



EAST TENNESSEE HISTORICAL SOCIETY
Making history personal

Knoxville:

The Heart of the Civil War in East Tennessee



Teaching Tennessee History: Lesson Plans for the Classroom Volume XI



**HUMANITIES
TENNESSEE**

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Deciding Views

Submitted by Whitney Bruner

Grade Level: Eighth Grade

Subject: English/Language Arts, Social Studies

Time Required: 3-4 45 minute class periods

- Primary Sources:
 - Images of Battle of Fort Sanders
- Secondary Sources:
 - *Its Memory Alone Remains*
- Other materials:
 - Powerpoint of Fort Sanders primary sources and sample letters from the time period

Standards:

- CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Procedure:

1. The teacher will begin the unit on the Civil War. When the teacher reaches the time frame of the Battle of Fort Sanders, they will use a powerpoint to explain the events of the battle. It is pertinent that it is explained that East Tennessee was a battleground within itself, many families were divided on whom to support; it was not just a regional division. The students must also understand the close proximity of which the two sides resided. Also an explanation and connection of the provided characters that they are going to be able to write about is important.
2. After gaining knowledge about the Battle of Fort Sanders and key families and people, students can work independently or in pairs on their writing assignment. If writing alone, multiple students may have the same person. They will draw for one of the following people to write their letter in the voice of:
 - a. Orlando Poe
 - b. William Sanders
 - c. Belle Boyd
 - d. Armstrong Family: Can divide up or let students pick one person
 - e. James Longstreet

- f. Ambrose Burnside
 - g. Mabry Family
 - h. Ellen Renshaw
 - i. Anyone else associated with the Battle of Fort Sanders
3. Students will then research the person whom they have chosen. If available, the teacher and students can use the McClung Library as a resource to pull primary and secondary documents from.
4. Students will then take the information that they have researched and write a one page letter to someone (this can be fictional or someone that they really could have written to. It depends on the depth the teacher wants) that is historically accurate about events and certain details. Students may have the ability to write a few fictional thoughts, as long as it could have realistically happened. This will provide insight as to whether they understood what was truly going on within the lives of those living in that era, particularly in East Tennessee. They must show two primary and two secondary sources that they used to help write their letter.
5. If students are writing individually, they can get into groups with those who wrote about the same person and compare and peer edit. If not, the students may get together and peer edit, providing extra knowledge that they had found when researching.
6. Students must write letters in cursive as they would have during the time period and turn them in to the teacher. The teacher then can use a rubric to grade.

Assessment: Rubric

Extended Activity: Read the letters aloud and see if other students can guess who the historic character is by the letter.

The Civil War in Brief

Submitted by Rebecca Byrd

Grade: Eighth Grade, adaptable for other grades

Subject: Social Studies

Time Required: 3-4 minutes per activity card

- Primary Sources:
 - See cards
- Secondary Sources:
 - See cards

Overview: These single page activities that incorporate a photograph, quotation, or other primary source also ask students to answer a question. These activities may be used as a bellringer or exit card activity to introduce or assess a longer lesson.

Standards:

- 8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and *The Liberator*; Frederick Douglass and the *Slave Narratives*; and Harriet Beecher Stowe's *Uncle Tom's Cabin*, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba
- Commune; and Elihu Embree's *The Emancipator*. (C, E, H, P, TN)
- 8.75 Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County.(P, TN)
- 8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN)

Procedure: Use these activities as a bellringer or exit card activity to introduce a Civil War lesson.

Tennessee Abolitionists



"The longer I reflect upon involuntary slavery, the more I abhor it, as...the most flagrant injustice and cruelty. It makes an innocent man the property of another, who may, if please, deprive him of all the comforts of life, and subject him to a thousand sufferings."

Reverend John Rankin, 1825

As early as 1797, East Tennesseans were speaking out against slavery. In 1820, Elihu Embree started the nation's first abolitionist newspaper in Jonesborough. By 1827, East Tennessee was home to one-fifth of the nation's antislavery societies. However, by 1840, most Tennessee abolitionists, including Rev. Rankin, had left the state.

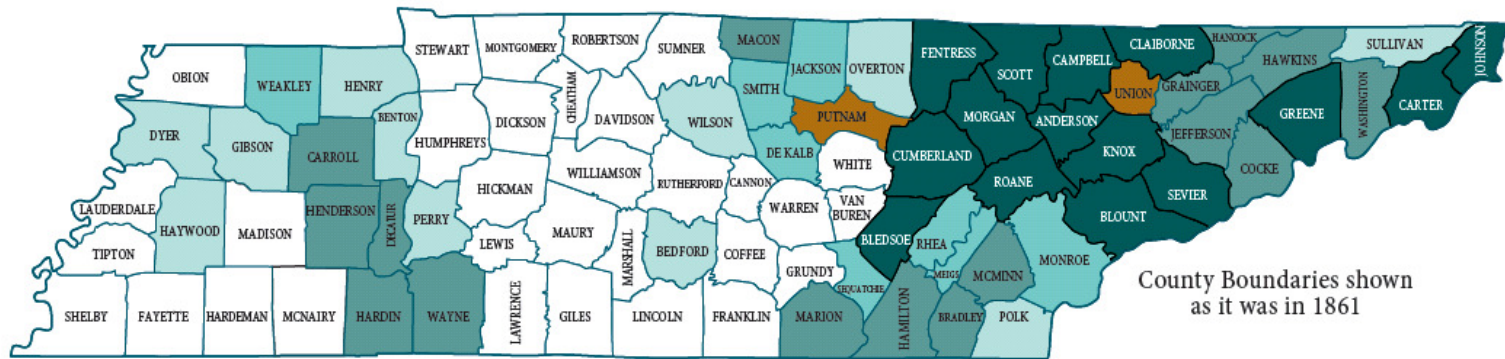
Student Task: Read the quotation above. Re-write it in your own words. Why do you think that the abolition movement was so strong in East Tennessee? Why do you think so many abolitionists had left the state by the 1840's?

FYI: For more information on John Rankin, see: <http://freedomcenter.org/journey-to-freedom/network/rev-john-rankin>

For more information on Elihu Embree, see: <http://tennesseencyclopedia.net/entry.php?rec=433>

Secession in Tennessee

How Each County Voted for Secession, June 1861



Percentages Voting for Secession



In February 1861, only 49 percent of Tennesseans favored secession. On June 8, 1861, Tennesseans voted in statewide referendum-- this time, 88 percent of them voted in favor of secession.

Student Task: Examine the map above. What patterns do you see? How do you think these patterns will affect the course of the war in Tennessee? Why do you think so many Tennesseans changed their minds about secession between February and June of 1861?

FYI: For more information on Tennessee and secession, see: <http://opinionator.blogs.nytimes.com/2011/06/01/when-tennessee-turned-south/>
<http://www.nps.gov/cwindepth/StateByState/Tennessee.html>

Divided Loyalties



Sketch of Gay Street by David Palmer

Student Task: Analyze the sketch above using the question words: who, what, when, where, why, and how. Would you have witnessed a scene similar to this one in Charleston, S.C. or Boston, M.A.? Why or why not?

FYI: David Palmer drew this sketch from memory while in a Union prisoner of war camp near Chicago named Camp Douglas in honor of Senator Stephen Douglas. For more information on Camp Douglas, see: <http://www.encyclopedia.chicagohistory.org/pages/207.html> and http://articles.chicagotribune.com/2013-05-31/entertainment/ct-ae-0602-kogan-sidewalks-20130531_1_ghosts-civil-war-stephen-a

Bridge Burners

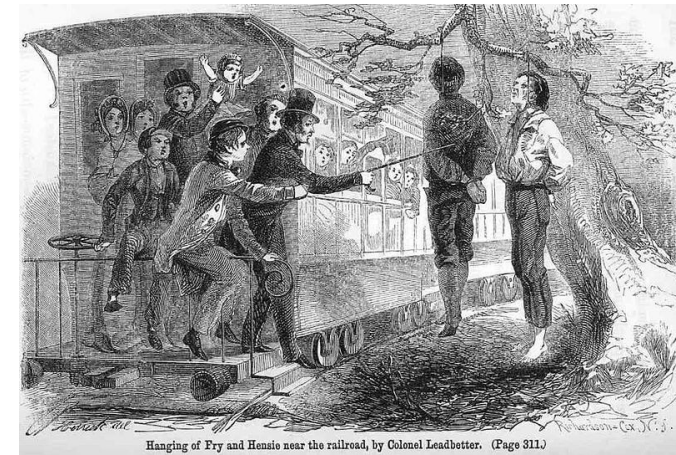


Modern Lick Creek Railroad Bridge

On November 8, 1861, a small group of men from Greene County, Tennessee burned the Lick Creek railroad bridge. They had been promised that a Union army under the command of General Sherman would soon arrive. It did not. Henry Fry and Jacob Hinshaw were captured and hanged from an oak tree near the Greene County railroad depot. C.A. Haun, Jacob Harmon Jr., and Henry Harmon were hanged in Knoxville in December 1861.



Student Task: Why were railroads so important to both sides in the Civil War? How do you think the failure of the Union army to enter East Tennessee in 1861 affected East Tennessee Unionists?



FYI: For more information on the Bridge Burners, see:

<http://opinionator.blogs.nytimes.com/2011/11/14/the-conspiracy-at-lick-creek/>

Video: Rivers and Rails <http://www.wnpt.org/productions/civilwar/rr/index.html>

Friend or Foe?



Belle Boyd was a daring and notorious Confederate spy. After being captured and imprisoned by the Union on two separate

occasions, she was exiled to the South. She came to Knoxville in 1863 to stay with relatives. Her cousin, Dr. John Boyd was serving as a surgeon in the Confederate army. The Boyd family lived in Blount Mansion, former home of Tennessee first territorial governor, William Blount. Belle described her time in Knoxville as filled with parties and fun.

Student Task: Imagine that you attend a party at Blount Mansion and meet Belle. What would you say to her? What factors would influence your conversation?

FYI: For more information on Belle Boyd, see <http://www.civilwar.org/education/history/biographies/maria-belle-boyd.html>
http://www.knoxcivilwar.org/Knoxcivilwar/Civil_War_Walking_Tours_files/Knoxville%20Civil%20War%20Walking%20Tour_2012.pdf

Preserving the Past



In September of 1863, Knoxville came under the control of Union forces under General Ambrose Burnside. Confederate General Braxton Bragg besieged Union forces and Chattanooga. General Longstreet was sent to Knoxville to prevent Burnside from reinforcing the Union position in Chattanooga. Burnside had taken control of an earthworks fort begun by the Confederates. Captain Orlando Poe improved the fort's defenses by digging a 12 feet deep ditch around its exterior and stringing telegraph wire between the tree stumps. The Confederates attacked on a cold and foggy morning on November 29th. They were not prepared to scale the high wall. The result was disaster. The Confederates suffered 813 casualties compared to the Union's 13. Knoxville remained in Union hands.

Student Task: Though the Battle of Fort Sanders was a pivotal moment in Knoxville's history, the site itself was not protected from development. Today, only a monument marks the approximate location. Consider historic site in your town or community. How well is your community doing at protecting its past? How could you get involved in preservation efforts?

FYI: For more information on The Battle of Fort Sanders, see: <http://mcclungmuseum.utk.edu/exhibits/civil-war-in-knoxville/>
<http://www.nps.gov/hps/abpp/battles/tn025.htm>

Home Sweet Home?

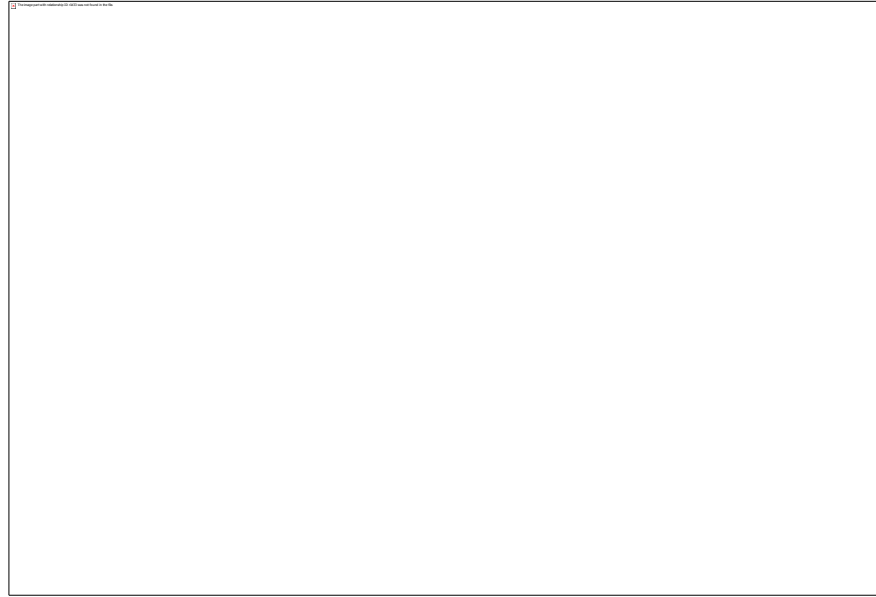


Image from <http://www.knoxvillecmh.org/history.htm>

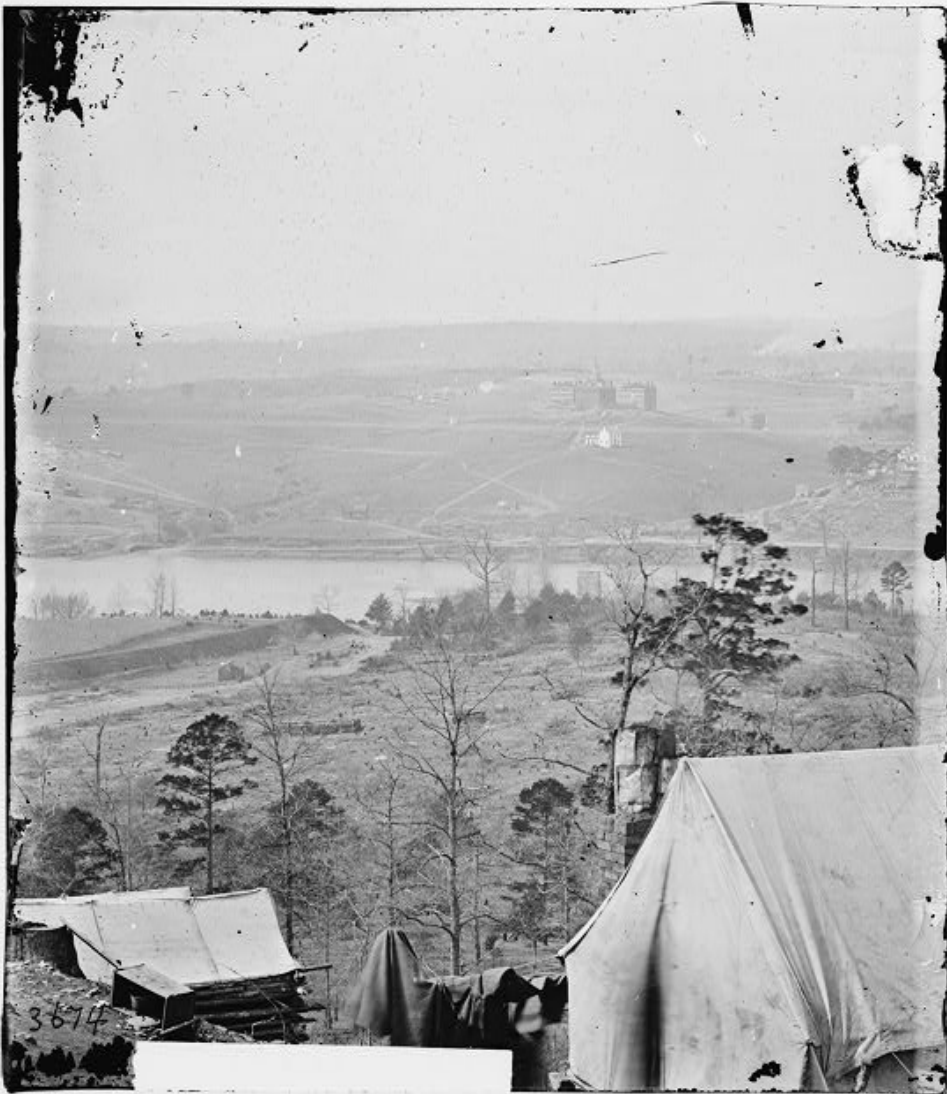
Bleak House, built in 1858, was the home of the Armstrong family. When Confederate General Longstreet came to Knoxville in 1863, he used the family home as his headquarters.

Student Task: Imagine that you are a member of the Armstrong family in 1863. How would you feel about having Longstreet in your home? What would be the pros and cons of having your home used as headquarters?

FYI: For more information on the Battle of Fort Sanders, see:

<http://www.knoxnews.com/news/2007/aug/05/mcclung-exhibit-tells-civil-war-story/>

Holding the High Ground



By the time the Civil War began in 1861, photography was becoming common place. This photograph was taken from one of the hills south of Knoxville. The building in distance is East Tennessee University, the forerunner of the University of Tennessee. The tents belong to Union soldiers who spent a long cold winter protecting that ground.

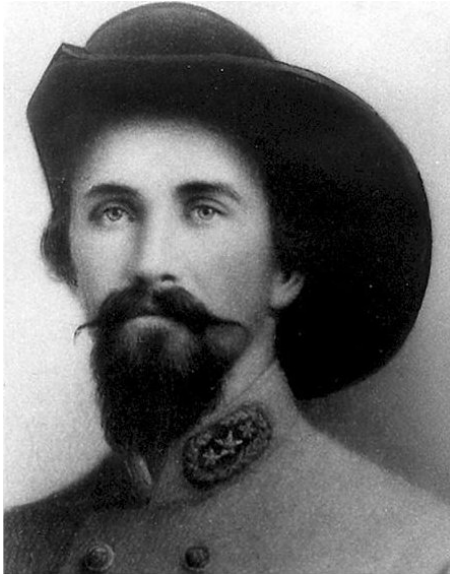
Student Task: Analyze the photograph. What advantage would an army occupying the high ground have in a battle? What disadvantages could occupying the high ground have?

FYI: For more information on Civil War photography, see

<http://memory.loc.gov/ammem/cwphhtml/cwtake.html>

<http://memory.loc.gov/ammem/cwphhtml/cwpcam/cwcam1.html>

Civil War Tech



John Hunt Morgan was known as the “Thunderbolt of the Confederacy” for his lightning fast cavalry raids. In 1862, Morgan led raids in Tennessee and Kentucky that disrupted Union supply and communication lines. After the Confederate losses at Gettysburg and Vicksburg in 1864, Morgan crossed the Ohio River and raided Indiana and Ohio. He was captured and briefly imprisoned before escaping and returning south. In September of 1864, Morgan was staying with the Williams family in their mansion in Greeneville when he was surprised by Union forces. Morgan was killed somewhere on the grounds of the Dickson-Williams mansion as he tried to reach his horse in the stables.

For more information on military technology, see:
<http://www.pbs.org/wnet/ground-war/featured/6/6/>

FYI: For more information on John Hunt Morgan, see:
<http://www.civilwar.org/education/history/biographies/john-hunt-morgan-1.html>
<http://www.growinggreene.com/images/uploads/Death%20of%20General%20John%20Hunt%20Morgan%20Fina.pdf>

Student Task: Modern armies no longer use horses to conduct raids on supply and communication lines. Create a timeline showing how military technology has evolved since the Civil War.

Politics as Usual?

"Let [the Rebels] be impoverished and made bankrupts. Let them be beggars, going from door to door for their bread. They brought on this rebellion-they caused all this suffering and trouble-let them be made odious, and let their estates be confiscated."

Knoxville Whig, March 1, 1865



William "Parson" Brownlow was a Methodist minister, prominent Unionist and newspaper editor in Knoxville before and during the Civil War. Brownlow went in to hiding in 1861 to avoid arrest by Confederate authorities and was later forced to leave the state. He returned to Knoxville in 1863 and remained there until he was elected governor on March 4, 1865.

Student Task: Analyze the language of the quotation above. What does it tell you about Brownlow? What predictions can you make about Brownlow's term as governor based on the quotation?

FYI: For more information on William Brownlow, see:

<http://tennesseencyclopedia.net/entry.php?rec=150>

http://www.tnhistoryforkids.org/people/william_brownlow

Answer Key

These activities are meant to spark discussion and debate. The answers given here are meant to help teachers guide the discussion.

Tennessee Abolitionists

Answers should reference the lack of plantation agriculture in eastern Tennessee. Students should mention social pressure and the lack of success in abolishing slavery as reasons for leaving.

Secession in Tennessee

Students should notice that support for secession was weakest in the east and strongest in Middle and West Tennessee. They should connect that to the presence or absence of large plantations. They should recognize that east Tennessee would be more likely to support the Union than Middle and West Tennessee. Students should also note the dates of the two secessions and recognize that the vote to secede happens after the first shots are fired at Fort Sumter.

Divided Loyalties

Students should recognize the American flag in the foreground and the presence of a different flag in the background. They should also note the people listening to the speaker and the other group marching down the street. Students should recognize that the two groups represent Union and Confederate supporters and that a fight seems likely. You can tell students that a group of businessmen intervened and convinced both sides not to fight in order to avoid damage to their businesses. Students should recognize that a scene like this would be unlikely to happen in Charleston since very few people in South Carolina openly supported the Union.

Bridge Burners

Students should recognize that railroads were important for transporting men and equipment as well as communication. Students should speculate the Tennessee Unionists may have felt betrayed by the army. Unionists may have been more reluctant to act in the future. Conversely, some students may argue that the executions could have hardened the resolve of Unionists.

Friend or Foe

Answers will vary widely. The key factor is that students recognize that the questioner's personal allegiance will determine the tone of the conversation with Belle Boyd.

Preserving the Past

Students should mention writing letters, creating websites, contacting local officials and media as ways of getting involved in local preservation efforts.

Home Sweet Home

Students should identify pros such as meeting important people and access to supplies. They should also recognize cons such as increased risk of danger, possible damage to house and lack of freedom as cons. Students should also recognize that the family's perception would depend on their allegiances.

Holding the High Ground

Students should recognize that high ground is an excellent defensive position. It can also serve as a platform for artillery. It provides a view of any approaching forces. Students should also recognize that positions on the high ground can be surrounded and besieged. It can also be difficult to move men and equipment over steep terrain.

Civil War Tech

Students should mention airplanes, tanks, helicopters, satellites, missiles and drones as examples of technology. Students should identify airplanes and tanks being prominent in World War II, helicopters as being widely used in Vietnam, missiles in the Gulf War and drones in conflicts in Iraq and Afghanistan.

Politics as Usual

Students should recognize that Brownlow is very opinionated and has harsh feelings towards Confederates. They should be able to speculate that as governor, Brownlow will use his power to punish former Confederates.

The Significance of Rivers in Tennessee's Main Civil War Battles

Submitted by: Eddie Evans

Grade: Eighth Grade

Subject: Social Studies

Time Required:

- Primary Sources:
 - Lloyd's Map: (<http://teva.contentdm.oclc.org/cdmsingleitem/collection/pg151>)
- Secondary Sources:
 - Civil War Animated (www.civilwaranimated.com)
 - Look at Forts Henry & Donelson, Shiloh, Perryville & Stones River, Chickamauga, Chattanooga-Missionary Ridge, Franklin, and Nashville

Objective: Students will use the Lloyd's Official Map to determine whether the appropriate waterway was either a cause/ objective of the battle and/or a significant geographical feature that played a part in the battle.

Notes for Teachers: Knoxville (Fort Sanders) is added for interest and importance of the SPI, relating to local history.

Standards:

- 8.80 Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:
 - Anaconda Plan
 - First Battle of Bull Run
 - Fort Henry and Fort Donelson
 - Shiloh
 - Antietam
 - Stones River
 - Fredericksburg
 - Chancellorsville
 - Gettysburg
 - Vicksburg
 - Chickamauga
 - Lookout Mountain
 - Franklin
 - Nashville
 - Sherman's "March to the Sea"
 - Appomattox Court House

Procedure: Have students research the battles in Tennessee that were near waterways. They should look for how the rivers played roles in each battle, either as a cause, a feature, or both.

Assessment: Typical student answers will include:

BATTLE	WATERWAY	CAUSE/ FEATURE OF THE BATTLE
Forts Henry and Donelson	Tennessee River/ Cumberland River	Cause: Control of both waterways was critical to the capture of Nashville Feature: Both forts were located on the rivers and were built to defend Nashville and Middle TN.
Shiloh	Tennessee River	Cause: Grant used the Tennessee as his major route in advancing on the rail center at Corinth, MS. Feature: The river was of importance during the battle because it represented the rear of Grant's line, which would make retreat difficult. It also proved to be an obstacle to moving Don Carlos Buell's reinforcements to help Grant the second day. In addition, two Union gunboats were used to support Grant's army during the 2-day battle.
Memphis	Mississippi River	Cause: Memphis represented a major economic center of the mid-south and one of the major cities from which the Mississippi was controlled. Feature: The battle was largely a naval battle involving Union gunboats and control of the port of Memphis.
Stones River	Stones River	Feature: The river crossing at Murfreesboro was a major feature of the field on which Bragg's defensive flanks were anchored.
Chickamauga (GA/ TN)	Chickamauga Creek	Feature: The creek represented the major feature of the field, dividing it into an eastern and a western part of a mostly wooded battlefield.
Chattanooga	Tennessee River	Feature: The river was a vital part of the supply route known as the "Cracker Line" which allowed Grant's army to be supplied by road and barge from the railhead at Stevenson, AL.
Fort Sanders (Knoxville)	Tennessee River	Feature: Burnside's defensive flank positions at Knoxville rested on the river itself. His defenses south of the city at Fort Dickerson and Fort Stanley and the actual crossing of the river itself presented problems for both sides.
Franklin	Harpeth River	Feature: The river was the main geographical feature on a mostly flat battlefield on which Schofield's defensive line was anchored.
Nashville	Cumberland River	Feature: George Thomas's army had its defenses anchored on the river and it was the main flank starting point of his attack on Hood.

Geography Divides Tennessee

Submitted by K.J. Fox

Grade: Fifth Grade

Subject: Social Studies

Time Required: 30-35 minutes

- Primary Sources:
 - Tennessee Census Bureau map (http://census.gov/qfd/maps/tennessee_map.html)
- Other Materials:
 - Crayons
 - Gold, Blue, and Red stars

Overview/ Essential Question: Why was Nashville chosen to be our state capital?

Objective(s): Students will learn that geography divides Tennessee into three divisions and was the reason that Nashville was chosen as our state capital.

Standards:

- 5.4 Explain how geography divides Tennessee into three divisions and played a role in Nashville being chosen as the state capital over Murfreesboro, Knoxville, and Clarksville.

Notes for Teacher:

- Any size class may work in pairs or groups. I prefer each individual to do a map of his or her own.
- East Tennessee's landscape is dominated by the Appalachian mountain chain, including the Great Smoky Mountains on the eastern border of the state, the ridge-and-valley region where East Tennessee's principal cities (Knoxville, Chattanooga, and the Tri-Cities) are located, and the Cumberland Mountains. The Cumberland Plateau separates East from Middle Tennessee.
- Middle Tennessee, which includes the capital city of Nashville, is dominated by rolling hills and fertile stream valleys.
- West Tennessee, located between the Tennessee and Mississippi Rivers, is the lowest-lying of the three Grand Divisions. It is part of the Gulf Coastal Plain region, characterized by relatively flat topography. Land use is mostly agricultural, with cotton being the dominant crop historically.

Procedure: Students will divide Tennessee into East, Middle, and West using a different color crayon. They will color with a different crayon the major landforms: Appalachian Mountains, Nashville Basin, Highland Rim, and the Cumberland Plateau. With the gold stars, mark the major cities in each region (Memphis, Nashville, Knoxville, Chattanooga, Clarksville, and Murfreesboro).

Assessment: Maps correctly done.

Extended Activity: Students can mark the Civil War battles in Tennessee based on which side won the battle. Write on the map the battle and year. Blue stars are for Union victories, red stars are for Confederate victories.

Battles to choose from:

- Fort Donelson (February 1862)
- Fort Henry (February 1862)
- Nashville (December 1864)
- Franklin (November 1864)
- Stones River (December 1862)
- Chattanooga/ Lookout Mountain (November 1863)
- Shiloh (February 1862)
- Fort Pillow (April 1864)

Battle Concentration
Submitted by Karen Geist

Grade: Fifth Grade

Subject: Social Studies

Time Required: Two 45-minute class periods

- Primary Sources:
 - Chronicling America (<http://chroniclingamerica.loc.gov/>)
- Secondary Sources (optional):
 - Civil War Trails brochure (available as a PDF: <http://www.civilwartraveler.com/WEST/TN/>)
 - Civil War Timeline (<http://www.tnvacation.com/civil-war/timeline/>)
 - Looking Back: The Civil War in Tennessee (www.tennessee.gov/tsla.cwtm.index.htm)
 - Civil War GIS (<http://tnmap.tn.gov/civilwar/>)
- Other materials:
 - Two note cards
 - Crayons/ Colored pencils
 - Scratch paper
 - Pencil
 - Sample of concentration cards

Essential Question: In using the game “Concentration,” will the significance and outcomes of the major battles and their locations be determined? Students will be assigned one of the battles, and each will be numbered.

Objective(s): Students will explain the significance, location, and outcome of major Civil War battles.

Standards:

- 5.11 Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including: (G, H, TN)
 - Fort Sumter
 - First Battle of Bull Run
 - Fort Henry and Donelson
 - Shiloh
 - Antietam
 - Gettysburg

- Vicksburg
- Chickamauga
- Franklin
- Nashville
- Appomattox Court House

Procedure:

1. During the first class period, which should take place in a technology lab, students will research their battle to gain the following information: location of battle, date of the conflict, important historical figure, outcome (who won the battle), significance (why was this battle important?). At least one piece of this information must come from a primary source. This information will be printed neatly on one of the note cards with the battle number listed on the bottom.
2. When research is completed, the student will create a visual representation of their assigned battle with the primary source site listed on the bottom, such as <http://chroniclingamerica.loc.gov/>. The assignment becomes homework if not completed in class.
3. During the second class period, students will be placed in groups of four to six to play Civil War Battle Concentration. The goal of the game is to collect the most pairs of cards in each table group.
4. Setup for the game: Shuffle all students' cards and lay them on the table, face down, in a pattern (e.g. 4 cards x 13 cards).
5. Game play: The youngest player will go first. Play will then proceed clockwise. On each turn, a student will turn over two cards (one at a time) and will keep them if they match. If the student finds a match, they will be allowed an extra turn. If students are unsure of a match, they can check the bottom of the card to ensure they match. If a student turns over two cards which do not match numbers, those cards are turned back over and returned to their places. It then becomes the next student's turn. Play will continue until all cards have been matched. When all groups have completed play, shuffle the cards and place them face down. Students will leave their cards and move to the next table at the right. Continue in this manner until students have played at each group.

Assessment: See rubric on next page.

CATEGORY	6	4	2	0
Attractiveness & Organization	The card has exceptionally attractive formatting and well-organized information. The formatting follows directions.	The card has attractive formatting and well-organized information. The formatting mostly follows directions.	The card has well-organized information. The formatting follows some directions.	The card's formatting and organization of material are confusing to the reader. The formatting fails to follow directions.
Content-Accuracy	All facts on the cards are accurate.	99-90% of the facts are accurate.	89-80% of the facts on the card are accurate.	Fewer than 80% of the facts on the card are accurate.
Content-Quantity & Relevance	The sample card includes 5 or more relevant facts about the battle. Relevant facts include: location of battle, date of the conflict, important historical figure, outcome (who won the battle), and significance (why was this battle important?)	The sample card includes 3 or 4 relevant facts.	The sample card includes 1 or two relevant facts.	The sample card includes no relevant facts.
Graphics/Pictures	The picture is in color, fills the entire card, and includes the primary source listed on the bottom of second card.	The picture is in color, but does not fill the entire card, and includes the primary source site listed on the bottom of the second card.	The picture is in color, but does not fill the entire card, and does not include the primary source site listed on the bottom of the second card.	Card is missing.
Participation	Completes both cards and participates in concentration game.	Completes one card, and participates in concentration game.	Completes zero cards and participates in concentration game.	Completes zero cards and does not participate in concentration game.

A Timeline in Time

Submitted by Susan L. Garland, Porter Elementary

Grade: Third Grade

Subject: Social Studies

- Primary Sources:
 - George Barnard photographs (<http://www.loc.gov/pictures/item/2005688700/>)
- Secondary Sources:
 - *Its Memory Alone Remains* (available for purchase from the East Tennessee History Center gift shop)
 - Civil War Trails brochure (available as PDF: <http://www.civilwartraveler.com/WEST/TN/>)
 - Civil War Timeline (<http://www.tnvacation.com/civil-war/timeline/>)
 - Justine Fontes, *E.B. White, Writer*
- Other materials:
 - iPad & AppleTV connection
 - Coca-Cola timeline app (<https://itunes.apple.com/us/app/coca-cola-heritage-timeline/id394638098?mt=8>)
 - Self-generated pictures of transportation, clothing, communication, school-day activities using Print Shot or Clip Art
 - Cash register paper
 - Q-Tips
 - Tape

Objective(s): Students will interpret a timeline using pictures, primary sources, and secondary sources. Students will then create a timeline using pictures throughout their lifetime.

Standards:

- 3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.
- 3.15 Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in North America (C, G, H, P)
- 3.16 Use timelines and historical passages to summarize the history of a region, including events, inventions/ inventors, artists, writers, and political figures. (C, G, H, P, TN)

Procedure:

1. Set/ Hook: Teacher will introduce timelines by posting pictures of Fort Sanders as it has changed throughout the years, beginning with Barnard's 1860 pictures, then 1900, then current. Discuss changes over time.
2. Teacher will show different types of timelines: vertical and horizontal, picture timelines and dated timelines (use Coca-Cola app timeline and Civil War Trails timeline as examples).
3. Read book on events in author E.B. White's life and discuss.
4. Model how to create timeline on register tape with events from E.B. White's life.
5. Draw pictures on cards of events in E.B. White's life, glue on Q-Tips, and attach to register tape.
6. Divide students in groups.
7. Observe students' comments and questions.
8. Students should listen and observe timelines presented in class.
9. Each group will design a timeline:
 - a. Group 1: Create a timeline using pictures of events in their school day.
 - b. Group 2: Create a timeline using pictures of types of transportation.
 - c. Group 3: Create a timeline using pictures of types of communication.
 - d. Group 4: Create a timeline using pictures of types of clothing throughout centuries.
10. Have students then create a timeline using personal pictures of their life.

Assessment: Allow students to present timelines in class/ discuss. Each student will be required to create a timeline of their life's events using pictures. Present timelines and post for observation/ assessment.

Civil War Famous Faces
Submitted by Gina Guider

Grade: Fifth Grade

Subject: Social Studies, English/ Language Arts

Time Required: 1-2 weeks

- Primary Sources:
 - James Randall Diary (<http://ehistory.osu.edu>)
 - Orlando Poe's map
 - Ellen Renshaw House, *A Very Violent Rebel*
- Secondary Sources:
 - *Its Memory Alone Remains*
 - Civil War Trails brochure (available as a PDF: <http://www.civilwartraveler.com/WEST/TN/>)
 - *Confederate Veteran* magazines
 - Digby Seymour, *Divided Loyalties*
 - www.civilwartrails.org
 - www.nps.gov/abpp/civil.htm
- Other materials:
 - Poster board
 - Markers
 - Scissors
 - Computer

Objectives: The student will use the Civil War Trails map to locate battles in Tennessee. The Students will research a battle in East Tennessee, choosing from the Battles of Chattanooga, the Battle of Campbell Station, or the Battle of Fort Sanders. The students will choose a person to research. The students will create a biography board on their person. The students will give an oral presentation for the class.

Standards:

- 5.11 Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including: (G, H, TN)
 - Fort Sumter
 - First Battle of Bull Run
 - Fort Henry and Donelson
 - Shiloh

- Antietam
 - Gettysburg
 - Vicksburg
 - Chickamauga
 - Franklin
 - Nashville
 - Appomattox Court House
- 5.15 Explain the contributions of Tennesseans during the war, including: (H, TN)
 - Nathan Bedford Forrest
 - Sam Watkins
 - Andrew Johnson
 - Matthew Fontaine Maury
 - Sam Davis
 - CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 - CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes

Procedure:

1. Set/ Hook (Brain Pop Civil War): The teacher will show the Brain Pop Civil War video and will talk about his/her family's connection to the Civil War (if one). The teacher will pass out Civil War Trails maps and go over them with the students.
2. The teacher will go over the Civil War Trails map and point out the battles the students will be allowed to choose from. Once they choose their battle, they will research and pick one of the important people from the battle. They will answer the following questions about their person: Who am I? What side did I fight for? Where did the battle take place? When did it happen? What role did I play at the battle? Who won at the battle? Once they are able to answer these questions, they will write their answers on a posterboard, saving room in the middle for their drawing of their person. They will cut a hole for their head to go through. When they present their Biography Board, they must know their information and will need to speak/ present for at least one to two minutes.

Assessment: The student will be graded based on research notes, biography board, and presentation. A rubric will be used to assess them.

Research	1- Beginner	2- Approaching	3- Accomplished	4- Excellent
Paper	1- Beginner	2- Approaching	3- Accomplished	4- Excellent
Poster	1- Beginner	2- Approaching	3- Accomplished	4- Excellent
Presentation	1- Beginner	2- Approaching	3- Accomplished	4- Excellent

The total will be added up, so that an A= 16-13 points, B= 12-10 points, C= 9-7 points, D= 6-4 points, and F= 3-1 points.

Extended Activity: The students will make a class timeline. Each student or group will write their event on a sheet of paper and place it on the enlarged timeline. Students may also write a biography about their person.

Traveling Tennessee's Civil War Trails

Submitted by Andrea Guy

Grade: Eleventh Grade

Subject: A.P. U.S. History

Time Required: Several weeks, outside of class

- Primary Sources:
 - Library of Congress (www.loc.gov)
 - East Tennessee Historical Society museum
 - McClung Historical Collection
 - Digital Collection (<http://cmdc.knoxlib.org/>)
 - Ellen Renshaw House, *A Very Violent Rebel: The Civil War Diary of Ellen Renshaw House*. Knoxville, Tenn.: University of Tennessee Press, 2008.
 - Orlando Poe, *Occupation of East Tennessee and the Defense of Knoxville*. Knoxville : East Tennessee Historical Society, [1963?].
 - Looking Back: The Civil War in Tennessee (<http://www.tennessee.gov/tsla/cwtn/index.htm>)
- Secondary Sources:
 - Tennessee Civil War Trails pamphlet (<http://www.civilwartraveler.com/about/maps/TN-narrative.pdf>)
 - A Path Divided: Tennessee's Civil War Heritage Trail (<http://www.tn.gov/environment/hist/pdf/pathdivided.pdf>)
 - Aaron Astor, "The Switzerland of America" (<http://opinionator.blogs.nytimes.com/2011/06/07/the-switzerland-of-america/>)
 - James William Bellamy, "The Political Career of Landon Carter Haynes." East Tennessee Historical Society Publications, Vol. 28 (1956), pp. 105-107.
 - R. Donahue Bible, *Broken Vessels: The Story of the Hanging of the "Pottertown" Bridge Burners, November-December 1861*. Mohawk, Tenn.: Dodson Creek Publishers, 1996.
 - Fred Brown, *Coker Creek: Crossroads to History*. Coker Creek Ruritan Club, 1991.
 - Grace Haynes. *The Daddy Haynes Story: The Life of Professor Landon Carter Haynes*. Carolina Ruling and Binding, 1968.
 - Dorothy E. Kelley, "Sanders' Raid Brought Civil War home for East Tennessee." *Knoxville News Sentinel*, 23 June 2013.

Objective(s): Students will be given a copy of the Tennessee Civil War Trails pamphlet which provides a larger narrative of Tennessee's role in the Civil War as well as a map with present day roads and towns where events in the Civil War occurred. Students will be responsible for physically traveling to sites in Eastern Tennessee, drawing, photographing, or video recording their trip to the site. Students will put the events in East Tennessee in chronological order and place them within the larger context of the Civil War. They will develop the narrative for each location using both primary and secondary resources. Finally, students will create one of the following:

- Blog (or vlog) documenting their journey to Civil War sites in East Tennessee. Must include historical AND present day photographs (taken by the student)
- Website developed for others to follow a chronological journey through East Tennessee historical sites

Standards:

- Key Concept 5.3: The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.
 - I. The North's greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War. (POL-5) (CUL-2) (ENV-3)
 - A. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.
 - B. Lincoln's decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army, and helping prevent the Confederacy from gaining full diplomatic support from European powers.
 - C. Although Confederate leadership showed initiative and daring early in the war, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South's environment and infrastructure.

Procedure: Students will work on this project out of class, and complete it by the date of the midterm.

Assessment: Rubric

The War in the East

Submitted by Michael Hopper

Grade: Eighth Grade

Subject: Social Studies

Time Required: 40-50 minutes

- Primary Sources:
 - Lyric sheets to Civil War songs
 - Civil War battlefield graphic (based on whichever battle you are discussing, such as <http://www.loc.gov/pictures/item/91721210/resource/>)
 - Other primary sources as needed
- Secondary Sources:
 - Civil War Trails brochure
 - Civil War Timeline (<http://www.tnvacation.com/civil-war/timeline/>)
- Other materials:
 - Promethean board
 - Text book
 - Paper
 - Pencils
 - Dry Erase board
 - Audio CD
 - CD player

Objectives: The students will be able to identify the key battles of the Civil War during the early years of the war between 1861 and 1863, with a focus on the states of Virginia, Tennessee, and Maryland. The students will be able to arrange each event in sequential order. The students will be explaining parts of the story in their own words.

Standards:

- 8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN)
- 8.80 Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:

- Anaconda Plan
- First Battle of Bull Run
- Fort Henry and Fort Donelson
- Shiloh
- Antietam
- Stones River
- Fredericksburg
- Chancellorsville
- Gettysburg
- Vicksburg
- Chickamauga
- Lookout Mountain
- Franklin
- Nashville
- Sherman's "March to the Sea"
- Appomattox Court House

Procedure:

1. Set/ Hook: At the beginning of class, conduct a bell ringer exercise "If you were there..." to the students. The students will be placed in a historical Civil war setting and given the writing prompt. Each student will have 3-4 minutes to write as much as they can in response to the prompt. Example: You live in Washington, D.C. in 1861, and go to watch the battle of Manassas. Why would you go? Why would you want to watch the battle? (The prompt can also be focused on an artist's sketch or political cartoon which highlights the common life of a soldier.) Students should immediately pull out a sheet of paper and a pencil when they arrive. Instruct students on how a quick write activity works by explaining to them that they will be writing as much as they can in 3 minutes based on the writing prompt which they will receive. The students will then be shown the prompt on the overhead or white board. Using a timer, instruct the students to begin and start the timer. After exactly 3-4 minutes, instruct the students to put down their pencils.
2. Ask for volunteers to share what they wrote. This will be followed up with discussion.
3. Announce that this will be their exit slip to leave class later that day.
4. Inform students that they will be listening to a variety of Civil War era songs from the Confederacy and Union sides. Make sure a map of battle grounds is presented on the overhead.
5. After allowing them to listen to 3 or 4 songs, explain to them that they will be writing their own songs about Civil War battles.

6. Divide the class in half. Assign half the class the Confederacy, and the other half the Union.
7. Have each student write lyrics to a song celebrating a victory in which their side won. The song should describe the major events and people of the battle, and its importance.
8. Make sure that students know that the songs should be patriotic. Students can use existing tunes and change the words, or create their own tune.
9. Have volunteers present or perform their songs. When they come forward to present, ask the student to circle or point out where the battle took place according to the map.
10. Closure: Students will be given an opportunity to critique their peer's performances by pointing out inconsistencies with the story, things that might have been left out, or things that were very helpful and amusing. The students will then be instructed to finish the three H.O.T. questions and to turn in their daily work.

Questions for Higher Order of Thinking (H.O.T.)

- a. How would you explain the Battle of _____ (battle of their choosing)?
- b. How would you summarize the Battle of _____?
- c. What would have happened if the outcome of the battle you chose were different?

Assessment: Students should answer H.O.T. questions at the bottom or back of the page which they wrote their song lyrics on. The students will then be asked to turn in their lyrics and their quick write exit slips at the end of the class.

Adaptations: Allow students with special needs to use lyric sheets or pre-fabricated "fill in the blank" templates. You might also allow students to work in groups or partner up.

The Civil War: Divided Loyalties in East Tennessee
Submitted by Karen Peterman, West Valley Middle School

Grade: Eighth Grade

Subject: Social Studies

Time Required: One 75-minute class period

- Primary Sources:
 - Photographs of Ellen Renshaw House and Susan Brownlow Sawyers
 - Excerpts from *A Very Violent Rebel: The Civil War Diary of Ellen Renshaw House*
 - Copy of “Miss Brownlow” from *Harper’s Weekly*, December 21, 1863
 - Copy of p. 26 of *The Pictorial Book of Anecdotes and Incidents of the War of the Rebellion*(1867)
- Secondary Sources:
 - Chapter 12: Tennessee in the Civil War (pp 251-273) from *Tennessee: The History of an American State* (2002) by Terry Weeks and Bob Womack

Overview/ Essential Question: Use the stories of Ellen Renshaw House and Susan Brownlow Sawyers to illustrate the division of loyalties in East Tennessee.

Objective: Students will be able to express, in writing, the divided loyalties that characterized East Tennessee during the Civil War.

Standards:

- 8.75 Explain the geographical division of Tennessee over the issue of slavery and secession, including secession efforts, and Scott County.

Procedure:

1. Divide students into groups of 3-4. Provide each group with a packet of materials on either House or Brownlow.
2. Students will review their available materials to determine the loyalties of each woman.
3. Have each group share their conclusion and cite examples to support that conclusion.

Assessment: Following the group reports, each student will be asked to write a paragraph contrasting the loyalties of House and Brownlow and use the stories of these two young women to illustrate the divided loyalties of East Tennesseans.

Living Maps: An Exploration and Presentation of Student Interpretations of Civil War Participants and Observers of the Siege of Knoxville

Submitted by Susan R. Wagner, Ph.D., Porter Elementary School

Grades: Fourth and Fifth Grade

Subject: Social Studies

- Primary Sources:
 - Poe, O. M. (1863-1864). *Topographical Map of the Approaching Defenses of Knoxville, East Tennessee Showing the Positions Occupied by the United States and Rebel Forces During the Siege*. New York Graphic Company. Original Stored in McClung Collection, ETHS, Knoxville, TN. (provide as handout)
 - current Knoxville city map (provide as handout)
- Secondary Sources:
 - *Its Memory Alone Remains* video (available for purchase from the East Tennessee History Center gift shop)
 - The Center for Civil War Photography
(<http://www.civilwarphotography.org/index.php/exhibits/online-exhibits>)
 - This site allows searches for photographs taken during the civil war and will provide students with examples of dress, homes, for creating their participant/observer
 - Dorothy Kelley. “Back Door to Battle: The Civil War in Blount County” (1998). (http://www.rootsweb.ancestry.com/~tnkcwr/KCWRT/Civil_War_History_files/BLOUNT.pdf)
 - The Library of Congress: Chronicling America
(<http://chroniclingamerica.loc.gov/>)
 - Students can search this site for Knoxville newspapers for information of the time, or for other newspapers with information on the siege of Knoxville.
 - Dr. Joan Markel, curator. “The Civil War in Knoxville: The Battle of Fort Sanders” (<http://mcclungmuseum.utk.edu/exhibits/civil-war-in-knoxville/>)
 - The website of the permanent exhibit of the McClung Museum of The University of Tennessee at Knoxville, this site and lists artifacts and research contained and displayed at the museum’s exhibit. Dr. Joan Markel, curator

- Other materials:
 - Document camera, projector, or overhead (for presenting and referring to Poe's 1863-64 map of Knoxville)
 - Computers with internet access (for student research)
 - Classroom textbooks (such as *A Young Nation through 1877: Adventures in Time and Place*, Volumes 4-5. McGraw-Hill School Division, 2000.)

Overview/ Essential Question: In this culminating activity, students will create a physical representation of the Civil War era map of Knoxville in a gymnasium, or outdoor area including a map key. Students will mark sites along the map, and the stationed at points, cities, barricades, forts, and homes of participants and observers of the Siege of Knoxville. Guests (including parents, grandparents, and community members) will be invited to explore the map and listen to student interpretations of citizen accounts of the siege and explain viewpoints and experiences based upon primary and secondary sources.

This activity can be applied to any city or town involved in Civil War battles.

Standards:

- 3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.
- 3.15 Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in North America (C, G, H, P)
- 3.16 Use timelines and historical passages to summarize the history of a region, including events, inventions/ inventors, artists, writers, and political figures. (C, G, H, P, TN)

Procedure: During the unit on Civil War, refer to the Poe's Map of Knoxville. Take students on a walking, driving tour of Knoxville civil war locations, having them refer to maps and question guides and speakers. Upon closing the unit of study on the Civil War, task students with the Living Map Project. Students will be able to work in groups, partners or individuals to research a participant or observer of the Siege of Knoxville based upon classroom discussions, field studies, and their own research.

Suggested Research Subjects: Jefferson Davis, Abraham Lincoln, Robert E. Lee, George Barnard (Civil War photographer of Knoxville), James Longstreet (CSA), Ambrose Burnside (USA), William P. Sanders (USA), Dr. John Mason Boyd, Abner Baker (CSA), William "Parson" Brownlow, Susan Brownlow, Orville Babcock (USA), Orlando Poe (USA), Belle Boyd, Ellen Renshaw House, Confederate Soldiers, Union Soldiers, Tennessee slaves, Tennessee farmers, Tennessee merchants, and others based upon student research.

Assessment: Use a rubric based on participation, research, ability to work well within a group, and presentation.