic homes, an actual battlefield and the clean air found in 424 acres of park lands is magical. Countless teachers and students have told us in person, in evaluations and in thank-you letters that we gave them "the best field trip experience ever."

We are pleased to offer this Field Trip Planner for visiting Pamplin Historical Park and The National Museum of the Civil War Soldier. Since the opening of the Park in 1994 and the Museum in 1999, hundreds of thousands of students, teachers and chaperones have enjoyed their walks into the history of the mid-nineteenth-century. We want this publication to help you make the best choices for your field trip and for your students – based on the age, size, and budget of your group as well as the amount of time you have to spend here.

This planner is divided into three sections – one for you to plan your trip and prepare your students; a second section for the other teachers and parent chaperones; and a third section which provides materials and activities for your students. It also provides all the phone numbers, price lists, checklists and ideas you will need. After your visit we hope you will fill out the evaluation provided on the last page of section one. It will help us to continue to improve our programming.

Thank you for your interest in visiting Pamplin Historical Park. We look forward to seeing you and your parents and students in the near future.

Sincerely,

A handwritten signature in black ink that reads "Jerry Desmond". The signature is fluid and cursive, with the first name "Jerry" being more prominent.

Jerry Desmond
Executive Director

SECTION 1

FOR THE PLANNING TEACHER

Six Steps to a Great Field Trip



STEP *One*



DETERMINE YOUR GOALS AND OBJECTIVES

There are many options to consider for your Pamplin Historical Park trip before you determine the best ones for your students. What are your goals for the trip? What are your limiting factors? Take a moment to complete this planning document; it will help you make the best decisions for your day.

Setting specific goals will help you to plan a focused day of fun and learning.

WHAT ARE YOUR GOALS FOR VISITING PAMPLIN HISTORICAL PARK?

After our trip to Pamplin Historical Park, my students will be able to: _____

Here are some examples of “Pamplin Historical Park Goals”:

- ☐ Identify 3 reasons why men went to fight in the Civil War
- ☐ Identify 4 different economic groups living in the South
- ☐ Trace the moments that led up to the Breakthrough Battle of April 2, 1865
- ☐ Tell the story of one man who fought in that battle
- ☐ Describe the daily life and materials of a common Civil War soldier
- ☐ Identify a primary source, secondary source, and an artifact.

How many students do you plan on bringing (per day)?

Our group tours have a minimum and a maximum of students who can participate at one time. Depending on the size of your group, you may need to divide classes or you may want to consider attending on multiple days.

How many hours will you have at Pamplin Historical Park?

Will you be able to reach your goals with this amount of time? Be sure to account for traffic, bathroom breaks, lunch, and other complications in your planning.

What is your budget for the trip? (School budget or per student cost)?

Our guided programs have an extra fee. These fees are charged per student. Will you be bringing packed lunches, or will students purchase boxed or buffet lunches in advance?

What are school bus or coach bus expenses?

What is there to do at the National Museum of the Civil War Soldier?

Duty Called Me Here - This seven-gallery exhibit brings visitors face-to-face with the nearly three million Americans who became soldiers during the Civil War. A national travel guide has described “Duty Called Me Here” as “simply one of the best museums in Virginia.”

Audio players - This dramatic, interactive audio-tour allows your students to understand what life was like for a child, as a Civil War Soldier. Students will use an audio player and be guided by their personal “soldier comrade,” Delavan Miller. By the end of their tour, they will learn the wartime fate of their comrade.

Interactive Displays - Using interactive computers, videos, life-sized dioramas, and more than 1,000 original objects, students will see the real items used by soldiers to gain a better understanding of what it was like for the common soldier during their Civil War service.

“Trial By Fire” - Our multi-sensory battlefield simulation was designed to provide an immersive experience that allows students to hear, feel, and see what it was like for soldiers on the battlefield during a battle. (This simulation has puffs of air, shaking floors, and a robotic “wounded soldier”).



Option 1 – Guided Tour

We offer four, five and six hour “Educational Experiences.” Each experience includes a guided tour of our National Museum of the Civil War Soldier.

The Four Hour includes – our museum + Lunchtime + two programs of your choice. Prices are \$9.50/student, \$11.00/adult.

The Five Hour includes – our museum + Lunchtime + three programs of your choice. Prices are \$10.50/student, \$11.00/adult.

The Six Hour includes – our museum + Lunchtime + four programs of your choice. Prices are \$11.00/student, \$11.00/adult.



Option 2 – Self-Guided Tour

Prices are \$6.50 for students and adults. Self-guided groups may add up to two additional guided programs. The cost for each program is \$1 per student and chaperone. Reservations are required to add a guided program and may be made a calendar year in advance.

Student prices to visit only the National Museum of the Civil War Soldier are \$5.00.

To ensure availability, make reservations in advance by calling our Groups Booking Specialist at 804- 312- 3551.

To learn about our boxed lunch or buffet options, please call our Groups Booking Specialist at 804- 312- 3551.

- All prices are subject to change –

EXPLORE ALL YOUR FIELD TRIP OPTIONS

Programs For Your Group

Note: Self-Guided Groups May Add Up To Two Additional Guided Programs. The Cost For Each Program is \$1 Per Student and Chaperone. Reservations Are Required to Add a Guided Program. To Make a Reservation, Please Call 804-861-2408 or e-mail groups@pamplinpark.org.

Plantation Life: The Southern Agricultural Economy

– Tudor Hall Plantation is the setting for the study of how free and enslaved families lived over 150 year ago. Park educators and costumed interpreters lead hands-on activities which allow students to explore the material culture of these Virginia families, providing insight into how various groups of southerners lived, worked, and interacted with one another. This comparison lets students discover what freedom really meant to the men and women who sought it so dearly.

Virginia Standards of Learning addressed: History and Social Sciences – VS.1, VS.7, USI.1, USI.8, USI.9, VUS.6, VUS.7; English – ENG4.1, ENG4.2, ENG6.1, ENG6.2.



Civil War Battles – Students participate in a rare opportunity to recreate famous Civil War battles on an actual Civil War battlefield! Recreations help students understand the importance of terrain and the evolution of tactics through the war, all while reinforcing the names of key leaders and the important battles they fought. After experiencing battle for themselves, students learn the story of one soldier who faced the terror of combat on the very battlefield on which they have just fought. These experiences, combined with a tour of the Park's original Confederate earthworks and full-scale re-created earthworks helps students visualize and appreciate Civil War battles as never before.

Virginia Standards of Learning addressed: History and Social Sciences – VS.1, VS.7, USI.1, USI.9, VUS.1, VUS.7; English – ENG4.2, ENG6.2.

War So Terrible – Pamplin Park offers an extended 49 minute version of the film “War So Terrible” for high school students. The film accurately portrays Civil War combat as seen through the eyes of soldiers from both sides. (Note: This film contains graphic images of Civil War combat, viewer discretion is advised).

EXPLORE ALL YOUR FIELD TRIP OPTIONS

Programs For Your Group - Part 2

A Soldier's Life – Experience the life of a Civil War soldier in camp, on the march and on the drill field. Costumed interpreters teach students how average citizens learned to be soldiers by putting students through the very military drill practiced by new recruits. These interpreters provide a weapons demonstration as well. In camp a hands-on program demonstrates how soldiers survived camp food, punishments and disease.



Virginia Standards of Learning addressed: History and Social Sciences – VS.1, VS.7, USI.1, USI.9, VUS.1; English – ENG4.1, ENG4.2, ENG5.1, ENG6.2, Science – SCI6.5.

Reconstruction – Students are placed in the midst of the tumultuous Reconstruction Era as witness to history at Ford's Theater, observers of the post-war South, and participants in the newly-won voting rights for African-Americans. Video technology brings the sights, sounds and voices of Reconstruction to life, allowing students to understand the diverse opinions throughout the country as the United States tried to rebuild. Students learn about the difficulties, accomplishments and failures of Reconstruction.

Virginia Standards of Learning addressed: History and Social Sciences – VS.1, VS.8, USII.1, USII.3, VUS.1, VUS.7; English – ENG4.1, ENG4.2, ENG4.4, ENG5.1, ENG5.4, ENG6.2, ENG6.4.



The Civil War – Why They Fought – The Civil War was not a spontaneous event, as students realize in this interactive classroom program. Students learn the events and compromises that led to Southern secession, the social and economic differences between the North and the South, and the role of slavery in splitting the country. Bar graphs and mathematics illustrate why southern planters feared abolition and a large puzzle map of the U.S. shows students the result

Virginia Standards of Learning addressed: History and Social Sciences – VS.1, VS.7, USI.1, USI.8, USI.9, VUS.6, VUS.7; English – ENG4.1, ENG4.2, ENG6.1, ENG6.2.

STEP *Three*

IMPORTANT REMINDERS FOR YOU AND YOUR STUDENTS



Bathroom and Drink Breaks

Group restrooms are located at the Education Center and in the Museum. Smaller restrooms are located in the Battlefield Center and at Tudor Hall. Be sure to schedule bathroom breaks and remind students to stay hydrated throughout the day.

Picnic Areas and Indoor Lunch Areas

The large picnic area at the Education Center has covered seating for about 200. The banquet room area at the Museum has seating for about 100. The Park offers box lunch selections, as well as catered buffet lunches. Contact your reservation specialist for details. Please remember to have the students pick up all trash and put it in the proper receptacles.

The Civil War Store

The Civil War Store sells a wide range of educational products to enhance your group's learning experience. Students must be closely chaperoned at all times while in the store. If your school does not allow visits to the store, we offer low cost Educational Discovery Bags for purchase. Contact your reservation specialist for details.

Planning for the Outdoors

Require your students to dress for the outdoors and for the forecasted weather. They should also be wearing comfortable shoes. On warm days, we suggest students carry water with them throughout the day. Pamplin Historical Park operates during inclement weather, if your school closes for snow, please contact the Park as soon as possible.

Chaperones

Chaperones must be at least 18 years old. Please bring enough chaperones to help control your group. We suggest one chaperone for every ten students. If you have a child who requires a special aide fully dedicated to that child at all times, that aide will be admitted free of charge.

STEP *Four*

CHECKLIST



Adding a field trip to your school year is a lot of extra work. The checklist below is designed to make your job easier. Add your own reminders.

SIX MONTHS TO ONE YEAR AWAY

- ☐ If possible visit Pamplin Historical Park to preview all potential activities.
- ☐ Make reservations for your school trip and keep a folder of all confirmations.
- ☐ Arrange payment for bus company with your administration.
- ☐ _____

ONE MONTH AWAY

- ☐ Introduce field trip to your students.
- ☐ Send a letter home to parents and arrange for chaperones. Include a permission slip in the letter with a deadline for its return.
- ☐ Plan out your preparation lesson plans for the week before the trip
- ☐ Arrange payment for bus company with your administration.
- ☐ _____

ONE WEEK AWAY

- ☐ Walk everyone through the agenda for the trip.
- ☐ Confirm times, as well as rules and regulations, with your chaperones. Provide them with materials in the Chaperone section of this guide.
- ☐ Break students into chaperoned groups (10 per group) and be sure to separate potentially unruly sets of students.
- ☐ Double check your confirmations
- ☐ _____

THE DAY BEFORE

- ☐ Check the weather forecast.
- ☐ _____

STEP *Five*

FOLLOW-UP IN THE CLASSROOM



Post-Visit Ideas for You and Your Students

Here are some easy classroom activities and assignments for when you return to the classroom. These may help you reinforce concepts presented at Pamplin Historical Park. They also will give your students a chance to express their feelings and may encourage further study of the Civil War and life in mid-nineteenth century America.

- Write a letter home as if you were a Civil War soldier following the Breakthrough Battle of April 2, 1865 or create an Instagram account to describe that experience.
- Write an essay or draw a picture of “the most memorable moment of field trip day” Send a copy to Pamplin Historical Park.
- Write and deliver a speech as if you were Captain Charles Gould just before he led his company into battle.
- Write a news story as a reporter who witnessed the Breakthrough Battle.
- Do a research paper about an artifact you saw at Pamplin Historical Park . . . a rifle, a game, an artillery piece, a slave cabin, a kitchen cabin, a map, a photograph, etc.
- How do you suppose the life of a person your age in 1865 might be different from your own?
- Play some music from the Civil War era, why was music so important in those times?
- Find out if one of your family’s ancestors lived during the Civil War or fought as a soldier or served as a nurse in that conflict.
- Explain how a home in 1865 is different than homes in your town today.
- Compare medical and healing methods in 1865 with today’s methods.
- Write a letter to Pamplin Historical Park and tell us about your experience.
- Discuss the importance of preserving the homes and battlefield at Pamplin Historical Park.

STEP *Six*



HOW WAS IT? - Evaluating Your Trip

Use this form for your own reflections and/or mail it to the address below so we can also work to improve you experience. Thank you for visiting Pamplin Historical Park.

Director of Education, Pamplin Historical Park,
6125 Boydton Plank Road, Petersburg, VA 23803

Pre-Trip Planning

What was easy about it? _____

What could be improved? _____

At Pamplin Historical Park

What was the most valuable part of Field Trip Day from a teacher's perspective? _____

What did your students identify as the best part of their trip? _____

What was the least effective part of your day or something that you will change for next year?

Post-Trip Success

How did you assess the student's learning when you got back to the classroom? _____

What feedback did you get from other teachers and chaperones? _____

(Use an extra sheet for additional comments)

SECTION 2

FOR YOUR TEACHER TEAM AND CHAPERONES





FIELD TRIP CONTRACT

For Teachers and Chaperones

We, the teachers and chaperones of _____, agree to the following rules and regulations for our upcoming trip to Pamplin Historical Park. We promise to communicate and enforce all the standards below, and understand that groups breaking this contract will be asked to leave without refunds.

While visiting the Park:

1. Always stay on approved trails and roads.
2. Never climb on a monument, marker, fortification or cannon.
3. Never remove anything from the park.

While visiting the National Museum of the Civil War Soldier:

4. Chaperones/teachers must remain with their students at all times, regardless of the age of the students. Our chaperone to student ration is 1:10. Chaperones are responsible for maintaining orderly and respectful behavior.
5. The Museum and Visitor Center is a public space; show courtesy and respect for all other visitors. Specifically speak quietly in large, open areas; do not talk during films or presentations; running, jumping and other boisterous behavior is prohibited; do not touch or climb displays or exhibits; and use computer interactive stations only as intended. Only adults should select brochures, taking just one for each small group.
6. Backpacks are not allowed in the museum exhibit space or in the Civil War Store.
7. Food, drinks and gum are not allowed in the museum.
8. Flash photography is prohibited in the museum exhibit space.
9. Students must not lean on or use walls and display cabinets as desktops. If your groups is expected to take notes, be sure they have the proper materials.
10. Pick up all trash and put it in the proper receptacles.

Signatures (sign your names below):

Signature	Date
Signature	Date
Signature	Date
Signature	Date
Signature	Date

WALKING INTO HISTORY

FIELD TRIP PLANNER



Suggested Field Trip Day Checklist

For Teachers and Chaperones:

- ☐ Student name tags
- ☐ File with all confirmations and payments
- ☐ File with emergency numbers and student health information
- ☐ First Aid Kit and student medical supplies, if applicable
- ☐ Lunches, with extra for anyone who has forgotten
- ☐ Cameras, with flash turned off while indoors
- ☐ Weather-related accessories (sun block, insect repellent, rain coat, etc)
- ☐ Extra paper and pencils (no pens)
- ☐ Clipboards for museum activities, if applicable
- ☐ Museum and Park Maps
- ☐ Copies of group itinerary
- ☐ Trash bags (for bus)

Checklist upon arrival at Pamplin Historical Park

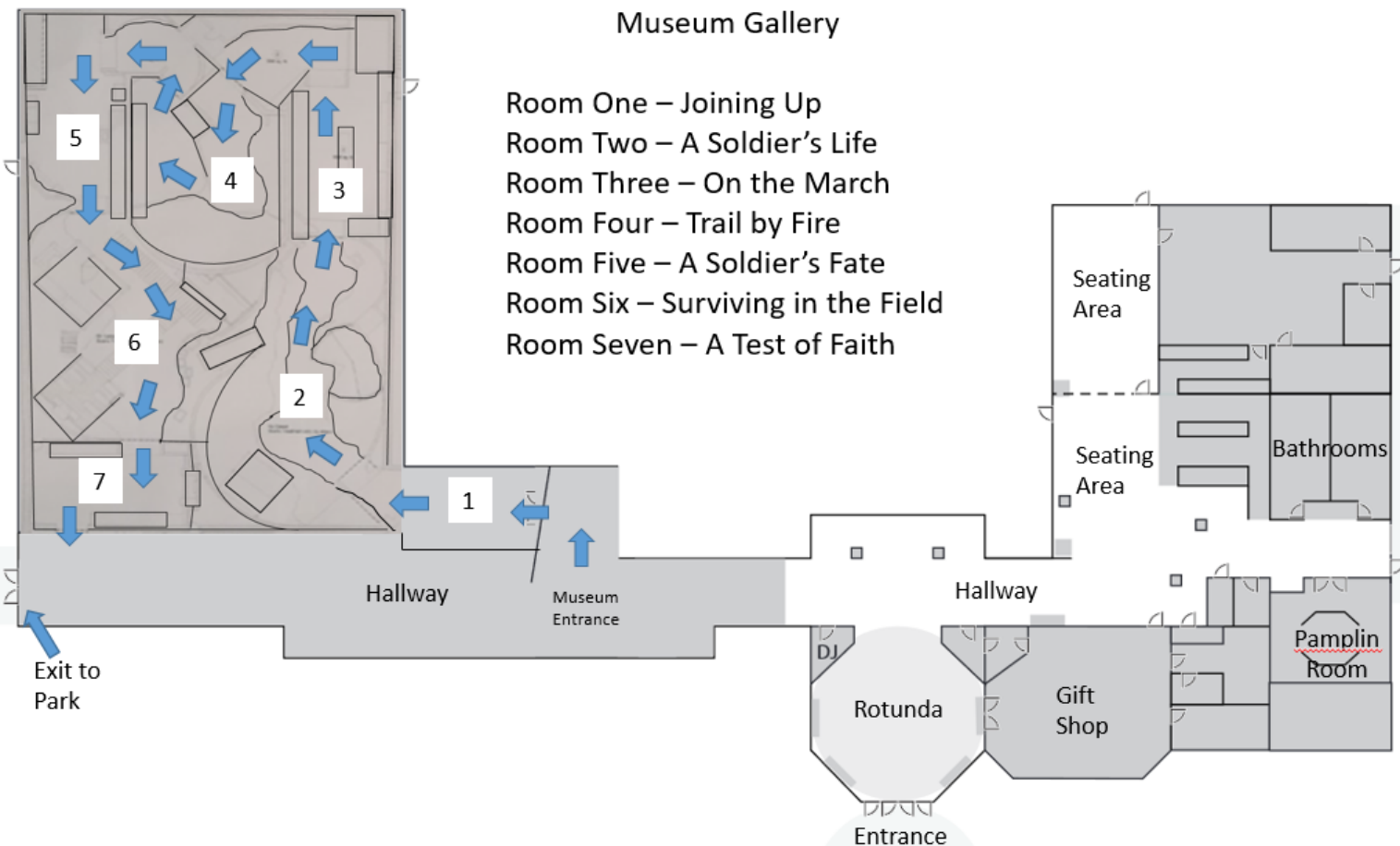
- ☐ Number of students, grade of students
- ☐ Number of students per group
- ☐ Number of adults, teachers, bus drivers, special aids
- ☐ Number of gift bags/discovery books
- ☐ Number of lunches/catered lunches

Floor Plan

The National Museum of the Civil War Soldier



National Museum of the Civil War Soldier Floor Plan



Pamplin Historical Park & The National Museum of the Civil War Soldier is a 424-acre historical campus that features world-class museums, antebellum homes, a National Historic Landmark Civil War battlefield, a slave life exhibit, educational programs, and special events. On Memorial Day Weekend in 1999 the 25,000 square foot state of the art museum opened to the public.

WALKING INTO HISTORY

PRE-AND POST-VISIT ACTIVITIES NATIONAL MUSEUM OF THE CIVIL WAR SOLDIER



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

MEET DELEVAN MILLER

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



FIRST ROOM — INTRODUCTION: JOINING UP

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

Elementary – Count and name the color of Northern and Southern States. Which single state is now two separate states?

Middle School – Identify the states divided by the Civil War and why that would be so. Examples might be agrarian versus industrial capacities, labor systems, location, etc.

High School – What can be learned from the photographs in this gallery? Have students identify the characters in the images and discuss the social position, economic standing, etc. in each.

SECOND ROOM — A SOLDIER’S LIFE

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

Elementary – Have students identify the number of games in this gallery and which ones are still played today.

Middle School – Have students compare/contrast what soldiers did in camp to what students do in their private time.

High School – Select two students and develop opposite attributes and skills for each. Have the remaining students cast ballots for/against each, in a mock officer election. Discuss why some voted for each.

THIRD ROOM — ON THE MARCH

After weeks of training, the army left the camp and moved to meet the enemy. The army was made up of large numbers of men and there were many challenges to reaching the battlefield. Life on the march was hard. Civil War soldiers had to march long distances over poor roads in all kinds of weather. Early in the war, soldiers were out of shape and were not accustomed to walking long distances. They became much better marchers as the war continued and could easily cover as many as thirty miles a day.

Elementary – Have students identify the number of Confederate and Union soldier’s ranks then discuss any differences.

Middle School – Ask students why the military would need a band. Have them identify the different roles that a military band can play. How do they relate to modern military bands? Compare/contrast.

High School – Have the students review the diorama in the gallery and identify the challenges that these troops are experiencing. What impacts would terrain (landscape) and weather have on a march and an army’s timetable to reach a destination or objective?

FOURTH ROOM — TRIAL BY FIRE

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

Elementary – Have students form two ranks as if opposing the “enemy” in the film. Have students “take hits” from the air gun and close ranks after casualties.

Middle School – Compare and contrast the advantages of rifling over smoothbore and use cut out displays for discussion.

High School – Have students look at cross-sectioned artillery shells and identify how each would be used and against what type of targets.

FIFTH ROOM — A SOLDIER’S FATE

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

Elementary – Have students review medical images in the gallery and compare and contrast medical care/sanitation during the Civil War and today.

Middle School – Ask students to look at the different medical instruments on display and compare and contrast the instruments and technology between then and today. Discuss survival rates and sanitation.

High School – Have students review the pharmaceuticals on display and see if any are familiar. Talk about the use of opioids and tincture of mercury. Ask them what would be the negatives for using such drugs i.e. addiction (post-war soldier’s homes), poisoning, etc.

SIXTH ROOM — SURVIVING IN THE FIELD

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

Elementary – Have students review the variety and pricing of items offered by the sutler. Ask them to compare and contrast the price of items then and now. Talk about price gouging and inflation.

Middle School – Have students look around the gallery to identify primary sources and cite examples.

High School – Have students look at the military discipline display and identify the methods of discipline on the mural and discuss why and how the military justice system is different than civilian justice system.

SEVENTH ROOM — A TEST OF FAITH

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

Elementary – Have students identify the number of women and minorities in the post-war famous display.

Middle School – Ask students to look at the USCT display and identify the different backgrounds that USCT soldiers may have come from. What were they fighting for and who were they fighting with. What were the risks for a USCT soldier?

High School – Have students review the bounty/draft display. Hand out draft slips to each and identify some for selection. Offer bounties to the others and ask if they would be willing to enlist. Then ask why or why not? Mention the institution of substitutes and ask if they would endorse this practice and why/why not.

Question: Did Delevan Miller survive the war? (Find the answer by listening to Yellow Circle Number 22)

SOME VOCABULARY WORDS

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

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

Comrade: A friend or close companion.

Earthwork: A protective wall of dirt and logs.

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

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

Mortal wound: An injury that will result in death.

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

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

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

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

Self-Guided Tour Stops Pamplin Historical Park



Self-Guided Tour Stops

PAMPLIN HISTORICAL PARK

& THE NATIONAL MUSEUM OF THE CIVIL WAR SOLDIER

1 Start at Education Center 1 Start at Museum



Blue Tour – 1-Education Center, 2-Battlefield Center, 3-Military Encampment, 4-Battlefield, 5- Fortifications Exhibit, 6- Museum, 7-Tudor Hall, 8-Field Quarters – Return to Education Center

Yellow Tour – 1-Museum, 2-Fortifications Exhibit, 3-Military Encampment, 4-Battlefield, 5-Battlefield Center, 6-Tudor Hall, 7-Field Quarters – Return to Museum

WALKING INTO HISTORY

LESSONS FOR EVERY TEACHER



MUSIC

Listen to several songs from the Civil War. Which songs would be better on the march? Which would be better around the campfire? Why was music so important during the war?

PHYS. ED.

Go online and consult a Civil War Era tactics manual. See if you can teach your class to perform complex drill maneuvers.

SCIENCE

Social Science – Review some letters written home by Civil War soldiers at different time periods during the war. What feelings were the soldiers writing about? How did their morale change after different battles of the war?

Health Science – What were some of the important medical advances during the war? What diseases were the biggest killers? How important was hygiene during the war?

Physical Science – How did the topography of a battlefield – its hills, ridges, fields, forests and streams – affect the outcome of the battle? How did armies use the topography to their advantage?

ART

Go online and find copies of Harper's Weekly for the period between 1861-1865. What do you notice about the artwork? Who were some of the famous Civil War artists who worked for newspapers?

LANGUAGE ARTS

What were the different ways soldiers communicated on the battlefield? How did generals tell men 1,000 yards away what to do?

Memorize the Gettysburg Address. Why in only 272 words is President Lincoln's speech so effective?

Find three children's books about the Civil War and read them in class. Which book did you enjoy the most and learn the most from?

Math

Calculate the trajectory of a Civil War bullet or cannon ball.

Create a chart of the structure of a Civil War army – how many in a company, regiment, brigade, division, corps, and army?

How much would it cost the government in the Civil War to feed an army for one day, one year and across 4 years?

DEPORTMENT

Study and compare leaders during the Civil War. What makes a good leader? What are the characteristics of a good Civil War role model? Courage? Trustworthiness? Fairness? Citizenship?

WALKING INTO HISTORY

LEARN ABOUT TOBACCO – PRE-VISIT ACTIVITY



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

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

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

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

Questions

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

WALKING INTO HISTORY

PLANTATION LIFE – POST-VISIT ACTIVITY



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

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

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

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

TOOLS – “One Carriage and harness, Two Waggons and gear, Two ox carts – Sixteen Ploughs and sixteen plow hoes – thirty weeding hoes – ten grubbing hoes – ten axes.

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

Questions/Activities

1. How many slaves lived at Tudor Hall?
2. What animals were raised for making cloth for clothes? What household items were used to make cloth?
3. What animals were raised for food? What kind of meat was stored away already?
4. What was Tudor Hall’s cash crop? (a crop to sell rather than used on the plantation)
5. Could the plantation raise food for its animals? What were some animal foods?
6. What household items suggest that the Master’s family was rich?
7. Name three household items that you might not find in a modern home.
8. Write a story describing life on a plantation using the information above.

WALKING INTO HISTORY

DUTY CALLED ME HERE – PRE-VISIT ACTIVITY



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

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

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

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

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

Questions/Activities

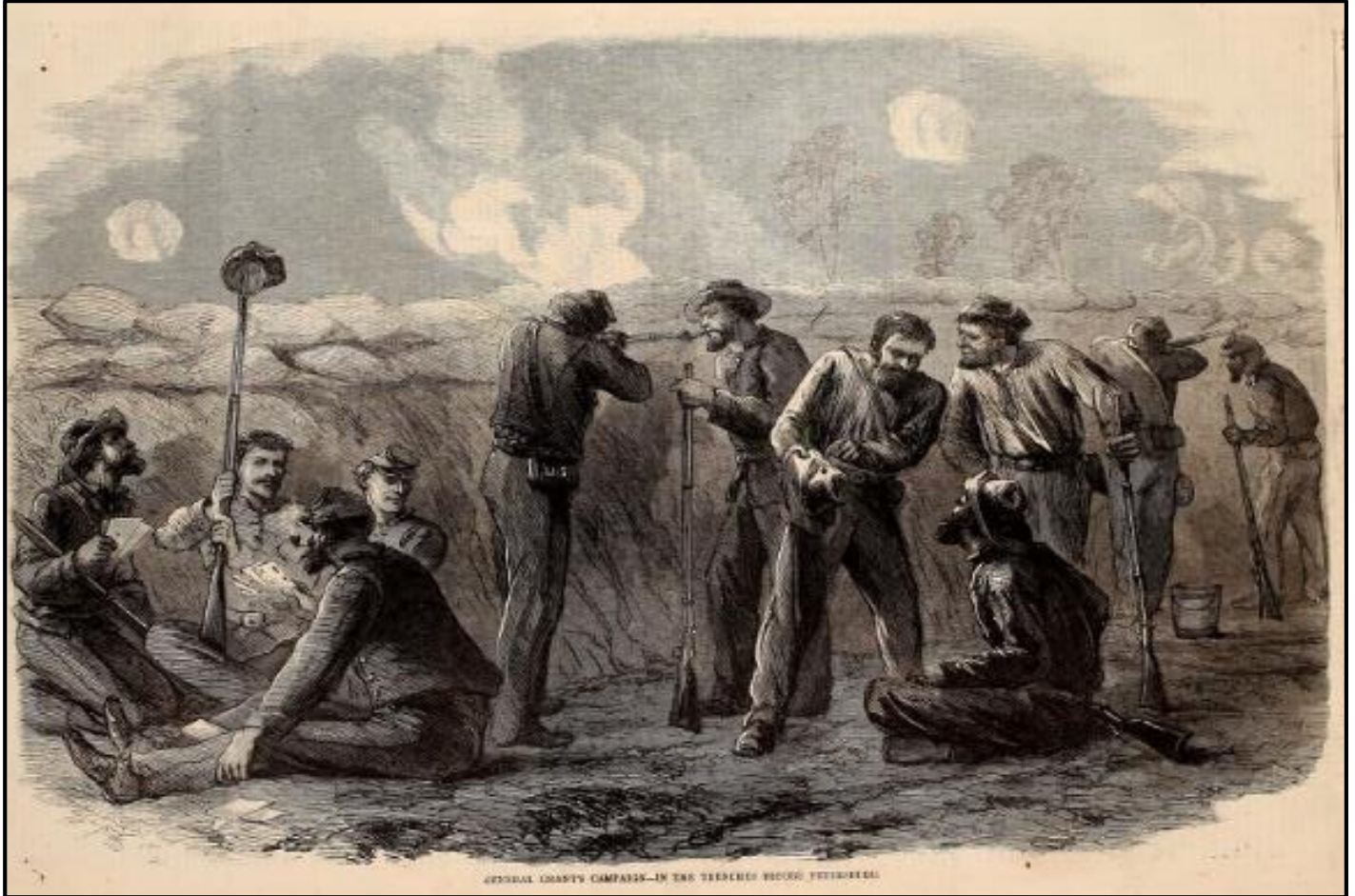
1. What cause was Sergeant Newton, the African-American soldier, fighting for?
2. Why do you think Corporal Stockwell was in the Army?
3. What is the country Sergeant Bull talks about? What does he mean by “She will be Free?”
4. Private Berkeley refers to “liberty.” What does he mean by this?
5. The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

WALKING INTO HISTORY

A SOLDIER'S LIFE- POST-VISIT ACTIVITY



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



Questions/Activities

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

WALKING INTO HISTORY

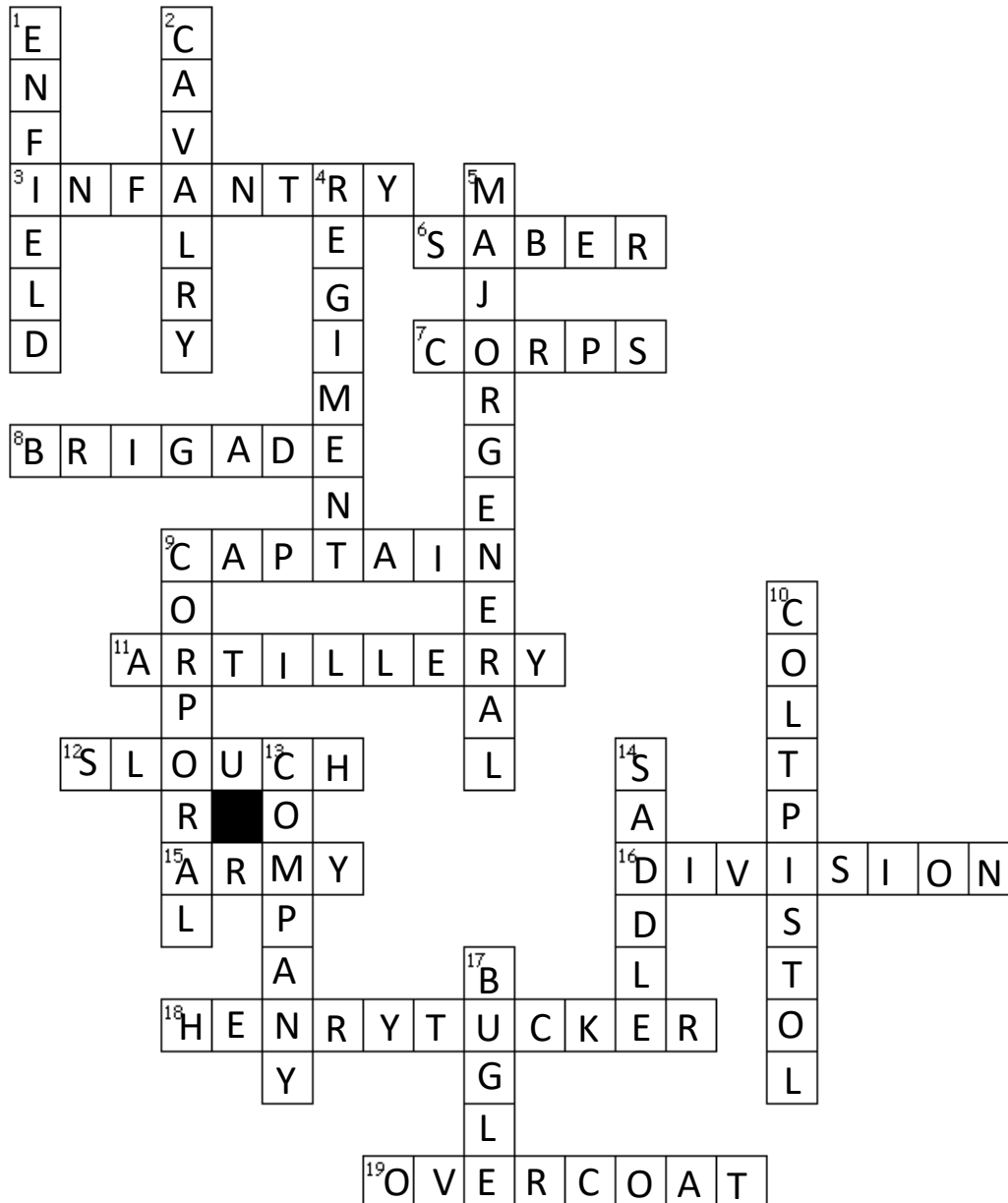
SCAVENGER HUNT ANSWER SHEET



Number of Photo	Scavenger Hunt Brief Description	Number of Nearest Blue Square Sign
1	17 Johnson's Island	28
2	Sign on Chalkboard	34
3	Envelope in Sutler's Case	34
4	Chaplains Photo in Church	33
5	Wagon Wheel	36
6	Cavalry Identification Tag	25
7	Crushed Canteen by a Wagon Wheel	25
8	12 LB Case Shot Lead Balls	24
9	Shoe Laces Near Socks	15
10	Jews Harp on Cards	9.10.11
11	John Brown Photo	1
12	Bullet Stopped by Bible	25
13	1 st National Flag with State Seal	1
14	Col. William Grose's 3 rd Brigade	20
15	Cow in Trees in Moving the Army	22
16	Regional Conflict Sign	1

WALKING INTO HISTORY

THIRD ROOM – ON THE MARCH



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Across

3. Foot Soldiers
6. A curved sword
7. 3 or 4 division
8. 4 to 6 regiments
9. A two bar rank
11. Soldiers who load and fire cannons
12. Type of hat
15. 2 or more corps
16. 3-4 brigades
18. Songwriter of "Weeping, Sad and Lonely"
19. Garment worn over uniform when cold

Down

1. Popular rifle made in England
2. Soldiers who ride horses
4. 400 – 1,000 men
5. A two-star rank
9. A two-stripe rank
10. Popular handgun of the Civil War
13. 50 -100 men
14. Made riding a horse more comfortable
17. Musical instrument used to signal orders

SECTION 3

FOR YOUR STUDENTS





FIELD TRIP CONTRACT

For Students

We, the Students of _____, agree to the following rules and regulations for our upcoming trip to Pamplin Historical Park. We promise to communicate and enforce all the standards below, and understand that groups breaking this contract will be asked to leave without refunds.

While visiting the Park:

1. We will always stay on approved trails and roads.
2. We will never climb on a monument, marker, fortification or cannon.
3. We will clean up all trash using proper receptacles and will never remove anything from the park.

While visiting the National Museum of the Civil War Soldier:

4. We will remain with our teacher/chaperones at all times and display orderly and respectful behavior.
5. We will show courtesy and respect for all other visitors. Specifically, speak quietly in large, open areas; do not talk during films or presentations; running, jumping and other boisterous behavior is prohibited; do not touch or climb displays or exhibits; and use computer interactive stations only as intended. Only adults should select brochures, taking just one for each small group.
6. We understand that backpacks are not allowed in the museum exhibit space or in the Civil War Store.
7. We understand that food, drinks and gum are not allowed in the museum.
8. We understand that flash photography is prohibited in the museum exhibit space, this includes camera phones.
9. We will not lean on or use walls and display cabinets as desktops. If your group is expected to take notes, be sure they have the proper materials.

Signatures (sign your names below):

Signature	Date
Signature	Date
Signature	Date
Signature	Date
Signature	Date

WALKING INTO HISTORY

FIELD TRIP PLANNER



Suggested Field Trip Day Checklist For Students:

- ☐ Lunch
- ☐ Extra drinks or water bottle, especially for hot days
- ☐ Camera with flash turned off while in museum and theater
- ☐ Weather-related accessories (sun block, insect repellent, rain coat, etc)
- ☐ Comfortable sneakers or walking shoes (not flip-flops or open toed shoes)
- ☐ Field trip packet
- ☐ Money for souvenirs, if allowed

Add Your Own Item Reminders

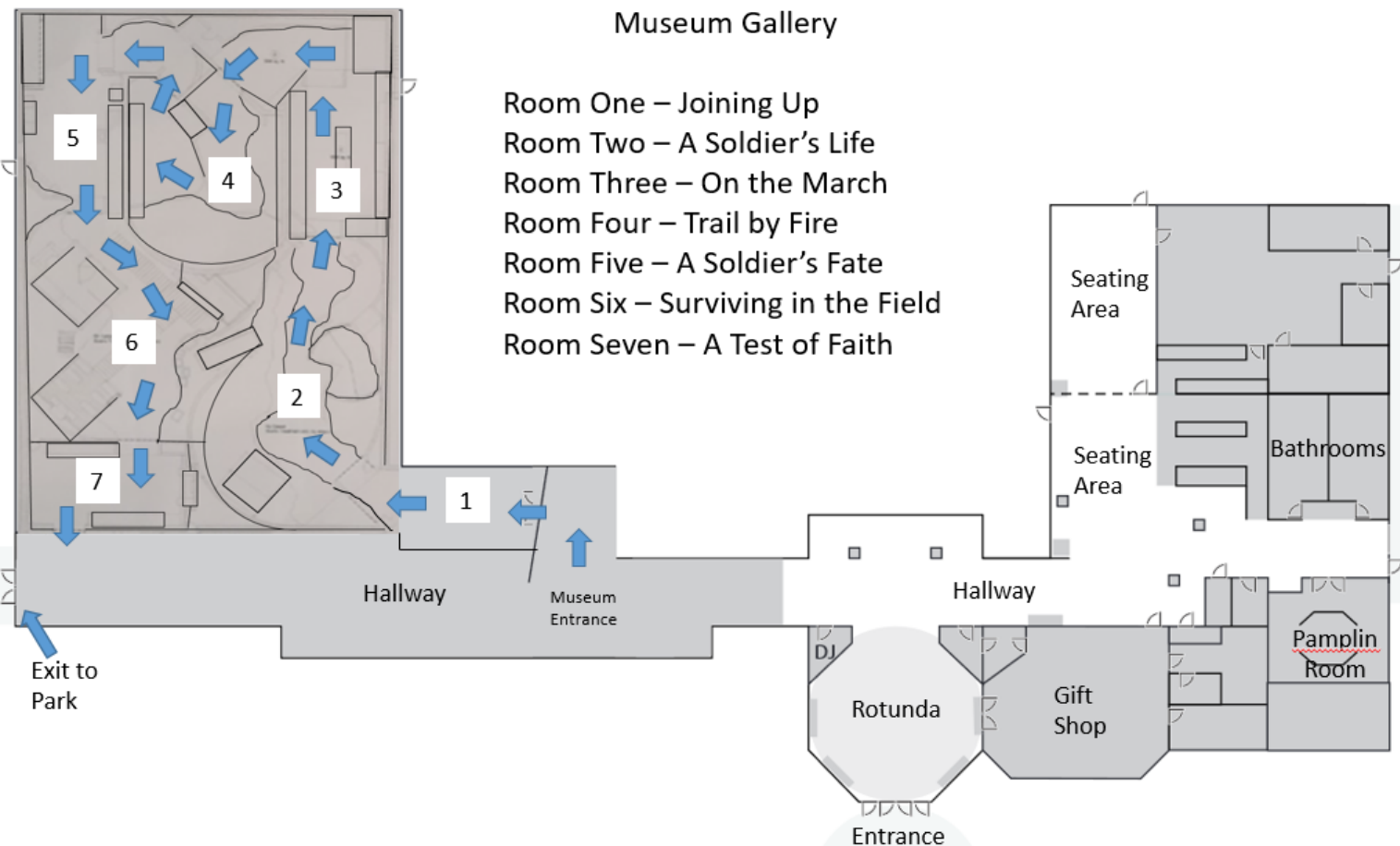
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Floor Plan

The National Museum of the Civil War Soldier

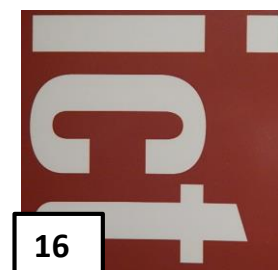
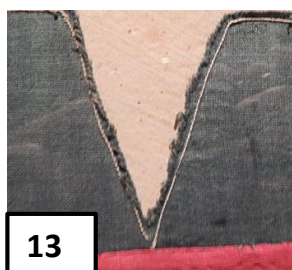
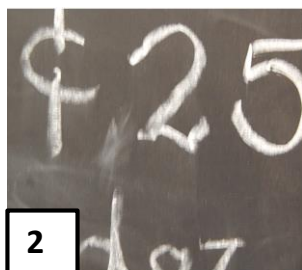
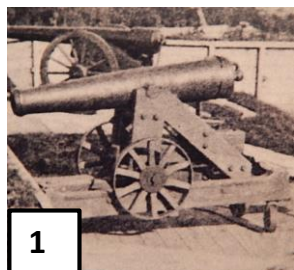


National Museum of the Civil War Soldier
Floor Plan



Pamplin Historical Park & The National Museum of the Civil War Soldier is a 424-acre historical campus that features world-class museums, antebellum homes, a National Historic Landmark Civil War battlefield, a slave life exhibit, educational programs, and special events. On Memorial Day Weekend in 1999 the 25,000 square foot state of the art museum opened to the public.

Museum Scavenger Hunt



Find the location of the 16 items in the photos above. On the back of this page, briefly describe the item and its location along with the number of nearest blue numbered square sign.

Number of Photo	Scavenger Hunt Brief Description	Number of Nearest Blue Square Sign
1		
2		
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13		
14		
15		
16		

Name: _____

Grade: _____ Teacher: _____

School: _____

WALKING INTO HISTORY

FIRST ROOM – JOINING UP



Delevan Miller

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

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

QUESTIONS TO ANSWER

Find an advertisement for a famous book written by a woman before the Civil War. What is the title of the book? Can you tell your class why the book was so important?

Where were the first shots of the Civil War fired?

Who was Winfield Scott, why was he important in Virginia and U.S. History?

LOOK FOR THIS

This artifact (replica) is a poster printed during the Civil War.

Why isn't this poster written in English? What do you think this is saying?

What does this poster tell you about who lived in the United States in 1861?



WALKING INTO HISTORY

SECOND ROOM – A SOLDIER’S LIFE



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

QUESTIONS TO ANSWER

List three things soldiers did in their free time.

List four items soldiers needed to carry with them.

What different types of shelter did soldiers use?

What games did you see that are still used today?



LOOK FOR THIS

What two activities are happening in this painting?

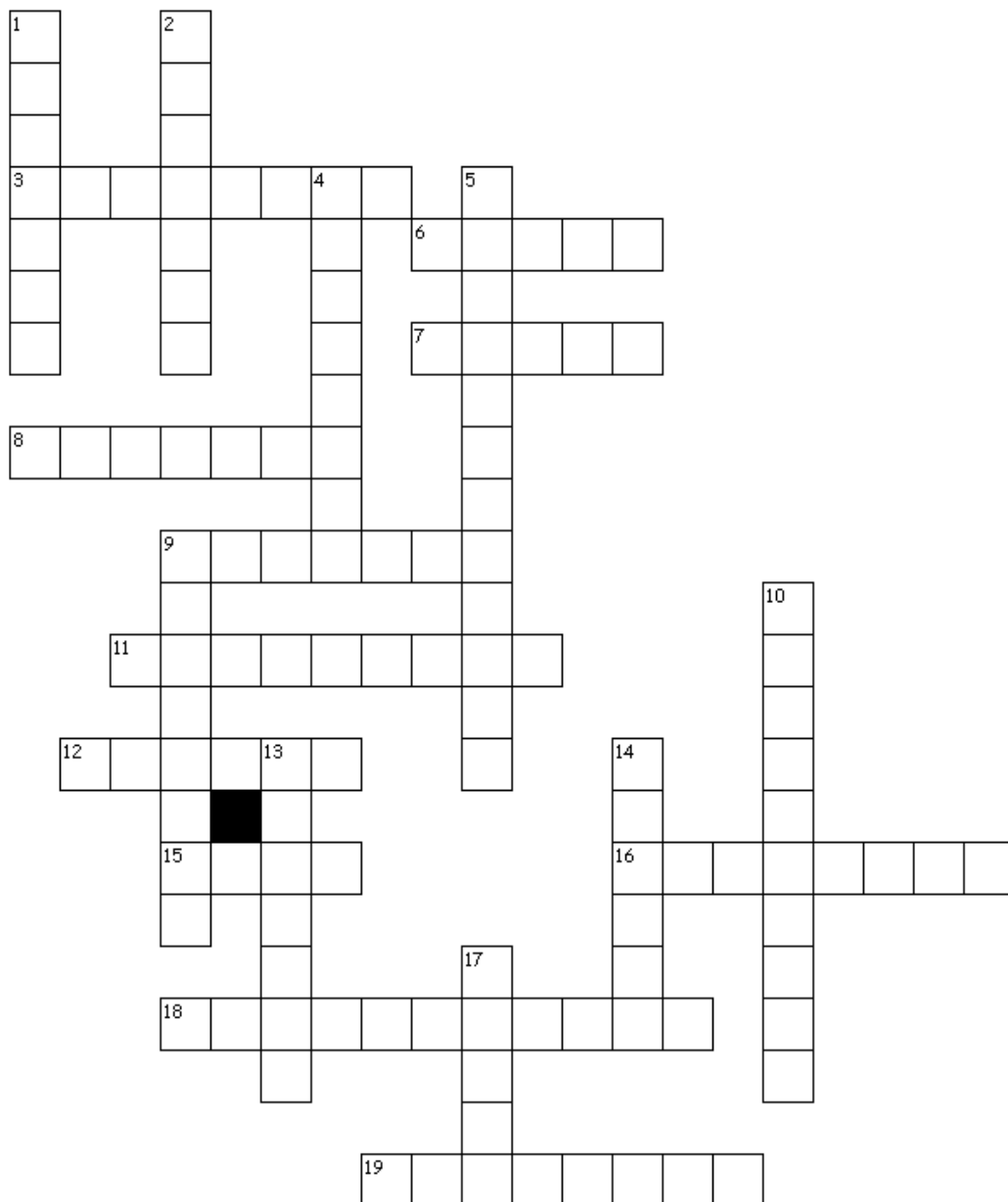
Why were bands important in the Civil War army?

How can you identify the band leader?



WALKING INTO HISTORY

THIRD ROOM – ON THE MARCH



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Across

3. Foot Soldiers
6. A curved sword
7. 3 or 4 division
8. 4 to 6 regiments
9. A two bar rank
11. Soldiers who load and fire cannons
12. Type of hat
15. 2 or more corps
16. 3-4 brigades
18. Songwriter of "Weeping, Sad and Lonely"
19. Garment worn over uniform when cold

Down

1. Popular rifle made in England
2. Soldiers who ride horses
4. 400 – 1,000 men
5. A two-star rank
9. A two-stripe rank
10. Popular handgun of the Civil War
13. 50 -100 men
14. Made riding a horse more comfortable
17. Musical instrument used to signal orders

WALKING INTO HISTORY

FOURTH ROOM – TRAIL BY FIRE



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

QUESTIONS TO ANSWER

Which musket had better accuracy, the smoothbore musket or the rifle musket? Why?

Why did soldiers stand so close together in a line when they were firing their weapons?

Name two types of artillery ammunition.

LOOK FOR THIS

What are the differences between a pistol and a revolver?



Revolvers were often only used by officers, why?

Name another famous American maker of revolvers.

WALKING INTO HISTORY

FIFTH ROOM – A SOLDIER’S FATE



Word Search

Ambulance
Amputee
Andersonville
Barracks
BoneRing
Cavalry
Crutch
DeadLine
Ether
Forceps
HearingHorn
Hospital
InvalidCup
LibbyPrison
Medicine
Parole
Prisoners
Quinine
Saw
Surgeon

S	F	M	L	S	E	H	X	L	I	I	F	Y	E	K
K	R	O	Z	I	C	E	A	O	N	O	R	E	C	R
C	V	U	R	T	B	T	T	V	Q	L	K	L	N	H
A	U	P	U	C	I	B	A	U	A	N	E	O	A	E
R	P	R	X	P	E	L	Y	V	P	N	R	R	L	A
R	C	U	S	Q	I	P	A	P	W	M	C	A	U	R
A	I	O	Y	D	G	C	S	H	R	D	A	P	B	I
B	H	P	C	S	R	E	N	O	S	I	R	P	M	N
M	O	U	M	E	D	I	C	I	N	E	S	L	A	G
I	P	N	E	N	I	L	D	A	E	D	S	O	L	H
V	R	Y	E	Q	U	I	N	I	N	E	R	A	N	O
A	N	D	E	R	S	O	N	V	I	L	L	E	W	R
E	T	H	E	R	I	N	O	E	G	R	U	S	E	N
F	B	M	O	N	S	N	X	G	X	Q	E	M	F	U
S	C	X	J	H	X	I	G	Z	I	P	C	C	P	W

QUESTIONS TO ANSWER

List two prisoner of war camps that were located in Virginia

Give examples of items used to help soldiers who had amputated arms or legs.

How are the medical instruments on exhibit different from instruments used today?

What medicines on exhibit would not be considered safe to use today?

WALKING INTO HISTORY

SIXTH ROOM – SURVIVING IN THE FIELD



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

QUESTIONS TO ANSWER

List some items that Civil War sutlers sold that we find in stores today.

The average soldier was paid \$13 a month, if he sent half of his pay home, what items could he buy at the sutler's store?

What form of communication did most soldiers use to contact their families at home.

LOOK FOR THIS

What forms of punishment are shown in this wall mural?

What was the purpose for using these types of punishment?



WALKING INTO HISTORY



SEVENTH ROOM – A TEST OF FAITH

The Civil War soldier faced awful hardships and many dangers. Why did he stay with the army and suffer? If he stayed because of duty to his country, what about his duty to be with his family? Perhaps it was loyalty to his army comrades that kept him there or maybe the cause of freedom. After the war the veterans met at reunions to remember their fallen comrades and tell their own stories of the American Civil War.

QUESTIONS TO ANSWER

What do the letters U. S. C. T. stand for?

What famous document officially allowed African-American men to serve in the Union Army?

Name two soldiers who became famous after the war. Why were they famous?

LOOK FOR THIS

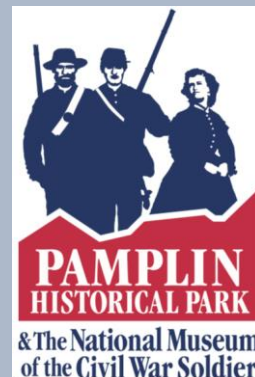
Who are these men?

Why are they shaking hands?

Where was this photograph taken?



Self-Guided Tour Stops Pamplin Historical Park



Self-Guided Tour Stops

PAMPLIN HISTORICAL PARK

& THE NATIONAL MUSEUM OF THE CIVIL WAR SOLDIER

1 Start at Education Center 1 Start at Museum



Blue Tour – 1-Education Center, 2-Battlefield Center, 3-Military Encampment, 4-Battlefield, 5- Fortifications Exhibit, 6- Museum, 7-Tudor Hall, 8-Field Quarters – Return to Education Center

Yellow Tour – 1-Museum, 2-Fortifications Exhibit, 3-Military Encampment, 4-Battlefield, 5-Battlefield Center, 6-Tudor Hall, 7-Field Quarters – Return to Museum

WALKING INTO HISTORY

TOUR STOP – FORTIFICATIONS EXHIBIT

2

5



QUESTIONS TO ANSWER

Why were earthwork fortifications built during the siege of Petersburg?

What advantages would a defending army have standing behind fortifications?

Why would all of the trees in front of a fortification be cut down?

TERMS TO LEARN: ABATIS, BARBETTE, CHEVAUX-DE-FRISE, EARTHWORK, FASCINE, PALISADE, REDOUBT, SALLY PORT, SCARP, VIDETTE

LOOK FOR THIS

This is a photo of “Fraise” (pronounced Fray).

Why are the logs so close together and sharp?

How would a charging army get through fraise?

Why aren’t logs used as fraise today at forts?



WALKING INTO HISTORY

TOUR STOP – MILITARY ENCAMPMENT

3

3



QUESTIONS TO ANSWER

What are two things that soldiers reused to help make their lives a little more comfortable?

List two common resources that soldiers used to construct their shelters. Which type of shelter do you think would work the best?

How do you think soldiers spent their free time while in winter camp?

LOOK FOR THIS

How many soldiers do you think could sleep here?

What is the barrel at the back of the tent being used for?

Do you think you could build this shelter? What materials would you need?

Do you think this would be a good shelter in the summer? Winter?



WALKING INTO HISTORY

TOUR STOP – BATTLEFIELD

4

4

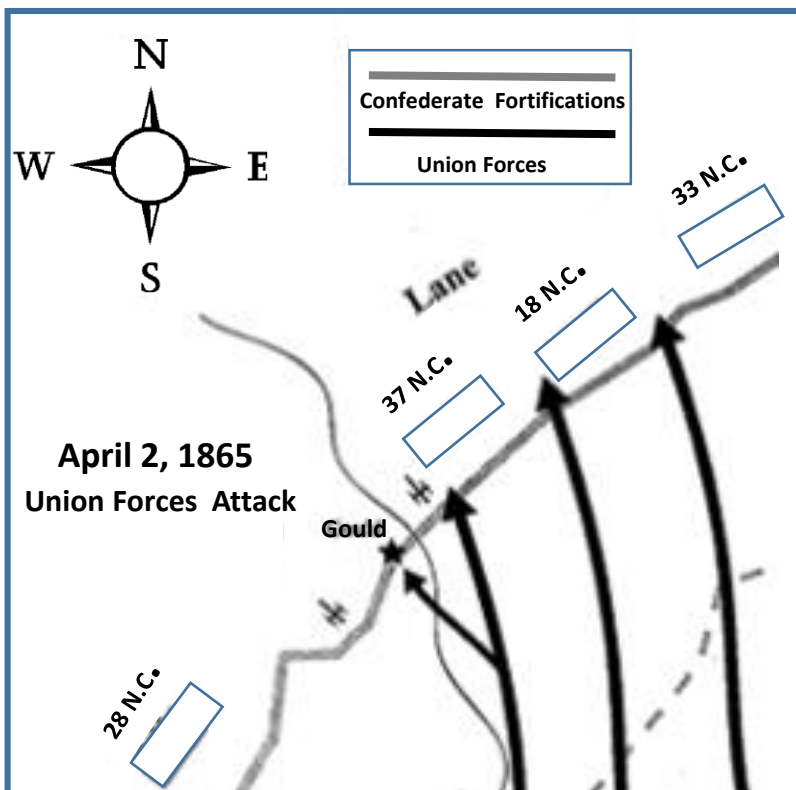


QUESTIONS TO ANSWER

Examine the terrain, the earthworks, and the woods. What do you think this area would have looked like during the battle?

Why do you think the earthwork line bends and turns at certain points?

What type of tools would be needed to build the earthworks?



USING MAPS

Using the compass, in what direction were Union forces attacking?

What state were the Confederate forces from?

How could you determine the point that Captain Charles Gould and his men crossed the Confederate line?

WALKING INTO HISTORY

TOUR STOP – BATTLEFIELD CENTER

5

2



QUESTIONS TO ANSWER

What is the name of the Union soldier often credited with being the first over the Confederate earthworks? What was his rank?

How many Union Army VI Corps soldiers received the Medal of Honor for heroism on April 2, 1865?

Examine the various maps in the Battlefield Center. Which one gives you the best idea of how the Confederate soldiers defended themselves?

LOOK FOR THIS

What book is this? Who did it belong to?

Why did soldiers take this book with them when they went to war? What book would you take?

Is this book an artifact? Relic? Primary source? Secondary source?



WALKING INTO HISTORY

TOUR STOP – TUDOR HALL

6

7



QUESTIONS TO ANSWER

Why do you think the Tudor Hall kitchen was not located in the main house?

Why is there a large hallway in the middle of the main house with doors on each end?

What kind of crops were grown in gardens near the house? What crops were grown on the rest of the plantation?



LOOK FOR THIS

What do you see here that you have on your dinner table at home? What is different?

Who would eat at this table?

Who do you think planned the meal?
Who do you think cooked the meal?
Are the answers different?

WALKING INTO HISTORY

TOUR STOP – FIELD QUARTERS

7

8



QUESTIONS TO ANSWER

List three things inside the cabin that field slaves used from their environment. How might they have used each of them?

Enslaved people received two sets of clothes each year from the plantation owner. What natural material were winter clothes made from? What natural material were summer clothes made from?

How many people do you think would live and sleep in a cabin of this size? Why might housing like this be unhealthy?



LOOK FOR THIS

Why did plantation owners want enslaved workers rather than paid workers? Think of at least three reasons.

What rooms are missing in this cabin?

How might this cabin be improved?

The Pamplin Legacy



The Pamplin Foundation of Portland, Oregon owns and operates Pamplin Historical Park and the National Museum of the Civil War Soldier through an on-site executive director and professional staff.

The Pamplin Foundation is a family operated foundation and a 501(c)(3) organization. Dr. Robert B. Pamplin, Jr. is Chairman of the Foundation. He has been recognized by many national publications for his creative philanthropy and has been honored with numerous awards.



Pamplin Historical Park & The National Museum of the Civil War Soldier seeks to educate and entertain the general public by collecting, preserving and presenting life during the American Civil War with emphasis given to the experience of the common soldier, Southern civilians, and the participants in the engagement of April 2, 1865.

Pamplin Historical Park & The National Museum of the Civil War Soldier
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