



# SOUTH CAROLINA HISTORICAL SOCIETY

## Harriet Tubman, South Carolina, and the Civil War

**Objective:** Students will place the Battle of Port Royal into context and explain how formerly enslaved people, now considered contraband, lived and worked in the area. They will read and analyze different perspectives on the Combahee River Raid.

**Grade Level:** 4

### **Social Studies Indicators:**

- 4.4.P: Explain how emancipation was achieved as a result of civic participation.
- 4.4.CX: Contextualize South Carolina's experience during the Civil War.
- 4.4.E: Analyze the economic, political, and social divisions during the Civil War using primary and secondary sources.

### **English Language Arts Standards:**

- RI (MC) 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
- RI (MC) 6: Summarize key details and ideas to support analysis of central ideas.
- RI (MC) 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.
- C (MC) 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
- C (MC) 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

### **Materials:**

1. PowerPoint or Google Slides set up
2. *Before She Was Harriet* by Lesa Cline-Ransome
2. RAN (Reading and Analyzing Nonfiction) chart
3. sticky notes (enough for all students/groups of students to have a few)
4. primary source document packets or digital access to them

5. drawing paper
6. writing and coloring utensils

### **Lesson Preparation:**

1. Create RAN chart on paper to post on the board (if desired) and prepare document packets.
2. Read Teacher Notes on the PowerPoint presentation PDF.

### **Procedure:**

1. Introduce the topic to the students by giving everyone a few sticky notes. Ask students to write on the sticky notes any information they think they know about Harriet Tubman. After sufficient time, introduce the Reading and Analyzing Nonfiction (RAN) chart's first column. Ask students to share what they wrote on their sticky notes and then add them to the chart. (Slide 1-2)
2. Read "Before She Was Harriet" aloud, emphasizing the different roles she had throughout her lifetime. Refer to the Holiday House Teaching Guide for more comprehension questions ([holidayhouse.com/docs/Before\\_She\\_Was\\_Harriet\\_Guide\\_final.pdf](http://holidayhouse.com/docs/Before_She_Was_Harriet_Guide_final.pdf)). Afterwards, read some of the sticky notes from the first column aloud, asking students if they could be moved to *Yes!* or need to be placed in *Oops!* If the book did not mention the information, it should stay in the first column. (Slide 3-4)
3. Give students more sticky notes as needed and ask them to write new information they learned in the book. After sharing, ask the students to place them on the *New Information* column. (Slide 4)
4. Review the course of the Civil War thus far, emphasizing whether the Union or Confederate armies won battles, the effects of the blockade, and where today's lesson about Port Royal fits in the context of the Civil War. (Slide 5)
5. Show the geographic location of Port Royal and Beaufort. Emphasize its location relative to Charleston and Savannah. Ask students to consider why the Union decided to attack here instead of a larger port city. Share the information on the PPT Teacher Notes about the forts to help students visualize the battle. (Slide 6 and 7)
6. Share the map from the SC Historical Society Collections that was made in 1862 after Union troops had captured Port Royal. Instruct students to point out locations on the map and to consider why that location became Camp Saxton. (Slide 8-9)
7. Ask students to look at the photographs from the Port Royal Experiment. Who is in each photograph? What are they doing or thinking? Show the slide about Harriet Tubman and what she was doing at Port Royal. Why do you think she came there? Would the local freed people trust her? Why or why not? (Slide 10-11)
8. Explain the Union plan of traveling up the Combahee River to gain control of the area, destroy transportation routes for Confederate troops, and rid the area of planted torpedoes. Harriet Tubman had worked with the enslaved people on the river's plantations to gain this information

in exchange for helping them gain freedom during the raid. Be sure not to give too much background information because they will discover the event's details in the primary source documents. (Slide 12-13)

9. Distribute a primary source packet to each student. Work on Document #1 as a class, reading aloud and stopping to answer the questions, check for comprehension, and clarify vocabulary. At the end of the document, students will discover that planter Joshua Nichols wrote the article, thus confirming or denying their ideas from the first page questions. (Slide 14)

10. Introduce Document #2, telling students they will work with a partner(s) to read through and discuss it. Remind them to stop and answer the in-text questions and to raise their hands for other questions. Encourage multiple answers, if they can justify why they believe an answer, it should be approved. (Slide 14)

11. Go over Document #2 as a class, answering questions and clarifying information. Encourage discussion about the two pigs named Beauregard and Jeff Davis. Make sure students noted whose account of that night it is. (Harriet Tubman)

12. Share the outcome of the Raid. Discuss why the numbers of escapees may differ in the different documents. Hopefully, they will connect that different sources may have different counts, and that is common in historical research. Ask students to explain and describe the painting. (Slide 15)

13. Tell students that they will now draw their own image of the Combahee River Raid. They can draw it from any perspective; the plantation owner, an escaping person, a Confederate soldier, a Union soldier, a bird, one of the pigs, etc... Then each student should write a few sentences about whose point of view they have drawn and what is included in the image. (Slide 15)

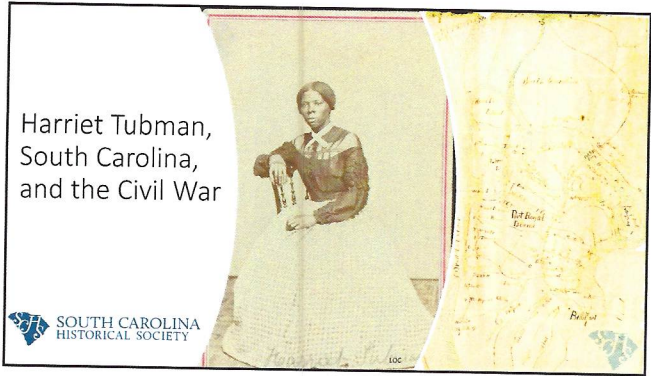
#### Assessment:

This lesson should be informally assessed through questioning and the final assignment.

#### Extension:

Write a list of all the names for Harriet Tubman that were in *Before She Was Harriet*. Ask students to come up with names they can use to describe themselves, as well as character traits for each of those roles. (suffragist, General, spy, nurse, Aunt Harriet, Moses, Conductor, Minty, Araminta, free)





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What do we already know about Harriet Tubman?

We Think We Know	YES!	OOPS!	New Information	Wonderings
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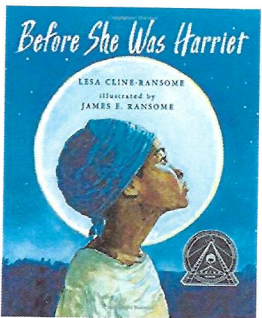
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While reading:

1. Look carefully at the illustrations. Where is Harriet in each of them? What does that tell us about her role at that time in her life?
2. What character traits describe Harriet?



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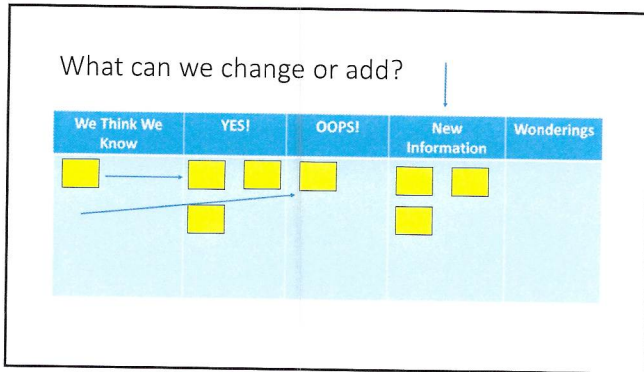
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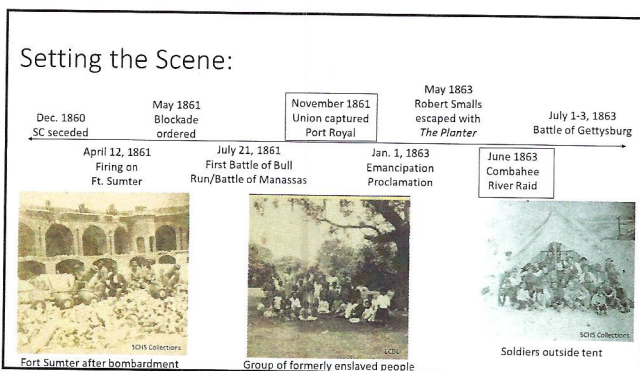
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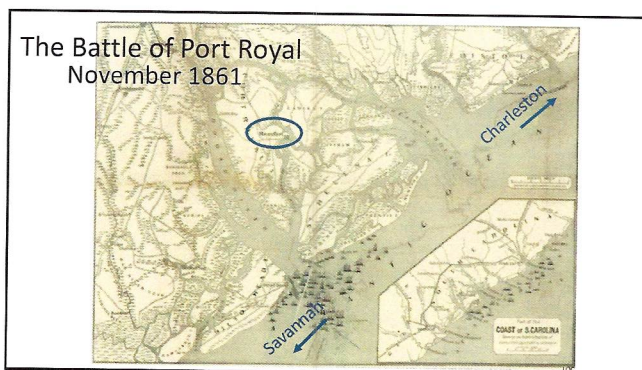
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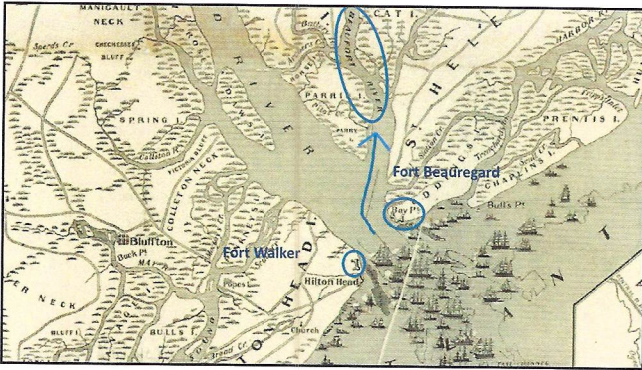
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- Questions for students:
- ① What were the effects of each event? For Union? For Confederacy?
  - ② Were these events at the beginning, middle, or end of the war?
  - ③ How did the blockade affect the South?



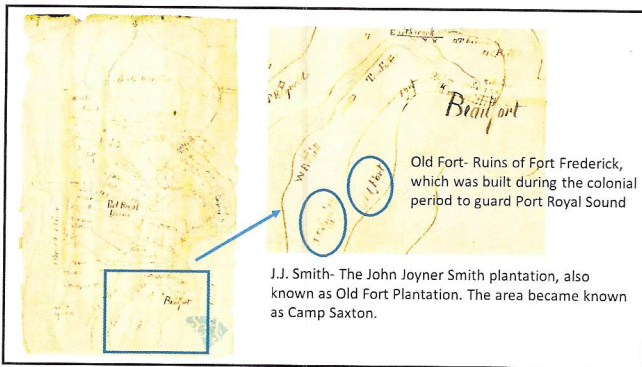
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Why do you think the Union chose to attack Port Royal? (encourage students to consider geography) First shot at Fort Walker, then Fort Brauergard - both evacuated in afternoon 2.2 miles between the forts



approximately 10,000 enslaved people were left when their owners hurriedly evacuated.

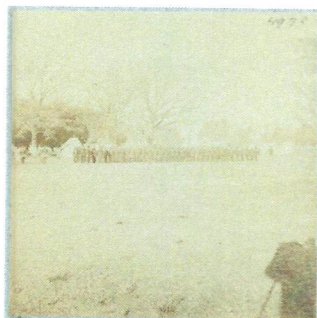
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### Camp Saxton

- Named after General Rufus Saxton, military governor of the Department of the South
- Dress parade of First SC Volunteers, a regiment of African American soldiers. You can faintly see the plantation house in the background on the right.



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## Port Royal Experiment

- Former enslaved people considered "contraband of war"
- Missionaries, teachers, and doctors arrived, many from Northern states
- Newly-freed men and women paid to grow cotton




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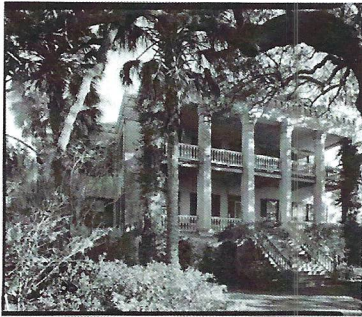
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## Harriet in South Carolina

- Port Royal area-Beaufort, Hilton Head Island
- Spring 1862 to early 1864
- Nurse in the hospitals
- Sold pies and worked as a laundress
- Spy and scout for the Union army
- Worked with enslaved people to determine where Confederate troops were stationed on the Sea Islands



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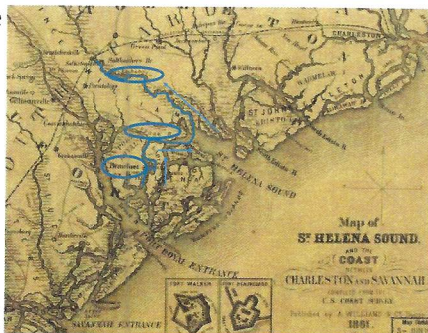
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## The Combahee River Raid

- June 2, 1863, at 3:00 AM under a full moon
- Led by Colonel James Montgomery and Tubman with 300 soldiers and 2 pilots
- Three Union transport boats left Beaufort, traveled toward Coosaw River
- Entered mouth of Combahee River




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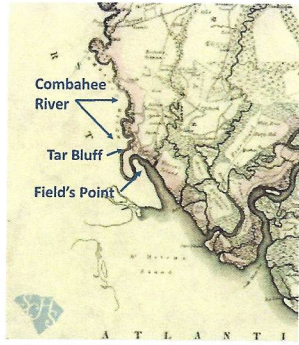
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### The Plan

- Sail upriver to surprise Confederates and push them inland, then return with men and fleeing enslaved people
- Field's Point- Confederate scouts sent warning up the river but had to travel 10 miles to reach more troops
- Tar Bluff- Some Union forces landed and began moving inland
- The boats and other troops continued up the Combahee River.



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### Read and Analyze Documents

The Charleston Mercury. Newspaper article June 19, 1863



Interview by Emma Paddock Telford, 1905

Are these primary or secondary sources? Why?

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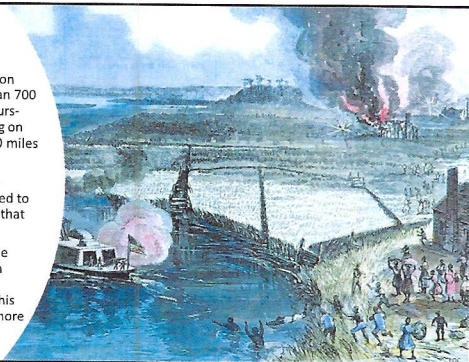
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### Outcome

- Harriet Tubman and Union troops rescued more than 700 enslaved people in 6 hours- most of them were living on rice plantations just 7-10 miles from Beaufort
- 150 of the now formerly enslaved men volunteered to join the Union regiment that led the mission
- Interesting Fact: Of all the enslaved people Tubman helped free on the Underground Railroad, this mission freed 10 times more enslaved people



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### Combahee River Raid Primary Source #1

*June 19, 1863, The Charleston Mercury*

If it was 1863, what major historical event was happening?

*At 5 o'clock, a.m., June 21, 1863, I was awakened in my bed by the driver, who rushed ... in my room, and informed me that two of the enemy's steamers were in full sight, and would soon be opposite to my landing. I arose hastily, dressed myself with all possible speed, went upon the portico of the house, which commands an extensive view of the river and all the neighboring plantations, and sure enough, there were two steamers- one quite small, and the other very large, crowded with armed men in dark uniform. It seemed to me that I also saw women seated in chairs upon the upper deck of the large steamer, surveying with curiosity the beautiful and peaceful scene that lay stretched before them. It was a very pleasant morning- the sky was clear, and from the state of the atmosphere, every residence, building and mill loomed out, and seemed nearer than they really were. The rice crops were growing luxuriantly, and the negro settlements upon the hills looked like a succession of tranquil villages.*

How would you describe the tone that the writer is sharing?

What can you assume about the writer?

*The steamers did not fire a gun, and had I not known them to be the enemy by their flags, I would have supposed them*

If it is the enemy, then who is it?

*a large party on a pleasure excursion. Upon perceiving that the smaller steamer was steering for my landing, I ordered the driver to bring the people to me, as they had come from the fields and*

Who are the people the writer is referring to? Why were they in the fields at 5 am?

*were gathering at the settlement. My house servants all stood around me, professing the utmost attachment and their perfect willingness to obey my commands, but not exhibiting the slightest degree of alarm or surprise.*

*Finding that the negros did not come to me from the settlement, as I had ordered, I immediately went there, found them all about their houses, and seeing that the*

Why might they not be surprised?  
Do you think they will obey the orders?

*enemy had now landed about twenty negros under the leadership of one white man, I ordered them to follow me and take to the woods, which form a deep forest near my house. They all professed a willingness to do so, but not one made a sign of moving. As I had not a single arm of defence about my person, I was forced to fly to the woods for protection.*

Why does the writer want the negros to go to the woods? Why don't they go? Why does the writer decide to go to the woods?

*There is a forest which extends from my house to Mr. Kirkland's place, skirting the rice fields the whole way. I took refuge in it, and determined to watch, as far as I could, the operations of the enemy. They came up to my house, and in a very short time it was set on fire. I looked toward Mr. Kirkland's place, and soon perceived the smoke rising from the direction of his residence. Presently the mill, overseer house and stables on his place, also the threshing mill and barns upon my own place, as well as those upon Mr. Lowndes and Col. Heyward, were burning almost simultaneously. The negros, men and women, were rushing to the boat with their children, now and then greeting someone whom they recognized among the uniformed negros, and who were probably former runaways from the various plantations in the neighborhood...*

What is the writer watching? Explain what is happening.

*Remaining about five hours in the woods, I concluded to steal towards my own burning house, and ascertain the amount of destruction. I approached cautiously, as the small steamboat had not yet left my landing, and I could still see the negros carrying from my burning barn bags of rice upon their heads, in rapid movement towards the steamboat. At eleven o'clock the steamer moved off, not having left her station for six hours, and I was left alone to survey with tearful eyes the wide scene of desolation around me. My pleasant and comfortable house was in ashes. My library, containing over 3500 volumes, in the collection of which I had employed twenty years of my life; shelved thoughts of the richest minds of ancient and modern times, which I had treasured up as a consolation for the present, and as a refuge against disease and old age; every memorial I possessed of my past life, and every material object to which my heart still clung, not for its intrinsic value, but for the unspeakable associations connected with it- vanished, perished in the flames; and this was not done in a tempest, by the lightning of heaven, but sanctioned by the order of the civilized, philanthropic, liberty-loving Yankee. Besides my house, they burnt three negro houses, one of which the driver lived in, my steam threshing mill and barn, corn house, kitchen, wash kitchen and store room, mule stable, and six thousand bushels of rice. They also carried off 73 negros and three mules. ....*

What does the writer seem to be most upset about? Reread the phrase that is underlined. What does it mean?



*The negros were not allowed by their sympathizing friends to carry off any of their clothing, except what they wore on their backs; not a pot, nor a kettle; and there was left at the landing a strange medley of clothes, pots and kettles, baskets, bolts of cloth, hats and shoes, together with the familiar faces of many articles which had miraculously disappeared from the premises years ago, and of whose mysterious disappearance no intelligible explanation had ever been given. There was enough ... to fill ten wagons... I think old Pompey will miss his garden and his favorite vegetables; old Janus will no longer captivate his admiring audience by misquotations from the Bible; and old driver George will find his occupation gone...*

*Charleston Mercury Newspaper Account by Planter Joshua Nichols*



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### Combahee River Raid Primary Source #2

*When we went up the river in the morning, it was just about light, the fog was rising over the rice fields and the people was just done their breakfast and was going out to the field.*

Who are "the people?"

*I was in the forward boat where the Colonel and Captain and the colored man that was to tell us where the torpedoes was. The boats was a quarter of a mile apart, one after the other, and just about light, the Colonel blew the whistle and stopped the boat and the Captain and a company of soldiers went ashore. About a quarter of an hour after, he done blowed the whistle, and when the sun got clear, so that people could see the boats, you could look over the rice fields, and see them coming to the boat from every direction. I never see such a sight.*

*Some had white blankets on their heads with their things done up in them and them that hadn't a pot of rice would have a child in their arms, sometimes one or two holding on to their mother's dress... Some had bags on their backs with pigs in them; some had chickens tied by the legs, and so child squalling, chickens squawking, and pigs squealing they all come running to the gun boats through the rice fields just like a procession.*

*When they got to the shore, they'd get in the rowboat, and they'd start for the gun boat; but the others would run and hold on so they couldn't leave the shore... They was afraid the gun boats would go off and leave them. At last the Captain looked at them and called me, "Moses, come here and speak a word of consolation to your people!"*

Who is called Moses?

*Well, they wasn't my people any more than they was his- only we was all Negroes- because I didn't know any more about them than he did. So I went when he called me on the gun boat, and they on the shore. They didn't know anything about me and I didn't know what to say. I look at them about two minutes, and then I sung to them:*

*Come from the East, Come from the West*

*Among all the glorious nations, This glorious one's the best....*

What "nation" is being referred to?

*Then they throwed up their hands and began to rejoice and shout Glory! And the rowboats would push off.*

*I kept on singing until all were brought on board. We got 800 people that day, and we tore up the railroad and fired the bridge, and we went up to a big house and caught two pigs and*

*named the white pig Beauregard and the black pig*

*Jeff Davis.*

Who are Beauregard and Jeff Davis? Why would pigs be named after them?

*When we got back to Hilton Head in the morning and landed there 900 contrabands I took 100 of the men*

*to the recruiting office and they enlisted in the army. Colonel Whittle said I ought to be paid for every soldier as much as a recruiting officer; but laws! I never done got nothing.*

[Emma Paddock Telford, interview with Harriet Tubman circa 1905. In Jean M. Humez, *Harriet Tubman, the Life and the Life Stories*, University of Wisconsin Press, 2003.]