



NASHVILLE

SITES

Lesson Plan for Downtown Civil War

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Grade Level: Upper Elementary/Middle School

State Standards:

4.34 Examine the significance and outcomes of key battles of the Civil War...

4.35 Explain the purpose of the Emancipation Proclamation, and identify the impact on the country

4.33 Evaluate the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix.

5.41 Examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee's secession from the Union

5.42 Describe the significance of the following Civil War events and battles in TN: Siege of Fort Donelson, Battle of Stones River. Battle of Franklin, Battle of Nashville

Learning Objectives:

1. Students will identify key locations related to the Civil War in Nashville and for soldiers, both Union and Confederate, African American and white.

2. Students will explain the significance of churches in Nashville during the Civil War.

3. Students will be able to discuss the important role of women and medicine during the Civil War.

4. Students will understand the importance of the Union victory and the emancipation of African Americans.

5. Students will understand the importance of the Union occupation and Nashville's strategic role in the Civil War.

Essential Questions:

Why and in what ways was Nashville an important place during the Civil War?

If you had lived in Nashville during this time would you say it was a pro-Confederate or pro-Union city? What about the state of Tennessee?

What was the role of women during the Civil War? What about Sarah Childress Polk specifically?

What role did sports play in the Civil War?

What historical significance does the Civil War have for us today?

Materials:

Web and internet access (<http://nashvillesites.org>)

Smart phones for in-person walking tours

Laptop, tablet, desktop for virtual tours

Earbuds (optional)

Additional Resources:

Teaching with Primary Sources—MTSU Civil War and Reconstruction:

https://library.mtsu.edu/ld.php?content_id=43527516

Battle of Nashville: <https://tennesseeencyclopedia.net/entries/battle-of-nashville/>

The Civil War Through a Child's Eye Lesson Overview:

<http://www.loc.gov/teachers/classroommaterials/lessons/childs-eye/>

Teaching with Primary Sources—MTSU Tennessee's Civil War Structures

https://library.mtsu.edu/ld.php?content_id=43425946

Slavery in TN lesson plans with primary sources at the Tennessee State Library & Archives

<http://tsla.tnsosfiles.com.s3.amazonaws.com/education/Lesson%20Plans/Slavery%20in%20Tennessee.pdf>

Lesson Plan:

To access the tour via Nashville Sites, go to <http://nashvillesites.org>. Scroll down and select "View All Tours." Select the tour from the alphabetized list. Read and accept the Terms of Use. Read and listen to the introduction.

Select "Take Tour" for in-person walking tour (and when prompted allow Nashville Sites to access your location to turn on GPS mapping directions). Select "Take Tour Virtually" to take tour from home or classroom.

Before lesson planning, check out the Teacher Tips at the end of the document as you adapt the lesson and tour to best meet your class's needs.

1. BEFORE THE TOUR

Vocabulary: slavery, liberate, foundry, secessionist, flotilla, munitions, delegates, federal, morphine, Union, Confederacy, Emancipation Proclamation, barracks, colonel, general

Engage Students: Begin with a KWL chart regarding the importance of Nashville and its role during the Civil War. Also preview the TN State Museum permanent exhibit on the Civil War and Reconstruction before visiting. Click on images to enlarge and read captions that explain exhibit panels, artifacts, and displays.

<https://tnmuseum.org/permanent-exhibits/exhibits/civilwarandreconstruction>

The KWL chart is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they **Know** about a topic. Before and during the lesson, students form questions to be recorded in the "W" column (for **Wonder**). At the end of the lesson, we will fill in the "L" column to see what we have **Learned**. A sample KWL chart is provided on the next page.

KWL Chart

Name _____

Date _____

Topic: _____

Know	Wonder	Learned
What do you think you already know about this topic?	What do you wonder about this topic? Write your questions below.	After you complete your project, write what you learned.

2. DURING TOUR

Engage Students- View PBS segments about the Battle of Nashville (6 mins) as well as the role of black soldiers in Nashville (7 mins). Use the video as an opportunity to discuss the vocabulary, learning objectives, and essential questions.

<https://www.pbs.org/video/battle-nashville-monuments-tennessee-civil-war-150-dn8gft/>

<https://www.pbs.org/video/battlefield-nashville-battlefields-tn-civil-war-150/>

Stop 1: Fort Nashborough - After listening to the tour stop, ask students to talk to about the importance of the Cumberland River to the Union troops. Share answers with the group. Then read the following document, which outlines the requirements for joining the Union Army.

The reality was that many exams early in the war were of poor quality. Governors needed to fill quotas, and examining physicians were paid per recruit. If you could walk, carry a gun, and had front teeth and a trigger finger, you could enlist. Front teeth were needed in order to tear open the cartridge containing gunpowder and the bullet. Dental care was poor in the 1860s, and this was a frequent cause of rejecting a recruit. It was the origin of the term 4F (missing 4 front teeth). The system was so poor that it is estimated that about 250 women served as soldiers during the war (5).

The quality of physical exams improved with the Civil War Military Draft Act of 1863, when fines and prison sentences were put in place for physicians who were derelict in their duties, resulting in many more recruits being rejected from service.

Stop 2: Morris and Stratton Building- This was one of 25 hospitals in Nashville during the war. Many soldiers died because they entered the war unfit for duty, so they were susceptible to injury and disease. Listen to the teacher read about the medical test that potential soldiers had to pass to be able to fight in the war:

Army Regulation 1297 set out criteria for pre-induction physical exams:

In passing a recruit the medical officer is to examine him stripped; to see that he has free use of all his limbs; that his chest is ample; that his hearing, vision and speech are perfect; that he has no tumors, or ulcerated or extensively cicatrized legs; no rupture or chronic cutaneous affection; that he has not received any contusion, or wound of the head, that may impair his faculties; that he is not a drunkard; is not subject to convulsions; and has no infectious disorder; nor any other that may unfit him for military service (4).

Stop 3: St. Mary's of the Seven Sorrows: This church was another make-shift hospital during the war. Morphine is a drug that became available to wounded soldiers to help them with pain. There were other advancements in medical care during the war. Read these to a classmate then discuss:

Table 1.

Medical and surgical advances during the war

Type	Advances
Medical	Use of quinine for the prevention of malaria
	Use of quarantine, which virtually eliminated yellow fever
	Successful treatment of hospital gangrene with bromine and isolation
	Development of an ambulance system for evacuation of the wounded
	Use of trains and boats to transport patients
	Establishment of large general hospitals
	Creation of specialty hospitals
Surgical	Safe use of anesthetics
	Performance of rudimentary neurosurgery
	Development of techniques for arterial ligation
	Performance of the first plastic surgery

Stop 4: Maxwell House Hotel- The hotel served as a makeshift prison during the Civil War. What kind of treatment did soldiers receive when they were incarcerated? Read

the primary sources with your teacher.

Prison Conditions – Civil War.

During the Civil War more than 400,000 soldiers were imprisoned for periods ranging from days to years. A soldier who was a prisoner at Johnson's Island described the food there as follows:

"Bread made of inferior flour, which was occasionally sour, was issued. The meat was rusty bacon or beef-neck. Twice in one year we had good cuts of beef, but it was so far decayed as to be offensive. Occasionally we had a few worm-eaten peas, and twice I saw some small potatoes...Rats were caught in and about the sinks, and sold freely. The slop-barrels were raked, and bread-crusts were fished out, to be dried in the sun and eaten."

A Northern soldier in Danville, Virginia, found "rat dung in the rice, pea bugs in the peas and worms in the cabbage soup." Michigan soldier John Ransom reported on food at Pemberton prison in Richmond, Virginia, "The ham given us to-day was rotten, with those nameless white things crawling around through it."

To understand what would lead men to eat some of the "food" discussed above, one only needs to read the words of Randolph Abbott Shotwell, a Confederate prisoner of war at Fort Delaware:

"For three weeks I have not been comfortably warm during the day; nor able to sleep over two hours any night; have not tasted warm food; have not been free from the pangs of actual hunger any moment...How strange a thing it is to be hungry! [A]ctually craving something to eat, and constantly thinking about it from morning till night, from day to day, for weeks and months!"

This is the context within which prisoners can happily eat rats, cats, dogs, and rotten food

Stop 5: Downtown Presbyterian Church- To give you an idea of the work that nurses did during the Civil War, read the information below. Reflect on this information and answer the questions: What surprised you about the Civil War nurse? How are they different from today? Could you have been a nurse?

Things began to change in June of 1861 with the creation of the U.S. Sanitary Commission, a private organization recognized by the federal government but run by civilians. Its mission: to generate financial support to meet the medical needs of the military; to acquire and distribute food, clothing and medical supplies to soldiers and military hospitals; and to organize military hospitals and camps and arrange transportation for the wounded.

The commission also recruited and managed nurses. They could choose pay of either \$12 per month or 40 cents per day plus meals. Candidates had to be:

- Female, between ages 35-50
- In good health and of decent character
- Able to commit to at least three months of service
- Obedient to regulations and supervisors

Nuns from various religious orders also served as nurses, and there were women and men who served as nurse volunteers — just not in an official capacity.

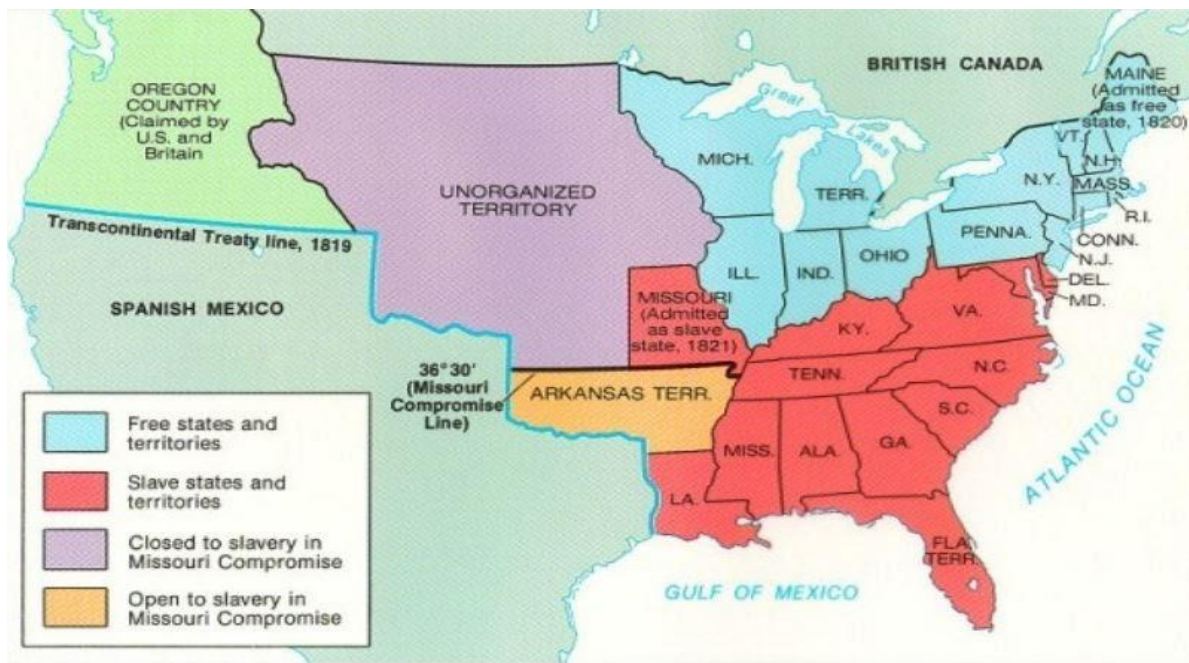
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No previous training was required to be a nurse, because no training programs existed. For the most part, women learned nursing from their mothers. If they could read and were very lucky, they might have a copy of the 1837 handbook [The Family Nurse](#) to refer to when caring for the sick and elderly at home. Otherwise they learned on the job.

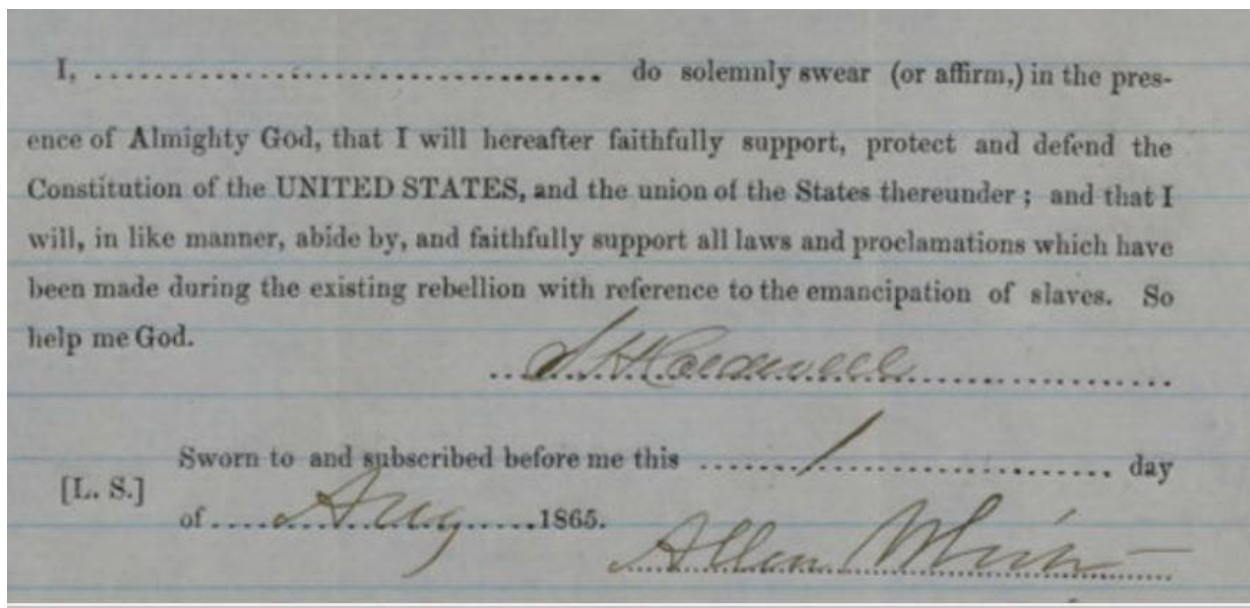
Nurses' duties varied depending on whether they served in hospitals, field hospitals close to the battlefields or on the battlefields after the fighting stopped. In some hospitals they assisted surgeons. In most hospitals they changed dressings, washed patients, prepared meals and fed the men, emptied bedpans and chamber pots, administered medications and wrote letters to the men's families at home.

Driven by compassion, nurses of the Civil War worked long hours in extremely difficult conditions, put their own lives at risk and often suffered the outright contempt of surgeons and military officials. But by the end of the war, they had earned the respect of their patients and the medical community, who had come to rely on them.

Stop 6: McKendree UMC- This church also served as a hospital during the war. Before the war, it was also an important meeting site that led to an crucial compromise in 1850. It was the second compromise regarding slavery that tried to prevent a civil war (the other compromise was in 1820). How much can you gather about these two compromises based on the map? Research both compromises. What did the North and South both give up and receive in each compromise?



Stop 7: Cunningham and Carter Houses- Daniel Carter was a confederate and placed in jail when the Union General Ulysses S. Grant asked him to state the loyalty oath to the United States and refused. Reciting a loyalty oath to the Union was how one demonstrated which side a person supported (if they weren't lying). There was no one particular oath, but many that varied in wording, though their purpose was the same. Here is an oath signed by a confederate, Samuel Houston. Recite it to a classmate.



Stop 8: Polk Place and Sarah Childress - Based on what you have heard or read in this tour, write a short essay on the strength of Sarah Childress. Feel free to do more research (optional).

Stop 9: Confederate Women's Monument- Give your opinion on the monument. Is it inspirational, offensive, or does it evoke other feelings in you? Read or listen to the stop on this tour. Who was/is the Daughters of the Confederacy? Do you think this monument should continue to exist or should it be removed?

Stop 10: State Capitol- Explain how former governor Andrew Johnson was unique as a man from Confederate Territory. How was he different from most Southerners? Do you think he is someone to admire?

Stop 11: Tennessee Timeline and Baseball - Do a scavenger hunt on the timeline, focusing, of course, on the Civil War. For example, ask students, "When did Tennessee join the Civil War?" "Who was the governor at the time?"

How did sports play a role in the Civil War? Why was baseball the sport of choice and how did it provide recreation and camaraderie during a difficult time?

Stop 12: Tennessee State Museum - Look at the exhibits. What artifact do you find most interesting or exciting? Why? Tell a friend your favorite part of the Civil War exhibit.

Check out the "Life of a Civil War Soldier" trunk. You should make arrangements with museum staff before visiting to schedule this activity. Read more about it here:

<https://tnmuseum.org/the-life-of-a-civil-war-soldier>

3. AFTER THE TOUR

Evaluate:

Assessment #1 (summative): Write about the importance of the role of women during the Civil War. Use examples from the tour stops and texts as evidence.

Assessment #2 (analysis): Do you feel or believe that the practice of medicine during the Civil War was advanced for the time? Explain using information from the tour and given texts.

As a class fill out the “Learned” column on the KWL chart. Have a class discussion about all the new information and insight gained from the tour.

Extending the lesson: What questions were answered by the Civil War? What questions were **not** answered by the Civil War? What did the era of Reconstruction (1865-1877) mean for southern states and for African Americans? Consider taking, either in-person or virtually, the New South Nashville tour on Nashville Sites. See our lesson plan for that tour as you continue your studies of the post-Civil War era in Nashville!

Optional Activities and Assessments:

Post highlights from tour and photos to social media (tag @NashvilleSites)

Create a game and game board of the Civil War tour stops visited.

Conduct an interview with one of the women who served as a nurse.

Give a newscast of events happening in Nashville from 1861 to 1865.

Create a crossword puzzle, acrostic poem or other poem.

Create a trivia game about the tour.

Make a comic strip or chapter for graphic novel.

Fill a shoebox of objects that represent the Civil War in Nashville.

Teacher Tips:

1. Below the narrative for each stop, find the option that reads “Full Record.” Click on the record to gain basic information for each stop as well as a “copy citation” option for students’ use in papers, essays, projects, or other assessments.
2. Consider making a small donation to NashvilleSites.org so that we can continue to create new tours and lesson plans! (Click “Donate Now” button on website.)
3. This tour has many stops *and not recommended to take during extreme temperatures.*
4. After the first stop, Fort Nashborough, if it is easier to *take the tour in a different order*, then please feel free to do so.
5. **Good places for breaks:** Stop 5- Downtown Presbyterian Church, Stop 9- Confederate Women’s Monument, Stops 10, 11, and 12.
6. Consider having the bus pick you up at the State Capitol and drive students to Bicentennial Mall and TN State Museum. There is ample parking at the museum which is on the edge of the park.
7. The last two stops (Bicentennial Park and timeline, TN State Museum) could be taken as a separate field trip. This would also help decrease the number of stops on the walking portion of the tour.