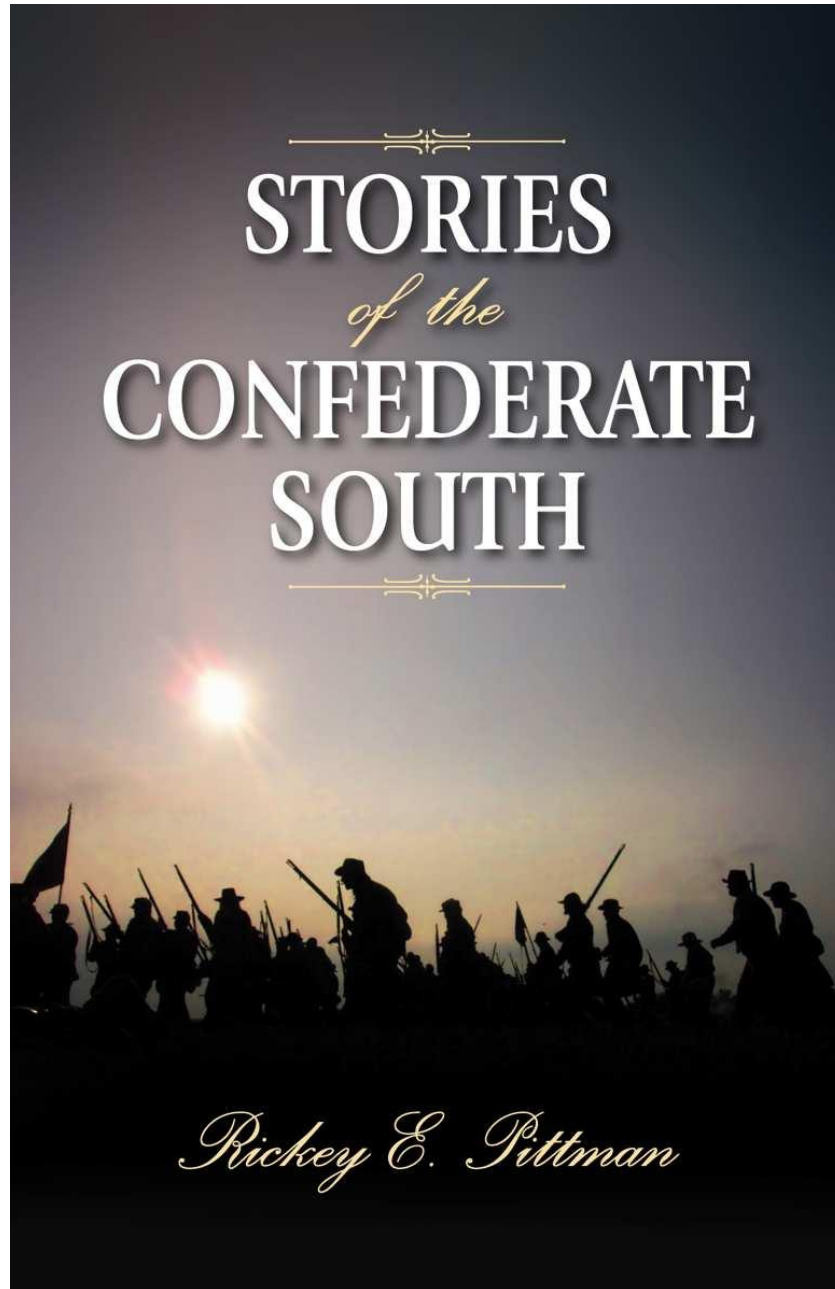




PELICAN PUBLISHING COMPANY

1000 BURMASTER ST., GRETNA, LA 70053 • 504-368-1175 FAX 504-368-1195
E-MAIL ADDRESS: csmith@pelicanpub.com • <http://www.pelicanpub.com>

Study Guide for



Guide Created by Rickey E. Pittman

Lesson One: Opening Epigraph & “*Deo Vindici*”

OPENING EPIGRAPH: ”The real war will never get in the books.”

1. Discuss or research Walt Whitman, America’s Bard of Democracy, author of *Leaves of Grass*. He wrote several Civil War poems himself. Whitman was a nurse in the Federal Army.
2. Definition of epigraph: “A quotation set at the beginning of a book, story, poem or other literary work that suggests a theme or helps set a tone.”
3. Discuss or freewrite about the meaning of this quotation. Why would he say such a thing? Was America ready for the truth about the war then? Is it ready now? What if historical research reveals that we’ve been taught some things incorrectly?

Notes for *Deo Vindici*

PLAN A CLASS ORATORY CONTEST

This is a performance poem, designed to be read aloud, and to be read with fire and feeling. A study could be made of oratory or of famous orators during the Civil War.

Vocabulary: A quiz may be constructed from these words. The students should definitely know the meanings of the words before they read the poem. As some variant spellings are used in the poem; this too can be discussed. Many of these words lend themselves to discussion and historical and cultural discovery. Each of these terms can be developed further in projects.

1. *Deo Vindici* – Latin for “God will vindicate us.” This was the official motto of the Confederacy.
2. neocon – an abbreviation for neoconservatives, the new conservatives.
3. Leonard Skynard – A famous Southern Rock Band.
4. Chivalry – A code of conduct for medieval knights that emphasized qualities such as loyalty to God, king, country, and friends; respect for ladies; courage in battle; truth and honesty in life; and protecting and helping the weak, helpless, innocent, and poor.
5. Civility – Possessing good manners, politeness, courtesy and demonstrating the qualities of being “civilized.”
6. Bonny Blue – Usually spelled, “Bonnie Blue.” It was a very popular flag of the Confederacy, and a very popular song was written about it, “The Bonnie Blue Flag.” Here is an image of the Bonnie Blue.



7. Sharecropper – a farmer who earns a portion of the crops he works or pays the landlord a share of the crops he raises in lieu of rent.

8. Belle – A Southern lady.
9. Cajun – A descendent of the French-speaking Acadians who were expelled from Canada by the British and settled in the Gulf Coast region, centered around Louisiana.
10. Creole – a descendent of the original French and Spanish colonists of Louisiana.
11. *Tejanos* – Texans of Mexican or Spanish descent.
12. *Isleños* – Spanish colonists from the Canary Islands who settled in Louisiana in the late 1700s.
13. Celt – A person of Irish, Scottish, Welsh descent.
14. Gullah - A member of a group of black people inhabiting the sea islands and coastal districts of South Carolina, Georgia, and northeastern Florida. They have their own dialect.
15. Geechi – Often spelled “geechee.” Also describes the people along Coastal South Carolina and Georgia.

PROJECT IDEAS:

1. Create a collage that represents this poem.
2. Research in detail one of the groups of people named in the poem.
3. Create a music CD of the different types of music and of the songs or artists mentioned.

Lesson Two: “Just Another Confederate Prisoner.”

Opening Epigraph by Oscar Wilde: This epigraph is from Wilde’s poem, “Ballad of Reading Gaol” (pronounced “redding jail”). What tone does this epigraph set for the story and what truth does it teach us?

“The vilest deeds like poison weeds
 Bloom well in prison air;
 It is only what is good in Man
 That wastes and withers there;
 Pale Anguish keeps the heavy gate,
 And the Warder is despair.”

Background of the Story: Since its beginning, West Monroe High School’s mascot has been Johnny Reb. They are a 5A school with high academic standards with a nationally known football team, The West Monroe Rebels. The school’s website is here: <http://www.wmrebels.net/>. Several efforts have been made to force them to change their mascot and the use of the Confederate Battle Flag. These efforts have been resisted by school officials, students, and alumni. The Supreme Court refused to make the school change the mascot. For more similar society and school related issues, go this site and do some research: <http://www.dixieoutfitters.com/heritage/news2.shtml>.

Vocabulary:

1. avatar – an incarnation of a god in human form.
2. *Deo Vindici* – The official motto of the Confederacy, meaning, “God will vindicate us.”
3. Gestapo – Hitler’s secret police before and during WWII.
4. Reconstruction – the period in the South after the war ended.

Projects:

Create an original essay or a speech and visual presentation of one of these topics:

1. Using this story as a starting point, discuss how the war in the Middle East affects American families.
2. Joseph has the words to “I’m a Good Ole Rebel” on a tee shirt. Research the origin of the song, the movies the song has been in, and the tone and meaning of the lyrics.
3. Research the treatment of Confederate prisoners (POWs) in northern prisons and identify the philosophy of Federal treatment of prisoners. There are many Internet sites related to Civil War prisons and the History Channel produced one of Camp Douglas called *80 Acres of Hell*. How does Joseph’s new knowledge of the soldiers’ lives in Rock Island Prison affect him? How do his new insights relate to the theme(s) of the story?
4. Joseph and his father were members of the Sons of Confederate Veterans (SCV). Research and report on the Sons of Confederate Veterans organization. Be sure to communicate basic facts about them: Membership requirements, purpose and work of the organization, their work with cemeteries and memorials, historical work, and prominent writers.
5. Write or discuss the symbols scattered through the story and how the story addresses the stereotypical thinking of people.
6. Create a detailed and accurate model of Rock Island Prison.
7. This story is set in modern America. What does the story’s conflict reveal about the issues of the Civil War, then and now?

LESSON #3 “Jasmine”

Setting: New Orleans after it’s been captured and occupied by Federal forces.

Helpful Study Aids Attached:

Map of Civil War New Orleans

Map of Camp Ford

General Order 28

Study Questions and Topics:

1. Research the 6th Louisiana. They were known as the Fighting Tigers.
2. Frederick was from Jack County, Texas, and was a Federal soldier. Two thousand Texan men fought with the Union Army during the War Between the States. Some parts of Texas were against secession.
3. Research burial customs in Louisiana. There is an indirect reference showing why New Orleans (and much of South Louisiana) uses above ground crypts and tombs.

4. Research General Order 28 and discuss how it affected New Orleans and how the citizens responded to it.
5. Frederick had spent time in Camp Ford in Tyler, Texas. Research this prison camp and create an illustrated map or model of the camp. The site of the camp is located just off Highway 271 outside of Tyler, Texas.
6. Research Benjamin Franklin Butler, known as "The Beast." Discuss why he was so despised.

Special Vocabulary:

1. Tafia – a low grade rum made of sugar cane.
2. *Vieux Carré* – the French Quarter

ILLUSTRATIONS:

1. A MAP OF 1860 NEW ORLEANS along with other maps of New Orleans can be found at: http://freepages.history.rootsweb.ancestry.com/~neworleans/neworleans_maps/1_maps_various.html

3. GENERAL ORDER 28 HDQRS. DEPARTMENT OF THE GULF,

New Orleans, May 15, 1862.

As the officers and soldiers of the United States have been subject to repeated insults from the women (calling themselves ladies) of New Orleans in return for the most scrupulous non-interference and courtesy on our part, it is ordered that hereafter when any female shall by word, gesture, or movement insult or show contempt for any officer or soldier of the United States she shall be regarded and held liable to be treated as a woman of the town plying her avocation.

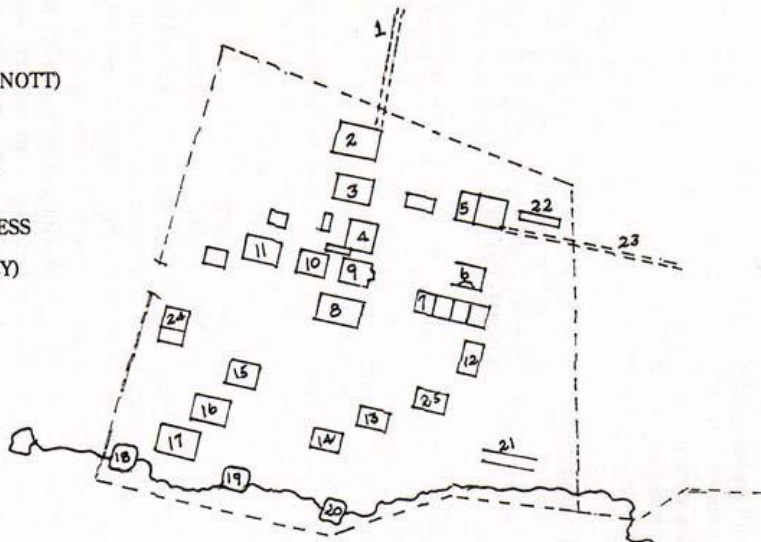
By command of Major-General Butler:

GEO. C. STRONG, *Assistant Adjutant-General and Chief of Staff.*

4. MAP OF CAMP FORD from this site: <http://www.48ovvi.org/oh48cfvisit1.html>

CAPT. MAY'S SKETCH ADAPTED TO ARCHAEOLOGICAL WALL FEATURES ORIGINAL STOCKADE

1. TUNNEL OF MAR.-APR. 1864
2. HAWKEYE MESS
3. UNDAUNTED MESS
4. HOTEL 5TH AVE. (COL. CHAS. C. NOTT)
5. 42D MASS. & CAPT. MAY'S MESS
6. LT. COL. A.J.N. DUGANNE
7. MJ.R. ANTHONY (AND OTHERS)
8. LT. COL. A.D. ROSE ("BIG MESS")
9. 1ST LT. O.H. HUBBARD (?)
10. CAPT. ALEX. LOGAN (?)
11. PRIVATES. LATER KENTUCKY MESS
12. 1ST LT. JOHN A. WOODWARD
13. DR. DAVID HERSHEY (S.G. BAILEY)
14. CAPT. S.G. BAILEY
15. MJ.R. JOHN GRAY
16. CAPT. WM. H. MAY
17. LT. COL. J.B. LEAKE
18. SPRING AQUADUCT
19. WASHING
20. BATHING
21. SINK (LATRINE)
22. SINK (LATRINE)
23. ESCAPE TUNNEL SEPT. 1864
24. CAPT. FOWLER
25. KANSAS MEN'S MESS



LESSON #4: “The Taking of Jim Limber”

Summary of Story: After Jefferson Davis was captured, arrested, and taken to prison at the end of the war, his adopted son Jim Limber was taken from the Davis family by force. The child was never seen or heard from again. When Davis was released two years later, he searched for news of Jim’s welfare, but other than rumors, he never discovered anything. Remember, too, that Jefferson Davis was the most powerful and well-known man in the South. He knew everyone important in the South and many who were important in the North. When any child is taken from a family by force and nothing is heard for years, we tend to assume the worst. This story assumes the worst, and certainly Jim Limber would not have been the first child of the South—whether black or white—to die at the hands of the Northern invaders.

Both Jefferson and Varina died without knowing what happened to Jim Limber. Those who took Jim away from the Davis family died with the secret. His disappearance remains one of the great mysteries of history. This story is speculative historical fiction, told from the point of view of one of the soldiers involved. It would be helpful for the student or class to also read *Jim Limber Davis: A Black Orphan in the Confederate White House*. In addition, it would be helpful for students to use a good database to find images of many items mentioned in this story.

Opening Epigraph:

“My fault is past. But, O, what form of prayer Can serve my turn? ‘Forgive me my foul murder?’”

This epigraph is from Shakespeare’s *Hamlet*. Discuss the original context of the quotation, the tone it sets, and the direction it pushes the story.

Bible Quotation: (Isaiah 57:20)

“But the wicked are like the troubled sea, when it cannot rest, whose waters cast up mire and dirt. There is no peace, said my God, to the wicked . . .”

Latin Quotation:

Tempora mutantur et nos mutamur in illis. (Times change and we change with them)

Discuss the meaning of this quotation in the context of the story. Encourage students to find their favorite Latin quotation.

Vocabulary:

1. laudanum – liquid, alcoholic, herbal, opium-based medicine
2. euphoria - feeling of well-being
3. mooring – **a:** place where or an object to which something (as a craft) can be moored
b: a device (as a line or chain) by which an object is secured in place
4. undertow - current beneath the surface that sets seaward or along the beach when waves are breaking upon the shore

5. rag parchment – paper made from cotton
6. secessionist – Synonym for a Southerner; one who believed the Southern states had the Constitutional right to leave the Union
7. tampion – a plug for the end of the muzzle-loading rifles used in the Civil War
8. slouch hat – a wide-brimmed felt hat
9. tableau – a frozen moment on stage
10. the devil’s tattoo – a drumbeat calling soldiers to formation or battle
11. nimbus - a circle of radiant light or glory about the head of a drawn or sculptured divinity, saint, or sovereign
12. phantasm – Literally, an image of the fancy or imagination. Suggests a ghost-like appearance
13. whirli-jig – Also spelled “whirligig.” A child’s toy that made a whirling noise.
14. daguerreotype - an early photograph produced on a silver or a silver-covered copper plate
15. *schadenfreude* – joy in the suffering of others
16. canister – encased shot for artillery. Canister made a cannon a giant shotgun.
17. hansom - a light 2-wheeled covered carriage with the driver's seat elevated behind
18. *Uncle Tom’s Cabin* – Anti-slavery novel by Harriet Beecher Stowe.
19. “quicklime white beam of the followspot” – 19th century version of a spotlight
20. abolitionists – Abolitionists wanted to abolish slavery. However, some abolitionists were prejudiced, and though they wanted to end slavery, they did not want people of color in America at all.

Themes: (To write about or discuss)

1. Prejudice existed in the North as well as in the South during the Civil War.
2. In war, the innocent and the children often suffer.
3. Jim Limber was the first black American to be a member of a presidential family.
4. The power and pain of a guilty conscience.

Lesson Five: “Manhunter”

OPENING EPIGRAPH:

“There is no hunting like the hunting of men, and those who have hunted armed men long enough and liked it, never care for anything else thereafter.”—Ernest Hemingway

Topics for discussion and writing:

1. Discuss who would be manhunters today? (Bounty hunters, criminal investigators, elite soldiers, etc.) What skills are required? How would Chicolithe have learned his skills? Do you think he enjoyed hunting men? Why?
2. Chicolithe is a true character. How does knowing this affect your perspective of him?
3. Camp Ford and the lives of the prisoners held there is described in detail at this site: <http://www.48ovvi.org/oh48cf.html>. Research and share interesting findings.
4. One of the “red-capped Zouaves” mentioned in the story kept a diary, which you can read here: <http://www.48ovvi.org/oh48cffcoggin.html>

5. Discuss the dog Nimrod. Why was he given this name? How is the term *Nimrod* used today? (Someone foolish or silly) Discuss its original use in the Bible. Tradition says Nimrod was the builder of the Tower of Babel. There are many other legends about the historical Nimrod.
6. Chicolithe's "Let loose the dogs of war" is a quotation from Shakespeare's *Julius Caesar*. Discuss its original context and why Chicolithe uses this quote.
7. Kate Stone from Brokenburn Plantation wrote a famous memoir entitled, *Brokenburn*. Research Kate Stone and the value of her journal. Find this book, read it, and discuss the life of a young girl in the time of war. Discuss why her family moved to Tyler.
8. Another of Chicolithe's dogs was named Cerberus. In Greek mythology, Cerberus was a vicious three-headed dog guarding the entrance to Hades, the realm of the dead.
9. Another historical allusion in the story is to Cortez, the Aztecs, and the dogs Cortez used. Research how the conquistadors used the Mastiff in war.

Vocabulary and interesting people mentioned:

1. Molly Moore – a famous poet and writer of the day and in years after the war. She was known as the Texas Songbird. There is a United Daughters of the Confederacy Camp named after her. She really did visit Camp Ford.
2. kepi – type of cap worn by some soldiers.
3. stockade – a fence of built around the prisoners. Camp Ford used pine logs.
4. Jayhawkers – rogue groups of men who terrorized the civilian (and sometimes military) population. Members were often deserters, criminals, escaped slaves, or fugitives from justice.
5. mush – This was made of cornmeal. You can find a recipe for this hot cereal and for fried cornmeal mush here: <http://southernfood.about.com/cs/cornbread/a/bl30930u.htm>
6. muslin - Any of various sturdy cotton fabrics of plain weave, used especially for sheets
7. cypress brake – A brake is an area overgrown with dense brushwood, briars, and undergrowth; a thicket. As cypress trees must have water for at least some of the year, this was then a dense thicket of cypress trees.
8. towhead – a blonde
9. sic – to set the dogs on someone. Compare our "sic'em!"
10. lariats – ropes used for throwing. In those days in Texas, they were usually made of horsehair or leather.

LESSON 6: "Lily"

This piece of short historical fiction is based on events recorded in the diary of William McCarter. He was a Federal soldier in the famed Irish Brigade. By telling the story of a young girl who was killed when Charleston, Virginia, was shelled, his story illustrates the sad effects of the North's war on the civilian population of the South. For more examples read *War Crimes Against Southern Civilians* by Walter Brian Cisco, published by Pelican Publishing.

TOPICS AND PROJECTS FOR WRITING AND DISCUSSION:

1. History of West Virginia – West Virginia was founded by Abraham Lincoln's presidential decree in June 1863. As this story takes place in October of 1862, Charleston was still part of

Virginia, though the opening says (to facilitate modern understanding of geography) the setting is in Charleston, West Virginia. The following site has a good summary of the history. <http://www.wvtourism.com/spec.aspx?pgID=149> and one can find a summary of West Virginia's role in the Civil War.

2. The suffering of the innocent in times of war.

3. The Irish Brigade – Read about their history, uniforms, commanders, and role during the Civil War here: <http://irishvolunteers.tripod.com/index.htm>

4. The flag of the Irish Brigade:



This flag is one of five regimental designs we carry. The 1st, 2nd, 3rd, 4th and 69th Irish regimental flags. They were carried into battle by the New York State Volunteer Regiments. This design represents the "first" set presented to the volunteers by a committee of Irish ladies. The second and third sets being a different design. The motto written in old Irish tongue means:

"Who never retreated from the clash of spears"

The motto is thought to have been suggested by the Irish scholar John O'Mahoney. (This information and image of the flag is from: <http://www.anyflag.com/history/irish.htm>)

5. The Richmond Howitzers: There is a modern day reenactment unit that honors the history of this unit mentioned in the story. You can learn more of them here: <http://www.howitzers.com/>

6. You can find a biography of General Thomas Francis Meagher at this site: <http://irishfreedom.net/Misc.%20news%20items/TFMeagher%20headstone.htm>

7. Fenian Brotherhood – One site to learn a little about them is here: <http://allaboutirish.com/library/diaspora/fenians.shtm>

8. Have children sing, "Listen to the Mockingbird." Read about the origin of the song here: <http://www.mi5th.org/Songs/Listen.htm> You can find the lyrics here: <http://www.ezfolk.com/lyrics/ijkl/l/listen-to-the-mockingbird/listen-to-the-mockingbird.html>

9. Have students play a game of checkers.

10. Civility means courteous, polite in word and action. For some thoughtful insights, read this article: <http://www.beyondintractability.org/documents/editorials/civility.jsp?nid=6760>

VOCABULARY:

1. transcribe – to listen and record in writing

2. poncho – in these days rubber-coated canvas with a hole that the soldier slipped his head through
3. gabby – talkative
4. dilemma - A situation that requires a choice between options that are or seem equally unfavorable or mutually exclusive
5. hamlet – a small village
6. *memento mori* – a reminder of death

RESOURCES:

Mc Carter, William. *My Life in the Irish Brigade: The Civil War Memoirs of Private William McCarter, 116th Pennsylvania Infantry*. Ed. Kevin O'Brien. Cambridge, MA: De Capo, 1996.

*Jed Marum, an internationally known Irish musician, wrote a song about the little girl mentioned in McCarter's journal. You can learn more of Jed Marum at his website:

<http://www.jedmarum.com/>

LYRICS to "Mama's Lily" by Jed Marum

She was just her Mama's Lily
 A pretty child, curious and bold
 As I stood there with Michael O'Reilly
 She might have been seven years old
 She'd been placed high atop the piano
 And arranged there with love and with care
 By an African servant, her nanny
 Cutting locks of the little girl's hair
 There were tears soaked locks of here hair.

CHO:

And it's a hard cold edge to the wind tonight
 It's a bitter wind, cuts to the bone
 & cruel is fate when its power and its might
 To both guilty and innocent are shown
 To both guilty and innocent shown

Charlestown was easily taken
 Federal batteries had helped clear the way
 When we went down to see,
 Michael Reilly and me
 The Rebel force had melted away
 She's been standing alone in the window

Watching soldiers retreat south and west
 There was nothing to do,
 When a cannonball flew
 Through the window,
 And on through her chest
 Tore her arm and her heart
 From her breast

CHO

Now I know we must fight for the union
 But what a terrible price must be paid
 And to make this land free,
 Michael Reilly and me
 Well we joined with the Irish Brigade
 Now I look through my tears on this Lily
 Shattered before she could bloom ...
 Still through death on her face
 Shine her beauty and grace
 Though she died from a terrible wound
 And no child should ever die from such a wound.

Lesson 7: "Moses"

This is an Underground Railroad story, loosely based on the well-known Harriet Tubman. However, I wanted to reveal some lesser-known insights into her character and into the Underground Railroad.

Epigraph: "O Liberty, how many crimes are committed in thy name" -- Madam Roland.

For Discussion and Study:

1. Madam Roland and her husband were outspoken supporters of the French Revolution, but they too fell out of favor with those in power and died by the guillotine. Research her life and discuss the meaning of this epigraph and how it relates to this story.
2. Some servants (slaves) like Daniel were allowed to earn extra money. Many were able to even buy or earn their freedom. Discuss how this is a different perspective from the stereotypical view of slavery in the South. See *Myths of American Slavery* by Walter D. Kennedy (Pelican Publishing) for even more insights.
3. Harriet Tubman was called the Moses of her people. Discuss the comparison of this female leader to Moses. Like the Moses in the Bible, this Moses had good qualities and bad ones. Find and discuss the Biblical allusions she uses
4. While the other servants are running away from slavery and their masters, Daniel is going with them for another reason. What is the reason for Daniel's journey?
5. Discuss why escaped slaves on the Underground Railroad often had to go to Canada. Most are unaware of "Black" laws in many of the northern states and of the prejudice against black people that existed in the North as well as in the South. For more information go to this site on black codes: http://www.experiencefestival.com/a/Black_Codes_in_Northern_USA/id/1933573
6. Discuss the irony in the scene of Jacob's death. Did Moses have a right to kill him? Daniel wanted to return, but is not allowed to. Does Daniel "truly" have freedom?
7. "Go Down, Moses" is an old spiritual. Find, discover, and with your own voice or with recording, present some of these spirituals to your class. Here is a site devoted to Negro spirituals: <http://ctl.du.edu/spirituals/Times/times.cfm>

You can find some lyrics for the Negro spirituals here: <http://newdeal.feri.org/fwp/fwp05.htm>

Lesson 8: "The Hanging of David O. Dodd."

This story is about one of the two boy martyrs of the Confederacy, David O. Dodd. (The other child-martyr is Sam Davis, who was hanged in Pulaski, TN, and whom you can read about here: <http://www.tennessee-scv.org/samdavis.html>) David O. Dodd was a seventeen-year-old boy who was hanged by the Yankees as a spy in Little Rock, AR. Like the story of Sam Davis, Dodd's story is a tragic one. He and his father were sutlers, or merchants selling goods to soldiers. David also knew Morse code as he worked in a telegraph office in Monroe, Louisiana for a while. Dodd recorded all kinds of things he saw in his journal in code, and this, of course, was what got him in trouble.

Here is a photo of David O. Dodd:



Here is a photo of David O. Dodd Elementary School in Little Rock, AR:



The Epigraph:

“Stand fast, good Fate to his hanging!
Make the rope his destiny our cable . . .” – The Tempest I.1.16

Discuss how the quotation could relate to this story.

Further Research:

You can read in greater detail about Dodd at these websites:

<http://www.civilwarbuff.org/dodd.html> and at
<http://encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=2536>
<http://www.onlinelittlerock.com/content/historic/civil-war-david-o-dodd.htm>
<http://users.aristotle.net/~russjohn/warriors/dodd.html> (this site has several photographs)

Project Ideas:

1. Here is a site where your students can learn and practice Morse code.
<http://www.omniglot.com/writing/morsecode.htm>. Have students construct a small David O. Dodd or Mary journal with notes, letters, drawings, photographs, clippings, etc.
Also, here is a site with an online translator: <http://morsecode.scphillips.com/jtranslator.html>
2. After researching his life, draw an illustrated map of Dodd’s travels.
3. Have students reenact the trial of David O. Dodd. A school in Arkansas, using students about Dodd’s age, did this. See <http://www2.arkansasonline.com/events/2008/jan/12/4954/>

See also <http://www.civilwarbuff.org/trial04.html>

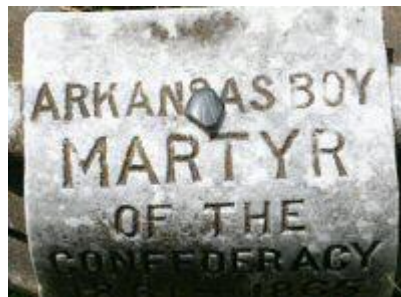
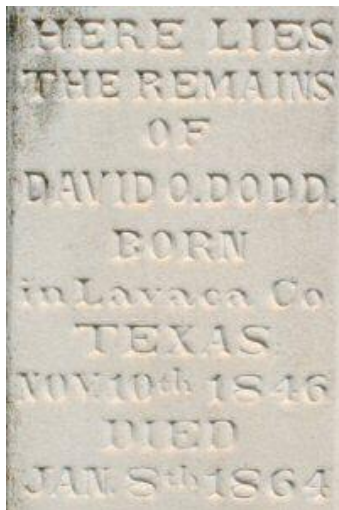
Vocabulary and Allusions

1. miser – a greedy, stingy person
2. fur muff – a small cylindrical fur cover, open at both ends, in which the hands are placed for warmth.
3. magical runes - Any of the characters in several alphabets used by ancient Germanic peoples from the 3rd to the 13th century; a similar character in another alphabet, sometimes believed to have magic powers.
4. gallows – constructed platform from which to hang people
5. muleskinner – one who drives mules or drives a wagon pulled by mules
6. provost marshal - The head of a unit of military police
7. martinet – a puppet on a string
8. cipher – a secret code
9. Tyburn Tree – A famous hanging tree in England. See this site for more information: <http://www.bbc.co.uk/dna/place-london/A988833>
10. insurrection – a rebellion, riot
11. “Women at the foot of the cross” - See Matthew 24:54-56



Stained glass from the Little Rock Arsenal in the Museum of Natural Science and History.

Here are Dodd's Tombstone & Footstone:



David O. Dodd's grave is located on the left side of Mount Holly Cemetery between Maple & Elm.

Lesson 9: “The Yankee in the Orchard”

This story is set in modern times along the Red River, near Alexandria, Louisiana. However, the backdrop is the Red River Campaign during the Civil War. The story is based on a family legend. The legend is true, but the modern day application is fictional. The orchard is still on the family’s farm and perhaps someday the story will be vindicated by archaeologists.

Topics and Questions for Discussion, Papers, and Projects:

1. The Red River Campaign. Use the school’s database for further research. Here is a good site: <http://www.civilwarhome.com/redriverrecords.htm>. Students can construct an illustrated map of the campaign. Another good resource is *One Damn Blunder from Beginning to End: The Red River Campaign of 1864*, by Gary Joiner.
2. Students can discover, record, and present a family legend.
3. Students can analyze modern differences between Southerner and Northerners.
4. Research the story of Louisiana’s Catahoula Cur dog.
5. Research and discuss the Southern view of treatment of women and contrast the South’s chivalric view to that of other views. What view does Billy have of women? What does he not know of these women? What does he not know of history?
6. Research Reconstruction from a Southern point of view.
7. How does this story define the Southern Woman?

Lesson 10: “Freedom: An Allegory”

Opening Epigraph by Benjamin Franklin:

1. Discuss Benjamin Franklin, his life, and writings.
2. Discuss the symbol of the eagle in history. What other nations/empires have used the symbol?

Questions and Topics for Discussion, Writing, and Projects

1. Free people of color in the South before the War (Antebellum South) and during the war. (The minister in the story was a free person of color.) Many were born free, and many became free. For more insights read *Myths of American Slavery* by Walter D. Kennedy (Pelican Publishing).
2. According to this site: http://www.tnellen.com/cybereng/lit_terms/allegory.html, an allegory is a form of extended metaphor, in which objects, persons, and actions in a narrative are equated with the meanings that lie outside the narrative itself. The underlying meaning has moral, social, religious, or political significance, and characters are often personifications of abstract ideas such as charity, greed, or envy. Thus, an allegory is a story with two meanings, a literal meaning and a symbolic meaning. Some famous allegories are *Pilgrim’s Progress* by John Bunyan, Paul’s allegory in the New Testament in Galatians 4, and, perhaps, *The Chronicles of Narnia* by C. S. Lewis. Discuss how this story can be thought of as an allegory. What are the ideas of the story? What or who does the eagle represent?
3. Have the class sing together, “Poor Wayfarin’ Stranger.” Discuss its meaning.

Vocabulary:

1. eulogy - a speech praising someone who has died
2. talons – claws
3. rogue foragers – violent, out of control Federal soldiers
4. nanny – one hired to take care of children
5. regal – royal

Lesson 11: “Prayer from Little Round Top”**Questions and Topics for Discussion, Papers, and Projects:**

1. Research the 15th Alabama and their assault on Little Round Top. How would the battle (and perhaps the War) have been different if this unit had taken and held this mountain?
2. Create a map or model of the Battle of Gettysburg. Illustrate the role of the 15th Alabama.
3. Research the units on both sides involved in the battle for Little Round Top.
4. Research the close relationship of twins and how this story illustrates this closeness.
5. Research the Irish allusions in the story, including the song “The Rose of Tralee,” Connemarra, the Potato Famine, and the Coffin Ships.
6. Write a comparison/contrast paper of the two famous commanders in this battle, Joshua Chamberlain and William C. Oates.

Resources:**Online:**

<http://15thalabama.org/>

<http://www.15thalabama.com/>

Books:

The Killer Angels by Michael Shaara. This is a historical novel and made into the movie, *Gettysburg*.

Storming Little Round Top: The 15th Alabama and Their Fight for the High Ground, July 2, 1863 by Phillip Tucker.

This is a story inspired by Jed Marum’s song, “Prayer from Little Roundtop.” Here are the lyrics and notes by Jed Marum. Discuss them and discuss how they guided the writing of the short story.

This song was inspired by reading shiplists and genealogy web sites, and by researching the history of the 15th Alabama.

Prayer from Little Round Top

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As a child standing by her graveside, I recall
many years ago, we said our last goodbye.
My loving twin sister Sarah left me that day,
torn away by hunger and the blight of '45.
My father said the Lord would send a
mighty wind
to fill our sails and take us 'cross the sea to
Americay
We left behind the pain and famine, we left
behind
the land I love, and through the years I
remember every day, and

CHO:

In dreams I see the mountain tops of my
lovely Connemarra
I hear the waves roll gently on the shores
along the bay
I dream I travel home again
And I want to stay forever
And I only need a gentle breeze
And I'll be on my way

From Ireland to Talladaga Alabama,
Carried on the wind, welcomed at my
uncle's farm.
Through the years now, I've learned new
ways but little Sarah's lovely face

I've carried in my heart since we were
young.

When the bells rang I joined the 15th
Regiment
fighting for my home and adopted country.
Many battles now I find myself on this
Pennsylvania hilltop
I draw deep from gentle the summer breeze
CHO

With a sharp crack from a Yankee rifle a
bullet burns
deep within my chest and I'm sinking to the
ground
and my eyes find the new horizon while
musket fire is
passing overhead in waves of muffled
sound.

FINAL CHO: Here I see the mountaintops
of lovely Connemarra
I hear the waves roll gently on the shores
along the bay
and I can see my home again
where I'm running free with Sarah
Now I only need a gentle breeze
And I'll be on my way

STORIES OF THE CONFEDERATE SOUTH

By Rickey E. Pittman

After researching diaries, biographies, and historical events, Rickey Pittman wrote this collection of short stories to honor the lives of unknown heroes such as Lucinda Johnson's great-grandmother who brought a corrupted Union officer to justice.

Through his writing, Pittman gives readers a sense of the South's passion for life and devotion to heritage that still exists today. Readers feel present-day teen Joseph's Southern pride as he struggles against old biases in the North, and they are able to sympathize with Jefferson Davis's family as their adopted black son Jim Limber is cruelly taken from their custody.

Pittman brings this troubled time period to life, and we feel the characters' heartache, pain, and triumph with every word. From the senseless death and suffering of children to the strength of Confederate women, Pittman recounts the events of the Civil War from the unique and unforgettable perspective of a Southerner. *Stories of the Confederate South* exemplifies the chivalry, loyalty, and valor that gave the South the courage to stand on its own as a nation during the Civil War.

ABOUT THE AUTHOR

Rickey Pittman, 1998 grand prize winner of the prestigious Ernest Hemingway Short Story Competition, is a member of the Sons of Confederate Veterans, Camp Thomas McGuire, in West Monroe, Louisiana. He is also a Civil War reenactor, a public speaker on issues and topics related to the War Between the States, and a musician who travels and performs original and Civil War-period music. Pittman is the author of *Jim Limber Davis: A Black Orphan in the Confederate White House*, also published by Pelican. He lives with his wife in Monroe, Louisiana, where he works as a freelance writer and editor.

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