

**NO EASY CHOICES
TAKING SIDES IN CIVIL
WAR MISSOURI**

Wilson's Creek National Battlefield
Educational Packet
Grades 7-8

By

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and the staff of
Wilson's Creek National Battlefield
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HOW TO USE YOUR SCHOOL PACKET FROM WILSON'S CREEK NATIONAL BATTLEFIELD

A. INTRODUCTION:

This packet is organized to help you make the most of your study of the Battle of Wilson's Creek and visit to Wilson's Creek National Battlefield. Feel free to pick and choose from the provided materials depending upon your particular circumstances. To reserve a video or one of the traveling trunks or to acquire one of the other educational packets, please see the EDUCATIONAL MATERIALS REQUEST FORM in the *EDUCATORS' GUIDE TO THE BATTLE OF WILSON'S CREEK*.

B. CONTENTS:

1. EDUCATIONAL GROUP RESERVATION FORM.

This form is necessary if your class(es) are going to visit Wilson's Creek National Battlefield. Please note the guidelines at the bottom of this form.

2. WILSON'S CREEK NATIONAL BATTLEFIELD TROOP MOVEMENT MAPS.

The six detailed maps herein chronologically show troop locations and movements during the Battle of Wilson's Creek. Feel free to copy all or part of this as necessary.

3. THE BATTLE: A BRIEF ACCOUNT OF THE BATTLE OF WILSON'S CREEK.

This short account by Kenneth Elkins of the events and people that led to and were involved in the Battle of Wilson's Creek provides the necessary background for the academic activities included in this packet. A somewhat more detailed and different perspective on these events, "The Struggle for Missouri: Lyon's Campaign and the Battle of Wilson's Creek" by Leo Huff, may also prove useful in completing these activities and can be found in *HARD TIMES/HARD WAR*, our educational packet for grades 9-12.

4. OUTLINE OF THE TRAVELING TRUNK PROGRAM:

For those teachers who cannot visit the park, or who wish to reinforce concepts learned either before or during their battlefield visit, a Traveling Trunk is available for loan. Each trunk contains a collection of reproduction items suitable for demonstrations and/or hands-on activities related to daily life for common soldiers during the Civil War. Also included are descriptions of the uses of each specific item as well as some suggested classroom activities. Please call the battlefield about reserving one of these trunks.

5. PRE-VISIT OBJECTIVES AND ACTIVITIES.

Activities One through Three are organized in order of increasing complexity for grades 7-8. Beyond copying them as necessary, please feel free to adjust or expand these as appropriate for your particular classroom situation.

6. OUTLINE OF BATTLEFIELD VISIT.

National Park Service personnel will be glad to answer any questions you might have during your visit.

7. POST-VISIT OBJECTIVES AND ACTIVITY.

As with Pre-Visit Activities One through Three, use Activity Four as appropriate.

8. SUGGESTED READINGS.

If you are interested in other aspects of the Civil War, National Park Service personnel will be glad to refer you to additional written works and/or bibliographical materials.

9. COMMENTS AND SUGGESTIONS.

To help us better serve you in the future, please take a moment to complete this short form and return it to the park. Further, if you have any immediate concerns during your visit, do not hesitate to share them with National Park Service personnel.

EDUCATIONAL GROUP RESERVATION FORM

Wilson's Creek National Battlefield

6424 W. Farm Road 182
Republic, Missouri 65738
(417) 732-2662

Date of Reservation request: _____ Reservation received by: _____

Name of teacher: _____

Name of school: _____

Address of school: _____

Phone Number of school: _____

CONFIRMATION FOR VISIT TO WILSON'S CREEK NATIONAL BATTLEFIELD:

Date: _____ Time: _____

Grade(s): _____ # of Students: _____ # of Adults: _____

Picnic Area: Yes No Self-guided Auto Tour: Yes No

Special Needs: _____

VISIT GUIDELINES:

- * The teacher(s) is(are) responsible for the conduct of their students and must remain with their students during their visit.
- * The school will provide one adult for each ten students.
- * The entrance fee is waived for educational groups, see below.
- * If you need to reschedule or cancel your visit, please contact the battlefield as soon as possible.
- * If you are interested in reserving the common soldier video, another grade-specific educational packet, or one of the traveling trunks before your visit to Wilson's Creek, please use the EDUCATIONAL MATERIALS REQUEST FORM in the *EDUCATORS' GUIDE*.
- * The staff at Wilson's Creek National Battlefield is looking forward to your upcoming visit. We hope that it will be a most enjoyable and educational experience.

I have read the program guidelines listed above and agree to comply with these standards during our visit. I also request a waiver of the entrance fee for my group, as our visit to Wilson's Creek National Battlefield is educational in nature.

Signature

Date

THE BATTLE A BRIEF ACCOUNT OF THE BATTLE OF WILSON'S CREEK, ITS SIGNIFICANCE, AND THE CIVIL WAR IN MISSOURI

By Kenneth Elkins

On the cold, clear night of February 7, 1861, Captain Nathaniel Lyon led his company of U.S. infantrymen from Fort Riley, Kansas, off railroad cars at Union Depot in St. Louis, Missouri and marched them to the Federal Arsenal, which local Unionists feared might fall under the control of Southern sympathizers. Just two months later the first shots of the American Civil War were fired at Fort Sumter in South Carolina and almost four months after that Lyon, with only three months experience as a newly appointed general, and hundreds of other men, were killed in a brutal battle along Wilson's Creek in southwest Missouri on a scorching morning in August. While Lyon undoubtedly was "an obscure infantry captain" before the war began, perhaps as much as any other man, he was responsible for bringing the war to Missouri. Unfortunately, the struggle for Missouri did not end with the deaths at Wilson's Creek. By war's end, Missouri not only had seen more military actions than any other state except Virginia and Tennessee, but Missourians had also endured a bitter guerrilla struggle that cost over 25,000 civilian lives.

Just before the Battle of Wilson's Creek President Abraham Lincoln instructed Major General John Fremont, before he assumed overall command of Union forces in the West in late July, that "you must use your own judgment, and do the best you can." Fremont considered possession of Missouri a key part of controlling the Mississippi River Valley, which would allow the Union to "hold the country by its heart." In other words, according to the historian Shelby Foote, while "Missouri was only a starting point," it was "essential to the plan" to control the Mississippi River to the Gulf, including the vital cities of Vicksburg and New Orleans. Further, beyond the need to protect Missouri's Unionists, the state was important to the Union because of the manpower and agricultural produce it could contribute to the war effort, as well as serving as a potential staging point for a later invasion of the South. Finally, Missouri was crucial because by 1860 it supplied over 60% of the nation's lead. Later, after the Battle of Wilson's Creek, G. W. Clark, the Confederate Quartermaster at Fort Smith, Arkansas informed the Secretary of War Judah P. Benjamin that he believed that lead mines in southern Missouri could "furnish all that is wanted for the Confederate Army." Aside from these logical reasons for securing control of Missouri, Lyon's fanatical devotion to

preserving the Union drove him to purge the state of those who were not of like mind.

From the time of his arrival in St. Louis, Lyon showed little interest in compromising with anyone who held Southern sympathies. In the weeks before the battle at Wilson's Creek, he had the weapons in the St. Louis Arsenal moved to a safe place, took prisoner thousands of pro-secession Missouri militiamen gathered nearby at Camp Jackson, seized control of the capital in Jefferson City, refused to negotiate with pro-Southern leaders such as Missouri Governor Claiborne Jackson, routed Rebel forces at Boonville, Missouri's first battle, in mid-June, and then pursued them into southwest Missouri in mid-July. There, after more hard marching and inconclusive skirmishes, Lyon decided for three reasons to attack the Southern force camped on Wilson's Creek: nearly half of his men were at the end of their ninety day enlistment; to protect a pro-Union element in Springfield recently swollen by refugees; and simply because it galled him to retreat without doing any serious damage to the Rebel cause in Missouri. Ironically, Southern leaders planned to march on Springfield the evening before but a local thunder shower forced them to remain in camp, though they failed to set adequate sentries.

Lyon's plan was as audacious as it was simple. After marching through the night, on the morning of August 10th, a Saturday, he attacked the Southern camps on Wilson's Creek from the north with 4200 troops while Colonel Franz Sigel's 1200 men struck from the south. By dividing his small force Lyon hoped to surprise the larger Southern army, damage it seriously, and drive it off before its leaders could bring their 12,000 men to bear on the attacking Federals. If it had not been for the murderous delaying fire of Captain William Woodruff's Confederate artillery battery at the outset of the battle and then Sigel's disastrous rout at 8:30 A.M. at the hands of Southern troops mistaken for gray-clad Iowans, Lyon might have succeeded. But the Confederate and Missouri State Guard forces under the leadership, respectively, of Generals Ben McCulloch and Sterling Price, refused to yield and, with Sigel's troops gone from the field, Lyon's men faced their enemies alone.

Though few of the troops on either side had seen full-scale combat, the two armies stood, with the glaring exception of Sigel's rout, in the worst of conditions and fought at close quarters on both sides of Wilson's Creek. The roar of battle was heard miles away, while on the high ground west of the creek, thereafter known as Bloody Hill, clouds of gunpowder smoke shrouded the wounded and the dead strewn across a devastated landscape. Lost in the searing sights and sounds of war, the two armies faced off in the merciless heat for what must have seemed like an eternity, though the battle actually lasted less than six hours and was broken by three clear lulls. One Union officer recalled after the battle that by 9:00 A.M. the "engagement . . . [became] almost inconceivably fierce along the entire line." While rallying his troops to meet this determined Southern assault, General Lyon, already twice wounded,

died when a bullet found his heart, though few were aware of his loss.

During the two hours after Lyon's death at 9:30, according to Major Samuel Sturgis, the senior Union officer, the "most bloody engagement of the day" occurred, during which the Federal line held "with perfect firmness" despite "the contending lines being almost muzzle to muzzle." By noon, Sturgis, who did not assume command of Union forces for nearly a half hour after Lyon's death because of the poor communications and confusion so common to the warfare of that day, ordered his exhausted troops to retreat after their ammunition ran low, leaving the field to the equally exhausted Rebels who, upon attacking for the fourth time, found only the wounded and the dead on Bloody Hill.

Despite their inexperience and the miserable conditions in which they strove, the opposing armies, with but a few exceptions, fought well. General John Clark, a division commander in the Missouri State Guard, exclaimed the morning after the battle while surrounded by the awful debris of war, "But didn't my men fight, though? Didn't they fight like devils?" Such sentiments were common on both sides. Edwin Nash, adjutant for the 1st Kansas Regiment, in a letter informing Mrs. Hattie Jones of the death of her husband, First Lieutenant Levant Jones, wrote that "while our boys were being cut down by the dozens they never flinched a hair but stood their ground like old veterans." Sadly, in the course of such brave efforts, both veterans and the inexperienced suffered and died in the indiscriminate slaughter of the battle.

So ferocious was the fighting at Wilson's Creek, it is little wonder the casualty rates were so high. Over 530 men were killed during the battle while more than 1800 were wounded, many of them severely. Henry Martyn Cheavens, an infantryman with the Missouri State Guard, was struck by Federal artillery fire during the battle. A canister ball nearly severed the muscles and nerves in his right thigh while breaking the bone just above the knee. Though a friend endured two amputations and suffered "immensely" before dying six weeks later, inexplicably Cheavens avoided the deadly infections that too often resulted in further amputations and death. A clue to his survival, however, is suggested when Cheavens later wrote that "maggots crawled over me and in my wound and up my back till the bedclothes were just filled." Not until the early Twentieth Century would doctors understand that in terrible wounds such as his, maggots ate only the dead flesh and thus reduced the chances of infection. Though Cheavens and others survived their wounds, too many men went unattended for hours after the battle and died alone. But after the battle there would be little time to grieve for the dead or reflect on the fate of the wounded because the machinery of war had been set in relentless motion and would grind on for many months and years to come.

Southern forces at Wilson's Creek failed to take advantage of their hard-won victory and strike the Federal forces before they retreated to Rolla and then St. Louis. Soon thereafter, while

regular Confederate forces under General McCulloch returned to Arkansas, General Price led the Missouri State Guard north where, in mid-September, they captured and temporarily held the small community of Lexington on the Missouri River before retreating to the south. Thus, in the long run, Lyon's gamble at Wilson's Creek paid off; Southern forces were prevented from gaining control of all or part of Missouri in 1861 and the stage was set for the Union's decisive victory at Pea Ridge in northern Arkansas the next spring. Meanwhile, many of the men who fought at Wilson's Creek went on to fight in hundreds of other battles during the war, many of which would prove to be much like the one at Wilson's Creek: bitterly contested, costly, and too often inconclusive. Finally, and beyond the consequences of regular military actions, civilians in Missouri faced nearly three more years of grim guerrilla warfare during which marauding bands from both sides killed thousands of civilians and drove many others from their homes and farms. The legacies of that guerrilla warfare, as well as our memories of the men on both sides who fought valiantly in the bloody battle at Wilson's Creek, still remain with us.

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OUTLINE OF THE TRAVELING TRUNK PROGRAM

The Traveling Trunk can be used as a self-contained educational activity or in conjunction with other activities and/or your visit to Wilson's Creek National Battlefield. Each trunk, whether for the United States Regular soldier or the Missouri State Guard soldier, will have a list of contents which should be checked off against the items in the trunk upon receipt and before its return to the park. The list below is provided to give you some idea of the contents of these trunks and as such is more representative than complete. Please feel free to copy any of the printed materials in the trunk.

Outline of Contents:

- A. Checklist of contents.
- B. List of contents with associated descriptions of items and their historical significance, all bound in a folder.
- C. Clothing: including but not limited to different types of coats, shirts, hats, shoes, etc.
- D. Personal items: including but not limited to such items as mirrors, wallets, combs, pipes and tobacco, cards and/or dice, writing materials, cooking and eating utensils, soap, tin cups, candles, toothbrushes, etc.
- E. Regularly issued military materials: cartridge and/or cap boxes, bayonet scabbard, haversack with hardtack crackers, canteen, etc.
- F. Drill manual (*Hardee's Tactics*), selected excerpts.

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PRE-VISIT OBJECTIVES/MATERIALS NEEDED

Any or all of the following activities may be selected by the teacher as appropriate pre-visit (or whenever they best serve your purposes) lessons for her/his particular class(es). Teachers may either use their copy/copies of this packet and/or the *EDUCATORS' GUIDE* as an instructional tool and/or copy sections from either packet as appropriate for regular class activities.

I. Activity One, Parts One through Three:

Upon completion of this activity, the student will be able to:

1. define and/or use in context terms associated with the Civil War.
2. identify and list the major events and locations before and during the Battle of Wilson's Creek.
3. identify and consider the contributions of some of the individuals who played significant roles in the Battle of Wilson's Creek.

MATERIALS NEEDED: For historical background, see the enclosed copy of Kenneth Elkins's "The Battle." Leo Huff's "The Struggle for Missouri," which can be found in *HARD TIMES/HARD WAR*, the educational packet for grades 9-12, may also be useful. Also see the OFFICIAL MAP AND GUIDE for Wilson's Creek National Battlefield, included in the *EDUCATORS' GUIDE*. Feel free to copy any of these materials as necessary.

II. Activity Two:

Upon completion of this activity, the student will be able to:

1. use and interpret the meanings of military maps.

MATERIALS NEEDED: Use and copy as necessary the enclosed WILSON'S CREEK NATIONAL BATTLEFIELD TROOP MOVEMENT MAPS.

III. Activity Three:

Upon completion of this activity, the student will be able to:

1. analyze primary source documents while considering the choices made by soldiers and civilians during the war.

MATERIALS NEEDED: Use and copy as necessary the primary sources excerpted below.

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Activity One, Part One

Vocabulary: The following terms and phrases are related to the choices people made about their involvement in the American Civil War. From a dictionary, select those definitions that best reflect their use during the Civil War period and write them next to their respective terms. Or, have your class use these terms/phrases in complete sentences that reflect an American Civil War context.

1. enlistment
2. draft
3. volunteer
4. recruit
5. patriotic
6. youthful idealism
7. mercenary
8. infantry
9. cavalry
10. artillery
11. courage
12. casualties
13. guerrilla warfare
14. comrades
15. loyalty
16. battle
17. skirmish
18. marauders
19. honor
20. tradition

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Activity One, Part Two

Fill-in-the-blank: Please complete the following historical statements about the Battle of Wilson's Creek.

- _____ 1. Though he was "an obscure infantry captain" before the Civil War began, in his efforts to save Missouri for the Union . . . did as much as any man to bring the war to Missouri during 1861.
- _____ 2. Early in the Civil War both the North and the South wanted to control Missouri because of the rivers that ran through it, its manpower, its agricultural production, and its . . . mines.
- _____ 3. One of the reasons that Union forces attacked Southern forces at Wilson's Creek in early August 1861 was because the Union commander realized that over half of his men were nearly at the end of their ninety-day . . .
- _____ 4. Union forces might have swept Bloody Hill and driven off the much larger Rebel army if it had not been slowed early in the battle by the murderous fire of Captain . . . Confederate artillery battery.
- _____ 5. While the majority of the Union forces stood and fought on Bloody Hill, Colonel . . .'s 1,200 men fled the field after they mistook Louisiana troops for gray-clad Iowans.
- _____ 6. Though the merciless heat, the thick smoke and the deafening noise may have seemed unending, the Battle of Wilson's Creek actually lasted less than . . . hours and was broken by three clear lulls, or quiet periods.
- _____ 7. Even though the armies that fought at Wilson's Creek were much smaller than in later battles, the fighting was so ferocious that over . . . men were killed and 2,000 were wounded or missing.

-
8. Major . . . assumed command of Union forces after General Lyon was killed and held Bloody Hill through some of the "fiercest and most bloody" fighting of the battle before retreating to Springfield due to low ammunition supplies.

 9. . . . forces failed to take advantage of their costly victory at Wilson's Creek and seize control of Missouri late in 1861, thus setting the stage for their decisive defeat at the Battle of Pea Ridge in March of 1862.

 10. Beyond the death and destruction caused by the hundreds of regular military actions in Missouri during the Civil War, three years of grim . . . warfare fought by marauding bands of men on both sides caused even more misery and death for Missouri's civilian population.

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Activity One, Part Three

Matching: Much of history is the study of peoples' lives and actions. From the leaders to the lowest privates, thousands of men fought at the Battle of Wilson's Creek. Thousands of civilian lives were also touched in many ways by the battle. The following list of names reflects some of the different types of people touched by the battle. Please match the names on the left with the descriptions on the right and then place their letters in the appropriate spots at the far left.



















- | | |
|------------------------|---|
| ___ Benjamin McCulloch | A. a former Missouri governor, his Missouri State Guard troops fought along with the Confederates at Wilson's Creek. |
| ___ Nathaniel Lyon | B. Overall commander of Union forces in the West during the summer of 1861. |
| ___ John Ray | C. Missouri State Guard infantryman severely wounded during the battle. |
| ___ Sterling Price | D. Union Army officer and commander so fanatically devoted to the Union he refused to negotiate with anyone sympathetic to the South; he later lost his life at the Battle of Wilson's Creek. |
| ___ William Woodruff | E. Lieutenant with the 1st Kansas Regiment, killed at Wilson's Creek. |
| ___ Henry M. Cheavens | F. Overall commander of Confederate forces at Wilson's Creek, he was killed at the Battle of Pea Ridge the next spring. |
| ___ John Fremont | G. Part of the Battle of Wilson's Creek was fought in one of his fields while his home was used as a field hospital. |
| ___ Levant Jones | H. Confederate artillery officer whose guns played an important part in the battle. |

NO EASY CHOICES

Activity Two





INSTRUCTIONS: Military Maps. During the Civil War, detailed maps were crucial to both sides before and during battles. They are also useful today to students of history. From the enclosed WILSON'S CREEK NATIONAL BATTLEFIELD TROOP MOVEMENT MAPS please copy the next to last map labeled "10:00 A.M.--11:30 A.M.--The Southerners launch their final assault on Bloody Hill" as well as the "Military Symbols/Troop Movements/Legend" in the lower right hand corner of the same page. They should fit together on one 8.5 x 11 sheet of paper. Then have your students answer the following questions. Please feel free to copy and/or use other materials from these excellent maps as suitable for your class(es).

Military Symbols











	UNION	CONFEDERATE
Army	XXXX  LYON	MC CULLOCH  XXXX
Corps	XXX  XXX	PRICE  XXX
Division	XX  XX	CLARK  XX
Brigade	X  SIGEL	 X
Regiment	 3 MO	 1 MO
Cavalry		
Battalion		
Company		
Intermediate Position		

Pickets - Skirmishers	XXXXXXXXXX
Unlimbered Artillery	
Limbered Artillery	
Campsites	
Headquarters	

Troop Movements

Battle Action	
Non - Battle Action	
Retreating Forces	
Troop Trains	

Legend

Improved Road	
Trail	
Fence	
Telegraph Line	
House	
Cemetery	
Larger Streams	
Smaller Streams	
Intermittent Streams	
Spring	



NO EASY CHOICES

Activity Two

Military Maps Quiz. After viewing the preceding map and legend, please answer the following questions. Some of the questions below are open-ended, meaning that they have more than one possible response.

1. The opposing armies at Wilson's Creek were for the most part lined up in which direction, north to south or east to west?
2. Name three of the civilian homes located on or near the Wilson's Creek battlefield area.
 - 1)
 - 2)
 - 3)
3. How are troop movements shown on this map?
4. According to this map, most of the fighting took place in which area, east or west of Wilson's Creek?
5. The only "Improved Road" running through this area is labeled as:
6. What do the light brown lines on this map with numbers such as "1100," "1150," and "1200" represent?
7. Which battery, or group, of guns for which side was located on the east side of Wilson's Creek approximately 1000 feet northeast of Guinn's Orchard?
 - 1) (battery):
 - 2) (side):
8. According to the map, which side held the higher ground during the South's final assault?
9. According to the map, troops from which three states fought for the Union at Wilson's Creek?
 - 1)
 - 2)
 - 3)
10. The heaviest concentration of troops along the battleline covered an approximate distance of:
 - A) 1000 feet.
 - B) 2500 feet.
 - C) 4000 feet.

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Activity Three

INSTRUCTIONS: Please read carefully the three primary, or eyewitness, source excerpted below and then answer the short answer questions that follow.

First Eyewitness Account:

From *The Lyon Campaign in Missouri: Being a History of the First Iowa Infantry* (1907) by E. F. Ware, pages 74-79 and 352. Ware wrote this detailed account forty-six years after his involvement as a twenty-year-old Iowa private in Lyon's campaign in 1861. Ware claimed that his work was based on a diary he kept during the campaign.

There was a constant stream of secession talk in Northern newspapers, and a constant iteration [repeating] of the fact that any parent could take any boy out of the army, under twenty-one. That was what made it hard for me to get in, and the question with me was whether or not my parents would take me out. . . . My father's demeanor [outward behavior] changed a very great deal when he found that I was in. He was not half as profoundly [completely, deeply] stirred up over slavery as he had been before. I was his only grown son. My mother took a very sensible view of things. She cried some, but said that if I wanted to go I ought to go. She said that I must write her every week if I went, and she very sensibly said, "Now you want to be careful and not do anything that would make you ashamed to come back." . . . As soon as our company had been organized, we who were uniformed were marched down to a church where a sermon was to be preached. . . . I shall never forget that sermon. I do not remember the name of the minister. . . . He told us that, if we were called upon, we must uphold the country and the flag, and he made the distinct statement that the Lord Almighty had organized the United States for the purpose of keeping out kings and kingdoms. . . . [and that the U.S. government] was to be a beacon-light in the world, and if we lost our lives in the supporting of the government we would go right straight to Heaven as soon as we were killed. I remember what a very assuring effect that had. I was beginning to have a little doubt upon the subject at that time, but the sermon seemed as if it had been prepared in a very sensible, scientific, patriotic and politic way to give the boys enthusiasm. It was without doubt all prearranged, although we did not then understand it. At any rate, the sermon had a very fine effect, and as the church was large, and all the girls in town were there, the boys marched out very pompously and felt that they were going either down to the tropics or to Heaven,

and it was safe either way. . . .Before we were accepted [into a military unit] a couple of our men changed their views and politics, and became "secesh" and would not go in. It was not to be wondered at that under steady disloyal persuasion a young man here and there should yield. There were hundreds of open secessionists and hundreds of "Southern sympathizers," and they were all at work doing what they could to tie the hands of the North and of the soldiers of the Union. . . . [Still], the new soldiers whenever they marched felt that they were keeping step to the music of the Union. . . . [and] when we were in our uniform our company was probably the prettiest-looking lot of young men who ever stood up in a row.

Second Eyewitness Account:

From "Journal of the Civil War in Missouri: 1861, Henry Martyn Cheavens," edited by Virginia Easley, *Missouri Historical Review*, vol. 62, October 1961, pages 12-25. Between 1852 and 1861, Cheavens worked as a teacher and school administrator in Missouri and Minnesota. At the beginning of the war he left a teaching position in Boone County to join Missouri State Guard forces under General Sterling Price. The excerpt below concerns his involvement in the Battles of Carthage and Wilson's Creek and is taken from a journal he wrote while recuperating from a severe wound he received at Wilson's Creek.

[July 5, 1861: Carthage] We were soon in line of battle, our cannon in the center with the infantry to guard it. Cavalry on each flank; Slack on the left, Rains on the right. We waited a few moments. I wondered how I could stand it. Boom, boom went the enemy's cannon; the smoke rose, the balls came whizzing by our heads, mostly exploding in the air. We soon were ordered to take the field and house opposite to our cavalry. . . . We were thus in the full range of the enemy in crossing the field. 3 were shot by round shot. . . . Our captain fell. When we got to the clump of trees, I, with the others, volunteered to return for him. I found him lying in the midst of his blood in the field. . . . He was taken by us to the house. . . . The doctor soon came, gave him stimulants, but it was in vain. He died about 3 o'clock. After washing and laying him out, I took the doctor's message to. . . the rest. I found very many standing idle and urged them to come on to the fight, but many seemed to think that prudence was the better part of valor. . . . [At the end of the day] we gave up the pursuit. 8 of our men were killed, 39 wounded. Our 1st Lieutenant Welles [was] taken prisoner. We returned to a house on the edge of town and, getting a bite to eat, lay on the floor, covered with blood, dust, and sweat. My feelings were strange, yet I slept soundly.

[August 10, 1861: Wilson's Creek] When I got to camp, our company was being called into line. . . . Soon the guns roared and the balls whistled past us. . . . This way we kept on for several hours, when the Louisianians came on their flank and poured in two of the prettiest vollies [a unit firing all of its weapons at the same time] I ever heard. We then had a resting spell. . . . Many were gone; many fallen wounded or dead. We could hardly walk for fear of treading on someone. I found a canteen filled with water, took the strap from my gun and strapped it to my shoulder, and tho all were asking for water, I never felt thirsty. I gave [water] to several who were wounded or wearied. Time slipped away fast. I could scarcely find any of our men. . . . [After being severely wounded he remained on the field]. The balls, minie and cannon, were not more than a foot over my head. I knew not what moment might be my last. . . . Soon the *Feds.* stopped, [and] a shout rose along our lines. In 5 minutes one of our boys came and said our side had gained the victory and Lyon was dead. I shouted too. He then dragged me to a tree near by. Another soon came with a sup [sip] of brandy. I took out my testament and read several pages. I expected my leg would have to be amputated, but all was bright. I talked with everyone who came. [*Cheavens leg was not amputated, see The Battle above, and he went on to fight with regular Confederate forces later in the war.*]

Third Eyewitness Account:

From "Headline: A Boy's Experiences At [the] Battle of Wilson Creek," being the recollections, largely in the reporter's own words, of John Short, in *The Springfield Republican*, 12 November 1911, page 14. John, who was nine at the time of the battle, was the son of E. B. Short, who owned a 320 acre farm just north of the area that would be known thereafter as Bloody Hill. The Confederates Mr. Short refers to were actually members of the Missouri State Guard.

The excitement produced in the Short household by the news that a large force of Confederates under Gen. Sterling Price was camped a mile southeast of the Short home is the first thing remembered by Mr. Short. There was a hurried consultation by the elder Short and his neighbors and they gathered up their horses and started to a rendezvous northwest of Springfield. The cattle were left and all except one cow was slaughtered by the Confederates. Soon squads of Price's men began roaming over the farm foraging [*searching for food*]. They were mounted and would come in bunches of eight to twenty and demand of Mrs. Short that meals be prepared for them. The Short farm contained a never-failing spring, and this attracted numerous squads, and they kept coming for three or four days before the battle. Mrs. Short continued cooking meals until she and her daughters, aged fourteen and sixteen, were completely exhausted and protested. They were told very peremptorily [*absolutely,*

dictatorially] that they must continue, and the process was repeated over and over again until all the food supplies in the house and garden was gone, except one chicken that had been hid and enough meal and coffee for one meal.

Gen. Price, however, had detailed a private named Howard to guard the Short home, and he did what he could to protect the family from the turbulent [violent, disturbing] soldiers. They were cut off from their neighbors and they were at first afraid to leave, until the fight began in good earnest on the morning of Saturday, August 10. The night before the battle there was but little sleep in the Short home, and they arose about 4 o'clock in the morning. The chicken was brought in from the hiding place and killed and steps taken to prepare breakfast. While in the process of preparation by the early light of morning a squad of Union pickets were seen coming up the road from the east, and turning south to the Confederate camp. Then followed the ranks of Gen. Lyon's men in bright blue uniforms, with the general riding ahead of a large white horse. "It was a beautiful sight to my childish eyes as they came silently up the east road to within a short distance of the house and then turned towards the Confederate camp. I had been seeing the Confederates," said Mr. Short, "in their rough uncouth uniforms. . . and the sight of these other men in their smart looking uniforms and marching with that steadiness which confidence inspires, filled my heart with exultation and joy. I was quite sure that the Confederates would be wiped off the earth." So sure were they that the family went ahead in the preparation of their breakfast. Bullets began cutting through the trees over the house, [then] very soon they would be heard singing through the air, and then they began striking the house. About this time the breakfast was ready, but mother decided that they must leave immediately, and the family of five started to walk a mile and a half to a neighbor's farm on a timber road.

All day the battle raged over and about the Short farm. The family home, a white house with green shutters, was turned into a hospital by the union soldiers. Near nightfall, when Price's men had driven the Union men north and had marched on towards Springfield, the family considered it safe to return to their home. . . . The house and contents were practically unharmed except that the bed clothing had been torn into strips to be used in binding up the wounds of the Union men. A dead horse was lying directly in front of the gate. In the darkness they heard groans coming from the brush near the barn. The mother and daughters, terrified with the horrible and unnerving events of the day, had locked themselves in the house, but an uncle who had come home with me and I went to the source of the sounds and found a Confederate lying with the fleshy part of his side torn out and his clothes a mess of blood. He was praying for death to come to his relief, and death soon eased the poor man's pain. "The desolateness [lonely, empty] of the night, and the awfulness of the scene left a picture on my mind," continued Mr. Short, "that has never left me."

NO EASY CHOICES

Activity Three: Questions

On the Choices Soldiers and Civilians Made During the Civil War

Instructions: During the Civil War soldiers and civilians were often forced to make choices and decisions unheard of during times of peace. After reading Eugene F. Ware's personal account about some of his reasons for enlisting in 1861, Henry Martyn Cheavens descriptions of combat at Carthage and Wilson's Creek, and John Short's recollections of his perceptions as a boy of the Battle of Wilson's Creek, please answer the following questions.

1. Please identify and briefly discuss two reasons why Ware was so eager to join a volunteer unit and fight during the first year of the war. For what other reasons might Ware and other young men have been so quick to join the fight early in the war?
2. What do you think Ware's mother meant when said do "not do anything that would make you ashamed to come back"? How might the choices men made while in the military during a war make them ashamed to come home after the war?
3. What sort of choices did Cheavens make during the Battles of Carthage and Wilson's Creek? Why were some of these choices so hard to make?
4. Please discuss two of the choices John Short's family made before and during the Battle of Wilson's Creek. Why do you think they made these choices? For example, why didn't Short's family leave the area sooner than they did?
5. Which of these three primary, or eyewitness, sources do you think was the most reliable? Why? Further, why are primary sources such as these so valuable to historians?

NO EASY CHOICES

Answer Key: Activities One-Three

Activity One, Part One (Vocabulary):

1. enlistment = to enroll oneself in the armed forces.
2. volunteer = one who enters military service of his own free will.
3. draft = to select men from a group for compulsory military service.
4. recruit = a newly enlisted or drafted soldier/sailor; or to fill up an army with new members.
5. patriotic = to be inspired by the love for or devotion to one's country.
6. youthful idealism = living by ideals, or high personal standards of behavior, based on one's youthful views of the world.
7. mercenary = soldier who fights strictly for pay rather than patriotism.
8. infantry = soldiers trained, armed, and equipped to fight on foot.
9. cavalry = soldiers who fight on horseback.
10. artillery = another word for cannons, or large guns, and the branch of the army that uses them.
11. courage = the mental or moral strength to persevere and perform one's duties during a war and especially in combat.
12. casualties = military personnel lost through death, wounds, injury, sickness, or capture by the enemy.
13. guerrilla warfare = irregular warfare conducted behind enemy lines by independent bands.
14. comrades = a fellow soldier and close friend.
15. loyalty = the quality of being faithful to one's cause or country.
16. battle = the act of combat between opposing forces.
17. skirmish = a minor or preliminary fight in a war usually involving small numbers of soldiers.
18. marauders = small group of men who roam about and raid military and civilian areas in search of plunder.
19. honor = to fight for outward respect or recognition; to pay respect to those who are brave in a battle.
20. tradition = to respect and live by older beliefs and customs.

Activity One, Part Two (Fill-in-the-blank):

1. Nathaniel Lyon
2. lead
3. enlistments

4. William Woodruff
5. Franz Sigel
6. six
7. 500
8. Samuel Sturgis
9. Confederates, or Rebels, or Southerners.
10. guerrilla

Activity One, Part Three (Matching):

1. F = McCulloch
2. D = Lyon
3. G = enlistments
4. A = Price
5. H = Woodruff
6. C = Cheavens
7. B = Fremont
8. E = Jones

Activity Two (Map Quiz):

1. East to West.
2. Guinn's house, Edward's cabin, Sharp's house, T. B. Manley's home, Skegg's house, and Gibson's house.
3. with blue and/or red arrows.
4. West.
5. Telegraph Road.
6. elevation, or how high the land is above sea level.
7. Pulaski Battery; Confederacy.
8. Union.
9. Iowa, Kansas, and Missouri.
10. B. 2500 feet.

Activity Three (Soldiers and Civilians' Choices During the War)

1. A. There are at least four identifiable reasons why Ware was so eager to join up and march off to war. First, he was young, under 21, and thus eager for adventure and new horizons, especially if all of his friends were also going. Second, religious leaders encouraged Ware and others to serve God by serving the Union. Third, Ware saw his enlistment as a way of impressing the young women in his community. Finally, he apparently believed that the Union was worth preserving.
B. Young men on both sides were also eager to enlist for a number of other reasons: many expected to be in the war, that military service was unavoidable but would be short; many felt that war was an experience that came around only once in a lifetime and that much of value could be learned from that experience; others were following the example of their peers and did not want to be left out; some wanted to join up because of their family's tradition of service; and some were quick to enlist because they were attracted to strong, charismatic leaders or flashy groups like the Zouaves.

2. A. It would seem she was urging him to behave himself, to act as a gentleman and not to engage in socially unacceptable behavior, and to be brave and do his duty as a soldier.
B. Members of their communities very likely would have held them in low regard if they had acted in a cowardly fashion, or been particularly inept and cost the lives of their comrades. People would also have looked down on them if they had returned as drunkards, had contracted a sexually transmitted disease, or become addicted to pain-killers such as morphine, which tens of thousands of soldiers did.
3. A. First and foremost, Cheavens had to choose to stand and fight while enemy projectiles whizzed past him and his comrades were wounded or killed. During the fight at Carthage, he and others chose to risk their lives when they retrieved their captain. He also chose to encourage others to fight. After his first taste of real combat he also chose to honor his earlier commitment to serve rather than running away like others would. Consequently, he would march into battle again at Wilson's Creek even though he better understood the dangers of combat. During the fight, he also chose to share his water with others.
B. To stand and fight while others were dying around him would never have been an easy choice to make. And it would have been very easy to be concerned only about himself rather than choosing to help others.
4. A. First, the father and his neighbors chose to save their horses rather than their cattle. Second, Mrs. Short chose to remain on the farm with her children and prepared meals for the Missouri State Guardsmen who came to their home and demanded to be fed. When the battle began in earnest, however, she took her children and went to a neighbor's farm. Then she chose to return, despite the terrifying events of the day. John Short and his uncle also went to the aid of a dying man.
B. Very likely they made these choices for a variety of reasons. First, they sought to save what they could of their resources, especially those they saw as more valuable or irreplaceable. They did choose to hide some of their foodstuffs. Second, they may have stayed on or near their farm in an effort to protect their possessions. Still, the mother and her children might have remained because they felt they had no better options or because they had been instructed to do so by the father. They changed their minds, however, when the battle became so intense that they were in danger.
5. Cheavens account is probably the most accurate because it was written shortly after the battle rather than several decades later. Primary sources, as a rule, are valuable because they are the accounts of those who were directly involved in a particular event.

NO EASY CHOICES

OUTLINE OF THE BATTLEFIELD VISIT

Please note that those activities marked with "*" below are dependent upon staffing. Check with park personnel before including them in your itinerary.

I. Visitor Center

Your trip to Wilson's Creek National Battlefield should begin at the Visitor Center. Its museum displays, programs (a 13-minute film and a 6-minute battle map), hands-on articles, and bookstore take a minimum of 40 minutes to view, and will enhance your understanding of your visit to the battlefield.

II. Ray House*

Your group will be allowed time to view the inside of the Ray House and ask questions. National Park Service personnel will provide a short presentation that will focus on the pre-war lives of the Ray family, the fighting in the Ray cornfield, the use of the Ray house for medical purposes, and the political and economic effects of the Battle of Wilson's Creek and the Civil War on the Ray family.

III. Living History Demonstration*

National Park Service personnel will present a brief program explaining the use of personal equipment and military uniforms at the Battle of Wilson's Creek, culminating in the loading and firing of a reproduction Civil War musket. Students will also be offered an opportunity to practice Civil War artillery drill (non-firing) utilizing a full-scale artillery piece.

IV. Bloody Hill Tour*

Your group will be led on a walking tour of the Bloody Hill area of the battlefield, scene of the heaviest fighting on August 10, 1861 and the death of Union General Nathaniel Lyon. Your tour leader will discuss the events which took place on Bloody Hill, as well as the tactics and personalities that influenced these events. Please allow at least thirty minutes for this tour.

V. Battlefield Tour

The rest of the tour is self-guided and thus dependent upon the amount of time available to your group. The park brochure and numerous wayside exhibits located on the battlefield provide helpful insights into the events of August 10, 1861. Park rangers will be happy to offer suggestions about ways to expand your exploration of Wilson's Creek.

VI. Miscellaneous

Picnic tables are available near the Visitor Center on a first come, first served basis. Rest rooms and water fountains are available at the Visitor Center. There are no rest rooms or water fountains along the Tour Road. Appropriate clothing and footwear are essential if your group plans to do anything outside the Visitor Center.

NO EASY CHOICES

POST-VISIT OBJECTIVES/MATERIALS NEEDED

I. Activity Four:

Upon completion of this activity the student will be able to:

1. identify and discuss the choices, and their possible results, civilians and soldiers made in Missouri in response to the Civil War and the Battle of Wilson's Creek.

MATERIALS NEEDED: Elkins's "The Battle," enclosed, and Huff's "The Struggle for Missouri," in the HARD TIMES/HARD WAR high school packet, will provide some historical background. See also the OFFICIAL MAP AND GUIDE for Wilson's Creek National Battlefield. August Klapp's *The Ray House* contains information about the John Ray family. Feel free to copy any of these materials as necessary.

NO EASY CHOICES

Activity Four, Part One

Choices during the Civil War. The coming of civil war to Missouri in 1861 forced many people to make unexpected and often difficult decisions. Keeping in mind what you have already read and seen, please list and briefly discuss what sort of choices the individuals and groups listed below had to make because of the Battle of Wilson's Creek as well as the Civil War and guerrilla warfare in Missouri. In the second part of this activity, please list some of the possible results of choices made by the men who fought at Wilson's Creek.

Part One:

Please list and briefly discuss the choices the following individuals and groups made or might have made because of the Battle of Wilson's Creek and the Civil War in Missouri.

1. The John Ray family:
2. Local doctors:
3. Other families in the vicinity of the Battle of Wilson's Creek:
4. Male civilians living in southern Missouri:
5. Women living in southern Missouri:
6. General Nathaniel Lyon:
7. Soldiers on both sides who fought at Wilson's Creek:

NO EASY CHOICES

Activity Four, Part Two

Thousands of men on both sides chose to stand and fight at the Battle of Wilson's Creek. Nearly all the choices we make have consequences. Please list below some of the possible results and/or consequences of the decision by men on both sides to take a stand and fight for what they believed.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

NO EASY CHOICES

Answer Key: Activity Four

Part One (Choices):

1. The Ray family did not leave their home during the battle. While the family took shelter in their cellar, some have said that John Ray sat on his front porch and watched the fighting on Bloody Hill. Perhaps--but we do know that the Ray House was used as a medical facility during and after the battle, and that the Ray family did not leave the area. Even though John Ray was a federal employee (U.S. postmaster), his family tended to wounded Rebels for days, even weeks, after the battle. And, unlike many other local families who were loyal to the Union, the Ray family did not flee the area when Union forces retreated to St. Louis. The Ray family remained on their farm throughout the balance of the war and John Ray remained a loyal Unionist.
2. Local doctors, such as Dr. Beverly Barrett of Springfield, helped treat the many wounded on both sides regardless of their political views.
3. As you can tell from Activities Two and Three above, there were several families living on or near Wilson's Creek at the start of the battle. Despite little warning of what was about to happen, nearly all of them fled their homes and fields once the fighting began. Because of the damage done to their property and the stench of death that permeated the entire area, joined with the retreat of Union forces to Rolla and then St. Louis, after the battle many of these families chose to leave the area. Others remained and did what they could to help with the wounded.
4. After the bloodshed at Wilson's Creek and bitterness and violence so common to guerrilla warfare, men who had wanted to remain neutral at the beginning of the Civil War found it increasingly difficult to do so. Most chose sides and fought, either for regular military units or guerrilla bands. Others left the area and moved to safer places.
5. Because of the nature of civil and guerrilla warfare, too often women had no choice but to be full participants in the war. Many refused to leave this area. Instead, they ran farms and businesses while their men were gone to fight the war. They also chose, in keeping with their personal needs and political beliefs, to encourage the men in their lives either to keep up the fight or avoid military service.

6. In the days and weeks before the Battle of Wilson's Creek, Lyon made numerous choices that affected the lives of tens of thousands of civilians and soldiers. Unlike many others, however, Lyon's decisions were consistent; almost fanatically loyal to the Union, he dedicated his life to its preservation. Lyon chose to stand and fight at Wilson's Creek despite being outnumbered. If not for this choice, there might not have been a Battle of Wilson's Creek.
7. During the battle thousands of men chose to stand and fight despite the roar of battle, the cries of the wounded, and the stifling heat. Most would continue to fight for regular army units throughout the war, many unto their deaths. Others, like William Quantrill and Frank James, chose after the battle to serve in smaller guerrilla units in order to avoid the destruction of major battles. A few deserted to avoid combat.

Part Two (Results/Consequences):

1. over 500 were killed outright or died from their wounds.
2. over 1800 were wounded, many of them severely. They lost legs, arms, eyes, and more.
3. those that survived the battle would have few illusions about the "glory" of war. As a result, they would know fear every time they went into battle thereafter, a fear they would have to overcome each time they fought.
4. many would survive the battle but never be the same again: they would become grimmer, more serious. Others would carry emotional scars with them for the rest of their lives.
5. many would learn valuable lessons from their experience at the Battle of Wilson's Creek. Hundreds of them would serve as leaders in later battles.
6. some would become more callous to human suffering and death.

NO EASY CHOICES

SUGGESTED READINGS AND BIBLIOGRAPHY

Refer first to the excellent bibliography of the Battle of Wilson's Creek and Greene County contained within the Educators' Study Guide to Wilson's Creek National Battlefield (compiled and provided by the Wilson's Creek National Battlefield). Other recommended books are listed below.

American Heritage. *Golden Book of the Civil War*. A general reference work for grades 5-8.

Boatner, III, Mark Mayo. *The Civil War Dictionary*, Revised Ed. New York: David McKay Co., 1959, 1989. One of the best Civil War reference works.

Brownlee, Richard. *Gray Ghosts of the Confederacy: Guerrilla Warfare in the West, 1861-1865*. Baton Rouge: Louisiana State University Press, 1958. A complementary but more general work than Castel's *Quantrill*.

Burchard, Peter. *The Deserter: A Spy Story of the Civil War*. Juvenile fiction for grades 5-10.

Castel, Albert. *William Clarke Quantrill: His Life and Times*. New York: Frederick Fell, 1962. Reprinted by the General's Books: Marietta, Ohio, 1992. One of the most objective works not only on Quantrill, but also on guerrilla warfare in Missouri.

Daniel, Larry J. *Soldiering in the Army of Tennessee: A Portrait of Life in a Confederate Army*. Chapel Hill: University of North Carolina Press, 1991. A succinct and readable account of the common soldier's life in the Western theatre of the war.

Fellman, Michael. *Inside War: The Guerrilla Conflict in Missouri During the Civil War*. New York: Oxford University Press, 1989. A detailed but very useful study of the guerrilla war.

Hunt, Irene. *Across Five Aprils*. Civil War fiction about how the war affected one family in Illinois. For grades 7 and up.

Ingenthron, Elmo. *Borderland Rebellion*. Branson, Missouri: The Ozarks Mountaineer, 1980. This work has more information on the extensive number of military actions along the Missouri-Arkansas border than any other single work.

Klapp, August K. *The Ray House*. Springfield, Missouri: Wilson's Creek National Battlefield Foundation, 1987 (2nd ed.). Brief but entertaining account of the Ray House (and family) before, during, and after the Battle of Wilson's Creek.

Lathem, Frank B. *The Dred Scott Decision, March 6, 1857: Slavery and the Supreme Courts "Self Inflicted Wound."* Informative account of the antebellum case that helped set the stage for the Civil War for grades 9 and up.

Linderman, Gerald F. *Embattled Courage: The Experience of Combat in the American Civil War*. New York: The Free Press, 1987. Linderman offers new insights not only into what combat was like for the individual during the Civil War, but also about how their expectations about the "glories" of war were so different from the grim realities of combat, and how they reconciled those differences.

Robertson, Jr., James. *Soldiers Blue and Gray*. Columbia: The University of South Carolina Press, 1988; reprinted, New York: Warner Books, Inc., 1991. A fresh, insightful, and quite readable account of life and death for common soldiers during the Civil War.

Stanley, Caroline Abbot. *Order Number 11, a Tale of the Border*. Considers Union efforts to stop Confederate guerrilla raids and how this affected civilians along the Missouri-Kansas border (grades 9 and up).

Steele, Phillip W. and Steve Cottrell. *Civil War in the Ozarks*. Gretna, Louisiana: Pelican Publishing Co., 1993. Brief but useful overview of this topic suitable for grades 7-8.

Wiley, Bell Irvin. *The Life of Billy Yank*. Baton Rouge: Louisiana State University Press, 1952, 1971, 1981.

_____. *The Life of Johnny Reb*. Baton Rouge: Louisiana State University Press, 1943, 1971, 1978, 1981. Wiley's classic works on the lives of common soldiers during the Civil War are still the standard reference sources as well as a delight to read.

COMMON SOLDIER/COMMON MAN

COMMENTS AND SUGGESTIONS

Wilson's Creek National Battlefield, 6424 W. Farm Road 182, Republic, Missouri 65738, telephone: (417) 732-2662.

The staff of Wilson's Creek National Battlefield and the National Park Service would once again like to thank you and your students for participating in our educational program. Because our major focus is to provide the best possible learning experience for our visitors, whether as individuals or in groups, your assessment of our program will be most helpful. Please take a moment or two to evaluate each of the phases of our program in the section below and then make any general comments or suggestions in the space provided. We would appreciate learning about any ideas or activities that you have that effectively convey the Civil War to your students. Your ideas and constructive criticisms will help us improve our educational programs and, thus, benefit your group, as well as many others in the future.

PROGRAM EVALUATION

AREA OF EVALUATION	POOR	GOOD	VERY GOOD	EXCELLENT
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Initial contact/
information packet

Educators' Guide

Pre-visit materials

Battlefield visit

Post-visit materials

Traveling Trunk

Video

YOUR COMMENTS AND SUGGESTIONS: