

## LESSON 4

# Charley's Quest for Independence 1861-1863

### Main Objective

This lesson introduces students to two experiences that gave Charley opportunities to exert his independence: 1) his 1862 voyage to Ship Island; and 2) his clandestine entry into the Civil War. In addition, the lesson encourages students to consider the role major political events had on Charley and his father, and prompts them to think about the extent to which Charley was in charge of his destiny, and the extent to which family and friends shaped his experiences.

### Guiding Question

What significant events happen during Charley's teenage years and what influence do they have on him?

### Intended Learning Outcomes (Understandings)

*By the close of the lesson, students will be able to:*

- List two significant experiences for Charley Longfellow, 1861-1863.
- Describe how the two experiences influence Charley.
- Discuss who is involved in shaping these experiences.
- List two national political events that happen as Charley emerges into adulthood.

### Intended Learning Outcomes (Skills)

*By the close of the lesson, students will be able to:*

- draw inferences from journals and letters to answer basic historical questions;
- develop hypotheses based on historic evidence and personal experience.

### Curriculum Connections

*History/ Social Science*

#### Learning Standards

- USI.36 Summarize the critical developments leading to the Civil War.

#### Concepts and Skills

8. Interpret the past within its own historical context rather than in terms of present-day norms and values.
10. Distinguish historical fact from opinion.

*English Language Arts*

#### Reading and Literature Strand

- 8: Understanding a Text. Students will identify the basic facts and main ideas of a text and use them as the basis for interpretation.
- 9: Making Connections. Students will deepen their understanding of a literary or non-literary text by relating it to its contemporary context or historical background.

## Prior Knowledge

- Charley Longfellow's childhood traits, interests and upbringing
- Union occupied territory in 1862
- Reasons for the Civil War
- 1855 birth of Annie Longfellow
- 1861 death of Fanny Longfellow

## Teacher Preparation

1. Review lesson plan
2. Ensure students are familiar with content identified under "Prior Knowledge"
3. Review and introduce vocabulary to students
4. Divide the class into six small groups
5. Copy Guiding Question Worksheets (#1-#4) and Primary Source Packets (#1-#4)
6. Post guiding question for the lesson: "What significant events happen during Charley's teenage years and what influence do they have on him?"

## Time

Two fifty-minute class periods

## Challenging Vocabulary

The following words may be challenging for students. You may wish to review them prior to small group work.

Primary Source Packet #1: bloaks, cavalry, consented, cutlass, hilarity, loafing, rigging, secesh, sloop, trick

Primary Source Packet #2: dismal, gravely, tramping

Primary Source Packet #3: artillery, ascertained, cavalry, clandestinely, commission, comrades, delusion, disgrace, endeavor, lark, noble, precipitate, reproach, shrewd

Primary Source Packet #4: artificer, artillery, commenced, derived, disgrace, dissipation, idleness, mortification, noble, persevere, precipitate, private, prudent, reproach, resign, vulgar

## Materials

*For teachers:*

- Lesson plan
- Copies of Primary Source Packets for student groups
- Copies of Guiding Question Worksheets for student groups
- Quote from HWL Journal - October 12, 1860
- Colton's 1862 map of the southern states
- *Cast of Characters: Lesson 4*
- *Civil War Glossary: Lesson 4*

*For students:*

- Groups 1-2: Primary Source Packet#1  
Guiding Question Worksheet #1  
*Cast of Characters: Lesson 4*

- Groups 3-4: Primary Source Packet#2  
Guiding Question Worksheet #2  
*Cast of Characters: Lesson 4*
  
- Group 5: Primary Source Packet#3  
Guiding Question Worksheet #3  
*Cast of Characters: Lesson 4*  
*Civil War Glossary: Lesson 4*
  
- Group 6: Primary Source Packet#4  
Guiding Question Worksheet #4  
*Cast of Characters: Lesson 4*  
*Civil War Glossary: Lesson 4*

## Activities

Divide the class into six small groups. Assign each group one of the following research questions:

1. How does Charley's journey to Ship Island affect his sense of self?
2. How is the relationship between Henry and Charley changing?
3. What does Charley set out to do in March of 1863? What happens and why?
4. How does Henry feel about Charley's decision of March 1863?

Distribute copies of the Guiding Question Worksheets and associated Primary Source Packets to each group. Following small group research, students share their findings and deliberate their assessment of the extent to which Charley was "in charge" of his experiences, and the extent to which friends and family – particularly his father – shaped his experiences.

### I. Introduction

- A. Share the following with students:

October 12, 1860

Henry writes in his journal:

*...In the garden to-day, under the pear trees, little Annie said: "Papa, I know what makes you grow old. It is because Charley is growing old."*

Ask students: What does this journal entry reveal about Charley Longfellow and his father?

- B. Present the challenge for this lesson:

*Charley was 16 years old when his father wrote the above journal entry. In this lesson, you will find out more about the changing relationship between father and son, and the extent to which teenage Charley was in charge of his experiences and the extent to which friends and family – particularly his father – shaped his experiences.*

- C. Divide the class into eight small groups, each group focuses on one of the four Guiding Question Worksheets and associated documents. Direct small groups to Colton's 1862 map of the southern states (Library of Congress; call number G3860 1862.C6 CW 25.5). Point out Boston and the Mississippi Delta. Tell them ships depicted along the coast denote Union blockade of southern harbors. Map is colored to show "free, or non-slaveholding states" in pink, "border slave states" in yellow, and "seceded or confederate states" in green. They may need to refer to this map during their research.

### II. Research

- A. Guiding Question 1: *How does Charley's journey to Ship Island affect his sense of self?*

1. Charley's friend Willie Fay invites him to sail to Ship Island in May 1862. This is Charley's first trip away from his family for an extended period. Where is Ship Island?
2. How do Charley and Henry feel about the trip?
3. On the way to Ship Island, what events, scenes, and activities interest Charley?
4. After he arrives at Ship Island, what events, scenes, and activities capture Charley's interest?
5. How does he feel when the trip was over?

- B. Guiding Question 2: *How is the relationship between Henry and Charley changing?*
1. What is the significance of Charley's journey to Ship Island?
  2. How do Henry and Charley feel about Charley's return home?
  3. What does Henry think Charley wants to do and how does Henry respond?
- C. Guiding Question 3: *What does Charley set out to do in March of 1863? What happens and why?*
1. What does Charley tell his father in his March 1863 letter and what is Henry's response?
  2. What do other people tell Henry about Charley?
  3. What three points does Charley make to his father in his letter of March 24 and what does the letter suggest about Charley's relationship with his father?
- D. Guiding Question 4: *How does Henry feel about Charley's decision of 1863?*
1. What does Charley tell his father in his March 1863 letter and what is Henry's response?
  2. On the matter of Charley, what two pieces of advice does Charles Sumner give to Henry?
  3. What three points does Charley make to his father in his letter of March 24 and what does the letter suggest about Charley's relationship with his father?

### III. Final Discussion

To structure this final discussion, you may want each group to present their guiding question, the sources they examined, their answer to the question, and the evidence they used to support their response.

- A. Groups 1-2 share their findings with respect to CAL's Journey to Ship Island: *How does Charley's journey to Ship Island affect his sense of self?*
  - B. Groups 3-4 share their findings with respect to Charley's return to Cambridge in May 1862: *How is the relationship between Henry and Charley changing?*
  - C. Group 5 shares findings with respect to Charley joining the Union Army: *What does Charley set out to do in March of 1863, what happens, and why?*
  - D. Groups 6 shares findings with respect to Charley joining the Union Army: *How does Henry feel about Charley's decision of 1863?*
- E. Pose summative questions.
1. Why do you think Charley went to War? What were his motivations during his journey to Ship Island? (Encourage students to reflect on all they know about Charley: his childhood traits and interests, his relationship with his parents, his parents' stance on slavery and war, political figures in his life, the death of Fanny Longfellow.)
  2. Why do you think Henry Longfellow wanted to prevent his son from going to war?
  3. To what extent do you believe Charley was in charge of his experiences, and to what extent do you think friends and family – particularly his father – shaped his experiences?

## **Resources for further Research and Discovery**

### Books

Ray, Delia. *A Nation Torn (Book 2): The Story of How the Civil War Began*. NY: Puffin Books, 1996.

### Websites

The American Civil War: (National Park Service). <http://www.nps.gov/civilwar/index.htm>.

**Charley Longfellow:  
Coming of Age in a Time of Turbulence**  
AN HISTORIC HOUSE EXPLORERS PROGRAM

**Lesson 4: Charley's Quest for Independence**

---

**Cast of Characters**

**Principal Characters**

**Henry Wadsworth Longfellow (b. 1807):** [HWL] Henry Longfellow was a scholar and educator, translator, poet, compiler of anthologies, and husband to Frances Appleton Longfellow with whom he fathered six children. He was raised in Portland, Maine, and graduated from Bowdoin College in 1825. He was a professor of Modern Language at Bowdoin (1829-1835) and afterwards professor of French and Spanish literature at Harvard College. Longfellow was the first American poet to make substantial sums from his work, and at the turn of the 20th century, copies of his poems sold worldwide in excess of one million. During his lifetime, Longfellow was the most popular and widely read American poet in the world.

**Frances Appleton Longfellow (1817-1861):** [FAL] Daughter of Nathan Appleton, wife of Henry Wadsworth Longfellow, and mother to six Longfellow children. Fanny was raised in the fashionable Beacon Hill section of Boston, though the family traveled to Europe with some degree of regularity. Fanny married Henry Longfellow in July 1843, at which point the two set up home in Cambridge, Massachusetts. Fanny was an avid reader and writer, and appreciated the fine arts, theater, and music.

**Charles Appleton Longfellow (b. 1844):** [CAL] The first born of the Longfellow children. In an 1848 journal entry, his mother describes Charley as one who “promises to be the man of action.”

**Supporting Characters**

**Andrew, John A. (1818-1867):** Elected Governor of Massachusetts in 1860, Andrew was an abolitionist and an advocate of black regiments. He established the 5th Massachusetts Cavalry Regiment and the 54th Massachusetts and 55th Massachusetts Infantry Regiments. He was re-elected for four successive terms.

**Appleton, Harriet (1841 -1923):** Fanny Longfellow's half-sister and Charley Longfellow's aunt. In 1863, Hattie married Greely Stevenson Curtis.

**Appleton, Nathan (1779-1861):** Fanny Appleton Longfellow's father. Nathan Appleton was a member of the Boston Associates - a group of investors who financed the early Lowell textile manufacturing system. Nathan Appleton purchased the Brattle Street home for his daughter and her husband as a wedding present, and proceeded to finance their acquisition of furniture, carpets, and other textiles used in the house interior, as well as a stretch of land that connected the house to the Charles River.

**Curtis, Lieut. Col. Greely Stevenson (1830-1897):** Husband of Harriet Appleton, Curtis was instrumental in raising Massachusetts volunteers during the Civil War. In May of 1861, he joined the 2nd Mass. Volunteer Infantry. Curtis was permanently discharged in September 1864 and brevetted to colonel and brigadier general in 1867. A brevet rank was an honorary promotion given to an officer (or enlisted man) in recognition of gallant conduct or other meritorious service.

**Dalton, Dr.:** Friend of Mary Longfellow Greenleaf and doctor in the Army Medical Department during the Civil War.

**Dana Jr, Richard Henry (1815-1882):** Writer, lawyer, close friend and neighbor of Henry W. Longfellow, and father-in-law to Longfellow's daughter Edith. After spending two years (1831–33) at Harvard, he shipped as a common sailor around Cape Horn to California. The narrative of this voyage, published as *Two Years before the Mast* (1840), was written to secure justice for the sailor and has become an American classic of the days of sailing ships. Dana graduated from Harvard in 1837 and entered law practice. Active in politics, he helped found the Free-Soil party and represented escaped slaves who became fugitives with passage of the Compromise of 1850 (Fugitive Slave Act).

**Fay, William (Willy):** Close friend of Charley Longfellow.

**Felton, Cornelius (1807-1862):** Close friend of Henry Longfellow and frequent guest at the Longfellow House. Felton graduated from Harvard in 1827, served as professor of Greek (1832-1834), then assumed the Eliot Professor of Greek Literature (1834-1860). He was appointed president of Harvard College in 1860, a position he held for two years until his death on February 26, 1862.

**Greenleaf, Mary Longfellow (1816-1902):** Henry Longfellow's younger sister. Mary married cotton trader James Greenleaf and lived down the street from Henry and Fanny Longfellow half of the year, and in New Orleans the other half. Mary's brother, Sam Longfellow, described James as a Copperhead.

**Hillard, George Stillman (1808-1879):** Close friend of Henry Longfellow; lawyer in practice with Charles Sumner.

**Longfellow Sr., Alexander Wadsworth (1814-1901):** Henry Longfellow's brother and civil engineer, Alexander was employed on extensive coastal surveys by the U.S. government and lived in Portland most of his life.

**Longfellow, Alice M. (b. 1850):** Henry and Fanny Longfellow's second daughter.

**Longfellow, Annie A. (b. 1855):** Henry and Fanny Longfellow's fourth daughter.

**Longfellow, Edith (b. 1853):** Henry and Fanny Longfellow's third daughter.

**Longfellow, Ernest W. (b. 1845):** Henry and Fanny Longfellow's second son. In 1848, Fanny Longfellow described Erny as the one who "promises to be the poet."

**Longfellow, Francis "Fanny" (b. 1847):** Henry and Fanny Longfellow's first daughter.

**Longfellow, Reverend Samuel (1819-1892):** Henry Wadsworth Longfellow's youngest brother and biographer, Samuel, was a Unitarian minister and author of many hymns still in use today. Sam lived with Henry and Fanny Longfellow while attending Harvard (1844-1846), and continued to live with the family on-and-off until his death in 1892.

**Charley Longfellow:**  
**Coming of Age in a Time of Turbulence**  
AN HISTORIC HOUSE EXPLORERS PROGRAM

**Lesson 4: Charley's Quest for Independence**

---

**Civil War Glossary<sup>1</sup>**

**Army:** The largest organizational group of soldiers, made up of one or more corps. There were 16 Union armies (named after rivers, such as the Army of the Potomac) and 23 Confederate armies (named after states or regions, such as the Army of Northern Virginia). 1 company = 50 to 100 men, 10 companies = 1 regiment, about 4 regiments = 1 brigade, 2 to 5 brigades = 1 division, 2 or more divisions = 1 corps, 1 or more corps = 1 army.

**Artillery:** Cannon or other large caliber firearms; a branch of the army armed with cannon.

**Battery:** The basic unit of soldiers in an artillery regiment; similar to a company in an infantry regiment. Batteries included 6 cannon (with the horses, ammunition, and equipment needed to move and fire them), 155 men, a captain, 30 other officers, 2 buglers, 52 drivers, and 70 cannoneers. As the War dragged on, very few batteries fought at full strength. A battery can also be the position on a battlefield where cannon are located.

**Brigade:** A large group of soldiers usually led by a brigadier general. A brigade was made of four to six regiments. 1 company = 50 to 100 men, 10 companies = 1 regiment, about 4 regiments = 1 brigade, 2 to 5 brigades = 1 division, 2 or more divisions = 1 corps, 1 or more corps = 1 army.

**Cavalry:** A branch of the military mounted on horseback. Cavalry units in the Civil War could move quickly from place to place or go on scouting expeditions on horseback, but usually fought on foot. Their main job was to gather information about enemy movements.

**Commission:** An official document issued by the government, giving the recipient the rank of officer in the armed forces. Confederate commissions included (in order of rank from high to low): Full General, Lieutenant General, Major General, Brigadier General, Full Colonel, Lieutenant Colonel, Major, Captain, First Lieutenant, Second Lieutenant. The Union army included all of the above with the exception of Full General; Lieutenant General was the highest commissioned officer in the Union Army.

**Company:** A group of 50 to 100 soldiers led by a captain. 10 companies = 1 regiment, about 4 regiments = 1 brigade, 2 to 5 brigades = 1 division, 2 or more divisions = 1 corps, 1 or more corps = 1 army.

**Confederacy:** Also called the South or the Confederate States of America, the Confederacy incorporated the states that seceded from the United States of America to form their own nation. Confederate states were: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. The President of the Confederacy was Jefferson F. Davis.

**Confederate:** Loyal to the Confederacy. Also Southern or Rebel.

**Corps:** A very large group of soldiers led by (Union) a major general or (Confederate) a lieutenant general and designated by Roman numerals (such as XI Corps). Confederate corps were often called by the name of their commanding general (as in Jackson's Corps). 1 company = 50 to 100 men, 10 companies = 1 regiment, about 4 regiments = 1 brigade, 2 to 5 brigades = 1 division, 2 or more divisions = 1 corps, 1 or more corps = 1 army.

---

<sup>1</sup> Most terms found at <http://www.civilwar.org/education/history/glossary/glossary.html>

**Emancipation:** Freedom from slavery.

**Enlist:** To formally enroll in the army.

**Infantry:** A branch of the military in which soldiers traveled and fought on foot.

**Ironclad:** A ship protected by iron armor.

**Mason-Dixon line:** A boundary surveyed in the 1760s that ran between Pennsylvania to the North and Delaware, Maryland and (West) Virginia to the South. It became a symbolic division between free states and slave states.

**Militia:** Troops, like the National Guard, who are only called out to defend the land in an emergency.

**Muster:** To formally enroll in the army or to call roll.

**Navy:** A branch of the military using ships to conduct warfare. During the Civil War, "blue water" ships cruised the oceans and "brown water" boats floated up and down the rivers.

**North:** Also called the Union or the United States the North was the part of the country that remained loyal to the Federal government during the Civil War. Northern states were: Connecticut, Delaware, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and Wisconsin. West Virginia became a Northern state in 1863 and California and Oregon were also officially Northern but they had little direct involvement in the War.

**Officer:** A soldier commissioned by the army and accorded certain rank and authority.

**Private:** The lowest rank in the army.

**Rebel:** Loyal to the Confederate States. Also Southern or Confederate.

**Recruits:** New soldiers.

**Regiment:** The basic unit of the Civil War soldiers usually made up of 1,000 to 1,500 men. Regiments were usually designated by state and number (as in 20th Maine). 1 company = 50 to 100 men, 10 companies = 1 regiment, about 4 regiments = 1 brigade, 2 to 5 brigades = 1 division, 2 or more divisions = 1 corps, 1 or more corps = 1 army.

**Republican Party:** A political party created in the 1850s to prevent the spread of slavery to the territories. Eventually Republicans came to oppose the entire existence of slavery. Abraham Lincoln was the first Republican president. Very few Southerners were Republicans.

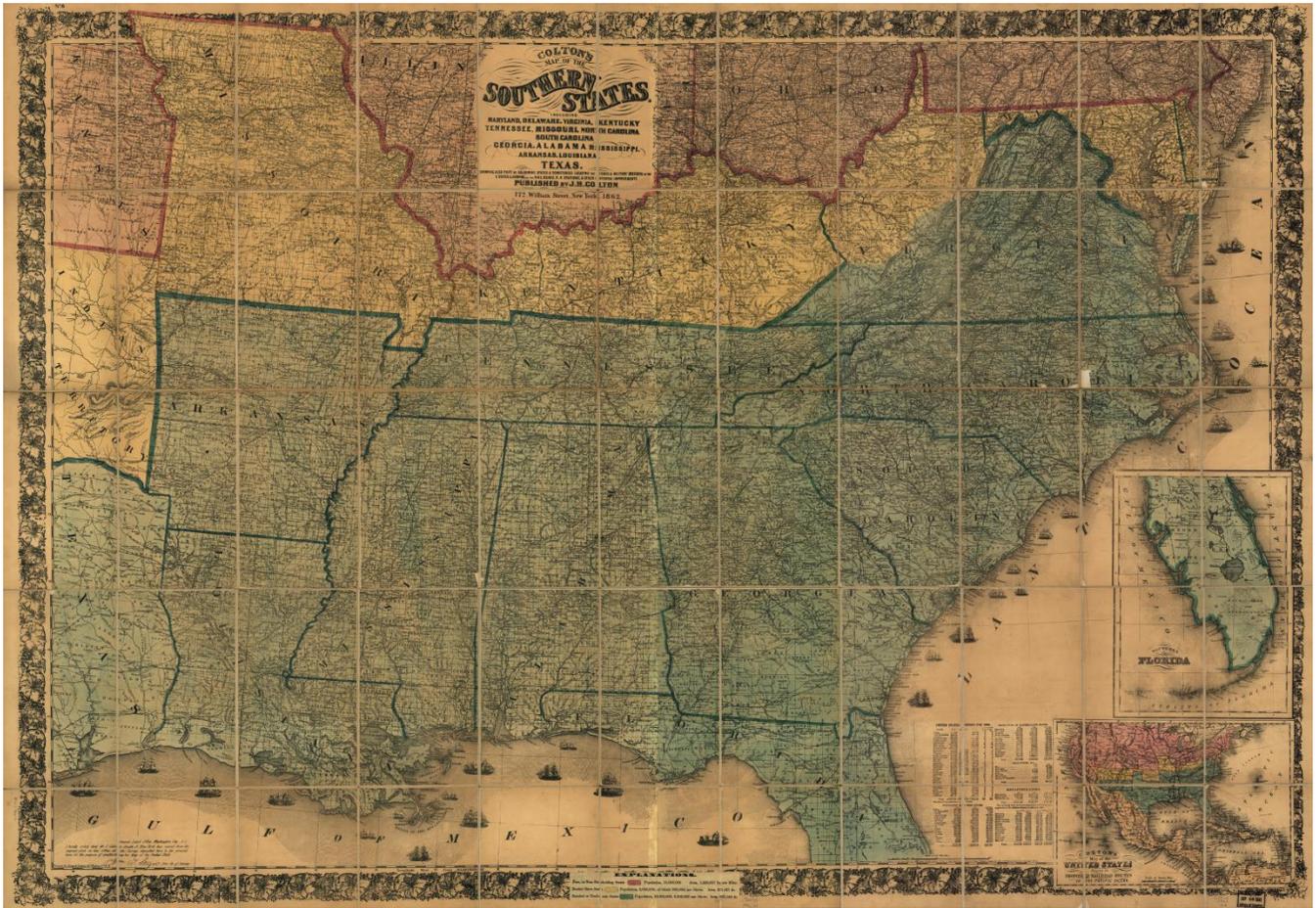
**Secession:** Withdrawal from the Federal government of the United States. Southern states, feeling persecuted by the North, seceded by voting to separate from the Union. Southerners felt this was perfectly legal but Unionists saw it as rebellion.

**Secesh:** Term used to describe people or states that had withdrawn formally from the Union.

**Union:** Also called the North or the United States, the Union was the portion of the country that remained loyal to the Federal government during the Civil War. Union states were: Connecticut, Delaware, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and Wisconsin. West Virginia became a Northern state in 1863 and California and Oregon were also officially Northern but they had little direct involvement in the War. The President of the United States during the Civil War was Abraham Lincoln.

**Volunteer:** Someone who does something because they want to, not because they need to. Most Civil War soldiers, especially in the beginning of the War, were volunteers. Men joined the armies on both sides because they wanted to fight for their cause.

**Yankee:** A Northerner; someone loyal to the Federal government of the United States. Also, Union, Federal, or Northern.



Colton's 1862 map of the southern states

LESSON 4:  
**Charley's Quest for Independence**  
1861-1863

**GUIDING QUESTION, GROUPS 1 & 2**

*Guiding Question: How does Charley's journey to Ship Island affect his sense of self?*

**Supporting Questions**

UNDERLINE key words and phrases to help you answer the questions.

1. Charley's friend Willie Fay invites him to sail to Ship Island in May 1862. This is his first trip away from his family for an extended period. Where is Ship Island?

- MAP #1: Colton's map of the southern states, 1862
- MAP #2: Detail of the Mississippi Delta

2. How do Charley and Henry feel about the trip?

- JOURNAL: Charley Longfellow – March 6, 1862
- JOURNAL: Henry Longfellow – March 6, 1862
- JOURNAL: Henry Longfellow – March 9, 1862

3. On the way to Ship Island, what events, scenes and activities interest Charley?
- JOURNAL: Charley Longfellow – March 19, 1862
  - JOURNAL: Charley Longfellow – March 20, 1862
4. After arriving at Ship Island, what events, scenes and activities capture Charley’s interest?
- JOURNAL: Charley Longfellow – April 4, 1862
  - JOURNAL: Charley Longfellow (sketch) – April 29, 1862
  - JOURNAL: Charley Longfellow – April 30, 1862
  - JOURNAL: Charley Longfellow – May 1, 1862
  - JOURNAL: Charley Longfellow – May 9, 1862
  - JOURNAL: Charley Longfellow (sketch) – May 12, 1862
5. How does Charley feel when the trip is over?
- JOURNAL: Charley Longfellow – May 23, 1862

LESSON 4:  
Charley's Quest for Independence

Primary Source Packet, Groups 1 & 2<sup>2</sup>

*Guiding Question: How does Charley's journey to Ship Island affect his sense of self?*

**JOURNAL OF HENRY LONGFELLOW**

***March 6, 1862***

Charlie has been asked by Willie Fay to go with him to Ship Island in his father's ship Parliament, and I have consented, and he has made ready. After dinner drive to town with him and Alice to see him fairly on board his ship, which sails tomorrow. It is a great tug at the heart-strings this parting with a son for the first time. He hopes to be back early in May.

***March 9, 1862***

We miss Charley a good deal. His hilarity that made the house ring from morning to night, is succeeded by silence. We all write to him today.

**JOURNAL OF CHARLEY LONGFELLOW**

***March 6, 1862***

Billy Fay and I went down to see our ship and were told to be on board by 4 o'clock as she was going to haul out into the stream ~~then~~ this took us all aback as we were not half packed. I rushed out to Cambridge got my things and drove to the wharf with papa and Alice as we got there the ship was being towed out I got into a little boat and caught her just as they let go the anchor.

I spent the afternoon loafing about the deck and studying the rigging. There is a very nice black and tan terrier on board who can stand on his hind legs for ever so long.

Some of the sailors were a little tight. I have not yet got to know the different mates one from the other but I like them very much. We had a rowing supper beef steak, veal cuttlets, baked potatoes, biscuits, tea without milk which I liked better than with &c.

The horses every once in a while begin to kick and squele and then all the [hortlers] yel, and there is a tremendous racket.

Billy and the Cap. are on shore so that I am all alone in my glory on my first night in a ship.

---

<sup>2</sup> Spelling appears as in the original documents.  
Lesson 4: Charley's Quest for Independence  
Lesson Plan

***March 19, 1862***

...have just begun the "Professor" by Charlot Bronte and the "Pirate" by Mariot...

***March 20, 1862***

I have been doing little jobs about the ship and up in the rigging it is great fun. Yesterday evening I took a trick of two hours at the wheel and I felt very proud steering that big ship all by myself with nobody near me.

***April 4, 1862***

...we then saw the cavalry paractizing targate shooting (on foot), and several regiments of infantry going through their drill...I was introduced to Capt. Butler and lots of other bloaks, so I think...Fay and Longfellow have done pretty well for their first day on Ship I.

Transfer to the "Rhode Island" April 29

We got on board in time and captain Trenchard said he would take us but that we must give way to officers...this evening we are anchored along side the Colarado and as I write her officers are giving ours all the particulars of the surrender of New Orleans the burning of Richmond S.C. we all feel so glad that I don't expect to sleep much tonight...

***April 29, 1862***

[See attached sketch of Ship Island and The Manassas]

***April 30, 1862***

...Further up (the river) we passes the sloop of war "Portsmouth" who boarded us, then we passed the gun boats...with Gen Butler on board...at noon we passed fort Jackson and fort St. Phillip the former of which was pretty well smashed up...The whole way up the river the banks are overflowed and lots of niggers waving their hats were to be seen along the banks on the way up we passes several plantations one of which was called "Riceland" and one "Magnolia," ...tomorrow we shal go on to New Orleans where the rebels have burnt every ship and lots of tobacco and cotton so that we shant get them. I am ver tierd and sleepy or I could write on forever as I have seen more things of interest today than I ever did before in a week...

***May 1 (May Day in Louisiana), 1862***

We started early this morning still on our way up the beautiful river... in the distance were to be seen the negroes howing the long rows of sugar canes...It made me feel good, I can tell you when our troops marched up through the street the band playing the "Red White and Blue" and "Yankee Doodle" the men on the shore insult our officers as they pass up and down the river in their boats and the women say they wish we would die like rotten sheep of yellow fever...

***May 9, 1862***

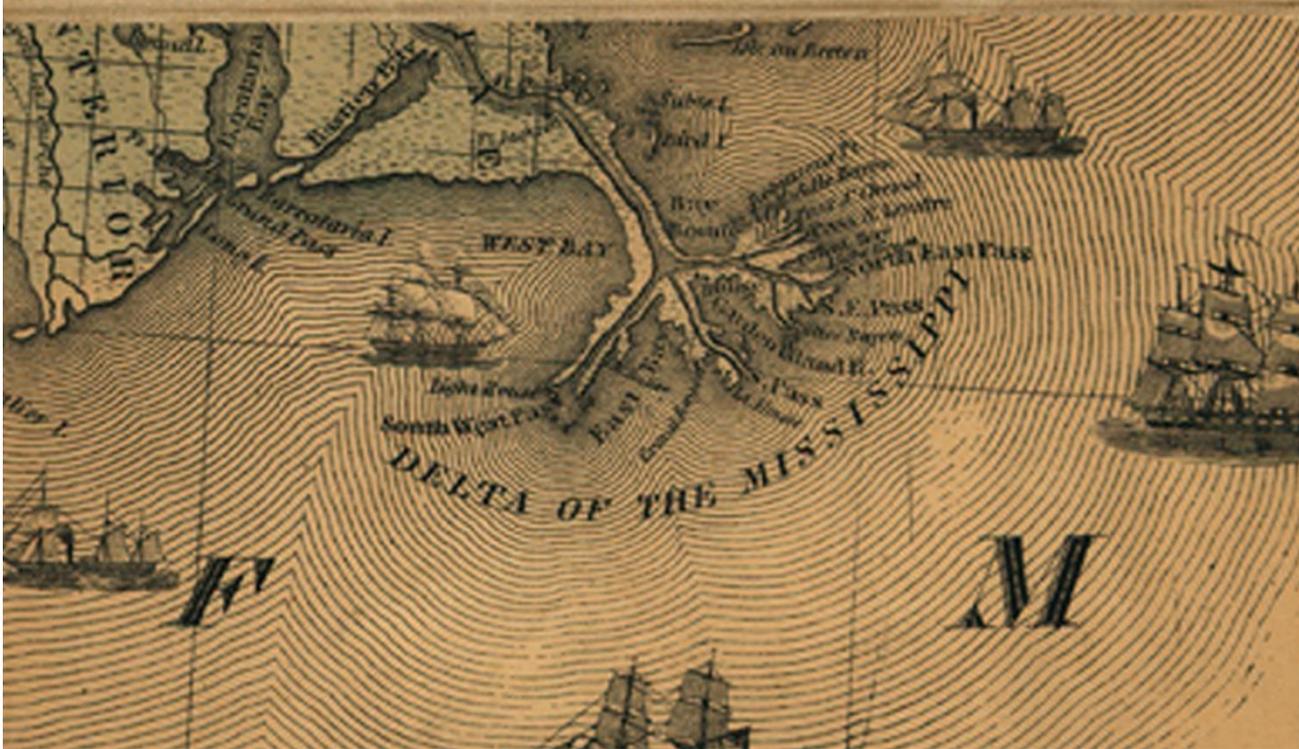
About noon we got to Pilot town where we took on board forty five secesh prisoners whom we are going to take to Fr. Warren... they are a pretty rough looking sett... On account of having these prisoners on board we are all of us divided into watches to gard them, last night I took my first hand at it, with a cutlas on my left side and a large six shooter on the other I poked round in the night among the prisoners to se if all was quiet if not I am to shoot them in I am not afraid to...

***May 12, 1862***

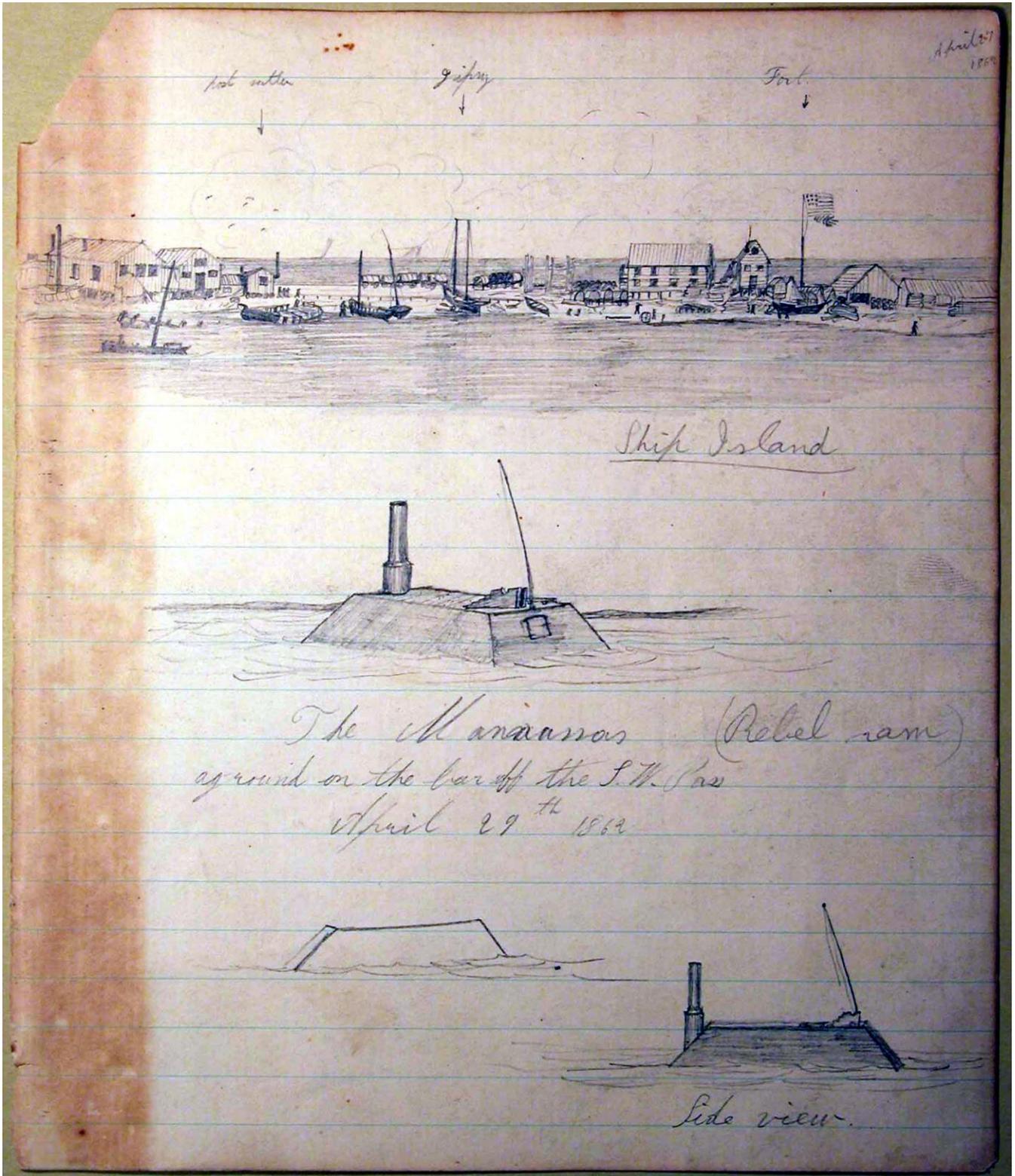
[See attached sketch of prisoners on board the Rhode Island]

***May 23, 1862***

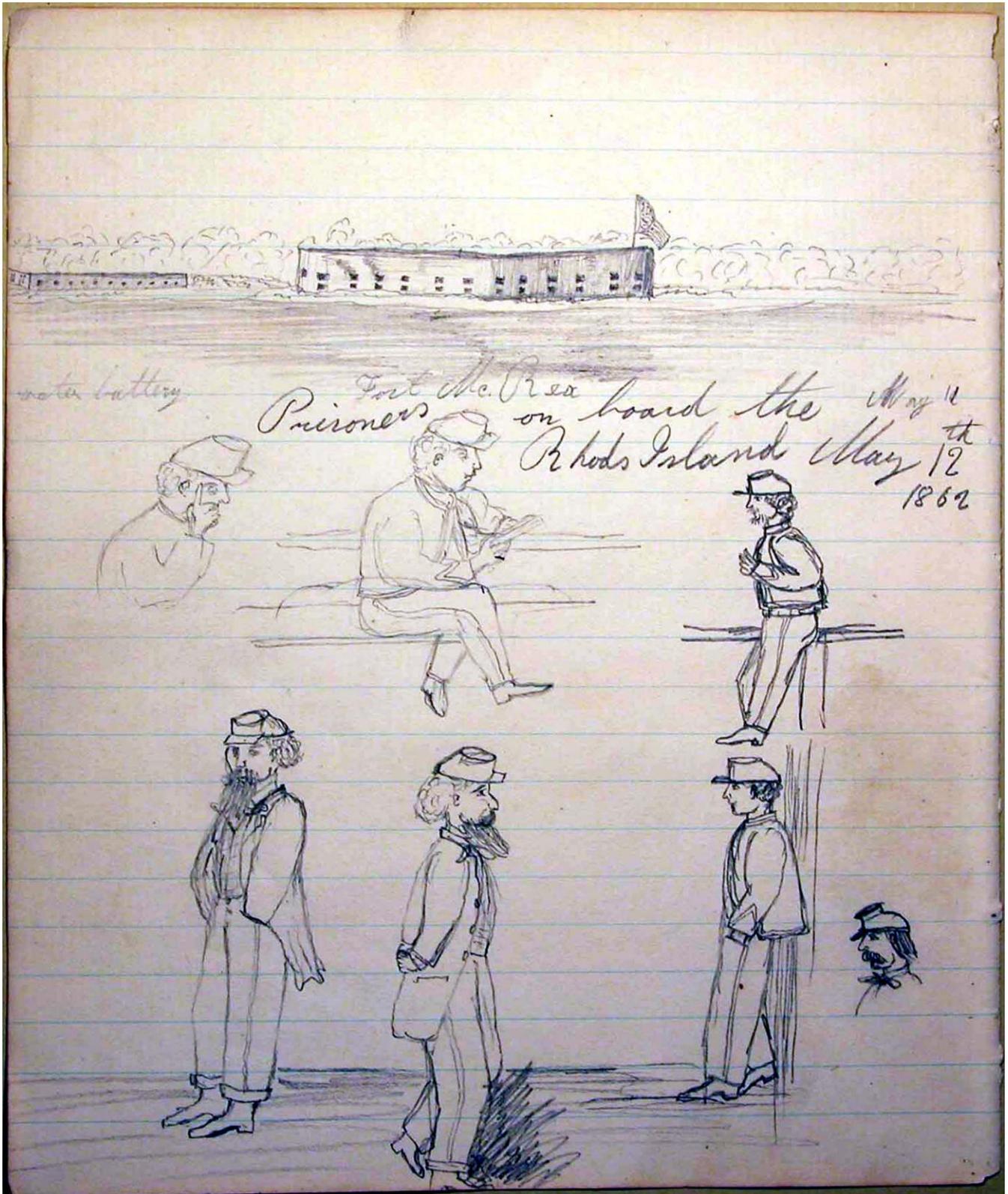
...This ended my first cruise and there never was a more successful or pleasant one taken by any one.



Detail of the Mississippi Delta



Charley Longfellow's sketch - dated April 29, 1862 (Ship Island)



Charley Longfellow's sketch - dated May 12, 1862 (Prisoners)

LESSON 4:  
**Charley's Quest for Independence**  
1861-1863

**GUIDING QUESTION, GROUPS 3 & 4**

*Guiding Question: How is the relationship between Henry and Charley changing?*

**Supporting Questions**

UNDERLINE key words and phrases to help you answer the questions.

1. What is the significance of Charley's journey to Ship Island?
  - JOURNAL: Henry Longfellow – March 6, 1862
  - JOURNAL: Charley Longfellow – March 20, 1862

2. What does he see that captures his interest?
  - JOURNAL: Charley Longfellow – April 30, 1862

3. How does Charley feel about his return home?

- JOURNAL: Charley Longfellow – May 23, 1862
- LETTER: Henry Longfellow to Anne Longfellow Pierce – May 29, 1862

4. What does Charley want to do and what does Henry do about this?

- JOURNAL: Henry Longfellow – May 26, 1862
- OBJECT: Military Manual, Cavalry Tactics
- LETTER: Sam Longfellow to Henry Longfellow – July 26, 1862
- LETTER: Henry Longfellow to Alexander W. Longfellow – August 30, 1862
- LETTER: Alexander Longfellow to Henry Longfellow – September 7, 1862

## Primary Source Packet, Groups 3 & 4<sup>3</sup>

*Guiding Question: How is the relationship between Henry and Charley changing?*

### JOURNAL OF HENRY LONGFELLOW

***March 6, 1862***

Charlie has been asked by Willie Fay to go with him to Ship Island in his father's ship Parliament, and I have consented, and he has made ready. After dinner drive to town with him and Alice to see him fairly on board his ship, which sails tomorrow. It is a great tug at the heart-strings this parting with a son for the first time. He hopes to be back early in May.

***May 26, 1862***

In town. A great excitement, and troops gathering. The governor has issued a sensation Proclamation. Banks has been driven back from the Shenandoah Valley in Virginia, and there is a kind of panic in Washington, lest the Rebels should make a march on the Capital, through Maryland, which is only half loyal.

Charley comes rushing out at dinner-time, full of the matter, and wants to join a Regiment to march tomorrow in defense of Washington...

### JOURNAL OF CHARLEY LONGFELLOW

***March 20, 1862***

I have been doing little jobs about the ship and up in the rigging it is great fun. Yesterday evening I took a trick of two hours at the wheel and I felt very proud steering that big ship all by myself with nobody near me.

***April 30, 1862***

...Further up (the river) we passes the sloop of war "Portsmouth" who boarded us, then we passed the gun boats...with Gen Butler on board... at noon we passed fort Jackson and fort St. Phillip the former of which was pretty well smashed up...The whole way up the river the banks are overflows and lots of niggers waving their hats were to be seen along the banks on the way up we passes several plantations one of which was called "Riceland" and one "Magnolia,"...tomorrow we shal go on to New Orleans where the rebels have burnt every ship and lots of tobacco and cotton so that we shant get them. I am ver tierd and sleepy or I could write on forever as I have seen more things on interest today than I ever did before in a week...

***May 23, 1862***

...This ended my first cruise and there never was a more successful or pleasant one taken by any one.

---

<sup>3</sup> Spelling is as it appears in the original documents.  
Lesson 4: Charley's Quest for Independence  
Lesson Plan

## LETTERS

*May 29, 1862*

*Henry Longfellow to Anne Longfellow Pierce*

Camb. May 29, 1862

Dearest Annie,

On Wednesday of next week, June 4, we propose to start for Niagara. Can you come and comfort the little ones for the eight or ten days we shall be away? I am afraid they will be very disconsolate, unless they can have you with them. If possible, pray come.

Charley got back safe and sound and in excellent condition; but very restless, and not much inclined to sit down to his books.

The girls are all well and send much love to you and aunt Lucia.

In great haste

Ever most affect.

H.W.L.

*July 26, 1862*

*Samuel Longfellow to Henry Longfellow*

London July 26, 1862

Dear Henry,

...I really hope you will come. I think it would do you much good. We know indeed that change of place does not remove the inward grief but it varies the current of the outward thoughts & restores the balance. You have gravely borne the burden of your sorrow for a year amid the scenes which keep it always in your mind. This dreadful struggle of the will against a sinking heart needs every help. And if you come I shall be inclined to stay at least till spring. Your suggestion of my traveling with Charley strikes me less favorably. I have not seen him indeed for two years; but I think he would need a person of more authority than I should have over him & perhaps our tastes are not enough alike to make us good companions.

*August 30, 1862*

*Henry Longfellow to Alexander Wadsworth Longfellow*

Nahant Aug 30, 1862

Dear Alex,

...Charles is eager for the war, as you will find. I wish you would make him assistant on the coast survey, to keep him quiet. I will pay his salary.

We have had a rather dreary Summer here; no hotel and no steamer, and nothing but dismal war talk.

With much love to all.

Yours ever

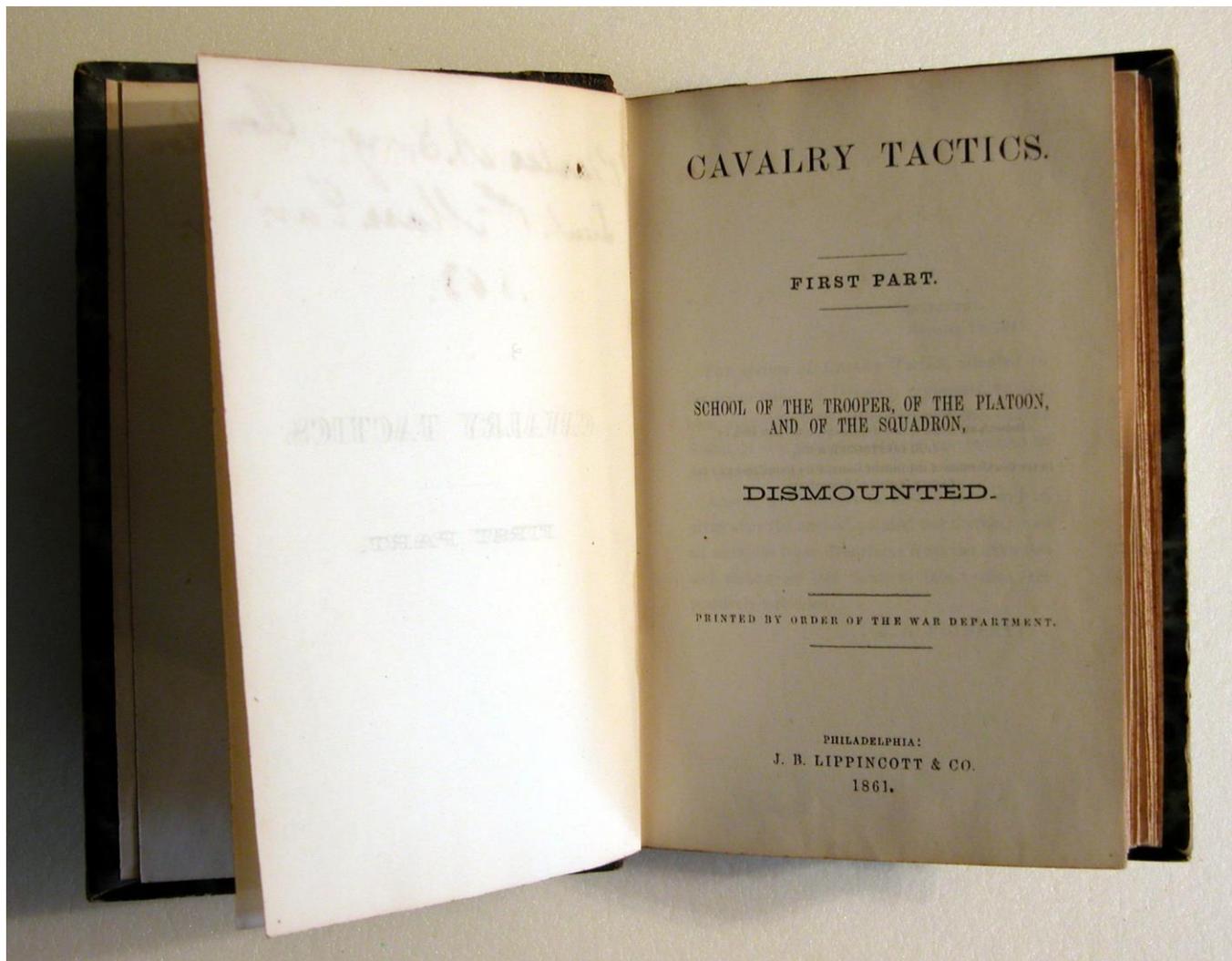
H.W.L.

*September 7, 1862*

*Alexander Wadsworth Longfellow to Henry W. Longfellow*

September 7, 1862

...I did not talk with him [Charley] about the war. If you cannot consent to his going I will be glad to do anything in my power to appease his war fever. If he will come, I will take him into my party on the coast survey as Acting aid, which I presume I can do without consulting Mr. Bache, and keep him tramping and boating with me, or I will second any application for a regular appointment on the survey if it is thought desirable.



Military Manual, Cavalry Tactics

LESSON 4:  
**Charley's Quest for Independence**  
1861-1863

**GUIDING QUESTION, GROUP 5**

*Guiding Question: What does Charley set out to do in March of 1863, what happens, and why?*

**Supporting Questions**

UNDERLINE key words and phrases to help you answer the questions.

1. What does Charley tell his father in his March 1863 letter and what is Henry's response?

- LETTER: Charley Longfellow to Henry Longfellow – March 1863
- LETTER: Henry Longfellow to Charley Longfellow – March 14, 1863
- LETTER: Henry Longfellow to Anne Longfellow Pierce – March 14, 1863

2. What do other people tell Henry about Charley?

- LETTER: W.H. McCartney to Henry Longfellow – March 12, 1863
- LETTER: Dr. Dalton to Mary Longfellow Greenleaf – March 22, 1863
- LETTER: Harriet Appleton to Henry Longfellow – undated

3. What three points does Charley make to his father in his letter of March 24 and what does the letter suggest about Charley's relationship with his father?

LETTER: Charley Longfellow to Henry Longfellow – March 24, 1863

## Primary Source Packet, Group 5<sup>4</sup>

### *Guiding Question:*

*What does Charley set out to do in March of 1862? What happens and why?*

## LETTERS

*March 1863*

*Charley Longfellow to Henry Longfellow*

(March 1863?)

Dear Papa

You know for how long a time I have been wanting to go to the war I have tried hard to resist the temptation of going without your leave but I cannot any longer, I feel it to be my first duty to ~~fight~~ do what I can for my country and I would willingly lay down my life for it if it would by of any good to

Yours affectionately

Charley

*March 14, 1863*

*Henry Longfellow to Charley Longfellow*

March 14, 1863

My dear Charley:

Your letter of this morning did not surprise me very much, as I thought it probable you had gone on some such mad-cap expedition. Still you have done very wrong; and I hope you will so see it and come home again at once.

Your motive is a noble one; but you are too precipitate. I have always thought you, and still think you, too young to go into the army. It can be no reproach to you, and no disgrace, to wait a little longer, though I can very well understand your impatience.

As soon as you receive this, let me know where you are, and what you have done, and are doing.

All join in much love to you. I have not yet told any one of your doings, but have said only that you are in Portland, that being the postmark on your letter.

Ever affectionately,

H.W.L.

---

<sup>4</sup> Spelling is as it appears in the original documents.  
Lesson 4: Charley's Quest for Independence  
Lesson Plan

**March 14, 1863**

**Henry Longfellow to Anne Longfellow Pierce**

Private. Camb. March 14, 1863

Dearest Annie,

The troubles in the family are not over yet! Last Tuesday Charley disappeared, and nothing has been heard of him till this morning; when a letter comes from him without date, but with the Portland post-mark. This letter I inclose. Please return it to me when you write.

In the meantime ask Alex. or Mr. Pierce to hunt my boy up, and see if he has already enlisted, and that he wants for nothing. George Rand will be likely to know where he is.

He is under a strange delusion; and I hope he will think better of it and come back. He is altogether too young to go into the army.

I am by no means sure he has gone to Portland. This letter may have been sent there to Rand to be posted.

As this is Saturday, and you may not see Alex. till Monday, I think you had better take counsel with Mr. Pierce.

Ever affectionately with love from all,

H.W.L.

Please give the enclosed note of mine to Charley to Rand. He is evidently in the secret, and will know where to find him.

**March 12, 1863**

**W.H. McCartney to Henry Longfellow**

Camp Batty "A" Mass. Arty.  
Brooks Div. 6 Army Corps,  
March 12<sup>th</sup>, 1863.

To H. W. Longfellow, Esq.

Sir:

Yesterday in coming from Philadelphia to this camp, I was met by your son, who desired to enlist in my Battery. I knew him by sight; and being as you may well suppose somewhat surprised, I began to question him. I ascertained that he was both clandestinely absent from his home, and very determined to enlist as a private soldier. Indeed I learned that he had actually applied to be received in the Regular Infantry, but had been rejected on account of the loss of a thumb. I did not consider him the proper person to enlist, as he was evidently intending. Then for the purpose of detaining him and in order to prevent his enlisting elsewhere, I promised him to receive him as a recruit. I took him into my Hotel, and brought down here this P.M. He has made me promise to enlist him to-morrow, under pain if I don't that he will go elsewhere, and where he is not known, and enlist. My object in writing you, Sir, is to inform you that I shall endeavor to make him suppose that he is enlisted lawfully, and so to keep him here; until I shall be advised by you in the matter. He is very shrewd, so much so, that I was utterly unable to advise you last night, in Washington, of his whereabouts, so constantly did he look after me. I beg leave to add, Sir, that I have taken these steps both on account of the respect which I entertain for his family, and for his own sake.

I am, Sir,

With much respect,

W. H. McCartney

Capt. Comdg.

[continued]

I have to beg as a favor that he may not know that you receive this information from me.

McCartney

***March 22, 1863***

***Dr. Dalton to Mary Longfellow Greenleaf (excerpt forwarded by Mary to Henry)***

Sunday, Mar. 22

...I went to the commanding officer's tent, and asked him if he had a recruit named Longfellow. He said yes and sent for him at once. Charlie was much surprised to see me, and wanted at once to know how I knew he was there. His officer left us to have our talk out. Charlie seemed in capital spirits, and looked well, laughed over his duties and his mistakes, especially his horse and stable duty at which he was as you may suppose particularly green. He was glad to hear from you, sent his love, and says he is as happy as a lark all day long, likes his captain, thinks himself very fortunate in getting into this Battery, and says he is "the luckiest bird around," and would not go back again for anything...

***Harriet Appleton to Henry W. Longfellow (undated)***

Wednesday evening

Dear brother Henry,

Now that I think the matter over I am quite convinced that Mr. Curtis sent you that message, so that you might have authority for making immediate application to the Governor for the Commission. I am sure such an application is necessary, I think you do not fully appreciate the advantages of the chance. Of course, however kind Capt. McCartney may be, Charley must associate with the other privates. I happened to know one of the privates in that battery, a common, uneducated, lazy, half tipsy fellow. That particular man is dead now but if he is a fair sample of his comrades, I am sure you would not like Charley to be with them.

In the other case his companions would be gentlemen as well as friends. As for Charley's not being fitted to be a cavalry officer, I should think a boy of his age could learn his duties in cavalry as quickly as artillery. Even though Charley seems very well satisfied with his present position it certainly does not follow that it is the best place for him.

Yours very truly,  
Harriet Appleton

*March 24, 1863*

*Charley Longfellow to Henry W. Longfellow*

White Oak Church, VA, March 24, '63

Dear Papa-

The day before yesterday I had a call from Lieut. Col. Curtis and he said he had come to offer me a commission in his cavalry; he said that you knew of this chance three months ago. I was very glad to get this chance in the cavalry...

I suspect that my dear little "aunty" is at the bottom of this commission, it is just like her.

With much love to you all, I remain,

Yours very affec'y,  
Charley

**LESSON 4:**  
**Charley's Quest for Independence**  
**1861-1863**

**GUIDING QUESTION, GROUP 6**

*Guiding Question: How does Henry feel about Charley's decision of March 1863?*

**Supporting Questions**

UNDERLINE key words and phrases to help you answer the questions.

1. What does Charley tell his father in his March 1863 letter and what is Henry's response?

- LETTER: Charley Longfellow to Henry Longfellow – March 1863
- LETTER: Henry Longfellow to Charley Longfellow – March 14, 1863
- LETTER: Henry Longfellow to Anne Longfellow Pierce – March 14, 1863

2. On the matter of Charley, what two pieces of advice does Charles Sumner give to Henry?

- LETTER: Charles Sumner to Henry Longfellow – March 20, 1863
- LETTER: Henry Longfellow to Charles Sumner – March 24, 1863

3. What three points does Charley make to his father in his letter of March 24 and what does the letter suggest about his relationship with Henry?

LETTER: Charley Longfellow to Henry Longfellow – March 24, 1863

## Primary Source Packet, Group 6<sup>5</sup>

*Guiding Question: How does Henry feel about Charley's decision of 1863?*

### LETTERS

***March 1863***

***Charley Longfellow to Henry Longfellow***

[March 1863]

Dear Papa

You know for how long a time I have been wanting to go to the war I have tried hard to resist the temptation of going without your leave but I cannot any longer, I feel it to be my first duty to ~~fight~~ do what I can for my country and I would willingly lay down my life for it if it would by of any good to

Yours affectionately

Charley

***March 14, 1863***

***Henry Longfellow to Charley Longfellow***

Camb. March 14, 1863

My dear Charley:

Your letter of this morning did not surprise me very much, as I thought it probable you had gone on some such mad-cap expedition. Still you have done very wrong: and I hope you will so see it and come home again at once.

Your motive is a noble one; but you are too precipitate. I have always thought you, and still think you, too young to go into the army. It can be no reproach to you, and no disgrace, to wait a little longer, though I can very well understand your impatience.

As soon as you receive this, let me know where you are, and what you have done, and are doing.

All join in much love to you. I have not yet told any one of your doings, but have said only that you are in Portland, that being the postmark on your letter.

Ever affectionately,

H.W.L.

---

<sup>5</sup> Spelling is as it appears in the original documents.  
Lesson 4: Charley's Quest for Independence  
Lesson Plan

**March 14, 1863**

**Henry Longfellow to Anne Longfellow Pierce**

Private. Camb. March 14, 1863

Dearest Annie,

The troubles in the family are not over yet! Last Tuesday Charley disappeared, and nothing has been heard of him till this morning; when a letter comes from him without date, but with the Portland post-mark. This letter I inclose. Please return it to me when you write.

In the meantime ask Alex. or Mr. Pierce to hunt my boy up, and see if he has already enlisted, and that he wants for nothing. George Rand will be likely to know where he is.

He is under a strange delusion; and I hope he will think better of it and come back. He is altogether too young to go into the army.

I am by no means sure he has gone to Portland. This letter may have been sent there to Rand to be posted.

As this is Saturday, and you may not see Alex. till Monday, I think you had better take counsel with Mr. Pierce.

Ever affectionately with love from all,

H.W.L.

Please give the enclosed note of mine to Charley to Rand. He is evidently in the secret, and will know where to find him.

**March 20, 1863**

**Charles Sumner to Henry Longfellow**

Washington, 20<sup>th</sup> March, '63

My dear Longfellow,

I feel better about Charley now than I did a first; - partly from thinking of his care, and partly from what has been said to me by others.

I stated his case last ev'g to Mr. Stanton, & asked him - "What ought I to do - what can I do?" He replied frankly, that he understood the case completely; that his own son, whom he had placed in a college in Ohio, thinking that there he would be removed from temptation, had gone as a private with a regiment in Tennessee, and that at least 300 like cases had been brought to his attention, for his advice or action. He had no doubt what was best for son and father also.

First, said he, tell your friend to read Goodwin's Essays, where he will find the idea that the son will not follow the father, but that he is an independent being; and the sooner the father recognizes it the better.

He had left his own son in the ranks, - fully and fairly to try the life he had selected; keeping an eye on him, although the son was not allowed to know this. His desire was that the son should see and know precisely what was before him, and that he should win his way.

He thought that I should not write to Gov'r. Andrew about Charley or try to have him made an officer at present until he had really earned it. He was strongly against putting him upon a staff, which he said would hand him over to idleness and vulgar dissipation; that, all things considered, he was better off here; that the artillery was the best arm of the service, and that in selecting it the young man had shown sense and ambition which spoke in his favor.

I have also spoken to Gov'r. Morgan of N.Y. – who as Gov'r. has organized more than 100,000 men, and I asked him his counsel, derived from his experience, and the sympathies which I knew he would have with such a case. He was positive that the young man for the present should not be interfered with; that he should be left to himself; that it was not desirable that he should have a commission, but that he should feel that he was to be the artificer of his own fortunes in the field which he had chosen. At the same time, he would watch him carefully, and see that he was provided for and also at the proper moment advanced, but without letting him know that he did this. In short, his idea was, that the young man should be left to try the experiment which he had begun and to feel his dependence upon himself.

You will observe the concurrence between the views of Mr. Stanton and Gov'r. Morgan, although neither knows what was said by the other.

My own reflections are in the same way. I see clearly that this act is the natural cropping out of Charley's character. It was in him to do so, and I believe also, that it will be in him to persevere. I doubt if you could change him. You could not win him back. He could not return without mortification, that would be worse than any experience before him. Like Macbeth, he has stepped too far in for return. But since he has commenced this life, is it not prudent to take advantage of all the impulse under which he will act, if left to himself? I know it is hard to imagine him as a private; but there have been many such in the ranks, and his condition for the time seems to have been fixed by natural tendencies which nobody could control.

Therefore, for the present I resign myself to the lot which he has chosen for himself. I know not how all this will strike you; but I send it as the best which I can offer. You know that what I can do for him I shall do always gladly and strongly.

Here I am – still at work, Good bye.

Ever Yours,

Charles Sumner

***March 24, 1863***  
***Henry Longfellow to Charles Sumner***

Camb. March 24 1863.

My Dear Sumner

This morning I have only time to thank you for your kindness and the truly Sumnerian energy with which you have managed Charley's affair. Stanton, Godwin and yourself have reconciled me to the misadventure.

A telegram from the army of the Potomac last night informs me, that he has already been nominated for a commission by Col. Sargent; and I expect to hear next week that he is a Brigadier General!...

***March 24, 1863***  
***Charley Longfellow to Henry Longfellow***

White Oak Church, VA, March 24, '63

Dear Papa-

The day before yesterday I had a call from Lieut. Col. Curtis and he said he had come to offer me a commission in his cavalry; he said that you knew of this chance three months ago. I was very glad to get this chance in the cavalry...

I suspect that my dear little "aunty" is at the bottom of this commission, it is just like her.

With much love to you all, I remain,

Yours very affec'y,

Charley