Teaching with Primary Sources Lesson Outline

Grade Level: Middle School (6-8)

Standard(s) or Objectives: CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct

from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.5: Describe how a text presents information (e.g.,

sequentially, comparatively, causally).

Library of Congress or Morris Special Collections Resources:



A.Anderson, "When the boys come marching home," or "Johnny fill up the bowl." 1864

https://www.loc.gov/item/amss.as114850

Topic Background:

Civil War songs covered a wide range of topics and were used for a variety of purposes. In the military, songs were used to provide signals, commemorate specific generals or battles, boost morale and alleviate boredom. In the civilian world, songs had the role of garnering support for troops and the war effort as well as being used as a recruiting tool. Songs also expressed the widespread emotions caused by the war, though always with an undercurrent of patriotism to the cause. Songs covered such topics as notable battles and commanding officers, the travails of a soldier's life and his conflicting wants for home, the glory of the battle field, and the feelings of those left at home mourning the loss of a soldier yet proud they died serving their country. The emancipation of the slaves is also a song topic. Many Civil War songs were recycled songs already in use, with words either modified or with an entirely new set of lyrics set to a known tune such as church hymns, negro spirituals, or favorites from minstrel shows. Well known poems were also taken and set to music. The Civil War also saw its fair share of original compositions.

Excerpted from: http://www.oberlin.edu/library/special/civilwar.html

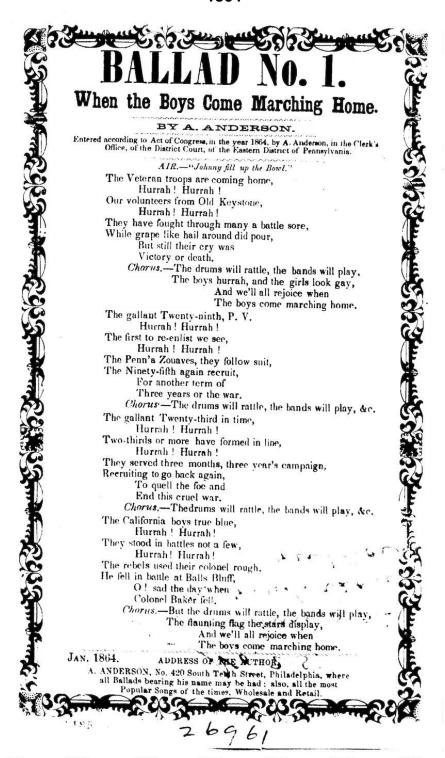
Source(s) Used:

The source used for this assessment is A. Anderson's "When the Boys Come Marching Home," also known as "Johnny Fill Up the Bowl." The song sheet was printed in 1864 and depicts a welcoming picture for Union soldiers returning home from the Civil War. A main focus within the song is the amount of time that soldiers served, and their eagerness to continue their enlistments as the sought to end a "cruel war."

Answer Key:

Question 1: B Question 2: A

A.Anderson, "When the boys come marching home," or "Johnny fill up the bowl." 1864



Questions:

- 1) Which line(s) would be most important to include in a summary of the song? (CCSS-RH6-8.2)
 - a. "They have fought through many a battle sore, while grape like hail around did pour."
 - b. "And we'll all rejoice when the boys come marching home."
 - c. "Hurrah! Hurrah! The first to re-enlist we see, Hurrah! Hurrah!"
 - d. Recruiting to go back again, to quell the foe and end this cruel war.
- 2) Why are lines 26-29 "They served three months, three year's campaign, Recruiting to go back again, To quell the foe and End this cruel war" important to the song? (CCSS-RH6-8.5)
 - a. These lines show that the war is not yet over and the soldiers are eager to finish the war before returning home.
 - b. These lines show that the war is over and the soldiers will be coming home shortly.
 - c. These lines show that the Southern general was defeated within three years and the soldiers will return home within three months.
 - d. These lines show that the soldiers have served for years and are angry that they must re-enlist to end the war.