

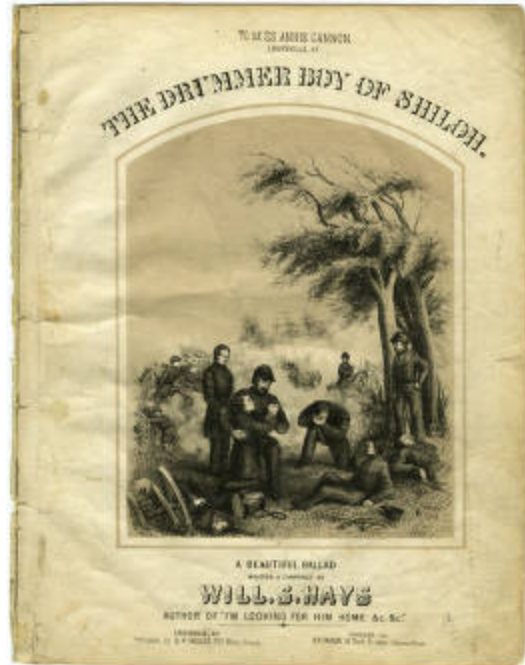
The Drummer Boy of Shiloh: Making Music on the Battlefield and the Home Front

GRADES: 5th and 8th

LESSON DURATION: 1 SESSION

INTRODUCTION

Music was an integral part of American life during the Civil War. Music was heard from the roar of the battlefield to the peaceful solitude of the family parlor. Americans used it in different ways. On the battlefield the drum and fife corps helped ease nerves and straighten battle formations as men marched stoically into the horrific den of battle. At home, families coped with the uncertainty and fear that their loved ones might never return home. They used music as a way to express these feelings as well as to grieve the death of so many young men.



In this lesson, your students will uncover both of these uses of Civil War music. They will discover how and why young men were sent into battle armed with nothing more than a drum and sticks or a wooden fife. They will learn the names and stories of Johnny Clem (drummer) and Sylvester Nelson Winchester (fifer) and learn their fates during the war. Next, they will turn their attention to Civil War music at home by analyzing the print and lyrics of "The Drummer Boy of Shiloh." Lastly, your students will try their hand at writing their own song about being a drummer boy in Tennessee.

GOAL

To gain an appreciation of music during the Civil War and an understanding of how both soldiers and civilians used music during the war.

OBJECTIVES

The students will (TSW) question why music was needed on the battlefield and the home front.

TSW examine and analyze the primary source print entitled "The Drummer Boy of Shiloh."

TSW interpret what the lyrics tell you about how people on the home front learned stories about battles.

TSW create their own song lyrics based on what they learned about music on the battlefield and at home.

CURRICULUM STANDARDS

5th Grade

5.0.03 Recognize the contributions of individuals and people of various ethnic, racial,

religious, and socioeconomic groups to the development of civilizations.

a. Identify significant examples of art, music, and literature from various periods in United States history.

b. Describe how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

5.01 Understand the causes, course, and consequences of the Civil War.

5.1.spi.1. Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion).

5.1.tpi.1. Explore cultural contributions of individuals from various Tennessean and American communities in music and art.

5.1.tpi.2. Group and label American history artifacts to find common characteristics and to make generalizations about American cultural similarities and subcultures.

5.5.spi.7. Interpret a primary reading sample.

8th Grade

8.1.03 Identify the role those diverse cultures had on the development of the Americas.

b. Identify and examine perspectives of various cultural groups within early American history.

8.1.tpi.10. describe how warfare influences cultural trends (e.g. French and Indian War, American Revolution, War of 1812, and Civil War).

8.5.18 Recognize the causes, course, and consequences of the Civil War.

b. Chart the course of major events throughout the Civil War.

c. Explain the technological, social and strategic aspects of the Civil War.

d. Weigh political, social, and economic impact of the Civil War on the different regions of the United States.

8.5.20 Identify Tennessee's role within the Civil War.

a. Identify important Civil War sites within Tennessee's borders.

b. Explain conflicts within the regions of Tennessee over Civil War issues.

8.5.spi.3. Differentiate between a primary and secondary source.

8.5.spi.11. Identify conclusions about historical events using primary and secondary sources.

MATERIALS

1. Photograph and description of John L. Clem

2. Fife and description of Sylvester Nelson Winchester

3. Sheet Music entitled "The Drummer Boy of Shiloh"

4. Lyrics of "The Drummer Boy of Shiloh"

5. Print Analysis Graphic Organizer

HOOK/SET:

Begin the lesson by asking students if they like listening to music. What kind of music? What do you like to do when you are listening to music? How does it make you feel?

Transition to today's lesson:

Begin the lesson by playing drum and fife music on your computer. You can access some good music on youtube.com or at this link <http://vvfdc.org/sheetmusic.php>. Ask guiding questions: What kind of music do you think this is? Are the drums fast or slow? Is it upbeat? After leading the discussion to the understanding that this is a drum and fife corps that might have served in either the Union or Confederate army, ask why they think music was needed in the armies? By whom do you think this particular music was played?

What about people at home? Did they listen to music? What kind of music would they listen to?
Answer: Music about the war.

Tell students that we will learn about the music of the Civil War and how people used it.

PROCEDURES

1. Write on the board or overhead: "Music on the battlefield" and "Music on the home front." Explain that they will learn about how music was used in both places by examining primary sources from the "Shades of Gray and Blue" web site.

Battlefield Music

2. Begin by discussing music in the armies, particularly the drum and fife corps. For a good description read the information at the following link <http://www.nps.gov/archive/gett/gettkidz/music.htm>.
3. Next distribute or display the photograph of Johnny Clem from the Making Music theme. Read the description provided. Ask students what surprises them about Johnny Clem. Many should respond about how young he was when he experienced the Battle of Shiloh. What happened to him? Did he die? Also, if the students have not already done so you might want to briefly describe the Battle of Shiloh.



4. Next distribute or display the photograph of Sylvester Nelson Winchester's fife. Read the description of this item. What happened to Sylvester? What surprises you about this person? He went into a very dangerous battle playing this fife and was killed. Do you think he was brave? Why do you think he would do this?



Home Front Activity: Sheet Music Cover

5. Let's turn our attention to of the sheet music entitled work in groups or individually of all, does this title sound based on Johnny Clem?



music on the home front. Distribute a print "Drummer Boy of Shiloh." Students may during this activity. Ask the students: First familiar? Do you think this might have been

6. Distribute the Print Analysis Graphic Organizer.
7. Review students' answers. Explain to them that this print is the cover of a piece of sheet music. Inform them that sheet music was how people played and listened to music during Civil War times. The scene on the outside of the music depicted the song that was inside.
8. Questions: What can we predict about this song? Do you think it is going to be sad? How does it reflect what we learned about music on the battlefield?

Home Front Activity: Examining and Analyzing Civil War Lyrics

9. Distribute or display the lyrics to "The Drummer Boy of Shiloh."
10. Allow students a few minutes to read the lyrics.
11. Lead a class discussion about the lyrics:

What is the mood or tone of this song? Give examples.

Who is dying?

What does the drummer boy do before he dies?

Who does he talk to?

Why do you think the phrase "he prayed before he died" is repeated over and over?

What do these lyrics tell us about people's feelings about war?

How do you think this song makes the person hearing it feel? Does it comfort them?

Why or why not?

CONCLUSION

Conclude by returning to the two forms of music that were made during the war. Make the point that each form of music helped to ease fears and calm nerves. For those on the battlefield it helped to ease

fears of battle even when they faced the possibility of dying or being wounded. At home, songs like “The Drummer Boy of Shiloh” helped people express the pain and sorrow of leaving loved ones while also being assured that they were safe in Heaven when they died. In each column, have students write words that describe both forms of Civil War music. How does one reflect the other?

How does the way Americans make and use music today compare or contrast to how Americans made it during the Civil War?

SUGGESTED EVALUATIONS

Write a song describing the life of a soldier during the Civil War. Pretend that you have lost someone to the war. What type of song or poem would you write?