

Title of Unit: The Civil War and Monroe County, Tennessee

Vital Theme of the Unit: Students will understand why soldiers from Monroe County fought for the different armies of the Civil War.

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Grade Level: Third Grade

Number of lessons in the unit: Six

Time needed to complete the unit: Two weeks

Curriculum standards addressed: 3.3.spi.2, 3.3.spi.3, 3.3.spi.6, 3.5.spi.1, 3.5.spi.2, 3.5.spi.3

Technology used: overhead projector, transparencies, and maps scanned onto software, and photocopied for map skills practice

Unit introduction and overview of instructional plan: Students will work to achieve all of the following to seventy-five percent mastery.

*Students will use a map key.

*Students will find a specific location on a map by using a map key.

*Students will use absolute and relative locations to identify places (towns, communities) on a map.

*Students will utilize skills to locate a place using cardinal directions and symbols given an appropriate map with a key. (How to find one community from another through use of cardinal directions and a compass rose.)

*Students will use a timeline to determine the order of historical sequence of events.

*Students will read and interpret facts from a historical passage.

*The activities will promote a deep understanding of the vital theme of the unit through hands on activities, reading, and discussion of local soldiers in a topic of high interest.

*Using maps will promote more understanding of a lifelong skill.

*The class will understand the place of historical events in context of past, present, and future.

*The students will be able to explain how to use historical information acquired from a variety of sources.

*Reading the material presented will foster an understanding of how local, state and national events relate to our past, present, and future.

*The student's reading of primary source (original) documents such as a muster roll will be used in this unit.

*Students have some knowledge of the Civil War. This knowledge may be limited or inaccurate. While students with families originally from the South and East Tennessee may think all Tennesseans sided with the Confederacy not all will know of the Union support in this area. The pretest will not measure the depth of that knowledge. Students will read a book in class that will not address the topic of Union supporters in East Tennessee. The class will read materials researched by the instructor about the differences of two local soldiers from both armies in East Tennessee.

*The unit will help students develop their knowledge of the Civil War through discussion questions prior to reading, examining of primary source documents, and using map skills. Timelines will also aid in this understanding.

*Students will have opportunities to meet requirements of state curriculum.

*Their prior knowledge will be reevaluated through a test made out by the instructor at the end of the unit.

*Students will link language arts curriculum to the unit by filling out muster rolls for Civil War soldiers.

*Students will use correct capitalization and punctuation in names of communities, and soldiers.

*Students will also link the language arts through comprehension questions.

*Students will organize and sequence facts from historical sources (primary and secondary).

One of the most interesting topics in American history is the United States Civil War. Men fought in the Civil War for different reasons according to historian James M. McPherson (1995, 1-2). Local historian W. Todd Groce (1999, 22) found East Tennesseans on college campuses during that time with separate views that led them in debate and later service. Attorney Robert B. Barker researched the service records of the Third Tennessee Mounted Infantry Confederate Brigadier-General John C. Vaughn and the service records of the Third Tennessee Mounted Infantry Union Lieutenant Colonel Joe Divine. Early in the war Vaughn joined the secession movement, while Divine entered the war after Military Governor Andrew Johnson gave him a commission. The examination of these two different East Tennesseans' careers reveals a divided nature of the region during the Civil War.

McPherson's (1995) introduction states that most of the correspondence he examined from volunteers across the country revealed men fought with courage. They felt it was their duty to fight. There was peer pressure among them, groups unified, and soldiers bonded. Fighting really was the masculine thing to do.

In the beginning of the conflict, no matter what their convictions were, all thought they were doing the right thing. McPherson writes that Confederates fought to maintain their freedom and to protect their homeland (1995, 18). South Carolinians even declared they fought based on patriotic beliefs (McPherson, 1995, 16). Union soldiers claimed their reason to fight was to preserve our nation. They claimed this was patriotic because earlier generations had fought for freedom. Both sides could claim about the same amount of patriotic convictions (McPherson, 36).

Some southern states were divided on the issue of secession and slavery. A few states were divided on issues geographically. Tennessee was one such state. In East Tennessee, there were counties that remained troubled due to these divisions in beliefs, and divided loyalties. West and Middle Tennessee were pro secession due to economic reasons. Middle and West Tennesseans allied with the Confederacy because they had more slaves and plantations. East Tennessee did not have that many slaves.

Not everyone is aware of the divided loyalties that existed during the Civil War in East Tennessee. There were numerous Confederates in East Tennessee as well as staunch Unionists. According to historian Thomas L. Connelly (1990, 3) Union sympathizer William "Parson" Brownlow went so far as to suggest secession from Tennessee in his newspaper *Brownlow's Knoxville Whig*. Groce's *They Made Me a Rebel*, (1999, 22) on the other hand points out college students in East Tennessee debated secession. Henry M. Doak, a student at Washington College, was asked by his friends to lead the secessionist argument. In January of 1861, F. K. Berry impetuously delivered a speech that urged secession, at Hiwassee College's Literary Society Celebration, in Monroe County. A majority of the faculty at Tusculum College in Greene County were fervent union men related one secessionist student. Most of Tusculum's pupils supported the South and several joined the secessionists (Groce, 1999, 22). Abraham Lincoln later appointed U. S. Senator from East Tennessee Andrew Johnson, an ardent Union man, as military governor of Tennessee (Connelly, 1990, 32).

However, if one examined the Civil War after the Union occupied much of Tennessee, men began to fight for many different reasons especially in East Tennessee. Soldiers from East Tennessee joined both Union and Confederate forces. There were those

who went to war only to desert and return home. Groce (1999, 104) indicates that Brigadier General John C. Vaughn's men left their units by the hundreds in March of 1864. Maybe the largest blow to Confederate enlistment came after the Yankees burned five railroad bridges cutting off correspondence to the rest of the Confederacy in November of 1861. Local Confederates panicked. Groce (1999, 81) claims it is likely after all of this those who might have joined the Confederates opted to remain at home and look after family members. Tennessee citizens in Union held territory had to deal with raiders who had fought for both sides. In the Tellico Plains area of Monroe County General William Tecumseh Sherman came and destroyed the iron works on his famous march to Atlanta. Crops and livestock were be taken by soldiers. Some farmers were gone to hide and there might be little or nothing to eat at all. During occupation by federal troops this was common.

Confederate Brigadier General John Crawford Vaughn, reportedly born in Madisonville, Tennessee on February 21, 1824, served as a Captain in the Fifth Tennessee Infantry in the Mexican War. Before the Civil War Groce (1999, 16) notes that Vaughn had started hotel construction in nearby Sweetwater, Tennessee. Railroad travel that became important to the valley brought the need for hotels.

In the early hours of April 12, 1861, John C. Vaughn was one of the rebels shelling Fort Sumter in Charleston. Groce (1999, 68) thought that was unusual due to Vaughn's East Tennessee background and present historians would probably agree. In 1860 Vaughn had been a delegate to the Democratic National Convention in Charleston. This is important because it revealed his identification with the Confederates. Vaughn saw his presence as vital; he was loyal to the cause. What he experienced with South Carolinians in

the wee hours of that early spring morning must have led him to believe East Tennesseans would be involved in this war. After Fort Sumter was surrendered by the North, Vaughn returned to Monroe County and entered the service of the state on May 29, 1861 (National Archives, RG. 109). Although disputed, some claim his was the first company from East Tennessee offered in service of the Confederacy on June 6, 1861. Vaughn was chosen as the colonel after a few weeks passed. Ironically Joe Divine and John C. Vaughn commanded troops with similar names in opposing armies. Both command companies in the regiments named or later named the Third Mounted Infantry, and both were organized in Monroe County, Tennessee.

Vaughn and Divine are not typical soldiers of the Civil War. Neither joined the war at the same time. Lieutenant Colonel Joe Divine was commissioned by Military Governor Andrew Johnson to organize a Union regiment to serve one hundred days on August 8, 1864. No reason is given for Joe Divine joining at that late date (Barker Papers, Roll 2). Groce (1999, 68) leads one to conclude Vaughn may have been led to the cause sooner because of his experiences in Charleston, South Carolina.

Lieutenant Colonel Joe Divine or Fightin' Joe Divine was born on February 12, 1812 in South Carolina and moved to the Big Creek community near Madisonville in Monroe County, Tennessee (Barker Papers, Roll 2). The Third Tennessee Mounted Infantry Regiment of the United States of America had Companies C, D, G, and H assigned to Lieutenant Colonel Joe Divine's Battalion. The men were organized in the area of Monroe County. Divine's commission occurred at Loudon (Barker Papers, Roll 2). His service record shows muster in at Loudon, Tennessee (National Archives, RG. 94) and Monroe County, Tennessee in August of 1864. During the summer and fall of that year

Divine had his headquarters around Loudon and Madisonville

(<http://ourworld.compuserve.com/homepages/4the3sratledges/3rdhistory.html>).

Although Vaughn's soldiers were in a lot of fighting, Divine's saw little fighting. On June 19, 1861 under Colonel A. P. Hill, Vaughn commanded his Third Tennessee Infantry and joined by the Thirteenth Virginia Infantry incinerated a railroad bridge (O.R. Ser. 1, Vol. 2, 131-32). Groce (1999, 77) states that during the first battle at Manassas, Vaughn's soldiers were the only Tennesseans that took part in battle.

Then the Third Tennessee Infantry was ordered to Knoxville, and in late March they fought bushwhackers in Morgan and Scott Counties. On June 17, 1862 Vaughn returned to Knoxville and won a skirmish near Tazewell on August 6. Vaughn was promoted to the rank of Brigadier General the next month. The Third Tennessee Infantry participated in the siege of Cumberland Gap. There is no record of them being involved in the battle of Perryville even though they went into Kentucky. In November of 1862, they camped at Cumberland Gap (Tennesseans in the Civil War, Part I, 180). Their orders arrived for deployment to Vicksburg, Mississippi on December 1, 1862 (O.R. Ser. I, Vol. 15, 885). Vaughn was among those captured at Vicksburg on July 4. They were paroled, and exchanged by September 12, 1863 (Tennesseans in the Civil War, Part I, 180).

In the campaign for East Tennessee they acquired the name Third Tennessee Mounted Infantry upon Vaughn's suggestion on October 23, 1863 (Tennesseans in the Civil War, Part I, 180). On October 27, 1863 Vaughn sent Lieutenant Campbell Taylor and Cherokees from Colonel Thomas' Legion after Monroe County's Union Captain Goldman Bryson was killed within a few days (O.R., Ser. I, Vol. 31, Part 1, 9). Vaughn's Third was listed under Lieutenant General James Longstreet's Calvary Corps on December 31, 1863

(O.R., Ser. I., Vol. 31, Part 3, 890-91). The whole time from its conception the Third was added to and detached from through various campaigns. By May 8, 1864 the inspection stated command to be unsatisfactory, 1,200 soldiers capable of service and 199 of those were from the Third Tennessee Mounted Infantry (Tennesseans in the Civil War, Part I, 180).

Part of Brigadier-General John C. Vaughn's Brigade and a detachment of the Third, took part in the Valley of Virginia campaign near Lynchburg that summer. In August 1, 1864 they served under Brigadier General John H. Morgan in the Department of Western Virginia and East Tennessee (Tennesseans in the Civil War, Part I, 180). Colonel W.M. Bradford commanded part of the brigade near Bull's Gap and Bristol (O.R. Ser. I., Vol. 39, Part II, 741-742). The Third fought in October and November at Morristown and Bull's Gap, Tennessee. Major General John C. Breckenridge commanded the brigade when 993 soldiers are shown in a report dated November 10, 1864 (O.R. Ser. I, Vol. 39, Part III, 907). How many soldiers were Vaughn's is not known.

The Third Mounted Infantry Tennessee was stationed at Jonesboro, Tennessee and its brigade at Bristol, Tennessee on February 5, 1865. The brigade had 989 men capable of service on February 28, 1865 under the command of Brigadier General John Echols. Following the surrender of General Lee at Appomattox, on April 9, 1865 the brigade was sent to North Carolina. In Charlotte, North Carolina the men joined the escort of President Jefferson Davis (Tennesseans in the Civil War, Part I, 180). Vaughn was ordered to travel to the Mississippi River with Jefferson Davis. On May 9, 1865 Brigadier General Vaughn went to be paroled and objected to giving up the horses (O.R. Ser. I, Vol.

49, Part II, 687). That same day Vaughn surrendered was in Washington, Georgia (O.R. Ser. I, Vol. 49, Part II, 702).

As stated earlier Lieutenant Colonel Joe Divine was not commissioned in the Union ranks of Tennessee men until August of 1864, should the question why be posed? If researched there appears no reason for Divine's late commission. Could it have been just timing in the decision of Military Governor Andrew Johnson? No reason has been found by this researcher as to why Divine did not enter the war sooner. Brigadier General John C. Vaughn joined very early in the war and he probably would give political and economic reasons.

Lieutenant Colonel Joe Divine's United States Army Third Tennessee Mounted Infantry Regiment did experience one small obscure skirmish. This is quite a difference between John C. Vaughn and Joe Divine. In November of 1864, companies C and G fought some Indians from Colonel Thomas' Legion close to present-day Robbinsville, North Carolina, then known as Fort Montgomery. Some sporadic shots were fired and it was over (<http://ourworld.compuserve.com/homepages/4the3sratledges/3rdhistory.html>).

John C. Vaughn lived ten more years after the war and Joe Divine did not live through the end of the war. Joe Divine was captured in Monroe County and later killed in neighboring McMinn County, Tennessee on January 28 of 1865 (Barker Papers, Roll 2). Historian Noel C. Fisher (1997, 80) stated Divine had served as the deputy provost marshal of Monroe County at the time of his murder. Later a pension was fraudulently claimed through a series of forgeries for Lieutenant Colonel Joe Divine's widow by Confederate Lieutenant Thomas Glenn Boyd of Sweetwater, Tennessee. Lieutenant Boyd claimed that Divine had died of smallpox (Barker Papers, Roll 2).

In the Civil War struggles of Lieutenant Colonel Joe Divine and Brigadier General John C. Vaughn one can draw these conclusions. Lieutenant Colonel Divine did not join the opposing Union army early in the war, did not see many battles, and did not live to see the war end. On the other hand Brigadier General John C. Vaughn joined the Confederacy as soon as he probably could, experienced many things not even listed here prior to and during the war, lived through the battles he fought in, and according to the Official Records on May 9, 1865 surrendered in Washington, Georgia (Ser. I., Vol. 49, Part II, 702). Groce (1999, 155) relates in 1871 citizens of Polk, McMinn, Meigs, and Monroe Counties elected Vaughn on the Democrat ticket to the Tennessee State Assembly. He served as speaker of the Tennessee State Senate. Prior to his death he returned to Thomasville, Georgia his wife's hometown to run a large plantation. On September 10, 1875 he died nearby and is buried there.

Bibliography

Primary Sources

The Service Records of The Third Tennessee Mounted Infantry Union Lieutenant Colonel Joseph Divine. National Archives. RG. 94. Roll 143. 1962.

The Service Records of the Third Tennessee Mounted Infantry, Confederate Brigadier General John Crawford Vaughn. National Archives. RG. 109. Roll 128. 1962.

War of the Rebellion: Official Records of the United States. 128 Vols. Washington, D.C. Government Printing Office, 1880-1900.

Secondary Sources

Robert B. Barker Papers, Roll 2. McClung Historical Collection, McClung Library, Knoxville TN.

Civil War Centennial Commission of Tennessee. *Tennesseans in the Civil War: A Military history of Confederate and Union Units with Available Rosters of Personnel In Two Parts*. Nashville, TN. Part I. 1964.

Connelly, Thomas L. *Civil War Tennessee: Battles and Leaders*. The Tennessee Historical Commission. Knoxville, TN. The University of Tennessee Press. 1990.

Fisher, Noel C. *War at Every Door: Partisan Politics & Guerilla Violence in East Tennessee 1860-1869*. The University of North Carolina Press. Chapel Hill. 1997.

Groce, W. Todd. *East Tennessee Confederates and the Civil War: They Made Me a Rebel*. Knoxville, TN. The University of Tennessee Press. 1999.

McPherson, James M. *What They Fought For: 1861-1865*. Louisiana State University Press. 1994.

<http://ourworld.compuserve.com/homepages/4the3sratedges/3rdhistory.html>

Unit: The Civil War and Monroe County, Tennessee

Lesson Title: Pretest and Preview to the Civil War – Lesson 1

Grade Level: Third

Essential Question to the Vital Theme: What do you know about the Civil War?

Lesson Time: One reading class period and one social studies period on the same day.

Curriculum Standards: 3.5.spi.3 will be introduced if the archive records are used.

Technology used and how: The overhead projector and one transparency will be used to build vocabulary, and discuss topics related to the Civil War while brainstorming after the pretest. If time permits the class will view photocopied-microfilmed service records and muster rolls of a local Union and Confederate soldier.

Materials: Moore, Kay. *If You Lived at The Time of the Civil War*. New York. 1994. Scholastic.

Vis-à-vis pens, worksheet (paper copy of brainstorming transparency for student use). Instructor made pretest and photocopied archive records of local soldiers.

Activity descriptions and overview strategies: Primary sources: *The service records of local Confederate and Union soldiers are primary sources. Records teach the class when, where, and how local soldiers enlisted in armies from East Tennessee.

Secondary Sources: Secondary sources will describe effects the Civil War had on people. *Moore's *If You Lived at the Time of the Civil War* is written on an elementary school student's level.

After the pretest instructor interaction consists of a brainstorming discussion to lead students in developing an introduction to the Civil War. Edward de Bono writes that brainstorming is the focusing on a problem to deliberately come up with an answer. The problem here is defined as what Cronbach and Snow call prior achievement. As mentioned earlier class members may possess some knowledge of the Civil War. This is important because it suggests a general type of learner characteristic that can help teachers choose methods of instruction. According to Tobias (1976) with higher levels of achievement the lower the instructional support levels needed to reach instructional objectives. Or as the level of prior achievement descends, the amount of instructional support needed increases (67).

Robert McNergney writes that to fulfill Tobias's prescription the learner's needs must be diagnosed (1988, 215). A pretest can determine the amount and depth of instruction needed or what knowledge is possessed about the subject matter. Achievement in the content area prior to administration of the pretest can be measured upon its completion. The pretest will

be used to assess the depth of subject matter knowledge through a multiple choice and short answer test. Students will fill in the discussion sheet as a note taking activity.

Bloom, B. S. , Englehart, M. B. , Furst, E. J. , Hill, W. H. & Krathwol, D. R. , 1956. *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York: Longmans Green

Cronbach, L.J., & Snow, R. E. *Aptitudes and instructional methods: A handbook for research on interactions*. New York: Irvinton. (1977).

McNergney, Robert. ed. *Guide to Classroom Teaching*. Allyn & Bacon, Inc. Boston. 1988.

Tobias, S. Achievement treatment interactions. *Review of Educational Research*, 46, 61-74. 1976.

Supporting Assignments/Homework: The class will take notes discussing the topics written on the test.

Assessment: The pretest will determine what factual information of the Civil War is known. This is a starting point only. Eight year olds have little knowledge of the American Civil War. Multiple choice and short answer tests increase their chances of a higher score. Tests need to be that which a student tries each item. The pretest consists of five multiple choice questions and one short answer question. The pretest will examine the pupils' Civil War knowledge in relation to time, what leaders they are familiar with, and Monroe County, Tennessee's participation in the war. Informal evaluation based on Bloom's Taxonomy proceeds from recall, comprehension, application, analysis, synthesis, then reaches evaluation. This instructor utilizes Bloom's in the posttest. There the student will recall facts, show comprehension of the vital theme of the unit, apply the information as to why events occurred, sort out the information in analysis, work with the whole in synthesis and evaluation will occur.

Pretest Questions: The Civil War started in ___ and ended in ___? The names of the two armies who fought were ___ and ___? Which army did **most** of Tennessee's soldiers fight for? What army did soldiers from Tennessee **not** fight for? Can you name a famous soldier from the Civil War?

Pretest: The Civil War

Name _____

1. The Civil War started in what year?
 - a. 1865
 - b. 1861
 - c. 1945

2. The Civil War ended in what year?
 - a. 1941
 - b. 1860
 - c. 1865

3. The names of the armies who fought in the Civil War were _____ and the _____.

4. Which army did **most** of Tennessee's soldiers fight for?
 - a. The Confederate-South
 - b. The Union-North

5. Tennessee soldiers **did not** fight for which army?
 - a. The Union-North
 - b. The Confederate-South
 - c. The British

6. Circle the names of famous Civil War soldiers.
 - a. Jefferson Davis
 - b. U. S. Grant
 - c. Abraham Lincoln
 - d. Robert E. Lee

Lesson 1

Discussion: **The American Civil War**

Name _____

1. Armies of the Civil War

_____ and
_____.

2. The Civil War started on _____.

3. The Civil War ended on _____.

4. Tennessee soldiers fought for the

_____ and
_____.

5. The famous soldiers you know are

_____ and
_____.

6. Two soldiers you may not know from Monroe County, Tennessee are

_____ and
_____.

Unit: The Civil War and Monroe County, Tennessee

Lesson Title: Background of the Civil War – Lesson 2

Grade Level: Third

Essential Question related to the Vital Theme: What was the Civil War, when and how did it start?

Lesson Time: One reading class period and one social studies period on the same day.

Curriculum Standards: 3.5.spi.3 will not be met because only a secondary source will be used.

Technology used and how: Questions from the book will be discussed and written down by the instructor on the overhead projector.

Materials:

Secondary Source

*Moore, Kay. *If You Lived at the Time of the Civil War*. New York. 1994. Scholastic. (ppg. 6-17).

Activity descriptions and overview of instructional strategies: Pages six through seventeen of Moore's *If You Lived at the Time of the Civil War* will be read to integrate background information of the Civil War. The information integrated will be related but not limited to questions such as these: How did the war start? When was the war fought? Who fought in which army? James Mackey and Deborah Appleman (1988) state that the drawback to this is a class limited to using only lower level cognitive skills. The instructor has rewritten the questions to raise the level of questioning. The instructor selected Moore's book for its reading level and its depiction of life at that time. The state curriculum only requires that students to read and interpret facts from a historical passage. *If You Lived at the Time of the Civil War* is a secondary source. It is not a historical passage because it is not a primary source. Discussion topics on most pages are introduced by the preceding question. Moore's book is written in this style. The questions found at the beginning of each topic will be discussed when reading. The student will answer seven questions orally and in writing. Reading and discussion of the subject may be led by the instructor and assistant in two separate small groups. McNergney (1988, 157) claims written questions are most often found in a study guide type format at the end of a reading assignment. Atwood and Wilen (1991, 180) claim more time should be given in answering questions so responses increase. Prior to reading any material the class will be asked questions orally to activate prior learning. This is related to a prereading strategy Vaca and Vaca (1986, 103) recommend. Vaca and Vaca (1986, 376) claim that whole class instruction is practical. It can be utilized to introduce a unit, discuss objectives, build

background and evaluate informally. After reading in small groups the questions will be reviewed together with the whole class.

Atwood, Virginia A. and William W. Wilen. "Wait Time and Effective Social Studies Instruction: What Can Research in Science Education Tell Us?" *Social Education* (March 1991): 180.

Mackey, J. and Appleman, D. (1988). Questioning Skill. In R. McNergney (Ed.) *Guide to Classroom Teaching*. (pp. 145 -165) Allyn & Boston, Inc.

McNergney, Robert. (Ed.) *Guide to Classroom Teaching*. Allyn & Bacon, Inc. Boston. 1988.

Vaca, Richard T. and Jo Anne Vaca. *Content Area Reading*. 2nd Ed. (Boston: Little, Brown and Company, 103, 376).

Supporting Assignments/Homework: *The assignment is to answer the seven questions that are listed on the following worksheet.

Assessment: *The rewritten questions will be taken up for a daily grade. Daily grades add up to one half of the grade for a six weeks grading period. Some of the questions from each assignment will appear on a posttest. The lesson's essential vital theme will be added to with the answering of these questions.

Lesson 2 Background of the Civil War

Name _____

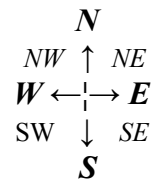
1. When was the Civil War fought?
2. What caused the war?
3. Why did the Southern states want to leave the Union?
4. List the states that left the Union.
5. List the states that stayed in the Union.
6. Name the different kinds of peoples that fought in the Northern army?
7. Name the different kinds of peoples that fought in the Southern army.

Monroe County Civil War Map Activity

Divine Farm – (6,C)

Vonore Elementary School – (1,F)

Vaughn House – (3,A)



Map Key



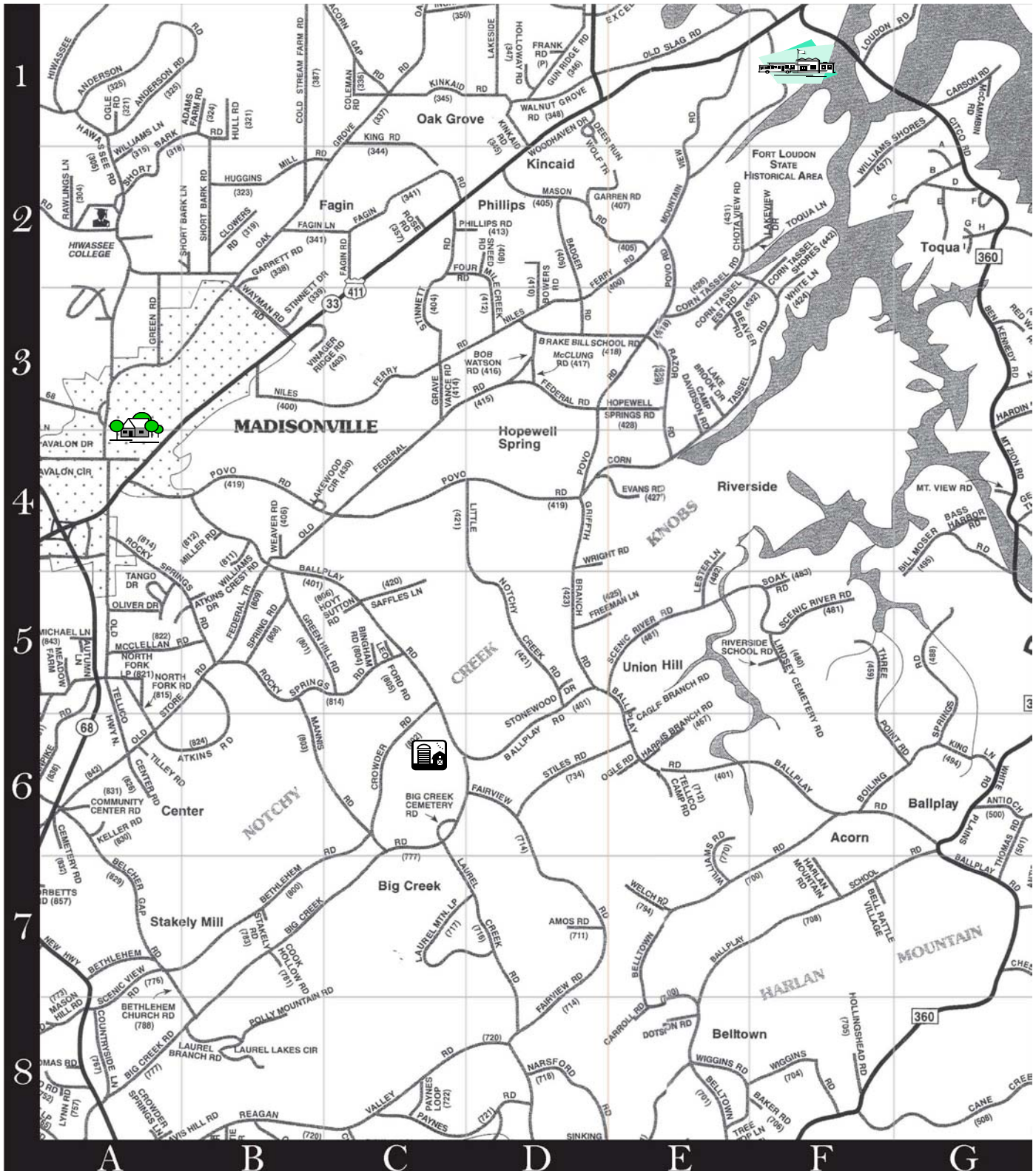
Farm



School



House



Unit: The Civil War and Monroe County, Tennessee

Lesson Title: Experiences of the Civil War – Lesson 3

Grade Level: Third

Essential Question related to the Vital Theme: What was life like during the American Civil War?

Lesson Time: One reading class period and one social studies period on the same day.

Curriculum Standards: 3.5.spi.3

Technology used and how: The photocopied muster rolls of a local Confederate and a local Union officer will be used to make a transparency for an instructor led demonstration on how to fill out the muster roll.

Materials: Primary Sources:

*Service Records of The Third Tennessee Mounted Infantry Confederate Brigadier General John Crawford Vaughn. National Archives. RG. 109. Roll 128.

*Service Records of The Third Tennessee Mounted Infantry Union Lieutenant Colonel Joseph Divine. National Archives. RG. 94. Roll 143.

Secondary Source:

*Moore, Kay. *If You Lived at the Time of the Civil War*. New York. 1994. Scholastic. (ppg. 18-37).

Activity descriptions and overview of instructional strategies: Moore's *If You Lived at the Time of the Civil War* will integrate experiences of army life, witnessing a battle as a citizen, and having food to eat during this time in American History. Discussion topics on most pages are introduced by the preceding question. Moore's book is written in this style. The questions found at the beginning of each topic will be discussed when reading. Reading and discussion of the subject may be led by the instructor and assistant in two separate small groups. McNergney (1988, 157) claims written questions are most often found in a study guide type format at the end of a reading assignment. The instructor has rewritten the questions to raise the level of questioning for an in class assignment after reading. James Mackey and Deborah Appleman (1988) state that the drawback to not raising the level of questioning is the class will be limited to using only lower level cognitive skills. Atwood and Wilen (1991, 180) claim more time should be given in answering questions so responses increase. Prior to reading any material the class will be asked questions orally to activate prior learning. This is related to a prereading strategy Vaca and Vaca (1986, 103) recommend. Vaca and Vaca (1986, 376) claim that whole class instruction is practical. It can be utilized to introduce a unit, discuss objectives, build background and evaluate informally. After reading in small groups the questions will be

reviewed together with the whole class. The instructor has rewritten the questions for the class to answer on paper as an in class assignment.

Primary Sources The primary sources used to obtain information for this unit and design the activity in this lesson are the two muster rolls of Lieutenant Colonel Joe Divine and that of Brigadier General John C. Vaughn. The instructor will demonstrate how soldiers filled in a muster roll. The class will choose from a local Union or Confederate roll and fill it out. The pupils will use correct punctuation and capitalization.

Atwood, Virginia A. and William W. Wilen. "Wait Time and Effective Social Studies Instruction: What Can Research in Science Education Tell Us?" *Social Education* (March 1991): 180.

Vaca, Richard T. and Jo Anne Vaca. *Content Area Reading*. 2nd Ed. (Boston: Little, Brown and Company, 103, 376)

Supporting Assignments/Homework: The student will fill in a muster roll, and answer ten questions from Moore's *If You Lived at the Time of the Civil War*. The student will choose a muster roll from a local Union or Confederate regiment to fill out.

Assessment: The muster roll and questions will be turned in for a daily grade. Some questions from each assignment will be on a posttest.

Lesson 3 Experiences of the Civil War

Name _____

1. Describe the Union army.
2. Describe the Confederate army.
3. Tell why battles were usually not fought in the North.
4. Why would you have seen a battle in the South?
5. Did your home life in the North change because of the war?
6. What was different about your home life in the South because of the war?
7. What was school like in the North during the war?
8. Why did you stop going to school in the South?
9. Was it hard to get food in the North?
10. Why was it hard to get food in the South?

(Confederate)

3 Mtd. Infantry

(Lillard's.)

Tenn.

.....
....., Co., 3 Regiment Tennessee Cavalry,
Appears on a
Roster

of the 3rd Regiment of Tennessee Cavalry Volun-
teers, Vaughn's Brigade, Army of S.W. Va. and
E. Tenn. Organized May29, 1861. Mustered
into Confederate service June 6, 1861, for 12
months.

Roster dated,

.....

Date of entry or muster
into State service,

Date of entry or muster
into Confederate service,

Date of rank and whether
by appointment, election
or promotion,

Date and cause.....
of vacancy,

Name of successor

Remarks

.....
The 3d (Lillard's) Regiment Tennessee Mounted Infantry was
organized May29, 1861, and was mustered into the service of the
Confederate States June 6, 1861. It was reorganized May 14,
1863, when (1st) Company K was transferred to the 63d Regiment
3d Company K was then formed of men who had been trans-
ferred from Company H of this Regiment. The organization was
mounted about January 1, 1864.

3 Mtd. Infantry

(Union)

Tenn.

....., Co.....Reg't Tennessee.....

Ageyears.

Appears on

Individual Muster Roll

of the organization named above. Roll dated

.....,,,186...

Muster in to date.....,186...

Joined for duty and enrolled

When.....,186...

Where.....,

Period years

Valuation of horse \$

Valuation of horse equipments \$

Remarks.....

.....

.....

Unit: The Civil War and Monroe County, Tennessee

Lesson Title: History of Local Civil War Leaders – Lesson 4

Grade Level: Third

Essential Question related to the Vital Theme: What local soldiers made Civil War history and how did they do it?

Lesson Time: One reading class period and one social studies period on the same day.

Curriculum Standards: 3.5.spi.2, 3.5.spi.3

Technology used and how: timeline created in Microsoft Word, questions originating from the timeline which can be photocopied onto the back of the timeline to save paper or copied and then passed out to the class.

Materials: Primary Sources:

*Service Records of The Third Tennessee Mounted Infantry Confederate Brigadier General John Crawford Vaughn. National Archives. RG. 109. Roll 128.

*Service Records of The Third Tennessee Mounted Infantry Union Lieutenant Colonel Joseph Divine. National Archives. RG. 94. Roll 143.

*War of the Rebellion: Official records of the United States. 128 vols. Washington, D.C. Government Printing Office, 1880-1900.

Secondary Source:

*Groce, W. Todd. *East Tennessee Confederates and the Civil War: They Made Me a Rebel*. Knoxville, TN. The University of Tennessee Press. 1999.

Activity descriptions and overview of instructional strategies: The lesson is to read a selection summarized by the instructor from service records, the OR, the Barker Papers, and Groce. This is for comprehension, and for a timeline lesson to determine order of historical sequencing. Reading and discussion of the subject may be led by the instructor and assistant in two separate small groups. Atwood and Wilen (1991, 180) claim when questioning, students should be given more time to answer so responses increase. Prior to reading any material the class will be given oral questioning to activate prior learning. This is related to a prereading strategy Vaca and Vaca (1986, 103) recommend. Vaca and Vaca (1986, 376) claim that whole class instruction is practical. It can be done to introduce a unit, discuss objectives, build background and evaluate informally. After reading some questions will be reviewed together with the whole class.

Atwood, Virginia A. and William W. Wilen. "Wait Time and Effective Social Studies Instruction: What Can Research in Science Education Tell Us?" *Social Education* (March 1991): 180.

Vaca, Richard T. and Jo Anne Vaca. *Content Area Reading*. 2nd Ed. (Boston: Little, Brown and Company, 103, 376)

Supporting Assignments/Homework: *The student will read a selection to answer questions about the sequence of historical events. *The student will read a selection in order to interpret historical events. The student will use a timeline to label events (determine sequence of past, present and future) as past, present and future.

Assessment: The assessment from this lesson consists of the daily grade taken from the timeline assignment. The questions are written by the instructor to enable students to meet state performance indicators (found state curriculum guide). For example the student will: *use the timeline to determine the order of a historical sequence of events, *label historical events as past and present. Some of the information on the unit final test will come from this assignment.

Lesson 4 Civil War Leaders of Monroe County, TN

Name _____

Joseph Divine was born in South Carolina February 12, 1812. His family moved to the Big Creek community near Madisonville, Tennessee. He farmed land there in 1860.

John C. Vaughn was born February 21, 1824 either in Tennessee or Virginia. His family did live in Monroe County, Tennessee according to census records. He was a captain in the Fifth Tennessee Infantry during the Mexican War. Infantry soldiers carry rifles. He also built hotels in Sweetwater, Tennessee. Business was important to him.

John C. Vaughn went to Charleston, South Carolina in 1860 to meet with other men who belonged to a political party. A political party is a group of people who work to get others elected to government. Political parties usually believe certain things about government. His political party thought they may need to make their own government in the South soon because of the way people lived and made money.

1860 was a different time in the southern United States. Southern people who owned large farms usually had slaves. Slaves were people from Africa that had been captured by white men and forced to work against their will. According to law, slaves were property. Property is anything you own. Slaves could be bought or sold anytime, for any reason. Many Americans thought the next president could work to end slavery or let it continue. Southern states thought newly elected President Abraham Lincoln would try to end slavery. These states wanted to secede or leave the United States. John C. Vaughn and other successful businessmen who wanted their own government were called secessionists.

Southern states started to leave the United States government from 1860 to 1861 and make their own government. On April 12, 1861 southern soldiers shot cannon at Fort Sumter in Charleston harbor. The United States Army had soldiers there who shot back. Soon Tennessee would join this new government called the Confederate States of America.

John C. Vaughn knew war was coming. He went back to East Tennessee and organized the state's Third Infantry Regiment for the Confederate Army. The Third Infantry Regiment fought at Manassas, Virginia in July, 1861. The Third Infantry was in Tennessee and fought small battles in 1862. December 1, 1862 they were ordered to report to Meridian, Mississippi. Vaughn and his men were captured at Vicksburg, Mississippi on July 4, 1863 and later let go. They returned to fight in Tennessee and Virginia.

Military Governor Andrew Johnson of Tennessee commissioned Joseph Divine a Lieutenant Colonel in the Union Army in August, 1864. Commission means to give the rank or power to someone. Joe Divine was to get 100 men to join the United States Army in Monroe and Loudon County, Tennessee.

Lieutenant Colonel Joe Divine's Union soldiers (Third Mounted Infantry) fought Cherokee Indians near Robbinsville, North Carolina. It was small battle. His Union soldiers were mustered out or discharged soon after that.

Joe Divine later became provost marshal of Monroe County, Tennessee. A provost marshal is an officer who tells other military policemen what to do. On the night of January 28, 1865 he was captured and killed by Confederates in nearby McMinn County, Tennessee.

The Civil War ended as General Robert E. Lee surrendered on April 9, 1865 in Virginia. John C. Vaughn's Confederate soldiers traveled with Confederate President Jefferson Davis until they both surrendered in Georgia in May, 1865.

Timeline of Civil War Events related to Monroe County, TN

Joseph Divine Born in South Carolina February 12, 1812	John C. Vaughn Born on February 21, 1824	Vaughn was a delegate to Democrat National Convention in Charleston, S. C. 1860
April 12, 1861 Firing on Ft. Sumter, S.C.	May 29, 1861 CSA 3 rd Inf. Tn organized	July 21, 1861 Battle of Manassas, Virginia
1862 CSA 3 rd Inf. Tn served in Tenn.	Dec. 1, 1862 CSA 3 rd Inf. Tn sent to Vicksburg, MS	
3 rd Inf. TN CSA Fought and captured at Vicksburg, MS July 4, 1863	Lt. Col. Joe Divine organized Union 3 rd Mtd. Inf. TN companies C, D, G, H summer of 1864	Union TN Lt. Col. Joe Divine 3 rd Mtd. Inf. C & G companies fought Cherokees of Thomas' Legion in Nov. 1864 Robbinsville, NC
Lt. Col. Joe Divine and Union 3 rd Mtd. Inf Mustered out of service Nov. 30, 1864	Monroe Co. Tn.'s Provost Marshall Joe Divine killed Jan. 28, 1865	CSA General Robert E. Lee surrenders in Virginia. April 9, 1865 Most of fighting ends
Vaughn's 3 rd Mtd. Inf. escorts CSA President Davis to surrender (end of war) Georgia, May 9, 1865	Vaughn elected TN State Senate 1871 as Democrat	Vaughn dies in Thomasville, GA September 10, 1875
Mr. Harrill can't prove Vaughn's Birthplace in 2006.	Mr. Harrill found no information on Vaughn at one website.	Could local citizens put information at that website soon?

Lesson 4 Timeline Activity

Name _____

The following questions are to be answered after reading and studying the timeline.

1. In what year was John C. Vaughn born? _____
2. In what year was Joseph Divine born? _____
3. Who was born first?
 - a. John C. Vaughn
 - b. Joseph Divine
4. Which took place first?
 - a. the Battle of Manassas
 - b. the firing on Fort Sumter, South Carolina
5. Which happened one month after General Lee surrendered?
 - a. Joe Divine was killed.
 - b. General Vaughn surrendered with the Confederate president in Georgia?
6. What event happened in the **past**?
 - a. The 3rd Infantry CSA TN was captured at Vicksburg, Mississippi.
 - b. Mr. Harrill hasn't been able to prove if Vaughn was born in Virginia or TN.
7. What could Mr. Harrill try to prove at the **present** time? (2006-2007)
 - a. Where John C. Vaughn was born.
 - b. When the Battle of Vicksburg happened.
8. **Where** John C. Vaughn was born?
 - a. The timeline doesn't tell you.
 - b. In South Carolina.
9. In the **future** could you prove where John C. Vaughn was born?
 - a. yes
 - b. no
10. Using the timeline, in the **future** could you put information about John C. Vaughn on a Civil War record website?
 - a. no
 - b. yes

Unit: The Civil War and Monroe County, Tennessee

Lesson Title: The Civil War Changes the United States - Lesson 5

Grade Level: Third

Essential Question related to the Vital Theme: What famous people did you hear about during the war? What changes came after the war ended?

Lesson Time: One reading class period and one social studies period on the same day.

Curriculum Standards:

Technology used and how: overhead projector and a copy of the eight questions to answer

Materials: Secondary Source:

*Moore, Kay. *If You Lived at the Time of the Civil War*. New York. 1994. Scholastic. (ppg. 48-63).

Activity descriptions and overview of instructional strategies: Moore's *If You Lived at the Time of the Civil War* will integrate the way current events were obtained by people, be used to teach expressions and words made popular at the time, and show how life changed for those affected by the Civil War. Reading and discussion of the subject may be led by the instructor and assistant in two separate small groups. Discussion topics on most pages are introduced by the preceding question. Moore's book is written in this style. The questions found at the beginning of each topic will be discussed when reading. The instructor may ask questions from his small group and the assistant may ask hers at that time. Atwood and Wilen (1991, 180) claim students should be given more time answering questions so responses increase. Prior to reading any material the student will be asked questions orally to activate prior learning. This is related to a prereading strategy Vaca and Vaca (1986, 103) recommend. McNergney (1988, 157) claims written questions are most often found in a study guide type format at the end of a reading assignment. Moore's book is not written that way. Vaca and Vaca (1986, 376) claim that whole class instruction is practical. It can be utilized to introduce a unit, discuss objectives, build background, and evaluate informally. After reading in small groups the questions will be reviewed together with the whole class. The questions written in Moore's book have been rewritten by the instructor to increase the level of comprehension for an in class assignment. James Mackey and Deborah Appleman (1988) state that the drawback to not raising the level of questioning is the class will be limited to using only lower level cognitive skills.

Supporting Assignments/Homework: The class will answer the eight questions discussed in the reading/discussion assignment on paper. Some will be rewritten to raise

the level of questioning. The questions found on pages forty eight through sixty-three are those.

Assessment: The assessment consists of the questions taken up for a daily grade. At the end of the unit some questions from this assignment will appear on the post-test.

Lesson 5 Civil War Changes the U.S.

Name _____

1. How did you get news from the front lines in the North?
2. How did you get news from the front lines in the South?
3. Name the famous people you would hear about in the North.
4. Name the famous people you would hear about in the South.
5. List words and expressions that came from life in the North.
6. List words and expressions that came from life in the South.
7. Tell how life in the North changed after the war.
8. Tell how life in the South changed after the war.

Unit: The Civil War and Monroe County, Tennessee

Lesson Title: Finding Communities of Monroe County on a map – Lesson 6

Grade Level: Third

Essential Question related to the Vital Theme: Locate the communities where Monroe County's two Civil War leaders lived. What direction is Big Creek from Madisonville? In what direction is Big Creek from Vonore Elementary School? In what direction is Madisonville from Vonore Elementary?

Lesson Time: One reading class period and one social studies period on the same day.

Curriculum Standards: 3.3.spi.2, 3.3.spi.3, 3.3.spi.6

Technology used and how: map of part Monroe County, Tennessee scanned and saved as a Word file will be used to help teach the following State performance indicators to the class. *Recognize and use a map key. *Find a specific location on a community map. *Utilize skills to locate a place using cardinal directions and symbols given an appropriate map with a key.

Materials: A Monroe County map cropped to fit eight and a half by eleven inch piece of paper. The map has an index which the student will use to answer questions, locate specific communities and points of interest. The student will have a copy to use.

Activity descriptions and overview of instructional strategies: The instructor will demonstrate how to find communities in which the two Civil War soldiers lived. This will be done through use of an overhead projector and vis a' vis pens. The instructor and assistant will monitor pupils during the demonstration. If time allows the assistant may work more closely with individuals on a one to one basis while the instructor does so too. The importance of this skill can not be stressed enough. It's relation to history at this grade level may be minor. It would be hard to argue against a fundamental geography skill that is required by the state curriculum. Third grade curriculum requires instruction in map skills. This is a vital life-long skill. The *State of Tennessee Department of Education's A Blueprint for Learning: A Teacher's Guide to the Tennessee Curriculum* states three items on page 131 that are to be assessed on the achievement test.

The student will:

*Recognize and use a map key.

*Find a specific location on a community map.

*Utilize skills to locate a place using cardinal directions and symbols given an appropriate map with a key.

The specific locations are communities in which the Civil War leaders lived in relation to the school.

One item from the curriculum guide must be developed this year and continued in this lesson.

The student will:

*Locate places on a map using cardinal and intermediate directions.

Supporting Assignments/Homework: The student will follow the instructor led demonstration from the overhead transparency to a copy of a map to locate communities by using cardinal directions and a map key. Locations will be found through following the instructor's demonstration and use of the map key and index.

Assessment: The map will have questions photocopied on the back for the class to answer. This will be taken as a daily grade. The skills are that which will be built on from this academic year forward. They are known as s.p.i. # or state performance indicators.

Posttest - Civil War and Monroe County, Tennessee Name _____

1. Describe life in the South after the Civil War.

2. What caused the Civil War?

3. Why did Lieutenant Colonel Jo Divine fight for the Union Army?

4. The general in command of the United States Army during the Civil War was
 - a. U. S. Grant
 - b. Robert E. Lee
 - c. Jeb Stuart
 - d. Abraham Lincoln

5. The Southern states that made up the Confederate States of America were
 - a. South Carolina, Georgia, Alabama, Arkansas, Louisiana, Mississippi
 - b. North Carolina, Florida, Tennessee, Texas, Virginia
 - c. Ohio, Illinois, Maine, Massachusetts

6. Why did John C. Vaughn fight for the Confederate Army if many people in East Tennessee were against leaving the union?

The next questions are answered by using the map just as you did before.

1. Find the Big Creek community on the map. What direction is it from Madisonville?

2. Find Ft. Loudon State Park on the map. What direction is it from Vonore Elementary?

3. Find Madisonville on the map. What direction is it from the Big Creek community?