

Lesson 6.3

TO ARMS!: RECRUITMENT OF CIVIL WAR OFFICERS

Objective: Students will compare and contrast two recruitment advertisements for civil war soldiers at different years in the war.

Materials:

- **Doc 6.3A:** "To Arms! Citizens!" recruitment ad
- **Doc 6.3B:** "Richmond to be Taken!" recruitment ad
- Blank paper
- Markers, crayons, pencils, pens

Timing: One to two class periods

Background Reading:

- Chapter Six, Sections One-Three

Procedure:

1. Review with students the political atmosphere in Maine before the outbreak of the Civil War.
2. Have students examine the advertisement (Doc 6.3A) "To Arms! Citizens!" Ask questions like the following:
 - What kinds of things do you notice about this advertisement?
 - Who do you think the writer had in mind when he wrote the ad?
 - The war had been on for six months when this ad was printed. How do you think people were feeling about the war?
 - How does the ad try to convince people to join the Union Army?
 - What is the significance of the eagle and the slogan: "The Union, It Must and Shall Be Preserved"?
 - What kind of slogan might they have had in the South?
 - How might someone who opposed the war react to this advertisement?
 - Would this ad have convinced you to join the army? Why or why not?
3. Compare it to the second advertisement: (Doc 6.3B) "Richmond to be Taken!" Ask questions like the following:
 - What do you notice about this advertisement? How is it similar to the previous ad? How is it different?
 - Who do you think the writer had in mind when he wrote the ad?
 - This ad was printed after the war had been raging for over a year. How do you think people's feelings about the war might have changed?
 - How does this ad try to convince people to join the army?
 - Why does it claim that peace will be declared?

- Look at the pay offered soldiers in this ad. Why do you think this was included in the second ad but not the first? Does the offer of pay money and land make the ad more convincing?
 - Who do you think "Jeff and his hirelings" are? (Probably Jefferson Davis, the Confederate leader) Why does the writer of the ad use the words "dethronement" and "hirelings"? What attitude does the writer have about these people?
 - Would this ad have convinced you to join the army? Why or why not?
 - Which ad do you think is more patriotic? Why?
4. Have students create their own recruitment advertisements for a cause of their choice, such as joining today's military, AmeriCorps Vista volunteers, the Peace Corps, Boy Scouts or Girl Scouts, etc. Have them decorate their ads with at least one symbol and use convincing language. When they are finished with their advertisements, hang them in the classroom. Students may choose to include this recruitment ad in their final Unit Two portfolios.

Follow-up Activities:

- Have students research their own local community's involvement in the Civil War. How many members of their town or area went to war? How many years did they serve? How many returned? What did women in the area do? Look at local town records at the public library or the town or city hall, or call the Maine Archives (at 207-287-5795) and ask them about your community, and check the Maine Memory Network at www.mainememory.net for primary sources originating in your area.
- Have students present any information they have on their own family's involvement in the war.

Alignment with Learning Results:

Grade Level: **6th-8th**

Content Area: Social Studies: **HISTORY**

Standard: **Historical Knowledge, Concepts, Themes, and Patterns**

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.

Descriptor **E1b**: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and the future.

Grade Level: **6th-8th**

Content Area: Social Studies: **APPLICATIONS**

Standard: **Researching and Developing Positions on Current Social Studies Issues**

Students research, select, and present a position on a current social studies issue by proposing and revising research questions, and locating and selecting information from multiple and varied sources.

Descriptor **A1c**: Locate and access relevant information that includes multiple perspectives from varied sources.

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To Arms! Citizens!

OUR COUNTRY CALLS!!



Come on Sons of Maine!

"OUR BRETHREN ARE ALREADY IN THE FIELD, WHY STAND WE HERE IDLE."

NOW IS THE TIME!

Col. Shepley's Reg. & Gen. Butler's Grand Division.

BEST CHANCE YET OFFERED!

Scarboro' should raise a Company, and all able-bodied men who wish to join, may do so, by applying immediately.

Recruiting Office at

CHAS. C. G. THORNTON, Recruiting
HORATIO HIGHT, Officers.

October 1st, 1861.

Tucker, Printer, 65 & 71 Exchange Street, Portland.

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Courtesy of the Maine Historical Society

RICHMOND

TO BE TAKEN!

PEACE

To be Declared!

**Probably the last chance to serve in
the Volunteer Service!**

A few more able-bodied men wanted to fill up the Company now on drill at Camp Jameson, Augusta, for the

16th Maine Regiment,

to be commanded by Capt. Daniel Marston. \$2,000 premium, One month's pay, and a bounty of \$25,000 in advance; also \$75,00 and 160 acres of land, at the close of the service. Ample provisions made for all recruits at the Stoddard House, Farmington, and the Rail-road House, Phillips until taken into Camp.

Come one and all, and let us go and witness the dethronement of Jeff and his hirelings.

PAY AND SUBSISTENCE

to commence from the date of enlistment.

DANIEL MARSTON, Recruiting Officer.

Augusta, July 10 1862.

Farmington Chronicle Printing Establishment, No. 3, Main Street, Farmington, Me.

As reprinted in *An Illustrated History of Maine*, by Neil Rolde,
Augusta, ME: Friends of the Maine State Museum, 1995. p.108.
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