

Bentonville Battlefield State Historic Site



Fifth Grade Lesson Guides



Mower's Charge during the Battle of Bentonville. March 21, 1865

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A replica Three-Inch Ordnance Rifle at Bentonville Battlefield State Historic Site.



Bentonville Battlefield State Historic Site
5466 Harper House Rd
Four Oaks, NC 27524

July 23, 2014

Dear Educators,

Thank you for considering a visit to Bentonville Battlefield State Historic Site. The Battle of Bentonville was the largest battle ever fought in the state of North Carolina. In March of 1865, nearly 80,000 Union and Confederate soldiers fought over 6,000 acres in rural Johnston County. Although the results of the battle were inconclusive, it proved to be one of the last battles of the Civil War.

Located near Four Oaks, Bentonville Battlefield now encompasses over 2,000 acres making it the largest State Historic Site in North Carolina. The site's mission is to "interpret the Battle of Bentonville, life in North Carolina during the Civil War, and to preserve the battlefield's historical resources." To serve this mission we have a range of offerings for school groups such as tours of a Civil War hospital, a museum with battle related artifacts, and musket demonstrations just to mention a few.

The Bentonville Battlefield Site addresses several North Carolina Essential Standards from various grade levels. Some notable examples include Fourth Grade: 4.G.1.4 which covers analyzing North Carolina's role in major conflicts from Pre-Colonial days to Reconstruction, Fifth Grade: 5.H.1.3 which covers analyzing the impact major conflicts had on the development of our nation, Eight Grade: 8.C&G.1.4 which deals with analyzing access to democratic rights and freedoms for various groups over the course of NC and US history, and American History I: AH1.H.7 which covers understanding the impact of war on American politics, economics and culture.

Teachers, please avail yourselves of the resources in this packet. Better yet bring your students to Bentonville so they can experience history where it happened.

Sincerely,

A handwritten signature in black ink, appearing to read "Donny Taylor", with a long horizontal flourish extending to the right.

Donny Taylor
Historic Site Manager
Bentonville Battlefield State Historic Site

North Carolina Historic Sites and Properties
A Division of the Department of Cultural Resources

Bentonville Lesson Guides



The Harper House, March 1895

The Battle of Bentonville: Lesson Guide

Grade 5



In this lesson, students will learn about the Battle of Bentonville and that it was a battle during the Civil War, a major conflict in our nation's history. Students will also understand that daily life was affected by these battles and people had to change much of their life during these battles.

Essential Standards:

- 5.H.1.3
- 5.H.2.3

Objectives:

After classroom discussion, historical background reading of the site narratives, and examining the reminiscence of Mary Harper, students should be able to:

- Summarize the Battle of Bentonville and understand its context in the Civil War
- Infer how lives were changed because of the battle

Teacher Planning:

Provide the following materials to your students in order to complete the corresponding activities:

- Site narratives- *The Battle of Bentonville*, and *The Harper Family*
- "Reminiscences of the Battle of Bentonville" by Mary Harper
- Hostetter's diary excerpt

Time Required for Lesson: 45 minutes

Bell Ringer Activity: Have students write a few sentences about how many battles were fought during the Civil War and why they were fought.

Teacher Input:

- A. This lesson fits into instruction about the Civil War, which helped our nation develop. Explain to students that the Battle of Bentonville was fought towards the end of the Civil War, and was an important battle because of its size and influence on the region.

- B. Describe the Harper family to students using *The Harper Family* historical narrative. Explain that the Harpers were farmers, the type of crops they would have grown, and how they lived off of their land.
- C. Describe the Battle of Bentonville to students including the date, commanders, number of combatants, and outcome of the battle. This information can be found in the historical narratives of the Teacher Packet or on the website: www.bentonvillebattlefield.nchistoricsites.org.

Classroom Activities – Guided Practice (choose one)

1. Talk about farm life during the nineteenth century. Summarize the letter from Mary Harper concerning her experiences during the Battle of Bentonville. This can be done out loud for the whole class.
 - In small groups, have students recall what Mary Harper experienced during the Battle of Bentonville. How would this have affected her daily life? Discuss the changes that occurred in the Harper household because of the battle and that other families were affected in the same way.
 - Infer and discuss how it would have felt to live upstairs in your house while a hospital was operating downstairs.
2. Discuss the Battle of Bentonville as only one of the battles fought during the Civil War. The battle not only influenced the local community, but was influential in the war as a whole.
 - In small groups, recall the sequence of events of the Battle of Bentonville and discuss where it fits into the timeline of the Civil War.
 - Discuss Civil War camp life, including the equipment and supplies soldiers had during the Civil War. Compare those to the equipment available for today's soldiers.
 - Compare the Battle of Bentonville to other Civil War battles in terms of the number of casualties, the intensity of the fighting, and the people who fought here. Why was this battle so important to both Sherman and Johnston?

Classroom Activities- Independent Practice (choose one)

1. Explain to students that they are to pretend to be a Harper child who lived through the Battle of Bentonville. They are to write a letter to a friend or family member describing their experiences and their emotions during the battle.
 - What are some of the things they saw during the hospital days? Were they scared? How did they occupy their time during the battle and until the hospital left their house?
 - Infer about how life was different for the Harper family after the Battle of Bentonville than it was before the battle. Did the house and the farm look different after the battle?
2. Have students pretend to be a soldier who fought at the Battle of Bentonville. They can choose (or teachers can assign) whether the student was a Confederate or Union soldier. The students should write a journal entry about their experience in the Battle of Bentonville.
 - Considering the sequence of events, what would a Confederate or Union soldier have experienced, emotionally and physically?

- Use Hostetter’s diary as a guideline, but remember that he was a surgeon, not a soldier fighting in the field.
3. After participating in the Faces of Bentonville Project during your trip, students will know more about the experiences of a particular individual who lived during the Battle of Bentonville. Have each student share the experiences of that individual.
 - In small groups, students summarize the experiences of the individual they were assigned during their trip. Who was the person—a soldier, a civilian, or a slave? What happened to them during the battle? Did they survive?
 4. The Bentonville Battlefield Crossword Puzzle can be used to review the lesson and trip to Bentonville Battlefield.

Closure:

- A. Students may share their letters and journal entries with the class. They can present individually, or small groups can take turns discussing their experiences during the Battle of Bentonville.
- B. As a class, review the events of the Battle of Bentonville and the various perspectives of the battle, using examples from the Faces of Bentonville Project. Compare the experiences of different individuals, such as the soldiers, civilians, and slaves. Discuss how the battle changed the lives of those individuals.
- C. Wrap up the discussion of the Battle of Bentonville by relating it back to the Civil War’s timeline. Discuss how much time was left in the War, and why people, like Sherman and Johnston, would have been eager to see the war end after Bentonville.

Assessment:

Students should be able to write a short narrative about the Battle of Bentonville as only one of the many battles of the Civil War. They should also be able to discuss the damage caused by the Civil War on the United States by using Bentonville as an example of a town that experienced the war.

Slavery at Bentonville: Lesson Guide

Grade 5



In this lesson, students will learn what slaves on the Harper farm, and other farms around Bentonville, did on a daily basis. They will also learn how slaves' lives changed after emancipation.

Essential Standards:

- 5.H.1.3
- 5.H.2.3

Objectives:

After classroom discussion and historical background reading, students should be able to:

- Summarize the activities of slaves during the nineteenth century
- Explain some of the differences between slaves in Bentonville and in other regions of the United States where slavery was practiced.
- Explain what happened to slaves after the Civil War when they were freed.

Teacher Planning:

Provide the following materials to your students:

- Site narratives- *The Battle of Bentonville*, *The Harper Family*, and *Slavery in Bentonville*

Time Required for Lesson: 45 minutes

Bell Ringer Activity: Have students list some of the activities slaves would have done during the day on farms during the nineteenth century.

Teacher Input:

- A. Give historical background on slavery. Give historical background on slavery by discussing why people owned slaves and the types of work for which they were used. Discuss the differences in the northern industrial economy and the more rural, agrarian southern economy and why slavery flourished in one area as opposed to the other. Supplement classroom discussion with any available textbook readings about slavery in the United States.

- B. Lead a class discussion about how slavery was practiced differently in various regions of the United States, and that the number of slaves varied greatly between slave owners.
- C. Explain that after the Civil War, slaves were freed and that their lives became very different than how they were before.

Classroom Activities—Guided Practice (choose one)

1. As a class, discuss some of the activities slaves would have done in Bentonville.
 - Use the historical narratives about the *Harper House* to determine the crops grown in Bentonville and to determine what the slaves could have done.
2. As a class, infer what might have been done differently at larger farms that had more slaves than the Harpers.
 - Discuss that more slaves would have been required on larger farms that had labor intensive crops, whereas the Harpers did not have a manual labor intensive crop (tobacco) as their staple (main) crop.
 - Discuss what the Harpers farmed (corn, beans, orchard fruits) and why those crops did not require intense manual labor for cultivation.
3. As a class, discuss emancipation after the Civil War and how the role of slaves changed.
 - Infer about how slaves' lives would have been different after the war than before and during the war.

Classroom Activities—Independent Practice

1. Students should pretend that they were a slave living during the Battle of Bentonville. The war is over now, though, and all the slaves are free. Assuming that the students are among the few freed slaves who could write, they should write a letter to someone in the North, who is unfamiliar with slavery, explaining what their life was like as a slave.
 - What activities did they do during the day?
 - What are they excited to do now that they are free? Remind them that they have no house, no money, no land, and no transportation unless it is given to them. What do they plan to do?

Closure:

- A. Students may share their letters and poems with the class.
- B. As a class, review slavery in Bentonville. Discuss how slavery in Bentonville was different than in other regions.

Assessment:

Students should be able to summarize slavery in Bentonville in paragraph form, explain the roles of slaves on farms during the nineteenth century, and how that role changed over time.

Bentonville Resource Materials



Goldsboro Rifles Monument, 1895

Site Narratives (included below):

The three narratives below were compiled by staff members at Bentonville Battlefield. They briefly describe the battle, the Harper family, and slavery in Bentonville.

The Battle of Bentonville

By March 8, 1865, Maj. Gen. William Tecumseh Sherman's entire 60,000 man Union army had crossed into North Carolina after devastating South Carolina in February. Sherman's army was in the second half of his proposed march from Georgia to the Confederate capital of Richmond, Virginia. Sherman's short term goal was the vital railroad junction in Goldsboro, North Carolina, so that he could rest and refit his tired army.

Opposing Sherman's massive force was a ragtag group of Confederates commanded by Gen. Joseph E. Johnston. Since Johnston could only muster 20,000 men to fight Sherman's 60,000, the Confederates had to bide their time, waiting for the perfect opportunity to strike. This opportunity finally presented itself when Sherman divided his large force into two equal units marching on separate roads, therefore allowing the army to move quicker. North Carolina's 19th-century roads were notoriously bad, and could not have handled all of Sherman's men at once. Sherman was forced to march his army on parallel roads, roughly 20 miles apart, which was nearly a day's march. General Johnston could strike one of these columns of roughly 30,000 men, much easier than having to fight the entire Union force.

On March 19, 1865, Johnston placed his soldiers in position to block the path of the Union left wing. The Confederate units were concealed by brush until the Union soldiers came within easy firing range. By the time men from the Union army's XIV Corps realized they were marching into a trap, it was too late. The Federals, caught by surprise, were beaten back down the Goldsboro Road. Because Johnston was able to concentrate his small force to combat individual elements of the Union army, his plan was working. All of this changed however, when other Union contingents hastily arrived at Bentonville.

Despite the surprise inflicted on the blue-clad soldiers at Bentonville, Johnston had too few troops to capitalize on his early gains. Although the XIV Corps was severely damaged, Johnston still had to combat the rapidly arriving XX Corps, and later arriving units of the XIV Corps. This proved to be too tough a task for Johnston's men, as five separate assaults failed to dislodge Sherman's left wing. Johnston knew by night fall on March 19 that he had missed his opportunity to stop Sherman, and retreated towards positions near the village of Bentonville.

By the morning of March 20, Sherman's right wing began arriving on the field. Those units had rushed toward Bentonville upon hearing the fighting in the distance. By the time the entire right wing arrived on the field, Sherman had nearly 60,000 men, giving him a 3 to 1 advantage over Johnston. Faced with such numbers, Johnston began retreating from Bentonville on March 21. Johnston and many of his men were nearly captured by a division of the Union army's right wing commanded by Maj. Gen. Joseph Mower. "Mower's Charge" was eventually repelled by Confederate forces, ending the largest and bloodiest battle ever fought on North Carolina soil.

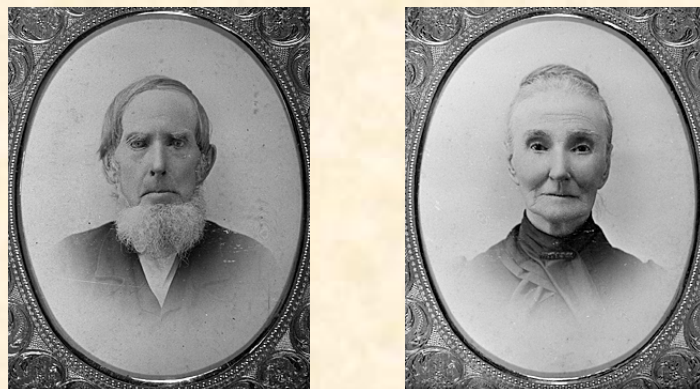
The Harper House and Family

The Battle of Bentonville, fought March 19-21, 1865, interrupted the peaceful existence of the Harper family, a typical upper middle-class family living in southern Johnston County. As if 80,000 Union and Confederate soldiers fighting within a few miles of their residence was not bad enough, the Union army occupied the Harper House during the height of the battle, and converted the first floor rooms into a hospital. The Harpers were not asked if their home could be used as a hospital. They were told by Union soldiers to either stay upstairs out of the way, or leave, with no other place to go. Having little choice in the matter, the Harpers retreated upstairs, only coming down to help nurse the approximately 600 wounded soldiers from both sides treated in the house by Federal doctors.

The Harper House was built by the Harpers in 1855. Mr. Harper moved to North Carolina from Virginia when he was very young with his father and mother. John Harper married Amy Woodard in the late 1830s, and they had the first of their nine children in 1839. By 1855 John Harper may have owned as much as 800 acres of land, though most of the property was un-cleared and not used for farming. The land was devoted to the naval stores industry – the harvesting of tar, pitch, and turpentine from pine trees for ship building. The Harpers cleared about 100 acres of their property, which was divided into farmland for the Harpers’ needs and a homestead area. Corn, beans, and sweet potatoes were the Harpers’ primary crops, intended mostly for the family and their animals to eat. Mr. Harper was a pre-war militia captain, and also served as a community Justice of the Peace. These facts, combined with the size of the Harper House, show that the Harpers were prosperous people for their time period.

Before their home was used as a hospital during the battle, the Civil War had already touched the Harper family in a very personal way. Martin, the Harpers’ 16-year-old son, had been severely wounded in Maryland in 1862 fighting for the Confederate army. Martin recouped at home, but on the eve of the Battle of Bentonville, the wounded soldier was sent to the “invalid corps,” which was comprised of soldiers too sick, too wounded, or too old to fight in the regular army. Although the Harpers were faced with the horrible ordeal of their home being taken over by Union soldiers, their son’s injury had already given them a taste of war.

After the battle, the Harpers tried to return to a normal life. Despite their home being used as a hospital, the family was able to get the house clean enough to live in. John and Amy lived in the house until 1897. By that time the Harpers were too elderly to live in such a large home. Thus John and Amy moved in with Martin at his home in Dunn. Fortunately, their home on the battlefield was not abandoned long, as it was owned by three other families after the Harpers, and was sold to state of North Carolina in 1957. The house is now open for tours, interpreted to reflect the first day of the battle in 1865.



John and Amy Harper

Slavery in Bentonville

Owning enslaved people of African descent was a common way of life for many white people in Bentonville and other places in the South on the eve of the Civil War. Many people in antebellum North Carolina were born belonging to, or owning, other people. The agrarian (farming) economic system adopted by the South relied on an exhausting amount of man-power in the form of slaves. On plantations and larger farms, this man-power was typically supplied by forced labor. Not all farmers owned slaves, in fact, most did not. To get an understanding of the numbers of people in bondage at the institution's peak, historians often reference the 1860 census, the last census taken before the Civil War and the end of slavery. In 1860, only 27% of North Carolina's population owned slaves, and just 3% of the state's citizens owned enough slaves (20) to be considered plantation owners. Unlike in the Cotton Belt of the Deep South, the vast majority of North Carolina slave owners owned fewer than ten slaves.

Bentonville, like other places in North Carolina, had slaves. John Harper, whose farm home still stands, and was used as a hospital during the Battle of Bentonville, owned three enslaved people in 1860. They were probably owned by the Harpers until freed by General Sherman's army during the Battle of Bentonville. Their names were Lucy (38), her son Alexander (21), and his wife Clarsey (19). All three were most likely inherited by Amy Harper from her father, James Woodard.

Evidence suggests that the Harpers used their Lucy, Alexander, and Clarsey for domestic service. The Harpers were not plantation owners, and had no need for a large number of slaves to work vast amounts of land. The enslaved people may have assisted in the field, but their responsibilities also consisted of household chores. Lucy and Clarsey likely helped Mrs. Harper and the Harper daughters cook for the family. Alexander perhaps assisted with the livestock and the upkeep on the Harper estate. Although many people think that enslaved people were used only for field work, the type of servitude embodied by Lucy, Alexander, and Clarsey was more common in North Carolina.

Though the Harpers were not plantation owners, there were at least two slave owners in 1860 Bentonville that owned the requisite amount of slaves to be considered planters (planters were people that owned a plantation). One of Bentonville's planters was Mr. Willis Cole, a neighbor of the Harper family who owned a prototypical small North Carolina plantation. Cole owned nearly two dozen enslaved people, but except for its size, his farm may have not been much different from that of the Harpers. A few of these people may have performed household chores, while the remainder planted corn, beans, and sweet potatoes. Some may have assisted with the naval stores industry, which consisted of extracting the sap from pine trees for sealing the beams and riggings on ships. In fact, it was naval stores, not cotton or tobacco that was the primary cash crop in Bentonville and Eastern North Carolina before the Civil War.

Slavery ended in Bentonville in 1865 with the arrival of Sherman's army, which enforced the terms of the Emancipation Proclamation. Lucy, Alexander, and Clarsey were freed, but they could not afford to travel far from Bentonville and the only life they had ever known. The Harpers and their former slaves lived as neighbors for the next forty years. Alexander and Clarsey took "Harper" as their last name, and named their oldest son John Harper. John and his decedents lived in Bentonville well into the 20th century.

Primary Sources (included below)

John L. Hostetter Civil War Diary, MS 662, Special Collections Department, Iowa State University Library.

This packet is a transcription of Hostetter's original diary, kept during the Battle of Bentonville. Hostetter was a Union surgeon present during the Battle of Bentonville. He recorded the activities of the days of the battle, and his description is helpful in illustrating the medical treatment that was available during the Civil War.

Mary F. Hatcher nee Mary Harper. "Reminiscences of the Battle of Bentonville: An Address Given to the A.M. Waddell Chapter of the UDC." Raleigh, NC: North Carolina Department of Archives and History.

Mary Harper was the fourteen year old daughter of John and Amy Harper at the time of the Battle of Bentonville. Mary was the only Harper family member to leave a firsthand account of what happened in the house during the battle. This address was given in 1905, 40 years after the battle and to the United Daughters of the Confederacy. Ask your students how audience and the passage of time may have influenced Mary's account.

The United States War Department. *The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies, series 1-Volume XLVII in Three Parts*. Washington: Government Printing Office, 1895.

Volume XLVII of the *Official Records* details the Carolina's Campaign. The attached correspondences from the *Official Records* are the only mention of the Harper House, and they refer to the Confederate wounded soldiers that were left behind by the Union doctors after the battle.

The Eighth Census of the United States, 1860. Washington, D.C.: National Archives and Records Administration, 1860.

The first two census pages show John Harper and his "free" neighbors in the Bentonville area in 1860. The two additional pages show the "slave schedule" for that same area in 1860. The 1850 and 1860 censuses were unique in that they contained "slaves schedules," documenting the amount of slaves and slave houses that individual slave owners possessed. These documents list Mr. Harper's three slaves and Willis Cole's more than twenty.

Excerpt of 34th Illinois Surgeon John L. Hostetter's Diary.

March 11th.

Saturday we marched within a mile and a half of Fayetteville and encamped for the night. Roads continue bad but the day was fair. Rec'd the first rebel papers we had seen since leaving Sister's Ferry. News about Charleston being evacuated and burnt is confirmed, also evacuation of Wilmington.

March 12th.

Sunday. Lay in camp all day. About seven o'clock in the evening the pontoon bridge was completed and we marched eight abreast in close order through Fayetteville by the light of a full moon down to the river. We got into camp about twelve o'clock at night in an open field and tried to rest till morning.

March 13th.

Boats went out with a mail yesterday morning to Wilmington eighty miles from here. Moved our camp early this morning about two miles. Got quite a pleasant place plenty of wood and water. Fayetteville has a good appearance, is a very old town and was the home of the late Mr. Dobbin.

March 14th.

Remained in camp. Troops were crossing the pontoons all night. There must be an arrival from Wilmington as I just heard a boat whistling.

March 16th . *(Battle of Averasboro)*

On the road to Goldsboro the enemy, today, made obstinate resistance to our further progress. Two companies of our Regt. were on the skirmish line and we lost three killed, Irvine Palmer, Co, A; David Merrick, Co. F & John H. Gull, Co. F. Wounded were Saml. Miller, Co. A, fracture of lower jaw; Blanchard, Co. F, right arm amputated; Taylor, Co. F, right arm, slight. In the evening, rained. Remained on the field all night.

March 17th.

Crossed Slack river & went into camp late after a tedious march of four miles.

March 18th.

On the road to Goldsboro we marched ten miles when we were again interrupted by the enemy. Skirmishes drove them two miles and our Division went into camp.

March 19th. *(Battle of Bentonville)*

A hard & desperate battle was fought today. The 1st and 2nd Divisions of the 14th corps had proceeded but two miles this morning when it was discovered that the enemy was in our front in great force. The 2nd Division was formed on the right of the 1st & skirmishing commenced about ten o'clock. The 1st & 2nd Divisions of the 20th corps came up about noon, the 1st being ordered to join on the left of the 14th corps. They had got but one Brigade on the left in position when the enemy massed his right on our left and drove back the unformed Division of the 20th in some confusion, capturing two pieces of

artillery. The 2nd Division of the 14th now changed its line so as to front in the direction of where our left had rested. During the afternoon the enemy made repeated charges upon the 2nd Division but it stood firm and the foe was successfully repulsed, suffering great slaughter toward evening. The noise of battle was terrific, I was at Stone River, Lookout Mt., Mission Ridge, Resaca, Jonesboro & many other battles but such incessant firing for three hours I never heard. As night closed in the rebel lines were much disordered and many of the lost rebs straggled into our lines. The battle ground was (a) tremendous swamp, with low brush in many places, almost impassable for footmen. The place where our hospital was first established had to be removed a mite further to the rear out of reach of rebel shells. Hardesty, a private out of Co. F was taken prisoner, as he thought, by five rebels. They strolled along with him a little distance when they were halted by two soldiers of the 121st Ohio, also in our Brigade, The five rebs sent Hardesty over to see how many there were of our men and agreed if ours outnumbered them they would surrender, but if not our men should surrender to them. Hardesty returned & reported twelve or fifteen Federal soldiers; whereupon they handed over their guns and cartridge boxes to Hardesty and came in. On learning that they were sold (there being but the two men of the 121st) they exclaimed, "There is a damned Yankee trick for you.11 I was at Rd. Qrs. when Hardesty came in and he narrated the cir-cumstances, here related, to me, We lost today of our Regt. as follows:

<i>Killed:</i>	<i>Lieut. Lindsay Black</i>	<i>Co. C.</i>
	<i>A.W, Wright, Sergt.</i>	<i>F.</i>
	<i>Geo. Ehrman, Corpl.</i>	<i>D.</i>
	<i>James Deaver, pvt.</i>	<i>D.</i>
	<i>J.C. Forbes, pvt,</i>	<i>D.</i>
	<i>K. Druger, pvt.</i>	<i>D.</i>
<i>Mortally wounded:</i>		
	<i>Corpl. Jno, Henry, abdomen</i>	<i>D.</i>
	<i>Pvt. Lewis Gleichman, brain</i>	<i>D.</i>
<i>Dangerously wounded:</i>		
	<i>Pvt. Wm . S, Ellis, skull</i>	<i>F.</i>
	<i>Pvt. Wm, H. Meisner, leg off</i>	<i>I.</i>
	<i>Pvt Jacob Seneff, fract, arm.</i>	<i>D.</i>
	<i>Pvt. Tho 1 s Waly, scalp & depressed skull</i>	<i>D.</i>
<i>Severely wounded:</i>		
	<i>Truman Kinney, pvt.</i>	<i>D.</i>
	<i>Michael Gaffany, pvt.</i>	<i>D.</i>
	<i>James Hensie(left side)</i>	<i>D.</i>
	<i>Sgt. James Wells (right knee)</i>	<i>I.</i>
<i>Slightly wounded:</i>		
	<i>Isaac Fish scalp</i>	<i>F</i>
	<i>Corpl. Byron Taylor, right leg</i>	<i>F.</i>
	<i>Pvt. Geo. Nichols, right arm</i>	<i>C.</i>
	<i>Pvt. Dave Henry, face</i>	<i>A.</i>
	<i>Pvt. Geo. w. Connard, killed</i>	<i>C.</i>

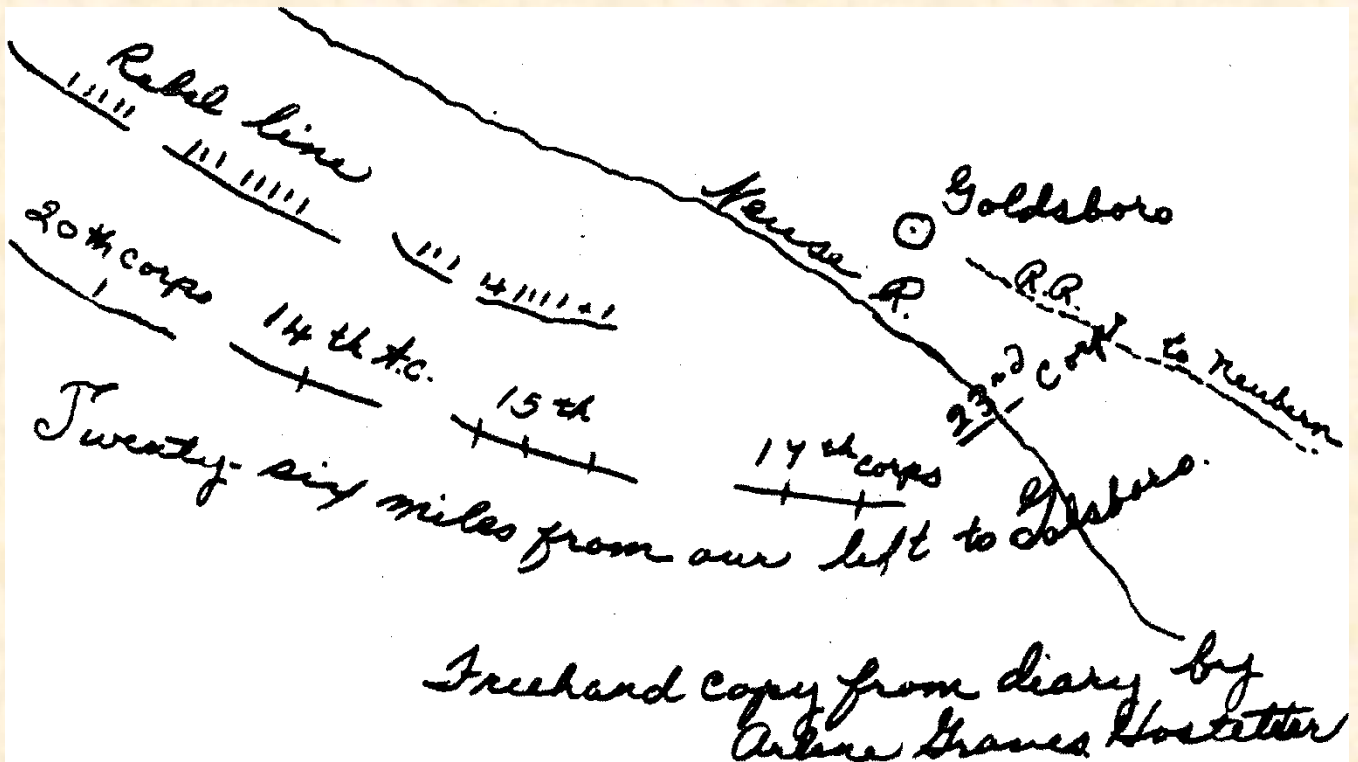
Rode back to hospital and made my tent near it at night. The wounded of our Brigade could not be taken from the field tonight.

March 20th.

Was up at four o'clock and as soon as it was light moved out to the front. Dressed wounded all day and sent the wounded off in ambulances. In the afternoon our Division lines were advanced and in doing so the 16th Ills. and the 14th Michigan suffered severely. A very large number of rebel wounded were sent to the rear after having their wounds dressed. Went to Hosp't to the qrs. I occupied last night.

March 21st.

Went out to the front at an early hour. The sky looks lowering and it rains some. Our lines now extend to the Neuse river on the right.



Communication is established and the wounded will be sent forward to Goldsboro & from thence by rail to Newbern immediately. Night & drying myself by a campfire. Today communication was opened with the Neuse river and our wounded were all sent away. Our supply train caught up with the army tonight. My negro Jim got lost on the first day of the fight but turned up today all right. He says he lived on parched corn and was very hungry. He stuck to the axe and tin can he had with him faithfully.

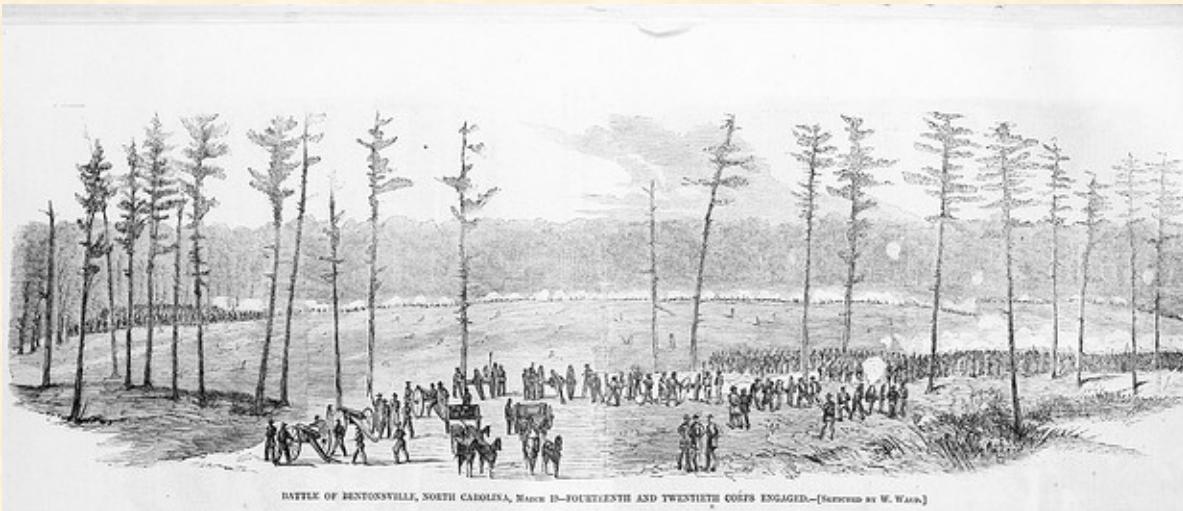
The rebel prisoners taken report the forces of Hardee, Cheatham, Hill, Beauregard, Hake & Lee (not Rob 1 t) in our front. The battle ground is a vast swamp of unknown dimensions and it is barely possible to get a horse through it. Our Division covered itself with glory and in the Division foremost was the 2nd Brigade & among the most gallant regiments in the Brigade were the 78th Ills, commanded by Lieut. Col. Vernon, & the old veteran 34th. Each of these breasting the repeated charges of vastly greater numbers.

March 22nd.

The morning is cool and clear. Rebels have fled & our Division is out of the swamp on the main road. Everybody has something to say about the battle; hair-breadth escapes, bullet holes through hats & clothes exhibited, charges and changes of line recorded. Every soldier looks as though the fact of his being yet alive was a subject for everlasting congratulation. Joy is depicted on every face. The first and third Brigades have just moved out and we will soon follow. In addition to the bright morning the bloom of the peach trees lends additional beauty to the day.

March 23^d.

We are twelve miles from Goldsboro. The morning is cool and beautiful for March. Last evening we came up to Genl. Terry's forces. (Later) Passed through town with banners flying, marching Companies abreast. Encamped about two miles N. of town.



A contemporary sketch of the fighting on the Morris Farm at Bentonville, March 19, 1865

“Reminiscences of the Battle of Bentonville,” by Mary Harper

“About the 14th of March, 1865, Col. Joe Wheeler’s men passed down the road from Averasboro to Goldsboro. My father’s country home was located about half-way between those places, where that road was crossed by the Clinton and Smithfield Road, giving access to the home from four different directions. Our home was one of those very large, perfectly square two story buildings, of ye olden time, when the servants prepared the meals away down in the kitchen and took them up to the ‘Big House,’ as they expressed it.

When Wheeler’s men reached our home, tired and hungry, they went immediately to the kitchen, took the breakfast, and ran off the cook. Their explanation was that Sherman’s army was just behind them, and would have us and all our belongings in their possession. Hence we told them to take what they would for both horse and rider. They remained in our neighborhood several days, and took their meals from our table, treating our family with utmost respect.

About the same time, General Hampton and his staff spent a day and night at our home. Sherman’s army was expected hourly. They had heard of our Confederate guests, as we termed them, and it grew within their hearts a hatred that knew no bounds.

In the afternoon of March 19, 1865, Wheeler’s men, unknown to us, were resting in a plum nursery, about two hundred yards away, when seven drunken Federal soldiers came to our home seemingly to torment us. Two of them took my father before then, tramping him down with their horses, making him rise to repeat the insult, and swearing they would kill him. We plead with one, who was not so intoxicated, to follow and save him. The other four were threatening, at the point of guns, the lives of mother and children. Wheeler’s men heard our screams, and swore they would rescue us at the risk of their own lives. They saw we were on a lower veranda, and they poured a volley into our home, too high to reach us. They ran up, shooting one yankee from his horse, and took the other three prisoners. Then they came back to comfort us, whistling *Dixie*. They took the prisoners into the woods and gave them a ‘Furlough,’ they said. My dear old mother begged for the lives of her persecutors, saying, ‘They are not fit to die.’ One Dixie boy said, ‘Woman, how can you?’

Our family, then at home, comprised, father and mother, two daughters and three small brothers. One older brother, Dr. M.W. Harper of Dunn, N.C., had enlisted in 1861, as a 16 year old volunteer. He went all through the war, was wounded at the battle of South Mountain, Md., and being unable for service, was at home at the time referred to. Knowing Sherman of old, however, he decided not to be his prisoner, hence selected the best place for hiding—in a distant wood, under the bark of a massive pine tree. There he lay for days, without food, expecting every hour to be sabred, for the boys in blue were probing the ground in twenty feet of him.

Another brother, Dr. H.D. Harper, Sr., of Kinston, N.C., was then in service in Eastern Carolina as a courier for Col. Stephen D. Poole.

The general in command of the Federal troops allowed us no guard, and after looting every nook and corner of the whole plantation, the blue-coated scavengers made fire beneath our home, thinking to drive us out, but we did not go. One good heart among them saved our home, not knowing that so soon it would shelter their own sufferers.

By this time—noon of the 19th—the great Battle of Bentonville was on the way. The line of battle that had been formed across our grounds had been advanced as the Confederate boys marched for death, those fearful yells, the awful roar of the cannon, the hurtling grape and canister scattering destruction everywhere, made an impression that can never be described, and today rests in the memory as a funeral dirge. Only a few hours, and our home was being filled with the bleeding and dying from the Federal lines. After the battle was over, the army remained

several days, removing their wounded to Goldsboro. Our Confederate wounded were prisoners, and still on the bloody field of battle.

My father offered his home as a hospital for them, and fifty-four heroes, some dying and some soon to die, were brought by their enemies to our hearts and hands. My mother and two daughters nursed them each day and night, dressed their wounds, cooked for and fed them for eight to ten days before any nurses came. We sat by and saw them die, loving and comforting them, as we would our own.

The Federal army furnished provisions, of course, for them and from their supply, we were saved from starvation. Twenty-three of the fifty-four died, and we wrapped their blankets about them, and laid them in the cold, cold ground. I must make special mention of one—Lieutenant Willie D. Reid, of Washington, N.C. On the day of his arrival, he asked me to be his nurse, and though I was only a child of fourteen years, he was my special charge for nearly two months. In his delirium, he talked of battles, of death, of home and mother. He professed faith in Christ, and expressed himself ‘at peace with God.’ On the day of his death, he asked me not to leave him, saying, ‘It will all soon be over.’ During the hour of dissolution, he exclaimed: ‘Oh, if I could only see mother once more, I’d be willing to go.’ (His mother soon followed him [in death]). I sat by his side until his soul passed into eternity. Not more than one hour after the burial was over, Willie’s father came, almost heartbroken. He had been near Smithfield for several days, trying to get through the Federal lines. He brought many delicacies for his wounded boy, but all the efforts of physicians, nurses and friends could not keep him. Willie, the last of the twenty-three, was laid beneath the sod, one lovely morning in sunny May. We praised the Lord for his triumphant death; but our hearts are wrung even unto this day, when we remember the horrors of death to some of those brave soldier boys. But in those days, we did not have time to weep and be sad, there were others to be nursed into health. We continued our work day and night, and one after another would say, ‘I am strong enough to start for home.’ By June 30th, 1865, we had said goodbye to the last dear boy in gray. And though the journey on foot was long for some of them, pale and emaciated as they were, yet it was real glory to watch those happy faces, as they shouted ‘Hurrah! Hurrah! We’re going home.’

Some years after, the bodies of our twenty-three heroes, and many others, were moved from their first resting place, and given each his own six feet of earth in our family burying grounds. A beautiful monument has been erected there to their honor and memory. The names of our noble twenty-three were engraved upon it. Also, space was given for the names my father and mother—John and Amy Harper—which were beautifully engraved therein, as a memorial to their many sacrifices and unwavering devotion.

Kinston-----Mrs. B.W. Hatcher, nee Mary F. Harper

-----President of the A.M., Waddell Chapter UDC



Bentonville the morning after the battle.

HEADQUARTERS FIRST KENTUCKY CAVALRY,
Near Bentonville, March 27, 1865.

Lieutenant-Colonel ANDERSON,
Assistant Adjutant-General:

COLONEL: My scout sent (in charge of Sergeant Ellis of this regiment) to the battle-field near Bentonville has returned. He reports finding none of the wounded of the enemy left. There are forty-five of the wounded of our army at the house of Mr. Harper (exclusive of those left at Bentonville). They are in a suffering condition for the want of proper supplies, and there is no surgeon to attend them. Mr. Harper and family are doing all their limited means will allow for the sufferers. Their wounds have been dressed and six or eight amputations performed skillfully by the surgeons of the enemy. There were no supplies left either with the wounded or in the country. There are no marks left by which the loss of the enemy can be estimated. Citizens report that they employed all their ambulances and 200 wagons constantly and actively, from Sunday afternoon until Thursday night, removing their dead and wounded. They admit a heavy loss in the Fourteenth Army Corps. Sergeant Ellis followed the enemy to the junction of the Bentonville and Goldsborough road with the Wilmington and Goldsborough road, at a point eight miles southwest from the latter place, ten miles from the battle-field, where he found the enemy's pickets. There was no straggling from the enemy's ranks. He ascertained that the enemy was crossing the Neuse River at Cox's Bridge, and at a point three miles above Goldsborough. One corps moved on the left-hand road from the battle-field to Neuse River. He also learned that a division of mounted infantry from Wilmington joined the enemy on Saturday. Captain Taylor, who was sent (in obedience to your order of yesterday) to ascertain the probable loss of the enemy will return this afternoon or to-morrow, and report more minutely.

Very respectfully, your obedient servant,

J. W. GRIFFITH,
Lieutenant-Colonel, Commanding Outpost.

—
—
HEADQUARTERS, &C.,
Near Smithfield, N. C., March 27, 1865.

Surg. J. H. ERSKINE,
Medical Director:

DOCTOR: General Johnston directs me to inform you that there are forty-five of our wounded at the house of Mr. Harper, in the neighborhood of Bentonville. It is represented that they are in a suffering condition for the want of proper supplies. There is no surgeon to attend them. The general wishes you to take immediate steps to relieve the condition of these men. Such as are able to be moved he wishes brought to the railroad.

I am, doctor, very respectfully, your obedient servant,
KINLOCH FALCONER,
Assistant Adjutant-General.

SCHEDULE 1.—Free Inhabitants in *Dist. W. of New River* in the County of *Schenck* State of *Marland* enumerated by me, on the *29th* day of *August* 1860. *S. P. Phillips* Ass't Marshal
 Post Office *Bentonville*

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Dwelling-house— numbered in the order of valuation.	Family numbered in order of valuation.	The name of every person whose usual place of abode on the first day of June, 1860, was in this family.	DESCRIPTION.			Profession, Occupation, or Trade of each person, male and female, over 15 years of age.	VALUE OF ESTATE OWNED.		Place of Birth, Naming the State, Territory, or Country.	Married within the year.	Attended School within the year.	Whether deaf and dumb, blind, insane, idiotic, pauper, or convict.	
			Age	Sex	White, black, or color.		Value of Real Estate.	Value of Personal Estate.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	983 965	Henry Brill	50	M	✓	Farmer ✓	400	285	Virginia				
2		Rebecca Gregory	212	F							1		
3		Roses "	20	M	✓	Farmlaborer ✓							
4	984 966	Seabell Brill	52	M	✓	Farmer ✓	150	85	" "				
5	985 968	David W. Wood	27	M	✓	Mechanic ✓	300	3000	" "				
6		Martha "	20	F									
7		William B. "	1	M	✓								
8		John S. "	12	M	✓								
9	986 967	John C. Wood	30	M	✓	Mechanic ✓	1700	7000	" "				
10		Martha "	24	F									
11		Sarah "	5	F									
12		Thomas "	3	M	✓								
13		James B. "	12	M	✓								
14	987 967	Edward Hingal	24	M	✓	Merchant ✓		100	Virginia	1	1		
15		Martha "	20	F						1			
16	988 968	Marion Powers	24	M	✓	Mechanic ✓		100	Virginia				
17	989 969	George W. Hapgood	26	M	✓	" ✓		100	" "		1		
18		Nancy "	24	F									
19		William "	1	M	✓								
20		Mary "	1	F									
21	990 970	John Allen	28	M	✓	Mechanic ✓		100	" "				
22		Sarah "	24	F									
23		James "	5	M	✓								
24		William "	3	M	✓								
25		Willis "	2	M	✓								
26	991 971	Levi Beeche	54	M	B	Blacksmith		150	" "		1		
27		Disa "	50	F	B						1		
28		John "	14	M	B								
29		Aaron "	12	M	B								
30		Levi "	9	M	B								
31	992 972	Thomas Cole	40	M	✓	Day laborer ✓		250	" "				
32		Elizabeth "	70	F							1		
33	993 973	Robert Hood	42	M	✓	Farmer ✓	1000	7830					
34		Dicy "	44	F							1		
35		William "	20	M	✓	Farmlaborer ✓					1		
36		John "	17	M	✓	" " ✓					1		
37		Mary "	14	F							1		
38		Luzenia "	1	F									
39	994 974	John Harper	57	M	✓	Farmer ✓	3000	4000					
40		Smy "	39	F									

No. white males, 22 No. colored males, 4 No. foreign born, _____ No. blind, _____
 No. white females, 18 No. colored females, 1 No. deaf and dumb, _____ No. insane, _____
 6,750 23,000 No. idiotic, _____ No. paupers, _____ No. convicts, _____

SCHEDULE 1.—Free Inhabitants in *Dist. W. of New River* in the County of *Johnston* State of *N. Carolina* enumerated by me, on the *29th* day of *August* 1860. *S. P. Phillips* Asst Marshal Post Office *Bentonville*

1	2	3	DESCRIPTION.			7	VALUE OF ESTATE OWNED.		10	11	12	13	14
			Age.	Sex.	Color.		Value of Real Estate.	Value of Personal Estate.					
1		John ..	19	M							/		
2		Martha ..	17	F							/		
3		Martain ..	16	M							/		
4		Henry ..	13	M							/		
5		Marion ..	9	F							/		
6		Mary ..	7	F							/		
7		Roshal ..	6	M							/		
8		Joseph ..	3	M							/		
9	975	975 Reddick, Maria	53	M	Farmer	912	7555	N. Carolina					
10		Ellie ..	19	F									
11		John ..	22	M	Farm laborer								Deaf & dumb
12		Stephen ..	21	M	" "						/		
13		Eveline ..	14	F							/		
14		Ellie ..	12	F							/		
15		Reddick ..	9	M									Stutter
16	976	976 Willig, Cole	20	M	Farmer	4500	15557	" "					
17		Caroline ..	12	F									
18		William Cogdell	17	M	Student								
19		Julius Cole	3	M									
20		Infant ..	12	F									
21	977	977 Haywood Bigzell	31	M	Farmer		750	" "					
22		Elizabeth ..	22	F									
23		Lusan ..	40	F									
24	978	978 Green Flowers	16	M	Farmer	1000	410	" "					
25		Alec ..	29	F									
26		Luzenia ..	4	F									
27		Lewellon ..	3	F									
28		Elizabeth ..	1	F									
29	979	979 Nathan Flowers	85	M	Farmer	200	210	" "			/		
30		Delana ..	83	F							/		
31		Adda ..	50	F							/		
32		William ..	25	M	Farm laborer								
33	100	980 Mary Joler	54	F	Farmer's wife	1000	2010	" "					
34		Colvin ..	32	M	Farm laborer								
35		Nathio ..	23	M	" "								
36		David ..	21	M							/		
37		Thomas ..	16	M									
38		Samuel ..	13	F							/		
39		Martina Atmore	8	F									
40		Nary ..	6	F									
		No. white males, 21	No. colored males, _____	No. foreign born, _____	No. blind, _____	761226882		No. idiotic, _____			No. paupers, _____		
		No. white females, 15	No. colored females, _____	No. deaf and dumb, _____	No. insane, _____								

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SCHEDULE 2. Slave Inhabitants in *Dist of New York* in the County of *Richmond* State of *N.Y.*, enumerated by me, on the *28* day of *August*, 1860. *J.P. Phelps* Ass't Marshal.

No.	NAME OF SLAVE OWNER	Number of Slaves	DESCRIPTION.			No. of Slaves	NAME OF SLAVE OWNER	Number of Slaves	DESCRIPTION.			No. of Slaves
			Age	Sex	Color				Age	Sex	Color	
1		1	37	M				1	10	F		1
2		1	24	M				1	6	M		2
3		1	24	F				1	4	F		3
4		1	20	M				1	3	M		4
5		1	17	F				1	24	M		5
6		1	17	F				1	18	M		6
7		1	6	F				1	15	F		7
8		1	6	M				1	15	M		8
9		1	3	F				1	15	F		9
10		1	1	M				1	11	F		10
11		1	1	F				1	9	M		11
12	<i>Thomas Thomas</i>	1	37	M				1	37	F		12
13		1	19	F				1	21	M		13
14		1	14	M				1	19	F		14
15		1	8	M				1	35	F		15
16		1	5	M				1	19	F		16
17		1	5	F				1	18	M		17
18		1	3	F				1	15	M		18
19	<i>Wm W. Barber</i>	1	45	M				1	12	M		19
20		1	15	F				1	18	F		20
21	<i>Elizabeth Thomas</i>	1	62	M				1	6	M		21
22		1	53	F				1	3	M		22
23		1	48	M				1	1	M		23
24		1	37	F				1	60	M		24
25		1	54	F				1	62	M		25
26		1	16	F				1	57	F		26
27		1	11	M				1	48	F		27
28		1	10	M				1	38	F		28
29		1	7	F				1	24	M		29
30		1	5	F				1	19	M		30
31		1	1	F				1	17	M		31
32		1	1	M				1	17	F		32
33	<i>Wilmuth Smith</i>	1	18	M				1	16	M		33
34	<i>Isaac Langston</i>	1	24	F				1	15	M		34
35		1	5	F				1	13	M		35
36	<i>Julius Mackinnon</i>	1	36	F				1	13	F		36
37		1	36	M				1	13	F		37
38	<i>Edw. Poyzelle</i>	1	38	F				1	11	M		38
39		1	58	M				1	11	M		39
40		1	12	M				1	7	F		40

No. of owners, _____ No. of male slaves, *41* No. fugitives, _____ No. deaf and dumb, _____ No. insane, _____
 No. of houses, _____ No. of female slaves, *32* No. manumitted, _____ No. blind, _____ No. idiotic, _____
 Total slaves, *73*

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SCHEDULE 2. Slave Inhabitants in District of New River **in the County of** Johnson **State of** N.C., **enumerated by me, on the** 29 **day of** August, **1860.** J. S. Phillips Ass't Marshal.

	NAMES OF SLAVE OWNERS.						DESCRIPTION.						Deaf & dumb, blind, insane, or idiotic.	No. of slaves known.
	No. of slaves.	Age.	Sex.	Color.	Fugitives from the laws.	Number enumerated.	No. of slaves known.	Age.	Sex.	Color.	Fugitives from the laws.	Number enumerated.		
1		1	7	M	W			1	18	F				
2		1	7	M	W			1	15	F				
3		1	2	M	W			1	13	M				
4		1	4	F	W			1	13	M				
5		1	3	F	W			1	11	M				
6		1	1	F	W			1	11	F				
7	Mary Totar,	1	65	M	W			1	10	F				
8		1	60	M	W			1	10	M				
9		1	16	M	W			1	10	M				
10	Nathan Totar,	1	13	M	W			1	10	F				
11		1	8	F	W			1	10	F				
12	Mathew Totar,	1	23	F	W			1	9	M				
13		1	19	F	W			1	9	M				
14		1	16	F	W			1	9	F				
15	Francis Longhorn,	1	70	F	W			1	9	F				
16		1	68	M	W			1	7	M				
17	William Lee,	1	36	F	W			1	7	M				
18		1	4	F	W			1	7	M				
19		1	3	F	W			1	7	M				
20	Emily Lee,	1	16	M	W			1	7	F				
21	John S. Sanders,	1	85	F	W			1	7	F				
22		1	83	F	W			1	7	F				
23		1	68	F	W			1	6	M				
24		1	65	M	W			1	6	M				
25		1	45	F	W			1	6	M				
26		1	40	M	W			1	6	M				
27		1	38	F	W			1	6	F				
28		1	33	F	W			1	5	F				
29		1	30	F	W			1	4	M				
30		1	24	F	W			1	4	M				
31		1	23	M	W			1	4	M				
32		1	21	M	W			1	4	F				
33		1	18	F	W			1	3	M				
34		1	17	M	W			1	3	M				
35		1	16	M	W			1	3	F				
36		1	16	F	W			1	3	F				
37		1	14	M	W			1	3	F				
38		1	17	M	W			1	1	M				
39		1	24	F	W			1	1	F				
40		1	24	F	W			1	1	F				

No. of owners, _____ No. of male slaves, 38 No. fugitives, _____ Not deaf and dumb, _____ No. insane, _____
 No. of females, _____ No. of female slaves, 42 No. enumerated, _____ No. blind, _____ No. idiotic, _____
 Total slaves, 80

Secondary Sources as Suggested Readings:

Barrett, John G. *North Carolina as a Civil War Battleground 1861-1865*. Raleigh, NC: Division of Archives and History Department of Cultural Resources, 2003.

Essentially an abridgment of Barrett's *The Civil War in North Carolina*, the final chapter covers the Carolinas Campaign and the Battle of Bentonville.

Dammann, Gordon. *A Pictorial Encyclopedia of Civil War Medical Instruments and Equipment: Three Volumes*. Missoula, MT: Pictorial Histories Publishing Company, 1983.

A photographic collection of Civil War medical tools, Dammann's book is great for younger readers because there are no graphic photos of Civil War operations as there are in many other medical picture histories.

Jordan Jr., Weymouth T. *The Battle of Bentonville*. Wilmington, NC: Broadfoot Publishing Company, 1999.

A 35 page book intended for those with little background on Bentonville and the Civil War. Full of photos, maps, and illustrations, perfect for junior readers.

Moore, Mark A. *Moore's Historical Guide to the Battle of Bentonville*. Campbell CA: Savas Publishing Company, 1997.

Unlike its weighty companion piece, Mark Bradley's *Bentonville, Moore's Historical Guide to the Battle of Bentonville* may seem less daunting to younger readers because its focus is maps instead of text. *Moore's Guide* is great for tracing the ebb and flow of battle for visual learners.

Secondary (advanced readers):

Adams, George W. *Doctors in Blue: The Medical History of the Union Army in the Civil War*. Baton Rouge, LA: LSU Press, 1952.

As the title suggests, Adam's *Doctors in Blue* is the ultimate study of the Union Medical Corps during the Civil War. Although not specific to Bentonville, *Doctors in Blue* gives a good description for a Union field hospital such as the Harper House.

Bradley, Mark L. *Last Stand in the Carolinas: The Battle of Bentonville*. Mason City, IA: Savas Publishing Company, 1996.

At over 500 pages, Bradley's *Bentonville* is the definitive in-depth study of the battle. The book is illustrated with maps from *Moore's Historical Guide to the Battle of Bentonville*.

Hughes Jr., Nathaniel C. *Bentonville: The Final Battle of Sherman and Johnston*. Chapel Hill, NC: The University of North Carolina Press, 1996.

Hughes' *Bentonville* is a sweeping narrative of the Battle of Bentonville. Slightly shorter than the Bradley book, *The Final Battle of Sherman and Johnston* focuses less on Carolinas Campaign and is more a tactical account of the battle.

Teaching With Historic Places Lesson Plans. "The Battle of Bentonville: Caring for Casualties of the Civil

War. <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/69bentonville/69bentonville.htm>.

Interactive website with lesson plans, information, pictures, and maps of the Battle of Bentonville.

Additional Teaching Resources:

Teacher Resources. Civil War Trust, 2011. <http://www.civilwar.org/education/teachers/>

The Civil War. Library of Congress. <http://www.loc.gov/teachers/classroommaterials/themes/civil-war/>



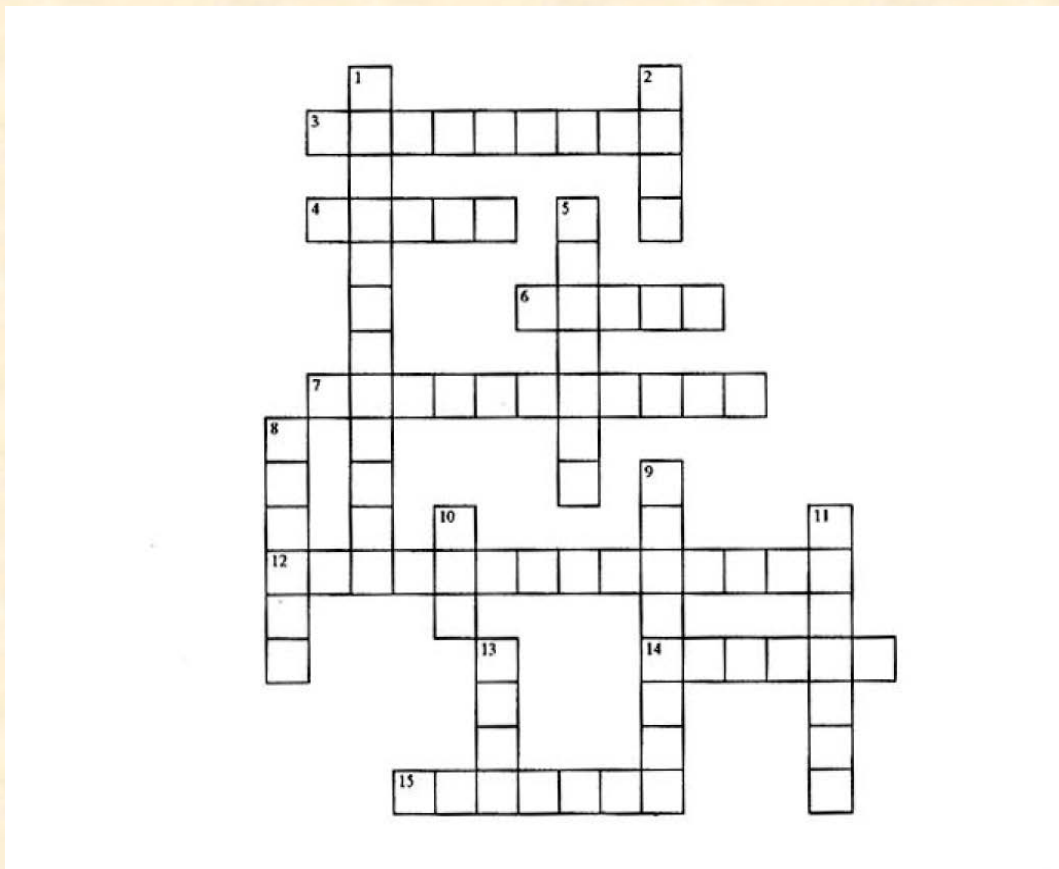
Activities And Worksheets



People around the former Harper Slave Cabin, circa 1895

Bentonville Battlefield Crossword Puzzle

Directions: Use the historical narratives and information you learned at Bentonville Battlefield to answer the clues of the crossword puzzle.



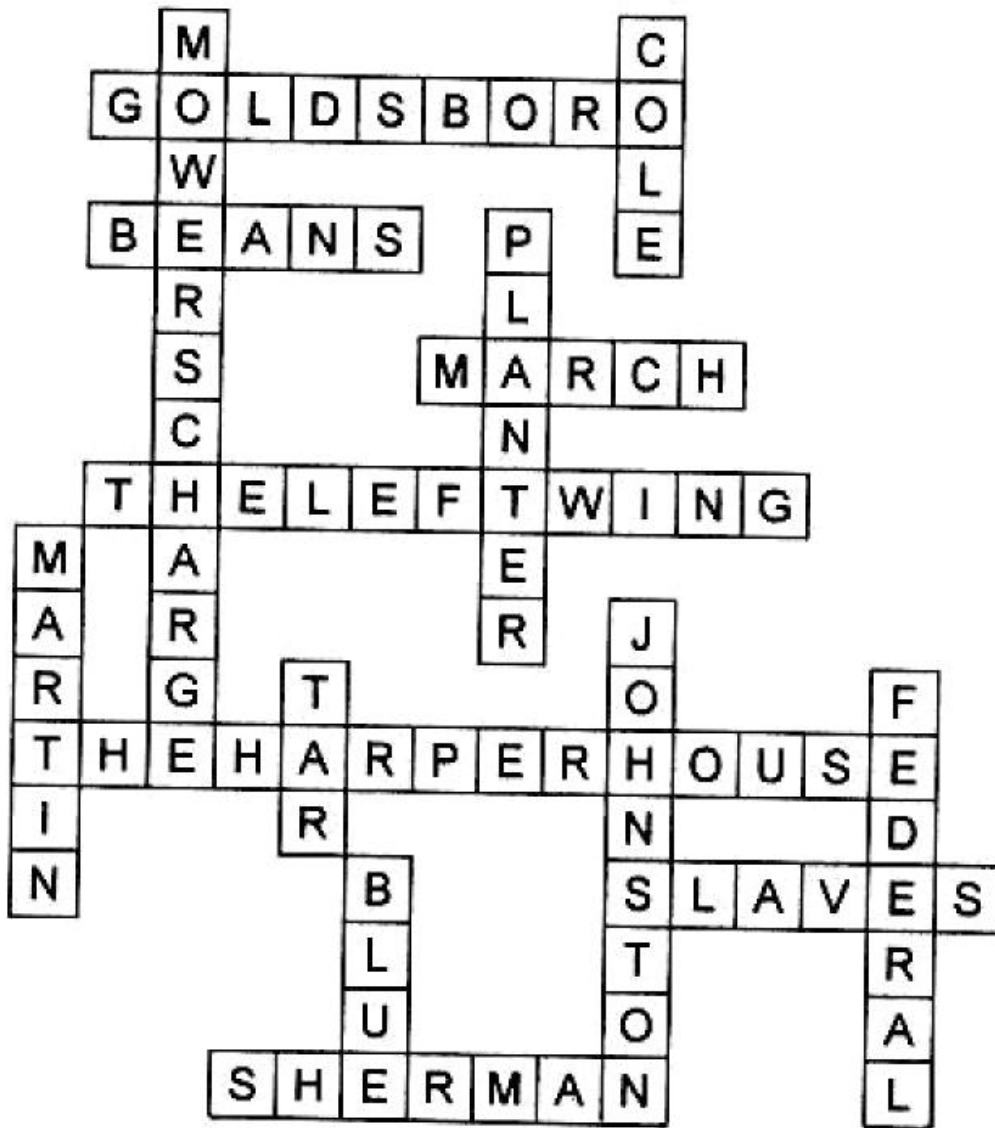
ACROSS

3. Sherman was headed here, so he could rest and refit his army.
4. A crop grown by the Harper family.
6. The month of the battle.
7. The XIV and XX Corps of the Union Army at the Battle of Bentonville.
12. A hospital during the Battle of Bentonville.
14. The Harper family owned three of these.
15. The Union commander during the battle.

DOWN

1. The last action of the Battle of Bentonville.
2. A neighbor of the Harpers who owned a plantation during the battle.
5. A person who owned a plantation.
8. A son of John and Amy Harper, who fought in the Civil War.
9. The Confederate Commander during the battle.
10. A product of the Naval Stores trade.
11. Another term for the Union side.
13. The color worn by the Union soldiers.

Crossword Puzzle Answer Sheet

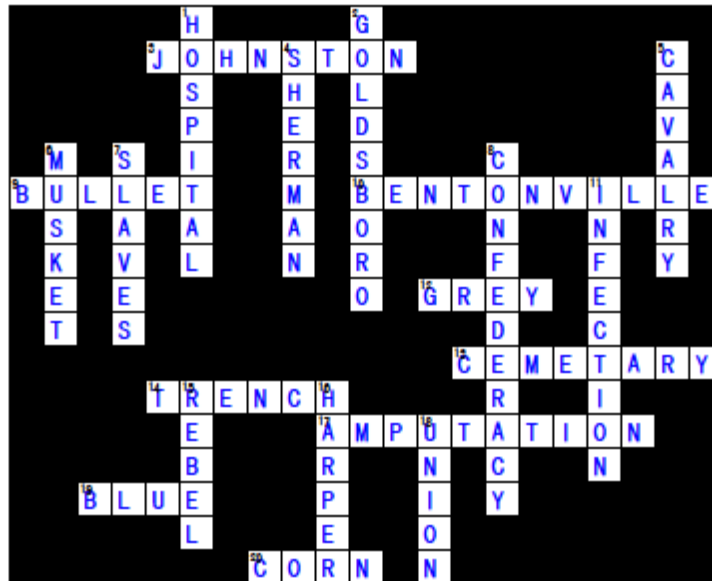


Bentonville Battlefield Crossword Puzzle



- | Across | Down |
|--|---|
| 3 The commanding General of the Confederate troops at Bentonville. | 1 The Harper House was used as this during the Battle of Bentonville. |
| 9 One of these could shatter bone and give cause for an amputation. | 2 The city that Sherman wanted to capture. |
| 10 The tiny town that gave the battle its name. | 4 The commanding General of the Union troops at Bentonville. |
| 12 The color worn by the Confederate troops. | 5 These were the most mobile Civil War troops. |
| 13 Where the Harper family is buried near their house. | 6 The type of gun that was most commonly used by Civil War troops. |
| 14 A ditch-like structure used by soldiers for protection in battle. | 7 The Harpers owned five of these during the Battle of Bentonville. |
| 17 The most common remedy for severe wounds in arms and legs. | 8 The name for the southern states during the Civil War. |
| 19 The color worn by the Union troops. | 11 A common cause of death after treatment in Civil War field hospitals. |
| 20 One of the Harpers' major crops. | 15 A southerner was considered this during the Civil War if he supported the Confederacy. |
| | 16 The last name of the family who lived in the house used as the Union field hospital. |
| | 18 The name for the northern states during the Civil War. |

Bentonville Battlefield Crossword Puzzle



- | Across | Down |
|--|---|
| 3 The commanding General of the Confederate troops at Bentonville. | 1 The Harper House was used as this during the Battle of Bentonville. |
| 9 One of these could shatter bone and give cause for an amputation. | 2 The city that Sherman wanted to capture. |
| 10 The tiny town that gave the battle its name. | 4 The commanding General of the Union troops at Bentonville. |
| 12 The color worn by the Confederate troops. | 5 These were the most mobile Civil War troops. |
| 13 Where the Harper family is buried near their house. | 6 The type of gun that was most commonly used by Civil War troops. |
| 14 A ditch-like structure used by soldiers for protection in battle. | 7 The Harpers owned five of these during the Battle of Bentonville. |
| 17 The most common remedy for severe wounds in arms and legs. | 8 The name for the southern states during the Civil War. |
| 19 The color worn by the Union troops. | 11 A common cause of death after treatment in Civil War field hospitals. |
| 20 One of the Harpers' major crops. | 15 A southerner was considered this during the Civil War if he supported the Confederacy. |
| | 16 The last name of the family who lived in the house used as the Union field hospital. |
| | 18 The name for the northern states during the Civil War. |

Bentonville Battlefield Word Search

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

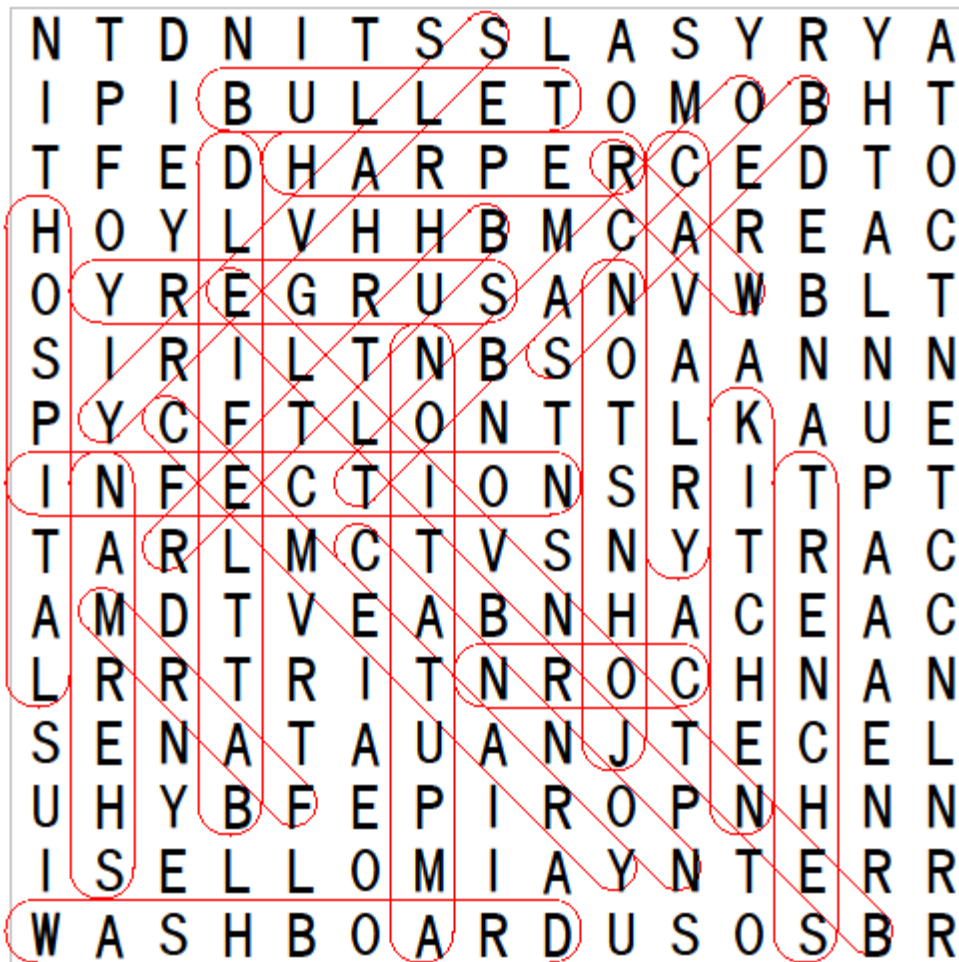
amputation
bullet
cemetary
hospital
sherman
trenches

battlefield
butter
corn
infection
slavery
war

beans
cannon
farm
johnston
surgery
washboard

bentonville
cavalry
harper
kitchen
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Bentonville Battlefield Word Search



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Civil War Acrostic Poem

An acrostic poem is one where you choose a word or name and use each letter in the name as the beginning of a word or line that tells something about that person or topic.

Example: An acrostic poem using the word "friend."

Frank from my class

Really helped me when I got hurt. He ran to the nurse and got

Ice for my leg

Even when I lost

Nelly my pet frog, his mom

Drove us all around looking for her.

Write an Acrostic Poem using the words below to tell about the Civil War.

C

I

V

I

L

W

A

R

Bentonville Acrostic Poem

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Nelly my pet frog, his mom

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Write an Acrostic Poem using the word below to tell about the Battle of Bentonville.

B
E
N
T
O
N
V
I
L
L
E

Slavery Acrostic Poem

An acrostic poem is one where you choose a word or name and use each letter in the name as the beginning of a word or line that tells something about that person or topic.

Example: An acrostic poem using the word "friend."

Frank from my class

Really helped me when I got hurt. He ran to the nurse and got

Ice for my leg

Even when I lost

Nelly my pet frog, his mom

Drove us all around looking for her.

Write an Acrostic Poem using the letters below to tell something about slavery during the Civil War.

S

L

A

V

E

R

Y

Bentonville Battlefield Quiz

- 1) Why was the Battle of Bentonville important in North Carolina history?**

- 2) Who were the Union and Confederate commanding generals at the Battle of Bentonville?**

- 3) How many soldiers fought for each side during the battle?**

- 4) Who was considered the “winner” of the battle and why?**

- 5) What was life like for the Harper family during the battle?**

- 6) What was life like, in general, for the average Civil War soldier?**

7) Imagine you are one of the Harper family slaves. How would you have felt when the Union army arrived? Why?

8) Compare medical/hospital practices during the Civil War to modern medical/hospital practices.

9) Why did the Union army choose the Harper House as the XIV Corps hospital?

10) What is triage? Why was it necessary to triage soldiers at the Harper House?