

Civil War

INTRODUCTION

As the tension between the North and the South grew in the days that led up to the Civil War, it appeared inevitable that a conflict would soon occur. The explosion of the Civil War between the seceded Confederate States (the South) and the Union States (the North) called for arms on both sides. Over one million Confederate and two million Union soldiers participated in over two hundred battles that lasted for four years. Traveling further than the span of the East Coast, many soldiers endured great hardships while serving their respective armies. Horrid living conditions, unsanitary medical instruments, harsh weather, and a deficient diet led to the suffering of many soldiers who had survived battle. This lesson helps students imagine what it was like to be a Union Army Captain.

GRADES: 6-8 MATERIALS

- » Primary Source Documents:
Muster-Out Roll and Volunteer Discharge Certificate.

STANDARDS

NY State Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Common Core: CC6-8RH/SS2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

AASL Standards for the 21st Century Learner: 2.1.1

Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

LEARNING OBJECTIVES

Using primary sources related to the Civil War, students will:

- » Learn about primary sources, what they are and how to interpret them in order to help understand the past.
- » Expand their knowledge about the Civil War and imagine what life was like as a Union Army Captain.
- » Create a fictional story from the primary source documents.

ASSESSMENT

Assessment should be largely based on the student's composition of a fictional story, which demonstrates their ability to:

- » Decipher primary source documents.
- » Demonstrate their knowledge about the Civil War by incorporating factual information into a fictional story about a Civil War Union Captain.
- » Construct new understandings through creative writing.

Students should use what they have learned from analyzing the primary source documents to create their own fictional story about the Civil War Union Captain, Alonzo T. Mason.

GETTING STARTED

- » Explain that primary sources are original documents that tell us about the historical moments in which they were created. Ask the following questions: How can you tell that you are looking, touching, or listening to a primary source? What is a secondary source? Explain that secondary sources are interpretations of primary sources.
- » Introduce the skill of the lesson. In this lesson students will use primary sources to understand the Civil War and the life of an army captain during the nineteenth century. Students will then construct a fictional story based on the life of Alonzo T. Mason and the 128 Regiment of New York Volunteers.

DIRECT INSTRUCTION

1. Read aloud the "Muster-out Roll of Captain Alonzo T. Mason." Explain what a muster roll and a muster-out roll are (See Teacher's Notes for more information). Ask the students if the muster-out roll reminds them of anything (for example: taking class attendance). Ask them whose job is it to take attendance and whose job is it to read the muster-out roll? Why do we take attendance and why would a captain call his soldiers? Is there anything else that a muster-out roll can be compared to? Ask students to compare and contrast the muster-out roll to a graduation ceremony, voter polls, or checking attendance after a fire drill.
2. Have the students look at the muster-out roll. Ask: What does this document tell you? What conclusions can you draw from the information provided in the primary source document? For example, explain that students can see how many soldiers volunteered, where they came from, and how long they served in the army.
3. Read aloud the discharge paper. Point out its similarities and differences from the muster-out roll. Compare the discharge paper to a diploma. Ask students: Who signs a diploma? Who signed the discharge paper? What are some of the responsibilities of an army captain? What kinds of things would Captain Alonzo be responsible for providing to his unit? (For example: food, water, clothing, shoes, blankets, direction, transportation, guns and artillery). Make sure the students are thinking about the needs of an army within the context of the Civil War (for example: How did soldiers travel to the battleground during the mid-nineteenth century?)
4. Guide students through the process of developing their own fictional story based on the responsibilities of a Civil War captain. Express that their stories should incorporate facts from the primary source documents and historical events from the war (For example: the Battle of the Ironclads, the Battle of Bull Run, or the Battle of Antietam). Have students draw a portrait of Captain Alonzo T. Mason to illustrate their story.

TEACHER'S NOTES

1. A muster-out roll is a list of military personnel who are being discharged from their military service. This is derived from a muster roll which is a roster of active officers and other persons in a military unit.
2. The discharge certificate not only proves that a soldier was discharged from the military officially (instead of deserting), but also acts as a receipt of payment for the soldier. It contains a description of the soldier and is signed by the captain. Notice that the date on the discharge certificate is significant as it demonstrates the regime was dismissed after the end of the war.
3. If the teacher chooses, the Web 2.0 tool *kidblog* may be used so that each student can post their story and share it with the whole class.

REFLECTION AND SHARING

- » Have each student share their answer to the following question with the class: What are some examples of how you incorporated the primary sources into your story?
- » If time permits, students may also share an excerpt from their written fictional stories.

MUSTER-OUT ROLL of Captain *Alonso T. Mason*, Company, [*A*] in the *123* Regiment of _____ by _____ at _____, (the place of general rendezvous) on the _____ unless sooner discharged; from the _____ day of _____, 186____, (when _____) to the _____ at _____, in the month of _____, 186____, and marched thence to _____


NUMBER OF EACH GRADE.	NAMES. PRESENT AND ABSENT. (Write in alphabetical order—the first abbreviation name to be written full length.)	RANK.	AGE.	JOINED FOR SERVICE AND ENROLLED AT GENERAL RENDEZVOUS—COMMENCEMENT OF FIRST PAYMENT BY TIME.				MUSTERED INTO SERVICE.				
				WHEN.	WHERE.	BY WHOM.	PERIOD.	WHEN.	WHERE.	BY WHOM.	BY PAYMASTER.	TO WHAT TIME.
1	<i>Alonso T. Mason</i>	Capt	23	Aug 9/62	Salem, N.Y.	<i>J. B. Hall</i>	3 Yrs	Nov 11/63	Fallhook	<i>Wm. St. Patterson</i>		
1	<i>George Robinson</i>	1st Lieut	31	Aug 7/62	Greenwich, N.Y.	<i>A. T. Mason</i>	3 Yrs	Nov 11/63	Fallhook	<i>Wm. St. Patterson</i>		
2	<i>Harvey M. Bowditch</i>	2d Lieut	19	Aug 7/62	Greenwich, N.Y.	<i>A. T. Mason</i>	3 Yrs	Nov 13/63	Fallhook	<i>Wm. St. Patterson</i>		
1	<i>Eugene Cowan</i>	1st Sergt	20	Aug 7/62	Greenwich, N.Y.	<i>A. T. Mason</i>	3 Yrs	Sept 4/62	Salem, N.Y.	<i>Capt J. B. Hager</i>		
2	<i>John W. Richards</i>	2d Sergt	22	" 4/62	"	"	"	"	"	"	"	"
3	<i>Albert W. Cook</i>	3d Sergt	19	" 7/62	"	"	"	"	"	"	"	"
4	<i>Albert H. Porter</i>	4th Sergt	26	" 7/62	"	"	"	"	"	"	"	"
5	<i>Joseph Safford</i>	5th Sergt	23	" 12/62	"	<i>A. Reynolds</i>	"	"	"	"	"	"
1	<i>James M. Royalt</i>	1st Corp	25	Aug 7/62	Greenwich, N.Y.	<i>A. Reynolds</i>	3 Yrs	Sept 4/62	Salem, N.Y.	<i>Capt J. B. Hager</i>		
2	<i>Kipran R. Rice</i>	2d Corp	20	" 4/62	"	<i>A. T. Mason</i>	"	"	"	"	"	"
3	<i>William J. Manning</i>	3d Corp	19	" 7/62	"	<i>J. C. Shaw</i>	"	"	"	"	"	"
4	<i>Charles G. Lewis</i>	4th Corp	24	" 7/62	"	<i>A. T. Mason</i>	"	"	"	"	"	"
5	<i>Richard Durham</i>	5th Corp	23	" 7/62	"	"	"	"	"	"	"	"
6	<i>Charles Fisher</i>	6th Corp	21	" 7/62	"	<i>J. C. Shaw</i>	"	"	"	"	"	"
1	<i>Allen Joshua</i>	Private	23	Aug 4/62	Greenwich, N.Y.	<i>J. C. Shaw</i>	3 Yrs	Sept 4/62	Salem, N.Y.	<i>Capt J. B. Hager</i>		
2	<i>Beulah Wash</i>	"	36	" 13/62	"	"	"	"	"	"	"	"
3	<i>Booth Ezra</i>	"	22	" 13/62	"	<i>A. T. Mason</i>	"	"	"	"	"	"
4	<i>Briggs Henry</i>	"	18	July 23/62	"	<i>A. Reynolds</i>	"	"	"	"	"	"
5	<i>Bodie Leonard</i>	"	19	Aug 11/62	"	"	"	"	"	"	"	"
6	<i>Barnes John</i>	"	21	" 7/62	"	"	"	"	"	"	"	"
7	<i>Brown Albert</i>	"	20	" 27/62	"	"	"	"	"	"	"	"
8	<i>Bush George R</i>	"	18	Sept 13/64	"	<i>Thos Byralls</i>	1 Year	Sept 7/64	Troy, N.Y.	<i>Capt Dreyfus</i>		
9	<i>Campbell Charles</i>	"	28	Aug 9/62	"	<i>A. T. Mason</i>	3	" 4/62	Salem, N.Y.	<i>Capt J. B. Hager</i>		
10	<i>Curtis John S</i>	"	24	" 4/62	"	<i>J. C. Shaw</i>	"	"	"	"	"	"
11	<i>Cooper James</i>	"	23	" 3/64	Troy, N.Y.	<i>Capt Dreyfus</i>	1 Year	Aug 3/64	Troy, N.Y.	<i>Capt Dreyfus</i>		
12	<i>Cutter John</i>	"	21	" 30/64	"	"	"	"	"	"	"	"
13	<i>Dowling Frank</i>	"	38	" 8/62	Greenwich, N.Y.	<i>A. T. Mason</i>	3 Yrs	Sept 4/62	Salem, N.Y.	<i>Capt J. B. Hager</i>		
14	<i>Doss John</i>	"	19	" 7/62	"	<i>A. Reynolds</i>	"	"	"	"	"	"
15	<i>Decker John</i>	"	30	" 7/62	"	"	"	"	"	"	"	"
16	<i>Dubin Stephen</i>	"	19	" 7/62	"	<i>J. C. Shaw</i>	"	"	"	"	"	"
17	<i>Dixon Pinneas</i>	"	19	Sept 16/64	Troy, N.Y.	<i>Capt Dreyfus</i>	1 Year	" 7/64	Troy, N.Y.	<i>Capt Dreyfus</i>		
18	<i>Fowler Charles F</i>	"	33	Aug 7/62	Greenwich, N.Y.	<i>A. T. Mason</i>	3 Yrs	" 4/62	Salem, N.Y.	<i>Capt J. B. Hager</i>		
19	<i>Fox Samuel S</i>	"	38	" 4/62	"	<i>A. Reynolds</i>	"	"	"	"	"	"
20	<i>Guller Bradford</i>	"	20	" 7/62	"	<i>A. T. Mason</i>	"	"	"	"	"	"
21	<i>Horn Bradford</i>	"	20	" 19/62	"	<i>A. Reynolds</i>	"	"	"	"	"	"
22	<i>Horns John</i>	"	20	" 18/62	"	<i>A. T. Mason</i>	"	"	"	"	"	"
23	<i>Hutchinson Richard</i>	"	19	" 17/62	"	<i>A. Reynolds</i>	"	"	"	"	"	"
24	<i>Hillman John T</i>	"	22	" 6/62	"	<i>A. T. Mason</i>	"	"	"	"	"	"
25	<i>Hughes James</i>	"	30	" 7/62	"	"	"	"	"	"	"	"
26	<i>Hughes John</i>	"	26	Aug 27/62	"	<i>J. C. Shaw</i>	"	"	"	"	"	"
27	<i>Ingham Francis</i>	"	27	Aug 7/62	"	<i>A. T. Mason</i>	"	"	"	"	"	"
28	<i>Jennings Robert</i>	"	21	" 14/62	"	<i>A. Reynolds</i>	"	"	"	"	"	"
29	<i>Jennings James</i>	"	40	" 7/62	"	<i>J. C. Shaw</i>	"	"	"	"	"	"
30	<i>Jennings Little</i>	"	35	" 7/62	"	<i>A. T. Mason</i>	"	"	"	"	"	"
31	<i>John Soucis</i>	"	32	" 7/62	"	"	"	"	"	"	"	"
32	<i>Robert Alexander</i>	"	21	" 7/62	"	"	"	"	"	"	"	"
33	<i>Swanson James</i>	"	18	"	"	"	1 Year	" 7/64	Troy, N.Y.	<i>Capt Dreyfus</i>		
34	<i>Wash John</i>	"	20	Aug 4/62	Greenwich, N.Y.	<i>A. Reynolds</i>	3 Yrs	" 4/62	Salem, N.Y.	<i>Capt J. B. Hager</i>		
35	<i>Watt Alexander</i>	"	33	" 4/62	"	<i>A. T. Mason</i>	"	"	"	"	"	"
36	<i>W. Cullough William</i>	"	31	" 27/64	Troy, N.Y.	<i>Capt Dreyfus</i>	1 Year	" 5/64	Troy, N.Y.	<i>Capt Dreyfus</i>		
37	<i>W. Cullough Thomas</i>	"	24	" 27/64	"	"	"	"	"	"	"	"
38	<i>W. Daniel</i>	"	18	" 7/62	Greenwich, N.Y.	<i>A. Reynolds</i>	3 Yrs	" 4/62	Salem, N.Y.	<i>Capt J. B. Hager</i>		
39	<i>William Jones</i>	"	32	" 27/62	"	<i>A. T. Mason</i>	"	"	"	"	"	"
40	<i>Woods George H</i>	"	19	" 25/64	Troy, N.Y.	<i>Capt Dreyfus</i>	1 Year	" 7/64	Troy, N.Y.	<i>Capt Dreyfus</i>		
41	<i>Woods Benjamin F</i>	"	26	" 7/62	Greenwich, N.Y.	<i>A. T. Mason</i>	3 Yrs	" 4/62	Salem, N.Y.	<i>Capt J. B. Hager</i>		
42	<i>Wise Alvaro</i>	"	43	" 7/62	"	<i>A. Reynolds</i>	"	"	"	"	"	"
43	<i>Wise George S</i>	"	19	" 4/62	"	<i>A. T. Mason</i>	"	"	"	"	"	"
44	<i>Wright Albert</i>	"	24	" 7/62	"	"	"	"	"	"	"	"
45	<i>Wright George</i>	"	41	" 11/62	"	<i>A. Reynolds</i>	"	"	"	"	"	"
46	<i>Wright George J</i>	"	26	" 7/62	"	"	"	"	"	"	"	"
47	<i>Wright John T</i>	"	21	" 7/62	"	<i>J. C. Shaw</i>	"	"	"	"	"	"
48	<i>Wright William</i>	"	18	July 27/62	"	"	"	"	"	"	"	"
49	<i>Wright Oscar</i>	"	20	Aug 7/62	"	<i>A. T. Mason</i>	"	"	"	"	"	"
50	<i>Wright Rufus</i>	"	22	" 7/62	"	"	"	"	"	"	"	"
51	<i>Wright William H</i>	"	39	Sept 17/64	Troy, N.Y.	<i>Capt Dreyfus</i>	1 Year	" 13/64	Troy, N.Y.	<i>Capt Dreyfus</i>		

Detail of a Muster-out Roll for Company A in the 123 regiment of the New York Volunteers, August 9, 1862. Albert M. Cook Papers, Special Collections Research Center, Syracuse University Libraries.

This discharge will bear payment up to the time of arrival at U.S. State Rendezvous.

Capt. 15th Regt. N. Y. Vol.
A. C. M. Div. 20 Corp.

To all whom it may Concern:



PAID
JUN 23 65
Major G. L. POMEROY,
Paymaster, U. S. A.

Know ye, That Albert M. Cook
 a Sergeant of Captain Alonzo S. Mason's
Company, (A.) 123rd Regiment of New York Infantry
VOLUNTEERS, who was enrolled on the Seventh day of August
one thousand eight hundred and Sixty two to serve Three years or
 during the war, is hereby **Discharged** from the service of the United States
 this 8th day of June, 1865, at Near
Washington D. C. by reason of Gen. Orders No. 77 War Dept. G. O.
 (No objection to his being re-enlisted is known to exist.)

Said Albert M. Cook was born in Greenwich
 in the State of New York, is Twenty years of age,
Five feet Eight inches high, Dark complexion, Hazel eyes,
Black hair, and by occupation, when enrolled, a Clerk.

Given at Near Washington D. C. this 8th day of
June 1865.

This sentence will be erased should there be anything in the conduct or physical condition of the soldier rendering him unfit for the Army.

[A. G. O., No. 99.]

George Robinson
1st Lieut.
Candy Co.

Al Wickes
Capt. 15th Regt. N. Y. Vol.
Commanding the Reg't.
A. C. M. Div. 20 Army Corps.

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Discharge Certificate for Albert M. Cook, 123 regiment of the New York Volunteers, June 8, 1965. Albert M. Cook Papers, Special Collections Research Center, Syracuse University Libraries.