



It's a Mystery. What's My History?

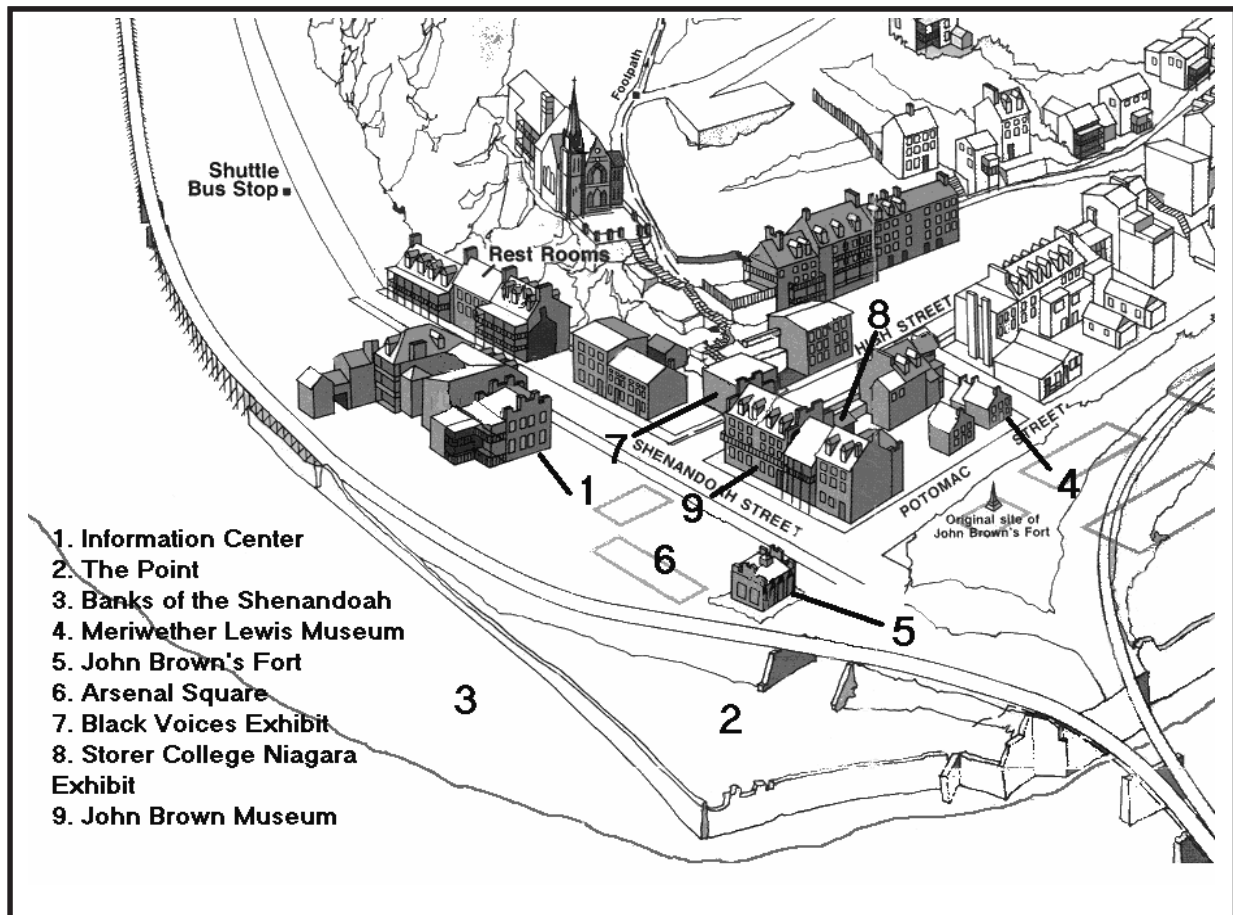


Welcome to Harpers Ferry National Historical Park. The history of Harpers Ferry is a very important chapter in the history of the United States. It is more than one event, one date, or one individual. While completing this History Search you will learn about some of these people and events. You will go 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. Special vocabulary words are printed in dark type with definitions at the bottom of the page to assist you.

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.



Information Center (# 1 on the map)

1. Harpers Ferry is surrounded by rivers and mountains. Rivers and mountains brought people here a long time ago. People had experiences. Those experiences were told as stories and stories became history. History made Harpers Ferry a special place.

Explore the museum in the Information Center. Find the reasons why Harpers Ferry became a special place. List your two favorite reasons:

a. _____

b. _____

2. The first white settler was Peter Stephens. He built a log cabin here and started running a ferry across the Potomac River. Robert Harper, a traveler passing through the area, decided he wanted to make this place his home. He bought Stephens' cabin and ferry business. The town soon began to grow and was known as Harper's Ferry. Imagine you are Robert Harper or his wife, Sarah. In the space below write a letter to a friend telling him or her about your new home.

Find a quiet place under a tree or on a bench and take a few minutes to write this letter.



Hint: Remember when Robert Harper was here, Harpers Ferry was still a wilderness.

Dear Friend,

1747

*Your kind and faithful servant,
Harper*

The Point (# 2 on the map)

3. Over 200 years ago President George Washington built the second United States **Armory** and **Arsenal** here at Harpers Ferry. Over the years the armory produced thousands of guns for our nation's defense.

Why do you think Harpers Ferry was a good place for a gun factory? _____



Hint: Electricity would not be around for about another 80 years. The armory would have to be powered by another energy source. Do you see something around you that could have provided a power source to run the factories?

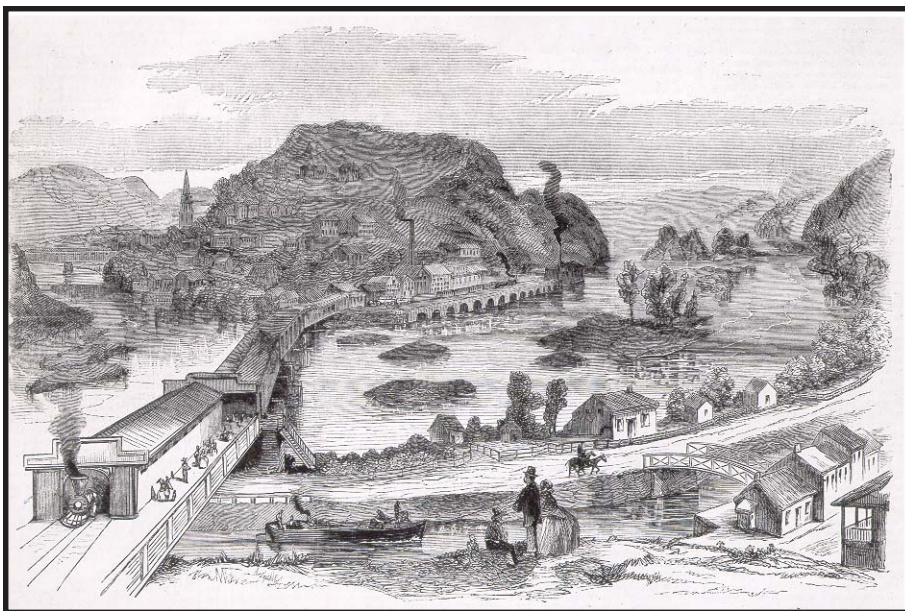
What kind of energy source powered the factories in Harpers Ferry? _____

4. On July 4, 1828, construction started on the Baltimore and Ohio Railroad and the Chesapeake and Ohio **Canal**. Both these forms of transportation were in a race to reach the Ohio Valley. Both the canal and the railroad passed through Harpers Ferry during this race.

Read the **waysides** on the race between the C&O Canal and the B&O Railroad.

Who won the race to the Ohio Valley? _____

Why? _____



Find the railroad and the canal in the picture of Harpers Ferry above.

Vocabulary Box

Armory- a government establishment where guns are made and developed for use by the United States Army.

Arsenal- a government establishment where guns and war material are stored.

Canal- an artificial passageway of water for boat travel.

Wayside- a sign found in national parks giving visitors important information about the park.

5. Face the highway bridge in the distance and use the map below to answer the following questions.

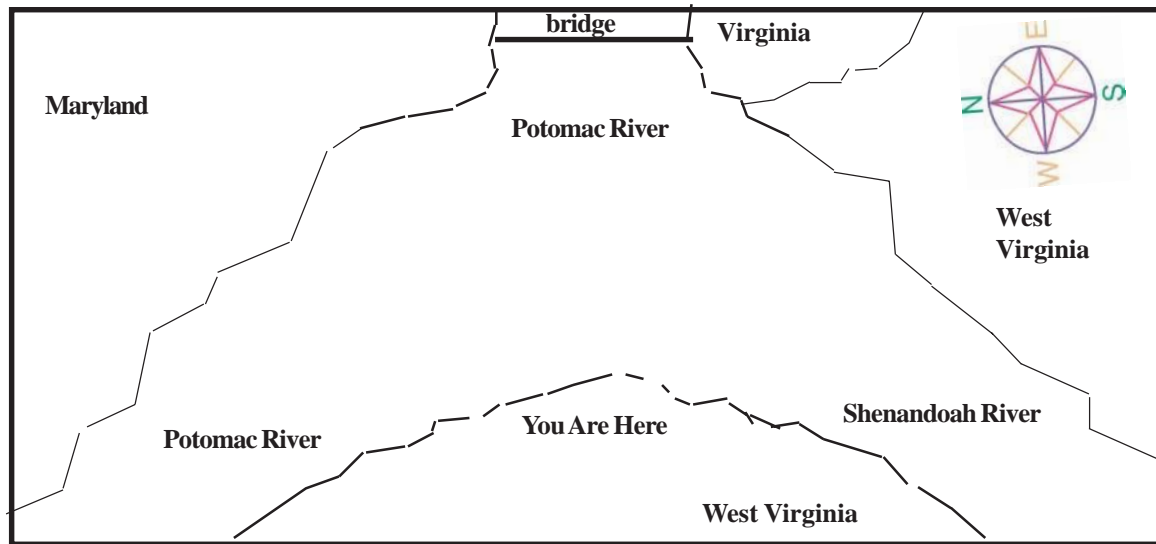
a. What state are you in right now? _____

b. What is the state to the south of the highway bridge? _____

c. What state is to the north? _____

d. What is name of the river to the north? _____

e. What is the name of the river to the south? _____



This map is for orientation purposes only. It is not to scale.

Banks of Shenandoah River (# 3 on the map)

6. Harpers Ferry has a rich natural landscape. There are many rocks, trees, rivers, and wildlife. Take a walk down the stairs to the banks of the Shenandoah River. Find a quiet place and in the space below sketch part of the landscape. Be sure to include any wildlife that you see.



Meriwether Lewis Museum (# 4 on the map)

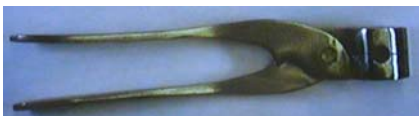
7. President Thomas Jefferson picked Meriwether Lewis to explore the **Louisiana Territory**. This journey began in 1803 and lasted three years. Lewis and his men were some of the first white men to see this unknown land. Before his journey began, Lewis gathered some of his supplies here at the United States Armory in Harpers Ferry.



From Frank Bond, "Louisiana " and the Louisiana Purchase. Washington, Government Printing Office, 1912. Map No. 4.

Below are some of the supplies that Meriwether Lewis got at Harpers Ferry. Match the picture to the name of the item.

- powder horn
- pipe tomahawk
- knife
- bullet mold
- rifle



Why were the supplies that Lewis got in Harpers Ferry important? _____

Vocabulary Box

Louisiana Territory- area of land bought by Thomas Jefferson from Napoleon of France that make up the following present day states: Montana, North Dakota, South Dakota, Wyoming, Colorado, top of Texas, Louisiana, Oklahoma, Kansas, Nebraska, Minnesota, Iowa, Missouri, and Arkansas

John Brown's Fort (# 5 on the map)

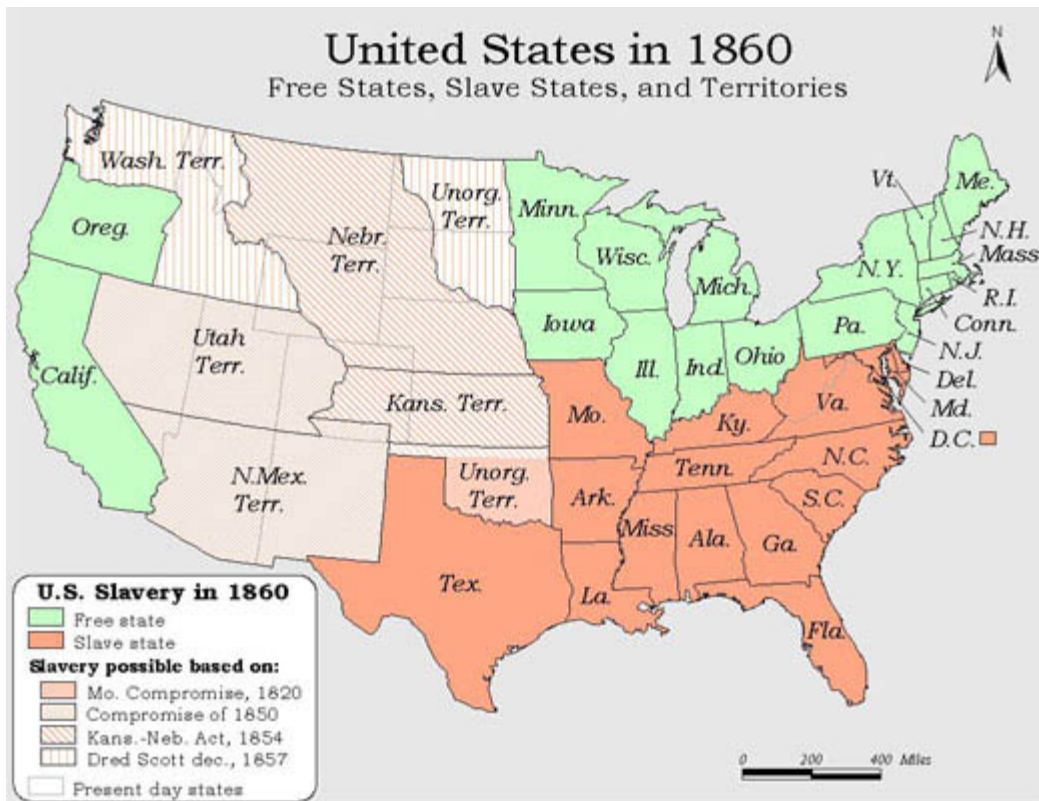
Background information for the next four questions:

John Brown was a white **abolitionist** born in Connecticut. In 1859, before the Civil War, John Brown came to Harpers Ferry with a plan to free the slaves. Slavery was allowed in the southern states, which included Harpers Ferry, Virginia. Brown's plan failed. He was captured and hanged for his crimes. In spite of his failure, Brown became a hero to some Americans.



John Brown

Below is a map of the United States just after Brown's Raid. You can see which states are slave and which are free. West Virginia is not on this map. It did not become a state until 1863.



8. John Brown hated slavery and wanted to change his world. He used guns as a way to end slavery. Think about something in your world that you would like to change or make better, and write down how you would go about changing it.



Hint: Here are 2 examples of problems you may want to change in society: pollution, homelessness. These are just two ideas. Pick your own. What do you want to change? _____
How would you change it? _____

Vocabulary Box:

Abolitionist- a person who wanted to end or stop slavery

John Brown Museum (# 9 on the map)

9. Take some time to tour this museum. Try to learn as much as you can about John Brown's Raid. Pretend you are an artist for the newspaper Harper's Weekly. In the space below sketch a picture of an event or person relating to John Brown's Raid for the front page of the newspaper. These pictures in newspapers were called **lithographs**. When you are finished, create a headline for your lithograph.

<h1>Harper's Weekly</h1> <p>a journal of civilization October 19, 1859 6 cents</p>	
<p>Place headline in this space.</p>	

10. Go to the Who's Who of Raid section of the exhibit. Use the touch screen activity to learn about someone who played a part in John Brown's raid. Write his or her name and two facts that you learned about that person below.

Name: _____

Fact 1 _____

Fact 2 _____

Vocabulary Box

Lithograph- printed images found in artwork, newspapers, and magazines in early America. After photography was invented, it soon replaced lithographs in popularity.

Arsenal Square (# 6 on the map)

11. Read the following paragraphs about the Civil War and then complete the following matching activity.

Between 1861 and 1865 the northern states of the United States were at war with the southern states. The southern states had beliefs about government and freedom that were different from their northern neighbors. Because of these differences the South left the United States, formed their own country, and elected their own President, Jefferson Davis. They set up a new capital in Richmond, Virginia, and called themselves Confederates. They were also called Rebels. Many of these Rebels, some with large cotton farms who owned slaves, chose to fight for their new country. Most Rebels who fought were poor men who did not own any slaves.

In order to keep the country together, Abraham Lincoln, The President of the United States, asked the men from the North to join the Union Army. These men became known as Yankees. Men from the North left factory jobs and small farms to fight the Rebels. In April, 1865, Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant. The northern states were victorious. The country was reunited and slavery was outlawed forever in America.

Harpers Ferry, on the border of the North and the South was **devastated** during war. Harpers Ferry was **coveted** by both sides because of the valuable railroads that could carry supplies and soldiers. Harpers Ferry was also very close to Washington, D.C., the capital of the Union. Right now you are standing at Arsenal Square. On this site stood two buildings that stored thousands of guns made at the Armory. The buildings were destroyed during the war.

Draw a line to match the word on the left to either the North or the South.

Yankees
Robert E. Lee
Cotton
Richmond
Factories
Confederate
Abraham Lincoln
Union
Slavery
Ulysses S. Grant
Jefferson Davis
Rebel

NORTH



SOUTH



Vocabulary Box

Devastated- ruined by violent acts

Covet- to desire or want

12. Read these 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, and then wounds the mother so she does not recover for years after.

-Annie Marmion, describing the Battle of 1862

“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.

Imagine that you lived here during the war. On the page below, write about your life during the war. Think about what you have learned about Harpers Ferry and what Annie and James wrote in the quotes above.

My Journal

Vocabulary Box

Shell- an artillery projectile containing a bursting charge of powder

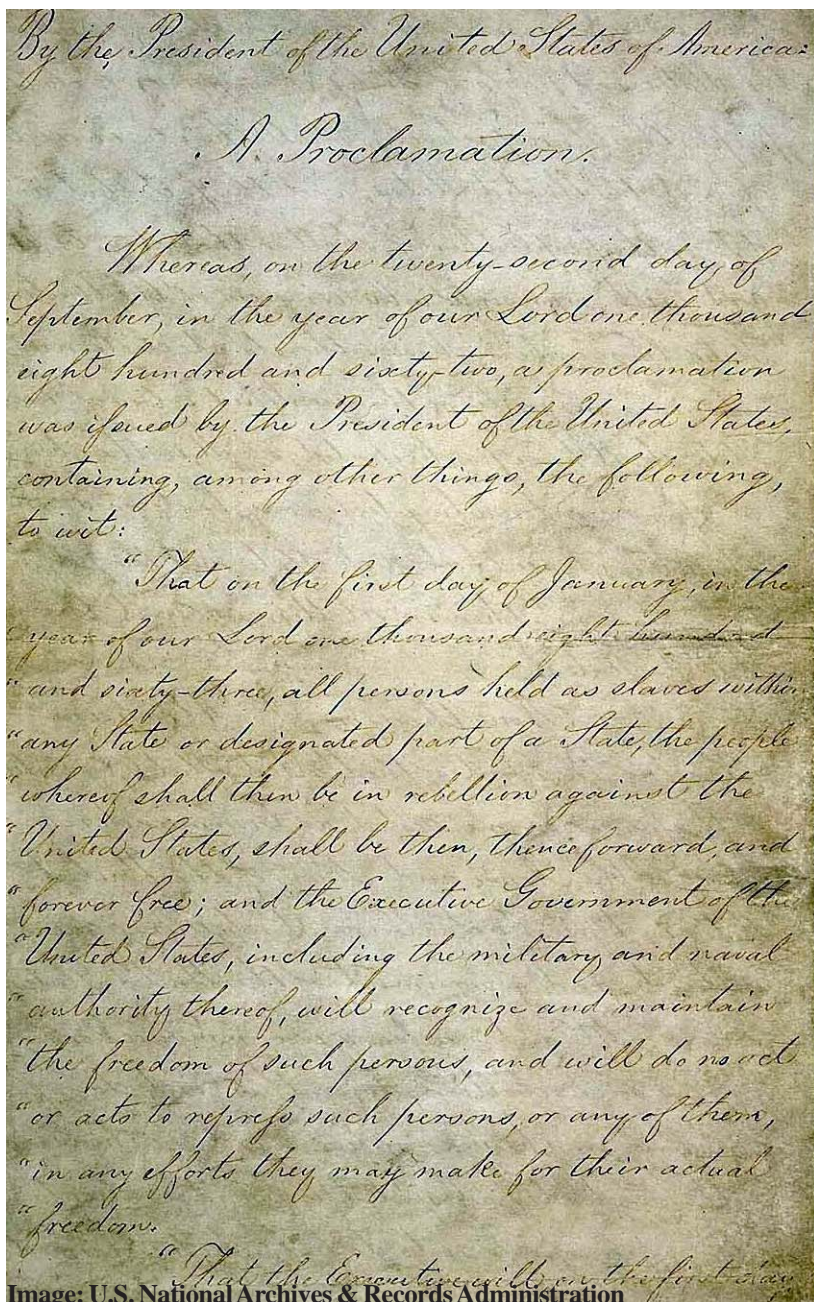
Black Voices (# 7 on the map)

13. Read this story then answer the questions that follow.

Isaac Gilbert was a slave who lived in Harpers Ferry. Even though slaves were not legally allowed to marry, Isaac had a wife and children, who were also slaves. Isaac had a plan to free his family.

Even though it was against the law, Isaac's owner let him keep extra money he earned. He saved enough money to buy the freedom of his family. However, as a slave, he could not buy another slave. Isaac asked Mayor Fontaine Beckham to take the money and buy his family. Beckham agreed to do this and wrote in his will that after his death Isaac's family would be freed. Beckham was killed during the John Brown Raid and Isaac's family was set free.

During the Civil War, Abraham Lincoln passed the **Emancipation Proclamation**. This document freed the slaves living in the south. Because of this proclamation, Isaac and other slaves in the south were also freed. After the war the Gilbert family lived together as **freedmen**.



1. Could a slave own another slave? _____
2. Could slave families be broken up and sold to different owners? _____
3. Was it against the law for the slaves to earn their own money? _____
4. Were slave marriages legal? _____

Vocabulary Box

Emancipation Proclamation- a presidential decree made by President Abraham Lincoln that set all slaves free in the southern states of rebellion

Freedmen- a person freed from slavery

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

“That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

Image: U.S. National Archives & Records Administration

Storer College/Niagara Exhibit (# 8 on the map)

14. Storer College was **established** soon after the end of the American Civil War. Storer College was the first school in West Virginia to allow girls and boys of all races to go to school together. The students at Storer were thrilled to get an education, but they had to endure **racism**. Early students and teachers described being hit with rocks and some students even carried weapons with them for protection.

Tour this museum to learn about life at Storer, and then imagine that you are 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.

1872

Dear Friend,

Sincerely,

Vocabulary Box

Establish- to introduce or start something new

Racism- a belief that one race is superior to another race

15. Fill in the correct letter in the vocabulary words below **and** write them in the spaces below to find the answer to the following question:

Who said, "I leave you, hoping that the lamp of liberty will burn in your (hearts) until there shall no longer be a doubt that all . . . are created free and equal." 1858

__RMORY

ESTA__LISH

A__SENAL

LOUISIAN__TERRITORY

S__ELL

DEVAST__TED

FREED__EN

ABO__ITIONIST

WAYS__DE

CA__AL

RA__ISM

C__VET

__ITHOGRAPH

EMANCIPATIO__PROCLAMATION

Answer Key for History Search

1. Answers will vary. Possible answers can be two of our six themes. (Natural Landscape, Industry, Transportation, John Brown's Raid, Civil War, African American History)
2. In the letter the students might mention the beauty of the area or the growing financial opportunities. (rivers as a source of water power)
3. Rivers/Water Power
4. The Baltimore and Ohio Railroad won the race to the Ohio Valley. They won because the Chesapeake and Ohio Canal lacked supplies and skilled labor, and was also burdened by financial problems.
5. a. West Virginia b. Virginia c. Maryland d. Potomac River e. Shenandoah River
6. Sketches will vary.
7. Answers will read top left to bottom right. Rifle, pipe tomahawk, bullet mold, knife, and powder horn. These supplies would help them survive on their journey.
8. Answers will vary.
9. Answers will vary.
10. Answers will vary. Example: Name: Aaron Stevens Fact A. was wounded during the raid
Fact B. was executed in Charlestown
11. Yankees-North
Robert E. Lee- South
Cotton- South
Richmond- South
Factories- North
Confederate- South
Abraham Lincoln- North
Union- North
Slavery- South
Ulysses S. Grant- North
Jefferson Davis- South
Rebel- South
12. Their journal should mention how Harpers Ferry was not a safe place and how the times were troubled during the Civil War. Answers will vary.
13. No, Yes, No, No.
14. Letters will vary. Letters could possibly state that it feels great to receive an education, but it is upsetting realizing some people think that we should not be getting this education.
15. Abraham Lincoln

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

Level I: K-2 Level II: 3-5 Level III: 6-8

History

Standard 2 Level II

#5 Understands how geographical features contributed to the establishment and growth of communities (1).

Standard 3 Level I

#2 Knows ways in which early explorers and settlers adapted to, used, and changed the environment (2).

Standard 8 Level II

#8 Knows the development in rail transportation beginning in the 19th century (4).

Standard 13 Level II

#1 Understands slavery prior to the Civil War (14).

#2 Knows the locations of the southern and northern states and their economic resources (11).

Standard 14 Level II

#3 Understands the impact of the Civil War and social and gender issues (11,12).

Standard 15 Level II

#2 Understands changes in social relations in the South during reconstruction (14).

#3 Understands the lives of African Americans during the Reconstruction Era (14).

Standard 16 Level III

#3 Understands social development and labor patterns in the late 19th century (3).

Standard 17 Level II

#2 Understands the experiences of diverse groups and minorities in different regions of the country (13, 14).

Historical Perspectives

Standard 2 Level II

#5 Understands that specific decisions and events had an impact on history (11).

#2 Understands that specific individuals had a great impact on history (7, 10).

Language Arts

Standard I Level II

#8 Writes narrative accounts, such as poems and stories (2).

Standard I Level I

#9 Writes autobiographical composition (12).

#10 Writes expressive compositions (14).

Places and Regions

Standard 4 Level III

#2 Knows the physical characteristics of places (6).

Reading

Standard 6 Level II

#1 Uses reading skills and strategies to understand a variety of literary passages and texts (13).

Thinking and Reasoning

Standard 5 Level II

#1 Identifies issues and problems in the school or community that one might help solve (8).

Visual Art

Standard 3 Level II

#1 Selects prospective ideas for works of art (9).