



AN EDUCATOR'S GUIDE TO FORT DONELSON NATIONAL BATTLEFIELD



ACKNOWLEDGMENTS



Thanks to the Ranger Staff at Fort Donelson, and to Mrs. Patricia Lassiter, Calloway County Middle School, Murray, Kentucky

Photographs: National Park Service

GENERAL PARK INFORMATION

Location: Fort Donelson National Battlefield is located one mile West of Dover, Tennessee on Highway 79 South.
Our address is: P.O. Box 434, Dover, Tennessee 37058.
Telephone: 931-232-5706 Fax: 931-232-4085
E-mail: fodo_rangeractivities@nps.gov Website: www.nps.gov/fodo

Directions to the site:

From Interstate 24 at Clarksville, Tennessee: Take Exit 4, follow signs for Highway 79 South. The visitor center is located on Highway 79, approximately 40 miles from Exit 4.

From Land Between the Lakes: Take either Interstate 24 or Highway 68/80 to the Trace Road. Once you reach Dover, take a left on Highway 79 and follow signs to the park.

ABOUT THE PARK

Fort Donelson National Battlefield commemorates the 1862 battle between Union forces under Brigadier General U.S. Grant and Confederate forces under Brigadier General Simon B. Buckner. The National Park Service preserves the remains of the Confederate fort, earthworks, Dover Hotel (Surrender House), and National Cemetery.

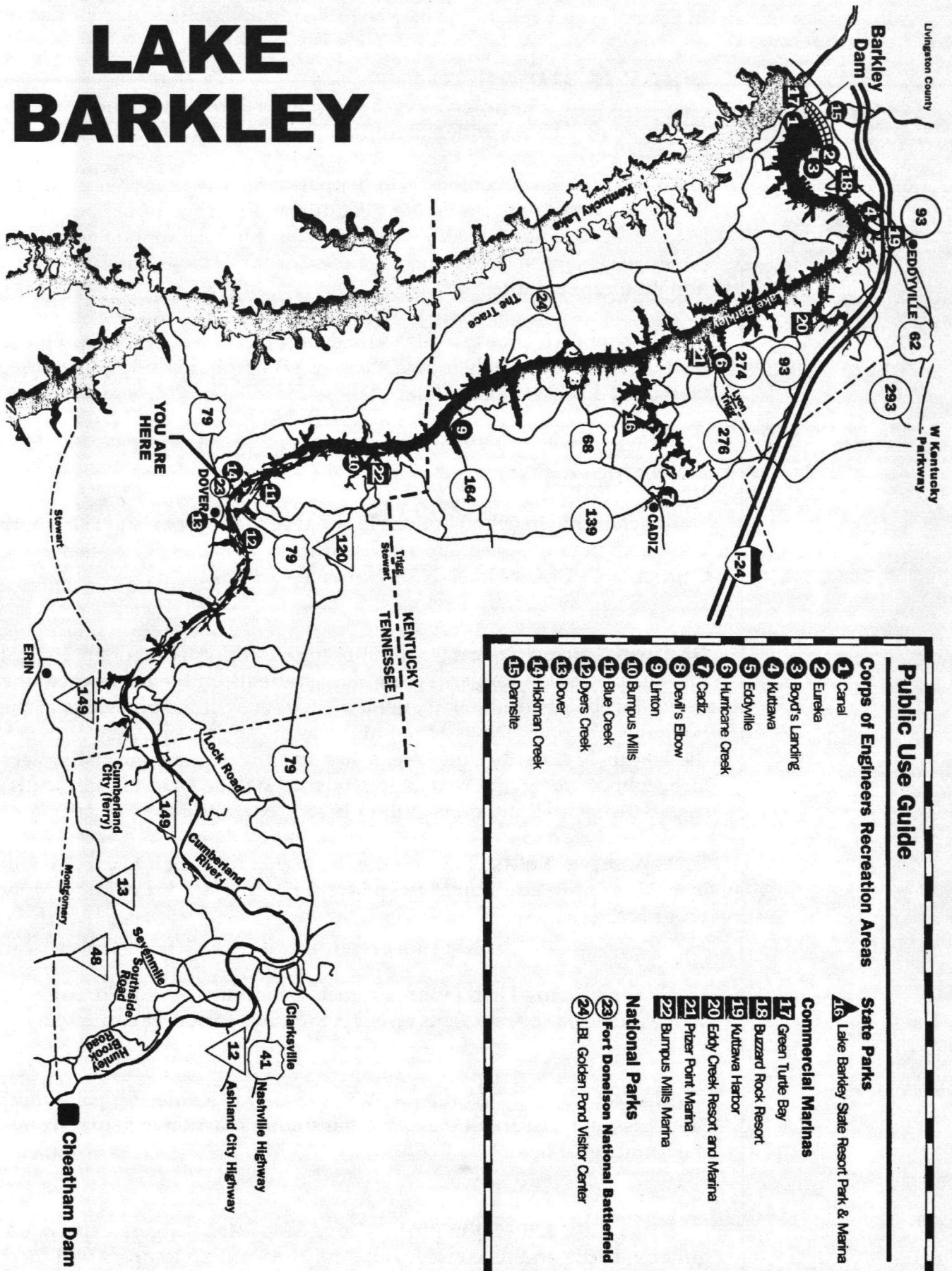
- **Visitor Center:** Open 8:00 am - 4:30 pm daily. Students receive orientation to the site. Teachers obtain brochures and confer with rangers about the group's activities for the day. Students will tour the museum and view a ten-minute audiovisual program. A bookstore is available for students who wish to purchase souvenirs. Restrooms are handicapped accessible.
- **Dover Hotel:** Open May - September and staffed by park volunteers. Special arrangements to tour the hotel may be arranged with the park rangers. This historic site of the surrender has a short audiovisual program and handicapped accessible restrooms. Teachers must keep in mind that space limitations of the hotel prevent large school groups from viewing the hotel all at once.
- **National Cemetery:** The final resting place for Civil War and post-Civil War veterans. Open year round 8:00 am - 5:00 pm. Restrooms are available. Teachers and students should be respectful of family members visiting the graves of loved ones. The park staff asks teachers to control school groups - no loud talking or running among headstones.
- **Picnic Area:** School groups are encouraged to use the picnic area, located just outside the fort. Handicapped restrooms are available. The park will not accept reservations for the area.





- **Hiking Trails:** The park has seven miles of beautiful nature trails. A detailed brochure of the trail system is available at the Visitor Center.
- **Special Events:** The park sponsors activities throughout the year such as artillery demonstrations or military encampments. Please check local newspapers, listen to radio stations, or check out our website for posting of special events.
- * **Special Note: Please help the National Park Service preserve our cultural and historic structures by not walking or climbing on earthworks, cannons, fort walls, or rock walls. We encourage you to explore the battlefield, but let's preserve our past for future generations!**

LAKE BARKLEY



Public Use Guide

Corps of Engineers Recreation Areas

- 1 Canal
- 2 Eureka
- 3 Boyd's Landing
- 4 Kuttawa
- 5 Eddyville
- 6 Hurricane Creek
- 7 Cadiz
- 8 Devil's Elbow
- 9 Union
- 10 Burppus Mills
- 11 Blue Creek
- 12 Dyers Creek
- 13 Dover
- 14 Hickman Creek
- 15 Damsite

State Parks

- 16 Lake Barkley State Resort Park & Marina

Commercial Marinas

- 17 Green Turtle Bay
- 18 Buzzard Rock Resort
- 19 Kuttawa Harbor
- 20 Eddy Creek Resort and Marina
- 21 Pitzer Point Marina
- 22 Burppus Mills Marina

National Parks

- 23 Fort Donelson National Battlefield
- 24 IBL Golden Pond Visitor Center



WHAT IS THERE TO DO?

To create a better understanding of the Civil War Battlefield, teachers are encouraged to schedule a ranger-guided tour or interpretive talk. School visits to the park are heaviest between March and May. If possible, plan your visit during the off-season months (August - November). Please schedule your tour or program as soon as possible! The park does not charge fees for these programs, but donations are accepted.

If rangers are not available to present programs or schools prefer to visit the battlefield on their own, the staff will provide a self-guided tour map or audiocassette tape tour.

Interpretive Programs

Teachers have several options to enhance the school visit. The length and location of the programs are listed in parentheses (VC - Visitor Center, DH - Dover Hotel, NC - National Cemetery).

Ranger-Guided Tours (45 minutes to 1½ hours) After orientation at the Visitor Center, rangers accompany students on the bus, explaining important points of the battlefield. This tour will include stops at the fort, river batteries, Dover Hotel, and National Cemetery, depending on the length of time that the school has scheduled for their visit. Very large school groups (more than 60 students) will be handled differently, due to the space limitations of the Visitor Center and ranger staffing.

Interpretive Talks Teachers can choose to have an interpretive talk instead of/or in addition to the park tour. Here is a list of our current programs:

Cannon Firing Drill (approximately 30 minutes - VC) Through active participation, students re-enact the steps for firing a cannon.

Blanket Talk (20 minutes - VC) What was soldier life all about? Students can learn about the items that soldiers carried to help re-create the comforts of home.

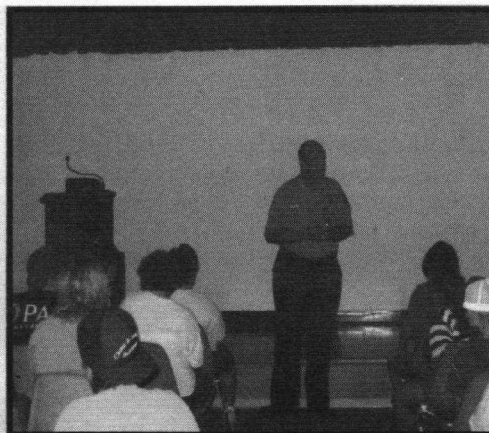
River Talk (20 - 30 minutes - Tour Stop #4) Rangers explain the gunboat battle and its consequences for the armies. Rangers will meet school group at the river.

On The Homefront (15 minutes - DH) Men left for battle, but what about those left behind? Many women volunteered to support the cause. Rangers will talk about the women that assisted the armies at Forts Henry and Donelson. This activity encourages student participation (reading passages from Civil War letters or diaries or role play) and a discussion period. Length of time for this activity varies depending upon the teacher's preference. **SPECIAL ARRANGEMENTS MUST BE MADE IN ADVANCE.**



Through the Eyes of a Slave (15 minutes - NC) What was it like for slaves who came to the fort? This thought-provoking talk will take place at the National Cemetery, the former site of the Union fort. **SPECIAL ARRANGEMENTS MUST BE MADE IN ADVANCE.**

Offsite programs: With advance notice and if staff is available, rangers will make classroom visits. Please call the park at 931-232-5706.





FIELD TRIP GUIDELINES

Fee: Free

Registration Procedures: You will need to make a reservation for your class. Reservations are made on a first-come, first-serve basis. The heaviest period for school visitation is late spring.

To make a reservation:

- ✓ Call a Park Ranger at Fort Donelson National Park. The telephone number is 931-232-5706.
- ✓ Be ready to provide the following information: school's name, address and telephone number, date of visit, arrival and departure times, contact person, grade, number of students, number of chaperons, desired field trip/programs, and any special needs of the students.
- ✓ Look for a written confirmation by mail, or if any information on the form is incorrect, please call the park.

Arrival: Upon arriving at the park, you must first check in at the Visitor Center Information Desk to register your group. Instruct your students to stay on the school bus where they will be met by a ranger.

Dress: Teachers and students should dress comfortably and take into account variable weather patterns.

Food: Food and drink are not allowed inside the Visitor Center or during the course of the program. Groups may bring their lunch and eat in the picnic area between Tour Stops 3 and 4. The picnic area has 8 tables and will accommodate about 70 students.

Restrooms: Restrooms are available on the lower level of the Visitor Center, Dover Hotel/Surrender House and at the Picnic area. Unfortunately, there are no restroom facilities along the Park Tour Road.

Conduct: In advance of the trip, the teacher should go over the park rules and regulations prohibit the following: climbing on monuments, signs, markers, and cannons; walking on earthworks; removing any artifact; removing any animal or plant life; and littering.

The Visitor Center is small and school groups will encounter other park visitors during their visit. Please remind students that they must conduct themselves so not to disrupt other park visitors.





A LESSON IN HISTORY

"Tangible places, visited either in real life or on a 'virtual field trip' . . . give substance to the themes and events students read about in textbooks. (Historic) places make great vehicles for delving deeper to find out more about a particular topic, event, or group of people." - *Explore Your National Parks, 1998*

Americans have always had a preoccupation with the Civil War. The idea of creating national parks to commemorate Civil War battlefields did not evolve until the late 1890's when Civil War veterans lobbied Congress to make National Military Parks at Shiloh, Gettysburg, and Chickamauga - Chattanooga. Fort Donelson National Battlefield was created by an act of Congress on March 26, 1928.

Battlefield interpretation during the formative years of the park was crucial. Interpretive signs marked the battlefield and noted strategic Union and Confederate positions. Brochures were later developed to supplement park interpretations. The Visitor Center opened in 1962. The Dover Hotel (Surrender House) was donated to the National Park Service in 1959 and opened to the visiting public in the 1980's.

Today, this legacy continues at Fort Donelson National Battlefield. Rangers, maintenance and administrative staffs work to ensure the best possible experience for visitors.

STUDYING THE BATTLE

To prepare students for a battlefield visit, we've enclosed park two park brochures. We also suggest you visit our website at www.nps.gov/fodo for additional information.

The following is a brief timeline of events and important figures for the battles at Forts Henry and Donelson and the aftermath of these battles.

- I. District of the Cairo, Brigadier General Ulysses S. Grant
 - Joint army-navy expedition up the Tennessee and Cumberland Rivers.

II. February 4-6, 1862 - Battle of Fort Henry

- Union forces - Brigadier General Ulysses S. Grant and Flag Officer Andrew H. Foote
- Confederate forces - Brigadier General Lloyd Tilghman
- Fort Heiman (located on the Tennessee River) is evacuated, all troops defend Fort Henry
- Fort Henry surrenders less than 100 Confederate prisoners

III. February 12-16, 1862 - Battle of Fort Donelson

- General Grant moves overland to Fort Donelson, while Flag Officer Foote brings gunboats up the Cumberland River
- Confederate command at Fort Donelson - Brigadier General John Floyd, Brigadier General Gideon Pillow, and Brigadier General Simon B. Buckner
- February 14th - Gunboats and Confederate river batteries exchange "iron valentines"
- Women supported the war effort by serving as nurses. Soldier's wives and volunteers were present at both battles
- February 15th - Confederate army tries to escape, Confederate command decides to surrender
- February 16th - General Simon B. Buckner surrenders approximately 14,000 Confederates to General Ulysses S. Grant

IV. Union occupation 1862-1865

- Union forces occupied Dover and controlled river supply routes on the Cumberland and Tennessee Rivers
- Slaves sought protection and refuge from slave masters within Union lines
- New fort established in Dover (present day national cemetery)
- Animosity developed between the occupying Union army and civilians in Kentucky and Tennessee
- Fugitive slaves found work within the Union camps or Union controlled cities. They established homes nearby the forts
- African-American men enlisted in the Union army at Fort Donelson





JUST THOUGHT YOU'D LIKE TO KNOW . . .

Here are suggestions for other sites to visit and local medical facilities in the area.

Alternative sites for picnic lunches:

- **U.S. Corps of Engineers Recreation Area**, Dover, Tennessee, day-use only. Pavilions and restrooms are available. Located approximately 1½ miles North on Highway 79. To make reservations for the pavilions, please call 270-326-4236.
- **Dover City Park**, Dover, Tennessee, day-use only. Pavilion, tennis and basketball courts are available. Restrooms and fishing pier are handicapped accessible. Located approximately five miles South on Highway 49 and Colson Road. Reservations are accepted. For more information and directions, please call 931-232-5907.
- **Land Between the Lakes National Recreation Area (U.S. Forest Service)**, Picnic tables and restrooms are available near the South Welcome Center (six miles). Please call 270-924-2000.
- **Paris Landing State Park**, Buchanan, Tennessee. Pavilions and restrooms are available. For reservations, please call 931-642-4311.

Other natural or historic sites:

- **Dunbar Cave State Park**, Clarksville, Tennessee. Offers daily cave tours. Call 931-648-5526 or more information.
- **Land Between the Lakes N.R.A.** This area is home to the Nature Center, the Homeplace 1850's farm, the Golden Pond Visitor Center and Planetarium, Brandon Spring Group Camp, and several campgrounds. Call 270-924-2000 for more information or to schedule group visits.
- **Cross Creeks National Wildlife Refuge (U.S. Fish and Wildlife Service)**, Dover, Tennessee. Environmental education, especially wildlife resource programs, is emphasized. School groups are welcomed. Visitor Center and restrooms are available. To schedule a group visit, contact Interpretive Specialist, Sarah Welker at 931-232-7477.

Medical facilities:

- **Dover Medical Clinic**, 1020 Moore Road (located across from the Visitor Center). Phone: 931-232-5141
- **LBL Medical Center**, 1517 Donelson Parkway, Dover. Located approximately 1½ miles from park entrance. Phone: 931-232-3161.

United States Department of the Interior

NATIONAL PARK SERVICE
Ft. Donelson National Battlefield
P.O. Box 434
Dover, Tennessee 37058-0434



CONFIRMATION SHEET

RESERVED BY _____

This is to confirm your visit to Fort Donelson National Battlefield. If any of the information given below is not correct, or if you need to make changes or cancel the program(s), please contact us at 931-232-5706. **Bring this sheet with you! Thank you.**

NAME OR GROUP _____

STREET ADDRESS _____

CITY _____

TELEPHONE (including area code) _____

NAME OF TOUR OR PROGRAM _____

DATE OF VISIT _____

SIZE OF GROUP _____

NUMBER OF BUSES _____ VANS _____

SUPERVISED BY _____

PLEASE MEET AT THE LOCATION BELOW AT THIS TIME _____

VISITOR CENTER _____ OTHER _____

Please arrive on time to check in at the Visitor Center. If you have reserved at tour, please wear comfortable walking shoes as all tours involve walking. Dress appropriately for the weather. Tours continue rain or shine.

COMMENT/SPECIAL CONSIDERATIONS: _____



THE FUTURE AT FORT DONELSON NATIONAL BATTLEFIELD

Fort Donelson National Battlefield is working with local teachers to create a curriculum-based education program called **Parks As Classrooms**.

WHAT IS PARKS AS CLASSROOMS?

This program is designed to meet the needs of teachers because it supports Tennessee and Kentucky state curriculum standards. At the same time, **Parks As Classrooms** enlightens students about park resources and reinforces park stewardship.

HOW WILL IT BENEFIT TEACHERS AND STUDENTS?

Teachers will receive a guide filled with activities to share with students and plan their park visit. This guide will contain background information on the Civil War, the battles of Forts Henry and Donelson, the importance of the Union victory, stories about the soldiers who fought here, African-American troops, and women's contributions to the war effort. This first phase will focus on the historical perspective of Fort Donelson National Battlefield. With additional funding, we will continue to enhance the **Parks As Classrooms** program by including activities about the park's natural history, such as wildflowers or animal habitats.

The most innovative part of the guide will be classroom activities, such as analyzing primary documents, creating Power Point presentations, or using role-play to understand the outcome of these battles (see examples). We're hoping that these activities will prepare students for the trip to the battlefield. It will also suggest alternatives to the tradition field trip and post-visit activities to reinforce what students have learned. The park eventually hopes to host a state-accredited teacher workshop. We anticipate that these teacher guides and the proposed workshop will take three to five years to complete.

We've assessed the school groups that presently visit the park and believe that middle school students (6th - 8th grades) visit most frequently. Therefore, we've targeted this age group first to benefit from the **Parks As Classrooms** program.

If you're interested in becoming a part of the **Parks As Classrooms** program or want to provide professional assistance with writing or reviewing the guide, please contact Coordinators Deborah Austin or Susan Hawkins.

You may schedule a meeting or talk with them by phone at 931-232-5706. If you'd rather e-mail the park, their address are Deborah_Austin@nps.gov or Susan_B_Hawkins@nps.gov.

We're excited about this project. Hope you'll join the fun!





The following exercises are examples taken from the Parks As Classrooms teacher's guide (available in 2003). These activities are based on Tennessee and Kentucky state curriculum standards.

THE AFRICAN-AMERICAN EXPERIENCE AT FORT DONELSON

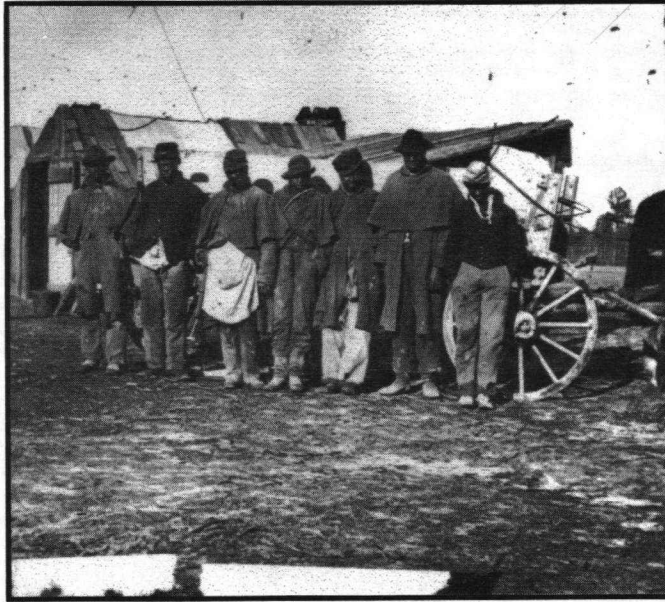
The capture of Forts Henry and Donelson in February 1862 meant victory for thousands of slaves in the South. Slaves began coming to the Union camps seeking freedom and protection from slave masters. General Grant chose to protect slaves captured at Fort Donelson and he put them to work for the Union army as laborers, laundresses, or cooks.

Courageous slaves who escaped to the Union forts did so at great risk. Slave codes existed in the South which severely punished runaway (or fugitive) slaves. Persons who tried to help runaways were also punished or fined. Many slaves escaped by way of the Underground Railroad. This was not really a railroad, nor was it underground. It was a network of communities, individuals, and organizations across the United States and Canada that helped slaves escape to freedom. Union soldiers and civilians at Fort Donelson were a part of this network--helping slaves escape to the safety of free states like Illinois or Indiana.

In 1863, slaves began enlisting in the Union army at Fort Donelson and nearby Clarksville, Tennessee. Men from Fort Donelson formed companies of the 16th United States Colored Infantry. By the war's end, nearly 200,000 African-Americans enlisted in the United States Army.

STUDYING THE PAST THROUGH PICTURES

Park rangers at Fort Donelson have learned about the African-Americans who lived and worked at the Union camps by studying photographs, letters, diaries, and newspapers from the Civil War period. In this activity, we would like you to become a historian. Study the following photographs and make your observations below. We have included some questions for you to answer, but we encourage you to make as many comments as you like.



This photograph (photo 1) shows fugitive slaves and Union soldiers. Using the above photograph and enclosed brochure, consider these issues. What do you think life was like for runaway slaves at Forts Henry and Donelson? Did slave children go to school? How did runaway slaves care for their families? Where did they live? Why do you think this photo was taken?



What does this photograph show? (photo 2) What observations can you make about the work that fugitive slaves performed? Are these men working for the Union or Confederate army? How can you tell? How do you think these men felt?





PIECING THE PAST TOGETHER

Women may not have been soldiers or sailors, but they did contribute to the Civil War effort. Some served as nurses, cooks, or washwomen. Other women helped from their homes, making uniforms or working in munitions factories. African-American women made similar contributions to the war effort, but they experienced great changes during the war. Escaping from slavery, African-American women found new challenges and opportunities.

Compare and contrast the lives of enslaved women to other women mentioned in the enclosed brochure. How do their lives differ? How are they similar? Give as many examples as you like.

Sarah Ann Kennedy, a wealthy banker's wife, lived in Clarksville, Tennessee (approximately 30 miles away). When the Civil War began, her husband fled Clarksville to avoid imprisonment by the Union army. Sarah was left behind to manage household affairs, care for their children, and supervise slaves.



Read the following excerpts from Sarah's wartime letters to her husband. These letters may be difficult to understand because they are copied exactly from the original letters.



Clarksville, Jan. 4th, 1863

My Dear Husband,

I have just learned of the opportunity of sending you a letter. I have had one written for two weeks, but our town being occupied by the Federals, and no one being allowed to pass out I could not send it. On Christmas day Col. Bruce took possession of us with a force of fifteen hundred men. His is lenient and kind but some of his officers are severe . . . All of the negro(es) have been pressed to work on the fortifications . . . Everything is in so an excited state that I can not settle my mind to feel at home. Jimmy and Clara are both complaining today. Clara has a very sore mouth and Jimmy has Neuralgia over his eyes . . . I hope to hear from you soon and shall feel very restless until I do. Adieu my dear husband. I pray heaven to protect you. Your devoted wife.

S. Kennedy



Clarksville, Jan. 7th, 1863

My Dear Husband,

. . . Jimmy and Clara have been complaining from the effects of their summer fever and thought not well, seemed to be improving. The changeable weather keeps us with colds, with this exception, the rest of us have good health. I am very lonely, but try to keep my-spirits up. I have not heard from you since your letter twenty ninth November from Woodville. We cannot get letters since the occupation of our town by the Federals . . . They are fortifying it with the intention of holding it. The citizens have fared very well considering there power to do us great harm, but they are doing the farmers very badly, taken all their bacon, flour, corn, hay and c. They last week arrested our kind friend Mr. J.W. Barker and ordered him to report to Schacelford at Hopkinsville (KY) . . . The Feds declared their intention of arresting al the prominent men . . . All the children send a great deal of love and many kisses to the father. I hope to receive a letter from you very soon. Your devoted wife.

S. Kennedy



Clarksville, Aug. 19th, 1863

My Dear Husband,

I wrote you on the sixteen and now avail in another opportunity in writing again . . . I also mentioned that Phil and Fanny had left for Yankeedom. Fanny has been gone three weeks today and I learned this morning that John, her husband, followed her last Monday night . . . Last week I hired a free girl for the cooking and washing after finding that Aunt Lucy and myself would break down . . . I remain your devoted wife.

S. Kennedy



Clarksville, Oct. 5th, 1863

My Dear Husband,

I seized a hasty and uncertain opportunity of sending you some word from home . . . I am deeply grieved that so few opportunities to send letters offer and some times I feel as if all communication will be cut off . . . We have become quite accustom to getting along without servants. I hired one for a month after Fanny left, but . . . I have gotten along with only Aunt Lucy since. The old lady keeps up astonishingly and is a great comfort to me . . . Fanny and her husband have set up a regular establishment in Nashville. John is in a fine business house and Fanny is mistress of her own house. Phil is there also hobbling about as he was want to do here. Nashville seems to be the paradise and to get there the height of their aspirations . . . I shed many bitter tears at the ideas and spend sleepless nights pondering the prospect before us. (The children) never tire of talking of you, and desire so much to see you. Little Newts has his face washed and hair combed, every day, to see Father . . . I remain your devoted wife.

S.K.



What kinds of problems are Sarah and her family experiencing? Who are the Federals? Who are Fanny, Phil, and John? Why are they leaving? Describe the feelings of the citizens of Clarksville, Tennessee. Would you have liked to live in the conditions that Sarah and her family did? Why or why not? What could people use today to learn about or study your life?

Excerpts from Sarah Bailey Kennedy's letters are reprinted courtesy of the Tennessee State Library & Archives, Nashville, Tennessee. Photographs courtesy the Library of Congress and the Clarksville Leaf-Chronicle.