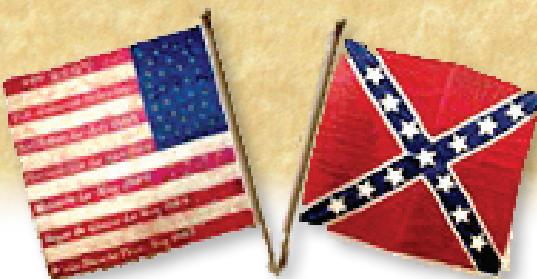


INNOVATIONS OF THE CIVIL WAR



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An Integrated Curriculum For The Washington Post Newspaper In Education Program

A Word About Innovations of the Civil War

When the First Battle of Manassas was fought, Washingtonians came in carriages to watch the action from a hilltop. The July 21, 1861, battle was a Confederate victory in which more than 5,300 from both sides were killed, wounded and captured.

In the first year of battle, innovation and technology changed warfare. Ironclads were developed and engaged in naval battle. Both sides utilized balloons, the railroad and telegraph. At the same time, as more men joined the armies, women tried to protect their homes and property, nursed the wounded, and kept diaries to record their daily encounters.

After a year of engagements, the armies had more men who were experienced in fighting and killing. The rifles were more accurate and artillery more precise. Casualties in 1862 at Shiloh in Tennessee had reached 23,741 and at Gaines' Mill, Virginia, during the Seven Days' battles more than 15,500.

During three days in August 1862, troops returned to Bull Run Creek. Using strategies of Napoleon with those of "Stonewall" Jackson, Robert E. Lee and George McClellan, the troops maneuvered over the terrain 26 miles from the Union capital. The result at the Battle of Second Manassas: more than 22,000 casualties and another defeat of the Federal army.

Lesson suggestions, worksheets, quizzes and reprinted articles in this guide provide teachers with the material to study this period of the Civil War. Teachers have models to use for research, tweets and essay assignments, text for discussion, and ideas for class presentations.

ABOUT THE COVER PHOTO

The painting by J.O. Davidson depicts *USS Monitor* (at right) in combat with *CSS Virginia* (formerly *USS Merrimack*) at the Battle of Hampton Roads on March 9, 1862. Although both sides would claim victory, the first battle of ironclad ships ended in a stalemate. Source: The Mariners' Museum, Newport News, Virginia

Lesson: The Civil War spurred inventions and innovations that moved America into the industrial age, transformed naval warfare, and called for new modes of leadership.

Level: Low to High

Subjects: English, Geography, Social Studies, Technology, U.S. History

Related Activity: Art, Cartography, Reading

NIE Online Guide

Editor — Carol Lange

Art Editor — Carol Porter

Available Online All Washington Post NIE guides may be downloaded at www.washpost.com/nie.

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An Integrated Curriculum For The Washington Post Newspaper In Education Program

Innovations of the Civil War

During The Civil War Napoleonic strategies, bayonets and lances were used. At the same time, inventions and innovations ushered in the industrial-age and modern warfare. In this guide that accompanies The Post's fourth Civil War 150 special section, lesson suggestions, resources and Post articles focus on Spring to Fall 1862, daily life and the impact of changing technology on battle.

Develop Vocabulary

English, Government, Reading, U.S. History

Another of our etymology studies is provided in this guide. "Word Study: A More Perfect Union" focuses on the roots of "confederacy" and "union."

Other words to review with students before reading the reprinted articles in this guide are included in the suggested activities that follow.

Meet the Youngest Who Served

English, Photography, Social Studies, U.S. History

In "Faces of the Young During the Civil War" photographs reflect youth, emotions and the use of photography to keep families "close" to one another. More images from the Library of Congress exhibit (<http://myloc.gov/exhibitions/civilwarphotographs/Pages/default.aspx>), formed from one man's collection, can be found online. Looking through these images, students will see how young many of the participants were.

This KidsPost article can be used to discuss with students how historians use photographs and memorabilia to tell the story of people in peace and war. What impressions do students have of the photographs accompanying the article? What additional information do the captions provide to help viewers understand the time period and the young people pictured?

What items might students collect today to reflect life in the early 21st century? Are any students collecting campaign buttons? Teachers might post columns in which to categorize items that could be collected; for example, Technology, Daily Life, War-related. What other categories would students suggest?

Meet a Drummer Boy

Music, Social Studies, U.S. History

In "A Boy determined to serve his country," writer Carolyn Reeder tells of Johnny Clem, a nine-year-old drummer boy. Drummer boys played important roles in the Civil War, and some became soldiers. Questions for discussion could include:

- What roles did the drummer play?
- What did the drumrolls of the drummer boys provide?
- Which drumroll meant "attack"?
- Tell Johnny Clem's story in your own words. Include what you think of his determination to serve in the Civil War.
- Do students know of other young men and women who found a career after they joined the military at a young age?

Teachers may wish to invite a guest speaker. A parent or member of your school community who joined one of the services when young could meet with your class to tell his or her story.

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Washington Post Civil Resources

www.washingtonpost.com/lifestyle/civil-war

Civil War 150

Washington Post special coverage of the 150th anniversary: articles, essays, informational graphics, maps, and other resources. Civil War videos include "Despite heat, Bull Run reenactors march on," "On Leadership: Lincoln's wartime leadership tools," and "On Leadership at Gettysburg: Colonel Joshua Chamberlain, the creative leader."

<http://twitter.com/civilwarwp>

Civil War WaPo

Journals, reports, letters, official records and news articles are sources for tweets in the words of the people who lived it.

www.washpost.com/nie

Civil War 150

First of a series of curriculum guides to use with *The Washington Post* 150th anniversary special sections. Focus on Abraham Lincoln's election (including press coverage) and events leading to the attack on Fort Sumter, Civil War technology, Mathew Brady, and timeline.

www.washpost.com/nie

Civil War and the Capital City

February 24, 2004, curriculum guide in the D.C. history series. Articles, maps, reprints of *Post* articles. The suggested activities include a crossword puzzle ("Civil War Story"), map reading and "Law and Order — Getting Out of Slavery: From Dred Scott to the Thirteenth Amendment."

www.washingtonpost.com/blogs/house-divided

A House Divided

Blog for Civil War enthusiasts. Blogger Linda Wheeler interacts with a panel of experts, reports on events, and comments on local and international stories. Check out Wheeler's list of favorite sites.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

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Meet a Civil War Hero
English, Social Studies, U.S. History

Profiles briefly tell the story of individuals. Read "Civil War hero Robert Smalls seized the opportunity to be free," the profile of Robert Smalls, a slave who commandeered a ship and delivered it to the Union Navy outside Charleston. That might be enough to make him noteworthy, but there is much more to his story.

Discuss Smalls' accomplishments, putting them in historical context. Points to consider would include:

- In what ways did Smalls show his character when he was a child and a young man?
- Why was Smalls on the *Planter* when the Civil War began?
- What uses did the Confederate troops make of the *Planter*?
- In what ways did seizure of the *Planter* impact the war?
- Select a time in Smalls' life after the Civil War. Explain what this reveals about him.

Note Technology's Advance
Science, Social Studies, Technology, U.S. History

In "Technology and mayhem" Joel Achenbach relates the bridge that the Civil War provides between pre-industrial and industrial age, between old methods of warfare and innovations in technology.

"Technology and the Civil War" (www.washingtonpost.com/lifestyle/style/technology-and-the-civil-war/2012/03/01/gIQAVDQwmR_gallery.html#photo=1) is a photo gallery of images — submarines, balloons, telegraph, gunboats and weapons. This might be viewed to stimulate interest in the topic before reading the article.

"Innovation, Invention and Ironclads" is provided for use by teachers with Achenbach's article and "The Monitor's secrets" reprinted in this guide. It can be used as a pre-test of students' knowledge before reading the articles. It may also be used to guide reading or as a post-reading quiz. The commentary section at the end might also provide stimulus for further research.

Another fascinating section of Achenbach's article presents Abraham Lincoln as a patent holder and commander-in-chief who is innately interested in technology. Discuss how technology was part of Lincoln's early years living in the West, his traveling lecture and desire to win the war.

Reconstruct a Great Naval Engagement
History, Social Studies, Technology, U.S. History

Some advances in technology involved the battle for supremacy on the waters. The *USS Monitor* and *USS Merrimack* (later *CSS Virginia*) were among many steam-powered, ironclad vessels built to defend harbors and rivers, confront opposing warships and attack positions on land.

"The Monitor's secrets" is an article that spans time. Michael Ruane has researched the infamous confrontation of the two ironclads in 1862 and the fateful sinking of the *USS Monitor* ten months later. He has told the modern story of lifting the remains of the ironclad and sailors, reconstructing (www.washingtonpost.com/national/faces-of-civil-war-sailors-from-sunken-uss-monitor-reconstructed-in-hopes-of-identifying-them/2012/03/03/gIQAAlx0R_story.html) and preserving them.

Civil War Maps and Timeline

www.washingtonpost.com/wp-srv/lifestyle/special/civil-war-interactive/civil-war-battles-and-casualties-interactive-map/

Battles and Casualties of the Civil War

Interactive map, beginning 1861, allows readers to vary the date range, watch the war unfold and get more information on each battle.

http://memory.loc.gov/ammem/collections/civil_war_maps/

Civil War Maps, 1861-1865

Library of Congress brings together reconnaissance, sketch and theater-of-war maps as well as maps found in diaries, scrapbooks and manuscripts. Excellent essay on the effect war has had on cartography.

www.washingtonpost.com/wp-srv/special/artsandliving/civilwar/timeline.html

Road to the Civil War Timeline

Election, secession and forming a confederacy, 1860-1861

www.washingtonpost.com/wp-srv/special/artsandliving/civilwar/civil-war-timeline-war-begins/

Fury Unleashed Timeline

The war begins, April 1861-September 1861

www.washingtonpost.com/wp-srv/special/artsandliving/civilwar/civil-war-timeline-northern-resurgence/

Northern Resurgence Timeline

The Union pushes the Confederacy, October 1861-April 1862

<http://ngm.nationalgeographic.com/ngm/0504/feature5/index.html>

Civil War Battlefields

Maps, multimedia, African-American soldiers and suggested reading

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Journalism and English teachers might focus on how the article is structured. History teachers might use the article as both source of information and as an example of writing a research-based, primary-sourced essay.

Use the information given in this article to create a timeline for the *USS Monitor*, *USS Merrimack* and *CSS Virginia*. This can be the starting point to research more about the Confederate ironclads that were the nemesis of many wooden Union warships. Other students may be interested in exploring the preservation of artifacts from the Civil War.

Use *The Washington Post* tweets for background as well. Read the Union Twitter account (<http://twitter.com/#!/wpUnion>) and Confederate account (<http://twitter.com/#!/wpConfederacy>) that begin March 1, 1862.

Study the Second Battle of Manassas

Cartography, Geography, Social Studies, U.S. History

Post reporter Steve Vogel gives the big picture and the personal stories in "Second Manassas showed how bloody war would be" (www.washingtonpost.com/politics/second-manassas-showed-how-bloody-civil-war-would-be/2012/02/28/gIQATLmmR_story.html). As each section of the article is read, note his use of details, data and description.

Compare and contrast the First Battle of Manassas (Bull Run, July 1861) with the Second Battle of Manassas (August 1862):

- Changes in technology between the battles

- Public reaction and perception of the war
- Casualties and deaths
- Military leaders

Re-enact the Second Battle of Manassas

Use a Virginia map to follow troop movement. Organize students into Union and Confederate troops under assigned officers. After reading Steve Vogel's article, "Second Manassas showed how bloody war would be," give each group one to two days to prepare a script to indicate their movement, reasons for their positions, description of the terrain, mode of transportation and other complications. Students should create figures to represent their movement. These should be to scale to indicate the number of troops.

Teachers might have an outline of when each group should be ready to tell about their battle experience, interlacing them to give a better sense of the complexity of the battle.

Depending on when this activity is done, teachers may be able to use the Civil War tweets (<http://twitter.com/#!/CivilWarwp>) for this period. Teachers might also have students tweet what their troops are doing over the days of battle.

Read Maps

Cartography, Social Studies, U.S. History

Cartographers were valued members of military planning. Topographic maps provided information about terrain that was essential for troop placement, supply movement and strategic planning. Use maps by Jed. Hotchkiss to illustrate the battlefield of Port Republic and compare with the troop movement map (www.

Museums

www.tredegar.org/ **The American Civil War Center**

Richmond, Virginia

Civil War interpretation from Union, Confederate and African American perspectives; education programs, linked to SOLs, include "Ironclads," "Men of Iron: Working at the Tredegar Iron Works" and "A Woman's War."

www.marinersmuseum.org/uss-monitor-center/uss-monitor-center

The Mariners' Museum

Newport News, Virginia

The museum houses the USS Monitor Center, an exhibit of historical artifacts and interactive displays. View webcams, research the Ironclads timeline and read blog, letters and eyewitness accounts before the visit.

www.civilwarmuseum.org/ **Old Court House Civil War Museum**

Winchester, Virginia

Housed in a historic building, more than 3,000 artifacts include graffiti from Northern and Southern soldiers

www.southernmuseum.org **Southern Museum of Civil War & Locomotive History**

Kennesaw, Georgia

Visit *The General* and get perspective on use of railroads during the Civil War

www.stonewalljackson.org/ **Stonewall Jackson House**

Lexington, Virginia

History, artifacts, symposium information and lesson plans

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shenandoahatwar.org/The-History/The-Battles/Battle-of-Port-Republic.

Washington Post cartographer Gene Thorp has provided a series of maps in the special supplements and online (www.washingtonpost.com/wp-srv/lifestyle/special/civil-war-interactive/civil-war-battles-and-casualties-interactive-map/). Use these maps to expand students' understanding of troop movement and the changing dynamics that alter the course of the war.

Record the Beginning of Modern Journalism

Journalism, U.S. History

Washington, D.C., transformed during the Civil War. The population increased, businesses and housing expanded, military and war correspondents came to conduct business. *Post* reporter Paul Farhi writes of the latter group.

Read "How the Civil War gave birth to modern journalism in the nation's capital" (www.washingtonpost.com/lifestyle/style/how-the-civil-war-gave-birth-to-modern-journalism-in-the-nations-capital/2012/02/24/gIQAIMFpmR_story.html.)

Farhi's portrait of the press shows the admirable and the biased coverage. He interviews and quotes Donald Ritchie, Senate historian and author, who believes that "[t]here's a lot of good shoe-leather work involved" and that the journalism of the day got the facts and told people about them. The Associated Press is described as "untainted by fear or favor." But Farhi does not stop here, he tells of many reporters who sensationalized, told a story that echoed the sentiments of its readers or who enhanced their personal wealth.

Reporters for pro-South newspapers left town.

Discussion of the article might include:

- What are the reliable sources of Civil War events?
- After reading Fahri's article, would students who are doing Civil War research use articles from that era's newspapers? Explain the extent to which they would use them.
- Would a comparison and contrast of coverage by American and international reporters, Northern and Southern newspapers, help to get a clearer, more accurate report?
- Do people want accurate information of only that which supports their points of view?

Discuss with students the need for national and international coverage of events then and now. What does freedom of the press require of reporters, editors and publishers?

Study Stonewall and She-Devils

Social Studies, U.S. History

Find the Potomac River and these Virginia places on a map: Shenandoah Valley, Front Royal, Winchester, McDowell, Strasburg, Kernstown (south of Winchester), Cross Keys (south of Harrisonburg) and Port Republic (east of Harrisonburg). They are places where battles, collectively known as Jackson's Valley Campaign, took place in 1862.

Before reading "The 'she-devils' of the Shenandoah Valley held their own," teachers might define "manicured," "vile," "captivity," "privation," "induce," "faltering" "swoon," "secessionist," "concerted" and "she-devil."

Before reading the article, discuss with students the roles played by women during the Civil War.

C&O Canal Experiences

<http://bikewashington.org/canal/>

C&O Canal Bicycling Guide

A guide to the 184.5-mile long trail, from Washington, D.C., to Cumberland, Md.

www.nps.gov/choh/index.htm

Chesapeake and Ohio Canal

Approaches to study the canal which was a lifeline for communities along the Potomac; resources for teachers, kids and parents, slideshow, documents and visitors centers. Experiences include a public canal boat ride pulled by a mule and meet the mules.

<http://canal.mcmullans.org/>

C&O Canal Virtual Tour

Photographic tour, maps, engineering and geology information; resources include books for hikers, bikers and Boy Scouts

www.candocanal.org/

C&O Canal Association

Volunteer opportunities, canal history, photographs

www.nps.gov/history/nr/twhp/wwwlps/lessons/10cando/10cando.htm

Building of the Chesapeake and Ohio Canal

Teaching with Historic Places Lesson Plan (maps, readings, images and activities)

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Discussion questions are provided in "Stonewall Jackson and the She-Devils."

Come to a Conclusion

English, Social Studies, U.S. History

"In defense of McClellan: A contrarian view" is an essay written by Gene Thorp. It is an example of a research-based paper that expresses a personal conclusion. As students read the essay, note the eighth paragraph in which Thorp makes a direct statement of his "contrarian" view: "But there is another way to look at the spring and summer of 1862, and in this version, the strategic mistakes are Lincoln's." After this paragraph, Thorp has the challenge to prove this stand. Ask students to read to determine if he has persuaded them.

"Your Own Conclusion" can be used to annotate the article. As students read the essay for the first or a second time, locate examples of the different elements of this type of essay.

"Your Own Conclusion" could also be used to guide students in gathering information to evaluate and reach their own conclusions.

Walk a Battlefield

Geography, Social Studies, U.S. History

During the sesquicentennial anniversary of the Civil War, preservationists are calling attention to the sacred land, historians are reviewing records and past actions, and many events, including reenactments, are being held at battlefields. This is opportunity to visit a battlefield. The sidebar on page 7 suggests ones related to articles in the March 2012 Civil War section and events 150 years ago.

Visit a Museum

Journalism, Social Studies, U.S. History

The Washington, D.C., area has an abundance of museums that feature Civil War military and civilian artifacts to bring history books to life. Those listed on page 5 of this guide relate to *Post* articles and timelines in the fourth Civil War 150 section. These museums provide places for field trips for the class, shared experiences for students and their families and opportunity for extensions of classroom lessons.

The District's African American Civil War Memorial Museum (www.afroamcivilwar.org/about-us.html) includes an exhibit about Smalls.

Read "Historical attraction finds a following," by Gregg MacDonald, *Fairfax County Times*, a December 8, 2011, *Post* Local Living article (www.washingtonpost.com/local/fairfax-museum-reveals-centrevilles-civil-war-past/2011/12/06/gIQAFGFIC0_story.html). The Stuart-Mosby Civil War Cavalry Museum in Centreville, Va., houses artifacts including items owned by John Singleton Mosby and Col. J.E.B. Stuart.

Take students on a virtual tour of the Southern Museum of Civil War and Locomotive History, in Kennesaw, Ga., home to the locomotive *The General* as well as locomotives built by the Glover Machine Works of nearby Marietta (www.southernmuseum.org).

Introduce students to the locomotive before reading about the spring day when 21 men stole *The General* from Big Shanty and ran her to Ringgold, Ga., where she slowed to a stop some two miles north of the depot. Students will appreciate irony: After their capture in the forests of

Visit a Battlefield or Fort

www.civilwar.org/battlefields/

Civil War Trust

Land preservation (in 20 states), battle education (teachers and kids, quizzes, contests and recommended books) and battlefields (maps and resources)

www.civilwardiscoverytrail.org/

Civil War Discovery Trail

Destinations in 32 states, D.C. and three international destinations, administered by the Civil War Trust.

www.nps.gov/mana/index.htm

Manassas Battlefield Park

National Park Service maintained, in nearby Va.; under "History & Culture," more information on battles of First and Second Manassas (Bull Run)

www.nps.gov/rich/index.htm

Richmond National Battlefield Park

Thirteen sites comprise the park, including the 1862 Seven Days Campaign and naval action at Drewry's Bluff. Richmond, a major Confederate center, is home to the Civil War Visitor Center at Tredegar Iron Works.

www.shenandoahatwar.org/

Shenandoah Valley Battlefield

Preserving the land, educating a new generation (resources and programs for teachers and kids) and sesquicentennial events. "The Battles" section includes interactive and historic maps of battles at Front Royal, McDowell, Port Republic, Kernstown and Winchester.

<http://oha.alexandriava.gov/fortward/>

Fort Ward Museum and Historic Site

Best preserved of the Union forts and batteries built to protect D.C. during the Civil War. The Alexandria, Va., fort provides a Civil War Kids' Camp, performances and events.

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North Georgia, Tennessee and Alabama, *The General* hauled the Andrews' Raiders back to Atlanta.

Enjoy the C&O Canal

Art, Geography, Photography, Social Studies, U.S. History

Teachers may find that some of their students have walked or bicycled along the C&O Canal. Ask them to tell about the experience, especially if they have taken one of the mule-powered boat trips through the locks.

Give students "Navigating between North and South," a KidsPost article.

Focus first on the photograph of the C&O Canal taken in 1861. Ask students to write a paragraph about the scene.

Read and discuss the article. Points for discussion could include:

- History of the C&O Canal and role of George Washington
- Use of the C&O Canal to carry fuel, food and goods
- Strategic location of the canal and reasons to attack it
- General Jackson's attempt to put it out of operation

If the C&O Canal is near you, take students for some physical activity — and an art activity. Photograph, sketch or paint scenes along the canal. Capture nature, the contrast between manmade and natural environments, or record what people are doing.

Take a Road Trip

Geography, Social Studies, U.S. History

Read "Unforgettable: Seven score and 10 years ago, civil war split the nation; today, Route 15 is a ribbon of memory

that connects blue state to grey," (www.washingtonpost.com/lifestyle/travel/journeying-through-the-civil-wars-hallowed-ground/2011/03/22/AFUFZXIC_story.html) an April 3, 2011, Post Travel article. Writer Zofia Smardz takes readers from Pennsylvania through Maryland to Virginia on a Civil War road trip. Teachers should have a map ready to follow the route and make stops.

"In the shadows of the Civil War," (www.washingtonpost.com/lifestyle/travel/tr-hallowed/2011/03/31/AFLsbWHC_gallery.html#photo=1) a photo gallery, takes students on routes traveled in the 1800s. ■

ANSWERS.

Innovation, Invention and Ironclads
1. a, 2. c, 3. d, 4. b, 5. a; remaining answers will vary.

Washington's Press Corps Expands

[T]he onset of the conflict in 1861 acted like a spike of adrenaline for the city's journalists. The hostilities generated a flood of news and rumor in a city suddenly bursting with wartime energy. With Union newspapers hungry for any information about the unfolding catastrophe, newspapermen, and a few newspaperwomen, flocked to the capital.

The new arrivals — many of them young, most quite inexperienced — set up shop in one- and two-man news bureaus between the Capitol and the White House, selling their dispatches to whoever would buy in the north and west. So thick were the scribes clustered around 14th Street NW near the Willard and long-gone Ebbitt hotels that the stretch became known as "Newspaper Row."

— Paul Farhi

"Washington's press corps"



COURTESY OF THE NATIONAL ARCHIVES

'NEWSPAPER ROW, WASHINGTON, D.C.': An 1874 engraving from *Harper's New Monthly Magazine* of 14th and F streets NW, which is where reporters congregated during the Civil War. The area later became the site of the National Press Building, home to numerous national and international bureaus.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

WORDStudy

A More Perfect Union

On February 8, 1861, The Confederate States of America was established at a meeting of representatives of seven states in Montgomery, Alabama. South Carolina, Georgia, Florida, Alabama, Mississippi, Texas and Louisiana were the seven states that originally seceded from the United States of America and formed the C.S.A. After the attack on the Union's Fort Sumter, four additional states — Arkansas, North Carolina, Tennessee and Virginia — joined the Secession.

United states opposed confederate states.

What is a union?

Have you every thought that an onion, one dot on dice and “united” are related? They are etymologically. The Greek word *oinos* refers to the ace on dice. Its Latin form *unus* means “one.” In the Late Latin period, the word *unionem* meant both “oneness, unity” and “a single pearl or onion.”

Look on the Seal of the United States and on American coins for the phrase E Pluribus Unum. This motto in Latin is translated “Out of many, one.” It is a reminder that separate colonies became one nation.

What is a confederacy?

Confederate is formed from the Latin prefix *com* or *con* meaning together. The Latin word *foedus* means “covenant, league, treaty and alliance.” In the late 14th century, writers used the word *confoederatus*, meaning “leagued together.” By 1707, *foedus*, *fédéral* in French, was used in politics to indicate a “state formed by agreement among independent states.”

Considering that the states that joined the Confederacy were against the federal government telling them how to manage their affairs, was Confederate States a good choice to name this group of states?

Apply the Concept

1. Use what you understand about the words “union” and “confederate” to explain the quotation, to the right, from a governor of Virginia given on the Civil War battleground at Gettysburg, Pennsylvania.

2. What is the etymology and definition of each of the terms?

Confederacy	Union
Federal	Feds
Unite	

3. Compare and contrast the form of government in the following:
 Russian Federation
 United Arab Emirates
 The United States of America

“Whether in the United States the citizen owed allegiance to the Federal Government as against his State Government was a question upon which men had divided since the birth of the Republic. The men of the North responded to the call of the sovereign to whose allegiance they acknowledged fealty — the men of the South did the same. It was a battle between rival conceptions of sovereignty rather than one between a sovereign and its acknowledged citizens.”

— Henry Carter Stuart, Governor of Virginia
Dedication of the Virginia Memorial at Gettysburg, Friday, June 8, 1917

Name _____ Date _____

Innovation, Invention and Ironclads

Multiple Choice. Select the best answer from the four possible choices.

- ____ 1. Ironclads had the following advantages EXCEPT
 - a. Wind-powered sails for easy maneuvering
 - b. Weapons that included smoothbores and cast-iron rams
 - c. Revolving turrets to confront opposing ships
 - d. Iron-clad vessels could fight each other and bombard a fort
- ____ 2. Which is NOT true about the *CSS Virginia*?
 - a. Members of Congress feared it would reach D.C. and raise havoc.
 - b. In March 1862 it damaged many Union warships.
 - c. It was commandeered and turned over to Union forces.
 - d. It was the first ironclad warship at sea in the Americas.
- ____ 3. Which warship caused the worst defeat to the U.S. Navy up to 1862?
 - a. *USS Merrimack*
 - b. *USS Minnesota*
 - c. *USS Monitor*
 - d. *CSS Virginia*
- ____ 4. The *USS Monitor* sank on December 31, 1862. The reason was
 - a. Hairline cracks in its iron hull
 - b. A gale-force storm
 - c. Heavy bombardment from an opposing ironclad
 - d. Shelling from Fort McHenry
- ____ 5. Advances in technology and innovations in 1800s included ALL but
 - a. Mule-drawn canal barges, smooth-bore weapons, land mines
 - b. Railroad, rifle musket, reconnaissance balloons
 - c. Telegraph, Gatling gun, mass-produced boots
 - d. Ironclad warships, railroad, submarine

Compare and Contrast. Use the following figures to compare and contrast the *CSS Virginia* and *USS Monitor*.

IRONCLAD	GUNS	CYLINDER ENGINE	BOILERS	TONS	FEET LONG	MONTHS OF SERVICE
<i>CSS Virginia</i>	10	2	4	3200	275	2
<i>USS Monitor</i>	2	1	2	987	172	11

Commentary. Select one of the statements to write a short essay on an aspect of innovation, invention and the use of technology in the Civil War.

1. Although Union officers had destroyed useable materials when they abandoned the Gosport shipyard in Portsmouth, Virginia, Southern forces showed considerable ingenuity.
2. The Civil War was the first industrial-age war and the last pre-industrial war.
3. With the telegraph in 1844 information no longer moved at the speed of a horse.
4. Lincoln was technologist-in-chief.
5. One of naval histories most important engagements unfolded on the morning of March 9, 1862, off the coast of Virginia.



Your Own Conclusion

When writing an informative essay in which one's personal point of view, or conclusion, is expressed, the writer has the responsibility to do thorough research. More than one position is studied, facts are analyzed and sources are evaluated.

Below is a checklist to help guide you in the research and writing process.

Research Reliable Sources

- Use primary sources.
- Read and interview established experts.
- Select reliable Internet sources (.edu, .gov).

Provide the Dates

- Incorporate time in your text.
- Prepare a timeline; consider adding visual interest with art, photographs, maps.

Use Data

- Incorporate numbers from reports, documents and census records.
- Compare and contrast information to give perspective.

Explain Actions

- Gain credibility through details, data and description.
- Provide context through other events and decisions happening at the same time.

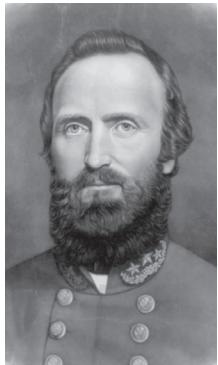
Add Informational Graphics

- With permission, use graphics prepared by reliable sources.
- Create your own informational graphics from data.
- Always provide the sources of information.

Reach Your Own Conclusion

- Agree with the experts, giving their names and credentials.
- Disagree with the experts.
- Qualify the extent to which you agree or disagree.
- You can reach an original conclusion; always support your reasons.

Stonewall Jackson and the She-Devils



Thomas "Stonewall" Jackson, a graduate of West Point and professor of Natural and Experimental Philosophy at the Virginia Military Institute, joined the Confederate Army in the spring of 1861. At the first battle of Bull Run (Manassas) in July, he gained the nickname "Stonewall." A year later, Jackson used his knowledge of the terrain, strategy and aggressiveness to win impressive victories for the South in the Shenandoah Valley.

Read "The 'she-devils' of the Shenandoah Valley held their own," which focuses on this period of his life and the War Between the States.

Answer the following questions.

1. Linda Wheeler begins her article about the ladies of Winchester, Va., and a series of battles with a very personal impression of Maj. Gen. Thomas "Stonewall" Jackson. What purposes are achieved through her quoting from a young woman's diary?
2. The first two paragraphs are from a diary and the third paragraph gives information that could have been found in newspapers, military records and diaries. Underline words and phrases in the first three paragraphs that reveal Lucy Buck is a Southern sympathizer.
3. How long had Union troops occupied Front Royal when Jackson appeared? Was his "deliverance" permanent?
4. What actions re-enforced the view that Union soldiers were "creatures in blue"?
5. What actions revealed the Union men as human?
6. Describe ways in which the battle at Kernstown affected women who lived in Winchester.
7. How did the experience change Mary Greenhow Lee's attitudes?
8. Daily life for women in the Shenandoah Valley changed. Explain some of the changes.
9. Paragraph 12 explains why Stonewall Jackson became a hero. What did he do?
10. In your own words, describe the tactics used by the women of Winchester to deal with the occupiers.

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THE CIVIL WAR 1861-1865

Faces of the Young During the Civil War

There were lots of beards in the Civil War. President Abraham Lincoln had one. The famous Confederate general Robert E. Lee had one. But many of the average young men who served in the armies of the North and South did not.

Why? Because they were too young. It's easy to forget that thousands of Civil War soldiers were teenagers, and many looked like boys — too young to shave.

In 2011 with the 150th anniversary of the start of the war, which lasted from 1861 to 1865, the Library of Congress held a new exhibit of photographs of average Civil War soldiers and their families.

The photographs were collected by a Virginia man named Tom Liljenquist, who in 2010 gave them to the library. And one

of the amazing things about the collection is the young faces of the northern Billy Yanks and southern Johnny Rebs.

Sometimes, their hats are too big. Sometimes their coats look too big. Most of them look serious. They wanted to serve their country, and, maybe, find some adventure. But the war was no fun. And some of the soldier and sailor boys look a little scared.

They signed up for the Army and Navy anyhow, and before they marched away, a lot of them stopped to have their pictures taken, which was a huge deal in those days. It's lucky for us, because now we get to see what they looked like, even though in most cases their names have been forgotten. ■

— Michael E. Ruane

May 29, 2011



LILJENQUIST FAMILY COLLECTION OF CIVIL WAR PHOTOGRAPHS/LIBRARY OF CONGRESS
This unnamed girl is thought to be holding a picture of her dead father, who probably was a soldier in the war, because she is wearing "mourning ribbons" on her sleeves.



A young Confederate soldier sat for his picture before leaving his family. There are not many photographs of Southern troops in the collection. That may be because there were fewer photographers in the South, or the South's defeat brought destruction of these images.



One of the few images to identify the subject, this is drummer boy Samuel W. Doble, 16, of the 12th Maine infantry regiment. His father was a cook in the regiment. When Samuel got sick soon after this photograph was taken in Lowell, Mass., he was sent home. He later joined the cavalry, and, although a horse fell on him, he served out the war. He lived to be 79.

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THE CIVIL WAR 1861-1865

A boy determined to serve his country

Johnny Clem volunteered for the army at age 9

The Civil War is sometimes called "The Boys' War," because so many soldiers who fought in it were still in their teens. The rule in the Union Army was that soldiers had to be 18 to join, but many younger boys answered "I'm over 18, sir," when the recruiter asked.

Many of the youngest boys served as drummers; they weren't supposed to be fighters, but they did a very important job during the Civil War. You've probably seen pictures of a boy walking beside the marching soldiers, beating his drum to keep them together. But this wasn't the drummer's most important — or most difficult — job.

In the noise and confusion of battle, it was often impossible to hear the officers' orders, so each order was given a series of drumbeats to represent it. Both soldiers and drummers had to learn which drumroll meant "meet here" and which meant "attack now" and which meant "retreat" and all the other commands of battlefield and camp. (The most exciting drum call was "the long roll," which was the signal to attack. The drummer would just beat-beat-beat — and every other drummer in hearing distance would beat-beat-beat — until all that could be heard was an overwhelming thunder pushing the army forward.)

When the drummer boys weren't needed for sounding the calls, they had another job. They were stretcher bearers. They walked around the battlefield looking for the wounded and brought them to medical care.

Many young boys marched off to war looking for adventure, but they found hard, dangerous work along with it.



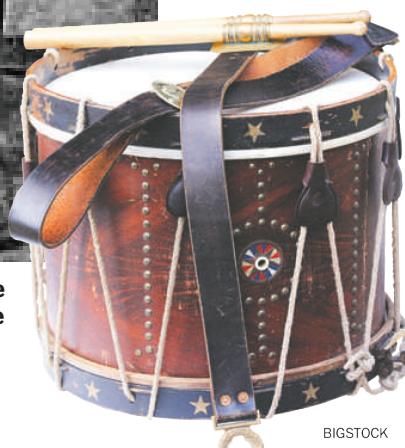
Johnny Clem, a sergeant by the time he was 12, was one of the youngest Union soldiers.

Many say that Johnny Clem, who ran away from his home in Ohio when he was 9 to follow the Union troops, was the youngest boy to fight in the Civil War. Of course, the Union Army turned him away. In addition to being so young, he was small for his age. But Johnny tried again, and when he refused to go home, troops from Michigan adopted him as their mascot and drummer boy.

The story tells us that the officers contributed some of their pay so he could earn a soldier's salary of \$13 a month. They had a little uniform made for him, too, and later they had a rifle cut down to size for him. Johnny was a brave fighter. By the time he was 11, he was enlisted as a regular soldier. He would spend much of his life in the Army; he was a brigadier general when he retired in 1915.

People were fascinated by stories of Johnny the boy soldier. Some of the stories were legends, but military records show that Johnny's military career did, in fact, begin at age 9. He lived to be 85 and is buried in Arlington National Cemetery. ■

— Carolyn Reeder
February 22, 2012

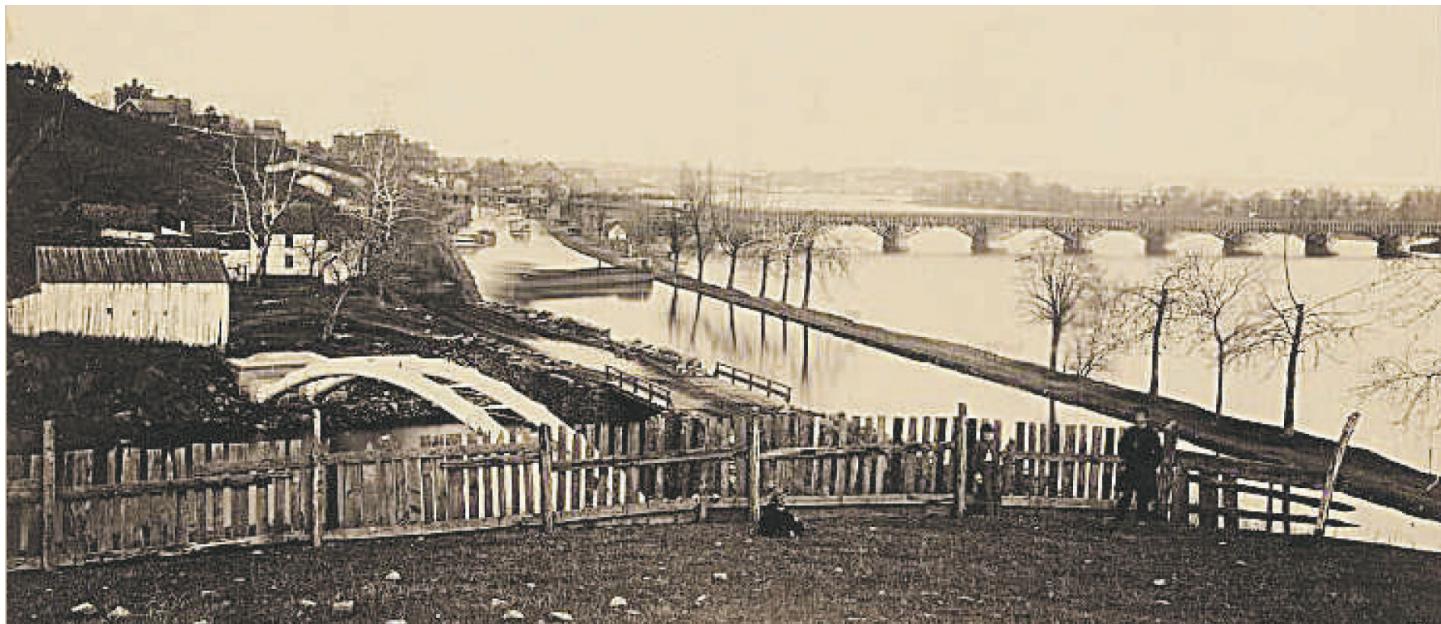


BIGSTOCK

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THE CIVIL WAR 1861-1865

Navigating between North and South



LIBRARY OF CONGRESS

A view of the C&O Canal above Georgetown in 1861. It ran along the border between the Union and the Confederacy.

If you were a child in a boating family on the Chesapeake & Ohio Canal 150 years ago, war would never be far from your thoughts. Why? Because your days — and nights — were spent along the boundary between the Union (North) and the Confederacy (South) as the canal followed the Potomac River's Maryland shore.

As you walked on the towpath beside the mules pulling the boat or you did chores in the boat's small cabin, you would pass the camps of Union soldiers. You hoped they would do their job well and keep Confederate raiders from crossing the Potomac to damage the canal.

Sometimes at night you would be awoken by pounding hoofbeats on the towpath. You would hold your breath, hoping they didn't stop. Hoping it wasn't Confederates who would steal your mules — or even burn your family's

boat. Hoping it wasn't a Union officer saying the army needed your boat to move troops or to be part of a floating bridge.

And always there was the fear that Confederates would make a cut in the canal bank so the water would flow out. Or that they would sink boats to block the waterway so no traffic could pass. If your family couldn't deliver its cargo, no money would be earned. How would you manage then?

Today, the C&O Canal National Historic Park is a beautiful natural area, and the towpath is the perfect place to walk or bicycle. But in the early 1860s, the canal played an important part in the Union war effort. Long, narrow boats brought hundreds of tons of coal the 184 miles from Cumberland, Maryland, to Georgetown to fuel the Navy's steamships. The boats also delivered grain to feed horses and make bread

for soldiers. That was why the Union protected the canal — and why the Confederates tried so hard to destroy it.

In December 1861, Confederate General Thomas "Stonewall" Jackson's men tried several times to destroy one of the dams that was important to operating the canal. First the Confederates bombarded the dam with cannon fire; later they waded into the freezing water and hacked at it with tools.

After they withdrew, the Union defenders helped canal workers repair the dam. To the relief of boating families and the U.S. government, the entire canal reopened. Coal would be delivered, and the boaters would be paid. ■

— Carolyn Reeder
December 7, 2011

Carolyn Reeder is giving readers a kid's-eye view of the Civil War. Her books include Shades of Gray and Captain Kate.

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Civil War hero Robert Smalls seized the opportunity to be free

BY AVIS THOMAS-LESTER

• Originally Published March 4, 2012

He sat at the conference table next to Frederick Douglass as they tried to convince President Abraham Lincoln that African Americans should be allowed to fight for their own freedom. He served five terms in Congress. He ran a newspaper and helped found a state Republican Party.

But first, he had to win his freedom.

To do that, he conceived a plan that struck a blow against the Confederacy so significant that he was heralded across the nation. Carrying out his mission required bravery, intelligence and precision timing — attributes that many whites at that time thought blacks didn't possess.

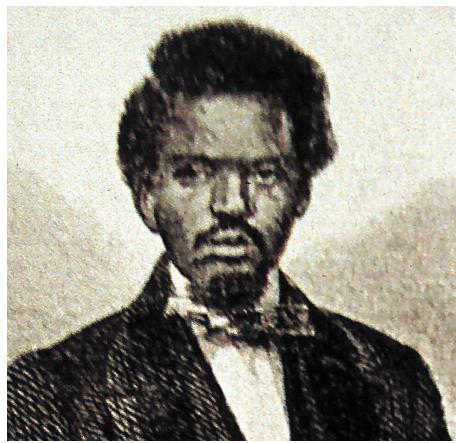
Robert Smalls proved them wrong and changed history in the doing.

* * *

Smalls was born in Beaufort, S.C., on April 5, 1839, the son of Lydia Polite, a slave who was a housekeeper in the city home of John McKee, owner of the Ashdale Plantation on Lady's Island, one of the Sea Islands. Though he never knew the identity of his father, it was widely believed that Smalls was the progeny of McKee's son, Henry.

"There was a distinctly fatherly relationship between [Henry McKee] and my great-grandfather," said Helen Boulware Moore of Lakewood Ranch, Fla., who grew up hearing stories about Smalls from her grandmother, Elizabeth Lydia Smalls Bampfield, his daughter.

Growing up at the McKees' place, Smalls played with both black and white



HARPER'S WEEKLY

children, ate food cooked in the kitchen where his mother worked and slept in a bed in a small house that was provided for her. Polite had been taken from her family on the island plantation at age 9 to work as a companion to the McKee children in Beaufort.

Because of his connection to Henry McKee, Smalls was allowed "to go places and do things others couldn't do. That could cause problems with blacks ... and could be a dangerous thing with whites, as well," said Michael Allen of the National Park Service's Gullah/Geechee Cultural Heritage Corridor, which runs through South Carolina.

The town of Beaufort maintained a 7 p.m. daily curfew for blacks, but on many occasions young Smalls ignored the bell and continued to play with white children. Several times, he was taken into custody. Henry McKee paid a fine to retrieve him, Moore said.

When he was 10, his mother sent him to the plantation to learn the reality of slave life. He came back defiant, not willing to comply, as she had hoped.

"He acted as if he could do what the white children did, and that frightened her," Moore said. "She wanted to educate

him about the whole issue of slavery to save his life."

Worried that her son would suffer consequences for his bold behavior, Polite asked McKee to rent out Smalls at age 12 to work in nearby Charleston. Each week, he was given \$1 of his wages; the rest went to the McKees. He supplemented his income by purchasing cheap candy and tobacco and reselling them.

At age 18, Smalls met Hannah Jones, an enslaved hotel worker who had two daughters. He sought permission to marry and live with her in an apartment in Charleston, Moore said.

"He was smart enough to know that at any moment, she and any children they had might be sold, so he asked her enslaver," who agreed, Moore said.

Smalls became skilled at working on ships, eventually advancing to the position of pilot. In 1861, he was hired to work on a steamer called the *Planter* (www.history.navy.mil/photos/sh-civil/civsh-p/planter.htm) which was used to transport cotton to ships headed to Europe. But once the Civil War started, the Confederates seized it for use as an armed transport vessel.

Smalls knew how to navigate. He knew that the white crew trusted him. He had his eye on freedom, and all he needed was an opportunity.

* * *

"They were going to seize the ship," said Lawrence Guyot, a black-history expert in Washington. "It was dangerous. It was daring. It was unprecedented. And when they accomplished it, it was used to demonstrate that blacks could be brave and strategic in pulling off military maneuvers. Because of what happened on

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the *Planter*, Abraham Lincoln decided to let African Americans join the fight in the Civil War."

Moore, a retired professor, pointed out that "a lot is said about [Smalls's] patriotism, but it was not simply patriotism that led him to act. His priority was his family."

Smalls had sought to purchase his wife, his two young children and his wife's daughters, but the price of \$800 was too steep.

In the early hours of May 13, 1862, the *Planter*'s crew took an unapproved furlough into town, leaving Smalls, 23, and several other black crew members aboard. Wearing a captain's coat and hat and taking care to hide his black face, Smalls steered the ship toward a rendezvous spot to pick up the men's families.

"It was really dangerous because they were flying the Confederate flag," Moore said. "They made a decision that they wouldn't be taken alive. ... If they had been caught, they were going to ignite the explosives and die on the ship."

Through Charleston Harbor and past several Confederate lookouts, the ship steamed. Smalls signaled at the appropriate points, as he'd seen the captain do.

By dawn, the *Planter* had reached the federal blockade of the harbor. The crew lowered the Confederate flag and hoisted a white sheet that Hannah had brought from the hotel where she worked, Moore said.

"One of the most heroic and daring adventures since the war commenced was undertaken and successfully accomplished by a party of negroes in Charleston," trumpeted the June 14, 1862, edition of *Harper's Weekly*.

Commodore S.F. DuPont, the commander of the federal fleet barricading Fort Sumter, in Charleston Harbor, wrote to the Department of the Army that Smalls provided information "of the

utmost importance" to the Union, such as the location of mines he had helped lay in the harbor while working for the Confederacy, news accounts show.

* * *

This May marks the 150th anniversary of the seizure of the *Planter*. A commemoration is scheduled for May 12-13 in Charleston.

"Somebody should make a movie about this guy," said Frank Smith, founding director of the District's African American Civil War Memorial Museum, which includes an exhibit about Smalls. "If you are looking for a heroic character, it would be hard to invent one with better qualifications than Robert Smalls."

Smalls became a ship pilot for the Union, serving as a volunteer until he was commissioned as a second lieutenant in Company B of the 33rd Regiment, U.S. Colored Troops. He fought in 17 battles and is credited with recruiting 5,000 blacks. He was later designated a major general in the South Carolina militia.

In April 1865, Smalls returned to Beaufort and the McKee house, which he had purchased in a tax sale, using part of a \$1,500 appropriation he received for taking the *Planter*. Back home, he was reunited with his mother — and one of his former owners.

"Mrs. McKee, after the war was over, came wandering to the house one day," Moore said. "Because of her dementia, she didn't realize the house was no longer hers. ... Given her illness, Robert allowed her to stay."

Smalls, who had learned to read and write while serving in the military, went into business and then politics. He served in both houses of the South Carolina Legislature and in 1874 was elected to the U.S. House of Representatives, beating a white Democrat in a district that was almost 70 percent black. (The 15th Amendment had given African Americans the vote in 1870.)

But his later years were plagued by racism as white-supremacist Democrats stepped

up efforts to unseat Reconstruction legislators. He was accused of bribery but later cleared, historical accounts show.

In his personal life, Smalls lost a son in infancy and Hannah in 1883. Seven years later, at the age of 51, he married Annie Wigg, who bore him a second son, William Robert. Annie died a few years later.

Smalls himself died in 1915 at what is now called the the Robert Smalls House, at 511 Prince Street in Beaufort. It is listed on the National Register of Historic Places and is currently for sale for \$1.2 million.

Other structures and streets have been named for Smalls. The African American Museum in Philadelphia is currently displaying "The Life and Times of Congressman Robert Smalls: A Traveling Exhibition." The highest honor, though, was the commissioning in 2007 of the *Maj. Gen. Robert Smalls*, an Army logistics support vessel, in a ceremony at Baltimore's Inner Harbor attended by several of his descendants. It is the only Army ship named for an African American.

Moore said Smalls's direct descendants number about 75, the youngest of whom is her 3-month-old granddaughter, Maya Helen Jenkins. Moore's son, Michael, 49, the chairman of Glory Foods, which sells Southern-style dishes, said his great-great-grandfather's story is an inspiration for his four young sons, as it was for him. As a child, he said, he would search bookstores for books about Smalls.

"I didn't think about Robert Smalls as history," he said. "I thought of him as family."

"The thing that I'm proudest of is his mind-set that he was going to be free, when he had no rational or logical reason to think that he would be. It was all or nothing. I'm proud and intrigued by his moxie and audacity not only to think about freedom, but to conceive and execute a plan to make it happen." ■

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The ‘she-devils’ of the Shenandoah Valley held their own

By LINDA WHEELER

• Originally Published March 4, 2012

For Lucy Rebecca Buck, a 19-year-old living in Front Royal, Va., liberation came on May 23, when Maj. Gen. Thomas “Stonewall” Jackson and his troops swooped into Front Royal and sent the Union forces running for the hills.

“I cannot forget that sight, the first glimpse caught of a grey figure upon horseback seemingly in command, until then I couldn’t believe our deliverers had really come, but seeing was believing and I could only sink to my knees with my face in my hands and sob for joy,” she wrote that day in the diary she kept through the war years.

The hated Union troops had occupied her town a month earlier to protect the main camp at Strasburg. By then, Front Royal’s men were largely gone, as brothers, cousins and neighbors had all joined the Confederate army. The Union forces set up camp in her family’s front yard, pulling down fences, chopping down fruit trees for firewood and seizing their horses. What had been a beautiful, manicured estate turned into muddy fields.

Buck and several other well-educated women in the Shenandoah Valley kept daily records of their lives as the war unfolded. The joy she felt that day in May was short-lived; once Jackson had driven the Yankees out of Front Royal, he quickly moved north, and the occupiers returned.

The women did their best with defiance and insults to keep the “creatures in blue,” as they referred to the Union men, away from them and out of their houses. Stories circulated before the occupation that Union men grew horns and were



Gen. Rufus Ingalls and a group gather in City Point, Virginia.

LIBRARY OF CONGRESS

evil and vile. Many a child was surprised to see they looked like ordinary men who sometimes gave them treats and shared photographs of their own children.

About 25 miles away, in Winchester, where Jackson and his troops had spent the winter, occupation came earlier, in March. As soon as Confederate forces moved out, Union troops marched in with bands playing and flags flying. The few supporters living in Winchester met them with cheers and waved handkerchiefs.

“All is over and we are prisoners in our own homes,” wrote 42-year-old widow Mary Greenhow Lee. “My first Sunday in captivity has been a long, long day; I believe I am loosing my mind, for I find it impossible to fix it on any subject,

but the one dreadful idea that we are surrounded by these very enemies who have for months kept us in a state of terror ”

Things got worse. Soon after the first battle of the Valley Campaign at Kernstown on March 23, wounded soldiers in both grey and blue began to fill the public buildings in Winchester, then the churches, and sometimes homes. The women, already living in relative privation, were thrust into roles as nurses and caregivers.

“The dead, the dying, the raving maniac, and agonizing suffering, in its most revolting forms, were all before us; our men and the Yankees, all mixed

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up together, in the same rooms," Lee wrote. "I have found myself down on the floor, by the Yankees, feeding them; you remember how I always said, I would not go to their Hospitals, but I never thought of our men being at them, nor could I give to one sufferer, and pass another by in silence."

Her niece, Laura Lee, described her own mixed feelings. "Two other of our men have died as have many of the Yankees," she wrote on March 26. "There are many more who must die. They are very patient and uncomplaining and grateful for kindness. Before they came here, we thought nothing would induce us to enter the hospitals, but we never thought of having our own troops and their wounded and dying together."

They shared what they had, homemade soup and bread, but a town once filled with markets now had almost no food for sale. And with no firewood, Mary Lee begged her diary to forgive some missed days in the winter because her hands were too cold to write.

By then, the faltering Confederacy had suffered a string of defeats in Kentucky, Tennessee, North Carolina and Arkansas. So when Jackson turned his small, underdog army into a fighting machine that racked up a string of victories, the diary writers swooned. They had found their savior. There was real hope the Confederacy would not only survive but triumph.

Forced to live in the company of their enemies, the secessionist women of Winchester came up with a plan to wage their own war. They knew the soldiers were starved for female attention and companionship because they often tried to get them to stop and talk.

In a concerted effort, the women shunned them. They began by turning their faces away. Next they began wearing "Jefferson Davis bonnets," large sun bonnets with veils that concealed their faces. When the Provost Marshal



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Rose O'Neal Greenhow, sister-in-law of Mary Greenghow Lee, with her youngest daughter and namesake, "Little" Rose, at the Old Capitol Prison, Washington, D.C., 1862, was a Civil War spy.

outlawed the bonnets, more women wore them. Next came parasols, which women could artfully twist to obscure their faces.

The women also refused to walk under a U.S. flag, stepping into the muddy street instead. The soldiers added more flags and watched to see what the women would do. When there was no way to avoid walking under a flag, the women, who seemed to enjoy this game immensely, went out their back doors and got around town by using the alleys.

One evening Mary Lee and some family members sat on the porch as a military

funeral procession passed. They listened to the band play but were careful to show no interest. A corps of Union officers followed the band, and the soldiers stared at the women until they jumped up and ran into the house.

"They are so annoyed by the ladies secluding themselves, being so closely veiled when on the street, that when they have an opportunity of seeing ladies, on their own premises, they ... throw aside every feeling of delicacy," she wrote that night, describing how the men stared.

By then, the occupiers had a name for the female residents of Winchester. They called them she-devils. ■

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In defense of McClellan: A contrarian view

BY GENE THORPE

• Originally Published March 4, 2012

In May 1862, the one-year-old Confederacy appeared to be on the brink of collapse. The Union had produced a string of victories from the coast of

ESSAY

North Carolina to the far West, and a massive Federal army had just reached the outskirts of Richmond, the rebel capital, ready to destroy the nerve center of the rebellion.

Since the fall, the Confederates had lost some 40,000 men, double that of their Union counterparts. The Confederacy, with less than half the population of the North, could ill afford to take such losses.

Then the tables turned.

By the end of August, the Confederates were in central Kentucky driving hard for Louisville. In the East, not only had the Federal army been thrown back from Richmond, but it also had been driven all the way to the Washington defenses.

Who or what was responsible for such a startling reversal?

Besides the brilliant maneuvering of Confederate Gens. Robert E. Lee and Thomas "Stonewall" Jackson, conventional wisdom has pinned the blame mainly on Gen. George B. McClellan, who led the Union offensive on Richmond.

His over-cautious approach, the story goes, kept him bottled up at Yorktown for a month conducting siege warfare on a rebel army one-fifth the size of his. He vastly overestimated the strength

of the enemy and made irrational calls for reinforcements. When the rebels finally retreated to Richmond, he did not pursue quickly enough. After Jackson joined Lee in Richmond and drove back the Union soldiers, McClellan withheld reinforcements from Gen. John Pope for petty political reasons, contributing to his army's defeat.

But there is another way to look at the spring and summer of 1862, and in this version, the strategic mistakes are Lincoln's.

In early March, McClellan told the president of his plan to capture Richmond. His offensive force would steam down the Chesapeake Bay to the

peninsula between the York and James rivers and assault the rebel capital. His defensive force would man the forts surrounding Washington and guard the two main approaches from the south — the Piedmont and the head of the Shenandoah Valley. At the start of the campaign, McClellan had almost 190,000 men at his disposal.

How much of McClellan's army should be allocated to defense became a serious point of contention with Lincoln, who was fixated on Washington's security. McClellan's lieutenants recommended 55,000 men, leaving the main assault force with 135,000 soldiers. The number could always be adjusted by McClellan, depending on Confederate actions. On April 1, McClellan sailed down the Potomac to prepare his assault.

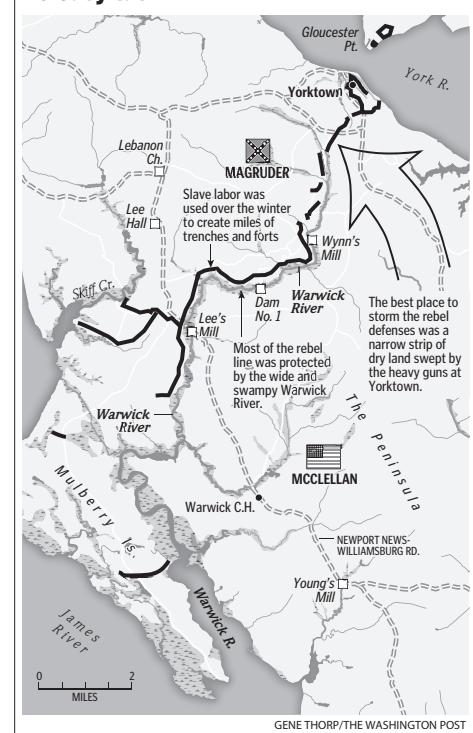
Three days later, without McClellan's knowledge, Lincoln held back an additional 33,000 men from McClellan's attacking force. McClellan, who had already written orders for those men, was not aware of the new arrangement until he had reached the front.

He pleaded with Lincoln to release the troops. "I beg that you will reconsider the order ... the success of our cause will be imperiled by so greatly reducing my force when it is actually under the fire of the enemy and active operations have commenced."

Lincoln was adamant: "You now have over 100,000 troops with you. ... I think you better break the enemy's line from Yorktown to Warwick River at once."

At the time, though, McClellan had only about 58,000 soldiers, since many of his troops were either awaiting embarkation back in Washington or still

Successfully storming the Confederate defensive line at Yorktown would be no easy task.



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Gen. George McClellan appears on the battlefield in this Currier & Ives lithograph of "The Battle of Williamsburg, Va. May 5th 1862."

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in transit. In a private note to his wife, McClellan fumed, "I was much tempted to reply that he had better come and do it himself."

He hesitated. Although the rebel force that McClellan faced was far smaller, about 11,000 men, it held an excellent defensive position, most of it behind an impassable swamp and river, 100 to 300 feet wide. To break the Confederate line, McClellan's men would have to funnel into a two-mile stretch of fortified land, swept from three sides by heavy artillery, without the benefit of their own heavy guns.

Fearing a slaughter, McClellan settled in for a siege. Over the next two weeks, the remainder of his force arrived, but so did another 40,000 Confederates.

He learned then that the 88,000 men left behind had been removed from his control and put under the direct command of Lincoln's Secretary of War, Edwin Stanton, a lawyer with no military experience. McClellan could no longer control the relegation of troops between his defense and offense.

Then, in a blow that affected Union commanders on every front, Stanton closed down all recruiting stations in the North. From this point on, each Union soldier who was lost — whether from combat or disease — would not

be replaced. Four days after the order, 13,047 Federals fell at Shiloh. More than 70,000 would be lost before Stanton's order was rescinded three months later.

The new strategy played directly into Confederate hands. The horrible reversals over the winter forced the Confederacy to initiate a draft, which prevented those already in the army from leaving and brought into their fold many of the remaining southerners from the ages of 18 to 35. So as the Union Army shrank, the Confederate Army grew.

Confederates also were retooling their strategy. Instead of defending every locale throughout the South, they

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concentrated their armies on the most important strategic points, Richmond in particular.

After one month, on the night of May 4, the siege forced the rebels to retreat, and McClellan resumed his march on Richmond. Lee stripped troops from the Atlantic coast to the Shenandoah Valley to defend his capital. Confederate records show that in one month, the number of men in front of McClellan's now-95,000-man army swelled from about 56,000 to more than 115,000. McClellan, who thought that additional Confederates had arrived from the western theater to expand the total to 200,000, anxiously telegraphed Lincoln for reinforcements. He had been promised another 35,000 men when he reached Richmond, but barely 10,000 would ever arrive.

Lincoln and Stanton, meanwhile, failed to take advantage of the newly weakened Confederate fronts. Instead, they spent their time directing the Washington defense force as it got tangled up in a wild-goose chase pursuing Jackson's small army through the Shenandoah Valley. Even McClellan's rival, Gen. Irwin McDowell, could see the folly of the venture. Pleading with Lincoln not to redirect his troops from reinforcing McClellan, McDowell wrote, "I shall gain nothing for you there, and shall lose much for you here ... it throws us all back, and from Richmond north we shall have all our large masses paralyzed."

Lincoln would not budge. When Jackson slipped away to join Lee at Richmond, more than 60,000 Union troops sat idle in the valley without an enemy to fight.

On Jackson's arrival, the great Confederate offensive to relieve Richmond began. Without reinforcements, McClellan found his supply line exposed. In seven days of bloody assaults, Lee

hammered McClellan's line back to the James River between Richmond and Petersburg. There, Union gunboats prevented further pursuit. McClellan's army was defeated, but not destroyed.

Finally, Lincoln and Stanton gave up their roles as strategists and pulled Gen. Henry Halleck from the West to take over as general in chief.

Still within striking distance of Richmond, McClellan now suggested that his army be sent south to take the critical railroad junctions at Petersburg, Va., a strategy that Gen. Ulysses S. Grant would use two years later to win the war. But Halleck ranked the security of Washington higher and decided to advance on Richmond from the north with both Pope's and McClellan's armies. On Aug. 3 McClellan was ordered to withdraw from the Peninsula and join Pope.

McCLELLAN has been accused of stalling, but moving a large army without notice is a complex undertaking. McClellan first had to bring back part of his army, which had advanced toward Richmond under Halleck's orders. He also had to evacuate some 12,500 sick, but few transports were available, most already in use moving another command or transporting prisoners of war. Some of the largest transports could not reach his army because the James River was too shallow. When the army did move on Aug. 14, they had to march 40-55 miles to port.

McClellan sent his infantry before his artillery and cavalry, because the latter two required more time to ship. Almost half of his army got there before they were stopped by Jackson's men who, unbeknownst to Union generals, had slipped around behind Pope.

As 1,200 of McClellan's infantry rode the train to reinforce Pope, they found Jackson's rebels with ample artillery waiting for them. Without cannons, the Federals were sitting ducks and

lost a quarter of their men before they could escape. For the next two days, McClellan refused to send the remainder of his forces forward until his artillery was ready to accompany them. A frustrated Halleck overruled McClellan and ordered his troops forward, leaving McClellan without an army. (When Pope was defeated, Lincoln returned the army to McClellan.)

After the battle of Second Manassas, Lee marched north into Maryland and Lincoln called on McClellan to stop the invasion. More accusations of slowness and stupidity were leveled against him, even though he became one of the few generals to defeat Lee, in the battle of Antietam [to be addressed in the next Civil War section in September.] Finally, after the November elections, Lincoln cashiered McClellan.

Two years later, McClellan became the Democratic candidate for president. An army of newspaper writers and politicians sympathetic to Lincoln went after McClellan's character, questioning and condemning every military action he had taken in his career.

Obscured by all this were some truly great accomplishments. Perhaps the most impressive was building an army from scratch and advancing it to within six miles of the Confederate capital at a cost of 10,000 men — all within the first year of the war. That same feat was only accomplished by one other Union commander — Grant, who lost six times as many men fighting a rebel army half the size and worn out by two years of fighting and attrition.

Perhaps the greatest testament came from Lee. According to Lee's son, on the afternoon of July 15, 1870, Lee visited his first cousin and lifelong friend, Cassius Lee. When the general was asked which of the Federal generals he considered to be the greatest, "He answered most emphatically 'McClellan by all odds.'" ■

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Technology and mayhem

By JOEL ACHENBACH

• Originally Published March 4, 2012

It was the war of the future, and it was the war of the past. The combination was brutal, a recipe for slaughter. ¶ The Civil War brought into existence new techniques of killing even as generals followed the tactics of the Napoleonic wars. The rifled guns, exploiting the physics of a spinning bullet, were far more accurate, and an infantryman could drop an enemy soldier hundreds of yards away. ¶ The Gatling gun introduced the world to the concept of a machine gun. Now came, too, the trench warfare, the land mines, the sea mines. The spring of 1862 saw the famous battle of the ironclads, the *CSS Virginia* vs. the *USS Monitor*. The railroads, a young technology, enabled the rapid transport and resupply of vast armies.

The rise of American industry in the first half of the century meant factories could mass-produce clothes, boots, weapons. Telegraph lines enabled commanders to direct armies over multiple theaters. The wires carried bulletins from the front lines to distant newspaper presses. The public followed every battle, and, thus, the grand strategy of war had to factor in the shifts in public opinion — the perception of the war in the North, the South and across the Atlantic, where the traditional Great Powers weighed their options.

And yet as modern and fantastic as it was, there was still something medieval about the Civil War. Soldiers fought with bayonets and carried swords to battle. Their weapons included lances and pikes. They relied on horses, mules, wagons. Medicine remained borderline



In this 1959 photo, members of a Confederate unit fire a Gatling gun — forerunner of the modern machine gun — during a Civil War reenactment.

U.S. ARMY

barbaric. Amputations were conducted on the battlefield without anesthesia, and soldiers died in droves not of combat injuries but of ancient diseases — hewing to a grand tradition of warfare.

Wars are always a product of current technology and past strategy. The Civil War was to some extent the first industrial-age war, says historian Bart Hacker of the National Museum of American History. But it was also the last of the preindustrial wars, he says. A conference this fall at the Smithsonian,

organized by Hacker, will seek to sort it out.

One of the most important innovations was one that no one could see directly. As Robert V. Bruce reports in his book *Lincoln and the Tools of War*, ordnance officers at the start of the Civil War had at their disposal a huge stockpile of smoothbore weapons. Such guns fired a round bullet that tended to tumble

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through the air, destination never entirely certain.

But there was a better technology in the wings. It wasn't new (Lincoln knew all about it from his days on the frontier), but it hadn't been widely adopted by militaries: the rifle.

A "rifled" gun has spiraling grooves (rifling) inside the bore. The grooves impart a spin to an elongated bullet, making it fly much farther.

The drawback with rifles had always been that they were hard to load at the muzzle, because the bullet had to fit tightly in order to benefit from the rifling. Soldiers labored to cram the bullet down the bore.

But as the war neared, technology found better ways to load and fire a weapon. For example, the Minie ball had become popular with the War Department. Named for the Frenchman who invented it, the small, easy-loading Minie ball had a concave base that would expand under the force of the exploding gunpowder, enabling it to take the rifling and spin.

Gradually, rifled weapons replaced smoothbore guns, and soldiers could inflict death at a distance, which vastly expanded the killing ground between opposing lines.

"Instead of a couple hundred yards, you're talking about crossing 1,000 yards under fire," said Hacker, a curator of armed forces history. "You're just taking

a whole lot more fire — and, in general, more accurate fire. You could actually hit something you aimed at several hundred yards away with a rifle musket. With a smoothbore, you were lucky to hit your target beyond 50 yards."

The generals had learned their craft at West Point, where they had read Antoine-Henri Jomini's theories on the science of warfare. They knew about the importance of the turning maneuver and of interior lines of supply and communication. They learned the virtues of concentrating forces and sending masses of men into the enemy's weakest point. This was the Napoleonic orthodoxy. But in practice in the Civil War it could be suicide.

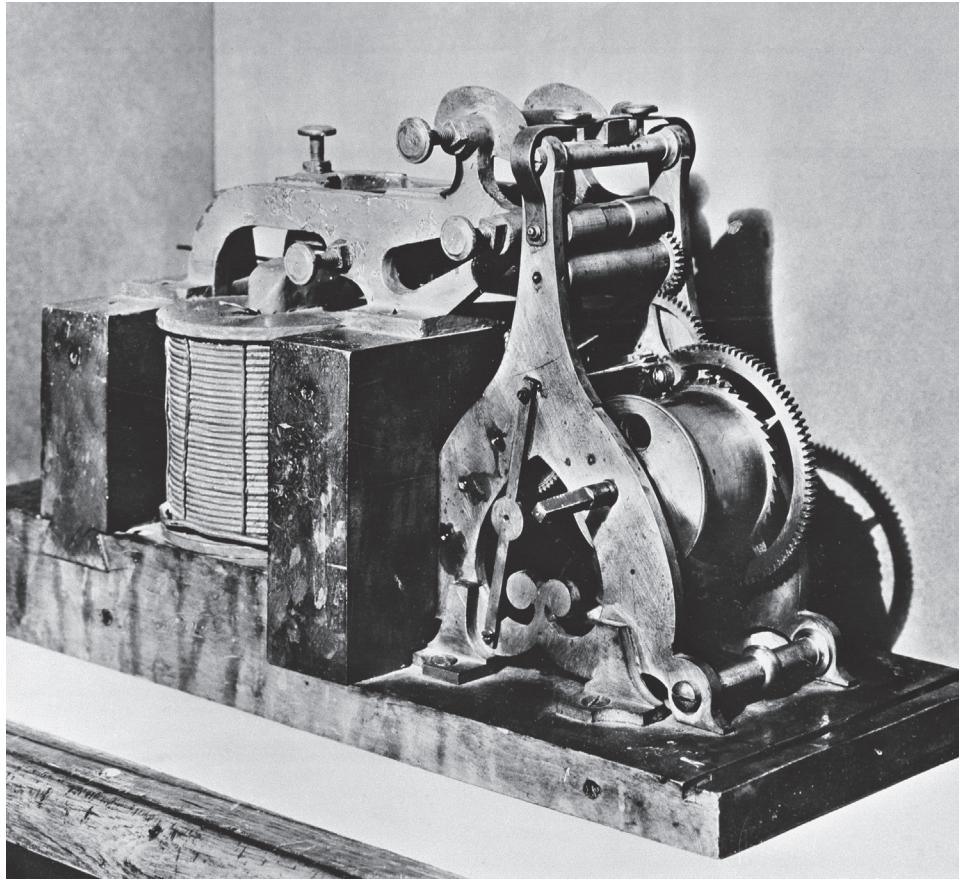
The masses of men charged into a meat grinder.

Technologist-in-chief

Lincoln was keenly aware that he lived in a technological society. He was a modern man, knifing into the future. He experienced the acceleration of technological progress more than most Americans because of the primitive nature of his birth in a log cabin on the frontier.

The telegraph came along in 1844, and information suddenly no longer moved at the speed of a horse. Since earlier in the century, the ancient sources of power — wind, water, human and animal muscle — had been to a great extent supplanted by the miracle of steam. Lincoln saw these changes and approved. He was a technophile, curious about contraptions, a student of machines. He became a promoter of railroads and an eager user of the telegraph.

He was even an inventor himself. He owned a U.S. government patent, which no other president before or since could boast. He had designed a mechanism for assisting a boat across shoals. He was quite obsessed with



ASSOCIATED PRESS

The telegraph made it possible for commanders to move information faster than the speed of a horse.

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the importance of what people called “internal improvements,” meaning the building of roads, railroads, canals, harbors. He once told his best friend, Joshua Speed, that he wanted someday to be the DeWitt Clinton of Illinois – Clinton being the New Yorker behind the Erie Canal.

By 1858, the year of the laying of the first transatlantic telegraph cable, Lincoln had developed a traveling lecture about the history of technology.

“Man is not the only animal who labors; but he is the only one who improves his workmanship,” Lincoln declared in his lecture on “Discoveries and Inventions.”

As president, he was technologist-in-chief. Inventors banged on his door, wrote him letters, begged him for investment capital for their new weapons. “People knew that Lincoln was a technology geek,” says curator David Miller, who works in the gun room at the American History museum. Lincoln would test-fire rifles sent to the White House.

The telegraph office was Lincoln’s second home, and he would linger late into the night, hectoring generals to pursue the enemy. A president who controlled multiple theaters of war through the clipped diction of the telegraph mastered the art of the compressed message, which may help explain why the Gettysburg Address is not only short but impossible to cut.

Even with the rise of a wired society, information remained sketchy. Entire armies still managed to move undetected behind mountain ranges. Reliable information could be elusive in crucial moments.

A trip the battlefield

Consider the story, available online at *The Atlantic* Web site, written in 1862

“Man is not the only animal who labors; but he is the only one who improves his workmanship.”

—Abraham Lincoln

an enthusiastic promoter of technology and the only president awarded a U. S. patent

by Oliver Wendell Holmes Sr., an editor for the (yes, very venerable) magazine. In September of that year he learned, via a telegram delivered to his Boston home, that his son Oliver Jr. had been wounded in the battle of Antietam. The message went:

“Hagerstown 17th

To H

Capt H wounded shot through the neck thought not mortal at Keedysville”

Holmes sets out to find his son. The narrative is extraordinarily long and digressive, and at times it feels like a shaggy dog story, but it offers a great deal of texture of American life in 1862 across a variety of landscapes.

Holmes, for example, opines about what a nuisance it is to have an overly talkative neighbor during a train ride. It’s a comment that easily could have been written in the 21st century rather than the 19th.

Out the window, he sees canal boats, and for a moment, he dreams of being the captain of one, enjoying a tranquil, prelapsarian existence — “who has not often envied the cobbler in his stall?” This is the lament of the overly busy modern person.

After much travel, Holmes reaches the Monocacy River, but the rebels have

blown up the railroad bridge. He must switch to a horse-drawn wagon. Such is life in a between age: The pre-industrial past is never far away.

He eventually makes his way to the scene of the great battle:

“The whole ground was strewed with fragments of clothing, haversacks, canteens, cap-boxes, bullets, cartridge-boxes, cartridges, scraps of paper, portions of bread and meat. I saw two soldiers’ caps that looked as though their owners had been shot through the head. In several places I noted dark red patches where a pool of blood had curdled and caked, as some poor fellow poured his life out on the sod.”

He can’t find his wounded son. He hears all kinds of rumors. He retraces his route, all the way back to Philadelphia, and still can’t find him. He goes to Harrisburg, Pa., and still can’t find him. It turns out (eventually, many thousands of words later, when they finally reunite in Harrisburg) that his son had been holed up in Hagerstown, under the care of some angelic women, just 10 miles from the Antietam battlefield when his father visited.

And, thus, one sees the frustrations of life in a partially technological world. Information isn’t reliable. Everyone is still a little lost. You can’t find your wounded son to save your life.

We know how the narrative turns out, because Oliver Jr. goes on to become a celebrated Supreme Court justice. He lives to the age of 93.

But no one in 1862 knew how the terrible drama of the Civil War would play out. And they didn’t realize that they were nowhere near the end of the story. ■

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The Monitor's secrets

Scientists are learning more about the ship – and the men – who altered the war's course | By Michael E. Ruane | Originally Published March 4, 2012

One sailor remembered that the clouds parted late that night and an eerie half moon illuminated the ship's death struggle in the Atlantic gale. ¶ Towering waves broke over the turret. Water gushed through the hatches and knocked men down. Several were swept overboard and vanished into the blackness. ¶ Below deck, the rising water sloshed almost waist deep. Several members of the crew were paralyzed by seasickness or fear. And a master's mate gave a watch away, sensing his doom. ¶ It was a "panorama of horror," a survivor recalled, one that "would have appalled the stoutest heart." CONTINUED ON PAGE 27



MARINERS' MUSEUM, NEWPORT NEWS

J. O. Davidson's painting depicts the *USS Monitor*, right, dueling with *CSS Virginia* during the Battle of Hampton Roads on March 9, 1862.

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And as the *USS Monitor* was pounded by the ocean, the skipper signaled to his escort ship to send the lifeboats: He was sinking.

It was Dec. 31, 1862, and as the moon set over the North Carolina coast, the strange iron-covered vessel — the ship that had so recently saved the Union — vanished, leaving behind only an eddy on the surface.

The engine room clock was later found stopped around 1 a.m., marking the moment of one of the great naval tragedies of the Civil War.

A battle for the ages

Ten months earlier — 150 years ago this month — the *Monitor* had become the nation's salvation and had altered the course of the war.

Armed with only two guns and powered by a single-cylinder engine, the vessel steamed into Virginia's Hampton Roads and interrupted the destruction of a Union flotilla by a powerful iron-clad Confederate warship.

The Confederate vessel, the CSS *Virginia*, had rampaged among the Union's wooden ships on March 8, as Yankee shot bounced off its greased iron sides.

One Union warship was rammed and sunk. Another was set ablaze, and surrendered. A third was heavily damaged. More than 200 Union sailors were killed.

It was the worst defeat in U.S. Navy history up to that time, according to John D. Broadwater, a long-time *Monitor* scholar. And it threatened to break the Union's crucial naval blockade of the South.

Fear of the rebel war machine — "the horrid creature of a nightmare" — reached as far away as Washington, where it was hourly expected to steam up the Potomac, shell the Capitol and scatter Congress.

It made for a fearsome sight, with its slanted black silhouette, menacing guns and smoke billowing from its stack.

Adding insult to apprehension, it had been built on the burned remains of a United States Navy ship, the *Merrimack*, which the Navy thought it had destroyed.

But the next day, March 9, as the *Virginia* returned to finish off the Union ships, the *Monitor*, which had arrived the night before, steamed out to give battle.

As 20,000 spectators watched from shore and other ships, one of history's most important naval engagements unfolded.

The *Monitor* was an almost laughable contrast, with a deck just above the waterline and a solitary revolving iron turret — a "cheesebox," as the reporters would call it.

The *Virginia* outgunned the *Monitor* with 10 weapons firing from ports in its blockhouse on deck.

But the *Monitor*'s twin eight-ton smoothbores were bigger, and the spinning turret allowed the guns to be fired without maneuvering the ship into shooting position.

Both ships had mechanical problems. Neither could do the other much damage. And the slugfest, which went on for four hours, ended in a draw.

The encounter — the first ever between ironclad warships — changed naval warfare forever.

"There will be other battles," novelist Nathaniel Hawthorne later wrote, "but no more such tests of seamanship and manhood as the battles of the past."

The age of the wooden warship was over. But the future of the Union was preserved.

The *Monitor* and its crew became national heroes. The ship was swarmed with visitors who begged for autographs. One woman, given a tour, kissed the guns.

An emotional President Abraham

Lincoln went aboard and reviewed the assembled crew, hat in hand.

But before the year was out, the celebrated *Monitor* would blunder into the gale 16 miles off Cape Hatteras and sink in 220 feet of water.

Sixteen men were lost, including two who were entangled in the ropes, guns and coal that piled into the turret when the vessel capsized.

One of the survivors later described the disaster to his wife, saying: "The *Monitor* is no more. What the fire of the enemy failed to do, the elements have accomplished."

The past, reconstructed

But the death of the *Monitor* also led to a modern maritime saga as bold, ingenious and improbable as the life of the pioneering warship.

Lost for more than a century, the ship was located by scientists in 1973, upside down but mostly intact just off Cape Hatteras.

(The *Virginia* was blown up in Hampton Roads in 1862 to keep it out of the hands of encroaching Yankees. Little of the ship has ever been found.)

In 2002, the *Monitor*'s 120-ton turret — its guns still inside — was lifted to the surface with the help of the Navy and taken to the Maritime Museum in Newport News, Va., for preservation.

The museum has the state-of-the art Monitor Center for the display and conservation of the ship's artifacts.

Scientists have also recovered the ship's 20-ton engine, its anchor, sailors' shoes, a boot, part of a wool coat, silverware, rubber buttons, lanterns, the engine room clock and the skull of a rodent.

And they found the almost complete skeletons of the two sailors who were trapped in the turret.

Last month, forensic technicians at Louisiana State University, working for

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the National Oceanic and Atmospheric Administration, began trying to re-create their faces.

Using exact models of the two skulls, the scientists applied clay to try to reconstruct how the sailors might have looked.

One was a younger man, about 21, whose skull showed he had suffered a broken nose, and whose feet were still clad in a pair of beat-up, mismatched shoes.

The other was that of an older salt, about 35, whose bones showed he may have had a limp from a prior injury.

He also had a groove in his left front teeth, probably from clenching his pipe. And he wore a gold ring with a crude swirling pattern on a finger of his right hand.

The complete reconstructions are scheduled to be unveiled this week at the Navy Memorial in Washington.

Experts have also extracted DNA, studied the skeletons — which are in a military laboratory in Hawaii — and narrowed down to a few the possible identities of the two.

And although both remain officially unidentified, NOAA experts believe the current sesquicentennial of the Civil War is a perfect time for the two sailors to be buried with honors at Arlington National Cemetery.

"Let's put these two men to rest ... as a group burial representing all of the men who lost their lives that night," said David W. Alberg, superintendent of NOAA's Monitor Marine Sanctuary. "These men belong to history and the nation, and it's time that the nation honors them."

A crash construction job

The day that changed naval warfare began shortly after sunrise as *Monitor* steamed out of the shadow of the USS

Minnesota, one of the Union ships battered by the *Virginia* the day before.

The *Monitor*'s bespectacled paymaster, William F. Keeler, was up on deck with the captain and a ship's doctor. Keeler spotted the *Virginia* in the distance through the morning fog.

Suddenly a puff of smoke appeared from the *Virginia*, and a shell shrieked overhead, crashing into the wounded *Minnesota*.

"Gentlemen," said the *Monitor*'s commander, Lt. John L. Worden, "you had better go below."

Keeler later wrote his wife: "We did not wait [for] a second invitation."

He recalled that as the trio descended into the turret, and the hatch was closed,

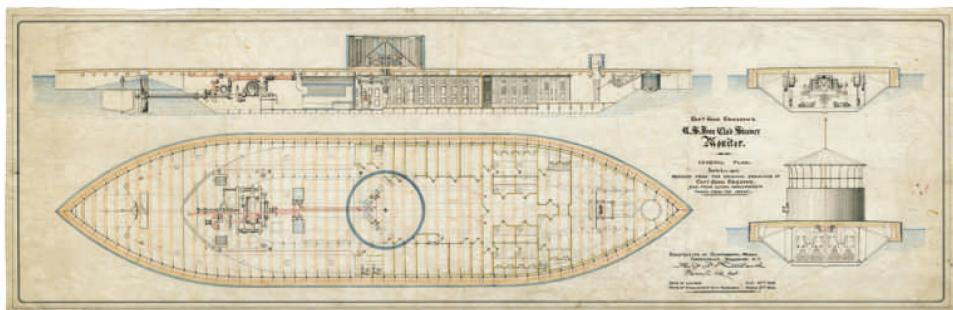
crewmen were hoisting a 175-pound shot into one of the guns. "Send them that with our compliments, my lads," the captain ordered.

The scene seems like one from a World War II submarine movie rather than one from the Civil War.

That was because the *Monitor* looked like, and was in many respects, "a submerged iron fortress," as Hawthorne called it. "She burrows and snorts along, oftener under the surface than above."

The ship had been built in Brooklyn during a crash construction program after Union officials discovered that

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MARINERS' MUSEUM, NEWPORT NEWS

Tale of the tape

Comparing the swifter, lighter and better-armored Union ironclad (above, blueprint of John Ericsson's groundbreaking design) with its heavily armed Confederate opponent:

USS Monitor

Two 11-inch Dahlgren smoothbores

987 tons (displacement), 776 tons (burden)

172 feet long, 41.5 feet wide, draft of 10.5 feet

8 knots

Eight layers of 1-inch iron plate on turret

Jan. 30, 1862

Dec. 31, 1862 (sunk)

58 officers and crew

Source: Mariners' Museum

CSS Virginia (Merrimack)

Six 9-inch Dahlgren smoothbores, two 6.4-inch Brooke rifles, two 7-inch Brooke rifles, one 1,500-lb. cast-iron ram

3,200 tons (burden)

269 feet long, 51.3 feet wide, draft of 22 feet

4–5 knots (observed)

Two layers of 2-inch iron plate on casemate

Feb. 17, 1862

May 11, 1862 (scuttled)

320 officers and crew

ABOVE: A blueprint of the *USS Monitor*, from the collection of shipbuilder T. F. Rowland.

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U. S. NAVAL HISTORY & HERITAGE COMMAND PHOTOGRAPH

Crewmen relax by playing checkers and reading newspapers on the deck of the *USS Monitor* while the ship was in the James River on July 9, 1862. Behind them is the gun turret.

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the Confederacy was rebuilding the *Merrimack*.

When Virginia seceded from the Union in 1861, the U.S. Navy was forced to abandon its venerable Gosport shipyard in Portsmouth. Departing Union officers tried to destroy anything that might be of use to the rebels.

That included the *USS Merrimack*, a large steam- and sail-powered frigate that was in for repairs.

But the *Merrimack* was only partly destroyed. And the ingenious Confederates, eager for a weapon to counter Union naval power, salvaged its hull and engine, and built on its deck the iron- and timber-covered block house.

Informed about the *Virginia*, Washington frantically sought its own

ironclad, even advertising in newspapers for "Iron-Clad Steam-Vessels-of-War."

The Navy was directed to the imperious John Ericsson, a Swedish-born, New York-based ship architect who seven years before had pitched the French a *Monitor*-like vessel called "Ericsson's Impregnable Battery and Revolving Cupola."

Although the French did not take up his offer, Ericsson wrote later that he "was fully prepared to present plans of an impregnable steam battery" to Washington.

And the Navy did not have much time. Although his design was alien — "like nothing in the heaven above or on the earth beneath," one officer said — Ericsson got the contract on Oct. 4, 1861.

He was given 100 days to deliver the ship.

Much of the work was subcontracted. The Navy borrowed two guns from another vessel. Ericsson supplied the cutting-edge technology and design.

Most of the *Monitor* rode below the surface, which made it a small target. Its deck rose only 18 inches above the waterline. Indeed, the *Monitor* was so strange a ship that several sailors deserted on being assigned to it, according to historian John V. Quarstein, who has authored a study of the crew, *The Monitor Boys*.

The ship used a single four-blade propeller, and an unusual four-pronged anchor that was carried and deployed internally to avoid exposing the crew to gunfire.

The *Monitor* had a surprisingly elegant interior, and the world's first on-board toilets that could be flushed underwater — although they would backfire if not operated properly.

The guns had special brakes to reduce recoil in the confines of the turret. And the turret was sheathed in eight layers of thick iron plate.

Ericsson pushed the construction, visiting the shipyard almost every day. And when the *Monitor* was launched on Jan. 30, 1862, he had missed his deadline by only 18 days.

The crew, up close

Four months after the battle at Hampton Roads, a photographer named James F. Gibson hauled his camera equipment aboard the *Monitor* while it was anchored in the James River, and took the only known images of the crew.

In the photos, groups of sailors congregate on the sun-baked deck, and officers pose with the *Monitor*'s dented turret in the background.

The sailors are a weathered-looking, sinewy bunch.

In one shot, several are in bare feet. Two are smoking pipes. There are what seem to be two games of checkers

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underway. One sailor, wearing a Navy tam, is intently reading what may be a newspaper.

In another shot, crewmen lounge while pots cook over a deck oven. Atop the turret, a crewman stands holding a spyglass.

The *Monitor* had a complement of 58 men during the battle and 63 when it sank, according to Anna Holloway, vice president of the Mariners Museum's collections and programs.

There were coal heavers, boilermakers, former slaves, natives of Germany, Ireland, Scotland, Sweden, Wales. One

had his initials tattooed on his right forearm. Another was the son of a Union general. Several enlisted under false names.

Two members of the crew, including an officer who was haunted by criticism of his performance at Hampton Roads, would later take their own lives.

Most of those aboard escaped in the lifeboats the night the *Monitor* sank.

Among those who perished was acting master's mate George Frederickson of Philadelphia, who had given a friend a pocket watch, saying, "Here, this is yours. I may be lost."

Frederickson is pictured in two of Gibson's photos of the officers — a short

man with a thick goatee and an intense look on his face.

Near Frederickson in both photos is the boyish third assistant engineer Robinson W. Hands, who wears his cap at a jaunty angle and, in one shot, holds a cigar. He, too, died.

Also lost was engineer Samuel Augee Lewis, who was last seen seasick in his bunk. He had called out to a comrade: "Is there any hope?"

Almost a century and a half later, curators found in the rusted turret silverware bearing the initials "S A L" inscribed above the letters "USN." ■

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Academic Content Standards

This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia.

Maryland

Social Studies: Explain the political, cultural, economic and social changes in Maryland during the early 1800s

b. Describe the importance of changes in industry, transportation, education, rights and freedoms in Maryland, such as roads and canals, slavery, B&O railroad, the National Road, immigration, public schools, and religious freedom (History, Grade 4)

Social Studies: Use geographic tools to locate places and describe the human and physical characteristics of those places (Standard 3, Indicator 1, Grade 4)

Government: The student will evaluate how the principles of government assist or impede the functioning of government (1.1.2)

Science: Design Constraints: Explain that complex systems require control mechanisms.

c. Realize that design usually requires taking constraints into account. (Some constraints, such as gravity or the properties of the materials to be used, are unavoidable. Other constraints, including economic, political, social, ethical and aesthetic ones also limit choices. (Skills and Processes, Grade 8, Topic D)

The Maryland Voluntary State Curriculum Content Standards can be found online at <http://mdk12.org/assessments/vsc/index.html>.

Virginia

Virginia, U.S. History: The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to increase understanding of events and life in the United States;
- c) formulate historical questions and defend findings, based on inquiry and interpretation;
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. (Skills, VUS.1)

Virginia, U.S. History: The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by

- a) describing the cultural, economic, and constitutional issues that divided the nation;
- c) identifying on a map the states that seceded from the Union and those that remained in the Union;
- d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war
- e) using maps to explain critical developments in the war, including major battles;
- f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

English: The student will read and demonstrate comprehension of nonfiction (5.6)

Standards of Learning currently in effect for Virginia Public Schools can be found online at www.doe.virginia.gov/testing/sol_standards_docs/index.shtml

Washington, D.C.

D.C. History & Government:

Students describe the effect the Civil War had on life in Washington, DC, and they explain the effects of Compensated Emancipation and the Emancipation Proclamation on the city.

1. Describe how the Union Army transformed the city into an armed camp.
2. Describe the conflicting loyalties of people living in the city.
4. Explain the participation of white and black residents in the Union and Confederate armies. (Slavery, War, and Emancipation, 12.DC.7, Grade 12)

English: Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) Reading Informational Text, Grade 7, RI.7.3

English: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (Writing, Grade 8, W.8.2)

Learning Standards for DCPS are found online at <http://dcps.dc.gov/DCPS/In+the+Classroom/What+Students+Are+Learning>