Lesson Plans for Arkansas Students

Hallowed Ground:
Preserving Arkansas’s Civil War Battlefields

Learning from local and statewide historic places

Prairie Grove Battlefield State Park

Written by Emily Pennel, Education Outreach Coordinator for the Arkansas Historic Preservation Program
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1500 Tower Building • 323 Center • Little Rock, Arkansas 72201 • Phone (501) 324-9880
Fax (501) 324-9184 • TDD (501) 324-9811
Website: www.arkansasheritage.org • Email: info@arkansaspreservation.org

An Agency of the Department of Arkansas Heritage
Teaching the Civil War Lesson

GRADE LEVELS
5-12

ESSENTIAL QUESTION
Is Arkansas Civil War battlefield preservation important?

ARKANSAS CURRICULUM FRAMEWORKS
(Updated Summer 2011)

Social Studies, Grades 5-8
C.5.5.9 Students will identify the rights and responsibilities of U.S. citizenship (e.g. volunteerism)
C.5.5.12 Students will discuss ways citizens participate in government at the state and local level.
C.5.6.8 Students will evaluate ways being a good citizen is important for every individual (e.g. volunteerism)
H.6.7.1 Students will examine ways viewpoints expressed in primary and secondary source documents have changed over time
H.6.8.1 Students will examine ways viewpoints expressed in political cartoons and other primary and secondary source documents have changed policy and public perception.

Arkansas History, Grades 7-8
SR.5.AH.7-8.7 Students will identify the major Civil War battlefields in and near Arkansas.

American Government, Grades 9-12
SLG.10.AG.3 Students will examine the services provided by state and local government in Arkansas.

Civics/Civics for One Semester, Grades 9-12
C.1.C.5 Students will explain and apply citizenship concepts to everyday life including, patriotism; volunteerism
C.1.CCC.5 Students will explain and apply citizenship concepts to everyday life including patriotism.

Arkansas History, Grades 9-12
SR.5.AH.9-12.7 Students will examine the major Civil War battlefields in and near Arkansas.

LESSON OBJECTIVE
Students will discuss battles and events in Arkansas during the Civil War using primary sources, and assess why it is important to preserve Arkansas’s Civil War battlefields.

MATERIALS/RESOURCES
Copies of A Short Summary of the Civil War in Arkansas, Disease and Medical Care, What Did Civil War Soldiers Eat?, Civil War Slang, Should We Preserve Civil War Battlefields, The Disney Controversy, and A Preservation Success Story
Access to letters or other primary source documents or copies of Newton Scott’s letter and the memoirs of Caldonia Borden Brandenburg and John Foster

INTRODUCTION OR FOCUS
The purpose of this lesson plan is to instill a historic preservation ethic in young Arkansans by helping them understand the Civil War in Arkansas, and why the lessons it taught us must not be forgotten.

Activities included in this plan can be used in conjunction with your regular Civil War unit.

Contact the Department of Arkansas Heritage at (501) 324-9150 to obtain a copy of a comprehensive Civil War curriculum written in conjunction with Pea Ridge National Park and Prairie Grove State Park. The curriculum may also be downloaded at

www.arkansasheritage.org

Primary source: Objects that were created in the past, or documents written by people who actually participated in events of the past. Primary sources include diaries, letters, oral histories, maps, photographs, clothing and tools.

Secondary source: Written accounts of the past that are based on primary sources. A textbook is an example of a secondary source.
INSTRUCTIONAL STRATEGIES

1. If your students need more information about the war, have students read A Short Summary of the Civil War in Arkansas and answer the questions.

2. Explain the difference between primary and secondary sources. With each portion of the lesson plan implemented, ask students to determine whether the document is a primary or secondary source.

3. Share the following information with students:
   Disease and Medical Care, What Did Civil War Soldiers Eat?, and Civil War Slang. A fun activity to do with the slang glossary is to read the words to students and have them guess the meaning.

4. Instruct students to read Newton Scott’s letter and the memoirs of Caldonia Brandenburg and John Foster. Discuss the questions on page 10, and do the Create a Civil War Character activity.

5. Discuss Civil War battlefield preservation using Should We Preserve Civil War Battlefields, The Disney Controversy, A Preservation Success Story, and the photos on page 6. (For a high-quality transparency, visit our website’s Youth Education page. Open the PDF of this lesson and print onto transparency paper.)

6. Use the map on page 23 to locate Arkansas’s remaining battlefields. Students can build their map skills by filling in Arkansas’s major cities and locating the battlefields closest to them.

Other Activities:
Simulate soldier enlistment using the Recruits Wanted! and Did I Live or Die? activities.

Have a Civil War lunch serving items suggested on page 20.

(References Continued)

This UNC Chapel Hill site contains downloadable primary sources relating to the “Southern Homefront,” including letters, diaries, official documents and sermons:

http://docsouth.unc.edu/imls/index.html

This National Park Service webpage links to national parks relating to the Civil War:
http://www.cr.nps.gov/catsig.htm#civilwar

The following page is about Arkansas and the Civil War:
www.CivilWarBuff.org

Civil War Education Websites:
The National Archives has four Civil War lesson plans that utilize the Archive’s primary sources:

www.archives.gov
Go to Digital Classroom, select Teaching with Documents, then select Civil War and Reconstruction.

The Library of Congress also has lesson plans that use downloadable primary sources, on topics such as “The Matthew Brady Bunch” and “The Civil War through a Child’s Eyes.”

www.loc.gov
Go to the Teachers section, then select Lesson Plans. Go to Themes/Topics, then select Civil War.

PBS has a series of lesson plans that relate to Ken Burns’ acclaimed Civil War documentary. Topics include: “Walt Whitman: Patriot Poet,” and “Lee and Grant at Appomatox.”

http://www.pbs.org/civilwar/classroom/

The National Parks Service’s Teaching With Historic Places program offers comprehensive lesson plans about sites such as Andersonville and Gettysburg. The plans use downloadable primary sources.

http://www.cr.nps.gov/nr/twhp/index.htm

The Civil War Preservation Trust has a two-week Civil War curriculum that can be downloaded or mailed to you on CD. The curriculum focuses on preservation:

www.civilwar.org
Go to History Center and Classroom.

Battlefield Preservation Websites:
American Battlefield Protection Program:
http://www2.cr.nps.gov/abpp/

The Civil War Preservation Trust:
www.civilwar.org

FOR FURTHER REFERENCE

There are thousands of websites about the Civil War. If you are looking for a certain topic, be very specific in your keyword search terms. Searching with keyword phrases such as “Civil War bugle” or “Civil War Confederate guerrillas” will return hundreds of results.

General Civil War Websites:
The following three websites are indexes that group thousands of Civil War sites by subject, such as African-American soldiers or Civil War Music:

http://www.cwc.lsu.edu/
http://sunsite.utk.edu/civil-war/warweb.html
http://www.cyndislist.com/cw.htm
A Short Summary of the Civil War in Arkansas

The Civil War caused massive devastation in the rural, frontier state of Arkansas. It is estimated that over 7,000 Arkansas Confederate soldiers, 1,700 white Arkansas Union soldiers, hundreds of Arkansas African-American soldiers, and thousands of Arkansas citizens died during this crisis. What caused this war, and what role did Arkansas play in this greatest crisis in American history?

One of the immediate causes of the Civil War was the conflict over whether or not America’s new Western territories, including New Mexico, Utah, Arizona, and parts of California, would become slave states or free states. The Southern slave states wanted slavery to expand. The Northern free states did not want slavery to expand, in part because they did not want to compete with unpaid labor.

Another conflict that led to the Civil War was Southern resentment of taxes they had to pay on Northern-produced goods such as paper and buttons. Southern states also resented paying taxes to the federal government for improvements such as roads and canals, which were needed more in the industrial North than in the rural South.

When Abraham Lincoln, whose political party was against slavery, was elected President of the United States in 1861, seven Southern states seceded. They left the United States of America and formed their own country: the Confederate States of America. Arkansas was asked to become part of the Confederate nation. Arkansas was not sure whether or not to join the Confederacy. At first, Arkansas lawmakers voted not to secede. However, after the Civil War began in 1861 at Ft. Sumter, South Carolina, the lawmakers voted overwhelmingly to leave the United States and join the Confederacy.

Thousands of young Arkansas men joined the Confederate army and left home wearing homemade clothes and carrying hunting rifles and shotguns. These volunteer soldiers marched to Little Rock or other larger cities, where they were placed into regiments. Because Arkansas had a small population and was located on the Western edge of the Confederacy, Confederate leaders did not think much fighting would occur in Arkansas. The Confederate government considered Arkansas valuable mainly as a source of soldiers to send East to fight. Some Arkansas soldiers were sent as far away as Virginia for battle.

However, fighting did begin in Arkansas almost immediately. The first battles in Arkansas occurred after Confederate generals attacked Missouri to try and bring it into the Confederacy. Union General Samuel Curtis pushed Confederate troops out of Missouri and into northern Arkansas to Pea Ridge. Confederate General Earl van Dorn led his troops, including 800 Cherokee soldiers, to attack the Union soldiers at Pea Ridge on March 7-8, 1862. The battle of Pea Ridge was fierce: about 1,400 Union and 2,000 Confederate soldiers were killed or wounded.

After the Battle of Pea Ridge, the largest battle in Arkansas, most of the Confederate soldiers left Arkansas and went to Mississippi to join other Rebel troops. Union General Curtis then marched his men into Helena and occupied the city, liberating thousands of slaves along the way. With thousands of Union soldiers and freed slaves crowded into the small town of Helena, disease and hunger became very common. Union troops got food and supplies by stealing from homes, fields, smokehouses and root cellars in the countryside. Some soldiers began calling Helena “Hell-in-Arkansas” because of the terrible conditions. Throughout the war, disease was common due to unsanitary conditions wherever large numbers of soldiers camped.

In fall of 1862 Confederate General Thomas Hindman was sent to command Arkansas. Hindman started conscripting soldiers: forcing young men to join the army. Many men were scared of conscription and began running away to hide. Hindman decided to attack Springfield, Missouri, in another attempt to bring Missouri into the Confederacy. Even though some of his men didn’t have shoes or guns, Hindman started marching his army to Missouri. Union troops met the Confederates at Prairie Grove on December 7, and a violent battle was fought. The Union won the Battle of Prairie Grove at a great human cost: 1,261 Union and 1,317 Confederate soldiers were killed or wounded. In December, Hindman decided to move from the area and left behind 4,000 sick and wounded soldiers. The starving, exhausted men slowly walked to Little Rock through freezing rain and snow.

* Much of this summary was based on General Summary: The Civil War in Arkansas written by Dr. Bill Shea for the Department of Arkansas Heritage’s Civil War in Arkansas: A Curriculum for Students of Arkansas History.
Near the end of 1862, the Union decided to overtake the Confederate river town of Vicksburg, Mississippi, which would give the Union control of the Mississippi River. If the Union could control the Mississippi River, they would be able to move boats and men straight through the Confederacy. Union General John McClernand decided to attack the Confederate troops at the Arkansas Post before attacking Vicksburg. Arkansas Post was attacked on January 10-11, 1863. Only 140 Confederates were killed or wounded, but 4,800 were captured and sent to prisoner of war camps. Union casualties totaled 1,100. After Vicksburg fell to the Union on July 4, Arkansas was cut off from the rest of the Confederacy and food and supplies became even more scarce.

The Union victories at Pea Ridge, Prairie Grove and Arkansas Post ensured that Missouri would remain in the Union throughout the war. These defeats had another important impact: they plunged northern Arkansas into chaos. Many Confederate and Union soldiers began deserting their armies. If a deserter was caught, he could be executed for treason. Deserters had to stay in hiding and live by stealing food and supplies. Sheriffs and judges left their posts. Schools, courts, and jails stopped functioning. Many citizens took advantage of the unstable situation and began to commit crimes against their own neighbors. Women and children whose men were off fighting were at the mercy of thieves and murderers. Thousands of citizens fled the countryside out of fear, or banded together to protect themselves from guerilla attacks.

About a year after the Union occupied Helena, Confederate General Theophilus Holmes tried to recapture the city. His troops attacked Helena on July 4, 1863. Because the Union troops were behind fortifications, they only lost 239 men. However, 1,636 Confederates died, were captured or wounded at the Battle of Helena. The Union victory at Helena led to the Union invasion of Little Rock.

General Frederick Steele led 12,000 Union soldiers in a march from Helena to Little Rock. On September 10, 1863, the Union troops captured Little Rock. The Confederate leaders fled Little Rock and set up their government in Washington, Arkansas. Little Rock was the fourth of eleven Confederate capitals to fall to the Union. During the struggle over Little Rock, 137 Union and about 60 Confederate soldiers died. Many other Confederate soldiers became disheartened watching their capital fall and deserted. The Union also captured Pine Bluff and Fort Smith with minor casualties on both sides. Fayetteville was a Union outpost for most of the war.

The last major campaign in Arkansas was when General Steele marched South from Little Rock to participate in a planned invasion of Texas. Steele’s campaign was called the “Camden Expedition” and was part of the larger “Red River Campaign.” Confederate troops clashed with the Union troops in several places: Marks’ Mills, Prairie D’Ané, Jenkins’ Ferry, Elkins’ Ferry and Poison Spring. The battle of Poison Spring is significant because almost 200 African-American soldiers of the First Kansas Colored Infantry were killed or wounded. After the Confederates won the battle they took the remaining white Union soldiers prisoner, but killed many of the black soldiers. Steele’s campaign was not successful, and he marched his men back to Little Rock. Although this campaign had no effect on the war as a whole, at least 260 Union and 904 Confederate soldiers died on these battlefields.

Throughout the war, support for the Union steadily grew in Arkansas. Thousands of white Arkansans from northern Arkansas joined the Union army or went to live in Union-occupied towns. Many people from mountainous north Arkansas did not want to fight in support of slavery, because there weren’t many slaves in that part of the state. Thousands of black Arkansans also joined the Union army in “colored” regiments. In 1864 a Unionist state government was established in Little Rock. By the end of the Civil War about one-third of Arkansas soldiers were fighting for the Union.

The war was over for Arkansas in June of 1865, when General Edmund Kirby Smith surrendered all Confederate forces west of the Mississippi River. The Civil War bankrupted Arkansas and caused the death of approximately one-eighth of the adult male population. Another one-eighth of the population was permanently disabled. Thousands of civilians died from starvation or were killed by the roving bands of guerillas. Someone described the scene in southwestern Arkansas after the war: “Desolation met our gaze; abandoned and burned homes, uncultivated land overgrown with bushes, half starved women and children; gaunt, ragged men, stumbling along the road, just mustered out of the army, trying to find their families and friends, and wondering if they had a home left.” The Civil War was the greatest disaster in Arkansas history.
VOCABULARY

Conscription: Forced enrollment into the armed services by the government; “the draft.”

Deserter: A soldier who leaves the armed services without permission. If caught, deserters would face severe punishment, even death.

Fortifications: Something that is built to defend soldiers from the enemy. Civil War fortifications often consisted of piled-up earth.

Guerilla soldier: A member of a small, irregular military force that operates “outside” of the regular army. Civil War guerillas would usually travel in small bands that could move quickly. Guerilla soldiers fought off the battlefield, attacking civilians and enemy troops on roadsides and in towns. Guerilla warfare was very common in Arkansas during the Civil War.

Industrial: An industrial community is one that depends on the commercial production of goods in factories. The factories provided jobs, and the produced goods were sold for profit. The Union was much more industrial than the Confederacy.

Liberate: To free. Slaves were liberated during and after the Civil War.

Rural: A rural community depends on agriculture (framing) for jobs and money. The Confederacy was much more rural than the south. The Southern agricultural economy depended on slavery.

Secede: To withdraw from an organization. The Southern states who joined the Confederacy seceded from the United States of America to form their own country.

DISCUSSION QUESTIONS

1. What were some of the causes of the Civil War?
2. Did Arkansas join the Union or the Confederacy?
3. What issue caused the battles of Prairie Grove and Pea Ridge?
4. What caused Arkansas to become cut off from the rest of the Confederacy?
5. What happened when northern Arkansas was plunged into chaos?
6. Why did General Steele march his troops into southern Arkansas?
7. Why did some people living in northern Arkansas not support the Confederacy?
8. What percentage of Arkansans supported the Union by the end of the Civil War?
9. What was Arkansas like by the end of the Civil War?

Arkansas Confederate Currency, http://docsouth.unc.edu
Should We Preserve Civil War Battlefields?*

The Civil War was the bloodiest conflict in American History. By the end of the war, 625,000 soldiers and 50,000 civilians had died, leaving 200,000 widows. Another 500,000 soldiers came home wounded or crippled. More Americans died in the Civil War than in nearly all other U.S. wars combined. If the same percentage of the American population died today that would be 5,000,000 people!

Approximately 10,500 battles and skirmishes were fought across the country during the Civil War (only three states saw more action than Arkansas during the war). In 1993, Congress decided that 384 of these conflicts were very important to American history. More than 70 of these battlefields have already been lost forever. About 50 have been protected. Others are currently being threatened by bulldozers and backhoes. Even Gettysburg, America’s most popular battlefield with 1.7 million visitors a year, is not totally protected. Over half of Gettysburg’s acreage is threatened by urban sprawl: new roads, homes, and shopping centers. Every day, 30 acres of Civil War battlefield land are destroyed.

Why preserve Civil War battlefields? Battlefields tell the story of the war that made America a unified country. They remind us of the dangers and destruction of war. Visiting a Civil War battlefield helps people to imagine what the war was like for the soldiers who fought and died there. Battlefields provide communities with a link to their past. Many people find it meaningful to visit the battlefields where their own ancestors fought and died. If we don’t preserve battlefields today, students in the future won’t be able to visit the sites where history happened.

Every year new movies are made and books are written about the Civil War. Americans are still struggling with the issues of race, class and government control that sparked the war in the first place. The legacy of the Civil War is still with us. For us to understand America today and to dream of our country’s future, we must understand our past.

Civil War battlefields attract visitors from around the country. More Americans than ever are visiting Civil War historic sites. Civil War battlefields and other historic sites bring tourist dollars. A Virginia study noted that the average Civil War tourist spends almost $300 more than other tourists and stays longer.

A shopping mall, parking lot, strip mall, gas station, or housing development can be built practically anywhere. But once a historic site is bulldozed over, it cannot be replaced. When we lose a Civil War battlefield or historic site, we lose part of American history. And it is gone forever.

What other reasons are there for preserving Civil War battlefields?

* Much of this information is quoted from the Civil War Preservation Trust’s Civil War Curriculum
Look at the above photos. The first photo is of typical Arkansas “urban sprawl.” The second photo is of Pea Ridge battlefield, which has been preserved as a national park. What do you see in each photo that you don’t see in the other?

Now imagine that you were a soldier who fought in the Civil War. You died on a battlefield along with 6,400 other men. Another 3,400 men were wounded on that piece of land.

Then imagine that you were able to enter a time machine and jump 140 years into the future. How would you feel if the battlefield where you died was now covered with new development? Would you feel surprised? Happy or sad? How would you feel about the people who paved over the place where you and so many others died?
A Preservation Success Story: Prairie Grove Battlefield

On December 7, 1862, the Confederate and Union armies clashed in the rural community of Prairie Grove, Arkansas. Over 20,000 soldiers, including 6,000 cavalry, fought across 3,000 acres. Terrified civilians ran for cover while fighting occurred around their homes and farms. By nightfall, there were over 2,700 casualties (killed, wounded, and missing). The Union held the field at the end of the Battle of Prairie Grove, and northwest Arkansas would never again serve as a route for attempts to bring Missouri into the Confederacy.

Not long after the Civil War, veterans who had fought at Prairie Grove began returning there to have reunions. The Prairie Grove reunion became an annual event, drawing thousands of people from around the region. In 1909, the United Daughters of the Confederacy bought nine acres of the Prairie Grove battlefield so that the veterans and their families would always have a site for the reunion.

During the early 1900s, Civil War veterans began dying in large numbers. Then World Wars I and II became the major focus for Arkansans. However, by the 1950s, people in the Prairie Grove area decided that the memory of Prairie Grove should not be lost. An annual Craft Fair was organized, which drew visitors from miles around. In 1958, Arkansas state government formed the Prairie Grove Battlefield Commission and purchased 50 more acres of the battlefield.

In 1971, Prairie Grove became a state park, and 65 more acres were added. In the early 1980s, 60 important acres of the battlefield (including the Borden house), were purchased by the state from a private owner. In the early 1990s, the National Park Service initiated the American Battlefield Protection Program, which has been very successful in preserving battlefields across the country. This organization, along with Friends of Prairie Grove Battlefield and state government, purchased another 130 acres.

Today, 765 acres of Prairie Grove Battlefield have been preserved for the future. Each year, 200,000 visitors from around the world visit Prairie Grove to learn about the battle and the people who died there. Over 5,000 students go on tours of Prairie Grove every year. When asked what Prairie Grove would be like today were it not for the efforts of preservationists, Park Superintendent Ed Smith said:

There is no doubt in my mind that, were it not for the preservationists, all that would remain of Prairie Grove battlefield is a marker beside the highway. Visitors wouldn’t come just to see a highway marker. The large amount of acreage we have preserved helps visitors imagine the huge scope of the battle. When they look out over the wide, open area they can imagine it filled with 20,000 soldiers and 6,000 horses. It would be hard to imagine the battle if they were looking at houses and stores instead.

Superintendent Smith believes that Prairie Grove battlefield has important lessons to teach people today:

So many people involved in the Civil War were excellent examples of what humans ought to be: brave, determined, and willing to make great sacrifices. Our country is made up of wonderful patriots. Learning about these men inspires us to be better citizens. America has a heritage of which we can really be proud.

When people visit Prairie Grove, they can imagine what it would be like to have a battle fought literally in your backyard. This gives the visitors empathy for people around the world who have wars occurring in their communities today.

The preservation of Prairie Grove Battlefield was a true success story. Not all of Arkansas’s battlefields have been preserved. For example, part of the Bayou Fourche battlefield is now under concrete. Arkansas preservationists are still working to protect Arkansas’s Civil War heritage through the Civil War Heritage Trail:

www.civilwarbuff.org/groups.html
The Disney Controversy

In 1993, the Walt Disney Company announced plans to build a new theme park, Disney’s America, in Prince William County, Virginia, outside of Washington, D.C. The area of northern Virginia where Disney wanted to build its park is a beautiful place of rolling green hills and priceless history: within an hour of the proposed Disney site are 64 National Register properties, 22 Civil War battlefields, 13 historic towns and 17 historic districts. Manassas Battlefield, where approximately 27,991 soldiers died in two battles, is just four miles from the proposed Disney site.

Disney’s CEO, Michael Eisner, imagined a theme park that would make history exciting and interesting for young people. He wanted guests to learn history by “experiencing” it: guests would be able to ride a river raft with Lewis and Clark, go inside a Native American Village, visit Ellis Island, take part in a Civil War battle, and witness the writing of the Constitution. Eisner states that Disney did not plan to trivialize or “dumb down” history for the sake of the park, “…we had no interest in telling a sanitized or sugarcoated story, not least because doing so would make the park less interesting and emotionally compelling for visitors.”

Disney also claimed that the park would create 3,000 jobs and result in $1.5 billion over 30 years for the state of Virginia. The Disney complex would include the 1,200 acre park, a golf course, homes, and hotels. Disney planned to surround the park complex with greenbelts and open spaces. An estimated 6 million tourists would visit the park every year.

As soon as Disney made its announcement, local residents, historians and historic preservationists joined together to oppose the Disney project. Opponents were afraid that the historic sites and beautiful countryside would be destroyed by millions of cars, strip malls, new roads, and shopping complexes. They were afraid that northern Virginia would become a sprawling, concrete tourist attraction like Orlando, Florida. Historians worried that real history would be destroyed for the sake of “fake” history. If you want to learn history, why not visit a real historic site? Preservationist Richard Moe said, “As for parents who want to give their children history…let them sit still at Manassas and listen for the presence of the dead.”

About a year later, Disney scrapped its plans for Disney’s America, in large part because of the controversy and opposition from historians and historic preservationists.

What Do You Think?

1. Do you think Disney’s America was a good or a bad idea? Why? Would your opinion change had Disney’s America been planned for a site that wouldn’t threaten historic places?
2. Do you think young people need interactive exhibits, rides, videos, and music in order to learn history? Why or why not?
3. Do you think more young people would have visited Disney’s America or a real historic site, such as Manassas Battlefield? Why or why not?
4. Have you ever visited a historic site? Was it interesting? What could have made it more interesting?
5. Do you think Disney’s America would have gotten young people excited about history?
6. Do you think visiting Disney’s America would have encouraged people to visit real historic sites?
7. Do you think that Disney’s historically-based movies have presented history accurately? Do you think people would have learned a realistic sense of history at Disney’s America?

Get Involved in Battlefield Preservation

**Buy Battlefield Land**
Some schools and classrooms have purchased acreage of an endangered Civil War battlefield through the Civil War Preservation Trust. Land owned by the Trust will be protected from development. For instance, an acre of “Lee’s Retreat” battlefield ground in Virginia can be purchased for $584 an acre.

Currently, the Civil War Preservation Trust is working to purchase the most historically important 140 acres of Chancellorsville, after encouraging a developer not to build 2,000 homes and 2 million square feet of retail stores on the battlefield. Visit [www.CivilWar.org](http://www.CivilWar.org) for more information.

In Arkansas, the major battlefield preservation effort is at Jacksonville, where the Reed's Bridge Battlefield Preservation Society is working to acquire and preserve the site of an Aug. 27, 1863, action along Bayou Meto. You can contact the Society at reedsbridge@comcast.net to find out how your classroom can help in this important preservation effort.

Schools have raised funds to purchase battlefield acreage with bake sales, change jars, performing Civil War plays, and hosting Civil War encampments and festivals.

Teacher Bob Rhinehart of Southampton Middle School in Harford County, Maryland has done battlefield preservation service-learning projects with his students for several years. In 2003, his students raised $1,710, which increased to $8,550 with matching funds through the CWPT. The money was used to purchase acreage at Antietam in Maryland and Bentonville in North Carolina. Mr. Rhinehart says:

> Preservation projects are essential for everyone in our society, especially school children. These projects insure that we remember and protect our history! Once the students are aware that historical locations and artifacts are not guaranteed to be in existence tomorrow, they realize the importance of preservation and become excited about being a part of it. Our school classrooms are the perfect place to introduce and guide historic preservation education.

Visit his Service-Learning Project website at: [http://www.nfdc.net/home/sinak/sms8b/preservation.html](http://www.nfdc.net/home/sinak/sms8b/preservation.html)

**Speak Out**
Contact the Arkansas Civil War Heritage Trail (ACWHT) to learn more about endangered Civil War sites near your community. The ACWHT is a network of private, nonprofit and volunteer organizations seeking to identify, protect, interpret and promote properties related to Arkansas’s Civil War experience.

If students find out about a site that is threatened, they can document the site with photographs and measurements. They can then present their findings to community leaders.

Have students write letters to their state or U.S. senator or representative about the importance of preserving Arkansas’s Civil War battlefields. Find out who your representatives are at: [www.vote-smart.org](http://www.vote-smart.org)

To get a list of the ACWHT regional representatives, visit [www.arkansaspreservation.org](http://www.arkansaspreservation.org), select Preservation Services, then select Arkansas Civil War Heritage Trail

**Volunteer**
Find out if a Civil War battlefield near your community has volunteer opportunities for young people. Most historic sites have a Park Day where community members can help with clean-up or other activities.
Using Primary Sources to Understand the Civil War in Arkansas

Students can gain a deeper insight into the Civil War by reading the letters and memoirs of people who lived through it. The following documents from Caldonia Borden Brandenburg, Newton Scott and John Foster offer three different perspectives on the war: that of a young Arkansas girl who witnessed a violent battle, an Arkansas Confederate soldier who was taken prisoner, and a Union soldier who fought in Arkansas. The Civil War is more than black and white text in a book. The Civil War was fought and lived by people just like us.

Discussion Questions

Caldonia Borden Brandenburg
1. What do you think the “Yankees” were looking for in Mr. Borden’s saddlebags?
2. Where did the Borden family go during the battle? Why?
3. What did Caldonia see after emerging from the cellar after the battle?
4. What is a bushwacker? How did the Bordens try to hide their possessions? Why do you think it was easy for bushwackers to steal from citizens during this time?
5. Do you think it was easy for Mrs. Brandenburg to tell this story?

Newton Scott
1. From where is Newton Scott writing this letter? Is he a Union or Confederate soldier?
2. What items did Newton’s friends and family send him from home?
3. Does it sound like Newton enjoys being a soldier? Why or why not?
4. Do you think Newton would rather be home or off fighting in the war?
5. How many dead Confederate soldiers did Newton count on one battlefield?

John Foster
1. How old was John when he joined the Confederate army?
2. Where was he captured by Union troops? What difficult task was he forced to do after being captured?
3. What were conditions like at Ft. Leavenworth?
4. According to John, how did the Confederate and Union prisoner-of-war camps compare?
5. What methods of transportation did John use to get back to Arkansas?
6. Were people helpful to John and his companions as they made their way across the country? How?

Use a map of the U.S. to trace Confederate Private John Foster’s travels during the Civil War.

Activity: Creating a Civil War Character

1. Give each student a Civil War Character card. Have the students write letters, memoirs, or diary entries for their character.
2. An exceptional letter, memoir or diary entry will include slang, personal thoughts and feelings, and historical facts. They can even be embellished with sketches and drawings.
3. Remind students to be creative. Their goal should be to create original work that is convincing to the reader.
4. Once completed, students will read their essays aloud. Ask the rest of the class to guess the character’s identity.
Caldonia Borden Brandenburg Remembers Prairie Grove

This reading was excerpted from an oral history of Caldonia Ann Borden Brandenburg compiled in 1982 by Eve Brandenburg Acuff from notes and conversations from 1937 until Caldonia's death on November 29, 1943.

On the sixth of December [1862], the first Yankee was in our home. Then two more came and started to tear things up. They turned up the foot of the bed and found Pa’s saddle bags which had two handles. Ma got hold of one and the Yankee the other. He dragged her all over the room and the baby got scared and screamed so loud that Ma had to turn loose.

One early morning [December 7, 1862] Pa told us to move out as there was to be a battle very soon on our hill. We went to a neighbor’s a mile away, taking what we could carry and some food. The battle started on the hill where our house was. We could hear the cannons and see their heads rise up to fire. We hadn’t had any breakfast, we were too excited to be hungry. About one o’clock in the afternoon the noise got louder and closer. It occurred to Pa that we were in danger so he rushed us to the cellar just before the shooting started around the [Morton] house, where we were. In the cellar there were barrels of kraut, cider and cider vinegar, apples and potatoes, four men, seven women, and eight children.

After dark, it got quiet and we came out of the cellar. There was a dead man across the cellar door, wounded and dying men all around. I can still hear them calling “help-help-help.” The men worked through the night helping the wounded. Yankees and Rebels all got the same care. Four died that night. One soldier’s leg was just hanging by the skin and the doctor cut it off and threw it outside. It sure was scary and pitiful. Some of us got sick.

Pa sneaked back up the hill and found that our beautiful two-story house that was painted light yellow with green trim, the home that we all loved so much, had been burned to the ground after the Yankees plundered the inside…We never got a thing out of our home, not even a change of clothes. They killed and ate our cattle, hogs, sheep and chickens and used what we had stored in our cellar…They took everything they could use, then set the house on fire. We had 60 bushels of wheat stored upstairs and it slowly burned for three weeks in the rubble.

All of the kinfolks and neighbors gave us food, clothing and bedding and household goods that they could spare, to help us get started again… As soon as it was safe for us kids to go on the battle fields, we went and picked up clothes, canteens, blankets and anything we found to use. We had to put everything in boiling water to kill the “grey backs” [body lice]…

When the Yankees burned our house, they burned Uncle Ed’s and Uncle Will’s houses the same evening. The officers took Grandma’s house for headquarters so it was saved…We had the Yankees in the winter and the bushwackers in the summer…We had to hide out everything we could and then sometimes the Yankees found it. We had to live on bran bread sometimes because they took our flour and meat and other foods, so we had poor pickins then. We buried things—some people buried things in the cemetery. They shaped the dirt on top like a grave but the Yankees…or Bushwackers got on to that after awhile and began to dig in the fresh graves, and once they found a barrel of whiskey…

Well, in March of 1864 one day the Yankees ran onto two of the Southern boys and the only thing the boys could do was to run as they weren’t armed. We were watching and we saw the boys fall. We went closer to see who they were and they were half dead. We knew them, they were our neighbors and it was a half a mile to their house, so an old man and a woman helped four of us kids move the bodies. Brother Will and I each took a hand, Tom and Reynold each took a foot and the old man carried the head and the woman put a board under the hips and shoulders and we carried them one by one to their folks. That was some time, too. A lot I can’t tell…it shakes me up so…All we thought of during the war was to save ourselves. We didn’t have time to pray and when we had time we were too tired, but God took care of us…Well, we lived over it but I don’t have any love for a Yankee.

* Courtesy of Prairie Grove State Park and the National Park Services’ Teaching With Historic Places lesson plan on The Battle of Prairie Grove: http://www.cr.nps.gov/nr/whp/index.htm
This letter was written by 21-year old Newton Scott, a private in Company A, 36th Infantry, Iowa Volunteers. The letter is to his friend Hannah Cone, who lived in their hometown of Albia, Iowa. Hannah and Newton married after the war and raised nine children. Newton Scott died at the age of 83. You can read more of Newton Scott’s letters to Hannah and his parents at www.CivilWarLetters.com

Helena Arks
July the 23rd, 1863
Miss Hannah M. Cone

Dear Friend,

I will inform you with pleasure that I am well at the present & I hope that when this reaches you that it may find you well. I received your letter of the 27th… I was glad to hear from you again. I will tell you that we was out 18 miles in the country & found plenty of apples & peaches & berrys.

We see no armed rebs. We had a general good time. We got back yesterday evening without losseing a man. I received the pictures that you & Manda sent me & I was glad to see the second choice. Again I think the pictures verry Good ones & I also received the butter & berries that mother sent me. Your brother is well. He is gone after his cans that you sent to him By Dr Ivens.

The boys are generally well, that is what is left of Company A. I am sorrow to inform you that Will Holmes died on the 15th. It looks as if our Company will soon all be gone. But I hope not. I am sorrow to inform you that we received the news here a few days ago that Oliver Boardman was killed in the late fight with Johnston in the rear of Vicksburg & several more of that Co. wounded.

I will tell you that since I wrote to you last I have returned to Co A. My reasons was this: I did not wish to be sworn in to the service for five years & then I was sick all the time that I was with the Darkies… Being of the opinion that the war would end in 12 or 15 months I thought best in doing as I have done.

You spoke of your sabbath school & off haveing good times in general. I would love to be at home & share the pleasures & libertys of home, but as it is I will content myself & hope for better times in the future.

I am verry much over joyed over our late victories at Vicksburg, Helena & Port Hudson & other Places. I suppose that you have heard the particulars of our fight at Helena. While you all was haveing such good times up at Albia on the 4th, we was shooting rebels & the bullets came whistling around our heads thick as hail. But by the good will of Providence we repulsed the Rebels with great slaughter. I was over apart of the battle ground the next morn & see the dead Rebels scatterd over the ground.

At one place where the Rebs charged & took one of our batterys I Stood & counted 35 dead Rebs in about 15 Paces of ground square. Our loss in killed, wounded & prisners was less than 200 & the Rebels loss was over 2500. We gave them one of the most signal trashings that they ever got from the Yankees.

Well Hannah. I believe that I have writen all for the present. Please write soon & write all news & particulars. Give my love to all & Reserve a share for your self.

In Friendship, love, & Truth
I am as ever
Respectfully yours,

Newton Scott

www.CivilWarLetters.com (Punctuation, abbreviations, and some spelling have been edited)
Memoirs of John Foster

John Foster dictated this account to Mrs. Eula H. Tomlinson on September 1, 1931, in Zion Arkansas. John Foster was a member of Company G, Colonel Freeman’s Confederate Regiment from February 1863 to March 1865.

Private Foster had quite an adventure during the Civil War. After fighting in two battles, Foster was taken prisoner and sent to Fort Leavenworth, a Kansas Confederate prisoner of war camp. He was then exchanged for Union prisoners in Virginia. From Virginia, this sixteen year-old soldier had to make the treacherous journey back to Arkansas.

I was born in Izard County, Arkansas, in 1847. My father died when I was only four years old, leaving my mother with seven small children. We were very poor and had to work hard, so I had no chance to get an education. When I was sixteen years old, I enlisted in Col. Freeman’s Regiment at Batesville, Independence County, Arkansas. We served under General Price. From there we went to Kansas where we fought a hard battle across the Big Blue River. At another point in Kansas we fought another hard battle which we called “The Big Prairie Fight.” Here I was captured and kept at that place two weeks to help bury dead soldiers.

One morning a few days after we began our work one of the boys told me that if I would stay in camp and have supper ready when they came in he would go in my stead the next time I was detailed on the burying crew. Of course I agreed to this, for by this time the odor of decaying men and horses was almost unbearable. After they were gone I began my preparations for their supper. I put some beans in a pot and put them on the fire to cook. While I waited for these to cook I made some dough for bread. I was already nearly starved and when I smelled the beans I felt like I would starve if I had to wait for them to get done. I got a stick and, bite at a time, I put the dough on the end of this stick and held it in the boiling beans until it partially cooked and ate it...Before we got all the dead buried I was almost dead myself.

I was then taken to Fort Leavenworth, Kansas. We were taken in wagons and I became so sick on the way I thought I couldn’t live to get there, one hundred miles. The weather was so very cold and the ground was so frozen and rough we were nearly jarred to death. We didn’t even have straw for bedding. One day while on the miserable journey, I thought if I had some milk to drink it might save my life. Before I left home a little girl, named Margerite gave me a silver ring; I was still wearing it, so I told one of the officers if he would get me some milk I would give him the ring. I started to hand it to him when another officer, more kind-hearted, said: “you shall not take the ring. If you can’t do that much for a poor sick fellow without pay you are worse than nobody and not fit to live.”

When we got to Fort Leavenworth we were put in jail. This was in November. The weather was getting cold. I had no bedding and had to lie on a rock floor with no cover except my oil-cloth I had carried to protect me from the rain. I was kept here two months, sick and starved. I lay on this floor for so long and got so poor that my body was covered with sores. I am still carrying the scars.

A few days before I left Fort Leavenworth, I was taken to a hospital. Someone had stolen my clothes, so I was given a very light suit of hospital clothes. As soon as I was able to be moved I was taken to Indianapolis, where I stayed until March. All this time I wore my light suit of clothes and covered with my oil-cloth. I never even got a clean change of underwear or other clothes all winter.

There were three hundred of us in one barracks, and we only had one small wood stove and wood enough furnished to make two fires a day. We got one small loaf of bread about 9:00 AM and then about 3:00 PM we got a small piece of mule or dog meat but no bread. One day a dog happened to get into our enclosure and one of the prisoners killed and he and some of the others ate it. For this act he was court-martialed and sentenced to have three hundred lashes on his naked back with a leather strap. They gave him thirty lashes every morning until his back became so sore they discontinued this. Our captors made our own men inflict this punishment.

* http://www.couchgenweb.com/civilwar/foster.htm
We were ordered to get up at 6:00 o’clock and had to put on our frozen shoes without a fire to warm us. We were sometimes kept in line until 9:00 AM with the snow and sleet pouring down on us. Here we nearly froze for they wouldn’t let us stamp our feet or move around to keep up circulation. We were kept in this filthy place and had to wear our old clothes so long that many body lice were created and we could see them crawling around in the dirt around the stove.

We left there on [prisoner] exchange about March 1st and were taken to Baltimore, Maryland. Here we were put on a boat and taken down the Chesapeake Bay to the mouth of the James River. We then went up the James River within twelve miles of Richmond, Virginia and were taken ashore. We walked about two miles up this river where we were met and exchanged. This let me out of captivity and I felt like once more I was a free man. I was sick and still worn out, but we started our twelve mile journey on foot through the rain to Richmond. Here we met wagons carrying cornbread and bacon for us. I drew my ration but was too sick to eat a bite, so I carried it on and gave it to another soldier.

Each state had its house here to accommodate their men. I was taken to the Arkansas house where I lay on the floor all night, rolling and tumbling, too sick and tired to sleep…We stayed at Camp Lee for about a week, then took the train for Danville. We stopped at Salisbury, NC for a few days. There was a big Yankee prison here so I visited it and found it to be as bad as the one I had been in. We came on to South Carolina and here they were still fighting. The railroads and everything had been so badly torn up by General Grant’s armies that it was an awful sight to see. Here the Yankees burned and destroyed the last of the railroads leading to Richmond.

From South Carolina we went into Georgia. When we got to Atlanta, Georgia, we found the town had been taken and torn up by the Yankees…Still on foot and starving, we drifted south until we came to a river in Alabama. Here we got on a boat and rode to Montgomery, Alabama…Next morning we…started on foot toward Jackson, Mississippi. We had nothing to eat with us so we had to live on whatever we could find and get. When I got to Jackson I went to Headquarters and had my furlough extended for thirty days, for I was afraid if the Confederates should find me going away they would take me back to the army, or if the Yankees should find me I would be taken back to prison.

At last a young man told us if we would never tell on him he would sell us a boat and we could try crossing if we wanted to. We worked twelve days a piece for this man to pay for the boat. While we worked we slept at night in an old gin. We suffered some from cold and were tormented by black gnats and mosquitoes, but we got a little something to eat…

Having our boat paid for, we started on our journey on Sunday morning about April 1st. The man gave us directions as far as he could. He told us to go west until we reached the main river and then go up river until we came to a house where a Mr. Harris lived. We arrived at that house about noon. This good old man said, “Get out, boys, and stay until you get your dinner and then I will give you all the information I can.” After dinner we went out on the porch and Mr. Harris said, “See those cottonwoods over there? Keep the bow of your little boat up stream and be careful for there is a dangerous place below, and if you get in there you will be gone.”

The water was surging and rolling but we were homeward bound so we started across. When we were a little way out we say a Federal gunboat coming up the river so we turned our boat and went back to land and hid until the boat passed. We started once more and this time had no trouble. Mr. Harris stood on the porch watching us until we went over the levee, then with a piece of paper he waved us goodbye. I have never seen him anymore but I still love to think of his kindness to us…
About sundown we rowed up to a man’s house and asked if we might stay all night. This man said, “Yes…come in.” We tied our boat and went into the house. He was another good man and treated us like friends. Then he said to his wife and negro servant, “Go and cook these men a good supper and make lots of coffee.” Next morning we were preparing to leave but had no money for night’s lodgings, so we could only thank him for his kindness…Then he told us that if we would give him the boat he would go with us to the mainland where he knew a farmer who knew the route we wanted to travel, and he would get this man to take us to Crowley’s Ridge. This Good Samaritan gave the farmer five dollars and told him to take us on…He landed us on the west bank of the St. Francis River and turned back. Here we found a woman living on a farm, owned by General Forrest, who gave us dinner.

After dinner we walked across the farm and up Crowley’s Ridge to the little town, Marianna…Sometime that day Slaughter and Ward dropped behind and we left them. That night we stopped at a farm house to stay all night. Here we found a woman who asked about Slaughter and who said she was his wife. We told her he had been with us until that day and had been left behind at some little town but were sure he would be on soon. This woman sat up and cried most all night. We left next morning and I don’t know if he ever got home, but suppose he did as he was so close.

There were now only two of us. We traveled about a day and a half more then we separated, he going to Jonesboro and I to Powhatan. Here I met two old time friends…Imagine my joy for I felt like I was almost home….That night I came to a little log hut surrounded by water. A woman and some children lived there, but I don’t see how they did…I stayed all night there and next morning I started on but before I left I got two logs, borrowed an auger from the woman and with these I made me a raft. I traveled on this raft to the end of the levee…Once more I got on dry land.

I walked this levee until I came to Black River. The river had overflowed its banks and was so wide I could see no way of getting across. There were no men in the country so the women and children had to take care of the farms. I asked one of these women if she could tell of any way of getting across and she said, “No, not unless my little boy can take you in his little boat”…He ferried me safely across and I stood on the bank and watched him until he got back to the other side. Then I climbed upon the bank and bade mud and water goodbye from there to Mississippi.

By this time I had gotten back to where I had been before. About three o’clock I came to a house where I had eaten dinner once. The woman and her daughter recognized me. They asked me to stop and eat dinner. They spread a good dinner which I surely enjoyed…I soon got to Smithville, but not a bite could I get, I walked on about two miles and there I came to the home of another widow and where I had visited her son. Here I got a good breakfast. Late that afternoon I arrived home, April 28. We were all together once more.
## Civil War Character Cards

<table>
<thead>
<tr>
<th>Male, 15 years old.</th>
<th>Female, 17 years old.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your father and brother are both soldiers in the Confederate Army. You are now the “man of the house.” It is your job to keep the farm going and to protect your mother and young sisters from roving bands of guerillas.</td>
<td>Your fiancé has just volunteered to fight in the Confederate army. Your brother and other childhood friends are also soldiers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Male, 50 years old.</th>
<th>Female, 33 years old.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are an officer in the Confederate army. You led your men into battle in Virginia. Your heart is broken because your son joined the Union army. You have a wife and two daughters at home.</td>
<td>You are a slave in the home of a wealthy Confederate family. You are also acting as a Union spy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Male, 27 years old.</th>
<th>Female, 22 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are an attorney in Little Rock. You have always been scared of fights and are terrified to go to battle. Your business associates, church members, and family think you are a coward for not volunteering to fight.</td>
<td>Your soldier husband has just been killed in the war. You are living in your small cabin with a 4-month old child and 2-year old toddler. Because your husband was fighting for the Union, many of your friends and family no longer want to associate with you. You have to run your little farm alone.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Male, 38 years old.</th>
<th>Female, 58 years old.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are a Union soldier from Ohio who was captured after a battle. You are sick and very hungry. You are being marched through Arkansas to a prisoner-of-war camp in Texas.</td>
<td>You are a widow, and both of your sons are serving in the Confederate army. One son is in Tennessee, and you haven’t heard from the other son in four months. Your grandchildren and one daughter-in-law are living with you until the war ends.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Male, 49 years old.</th>
<th>Female, 35 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are a doctor in Fayetteville. You work in a hospital and operate on both Union and Confederate soldiers. Because there aren’t enough beds at the hospital, you bring many soldiers home for your wife and daughters to help care for.</td>
<td>You were a slave. When Union troops marched through your community and freed the slaves, your family followed them to Helena. Your husband joined the Union army, and you and your children are cooking and running errands for Union soldiers in exchange for a little food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Male, 52 years old.</th>
<th>Female, 38 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>You were seriously wounded at the battle of Prairie Grove. You are in a crowded tent hospital, recovering from having your arm amputated. You will never be able to play the fiddle again. You wonder if you will be able to resume your career as a typesetter after the war is over.</td>
<td>You are the mother of seven children under the age of 13. Your husband, who is a blacksmith, was wounded in the war. He is back home but unable to walk. Food and supplies are running low in town, and winter is coming.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Male, 58 years old</th>
<th>Female, 12 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are a Cherokee leader in Indian Territory, just West of Arkansas. You are trying to decide which side to join in the war. You worry about how the war will affect the people in Indian Territory.</td>
<td>You live in Little Rock and your family is very wealthy. Yesterday Union troops started marching into town. You are very scared about what will happen to your home and family once the troops come to your street.</td>
</tr>
</tbody>
</table>
What Did Civil War Soldiers Eat?

The typical Civil War soldier’s meal was bland, without much variety. There were no preservatives in the 1860s, so food was often spoiled by the time it got to the soldiers. Meats were salted or smoked, while fruits and vegetables were dried or canned.

Soldiers looked forward to care packages from home, just as soldiers do today. However, as supplies dwindled and transportation lines were cut off, families had a hard time sending food or even letters to soldiers.

Soldiers also got food from merchants who followed the troops and sold them food at high prices.

Arkansan Alex Spence wrote home from Tennessee on April 12, 1963:

In the way of living we are having a hard time of it. Corn meal and bacon is all we get. Any one can buy most anything they want, but it is at enormous prices. Occasionally I get a pass and go to the country and get a dinner—just think, walk ten miles and then pay One Dollar for a meal. Tennesseians know how to make us pay for everything.

Another way for soldiers to get food was to take it from civilians’ smokehouses, dairies, corncribs, cellars and fields. One Arkansas battle, the Battle of Poison Spring, occurred when hungry Union troops marched out into the countryside looking for food. Union troops loaded up 5,000 bushels of corn (along with stolen clothing, tools and furniture) and were returning to camp when Confederates attacked. The Union lost 204 soldiers, 170 wagons, 4 cannons and 1200 mules that day. There were only 13 Confederate casualties.

Some typical Civil War soldiers’ foods included:

- Salt pork
- Tea
- Molasses
- Salt
- Salted bacon
- Vinegar
- Rice
- Pepper
- Salted beef
- Corn Meal
- Hominy
- Hardtack
- Coffee
- Dried beans
- Sugar
- Dried Fruit

Hardtack was a staple of the Union soldier’s diet, and was also commonly eaten by Confederates. Hardtack was a very hard cracker that was cheap to make, easy to transport, and lasted a long time. Some museums still have hardtack from the Civil War! Hardtack was so hard that soldiers had to soften it in coffee or water in order to eat it. Sometimes the hardtack was infested with bugs and maggots.

Hardtack Ingredients:

- 4 cups flour (preferably whole wheat) * 4 teaspoons salt * Water (about 2 cups)

Pre-heat oven to 375° F. Mix the flour and salt together in a bowl. Add just enough water so that the mixture will stick together. The dough shouldn’t stick to your hands or the bowl. Roll the dough into a rectangle, about ½ inch thick. Cut into 3 3-inch squares. Press four rows of four holes into both sides of each square. Do not punch through the dough. Cook for 25 minutes on an ungreased cookie sheet. Flip the squares and bake for another 25 minutes. The crackers should be slightly brown on both sides. The fresh crackers are easily broken, but as they dry they harden.

Have a Civil War Lunch!

Beef Jerky · Hardtack or Crackers · Cornbread · Dried Apples · Raisins
(soldier’s rations)

Jelly · Sugar or Ginger Cookies
(might have come in a care package from home)

Cheese · Boiled Chicken
(might have been purchased from a merchant)

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Disease and Medical Care

<table>
<thead>
<tr>
<th>Poor Hygiene</th>
<th>Civil War soldiers rarely had the opportunity to bathe. Soap was not always available. Soldiers had to use the same pots to cook their food and to boil lice-infested clothing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contaminated Water</td>
<td>Latrines were often dug too close to streams, which contaminated the water. Soldiers had to drink from rivers and streams and had no way to tell if that water contained harmful bacteria.</td>
</tr>
<tr>
<td>Overcrowding</td>
<td>Sick people and healthy people slept, marched and ate side by side. Thousands of men were crowded into small camps. This close contact made it easy for diseases to spread very quickly.</td>
</tr>
<tr>
<td>Exposure to Weather</td>
<td>Civil War soldiers had to march and sleep outside despite rain, snow, extreme heat and extreme cold. Exposure to the elements weakens the body’s natural ability to fight disease.</td>
</tr>
<tr>
<td>Inadequate Food</td>
<td>Soldiers had to rely on hardtack and coarse bread as their main food source. Fresh vegetables and meat were rare. Much of the food the soldiers got was rotten and/or infested with worms. If the body doesn’t get proper nutrition, it becomes weaker.</td>
</tr>
<tr>
<td>“Bugs”</td>
<td>“Bugs” such as flies, mosquitoes, ticks, lice and maggots were very common in soldiers’ camps. All of these vermin carried disease.</td>
</tr>
<tr>
<td>Lack of Doctors/Improper Medical Care</td>
<td>There weren’t enough doctors to treat the massive numbers of sick and wounded soldiers. People with no formal medical training read a book on surgery and began practicing on soldiers. Imagine having your leg amputated by someone who had never been to medical school! Even people treated by doctors commonly got infections and gangrene.</td>
</tr>
<tr>
<td>Lack of Immunity</td>
<td>Many soldiers came from isolated homes and had never been exposed to common childhood diseases. Also, there were no vaccinations. If you were exposed to a disease, you were likely to catch it.</td>
</tr>
</tbody>
</table>

Find out more about the following diseases that killed many Civil War soldiers.

Are these diseases still killers in today’s world?

Dysentery, Typhoid fever, Yellow fever, Malaria, Scurvy, Pneumonia, Tuberculosis, Smallpox, Chicken pox, Scarlet fever, Measles, Mumps, Whooping cough
This is a typical recruitment poster, which offered money, honor, and excitement to young men willing to join the cause.
Recruits Wanted! *

During the Civil War, the army was set up in the following manner (however, the actual number of men in each unit was often much less):

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company</td>
<td>100 men led by a captain</td>
</tr>
<tr>
<td>Regiment</td>
<td>10 companies (1,000 men)</td>
</tr>
<tr>
<td>Brigade</td>
<td>3 Regiments (3,000 men)</td>
</tr>
<tr>
<td>Division</td>
<td>3 brigades (9,000 men)</td>
</tr>
<tr>
<td>Corps</td>
<td>3 divisions (27,000 men)</td>
</tr>
<tr>
<td>Army</td>
<td>3-7 corps</td>
</tr>
</tbody>
</table>

1. The first step in creating a Company or Regiment is to recruit some soldiers. Divide the students into groups. Have students make recruitment posters to encourage young men to become soldiers. Half the groups should make Union recruitment posters, half Confederate. A good poster will include the company/regiment name, the amount of money soldiers will be paid, some text as to why the war is important, and artwork.

2. Have students sign enlistment papers and sign an oath of allegiance to the Confederate army (since the majority of Arkansans supported the Confederacy). For purposes of this activity, all students will need to assume a male name, since women weren’t soldiers in the Civil War!

3. Hold a class election to select officers for your company (all other students will be privates). Students should vote for classmates who can carry out the duties of:

   **Captain:** Leader of the company. The captain will have to have a strong, loud voice to give commands. The captain should be trustworthy.

   **Lieutenant:** Second in command. If something should happen to the captain, the lieutenant will take over.

   **First Sergeant:** Immediate supervisor of the company. The First Sarge needs to be the toughest person in the Company, because s/he must be able to enforce the captain’s orders.

   Two **Color Sergeants:** These flag-bearers must be the bravest members of the class, since they will easily be targets of the enemy and will have no weapon of their own.

4. Get the students into formation: two horizontal lines, one line in front of the other. The students should be shoulder to shoulder. The color sergeants are in the middle of the front line. The captain should be in the front line, on the far right. The First Sergeant is behind the Captain, in the second line. The Lieutenant stands behind both lines.

5. Practice some commands with the students:
   - Company…FALL IN (line up quickly)
   - Company…ATTENTION (stand tall, face forward, silent)
   - Company…RIGHT FACE (pivot on right foot, a quarter turn to the right)
   - Company…LEFT FACE (pivot on left foot, a quarter turn to the left)
   - Company…ABOUT FACE (Half turn, 180 degrees)
   - Company…FORWARD MARCH (move forward, maintaining formation)
   - Company…HALT (stop, but remain at attention)
   - Company…AT EASE (relax, but stay in place, silence)
   - Company…DRESS THE LINE (straighten up the formation and get proper spacing)
   - QUIET IN THE RANKS (silence-soldiers must be able to hear the captain’s orders)

* This activity is included in the Civil War Preservation Trust’s Civil War Curriculum.
Did You Live or Die?

Assign students the identity of a real Arkansas soldier prior to starting your Civil War unit. Students can even wear badges with their name and age. At the end of the unit, tell the students whether or not “they” lived through the war. Students could then write or draw memorials to those who died.

Following is a list of soldiers from Company B of the First Arkansas Infantry, Confederate States of America. You can find soldier rosters from other Arkansas units online from sites such as: www.CouchGenWeb.com/CivilWar/

The Clark County Volunteers began organizing around Arkadelphia, Clark County, Arkansas, in April 1861. Upon completing their organization, they marched to Little Rock, where they enlisted on May 8, 1861 and were designated Company B, First Regiment, Arkansas Volunteers. The company served with this regiment throughout the war, surrendering with the Army of Tennessee at Greensboro, North Carolina, on April 26, 1865, with only ten men. Two of the Clark County Volunteers were awarded the Confederate equivalent of the Medal of Honor.


Clingan, Darius Alexander -- Born in Tennessee, October 17, 1837. Died of measles at Fredericksburg, Virginia, July 29, 1861.


Davis, Robert L. -- Born 1838. Occupation: farmer. Deserted at Chickamauga, Georgia, October 6, 1863. Returned from desertion and was mortally wounded in the battles around Atlanta in July 1864.

Douglas, Joseph -- Severely wounded at Shiloh, Tennessee, April 6, 1862. Transferred to the Clark County Artillery in 1863. Fate: Unknown

Earnhardt, Edward D. -- Born 1836. Occupation: Minister. Absent sick in hospital at Fredericksburg, Virginia, in May 1861. Dropped from the rolls, June 30, 1861. Fate: Unknown


Stafford, Franklin H. -- Born in Mississippi, 1837. Occupation: plasterer. Appointed fourth corporal, April 1, 1862. Wounded at Shiloh, Tennessee, April 6, 1862. Wounded at Murfreesboro, Tennessee, December 31, 1862. Reduced to ranks in May 1863; No record after Aug. 31, 1864. Fate: Unknown


Tracey, William E. Captured at Shiloh, Tennessee, April 6, 1862. Exchanged at Vicksburg, Mississippi, December 15, 1862. Absent sick in hospital since December 25, 1862. Accidentally shot in the foot on September 6, 1863. Assigned to duty as Sub-Enrolling Officer at Macon, Georgia, May 18, 1864. Fate: Unknown


Wade, Daniel -- Born 1834. Occupation: farmer. Listed as missing in action at Shiloh, Tennessee, April 6, 1862. Detailed to duty in hospital at Knoxville, Tennessee, October 1862. Dropped from the rolls for desertion, October 31, 1863. Fate: Unknown
Civil War Slang

40 dead men: cartridge box
Arkansas toothpick: large knife
Bark juice, tar water, joy juice: liquor
Been through the mill: suffered a lot; had a bad day
Billy Yank: Union soldier
Bite the Bullet: be strong, face up to an unpleasant challenge
Bluebellies: Union soldiers
Bluff: cheater
Bogus: fake
Bragg's bodyguard: body lice; named for Confederate General Braxton Bragg
Breadbasket: stomach
Bully: Hurrah! Yeah!
Bumblebee: sound of flying bullets
By jingo! : a mild swear
Company Q: sick list
Coosh/Cush: cooked beef fried with back grease and cornmeal; a favorite Confederate meal
Copperhead: a Northerner with Southern sympathies
Cracker line: line for transportation of food
Dog Robber: Army cook
Fit as a fiddle: in good health
Fit to be tied: angry
French leave: AWOL (absent without leave)
Fresh fish: new recruits
Goober: peanuts
Grab a Root: have dinner; eat a potato
Greenbacks: Union paper currency; money
Grey Backs: insulting term for Confederate soldiers; lice
Hornets: bullets
Horse sense: common sense
Holding pen: prison
Hospital rats: soldiers who fake an illness
Hunkey dorey: Great!
Jailbird: Criminal
Johnny Reb: Confederate soldier
Jonah: bad luck
Let ‘er rip: go ahead and start
Little coot: Confederate slang for a Yankee
Lucifer: match
Mule: meat
Mustered out: killed in action

How many of these words do you recognize?
Have you ever used any of these words or phrases?
Pepperbox:  pistol
Pie eater:  soldier from a rural area
Played out:  tired; worn out
Possum:  buddy; pal
Rio:  coffee
Salt horse:  preserved beef
Rebel:  Northern term for a Confederate
Rigamarole:  a long or complicated procedure
Sawbones:  doctor; surgeon
Secesh:  Northern term for those who seceded from the Union
Seeing the elephant:  experiencing battle
Sink:  camp latrine
Skedaddle:  Run! Retreat!
Skillygallee:  fried pork fat with crumbled hardtack; a favorite Union meal
Smart aleck:  wise guy; joker
Snug as a bug:  comfortable; cozy
Somebody’s darling:  said of a dead body—referring to the fact that someone would miss this person
Sparking:  kissing
Sunday soldiers, kid glove boys:  insulting term for a useless soldier
Take an image:  have your picture taken
Tight, wallpapered:  intoxicated; drunk
Toeing the mark:  doing the job, obeying orders
Uppity, hoity-toity:  conceited, stuck-up
Whipped:  defeated
Yankee, Yank:  Southern term for a Northerner

Downtown Little Rock during the Civil War era.
Some of Arkansas’s Remaining Civil War Battlefields

- **Chalk Bluff**: Skirmishes and 1865 surrender of some of Gen. Thompson’s troops. *Two miles north of St. Francis, on the river*
- **Cane Hill**: November 28, 1862 battle. *12-mile track from Cane hill to South of Cove Creek*
- **Ditch Bayou**: June 6, 1864 battle. *On Hwy. 82 near Lake Village*
- **Battle of Helena**: July 4, 1863 battle. *Represented by four Union battery sites around Helena*
- **Jenkins’ Ferry**: April 30, 1864 battle. *On Hwy 46 near Leola*
- **Marks’ Mills**: April 25, 1864 battle. *Junction of hwys 8 and 97*
- **Massard Prairie**: July 27, 1864 battle. *Located 1 mile west of the corner of Red Pine Rd. and Morgan’s Way, Ft. Smith*
- **Poison Spring State Park**: April 18, 1864 battle. *Hwy 76 near Chidester*
- **Pea Ridge National Park**: March 7-8, 1862 battle. *On Hwy. 62 east of Pea Ridge*
- **Prairie De Ann**: Heavy skirmishes April 9-12, 1864. *Northwest of I-30 at Prescott*
- **Prairie Grove State Park**: December 7, 1862 battle. *On Hwy. 62 in Prairie Grove*
- **Reed’s Bridge**: August 27, 1863 battle. *On Hwy. 161 at Jacksonville*
- **St. Charles**: Skirmishes and the destruction of the Union gunboat U.S.S. Mound City. *Off Hwy. 1 at St. Charles*