Battle of Blue Springs

Teacher’s Guide
Introduction

The Battle of Blue Springs Civil War re-enactment takes place on the third weekend of October each year at the John I. Myers Farm in Mosheim, Tennessee. On the Friday prior to the public event, the living history participants hold an Education Day designed especially for school groups. This book has been created to provide materials to complement the event, with a focus on reproducible activities for use in the classroom.

The Town of Mosheim, a non-profit government community, sponsors the annual re-enactment of the Battle of Blue Springs. For further information on the event, please contact the Town of Mosheim by mail at 1000 Main Street, Mosheim, TN 37818, or by telephone at (423) 422-4051. Information may also be accessed on the Web at www.battleofbluesprings.com.

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With special thanks to Dr. Robert Orr and Jim “Pudden” Allen

This teacher’s guide was produced with support from the Tennessee Civil War National Heritage Area, which receives funding from the National Park Service.

October 2005
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The American Civil War

What was the American Civil War?

A civil war is a war fought between people living in the same country or governed by the same government. The Civil War was fought by Americans against Americans from 1861-1865. It was fought on American soil. Neighbors fought against neighbors. Occasionally, people in the same family even fought against each other.

Why was the Civil War fought in the United States?

From the founding of the United States of America in 1776 through 1860, the people of the country gradually developed different ways of life. While both North and South were primarily agricultural, the North had more industry and larger cities than the South.

Slavery was important to the economy of the South. Slaves were used on large farms and plantations to do farm work such as planting, cultivating, and harvesting cotton. If there were no slaves, these farmers could not get their crops harvested as quickly or profitably. Not everyone owned slaves in the South, but most believed in the right to own slaves.

This was a time when the United States was expanding very quickly. Territories were becoming states. With each new state, a decision had to be made whether or not the state would permit slavery. In 1860, Americans elected a new president, Abraham Lincoln. Lincoln was against the expansion of slavery. He had promised not to end slavery in the states where it already existed, but he did not want new states to have slavery. Many people in the South did not believe him. They were afraid that he would put a stop to slavery, which would change their way of life and cause them to lose money and property.

Several existing states also had concerns over how much the Federal government should be permitted to interfere with state government. Many states thought they should have the right to make decisions in their own state, with no ability for Federal decisions to overturn, or change, them.
After Lincoln’s election, South Carolina left the United States to form another country. This act of leaving was called seceding from the Union. Many other states followed South Carolina’s lead and seceded, joining together to create a new government. They formed the Confederate States of America and chose Jefferson Davis as their first, and only, president.

Many people worried that the United States would declare war in an effort to keep the Union together. On April 1, 1861, Confederate soldiers attacked Fort Sumter in Charleston, South Carolina. The fort belonged to the United States. The Civil War had begun.

“A house divided against itself cannot stand. I believe this government cannot endure, permanently half slave and half free.”

~ Abraham Lincoln, 1858
# North vs. South

*How did the North and South differ?*

*Categorize the facts below with the side each best describes.*

<table>
<thead>
<tr>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted to keep slavery legal</td>
<td>Army uniforms usually gray</td>
</tr>
<tr>
<td>Had more factories</td>
<td>Wanted to stay in the Union</td>
</tr>
<tr>
<td>Concerned about states’ rights</td>
<td>Called the Rebels</td>
</tr>
<tr>
<td>Army had fewer men and supplies</td>
<td>Had more farms and plantations</td>
</tr>
<tr>
<td>Called the Yankees, also Federals</td>
<td>Army had more men and supplies</td>
</tr>
<tr>
<td>Wanted to limit slavery</td>
<td>Army uniforms usually blue</td>
</tr>
</tbody>
</table>
## North vs. South Answer Key

<table>
<thead>
<tr>
<th>Wanted to limit slavery</th>
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</tr>
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<tr>
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<tr>
<td>Army uniforms usually blue</td>
<td>Army uniforms usually gray</td>
</tr>
</tbody>
</table>
Tennessee Secedes

The three stars on Tennessee’s state flag represent the three different land regions in Tennessee: eastern mountains; middle highlands; and western lowlands. The eastern mountains had long offered early settlers a place to live without much government interference. The people had small, isolated farms with little need for slaves and little interest in secession.

However, Governor Isham G. Harris (a states’ rights politician) had a long list of grievances against the Union and wanted Tennessee to join the Confederacy. He pushed for a vote on the matter more than once. In February 1861, the men of Tennessee voted against leaving the United States by a vote of 69,389 to 56,232. Tennessee stayed with the Union, though by a narrow majority. The eastern part of Tennessee provided a large portion of that majority and had many leaders who supported staying in the Union, including the Senator of Tennessee, Andrew Johnson.

Then, in April 1861, Confederate forces fired on Fort Sumter, the United States’ fort in Charleston, South Carolina. President Lincoln called upon the United States’ army of 75,000 to help bring the Confederate states back into the Union. The people living in the southern states that had not yet joined the Confederacy were worried about a possible invasion from northern troops, and many began to change their opinion on secession.

Discussions about Tennessee staying within the Union or seceding became heated. There was talk in the streets, in the newspapers, and in the churches about which side Tennessee should join. Groups gathered in Knoxville, Tennessee, opposing secession, but, in June 1861, Tennessee became the final state to leave the Union.
After Tennessee seceded, another gathering of local county representatives was held in Greeneville. They asked the state government’s permission to separate East Tennessee from the rest of the state since the majority of East Tennesseans strongly supported the Union. Their request was denied, and they remained part of the state of Tennessee, now a member of the Confederate States of America (CSA).

Even though Tennessee did secede from the Union, 42,000 white Tennesseans joined the Union army. Tennesseans from across the state would find friendships and families split with the decision to secede, as many young men rushed to join the Confederate and Union armies, finding themselves in battles against each other.

Lincoln’s victory was the signal for the secession of South Carolina (December 20, 1860). South Carolina was soon followed out of the Union by six other states — Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas.
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.

1. Alabama
2. Arkansas
3. California
4. Connecticut
5. Delaware
6. Florida
7. Georgia
8. Illinois
9. Indiana
10. Iowa
11. Kansas
12. Kentucky
13. Louisiana
14. Maine
15. Maryland
16. Massachusetts
17. Michigan
18. Minnesota
19. Mississippi
20. Missouri
21. Nevada
22. New Hampshire
23. New Jersey
24. New York
25. North Carolina
26. Ohio
27. Oregon
28. Pennsylvania
29. Rhode Island
30. South Carolina
31. Tennessee
32. Texas
33. Vermont
34. Virginia
35. West Virginia
36. Wisconsin
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.

1. Alabama 10. Iowa 19. Mississippi
28. Pennsylvania
29. Rhode Island
30. South Carolina
31. Tennessee
32. Texas
33. Vermont
34. Virginia
35. West Virginia
36. Wisconsin
Choosing Sides

Would you have chosen the North or the South?

All over the United States, people had difficulty choosing sides in the war. For some people, it was an easier decision because they believed in slavery. A small number of people were abolitionists, or people wanting to end slavery. Some felt that it was important to be loyal to their state and its decision, while others felt loyalty to the Union was more important. There were still others who felt they should side with the majority of their family members, whether near or far.

This difficulty was very real for men and women in East Tennessee. It was often hard to choose a side. Many families had arguments. Some families split up, with brothers choosing to fight on different sides. Neighbors often disagreed and did not speak. They still lived side by side, and the children even went to school together.

Young men and boys who did not join the army right away were in danger of conscription, or being made to join the army, even if they did not want to fight. Some ran away to other states. Some hid and stayed away from public places so they would not have to fight. Others were quick to sign up for the army of the side they had chosen, even lying about their age in order to join the fight.

1. How do you think the young men and boys felt when they were called to join the army to fight? Explain how you would feel.

2. What would you have done if there was a battle near your house?

3. Explain how you would feel if one of the armies used your yard to camp or your house for a hospital?
Choosing Sides

Cooperative Learning Structure

Value Line

Teachers: After discussing the difficulties in choosing sides during the Civil War (see activity on page 12), ask students to imagine that they are living in East Tennessee in 1861. Have students decide, without speaking out loud, which side they will choose to support, the Union or the Confederacy. Next, have the students form a single line, indicating one end of the line as pro-North and the other as pro-South. If students are very sure of their choice, they will move all the way to the end representing that choice. If they are unsure which side to choose, they will go toward the middle. All students will spread out in a line even if several have the same opinion.

Now direct students to “fold the line” so one half of the line will now face the other half and be facing someone who has chosen the opposite opinion. Each student now gives three reasons for taking their side, drawing on what they have learned about the causes of the Civil War.

U. S. A. C. S. A.

The Bridge Burners

President Lincoln and the Union forces were very interested in East Tennessee. There were a lot of Union supporters who might join the Union army. And, there were railroads connecting to other southern states, including the capital of the Confederacy, Richmond, Virginia. Railroads were used by armies to carry troops and supplies over land much more quickly than horses could. Control of the railroads would be a big factor in winning the war.

William Blount Carter from Carter County, Tennessee, wanted to help the Union take some of the railroads away from the Confederates and contacted the Union army to begin working on a plan. Carter and several other East Tennessean Union supporters would burn nine bridges. The fires would signal Union troops to move in and take over the area from the Confederates, who would then be cut off from the railroad. The Union troops would also be responsible for protecting the bridge burners, their helpers, and their families.

On the evening of November 8, 1861, the plan went into action. Carter and his supporters burned and destroyed five bridges and badly damaged the four others, but the Union troops never came. Word that the plans had been cancelled had not reached the bridge burners.

More Confederate troops made their way into the area to begin repairs, guard the railroads, and find the bridge burners. Many men were arrested, including Andrew Johnson’s son-in-law. Five men, all potters from the Pottertown community of Greene County, Tennessee, were arrested, tried, and hung in the next several weeks. On November 30, 1861, Henry Fry and Jacob Hinshaw were marched down the street from the Greene County Courthouse and hung from a big oak tree near the Greeneville Railroad Depot. They were ordered to hang for four days, but were cut down after 36 hours because of the bad smell. On December 11, 1861, Alexander Haun was hung in nearby Knoxville, Tennessee. Jacob Harmon, Jr. and his son, Henry Harmon, were hung there the next day.

This reaction to the bridge burners upset many men and women in East Tennessee, bringing more sympathy and support to the Union.

This text is based on information from: Bible, Donahue R. A Short Sketch of the Tragedy at “Pottertown” November-December 1861. Greeneville, TN: Greene County Heritage Trust, 2000.
The Bridge Burners

What have you learned?

1. What were the reasons that President Lincoln was interested in East Tennessee?

2. Why would burning the bridges hurt the Confederacy?

3. Why did the plan ultimately fail?

Photograph of a military bridge about 20 miles northeast of Knoxville at Strawberry Plains in 1863. From the collection of the Library of Congress, Prints and Photographs Division, LC-DIG-cwpb-02140 DLC.
Battle of Blue Springs

In East Tennessee most people lived on small farms, having little in common with the slave-holding planters in the rest of the state. They were mostly pro-Union even though Confederate forces occupied the region. President Abraham Lincoln wanted to strengthen Federal control in East Tennessee. In late August 1863, U.S. Major General Ambrose E. Burnside marched from Kentucky with 24,000 soldiers of the Army of the Ohio to control the railroad from Knoxville to beyond Abingdon, Virginia. During the Civil War, railroads were important to the armies for carrying troops and supplies.

In early fall of 1863, Union troops moved into Knoxville, Tennessee, and captured the city easily from the Confederates. Union General Ambrose Burnside wanted to undertake an additional expedition into East Tennessee to clear the roads to Virginia, and, if possible, secure the salt works beyond Abingdon, Virginia. In October 1863, infantry soldiers were ordered to travel to upper East Tennessee. Although the distance was only fifty-five miles from Knoxville to Bulls Gap, Tennessee, the soldiers found the train ride rough going. Captain Orlando M. Poe, a member of Burnside’s staff, wrote:

“The trains were drawn by such wheezy old engines as the enemy had left us, and progress was so slow it was after dark that we reached General Wilcox’s position at the gap.”

Photograph of U.S. Major General Burnside.
From the collection of the Library of Congress, Prints and Photographs Division, LC-B8172-1625 DLC.

Photograph of the 1863 U.S. Military train, the General Haupt.
From the collection of the National Archives and Records Administration, 111-B-5149.
The Confederates were not going to give up East Tennessee without a fight. They had already lost control of Middle and West Tennessee to General Grant and his Union troops in 1862. Confederate General John S. Williams, nicknamed “Old Cerro Gordo” for his efforts as a U. S. officer during the Mexican War, received orders to take position beyond Greeneville, Tennessee.

General Burnside took the train from Knoxville to Bulls Gap and arrived at Blue Springs on horseback on October 9, 1863. The next day, a chilly October 10th, the Union soldiers were ordered into formation. General Williams had been in the area for about a week. He ordered his soldiers to create fortifications and earthworks while making as much noise as possible. He wanted to make the Federals believe they were facing a larger Confederate force.

General Williams later claimed that he had underestimated the strength of the Federal troops at Blue Springs. Captain Orlando Poe had scouted around the area and gave Burnside the best position to make an infantry attack.

The battle was fought all day, with Federals and Confederates dueling from their positions, while a large body of Federal cavalry moved around and behind the Confederate forces. After dark, the Confederates withdrew, and the Federals took up the pursuit in the morning. Within days, Williams and his men had retired to Virginia.

Union forces had won the battle. Many people living in the area of Greene County felt safer knowing that Federal forces were now in control of the area.
Battle of Blue Springs

Word Search

- Burnside
- Greeneville
- Railroads
- Chilly
- Infantry
- Salt Works
- Confederates
- Lincoln
- Tennessee
- Federals
- October
- Train
- Grant
- Poe
- Williams
Battle of Blue Springs

Journalist Activity

Now that you have learned about the Battle of Blue Springs in Greene County, Tennessee, it is your turn to pass your knowledge along by imagining that you are a journalist writing for the 1863 Tri-Weekly Banner newspaper. This newspaper was published in Greeneville, Tennessee, and was considered pro-Confederate, or in support of the Confederacy. It was printed three times a week.

Your reporting assignment is to write an informational article for the Tri-Weekly Banner. Include details and descriptive language so that the readers of the paper will feel like they were at the battle. Be sure to explain who, what, when, where, how, and why. Remember that the families at home did not know what happened at the battle, so your details are very important.

You may use a graphic organizer or thinking map to help you put your thoughts down and plan your writing. Be sure to use complete sentences when writing your rough draft of the article.

Remember to include:

⇒ When and where the Battle of Blue Springs took place
⇒ Who the leaders were
⇒ Why both sides wanted control of the railroad
⇒ How many from each side fought
⇒ How many were injured or killed
⇒ How the troops got there
⇒ Which side won the battle
⇒ An interesting headline, or title
Photograph of a newspaper vendor and cart by Alexander Gardner in November 1863.
From the collection of the Library of Congress, Prints and Photographs Division,
LC-B8171-0617 DLC.
Civil War Timeline

Activity 1:
Teachers: Hand out copies of the following page which lists several important national and local events. Students can use the information to draw a timeline. Students should be certain to include the date along with the event.

Example:

- Dec. 20, 1860: South Carolina secedes from the Union
- April 12, 1861: Confederates fire on Fort Sumter; Civil War begins
- June 8, 1861: Tennessee secedes from the Union

Activity 2:
Teachers: After students have studied the timeline information on the following page, make a copy of it that can be cut apart and glued to index cards for stability (note: the boxes have been made the same size to prevent students matching up sizes instead of information). Mix up the cards and distribute a card to each student face-down. When you give the signal, the students look at their card then mill around the room seeking his/her match. Instruct the students that when they find the correct match, they should go to the front of the room with their partner. When all students have matched up, they can then line up in the correct chronological order, creating a human timeline. When all have finished lining up, the pairs can read their event and date out loud to the class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 20, 1860</td>
<td>South Carolina secedes from the Union</td>
</tr>
<tr>
<td>April 12, 1861</td>
<td>Confederates fire on Fort Sumter, South Carolina; the Civil War begins</td>
</tr>
<tr>
<td>June 8, 1861</td>
<td>Tennessee votes to secede from the Union (however, two-thirds of East Tennessee votes to stay with the Union)</td>
</tr>
<tr>
<td>November 8, 1861</td>
<td>Lick Creek Railroad Bridge burned by community members supporting the Union</td>
</tr>
<tr>
<td>November 30, 1861</td>
<td>Two bridge burners are marched down the street from the Greene County Courthouse and hung at the Greeneville, Tennessee, Railroad Depot; others are sent to prison</td>
</tr>
<tr>
<td>July 1-3, 1863</td>
<td>Battle of Gettysburg, Pennsylvania; the bloodiest battle of the whole war with 51,000 casualties; Union victory</td>
</tr>
<tr>
<td>October 10, 1863</td>
<td>Battle of Blue Springs in Mosheim, TN; Union General Burnside and Confederate General Williams both wanted to secure the railroads for their side; Union victory</td>
</tr>
<tr>
<td>November 19, 1863</td>
<td>President Lincoln makes his now famous Gettysburg Address</td>
</tr>
<tr>
<td>April 9, 1865</td>
<td>Confederate General Lee surrenders to Union General Grant, and the Civil War ends in Union victory</td>
</tr>
</tbody>
</table>
# Civil War Vocabulary

## Study Sheet

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>agriculture</td>
<td>farming</td>
</tr>
<tr>
<td>Civil War</td>
<td>a war fought between groups of people in the same country; the war between the North and South of the United States from 1861-1865</td>
</tr>
<tr>
<td>Confederacy</td>
<td>the name for the group of southern states that seceded from the United States in the Civil War</td>
</tr>
<tr>
<td>conscripted</td>
<td>made to join the army</td>
</tr>
<tr>
<td>economy</td>
<td>the system of making money</td>
</tr>
<tr>
<td>harvest</td>
<td>the gathering of crops at the end of a growing season</td>
</tr>
<tr>
<td>Union</td>
<td>the name for the northern states that stayed together as the United States during the Civil War</td>
</tr>
<tr>
<td>loyalists</td>
<td>people who stayed loyal to the United States, or Union, during the Civil War</td>
</tr>
<tr>
<td>rations</td>
<td>food given to soldiers; each soldier was rationed a certain amount of each food, and it had to last a certain amount of time</td>
</tr>
<tr>
<td>oppose</td>
<td>to be against</td>
</tr>
<tr>
<td>secession</td>
<td>to leave the Union</td>
</tr>
<tr>
<td>abolitionist</td>
<td>a person who wanted to end slavery</td>
</tr>
</tbody>
</table>
Say Cheese!

Civil War Photo Activity

Teachers: Use your school library and other resources to find pictures of people from the Civil War. Photography was a new technology in 1861. In fact, the Civil War was one of the first wars to be covered by photographers. These brave men used wooden cameras with glass plates to take amazing photographs of soldiers, families, and battle sites.

Using a digital camera, photograph students in poses based on Civil War photographs. If you have access to reproduction costumes from re-enactors or a traveling trunk from a Civil War historical site, dress the students in era-appropriate clothing.

Use a program like Adobe Photoshop to enhance the images to black and white or brown sepia. What can the students learn from their photographs?

Civil War Photograph Collections

- http://memory.loc.gov/ammem/cwphome.htm
- http://www.archives.gov/research/civil-war/photos/
- http://www.npg.si.edu/exh/brady/gallery/gallery.html
- http://sunsite.utk.edu/civil-war/warweb.html
- http://civilwar.org/historyctandclassrm.html

Civil War Traveling Trunks

- http://www.nps.gov/gett/geteducation/teachguide.htm
- http://www.civilwarexplorer.org/
- http://www.nps.gov/fodo/indepth/Education/traveling%20trunk.htm

Photograph of the wagons and camera of Samuel A. Cooley, U.S. photographer, Department of the South.
From the collection of the Library of Congress, Prints and Photographs Division, LC-B8171-4018 DLC.
Civil War Crossword Puzzle

Word Box
hardtack
foraging
cavalry
bayonet
knapsack
canteen
infantry
haversack
artillery
bedroll

ACROSS
6. cannons and other large weapons
7. group of soldiers fighting on foot
9. canvas container worn strapped to a soldier’s back for personal belongings
10. tin or wood container on a strap used for carrying water

DOWN
1. roving the countryside for food, sometimes taking it from farmers
2. blanket rolled up, also holding some personal belongings inside
3. small canvas sack on a strap used by soldiers to carry their food
4. group of soldiers fighting on horseback
5. hard biscuit that is made of flour, salt, and water
8. weapon like a knife attached to the front end of a musket or rifle
Civil War Crossword Puzzle
Answer Key

```
1  F
  B

3  H  O  E
  A  R  D
  V  A  R
  E  G  O

4  C
  A
  V

5  H
  A

6  A  R  T  I  L  L  E  R  Y
  A

7  I  N  F  A  N  T  R  Y

8  C
  B

9  K  N  A  P  S  A  C  K
  Y
  O

10  C  A  N  T  E  E  N
  E
  T
```
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> short-barreled firearm that was lighter and more easily handled than the rifled musket</td>
</tr>
<tr>
<td><strong>Frock Coat:</strong> long jacket extending down to between the hip and knee</td>
</tr>
<tr>
<td><strong>Gauntlets:</strong> leather gloves extending over the wrist and lower portion of the jacket’s arm</td>
</tr>
<tr>
<td><strong>Revolver:</strong> handgun, often carried in a leather holster attached to the belt</td>
</tr>
<tr>
<td><strong>Slouch Hat:</strong> hat usually made of felt with a wide, flexible brim</td>
</tr>
<tr>
<td><strong>Spurs:</strong> a metal spike or spiked wheel that attaches to the heel of a rider’s boot to urge a horse forward</td>
</tr>
<tr>
<td><strong>Saber:</strong> metal weapon with a long, slightly curved sharp blade and a hilt, or handle, on one end, designed to be used from horseback</td>
</tr>
</tbody>
</table>

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>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A change of clothes</td>
<td>3 lbs.</td>
<td>Bible</td>
<td>1/2 lb.</td>
</tr>
<tr>
<td>Underwear</td>
<td>1 lb.</td>
<td>Comb and brush</td>
<td>1/4 lb.</td>
</tr>
<tr>
<td>Winter long johns</td>
<td>2 lbs.</td>
<td>Shaving tools</td>
<td>1/4 lb.</td>
</tr>
<tr>
<td>Coat</td>
<td>3 lbs.</td>
<td>Sewing kit</td>
<td>1/8 lb.</td>
</tr>
<tr>
<td>Cap</td>
<td>1/2 lb.</td>
<td>Soap</td>
<td>1/4 lb.</td>
</tr>
<tr>
<td>Photographs</td>
<td>1/8 lb.</td>
<td>Eating equipment</td>
<td>2 lbs.</td>
</tr>
<tr>
<td>Letters</td>
<td>1/4 lb.</td>
<td>Tobacco</td>
<td>1/2 lb.</td>
</tr>
<tr>
<td>Stationery and pencil</td>
<td>1/4 lb.</td>
<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?
Often soldiers had to rely on their hunting, foraging, and fishing skills. Sometimes they were lucky enough to come upon an apple tree or a farmer’s cornfield. When soldiers came through a community, the people hid their food because they were afraid the hungry soldiers would steal it. Many soldiers lost 20 to 25 pounds in the first few months of service.

One food item that the Union soldiers could rely on was hardtack, a rock-hard, cracker-like bread, that had to be soaked in order to be edible. They would just add it to coffee or fry it in bacon grease. In addition they had rations, food given out by the army, of salt pork and other meats, an occasional onion, and dried fruits and vegetables.

The Confederate soldier relied heavily on cornmeal, making cornpone and johnnie cakes, a kind of a cornbread pancake. He would often eat these along with soup, or dissolve them in the soup to thicken it.

### Hardtack Recipe

- 2 cups flour
- ¾ cup of water
- 6 pinches of salt

Mix together the ingredients.

Put a little flour on your hands so the dough will not stick. Flatten the dough to an even thickness of about ½ inch. 

Cut the dough into 3-inch squares.

Poke four rows of four holes in each square (16 holes total in each square).

Bake on a baking sheet for 30 minutes at 400 degrees Fahrenheit. 

Turn dough over with a spatula (hot!) and bake for another 30 minutes.

Turn off the oven, but leave the hardtack in the oven until it cools.

*Give it a taste!*
Civil War Medicine

Civil War doctors used treatments that were basically the same as they had been for hundreds of years, with advances towards modern methods only just beginning to be discovered and developed. Germ theory was only just being researched and developed by Louis Pasteur in France. It would still be several years before doctors knew about germs, much less developed vaccinations for diseases like smallpox and treatments for conditions like diarrhea which led to dehydration, or not enough water. In fact, more soldiers died from disease than injuries.

The types of weapons used contributed to the horrible casualties and high amputation rates. The minie balls or bullets used were about the size of a quarter. The bullets caused terrible injuries, sometimes only worsened by the surgeon during removal with his bullet forceps.

It was not unusual for a wounded soldier to have to wait for help for a day or two. And, when treatment was finally given to wounded soldiers, the doctors and nurses had no painkillers to provide them. Surgeons rarely washed their hands. They wore blood-splattered clothes. When a scalpel or other surgical instrument was dropped, the doctor simply rinsed it off in cool, often bloody, water. They re-used sponges from earlier patients, simply dipping them in cold water to rinse them off before using them again on the next soldier.

Few experienced surgeons existed at the time. Out of 11,000 Northern physicians, 500 had performed surgery previously. Only 27 out of the 3,000 Confederate doctors were experienced surgeons. Medical school, for many, was just a two-year study (some less, a few more). Surgeons reacted to these conditions by adapting as best they could. Many learned on the job in the war.

At least 618,000 Americans died in the Civil War, and some experts say the toll reached 700,000. The number most often quoted is 620,000. This number exceeds the nation’s combined losses from all other wars to date, from the Revolutionary War through present-day Iraq.

Portions of this text are based on a web article by Jenny Goellnitz at www.civilwarmedicine.aphillcsa.com (accessed September 27, 2005).
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.*
When Johnny Came Marching Home

by Louis Lambert for the Army & Navy of the Union, 1863

(pen name for Patrick Gilmore)

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

The old church bell will peal with joy
Hurrah, hurrah
To welcome home our darling boy
Hurrah, hurrah
The village lads and lassies gay
With roses they will strew the way
And we’ll all feel gay when
Johnny comes marching home

Get ready for the Jubilee
Hurrah, hurrah
We’ll give the hero three times three
Hurrah, hurrah
The laurel wreath is ready now
To place upon his loyal brow
And we’ll all feel gay when
Johnny comes marching home

Let love and friends on that day
Hurrah, hurrah
Their choicest treasures then display
Hurrah, hurrah
And let each one perform some part
To fill with joy each warrior’s heart
And we’ll all feel gay when
Johnny comes marching home
Soldiers’ Songs

Goober Peas

By A. Pinder

Sitting by the roadside on a summer’s day
Chatting with my mess-mates, passing time away
Lying in the shadows underneath the trees
Goodness, how delicious, eating goober peas

*Peas, peas, peas, peas
Eating goober peas
Goodness, how delicious,
Eating goober peas

When a horse-man passes, the soldiers have a rule
To cry out their loudest, “Mister, here’s your mule!”
But another custom, enchanting, er than these
Is wearing out your grinders eating goober peas

CHORUS

Just before the battle, the General hears a row
He says, “The Yanks are coming, I hear their rifles now.”
He looks down the roadway, and what do you think he sees?
The Georgia militia cracking goober peas

CHORUS

I think my song has lasted just enough
The subject is interesting, but the rhymes are mighty rough
I wish the war was over, so free from rags and fleas
We’d kiss our wives and sweethearts, say good-bye to goober peas
Civil War Slang

See if you can match the Civil War soldiers’ slang expressions listed below with their actual meanings.

<table>
<thead>
<tr>
<th>SLANG</th>
<th>MEANING</th>
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<tbody>
<tr>
<td>fit as a fiddle</td>
<td>_____</td>
</tr>
<tr>
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</tr>
<tr>
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<td>_____</td>
</tr>
<tr>
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<td>_____</td>
</tr>
<tr>
<td>hornets</td>
<td>_____</td>
</tr>
<tr>
<td>hunkey dorey</td>
<td>_____</td>
</tr>
<tr>
<td>jailbird</td>
<td>_____</td>
</tr>
<tr>
<td>played out</td>
<td>_____</td>
</tr>
<tr>
<td>quick-step</td>
<td>_____</td>
</tr>
<tr>
<td>sawbones</td>
<td>_____</td>
</tr>
<tr>
<td>skedaddle</td>
<td>_____</td>
</tr>
<tr>
<td>snug as a bug</td>
<td>_____</td>
</tr>
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</table>

A. run  
B. money  
C. criminal or prisoner  
D. in great shape  
E. angry  
F. diarrhea  
G. surgeon  
H. bullets  
I. great, fabulous  
J. peanuts  
K. worn out  
L. cozy, comfortable
## Civil War Slang Answer Key

See if you can match the Civil War soldiers’ slang expressions listed below with their actual meanings.

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<td>snug as a bug</td>
<td>L. cozy, comfortable</td>
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African and African-American slaves were the foundation for the plantation economy that was so vital to the southern states. These men, women, and children not only worked on farms and plantations raising crops ranging from cotton to corn, but some also worked in the iron industry, which had factories along the rivers in Tennessee.

A slave’s life was filled with traumatic experiences even when he or she was owned by a kind family. Married couples lived in fear of being sold apart and of having their children sold away. Slaves did not choose their livelihoods; they learned on the job, whichever job they were told to do. Many suffered physical abuse and poor living conditions, with no way of getting help.

Those who were fortunate enough to learn skills like cooking or blacksmithing (making tools, horseshoes, and other items from metal) were more highly valued by white society and were often treated better than those who worked in the fields caring for crops and picking cotton. A few slaves, particularly those with specialized skills, were able to work extra hours, after working from sunrise to sunset for their owners, in order to earn money. Some would even save up enough money to purchase their freedom. Freedom meant being able to own your own land one day, being able to choose your occupation, being able to have a family that would not be taken from you against your will, being able to choose which state and city to live in, and more. Such an opportunity for a slave was rare, or unlikely.
The Civil War brought with it an opportunity to escape slavery by running away to the North or seeking refuge behind Union lines. Many former slaves joined the Union army to help win the war and freedom for all slaves in the South. Ultimately, more than 20,000 African Americans from Tennessee fought for the Union. The state ranked third in the supply of soldiers for the United States Colored Troops.

A network called the Underground Railroad was formed by free African Americans, Quakers, and other abolitionists (people who supported ending slavery) to set up safe houses where escaping slaves could hide out while making their way to the North. Escaping was a dangerous business; captured slaves would be returned to harsh punishments and even death. The Underground Railroad routes were secretly shared among slaves and abolitionists in many clever ways, including stories, songs, and quilt designs, because many slaves could not read, and because written evidence of participation in the Underground Railroad could lead to imprisonment.

The abolitionist movement was strong in East Tennessee even prior to the debate over whether or not to secede. One East Tennessean, Elihu Embree, even published a monthly periodical, or magazine, dedicated to this mission in 1820 in Jonesborough (Washington County). This paper was called The Emancipator. Underground Railroad routes included a path through Memphis as well as a path through the eastern mountains, with designated caves and safe houses in which to hide in Blount and Loudon counties, among others.
Follow the Drinkin’ Gourd

*Traditional*

When the sun comes back  
and the first quail calls,  
Follow the Drinkin’ Gourd.  
Then the Old Man is awaitin’ for to  
carry you to freedom,  
Follow the Drinkin’ Gourd.  

Follow the Drinkin’ Gourd,  
Follow the Drinkin’ Gourd,  
For the Old Man is awaitin’ for to  
Carry you to freedom,  
Follow the Drinkin’ Gourd.  

Now the river bank’ll make  
a might-y good road;  
The dead trees will show you the way.  
And the left foot, peg-foot,  
travelin’ on,  
Follow the Drinkin’ Gourd.  

*Chorus*

Now the river ends  
between two hills  
Follow the Drinkin’ Gourd.  
And there’s another river on the  
other side,  
Follow the Drinkin’ Gourd.  

*Chorus*
Freedom Quilt Activity

Songs like *Follow the Drinkin’ Gourd* were a way to pass along directions in a kind of code for slaves willing to risk their lives in attempts to escape to the North. For instance, the “drinkin’ gourd” meant the big dipper; the lower corner star of the top of the “bowl” of the dipper points to the North Star — the star to follow to escape to the North. A variety of methods were used to pass information along to help others. Some made quilts with fabric pictures on them that could be passed along to others. In the quilt blocks below, see if you can come up with a way to give directions from your home to your school. Think of ways to symbolize the directions using pictures instead of words, like a tree for woods, or a hamburger for a restaurant along the way.
The Civil War, which lasted from 1861 to 1865, had a significant effect on women’s lives and their roles in society. Most women were immediately affected when their husbands, sons, fathers, or brothers went away to enlist in the armies. With most of the men away at war, household upkeep, farm work, and businesses were left to the women and children. Everyone had to pitch in to see that all the work was done. It was a time of great sacrifice, not only for the soldiers fighting on the battlefields, but also for those left on the home front.

On farms, crops had to be planted, tended, and harvested, and, particularly on the large plantations, slaves had to be overseen. In the wake of battles in people’s backyards, the expansion of the Underground Railroad, and the flight of many slaves to Union lines, distrust between many families and their enslaved workers grew. Women also tended to the business transactions of crops and stores. These transactions were made especially difficult by opposing armies occupying waterways, railroads, and towns. Individuals who did not take the oath of allegiance to the Union in those southern areas occupied by Union troops could not pass and, therefore, could not sell their goods or buy needed goods for their homes. However, taking the oath often caused more problems at home with neighbors and even family members. Supplies were also difficult to find because most available supplies were being given to the armies. Many families had to make do with whatever they could grow or make themselves.

Many women who had never worked outside their homes began working in factories for the first time so that they could earn money to buy food and clothing for their families. Some women worked in factories to support the war effort as well, making such items as paper cartridges to hold gun powder.
This helped supply the men with food, clothing, equipment, and munitions. Some women were also involved in charitable or political organizations helping the war effort. A few women even served the armies as spies, scouts, and soldiers (disguised as men). The Civil War marked the first time that women officially volunteered as nurses to help the sick and wounded. This would lead to a growing force of paid female nurses after the war.

The difficulties of life on the home front were made more difficult by the immediate needs of the troops in states, like Tennessee, that saw battlefield action. Soldiers sometimes helped a community economically by purchasing supplies like food and clothing, but many times they foraged for these items, stealing food and goods from farms and townspeople. Because of this, many women and their families hid food and valuables. Others tolerated the army’s presence and invited soldiers into their homes.

Homes often became make-shift hospitals and headquarters, causing families to share space and supplies. Some families moved away from their homes during the war, only to return later to find their houses ransacked or burned to the ground. The sacrifice and courage of those left on the home front was a match for the bravery of their men away at war.
Home Front Activity

Help the mother find her way to the food she’s hidden from the soldiers.

Drawing of southern woman on horseback from the collection of the Center for Historic Preservation and the Tennessee Civil War National Heritage Area.
Test Your Knowledge:
Civil War

Fill in the blanks in the sentences below, using the words from the word box.

1. The southern troops were called the _________________________.
2. The men in the _________________________ rode horses into battle.
3. The northern troops were called the _________________________.
4. The first battle of the Civil War was fought at _________________________.
5. The soldiers attacking on foot were called the _________________________.
6. Large weapons like cannons are the _________________________.
7. Soldiers from both sides were guilty of _________________________, or taking food and goods from people on the home front.
8. The Confederate Army uniforms were usually the color _________________________.
9. The bridge-burners wanted to help the Union troops to gain control of the _________________________.
10. The Union Army uniforms were usually the color _________________________.
11. “Goober peas” are really _________________________.
12. The President of the United States at the beginning of the Civil War was _________________________.
13. Laborers who were owned as property by other people were called _________________________.
14. The _________________________ was a system of safe houses for African Americans seeking to escape to the North.

peanuts | cavalry | infantry | foraging
---|---|---|---
slaves | Abraham Lincoln | Union or Yankees | Underground Railroad
blue | artillery | Fort Sumter | gray
Confederacy or Rebels | railroads | |
Test Your Knowledge:

Battle of Blue Springs

Based on your research and your visit to the re-enactment’s Education Day, see if you can answer the questions below:

1. Who was in command of the Federal forces at the 1863 Battle of Blue Springs?

2. Who was in command of the Confederate forces?

3. What significant man-made feature were the two forces fighting over?

4. What was the date for the first Battle of Blue Springs?

5. East Tennessee was predominantly Pro-Union during the Civil War.  TRUE  or  FALSE  (Circle one.)

6. What East Tennessean became President of the United States after Abraham Lincoln?

7. What branch of military service was responsible for taking care of sick and injured soldiers during the Civil War?

8. Name two of the five functions of the cavalry during the Civil War.

9. What was the term that described the upper East Tennessee area in the 1858 United States census?

10. When does the annual Battle of Blue Springs Civil War Re-enactment take place?
Test Your Knowledge:

Answer Keys

Civil War, page 47

1. The southern troops were called the **Confederacy or Rebels**.
2. The men in the **cavalry** rode horses into battle.
3. The northern troops were called the **Union or Yankees**.
4. The first battle of the Civil War was fought at **Fort Sumter**.
5. The soldiers attacking on foot were called the **infantry**.
6. Large weapons like cannons are the **artillery**.
7. Soldiers from both sides were guilty of **foraging**, or taking food and goods from people on the home front.
8. The Confederate Army uniforms were usually the color **gray**.
9. The bridge-burners wanted to help the Union troops to gain control of the **railroads**.
10. The Union Army uniforms were usually the color **blue**.
11. “Goober peas” are really **peanuts**.
12. The President of the United States at the beginning of the Civil War was **Abraham Lincoln**.
13. Laborers who were owned as property by other people were called **slaves**.
14. The **Underground Railroad** was a system of safe houses for African Americans seeking to escape to the North.

---

Battle of Blue Springs, page 48

1. Major General Ambrose E. Burnside
2. Brigadier General John S. Williams
3. Railroad
4. October 10, 1863
5. True
6. Andrew Johnson
7. Medical Corps and/or Ambulance Corps
8. Reconnaissance (Reconnoitering); Advanced (Outlying) Picket Post; Raids and Foraging; Couriers; and/or Combat
9. The hog and hominy capital of the South
10. Third weekend of every October
Suggested Reading

Prepared by Mary Gavlik


Damon, Duane.  When This Cruel War is Over:  The Civil War Home Front.  Minneapolis:  Lerner Publications, 1996.


### Suggested Web Visits

Web sites listed below are subject to change and, as with all Internet resources, should be used with discretion.

#### Tennessee Civil War History Sites

<table>
<thead>
<tr>
<th>Site</th>
<th>URL</th>
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<tbody>
<tr>
<td>Battle of Blue Springs</td>
<td><a href="http://www.battleofbluesprings.com/">http://www.battleofbluesprings.com/</a></td>
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<tr>
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<td>TN Historical Commission</td>
<td><a href="http://www.state.tn.us/environment/hist/PathDivided/">http://www.state.tn.us/environment/hist/PathDivided/</a></td>
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<tr>
<td>The McClung Museum</td>
<td><a href="http://mcclungmuseum.utk.edu/permex/cwknox/cwknox.htm">http://mcclungmuseum.utk.edu/permex/cwknox/cwknox.htm</a></td>
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<tr>
<td>ETSU: Civil War in Appalachia</td>
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<tr>
<td>Pottertown Bridge Burners</td>
<td><a href="http://www.rootsweb.com/~tngreene/pbb001.html">http://www.rootsweb.com/~tngreene/pbb001.html</a></td>
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<td>TN Civil War Battles Map</td>
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<td>Click on “Teachers &amp; Students”</td>
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#### Additional Civil War History Sites

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<tr>
<td>American Civil War Homepage</td>
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<tr>
<td>Civil War Medicine (VCU)</td>
<td><a href="http://www.library.vcu.edu/ml/bibs/cwmed.html">http://www.library.vcu.edu/ml/bibs/cwmed.html</a></td>
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<td>National Park Service</td>
<td><a href="http://www.cr.nps.gov/history/categs/index.htm">http://www.cr.nps.gov/history/categs/index.htm</a></td>
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<tr>
<td>National Park Service: Gettysburg</td>
<td><a href="http://www.nps.gov/gett/pphtml/forkids.html">http://www.nps.gov/gett/pphtml/forkids.html</a></td>
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<tr>
<td>USCWC: Index to Civil War Links</td>
<td><a href="http://www.cwc.lsu.edu/cwc/civlink.htm">http://www.cwc.lsu.edu/cwc/civlink.htm</a></td>
</tr>
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</table>
Support of Tennessee Social Studies Curriculum Standards

While this publication may be adapted by teachers for students in K-12, it is specifically designed for grades 4 through 8. A listing of Tennessee Social Studies Curriculum Standards supported by this book and the Battle of Blue Springs annual re-enactment Education Day event are listed below.

Grade Four: In fourth grade, students learn about the history of the United States from its early beginnings to the Civil War, with a focus on regions.

Era 4—Expansion and Reform (1801-1861)
5.10: Recognize American territorial expansion and its effects on relations with European powers and Native Americans.
5.11: Understand sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.
5.12: Identify major events, people, and patterns in Tennessee.

Fourth grade performance indicators:
4.5.spi.3: Interpret a time line that depicts major historical pre-Civil War events.
4.6.spi.2: Determine how the issue of slavery caused political and economic tensions between government policy and people’s beliefs.
4.6.spi.3: Read and interpret a passage about a political or economic issue which individuals may respond to with contrasting views.
4.5.tpi.3: Visit historical Tennessee sites.
4.5.tpi.8: Color code a map showing free states and slave states.

Grade Five: In fifth grade, students learn about the history of the United States from the Civil War period into the twentieth century.

Era 5—Civil War and Reconstruction (1850-1877)
5.5.01: Understand the causes, course, and consequences of the Civil War.
   a. Identify the locations of the southern and northern states.
Grade Five: continued

b. Identify the advantages and disadvantages of northern and southern economic resources.
c. Identify similar and different northern and southern social and cultural customs.
d. Identify sectional interests that led to the Civil War.
e. Describe the role of Tennessee in the Civil War.
f. Chart the course of major events throughout the Civil War.

Grade Eight: In eighth grade, students study the history of the United States from pre-Columbian history to Reconstruction.

Era 5 — Civil War and Reconstruction (1850-1877)

8.5.18: Recognize the causes, course, and consequences of the Civil War.
   a. Identify sectional differences that led to the Civil War.
   b. Chart the course of major events throughout the Civil War.
   c. Explain the technological, social, and strategic aspects of the Civil War.
   d. Weigh the political, social, and economic impact of the Civil War on the different regions of the United States.
   e. Understand that different scholars may describe the same event or situation in different ways.

8.5.19: Identify the contributions of African Americans from slavery to Reconstruction.
   b. Analyze the social and cultural impact of African Americans on American society.

8.5.20: Identify Tennessee’s role within the Civil War.
   a. Identify important Civil War sites within Tennessee’s borders.
   b. Explain conflicts within the regions of Tennessee over Civil War issues.
   c. Discuss the contributions of significant Tennesseans during the Civil War.
The Tennessee Civil War National Heritage Area (Tennessee Civil War NHA) is a statewide program dedicated to the interpretation and preservation of Tennessee’s Civil War and Reconstruction legacies. An administrative partnership unit of the National Park Service, from which it receives partial funding, the Tennessee Civil War NHA is one of several projects administered by the statewide Center for Historic Preservation at Middle Tennessee State University.

The Tennessee Civil War NHA partners with organizations and individuals to provide professional services in the form of architectural assessments, historical research, publication development, and public programming support. Through its Collaborative Partnership Initiative, the TCWNHA also provides funding for a variety of projects.

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