Help your students contemplate and remember our nation’s greatest tragedy by retelling the story of the American Civil War through the first-hand communications and songs composed by our ancestors who lived through or died during this tumultuous period. North and South, black and white, male and female — everyone had a perspective on the issues of the time. Primary sources allow us insights into those people and their viewpoints. *Mine Eyes Have Seen the Glory* celebrates the diversity of perspectives, and offers a healing testament to the ultimate triumph of the American spirit. Many great thinkers believe it took the Civil War to transform us into the great nation we are today. Through this historical review of songs, speeches and letters (mostly songs), you’ll come to understand why.

**What is a Primary Source Document?**

A primary source document is any document (such as a letter, song, speech, diary, photograph, or poem) created during the timeframe under study. Primary source documents offer insight into diverse people and perspectives related to an event from history.
A Civil War Timeline

Review the following timeline of important events in the era of the American Civil War. There are some events missing! Place the events from the box at the bottom of the page into the timeline in chronological order.

January 1861
The South Secedes

May 1862
“Stonewall” Jackson defeats Union forces, sending them across the Potomac River.

June - July 1863
The Gettysburg Campaign

1864
The Siege of Petersburg

April 1865
The Assassination of President Lincoln

• General Robert E. Lee surrenders to General Ulysses S. Grant at Appomattox Court House.
• Attack on Ft. Sumter in South Carolina.

Bonus:
Look at the image to the right. What year do you think this photograph was taken, based upon what you know about events of the Civil War? Why? What details of the photograph lead you to this conclusion?

Ruins of paper mill; wrecked paper-making machinery in foreground. Richmond, VA. Library of Congress Prints and Photographs Division Washington, D.C. 20540
Using Maps

In the Civil War, maps played a vital role. Study the map of the Richmond area to the right, and compare it to a modern-day map of Richmond.

1. Why did generals in the Civil War need maps such as this one? ________________________________________

2. What are three differences you see between this map and a modern-day map of Richmond? _____________

Visit the U.S. Library of Congress website at http://memory.loc.gov/ammem/collections/civil_war_maps/cwmin-tro.html to learn more about the history of map making during the Civil War.

Geography Terms:

- **map**: a drawing or picture showing selected features of an area, usually drawn to scale
- **globe**: a round model of the earth
- **compass rose**: a figure displaying the cardinal directions, north, south, east and west on a map
- **key**: also called a ‘legend,’ a map key identifies the symbols used on a map
- **cartography**: the making of maps

Forbes’ new and complete map of Richmond and its fortifications, 1864. Library of Congress, Geography and Map Division.
Social Studies: Using Primary Sources

Easy Activity:
Read the excerpt below to your students, and discuss. Ask them to draw a picture of the battle as you imagine it based on this telegram.

Challenge Activity:
Read the excerpt below. Highlight key words that indicate this telegram has to do with war. Use a dictionary to define words from the telegram that are new to you.

Extra Challenge:
Read the excerpt below. Think about the changes in the ways we communicate that have taken place since the days of telegrams. List some of these changes. Then talk to your parents or other adults about changes in communication they have witnessed in their lifetimes. Write a journal entry about what you’ve learned.

Telegram from Maj. Robert Anderson to Hon. Simon Cameron, Secretary, announcing his withdrawal from Fort Sumter, April 18, 1861; Records of the Adjutant General’s Office, 1780’s-1917; Record Group 94; National Archives.

S.S.Baltic. Off Sandy Hook Apr.eighteenth. Ten Thirty A.M. Via New York. Hon. S. Cameron. Secy. War. Washn. Having Defended Fort Sumter for thirty four hours until the quarters were entirely burned the main gates destroyed by fire. The gorce walls seriously injured. The magazine surrounded by flames and its door closed from the effects of heat. Four Barrells and three cartridges of powder only being available and no provisions remaining. I accepted terms of evacuation offered by General Beauregard being on same offered by him on the eleventh inst. prior to the commencement of hostilities and marched
Read the lyrics of this popular Civil War-era song. In what ways were soldiers’ real homecomings after the war similar to and different from what these lyrics suggest? Complete the diagram below with your ideas.

When Johnny Comes Marching Home

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.

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 friendship on that day,
Hurrah! Hurrah!
Their choicest treasures then display,
Hurrah! Hurrah!
And let each one perform some part
To fill with joy the warrior’s heart,
And we’ll all feel gay
When Johnny comes marching home.

What changes occurred during the Civil War that would have made some soldiers’ homecoming less-than-happy? Explain.

__________________________________
__________________________________
__________________________________
__________________________________

Extend the Learning: Log on to the Library of Congress website at http://www.loc.gov/teachers/classroommaterials/presentation-sandactivities/activities/songs/song3.php to hear vocal and instrumental versions of this song, and to submit your own lyrics for When Johnny Comes Marching Home!
Cues at the Theatre

When you are in an audience at your next play, pay attention to:

**Cue**
1) Command given by stage management to the technical departments.
2) Any signal (spoken line, action or count) that indicates another action should follow (For example, the actors’ cue to exit is when the Farmer

**House Lights**
The auditorium lighting, which is commonly faded out when the performance starts.

**Blackout**
The act of turning off (or fading out) stage lighting

**Curtain Call**
At the end of a performance, the acknowledgement of applause by actors - the bows.

**Build / Check**
Build is a smooth increase in sound or light level; check is the opposite - a smooth diminishment of light or sound level.

**Fade**
An increase, decrease, or change in lighting or sound level.