

Pea Ridge National Military Park Teachers Guide



Courtesy of Pea Ridge National Military Park
Interpretive Staff and the National Park Service

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All information contained within is intended for use by educational institutions and teachers to aid in the study of Civil War history, especially as it pertains to the Civil War in Arkansas and the Battle of Pea Ridge.

All activities, maps and written text are the intellectual property of the creator and are intended for learning purposes only. Use in the classroom is encouraged.

Virginia Dyer, Interpretation
Pea Ridge National Military Park

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Introduction

The Battle of Pea Ridge, which took place in March of 1862, was the most significant battle fought in the Trans-Mississippi Theater of the American Civil War. The battle, a Union victory, saved the state of Missouri for the Union and effectively destroyed the largest Southern army ever raised west of the Mississippi River. This battle had major impacts on the outcome of the Civil War in the west and the lives of the civilians whose farms and property were destroyed or requisitioned for use by the armies. The Civil War cost the lives of over 700,000 soldiers, sailors and marines, as well as countless civilians. The changes wrought by the Civil War on American society ranged far and wide. The emancipation of over four million African Americans, the acceptance of women into new roles and professions, the drastic physical damages wrought to the landscape, as well as the emotional scars left on soldier and civilian alike, changed the face of American society forever. The following teachers guide is a tool for teachers of all class levels to use in their study and lessons on the Civil War, especially as it pertains to Northwest Arkansas and the Battle of Pea Ridge.

Civil War Timeline

(Major events in Arkansas are noted in italics)

1860:

November 6th:

Abraham Lincoln elected President.

December 20th:

South Carolina secedes from the Union.

1861:

January 28th:

Telegraph lines completed from Memphis to Little Rock.

February 4th:

Confederate States of America formed in Montgomery, Alabama

February 7th:

Captain James Totten surrenders the U.S. Arsenal in Little Rock to Governor Henry Rector

March 4th:

Arkansas convention meets and rejects secession. Lincoln inaugurated as President of the United States.

April 14th:

Fort Sumter in South Carolina surrenders after Confederate bombardment.

May 6th:

Arkansas convention reassembles and Arkansas votes for secession.

June 21st:

First Battle of Bull Run, Virginia.

August 10th:

Battle of Wilson's Creek, Missouri.
Omer Weaver becomes the first casualty from Arkansas at the Battle of Wilson's Creek.

1862:

February 6th – 16th:

Federal Troops capture Forts Henry and Donelson in Tennessee.

March 7th -8th:

Battle of Pea Ridge, Arkansas

March – April:

Arkansas troops are moved out of the state to Tennessee.

April 6th – 7th:

Battle of Shiloh, Tennessee.

May 26th:

General Thomas Hindman of Helena, Arkansas, takes command of the Confederate Department of the Trans-Mississippi and declares martial law in Arkansas.

June 6th:

Federals capture Memphis, Tennessee.

June 26th – July 1st:

Seven days Battle in Virginia.

September 16th-17th:

Battle of Antietam, Maryland.

September 22nd:

Lincoln issues preliminary draft of the Emancipation Proclamation.

December 7th:

Battle of Prairie Grove, Arkansas.

1863:

January 1st:

Emancipation Proclamation goes into effect.

January 10th-11th:

Federal troops capture Fort Hindman (a.k.a. Arkansas Post).

May 1st-4th:

Battle of Chancellorsville, Virginia.

July 1st-3rd:

Battle of Gettysburg, Pennsylvania.

July 4th:

Confederates attack Helena, Arkansas, and are defeated by Federals. Union troops capture Vicksburg, Mississippi.

September 10th:

Federal army occupies Little Rock and the Confederate government of Arkansas moves to Washington via Hot Springs.

September 19th-20th:

Battle of Chickamauga in Tennessee.

October 25th:

Battle of Pine Bluff, Arkansas.

1864:

January 8th:

17 year old David O. Dodd of Camden, Arkansas, executed as a Confederate spy in Little Rock.

April 8th-9th:

Defeat of Federal army at the Red River campaign in Texas and Louisiana.

April 18th:

Marion County native, Isaac Murphy

takes office as Union governor of Arkansas. Harris Flanagin serves as the Confederate governor of Arkansas in Washington.

March 23rd-May 3rd:

General Frederick Steele's Camden Expedition into south Arkansas with major engagements at Praire D'Ane (April 9th-11th), Poison Spring (April 18th), Mark's Mill (April 25th), Jenkins Ferry (April 30th).

May 5th-18th:

Battles of the Wilderness and Spotsylvania in Virginia.

June 1st-3rd:

Battle of Cold Harbor in Virginia.

September 2nd:

Federal troops capture Atlanta, Georgia.

September 22nd-October 2nd:

Arkansas's Confederate state legislature meets in session at Washington.

September 20th-October 28th:

Sterling Price's expedition into Missouri.

November 30th:

Battle of Franklin, Tennessee.

1865:

April 2nd:

Federal army occupies Petersburg and Richmond, Virginia.

April 9th:

General Robert E. Lee surrenders to General Ulysses S. Grant at Appomattox Court House, Virginia.

April 15th:

President Lincoln assassinated at Ford's Theater.

May 24th:

*Skirmish near Monticello is the last
military action in Arkansas.*

May 26th:

*Confederate armies located west of the
Mississippi River surrender.*

The Civil War in Arkansas

GENERAL SUMMARY: THE CIVIL WAR IN ARKANSAS

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In 1860, the United States was on the verge of disintegration. After years of growing tension between the northern and southern states over the issue of the expansion of slavery into the western territories, the election of Abraham Lincoln sparked a fatal political crisis. Many southern political leaders considered Lincoln to be a dangerous radical who threatened the very existence of slavery. During the winter of 1860-1861 seven southern states stretching from Texas to South Carolina seceded from the Union and formed a new country, the Confederate States of America, in which the continued existence of slavery would be guaranteed. They then called upon the eight remaining southern states, including Arkansas, to join them.

Arkansans were divided over the proper course of action. Governor Henry M. Rector urged immediate secession in order to maintain slavery, but many people were loyal to the old Union, and many others feared that secession and the possibility of war would cause disruption and perhaps destruction. “Nothing but ruin to property holders, and starvation to the poor would be the result,” predicted a perceptive Camden resident. In March 1861 a special convention met in Little Rock and voted against secession. One month later, however, came news that fighting had begun at Fort Sumter, South Carolina, and that Lincoln had called for troops to suppress the southern rebellion and restore the Union. The convention met again and voted overwhelmingly for secession on May 6. Despite the lopsided nature of the vote, strong pro-Union sentiment existed in northern Arkansas, an upland region of small farmers and few slaves. In the rest of the state support for secession was widespread. Shortly after the vote, Arkansas joined the Confederacy.

Arkansas was the least populous and least developed state in the Confederacy, and the enormous human, financial, and material demands of the Civil War overtaxed its fragile economic base. During the summer of 1861, however, most Arkansans believed the conflict would be brief—a few months at most—and they prepared accordingly. Men volunteered for Confederate service in large numbers. Little military equipment was available, so soldiers marched off to war wearing civilian clothes or homemade uniforms and carrying a wide array of

shotguns and hunting rifles. For camp equipage they brought along whatever pots and blankets could be spared from home.

At the local level these volunteers formed companies of about one hundred men and elected their own officers, usually prominent planters, merchants, or lawyers. Upon reaching Little Rock or some other central location, the companies were formed into numbered regiments such as the 1st Arkansas Infantry or the 3rd Arkansas Cavalry. Regiments were the basic building blocks of armies. A new regiment was composed of about one thousand men, but a terrific death rate quickly reduced regiments to less than half that size. In Arkansas as everywhere else, the great killer of the Civil War was disease. Country boys who had never before been exposed to measles or cholera died by the thousands in overcrowded, unsanitary military camps. Medical care was primitive to nonexistent.

Arkansans might have been less enthusiastic had they realized that Confederate President Jefferson Davis considered the “tail” of the Confederacy west of the Mississippi River to be a region of minimal strategic importance. The Confederate government viewed the trans-Mississippi states primarily as a source of manpower and other resource for the rest of the Confederacy. Consequently, tens of thousands of men were drawn out of Arkansas, Louisiana, Missouri, and Texas and sent eastward across the Mississippi River. Dozens of Arkansas regiments were sent to armies in Mississippi and Tennessee; one Arkansas regiment was even assigned to a Confederate army in faraway Virginia. Fewer than half of the soldiers raised in Arkansas remained in the state, and these usually were among the last Confederate troops to receive proper arms, ammunition, and equipment. Confederate soldiers from other trans-Mississippi states stationed in Arkansas experienced similar problems.

Despite these handicaps, the Confederate war effort in the trans-Mississippi got off to an encouraging start. On August 10, 1861, a Confederate army won a victory at Wilson’s Creek in southwest Missouri. Several regiments of Arkansas troops played a key role in the battle, which seemed to insure that northern Arkansas was safe from invasion. A few months later, however, the tide turned when another Union army overran southwest Missouri and drove into northwest Arkansas. The Confederates counterattacked at Pea Ridge on March 7-8, 1862, but they were repulsed and driven from the field. Pea Ridge was the largest engagement fought in the state and was a crucial Union victory. It assured that Missouri would remain in Union hands. It also meant a loss of Confederate control over most of northern Arkansas.

After the battle of Pea Ridge the defeated Confederate army abandoned Arkansas and crossed the Mississippi River, leaving the state defenseless. During the spring and summer of 1862, the victorious Union army moved eastward from Pea Ridge and eventually reached Helena, an important port on the Mississippi. Helena remained a Union enclave for the rest of the war. While marching across Arkansas the Union army liberated thousands of slaves, most of whom followed the army to Helena in search of a new life. This development took place six months before President Lincoln issued the Emancipation Proclamation on January 1, 1863. The Union commander, General Samuel R. Curtis, eliminated slavery along the route of his army’s march as a military necessity. Upon reaching Helena, he established refugee camps for

the new freedmen and insured that they were treated properly and paid fairly for the work they did. This was the beginning of the end of slavery in Arkansas, though it would be three more years before emancipation reached every corner of the state.

Curtis also brought “total war” to the state. Moving farther and farther from supply depots in Missouri, his soldiers were compelled to live off the land as they marched across northern and eastern Arkansas. The path of the Union army was marked by ravaged fields, slaughtered livestock, pillaged smokehouses and root cellars, and vandalized and burned buildings. Some people made matters worse by poisoning wells and burning bridges in a vain attempt to stop the Union column. As losses mounted into the millions of dollars, many Arkansans began to have doubts about the wisdom of secession. Their concern was justified. Three-fourths of the state would experience similar devastation before the war came to a close.

In desperation, the Confederacy sent General Thomas C. Hindman to restore the military situation. Hindman did far more than that. Acting entirely on his own authority, he declared martial law and ruled Arkansas like a military dictator during the summer and fall of 1862. Among his many actions that outraged Arkansans, Hindman rigorously enforced the unpopular Confederate conscription act (the first draft in American history). Enthusiasm for Confederate military service had waned considerably since the heady days of 1861 and the threat of conscription drove thousands of men into hiding, especially in north Arkansas where Unionism remained a potent force. Civilian morale plummeted as normal patterns of government and commerce were disrupted by military edicts, price controls, and restrictions on travel. The state government was largely superseded by Hindman’s rule. No other part of the Confederacy—indeed, no other part of the United States—experienced what Arkansas went through in the second half of 1862. Hindman’s harsh methods created enormous discontent in the state. The uproar led the Confederate government to send General Theophilus H. Holmes to Little Rock to replace Hindman.

Holmes’s only notable contributions were to end martial law and place Hindman in command of an army in the field. Hindman attempted to recover northwest Arkansas but was defeated at Prairie Grove on December 7, 1862. Demoralized Confederate soldiers—many of whom were unhappy draftees—deserted by the thousands and Hindman’s army melted away. A few weeks later, on January 10-11, 1863, a Union amphibious force captured Arkansas Post and its large Confederate garrison in eastern Arkansas. Gravely weakened by these twin disasters, Holmes abandoned the eastern and western portions of Arkansas and concentrated his forces in the central portion of the state around Little Rock. After six months of inactivity, Holmes attacked Helena but was repulsed with heavy losses on July 4, 1863, and returned to Little Rock. Following four major defeats in fifteen months—Pea Ridge, Prairie Grove, Arkansas Post, and Helena—Confederate morale and military strength in Arkansas were at low ebb.

With the Confederates in such disarray, Union General Frederick Steele in Helena seized the initiative. His army easily captured Little Rock on September 10, 1863, and soon occupied every town along the Arkansas River from Pine Bluff to Fort Smith. Confederate forces

retreated to the southernmost portion of the state. With the capital city in Union hands, Governor Harris Flanagin and a fragment of the legislature fled to Washington in the southwestern corner of the state and pretended to govern from there. To make matters worse, in July Union forces had captured Vicksburg and gained control of the entire Mississippi River. Arkansas, Louisiana, and Texas were cut off from the rest of the Confederacy.

The events of 1862 and 1863 knocked Confederate Arkansas out of the war. The bankrupt, refugee state government was reduced to impotence, first by Hindman's military rule and then by its flight from Little Rock. Civil authority eroded in much of the state, and collapsed entirely north of the Arkansas River. Sheriffs and judges vacated their posts. Jails, courts, and schools no longer functioned. The northern half of Arkansas became a brutal no-man's-land where anarchy reigned supreme. Gangs of criminals (many of whom falsely claimed to be Confederate guerrillas) ravaged the countryside, killing, burning, and stealing. Thousands of men, woman, and children were murdered or starved to death and thousands more abandoned their farms and villages and fled. In desperation, here and there some residents banded together in fortified compounds for protection, not against Indians, not even against Union or Confederate soldiers, but against their fellow citizens who had degenerated into savagery. The Union army was not large enough to occupy all of the territory abandoned by the Confederates. In northern Arkansas, for example, only Fayetteville had a more or less permanent Union garrison during the last two years of the war.

As the war progressed the composition of the Union army in Arkansas changed. Thousands of white Arkansans from the northern part of the state made their way to occupied towns and formed Union regiments or pro-Union irregular forces. Thousands of black Arkansans in the Delta and Arkansas River Valley enrolled in "colored" Union regiments (which came into existence in 1863) and joined in the struggle. Meanwhile, Confederate manpower steadily declined due to an epidemic of desertions. In the final year of the war roughly one-third of Arkansans in military service were dressed in Union blue.

After 1863, the nature of the war in Arkansas gradually altered as well. Military operations shifted to Georgia and Virginia and the trans-Mississippi became a backwater. Union and Confederate leaders in the state seemed content to wait for the conflict to be decided elsewhere. The one major exception to the declining level of military operations came in March and April 1864 when a Union force under General Steele attempted to march from Little Rock to Shreveport. (This was part of a two-pronged offensive aimed at Shreveport. The main Union force was advancing up the Red River in Louisiana.) The Union column was forced back after a series of battles at Poison Springs, Marks Mill, and Jenkins Ferry, but aside from the thousands of casualties and widespread destruction of property, the operation had no effect on the course of events. Increasingly, both sides turned to cavalry raids that destroyed even more property and made life miserable for civilians, but accomplished little of military importance.

While the plague of lawlessness in Arkansas worsened and the scale of military operation declined, the shortage of manufactured goods grew more acute. Without access to the industrial cities of Europe and the northern United States, Arkansas and other southerners had to make

do without a wide array of manufactured products, including even everyday items as paper, ink, dyes, pins, buttons, medicines, matches, and the like. Newspapers ceased publishing and stores closed for lack of goods to sell. Shortages caused prices to soar. Paper money became worthless and a barter economy developed. Homespun clothes and homemade items were the order of the day. What had begun as a war to achieve southern independence and maintain slavery changed into a grim struggle for survival.

During the final eighteen months of war a pro-Union state government was established in Little Rock under the protection of the Union army. Isaac Murphy, the only man who had voted steadfastly against secession in the May 1861 convention, was elected governor in March 1864 by residents of Union-occupied towns, but his authority did not extend into the ravaged countryside. For the remainder of the war the state had two antagonistic but equally powerless governments in Little Rock and Washington.

Hostilities ended in June 1865 when General Edmund Kirby Smith in Shreveport surrendered all Confederate forces west of the Mississippi River. Peace came not a moment too soon. A returning refugee described the scene in southwestern Arkansas: “Desolation met our gaze; abandoned and burned homes, uncultivated land overgrown with bushes; half-starved women and children; gaunt, ragged men, stumbling along the road, just mustered out of the army, trying to find their families and friends, and wondering if they had a home left.” The situation in much of the rest of the state, especially the northern counties, was even worse.

Arkansas was devastated and its populace decimated. No exact figures are available, but over 7,000 Arkansas Confederate soldiers died from various causes during the war. At least 1,700 white Arkansas Union soldiers and perhaps an equal number of black Arkansas Union soldiers also perished. Many thousands of other soldiers were left blind, crippled, or gravely weakened by wounds or disease. A very conservative estimate is that one-eighth of the adult male population (white and black) was lost, and that another one-eighth was left permanently handicapped. How many thousands of civilians died cannot even be estimated. Widows and orphans numbered in the tens of thousands. Impoverishment and misery were everywhere. The only beneficial result of the war was the end of slavery, but even that achievement would bring little opportunity to black Arkansans for decades to come. The four years of the Civil War comprised the greatest human and economic disaster in Arkansas history.

The Civil War in Arkansas: Regional Summaries

NORTHWEST ARKANSAS

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When the Civil War began, Arkansas assumed that Missouri would join the Confederacy and serve as a buffer between Arkansas and the United States. That assumption was incorrect. The great majority of Missourians rejected secession and the state remained in the Union. Unhappy with this situation, a pro-secessionist minority led by Sterling Price formed an army and tried to make Missouri a Confederate state by force of arms. In the summer of 1861 Union forces drove Price and his army into the southwest corner of Missouri. As the fighting drew ever closer to Arkansas, nervous Confederate authorities assembled an army under General Benjamin McCulloch in the northwest corner of the state.

Hoping to prevent the fighting in Missouri from spilling over into Arkansas, McCulloch marched north to help Price hold his ground. McCulloch's strategy was initially successful. On August 10, 1861, the combined Confederate armies defeated a smaller Union army in a hard-fought battle at Wilson's Creek, just south of Springfield, Missouri.

It appeared once again that Arkansas was safe from invasion from the direction of Missouri. A few months later, however, everything changed. In January 1862 a Union army commanded by General Samuel R. Curtis pushed Price and McCulloch out of Missouri and all the way down to the Boston Mountains south of Fayetteville. During the chaotic retreat across Northwest Arkansas Confederate soldiers looted and burned much of Fayetteville. When the Union army entered the state on February 17, 1862, Curtis sent a brief telegram to President Abraham Lincoln: "The flag of our Union again floats in Arkansas."

Curtis intended to push the Confederates out of Missouri and keep them out. At this stage of the war, Union forces had no interest in invading Arkansas. Curtis halted his army at Pea Ridge, about five miles south of the Arkansas-Missouri line, and waited to see what the Confederates would do.

Meanwhile, General Earl Van Dorn arrived in the Boston Mountains to take overall command of the Confederate forces. Van Dorn was determined to recover as much of Missouri as possible. He led his army north from the Boston Mountains and attacked Curtis on March 7-8, 1862, at Pea Ridge. Van Dorn had a great advantage because he outnumbered Curtis three to two, and on the first day of the battle the Confederates pushed the Union forces back. But

McCulloch was killed and the Confederates became confused and disheartened as the fighting went on. On the second day Curtis counterattacked and drove the Confederates away in disorder. Van Dorn's shrunken army crossed the Boston Mountains and regrouped at Van Buren.

The aftermath of the battle was grim. Of the 10,250 Union troops engaged at Pea Ridge, about 1,400 were killed or wounded. The Confederate army numbered around 16,500 and lost at least 2,000 men killed, wounded, or captured. Wounded survivors of the battle faced an uncertain future. Even the best medical treatment during the Civil War was crude; medical care in a frontier state like Arkansas was primitive beyond belief. Infections, malnourishment, and exposure to harsh weather caused many sick and wounded soldiers to die.

Two small regiments of Confederate Cherokees (about 800 men in all) from the nearby Indian Territory played a minor role in the battle. One of the Cherokee regiments was led by Colonel Stand Waite, who later became the only Indian on either side to achieve the rank of general. Several hundred Confederate Creeks and Choctaws arrived too late and did not take part in the fight. As these summaries show, Indians fought in other Arkansas battles as well. (Note: The Indians who fought at Pea Ridge did not wear feathers or buckskins or warpaint or use bows and arrows. Like most other Confederate soldiers, they were dressed in civilian clothes – ordinary shirts, pants, and hats – and carried rifles and shotguns. Several well-known illustrations showing the Indians with feathers, etc., are completely imaginary.)

Pea Ridge was the largest Civil War battle fought in Arkansas and the most important. The Union victory insured that Missouri would remain a Union state. Pea Ridge also had enormous consequences for Arkansas. After his defeat Van Dorn abandoned Arkansas. He took what was left of his army across the Mississippi River to join another Confederate army in northern Mississippi. He also took away nearly all horses, mules, weapons, ammunition, supplies and what little machinery the state possessed. By the summer of 1862 Confederate Arkansas was almost completely defenseless.

When Curtis learned that Van Dorn was moving towards the Mississippi River, he moved his army eastward as well. His purpose, as before, was to protect Missouri. Eventually Curtis discovered that Van Dorn had left Arkansas. With Missouri out of danger, Curtis turned south and invaded Arkansas. His goal was to capture Little Rock. (A description of this operation is found in the summary for northeast Arkansas.)

A great deal of destruction, vandalism, and theft had taken place in northwest Arkansas while the armies were present, but far worse was the breakdown of law and order after the armies departed. Deserters and stragglers from both armies and local criminals unleashed a reign of terror that grew worse with every passing month. Without the backing of state or military authorities, sheriffs and constables were killed or frightened into submission. With so many men away in military service, women and children found themselves at the mercy of gangs of ruthless thieves and murderers. Isolated rural families – which meant most people in those days – were especially vulnerable. Food production declined and the specter of starvation

stalked the land. By the middle of the war dozens of counties in northern Arkansas and southern Missouri were almost depopulated as thousands of frightened inhabitants abandoned their ravaged homes and farms and became refugees.

In the fall of 1862 the armies returned to northwest Arkansas. General Thomas C. Hindman succeeded Van Dorn as Confederate commander. Hindman believed it was essential to re-establish a Confederate military presence in Northwest Arkansas. Despite severe shortages of almost everything of military value, he slowly assembled a completely new army at Fort Smith.

While Hindman was busy at Fort Smith, another Union army entered Northwest Arkansas from Missouri. General James G. Blunt routed a small Confederate force near Maysville (on the Arkansas-Indian Territory line) on October 22, 1862. Hindman sent a cavalry force under General John S. Marmaduke to attack Blunt, but Blunt easily defeated the Confederates at Cane Hill on November 25, 1862. Undeterred, Hindman decided to attack Blunt with his entire army.

When Blunt learned that Hindman was approaching, he ordered General Francis G. Herron near Springfield, Missouri, to come to his support at once. Herron's men marched over one hundred miles in three days, one of the most extraordinary feats in the Civil War. On December 7, 1862, Herron reached Prairie Grove, only eight miles from Cane Hill, and ran into Hindman's army. The Confederates drove back Herron's exhausted troops, but Blunt heard the noise of the battle and rushed from Cane Hill to Prairie Grove to assist Herron. In the afternoon the two halves of the Union army were reunited. The fighting raged until dark with neither side able to drive the other away. The Confederates were out of food and ammunition; during the night they retreated to Fort Smith.

Blunt's half of the Union army included Indian Home Guard regiments consisting of Cherokees, Creeks, Seminoles, and other Indians. They were better trained and equipped than the Confederate Indians at Pea Ridge. (They wore blue uniforms, etc.) No Confederate Indians took part in the battle, though an Indian force under Waite was only a few miles away.

Casualties at Prairie Grove were terrible. The 8,000 Union troops who took part in the battle lost 1,261 killed, wounded, and captured. The Confederates had between 9,000 and 11,000 men on the field and suffered at least 1,317 killed, wounded, or captured. In addition, several hundred Arkansas Confederate soldiers deserted during the battle and went over to the Union side. As was the case after Pea Ridge, wounded soldiers suffered greatly because of the lack of medical facilities on the frontier. Fortunately, Fayetteville was nearby and its surviving churches and larger houses were turned into makeshift hospitals.

On December 27-30, 1862, Blunt and Herron crossed the Boston Mountains and raided Van Buren on the Arkansas River. The Union army burned five steamboats and several warehouses full of military supplies before returning to Prairie Grove, followed by hundreds of newly liberated slaves. Instead of fighting, Hindman abandoned Van Buren and Fort Smith and withdrew towards central Arkansas with the remnants of his army. Thousands of

demoralized Confederate soldiers deserted along the way. Prairie Grove and its aftermath cost the Confederates all of Northwest Arkansas down to the Arkansas River.

Blunt and Herron returned to Missouri, satisfied that Hindman no longer was a threat to Missouri. A small Union garrison commanded by Colonel M. LaRue Harrison remained in Fayetteville to protect wounded soldiers who could not be moved. On April 18, 1863, a small Confederate cavalry force under General William Cabell attacked Fayetteville. By this time several Arkansas Union regiments had been formed from white northern Arkansans who opposed slavery and secession. Harrison's garrison included the 1st Arkansas Cavalry (Union); Cabell's force included the 1st Arkansas Cavalry (Confederate). Ironically and sadly, both regiments were composed of men from the Fayetteville area. The Confederates failed to capture the town and retreated. The fight had no impact on the course of the war in Arkansas but cost each side about seventy men killed, wounded, or captured. Harrison's Union troops occupied Fayetteville off and on until the end of the war.

Organized military forces did not return to Northwest Arkansas until Blunt drove through the Indian Territory and captured Fort Smith of September 1, 1863. Withdrawing Confederates put up a brief fight at Devil's Backbone in the Ouachita Mountains about sixteen miles south of town. Combat between regular forces in Northwest Arkansas was essentially over, but endless skirmishing between pro-Union and pro-Confederate irregulars continued without letup. Dozens of murderous clashes took place in the hills and valleys. Very few prisoners were taken by either side in this type of warfare.

Fayetteville and Fort Smith were the two most isolated Union outposts in the entire Confederacy. Both towns became swollen with refugees from the lawless countryside. Hundreds of civilians died in the overcrowded unsanitary refugee camps. Little food was available locally because so many farms had been abandoned. Union supply trains from Missouri and Kansas were constantly harassed by Confederate troops (mostly Indians), pro-Confederate guerrillas, and hordes of outlaws. Despite the dismal situation, Union forces maintained their grip on both towns to the end of the war.

The Civil War in Northwest Arkansas began with large-scale military operations and two major battles – Pea Ridge and Prairie Grove – that had a significant impact of the course of the struggle in the trans-Mississippi. After 1862, the scale of operations gradually declined on both sides and the nature of the fighting changed. Battles were replaced by raids, ambushes, massacres, and murders. In the final two years of the war most of those who died were civilians, not soldiers.

The Civil War in Arkansas: Regional Summaries

NORTHEAST ARKANSAS

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During the first year of the Civil War Northeast Arkansas was quiet. The situation changed dramatically in the spring of 1862. Union naval forces broke through Confederate defenses on the Mississippi River and captured Memphis on June 6. The presence of Union gunboats and troop-carrying transports on the Mississippi River meant that the war had reached Northeast Arkansas much faster than anyone had anticipated.

As it turned out, the first Union forces to actually enter northeast Arkansas came overland from Missouri. A Union army under General Samuel R. Curtis had won the battle of Pea Ridge in Northwest Arkansas on March 7-8, 1862. After moving eastward along the Arkansas-Missouri state line, Curtis turned south and reached Batesville in early May. At the same time a second Union army under General Frederick Steele pushed into Arkansas from southeast Missouri and joined Curtis. There was little opposition to these Union incursions because all Confederate forces in the state had gone to Mississippi after Pea Ridge. While in Batesville, Curtis authorized the formation of the 1st Arkansas Infantry (Union), the first of several white Arkansas Union regiments to be recruited from pro-Union residents in the northern part of the state.

With Arkansas apparently defenseless, Curtis moved south towards Little Rock. Because his supply bases were hundreds of miles to the north in Missouri, his advance was slow and difficult. By June he had reached the vicinity of Searcy. In the meantime, the new Confederate commander, General Thomas C. Hindman, raised a small force of Confederate soldiers with which he hoped to block the Union advance. He also authorized the formation of irregular soldiers, or guerrillas, to harass the Union wagon trains hauling supplies from Missouri. A series of small battles and skirmishes erupted around Searcy and all along the Union supply line.

Curtis concluded that his supply situation was impossible. He abandoned his attempt to capture Little Rock and turned southeast into the Delta. Curtis intended to take advantage of Union control of the Mississippi River. He arranged for a flotilla of Union gunboats and transports to steam down the Mississippi below Memphis, then up the White River with supplies and reinforcements. In June and July the Union army marched down the east bank of

the White River and passed through Jacksonport, Augusta, and Clarendon. Somewhere along the White River the Union army and navy should meet.

On July 7, 1862, Hindman attempted to stop Curtis near Chache River, about three miles north of Cotton Plant. The battle was a disaster for Hindman's inexperienced men. Over 123 Confederates were killed and hundreds more were wounded. Only 6 Union soldiers were killed and 57 were wounded. This was the last time Hindman attempted to halt the Union juggernaut.

Meanwhile, the Union flotilla was moving up the White River in Curtis's direction. On June 17, 1862, the gunboats engaged a Confederate fort at St. Charles while Union soldiers went ashore. The soldiers soon captured the fort from behind, but not before a Confederate shot penetrated the gunboat U.S.S. Mound City and struck a steam line. Though the boat was only slightly damaged, scalding steam killed or severely burned 150 crewmen. The Union flotilla continued upriver to Clarendon where it waited for several days before departing. The Union army reached Clarendon the day after the flotilla turned back. Having failed to establish a supply line via the White, Curtis turned east and marched to Helena.

During the long March across the Delta, the Union army liberated thousands of slaves, most of whom followed the army to Helena in search of a new life. This development took place six months before President Lincoln issued the Emancipation Proclamation on January 1, 1863. Curtis eliminated slavery along the route of his army's march as a military necessity. Upon reaching Helena, Curtis established refugee camps for the new freedmen and insured that they were treated properly and paid fairly for the work they did. This was the beginning of the end of slavery in Arkansas, though it would be three more years before emancipation reached every corner of the state.

Curtis also brought "total war" to northeast Arkansas. Moving farther and farther from supply depots in Missouri, his soldiers were compelled to live off the land as they marched across the Delta. The path of the Union army was marked by ravaged fields, slaughtered livestock, pillaged smokehouses and root cellars, and vandalized and burned buildings. Some people made matters worse by poisoning wells and burning bridges in a vain attempt to stop the Union column. Three-fourths of the state would experience similar devastation before the war came to a close.

On July 15, 1862, the Union army reached Helena. A supply line via the Mississippi River was established and Helena remained a Union enclave for the rest of the war. A semi-circular line of earthen fortifications soon protected the town. Inside the fortifications were army camps, refugee camps for freedmen, and military storehouses. Dozens of gunboats and transports crowded the wharves. Until Vicksburg was captured in mid-1863, Helena was the southernmost Union outpost on the Mississippi, and it served as a supply depot and a jumping-off point for military and naval operations in Arkansas, Louisiana and Mississippi. With so many freedmen in town, Helena also became a major recruiting station for "colored" Arkansas Union regiments later in the war. The first of these regiments, the 1st and 2nd Arkansas Infantry (Union/African Descent), were formed in early 1863.

Almost a year later, Confederate General Theophilus H. Holmes attempted to recapture Helena. His army marched from Little Rock and attacked the fortified town on July 4, 1863. White and black Union troops fought side by side to repel the Confederates. Assaults against earthworks were rarely successful in the Civil War and this was no exception. The 4,000 Union troops led by General Benjamin M Prentiss defeated the 7,600 Confederates. Prentiss lost only 239 men killed, wounded, or captured, but the misguided attack cost Holmes over 1,636 of his men, a severe casualty rate. Holmes returned to Little Rock with his shrunken, demoralized army, but he would not stay there long. Union forces from Helena captured Little Rock on 10 September 1863. (This development is described in the summary for central Arkansas.)

The only other regular military operation of note in northeast Arkansas occurred in the spring of 1863 when General John S. Marmaduke led a Confederate cavalry raid into southeast Missouri. The raid accomplished little, and Marmaduke was hotly pursued as he retreated towards Arkansas atop Crowley's Ridge. At Chalk Bluff on May 1-2 the Confederates fought a delaying action while constructing a bridge across the St. Francis River. The Confederates escaped into Arkansas; the Union forces declined to follow.

After the summer of 1863 northeast Arkansas experienced no large-scale military operations. Battles were replaced by cavalry raids and constant skirmishes between pro-Confederate and pro-Union Arkansans. Helena remained in Union hands, and Batesville and Jacksonport were garrisoned by Union troops for brief periods, but in the absence of any functional civil or military authority most of the countryside became a no-man's-land where people fought each other and struggled to stay alive until the war was over. (The appalling conditions described in the summary for northwest Arkansas apply to northeast Arkansas as well.)

The Civil War in Arkansas: Regional Summaries

SOUTHEAST ARKANSAS

Written by Dr. Bill Shea

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University of Arkansas at Monticello

For the first fifteen months of the Civil War southeast Arkansas was undisturbed by military operations. After the capture of Memphis and Helena by Union forces in the summer of 1862, however, Union gunboats and transports were a common sight on the Mississippi River. Confederate authorities realized that Union vessels could enter the Arkansas River and steam upriver to Little Rock whenever they wished. To prevent this, Fort Hindman was constructed at Arkansas Post near the mouth of the Arkansas River. General Thomas J. Churchill and about 5,000 Confederate soldiers manned the fort and an adjacent line of earthworks that protected the town.

Near the end of 1862 a massive Union amphibious force gathered on the Mississippi River in preparation for an attack on Vicksburg. Union General John A. McClernand decided to eliminate the Confederate position at Arkansas Post before moving against Vicksburg. The Union armada entered the Arkansas River and attacked Arkansas Post on January 10-11, 1863. The naval forces were commanded by Admiral David D. Porter, the ground forces by General William T. Sherman. Union gunboats battered the fort into submission and the remainder of the garrison surrendered after heavy fighting to an overwhelming Union force of over 30,000 men. Approximately 1,100 Union soldiers were killed or wounded, a typically heavy toll resulting from an attack against earthworks. Only about 140 Confederates were killed or wounded, but nearly 4,800 were captured. In addition, Union forces seized a large amount of arms, ammunition, and other supplies.

Arkansas Post was a disaster for the Confederacy. The only defensive position on the Arkansas River was gone along with a huge number of irreplaceable men. The defeats at Prairie Grove (fought five weeks earlier on December 7, 1862) and Arkansas Post gravely weakened General Theophilus H. Holmes, the overall Confederate commander. He abandoned the eastern and western portions of Arkansas and concentrated what manpower and resources he had left in the central portion of the state around Little Rock. He was so demoralized that six months passed before he made any moves whatsoever.

Low water in the Arkansas River prevented McClernand from steaming upriver and capturing Little Rock. With nothing left to do in the eastern part of the state after Arkansas

Post, the Union sailors and soldiers demolished what was left of Fort Hindman, boarded their gunboats and transports, and returned to the Mississippi River. At Napoleon, just south of the mouth of the Arkansas, General Ulysses S. Grant took command of the armada and led it back toward Vicksburg.

The hard-fought Union victories at Prairie Grove and Arkansas Post eventually led to the Union capture of Fort Smith and Little Rock in September 1863. (These operations are described in the summaries for northwest and central Arkansas.) As Union forces moved into the Arkansas River Valley, Confederate forces retreated to the southernmost portion of the state. The citizens of Pine Bluff were that anarchy might follow the departure of the Confederate troops, so they asked General Frederick Steele to send Union soldiers to occupy the town. Steele sent Colonel Powell Clayton and 500 men to maintain order in Pine Bluff. Hundreds of refugee slaves poured into the town when they learned of the Union presence.

Confederate General John S. Marmaduke attempted to overwhelm the isolate Union detachment. On October 25, 1863, he attacked Pine Bluff with 2,000 Confederate cavalymen. Union soldiers and freedmen built a barricade of cotton bales around the courthouse square and fought off the Confederates. Military losses were lower than normal because both sides fought from behind cover: 56 Union soldiers and 17 freedmen were killed or wounded, as were at least 40 Confederates. There were no civilian casualties. Most of downtown Pine Bluff was wrecked in the only true urban battle of the Civil War.

Except for the two exceptions noted below, there was little large-scale military activity in southeast Arkansas during the remaining eighteen months of the Civil War. Union forces in Pine Bluff and Confederate forces in Monticello skirmished constantly. A narrow no-man's-land existed between the two occupied areas, but most of the region managed to maintain a semblance of law and order under either Union or Confederate authority. There probably was less lawlessness and destruction in southeast Arkansas than anywhere else in the state, though the danger from outlaws and deserters was ever present.

On March 30, 1864, Clayton led a Union force along the Saline River between Monticello and Warren and won a pair of small battles at Mt. Elba and Longview. A dozen Union soldiers were casualties, but as many as 50 Confederates were killed or wounded and over 300 were captured along with a substantial amount of supplies.

The relative calm in southeast Arkansas was shattered for the final time when a Confederate troops under Colonel Cotton Greene fired on vessels in the Mississippi River near Lake Chicot. A Union amphibious force under General Andrew J. Smith clashed with the Confederates at Ditch Bayou, five miles east of Lake Village, on June 6, 1864. The 600 Confederates were driven off and the 3,000 Union troops returned to their transports and steamed away. Over 150 Union soldiers were killed or wounded along with at least 37 Confederates. Greene made no further attempt to interrupt Union traffic on the Mississippi. The battle of Ditch Bayou was the last significant clash between regular forces in Arkansas.

The Civil War in Arkansas: Regional Summaries

CENTRAL ARKANSAS

Written by Dr. Bill Shea

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University of Arkansas at Monticello

The road to the Civil War began in central Arkansas. In March 1861 a special convention met in Little Rock at the state capitol (now the Old State House) and voted against secession. One month later, however, came news that fighting had begun at Fort Sumter, South Carolina, and that President Abraham Lincoln had called for troops to suppress the southern rebellion and restore the Union. The convention reconvened and voted overwhelmingly for secession on May 6, 1861. The only delegate who refused to approve secession was Isaac Murphy, a schoolteacher from Huntsville in northwest Arkansas. A short time later Arkansas joined the Confederacy.

Determined secessionists already had taken matters into their own hands. Before the first meeting of the special convention hundreds of militiamen from surrounding counties had poured into Little Rock and demanded the surrender of the Little Rock Arsenal, one of two United States military posts in the state (the other was Fort Smith). The handful of soldiers at the arsenal (now MacArthur Park) turned over control of the post to Governor Henry M. Rector on February 7, 1861, and left the state.

Little Rock was the focus of Confederate political and administrative activities in Arkansas during the first two years of the war. Because of its relatively large size, its central geographic location, and its concentration of wharves and warehouses along the Arkansas River, the city also was the principal logistical center for Confederate military forces in the state. Deep inside the Confederacy, Little Rock seemed safe and secure.

Barely a year after the beginning of the war, however, central Arkansas unexpectedly changed from a rear area to a front line. Following the Union victory at Pea ridge in March 1862, all Confederate military forces in Arkansas crossed the Mississippi River. Arkansas was left defenseless. Union gunboats and transports appeared on the Mississippi, Arkansas and White rivers. A Union army reached Searcy—only fifty miles from Little Rock—in June 1862 before turning eastward and capturing Helena. Governor Rector was so frightened by the approach of the Union column that he fled to Hot Springs.

About this time Confederate General Thomas C. Hindman arrived in Little Rock to restore the military situation. Acting on his own authority, Hindman declared martial law and

ruled Confederate Arkansas like a military dictator during the summer of 1862. He expanded existing military facilities in and around Little Rock and established new ones. He also constructed a fort at Arkansas Post to protect Little Rock from Union vessels coming up the Arkansas River.

During this period the Confederate state government declined in power and prestige as more and more of Arkansas came under Union control or slipped into anarchy. Governor Rector and his successor, Harris Flanagin, were little more than figureheads and the legislature was powerless. Elections took place only in Confederate-held territory and were ignored by most voters.

In late 1862 and early 1863 Confederate forces in Arkansas suffered defeats at Prairie Grove and Arkansas Post. The new Confederate commander, General Theophilus H. Holmes, abandoned most of eastern and western Arkansas (northern Arkansas already was lost) and concentrated his meager resources in the central portion of the state around Little Rock.

The expected Union invasion did not come, so in the summer of 1863 Holmes led his army out of Little Rock to attack Helena. After suffering a severe defeat on July 4, 1863, the weakened Confederate army retreated to Little Rock. Holmes was succeeded by Sterling Price, who constructed fortifications on the north bank of the Arkansas River northeast of the city. In late summer General Frederick Steele and 12,000 Union soldiers marched towards Little Rock from Helena. East of the city, half of the Union army crossed to the south bank of the Arkansas River to avoid the Confederate fortifications. Price had only about 8,000 troops and he made no real effort to halt Steele. He abandoned Little Rock and retreated southward. The ineffectual Confederate state government also abandoned the capital city. Governor Flanagin and a fragment of the legislature fled to Washington in the southwest corner of the state and pretended to govern from there.

Steele captured Little Rock on September 10, 1863. Little Rock was the fourth of eleven Confederate state capitals to fall into Union hands (Nashville, Baton Rouge, and Jackson were the first three). Heavy skirmishing east of the city cost the Union army 137 casualties. Incomplete Confederate records indicate 64 casualties. Hundreds of other Confederate soldiers lost heart and deserted.

Steele had too few men to hold all of central Arkansas, so he occupied only Little Rock and De Vall's Bluff. Before the Kerr-McClellan system of dams and locks was completed in the 1960s, the Arkansas River became so low in the fall and winter that steamboats often could not reach Little Rock. De Valls Bluff on the White River was a year-round river port and it was linked to Little Rock by the state's only railroad line. Consequently, Steele made De Valls Bluff the principal supply depot for his army in Little Rock. The Union logistical system worked well enough to produce a modest economic boom in Little Rock, where "greenbacks" (Union paper money) circulated freely and consumer goods not seen for many months could be found in stores and markets. In addition to depending on supplies from the outside, Union soldiers in Little Rock combed the central Arkansas countryside for food.

Having learned the value of fortifications at the battle of Helena, Union soldiers and freedmen encircled both Little Rock and De Valls Bluff with earthworks. The Union garrison in both places (along with the Union garrisons at Helena, Fort Smith, and Pine Bluff) eventually consisted of both white and black soldiers; only the tiny Fayetteville garrison was an all-white force. Most of the black troops were former Arkansas slaves who had enrolled in “colored” regiments beginning in the spring of 1863. Residents of the Union-occupied towns were the first Arkansas to experience some of the social and economic changes engendered by the Civil War.

The most important political development during the second half of the war was the establishment of a Unionist state government in Little Rock under the protection of the Union army. Isaac Murphy, the only man who had voted steadfastly against secession in the May 1861 convention, was elected governor in March 1864 by residents of Union-occupied towns. Voters also elected a Unionist legislature and approved a new state constitution that prohibited slavery. The new state government was essentially symbolic. During the war its authority extended only as far as Union military forces could reach, but it was the foundation for all successive state governments to the present day.

Only one large-scale military operation took place in Arkansas after the capture of Little Rock. In March and April 1864 Union authorities launched a two-pronged offensive towards Shreveport, Louisiana. The main Union force advanced up the Red River in Louisiana, but a secondary column led by Steele set out from Little Rock into southwest Arkansas. The operation was a failure and Steele’s battered army returned to Little Rock in a weakened condition. (This development is described in the regional summary for southwest Arkansas.)

These events led to a modest Confederate resurgence in central Arkansas and elsewhere. Little Rock and De Valls Bluff were too strong to be attacked directly, but Confederate cavalry forces constantly interrupted railroad traffic and shot at steamboats on the Arkansas and White rivers. Skirmishes between Union patrols and Confederate cavalry or guerrillas became more frequent and occasionally escalated into small battles. In the fall of 1864 Union forces regained the initiative and the military situation became a stalemate.

The heightened level of violence in the final months of the conflict produced nothing but misery and death for innocent people in central Arkansas. Uncontrolled guerrilla bands and packs of deserters and criminals avoided contact with both Union and Confederate soldiers and preyed on helpless civilians. Though conditions did not quite descend to the level of anarchy and barbarism prevalent in the northern third of the state, a dismally familiar no-man’s-land of devastated and abandoned hamlets and farms soon characterized much of central Arkansas.

The Civil War in Arkansas: Regional Summaries

SOUTHWEST ARKANSAS

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Southwest Arkansas was the last part of the state to feel the full impact of the Civil War. During the first two years of the conflict Confederate soldiers and supplies moved along the Old Southwest Trail from Texas to Little Rock. The flow of traffic changed direction in September 1863 when Little Rock and the Arkansas River Valley were captured by Union forces.

The Confederate army under General Sterling Price retreated to Camden and fortified the town. The bankrupt, refugee state government-which consisted of Governor Harris Flanagin, a handful of legislators, and a few clerks-set up shop in Washington, but it no longer possessed any authority. During the winter of 1863-1864 there was little regular military activity in the state as both sides adjusted to their new circumstances.

The last major military operation of the war in Arkansas was part of a Union attempt to capture Shreveport. While the main Union column advanced up the Red River in Louisiana, a secondary column led by General Frederick Steele set out from Little Rock in March 1864. Steele's army of 12,000 men was beset by logistical problems as it pushed into southwest Arkansas. Price's smaller Confederate army left Camden and blocked Steele's path near Washington. Instead of attacking Price and continuing on to Shreveport, Steele unexpectedly turned east and captured Camden. The Union army was secure within the Confederate-built fortifications, but it was very short of supplies.

Steele sent Colonel James M. Williams and 1,100 Union soldiers to nearby Poison Spring in search of food. Confederate General John S. Marmaduke attacked with 3,600 Confederates, including 700 Choctaws from the Indian Territory. The isolated Union detachment was overwhelmed. Approximately 300 Union soldiers were killed, wounded, or captured, and about 170 wagons and mule teams were lost. There were about 95 Confederate casualties. The small battle of Poison Spring is notorious because the Confederates murdered many wounded or captured Union soldiers from the 1st Kansas Colored regiment at the close of the fighting.

Poison Spring was followed by another Union defeat at Marks' Mill on April 25. A Union wagon train escorted by Colonel Francis M. Drake and 1,400 soldiers was overrun by 4,000 Confederates led by General James F. Fagan. About 100 Union soldiers were killed or wounded, and nearly all of the rest were captured. The Confederates lost about 300 men killed

and wounded, but captured another 240 wagons and mule teams.

The loss of 1,800 Union soldiers at Poison Spring and Marks' Mill was bad enough, but the loss of over 400 wagons and teams meant that the army in Camden could not be adequately supplied from Little Rock. At this time Steele learned that the main Union column in Louisiana had been defeated at Mansfield and the Shreveport campaign was over. As there no longer was any reason to remain in Camden, Steele evacuated the town and headed back towards Little Rock.

The Confederates pursued and caught up while the Union army was crossing the Saline River at Jenkins' Ferry on April 30. The Union troops were hard-pressed but they repulsed several Confederate attacks and escaped across the Saline. About 700 Union soldiers and 1,000 Confederate soldiers were casualties. Steele returned to Little Rock on May 3 with a reduced and demoralized army. Jenkins' Ferry was the fifth and last major battle fought in Arkansas (the others were Pear Ridge, Prairie Grove, Arkansas Post, and Helena).

Confederate morale revived somewhat after the Camden Expedition, and during the summer of 1864 there was an increase in the scale and intensity of attacks against Union outposts, patrols, wagon trains, railroads, and steamboats. In the fall of 1864 Price led most of the Confederate army in Arkansas northward on a quixotic effort to make Missouri a Confederate state. After wandering aimlessly across Missouri for weeks, Price was defeated at Westport (now Independence), Missouri, and Mine Creek, Kansas, on October 23 and 25 by his old nemesis, Union General Samuel R. Curtis. Thousands of Confederates were killed, wounded, captured or simply deserted in disgust. Among the captured was General Marmaduke. Price returned to southwest Arkansas with barely one-third of his army.

The disastrous failure of Price's Raid more than balanced out the fiasco of the Camden Expedition, but it did not matter. In southwest Arkansas both sides settled down to await the inevitable, which occurred in June 1865.

Lesson Plans/Activities

Grades 4 - 8

Lesson Plans/Activities

(Pre-visit activity)

The American Civil War changed the face of the United States forever. The impact of the war on religion, culture, language, emotion, medicine, technology, transportation, society, politics and many other areas of American life was far-reaching and incalculable.

Objectives: The students will:

- Begin to think about the causes of the American Civil War.
- Learn about the first year of the Civil War so that they understand how and why the Battle of Pea Ridge occurred when and where it did.

Materials:

- Map of the United States/Confederacy 1860
- Map of the United States/Confederate States in 1862
- *Where Is It* worksheet
- *A House Divided* worksheet

Activity 1: KWL Chart

- List 5 things they already know about the Civil War and/or the Battle of Pea Ridge.
- List 5 things they want to know or wonder about that pertain to the Civil War or the Battle of Pea Ridge.
- List 5 things they learned at the end of the unit.

Activity 2:

- Discuss and/or write about what they believe caused the Civil War and give examples and evidence to support their position.

Name _____ Date _____

KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

| Topic: | | |
|--------------------|----------------------------|-----------------------|
| What I Know | What I Want To Know | What I Learned |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

CIVIL WAR TIMELINE

Note:

Elementary school students often have difficulty comprehending when the Civil War occurred, sometimes confusing the Civil War with the Revolutionary War. They also have trouble picturing how 19th century life differed from life today.

(Pre-Visit Activity)

Objective:

Students will be able to identify the Civil War time period relative to other events in American History.

Materials:

Ruler, graph paper, pencil

Procedure:

During a study of the Civil War, the teacher will:

1. Students will draw a time line on graph paper on a scale of one square to every five years beginning in 1770 and ending at the current year. (If graph paper is not available, regular paper can be used on a scale of one inch to every 2 years or use adding machine tape.)
2. Students will list historic events and inventions.
3. Students will place the historic events and inventions correctly on their timeline.
4. Students will place their birthday on the time line.
5. Students may take the time line home, discuss it with their family, and determine the birthdates of their ancestors.
6. Students will share stories of their ancestors who participated in the Civil War.

HISTORIC EVENTS

Revolutionary War begins—1774

Declaration of Independence—1776

George Washington elected President—1789

Arkansas became a state—1836

Abraham Lincoln elected President—1860

Civil War—1861 to 1865

American Centennial—1876

U.S. enters World War One—1917

U.S. enters World War Two—1941

Neil Armstrong walks on the moon—1969
President Nixon resigns—1974
U.S.-Iraq War (Desert Storm)—1990 to 1991
President Clinton elected—1992
Your birthday?

INVENTIONS

First U.S. Locomotive—1830
Photography—1835
Kerosene Lamp--1859
Telephone—1876
Electric Light—1876
Zipper—1891
Henry Ford's first car—1896
Wright brothers' flight—1903
Atomic bomb—1945
Space shuttle--1979

BATTLE BINGO

(Pre-Visit Activity)

Objective:

Students will be able to:

- Identify people, places and events as they relate to the Battle of Pea Ridge and the Civil War.

Materials:

Bingo questions, Bingo cards, Bingo markers Pencils, Scissors

Glossary Terms:

| | |
|-------------------------|-------------------------|
| Abraham Lincoln | General Price |
| Ammunition | General Van Dorn |
| Cherokee | Missouri |
| Civil War | Pea Ridge |
| Confederates | Prairie Grove |
| Elkhorn Tavern | Slavery |
| Federals | States Rights |
| Free | Succession |
| Fort Sumter | Tariff Act |
| General Curtis | The Union |
| General McIntosh | Wilson's Creek |

Procedure:

- Reproduce and distribute bingo cards and markers.
- Students will cut out markers and randomly write in the bingo squares the terms written on the bottom of the Battle Bingo Card sheet.
- Call out questions in random order from the Battle Bingo Question sheet.
- Students will cover correct responses with markers.

The first student to call "bingo" will be the winner. The game may be repeated as many times as desired to reinforce the material and to give other students opportunities to win.

If a field trip to the Battlefield is planned, the teacher should reproduce and complete the Battle Bingo Certificates for winners. Bring the completed certificates along on the field trip and a Park Ranger will sign and present the certificates to the winners. Certificates may be used for any activity in this packet.

BATTLE BINGO QUESTIONS

1. What important battle was fought in northwest Arkansas on March 7 and 8, 1862?
Pea Ridge
2. On what date did the Civil War begin?
April 12, 1861
3. Who was elected President of the United States in 1860?
Abraham Lincoln
4. Before the Civil War, many southerners believed the individual states should make their own laws. What was this theory called?
States Rights
5. What was the "right" that many southerners were most interested in protecting?
The right to own slaves
6. What law was passed to encourage southerners to purchase northern products instead of European products?
Tariff Act
7. A person who worked to end slavery was called what?
Abolitionist
8. What was the word used to describe the act of the southern states as they left the Union?
Secession
9. The Civil War began when Confederate artillery fired on what Union fort?
Fort Sumter
10. Which state west of the Mississippi River was the most important in 1861?
Missouri
11. What Missouri battle was fought on August 10, 1861?
Wilson's Creek
12. Who commanded the Missouri State Guard?
General Price
13. Who commanded the Union Army at Pea Ridge?
General Curtis
14. Who commanded the Confederate Army at Pea Ridge?
General Van Dorn
15. What tribe of Native Americans fought for the Confederacy at Pea Ridge?
Cherokee
16. On the first day of the Battle of Pea Ridge, Union troops won the battle near Leetown, but the Confederates won at _____?
Elkhorn Tavern
17. On the second day of the Battle of Pea Ridge, the Confederates retreated because they were out of what?
Ammunition
18. The Emancipation Proclamation said that all slaves in the Confederate States were what?
Free

19. What were Union soldiers called?
Federals; Yankees; Billy Yanks
20. What were Southern soldiers called?
Confederates; Rebels; Johnny Rebs
21. What war lasted four years, resulted in the loss of over 600,000 Americans, and changed the United States forever?
The Civil War
22. Besides General McCulloch, what other Confederate general was killed near Leetwon during the Battle of Pea Ridge?
General McIntosh
23. What Arkansas battle was fought on December 7, 1862?
Prairie Grove
24. What did Lincoln want to preserve?
The Union

Note to Teachers:

You may add other questions here. Then add the answers to the list of terms for the bingo card.

BATTLEFIELD BINGO

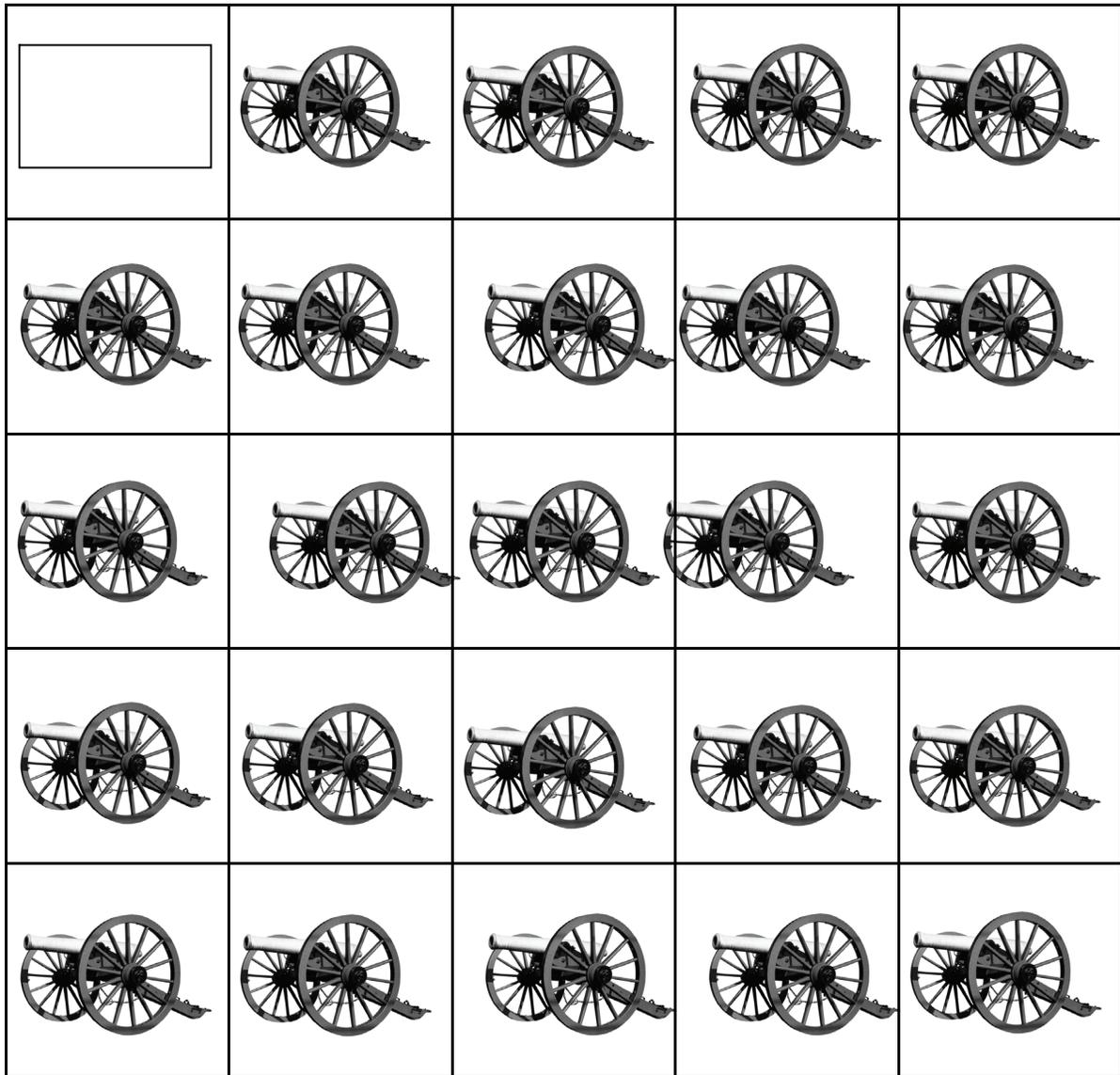
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| | |  | | |
| | | | | |
| | | | | |

Instructions:

Below is a list of terms. Write one term in each of the squares above. You may arrange them in any order. Use each term only once.

- | | | |
|----------------|------------------|------------------|
| April 12, 1861 | Abraham Lincoln | ammunition |
| Cherokee | Civil War | Confederates |
| Elkhorn Tavern | Federals | free |
| Fort Sumter | General Curtis | General McIntosh |
| General Price | General Van Dorn | Missouri |
| Pea Ridge | Prairie Grove | slavery |
| States Rights | succession | Tariff Act |
| The Union | Wilson's Creek | |

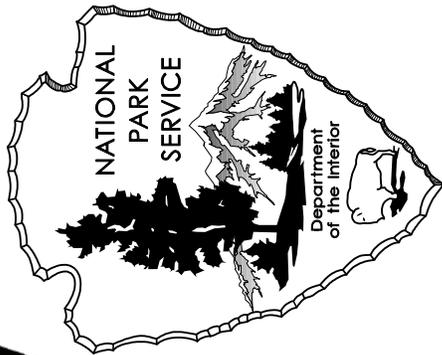
BATTLEFIELD BINGO MARKERS



Instructions:

Cut out each marker by cutting along the straight lines.

Pea Ridge National Military Park



ACHIEVEMENT AWARD

has demonstrated an understanding of
the Civil War and the Battle of Pea Ridge.

Teacher

Date

Park Ranger

Date

A HOUSE DIVIDED

(Pre-Visit Activity)

Historic Background:

In 1858, Abraham Lincoln was nominated to run for the U.S. Senate from Illinois. During his acceptance speech, Lincoln addressed the issues of slavery and secession when he said: "A house divided against itself cannot stand,...I believe this government cannot endure, permanently half slave and half free".

Objectives:

Students will be able to:

1. Locate the states of Arkansas and Missouri
2. Locate the site of the Battle of Pea Ridge
3. Identify the United States
4. Identify the Confederate States
5. Identify the boarder states

Materials:

Map of the United States A House Divided; crayons

Glossary Terms:

| | |
|---------------------------|----------------------|
| Arkansas | Missouri |
| boarder states | Pea Ridge |
| Confederate States | United States |

Procedure:

During the study of the Civil War, the teacher will:

1. Reproduce and distribute the map A House Divided.
2. Help the students recognize Arkansas and Missouri by their shapes and locations.
3. Review in class the political identity (Union or Confederate) of each state during the Civil War.

Students will locate and color the Union states blue, Confederate states gray, and Border States green.

Color Key:

BLUE: 20 states remained in the Union: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, Delaware, New York, New Jersey, Pennsylvania, Ohio, Indiana, Illinois, Iowa, Kansas, Minnesota, Wisconsin, Michigan, Oregon, and California

GRAY: 11 states joined the Confederacy: Virginia, North Carolina, Tennessee, South Carolina, Georgia, Alabama, Mississippi, Arkansas, Louisiana, Florida, and Texas

GREEN: 3 boarder states: Missouri, Kentucky, and Maryland

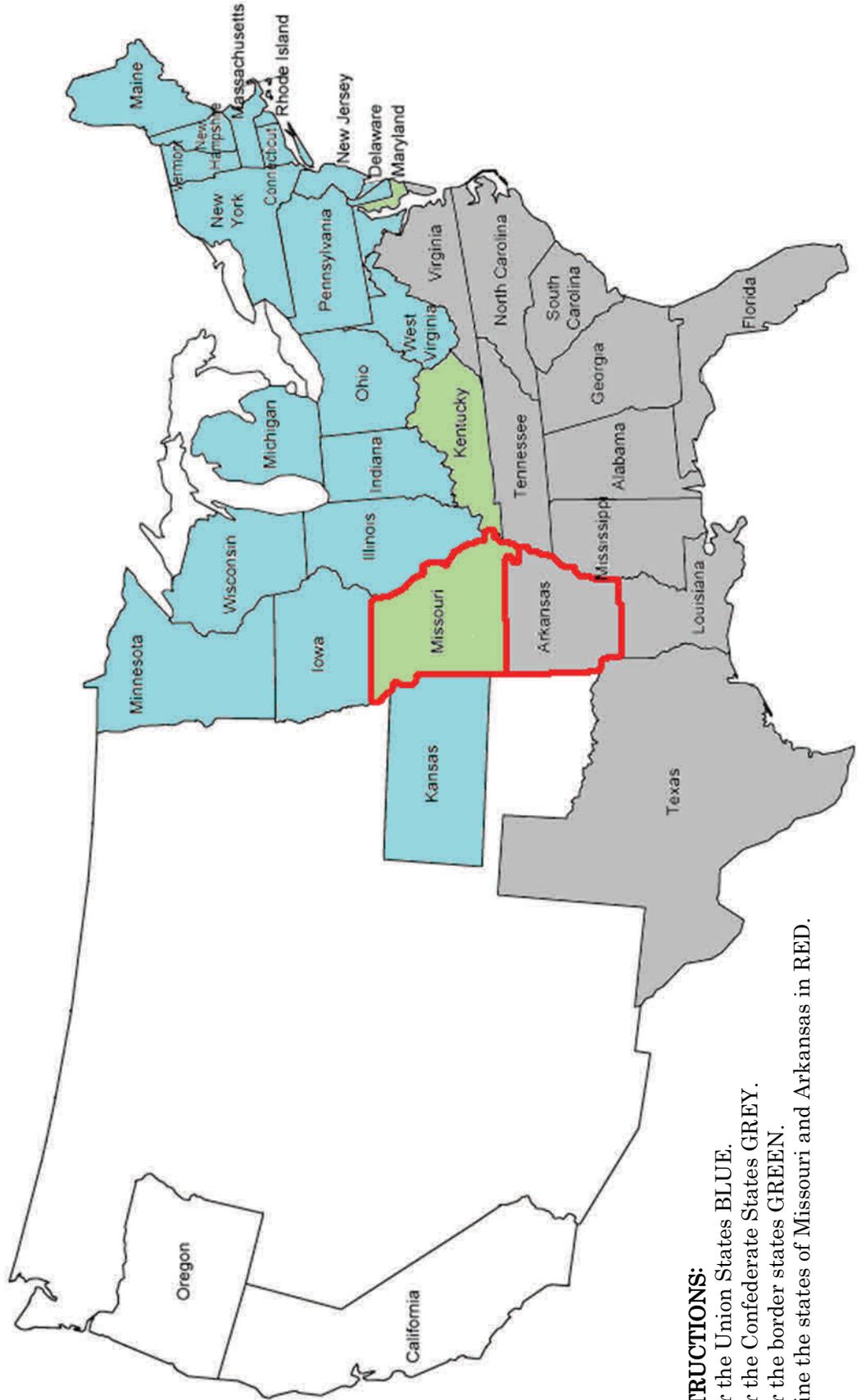
RED: Outline Missouri and Arkansas

NAME _____

DATE _____

A HOUSE DIVIDED

Today there are fifty states in the United States of America. When the Civil War began there were thirty-four states. When the nation divided over political issues, twenty states remained in the Union and eleven states seceded. Those eleven states became the Confederate States of America. The three states that allowed slavery were known as **border states**, because they were located between the United States and the Confederate States.



INSTRUCTIONS:

Color the Union States BLUE.

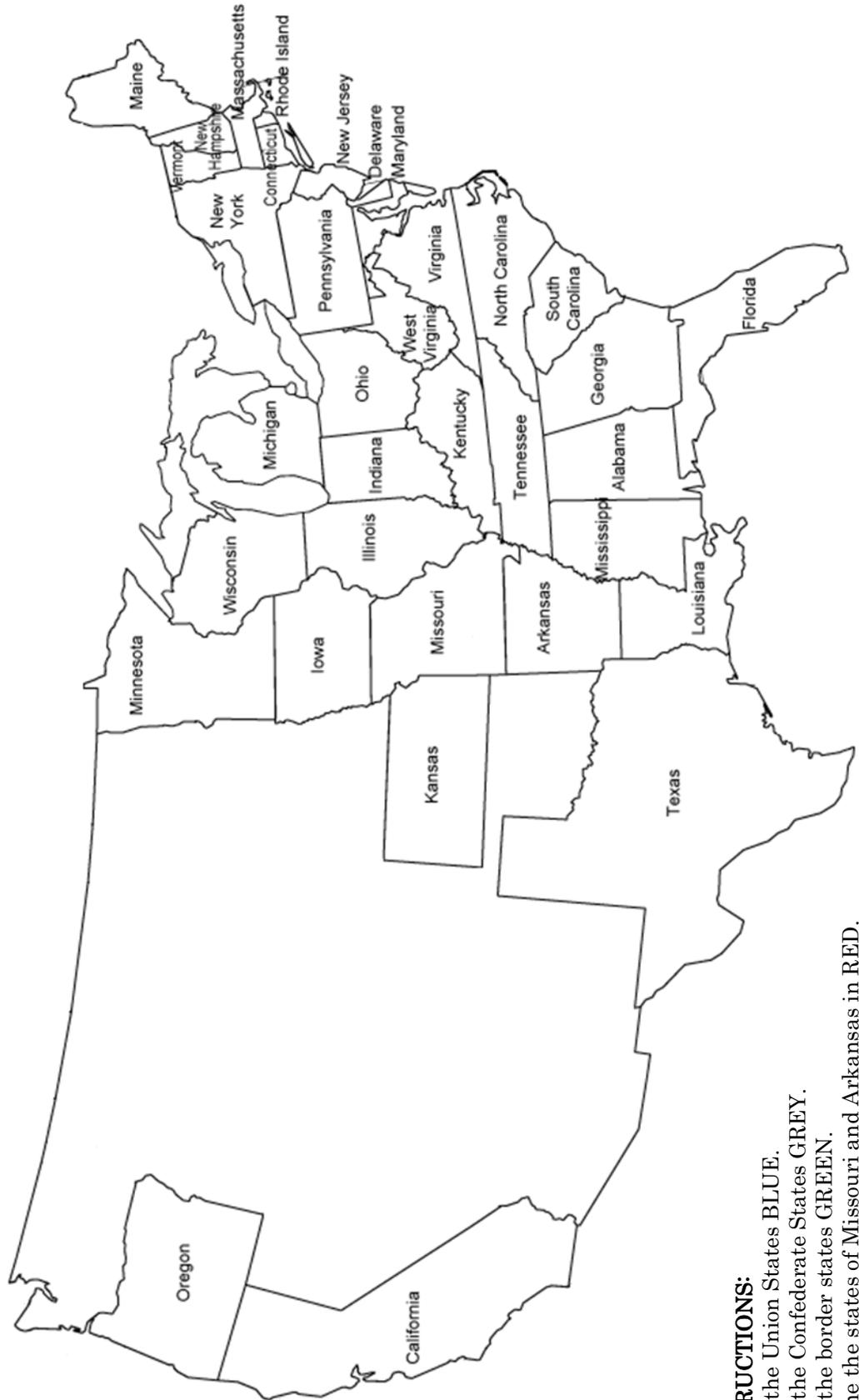
Color the Confederate States GREY.

Color the border states GREEN.

Outline the states of Missouri and Arkansas in RED.

A HOUSE DIVIDED

Today there are fifty states in the United States of America. When the Civil War began there were thirty-four states. When the nation divided over political issues, twenty states remained in the Union and eleven states seceded. Those eleven states became the Confederate States of America. The three states that allowed slavery were known as **border states**, because they were located between the United States and the Confederate States.



INSTRUCTIONS:
Color the Union States BLUE.
Color the Confederate States GREY.
Color the border states GREEN.
Outline the states of Missouri and Arkansas in RED.

WHERE IS IT?

(Pre-Visit Activity)

Objectives:

Students will be able to locate 20 geographical features important to the Pea Ridge campaign and battle.

Materials:

Modern maps of Missouri and Arkansas (state highway maps or road atlas will work), Where Is It? Activity sheet, pencils

Glossary Terms:

| | | |
|-----------------------------|-------------------|----------------|
| Arkansas | Fayetteville | Missouri |
| Arkansas River | Fort Smith | Missouri River |
| Battle of Pea Ridge | Kansas | Oklahoma |
| Battle of Wilson's Creek | Little Rock | Rolla |
| Bentonville | Louisiana | Springfield |
| Boston Mountains | Mississippi | St. Louis |
| | Mississippi River | Texas |

Procedure:

The teacher should:

- Use highway maps of Arkansas and Missouri or an atlas to help students identify the locations listed above.
- Reproduce and distribute the Where Is It? Activity sheet.
- Instruct the students to write the number of the geographical location next to its name on the activity sheet.

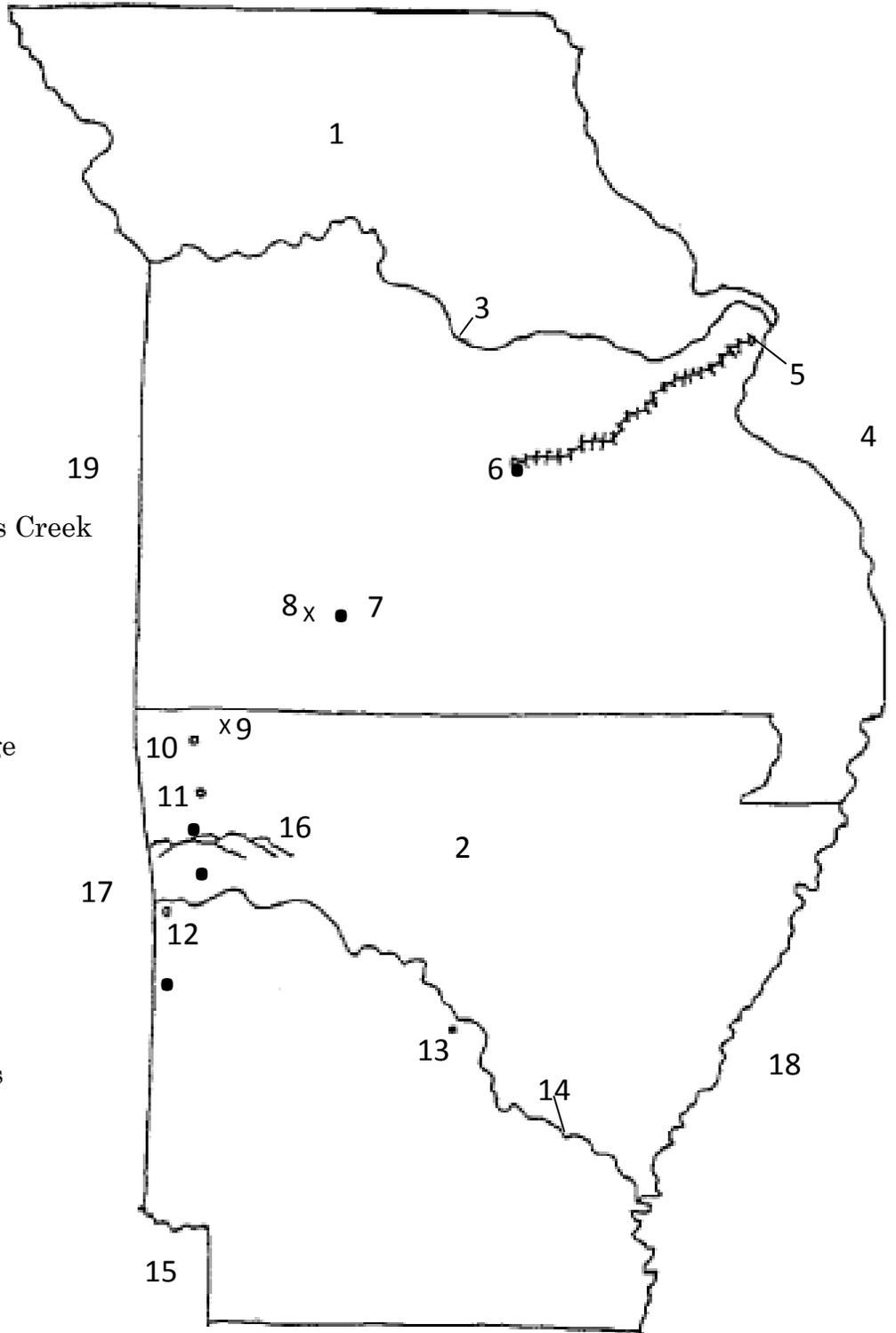
Note: If you desire to grade your students on this activity, there are 20 points possible.

WHERE IS IT?

(Teacher's Answer Sheet)

Write the number of the geographical location next to its name on the list below.
The numbers with boxes represent states on the map.

- 4 Illinois
- 2 Arkansas
- 5 St. Louis
- 1 Missouri
- 7 Springfield
- 3 Missouri River
- 17 Oklahoma
- 12 Fort Smith 19
- 8 Battle of Wilson's Creek
- 11 Fayetteville
- 20 Louisiana
- 14 Arkansas River
- 9 Battle of Pea Ridge
- 10 Bentonville
- 18 Mississippi
- 13 Little Rock
- 6 Rolla
- 19 Kansas
- 16 Boston Mountains
- 15 Texas

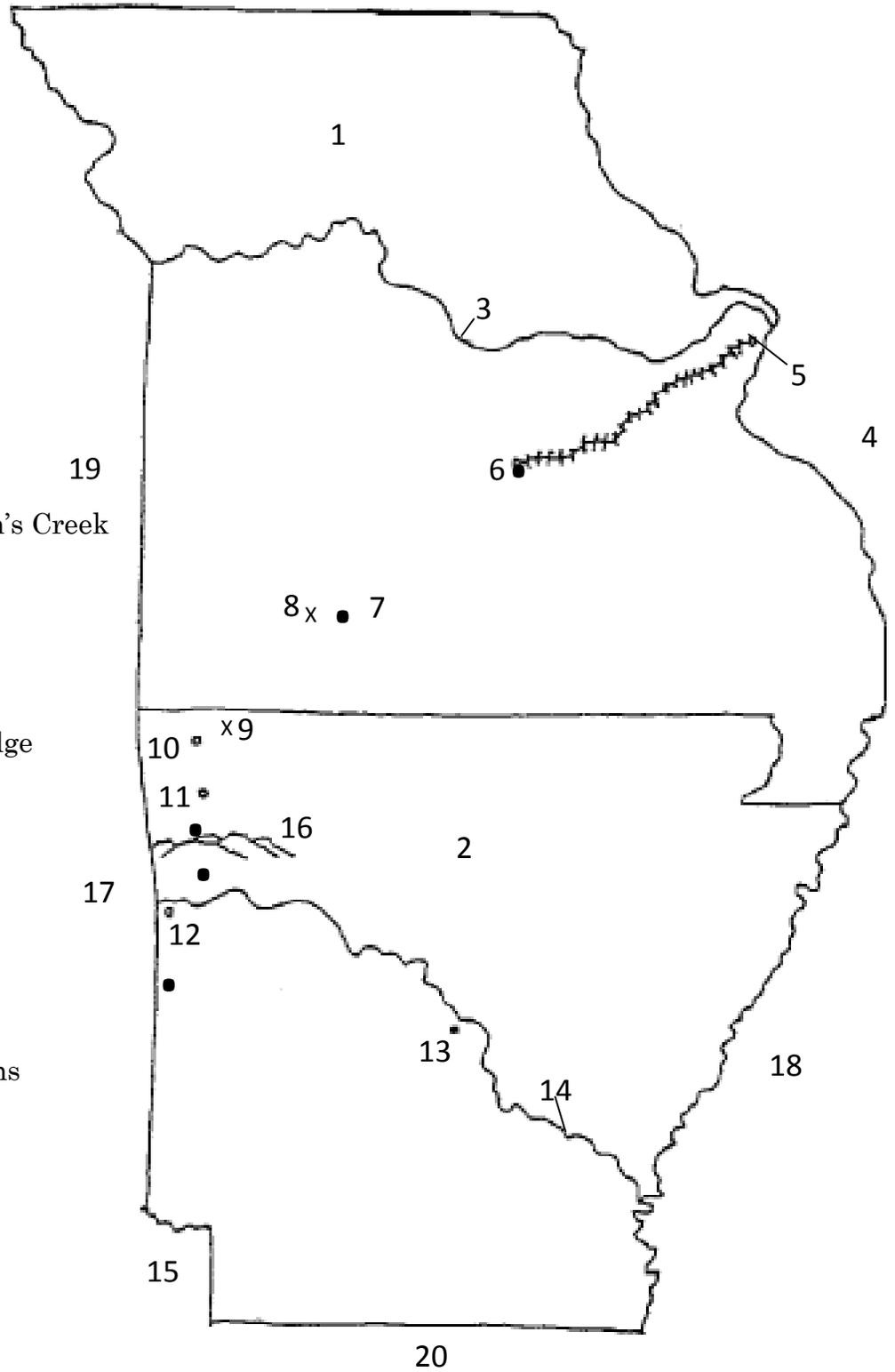


Where Is It?

Write the number of the geographical location next to its name on the list below.

The numbers with boxes represent states on the map.

- _____ Illinois
- _____ Arkansas
- _____ St. Louis
- _____ Missouri
- _____ Springfield
- _____ Missouri River
- _____ Oklahoma
- _____ Fort Smith 19
- _____ Battle of Wilson's Creek
- _____ Fayetteville
- _____ Louisiana
- _____ Arkansas River
- _____ Battle of Pea Ridge
- _____ Bentonville
- _____ Mississippi
- _____ Little Rock
- _____ Rolla
- _____ Kansas
- _____ Boston Mountains
- _____ Texas



BATTLE OF PEA RIDGE WORD FIND PUZZLE

(Pre-Visit Activity)

Objective:

The student will find words related to the Battle of Pea Ridge as a review of significant people, places, and events of the Civil War period.

Glossary Terms:

| | |
|--------------------|-------------------|
| Arkansas | McCulloch |
| Cherokee | Missouri |
| Confederate | Mississippi River |
| Curtis | Pea Ridge |
| Elkhorn Tavern | Telegraph Road |
| Huntsville Road | Union |
| Leetown | Van Dorn |
| Little Sugar Creek | |

Procedure:

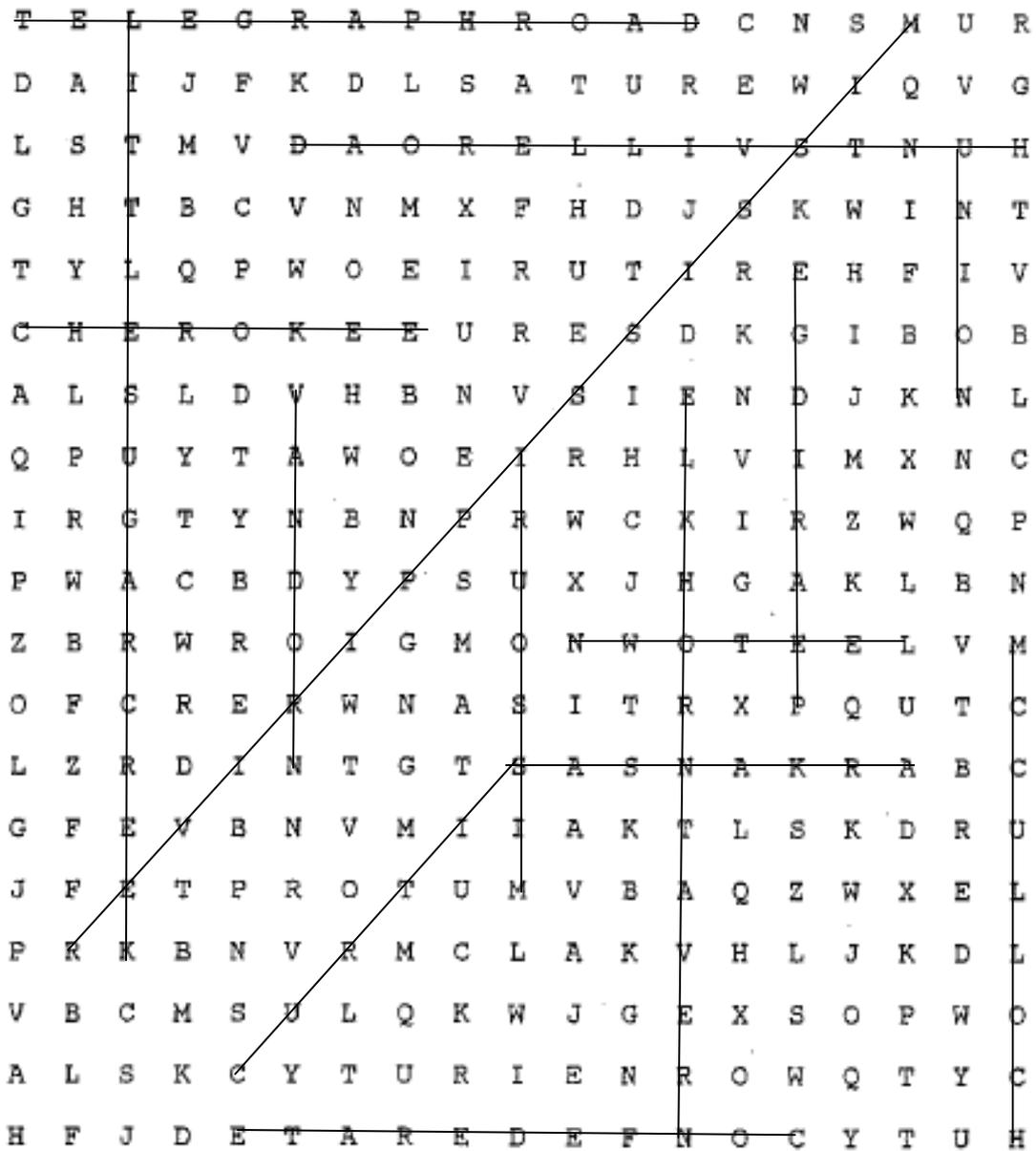
During a study of the Civil War and the Battle of Pea Ridge:

1. Reproduce and distribute the Battle of Pea Ridge Word Find Puzzle.
2. Students will search for and circle 15 words on their activity sheets. The words may be vertical, horizontal, diagonal, reversed vertical, reversed horizontal or reversed diagonal.

Lead the students in a class discussion to define the selected words.

Battle of Pea Ridge Word Find Puzzle

(Teacher's Answer Sheet)



Can you find these words?

Arkansas

Huntsville Road

Mississippi River

Cherokee

Leetown

Pea Ridge

Confederate

Little Sugar Creek

Telegraph Road

Curtis

McCulloch

Union

Elkhorn Tavern

Missouri

Van Dorn

Battle of Pea Ridge Word Find Puzzle

T E L E G R A P H R O A D C N S M U R
D A I J F K D L S A T U R E W I Q V G
L S T M V D A O R E L L I V S T N U H
G H T B C V N M X F H D J S K W I N T
T Y L Q P W O E I R U T I R E H F I V
C H E R O K E E U R E S D K G I B O B
A L S L D V H B N V S I E N D J K N L
Q P U Y T A W O E I R H L V I M X N C
I R G T Y N B N P R W C K I R Z W Q P
P W A C B D Y P S U X J H G A K L B N
Z B R W R O I G M O N W O T E E L V M
O F C R E R W N A S I T R X P Q U T C
L Z R D I N T G T S A S N A K R A B C
G F E V B N V M I I A K T L S K D R U
J F E T P R O T U M V B A Q Z W X E L
P R K B N V R M C L A K V H L J K D L
V B C M S U L Q K W J G E X S O P W O
A L S K C Y T U R I E N R O W Q T Y C
H F J D E T A R E D E F N O C Y T U H

Can you find these words?

- | | | |
|----------------|--------------------|-------------------|
| Arkansas | Huntsville Road | Mississippi River |
| Cherokee | Leetown | Pea Ridge |
| Confederate | Little Sugar Creek | Telegraph Road |
| Curtis | McCulloch | Union |
| Elkhorn Tavern | Missouri | Van Dorn |

CIVIL WAR ARTILLERY

(Field Trip Activity)

Objectives:

Students will:

1. Identify three types of Civil War artillery ammunition and describe how each type was used.
2. Describe the action performed by each member of the gun crew to fire the cannon.
3. Describe five pieces of equipment used by the gun crew to load and fire the cannon.

Materials:

Reproduction hands-on items will be provided by Pea Ridge National Military Park.

Procedure:

Before the field trip, the teacher will:

- Make reservations for the Civil War Artillery program by calling the park at 479-451-8122, ex 228. Reservations must be made with the Division of Interpretation.

Note: If you make reservations for this program, every effort will be made to insure that it is presented. However, the park staff is small and sometimes conflicts in scheduling or last minute emergencies necessitate the cancellation of some programs. You will be notified in advance if we are unable to present a program.

Length of Program: 20-30 minutes

Outline of Program:

I. Introduction

- Welcome and Introduction
- Regulations and Safety reminders
- Students who have earned certificates, will be awarded them by a park ranger. (Teacher should bring the completed certificates with the group to be signed and presented.)

II. Review Discussion

- Causes and Results of the Civil War
- The significance of the Battle of Pea Ridge

III. Civil War Artillery

- What was it?
- How did it work?
- What did it shoot?
- Cannon terms
- Cannon drill

CIVIL WAR ARTILLERY

Artillery played a vital role at the Battle of Pea Ridge and in the outcome of the Civil War. Artillery was used during battle to ‘soften’ up the enemy line so that when the infantry charged, the enemy line would be weaker and easier to break through. A typical cannon crew consisted of 7-9 men: a gunner, number 1, number 2, number 3, number 4, a powder monkey and men behind the gun at the limber and caissons. A typical Union artillery battery consisted of six cannons and their crews while a typical Confederate artillery battery consisted of four cannons and their crews. There were many sizes and types of cannon used during the Civil War. At the Battle of Pea Ridge, the armies used 6-pounder guns, 6-pounder rifled guns, 12-pounder Napoleons, 12-pounder howitzers, 12-pounder rifled guns, and possibly, 24-pounder howitzers.

Objectives: The students will:

- Identify the parts of a cannon as well as the tools used by the cannon crew and to describe how a cannon is fired.
- Identify how artillery was used during the Battle of Pea Ridge and the Civil War in general.

Materials:

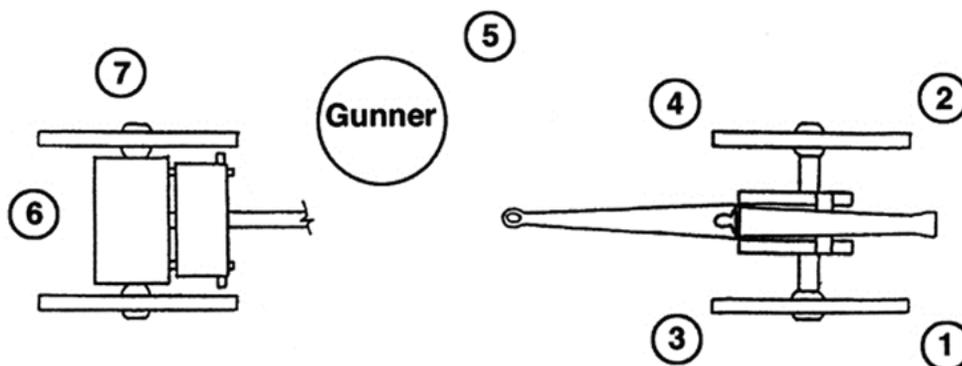
Activities:

- Cannon
 - Lanyard
 - Pendulum Hausa
 - Thumb stall
 - Friction primer (replica)
 - Limber
 - Priming Wire
 - Worm
 - Gloves
 - Sponge-rammer
 - Powder Monkey satchel
-
- Identify all the parts of the cannon and limber.
 - Identify the seven members of the cannon crew and their roles and responsibilities.
 - Explain how the cannon is fired.

ARTILLERY

During the fighting sequence, cannoneers took their positions as in the diagram below. At the command "Commence firing," the gunner ordered "Load." While the gunner sighted the piece, Number 1 sponged the bore; Number 5 received a round from Number 7 at the limber and carried the round to Number 2, who placed it in the bore. Number 1 rammed the round to the breech, while Number 3 placed a thumb over the vent to prevent premature detonation of the charge. When the gun was loaded and sighted, The gunner ordered, “Ready”, then Number 3 inserted a vent pick into the vent and punctured the cartridge bag. Number 4 attached a

lanyard to a friction primer and inserted the primer into the vent. At the command "Fire," Number 4 yanked the lanyard. Number 6 cut the fuses, if necessary. The process was repeated until the command to cease firing was given.



The artillery of both armies was generally organized into batteries of four or six guns. Regulations prescribed a captain as battery commander, while lieutenants commanded two-gun "sections." Each gun made up a platoon, under a sergeant ("chief of the piece") with eight crewmen and six drivers.

For transport, each gun was attached to a two-wheeled cart, known as a limber and drawn by a six-horse team. The limber chest carried thirty to fifty rounds of ammunition, depending on the size of guns in the battery. In addition to the limbers, each gun had at least one caisson, also drawn by a six-horse team. The caisson carried additional ammunition in two chests, as well as a spare wheel and tools. A horse-drawn forge and a battery wagon with tools accompanied each battery. A battery at full regulation strength included all officers, noncommissioned officers, buglers, drivers, cannoneers and other specialized functions and might exceed 100 officers and men. With spare horses included, a typical six-gun battery might have 100-150 horses.

A battery could unlimber and fire an initial volley in about one minute, and each gun could continue firing two aimed shots a minute. A battery could "limber up" in about one minute as well. The battery practiced "direct fire": the target was in view of the gun. The prescribed distance between guns was fourteen yards from hub to hub. Therefore, a six-gun battery would represent a front of about 100 yards. Depth of the battery position from the gun muzzle, passing the limber, to the rear of the caisson was prescribed as forty-seven yards. In practice, these measurements might be altered by terrain.

Artillery Projectiles

Civil War field artillery employed four basic types of projectiles: solid shot for long-range accuracy, shells for medium-range blast, case shot for medium-range fragmentation, and canister for close-range defense.

Shot



Bolt



Solid Projectiles

Round (spherical) projectiles of solid iron for smoothbores were commonly called cannonballs, or shot. When elongated for rifled weapons, the projectile was known as a bolt. Solid projectiles were used against opposing batteries, wagons, buildings, etc., as well as enemy personnel. While shot could ricochet across open ground against advancing infantry or cavalry, bolts tended to bury themselves upon impact with the ground and therefore were not used a great deal by field artillery.

Spherical Shell



Rifled Shell



Shell

The shell, whether spherical or conical, was a hollow iron projectile filled with a black powder-bursting charge. It would typically break into five to ten large fragments. Spherical shells were exploded by fuses set into an opening in the shell, which ignited the shell near the intended target. The time of detonation was determined by adjusting the length of the fuse. Rifled shells were detonated by similar-times fuses or by a percussion fuse detonating the shell upon impact.



Spherical Case Shot
Rifled

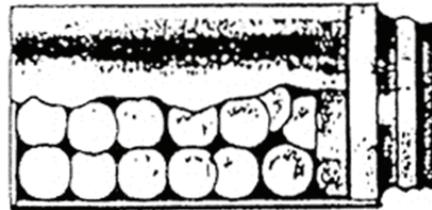


Case Shot

Case Shot

Case shot had a thinner wall than a shell and was filled with a number of smaller lead or iron balls (eighty for a 12-pounder). A timed fuse ignited a small bursting charge inside the shell, which fragmented the casing and scattered the contents into the air. Case shot was intended to burst fifty to seventy-five yards short of the target, the fragments being carried forward by the velocity of the shot.

Canister



Canister

Canister consisted of a tin cylinder filled with iron balls tightly packed in sawdust, which turned the cannon into a giant shotgun. Canister was an extremely effective antipersonnel weapon, with a maximum range of 350 yards. In emergencies, double loads of canister could be used at ranges less than 200 yards with a single propelling charge.

Post Visit Activities

Objective:

The student will assume the role of a Union or Confederate soldier and write a letter to his family describing his experiences during the Battle of Pea Ridge.

Materials:

writing paper, pencils

Procedure:

- After visiting the park, the teacher and students will review information learned at Pea Ridge, as well as the background information below.
- Students will use all the information learned while studying the Civil War and the Battle of Pea Ridge, including their notes.

Activities:

Dear Family (Letter Writing)

- Students will assume the role of a Union or Confederate soldier who fought at the Battle of Pea Ridge. Each “soldier” will write a letter home to his family describing his experiences during the battle.

Paragraph Writing

- Students will write summaries of their field trip experiences. Each summary must be at least three paragraphs and include specific details about what was seen and learned.

Background

Exchanging letters with family and friends back home was often the only way a Civil War soldier had to keep in touch with his loved ones. Mail from home was eagerly welcomed by young men who spent most of their time learning military drills, recovering from illness or wounds, or trying to deal with the emotional stress of combat.

Letters from home sometimes encouraged the soldier to endure the hardships of combat or camp life. Others included news about the soldier’s farm, animals, business, friends or relatives. Some letters from home told the soldier that his family was sick or hungry, and having a hard time.

Soldiers wrote letters home discussing in great detail what life was like in camp including food, usually its poor quality or lack of food who their friends and officers were, and how they liked military life. Many soldiers wrote about their faith in God, patriotism, and their support for the war effort.

Some of these letters still exist in library and museum collections. Many are badly spelled, have serious grammatical errors or other technical problems. But they remain an important research source for historians and give us unique insight into the character and daily life of the Civil War soldier.

Grades 9-12

CIVIL WAR THEME PAPER

(Pre-Visit Activity)

Objective:

Students will:

- Develop and write a theme statement.
- Select, evaluate and use a variety of reference sources.
- Write a two page paper that relates to the Civil War and supports the theme statement.

Materials:

reference library materials (books, letters, diaries, period newspapers and magazines, glossaries, indexes dictionaries, maps, thesaurus, encyclopedias, etc.), writing materials

Glossary Terms:

Select vocabulary from Teacher's Guide glossary

Procedure:

The teacher will:

1. Review the political events leading to the outbreak of the war.
2. Present the historic background information.
3. Explain that historians have two jobs. The first is to **INVESTIGATE** or conduct research to determine **WHAT** happened. Second, to **COMMUNICATE** or explain the findings of the research. The historian must be able to tell an interesting and compelling story explaining the significance of the event by finding as much information as they can to answer **WHO?, WHAT?, WHERE?, WHY?, and HOW?**
4. Teach main idea/theme statement. A theme is a complete sentence, and conveys the central focus of the paper. Some examples of themes are:
 - "The movement to abolish slavery during the period 1840-1860 was a joint effort made up of persons from different races and both sexes."
 - "The Battle of Pea Ridge was one of the most important Civil War battles fought west of the Mississippi River, and it brought great changes to Arkansas, the Civil War and the United States."
 - "Generals Ulysses Grant and Robert E. Lee possessed different skills, abilities and military philosophies that significantly influenced how their respective sides waged the last year of the Civil War."

Students will:

1. Take notes.
2. Write, revise, edit and proofread a two page paper.
3. Share paper with class.

Debate

(Post-Visit Activity)

Objective:

Through debate and group discussion, students will be provoked to think critically about what they have learned, why it is important, and how history might have been different.

Materials:

Historic background on the Battle of Pea Ridge, notes from your park visit and prior research, writing materials and library reference materials.

Procedure:

Teacher will:

1. Divide the class into small discussion groups and distribute the Debate/Discussion question sheet.
2. Instruct each group to select a **facilitator** to encourage discussion and make sure all group members participate actively. Each group should also select a **recorder** to keep a written record of the discussion and present the results of the discussion orally to the class.
3. Assign two questions from the list below to each group.
4. Instruct each group to debate their questions using their notes/research and other reference material available.
5. The recorder from each group will present a brief report to the class explaining the results of the group's discussion.

Optional:

- Each group can choose one person to debate with other groups.

Name _____ Date _____

Debate/Discussion Questions

1. What might have happened if the Union Army had won the Battle of Wilson's Creek?
2. What might have happened if General Van Dorn had attacked the Union fortifications on Little Sugar Creek?
3. What might have happened if the United States had lost the war with Mexico in 1846-1849?
4. Based on what you know about the results of the Civil War, how might the outcome have affected the United States if Union troops had won the war quickly?
5. What might have happened if General Van Dorn had won a decisive victory at Pea Ridge?
6. What affect, if any, would have resulted if the Confederate government had recruited, equipped, and trained black men to fight in the army in exchange for their freedom and the freedom of their families?

Debate/Discussion Questions

1. What might have happened if the Union Army had won the Battle of Wilson's Creek?

The Confederates probably would have retreated toward Ft. Smith, Arkansas and the relative safety of the Boston Mountains, leaving Missouri in Union hands.

2. What might have happened if General Van Dorn had attacked the Union fortifications on Little Sugar Creek?

His Army would have been repulsed with very heavy casualties, and the Union troops would have won the battle.

3. What might have happened if the United States had lost the war with Mexico in 1846-1849?

Presumably, the southwestern states would have remained part of Mexico, making the extension of slavery virtually impossible. Slavery may have died a natural death.

4. Based on what you know about the results of the Civil War, how might the outcome have affected the United States if Union troops had won the war quickly?

The assumption here is that the Union is saved with slavery still in existence. The deeper question centers on the continuation of slavery.

5. What might have happened if General Van Dorn had won a decisive victory at Pea Ridge?

Van Dorn would march unopposed to capture Union supplies in Springfield, Lebanon, and Rolla, Missouri. Probably about 20,000 Union troops would have to be transferred from other areas farther east to cope with the situation in Missouri. This in turn would have slowed the Union war effort east of the Mississippi.

6. What affect, if any, would have resulted if the Confederate government had recruited, equipped, and trained black men to fight in the army in exchange for their freedom and the freedom of their families?

In fact, the Confederate government did just that in the last days of the war in 1865, but by then it was too late. The south fought to preserve slavery by achieving status as an independent nation. To make soldiers of their slaves would undermine the very social institutions they were striving to maintain. At the very least, black soldiers fighting for the south would have made Union victory difficult to achieve.

7. How might the Battle of Pea Ridge been changed if Confederate Generals McCulloch and McIntosh had not been killed?

There would have been better coordination and leadership among the Confederates during the Leetown portion of the battle. This would have improved the chances for a Confederate victory.

8. How might the course of the war in Missouri and Arkansas been different if Confederate Generals Van Dorn and Price had not been transferred east of the Mississippi after the Battle of Pea Ridge?

The presence of a large Confederate army along the Missouri-Arkansas border would have tied down several thousand Union troops against a Confederate invasion of Missouri or attempt to destroy Van Dorn. With troops from both armies in the region, it is not likely that guerilla warfare would have become so frequent or violent.

MUSEUM QUESTIONS

(Field Trip Activity)

Objective:

Students will:

1. Identify key participants of the Pea Ridge campaign and battle.
2. Identify uniforms and equipment of the Civil War soldier.
3. Discuss museum exhibits.

Materials:

Museum Questions activity sheet, pencils

Procedure:

The teacher will:

1. Reproduce and distribute copies of the Museum Questions.
2. Instruct students to locate the answers to the questions in the Pea Ridge National Military Park museum.
3. After returning to the classroom, have each student write a one page essay on how viewing original objects reinforced their knowledge of the Civil War.

9. Confederate soldiers at Pea Ridge came from what four states?

10. Confederate General Earl Van Dorn graduated from West Point in the class of _____ -- ____.
(Look carefully!)

11. How did the Cherokee Native Americans come to live in Oklahoma?

12. Who was the only Native American to become a Brigadier General in the Confederate army?

13. What is the advantage of rifled artillery?

14. What were used to make an artillery shell explode?

15. Where was the Union army headquarters located during the battle?

16. Who commanded the Missouri State Guard?

17. List two Confederate officers who were killed at the Battle of Pea Ridge.
 - 1.
 - 2.

18. How many Union casualties were there at Pea Ridge?

19. How many Confederate casualties were there at Pea Ridge?

20. What happened to all the soldiers killed in the battle?

Pea Ridge National Military Park Museum Questions

The answers to these questions may be found in the museum. You may work alone or in small groups.

1. Why was St. Louis important to both sides?

Both sides wanted the military supplies stored at the arsenal.

2. List six important battles in Missouri in order by date.

Boonville, June 16, 1861

Carthage, July 5, 1861

Wilson's Creek, August 10, 1861

Siege of Lexington, September 12-20, 1861

Springfield, October 25, 1861

Belmont, November 7, 1861

3. Who commanded the Union army at Pea Ridge?

Brigadier General Samuel Ryan Curtis

4. Who commanded the Confederate army at Pea Ridge?

Major General Earl Van Dorn

5. Who was responsible for keeping the Union army supplied?

Captain Philip H. Sheridan

6. Captain Henry Curtis led Company A, 37th Illinois at Pea Ridge. How many times was he shot?

7. The model 1858 Enfield was made in England and used by both sides during the Civil War.

8. What is important about the Colt Revolving Rifle?

It can be fired six times without reloading.

9. Confederate soldiers at Pea Ridge came from what four states?

Arkansas, Missouri, Texas, and Louisiana

10. Confederate General Earl Van Dorn graduated from West Point in the class of 1842. (Look carefully!)

11. How did the Cherokee Native Americans come to live in Oklahoma?

The United States government forced them to move along what is now called the "Trail of Tears".

12. Who was the only Native American to become a Brigadier General in the Confederate army?

Stand Watie

13. What is the advantage of rifled artillery?

It can shoot farther and more accurately.

14. What were used to make an artillery shell explode?

fuses

15. Where was the Union army headquarters located during the battle?

Pratt's Store

16. Who commanded the Missouri State Guard?

Major General Sterling Price

17. List two Confederate officers who were killed at the Battle of Pea Ridge.

Brigadier General Ben McCulloch

Brigadier General James McIntosh

18. How many Union casualties were there at Pea Ridge?

1,384 killed, wounded and missing

19. How many Confederate casualties were there at Pea Ridge?

About 1,000.

(Recent research suggests that probably 2,000 Confederates were killed, wounded or captured.)

20. What happened to all the soldiers killed in the battle?

They were buried in mass graves on the battlefield. Later, they were reburied in Union and Confederate cemeteries in Fayetteville, Arkansas.

SLAVERY IN ARKANSAS

Slavery was prominent throughout the southern half of the United States in the mid-nineteenth century. Most slaveholders, especially in the upper south, owned from one to five enslaved persons. While large plantations were prominent in the southern part of Arkansas due to the number of cotton plantations and other cash crop plantations, most slaveholders in Northwest Arkansas did not own more than five. According to census records and family histories, the Cox family, operators of the Elkhorn Tavern, owned one older man and two younger men (family history says their names were William and Samuel or, Uncle Billy and Uncle Sammy) as well as their wives. Family history also says that the Cox family gave William and Samuel parcels of land adjacent to Cox land and that they took the Cox surname.

Note: In this section there are several accounts of former Arkansas slaves. Use your discretion when distributing to students or reading aloud, as the vernacular is true to the period and may be offensive to some.

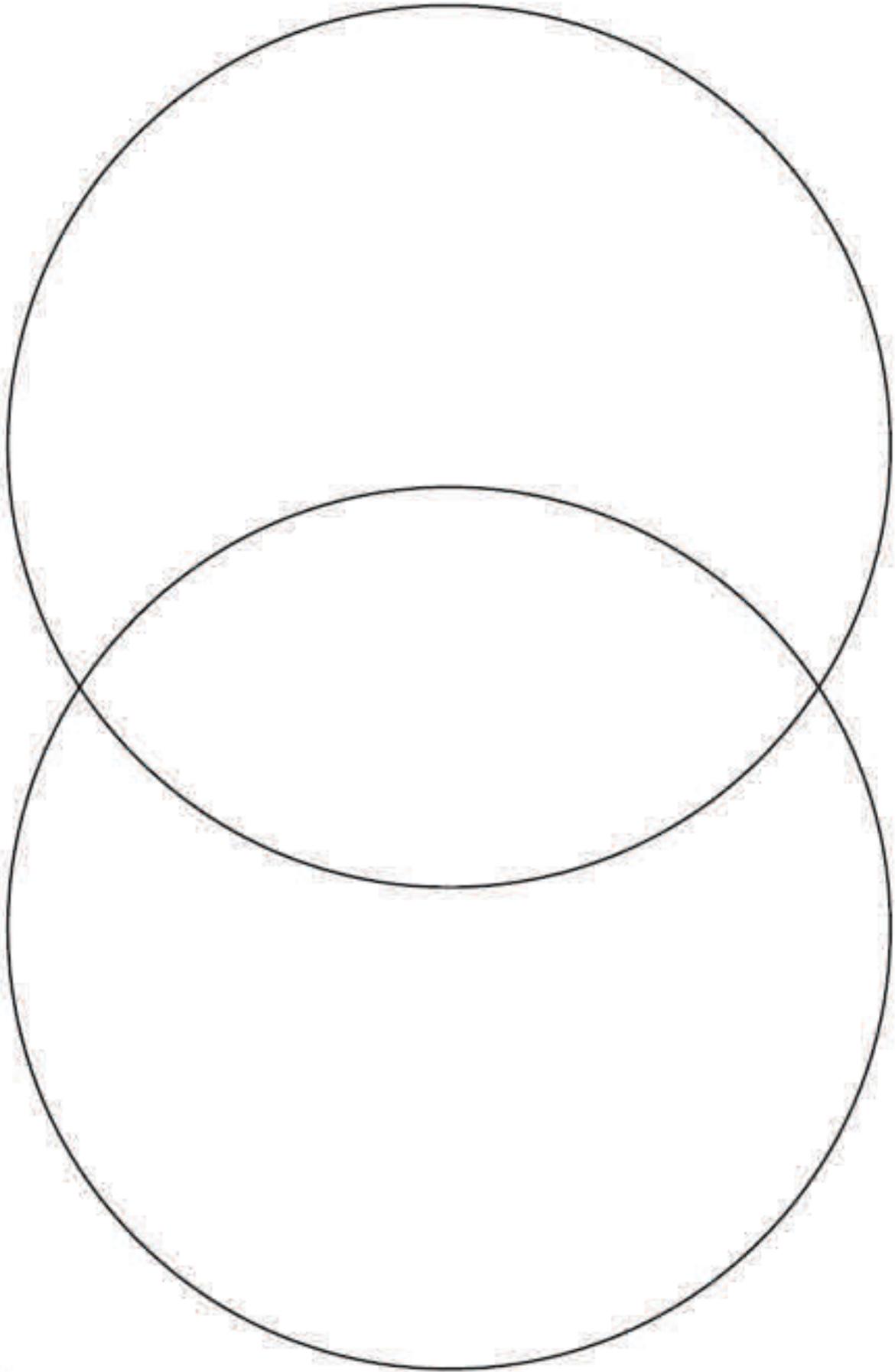
Objectives:

Students will:

- Learn the history and nature of slavery in Arkansas.
- Understand how slavery affected the lives of the men and women enslaved, as well as the men and women who owned them.
- Understand the impact of emancipation, as well as the nature of a slaves experiences after emancipation and the end of the Civil War.

Activities:

- Write a poem about how former slaves would have felt when they were emancipated.
- Keep a journal about the daily life of an enslaved person and compare that to their own lives. (Or use a Venn diagram for younger students.)



Slavery in Arkansas

“When the U.S. Constitution was written in 1787, the interests of slaveholders and those who profited from slavery could not be ignored. Although slaves could not vote, white Southerners argued slave labor contributed greatly to the nation’s wealth. The Constitution, therefore, provided for counting each slave as 3/5 of a person in the census for the purposes of representation in Congress and the electoral college. The clause gave the South a role in the national government far greater than representation based on its free population alone would have allowed.

Although the Constitution did not use the term “slavery,” Article IV provided for the return of escaping persons “held to service or labor” such as fugitive slaves. Article I provided that the slave trade would end 20 years after the Constitution was ratified, which was in 1808.

The Constitution left many questions about slavery unanswered, in particular, the question of slavery’s status in any new territory acquired by the U.S. The failure to deal forthrightly and comprehensively with slavery in the Constitution guaranteed future conflict over the issue and was ultimately one of the primary catalysts for war.”

Slavery: Cause and Catalyst of the Civil War

U.S. Department of the Interior

National Park Service

First Hand Accounts

“Aunt” Adeline

Age 89

Fayetteville, Washington County, Arkansas

Aunt Adeline lived on the Wire Road (Telegraph Road) in a house frequented by stagecoach visitors in northwest Arkansas. According to sources conducting the interview, her dialect and demeanor reflected a slave who had been reared in the presence of white persons.

“When my mother’s master came to Arkansas [from Tennessee] about 1849, looking for a country residence...I was about one year old...We had a big house [located on the Wire Road] and many times passengers would stay several days and wait for the next stage to come by...We had a play house back of the fireplace chimney. We didn’t have many toys; maybe a doll made of a corn cob, with a dress made from scraps and a head from a roll of scraps....We colored folks were not allowed to be taught to read or write. It was against the law. My master’s folks always treated me well. I had good clothes. Sometimes I was whipped for things I should not have done just as the white children were...When a young [white] girl was married her parents would always give her a slave. I was given by my master to his daughter, Miss Elizabeth...She moved into a new home at Fayetteville and I was taken along but soon sent me back home to my master telling his I was too little and not enough help to her...”

Aunt Adeline later took care of Mrs. Elizabeth’s children and five other generations of Elizabeth’s family.

Henry Banner

Age unknown

County Hospital, Little Rock, Pulaski County, Arkansas

Banner was born in Virginia and sold several times before arriving in Arkansas.

“The last time I was sold, I sold for \$2,300—more than I’m worth now...Police were for white folks. Patteroles [patrollers] were for niggers. If they caught niggers out without a pass they would whip them. The patteroles were for the darkies, police for the other people. They run me once, and I ran home...I ran myself to death and got home and fell down on the floor... Before the war you belonged to someone...I seen darkies chained. If a good nigger killed a white overseer, they wouldn’t do nothin’ to him. If he was a bad nigger, they’d sell him.

They raised niggers to sell; they didn't want to lose them. It was just like a mule killing a man. Yellow niggers [mulattos] didn't sell so well. There weren't as many of them as there are now. Black niggers stood the climate better. At least, everybody thought so...If a woman didn't breed well, she was put in a gang and sold. The married just like they do now but they didn't have no license..."

Peter Brown

Age 86

Helena, Phillips County, Arkansas

"I was born on the Woodlawn place...I was born a slave boy...My membrance of slavery is not 'tall favorable. I heard the master and overseers whooping the slaves b'fore day. They had stakes fixed on the ground and tied them down on their stomachs stretched out and they beat them with a bull whoop [whip of women cowhide]. The would break the blisters on them with white oak peddles that had holes in it so it would suck [the blisters]...I wasn't big enough to go to the field...Ma had a baby out there in the canebrakes...She was a fast breeder...They prized fast breeders. The would come to see her and bring her things. She had ten children, three pairs of twins..."

Note to teachers:

From 1936 to 1938, over 2,300 former slaves from across the south were interviewed by writers and journalists who were members of the Works Progress Administration. Most of these former slaves were born in the last years of slavery/during the Civil War. They provided first hand accounts of their experiences (or their parent's experiences) in bondage and give insight into the institution of slavery. Each narrative offers a small representation of slave life. They allow us to view slavery and the themes most often association with this institution: labor, resistance and flight, family life, religion, white-black relations and social customs. The full narratives can be obtained through *The American Slave: A Composite Autobiography* (Westport, CN: Greenwood Press, 1972-1979).

A website on slavery can be found at <http://www.gilderlehrman.org/history-by-era/colonization-and-settlement-1585-1763/origins-slavery>

Civil War Glossary

- A-**
- abandon:** to give up; desert
- abolish:** to destroy; to do away with
- abolitionist:** a person opposed to slavery
- advance:** to move forward
- ammunition:** bullets, gunpowder, shot and shells used in firing weapons of war
- amputation:** surgical operation used to remove an arm, leg, or other extremity
- anesthesia:** compound used to make patients unconscious before surgery
- Arkansas:** twenty-fifth state admitted to the Union in 1836; Arkansas seceded on May 6, 1861, becoming the eighth state to join the Confederacy; Arkansas was re-admitted to the Union on June 22, 1868
- Arkansas River:** a river that flows southeast about 1,460 miles from Colorado, through Kansas, Oklahoma and Arkansas where it enters the Mississippi River near Arkansas Post
- army:** large organized body of soldiers armed and trained for war
- artifact:** man-made objects from a past time
- artillery:** big guns (cannon and mortars) used in Civil War to support the infantry and defend fixed positions
- B-**
- battery:** number of similar items grouped as a unit; such as, a battery of cannon
- battle:** an encounter of two armies
- battlefield:** place where a battle is fought; area of conflict
- Battle of Wilson's Creek:** a battle fought on August 10, 1861 about 9 miles south of Springfield, Missouri; General Nathaniel Lyon, commander of the Union army was killed in the battle, which was won by the Confederate forces
- Bentonville:** a town in northwest Arkansas about 14 miles west of the Pea Ridge National Military Park; Union and Confederate troops fought near Bentonville on March 6, 1862, just before the Battle of Pea Ridge
- black powder:** an explosive consisting of a compound of potassium nitrate, sulfur and charcoal
- border states:** the slave states of Missouri, Kentucky, Maryland and Delaware that stayed in the Union politically, but contributed large numbers of troops to both sides
- breastworks:** barrier made of wood and earth; earthworks
- brigade:** an organized military unit that was generally composed of five regiments and led by a brigadier general
- C-**
- camp:** ground on which an army pitches its tents
- campaign:** connected series of military operations forming a phase of a war
- cannon:** artillery piece; big gun
- canteen:** vessel used by a soldier for carrying water or other liquids
- casualty:** military person lost through death, wounds, injury, sickness, capture, or missing in action
- cavalry:** army component mounted on

horseback and used mostly for scouting, raids and protecting the flanks of the army

citizenship: status of being a citizen; one entitled to the rights and privileges of a free person

civil rights: personal freedoms of citizens

company: smallest unit in the organized army containing about 100 men led by a captain and two lieutenants

Compromise of 1850: Measure allowing California to become a free state with the rest of the southwestern lands (gained as a result of the Mexican War) being settled by popular sovereignty (a vote by the people)

Confederacy: the union of the Southern states that had succeeded

Confederate: an adherent of the Confederate States of America or its cause; Southerner; also called a rebel or Johnny Reb

Confederate States: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia; Union states which also had pro-Confederate governments included Kentucky and Missouri

Cherokee: a tribe of Native American Indians who once lived in what is now North Carolina and northern Georgia; in the 1830s, the Cherokee were removed from their homes by the United States government and resettled in Indian Territory (eastern Oklahoma); about 1,000 Cherokee fought in the Confederacy army at the Battle of Pea Ridge

cotton: soft, usually white, fibrous substance composed of the hairs surrounding the seeds of various plants

counterattack: attack made to counter (off-set) an attack by the enemy

Curtis, Brigadier General Samuel Ryan: commander of the Union forces in the campaign and battle of Pea Ridge where he was victorious

-D-

Davis, Jefferson: President of the Confederate States of America

division: military unit composed of two to four brigades led by a major general

-E-

earthworks: earthworks with wooden frameworks and dirt in front; breastworks

Elkhorn Tavern: built in the 1830s, this building served as post office, store, restaurant, hotel, and place of worship; named for the large elk antlers placed on the roof, it was the scene of bitter fighting during the Battle of Pea Ridge

Emancipation Proclamation: proclamation that was signed and issued by President Lincoln on September 22, 1862, which freed the slaves in the Confederacy effective January 1, 1863

-F-

Federal: supporter of the United States Government in the Civil War; soldiers in the Federal (Union) army; Northerner; also called Billy Yank

fort: strong or fortified place for protection against the enemy

fortification: works erected to defend a place

free state: a state that does not allow slavery

frontal assault: a direct attack on the enemy's front

fugitive slave: slave who runs away from his master

Fugitive Slave Act (1850): a law that

authorized the return of a fugitive slave to his master and five years imprisonment to anyone who helped a fugitive slave

-H-

Habeas Corpus: the right of a citizen to obtain a writ of habeas corpus or an order issued to bring a person before a court or judge in order to release that person from unlawful restraint or detention

hardtack: hard square cracker made of flour, salt and water; one of the major food items for both Northern and Southern soldiers

headquarters: place from which a military commander issues orders and performs the duties of command

heroism: qualities of a hero; bravery and devotion

Huntsville Road: the road that runs east from Telegraph Road in front of the Elkhorn Tavern toward Huntsville, Arkansas; part of the Confederate army retreated from the Battle of Pea Ridge along the Huntsville Road

-I-

infantry: soldiers who are trained and equipped to fight on foot

-K-

Kansas-Nebraska Act (1854): act that created the territories of Kansas and Nebraska and did away with the Missouri Compromise

-L-

Leetown: a small town in northwest Arkansas; the homes were used as hospitals during and after the Battle of Pea Ridge

Lincoln, Abraham: 16th President of the United States during the Civil War

Little Sugar Creek: a small stream near Pea

Ridge, Arkansas along which Union troops established a main line of defense prior to the Battle of Pea Ridge on March 6, 1862

-M-

Mason and Dixon Line: line used to determine the boundary between Pennsylvania and Maryland; traditionally, seen as the boundary line between the North and South

McCulloch, Brigadier General Benjamin: commander of Confederate forces at Wilson's Creek; killed in the Leetown phase of the Battle of Pea Ridge on March 7, 1862

minie ball: large, elongated bullet made of soft lead that was fired from rifled muskets during the Civil War

Missouri: one of the four slave holding border states; Missouri's vast resources in food, transportation and manpower made it the most important state for either side to control west of the Mississippi River

Missouri River: a river that flows southeast about 2,465 miles from Montana to St. Louis, Missouri where it enters the Mississippi River

Missouri Compromise of 1820: agreement whereby Missouri was admitted as a slave state and Maine as a free state; established that slavery would not be permitted above the parallel that marks Missouri's southern boundary

Mississippi River: a river that flows south about 2,330 miles from Minnesota to the Gulf of Mexico; because of this great river's capacity for transporting troops and supplies, both sides made control of the Mississippi an important objective during the Civil War

-N-

North, the: those states which opposed the Confederate States during the Civil War; the

Union; Federal troops; Northerners

-O-

offensive: making an attack

-P-

Pea Ridge: the name given by pioneers of a long ridge in northeast Benton County, Arkansas where vast amounts of pea vines grew; the name given to a Civil War battle that took place at Pea Ridge on March 7 and 8, 1862 by Union General Samuel R. Curtis

prejudice: unwarranted bias

-R-

rebel: one who fights authority; Southerner; Confederate; Johnny Reb

rebellion: armed resistance to the authority of an established government

regiment: military unit composed of 10 companies and led by a colonel

reinforce: to strengthen by adding something new

reinforcement: an additional supply of soldiers

rifled musket: term adopted in 1855 to designate those shoulder arms that retained the outside dimensions of the old muskets but had rifled barrels

river: natural surface stream of water of considerable volume

Rolla: a town in south central Missouri where at the time of the Civil War, the railroad ended making it an important supply depot for Union forces; General Curtis began the Pea Ridge Campaign in Rolla

-S-

Saint Louis: a large city in Missouri at the confluence of the Missouri and Mississippi rivers; because of its location, the city has

always been an important place for business, agriculture and transportation; control of St. Louis was an important objective for both sides in the early days of the Civil War

Scott, Dred: black slave who was the central figure in a United States lawsuit in 1857

secede: to withdraw from; pull out

slave: person who is owned by another person

slave state: a state where slavery is permitted

slavery: the state of a person who has been purchased by another; bondage

soldier: someone who is in the military

South, the: those states which lie south of the Mason and Dixon Line; the Confederate States of America; the Confederacy; Southerners; Confederate troops

Springfield: a town in southwest Missouri; General Sterling Price, commander of the Confederate Missouri State Guard, made his headquarters in Springfield during the winter of 1861-1862

states' rights: the political belief that all powers not given to the central government by the Constitution belong to the states

surgeon: medical specialist who performs operations

-T-

tariff: tax on products imported from a foreign country

Tariff Act: a tax on foreign products passed in 1828 that raised the prices on products from Europe

Telegraph Road: name given to the road running from Springfield, Missouri to Fayetteville, Arkansas; troops from both armies used Telegraph Road during the Battle

of Pea Ridge

tent: a temporary shelter made of canvas

troops: soldiers

-U-

United States: a country in North America, made up of 50 states united under a central government that is operated by a Constitution and a two house legislature

Union: those states remaining loyal to the United States of America; the North; Federal; Northern

Van Dorn, Major General Earl: commander of the Confederate Army of the West during the Battle of Pea Ridge; General Van Dorn was murdered by a civilian one year later

volunteer: person who offers himself for service without being forced

-W-

weapon: an instrument used for fighting

Wilmot, David: Congressman from Pennsylvania that introduced the Wilmot Proviso

Wilmot Proviso: a bill that proposed forbidding slavery in any part of the new territory resulting from the Mexican War

Whitney, Eli: inventor of the cotton gin, a machine used to separate cottonseeds from the soft white fiber

-Y-

Yankee: a soldier who fought for the Union; a Federal; Billy Yank

Reading List

General Civil War

1. Archambault, Alan. *Billy Yank: The Union Soldier in the Civil War*. Santa Barbara, CA : Bellerophon Books, 2007. (grades 3-6)
2. Archambault, Alan. *Johnny Reb: The Confederate Soldier in the Civil War*. Santa Barbara, CA: Bellerophon Books, 1993. (grades 3-6)
3. Billings, John D. *Hardtack and Coffee or The Unwritten Story of Army Life*. Williamstown, MA: Corner House Publishers, 1990. (grades 8-12)
4. Biros, Florence W. *Dog Jack*. New Wilmington, Pa. : Sonrise Publications, 1990. (grades 5-8)
5. Bowen, John. *Civil War Days: Everyday Life*. Secaucus, N.J. : Chartwell Books, 1987. (grades 5-12)
6. Bruce, Catton. *The Civil War*. New York, American Heritage Press, 1971. (grades 6-12)
7. Clinton, Catherine. *Life in Civil War America*. Conshohocken, PA: Eastern National Park and Monument Association, 1996. (grades 4-12)
8. Crane, Stephen. *Red Badge of Courage*. New York: Norton, 1982. (grades 5-12)
9. Davis, William C. *A Concise History of the Civil War*. Conshohocken, PA: Eastern National Park and Monument Association, 2007. (grades 4-12)
10. Dupuy, Trevor N. *First Book of Civil War Land Battles*. New York : F. Watts, 1960. (grades 5-12)
11. Flato, Charles and Bruce Catton. *Golden Book of the Civil War*. New York: Golden Press, 1961. (grades 4-8)
12. Griffith, Paddy. *Battle in the Civil War: Generalship and Tactics in America, 1861-1865*. Virginia: Fieldbooks, 1986. (grades 8-12)
13. Hale, Sarah Elder and Lou Waryncia. *Ulysses S. Grant: Confident Leader and Hero*. Peterborough, NH : Cobblestone, 2005. (grades 5-8).
14. Hale, Sarah Elder and Lou Waryncia. *Robert E. Lee: Duty and Honor*. Peterborough, NH : Cobblestone, 2005. (grades 5-8)
15. Harness, Cheryl. *Ghosts of the Civil War*. New York : Simon & Schuster Books for Young Readers, 2001. (grades 4-8)
16. Hemingway, Edith Morris and Jacqueline Cosgrove Shields. *Rebel Hart*. New York: Scholastic Inc., 2008. (grades 4-8)
17. Holzer, Harold, ed. *The Civil War Era, A House Divided*. Vol. 1. Peterborough, NH : Cobblestone Pub., 1996. (grades 4-8)
18. Hunt, Irene. *Across Five Aprils*. New York: Berkley, 1964. (grades 5-8)

19. Linenthal, Edward Tabor. *Sacred Ground, Americans and Their Battlefields*. Urbana: University of Illinois Press, 1991. (grades 8-12)
20. Long, E.B. *The Civil War Day by Day— An Almanac 1861-1865*. Garden City, N.Y., Doubleday, 1971. (grades 5-12)
21. McPherson, James H. *Battle Cry of Freedom*. Oxford: Oxford University Press, 1988. (grades 9-12)
22. Miller, Francis. *The Photographic History of the Civil War*. New York, The Review of reviews co., 1911. (grades 5-12)
23. Robertson, James I. Jr. *Civil War! America Becomes One Nation*. New York : A.A. Knopf : Distributed by Random House, 1992. (grades 5-8)
24. Shaara, Jeff. *Gods and Generals*. New York : Ballantine Books, 1996. (grades 8-12)
25. Symonds, Craig L. *A Battlefield Atlas of the Civil War*. Annapolis, MD: Nautical and Aviation Press, 1986. (grades 5-12)
26. *The American Civil War*. 28 Volumes. TimeLife, 1987. (grades 5-12)
27. *The Image of War: 1861-1865*. 6 volumes, National Historical Society, 1981. (grades 5-12)
28. Thomas, Dean S. *Civil War Commanders*. Gettysburg, PA : Thomas Publications, 1988. (grades 8-12)
29. Thomas, William G. and Alice E. Carter. *The Civil War on the Web*. Wilmington, Del. : SR Books, 2001. (all ages)
30. Weinberg, Karen. *Window of Time*. Shippensburg, PA: White Mane Pub. Co., 1991. (grades 5-8)
31. Wisler, Clifton G. *Red Cap*. New York: Lodestar Books, 1991. (grades 5-8)

CIVIL WAR WEAPONS

1. Coggins, Jack. *Arms and Equipment of the Civil War*. Garden City, N.Y. : Doubleday, 1962. (grades 8-12)
2. Thomas, Dean. *Cannons: An Introduction to Civil War Artillery*. Arendtsville, PA: Thomas Publications, 1985. (grades 8-12)
3. Thomas, Dean. *Ready...Aim...Fire: Small Arms and Ammunition in the Civil War*. Arendtsville, PA: Thomas Publications, 1981. (grades 8-12)

BATTLE OF PEA RIDGE

1. Carter, Arthur B. *The Tarnished Cavalier: Major General Earl Van Dorn, C.S.A*. Knoxville: University of Tennessee Press, 1999.
2. Castel, Albert. *General Sterling Price and the Civil War in the West*. Baton Rouge: Louisiana State University Press, 1968.

3. Cutrer, Thomas. *Ben McCulloch and the Frontier Military Tradition*. Chapel Hill: University of North Carolina Press, 1993.
4. Engel, Stephen. *Yankee Dutchman: the Life of Franz Sigel*. Fayetteville: University of Arkansas Press, 1993.
5. Shea, William L. and Earl J. Hess. *Pea Ridge Civil War Campaign in the West*. Chapel Hill: University of North Carolina Press, 1992.

WOMEN AND THE CIVIL WAR

1. Clinton, Catherine. *The Plantation Mistress: Woman's World in the Old South*. New York: Pantheon Books, 1982.
2. Fox-Genovese, Elizabeth. *Within the Plantation Household Black and White Women of the Old South*. Chapel Hill: University of North Carolina Press, 1988.
3. Garrison, Webb. *Amazing Women of the Civil War*. Nashville, Tenn.: Rutledge Hill Press, 1999.
4. Lowry, Thomas P. *Confederate Heroines: 120 Southern Women Convicted by Union Military Justice*. Baton Rouge, LA: Louisiana State Univ. Press 2006.

SLAVERY

1. *Arkansas Slave Narratives from the Federal Writers' Project, 1936*. St. Clair Shores, MI: Scholarly Press, 1976.
2. Barrow, Charles Kelly. *Black Confederates*. Gretna, LA: Pelican Pub. Co., 2004.
3. Higginson, Thomas Wentworth. *Army Life in a Black Regiment*. Alexandria, VA: Time-Life Books, 1982.
4. Taylor, Orville W. *Negro Slavery Arkansas*. Durham, N.C.: Duke University Press, 1958.

NATIVES AND THE CIVIL WAR

1. Gaines, W. Craig. *The Confederate Cherokees: John Drew's Regiment of Mounted Rifles*. Baton Rouge: Louisiana State University Press, 1989.

CHILDREN AND THE CIVIL WAR

1. Broadwater, Robert P. *Boy Soldiers and Soldier Boys: Children in the Civil War Armies*. Bellwood, PA: Dixie Dreams Press, 2008.
2. Herbert, Janis. *The Civil War For Kids: A History with 21 Activities*. Chicago: Chicago Review Press, 1999.
3. King, David C. *Civil War Days: Discover the Past with Exciting Projects, Games, Activities, and Recipes*. San Francisco, CA: Jossey-Bass, 1999.
4. Murphy, Jim. *The Boy's War: Confederate and Union Soldiers Talk About the Civil War*. New York: Clarion Books, 1990.

General Park Information

Park Location:

Pea Ridge National Military Park contains 4,300 acres and is located 10 miles north of Rogers, Arkansas on Highway 62. The Visitor Center is open seven days a week from 8:30am -4:30pm. The park tour road is open 6:00am-6:00pm.

Park Address & Telephone Number:

15930 Hwy. 62 East, Garfield, Arkansas 72732; (479) 451-8122.

Restrooms:

Restrooms are in the Visitors Center and are the only restrooms available in the park.

Museum:

The museum is located in the Visitor Center. Exhibits, maps and photographs explain the Battle of Pea Ridge and life of the Civil War soldier. Museum Scavenger hunt worksheets are available for all age groups. Make sure to discuss the availability of these scavenger hunts with the ranger who schedules your group.

Film:

We do NOT show the film in park to schools groups. However, we will send a free DVD to the school upon request.

Bookstore:

The park offers a wide selection of Civil War literature including some children's books. For less than \$5 students may purchase educational keepsakes such as Confederate and Union flags, reproduction Civil War paper money, coins, maps, bullets, insignia, coloring books, post cards, wooden flutes and paper dolls.

Elkhorn Tavern:

The Elkhorn Tavern was a focal point of the battle and was used by both the Union and Confederate armies (at separate times) as a field hospital. If you would like the tavern open for your students, please let the ranger who schedules your group know. Most times, if the tavern is open, a Civil War medical program is offered to the students. Due to the nature of Civil War medicine, some of the medicinal practices of the times can be graphic to describe. Please plan accordingly.

Hiking Trail:

There are approximately 10 miles of hiking trails throughout the park. For those groups with limited time, we recommend a 2-mile round trip hike from the Visitor Center to Elkhorn Tavern and back. Snakes, ticks, chiggers and stinging insects might be encountered. We recommend you wear insect repellent.

Picnic Area:

The picnic area is located at Stop #1 on the tour road. There is parking for up to three buses and tables enough to accommodate 60-80 students comfortably. We recommend bringing picnic blankets if your numbers exceed 80 students. You may also hike the 1/4 mile trail to the picnic area from the Visitor Center.

Field Trip Guidelines

Entrance Permits:

An entrance permit of \$10 per vehicle is charged. There is no charge for children 16 and under. Schools officially sanctioned by a Federal, State, or local Government body may be exempt from paying the entrance permit by completing the Application for Waiver of Fees included in this packet.

Reservation Guidelines:

Many teachers like to combine two or more classes into one field trip to save transportation costs. However, we strongly encourage you to keep your groups as small as possible, preferably one class per field trip. Please remember that the park staff is trying to give your students the highest quality educational experience possible. More than one busload of students per field trip is difficult to manage; the field trip deteriorates into crowd control, and virtually nothing educational can be accomplished. Additionally, the primary role of the National Park Service is to protect and preserve the battlefield. Excessively large numbers of students can cause damage to the resource. Please consider these points before scheduling your field trip, and keep the number of your students limited to one busload, if possible. **Schools are limited to no more than 100 students per day. We recommend one adult chaperon for every 10 students.**

Reservation Procedure:

Fill out the Fee Waiver form and return it, either by fax or mail, to Pea Ridge NMP with the required documentation. Once the Fee Waiver has been received and approved by park officials, you will receive a confirmation email confirming the date on your waiver. **We cannot save a date for you without first having received your fee waiver.**

Arrival:

Upon arriving at the park, we may split your students into three or four smaller groups, depending on the size of the group. One group will go through the museum. If you would like your students to do the museum scavenger hunt, it must be scheduled before your visit. If there is more than one group, the second can see a ranger program, if it is scheduled beforehand and approved. The ranger programs offered vary so check with the ranger who schedules your group for program availability. REMIND YOUR STUDENTS NOT TO CLIMB ON THE CANNONS—THIS IS VERY DANGEROUS.

Parking:

Bus parking is located south of the main parking lot at the Visitor Center.

Dress:

Teachers, chaperons and students should plan ahead and dress comfortably, taking into account weather conditions. Teachers should send home a note with students reminding parents to dress their children appropriately the day of the field trip. **Some programs offered are outdoors and may be canceled if the weather is bad.**

Food:

Groups may bring their lunch and eat only in the picnic area. Please be sure to deposit all trash in the trashcans provided or carry it out of the park. **NO FOOD OR DRINKS ARE ALLOWED INSIDE THE VISITOR CENTER.**

Conduct:

In advance of the trip, the teacher should discuss the following park rules with his/her students and chaperons:

1. Climbing on monuments, signs, markers, rocks, trees or cannons is prohibited.
2. The removal of any artifact, animal or plant life is prohibited.
3. Construction/maintenance projects are off limits.
4. No littering.
5. Toys, radios, food, drink and gum are prohibited in the visitor center.
6. The battlefield is **NOT** a playground. Please do not bring Frisbees, footballs or any type of playground equipment. School groups will encounter other visitors in the park.

Students should conduct themselves in such a way as to allow others to enjoy their visit.

Students will not be permitted to wander unsupervised throughout the Visitor Center or park.

Ranger Programs

Two ranger programs are offered to school groups who visit Pea Ridge NMP. Their availability is dependent on weather conditions and staff availability. **Ranger programs must be scheduled before the visit.** Contact the ranger who schedules your school group for more information.

Artillery Program

The artillery program is a 20-30 minute hands-on, interactive presentation. A ranger will discuss Civil War era artillery, and take student volunteers through the artillery drill, teaching the students about the steps it takes to fire a cannon, as well as detailing the parts of the gun and other tools needed. During the cannon program, the cannon is **NOT** fired, nor do students have any contact with any explosives.

Musket Firing Demonstration

During the musket firing demonstration, a ranger will talk with the students about the uniform, accoutrements, and weapon of a typical Civil War era soldier. During the program, the ranger will discuss the mechanics of their weapon, and will actually fire the gun for the students. Safety measures are taken, and students are not allowed to handle any black powder or the weapon at any time.

Museum Scavenger Hunts

Museum Scavenger Hunts are available for students to work on while they are inside the Visitor Center Museum. There are three available, depending on grade/age. **Please print them before arriving at the park, as we can no longer distribute them to large school groups.**

Museum Scavenger Hunts are available online at <http://www.nps.gov/peri/forteachers/selfguided.htm>

Traveling Trunks

Traveling Trunks are designed to aid teachers by allowing them to handle and show reproduction items carried and worn by Civil War soldiers as a visual aid for their students. These tangible items are meant to help students with their study of the thousands of men (and some women) who fought and died during one of the most significant era in American history. Traveling Trunks may be checked out for **two-week** periods but local teachers. Trunks must be signed out and signed in by the requesting teacher and the teacher is responsible for all items.

Items such as sack coats, brogans, canteens, kepi hats, haversacks, candles and tin plates are just some of the items found in the trunks. Information about these trunks, and how to reserve them, can be found on our website at <http://www.nps.gov/peri/forteachers/traveling-trunks.htm>



National Park Service
U.S. Department of the Interior

Pea Ridge
National Military Park

15930 East Hwy. 62
Garfield, AR 72732

479-451-8122 phone
479-451-0219 fax

Fee Waiver Application

Please complete this application for a waiver of fees and mail or fax to the address above.

Date of Trip:

Name of institution:

Group leader:

Phone number:

Address:

Email:

Arrival Time:

Number of Adults:

Number of Students: (MAX 100)

Age/Grade Level:

WE WILL NO LONGER BE SHOWING THE MOVIE IN PARK TO SCHOOL GROUPS.

If your school does not already have a copy of the orientation movie, *Thunder in the Ozarks*, we will send one to you for your school library free of charge.

Check the website for ranger programs offered and contact the ranger who schedules your group to discuss which program, if any, you would like and its availability. **UNLESS YOU CONTACT PARK STAFF, WE CANNOT GUARANTEE YOUR GROUP A PROGRAM OF ANY KIND, INCLUDING THE MUSEUM SCAVENGER HUNT.**

EXPERIENCE YOUR AMERICA™

The National Park Service cares for special places saved by the American people so that all may experience our heritage.

Please attach a brief letter on your institutions official letterhead stating that you are a legitimate educational or scientific institution, or that you provide therapeutic treatment, and explain how the purpose of your visit relates to the resources of Pea Ridge National Military Park.

Certification:

I hereby certify that a Federal, State or local government body officially recognizes the above organization, or that this institution provides therapeutic treatment, and that the facts provided herein are true and accurate to the best of my knowledge and are submitted for the explicit purpose of obtaining a waiver of fees. I agree to provide documentation pertaining to the organization's status as an educational institution or therapy treatment center if not already provided. **I accept responsibility for the proper behavior of this group.**

Signature of Applicant

Date

For park use only:

Waiver of entrance fee APPROVED or DENIED (circle one)

Superintendent

Date