

FALL 2014

Living History

CLASSROOM

A March Across Time

Step into the 1860s and experience life during the Civil War with explosive stories, fun activities, and tasty treats

A Publication of Tryon Palace



No Appetite for War

When you're fighting a war, or living through one, the food on hand is not always what you'd normally eat or want to eat.

Most soldiers, whether Union or Confederate, were not feasting on much fresh or tasty food during the Civil War. A Union soldier's typical daily food ration was a tough cracker-like biscuit known as

hardtack, dried meat (similar to beef jerky), and coffee whenever possible. Hardtack was made by mixing one part water to six parts flour (sometimes adding salt), then rolling out the dough and poking holes in it, much like we see on today's saltine crackers. Once rolled and pierced, the dough was baked for about a half-hour, emerging as the food that kept Union soldiers on their feet.

If they were lucky, the hardtack hadn't turned moldy or become a home for bugs or maggots by the time they got to eat it.

Confederate soldiers, who lived on much less rationed food, made their own "Johnny cakes" using rice or corn flour, then mixed

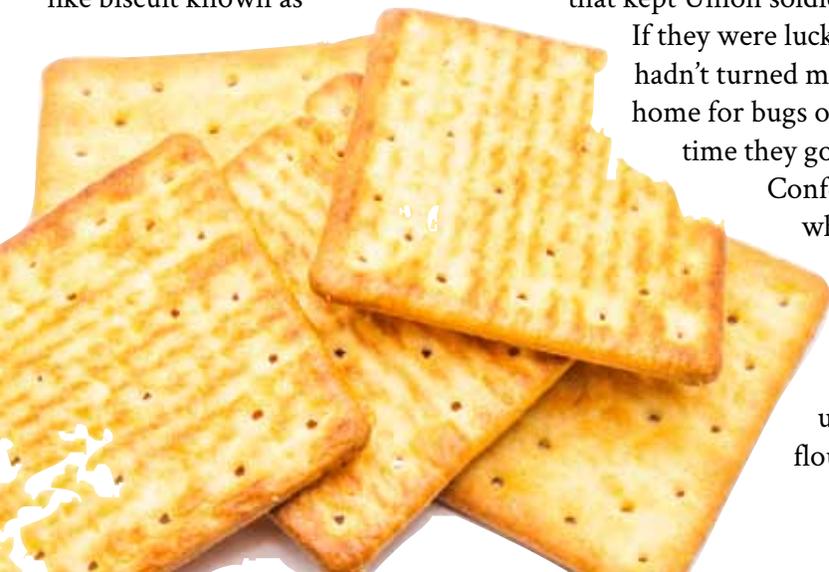
with water, and cooked over a campfire. Otherwise, like their counterparts in blue, Confederates relied on whatever could be sent from home, found in the woods, or taken from a farmer. One special bread Confederate soldiers' families sent in care packages was sagamite, which was made from brown sugar and cornmeal. Because coffee became nearly impossible to get, some people started roasting and brewing acorns as a substitute!

Although they also missed regular coffee, ham, and other treats, country farmers and townspeople who escaped the fighting fared a little better food-

Words to Know

Hardtack: a tough cracker-like biscuit

Ground Peas: you know these as peanuts today



wise, if they were well away from military encampments. Describing an 1864 Christmas Day dinner, Mrs. F. C. Roberts, who lived in Franklin County, North Carolina for much of the war, wrote of a dinner that hungry civilians and soldiers alike would envy. One major part of the meal was “**ground peas**”—which are known as peanuts today.

Our ground-pea patch had yielded

well, and we had laid by late apples from our orchard, we had sorghum for candy and cakes. I had bartered a little salt for a dozen eggs....Our dinner was frugal. It consisted of rice and peas in many forms with a desert of delicious cake, wine, ground-peas, and apples.

So the next time you open your lunch box, imagine you’re a Civil War soldier: your ham and cheese sandwich is hardtack and old beef jerky; your raisins are actually

berries you gathered in the woods; and your drink is brewed from acorns. Happy eating!



Correlations

CCSS-Literacy 4.1
CCSS-Literacy 4.2
ES 4.H.1.4 (NC’s role in conflicts)

We All Scream for Ice Cream!



Flavored ices and ice creams have been popular for centuries. They were already old by the time Tryon Palace was being built in the late 18th century. Fruit flavors were the most popular but could only be made in season or with preserved fruits. There are recipes for tea, chocolate, and coffee ice creams, but these would have been somewhat rare at the time because they were very expensive. Other popular 18th-century flavors included brown bread and parmesan cheese ice cream—can you imagine asking for two scoops of brown bread ice cream?

Then as now, ice cream was very soft and melted quickly because it was impossible to freeze it very hard. The ice cream was made either in pewter bowls or in a tubular tin container, called a sorbetiere, which was spun around in the middle of a bucket of ice.

But to make ice cream, you need ice. Ice was not always easy to find—remember, there were no refrigerators, and ice was usually stored in special places, either in an underground space like a root cellar, or a special building known as an “ice house,” to keep it from melting. In the 18th and 19th centuries, ships stopped sending ice to New Bern in early to mid-June because there was no way they could stop the ice from melting during the trip. This meant that ice cream was more of a winter and spring treat for people living in the South.

Below is an easy way to make ice cream at home.

Materials

- 1 snack-size zip-close bag
- 1 quart-size zip-close bag
- Ice cream salt
- Ice

Ingredients

- 1 tsp sugar
- 1 tbsp jam in desired flavor (strawberry, raspberry, apricot, etc)
- 1/3 cup heavy whipping cream

Directions

In small snack bag, combine sugar, jam, and cream—close securely and squeeze to combine ingredients.

In quart-size bag, add approximately 2 cups of ice, 2-3 tablespoons ice cream salt, and the small snack bag’s combined contents. Seal well, then very gently squeeze the bag for about 10 minutes or until the cream has started to firm up – it

should feel similar to soft-serve ice cream. Enjoy!

Tips

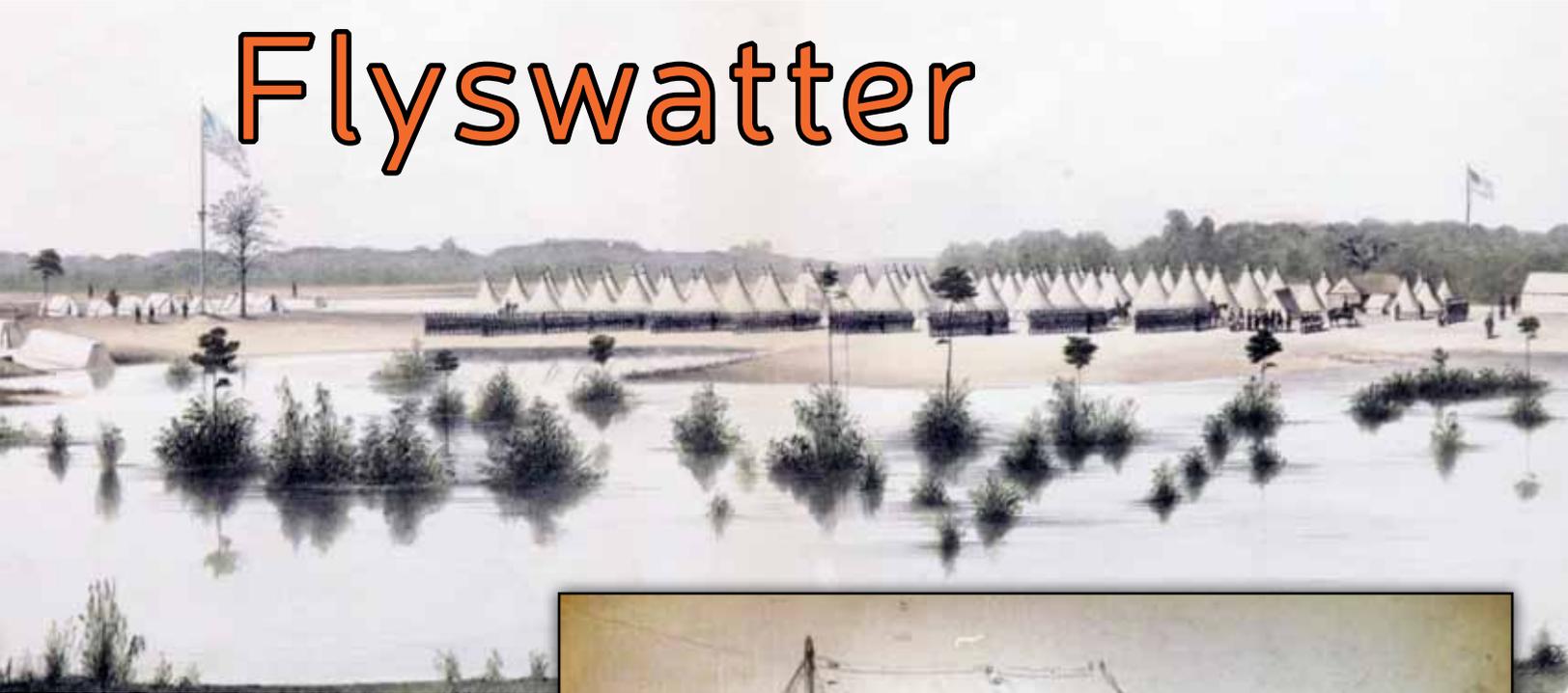
You may need to add more ice halfway through the process to make sure the cream is cold enough.

It helps to wrap the outside of your bags with a towel or paper towels to keep your hands from freezing.

Correlations

ES 4.G.1.1. (changes in NC since statehood—technology, transportation, economic development)
ES 4.G.1.4 (impact of technology upon NC’s past and present citizens)

Fort Totten's EXPLOSIVE Flyswatter

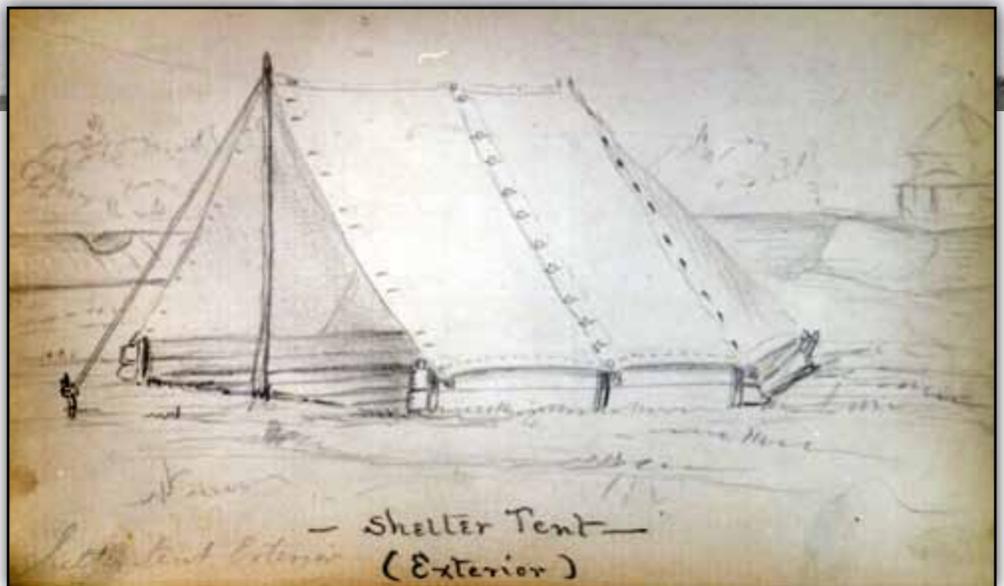


Fort Totten Union Army Encampment, New Bern, North Carolina, June 1862

It was a pleasant summer morning at Fort Totten, just outside of the riverside town of New Bern. Milton Bates and some off-duty soldiers were playing baseball. Most days at camp were quiet—baseball, guard duty, drilling, and writing letters home were primary activities. Fort Totten was close enough to town that the men could walk there if they got permission, but no one had felt like a trip to town on that particular day.

Sergeant Quick strode over to the group, already dabbing his forehead with a handkerchief.

“Gentlemen, I’ve been given orders



Note: This story is based on an actual incident at Fort Totten, described in Sergeant Charles Quick’s correspondence, and can be found in the Southern Historical Collection at the University of North Carolina at Chapel Hill.

by Captain Ashcroft that we need to take inventory of our ammunition immediately. There's a rumor we may be sent to Washington City."

The soldiers paused, interested. New Bern was nice, but it was a little dull. Going back to Washington meant more excitement for sure.

Quick cleared his throat. "Oh, and Milton Bates, since you thought it so funny to practice your drum near my bunk yesterday morning, *you* can be my first volunteer. Do I have two others, or will I need to select you?"

Milton sighed, tossed the ball to the man beside him, and saluted Sergeant Quick. His cousin, Sullivan Bates was already beside Quick. "I'll help," Alonzo Abrams called out.

The three men followed Sergeant Quick to the tent where gunpowder was kept. As the day went on, the sun's heat became so strong that everyone inside the tent was sweating, along with slapping at the swarm of flies.

"I can take heat," said Alonzo, "but these flies are unbearable. I keep losing count every time I have to swat one that bites me!"

Sergeant Quick sat on a bench and mopped his brow, "Me, too," he said. Nowadays, I try to sleep outdoors whenever I can. Has anyone noticed that the flies bite more *inside* a tent than outside?"

Milton stared at the powder cartridge in his hand. "You *know*," he said slowly, "my father has a way to clear out flies

back home in New York." He tore open the cartridge and poured the powder on the ground.

"Milton, what are you doing?" said Sullivan

The other men continued counting cartridges. Milton took out a match, lit the cartridge paper and touched it to the powder, which went up with a flash, bang, and a lot of smoke. Everyone jumped!

"*What in tarnation?*" Quick yelled.

Startled, Milton dropped the burning piece of paper.

"If the fire touched the rest of the powder, Bates, you could have blown us to--"

Suddenly, with a loud explosion, all four men were thrown into the air.

The whole camp came running to find out what the sound was.

"Look!" a soldier shouted. "There's Quick!"

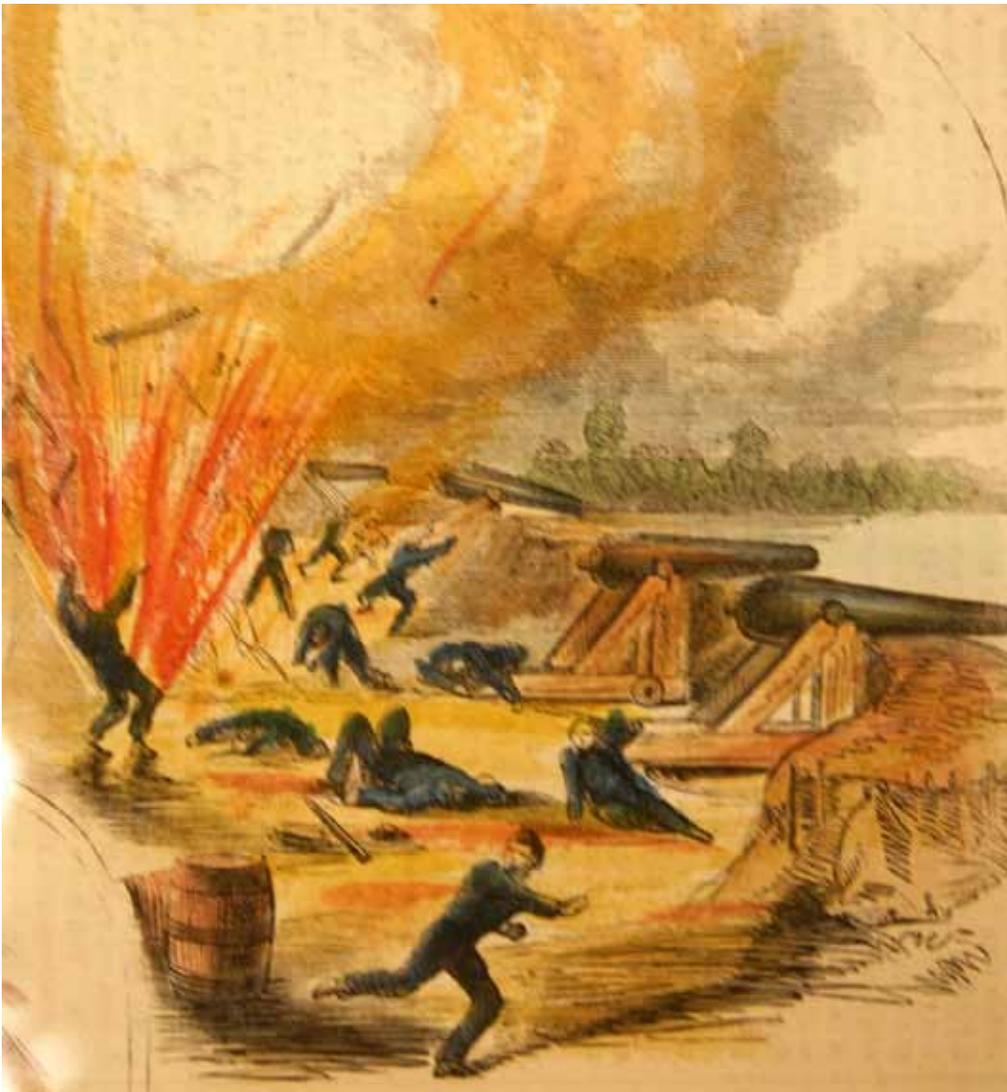
"Yes," Sergeant Quick groaned. "The bench I was sitting on landed on top of me and seems to have saved me. How are the others? That fool, Bates, could have killed us all.

"He's here, I think he's alive. Half the tent blew up, you were on the other side. There's the other Bates, he's burned pretty bad too, where's Alonzo?"

"I've got Alonzo!" another soldier cried.

As they carted Sergeant Quick off to the hospital, one orderly asked, "Sir, is there anything I can bring to you from camp?"

"Some paper, a pen, and ink," Quick wearily replied. "The last time I wrote my sister I told her that there wasn't much news to write about. That has certainly changed!"



Correlations	CCSS.ELA-LITERACY.RI.4.5 CCSS.ELA-LITERACY.RL.4.2, 4.3
	ES 4.H.1.4 (NC's role during conflicts) EC 4.G.1.3 (How NC adopted and modified its environment) 4.G.1.4 (Impact of technology on NC's citizenry)

A Drummer's Life for Me?



Drummers were important people during the Civil War. Their duties included drumming the **reveille** that woke up the infantry troops at sunrise; summoning foot soldiers to roll call after breakfast; directing them in parades and marches; guard duty, and lights out.

Infantry soldiers listened intently to drum rolls because the particular sound or rhythm told them what to do next. The army's very success was based on how well drummers, soldiers, and leaders calling a charge

understood one another. Although they were not used throughout a battle, drummers and **fifers** were important signalers to the troops, calling them to create different formations, to halt, or to turn. To help vary sound, a drum had different spots along its top that made fuller or duller sounds; in addition, each drumstick could produce a quieter or louder sound.

Drums were made of thin layers of wood glued together around a **cylinder** form, with heavy wooden hoops at either end securing stretched sheepskin **drumheads**—snare at the top, batter at the base.

Drummers were often young boys, typically between the ages of 11 and 14. Their lives were sometimes difficult—heat and cold, rain or snow were just as much a part of their lives, as were the other challenges of camp life, which included mosquitoes and fleas. Also, because drummers relayed important battle information, the enemy often targeted them. More accurate ammunition and firearms during the Civil War made drummers' lives during battle increasingly dangerous. But one bright side was that improved railroad and

Civil War drum, c. 1861, captured by a Union soldier during the Battle of New Bern. Tryon Palace Collection.

steamship travel meant armies made fewer long marches on foot, which previously had been an important part of a drummer's work.

Tryon Palace has an 1861 Civil War snare drum in its collection, made by Edwin Clayton, a cabinetmaker in Asheville, who created drums for North Carolina's Confederate soldiers. It was captured at the Battle of New Bern on March 13, 1862, by Private Levi Lamb of the 21st and 36th Massachusetts Volunteer Militias. We don't know who the Confederate drummer was specifically, but we do know that he served in one of the six North Carolina regiments that fought in the Battle of New Bern, and that he was probably not happy to lose his drum!

Words to Know

Reveille: Wake-up call for soldiers, usually done with a musical instrument

Fifers: people who play the fife, a flute-like instrument

Cylinder: geometric shape that is similar to a tube

Drumheads: the skin across the top of a drum that vibrates and makes noise when played

Correlations

CCSS-Literacy.RI.4.1, RI 4.2

ES 4.H.1.4 (NC's role during conflicts)

Lesson Plan: Time Capsules

Introduction

In this issue of the Living History Classroom our major theme focuses on activities and regional events during the Civil War. Through these articles, we continue to explore the past from the perspective of our present. Furthermore, we can also explore how recalling certain aspects of our personal history can help us relate to the bigger picture of world history.

This exercise can help your students remember present and past aspects of their lives, and relate them to contemporary history. By completing this project, they will gain perspective about the past—particularly their recent past!



Objectives

As a class, discuss: What is history? How does history relate to all of us personally? One source defines history as “the study of the past, specifically the past as it relates to humans.” Ask your students how they see history in their own lives—through their families and family stories? Through television, movies, and other media? Through books? Other ways? Be careful to let the students tell you, and not give them “leading” questions.

To bring a personal connection to history, the following guidance toward creating a time capsule has been outlined. The time capsule should be completed no later than September 30, 2014, and opened between April 1 and April 20, 2015.

After the capsule is opened and students have had a chance to review their earlier submissions, they should demonstrate how history has taken place during the time capsule project, either by a class presentation or two-page paper.

We would like to know your class results! Please send all related information and feedback about this project to info@tryonpalace.org by May 1, 2015.

Making the Time Capsule

When each class member has completed his or her envelope, seal each one, write the class member’s name on each envelope, then place them all in the banker’s box. After all envelopes are in the box, place the lid on the banker’s box and tape it shut. Then secure the box further with twine. The box should have a label with the name of your class, and “TIME CAPSULE: TO BE OPENED APRIL 2015.” Place the time capsule in a safe location in your classroom or office where young people will not be tempted to pry. And then, don’t forget to make a date on your calendar so you remember to retrieve the time capsule in April.

WHAT YOU WILL NEED

Tools

- Banker’s Box
- Wrapping Tape
- Twine
- Sheet of paper and a magic marker
- An 8 ½ x 11” manila envelope for each member of your class
- Photographs of each class member (can be taken with a camera or cell phone, in class)
- Tape measure or a height chart

Envelope

Each class member must submit the following:

- A current picture of themselves
- A completed questionnaire that addresses the following:
 - Name
 - Favorite class and why
 - Favorite movie
 - Favorite musician or band
 - Favorite TV show
 - Current national or world event that has been in the news (TV or newspaper, or web)
 - Current popular trend (can be a hairstyle, sports-related, music-related, or food-related or all four!)
 - Current height

April 2015: The big day has arrived!

Before Opening the Time Capsule

Have each class member complete a new questionnaire, answering the same questions below:

- Name
- Favorite class and why
- Favorite movie
- Favorite musician or band
- Favorite TV show
- Current national or world event that has been in the news (TV or newspaper, or web)
- Current popular trend (can be a hairstyle, sports-related, music-related, or food-related—or all four!)
- Current height

If you have time, take individual pictures of all the students beforehand.

After Opening the Time Capsule

- After the initial excitement dies down, get each student to tell the class what has changed on their questionnaires, and what has not changed.
- Can the students tell others the current status of the world/regional event they described in their fall questionnaire?
- In either a presentation or paper, have the students discuss the time capsule and how the project has contributed to their understanding of history.

Correlations

CCSS ELA-Literacy.SL.4.1A, SL.4.1B, SL.4.1C, and SL.4.1D
CCSS ELA-Literacy.SL.4.4

ES 4.G.1.1 (changes in NC since statehood—technology, transportation, economic development)
ES 4.G.1.4 (impact of technology on NC’s citizenry)

Getting Crafty with Silhouettes

Silhouettes are black-and-white portraits, usually made of paper, that show a person's profile—the outline of the head, forehead, nose, mouth, chin, and neck. They were very popular in the 1800s—until photography became popular and cheaper—as an inexpensive way for people to have a black-and-white portrait of someone they loved. It only took a few minutes to sit and have a silhouette cut, instead of hours to pose for a painter.

One way a silhouette was created was as a “hollow-cut” silhouette, which are profile-shaped holes cut out of white paper and glued onto black paper. “Cut-and-paste” silhouettes are profiles cut out of black paper and glued onto white paper. Painted silhouettes are often painted on porcelain, ivory, and other surfaces.

Artists made silhouettes by placing a person between a light source (such as a candle) and a piece of paper. They traced the shadow of the person's profile, which would then be cut out and glued over black paper.

Here are two silhouettes that you can make for yourself.



FOR THE TEACHERS

These silhouettes can be enlarged by 120 percent. Once students select the silhouette of their choice, they can either cut out the outline and glue it onto black construction paper, or they can color the silhouette's interior with markers, using the white paper as a backdrop.

SEPTEMBER 27

Save the Date!

Teacher Appreciation Day and Fall Family Day will be held Saturday, Sept. 27. All teachers will be admitted for free and special activities will be offered throughout the day for history lovers of all ages! Learn more at www.tryonpalace.org/calendar or email us at info@tryonpalace.org.

Living History CLASSROOM

The Living History Classroom, made possible through a generous grant from the Tryon Palace Foundation, Incorporated, is published twice each school year by Tryon Palace, and is available free of charge to schools and teachers. Our articles, crafts, and games celebrate the resources of Tryon Palace and its North Carolina History Center, as well as New Bern and Eastern North Carolina.

Contributors

Matt Arthur Jamie Mesrobian
Laura Rogers Penne Sandbeck

Graphic designer

Christine Farver

Editor

Craig Ramey

For more information about sources for these articles or our educational programs, please call 252-639-3587 or 800-767-1560 or email marthur@tryonpalace.org.

To download additional copies, go to www.tryonpalace.org/publications and click on *The Living History Classroom* button.