

Lesson Design: Divided Loyalties

1. Select the state standard that you wish to teach with this lesson.

5.6 Explain with supporting details why Tennessee was divided on the issue of secession and the events that led it to eventually leave the Union to include: state convention vote of 1861, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families.

I selected standard 5.6 because it is one of the standards that may have an extended response. The standard includes several aspects of Tennessee's Civil War history which makes it perfect for creating a lesson using a variety of primary and secondary sources. Additionally, standard 5.6 asks students to explain with supporting details so it is perfect for creating a writing prompt.

2. Determine the outcome or goal of the lesson based on the standard.

I decided that the goal of the lesson will be to have students analyze primary and secondary sources related to secession in Tennessee. They will demonstrate mastery of the concepts by writing two to three paragraphs that cite evidence from at least three different sources including one text source.

3. Write prompt and guiding questions for the topic.

I reviewed the sample extended response item available from the state assessment website to make sure that the structure and format of my prompt and guiding questions aligned with the state's expectations. I also made sure to include the focus areas listed in the standard in the prompt so that students could be sure to mention those concepts in their papers.

Standard 5.6

Explain with supporting details why Tennessee was divided on the issue of secession and the events that led it to eventually leave the Union to include: state convention vote of 1861, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families.

Prompt and Guiding Questions for 5.6

Write two to three paragraphs that explain why Tennessee was divided on the issue of secession. Include details on the state convention vote of 1861, the Free

and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families.

4. Teacher review of the Civil War In Tennessee

Read background essay [Tennessee in the Civil War](#)

Read background essay [The Bridge Burning Plot of 1861](#)

Watch video [River and Rails: Daggers of the Civil War](#) from [Nashville Public Television's YouTube channel](#)

5. Select primary and secondary sources for student analysis.

Standard 5.6 contains a very specific list of events and concepts that should be included in the written response. I was careful to select sources that described each event or concept in the standard. I reviewed the TCAP Grade 5 ACH Blueprint to determine which types of sources should be included in the prompt. I chose to include each type of possible source to give students more practice in analyzing sources.

Map- ["Tennessee Divided Loyalties"](#)

First, I selected a map to use with this lesson. I chose a map titled ["Tennessee Divided Loyalties"](#) created by the [East Tennessee Historical Society](#). It is available at teachTNhistory.org. The map summarizes the results of the June, 1861 secession vote by county.

Photographs- [Artifact Activity card: "Bridge Burner" Flag](#) [Artifact Activity card: Alfred Green's shirt.](#)

I selected two photographs from the Artifact Activity cards: "Bridge Burner" Flag and Alfred Green's shirt. The Bridge Burner card has a photograph of the remnants of an American flag that was draped over the coffin of Christopher Haun. Haun was executed by the Confederacy for plotting to destroy railroad bridges. The second card has a photograph of Alfred Green's bloodstained shirt. Green was a Unionist who hid in the mountains to avoid conscription in the Confederate army. He was shot and killed while visiting his family. Both photographs show the divisions that existed in East Tennessee over secession.

Primary Source- [Tennessean Sam Tate on Unionists in East Tennessee](#)

I selected a letter written by Sam Tate, the president of the Memphis to Charleston Railroad, to Confederate Secretary of State Robert Tombs. The letter describes a plot by East Tennessee Unionists to bring guns into the state to support the secession of East Tennessee. Students will see the entire letter, but only focus on the first paragraph.

Informational Text- [Hurst Nation and the State of Scott](#)



I selected a short article on Hurst Nation and the State of Scott as the informational text. Both Hurst Nation and State of Scott were specifically mentioned in the standard as examples of resistance to secession and the Confederacy.

Timeline- Civil War in Tennessee Timeline

I created a timeline with six key events related to Tennessee's secession and the subsequent divisions secession created. The events were selected based on the details mentioned in the standards and the sources previously selected.

Informational Chart/ Statistics set

I created a chart comparing the number of slaves in a county with the county's June, 1861 secession vote. As students analyze the data, they will see that the larger the number of slaves in a county, the more people in the county who later voted for secession.

6. Determine the order and structure of lesson activities.

Since this standard falls early in the curriculum, students may not be prepared to analyze sources without considerable scaffolding from the teacher. It may take two or three class periods to work through the sources and an additional period for writing the paper. While this may seem like too much time to spend on a single standard, remember that the skills that students gain by analyzing sources will stay with them throughout the year. Spending time to develop those skills in this lesson will result in shorter times to complete similar lessons in the future.

Activity 1 -Review and discuss prompt

Whole Class Activity

Begin the lesson by showing the students the prompt and discussing the elements that will need to be included in the writing.

Activity 2 - Civil War in Tennessee Timeline

Whole Class Activity

Give students a copy of the timeline and ask them to take a moment to identify which events are familiar and which are unfamiliar to them. Start by discussing the events that are familiar to the students such as the election of Lincoln and secession. Discuss Tennessee's two secession votes. Point out that Fort Sumter



and Lincoln's call for troops occurred between the two votes. Students may infer that Lincoln's call for troops influenced more people to favor secession in the second vote. Then ask them to make some predictions about how the unfamiliar events such as the bridge burnings and Alfred Green's death might relate to the idea of secession in Tennessee. This step is intended to activate the students' prior knowledge and generate questions for them to answer as they analyze the other sources. The activity also gives the teacher an opportunity to review important concepts such as secession.

Activity 3- Informational Chart: Percentage of slaves and secession vote for selected Tennessee counties

Map- ["Tennessee Divided Loyalties"](#)

Partner Activity

Give the students the informational chart. Ask them to describe the relationship between the number of slaves in a county and how the county voted on secession in June, 1861. Next ask them to locate each county on the map. Have them look at the neighboring counties and determine if the county's voting results were similar or different to its neighbors. Ask them to describe the patterns in voting they see throughout the state. Ask the students to infer the causes and possible consequences of the voting patterns they identify. Students should recognize that the more slaves a county had, the more likely it was to favor secession. Additionally, counties that had access to railroads and traded with the Deep South tended to support secession more than counties that did not have access to railroads. They should also recognize that East Tennessee was mostly pro-Union and that there was likely to be tension and fighting between pro-Union and Confederates supporters here.

Activity 4 Primary Source- [Tennessean Sam Tate on Unionists in East Tennessee](#)

Partner Activity

Give the students a copy of Sam Tate's letter to Robert Tombs. Discuss each man's role in the Civil War. Ask the students to read and summarize the first paragraph. Discuss how Tate's letter reveals him to be a Confederate supporter. Ask them if the letter supports or refutes the inferences they made about East Tennessee when looking at the map.

**Activity 5 - [Photographs- Artifact Activity card: "Bridge Burner" Flag](#)
[Artifact Activity card: Alfred Green's shirt.](#)**

Give the students the Bridge Burner Card. Ask them to look at the flag and speculate on how it became damaged. Then ask them to read the text on the card and discuss. Ask them why Haun and the others targeted the railroads.



How could railroads help the Confederates? Students may not readily recognize the trains were used to transport troops and supplies. You may need to ask them how the military moves soldiers and supplies today and then work backwards discussing which technologies existed at the time of the Civil War. Ask students how the flag and the story of Christopher Haun relate to divisions in Tennessee over secession.

Give the students the Alfred Green card. Talk about how the shirt is different from shirts today and what the stains might be. Have students read the text on the shirt and discuss the reasons for Green's death. Ask them how Green's story relates to the divisions in Tennessee over secession.

Activity 6 Informational Text- [Hurst Nation and the State of Scott](#)

Partner Activity

Have students read the informational text with a partner. As they read, they should highlight locations with one color and people with another color. Have them locate McNairy and Scott counties on the [Divided Loyalties](#) map. Discuss the similarities and differences between the State of Scott and Hurst Nation. Ask them how Hurst Nation and the State of Scott relate to the divisions in Tennessee over secession.

Activity 7 Prompt Review

Whole Class Activity

Before students write, be sure to review the prompt and remind them to include information about each of the sub-topics in their essay. If the source analysis has taken more than one class period, you should briefly review each source and its relationship to secession in Tennessee. You may want to have students complete a pre-writing activity to help them organize their thoughts before they begin to write.

7. Assessment

The writing prompt that will be used to assess mastery of the objective was created in step 3. Students will be instructed to write two to three paragraphs in response to the prompt. Because of the extensive preparation provided in the analysis activities, students should complete the writing quickly. Using either the rubric created by the state or a modified version of it will streamline the grading process.



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Percentage of slaves and secession vote for selected Tennessee counties

County	Percentage of Slaves	June, 1861 Secession vote
Bradley	10.10%	26.8% for secession
Carrol	33.70%	41.8% for secession
Davidson	32.30%	93% for secession
Decatur	12.50%	36% for secession
Fayette	63.70%	98% for secession
Scott	1.70%	3.5% for secession
Sevier	5.90%	3.8 % for secession
Shelby	35.50%	99% for secession
Williamson	52%	98.6% for secession

Chart is based on *Tennessee Divided Loyalties* Map and *Tennessee Slave Population* Map from ETHS



Civil War in Tennessee

