Congratulations to Connie Lawson, a teacher at Richard Hardy Memorial School in South Pittsburgh, for being selected as the subject of the Teacher Spotlight in the new TPS Quarterly, the official Library of Congress TPS newsletter. Read her spotlight interview here, and check out the rest of the issue, including lesson plans, here.

Are you on Facebook? If so, then join the Teaching with Primary Sources Across Tennessee Facebook group! We post information and reminders about different Library of Congress features, as well as TPS-TN events. There is even a discussion tab for you to contribute your thoughts about using primary sources and the Library of Congress Web site. You can also become a fan of the Library of Congress and the American Folklife Center.

“AWESOME” SOURCE OF THE MONTH:

Jeff Davis on a scouting expedition. [Pictorial envelope] [n.d.]

Why do you think Tennessee and Virginia are the focus of this illustration?

THEME: CIVIL WAR

Across the United States, teachers, history buffs, preservationists, and students will be commemorating the 150th anniversary (also called the Sesquicentennial) of the Civil War, from 2011 to 2015. In Tennessee, activities have already begun, with various teacher workshops such as the upcoming TPS-TN Summer Institute. Nashville Public Television has begun work on its projected six-part series on the Civil War in our state, for which teacher materials will be created to accompany the documentaries. The official Tennessee kickoff to the events will take place on November 12—13 at War Memorial Plaza in Nashville, featuring speakers, activities, performances, and other offerings for all ages. (Continued on p. 2 under “Featured Feature.”)

Teaching with Primary Sources is a program of the Library of Congress, and is administered in Tennessee by the Center for Historic Preservation at Middle Tennessee State University.
FEATURED FEATURE—CIVIL WAR 150TH ANNIVERSARY

The Department of Tourism has established a Web site dedicated to Sesquicentennial information. Go to http://tnvacation.com/civil-war/ for a calendar of events, slideshow of images, timeline of Civil War events 1861—1864, and map of Civil War Trails markers across the state. Most importantly, the Web site has started a section of Teaching Tools, where educators can access images, maps, links, and videos to help engage students in the Civil War.

Teaching with Primary Sources Across Tennessee will be contributing to the 150th anniversary events through the creation of teacher materials, workshops, and institutes centered on the role of the Civil War in the history and culture of Tennessee. Materials from the upcoming Summer Institute will be posted to the TPS-TN Web site for all to use later this summer. The institute’s theme, “Impact of the Civil War on the Tennessee Homefront,” will be reflected in a primary source set, an annotated bibliography of helpful links from the Library of Congress, and educator-created lesson plans. Participants will be learning about the Civil War from content experts, practicing the inquiry method of analyzing primary sources, exploring the primary sources and teacher materials on the Library of Congress Web site, and collaborating with colleagues to create lesson ideas. Stay tuned to the TPS-TN Web site for these new materials!

LESSON IDEA—MAPPING TENNESSEE IN THE CIVIL WAR

The Library of Congress Web site contains a large number of Civil War maps from Tennessee. These serve as an excellent primary source to use with your students to highlight not only the history of the war but to bring in subject areas such as geography and math. Civil War maps also provide students with insight into how the war impacted their local area. No matter where you are in Tennessee you can find a map that will show your community.

Begin this activity by selecting a major Civil War battle that occurred near your community. Search in American Memory for a map of this battle. Select a map in your search results that highlights the position of both armies. Some maps such as this one of the Battle of Pittsburg Landing/Shiloh provide additional content such as number of soldiers injured, killed, and missing. Select a map that provides the greatest amount of information on the battle.

Have students examine the map. Ask them to identify key geographic features such as rivers, hills.mountains, etc. Then have them identify man-made geographic features such as roads, railways, towns, and farms. How might these have played a part in determining the battle site? Did these features impact the fighting and possibly the outcome of the battle?

Then have students calculate the square footage of the battle site, the distance from Union front lines to the Confederate front lines, and the percentage of soldiers from each side who were killed or injured during the battle. For more ideas, see the “Battle of Nashville 1864” lesson (activity, map, and curriculum standards) on the TPS-TN Web site.

Capture of forts [sic] Henry ... Tennessee, By U.S. Grant, January 1862, [1862-1865]  

This idea can be adapted to meet curriculum standards for grades 4 and 7 Math and grades 6, 7, and 8 Geography.

IMPORTANT LINKS:

- The Civil War (Teachers Page: Themed Resources)
- U.S. Civil War: Selected Resources
- American Treasures: Memory: A Civil War Sketch Artist
- American Memory Timeline: Civil War and Reconstruction, 1861-1877
- Photographs of African Americans during the Civil War
- Images of African-American Slavery and Freedom
Lesson Idea—Civil War Music

Music provides a different way to study the Civil War. As in previous wars, Civil War armies had bands that traveled with them and soldiers often sang in camp to entertain themselves as well as to express their thoughts, feelings, and emotions about what they were experiencing. Like diaries and letters, song lyrics give us a glimpse into the motivations of soldiers in the midst of war. Music also tells how individuals on the homefront felt about the war and its impact on their day-to-day lives.

The Library of Congress Web site contains several collections with Civil War music including Band Music from the Civil War Era, Civil War Sheet Music, and America Singing. For this activity, begin with having students read the lyrics of Bonnie Blue Flag, A Southern patriotic song, 1861 and Reply to the Bonnie blue flag, Answer to the Bonnie blue flag, 1862. If available, have a student play both songs on an instrument and have the class sing along.

What is similar about the tune of the two songs? What is different? How are the lyrics similar? How are they different? What is the purpose of each of these songs? Who was the intended audience for each song? What might have motivated the creation of the reply version?

Have students search for other Civil War songs in the above-mentioned collections and in American Memory. Ask them to find songs that demonstrate how soldiers felt about home, family, and their loved ones. Ask students to write a short reflection or have them write their own song on how this music helps them better understand the Civil War.

This idea can be adapted to meet curriculum standards in Music for grades 6—12 and Social Studies in grades 4, 5, and 8.

Lesson Idea—The Role of Photography in Wartime

The Civil War was the first American war in which the use of photography was widespread. This changed the way that civilians connected to the idea of war, whether it meant cherishing a portrait of a son away in battle, or witnessing the scope of destruction to landscapes, buildings, and lives. Try to imagine a Civil War documentary without photographs, and you’ll realize how significant these primary sources are.

Civil War photographs such as those made by Mathew Brady and Alexander Gardner used a chemical process involving wet plate negatives to develop their photographs. This process was time-consuming, complicated, and expensive. The Civil War Photographs collection describes this process, and shows images of photographers lugging around their equipment between engagements during the war. Photojournalism in the 1860s was hard work!

A picture is worth a thousand words, but that does not necessarily mean it is an objective source of information. Sometimes photographers staged photographs or embellished captions to convey a certain impression. Does the Camera Ever Lie is a great activity to go through with your students to help them analyze how photographers use their art to make a point. The short discussion Solving a Civil War Photograph Mystery also helps encourage students to look critically at photographs to figure out their true meanings.

Now have your students try this themselves. Appoint two class photographers. Have the first take photographs of things and people as they appear around your school. Have the second stage his/her photos. See if the rest of the class can tell the difference. How can you tell when a photo is staged? How does it change the meaning of the photo? Why did the photographer make these choices?

These ideas can be adapted to meet curriculum standards for grades 6—8 Language Arts (Research & Media) and Visual Art (Media, Techniques, and Processes).
**TUNES OF SECESSION**

The secession wagon, Air.—Wait for the wagon.” J. H. Johnson’s card and job printing office, Phila. [n. d.]

Click on the link and read the lyrics for this song. Who was the audience that the song was intended for? How many times is Tennessee referenced in the song? What do the lyrics say about the importance of Tennessee in the war? What was the purpose of this song?

**MAP OF CAMP**

Sketch map of Camp Brentwood, Tennessee, while serving as quarters for the 86th and 104th regiments of the Illinois volunteers / Anson Smith, [1863; detail]

Click on the link to view this sketch in full and use the navigator view to zoom in to read the key. What are all the different components to this camp? Why would a fort be shaped this way? Why would Federals build a fort at Brentwood?

**BATTLEFIELD MONUMENTS**

Shiloh National Military Park Tour Roads, Shiloh vicinity, Hardin County, TN. 45, IOWA MONUMENT WITH CORINTH-PITTSBURG ROAD (LEFT) AND PITTSBURG LANDING ROAD (RIGHT). VIEW W.tn45

What role do monuments play on a battlefield? Who was instrumental in the placement of these monuments, and how did they decide where to put them? What are the different forms and shapes of Civil War monuments that you’ve seen?

**SCENES OF WAR**

[Nashville, Tenn. Federal outer line; another view]. [1864 December 16]

What does this picture depict? Describe the items you see in this image. What does this image tell you about the life of a soldier in midst of war during this period? How did battle impact the landscape?