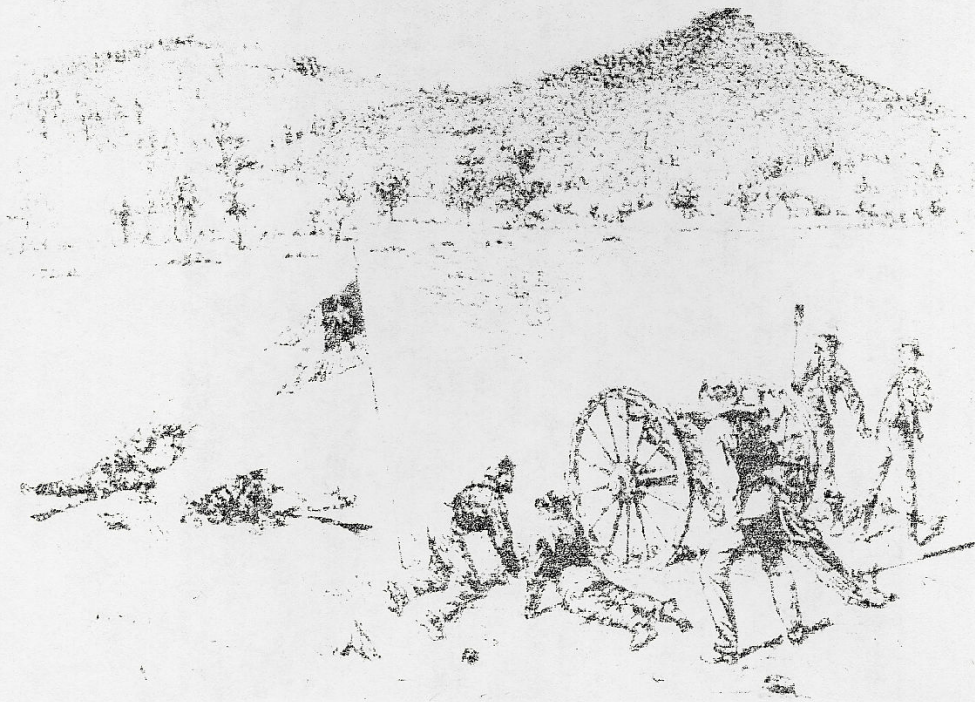


THE CIVIL WAR in the ARCADIA VALLEY:

A Lesson Plan



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by the Iron County Commission. Coloring Activity art by Rocky Medley.

INTRODUCTION

Thank you for your interest in the American Civil War and more specifically, the Battle of Pilot Knob. "The Civil War in the Arcadia Valley: A Lesson Plan," is just that--a plan. This plan contains over ten pages of narrative, which because of the complicated and in-depth nature of it, is most suitable for teachers to read and plan their own readings based on the reading and language levels of their own students. The Civil War is a very important and popular topic today and, because of this fact, you as educators have a unique opportunity to teach history that is popular and current, which has been covered in-depth by modern historians and not a subject that is outdated in its teachings.

This lesson plan should in no way replace already existing classroom materials. This plan is meant to be a companion to more in-depth study of Missouri History, as it pertains to the American Civil War. You may need to provide materials, such as detailed United States maps, from existing American History textbooks. It will also be a good idea to have Missouri maps that show larger cities and various topographical features such as rivers. Other related Civil War topics can be covered as time permits, such as: women's roles in the war, and popular culture of the era (literature, abolitionism, medicine during the war and so on).

A table of contents is provided at the beginning of this lesson plan and a detailed bibliography can be found at the end, which contains books on the Civil War and in particular, the Civil War in Missouri. Because of the popularity of the Civil War, it is now possible to visit Civil War sites across the nation, via the Internet. Many of these Internet references will be an invaluable tool for teaching computer skills, as well as providing an additional research base. Simply plug in the keyword Civil War on the various Internet search engines and you will be amazed at what you find.

This lesson plan was made possible through a grant from the USDA Forestry Service and so it is for educational purposes only. One copy per school is provided. Therefore reproduction of the material in the lesson plan is allowed, but may not be used for any other purposes or published in any other format without written consent by the author, the Iron County Action Plan and the Iron County Commission, located in Ironton, Missouri.

A certain number of copies have been provided for through this grant. When that number runs out teacher's will be asked to obtain copies of the lesson plan from SuccessLink, a program affiliated with the Missouri Department of Education. Their web site will eventually have the lesson plan in it's entirety on the Internet.

In you need further assistance, or if you have additional comments on this lesson plan, feel free to contact the Fort Davidson State Historic Site at 573-546-3454, or the Iron County Economic Development Office at 573-546-7690.

GROUP RESERVATION FORM FOR TEACHERS

Return to: Fort Davidson State Historic Site, P.O. Box 509, Pilot Knob, MO. 63663

Date Received:

Received By:

Teacher's Name: _____

School Name: _____

Address of School: _____

Phone Number: _____

Confirmation Information for Visit to Ft. Davidson State Historic Site:

Date:

Arrival Time:

Grade(s):

Number of Students/Adults:

Self Guided Tour: yes no

Any Special Needs:

Guideline for a Productive Visit:

- *Teachers and other adults should maintain control over students at all times. Teachers are responsible for any undesirable behavior of students.
- *At no time will climbing on outside walls of Fort Davidson be tolerated. Those students found to be disobeying site rules will be asked to refrain from said behavior and asked to leave if that behavior does not improve.
- *Cancellation of school tour is unavoidable in some cases, but please call Ft. Davidson State Historic Site as soon as possible. Schools who have not registered for the site tour will have to wait their turn until others have completed their visit.
- *The staff of Ft. Davidson State Historic Site are honored that your school has chosen to visit us. Please, enjoy our site.

I have read the guidelines for visiting Ft. Davidson State Historic Site. I agree to comply to the best of my abilities.

(Signature)

(Date)

THE CIVIL WAR IN THE ARCADIA VALLEY

OUTLINE FOR SCHOOL TALKS:

The staff from Ft. Davidson State Historic Site are available for talks at local schools during the regular school year. Schedules are tight, so reservations must be made well in advance of the actual talk. No fee is charged for each educational talk on the American Civil War, but donations to Ft. Davidson State Historic Site are welcomed in lieu of speaker fees.

The contents of the actual Civil War talk are flexible, to fit each teacher's needs and time constraints. Besides a lecture on the Civil War, the speaker can bring a wide-range of reproduction and authentic Civil War items such as:

- A. Personal items of soldiers
- B. Clothing and uniforms
- C. Military paraphernalia such as weapons, projectiles and items such as hardtack.
- D. Drill Manual: Hardee's Tactics
- E. Selected copies of primary sources of the Civil War in the Arcadia Valley**

**Please feel free to copy primary source information. Materials are for classroom activities only however.

TABLE OF CONTENTS

Preface: Guidelines and Objectives	1
I. Introduction to the Civil War: Setting the Stage	2
A. Slavery	
B. The Beginning	
C. Soldier's Life	
D. The Battle of Pilot Knob	
E. Historical Document Excerpts: "The Emancipation Proclamation" and "The Gettysburg Address"	
II. Determining the Facts	18
A. Readings over "Setting the Stage" Section	
III. Map Skills Activities	20
A. Activity I - National Locations	
B. Activity II - State Locations	
C. Activity III - Locating the Site Section: The Arcadia Valley	
IV. Visual Evidence	26
A. Activity I - Examining Old Photograph	
B. Extra Activity - Student Sketches	
V. Civil War Soldiers and Their Uniforms	28
A. Coloring Activities	
VI. Readings: Personal Accounts of the Battle of Pilot Knob	41
A. "Personal Letter of Mrs. C.J. Pitkin"	
B. "A Prisoner during Price's Raid: by Cyrus Russell"	
C. "Confederate General Cabell's Account of the Battle"	
D. "Union General Ewing's Correspondence from the <u>Official Records</u> "	
E. "Letter to Ellen Ewing, from Dr. Carpenter"	
F. "Peterson Letter to Hugo Hoffbauer"	
G. "The Sutler and His Wares"(general description)	
VII. Determining the Facts	52
VIII. Putting it all Together :Exercises	54
A. Activity I - Exercises	
B. Activity II - Writing Assignment	
C. Activity III - Visiting Site	
XI. Glossary Terms	66
XII. Hardtack Recipe Exercise	68
XII. Bibliography	69

ELEMENTARY AGE EDUCATIONAL OBJECTIVES:

FOURTH GRADE:

1. Students will be able to write several short papers regarding the causes and results of the Civil War and the impact of the war on the civilian population and in particular those residents of the Arcadia Valley of Missouri.
2. Students will be able to utilize map and geography skills as they are asked to point out and mark several historically-significant points on a Missouri map, including the route of Brigadier General Sterling Price's Raid into Missouri in 1864. Students will also be expected to answer geographical questions based on the Missouri map.
3. Students will show their ability to follow directions as they are asked to color Civil War soldiers uniforms correctly.
4. Students will be able to utilize cognitive and analytical thinking, as they are asked to read short excerpts from first-hand accounts of the Battle of Pilot Knob and answer a series of short answers and/or essay questions over what they have read.
5. Students will be able to do elementary math problems using historically-based data: Sutler's prices and the organization of troops and troop movements.

I. Introduction to the Civil War: Setting the Stage

Slavery

Slavery is a system in which human beings are owned as property by other human beings, just like horses or cattle. In America, during the 17th, 18th, and 19th centuries, Black people were owned as slaves and forced to work for their masters. If slaves did not obey their masters, in some cases they were punished cruelly by whipping, branding or by being sold and separated from their families. It must be stated here, that not every slave was so badly treated. Slavery existed in all of the 13 colonies before the American Revolution, but the Northern states outlawed slavery in the years following the birth of our nation. In the South slaves provided the workers to harvest cotton, rice, and tobacco. Nearly 1/3 of the South's money was tied up in slaves. A prime field hand could sell for \$2,000.00 in 1860. Compared to the \$13.00 a month earned by a typical Union soldier during the war a slave cost a fortune.

Some people in the North hated slavery and wanted it to end. These people were known as abolitionists. They preached to other Americans about the evil of slavery. People throughout the North began to oppose slavery. Northern workers wondered if employers might buy slaves rather than hire workers. The abolitionists and workers joined a new political party, the Republicans. The Republican Party was founded on a platform that opposed the expansion of slavery into new states of the United States and territories.

In 1860, a Republican, Abraham Lincoln was elected President of the United States. Most Southerners did not like President Lincoln and the Republicans. People in the South wanted to keep slavery and wanted it to expand to new states. With the President of the United States opposed to slavery they decided that they had to leave the United States or change their way of life. They chose to leave. The presence of slavery and the question over whether it would or should spread into the newer territories was a topic discussed by everyone, North or South. Other factors related to slavery, including "state's rights," also added fuel to the already out of control wildfire that was slavery. The outbreak of the Civil War in 1861, can be traced to these problems and factors.

The Beginning

On April 12, 1861, Confederate soldiers began the Civil War by bombarding Fort Sumter, a Union fort in Charleston, South Carolina. Fort Sumter surrendered and both the North and the South began to arm for war. This war became the most deadly ever fought by Americans. By the end of the war 620,000 Americans died while serving in the Union and Confederate armies.

On August 10, 1861, the first major Civil War battle west of the Mississippi River was fought at Wilson's Creek, near Springfield, Missouri. Union General Nathaniel Lyon attacked a Confederate Army Commanded by General Sterling Price and General Ben McCulloch. General Lyon was killed in the battle and General Price became famous for winning the second major Confederate victory of the War. The following Spring in March, 1862 Generals Price, and McCulloch commanded by General Earl Van Dorn were defeated by General Samuel Curtis's Union arm at the Battle of Pea Ridge in Arkansas. General McCulloch was killed and Missouri was for all intended purposes, the capture of the state was a lost cause for the Confederacy for the remainder of the Civil War except for guerilla warfare and Confederate cavalry raids.

The true turning points of the War occurred east of the Mississippi River. In September 1862 General George B. McClelland defeated the army of General Robert E. Lee at the Battle of Antietam in Maryland. President Lincoln issued the Preliminary Emancipation Proclamation in the aftermath of the great Union victory. For nearly a year after Antietam the Union Army of the Potomac suffered a series of major defeats by General Robert E. Lee and the Confederate Army of Northern Virginia. In July 1863, the Union won two major victories which marked a turning

point in the North's war against the South. The best remembered of the two victories was the Battle of Gettysburg, in Pennsylvania. General Lee was defeated and forced to return to Virginia by General George Gordon Meade and the Army of the Potomac. The other victory was equally as important. On July 4, 1863 General Ulysses S. Grant and his Union army captured the city of Vicksburg on the Mississippi River, cutting the states west of the Mississippi off from the eastern Confederacy. From this date forward it was nearly impossible for the states of Arkansas, Louisiana, and Texas to send men or supplies east of the Mississippi River. General Grant would soon become the commander of all Union armies as the result of his great victory.

Soldier's Life

The life of a soldier was very hard and not always exciting. Before a soldier could fight and win battles he had to learn to be a soldier. This meant weeks and months of hard, tiring training. Soldiers had to learn to march and maneuver on the battlefield, they had to learn how to use their weapons and they had to learn how to obey their officers.

When soldiers were not training there was guard duty to perform and work details to carry out. When soldiers weren't training or working they became bored and homesick. They would write letters home and wait for letters to arrive from home. Soldiers could not go home to visit their families without permission from their officers. In many cases husbands went for years without seeing their wives. Many soldiers read the *Bible* and went to church to ease the burden of homesickness. Others played cards, gambled, and turned to other pastimes.

The food soldiers ate was poor by today's standards. When they were in camp they could get fresh baked bread, and fresh meat and vegetables. However, when they were on the march they were often issued hardtack, bacon, with a little salt, sugar and coffee. Soldiers drank a lot of coffee. In the South, when the Union blockade of Southern ports stopped coffee from entering the country, soldiers drank coffee substitutes such as chicory. Quite often the food was spoiled. When soldiers were on campaign they often had to do without.

Water was often bad as well, causing epidemics of disease. In fact, twice as many

soldiers died of disease during the Civil War as were killed in battle. Soldiers did not bathe as often as we do today and did not understand that germs spread disease. Officers knew that soldiers were healthier in clean camps but it was hard for officers to convince their men to take routine sanitary precautions, such as washing their dinner plates. The result of living in unsanitary conditions was that approximately 400,000 soldiers died of disease during the war. It was not an easy life being a Civil War soldier.

The Battle of Pilot Knob

The Battle of Pilot Knob was one of the largest Civil War battles fought in Missouri. The battle was fought on September 26 and 27, 1864 between Confederate General Sterling Price and his Army of Missouri and the Union garrison of Fort Davidson in the small mining town of Pilot Knob. General Thomas Ewing Jr., the brother-in-law of the famous Union general William Tecumseh Sherman, was the commander of Fort Davidson.

In August 1864 the two largest Confederate Armies were struggling desperately to defend Richmond, Virginia, the Confederate Capital, and Atlanta, Georgia, a large industrial city and rail center, from much stronger Union armies. Confederate general Robert E. Lee and his famed Army of Northern Virginia were trapped in the trenches around Petersburg, Virginia, the gateway to Richmond, by Union General Ulysses S. Grant and the Army of the Potomac. Confederate General John Bell Hood's army was losing Atlanta, Georgia to the armies of William Tecumseh Sherman.

The only Confederate soldiers available to help Generals Lee and Hood were stranded west of the Mississippi River in Arkansas, Louisiana, and Texas. The Union Navy controlled the Mississippi River with Iron-Clad gunboats which could sink any Confederate ships trying to move soldiers to the east. So the only way these soldiers could help save Richmond and Atlanta was to attack Missouri and force the Union to take soldiers from Generals Grant and Sherman to defend the weakly held state.

The general commanding the Confederate states west of the Mississippi was General

Edmund Kirby Smith. General Smith ordered General Sterling Price to take 12,000 mounted soldiers from his base in southern Arkansas and invade Missouri.

Price was the best known and most respected Missourian in the Confederate Army. He was a former governor of Missouri, a hero of the Mexican war, and had won the battles of Wilson's Creek and Lexington early in the war. In addition, Missourians who favored the South loved him. Unfortunately, General Price had won no important victories since 1861.

General Smith assigned General Price several goals to accomplish during his invasion: to divert reinforcements heading towards Sherman's armies at Atlanta, to destroy Union property, to capture weapons and supplies, and, above all, to enlist recruits. A subsidiary goal was to capture St. Louis or Jefferson City. Capturing one of these important cities would help General Price to accomplish all of his other goals. The capture of St. Louis might damage President Lincoln's chances for reelection that November. General Price even dreamed of conquering and holding the entire state.

Price's army entered Missouri on September 19 after already having passed hundreds of miles behind Union lines. With his army en route to the St. Louis area Price decided to attack weakly defended Fort Davidson at Pilot Knob before approaching St. Louis. Capturing Fort Davidson and its defenders would provide weapons for many of Price's 3,000 unarmed men and would encourage Missourians who favored the South to join Price. Besides the fort was defended by only 1,450 men and it should be an easy victory. It wasn't!

General Thomas Ewing Jr.'s command was small and largely inexperienced consisting of many new recruits, and state militia. Poorly trained militia and recruits were noted for not doing well in battle, yet General Ewing and his few veteran soldiers were determined to fight hard.

General Ewing was a veteran of the Union victory at the Battle of Prairie Grove, Arkansas and

knew how to fight a battle. Fort Davidson, although surrounded by mountains had eleven cannon mounted on its walls, including seven huge siege guns. The fort would be hard to take.

General Ewing was hated by both Confederate Missourians and many loyal Missourians for the harsh way he treated civilians who aided Confederate guerrillas. Ewing's capture would have boosted Confederate recruiting throughout the remainder of the campaign. General Price also wanted to capture one of Ewing's officers, Colonel Thomas Fletcher the commander of the newly recruited 47th Missouri Infantry. Colonel Fletcher was running as the Republican candidate for Governor of Missouri, with the election to be held in just six weeks. Colonel Fletcher's capture would have damaged his chances of winning the election.

Pilot Knob was a vital link in the chain of Union posts defending Missouri against Confederate guerillas and cavalry raids. The last station of the Iron Mountain and St. Louis Railroad was located in Pilot Knob. A supply depot in Pilot Knob sent supplies to Federal soldiers in Patterson, Fredericktown, Farmington, and Centerville. The iron mines in Pilot Knob Mountain provided raw material for the factories of St. Louis, the seventh largest industrial city in the north. Pilot Knob and its sister cities of Arcadia and Ironton, which lay in a valley known as the Arcadia Valley, had been defended by Union garrisons ever since the beginning of the war. Even General Ulysses S. Grant was assigned to defend the Arcadia Valley early in the war. He received the order promoting him to Brigadier General while stationed in Ironton in 1861.

The first of Price's soldiers attacked the valley at 1:00 p.m. on September 26, 1864, riding right into Ironton. Union soldiers sent hastily from Fort Davidson drove the Confederates back to the Shut-in Gap at the extreme Southeastern corner of the Arcadia Valley. The commander of the Union cavalry, Major Wilson, was wounded in the head while leading his men against the Confederates near the Shut-in gap. As the rebel strength grew in number, Major Wilson's small

force was driven back to Ironton. At nightfall the fighting stopped and two divisions of Price's army rode into the valley and made camp. These divisions were under the command of Major General James Fagan and Major General John S. Marmaduke. Marmaduke, the son of a former governor, had led two earlier cavalry raids into Missouri attacking both Springfield and Cape Girardeau.

On the morning of September 27 the Confederates attacked. Wilson's 3rd Missouri State Militia Cavalry and Captain James Campbell's 14th Iowa Infantry, a veteran unit which had fought at the Battle of Shiloh and several other engagements, fell back from their advanced line near Ironton. Major Wilson led his men to the slopes of Pilot Knob Mountain and Captain Campbell led his to Shepherd Mountain. As the rebels advanced through Wagon Road Gap between the two Mountains the heavy guns inside Fort Davidson opened fire. The cannon fire drove the Confederates from the gap and forced them to move behind the mountains.

Price then placed four cannons on Shepherd Mountain to suppress the fort's cannon fire and had his infantry prepare for the assault on Fort Davidson. Marmaduke's division climbed Shepherd Mountain and formed in line of battle just below its crest. Fagan's men climbed Pilot Knob and deployed for the assault there. General William Cabell's Brigade of Fagan's Division deployed for an attack through the exposed valley between Pilot Knob and Shepherd Mountains. Price and Generals Fagan and Marmaduke felt that one swift attack would force the recruits, militia and home guards defending the fort to give up. General Ewing and his soldiers had other ideas.

The Confederate artillery began the battle. Then the Confederate lines swept down the mountains towards the fort. Major Wilson and many of his men, still defending Pilot Knob Mountain, were cut off from the fort or captured. Captain Campbell and the veteran 14th Iowa

retreated to the fort with the Confederate wave cresting behind him.

When the Confederate cannons opened the assault, the large 32 pound cannon in the fort returned the Confederate fire and destroyed an enemy cannon with the second shot fired, killing and wounding 12 men. The accuracy of the federal fire forced the rebels to move their guns behind the crest of the mountain where they would be safe. Unfortunately for the charging infantry their artillery was ineffective from the new position and was nearly useless for the rest of the fight. To top off the failure of the artillery the assaults were poorly timed, allowing the fire of the entire garrison to focus on each assault as it arrived. Clark's Brigade of Marmaduke's Division drove to within 200 yards of the fort but was forced to take cover in a creek bed. McCray's and Slemons' Brigades of Fagan's Division were also driven back before they reached Fort Davidson. Only Cabell's Brigade of soldiers from Arkansas actually reached the fort. After advancing over half a mile under murderous rifle and cannon fire Cabell's men leaped into the muddy, 10 foot deep moat surrounding the fort. Here they encountered the Union's last defense. Hand grenades were tossed into the moat blowing the Southerners higher than the fort's walls. The assault was broken.

The Confederates fell back to reorganize and prepare for a renewed attack the next day. The Yankee's were low on ammunition and the Confederates would use all of their cannon in a new assault. General Ewing realized that his men could not hold out another day and ordered the fort evacuated that night. A special detail of men blew up the fort's powder magazine destroying any supplies abandoned in the retreat.

General Ewing led his weary command, which was mostly on foot, 66 miles in 39 hours, while being pursued by two divisions of Price's cavalry. Ewing's men took shelter in a trench made by the railroad tracks running through the small town of Leasburg, Missouri, near Union

held Rolla. The Confederate pursuers decided not to attack. Price's army could not capture the hated Ewing.

Price lost the battle at Pilot Knob. It is estimated that Ewing's army killed over 200 of Price's men and wounded over 800. The Union surgeon Dr. Carpenter counted over 60 dead near the fort's walls. The Federals lost only 200 casualties including only 28 killed.

The Battle of Pilot Knob greatly damaged the chances for success of Price's invasion of Missouri. Price had suffered defeat at the hands of General Ewing and Colonel Fletcher, who were two of most hated Northern soldiers. This, combined with the heavy losses and poor handling of the assault discouraged Missourians with southern leanings from joining Price. Ewing's garrison moved on to Rolla where it freed the Rolla garrison to reinforce Jefferson City. The action allowed the Union defenses in Rolla, Jefferson City, and St. Louis to be strengthened in anticipation of Price's attack. Finally, the losses at Pilot Knob crippled the Confederate Army's fighting strength during the remainder of the campaign.

The Battle of Pilot Knob did not end Price's Raid. General Price's army marched north from Pilot Knob to Union, Missouri near the outskirts of St. Louis. From Union, Missouri the Southern army marched along the Missouri River, gathering recruits and destroying property, all the way to Kansas City. Where on October 23, 1864 the largest Civil War battle fought in Missouri, the Battle of Westport, was fought. In this battle General Price's 10,000 remaining men were defeated by two Union armies of more than 20,000 men. General Price was forced to lead his Army south along the Missouri-Kansas border where on October 25, his army was nearly destroyed at the Battle of Mine Creek. Only General Shelby's Division, a part of Price's Army prevented the entire army from being captured. The Confederates continued their retreat back to safety in Confederate held southern Arkansas. On October 28, 1864, General Shelby fought a

Brigade of Union cavalry in the southwestern corner of Missouri, at Newtonia. The Battle of Newtonia was the last battle fought in the state of Missouri.

The war continued in the east until spring, but, except for occasional guerilla raids, the Civil War was over for the state of Missouri.

Emancipation Proclamation, an excerpt: President Abraham Lincoln

Note: With the Emancipation Proclamation, President Abraham Lincoln declared the slaves free. But his did not mean all slaves were to be freed. President Lincoln freed slaves only in those portions of the South that were actually in rebellion. Slaves in Missouri, Kentucky, West Virginia, and Maryland were not freed. The president believed that with slaves free in most of the country, that all other remaining slave-holding states would have to free their slaves voluntarily. Missouri did as President Lincoln hoped and freed its slaves on January 11, 1865, less than four months before General Robert E. Lee surrendered.

“Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty two, a proclamation was issued by the President of the United States; containing, among other things, the following to wit:

That on the first day of January, on the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

That the Executive will, on the final day of January aforesaid, by proclamation, designate the States and parts of the States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States in time of actual armed rebellion against authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the first day above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are

this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eighth counties designated as West Virginia, and also the counties of Berkeley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts, are for the present, left precisely as if their proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgement of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: Abraham Lincoln

“THE GETTYSBURG ADDRESS”



Gettysburg Address: President Abraham Lincoln

Note: Before 1950, almost every student in elementary school in America was expected to memorize the Gettysburg Address. Why? Because the short address explains why the North fought in the Civil War. In the address President Abraham Lincoln says, "The world will little note, nor long remember what we say here." Maybe he was right. Read the Gettysburg Address and see if you can find the reasons why the people of the North fought the Civil War.

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate--- we can not consecrate-- we can not hallow--- this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us-- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--- that we here highly resolve that these dead shall not have died in vain--- that this nation, under God, shall have a new birth of freedom-- and that government of the people, by the people, for the people, shall not perish from the earth."

II. DETERMINING THE FACTS: An Introduction to the Civil War

Note: Have students start the "Readings" sections. The reading level on these readings may be too advanced for the average fourth grader. If this is the case, teachers may need to read them and interpret them for their students. Students will be asked a series of questions based on their readings, which includes all text discussing the Civil War and primary documents from participants in the war and the civilians who witnessed the destruction firsthand. Teachers should go over readings with students, pulling out key points before students start to answer questions.

A. Reading One-- Introduction to the Civil War: Setting the Stage

Slavery

1. Did the Republican Party support or oppose slavery? What two groups in the North opposed slavery?
2. How much did a prime field hand sell for in 1860?
3. Why did the South leave the union?

The Civil War: The Beginning

1. Where did the Civil War start? What day, month and year?
2. Who were the commanding generals of the Union and Confederate forces at the Battle of Wilson's Creek? Who won that battle? What was significant about that battle? (Hint: someone died)
3. After what battle was the Emancipation Proclamation issued?
4. What two Union victories occurred in July 1863? Give a brief description of them.

A Soldier's Life

1. Did more soldiers die in battle or from disease? Explain.
2. What types of food did soldiers eat when they were on a campaign? Was it a good diet?

Battle of Pilot Knob

1. Why did General Price invade Missouri in 1864? Why was Missouri so important to Price and the Confederacy?
2. Why did General Price decide to attack Pilot Knob, Missouri? Do you think that it was a good idea? Why or why not?
3. What was the largest battle fought in Missouri during the Civil War? Who were some of the participants and what was the outcome?
4. Why was Pilot Knob important to the Union? To the Confederacy?
5. When was General Ulysses S. Grant stationed in Ironton? What happened to him while he was there?
6. Do you think that the Battle of Pilot Knob was a Union or Confederate victory? Explain.

Emancipation Proclamation

1. Did the Emancipation Proclamation free slaves in the states that did not secede? Why or why not?
2. Do you think that once slaves were freed that they could ever be enslaved again?

Gettysburg Address

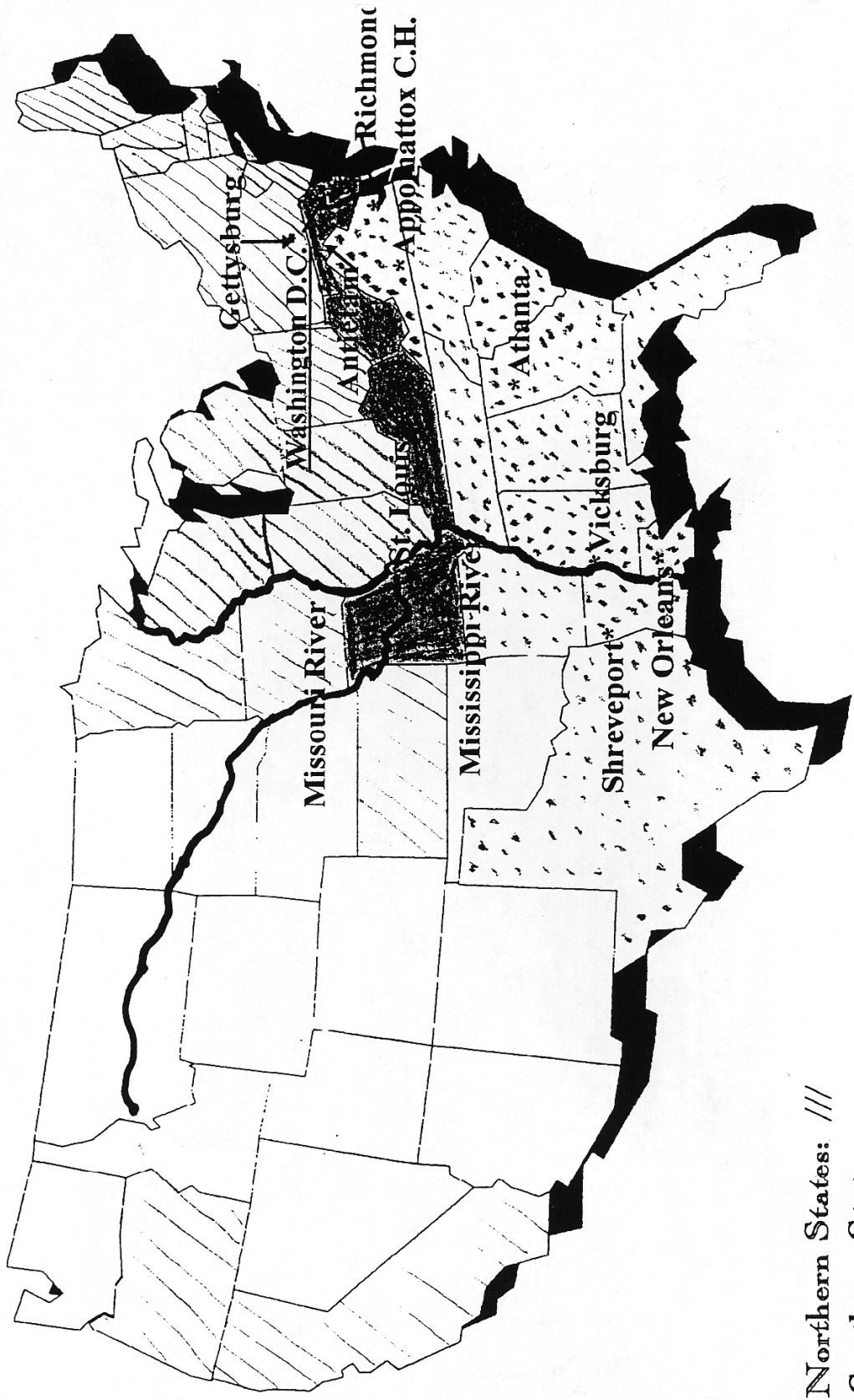
1. We live in a democracy. Did President Lincoln think that our democracy would survive if the North lost the war?
2. Discussion question: What would the United States be like if the South had won?

MAP SKILLS ACTIVITY I:

Locate and label the following on the United States map. Use a solid dot for cities (put a star by a capital city) and use colored pencils for other geographical terms. Teachers, you may also want to stress the importance of these locations to students.

1. Mississippi River
2. Missouri River
3. Atlanta, Georgia
4. Richmond, Virginia
5. Washington, D.C.
6. St. Louis, Missouri
7. Antietam (Maryland)
8. Gettysburg (Pennsylvania)
9. Vicksburg (Mississippi)
10. Shreveport, Louisiana
11. Appomatox (Courthouse) (hint: Virginia)

United States: Map Activity I



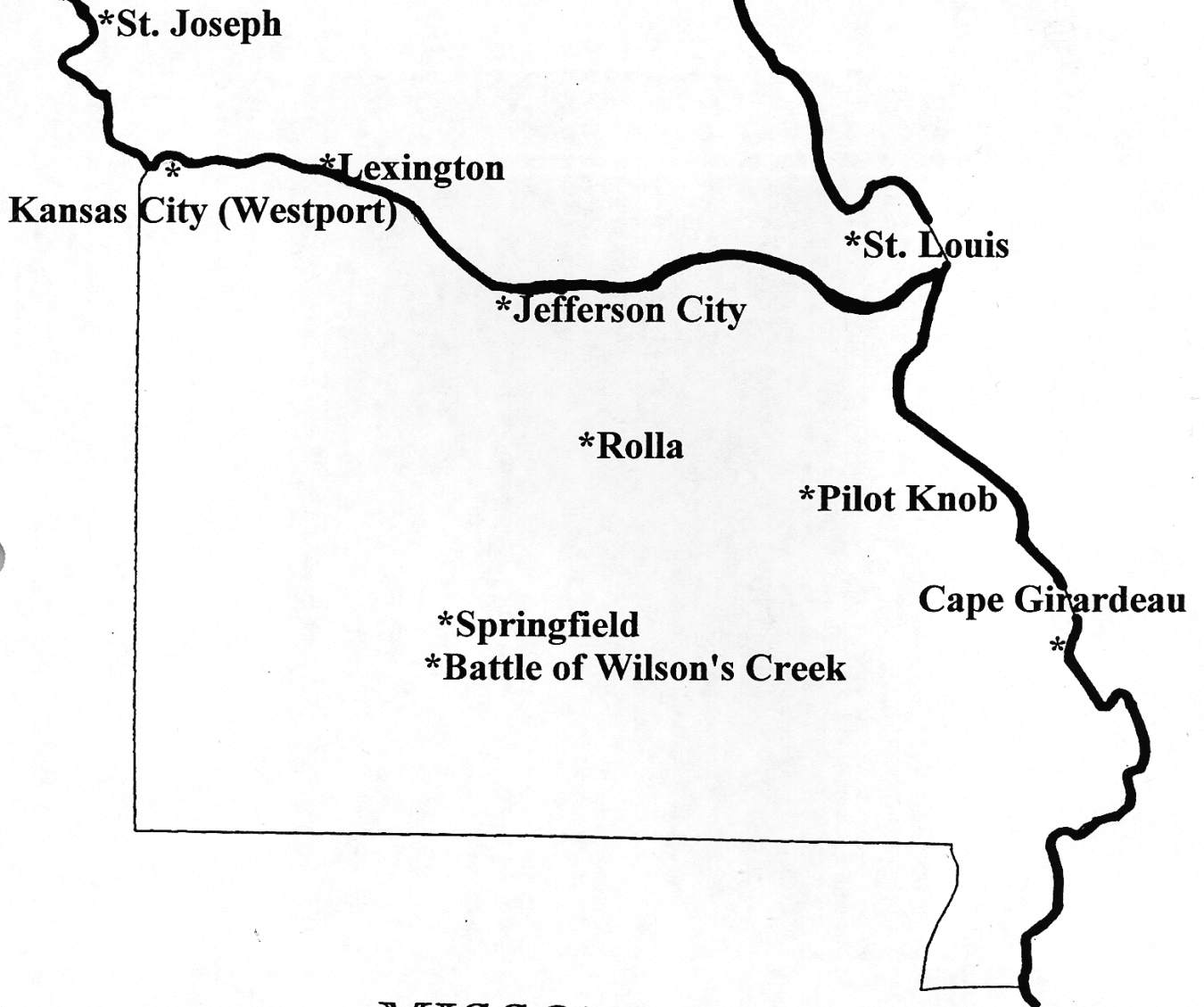
**Northern States: ///
Southern States: :::
Border States: darker shading

MAP ACTIVITY II:

Locate the following places on your Missouri map. Teachers, you may also want to have students write out on a separate sheet as an Enrichment Exercise, the importance of each location to the Civil War in Missouri.

1. Mississippi River
2. Missouri River
3. Cape Girardeau
4. Jefferson City
5. Kansas City (Battle of Westport)
6. Battle of Wilson's Creek
7. Lexington
8. Rolla
9. Pilot Knob
10. Springfield
11. St. Joseph
12. St. Louis

MAP ACTIVITY II



MISSOURI

LOCATING THE SITE

I. Map Activity III:

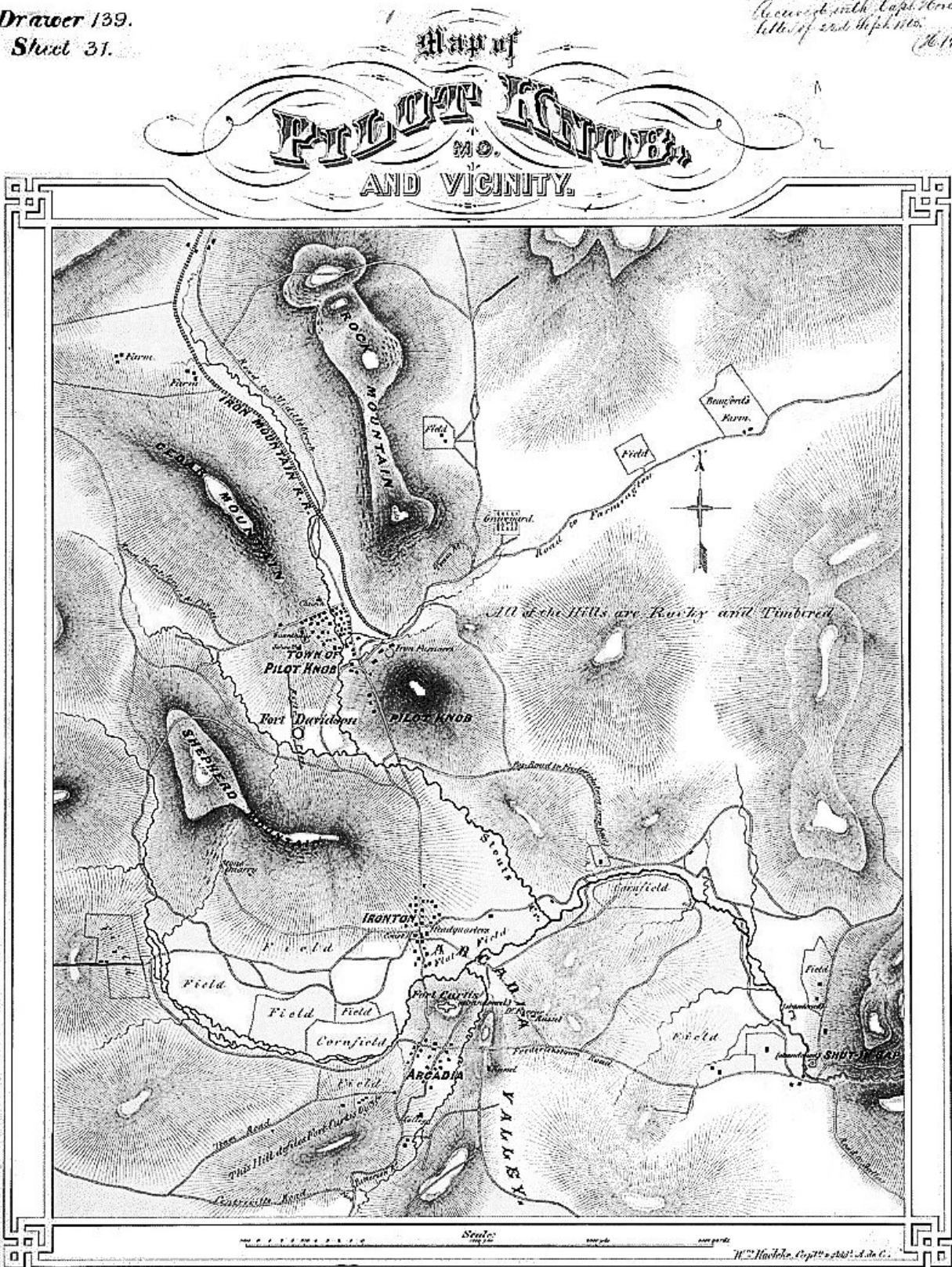
- A. Have students look at the old Arcadia Valley map. Find features on it including the following:

Fort Davidson
Shepherd Mountain
Pilot Knob Mountain
Ironton
Knob Creek
Ironton Gap
Arcadia
Caledonia-Potosi Road
Middlebrook Road
Pilot Knob Mine
St. Louis-Iron Mountain Railroad
Shut-In Gap

- B. Ask students to look at the map that was drawn by a soldier after the Battle of Pilot Knob in 1864. Teachers: On the map, Stouts Creek is labeled incorrectly--it is Knob Creek. Get a modern map of the area and see what comparisons the students can make--can they find the error?

Drawer 139.
Sheet 31.

Original by Capt. H. S. ...
Revised with Capt. ...
1864



MAP ACTIVITY #3 Sketch of the Battle of Pilot Knob 1864

VISUAL EVIDENCE

I. Activity # 1: Examining an Old Photograph

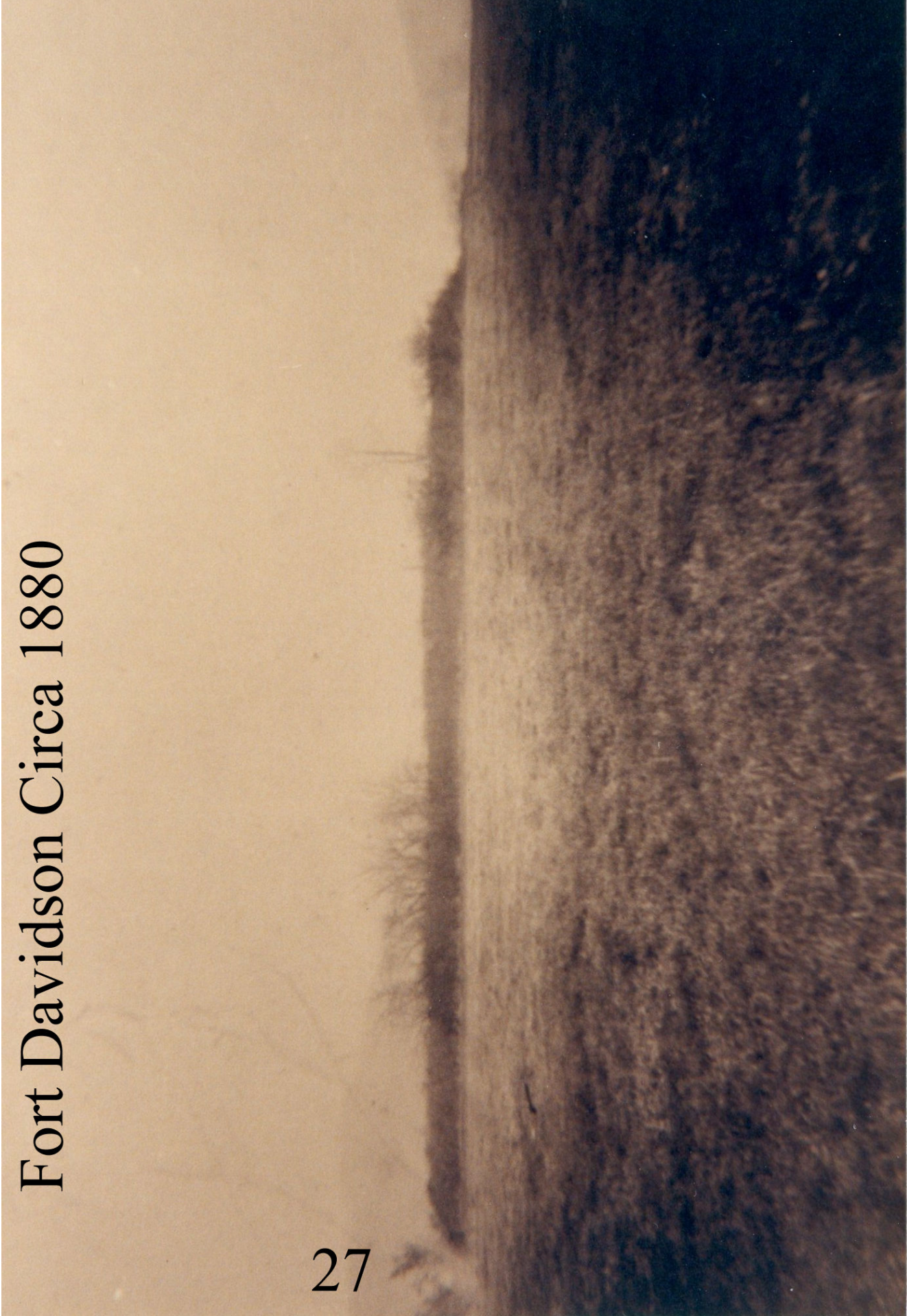
A. Have students examine the historic photo of Fort Davidson taken sometime around 1880.

1. Ask students to compare the appearance of the fort as it appeared then, c. 1880 and now over 100 years later. Do students think that much has changed for the fort? If so what?
2. Looking at the map (historic sketch/Map Activity # 3) and knowing what they have learned about the Battle of Pilot Knob, does this earthen fort look like it could have withstood the attack of Price's Army?

B. Student Sketches

1. As an extra activity, have students do their own sketches of the fort and even of what they think the Battle of Pilot Knob may have looked like from atop one of the nearby mountains. Pick one of the two days of the battle and have fun!

Fort Davidson Circa 1880



CIVIL WAR SOLDIERS AND THEIR UNIFORMS:

I. Coloring Activity (Additional sketches are for students to color)

Note: *Civil War uniforms were numerous, at least at the beginning of the Civil War. Many of the Union soldiers were issued uniforms, but as the war dragged on and supplies dwindled, Union uniforms became more scarce. Many soldiers, both North and South did not have standard uniforms—they pieced together whatever clothes they owned. This lack of uniformity led to much confusion on the battlefield. As men were conscripted or drafted by armies passing through areas such as the Arcadia Valley, the new recruits often had only the clothes on their backs. In the case of General Price, raw troops conscripted along the route of his Missouri raid for the most part carried no weapons nor owned a pair of shoes—marching over three-hundred miles tends to destroy the average quality of shoe made during the Civil War era.*

Figure A: Union Infantry

1. Color the coat dark blue.
2. Color the pants light blue.
3. Color the shoes black or brown.
4. Color the cap black or dark brown.
5. Color the rest of the figure anyway you like.

Figure B: Confederate Infantry

1. Color the jacket gray.
2. Color the shirt white (or just leave it blank).
3. Color the pants gray as well--don't forget the patch!
4. Color the cap black or brown.
5. Color the rest anyway that you like.



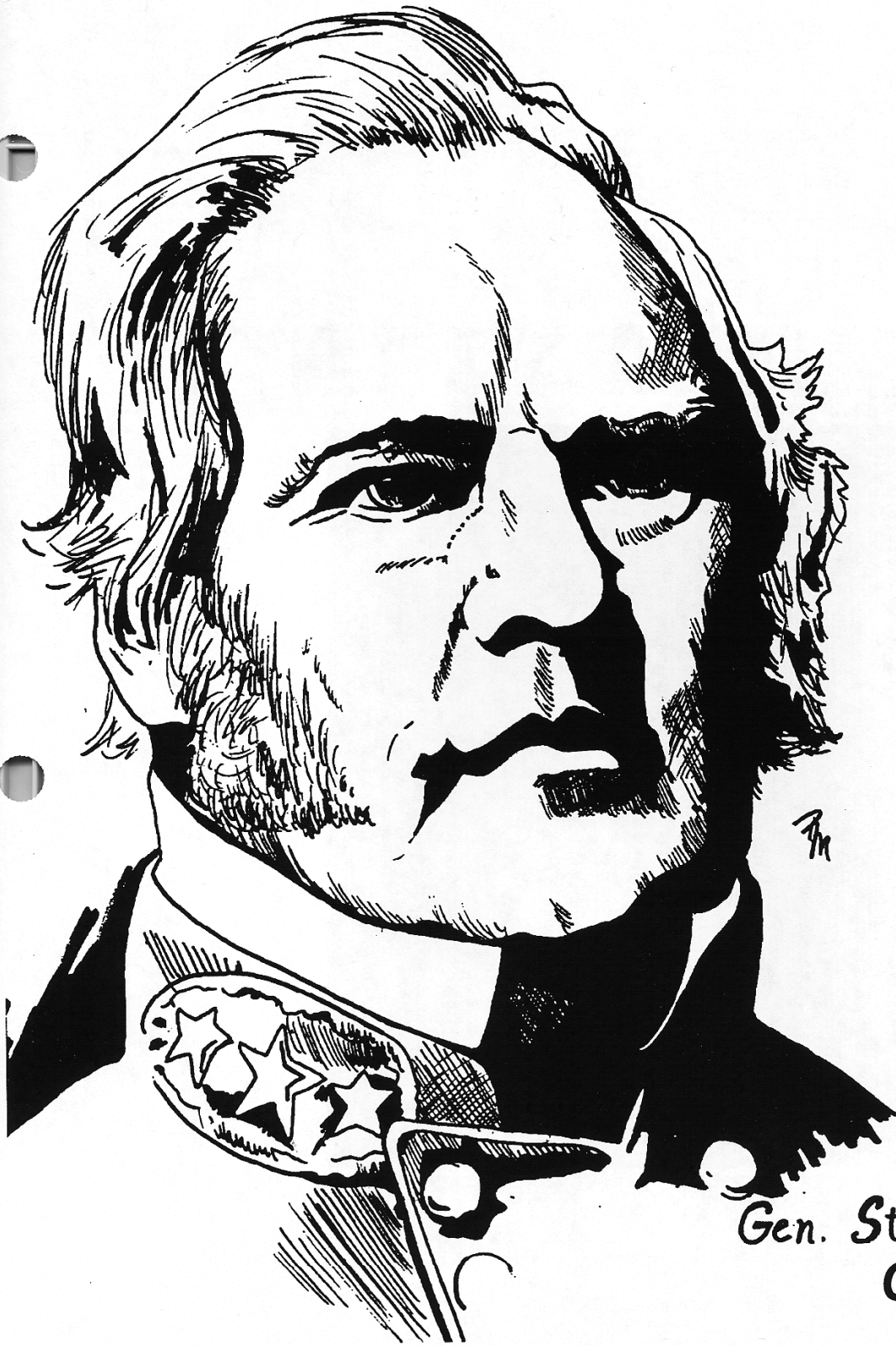
U.S.
INFANTRY

"A"



"B"

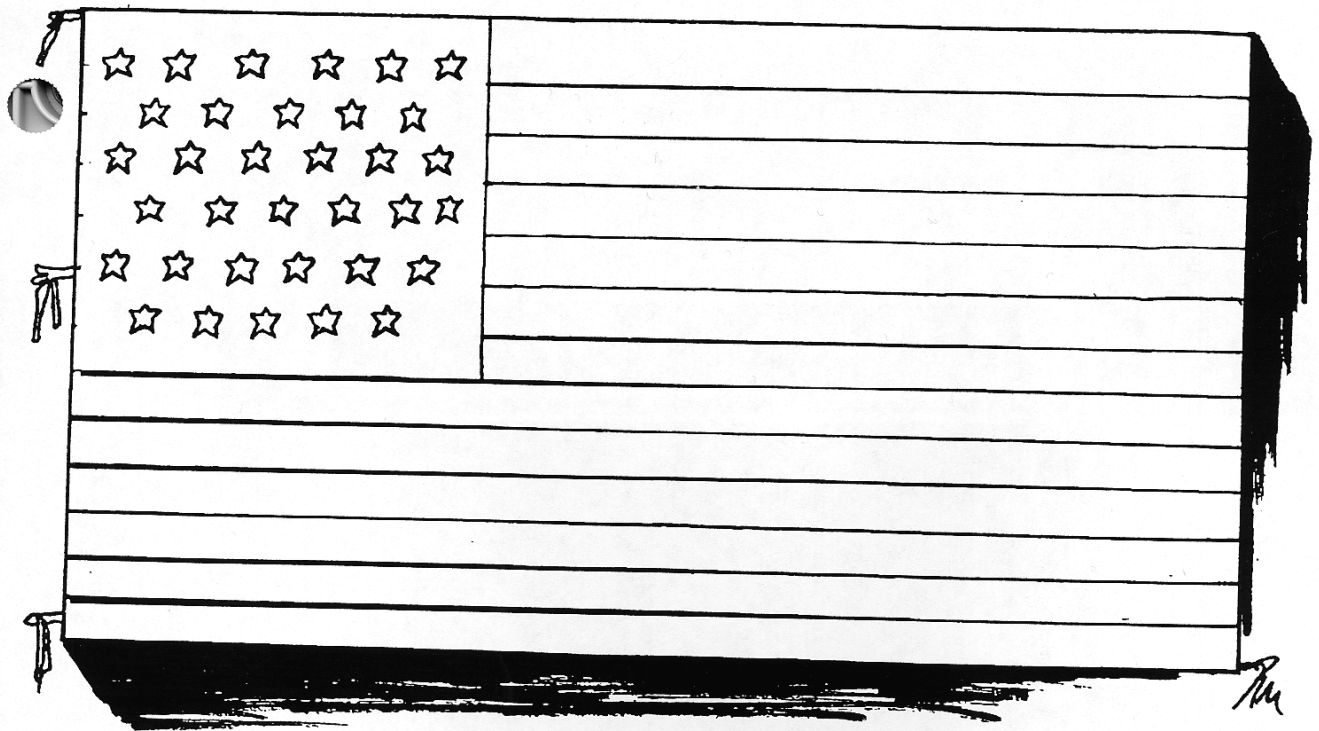
C.S.
INFANTRY



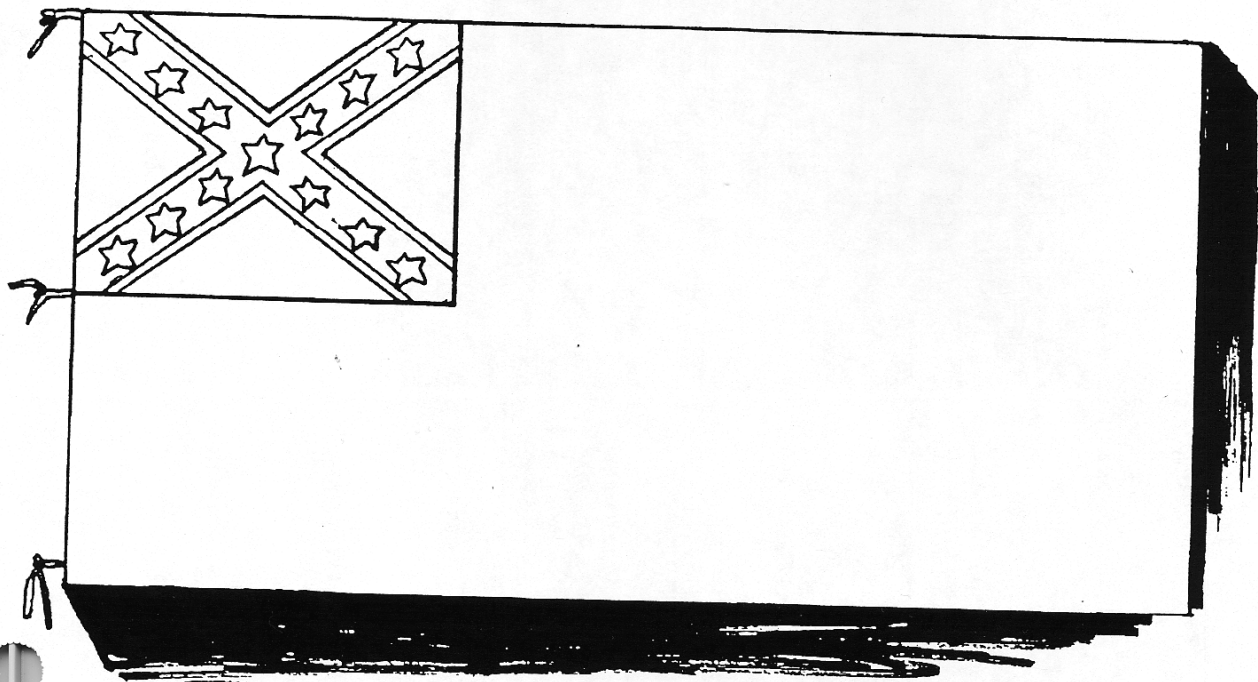
Gen. Sterling Price
CSA



Gen. Thomas Ewing
U.S.A.



United States Flag



Second National Flag of the Confederacy

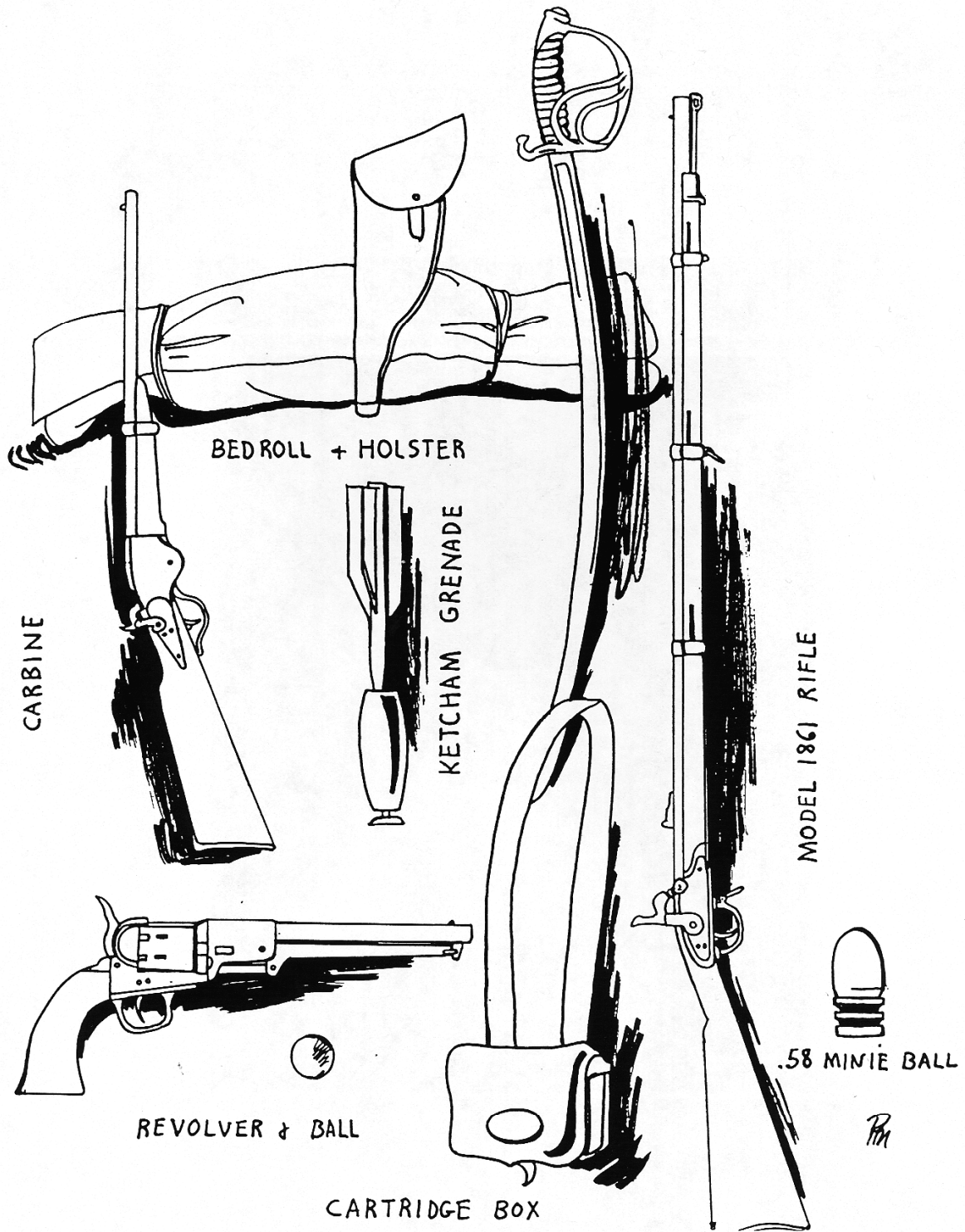
Gen. U.S. Grant

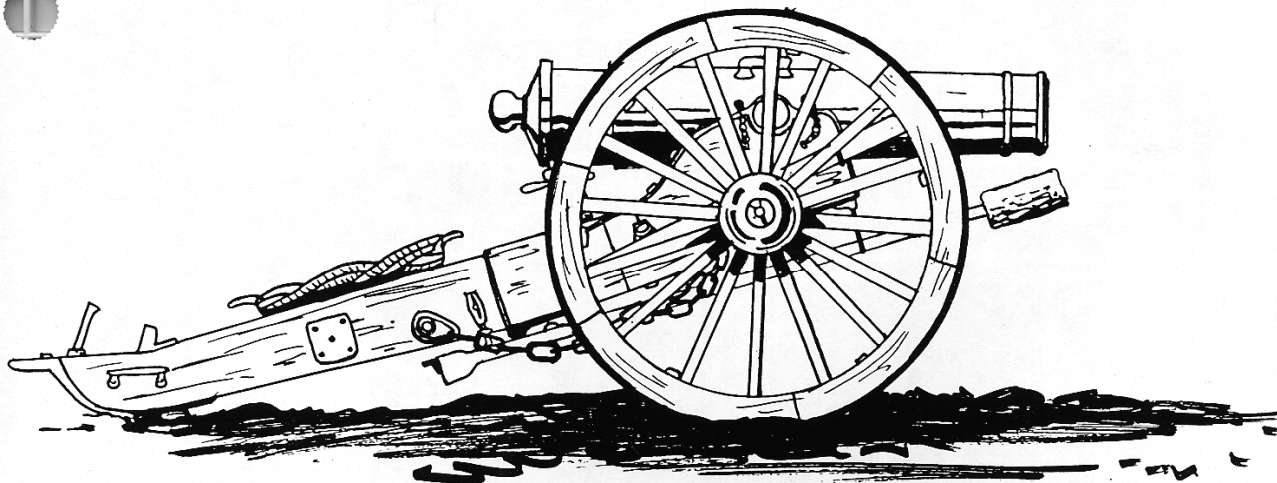




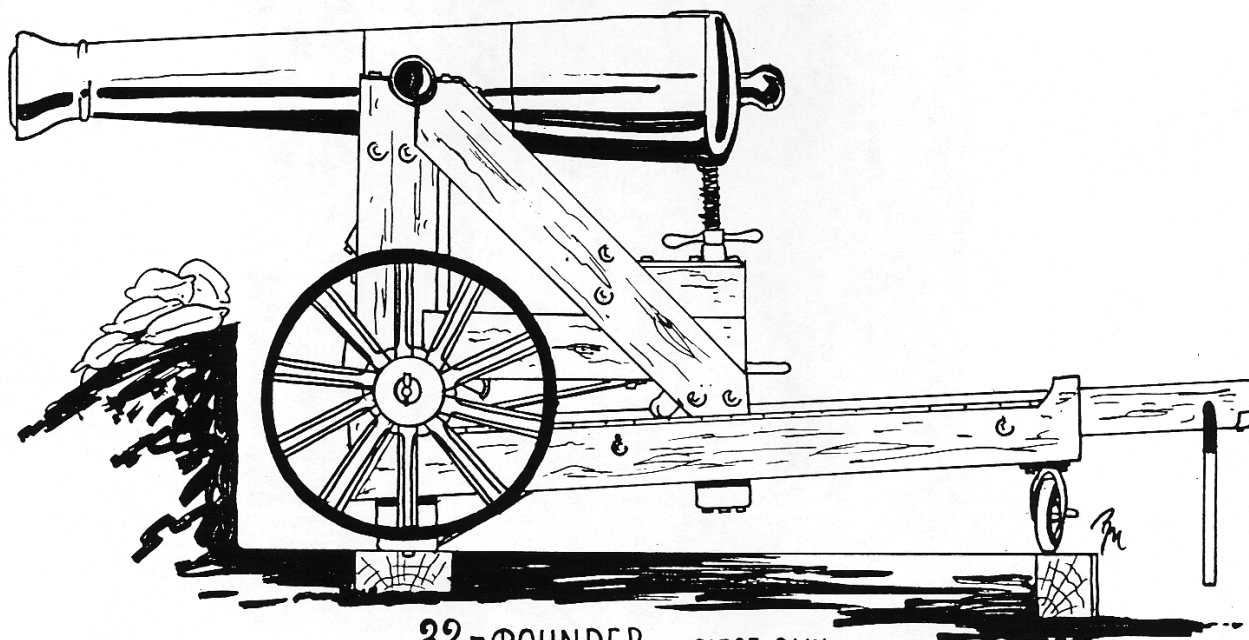


U.S.
CAVALRY

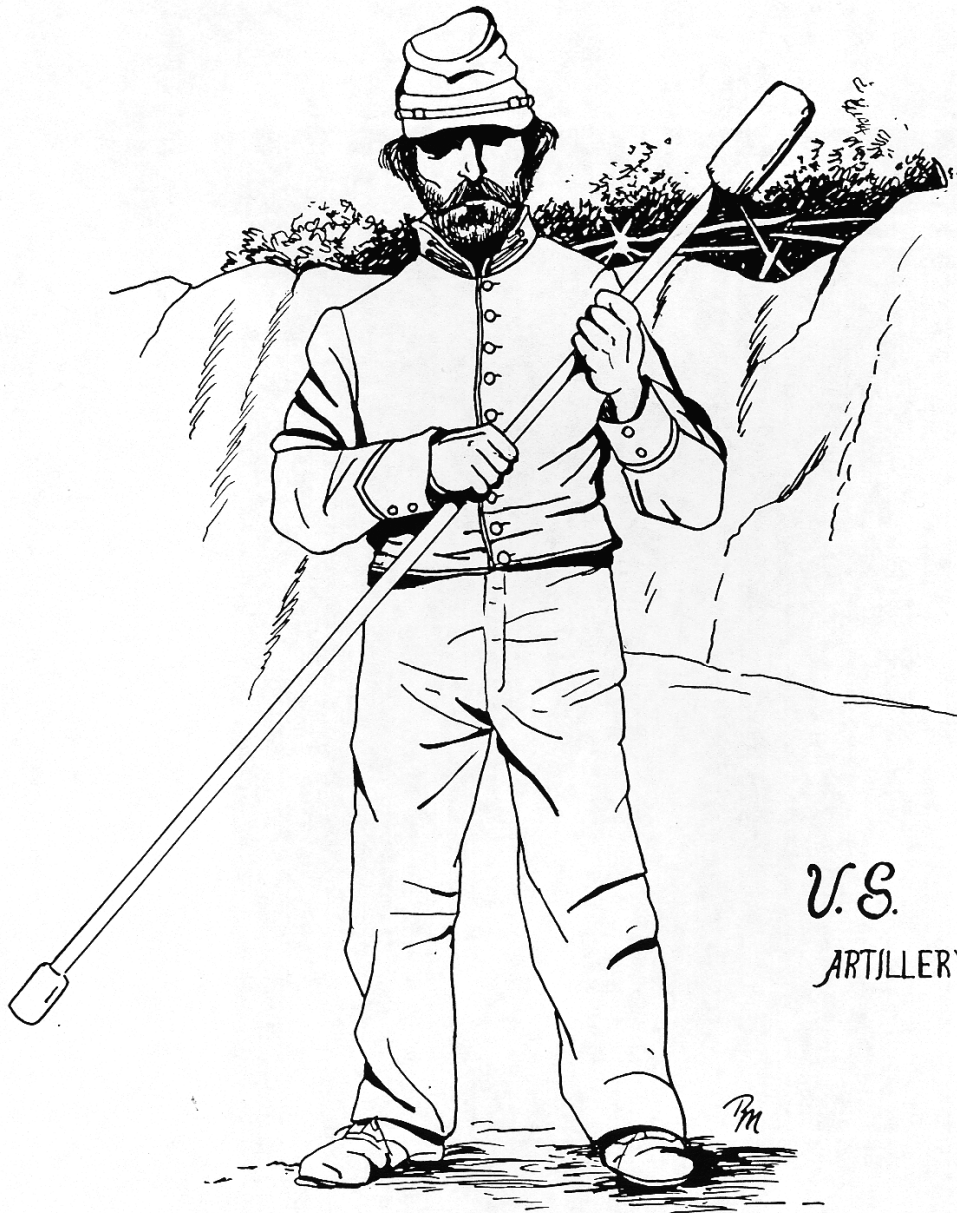




24 POUNDER HOWITZER



32-POUNDER SIEGE GUN



U.S.
ARTILLERY



C.S.
CAVALRY

Personal Accounts of the Battle of Pilot Knob, Reading # 1
Personal letter of Mrs. C. J. Pitkin, eyewitness to the Battle of Pilot Knob.

Note: Mrs. C.J. Pitkin was a school teacher in southeast Missouri. In September, 1864 she came to the Arcadia Valley to visit her sister, Mrs. Cyrus Russell a prominent local resident. On Sunday, September 25, 1864 Mrs. Pitkin became an eyewitness to history when she witnessed the Civil War in the Arcadia Valley, when both sides made preliminary preparations to fight the Battle of Pilot Knob.

“Very quiet and beautiful the day seemed and, becoming tired of the monotony, I began to look for the return of the carriage, when, like a clap of thunder, came the boom of cannon. Such a sound would have startled me at any time, but on this sacred day it was fearful. I ran to the gate with little Sarah, who looked into my face doubtfully, but I could see nothing, not even the pickets who were stationed but a few rods up the road. It was not long, however, before the family returned, and I ran to meet my sister, whose pale and anxious face told more plainly than words that danger was near. She hurriedly informed me that the enemy was within nine miles of us. Every citizen was ordered to the front, two miles distant. Julius Dicahegan, the orphan boy, put the horses in the stable, while Mr. Russell, after giving us a hearty goodby, mounted his horse and, with a gun and a blanket-shawl, road away....The day following we went about our accustomed duties and, it being Monday, we washed, as do all good housekeepers on that day. After dinner, our work over, we dressed for the afternoon and, with light hearts, sat with our sewing in the cool sitting-room, giving now and then a glance of satisfaction at the well-washed linen on the line and laughing over our fright of the day before. The children had asked and obtained permission to go over to Uncle William’s to play with their cousins....At two o’clock we heard a strange, clattering noise and, looking from the window, noticed a perfect cloud of dust arising above the hedge which hid the road from view. A strange feeling crept over me as I ran through the hall into the front room to look into the road. Here a sight which I can never forget met my eyes. The first thing I saw was the unmistakable Rebel flag, and this was followed by some four hundred cavalrymen....In the meantime the Confederates had been busy letting down fences and striding here and there until the yard was full of them. My sister noticed the return of her children, who, pale with fright, said they had met the soldiers, who told them to go home for there was to be a battle there in a few moments. Just then two men entered the house with their pistols cocked and, with an oath, demanded where the Union man of the house was. My sister said she would not tell them,---they could search for themselves. By this time others had come in; they went down cellar, into the bedrooms, opening drawers, pulling beds to pieces and carrying out all they could shoulder of bedding, clothing, etc. One of the number came from the cellar with a pie in one hand and a huge piece of honey in the other, shouting to his comrades to help themselves, there was plenty left, and he reckoned this was

headquarters.... We noticed that they were in a great hurry, apparently retreating. One of them asked me how many men we had at the fort. I replied that I could not tell but had heard that we were to have a reenforcement of fifty thousand! With a whistle, they left and backed off toward the woods and we shouted for joy as the shells came screaming from our fort and our blue-coats made their appearance. On they came, in full chase, and in that moment we felt that we were safe. Well for us that we were ignorant of the smallness of our forces and the magnitude of those of the enemy, else we would indeed have sickened. 'We had time now to look about us; and what did we see? There was not a room not a nook nor a corner which had not been visited; trunks were turned upside down; every bureau drawer was emptied of its contents; every article of food eaten or carried off; the orchard stripped of its fruits; the farm wagon and five horses taken; the carriage cut to pieces.'

Reading # 2

Russell Family Papers: "A Prisoner During Price's Raid, by Cyrus Russell"

Note: This is a personal account from Arcadia Valley resident Cyrus Russell, a civilian during the Battle of Pilot Knob, in September, 1864. Sick with a chronic liver ailment, Russell was not fit to be drafted into the army. During Price's Raid into the Arcadia Valley, Union men were at the greatest risk of being drafted into the Confederate Army or worse, shot on the spot for their beliefs.

"It was Monday, September 26, 1864. I was making sorghum molasses in the back yard, when my wife came running to me and said, "The rebels are coming." I drew my purse from my pocket and gave it to her, which she hid in her dress, and followed her into the house. There was no time to escape to the fort, two miles away, for the Confederates had surrounded the house; so I went up stairs and lay down. I had been sick a long time with liver complaint and was not fit to go into the army. It was not long before the house was full of soldiers, and they soon found me and demanded my surrender. Resistance was useless. As they led me out of the house one of them struck me over the head with the butt of his pistol. I had on an old felt hat with the crown turned, but the blow was so heavy that it cut through the hat and made an ugly gash in my head. He turned to a comrade and said, "This is a damn black Republican. Strip the house and put fire to it." They found that I could not walk as fast as they wanted to have me, so as we were passing my brother William's house, they took one of his horses and put me on it. We marched down to their camp of the night before, at the St. Francois River, eight miles east. There we had to sit all night in the rain, on the rocks in the woods. Next day we were taken into an old sheep stable where the mud was ankle deep, and we had to stand there all day and one night--not able to sit down. There were about seven of us in all. Andrew and William Tong, "Old Man" Moans, John Ako, and two of their own men. We had nothing to eat until the next morning. I asked one provost officer if they were not going to give us anything to eat. He said he didn't know. He had had nothing himself since the morning before. They brought us each a pint of flour and about two ounces of bacon. We made a dough of the flour with water and no salt, rolled it on a stick and cooked it and the bacon before the fire. About ten o'clock on Wednesday, the 28th, we were started on the march twenty-six miles north. We stopped three hours in Arcadia, and as we passed my home, I was allowed to stop and get some medicine and say a few words to my wife. We reached camp after dark. We sat on rocks in the rain again that night. The next morning we had another pint of flour, and I stole an ear of corn from a mule and roasted it in the fire. For drink we had water out of the creeks where the horses had been through and washed their feet until it was pretty highly colored and strong enough. Thursday morning we were taken before General Cabell, who inquired of each one, "Are you a union man?" I told him I

always had been and always expected to be. Some of the other prisoners were taken on further, but William Tong and I were released, for they did not care to be encumbered with sick prisoners, or to conscript men whose guns would have been more ready to shoot backwards than forwards, and we reached home before sundown that evening.”

Reading # 3

Confederate General W. L. Cabell's Personal Account of the Battle of Pilot Knob:

Note: In the following report written in 1899, Brigadier General W.L. Cabell gives his account of the Battle of Pilot Knob. General Cabell's Brigade came the closest of any of the Confederate units to the walls of Fort Davidson. Most of the dead and wounded lost in the battle were from Cabell's Brigade. General Cabell was captured at the Battle of Mine Creek at the end of Price's Raid. After the war he became a prominent businessman and served several terms as mayor of Dallas, Texas. He wrote this report to record the contribution his men made to Price's Raid during 1864.

On the morning of the 26th Cabell's Brigade moved early in the morning in the rear, Slemmon's Brigade in front, and ordered to take a pass through the mountains a few miles from Ironton, and to drive in the pickets at Arcadia. The next morning I drove the enemy from Arcadia, capturing a major and ten soldiers, and made them take shelter in the Fort (Davidson) as I understood it was called, at Pilot Knob. After arriving at the entrance to the valley, I carried my artillery to the top of Shepherd Mountain, hoping that I could force them with my artillery to evacuate the fort. My battery was on the same ridge with General Marmaduke and on his right. Before I had time to learn the effect of my artillery firing, and within less than half an hour after firing commenced, I received an order from General Fagan to charge the fortifications, in conjunction with General Marmaduke. I moved to the charge on Marmaduke's right as directed. My men had no shelter, but were in the open ground 1,200 yards. Marmaduke's men took shelter in a creek with high banks. My Brigade was left without any support, and, on reaching the fort, found the ditch so deep and so wide that I had no support from Marmaduke's or any other command, I ordered my men to fall back to shelter under a murderous fire from two [32] pounders and [two field guns], firing cannister at us at short range, and subject also to the fire of an infantry regiment greater in numbers than my own. My horse was killed at the edge of the ditch. My loss was heavy in both killed and wounded. Forty-five officers and men killed, one hundred and ninety badly wounded and a large number slightly, I left about one hundred and twenty-five badly wounded men in our hospital at Arcadia. The brave Col. Basham, of Hill's Regiment, Lieut. Walker and other brave officers and soldiers were killed, whose names I do not now recollect. These were buried the next day, wrapped in their old gray blankets, on the plain in front of the fort. I was opposed to making the charge when we did, and so informed the staff officer who deliver[ed] the order, as we did not give our artillery time to drive them out or to demoralize them as we should have done. A great mistake, which I tried to prevent, had been made, and my poor men were unnecessarily sacrificed. It made me feel sad to think that so many brave men had sacrificed their lives through bad generalship and a mistake in the strength of the enemy's position. We should never have attempted to take this fort by direct attack, but by getting behind them their capture would have been easy, as there was but one way for them to get out.

Reading # 4**General Ewing's Correspondence from the Official Record's of the War and Rebellion,
(p. 448, 449).**

Note: Several months after the Battle of Pilot Knob, in 1864, General Ewing gave the following explanation of why he evacuated Fort Davidson after the Battle of Pilot Knob. See if you think he made the right decision.

“An examination of prisoners that evening convinced me that Price was there with about 12,000 men and ten pieces of artillery, Shelby's division with eight pieces having gone from Fredericktown to Farmington. I had found myself unable with my force intact to hold the mountain sides so as to prevent his planting artillery there. My command was now reduced one-fourth in effective strength, as I had lost 75 killed and wounded and in our possession, and double that number missing. I knew that the next morning the enemy having possession of the mountain tops and sides would place all his artillery in position to command the fort, which would make it certainly untenable. That morning, at the time when telegraphic communication ended, two infantry regiments of Major-General Smith's command were at Mineral Point, twenty-three miles north of us, and four miles east of Potosi. I thought they were probably there still and that by getting a good start we could effect a junction with them and fall back or stand as the movement and force of the enemy might permit. I therefore determined to evacuate that night. The chief danger was that the preparations for the retreat might be observed and the garrison cut to pieces or captured in the confusion incident to the exit. The works of the iron company at the north base of Pilot Knob had been fired by the enemy and the immense pile of charcoal adjacent to the works glowed and flamed all night, making the valley as light as noonday. Moreover, I learned Colonel Slayback's command held the Mineral Point road just north of the town, leaving the Potosi road the only exit not certainly in the possession of the enemy. But, with all its dangers, the policy of retreat was clearly best, and preparations for it began at midnight.”

Reading # 5

Letter to Ellen Ewing, from Dr. Seymour Carpenter

Note: Dr. Seymour Carpenter was the Chief Surgeon of the District of St. Louis. He was also an old family friend of General Ewing and his wife Ellen. Dr. Carpenter wrote the following account of the Battle of Pilot Knob in a letter years after the Civil War.

“After dark, when the firing ceased, I asked the General to allow me to go out among the Rebel wounded, who were lying all about, and whose groans, and shrieks were heart rendering. He at first refused, saying that I would probably be shot for my pains, by skulking rebels, but he finally consented and I took about a dozen men, with buckets of water and whiskey. The poor fellows were very grateful, but begged piteously to be removed to some more comfortable places, where they could be made warm. It had rained hard about dusk, and they were lying in the mud and outside, I met a woman, who said she had a letter from Colonel Slaymaker, a Rebel from St. Joseph, and an old acquaintance of General Ewing, and that the Colonel was nearby, and she would take me to him. I declined seeing the Colonel, but at once carried the letter to the General. The letter in substance said, that the General had made a gallant fight, but that they would have taken his works if they had prepared themselves with fascines to fill the ditch, and ladders to scale the walls; that they were now preparing them, and would on the following morning assault the works, which would result in great slaughter, and that in the heat of assault, not much quarter would be shown; he therefore urged surrender on the score of humanity. The day’s fighting suggested that the Colonel took a rational view of the matter, and that the only thing left to do was surrender. The General curtly replied, that he would never surrender, and that they must take him. Several officers were present, all of whom were of my opinion, but the General then announced that he would attempt to retreat, and that if then captured, he would have done all that could be done. Immediate preparations began. He sent a company of men out in the village, to drive off all Rebel stragglers. He found enough horses to draw two field guns, and an ammunition wagon, and to mount about twenty men as advance guard. He then announced that he would move out, as soon after midnight as he could, and leave a few men to blow up the magazine. To the latter proposition I strenuously objected, because of the great number of wounded rebels lying in the immediate vicinity. The General said that war was not a ‘benevolent institution,’ and that he could not think of leaving several tons of powder, with field guns, and fixed ammunition, for the enemy, who were doubtless in great need of them. He was sorry for the wounded, but duty stood first. They spiked all the guns, drew them on the top of the magazine, and piled among them all the cartridges and other property that they could not take with them.”

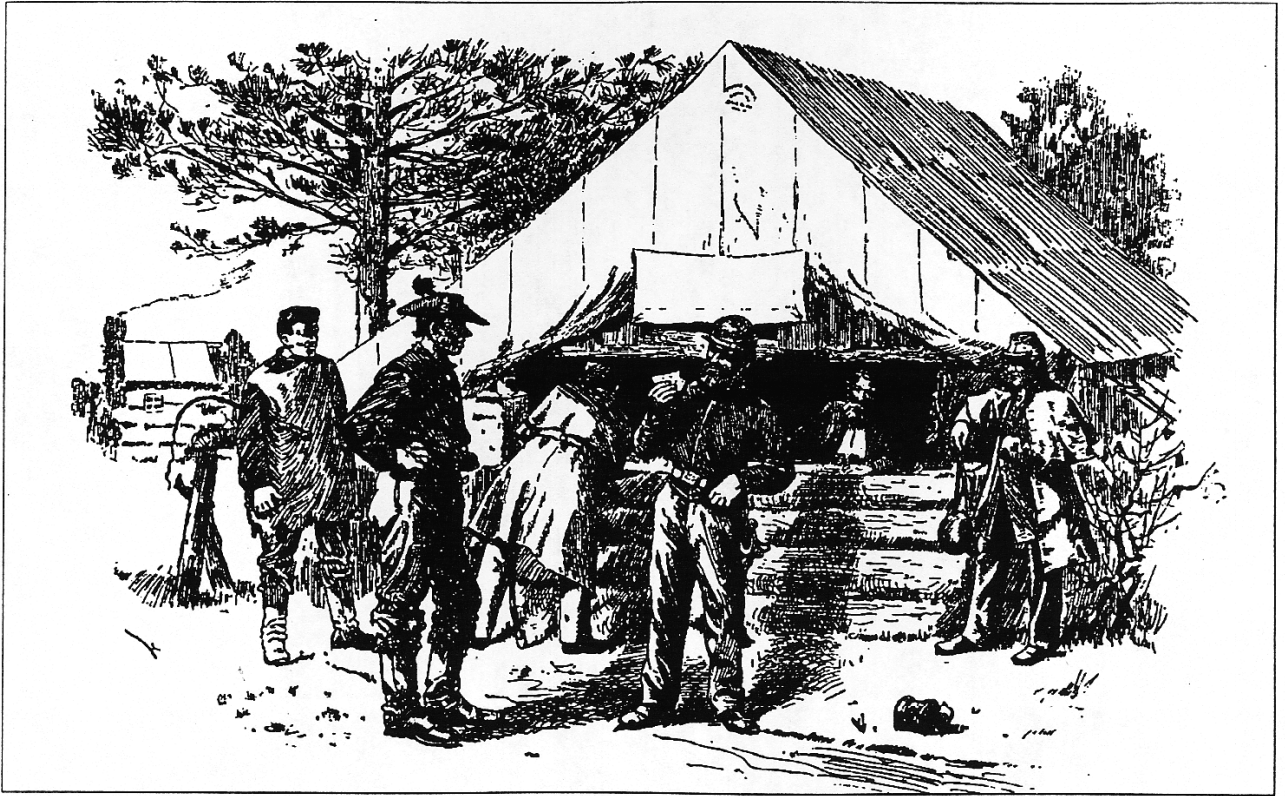
Reading # 6**Peterson letter to Hugo Hoffbauer:**

Note: This is a personal letter written by Cyrus Peterson in 1903. Co-author of the book The Battle of Pilot Knob, Thermopylae of the West, Peterson is writing to Hugo Hoffbauer, a Union veteran of the Battle of Pilot Knob. In the letter, Mr. Peterson recalls his Civil War experiences.

“I was never regularly in the U.S. military service. I was born & raised in North Carolina and came to Missouri just at the outbreaking of the civil war. I was then only 13 years old. My father’s family settled down 20 miles south of Fredericktown and 40 miles from Pilot Knob where we lived through the war in one of the worst rebel sections of the state of Mo. My father and only brother (18 yrs. old) being intense unionists, in spite of the fact that we were from the south, were both driven into the union army early in the war. I lived and worked on a farm until the spring of 1863 when at the age of 15 yrs. I took a gun and joined the union forces in driving Gen. Marmaduke from the state when he was in on one of his horse stealing and pillaging raids.

After that, for the next two years, I slept in the brush or in caves or out houses and worked on the farm while my younger sisters stood sentinel for me to warn me of approaching bushwhackers. I had many narrow escapes as they came near killing me a number of times. I was 17 yrs. Old when the war closed and I came out of the conflict the bitterest enemy of the secession element that ever lived or breathed. My only brother was sacrificed for the union cause and my father came out of the union army a broken down man in 1865. For 10 years I had to go armed against the rebel and bushwhacking hosts in S.E. Mo. And in 1869 I shot (and almost killed) and drove from our state their leader an arch fiend in that section, the notorious murderer Sam Hillabrand. I still hate them and their so-called “cause” with a hatred so intense that it keeps me awake of nights.”

"THE SUTLER"



General Reading # 1: The Sutler and His Wares

Note: Students can utilize this general reading in answering activity questions throughout the lesson plan.

One civilian who became exceedingly important to the common soldier, both Union and Confederate was the Army Sutler. Not officially enlisted, many of the independent businessmen--all civilians, acted as a sort of moveable mercantile store. Sutlers saw the opportunity to make money even during times of great turmoil, such as the Civil War. Army regulation stipulated that sutlers could be appointed one for every regiment, corps or separate detachment by the commanding officers.

Sutlers by the hundreds left the relative comfort and safety of their homes in both the North and South to travel with the various armies, supplying everything from needle and thread to tobacco and canned peaches. Pitching his large, canvas tent near each regiment's camp, sutlers had an eye for showmanship, as they spent many a hour arranging their wares in the most in a way that would be the most eye-catching to the tired and hungry soldiers.

Because the war meant an increased demand for goods such as food, clothes and personal items, the sutler took full advantage of this and marked all of his goods at prices that made it almost impossible for the average private to afford nearly anything. Items considered a luxury during the Civil War included canned items, such as dried meats, vegetables and fruit. Usually it was only the officers who were able to afford canned goods, as the average enlisted man earned only \$13 to \$16 dollars a month. Butter brought \$1 a pound and a can of condensed milk seventy-five cents.¹

¹Billings, John. Hardtack and Coffee, or the Unwritten Story of Army Life. Heritage Books, Inc., Bowie: Maryland, 1990 reprint, pp. 224-225.

Besides the high prices of sutler items, the quality of these items was at best poor. Because there was no refrigeration in the 1860's, perishable food items such as butter and cheese, as well as some meats, were often sold to soldiers at high prices even though these items might be molded or rancid. Sutlers could not always meet the high demands and so supplies could often dwindle as the regiment was often on the move and supply lines were often cut by the enemy for days or weeks at a time. To a starving soldier who has just marched 20 miles, food was food. Food poisoning and other stomach ailments ran rampant during the Civil War as various diseases killed more soldiers than bullets and cannon balls.

DETERMING THE FACTS:

IV. Personal Narratives:

Note: Have students read the six personal narratives from the Civil War and then answer the following questions.

A. Letter from Mrs. C.J. Pitkin

1. Do you think taking food and supplies from civilians was any different than stealing?
2. After such a terrifying experience that they witnessed, the Russell family remained in the Arcadia Valley throughout the rest of the Civil War. Why do you think that the Russell's stayed in such a dangerous place? What would you have done in that kind of situation?

B. Russell Family Letter

1. If you were living in the Arcadia valley in 1864, would you have admitted to the enemy that you supported the Union such as Cyrus Russell did? Why or why not?
2. Do you think that it is a good idea to conscript (draft) a man into the army, who is your sworn enemy? What would be the disadvantages and advantages to this?

C. Report of the battle by General Cabell

1. General Cabell states in his report that he thought that the orders instructing his brigade to attack the fort was a bad idea. Why did he follow them anyway and attack the heavily-armed fort?
2. According to General Cabell, what were the reasons the attack on the fort failed? What could have been done differently to make the attack successful?
3. Remember that General Cabell wrote this account long after the Battle of Pilot Knob. Does the fact that Cabell was writing about the battle after he knew the outcome possibly affect the accuracy of such a document?

D. Report of the battle by General Ewing

1. According to his report, why did General Ewing retreat after winning the Battle of Pilot Knob? Do you think that the general should have attempted such a dangerous thing as a retreat in the middle of night through enemy lines? Should he have just surrendered?
2. How is General Ewing's report different than General Cabell's?

E. Letter from Dr. Carpenter to Ellen Ewing

1. Why do you think that Dr. Carpenter risked his life to help the wounded on the battlefield, who happened to be Confederates? What would you have done?
2. Why did General Ewing destroy the powder magazine after Union troops had abandoned the fort?

F. Letter from Cyrus Peterson to Hugo Hoffbauer

1. Why did Cyrus Peterson have to hide from the rebels during the Civil War?
2. Why would a family which came from a southern state choose to fight for the North?
3. Why do you think that people were still fight even after the Civil War had officially ended in 1865?

VIII. PUTTING IT ALL TOGETHER

I. Activity One: Exercise for Students

Note: There are two math exercise, one glossary exercise and one coloring exercise for students to complete. Feel free to let students use other drawings for coloring activities.

II. Activity Two: Writing Assignments

Note: In this section, have students complete the following exercises.

- A. Have students pretend that they are a Civil War soldier. Have them write a letter home, telling their families what it was like to be in the Battle of Pilot Knob.
- B. Have students ask their families if the family has a Civil War ancestor(s). If so, Have them do some primary research to find out a little about him. The students will need to contact Ft. Davidson State Historic Site for information.
- C. Have students read about hardtack. Have students and teacher make hardtack from the recipe provided. Then, have students tell their honest opinions!
- D. Have students pretend they are a reporter during the Civil War. Have them write a news story about the Battle of Pilot Knob, with a headline about the fighting.
- E. Have students pretend they are living during the time of the Civil war and are living in the Arcadia Valley at the time of the battle. Create several scenarios from which the students can write essays on. Topics can include:
 - A. Pretend you are a soldier in Price's Confederate Army. After the first day of the Battle of Pilot Knob, you notice several wounded Union soldiers near the fort. You realize that your uncle is one of the Union soldiers who is wounded and perhaps dead. What would you think if your bullet might have been the one that shot him in all of the smoke and confusion of battle? What, if anything could you do?
 - B. After you visit the Fort Davidson Site, write an essay describing what you think the Battle of Pilot Knob would have been like.

- C. For female students. Pretend your husband or brother or father was a soldier during the Civil War and was present during the fighting at Fort Davidson in Pilot Knob. Write a letter to your relative. What would you like to talk about? What kinds of feelings would you have, knowing your family member may not come back from fighting? Since you are the only people at home during the war, how important do you think the role of women was during the Civil War? What would you do if a wounded soldier came crawling to your door, asking for help--but there is one problem, he is an enemy soldier. What would you do? Why?

III. Visiting the Site

- A. Prepare students for a field trip to visit Fort Davidson. All of the lesson plan assignments and activities should have been completed by this point. While at Fort Davidson State Historic Site, students will be given an introduction about the site by a tour guide. Tours of the visitor center are an option as are a guided tour of the actual fort itself and the battlefield. Please call the historic site for a reservation.

MATH PROBLEMS:

ACTIVITY # 1 "THE SUTLER"

Sutler Prices

Butter--\$1.00 a pound
Eggs-- 60 cents per dozen
Cheese--50 cents a pound
Condensed milk--75 cents per one pound can
Dime novels--10 cents each
Pies--25 cents each
Cookies--6 for 25 cents
Newspapers--6 cents each
Apples-- 5 cents each

I. Using the Sutler pricing above, do the following math problems:

Addition (One soldier over the course of one month)

1. 6 eggs, and 1 can of condensed milk = _____
2. 1 newspaper and 2 pounds of cheese = _____
3. 1 cherry pie and 12 molasses cookies = _____
4. 1 pound of butter, 1 can of condensed milk and 4 apples = _____
5. 1 newspaper, 12 sugar cookies, 1 pound cheese and 8 apples = _____
6. What is the total amount you have just spent on goods from the sutler? _____

Multiplication & Division & Addition (For a group of soldiers over several weeks)

1. 6 men buy 24 apples. How many apples did 3 men buy, if they all bought an equal amount?
_____ 12. How many apples is that a piece? _____
2. 2 men buy 2 pounds of cheese each, 3 cans of condensed milk each. What is the total spent?

3. 4 men buy 6 pies, 3 pounds of butter, 1 newspaper and 3 apples. What is the total spent?

4. 6 men buy 36 molasses cookies, 4 dime novels, 2 newspapers and 3 pies = _____
How many cookies did each man buy, if he bought the same number of cookies? _____
5. 12 men buy 24 cans of condensed milk, 6 dime novels, 12 pounds of cheese, 6 pounds of butter, 7 apples = _____

II. Applying what you have learned

- A. Take the total price for items for one soldier at the Sutler's tent. Then, calculate how much money if any is left from the soldiers monthly pay.
Note: Assume that the average Army soldier makes a total of \$13 a month.
(Do the math for this question in the space below)

- B. Using the multiplication, division and addition section, calculate the following:
How much did this sutler make over the course of several weeks? Then when you have the total spent by the soldiers, figure out what the profit of the sutler was.
(Assume the sutler's cost for buying all of the goods he later sold to the soldiers was \$23.00)

MATH PROBLEMS:

ACTIVITY # 1 "THE SUTLER"

Sutler Prices

Butter--\$1.00 a pound
Eggs-- 60 cents per dozen
Cheese--50 cents a pound
Condensed milk--75 cents per one pound can
Dime novels--10 cents each
Pies--25 cents each
Cookies--6 for 25 cents
Newspapers--6 cents each
Apples-- 5 cents each

I. Using the Sutler pricing above, do the following math problems:

Addition (One soldier over the course of one month)

1. 6 eggs, and 1 can of condensed milk = _____ \$1.05
2. 1 newspaper and 2 pounds of cheese = _____ \$1.06
3. 1 cherry pie and 12 molasses cookies = _____ \$.75
4. 1 pound of butter, 1 can of condensed milk and 4 apples = _____ \$1.95
5. 1 newspaper, 12 sugar cookies, 1 pound cheese and 8 apples = _____ \$1.46
6. What is the total amount you have just spent on goods from the sutler? _____ \$6.27

Multiplication & Division & Addition (For a group of soldiers over several weeks)

1. 6 men buy 24 apples. How many apples did 3 men buy, if they all bought an equal amount?
_____ 12. How many apples is that a piece? _____ 4
2. 2 men buy 2 pounds of cheese each, 3 cans of condensed milk each. What is the total spent?
_____ \$6.50
3. 4 men buy 6 pies, 3 pounds of butter, 1 newspaper and 3 apples. What is the total spent?
_____ \$4.71
4. 6 men buy 36 molasses cookies, 4 dime novels, 2 newspapers and 3 pies = _____ \$2.77
How many cookies did each man buy, if he bought the same number of cookies? _____ 6
5. 12 men buy 24 cans of condensed milk, 6 dime novels, 12 pounds of cheese, 6 pounds of butter, 7 apples = _____ \$30.95

II. Applying what you have learned

- A. Take the total price for items for one soldier at the Sutler's tent. Then, calculate how much money if any is left from the soldiers monthly pay. Note: Assume that the average Army soldier makes a total of \$13 a month. (Do the math for this question in the space below)

\$13.00	\$6.73 Total amount left over
<u>-\$6.27</u>	

- B. Using the multiplication, division and addition section, calculate the following: How much did this sutler make over the course of several weeks? Then when you have the total spent by the soldiers, figure out what the profit of the sutler was. (Assume the sutler's cost for buying all of the goods he later sold to the soldiers was \$23.00)

\$44.93 Total spent by soldiers

\$23.00 Total cost of items to sutler

\$21.93 Total profit for sutler

GLOSSARY TERMS EXERCISE XI: Activity One: Crossword Puzzle

A. Across Questions

1. _____ is when human beings are owned by others and forced to work for their masters.
2. Name of the fort where the Battle of Pilot Knob took place _____.
3. The salespeople who ran traveling stores near army camps were called _____.
4. This fort in South Carolina was where the first shot of the Civil War was fired, in 1861. _____.
5. The Union general at Fort Davidson was Thomas _____ Jr.
6. President Lincoln freed slaves in all of the Southern states. Another word for "set free" is _____.
7. Soldiers who fought on foot and carried muskets were known as the _____.
8. The creek in Pilot Knob, where two confederate regiments became trapped under enemy fire on the second day of the Battle of Pilot Knob was and is still known as _____ Creek.
9. The Confederate general in command at the Battle of Pilot Knob and who had previously served as governor of Missouri was Sterling _____.

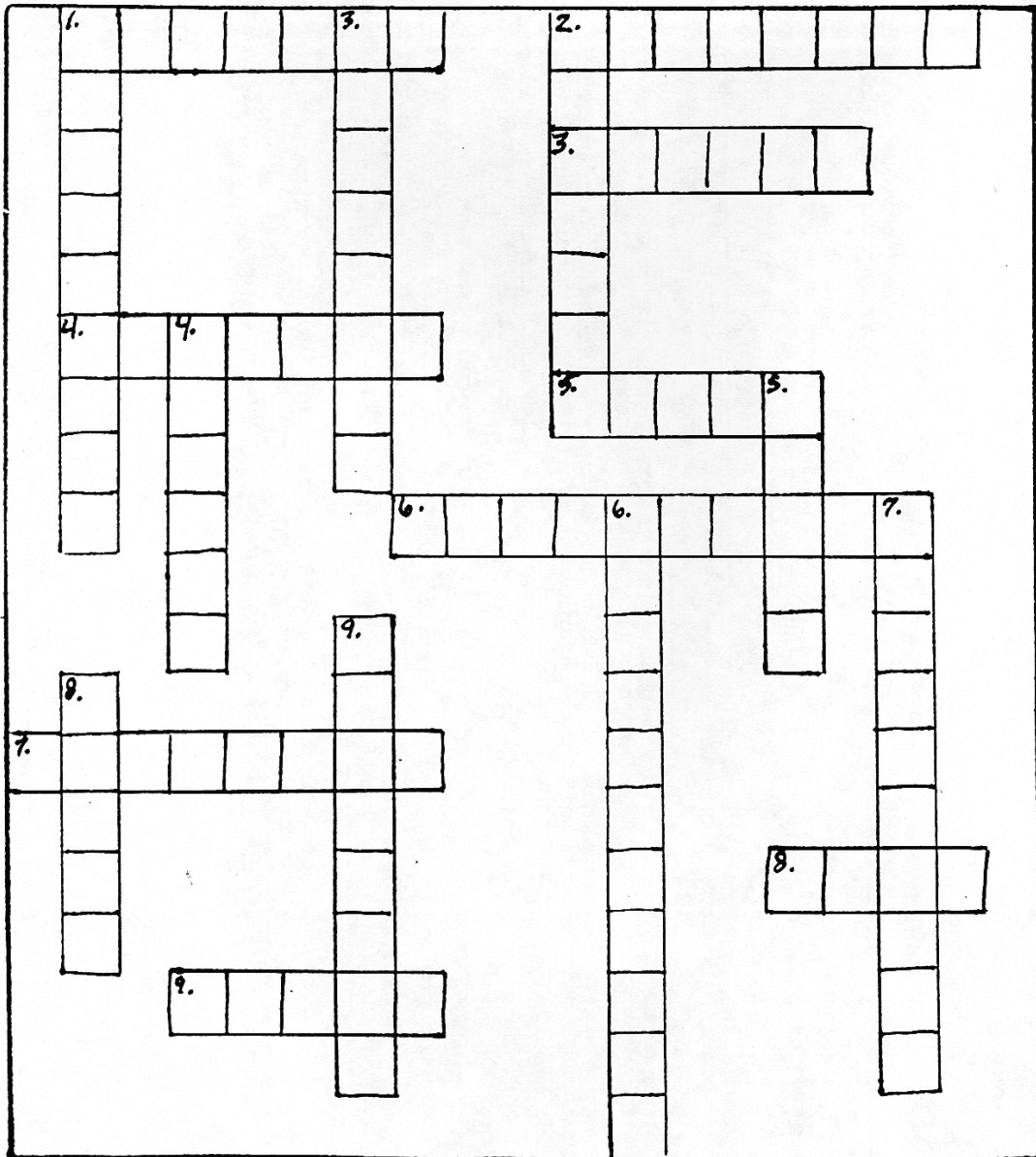
B. Down Questions

1. When the Southern States left the Union in 1861, it was called an act of _____.
2. More soldiers died of _____, (almost 400,000 to be exact) than from wounds they received from bullets or cannon balls. Examples include: dysentery, malaria, gangrene and salmonella.
3. A military unit made up of 10 companies of soldiers was called a _____.
4. A _____ was a military gun carried by both Union and Confederate infantry soldiers.
5. Ulysses S. _____ was overall commander of the Union Army, from 1863-1865 and later became President of the United States.

6. Citizens and soldiers of the Southern States, who in 1861 left the United States to form their own government were known as _____.
7. _____ are forts, bunkers or trenches, built by soldiers to protect themselves from enemy gun and cannon fire. Fort Davidson, in Pilot Knob, Missouri is a good example of one.
8. Another name for the United States of America. Soldiers who fought for the _____ were often called Yankees or Federals.
9. A large cracker, made of flour, water and sometimes a pinch of salt, was known as _____.

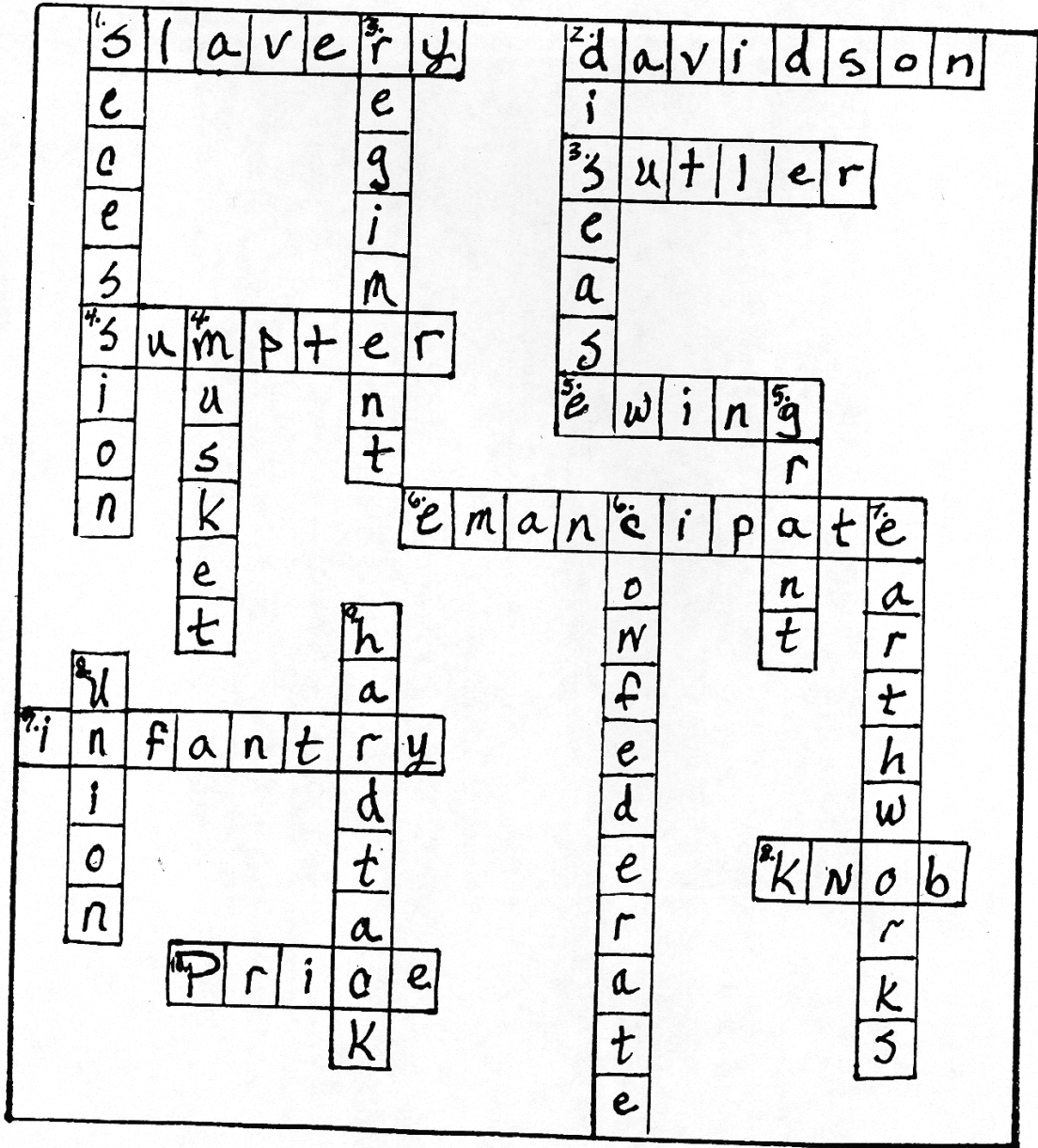
"CIVIL WAR CROSSWORD PUZZLE"
Language Activity One

Note: Using all of the readings in this lesson plan, please complete this crossword puzzle.



"CIVIL WAR CROSSWORD PUZZLE"
Language Activity One

Note: Using all of the readings in this lesson plan, please complete this crossword puzzle.



GLOSSARY WORKSHEET

Activity #2 Short Answer:

1. What was a sutler? What was his chief job during the Civil War?
2. What is the difference between a regiment and a company? Which was larger?
3. Explain the difference between an artillery soldier and a infantry soldier? Which kind of of soldier would you have been if given the choice? Why?
4. Define slavery. What does the term "abolitionist" mean and what did it have to do with the Civil War? Can you list and discuss any of the famous abolitionists of that period?
5. Explain what the term musket means. How were the "rifled" muskets of the Civil War different from those used in previous wars?

6. Describe what an earthworks was. How was Fort Davidson constructed?

7. What is the difference between a haversack and a knapsack?

8. How does a breechloader differ from a muzzleloader? Which do you think would be the fastest way to load a rifle?

9. What does the term secession mean? Which side, the Union or the Confederacy seceded?

10. Which amendment to the United States Constitution officially ended slavery in the United States? What other well-known document issued by President Lincoln tried to achieve this same goal?

Glossary Terms

Abolitionist = A person who favored giving slaves their freedom. Many abolitionists wanted to force southern slave owners to free their slaves.

Artillery = Large guns (cannons) pulled into battle by horses or permanently placed in forts. They were used against large groups of the enemy or to destroy forts, buildings, and ships. Soldiers who fired cannons were in the artillery.

Brigade = A military organization of 3 or more regiments. A Brigade was usually commanded by a Brigadier General. Two or more brigades made up a division.

Butternut = A light brown dye used to color Confederate clothing/uniforms when gray was not available.

Cavalry = Soldiers who fought from horse back. They would fight with pistols, swords, or rifles. They could also tie their horses up and fight standing on the ground.

Civilian = a person who was not in the army or navy.

Confederates = Citizens of the states who in 1860 and 1861, left the United States and formed their own country the Confederate States of America. The soldiers of the Confederacy were also called Confederates or rebels.

Conscript = Soldiers who were drafted into the army.

Division = A division is a large military unit of from 3,000 to 10,000 men. A division was often commanded by a Major General.

Emancipation = Giving slaves their freedom.

Earthworks = Forts, bunkers or trenches soldiers built to protect themselves from enemy gunfire.

Foraging = Gathering supplies/food for an army, often at the expense of local residents.

Guerillas = Southern men who fought for the Confederacy although they were not in the Confederate Army. Because they were not soldiers they were considered criminals by Union authorities and were often executed if captured. Unionists who lived in the Confederacy also fought as guerillas for the Union. The most violent guerilla fighting of the Civil War occurred in Missouri.

Hardtack = A large cracker made of flour, water, and sometimes a pinch of salt which could be eaten years after it was cooked. Hardtack was the primary food of Civil War soldiers.

Haversack = A canvas bag used by soldiers to carry food and personal items.

Infantry = Soldiers who fought on foot with muskets. The infantry were the backbone of the army. They usually fought in formations known as lines of battle. The battle line consisted of two lines of soldiers standing close enough to each other that their elbows touched. In large battles these lines could extend for miles.

Knapsack = A backpack which soldiers used to carry spare clothing, blankets and tents.

Minie Ball = A cone-shaped bullet used in Civil War rifles.

Musket = A military gun carried by an infantry soldier. Muskets during the civil war were rifled. A rifled musket could fire a bullet and hit a target at more than 300 yards. Muskets before the Civil War were not rifled and could fire a bullet and hit a target only 50 to 100 yards away. The use of the rifled musket made the Civil War more deadly than earlier American wars.

Picket Post = A detachment of cavalry or infantry soldiers whose main purpose is to guard an army from surprise attacks by the enemy.

Republic = A national government ruled by the elected representatives of its citizens. In the years 1861-1865 only one major world power was a republic, the United States.

Regiment = A military unit consisting of 10 companies of soldiers usually 1,000 men. Each company consisted of 100 men when first formed. After years of fighting the number of men in a regiment often fell to around 300 men.

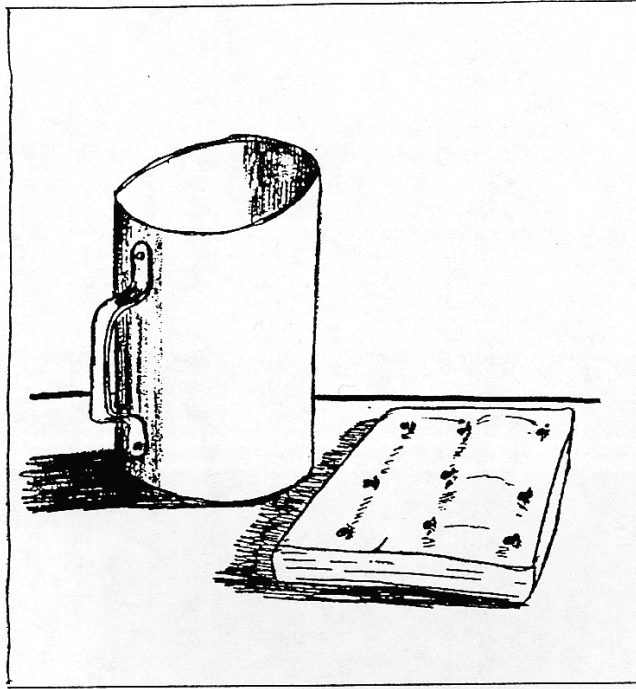
Secession = States leaving the United States.

Slavery = Where human beings were owned by other human beings just like horses or cattle. Slaves were forced to work for their masters or they faced cruel punishment. Slavery existed in the southern United States until it was ended as a result of the Emancipation Proclamation and the Fourteenth Amendment to the Constitution.

Soldier's Housewife = A sewing kit used by soldiers to mend uniforms/clothing. Often made by the soldier's wife, mother or girlfriend.

Sutler = A salesperson who ran a traveling store near army camps and sold goods to soldiers. These goods included things like snacks, soap, books, clothes and about anything a soldier would want to buy.

Union = The United States of America. Soldiers who fought for the Union were often called Yankees or Federals.



“HardTack”

The word “hardtack” came into being during the American Civil War, as early as 1862. Originally called “hardbread,” there is no document to show how the name changed, but obviously it was appropriate. Hardtack made solely from flour and water, unlike today’s modern machines, in the 1860’s bakers had to do most of the work by hand. Too much water in the hardtack was a major problem of the day and the result was thousands of hardtack shipped to the troops became moldy and unedible by today’s standards. If you were a Civil War soldier who hadn’t eaten for two days, the moldy hardtack with a cup of water looked mighty appetizing. The most common size for hardtack was 2 7/8 inches by 3 3/8 inches. It was shipped out in 50-pound crates. The shelf-life of hardtack varied, depending on its condition. Some Civil War hardtack was issued to soldiers during the Spanish-American War, in 1898 some 33 years later!²

Recipe:

1. Make a stiff dough of one part water to five/six part flour
2. You can add sugar and salt for taste if you like
3. Roll out dough to about 3/8 inch thick. Cut into 4 X 4 squares and pierce through in at least nine places.
4. Bake 25-45 minutes in a moderate oven (350F) until puffy and slightly browned.
5. Leave out to dry for a few days until squares are rock hard!

²“Strouds Civil War Style Hardtack,” Norristown Press, Norristown: Pa., 1994.

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