COMMON SOLDIER/COMMON MAN

Wilson's Creek National Battlefield
Educational Packet
For the Elementary Grades

By

Genny Evans

This second edition of COMMON SOLDIER/COMMON MAN was prepared
and revised by Kenneth Elkins, Jeff Patrick, 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 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 the video, The Common Soldier, a 40 minute video on the life of the common soldier, one of the travelling 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 the sheet.

2. OUTLINE OF THE TRAVELLING 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 Travelling Trunk is available for loan. Each trunk contains a collection of reproduction items suitable for demonstrations and/or hands-on activities related to the daily life of 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.

3. HISTORICAL BACKGROUND AND GLOSSARY.
   Beyond this general information on common soldier life, also see the following: Leo E. Huff's THE STRUGGLE FOR MISSOURI: LYON'S CAMPAIGN AND THE BATTLE OF WILSON'S CREEK in HARD TIMES/HARD WAR, the educational packet for grades 9-12; Kenneth Elkins's somewhat different perspective on the same events in THE BATTLE: A BRIEF ACCOUNT OF THE BATTLE OF WILSON'S CREEK in the EDUCATORS' GUIDE; and the OFFICIAL MAP AND GUIDE for Wilson's Creek National Battlefield, also in the EDUCATORS' GUIDE. Feel free to copy any of these as necessary.

4. PRE- AND POST-VISIT OBJECTIVES AND ACTIVITIES.
   Activities one through twelve can be used to orient your students to the Civil War and the Battle of Wilson's Creek before your visit to the park and/or any of these activities could serve as post-visit reinforcements. While we have provided recommended grade ranges for each activity, please feel free to adjust or expand these as appropriate to your particular classroom situation. We have included for your convience an answer key for these activities at the end of this section.

5. OUTLINE OF BATTLEFIELD VISIT.
   National Park Service personnel will be glad to answer any questions you might have during your visit.

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

7. 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 to the park, do not hesitate to share them with National Park Service personnel.

COMMON SOLDIER/COMMON MAN

OUTLINE OF THE TRAVELLING TRUNK PROGRAM

The Travelling 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 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, whether primary sources and/or educational activities.

Outline of Contents:

A. Checklist of contents.
B. List of contents with associated descriptions 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, dummy rounds of ammunition, bayonet scabbard, haversack with hardtack crackers, parched corn, coffee, canteen, etc.
F. Drill manual (*Hardee's Tactics*), selected excerpts.
G. Primary sources: selected copies of and/or excerpts from letters, diaries, photos, and newspaper articles.
H. Video: depicts a typical soldier from the Civil War period engaged in using many of the items listed above.
I. Educational activities packet: brief activities to facilitate student understanding of the life of a common soldier during the Civil War.

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. Please 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 travelling 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

COMMON SOLDIER/COMMON MAN

HISTORICAL BACKGROUND AND GLOSSARY

The Civil War had many important military leaders. It is not from them, however, that much of our knowledge of the Civil War has come, but from the letters, diaries, and records of the common soldiers.

The common soldier of the Civil War was unique. Most had never fought in a war before and had little idea of military discipline. Troops from both sides prided themselves more on their natural abilities and wit than on their military knowledge and/or their willingness to follow orders. A surprising number of these troops even left without permission and returned to their homes for planting or harvesting; some of them eventually drifted back to their military units while others never returned. Still, in some ways, Civil War soldiers were like people today in that they shared some of the same hopes, dreams, fears, and beliefs.

Regiments:

Soldiers were divided into regiments of 1,000 men. In actuality, they often numbered considerably less, particularly after several months on campaign. Confederate regiments were usually stronger since new recruits were mustered into them instead of starting a new regiment as the Union did.

The Union volunteer regiment usually numbered around 400 after about two years. The North allowed these to dwindle down even more and then reorganized them. Many soldiers who joined the army at the start of the war enlisted for three years. When their time was up, some went home, while others re-enlisted. These re-enlisted men joined new recruits to make up the reorganized regiments. As the war went on and more men were lost due to combat, disease, or capture, many soldiers became frustrated by seeing their regiments becoming less and less effective.

Camp Life:

The life of the common soldier was not all fighting; in fact, only a small percentage of time was spent fighting. Most of his time was spent in camp.

An average day in camp started with "reveille" at about 5:00 a.m. The men were lined up for roll call and then breakfast. After sick call, the men were drilled until noon. Lunch lasted for about an hour and then there was more drilling. Between 5:30 and 6:00 p.m., soldiers cleaned their equipment and camp. Around 6:00 p.m., they assembled in full uniform for dress parade, roll call, and assignment of guards. *Afterwards, the soldiers were generally given free time to do what they wanted. At 8:30 p.m., they* assembled again and roll was taken and "tattoo" sounded marking the end of the day.

Drummer boys and fifers, some as young as 8 years old, played an important role in the army. Drums called the soldiers to their daily activities as well as keeping cadence on the march. Fifers played music for dress parades, and also on the march to cheer up the soldiers. During battle, drummers helped transmit orders by playing, while both fifers and drummers helped carry the wounded. Some even picked up muskets and fought.

Entertainment:

Between drilling, assembly, and cleaning equipment, the men found time for entertainment. Music was the most popular form of entertainment. The group that could boast two or more musicians was the envy of the regiment. Besides music, the soldiers wrote letters, read books, played cards, chess and checkers, and/or played organized games such as baseball and tug of war. In the winter, there was usually a great deal of snowball throwing—even at superior officers.

Hometown papers were very popular with the soldiers. They allowed soldiers to find out what was happening at home, and also gave them a chance to write letters about their lives in camp and in battle for printing in the newspaper. Since some soldiers during the Civil War could not read or write, the paper would often be read out loud.

Soldiers' Food:

Army food was a major complaint of soldiers. It was usually poorly cooked, and sometimes supply problems forced rations to be cut. When in camp and on full rations, the men received 12 ounces of meat, 22 ounces of bread, beans, hominy or rice, tea or coffee. They also received soap and candles as part of their rations.

When marching, each day men received one pound of hardtack, 12 ounces of salt meat (so salty it had to be soaked overnight to be edible), sugar, coffee, and salt. The men received very few vegetables or fruit but, if they did, it was in the form of desiccated vegetables. Desiccated vegetables were generally potatoes, carrots, or turnips, mashed together with lots of pepper, then scalded and dried in square cakes. Almost inedible when cooked, a soldier once said desiccated vegetables looked like dirty wash water with soap pieces on top. Additions from the sutler's wagon were a welcome treat.

Sutlers:

Sutlers were merchants who attached themselves to regiments. One sutler was allowed for each regiment. They were usually appointed by the governor or brigade officer. Sutlers sold many extras to the soldiers such as ginger cake, pickles, canned fruit, tobacco, candy, paper, razors, newspapers and books, cheese, and canned milk.

The relationship between the sutler and the men of a regiment was often a delicate one. Depending on the sutler's level of personal greed, soldiers could be charged the most extravagant prices for goods. There were, however, some legitimate reasons for some of the high prices. Shipping goods to the front was often unsure and expensive. Sutler's travelled with the regiment, often bringing them and their supplies very near the fighting. A sutler's wagon was a prime target for the opposing army. These risks, coupled with the additional hazards of fire and theft, make sutlers' high prices somewhat more understandable.

Due to their erratic and low pay, the soldiers occasionally raided the sutler's wagon. While this was sometimes done as a practical joke, at other times such raids were the result of soldiers feeling that they were being cheated by a sutler.

The Uniform:

The soldiers' uniforms were another source of complaint. They were often ill-fitting, uncomfortable, hot, and shoddily made. Early in the war there was also a shortage of uniforms. Soldiers who received uniforms were given shirts, a jacket, trousers, socks, a forage cap, an overcoat or poncho, wool blankets, rubber blanket, and a frock coat for dress. Boots were issued and worn by cavalrymen and artillerymen. Infantrymen were issued shoes instead, from which they pulled up their socks and tucked their trouser legs in them. Other items soon discarded were leather neck bands and canvas leggings.

The Union Army's uniform consisted of a blue cap or black hat, dark blue frock coat, shirt, dark blue jacket, and light blue trousers with a light blue overcoat and poncho. Southern troops had similar types of clothes, though usually in gray or brown. The uniforms for both sides were of heavy material—usually wool—which could be very uncomfortable in the summer, but especially in the South. Uniforms were trimmed with a color to signify the branch of the army to which the soldier belonged. Red was for artillery, blue for infantry, and yellow for cavalry. Rank was indicated by bars, leaves, eagles, and stars on shoulder straps, collars, or sleeves.

At the start of the war, uniforms were not standardized. Sometimes Union regiments wore gray and Confederates wore blue. This was a deciding factor during the Battle of Wilson's Creek when a Rebel regiment from Louisiana was allowed too close to Colonel Franz Sigel's Union forces because they were mistaken for gray-clad Union troops from Iowa. Because many Southern troops had no uniform, they instead dyed their clothes with a dye made from nut hulls. This color earned them the name "butternuts."

By the end of the war the Union Army issued its troops a monthly allowance of $3.50 for the replacement of worn uniforms. If a soldier did not use all of his allowance, he received the balance when he left the army. If he overspent his allowance, it was deducted from his pay. Sometimes the quartermaster did not have the needed items. For example, shoes wore out quickly due to soldiers' constant marching for training and during campaigns. Union officers' records indicate that many troops were poorly equipped, often because of the army's inability to supply their needs. Such shortages were even more common among Confederate Army units.

Other Equipment:

Along with the uniform he wore, a soldier usually carried a cartridge box, cap box, bayonet, waist belt, haversack for rations, canteen, and a knapsack for carrying a wool blanket, gum blanket, and half tent. The haversack held not only the rations a soldier was issued, but also bits of yesterday's dinner and odd scraps all in a jumble. The knapsack, which held the blanket and half tent, also contained the soldier's extra clothing and personal belongings. The half tent was exactly that. Combined with another man's half, it made a small tent. Men complained that only a dog could sleep comfortably in this tent, thus its nickname, the "dog tent."

Taken together, a soldier's equipment weighed 30 to 50 pounds. Some soldiers traveled lighter, however, because much of their equipment was discarded prior to battle and seldom recovered. Often men grew tired of carrying so many items and discarded them with the belief, or hope, that when necessary they could get more from the quartermaster or from captured enemy goods.

Weapons:

Both the Union and the Confederacy were ill-prepared to fight a war. In 1861, the Union military had only one armory manufacturing weapons for its thousands of volunteers. As a result, Union soldiers went to war carrying a variety of new and old weapons, including muskets sold to the U.S. by different European nations such as England, Austria, France, Belgium, and Prussia (Germany).

The Confederacy was in even worse condition. They had many more recruits than weapons. Several Union arsenals were captured by the Rebels when the war began, which supplied some weapons. Like the Union, the Confederacy contracted with several European countries to purchase weapons. Unfortunately, shipments were small and often late due to the Federal naval blockade. Consequently, many soldiers carried their hunting rifles or shotguns from home until they were issued standard weapons or captured them from the enemy. Other soldiers preferred to carry handguns at the beginning of the war, though their added weight soon made the handguns unpopular among infantrymen. Pistols—usually Colts—saw a great deal of service, however, among cavalrymen and infantry officers.

As the war continued, too many new recruits received little or no weapons training. Beyond their poor markmanship, in the heat of battle many inexperienced troops failed to use their weapons correctly. After the Battle of Gettysburg nearly 20,000 weapons were collected with anywhere from two to ten unfired cartridges rammed down their barrels. As for the bayonet, it was even less likely to serve as intended. Rarely utilized as a weapon, the bayonet was more commonly used as an entrenching tool, can opener, candle holder, or in a variety of other, equally creative ways.

The following is a short description of the common shoulder arms of the Civil War:

U.S. Musket, Model 1816 - .69 caliber; 9.33 lbs. A muzzleloader accurate only to 100 yards. These were flintlocks converted to percussion. The 1st Iowa at the Battle of Wilson's Creek were armed with these.

U.S. Rifle, Model 1841 "Mississippi Rifle 1841" - .54 caliber; 9.75 lbs. Known as the "Mississippi" due to its use in the Mexican War by troops led by Jefferson Davis. It was used by the 3rd Louisiana Infantry at the Battle of Wilson's Creek.

U.S. Rifle Musket, Model 1861 - .58 caliber; 9.75 lbs. The principal infantry weapon used by U.S Regulars at Wilson's Creek and many volunteers during the rest of the war. Commonly referred to as the "Springfield Rifle" by many troops, it was accurate up to 500 yards.

Enfield Rifle, Model 1853 - .577 caliber; 9.3 lbs.. Made in England, and still the standard infantry weapon of the British Army until 1867, it was accurate up to 700 yards. Light and accurate, the Enfield was much coveted by men on both sides.

Sharps Breechloading Carbine, Model 1859 - generally .52 caliber; approximately 7.9 lbs. Accurate up to 300 yards, cavalrymen used thousands of these during the war. Because it could be loaded at least three times faster than the standard muzzleloader and more safely when undercover, it was in much demand.

Most infantrymen used rifled muskets during the Civil War even though repeating rifles came into wider use by the end of the war. In addition to the Sharps carbine (there was also a considerably less common Sharps rifle) mentioned above, the two most commonly used repeating rifles of the Civil War were the Spencer and Henry.

The Spencer rifled carbine was nearly as common as the Sharps carbine. The Spencer held seven rounds and could be fired as rapidly as a man could work the lever and thumb the hammer back. When the South captured Spencers, they also had to capture the cartridges because they were unable to manufacture them. The Henry rifle held more shots than the Spencer (15) but was more likely to break or jam.

All in all, a soldier felt well equipped if he had a blanket roll, a full haversack, a canteen, a cartridge box with 40 rounds, a cap box with percussion caps, his mess equipment, a sewing kit, a soft hat, shoes, and a good gun.

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GLOSSARY

cartridge box - leather box for holding cartridges, or powder and bullets in a paper wrapper.

haversack - used to carry hard bread ("hardtack"), meat and other food items.

knapsack - used to carry personal belongings, extra clothing, blanket and tent half.

canteen - container for water.

Union Army - United States Army.

Confederacy - government set up by the states that seceded from the Union in 1860 and 1861.

repeating rifle - rifle carrying several bullets that could be fired without reloading.

desiccated potatoes or vegetables - dried potatoes or vegetables cooked into slabs.

hard bread or hardtack - bread or hard cracker issued to soldiers on the march. It was difficult to eat as issued.

muzzleloader - gun loaded through the front of the barrel.

breechloader - gun loaded at the back of the barrel.

Forage cap - a type of hat worn during the Civil War.

gum blanket - a blanket or ground cloth made with rubber on one side.

bayonet - a blade affixed to the end of a rifle.

regiment - a unit of troops numbering about 1,000 men. Due to disease and combat losses, Civil War regiments usually shrank to less than half this number within a few months.

sutler - a merchant attached to a regiment. They sold food and luxury items not issued by the Army.

butternut - nickname for a Confederate soldier whose uniform was a butternut brown, a color created by dyeing with nuts.

shoulder strap - the shoulder insignia on a uniform designating rank.

carbine - a gun with a much shorter barrel and overall length in comparison to a rifle.

The Common Soldier at Wilson's Creek

Both Union and Confederate forces were beset by problems just before the Battle of Wilson's Creek. Union forces were short on supplies. Some of General Lyon's soldiers were stealing food and other supplies from pro-Union citizens. Even worse, approximately one-third of his troops were scheduled to be discharged within a few days. Southern forces were low on supplies and ammunition. Two thousand of General Sterling Price's men were unarmed. Rebel commanders Generals Benjamin McCulloch and Price disagreed about many issues which increased the confusion and rivalries among their troops.

Since leaders on both sides were concerned about meeting at the wrong time and place, both armies made several false starts and then pulled back. Just before the battle, the Rebels chose to camp on both sides of Wilson's Creek because the area had an adequate supply of food for men and beasts, and wood and water nearby. Finally, they met on August 10, 1861 at Wilson's Creek in the first of two decisive battles to determine who would control Missouri. When the smoke cleared, the Union forces had suffered 1,317 casualties out of 5,400 men. The Confederates lost 1,230 out of 10,125 men. While Southern forces held the field and were technically the victors, they were so weakened that they were unable to take advantage of their victory and seize at least the southern half of the state let alone St. Louis. Federal forces retreated to Rolla and then St. Louis but would return the next spring and win a crucial victory at Pea Ridge in northern Arkansas.

COMMON SOLDIER/COMMON MAN

ELEMENTARY OBJECTIVES

(First - Sixth Grades)

FIRST AND SECOND GRADES:

1. Students will be able to follow oral or written directions in coloring the uniforms of Northern and Southern soldiers.
2. Students will be able to name items soldiers carried and food they ate.
3. Students will be able to do math problems using the sutler's price list.

THIRD AND FOURTH GRADES:

1. Students will be able to locate specific areas and answer directional questions using a Missouri map.
2. Students will be able to do math problems using the sutler's price list.
3. Students will be able to follow written directions in coloring the uniforms of Northern and Southern soldiers.
4. Students will be able to write several paragraphs using either the language activities or the given incident page.
5. Students will be able to name items soldiers carried and food they ate.

FIFTH AND SIXTH GRADES:

1. Students will be able to use grids to answer map skill questions.
2. Students will be able to complete the glossary worksheet.
3. Students will be able to give fractions and percentages of jobs held by men in a company.
4. Students will be able to write several paragraphs using either the language activities or the given incident page.
5. Students will be able to answer questions using analytic thinking.

COMMON SOLDIER/COMMON MAN

Activity One

MATH PROBLEMS, GRADES 1 & 2:

SUTLER PRICES

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

(Sources: Billings, *Hardtack and Coffee*; Rosenblatt, *Hard Marching Every Day: The Civil War Letters of Private Wilbur Fisk*; Kohl, *Irish Green and Union Blue: The Civil War Letters of Peter Welsh*)

What would it cost for?

1. 12 molasses cookies + 1 can of condensed milk = _____
2. 1 pound of butter + 1 pie = _____
3. 12 molasses cookies + 1 pound of cheese = _____
4. 1 newspaper + 12 molasses cookies = _____
5. 1 newspaper + 1 can of condensed milk = _____
6. 1 can condensed milk + 4 apples = _____
7. You have $2.00. You buy 1 pound of butter and 1 pound of cheese. How much money do you have left? _____
8. You have 50 cents. How many dime novels can you buy? _____
9. You are going to make apple pie. You need 1 pound of butter, 5 apples, and 1 can of condensed milk. How much money do you need? _____
10. You have $1.00. After you buy 2 dime novels and 12 molasses cookies, could you still buy 1 pound of butter? _____

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Activity Two

COLORING UNIFORMS, GRADES 1-4:

It took time, money, and organization for an army to be able to provide their soldiers with uniforms and equipment. At Wilson's Creek, many of the soldiers had not received their uniforms yet. Imagine how confusing it would be to fight a battle without being able to tell your friends from the enemy.

Color each of the Civil War soldiers following the directions below.

Figure A - Confederate Infantryman:

1. Color the coat gray.
2. Color the trousers gray
3. Color the shoes black.
5. Color the hat black.
6. Color the rest of the picture as you would like to.

Figure B - Union Infantryman:

1. Color his coat blue.
2. Color his trousers light blue.
3. Color his shoes black.
4. Color his hat blue.
5. Color the rest of the picture as you would like to.

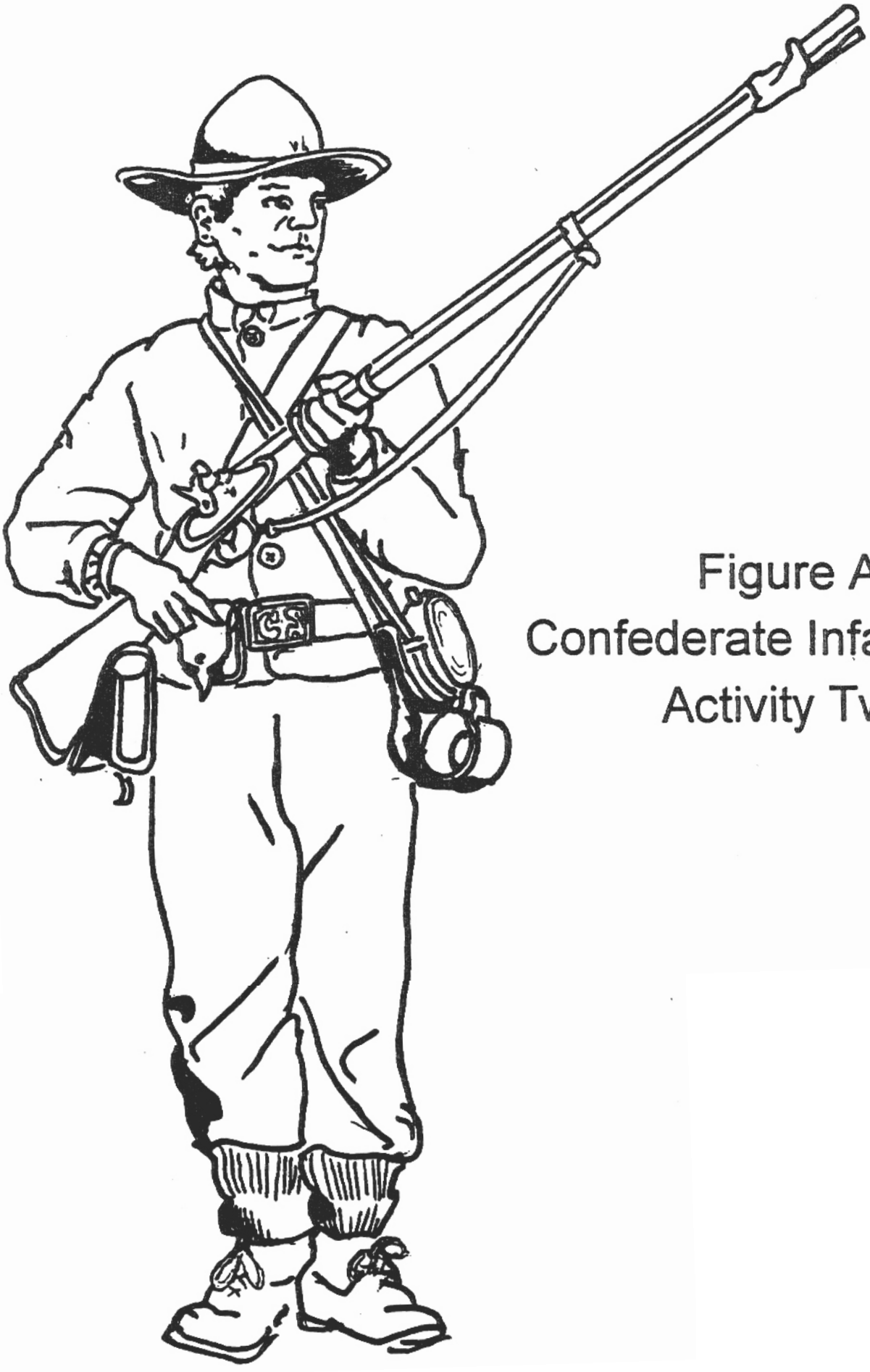

Figure A
Confederate Infantryman
Activity Two

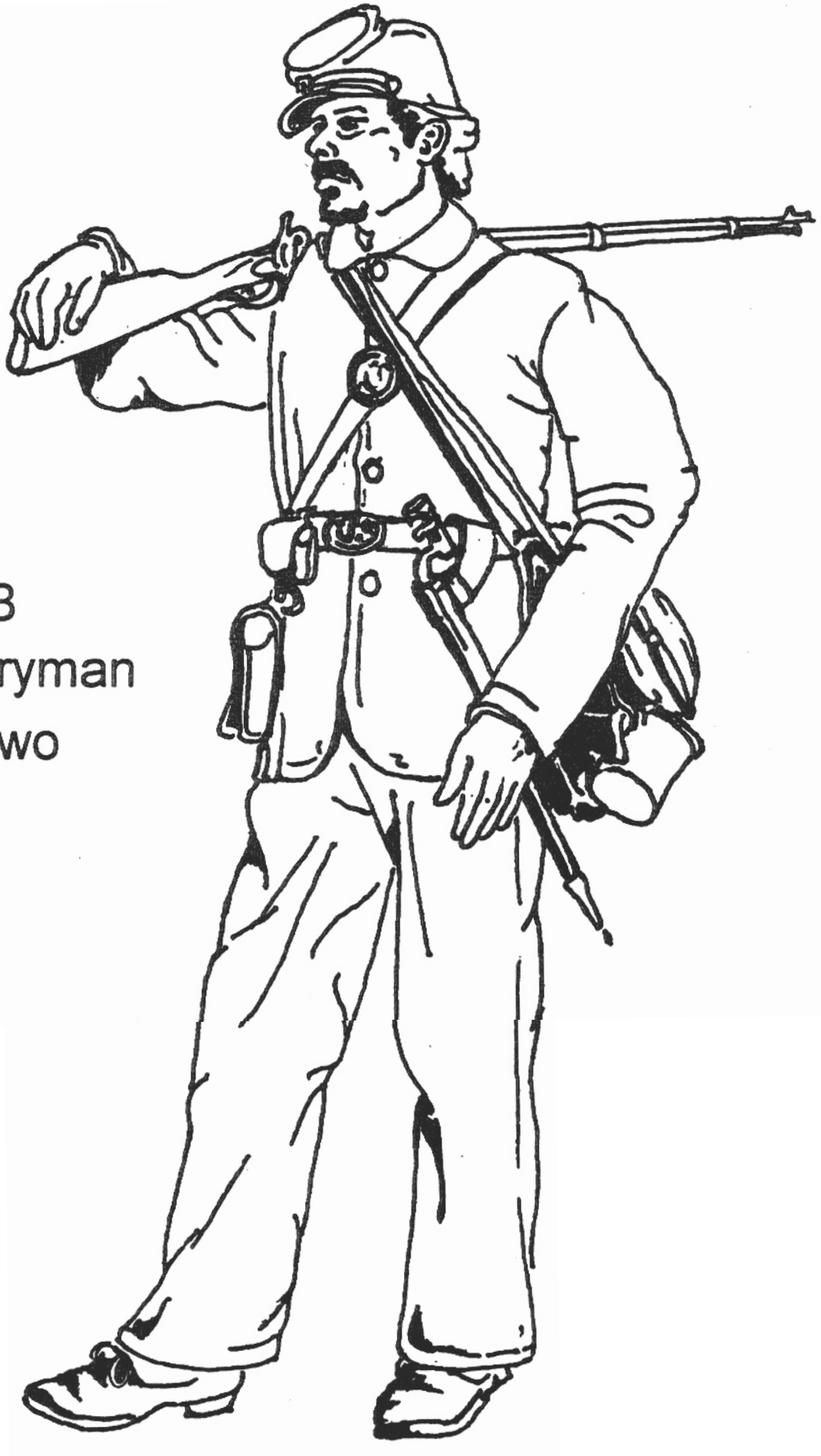

Figure B
Union Infantryman
Activity Two

COMMON SOLDIER/COMMON MAN

Activity Three

MATH PROBLEMS, GRADES 3 & 4:

SUTLER PRICES

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

How much will you spend for:

1. 18 molasses cookies = _____
2. 2 cans of condensed milk and 5 pies = _____
3. 3 pounds of cheese and 2 newspapers = _____
4. 1 dozen eggs and 4 pounds of butter = _____
5. 3 apples, 2 newspapers, and 36 molasses cookies = _____

How much will each man spend when:

6. 5 men buy 60 molasses cookies = _____
7. 6 men buy 1 can of condensed milk, 4 pounds of cheese, and 1 pie = _____
8. 10 men buy 11 apples, 1 pound of cheese, 2 dime novels, and 18 molasses cookies = _____
9. 5 men buy 5 dime novels, 30 molasses cookies, and 1 pound of butter = _____
10. 2 men buy 3 newspapers, 2 pounds of cheese, and 1 pound of butter = _____

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Activity Four

MAP SKILLS GRADES 3 & 4:

Using the following map of Missouri, answer the following questions.

1. Place the correct number by each place:
   Springfield: _____
   Wilson's Creek National Battlefield: _____
   St. Louis: _____

2. Remembering how important rivers were for transportation before automobiles and airplanes, what three towns on this map are located on rivers:
   1) _____
   2) _____
   3) _____

3. In what direction does the Missouri River flow? _____

4. In what direction does the Mississippi River flow? _____

5. In June 1861, Union troops marched from St. Louis to Boonville where they fought a small battle with Confederate soldiers. In what direction did the Union army travel? _____

6. In July 1861, both armies would fight another small battle near the town of Carthage. Which direction is Carthage from Boonville? _____

7. After the Battle of Carthage, the Southerners joined forces with other Confederate troops that had been in Arkansas. Arkansas is _____ (direction) of Missouri.

8. Traveling north from Arkansas, would you go through Springfield or Cassville first? _____

9. Which is farthest, Cassville to Wilson's Creek or Springfield to Wilson's Creek?
   _____

Common Soldier / Common Man
Activity Four

COMMON SOLDIER/COMMON MAN

Activity Five

LANGUAGE ACTIVITIES, GRADES 3-6:

1. After visiting the park, write a narrative making believe you fought in the battle.

2. Pick a shoulder weapon and tell why you would like to have had it to fight with during the Battle of Wilson's Creek.

3. Write an essay on how you would have spent your spare time as a soldier in camp.

4. Write a newspaper article with headlines about the Battle of Wilson's Creek.

5. You have been in the Union Army for two weeks, drilling and anxious for battle. You are ordered to march to Dug Springs where your unit engages Confederate forces. What if the Confederate losses included your favorite cousin. How would you feel? Might your bullet have killed him in the smoke and confusing conditions of battle? Could you ever know?

6. The Federals lose the Battle of Wilson's Creek and flee to Rolla. You are ordered to take three items (equipment or clothing) with you while you are living off the land. What items would you take? Why?

7. You are ordered to guard a group of enemy prisoners. What if a Confederate prisoner in the group you are guarding is a neighbor you have known and been friends with for years? Would you help him to escape? Why? Why not?

8. While living off the land, your orders say confiscate all hogs and chickens at the next farmhouse. Your company has not eaten for two days. But what if the next farmhouse has only two women and 12 children? Do you follow orders?

9. What affect did rain the night of August 9 have on the history of the Civil War?

10. After the on-site tour, sketch either verbally or artistically your impression of the battle at its height at approximately 10:00 a.m.

11. Missouri had two governments during the early days of the war —one Federal and one Confederate. Why did this happen? How long did this division continue?

12. You are a newspaper reporter and illustrator assigned to cover the Union side of the war for a Washington, D.C. newspaper. A scandal may be in the making concerning General Nathaniel Lyon's death and the handling of his body during and after the battle. Your assignment is to trace the route of the body from the moment of his death until burial in Eastford, Connecticut. Was there a scandal? What investigative methods do you use? How do you file your report?

13. The John and Roxanna Ray family farmhouse and fields were located in the midst of the Battle of Wilson's Creek. There were 16 people in the extended family. What happened to the Ray cornfield and corn crop? What happened to their garden and orchard? Their horses, hogs and chickens? The house was used for a Confederate field hospital. How did Mrs. Ray cook for her family? Where did they sleep?

14. Interview older members of your family (parents, grandparents, aunts and uncles, etc.). Try to find out if any of your ancestors were in the Civil War. Are there any Civil War relics in your family? Share the results with the class.

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Activity Six

MATH PROBLEMS, GRADES 5 & 6:

COMPANY A (OCCUPATIONS)		COMPANY B (OCCUPATIONS)	
Farmer	37	Laborer	36
Boatman	13	Carpenter	9
Blacksmith	9	Clerk	7
Teamster	8	Tailor	6
Shoemaker	7	Mechanic	5
Machinist	5	Baker	4
Bricklayer	4	Butcher	4
Mason	4	Printer	3
Copperworker	2	Gardener	3
Peddler	2	Spinner	3
Tinsmith	2	Drover	3
Cooper	2	Teacher	5
Miner	1	Boilerman	2
Storekeeper	1	Plumber	2
Fireman	1	Musician	2
Coachman	1	Paperhanger	4
Bookkeeper	1	Woodstapler	2

Write the fractions and percentages for the following jobs:

1. Company A Farmers
2. Company B Carpenters
3. Blacksmiths and Shoemakers
4. Butchers and Plumbers
5. Bookkeeper, Cooper, Mason, Machinist

Tell which Company had the largest fraction with these combinations:

___ 6. Company A - Teamsters, Bricklayers, and Miners
Company B - Carpenters, Mechanic, and Drovers

___ 7. Company A - Shoemakers, Peddlers, and Firemen
Company B - Clerk, Tailor, and Butcher

___ 8. Company A - Coachmen, Storekeepers, and Masons
Company B - Boilerman, Printer, and Gardener

___ 9. Company A - Farmers, Boatmen, and Blacksmiths
Company B - Butcher, Laborers, Carpenters

___ 10. Company A - Bricklayers, Masons, and Copperworkers
Company B - Woodstaplers, Musician, and Teachers

COMMON SOLDIER/COMMON MAN

Activity Seven

COMMON SOLDIER QUIZ, GRADES 5 & 6:

A. 1. A group of 1000 soldiers was a _____.

2. _____ regiments were usually larger than those for the other side.

3. _____ regiments usually numbered around 400.

B. Circle the correct response.

4. Most soldiers spent much / little time fighting.

5. Days in camp started at five / eight-thirty in the morning.

6. Days in camp ended at five/ eight-thirty at night.

C. Name 3 things soldiers did to entertain themselves in camp:

1. _____

2. _____

3. _____

Name 3 things sutlers sold to soldiers:

4. _____

5. _____

6. _____

D. Describe the following:

1. Northern uniforms:

2. Butternuts:

3. Desiccated vegetables:

4. Repeating rifle:

E. 1. Name a military leader from each side who was present at the Battle of Wilson's Creek:

2. Name the month and year that the Battle of Wilson's Creek was fought:

COMMON SOLDIER/COMMON MAN

Activity Eight

GLOSSARY WORKSHEET GRADES 5 & 6

1. Tell the difference between a knapsack and a haversack.

2. Was the Confederacy the Northern states or the Southern states?

3. Where was a cap box worn?

4. Tell the difference between a muzzleloader and a breechloader.

5. Where was a bayonet supposed to be placed?

6. What is the difference between a regular blanket and a gum blanket?

7. Who was a sutler?

8. Were Union and Federal forces the same or different groups?

9. What is the difference between a carbine and a rifle?

10. What is the difference between a company and a regiment?

COMMON SOLDIER/COMMON MAN

Activity Nine

CROSSWORD PUZZLE GRADES 5 & 6

ACROSS

1. A cloth bag for carrying a soldier's belongings.
2. John _____ watched the battle from his front porch.
3. The soldier's cup was usually made of _____.
4. There were a total of 31 at Wilson's Creek, 16 Union and 15 Confederate.
5. The cannon on the battlefield are made of _____.
8. Sigel's advance was through the _____ corn and stubble field.
9. The Civil War began here.
10. The first Union general of the Civil War to die in battle.
11. The Confederate name of the battle fought at Wilson's Creek.
14. A lucky soldier would have a _____ to carry his water.
16. Price trained his Missouri State Guard soldiers at this prairie.
19. The "War of Seccession" lasted _____ years.

DOWN

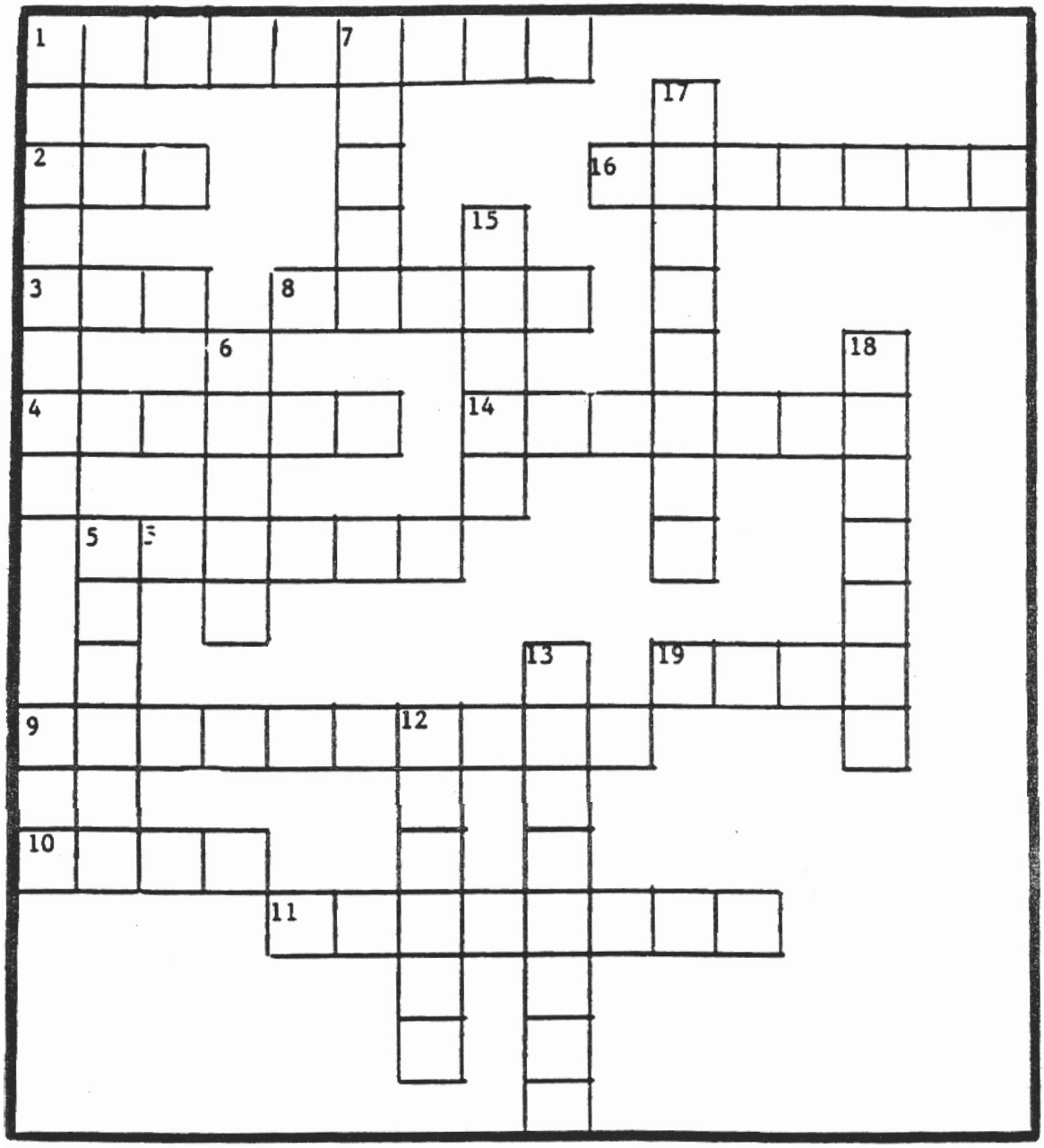
1. This biscuit was a soldier's bread ration.
5. Most of the fighting at Wilson's Creek was on _____ Hill.
6. Nathaniel Lyon led the _____ forces at this battle.
7. The _____ won the battle, but lost the war.
12. A smoothbore "longarm" used by the poorly equipped Confederates.
13. This Arkansas battle followed Wilson's Creek by 7 months.
15. General in charge of the Missouri State Guard.
17. The Confederate field _____ was located at the Ray House.
18. Sigel's retreat was caused by a confusion over the 3rd Louisiana's _____.

COMMON SOLDIER/COMMON MAN

Activity Nine

Crossword Puzzle Grades 5 & 6

Using the enclosed Historical Background and Glossary materials as well as the historical materials in the EDUCATORS' GUIDE, please complete the following puzzle.



COMMON SOLDIER/COMMON MAN

Activity Ten

SOLDIER'S BELONGINGS GRADES 5 & 6

The video tape, A Common Soldier, is an excellent introduction to the life of the common soldier on the march and what equipment and supplies he may have carried with him. A soldier's life was hard; marches were long, weather was unpredictable, and the soldier was forced to carry all of his personal belongings with him. What a soldier carried with him was often a compromise between what he needed and how much his back and shoulders could carry.

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 20 miles/day, perhaps fighting several major battles with the enemy. The army has issued you a U.S. Model 1861 "Springfield" Rifle-Musket, bayonet, belt, bayonet scabbard, cap box, cartridge box, haversack and canteen. These weigh 13 1/2 pounds. In addition, you will be expected to carry 5 pounds of ammunition. From the list of personal items, decide what else you will take with you on your marches. Answers will vary.

List of Personal Items

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.				
dice	1/8 lb.				
blanket	3 lbs.				
housewife	1/4 lb.				
candle	1/4 lb.				
playing cards	1/8 lb.				
Bible	1/2 lb.				
book	1/2 lb.				
stationery	1/4 lb.				
pencil	1/8 lb.				
"dog" tent	12 lbs.				
lantern	3 lbs.				
knife	1/4 lb.				
coat	4 lbs.				
candle holder	2 lbs.				

OTHER ITEMS (extra food, tobacco, leisure activities, etc.)

Rifle, cartridges, etc. required by Army + 18 lbs.

TOTAL WEIGHT _____

How much are you going to carry? If you would like, 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. (Image marching 20 miles with that weight on your shoulders.)

COMMON SOLDIER/COMMON MAN

Activity Eleven

MAP SKILLS GRADES 5 & 6

Using the following grid map of Missouri, answer the following questions.

1. In the spring of 1861, the Union troops were in St. Louis. Which grid were they in? _____

2. Confederate troops led by Governor Jackson were in grid D-5. What two towns are in that grid?
   _____ _____

3. In early summer, 1861, the Union army traveled from St. Louis to Boonville where they fought a small skirmish with the Confederate forces. Circle at least one grid the army passed through.

   D-6 C-6 E-7 D-4

4. After the fighting at Boonville (a Union victory), Northern troops marched to Springfield. Draw a straight line between Boonville and Springfield. How many grids does the line go through? _____

5. After the fighting at Boonville, Confederate troops retreated to Carthage. In July 1861, the armies fought the Battle of Carthage. Name the grid in which this battle took place. _____

6. After the Battle of Carthage (a Confederate victory), Southern troops marched to the Cowskin Prairie. Which direction did they go? _____

7. The Southerners then joined Confederates from other states in Cassville. What grid is Cassville in? _____

8. In August, the Union army in Springfield and the Confederate army in Cassville marched to grid G-4. What two battles were fought there?
   _____ _____

Common Soldier / Common Man
Activity Eleven

COMMON SOLDIER/COMMON MAN

Activity Twelve

IDEAS & ACTIVITIES GRADES 5 & 6

1. Have students make a time line of the Civil War in Missouri and/or the Battle of Wilson's Creek.
2. Have students discuss or write about the differences in food between their own and what the soldiers ate.
3. Graph the amount of soldier's rations.
4. Have students research military ranks symbols.
5. Set up a model of a Civil War camp.
6. Have students graph occupations in the two companies - see Activity Three.
7. Have students plan a soldier's meal.
8. Tell the students they have a certain amount of money. Ask them to decide what they would buy at the sutler's - see Activity Two or One.
9. Using the enclosed recipe for hardtack, bake some up and enjoy!

COMMON SOLDIER/COMMON MAN

ANSWERS

Activity One

1. $1.25 cents	2. $1.25	3. $1.00	4. 56 cents	5. 81 cents
6. 95 cents	7. 50 cents	8. 5	9. $2.00	10. No

Activity Three

1. 75 cents	2. $2.75	3. $1.62	4. $4.60	5. $1.77
6. 50 cents	7. 50 cents	8. 20 cents	9. 55 cents	10. $1.09

Activity Four

1. 2, 3, 1
2. St. Louis, Jefferson City, and Boonville
3. East
4. South
5. West
6. Southwest
7. South
8. Cassville
9. Cassville to Wilson's Creek

Activity Six

1. 37/100 37%	2. 9/100 9%	3. 16/100 16%	4. 6/100 6%
5. 12/100 12%	6. B	7. B	8. B
9. A	10. A		

Activity Seven

A. 1. regiment 2. Southern 3. Northern
B. 4. little 5. five 6. eight-thirty

C. 1. -3. music, reading, cards, games
4. -6. cookies, cakes, books, canned fruit, canned milk, onions, sweet potatoes

D. 1. Coat = dark blue, trousers = light blue, boots = black, forage cap = dark blue

2. Regular civilian clothes dyed with nut hulls to represent a uniform

3. Potatoes, carrots, and turnips mashed together with pepper, scalded and dried in square cakes

4. A rifle carrying several loads of ammunition at the same time that can be fired several times without reloading

E. 1. Union = Lyon, Sturgis, Sigel
Confederate = Price, McCulloch

2. August, 1861

Activity Eight

1. Knapsacks were used to carry clothes and personal effects, while haversacks were used to carry food.

2. Southern states.

3. On the belt.

4. Muzzleloaders were loaded through the front of the barrel, while breechloaders were loaded at the rear of the barrel.

5. On the end of the barrel.

6. A gum blanket had one side covered with vulcanized rubber.

7. A sutler sold items to the soldiers not stocked by the quartermaster.

8. Same.

9. Carbines were several inches shorter than a rifle.

10. A company is a part of a regiment.

Activity Eleven

1. D-8
2. Jefferson City and Boonville
3. D-6
4. Four
5. G-2
6. South
7. G-3
8. Dug Springs and Wilson's Creek

Activity Nine

Across

1. Haversack
2. Ray
3. Tin
4. Cannon
5. Bronze
8. Sharp
9. Fort Sumter
10. Lyon
11. Oak Hills
14. Canteen
16. Cowskin
19. Four

Down

1. Hardtack
5. Bloody
6. Union
7. South
12. Musket
13. Pea Ridge
15. Price
17. Hospital
18. Uniform

COMMON SOLDIER/COMMON MAN

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.

COMMON SOLDIER/COMMON MAN

SUGGESTED READINGS

Refer first to the excellent bibliography of the Battle of Wilson's Creek and Greene County contained within the attached 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.* (Grades 5-8)

Archambault, Alan. *Billy Yank: The Union Soldier in the Civil War.* (Grades K-6).

_____. *Johnny Reb: The Confederate Soldier in the Civil War.* (Grades K-6).

Archer, Myrtle. *The Young Boys Gone.* (Grades 6 and up)

Bell, Gertrude. *First Crop.* (Grades 4-9)

_____. *Posse of Two.* (Grades 5-7)

_____. *Roundabout Road.* (Grades 4-9)

_____. *Where Runs the River.* (Grades 5 and up)

Brownlee, Richard. *Gray Ghosts of the Confederacy: Guerrilla Warfare in the West, 1861-1865.* (Grades 9 and up)

Burchard, Peter. *The Deserter: A Spy Story of the Civil War.* (Grades 5-10)

Churchill, Winston. *The Crisis.* (Grades 9 and up)

Cobblestone Magazine. April 1981 issue featuring the Civil War. (Grades 4-6)

Copeland, Peter. *Civil War Uniforms - Coloring Book.* (Grades K-3)

Dick, Trella Lamson. *The Island on the Border: A Civil War Story.* (Grades 5 and up)

Erdmen, Loula Grace. *Another Spring.* (Grades 7 and up)

_____. *Save Weeping for the Night.* (Grades 7 and up)

Grant, Matthew G. *Ulysses S. Grant.* (Grades 9 and up)

Hagler, Margaret. *Larry and the Freedom Man.* (Grades 4-6)

Keith, Harold. *Rifles for Watie.* (Grades 6 and up)

Lathem, Frank B. *The Dred Scott Decision, March 6, 1857: Slavery and the Supreme Courts "Self*

Inflicted Wound." (Grades 9 and up)

Meadowcroft, Enid. *By Secret Railway.* (Grades 6 and up)

Reeder, Col. Russell P. "Red", Jr. *Ulysses S. Grant: Horseman and Fighter.* (Grades 4-6)

Shura, Mary Francis. *The Gray Ghosts of Taylor Ridge.* (Grades 5-7)

Stanley, Caroline Abbot. *Order Number 11, a Tale of the Border.* (Grades 9 and up)

Weber, Lenora Mattingly. *My True Love Waits.* (Grades 7 and up)

White, Dale. *Steamboat Up the Mississippi.* (Grades 6 and up)

COMMON SOLDIER/COMMON MAN

COMMENTS AND SUGGESTIONS

Wilson's Creek National Battlefield, 6424 W. Farm Road 182, Republic, Missouri 65738, phone: (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
Initial contact/ information packet	❑	❑	❑	❑
Educational Study Guide	❑	❑	❑	❑
Pre-visit materials	❑	❑	❑	❑
Battlefield visit	❑	❑	❑	❑
Post-visit materials	❑	❑	❑	❑
Travelling Trunk	❑	❑	❑	❑
Video	❑	❑	❑	❑

YOUR COMMENTS AND SUGGESTIONS: