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.
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.1.7 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,

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
In this lesson, students will learn how the Battle of Bentonville affected North Carolinians living in the area and soldiers who were involved in the battle. By critiquing various primary sources from the battle, students will gain a personal understanding of the hardships of war faced on the battlefield and in the homes of people who were affected by the battle.

**Essential Standards:**
8.H.1.1; 8.H.1.2; 8.H.1.3; 8.H.1.4
8.H.2.1

**Objectives:**

After classroom discussion, historical background reading of the site narratives, and examining the writings of Mary Harper and Surgeon Hostetter, students should be able to:
- Summarize the Battle of Bentonville
- Infer how the Harper family may have felt during the battle
- Infer how the soldiers and doctors may have felt during the battle
- Compare the benefits and negatives of primary and secondary sources

**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*
- Copies of the “Reminiscences of the Battle of Bentonville” by Mary Harper
- Copies of John Hostetter’s diary excerpt packet
- Copies of correspondence about the Battle of Bentonville

**Time Required for Lesson:** 45 minutes (additional time for sharing letters)

**Bell Ringer Activity:** Have students write about how it would feel if their house was in the middle of a battlefield and had to be used as a hospital.

**Teacher Input:**
A. 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.

B. Instruct students to read applicable textbook readings on the Civil War and North Carolina. Be sure to explain that the Battle of Bentonville occurred near the end of the Civil War.

Classroom Activities – Guided Practice (choose one)

1. Read the letter from Mary Harper concerning her experiences during the Battle of Bentonville. This can be done aloud for the whole class, in small groups, or individually, depending on your preference and the skill level of the students.
   - In small groups, recall and discuss what Mary Harper experienced during the Battle of Bentonville. Infer what Mary may have felt during and after the battle, having been so close to so many Union troops while living above the hospital.

2. Read the diary entries of John Hostetter (Union Army surgeon) that were recorded during the Battle of Bentonville and in the surrounding days, and the correspondence of J.W. Griffith (Confederate Commander) regarding the Battle of Bentonville.
   - In small groups, recall the impressions that the battle left on Hostetter and the various things he experienced as a surgeon traveling with the XIV Army Corps.
   - After reading Griffith’s letter, infer and discuss how it may have felt to have been one of the Confederate troops left in the care of the Harper family after the battle.
   - Compare the experiences of the Union and Confederate troops during the Battle of Bentonville. After the battle, the Union wounded were taken to another hospital in Goldsboro, while many Confederate wounded were left to be cared for by the Harpers. What would that be like? How would you feel?

3. After participating in the Faces of Bentonville Project, students can work in small groups to share with each other their person’s experiences through Bentonville. Students should share with each other whether their person was a civilian, a soldier, or enslaved, and how their lives were impacted by the Battle of Bentonville.
   - Students should explain and compare their person’s experiences with other students in the class. Who was their person? Where were they during the battle? Did they survive? How would it have felt to actually be that person during the battle?
   - More information on the Faces of Bentonville Project can be found on Bentonville’s website.

Classroom Activities- Independent Practice (choose one)

1. Explain to students that they are to pretend to be a Harper child who has just survived 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?

Be sure to use accurate information for the situation, using information from the historical narratives and the primary source material, and express emotions.

2. Explain to the students that they are to become a surgeon or other medical officer who worked at the Battle of Bentonville, either Union or Confederate. They are to write in their journal the things they experienced during the battle and the emotions they felt.

- What types of wounds did injured soldiers have when they were brought to the hospital? Were you scared, as a doctor? What other emotions were you feeling while working in the hospital?
- Be sure to use accurate information and express emotions.

Closure:

A. Students may share their letters with the class. They can present individually or in small groups and 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. Compare the experiences of Mary Harper, John Hostetter, and J.W. Griffith.

C. Have each student complete an exit slip before they leave class, listing two emotions that their person, from the Faces of Bentonville Project, felt before, during, and after the battle, along with a short explanation of why they would have experienced those emotions.

Assessment:

Students should be able to generate an essay summarizing the Battle of Bentonville, to show their understanding of the battle. They should also discuss the significance of the battle, how it influenced the people who lived in the small community of Bentonville and nearby, and differentiate between the various roles of individuals involved.
In this lesson, students will learn that slavery differed from region to region. Students will examine slave schedules from the 1860 Federal Census to compare and contrast how the institution of slavery was practiced in the Bentonville area.

**Essential Standards:**
8.H.1.1; 8.H.1.2; 8.H.1.3; 8.H.1.4
8.H.2.1; 8.C&G.1.4

**Objectives:**
After classroom discussion, historical background reading, and examining the census slave schedule for 1860, students should be able to:
- Recognize census records
- Compare and contrast the practice of slavery in different regions
- Critique the practice of slavery in Bentonville and in the United States in the 1860’s

**Teacher Planning:**
Provide the following materials to your students:
- Site narratives- *The Battle of Bentonville, The Harper Family, and Slavery in Bentonville*
- 1860 Census for Bentonville, Johnston County
- 1860 Slave Census for the District West of the Neuse River, Johnston County

**Time Required for Lesson:** 45 minutes

**Bell Ringer Activity:** Have students write a few sentences about what they think slavery was like in North Carolina and what the lives of enslaved people were like.
Teacher Input:

A. Give historical background on slavery by discussing why people owned enslaved people 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 how to read the census records.

Classroom Activities—Guided Practice (choose one)

1. In small groups, students should examine and analyze the census records from Bentonville in 1860.
   - Discuss the census of the free inhabitants—that it lists the families who lived in Bentonville in 1860.
   - Listed on the free inhabitants census are four black males and one black female. Infer why these individuals were not enslaved.

2. In small groups, examine the census of enslaved inhabitants in Bentonville, Johnston County. This sheet lists the number of slaves owned by several of the white citizens of Bentonville.
   - Recognize that John Harper is listed as owning three enslaved people in 1860, and that other people owned more slaves than he did. Discuss why this would have been the case.
   - Infer why some of Bentonville’s citizens would have owned more enslaved people than others. Discuss some of the common tasks of enslaved people.

Classroom Activities—Independent Practice (choose one)

1. Students should pretend that they were enslaved and living during the Battle of Bentonville. The war is now over, and all the slaves are free. Assuming that they are some of the few freed slaves who could write, students should write a letter to someone in the North, who is unfamiliar with slavery, explaining what their life was like while enslaved.
   - Students should be sure to differentiate between slavery in Bentonville and in other parts of the South where slaves were primarily for manual labor.
   - 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?
2. Students are historians writing about slavery in a new history book. They are outside observers, and have the benefit of writing about the enslaved people of Bentonville with an omniscient perspective.

- Write about slavery in Bentonville, explaining how slavery there was different than in other regions where slavery was practiced. Explain why there were different practices of slavery in other places (i.e. the presence of labor intensive crops as the staple crop), and what the enslaved people at Bentonville did as opposed to manual labor (domestic servants, and helpers to the family). Compare the crops that were grown on farms that had only one or two slaves to the crops that were grown on large plantations with hundreds of slaves.
- Even in Bentonville, the practice of slavery varied from farm to farm. Critique these differences between farms. Compare slavery on the Harper farm to slavery on the Cole farm. What can be inferred about the farms that had more slaves?

3. Write a letter to the President, Abraham Lincoln, from the point of view of someone in the North, discussing why slavery should be abolished.

- Critique the system of slavery, and explain why you think that system is wrong. Discuss how slavery deprives people of their rights.
- Mention that even though slavery in Bentonville might appear to be more humane than slavery in other regions, it should still be abolished.
- Suggest what people who were formerly enslaved should do after they have been freed. Where should they go?

**Closure:**

A. Students may share their letters with the class, either in small groups or for the whole class.

B. As a class, review slavery in Bentonville. Discuss how slavery in Bentonville was different than in other regions. Ask for volunteers to tell the class how this is different from their original perceptions about slavery in Bentonville.

**Assessment:**

Students should be able to write a historical narrative from the point of view of an enslaved person in Bentonville to describe the experiences of the Harper family slaves. The narrative should explain how slavery in Bentonville was different from slavery on larger plantations. Students should express their thoughts and feelings throughout the narrative to show how enslaved people may have felt during the nineteenth century.
Bentonville Resource Materials

Goldsboro Rifles Monument, 1895
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, Major General 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 General 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 walking them 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 19th that he had missed his opportunity to stop Sherman, and retreated towards positions near the village of Bentonville.

By the morning of March 20th, 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 21st. Johnston and many of his men were nearly captured by a division of the Union army’s right wing commanded by Major General 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 that they either stay upstairs out of the way, or they could 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 1830’s, 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 Harper’s needs and a homestead area. Corn, beans, and sweet potatoes were the Harper’s 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 Harper’s 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, shown as it would have looked on the first day of the battle in 1865.

John and Amy Harper
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 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.


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 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.
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 mile 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. I was at Rd. Qrs. when Hardesty came in and he narrated the circumstances, here related, to me, We lost today of our Regt. as follows:

Killed:  
- Lieut. Lindsay Black  
- A.W. Wright, Sergt.  
- Geo. Ehrman, Corpl.  
- James Deaver, Pvt.  
- J.C. Forbes, Pvt.  
- K. Druger, Pvt.

Mortally wounded:
- Corpl. Jno. Henry, abdomen  
- Pvt. Lewis Gleichman, brain

Dangerously wounded:
- Pvt. Wm. S. Ellis, skull  
- Pvt. Wm. H. Meisner, leg off  
- Pvt. Jacob Seneff, fract. arm.  
- Pvt. Tho 1 s Waly, scalp & depressed skull

Severely wounded:
- Truman Kinney, Pvt.  
- Michael Gaffany, Pvt.  
- James Hensie (left side)  
- Sgt. James Wells (right knee)

Slightly wounded:
- Isaac Fish  
- Corpl. Byron Taylor, right leg  
- Pvt. Geo. Nichols, right arm  
- Pvt. Dave Henry, face  
- Pvt. Geo. W. Connard, killed
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-breath 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 23rd.

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, trampling 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.

Surgeon 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.
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Note: The document appears to be a schedule from the 1860 Census, listing the names, ages, and other details of individuals in a particular family.
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<td>M</td>
<td>F</td>
<td>55</td>
<td>50</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td></td>
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<tr>
<td>Emily Lee</td>
<td>160</td>
<td>M</td>
<td>F</td>
<td>42</td>
<td>38</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td></td>
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<tr>
<td>John A. Sanders</td>
<td>220</td>
<td>M</td>
<td>F</td>
<td>52</td>
<td>48</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The table continues with similar entries for each slave owner and their slaves.
Secondary Sources as Suggested Readings:


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


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.


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.


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):


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.


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’ *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.


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

Additional Teaching Resources:


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

GOLDSBORO

BEANS

MARCH

PLAN

THE LEFT WING

MARTIN

THE HARPERSFEDERAL

BLUETORM

SHERMAN

FOUR SLAVES

JOHNSERVED

ARGOPLANTER

COWROLE

March

The Left Wing

Martin

The Harpers

Bluettorm

Sherman

Four Slaves

Johnserved

Energy

Planter

Cowrole

March

The Left Wing

Martin

The Harpers

Bluettorm

Sherman

Four Slaves

Johnserved

Energy
Bentonville Battlefield Crossword Puzzle

Across
3 The commanding General of the Confederate troops at Bentonville.
9 One of these could shatter bone and give cause for an amputation.
10 The tiny town that gave the battle its name.
12 The color worn by the Confederate troops.
13 Where the Harper family is buried near their house.
14 A ditch-like structure used by soldiers for protection in battle.
17 The most common remedy for severe wounds in arms and legs.
19 The color worn by the Union troops.
20 One of the Harpers' major crops.

Down
1 The Harper House was used as this during the Battle of Bentonville.
2 The city that Sherman wanted to capture.
4 The commanding General of the Union troops at Bentonville.
5 These were the most mobile Civil War troops.
6 The type of gun that was most commonly used by Civil War troops.
7 The Harpers owned five of these during the Battle of Bentonville.
8 The name for the southern states during the Civil War.
11 A common cause of death after treatment in Civil War field hospitals.
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

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Bentonville Battlefield Word Search

amputation  bullet  battlefield  beans  bentonville
bullet  cemetary  butter  cannon  cavalry
hospital  corn  infection  farm  harper
sherman  slavery  johnston  kitchen
trenches  war  surgery  tobacco
washboard
Bentonville Battlefield Word Search

amputation  battlefield  beans  bentonville
bullet  butter  cannon  cavalry
cemetary  corn  farm  harper
hospital  infection  johnston  kitchen
sherman  slavery  surgery  tobacco
trenches  war  washboard
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."

<table>
<thead>
<tr>
<th>F</th>
<th>R</th>
<th>I</th>
<th>E</th>
<th>N</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank from my class</td>
<td>Really helped me when I got hurt. He ran to the nurse and got</td>
<td>Ice for my leg</td>
<td>Even when I lost</td>
<td>Nelly my pet frog, his mom</td>
<td>Drove us all around looking for her.</td>
</tr>
</tbody>
</table>

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

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 word below to tell about the Battle of Bentonville.

B
E
N
T
O
N
V
I
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?