Franklin's Charge
Fighting for the Middle Tennessee Heartland

Teachers' Education Session: Reproducible Activities

Created by
Antoinette van Zelm and Melissa Zimmerman
with the Tennessee Civil War National Heritage Area (TCWNHA)

Eastern Flank of the Franklin Battlefield (above)

“Fighting at McFadden’s Ford during the Battle of Stones River,” (right)
from Paul F. Mottelay & T. Campbell-Copeland, eds.,
The Soldier in Our Civil War, 1890

The Tennessee Civil War National Heritage Area
receives funding from the National Park Service and is
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Middle Tennessee During the Civil War: An Introduction

When Tennessee seceded from the United States on May 7, 1861, it became the last of eleven states to join the Confederacy. Tennesseans were deeply divided over the decision to secede, and their divided loyalties continued during the four years of civil war that followed.

While there were both Unionists and Confederates in each of the state’s three grand divisions, the regions had different geographies, economies, and histories, all of which influenced local politics. Unionism flourished in mountainous East Tennessee, with its small farms and strong historical ties to the American Revolution. Support for secession, on the other hand, took much firmer root in the flatlands of West Tennessee, with its cotton- and slave-based economy. Middle Tennessee, with its mixture of large plantations and small farms, exhibited little support for secession until after the April 1861 firing on Fort Sumter and President Abraham Lincoln’s call for troops.

Rutherford and Williamson counties in Middle Tennessee were two of the state’s most populous counties. In 1860, Rutherford had about 28,000 residents (including about 13,000 slaves) while Williamson had close to 24,000 (including about 12,000 slaves). Most white residents of these two prominent Middle Tennessee counties favored the Confederacy. Rutherford supplied at least 21 Confederate companies and 2 Union companies to the war effort; Williamson provided men for at least 16 Confederate companies.

Whether Confederate or Unionist, most Middle Tennesseans expected the Civil War to be short and relatively painless. Few predicted the bloodshed and devastation that would take place between 1861 and 1865. Because of its strategic location between the eastern seaboard and the Mississippi River, Tennessee became a key battleground. Both armies wanted to control the state’s rich resources, particularly its rivers and railroads. In the end, about 2,900 military engagements took place in Tennessee, second only to Virginia.

The residents of Middle Tennessee witnessed plenty of fighting. When the Union army took Nashville in February 1862, it established the city as a major supply depot and sought to control the river and rail routes leading to and from the city. Franklin and Murfreesboro soon came under Union control. A successful raid on Murfreesboro led by Colonel Nathan Bedford Forrest in July 1862 brought the war to the very heart of the town, with fighting in and around the county courthouse. A less successful raid on Franklin by General Earl Van Dorn in April 1863 brought the war to the doorsteps of the local citizens there.
Late in December 1862, the armies met on a much larger scale in the Battle of Stones River outside of Murfreesboro, as the Union army prepared to make a move toward Chattanooga. Stones River was one of the bloodiest battles of the war with some 24,000 casualties. The deadly stalemate ended after General Braxton Bragg retreated, giving the Union a much-needed victory and providing President Lincoln with the political support he needed to issue the Emancipation Proclamation on January 1, 1863.

Smaller engagements took place throughout Middle Tennessee in 1863 and 1864, including the Battle of Thompson’s Station (March 1863), the Battle of Hoover’s Gap (June 1863), and the Battle of the Cedars (December 1864). But the region would again become known for a major, devastating battle late in November 1864, as Confederate forces under General John Bell Hood unsuccessfully sought to retake Middle Tennessee from the Union. The home front again became a battle front during the Battle of Franklin. With its disastrous frontal assault and more than 8500 casualties, the battle has often been called the death knell of the Confederacy.

Just as virtually every building had become a temporary hospital in Murfreesboro after the Battle of Stones River, so too did most of Franklin’s buildings provide shelter for the wounded after the Battle of Franklin. Women and men on the home front cared for the wounded and provided food and medical supplies.

The horrors of the battle front experienced by the soldiers were terrible for families and friends in Middle Tennessee to witness, as were the painful deaths from disease (twice as many men died from disease as from wounds during the Civil War). Many families experienced the loss of loved ones during the war. Grief and sorrow became commonplace. Adding to this desolation was the uncertainty and instability caused by the war. Many suffered from hunger, as a result of shortages, inflation, and foraging by soldiers.

From the very beginning of the war, the close to 275,000 enslaved residents of Tennessee began to break down the bonds of slavery. As the Union army made inroads into Middle Tennessee in 1862, many slaves escaped to Union lines. Others used the threat of escape to negotiate better working conditions or more free time. By the end of the war, slavery had all but disintegrated in and around Union-occupied areas in Middle Tennessee.

After the war, newly freed African Americans established their own communities, anchored by churches and schools. Men, women, and children participated in political rallies and emancipation celebrations. Men gained the right to vote in 1867, and their efforts to exercise that right drew violent opposition from some white men. Attacks on former slaves took place in both Murfreesboro and Franklin during the Reconstruction years. The transition to a new society was not an easy one and would take many years to complete.
The Nation Divides

During the Civil War, the United States was made up of thirty-six states (not the fifty we have today!). Fill in the map with the correct names, using the numbers listed next to the states below. Put a star next to the names of the eleven states that joined the Confederacy.

The Nation Divides Answer Key

During the Civil War, the United States was made up of thirty-six states (not the fifty we have today!). Fill in the map with the correct names using the numbers listed next to the states below. Put a star next to the names of the eleven states that joined the Confederacy.

Confederate Infantryman

Color in the Confederate infantryman, who was a soldier fighting on foot. See if you can fill in the blanks with the names of his equipment and clothing using the words from the word box.

<table>
<thead>
<tr>
<th>Word Box</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bayonet</strong>: sharp, spear-like addition to the rifled musket for use in hand-to-hand combat</td>
</tr>
<tr>
<td><strong>Bedroll</strong>: blanket also used to carry personal items</td>
</tr>
<tr>
<td><strong>Brogans</strong>: short, leather boots</td>
</tr>
<tr>
<td><strong>Cartridge Box</strong>: box to hold minie balls, or bullets, and gunpowder charges rolled in paper cartridges</td>
</tr>
<tr>
<td><strong>Haversack</strong>: canvas pouch used to carry rations</td>
</tr>
<tr>
<td><strong>Kepi</strong>: brimmed hat with a short crown that is pinched forward</td>
</tr>
<tr>
<td><strong>Rifled Musket</strong>: firearm with a grooved barrel that spun the bullet, improving accuracy and distance</td>
</tr>
</tbody>
</table>

Original artwork by Galadriel Diana Robinson.
Union Cavalryman

Color in the Union Cavalryman, who was a soldier fighting on horseback. See if you can fill in the blanks with the names of his equipment and clothing using the words from the word box.

<table>
<thead>
<tr>
<th>Word Box</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carbine:</strong></td>
</tr>
<tr>
<td><strong>Frock Coat:</strong></td>
</tr>
<tr>
<td><strong>Gauntlets:</strong></td>
</tr>
<tr>
<td><strong>Revolver:</strong></td>
</tr>
<tr>
<td><strong>Slouch Hat:</strong></td>
</tr>
<tr>
<td><strong>Spurs:</strong></td>
</tr>
<tr>
<td><strong>Saber:</strong></td>
</tr>
</tbody>
</table>

Original artwork by Galadriel Dana Robinson.
Drummer Boy

Drummer boys were often not old enough to join the army as soldiers but could play, or learn to play, the drums or bugle. Some were as young as 11 years old, and they were expected to play throughout the day, sounding off roll calls each morning, as well as meal times, drill times, and bed time. They also had to play during the battles themselves and as the soldiers marched. Color in this drawing of a Federal drummer boy from the 8th Regiment, New York National Guard.

*Image courtesy of Dover Publications.*
Packing Your Knapsack

A knapsack was a simple backpack made of canvas with leather straps and metal buckles. It was used to carry the gear that a soldier would need. Knapsacks were standard issue for troops on both sides of the war. When full, they often weighed up to fifty pounds. Many knapsacks were covered with a black paint that melted in the sun and soiled everything it came in touch with. A soldier’s knapsack carried everything needed for survival, plus reminders of home. The gear carried by a soldier might include:

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A change of clothes</td>
<td>3 lbs.</td>
</tr>
<tr>
<td>Underwear</td>
<td>1 lb.</td>
</tr>
<tr>
<td>Winter long johns</td>
<td>2 lbs.</td>
</tr>
<tr>
<td>Coat</td>
<td>3 lbs.</td>
</tr>
<tr>
<td>Cap</td>
<td>1/2 lb.</td>
</tr>
<tr>
<td>Photographs</td>
<td>1/8 lb.</td>
</tr>
<tr>
<td>Letters</td>
<td>1/4 lb.</td>
</tr>
<tr>
<td>Stationery and pencil</td>
<td>1/4 lb.</td>
</tr>
<tr>
<td>Bible</td>
<td>1/2 lb.</td>
</tr>
<tr>
<td>Comb and brush</td>
<td>1/4 lb.</td>
</tr>
<tr>
<td>Shaving tools</td>
<td>1/4 lb.</td>
</tr>
<tr>
<td>Sewing kit</td>
<td>1/8 lb.</td>
</tr>
<tr>
<td>Soap</td>
<td>1/4 lb.</td>
</tr>
<tr>
<td>Eating equipment</td>
<td>2 lbs.</td>
</tr>
<tr>
<td>Tobacco</td>
<td>1/2 lb.</td>
</tr>
<tr>
<td>Pipes</td>
<td>1/4 lb.</td>
</tr>
</tbody>
</table>

In addition, troops carried muskets, ammunition, swords, a haversack, and a blanket or two. Don’t forget a canteen full of water and probably a tent to carry weighing up to 12 pounds. What a load! As the war progressed, soldiers began to leave their knapsacks behind, carrying only what fit in their blankets.

1. How much did all of the knapsack equipment weigh?

2. What special keepsake would you add to this list?

3. What would you leave out to lighten your load? Why?

4. How would the weight of this knapsack affect your ability to walk or run?
On November 30, 1864, Union and Confederate forces fought a fierce battle in Franklin that included a devastating Confederate charge across open ground. Union troops withdrew toward Nashville after the battle, but the Confederates never recovered from their losses.

Read the transcription of Adelicia McEwen German's 1895 article about her memories of the battle for the Confederate Veteran magazine, and answer the questions below. Note that Adelicia was 12 years old during the battle and wrote the article 31 years later.

1) Where did Adelicia's family go during the battle?

2) Why do you think their "mammy," the enslaved woman who took care of the cooking and more, was the last to arrive?

3) Where did Adelicia go the next day, on December 1? What did she see?

4) What types of help to the soldiers did Adelicia provide?

5) List three descriptive words or phrases Adelicia used to explain how she and her family felt during and after the battle:

6) How do you think Adelicia's life may have differed during this time of war from the life she had led before?
Witnesses to Battle

Transcription of selections from the Confederate Veteran article
Inside the Lines at Franklin, written in 1895 by Adelicia McEwen German

On an ever memorable day, the 30th of November, we assembled at school as usual. Our teachers' faces looked unusually serious that morning. The Federal couriers were dashing hither and thither. The officers were gathering in squads and the Cavalry, with swords and sabers clanking, were driving their spurs into their horses' flanks and galloping out to first one picket post and then another on the roads leading south and southwest of town. The bell called us in the chapel. We were told to take our books and go home, as there was every indication that we would be in the midst of a battle that day.

At four o'clock that afternoon I stood in our front door and heard musketry in the neighborhood of Col. Carter's on the Columbia pike. To this day I can recall the feeling of sickening dread that came over me. As the evening wore on, the firing became more frequent and nearer and louder; then the cannon began to roar from the fort.

My father [John B. McEwen] realizing that we were in range of the guns from both armies told us to run down into the cellar. We hastily threw a change of clothing into a bundle and obeyed at once. My mother [Cynthia Graham McEwen], who never knew what fear meant in her life, was a little reluctant to go and leave the upper part of the house to the tender mercies of soldiers, but she finally joined us in the basement. A few minutes later there was a crash and down came a deluge of dust and gravel. The usually placid face of our old black mammy, now thoroughly frightened, appeared on the scene. She said a cannon ball had torn a hole in the side of the meat house and broken her wash kettle to pieces. She left the supper on the stove and fled precipitately into the cellar.

After that, the only way we could get anything to eat was by sending a guard, who was in the yard, to the kitchen after it. The patter of bullets on the blinds was anything but soothing.... About four o'clock we heard the tramping of feet and the sounds of voices. Our hearts jumped into our mouths, and what joy when we learned that our own soldiers were in possession of the town!...

In the afternoon, December 1, some of us went to the battlefield to give water and wine to the wounded. All of us carried cups from which to refresh the thirsty. Horrors! What sights that met our girlish eyes! The dead and wounded lined the Columbia Pike for the distance of a mile....
From this sad scene, we passed on to the locust thicket, and men in every conceivable position could be seen, some with their fingers on the triggers, and death struck them so suddenly they didn't move. Past the thicket we saw trenches dug to receive as many as ten bodies. On the left of the pike, around the old gin house, men and horses were lying so thick that we could not walk. Gen. Adam's horse was lying stark and stiff upon the breastworks. Ambulances were being filled with the wounded as fast as possible, and the whole town was turned into a hospital.

Our house was full as could be; from morning until night we made bandages and scraped linen lint with which to dress the wounds, besides making jellies and soups which would nourish them.
Witnesses to Battle
Accounts of the Home Front

Read the transcription of the April 1865 letter from Frances "Fannie" Courtney to E. Root, with the U.S. Sanitary Commission in Nashville, to learn about her experiences during the Battle of Franklin and to answer the questions below. The U.S. Sanitary Commission coordinated the war efforts of many women volunteers. Note that Fannie and her mother were Union sympathizers even though her brother chose to fight for the Confederacy.

1) Is it surprising to discover that some Tennesseans favored the Union?

2) Where did Fannie's family go during the battle?

3) List three descriptive words or phrases Fannie used to explain how she and her mother felt during and after the battle:

4) What were two of the buildings that were used as hospitals?

5) What types of help did Fannie and her mother provide to the wounded soldiers? Where did their supplies come from?

6) Did the Federal soldiers receive better care or worse care than the Confederate soldiers directly following the battle? Why do you think this was the case?
Witnesses to Battle

Transcription of a letter from Frances "Fannie" Courtney in April 1865

Dear Sir:

I hasten to give you an account of the Battle of Franklin, together with a statement of the facts concerning the hospitals and the wounded during the stay of the Rebels, a period of seventeen days, after the Battle....

On the morning of the 30th of November the retreating [Union] army arrived at this place, tired and many almost exhausted. But, notwithstanding this, they commenced immediately throwing up breastworks. You would have been astonished to see how quick the work was completed....

...about half past three o'clock I was sitting at the dinner table, when I heard the roar of artillery. I ran into the yard to listen. There was a yell, the Rebels made a charge along the whole line. The bullets were falling so thick it was unsafe to remain longer.... I hastened to the cellar with the rest of my family and neighbors who sought protection with us. But alas! The charges were fearful, and made with redoubled fury the darker it grew.

About 10 o'clock suddenly the firing ceased for a few minutes. I heard persons in the sitting room above. It proved to be some Federal officers off duty for a time, who stopped to let us know how the Battle was going. All the evening other portions of the house and the entire front yard were filled with soldiers....

At midnight the Federal Army began to retreat, the wagon trains being safe, and gradually the firing ceased. Oh! How grateful to God we felt that it was over, as we thought of the dying and the dead on the battlefield. Then we emerged from our place of refuge. I dragged beds into my mother's room for us to rest there, as we wished to spend the remainder of the night of terror together. I could not sleep, for I longed to go to the battlefield to alleviate suffering, and, at least, do all in my power to make the wounded more comfortable until they could be brought to hospitals....

Early the next morning after the Battle I went to the field. The sight was dreadful. It seemed that I could scarcely move for fear of stepping on men either dead or wounded....

There were forty-four hospitals in total -- three for the Federal wounded and the rest for the Confederates....
Witnesses to Battle

Transcription of a letter from Frances "Fannie" Courtney in April 1865

My Mother and I took charge of a hundred and twenty wounded men, who occupied the Presbyterian Church, it being the largest Federal hospital, and with what we could spare assisted at another which was in a house owned by my mother and near our own home. When we first went to the hospital, the wounded men told us they had nothing to eat for two days. We first furnished them with bread, meat and tea, and coffee, every little luxury we could prepare, for several days. Then they drew scanty rations from the Rebels, flour the color of ashes and a little poor beef not suitable for well men, much less for wounded. All the cooking was done, and in truth, everything eatable furnished, at our house.

We fed the men twice a day. Sometimes at 10 o'clock at night we would carry them something prepared with our own hands. Many had been robbed not only of their blankets and overcoats but of their coats, and were lying on the floor upon handfuls of straw, with nothing else to protect or cover them. We furnished them all the bedding we could spare, and made cotton pillows for all. There were no bandages to be had, and I made what I could out of my own underclothing. We would get up at daylight and with the help of servants commence cooking their breakfast. We never had time to rest, only as we sat down to eat something hurriedly, for as soon as we had finished feeding our patients in the morning, we had to return home to prepare the next meal....
Occupied Home Front

Read the transcription of selections from Kate Carney's diary to uncover what life was like during the Battle of Murfreesboro, when the Federal troops who had been occupying Murfreesboro were defeated, and then answer the questions below. Note that Kate, a Confederate supporter, was a teenager at the time. Also note that Confederate prisoners were freed after the battle; however, the Confederate troops (mostly cavalry) did not remain in town, and Federal troops re-occupied Murfreesboro a few days later.

1) What was Kate's reaction to the fleeing Union soldiers during the Battle of Murfreesboro on July 13, 1862? Why do you think she reacted this way?

2) On which Murfreesboro building did the Confederates focus their attack?

3) How many times were the Confederates forced to "fall back" when attacking the Union troops by the river who had cannons and other artillery? What weapons were the Confederates using to attack them, according to Kate?

4) When Federal troops re-occupied the town, what were some of the items that they were trying to secure from the local homeowners, like Kate's family?

5) What deal did Kate's mother work out with the Union soldiers concerning the horse and buggy? Did the Union troops keep their word?
Occupied Home Front

Transcription of selections from the Civil War diary of Kate Carney

July 13th 1862

How to begin, I know not. I was aroused early this morning by firing. It has surely been an eventful day. I knew the firing must come from our own brave boys.... The blue coats began to make a bee line through our yard & front yard, asking Pa to protect them, but he told them to push on, & acting on his advice they kept moving. It was amusing to see how frightened they were, although it was such a serious time, I prayed for victory, while I hissed the frightened Yankees on, expecting every minute to received a parting shot from some of them.... Persons dared not venture out on the square.... Our boys, after forming behind some one story buildings, made a bold rush gaining the court house, but many fell ere they reached the door, and although the Yankees had every advantage they were forced to surrender, & our prisoners turned out to seek their families & friends....

In the meanwhile they had attacked the camp down by the river where the battery was stationed, & on the approach of our men threw themselves into a hollow square with their artillery, pointed to resist a determined attack, and as our men had nothing but shot guns they could not get in range & were compelled to fall back three times. But later in the day a flag of truce was sent, & in a few minutes they consulted, surrendered 15,000 men including sick & wounded, including cannons, Camp equipage, which was mostly burnt, & small arms. This is one of the greatest victories of the war considering the number engaged. Gen. Forrest reports 17,000 men consisting of his men & Texas Rangers. (a number were Georgians) With a single piece of artillery besides being the attacking party, I'm sure the hand of Providence guided & directed our boys....
Friday July 18th 1862

...Most everyone is very much frightened.... The Yankees came in town just before dinner & stopped all traveling, even on the streets. Ma started the servant twice, but they didn't succeed in getting Pa's dinner to him. Ephe came out & said they were searching everybody's house for brooms & guns. Can't imagine what they want with brooms. They are concentrating their troops around the square.... We saw about 12 or 14 coming.... Marched up as if the place belonged to them, rung the bell with quite an air. Said they came to get horses & wagons. Ma said they should not have hers, that she would see Gen. Nelson about it. The officer said very impertinently come on boy's, we will go and see what she has got, & take them. Bettie & I heard them from our window [and] rushed downstairs into the yard, & went to where the horses were & gave them a piece of my mind. Rebuked them for running at Shiloh, Richmond, Bull's Run, &c., &c. he put on quite a bold air first but cooled down considerable before I got through. Bettie then came forward and gave them another cutting speech. Some of the privates enjoyed the way we treated the officer. One told me to ask him about running at Pittsburgh Landing. I really believe that although they were all in Yankee blue, some of them were good Southern men. One said he wished all my brothers might get home safely. That he never intended to kill our boys, if he could help it. They seem to have quite a contempt for that egotistical officer they had with them. They finally said, if we would lend the cart and one horse they would pledge their word it should be brought back. To our surprise it came back in an hour's time, all right. Ma had the buggy gotten up and went after Pa, as they would not let him come out home. They had several citizens arrested. Everybody advised her not to attempt going up in town but she did, saw one of the Officers and got Pa a permit to return home....
Medical Mix-Up

See if you can unscramble the names of the Civil War doctor's supplies below.

neob asw

ultelb secrfpo

Had an interchangeable blade for cutting during amputations

Used to remove minie balls

eeelnd

aellcps

Used with suture silk thread to sew up a patient after surgery

A surgeon's knife

Drawing from the collection of the Center for Historic Preservation and the Tennessee Civil War National Heritage Area.
Medical Mix-Up Answer Key

See if you can unscramble the names of the Civil War doctor’s supplies below.

BONE SAW
Had an interchangeable blade for cutting during amputations

BULLET FORCEPS
Used to remove minie balls

NEEDLE
Used with suture silk thread to sew up a patient after surgery

SCALPEL
A surgeon’s knife

Drawing from the collection of the Center for Historic Preservation and the Tennessee Civil War National Heritage Area.
CSI-Franklin 1867
What really happened in Franklin, TN, on Saturday, July 6, 1867?

Investigate the Crime Scene

On Saturday, July 6, 1867, what started out as a peaceful gathering in the Franklin town square for a belated Fourth of July celebration and political rally, turned into a riot injuring and killing several people. In Tennessee, African American men had gained the right to vote in February 1867, and most former Confederates were not allowed to.

Here's what is known about this series of events:

6am: Union League members (primarily African American) have a parade
11am: The parade comes back through the square with fife & drum music and banners; the parade stops in front of the courthouse and marches the U.S. flag into the building, past a crowd of Conservatives on the steps
1pm: Republican candidates speak
4pm: The meeting ends
4:30pm: Joe Williams, an African American Conservative passing close by town, is detained by several Conservatives and brought to the square to speak; in the midst of his speech, Union League members tire of his speech and play music to gather together for a final procession to be held

What happens next depends on who's telling the story. Following are four testimonies by individuals who witnessed the violence. They spoke to officials with the U.S. Freedmen's Bureau. A worksheet accompanies each account to help you determine what YOU think really happened next.

NOTE: Conservative Democrats ("Conservatives") included many former Confederates while the Radicals were part of the Republican Party, the party of Lincoln. The African American men who formed a Union League chapter of Republicans in Franklin had been threatened numerous times prior to July 6 by groups of local Conservatives.
CSI Student Investigation

Burrell Bostick

Read the transcription of Burrell Bostick’s
July 8, 1867, deposition to answer the questions below.

1) According to Burrell Bostick, what happened to Mr. Bliss after the speech on the square?

2) Why did Mr. Bostick and other African American Union Leaguers leave the grove to return to the square?

3) Where did the first shot come from?

4) Where did the other shots fired at the Union League come from?

5) Did Mr. Bostick fire his weapon?

6) Who did he name as being in charge of the Conservatives?

7) When was Mr. Bostick’s statement taken, following this Saturday, July 6, incident?
CSI Suspect: Burrell Bostick

Transcription of his official deposition on July 8, 1867

My name is Burrell Bostick. I live at Widows Bostick's about one mile from Franklin, Tenn. I was at the speaking and in the procession on the 6th of July 1867 at Franklin, Tenn. I was with the crowd at the Court House when Joe Williams was speaking. Mr. Bliss told the colored people to leave the Court House and not to kick up a disturbance and let him speak his opinions. We then left the Court House and went across the Square and got our Drums and walked across the Square. Mr. John L. House met us on the Square. He, Mr. House, went up to Mr. Bliss on the Square and hit with his fist on the face - after that was over we marched on to the Grove to hear the speaking. After the speaking was over we came back to the Square marching in procession. I was in the front at the Head of the Column - when I heard the first shot fired, I turned as well as all the others that were near me. The shot was fired from Mr. House's corner, about 30 of mixed white and colored were in that crowd on the opposite side of the Square. I saw and heard several shots fired. I saw some shots also fired out of the Court House windows (the upper windows). Also saw shots fired out of the windows of Mr. Bennett's House - after the first round was fired the colored people returned the fire. The names of the colored men that fired were Bob Caruthers, Bundy Caruthers and Myself. Mr. House said is Mr. Cody Shot? - some one answered yes - Mr. House said he is the first-man fired and then got shot. Mr. House was in Command. He told [his] men to fall back and load - they then got back and loaded and came back again and Mr. House told them to go straight for the Flag - we were [carrying] a United States flag. He then said to the men go up Brave - that he would make them remember taking a banner with Fort Pillow on it - I was wounded in the head.
CSI Student Investigation
John L. House

Read the transcription of John L. House's July 10, 1867, deposition to answer the questions below.

1) According to John House, what did he argue about with Mr. Bliss? Why did he strike Mr. Bliss?

2) Mr. House mentioned that a runner overheard the Union Leaguers while they were coming back to the Square. What did they proclaim, according to the runner?

3) Where did the first shot come from?

4) Why did Cody's gun fire?

5) What instructions did Mr. House give to those near him, after the gunfire stopped?

7) When was Mr. House's statement taken, following this Saturday, July 6, incident?
CSI Suspect: John L. House

Transcription of his official deposition on July 10, 1867

I am a citizen of Franklin, Tennessee, and was in town on Saturday last the 6th Inst. on which day the Hon. John Trimble, candidate for Congress and the Hon. W.Y. Elliot candidate for the Senate, (both Radicals) addressed a large crowd, and everything seemed to pass off pleasantly....

[After Joe Williams, an African American Conservative, had been speaking fifteen or twenty minutes...] I heard the drums and a shout and immediately went out and saw that a part of the crowd had left the speaking and that Mr. Bliss was out side of the Courtyard much excited.... I called to [Mr. Bliss] and requested him not to go away, but to stop the mob he had started, saying that I would stop Williams from speaking. I was approaching Bliss all the while, who had by that time, turned into Main Cross Street, when I came up with him and told him I was surprised that a man of his age and sense would engage in getting up a mob and riot. He said he had done no such thing, and called me a liar; for which I slapped [him] in the face....

As I was returning to my store after supper, I met Joe Williams at the Livery Stable and told him he must not think of speaking that night, that it might cause a difficulty. After arriving at my store, as was my Custom, I took a seat on a bench, on the pavement, near my back door and commenced smoking, when some of my friends came and informed me that they had heard the League threaten to mob me. I replied, "I do not think they will try to do it, but if they do, I must defend myself." About that time the Court house bell was rung by some one, and in a few minutes fifteen or twenty gentlemen came up and I inquired of them, for what the bell was rung.

Some one replied, "Jo Williams was to speak." I told them there was nothing of it - that he must not speak - that there would be great danger of a difficulty, which should be deprecated by all good Citizens. Just then a runner came up and stated that the mob was coming and that he had heard the order or declaration, "When you get to the Corner, fire into House's store." I said I did not want to be burned out, and would remain outside, and directed the door to be closed, so that the light would not shine and enable them to see and shoot me.

While sitting on the bench, close to the door, Allen Williams, colored, an influential Radical, came and asked for Samuel House. I informed him that he had gone home, and asked if I would do. He said, he had done all he could to keep peace and believed the League would disband. I replied, I hope so, peace is greatly to be desired by every body.
N. J. Haynes then said to him, "do not desist Allen, for God's Sake, let us keep peace." By that time the head of the Column had reached the Square and on entering it moved by a right oblique, which brought to a half front upon my back door, and Allen William started towards it. When he had gone only a few paces, the rear of the Column having entered the Square, and the head about reached the Center, I heard a cap burst and Small pistol report at the head of the Column and called out, "what are you shooting for, stop it."

Instantaneously, a gun, of seeming large Caliber from the report, was fired from the left Center and M. H. Cody, who was Standing by me, was Struck by a Minnie Ball, from the effect of which, he died in a few minutes. At the instant he was struck, both barrels of a Shot gun which he held were discharged, and as he fell, I caught and eased him to the ground. I was then Satisfied that the mob had fired upon us intentionally and had made the attack wantonly, regardless of Consequences, and particularly for the purpose of Killing me, and I called upon those present to defend themselves, at which instant a volley was fired from the Column, which was returned by those with me, and the firing became general, till the League moved off rapidly down Main Street on the opposite side of the Square from which it had entered.

After the firing had ceased, I advised those present to go into the Court House, that we might the better defend ourselves, if we were again attacked.
CSI Student Investigation

R. P. Hayes

Read the transcription of R. P. Hayes's July 9, 1867, deposition to answer the questions below.

1) According to R. P. Hayes, what did he observe early that evening, just shortly before the court house bell rang the first time?

2) After the second time the bell was rung, where did he initially go and sit for the evening event?

3) Where did he move to?

4) Where did the first shot come from?

5) When was Mr. Hayes's statement taken, following this Saturday, July 6, incident?
CSI Witness: R.P. Hayes

Transcription of his official deposition on July 9, 1867

I live in the town of Franklin, Tenn. and have a blacksmith's shop on Main [North] Street just beyond the first street. I was at my shop ... on Saturday the 6th inst. Late in the evening, I saw a large crowd of negroes gathered around a buggy, on which there were two negro men. One of them got out and was armed by pistols, and they went toward the Court House, when I soon heard the Bell ringing.

After supper, I again heard the Court House bell ring, and some of my children said that Joe Williams was going to speak at the Court House that night. I walked down there to hear him. As no one had assembled at the Court House, nor was it lighted, I took a seat on a bench near [House's] back store & there was a few persons as usual around the door. After remaining there a few minutes, I moved over to the Court House and took a seat upon the steps of it. J. L. Burch Esq. was also sitting there. In a short time, the negroes with drums beating came on to the Square from the south and after the main body had passed the centre of the Square, they rather halted, and I saw the first flash and heard the first shot of a gun which came from near the center of the Square and directly from the inside of the colored men on line and then two or three reports from House's Corner and then there was a general firing from both sides for a short time, when all the Negroes disappeared from the Square, and all was quiet.
CSI Student Investigation
Mariah Reddick

Read the transcription of Mariah Reddick's July 9, 1867, deposition to answer the questions below.

1) According to Mariah Reddick, why were the Union Leaguers "excited" when they left the square for the grove?

2) Where did the first shot come from?

3) Where did the next shots come from?

4) At what point did the Union Leaguers return fire?

5) What did she do after observing the gunfire?

6) When was Ms. Reddick's statement taken, following this Saturday, July 6, incident?
My name is [Mariah] Reddick. I live in Franklin, Tenn. I was standing at my door looking at the procession coming down towards me on Saturday evening the 6th of July 1867. My door is opposite Mr. Bennett's Corner. I saw the first fire that was made. It came from House's Corner and R. M. Ewen's office right in the Alley. One shot alone fired first - and about a second afterwards, a Volley from about 70 pieces from the same corner, immediately afterwards, I saw the Head of the procession return the fire. I saw nothing further for the wounded Men began to come into my House where I attended them. When the procession had passed about the middle of the Square, it commenced to give three cheers for Brownlow and shook their hats and then they were fired into. Just as they commenced to yell, the procession was fired into. I saw that the Colored people were excited before they went to the Grove to hear the speaking. I do not know personally why they were excited, only some of them told me that it was because Mr. House had struck Mr. Bliss.
CSI Student Investigation
Solving the Crime?

TEACHERS: Suggested Further Activities & Concluding Comments

1) Have a trial based on the witnesses, suspects, and materials in this packet. Assign students different characters based on the depositions. Select several students to serve on the jury and "hear" the case.

2) Have each student write up their "police report" based on the information presented in the activity sheets. Be sure to have students include notes on the demeanor and "leanings" of witnesses, suspects, and reporters.

3) Break students up into two groups. Each group will take on the role of a law firm. Have one group defend Mr. Bostick and the other defend Mr. House in a class presentation.

4) As a class, or in groups, have students develop a flowchart showing different possible versions of the riot, based on the differing reports from witnesses.

Concluding Comments to Share with the Class

On July 15, 1867, an official report was filed by the head of the Tennessee division of the U.S. Freedmen's Bureau to the Bureau's commissioner in Washington, D.C. Here is an excerpt:

"It is worthy of remark that of the 27 colored men, whose wounds were dressed by Dr. D. B. Cliffe of Franklin, were all wounded in the back or in the back front of the limbs showing clearly that they were fired upon from the rear & flank by the Conservative party while marching in procession, or after they had broken ranks and were running away from the conservative mob."

Thus, they were shot from behind, suggesting that they had been fired upon first.

The report concludes as follows, "I am informed that the wounded have been well provided for and that conservatives as well as radicals contributed provisions and money toward providing for the sufferers." The Bureau left the matter in the hands of the local court system; it does not appear that the matter was pursued.
Character Cards Activity

Assign five students one Character Card each. Their job will be to respond "in character" to a sixth student who will be assigned to portray a current TV interviewer, such as Oprah Winfrey. Sample questions for the interviewer to use follow. The time period for the interview is generally post-emancipation.

Option: Have the rest of the class determine a question to ask each of the guests.

Sample Interview Questions

What is your opinion of the Civil War, which recently ended?

How is your life different now that slavery has ended?

How is your life better than it was before emancipation?

What are some of the challenges you are facing in the aftermath of emancipation?

Will you stay in Tennessee?
Benjamin Holmes

Born into slavery in Charleston, South Carolina

Later sold to an owner in Chattanooga, Tennessee

During the Civil War, when Union troops occupied Chattanooga, was hired by a Union general as a servant

Now that the war is over, attends Fisk University -- started at Fisk in Nashville, Tennessee, in 1868

Planning to become a school teacher

A founding member of the Fisk Jubilee Singers, a choral group at Fisk University

Preparing to travel with the Fisk Jubilee Singers to Great Britain for a performance
Sarah Ann Kennedy

Mother of 6 children

Well-educated, "genteel" lady

Lives in Clarksville, Tennessee

Husband served as a Confederate soldier

Owned at least 3 slaves (Fanny, Phil, and Lucy) before and during the Civil War, but only Lucy remains; Lucy is a paid servant now

Recently hired a young, African American girl to assist with household chores

Considering renting rooms out to young girls to bring in more money, but concerned about the increased workload
Thomas H. Peebles

Former slave owner

Married and has children

Lives in Williamson County, Tennessee

Owns a large farm, including crops and livestock

Has hired several of his former slaves as farm laborers

Provides housing on his land to the farm laborers and splits the crops with them as payment

Wants his workers to continue to do multiple jobs and be on call for work at all times

Wants to control his workers' personal lives as well as their work lives -- for example, requires laborers to have permission to receive visitors and limits what animals they can and cannot raise
Ann Peebles

Former slave of Thomas Peebles's

Lives in Williamson County, Tennessee

Married to George, another former slave of Thomas Peebles's, and has 2 daughters

Is continuing to work for Thomas now that slavery has ended, but only to harvest the crops, milk the cows, and do Thomas's family's laundry

Insists that daughter named America be educated by the white Peebles family; wants a better life for both daughters

Signed the work contract for her family along with her husband, taking an active role in family decisions

In charge of her own family's household upkeep, including raising chickens
Miss L. Humphrey

White northern school teacher, who was an abolitionist and now works for the American Missionary Association.

Lives in Camp Shiloh, a freedmen's village, near Memphis, Tennessee.

Uses a pointer stick that once belonged to a slave owner who used it to whip slaves, one of whom is now a top student.

Worked with the Union army to get windows and seats for the school which did not have them at first.

Has nearly 300 students registered (men, women, and children, ages 7 to 65) and teaches 4 sessions of school a day.

At first, had just 3 books and 5 large "cards" with letters and Bible verses with which to teach the students.

The students have all contributed money to buy more books and create a small school library.

50 of her students learned to read within 2 months.
Musical Memory

Originally sung by slaves, the spiritual "Many Thousand Gone" was sung by black Union soldiers during the Civil War and by the world-famous Fisk Jubilee Singers after the war ended. Examine its lyrics to answer the questions below.

What do you think happened to the "many thousand gone" referred to in this song?

How did the feelings behind the song change after emancipation?

What do you think a "peck o' corn" and a "pint o'salt" tells you about the lives of slaves? A "peck" was a dry measurement equal to about 8 quarts.

According to the song, what else do former slaves no longer have to endure?
Musical Memory

Fisk University, Nashville, Tennessee

MANY THOUSAND GONE.

Plaintively.

1. No more auction block for me,
   No more, no more,
2. No more peck o' corn for me,
   No more, no more,
3. No more driver's lash for me,
   No more, no more,
4. No more pint o' salt for me,
   No more, no more,
5. No more hundred lash for me,
   No more, no more,
6. No more mistress' call for me,
   No more, no more,

No more auction block for me,
Man y thou sand gone.
No more peck o' corn for me,
Man y thou sand gone.
No more driver's lash for me,
Man y thou sand gone.
No more pint o' salt for me,
Man y thou sand gone.
No more hundred lash for me,
Man y thou sand gone.
No more mistress' call for me,
Man y thou sand gone.

A slave spiritual printed in a 1911 song book. From the collection of the Center for Popular Music, Middle Tennessee State University.
Correspondence Clues

Read Sarah Ann Kennedy's letter to her husband, a Confederate soldier, from August 19, 1863, to see if you can detect the home front concerns of this one white, Confederate household.

What family and household news does Sarah Ann share with her husband in her letter?

Who is doing the housework now that most of Sarah Ann's former house slaves (Fanny and Phil) have left?

How does Sarah Ann describe the spirits of herself and other Confederate supporters?

How does Sarah Ann feel about the changes that have happened in her household, according to the letter?
Correspondence Clues

Above: Portion of an original 1863 letter from Sarah Ann Kennedy to her husband. From the collection of the Tennessee State Library and Archives. Below: Transcription of the letter.

Clarksville August 19th 1863

My Dear Husband,

I wrote you on the 16th and now avail another opportunity of writing again. I mentioned that I had received yours of 1st and 28th July and I assure you that they were a great pleasure to me. I also mentioned that Phil & Fanny had left for Yankeedom. Fanny has been gone three weeks today and I learn this morning that John her husband followed her last Monday night. For two weeks after Fanny left, Aunt Lucy and I got along pretty well. I did all the housework and she the cooking and outdoor work, hiring a woman to wash and iron. Last week I hired a free girl for the cooking and washing after finding that Aunt Lucy and myself would break down. We are getting along a great deal better and happier since Fanny left. For she had become so quarrelsome and disagreeable that the whole family hated the sight of her. I do hope that we will be able to get pay for them all.
Correspondence Clues

Aunt Lucy seems glad that they are gone. She says that she spent half her time cleaning up after Fanny & her children. Phil did nothing but cut the wood for some time before he left. Worked out all the time, but made nothing for me; he was a dead expense. My health is good. I have gotten entirely rid of Neuralgia and am never sick enough to go to bed. The exercise of house cleaning is good for me - unless I do too much, and when it is all done I can sit down contentedly to my sewing for the rest of the day. Jimmy has been complaining for a day or two with torpid liver and deranged bowels. He is better today. The other children are well... The southerners here are low spirited and if you cannot get home before winter sets in, I think now that I shall give right up. Sometimes I have the blues terribly and again I am more cheerful than many would be under the circumstances. Everybody says that I meet difficulties with more fortitude than could be expected. I feel grateful for the health and strength of body that enables me to lay my hand to any kind of work that has to be done and I would rather do all the work than be worried with a house full of servants that do what, how and when they please. I do not think Aunt Lucy will leave or give me any trouble, but there is no dependence to be put in any of them. They have all been turned into fools by the circumstances that surround them and if we could be compensated for their value, are better off without them... The children send a great deal of love to Father. Hoping that you may receive my letters and praying for your preservation and safe return. I remain your devoted wife.

S Kennedy
Search the labor contract between Thomas Peebles and George and Ann Peebles, formerly slaves of Thomas's, for clues to the questions below.

What are George's work responsibilities to Thomas?

What are Ann's responsibilities? What are their daughter Margaret's?

How is George and his family compensated, or paid, for their work? List at least three types of compensation George's family is receiving.

How is Thomas attempting to control George's personal life?

What type of behavior does Thomas require of George and Ann's family?

What type of behavior does George require of Thomas's family?
108. State of Tennessee Williamson County Nov 27th 1865
Know all men by these presents that Thomas H Peebles
of the one part and George (colored) late slave of said
Peebles of the other part have this day made and entered
in to the following contract for the year 1866. Thomas
H Peebles is to furnish George a house and firewood
land to cultivate & work stock farming utensils and plow
gear he is also to pay half the blacksmiths account and
furnish half the feed for the work stock George the other
half and each is to have half of every thing that is raised
except that Ann Georges wife is to have all the chickens
she may raise. Thos H Peebles is to furnish George pro-
visions for his family along as he may need them and
charge him the market price for every thing he lets him
have. George is to work under the direction of Thomas
H Peebles in all things pertaining to the crop also his
wife Ann and his daughter Margaret who are both to
make hands in the field in crop time when the crop is
not on hand Georges entire time belongs Thomas H
Peebles and Margaret's too except rainy days and bad
weather when he does not want her out then she can
assist her mother in clothing her family and even when
the crop season is hand both George and Margaret are
to do such little duties as Peebles may assign them but
he will be careful not to interfere with their regular work
in the field. Ann is not to be required to perform any
labor for the white family except to milk and wash for
this service she is to have milk for her family when ever
there is any to spare. Mrs. Peebles being judge George is
allowed to have a hen house and raise chickens but no
other stock. Thomas H Peebles reserves the right to
divide the ordinary duties of the farm and household
and it is understood when he assigns a duty it will be performed promptly and in a good humor. George will be required to pay all tools or gear lost or carelessly destroyed by himself or family. No visiting or receiving visitors during work hours except by consent. A reasonable deduction made for all lost time. George and his family are to assist in harvest and saving hay from the meadows and putting in grain or seed in spring or fall in short. Peebles agrees to give George so large a share of the crop for the sake of his services out of the crop. George's second daughter America is to stay in Peebles family fed, clothed, and educated by this same Peebles finding her books she is to perform such service as may be assigned her and never to go to her father's house or any where else except by permission she is to be subject to such discipline as school children generally are to be punished only when she needs it and then for good. The white family are expected to be kind to Georges and his in turn are expected to be attentive polite and respectful to the white family. These obligations are to continue for the entire year. Ann is expected to rise by day and have her breakfast over so that George may get to his regular work by sunrise then she will attend to the milking. George and Margaret will make fires for the white family every morning by day break and then go about their other business such as may be set apart to them. The whole of Georges crop is to be gathered and remain in charge of Thomas H. Peebles until sold or fairly divided signed in presence of Witnesses.

Witnesses: E. W. Peebles  
H. S. Peebles  
Thomas H. Peebles  
George X. Peebles  
Ann X. Peebles  
his  
her  
mark  
mark
Investigative Journalist

Research the excerpt from the May 1863 American Missionary journal to answer the questions below.

What do you know about the school building in Camp Shiloh?

How did the school obtain a small library of books?

How many students did Miss Humphrey have registered? What ages?

Who helped her teach when she needed a break?

What other roles did the school play in the community?

Now examine the period drawing of the Freedmen's Bureau school. How does this classroom differ from yours today?
Miss Humphrey sends us from Memphis a copy of her first report to Chaplain Fiske, the post "Superintendent of Contrabands".... Her first work were with the freedmen employed in the hospital. She says: "They, with their families, occupied a building a few rods from the hospital; here, I established an evening school. Not being supplied with books of any kind, I took from the hospital-ward a 'silent comforter,' which consists of several sheets of paper fastened together, on which are printed in large type, choice passages of scripture; this I hung upon the rude wall near a post...." The strong prejudice against the work there, and the success following it, led Miss Humphrey to undertake a larger work in another place. With the kind assistance rendered by Rev. Jeremiah Porter and wife, she established herself at Shilo, near Memphis, a village of freedmen, containing upwards of two thousand inhabitants. The commencement was made in a small
slab-house, without seats or windows, and crowded full of men, women, and children. Windows and seats were, however, now supplied by Capt. Jenny of the Engineer Department. Miss Humphrey says: 'We had but two or three books, but were soon favored with five large 'Cards for beginners,' sent us by Rev. Glen Wood, of Chicago. Subsequently a collection was taken up by themselves, with which a small library was procured, for the use of the school. I soon had nearly three hundred names registered; and one hundred regular pupils. These were formed into four classes, which recited at different parts of the day, as follows; -- children in the morning; 'breast-work hands' at noon, and women and children in the afternoon, who gave way at an early hour, to a class of ministers, all of whom could read. I found my school very easily governed; all that was necessary to secure the most perfect attention on the part of the pupils, was perfect attention on the part of the teacher, and this was absolutely necessary. When it became necessary for me to rest, I gave them permission to help each other. . . . in two months time, fifty of the one hundred pupils had learned to read quite well. This statement may seem incredible to some, and for this reason I have given you in full the course pursued with them. My pupils were from seven, to sixty-five years of age. . . . The school was, as an officer remarked, the best police force that could be placed in the village. It was the Bank, where money was examined every day, and rogues detected who would have taken advantage of the ignorance of these poor creatures, the office where medicines were brought to be examined, and quack doctors reported as being in the village practicing impositions for money. It was also a refuge for the 'weary and heavy laden,' who came for sympathy, counsel, and comfort, and from it a silent influence eminated which gradually produced important changes throughout the entire village.'
2008 Franklin’s Charge Symposium
“Fighting for the Middle Tennessee Heartland”

Suggested Readings and Links


Freemon, Frank R. *Gangrene and Glory: Medical Care During the American Civil War* (2001).


**Web Sites**

**American Memory from the Library of Congress**  
http://memory.loc.gov/ammem/index.html  
This Web site provides access to many of the rich historic documents housed at the Library of Congress. There is a teachers link that leads to lesson plans, activities such as puzzles and games, and other features that help teachers make use of the digital collections.

**The Gilder Lehrman Institute of American History**  
http://www.gilderlehrman.org/teachers/index.html  
The plentiful resources on this Web site include primary documents for use in the classroom and discussions of major topics in American history.

**HarpWeek in the Classroom**  
http://education.harpweek.com/  
This site contains activities based on illustrations from *Harper's Weekly* as well as simulations on Reconstruction-related topics for teachers to use in the classroom.

**National Civil War Center at Louisiana State University**  
http://www.cwc.lsu.edu  
This site provides access to the *Civil War Book Review*, where teachers can find out about the most recent publications related to the Civil War. There is also an online exhibition, entitled “Blue & Gray for Boys & Girls,” about Civil War books for young people.

**Stones River National Battlefield**  
http://www.nps.gov/stri/forteachers/index.htm  
This link contains information on field trips, traveling trunks, workshops, and other learning opportunities for teachers, as well as access to lesson plans.

**Tennessee Civil War National Heritage Area**  
http://161.45.214.7/tn civwar/index.html  
This site contains news about the Heritage Area’s many Civil War-related projects and programs throughout the state of Tennessee, as well as brief histories of war-related topics.

**Tennessee Encyclopedia of History and Culture**  
http://tennesseeencyclopedia.net/  
This comprehensive, searchable online reference work contains entries on numerous Civil War and Reconstruction topics.

**The Heritage Education Network**  
http://histpres.mtsu.edu/then/index.html  
This site suggests how teachers can use the “stuff” of history. Topics include farms, architecture, archaeology, everyday objects, photographs, and cemeteries.

**The Valley of the Shadow Project**  
http://www.vcdh.virginia.edu/teaching/vclassroom/vclasscontents.html  
The project recreates the Civil War-era in Augusta County, Virginia, and Franklin County, Pennsylvania, and provides access to primary documents. The site includes lesson plans.