

## 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

Question2: A

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

**BALLAD No. 1.**  
**When the Boys Come Marching Home.**

BY A. ANDERSON.

Entered according to Act of Congress, in the year 1864, by A. Anderson, in the Clerk's Office, of the District Court, of the Eastern District of Pennsylvania.

*AIR.*—"Johnny fill up the Bowl."

The Veteran troops are coming home,  
Hurrah! Hurrah!  
Our volunteers from Old Keystone,  
Hurrah! Hurrah!  
They have fought through many a battle sore,  
While grape like hail around did pour,  
But still their cry was  
Victory or death.

*Chorus.*—The drums will rattle, the bands will play,  
The boys hurrah, and the girls look gay,  
And we'll all rejoice when  
The boys come marching home.

The gallant Twenty-ninth, P. V.  
Hurrah! Hurrah!  
The first to re-enlist we see,  
Hurrah! Hurrah!  
The Penn'a Zouaves, they follow suit,  
The Ninety-fifth again recruit,  
For another term of  
Three years or the war.

*Chorus.*—The drums will rattle, the bands will play, &c.

The gallant Twenty-third in time,  
Hurrah! Hurrah!  
Two-thirds or more have formed in line,  
Hurrah! Hurrah!  
They served three months, three year's campaign,  
Recruiting to go back again,  
To quell the foe and  
End this cruel war.

*Chorus.*—The drums will rattle, the bands will play, &c.

The California boys true blue,  
Hurrah! Hurrah!  
They stood in battles not a few,  
Hurrah! Hurrah!  
The rebels used their colonel rough,  
He fell in battle at Balls Bluff,  
O! sad the day when  
Colonel Baker fell.

*Chorus.*—But the drums will rattle, the bands will play,  
The flaunting flag the stars display,  
And we'll all rejoice when  
The boys come marching home.

JAN. 1864. ADDRESS OF THE AUTHOR,  
A. ANDERSON, No. 420 South Tenth Street, Philadelphia, where  
all Ballads bearing his name may be had; also, all the most  
Popular Songs of the times, Wholesale and Retail.

26961

## 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.