

TEACHING WITH PRIMARY SOURCES ACROSS TENNESSEE

NEWSLETTER: JUNE 2012

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WELCOME!

Teaching with Primary Sources across Tennessee, administered by the Center for Historic Preservation at Middle Tennessee State University, engages learners of all ages in using primary sources to explore major issues and questions in many different disciplines.

Contact: [Stacey Graham](mailto:Stacey.Graham@mtsu.edu) or [Kira Duke](mailto:Kira.Duke@mtsu.edu) at (615) 898-2947 or www.mtsu.edu/tps

NEWS

- Stay tuned for **new Civil War teaching materials!** During the month of June, we will be posting an updated version of our Civil War Links guide as well as a new primary source set on the theme of occupation in the Civil War. These materials will be added to the [Civil War Resources](#) page on the TPS-TN Web site.
- Having trouble finding the permanent URL for primary sources in American Memory? We have a [new tool](#) for that!
- June 20th marks this year's **summer solstice**. You can read about the beginning of summer on [Today in History](#) (though this site records June 21 as the usual day of the solstice).

"AWESOME" SOURCE OF THE MONTH:



[Bluebeard of New Orleans](#) [1862]

Why was Benjamin Butler called Bluebeard? Why is John Bull outraged by his actions?

THEME: OCCUPATION IN THE CIVIL WAR

War is never strictly a military affair. The Civil War had a grave impact on civilians, particularly in the upper South. As part of a war strategy of securing supplies and quartering troops, Union and Confederate forces captured and occupied towns and cities.

In February 1862, Nashville was the first southern capital to fall to Union forces, and became an important base of operations for the Federal push through Tennessee into the deep South. Confederate forces occupied Knoxville to protect supply lines in Unionist east Tennessee, until the Union army captured the city in September 1863.

Civilians in smaller towns in Tennessee and throughout the South also felt the hand of occupation. People responded based on their wartime loyalties, which resulted in both conflict and compromise.

UPCOMING EVENTS:

- **June 8** (Knoxville)- Teaching with American History workshop, East Tennessee Historical Society, time TBA. To register, email [Lisa Oakley](mailto:Lisa.Oakley@etsu.edu).
- **June 19-21** (Clarksville)- TPS-TN Civil War Summer Institute, Austin Peay State Univ. For agenda, click [here](#). To register, email [Kira Duke](mailto:Kira.Duke@mtsu.edu).
- **June 27-28** (Knoxville)- Knox County Social Studies & Librarians in-service, Sarah Simpson Center, 9 a.m. to 3 p.m. each day. To register, go to TeacherUI/ERO at [Knox County Schools](#).
- **June 29** (Dunlap)- Teaching with American History workshop, Sequatchie County High School, 9 a.m. to 3 p.m. Open to Sequatchie County teachers & librarians.



[Federal Camp at Johnsonville, Tenn.](#) [1864, detail]

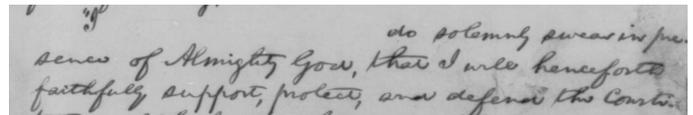
LESSON IDEA— OATHS OF LOYALTY

One of the challenges in occupying a town or city with military forces was to ensure control over an antagonistic civilian population. This was attempted through loyalty oaths. When a certain percentage of the voting public had taken the oath, then elections for county or state officials could proceed. This is what happened in Union-occupied Nashville under military governor Andrew Johnson.

Read, as a class, President Lincoln's "[Proclamation of Amnesty and Reconstruction](#)" from Dec. 8, 1863. (You may prefer to read the [transcription](#).) What does the proclamation say? Which paragraph represents the actual oath? What are the exceptions to this oath? Divide your class into those who support this proclamation and those opposed and debate possible criticisms.

Johnson, a staunch Unionist from east Tennessee, certainly felt the oath did not go far enough. From his position in occupied Nashville, he issued an additional loyalty oath, "Proclamation Ordering Elections," for the citizens of Tennessee on Jan. 26, 1864. You cannot currently read the text online, but you can read plenty of reactions to it, such as [this one](#) from [Horace Maynard](#) (TN Congressman and wartime state attorney general), and [this one](#) from Union general [Daniel E. Sickles](#). Where were these men from and how did that affect their opinions of Johnson's loyalty oath? Why does the Library of Congress not contain any opinions from the Confederate point of view? What do you think Confederate-supporting Tennesseans would have thought of this loyalty oath?

Have students write a version of Johnson's oath based on the impressions of it in the letters. (Read historian Paul Bergeron's summary of it [here](#).) For more reactions to Lincoln's proclamation from other states, search [The Abraham Lincoln Papers](#) for "Proclamation of Amnesty and Reconstruction."



[Abraham Lincoln, Tuesday, December 08, 1863 \(Proclamation of Amnesty and Reconstruction\)](#)

These ideas can be adapted to meet state curriculum standards for 8th grade Social Studies (Standard 5.0: History, Era 5), high school U.S. Government (Standard 5.0: History) and A.P. U.S. History (Politics and Citizenship).

LESSON IDEA— THE FALL OF FORT DONELSON

Control of the Tennessee and Cumberland Rivers was vitally important to defending Tennessee. The early defeats at Fort Henry and Fort Donelson set the stage for Tennessee to be the first Confederate state to be occupied by Union troops. After the fall of [Fort Henry](#) on February 6, 1862, Fort Donelson was the last line of defense guarding middle Tennessee and the capital, protecting the state from both land and river approaches. The [Battle of Fort Donelson](#) began on February 13, and lasted three days. By the morning of February 16th, many Confederates had fled in advance of the surrender of the fort. News of the surrender quickly made its way to Nashville where some residents rioted and others fled the city. Retreating Confederate forces under the leadership of Albert Sidney Johnston moved to Corinth, Mississippi, leaving Tennessee open for Union advancement and occupation.

Begin this lesson by having students study [The historical war map](#). Have them locate both Fort Henry and Fort Donelson (northwest of Dover). Why was this area of such importance to both Union and Confederate military strategies? How would the loss of these two forts have opened the way for Union control of the state?

Next have students read the correspondence from [George W. Cullum to George B. McClellan](#) and from [John A. McClernand to Abraham Lincoln](#). Have students analyze each letter using the [primary source analysis worksheet](#). To help guide the students in their initial analysis, refer to the [Teacher's version of this worksheet](#). Next ask students to share their findings. How does the Union plan to proceed according to the each document? Have students look at [The historical war map](#) again. Based on the markings present, where did the Union troops target their next efforts? How did control of the rivers impact their next move?

This lesson idea can be adapted to meet state curriculum standards for 8th grade Social Studies (Standards 3.0: Geography and 5.0: History, Era 5).

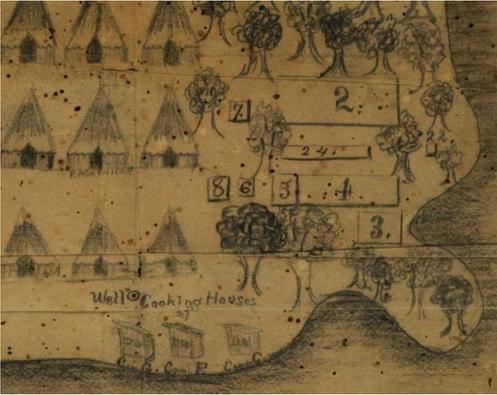


[Battle of Fort Donelson](#) [n.d.]

IMPORTANT LINKS:

- Please refer to the multi-page [Civil War Links](#) guide (and 1-page "[Top Ten](#)" version) available at our [Civil War Resources](#) page.

LESSON IDEA— OCCUPIED NORFOLK, VIRGINIA



[Camp Greble near Norfolk, Va. : of the 99th N.Y.S.V.](#) [September 2, 1862; detail]

Norfolk, Virginia, was a bustling port city on the eve of the Civil War. Show students the city in the lower right corner of this 1861 [map](#) (use the zoom feature). Inform students that Fortress Monroe, near Norfolk, was occupied by the Union throughout the Civil War. Ask students to use the map to discover why Norfolk would have been a target of Union forces (What was located just across the Elizabeth River from Norfolk? How close is Norfolk to Richmond, the capital of the Confederacy? What connects the two?).

Union troops under General John E. Wool took Norfolk on May 9, 1862. As the Confederates retreated, they destroyed the [Gosport Navy Yard](#) (later renamed Norfolk Navy Yard). Ask students to read pages 29-31 from the [diary](#) of Dr. Thomas T. Ellis, a Union Army surgeon who visited Norfolk shortly after it was occupied. Ask the students: What happened at [General Viele's](#) headquarters? Did this surprise you? How did some of Norfolk's women respond to occupation? What was Dr. Ellis's opinion of the Confederacy?

Break students into 5 groups to analyze this [map](#) of the camp of the 99th New York State Volunteers near Norfolk. Ask each group to use the map to create a journal entry describing in detail a day in the camp through the eyes of one of the following: an ill private, a former slave who is working for the regiment as a cook, the colonel of the regiment, a visiting journalist from New York, and a Norfolk resident who supports the Confederacy but sells vegetables to the Union soldiers. The entry should include the subject's possible activities within the camp with reference to the features shown on the map. For an extension, ask students to research the 99th New York State Volunteers.

This lesson idea can be adapted to meet state curriculum standards for 8th grade Social Studies (Standards 3.0: Geography and 5.0: History, Era 5).

FEATURED FEATURE— CIVIL WAR PHOTOS OF AFRICAN AMERICANS

[Photographs of African Americans During the Civil War: A List of Images in the Civil War Photograph Collection](#), which was compiled by the Library of Congress's Prints and Photographs Division, is an excellent source for images related to Union military occupation of the Confederacy and emancipation. The list is divided into several broad categories, including "African American Soldiers," "Contrabands,' 'Freedmen,' and Refugees," and "African Americans in Military Camps and Sites of Military Activity." Within each category, thumbnails of the digital images (if available) are included. Clicking on the thumbnails will bring up a larger image and the "About This Item" link for additional information.

Teachers could approach these photographs in a number of ways. One noticeable aspect of the list is that its geographical range is fairly limited. Teachers might want to have students list all of the places represented and ask them why these are included, while some other locations are not. Another approach would be to have students analyze the types of occupations held by African Americans in the various photographs and ask them why these are included while others are not. Teachers might also want to encourage students to determine whether men or women are pictured more often in the photographs, and why that may be.

The home page includes links to other collections that include images of African Americans during the Civil War, including the [Liljenquist Family Collection of Civil War Photographs](#) and the [Gladstone Collection of African American Photographs](#).



[\[Arlington, Va. Band of 107th U.S. Colored Infantry at Fort Corcoran\]](#) [1865 November]

ARRIVAL OF UNION TROOPS



[The furloughed man a prisoner](#) [1864 February-March]

This drawing shows a Union officer taking as prisoner a Confederate officer who was home on furlough in Virginia. Who do you think the other people are? What do they want? Does the artist seem sympathetic to any of them? This drawing was later published in a northern periodical. How might northerners have viewed this image?

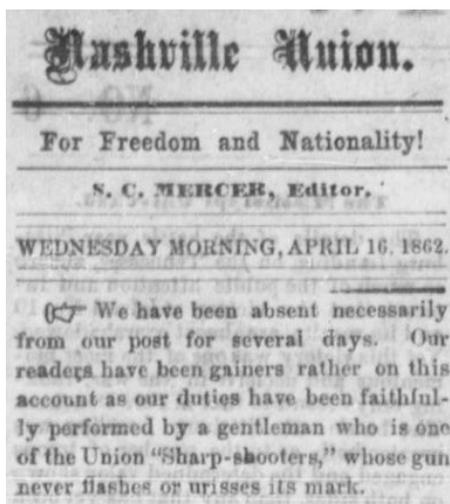
MARTIAL LAW



[Martial law / engraved by John Sartain.](#) [1872]

The violence and destruction of the Civil War extended into Missouri and Kansas, even though neither state was in open rebellion against the Union. What is happening in this painting? How is the Union army being portrayed? Be sure to read the summary on the bibliographic page for a detailed interpretation of this engraving.

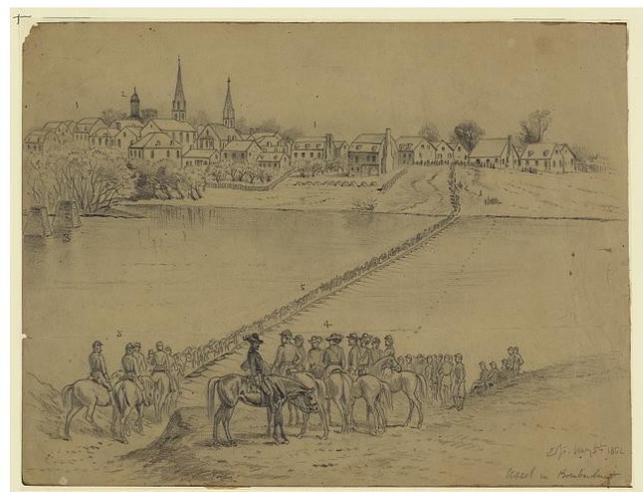
NASHVILLE UNION



[Daily Nashville union., April 16, 1862, Image 2](#) [detail]

The *Daily Nashville Union* was a pro-Union newspaper published in Nashville shortly after Union forces began their occupation of the city. To read more about this newspaper and to browse issues, click [here](#). In a Confederate-sympathizing city such as Nashville, who would have been the audience for this newspaper? How does the newspaper support the efforts of occupation?

FREDERICKSBURG



[Occupation of Fredericksburg. General McDowell's corps crossing the Rappahannock River on pontoon bridge...](#) [1862 May 5]

Fredericksburg, Virginia, located between Washington, D.C., and Richmond, the Confederacy's capital, was strategic territory for both sides. How does the drawing illustrate troop movement into the city? What is the general mood of this piece?