



A GUIDE FOR CLASSROOM TEACHERS RESEARCHING THE CIVIL WAR AT THE PENNSYLVANIA STATE ARCHIVES

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Pennsylvania
Historical & Museum
Commission

Introduction

The Pennsylvania State Archives has many records relating to the Civil War. Some are official government documents such as muster rolls and regimental records. Others are non-governmental records such as personal diaries and photographs. The purpose of this guide is to demonstrate to classroom teachers some ways the resources of the State Archives can be used to research and teach the Civil War at various grade levels. Recently the State Archives undertook an extensive project to preserve Pennsylvania's Civil War muster rolls. These documents, organized by regiment and company, list names of soldiers mustering out of the United States Volunteers at the end of the Civil War. They are a good jumping off place for research and study on Pennsylvania Volunteer units in the war, and they generate questions that researchers would love to answer about who these men were and the details of some of their lives before, during, and after the war. The Archives can be a tremendous source of such information.

Background to Pennsylvania's Role in the War

The Keystone State played an integral part in the war. Governor Andrew G. Curtin was a firm supporter of President Lincoln's war effort, and under Curtin's leadership the state provided over 350,000 soldiers and sailors, more than any other northern state excepting New York. Pennsylvania served as a vital resource for military equipment and food for the Union armies, and was the location of the war's largest battle.

At the beginning of the war, the United States Army was surprisingly small. Fewer than 14,000 men composed the entire United States military. When the Civil War began, President Lincoln called for volunteers to swell the ranks of the army to put down the rebellion. As soldiers enlisted in the infantry, they were assigned to a company, commonly from a local area. Usually, about ten companies were organized into a regiment, which was numbered in the order formed. For example, the 87th Pennsylvania included companies recruited primarily from York, Adams, and Dauphin counties. This pattern is true for companies and regiments from all over the state. Most records for Pennsylvania soldiers can be researched by regiment.

The Civil War in Pennsylvania Schools

The Civil War is taught in Pennsylvania public schools in elementary, middle, and high school levels. The Pennsylvania Academic Standards for History dictate knowledge of the overall Civil War and in particular the roles played by significant Pennsylvanians in the war as this turning point in our history in many ways determined the role our federal government plays in our lives today.

How Can the Pennsylvania State Archives Help?

The Pennsylvania State Archives is the main repository for all state records. All official government documents are preserved here. The Archives also maintains hundreds of personal documents, diaries, photographs, and such which have been donated by families or individuals over the decades.

The Archives contains two types of records as mentioned above. Record Groups are official government documents. Manuscript Groups are all other sources not generated by government entities. These documents are arranged into series of like materials and assigned numbers. Some of the most commonly researched documents have been microfilmed and are easily read in the archives building. Those which are not on microfilm are stored primarily in the archives tower, accessible only to archives staff. Upon request, staff members will retrieve documents researchers would like to use.

Record groups that may be helpful for Civil War research and instruction include the following:

RG-2—Auditor General

- Civil War service and Pension accounts—this is a listing of who applied for pensions in 1861 and 1862. The actual pension applications for Pennsylvania veterans are located at the National Archives in Washington, DC.
- Records relating to Civil War Border Claims—primarily for counties along the PA/MD border. Pennsylvanians were allowed to submit claims for damages from the various attacks on Chambersburg, the Gettysburg campaign, and elsewhere in the southern part of the State.

RG-19—Department of Military Affairs

- Civil War Veterans' Card File—lists all PA soldiers alphabetically. This can be accessed online at www.digitalarchives.state.pa.us as part of ARIAS, an online system which has digitized records of Pennsylvania participation in several military conflicts.
- Muster rolls and related records—muster rolls, correspondence, regimental papers
- Registers of Pennsylvania Volunteers—this reads much like the muster rolls
- Records of drafted men and substitutes—primarily draft lists and papers
- Substitutes' depositions
- Alien and conscientious objector depositions
- Military Dispatches (Sent and Received)—Governor Curtin's telegraph messages
- See also the Adjutant General's records, Surgeon General's records, Quartermaster records

RG-25—Records of Special Commissions

- Board of Commissioners on Gettysburg Monuments
- Camp Curtin Commission
- Commission to Supervise Flag Transfer
- 50th Anniversary of the Battle of Gettysburg Commission—includes register of participants
- General George Gordon Meade National Statue Commission
- Pennsylvania Chickamauga-Chattanooga Battlefield Commission
- Pennsylvania at Cold Harbor Battlefield Memorial Commission

RG-26—Records of the Department of State

- Executive Correspondence—Letters to and from Governor Curtin
- Return of Soldiers' Votes

Manuscript Groups which may be helpful for Civil War research and instruction include the following:

MG-6—Diaries and Journals Collection

MG-7—Military Manuscripts Collection

MG-8—Pennsylvania Collection

MG-11—Map Collection

MG-15—Hiram C. Alleman Papers (127 and 36 PVI)

MG-17—Samuel Penniman Bates Collection

MG-33—Simon Cameron Papers

MG-60—Grand Army of the Republic Collection

MG-70—Frank Haskell Papers

MG 83—McCormick Family Papers

MG-95—Daniel Musser Collection of Letters, Songs, and Poems

- MG-97**—Richard Oakford Collection
MG-98—Orbison Family Papers—Philadelphia Ladies’Aid Society
MG-108—Peter Rothermel Papers—Gettysburg
MG-119—Stackhouse Family Papers—151 PVI
MG-144—John F. Hartranft Papers—Lincoln assassination trial and imprisonment
MG-147—John Anderson Papers
MG-176—General Richard Coulter Papers—11th Regiment
MG-211—Richmond (Mansfield) Ladies Soldiers Aid Society Papers
MG-234—Bucktails (42nd PA Infantry Regiment) collection
Other manuscript groups may be helpful as well

Web Resources (as of 9/1/2008)

Royer, Douglas L. “**Guide to Civil War Holdings of the Pennsylvania State Archives**”

This is an on-line finding aid for those who would like to research Civil War materials owned by the Archives, available at the PHMC website by going to www.phmc.state.pa.us and clicking on “Resources.” From there, click on “Civil War.” It is much more detailed than this guide.

Weeks, James P. and Linda A. Ries, **Pennsylvania Historical and Museum Commission Guide to Civil War Holdings**, 2003.

This is an in-house finding aid to all Civil War collections of all PHMC properties around the state, including the State Archives. Patrons can view it by visiting any PHMC property connected to the PHMC LAN system – appointments are recommended before visiting any PHMC property other than the State Archives.

Bates, Samuel P. *History of Pennsylvania Volunteers*. 5 volumes. Harrisburg, PA.: B. Singerly, State Printer, 1869-1871.

These volumes give a brief history of each Pennsylvania regiment and list its officers and soldiers. Information is provided on most soldiers’ status—killed, wounded, survived the war, and so on. The text of this work can be found on line as well in PDF format <http://www.pacivilwar.com/bates.html>

National Archives www.archives.gov

This source contains military records, pension records, 1890 census records, and all manner of items helpful to Civil War research

Pennsylvania State Government Websites:

- Pennsylvania Historical and Museum Commission www.phmc.state.pa.us
- State Archives <http://www.phmc.state.pa.us/bah/dam/overview.htm>
- Pennsylvania State Library <http://www.statelibrary.state.pa.us/libraries/site/default.asp>
- Pennsylvania Power Library <http://www.powerlibrary.org/>

Other sources from other locations:

- Dyer’s Compendium
<http://www.civil-war.net/searchdyers.asp?searchdyers=Alabama>
- Official Records of the War of the Rebellion - Cornell University Library
<http://cdll.library.cornell.edu/moa/browse.monographs/waro.html>
- United States Army Military History Institute, Carlisle, PA
<http://carlisle-www.army.mil/usamhi>

- National Park Service list of Civil War Soldiers and Sailors
<http://www.itd.nps.gov/cwss/index.html>
- Pennsylvania Volunteers of the Civil War
<http://www.pacivilwar.com>
- County Historical Societies
A directory of the Alliance of Pennsylvania County Historical Societies is available on the Pennsylvania Federation of Museums and Historical Organizations' website,
www.pamuseums.org.

Pennsylvania Academic Standards for History	
Historical Analysis and Skills Development <i>A. Chronological Thinking</i> <i>B. Historical Comprehension</i> <i>C. Historical Interpretation</i> <i>D. Historical Research</i>	8.1.
Pennsylvania History <i>A. Contributions of Individuals and Groups</i> <i>B. Documents, Artifacts and Historical Places</i> <i>C. Influences of Continuity and Change</i> <i>D. Conflict and Cooperation Among Groups</i>	8.2.
United States History..... <i>A. Contributions of Individuals and Groups</i> <i>B. Documents, Artifacts and Historical Places</i> <i>C. Influences of Continuity and Change</i> <i>D. Conflict and Cooperation Among Groups</i>	8.3.

Four Standard Statements within the Academic Standards for History: An Overview

Political and Cultural Contributions of Individuals and Groups

- Inhabitants (cultures, subcultures, groups)
- Political Leaders (monarchs, governors, elected officials)
- Military Leaders (generals, noted military figures)
- Cultural and Commercial Leaders (entrepreneurs, corporate executives, artists, entertainers, writers)
- Innovators and Reformers (inventors, philosophers, religious leaders, social change agents, improvers of technology)

How Continuity and Change Have Influenced History

- Belief Systems and Religions (ideas, beliefs, values)
- Commerce and Industry (jobs, trade, environmental change, labor systems, entertainment)
- Innovations (ideas, technology, methods and processes)
- Politics (political party systems, administration of government, rules, regulations and laws, political and judicial interpretation)
- Transportation (methods of moving people and goods over time, transportation routes, circulation systems)
- Settlement Patterns and Expansion (population density and diversity, settlement types, land use, colonization)
- Social Organization (social structure, identification of social groups, families, groups and communities, education, school population, suffrage, civil rights)
- Women's Movement (changing roles of women, social and political movements, breaking barriers, role models)

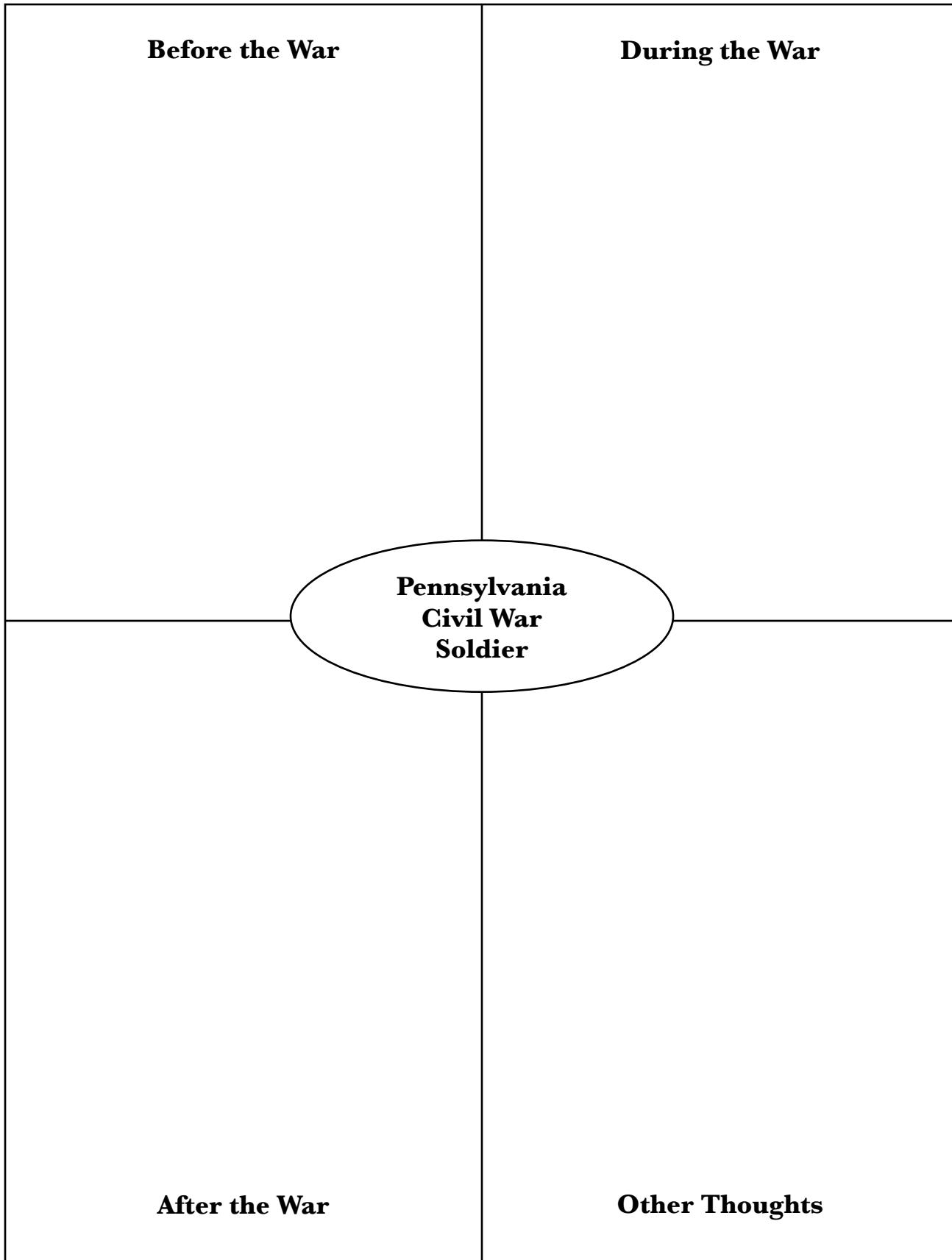
Primary Documents, Material Artifacts and Historical Places

- Documents, Writings and Oral Traditions (government documents, letters and diaries, fiction and non-fiction works, newspapers and other media, folklore)
- Artifacts, Architecture and Historic Places (historic sites and places, museums and museum collections, official and popular cultural symbols, material culture)

Conflict and Cooperation Among Social Groups and Organizations

- Domestic Instability (political unrest, natural and man-made disasters, genocide)
- Ethnic and Racial Relations (racism, ethnic and religious prejudices, collective and individual actions)
- Immigration and Migration (causes of population shifts, xenophobia, intercultural activity)
- Labor Relations (strikes and collective bargaining, working conditions over time, labor/management identity)
- Military Conflicts (causes, conduct and impact of military conflicts, wars and rebellions)

*Each standard statement above outlines its respective standard descriptors. Each standard descriptor suggests content that may be addressed. These are not all encompassing and local planned instruction is **not** limited to these examples.*



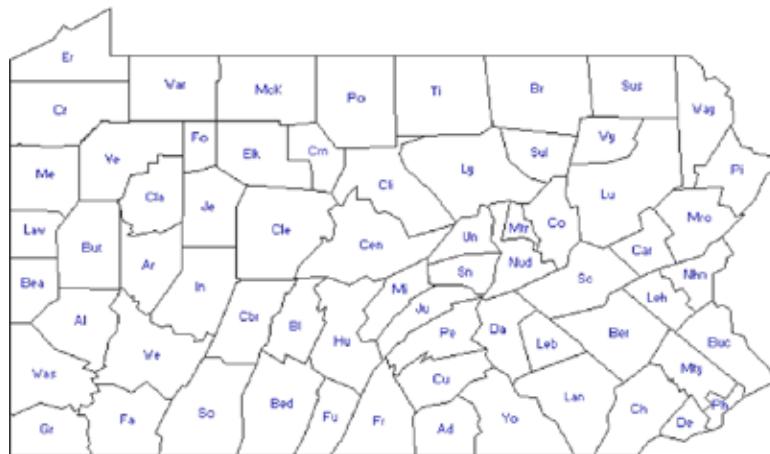
A Guide for Study of Civil War Soldiers at the State Archives

A Guide for Use of Resources

Your classes are going to study the Civil War. The Pennsylvania State Archives can provide resources far beyond your textbook's supplemental materials or a general internet search. But how can these sources be used?

The following are a few ideas that classroom teachers might use to focus their thinking on Civil War research.

- 1. Start with your county or local area. Several hundred thousand Pennsylvania soldiers served in the war. (Some of Pennsylvania's counties did not exist at the time of the war, but most did.) In which regiments did soldiers from my area enlist?**



How can the archives help me do this?

- Muster in rolls, muster out rolls, Bates' History of Pennsylvania Volunteers

Questions that come to my mind about Pennsylvania's Civil War counties.

- Did my county exist during the Civil War?
- How did my county contribute to the war effort in people and material?
- Were people in my county opposed to the war or in favor of the war?

- 2. Why did my soldiers join the army during the Civil War?**

How can the archives help me do this?

- Letters and other manuscripts, Bates' History of Pennsylvania Volunteers

Questions that come to my mind about reasons soldiers served and how those opinions evolved through the course of the war.

- Why was the war fought?
- Did people in my area support those reasons?
- Did people in my area have additional reasons for supporting the war?
- Why did the men who volunteered for the service do so?
- How did their opinions change over time through the war years?

3. In what functions did soldiers from your county serve?

How can the archives help me do this?

- Muster rolls, Bates, pay records, photographs

Questions that come to my mind about recruiting in my county or area.

- Was any particular branch of the service more attractive to volunteers?
- Could a soldier change his mind once he had enlisted?

4. From various sources, determine the names of some soldiers from your town or part of your county.

How can the archives help me do this?

- Muster rolls, Bates, multiple other sources such as personal letters, county histories, etc.

Questions that come to my mind about these names/people/families from my area.

- Are any descendants of these soldiers still in my area?
- Where did these soldiers live?
- What occupations did they leave to join the military?
- How did their families cope with their absence?
- Where were the recruiting offices in my area?

5. In which battles did soldiers from my area serve?

How can the archives help me do this?

- Bates, personal diaries and manuscripts, etc.

Questions that come to my mind about the service of my soldiers.

- How many were killed or wounded?
- Where did they train before becoming active duty soldiers?
- Is there any evidence remaining of battles, training, recruiting, etc. in my area?

6. Did the soldiers from my area survive the war? Where and when did they become casualties?

How can the archives help me do this?

- Bates, personal photos and manuscripts, regimental histories

Questions that come to my mind about casualties from my area.

- How were families notified of casualties?
- What could a family do to retrieve their injured or killed soldier?

7. What became of my soldiers at the end of their term of service?

How can the archives help me do this?

- Muster out rolls, personal diaries and letters, state pension records, etc.

Questions that come to my mind about soldiers leaving the army or reenlisting.

- Did my soldiers reenlist if their terms ended before the war ended?
- How did family members react to their reenlistment?
- How did a soldier get home if his term ended in a far away place?
- How were soldiers received when they did return home?

8. What was life like for my soldiers after they returned home?

How can the archives help me do this?

- Muster out rolls, personal diaries and records, official state papers of soldiers who entered government service or politics

Questions that come to my mind about changes in the nation after the war.

- Did soldiers return to the same occupation they practiced before the war?
- Did soldiers return to the same home or area they lived in before the war?
- How did they handle their physical or emotional disabilities?
- How might they have been changed by their war experience?

9. How did soldiers from my area preserve their own memories of their service?

How can the archives help me do this?

- Monument records, drawings, personal diaries, etc.

Questions that come to my mind about documents or monuments that honor my soldiers.

- Where are these monuments located?
- Do monuments still exist and is it possible to see them today?
- How did soldiers want to be remembered?
- Who paid for the memorials?
- How were they dedicated?
- Are there still documents yet to be discovered?

10. How did my soldiers' absence from home affect their families?

How can the archives help me do this?

- Personal letters and papers

Questions that come to my mind about home life during the war.

- What pain was caused families who lost members to the war effort?
- Did any families travel with their soldiers into battle areas?
- Who did the work formerly performed by soldiers?

How Can I Use This Information in My Classroom?

The following are some ideas that incorporate State Archives materials, state social studies standards, and practical teaching strategies for classroom use.

Chronological Thinking

Historical Comprehension

Historical Interpretation

Historical Research

Contributions of Individuals and Groups

Documents, Artifacts and Historical Places

Influences of Continuity and Change

Conflict and Cooperation Among Groups

Discuss which regiments were recruited from your area and discover family names that still exist there.

Do any of those families have stories or artifacts from the Civil War?

Can these stories be verified with accounts from published sources or other soldiers' manuscripts?

Can your local historical society help you start this process?

Compare current maps of your town and historical maps to see how much has changed since the 1860's.

Why has your town grown in the way it has?

Which buildings still exist from the Civil War period? Are they still in good condition?

Which buildings do not exist any longer?

Can we determine why certain buildings remain and others do not?

Where have changes in transportation systems occurred since the mid 1800's? Why are they new roads, highways, and so forth located where they are?

Discover why soldiers from your area volunteered for the war.

Did they support the main objectives of the war?

Did they volunteer due to pressure from families or friends?

Were they influenced by adventure, pay, personal bravery or foolishness?

What did family members think of their sons or fathers or brothers enlisting?

What did your soldiers do in the war?

Where was your town's or county's recruiting office?

Were any of your region's soldiers promoted to higher ranks?

What responsibilities did they have?

How do we evaluate their job performance?

What new responsibilities did the people remaining at home have?

Who filled the roles of soldiers who had left town?

How did families cope with news of their relatives' death or capture?

Did businesses or volunteers from your town manufacture equipment for soldiers to use?

How does this compare to today's soldiers returning from Iraq and Afghanistan?

Examine what happened if the war came to your town.

Which parts of the armies were there?

What overall strategy brought fighting to your area?

Did either side accomplish its goals?

What affect did soldiers have on your area?

How were casualties handled?

What damage was done to your area?

Were residents compensated by the government for damage?

How did the local newspapers report these events--were they sympathetic or critical?

What did your soldiers write home about?

What were their stories about battles, daily camp life, drill and training, friends from home, and so on?

Did they like and respect their officers?

What were their complaints or dislikes?

Did they write with attention to detail?

Did they exaggerate or leave out important details we know from other sources?

What became of your soldiers when they mustered out of the service?

Did they return home?

How were they received back home?

Did war wounds affect their life after the war?

Do the muster rolls indicate where they returned to?

Did they receive a pension for their service to the country?

Did your soldiers join veterans' organizations such as the Grand Army of the Republic?

Why did they join?

What purpose did this organization have?

What were the goals of these organizations?

Did your soldiers attend any reunions such as the 25th or 50th Gettysburg reunions?

Are there any memorials or monuments to your regiments on battlefields where they fought or in your town?

What do these memorials communicate by their design or inscriptions?

Who designed them?

Who paid for them?

Was there a ceremony associated with their dedication, and if so, who organized them?

Does a text from the dedication speech still exist?

What classroom activities can I use to teach this to my students?

Direct instruction techniques such as lecture, note taking, etc.

Active instruction techniques such as reenactment, plays, role playing, journals, individual or group research, presentations, timelines, field trips, electronic or other form of storytelling, etc.

The following is an example of a classroom activity created in part by resources found in the Pennsylvania State Archives Civil War collection. This script is copyright Tom Clark – do not reproduce without permission.

The Civil War Comes to York County, Pennsylvania

June 28, 1863

The Civil War has been raging for two over two years. The Union Army of the Potomac has been doing very badly at capturing Richmond, Virginia. After the Confederate victory at Chancellorsville, VA, General Robert E. Lee decided to move his Army of Northern Virginia into Pennsylvania. This would keep the destruction of war from ruining another harvest in Virginia. Lee also wanted to demoralize Northerners, who would see his army moving through Pennsylvania without opposition. Perhaps some big military wins in the North would help bring about a political settlement to the war, and finalize Southern independence.

Introduction

Narrator 1: As the Confederate Army of Northern Virginia begins to move through Maryland into Pennsylvania, the Union Army of the Potomac has to begin to work under another new general.

Narrator 2: President Lincoln has fired or replaced many generals who commanded his most important army. McDowell, McClellan, Pope, McClellan again, Burnside, Hooker—none kept his job very long.

Narrator 3: In May of 1863, President Lincoln placed a new general in charge. His name was George Meade.

Narrator 1: Also in May 1863, General Lee began preparations to move his army into Pennsylvania in what would become known as the Gettysburg Campaign. The Confederate Army moved through several Pennsylvania towns finding little resistance.

Narrator 2: How much damage could they do before being stopped? Where would the Confederates go? Would they be able to capture New York City or Philadelphia? Or even Washington, DC?

Narrator 3: The last week of June and first week of July, 1863 would bring the answers to those questions.

Scene 1: York, Pa—June 27, 1863

Narrator 1: Citizens of York have heard rumors that the Confederates are coming. Some are nothing more than rumors, but some have a degree of truth. All over the city people become nervous about what will happen when the Confederates approach. They talk about it all over town.

Lawrence: What do you think, Bill? I hear the Rebs are going to march right into York and take over!

William: That hardly seems possible. What can we do to stop them? Where is the US Army?

John: Oh, come on now. The Rebs are no where near here. I travel a lot for my work, and I haven't seen any.

Randall: Have you heard what the people moving through town from Chambersburg are saying? The Johnnies burned parts of their town to the ground. They stole all sorts of stuff. Horses, food, clothing, shoes, and so on.

Lawrence: I have a lot to lose if that happens here! I have a family. I have a small business. I have a house and lots of horses. If the Rebs take them, what will I do? I'll be ruined.

John: Oh, come on now. The Reb officers are gentlemen. They won't allow looting and stealing.

Randall: You're a fool if you believe that. They say our armies have been stealing and destroying in the South. They'd love to return the favor here.

William: Why isn't our army here to stop them? Have you heard anything?

Martin: Our army? What a joke! They can't beat their way out of a paper bag! How could they stop Lee's army of over 100,000 men?

Lawrence: Where did you get that number? That's ridiculous!

Martin: That's how many they have, my friend. Heard it from my cousin in Abbottstown. He heard it from his friend in Hanover. He heard it from a guy who lives in Gettysburg, who got it from the Chambersburg news paper.

Randall: I don't know about that. But I am worried about the rebs coming. They'll show no mercy, I'm sure. They hate us.

Scene 2: In a store in York

Narrator 2: While rumors are flying on the streets of York, a Committee of Safety meets to figure out how to defend the city.

David Small: All right, gentlemen. We have formed a committee of 15 men to prepare ideas for defending York and recruiting volunteers. We must form a home guard of volunteers from 5 sections of the city.

Philip Small: We have information from Harrisburg that tell us where the Reb army is. They could well be coming this way, and soon. A good guess would be that they will try to cut the Northern Central Rail Road near or in York.

James Latimer: I can see this committee is not going to do much. If the Rebs really come, I doubt we'll be able to do anything to stop them. I'll join the city defenders, but I don't see much reason to hope.

David Small: So many of York's finest men have already left for the army, there aren't very many left to defend our town now.

James Latimer: Some of those men returned recently. Not for good reasons, though. They were running from General Lee's army. Our boys got whipped once again and ran away. Seems that is what the Union army is best at.

A.B. Farquhar: Gentlemen, I have come to see what you propose to do to save the city from the Confederates. How can we keep them from doing here what they did to Chambersburg? I have a lot of money invested in my factories here. How will you protect me?

Mayor: We don't know. We are working on it.

Councilman 1: This is a very tricky situation. We must fight. I can't imagine how we'll be scorned if we don't. But the city has no soldiers. As much as we want to fight, we just can't. It would be suicide!

Councilman 2: We can always put up a fight. Lots of people have guns, and we probably have at least half a day to prepare! We can stop the Rebs from coming and destroying us!

Councilman 3: Don't be a fool. You know we can't stop anything. Besides, York makes its money from Baltimore and the South more than anywhere else. We can't afford to make these people too mad at us.

Councilman 4: None of you talk sense. The fact is, thousands from this area have gone to fight. No one here is in any shape to resist. We must surrender!

Councilman 2: Surrender? Surrender? I can't believe you would say such a thing. How cowardly! We would look like we had no spine!

Councilman 3: There are 8,600 people in the city. How could we possibly stop the whole Reb army of one hundred thousand men?

Councilman 4: We can't stop them. Let's avoid problems and just surrender. They won't stay here long anyway. Just put up with a little humiliation for a few days, and it will all blow over.

Councilman 2: But how will we explain this to the public? They don't want us to just go belly-up and give in. Can we at least look like we are resisting? We can bring out the militia—there are about 350 of them, and use the Codorus Creek as a place to make a stand. Who's with me? Who will stand with me?! At least let's take a chance! Let's get as many people in the city who have guns be ready to fight. Let's show the Rebs we can fight just as well as any part of the Army of the Potomac.

A.B. Farquhar: Well, I have an idea. I know some of these Confederates from school. I grew up in Maryland, and I knew some of these men earlier in life. I will go out to meet them and see what they want. Maybe I can work out a deal to save the city if we promise not to resist. What do you think?

Thomas Cochran: I think there are some problems with your idea. Who will go out to talk with the Rebels? What will they demand from us? Can we afford it? What if we can't give what they demand? Will the Confederates keep their end of the deal?

A.B. Farquhar: I'll go. I'm only 24 years old, but I think I can work something out.

George Hay: No. We can't send out someone so young. We'll have to talk about it and get back to you.

A.B. Farquahar: Well, I'm going anyway. You gentlemen can sit and discuss all you want. I'm going to save the city.

Scene 3: In the Altland's house in Farmers, Pennsylvania

Narrator 3: So Farquhar hitched up his wagon and team and rode 15 miles west of York along what is now Route 30. He planned to meet some of his school friends and work out a deal to save York.

Lt. Redik: Hello, Farquhar! I'm surprised to see you—what are you doing here among the Yankees?

Farquhar: I'm wondering what YOU are doing here among the Yankees—don't you belong in the South? As for me, I have some property in York, and I don't want to see it burned. Take me to General Gordon.

Gordon: Hello Mr. Farquhar. What do you want?

Farquhar: Sir, I know some friends of yours. They assure me that you are a decent man, not a horse thief or burglar. I trust that you will not become one in the city of York.

Gordon: What do you propose?

Farquhar: The city of York promises not to resist your army. We will not fight. We will not attack, or even defend our little city. We will give you what you need for your army. Just please don't destroy our town.

Gordon: Sounds good so far. What else?

Farquhar: You will promise to make reasonable requests in exchange for peace.

Gordon: All right. We will enter the city quietly, and we will keep our demands reasonable. But you will pay up immediately. You will also give us information about the city, its defenses, and other locations we may ask about.

Farquhar: I will relay your promises to the Committee of Safety. Hopefully they will accept what we have agreed to this afternoon. Would you please sign this document so they will know about your promises? Thank you.

Narrator 1: Farquhar left the Confederate camp and rode back to York. Confederates fired at him as he left.

Scene 4: Mr. Farquhar's Return to York

Narrator 1: A. B. Farquhar returned to York, where he met Granville Haller. Haller had set up a small group of "soldiers" to defend the city.

Granville Haller: Well, Mr. Farquhar. You're back. What do the rebels say?

Farquhar: I can't discuss it with you now. I must speak with the Committee of Safety first. But the Confederates have agreed to protect our city and not destroy it if we allow them to come in without a fight.

Haller: They agreed to do what? We agreed to do what? What will the Committee of Safety say? What will General Couch say? What will the people of York say? What will President Lincoln say?

Narrator 3: Each of those people did have something to say later. But they did not agree. Some like the idea of a surrender in exchange for protection, some did not? What would you think???

What would you do if you were a leader of York?
Stand and fight, no matter how unlikely your success?
Or make a deal to save your property and lives?

****Pro-surrender side:**

1. We can't defend the city anyway. Why waste lives trying to stop the Confederate regular army.
2. The Confederates won't stay too long anyway—just live through a few days of Rebel rule and life will get back to normal soon.
3. York is a town growing in wealth. Getting the city destroyed will end all that.
4. York is already a role model for other cities—let's be a model of how to protect our own.
5. We can save our homes and property if we get along rather than fight.

****Con/Against surrender side:**

1. We must at least try to resist. We can't just let the Rebs walk in here and take over as if we didn't care.
2. What will other small cities think of us? We let selfishness get in the way of the national good.
3. What ever happened to honor? It is the honorable thing to do to defend your city against invasion.
4. If we try to resist, the Confederates may decide it's too much trouble and turn back.
5. Plenty of families are making sacrifices in the war. This is our way to contribute.