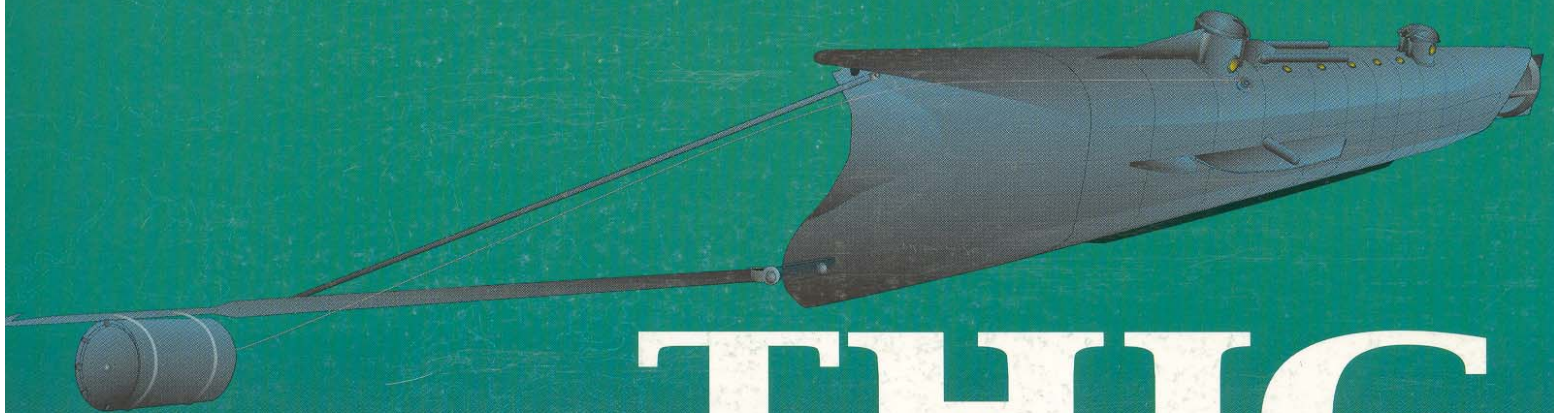


Activities and Lessons



South Carolina Geographic Alliance

Center of Excellence
for
Geographic Education



THIG

*The Hunley:
Interactive Geography*

EDUCATIONAL CD ROM

CONTENTS

These lessons have been created to use alone or with THIG (The *Hunley*: Interactive Geography) CD-ROM. They trace the story of the *Hunley* from its beginnings in New Orleans to the fateful night of the sinking of the *Housatonic*.

1. GRIP OF THE ANACONDA

Jana Locklair

Charleston Harbor was an important site to both the North and the South during the Civil War. The Union was determined to close it down with its ironclad blockade, while the Confederacy counterattacked with the use of blockade-runners.

Page 1

2. "NECESSITY IS THE MOTHER OF INVENTION" EVOLUTION OF SUBMARINE WARFARE DURING THE AMERICAN CIVIL WAR

Charles Vaughan

From the very beginning, the Confederacy found itself at a great disadvantage. It was at odds with the well-established army and navy of the North. As a result, the CSA was more than willing to experiment with new technology to give itself an advantage.

Page 11

3. A LOOK AT CHARLESTON DURING THE CIVIL WAR

Merit Justice

Students will analyze photographs taken in Charleston, SC, during the Civil War years, 1861-1865. The photographs are from the American Memory Project of the Library of Congress.

Page 25

4. TRAVELING BACK IN TIME: EXPLORING CHARLESTON IN THE 1860'S

Tara Sides

This lesson is designed to give students a better understanding of life in Charleston during the Civil War. Students will use information compiled from primary sources and photographs to present a newscast describing the day to day lives of the people of Charleston.

Page 30

5. THE HUNLEY IN CHARLESTON

Cindy Bradley

This lesson looks at the activities of the *Hunley* in Charleston, South Carolina and the impact the *Hunley* had on the Civil War. Make It Three: The Story of the CSS H.L. Hunley Civil War Submarine, a book authored by Margie Willis Clary, and the TNT movie "*THE HUNLEY*" will be used throughout.

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6. THE RECRUITMENT AND TRAINING OF THE FINAL *HUNLEY* CREW

Tara Sides

This lesson is designed to give students a better understanding of the recruitment of the final *Hunley* crew and the training the men underwent. Students will use information compiled from primary sources to create a recruitment advertisement and pictures of training on a paper plate.

Page 54

7. ATTACK OF THE *HUNLEY*

Chuck Stjern

Students, who are already familiar with the overall story of the *H.L. Hunley*, will use class discussion to arrive at a deeper understanding of the hardships and dangers faced by the crew, and especially the effects of weather factors on the little submarine's mission.

Page 59

8. THE FIRST VICTIM: THE ATTACK ON THE *USS HOUSATONIC*

Keith Johnson

The recent discovery and raising of the lost submarine, the *CSS Hunley*, has answered many historical questions. The subsequent opening of the boat and examination of the artifacts within has answered more. Many questions still remain unanswered and new puzzles beg to be analyzed. How do we determine if questions are accurately answered with facts or if the answers are merely interpretations of events, physical evidence, or artifacts?

Page 68

9. BENEATH THESE WATERS

Jana Locklair

Charleston Harbor was a major target of the Union blockade. The Southerners tried to slip through the blockade squadrons by using ships known as blockade-runners. Students will locate the wreck sites of both Union and Confederate vessels that came to rest in the Charleston Harbor during the Civil War.

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GRIP OF THE ANACONDA

Jana Locklair

Overview:

Charleston Harbor was an important site to both the North and the South during the Civil War. The Union was determined to close it down with its ironclad blockade, while the Confederacy counterattacked with the use of blockade-runners.

Connection to the Curriculum:

This lesson is for use in an 8th grade SC/US History class. May be adapted for use in other subjects.

South Carolina Social Studies Academic Standards:

8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman's march through the state (H, P, G)

Social Studies Literacy Elements:

- G. Make and record observations about the physical and human characteristics of places.
- H. Construct maps, graphs, tables, and diagrams to display social studies information.

Grade Range:

8th grade

Time:

One 90 minute class period

Materials Needed:

Map Handouts
Student Handouts
Dictionary

Objectives:

1. Define the "Anaconda Plan".
2. Explain the blockade that was imposed on the Southern ports.
3. Define the vocabulary associated with this time period.
4. Describe the different types of boats that were used by the North to enforce the blockade and by the South to break the blockade.

Procedures:

1. Explain that an anaconda is a python. Ask to see if the students know how this type of snake kills its prey (constricts and suffocates). In 1861, near the beginning of the Civil War, the Union adopted what became known as the “Anaconda Plan”. This strategy, designed by Winfield Scott, planned to strangle the south economically and militarily by closing off its seaports and controlling the Mississippi River and its tributaries. The naval blockade would isolate the Confederacy. They wanted to stop both the import and export of the South’s deepwater ports.
2. Pass out the map handout of the southeastern United States (The Union Blockade). Show Transparency 1 at this time (The Union Blockade – with answers). Have the students map the divisions of the blockade and the following ports on their handout: Mobile, Alabama; Charleston, South Carolina; Savannah, Georgia; Pensacola, Florida; Wilmington, North Carolina; New Orleans, Louisiana; and Galveston, Texas. (The best ports were New Orleans, Mobile, Savannah, and Charleston. Charleston ranked second only to New Orleans). Lincoln proclaimed the blockade on April 19, 1861. The South had very little manufacturing and industrial sites and depended on the cotton trade to secure many of the products that were needed.
3. Ask the students the following questions. The teacher may choose to use a class discussion format or have the students work in small groups to come up with their answers.
 - What type of goods do you think the North would try to keep the South from importing?
Possible answers – Ammunition, weapons, medical supplies, etc.
 - What main material was the North trying to keep the South from exporting?
Answer – Cotton.
 - Why do you think the blockade was so difficult to enforce?
Possible answers – 3,500 mile coastline, lots of inlets and interior channels, almost 200 river mouths, inlets, bays, and harbors.
 - What areas would still be willing to trade with the South?
Possible answers – England, places that needed cotton.
4. Students will use a dictionary and look up the vocabulary associated with this unit. A vocabulary quiz will be given at the end of this lesson.

Suggested Evaluation:

1. Vocabulary quiz.

Extensions:

1. Research the effect that the Union blockade had on other important Southern ports.
2. Compare the price of goods before the war and the price of these same goods close to the end of the war.
3. Compare this blockade to other blockades in history.
4. Write an essay explaining how much influence the blockade had on the outcome of the war.

Resources:

An Outline Map Folio for the South Carolina Classrooms, SCGA

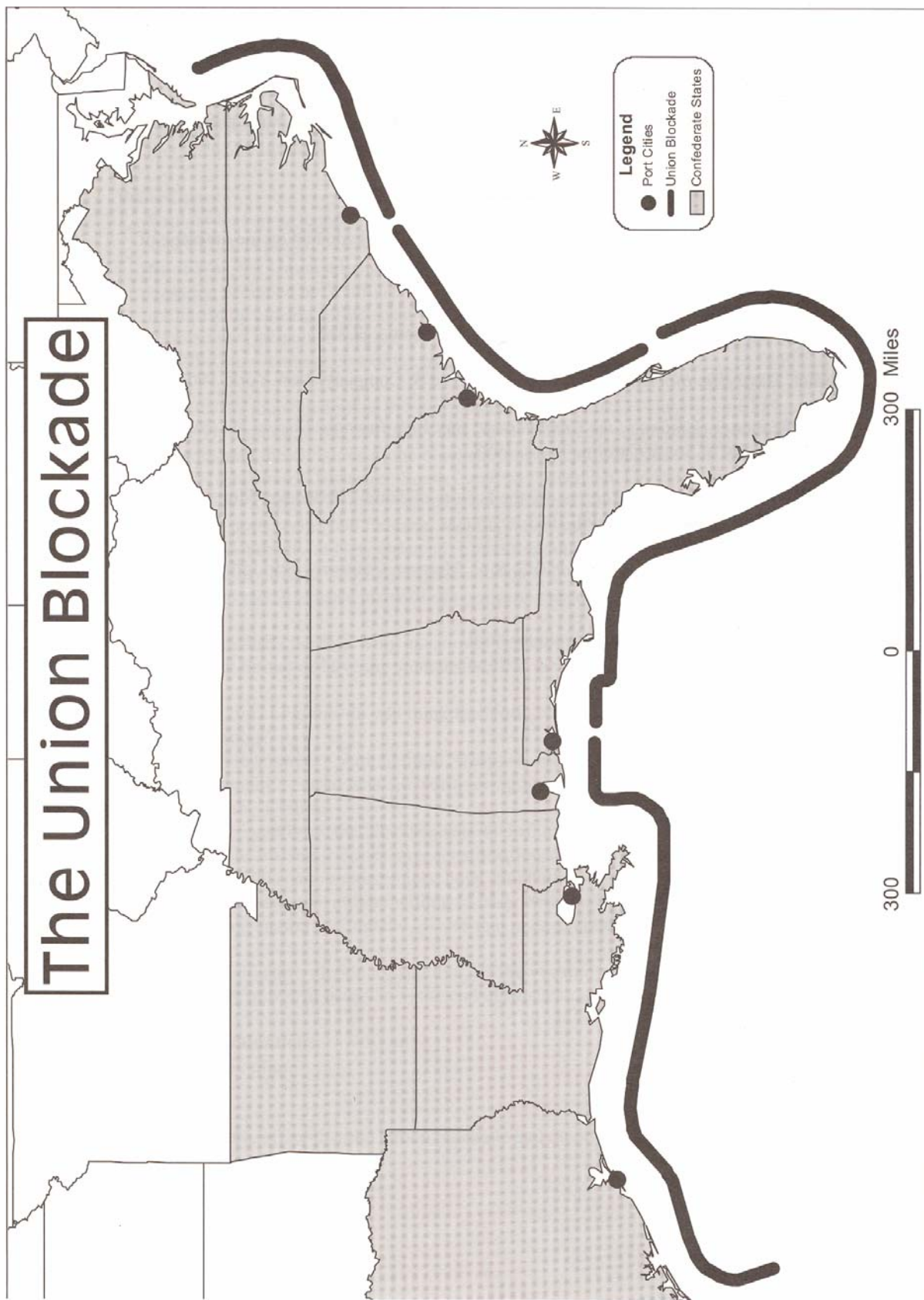
Horner, Dave. *The Blockade-Runners*. Dodd, Mead & Company, New York, 1968.

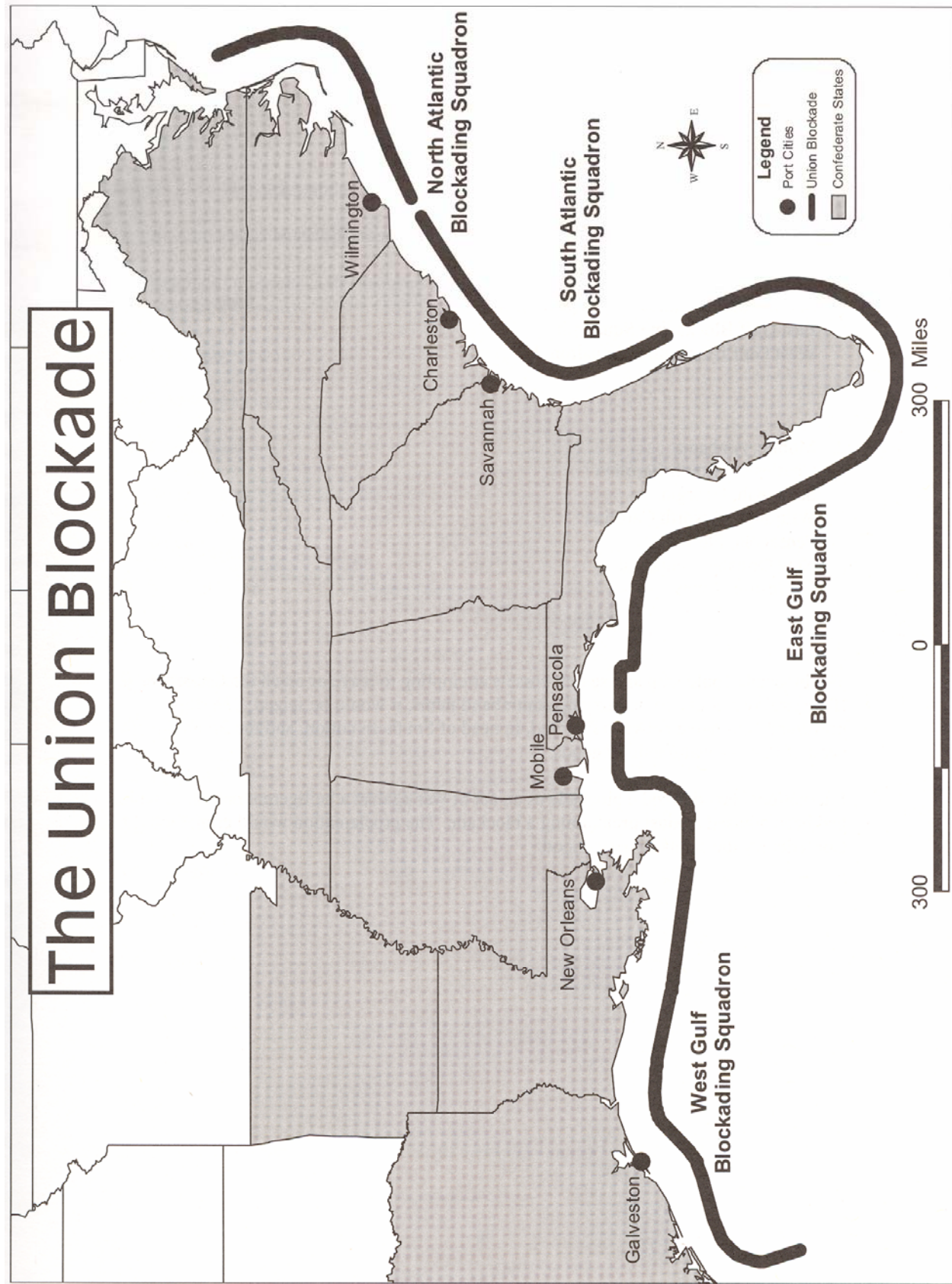
Wise, Stephen R. *Lifeline of the Confederacy: Blockade Running During the Civil War*. University of South Carolina Press, 1988.

The Blockade Runners and Raiders, by the Editors of Time-Life Books, Time-Life Books, Alexandria, Virginia, 1983.

Webster's New Collegiate Dictionary. G. & C. Merriam Company. Springfield, Massachusetts, 1979.

<http://www.civilwarhome.com/navalintro.html>





Grip of the Anaconda Student Mapping Activity

Please map the following sites on the map titled “The Union Blockade”:

1. North Atlantic Blockading Squadron
South Atlantic Blockading Squadron
East Gulf Blockading Squadron
West Gulf Blockading Squadron

2. Mobile, Alabama
Charleston, South Carolina
Savannah, Georgia
Wilmington, North Carolina
Pensacola, Florida
New Orleans, Louisiana
Galveston, Texas

The blockade could stop and search vessels attempting to leave or reach the Confederacy. If a vessel was found to be carrying contraband items, it would be seized. The ships prevented commerce between England, in need of Southern cotton, and the South, in need of British-manufactured goods.

International law defined a blockade as an act of war against a belligerent nation. Lincoln had been advised against proclaiming a blockade. The proclamation would grant the Confederacy the status of nationhood.

Grip of the Anaconda Vocabulary

Please use a dictionary and write down the definitions of the following words.

1. Anaconda Plan – strangle the south by closing off its seaports.
2. Letters of marque – a license granted to a private person to fit out an armed sloop to plunder the enemy.
3. Blockade -
4. Transshipment -
5. Contraband –
6. Transatlantic –
7. Neutral –
8. Merchantmen –
9. Privateer –
10. Belligerent –
11. Ironclad –
12. Proclamation –
13. Squadron –
14. Monitor –
15. Fleet –
16. Casemate –
17. Turret –
18. Embargo –
19. Wharf –
20. Blockade-runner-

Grip of the Anaconda Vocabulary Key

1. Anaconda Plan – strangle the south by closing off its seaports.
2. Letters of marque – a license granted to a private person to fit out an armed ship to plunder the enemy.
3. Blockade – the isolation of an area to prevent passage of persons or supplies.
4. Transshipment – to transfer from one ship to another.
5. Contraband – goods or merchandise whose importation, exportation, or possession is forbidden.
6. Transatlantic – crossing or extending across the Atlantic Ocean.
7. Neutral – not engaged on either side.
8. Merchantmen – a ship used in commerce.
9. Privateer – an armed private ship commissioned to cruise against the warships of an enemy.
10. Belligerent – waging war.
11. Ironclad – an armored naval vessel.
12. Proclamation – an official formal public announcement.
13. Squadron – a unit of military organization.
14. Monitor – a heavily armored warship formerly used in coastal operations.
15. Fleet – a number of warships under a single command.
16. Casemate – an armored enclosure on a warship from which guns are fired.
17. Turret – a revolving armored structure on warships.
18. Embargo – a legal prohibition on commerce.
19. Wharf – a structure built along the shore of navigable waters so that ships may receive and discharge cargo and passengers.
20. Blockade-runner – a ship or person that runs through a blockade.

Name _____

Grip of the Anaconda Vocabulary Quiz

Please match the following terms to the appropriate definition:

- | | |
|---------------------------|--|
| ____ 1. Anaconda Plan | A. A ship used in commerce. |
| ____ 2. Letters of marque | B. An armored navy vessel. |
| ____ 3. Blockade | C. A legal prohibition on commerce. |
| ____ 4. Transshipment | D. A ship or person that runs through a blockade. |
| ____ 5. Contraband | E. Strangle the south by closing off its seaports. |
| ____ 6. Transatlantic | F. Waging war. |
| ____ 7. Neutral | G. A number of warships under a single command. |
| ____ 8. Merchantmen | H. Crossing or extending across the Atlantic Ocean. |
| ____ 9. Privateer | I. To transfer from one ship to another. |
| ____ 10. Belligerent | J. A unit of military organization. |
| ____ 11. Ironclad | K. A revolving armored structure on warships. |
| ____ 12. Proclamation | L. Not engaged on either side. |
| ____ 13. Squadron | M. The isolation of an area to prevent passage of persons or supplies. |
| ____ 14. Monitor | N. A license granted to a private person to fit out an armed ship to plunder the enemy. |
| ____ 15. Fleet | O. Goods or merchandise whose importation, exportation, or possession is forbidden. |
| ____ 16. Casemate | P. An armed private ship commissioned to cruise against the warships of an enemy. |
| ____ 17. Turret | Q. An official formal public announcement. |
| ____ 18. Embargo | R. A structure built along the shore of navigable waters so that ships may receive and discharge passengers and cargo. |
| ____ 19. Wharf | S. An armored enclosure on a warship from which guns are fired. |
| ____ 20. Blockade-runner | T. A heavily armored warship formerly used in coastal operations. |

Grip of the Anaconda
Answer Key for Vocabulary Quiz

- E 1. Anaconda Plan
- N 2. Letters of marque
- M 3. Blockade
- I 4. Transshipment
- O 5. Contraband
- H 6. Transatlantic
- L 7. Neutral
- A 8. Merchantmen
- P 9. Privateer
- F 10. Belligerent
- B 11. Ironclad
- Q 12. Proclamation
- J 13. Squadron
- T 14. Monitor
- G 15. Fleet
- S 16. Casemate
- K 17. Turret
- C 18. Embargo
- R 19. Wharf
- D 20. Blockade-runner

**“NECESSITY IS THE MOTHER OF INVENTION”
EVOLUTION OF SUBMARINE WARFARE
DURING THE AMERICAN CIVIL WAR**

Charles Vaughan
South Carolina Geographic Alliance

Overview:

From the very beginning, the Confederacy found itself at a great disadvantage. It was at odds with the well-established army and navy of the North. As a result, the CSA was more than willing to experiment with new technology to give itself an advantage.

Connection to the Curriculum:

South Carolina History, United States History, Reading/Language Arts

South Carolina Social Studies Academic Standards:

8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman’s march through the state (H, P, G)

Social Studies Literacy Elements:

H. Construct maps, graphs, tables, and diagrams to display social studies information.

Time:

Two fifty-minute classes

Materials:

THIG CD-ROM

Map Assignment

Map of USA and CSA, 1861

Color pencils/ crayons

Atlas/ History Textbook

Background Information handouts

Submarine Specification Chart

Objectives:

1. Students will label a map of the USA and CSA in 1861.
2. Students will be able to describe the events surrounding the construction of the various submarine vessels.
3. Students will read descriptions of each submarine and compare each submarine.

Procedures:

1. Teacher will give students background information on the condition of the Southern naval forces in 1861.
2. Students will label a map of the United States and the Confederate States of America in 1861.
3. The teacher will divide the students into groups of three. Each student in the group will be assigned a different submarine. Students will read information sheet for assigned submarine and fill in the information on the Submarine Comparison Chart.
4. Groups will complete a Submarine Comparison Chart.
5. Teacher will lead a discussion about the submarines, encouraging students to find similarities and differences.
6. With help from the teacher, students will add important dates to their map.
7. Students will write a letter describing the construction of the craft.

Suggested Evaluation:

1. Maps assessed according to Map Assignment sheet.
2. Answers to questions checked for accuracy.
3. Submarine Specifications Chart assessed for accuracy.
4. Letter should be assessed for accuracy of information as well as mechanics.

Extensions:

1. Build a scale model of a submarine.
2. Complete a scale drawing of one of the submarines.
3. Write a newspaper account describing the dimensions of a craft.
4. Design a submarine.
5. Write a letter to Frances Smith describing a new innovation included in the construction of a submarine.
6. Write a letter applying for a letter of marque.

Resources:

THIG CD-ROM

Ragan, Mark K. 1995. *The Hunley: Submarines, Sacrifice, and Success in the Civil War*. Charleston, SC: Narwhal Press

Kloeppel, James E. 1992. *Danger Beneath the Waves: A History of the Confederate Submarine H.L. Hunley*. Orangeburg, SC: Sandlapper Publishing, Inc.

Campbell, R. Thomas. 1999. *The CSS H.L. Hunley: Confederate Submarine*. Shippensburg, PA: Burd Street Press.

BACKGROUND INFORMATION

From the very beginning, the Confederacy found itself at a great disadvantage. It was at odds with the well-established army and navy of the North. On April 15, 1861, President Lincoln called for 75,000 volunteers to put down the “insurrection in the South.”

The CSA needed to raise a navy quickly to contend with the growing blockade of Southern ports. President Jefferson Davis issued a proclamation inviting individuals to apply for a letter of Marque and Reprisal, which was a privateer’s license. This was a grant authorizing privately owned vessels to capture and destroy enemy vessels and cargo. The captured ships and cargo would become the property of the owners and the crew of the privateer. It could be sold for a profit. Privateers could become wealthy in a short period of time.

Privateers were only meant to be a temporary solution until the new nation could purchase or build a navy. The South lacked the industrial might, the population, and economic resources that the North possessed. All of these were essential in mobilizing a successful war effort. As a result, the Southern States were very willing to experiment with new technology that had been ignored by the North, such as ironclads, torpedoes, and construction of torpedo boats and submarines.

Three submarine crafts were constructed and financed by James McClintock, Baxter Watson, and Horace L. Hunley, all of New Orleans. *Pioneer* was constructed in the fall of 1861 at the Leeds foundry and was ready for testing in February 1862. On March 31, 1862, the owners received a Letter of Marque. The skipper was John K. Scott, who worked with Hunley at the Customs House. Scott and his crew of two “were granted a commission to cruise the high seas, bays, rivers, and estuaries in the name of the CSA and were entitled to a share of all vessels destroyed or captured in the name of said government.” *Pioneer* became the world’s first submarine privateer.

New Orleans fell to Federal forces on April 28, 1862, amid great chaos. Over the course of several days, shipyards were set ablaze, cotton ships and steamboats were sunk. Bales of cotton at cotton presses were torched. In advance of the Federal fleet under the command of Admiral Farragut, Hunley, Watson, and McClintock scuttled *Pioneer* in the New Basin Canal, in the hopes that it would escape capture by Union forces. They returned to their shop on Front Street, gathered up their notes and diagrams, and joined the mobs of refugees evacuating New Orleans in advance of the Union Army. Their destination was Mobile, Alabama, with the hopes of building a second, more formidable submarine boat.

The second craft was constructed at the Park & Lyon Machine Shop on Water Street in Mobile, AL. The finest machine shop in the city, it boasted two large cranes and a foundry located in the back. Previously, workers employed at the machine shop were converting old rifles to military use. After the appearance of Hunley, Watson, and McClintock, the workers were set to work full time on a new project: the construction of a new submarine, fully funded by Horace Hunley. The second submarine was known as *American Diver* or *Pioneer II*.

In February 1863, an attempt was made to attack the blockading fleet outside Mobile Bay. *American Diver/ Pioneer II* was towed off to Fort Morgan. The weather was rough

and the submarine sank in heavy seas. The builders requested funding from the Confederate government to salvage the submarine. It was decided that the blockading fleet was anchored in water too shallow for the submarine to be of any use, so it was not salvaged.

In the time after the sinking of *American Diver/ Pioneer II*, the Confederate government set up guidelines that would entitle the investors up to 50% of the value of all vessels of war and other federal property destroyed by a submarine.

E.C. Singer founded the Singer Submarine Corps. He was the designer of an underwater contact mine used in the Confederacy. E.C. Singer's uncle invented the sewing machine. Singer purchased 1/3 (\$5000) of the submarine. Hunley retained 1/3, and the remaining 1/3 went to R.W. Dunn, Gus Whitney, and J.D. Breaman. The value of the submarine (\$15,000 gold) is equal to \$300,000 today.

The third craft was begun at the Park & Lyon Machine Shop under the direction of Lt. Alexander and James McClintock. By mid-July-1863 the newly christened *H.L. Hunley* was put into the harbor at the Theatre Street Dock.

James McClintock and Baxter Watson arranged a demonstration of *H.L. Hunley* for the Mobile Naval commander, Franklin Buchanan. On the morning of July 31, 1863, an old coal hauling flat was towed and anchored to the middle of the Mobile River. *H.L. Hunley* slipped beneath the water and proceeded toward the flat, towing a powder-filled cylinder bristled with contact detonators, designed to explode at the slightest touch. Once they were near the target, the candle was lit, a compass reading was taken, and the sub descended beneath the surface to a depth of 20 feet. The crew continued to turn the crankshaft until the cylinder made contact with the flat. The coal flat exploded. The *H.L. Hunley* surfaced, proving that it worked.

Shortly after the demonstration, it was decided to transport the submarine to Charleston, SC, as the waters of the Mobile Bay were too shallow for the operation. Baxter Watson and Gus Whitney arrived in Charleston with their diagrams and drawings of their new submarine. They were soon granted an audience with Charleston's Military commander, Pierre Gustave Toutant Beauregard. On August 7, 1863, General Beauregard issued the following order:

Quartermasters and Railroad agents on Lines from Charleston, S.C., to Mobile, Alabama: Please expedite transportation of Whitney's submarine boat from Mobile here. It is much needed.

On August 10, 1863, the *Hunley* was placed on two 20-foot railroad cars. Since it was considered a secret military weapon, it was covered in canvas to keep it away from prying eyes on its long journey. During its two-day journey from Mobile, it passed through Pollard and Selma, Alabama, then to Atlanta and Augusta, Georgia, and finally to Charleston, South Carolina. On the morning of August 12, the train pulled into the busy Charleston depot.

Map Assignment

Name _____

Instructions Use this sheet to label the map of the USA and CSA, 1861.

1. Label the Union States and outline the borders in dark blue (**18 points**).
2. Label the Southern States and outline the borders in gray (**11 points**).
3. Label the Territories and outline the borders in red (**8 points**).
4. Label the Border States and outline the borders in green (**4 points**).
5. Draw a brown line to represent the Union Blockade (**9 points**).
6. Using a textbook or an atlas, label the following cities (**10 points**):
Birmingham, AL Mobile, AL Washington, DC
Atlanta, GA Augusta, GA New Orleans, LA
Boston, MA New York, NY Charleston, SC
Richmond, VA
7. Make sure you have a title, author, legend, date, and orientation the map (**15 points**).
8. Using information from class and group discussions, trace the route of the various submarines with a black line (**10 points**).
9. Using information from class and group discussions, place appropriate dates on your map related to the movement of the various submarines (**15 points**).

	Possible Points	Points Earned
1	18	
2	11	
3	8	
4	4	
5	9	
6	10	
7	15	
8	10	
9	15	
Total	100	

Comments: _____

The United States and CSA, 1861-1865



Frances Smith Letter

This letter, written by Frances Smith, appeared in *The Columbia Herald*, Columbia, Tennessee.

June 10, 1861, SUBMARINE WARFARE, Excepting our privateers the Confederate States have not a single ship at sea. Throughout our southern seaports, men of a mechanical turn and of the right spirit must go to work, maturing the best plans for the destruction or the capture of every blockading ship.

From the Chesapeake to the mouth of the Rio Grande, our coast is better fitted for submarine warfare than any other in the world. I would have every hostile keel chased from our coast by submarine propellers. The new vessel must be cigar shaped for speed- made of plate iron, joined without external rivet heads; about thirty feet long, with a central section about 4 X 3 feet- driven by a spiral propeller. The new Aneroid barometer made for increased pressure, will enable the adventurer easily to decide his exact distance below the surface.

I am preparing a detailed memoir on Submarine Warfare, discussing matters not proper to be spoken of here, illustrated with engravings. Copies of the pamphlet will be sent to the mayors and municipal authorities of southern maritime cities. Applications from individuals must be made through local authorities.

After reading the above selection, complete the following:

1. Define the following words:

privateer

blockade

keel

rivet

Aneroid barometer

municipal

pamphlet

maritime

2. Who was the author of this letter? _____

3. In what newspaper did this letter appear? _____

4. Between what two bodies of water did the blockade stretch? _____

5. How does Smith propose getting rid of the blockade? _____

6. Write a brief description of the submarine. _____

7. For what would the Aneroid barometer be used? _____

8. What was contained inside the pamphlet sent to municipal authorities? _____

Frances Smith Letter

Answers:

1. Define the following words:
 - a. privateer- an armed private ship commissioned to cruise against the commerce or warships of an enemy
 - b. blockade- the isolation by a warring nation of a particular enemy area (such as a harbor) by means of troops or warships to prevent passage of persons or supplies
 - c. keel- bottom of a ship
 - d. rivet- a headed pin or bolt of metal used for uniting two or more pieces by passing the shank through a hole in each piece and then beating or pressing down the plain end so as to make a second end
 - e. Aneroid barometer- a barometer in which the action of atmospheric pressure in bending a metallic surface is made to move a pointer
 - f. municipal- local government
 - g. pamphlet- an unbound printed publication with no cover or with a paper cover
 - h. maritime- of, relating to, or bordering the sea
2. Who was the author of this letter? Frances Smith
3. In what newspaper did this letter appear? The Columbia Herald
4. Between what two bodies of water did the blockade stretch? The Chesapeake Bay and Rio Grande.
5. How does Smith propose getting rid of the blockade? By using submarines
6. Write a brief description the submarine. The new vessel must be cigar shaped for speed- made of plate iron, joined without external rivet heads; about thirty feet long, with a central section about 4 X 3 feet- driven by a spiral propeller.
7. For what would the Aneroid barometer be used? Determine the distance below the surface of the water
8. What was contained inside the pamphlet sent to municipal authorities? Illustrated engravings of the submarine

Submarine Information Sheet

Pioneer

The *Pioneer* was constructed at the Leeds foundry in New Orleans, Louisiana, in the fall of 1861. It was built of $\frac{1}{4}$ " iron cut from old boilers. She was 35 feet long. The middle of the craft was four feet in diameter, ten feet long, and the ends were conical. A little conning tower with a manhole was on the top. On the sides of the conning tower were small, circular windows, from which the skipper navigated. *Pioneer* was propelled by a screw, which was operated by one man. The craft had vanes, which operated similarly to those of the pectoral fins of a fish. The torpedo was operated by clockwork and was to be screwed into the bottom of the enemy's ship.

The small submarine was tested in February 1862. To insure security, only the builders, owners, and select members of the military were allowed to witness the first tests of the *Pioneer*. She proved to be quite seaworthy, only requiring slight changes to stop leaks into the dark interior of the hull.

After the fall of New Orleans on April 28, 1862, *Pioneer* was scuttled. The federal navy discovered it and detailed drawings were made.

After reading the above selection, complete the following:

1. Define the following:
A. conning tower B. pectoral fins C. scuttle
D. torpedo E. vanes
2. Where was the submarine constructed? _____
3. From what was the submarine built? _____
4. Who was allowed to watch the testing in February 1862? _____

5. What happened on April 28, 1862? How did this affect *Pioneer*? _____

Submarine Information Sheet

American Diver/ Pioneer II

After the fall of New Orleans, Louisiana on April 28, 1862, Hunley, Watson, and McClintock made their way to Mobile, Alabama. Construction of the second submarine, was known as *American Diver* or *Pioneer II*, began sometime thereafter at the Park & Lyon Machine Shop. She was 36 feet long, three feet wide and four feet high. Twelve feet of each end was tapered to make it easier to move through the water. A great deal of time was spent developing an electro-magnetic engine to propel the new submarine. They also experimented with a steam engine. In the end, the builders installed a propeller shaft, which was designed to be turned by four men. By mid-January 1863, *American Diver/ Pioneer II* was ready.

In February 1863, an attempt was made to attack the blockading fleet outside Mobile Bay. *American Diver/ Pioneer II* was towed off to Fort Morgan. The weather was rough and the submarine sank in heavy seas. The builders requested funding from the Confederate government to salvage the submarine. It was decided that the blockading fleet was anchored in water too shallow for the submarine to be of any use, so it was not salvaged.

After reading the above selection, complete the following:

1. Define the following:
A. taper B. propel C. salvage
2. Where was *American Diver/ Pioneer II* constructed? _____
3. What were two ways that were developed to power the submarine? _____

4. What was installed in the end to power the submarine? _____

5. What happened in February 1863? _____

Submarine Information Sheet

H.L. Hunley

The third craft was begun at the Park & Lyon Machine Shop in the spring of 1863. The new vessel was constructed of a cylinder boiler that was on hand at the Park & Lyon Machine Shop. It was 48 inches in diameter and 25 feet long. The boiler was cut in half longitudinally (lengthwise) and two 12-inch boiler iron strips were inserted into her sides. The bow and stern were attached at the ends, making it about 39 feet long, four feet wide, and five feet deep. A longitudinal strip 12 inches wide was attached to the top. At each end a bulkhead was riveted to form water-ballast tanks. These tanks were left open at the top and were used to raise and lower the submarine. By mid-July-1863 the newly christened *H.L. Hunley* was put into the harbor at the Theatre Street Dock.

There was an eight-man crew who cranked the propeller. Each was assigned a specific station to prevent the sub from tilting when it was submerged. The skipper stood in the forward hatch, peering through small glass view ports located at the front and sides of the narrow conning tower. The skipper controlled the port and starboard diving planes and the wheel that operated the rudders. When submerged, he knelt next to the candle to monitor the depth gauge and compass. When the oxygen was nearly exhausted, one of the crew pumped out the forward ballast tank, causing the sub to rise.

The *H.L. Hunley* was tested on July 31, 1863. The test proved successful, and on August 10, 1863, the *Hunley* was placed on two 20-foot railroad cars. Since it was considered a secret military weapon, it was covered in canvas to keep it away from prying eyes on its long journey. During its two-day journey from Mobile, it passed through Pollard and Selma, Alabama, then to Atlanta and Augusta, Georgia, and finally to Charleston, South Carolina. On the morning of August 12, the train pulled into the busy Charleston depot. After several tests in the Charleston Harbor, the *H.L. Hunley* sank after successfully attacking the *USS Housatonic* on February 17, 1864.

After reading the above selection, complete the following:

1. Define the following:
A. ballast B. port C. starboard
2. Where was *H.L. Hunley* constructed? _____
3. What was the number of crewmembers? _____
4. What did the skipper do? _____

5. What occurred on February 17, 1864? _____

ANSWERS

Pioneer

1. Define the following:
 - A. conning tower- a small tower used as an observation post in a submarine
 - B. pectoral fins- fins along the side of a fish
 - C. scuttle- to sink
 - D. torpedo- a charge of explosives contained in a case
 - E. vanes- a thin flat or curved object that when rotated causes direction to change
2. Where was the submarine constructed? The Leeds foundry in New Orleans, Louisiana
3. From what was the submarine built? ¼" iron cut from old boilers
4. Who was allowed to watch the testing in February 1862? The builders, owners, and select members of the military
5. What happened on April 28, 1862? How did this affect *Pioneer*? New Orleans fell to the Federal Navy. *Pioneer* was scuttled.

American Diver/ Pioneer II

1. Define the following:
 - A. taper- progressively narrowed toward one end
 - B. propel- to drive forward
 - C. salvage- to rescue or save
2. Where was *American Diver/ Pioneer II* constructed? At the Park & Lyon Machine Shop in Mobile, Alabama
3. What were two ways that were developed to power the submarine? An electro-magnetic engine and a steam engine
4. What was installed in the end to power the submarine? A propeller shaft designed to be turned by 4 men
5. What happened in February 1863? *American Diver/Pioneer II* sank in heavy seas.

H.L. Hunley

1. Define the following:
 - A. ballast- a heavy substance used to improve the stability of a ship
 - B. port- the left side of a ship looking forward
 - C. starboard- the right side of a ship looking forward
2. Where was *H.L. Hunley* constructed? At the Park & Lyon Machine Shop in Mobile, Alabama.
3. What was the number of crewmembers? There were 8 crewmembers.
4. What did the skipper do? The skipper stood in the forward hatch, peering through small glass view ports located at the front and sides of the narrow conning tower. The skipper controlled the port and starboard diving planes and the wheel that operated the rudders. When submerged, he knelt next to the candle to monitor the depth gauge and compass.
5. What occurred on February 17, 1864? The *H.L. Hunley* sank after successfully attacking the *USS Housatonic* on February 17, 1864.

SUBMARINE COMPARISON CHART

Submarine Name	Date of Construction	Site of Construction	Length	Width	Depth	Crew	Fate
<i>Pioneer</i>	Fall 1861- February 1862	Leeds foundry , New Orleans LA	35 feet	4 feet	4 feet diameter	2	Scuttled in April, 1862
<i>American Diver/ Pioneer II</i>	1862- mid January, 1863	Park & Lyon Machine Shop, Mobile, AL	36 feet	3 feet	4 feet	4	Sank in Mobile Bay in February, 1863
<i>H. L. Hunley</i>	Spring- July 1863	Park & Lyon Machine Shop, Mobile, AL	About 39 feet	4 feet	5 feet	9	Sank in Charleston Harbor, February 17, 1864

SUBMARINE COMPARISON CHART

Submarine Name	Date of Construction	Site of Construction	Length	Width	Depth	Crew	Fate

A LOOK AT CHARLESTON DURING THE CIVIL WAR YEARS

Merit Justice
McDonald Elementary School
Georgetown, SC

Overview:

Students will analyze photographs taken in Charleston, SC, during the Civil War years, 1861-1865. The photographs are from the American Memory Project of the Library of Congress.

Connection to the Curriculum:

Visual arts, language arts, geography.

South Carolina Social Studies Academic Standards:

- 3-4.5 Summarize the effects of the civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials and the continuing racial tensions. (H, E)
- 3-4.6 Explain how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems. (E, H)

Social Studies Literacy Elements:

- G. Make and record observations about the physical and human characteristics of places.
- L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts.

Grade Range:

Third grade.

Time:

One-two class periods per photograph analysis and reporting.

Materials Needed:

Photographs from Selected Civil War Photographs, 1861-1865
Three 4" x 4" squares of construction paper per group

Objective:

The learner will demonstrate an understanding of what Charleston, SC, was like during the Civil War years after analyzing and discussing photographs taken during that period.

Procedures:

1. Divide students into groups of 2-3.
2. Give each group a photograph. Have them discuss their first impressions, and have one member of the group record their observations.
3. Give each group three squares of 4" x 4" construction paper. Show them how to use these squares to cover up all but one-fourth of the photograph. Have them start with viewing the upper left quadrant of the photograph, labeling it number one, and recording their observations of the details they see in this quarter.
4. Moving in a clockwise direction, have each group repeat the procedure with the upper right (#2), lower right (#3), and lower left (#4) sections. Remind them to look for things that are different from the way they would look today, and to remember what was going on in Charleston at this time, particularly the war and the fire.
5. Have the students remove their squares and look at the entire photograph again. Have them discuss and record the differences in their perceptions after their detailed analysis.
6. Have each group write a brief summary of their photograph and take turns sharing these with the class.

Evaluation:

1. Participation in the group activity.
2. Oral presentation to class.

Lesson Extensions:

1. Have each group, or each student, prepare a written report of their findings. Have students visit the web site and follow the procedures using a different photograph.
2. Have students compare the historical photographs with present-day photographs of the same location. (Suggested photographs from the website)
#37 – City Hall
#35 and #39 – Roper Hospital
#40 - Aiken-Rhett Mansion
#52 – The Citadel
#54 – Meeting Street near Broad Street
#62 – Cumberland Street
#63 – Mills House and Hibernian Hall
#55, #74 and #76 – Rooftop view of Charleston
3. Divide class into 4 groups. Give each group the same photograph but have different quadrants covered so each group is analyzing a different fourth of the photograph.
4. Record locations of photographs on a map of Charleston.

Resources:

The Library of Congress, American Memory Fellows Program web site:

<http://memory.loc.gov/ammem/index.html> (Go to “Search” and type in “Civil War Charleston” - many photos are available here to use in the classroom)

Photographs included with lesson:

#25 – St. Michael’s Church

#44 – O’Connor House (180 Broad Street), in which Union soldiers were confined under fire

#36 – The Old Market House, 188 Meeting Street

#47 – The Mills House with adjacent ruins

#41 – Houses on the Battery (nearest burned out)

#58 – East Battery with a dismantled Blakely gun in foreground

#48 – The Post Office (old Exchange and Custom House), 122 East Bay

#64 – Hibernian Hall (with columns, 105 Meeting Street), place of meeting after the burning of Secession Hall

2



9



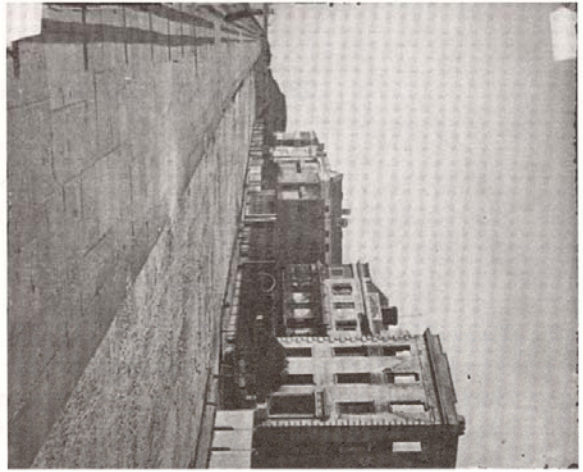
5



10



18



23



30



38



TRAVELING BACK IN TIME: EXPLORING CHARLESTON IN THE 1860'S

Tara Sides
LE Gable Middle School
Roebuck, SC

Overview:

This lesson is designed to give students a better understanding of life in Charleston during the Civil War. Students will use information compiled from primary sources and photographs to present a newscast describing the day-to-day lives of the people of Charleston.

Connection to the Curriculum:

This lesson is related to geography and South Carolina History. Language Arts is also incorporated in this lesson.

South Carolina Social Studies Academic Standards:

- 1-0.0 Summarize the effects of the civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials and the continuing racial tensions. (H, E)
- 8-3.6 Compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children. (H, E)

Social Studies Literacy Elements:

- F. Ask geographic questions.
- G. Make and record observations about the physical and human characteristics of places.
- P. Locate, gather, and process information from a variety of primary and secondary sources including maps.

Grade Range:

3-8 with modifications.

Time:

One to two class periods.

Materials Needed:

Five folders

Five copies of each group information sheet and the directions

Transparencies of the Charleston buildings

One transparency of *Palmetto Today* news backdrop

Five copies of the script example

Five copies of the grading rubric

Paper

Transparency of C.R.P. Rodgers quotation

Objectives:

1. Students will be able to describe various features of life in Charleston, SC during the 1860s.
2. Students will be able to write a script for a newscast.
3. Students will be able to analyze and condense information.
4. Students will present a news report on *Palmetto Today*.
5. Students will be able to work cooperatively in a group.

Procedures:

1. Begin class with the Rodgers quotation. Have the class interpret the quotation and briefly discuss the importance of Charleston in the Confederacy.
2. Explain that each student has been given the unique power of time travel. Their mission is to travel back in time to investigate a segment of life in Charleston in the 1860's. Further instructions are included on the folder each group will receive.
3. Divide the class into five groups and give each group a folder. Advise them to read the directions and then begin the activity.
4. Circulate around the room to provide further help to the students. Stress that their reports should be brief.
5. Have students present their reports with the *Palmetto Today* logo in the background.

Suggested Evaluation:

1. Monitor the progress of students as they work in groups.
2. Use the rubric to grade student presentations.
3. Grade the group scripts for accuracy of information.

Lesson Extensions:

1. Use the population figures from the handout 'Charleston and African Americans' to create graphs.
2. Extend this activity through research. Give students the information sheet for their group, but also give the students extra time to research the topic in more detail using the library and the Internet.
3. Have students create modern day street maps of Charleston and compare them to student created maps of Charleston from the 1860s. The Internet site, www.sciway.net/maps/ is a great resource for South Carolina maps.

Resources:

The Charleston County library multimedia project:
<http://www.ccpl.org/content.asp?catID=5405>

Mothers of Invention by Drew Gilpin Faust.

Confederate Charleston: An Illustrated History of the City and its People by Robert Rosen.

Southern Homefront (1861-1865) by John Hammond Moore.

Siege Train: The Journal of a Confederate Artilleryman in the Defense of Charleston by Edward Manigault.

**C.R.P Rodgers, Rear Admiral U.S.N. and Chief of Staff
During the Siege of Charleston**

“As Boston was regarded as the cradle of American liberty, where the infancy of the Union was nurtured, so Charleston, in later days, came to be considered the nursery of disunion. Therefore, during our Civil War, no city in the South was so obnoxious to Union men as Charleston. It was to South Carolina, and especially Charleston, that the strong feelings of dislike was directed, and the desire was general to punish that city by all the rigors of the war.”

Group 1

Charleston 1865 vs. Charleston 2001

Charleston has changed and grown since its humble beginnings as the first city in South Carolina. The Civil War was a particularly difficult time for the historic buildings of Charleston.

You have been given the assignment to examine pictures of Charleston in 1865 and compare them to pictures of present day Charleston.

Some ideas to think about as you examine the pictures:

- How have the buildings changed? How have the buildings stayed the same?
- What was the extent of damage to buildings in Charleston after the Civil War ended? By examining the present day Charleston pictures, how does it appear the damage was repaired?
- Why do you think differences occurred in the rebuilding?

Assignment:

Use the questions above as guidance for examining the buildings. Focus on four of the buildings. Using the provided transparencies, prepare a brief news report to share with the class. This needs to be written in script form. Please remember that you have the gift of time travel. Your audience has knowledge of the Civil War. Your audience lives in the present not the past. Make your news report as entertaining as possible. Each member of your group must have a part.

Prepared with help from the Charleston County library multimedia project. It can be reached at <http://www.ccpl.org/content.asp?catID=5405>

Before



Mills House Hotel

This reconstruction of the original Mills House stands on the site of the original hotel that was built in 1853. The five story, 125-room hotel cost \$200,000 to build and had running water and steam heat. During the great fire of 1861, the staff saved the hotel by hanging wet blankets out of the windows. General Beauregard used the hotel as his headquarters until Otis Mills, the owner, invited him to use his own residence on Meeting Street. The old hotel was torn down in 1968 and the present building was built in the same style as the original.

After



Before



Circular Congregational Church

The church was established around 1681. The first building was called the White Meeting House. The first circular church, designed by Robert Mills, was built in 1804-06. It is believed to be the first domed church in America. The building was burned in the fire of 1861 and the ruins fell during the earthquake of 1886. The present building, using brick from the old structure, was built in 1890-92.

After



Before



City Hall

City Hall was erected in 1800-01 for the Charleston branch of the First Bank of the United States. It stands on the site that was originally set aside for a public market. It became a military guard house when Federal troops occupied Charleston close to the end of the Civil War. In 1882, a new roof was put on the building and the red bricks were covered with stucco.

After



Before



Hibernian Hall

The Hibernian Society was founded in 1801 to benefit Irish immigrants. The Hibernian Society Hall was completed in 1840. The Irish in Charleston were strong supporters of the Confederacy. The Irish Volunteers were one of the first military regiments to sign up for duty. The portico of the hall was rebuilt after the 1886 earthquake knocked down the original.

After



Before



Old Exchange Building

The Old Exchange and Custom House was built in 1767-71. The building originally had an open arcade on the first floor. Twin stair towers were removed in the early 19th century because they interfered with the traffic flow on East Bay Street. The Exchange was used as the Confederate post office during the war.

After



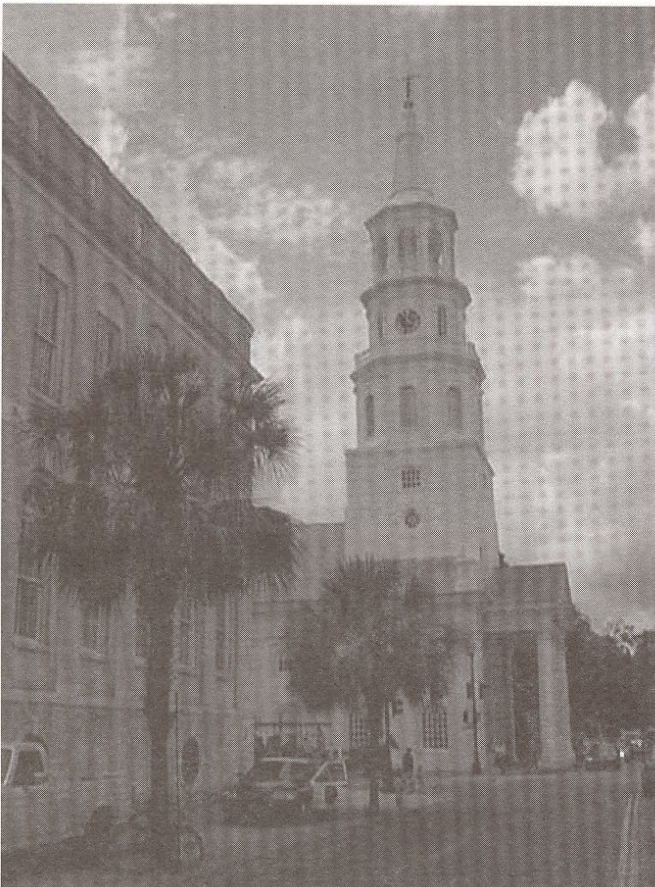
Before



St. Michael's Church

St. Michael's Episcopal Church, built in 1752-1761, is believed to be the oldest church building in the city. The bells were imported from England in 1764. During the Civil War, they were sent to Columbia for safekeeping. However, Sherman burned Columbia instead of Charleston and the bells were sent back to England for repair. The steeple, painted black during the war to provide a more difficult target for the Federal shells, served as a lookout tower.

After



Group 2

What did the Women of Charleston do to Help the War Effort?

With the majority of men in Charleston off to fight the war, the women had to find other ways to take part in the war effort. The Charleston Soldiers Relief Association was formed. It was dedicated to “assisting the great cause, in the way best suited to the sphere of the woman.” The Association did a variety of things to help the Confederate war effort. The women sewed raw materials into tents, uniforms, and cartridges. They held concerts, gave dramatic performances, and organized bazaars to raise money for the Confederate cause. These money-raising events became social gatherings for the women of Charleston.

One of the most popular benefit performances were tableaux vivants. These were staged representations of themes of the war. Literature, history, and current events inspired the tableaux performances. They involved women posing as a still life during a musical interlude. This performance was a departure from a pre-war society where women were not allowed to speak in public, sign their names in print, or have their names mentioned in the public press. The Charleston Mercury refused to print the names of women who participated in the tableaux performances. The paper stated that the “actresses should be silent, immobile, and anonymous.” This sparked a debate in Charleston. The community agreed with an anonymous author, who wrote, “There certainly can be no immodesty in a young lady doing that which the community approves.” This started to change the traditional role of the upper class women in Charleston.

Charleston’s women and the women of other Southern port cities decided that their efforts to raise money should go to purchase gunboats for the Confederacy to protect their cities. Women organized gunboat societies, gunboat fairs, gunboat raffles, and gunboat concerts. For the first time, the women in Charleston dictated public policy and defense spending to protect themselves and their city.

Assignment:

The above is information that you collected in your travel back in time to Charleston in the 1860’s. Working with your fellow travelers, develop a news report in script format to share with your present day public. Make sure you use the following questions as guidance for your historically accurate presentation. Feel free to include information you have learned about the Civil War and Charleston.

What did women do to help with the war effort?

- Discuss tableaux and how they changed the role of women in Charleston.
- How did the role of women begin to change in Charleston because of the Civil War?
- Each member of the group must have a role in your news report.

Prepared with help from the book, *Mothers of Invention* by Drew Gilpin Faust

Group 3

Charleston and the Blockade

The major goal of the blockade was to stop the import and export of goods in the few deep-water harbors of the South. Charleston's economy was damaged due to the fact that it was unable to export cotton or import the goods on which the city depended. American and European ship owners did not want to risk sending their ships through a naval blockade.

At first, blockade runners helped ease some of Charleston's problems. Many of the blockade runners were from Charleston. They took great risks, but the enormous profits they could make made it a worthy adventure. Charleston was also a center for *privateering*. The Confederacy gave privately owned Southern ships permission to attack and bring in Northern ships. However, the privateers had to post a bond for the captured ships and split the profits with the Confederacy.

Despite the blockade and the hardships it caused, many people in Charleston viewed the war as exciting (at first). Lavish parties were even held at Fort Sumter. Partygoers arrived and left by boat. Many parties at the fort continued into the wee hours of the morning.

Things began to change in 1863. Charleston society was battered. The blockade runners were no longer as effective as they had been in the early part of the war. Funerals became an important social event. Entire sections of the city were vacant. Most schools and churches had closed. Emma Holmes wrote of a "mobocracy" that had taken over the city. Members of the "mobocracy" were the "uncouth and uneducated by Charleston society standards" people who now roamed the city. Many slaves in Charleston started to leave and women who had never been responsible for housekeeping now had to learn to mop and wash clothes. Beginning in 1863, Charleston was bombed on and off for a year and a half until its surrender.

Assignment:

The above is information that you collected in your travel back in time to Charleston in the 1860's. Working with your fellow time travelers, develop a news report that follows a script format to share with your present day public. Make sure you use the following questions as guidance for your historically accurate presentation. Feel free to include information you have learned about the Civil War and Charleston.

- Describe the blockade and the effect on Charleston.
- Describe the Fort Sumter parties. Why do you think there was so much merriment in Charleston at the beginning of the war?
- How did things change after 1863?

Each member of the group must have a role in your news report.

Prepared with help from the book, *Confederate Charleston: An Illustrated History of the City and its People*, by Robert Rosen.

Group 4

Charleston and African Americans

The census of Charleston in 1860 showed much diversity in the population. 20,136 people were white, 3,622 people were classified as free blacks, 37,290 blacks were classified as slaves, and 52 people were classified as Indians. Of all the counties in South Carolina, Charleston had the greatest concentration of free blacks.

On January 10, 1861, free blacks in Charleston and Columbia presented memorials (petitions) to South Carolina officials in the legislature. In these memorials they stressed their South Carolina birth, their loyalty to South Carolina, and the dependence on the good will of white friends. These statements were made to head off a movement in Charleston, Columbia, and other areas in South Carolina to force free blacks to become attached to a white person who would account for their movement.

Race relations in Charleston were steady during the war. This is attributed to Charleston's dependence on the skills of slaves. Also the day to day life of slaves were improving. They had more freedom and job opportunities.

In May of 1862, Charleston tried to remove all free blacks from the city that were not employed or under the supervision of a white resident. Those who did not leave could be arrested or assigned duty working for the city of Charleston.

As the war effort in the Confederacy began to fail, the relations between the slaves and their masters began to change. Many slaves began to run away as the Union troops drew closer. Slaves who stayed with their masters began to do as they pleased. Slave owners no longer controlled their slaves.

Many blacks in Charleston found themselves in a better position than their former owners. There were many complaints about African Americans being hired and given jobs over whites in Charleston. Many blacks were laborers, tradesmen, bakers, and tailors.

Assignment:

The above is information that you collected in your travel back in time to Charleston in the 1860's. Working with your fellow time travelers, develop a news report that follows a script format to share with your present day public. Make sure you use the following questions as guidance for your historically accurate presentation. Feel free to include information you have learned about the Civil War and Charleston.

- Describe the population of Charleston.
- What was the condition of blacks during the war?
- Why were the people of Charleston so dependent on their slaves?

Remember that each member of the group must have a role in your news report.

Prepared with help from the book, *Southern Homefront (1861-1865)* written by John Hammond Moore.

Group 5

A New Dance Becomes the Rage

Emma Holmes of Columbia was very disturbed about the merriment that was occurring in Charleston during the 1860's. She wrote, "I cannot understand such heartlessness and frivolity, but the storm of the war, which has swept away hundreds of our brave soldiers from our homes, seems to have made many of those left callous." Emma's thoughts are reflected in the newspapers of the time. Very little was published by Charleston newspapers about the merrymaking that was occurring.

In addition to the merrymaking, a new dance craze was evolving. It was referred to as circle dancing because the partners danced closely. It was a waltz or polka rather than the traditional square dancing that was danced before the war. It was considered scandalous by many people in Charleston because the dance required a closeness that had not been seen in public in Charleston society.

The following are passages from diaries describing the "indiscretions of Charleston girls."

Susan Middleton wrote, "It is not delightful to think of their giving in, as I hear they are doing, and waltzing with all those underbred foreigners. Mrs. Wites tells me Miss Hannah Harleston was the only unmarried woman she observed who declined round-dancing."

Harriott Middleton wrote, "We all looked very wise, and agreed that round-dancing was the opening wedge of every enormity! and Cousin Caroline deplored your father's having allowed his daughters to dance them...(Anna Parker believes) it is very fortunate for a great many young women that they are obliged to stay in the country until the end of the war."

Assignment:

The above is information that you collected in your travel back in time to Charleston in the 1860's. Working with your fellow time travelers, develop a news report that follows a script format to share with your present day public. Make sure you use the following questions as guidance for your historically accurate presentation. Feel free to include information you have learned about the Civil War and Charleston.

- Describe the round dancing.
- Why was it considered scandalous?

Remember that each member of the group must have a role in your news report.

Prepared with help from the book, *Southern Homefront (1861-1865)* written by John Hammond Moore.

Group Directions

- Paste this instruction sheet on the front of each of the five folders.
- In the folder place several copies of the information sheet (according to your group sizes) for Group 1, several copies for Group 2, etc.
- Place one grading rubric in each folder.
- Place paper for the script to be written or make sure the students have access to word processors.

Your group has been given an important assignment by the television network, *Palmetto Today*. *Palmetto Today* is interested in learning more about life in Charleston in the 1860's. They have heard that your group has the special power of time travel. *Palmetto Today* wants you to use this power to travel back in time to research different aspects of life in Charleston during the 1860's. Inside the folder, you will find an information sheet that contains research you gathered on your trip back in time. Your group needs to take this information and turn it into an informative, historically accurate news report about your topic. You need to write a script that includes each member of the group and be prepared to share your report on *Palmetto Today*. Be creative! Feel free to bring in information that you have learned about the Civil War or Charleston in class.

Script Example

You do not have to put movements, etc. in your script.

Anchor #1: Good morning South Carolina! We are so glad you decided to join us on this hot Tuesday.

Anchor #2: If you have seen the advertising, you know you are in for a special treat. Today our guest reporters have traveled to the past.

Anchor #1: Yes they have and boy do they have some insights to share with you! So lets all sit back and listen as our special guest reporters transport us back to Charleston, SC.

Reporter #1: Thanks, Anchor #1. Good morning South Carolina. My fellow reporters and I have been on special assignment for the past six months. Let us share with you what we have learned....

Remember: This script is an example. Your script should be written in this format. I expect you to be more creative and interesting!

**Traveling Back in Time: Exploring Charleston in
The 1860s
Grading Rubric**

	<u>Possible Points</u>	<u>Points Received</u>
Accurate historical content	25 points	_____
Each group member had a speaking role in the newscast	25 points	_____
Entertaining and creative	25 points	_____
Correct grammar, spelling, and punctuation in script	25 points	_____
 Total points possible	 100 points	 _____
 Extra Credit points		 _____
	Total Points	_____

Comments:



Palmetto Today

South Carolina's Only
Source for News

THE HUNLEY IN CHARLESTON

Cindy Bradley

Overview:

This lesson looks at the activities of the *Hunley* in Charleston, South Carolina and the impact the *Hunley* had on the Civil War. *Make it Three: The Story of the CSS H.L. Hunley Civil War Submarine*, a book authored by Margie Willis Clary, and the TNT movie *The Hunley* will be utilized throughout the lesson.

Connection to the Curriculum:

This lesson can be related to geography, social studies, and language arts.

South Carolina Social Studies Academic Standards:

- 3-4.4 Outline the course of the Civil War and South Carolina's role in significant events, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, and Sherman's march through South Carolina. (H, G)
- 8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman's march through the state (H, P, G)

Social Studies Literacy Elements:

- G. Make and record observations about the physical and human characteristics of places.
- P. Locate, gather, and process information from a variety of primary and secondary sources including maps.

Grade Range:

3rd, 8th

Time:

Five to Six class periods of 50 minutes each.

Materials Needed:

Make it Three: The Story of the CSS H.L. Hunley Civil War Submarine – by Margie Willis Clary
The Hunley – movie produced by TNT
South Carolina Highway Maps
Overhead, transparencies, and pens
Test

Objectives:

1. The students will discuss in cooperative groups the information obtained from the book and the movie, so they can draw conclusions about the impact of the *Hunley*.
2. The students will demonstrate their learning by accurately completing the attached test on the *Hunley*.

Procedures:

1. Read *Make it Three: The Story of the CSS H.L. Hunley Civil War Submarine* aloud to the class.
2. Watch the movie entitled *The Hunley*. Throughout the showing of the movie stop it at key points and discuss the events that are shown.
3. The teacher will lead a class discussion on the main activities of the *Hunley* while it was based in Charleston.
4. Inform the students of the responsibilities assigned to their groups: working together, discussing what they have learned, and drawing conclusions about the impact the *Hunley* had on the Civil War. They may use the South Carolina Highway Maps to get an idea of the location of Charleston Harbor.
5. Break the students into cooperative groups of four to five students.
6. Give the students a specified amount of time. The groups will present their ideas and conclusions to the rest of the class.
7. Students will take the test on the *Hunley*.

Suggested Evaluation:

1. Teacher observation of student involvement and cooperative group discussions.
2. Test

Extensions:

1. Draw conclusions on what may have actually happened to the *Hunley* and compare it to information gained since it was brought to the surface.
2. Draw conclusions to what may have happened if the *Hunley* had made it safely to shore after the attack on the *Housatonic*.

Resources for Background Information:

Websites

1. Friends of the Hunley (www.hunley.org)
2. Naval Historical Center
(www.history.navy.mil/branches/org12-7b.htm)

Publications

Clary, Margie Willis. *Make It Three: The Story of the CSS H.L. Hunley Civil War Submarine*. Sandlapper Publishing Co., Inc. Orangeburg, 2001.

Ragan, Mark K. *The Hunley: Submarines, Sacrifice, and Success in the Civil War*. Narwhal Press Inc. Charleston, 1995.

Video**

The Hunley. Produced by TNT originals and Warner Home Video.

Other Resources

1. U.S. Department of the Interior National Park Service
Fort Sumter National Monument
Charles Pinckney National Historic Site
1214 Middle Street
Sullivan's Island, S.C. 29482
(843) 888-3121
 - Good contact person for *Hunley* information is Ranger Dawn Davis
2. South Carolina Highway Department for the highway maps.

** Please view the video before sharing it with your students. It is graphic at times, but shows a wonderful depiction of what Charleston had to deal with during this time period.

Name: _____ Date _____

The Hunley Test

A. Directions: Put the letter of the correct answer in the blank.

- ____ 1. How many crew members died in the first *Hunley* accident?
A. All nine B. four C. five D. eight
- ____ 2. What is the name of the state in which the *Hunley* was built?
A. Alabama B. South Carolina C. Georgia D. Maryland
- ____ 3. There were _____ crew members who turned the cranks that propelled the submarine.
A. nine B. eight C. five D. four
- ____ 4. _____ was one of the men that designed the *Hunley*.
A. Thomas Park B. William Alexander C. George Dixon
D. James McClintock
- ____ 5. During the first practice attempts at attacking a ship, the torpedo was _____.
A. pulled behind them B. attached to a pine spar C. thrown from the submarine
D. shot from a cannon.

B. Fill in the blanks with the correct answer.

6. The *Hunley* was sent to Charleston to help _____.
7. The *Hunley* crew used a _____ as a light source and also as an aid in letting them know when their oxygen supply was running low.
8. The name of the boat that was sunk by the *Hunley* is the _____.
9. _____ was the captain during the second *Hunley* disaster.
10. _____ of the crew were killed in the second disaster.
11. _____ was captain of the submarine during the attack of the *Housatonic*.
12. The captain of the *Hunley* during its last voyage carried a _____ that was a gift from his sweetheart.
13. A _____ lamp was used by the crew to send a message to shore that they were successful in their mission.

C. Directions: Answer the following short answer questions in complete sentences.

14. Why was the *Hunley* sent to Charleston? What type of impact do you think the submarine had on the Civil War?

15. What do you think really happened to the crew of the *Hunley* after their attack of the *Housatonic*?

Hunley Test Answers

1. C
2. A
3. B
4. D
5. A
6. Blockade
7. Candle
8. USS Housatonic
9. H.L. Hunley
10. All members
11. Lt. George Dixon
12. Gold coin
13. Blue
14. The submarine was sent here to help in breaking the Union blockade that was around Charleston Harbor. The Union was trying to keep materials from entering and leaving the port. The Union found out about the new weapon and became extra cautious. The Union ships lowered net chains along the side of the boats to try to protect themselves against the torpedoes. In the end, the submarine really did not help to end the blockade.
15. This is an opinion question. Use teacher discretion in evaluating the answer.

THE RECRUITMENT AND TRAINING OF THE FINAL *HUNLEY* CREW

Tara Sides
LE Gable Middle School
Roebuck, SC

Overview:

This lesson is designed to give students a better understanding of the recruitment of the final *Hunley* crew and the training the men underwent. Students will use information compiled from primary sources to create a recruitment advertisement and pictures of training on a paper plate.

Connection to the Curriculum:

This lesson is related to geography and South Carolina History. Language Arts is also incorporated in this lesson.

South Carolina Social Studies Academic Standards:

- 3-4.4 Outline the course of the Civil War and South Carolina's role in significant events, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, and Sherman's march through South Carolina. (H, G)
- 8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman's march through the state. (H, P, G)

Social Studies Literacy Elements:

- H. Construct maps, graphs, tables, and diagrams to display social studies information.

Grade Range:

3, 8 with modification.

Time:

One to two class periods.

Materials Needed:

Background information
Paper plates (1 for each student or 1 per group)
Magic markers and/or colored pencils
Construction paper
White paper
Any craft supplies you choose to provide

Objectives:

1. Students will describe the recruitment process for the final *Hunley* crew.
2. Students will describe the training process Lt. George Dixon put his crew through.
3. Students will analyze and condense information.
4. Students will write a recruitment advertisement and draw scenes from the training process.
5. Students will be able to work cooperatively in a group. (optional)

Procedures:

1. Begin class with a review of the *Hunley*. Remind the class that two crews had failed before the final crew successfully sunk the *Housatonic*. The final *Hunley* crew was especially courageous because they knew that two crews had died before them and volunteered to serve anyway. Ask the students, why they think men would volunteer for such a dangerous assignment?
2. Give the background information to the students. This can be done in several ways. The information could be given in a mini lecture, make copies of the information and read it together as a class, or have students read the information in groups.
3. After the students have the information, discuss it with them. Check for understanding.
4. Give each student or group of students a paper plate. Explain to them that they work for the CSA (Confederate States of America). They are in charge of recruitment for the *Hunley*. In the center of their paper plate, they must write an advertisement encouraging men to join the *Hunley* crew. Facts that they have learned need to be incorporated. The advertisement needs to be truthful. The advertisement should be written in pen.
5. Around the edge of the paper plate, students need to draw scenes from the *Hunley* training. The pictures need to be based on the information.

Lesson Extensions:

1. Research Magnolia Cemetery and the ways the crews of the *Hunley* have been honored.
2. Extend this activity through research. Give students the information sheet for their group, but give them time to research the topic in more detail using the library and Internet.
3. Have the students research the men involved with the *Hunley* and present oral reports to the class. Some interesting men would be Horace Hunley, Lt. George Dixon, and James McClintock.

Evaluation:

1. Monitor the progress of students as they work individually or in groups.
2. Use a rubric to grade student presentations.

Resources:

Ragan, Mark K. *The Hunley: Submarines, Sacrifice, & Success in the Civil War*. Narwhal Press Inc. Charleston, SC, 1999.

BACKGROUND INFORMATION

The men who served on all three crews of the *Hunley* were some of the most courageous men in the Confederate States of America. The final crew was especially brave. They volunteered for service knowing that two crews had already died.

RECRUITMENT

After the second crew of the *Hunley* died during a training accident, Lt. George Dixon was given the opportunity to command the *Hunley*. Lt. Dixon was from Mobile, Alabama and had been involved with the *Hunley* project since its inception. However, he faced some difficulty when it came time to recruit a crew. Dixon already had three men with him who would serve on the *Hunley* crew, but he still needed six more volunteers. General P.G.T. Beauregard was reluctant to allow Dixon to recruit a new crew. He felt too many men had died, but relented based on the potential damage the *Hunley* could do to the blockade. Beauregard told Dixon he had to be honest with the men he recruited. He said that each volunteer needed to be fully warned of the “*desperately hazardous nature of the service required.*” They needed to be fully aware of the danger they were facing and that men had died. With this knowledge in hand Lt. Dixon and Lt. William Alexander boarded the *Indian Chief* to recruit a new crew. They gave an inspiring speech and many men volunteered. Dixon’s speech probably emphasized the importance of the *Hunley* to the South and the part it could play in helping the South to win the war. After the war Alexander wrote, “*We had no difficulty in getting volunteers to man her. I don’t believe a man considered the danger which awaited him. The honor of being first to engage the enemy in this novel way overshadowed all else.*”

THE TRAINING

Once the crew was recruited Lt. Dixon began to train them. First, to comply with Beauregard’s orders, Dixon explained the causes of the first two *Hunley* accidents and told how they could have been avoided. Then Dixon led them onto the submarine for the first time. The men would have squeezed through the tiny hatch one at a time. This would be their first glimpse of the inside of the *Hunley*. Dixon then explained how the submarine worked. Each man would have taken a turn at the skipper’s station. Dixon would have explained how the diving planes and ballast tanks worked. He would have explained the job of the helmsman who worked the mercury gauge. The mercury gauge showed the depth. Dixon would have also explained how the crankshaft worked. The introduction Dixon gave to the crew on the *Hunley* was the first formal instruction given to *Hunley* crew members. It is presumed that the previous *Hunley* crew members had been self-taught. They had received no formal instruction in the workings of the submarine.

After the introduction to the *Hunley*, Lt. Dixon began formal training. The crew began training in the harbor. They worked on getting familiar with the inner workings of the submarine. They then did practice dives in the submarine and sharpened their skills.

They also built their endurance. It took a tremendous amount of strength and endurance to turn the crankshaft. The crankshaft powered the *Hunley*. A typical day for the *Hunley* crew as described by Alexander, “*Our daily routine, whenever possible, was about as follows: Leave Mount Pleasant about 1 P.M., walk seven miles to Battery Marshall on the beach (this exposed us to fire, but it was the best walking), take the boat out and practice the crew for two hours in the Back Bay.*” The practice Alexander mentions probably consisted of mock attacks against the hull of an old boat which was anchored behind Battery Marshall.

The submarine only went out under the cover of darkness. They did not want to be detected by the enemy. On February 17, 1864, the training paid off. The crew of the *Hunley* successfully sunk the *Housatonic*, but was never heard from again.

*Prepared with information from **The Hunley: Submarines, Sacrifice, and Success in the Civil War.** Mark K. Ragan wrote this book.

ATTACK OF THE *HUNLEY*

Chuck Stjern
Pinewood Prep School
Summerville, SC

Overview:

Students, who are already familiar with the overall story of the *H.L. Hunley*, will use class discussion to arrive at a deeper understanding of the hardships and dangers faced by the crew, and especially the effects of weather factors on the little submarine's mission.

Connections to the Curriculum:

While ideal as part of a South Carolina History class, this lesson would also fit in a unit on the Civil War in a US History class. Other curriculum connections are science and geography.

South Carolina Social Studies Academic Standards:

- 3-4.4 Outline the course of the Civil War and South Carolina's role in significant events. (H, G)
- 3-4.5 Summarize the effects of the Civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials and the continuing racial tensions. (H, E)
- 8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina. (H, P, G)
- 8-3.6 Compare the effects of the Civil War on daily life in South Carolina (H, E)
- USHC4.3 Outline the course and outcome of the Civil War. (H, G, E, P)

Social Studies Literacy Elements:

- G. Make and record observations about the physical and human characteristics of places.
- H. Construct maps, graphs, tables, and diagrams to display social studies information.
- I. Use maps to observe and interpret geographic information and relationships.
- P. Locate, gather, and process information from a variety of primary and secondary sources including maps.

Grade Range:

Grades 3, 8, 11

Time:

From one to three 45-minute class periods.

Materials:

Map of Charleston Harbor area (overhead transparency suggested)

Tape measure

Masking tape

String

Colored paper for “Weather Cards”

Objectives:

1. Students will be able to estimate and measure volume (cord of wood) and speed (walking speed).
2. Students will understand how weather and tides affect inlets and vessels.
3. Students will examine and make inferences from journals and other historic documents.

Procedures:

1. Create a map, using an overhead transparency as a starting point, of the Charleston Harbor/Breach Inlet area of operations of the submersible, *H.L. Hunley*. This can either be done as a class activity (on the board) or as an individual student activity. Students will use map elements of scale, distance, orientation, and symbols to follow the story. Elements such as scale, for instance, are in journal entries such as Alexander’s “Leave Mount Pleasant about 1 P.M., walk seven miles to Battery Marshall on the beach...” and the recorded fact that the *Housatonic* was anchored about “three miles out.” Students will determine what detail is important to include and what to leave off their map. (see attached map of the Charleston Harbor)
2. Read portions of journals and letters by Lt. Dixon, commander of the *Hunley*, and William Alexander, crewmember and survivor, who wrote extensively in 1902 about the *Hunley*. Have students list hardships of life for the crew as they lived and trained in the war zone. Discuss Lt. George Dixon’s February, 1864 requisition for firewood for his crew. Discuss inferences, and see if students can figure out how much wood is in “1 2/6 cords.” A copy of the requisition may be found in the Mark K. Ragan book – page 152 (*The Hunley*:...).
3. First, have a general discussion of how the weather might have affected the operation of the *Hunley* (and also the operations of the Union blockading fleet!) Next, have a student come up and draw one card from each of the four piles, marked: *weather*, *moon*, *wind*, *tide*. Write those choices on the board and consider the combination. Would it be possible to attack the *Housatonic*? Remember that in war, conditions are seldom “ideal!” Finish writing the other possibilities for each of the four category lists (or make a transparency from the attached list.) Now, if we could select the perfect attack night, what would it look like?
The teacher should be prepared to help students understand weather concepts and use unfamiliar terms like *ebbtide*, *gibbous moon*, *freeboard*. The attached discussion guide should help. At the end, give the actual weather as reported for that night. You might want to continue the weather discussion to consider how historic weather documents help historians understand the past, and where we can find such information.

4. (optional) Use sketches of the *Hunley* design plan from the Ragan book, *The Hunley: Submarines, Sacrifice, and Success in the Civil War*. Discuss the plans and the machinery which allowed the sub to move, steer, rise and sink, and navigate. If a student is given a copy of the views of the *Hunley*, they can label and dimension it: length, depth, beam, freeboard, propeller crank, hatches, ballast pumps and weights, rudder, and torpedo mechanism.

Lesson Extensions:

Visit Charleston Museum, with model of *H.L. Hunley*

Visit restoration site, Charleston Navy Base.

Visit traveling half-model of *Hunley*, operated by “Friends of the Hunley.”

Watch feature film made for TNT, Turner Productions.

Evaluation:

Assessment may be based on class participation in discussion and activities.

If each student also creates his own copy of the map, the maps can be evaluated using the “TALDOGS” rubric (title/author/legend/date/orientation/grid?/scale.)

Resources:

Burton, E. Milby. *The Siege of Charleston*. Columbia, SC, 1970.

Kloeppel, James E. *Danger Beneath the Waves: A History of the Confederate Submarine H.L. Hunley*. Orangeburg: Sandlapper Press, 1987.

Ragan, Mark K. *The Hunley: Submarines, Sacrifice, and Success in the Civil War.* Charleston: Narwhal Press, 1995.

Ragan, Mark K. *Union and Confederate Submarine Warfare in the Civil War*. Mason City, IA, 1999.

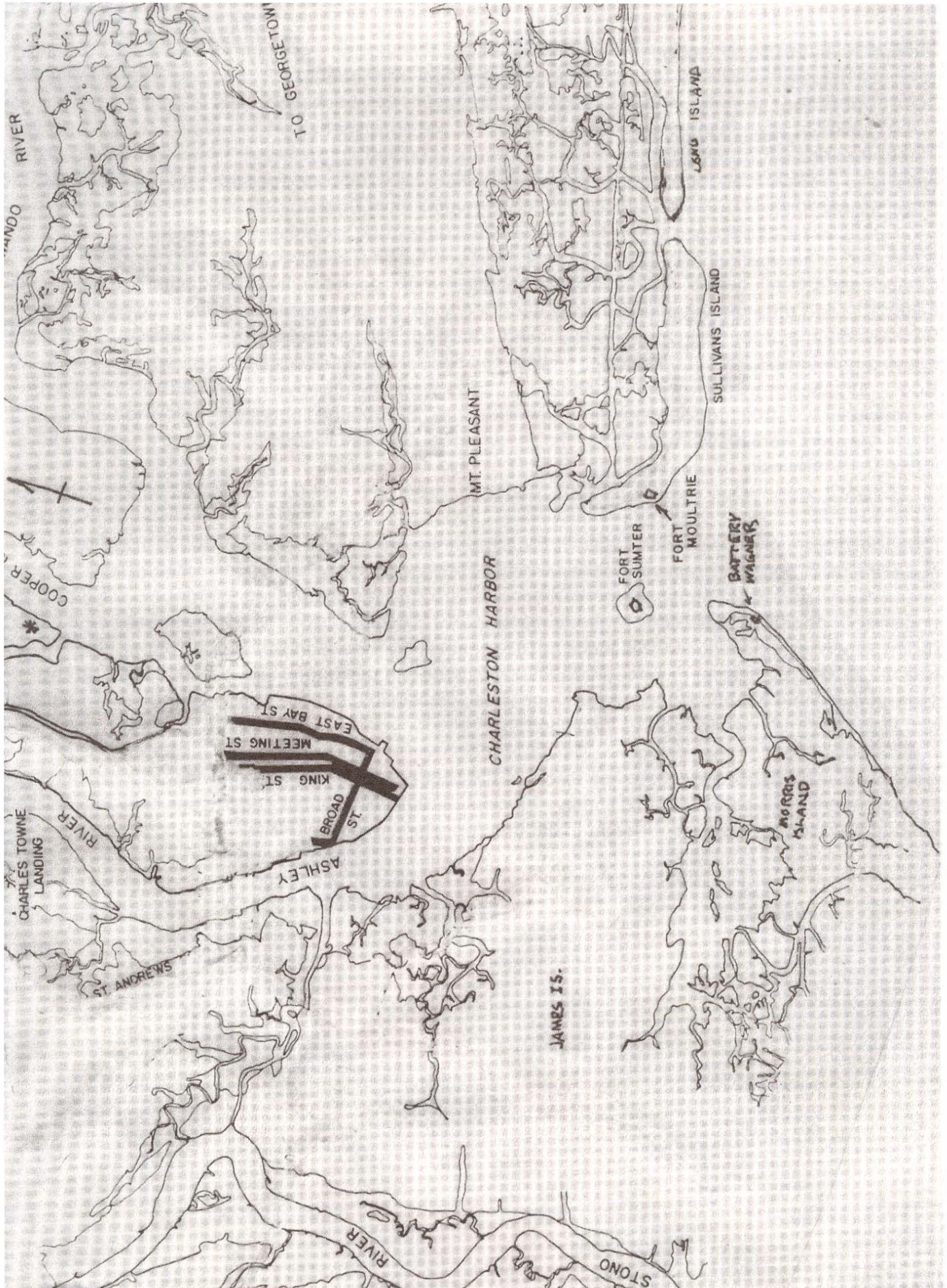
Teaster, Gerald F. *The Confederate Submarine H.L. Hunley*. Summerville, SC, 1980.

Hunley Firewood Requisition Exercise

1. Using the Mark Ragan book, look at a copy of the document (if possible).
2. Discuss how primary documents are saved and researched, and the difference between primary and secondary sources.
3. Figure out questions and answers—and the different processes for each—and have students list them:
 - Who was George Dixon? What was his mission?*
 - How many men were in his crew?*
 - How much wood did they requisition? Why didn't they have time to cut it themselves?*
 - What might have been the mechanics of getting it?*
 - For what did the crew use this wood? (cooking, heating)*
 - What might this tell us about weather on Sullivans Island that February?*
4. How much wood is “1 2/6 cord?” (Who will hit the dictionary, to discover that a cord is a stack 4'x 4'x 8'? That's *how many* square feet?) How many students' families use firewood in the winter? (Note that inflation has hit: a modern “face cord” is only 4'x 8'x 16 or 18 inches – just stove or fireplace length!) How can we visualize that volume? How about if we had masking tape, a measuring tape, and some string? Once we have visualization of how much wood that is – for one month – how much work went into cutting, transporting, and splitting it? How much time would they even use the wood for cooking or heating, considering how much time they spent in transport and training?

Hunley Map Activity

1. How many students are familiar with the Charleston and Barrier Islands area? What are their impressions of this area today? How was it different in 1864? Discuss what additions to our map we would need to add to show what it looks like today. Would there be any natural changes, like shifting shoals or sandbars?
2. How effective were the primary defenses of Charleston Harbor and who controlled them? How did the Civil War history of Ft. Sumter play into the Confederate defense system of 1864?
3. Add the following to students' maps:
 1. Directions on the compass rose—it's near the Cooper River
 2. Battery Marshall—on the east end of Sullivans Island, base of the Hunley
 3. Breach Inlet—between Sullivans and Long Island (today: Isle of Palms)
 4. Back Bay—the marshy area behind Battery Marshall and Breach Inlet
 5. *Housatonic* anchorage—about 3 miles off Breach Inlet in 25' of water
 6. Label the Charleston peninsula
4. You might also want to mention the *current* location of the *H.L. Hunley*. An asterisk, which marks the old Charleston Naval Base, is the home of the recovery and restoration effort.



Hunley Journals and Documents

In the “Picayune,” in 1902, William Alexander, involved in the development and operation of the Hunley, writes: **“Our daily routine, whenever possible, was about as follows: Leave Mount Pleasant about 1 P.M., walk seven miles to Battery Marshall on the beach (this exposed us to fire, but it was the best walking,) take the boat out and practice the crew for two hours in the Back Bay.”**

1. Ask students how much time this daily walk—just one way—would consume. (With a measured distance and a watch, you could time average students’ walking speeds, but it’s usually about three to three and a half miles per hour. How many hours a day did the crew spend in “commuting to work?” What were some of the discomforts of that walk? (weather, distance, windy, being shot at.) Ask your students how long it would take them to walk to and from school each day (how far away do they live?) How would those walking conditions be different? What might the conversation be like if a *Hunley* crewmember was to return and walk to school with you? Eventually—about the middle of January, 1864—quarters were made available for the *Hunley* crew near Battery Marshall. How would that have affected the efficiency of the crew?

In an official Union Navy communication, Admiral Dahlgren, commanding the forces blockading the Southern ports, wrote to Secretary of the Navy Gideon Welles, on January 22, 1864: **“Sir: I transmit by the ‘Massachusetts,’ a model of the ‘Diver’ which is said to have been built at Mobile by the rebels, and brought to this place for use against the vessels in this Squadron. ...The model was made by E.C. Belton (a Confederate deserter) who is a mechanic, and ran an engine on the Montgomery and Mobile Railroad for some time. He worked in a building near where it was built and claims to understand fully its construction.”**

2. How aware were the Union blockading forces of the *Hunley*? How was this knowledge gained and how accurate was it? If you were on the Union’s blockading ships how would you use this knowledge? How might this situation have been different in the first two years of the Civil War?

Again from Alexander, in 1902: **It was Winter, therefore necessary that we go out with the ebb and come in with the flood tide, a fair wind and a dark moon. This latter was essential to success, as our experience had fully demonstrated the necessity of occasionally coming to the surface, slightly lifting the after hatch-cover and letting in a little air. On several occasions we came to the surface for air, opened the cover and heard the men in the Federal picket boats talking and singing. During this time we went out on an average of four nights a week, but on account of the weather, and considering the physical condition of the men to propel the boat back again, often, after going out six or seven miles, we would have to return. This we always found a task, and many times it taxed our utmost exertions to keep from drifting out to sea, daylight often breaking while we were yet in range.”**

3. Have students make a list of some of the discomforts and dangers faced by the *Hunley* crew (drowning, asphyxiation, leaks, malfunctioning hatches/pumps/seals, waves washing in, cold, accidental discharge of torpedo, fired upon by Union vessels, rammed by steam picket boats.)

ACTUAL WEATHER, FEBRUARY 17, 1864: (*Report of the Housatonic’s Executive Officer, given later.*)

“The weather was clear and pleasant—moonlight, not very bright, the sea was smooth; wind about North West force 2. It was low water, and there was about 28 feet of water at the anchorage. Fort Sumter bore about West North West six miles distance. The Battery on Breach Inlet, Sullivan’s Island, was the nearest land, about two and a half miles distant.”

Weather Cards Activity

(moon cards)

full moon

**gibbous moon
wind**

crescent moon

**new moon (dark)
wind**

(weather cards)

rainstorm

cold

foggy

cloudy

(wind cards)

no wind

0-10 mph

10-20 mph wind

over 20 mph

(tide cards)

ebb tide

slack low tide

flood tide

slack high tide

Weather Cards Discussion Activity

MOON

Do students understand the lunar cycle (full moon approximately every 28 days?) Who in the class knows what kind of a moon we had last night? How much light did it give? When did it rise and set? Would this affect the timing of a submarine attack? A small crescent would probably be best, giving just enough light for a submarine to take good bearings and observations, but a full moon would reveal the attacker to the many lookouts on board the large union vessels. On February 17, 1864 there was a *gibbous* moon (more than half, but not full.) This was certainly not ideal for the *Hunley*, and the *Housatonic's* lookouts *did* spot the little submarine, but not in time to move from its path!

WEATHER

A rainstorm or heavy fog would have made it a “no-go” decision for the *Hunley*. Remember, the sub rides *very* low in the water, and observations, according to Lt. Dixon, were almost impossible until it was nearly upon its target. The night of the fatal attack it was just cold—there had on occasion been a coating of ice observed on the inside of the *Hunley's* hull.

WIND

Remember how low the hatches of the *Hunley* were to the water's surface? Perhaps a foot or less when they were trying to remain unobserved. On a surface ship this measurement—from lowest point of the hull to the water—is called *freeboard*. Waves over two feet, or wind much over 10 mph would make opening the hatches for fresh air—or to make observations—very dangerous. The Charleston area had had several weeks of nasty winter weather, but this night the winds and waves—if not the brightness of the moon—made the attempt look promising.

TIDES

Even today, Breach Inlet, the narrow channel between Sullivan's Island and Long Island (now called Isle of Palms) is treacherous! Though not very deep, there are signs posted prohibiting swimming or even wading. Many who have ignored the warnings have forfeited their lives to the strong currents. [Note: The tides of Breach Inlet also helped the Patriots in South Carolina back on June 28, 1776—a great American Revolution story to research!]

When the tide floods—or rises—millions of cubic feet of water rush inland through the inlet to fill the many miles of saltmarsh between the barrier islands and the mainland. “Back Bay, where they moored the *Hunley* during the day, is part of this huge area.

In Charleston, this influx of tidal water raises the water level from four to six feet between low and high tides. About six hours later, the tide *ebbs*, or falls, and all that water rushes out to sea, much of it through Breach Inlet.

What kind of a tide would you want to have to pilot the *Hunley* from Back Bay out into the ocean? When would you need to return? What would you do if your submarine were caught on the ocean, or beach side of the inlet on an ebbing tide? What would you do if you were on the ocean side when it was slack low tide, and there wasn't any current in the inlet, but not enough water to float your craft through? Those of you who have enjoyed these beaches know what a shallow slope they have; what if the *Hunley* couldn't find the channel back to Breach Inlet in the dark, and grounded in the shallow water?

THE FIRST VICTIM: THE ATTACK ON THE *USS HOUSATONIC*

Keith Johnson
North Charleston High School
North Charleston, S.C.

Overview:

The recent discovery and raising of the lost submarine, the *CSS Hunley*, has answered many historical questions. The subsequent opening of the boat and examination of the artifacts within has answered more. Many questions still remain unanswered and new puzzles beg to be analyzed. How do we determine if questions are accurately answered with facts or if the answers are merely interpretations of events, physical evidence, or artifacts.

Connection to the Curriculum:

The elements of this lesson can be applied to both science and literature classes. Science classes can compare navigation aids and environmental controls on modern submarines to what is known about the *Hunley*. Would a modern submarine attack a surface vessel in the same manner, as did the *Hunley*? Are modern weapons similar? Why was the attack conducted as it was? *What is acceptable scientific evidence?* Literature classes can use the story of the attack to determine if research on alternate topics produce *facts* or *interpretations*. Does the research produce supported evidence or merely supposition based on what could be true? *Does the research truly answer the question or solve a problem, or does it only suggest a possible solution?*

South Carolina Social Studies Academic Standards:

8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina. (H, P, G)

Social Studies Literacy Elements:

- G. Make and record observations about the physical and human characteristics of places.
- I. Use maps to observe and interpret geographic information and relationships.
- S. Interpret and synthesize information obtained from a variety of sources – graphs, charts, tables, diagrams, texts, photographs, documents, and interviews.

Grade Range:

Grade eight.

Time:

45 to 90 minutes. Adaptable to meet class needs and requirements determined by length of discussion prior to the work sheet activity.

Materials Needed:

1. Map of the Charleston, SC Harbor during the Civil War. (See the resources section)
2. Definitions sheet. (Provided)
3. Work sheet. (Provided)
4. Text or publication which presents the story of the attack. (See the resources section)
5. Picture or drawing of the *CSS Hunley* and the *USS Housatonic*.
6. Background information (Provided)

Objectives:

The students will be able to:

1. locate various historical points and event locations on a map.
2. measure distances on a map using the scale noted.
3. distinguish between historical fact and historical interpretation.
4. discuss the significance of the attack on the *USS Housatonic*.

Procedures:

1. Assign students to small groups. (If small groups work in your class! This assignment will work just as well with individuals.)
2. Hand out copies of the chosen map or chart, work sheet and definition sheet.
3. Review the definitions and clear up any misconceptions or misunderstandings.
4. Practice locating sites and positions on the maps. Pick sites that you feel are important or that may be referred to in other lessons. Practice measuring distances using the map scale. Practice using correct terminology such as north (not up) and east (not right) etc. Review the concepts of absolute and relative positions using the map and your chosen sites.
5. Discuss the events relative to the attack on the *USS Housatonic*. Your discussion should meet your needs and time requirements. Basic information is located in the **Background** section of this plan. It is strongly suggested that you review the events as they are provided in one of the source publications. You will need to be able to distinguish *fact* from *interpretation* as it applies to *your discussion*.
6. Provide examples of facts from the story of the attack. How do we know that they are facts? What is our evidence? What is acceptable proof?
7. Provide examples of historical interpretation from the story of the attack. Why are they not facts? Why is the evidence and proof not acceptable?

8. Based on the discussion, have the students complete the work sheet by providing information on several historical facts and several historical interpretations.
9. Use the process and format provided on the work sheet to examine other events as a method of assessment.

Evaluation:

Apply the concepts and skills practiced in this lesson to other historical events. Provide the students with maps and scenarios of a historical event and have them evaluate the information provided to determine what is fact and what is interpretation. Remember to include exercises that relate to map skills. (Locate the events, etc.) Examples of possible events or topics:

1. The Battle of Little Bighorn.
2. The bombing of Hiroshima or Nagasaki.
3. The Stono Rebellion.
4. Reasons that both sides thought that they could win the Civil War.

Lesson Extensions:

Assign students to report on or research the following:

Geography:

1. Map making (cartography) today versus one hundred fifty years ago.
2. Navigation today (satellites) versus one hundred fifty years ago.

History:

1. USS Holland (First submarine in the US Navy).
2. The "Ironclads", *USS Monitor* and *CSS Virginia*.

Science:

1. Submarine environmental systems. (oxygen, scrubbers, water etc.)
2. Ballast versus buoyancy.

Literature:

Define morale. Discuss how the sinking of the *USS Housatonic* affected the people in Charleston and the sailors onboard other Union ships. Relate the discussion to Mary Chestnut's diaries and to Admiral Dahlgren's orders to the Union blockade ships.

Background: (Teacher's note ... The information provided is very general and only serves as a rough outline of events. Please research or read the applicable resource publications to tailor the discussion to your needs. Generally, the information on the *Housatonic* is from the Court of Inquiry held to determine facts that contributed to the loss of the ship. The records are official, legal documents and the contents are considered facts when presented in the findings of an inquiry or courts martial. Information about the *Hunley* after departing Breach Inlet on February 17, 1864 is now being updated by virtue of the submarine being raised. Events concerning the loss of the *Hunley* and what happened to the men within the submarine after leaving Breach Inlet are for the most part speculation based on interpretation of historical events.)

Background Information

The *USS Housatonic* was a 207-foot long, wooden hulled, steam or sail powered, sloop-of war. She was commissioned in August of 1862 and was then assigned to blockade duty near the Port of Charleston, South Carolina. She was armed with thirteen heavy guns and by the time of her sinking, had participated in the bombardments of Charleston's defensive forts. Her crew was well trained and the capable Charles W. Pickering commanded her. As a blockade ship, her duties besides the bombardments were to intercept and prevent Confederate blockade-runners from escaping Charleston.

On the night of February 17, 1864, the *USS Housatonic* was destroyed in what has been called the first successful submarine attack in history. The following eight points (abbreviated and summarized) are the official findings of the four-officer Court of Inquiry which investigated the loss of the *Housatonic*. All but five of her crew survived the sinking and the findings were based on interviews with various crewmembers.

1. The *USS Housatonic* was destroyed by a Confederate torpedo craft on 17 February 1864. This occurred while at anchor in 24 feet of water in Charleston Harbor approximately 5 and one-half miles East-South-East from Fort Sumter. The night was clear with a bright moon.

2. Between 8:45 and 9 o'clock p.m., two lookouts spotted an object in the water (thought to be a log) at 75 to 100 yards from the starboard bow. Closer observation showed that the object was moving at 3 or 4 knots toward the starboard side of the ship. Two "protuberances" were observed above the object.

3. The object was moving so rapidly that cannons could not be trained on it before it impacted the starboard side of the ship.

4. At one and a half minutes after first sighting the object, the *Housatonic's* crew had been alerted and called to Quarters, the anchor slipped and the engine put in reverse.

5. Three minutes after first sighting the object, an explosion occurred which blew up the aft section of the ship. The ship immediately sank leaving only her masts and spars above water.

6. Several shots from small arms (rifles and pistols) were fired at the object prior to the explosion.

7. The crew and watch-standers, guns and engine-room were prepared for action and were doing and did what they were supposed to do during the attack.

8. Orders were followed and order was kept on board up to the sinking of the ship.

The CSS *Hunley* left Breach Inlet on the evening of 17 February 1864 with the purpose of sinking the Union blockade ship, the *USS Housatonic*, at anchor approximately three miles off shore. Lt. Dixon, having said his good-byes to Lieutenant Colonel Dantzler of Battery Marshal, took advantage of the first good weather in weeks to attempt his attack. The crew was ready, as it had trained in diving and attack procedures in the bay behind Sullivan's Island. Although the *Hunley* had previously itself sunk in two or more training accidents killing thirteen men, Dixon seemed confident in their ability to complete a successful attack. Upon completing the attack, Dixon had agreed to show two blue lights as a signal and Dantzler would burn a white light as a return beacon. As the *Hunley* left on her mission, the events that occurred other than the attack on the *Housatonic* have not been proven. Assumptions based on interpretation of events and what is known about the *Hunley's* training procedures complete the story of the attack.

The trip from Breach Inlet to the *Housatonic* would have taken about an hour for the men to crank. Dixon probably surfaced and opened a hatch to check the position of their target and to allow fresh air into the boat. Last corrections were made in the heading so as to impact the *Housatonic* at a nearly right angle. The men probably cranked with extreme effort so as to drive the spear-like spar of the torpedo into the *Housatonic's* wooden hull. After impact, the *Hunley* quickly reversed; unreeling the lanyard that would detonate the 90 pounds of black powder attached to the spar now deeply imbedded in the *Housatonic's* starboard side. As the *Hunley* backed away, watch-standers on the *Housatonic* caught the last glimpse anyone would have of the submarine until 1995. The explosion that followed sent the *Housatonic* to the bottom. Although there are reports of the blue light signal being seen by both the Battery Marshal personnel and by Union sailors, the *Hunley* did not return from its attack and her fate was unknown for over 130 years.

Resources:

Internet, source for period maps and charts suitable for this lesson:

Civil War Maps and Charts by State

<http://anchor.ned.noaa.gov/cwstates.htm>

(Look at South Carolina, Charleston Harbor 1865, it has the position of the *Housatonic* wreck already charted.)

Publications, sources for complete histories of the *Hunley*:

Bak, Richard. (1999). The CSS Hunley; The Greatest Undersea Adventure of the Civil War. Dallas, Texas: Taylor Publishing Company.

Campbell, R. Thomas. (2000). The CSS H.L. Hunley; Confederate Submarine. Shippensburg, PA: Burd Street Press.

Records of General Courts Martial of Inquiry of the Navy Department, 1799-1867, Court of Inquiry, #4345, February 26, 1864, NARS M-273, roll 169, frames 0488-0591. Rear Admiral John A. Dahlgren's Official Court of Inquiry "to ascertain the facts that befell the U.S. Steam Sloop Housatonic, through the agency of a Rebel Torpedo...". Washington, DC: The National Archives of the United States.

Places to visit, sources for field trips or hands-on activities:

The Charleston Museum has a full sized replica of the *Hunley*. Since the raising of the *CSS Hunley*, several design differences have been noted between the real boat and the replica. 360 Meeting Street, Charleston, SC. (843) 722-2996

Patriot's Point Naval Museum has a WWII submarine that is open for tours. Patriot's Point, Mount Pleasant, SC. (843) 884-2727

Magnolia Cemetery in Charleston is where crewmembers of the two *Hunley* accidents are buried. (843) 722-8638.

The raised *CSS Hunley* is being studied at the Lasch Conservation Center at the old Charleston Naval Base in North Charleston, SC. From time to time, tours of the Conservation Center and the *CSS Hunley* are open to the public at a nominal fee. For more information, contact Friends of the *Hunley* at: www.hunley.org

Charleston Harbor in the Civil War

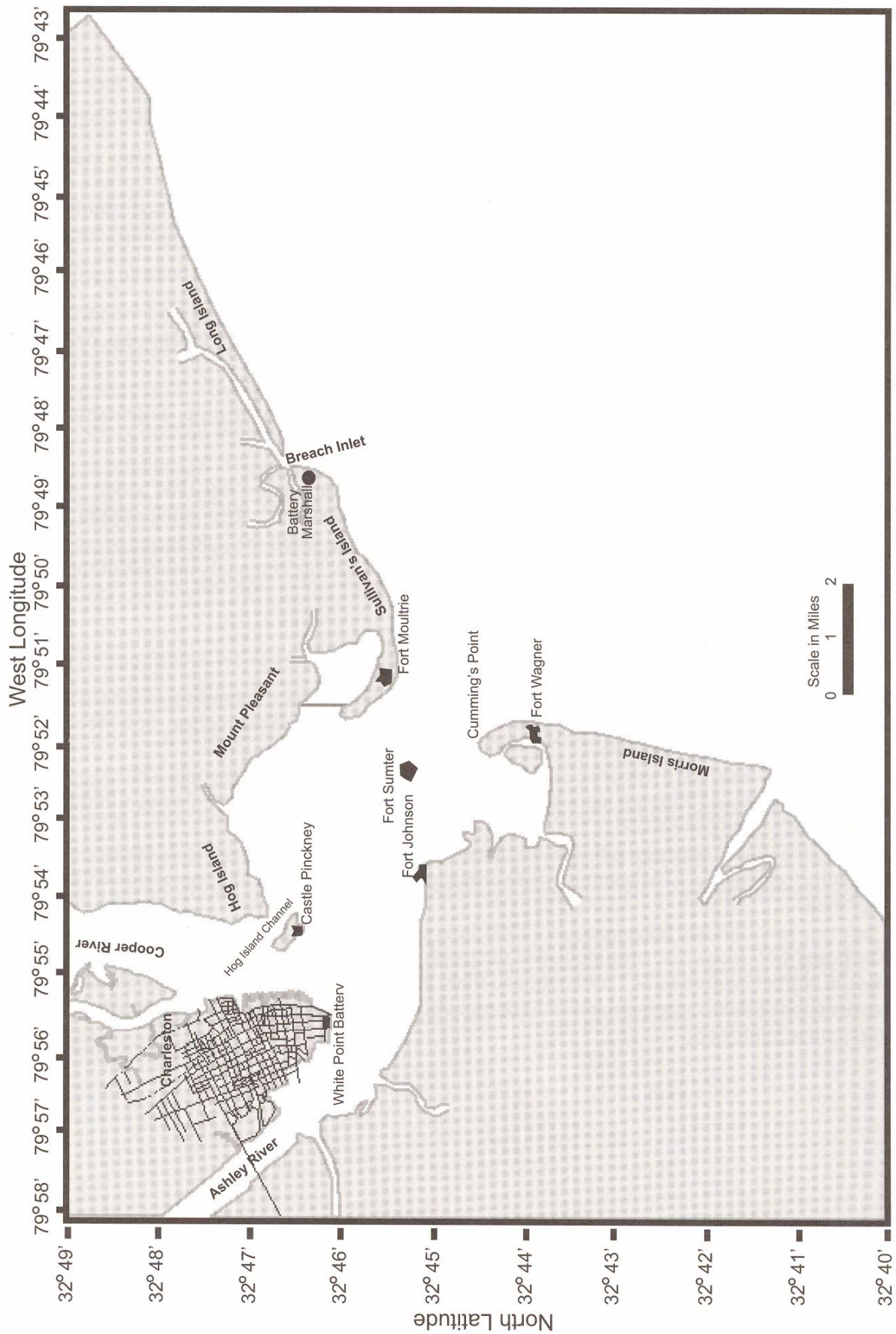
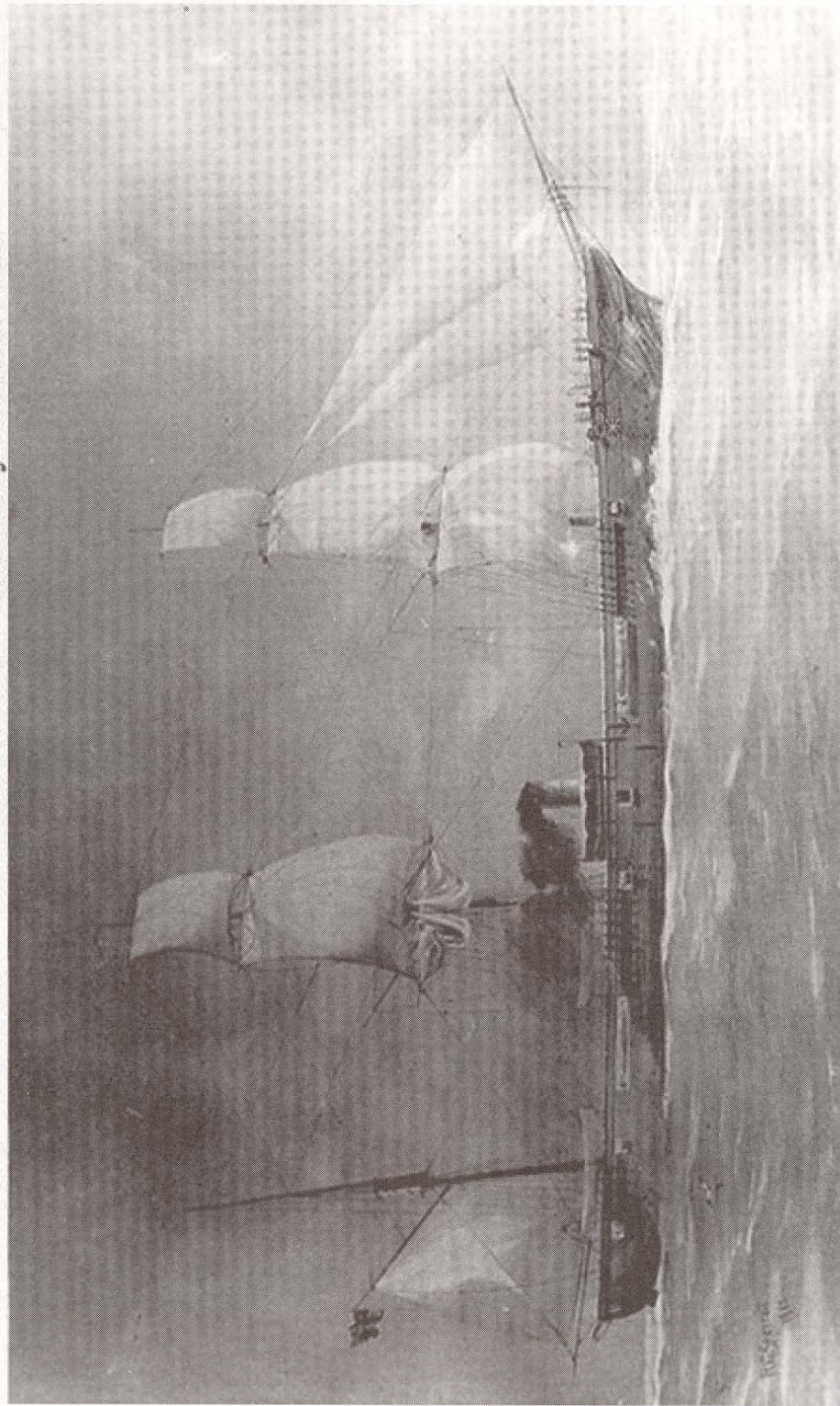


Photo # NH 53573 USS Housatonic. Artwork by R.G. Skerrett





Definitions

boat – historically, submarines are referred to as boats, not ships.

parts or directions on a boat or ship:

bow – the front end

stern – the back end or rear

forward – toward the bow

aft – toward the rear

port – left side when facing the bow

starboard – right side when facing the bow

torpedo – during the Civil War, almost any explosive device not fired from a gun.

spar – a long wooden pole used on ships or boats for various purposes.

fact – the quality of being real or actual. Something that is true.

interpretation – a version of events used to explain the meaning of something.

absolute location – a position or place on Earth expressed in degrees, minutes and seconds of latitude and longitude.

relative location - a position or place expressed by comparison to the location of something else. (i.e. located south of Charleston)

CSS – Confederate States Ship

USS – United States Ship

knot - a nautical unit of speed. 1 nautical mile per hour (knot) equals 1.15 miles per hour

lanyard – a length of rope used to fire a cannon or other explosive device

Activity – Work Sheet

What is the event? _____

What do you know or suspect? _____

Is this a fact or an interpretation? Why? _____

Where or how could you get information to prove your position? _____

What is the event? _____

What do you know or suspect? _____

Is this a fact or an interpretation? Why? _____

Where or how could you get information to prove your position? _____

What is the event? _____

What do you know or suspect? _____

Is this a fact or an interpretation? Why? _____

Where or how could you get information to prove your position? _____

BENEATH THESE WATERS
Jana Locklair
South Carolina Geographic Alliance

Overview:

Charleston Harbor was a major target of the Union blockade. The Southerners tried to slip through the blockade squadrons by using ships known as blockade-runners. Students will locate the wreck sites of both Union and Confederate vessels that came to rest in the Charleston Harbor during the Civil War.

Connection to the Curriculum:

This lesson may be used in an 8th grade SC/US History class.

South Carolina Social Studies Academic Standards:

8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina. (H, P, G)

Social Studies Literacy Elements:

- G. Make and record observations about the physical and human characteristics of places.
 - I. Use maps to observe and interpret geographic information and relationships.
 - II.

Grade Range:

8th grade (may be adapted for 3rd grade)

Time:

One 90 minute class period.

Materials Needed:

Map handouts of Charleston Harbor
Background handout
Student handouts
Computer – (optional)

Objectives:

1. Map specific shipwreck sites located in the Charleston Harbor.
2. Describe the different types of boats that were used by the North to enforce the blockade and by the South to break the blockade.
3. Investigate the importance of the blockade-runners.
4. Use relative and absolute location to locate specific shipwrecks in Charleston Harbor that took place during the Civil War.

Procedures:

1. The lesson, 'Grip of the Anaconda', is a good supplement to complete before beginning this lesson. It describes the onset of the Union blockade in more detail.
2. Show students a map of the Charleston Harbor (may make an overhead transparency out of Handout 1 – Charleston Harbor in the Civil War). Explain that shortly after the firing on Fort Sumter, the Union Navy sent warships to form a blockade to prevent goods, food, and war material from entering Charleston Harbor. Charleston was the second largest port in the South, it had good railway and steamboat connections, and it was considered to be the cradle of secession.
3. Have students complete Handout 1 – Charleston Harbor in the Civil War. This can be done by using actual maps of Charleston or by making an overhead transparency of the answer key for this page.
4. Students will read the **Background Information** and then answer the discussion questions that go along with the lesson. The teacher may decide if this will be done as a class discussion, group assignment, or as an individual assignment.
5. Students will use the relative and absolute location clues found on the handout 'Charleston Harbor Civil War Shipwrecks' to locate the position of specific shipwrecks that are found in the Charleston Harbor.

Suggested Evaluation:

1. Mapping activity.
2. Discussion questions.
3. Shipwreck Scavenger Hunt.

Extensions:

1. Research the *Hunley*.
2. Complete a more extensive project focusing either on the ironclads or the blockade runners.
3. Investigate other shipwrecks in history.

Resources:

An Outline Map Folio for the South Carolina Classrooms, SCGA.

Black, Wallace B. *Blockade Runners and Ironclads: Naval Action in the Civil War*. Franklin Watts. New York, 1997.

Horner, Dave. *The Blockade-Runners*. Dodd, Mead & Company. New York, 1968.

Ragan, Mark K. *The Hunley: Submarines, Sacrifice, & Success in the Civil War*. Narwhal Press, Inc. Miami/Charleston, 1999.

Rosen, Robert N. *Confederate Charleston: An Illustrated History of the City and the People During the Civil War*. University of South Carolina Press, 1994.

Wise, Stephen R. *Lifeline of the Confederacy: Blockade Running During the Civil War*. University of South Carolina Press, 1988.

The Blockade Runners and Raiders. By the Editors of Time-Life Books, Time-Life Books. Alexandria, Virginia, 1983.

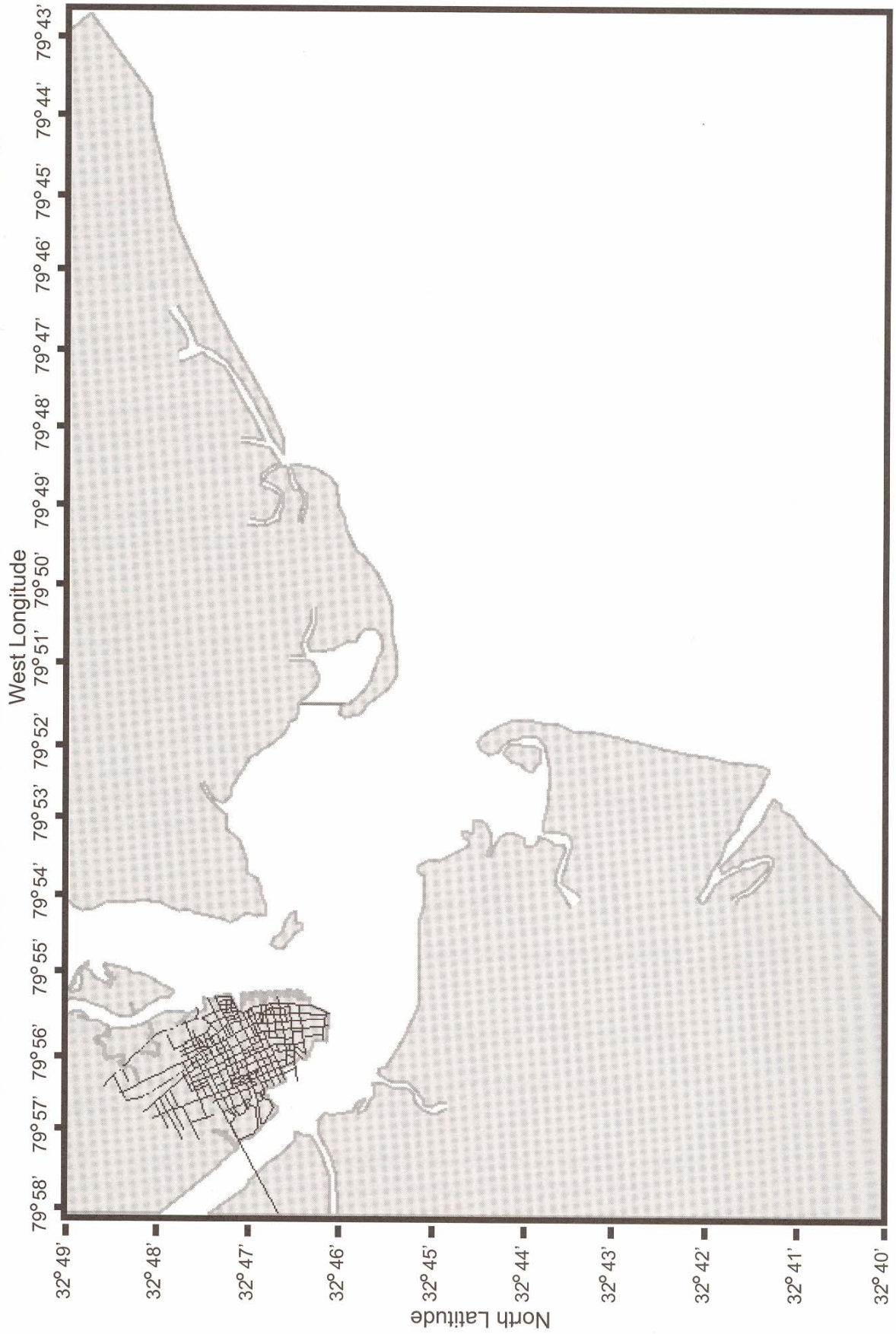
Shipwrecks of the Civil War: Charleston, South Carolina. Map by Edward Lee Spence. 1984.

<http://www.ameritech.net/users/maxdemon/ironintr.html>

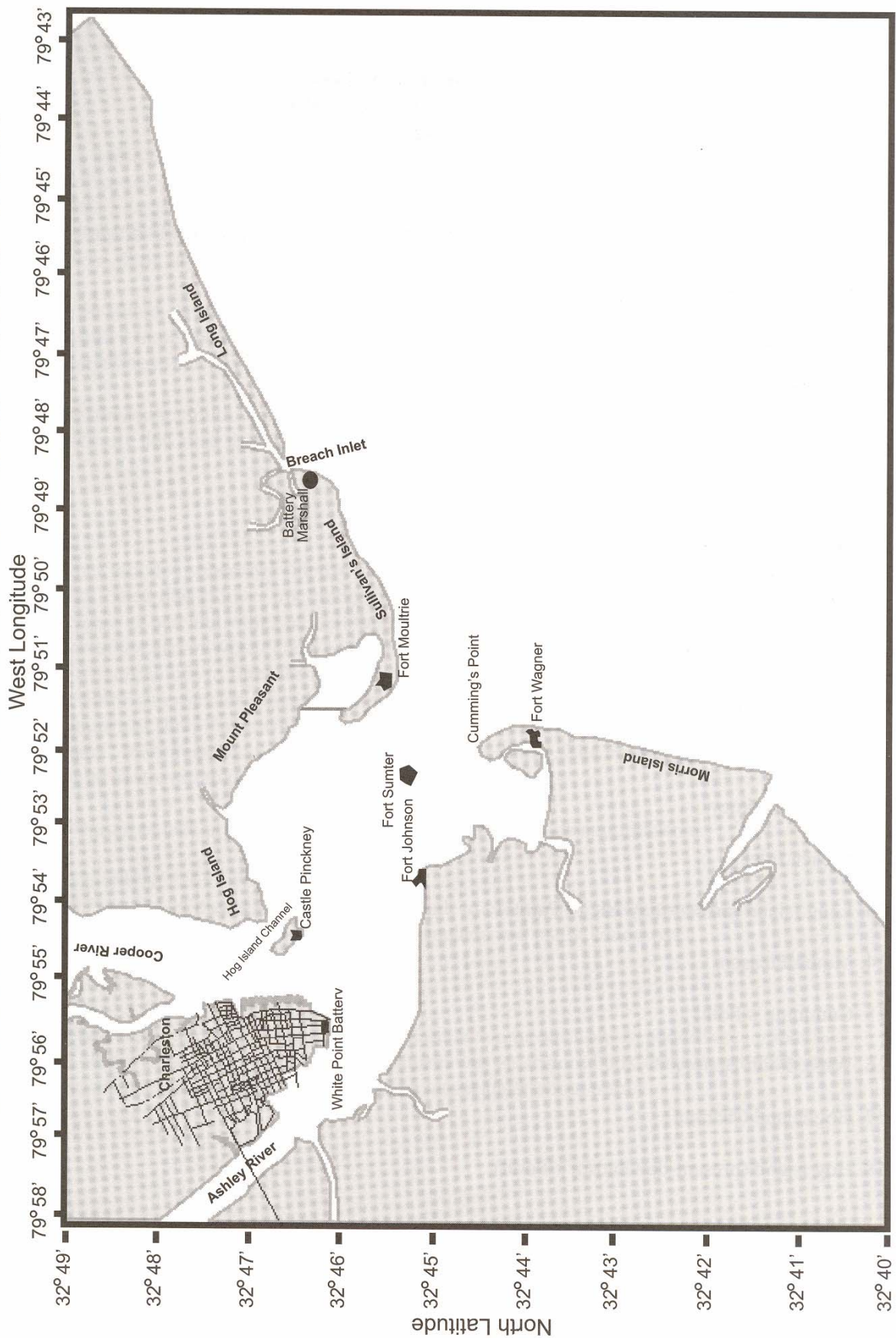
<http://civilwar.bluegrass.net/Ships.BlockadesAndRaiders/>

<http://www.civilwarhome.com/navalintro.html>

Charleston Harbor in the Civil War



Charleston Harbor in the Civil War



**Beneath These Waters
Student Mapping Activities
Page 1**

Please label the following sites on the handout titled “Charleston Harbor in the Civil War”.

1. Battery Marshall
2. Fort Sumter
3. Fort Moultrie
4. Fort Johnson
5. Fort Wagner (also called Battery Wagner)
6. Sullivan’s Island
7. Morris Island
8. Charleston
9. Ashley River
10. Cooper River
11. Castle Pinckney
12. Breach Inlet
13. Long Island (present-day Isle of Palms)
14. Mount Pleasant
15. Cumming’s Point
16. White Point Battery
17. Hog Island Channel
18. Hog Island (present-day Patriot’s Point)

Background Information

Introduction

Jefferson Davis, president of the Confederacy, improvised a temporary navy so he could buy some time in order to create a real navy. On April 17, 1861, a few days after the surrender of Fort Sumter, Davis published an announcement inviting shipowners to apply for Confederate letters of marque. These letters authorized the holders to turn privateer and capture Union merchantmen to sell for their own profit as contraband of war. Two days later Abraham Lincoln proclaimed a naval blockade on the Confederacy.

Abraham Lincoln stated, “a competent force will be posted so as to prevent entrance and exit of vessels.” The United States Navy was not prepared to do this. They needed an “instant navy”, so they armed almost anything afloat of reasonable size. They especially wanted steam-propelled vessels.

To break the blockade the South would have to challenge the U.S. Navy with a small number of ships that were specifically designed for blockade running. Agents were sent to England to commission or buy the ships.

Ironclads

An ironclad was a wooden steamship fitted with plates of iron armor. Because of this unique makeup, a British magazine stated that “Shiver my timbers” would have to be changed to “Unrivet my bolts”. They were a new weapon of war and were some of the first ships in history to be armored with metal and propelled by steam instead of wind. The Confederacy used many of its ironclads to defend their harbors. The Union used its ironclads to fight the Southern ships and to bombard forts and land forces. This meant that the Northern ironclads moved from place to place more than the Southern ones. Most Southern ironclads had sharp bows which were used to ram and sink enemy ships. These ironclads were often called ‘rams’. Very few ironclads were actually sunk in action. The normal end for a Southern ironclad was to be destroyed to prevent capture by the Union.

The most common ironclads in the Civil War were casemate ironclads and monitors.

- CASEMATE IRONCLADS

An armored box, sometimes with slanting sides, built to protect the guns and crew from getting shot by the enemy. Most Southern ironclads and many Union river ironclads were built with casemates.

- MONITORS

Low-freeboard steamship with a small number of guns in a turret. Low-freeboard meant that the deck of the ship was very close to the water. A turret was an armored box that rotated to aim the guns. The distance from the deck to the waterline was usually about a foot.

Blockade Running

Blockade running has been called the lifeline of the south. The Confederacy was dependent on foreign manufacturers. Unless it developed a war production on its own, the agricultural South would have to import weapons, munitions and consumer goods of all kinds.

The principal transfer points for the goods were Nassau and Bermuda. The chief Confederate ports on the eastern coast were Savannah, Charleston, and Wilmington. All vessels that left Europe or Bermuda or Nassau for Southern blockaded ports gave neutral ports as their destination on their papers. To try to escape Union take-over, cargoes were sent out from Nassau and were then transshipped from vessel to vessel in the harbor. Return cargoes were transshipped in the same way. For the long voyage across the Atlantic Ocean freighters could be used. Blockade runners would be used for the runs between Nassau and the Confederate states.

Believing “Cotton is King”, the South thought that their exports of raw cotton made England their hostage. Many southerners decided to create a cotton shortage to speed up British and French intervention. Local cotton brokers and state government officials voluntarily declared a cotton embargo. This was a mistake. More than a year would pass before the mills of England and France depleted their stocks. In 1862, the Union tightened its grip on the coastline. The Confederacy was reduced to two main ports – Wilmington and Charleston. As thousands of unshipped bales of cotton piled up on the wharves, the South suffered from shortages of food and supplies.

The first blockade running company to ship cotton from Charleston and import war materials was John Fraser and Company of South Carolina. The firm later became one of the largest and most active blockade running businesses in the South. The South Carolina Importing and Exporting Company (also known as the Bee Company) was the state arm of South Carolina’s blockade running operation during the Civil War. Only three or four of the blockade runners were owned by the Confederate government. All the rest were privately owned.

The ships that ran to Charleston were originally painted a pitch - black color to blend in with the darkness of the night. A trend was soon started toward having a cream white or lead gray as the most desirable color. It was at dusk or dawn, or at broad daylight, when a runner was in the greatest danger of being detected. The dull white coloring would match that of the haze on the horizon or the sand dunes close to shore, and offer greater camouflage. Blockade runners could dart into coves or inlets where deeper-draft Union boats could not follow. Crew and passenger space was small. Cargo space was the first consideration. The blockading ships had very few advantages. The runners always possessed the elements of surprise. Many a runner slipped through by hugging the coastline, where they were practically invisible. Engine noise was drowned out by the breaking waves.

Runners timed their departures from Nassau or Bermuda to have a moonless night and a high tide for their dash to their destination. In the early days of the blockade, the runners were able to use the well-lighted ships of the Federal squadron as guide markers. When the commanders realized their mistake, they blacked out all of the ship except for a single lantern, which the runners used as a marker. The Federals started changing the position of the lantern to confuse the runners. Blockading ships would send up a flare if they spotted a runner in the direction of the enemy's course in order to guide the chase. The runners soon learned of this and took aboard rockets of the same type. They would send up their rockets and start the pursuers on a wild-goose chase. Blockade runner captains used a variety of tricks. They flashed false signals with lanterns, flew the Stars and Stripes or other national flags, changed nameplates, and even dipped colors to passing Federal ships. If a blockade runner was cut off before they reached their destination, it was common practice for the captain to run his vessel ashore, hoping to beach a portion of the cargo before being captured. Southerners believed the ship captains possessed superhuman qualities, "The cunning of a fox, the patience of Job, and the bravery of a Spartan warrior," as a Confederate veteran put it.

Southerners experienced shortages of almost every kind of commodity. Even things like paper became almost unobtainable toward the close of the war. Supplies brought into the South through the blockade included 60% of the weapons used by the Confederate armies and most of the ingredients needed to manufacture ammunition. War materials provided the bulk of the cargo, but luxury items, such as perfumes and satins, could bring 600% profit. Other examples of cargo were shoes, blankets, dry goods, food stuffs, and medical supplies.

By 1863, U.S. ships had began stopping and searching neutral vessels thousands of miles from the North America coast. The U.S. Navy was authorized to seize a neutral ship on mere suspicion that her cargo would arrive in the south – no matter if her papers claimed a neutral destination.

In 1864 the blockade running business was at its peak. The Union blockade could never totally stop the blockade running, but it did cut down the flow of goods entering the Confederate states. During Sherman's March through South Carolina in February 1865, Charleston was evacuated and blockade running in the state came to an end. On February 18, four runners headed into the harbor, unaware of the fate of the city. The *Celt*, *Deer*, *Lady Davis*, and *Syren* all were captured.

Short facts:

- The average blockade runner made 4 trips. The *Syren*, the most successful, made 33.
- Blockade runners could never fight back or their captains would be tried as privateers.

Charleston in the Civil War

There were 63 forts and batteries in the Charleston area during the war. The city also served as the home port for the majority of the South's blockade running companies and was the center for privateering. The Confederate command took advantage of the strange geography of the Charleston Harbor. The harbor was full of rope obstructions, designed to catch the propellers of the Union ships. A string of underwater contact mines had been anchored between Fort Sumter and Fort Moultrie to keep the enemy ironclads at a distance. Guns and cannons, torpedoes, and fortifications had been placed in and around the harbor.

In late 1861 and then again in early 1862 a "Stone Fleet" of old ships had been sent down to Charleston from Northern ports, loaded with rock and sunk in the entrance to the harbor. The Union Navy felt that this would slow down the blockade runners. The currents carried the stones out to sea and within four months the harbor was open again.

During the first two years of the war, Charleston did not suffer very much. China, liquors, furniture, carpets, cigars, and wine were being imported through the blockade. For a price, any luxury could be obtained.

On May 7, 1863, a fleet of seven Union ironclad monitors entered the harbor. They were led by the *Weehawken*, which was pushing a large raft to explode torpedoes. This siege did not turn out very well for the Union. Steering was a problem because of the strong currents. The *Keokuk* was hit ninety times. During the two and a half hour battle only one ironclad managed to get within 900 yards of Fort Sumter. Five of the monitors were severely damaged. The *New Ironsides* floated directly over a 3,000 pound mine which the Confederates were unable to detonate. The U.S. Navy Department managed to suppress the truth of this battle for eight months.

On August 22, 1863, the first shots were fired into the city of Charleston. From this point on as many as 100 exploding shells a day were hurled into the city. With the city being shelled, military defenders of Charleston needed a bold action from a force like the *Hunley*. They desperately needed to rid the harbor of the Union blockade. Five unsuccessful attempts were made by Union land and naval forces to capture the city before the final evacuation.

Charleston remained important only as long as its railroad connections were kept open. During Sherman's march through South Carolina the railroad lines were cut. The city was evacuated on February 17, 1865.

Fiction Based on Fact:

The *Georgiana* was a Confederate blockade runner. She attempted to run past the blockade into Charleston. After having shots pass through her hull and with no hope for escape, the captain ran her aground. The blockade running firm that had consigned the cargo on board was headed by George Alfred Trenholm, who was said to be the historical basis for much of the Rhett Butler character in the novel *Gone With the Wind*.

Beneath These Waters Discussion Questions

Please answer the following questions after reading the background information.

1. What were the solutions of both the North and South in organizing instant navies?
2. What happened to most of the Southern ironclads?
3. Compare monitors and casemate ironclads.
4. Explain why blockade running was called ‘the lifeline of the South’.
5. Do you think the Civil War was a profitable time for places like Nassau and Bermuda? Why or why not?
6. Why was declaring the cotton embargo a major mistake by the South?
7. List at least three advantages the blockade runners had over the Union blockade.
8. Describe some of the tricks used by both sides in the blockade running business.
9. Explain why blockade runners would be tempted to bring in luxury items. How could this hurt the Confederacy?
10. Would blockade runners ever fight back? Why or why not?
11. How did the Confederate command protect the Charleston area? Be sure to include the harbor itself.
12. Describe the “Stone Fleet” and the outcome.
13. What group of people do you think were hit hardest by the blockade?
14. Explain why you think the U.S. Navy Department felt like they needed to suppress the truth of the failure of the ironclad attack that took place in Charleston Harbor in May, 1863.
15. What event happened that caused a need for the people of Charleston to quickly rid the harbor of the blockade?
16. What happened to hasten the evacuation of the city of Charleston?

Beneath These Waters
Discussion Questions
Answer Key

Please answer the following questions after reading the background information.

1. What were the solutions of both the North and South in organizing instant navies? Jefferson Davis, Confederate president, issued letters of marque. Private shipowners were authorized to capture Union ships. The South also sent agents to England to commission or buy ships. The North armed anything that would float and was of a reasonable size.
2. What happened to most of the Southern ironclads? They were destroyed so the Union would not be able to capture them and put them to use.
3. Compare monitors and casemate ironclads. Monitors were built so that the deck of the ship was very close to the water. It also contained a rotating turret. Casemate ironclads contained an armored box that was built to protect the guns and crew.
4. Explain why blockade running was called ‘the lifeline of the South’. The South was dependent on agriculture, not factories. They would need to export cotton to foreign countries and import weapons, munitions, and other supplies. With the onset of the Union blockade, their supply line was cut until the blockade runners were able to slip through the blockade and bring in the needed materials.
5. Do you think the Civil War was a profitable time for places like Nassau and Bermuda? Why or why not? Yes. Nassau and Bermuda were the principal transfer points. Money was spent in these areas as the cargoes were loaded and unloaded.
6. Why was declaring the cotton embargo a major mistake by the South? They placed too much faith in the importance of cotton. In 1861, the blockade was not very well established and the South would have had more success in being able to ship the cotton over to Europe. By holding on to the cotton, the Confederacy gave the U.S. Navy time to tighten its grip on the coastline.
7. List at least three advantages the blockade runners had over the Union blockade. Color of the boat, ability to dart into inlets, element of surprise, and could slip through by hugging the coastline.
8. Describe some of the tricks used by both sides in the blockade running business. The North realized that the South was using the lights on their ships as markers, so they started changing the position of the lanterns. Blockade runners flashed false signals, flew different flags, and dipped colors to passing Federal ships.

9. Explain why blockade runners would be tempted to bring in luxury items. How could this hurt the Confederacy? Luxury items could bring 600% profit. These items, such as perfume and satin, would be of little use to the Confederate army. Because of the tremendous profit to be made, some blockade runners may be tempted to bring in cargo consisting of mainly luxury items instead of much-needed war materials.
10. Would blockade runners ever fight back? Why or why not? No. If they were captured after a fight, their captains would be tried as privateers.
11. How did the Confederate command protect the Charleston area? Be sure to include the harbor itself. Sixty-three forts and batteries surrounded the Charleston area. The harbor was full of rope obstructions and underwater contact mines. Other fortifications had been placed around the harbor.
12. Describe the 'Stone Fleet' and the outcome. The Stone Fleet was a group of old ships bought down to Charleston from Northern ports. They were loaded with rocks and sunk in the entrance of the harbor. The currents carried the stones out to sea and reopened the harbor.
13. What group of people do you think were hit hardest by the blockade? The middle class and the poor. For a price, any item could be obtained. However, not everyone had the needed price.
14. Explain why you think the U.S. Navy Department felt like they needed to suppress the truth of the failure of the ironclad attack that took place in Charleston Harbor in May, 1863. The fleet of ironclads were thought to be the deadliest ships in the Union Navy. The department could have felt that the knowledge of the failure of this battle could have caused morale problems, both in the Navy Department and with U.S. citizens.
15. What event happened that caused a need for the people of Charleston to quickly rid the harbor of the blockade? Exploding shells were fired into the city of Charleston.
16. What happened to hasten the evacuation of the city of Charleston? Sherman's march through South Carolina cut the railroad connection throughout the state.

Beneath These Waters Shipwreck Scavenger Hunt

Use the following sets of clues to locate the Civil War Shipwrecks found in Charleston Harbor. You will also need to use Handout 2.

Set 1:

1. Old whaling vessels.
2. Loaded with rocks and sunk in the entrance to the harbor by the Union. Thought these boats would help blockade the harbor. Eventually were washed away by the currents.
3. $32^{\circ}40'N$, $79^{\circ}50'W$

Name of shipwreck - _____

Set 2:

1. Old whaling vessels.
2. Sunk by the Union near Rattlesnake Shoals, off of Long Island (present-day Isle of Palms). Washed away by the currents.
3. $32^{\circ}45'N$, $79^{\circ}45'W$

Name of shipwreck - _____

Set 3:

1. Confederate blockade runner.
2. Ran ashore off Long Island (Isle of Palms).
3. $32^{\circ}47\frac{1}{2}'N$, $79^{\circ}45\frac{1}{2}'W$

Name of shipwreck - _____

Set 4:

1. Confederate cruiser and blockade runner.
2. Attempted to run past the blockade and into Charleston. The captain ran her aground after having solid shot pass through her hull.
3. $32^{\circ}47'N$, $79^{\circ}45\frac{1}{2}'W$

Name of shipwreck - _____

Set 5:

1. Confederate gunboat.
2. Caught by Union blockading fleet while trying to enter Charleston Harbor off Breach Inlet. Burned and sunk.
3. $32^{\circ}46\frac{1}{2}'\text{N}$, $79^{\circ}48'\text{W}$

Name of shipwreck - _____

Set 6:

1. Confederate blockade runner.
2. Burned and sunk by Union gunboat outside of Charleston Harbor while running out to sea with a cargo of cotton in 1863.
3. $32^{\circ}44\frac{1}{2}'\text{N}$, $79^{\circ}50'\text{W}$

Name of shipwreck - _____

Set 7:

1. Confederate blockade runner.
2. Wreck was located close to Sullivan's Island.
3. $32^{\circ}45'\text{N}$, $79^{\circ}50'\text{W}$

Name of shipwreck - _____

Set 8:

1. Union monitor.
2. Struck a mine and sank in Charleston Harbor on January 14, 1865. Wreck was located between Fort Sumter and Fort Moultrie.
3. $32^{\circ}45\frac{1}{2}'\text{N}$, $79^{\circ}52'\text{W}$

Name of shipwreck - _____

Set 9:

1. Union monitor.
2. Accidentally sank close to Morris Island during a storm. She was the only Union Navy monitor to have captured a Confederate ironclad in battle.
3. $32^{\circ}43'\text{N}$, $79^{\circ}51'\text{W}$

Name of shipwreck - _____

Set 10:

1. Union monitor.
2. Sank April 8, 1863, after being struck over 90 times the previous day during an attack on Fort Sumter. The Confederates managed to salvage her guns. The wreck was located off of Morris Island.
3. 32°42' N, 79°52' W

Name of shipwreck - _____

Set 11:

1. Confederate blockade runner.
2. Chased ashore south of Morris Island close to Folly Island.
3. 32°41' N, 79°52 ½' W

Name of shipwreck - _____

Set 12:

1. Confederate blockade runner.
2. Ran aground on Long Island (Isle of Palms) in 1863.
3. 32°47' N, 79°48' W

Name of shipwreck - _____

Set 13:

1. Confederate ironclad ram.
2. Destroyed by the Confederates to prevent capture by the Union on 2/18/65. Wreck was located close to Fort Johnson.
3. 32°45' N, 79°54' W

Name of shipwreck - _____

Set 14:

1. Confederate ironclad ram.
2. Destroyed by the Confederates to prevent capture by the Union on 2/18/65. The wreck was located close to Fort Johnson.
3. 32°45' N, 79°54 ½' W

Name of shipwreck - _____

Set 15:

1. Confederate ironclad ram.
2. Destroyed by the Confederates to prevent capture by the Union on 2/18/65. The wreck was located close to Fort Johnson.
3. $32^{\circ}45' \frac{1}{2}''$ N, $79^{\circ}54'$ W

Name of shipwreck - _____

Set 16:

1. Confederate receiving ship.
2. The *Hunley* made practice dives and mock attacks against this ship.
3. $32^{\circ}45' \frac{1}{2}''$ N, $79^{\circ}54' \frac{1}{2}''$ W

Name of shipwreck - _____

Set 17:

1. U.S.S. gunboat.
2. First vessel in history to fall victim to an enemy submarine.
3. $32^{\circ}43' \frac{1}{2}''$ N, $79^{\circ}46'$ W

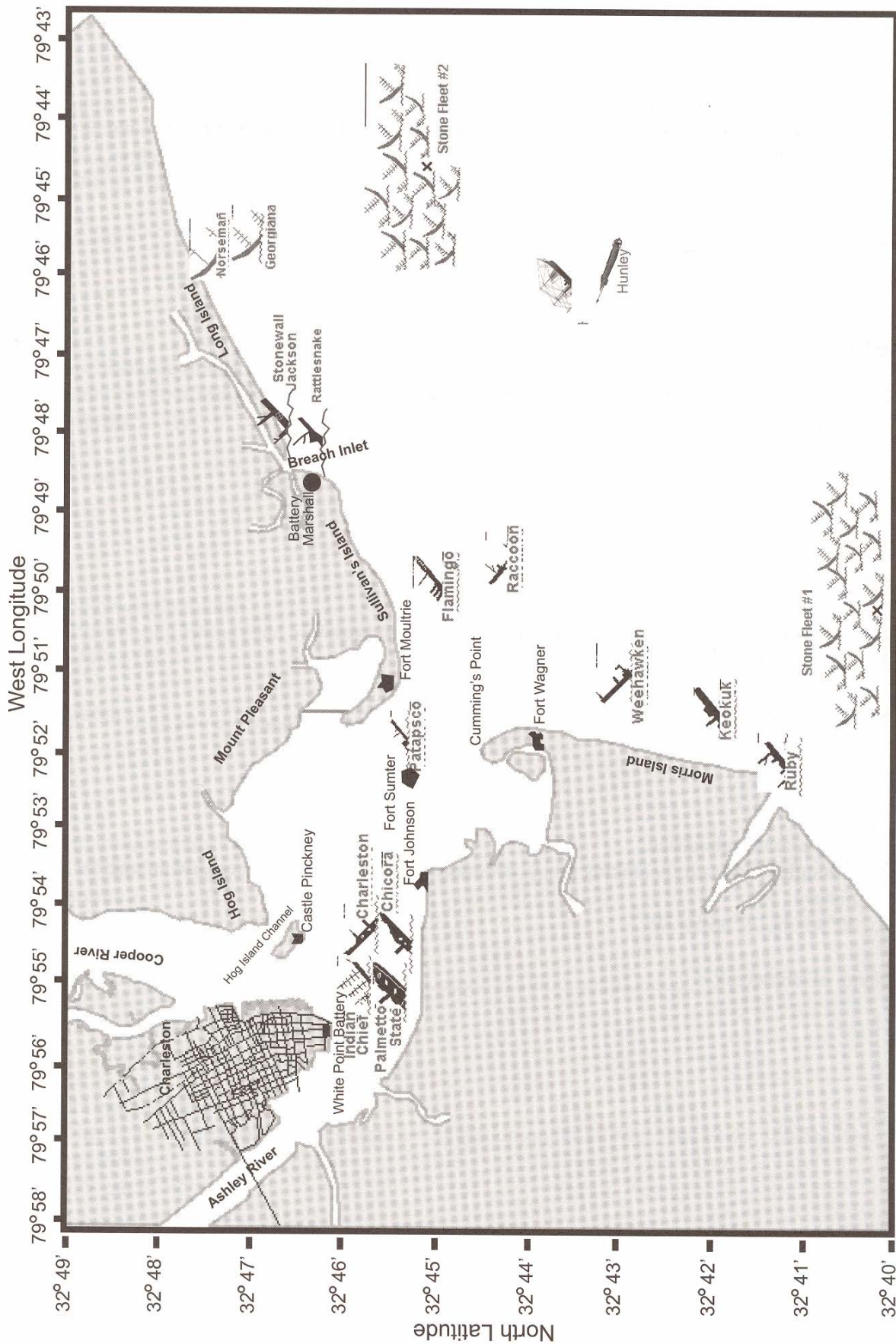
Name of shipwreck - _____

Set 18:

1. Confederate submarine.
2. Lost after successfully sinking the *Housatonic*. This was the first successful submarine attack in history.
3. $32^{\circ}43'$ N, $79^{\circ}45' \frac{1}{2}''$ W

Name of shipwreck - _____

Charleston Harbor in the Civil War



**Beneath These Waters
Shipwreck Scavenger Hunt
Answer Key**

Set 1: *Stone Fleet 1*

Set 2: *Stone Fleet 2*

Set 3: *Norseman*

Set 4: *Georgiana*

Set 5: *Rattlesnake*

Set 6: *Raccoon*

Set 7: *Flamingo*

Set 8: *Patapsco*

Set 9: *Weehawken*

Set 10: *Keokuk*

Set 11: *Ruby*

Set 12: *Stonewall Jackson*

Set 13: *Chicora*

Set 14: *Palmetto State*

Set 15: *Charleston*

Set 16: *Indian Chief*

Set 17: *Housatonic*

Set 18: *Hunley*