



History Search: Connecting Past and Present

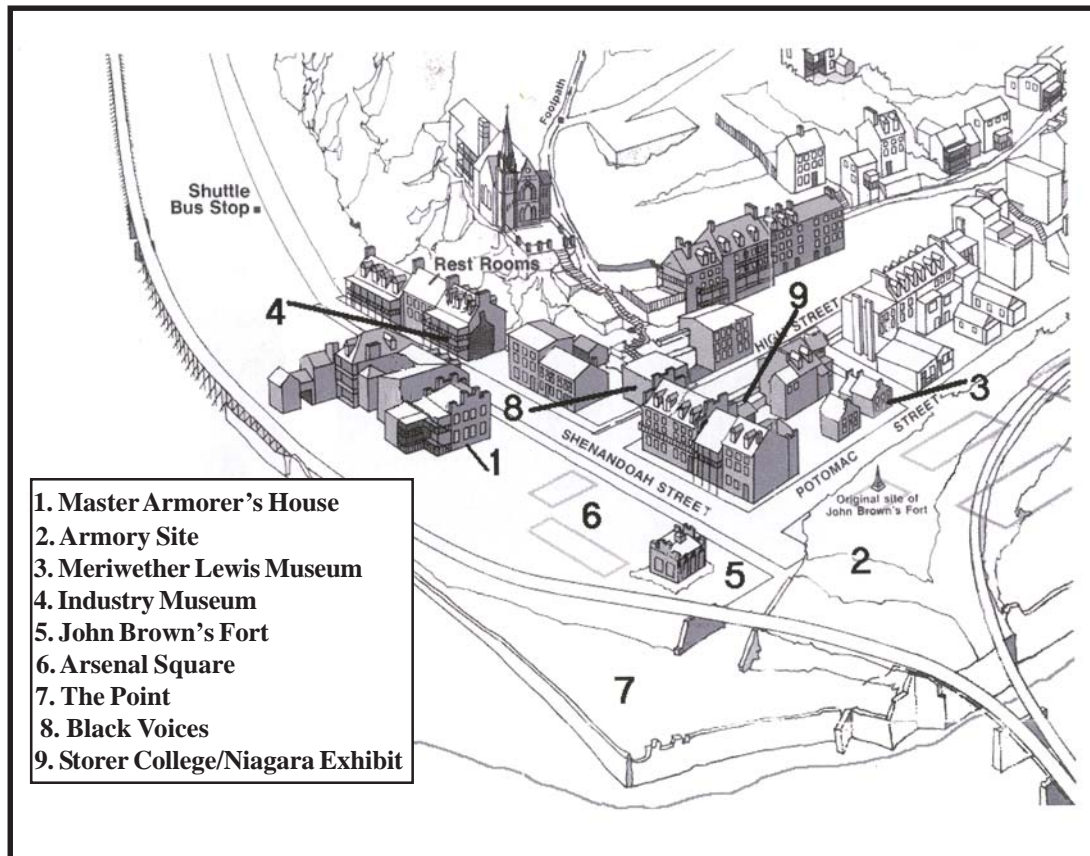


Welcome to Harpers Ferry National Historical Park. The history of Harpers Ferry has few parallels in the American drama. It is more than one event, one date, or one individual. It is multi-layered, involving a diverse number of people and events, decision and actions that influenced the course of our nation's history. This History Search will tell you about some of these people and events and take you to places where history happened.



Put on your thinking cap, engage your brain and plug into your imagination. Why? Because that's where most of the answers will come from. You will not find them on a sign or in an exhibit. Use the map on the bottom of this page to find locations listed in the search.

You will be sharing the park with other visitors today. Museums and exhibits may be crowded causing you to wait. You may want to go to another question and come back! Please be patient and courteous. Put trash in trash barrels. Watch out for traffic and have fun. Good luck on your history adventure.

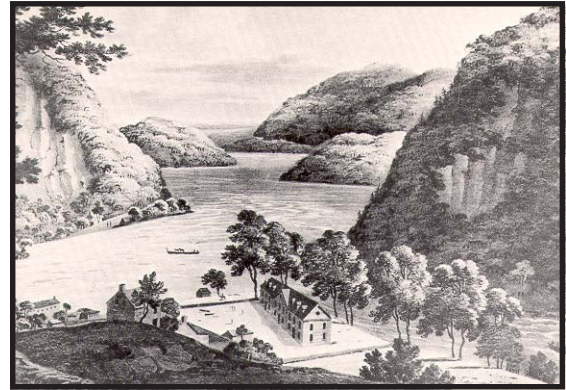


Location: Master Armorer's House - # 1 on the map

1. Explore this museum and then list the six significant stories of the park below. These stories can all be traced back to the natural landscape. The rivers and mountains have shaped the human history here. Pick one of the six stories and, in one sentence, explain what makes it significant. The six stories are listed in the first room on the left as you enter the front door.

Significant Stories

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____



Harpers Ferry, circa 1803

The story of _____ is significant because _____

Location: Master Armorer's House - # 1 on the map

2. **Background Information:** Robert Harper, the town's namesake, was the first prominent settler here. He arrived in 1747 with his wife, Sarah.



Imagine you are Robert or Sarah Harper, write a letter to a friend discussing your new home.

Hint: Read the displays on Natural Heritage, Industry and Transportation to help you with the letter.

1747

Dear Friend,

Your kind and faithful servant,
_____ Harper

Go to the back room of this museum. Look at the mural of Harpers Ferry, depicting the town during its most prosperous period. Find the large factory. That is your next stop.

Story: Industry **Location:** Armory Site - # 2 on the map

3. Background Info: You are now standing at the site where the United States Armory once stood. The Armory, established by George Washington, produced thousands of guns for our nation’s defense. This factory altered the town dramatically.

Question: Think about the things that a large factory like this would bring to a town. What do you think are the advantages and disadvantages? Make a list.

Advantages

- a.
- b.
- c.

Disadvantages

- a.
- b.
- c.

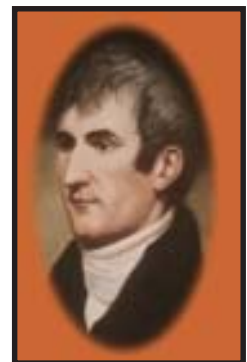


Would you have liked to live in Harpers Ferry during this time of growth, development and change? _____

Why? _____

Story: Industry **Location:** Armory Site - # 2 on the map

4. Background Info: President Thomas Jefferson selected Meriwether Lewis to lead an expedition of the newly acquired Louisiana Territory. This journey began in 1803 and lasted three years. Lewis and his men were some of the first white men ever to see this unknown territory. Before this journey began, Lewis obtained some of his supplies here at the United States Armory in Harpers Ferry.



Meriwether Lewis

Question: What kinds of things do you think he got here in Harpers Ferry? Make a list of these items and write them on the next page.



Hint: Think about the types of things you would need on a long journey. Don’t take things you could find along the way.

Write your list

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____



**Lewis supervises the loading of supplies.
Artwork by Keith Rocco.**

Finished? Go to the Meriwether Lewis Museum across the street and compare your list to the one in the museum. Check the ones on your list that match Lewis' list.

Story: Industry Location: Industry Museum - # 4 on the map

5. Background: On the wall in this museum is a painting of Virginius and Hall's Island. This was the location of John Hall's rifle factory. His factory is indicated by #13 on the mural. Hall perfected the idea of interchangeable parts in the gun making industry. Before Hall came along, guns were all different. You could not take a part of a gun and exchange it for the same part of another gun. Interchangeable parts means that each part of the gun can be replaced by an identical part. Making guns interchangeable was accomplished with the help of the machines that you see in here.

Question: Check the statement that is **not** true about interchangeable parts.

- A. Interchangeable parts made it easier to make quick repairs on weapons.
- B. Interchangeable parts helped save jobs of the master gunsmiths who had been handcrafting guns for decades.
- C. Interchangeable parts helped gun manufacturers save time and money.
- D. Interchangeable parts are still used today.

Story: John Brown Location: John Brown's Fort - # 5 on the map



John Brown

Background information for the next questions on John Brown: In 1859, John Brown, a white, northern abolitionist, came to Harpers Ferry to start a revolution that would free slaves. At that time there were 4 million slaves in the South and 150 in Harpers Ferry. The United States Marines stopped Brown's insurrection. Brown did not accomplish his goal and was hanged for his crimes. In spite of his failure, Brown became a hero to some Americans. The doors of this building were heavily barricaded when John Brown used it as his fort. The Marines had to devise a plan to get into the building and capture Brown and his men, and also free the hostages that Brown had taken.

6. Question: What do you think the marines did? Check the answer you think is correct.

- A. Used their weapons to blast the doors open and then charged inside.
- B. Bombarded the building with cannon fire, killing Brown and all the men inside.
- C. Found something to use as a battering ram and used that to break the doors open. Once open, charged inside and captured Brown.

7. Question: Think about the fact that this is the building where Brown was captured and his raid ended. It is one of the most nationally significant buildings in our country and represents many things to different people. Think of one word to describe what this building might mean to different people.

Answer: _____

8. Question: Give two examples of different people from Brown's lifetime (for example, ministers, newspaper editors, abolitionists, politicians, etc.) from different parts of the country. Write the occupation, where they are from and what you think their opinions of Brown might have been. Pick a positive view and a negative one.

Example A:

Example B:

9. Question: John Brown hated slavery so much that he was willing to resort to violence as a way to end it. Think about something in your world that you would like to change (for example - pollution, homelessness, war, etc.) and write down how you would go about changing it.

Answer:



Zouave soldiers in Harpers Ferry, 1862

Story: Civil War

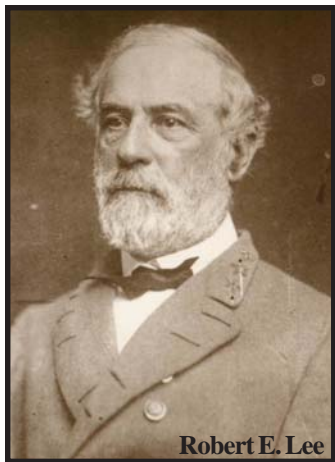
Background Info for Civil War questions: The town of Harpers Ferry was ravaged during the four years of the American Civil War. Between 1861 and 1865 Harpers Ferry saw skirmishes, burning, looting, murder, espionage, martial law, battles, and many other tragedies associated with war.

There are several reasons why Harpers Ferry played such a pivotal role during the American Civil War. Railroads were needed by both armies for transporting supplies and troops. Harpers Ferry sat along both the Baltimore & Ohio and the Winchester/Potomac rail lines. Harpers Ferry was also important because it was part of the outer defenses of Washington D.C., the capital of the United States. Its location on the northern end of the Shenandoah Valley also made Harpers Ferry important. The Shenandoah Valley was the site of rich farmlands, which supplied food for the Confederate Army. Finally, Harpers Ferry was important because it sat right on the border of Maryland and Virginia. Maryland was a Union state, while Virginia was Confederate.

10. Background Info: The arsenal buildings once stood here. These buildings stored the guns manufactured in the armory. At the outbreak of war, 300 Virginia State soldiers were on their way here to capture the guns stored in the arsenal. Guarding the arsenal were forty-five United States soldiers led by Lieutenant Jones.

Question: Imagine you are Lt. Jones. You have only a few hours to get ready. Whatever you decide, keep in mind that you have a limited amount of time. **Which action below do you think is the best? Check it.**

- A. Since Lt. Jones has access to so many weapons he should make a stand and hope that with his advantage of firepower, he can defeat the Virginians.
- B. Lt. Jones should order his men to bury the weapons, and then come back for them after the Virginians have left.
- C. Lt. Jones should order his men to blow up the buildings, destroying all the weapons inside.
- D. Lt. Jones should realize that he has no chance to save the weapons or get away. He should try and sell the weapons to the Virginians so, at least, he will get something for them.



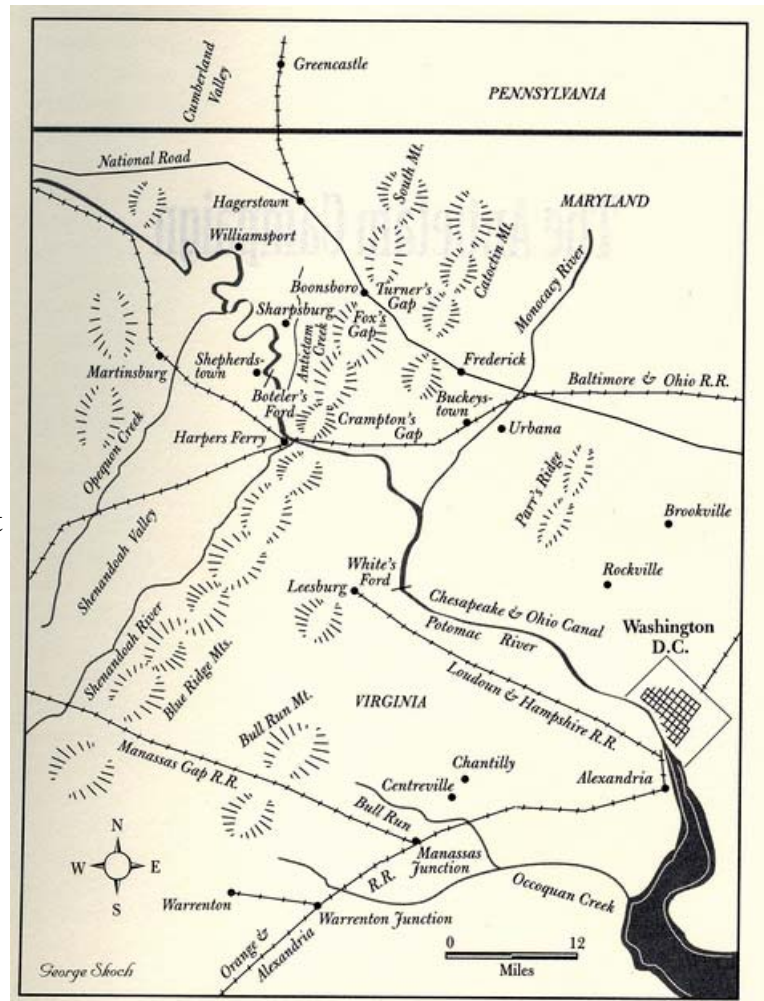
Robert E. Lee

Background Information for the next three questions:

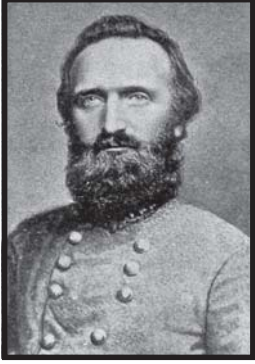
In September, 1862 Confederate General Robert E. Lee decided to take his army across the Potomac River and lead them into the state of Maryland. Lee knew that the Union Army would try and stop him.

A battle in the North

could decide the outcome of the war. Before Lee fought that crucial battle he had to decide what to do with the 14,000 Union soldiers guarding Harpers Ferry. These 14,000 men, known as the "Railroad Brigade" were assigned the duty of guarding the railroads, which were the supply lines for the Union Army. Lee decided to send a portion of his army, led by his most trusted officer, General Thomas "Stonewall" Jackson, to capture the town of Harpers Ferry. What happened is known as the "Battle of 1862". On the next three questions you will see what happened to these two armies when they collided here at Harpers Ferry.



Story: Civil War **Location:** The Point - # 7 on the map



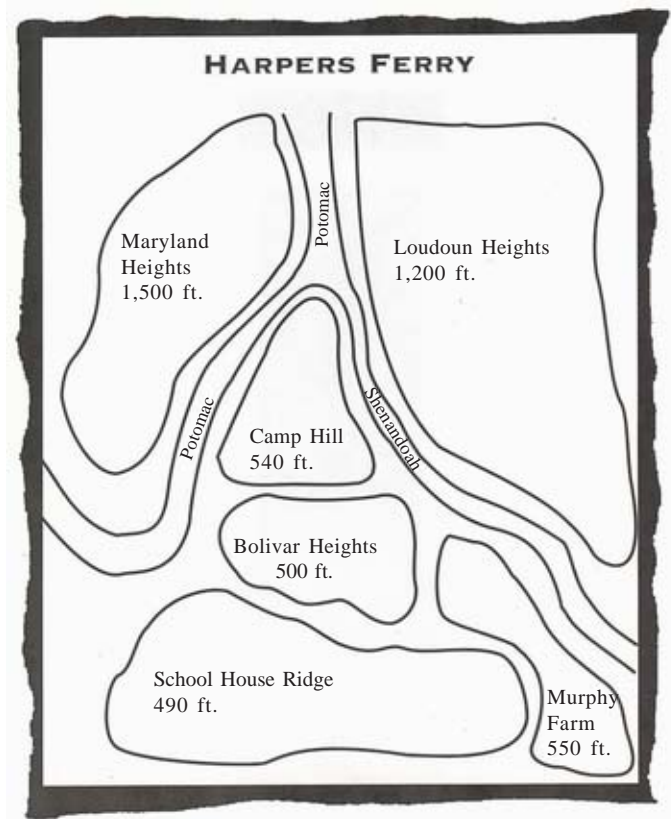
“Stonewall” Jackson

11. Background Info: In September of 1862 24,000 soldiers of the Confederate Army led by “Stonewall” Jackson attempted to capture Harpers Ferry. Guarding the town were 14,000 Union troops under the command of Col. Dixon S. Miles.

Question: Imagine that you are Col. Dixon S. Miles, commander of the Union troops here. What would you do to make sure Stonewall does not capture the town? Where would you place your soldiers? Imagine that you are Stonewall Jackson. What would you do to make sure your soldiers are successful in capturing the town? On the map below put X’s to represent where Miles should put his men and O’s to represent where Jackson should put his men.



Hint: Think about the surrounding geography, and how you could use that in your favor.



Story: Civil War **Location:** The Point - # 7 on the map

12. Background: After the capture of Harpers Ferry the Confederates had to process and parole the 12,000 captured Union prisoners. The Confederates also rounded up the hundreds of “contraband” or runaway slaves who had made their way to Harpers Ferry. The commander of the 60th Ohio Volunteer Infantry, Colonel Trimble, had a number of free African Americans from Ohio working as teamsters and cooks for his regiment. Trimble was concerned that these free African Americans would be rounded up with the rest of the “contraband”. He made arrangements with the Confederates to allow the African Americans from Ohio to be paroled with the rest of his regiment. However, when Trimble and his regiment were leaving Harpers Ferry, the Confederate soldiers guarding the railroad bridge would not allow the African Americans to leave.

Question: What do you think Col. Trimble did at this point?

8



Hint: As an officer Col. Trimble was allowed to keep his side arms, and the regiment only had a few days' rations. **Check the answer you think is correct.**

- A. Held the Confederates at gun point until they let the African Americans leave, risking his life and the lives of the rest of his regiment.
- B. Let the Confederates take them after deciding the African American lives were not worth risking the lives of his white soldiers for.
- C. Smuggled the African Americans out of the town in empty food barrels.

Story: Civil War **Location:** The Point - # 7 on the map

13. Background Info: The following are first hand accounts from people who lived in Harpers Ferry during the Civil War.

“And so two days and nights pass without a hope of the end being near; houses are destroyed in various parts of the town; in one the shell first kills an infant in its mother’s arms, then wounds the mother so she does not recover for years after. A negro woman venturing forth for water is killed and lies in the street all day.”

-Annie Marmion, describing the Battle of 1862

“To use a homely phrase. Harpers Ferry was between hawk and buzzard, a condition in which it remained till the war ended four years afterward.”

-Joseph Berry

“Dave we are in a dreadful condition here, our armory is burnt, and we have no work and no money...there is about five thousand soldiers at this place and more coming...I ask you Dave in the name of god to try and help me get away from this place...”

-James Shewbridge, in a letter to his brother, Dave.

Question: Imagine that you lived here during the war. What do you think your life might have been like? In the space below write your own account of your life in Harpers Ferry during the war. In writing this, consider what you have learned so far and what actual people said.

Memoirs

Story: African American History **Location:** The Point - # 7 on the map

Background Info: If you were a slave from Harpers Ferry the scene of the watergap before you represents the gateway to freedom. Just a few miles north is Pennsylvania, a free state. Some of the slaves that lived here or came here risked their lives trying to make it to freedom. Some chose to stay. At your next stop you will learn some of their stories.

Story: African American History **Location:** Black Voices Museum - # 8 on the map

14. Read this story then answer the following questions.

Isaac Gilbert was a slave who lived in Harpers Ferry in 1858. Even though slaves were not allowed to marry, Isaac had a wife, Sarah, and 3 children. Sarah and the children were also slaves. Isaac had a plan to gain freedom for his family. Although it was against the law, Isaac's owner allowed him to earn his own money on the side. He was able to save \$1,400. With this money Isaac intended to purchase the freedom of his wife and children, who were the property of a different owner. However, a slave could not purchase the freedom of another slave. Isaac asked his friend, Fontaine Beckham, the mayor of Harpers Ferry to take his money and buy his family for him. Beckham agreed to do this, and in his will Beckham declared that when he died the wife and children of Isaac Gilbert would be set free. Beckham died a year later, killed during the John Brown Raid. The family was given their freedom. With the passing of the Emancipation Proclamation Isaac gained his own freedom. After the Civil War the Gilbert family continued to live as freedmen in the town where they were once slaves.

- a. Could a slave own another slave? _____
- b. Could slave families be broken up and sold to different owners? _____
- c. Could slaves earn their own money legally? _____
- d. Were slave marriages legal? _____

15. **Question:** Listen to at least one of the stories on the headphones. Write the name of the person below and what he/she chose to do about his/her situation here.

Name: _____

Action Taken: (What did the person do about his or her situation?) _____



16. Background: Storer College was established shortly after the end of the American Civil War. Storer College accepted students regardless of race or gender. The students at Storer were thrilled to get an education, but they had to put up with the racism and bigotry of the local citizens. Early

students and teachers described being pelted with rocks and some students even carried weapons with them for protection.

Question: Tour this museum to learn about life at Storer. What was it like to be a student there? Write a letter to a friend describing what it is like to go to school at Storer, and describe how you feel about finally being able to get an education.

Dear Friend,	1872
Sincerely,	



W.E.B. Du Bois

17. Background Information: In 1906 Harpers Ferry was the location of the first American public meeting of the Niagara Movement. This was a group of well-educated African Americans who sought equality for the rest of their race. The famous writer W.E.B. Du Bois led them.

Read the information in this exhibit . What demands did these men make? Write them in your own words below.

Answer:

18. Background: Harpers Ferry has been a destination for artists. They have come here because of the natural beauty and the historical significance. Create your own original piece of art below. You can go to any location to do this. You can depict any time period or any event that you chose. Remember: Sometimes we learn more about history from pictures than from the written word.

Dear Educator,

Thank you for using the History Search as a way to enhance the visit of your students. Completion of the History Search will take 2-3 hours. Please do not feel obligated to require your students to complete the entire worksheet. We encourage you to pick out the questions that most apply to your course of study. This activity is designed to be rewarding for groups who plan on spending a half-hour or their entire day in the park. Thank you and good luck.

Sincerely,

The Education Department

Harpers Ferry National Historical Park

Answer Key for History Search

1. The six significant stories are: Industry, Natural Heritage, Transportation, John Brown, Civil War, and African American History. The answers for the follow up question will vary. If the students read the information on the exhibits in the Information Center they should have no problems answering the question.
2. In the letter the students should mention something about the natural beauty and the potential for industry due to the two rivers.
3. Examples of some advantages include: jobs, infrastructure, money, stores, schools, etc.
Examples of some disadvantages include: pollution, overcrowding, disease, deterioration of natural landscape, noise, etc.
4. The actual items that Lewis got in Harpers Ferry were:

15 Rifles	15 Ball screws
24 Pipe tomahawks	15 Gun slings
36 Pipe tomahawks for "Indian Presents"	Extra parts of locks and tools for repairing arms
24 Large knives	40 Fish gigs
15 Powderhorns and pouches	Collapsible iron boat frame
15 Pairs of bullet molds	1 Small grindstone
15 Wipers or gun worms	
5. B
6. C
7. Answers will vary. Examples include: freedom, death, oppression, courage, terrorism, etc.
8. Answers will vary. Examples include:

Newspaper Editor-South Carolina-"John Brown was a scoundrel who tried to take away the property of the Southern Man."

Minister-Massachusetts-"While we agree with what Brown tried to do, we cant agree with his choice to use violence."

9. Examples of things to change include: pollution, war, etc.

Examples of how to change things include: write to your congressmen, protest, vote, join an activist group, etc.

10. C

11. Miles positioned the Union soldiers on Bolivar Heights and Camp Hill. Jackson positioned the Confederate soldiers on Maryland Heights, Loudoun Heights, School House Ridge, and the Murphy Farm. Hopefully the students will do a better job of defending the town than Colonel Miles. For more information on the **Battle of 1862** have the students tour the museum on High Street.

12. A

13. Answers will vary.

14. No, Yes, No, No

15. Isaac Gilbert-raised the money to buy his family

John Butler-sought and attained legal justice against his attacker

Joseph Blinham-helped slaves escape

Charles Stewart-escaped

John Douglass-raised the money to buy his family

16. Answers will vary.

17. The actual demands made were:

“1. ... we want full manhood suffrage, and we want it now, henceforth and forever.

2. We want discrimination in public accommodation to cease. Separation ... is un-American, undemocratic, and silly.

3. We claim the right of freemen to walk, talk, and be with them who wish to be with us.

4. We want the laws enforced...against white as well as black.

5. We want our children educated ... either the U.S. will destroy ignorance or ignorance will destroy the U.S.”

And then the students will put these in their own words.

18. Answers will vary.

Standards met by Harpers Ferry NHP “History Search” followed by the number of the questions that meet those standards.

HISTORY

Standard 9 Level III

#5 Understands the significance of the Lewis and Clark expedition (4).

Standard 10 Level II

#2 Understands the major technological developments that influenced land and water transportation, the economy, international markets, and the environment between 1801 and 1860 (1,3).

#3 Understands social and economic elements of urban and rural life in the early and mid 19th centuries (1).

Level III

#3 Understands the social and economic impacts of the factory system (1,3,5).

#4 Understands influences on urban life in the early and late 19th century (1,3).

#7 Understands how major technological and economic developments influenced various groups (1,3,5).

Standard 13 Level II

#1 Understands Slavery Prior to the Civil War (14,15).

Level III

#2 Understands the development of sectional polarization and secession prior to the Civil War (6,7,8,9).

Standard 14 Level II

#1 Understands the technological, social, and strategic aspects of the Civil War.

Level III (10,11).

#2 Understands how different groups shaped the Civil War (12).

Level IV

#1 Understands military events that influenced the outcome of the Civil War (11).

#4 Understands how the Civil War influenced Northern and Southern society on the home front (10,13).

Standard 17 Level III

#4 Understands opposition to discrimination in the late 19th century (12,14,15,16,17).

LANGUAGEARTS

Standard 1 Level III

#9 Writes biographical sketches (13)

Level IV

#8 Writes fictional, biographical, autobiographical, and observational narrative compositions (8,9,13).

#10 Writes descriptive compositions (2,13).

Standard 7 Level IV

#1 Uses reading skills and strategies to understand a variety of informational texts (1,2).