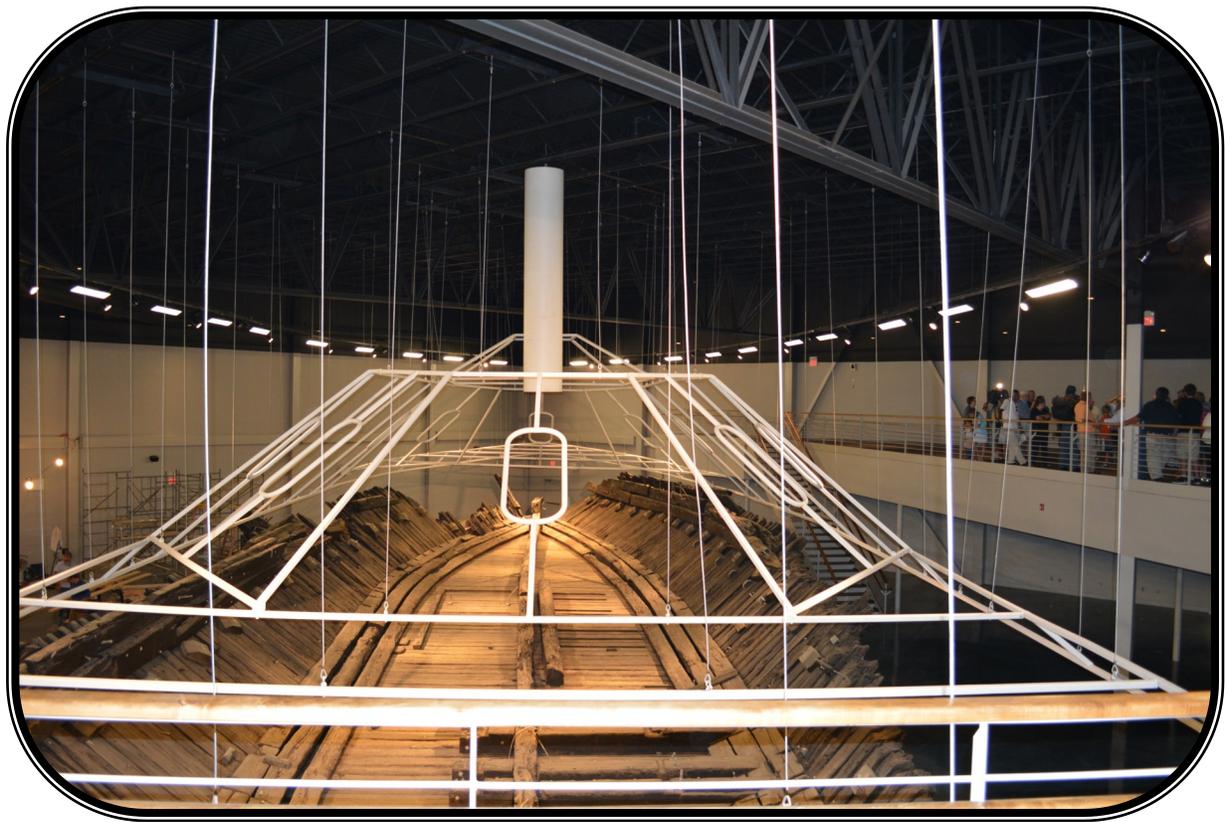




The CSS *Neuse* Crew Experience:

A Lesson Plan for 8th Graders



NORTH CAROLINA
DEPARTMENT OF
CULTURAL
RESOURCES





North Carolina Historic Sites Introduction to the CSS *Neuse* Site

The CSS *Neuse* was one of 26 ironclads commissioned by the Confederate navy. Having a wide, flat bottom, the vessel resembled a river barge. When completed, the twin-screw steamer was plated with iron armor and measured 158 feet long and 34 feet wide. Delays in construction, low water, and lack of ground support prevented the gunboat from entering into full duty, but she was able to fire on Union forces at the battle of Wyse Fork in March 1865. When Union troops occupied Kinston later in March, the *Neuse* was burned by its crew, resulting in a large explosion in her port bow, which sank the vessel.

The muddy waters of the Neuse River preserved the gunboat for nearly 100 years. Private efforts to recover the ship began in 1961; but poor weather, lack of funds, and ownership controversies prevented the ship from being raised until 1963. A year later the hull was transported to the Governor Caswell Memorial on West Vernon Avenue. Amazingly, nearly 15,000 artifacts were recovered from the ship. The *Neuse* collection, one of the largest for a Confederate naval vessel, provides valuable insight into 19th-century shipbuilding and naval warfare.

Introduction of Lesson to Teacher

In this lesson for 8th grade, students will read and interpret primary sources such as letters, maps, and ration logs in order to gain an understanding of what life was like for the crew aboard *Neuse* and men in the Confederate Navy in general. Students will also interpret secondary sources, such as ship diagrams and pay charts. Students will gain an understanding of the division of labor in the navy and how it affected the men aboard *Neuse*, the realities of pay and food ration shortages, and how men in the navy interacted with the Kinston community. These themes will be related to the larger history of the Civil War in North Carolina. Activities in this lesson are geared to make students think about the use of primary sources and how they differ from secondary sources. Students will also be asked to think about the difference between ideals portrayed in official documents and the realities of life portrayed in some historical, but less official documents.





This lesson can be used in the partial fulfillment of the following North Carolina Essential Standards elements:

Social Studies, Grade 8:

8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the U.S.

8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulates historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).

8.H.1.5 Analyze the relationship between historical context and decision-making.

8.H.2.1 Explain the impact of economic, political, social, and military conflicts on the development of North Carolina and the U.S.

8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline.

Literacy in History/Social Studies, Grades 6–8

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Information & Technology, Grade 8:

8.SI.1 Evaluate information resources based on specific criteria.

8.TT.1 Use technology and other resources for assigned tasks.

8.RP.1 Apply a research process to complete project-based activities.

Science, Grade 8

8.p.2.1 Explain the environmental consequences of the various methods of obtaining, transforming and distributing energy.

8.P.2.2 Explain the implications of the depletion of renewable and nonrenewable energy resources and the importance of conservation.





Objectives

- Students will be able to identify and analyze primary and secondary sources, and explain why primary sources are useful tools for historical research.
- Students will use source material to make inferences about what life was like for sailors aboard CSS *Neuse* and in eastern North Carolina during the Civil War.
- Students will be able to describe some of the difficulties Confederate sailors encountered during their service.
- Students will be able to relate their analysis of primary sources to broader themes within Civil War history.

Lesson Preparation

This lesson is designed to act as a stand-alone classroom lesson, or it can be an introductory lesson for a field trip out to the CSS *Neuse* Civil War Interpretive Center. Please see the CSS *Neuse* website (<http://civilwarexperience.ncdcr.gov/neuse/edu-programming.htm>), or contact the site at (252) 522-2107 or 526-9600, for more information about school field trips and on-site activities.

Background reading can be done as homework, or as an in-class reading assignment. Allow about 45 minutes for the background reading.

Allow 20 minutes for lesson introduction, and 35 minutes for students to complete activities.

- Introduce lesson to class and have students read background information.
- Split class into four groups, and assign each group one of the activities.
- After activities are complete, have groups present their results to the class by having the class create a faux newscast or newspaper (Assessment Activity 1).

-Or-

- Introduce lesson to class and have students read background information.
- Mix and match activities, according to student abilities or time constraints, allowing students to work individually or in small groups to complete the activities.
- Have each student complete Assessment Activities 2 or 3.

Be sure to make copies, or otherwise provide access to, the lesson materials listed below.





Materials and Lesson Contents

Before beginning in-class activities, have the class read the chapter on **North Carolina as a Civil War Battlefield** on The North Carolina Civil War Experience website, and **The Sailor's Life- Navy Introduction**. These will give vital background material on the importance of the Confederate Navy and on the Civil War in North Carolina in general, as well as glimpses of what life was like for civilians during the war. The **Site Narrative** is recommended reading, as it gives more detail on the story of CSS *Neuse*.

Pre-Reading Materials:

-North Carolina as a Civil War Battlefield²

<http://civilwarexperience.ncdcr.gov/narrative/narrative-2.htm>

-The Sailor's Life- Navy Introduction³

<http://www.civilwarhome.com/sailorlife.htm>

-Site Narrative⁴

<http://civilwarexperience.ncdcr.gov/neuse/narrative-neuse.htm>

Lesson Materials:

For all students:

Glossary of Terms..... .p.9

Activity 1..... p.11

Activity 1. Teacher Guide.....p.12

Crew Job Duties.....p.14

Neuse Diagram..... p.16

Vicksburg National Military Park Website: Images of items recovered from USS *Cairo*.....p.17

<http://www.nps.gov/museum/exhibits/vick/lifeAboard.html>

Activity 2.....p.18

Activity 2. Teacher Guide.....p.19

List of Monthly Salaries..... p.21

Crew Job Duties.....p.22

History Channel Civil War 150 Website⁸

<http://www.history.com/topics/american-civil-war/interactives/civil-war-150#/paying-for-the-war>





Activity 3.....p.24

Activity 3. Teacher Guide.....p.25

Confederate Food Ration Chart.....⁹p.27

Union Food Ration Chart.....¹⁰ p.28

Vicksburg National Military Park Website¹¹

<http://www.nps.gov/museum/exhibits/vick/foodways.html>

Activity 4.....p.29

Activity 4. Teacher Guide.....p.31

Map of Kinston.....¹²p.32

Assessment Activities.....p.33

Footnotes.....p.34

Introduction of Lesson to Students

For the purpose of introducing the overarching themes of this lesson, be sure to highlight the following points for the students:

- Introduce the CSS *Neuse* and the history and purpose of ironclads during the Civil War. Ships clad with iron sheathing were a new concept at the beginning of the Civil War. Many people, including the Confederate and Union governments, were skeptical of the ships' abilities and whether they would actually be able to float. This skepticism was quashed, however, after the battle between the ironclads CSS *Virginia* and USS *Monitor* on March 8, 1862. During this battle, the ships demonstrated that they were tough enough to withstand shell fire, and that they did, indeed, float. From that point forward, the Confederate Navy emphasized the construction of armored warships for the defense of its home waters. As many as fifty ironclads were designed in the South during the course of the war, and of these, twenty-six were commissioned into service.

- Be sure to mention some of the aspects of living on board an ironclad, including the fact that the ship was not well ventilated and the quarters were very crowded. The crew did not bathe regularly and temperatures inside the ship could reach up to 140°F. The ship also lacked modern conveniences such as computers, internet, television, radio, video games, bathrooms, or air conditioning. When the crew was not busy with their chores on board the ship, they amused themselves by playing music, cards, **quoits** (a ring toss game similar to horseshoes), and writing and reading letters.





-Mention that the navy's personnel was separated into enlisted men and officers. Officers were sailors who attended the naval academy and were charged with commanding and organizing the crew. Meanwhile, enlisted men were sailors who did not attend the naval academy. Enlisted men could be promoted to the rank of petty officer. Petty officers were sailors who were certified to do a certain job, and were able to give orders and work with other officers to command and organize the crew. Landsmen were a peculiar rank within the Confederate Navy, as labor shortages made it necessary for men from the army to be transferred to the navy. These landsmen were typically not very familiar with the navy or ships, and were considered the lowest of ranks.

-Officers and enlisted men were prohibited from fraternizing (or socializing) with each other in an unduly friendly manner. Officers and enlisted men were expected to maintain separate **berthing** areas aboard ships. Officers and enlisted men were separated because it was thought that if the two groups were too familiar with each other, the enlisted men would be less likely to obey orders and maintain discipline.

****Be sure to explain the point above, as students will be asked to think about why officer and enlisted man **berthing** areas were separated on the gunboat.****

-Make the students aware of what they can expect to learn from the primary sources used in the lesson activities. These sources can tell much about individual attitudes about the war, sailor attitudes about fellow soldiers/sailors, and general conditions the men experienced. Also, explain the difference between primary and secondary sources and their uses, if the topic has not already been taught in class. If the teacher likes, this portion of the introduction could be supplemented by the "Lesson Plan on Primary Source Documents" available on the North Carolina Department of Cultural Resources Civil War Experience website (<http://civilwarexperience.ncdcr.gov/neuse/neuse.htm>).





Glossary of Terms

Some of the words listed are from the primary source documents and secondary source material included in the activities above. Many are non-standard abbreviations mostly of military jargon, misspelled words, or colloquialisms. Where a word is misspelled, the correct spelling follows in parenthesis. There are numerous misspellings in the primary sources. Only those misspelled words that might cause some confusion are listed.

&c: abbreviation for et cetera, meaning “and others” or “and such”.

Artillery: large bore guns (cannons) served by a crew of men; also, a branch of the army that was equipped with artillery.

Asst Surg: abbreviation for Assistant Surgeon.

Barge: A flat-bottomed, unpowered boat that is usually towed by another watercraft and used for transporting cargo.

Batteries: groupings of artillery pieces.

Bereavement: a period of grief after the death of a loved one.

Berthing: sleeping/living area for crew

Blockade: the isolation by a warring nation of an enemy area (as a harbor or port) by troops or warships to prevent passage of persons or supplies; designed to obstruct the commerce and communications of an unfriendly nation.

Blockade running: using a ship or vessel to break through a blockade to deliver supplies or convey information outside the area.

Block & tackle: a system of ropes and pulleys that allow a person to move heavy objects easily.

Bond: A certificate of debt issued by a government or corporation guaranteeing payment of the original investment plus interest by a specified future date.

Bow: the front end of the ship

Brigade: an army unit consisting of three to five regiments (3,000-5,000 men) and usually led by a brigadier general.

Casemate: a protective covering for the gun deck. The *Neuse* had a 25-inch thick casemate wall with 10 gun ports.

Cat hole: sailors' name for the docking place for the CSS *Neuse* in Kinston.

Cavalry: soldiers mounted on horseback.

Clerical: Pertaining to clerks or office workers.

Col.: Abbreviation for the rank of colonel.

Commission: The action of granting the rank of a commissioned officer in the armed forces by the government.

Cutlass: a type of sword used by sailors.

Dispeptic: Having disturbed digestion. Symptoms include nausea, vomiting, heartburn, bloating, and stomach discomfort.

Emplacements: a prepared position for artillery

Enlisted man: A man who joined the armed forces without an officer's commission or warrant.

Entail: to restrict (property) by limiting the inheritance to the owner's direct line of descendants.

Fortifications: works that are built or erected to defend a military position

Garrison: a military post and/or the troops stationed at a military installation.

Gay: fun or happy.

Genl.: abbreviation for the rank of general.





Infantry: soldiers that were prepared and equipped to fight on foot with small arms (muskets and rifles) and sometimes edged weapons (swords and bayonets); a part of an army that marched on foot to battle armed with such weapons.

Inflation: An abnormal increase in available currency and credit beyond the proportion of available goods, resulting in a sharp and continuing rise in price levels.

Ironclad: A 19th century warship having sides armored with metal plates.

Ironstone: A hard white pottery.

Kingston: an older form of "Kinston."

Lighter: a shallow-draft, barge-like vessel that was flooded with water, strapped to the side of a ship, and then pumped out. When the water was removed, the lighters lifted the ship higher in the water.

Lt. Comdg.: abbreviation for lieutenant commander.

Magazine: A place where goods or ammunition is stored.

Midm (midshipman): A student training to be a commissioned naval officer, especially a student at a naval academy.

Neucleus (nucleus): A core or central part.

Neus'ance: nickname for the CSS *Neuse* given by the crew indicating some frustration due to the difficulties of building the ship.

Newbern: an older form of New Bern.

N.O.: abbreviation for New Orleans.

Officer: A person holding a commission in the armed forces.

Ordnance: Military weapons, including heavy guns, ammunition, and all associated equipment.

Petty Officer: A naval non commissioned officer.

Port: the left side of a ship when facing the bow.

Propitious: a good omen or sign.

Prosody: the study of the rhythm, stress and intonation of a verse or prose.

Quarters: sleeping/ living area for the crew—also mentioned as Berthing area

Quoits: a ring toss game similar to horseshoes.

Recd: abbreviation for "received."

Regiment: generally made up of 10 companies (1,000 men) led by a colonel.

Remonstrate: plead with or urge reasons in opposition to an argument or position.

Rigging: The system of ropes, chains, and tackle used to support and control the masts, sails, and yards of a sailing vessel.

Roasting ears: An ear of corn suitable for cooking.

Scuttle: to deliberately sink a ship by flooding the hull or setting it afire most often done to prevent it from falling into enemy hands

Shad: A food fish related to herrings.

Shallow-draft: describes a ship, such as the CSS *Neuse*, that is able to operate in water impassable to larger ships. Draft is the depth of a ship below the waterline.

Shoals: sandbars.

Starboard: the right side of a ship when facing the bow.

Stern: the back or rear of a ship.

Strmr: abbreviation for steamer, meaning a steam-powered vessel.

Tin pin alley (tenpin): a bowling alley; game using 10 tenpins and a ball.

Trenches: fortifications dug into the ground, behind which troops can hide.





Activity 1. Crew Structure

1. What is a career you think you may be interested in in the future? Brainstorm various jobs that would have been needed aboard CSS *Neuse*. Make a list and compare it to the **list of jobs** provided. What was the purpose of having so many different jobs and ranks in the navy? Are any of these jobs similar to the career you are interested in? Do you think you could work as part of team to build something like the CSS *Neuse*?
2. Look at the **diagram of *Neuse*** provided. Is this a primary or secondary source? What sources do you think the author of this drawing consulted in order to make an accurate diagram of the gunboat?
3. Identify enlisted man and officer **berthing** areas in the diagram. Think about why officer and enlisted man berthing areas were separated. How might this arrangement have enforced discipline and officer command on board the gunboat?
4. Look at the five **images of items recovered the CSS *Neuse* and from USS *Cairo***, a Union ironclad ship that was active during the Civil War. Decide whether the items would have belonged to an officer or an enlisted man. Explain. Access this website: <http://www.nps.gov/museum/exhibits/vick/lifeAboard.html> for a look at more items found on board the ship.
5. USS *Cairo* sank when the vessel struck two underwater torpedoes. Meanwhile, CSS *Neuse* sank after her crew intentionally sank her by blowing a hole in her hull. How do you think the ways the ships were sunk affected the amount, types, and condition of personal objects found aboard the ships when they were recovered?
6. How did conflict (the Civil War) change society? What types of jobs were needed?





Activity 1. Teacher Guide



1. Sailing, maintaining, and fighting with ships is a big job!! The efficient operation of a vessel requires many little jobs that must work in concert with each other. It is also important that the people doing all of the different jobs work together, so there must be people to command and organize the crew.
2. The diagram is a secondary source. The person who created the diagram might have consulted drawings or writings by the ship's designer, drawings or accounts of members of the ship's crew, and photographs, drawings, writings of the people who excavated the ship in the 1960s, and the remains of ship.
3. Officers and enlisted men were prohibited from fraternizing (socializing) with each other in an unduly friendly manner. Officers and enlisted men were expected to maintain separate berthing areas aboard ships. Officer and enlisted men were separated because it was thought that if officers and enlisted men were too familiar with each other, the enlisted men would be less likely to obey orders and maintain discipline.
4. Find answers with the images on the following two pages.
5. Because CSS *Neuse* was scuttled by her own crew, the crew would have had time to gather their personal items and get them off the ship before she sank. This means that not many personal items were found on the ship when she was recovered in the 1960s. On the other hand, the USS *Cairo* unexpectedly sank after she struck underwater torpedoes (mines). Thus, the crew had to abandon the ship without much time to collect personal items, which would have remained on board the ship until she was recovered later.
6. The Civil War changed society in many ways. Most families lost loved ones to injury, infection, or disease. Many men joined the conflict; leaving women, children, and old men at home to take a greater role in daily life. For some this meant hard labor/more chores on the farm. Women also worked outside of the home in an effort to provide for their families. Some served as nurses or teachers. This also meant learning how to make do or do without.





Activity 1. Teacher Guide



In the event students have a difficult time getting started on **question 4** in the preceding activity, here is a guide to explaining and assisting students with this particular question.



Metal mess place setting

This metal mess place setting would have been used by enlisted men on board USS *Cairo* and other ironclads. Men were supposed to keep up with their eating items, so they would mark their items to indicated which items belonged to whom. Notice “C.A.” etched onto the cup.



China place setting with silver utensils

This fine china place setting for officers is complete with silver utensils. Items made from fine ceramics and precious metals were usually reserved for officers, as they represented the “upper class” on board ships.



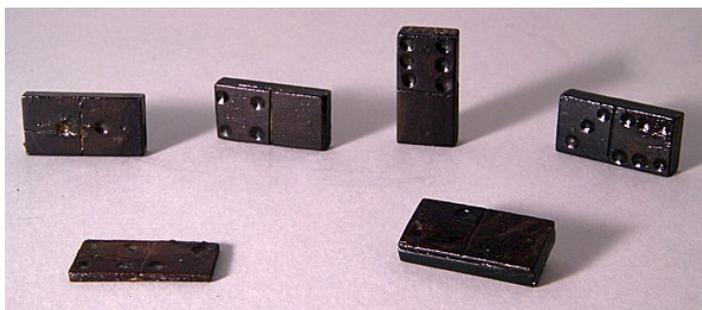
Gold pocket watch chain

This pocket watch chain is made of gold, and probably would have been an officer’s possession. Officers were paid more than enlisted men and were able to buy higher quality items.



Rubber pea coat buttons

These hard rubber buttons for sailor pea coats would have been used on enlisted men’s clothing. Although it was more expensive to produce rubber buttons than officers’ brass buttons, this type of button kept sailors safe by reducing glare, which could make the sailor an easier target for the enemy.



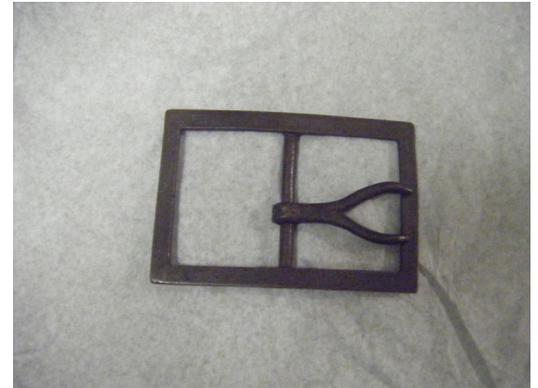
Wooden dominoes

The game of dominoes was a favorite pastime for everybody in the navy. This set of wooden dominoes could have belonged to either enlisted men or officers.





Ceramic Cup— The cup would have been part of an officers mess kit, but was found alone and broken.



Belt Buckle—This belt buckle would most likely been used by an enlisted sailor. Note the fork tongue design.



Confederate Navy Button—This button might have belonged to any of the crewmen, would have been more common among officers as part of their uniforms. Many of the enlisted men were in the army previous to placement on the CSS Neuse and likely still wore old army uniforms.



Ink well—Two inkwells were found on board the CSS Neuse. One in the crew's and one in the officer's quarters (birthing areas). They would have been used to hold the ink required for dipping pens for writing letters home.



Shoe bottom—Sailors would have worn leather or wooden shoes (there were not rubber soles on shoes during the Civil War). Point out that this is only the bottom of the shoe and the rest is missing.

Note: The crew of the CSS Neuse had more time to take personal items off when they scuttled their own vessel. Many of these items show signs of damage and may have been left on board due to damage.





Crew Job Duties

Commander: The ship's commanding officer. (also known as Commanding Officer)

Lieutenant Commander: Performed the Commander's duties in the Commander's absence, or at the commander's request. (also known as Executive Officer)

Assistant paymaster: Issued pay, responsible for certifying **payrolls**

Boatswain: **Officer** in charge of anchor, chains, rigging and other hardware

Captain Forecastle: **Petty officer**

Fireman: **Enlisted man** who tends boiler and works with machinery; First class fireman was expected to run the engines without the engineer

Yeoman: Petty officer performing mainly **clerical** duties; responsible for storage and issue of ship's provisions

Surgeon's Steward: Petty officer; Assisted the medical officer and was expected to have some knowledge of pharmacy

Gunner: Responsible for all **ordnance** equipment, stores and ship's **magazine**

Quartermaster: Petty officer responsible for navigation; assistant to master's mate

Master at Arms: Petty officer in charge of prisoners and ship discipline

Captain Afterguard: Petty officer

Ship Steward: Officer in charge of provisions and dining arrangements

Master's mate: Highest ranking petty officer; concerned with seamanship

Carpenter's Mate: Petty officer; made wood repairs on ship and checked for leakage

Coxswain: Officer in charge of ship's boats and **barges** or **lighters**





Captain of Hold: Petty officer; responsible for storerooms

Quarter Gunner: Officer responsible for division of guns, in charge of each small magazine and the shell room; assistant to gunner's mate

Seaman, Ordinary Seaman, Landsman: These were the un-promoted enlisted men aboard ship. Seamen were the most skilled and experienced, landsmen were the least skilled and were usually people transferred from the army

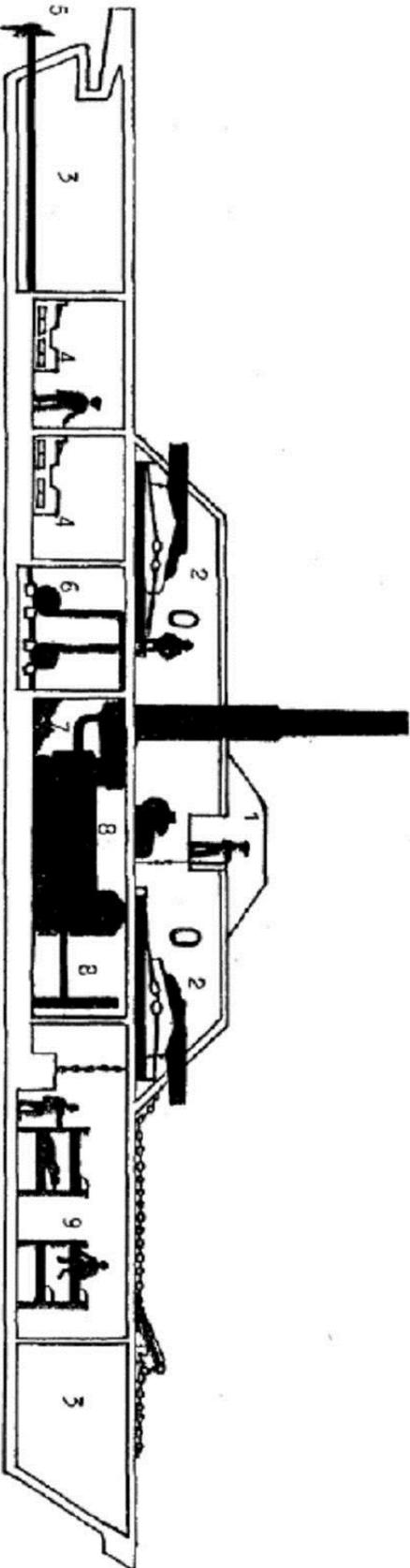
Carpenter: Responsible for upkeep of wooden structure, repairs from battle damage and pumps for putting out fires

Boatswain's mate: Petty officer; handled deck **rigging**





DIAGRAM OF CSS NEUSE



1. **Pilothouse-Bridge:** The pilothouse, or bridge, housed the ship's steering wheel. From the pilothouse, the captain could steer the ship.
2. **Cannons:** The Neuse carried two Brooke rifled cannons which weighed about 10,700 pounds each.
3. **Storage Areas:** Ammunition, tools, extra clothing and other things were stored in these areas.
4. **Officers' Quarters:** These are the rooms where the ship's officers slept.
5. **Propellers:** The propellers turned to push the ship forward in the water.
6. **Engine Room:** Two steam engines taken from a ^{sawmill} powered the Neuse. The steam produced in the boiler ran the engines which turned the propellers.
7. **Coal Bunker:** Coal, the ship's fuel, was stored in this area.
8. **Boiler Room:** Coal was burned in the boiler to heat water and form steam. Steam pressure ran the engines.
9. **Crew's Quarters:** Where the crew slept and kept their personal belongings.

CSS Neuse Diagram





Images of items recovered from USS *Cairo*



Metal mess place setting



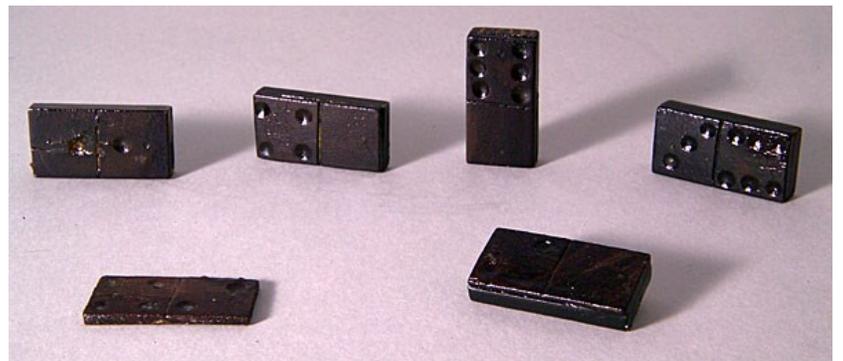
Gold pocket watch chain



China place setting with silver utensils



Rubber pea coat buttons



Wooden dominoes





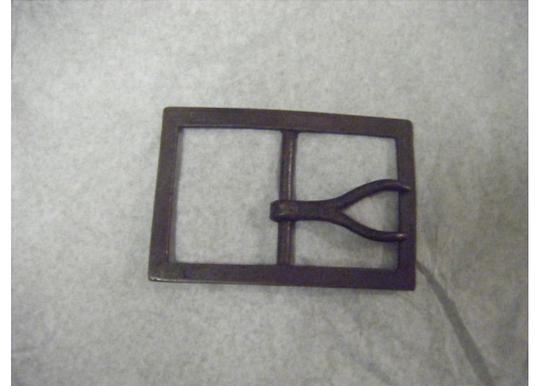
Images of items recovered from the CSS *Neuse*



Ceramic Cup—



Belt Buckle—



Confederate Navy Button—



Ink well



Shoe bottom—





Activity 2. Pay

1. What kind of job do you want? How much do you think you will make doing that job? Look at the list of monthly salaries provided. Calculate the yearly salaries for each job. If things cost 17.5 times more today than they did in 1863, what would the listed salaries be today? How does that compare to what you think you will make? Discuss why you think certain jobs would have been paid less than others. Feel free to consult the list of job duties provided to give you more information about the duties of some of the ranks on the list.

2. Read the excerpts from letters of sailors and army men in Kinston during the war on the next page to help answer the following questions:

Do you think the men were paid regularly? Did they get all of the money they were supposed to? Why would the ship's crew not have received all of the money the government owed them? What do you think the effects of pay and supply shortage were in the Confederate Navy? How do you think this could have affected the outcome of the war?

3. Access this website: <http://www.history.com/interactives/civil-war-150#/paying-for-the-war>

Follow link for paying for the war.

Examine the infographic about how the Union and Confederate states paid for the war. Using your knowledge of the Civil War and the information included on the webpage, explain why commodities in the Confederacy were so expensive.

4. What kinds of information can you gain from examining elements of coins or paper money used during the Civil War? Think about the images and words on modern currency, what do you think it says about American society today?

5. How did the conflict impact North Carolina's economy? Encourage students to read the following link: <http://civilwarexperience.ncdcr.gov/narrative/narrative-4.htm>



Excerpts from crew letters

Riggins February 15, 1864

“I have not drawn any money yet. I don’t know when I can draw any.”

Bacot March 19, 1864

“Our paymaster has just arrived & will leave again tomorrow he has no money & will not pay off. We couldn’t spend it if he did (as ther’s nothing to buy) so will wait.”

Bacot July 18, 1864

“The crops here are all looking very fine since the rain. Watermellons & **Roasting ears** are now coming in. Every thing is enormously high & of course that is very unsatisfactory to a man living on a salary which doesn’t rise with the prices of provisions &c. Butter alone is \$7 per lb. I haven’t heard from Pa or sister Jacque for four or five weeks, although I’ve written two or three times.”



Activity 2. Teacher Guide



1. The amount each job on the list was paid was dependent upon the amount of training and skill needed to do the job. Also, commanding positions required quite a bit of discipline and responsibility. This would have warranted a higher salary than some other jobs.
2. The letter excerpts indicate that the people who were writing them did not get paid regularly. Although men in the navy were paid more regularly than men in the army, pay was sometimes scarce all around. Furthermore, because of inflation, the price of goods rose while salaries did not. This meant that men could not supplement their often meager rations. Pay and supply shortage, paired with the hardships of war, most certainly had a negative impact on morale in confederate forces. This would have led to less enthusiasm on the battlefield and an increase in desertion.
3. Access this website: <http://www.history.com/interactives/civil-war-150#/paying-for-the-war>

Examine the infographic about how the Union and Confederate states paid for the war. Using your knowledge of the Civil War and the information included on the webpage, explain why commodities in the Confederacy were so expensive.

Reasons why commodities were so expensive include:

- Inflation: According to the chart in the lower left corner of the infographic, by the end of the war, southern inflation rates reached 9,000 percent. Such a large inflation rate was caused largely by the fact that the Confederacy printed more and more money, which was not well backed by gold.
- Production shortages: The south had far less industry than the north, and was less able to produce manufactured goods.
- Inability to import goods: The northern blockade along the south's coast prevented the south from importing manufactured goods and other commodities.

4. **Symbols, images, and words** can give insight into the things that are important or meaningful in a particular society. The Confederacy's money depicted slaves and cotton fields, which were big sources of income for the south.

Images of prominent people can reveal the people who were the most influential in the nation's history. On modern currency, we see mostly politicians who helped found the nation or played an important role in its development.





Activity 2. Teacher Guide



The **proper or colloquial name of a currency** sometimes has its roots in aspects of the money's existence or the society's founding. Union bills were sometimes called "greenbacks" because of the intricate green designs meant to prevent counterfeiting. The type of money used in Ghana is called the cedi, which means "cowry shell." This is because shells were once used as currency in Ghana.

6. "Economic costs were also staggering. These included millions of dollars of property destroyed or looted across the South; millions spent by the Confederate government to wage the war; and the abolition of slavery, which cost slaveholders nearly \$200 million in capital investment. Worthless currency, **repudiated war debts**, and few avenues for credit caused many individuals, institutions, and businesses to declare bankruptcy. During the war many colleges closed, factories shut down, and banks collapsed. Almost none were in any condition to re-open after the war." For more information visit the following link: <http://civilwarexperience.ncdcr.gov/narrative/narrative-4.htm>





List of Monthly Salaries (1863)

RANK	PAY PER MONTH (in dollars)
Admiral	500
Captain	350
Commander	235
Lieutenants commanding	212
First Lieutenant	125
Second lieutenant	100
Surgeon	183
Assistant Surgeon	104
Paymaster	167
Assistant paymaster	100
Master	83
Midshipman	46
Boatswain	83
Gunner	83
Carpenter	83
Engineer	150
Assistant engineer	104
Yeoman	28
Master's mate	29
Boatswain's mate	29
Gunner's mate	29
Master at arms	29
Coxswain	28
Quartermaster	28
Captain of Forecastle	28
Captain of afterguard	24
Captain of hold	24
Ship's steward	34
First class fireman	34
Second class fireman	29
Coal heavers	22
Ordinary seaman	18
Landsman	16





Crew Job Duties

Commander: The ship's commanding officer

Lieutenant Commander: Performed the Commander's duties in the Commander's absence, or at the commander's request

Assistant paymaster: Issued pay, responsible for certifying **payrolls**

Boatswain: **Officer** in charge of anchor, chains, rigging and other hardware

Captain Forecastle: **Petty officer**

Fireman: **Enlisted man** who tends boiler and works with machinery; First class fireman was expected to run the engines without the engineer

Yeoman: Petty officer performing mainly **clerical** duties; responsible for storage and issue of ship's provisions

Surgeon's Steward: Petty officer; Assisted the medical officer and was expected to have some knowledge of pharmacy

Gunner: Responsible for all **ordnance** equipment, stores and ship's **magazine**

Quartermaster: Petty officer responsible for navigation; assistant to master's mate

Master at Arms: Petty officer in charge of prisoners and ship discipline

Captain Afterguard: Petty officer

Ship Steward: Officer in charge of provisions and dining arrangements

Master's mate: Highest ranking petty officer; concerned with seamanship

Carpenter's Mate: Petty officer; made wood repairs on ship and checked for leakage

Coxswain: Officer in charge of ship's boats and **barges** or **lighters**





Captain of Hold: Petty officer; responsible for storerooms

Quarter Gunner: Officer responsible for division of guns, in charge of each small magazine and the shell room; assistant to gunner's mate

Seaman, Ordinary Seaman, Landsman: These were the un-promoted enlisted men aboard ship. Seamen were the most skilled and experienced, landsmen were the least skilled and were usually people transferred from the army

Carpenter: Responsible for upkeep of wooden structure, repairs from battle damage and pumps for putting out fires

Boatswain's mate: Petty officer; handled deck **rigging**





Activity 3. Food Rations

1. What types of food do you eat? Look at the **food ration chart**. Brainstorm different kinds of information someone can gain from analyzing this type of historic document (is it a primary or secondary source). How do the rations compare to what you eat? Do you think you would like eating a diet made up of the foods on the ration chart?

2. How many pounds of food (excluding goods measured in pints) were allotted each sailor per week? How many pounds of food for the entire crew of 80 men each week? How do you think this diet compares to the food we eat today?

3. Read the letter excerpts on the following page to help answer these questions.

Do you think the men aboard *Neuse* received their full ration each week? Use your knowledge of general Civil War history to think about what things may have prevented the crew from getting their allotted rations. What do you think were the effects of food and supply shortage in the Confederate Navy?

4. Access this website: <http://www.nps.gov/museum/exhibits/vick/foodways.html>

Read the information about foodways on board USS *Cairo*, a union ironclad. How do Union and Confederate rations compare?

5. How did rations/nutrition impact sailors or soldiers during the Civil War? Why is that important? Consult the following link for additional information.

<http://www.civilwaracademy.com/civil-war-food.html>



Excerpts from crew letters

Riggins February 15, 1864

“Our fare is nothing extra. We get one pound of meat for three days. We get enough of bread, corn, etc. That I would be glad if some of you would come and bring me something good to eat...”

Loyall March 9, 1864

“Now and then a stray **shad** comes into our hands but black-hearted biscuit and fat bacon still form the basis of our daily bounties. **Dispeptic** symptoms are beginning to appear.”

Bacot January 7, 1865

“I am sorry Sister I forgot to put in the catsup you sent for we can get no vinegar or anything of the kind here. All the cider was made into apple brandy & the country is flooded with it. It makes my heart sick to see how drunkenness rules throughout our land. One man in Kinston, which is filled with bar rooms, sold \$4500.00 worth one day!”



Activity 3. Teacher Guide



1. -Caloric intake.

-Types of food that would have been eaten and available to a certain group of people.

-Production processes that may have been in place in order to produce a certain kind of food, or prepare it in a certain way.

-The importance of certain foods over others– notice there was no poultry included the rations. This is because poultry was considered somewhat of a delicacy at this time.

2. About 18.5 pounds per week allotted for each sailor

About 1,480 pounds per week allotted for the entire crew

The modern diet is far more diverse than the Confederate sailor's diet, and we have the luxury of eating food produced all over the world. Food preparation and attainment today is much easier and allows us to easily consume a large amount of food (and calories!).

3. The letter excerpts indicate that the food *Neuse's* crew received was less than what was called for in the official rations, and that the food was sometimes rotten or of poor quality. One of the excerpts mentions that dyspeptic symptoms were occurring as a result of rotten biscuits. Illness most certainly would have occurred as a result of rotten food or a lack of food. This illness would have caused poor morale and have cause some men to be unable to perform their duties properly or to try to desert.

4. Access this website: <http://www.nps.gov/museum/exhibits/vick/foodways.html>

Read the information about foodways on board USS *Cairo*, a union ironclad. How do Union and Confederate rations compare?

Some similarities and differences:

-Confederate rations have more variety

-Union rations called for “desiccated vegetables” while Confederate rations included dried vegetables and fruits.

-Union rations include “preserved meat.”

-Both Union and Confederate rations called for beef and pork on a regular basis.

-Neither side was rationed poultry.

5. “The old saying that an army marches on it's stomach is very true. Without Civil War food and water an army soon disintegrates into nothing more than a lot of starving people with no energy or will to fight. No food No army.” For additional information visit: <http://www.civilwaracademy.com/civil-war-food.html>





Confederate rations— Found in Records that are available at the Interpretive Center



	BEEF	PORK	FLOUR	RICE	RAISINS OR DRIED FRUIT	PICKLES OR CRANBERRIES	BISCUIT*	SUGAR	TEA	COFFEE	COCOA	BUTTER	CHEESE	BEANS	MOLASSES	VINEGAR	SPIRITS
SUNDAY	1		1/2		1/4		14	2	1/4	1	1						1/4
MONDAY		1					14	2	1/4	1	1			1/2			1/4
TUESDAY	1			1/2			14	2	1/4	1	1	2	2				1/4
WEDNESDAY		1				1/4	14	2	1/4	1	1			1/2			1/4
THURSDAY	1		1/2		1/4		14	2	1/4	1	1						1/4
FRIDAY	1			1/2			14	2	1/4	1	1	2	2		1/2		1/4
SATURDAY		1				1/4	14	2	1/4	1	1			1/2		1/2	1/4
WEEKLY	4	3	1	1	1/2	1/2	98	14	1 3/4	7	7	4	4	1 1/2	1/2	1/2	1 3/4
	POUNDS						OUNCES						FRACTIONS OF A PINT				

*“Biscuits” were actually hardtack, which is a type of bread made of only water and flour. As its name suggests, hardtack was very difficult to chew and sailors would dunk the bread in soup or water to make it easier to eat.



Ration Charts





Union Rations— found on
<http://www.nps.gov/museum/exhibits/vick/foodways.html>

	BEEF	PORK	RICE	BREAD	FLOUR	DRIED FRUIT	PRESERVED MEAT	DESICCATED VEGETABLES*	BEANS	MOLASSES	VINEGAR
SUNDAY			8	14			12	1			
MONDAY		1		15					1/2		
TUESDAY	1			14	8	2					
WEDNESDAY		1		14					1/2		
THURSDAY				14			12	1			
FRIDAY	1			14						1/2	1/2
SATURDAY		1		14		2			1/2		
WEEKLY	2	3	8	99	8	4	24	2	1 1/2	1/2	1/2
	POUNDS		OUNCES						FRACTIONS OF A PINT		



*Desiccated vegetables were dehydrated vegetables that were shredded and packed into cakes.





Activity 4. Free Time

1. What do you do for fun? Do you think it is different from the Neuse's crew? What did Neuse's crew do for fun? How did they interact with the Kinston community?

Read the following letter excerpts to help answer the above questions.

Porter November 22, 1863

"...I will now commence and give you all the news that is floating about in this settlement as the Tar Heels say, Alls is quiet in the town of Kinson. The only sign of life visible in its limits is every morning you can see an old negro about town carrying and singing out sweet potatoes, sweet potatoes. That single cast of potatoes constitutes the market houses, grocery stores and commissary of the celebrated town of Kinson. Here you can see the rich speculator coining money our of the beasts blood of our noble soldiers wives and children, driving around in their thousand dollar carriages and two thousand dollar horses whild their wives and daughters walkd the street dressed in silks and satins, and so proud a nd vain that they think the ground is not good enough for them to walk on. Oh how I despise that class of people. There there is another class here which suits me much better and they are our own true southern ladies. There which they can wear with as much grace as the speculators wives can in their silks... You have another class here. They are the soldiers wives and children..."

Bacot March 19, 1864

"I find it exceedingly dull here as the town is completely deserted by all of its respectable inhabitants & I know none of those living in the country round about. We (the Officers of the Neuse, viz; Lt Comdg B.P. Loyal, 1st Lt F.L. Hage, Masters Worth & Bacot, Engineers Tucker & Edwards & Asst Surg King) live in a small house on the Street, which is the terminus of Col Washington's Avenue, & about a quarter of a mile from our future home the **Neus'ance**."

Porter June 5, 1864

"...All is quiet in this neighborhood the Yankees are making a raid up this direction somewheres but we don't know and we are ready for them whenever they choosed to come. Most of the troops have been setn of to Lee's army and there is not more than five hundred in all there. It is quite sickly here. We have twenty two men sick and five officers but a good many of them are getting about slowly. The heat is intense. I hardly know how we can statnd it here this summer but I suppose we will have to do the best we can. The matrimonial fever is raging among our men here... I went to church this morning and saw several very pretty girls but when I came to think that they were snuff dippers they looked ugly in my sight."





Bacot July 18, 1864

“I received your last welcome, letter some days ago but owing to the heat of the days and my engagements and duties of the evenings I have put off answering it until this evening. We had a tremendous rain four or five days ago and this “Raging” river (?) shows evidence of having received its share of the descending liquid. I had just started, with two young ladies, to pay a visit down town when in a minute “The sky was changed and such a change” and in fact it commenced to rain and we took refuge in the first house we came to. Now these people believed in the old saying “Early to bed &c &c &c” and although it was just 8’oclock were just retiring. We got in however and it poured for about an hour. About 9 it cleared off a little and we arrived at our destination. It commenced raining again and we could not leave until after 12: And then we had about $\frac{3}{4}$ of a mile to walk, I assure you we had a time of it. I didn’t even get my feet wet, having on thick shoes, but the ladies paid for their folly, having worn thin ones. On the whole though we had a nice time as it was “variety”. We are going out on a boat ride, by moonlight, tonight if the weather is **propitious**. The young ladies I spoke of before, the Misses Bryan and Miss Moore, are going, they are all very nice ladies. You all must have a dull time plodding along in the beaten track, and seeing no one or nothing that is new. Now gentlemen could find much to do, in the country, that was interesting, but I don’t see how ladies exist without society. It is strange to me how few amusements and comforts our people have, as a general thing; and I believe they get about as little for their money as any people in the world. The “Gunboats” (as we are called here) have concluded to have as nice a time as possible and find plenty of amusements. We have the exclusive use of a **tin-pin alley**, where we exercise our “muscles” every morning. We pitch **Quoits** after dinner & have various diversions for the evening; such as boating, visiting, walking, &c. Every one expects a lively time about here, when the elections come off in August.”

2. Look at the **map of Kinston** included in the appendix. What kind of information can historians glean from maps? What year does this map date to? Do you think this could be an accurate representation of Kinston during the time the *Neuse* was in service? Why or why not?
3. Write a short story about a sailor’s day off, complete with illustrations of two pastimes mentioned in the letters. Incorporate elements mentioned in the letters into your fictional account. Be sure to include a date, and use your knowledge of the ship’s history and North Carolina Civil War history to include a short status report of the ship and confederate efforts in the war at that time.





Activity 4. Teacher Guide



1. What did *Neuse's* crew do for fun? How did they interact with the Kinston community?

In their free time, *Neuse's* crew played quoits, bowled, and lifted weights. They walked, boated, and visited with the Kinston community. The boat's crew was also invited to the town's social functions, including dances. Dominoes, cards, playing music, and whittling were other forms of entertainment for sailors, although none of these are mentioned in the letters.

2. Look at the map of Kinston provided. If you were a historian, what kind of information do you think you could glean from maps like this one? What year does this map date to? Do you think this could be an accurate representation of Kinston during the time the *Neuse* was in service? Why or why not?

Things historians can learn from maps:

- configuration of towns or other settlements that are no longer in existence.
- names of streets or buildings in the past.
- location of businesses or residences that are no longer in existence.
- can estimate population, or size of a settlement at a certain point in time.
- maps may also reveal certain mindsets. For example, medieval maps of the world that marked unknown areas with "here be monsters" illustrate the limits of medieval exploration and understanding of the world.

The map provided dates to 1882, and could be a more or less a good representation of Kinston during the Civil War. Oftentimes, catastrophic events such as a city-wide fire, tornadoes, or hurricanes usually required towns to rebuild and sometimes reconfigure the town. Historians should be aware if these types of events happen, as they would necessarily change the configuration of settlements and their maps.



Map of Kinston, 1882





Assessment Activities

1. Use computer applications to create a CSS *Neuse* news cast or newspaper that shares “news” about life aboard the ship. Be sure to incorporate elements about crew structure, pay, food rations, free time, and interaction with the Kinston community in order to paint a picture of what life was like for men aboard *Neuse* during the Civil War.
2. Pretend you are a sailor aboard CSS *Neuse*. Write a letter to home that includes information about your life aboard the gunboat and your experiences in Kinston.
3. Work individually or in small groups to pick and research a topic related to the information presented in this lesson. Write a paper about your topic and present it to the class.





Footnotes

- ¹ “CSS Neuse & Gov. Caswell Memorial: The Ironclad *Neuse*” *North Carolina Historic Sites*. Internet. Available from: <http://www.nchistoricsites.org/neuse/main.htm>.
- ² “North Carolina’s Civil War Story: North Carolina as a Civil War Battlefield.” *North Carolina Historic Sites*. Internet. Available from: <http://civilwarexperience.ncdcr.gov/narrative/narrative-2.htm>.
- ³ “The Civil War Sailor’s Life.” *Louisiana State University Civil War Center- Civilwarhome.com*. Internet. Available from: <http://www.civilwarhome.com/sailorlife.htm>.
- ⁴ “CSS Neuse: Teaching Through our Historic Sites.” *North Carolina Historic Sites*. Internet. Available from: <http://civilwarexperience.ncdcr.gov/neuse/narrative-neuse.htm>.
- ⁵ This information is compiled from two sources:
The Confederate Navy: The Ships, Men, and Organization, 1861-65. Ed. William N. Still, Jr. Annapolis, MD: Conway Maritime Press, 1997.
- Confederate State Navy Department. *Regulations for the Navy of the Confederate States, 1862*. Richmond, VA: Macfarlane & Ferguson, 1862.
- ⁶ “Vicksburg National Military Park: All Image Gallery.” *Vicksburg National Military Park*. Internet. Available from: <http://www.nps.gov/history/museum/exhibits/vick/imgGal.html>.
- ⁷ *The Confederate Navy: The Ships, Men and Organization, 1861-65*. Ed. William N. Still, Jr. Annapolis, MD: Conway Maritime Press, 1997.
- ⁸ “Civil War 150: Paying for the War.” *History Channel Civil War 150 Experience*. Internet. Available from: <http://www.history.com/topics/american-civil-war/interactives/civil-war-150#/paying-for-the-war>.
- ⁹ Images of the original ration chart can be found in the CSS *Neuse* state historic site collection.
- ¹⁰ “Foodways” *Vicksburg National Military Park*. Internet. Available from: <http://www.nps.gov/history/museum/exhibits/vick/foodways.html>.





11 “Foodways” *Vicksburg National Military Park*. Internet. Available from: <http://www.nps.gov/history/museum/exhibits/vick/foodways.html>.

12 Kohler, Mike. *200 Years of Progress: A Report of the History and Achievements of the People of Lenoir County*. Kinston, NC: Kinston-Lenoir County Bicentennial Commission, 1976. P. 34. Original can be found in the N.C. Archives.

13 All letter excerpts included in this lesson plan are from the CSS *Neuse* Historic Site collection. The complete transcriptions of some of the letters in this lesson plan are available at: http://civilwarexperience.ncdcr.gov/neuse/lesson-plan_sources.htm.

