



**Distance Learning Program  
Program Materials**



## Educator Information

Thanks for watching one of our Distance Learning videos! With this program, students work together to make connections between the past and the present with hands-on activities. Everything you need is in this package and in the video. The program usually takes an hour to complete.

### Before you begin the video, here's what you need to do:

1. Divide the class into five groups.
2. Print the materials needed as listed below. Do NOT distribute to students until requested to do so.

Materials Needed	Copies Needed
Hats or Hat Images	There are 6 hat images. One copy of each image needed.
Group 1 Materials	1 worksheet, 1 information page, 1 primary source page, 1 biography page
Group 2 Materials	1 worksheet, 1 information page, 1 primary source page, 1 biography page
Group 3 Materials	1 worksheet, 1 information page, 1 primary source page, 1 biography page
Group 4 Materials	1 worksheet, 1 information page, 1 primary source page, 1 biography page
Group 5 Materials	1 worksheet, 1 information page, 1 primary source page, 1 biography page

3. Randomly pass out the hat images when prompted by the Museum Instructor. There are five groups and six hats, so one group will receive two hats. It does not matter which group receives two images.
4. Ready? Start the video, **but be prepared to pause it** when the Museum Instructor prompts you to do so. **Please do not pass out materials until prompted to do so during the video.**

### During the video:

1. Monitor group activity and assist students who are having difficulty.
2. Keep students on topic and help them follow directions.

### After the video:

1. Please take a moment to fill out the enclosed evaluation form or use the online evaluation at [ncmuseumofhistory.org/learn](http://ncmuseumofhistory.org/learn).
2. Check the museum website for additional resources.

**Hat 1**



**Hat 2**



**Hat 3**



**Hat 4**



**Hat 5**



**Hat 6**





## Group 1, Page A: Catherine Edmondston Information



Catherine Devereux was born in 1823, in Halifax County. After marrying Patrick Edmondston, she lived at Looking Glass plantation. The Edmondstons owned 88 slaves.

The Edmondstons were **secessionists**; they believed that the southern states should leave the Union and join the Confederate States of America.

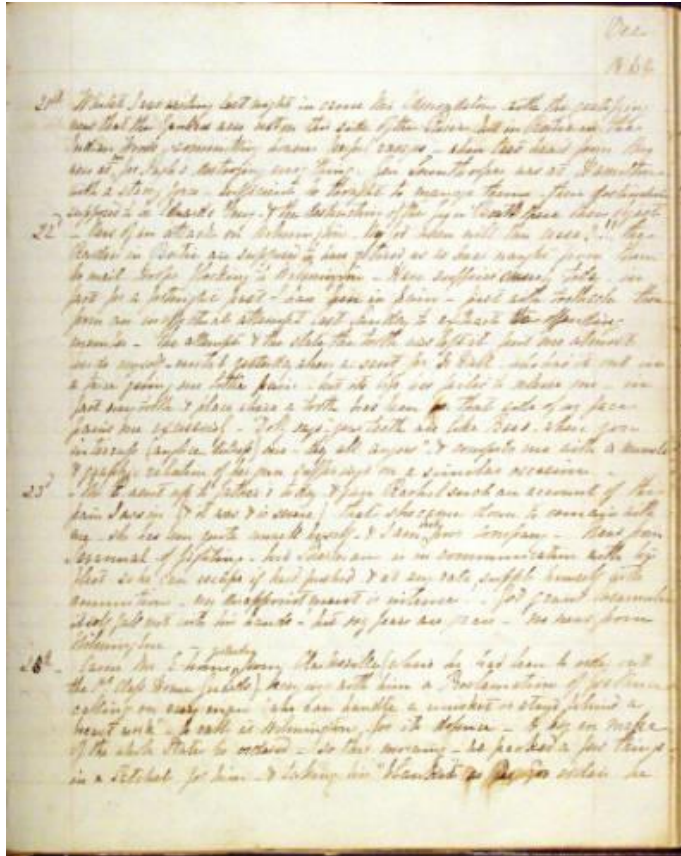
Catherine Edmondston wrote frequently in her diary about her life.

During the war, many people in the state were hungry and without enough clothing. The Edmondstons did not experience these shortages. The enslaved people at the plantation grew or made much of the food and clothing needed by the Edmondstons.

Catherine Edmondston remained loyal to the Confederacy, even after it was defeated. The Edmondstons lost much of their wealth when the enslaved people were freed. She died at age 51, in Raleigh.

## Group 1, Page B: Catherine Edmondston Primary Source

### Edmondston Diary Entries



#### February 18, 1861

Today was inaugurated at Montgomery [Alabama] Jefferson Davis, President of the Confederate States of America. . . . O that North Carolina would join.

#### January 31, 1862

Dined with Sister Frances. All well & as usual, she was busy making haversacks and flags for the regiments to take the field in the spring.

#### March 15, 1865

There will be many days this summer when we cannot taste meat, but what of that if our army is fed.

#### April 11, 1865

Yesterday came the . . . officers with orders from General Johnston to *take all the best of our horses*, to leave us only the worthless & the inferior. . . . We have given & freely given all we could spare.

**Group 1, Page C: Catherine Edmondston**

**Video Introduction**



- **In February 1861 most North Carolinians did not want to secede from, or leave, the Union.**
- **Still, three months later, on May 20, 1861, North Carolina joined the Confederate States of America.**
- **After secession, many North Carolina men joined the Confederate army, and family members at home learned to do without them.**



## Group 1: Catherine Edmondston Work Sheet

### Part 1

Catherine Edmondston was born in \_\_\_\_\_ in \_\_\_\_\_ County. She and her  
(Information page A) (Information page A)

husband owned \_\_\_\_\_ slaves and lived on \_\_\_\_\_ plantation. The Edmondstons  
(Information page A) (Information page A)

were \_\_\_\_\_, which means they believed that North Carolina should join the  
(Information page A)

Confederate States of America. During the Civil War, Catherine Edmondston wrote in

her \_\_\_\_\_ frequently. She did not suffer many hardships during the war because  
(Information page A)

of the \_\_\_\_\_ and \_\_\_\_\_ produced by the enslaved people. In 1862,  
(Information page A) (Information page A)

Edmondston recorded in her diary that her sister Frances was busy making

\_\_\_\_\_ and \_\_\_\_\_ for the regiments. Just before the war ended,  
(Primary Source page B) (Primary Source page B)

in April 1865, Edmondston wrote, "We have given and freely given \_\_\_\_\_

\_\_\_\_\_."  
(Primary Source page B)

### Part 2

Discuss with your group these questions and make some notes for discussion.

After the Confederacy lost the war, did Catherine Edmondston's feelings about the Confederacy change?

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Do you think her life changed after the war? If so, in what ways?

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**Group 2, Page A: Francis and Martha Poteet  
Information**



Francis and Martha Poteet were born in Burke County in the mid-1820s. Francis was a carpenter, miller, and farmer. Martha tended the home and raised their 13 children.

In 1863 Francis was drafted into the Confederate army. He faced many hardships, including hunger, tiredness, and the dangers of battle.

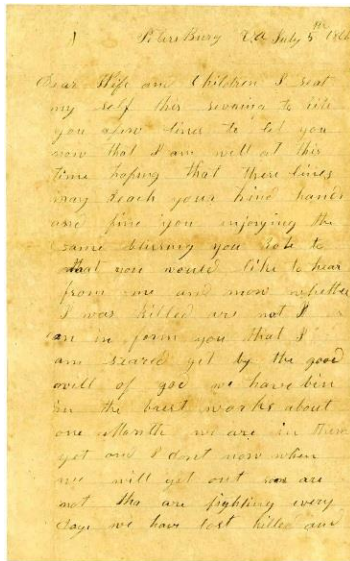
Martha also had hard times running the farm and home by herself. The family was often hungry and sick.

In 1863, Francis left his army unit without permission to visit their dying son, Alvis. When Francis returned to the army, he was sent to prison for desertion. Two of their children died during the war years.

After the war the family moved. Francis worked in a grinding mill while Martha tended store. Martha and Francis died a day apart in 1902. They were almost 80 years old.

## Group 2, Page B: Francis and Martha Poteet Primary Source

Review the images of the Poteet letters and then read the transcripts of selected excerpts. Original spellings have been retained, but punctuation and paragraph breaks have been added.

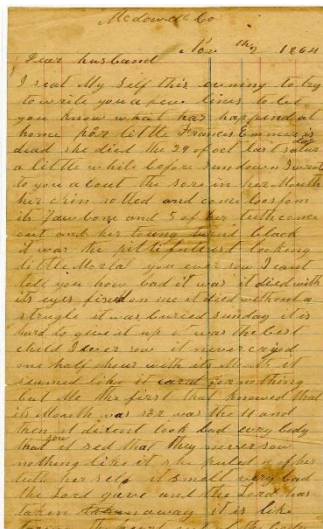


Francis Poteet to Martha Poteet, July 5, 1864

Dear Wife and Children

I seat myself this evning to rite you a few lines to let you now that I am well at this time hoping...you enjoying the same blessing. you rote to me to come home and save the wheat. I cant come. I would like to come home and see you all once more in this life and see my sweete littel baby. . . .

I haint slep one good night sleepe in two month. I have to work and stand gard every night. I am very nigh broken down. . . . fare well dear wife. god bless you is my prayer.



Martha Poteet to Francis Poteet, November 2, 1864

Dear husband

I seat myself this evning to try to write you a few lines to let you know what has happend at home. Poor little Francis Emmer is dead. She died the 29 of oct last saturday a little while before sundown.

I cant tell you how bad it was. . . . she was buried Sunday. I hav ben sick about 5 weeks...I am fixing to send you somthing to eat and a pare of socks. . . .All the children sends you howdy. They say that we are badly whipped. God bless and save you.

**Group 2, Page C: Francis and Martha Poteet**

**Video Introduction**



- **The war years brought great changes to most people in North Carolina.**
- **Soldiers traveled far from home.**
- **People left behind tried to keep farms and families going.**
- **Supplies were hard to come by, and some people went hungry.**



## Group 2: Francis and Martha Poteet Work Sheet

### Part 1

The Poteets were born in the mid-\_\_\_\_\_ in \_\_\_\_\_ County. Francis worked as a  
(Information page A) (Information page A)

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Martha looked after their home  
(Information page A) (Information page A)

and raised their \_\_\_\_\_ children. Francis was a soldier in the \_\_\_\_\_ army.  
(Information page A) (Information page A)

Some of the hardships he faced included \_\_\_\_\_, \_\_\_\_\_, and  
(Information page A) (Information page A)

dangers of battle. Martha also had hard times. \_\_\_\_\_ of their children died during the  
(Information page A)

war years. Martha and the children were often hungry and \_\_\_\_\_. Francis wrote to  
(Information page A)

Martha, "I haint slep \_\_\_\_\_." In a letter,  
(Primary Source page B)

Martha tells Francis she is sending him \_\_\_\_\_ and \_\_\_\_\_.  
(Primary Source page B) (Primary Source page B)

She comments that "we" [the Confederacy] are "\_\_\_\_\_."  
(Primary Source page B)

### Part 2

Discuss with your group these questions and make some notes for discussion.

What worried the Poteets during the Civil War?

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Do you think their lives changed after the war? If so, in what ways?

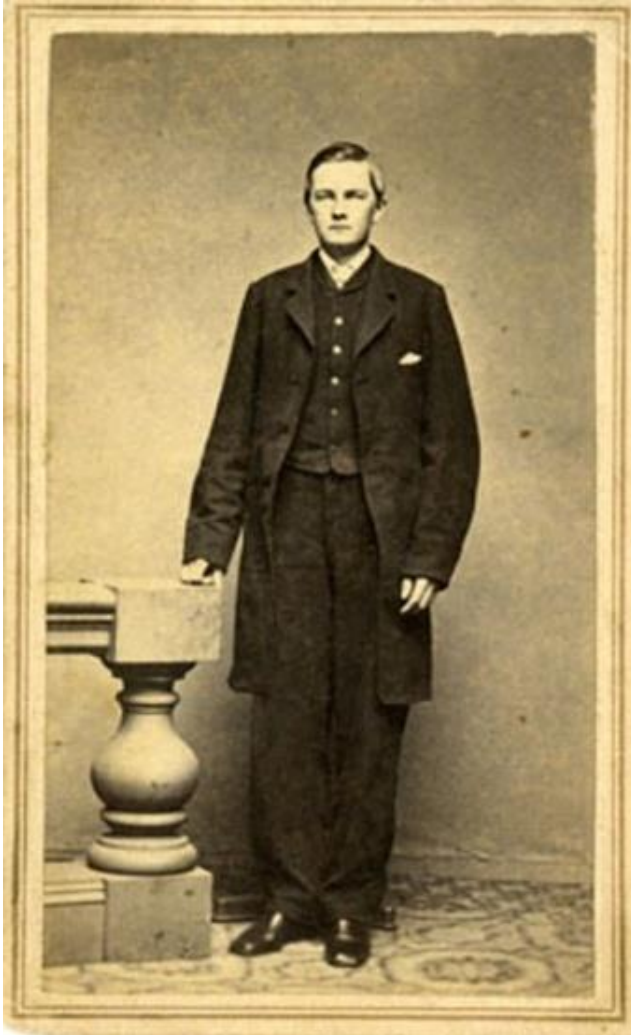
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### **Group 3, Page A: Tilghman Vestal Information**



Tilghman Vestal was born in Yadkin County in 1844. Vestal was a member of the Religious Society of Friends, or Quakers. Quakers do not believe in violence or slavery.

Vestal was drafted into the Confederate army when he was 18. He refused to serve as a soldier or to pay the tax that would have kept him from being a soldier.

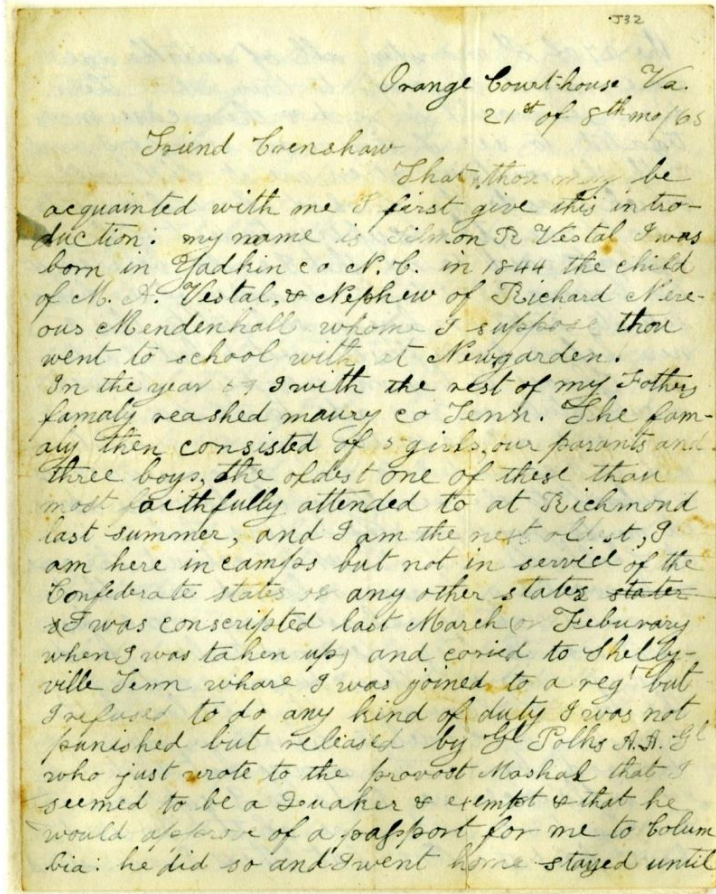
While in the army, he was stuck with bayonets (the blades on the end of rifles) for refusing to do any service, even sweeping.

Vestal was sent to military prison. Eventually, a group of important Quakers had him freed. Vestal went to school at New Garden (present-day Greensboro). In 1865 Vestal moved to Philadelphia, where he studied and started work as a farmhand.

## Group 3, Page B: Tilghman Vestal Primary Source



Review the image of the Vestal letter and then read the transcripts of selected excerpts. Original spellings have been retained, but punctuation and paragraph breaks have been added. Vestal's letter is addressed to John Crenshaw, an important North Carolina Quaker who assisted many "conscientious objectors," men who refused to serve as soldiers because of their beliefs.



Orange Court-house Va. 21st of 8th mo /63

Friend Crenshaw

My name is Tilmon R. Vestal. I was born in  
Yadkin Co N.C. in 1844.

I was conscripted [drafted] last March . . .  
but I refused to do any kind of duty. . . .  
The[y] said I could be exempt by paying  
\$500 to the Treasurer of the Confederate  
States. I did not choose to. . . .

Eventually I was detailed to clean up  
camps . . . I refused to do it. [I] told the  
Colonel that I could not do anything for the  
benefit of the army. He jumped up said I  
will make you went off and brought up his  
police with guns & bayonets one of them  
set a shovel by me & said take it and go to  
work.

I did not. . . . I looked him full in the face &  
said do you think I would endainger my  
soul to benefit my body? At this they began  
to pierce me with their bayonets.

I received 16 pierces one of which was an inch deep. . . . [I] still refused saying nothing could  
make me go to war.

affectually

Tilmon R. Vestal

**Group 3, Page C: Tilghman Vestal  
Video Introduction**



- **North Carolina Governor Zebulon Vance worked to supply the troops with uniforms, food, and arms.**
- **Some North Carolina men, including escaped slaves and free men of color, joined the Union army.**
- **Many Cherokee joined forces with the Confederacy.**



## Group 3: Tilghman Vestal Work Sheet

### Part 1

Tilghman Vestal was born in \_\_\_\_\_ in \_\_\_\_\_ County. Vestal was raised in  
(Information page A) (Information page A)

the \_\_\_\_\_ faith. Quakers do not believe in fighting in wars or in slavery.  
(Information page A)

Vestal was drafted into the \_\_\_\_\_ army. He refused to serve in any way  
(Information page A)

and was sent to \_\_\_\_\_. His family encouraged him to pay the \_\_\_\_\_  
(Information page A) (Information page A)

that would have excused him from service, but Vestal refused. Vestal wrote that he had  
refused to “clean up camps” and that he could not do “anything for the \_\_\_\_\_  
(Primary Source page B)

of the army.” He wrote that the soldiers had used \_\_\_\_\_ to pierce him \_\_\_\_\_  
(Primary Source page B) (Primary Source page B)

times when he refused to work.

### Part 2

Discuss with your group these questions and make some notes for discussion.

Why do you think Tilghman Vestal refused to pay the tax that would have kept him out of the Confederate army?

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Do you think his life changed after the war? If so, in what ways?

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**Group 4, Page A: I. E. Avery  
Information**



Isaac Erwin Avery was born in Burke County in 1828. Avery's family owned a lot of land in western North Carolina and was involved in farming, business, and government.

Avery enlisted in the Confederate army was quickly promoted to colonel.

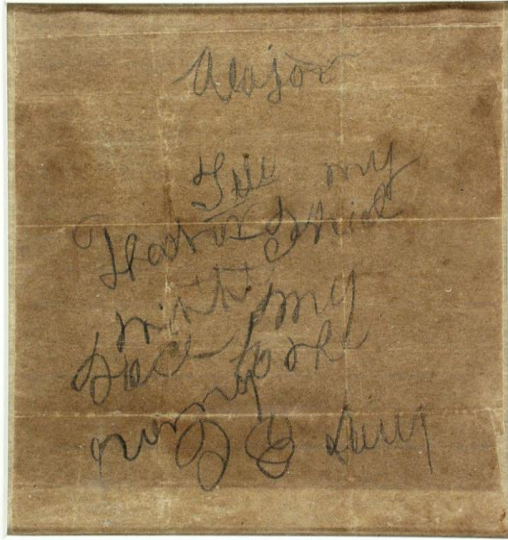
In July 1863, Colonel Avery led an attack on Cemetery Hill at the Battle of Gettysburg.

Colonel Avery led his men riding a large black warhorse. He was the only soldier on horseback in the attack. Avery was shot at the base of the neck and fell from his horse. Unable to speak, he took a pencil and a scrap of paper from his coat and wrote a note to his father.

The blood-stained note was found near his hand. Avery died soon after in a field hospital. His soldiers made it to the top of Cemetery Hill, but without help they were forced to retreat.

## Group 4, Page B: I.E. Avery Primary Source

Review the image of the Avery note and then read the transcript.

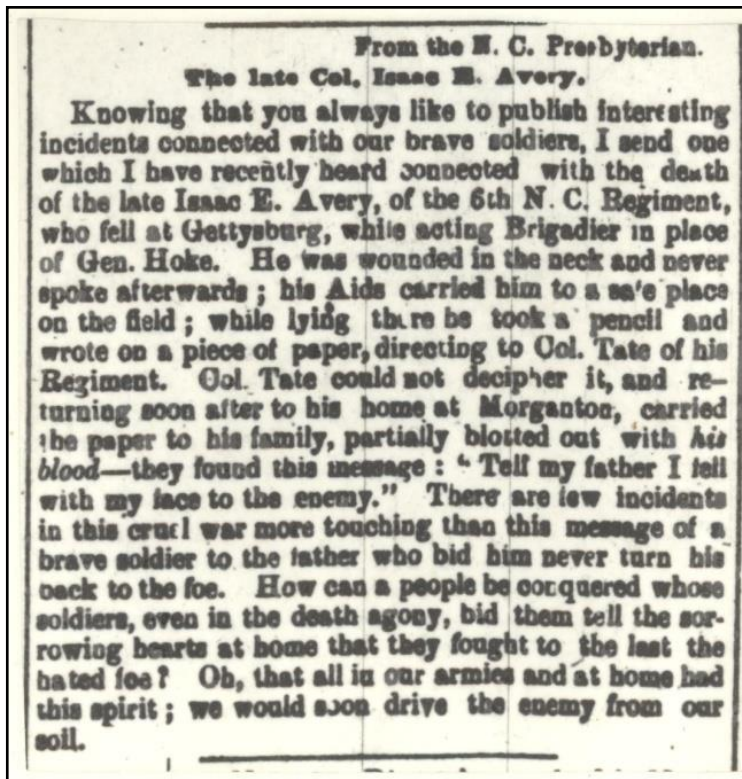


Transcript:

Major

Tell my Father I died with my face to the enemy

I E Avery



This image of an 1864 newspaper article about Avery encouraged devotion to the Confederate cause.

**Group 4, Page C: I. E. Avery  
Video Introduction**



- **In 1863 the Confederacy lost a major battle at Gettysburg.**
- **There was great suffering on the home front.**
- **Getting supplies became very difficult for the Confederacy.**
- **Some people wondered if it was time for peace.**



## Group 4: I. E. Avery Work Sheet

### Part 1

Isaac Erwin Avery was born in \_\_\_\_\_ in \_\_\_\_\_ County. His family  
(Information page A) (Information page A)

owned a lot of land in western North Carolina and was involved in \_\_\_\_\_,  
(Information page A)

\_\_\_\_\_, and \_\_\_\_\_. Avery became a colonel in the  
(Information page A) (Information page A)

\_\_\_\_\_ army. In July 1863, Avery led an attack on \_\_\_\_\_ at  
(Information page A) (Information page A)

the Battle of \_\_\_\_\_. Avery alone rode a large warhorse. As he led his men  
(Information page A)

up the hill, he was shot in the neck and fell to the ground. Unable to speak, he took from  
his coat a \_\_\_\_\_ and \_\_\_\_\_, Avery wrote a note:  
(Information page A) (Information page A)

“ \_\_\_\_\_ ”  
(Primary Source page B)

The last line of an 1864 newspaper article stated, “Oh, that all in our armies and at  
home had this spirit; \_\_\_\_\_.”  
(Primary Source page B)

### Part 2

Discuss with your group these questions and make some notes for discussion.

Why do you think Avery chose to ride a horse up Cemetery Hill?

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Do you think life changed for Avery’s family after the war? If so, in what ways?

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## **Group 5, Page A: Richard Etheridge Information**



Richard Etheridge was born enslaved on Roanoke Island, in Dare County in 1842. Etheridge was taught to read and write by his owner's family.

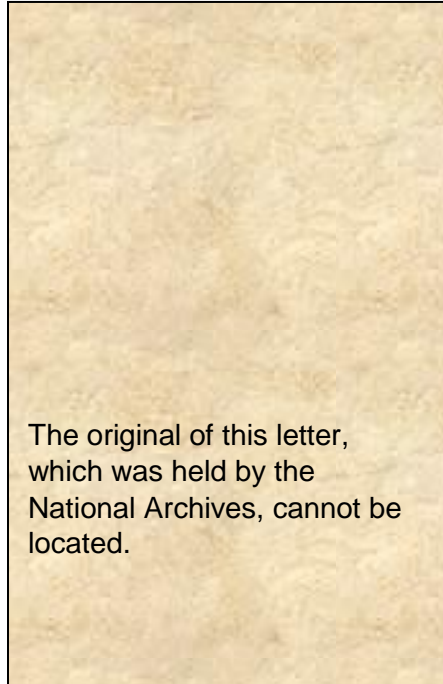
When Union forces captured Roanoke Island Etheridge left his owner and joined the Union army.

Etheridge became a sergeant and helped recruit other soldiers. By the end of the war, over 5,000 black North Carolinians had joined the Union army.

In 1866 Etheridge returned to Roanoke Island to help veterans from his regiment. Years later, Etheridge became the new commander, or keeper, of the Pea Island Lifesaving station. Etheridge's crew saved many lives when shipwrecks occurred. In 1996 the U.S. Coast Guard awarded the Gold Life-Saving Medal posthumously (after death) to Etheridge and his crew.

## Group 5, Page B: Richard Etheridge Primary Source

Read the transcript of a letter from Richard Etheridge and William Benson to General O. O. Howard, commissioner of the Freedmen's Bureau.



The original of this letter, which was held by the National Archives, cannot be located.

**[City Point?, Va. May or June 1865]**

Genl

We have served in the US Army faithfully and don our duty to our Country... but our family's are suffering.

We were promised that our family's should receive rations from government. . . . Our rations are stolen from the ration house by Mr Steeter the Assistant Superintendent...and sold...

Mr Steeter is a thorough Copper head. . . . [He] takes no care of the colored people and has no Simpathy with the colored people. . . .

Our familys have no protection. The white soldiers break into our houses, act as they please, steal our chickens, rob our gardens and if any one defends their-Selves against them they are taken to the guard house for it.

Gen'l we the soldiers of the 36 U.S. Colored Troops humbly petition you to favour us by removeing Mr Streeter at Roanoke Island.

Signed in behalf of humanity  
Richard Etheridge and Wm Benson

**Group 5, Page C: Richard Etheridge  
Video Introduction**



- **In March 1865 Union general William T. Sherman invaded North Carolina.**
- **Confederate general Joseph E. Johnston's army was defeated on March 21 at Bentonville in North Carolina.**
- **April brought the Confederate surrender and an end to the war.**

## Group 5: Richard Etheridge Work Sheet



### Part 1

Richard Etheridge was born enslaved on \_\_\_\_\_ Island in \_\_\_\_\_ County in  
(Information page A) (Information page A)

1842. The family of Etheridge's owner taught him to \_\_\_\_\_ and \_\_\_\_\_.  
(Information page A) (Information page A)

Etheridge left his owner to join the 36th U.S. Colored Troops of the \_\_\_\_\_ army  
(Information page A)

during the Civil War. Over \_\_\_\_\_ black North Carolinians joined the Union army  
(Information page A)

during the war. After the war, Etheridge wrote to a government office to request the  
promised \_\_\_\_\_ for Union veterans' "family's." Etheridge complained about Mr.  
(Primary Source page B)

Streeter, who was supposed to help the freed African Americans. Etheridge wrote  
that Mr. Streeter was a thief. He called him a thorough "\_\_\_\_\_."  
(Primary Source page B)

Etheridge got a job working for a \_\_\_\_\_ station on Roanoke Island  
(Information page A)

and became the keeper, or \_\_\_\_\_, of the Pea Island station in 1879.  
(Information page A)

### Part 2

Discuss with your group these questions and make some notes for discussion.

Why do you think the government helped freed African Americans after the Civil War?

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Do you think life changed for Etheridge after the war? If so, in what ways?

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## **Group 1: Catherine Edmondston Work Sheet Answer Key**



### **Part 1**

Catherine Edmondston was born in **1823 in Halifax County**. She and her  
(Information page A) (Information page A)

husband owned **88** slaves and lived on **Looking Glass** plantation. The Edmondstons  
(Information page A) (Information page A)

were **secessionists**, which means they believed that North Carolina should join the  
(Information page A)

Confederate States of America. During the Civil War, Catherine Edmondston wrote in

her **diary** frequently. She did not suffer many hardships during the war because  
(Information page A)

of the **food and clothing** produced by the enslaved people. In 1862,  
(Information page A)

Edmondston recorded in her diary that her sister Frances was busy making

**flags and haversacks** for the regiments. Just before the war ended,  
(Primary Source page B)

in April 1865, Edmondston wrote, "**We have given and freely given all we could spare.**"  
(Primary Source page B)

### **Part 2**

Discuss with your group these questions and make some notes for discussion.

After the Confederacy lost the war, did Catherine Edmondston's feelings about the Confederacy change?

- She was "unreconstructed," meaning she remained loyal to the ideas of the Confederacy.
- She wrote a book using a false name extolling the virtues of the Confederacy after the war.

Do you think her life changed after the war? If so, in what ways?

- Yes! She and her husband lost property of their enslaved people and lost other sources of wealth.
- Her husband died shortly after the war. Catherine moved to Raleigh.

## Group 2: Francis and Martha Poteet Work Sheet Answer Key



### Part 1

The Poteets were born in the mid-1820's in Burke County. Francis worked as a  
(Information page A)

carpenter, miller, and farmer. Martha looked after their home  
(Information page A)

and raised their 13 children. Francis was a soldier in the Confederate army.  
(Information page A)

Some of the hardships he faced included lack of food, tiredness, and  
(Information page A)

dangers of battle. Martha also had hard times. Two of their children died during the  
(Information page A)

war years. Martha and the children were often hungry and sick. Francis wrote to  
(Information page A)

Martha, "I haint slep one good night sleep in two months." In a letter,  
(Primary Source page B)

Martha tells Francis she is sending him socks and food.  
(Primary Source page B)

She comments that "we" [the Confederacy] are "badly whipped."  
(Primary Source page B)

### Part 2

Discuss with your group these questions and make some notes for discussion.

What worried the Poteets during the Civil War?

- Survival! Not so concerned about the war, but of feeding the family, and daily struggles.
- They wanted to be together again.

Do you think their lives changed after the war? If so, in what ways?

- Yes! They were back together and could fare better. Probably not slave owners, so loss of property was minimal.
- Lived long lives and ran a mill and store. Died one day apart from each other.

## Group 3: Tilghman Vestal Work Sheet Answer Key



### Part 1

Tilghman Vestal was born in 1844 in Yadkin County. Vestal was raised in the Religious Society of Friends/Quaker faith. Quakers do not believe in fighting in wars or in slavery.

(Information page A)

Vestal was drafted into the Confederate army. He refused to serve in any way

(Information page A)

and was sent to military prison. His family encouraged him to pay the tax

(Information page A)

(Information page A)

that would have excused him from service, but Vestal refused. Vestal wrote that he had refused to “clean up camps” and that he could not do “anything for the benefit

(Primary Source page B)

of the army.” He wrote that the soldiers had used bayonets to pierce him 16

(Primary Source page B)

times when he refused to work.

### Part 2

Discuss with your group these questions and make some notes for discussion.

Why do you think Tilghman Vestal refused to pay the tax that would have kept him out of the Confederate army?

- He recognized that taxes paid to free him would go to the Confederate Government and he would not support that government which was waging war and supporting slavery.

Do you think his life changed after the war? If so, in what ways?

- Yes! No longer had to worry about being drafted or being in prison. Free to move, study, and work.

## **Group 4: I. E. Avery Work Sheet Answer Key**



### **Part 1**

Isaac Erwin Avery was born in 1828 in Burke County. His family  
(Information page A)

owned a lot of land in western North Carolina and was involved in farming,  
(Information page A)

business, and government. Avery became a colonel in the  
(Information page A)

Confederate army. In July 1863, Avery led an attack on Cemetery Ridge at  
(Information page A)

the Battle of Gettysburg. Avery alone rode a large warhorse. As he led his men  
(Information page A)

up the hill, he was shot in the neck and fell to the ground. Unable to speak, he took from  
his coat a pencil and a scrap of paper. Avery wrote a note:  
(Information page A)

“Major, tell my father I died with my face to the enemy.”  
(Primary Source page B)

The last line of an 1864 newspaper article stated, “Oh, that all in our armies and at  
home had this spirit; we would soon drive the enemy from our soil.”  
(Primary Source page B)

### **Part 2**

Discuss with your group these questions and make some notes for discussion.

Why do you think Avery chose to ride a horse up Cemetery Hill?

- He was a leader of men who knew they were facing almost certain death and sought to set an example of bravery.

Do you think life changed for Avery’s family after the war? If so, in what ways?

- Yes! They missed him very much and his family lost wealth and property, including their enslaved people.



## **Group 5: Richard Etheridge Work Sheet Answer Key**



### **Part 1**

Richard Etheridge was born enslaved on **Roanoke** Island in **Dare** County in

(Information page A)

1842. The family of Etheridge's owner taught him to **read and write.**

(Information page A)

Etheridge left his owner to join the 36th U.S. Colored Troops of the **Union/United States** army

(Information page A)

during the Civil War. Over **5,000** black North Carolinians joined the Union army

(Information page A)

during the war. After the war, Etheridge wrote to a government office to request the

promised **rations (food)** for Union veterans' "family's." Etheridge complained about Mr.

(Primary Source page B)

Streeter, who was supposed to help the freed African Americans. Etheridge wrote

that Mr. Streeter was a thief. He called him a thorough **"copper head"**

(Primary Source page B)

Etheridge got a job working for a **lifesaving** station on Roanoke Island

(Information page A)

and became the keeper, or **commander** of the Pea Island station in 1879.

(Information page A)

### **Part 2**

Discuss with your group these questions and make some notes for discussion.

Why do you think the government helped freed African Americans after the Civil War?

- The U.S. Government recognized a need and an obligation to help newly freed peoples.
- During the war, many enslaved people escaped, seeking Union troops, looking for work and for help reconnecting with lost loved ones.

Do you think life changed for Etheridge after the war? If so, in what ways?

- Freed! He no longer had to worry about losing loved ones to enslavement and could seek family members.
- He found a position of responsibility and earned a living, running one of the most successful lifesaving stations in the country.

## **Museum Contact Information**

We hope that you have enjoyed taking part in this distance learning program. We invite your comments and questions. Please take advantage of other distance learning programs offered by the North Carolina Museum of History, including History-in-a-Box kits, videos on demand, educator notebooks, and the Tar Heel Junior Historian Association, as well as professional development opportunities for educators. For more information, visit [BeyondTheExhibits.com](http://BeyondTheExhibits.com)

### **North Carolina Museum of History**

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<http://ncmuseumofhistory.org/>

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