

LESSON PLAN:

**A HOUSE DIVIDED: THE CIVIL WAR HOME FRONT IN
TENNESSEE**

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Grades: 5, 8

Subjects: American History, Language Arts

Time Required: Two 50-minute class periods

OVERVIEW

In this lesson students will analyze print sources such as book excerpts and soldier letters as well as photographs of battlefields, forts, and railroads. Students will make inferences about the short-term and long-term consequences of the Civil War in Tennessee. Students will express their learning in a letter or journal entry.

GOAL

Students will critically analyze a variety of sources to determine the short- and long-term consequences of the Civil War in Tennessee.

OBJECTIVES

Social Studies—The learner will:

- Analyze a photograph, book excerpt, and handwritten document.
- Draw conclusions based on his or her analysis of the source.
- Synthesize information to create a letter or diary entry from a civilian describing the Tennessee home front.

Language Arts—The learner will:

- Select vivid words for a writing passage.
- Make inferences and draw appropriate conclusions from text.
- Select illustrations, explanations, anecdotes, descriptions and/or facts to support opinions and inferences.

INVESTIGATIVE QUESTION

What would it have been like to be a civilian in Tennessee during the Civil War?



[Unidentified soldier in Confederate uniform and forage cap] [between 1861 and 1865]

MATERIALS USED

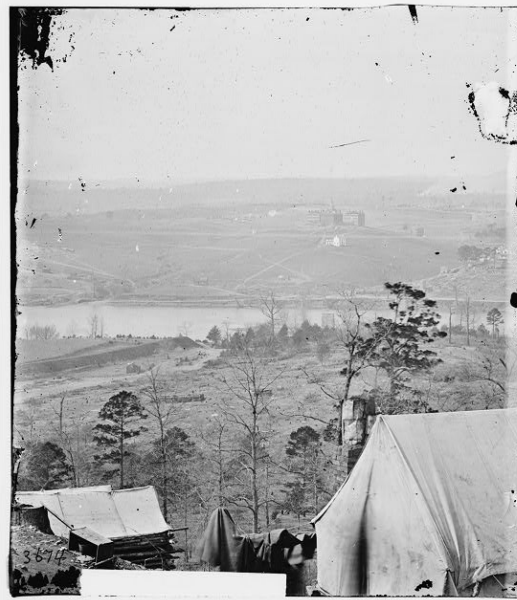
Library of Congress Primary Sources

- Knoxville, Tenn., vicinity. Bridge at Strawberry Plains, 20 miles northeast of Knoxville; camera on tripod at right [1864?] <http://www.loc.gov/pictures/item/cwp2003000864/PP/>
- Knoxville, Tenn., vicinity. Military bridge at Strawberry Plains and a fort in the distance, seen from north bank of the Holston [1864] <http://www.loc.gov/pictures/item/cwp2003000863/PP/>
- Nashville, Tenn. Federal outer line [1864] <http://www.loc.gov/pictures/item/cwp2003000894/PP/>

MATERIALS USED

Library of Congress Primary Sources *(cont.)*

- Murfreesboro, Tenn., vicinity. Men repairing single-track railroad after Battle of Stone's River [1863] <http://www.loc.gov/pictures/item/cwp2003000847/PP/>
- Knoxville, Tenn. Environs of Knoxville seen from south bank of Tennessee River; East Tennessee University in middle distance [1864?] <http://www.loc.gov/pictures/item/cwp2003000862/PP/>
- View in the "Burnt District," Richmond, Va., showing two women dressed in black approaching shell of four-story building, gutted by fire [1865] <http://www.loc.gov/pictures/item/96510306/>
- Unidentified Union sargeant major's uniform with gauntlets and forage cap of the 206th Pennsylvania Volunteers Regiment [between 1864 and 1865] <http://www.loc.gov/pictures/item/2010650461/>
- Unidentified soldier in Confederate uniform and forage cap [between 1861 and 1865] <http://www.loc.gov/pictures/item/2010650203/>
- Unidentified soldier in Union uniform with forage cap carrying a bone handle knife in breast pocket [between 1861 and 1865] <http://www.loc.gov/pictures/item/2010650460/>
- Unidentified soldier in Union greatcoat holding kepi with Infantry Company A insignia [between 1861 and 1865] <http://www.loc.gov/pictures/item/2010648990/>
- Unidentified soldier in Confederate uniform and slouch hat [between 1861 and 1865] <http://www.loc.gov/pictures/item/2010650204/>
- Extracts from documents in the office of the General Superintendent of Refugees and Freedmen : headquarters, Memphis, Tennessee, March, 1865. [http://memory.loc.gov/cgi-bin/query/r?ammem/rbaapcbib:@field\(NUMBER+@band\(rbaapc+31500\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbaapcbib:@field(NUMBER+@band(rbaapc+31500)))



[\[Knoxville, Tenn. Environs of Knoxville seen from south bank of Tennessee River; East Tennessee University in middle distance\]](#) [1864?]

Resources from Tennessee Virtual Archive

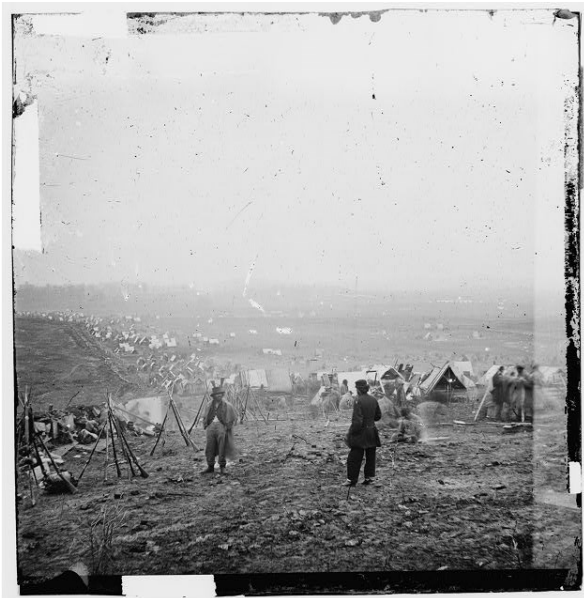
Click "go" after "View: document description" in the left-hand column to arrive at a transcription of the letters.

- James McCutchen Military Pass, May 17, 1862 <http://teva.contentdm.oclc.org/u?/p15138coll1,331>
- James McCutchen Military Pass, June 10, 1862 Page 1 <http://teva.contentdm.oclc.org/u?/p15138coll1,334>, Page 2 <http://teva.contentdm.oclc.org/u?/p15138coll1,335>
- Oath of Allegiance for Corporal J. M. Morey of the 32nd Regiment, Tennessee Infantry <http://teva.contentdm.oclc.org/u?/p15138coll1,346>
- Tennessee General Claim filed by William Mitchell, agent of David Bales Page 1 <http://teva.contentdm.oclc.org/u?/p15138coll1,326>, Page 2 <http://teva.contentdm.oclc.org/u?/p15138coll1,327>
- Correspondence from Robert Rutledge to G.R. Rutledge, April 8, 1864 Page 2 <http://teva.contentdm.oclc.org/u?/p15138coll1,318>

MATERIALS USED (cont.)

Other Resources

- J. G. M. Ramsey to President Davis relative to conditions in East Tennessee and sales of Confederate bonds to confederate [sic] citizens and soldiers <http://tennessee.civilwarsourcebook.com/collection.pdf/1864-04/1864-04-Article-72-Page102.pdf> (excerpt available on page 8)
- Frank Moore, *Women of the War; Their Heroism and Self-Sacrifice* <http://quod.lib.umich.edu/cgi/t/text/text-idx?c=moa;idno=ABV3165>
- Graphic Organizer (page 7)
- [“The Home Front During the Civil War”](#)



[\[Nashville, Tenn. Federal outer line\]](#) [1864 December 16]

TENNESSEE CURRICULUM STANDARDS

Social Studies

5th Grade:

- 5.14 Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front.

8th Grade:

- 8.79 Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis.

Language Arts

5th Grade:

- 0501.3.8 Select vivid and active words for a writing sample.
- 0501.5.1 Locate information to support opinions, predictions, and conclusions.
- 0501.5.6 Make inferences and draw appropriate conclusions from text.
- 0501.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.

8th Grade:

- 0801.3.8 Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.
- 0801.3.9 Select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.
- 0801.4.4 Distinguish between primary sources (i.e., interviews, letters, diaries, newspapers, autobiographies, personal narratives) and secondary sources (i.e., reference books, periodicals, Internet, biographies, informational texts).
- 0801.5.9 Make inferences and draw conclusions based on evidence in text

PROCEDURE

Day 1

- Step 1** Before class begins, divide the students into groups of 3 to 5. Print one copy of each of the sources. (See suggestions for grouping sources on page 6.) Copy graphic organizer (1 per group). Review [“The Home Front During the Civil War”](#) for historical context.
- Step 2** Share the investigative question with the students and discuss their responses. Have one or two students record their responses on a whiteboard or overhead.

PROCEDURE (*cont.*)

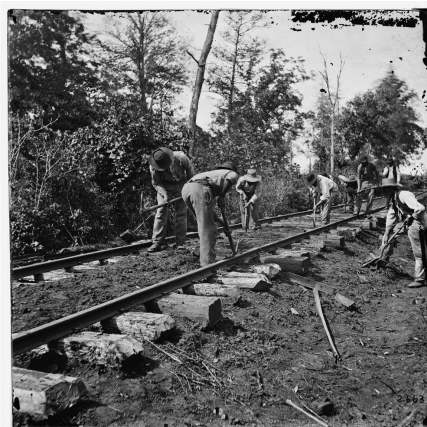
- Step 3** Explain to students that the purpose of the activity is to investigate the long-term and short-term effects of the Civil War on the Tennessee home front. Show students the graphic organizer. Explain that a single source may yield insights about multiple aspects of the Civil War experience.
- Step 4** Students may not be familiar with the categories used in the organizer. Discuss the terms and provide examples as necessary before proceeding. Use the photograph [View in the "Burnt District," Richmond, Va.](#) for a whole-class analysis before beginning the group work.
- Step 5** Allow the students the remainder of class time to analyze the sources and discuss their conclusions. Students should record their conclusions on their graphic organizers. Circulate among groups to provide feedback and guide discussions.
- Step 6** *Optional:* If a group finishes early, challenge them to be prepared to answer one or both of the following questions:
Which source revealed the most about the Civil War in Tennessee? Why?
Which source was most reliable? Why?

Day 2

- Step 7** Allow groups to share the observations from their graphic organizers with the class. If a computer/projector is available, students may wish to show the sources, particularly the photographs, as they speak. You may also want to record student responses on a whiteboard, overhead, or butcher paper for later reference.
- Step 8** Give each group one of the soldier portraits. Ask students to imagine that they are friends or family members writing a letter to their soldiers about life at home. Encourage them to use descriptive language and details from the class discussion in their letters.
- Step 9** Have students compare their initial responses to the investigative questions with the conclusions they drew after analyzing the sources. Discuss the similarities and differences.



[\[Knoxville, Tenn., vicinity. Military bridge at Strawberry Plains and a fort in the distance, seen from north bank of the Holston\]](#) [1864 March]



[\[Murfreesboro, Tenn., vicinity. Men repairing single-track railroad after Battle of Stone's River\]](#) [1863]

EVALUATION

5th Grade

Use the following rubric to evaluate student work:

90-100 Writing sample has 5 to 6 sentences, uses descriptive language and details from class discussion and correct grammar.*

80-89 Writing sample has 4 to 5 sentences, uses some descriptive language and some details from class discussion and mostly correct grammar.

70-79 Writing sample has 3 to 4 sentences, uses little descriptive language or few details from class discussion and incorrect grammar.

69 and below Writing sample has 3 sentences, uses little descriptive language or few details from class discussion and mostly incorrect grammar.

8th Grade

Use the following rubric to evaluate student work:

90-100 Writing sample has 12 to 15 sentences, uses descriptive language and details from class discussion and correct grammar.*

80-89 Writing sample has 9 to 12 sentences, uses some descriptive language and some details from class discussion and mostly correct grammar.

70-79 Writing sample has 7 to 9 sentences, uses little descriptive language or few details from class discussion and incorrect grammar.

69 and below Writing sample has 6 sentences or fewer, uses little descriptive language or few details from class discussion and mostly incorrect grammar.

*Civil War-era letters and diary entries often exhibit very inventive spelling and grammar. You may want to allow students to create an authentic feel to their writing and therefore not grade based on grammar.

EXTENSION

- Incorporate literature into the lesson. Select passages from a work of fiction such as *The Tall Woman* by Wilma Dykeman. Read the passage aloud but stop before the climax. Ask the students to write their own climaxes to the scene based on their analyses of the primary sources. Read their versions and compare them to the book. Discuss.
- Ask the students to repeat the diary activity from the perspective of a former slave. Have students compare their diary entries with interviews conducted with former slaves as part of the Federal Writers project. Interviews with subjects from Tennessee can be found in [Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938](#) by searching for "Tennessee" as the keyword.



[\[Unidentified Union sargeant major's uniform with gauntlets and forage cap of the 206th Pennsylvania Volunteers Regiment\]](#) [between 1864 and 1865]

SUGGESTIONS FOR PRIMARY SOURCE GROUPINGS

Group A

Photograph: [Knoxville, Tenn., vicinity. Bridge at Strawberry Plains, 20 miles northeast of Knoxville; camera on tripod at right](#)

Handwritten Source: [Oath of Allegiance for Corporal J. M. Morey of the 32nd Regiment, Tennessee Infantry](#)

Print Source: Frank Moore, [Women of the War: Their Heroism and Self-Sacrifice](#) Pgs. 499-500

Portrait: [Unidentified soldier in Union uniform with forage cap carrying a bone handle knife in breast pocket](#)

Group B

Photograph: [Knoxville, Tenn., vicinity. Military bridge at Strawberry Plains and a fort in the distance, seen from north bank of the Holston](#)

Handwritten Source: James McCutchen Military Pass, June 10, 1862 [Page 1](#) & [Page 2](#)

Print Source: [J. G. M. Ramsey to President Davis relative to conditions in East Tennessee and sales of Confederate bonds to confederate \[sic\] citizens and soldiers](#) (See page 8 for an excerpt of letter)

Portrait: [Unidentified soldier in Confederate uniform and slouch hat](#)

Group C

Photograph: [Nashville, Tenn. Federal outer line](#)

Handwritten Source: [James McCutchen Military Pass, May 17, 1862](#)

Print Source: Frank Moore, [Women of the War: Their Heroism and Self-Sacrifice](#) Pgs. 206-207

Portrait: [Unidentified soldier in Union greatcoat holding kepi with Infantry Company A insignia](#)

Group D

Photograph: [Murfreesboro, Tenn., vicinity. Men repairing single-track railroad after Battle of Stone's River](#)

Handwritten Source: Tennessee General Claim filed by William Mitchell, agent of David Bales [Page 1](#) & [Page 2](#)

Print Source: Frank Moore, [Women of the War: Their Heroism and Self-Sacrifice](#) Pg. 211

Portrait: [Unidentified Union sargeant \[sic\] major's uniform with gauntlets and forage cap of the 206th Pennsylvania Volunteers Regiment](#)

Group E

Photograph: [Knoxville, Tenn. Environs of Knoxville seen from south bank of Tennessee River; East Tennessee University in middle distance](#)

Handwritten Source: [Correspondence from Robert Rutledge to G.R. Rutledge, April 8, 1864](#)

Print Source: Extracts from Mrs. Canfields Diary [Page 22](#) (To view a transcription click [here](#).)

Portrait: [Unidentified soldier in Confederate uniform and forage cap](#)

Civil War Home Front Graphic Organizer

Analyze each of your sources to determine what it reveals about the short- and long-term effects of the Civil War on Tennessee. Record your findings in the appropriate boxes below. Remember that a single source may reveal effects in more than one category.

	Source 1	Source 2	Source 3
Description			
Economic			
Political			
Environmental			
Social			
Emotional			

Excerpt from:

April 13, 1864 - J. G. M. Ramsey to President Davis relative to conditions in East Tennessee and sales of Confederate bonds to confederate citizens and soldiers

<http://tennessee.civilwarsourcebook.com/collection.pdf/1864-04/1864-04-Article-72-Page102.pdf>

DEPOSITORY OF CONFEDERATE STATES, Now at Atlanta, Ga., April 13, 1864.

Hon. JEFFERSON DAVIS, President Confederate States of America:

SIR: The importance of the subject of this letter will, I know, lead you to excuse me for bringing it to the attention of the Executive and his Cabinet. I was authorized by the honorable Secretary of the Treasury to repair from this place around to Jonesborough, Bristol, and other adjacent points in East Tennessee and there to give members of the Army and our citizens generally an opportunity to fund their Treasury issues. I executed the mission promptly and with great pleasure. All holders there were loud in expressions of thanks to Mr. Memminger for this act of considerate kindness to them on his part. My presence in East Tennessee gave me a good opportunity of realizing the real condition of things in that ill-fated and unfortunate country. Its evacuation last August by Gen. Buckner was a miserable military blunder, which time cannot soon repair. Its abandonment on a more recent occasion, though perhaps less inexcusable under the circumstances, is accompanied with evils scarcely to be realized or exaggerated. As the army of Longstreet fell back toward Virginia those of our southern citizens who had the means of doing so fell back too, and many of them will be able to find shelter and subsistence elsewhere. But my heart bleeds to have witnessed the condition of the families of our soldiers and our poorer people of true Southern proclivities. What will become of them? They are unprotected and without supplies-a prey to the rapacity, the cruelty, and the revenges of the unrelenting and malicious Union men of that country, to say nothing of the hostilities of the Yankees. A citizen there told me that if it were not for the fish in Chucky River many of them must starve. In its retreat the army swept the country of all its supplies. With the recuperative energy that characterizes that Scotch-Irish population, many of our farmers had endeavored to repair the desolation made before the reoccupancy of the country by Longstreet, were rebuilding their fences, &c., and doing other spring work on their plantations preparatory to planting some corn.

Now, since our forces are withdrawn, the horses stolen, their fences burned the second and the third time, and no prospect of further protection from the pillaging enemy, the heart sickens at the contemplation of the spring and summer before them. No Egypt is at hand to which these virtuous, patriotic, and indigent people can repair to procure bread. They must not be left there to suffering and starvation.

I therefore sign it alone, and am, very respectfully, your obedient servant,

J. G. M. RAMSEY.

APRIL 27, 1864.

Whatever sympathy is felt for the evils depicted, the powers of this Department do not enable us to administer relief in the manner suggested.

J. A. S., Secretary