

Fort Scott National Historic Site

National Park Service
U.S. Department of the Interior



Civil War Quartermaster Teacher's Guide

Civil War Quartermaster

Introduction

In our modern world, many of us have come to rely on transportation systems and the operation of stores and warehouses in order to provide us with food, clothing, and other essentials for survival. During the Civil War, Fort Scott played a similar role as a supply depot that was critical to the survival and success of Union soldiers in the area.

As a supply depot, Fort Scott served soldiers fighting in Kansas, Missouri, Arkansas, and the Indian Territory (Oklahoma) with rations, weapons, and clothing. The U.S. Army accumulated tons of supplies at this southeast Kansas post. Wagon loads of war material rolled into and out of Fort Scott. Protecting these vital supply trains became one of the important functions of military units stationed here.

To store the supplies until needed, the Army built a wide range of new buildings in Fort Scott, which helped fuel the town's economic growth both during and after the war. To the west of town, the Army built a wood and coal yard, and to the southeast, troops constructed a forage yard, corn cribs, and a hay press. The Army rented other buildings, taking most of the town's available space. The local newspaper noted that the town felt for want of room, because "every house in the town" was "being filled with Uncle Sam's property."

In this lesson, your class will learn about the role that Fort Scott played as a wartime Army supply depot and the logistics involved in transporting, storing, and distributing those supplies. The class will then compare that to modern supply delivery methods. During this lesson, class members will have the opportunity to gain insight and appreciation of the critical role of supply functions in both historic and modern times.

An Army Marches on its Stomach: Civil War Quartermaster at Fort Scott

Lesson Plan

Pre-program lesson: Complete the following lesson prior to the distance learning program.

Grade level: 6-8

Time Requirements: One class period

Materials:

- “Reliability”, “Who is the Quartermaster”, and “The Hungry Soldier” worksheets
- “Conversion Tables” and “Quartermaster Department Directory” handouts
- “Moving Goods” worksheet needed for the extension

Kansas Curricular Standards:

- **Kansas, United States, and World History:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.
 - Benchmark 2: The student understands individuals, groups, ideas, events, and developments during Kansas territory and the Civil War (1854-1865).
- **Number and Computation:** The student uses numerical and computational concepts and procedures in a variety of situations.
 - Benchmark 4: Computation – The student models, performs, and explains computation with rational numbers, the irrational number pi, and first-degree algebraic expressions in one variable in a variety of situations.

Pre-Conference Lesson Plan:

- Discuss with the students how much we rely on other people, particularly the firefighter or the police officer. Lead a short classroom discussion as to how our lives would be different without those two types of people.
- Divide students into pairs or small groups in your classroom.
- Pass out the ‘Reliability’ worksheet to each student.
- Give the students several minutes to read over the directions, talk amongst themselves, and write down their ideas as to how their lives would be different without those people listed on the worksheet.
- When the students have finished, they will share their group’s ideas about how important these people are and how the students’ lives would be much different without them. If you wish, you could rank in order on the chalkboard the importance of these professions, but the students should be able to explain why one job is more important than another without the chalkboard activity.
- Collect these papers and redistribute them on the day of the video-conference.

Distance Learning Program Materials:

- Return the completed “Reliability” worksheet to students.
- Pass out the “Quartermaster Department Directory” and the “Who is the Quartermaster” worksheets for activity 1.
- Pass out “The Hungry Soldier” worksheet and the “Conversion Tables” handout for activity 2.

Extension:

Have the students think about what they have learned about the role of the quartermaster and how vital it was to the soldiers at Fort Scott and throughout the region. Next, they will think about a modern day distribution center (i.e. Wal Mart distribution center) and compare and contrast it to the 1860s quartermaster department. Pass out the “Moving Goods” worksheet to the students. Let them use the Venn diagram to compare the shipping of goods during the Civil War and today.

The Hungry Soldier

Key

The Quartermaster would supply a company of soldiers (about 100 men) a set amount of rations (food) to be divided evenly amongst the troops. Below is a list of what a US Army company would receive from the quartermaster on a daily basis. Use the conversion sheet provided to find out exactly how much food each soldier would receive every day to eat.

<u>Articles</u>	<u>Rations (to be divided by 100 men)</u>
Pork (salt)	75 lbs
Beef (salt) (in lieu of pork)	125 lbs
Flour	112 lbs
Hard Bread (in lieu of flour)	75 lbs
Beans or peas	15 lbs
Coffee	10 lbs
Sugar	12 lbs
Vinegar	1 gallon
Salt	2 quarts

Each soldier in the company of 100 men would receive daily:

$75/100 * 16 = 12$ ounces of salt pork	OR	$125/100 * 16 = 20$ ounces of salt beef
$112/100 * 16 = 17.92$ ounces of flour	OR	$75/100 * 16 = 12$ ounces of hard bread
$15/100 * 16 = 2.4$ ounces of either beans or peas		
$10/100 * 16 = 1.6$ ounces of coffee	OR	$1.6 * 2.46 = 3.936$ cups of coffee
$12/100 * 16 = 1.92$ ounces of sugar		
$1/100 * 256 = 2.56$ tablespoons of vinegar		
$2/100 * 128 = 2.56$ tablespoons of salt		

The Hungry Soldier

Worksheet

The Quartermaster would supply a company of soldiers (about 100 men) a set amount of rations (food) to be divided evenly amongst the troops. Below is a list of what a US Army company would receive from the quartermaster on a daily basis. Use the conversion sheet provided to find out exactly how much food each soldier would receive every day to eat.

<u>Articles</u>	<u>Rations (to be divided by 100 men)</u>
Pork (salt)	75 lbs
Beef (salt) (in lieu of pork)	125 lbs
Flour	112 lbs
Hard Bread (in lieu of flour)	75 lbs
Beans or peas	15 lbs
Coffee	10 lbs
Sugar	12 lbs
Vinegar	1 gallon
Salt	2 quarts

Each soldier in the company of 100 men would receive daily:

_____ ounces of salt pork OR _____ ounces of salt beef

_____ ounces of flour OR _____ ounces of hard bread

_____ ounces or either beans or peas

_____ ounces of coffee OR _____ cups of coffee

_____ ounces of sugar

_____ tablespoons of vinegar

_____ tablespoons of salt

Conversion Table

Handout

Liquid Capacity Conversions

1 Gallon = 4 Quarts = 8 Pints = 16 cups = 128 fluid ounces = 256 tablespoons

1 Quarts = 2 Pints = 4 cups = 32 fl. oz. = 64 tbsp

1 pint = 2 cups = 16 fl. oz. = 32 tbsp.

1 cup = 8 fl. oz. = 16 tbsp.

1 fl. oz. = 2 tbsp.

Dry Capacity Conversions

1 pound = 16 ounces (oz.) = 6 ½ cups

1 oz. = 2.46 cups

“oz. = ounce” - “tbsp. = tablespoon”

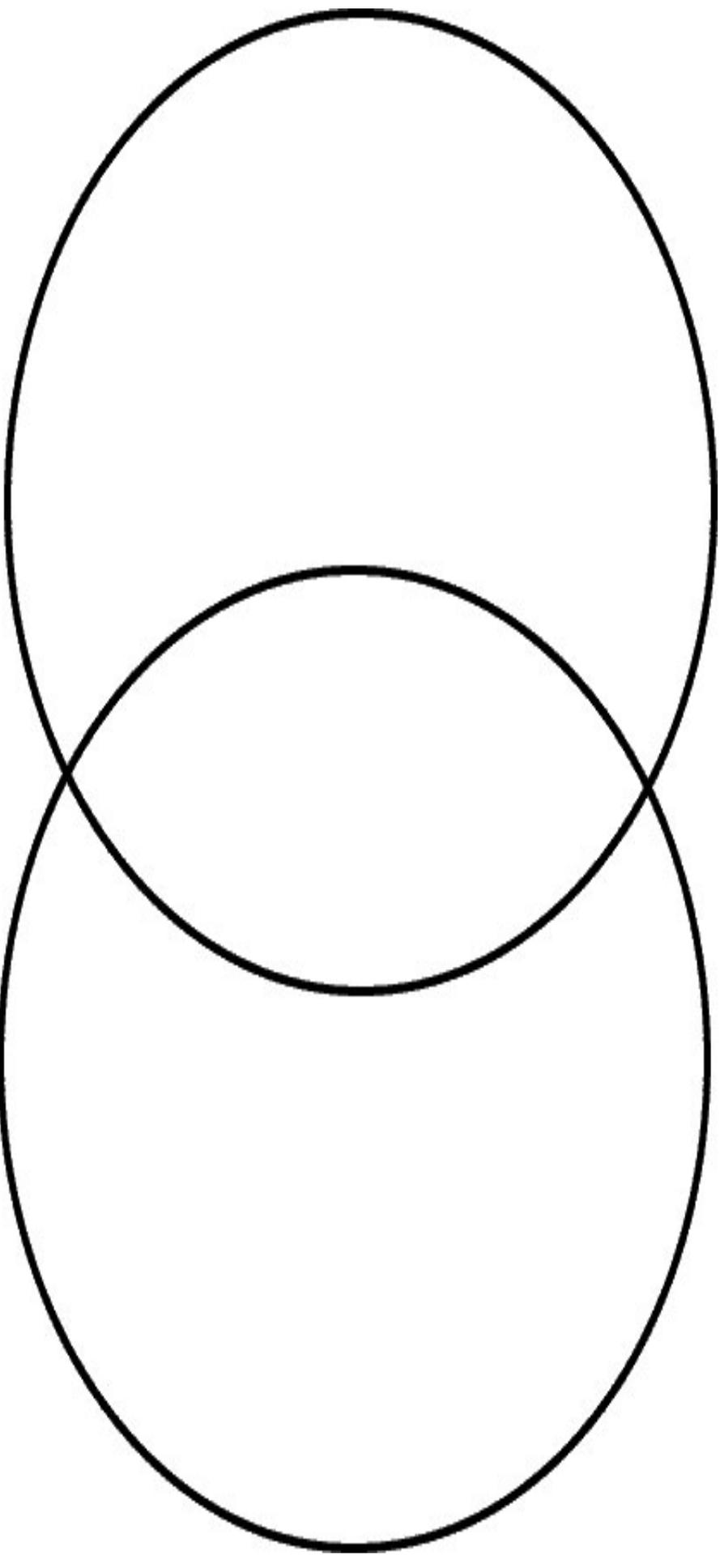
Moving Goods

Fort Scott Quartermaster vs. Modern Day Distribution Center Worksheet

Think about what it takes to get a truck delivering goods to a store in your town. Who loads the truck? Does someone need to drive the truck? How fast can it get to where it is going? Now think about how supplies reached the soldiers at Fort Scott during the Civil War. Are there any similarities to the way a store receives its goods today? What are the differences? Use the Venn diagram below to compare and contrast the moving of supplies to a store in your town from a distribution center several states away to the way supplies were shipped to Fort Scott during the Civil War

1860s Wagon Train

Modern Day Truck



19th Century Wal-Mart Distribution Center Handout

1860s

Covered Wagon

Horseshoe

Wagon Driver

Dirt Road

Today

18-Wheeler Truck

Tire

Truck Driver

Interstate Highway

Reliability

Worksheet

Have you ever thought about how much we rely on other people in order to carry out even the simplest duties of everyday life? Think of how we live now and how our lives would be different if we didn't have the people listed below.

Brainstorm with a classmate, then, write down how life would be different if the following people didn't exist. Try to be as specific as possible.

1) Mechanics:

2) Farmers:

3) Plumbers:

4) Doctors:

5) Musicians:

6) Seamstresses:

7) Truck Drivers:

8) Soldiers:

Are any of these people more important than others? Which do you think is the most important? Why?

Who Is the Quartermaster?

Worksheet

The job of the quartermaster wasn't performed by just one person. Captain Merritt H. Insley was the Quartermaster at Fort Scott during the Civil War, however, he couldn't do it alone. Look at the directory of Fort Scott's Quartermaster Department from the Civil War. After the person's name is his/her job title. When you see a "do," that means "ditto"- that they have the same job as the person above them. Take 3 minutes and write down as many different jobs as you can find in the directory. Beside the job, put tally marks for the number of times that job occurs. After 3 minutes are over, answer the questions on the bottom of the page.

1. Which job(s) were mentioned the most often? Why do you think that is?

2. Which job(s) were mentioned the least? Why do you think that is?