

Answer: Type “Mary Chesnut’s diary” into an Internet search engine to find excerpts of her diary to read.

Lesson 2: For Further Study — Younger Student Adaptations

1. Share photographs of Angelina and Sarah Grimke with your students and briefly explain some of the details of their lives. Also, explain the meaning of the word *abolitionist*.
2. Have them read (or read to them) a short biography of Frederick Douglass and/or Sojourner Truth.
3. Discuss with your younger students the view held by John Brown concerning the use of violence to overthrow slavery.
4. Look for a Civil War diary or journal in the children’s section of the library, and read it to them. Talk about how a diary is different from other types of literature.

Lesson 3: For Further Study Questions and Answers

1. There were many names given to the conflict that we know today as the Civil War. What name for the war did most southerners prefer? See how many of these names you can find and decide which side would have preferred each name.

Answer: Most southerners preferred the name War Between the States. Other names for the war included:

- The War for the Union (North)
- The War Against Northern Aggression (South)
- The Great Rebellion (North)
- The War for Constitutional Liberty (South)
- The War Against Slavery (North)
- The War to Suppress Yankee Arrogance (South)
- The Southern Rebellion (North)
- The Second War for Independence (South)
- The War for Abolition (North)
- The War for States’ Rights (South)
- The War of the Rebellion (North)
- The Yankee Invasion (South)
- The Lost Cause (North)
- The War for Southern Rights (South)
- The Second American Revolution (South)
- The War for Southern Independence (South)

Also, the Brothers’ War, Mr. Lincoln’s War, the War of the Sixties, and the War of the North and South were other names for the Civil War.

2. Research the history of the Confederate flag. Explain its symbolism. How is this flag controversial today?

Answer: The first official flag of the Confederate States of America was the Stars and Bars, which was flown from March 4, 1861, to May of 1863. The original version of the Stars and Bars included seven stars representing the first seven states that seceded from the Union. The final version contained thirteen stars, representing the four

additional states that seceded, as well as two states that attempted to secede but failed to do so. The Stars and Bars contained three wide stripes (red, white, and red) and a blue canton (rectangular division of a flag, occupying the upper corner next to the staff) for the white stars. This flag caused confusion on the battlefield because it was similar to the Union Stars and Stripes.

The best-known of all the Confederate flags was the battle flag known as the Southern Cross, which was used in battle from November of 1861 to the end of the war. The Southern Cross was made in various sizes for the different branches of the service. Some of the flags were made square and others rectangular. The Confederate battle flag featured the cross of St. Andrew, the apostle martyred by crucifixion on an x-shaped cross. Many southerners were of Scotch and Scotch-Irish ancestry and thus familiar with St. Andrew, the patron saint of Scotland. The cross was navy, the thirteen stars were white, and the background was red. The Southern Cross was next to impossible to confuse with the Stars and Stripes in battle.

The second official Confederate flag was the Stainless Banner, which was flown from May 1, 1863, to March 1865. The Stainless Banner was white with a Southern Cross battle flag in the canton. The first official use for this flag was as the covering for Stonewall Jackson's casket. It was also used as a battlefield flag. However, because the flag was largely white, it was thought that it might be mistaken for a white flag of surrender. A final version of the Confederate flag, adopted in April of 1865, added a wide red band to the right side of the Stainless Banner to distinguish it from a flag of surrender.

The Confederate battle flag is seen by some as a proud symbol of southern heritage and by others as a shameful symbol of slavery. In past years, several southern states flew the Confederate battle flag, along with the U.S. and state flags, over their statehouses. A couple of southern states actually incorporated the Southern Cross into the design of their state flags. The Confederate battle flag was also used by the Ku Klux Klan and other racist hate organizations.

3. **One of the first accounts of the infamous “rebel yell” came from the First Battle of Bull Run. What was the purpose of this yell? How did it sound and from where did it originate?**

Answer: Confederate armies used the rebel yell as a battle cry during the Civil War to intimidate their enemy and boost their own morale. The exact sound of the yell is not known and is the subject of much debate. The origin of the yell is also uncertain. Some have traced its origin to rural life in the prewar South, where hunting was enjoyed by many and included screaming and hollering at dogs or other people.

After the war, a number of Confederate soldiers tried to describe the yell in writing. Here are a few of their attempts:

- Woh—who—ey! Who—ey! Who—ey! Woh—who—ey! Who-ey!
- Yai, yai, yi, yai, yi
- Y-yo you-wo-wo

The yell has also been described as similar to Native American cries or a rabbit's scream. There may have been several different yells associated with different regiments and geographical regions. Several recordings of rebel yells are in existence.

Confederate units competed with one another to see who could produce the best yell. Standard orders of the Union army called for the shooting of any Union soldier who gave the yell as a prank.

4. **Many new words came from the Civil War. Three of these were *sideburns*, *chignon*, and *greenbacks*. Look for the origin and definition of these words.**

Answer: *Sideburns* are whiskers worn on the sides of a man's face, especially when the chin is shaved. The term arose from altering the name of General Ambrose Burnside, who became more famous for his mutton-chop whiskers than for his ability as a Union commander.

A *chignon* was a word of northern origin that referred to a lady's hairstyle in which the hair was wrapped plainly into a knot at the back. This became a popular style for women to wear to show support for the war.

The word *greenback* entered the American vocabulary in 1862 when the federal government began issuing paper money backed not by gold or silver but simply by the full faith and credit of the government. As a precaution against counterfeiting, a patented ink was devised that was difficult to imitate or erase. The ink on the back side of the money was also green instead of black, which led to the bills being called *greenbacks*. The blue or gray Confederate money became known as *bluebacks* and *graybacks*.

Lesson 3: For Further Study Younger Student Adaptations

1. Read to your younger students the list of names for the Civil War and have them guess which were popular in the South and which were popular in the North.
2. Show them color pictures of the different Confederate flags and explain their symbolism. Discuss with them why the use of the Confederate battle flag is controversial today.
3. Explain the purpose of the rebel yell and have your students attempt to reproduce it.
4. Find pictures of sideburns, a chignon, and a greenback. Explain the origins of these words during the Civil War.

Lesson 4: For Further Study Questions and Answers

1. Read about Belle Boyd (Confederate spy) and Emma Edmonds (Union spy). What spying techniques did they use?

Answer: Belle Boyd (1844–1900), one of the most notorious Confederate spies, was born in Martinsburg, Virginia (now West Virginia). At least three other members of her family were also Confederate spies. In July of 1861, Union forces occupied Martinsburg. Belle, who was seventeen years old, shot and killed a drunken Union soldier. At this point, she reportedly began her espionage activities for the Confederacy.

Belle operated from her father's hotel in Front Royal, Virginia, but she also traveled to enemy camps and battlefields in the Shenandoah Valley. She used her feminine wiles, as well as her eavesdropping and conversational abilities, to gather information. Known as "La Belle Rebelle" and the "Siren of the Shenandoah" by Union forces, Belle Boyd was arrested multiple times and imprisoned at least twice. In 1865, she made her way to England, where she remained for two years writing her memoirs and acting on the stage. When Belle returned to the United States in 1866, she continued her stage career.

Sarah Emma Edmonds (1842–1898), a native of Nova Scotia, was living in Michigan when the first call for Union enlistments came. She cut her hair, obtained a man's suit of clothing, took the name Frank Thompson, and tried to enlist in the Union army. Although it took her four tries, Emma finally succeeded. On April 26, 1861, Frank Thompson became a male nurse in the 2nd Volunteers of the U.S. Army.

While stationed in Virginia during McClellan's Peninsula Campaign, Edmonds volunteered for a mission inside Confederate lines at Yorktown. Using silver nitrate to darken her skin and wearing a black minstrel wig, she assumed the identity of an African American man named Cuff. The following day, Edmonds joined slaves working with shovels and picks on fortifications at Yorktown. That evening she persuaded another slave to exchange duties with her.

For the next two days, Edmonds carried buckets of water around the camp, a job that enabled her to gain much useful information — the size of the army, the weapons available, and the morale of the troops. The evening of her third day inside Confederate lines, Edmonds was sent with a group of slaves to carry supper to