

		Notes
<b>Lesson Title and number:</b>	Lesson #8 :Monuments by the Math	
<b>Know Understand Do</b>	<p>Following this lesson students will....</p> <p><u>Know:</u></p> <ul style="list-style-type: none"> <li>• The different divisions of military service in which men served during the Civil War.</li> <li>• The ways in which Bellefontaine Cemetery has honored the Civil War soldiers of Missouri.</li> </ul> <p><u>Understand:</u></p> <ul style="list-style-type: none"> <li>• The ways in which a cemetery can serve in honoring men and women of the armed forces.</li> </ul> <p><u>Do</u></p> <ul style="list-style-type: none"> <li>• Argue whether or not Bellefontaine Cemetery should be regarded as a “Military Cemetery” by the National Registry based on an analysis of its recognition of Civil War men and women.</li> </ul>	
<b>Vocabulary</b>	Militia, Infantry, Cavalry, Artillery	
<b>Technology integration</b>	For this lesson, students should have access to class laptops or computers for research on the Congressional Medal of Honor recipients interred at Bellefontaine Cemetery.	
<b>Preparation:</b>	Teachers should begin for this lesson by making class copies of the <u>Monuments by the Math</u> question and analysis guide. Since some calculations may require calculators, a class set may be borrowed from the math department (students also have calculators available on most cellular phones). Access to class laptops or computers (if available) should also be arranged prior to this lesson.	
<b>Equipment:</b>	Calculators, Laptop or class computers.	
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Calculators</li> <li>• Laptop or class computers</li> <li>• Monuments by the Math Question and Analysis Sheet</li> <li>• Paper for hand drawing of graphs/charts</li> </ul>	
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• The Records of Bellefontaine Cemetery, compiled courtesy of Connie Zuk Nisinger</li> <li>• <a href="http://www.cmohs.org/recipient-archive.php">http://www.cmohs.org/recipient-archive.php</a></li> </ul>	
<b>Teachers</b>		<b>Students</b>
1. To begin this lesson, teachers should begin class by asking if any students have visited Arlington National Cemetery in Washington D.C. For students who have been to the cemetery, allow them an opportunity to share their experiences in		Students should be invited to share their experiences visiting Arlington National Cemetery and the ways in which it serves in honoring the military.

<p>visiting there, regarding what they saw, heard etc. Prompt students to explain how Arlington serves as a way to honor the men and women who have fought for our country in wars throughout history.</p> <ul style="list-style-type: none"> <li>Should students have not visited Arlington Cemetery, the teacher can show the class pictures of the cemetery and explain how it has been a monument to the military (for example, all Presidents have the right to be buried in the cemetery as Commander in Chief, and any soldier who dies in the course of war receives the honor of being interred at Arlington.</li> </ul>		
<p>2. After this discussion, teachers should explain how cemeteries have traditionally been a place of honor for people of the armed services, including Bellefontaine Cemetery which holds eleven Congressional Medal of Honor Winners, eight of whom were honored during the Civil War, and over 100 military officers from the Civil War.</p>		<p>It is important during this portion of the lesson to distinguish the role of an officer.</p>
<p>3. Once students have been introduced to Bellefontaine as the final resting place of many military officers, provide each student with a copy of the <b>Monuments by the Math Analysis and Questions Sheet (See below)</b>. Inform students that they will be analyzing data compiled from the records of Bellefontaine Cemetery to evaluate whether or not the cemetery should be recognized as a “Military Cemetery” by the national government. Allow students to work with a partner to complete this analysis (either at the choosing of the teacher or individually)</p>	<p>Students should each receive a copy of the <b>Monuments by the Math Analysis Packet, one computer per set of partners (if laptops are provided) and a calculator.</b></p>	
<p>4. Instruct students to begin their analysis by following the steps in the <b>Analysis Packet</b>. The teacher should encourage students to hand draw a pie or bar graph using their data if they are unfamiliar with Microsoft Excel or another data compiling program.</p>	<p>Students should begin by reading the definitions of each division in the military before creating symbols that they associate with each division. Students should then begin analyzing the data sheets of the officers in Bellefontaine Cemetery before using the data to complete the calculations that follow. After finishing their calculations and graphing their data, students should answer the analysis questions using their findings.</p>	
<p>1. After students have completed their data compilation and analysis, instruct students to</p>	<p>After compiling and analyzing their data, pairs of students should use</p>	

<p>use the website on the analysis sheet to research two of the Congressional Medal of Honor winners and answer the corresponding question on their analysis sheet. Each partner should research one of the two CMOH recipients..</p>	<p>their computers to research two of the CMOH winners from the Civil War that are buried in Bellefontaine Cemetery. Each person in the pair should research one of the medal recipients.</p>	
<p>6. After students have completed their partner work and analysis, the teacher should instruct each student to begin completing the Lesson Assessment, using information they have gathered to write a letter to the President arguing whether or not Bellefontaine Cemetery should be recognized as a “military cemetery” in the National Register, using at least three pieces of evidence from this unit and their research that they feel qualifies or disqualifies the cemetery from receiving that title.</p>	<p>Students should individually complete the lesson assignment by using data they have compiled through this lesson and throughout the unit. Students should argue whether or not they feel Bellefontaine Cemetery qualifies as a “Military Cemetery” using a minimum of three pieces of evidence to support their argument.</p>	



## Monuments by the Math



Cemeteries of the past and present have maintained a tradition across history of honoring the men and women who have served our country in combat.

Bellefontaine Cemetery in St. Louis Missouri is home to eleven Medal of Honor winners from wars involving our country, as well as over 100 military officers who served Missouri during the Civil War. These officers led their troops bravely into battle serving as:

- **Infantry:** Soldiers who fought on foot with weapons or hands.
- **Cavalry:** Men trained to fight on horseback
- **Artillery:** Men who used weapons such as cannons
- **Surgeons:** Men who served in helping sick or wounded soldiers.

You have been given a chart listing the names, birth dates, death dates, ranks and divisions of Civil War officers who are interred at Bellefontaine Cemetery. Follow the steps below to evaluate how the officers of Missouri served the United States of America through their service to during the Civil War.

### Step 1: Making Military Markers

- Based on the definitions above, develop a symbol that you feel represents each military division above. For example, what symbol would you use to represent someone who served in the cavalry?

Symbol Key

Infantry	Militia	Artillery	Cavalry	Surgeon

### Step 2: Analyzing the Officers

- After you have developed your symbols, use the table you have been given to determine the age of each officer when he entered the war, the side on which he served during the war, and use your symbols to determine his area of service during the war. You will use this information to create an analysis when you are finished.

### Step 3: Distinguishing the Data

Once you have analyzed all of the officers, calculate the following data:

- What was the average age of these officers upon entering the war?
- What percentage of the officers listed served the Union? Confederacy?
- Add up the number of officers who served in each field of the military. What percentage of the officers listed served in each division. Create a pie graph or bar graph that displays this data.

- To create your chart or pie graph, use graphing paper or a program such as Microsoft Excel.

#### **Step 4: Making Sense of the Markers**

After analyzing your data, answer the following questions below using information you have gathered.

1. Based on your observations of the data, what division of the military required the highest number of soldiers and officers? Why do you think this the case?
2. What division of the military required the least number of officers or soldiers? Why do you think this is the case?
3. What do you feel is the most heroic division of the military based on your analysis of the data? Why do you think so?
4. Bellefontaine Cemetery is home to two officers who received the Congressional Medal of Honor, the highest honor our country can bestow on a soldier for their service. Find the names of these two men and using the website <http://www.cmoths.org/recipient-archive.php> research the actions of these two men that earned them this recognition.

#### **Lesson Assessment:**

Bellefontaine Cemetery has received many titles since its creation. It has been called a “Rural Cemetery” , a “Garden Cemetery” , and an “Architectural Landmark”. Based on your analysis of the officers and St. Louis citizens who are buried in Bellefontaine, do you feel that the cemetery has earned the title of a “Military Cemetery”, similar to Arlington Cemetery in Washington D.C. as well?

- For this assessment, write a letter to the President of the United States arguing whether or not you feel that Bellefontaine Cemetery should be placed on the national register as an official Military Cemetery. Your argument should be based on whether or not you feel that Bellefontaine

has done an adequate or exceptional job of honoring the people who have served their country during the course of the Civil War using evidence from your analysis and information from this unit. Include at least three pieces of evidence to support your answer.

Soldier Name, Rank, Position, Birth and Death Dates.	Age Upon entering the war in 1861	Draw a symbol to illustrate how this soldier served his country during the war.	Was this soldier Union or Confederate?
Eugene Hilarian Abadie Colonel, Surgeon, USA 1810-Dec. 22, 1874			
Henry Almstedt Colonel, 2 <sup>nd</sup> Mo. Light Artillery March 24, 1817- Nov. 21, 1881			
Wells H. Blodgett Colonel, 8 Mo. Infantry Jan. 29-1839- May 8, 1929 *Received the Congressional Medal of Honor			
James . Broadhead Lt. Colonel, Mo State Militia Calvary May 29, 1819- Aug 7, 1898			
Francis E. Brownell 1st Lt. 11, US. Infantry 1840-March 15, 1894 *Received the Congressional Medal of Honor			
Robert Buchanan Lt. Colonel, 7 Missouri Infantry Aug, 17, 1836- Feb 21, 1923			
Cyrus B. Burnham Quartermaster General of Mo June 6, 1822-July 17, 1916			
Edward C. Cabell Major, Quartermaster, CSA Feb 5, 1816-Feb 28, 1896			
Edwin Church Catherwood Colonel, 13 Mo. Calvary 1835-Nov. 7, 1897			
Nelson Cole Colonel, 2 Mo. Light Artillery Nov. 18, 1833- July 31, 1899			
David Crockett Coleman Brig. General, Mo. Militia Lt. Colonel, 8 Mo Infantry Dec. 23, 1825-Aug 16, 1909			
James Barber Comstock 1 <sup>st</sup> Lieutenant, 21 Mo Infantry 1841-Dec. 16, 1896			

<p><b>Soldier Name, Rank, Position, Birth and Death Dates.</b></p>	<p><b>Age Upon entering the war in 1861</b></p>	<p><b>Draw a symbol to illustrate how this soldier served his country during the war.</b></p>	<p><b>Was this soldier Union or Confederate?</b></p>
<p>John Nicholson Coudrey 1 Lt, 2<sup>nd</sup> Mo Calvary 1839-March 6, 1898</p>			
<p>Frank Hassendeubel Colonel, 17<sup>th</sup> Mo. Infantry Jan. 18, 1817- July 18, 1863</p>			
<p>Henry Duncker Battery Captain, 2<sup>nd</sup> Mo. Light Artillery Dec. 28, 1836-May 19, 1906</p>			
<p>Joseph Durfee 1<sup>st</sup> Lieutenant, 3<sup>rd</sup> Colored Heavy Artillery April 15, 1832-Jan. 25, 1907</p>			
<p>David Patterson Dyer Colonel, 9<sup>th</sup> Missouri Infantry Feb. 12, 1838-April 29, 1892</p>			
<p>Abijah Martin Everist Captain, Compay D, 18<sup>th</sup> Missouri Infantry Jan 17, 1840-June 30, 1901</p>			
<p>James S. Farrar Major, 30<sup>th</sup> Missouri Infantry Jan. 1838-Sept. 24, 1888</p>			
<p>Samuel A. Foster Colonel, 35<sup>th</sup> Mo. Infantry Aug. 31, 1836- Feb. 2, 1871</p>			
<p>Edward C. Franklin Surgeon for 5<sup>th</sup> Missouri Infantry Mar. 12, 1822-Dec. 10, 1885</p>			
<p>Thomas Swearingen Hawley Surgeon for 11<sup>th</sup> Missouri Infantry 1837-July 24, 1918</p>			
<p>James Flintham How Lt. Colonel, 27<sup>th</sup> Missouri Infantry April 11, 1842- July 9, 1896</p>			
<p>Charles Hamilton Hughes Surgeon, 1<sup>st</sup> Mo. State Militia Infantry May 23, 1839- July 13, 1916</p>			
<p>Charles Knower Assistant Surgeon 1838- Oct 8, 1878</p>			
<p>George Eliot Leighton Major, 5<sup>th</sup> Mo. State Militia Cavalry March 7, 1835- July 4, 1901</p>			

Frederick Lesser 1 <sup>st</sup> Lieutenant, 17 <sup>th</sup> Mo. Infantry 1837-Sept. 11, 1919			
Lewis Lipman Major, 8 <sup>th</sup> Mo. Infantry July 4, 1832- Sept. 5, 1916			
Thomas H. Macklind Captain, 3 <sup>rd</sup> Mo. State Militia Cavalry 1826-March 12, 1904			
Enoch M. Marvin Chaplain, CSA June 12, 1823- Nov. 26, 1877			
<b>Soldier Name, Rank, Position, Birth and Death Dates.</b>	<b>Age Upon entering the war in 1861</b>	<b>Draw a symbol to illustrate how this soldier served his country during the war.</b>	<b>Was this soldier Union or Confederate?</b>
Philip Merdart Captain, 3 <sup>rd</sup> Missouri Infantry 1838- Dec. 16, 1910			
Enoch Anson More General, Mo. Militia 1821- January 21, 1899			
Manley Preston Owen Captain, 18 <sup>th</sup> U.S. Colored Troops Oct. 19, 1840- Dec. 5, 1923			
Julius Pitzman Captain, 6 <sup>th</sup> Missouri Infantry 1837-Aug. 31, 1923			
Truman Augustus Post 1 <sup>st</sup> Lieutenant, 40 <sup>th</sup> Mo. Infantry Dec. 10, 1837-Jan. 10, 1902			
Leo Rassieur Captain, 30 <sup>th</sup> Mo. Infantry April 19, 1844- June 1, 1929			
George D. Reynolds Lt. Colonel, 6 <sup>th</sup> U.S. Colored Artillery Dec. 16, 1810- March 18, 1921			
Lucius L. Scammell Acting Assistant Surgeon, USA 1819- Feb. 13, 1892			
Conrad E. Soest 1 <sup>st</sup> Lieutenant, 82 <sup>nd</sup> U.S. Colored Troops 1845-Dec. 4, 1895			
Joseph Spiegelhalter Surgeon, 12 <sup>th</sup> Missouri Infantry Aug. 6, 1834- June 7, 1909			
William Henry Stark Lt. Colonel, 24 <sup>th</sup> Missouri Infantry 1836-March 30, 1884			
Charles G. Stifel			



<b>Colonel, 5<sup>th</sup> Mo. Infantry</b> <b>Jan. 28, 1819- March 18, 1900</b>			
<b>Henry R. Switzer</b> <b>Captain, 7<sup>th</sup> Missouri Infantry</b> <b>Sept. 22, 1835- Dec. 16, 1915</b>			
<b>William Eliot Ware</b> <b>Captain, 27<sup>th</sup> Mo. Infantry</b> <b>Sept. 16, 1841- Aug. 23, 1912</b>			
<b>Louis Wetteroth</b> <b>1<sup>st</sup>, Lieutenant, Mo. Infantry</b> <b>1836- Jan. 28, 1892</b>			
<b>Frederick Charles Woodruff</b> <b>Captain, U.S. Colored Troops</b> <b>June 23, 1838-May 16, 1906</b>			