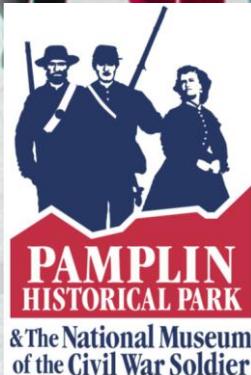


SECTION 2

**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

WALKING INTO HISTORY

FIELD TRIP PLANNER



Suggested Field Trip Day Checklist For Teachers and Chaperones:

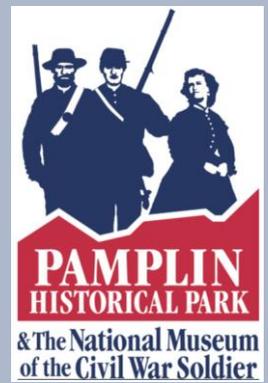
- Student name tags
- File with all confirmations and payments
- File with emergency numbers and student health information
- First Aid Kit and student medical supplies, if applicable
- Lunches, with extra for anyone who has forgotten
- Cameras, with flash turned off while indoors
- Weather-related accessories (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

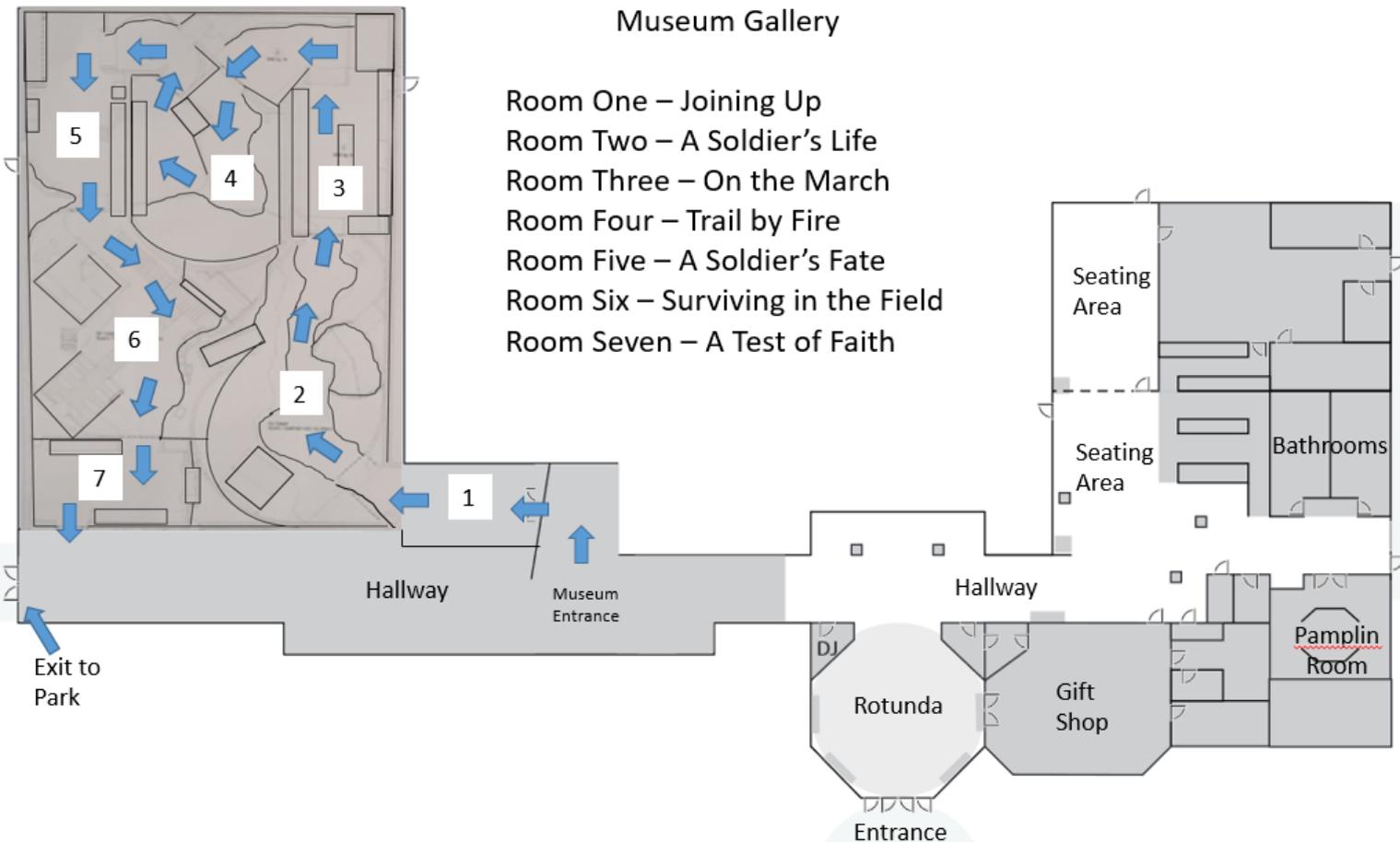
The National Museum of the Civil War Soldier



National Museum of the Civil War Soldier
Floor Plan

Museum Gallery

- Room One – Joining Up
- Room Two – A Soldier's Life
- Room Three – On the March
- Room Four – Trail by Fire
- Room Five – A Soldier's Fate
- Room Six – Surviving in the Field
- Room Seven – A Test of Faith



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

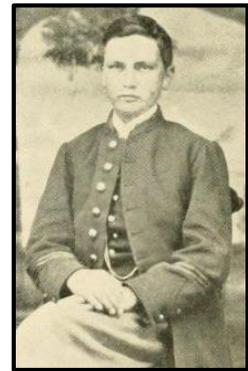
PRE-AND POST-VISIT ACTIVITIES NATIONAL MUSEUM OF THE CIVIL WAR SOLDIER



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.

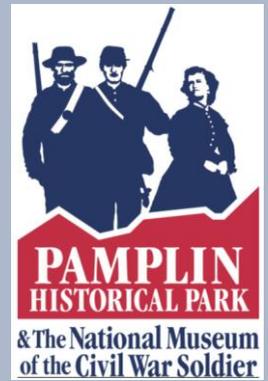
Rifle musket: A muzzle-loading shoulder arm, with spiral grooves on the inside of the barrel, to cause the bullet to spin.

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, Joseph, 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, Rachele, 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

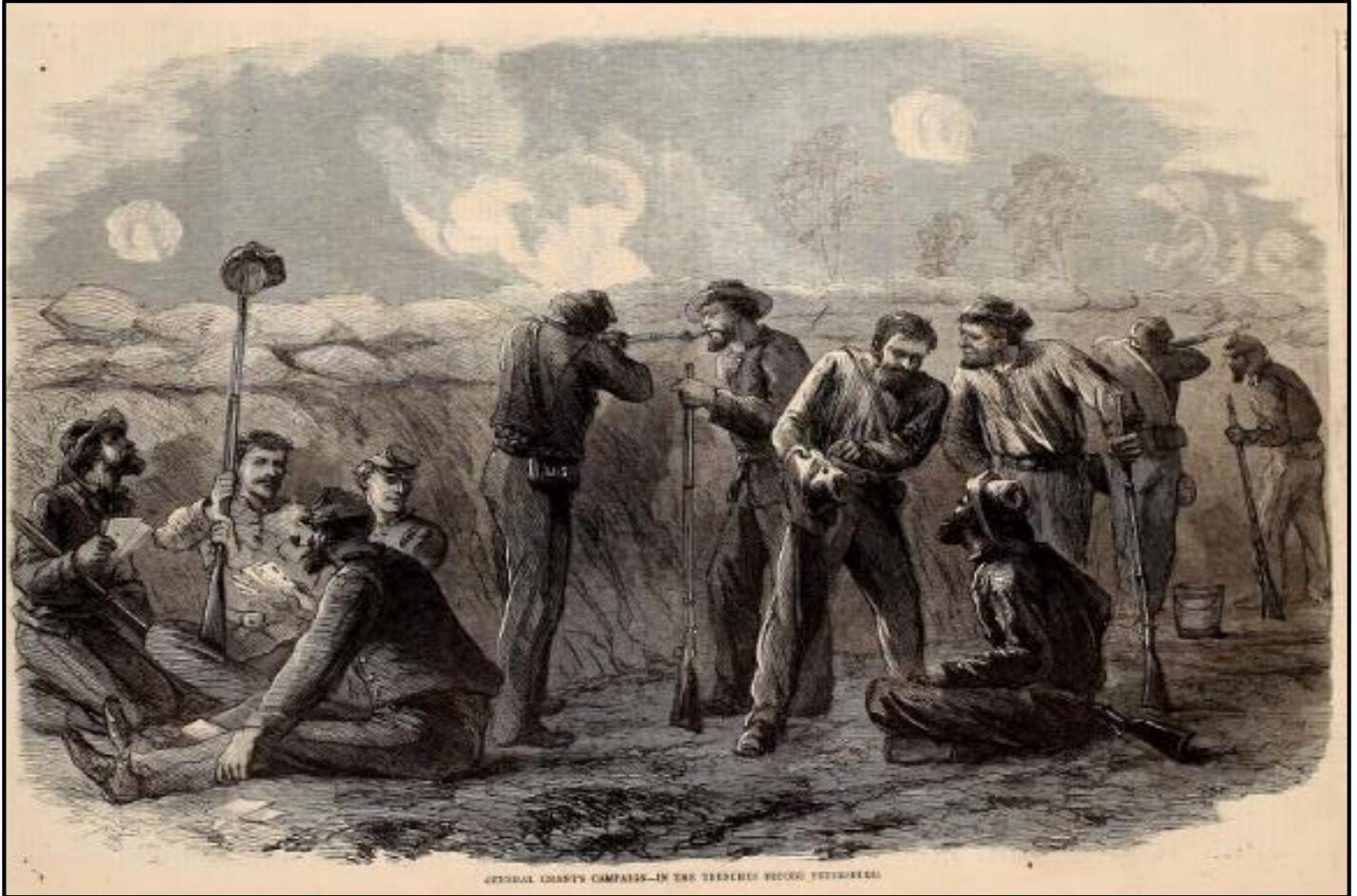
1. What cause was Sergeant Newton, the African-American soldier, fighting for?
2. Why do you think Corporal Stockwell was in the Army?
3. What is the country Sergeant Bull talks about? What does he mean by “She will be Free?”
4. Private Berkeley refers to “liberty.” What does he mean by this?
5. The 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

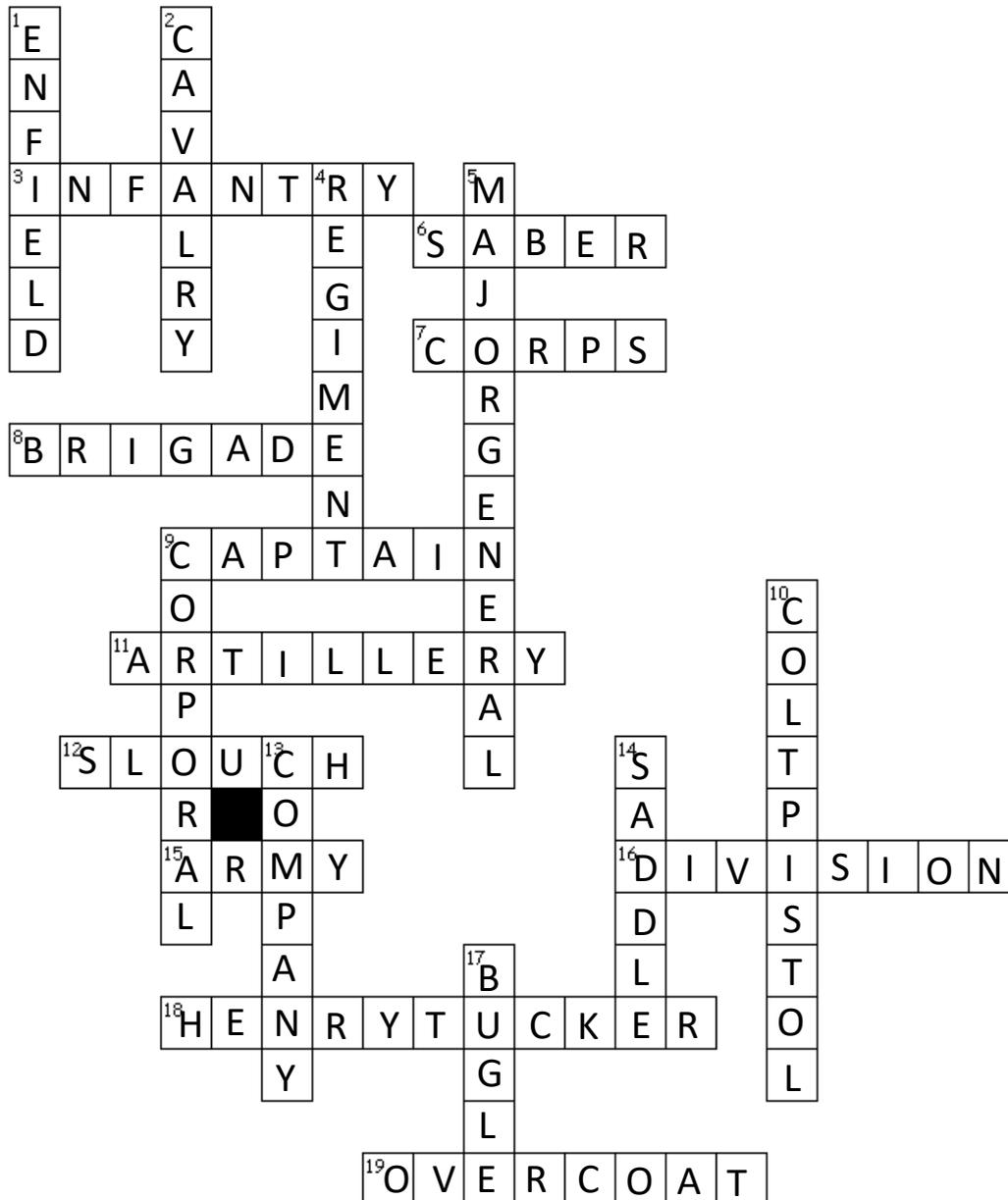
SCAVENGER HUNT ANSWER SHEET



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