



State of Vermont.

Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

The following instructions are issued for the guidance of the Listers of the several towns in this State, in making the enrolment required by General Order No. 11, dated August 11, 1862:

A TOWN ARCHIVE USING LOCAL PRIMARY SOURCES TO INVESTIGATE HISTORY

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State of Vermont.

Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

A TOWN ARCHIVE: USING LOCAL PRIMARY SOURCES TO INVESTIGATE HISTORY

Introduction

The archival box represents the typical files that might be found in any Vermont community: town meeting records, town reports, newspaper articles, photographs, and letters. Similar sources are available in most Vermont towns. Local historical societies frequently receive donations of letters, photos, and artifacts that remain unseen by scholars and the public at large.

Because this information is rarely compiled and interpreted, students gain an exciting opportunity to do original research. This original work can be kept simple for beginners by framing questions that result in a few paragraphs of information (an historical summary). As student research skills develop, the depth of investigation can increase.

An historian has created brief summaries based on the documents in this box to describe common Civil War topics that might be gathered from local sources. These include: *Financing the War*, *The Draft*, *Letters from Soldiers*, *Women's Relief Work*, *The Vermont Anti-Slavery Society*, *The Adjutant General's Office*, and *African-American Soldiers*.

The primary source materials and historical summaries can be used in a variety of ways. They can be used as self-contained lessons, or they can be used to prepare students for fieldwork of their own. This teacher's guide offers examples of how these primary source materials can be used to teach or reinforce key research and reading concepts as well as provide history lessons.

When investigating local history, it is important to set a broader context so that students learn about the influences and relationships between what happens in their towns and

what happens in the country. The reference collection of books and Internet links in this kit are a useful starting place to establish this bigger picture.

The documents in this kit are all scanned from originals in the collections of the Town of Woodstock and the Woodstock Historical Society. Original documents suffer from light, humidity, and handling. If you wish to use documents from your community, please handle them carefully and wear cotton gloves. A mask is also advised for those who have sensitivities to dust and mold.

Using the Archive as an Introduction to Primary Sources

See handouts on Civil War primary sources (Inventory of Primary Sources worksheet and National Archives primary source worksheets).

Set up learning stations around the classroom for each type of primary source evidence in the kit: town meeting notes, annual reports, newspaper articles, letters, executive orders, and photographs. If your classroom space will not accommodate stations, then distribute files to small groups of students. Ask students to examine their files and record the type of primary sources they have, the dates they were written (if available), and what kinds of evidence each source provides. Bring students together to share their findings and to make a chart that lists primary source materials and the information they yield. Along with the information charted, ask students to exchange questions raised by what they are reading in these documents.

S A M P L E
INVENTORY OF PRIMARY SOURCES WORKSHEET

Type of Primary Source	Type of Evidence Provided	Location of Primary Source
Town meeting minutes May 25, 1861, p. #286-287	Discussion of wartime support to soldiers and their families	Woodstock Town Clerk's Office
Annual Report of the Selectmen and Auditors And the Superintendent of Schools, March 4, 1862	Financial report of payments resulting from the vote of the town to support soldiers and their families	Woodstock Town Clerk's Office
Letters between Pierce husband and wife Undated—1865	War and home conditions	Woodstock Historical Society
Photographs of GAR parade And Civil War vets	Visual evidence of veterans and the town during the 1880s	Woodstock Historical Society
Orders from Adjutant and Inspector General's Office August 11, 1862	Instructions for fulfilling quotas for soldiers	Private collection of Howard Coffin
Vermont Standard newspaper August 22, 1862	Commentary about quotas	Woodstock Historical Society

To take a community inventory, begin with some of the most likely places such as the town clerk's office, the library, and your local historical society. Conduct a phone survey to form an overview of what's available and then visit the locations where the relevant sources are held. Discuss careful collections handling with your students.

Written Document Analysis Worksheet

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><input type="checkbox"/> Newspaper</td> <td style="padding: 2px;"><input type="checkbox"/> Map</td> <td style="padding: 2px;"><input type="checkbox"/> Advertisement</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Letter</td> <td style="padding: 2px;"><input type="checkbox"/> Telegram</td> <td style="padding: 2px;"><input type="checkbox"/> Congressional record</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Patent</td> <td style="padding: 2px;"><input type="checkbox"/> Press release</td> <td style="padding: 2px;"><input type="checkbox"/> Census report</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Memorandum</td> <td style="padding: 2px;"><input type="checkbox"/> Report</td> <td style="padding: 2px;"><input type="checkbox"/> Other</td> </tr> </table>	<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional record	<input type="checkbox"/> Patent	<input type="checkbox"/> Press release	<input type="checkbox"/> Census report	<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other
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<input type="checkbox"/> Seals													
3.	<p>DATE(S) OF DOCUMENT:</p> <hr/>												
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <hr/> <p>POSITION (TITLE):</p> <hr/>												
5.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p> <hr/>												
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <hr/> <hr/> <hr/> <p>B. Why do you think this document was written?</p> <hr/> <hr/> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <hr/> <hr/> <p>D. List two things the document tells you about life in the United States at the time it was written:</p> <hr/> <hr/> <p>E. Write a question to the author that is left unanswered by the document:</p> <hr/> <hr/>												

**Designed and developed by the
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State of Vermont.

Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Using the Archive as a Way to Connect a Vermont Community's Experience to the National Story

Assign small groups of students to learning stations or distribute the files of primary documents to small groups. Discuss basic recruiting vocabulary such as “bounty” and “quota” and discuss how town meetings are “warned” with “articles” in a “warrant” and how “resolutions” are recorded through “minutes.”

- ▶ Ask students to SKIM and DIG. “Skim” means to look for key words such as “Woodstock Light Infantry,” “soldiers,” “quota,” “war,” “Lincoln,” etc. “Dig” means to then explore some of those passages in depth. Have students skim for information such as:
 - a. Number of soldiers Lincoln called;
 - b. Term of service required (9 months, 3 years);
 - c. Bounty offered;
 - d. Town debt and town tax rate;
 - e. Support to soldiers—of their families, items sent to troops, parades, etc.;
 - f. NUGGETS of other information about the war or how the town dealt with it.

- ▶ Bring students together to report their findings in chronological order. Create a timeline of what happened. Connect this local timeline to the broader timeline of the Civil War that you are using as part of your curriculum.

- ▶ The draft, prison conditions, civil disobedience, and financing the war are some of the many issues that communities faced during the Civil War. Select another period in time or examine a current global conflict to find information about these same issues. Then, discuss the parallels between the Civil War and other wars our nation has fought.

Thanks to Beth Hayslett at Woodstock Union Middle School for her help with these classroom connections.



State of Vermont.

Adjutant and Inspector General's Office,

Using the Archive to Enhance Reading Comprehension and Research Skills

The documents in the archives box were selected because they represent common topics, with information likely to be found at the local level. Reading documents can be quite cumbersome and the vocabulary a student will encounter may be unfamiliar. Therefore, some advanced preparation is necessary so that students can independently pursue their own community topics.

To facilitate the connections between examining primary source materials and generating historical knowledge, a Vermont historian has created historical summaries based on her interpretation of the documents in this kit. These summaries can be used in a variety of ways to introduce reading and research skills. Some of the summaries are about history and others are about the nature and quality of the documents provided. Each of the historian's summaries appears with a list of the primary and secondary sources she has used to compile her statements, along with a set of follow-up questions for further research. Use the historical summaries in this teacher's guide as a starting point to build or reinforce some basic reading strategies. Below are some examples that connect strategies with activities.

Recognize words and understand sentences

Select a few documents written in cursive and ask students to transcribe portions of them. Transcribing helps a researcher gain insight into and familiarity with a document and attunes students to details within each document. Keep track of new words, phrases, and expressions to build language skills. Transcriptions of cursive documents along with images of the originals are provided in Folder 7 and Folder 8.

Locate and verify sources

Analyze a summary to trace the sources the historian has used. Use the list of documents shown on the historian's summary sheet as a starting point. Are all statements documented? If not, can you find an outside source that verifies the undocumented statements? Do the undocumented statements follow a pattern? Classroom variation – you may want to assign sentences or paragraphs to groups of students so that the work of tracing sources is shared and then compiled.

Evaluate the text

Analyze an historical summary to find evidence of summarizing, interpreting, providing background knowledge, or other reading and writing strategies that you are highlighting in your classroom.

Summarize information

Use an historical summary to practice summarizing and to review the rules for quoting sources. Distribute copies of the Henry Lewis letter (4.4) and ask students to prepare a brief summary of his experience at Andersonville Prison, making sure to place quotation marks around the words and phrases taken directly from the original letter. Compare student summaries with that of the historian. How are they similar? Where do they differ?

Synthesize information from a variety of sources

Use an historical summary to practice combining information from multiple sources. Select one of the summaries that uses several documents to build an interpretation. Distribute these documents to students (individually or in small groups) and ask them to create an historical summary based on the documents. Use the historian's summary either before or after the activity.

Ask questions

Keep a record of questions generated by the reading and writing of historical summaries. These questions may lead to further research.



State of Vermont.

Adjutant and Inspector General's Office,

Using the Archive to Prepare for a Research Project in Your Own Community

Use the list of primary sources generated with the *Inventory of Primary Sources* worksheet to build an inventory of potential sources of information about your town. Ask students to call the town offices, the local library and historical society, and other likely public venues to develop this list before going out into the field. Sending notes home and placing an ad or an article in the newspaper will yield gems of information held in private collections, too.

Use the completed inventory of what is available in your community to frame some research questions. Here are some examples of questions and possible sources of information:

- 1. What was your town like at the time?** Sources: personal news items, advertisements of businesses and professionals, reports on local events and meetings, all in the local newspapers.
- 2. What were some opinions in town concerning antislavery?** Sources: newspaper, Underground Railroad sites, church records.
- 3. How did the town respond to the Civil War call for soldiers? How did it meet the quotas? Did the town provide financial relief for wives and children?** Sources: town records, town history.
- 4. What was the town's population? How many men served? How many were injured? How many died?** Sources: census, town history, gravestones.
- 5. In what regiment did the town's men serve? What battles did they fight in?** Sources: town history, cemetery.
- 6. How did the women support the Civil War?** Sources: newspaper, church records.
- 7. How did the town remember the Civil War?** Sources: town memorials, town records, photographs, images from Memorial Day celebrations, Grand Army of the Republic memoirs.

Use the historical summaries as a guide for reporting your own research findings. Below is a simple framework for putting information together.

Establish context Prepare an introduction that gives the big picture view of this story's relationship to an aspect of the Civil War, either within Vermont or across the country.	Provide content Tell the local story with as many details as you can gather.	Draw conclusions From the information you've gathered and the context you've provided, state the significance of this local story or indicate areas for further study.
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Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

The following instructions are issued for the guidance of the Listers of the several towns in this State, in making the enrolment required by General Order No. 11, dated August 11, 1862.

Historical Summary Financing the War

The 1860 census for Woodstock lists 3,062 residents living in 625 households. By the end of the Civil War, 284 men had joined the fight. At first it was easy to find men to go to war. Woodstock had a militia company called “The Woodstock Light Infantry” and in 1861, at Town Meeting, the selectmen were authorized to clothe and equip the soldiers as well as to look after the soldiers’ families at town expense. During the first year of war, Woodstock spent \$475 equipping its soldiers. A great deal of enthusiasm for the war was displayed at the July Town Meeting in 1862, where a resolution was passed to throw those unenthusiastic about the war into the duck pond.

As casualties mounted and it became clear that the war would last longer than originally thought, enlisting soldiers became more difficult. Each time Washington issued a call for troops, it gave a quota to be filled to each state which in turn proportioned it to the towns. In order to comply, towns began to pay bounties to soldiers, often borrowing money to do so. In Woodstock, bounties began at \$50, but by the end of the war the town was offering \$300. The average farm laborer earned about \$300 a year at this time.

Woodstock’s debt rose dramatically due to the expenses of the Civil War. In 1861 the town owed just over \$200. By 1865 the town had borrowed more than \$26,000 to pay bounties and the total debt had reached \$44,000. In addition to paying bounties, the selectmen were reimbursing the cost of recruiting soldiers, revising militia rolls, drafting and notifying men drafted, and purchasing hospital goods and other supplies. The resulting taxes were a strain on everyone.

Primary and Secondary Sources:

2.1 Woodstock Town Meeting Minutes: May 25, 1861

2.2 Woodstock Town Meeting Minutes: July 30, 1862

1.1 Woodstock Town Report: March 4, 1862

3.1 *Vermont Standard*: May 3, 1861

Primary and Secondary Sources:

2.2 Woodstock Town Meeting Minutes: July 30, 1862

3.4 *Vermont Standard*: August 22, 1862

2.5 Woodstock Town Meeting Minutes: February 6, 1864

1.2 Woodstock Town Report: March 7, 1865

Freedom and Unity: A History of Vermont

What happened in your town? Financing the war.

- ▶ Read your town history for general background on your town’s Civil War history.
- ▶ Read your town meeting minutes to see what bounties were offered to soldiers.
- ▶ Read selectboard and treasurer’s reports to track your town’s war-related expenses and debts.



Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Historical Summary

The Adjutant General's Office, "The Pentagon of Vermont"

For much of the war, the Adjutant General's office was located in Woodstock. Peter Washburn, Adjutant General, was head of Vermont's military. He was responsible for recruiting soldiers, allocating supplies and other important activities. His paperwork included muster rolls, correspondence with soldiers, medical information, permission slips for underage sons, and casualty reports.

The Adjutant General records in this kit refer to the call ordered by the Secretary of War in August 1862 for 300,000 men to serve for nine months. If any state failed to meet its quota, a draft would be called in September. Vermont's quota was 4,898 men. General Order No. 11 provides guidance to the towns on how to create a roll of able-bodied men. It details who may be exempt from being placed on the rolls and uses a list from Woodstock as an example. General Order No. 14 continues the process of enlisting. Before assigning quotas to each town, Peter Washburn needed a list of all those men who had served in the military or who were currently serving.

General Order No. 14 actually assigns to each town a quota of men required to be sent to war. Some towns had already met their quota, but most had not. The nearly 5,000 men recruited from this order made up the Second Vermont Brigade. The following spring, under the leadership of General George Stannard, the brigade turned the tide at Gettysburg.

Primary and Secondary Sources:

6.1 General Order No. 11

6.2 General Order No. 14

Full Duty: Vermonters in the Civil War

What happened in your town? Using the Adjutant General's Records.

- ▶ Today, the records so carefully kept by Peter Washburn are housed in Middlesex at Vermont Public Records. See <http://www.bgs.state.vt.us/gsc/pubrec/referen/military.htm> for a list.
- ▶ Look for your town in the General Orders located in the archive box.

Historical Summary

The Draft

Congress approved a military draft in the spring of 1863. The provost marshal in each congressional district (Vermont had three) submitted to Washington lists of men eligible for the draft. Quotas based on these lists were then issued to each town. Town officials did not like to resort to the draft and often raised bounties in an effort to avoid it. If drafted, men had the choice of finding a substitute, paying a commutation fee of \$300, or serving in the war. In July 1863 the *Vermont Standard* listed the 62 men drafted. Few of them served. Just the month before, five hundred men in Rutland rioted against the draft.

Primary and Secondary Sources:

3.5 *Vermont Standard*: July 17, 1863

3.6 *Vermont Standard*: July 24, 1863

2.3 Woodstock Town Meeting Minutes: July 28, 1863

2.4 Woodstock Town Meeting Minutes: August, 12, 1863

Full Duty: Vermonters in the Civil War

What happened in your town? The draft.

- ▶ Examine your 1863 newspaper for lists of draftees. Your local public library should be able to help you locate the appropriate newspaper.
- ▶ Examine your town meeting minutes to see if your town offered a bounty.
- ▶ Go to www.vermontcivilwar.org/draft/town.php. Type in your town's name and find out who was drafted and what they did about it.



Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Historical Summary

The Home Front: Reform, Religion, and Relief

The Vermont Anti-Slavery Society was formed in 1834 to “abolish slavery in the United States and to improve the mental, moral, and political condition of the colored population.” In 1836 Woodstock’s First Congregational Church declared slavery “a violation of the law of God altogether and at variance with our Declaration of Independence.” By 1837, ninety local antislavery societies had formed in

Vermont with more than 8,000 members. Not everyone agreed with the societies and occasionally violence broke out at antislavery meetings. By the 1850s, however, a majority of Vermonters opposed slavery. In 1850 the Vermont legislature went on record in opposition to the Fugitive Slave Act and, in fact, passed a Habeas Corpus bill to impede the capture and return of fugitive slaves.



Mary Collamer, Woodstock.
Active in the Soldiers' Aid Society.
From the collection of Howard Coffin.

Women played an important role in the Civil War. On the home front they canvassed neighborhoods for donations, raised funds through Sanitary Fairs, and sewed and knit everything from blankets to uniforms to socks and mittens. Vermont women organized Soldiers' Aid Societies as local chapters of the New England Women's Auxiliary Society, the regional branch for the United States Sanitary Commission, the “Red Cross” of the time. More than 1,500 of these groups in Maine, New Hampshire, Vermont, and Massachusetts raised hundreds of thousands of dollars and collected literally tons of supplies.

In Woodstock the ladies went door-to-door collecting supplies for Vermont’s three military hospitals and the U.S. Sanitary Commission. They also met to sew clothing and bedding using materials purchased by the town. The 1862 Woodstock Selectboard’s Report lists invoices for “goods furnished to make hospital stores.” On June 7th *The Vermont Standard* printed a request from the Medical Board for supplies and the next week the ladies gathered at the Town Hall for a day of sewing.

Primary and Secondary Sources:

3.2 *Vermont Standard*: June 7, 1861

3.3 *Vermont Standard*: June 14, 1861

3.7 *Vermont Standard*: December 4, 1863

1.1 Woodstock Town Report: March 4, 1862

Full Duty: Vermonters in the Civil War

Freedom and Unity: A History of Vermont

What happened in your town? Finding out about the home front.

- ▶ Find out what newspaper covered your town in the 1840s and 1850s. Read the local section to find reports of escaped slaves and responses to the Fugitive Slave Act of 1850.
- ▶ Look through town reports and newspapers for lists of lectures and programs that might have related to such reforms as abolition and temperance (the banning of alcohol sales and consumption).
- ▶ Learn more at www.vermonthistory.org/educate/ugrr.htm.
- ▶ Find out what newspaper covered your town in the 1860s. Read through the local sections to find reports of women’s aid work.
- ▶ See if your local historical society has reports from a local soldiers’ aid society or other charitable organization from the era.



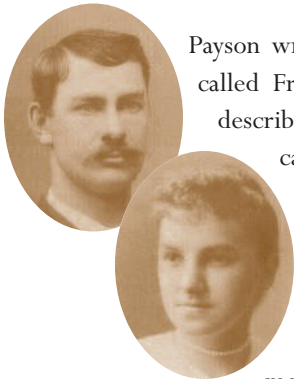
Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Historical Summary

Off to War—Payson Pierce, Woodstock

Payson Pierce was one of the 284 soldiers from Woodstock who served in the war. He enlisted in Company C of the 6th Vermont Regiment on September 5, 1864, and was mustered out on June 19, 1865. During Pierce's enlistment, the 6th Vermont was involved in the battles of Third Winchester and Cedar Creek and participated in the siege of Petersburg.



Payson wrote to his wife Frances, whom he called Frank, frequently. In his letters he described how he spent much of his time in camp awaiting orders. The frustration and stress occasionally was expressed to his wife. He spent much of the empty time writing letters. In his April 19 letter, he describes his living quarters—five men sharing two beds of pine boughs in a tent they had raised from the ground. In an updated letter, he describes the food they ate as consisting of hard tack, pork, salt, sugar, and beef. A typical meal involved frying meat and then breaking up hardtack, mixing it with water, and frying it in the meat's grease. The lack of fruits and vegetables caused him to often ask Frank to send him pickles, applesauce and other transportable foods.

Lee's surrender did not bring an immediate end to hostilities. Two of Payson's letters were written after Lee's surrender. Pierce's company was on the lookout for guerrillas, foraging for food, and confiscating cotton and other supplies. In his April 19 letter, he describes seeing slaves, and backing wagons up to barns and loading them with corn. It must have continued to be a frightening time for civilians and he wrote home to Frank that those at home didn't know war.

As soldiers began the trek home, Pierce spoke of a 130-mile walk he needed to make to get to Washington, D.C.

He told of nearly being overcome from heat exhaustion on the march and of soldiers falling down dead. He wrote that he did "not care to be marched to death after the fighting was all over." In his last letter to his wife (titled "Private"), he wrote of how he couldn't wait to see her. He worried that he would be too weak and exhausted to do any farm work and warned her that work tired him more than it had in the past.

George Benedict, in *Vermont in the Civil War*, described the homecoming of Payson's regiment. Upon arriving in Burlington they marched to City Hall where the ladies of Burlington served a supper and sang songs of welcome. Payson went home for a much-deserved rest.

Primary and Secondary Sources:

4.1-4.3 Letters, Payson Pierce, 1864-1865

Vermont in the Civil War <http://www.vermontcivilwar.org>

A note on the transcriptions: *These letters were transcribed by Joan and Bill Mackey. They attempted to be as true as possible to how Pierce wrote them, including a certain lack of consistency in the way some words were spelled. In a very few instances, they inserted words in brackets [?] where it seemed necessary to capture the intended meaning.*

Typically, Payson used a type of folded notepaper for his letters, with the opening page on the right side, pages two or three on the reverse, and page four facing page one. The opening page was generally easy to read, but page four usually had twice as much crammed onto it, and was often written in a much more tired hand, making it more difficult to interpret.

People at home know but little of war or of the devastation of an army through an enemys propiety...

-PAYSON PIERCE. *from an April 9, 1864 letter to his wife*



Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Historical Summary

Henry Lewis—A Prisoner of War

Henry Lewis was a member of Company H in the 11th Vermont Regiment. In June 1864 his company was sent to destroy the Weldon Railroad in Virginia, an important supply line for General Robert E. Lee that connected Petersburg, Virginia, to the port of Wilmington, North Carolina. On June 23 Lewis was captured at the Weldon Railroad in Virginia along with about 400 members of his battalion.

Dear Parents... I seat myself to write you a few lines to let you know that I am well but a prisoner of war...

—HENRY LEWIS, prisoner of war, from July 14, 1864

Henry Lewis wrote a letter from Andersonville Prison soon after he was captured. He asked his parents to send food, utensils, and clothing. Andersonville, also known as Camp Sumter, was located in southwest Georgia. Built to accommodate 10,000 prisoners, it was one of the largest of the Confederate military prisons. Prisoners were enclosed in a stockade fence with no barracks and made do with tents, crude wooden shelters, and holes in the ground. No clothing was provided and some soldiers wore nothing at all. A stagnant stream flowed through the middle of the site. Severe shortages in the South meant that very little food, consisting of rancid grain and beans, was available to the soldiers. The lack of fruits and vegetables brought on scurvy and starvation.

By September of 1864 Andersonville Prison was increasingly threatened by raids from General William T. Sherman's army. Henry, along with many other prisoners, was transferred to Camp Lawton in Georgia. He was paroled in December of 1864, six months after his capture. By then, nearly two-thirds of the Vermont prisoners had died of starvation and exposure. Of the 11th Regiment's 58 men of Company A taken to Andersonville, only eighteen lived to return to their homes.

Primary and Secondary Sources:

4.4 Letter, Henry Lewis, July 14, 1864

Full Duty: Vermonters in the Civil War

What happened in your town? Finding soldiers.

- ▶ Look in your local cemetery for soldiers' gravestones. Often they are marked with iron Grand Army of the Republic markers (G.A.R.). See if your historical society has a list of soldiers buried in town.
- ▶ Look in your town history for a list of soldiers. Go to www.vermontcivilwar.org/place and type in the name of your town. You will get a list of soldiers along with their regiments.
- ▶ See if your historical society has any photographs or letters from a soldier.
- ▶ Have students write a letter to the editor of your local newspaper asking the community for letters and memorabilia.
- ▶ Check the Vermont Historical Society's collection at: www.vermonthistory.org/civilw.htm.



Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Historical Summary

Off to War—African-American Soldiers

A total of 152 African-American Vermonters fought in the Civil War, many of them serving in the 54th Massachusetts Regiment. Ten of those soldiers were from Woodstock.

According to the 1860 census, 48 African Americans lived in Woodstock employed as laborers, household servants, and barbers. The census listed six African-American households and three households with African-American servants. Where had these African-Americans come from? While most had been born in the local region, George Hart, seen at right, was born a slave in Louisiana. He came to Vermont with Captain Edmund Morse, who had employed him as a servant in the 7th Vermont Regiment.



At the beginning of the war, African-Americans could only serve in non-combat areas and were employed as teamsters, cooks, and orderlies. Charles B. Wentworth, Austin Hazard, and Isaac Williams served as officers' servants in the Woodstock Light Infantry. Two years later, these men all joined the 54th Massachusetts Regiment. The movie *Glory* tells the story of the 54th Massachusetts Regiment.

African-American soldiers were recruited with the promise that they would receive the same pay as white soldiers: \$13.00 a month and one ration a day. But at first the War Department refused to authorize equal payment, creating much hardship for soldiers' families. It was not until 1864 that the soldiers received equal pay.

Primary and Secondary Sources:

5.1 Photograph, George Hart, ex-slave and member of the 54th Massachusetts Regiment

5.2 Photograph, Civil War veterans gather on Central Street

Freedom and Unity: A History of Vermont



Civil War veterans, Woodstock. From Woodstock Historical Society.

AFRICAN-AMERICAN SOLDIERS WERE RECRUITED WITH THE PROMISE THAT THEY WOULD RECEIVE THE SAME PAY AS WHITE SOLDIERS... BUT AT FIRST THE WAR DEPARTMENT REFUSED TO AUTHORIZE EQUAL PAYMENT.

What happened in your town? Finding African-American soldiers

- ▶ Go to <http://www.historyharvest.org/census/africanamerican.html> and enter just the name of your town into the database.
- ▶ Look in *Men of Color, to Arms: Vermont African-Americans in the Civil War*, by James Fuller (see bibliography).



Adjutant and Inspector General's Office,

Woodstock, August 11, 1862.

Historical Summary Remembering the War

On April 14, 1865, the *Vermont Standard* reported Robert E. Lee's surrender to Ulysses Grant at Appotomax Courthouse. It also included the news that farmers were plowing and doing their spring work a couple of weeks earlier than usual. Woodstock residents, however, took time from their work for a day of thanksgiving. All the town's bells were rung to accompany a 50-gun salute in celebration of the "glorious news of Lee's surrender."

It took time for Woodstock's soldiers to return home. Of course, not all did. Many who returned home joined the Grand Army of the Republic, a veterans' association. In 1868, Governor Peter Washburn spoke at the Vermont Officers' Re-Union Society meeting. Washburn had served as Vermont's Adjutant General, administering the state's war effort from an office in Woodstock, where he lived.



Memorial Day Parade, 1909. From *Woodstock Historical Society*.

"The war has closed, rebellion has been suppressed, the right of secession has been tried by the final arbitrament of the sword and has failed, the officers and men composing the organizations from Vermont have laid aside their arms, have assumed again the garb of citizens, have quietly resumed their places in the communities from whence they emerged and returned to their original peaceful employments, and there are no indications left of the terrible events which so severely taxed the energies and resources of the State, except the record of their gallant deeds of bravery, the maimed veterans, whose appearance among us makes constant appeal to our

WASHBURN URGED VERMONTERS TO REMAIN CONCERNED AND INVOLVED IN ONGOING EFFORTS TO SECURE BASIC LIBERTIES FOR AFRICAN-AMERICANS.

sympathies and our respect, and the vacant places in many a household, eloquent of the remembrance of the gallant men whose lives have been surrendered in defense of the great principles of freedom, unity and equality before the law."

Yet, Washburn surely was aware that not all matters pertaining to human freedom had been settled and that there was much still to do. Washburn urged Vermonters to remain concerned and involved in ongoing efforts to secure basic liberties for African Americans.

On March 5th, 1907, Woodstock residents voted to erect a monument to "commemorate the patriotism and valor of her sons, who in the war of the Rebellion offered their lives to preserve and perpetuate the Government and the life of the Nation." Two years later, on May 30, 1909, Woodstock's monument was dedicated as aging Civil War veterans joined the festivities that included a parade and orations.

Primary and Secondary Sources:

3.8 *Vermont Standard*: April 14, 1865

5.3 Photograph, Dedication of Civil War monument, 1909

5.4 Photograph, Civil War veterans participate in Memorial Day parade, 1909

Vermont in the Civil War

www.vermontcivilwar.org

What happened in your town? Remembering the war

- ▶ Go to www.vermontcivilwar.org/pw/monu/ for a list of Civil War monuments in Vermont.
- ▶ Work with your local historical society to inventory and preserve the community's Civil War gravestones.
- ▶ Go to www.sover.net/~hwdby/voca/ for information from the Vermont Old Cemetery Association about gravestone education and preservation.