

# **Shiloh:**

## **A Place of Peace to a Bloody Battlefield**

Shiloh National Military Park

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# Overview

Shiloh has been an important historical location for thousands of years. The Civil War battle of the same name occurred at this site which led to the establishment of a National Military Park. Even if the battle had not occurred here, the location would still be important because of the Native American settlement and the artifacts they left behind. Native Americans, known as the mound builders, lived off the land along the river. They grew crops, gathered wild plants, hunted wild animals and traded goods with other groups. They lived as one with nature until they abandoned this site and moved on. This same peaceful area would again become historically important in 1862. The Civil War had divided the country between the North and the South. One of the bloodiest battles of the war would be fought here, along the banks of the peaceful river far from any major city or capital. The battle occurred at Shiloh because of the importance of the Tennessee River system and the railroad junction located twenty-two miles away at Corinth, Mississippi.

This teacher's packet contains brief historic information, lesson plans and activities for use in the classroom. Information on planning a field classroom trip to Shiloh and Corinth Battlefields is also included in the packet.

# Shiloh Indian Mounds

About 800 years ago, a town occupied the high Tennessee River bluff at the eastern edge of the Shiloh plateau. Between two steep ravines, a wooden palisade enclosed seven earthen mounds and dozens of houses. Six mounds, rectangular in shape with flat tops, probably served as platforms for the town's important buildings. These structures may have included a council house, religious buildings, and residencies of the town's leaders. The southernmost mound is an oval, round-topped mound in which the town's leaders or other important people were buried.

This town was the center of a society that occupied a twenty-mile-long stretch of the Tennessee River Valley. Around A.D. 1200 or 1300, inhabitants moved out of this part of the Tennessee Valley, perhaps to upriver locations now submerged under Pickwick Lake. Since the Shiloh society disintegrated several hundred years before there were written records to tell us who they were, it is not clear whether or how the Shiloh residents were related to later societies like the Choctaw, Chickasaw, or Creek.

Archaeologists refer to the society centered at Shiloh as "chiefdom." The chief would have been the most important political leader as well as religious figure. Probably a council composed of elders and respected members of the community, shared power with the chief. Close relatives of the chief would have been treated like nobility; some were probably buried in "Mound C."

The residents of the Shiloh site were farmers. Corn (maize) was their most important food. They also grew squash and sunflowers, as well as less familiar crops such as goosefoot, marshelder, and maygrass. In addition to their cultivated crops, they also ate a wide variety of wild plants and animals. The most important wild plant foods were hickory nuts and acorns. Most of their meat came from deer, fish, turkey, and small animals such as raccoon, rabbit, and squirrel.

In addition to the Shiloh site, the chiefdom included six smaller towns, each with one or two mounds, and isolated farmsteads scattered on higher ground in the river valley. Downstream on the river's eastern bank, Savannah Tennessee marks the site of another palisaded settlement with multiple mounds. Many of the Savannah mounds were actually built much earlier, about 2000 years ago, but the site was reoccupied at roughly the same time as the Shiloh site. We don't know whether these two towns were occupied at exactly the same time. Modern buildings in Savannah have obliterated most of the prehistoric site.

The Shiloh chiefdom had as neighbors other chiefdoms in what is now Alabama, Mississippi, and western Tennessee. Most of the chiefdoms occupied portions of the major river valleys, like the Tennessee and the Tombigbee. Some of the neighboring chiefdoms would have been hostile to the Shiloh chiefdom, while others were linked to Shiloh by political alliances. In the Tennessee River Museum in Savannah, Tennessee, this effigy pipe is made of the same distinctive red stone and is carved in the same style as a number of human statuettes from the Cahokia chiefdom, located in Illinois near St. Louis.



Archaeological evidence of these alliances survives in the form of “prestige goods” chiefs exchanged as tokens of their friendship. We can often tell where specific prestige goods were made. If we know where a particular item was made and where it was sent, we can tell who was exchanging with whom. In the case of Shiloh, we can tell political ties existed with a powerful chiefdom at Cahokia, near St. Louis. In contrast, there is no evidence of political ties to chiefdoms in central Tennessee.

The first archaeological excavation at Shiloh took place in 1899 when Cornelius Cadle, chairman of the Shiloh Park Commission, dug a trench into “Mound C.” There, he found the site’s most famous artifact, a large stone pipe carved in the shape of a kneeling man. Now on display Survey work in the winter of 1933-1934 revealed numerous small, round mounds at the Shiloh site, each about one foot high and ten to twenty feet in diameter, the remains of wattle-and-daub houses. These structures had walls of vertical posts interlaced with branches (wattle), which were then coated with a thick layer of clay (daub). Each house had a fireplace in the center of the floor. A palisade wall, also made of wattle and daub, protected the site.

The early inclusion of the mounds area within the boundary of the national military park has protected the site from any modern use. Because the Shiloh site has never been disturbed by the plow, the daub of collapsed walls still stands as low rings or mounds. Shiloh is one of the very few places in the eastern United States where remains of prehistoric houses are still visible on the grounds surface.

# Shiloh Indian Mounds Worksheet

1. About how many years ago did Native Americans live on the Shiloh plateau?

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2. What physical features are left behind to let us know that they lived here?

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3. What do archaeologists believe were some of the uses for these features?

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4. Why do we know very little about the people that lived here?

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5. Archaeologists refer to the society at Shiloh as a what?

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6. Who was the most important political and religious figure?

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7. Who else may have shared power and helped make decisions?

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8. What type of lifestyle did people have to survive?

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9. What was the most important crop that they grew?

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10. What other crops did they grow?

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11. What were some wild plant foods that they gathered?  

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12. What types of meat did they eat?  

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13. Downstream from Shiloh, where was another major mound complex located?  

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14. About how many years ago were these mounds built?  

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15. What has happened to the remains at this site?  

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16. What were exchanged with other chiefs as tokens of friendship?  

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17. What is an example of this that was found in “Mound C”?  

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18. Where do they think this item came from?  

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19. When did the first archaeological excavation at Shiloh take place?  

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20. What was the benefit of including the site within the boundary of the national military park?  

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# Shiloh Indian Mounds Worksheet

## Key

1. About how many years ago did Native Americans live on the Shiloh plateau?  
**About 800 years**
2. What physical features are left behind to let us know that they lived here?  
**Earthen Mounds**
3. What do archaeologists believe were some of the uses for these features?  
**Platforms for important buildings and some burials**
4. Why do we know very little about the people that lived here?  
**No written records**
5. Archaeologists refer to the society at Shiloh as a what?  
**“Chiefdom”**
6. Who was the most important political and religious figure?  
**The chief**
7. Who else may have shared power and helped make decisions?  
**A council**
8. What type of lifestyle did people have to survive?  
**Farmers**
9. What was the most important crop that they grew?  
**Corn (maize)**
10. What other crops did they grow?  
**Squash, sunflowers, (lesser known goosefoot, marshelder, maygrass)**
11. What were some wild plant foods that they gathered?  
**Hickory nuts and acorns**
12. What types of meat did they eat?  
**Deer, fish, turkey, raccoon, rabbit, and squirrel**
13. Downstream from Shiloh where was another major mound complex located?  
**Present day Savannah TN**
14. About how many years ago were these mounds built?  
**About 2000 years ago**

15. What has happened to the remains at this site?  
**Modern buildings in Savannah have destroyed most of it**
16. What were exchanged with other chiefs as tokens of friendship?  
**“Prestige goods”**
17. What is an example of this that was found in “Mound C”?  
**Large carved stone pipe known as the effigy pipe**
18. Where do they think this item came from?  
**Near St. Louis, Illinois**
19. When did the first archaeological excavation at Shiloh take place?  
**1899**
20. What was the benefit of including the site within the boundary of the national military park?  
**It protected the site from modern use and preserved it**

# Lesson Plan

## Mound Builder History and Culture

**Subject:** Social Studies

**Duration:** 45 to 50 minutes

**Standards:** TN S.S. 6.5, S.S. 8.5.

**General Goals:** In this lesson the student will be able to identify one of the ancient civilizations in the Americas and understand its culture. They will also be able to identify different types of Native American artifacts. The students will be able to recognize and describe a settled lifestyle due to farming and fishing as opposed to a nomadic lifestyle.

**Objectives:** The student will be able to:

- locate on a map the location of the Shiloh Indian Mounds and the location of groups they may have traded with.
- identify different Native American artifacts that would have been found at the Shiloh Indian mounds.
- discuss the differences of a permanent settlement verses a nomadic type lifestyle.

**Materials:**

- Map of the United States
- Photos or drawings of Native American artifacts that would have been found at the Shiloh Indian mounds
- List of foods that Native Americans would have caught, hunted or grown.

**Background:** The Native Americans that lived along the Tennessee River in what is today called Shiloh were mound builders. They did not have a nomadic lifestyle where they moved from place to place following herds of animals. They built a well developed thriving community along the river. They raised their on crops, they caught fish in the river, they gathered wild plants, and hunted game in the woods around their settlement. The Native Americans lived as one with nature until they abandoned this site.

**Suggested Procedure:**

1. On a map have students locate and label the location of the Shiloh Indian mounds.
2. On a map have the students locate areas that might have traded items with the mound builders at Shiloh.
3. Have students discuss the distances between these locations and what routes they would have used to trade with each other.
4. Have students look at and identify photos or drawings of artifacts that would have been at Shiloh.
5. Have students discuss how these items might have been used.
6. Have student discuss the food that would have been gathered, grown, caught, or hunted at Shiloh.
7. Have students discuss the advantages or disadvantages of living in a permanent settlement verses a nomadic lifestyle.

**Evaluation:**

When the students have finished the maps check them for accuracy. Discuss with the students the differences between living in a permanent settlement verses a nomadic lifestyle. Discuss with the students the different artifacts that would have been present at Shiloh and how trade with other groups was important. Discuss with the students how the Tennessee River would have been an important trade route.

**Extension:**

Have students research and prepare dishes that the Native Americans would have eaten at Shiloh. Also students could research and build a model of a mound builder village.





# Artifact Key



Antler Projectile Points



Flint Notched Hoe



Storage Pottery



Three-Quarter Grooved Axe

















# **Native American Foods**

**Corn (maize)**

**Squash**

**Sunflowers**

**Goosefoot**

**Marshelder**

**Maygrass**

**Hickory nuts**

**Acorns**

**Deer**

**Fish**

**Turkey**

**Raccoon**

**Rabbit**

**Squirrel**

# The Battle of Shiloh

By mid-February 1862, United States forces had won decisive victories in the West at Mill Springs, Kentucky, and Forts Henry and Donelson in Tennessee. These successes opened the way for invasion up the Tennessee River to sever Confederate rail communications along the important Memphis & Charleston and Mobile & Ohio railroads. Forced to abandon Kentucky and Middle Tennessee, General Albert Sidney Johnston, supreme Confederate commander in the West, moved to protect his rail communications by concentrating his scattered forces around the small town of Corinth in northeast Mississippi, strategic crossroads of the Memphis & Charleston and the Mobile & Ohio.

In March, Major General Henry W. Halleck, commanding U.S. forces in the West, advanced armies under Major Generals Ulysses S. Grant and Don Carlos Buell southward to sever the railroads. Grant ascended the Tennessee River by steamboat, disembarking his Army of the Tennessee at Pittsburg Landing, 22 miles northeast of Corinth. There he established a base of operations on a plateau (Shiloh Hill) west of the river, with his forward camps posted two miles inland around a log church called Shiloh Meeting House. Halleck had specifically instructed Grant not to engage the Confederates until he had been reinforced by Buell's Army of the Ohio, then marching overland from Nashville. Once combined, the two armies would advance on Corinth and permanently break western Confederate railroad communications.

General Johnston, aware of Federal designs on Corinth, planned to smash Grant's army at Pittsburg Landing before Buell arrived. He placed his troops in motion on April 3, but heavy rain and difficulties encountered by marching large columns of troops, artillery, and heavy wagons over muddy roads delayed the attack. By nightfall, April 5, his Army of the Mississippi, nearly 44,000 men present for duty, was finally deployed for battle four miles southwest of Pittsburg Landing.

At daybreak, Sunday April 6, the Confederates stormed out of the woods and assailed the forward Federal camps around Shiloh Church. Grant and his nearly 40,000 men present for duty were surprised by the onslaught. The Federals soon rallied, and bitter fighting consumed Shiloh Hill. Throughout the morning, Confederate brigades slowly gained ground, forcing Grant's troops to give way, grudgingly, making successive defensive stands at Shiloh Church, the Peach Orchard, Water Oaks Pond, and within an impenetrable oak thicket battle survivors named the Hornets Nest.

Despite having achieved surprise, Johnston's troops soon became as disorganized as the Federals. The Southern attack lost coordination as corps, divisions, and brigades became entangled. Then, at mid-afternoon, as he supervised an assault on the Union left, Johnston was struck in the right leg by a bullet and bled to death, leaving General P.G.T. Beauregard in command of the Confederate army. Grant's battered divisions retired to a strong position extending west from Pittsburg Landing where massed artillery and rugged ravines protected their front and flanks. Fighting ended at nightfall.

Overnight, reinforcements from Buell's army reached Pittsburg Landing. Beauregard, unaware Buell had arrived, planned to finish the destruction of Grant the next day. At dawn, April 7, however, it was Grant who attacked. Throughout the day, the combined Union armies, numbering more than 54,500 men, hammered Beauregard's depleted ranks, now mustering barely 34,000 troops. Despite mounting desperate counterattacks, the exhausted Confederates could not stem the increasingly stronger Federal tide. Forced back to Shiloh Church, Beauregard skillfully withdrew his outnumbered command and returned to Corinth. The battered Federal forces did not press the pursuit. The Battle of Shiloh, or Pittsburg Landing, was over. It had cost both sides a combined total of 23,746 men killed, wounded, or missing, more casualties than America had suffered in all her previous wars, and ultimate control of the railroad junction at Corinth remained in doubt.

Halleck, recognizing Corinth's military value, considered its capture more important than the destruction of Confederate armies. Reinforced by another army under General John Pope, he cautiously advanced southward from Tennessee and, by late May, entrenched his three armies within cannon range of Confederate fortifications defending the strategic crossroads. Despite being reinforced by Major General Earl Van Dorn's Army of the West, Beauregard withdrew south to Tupelo, abandoning the most viable line of east-west rail communications in the western Confederacy.

Federal efforts to recover the Mississippi Valley stalled in the late summer of 1862, and Confederate leaders launched counteroffensives in every theater. Armies led by Generals Braxton Bragg and Edmund Kirby Smith invaded Kentucky, while troops under Van Dorn boldly attacked the heavily fortified Union garrison at Corinth, linchpin of Federal control in northern Mississippi. In one of the more bitterly contested battles of the war, Van Dorn was decisively repulsed, following two days of carnage (October 3-4) that claimed nearly 7,000 more Confederate and Union casualties.

Although overshadowed by the failure of Robert E. Lee's Confederate invasion in Maryland, Van Dorn's defeat, coupled with Bragg's retreat from Kentucky after the Battle of Perryville (October 8), caused discouragement in Richmond and relief in Washington. More significantly, Van Dorn's defeat at Corinth, the last Confederate offensive in Mississippi, seriously weakened the only mobile Southern army defending the Mississippi Valley. This permitted Ulysses S. Grant to launch a relentless nine-month campaign to capture the so-called "fortress city" of Vicksburg and recover the Mississippi River.



# Lesson Plan

## Why Fight at Shiloh?

**Subject:** Social Studies

**Duration:** 45 to 50 minutes

**Standards:** TN S.S. 5.3., S.S. 5.5., S.S. 8.5.

**General Goals:** In this lesson the students will be able to determine which states remained in the United States, which states joined the Confederacy, and which states were Border States. The students will be able to locate important river and rail systems used to transport troops and supplies. They will also be able to describe how this dependence on important river and rail systems led to the Battles of Shiloh and Corinth.

**Objectives:** The students will be able to:

- locate and identify the Union, Confederate and Border states on a map.
- locate and identify the Mississippi, Tennessee, and Cumberland Rivers on a map.
- identify and label the Memphis & Charleston and the Mobile & Ohio railroads on a map.

**Materials:**

- Map of the United States of America 1862
- Map of the area of southwest Tennessee and northern Mississippi showing rivers and railroads
- Colored pencils

**Background:** In 1862 the United States was split into two countries, the United States of America, also known as the Union, and the Confederate States of America. The Union was made up of 19 northern states, the Confederacy was comprised of 11 southern states, and in between were the Border States. In April of 1862, the Battle of Shiloh was fought near Pittsburg Landing on the Tennessee River, some 22 miles from the junction of the Memphis & Charleston and the Mobile & Ohio railroads in Corinth, Mississippi. The location of the battle demonstrates the importance of the river systems and the railroads at the time of the battle. During the Civil War the rivers and the railroads were the primary methods of moving troops and supplies. There was no modern road network with highways and interstates that we have today. Because of this dependence on the rivers and the railroads, the Battle of Shiloh occurred.

**Suggested Procedure:**

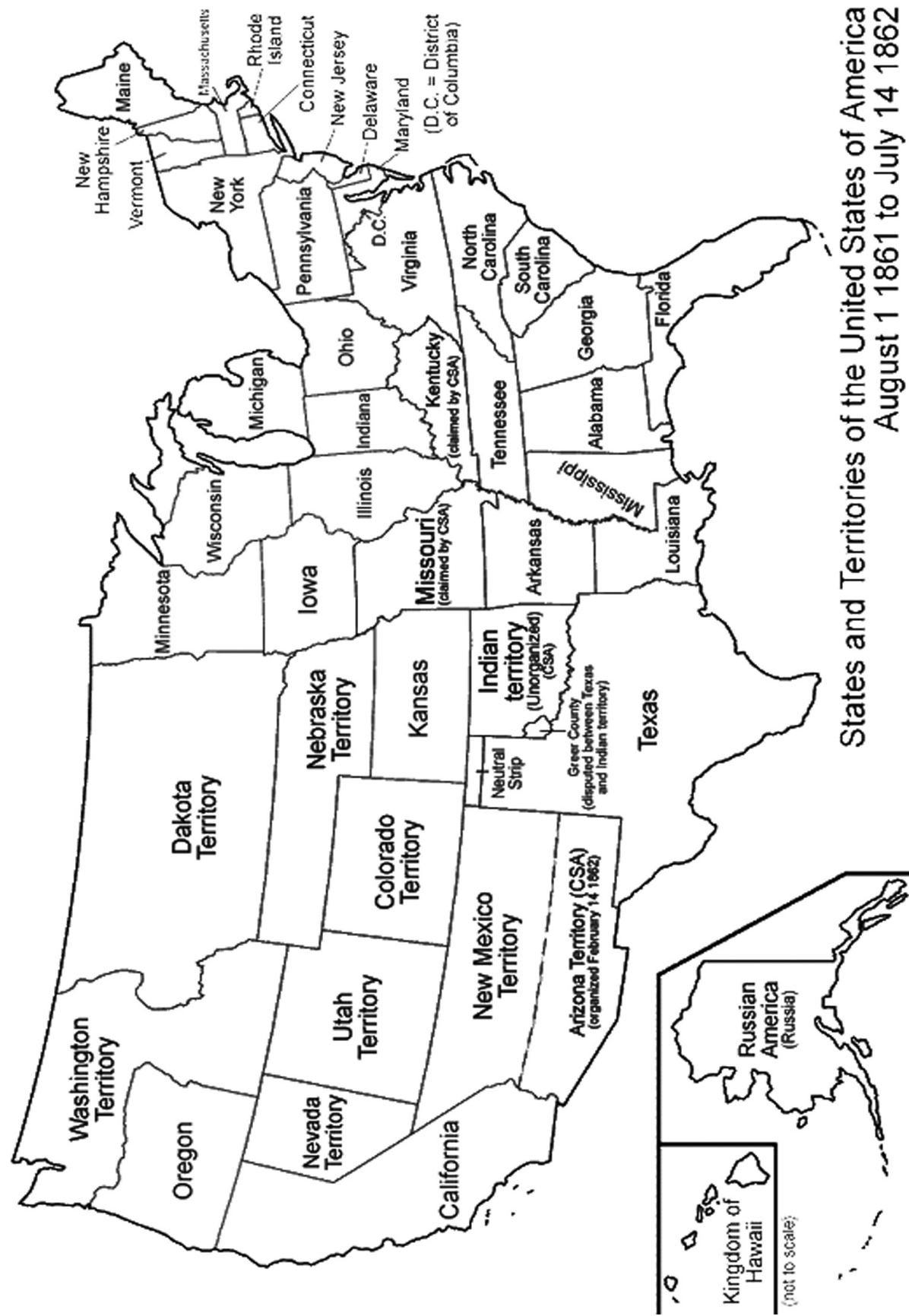
1. On a map have students locate, label and color the Union states in blue.
2. On a map have students locate, label and color the Confederate states in red.
3. On a map have students locate, label and color the Border States in green.
4. On a map have students locate and label the Mississippi, Tennessee, and Cumberland rivers.
5. On a map have students locate and label the Memphis & Charleston and the Mobile & Ohio railroads.
6. Have students discuss why the river systems and railroad systems were important to both the Union and the Confederacy during the Civil War.
7. Have students discuss why the Battle of Shiloh was fought where it was.

**Evaluation:**

When the students have finished the maps check them for accuracy. Discuss with students how and why the nation was divided. Discuss with the students the importance of the river and rail system and how these led to the battle of Shiloh.

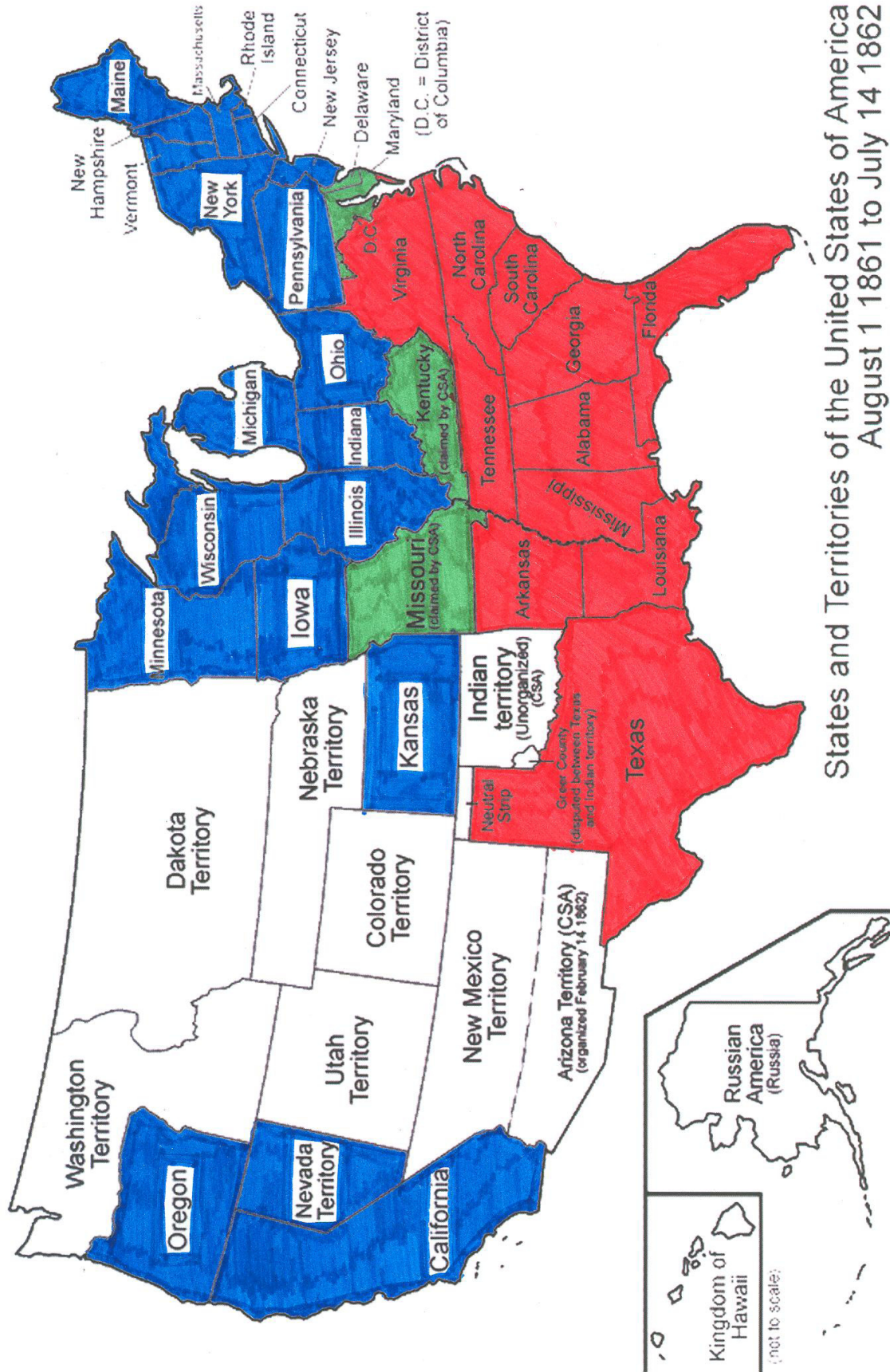
**Extension:**

Have students locate other river and rail systems used during the Civil War. Have them calculate routes, distances and times for moving troops and supplies. Have them compare distances from location to location using river or rail verses modern roadways.

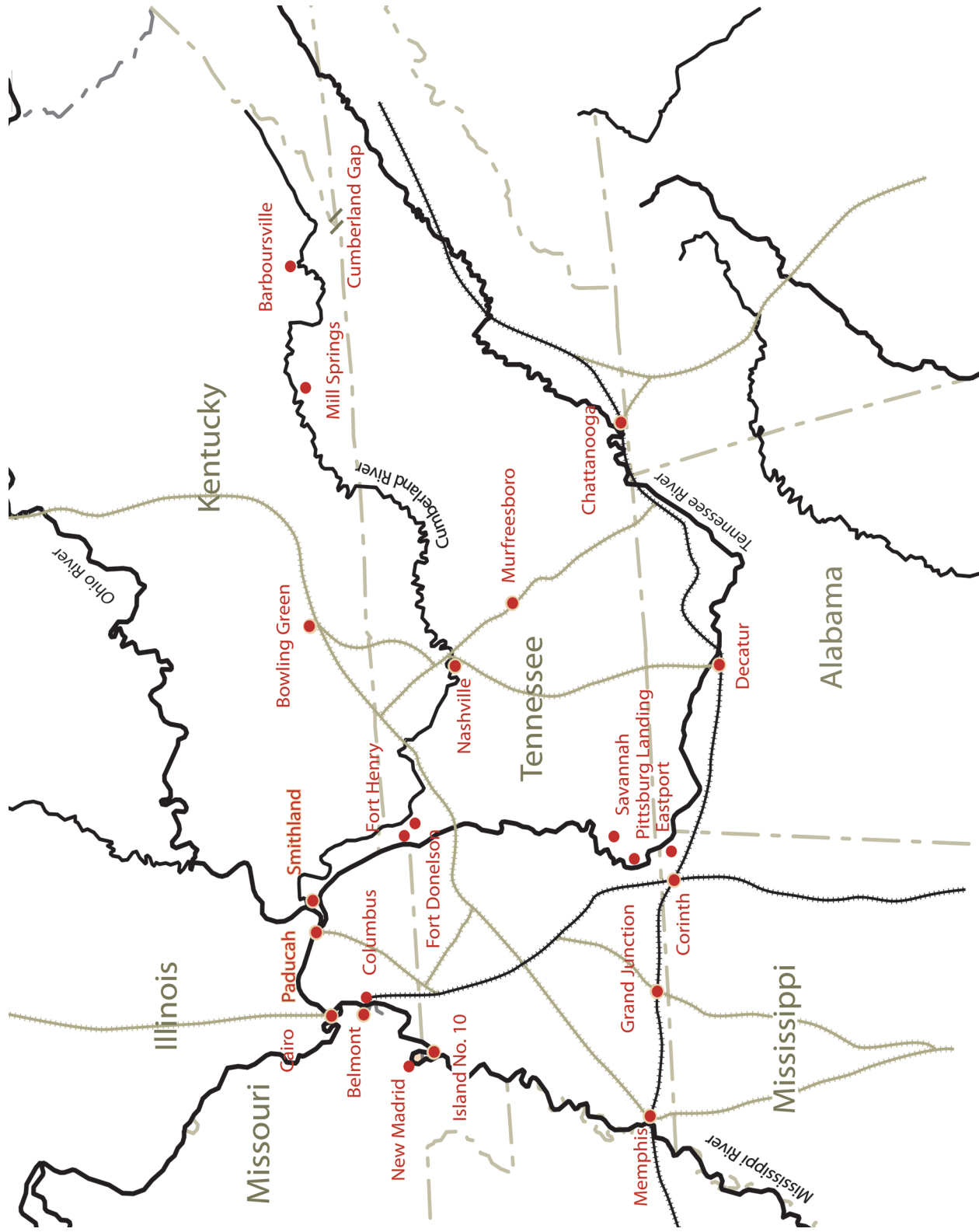


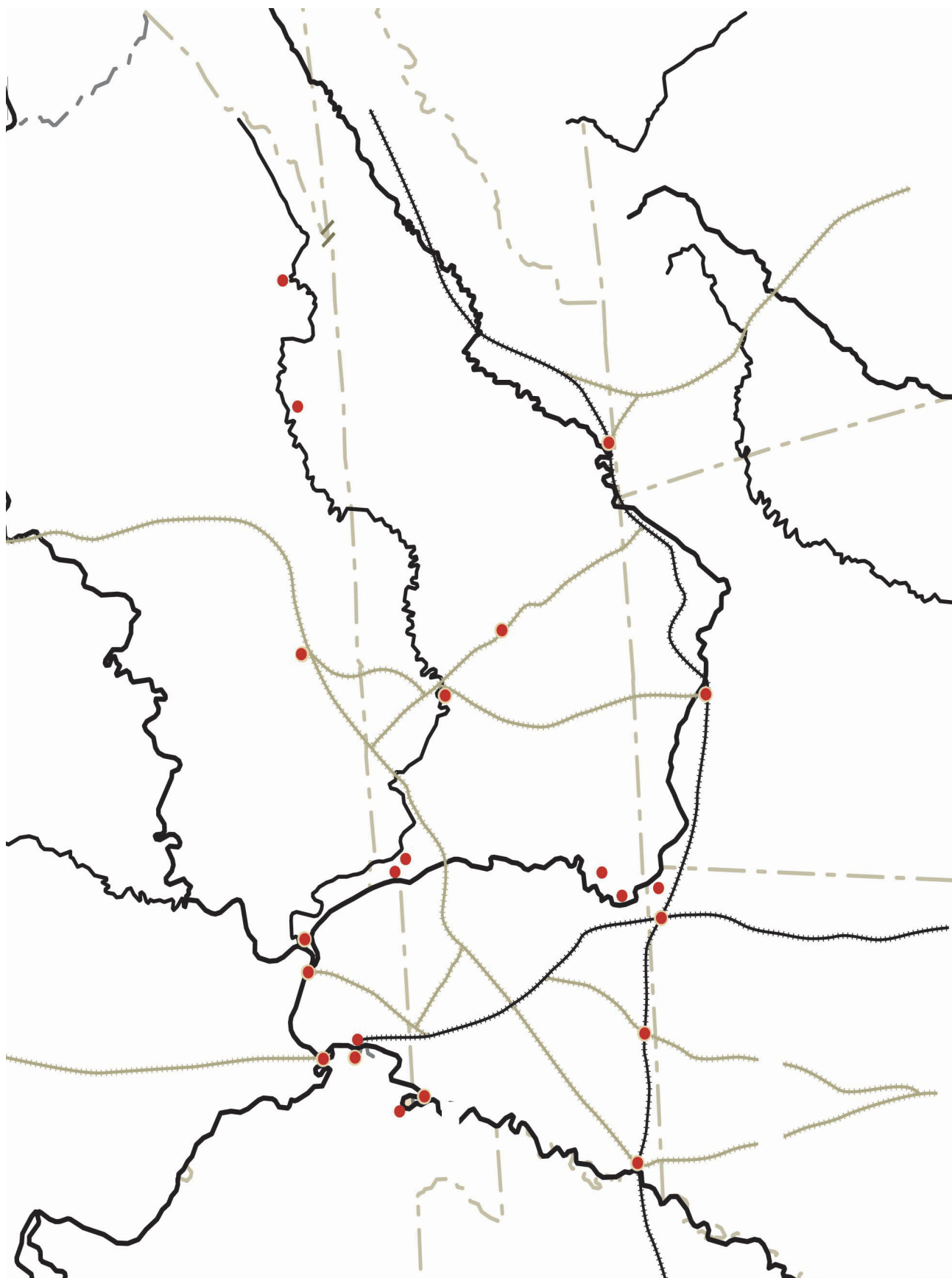
States and Territories of the United States of America  
August 1 1861 to July 14 1862





States and Territories of the United States of America  
August 1 1861 to July 14 1862





# Important Civil War People

**Ulysses S. Grant:** Overall commander of U.S. forces for the Campaign for Fort Henry and Fort Donelson, commander of Union forces at the Battle of Shiloh, promoted to commander of the Armies of the United States in March 1864.

**“ Unconditional Surrender” Grant:** Nickname acquired by U.S. Grant after the surrender terms issued at Fort Donelson

**Jefferson Davis:** President of the Confederate States of America, 1861-1865

**Abraham Lincoln:** President of the United States, 1861-1865

**Major General Don Carlos Buell:** Commander of the Department of the Ohio (all Union troops east of the Cumberland River to the Appalachian Mountains).

**Major General Henry Halleck:** Commander of the Department of the Missouri (all Union troops west of the Cumberland River to Arkansas).

**Andrew Hull Foote:** Veteran sailor and commander of the Western Gunboat Flotilla.

**General P.G.T. Beauregard:** Confederate hero of Fort Sumter and Manassas. Second in command at the Battle of Shiloh.

**Nathan Bedford Forrest:** Confederate commander of the cavalry troops at Fort Donelson, escaped with some of his troops before surrender. He also led cavalry regiment at the Battle of Shiloh.

**James A. Garfield:** Union brigadier general at Shiloh and later 20th President of the United States of America.

**Lew Wallace:** Union brigade officer at Fort Henry, Fort Donelson, and division commander at the Battle of Shiloh. He also was the author of *Ben Hur*.

**Governor Isham G. Harris:** Tennessee governor at the beginning of the Civil War.

**Gen. Albert Sidney Johnston:** Overall commander of Confederate forces at the Battle of Shiloh until his death on April 6. He is the highest ranking American military officer to be killed in battle.

**William T. Sherman:** Union general that picked Pittsburg Landing as the place to land troops to march on Corinth, Mississippi.

**Leonidas Polk:** Episcopal minister and Confederate general who was a corps commander at Shiloh.

**John C. Breckinridge:** Former Vice President of the United States of America and a Confederate general the led a corps at the Battle of Shiloh.

**Henry Stanley:** Confederate soldier that fought at the battle of Shiloh. He later became famous as a journalist and explorer.

**Benjamin Prentiss:** Union general that made a stand at the Hornets' Nest and was captured with over two thousand men.

**Daniel Ruggles:** Confederate general that brought together the guns of eleven artillery batteries to finally help break the Hornets' Nest.

**Everett Peabody:** Union colonel that sent troops out on the morning of April 6th that discovered the Confederate advance.

# Important Civil War People Worksheet

1. Who was the President of the United States from 1861 to 1865?  

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2. What is the nickname that General Grant received after the terms of surrender issued at Fort Donelson?  

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3. What Confederate leader is known as the hero of Fort Sumter and took over command at Shiloh after General Johnston's death?  

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4. Who brought together eleven batteries of Confederate artillery to finally help break the Hornets' Nest?  

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5. Who was the Governor of Tennessee at the start of the Civil War?  

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6. Who was the overall Confederate commander at the battle of Shiloh until his death on April 6th?  

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7. Who was the President of the Confederate States of America 1861 to 1865?  

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8. Who was a former Vice President of the United States that led a corps for the Confederacy at Shiloh?  

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9. Who was a Union brigade officer at Fort Henry, Fort Donelson, and Shiloh and also was the author of *Ben Hur*?  

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10. Who was a veteran sailor and commander of Union gunboat and timberclad flotilla?  

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11. Who was the commander of Confederate cavalry troops that escaped from Fort Donelson before its surrender and led troops at the battle of Shiloh?  

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12. Who was the Union commander of the Department of Ohio?  

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13. Who was a Confederate soldier that later became a journalist and explorer?  

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14. What Union commander picked Pittsburg Landing as a base?  

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15. Who was the Union commander of the Department of the Missouri?  

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16. Who was a Union brigadier general at Shiloh and later the 20th President of the United States of America?  

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17. Who was the overall Union commander at Fort Henry, Fort Donelson, and Shiloh?  

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18. What Union officer sent troops out on that discovered the Confederate advance on the morning of April 6th?  

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19. What Union general was captured along with over two thousand troops making a stand at the Hornets' Nest?  

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20. Who was an Episcopal minister and a Confederate general at Shiloh?  

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# Important Civil War People Worksheet

## Key

1. Who was the President of the United States from 1861 to 1865?  
**Abraham Lincoln**
2. What is the nickname that General Grant received after the terms of surrender issued at Fort Donelson?  
**“Unconditional Surrender” Grant**
3. What Confederate leader is known as the hero of Fort Sumter and took over command at Shiloh after General Johnston’s death?  
**Gen. P.G.T. Beauregard**
4. Who brought together eleven batteries of Confederate artillery to finally break the Hornets’ Nest?  
**Gen. Daniel Ruggles**
5. Who was the Governor of Tennessee at the start of the Civil War?  
**Isham G. Harris**
6. Who was the overall Confederate commander at the battle of Shiloh until his death on April 6th?  
**Gen. Albert Sidney Johnston**
7. Who was the President of the Confederate States of America 1861 to 1865?  
**Jefferson Davis**
8. Who was a former Vice President of the United States that led a corps for the Confederacy at Shiloh?  
**John C. Breckinridge**
9. Who was a Union brigade officer at Fort Henry, Fort Donelson, and Shiloh and also was the author of *Ben Hur*?  
**Lew Wallace**
10. Who was a veteran sailor and commander of Union gunboat and timberclad flotilla?  
**Andrew Hull Foote**

11. Who was the commander of Confederate cavalry troops that escaped from Fort Donelson before its surrender and led troops at the battle of Shiloh?  
**Nathan Bedford Forrest**
12. Who was the Union commander of the Department of Ohio?  
**Maj. Gen. Don Carlos Buell**
13. Who was a Confederate soldier that later became a journalist and explorer?  
**Henry Stanley**
14. What Union commander picked Pittsburg Landing as a base?  
**William T. Sherman**
15. Who was the Union commander of the Department of the Missouri?  
**Maj. Gen. Henry Halleck**
16. Who was a Union brigadier general at Shiloh and later the 20th President of the United States of America?  
**James A. Garfield**
17. Who was the overall Union commander at Fort Henry, Fort Donelson, and Shiloh?  
**Ulysses S. Grant**
18. What Union officer sent troops out on that discovered the Confederate advance on the morning of April 6th?  
**Col. Everett Peabody**
19. What Union general was captured along with over two thousand troops making a stand at the Hornets' Nest?  
**Gen. Benjamin Prentiss**
20. Who was an Episcopal minister and a Confederate general at Shiloh?  
**Gen. Leonidas Polk**

# Civil War Places and Terms

**Fort Donelson:** Earthen fort located on the west bank of the Cumberland River in Dover, Tennessee.

**Corinth MS:** This city was a Confederate base and railroad junction that Gen. Albert Sidney Johnston launched the attack on Shiloh from April 3, 1862. For six months in 1862 this railroad junction was second only to Richmond, VA in importance.

**Fort Henry:** Earthen fort located on the east bank of the Tennessee River, twelve miles from Fort Donelson.

**Cumberland River:** Fort Donelson and Nashville, the state capital of Tennessee, is located on this waterway.

**Tennessee River:** Fort Henry and Pittsburg Landing are located on this important waterway.

**Confederacy:** States that seceded from the United States to create the Confederate States of America. Tennessee, Arkansas, Texas, Mississippi, Alabama, Georgia, Florida, North Carolina, South Carolina, Virginia, and Louisiana.

**Union (Federals):** United States of America. States that stayed loyal to the United States.

**Ironclads:** Essex, Cincinnati, Carondelet, St. Louis, and Cairo. These were a few of the armored gunboats used by the Union navy.

**Timberclads:** Tyler, Conestoga, and Lexington, Admiral Foote's gunboats protected by thick wooden armor.

**Pittsburg Landing:** The river landing that Union troops used to establish a base to move against Corinth.

**Hornets' Nest:** A dense thicket in the central part of the battle field where General Prentiss and over two thousand Union troops were captured by the Confederates.

**Shiloh Church:** A meeting house used as a Methodist church that gave its name to the battle.

**Border States:** States that were located between Union and Confederate states and were divided about who to support.

**Artillery:** Branch of the army that handled cannon and other large weapons.

**Cavalry:** Branch of the army that fought on horseback.

**Infantry:** Branch of the army that fought on foot.

**Picket:** A soldier on guard duty.

**Picket Line:** The line between Union and Confederate forces on the battlefield.

**Casualty:** A soldier injured, killed, captured or missing in action.

**Front:** The area where the armies are fighting.

# Civil War Places and Terms Worksheet

1. What is the name of the dense thicket in the central part of the battle field where Gen. Prentiss and over two thousand Union troops were captured?  

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2. What is the term used for states that stayed loyal to the United States of America?  

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3. What is the division of the army that used cannons and other large weapons?  

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4. What is the name of the earthen fort located on the west bank of the Cumberland River in Dover, Tennessee?  

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5. What is the name of the Methodist meeting house that gave its name to the battle?  

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6. What is a soldier on guard duty called?  

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7. What is the name given to armored gun boats?  

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8. What is the name of the river landing that Union troops used as a base to move on Corinth?  

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9. What is the name of the division of an army that fought on horseback?  

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10. What city was a Confederate base and railroad junction that Gen. Albert Sidney Johnston launched the attack on Shiloh from April 3rd 1862? (For six months in 1862 this railroad junction was second only to Richmond, VA in importance.)  

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11. What were the states that seceded from the United States called?  

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12. What is the name of the waterway that Fort Henry and Pittsburg Landing are located on?  

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13. What is a soldier that is injured, killed, captured, or missing in action called?  

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14. What is the name of the earthen fort located on the east bank of the Tennessee River twelve miles from Fort Donelson?  

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15. What is the name of wooden covered gunboats?  

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16. What is the name of the division of the army that fought on foot?  

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17. What were the states called that were located between the Union and Confederate states and were divided about who to support?  

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18. What is the line called that is located between Union and Confederate forces on a battlefield?  

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19. What is the name of the waterway that Fort Donelson and the city of Nashville are located on?  

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20. What is the term for the area where two armies are fighting?  

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# Civil War Places and Terms Worksheet

## Key

1. What is the name of the dense thicket in the central part of the battlefield where General Prentiss and over two thousand Union troops were captured?  
**Hornets' Nest**
2. What is the term used for states that stayed loyal to the United States of America?  
**Union or Federal**
3. What is the division of the army that used cannons and other large weapons?  
**Artillery**
4. What is the name of the earthen fort located on the west bank of the Cumberland River in Dover, Tennessee?  
**Fort Donelson**
5. What is the name of the Methodist meeting house that gave its name to the battle?  
**Shiloh Church**
6. What is a soldier on guard duty called?  
**Picket**
7. What is the name given to armored gun boats?  
**Ironclads**
8. What is the name of the river landing that Union troops used as a base to move on Corinth?  
**Pittsburg Landing**
9. What is the name of the division of an army that fought on horseback?  
**Cavalry**
10. What city was a Confederate base and railroad junction that Gen. Albert Sidney Johnston launched the attack on Shiloh from April 3rd 1862? (For six months in 1862 this railroad junction was second only to Richmond, VA in importance.)  
**Corinth, Mississippi**
11. What were the states that seceded from the United States called?  
**Confederacy**

12. What is the name of the waterway that Fort Henry and Pittsburg Landing are located on?  
**Tennessee River**
13. What is a soldier that is injured, killed, captured, or missing in action called?  
**Casualty**
14. What is the name of the earthen fort located on the east bank of the Tennessee River twelve miles from Fort Donelson?  
**Fort Henry**
15. What is the name of wooden covered gunboats?  
**Timberclads**
16. What is the name of the division of the army that fought on foot?  
**Infantry**
17. What were the states called that were located between the Union and Confederate states and were divided about who to support?  
**Border States**
18. What is the line called that is located between Union and Confederate forces on a battlefield?  
**Picket Line**
19. What is the name of the waterway that Fort Donelson and the city of Nashville are located on?  
**Cumberland River**
20. What is the term for the area where two armies are fighting?  
**Front**



# Lesson Plan

## Famous People at Shiloh

**Subject:** Social Studies

**Duration:** 45 to 50 minutes

**Standard:** TN S.S. 5.5.

**General Goals:** In this lesson the students will be able to identify and discuss the roles that famous military and non-military figures played in the battle of Shiloh.

**Objectives:** The student will be able to:

- identify the key Union leaders at the battle of Shiloh.
- identify the key Confederate leaders at the battle of Shiloh.
- answer questions identifying the different leaders.
- identify other key historical figures at the battle.

**Materials:** Pictures and descriptions of famous people present at the battle of Shiloh.

**Background:** There were many famous historical figures present at the battle of Shiloh. They included both military and non-military individuals. Some of these were already famous at the time of the battle, others gained fame during the battle, and still others went on to gain their fame much later in life.

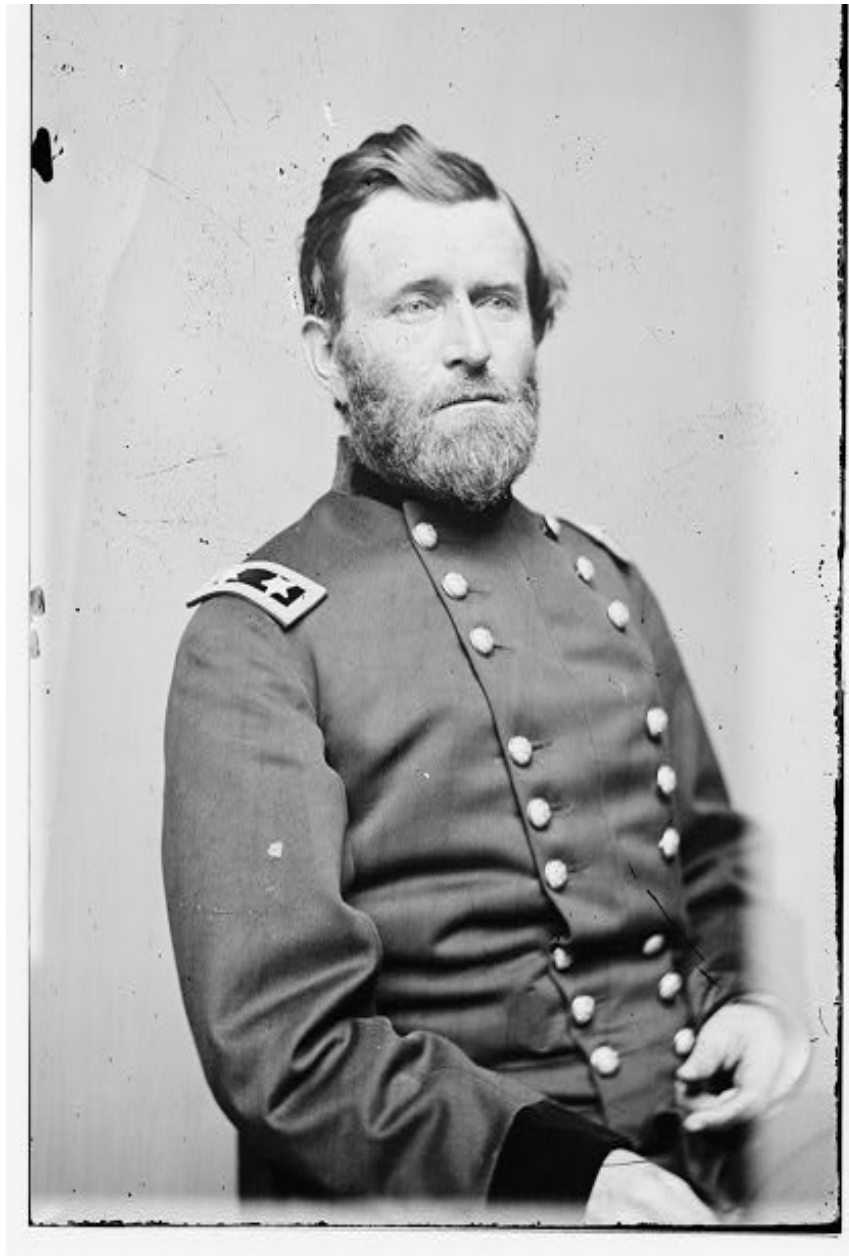
**Suggested Procedure:**

1. Discuss with students the attached list of important historical military and non-military figures.
2. Discuss with the students why the people were important at the time of the battle or how they became famous after the battle.
3. Have students answer questions and complete worksheets to demonstrate that they can recognize and identify the important historical figures.

**Evaluation:** Check worksheets for accuracy. Discuss with the students the important historical figures that were present at the battle of Shiloh to check for understanding.

**Extension:** Have students research and assume the roles of a famous historical figures present at the battle. Have other students act as news reporters and interview their fellow students. Have students describe their experiences and how it might have impacted their lives during and after the battle.

# Ulysses S. Grant



# Don Carlos Buell



# Albert Sidney Johnston



# P.G.T. Beauregard



# A Day in the Life of a Civil War Soldier

Imagine you are no longer a student. You have joined the army as a private in the artillery. As a private in the Confederate army, you will be paid \$132 a year, or \$11 each month. If you are a Union soldier, you will be paid \$156 a year, or \$13 each month. Your enlistment (membership) in the army will last for three years.

Shortly after enlisting you are sent to a place called the Camp of Instruction (basic training). At the camp you are issued a uniform. You must be careful and take good care of your uniform. If you don't, the army can make you pay for any clothing or equipment issued to you that is lost or damaged. The uniform includes the following items:

1. a wool coat
2. wool trousers with suspenders
3. wool socks
4. leather shoes
5. a cotton shirt
6. a wool shirt (for winter)
7. ankle-length drawers (long johns or underwear)
8. a kepi ["KEP-E"] (hat)
9. a great coat (winter coat)

The Camp of Instruction will last several weeks. In the camp, you will attend the School of the Soldier. This means instructors will teach you how to stand at attention, salute, march, and perform many of the other duties of a soldier. As an artillery soldier, you will receive special training on how to load, fire, and take care of cannons.

As a soldier, you are on duty 24 hours a day, 7 days a week. Monday through Saturday. Your day generally go like this:

5:00 a.m. A bugler will sound (play) "reveille" on a bugle. Everyone must get up, get dressed and prepare (wash your face and shave) for morning roll call. In the winter "reveille" is played at 6:00 a.m.

5:15 a.m. The bugler sounds "assembly" and everyone (except those who are sick or on guard duty) fall in for roll call. When the sergeant calls your name, you answer, "Here sergeant!" After roll call, announcements, assignments, and instructions for the day are issued. Once this is completed you are dismissed.



6:00 a.m. The next bugle call is “breakfast call.” You will have one hour to eat.

7:00 a.m. “Fatigue call” is played telling the soldiers to prepare for inspection. You must make sure your musket, uniform, bunk, and barracks are clean.

8:00 a.m. After inspection, the bugler plays “drill call.” For the next four hours, until noon, you will practice all the things you learned at the Camp of Instruction.

12:00 a.m. “Dinner call” is sounded and you are allowed to eat your lunch.

1:00 a.m. “Drill call” is sounded again. Until 4:00 p.m. you drill, drill, and drill.

4:00 p.m. You will spend this time cleaning your equipment, barracks, cannons, and fort.

6:00 p.m. “Attention” is called to give you a few minutes to get ready for roll call. Next, the bugler plays “assembly” and everyone falls in for dress parade roll call. This means everyone is in full uniform. You are carrying your musket and wearing all of your equipment. After answering to roll call, the guard duty assignments are made and then you are dismissed.

7:00 p.m. The bugler now plays “assembly of the guard.” Those soldiers assigned to guarding the fort begin performing this duty. The remaining soldiers eat their evening meal and relax.

8:30 p.m. “Attention” is played followed by “assembly.” At this time roll call is taken and you are dismissed.

9:00 p.m. “Tattoo” is sounded. This means everyone, except those on guard duty, must go to bed. Your day is finally over.

On Sunday the routine is the same except for drill. In the place of drill, everyone spends the morning hours polishing and cleaning everything, and then attend church services. In the afternoon, everyone prepares for a dress parade. Everyone wears their best uniform and marches back and forth on the fort’s parade ground (like you see in a parade today). After doing this for a couple of hours, you are dismissed and have the rest of the day ad free time.

## Common Soldier Activity

**Instructions:** You are a Civil War soldier getting ready for your first major campaign. You may be “on the road” for several months- sometimes marching over twenty miles a day, perhaps fighting several major battles with the enemy. The army has issued you:

1. a U.S. Model 1861 “Springfield” rifle-musket
2. bayonet
3. belt
4. bayonet scabbard
5. cap box
6. cartridge box
7. canteen
8. haversack

The items listed above weigh 13 ½ pounds. In addition, you will be expected to carry five pounds of food. From the list of personal items, decide what else you will take with you on your marches. Answers will vary.

Use the chart on the following page to complete this activity.

How much are you going to carry?

Additional Activity:

Use a scale, backpack, and weights (books) and load your total weight into a backpack and walk around the room to see what it would feel like to be a common soldier on the march. (Imagine marching 20 miles with that weight on your shoulders).

## What Would You Take?

Item	Weight of Item	(X) Quantity	(=) Total Weight
Pants	1 lb.		
Forage Cap	1/2 lb.		
Shirt	1/2 lb.		
Jacket	3 lbs.		
Socks	1/2 lb (pair)		
Shoes	2 lbs.		
Cup	1/4 lb.		
Utensils	1/4 lb.		
Cooking Pan	1 lb.		
Canteen	4 lbs.		
Soap	1/4 lb.		
Shaving Razor	1/4 lb.		
Comb	1/8 lb.		
Blanket	3 lbs.		
Candle	1/4 lb.		
Playing Cards	1/8 lb.		
Bible	1/2 lb.		
Stationary	1/4 lb.		
“Dog” Tent	12 lbs.		
Knife	1/4 lb.		
Coat	4 lbs.		
Rifle, Cartridge, etc. Required by the Army	18 lbs.		



## Educational Group Request Form

Application Process: Submit at least four (4) weeks in advance of your anticipated educational field trip.

1) List and briefly describe your educational objectives on school letterhead.

2) Print and completely fill out this form.

3) Fax both the letter and group request form to: Charlie Spearman, Phone: 731-689-5275 Fax: 731-689-5330; E-mail: [Charlie\\_Spearman@nps.gov](mailto:Charlie_Spearman@nps.gov)

4) Upon review of your request, you will be contacted by the park and required to sign a confirmation form prior to your visit.

NOTE: The Educational Group Form and learning objectives have to be received by the park before a ranger-led program can be scheduled. To request a ranger-led program for your school group, please indicate three programs of choice below.

Date(s) of Visit  Arrival Time  Departure Time

Please indicate which park facility you will visit.

Park Facility: ☐ Shiloh Battlefield ☐ Corinth Civil War Interpretive Center ☐ Both Facilities

School Name

School Address

School Phone

Fax

E-mail

Contact Name

Title

Contact Phone

Number of Students

Number of Adults

Total in Group

Academic / Grade Level

Number of Buses

Primary Reason for Visiting

Please choose **three** of the following programs. Rank your choices in order of 1 to 3 with 1 being your first choice. Typically one program will be presented to your group. Staffing availability and other scheduled activities will be considered when scheduling programs for your group. See page 3 of this form for details on the various programs.

\_\_\_\_\_ Guided Battlefield Tour      \_\_\_\_\_ Infantry: Rifle Demo      \_\_\_\_\_ Why Shiloh: Pittsburg Landing

\_\_\_\_\_ School of the Soldier      \_\_\_\_\_ Place of Peace: Shiloh National Cemetery

\_\_\_\_\_ Fighting for Time: The Hornets' Nest      \_\_\_\_\_ To Turn the Left Flank: The Peach Orchard

\_\_\_\_\_ Drummer Boy      \_\_\_\_\_ The Long Arm of the Army: The Artillery

\_\_\_\_\_ Natural Foods of the Native Americans      \_\_\_\_\_ Medicinal Plants and Uses by the Native Americans

Additional Comments:

Do you plan to watch the 48 minute film, "Shiloh: Fiery Trial" when you visit Shiloh Battlefield?

\_\_\_\_\_ YES      \_\_\_\_\_ NO

Signature \_\_\_\_\_

Date

**Guided Battlefield Tour:** Rangers will discuss various aspects of the battlefield as the bus travels through the park. Typically tours last 1.5 to 2 hours. Students will have an opportunity to explore a few tour stops during the tour.

**Infantry: Rifle Demo:** Dressed as a Civil War Soldier, a Ranger will discuss the life of a common soldier. The Ranger will explain the uniform and equipment of the soldier and will present a black powder rifled musket firing demonstration. This program is 30 minutes.

**Why Shiloh: Pittsburg Landing:** This 30 minute program describes the actions of the Northern and Southern armies and the events that led to the battle. The presentation also discusses why the battle was fought at this particular location. This program includes a 200 yard walk to the site of the original Pittsburg Landing.

**School of the Soldier:** Students will learn tactics and maneuvers of Infantrymen, including the nine steps of loading and firing a civil war musket. This hands on program allows the students to participate in learning the School of the Soldier, and utilizing toy muskets the children participate in the steps to load and fire a rifle musket. The students also learn marching formations and discover by marching themselves how difficult it is to perform the maneuvers. Allow 30 minutes for this hands on program.

**Place of Peace: Shiloh National Cemetery:** A 200 yard walk through the cemetery shows various points of interest. The students will learn why the National Cemetery was established, and visit grave sites such as the only Confederates interred, and the only Revolutionary War veteran. This walking tour will also visit the final resting place of the first Union officer killed at Shiloh, and the Wisconsin Color Bearers. Typically program is 30 minutes.

**Fighting for Time: The Hornets' Nest:** This program includes a 1/3 mile walk along the Sunken Road, and discusses the types of terrain the Union soldiers used for defensive purposes. The terrain of the Sunken Road and Hornet's Nest is also described, so the students can visualize the difficulty the Confederates encountered assaulting the Union forces. The presentation includes descriptions of the fierce attacks directed by Confederate General Braxton Bragg as his Southern troops moved through the dense thicket. This 45 minute program will place students in the center of the Hornet's Nest.

**To Turn the Left Flank: The Peach Orchard:** A Ranger will discuss Confederate General Albert Sidney Johnston's battle plan which he hoped would defeat General U. S. Grant's Army of the Tennessee. The program will describe the desperate fighting which occurred in the Peach Orchard and the surrounding terrain, and explain the reasons why the Confederates did not achieve victory at Shiloh. Students may also visit the Manse George Cabin, the only remaining structure from the battle, and the Bloody Pond which are located in the immediate vicinity of the Peach Orchard.

**Drummer Boys of the Civil War:** A Park Ranger will introduce students to the role of the drummer boy during the War Between the States and play drum calls on a reproduction Civil War rope drum. He will also tell stories of some of the more interesting and famous drummers of the war. The program lasts 30 minutes.

**Artillery: The Long Arm of the Army:** Students will become familiar with the various projectiles used during the Civil War. A Park Ranger will discuss how both armies used the artillery during the Battle of Shiloh. The 30 minute program includes a non-firing demonstration of how to load and fire a cannon.

**Natural Foods of the Native Americans:** This 30 minute program discusses the various foods that the Native American's consumed. The Shiloh Indians, which lived during the Mississippian period, were the first to depend on farming for most of their substance. To a less degree, they continued to hunt and gather natural foods as part of their diet.

**Medicinal Plants and Uses by the Native Americans:** From the bark of an oak to the root of a dandelion, the Shiloh Indians used various plants to heal the body. The medicinal value of these plants was vital to the Native Americans' health and well being. Students will be introduced to the trees, herbs, and wildflowers that the indigenous people used to cure disease and ailments.