



# BLOOD AND GLORY

## THE CIVIL WAR IN COLOR

### EDUCATION GUIDE

## INTRODUCTION

The American Civil War tore the nation apart, pitting North against South, brother against brother. Over the course of four years, more than 750,000 military and civilian lives were sacrificed to make the United States a more perfect union, where the human rights of every person are guaranteed by law. **BLOOD AND GLORY: THE CIVIL WAR IN COLOR** brings this important historical event to life in a four-part series as never seen before. Over 500 rare and compelling black and white photographs have been painstakingly colorized to illustrate the story of the Civil War in breathtaking detail.

Prominent Civil War historians, retired U.S. Army generals David Petraeus and Colin Powell, and descendants of Civil War leaders provide insights into turning points in Civil War history. Along the way, students will learn about how the Civil War affected a broad range of soldiers and civilians. For 150 years, we have known Civil War-era Americans only as shadows staring at us from a ghostly world of black and white. But now, the Civil War can at last be seen as those who lived and died experienced it: in vivid color. Their images, and their lives, tell the gripping story of a time drenched in both blood and glory — a time that would define America forever.

## CURRICULUM LINKS

**BLOOD AND GLORY: THE CIVIL WAR IN COLOR** would be useful for History, Politics, and Media courses. Due to intense depictions of war and graphic photographs, it is recommended for mature high school students and above. Educators may want to use segments from this program for their Civil War course units. It presents an excellent opportunity for students to explore the photography of the Civil War and the ways technology shaped the strategies and outcomes of the war.

### TERMS TO DEFINE

Before or after watching this program, students can define the terms below to gain insights into the topics and concepts it covers.

Antislavery  
Artillery  
Blockade  
Contraband  
Emancipation  
Infrastructure  
Munitions  
Prosthetic  
Reconnaissance  
Stalemate

## EPISODE LINKS

**Episode 1: MARCH TO WAR.** This episode traces the causes and events that led up to the American Civil War including the debate over slavery. War ensues with the bombardment of Fort Sumter in April 1861. Americans from both North and South are pulled into a divisive and bloody war.

**Episode 2: WEAPONS OF WAR** New technologies from ironclad ships to telegraphs used for communications were forged during the Civil War. This episode looks at these innovations and explores how modernization of warfare ushered in a new era of high casualties and high stakes.

**Episode 3: BLOODBATH** This episode looks at some of the most important battles of the Civil War including Gettysburg and Antietam. Photographs taken at these battles changed the way Americans understood the toll of war. Despite the intensity of these battles, an end was not clearly in sight by 1863, two years into the bloodshed.

**Episode 4: LEGACY OF WAR.** How did the Civil War finally end and what were the consequences? This episode explores the final days of the Civil War in April 1865, followed by Lincoln's tragic assassination. Viewers also learn about Reconstruction and the legacy of the war.



## DISCUSSION QUESTIONS

1. Which images in this documentary did you find most powerful and why?
2. Why were photographs of the Civil War so important?  
Why do you think it is valuable that we have these records??
3. Many of the photographs in this series are colorized. How does colorization change the way you see and think about the people and events in the photographs?
4. What are some of the key Civil War turning points discussed in the episode or episodes you watched?
5. Why do you think most Civil War soldiers fought in the Civil War? How do you think this differed based on where someone was from and their background?
6. What do you think were some of the legacies and outcomes of the Civil War?  
How did it change American society?

**Note:** Students can also keep their own list of questions to ask/discuss as they watch an episode or segment.





## FURTHER EXPLORATIONS

- 1. Civil War Photography.** View this video produced by the Civil War Trust entitled Civil War Photography in 4 Minutes: [www.civilwar.org/education/in4/photography.html](http://www.civilwar.org/education/in4/photography.html). Students can define these terms: daguerreotype, ambrotype, and carte-de-visite. Students can then write an essay about how Civil War photography changed perceptions about the war. (Students can find links to view Civil War photographs and a wealth of other primary sources on this Civil War Trust page: [www.civilwar.org/education/history/primarysources/#photos](http://www.civilwar.org/education/history/primarysources/#photos))
- 2. Civil War Photography: Analysis.** Students can analyze and discuss Civil War era photographs by using this Library of Congress worksheet: [www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf)
- 3. Gettysburg 360.** Episode 3 of this series explores the battle of Gettysburg in which there were over 50,000 casualties. The Civil War Trust has extensive resources to learn more about this Civil War turning point. Visit [www.cdn.civilwar.org/gettysburg360/](http://www.cdn.civilwar.org/gettysburg360/) to experience a virtual tour of the Gettysburg battle sites, with videos, animated maps and other resources. Watch the Civil War Trust Gettysburg in 4 Minutes video for additional background: [www.civilwar.org/education/in4/the-gettysburg-address.html](http://www.civilwar.org/education/in4/the-gettysburg-address.html) and insights. Students can read the full text of the Gettysburg Address at the National Archives' Our Documents site: [www.ourdocuments.gov/doc.php?flash=true&doc=36](http://www.ourdocuments.gov/doc.php?flash=true&doc=36). Teachers can find additional tools for teaching the Gettysburg Address in the "Lincoln's Speeches" section of this California History Blueprint unit: [www.chssp.ucdavis.edu/programs/historyblueprint/the-civil-war](http://www.chssp.ucdavis.edu/programs/historyblueprint/the-civil-war)
- 4. Civil War Artillery.** View this video from the Civil War Trust about artillery use during the war: [www.civilwar.org/education/in4/artillery.html](http://www.civilwar.org/education/in4/artillery.html) to learn more about innovations in battlefield techniques. Students can then discuss or write an essay about a specific artillery innovation during the war and its consequences.
- 5. Civil War 150.** History.com created this infographic [www.history.com/interactives/civil-war-150](http://www.history.com/interactives/civil-war-150) as a way to explore key Civil War topics. Students can visit the site to view key facts and figures, watch videos, and learn more about key Civil War turning points. Which Civil War people, battles and events do you think are most important? Students can create their own infographics, presentations, or essays answering this question.
- 6. Emancipation Proclamation.** The Emancipation Proclamation was a key turning point in the Civil War. View this Civil War Trust video to learn more [www.civilwar.org/education/in4/civil-war-medicine.html](http://www.civilwar.org/education/in4/civil-war-medicine.html). Students can read the text of the Emancipation Proclamation at the National Archives' Our Documents site: [www.ourdocuments.gov/doc.php?doc=34](http://www.ourdocuments.gov/doc.php?doc=34) After reading the first three paragraphs of the text, ask students to summarize the Proclamation in a few sentences. Discuss with the larger class or group.
- 7. Battlefield Medicine.** Throughout this series viewers learn about many innovations in battlefield medicine such as advances in surgery and prosthetic limbs. View this video by the Civil War Trust to learn more about Civil War Medicine: [www.civilwar.org/education/in4/civil-war-medicine.html](http://www.civilwar.org/education/in4/civil-war-medicine.html). Students can choose one aspect of battlefield medicine they learned about from watching the documentary, research this topic and write a short report.
- 8. Civil War in One Word.** After watching this series, how would you describe the Civil War if you had to use only one word? Students can watch this video: [www.history.com/topics/american-civil-war/american-civil-war-history/videos/meaning-of-the-civil-war](http://www.history.com/topics/american-civil-war/american-civil-war-history/videos/meaning-of-the-civil-war) and then answer this question in a short essay or a group discussion.

### PRIMARY SOURCE: LETTER FROM THE BATTLEFIELD

*Blood and Glory: The Civil War in Color* includes first-person voices from many Civil War soldiers. Below is a section of a letter by Adj. William Phillips of the 2nd Pennsylvania Provisional Heavy Artillery unit.

June 18th, 1864 Battle  
Field of Petersburg, Va

“...Our loss last night in the space of some 40 minutes (in the Regiment,) is 6 commanding and 207 enlisted in killed, wounded and missing. But I cannot see how any one of us lived in such a perfect hail storm of shell, grape and canister, as we received in the charge. I felt while our Brigade was forming for this charge that I would never write old Hyde Park again, and farewelled with all that was dear to me.

Our boys advanced at trail arms double quick with a loud cheer, across a corn field of some seven hundred yards, and in all that distance the rebels poured into us like hail. The air was thick, but we fired not a gun, until within dead range, one volley, then the dry, hard bayonet; they left then I can tell you. They again advanced on our flank, but only gained their ground to be driven out of them...

I could hardly keep from crying this morning at the terrible sight across the cornfield to see so many of my dear old comrades killed and wounded — to see men who were talking with me last evening, this morning thrown into the trenches...

I send herewith some papers I picked up on the field. I am too fatigued to say more now than good bye to you all, hoping that again, in the battle of the morrow I shall be spared to write you again. My love to all of you.

Yours, with much regard, – William B. Phillips

## DISCUSSION QUESTIONS

1. Based on this letter, how would you describe the experience of soldiers like Phillips?
2. What do you think Phillips means when he says “hoping that again, in the battle of the morrow I shall be spared to write to you again”?

**Note:** Students can also write a short written response to this letter, and can write their own letters from the perspective of a Civil War soldier, keeping in mind that their perspective would differ based on their background, where they lived, and which side they were fighting on.

## WEBSITES

HISTORY®: American Civil War:  
[www.history.com/topics/american-civil-war](http://www.history.com/topics/american-civil-war)

The Civil War Trust:  
[www.civilwar.org](http://www.civilwar.org)

Library of Congress Civil War Collection:  
[www.loc.gov/pictures/collection/civwar/](http://www.loc.gov/pictures/collection/civwar/)

Smithsonian Museum of American History: The Price of Freedom: Americans at War:  
[www.amhistory.si.edu/militaryhistory/](http://www.amhistory.si.edu/militaryhistory/)

