The Life of a Civil War Soldier

TEACHER’S
Lesson Plan

FOR GRADES 4 – 12

An Educational Outreach Program of the
TENNESSEE STATE MUSEUM
GOAL
The goal of this treasure trunk is to learn about the impact of the Civil War on the personal life of a soldier.

CONTENT
The personal life of a soldier was extremely difficult. A nation had declared war, but individual men were sent to fight. They were husbands, sons, and brothers. They were farmers, tailors, and local businessmen. The individual decision to fight for the Union or the Confederacy had a lasting impact on families and communities. Not only were families saying goodbye to loved ones, at times they sent them off to battle each other.

OBJECTIVES
• Specify personal sacrifices of soldiers and their families.
• Identify impact of national decisions on individuals.
• Understand the impact of individual decisions on families and communities.
• Comprehend similarities and differences of social customs within the same country.
• List the personal items that a Civil War soldier might carry with them.
• Understand the impact of the Civil War on Tennessee.

INTRODUCTION
Picture how scary it must have been for your brother or father to go off to fight in places you had never heard of until the war started. Think of the uncertainties: not knowing when or if you would ever see them alive again and having to continue your daily life without them. Crops had to be planted and harvested, businesses had to continue running, children still had to be fed, and all these jobs fell to those who were left behind.

Soldiers would spend a large part of their days practicing military drills. These drills were often very long, complex, and difficult to learn. From sunrise to nearly sundown soldiers would learn numerous ways in which they were to stand, turn, march, and hold and fire their rifles in unison.

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These drills and commands would not only prepare a soldier for how to act during the confusion of battle, but would let the soldier know what actions his comrades would also be making around him. Practicing these drills in camps could potentially save a soldier’s life, or the lives of his fellow soldiers, by helping him prepare for what would happen on the battlefield.

Other than learning and practicing drills, soldiers would spend their free time in camps. Camp life was often boring for these men, and with the spread of infectious diseases, it could also be extremely dangerous. These soldiers found several different activities that helped them to take their minds off of the hardships experienced in camp, on the battlefields, and from losing friends and family members.

One activity these soldiers participated in quite often was gambling. As is still the case today, one type of gambling for these soldiers was animal races. However, instead of betting on dogs or horses, these soldiers would bet money on whose rat, roach, or head louse was the fastest. Playing cards or dice was another way soldiers would gamble. Also, writing letters home was an activity that helped soldiers’ minds to escape the horrors and hardships of what was going on in their daily lives, on and off the battlefield, and help them keep in touch with their family and friends back home.

Playing and listening to music was yet another way that soldiers could take their minds off of their troubles. Music from the Civil War also helped increase morale and understanding of the events of the time period for both the Union and the Confederacy.
Shouting the Battle Cry of Freedom: Understanding Multiple Perspectives Through Song
In this lesson, your class will listen to several songs that were written around the time of the Civil War and gain an understanding of how Americans used music to express themselves during this time period.

Life of a Soldier: The Civil War Through Personal Items
In this lesson, your class will be introduced to several items that a Civil War soldier would have carried with him. This will help students achieve a connection and an appreciation of how these soldiers lived in their daily lives.

Letters Home: The Civil War Through Personal Letters
In this lesson your class will read several letters written by Civil War soldiers. These first-hand accounts of what daily life was like for a soldier during the Civil War will help students to better understand how difficult it was for these men and how the events of this war changed the face of the nation for generations to come.

Treasure Trunk Inventory

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Music has always been a way for Americans to express themselves in ways that simple words could not. During the Civil War, Americans on both sides used songs to communicate their feelings and ideas about the war. As the war changed, so did attitudes and perspectives, and as a consequence, songs also changed. In this activity your students will discover how songs demonstrated the differing viewpoints about the war among different groups of people. From the rousing Battle Cry of Freedom, which both sides adopted, to the jubilant tune of Free at Last sung by many former slaves or in the song Just Before the Battle Mother, your students will understand the emotions these people once felt. Lastly, your students will begin to appreciate the complexities of the Civil War through music. Too often we see the war through the eyes of photographs—photographs that are still and quiet. While the war was a time of death and tragedy, Americans on both sides used music to depict the war in ways words or pictures could not. Music was yet another way that soldiers could take their minds off of their troubles. Music from the Civil War also helped increase morale and understanding of the events of the time period for both the Union and the Confederacy.

GOAL
To gain an appreciation of music during the Civil War and an understanding of how Americans during this time used similar music to express very different perspectives about the war.

OBJECTIVES
- Identify the reasons why each side claimed they were fighting.
- Describe the feelings of soldiers during war time including camp life and battle.
- Understand that many songs had the same tune but that the lyrics were adapted to present a particular message.
- Identify both similar and different viewpoints during the war (i.e. Union soldiers, Confederate soldiers, Union homefront, Confederate homefront, African Americans)
- Describe different perspectives and attitudes throughout the course of the war, from patriotism in the beginning, to the sadness and destruction throughout the war, and feelings of hope near the end.
ASSESSMENT
Have students compose the lyrics to their own Civil War song by taking a viewpoint of a particular group during the war. They can choose from either a Confederate or Union soldier, a woman or child on the homefront, a freed slave, or an African American soldier. The lyrics should describe the viewpoint of their chosen group. It should also provide insight into the changing nature of people’s experience during the war. When finished have a few daring students sing some of their Civil War songs.

GETTING READY TO LEARN
Begin with a discussion of music’s role in war. Ask students if they know of any songs that spark patriotism (Lee Greenwood’s *God Bless the USA*). Use the lesson introduction and guiding questions. Explain the theme: music is a form of self expression, different groups used music to express themselves during the Civil War, and music can provide a way to understand the culture during this time.

PROCEDURES
1. Divide the class into 5 groups.
2. Each group should choose a discussion leader, a presenter, and song interpreters (the song interpreters will help to figure out the song’s message and viewpoint).
3. The United States was bitterly divided during the Civil War. Many people had different views about the war and why they were fighting. Each group tailored music to express their views. The groups that will be discussed in this lesson are Union soldiers, Confederate soldiers, women and children on the homefront, freed slaves, and African American soldiers. Keep these groups in mind as students answer questions about their songs (write these groups on the board).
4. Groups will read the lyrics and determine which perspective each song portrays best. Distribute sheet music to groups.

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Lesson 1
continued

Shouting The Battle Cry Of Freedom:
Understanding Multiple Perspectives Through Song

1. Distribute the “Investigating Song Lyrics” sheets.
2. Have students read the lyrics of both songs quietly. Then allow them to discuss each song using the questionnaire, comparing and contrasting their similarities.
3. Allow students about 10-15 minutes to complete their questionnaires.
4. During this time, the teacher should display the chart to be completed during the discussion of each song. The teacher should also prepare the CD “Civil War Songs” (found in the trunk) and the CD player.
5. When all five groups are finished, introduce the fact that each song expresses a particular viewpoint of people during this time. The class as a whole will attempt to figure out what the song’s message is and why it was a popular song during the Civil War.
6. Before each group’s presenter begins, the teacher should play each song the group discussed. Then each group’s presenter will stand at the front of the room and discuss each point on the chart.
7. With the teacher working as a facilitator, the class as a whole should discuss the questions outlined in the chart and complete the chart for that song.
8. Steps 10 and 11 should be repeated for each group and each song until the chart is complete.

CONCLUSION
When the chart is finished, hold a brief class discussion about the completed chart. Students should identify ways in which these songs expressed their reason for fighting the Civil War. How did music change throughout the war? What were some similarities between different groups? What were some differences?
INTRODUCTION
Soldiers would carry their cards, dice, writing utensils, letters, and other necessary goods for passing time in their haversacks. Soldiers often had to carry these supplies as well as several other things that they needed with them at all times. The types and amounts of supplies available to these soldiers depended on the resources of their armies. Both the Union and Confederate militaries had certain resources available to them that the other side did not. These circumstances provided advantages and disadvantages to both the Union and the Confederacy that each soldier had to deal with in their daily lives. This lesson will provide a personal perspective of a soldier’s life. What happened when he wasn’t on the battlefield? Did they have fun? What did they eat?

GOAL
Connect with the Civil War soldier as a person and appreciate how national and individual decisions impacted the soldier and his family.

OBJECTIVES
• Identify personal items of a Civil War soldier
• Appreciate the sacrifices of the soldiers and their families
• Describe differences and similarities between Union and Confederates

PROCEDURES
1. Begin by showing the students the image of a real Civil War soldier. Then line the personal effects of the soldier in full view of the students. Hand out draft notices (see laminated sheet in folder) to each of the students. They have now been drafted into the military. Ask them to fill out their draft sheets. Point to items; tell the students that these are some of the items that a Civil War soldier would have with them when they went off to war. Not everything is here. Ask them if they can figure out what is missing. Answer: gun, ammunition and bedroll

2. Select one student to come to the front of the room. Have them stand on a bathroom scale provided by the school (usually the nurse will have one) and have them say how much they weigh.

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1. Have the student put on each of the Civil War soldier’s items. Begin with the cotton shirt, then the rest in the following order: sack coat, brogans, cartridge box, canteen, and haversack. Point out where the bedroll and gun would be carried.

2. Have the student stand on the scale again. State out loud how much the student weighs now. Ask the student to describe what it’s like to have all this on their body. Is it comfortable? Heavy? Hot?

3. Take each item off in reverse order. As each item is removed, hold it up and describe what its use would be (See Teacher’s Handout in back of book). Pass each item around the room so each student has an opportunity to feel and see them up close.

4. Once all items have been returned, line each item up within easy view of the students. Hold up each item and ask the students if they were thinking about survival, comfort, and how much weight to carry, would they take this item with them, dispose of this item, or take it and dispose of it later if necessary? Lead the discussion by presenting the importance of each item (defined in Teacher’s Item Description handout).

5. Describe the differences and similarities between supplies for the Union and the Confederacy. Ask the students why each side might have some items (and/or advantages) that the other side did not have.

6. Tell students that sometimes there were not enough supplies to go around. What happened then? Where did their supplies come from?
   Answer: They had to go without, bring it from home, or scavenge it from another person—usually one who had died.

7. Ask students how they would feel about being drafted into the Civil War now?

LIFE OF A SOLDIER:
The Civil War Through Personal Items

**Bullets**
These are authentic bullets from the Civil War.

**Canteen**
A canteen was the container that soldiers used to carry drinking water around with them. They were covered with a wool cloth.

**Lye Soap**
Lye soap was used to clean the dirt off of soldiers and their clothes. It would sometimes burn their skin when soldiers used it.
TREASURE TRUNK MATERIALS

1. Draft Notices  
2. Toothbrush  
3. Skillet  
4. Cotton Shirt  
5. Comb  
6. Rice  
7. Haversack  
8. Mirror  
9. Coffee  
10. Canned Salt Pork/Beef  
11. Cards and Dice  
12. Housewife  
13. Sack Coat  
14. Pencils and Paper  
15. Bullet  
16. Kepi  
17. Tin Cup  
18. Lye Soap  
19. Brogans (boots)  
20. Hardtack  
21. Candles  
22. Cartridge Box  
23. Picture of a Civil War Soldier  
24. Plate  
25. Canteen  
26. Pocket Bible and other Books  
27. Bathroom Scale (not provided)  
28. US Belt & Buckle

ASSESSMENT

Civil War Jeopardy

A. Arrange treasure trunk items within easy view of students. Pass out Civil War Jeopardy answer sheets to each student.

B. Read aloud the description of an item (See Teacher Item Description in back of book)

Students write the name of the item being described and then write in paragraph form if they would keep it or not (with an explanation). For example: The Union had it and the Confederacy wanted it but could not get it because shipments were blocked. Answer: Coffee (See Teacher Item Description in back of book). This item would be kept because it could be so difficult to obtain.

CONCLUSION

The personal life of a soldier was difficult. Although a nation had declared war on itself, it was individual men and their families who sacrificed their daily way of life, home comforts, and safety. Soldiers in the Union and the Confederacy set off for lands unknown to them, never sure if or when they would see their families again. Men from both sides often worried about their loved ones back home. Living conditions were harsh, and often times these soldiers did not have enough supplies, but a strong belief in the righteousness of their cause and having faith that God was on their side gave them a willingness to endure and carry on into battle. Families also worried about their sons, husbands, and brothers. The concern was not just about if they were in battle, but whether they had enough clothing, food, and shelter, especially in harsh winter weather. Concerns were nearly identical for men and families of both the Union and the Confederacy.

Soldiers often had to carry what they needed with them. What was available depended on the resources of the military. When supplies were not available, men had to bring them from home or do without until more could be acquired. Today you have seen some of these items. How do you think you would feel leaving your home to be a soldier?
**INTRODUCTION**

The life of a Civil War soldier was extremely difficult. It did not matter whether they fought for the Union or Confederacy; hardships were had by all. The events that unfolded in these soldiers' lives would change them forever. Some soldiers made it home to tell of their personal stories of sacrifice and hardships. Others never had that chance. Many soldiers wrote letters home describing their lives in camp and on the battlefield. These first-hand accounts of what daily life was like for a soldier during the Civil War will help students better understand how difficult it was for these men and how the events of this war changed the face of the nation for generations to come.

**GOAL**

Connect with a Civil War soldier as a person and appreciate how national and individual decisions impacted the soldier and his family.

**OBJECTIVES**

- Appreciate the sacrifices of the soldiers and their families.
- Understand how difficult day-to-day life was for these soldiers.
- Experience first-hand accounts from actual soldiers of the Civil War.
- Recognize similarities and differences between the experiences of each soldier's time in service.
PROCEDURES
1. Divide students into groups and give each group a letter to analyze.
2. Have students answer the questions related to their letters (in handout section for Lesson 3).
3. Read each of the letters aloud to the class. Each group will report to the class what their letter was about.
4. Have a classroom discussion about the importance of each set of letters.
5. For example, the Chapman letters would be one set.
6. Use graphics to aid in writing prompts.

ASSESSMENT
Have the students write their own Civil War letter. Make a list on the board of what the students have learned about what was important to the lives of these soldiers. Examples: goods like coffee and tobacco, personal health, the well being of family and friends back home, fighting, what was happening in camp life, etc. They may choose to be either a Union or Confederate soldier, and they may write to whomever they choose. Have them include details of their daily life, what they’re concerned about, what they miss, etc. They can include anything that a soldier would have written about. These letters should provide insight into the hardships that soldiers faced during this time.

CONCLUSION
After learning about these soldiers’ lives through their own personal letters, you can see how difficult this war was for so many Americans. The Civil War was unlike any other war this nation had seen before. The sacrifices made by these men, as well as those made by the hundreds of thousands of other soldiers who fought in the Civil War, took quite a toll on their lives and this country. Many soldiers never made it home to their families and friends and letters such as these are their last remaining legacy. These first-hand accounts of what it meant to be a soldier during the Civil War should have provided you with a better understanding of this war and the hardships that this nation underwent because of it.

JOSIAH MAHONEY
Josiah Mahoney was from Williamson County, Tennessee. He fought on the side of the Union.

HISTORICAL PERSPECTIVE
Letters are primary sources that can help us understand what the person writing the letter knew or what he felt.
Letters Home: The Civil War Through Personal Letters

Lesson 3 continued

The Chapman Letters – Key

Teacher Summary: In letter #1 Chapman says that he has been sick with a cold but is feeling better. Letter #2 indicates that he has bowel complaints or diarrhea but is hoping he will get better soon. By the third letter Chapman writes that he is very ill and begs his father to come and get him so that he can recover. The fourth letter in the set is from the U.S. government, informing the father that his son, William Chapman, has died.

Chapman Letter 1

1. Read the first paragraph of William H. Chapman letter #1:
   a) Who is writing this letter? A son
   b) Who is he writing this letter to? His father
   c) What is the main point of this paragraph? What does he want his father to know? He has been sick with a cold but he is better now.

2. Read the second paragraph of William H. Chapman letter #1:
   a) Chapman writes that “we never have drawd any money yet.” What does he mean by this? He has not been paid yet by the military.
   b) Why are he and the other soldiers so anxious to get paid? They want to buy better food and enough of it so that they can eat what they want.
   c) What is the main point of this paragraph? What does he want his father to know? They are anxious to get paid.

3) Read the third paragraph of William H. Chapman letter #1:
   This paragraph rambles from one thought to another. What are some of the things Chapman is thinking about as he is writing this letter? Plowing back home, weather, where soldiers are coming from and where they are going, if there will be enough supplies for later in the war.

   Conclusion: William Chapman is a soldier in the Civil War. He was sick but is now better. He has not gotten paid yet, but his military commanders are telling him he will be paid in March. He spends a lot of time thinking about buying, planting and harvesting food.
CHAPMAN LETTER 2 – KEY

1. Read the first paragraph: a) The first paragraph of Letter 2 has some similarities with Letter 1. What is he talking about that he also discussed in the first letter? He is sick again and is hoping that he is about through with it.

b) Instead of a cold, in this letter he writes that he has “bowel complaints.” What does he mean by bowel complaints?

He has diarrhea.

c) Besides being sick, what else does he discuss in this first paragraph? He is watching other soldiers leave and go to the front lines and hopes that soon he will be headed there also.

2. Read the second paragraph: a) What does he mean when the writer says he "drawed money?" He got paid by the military for being a soldier.

b) Who is David Goins and what did he do in this paragraph? David is a friend from home.

3. Read the third paragraph: a) What day is it? Easter

b) What does the writer hope to eat, even if it is expensive? Eggs or a bite of eggs

c) Besides eggs, the writer spends his money on another item. What does he buy? A watch

d) What are most of the other soldiers spending their money on? Clothing

4. Read the fourth paragraph: a) The writer names several activities that are available in camp for entertainment. What are some of the things he mentions? Cooking, preaching, fiddling, dancing, and playing cards.

5. Read the fifth paragraph: a) William Chapman gets to see a lot of new places as a soldier. What places does he mention? A penitentiary, a state house, the Ohio River, and Louisville, KY

6. Read the last paragraph: a) Why does Chapman request his father to write back?

Conclusion: In this letter Chapman indicates that he has been ill with diarrhea but hopes to get over it soon. He has gotten paid and been able to purchase a few items like eggs and a watch. He is getting to see some new places and hopes to be leaving camp for the front lines very soon. He ends this letter to his father by requesting him to write a letter back.
CHAPMAN LETTER 3 – KEY

1. Read the first paragraph of Chapman letter #3:
   a) In the first sentence, how does Chapman say he is feeling? “Vary porley” or very poorly
   b) What is his ailment? Still diarrhea
   c) What does Chapman want his father to do even though he knows his father will be very nervous and perhaps scared? Ride the cars (trains) to Nashville to take Chapman back home.

2. Read the second paragraph of Chapman letter #3:
   a) Who is this part of the letter addressed to? His neighbor Jason Meador
   b) What does he want his neighbor to do? Ride the cars with Chapman’s father so that Chapman can return home to recuperate.

Conclusion: In this letter Chapman begs his father to come and get him. He wants to go home to recuperate. He realizes that his father may be nervous about “riding the cars” and suggests that one of their neighbors come with him. Chapman ends his letter telling his father to come anytime within the next two weeks but don’t wait any longer.

CHAPMAN LETTER 4 – KEY

1. Read the letter aloud:
   a) What has happened to William Chapman? He has died from chronic diarrhea

Conclusion: This letter was written by E.G. Hollingsworth on July 21st, 1864. It was written to William Chapman’s father, John Chapman. It explains that William has died and the circumstances surrounding his death. It also says that Hollingsworth would send Chapman’s personal belongings and money back to Knoxville to his family.
GEORGE NICHOLS LETTER – KEY

Teacher Summary: George Nichols was a soldier from Williamson County, Tennessee who was very well educated. Nichols was 18 years old when he joined the Williamson Grays of the 1st Tennessee (Confederate) Infantry. In January of 1862, he was sent to fight in Virginia where he fought in the Battle of Chickamauga. Afterwards, Nichols was promoted to the cavalry for his heroic efforts in this battle. Near the end of the war Nichols was shot numerous times and left for dead near Corinth, MS. However, he recovered and lived a long life after the war. His letter speaks specifically of the hardships experienced by soldiers in the winter months of the war, this letter being written soon after he arrived in Virginia.

1. Read Nichols letter aloud (either teacher or student):

   a) What kind of problems are the soldiers having with the weather? There was heavy rain, sleet, and snow with frigid temperatures and two feet of snow on the ground. These soldiers had very little warm clothing and were sleeping on the snow or standing up. That does not create healthy, well-rested soldiers.
   
   b) How long had it been since the soldiers had eaten? They had not eaten in two days because the supply wagon had not made it to them yet.

Conclusion: George Nichols was a soldier from Williamson County, Tennessee who was very well educated. He did live to see the end of the Civil War but suffered major ailments for the rest of his life due to the numerous gunshots he received during a battle in Mississippi. His letter speaks of the harsh times experienced by these soldiers, especially during the winter months. A lack of food and harsh winter weather killed several soldiers on both sides during this war but Nichols was fortunate enough to survive these ordeals, unlike so many others.
JOHN SHIELDS LETTER – KEY

Teacher Summary: John Shields was born in Nashville, Tennessee and fought for the Confederate Army as a private in the 1st Tennessee Cavalry Battalion. He fought in Tennessee and Kentucky, much of the time as one of John Hunt Morgan’s Raiders. Shields was captured at Lebanon, KY, and was sent to Ohio as a prisoner of war. After four months, he was exchanged and sent to Vicksburg, MS. He then rejoined Morgan’s Raiders and would later on fight in the Battle of Chickamauga in September of 1863.

1. Read Shields’ letter aloud (either teacher or student):
   a) What does Shields say about George? He says that George is getting better from some type of ailment and that he is glad to hear of this. He also says that George has grown a moustache and he would like to see a photograph of George with it all grown in.
   b) What are the differences in tone and emotion between the first and second half of the letter? The first few sentences are more happy and light-hearted. They reminisce of other events in their lives. The last half of the letter speaks of the death of a fellow soldier and suggests reconciling this and not to keep her hopes up that he is still alive. Shields then talks about the uncertainty of a soldier’s life.
   c) What sad event does he write to Kate about? Kate hopes that her Brother Evan is still alive even though Shields has received evidence that Evan died in Kentucky.
   d) Does he believe that Forrest took Nashville? He probably does not because he says that the more gullible soldiers believe it.

Conclusion: John Shields was born in Nashville, Tennessee and fought for the Confederate Army as a private in the 1st Tennessee Cavalry Battalion. This letter begins with John and Kate catching up on news of family and friends and exchanging pleasantries. However, by the end of the letter, the tone has completely changed and they are discussing the death of a loved one and the heartbreak and disbelief that Kate is feeling over this event. The Civil War was an extremely turbulent time in the lives of all Americans who experienced it, whether on the battlefields or from the homefront. This letter demonstrates the need for loved ones to keep in touch and how difficult this war was on each of them.
HENRY SHOULDISE LETTERS – KEY

Teacher Summary: Henry Shouldise was a soldier from Indiana who came to Tennessee to fight in the Civil War, but never made it back home. He is buried in the Nashville National Cemetery. His first letter gives us a clear idea of his education during the 19th century. Even those who were “educated” could not properly read or write. Similarly to other soldiers, he is concerned with fighting, acquiring supplies, and the welfare of his family. In the second letter he writes about trade that occurred on or near the battlefield across enemy lines. Confederate soldiers would trade their tobacco for coffee from Union soldiers and vice versa.

1. Read Shouldise letter #1 aloud (either teacher or student, notice that spelling and punctuation errors have intentionally been left in the letter to show the writing standards of the time):

   a) Notice the spelling and punctuation Henry Shouldise uses throughout his letter. Do you think he was a well educated man? Not according to modern standards of education.
   b) What was his major concern during this letter? Fighting and injured men. In fact, he calls it a slaughter and says that wounded men are passing through this hospital every day.
   c) He is also concerned with getting a “box.” What do you think he means by a box? What could be inside of it?

2. Read Shouldise Letter 2 aloud:

   a) What was the main topic of concern with this letter? Union and Confederate soldiers were running over to each other's side to trade tobacco and coffee.
   b) Why do you think they wanted to trade with each other? Each side had something the other side wanted.

Conclusion: Henry Shouldise was a man from Indiana who came to Tennessee to fight in the Civil War. His letters highlighted trade among enemy soldiers. Often they would call out to each other, bring tobacco or coffee, and trade for something else. They would run out from behind their barricades, make their trades, and then run back and start fighting again. This also shows that they recognized that other soldiers were similar to themselves in the sense that they were trying to survive long enough to go home.
State Curriculum Standards

STANDARDS COVERED BY THE TRUNK

The Life of a Civil War Soldier
Grades 4-5, 8-12

Lesson 1: Shouting The Battle Cry of Freedom: Understanding Multiple Perspectives Through Song
Grades 8-12

Grade 8
Social Studies
SSP.01 Collect data and information from a variety of primary and secondary sources, including:
• Media and technology sources.
SSP.02 Critically examine a primary or secondary source in order to:
• Extract and paraphrase significant ideas and relevant information
• Distinguish the difference between fact and opinion
• Draw inferences and conclusions
• Recognize author’s purpose, point of view, and bias.
SSP.03 Synthesize data from multiple sources in order to:
• Recognize differences among multiple accounts
SSP.04 Construct and communicate arguments citing supporting evidence to:
• Demonstrate and defend an understanding if ideas
• Compare and contrast viewpoints.
SSP.05 Develop historical awareness by:
• Recognizing how and why historical accounts change over time.
• Perceiving and presenting past events as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness.
• Evaluating how unique circumstances of time and place create context and contribute to action and reaction.
• Identifying patterns of continuity and change over time, making connections to the present.
8.43 Describe the development of the agrarian economy in the South, the locations of the cotton-producing states, the significance of cotton and the cotton gin.
8.62 Describe the outbreak of the Civil War and the resulting sectional differences, including:
• Economic and technological advances
• Geographic Divisions within states

Language Arts
8.L.KL.3 When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
8.L.AU.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
8.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

Reading
8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence
8.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text.
8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.

Speaking and Listening
8.SL.CC.1 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly
8.SL.PKI.4 Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

High School
Social Studies
SSP.01 Collect data and information from a variety of primary and secondary sources, including:
• Media and technology sources.
SSP.02 Critically examine a primary or secondary source in order to:
• Extract and paraphrase significant ideas and relevant information
• Distinguish the difference between fact and opinion
• Draw inferences and conclusions
• Recognize author’s purpose, point of view, and bias.
SSP.03 Synthesize data from multiple sources in order to:
• Recognize differences among multiple accounts
SSP.04 Construct and communicate arguments citing supporting evidence to:
• Demonstrate and defend an understanding if ideas
• Compare and contrast viewpoints.

SSP.05 Develop historical awareness by:
• Recognizing how and why historical accounts change over time.
• Perceiving and presenting past events as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness.
• Evaluating how unique circumstances of time and place create context and contribute to action and reaction.
• Identifying patterns of continuity and change over time, making connections to the present.

TN.31 Describe how the Civil War impacted various populations in Tennessee.

Language Arts

9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.
9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations
11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content.

Reading

9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary
11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

Speaking and Listening

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others’ ideas and expressing one’s own ideas clearly and persuasively
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing one’s own ideas clearly and persuasively
9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.
11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

Lesson 2: Life of a Soldier: The Civil War Through Personal Items

Grades 4-5

Grade 4
Social Studies
SSP.01 Collect data and information from a variety of primary and secondary sources, including:
• Artifacts
SSP.02 Critically examine a primary or secondary source in order to:
• Extract and paraphrase significant ideas.
• Draw inferences and conclusions.
SSP.05 Develop historical awareness by:
• Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness.
4.30 Explain the efforts of both the Union and the Confederacy to secure the border states for their causes.

Grade 5
Social Studies
SSP.01 Collect data and information from a variety of primary and secondary sources, including:
• Artifacts
SSP.02 Critically examine a primary or secondary source in order to:
• Extract and paraphrase significant ideas.
• Draw inferences and conclusions.
SSP.05 Develop historical awareness by:
• Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness.

Lesson 3: Letters Home: The Civil War Through Personal Letters  
Grades 4, 8

4th Grade  
Social Studies
SSP.01 Collect data and information from a variety of primary and secondary sources, including:
• Printed materials (letters)
SSP.02 Critically examine a primary or secondary source in order to:
• Extract and paraphrase significant ideas
• Draw inferences and conclusions
• Recognize author’s purpose, point of view, and potential bias.
SSP.03 Synthesize data from a variety of sources in order to:
• Recognize disparities among multiple accounts
SSP.04 Construct and communicate arguments citing supporting evidence to:
• Demonstrate and defend an understanding of ideas
• Illustrate cause and effect.
SSP.05 Develop historical awareness by:
• Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness.
4.30 Explain the efforts of both the Union and Confederacy to secure the border states for their causes.

Language Arts
4.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
4.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
i. Use context as a clue to the meaning of a word or phrase.

Reading
4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.
4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.
4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.

Speaking and Listening
4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.

8th Grade  
Social Studies
SSP.01 Collect data and information from a variety of primary and secondary sources, including:
• Printed materials (letters)
SSP.02 Critically examine a primary or secondary source in order to:
• Extract and paraphrase significant ideas
• Draw inferences and conclusions
• Recognize author’s purpose, point of view, and potential bias.
SSP.03 Synthesize data from a variety of sources in order to:
• Recognize disparities among multiple accounts
SSP.04 Construct and communicate arguments citing supporting evidence to:
• Demonstrate and defend an understanding of ideas
• Illustrate cause and effect.
SSP.05 Develop historical awareness by:
• Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness.
8.66 Analyze how the writings like Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier.
TN.31 Describe how the Civil War impacted various populations in Tennessee.

Language Arts
8.L.AU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.
a. Use context as a clue to the meaning of a word or a phrase.
b. Use common grade-appropriate morphological elements as clues.
to the meaning of a word or a phrase.
c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Reading
8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
8.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

Speaking and Listening
8.SL.CC.1 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.
Lesson 1

Shouting The Battle Cry Of Freedom: Understanding Multiple Perspectives Through Song

LESSON PLAN RESOURCES
1. Civil War Music CD
2. Music Lyrics
3. Assessment Sheets
Group A – Investigating Song Lyrics

DIRECTIONS
You have two songs. Read each song silently. Then pick someone in the group to read each song aloud to the group.
Compare and contrast the two songs by answering the following questions.

1. Both songs are named The Battle Cry of Freedom. One is a Union version and the other is a Confederate version.
   Look in the chorus of both songs. In the second line of version A, what is meant by “Down with the traitor up with the star?” In the second line of version B, what is meant by “Down with the eagle and up with the cross?” Who is the traitor? What does an eagle symbolize?

2. In stanza three of version B, what is meant by “To tyrants we’ll not yield?” In this version, who is considered “the tyrant?”

3. In stanza three of version A, what does freedom mean? Freedom for whom?

4. Study the last stanza of each song. What is similar about both stanzas? How are they different?
1. Which song is the Union version and which one is Confederate? What clues in each song tell you this?

2. What does Freedom mean in the Confederate version of the song? What do you think Freedom means in the Union version of the song?

3. Check the group that might sing the Union version of the song.
   - Freed Slaves
   - Union at Home
   - Confederates at Home
   - Union Soldiers
   - Confederate Soldiers
   - African American Soldiers

4. Check the group that might sing the Confederate version of the song.
   - African American Soldiers
   - Union Soldiers
   - Confederates at Home
   - Union at Home
   - Freed Slaves
   - Confederate Soldiers

5. During what point in the War do you think these songs were most popular?
   Check all that apply.
   - Beginning
   - Middle
   - End

   Why?
Group A – Song Lyrics

BATTLE CRY OF FREEDOM (VERSION A)

Stanza 1
Yes we’ll rally ’round the flag, boys, rally once again,
Shouting the battle cry of Freedom,
We will rally from the hillside, we’ll gather from the plain,
Shouting the battle cry of Freedom.

Chorus
The Union forever, Hurrah, boys, Hurrah!
Down with the traitor, up with the star;
While we rally round the flag, boys, rally once again
Shouting the battle cry of Freedom.

Stanza 2
We are springing to the call of our brothers gone before,
Shouting the battle cry of Freedom,
And we’ll fill the vacant ranks with a million Free men more,
Shouting the battle cry of Freedom.

Chorus
Stanza 3
We will welcome to our numbers the loyal, true and brave,
Shouting the battle cry of Freedom,
And although he may be poor he shall never be a slave,
Shouting the battle cry of Freedom.

Chorus

Stanza 4
So we’re springing to the call from the East and from the
West,
Shouting the battle cry of Freedom,
And we’ll hurl the rebel crew from the land we love the best,
Shouting the battle cry of Freedom.

Chorus

BATTLE CRY OF FREEDOM (VERSION B)

Stanza 1
Our flag is proudly floating on the land and on the main,
Shout, shout, the battle cry of Freedom;
Beneath it oft we’ve conquered and will conquer oft again,
Shout, shout, the battle cry of Freedom.

Chorus
Our Dixie forever, she’s never at a loss
Down with the eagle and up with the cross.
And we’ll rally ’round the bonny flag, we’ll rally once again
Shout, shout the battle cry of Freedom

Stanza 2
Our gallant boys have marched to the rolling of the drums,
Shout, shout, the battle cry of Freedom;
And the leaders in charge cry, “Come boys, come!”
Shout, shout, the battle cry of Freedom.

Chorus

Stanza 3
They have laid down their lives on the bloody battle field,
Shout, shout, the battle cry of Freedom;
Their motto is resistance- “To tyrants we’ll not yield!”
Shout, shout, the battle cry of Freedom.

Chorus
Group B – Investigating Song Lyrics

DIRECTIONS
You have two songs. Read each song silently. Then pick someone in the group to read each song aloud to the group.
Compare and contrast the two songs by answering the following questions.

Battle Hymn of the Republic

1. What does this song say about God and the War? Whose side is He on? Give an example in the lyrics.

2. Look in stanza 3, what does the line “crush the serpent with his heel” mean? Who is the serpent?

3. In stanza 4, what is meant by the line “let us die to make men free”?

Is this a Union or a Confederate song?

The Bonnie Blue Flag

4. In stanza 1 and the chorus, what do the lyrics say they are fighting for?
Group B – Investigating Song Lyrics

1. In stanza 2, who does the writer of this song blame for the war? What reason do the lyrics give for the cause of the War?

2. In stanzas 3-6, underline the list of states. What message is being conveyed in this song? Why do you think Tennessee is listed last?

3. After reading “The Bonnie Blue Flag,” do you think this song was popular in the Union or Confederacy?

4. Check the group(s) that might sing The Battle Hymn of the Republic.
   - Freed Slaves
   - Union at Home
   - Confederates at Home
   - Union Soldiers
   - Confederate Soldiers
   - African American Soldiers

5. Check the group that might sing The Bonnie Blue Flag.
   - African American Soldiers
   - Union Soldiers
   - Confederates at Home
   - Union at Home
   - Freed Slaves
   - Confederate Soldiers

6. During what point in the War do you think these songs were most popular? Check all you think may apply.
   - Beginning
   - Middle
   - End

   Why?
BATTLE HYMN OF THE REPUBLIC

Stanza 1
Mine eyes have seen the glory of the coming of the Lord;
He is trampling out the vintage where the grapes of wrath are stored;
He hath loosed the faithful lightning of His terrible swift sword;
His truth is marching on.

Stanza 2
I have seen Him in the watch fires of a hundred circling camps
They have builded Him an alter in the evening dews and damps;
I can read His righteous sentence by the dim and flaring lamps;
His day is marching on.

Chorus
Glory! Glory! Hallelujah! Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah! His truth is marching on.

Stanza 3
I have read a fiery Gospel writ in burnished rows of steel;
“As ye deal with My contemners, so with you My grace shall deal”;
Let the Hero, born of woman, crush the serpent with His heel,
Since God is marching on.

Stanza 4
In the beauty of the lilies Christ was born across the sea,
With a glory in His bosom that transfigures you and me:
As He died to make men holy, let us die to make men free;
While God is marching on.

Chorus
THE BONNIE BLUE FLAG

[A Bonnie Blue Flag was the name given to the Confederate National Flag]

Stanza 1
We are a band of brothers and native to the soil,
Fighting for our Liberty with treasure, blood and toil;
And when our rights were threaten’d the cry rose near and far,
Hurrah for the Bonnie Blue Flag that bears a single star!

Chorus
Hurrah! Hurrah! For Southern rights hurrah!
Hurrah for the Bonnie Blue Flag that bears a single star.

Stanza 2
As long as the Union was faithful to her trust,
Like friends and brethren kind were we, and just;
But now, when Northern treachery attempts our right to mar,
We hoist on hight the Bonnie Blue Flag with a single star.

Stanza 3
First gallant South Carolina noble made the stand,
Then came Alabama and took her by the hand;
Next, quickly, Mississippi then Georgia, Florida,
All raised on high the Bonnie Blue Flag with a single star.

Chorus

Stanza 4
Ye men of valor gather round the banner of the right,
Texas and fair Louisiana join us in the fight;
With Davis, our loved President, and Stephens, statesmen rare
We’ll rally round the Bonnie Blue Flag that bears a single star.

Stanza 5
And here’s to brave Virginia, the Old Dominion State,
With the young Confederacy she has linked her faith;
Impelled by her example, now other States prepare
To hoist on high the Bonnie Blue Flag that bears a single star.

Chorus

Stanza 6
Then cheer, boys, cheer, raise up a joyous shout
For Arkansas and North Carolina now have both gone out,
And let another rousing cheer for Tennessee be given,
The single star of the Bonnie Blue Flag has grown to be eleven.

Stanza 7
And here’s to our Confederacy, strong we are and brave,
Like patriots of old we’ll fight, our heritage to save;
And rather than submit to shame, to die we would prefer,
So cheer for the Bonnie Blue Flag that bears a single star.

Chorus
Group C – Investigating Song Lyrics

DIRECTIONS
You have two songs. Read each song silently. Then pick someone in the group to read each song aloud to the group. Compare and contrast the two songs by answering the following questions.

Just Before the Battle, Mother

1. What types of people would be singing this song?

2. What is the mood of this song?

3. At what point during the war do you think this song was popular? Who might have sung it?

Goober Peas

4. What do you think are “Goober Peas?”
   - [ ] Chocolate-covered peanuts
   - [ ] Frozen Peas
   - [ ] Hardtack Crackers
   - [ ] A Brand of Peas
   - [ ] Boiled Peanuts
   - [ ] Salted Meat

5. How does this song describe life in the army?
1. What does this song tell us about food conditions in the Confederate army?

2. Do you think this song was more popular with the Union or Confederate army? Why?

3. How are the two songs different?

4. In what ways are they the same?

5. In what ways do both songs describe the condition of army life?
Group C – Song Lyrics

JUST BEFORE THE BATTLE, MOTHER

Stanza 1
Just before the battle, Mother, I am thinking most of you,
While upon the field we’re watching with the enemy in view,
Comrades brave are round me lying fill’d with th’ts of home
and God;
For well they know that on the morrow some will sleep
beneath the sod.

Chorus
Farewell, Mother, you may never
Press me to your heart again;
But O, you’ll not forget me Mother
If I’m number’d with the slain.

Stanza 2
Oh, I long to see you, Mother and the loving ones at home,
But I’ll never leave our banner till in honor I can come.
Tell the traitors, all around you that their cruel words,
we know,
In ev’ry battle kill our soldiers by the help they give the foe.

Chorus
Peas! Peas! Peas! Peas!
Eating goober peas!
Goodness, how delicious, eating goober peas!

Stanza 3
Just before the battle the Gen’ral hears a row,
He says, “The Yanks are coming, I hear their muskets now.”
He turns around in wonder and what do you think he sees?
The Georgia Militia eating goober peas!

Chorus
Peas! Peas! Peas! Peas!
Eating goober peas!
The Georgia Militia eating goober peas!

GOOBER PEAS

Stanza 1
Sitting by the roadside on a summer’s day
Chatting with me messmates passing time away,
Lying in the shadows underneath the trees,
Goodness, how delicious, eating goober peas!

Chorus
Peas! Peas! Peas! Peas!
Eating goober peas!
Goodness, how delicious, eating goober peas!

Stanza 2
When a horseman passes the soldiers have a rule,
To cry out at their loudest, “Mister, here’s your mule,”
But another pleasure enchantinger than these,
Is wearing out your Grinders, eating goober peas!

Chorus
Peas! Peas! Peas! Peas!
Eating goober peas!
Is wearing out your Grinders, eating goober peas!

Stanza 3
Hark! I hear the bugles sounding, ’tis the signal for the fight,
Now may God protect us, Mother as He ever does the right.
Hear the “Battle Cry of Freedom.” How it swells upon the air,
Oh, yes we’ll rally round the standard or we’ll perish nobly
there.

Chorus
Peas! Peas! Peas! Peas!
Eating goober peas!
The Georgia Militia eating goober peas!
Group D – Investigating Song Lyrics

DIRECTIONS

You have two songs. Read each song silently. Then pick someone in the group to read each song aloud to the group. Compare and contrast the two songs by answering the following questions.

Free at Last

1. Who would sing this song?

2. This was a slave song that took on a whole new meaning during the Civil War. Who does the slave thank for his freedom?

3. In stanza 2, what hint tells you about how this person became free?

Marching Song of the First Arkansas

4. Who would sing this song?

5. Who does the slave thank for his freedom in this song?
1. In what ways do they indicate that they are no longer slaves?

2. What do you think African Americans are fighting for in this song?

3. Who do you think is father Abraham?

4. The Emancipation Proclamation freed the slaves, when did this happen according to this song?
Group D – Song Lyrics

FREE AT LAST

Stanza 1
Free at last, free at last
I thank God I’m free at last.
Free at last, free at last
I thank God I’m free at last.

Stanza 2
Way down yonder in the graveyard walk,
I thank God I’m free at last.
Me and my Jesus going to meet and talk,
I thank God I’m free at last.

Chorus
Free at last, free at last
I thank God I’m free at last.
Free at last, free at last
I thank God I’m free at last.

Stanza 3
On my knees when the light pass’d by
I thank God I’m free at last.
Tho’ my soul would rise and fly
I thank God I’m free at last.

Chorus

Stanza 4
Some of these mornings, bright and fair
I thank God I’m free at last.
Goin’ meet my Jesus in the air
I thank God I’m free at last.

Chorus

Chorus
Free at last, free at last
I thank God I’m free at last.
Free at last, free at last
Thank God Almighty I’m free at last.

MARCHING SONG OF THE FIRST ARKANSAS

Stanza 1
Oh, we’re the bully soldiers of the “First of Arkansas,”
We are fighting for the Union, we are fighting for the law,
We can hit a Rebel further than a white man ever saw,
As we go marching on.

Stanza 2
They said, “Now colored brethren, you shall be forever free,
From the first of January, Eighteen hundred sixty-three.”
We heard it in the river going rushing to the sea,
As it went sounding on.

Chorus
Glory, glory, hallelujah,
Glory, glory, hallelujah,
Glory, glory, hallelujah,
As we go marching on.

Stanza 3
Father Abraham has spoken and the message has been sent,
The prison doors he opened, and out the pris’ners went,
To join the sable army of the “African Descent,”
As we go marching on.

Chorus
Glory, glory, hallelujah,
Glory, glory, hallelujah,
Glory, glory, hallelujah,
As we go marching on.

Chorus
Free at last, free at last
I thank God I’m free at last.
Free at last, free at last
Thank God Almighty I’m free at last.
Group E – Investigating Song Lyrics

DIRECTIONS
You have two songs. Read each song silently. Then pick someone in the group to read each song aloud to the group. Compare and contrast the two songs by answering the following questions.

When Johnny Comes Marching Home
1. After reading the song, who do you think Johnny is?

2. How do you think the person singing this song might feel? How does it make you feel?

3. At what point in the war do you think this song was most popular? Why?

4. Do you think that both the Union and the Confederacy sang this song? Why?

Tenting on the Old Campground
5. How do you think the person singing this song might feel?
Group E – Investigating Song Lyrics

1. According to this song, what are some of the reasons that they are tired of war?

2. Who do you think was most likely to sing this song?

3. Read the chorus. What does the author of this song wish to see?

Compare and Contrast the two songs.

4. Name two ways these two songs are similar.

5. Name two ways they are different.
Group E – Song Lyrics

WHEN JOHNNY COMES MARCHING HOME

Stanza 1
When Johnny comes marching home again,
Hurrah! Hurrah!
We'll give him a hearty welcome then,
Hurrah! Hurrah!
The men will cheer, the boys will shout,
The ladies they will all turn out,
And we'll all feel gay
When Johnny comes marching home.

Stanza 2
The old church bells will peal with joy,
Hurrah! Hurrah!
To welcome home our darling boy,
Hurrah! Hurrah!
The village lads and lassies say
With roses they will strew the way,
And we'll all feel gay
When Johnny comes marching home.

Stanza 3
Get ready for the Jubilee,
Hurrah! Hurrah!
We'll give the hero three times three,
Hurrah! Hurrah!
The laurel wreath is ready now
To place upon his loyal brow,
And we'll all feel gay
When Johnny comes marching home.

Stanza 4
Let love and friendship on that day,
Hurrah! Hurrah!
Their choicest treasures then display,
Hurrah! Hurrah!
And let each one perform some part
To fill with joy the warrior’s heart,
And we'll all feel gay
When Johnny comes marching home.

TENTING ON THE OLD CAMP GROUND

Stanza 1
We are tenting tonight on the old camp ground,
Give us a song to cheer
Our weary heats, a song of home
And friends we love so dear.

Chorus
Many are the hearts that are weary tonight,
Wishing for the war to cease;
Many are the hearts that are looking for the right
To see the dawn of peace.
Tenting tonight, tenting tonight,
Tenting on the old camp ground.

Stanza 2
We are tired of war on the old camp ground,
Many are dead and gone,
Of the brave and true who've left their homes,
Others been wounded long.

Chorus.

Stanza 3
We've been fighting today on the old camp ground,
Many are lying near;
Some are dead, and some are dying,
Others are in tears.

Final Chorus
Many are the hearts that are weary tonight,
Wishing for the war to cease;
Many are the hearts that are looking for the right,
To see the dawn of peace.
Dying tonight, dying tonight,
Dying on the old camp ground.
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Investigating Civil War Song Lyrics – Class Analysis

- At what point during the war might this song be sung?
- What is this song about?
- This song?
- Who do you think would sing this song?
- What is similar about these songs? What is different?
Group A – Investigating Song Lyrics Key

1. Both songs are named *The Battle Cry of Freedom*. One is a Union version and the other is a Confederate version. In the second line of version A, what is meant by “Down with the traitor up with the star?” In the second line of version B, what is meant by “Down with the eagle and up with the cross?” Who is the traitor? What does an eagle symbolize? *In version A, the traitor signifies the Confederates. People in the North and those that fought for the Union considered southerners traitors for betraying the government of the United States. In version B, the eagle represents the United States. The eagle is the symbol of the United States government.*

2. In stanza three of version B, what is meant by “To tyrants we’ll not yield?” In this version, who is considered “the tyrant?” *The tyrant here is considered to be the newly elected president Abraham Lincoln. Confederates considered him a tyrant because they believed he intended to change their way of life by ending slavery. They promised never to stop fighting against him.*

3. In stanza three of version A, what does freedom mean? Freedom for whom? Here, freedom means freedom from slavery. *This is referring to the millions of African Americans who were enslaved.*

4. Study the last stanza of each song. What is similar about both stanzas? How are they different? *Each side is determined to win the war. They are confident that their side will win.*

5. Which song is the Union version and which one is Confederate? What clues in each song tell you this? *Version A is the Union version. Version B is the Confederate version.*

6. What does Freedom mean in the Confederate version of the song? What do you think Freedom means in the Union version of the song? *In the Confederate version, it means the freedom from the U. S. government to establish their own nation built upon their own ideals. They felt that if they didn’t secede that their liberty or freedoms might be taken away (for example their freedom to own slaves and move into the new territories). In the Union version, it means freedom from slavery and the freedom that the United States afforded all American citizens, the freedoms given in the Constitution and Declaration of Independence.*

7. Circle the group that might sing the Union version of the song. *Freed Slaves, Union at Home, Union Soldiers, African American Soldiers*

8. Circle the group that might sing the Confederate version of the song. *Confederates at Home, Confederate Soldiers*

9. During what point in the War do you think these songs were most popular? Circle all that apply. *Beginning, Middle, End*

   Why? *There is really no right or wrong answer here. However, these songs were at their most popular during the beginning and middle. They were meant to inspire men to join the war effort and women and men at home to support the war effort. They are very rousing and patriotic songs on both sides.*
**Battle Hymn of the Republic**

1. What does this song say about God and the War? Whose side is He on? Give an example in the lyrics. **It says that God is on the side of the Union. “As you deal with my contemners, so with you my grace shall deal.” Or “As he died to make men holy, let us die to make men free.”**

2. Look in stanza 3, what does the line “crush the serpent with his heel” mean? Who is the serpent? **The serpent is a symbol for the devil. As Christ crushed the enemy of the devil, it is the job of the soldiers to crush the Confederate enemy.**

3. In stanza 4, what is meant by the line “let us die to make men free”? **The Union soldiers were fighting to free the slaves.**

4. Is this a Union or a Confederate song? **Union**

**The Bonnie Blue Flag**

5. In stanza 1 and the chorus, what do the lyrics say they are fighting for? **They are fighting for their liberty.**

6. In stanza 2, who does the writer of this song blame for the war? What reason do the lyrics give for the cause of the war? **The writer blames the Union (the North). As long as the government did not attempt to take away their right to own slaves, the Confederates were loyal citizens. They are merely fighting to defend their rights.**

7. In stanzas 3-6, underline the list of states. What message is being conveyed in this song? Why do you think Tennessee is listed last? **These are all the states that seceded. They are united in their effort to win the war. Tennessee was listed last because it was the last state to secede.**

8. After reading “The Bonnie Blue Flag,” do you think this song was popular in the Union or Confederacy? **Confederacy**

9. Circle the group(s) that might sing The Battle Hymn of the Republic.

   - Freed Slaves
   - Union at Home
   - Confederate Soldiers
   - Confederates at Home
   - **Union Soldiers**

10. Circle the group that might sing The Bonnie Blue Flag.

    - African American Soldiers
    - Union Soldiers
    - Confederates at Home
    - **Union at Home**
    - Freed Slaves
    - Confederate Soldiers

11. During what point in the War do you think these songs were most popular? Circle all you think may apply.

    **Beginning  Middle  End**

    Why? **These songs were popular throughout the war but they were most effective at inspiring patriotism during the beginning and middle. The Battle Hymn of the Republic was popular throughout.**
Group C – Investigating Song Lyrics Key

Just Before the Battle, Mother

1. What types of people would be singing this song? Civil War Soldiers, Union and Confederate.

2. What is the mood of this song? Slow, sad, contemplative. The excitement of the war is over for these soldiers. They miss home and are wondering about their own mortality in battle. They may never see home again. For example, “Farewell, Mother, you may never Press me to your heart again.”

3. At what point during the war do you think this song was popular? Who might have sung it? Probably during the middle and late stages of the war after the excitement and glory had worn off and the reality of death was realized by the soldier.

Goober Peas

4. What do you think are “Goober Peas?” Peanuts

5. How does this song describe life in the army? It describes the lighter side of army life.

6. What does this song tell us about food conditions in the Confederate army? It indicates that food was scarce many times in the Confederate army.

7. Do you think this song was more popular with the Union or Confederate army? Confederates, because they understood what it was like to be hungry without food during long stretches of the war. Also peanuts are grown in the south.

Compare and contrast the two songs.

8. How are the two songs different? One is slow and melancholy and the other is light-hearted and humorous.

9. In what ways are they the same? They both describe aspects of being a soldier. They both describe life in camp for the Civil War soldier and they show the human side of soldier life. It could be sad and fearful at one time, and humorous at another. Also, both songs wish the war was over and soldiers could be home again with their loved ones.

10. In what ways do both songs describe the condition of army life? It could be sad and fearful at one time, and humorous at another.
Free at Last

1. Who would sing this song? **African Americans that were freed from slavery.**

2. This was a slave song that took on a whole new meaning during the Civil War. Who does the slave thank for his freedom? **God**

3. In stanza 2, what hint tells you about how this person became free? **This person became free from slavery by dying.**

Marching Song of the First Arkansas

4. Who would sing this song? **African American soldiers fighting for the Union.**

5. Who does the slave thank for his freedom in this song? **“Father Abraham” or Abraham Lincoln**

6. In what ways do they indicate that they are no longer slaves? **They are soldiers fighting for their freedom. Examples:**
   
   **“We are fighting for the Union, we are fighting for the law, We can hit a Rebel further than a white man ever saw. And They said, Now colored brethren, you shall be forever free, From the first of January, Eighteen hundred sixty-three.”**

7. What do you think African Americans are fighting for in this song? **Their own freedom, and the Union.**

8. Who do you think is father Abraham? **Abraham Lincoln**

9. The Emancipation Proclamation freed the slaves, when did this happen according to this song? **“From the first of January, Eighteen hundred sixty-three.”**
Group E – Investigating Song Lyrics Key

*When Johnny Comes Marching Home*

1. After reading the song, who do you think Johnny is? **A Civil War Soldier.**

2. How do you think the person singing this song might feel? How does it make you feel? **Excited. Anticipating. The person sounds like they are anxiously awaiting Johnny's return.**

3. At what point in the war do you think this song was most popular? Why? **Probably toward the end of the war when the end of the war was in sight.**

4. Do you think that both the Union and the Confederacy sang this song? Why? **Both sides might have sung it because families on both sides would have been glad to see their loved ones again. But it was probably more popular in the North because they had won the war and were returning victorious.**

*Tenting on the Old Campground*

5. How do you think the person singing this song might feel? **Extremely sad. He is tired of war.**

   The “Old Campground” is a place of death to this person.
   
   “We’ve been fighting today on the old camp ground,
   Many are lying near; Some are dead, and some are dying,
   Others are in tears.”

6. According to this song, what are some of the reasons that they are tired of war? **The songwriter has lost many friends that have been killed during the war. His heart is weary.**

7. Who do you think was most likely to sing this song? **Soldiers on both sides. Both sides were tired of the war and ready for it to end.**

8. Read the chorus. What does the author of this song wish to see? **The war to end**

*Compare and Contrast the two songs.*

9. Name two ways these two songs are similar **They both are anxiously anticipating and longing for the war to end.**

10. Name two ways they are they different. **The first song is very upbeat and positive about the future. The second song is very melancholy and reflecting on all the death during the war.**
Lesson 2

Life of a Soldier:
The Civil War Through Personal Items

LESSON PLAN RESOURCES
Civil War Jeopardy
1. Teacher’s Item Descriptions
2. Assessment
3. Answer Sheet
Sack coat
The sack coat was developed as a garment that was easy and inexpensive to produce. Normally the sack coat had four buttons and fell to the hips in length. It was comfortable to wear except in warm weather because it was made of wool. This coat was most common among Union soldiers and was standard issue for them when they joined the military. The color for the Union soldier’s coat was dark blue. The Confederate soldiers were issued coats in a variety of colors including: tan, yellow and gray. A soldier would keep this item at all times because it was part of their uniform.

Brogans
The most common footwear was the brogan. Most pairs did not come with a right or left shoe but could be worn on either foot. Eventually, the shoes would wear into the shape of one foot or the other. A soldier would keep this item at all times because it was part of their uniform.

Kepi
The kepi was the most unpopular headwear of the period. It afforded little protection against sun, wind or rain. It looked military but was hated by the soldiers. This was the most common hat worn by the Union soldiers. It was made in blue for the Union soldiers and gray, tan, or butternut for the Confederate soldiers. A soldier would keep this item at all times because it was part of their uniform.

Cartridge box
A cartridge was the paper container that held a bullet and gunpowder which were poured into your rifle to load it. A cartridge box is a container for a soldier’s cartridges. This piece of equipment hung from a strap or belt. It contained tins of ammunition. Forty rounds was the number most cartridge boxes would hold which is why it received the nickname “forty dead men.” Some were decorated with a plate that would hopefully deflect a bullet. Each was stamped: US for the Union troops and CS for the Confederate troops. A soldier would keep this item at all times because it was part of their uniform.

Canteen
A canteen was the container that soldiers used to carry drinking water around with them. They were covered with a wool cloth. It did not matter what color it was. Sometimes the Federal troops had gray or brown covers for their canteens. The water would be cooler if the wool cloth was soaked in water and then evaporated. This evaporation cooled the water. Not covering the metal would attract too much sunlight. Due to water borne diseases, this is one of the most dangerous pieces of equipment a soldier might carry. A soldier would keep this item at all times because it was their only way of carrying water.

Haversack
A haversack is a bag that was used for carrying a soldier’s personal items or other small items such as cooking equipment, food, and maybe more if they did not have a knapsack. Ration tins, sacks of dried food, or cooking pans were kept in the haversack. Soldiers might also keep personal objects such as letters or pens/pencils in this as well. The weight of this piece of equipment would need to be kept to a minimum because soldiers had to carry it on long marches. Supplies were often scarce and would be scavenged wherever they could be found, including taking any supplies they could find on a dead soldier. A soldier would keep this item at all times because it was their only way of carrying many personal items.

Toothbrush
Dental care during the middle of the nineteenth century was poor at best with much of the population suffering from the ill effects of improper hygiene and a lack of care. Soldiers were admitted to the military only after an inspection of their upper and lower jaws for the correct number of teeth. At least one top and one bottom tooth would be necessary so that a soldier might bite open his paper cartridges used to load his rifle. Keeping the teeth clean was essential and many times the soldiers carried their toothbrush in a button hole of a coat. The bristles were made of hog’s hair. This is an item a soldier would carry if one could be obtained.

Comb
Civil War soldiers did not use combs simply to style their hair. They were also used to clean the lice and nits out of their scalps. Lice were a major problem for dirty soldiers who slept in close quarters for warmth or a lack of space. Blanket sharing would lead to the spread of vermin which could be combed out of the hair with a fine toothed comb. This is an item a soldier would carry if one could be obtained.

Mirror
A mirror was mainly used by soldiers for shaving. Shaving was the norm for the 1850s but went out of fashion during the 1860s largely due to the difficulty of shaving during Civil War years. Clean shaven faces of the soldiers soon gave way to beards and sideburns because they were easier to maintain than a daily shave. Beards would continue to be the style for about the next twenty years. This is an item that a soldier might discard on the march.

Cards and Dice
Cards and dice were considered sinful items at the time and were readily available in camps where soldiers might learn to play poker, euchre, whist, faro, chuck-a-luck, and any number of other pastimes not typically played at home on the farm. Checkers, dominos, and, for the more educated, chess, were played in camp, but on the march these heavy items might be discarded. Before battle, these same items which were also considered sinful were usually thrown away so a soldier would not face judgment day after being killed while in possession of cards or dice. This is an item that a soldier might discard on the march.
Civil War Jeopardy – Teacher’s Item Descriptions

**Pencils and Paper**
Pencils and paper were carried by soldiers and were used to write letters to loved ones and friends at home. Much of what we know about the everyday life of soldiers during the Civil War comes from these letters. Letters were phonetically written and various styles of handwriting could make transcribing a difficult task. Their spelling and grammar varied according to their education. Writing letters was the only way for soldiers to communicate with family and friends back home. Some were treasured by their relatives as these might be the last letters written by their loved ones. A soldier would write over every square inch of empty space in order to save paper, which was a valuable commodity. Letters from home were also highly valued and read over and over again. These items would be treasured and kept when they could be acquired.

**Pocket Bible and other Books**
Many soldiers would carry small books such as a pocket-sized Bible or Beadle’s Dime Library books. They were lightweight and could ease the boredom of camp life. Many heavier books would not survive the march. Many non-practical books might also be discarded or used for the precious commodity of toilet paper. Also, soldiers would read Bible scriptures for inspiration as they were preparing for battle and to “get their souls right with the Lord.” The Bible and other smaller books would usually be kept at all times but larger, unnecessary books would often be discarded on the march or used as toilet paper.

**Hardtack**
Hardtack is a type of bread that was eaten by soldiers during the Civil War. It was made of wheat flour, salt, and water and was baked into a bricklike hardness. It would have to be soaked in water or coffee in order to soften it before eating. Soldiers often found that the larvae of weevil beetles had infested the crackers and that soaking the cracker made the weevil maggots emerge. Soldiers were issued this hardtack on the march. Soft bread was baked in ovens in camp. The longer the cracker was stored the more solid it became. This item would be kept as a primary food item.

**Plate**
A soldier was responsible for keeping his own eating equipment. A plate would always be kept close. Soldiers brought their own knives, forks and spoons. Without these implements eating was a chore rather than a pleasure. It clanked against other equipment and was very noisy because it was usually made of tin or copper.

This object was used for eating and for creating a racetrack for “gray backs,” or lice. Soldiers would race them on plates. If a soldier wanted to cheat he would heat his plate. If it was too hot the louse would pop like a kernel of corn. This item would be kept and was never discarded.

**Tin Cup**
Similar to the plate, a soldier would keep a tin cup with him at all times as well. A tin cup was needed for drinking water or coffee, soaking hardtack or other liquid uses. This item would be kept and was never discarded.

**Skillet**
Soldiers usually cooked and ate in messes consisting of four or five men. One man would cook, one might carry a skillet, one might carry the lard or grease and, another might carry the actual food. With this method, no one soldier would have to carry a full load of cooking equipment ad essentials. This method would help to reduce fatigue on the march. Skillets were sometimes made using one-half of a canteen. This item would be kept if it could be obtained.

**Rice**
Sacks of rice were usually found in the haversacks of Confederate soldiers as it was grown in Louisiana, South Carolina, and Georgia. While heavy, this may be the only allotment of tolerable food issued on the march. Other food would include flour and hardtack. Northern soldiers usually received rations of corn, beans, and peas. This item would be kept as primary food.

**Coffee**
Just like today, coffee was a staple of American life. During the war, the North blockaded the southern states which cut off supplies of weapons, clothing, medicine, and coffee. Southern troops were desperate and would cook chicory beans to substitute for coffee. Whenever possible, southern soldiers would trade with Federal soldiers for newspapers or coffee. This item would be kept if it could be obtained.

**Canned Salt Pork/Beef**
Canned food was still only about fifty years old at this time. Salted meat was preserved by precooking it and immersing in briny water before canning it. It turned colors in the cans leading many soldiers to call the beef “blue beef” or “salt horse.” Sailors called it “salt junk.” Many times the pork or beef was rancid in the can. Sometimes the pork still had hair bristles on the meat where the hog had not been skinned properly. This item would usually be kept as a primary food, mostly because there was not enough food available.

**Housewife**
A soldier carried pins, needles, buttons, thread, and extra cloth in a cloth pouch called a “housewife,” which was used for repairing his uniform. Union soldiers were more prone to being in trouble for a torn or messy uniform than the hap-hazardly-dressed Confederate soldier. Holes in the knees, elbows, or seat would need to be patched up immediately and having a button missing from the uniform was a serious infraction to some officers. This item would be kept.

**Bullet**
This is an authentic bullet from the Civil War. It was never fired and so it was never bent or twisted from striking an object. It was most likely dropped on...
the ground by a soldier during a battle. It is made of soft lead. A soldier would keep as many bullets as he could carry.

**Lye**
Lye soap was used to clean the dirt off of soldiers and their clothes. It would sometimes burn their skin when soldiers used it. During the winter months it was largely discarded. On the march, soldiers would go for weeks without washing unless they were caught in a storm or crossed a river. During the summer months, soldiers would wash more often than in the winter, but still very rarely. Union Army regulations state that soldiers would be made to wash one time per day (hands and face) for inspection. This item was usually discarded.

**Candles**
Candles would be carried from home or purchased from sutlers around the camps. Candles were often made of tallow or beeswax. These may or may not be used by soldiers. Writing home before lights out might be something a soldier would do if he could. Each side usually knew where the other side was located and campfires made them visible also. So candles could be used because secrecy was not necessary. Candles may or may not be used depending on availability and need.

**“US” Belt and Buckle**
This leather belt with the “US” insignia buckle was the standard issue for most Union soldiers serving in the infantry. Unlike our belts today, the Civil War soldier’s belt was not worn around the pants or threaded through belt loops. Civil War soldiers wore their belts on the outside of their jackets. It would have been worn above the waist covering the soldier’s belly button. The belt served to hold essential items including the soldier’s cap pouch, his cartridge box, and his bayonet scabbard. The belt would have been put on last after the haversack, and canteen were placed across the soldier’s shoulders. In this way the belt secured the loose hanging items to the body.
PROCEDURE
Teacher reads the descriptions and the class give the answer in question form.

For example: It is one of the most important items a soldier will carry. He needs it for survival but it is also one of the most deadly in his possession.

Students will write the answer: What is a canteen?

Then in paragraph form, students write if they keep each item or not with an explanation to defend their answer.

CIVIL WAR JEOPARDY TEACHER KEY
1. It is one the most important items a soldier will carry. He needs it for survival. But also be one of the most deadly in his possession. (hint: the danger is not from battle)
   Answer: What is a canteen?

2. Without this to carry your food, cards, letters, and pencils, you might need bigger pockets.
   Answer: What is a haversack?

3. A temporary cure for homesickness, before telephones were invented.
   Answer: What are letters?

4. A brick-like, bug filled food to pack in your haversack.
   Answer: What is hardtack?

5. A mealtime pal that you soak your hardtack in.
   Answer: What is a tin cup?

6. Mystery meat that’s nicknamed salt horse and blue beef.
   Answer: What is canned meat?

7. A Union advantage that was brewed every morning by the soldiers and sorely missed by the Confederates.
   Answer: What is a bag of coffee?

8. No marriage needed, but a needle and thread wouldn’t hurt.
   Answer: What is a housewife?

9. I’m the smallest of all, but on the battlefield it can be very deadly.
   Answer: What is a bullet?

10. These were sinful items that helped you waste your money.
   Answer: What are playing cards?

11. Don’t forget behind your ears.
   Answer: What is lye soap?

12. If you have an itch or just want to look pretty, then grab this item and run it through.
   Answer: What is a comb?

13. They may not be pearly white and they may not all be there, but these hog hair bristles will help you take care of what you do have.
   Answer: What is a toothbrush?

14. Heating up this race track can help you or get you in trouble for cheating.
   Answer: What is a plate?
Civil War Jeopardy – Answer Sheet

1. Item: __________________________

2. Item: __________________________

3. Item: __________________________

4. Item: __________________________

5. Item: __________________________

6. Item: __________________________

7. Item: __________________________

8. Item: __________________________

9. Item: __________________________

10. Item: __________________________

11. Item: __________________________

12. Item: __________________________

13. Item: __________________________

14. Item: __________________________

15. Item: __________________________

16. Item: __________________________
Lesson 3

Letters Home:
The Civil War Through Personal Letters

LESSON PLAN RESOURCES
1. William H. Chapman letters (4)
2. George Nichols letter
3. John Shields letter
4. Henry Shouldise letters (2)
5. Use all trunk graphics as writing prompts
6. Student Guided Reading
WILLIAM H. CHAPMAN

Dear father, after my best respects to you and the rest of the family on this beautiful Sabbath morning I take my pen in hand to write you a few lines to let you know how I am getting along in this troublesome world. I can say to you that I am well at the present. I have had the bowel complaint but I am about well of it again. I have had it nearly half my time since I left home. I can say to you that I was vaccinated a few weeks ago and made me very soar and sick for some two or three days but I am well of it now. I hope when those few lines comes to hand they may find you all well and doing well. I am very well satisfied here at this place there is a great many things to be seen and heard. There is a great many soldiers here at this place though they are going front daily. I think we will leave here after a while and draw in a short time. We have plenty to eat and nothing much to do. We drill a little nearly every day.

I can say to you that a long look for has come on the last on the twenty fifth day of March that was last Friday. Our regiment drewed money. I can say to you that I drewed one hundred and twenty one dollars in green back and we needed it very bad. I can say to you that David Goins got in the day about dusk. We was all glad to see him and hear from our homes and family. I was as glad to see him as if he had been some kin to me. I can say to you that I received your letter from David Goins. I broke it open and found a large ten dollar green back. It come to me in a good time if we had not a drawed. It was very well accepted anyhow. I also received a large twist of tobacco. I have about quit smoking and stuck to chewing. This twist is most too strong for me. I think that David Goins will fall heir to the twist of tobacco. I think he ought to have it for his trouble packing letters for me backwards and forwards.

Today is Easter. I use to when I was at home on Easter morning have a good bit of egg for breakfast but hear if I eat any I have to pay from forty to fifty cents per dozen. I think I will eat a few baits of eggs. Let the price what it may. I have suffered in the cold and rain and lay out on the cold ground. For what little money I have I expect to spend the most I do spend of my money for some thing to eat. I am tired of eating beef and fat bacon and crackers and loaf bread and drinking strong coffee though we get plenty to sweeten it. Though I don’t use sugar in coffee, I eat my part of the sugar is the worst thing. I can use two. I know that most of the boys is dressing up with their money. I am not dressing any myself nor don’t expect to dress but very little if any.

The clothing I draw is fine enough for me to lay around in. I bought me a fine watch off captain Hollingsworth or which I paid forty five dollars for though the money was very well spent. Green back is not worth as much as it use to be. It may die after awhile like the Rebel money and the watch won’t die. It may get (indiscernible) of fix sometimes though with a dollar or two I can get it fixed. I may send fifty home by W.B. Smith. I don’t know for certain yet what I will do. I want to go tomorrow and buy some little notion to send home.

There is most anything here that a man wants. Some is cooking, some is preaching and some is fiddling and dancing. Some is playing cards, some one thing and some another for amusement. Cards is one thing I let alone myself. Tell Joseph and Alvis to be good boys and mind their business and every chance I get I will either bring or send them a present of something or other. If it was not so far, I would send grandmother and all the girls a fine dress pattern but it is too far to send it. I will send you all a fine handkerchief. I would by you some fine finger rings and send to you if I knewed what size to get for you.

I can say to you that I have been in the penitentiary and looked around a while. It is a curiosity to go in and look and see the different kinds of work going on in there. I can’t explain nor tell you about it. The state house is the finest house I ever saw in my life. I have seen more since I left home the last time than I ever seen in all my life put together here. And two more men and I took a view of the Ohio River. It is the largest stream of water ever I seen. Louisville lies on the bank of the Ohio River. It is the largest town I ever seen. We stayed there awhile waiting for the cars. I have wrote five or six letters since I have been here. If you will mail your letters at Knoxville or Williamsburg I will get them. I will bring my letter to a close by saying to you write soon and often.

William H. Chapman

To John Chapman at Home
WILLIAM H. CHAPMAN

Dear Father and family, I take the present opportunity of writing to you for the second time since I have been at this place. I can now inform you that I have been poorly with a bad cold but I am better now than have been most all the boys has had since we left Camp Nelson. I received your kind letter last night by the Hand of Milton Hollingsworth which give me great satisfaction to hear from you all and to hear that you was well with the exception of bad colds and that is a complain we all have to encounter with more or less every winter when we are at home. So we Soldiers may not expect it to miss us when we are exposed to all sorts of weather and different climates to that of ours.

I can say to you that we never have drawed any money yet but our officers say that we will draw money about the first of March. We are all getting anxious to get some green back so we can by such little notions as we need and feel like we want to eat. Soldiers gets tired living on one diet all the time and if we had money we could buy corn bread and pies, cakes, milk, butter and anything else that we felt like we wanted. We have no duty to do of any kind. We have neither got horses nor guns nor we don’t want any until warm weather. We have nothing to do, only cook and eat. We have large tents to stay in and a good stove in each tent. We do all our cooking on our stoves in the stove all the time.

We have no idea how long we will stay here, though I expect that we will stay here till spring. We have had some beautiful weather heat. It put me in mind of plow time and if I had been at home I expect I should run a few fers if the weather was as nice then as it was here. But today it looks like we will have falling weather before long of some kind.

There is a great many Soldiers here. Almost all the East Tennessee Cavalry is here and there is soldiers here from all quarters passing and repassing every day. The cars are all loaded with Yankees. Every train that goes out or comes in is loaded and there are train runs to Kentucky, to Memphis and to Knoxville.

The steam boats does a great deal of running too. Men carry provisions from here to Knoxville. They are running a power of provisions to east Tennessee and from what I can learn they will be needed up there. I hear that the army is foraging from Strawberry Plains to Powells Valley and if that is so, it will make provisions mighty scarce if they are.

Now I must bring my letter to a close by requesting you to write to me. So no more but remains, your Son until Death.

William H. Chapman
To John Chapman
WILLIAM H. CHAPMAN  
July the 13th 1864  
Gallatin Tenn

Dear Father I take the present opportunity of writing a few lines to let you know how I am getting along. I can say to you that I am very poorly at this time with diarrhea.

It has run on me so long that I am very poor and very weak. I am staying at a private house on Cumberland River about 2 ½ miles south of Gallatin with as clever a family as anyone would wish to be with. Wiley B. Smith is staying with me. Now Father, I want you to come down to see me and if I get stout enough again, you get here I will go back with you on sick furlough on a discharge or some other way and stay there until I get well. You can get Jason Meador or John Housley or someone else that understands traveling on the cars to come with you as you never traveled about much. You can come straight through from Knoxville to Nashville and from there it is only 26 miles to Gallatin on the Nashville and Louisville rail road so you will only have to change cars at Nashville to come to Gallatin and there enquire for George A. Wiley where I now am. Our Regiment was paid today and I was not able to go to camps to receive what was due me and it is very probable that I will not get any this time so it would be best for you to bring some with you as I am very scarce of money at present.

A few lines to Jason Meador. Now Jason, I want you to come down with father as you have been here and understand the nature of traveling about. Give my respects to your Mother and John and Thomas also to the Thos Large and family tell him he must excuse me for not writing to him for I have not been well enough to write in a long time. A few lines from David Goins to all my friends and neighbors and especially to Sarah Goins. Now Sarah, I can inform you that I am well and in good health, will find you and the children well and doing well. I had the pleasure of drawing money again today and the first chance I have I will send you some for I and you need it very bad. I am with Harvey tonight. I hope his father will come down to see him. So no more at present David Goins.

Now Father I shall look for you in about two weeks so no more but remains your son until Death.

William H. Chapman  
To John Chapman
REGARDING WILLIAM H. CHAPMAN

Camp near Gallatin Tenn
July 21st 1864
Mr. John Chapman

Sir It is with a feeling of sorrow that I inform you that William H Chapman died yesterday morning of chronic diarrhea. He was in the country at a house before he got so weak. We made an effort to get a sick furlough for Harvey but failed owing to our detachment from the main Army about that time. I will have his effects expressed to Knoxville. They will be there before you get these lines. I will give directions for them to remain at the express office until you call for them. The money that Harvey had left I will retain until I see you or have an opportunity of sending it to you. After everything of his is settled I think there will be about forty five dollars.

I remain with respect,
E. G. Hollingsworth
Capt. Co J 9th Tenn Cav
GEORGE NICHOLS LETTER
We left Winchester on the 1st day of January 1862 next to Bath place about 6 miles from the Potomac River at Hancock and about 60 miles from Winchester. The weather was very cold. The first day we left Winchester it snowed, rained and sleeted. Our horses could not stand up and when our Regt. reached Bath Va., we had not had a bite to eat for two days and nights. I saw Stonewall Jackson at Bath for the first time and just beyond where I saw him, behind a rock fence, three dead Yankees lay in the snow. That night we lay down on snow and got up with about 2 feet of snow on top of us. Our wagon trains could not keep up with us and as we hadn’t had any food for 2 days and nights. Gen. Anderson reported it to Gen. Jackson and he ordered our Regt. 1st Tennessee to remain in the rear until the wagons caught up and cook rations and come to the front.

JOHN SHIELDS LETTER
Barracks No 7 Prison 3
Camp Chase Oct 10th 64
Dear Kate,

Your affectionate little epistle of the 2nd is at hand and I hasten to reply to it. You say George has improved by his trip. I am glad to hear of it but am surprised at his trying to put on a moustache. If this is the case, I would like for him to have put off sending me his photograph until his moustache had grown large enough to show on paper and then send it to me as I would like very much to have seen it. You express a wish to see the Camp Chase Journal. The boys finding that it would not pay issued one copy and quit. Kate I see you still have a vain hope that our lamented Brother Evan is yet alive. You will have someday to reconcile yourself to his death, why not now. He is no more. From evidence I received some time since he died in Kentucky. The life of a soldier is very uncertain. We have grape vine here that General Forrest has taken Nashville. Some of the more credulous believe it. This is all the news I have to communicate. I must now close with my love to all,

Yours affectionately
John Shields
HENRY SHOULDISE LETTER 1
Hospital NO 1 Ward C
September the 26 1863

Dear sister Becca

I received your letter of the 21 I was glad to hear from you and to hear that you was well. I am improving very fast in my health. I think I will go back to the fourth next week if the doctors will let me go. If I go back there next week I will get a 2 month pay. Well Becca I have nothing of importance to write this time only that have been fighting there has been a great slaughter (slaughter) the wounded is passing true every day there has several come to this hospital yesterday they belonged to the same dervishing (division) that I belonged to there was three killed in my company and two wounded. None that I was acquainted with at home was in Saturday's or Sunday's fight. They are still a fighting but we can't get much news from their general Rosecrans won't let the nurses come till his is all right. Well I will bring my letter to a close by requesting you write soon.

Have the box ready I will let you know in the next letter where to send it to.

Direct your next letter to Redoubt TJ Wood

Murfreesboro, Tenn

Henry Shouldise

HENRY SHOULDISE LETTER 2
Camp in the field
Near Kennesaw Mountain

Dear Brother

It is with the greatest pleasure that I take my seat to write to you a few lines to let you know that I am well at the present time and hope when these few lines come to your hand they may find you in good health. Well Billy I have nothing of much interest to write you at this time. We are laying about a hundred yards from the Rebels Brest Works. Our Regiment is laying behind the third line of works. There was a good deal of picket firing yesterday but there is no firing in front of our Brigade today. Some of our men exchanged papers with the Rebs. In the morning they met half way between our Brestworks and then our men keeps hollering at the Rebs to come over and get some coffee and holler to our men to come over and get tobacco. The Rebs comes running with a plug of tobacco and our men goes running with a little sack of coffee to make a trade with each other. Well I will close for this time. Write as soon as you get this direct to Chattanooga. No more at present.

Henry Shouldise
Have students create a fictional soldier and have their character write a letter home encompassing the different concerns of a soldier’s life.

Dear ____________________,

It is with the greatest pleasure that I take my seat to write to you a few lines. I am at a field camp.
George Nichols was from Williamson County, Tennessee. He fought for the Confederacy and lost his eye later during battle.
A Union Soldier Photographed in Tennessee

This is what a typical Union soldier’s uniform looked like. This soldier was from Michigan. Many soldiers from the North and South fought in Tennessee during the Civil War. Many never returned home.
Josiah Mahoney

Josiah Mahoney was from Williamson County, Tennessee. He fought on the side of the Union. He was in the same regiment as William Chapman when Chapman died in 1864.
A Mother and Son During the Civil War

A mother and son during the Civil War. The father is not in the photograph because he was likely fighting in the war. This photograph probably comes from Wilson County, Tennessee.
Guided Reading – Chapman Letter 1

DIRECTIONS
As you read the letter answer the questions that follow.

1. Read the first paragraph of William H. Chapman letter #1:
   a) Who is writing this letter? _______________________________
   b) Who is he writing this letter to? ______________________________
   c) What is the main idea of this paragraph? What does he want his father to know?

2. Read the second paragraph of William H. Chapman letter #1:
   a) Chapman writes that “we never have drawd any money yet.” What does he mean?

   b) Why are he and the other soldiers so anxious to get paid?

3. Read the third paragraph of William H. Chapman letter #1:
   a) This paragraph rambles from one thought to another. What are some of the things Chapman is thinking about as he is writing this letter?
DIRECTIONS
As you read the letter answer the questions that follow.

1. Read the first paragraph of Chapman letter #2:
   a) The first paragraph of Letter 2 has some similarities with Letter 1. What is he talking about that he also discussed in the first letter?

   b) Instead of a cold, in this letter he writes that he has “bowel complaints.” What does he mean by bowel complaints?

   c) Besides being sick, what else does he discuss in this first paragraph?

1. Read the second paragraph of Chapman letter #2:
   a) What does he mean when the writer says he “drawed money?”

   b) Who is David Goins and what did he do?
3. Read the third paragraph of Chapman letter #2:

a) What day is it? _____________________________

b) What does the writer hope to eat, even if it is expensive? ______________________________

c) Besides eggs, the writer spends his money on another item. What does he buy? ______________________________

d) What are most of the other soldiers spending their money on?

3. Read the fourth paragraph of Chapman letter #2:

a) The writer names several activities that are available in camp for entertainment. What are some of the things he mentions?

3. Read the fifth paragraph of Chapman letter #2:

a) William Chapman gets to see a lot of new places as a soldier. What are some places he mentions?

3. Read the last paragraph of Chapman letter #2:

a) Why does Chapman request his father to write back?
GUIDED READING – CHAPMAN LETTER 3 & 4

DIRECTIONS:
As you read the letter answer the questions that follow.

CHAPMAN’S THIRD LETTER

1. Read the first paragraph of Chapman letter #3:
   a) In the first sentence, how does Chapman say he is feeling?

   b) What is his ailment?

   c) What does Chapman want his father to do even though he knows his father will be very nervous and perhaps scared?

2. Read the second paragraph of Chapman letter #3:
   a) Who is this part of the letter addressed to?

   b) What does he want his neighbor to do?

CHAPMAN’S FOURTH LETTER

1. Read the letter #4:
   a) What has happened to William Chapman?
Guided Reading – Nichols And Shields Letters

DIRECTIONS
As you read the letter answer the questions that follow.

GEORGE NICHOLS LETTER
1. Read Nichols letter:
   a) What kind of problems are the soldiers having with the weather?
   b) How long had it been since the soldiers had eaten?

JOHN SHIELDS LETTER
1. Read Shields’ letter:
   a) What does Shields say about George?
   b) What are the differences in tone and emotion between the first and second half of the letter?
   c) What sad event does he write to Kate about?
   d) Does he believe that Forrest took Nashville?
Guided Reading – Henry Shouldise Letters:  

**DIRECTIONS**  
*As you read the letter answer the questions that follow.*

1. **Read Shouldise Letter:**

   a) Notice the spelling and punctuation Henry Shouldise uses throughout his letter. Do you think he was a well educated man?

   b) What was his major concern during this letter?

   a) What does Shields say about George?

   c) He is also concerned with getting a “box.” What do you think he means by a box? What could be inside of it?