

INTRODUCTION  
TO THE STAFF RIDE

ENGINEER OFFICER ADVANCED COURSE

STUDENT ADVANCE SHEET

LESSON TITLE: Introduction to the Staff Ride

TERMINAL LEARNING OBJECTIVE:

TASK: The student will become familiar with the concept of, how to plan, and techniques for leading a Staff Ride.

CONDITIONS: Given a team room, chalk board, viewgraphs, chart paper, a team of students, a team leader and the movie "The Staff Ride."

STANDARDS: The student will be able to identify the steps involved in the preparation of a Staff Ride and the three phases of a Staff Ride.

STUDY: 1 Hrs

REQUIRED: None

OPTIONAL:

SCAN: CPM Pub 70-21, "The Staff Ride"

COMPUTER ASSISTED INSTRUCTION: None

SUPPLEMENTAL INSTRUCTION: Detailed information can be obtained from CMH Pub 70-21, "The Staff Ride" by William G. Robertson. Students should be familiar with the staff ride process prior to participating in the EOAC staff ride.

LESSON: Introduction to the Staff Ride

TIME	SUBJECT MATTER OUTLINE	INSTRUCTIONAL TACTICS
INTRODUCTION		
00:00	Introduce lesson. Emphasize two-fold purpose.  1) Learn about doing a generic staff ride. 2) Introduction to EOAC staff ride.  Explain contents of film.	
DEVELOPMENT		
00:04	Show film "The Staff Ride"	Film #706159DA Running time 36 min.
00:40	Recap highlights of the film.  1 3 phases of a staff ride a) preliminary study b) field study c) integration  2) 5 steps for preparation a) know audience b) determine training objective c) design to objectives d) prepare soldiers e) allow time for reflection	
00:46	Assign students preliminary study topics for EOAC staff ride.	
CONCLUSION		
00:48	Summarize objectives.	

LESSON COVER SHEET

COURSE: EOAC

SUBJECT AREA : Military History

LESSON: Introduction to the Staff Ride.

TERMINAL LEARNING OBJECTIVE:

TASK: The student will become familiar with the concept of, how to plan, and techniques for leading a Staff Ride.

CONDITIONS: Given a team room, chalk board, viewgraphs, chart paper, a team of students, a team leader and the movie "The Staff Ride."

STANDARDS: The student will be able to identify the steps involved in the preparation of a Staff Ride and the three phases of a Staff Ride.

HOURS: 1 CLASSIFICATION: Unclassified INSTRUCTION: 1 PE3

TRAINING AIDS AND DEVICES:

1. Audio-Visual Aids or Devices:
  - a. Overhead Projector
  - b. Screen
  - c. Chart Pack w/markers
  - d. TV
  - e. VCR
2. DA TRAINING AIDS: Film, "The Staff Ride," #706159DA
3. Service Training Aids:
  - a. Preparation of a Staff Ride
  - b. Phases of the Staff Ride

EQUIPMENT: None

TRAINING AREA : Indoor; 15-man classroom with tables, chairs, and electrical outlets (110V AC).

Outdoor: None

TRANSPORTATION REQUIREMENTS: None

ADDITIONAL PERSONNEL AND DEMONSTRATION TROOPS :

1. Assistant Instructors: None
2. Demonstration Troops: None
3. Team Leader: One (1)

INSTRUCTOR REFERENCE: CMH Pub 70-21, The Staff Ride.

STUDY ASSIGNMENT: None

PRELIMINARY  
STUDY PHASE

PFN: EOAC-H-100-042  
DATE: 20 FEBRUARY 1991

LESSON COVER SHEET

COURSE : EOAC

SUBJECT AREA : Military History

LESSON: Battlefield Staff Ride Student Preparation

TERMINAL LEARNING OBJECTIVE :

TASK: The student will present a brief on a specific preliminary study topic in preparation for a battlefield staff ride.

CONDITIONS: Given the history of a battle with: a team room, chalk board, viewgraphs, chart paper, a team of students and a team leader.

STANDARDS: The student will present a preliminary study brief that provides background information in support of the staff ride to be conducted.

HOURS: 2 CLASSIFICATION: Unclassified INSTRUCTION: 2 PE3

TRAINING AIDS AND DEVICES:

1. Audio-Visual Aids or Devices:
  - a. Overhead Projector
  - b. Screen
  - c. Chart Pack w/markers
2. DA Training Aids: None
3. Service Training Aids: None

EQUIPMENT: None

TRAINING AREA:

1. Indoor: 15-man classroom with tables, chairs, and electrical outlets (110V AC).
2. Outdoor: None

TRANSPORTATION REQUIREMENTS: None

ADDITIONAL PERSONNEL AND DEMONSTRATION TROOPS:

PFN: EOAC-H-100-042  
DATE: 20 FEBRUARY 1991

1. Assistant Instructors: None
2. Demonstration Troops: None
3. Team Leader: One (1)

INSTRUCTOR REFERENCES:

1. CMH Pub 70-21, "The Staff Ride"
2. "The Battle of Wilson's Creek" by Edwin C. Bearss, Wilson's Creek National Battlefield Foundation, 1988
3. "Battle in the Civil War" by Paddy Griffith, Fieldbooks, 1986
4. "Weapons of the Civil War" by Ian Hogg, Military Press, 1987
5. "An Account of the Battle of Wilson's Creek or Oak Hills" by Holcombe and Adams, Independent Printing, Inc. , 1985

STUDY ASSIGNMENT: Students will have prepared a 10 minute presentation on their assigned topic.

PFN: EOAC-H-100-042  
DATE: 20 FEBRUARY 1991

LESSON: Battlefield Staff Ride Student Preparation

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TIME	SUBJECT MATTER OUTLINE	INSTRUCTIONAL TACTICS
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INTRODUCTION

0:00	Explain to students the purpose of the preliminary study phase in the battlefield staff ride process and the objective of the class.	
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DEVELOPMENT

0:01	Begin student presentations. Presentations may be done in any order. Topics include:	Students are encouraged to use visual aids.
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1. Technology
2. Lyon
3. Sigel
4. Price
5. McCulloch
6. Pearce
7. Union Forces
8. Confederate Forces
9. Political Situation
10. Background Events

0:50	Break	
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1:00	Resume student presentations	
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SUMMARY

1:48	Provide students with broad recap of topics discussed and class objective. Emphasize the need for a good preliminary study phase in any staff ride.	
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## WILSON'S CREEK STAFF RIDE

### INSTRUCTOR NOTES FOR THE PRELIMINARY STUDY PHASE

#### 1. Weapons, tactics and technology

Small Arms - The predominate individual weapon at this point in the war is the .58 caliber rifle musket. It is a single shot, muzzle loading rifle with a 40" barrel, weighing about 12 pounds. The effective range is 250 yards with a maximum range of 1000 yards. The trained soldier could fire 2-3 aimed rounds per minute. The most widespread version of this weapon was the Model 1861 Springfield, of which over 700,000 were made. The round fired was called the Minie-ball. During the war the Union Army purchased 46 million Minie-balls.

Artillery - Most common among the artillery pieces on the battlefield was the smoothbore cannon (12 lb howitzers and 6 lb guns) These cannons had an effective range of 800 yards and a maximum range of 1600 yards. They fired four kinds of rounds: canister to a range of 300 yards, spherical case from 300-800 yards, shell and shot to maximum range depending on target type.

Employment - The smallest infantry unit capable of independent action was the regiment. The regiment's nominal strength was 1050 men but in practice the average was 350-500men in the Union Army and slightly higher in the Confederate forces. The regiment used three basic formations to maneuver; column (4 men wide), line (2 men deep) and skirmish (no structure). Artillery was organized into sections and batteries. A typical section consisted of 2 guns, each with a limber, 2 caissons, 18 horses and 20 crewmen. A battery normally had 3 sections on the Union side and 2 sections on the Confederate side. Most battles followed a standard sequence of events. The opening phase was the preparation of the target by artillery fire and skirmishing. Artillery was used in the offense to chase off defending artillery and to affect the morale of both sides. After the target was prepped the main body of infantry advanced in lines approximately 200 yards apart. When the range was reduced to 100-200 yards the first line would charge the objective. If the charge was successful they would then regroup on the objective, if not they would "go to ground" and conduct a firefight with the enemy while waiting for the second line to pass through and resume the attack. This sequence would continue until the objective was seized or the attack was spent.

Communications - There were three basic methods of communications used in the Civil War. The most common method was the courier. The accuracy and timeliness of this method was extremely variable. In times of good visibility signal flags were used to send messages directly or in relays. Lastly, the field telegraph was used in situations that were static enough to allow wire to be laid. The Union Army had special signal units that traveled with forces in the field, laying both temporary and

permanent lines.

2. BG Nathaniel Lyon

Nathaniel Lyon was born on 14 July 1818 in Ashford, Connecticut. He was a graduate of the United States Military Academy, Class of 1841. Among his 51 classmates were future Union generals John Reynolds, Don Buell and Israel Richardson. Lyon was 11th in the class and commissioned in the Infantry. After graduation he participated in the Seminole and Mexican Wars, and served on the frontier in California and Kansas. He was a regular army captain when the war started, commanding the arsenal at St. Louis. While Lyon was a natural leader, he was also very headstrong and uncompromising. He often did things first and thought about them later.

3. COL Franz Sigel

Franz Sigel was born in the Grand Duchy of Baden, in what is today Germany. Little is known about his early life but reports indicate that he attended a military school in Karlsruhe and served as a lieutenant in the army of the Duke of Baden during the revolution of 1848. After the revolt was crushed he fled to England and then to New York. While living in New York he served in the state militia and gained further military experience. In the late 1850s Sigel moved to St. Louis and became a school teacher. Prior to the start of the war he joined the militia as a Colonel. He participated in the raid on Camp Jackson that Lyon led. He was also involved in a couple of other skirmishes during the summer of 1861. Sigel is described as looking like a soldier, upright and dignified. He was an excellent recruiter, especially in the German communities around St. Louis and other metropolitan areas.

4. MG Sterling Price

Sterling Price was born on 20 September 1809 in Prince Edward County, Virginia. He attended Hampden-Sydney College, where he studied law. He got into politics as a member of the Missouri State Legislature and followed that with a stint in the US Congress. During the Mexican War he commanded the 2nd Missouri Volunteers. After the war he was made the Military Governor of the New Mexico Territory. After completing his tour there, he was elected Governor of Missouri (1853-1857). At the Battle of Wilson's Creek he commanded the Missouri State Guard. He was more experienced at higher levels of command but wanted to see a unified army rather than personal glory so he deferred to McCulloch. His men loved him and he did the best he could for them. His high stature in the Missouri political scene gave him considerable influence but it took a mob riot in St. Louis to bring him out of semi-retirement. Prior to that he had been essentially pro-Union.

5. BG Benjamin McCulloch

Benjamin McCulloch was born on 11 November 1811 in Rutherford County, Tennessee. In 1836 he followed Davey Crockett to Texas but not to the Alamo. He did participate in the Battle

of San Jacinto, helping to secure Texan independence. McCulloch later fought in the Mexican War and did time as an Indian fighter and Texas Ranger. He also served as an US Marshall prior to the war. Unlike the other Confederate leaders at Wilson's Creek, he was a general in the Army of the Confederacy, not in a state guard. This led to his conflict with MG Price, who allowed him to command the army rather than cause more havoc in the ranks.

#### 6. BG Nicholas Bartlett Pearce

Bart Pearce was born in Kentucky on 20 July 1828, or in 1816 depending on the source. There is some question as to the year but 1828 seems the better choice. He graduated from West Point in 1850, ranked 26th of 44, and was commissioned infantry. His active duty assignments were on the western frontier and he participated in the Utah expedition. He resigned from the army in 1858 as a 1st Lieutenant and moved to Osage Mills, AR where he became a farmer and merchant. At the start of the war he was made a BG in the Arkansas Militia and given command of the 1st Division, Army of Arkansas. After the battle at Wilson's Creek the Arkansas troops were to be incorporated into the regular Confederate army under the command of BG Hardee. Pearce wanted to continue service under McCulloch but his request was disapproved, so he disbanded his division and sent his men home. Not much about his pre-war life is known but later in the war he was allegedly involved in black marketing and speculating while serving as the Chief of Commissary for Texas.

#### 7. Union Forces at the Battle of Wilson's Creek

The Union army at Wilson's Creek numbered 5400 men and 16 guns, which were divided into four brigades. Most of the soldiers were three month volunteers from Missouri, Kansas, and Iowa. Among the soldiers were approximately 850 men of the Regular Army; 2 battalions of infantry, 2 companies of cavalry, 1 company of dragoons and an artillery battery (6 guns). While clothing and tents for the volunteers were in short supply, the force was uniformly armed and had plenty of ammunition. The men of the regular force were well trained, well led and of high morale. The volunteers were nearing the end of their tour but were of generally good quality. Many of Sigel's men were of German extraction from the St. Louis area and not well liked by local population.

#### 8. Confederate Forces at the Battle of Wilson's Creek

The Southern forces were a collection of three different organizations. Over half, about 5200 men and 4 guns, belonged to the Missouri State Guard. These soldiers were poorly equiped, poorly trained and for the most part poorly led, the exception being MG Price. They carried a hodge-podge of rifles and shotguns and only a limited amount of ammunition. Another 2200 men belonged to the Arkansas State Troops, another militia unit. While slightly better equiped and trained than the Missouri troops, except for the artillery commanders their leadership was

worse. The remainder of the force, 2700 men, was a collection of Confederate Army volunteers from Louisiana, Arkansas, Texas and Kansas. These men were the best equipped and trained troops available to the Confederate command and were at least adequately led. Although theoretically one army, the three groups acted independently from each other most of the time. There was very little interaction between the different organizations.

#### 9. Political Background

At the start of the Civil War Missouri remained cautiously neutral. Although a slave state, the majority of the population was anti-secession, if not pro-union. The newly elected governor, Claiborne Jackson, was definitely pro-secession and tried to pack the state convention with his supporters. Skillfull political moves by Congressman Francis Blair brought many conservatives, like Sterling Price, into the anti-secession camp and the secession bill was unanimously defeated. Jackson was not to be denied though and sent to Jefferson Davis for help in his plan to capture the St. Louis armory. He also gathered the state militia in preperation for the attack. Blair was also active, raising approximately 7000 men in a Home Guard. He also arranged for the army to appoint CPT Nathaniel Lyon to command the armory. Next he got Lyon to arm the Home Guard. The resulting action at Camp Jackson and riot in St. Louis led to Sterling Price, and many other conservatives, switching to the Confederate side. The deep seeded resentment would help foster the guerilla war that would devour the state over the next four years. A mid-June attempt to keep the peace failed when Lyon stated he would see all Missourians dead before accepting any secessionist demands.

#### 10. Events Leading to the Battle

On 11 May 1861 BG Lyon moved to Camp Jackson to arrest the approximately 600 pro-Confederate troops assembling there and to sieze their weapons. He marched them back to the armory in St. Louis but a mob formed and shots were fired. Twenty-eight civilians were killed.

Next, Lyon moved toward Jefferson City in an effort to capture GOV Jackson. On 14 June he found that the governor had fled to Boonville. Marching on, Lyon reached Boonville on the 17th. Quickly deploying, he attacked and routed the militia assembled there. The Confederate forces and leadership fled toward Arkansas, gathering more recruits along the way.

The retiring Confederates ran into a column under COL Sigel near Carthage on 5 July. Sigel, even though outnumbered 4 to 1, attacked. Superior numbers prevailed and Sigel was forced to retreat. The Confederate forces continued on towards Arkansas, eventually stopping at Cowskin Prairie in southwestern Missouri. There MG Price set about reorganizing and training his men. Lyon retired on Springfield and consolidated his forces there.

On 20 July Lyon sent a column to disperse a Confederate camp at Forsyth and was successful. In the meantime, the Confederate forces of Price, McCulloch and Pearce consolidated at Cassville and started to move northeast to Springfield. Lyon, after learning of the move, counters by heading southwest. The two forces met at Dug Springs on

2 August and the Confederate lead elements were routed. After the brief skirmish, Lyon fell back to Springfield. Price still wants to attack and on 4 August places himself under the command of McCulloch in return for guarantees that an attack would be conducted. The Confederate forces advanced towards Springfield but on 9 August rain forces a postponement of the assault and the army camps at Wilson's Creek that night.

ENGINEER OFFICER ADVANCED COURSE

STUDENT ADVANCE SHEET

LESSON TITLE: Battlefield Staff Ride Student Presentations

TERMINAL LEARNING OBJECTIVE :

TASK: The student will present a brief on a specific topic in preparation for a Battlefield Staff Ride.

CONDITIONS: Given the history of the battle with: a team room, chalk board, viewgraphs, chart paper, a team of students and a team leader.

STANDARDS: The student will present a preparatory brief on the battle of Wilson's Creek, focusing on leadership, utilization of terrain and relationship to the present AirLand Battle doctrine.

STUDY: 2.0 hours

REQUIRED:

Study: None

Read: None

Scan: "An Account of the Battle of Wilson's Creek or Oak Hills" by Holcombe and Adams

Complete: Research and preparation for briefs

OPTIONAL: Research material available from other sources

COMPUTER ASSISTED INSTRUCTION: None

SUPPLEMENTAL INSTRUCTION: Conducted by Team Leaders, EOAC Division. Team Leaders will have students present a 10-15 minute briefing on a topic from the list at Enclosure 1. In addition, during the field study phase each student will play a role from the lists at Enclosure 2.

## ENCLOSURE 1

### WILSON'S CREEK STAFF RIDE

#### TOPICS TO BE BRIEFED IN TEAM DISCUSSION GROUPS

1. Weapons, tactics and technology
  - Types and characteristics of small arms used
  - Types and characteristics of artillery used
  - Methods of infantry and artillery employment
  - Communications and intelligence equipment and methods
2. BG Nathaniel Lyon
  - Biographical background, education, age, character
  - Previous military experience
  - Relationship with subordinate leaders and men
  - Key strengths and weaknesses
3. COL Franz Sigel
  - Biographical background, education, age, character
  - Previous military experience
  - Relationship with Lyon, subordinate leaders and men
  - Key strengths and weaknesses
4. MG Sterling Price
  - Biographical background, education, age, character
  - Previous military experience
  - Relationship with other leaders and men
  - Key strengths and weaknesses
5. BG Benjamin McCulloch
  - Biographical background, education, age, character
  - Previous military experience
  - Relationship with other leaders and men
  - Key strengths and weaknesses
6. BG Nicholas Bartlett Pearce
  - Biographical background, education, age, character
  - Previous military experience
  - Relationship with other leaders and men
  - Key strengths and weaknesses
7. Union forces at Wilson's Creek
  - Organization and strength
  - Morale and cohesion
  - Level of training and experience
  - Leadership below army level
8. Confederate forces at Wilson's Creek
  - Organization and strength
  - Morale and cohesion
  - Level of training and experience

-Leadership below army level

9. Political Situation in Missouri prior to the battle

- Division over the slavery issue
- Governor Jackson vs. Congressman Blair
- Border State conflict

10. Events leading to the battle

- Capture of Camp Jackson
- Battle of Boonville
- Battle of Carthage
- Action at Dug Springs

## ENCLOSURE 2

### WILSON'S CREEK STAFF RIDE

#### Topics to be Briefed During the Field Study Phase

During the field study phase of the Wilson's Creek Staff Ride, students discuss the different phases of the battle by describing the actions of selected participants. Students will discuss their participant's role, force, options, and actions. After the description students discuss lessons learned from that action.

Students in each team are assigned a participant. Participants are listed in priority order. If teams have less than fourteen students, assign one participant per student in priority order dropping unassigned participants. Teams with more than fourteen students should assign two students to the higher priority participants.

- #1) Brig. Gen. Nathaniel Lyon
- #2) Maj. Gen. Sterling Price
- #3) Col. Franz Sigel
- #4) Brig. Gen. Ben McCulloch
- #5) Maj. Samuel Sturgis
- #6) Capt. Joseph Plummer
- #7) Lt. Col. George Andrews
- #8) Capt. William Woodruff
- #9) Col. James Cawthorn
- #10) Capt. James Totten
- #11) Col. James McIntosh
- #12) Col. Elkanah Greer
- #13) Col. George Deitzler
- #14) Lt. Charles Farrand

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#1) Brig. Gen. Nathaniel Lyon

Students assigned to study Brig. Gen. Lyon during the Field Study Phase will;

- #1) Give a description of the forces under Lyon's command,
- #2) Discuss the Operational situation facing Lyon before the Battle of Wilson's Creek,
- #3) List options available to Lyon between 7 August and 9 August
- #4) Discuss Lyon's plan (Mission) of 9 August.
- #5) At 0800 hours Maj. Gen. Sterling Price extended his battleline to his left and attacked. How would you have countered this threat to Lyon's right? How did Lyon counter it?
- #6) After the Confederate first attack what options were open to Lyon, what would you have done, and what did Lyon do?

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#2) Maj. Gen. Sterling Price

Students assigned to study Maj. Gen. Sterling Price during the Field Study Phase will concentrate on the following.

- #1) What forces did Price have available when ordered to move against the Union forces on Bloody Hill? How would you have deployed them? How did Price deploy them?
- #2) As reinforcements became available how would you have deployed them? How did Price deploy them?
- #3) How did Price first attack the Union forces?
- #4) After Price's first attack was repulsed what would you have done? What did Price do?

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#3) Col. Franz Sigel

Students assigned to study Col. Franz Sigel during the Field Study Phase discuss the following topics;

- #1) Discuss Sigel's "Mission", and
- #2) Discuss Sigel's force.
- #3) Confederate cavalry forms a battle line to contest Sigel's 2nd position. What would you have done? What did Sigel do?
- #4) How would you have deployed Sigel's force at Sigel's third position? How did Sigel deploy them?
- #5) Discuss mistakes made by Sigel at his third position.

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#4) Brig. Gen. Ben McCulloch

Students assigned to study Brig. Gen. Ben McCulloch during the Field Study Phase discuss the following topics;

- #1) Discuss McCulloch forces,
- #2) Discuss the Operational situation facing McCulloch on 9 August,
- #3) Discuss options available to McCulloch, and
- #4) Discuss McCulloch's plan (Mission) of 9 August.
- #5) What was McCulloch's reaction to the messages concerning Lyon's attack?
- #6) What was McCulloch plan of action for the early stage of the battle?
- #7) After the Union forces retreat from Bloody Hill what would you have done? What did McCulloch do?

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#5) Maj. Samuel Sturgis

Students assigned to study Maj. Sturgis during the Field Study Phase discuss the following topics;

- #1) Why did Maj. Sturgis take command after Lyon's death?
- #2) How would you have dealt with the cavalry threat to your rear during the second Confederate attack? What did the Union forces do?
- #3) After third Confederate attack what options were open to Sturgis? What would you have done? What did Sturgis do?
- #4) How would you have deployed Sturgis' forces during the Union withdrawal? How did Sturgis do it?

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#6) Capt. Joseph Plummer

Students assigned to study Capt. Plummer during the Field Study Phase discuss the following;

#1) Discuss Plummer's Mission,

#2) Upon observing Woodruff's effective artillery fire what would you have done? What did Plummer do?

#3) Did Plummer endanger his completing of his mission? Did Plummer complete his mission?

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#7) Lt. Col. George Andrews

Students assigned to study Lt. Col. Andrews during the Field Study Phase discuss the role of Andrews' units during the opening stages of the battle and their role on Bloody hill.

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#8) Capt William Woodruff

Students assigned to study Capt. Woodruff during the Field Study Phase answer the following questions;

#1) What was Woodruff's mission prior to the battle?

#2) Woodruff observed the main Union battle line crossing Hobbdy What would you do? What did Woodruff do?

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#9) Col. James Cawthorn

Students assigned to study Col. James Cawthorn during the Field Study Phase discuss the role Cawthorn's units played during the opening stages of the battle.

- 1) When Cawthorn observed the approaching Union force what options did he have available (remember the two "basic tasks" of Cavalry)? What would you have done? What did Cawthorn do? Where did he deploy his men?

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#10) Capt. James Totten

Students assigned to study Capt. James Totten during the Field Study Phase discuss the role Totten's Battery played during the battle.

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#11) Col. James McIntosh

Students assigned to study Col. James McIntosh during the Field Study Phase discuss McIntosh's missions and actions during the battle.

- 1) What "mission" did McCulloch give McIntosh?
- 2) In order to complete his mission what options did McIntosh have available? How would you have completed his mission? How did McIntosh complete it?

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#12) Col. Elkanah Greer

Students assigned to study Col. Elkanah Greer during the Field Study Phase discuss Greer's missions and actions against Sigel and on Bloody Hill.

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#13) Col. George Deitzler

Students assigned to study Col. George Deitzler during the Field Study Phase discuss Deitzler's role in the opening stages of the battle.

WILSON'S CREEK STAFF RIDE

Student's Participant Discussion Topics  
During Field Study Phase

#14) Lt. Charles Farrand

Students assigned to study Lt. Charles Farrand during the Field Study Phase discuss Farrand's role during Sigel's operations.