

THE WANTS AND NEEDS OF A CIVIL WAR SOLDIER

Lower Elementary Learning Activity
with *Guts for Glory* Read Aloud and Primary Source Explorations



SOCIAL STUDIES LEARNING STANDARDS

C3 Framework: National Social Studies Standards

D2.Eco.2.K-2.: Identify the benefits and costs of making various personal decisions.

D2.His.14.K-2.: Generate possible reasons for an event or development in the past.

D2.His.16.K-2.: Select which reasons might be more likely than others to explain a historical event or development.

Social Studies: Economic Systems

2.8: Communities face different challenges in meeting their needs and wants.

2.8b: People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources. Students will explore economic decision making and the use of money.

ELA LEARNING STANDARDS

Next Gen Learning Standards

2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.

2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.

2SL2: Recount or describe key ideas or details of diverse texts and formats.



COMPELLING QUESTION:
WHAT CHOICES DID ROSETTA WAKEMAN MAKE
ABOUT WANTS, NEEDS, AND MONEY?

TEACHER INSTRUCTIONS



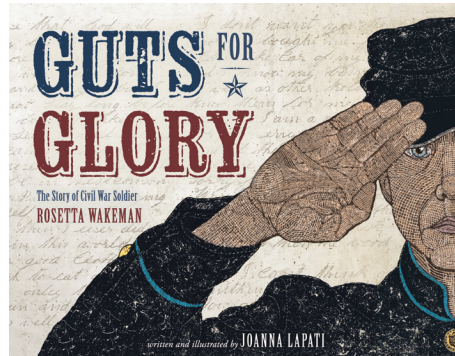
INTRODUCTORY ACTIVITY: Photograph Analysis

1. List all the people and objects in the photograph.

2. Who do you think this person is?

3. What questions do you have about this photograph?

PICTURE BOOK READ ALOUD: *Guts for Glory: The Story of Civil War Soldier Rosetta Wakeman*



Guided Reading Questions:

1. What did most women in rural communities do during the Civil War?
2. Why did Rosetta leave home?
3. Why did Rosetta change her name?
4. How could Lyons make different decisions about money after changing her name?
5. What work did Lyons do when she first left home?
6. What did Lyons decide to do when she arrived in Canajoharie?
7. How much money did Lyons receive for enlisting?
8. What did Lyons do when in camp with the army?
9. What state did Lyons go to after leaving Washington, D.C.?
10. What battle did Lyons fight in?
11. What are the two reasons Lyons stayed in the army?

INDEPENDENT ACTIVITY: Students read excerpts from Lyons' letters and answer the supporting questions.

Supporting Question #1: What does Rosetta want her family to buy with the money she sends them?



Excerpt #1: Alexandria, Nov. 24, 1862, I got \$152 in money. I enlisted for 3 years... All the money I send you I want you to spend it for the family in clothing or something to eat. Don't save it for me for I can get all the money I want.

Supporting Question #2: Why did Rosetta want her family to send items from home if she could buy them?

Excerpt #2: Alexandria, Va., December the 23, 1862, I can buy anything that I want here but I have to pay double what it is worth and I thought that I rather send home and have you send me a box, and when I get my pay send it home to you. Mother and Celestia, if you will send me a pair of knit gloves, I will thank you a thousand times.



Supporting Question #3: What items does Rosetta ask for and receive? Identify each item as a want or a need.



Excerpt #3: Alexandria, Va. January 15, 1863, I received the gloves and the mittens, yarn, needle, and cans. I was very thankful for them. Mother, I will send you and Celestia some money when I draw my pay. I would like some postage stamps for it is hard work to get them. When I draw my pay I will send you all some money and my likeness in two separate cases. Today is my birthday for it is the 16th of January. I wrote part of this letter yesterday on the 15th.

ASSESSMENT: List two choices Rosetta made about wants, needs, and money.

WHOLE CLASS DISCUSSION PROMPT: Why might Lyons have decided to stay in the army, despite the chance of injury, illness, discovery of her past, and other risks?



A NEW YORK WOMAN IN THE AMERICAN CIVIL WAR

Upper Elementary Learning Activity



SOCIAL STUDIES LEARNING STANDARDS

C3 Framework: National Social Studies Standards

D2.Eco.1.3-5.: Compare the benefits and costs of individual choices.

D2.His.14.3-5.: Explain probable causes and effects of events and developments.

D2.His.16.3-5.: Use evidence to develop a claim about the past.

D3.4.3-5.: Use evidence to develop claims in response to compelling questions.

NYS Social Studies Framework:

4.5: IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

(Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

4.5b: Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

Students will examine the rights denied to women during the 1800s.

4.5c: The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war. Students will explore how New York State supported the Union during the Civil War, providing soldiers, equipment, and food.

Students will research a local community's contribution to the Civil War effort, using resources such as war memorials, a local library, reenactments, historical associations, and museum artifacts.

ELA LEARNING STANDARDS

Next Gen Learning Standards

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

4W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.



COMPELLING QUESTION:
WHY DID ROSETTA WAKEMAN DECIDE TO BE
A SOLDIER IN THE AMERICAN CIVIL WAR?

TEACHER INSTRUCTIONS

INTRODUCTORY ACTIVITY: Photograph Analysis

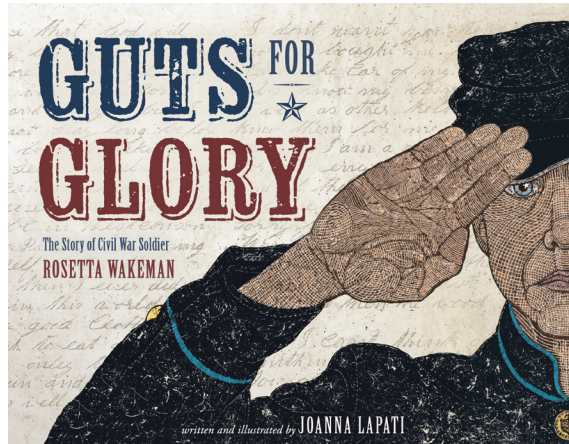


1. List all the people and objects in the photograph.

2. Who do you think this person is?

3. What questions do you have about this photograph?

PICTURE BOOK READ ALOUD: *Guts for Glory: The Story of Civil War Soldier Rosetta Wakeman*



Guided Reading Questions:

1. What did most women in rural communities do during the Civil War?
2. Create a T-Chart and list the choices available during the Civil War to men on the left side and women on the right side.
3. Why did Rosetta leave home?
4. Why did Rosetta change her name?
5. What work did Lyons do when she first left home?
6. What did Lyons decide to do when she arrived in Canajoharie?
7. How much money did Lyons receive for enlisting?
8. What did Lyons do when in camp with the army?
9. What state did Lyons go to after leaving Washington, D.C.?
10. What battle did Lyons fight in?
11. What are the two reasons Lyons stayed in the army?

INDEPENDENT ACTIVITY: Students read excerpts from Lyons' letters and answer the supporting questions.

Supporting Question #1: What events led to Rosetta joining the army?

Excerpt #1: Alexandria, Nov. 24, 1862, My Dear Father and mother and sister and brothers, one in all, I received your letter on Sunday the 23. I was very glad to hear from you and learn that you were all well. I am well and enjoy good health. Our Regiment is in Camp at Alexandria, Va. We have had no fighting yet. We have to guard the City and stand on picket. I stood on my post all last night. When I left you I went to Binghamton. I saw you there. I met you coming home from meeting. I went to work with Stephen Saldon the next day. I work half a month for \$4 in money. I was only 7 miles from Binghamton up the river. I didn't go to the fair. When I got done with work I went on the canal to work. I agreed to run 4 trips from Binghamton to Utica for \$20 in money, but this load of coal was going to Canajoharie, Montgomery Co.

When I got there I saw some soldiers. They wanted I should enlist and so I did. I got \$152 in money. I enlisted for 3 years or as soon as discharged. All the money I send you I want you to spend it for the family in clothing or something to eat. Don't save it for me for I can get all the money I want. If I ever return I shall have money enough for myself and to divide with you.

Supporting Question #2: Why did Rosetta leave home?

Excerpt #2: Alexandria, Va., June the 5, 1863, Dear Parents, It is with Affectionate love that I write to you and let you know that I am well at present and enjoying myself the best I can. I am glad that you did not let Rolf have any of that money I sent you. When I send you money, I want you to lay it out for the family.

I can tell you what made me leave home. It was because I had got tired of staying in that neighborhood. I knew that I could help you more to leave home than to stay there with you. So I left. I am not sorry that I left you. I believe that it will be all for the best yet. I believe that God will spare my life to come home once more. When I get out of this war I will come home and see you but I shall not stay long before I shall be off to take care of myself. I will help you all I can as long as I live.

If I ever own a farm, it will be in Wisconsin. On the Prairie. I am enjoying myself better this summer than I ever did before in this world. I have good clothing and enough to eat and nothing to do, only to handle my gun and that I can do as well as the rest of them.

I don't want you to mourn about me for I can take care of myself and I know my business as well as other folks know them for me. I will dress as I am a mind to for all anyone else cares, and if they don't let me alone they will be sorry for it.

Write to me all about Alfonzo. Tell him that I can make the best soldier than he would. I can't think of anything more to write, so goodbye for this time.

Rosetta Wakeman

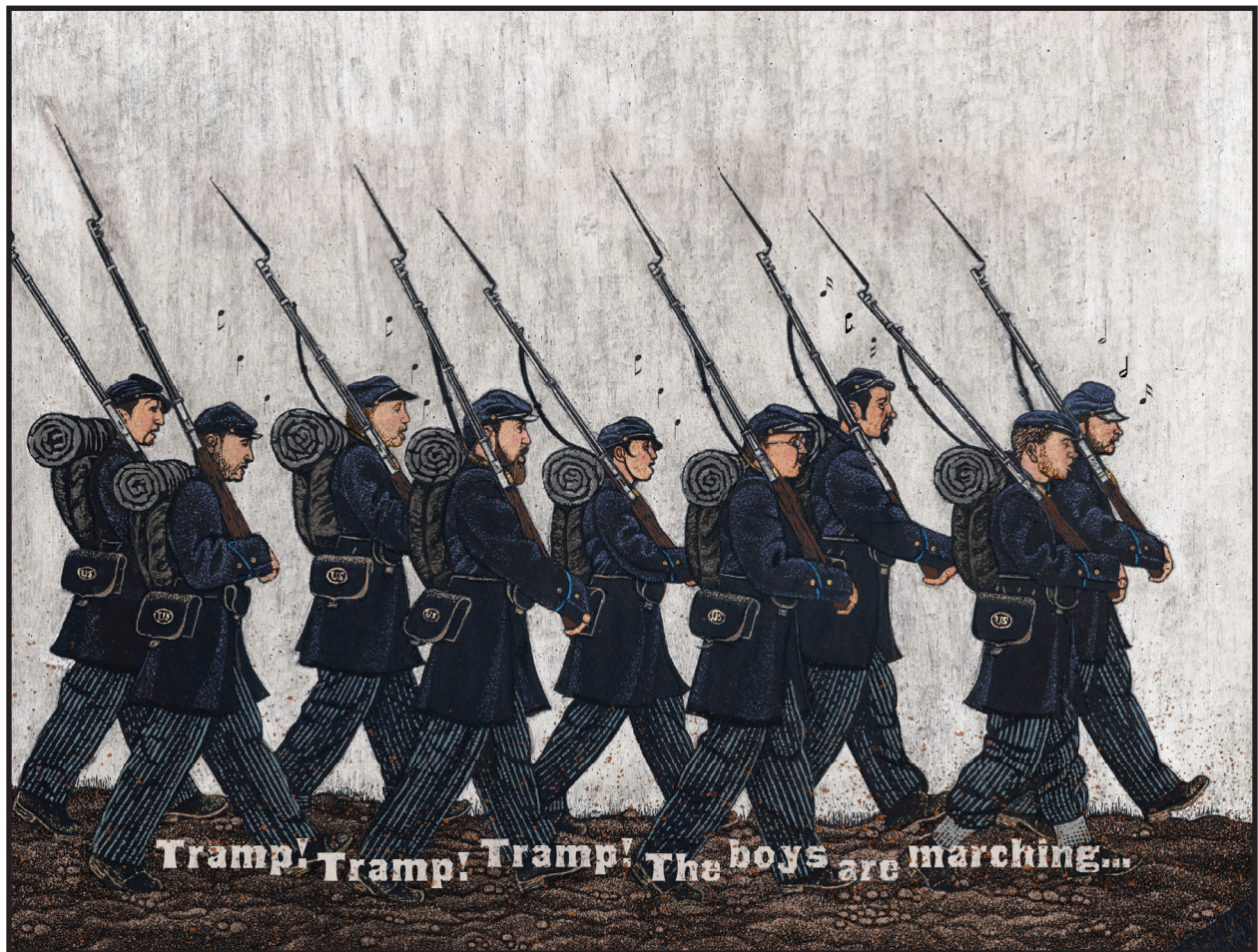
As I set here and write, I can hear the cannon roar from Fort Lyon. Fort Lyon is on the side of us and Fort Ellsworth on the other side.

Rosetta Wakeman

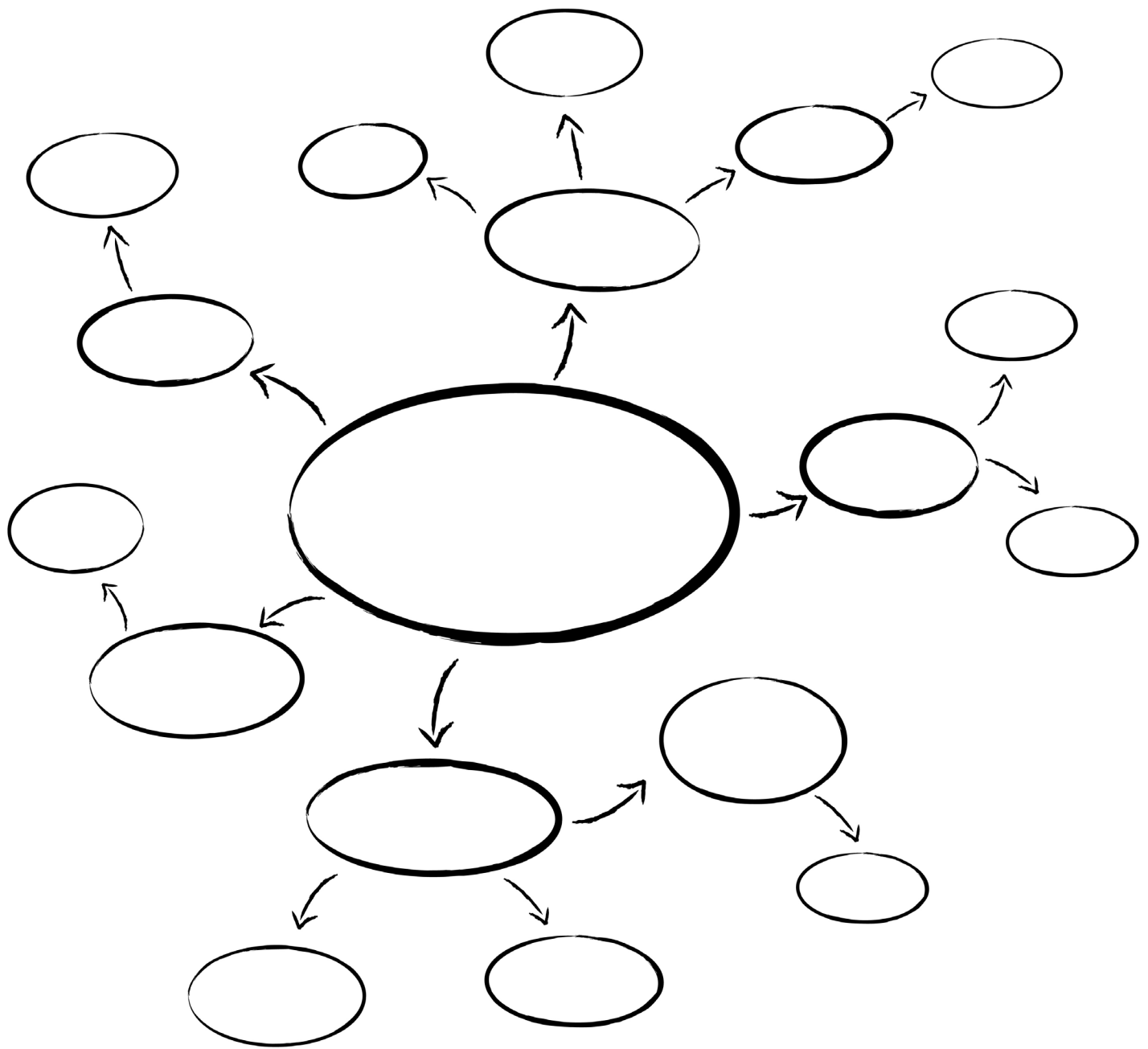


Supporting Question #3: How did Rosetta feel about her life as a soldier?

Excerpt #3: Capitol Hill, Washington, D.C., October the 9, 1863, Dear Father and mother, I take my time to write a letter to you this evening. I received a letter from you yesterday. I was glad to hear from you once more. I am well and as tough as a bear. This Southern climate agrees with me first rate and I hope it will agree with Frank. I am sorry to learn that Frank is where he is but it can't be helped now. Tell aunt Susan that she mustn't feel too bad about Frank for I have been enlisted one year and haven't seen but one dead person since I have been in the army. I wrote Frank a letter yesterday. We are adrilling nowadays. Company drill in the morning and a battalion drill in the afternoon. For my part I like to drill. I think skirmish drill is the prettiest drill that ever was drill. I have got so that I can drill just as well as any man there is in my regiment. When Colonel Davis gives an order I know what the regiment is agoing to do just as well as he does. We was on a battalion drill the other day and we was acharging 'bout and agoing double quick and one of the Co. C men felled down and got the bayonet run through his leg. You better believe that he bled like a stuck hog.



ASSESSMENT: Create a poem, story, play, or drawing that explains why Rosetta Wakeman became a soldier. Use this mind map to brainstorm your ideas.



A NEW YORKER'S ROLE IN THE AMERICAN CIVIL WAR

Middle School Learning Activity
with Primary Source and Secondary Source Explorations
featuring *Guts for Glory*



SOCIAL STUDIES LEARNING STANDARDS

C3 Framework: National Social Studies Standards

D2.His.14.6-8.: Explain multiple causes and effects of events and developments in the past.

D2.His.16.6-8.: Organize applicable evidence into a coherent argument about the past.

D3.3.6-8.: Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

NYS Social Studies Framework

7.8: A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War. (Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)

7.8c: Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states. Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft.

7.8e: The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States. Students will examine the roles of women, civilians, and free African Americans during the Civil War.

ELA LEARNING STANDARDS

Next Gen Learning Standards

7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)

7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

TEACHER INSTRUCTIONS



INTRODUCTORY ACTIVITY: Photograph Analysis

1. List all the people and objects in the photograph.

2. Who do you think this person is?

3. What questions do you have about this photograph?

AGE		ENLISTED.				MUSTERED IN.					
		WHEN.				WHERE.					
YEARS.	DAYS.	MONTH.	YEAR.			Day.	Month.	Year.	Grade.	Coin's.	Rat'g.
21	30	August	1862	Root		3	9	Oct-	1862	Priv	E Inf-

LEFT THE ORGANIZATION.						
HOW.		WHEN.		IN WHAT GRADE.		EXPLANATION.
DAY.	MONTH.	YEAR.				
			186			

REMARKS:

Also Served at Camp Wakeeman

Born Afton. N.Y. Age 21 years. Occupation Boatman

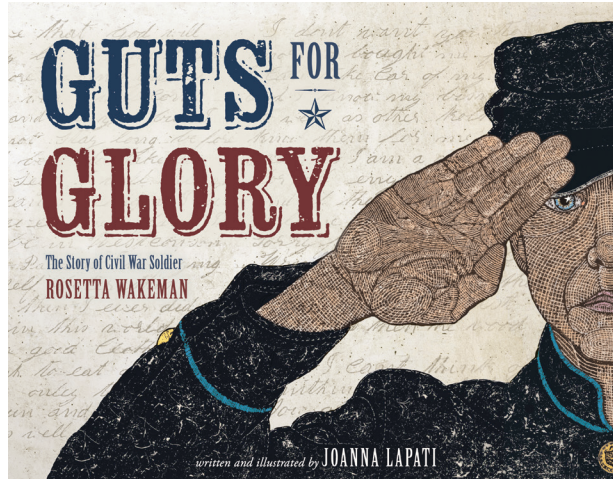
Eyes Blue Hair Brown Complexion fair 5 ft. - in. high. Cr.

Cong. Dist.
78⁸
Sub. Dist.

Name: Wakeman, Lyons	Rank: Private	Regiment: 153 Inf.	Company:
E Enlisted Sept. 1862	Private	Term: 3 Y	Place of Enlistment: Fonda
White	Bounty: 100	Single	Died in Louisiana

ASSESSMENT: Write a few sentences describing Lyons Wakeman using evidence from the documents.

Supporting Question #2: Who was Rosetta Wakeman?

Document: *Guts for Glory* picture book

ASSESSMENT: Write a paragraph describing Rosetta Wakeman using evidence from the picture book. In your answer, discuss the reliability of a secondary source like a picture book and evaluate *Guts for Glory* for reliability based on the sources used to write the book.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Supporting Question #3: How did Lyons feel about being a soldier?

Document: Letter

Capitol Hill, Washington, D.C., October the 9, 1863, Dear Father and mother, I take my time to write a letter to you this evening. I received a letter from you yesterday. I was glad to hear from you once more. I am well and as tough as a bear. This Southern climate agrees with me first rate and I hope it will agree with Frank. I am sorry to learn that Frank is where he is but it can't be helped now. Tell aunt Susan that she mustn't feel too bad about Frank for I have been enlisted one year and haven't seen but one dead person since I have been in the army. I wrote Frank a letter yesterday. We are adrilling nowadays. Company drill in the morning and a battalion drill in the afternoon. For my part I like to drill. I think skirmish drill is the prettiest drill that ever was drill. I have got so that I can drill just as well as any man there is in my regiment. When Colonel Davis gives an order I know what the regiment is agoing to do just as well as he does. We was on a battalion drill the other day and we was acharging 'bout and agoing double quick and one of the Co. C men felled down and got the bayonet run through his leg. You better believe that he bled like a stuck hog.

ASSESSMENT: List three words that would best describe how Lyons felt about being a soldier.

Supporting Question #4: What hardships did Lyons experience as a soldier?

Document: Letter

Alexandria, Va. January 15, 1863,

Dear Father,

I received your letter today. I was much disappointed to hear that you was not agoing to send me that box. What the express office said to you is not so, for the Lieutenant said he did not believe it for there is box coming in every day to someone or nother, and I want you to send me that box, and when you put it on the express you must make them give you a receipt for it and sent it to me in a letter, and if the box should not come I could go to the express office and make them pay me for it. I want you to send me a piece of dried beef. Don't be afraid to send if for it would kill nobody if I shouldn't get it. I have got faith to believe that it will come right straight through. The express office has no business to open any box and the government is willing that the box should be sent through to the soldiers of the Potomac.

We have had two men die out of our Company. There had died out of our regiment about 30 as near as I can learn and there is quite a number sick. We have go the measles in our regiment. There was two men taken to Washington that had them out of the next row of tents to ours. I hope that God will suffer me not to get them again. For your sake, I have got faith to believe that I shall come home once more before I die, but if it is God will for me to die here it is my will to die here, his will be done instead of ours on earth as in heaven.

I will see the Captain about them papers and if he will make them out for me I will send them right to you, and then you can go to the town of Afton and get your money. If I do get the papers

and you get the money, I want you to divide it with the family and get them some clothes with the money. I will get it all to you.

I received the gloves and the mittens, yarn, needle, and cans. I was very thankful for them. Mother, I will send you and Celestia some money when I draw my pay. Father, don't worry about the money that I lent for I shall get the most of it, and if I don't I shall gain it again. The boys that I let it to live a good ways from you and it is not worth your trouble. They live way up North and I will look out for myself. I was foolish in lending it. But if I ever get it again I will send it home to the family.

Don't be afraid to send the box for I shall get it. I want you to write soon as you get this. So good-by for the present from your affectionate, Rosetta Wakeman

Direct your letter as you did before and the box as you did the letters. I don't see anything more to write at present. Rosetta Wakeman

Mother, I use all the tobacco I want, I think it will keep off from catching diseases. I wish you all well and I hope that I shall meet you all again, so goodbye for the present from your affectionate, Sarah Rosetta Wakeman

I would like some postage stamps for it is hard work to get them. When I draw my pay I will send you all some money and my likeness in two separate cases. Today is my birthday for it is the 16th of January. I wrote part of this letter yesterday on the 15th.

I send my respects to you all. Tell Frank that I want him to write to me, for I have not received only one letter from him. Good-by for the present from your affectionate, Rosetta Wakeman

Deaths of Officers and Enlisted Men

Transcription: Line 18 under Chenango County, Afton

Lyons Wakeman, Age at Time of Death: 21, Single, Citizen, Date of entering the service: Oct. 9, 1861, Regiment: 153 NY, Rank: Priv't, Regiment at time of death: 153 NY, Rank at time of death: Priv't, Volunteer, Date of Death: June 19, 1864, Place of Death: New Orleans, Died of Sickness Acquired in Service, Parents not Dependent, Left no children, Place of Burial: New Orleans, Right name Sarah R. Wakeman

[illegible]

ASSESSMENT: List three hardships Rosetta experienced as a soldier.

ASSESSMENT: Write an essay explaining how the Civil War affected the life of Rosetta/Lyons Wakeman. As you develop your answer, think about Wakeman's experiences with gender, economic hardship, and military service.



Recommended Further Reading for Children & Young Adults

Cordell, M.R. *Courageous Women of the Civil War: Soldiers, Spies, Medics, and More*. Chicago: Chicago Review Press, 2016.

Eyewitness: The Civil War. New York: DK Children, 2023.

Fein, Eric. *Weapons, Gear, and Uniforms of the Civil War*. Mankato, MN: Capstone, 2012.

Ford, Carin T. *Women of the Civil War through Primary Sources*. Berkeley Heights, NJ: Enslow, 2013.

Harness, Cheryl. *Mary Walker Wears the Pants: The True Story of the Doctor, Reformer, and Civil War Hero*. Illus. Carlo Molinari. Park Ridge, IL: Albert Whitman, 2013.

Moss, Marissa. *Nurse, Soldier, Spy: The Story of Sarah Edmonds, a Civil War Hero*. Illus. John Hendrix. New York: Abrams, 2011.

Sanders, Rob. *The Fighting Infantryman: The Story of Albert D.J. Cashier, Transgender Civil War Soldier*. Illus. Nabi H. Ali. New York: little bee books, 2020.

Silvey, Anita. *I'll Pass for Your Comrade: Women Soldiers in the Civil War*. New York: Clarion, 2008.

Selected Bibliography of *Guts for Glory* and Recommended Further Reading for Older Readers

Billings, John D. *Hardtack and Coffee or, The Unwritten Story of Army Life*. Illus. Charles W. Reed. Lincoln, NE: Bison, 1993.

Blanton, Deanne, and Lauren M. Cook. *They Fought Like Demons: Women Soldiers in the Civil War*. New York: Vintage, 2003.

Boime, Albert. *The Art of Exclusion: Representing Blacks in the Nineteenth Century*. Smithsonian: Washington, D.C., 1990.

Burgess, Lauren Cook, ed. *An Uncommon Soldier: The Civil War Letters of Sarah Rosetta Wakeman, alias Pvt. Lyons Wakeman, 153rd Regiment, New York State Volunteers, 1862-1864*. Oxford: Oxford University Press, 1996.

Burns, Ken, dir. *The Civil War: 25th Anniversary Edition*. 2015; Alexandria, VA: PBS, pbs.org/kenburns/the-civil-war.

"Civil War Letters." National Postal Museum. postalmuseum.si.edu/research-articles/letter-writing-in-america/civil-war-letters

Joiner, Gary. "The Red River Campaign." American Battlefields Trust. battlefields.org/learn/articles/red-river-campaign.

Mansfield State Historic Site and Museum. Louisiana State Parks. lastateparks.com/historic-sites/mansfield-state-historic-site.

Credits

The photo of Sarah Rosetta Wakeman and the photo of the Lyons Wakeman grave are courtesy of Jean Lafitte National Historical Park and Preserve (@TradingCardsNPS) on Flickr.

The images of Rosetta's letters have been created using scans of Rosetta Wakeman's original 1862–1864 letters, held by the Doane family. Eerdmans Books for Young Readers would like to thank Ruth Goodier and Jackson K. Doane, Jr., relatives of Rosetta Wakeman, for their work in sharing Rosetta's story.

About the Creator of this Activity Guide

Jordan Jace is a researcher, writer, project manager, and educator. He has extensive knowledge and familiarity with using historical resources (documents, artifacts, historic sites, etc.) for educational purposes. Jordan's work experience includes six years as a professional archaeologist, working in Albany, NY and Williamsburg, Virginia, and four years as a secondary social studies teacher. In addition, he has undergraduate and graduate degrees in history, anthropology and historical archaeology, and New York State teacher certification in adolescent social studies education. Jordan is also the statewide coordinator for the New York Council for History Education (NYCHE), the New York State Archives Student Research Awards Program, and the newly launched ConsidertheSourceNY.org Diversity and Collaborative Knowledge Project.