CAMP JACKSON - DOCUMENT DISCOVERY - PRIMARY DOCUMENT ACTIVITY

MAIN IDEA

Students will use primary documents to explore and form conclusions about a mystery event during the Civil War in St. Louis.

TIME

30–45 minutes

GRADE LEVEL

8th grade-high school

BACKGROUND

On April 20, 1861, Abraham Lincoln's orders to recruit Missouri volunteers into Federal service were received by Lt. John Schofield. One day later, in defiance of that directive, Governor Claiborne Jackson ordered the militia to muster across the state. In St. Louis, that muster of men met at Lindell Grove and named their encampment Camp Jackson after the governor.

Captain Nathaniel Lyon, head of the U.S. Arsenal in St. Louis, was enraged by the state government's defiance of the president's request. On May 11, 1861, he organized seven columns of Union solders and captured the militia.

While the troops marched their prisoners back to the Arsenal, crowds formed and a shot was fired. This shot set off a wave of gunfire that left at least 27 citizens dead. These events fueled anger against Federal aggression in the state, but helped secure St. Louis and Missouri for the Union.

This activity will explore this pivotal event through documents that help to shape the story.





OBJECTIVES

Students will...

- 1. Increase familiarity with primary documents and how they are used.
- 2. Develop an understanding of the factions of the Civil War in Missouri.

ADDITIONAL RESOURCES

- Civil War St. Louis. http://www.civilwarstlouis.com/. Content information on the Civil War in St. Louis, including timelines, articles on various themes, and suggested books.
- Denny, James, and John F. Bradbury. *The Civil War's First Blood: Missouri, 1854–1861*. Boonville, Mo.: MissouriLife, 2007.
- Gerteis, Louis S. *Civil War St. Louis (Modern War Studies)*. Lawrence: University Press of Kansas, 2004.
- Phillips, Christopher. *Damned Yankee: The Life of General Nathaniel Lyon*. Columbia: University of Missouri Press, 1990.
- Phillips, Christopher. *Missouri's Confederate: Claiborne Fox Jackson and the Creation of Southern Identity in the Border West.* Columbia: University of Missouri Press, 2000.
- Winter, William C. *The Civil War in St. Louis: A Guided Tour*. St. Louis: Missouri Historical Society Press, 1994.

MATERIALS





- James O. Broadhead letter (one copy per group)
- St. Louis coroner's inquest book excerpt (one copy per group)
- St. Louis Transfer Company receipt (one copy per group)
- Paper
- Pencils
- Document analysis worksheet (three copies per group)

GRADE LEVEL EXPECTATIONS

GLE	Content
SOCIAL STUDIES	
SS7.A Identify, select, use, and	Students will use and interpret
create appropriate	primary documents.
resources for social science	
inquiry	
SS2a.H Understanding the	Students will examine Missouri
causes and consequences of the	factions and how tensions led to
Civil War	the violence of the Civil War.
SS3.B Principles and processes	Students will explore how
of governments in a	Federal law was enforced in
democracy	Missouri during the Civil War.
SS3.C Local, state, and national	Students will see how state and
governments in the United	local government conflicted
States	during the Civil War.
SS6.B Group membership	Students will analyze which
	factions people joined in the
	Civil War.
SS7.A Using primary and	Students will analyze three
secondary sources	primary documents and
	contextualize them.
SS7.E Distinguishing fact from	Students will read documents
opinion	and make conclusions about
	whether the author is presenting
	fact or opinion.





SS7.F Support a point of view	Students will write and defend
	their opinions on what the
	documents tell about the
	mystery event.
COMMUNICATION ARTS	
Reading 1H, G, I	Students will read documents
	for context and be able to
	summarize their findings. They
	will also compare and contrast
	the statements of separate
	documents.
Writing 1A, B, C, D, E	Students will write a position
	essay on their findings using
	proper writing conventions.
Listening and Speaking 2A	Students will present their
	findings several times in a clear,
	concise manner.
Information Literacy 1B	Students will use primary
	sources to acquire relevant
	information.
Information Literacy 1C	Students will record information
	in an organized fashion.





PROCEDURE

Phase	Description
Introduction	Step 1: As a class, review the Missouri factions. Discuss with students how the factions in Missouri led to violence. Tell them the documents they are about to review tell a story about a mystery event that occurred in St. Louis, and that they will be asked to form a hypothesis about the details of that event based on the documents. • If needed, explain the difference between a guess and a hypothesis.





Main

Step 2: Divide students into groups of four.

Step 3: Give each group one copy of each document and three copies of the document analysis worksheet (see materials).

Step 4: Have them complete the document analysis worksheet for each document.

Step 5: Have each group present its findings. You may record them on an overhead or chalkboard.

Step 6: Give each group a large piece of butcher paper or some other poster-size paper. Instruct them to split it into three columns (one for each document). In each column have students list what the document tells them about the mystery event.

Step 7: Have each group develop a narrative of what the mystery event was. Have them present it to the class.





Step 8: Pass out and review as a
class the Camp Jackson info
sheet. Discuss what aspects you
got correct, and what you were
wrong about. Ask, "What kinds
of documents might have helped
avoid those mistakes?" and
"How would you find them?"
Discuss with students: "How did
national, state, and local
governments interact and
conflict with one another?" and
"How was law enforced in the
Camp Jackson affair?"
•

Document Analysis Worksheet

1.	Type of document (ch	ck one)
	_Letter _Business Document _Interview _Newspaper	Government ReportBroadsideOther
2.	When was it written?	s there a date or other information that indicates this?
3.	Who wrote the docum	ent? How can you tell? What can you tell about the author?

4. For whom was the document written? How can you tell?





5.	Why was the document written? Cite the evidence indicating its purpose.								
6.	What people are mentioned in this do	cument and what can you tell about them?							
Per	ople	Information							
100	эрге	mormation							
7.	What dates are mentioned in this doc	ument?							
8.	What is the topic of the document?								
9.	2. Is the author credible? What is fact and what is opinion?								
10.	Key Facts—List facts you think are in	mportant.							
A.									
В									



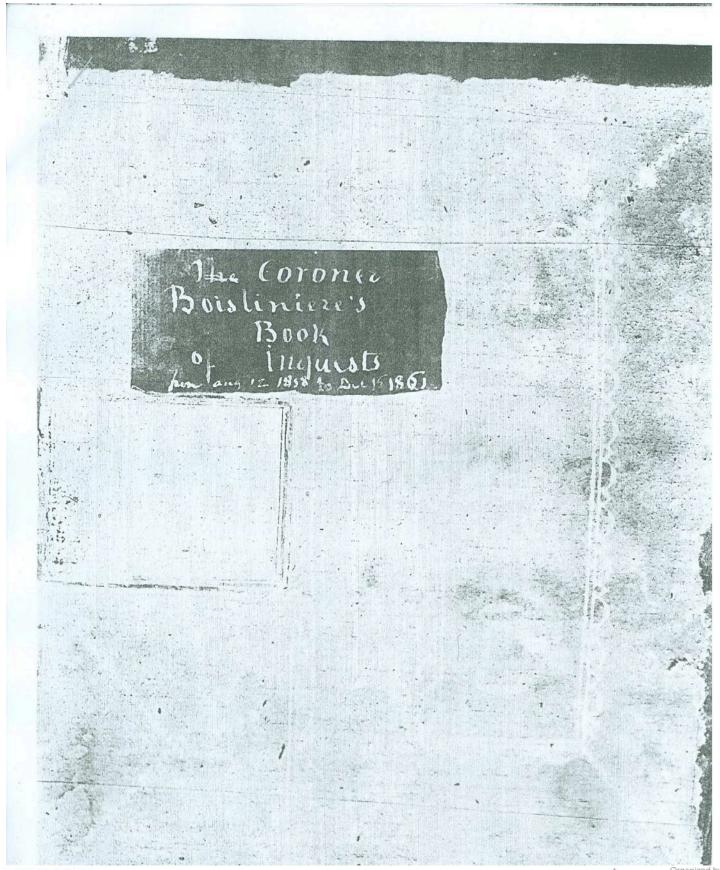


C.
D.
E.
11. How does this document add to what you learned from the other documents?
A.
B.
C.
D.

The Coroner's Inquest Book











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- Inquests, 1858-1861, Record Book of Louis Charles Boisliniere 4 Part

DATE	CASE	NAME	CAUSE OF DEATH
5-5-1861	1238	unknown man	drowning
5-6-1861	1239	unknown man	drowning
5-8-1861	1240	Thomas McGrath	accidental drowning in a cistern
5-10-1861	1241	unknown female infant	unknown
5-12-1861	1242	unknown man	drowning
5-13-1861	1243	unknown man	drowning
5-14-1861	1244	(supposed) Philipp Gollong	drowning
5-15-1861	1245	unknown man	drowning
5-15-1861	1246	Mary Ann Glassmann	suicide by hanging
5-18-1861	1246	unknown man	drowning
5-18-1861	1247	unknown man	drowning
5-19-1861	1248	Julia Fahy	pulmonary apoplexy
5-10-1861	1249	unknown man (Chs. Lappe or Cappe)	gun shot wound in the brain
5-10-1861	1250	William Icenhower	gun shot wound through heart
5-11-1861	1251	Jacob Carter	gun shot wound of the chest
5-11-1861	1252	Jack Jerdy	gun shot wound - chest
5-11-1861	1253	Pat Whelan	gun shot wound - chest
5-11-1861	1254	John Koerper	gun shot wound - brain



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Part 4 - Inquests, 1858-1861, Record Book of Louis Charles Boisliniere

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CAUSE OF DEATH	gun shot wound of stomach	gun shot wound - abdomen	gun shot wound of the heart	qun shot wound of brain	m shot wound of heart	Darlan soith	fracture of the skull from parties under	gun shot wound	gun shot wound of brain	gun shot wound of brain	gun shot wound of the head	gun shot wound of chest	abot wound - chest	gun shot would	gun shot wound - neart	gun shot wound	gun shot wound	gun shot wound	pistol shot wounds of head & chest	בתוניהיי להלה בייה	gun snor woman	gun shot wound or prain
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CASE	1255		1726	125/	1258	1259	1260	1261	1262	1263	1264	1001	1700	1266	1267	1268	1269	1270	1 6	T/7T	1272	0
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James O. Broadhead letter





Junes O. Broadhed Esque dear Sir Holosoper · yours of 2,5% Just is at hand and are very glad to few a uge Lar corespondance with freeds in st tous because I agree with your timely Suggestions in reference to a dayly corespondence from This place where Treason and rebellion go unfoun swheel, There are doyly communications held luck between Some of the Confederate rebill of your city and you factison. led Lurium and old Loughborough are in Council to dog and during the 23. There is no doult in my mind of their full intention of making hostile demonstration on the St Louis Asser'al if they have any prospect of succep, 2 Suppose

You are aware that all the cannon owned by the State had been Ship to St Souis under fretener of runing Them over, or under young repairs, The movement of these





arms should be mele mutched, in fact of and not certain but what the Government Troop ought to take them in liew of taken from the liberty arrival, There Sums to be an active preparation among the Gov's Staff for Some pur. apose, The Can non more Sent off milliont , Guncarriages, Summily for repairs, but I never trust a mord from the lift of traitors There is a deep Scheme among The rebells to force misouri out of the remion, and a fight in ST Sours thought bring about the desired object, There Camon are for loofs Horst (The tractor First) to Take the Fortifical Burrof with, if inter said for un in ST Souis, I Lug fist that This more of Sending There to St Souis per repairs may all be for deception, and may be for use against you as soon as repaired, I will watch the more of every Things fertaining to this matter, your Can Sufly communicate freely through The mails now, your Gardenhire troto to





Ar Glover 23, giving an account of vijilana lemmittes orders to leave also the result to of a remon meeting, Ture on the every - of 22. I wrote a husty discription for the democrat, It was one of the most e intensty union meetings I ever witness - in all my life, he struct the enemy dumb & gave new courage and back - bone to the Union men of the place, If we had the arms , me o could muster into the field here - two hundred reliable men for home protection, or for the defence of Union men, or The Service of the Government How could me get arms, could The get Government revolvers for mutual protection, Jackson is fearful of going to Louis, How is, I think fearful of being I wrested for Leason Which I think he ought to de, and dealt with accor · sesse equely , sdingly, Allen Thickoryon ghe I blieve There are many softhere men Tited have received orders to learly will so, until me have unio to protect each other,

Missouri

Jefferson City Missouri April 24th 1861

James O Broadhead Esq.

Dear Sir

.... Is at hand and am very glad to ...correspondence with friends in St. Louis because 2 agree with your timely suggestions in reference to a daily correspondence from this place where treason and rebellion go unpunished.

There are daily communications held between some of the confederate rebels of your city and Gov. Jackson. Col. Lurren and old Loughborough are in council today and during the 23rd. There is no doubt in my mind of there full intention of making hostile demonstration on the St. Louis Arsenal if they have any prospect of success.

I suppose your are aware that all the cannon owned by the state had been shipped to St. Louis under pretence of running them over or under going repairs. The movement of these arms should be well watched. In fact I am not certain but what the government troops ought to take them in lieu of those taken from the liberty arsenal.

There seems to be an active preparation among the governors staff for some purpose. The cannons were sent off without gun carriages. Seemingly for repairs, but I never trust a word from the lips of traitors. There is a deep scheme among the rebels to force Missouri out of the union, and a fight in St. Louis would bring about the desired effect. These cannon are for Captain Frost (The Traitor Frost) To take the fortified Barrot with it ... for use in St. Louis.

I ____ just that this move of sending these them to St. Louis for repairs may all be fore deception, and may be fore use against you as soon as repaired. I will watch the move of everything pertaining to this matter, you can supply communication freely through the mails now. Gen. Gardinshire wrote to Mr. Glover 23 giving an account of ___ communities orders to leave this place to the ____ of a union meeting here on the evening of 22. I wrote a ____ for the Democrat. It was one of the most intensely union meetings I ever --- in all my life. We struck the enemy dumb and gave new courage and backbone to the union men of the place.

If we had the arms we could muster into the field here two hundred reliable men for home protection, or for the defense of union men, or the service of the government. How could we get arms: can we get government revolvers for mutual protection.

Jackson is fearful of going to St. Louis He is I think fearful of being arrested for treason which I think he ought to be, and dealt with accordingly

Respectfully
Allen R....



St. Louis Transfer Company receipt







