

7 Wisconsin and the Civil War

In this chapter, students focus on the upheaval brought on by the events associated with the Civil War. Brought home are questions about slavery and abolition, as well as the brutal facts of the war itself and its effects on life in Wisconsin.

Activity 7.1 *Reading a Fugitive Slave Document*

Overview

This activity gives students a chance to work with an unusual primary-source document—a newspaper notice offering a reward for the recapture of a runaway slave.

Management

Materials

- Student Activity 7.1 (Teacher Page 1; Student Pages 1–2)

Grouping

- Whole class, small group, or either supervised or unsupervised individuals

Activity 7.2 *Comparing Recruiting Posters*

Background

At the very beginning of the Civil War, the Union Army found it relatively easy to get recruits to volunteer and enlist. The United States government simply asked states to recruit volunteers, and governors put out calls for volunteers and got plenty of soldiers. As the war dragged on, however, support for the struggle lessened, especially because so many families lost their men to death, injury, or disease. Recruitment became even more difficult as people back home learned that soldiers often were short of food, clothing, and ammunition, and that medical treatment and even pay were in short supply. In order to provide the army with more troops, the federal government instituted a draft that would force able-bodied, eligible men into service. Wisconsin governors tried to stave off the draft by asking for more time to recruit more volunteers. The government also wanted to integrate these new volunteers into existing military units rather than create entirely new units. Military recruiting posters became a familiar sight—and a much-needed inspiration to those who might volunteer.

Overview

In this activity students will use the inference skills highlighted in this chapter to compare two primary-source documents—a recruiting poster previously seen on page 130 of *Wisconsin: Our State, Our Story*—and another poster specifically aimed at German-born and German-speaking volunteers.

Management

Materials

- Student Activity 7.2 (Teacher Pages 1–2; Student Pages 1–4)

Grouping

- Whole class
- Small group
- Pairs
- Individual, supervised or independent

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Activity 7.1: Reading a Fugitive Slave Document

Teacher Materials

Preparation/Organization Students will work with their own copies of the worksheets, so you will need to prepare a sufficient number of copies of Student Pages 1 and 2. You can allow students to work as a whole class, in small groups, or on their own, either supervised or unsupervised.

Procedure

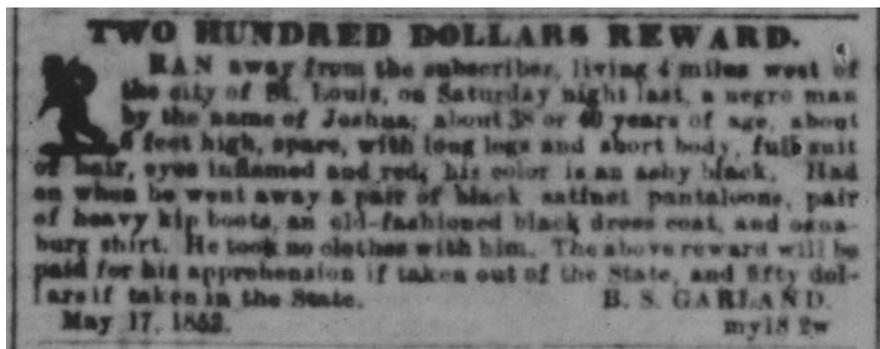
1. Remind students that they have seen this document before, both at the very beginnings of their textbooks (in Chapter 1) and on page 125 of Chapter 7.
2. Have a volunteer read aloud the newspaper clipping on Student Page 1, making sure that students understand who the people are, what events have transpired, and what the issues might be.
3. Then have students read the directions at the bottom of Student Page 1 and make sure that they understand what to do.
4. Give students time to complete the answers to their questions. Make yourself available to provide help as needed while students work.
5. When students finish the questions on both pages, have them exchange or hand in their work for assessment.

Answers

1. B. S. Garland is the owner of the fugitive slave.
2. Judging by his clothing, Joshua might have been Garland's butler or house servant.
3. Four miles west of St. Louis.
4. Garland thought the slave was valuable and he wanted Joshua back. Garland probably had paid a large amount of money for the slave.
5. The notice appeared so that readers would be on the lookout for the fugitive slave.
6. The notice helps modern readers know that slavery was widespread and well-supported, since Garland could count on the efforts of his neighbors to try to get the slave back. It also helps us understand that there was little hope for fugitive slaves to escape, since the whole countryside would be looking for them.
7. The notice was related to Wisconsin history because this particular fugitive slave eventually made his way to Wisconsin. Beyond this, it was events and situations like this that set the stage for the Civil War, which was a bloody chapter in Wisconsin history.

Name _____ Date _____

Activity 7.1 Reading a Fugitive Slave Document



TWO HUNDRED DOLLARS REWARD.



RAN away from the subscriber, living 4 miles west of the city of St. Louis, on Saturday night last, a negro man by the name of Joshua; about 38 or 40 years of age, about 6 feet high, spare, with long legs and short body, full suit of hair, eyes inflamed and red, his color is an ashy black. Had on when he went away a pair of black satinet pantaloons, pair of heavy kip boots, an old-fashioned black dress coat, and osnaburg shirt. He took no clothes with him. The above reward will be paid for his apprehension if taken out of the State, and fifty dollars if taken in the State.

B. S. GARLAND.
my18 2w

May 17, 1852

You probably recognize this newspaper notice from page 125 of your textbook. You also saw it on page 11, in Chapter 1 of that book, where it helped you understand how historians think about history. Now that you have read more about the issue of slavery—and about this particular fugitive slave—you can better answer the questions that came up in Chapter 1. Write your answers to those questions below and on the next page.

1. Who was B. S. Garland? _____
2. Why do you think Garland might have owned a slave? _____

3. Where did B.S. Garland live? _____

Name _____ Date _____

4. Why was B. S. Garland willing to pay a reward? _____

5. Why did this notice appear in a newspaper? _____

6. How does this newspaper notice help us understand what was going on in Missouri in 1852?

7. What does this newspaper notice have to do with Wisconsin history? _____

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Activity 7.2: Comparing Recruiting Posters

Teacher Materials

Preparation/Organization Prepare enough copies of Student Pages 1–4 for each student to have his or her own copy. You will also need your own copies of these pages to use as transparencies. This is an excellent opportunity for students to work in pairs, but they can also work as a whole class, in small groups, or individually. Students may work under your direct supervision or on their own.

Procedure

1. With the whole class, discuss the fact that governments need to recruit people to join the military. Remind students that today we see such ads frequently on television or on billboards, and that these advertisements urge men and women to sign up for military service. Ask students to describe some of these ads, giving them time to discuss how the ads try to persuade people that joining the military would be a good idea.
2. Help students understand that during the Civil War modern communications—such as television, radio, and the internet—had not yet been invented. Instead, putting up advertising posters throughout the community was one way to attract people’s attention and convince them to join the military.
3. Tell students that in this activity they will examine two different posters and try to determine to whom the posters were trying to appeal. Explain that students will do this by completing charts and making comparisons.
4. Display transparencies of the two posters (Student Pages 1–2). Work through the posters with students, making sure they understand that on Student Page 2 there is a translation of the original, German-language poster.
5. Have students begin to answer the questions on their charts (Student Pages 3–4). Put into effect your chosen classroom organization, either directing students through the activity or allowing them to work on their own, in small groups, in pairs, or individually. One recommended way of working is to begin with a supervised activity and then, as students seem to grasp what they are to do, gradually release responsibility.
6. When students have finished with their charts, discuss their responses with them. Make a point of showing students precisely where to find the relevant pieces of information on the posters. If necessary, guide students through the inferences needed in order to form the appropriate answers.

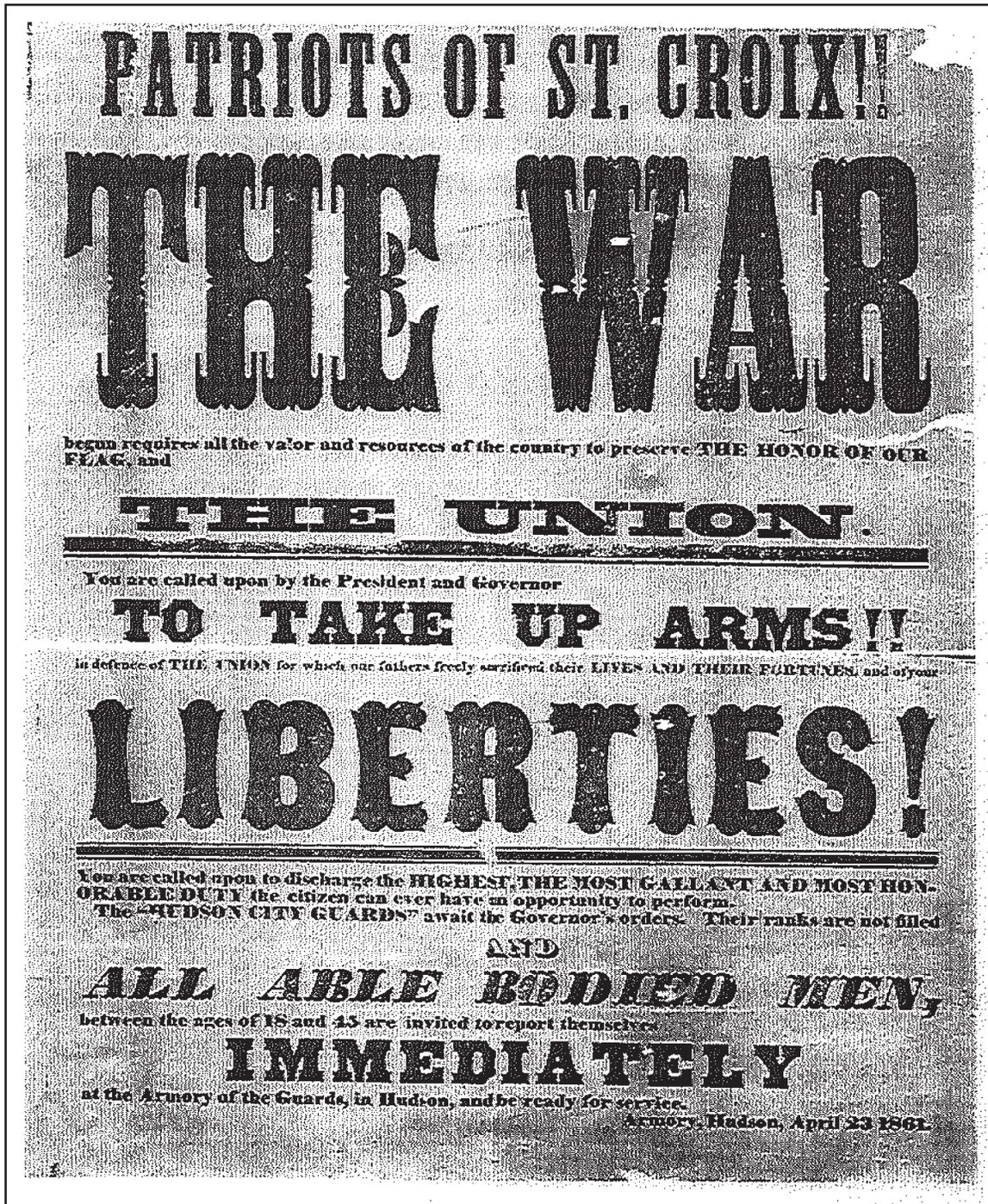
Answers

1. Poster 1: "Patriots" of St. Croix County.
Poster 2: German-born or German-speaking men.
2. Poster 1: St. Croix County (Hudson, WI).
Poster 2: Milwaukee, WI.
3. Poster 1: THE WAR; LIBERTIES; The Union; Take Up Arms.
Poster 2: Eagle picture; 26th Regiment, Wisc. Volunteers.
4. Poster 1: Patriotism; defense of country.
Poster 2: Desire to be with others of similar backgrounds; possibly a need for money, since many immigrants were poor.
5. Poster 1: Preserve the honor of our flag; defend the Union for which fathers died; discharge the most gallant and honorable duty.
Poster 2: Earn \$402 for veterans or \$302 for new recruits; earn \$27 and a month's pay in advance; receive pay and board (room and meals) from day of recruitment.
6. Answers will vary; accept reasonable responses.
7. Answers will vary; accept reasonable responses.

Name _____ Date _____

Activity 7.2 Comparing Recruiting Posters

Poster 1



Name _____ Date _____

Poster 2

English Translation of German Poster

Asking for Recruits
for the
26th Regiment
Wisconsin Volunteers!!

United States Bounty: \$402 for veterans who are honorably discharged!
\$302 for new recruits!

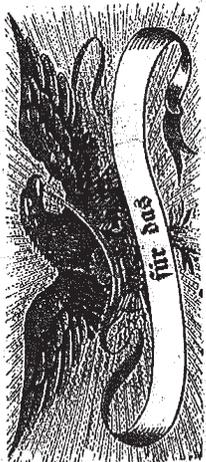
27 dollars and a month's pay in advance will be paid when the troops are mustered into service. Pay and board begin on the day of enlistment.

Every German should join this regiment.

Recruiting Office: Four doors above City Hall, on East Water Street, 7th Ward, Milwaukee

Original German Poster

Rekruten Verlangt



26. Regiment
wisc. Volunteers!!

Der Staaten Bounty: \$402 für ehrenhaft mit dem Dienst entlassene Veteranen!
\$302 für Neue Rekruten!

27 Dollars und eine Monats-Lohnung im Voraus werden bezahlt, wenn die Mannschaft in den Dienst gemustert wird. Lohnung und Verpflegung beginnt vom Tage der Anwerbung.

Jeder Deutscher sollte sich diesem Regimente anschließen.

Rekrutierungs-Office: Vier Thüren oberhalb der Stadt-Halle, an Wassergasse, 7. Ward, Milwaukee.

Name _____ Date _____

Comparing the Posters

Question	Poster 1	Poster 2
1. To whom does the poster appeal?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. In what part of Wisconsin would someone be likely to see this poster?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. What words or pictures jump out at you?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____ Date _____

Question	Poster 1	Poster 2
4. What makes this poster appeal to a possible recruit?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5. What reasons does the poster give for joining the army?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
6. How are these posters alike?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
7. How are these posters different?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>