

SYNOPSIS

Sixteen-year-old Jeff Bussey, a short but wiry Kansas farm boy, decides to enlist in the Union army in 1861 after his antislavery family is attacked by Missouri bushwhackers—armed proslavery ruffians who are part of the ongoing guerrilla warfare over slavery along the Kansas-Missouri border. Bidding his parents, two sisters, and devoted dog Ring farewell, Jeff sets out on foot for Fort Leavenworth. As a raw recruit at the fort, Jeff becomes friends with an assortment of fellow recruits and innocently angers a vindictive captain, Asa Clardy.

Soon the Kansas Volunteers embark on a long battle march to Springfield, Missouri, to prevent that state's fall to the South. Jeff is very impatient to get into battle. Union General Lyon, facing a superior force, decides to strike boldly at Wilson's Creek. Just as an elated Jeff is to go into battle, a major orders him to the rear to find the quartermaster. Sick with disappointment, Jeff obeys the order but has a confrontation with Clardy. The Union forces are defeated, and Jeff retreats with his fellow soldiers to Springfield and Rolla. Clardy assigns him to help at the amputation tent and with burial parties. Jeff, who has never met a dog he couldn't make up to, acquires a new companion—Dixie, a rebel lieutenant's shepherd dog. Summer turns to autumn, then winter. Jeff is always hungry. Clardy unjustly arrests Jeff and sets him to two weeks of hard labor. Jeff still longs to fight in battle, but he is becoming disillusioned with the tyranny and cruelty of military life.

Finally, in May 1862, Jeff and his unit are transferred to Fort Scott, Kansas. From there, they march into the Cherokee Indian Nation. Their mission is to restore to their homes there the loyal refugee Indian families, and also to protect Kansas and Missouri from small enemy forces operating in the area. Especially troublesome is the Confederate cavalry unit of Stand Watie, a mixed-blood Cherokee, which conducts bold, sharp, destructive raids on the homes of Union Indian sympathizers. On the march, Jeff is impressed with the comfortable homes and prospering farms of these Indians. At the Cherokee capital of Tahlequah—an impressive town—Jeff meets the Washbourne family, including lovely, spirited sixteen-year-old Lucy. All the Washbourne men are in Watie's Cherokee cavalry. Although Lucy hates all things Yankee, Jeff falls instantly in love with her. But the Union expedition soon returns to Fort Scott.

When winter comes on, Jeff's unit joins a force invading Arkansas. Jeff finally gets his first battle experience, at Prairie Grove, and he finds it deathly frightening. Nevertheless, his help at a short-handed artillery post earns him the Medal of Honor. In the spring of 1863, Jeff's unit returns to Tahlequah, where he seeks out Lucy. They exchange their strongly held views on the war, and Jeff begins to understand the issues between the two Cherokee factions, which are apart from slavery or states' rights.

With the other troops at Fort Gibson, near Tahlequah, Jeff is

now trained to be a cavalry soldier, as a means of better opposing the increasingly active rebel forces. Lucy's brother Lee, a scout for Watie, is executed as a rebel spy. Jeff refuses to join the firing squad, and arranges to have the body delivered to the Washbourne family. This wins Jeff Lucy's love. The general assigns Jeff to scout duty; on his first mission, Jeff manages to capture an important dispatch.

On his next scout patrol, Jeff stumbles on Watie's main camp, so he claims he has come to enlist, which he does. Just as he is about to slip back to the Union lines with the piece of troop movement information he was sent to find, Jeff is felled by malaria. Two weeks later, he awakens in the home of the Jackmans, a kind mixed-blood Cherokee farming family, who are nursing the young man back to health. Jeff learns that Watie has a plan to secure hundreds of new repeating rifles, smuggled in through the North. Jeff has seen the effectiveness of this new weapon and realizes it could prolong the war in the West by years. He must stay in the South until he finds out where the rifles are coming from. He spends that winter with the Jackmans regaining his strength.

In the spring of 1864, Jeff rejoins Watie's unit. He learns that Watie is buying the repeating rifles from a Federal officer at Fort Gibson. As part of an escort to take delivery of a shipment of the rifles, Jeff sees the Union traitor: Captain Clardy! His loyalties are torn; Jeff has come to like and respect the rebels for their humanity, their fighting ability, and their devotion to their unique cause. Jeff determines he must ride to Fort Gibson that night with his information. That evening in town, he is shocked to find Lucy and makes an even more agonizing decision: to remain loyal to his country and state, which are fighting for their existence just as Lucy's people are for theirs, and therefore lose Lucy. But Lucy allows her love for Jeff to come first, and promises to wait for him.

Just as Jeff is about to leave camp for Fort Gibson, Clardy sees him. The chase is on. For an endless week, Jeff evades pursuing Confederates. Just as Jeff nears Fort Gibson, the bloodhound on his trail catches up with him. But the hound has outrun its handlers, and Jeff's natural affinity with dogs wins the ugly creature over. Together they reach Fort Gibson. Several months later, in June 1865, the war is over and a mature Jeff, with a lifelong tolerance and sympathy for the rebels, returns home to Kansas.

BIOGRAPHICAL SKETCH

Harold Keith was born in Lambert, Oklahoma Territory, in 1903, and grew up in various southwestern states. He graduated in 1921 from high school, where he had been active on the school news magazine. He then attended Northwestern State Teachers College in Alva, Oklahoma, and received his B.A. (1929) and M.A. (1938) from the University of Oklahoma in Norman. He became sports publicity director for the University in 1930 and remained at that post until his retirement in 1969.

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He married in 1931 and had two children. After his retirement, he turned to research and writing full-time, most of it for young people.

In college, Keith was an outstanding member of the track team. He also worked on daily and weekly Oklahoma newspapers and developed a passion for the history of the region. He combined these interests in his books and numerous short stories and articles for young people. Research for the *Boys' Life of Will Rogers* led him to more detailed research about Will's father, Clem Rogers, subject of his master's thesis in history. Clem had been a captain in Stand Watie's Cherokee cavalry, and Keith's research included interviews with Oklahoma veterans of the Civil War. Out of this grew *Rifles for Watie*.

CRITICS' CORNER

Harold Keith was awarded the Newbery Medal in 1958 for *Rifles for Watie*. Critics were impressed with the wealth of historical detail and the fresh, interesting portrayal of a little-known aspect of the Civil War and the equally little-known Cherokee Nation. The *Horn Book* declared that the novel "should take and hold a place with the best Civil War fiction for young people" and added that its detail filled "a rich panoramic picture." *Booklist* concluded, "The mature and stirring narrative offers realistic action, convincing characterization, and a widening perspective on issues and men involved in the war." The *Chicago Sunday Tribune* praised the "strong sense of immediacy...communicated to the boy's life in camp and in battle." *Kirkus Reviews* found the book "stirring, original and always credible; this is distinctly superior." *The Atlantic* rated *Rifles* as "a top-notch novel for high school age."

MEANING STUDY

Below are words, phrases, or sentences that have a particular meaning in the novel. Explain each as it relates to the book. Use the page numbers given in parentheses to reread the term in context if you wish.

1. Emory was a Free State man in the raging guerrilla warfare over slavery that had divided people on the Kansas-Missouri border into free and slave factions. (p. 3)
(When Kansas was opened to settlement in the 1850's, proslavery and free-soil supporters scrambled for control. The antislavery free-soilers aroused the proslavery factions in Missouri, and newspaper accounts of the conflict led to the nickname "Bleeding Kansas." As soon as the Southern states began to secede from the Union, Kansas was admitted as a free state. This is the situation the Busseys face at their Kansas farm as the novel opens.)
2. six Southern states had seceded from the Union (p. 4)
(In December 1860 South Carolina withdrew—seceded—from the United States. By February 1861, a total of six Southern states had left the Union, with Texas soon to follow. As Jeff's father predicts, this secession soon leads to the Civil War, which began in April 1861, with the bombardment of Fort Sumter in Charleston.)
3. Missouri bushwhackers (p. 6)
(Bushwhackers were Southern sympathizers or supporters who raided people who supported the Union side and antislavery. They operated in small groups, ambushing civilians and military supply wagons, destroying property and residences and carrying off anything of value. The threat that the bushwhackers pose to his family convinces

Jeff it is time for him to join the Union army and help to bring peace back to his home.)

4. the Union volunteers (p. 8)
(The Union army was the army of the United States, the Northern states in the Civil War. Many of these troops were volunteers who, like Jeff, freely chose to enlist in the Union army.)
5. Jefferson Davis, Southern Confederacy (p. 24)
(The seceding Southern states formed a new national government, the Confederate States of America, also known as the Confederacy, in February 1861. Jefferson Davis of Mississippi was elected its president. Captain Clardy is furious when Jeff announces that his full name is Jefferson Davis Bussey. Clardy hates Davis because Davis rather than Clardy was elected colonel of their regiment during the Mexican War.)
6. a short furlough (p. 31)
(A furlough is a leave of absence from duty granted to a soldier. Jeff gets a short furlough to go home soon after he enlists—his last visit home for four years.)
7. the regimental court-martial handling David's case (p. 51)
(A court-martial is a military court made up of commissioned officers [sometimes also enlisted personnel] that tries members of the armed forces. David Gardner had deserted, and so faces a court-martial for this military crime.)
8. the Cherokee Indian nation (p. 90)
(In 1839 the Cherokees who survived the Trail of Tears joined their brethren who had left the East earlier. They formed a new Cherokee Nation in what is now northeastern Oklahoma, which at the time was a territory, part of the United States but not yet a state. Internal differences among different Cherokee factions, settled in 1846, broke out again when the Civil War engulfed the nation. This is the situation as Jeff and the Union forces enter the Cherokee nation.)
9. regiments, infantry, cavalry, batteries (p. 92)
(These are all military units. A regiment consists of a number of battalions [a large number of troops]. Infantry consists of foot soldiers, while cavalry is made up of soldiers mounted on horseback. A battery is an artillery unit in the army equivalent to a company [which is made up of two or more platoons].)
10. mustered out (p. 318)
(Mustered out means to be discharged from the armed services. Jeff and his fellow soldiers are mustered out at the end of the war, free to return to their homes and civilian life.)

COMPREHENSION STUDY

Answer the following questions in your own words. There is not always a right answer. Your judgment is important, and you should be ready to defend your answers by referring to passages in the book.

Literal Level

1. What different roles does Jeff play in the army during his four years of service?
(Jeff begins service in the infantry, as a foot soldier, also serving for a few hours as an artilleryman at the Battle of Prairie Grove. At Fort Gibson Jeff, along with the rest of his unit, is converted into a cavalryman. Then General Blunt makes him a scout. As a member of the rebel forces, Jeff

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is both a cavalryman and a horse-handler, while still being a scout and spy for the Union.)

2. What effects does the war have on the civilian population? (Civilians in Kansas and Missouri suffer from the ongoing guerrilla warfare between proslavery and antislavery factions. Female civilians face ongoing difficulties in getting heavy chores done that used to be taken care of by men, servants, and slaves, who have all gone away. Armies of both sides forage, taking civilians' food stores, crops, and livestock. Cherokee civilians on both sides are driven from their homes by opposing forces and become refugees; their homes, crops, and livestock are often destroyed.)
3. What conflicts does Jeff face during the course of the novel?
(First and most encompassing is the war against the Confederacy that Jeff is participating in as a member of the Union army. Within that army, Jeff contends with an ongoing conflict with his captain, Asa Clardy. Later, Jeff's feelings and beliefs about the war conflict with those of his love Lucy and the rebels he comes to understand and care for as his comrades and friends.)
4. What differences does Jeff observe between his Union army regiment and Watie's troops?
(The relations between officers and men are much more informal among Watie's troops than among the Union men. Watie's men and officers share a camaraderie and seem to enjoy their hard, tough jobs, while the Union troops do not. There are no vindictive Clardys among the rebel officers. All of Watie's men seem to be devoted to their cause and quite clear about what it is, while the Union soldiers are of mixed minds. The Union forces operate with traditional, strict military discipline, while Watie's men fight together like Indians, without the white men's military discipline. They also take booty, which is the Indian way.)

Interpretive Level

5. How does Jeff change in the course of the novel?
(In the beginning of the novel, Jeff is a carefree, inexperienced farm boy who dreams of the excitement and thrill of war and sees only the Union side's reasons for fighting. His experiences as a soldier begin to reveal to Jeff the tyranny and injustice of military life—for both the common soldier and civilians—during wartime. Extended exposure to his supposed enemies completes Jeff's change into a mature young man. He can now understand the rebels' viewpoint and can respect them as kind and committed human beings, even while he holds to his own loyalties to the Union cause.)
6. Compare Jeff and Lucy.
(Both are strongly committed to the cause of their side of the war, but they are on opposite sides. Both are strong-willed and independent, but learn to accept the other's point of view. They are nearly the same age, but are of different racial backgrounds. Jeff is from a Kansas farm family of modest means and living circumstances, while Lucy is from a well-to-do family of town dwellers in the Cherokee Indian Nation.)
7. The book's author has said, "Your hero will be more real if he has some warmly human weakness that leads him from the path of safety." What is Jeff's "warmly human weakness," and what trouble does it get him into?

(Jeff speaks up boldly to his officers when he disagrees with them, which gets him into a lot of trouble with Clardy. When he first talks back to Clardy on his first day at the fort, Jeff is put on kitchen duty. Jeff taunts Clardy with his knowledge about a murder the captain committed, and Clardy then finds many opportunities to assign Jeff to obnoxious duties. When Jeff refuses Clardy's order to join a firing squad, Jeff ends up in the guardhouse on hard labor. When Clardy recognizes Jeff in Watie's camp, Jeff must run for his life.)

Critical Level

8. What purpose does Jeff's capture by the rebels play in the novel?
(Being forced to join and stay with the rebels allows Jeff to see his former enemies as ordinary human beings with valuable character traits. This allows Jeff to begin to understand the rebels' point of view, which greatly helps him to become more mature, thoughtful, and tolerant. It also allows the author to show the readers what life was like for the troops and civilians of the Cherokee Nation during the war.)
9. The author has also noted that "nearly every chapter of *Rifles* happens in a different locale, introduces different characters, and presents a different phase of the war." Why do you think the author did this? Do you think this adds to the effectiveness of the novel? Why or why not?
(One reason is that the author had gathered a wealth of historical facts about the war in the far West and wanted to include as much of it as possible in his novel. The other reason is that he wanted to keep the background and events fresh by constantly changing them. Students' opinions on effectiveness will vary.)
10. Jeff's final crisis is being tracked down by the bloodhound just before he reaches the safety of Fort Gibson. How is the solution to this final, perhaps fatal, crisis hinted at earlier in the novel?
(Jeff escapes capture by befriending the bloodhound and becoming the dog's new master. This is hinted at by the deep bond of devotion the author shows that Jeff's dog Ring has for the boy at the novel's beginning. Then, after the Battle of Wilson's Creek, Jeff is able to make friends easily with the dead rebel lieutenant's dog, Dixie, who bonds quickly with Jeff. In this scene, the author comments, "He [Jeff] had never seen a strange dog he couldn't make up to"—which will be Jeff's salvation at the end of the novel, when he makes up to the bloodhound Sully.)

Creative Level

(Answers will vary.)

11. Exactly what happens to Asa Clardy after Jeff escapes? You could tell this as a short story. For a different twist, you could write the story from a fresh point of view: that of a member of Watie's troops, or of Heifer, or Watie, or Clardy himself, for example.
12. Imagining you are Lucy, write some diary entries about your first and later meetings with Jeff and your growing feelings about him.
13. Write a scene, and act it out with classmates, in which a captured Jeff is returned to Watie's unit and he and his former rebel comrades and friends confront each other.

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ACROSS THE CURRICULUM

Science

1. Demonstrate to the class the process described on page 215 of the novel for getting the muzzle-loading one-shot Springfield ready to fire. Explain in scientific terms how each item in the loading process interacts with the others and causes a shot to be fired.
2. Do the same for the seven-shot Spencer (featured in the movie *The Unforgiven*).
3. While trying to get back to Fort Gibson, Jeff sets his course by the North Star. Try doing this yourself to find your way. Then explain how this is done, and why the North Star can be used in this way.
4. Create a booklet on the bloodhound, including illustrations, a history of the breed, and an explanation of why and how the bloodhound can track a scent so accurately.

Music

1. Find recordings or sheet music of the various popular songs of the Civil War mentioned in the novel. Play the recordings or perform the songs for classmates.
2. Demonstrate, or play a recording of, traditional bugle and/or drum signals used in the military, like "Taps."

Language Arts

1. Try to find reproductions of some pages from the *Cherokee Phoenix*, a bilingual newspaper printed in both English and Cherokee. Display this with a copy of Sequoyah's syllabary, or alphabet, of the Cherokee language. Explain the origins and use of Sequoyah's syllabary.
2. The novel contains many examples of dialect. Write a dialogue between two people using dialect.

Math

1. Make an organizational chart for an army regiment, showing its many divisions and subdivisions such as battalions, companies, and platoons. Show the total number of soldiers in the regiment and in each division and subdivision, making sure the individual numbers add up to the whole.
2. On the map of military movements you prepare in one of the Social Studies projects below, show how many miles each march was, how many days the march took, and how many miles the army advanced or retreated each day.

Social Studies and Geography

1. Find a collection of photos of army life during the Civil War to display in class, explaining orally or in writing what each photo shows.
2. Report orally or in writing on the history of the Cherokees, both before and after the arrival of white people in America. Illustrations would enhance the report.
3. Read some diaries and letters written by soldiers and civilians during the Civil War. What new insights do they give you?
4. Write a biographical sketch of one or more of the generals or other officers mentioned in the novel. Include a portrait of the man if possible.
5. Prepare a written or oral report on how the Indian nations in the Oklahoma territory were transformed into the white-settled state of Oklahoma.
6. Prepare a map of the areas covered by the action of the

novel. Label as many towns, political divisions, and geographical features from the novel as possible, including the page number where you found the place name. (Close to 100 are mentioned in the novel!) Compare your map with classmates' maps. Who located the most place names from the novel?

7. Prepare a map showing Jeff's (and the Union army's) movements during the years from 1861 through 1865.

Art

1. Make a model of one of the battles Jeff or his unit is involved in.
2. On posters or in a booklet, illustrate the typical uniforms of Union and Confederate soldiers.

Health

1. Prepare a written or oral report on health conditions in military camps during the Civil War. What were the major problems, not considering battlefield injuries?
2. How advanced or primitive was battlefield surgery during the Civil War? Were there any significant improvements over surgery in previous wars? Any other medical advances during this war?

STUDENT INVOLVEMENT ACTIVITIES

1. Many different guns are mentioned in the novel. In poster or booklet form, illustrate all these types, including ammunition for each one, and explain how the weapon operated.
2. As an oral history project, conduct interviews with people who have lived through an event that interests you—for instance, Woodstock, or the Vietnam War.
3. With a classmate, act out a dramatic scene from the novel, such as the scene between Jeff and Lucy when they exchange views on the war, or the confrontation between Jeff and Clardy when Jeff reveals his knowledge of the murder in Clardy's background.
4. Take part in a class discussion about Jeff's changing attitude toward war. Which attitude do you find most realistic? How do you think you would feel if you were in the army and would soon go into battle?
5. Find out more about the Rebel yell—what it was, when it was used, what it sounded like. Report on your findings to the class, and play a recording of the yell—or, with a group of classmates, demonstrate the yell.
6. Research what life was like for Civil War soldiers during their many long, monotonous months in camp. What did they do for amusement? With classmates, demonstrate some of these pastimes.
7. For an ambitious project, recreate with your classmates a Civil War military encampment.

ALTERNATE ASSESSMENT

1. Make a list of the many and varied characters in the novel. Next to each name, give a brief physical description of that person and his or her role in the novel and connection with Jeff.
2. The author of the novel has said, "The best way to put a story down on paper is by a succession of dramatic scenes." Trace the events of the novel through this succession.
3. Explain the ways in which this novel is, as one critic has said, "a strong indictment of war." Mention specific inci-

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dents and developments to support your explanation.

4. Trace the course of the novel through the events, incidents, and encounters that change Jeff, explaining what effect each has on Jeff.

OTHER BOOKS BY HAROLD KEITH

Boys' Life of Will Rogers (1937)
Sports and Games (1941; rev. ed. 1960)
Oklahoma Kickoff (1948)
Shotgun Shaw: A Baseball Story (1949)
A Pair of Captains (1951)
Rifles for Watie (1957)
Komanticia (1965)
The Runt of Rogers School (1971)
Brief Garland (1971)
Go Red, Go! (1972)
The Bluejay Boarders (1972)
Susy's Scoundrel (1974)
The Obstinate Land (1977)
Forty-Seven Straight: The Bud Wilkinson Era at Oklahoma
(1984)

RELATED READINGS

Across Five Aprils. Irene Hunt.
The Cherokee. Theda Perdue.
Hew Against the Grain. Betty Sue Cummings.
Jayhawker. Patricia Beatty.
People of the Dream. Joseph Forman.
The Red Badge of Courage. Stephen Crane.
Soldiers: A History of Men in Battle. John Keegan and Richard
Holmes.
Soldiers Blue and Gray. James I. Robertson, Jr.
Turn Homeward, Hanalee. Patricia Beatty.
Voices from the Civil War. Martin Meltzer.
Which Way Freedom? Joyce Hansen.

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Book Review Digest. 1957, p. 485.
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3rd ed. Chicago: St. James Press, 1989.
Fuller, Muriel, ed. *More Junior Authors*. New York: H.H.
Wilson, 1963.
Horn Book. December 1957, p. 500.
Kingman, Lee, ed. *Newbery and Caldecott Medal Books: 1956-*
1965. Boston: Horn Book, 1965.
Something About the Author. Vol. 2. Detroit: Gale, 1971.

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VOCABULARY TEST

Match each underlined word with its meaning listed below. Write the letter of the meaning in the space next to the sentence number.

- _____ 1. Beseechingly Jimmy looked up at the Sister of Mercy, his eyes pleading for some slight sign of encouragement.
- _____ 2. Despite his heroism, Jimmy's boyish face was crestfallen.
- _____ 3. Mitchell talked with the loquacious annoyance of a man who wants to get something unpleasant off his mind.
- _____ 4. The heat came up through the soles of Jeff's brogans, burning his feet.
- _____ 5. "We confiscate their livestock an' their property an' take the stuff back to camp with us."
- _____ 6. "Thankee," Jimmy mumbled, doggedly. "I can make it."
- _____ 7. "What's your excuse for being here instead of on the front?" Jeff taunted grimly.
- _____ 8. The fort's plight had become desperate.
- _____ 9. That night Jeff lay quietly on his cold pallet, trying to think.
- _____ 10. Jeff glanced at the mean one-room log house.
- _____ 11. War was a lark, an adventure made for men, Jeff thought, swinging blithely along.
- _____ 12. "Wonder what them rebels looks like?" quavered a frightened boy in the ranks.
- _____ 13. Noah gazed abstractedly at the parched ground passing beneath their feet.
- _____ 14. "Is that you, Dempsey?" The lieutenant's voice sounded a little more conciliatory.
- _____ 15. Ivey's Adam's apple oscillated as he drank.
- _____ 16. "Got your line formed, boys?" the major called stridently.
- _____ 17. Jeff wished he had thought to have a daguerreotype made at the gallery so he could give it to his family.
- _____ 18. Noah awakened Jeff ten minutes before they lined up. Jeff was tired and logy.
- _____ 19. Fiery threads of lightning veined suddenly across the cloud bank.
- _____ 20. It was the duty of the new Union cavalry to prevent those depredations if it could.

- a. streaked
- b. as if begging
- c. without concern
- d. plundering
- e. friendly
- f. talkative
- g. take property
- h. dejected
- i. groggy
- j. mocked

- k. bad condition
- l. spoke with a tremble
- m. small, hard bed
- n. swung up and down
- o. early photograph
- p. absent-mindedly
- q. loudly and harshly
- r. with determination
- s. heavy shoes
- t. poor, shabby

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COMPREHENSION TEST A

Part I: Matching (20 points)

Read each character description. In the list below, find the character who matches the description. Write the letter of the character in the space next to the description number.

- | | |
|--------------------|---------------------|
| a. Jeff Bussey | f. Stand Watie |
| b. Asa Clardy | g. Lee Washbourne |
| c. Pete Milholland | h. Lucy Washbourne |
| d. Noah Babbitt | i. Heifer Hobbs |
| e. Jimmy Lear | j. Patricia Jackman |

- _____ 1. A tramp printer from Illinois, a tall, droll fellow.
- _____ 2. So ugly that the flies wouldn't light on him.
- _____ 3. He had the look of a fellow who was always angry about something.
- _____ 4. Thirteen, she wore boots and a riding habit; she looked like the tomboy of the family.
- _____ 5. A warlike Cherokee of mixed blood, who commanded a small, hard-riding rebel cavalry unit.
- _____ 6. Small for his sixteen years but strong, wiry, and cheerful.
- _____ 7. A rebel spy, with high cheekbones, brown skin, and straight black hair that showed he had Indian blood.
- _____ 8. She was wearing a long cotton dress of light green and looked as fresh and clean as a green shrub after a rain.
- _____ 9. The men's choice for sergeant, a big, broad-beamed farmer.
- _____ 10. A boy even smaller than Jeff, with big blue eyes and a mop of curly black hair.

Part II: Fill-In (30 points)

Write one or two words in each blank to make each statement true.

1. Jeff's home state is _____.
2. Jeff meets Lucy at her home in the Cherokee capital town of _____.
3. The name of the bloodhound that tracks Jeff is _____.
4. Lee Washbourne is killed by a _____.
5. As a foot soldier, Jeff is a member of this part of the army: the _____.
6. David Gardner is court-martialled for _____.
7. The name of Jeff's friend, a drummer boy, who dies is _____.
8. Heifer, the man who treats Jeff like his own son, is a _____ for Watie's troops.
9. Jeff finally gets his first taste of war at the Battle of _____ Grove.
10. Flea Bite is Jeff's _____.
11. Jeff is named after the president of the Confederacy, _____.
12. Jeff sends a message to Fort Gibson via Leemon Jones, who is a _____.
13. The name Jeff gives to the dog that he finds beside a dead rebel lieutenant is _____.
14. As a _____, Jeff's job is to ride behind enemy lines and gather information.
15. Clardy and Jeff's father fought together in the _____ War.

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Part III: True/False (20 points)

In the space provided, write **T** if the statement is completely true, or write **F** if any part of the statement is false.

- _____ 1. Jeff has two sisters.
- _____ 2. When Jeff comes home after the war, he discovers that his father has died.
- _____ 3. The cook Sparrow knows that Clardy has killed a woman.
- _____ 4. Jeff feels guilty about deserting his Southern friends.
- _____ 5. Sergeant Milholland is killed in the unit's first big battle.
- _____ 6. When Jeff meets Lucy, she and her family are living in a very fine house.
- _____ 7. The Confederates pass messages to Clardy by singing songs across the river.
- _____ 8. Jeff refuses to join in when the Union and rebel pickets meet to talk and trade.
- _____ 9. Jeff performs heroically the first time his unit goes into battle.
- _____ 10. Jeff refuses the order to take the cow away from the farm woman who had fed him.

Part IV: Essay (30 points)

Choose any *three* to answer. Write a short paragraph for each.

- 1. What reasons does Jeff have to fight in the war on the Union side?

- 2. Why is it so important for Jeff to stop Watie from buying the rifles?

- 3. Describe at least three Confederate supporters Jeff becomes friends with. How does each help to change Jeff's outlook?

- 4. What special talent saves Jeff in the end, and how?

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COMPREHENSION TEST B

Part I: Matching (20 points)

Read each quotation. In the list below, find the character who spoke the words. Write the letter of the character in the space next to the quotation number.

- | | |
|--------------------|--------------------|
| a. David Gardner | f. General Blunt |
| b. Jimmy Lear | g. Captain Clardy |
| c. Noah Babbitt | h. Sergeant Fields |
| d. Jeff Bussey | i. Emory Bussey |
| e. Lucy Washbourne | j. Stand Watie |

- _____ 1. "Howdy, youngster. Where ya been all this time?"
- _____ 2. "I like you, Jeff Bussey. But I warn you: I'm still a rebel—to the backbone."
- _____ 3. "With a thousand repeating rifles, I could starve 'em out of Fort Gibson and win back all our old country."
- _____ 4. "Jeffy, my new drum's under the bed. You can have it when I die."
- _____ 5. "Arrest that man! Take him to the guardhouse. This time I'm going to teach him a lesson he'll never forget."
- _____ 6. "Corn! It doesn't look like I'm ever going to get in a battle."
- _____ 7. "If you want to kill me, you'll have to do it right here in my own house because I'm not going with you."
- _____ 8. "How would you like to be a scout?"
- _____ 9. "Jeff i cant stand it no longer i have goned home to see ma."
- _____ 10. "You know what I found? Coffee! Yankee coffee! He was a blue belly. And so are you!"

Part II: Fill-In (30 points)

Write one or two words in each blank to make each statement true.

1. Jeff's unit is called the First Kansas _____, because all its men chose for themselves to enlist in the army.
2. Lucy is part _____ Indian.
3. Jeff desperately tries to reach Fort _____ with his information about the rifles.
4. The name of the big gray dog Jeff leaves behind at home is _____.
5. As a soldier who rides a horse, Jeff is a member of this part of the army: the _____.
6. Jeff's full name is _____.
7. Lee Washbourne is executed as a rebel _____.
8. The first taste of war for Jeff's unit, which Jeff misses, is the Battle of _____.
9. The rebel cook who treats Jeff like his own son is named _____.
10. The family Jeff stays with while he recovers from malaria is named _____.
11. The border raiders from Missouri who threaten Jeff's family farm are called _____.
12. Lucy and her family live as refugees in _____ Depot.
13. Jeff is tracked down on his flight back to the Union forces by an ugly _____.
14. To get to the rebel forces while on scout duty, Jeff and his comrades must cross a _____.
15. Jeff discovers that Lee Washbourne is dead when he sees the boy's name engraved on a _____.

RIFLES FOR WATIE

ANSWER KEY

Vocabulary Test

- | | |
|-------|-------|
| 1. b | 11. c |
| 2. h | 12. l |
| 3. f | 13. p |
| 4. s | 14. e |
| 5. g | 15. n |
| 6. r | 16. q |
| 7. j | 17. o |
| 8. k | 18. i |
| 9. m | 19. a |
| 10. t | 20. d |

Comprehension Test A

Part I: Matching (20 points)

- | | |
|------|-------|
| 1. d | 6. a |
| 2. i | 7. g |
| 3. b | 8. h |
| 4. j | 9. c |
| 5. f | 10. e |

Part II: Fill-In (30 points)

- | | |
|-----------------|---------------------|
| 1. Kansas | 9. Prairie |
| 2. Tahlequah | 10. horse |
| 3. Sully | 11. Jefferson Davis |
| 4. firing squad | 12. black slave |
| 5. infantry | 13. Dixie |
| 6. desertion | 14. scout |
| 7. Jimmy Lear | 15. Mexican |
| 8. cook | |

Part III: True/False (20 points)

- | | |
|------|-------|
| 1. T | 6. T |
| 2. F | 7. T |
| 3. T | 8. F |
| 4. T | 9. F |
| 5. F | 10. F |

Part IV: Essay (30 points)

Answers will vary.

Comprehension Test B

Part I: Matching (20 points)

- | | |
|------|-------|
| 1. c | 6. d |
| 2. e | 7. i |
| 3. j | 8. f |
| 4. b | 9. a |
| 5. g | 10. h |

Part II: Fill-In (30 points)

- | | |
|---------------------------|------------------|
| 1. Volunteers | 9. Heifer Hobbs |
| 2. Cherokee | 10. Jackman |
| 3. Gibson | 11. bushwhackers |
| 4. Ring | 12. Boggy |
| 5. cavalry | 13. bloodhound |
| 6. Jefferson Davis Bussey | 14. river |
| 7. spy | 15. watch |
| 8. Wilson's Creek | |

Part III: True/False (20 points)

- | | |
|------|-------|
| 1. F | 6. T |
| 2. T | 7. T |
| 3. F | 8. F |
| 4. F | 9. T |
| 5. T | 10. T |

Part IV: Essay (30 points)

Answers will vary.



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