



National
Cemetery
Administration
**Veterans
Legacy
Program**



Remembering the Civil War Fallen at Beaufort, SC

Eliza Potter's Story

A tablet in Beaufort National Cemetery lists 175 soldiers from 18 states who died in Confederate prisons in Charleston, South Carolina. They will never be forgotten, thanks to their brave nurse, Eliza Potter.

Middle Level Lesson

VA



U.S. Department
of Veterans Affairs

www.cem.va.gov/legacy



*“They say, We leave you our deaths: give them their meaning...”**



Since the Civil War, the United States has maintained national cemeteries to honor its veterans' service. A century and a half later, these cemeteries offer a broad range of resources for study and opportunities to honor those who have served in the nation's wars. Within their walls and records may be found the story of how the nation has met its debt to those who served in its armed forces and how our understanding of that obligation has deepened with time.

Each national cemetery has its own history and unique landscape, with geography, design, and nature worthy of reflection. The cemeteries' manicured lawns reflect the care extended to sacred ground where honored dead lie. The mission of the Veterans Legacy Program is to extend that care beyond the grave to remember veterans' service to the nation by telling their stories. The program draws on the help of educators and students to search out the sources to document these lives and honor their deeds. Accounts of courage and sacrifice, and of competence and service, contribute to our appreciation of what earlier generations have given to the nation and help us understand why this ground is set aside as hallowed.

VA



U.S. Department
of Veterans Affairs

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Welcome, Educators!

The Veterans Legacy Program offers educators an integrated new suite of lesson plans designed to teach students about the service and sacrifice of our nation’s veterans, and to take advantage of our national cemeteries as historic places for teaching and learning — both in the classroom *and* on-site. The educational resources of the Veterans Legacy Program draw on rich stories from national cemeteries to offer teachers a variety of hands-on activities directly connected to national curriculum standards.

- Customized for middle level and high school students, the program’s five lesson plans introduce students to the important roles played by African Americans and women during the Civil War, to heroic Medal of Honor recipients and diverse service men and women of the Second World War, and to the history and traditions of Memorial Day.
- The lesson plans are supplemented online with a variety of additional resources. These include a collection of primary source documents and images, interactive maps, and short videos related to the content of the lesson plans.

As the National Cemetery Administration launches these inaugural components of the new Veterans Legacy Program, educators and students are invited to provide comments, suggestions, and contributions to further develop and enhance these initial materials *and* to develop new resources in the future. Please visit the program website to comment:

www.cem.va.gov/legacy.

We appreciate your suggestions and know you will benefit from this exciting new program.

Key Themes of the Veterans Legacy Program’s Lesson Plans

- Honoring African American military service during the Civil War
- How women contributed to the Civil War effort, and memorializing the dead
- Reviewing World War II through Medal of Honor stories
- Diversity and U.S. Forces in World War II
- Memorial Day: its origins, history, and the evolution of its traditions

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PHOTOGRAPHY CREDITS

Library of Congress: Cover (left), pages 6, 10

American Phrenological Journal, October 1868: Cover (right)

Private Collection (Potter descendants): pages 7, 19

Contemporary photographs are by Thomas Connors except where otherwise indicated

FOCUS ON

Beaufort National Cemetery

in Beaufort, South Carolina

A Civil War Cemetery with Twentieth-Century Heroes

Graced with age-old trees covered in Spanish moss, Beaufort National Cemetery's burial sections are arranged in the shape of a half-circle, its oyster shell roads set out like the spokes of a wheel. In spring 1863, the first interments were the remains of servicemen who died in nearby Union hospitals.

Following the Civil War, many Union graves, from Florida to South Carolina, were moved to Beaufort for reburial, including graves from Confederate prisons at Camp Lawton and Charleston. For about a century after the war, coastal African Americans continued to gather at the national cemetery on Memorial Day to honor the dead. New additions have opened space for burials at Beaufort well into the future. These more recent sections, drawing on Beaufort's strong military community, help bring the story to the present, commemorating the lives of veterans from the World Wars and later conflicts.



Marine Corps Emblem (c. 1907)



Memorial Day at Beaufort National Cemetery (2015)

Civil War Monuments

- Union Soldiers Tablet (1868)
- Union Soldiers Monument (1868)
- Confederate Monument (1997)

Medal of Honor Recipients

- Ralph H. Johnson (Vietnam)
- John James McGinty, III (Vietnam)

Other Notables

- Donald Conroy. *"The Great Santini"*.
- Gerd Reussel. *World War II German sailor*.
- Joseph Simmons. *French Legion of Honor*.
- Charles Taliano. *Marine recruiting icon*.

African American Civil War Military Service

- Soldiers of the 1st South Carolina
- Soldiers of the 54th Massachusetts
- Unknown soldiers of the 55th Massachusetts, from Folly Island
- Robert Gould Shaw and the 54th Massachusetts soldiers killed at Ft. Wagner were almost certainly among the unknown Union graves moved to Beaufort from Morris Island in 1868, but the section was not recorded.

For an interactive map and videos, visit:

www.cem.va.gov/cems/nchp/beaufort.asp or www.cem.va.gov/legacy

Other National Cemeteries Referenced in this Lesson

Florence National Cemetery: Site of Florena Budwin grave

San Francisco National Cemetery: Site of Pauline Cushman grave

EDUCATION STANDARDS

Common Core English Language Arts Standards (ELA)

RI: Reading Informational Text **W:** Writing

- RI.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
- W.2** Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- RI.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Common Core History/Social Studies Standards

RH: Reading History **WHST:** Writing History

- RH 6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH 6-8.2** Determine the correct central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH 6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH 6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
- WHST 6-8.8** Gather relevant information from multiple print sources and digital sources, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard citation format.
- WHST 6-8.9** Draw evidence from informational texts to support analysis, reflection, and research.

NCSS Disciplinary Standards

History

Enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage; identify the central questions addressed in historical narrative; draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources.

Geography

Guide learners in the use of maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective.

Civics and Government

Insure that learners are made aware of the full range of opportunities to participate as citizens in the American democracy and of their responsibilities for doing so.



The Letter for Home.
Winslow Homer, Campaign Sketches, 1863

KEY MESSAGES

- Women played critical roles as caretakers of the wounded and in honoring the fallen.
- Traditional domestic roles (caring for the family) could be leveraged to gain entrance into public roles (nurses in hospitals) with increased opportunities during wartime.

LEARNING ACTIVITY

Who was Eliza Potter?

Time Required: 45-minute class period

Student Handouts

1. Jigsaw Activity: Eliza Potter Articles (1A–1F)
2. Graphic Organizer: Who Was Eliza Potter?
3. Writing a Eulogy for Eliza Potter
4. Writing an Obituary for Eliza Potter

CEMETERY CONNECTIONS

Watch for this icon throughout the activities:



ON-SITE TIP

When at Beaufort National Cemetery, look for these important features!

Remembering Civil War Fallen at Beaufort, SC

Eliza Potter's Story

Learning Objectives

1. Analyze an 1868 article about a nurse who erected monuments to Union soldiers and piece together information about her work and family

Featured Cemetery

Beaufort National Cemetery, Beaufort, SC

Lesson Overview

Students examine ways that women found to contribute to the war effort within the limits of the nineteenth century by learning about Eliza Potter, who cared for the sick and dying during the war and worked to honor the dead afterward. They look at Potter's life as a Unionist in Charleston, losing two children during the war, nursing Union soldiers in the Confederate prisons, and memorializing them after the Civil War in Beaufort National Cemetery. Finally, students write her obituary or eulogy drawing on different sources to commemorate her life and achievements.

Primary Sources

- "Eliza Potter, The Union Nurse in Southern Hospitals." *American Phrenological Journal*, October 1868, 136-39
- Other sources about Eliza Potter and photographs of the monuments at Beaufort are available on the NCA Legacy Program website, www.cem.va.gov/legacy.

Essential Questions

1. *What roles have women played in wartime or in shaping the memory of a war? How have those roles changed over time?*
2. *What role did women play in shaping the memory of the Civil War?*
3. *How do we publicly summarize and pay tribute to a person's life after their death?*

Introduction to Learning Activity

The military would not allow women to enlist, but many women contributed to the war effort. Some managed to serve as spies or fighters, including Pauline Cushman, an actress turned spy, now buried in San Francisco National Cemetery. Florena Budwin, a soldier sent to a Confederate prison, was found to be female during an illness and is buried in Florence National Cemetery. Additional women supported the troops with fundraisers and supplies from home. As is common during wartime, the demand for men by the military created new opportunities for women.

During the Civil War, Clara Barton and others led women into military hospitals to serve as nurses, a role earlier reserved for men. Women even worked in field hospitals on battlefields, nursing the wounded and the sick. (Disease accounted for about two-thirds of military deaths during the war.)

Many nurses placed themselves in harm's way in field hospitals and camps, and many died of fever. Women also felt a particular duty to memorialize and remember the fallen. Perhaps the most famous nurse during the war, Clara Barton, afterward led a nationwide effort to identify Union graves across the South, most famously at Andersonville Prison.

FEATURED INSET

Eliza Potter raised a family in Charleston, SC and tended Union prisoners during the Civil War. This carte de visite photograph of her has been passed down through her family.



Eliza McGuffin Potter (1829-1907)

Remembering the Civil War Fallen at Beaufort, SC: Eliza Potter's Story

LEARNING ACTIVITY

Who was Eliza Potter?

MATERIALS

- Potter Article Group handout (six versions) and Graphic Organizers, one for each student
- Potter Eulogy and Obituary handouts, one for each student
- Short video, *Remembering Civil War Fallen: Eliza Potter's Story*, housed on the NCA Legacy Program website, www.cem.va.gov/legacy

PREPARATION

This activity includes a number of handouts. For Handout 1 (versions 1A through 1F), each group receives its own version of the handout. Familiarize yourself in advance with each of the six versions, and make enough copies so that each member of a group receives a copy of that group's version.



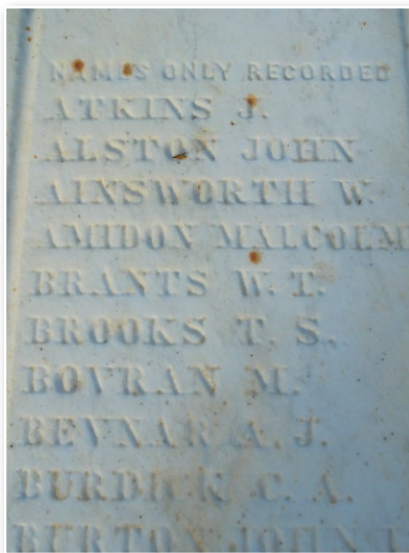
ON-SITE TIP

When at Beaufort National Cemetery, look for these important features!

Found in Section 64



Union Soldiers Tablet (1868)



Detail from Union Soldiers Tablet (1868)

Activity Background

The legacy of Eliza Potter offers a good opportunity to talk about the role of women during the Civil War. This activity is built around an original account of her life, published in 1868. The Potters were Unionists who lived in Charleston, South Carolina during the war. For their stance, they were shunned in the community, and their son was brutally attacked and bullied at school. Eliza insisted on acting as a nurse for Union soldiers held in Charleston's Confederate prison, and she used the family's wealth to pay for their supplies.

The Civil War is often taught in some detail in the American History classroom, but the story of Eliza Potter allows students to see the war from a new perspective and understand that a war's heroes come from diverse racial and gender backgrounds.

Activity Steps

1. Introductory discussion. Ask students:
From what you know about women's lives in this time period, what kinds of roles could they play to support the war effort? During this period, women were expected to stick to their own sphere and were limited in employment opportunities, political participation, and efforts toward social reform.
2. Divide the class into six groups. Introduce the Eliza Potter jigsaw activity. Explain the assignment by going over the instructions on the handout; explain to students that they will use an article from 1868 that has been divided into six thematic sections and formatted as handouts with questions. Explain that each group will examine and summarize a different part of Eliza Potter's life:
 - Group 1:** Eliza Potter's Family
 - Group 2:** Unionists in Confederate Charleston
 - Group 3:** Confederate Prison Conditions in Charleston
 - Group 4:** Personal Expenses
 - Group 5:** Frederick Potter and Bullying at School
 - Group 6:** Monuments to Union Soldiers

Vocabulary words are bolded within each handout's article excerpts. As an optional activity, have students research and define these words.

FEATURED INSETS

Eliza Potter arranged for this monument to Union soldiers to be erected in Beaufort National Cemetery (Section 64). The marble tablet lists the names of 175 men who had died at a Confederate prison in Charleston and now lie buried nearby under unknown markers.



ON-SITE TIP
When at Beaufort National Cemetery, look for this important feature!

Found on Central Avenue

3. Instruct students to write answers to their group's questions on their graphic organizers. Have each group prepare a short summary of their section of the article to present to the class, offering significant facts and two important takeaway conclusions about Eliza Potter.
4. Have members of each group present information about their section of Eliza Potter's life to the class. As each group presents its findings, class members should fill out the remaining sections of their graphic organizers.

For an additional in-class writing (or homework) assignment, you may have students write a eulogy or an obituary for Eliza Potter (Handouts 3 and 4), based on information from the jigsaw activity (Handout 1, versions 1A through 1F). Students may do additional research as desired.

Activity Closure

Show the short video, *Remembering Civil War Fallen: Eliza Potter's Story* (90 seconds). As a class, recap the timeline of Eliza Potter's life, including her role during the Civil War and beyond. Invite students to contemplate how her experiences during that era could have been different if she had been born in the twentieth century.

You might wish to include an option for students to read their eulogies or obituaries aloud.

FEATURED INSET

After the Civil War ended, Eliza Potter raised money to build an obelisk in Beaufort National Cemetery in memory of those who died for the Union. Its defiant inscription promises "Immortality to hundreds of the defenders of American Liberty against the Great Rebellion." By 1870, thousands of Union soldiers' remains, from northern Florida to Georgetown, SC, had been reburied in the cemetery.



Union Soldiers Obelisk (1868)



Clara Barton (1821-1912)

FEATURED INSET

Clara Barton, founder of the American Red Cross, wrote that Eliza Potter's "noble, patriotic heart and life have taught us many lessons."

Barton is quoted from *Biographies and Portraits of the Progressive Men of Iowa*, Benjamin Gue & Benjamin Shambaugh, Des Moines: Conaway & Shaw, 1899, II, 510.

Lesson Extensions

- Research Civil War monuments at other national cemeteries and prepare an annotated PowerPoint slide show for the class. Tell when and why the monuments were erected.
- Compare the lives of Clara Barton and Eliza Potter, their families and background, and their work with Civil War soldiers during the war and afterward. Or, research other Civil War nurses, such as Mary Ann Bickerdyke, Sarah Emma Edmonds, Juliet Opie Hopkins, Lucy Higgs Nichols, Mary O'Connell, or Sally Louise Tomkins.
- Design a monument to Eliza Potter or to Civil War nurses, or more broadly, a monument to women's contributions to the war.
- Explore the stories of the two Potter children as examples of the Victorian idea of the "good death" (in which an individual was prepared for impending death and would meet it with edifying grace). The concept of "good death" applied to soldiers' deaths too.

Lesson Resources

- *Civil War Nurse: The Diary and Letters of Hannah Ropes*. John Brumgardt, Knoxville: University of Tennessee Press, 1980.
- Civil War Nurses: Information and Articles about Civil War Nurses. Alice P. Stein, history.net website: <http://www.historynet.com/civil-war-nurses>.
- Clara's Story. Clara Barton Missing Soldiers Office Museum website: <http://www.clarabartonmuseum.org/clarasstory/>, and its Student Research webpage: <http://www.clarabartonmuseum.org/learn/studentresearch/>.
- *Domestic Devils, Battlefield Angels: The Radicalization of American Womanhood, 1830-1865*. Barbara Cutter, DeKalb: Northern Illinois University Press, 2003.
- "Eliza Potter, The Union Nurse in Southern Hospitals." *American Phrenological Journal*, October 1868, 136-39. Except for a brief introduction, this is the same text as the chapter on "Mrs. Eliza Potter" in *Heroines of the Rebellion: Woman's Work in the Civil War*, by Linus Brockett & Mary Vaughan, Philadelphia, Hubbard Brothers, later edition, 1888, 95-110.
- Nursing in the Civil War South: Volunteer Confederate Nurses, Maggie MacLean. Civil War Women website: <http://civilwarwomenblog.com/nursing-in-the-civil-war-south/>.
- *Reminiscences of My Life in Camp with the 33rd United States Colored Troops: Late 1st S.C. Volunteers*. Susie King Taylor, Boston, 1902. Available at <http://docsouth.unc.edu/neh/taylor-su/menu.html>.

Remembering the Civil War Fallen at Beaufort, SC: Eliza Potter's Story

HANDOUT 1A

Eliza Potter Jigsaw Activity

Instructions: The text in this handout is excerpted from an 1868 article. Use the information below to research your portion of the jigsaw activity. Record your findings on Handout 2 — *Graphic Organizer: Who Was Eliza Potter?*

Eliza Potter's Family

Mrs. Potter was born in the north of Ireland, of Scottish parents, and came to this country when about thirteen years of age. She married and settled in Charleston before she was fifteen. The early education she had received from her wealthy and intelligent parents, added to much natural quickness of intellect and a sparkling wit, made her one of the most attractive and graceful of the ladies of the Southern metropolis. She was early called to sorrow, and in the very prime of womanhood found herself a widow with a group of young but interesting children looking to her as their only earthly friend and protector. Some years later she was again married, very happily to Mr. Lorenzo T. Potter, for thirty years past a prominent and wealthy merchant of Charleston, though a native of Providence, Rhode Island.

Few families were more pleasantly and delightfully situated than Mr. Potter's prior to the war. Their affection for each other and for children was strong and abiding, yet not **injudicious**; and the younger members of the family grew up **amiable**, dutiful, and all those graces which could delight the hearts of their parents. The tastes of all were simple but their hospitality was boundless, and their piety and large-hearted liberality so well known that, they were universally beloved and honored. Mr. Potter was an enterprising and public-spirited citizen, and to him Charleston was indebted for many public improvements which had facilitated commerce and the value of property. So marked had been his efforts for the public good that he more than once received the thanks of the **municipal** government for his services to city. In his long business career he had very successful, and at the time of the **secession** of South Carolina possessed an ample competence. His wife too was well known for her personal sympathy with the sick and suffering; in the repeated **visitations** of yellow fever to which Charleston had been subjected, she had again and again fearlessly braved and remained in the hot and fever-stricken city to minister to those who were smitten by the disease.

Questions

- *What brought Eliza and Lorenzo Potter to Charleston?*
- *What kind of life did they create there? What kind of family did they have?*
- *What kind of reputation did Eliza and Lorenzo have in Charleston?*
- *How do you think the outbreak of Civil War would affect their life in Charleston?*

Remembering the Civil War Fallen at Beaufort, SC: Eliza Potter's Story

HANDOUT 1B

Eliza Potter Jigsaw Activity

Instructions: The text in this handout is excerpted from an 1868 article. Use the information below to research your portion of the jigsaw activity. Record your findings on Handout 2 — *Graphic Organizer: Who Was Eliza Potter?*

Unionists in Confederate Charleston

When the **demagogues** of the South resolved upon **secession** as the remedy for their fancied ills, Charleston was the hot-bed from which the measures of secession first matured; and so rampant were its principles that he was a bold man and a brave one who dared to avow his opposition to it. The number of such men in Charleston were few but among them none was more decided and outspoken than Mr. Potter. He could not well leave the city, but it was clearly understood from the beginning to the end of the secession movement that he had no sympathy with it, and that he submitted to the rule of the revolutionists only on compulsion. His wife and children were as decided in loyalty as the husband and father. Mrs. Potter availing herself of her foreign birth, sought British protection and avowed herself for the sake of retaining greater liberty, a subject of Queen Victoria. For a little time after the war **commenced**, the only service they could render to the Union cause was to bear patiently the taunts of the secessionists, and **manifest** quietly their regard for the national flag... A season of family **affliction** followed, culminating in the death of their eldest daughter, a sweet and devotedly pious young lady, whose loss was deeply felt by the mother, who, in the defection of many professed friends had felt that she could lean upon this daughter and confide in her in the time of trial which was coming; but so peaceful and happy was her death that the parents could only feel that she was taken from the evil to come. ...

From the first outbreak of hostilities they were almost wholly isolated, the numerous professed friends of Mrs. Potter shunning her on account of her Unionism as if her house was infected with the plague. Many ladies (!), and some who afterward professed to have been **ardent** Unionists during the whole period of the war, carefully drew aside their skirts when they met her and, with nose uplifted and words and gestures of scorn, proclaimed their hatred and contempt of her. Even the fences and walls of her dwelling were frequently covered at night with obscene and **ribald** abuse of her for her services to Union soldiers. Twice she was threatened with a summons to the headquarters of [Confederate General] Beauregard for "giving aid and comfort to the enemy." Sending her outside the rebel lines was twice discussed, and only [dismissed] because they feared she knew too much and because the yellow fever being expected, she was known to be too good and fearless a nurse in that terrible scourge to be spared.

Questions

- How did Lorenzo and Eliza Potter view the secession of the Southern states?
- How did that stance affect their lives in Charleston during the war?
- What treatment did they receive from their pro-Confederate neighbors?
- Why is Eliza Potter permitted to stay?

Remembering the Civil War Fallen at Beaufort, SC: Eliza Potter's Story

HANDOUT 1C

Eliza Potter Jigsaw Activity

Instructions: The text in this handout is excerpted from an 1868 article. Use the information below to research your portion of the jigsaw activity. Record your findings on Handout 2 — *Graphic Organizer: Who Was Eliza Potter?*

Confederate Prison Conditions in Charleston

But the time came soon for more decided action. In the autumn of 1861, a few sick and wounded Union prisoners reached Charleston. Mrs. Potter at once sought them out and ministered to their necessities, and was gratified to be the means of their restoration to health. ...

Early in June 1862, occurred the disastrous and ill-conducted battle of James Island, in which the Union forces lost more than four hundred prisoners, the greater part of them wounded. These were brought into Charleston, and there exposed to much cruelty and indignity. The poor fellows were stripped of their clothing, many of them being left entirely nude, and exposed with their gaping and undressed wounds to the torture of the numberless insects of that semi-tropical climate; the only hospital **vouchsafed** to them was a filthy negro mart and the negro kitchens adjacent; and they were thrown upon the ground without beds, straw blankets, or any covering, to suffer, groan and die; scanty, filthy, and loathsome food and drink were furnished them; the most degraded **wretches** in the city assigned as nurses to them, and the brutality with which they were treated was almost incredible. The surgeon in charge **avowed** many times a day his wish that they were all dead and his determination to finish them as soon as possible, and his assistants and nurses but echoed the sentiment. It was into this den of misery that Mrs. Potter resolved to penetrate, in the hope of being able do something for the relief of the poor fellows who had so gallantly, yet so unhappily for themselves, fought for their country and their flag. She encountered the most strenuous opposition, both from the military authorities and the surgeon; was at first positively forbidden to attempt to go to the hospital, but by the exercise of a woman's skillful diplomacy, by promises of assistance, and bribes was at last enabled to enter the so called hospital. She had provided herself with such cordials, clothing, and other appliances as she could bring in a first visit; and accompanied her eldest son, a boy of fifteen, she entered place. Such a scene of wretchedness, she had never before witnessed. After ministering to the poor fellows so far as she was allowed, Mrs. Potter applied to the surgeon to be appointed a nurse in this hospital. He at first refused, saying, truly enough, that it was not a fit place for a lady, but finally on her assuring him that she would require no wages and **rations**, he consented, though still protesting the place was not a fit one for her. ...

Before the wounded prisoners from James Island could get away or be exchanged, a fresh **influx** came from other battle-fields and engagements, and with brief intervals of sickness, or the overwhelming grief of the loss of children she maintained her noble work till the surrender of Charleston in March 1865.

Questions

- *What were conditions like for Union prisoners in Charleston?*
- *Why were hospital conditions so bad?*
- *How did Eliza Potter gain access to the hospital? What does this show about her character?*
- *How was she able to use her status as a woman in that period to achieve her goals?*

Remembering the Civil War Fallen at Beaufort, SC: Eliza Potter's Story

HANDOUT 1D

Eliza Potter Jigsaw Activity

Instructions: The text in this handout is excerpted from an 1868 article. Use the information below to research your portion of the jigsaw activity. Record your findings on Handout 2 —*Graphic Organizer: Who Was Eliza Potter?*

Personal Expenses

[Eliza Potter] entered upon her duties [at the Union soldiers' hospital], but was constantly **thwarted** and harassed by the low creatures who had been employed as nurses. They utterly refused to wash any clothing for the wounded men and, after she had supplied them with beds, bedding, and clothing she found that in order to retain these for them she must hire [someone to have] them washed herself. She expended over \$1,100 in this work and in spite of all obstacles finally succeeded in making this wretched place, a more cleanly and better arranged hospital than any in Charleston; the rebel surgeon taking meantime all the credit of it to himself. ... More than once he was **censured** by the rebel authorities for making the prisoners so comfortable. No Union soldier was suffered to want for anything which Mrs. Potter could obtain, let the cost be what it might. She procured for them tropical fruits, even when oranges cost \$10 each in Confederate money, and finally sent her orders to Nassau, New Providence, accompanied by the gold, running the **blockade** to procure oranges, lemons, and limes for her soldiers. Her bedding ... was drawn upon, till it, as well as the contributions of a few friends, was exhausted. Cotton and linen were purchased in quantities, and made up by her own hands and those of her servants, for the wounded prisoners. Those Union soldiers who were fortunate enough to escape from the prisons of Charleston, were aided and sheltered at her home; and one poor fellow, for twenty two months, ... [before] he could make good his escape. ...

In this glorious but trying labor she expended of her own means about \$20,000 in money besides the liberal contributions from the few loyal citizens and quantities of family and household stores of her own. Her husband, who was **indefatigable** in his labors for the Union soldiers, in supplying them with money, in arranging for their exchange, and in visiting them at the other points where they were confined, and in bribing Confederate officers to show them kindness, disbursed more than twice this amount and periled his life more than once. But the sacrifice of money and of time was of little account (though Mr. Potter's large fortune melted away under the destructive attacks of rebel and Union armies) compared with the constant **persecution** to which they were both subjected. ...

Aside from the perils to which she was exposed by her work for the soldiers there were others hard to bear, but inevitable in her situation. Their beautiful but unpretending home was situated nearly midway between the points at which the fire of the ... large guns of [Union General] Gilmore's siege batteries was directed. All their **outbuildings** were injured; and some of them destroyed by the shells; and during the 22 months in which the city was under fire, many a night was spent in watching the direction of the shells, and she and her family were distressed by the fear that by some shell striking their house they might be mangled so as to be unable to aid each other; and they well that in such a case they might pass days of agony before anyone would come to their relief. But from this **calamity** God mercifully preserved them. ...

Questions

- How was the Potters' wealth affected by the war? What was their money spent on?
- What supplies did Eliza Potter get for Union prisoners? What was her impact on the hospital?
- Why might citrus fruit have been important for patients' health?
- Why do you think the Potters were allowed to move in these circles?

Remembering the Civil War Fallen at Beaufort, SC: Eliza Potter's Story

HANDOUT 1E

Eliza Potter Jigsaw Activity

Instructions: The text in this handout is excerpted from an 1868 article. Use the information below to research your portion of the jigsaw activity. Record your findings on Handout 2 - *Graphic Organizer: Who Was Eliza Potter?*

Frederick Potter and Bullying at School

But worse than all other trials and **persecutions** was the death of her eldest son [Frederick] who had been her attendant and helper in her hospital duties. He was a boy of rare maturity and judgment, of sweet and patient temper, and **ardent** piety. Early in the war he had from some friend a present of a Union flag, and as the exhibition of it would only excite malice, he requested his mother preserve it for him till the time should when it might again wave over a loyal city. She consented. He was a pupil of the high school of the city and was expecting to graduate there and enter college in the ensuing autumn (1863). Some of the boys in the school **ascertained** that he owned this flag, and demanded that he should surrender it to them, to be **trodden** on and destroyed. He refused, and they declared that if he did not, they would whip him within an inch of his life. He told his mother of their threats, but expressed determination to suffer the beating, if need be, but not to give up the flag. She encouraged him to endure, but not to yield. Some two or weeks later he came home and sent for her come to his room. His tender flesh had fearfully **lacerated** by the cruel blows of young **ruffians**, but he uttered no complaint. "I could bear this well enough, Mother," he said, "but I cannot bear that they should use such abusive language about you as they do." "It does not hurt me, my son," was her reply, "our Master was **reviled** more bitterly we are. You, my son, are not the first sufferer for our national flag, but if you can help it, please do not let your father know of this, for he has all he can bear already." "I will not, Mother," was the brave reply, "but the boys say they will finish me next time, if I don't give up the flag." "I do not believe they will trouble you again, my son, but we will take what measures we can to prevent it."

His vacation was just at hand and Mrs. Potter endeavored to prevent his being brought in contact with these young **ruffians** who were as **malignant** as their fathers. Three weeks passed, and her son had only to go to the high school building to obtain his diploma, and would not then be exposed further to their attacks. But the young villains were lying in wait for him, and on the porch of the high school building, one of them called his attention to something at a distance, when by a blow from an unseen hand, he was felled to the ground, and in an almost senseless condition was afterward brought home. The brain was seriously injured, but he was conscious for a time, and with the near prospect of **delirium** and death, he conversed calmly with his mother of his own hopes and of the future trials to which she would be exposed. He **bade** her not to be discouraged in laboring for the soldiers, and predicted with a lofty faith, the glorious **termination** of the struggle. He was asked if he knew who had struck the fatal blow; he replied that he did, but he preferred not to give his name, and the secret died with him. **Typhoid** fever set in, and after months of suffering, he died. His mother was for a time completely overwhelmed by this terrible stroke, but she roused herself to her work of mercy, and summoning all her strength, left her sickbed to minister again to the Union prisoners. ... Though a great sorrow lay upon her heart, she avoided weeping in presence of the wounded men, lest she depress their spirits.

Questions

- *Why was Frederick bullied at school? What steps were taken to stop this?*
- *What happened to Frederick? How could this have been avoided?*
- *By Victorian standards, Frederick's death would have been considered a "good death." What might people in the Victorian Age have thought was admirable about the way he faced death?*
- *How did Frederick's mother cope with her loss?*

Remembering the Civil War Fallen at Beaufort, SC: Eliza Potter's Story

HANDOUT 1F

Eliza Potter Jigsaw Activity

Instructions: The text in this handout is excerpted from an 1868 article. Use the information below to research your portion of the jigsaw activity. Record your findings on Handout 2 — *Graphic Organizer: Who Was Eliza Potter?*

Monuments to Union Soldiers

Mrs. Potter's devotion to the national cause did not cease with the war. To the great majority of Union prisoners dying of wounds or sickness in Southern hospitals, the most distressing thought connected with death was, that they should be forgotten; that in the flush of final victory, all remembrance even of their names, and of the fact that they had laid down their lives for their country, would be **effaced**. This apprehension Mrs. Potter, with true patriotic feeling, sought to relieve. She promised the dying that they should not be forgotten; that if her life were spared, a monument such as they merited should be erected near the city where they gave up their lives; and that if she died before this could be accomplished, she would leave it as a sacred **charge** to her children.

Nobly has she **striven** to fulfill this solemn pledge. Contributing largely from the wreck of her once ample fortune, she has also obtained the contributions of other friends of the noble dead in Charleston, New York City, Brooklyn, and elsewhere. She has procured a noble granite monument 22 1/2 feet in height which in the spring of 1868 was placed in the most **conspicuous** part of the National Cemetery [at Beaufort] and upon it are inscribed the names and record of 311 of the heroic souls who passed from the prison house of Charleston to their eternal rest and whose bodies repose in that **consecrated** place of burial.

In all our records of self-sacrifice by the women of America, we know of none surpassing in all particulars, the labors which have been briefly **chronicled**. Yet, with a modesty which is one of the highest attributes of true merit, Mrs. Potter declares that she believes it was mainly selfishness after all. She never could endure the sight of physical suffering without trying to relieve it, and she would have been, she **avers**, perfectly wretched, if she had not endeavored to make these poor fellows comfortable. We could wish that there were more such selfishness in the world.

[Inscription on the Obelisk at Beaufort National Cemetery:
"Immortality to Hundreds of the Defenders of American Liberty against
the Great Rebellion. Erected by the Efforts of Mrs. L. T. P." (1868)].



ON-SITE TIP
When at Beaufort
National Cemetery,
look for this
important feature!

Found on Central Avenue

Questions

- What was the last duty Eliza Potter undertook for the dying Union prisoners?
- Why was this something the prisoners considered important?
- How did she fulfill her promise to the Union prisoners?
- What does the inscription on the obelisk at Beaufort tell us about how Eliza Potter viewed the Civil War?

Remembering the Civil War Fallen at Beaufort, SC: Eliza Potter's Story

HANDOUT 2

Graphic Organizer: Who Was Eliza Potter?

Instructions: Read through the article excerpt you were given about Eliza Potter. As a group, prepare to present a short summary of your section of the article, offering two significant facts about the topic and two important takeaway conclusions about Eliza Potter. Write those facts and takeaways in the spaces provided below.

As each group presents its findings, fill out the appropriate section of your graphic organizer.

Topic	Two Significant Facts	Two "Takeaway" Conclusions
Eliza Potter's Family		
Unionists in Confederate Charleston		
Confederate Prison Conditions		
Personal Expenses		
Frederick Potter and Bullying at School		
Monuments to Union Soldiers		

Student Name: _____ Class: _____

Remembering the Civil War Fallen at Beaufort, SC: Eliza Potter's Story

HANDOUT 3

Writing a Eulogy for Eliza Potter (1929-1907)

Instructions: Write a eulogy for Eliza Potter using the guidelines below. You can use the information about her life from your graphic organizer and find more information online. The full article about her work in the war, a tribute from Clara Barton, information from a brief biography of her son Earl, and photographs of the monuments at Beaufort are all available on the NCA Legacy Program website, www.cem.va.gov/legacy.

A eulogy is a speech given about someone who died, usually by someone who knew them well and is addressing fellow mourners. These are usually given at services held to honor the deceased. In writing a eulogy of Eliza Potter, you should take on the role of a surviving relative, friend, or admirer speaking at a public service held in her honor.



ON-SITE TIP

When at Beaufort National Cemetery, look for this important feature!

Found on Central Avenue



Union Soldiers Obelisk (1868)

Guidelines

Think of the eulogy as a simple conversation with the people who knew Eliza Potter and have gathered to honor her memory. They are eager to hear about her and will appreciate what you can say about her life and why she will be remembered. Here are some ideas about what could be included (many of these overlap):

- a very brief "life history" or chronology
- significant achievements and events in her life
- details about her family and work
- what she was passionate about
- what she accomplished
- what she will be remembered for
- a story or anecdote that shows her character
- her personality, ideals, and values

Steps for writing a eulogy

1. Write a brief chronological outline of the key events that occurred in the person's life from the time of birth until death.
2. Make a list of some of the things that were important to the individual, what she or he achieved, or what the person was passionate about. This may bring to mind stories that you can incorporate.
3. Combine all your thoughts, ideas, comments, and memories into one giant list. Review this list and decide which items you want to include in your speech. Do your audience a favor and leave some stuff out!
4. Organize your chosen comments into some type of order. For example, you might want to organize by theme rather than chronology.
5. Keep your audience in mind. A dull chronology of dates and events loses listeners' attention quickly. This should not be written as an entry for a biographical encyclopedia. An engaging eulogy is often a mix of tribute and reminiscence.

If you are giving your eulogy orally in front of the class, you will need to turn in your correctly written copy to the teacher. Ask your teacher to introduce your character to the students, who will play the role of those attending the memorial service. You must use the factual information you know in the role of the character of the speaker.

Adapted from: <http://funeral-tips.com/funeral-tips-how-to-write-a-eulogy>

Remembering the Civil War Fallen at Beaufort, SC: Eliza Potter's Story

HANDOUT 4

Writing an Obituary for Eliza Potter (1929-1907)

Instructions: Write an obituary for Eliza Potter using the guidelines below. You can use the information about her life from your graphic organizer and find additional information online. The full article about her work in the war, a tribute from Clara Barton, information from a brief biography of her son Earl, and photographs of the monuments at Beaufort are all available on the NCA Legacy Program website, www.cem.va.gov/legacy.

Use online sources to find the information requested below, bearing in mind that not all of the information is known. You do not have to address all the points. Write empathetically, and pretend you knew and respected Mrs. Potter and want others to know her as you did.

NAME/ANNOUNCEMENT

- Full name of the deceased and age at death
- City of residence; date and place of death
- Cause of death

LIFE

- Date and place of birth, name of parents
- Childhood and adolescence, education
- Places of residence
- Family: marriages, spouses, children
- Vocation: work, employment, volunteer
- Charitable, religious, or political efforts in the community
- Achievements, recognition, disappointments
- Character, values, belief, place in the community

FAMILY

- Survived by any parents, spouse, children (in order of birth, and their spouses), grandchildren, great grandchildren
- Predeceased by parents, spouse(s), children (in order of birth)

MEMORIALS

- Day, date, time, place for visitation, service, and burial
- Suggestions for where to make charitable memorial donations

END

- A short quotation or poem; or
- A few words that sum up Eliza Potter's life

Adapted from: <http://www.obituaryguide.com/template.php>

Published as an article or announcement in a newspaper, an obituary recognizes a death by briefly recounting the individual's life and achievements, and gives information about family and services. It is a public acknowledgment of a passing and an attempt to provide a record of the person's life.



Eliza McGuffin Potter (1829-1907)

Interactive Map Activity: Beaufort National Cemetery

ACTIVITY

Shadows of the Past: A Tour of Beaufort National Cemetery

MATERIALS

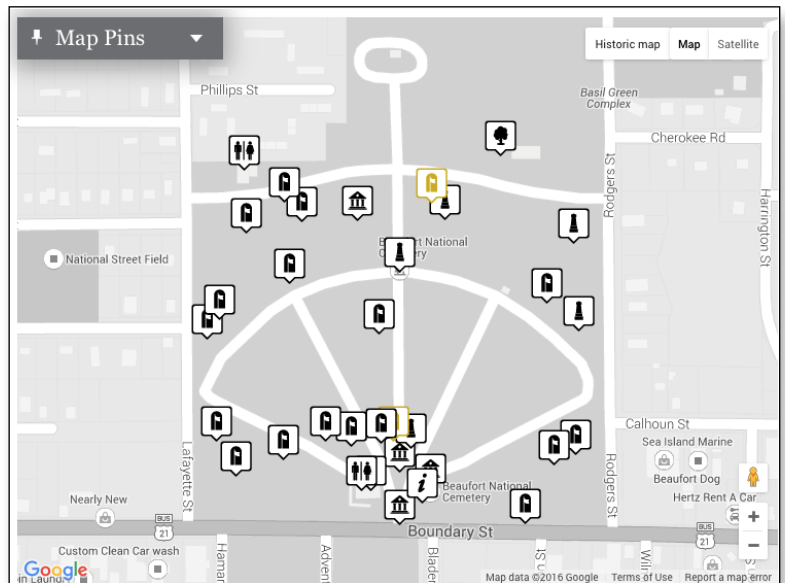
- Interactive map and projection equipment
Beaufort Interactive Map:
<http://www.cem.va.gov/cems/nchp/beaufort.asp>
or www.cem.va.gov/legacy
- List of Map Pins: Interactive Map Activity Handout, page 22 (one for each student, or project the list).

Activity Background

After students have studied the life of Eliza Potter, a visit to Beaufort National Cemetery offers them an opportunity to take a closer look at her legacy. This Interactive Map Activity focuses on the two memorials she arranged to be placed there: One of them honors Union soldiers, and the other lists the names of the young men she cared for but could not save. She promised those men that they would not be forgotten.

Activity Steps

1. Project the map, and discuss it with students. Review information from the Learning Activity on pages 8–10: Who was Eliza Potter?
2. Give each student a copy of the list of Pins, or project the list.
3. Allow each student to choose Pins from the map that he or she would like to know more about. Class numbers will determine how many Pins each student should choose. An alternative would be to assign the Pins. Some Pins are more complex than others. Research opportunities for gifted students could include the burial sections or individual graves.
4. Have students research their Pins and write a narrative with information about each Pin. Students who have researched a person should write their narrative in first person form. For example, a narrative could begin, "I am Edwin Pollock, and I joined the Union Army in..." First-person narratives may include emotions that are consistent with the facts researched.
5. After you have approved a narrative, students may write key notes on a note card for giving an oral presentation at the cemetery.
6. To arrange for a class visit to Beaufort National Cemetery, call the cemetery at 843-524-3925.
7. Prepare for a class visit to the cemetery. Ask a chaperone to be videographer. Plan to have students' narratives in your possession for possible use in case a student needs some prompting.
8. Begin the visit by giving an overview of the cemetery, and then lead the class along the path of the Pins. (You might want to have a phone or tablet handy, to guide the direction of the tour.)
9. As you arrive at each Pin, have the student who studied that Pin act as "Tour Guide" and talk about it with confidence and enthusiasm, using his or her note cards. The "Tour Guide" should give fellow students an opportunity to ask questions.
10. Take time for the class to stop and examine items of interest, such as epitaphs, dates on tombstones, flowers on very old graves, and the names of survivors who have visited. Have students look for epitaphs, and ask them to calculate the lifespans of some of the soldiers.
11. At the end of the tour, consider asking for a few moments of silence for students to reflect on what they have seen and experienced.



Beaufort Interactive Map: <http://www.cem.va.gov/cems/nchp/beaufort.asp>
or www.cem.va.gov/legacy

Activity Closure

Upon returning from the cemetery visit, initiate a class discussion about the tour, or ask students to write about their experiences. Ask questions such as:

- What did you like most? What did you like least?
- What would you like to know more about?
- Why is it important to remember these people?
- What do our ways of remembering U.S. Veterans say about our culture?
- What more do you think we should be doing?
- Has your attitude toward our veterans changed in any way? If so, how?
- What will you do in the future to remember U.S. Veterans?

Lesson Extensions

Consider sharing the video of your tour with other classes, or plan an evening with your students' parents and share the video.

Lesson Resources

- Beaufort Interactive Map: <http://www.cem.va.gov/cems/nchp/beaufort.asp> or www.cem.va.gov/legacy

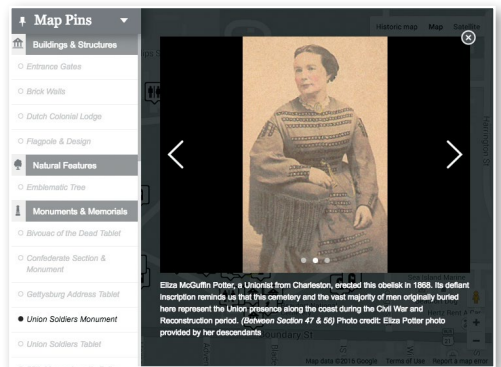
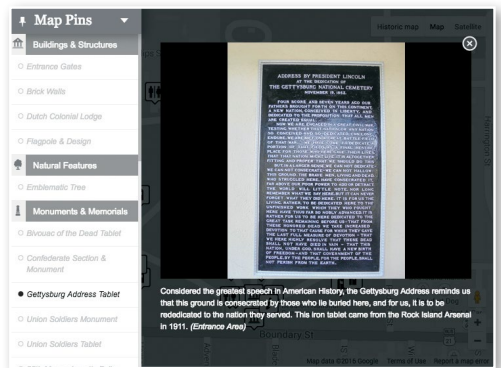
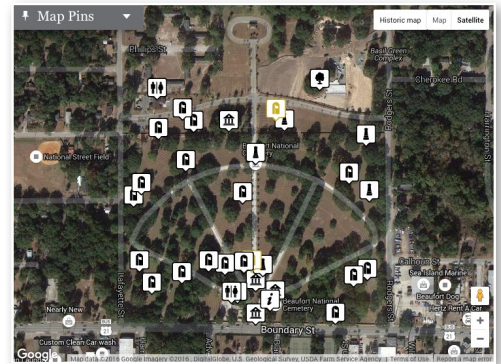
Activity Steps for Groups That Are Unable to Visit the Cemetery

1. Follow steps 1 to 4 from page 20.
2. Project the map and lead the group in an online tour of the cemetery.
3. As you arrive at each Pin, have the student who studied that Pin act as "Tour Guide" and talk about it with confidence and enthusiasm. The "Tour Guide" should give fellow students an opportunity to ask questions.
4. Follow steps 10 and 11 from page 20.

Activity Closure for Online Tour of the Cemetery

After the group has viewed the pictures on the interactive map, ask students:

- Do you feel as though you have been to the cemetery?
- What made you want to see more the cemetery?
- What questions do you have?
- How does Beaufort National Cemetery reflect how our nation remembers its veterans?
- Would you like to visit a national cemetery sometime?






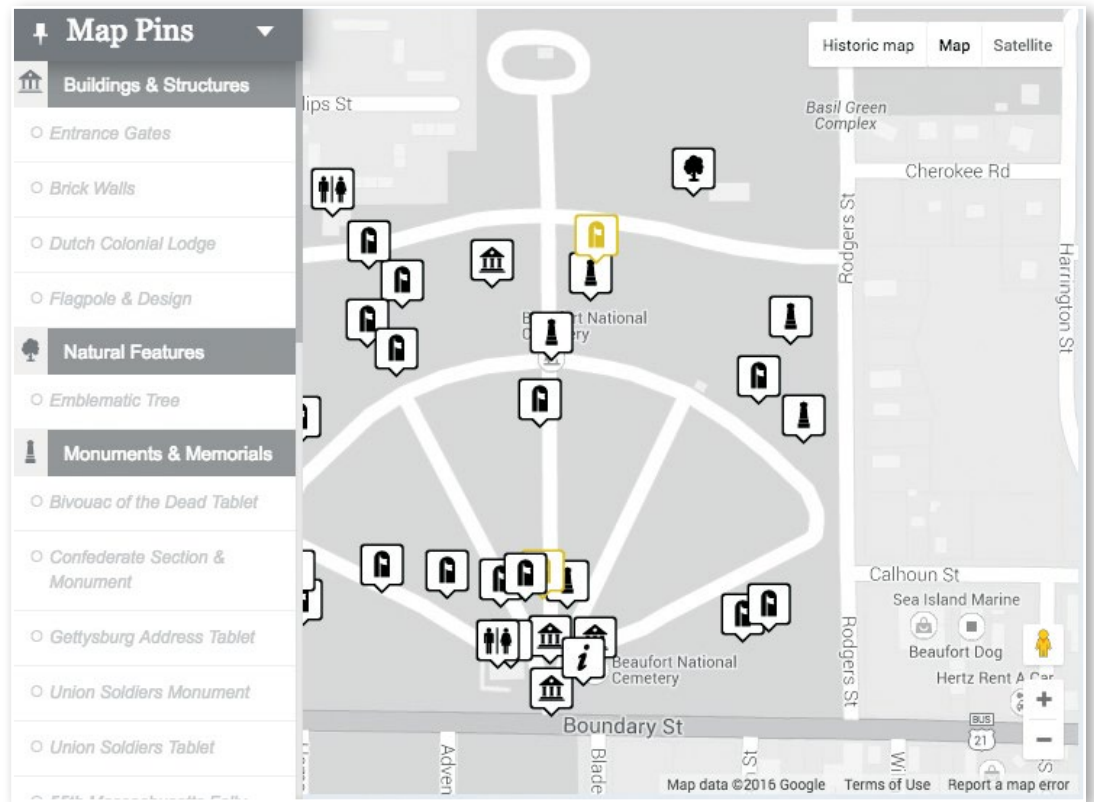
The interactive map can be a virtual tour of the cemetery — click on a map pin icon to view historical facts and slide shows.

Beaufort National Cemetery Interactive Map Pins

HANDOUT

Map Pin Types:

-  Buildings & Structures
 -  Natural Features
 -  Monuments & Memorials
 -  Significant Gravesites
-



Beaufort Interactive Map: <http://www.cem.va.gov/cems/nchp/beaufort.asp> or www.cem.va.gov/legacy

List of Map Pins:

Buildings & Structures

1. Entrance Gates
2. Brick Walls
3. Dutch Colonial Lodge
4. Flagpole & Design

Natural Features

5. Emblematic Tree

Monuments & Memorials

6. Bivouac of the Dead Tablet
7. Confederate Section & Monument
8. Gettysburg Address Tablet
9. Union Soldiers Monument
10. Union Soldiers Tablet
11. 55th Massachusetts Folly Island Reburial Plaque

Significant Gravesites: Medal of Honor

12. Ralph H. Johnson
13. John J. McGinty III

Significant Gravesites: Other

14. Donald Conroy
15. Emma Morrill French
16. Edwin Pollock
17. Gerd Reussel
18. Joseph Simmons
19. Charles Spragins
20. Charles Taliano
21. William Thrash
22. Ruben Tucker
23. 1st SC Graves
24. 54th Massachusetts Graves
25. Early Burials
26. Memorial Section
27. Private Headstones
28. Unknown Section
29. USCT Section

Curriculum Development Team

Historian

Thomas G. Connors

Thomas Connors is associate professor of history at the University of Northern Iowa. He earned his Ph.D. in history from the University of Illinois. He is a recognized expert on history education with a specialization in the use of cemeteries as teaching tools. Since 2000, he has worked with teachers and led tours of 62 cemeteries in 25 states, from Florida to Alaska. He has published a study of Washington Irving and Sleepy Hollow, and his current research focuses on using cemeteries for research and service projects. He is also involved in local historic preservation and education.

Contributing Educators

Lucinda Evans

Lucinda Evans has taught social studies in Topeka Public Schools for 25 years. She has developed curriculum and teaching materials and has written state standards and assessment items for social studies. She has a B.S. in history from St. Mary of the Plains College in Dodge City, Kansas. As a Master Teacher for the National Council for History Education and the American Institute for History Education, Evans has been involved with numerous Teaching American History grants. She is a past president of the Kansas Council for History Education and has participated in Gilder Lehrman Seminars at Oxford and Cambridge.

Gerry R. Kohler

Gerry Kohler taught social studies for three decades in elementary, junior high, and high schools in Parkersburg, West Virginia. She earned her B.A. in Early Childhood Education from West Virginia Wesleyan College and her M.A. in Education Administration from West Virginia University. In 2006, she was selected as the Gilder Lehrman Institute's National History Teacher of the Year. She has frequently presented as a Master Teacher for the National Council for History Education on Teaching American History grants. Other honors have come from the Daughters of the American Revolution and the U.S. House of Representatives. In 2010, she received the James P. Vaughan Award for Historic Preservation.