Franklin's Charge
Franklin to Nashville: The Last Days of the Army of Tennessee

Workshop for Educators: Reproducible Activities

Created by Stacey Graham, Antoinette van Zelm, and Melissa Zimmerman with the Tennessee Civil War National Heritage Area


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Franklin and Nashville During the Civil War: An Introduction

When Tennessee seceded from the United States on June 8, 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 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, which had a 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. The region then became predominantly pro-Confederate.

Davidson County was far and away the most populous county in Middle Tennessee and just barely ranked second to Shelby County for the state's most inhabitants. In 1860, Davidson had about 47,000 residents (including about 15,000 slaves), while Williamson had close to 24,000 (including more than 12,000 slaves). The majority of the white residents of these two Middle Tennessee counties favored the Confederacy. Davidson supplied at least 49 Confederate companies or batteries and 3 Union companies, plus the Nashville Union Guard, to the war effort; Williamson provided men for at least 16 Confederate companies or batteries.

Whether Confederate or Unionist, 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 the Confederacy and the Union wanted to control the state's rich resources, particularly its rivers and railroads. In the end, about 3,245 combat incidents took place in Tennessee, second only to Virginia.

In Tennessee and throughout the western theater of the war, the Army of Tennessee became the Confederacy's primary fighting force. The army originated as the Provisional Army of Tennessee under Governor Isham G. Harris in the spring of 1861 and became part of Confederate forces later that year. Over the course of the war, the Army of Tennessee would become known as "a tough, hard-marching,
hard-fighting force," in the words of historian James McDonough. Time and again, however, the Army of Tennessee would be ill-served by its commanders, particularly General Braxton Bragg and General John Bell Hood.

The first year of the war began inauspiciously for the Army of Tennessee, as it focused on defending the Kentucky-Tennessee border. As the capital of Tennessee, Nashville quickly drew the attention of Union leaders. Successful Federal assaults on Forts Henry and Donelson on the Tennessee and Cumberland rivers, respectively, in February 1862 forced the Army of Tennessee to retreat to Corinth, Mississippi. Union forces took Nashville, 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 other Middle Tennessee towns soon came under Union control.

Union occupation of Nashville and Franklin undermined the system of slavery. Black laborers, and, eventually, black soldiers, would help the Union win the war in Middle Tennessee. Beginning in 1862, numerous slaves escaped to Union lines, with Nashville as one of the primary destinations. (Others used the threat of escape to negotiate better working conditions or more free time.) Former slaves who fled to Nashville, along with local free blacks, played a key role in building Fort Negley on St. Cloud Hill southeast of the city. Described by historian Bobby Lovett as "the pivot point of Nashville's defenses," the fort was named for General James S. Negley, who commanded the city during the early days of Union occupation. More than 2,700 black laborers, including men, women, and teenagers, constructed the huge polygonal stone fort over a four-month period. Many of the workers had been impressed (in other words, forced to work) by the Union army, and several hundred people died of disease during the construction.

As soldiers and laborers continued working to make Nashville impregnable, the Army of Tennessee and the Army of the Cumberland clashed outside of Murfreesboro late in December 1862. The Battle of Stones River was one of the bloodiest of the war with some 24,000 casualties. The deadly stalemate ended after General Braxton Bragg retreated, giving the Union a much-needed victory in its opening move toward Chattanooga. Over the next two years, Union forces would take both Chattanooga and Atlanta, despite fierce resistance from Confederate troops.

In November of 1864, the Army of Tennessee under General Hood unsuccessfully sought to retake Middle Tennessee from the Union. At Spring Hill, on November 29, Hood had the opportunity to cut General John M. Schofield's forces off from Nashville, but the Union soldiers escaped under cover of night. The next day at Franklin, Hood ordered a disastrous frontal assault that resulted in approximately 7,000 casualties for the Army of Tennessee; the Army of the Cumberland lost 2,500 men. The Battle of Franklin has often been called the death knell of the Confederacy. Most of Franklin's buildings provided shelter for the wounded, and women such as Carnton Plantation's Carrie McGavock, played an important role as caregivers.
Despite his army's devastating losses at Franklin, General Hood pushed his increasingly demoralized men on to the outskirts of Nashville. There they suffered terribly from bitterly cold, icy weather and low rations during the early weeks of December 1864. When Union General George H. Thomas attacked the Confederates, beginning with the firing of Fort Negley's siege guns, on December 15, 1864, he had well more than twice the number of effective soldiers commanded by Hood. Despite valiant resistance, including a courageous stand by the Twentieth Tennessee under Colonel William Shy in the face of an assault by Union forces on December 16, the Army of Tennessee came close to being encircled and completely destroyed by Thomas's forces. The shattered remains of the army retreated to Tupelo, Mississippi; no longer willing to be sacrificed in a desperate cause, many of the men deserted along the way. Losses at the Battle of Nashville totaled 6,000 for the Confederates, which included many men captured as prisoners of war, and 3,000 for the Union. Nashville's churches and its courthouse were inundated with wounded men.

Several regiments of the United States Colored Troops saw significant combat at the Battle of Nashville. These units included the 13th USCT, which had originally been formed at Murfreesboro and included many men from Nashville. The 13th distinguished itself for bravery in the fighting on Overton Hill, where the regiment suffered terrible casualties against strong Confederate defenses.

The horrors of the battle front experienced by the soldiers at Franklin and Nashville were terrible for families and friends in Middle Tennessee to witness, as were the painful deaths from disease that took place throughout the war (twice as many men died from disease as from wounds during the Civil War). By the end of the conflict, many Middle Tennessee families had experienced the loss of loved ones. Grief and sorrow had become commonplace. Adding to this desolation was the uncertainty, economic devastation, and instability caused by the war, which would continue during the early years of Reconstruction. Many women in Middle Tennessee devoted themselves to tending the new graves and keeping alive the memories of the men who had died.

By the end of the war, slavery had all but disintegrated in and around Nashville, Franklin, and other Union-occupied areas. After the war, newly freed African Americans established their own communities, anchored by churches and schools, throughout Middle Tennessee. Men, women, and children participated in political rallies and emancipation celebrations. Black men gained the right to vote in 1867. Many white Tennesseans could not conceive of former slaves as free persons, much less as voters. Some whites used violence to try to intimidate the freedpeople. The transition to a new, free society in Tennessee challenged all of the state's citizens and took 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.

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<tr>
<th>Number</th>
<th>State</th>
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<tbody>
<tr>
<td>1</td>
<td>Alabama ⭐</td>
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<td>35</td>
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<tr>
<td>36</td>
<td>Wisconsin</td>
</tr>
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</table>
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.

**Word Box**

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

*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.

Word Box

**Carbine**: short-barreled firearm that was lighter and more easily handled than the rifled musket

**Frock Coat**: long jacket extending down to between the hip and knee

**Gauntlets**: leather gloves extending over the wrist and lower portion of the jacket's arm

**Revolver**: handgun, often carried in a leather holster attached to the belt

**Slouch Hat**: hat usually made of felt with a wide, flexible brim

**Spurs**: a metal spike or spiked wheel that attaches to the heel of a rider's boot to urge a horse forward

**Saber**: metal weapon with a long, slightly curved sharp blade and a hilt, or handle, on one end, designed to be used from horseback

Original artwork by Galadriel Diana 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>
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<tr>
<td>A change of clothes</td>
<td>3 lbs.</td>
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<tr>
<td>Underwear</td>
<td>1 lb.</td>
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<tr>
<td>Winter long johns</td>
<td>2 lbs.</td>
</tr>
<tr>
<td>Coat</td>
<td>3 lbs.</td>
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<tr>
<td>Cap</td>
<td>1/2 lb.</td>
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<tr>
<td>Photographs</td>
<td>1/8 lb.</td>
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<tr>
<td>Letters</td>
<td>1/4 lb.</td>
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<tr>
<td>Stationery and pencil</td>
<td>1/4 lb.</td>
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<tr>
<td>Bible</td>
<td>1/2 lb.</td>
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<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>
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<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>
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<tr>
<td>Pipes</td>
<td>1/4 lb.</td>
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</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?
Witnesses to Battle
Accounts of the Home Front

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....
Witnesses to Battle

Adelicia McEwen German Transcription, Page 2

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....
Witnesses to Battle
Accounts of the Home Front

Margaret Lawrence Lindsley, known as Maggie, was a twenty-four-year-old woman who lived near Nashville. She and her family supported the Union, while most of their neighbors cheered for the Confederacy. Many Union officers visited the Lindsleys during the war. Maggie had ten brothers and sisters. In her journal entries on the next page, she mentions two of her brothers, Jamie and Van.

Read the excerpts from Maggie Lindsley’s 1864 journal on the next page and then answer the questions below.

1) How do Maggie and her family know that the battle is taking place?

2) What do she and her family do during the battle?

3) What specifically makes Maggie feel less nervous during the battle?

4) Whom does Maggie praise after the battle is over?

5) How does Maggie’s brother Van react to his visit to the battlefield?
Witnesses to Battle


December 16th

The cannon has been thundering all day yesterday and all today. The battle evidently is raging at last, and will certainly be a furious one under the circumstances—the rebels in sight of their homes will fight with desperation.

Jamie has not been out to see us for several days, nor Pa—and we have only had the daily papers, which however are silent on this one point of course—any statement of the actual condition of affairs being prohibited. Captain Lamotte and Lieut. Torry called this morning, but they are still on our side of the bridge—they said that yesterday for the first time the rebs returned our fire. Every report shakes the whole house—but we do not mind it, but keep quiet around roaring fires,—for it is bitterly, bitterly cold—and try to read as usual, but it is rather difficult with such an accompaniment ringing in our ears....

But really it is wonderful how we could have become so accustomed to this state of affairs as to take it so quietly as we are doing today! I remember when two years ago the battle was raging as far off as Murfreesboro, how excited we all were, and how I started and trembled at the faint, far off sound—so indistinct as to be merely suspected in fact—and was too unnerved to do anything but think of the horrible carnage then going on: while today when the deadly work is going on within a mile of our own doors, within sight indeed!—when the artillery is deafening, we sit before the fire quietly, read, chat & laugh! And when I grow too nervous for anything else I seek relief in writing in my journal—for it does relieve me in a measure.

December 18th

Sunday again and with it peace and quiet. The battle is over. Confederates have retreated, General Thomas pursuing. Last night our army was at Franklin. Glorious Thomas! (I cannot speak his name without tears, and from that I know I am pretty well shattered by all the recent excitement.) Countless blessing rest on his noble head!

Captain Lamotte and Dr. De Graw spent today with us—they had visited the battle-field yesterday, and described it as they saw it, still covered with the dead and dying. I don't care to write or to think of what they told me of what they saw. I sicken to think of all the changes since I was at beautiful Belmont a few weeks ago! And now this terrible dread of who are lying dead out there on that battle-field hangs over us! Van went out to the field yesterday—but he is sick at heart—boy as he is—and will say nothing but that he is haunted by the terrible sight, and would give everything to blot it out, and have his mind as clear as it was 24 hours ago!
Beginnings of Photojournalism

*Photojournalism* is defined as the use of photographic images (still images as well as moving images, like film or video) to tell a news story. Modern photojournalism seeks to be current, communicative, and objective.

However, photographers can easily modify photographs to influence how we react to them. This was true during the Civil War as well. It is important to examine photographs carefully before drawing any conclusions from them - looking for clues as to what is really taking place in the image.

The camera as we think of it today dates from the early 1800s. At first, the subject of the photograph had to stay perfectly still for 15 minutes or more, but by the time of the Civil War, it took under one minute. This new technology was used extensively during the Civil War and has left us with a photographic record of many of the battles and experiences of the war.

In this activity, you will examine copies of three photographs taken in Nashville during the Civil War that are provided courtesy of the Library of Congress’s Prints and Photographs Division. Use the photographic analysis worksheets to examine these photographs closely and to develop your own theories and opinions about what is being shown. Keep in mind that anyone moving during the minute the camera needed to take the photograph would most likely have their image look blurry in the final print.
Beginnings of Photojournalism

City of Nashville during the Civil War

Use the worksheet on the following page to examine the photograph below.

Both the Union and the Confederacy were interested in gaining control of Nashville. The centrally-located capital city was extremely valuable to both sides, as a major transportation hub where river, railroad, and wagon routes met.
Beginnings of Photojournalism

The City of Nashville during the Civil War

1. **Objective Observation:** Describe what you see in the photograph and how the people and objects are arranged. Be specific - imagine describing the image to someone who cannot see it.

2) **Knowledge:**
Based on prior research and study, what do you know about the people and objects that appear?

Do you recognize any of the buildings? If so, which one(s)?

What marking (writing) do you see on one of the train cars?

3) **Interpretation:** Based on your observations and knowledge, describe what is happening in this picture.

4) **Further Analysis:**
Why do you think this photograph was taken?

Do you think it was staged - are the people aware that they are being photographed?

Is there anything surprising about this photograph?

Does it raise any questions that you might want to investigate further?
Beginnings of Photojournalism

The Battle of Nashville

Use the worksheet on the following page to examine the photograph below.

Confederate general John Bell Hood had just won ground during the Battle of Franklin. The battle had taken its toll, though, with over 7,000 Confederate soldiers being wounded, captured, or killed. Hood’s army was in poor shape, but it marched on towards Nashville determined to continue the fight. However, they were outmatched during the Battle of Nashville and defeated by General George H. Thomas’s troops.

The photograph below was taken by George N. Barnard on December 16, 1864. It shows the Federal troops outer line, as it faced Hood’s Confederate troops. If the listed date is correct, then the photograph was taken during the last day of the Battle of Nashville.
Beginnings of Photojournalism

The Battle of Nashville

1. **Objective Observation:** Describe what you see in the photograph and how the people and objects are arranged. Be specific - imagine describing the image to someone who cannot see it.

2) **Knowledge:** Based on prior research and study, what do you know about the people and objects that appear? What else do you know about this event from prior research?

3) **Interpretation:** Based your observations and knowledge, describe what is happening in this picture.

4) **Further Analysis:**
Why do you think this photograph was taken?

Do you think it was staged - are the people aware that they are being photographed?

Is there anything surprising about this photograph?

Does it raise any questions that you might want to investigate further?
Beginnings of Photojournalism
Boy Soldier

Use the worksheet on the following page to examine the photograph below.

To enlist as a soldier, a young man usually was required to be at least eighteen years of age. However, size and maturity were important, and many teenagers who looked older could slip into the ranks. A number of boys served as drummers and buglers when they were as young as ten or eleven years old, and as the war dragged on, many adventurous youths lied about their age in order to serve their country.

Note: The portrait below was taken by the Morris Gallery of the Cumberland in Nashville during the Civil War era.
Beginnings of Photojournalism

Boy Soldier

1. **Objective Observation:** Describe what you see in the photograph, including the setting and his clothing. Be specific - imagine you are describing the image to someone who cannot see it.

2. **Knowledge:** Based on prior research and study, what do you know about boy soldiers?

3. **Interpretation:** Based on your observations and knowledge, describe what is happening in this picture.

4. **Further Analysis:**
   Why do you think this photograph was taken?
   
   Do you think it was staged - is the boy aware that he is being photographed?

   How does his uniform fit?

   Is there anything surprising about this photograph?

   Does it raise any questions that you might want to investigate further?
Battle of Nashville: Map Activity

Federal engineers worked hard to create accurate maps to mark the positions of troops, cities, towns, railroads, rivers, roads, hills, and any other important features. These maps are excellent sources for understanding the geography of Civil War battles, and are also some of the best maps for recording the geography of southern towns in the 1860s.

The map (on the following page) of the Battle of Nashville was created in 1863 by a topographic engineer named George H. Blakeslee of the 169th Illinois Infantry, and then added to in 1864 in red and black ink. Look closely at the map for clues to answer the following questions. Then compare this map to a modern map of Nashville to see if any of the features and landmarks from 1863-1864 are still present today.

Read between the lines:
There are lots of lines and labels on this map, and no legend. How can you tell which are the rivers, streams, railroads, and roads? Do you recognize the names of any of these features? Have you traveled on any of these transportation corridors? What do all these rivers, streams, railroads, and roads tell you about Nashville’s location and importance during the Civil War?

Connect the dots:
Those circles that look like small holes are actually hills. Look at the positions of the picket line (which shows the outermost position of Union soldiers, represented by the red dashed line) and the fortified line (which shows where forts and breastworks were located, represented by the red bracketed line). Why do they seem to follow the line of hills? Using the scale on the right side of the map, measure how long the fortified line extended. (Note: the scale measures two miles, with the first mile divided into fourths.) What was the line protecting? Next, try to find some of the forts that are labeled by name or number (look at the key at the top left). Where are these forts located and why? Did these forts help protect Nashville for the Union during the Battle of Nashville in 1864?
Put it all together:
In what ways would a Union soldier use a map like this one? Why would Northerners need to produce maps of Nashville during the Civil War? And why would Southerners not need to do so?

Zoom in for a closer look:
Having trouble reading some of the smaller words? The Library of Congress Web site allows you to zoom in and get a clearer look at every little detail. Just go to http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3964n+cw0429400)) and click on the thumbnail image of the map to be taken to the Zoom View feature.

For a digital copy of this map and the digital link to the Zoom View feature, go to the Teaching with Primary Sources across Tennessee Web site, at http://www.mtsu.edu/tps, and click on "Lesson Ideas & Units."

Map title and information:
Letters Home: Two Perspectives

Soldiers wrote home when they could, and their families waited anxiously for letters from them. Work with a partner to compose two letters that could have been written by each of the soldiers described below (these soldiers have been made up based on historical information about the Battle of Nashville and the regiments involved). Be sure to take note of the time indicated and the setting described. Also be sure to mention Fort Negley, shown in the photograph on the next page.

**Date:** December 8, 1864, about a week after the Battle of Franklin and a week before the Battle of Nashville (see the “Introduction” for more on these battles)  
**Time:** 3:30 p.m.  
**Place:** Nashville, Tennessee  
**Weather:** Cold and icy

**Confederate Soldier:** Private James Campbell, age 25, of Paris, Tennessee, joined the 46th Tennessee Regiment in 1861. He is a veteran of numerous battles, including the horrific Battle of Franklin. Private Campbell is grieving over the death of his closest army buddies in that battle. He is weary of the war’s death and destruction but still devoted to his remaining comrades. He and his fellow soldiers are camped outside of the city of Nashville, within sight of Fort Negley. They are not allowed to make fires at night because they are within the range of the fort’s guns. He has not eaten all day, and has just a thin blanket to keep him warm, when he takes out paper and pen (given to him by a woman in Franklin as he left that city) to write to his parents.

**Union Soldier:** Private Benjamin Gray, age 27, of Gallatin, Tennessee, joined the 13th United States Colored Troops in 1863. A former slave, he has recently reached Nashville from Waverly, Tennessee, where he helped to complete the Nashville & Northwestern Railroad and then served on guard duty along the railroad. He is in awe of the size of Fort Negley and the other defenses around Nashville. Several of his comrades helped build Fort Negley before they joined the 13th. Private Gray has yet to see any combat, so he is a little nervous but also eager to do some actual fighting. To let his wife and children in Gallatin know that he is now in Nashville, he dictates a letter to them that one of his officers writes for him. The same officer is teaching Private Gray to read and write, when time permits.
Letters Home: Two Perspectives

Nashville, Tennessee, from Fort Negley looking east, March 1864. Photograph by George N. Barnard.

Courtesy of Prints and Photographs Division, Library of Congress, Washington, D.C.
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

eelnd

aelicps

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.
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?
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, Many thousand gone.
No more peck o' corn for me, Many thousand gone.
No more driver's lash for me, Many thousand gone.
No more pint o' salt for me, Many thousand gone.
No more hundred lash for me, Many thousand gone.
No more mistress' call for me, Many thousand gone.

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

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 into 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 provisions 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 Margarets 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
This document contains text that is not clearly legible due to its appearance. However, it appears to be a historical labor contract from 1865, detailing the obligations of a white family to a black family. The contract is in formal language, typical of legal documents of the time, and includes names and signatures indicating agreement to the terms. The specific details of the contract are not clearly transcribed from the image provided.
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.
CSI Suspect: John L. House

Transcription of his official deposition on July 10, 1867

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?
CSI Witness: Mariah Reddick

Transcription of her official deposition on July 9, 1867

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.
2009 Franklin’s Charge Symposium
“Franklin to Nashville: The Last Days of the Army of Tennessee”

Suggested Readings and Links


Freehling, William W. The Road to Disunion: Secessionists Triumphant, 1854-1861 (2007).

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

Horn, Stanley. The Decisive Battle of Nashville (1956).


Logsdon, David R., ed. Eyewitnesses at the Battle of Franklin (2005), and Eyewitnesses at the Battle of Nashville (2004).

Losson, Christopher. Tennessee’s Forgotten Warriors: Frank Cheatham and his Confederate Division (1989).


Web Sites

American Memory (see also Teaching with Primary Sources Across Tennessee below)
http://memory.loc.gov/ammem
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.

Fort Negley Visitor Center
http://www.nashville.gov/Parks/historic/fortnegley
This site includes information about visiting the park for field trips and the school programs available. Teachers can download a timeline and access links to suggested readings and primary sources.

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.

Teaching with Primary Sources Across Tennessee
http://www.mtsu.edu/tps/
Teachers will discover how to find and use primary sources on the Library of Congress Web site (including the American Memory site listed above), gain access to lesson plans, and find out about professional development opportunities.

Tennessee Civil War National Heritage Area
http://161.45.214.7/tncivwar
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 searchable reference work contains entries on Civil War and Reconstruction topics.

Tennessee State Library and Archives
http://www.tennessee.gov/tsla/
Access this Web site for a variety of primary sources (choose “Research and Collections,” then “Military Records”) related to the war and Reconstruction. Also see the online exhibits.

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

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