

New Hampshire in the Civil War Lesson Plan

Analyzing Civil War Music

Created by: New Hampshire in the Civil War workshop participant Bridgette Doucette-Howell and the New Hampshire Historical Society, 2014-15

Topic: Analyzing Civil War Music

Level: High School and Middle School

ABSTRACT / SUMMARY

Students will begin by learning about Walter Kittredge of Merrimack, NH, then reading and listening to the song “Tenting on the Old Campground.” Students will analyze the meaning behind the lyrics that songwriter was trying to convey to his audience. Afterwards students will find other Civil War songs that they can compare and/or contrast to this piece. As an extension of this lesson, students will find modern anti-war songs and compare the intent behind the pieces.

QUESTIONS / TASKS

How was the Civil War reflected upon through music?

EXPECTED OUTCOMES

- Use primary and secondary resources to answer research questions
- Learn about Walter Kittredge and the importance of music during the Civil War

SEQUENCE OF ACTIVITIES

1. Brainstorming:
 - a. As a group, brainstorm all the information the students have already learned about the Civil War between 1861 and 1863.
 - b. What battles happened? Who was in command? What viewpoints did the public hold about the war?
2. Transition:
 - a. Discussion: what are various outlets people use to express their views or feelings on a historical or life-changing event?
 - b. Demonstrate the various outlets—show photographs, videos, posters, and music
 - c. Discuss how modern musicians express their views or feelings
3. Introduction:
 - a. Introduce the students to Walter Kittredge
 - b. Using the handout—have a discussion with the students about who he was, where he was from, and why he was important to Civil War music
4. “Tenting Tonight on the Old Campground”
 - a. Hand out the sheet music (primary source) to all the students
 - b. Read over the lyrics, review any difficult words
 - c. Listen to the music (you can hear it via YouTube)
 - d. Review/analyze the meaning of the lyrics
 - e. Discussion: why would an artist write a piece of music like this? What was the point he was trying to get across? What was the feeling behind the piece? Was this the only viewpoint of the war?
5. Civil War Music

- a. Have students research different Civil War music on the internet, locating lyrics and music
 - c. OR pre-select a variety of Civil War music with lyrics and music for the students to review
 - i. Discussion: what were the artists trying to get across with their lyrics? Using the various tempos in the music, what was the composer trying to get people to feel?
 - ii. Pick 1 or 2 pieces and compare them to “Tenting”
6. *Extension Option (if time permits, the following activity may be added to the lesson)*
- a. *Have the students find modern music that is pro-war and anti-war*
 - c. *Compare a pro-war piece and an anti-war piece “Tenting”*
 - i. *What is similar between the various pieces? Do the artists have different viewpoints? Is one more powerful than the other? Why or why not?*
7. Assessment
- a. Have the students reflect on the Civil War pieces
 - b. Did the pieces move you? Would these pieces convince you to support the war or not?

ASSESSMENTS

Depending on the level of your students, have them complete a writing assignment in which they reflect on the various pieces discussed in the lesson. To challenge them even more, have them write their own song (or just the lyrics) in regards to the Civil War where they would try to convince people to either support the war or oppose it.

PROJECT DURATION

In-Class Time (estimated): 2–3 class periods

Out-of-Class Time (estimated): 20 minutes to 2 hours

RESOURCES AVAILABLE AT THE NEW HAMPSHIRE HISTORICAL SOCIETY

Archives and Special Collections

Charles W. Edwards Diary, 1865	1968.036
Edward Nettleton Letter, 1863	1994.094 (m)
Fort Constitution Song, 1863	1968.035 (m)
John Batchelder Bailey Papers, 1862-1865	1951.002
Joshiah A. Dadmun Papers, 1864–1867	1971.045
Port Royal Band Books, 1861–1865	1997.067

Library Collections

<i>Campbell’s Union Melodies</i> . Concord: McFarland and Jenks, 1867.	973.791 C187
Kelley, Bruce C., and Mark Snell. <i>Bugle Resounding: Music and Musicians of the Civil War Era</i> . Columbia: University of Missouri Press, 2004.	780.973 N277
Kittredge, Walter. “Tenting on the Old Camp Ground.” Boston: Joseph Knight Co., 1890.	784 K626 1890
Moore, Frank. <i>Civil War in Song and Story</i> . P. F. Collier Publishers, 1889.	973.79 M821s
Moore, Frank, ed. <i>Lyrics of Loyalty</i> . New York: George P. Putnam, 1864.	973.79 M821L

Moore, Frank. *Personal and Political Ballads*. New York: George P. Putnam, 1864. 973.79 M821p

Moore, Frank, ed. *Songs of the Soldiers*. New York: George P. Putnam, 1864. 973.79M821so

Moore, Frank, ed. *Rebel Rhymes and Rhapsodies*. New York: George P. Putnam, 1864. 973.79 M8218

Old Army Songs Arranged for the Veteran's Reunion, August 25, 26, 27, 1879. Concord: Evans, Sleeper and Evans Printers, 1879. 973.798 G751

War Lyrics and Songs of the South. Loudon: Spottiswood and Company, 1866. 973.79 W253

Winston, James. *Cora O'Kane, or the Doom of the Rebel Guard*. Claremont: Association of Disabled Soldier, 1868. 973.79 W783

Museum Collections

Bugle, circa 1860 2012.031.05

Drum, 1861–1865 1882.002

Drum, 1863 1966.544.02

Drum, circa 1862 1972.059.01

Drum, circa 1860 1990.069.01

Snare Drum, 1864–1865 1959.060

Saxhorn, circa 1860 1951.002.½

ADDITIONAL RESOURCES

Gerould, Gordon Hall. "Tenting on the Old Camp Ground," *The New England Monthly*, March–August 1889.

<http://www.rootsweb.ancestry.com/~nhmhs/images/tenting%20music%20cover%20kittredge.jpg>

<http://www.rootsweb.ancestry.com/~nhmhs/images/tending%20music%20sheet%20kittredge.jpg>