

TWO CENTURIES OF
INNOVATION
MOUNT DEARBORN
MILITARY RESERVATION

4TH GRADE EDITION

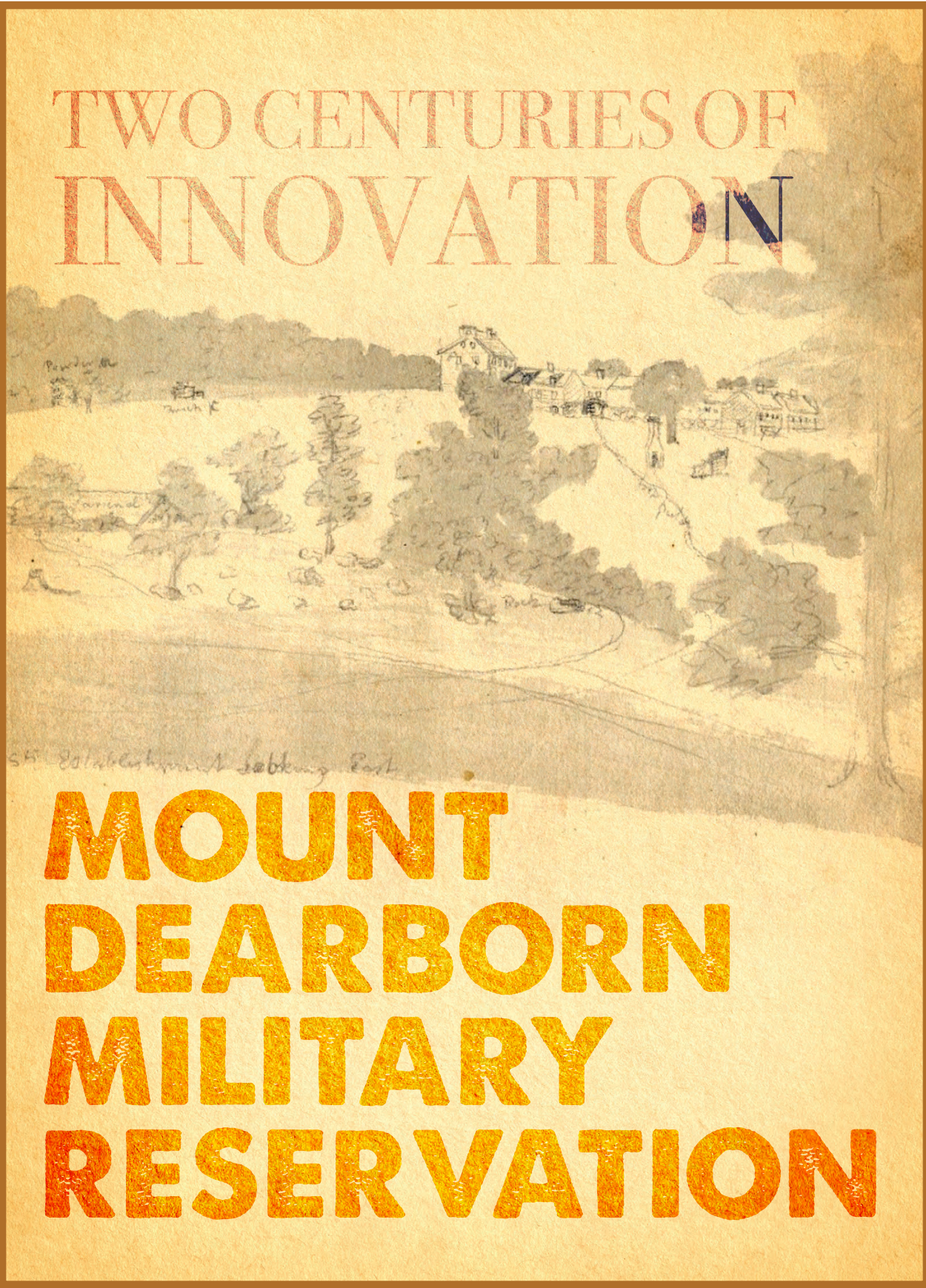
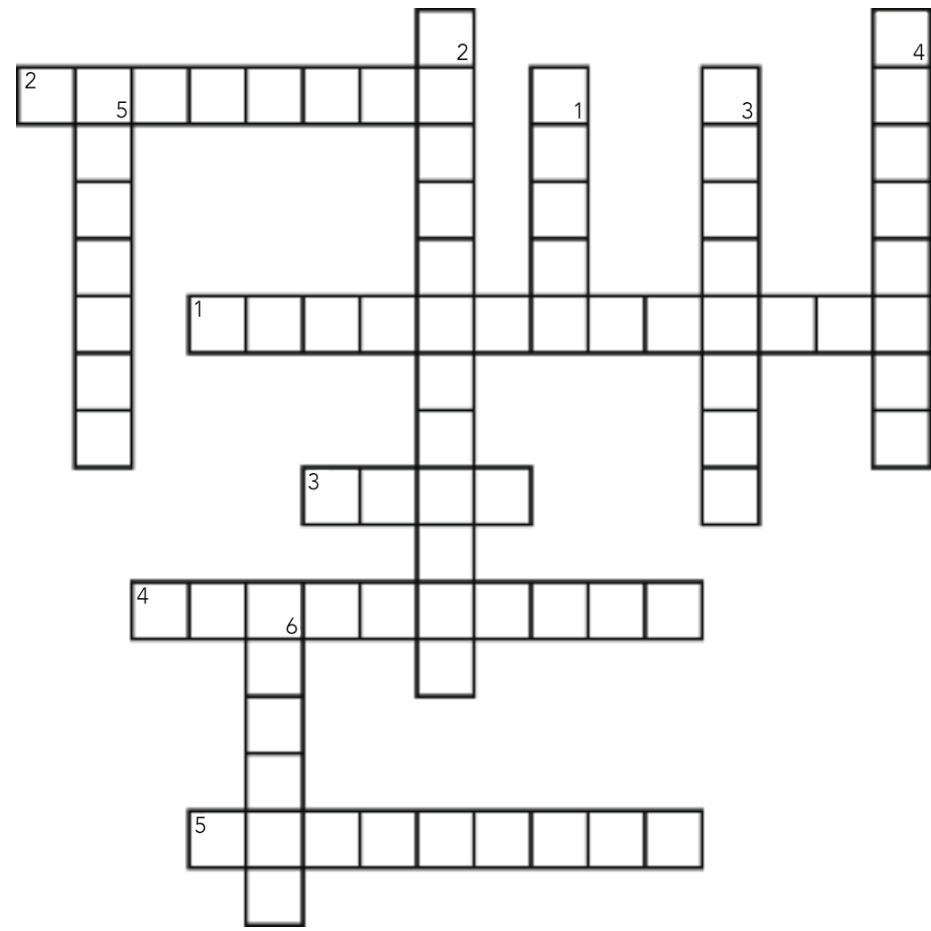


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Name: _____ Date: _____

Mount Dearborn Crossword



Across

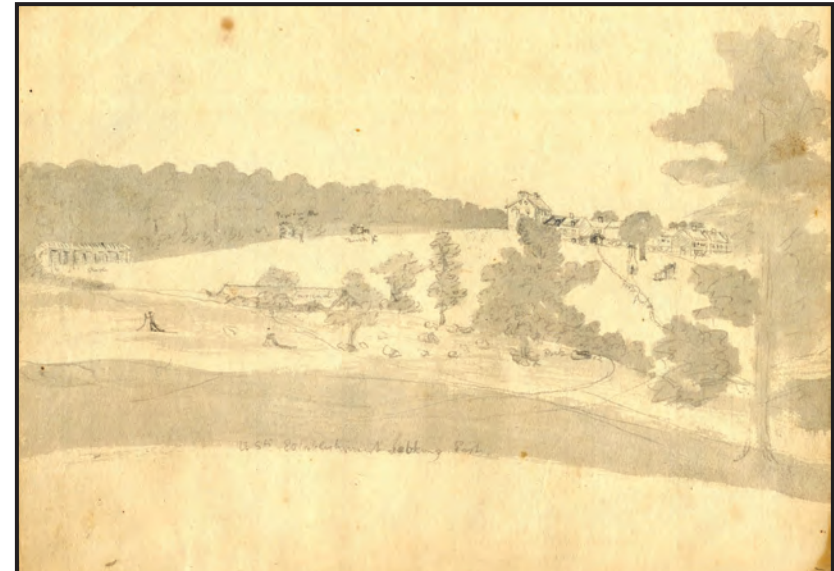
1. generation of electricity using flowing water
2. place for storing ammunition or other explosive material
3. furnace or oven for burning, baking, or drying bricks
4. person who forges, or makes, metal tools or weapons
5. large military weapons

Down

1. a long, thin artificial waterway constructed to facilitate the passage of boats inland and/or to provide access to water
2. loyalty to one's own region or section of the country, rather than to the country as a whole
3. place for housing officers
4. place for housing soldiers
5. place for storing and repairing small weapons
6. place for producing weapons from start to finish

Key: Across: 1. hydroelectric, 2. magazine, 3. kiln, 4. blacksmith, 5. artillery, 6. arsenal. Down: 1. canal, 2. sectionalism, 3. quarters, 4. barracks, 5. arsenal, 6. armory.

TWO CENTURIES OF INNOVATION MOUNT DEARBORN MILITARY RESERVATION



[Robert Mills' ink wash drawing of Mt. Dearborn in the 1820s. Artist is standing on hillside across present day Great Falls Lake and looking east. Included in Mills' Manual on Railroads, Robert Mills Papers, SEAA-028, Tulane University Special Collections]

BACKGROUND FOR TEACHERS

Mount Dearborn is a former 523-acre historic military reservation representing more than 200 years of technological innovation. Initially designed to serve as an arsenal-armory, this site is now part of a hydroelectric power project. Filled with mesmerizing features, Mount Dearborn has long been revered as an ideal location for production and growth. The enduring flow of the Catawba River is simply enchanting, as is the rustling of majestic oak and maple trees that envelope the land. Structural remnants obscured by two centuries of plant growth, clustered near the Catawba River, represent a mere whisper of the reservation's former glory.

In the 1820s, famed architect and surveyor Robert Mills visited Mount Dearborn and wrote:

"Nature furnishes few spots more variously romantic than this; a noble river rendered more interesting by the rocks which impede its course, the islands scattered in the stream, the surrounding hills covered with woods, and towering above it, all induce a wish, that the project of a Military establishment here had succeeded, and that this fairy spot had been the abode of refined society."

In 1801, Secretary of War Henry Dearborn was granted permission from President Thomas Jefferson to construct an arsenal-armory near Rocky Mount in South Carolina. Dearborn had a great vision for this military installment and offered detailed specifications for the various structures to be erected at the site. Barracks were to be built, along with an arsenal, armory, and magazine. Unfortunately, Dearborn's vision never fully came to fruition. While the arsenal, magazine, and barracks were constructed, an armory was never built. In 1829, the Federal Government retroceded all 523 acres to the state of South Carolina. Today the site is owned by Duke Energy Corporation.

WHERE THIS LESSON FITS INTO THE CURRICULUM

Time Period: Early 19th Century, Early National Period

Topics: This lesson may be taught in U.S. history, social studies, and other curricula that examine the expansion of federal military power in the United States during the period before the War of 1812.

RELEVANT UNITED STATES AND SOUTH CAROLINA STUDIES STANDARDS FOR GRADE 4

This lesson aligns to the following *South Carolina Social Studies College and Career-Ready Standards*:

A New Nation

Standard 4.2.CX. Contextualize South Carolina's role in the development of the new nation.

Expansion and Sectionalism

Standard 4.3.P. Analyze the role of technology and the environmental impact during the period of Westward Expansion.

This lesson also relates to the following *National Standards for History from the UCLA National Center for History in the Schools*:

Topic 2: The history of students' own state or region

Standard 3E. The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.

- Analyze how the ideas of significant people affected the history of their state. [Assess the importance of the individual in history]
- Research in order to explain why important buildings, statues, monuments, and place names are associated with the state's history. [Obtain historical data]

RELEVANT CURRICULUM STANDARDS FOR SOCIAL STUDIES

This lesson also relates to the following *Curriculum Standards for Social Studies from the National Council for the Social Studies*:

Theme II: Time, Continuity, and Change

- **Standard A.** Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views;
- **Standard B.** Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;





- **Standard C.** Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;
- **Standard D.** Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;
- **Standard E.** Demonstrate an understanding that people in different times and places view the world differently.

Theme III: People, Places, and Environments

- **Standard B.** Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;
- **Standard C.** Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;
- **Standard E.** Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;
- **Standard G.** Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;
- **Standard H.** Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;
- **Standard K.** Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.

Theme VI: Power, Authority, and Governance

- **Standard C.** Give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;
- **Standard E.** Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;
- **Standard F.** Identify and describe factors that contribute to cooperation and cause dispute within and among groups and nations;
- **Standard G.** Explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
- **Standard H.** Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

Theme VII: Production, Distribution, and Consumption

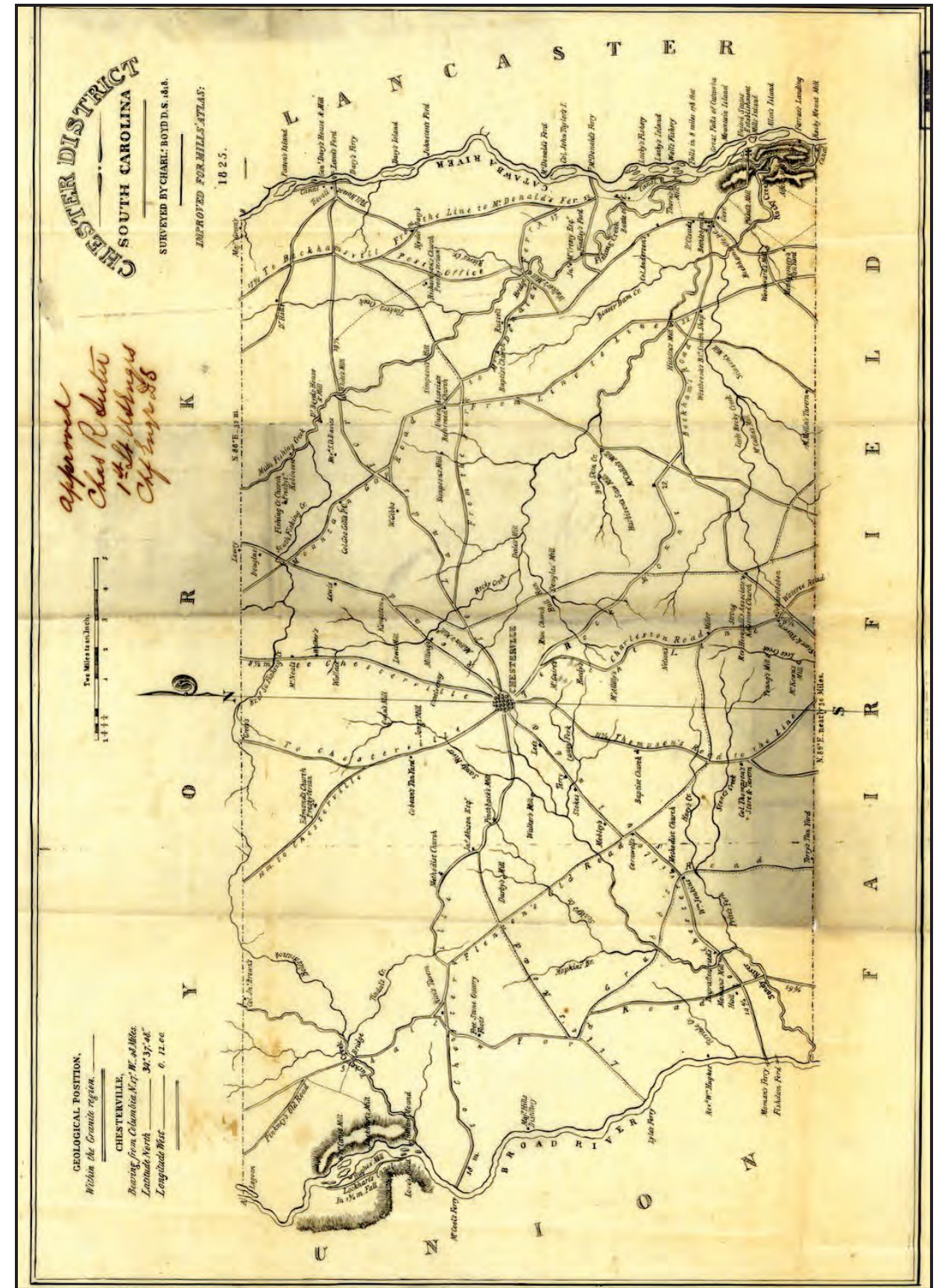
- **Standard B.** Distinguish between needs and wants;
- **Standard C.** Identify examples of private and public goods and services;

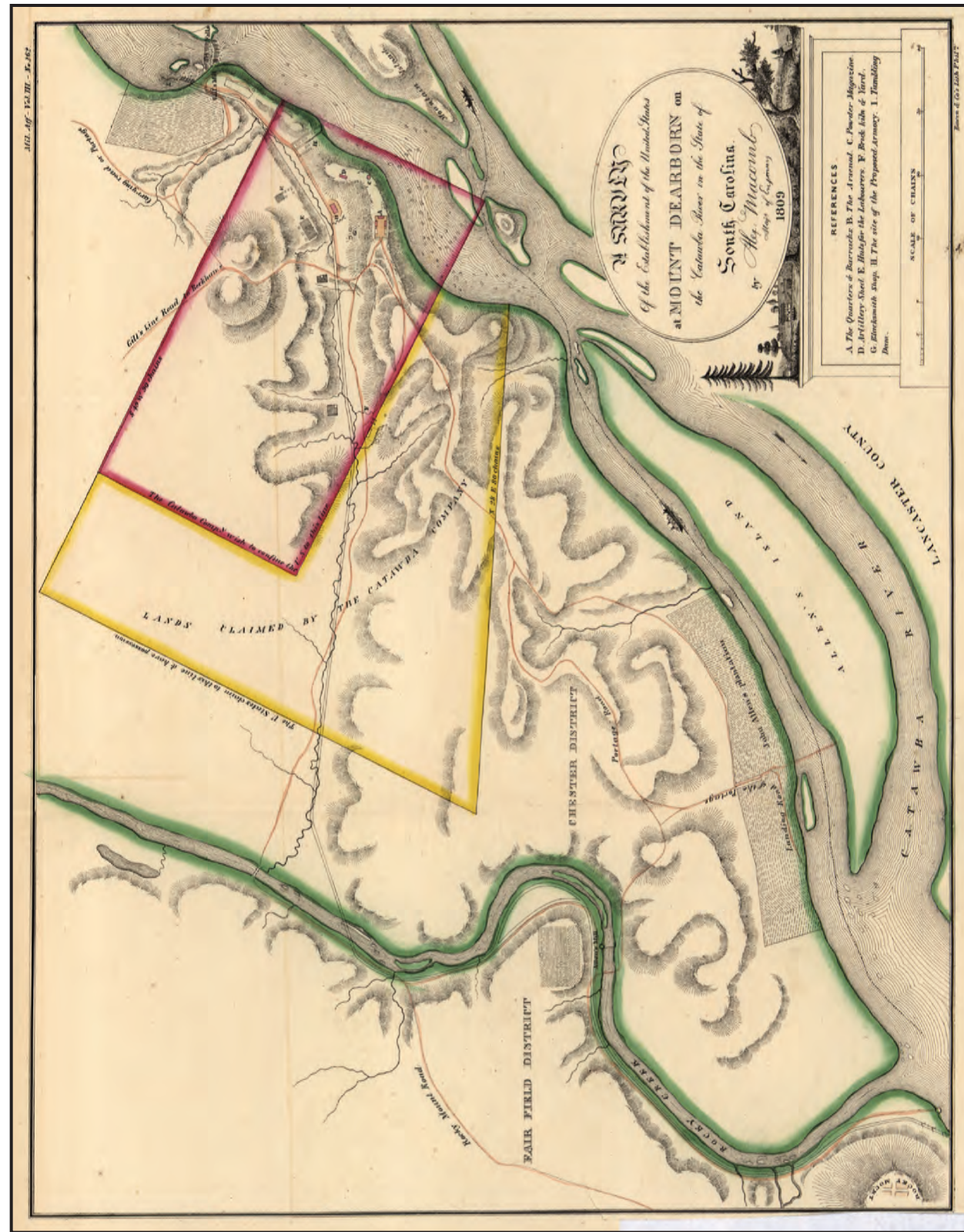
Theme VIII: Science, Technology, and Society

- **Standard B.** Identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses.

Theme IX: Global Connections

- **Standard B.** Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations;
- **Standard F.** Investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.





ABOUT THIS LESSON

This lesson is based on the **National Register of Historic Places (NRHP)** registration files for Mount Dearborn Military Reservation (<http://schpr.sc.gov/index.php/Detail/properties/46866>). Anne Dorland, an educator and archaeologist at New South Associates, wrote this lesson plan. This lesson serves to connect students with local history and sheds light on an important piece of South Carolina's rich past.

LEARNING OBJECTIVES

1. The students will examine the role of canals as a form of technology that impacted the environment during the period preceding the War of 1812.
2. The students will analyze primary and secondary documents to explain how the ideas of early U.S. leaders (George Washington, Thomas Jefferson, Henry Dearborn) affected South Carolina state history.
3. The students will identify the difference between primary and secondary sources.
4. The students will utilize primary and secondary sources to gather information and make connections about South Carolina state history.
5. The students will discuss how history would be different if events surrounding the construction of Mount Dearborn had different outcomes.

MATERIALS FOR STUDENTS

The materials listed below can either be used directly on the computer or can be printed out, photocopied, and distributed to students.

1. An ink wash drawing of Mount Dearborn by Robert Mills in the 1820s.
2. Map of the United States in 1799 showing the locations of the Springfield Armory, Harpers Ferry Armory, and Mount Dearborn Armory.
3. Map showing the layout of Mount Dearborn in 1809.
4. Two secondary source readings and one primary source reading about the development of Mount Dearborn, issues that prohibited its completion, and the events following its closure.
5. An 1825 map of Chester County.
6. Two photographs from the 2004 archaeological study of Mount Dearborn.

VISITING THE SITE

The former Mount Dearborn Military Reservation is situated near the town of Great Falls in Chester County, South Carolina. It is owned by Duke Power, a division of Duke Energy Corporation. While it is not currently open for visitation, it may be at some point in the future.

GETTING STARTED

Robert Mills' ink wash drawing of Mt. Dearborn in the 1820s. Artist is standing on hillside across present day Great Falls Lake and looking east. Included in Mills' Manual on Railroads, Robert Mills Papers, SEAA-028, Tulane University Special Collections.

What type of establishment is shown in this drawing? What evidence leads you to your conclusion?



SETTING THE STAGE

The former Mount Dearborn Military Reservation (1803-1817) is in Chester County, South Carolina. This military reservation was named after Henry Dearborn, the fifth United States Secretary of War. Mount Dearborn was designed to be an arsenal-armory during America's Early National Period (1790-1828). An arsenal-armory stores and makes weapons for the military. Two other arsenal-armories were built in the United States during this period. One is in Springfield, Massachusetts and the other is in Harpers Ferry, Virginia.



MATERIALS



In 1798, George Washington wanted to build an arsenal-armory in the Southern states. Washington suggested a location in South Carolina on the Catawba River. He chose that location because the Catawba Navigation Company was planning to put a canal there. A canal is a long, thin waterway that allows boats to travel inland. Canals also provide access to water. The water provided by the canal would supply power to the armory, which is used to make weapons.

Henry Dearborn asked a South Carolina Senator named Thomas Sumter to buy land for Mount Dearborn in 1802. Henry Dearborn and the Catawba Navigation Company had an argument about the land purchase. This argument delayed the canal construction. Also, the military had to focus on building defenses in Charleston before the War of 1812. This caused even more setbacks at Mount Dearborn. It took so long for a canal to be constructed that the armory was never built.

Mount Dearborn was used for storing weapons and training soldiers. Since the armory was never built, Mount Dearborn was not used to make weapons. Mount Dearborn had barracks, quarters, an artillery shed, an arsenal, and a powder magazine. Soldiers slept in the barracks and officers slept in the quarters. The artillery shed was used to store large weapons. The arsenal was used to store and repair small weapons. The powder magazine was used to store explosive materials.

Mount Dearborn was an important place in 1809. In 1809, the military was getting ready for the War of 1812. New soldiers were sent to Mount Dearborn to train to fight in the war. The soldiers also protected the area. Once the war started, most of the soldiers were sent to Charleston to defend the coast. In 1816, Congress thought about building a military academy at Mount Dearborn. In the end, Congress decided to only build one U.S. Military Academy. That academy is at West Point in New York. Mount Dearborn was no longer in use by 1817. In 1829, the land was given to the State of South Carolina.

Officer's Sword and Scabbard, War of 1812



LOCATING THE SITE

MAP 1: Location of the Springfield Armory, Harpers Ferry Armory, and Mount Dearborn Armory on a 1799 Map.

This map was retrieved from the Library of Congress, <https://www.loc.gov/item/98685616/>.



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SUPPLEMENTAL RESOURCES

South Carolina Historic Properties Record: Mount Dearborn Military Reservation

<http://schpr.sc.gov/index.php/Detail/properties/46866>

The South Carolina Department of History and Archives provides a description of Mount Dearborn and the archaeological work conducted there. Photographs of the archaeological findings accompany the description.

StudySC: Chester County History

<https://www.studysc.org/counties/chester-county>

This website is a service of the South Carolina State Library and is funded in part by the U.S. Institute of Museum and Library Services. This link contains a web page about the history of Chester County. After completing this lesson, students will be familiar with some of the people and events discussed on this web page.

South Carolina Railroad Museum

<https://www.scrm.org>

The South Carolina Railroad Museum, listed on the National Register of Historic Places, houses a variety of historic railroad equipment such as freight and passenger cars, cabooses, and engines. In addition to exploring the museum, there is an option to take a historic tour by train. It features the remains of sharecropper cabins and a steam-era water tank. Other highlights include a 0.25-mile long granite cut and riding between historic freight cars. This website and museum facilitate further exploration of nineteenth-century technology in South Carolina, a primary theme of this lesson.

National Canal Museum

<https://canals.org/learn/the-canal-era/>

Visit this website to learn more about the canal era. Canal construction was a focal point of events surrounding Mount Dearborn's history, which took place during the canal era (ca. 1797-1855).

National Park Service: Henry Dearborn

<https://www.nps.gov/people/henry-dearborn.htm>

On this web page, the National Park Service provides a biography of Henry Dearborn. Dearborn is a pivotal historic figure in this lesson plan and Mount Dearborn was named for him.

National Park Service: Harpers Ferry Armory

<https://www.nps.gov/hafe/learn/historyculture/harpers-ferry-armory-and-arsenal.htm>

Harpers Ferry Armory is briefly mentioned in this lesson. This site is one of the three arsenal-armories, along with Mount Dearborn, that was constructed in the period preceding the War of 1812.

National Park Service: Springfield Armory

<https://www.nps.gov/spar/index.htm>

Springfield Armory is briefly mentioned in this lesson. Located in Springfield, Massachusetts, it was constructed in 1794 as the nation's first armory.

Map 1 Prompts:

Which arsenal-armory is the northernmost, which is centrally located, and which is the southernmost?

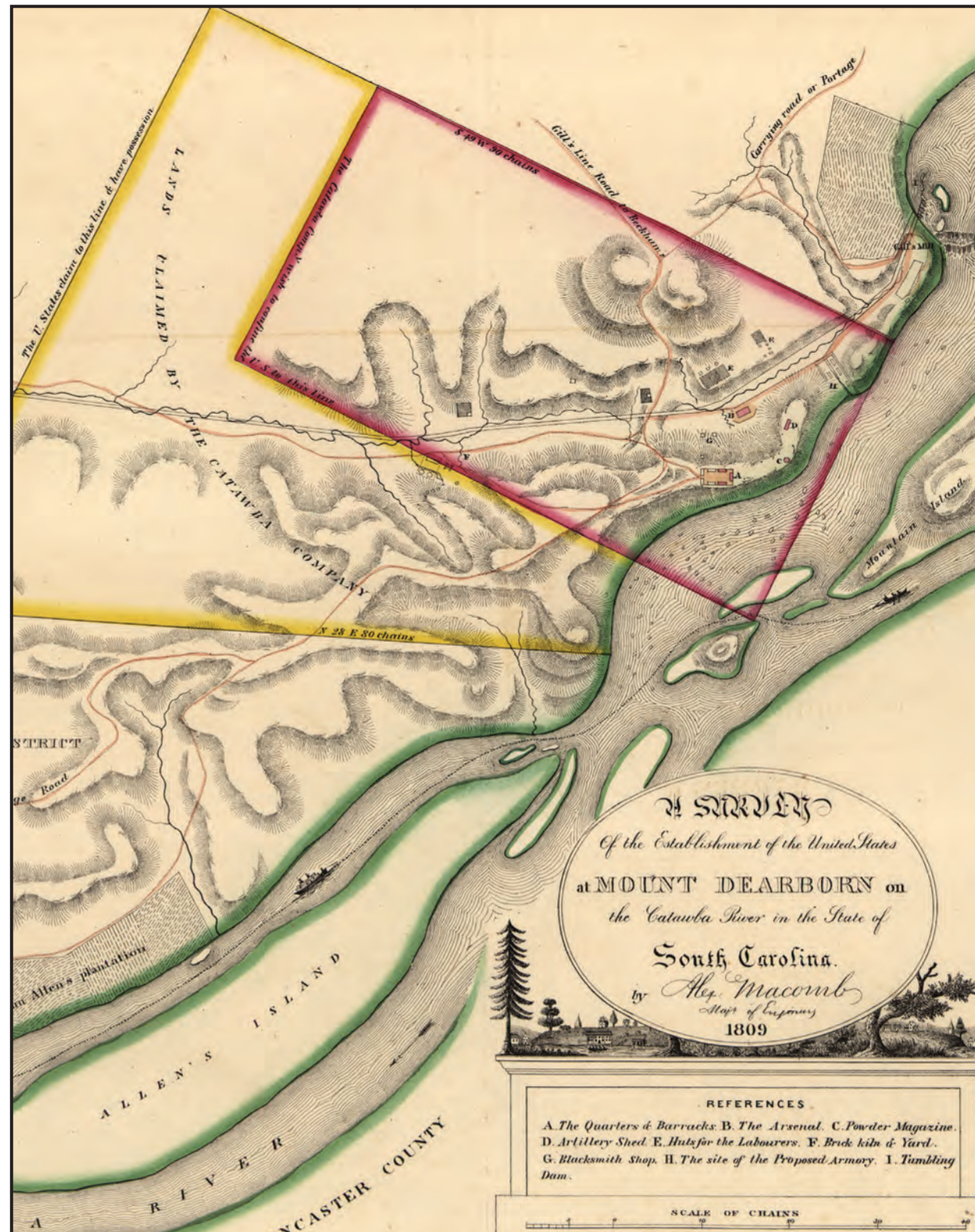
In which three states are the arsenal-armories located?

Why do you think these locations were chosen for the three major U.S. arsenal-armories during America's Early National Period?



MAP 2
Layout of Mount Dearborn, 1809

Image retrieved from the Library of Congress, <https://www.loc.gov/item/09033892/>.



ACTIVITY 3: Rewrite Mount Dearborn's History

In this lesson, students learned that the Mount Dearborn arsenal-armory was never completed due to the delayed canal construction. While many of the planned structures and elements of the arsenal-armory were built and utilized, the armory was never constructed. Rather than being used for the manufacture of weapons, it was only used for storage and minor repairs. Eventually the Mount Dearborn Military Reservation was retroceded to the State of South Carolina. Using information from the lesson, students will work independently to rewrite the history of Mount Dearborn.

Step 1: Have the students review the contents of the lesson (Setting the Stage, Determining the Facts, etc.) to recall the course of events that led to the Federal Government retroceding Mount Dearborn to South Carolina.

Step 2: Lead a discussion on the major events in Mount Dearborn's history. It may be useful to draw a flow chart on the classroom board to show how events culminated in the Federal Government retroceding Mount Dearborn to the state of South Carolina.

Step 3: The students will independently write 3-5 paragraphs detailing the history of Mount Dearborn as though the canal had been constructed on time. How would Mount Dearborn have been used if the canal were built earlier? Would it be a hydroelectric power plant today? Would it have become the location of a military academy?

Step 4: After they have completed their rewritten histories, lead the students in a discussion of the events that actually occurred versus what they wrote. How would a different version of Mount Dearborn's history alter South Carolina State history?

ACTIVITY 2: Create a Preservation Pamphlet for Mount Dearborn

For this activity, students will work in pairs to create a pamphlet that includes a description of Mount Dearborn, why it should be preserved, and a plan to preserve the archaeological remains of the site.

Step 1: Have the students visit the following webpage to gain an understanding of archaeological stewardship and preservation: <http://portaltothepast.newsouthassoc.com/stewardship-preservation/>. After they explore the webpage, discuss the concepts of stewardship and preservation with the class.

Step 2: Have the students visit the following webpage to read about the elements of historic preservation (preservation, rehabilitation, restoration, and reconstruction): <https://ctb.ku.edu/en/table-of-contents/implement/physical-social-environment/historic-preservation/main>. After they have gathered information, lead a discussion on the elements of historic preservation.

Step 3: Have the students work in pairs to develop a preservation plan for Mount Dearborn. Explain that their final product will be a pamphlet that describes the site, explains why it should be preserved, and outlines a plan for its preservation. Encourage them to incorporate both images and text. The pamphlet can be created manually by folding paper into thirds, or it can be made in Microsoft Word by following these steps: 1) select file, then select page setup; 2) ensure that the page is set to be A4 and landscape, then press ok; 3) in the layout tab select margins and choose narrow margins; 4) in the layout tab select columns and select three columns; 5) add content and print.

Step 4: The students will present their pamphlet to the class. After all students have presented, have a discussion on the various ideas outlined in their pamphlets.

After students have completed this activity, ask them if they would like to invite a preservation professional to speak with their class. Help them to contact your local government's preservation office through the South Carolina State Historic Preservation Office (SC SHPO). You can find information on how to contact the SC SHPO at the following link: [https://scdah.sc.gov/sites/default/files/Documents/Historic%20Preservation%20\(SHPO\)/Programs/Local%20Government/CLGs.pdf](https://scdah.sc.gov/sites/default/files/Documents/Historic%20Preservation%20(SHPO)/Programs/Local%20Government/CLGs.pdf)

Map 2 Key:

- | | |
|--------------------------|-----------------------------|
| A. Quarters and Barracks | E. Huts for the Laborers |
| B. The Arsenal | F. Brick Kiln and Yard |
| C. Powder Magazine | G. Blacksmith Shop |
| D. Artillery Shed | H. Proposed Armory Location |

MAP 2: KEY TERMS	DEFINITION
Quarters	Quarters are structures for housing officers.
Barracks	Barracks are structures for housing soldiers.
Arsenal	An arsenal is a place for storing and repairing small weapons.
Powder Magazine	A powder magazine is a place for storing ammunition or other explosive material.
Artillery Shed	An artillery shed is a place for storing large weapons.
Brick Kiln	A brick kiln is a furnace or oven for burning, baking, or drying bricks.
Blacksmith Shop	A place where metal tools or weapons are forged or made.
Armory	An armory is a place for producing weapons from start to finish.

Map 2 Prompts:

Who occupied Mount Dearborn in 1809? What evidence can you use to support your answer?

Explain the purpose of an arsenal. How was that structure used in 1809?

Which structures were used for housing the officers?

What is stored in the powder magazine?

The proposed armory was never built. Discuss issues that may have prevented its construction.

If the armory had been built, for what would it have been used?

DETERMINING THE FACTS

READING 1: Excerpts from "Mount Dearborn: The National Armory at Rocky Mount, South Carolina, 1802-1829" by Arthur P. Wade*, 1980

As President, **Washington** continued to press for a national system of **arms manufactories**, but not until his second term, when war with Britain seemed about to break out again, did Congress take the first steps toward such a system. In early 1794 the House formed a Committee on Arsenals and Armories, which on 5 March recommended that "in addition to the arsenal at Springfield, there ought to be erected two other arsenals, with magazines and other necessary buildings, at such a place as may...accommodate the Southern and Middle States."



...at the end of the eighteenth century an "arsenal" was primarily a depot for storing arms and effecting minor repairs, while an "armory" was a separate building, perhaps at the same site, where small arms could be fabricated from start to finish.

To forestall criticism of **sectionalism**, he (Washington) authorized preliminary site surveys not only along the Potomac, but also in north-central South Carolina, near the North Carolina line.

Washington's choice of a specific site in north-central South Carolina was not made at random. He had kept abreast of plans to link the widely-separated regions of the new country by roads, rivers, and **canals**, and by 1798 he was fully aware of South Carolina's project for a series of canals to supplement its rivers and to provide trade waterways from central North Carolina's rich iron region to the Atlantic at Georgetown and Charleston. In selecting the tiny settlement of Rocky Mount, South Carolina Washington was relying on a project already under way to link the Catawba River with the Wateree River, bypassing the falls near Rocky Mount, and thus providing a route to the ocean by way of the Santee and Cooper rivers.

Despite Washington's specific recommendation of the Rocky Mount area as the site of the third national arsenal-armory, no further action was taken on the project prior to his death in December 1799. **Thomas Jefferson** took office in March 1801... On **(Henry) Dearborn's** recommendation the President proposed to Congress that a third "magazine" finally be established at "some point convenient for the States of North Carolina, South Carolina, and Georgia," probably near the border of the Carolinas.

*Arthur P. Wade (1921-1984) was a U.S. Colonel and a member of the military history faculty of the U.S. Military Academy at West Point.

ACTIVITY 1: Design Your Own Arsenal-Armory

Students will work in groups of three to design an arsenal-armory that includes a canal to power the armory.

Step 1: The students will learn more about canals and their impact on the environment.

What is a canal? Visit <https://oceanservice.noaa.gov/facts/canal.html> to learn more about canals from the National Oceanic and Atmospheric Administration.

How does a canal work? Watch the YouTube video created by the Canal & River Trust to show students how canal locks work (<https://www.youtube.com/watch?v=dmZ7hBMTY8Q>).

Discuss negative impacts that canals might have on the environment. Such impacts include the displacement of endangered species, deforestation, flooding, contamination of the environment (i.e. oil/fuel spills), and saltwater leakage. Ask students to consider these issues when designing the canal for their arsenal-armory. How will they mitigate these issues?

Step 2: Have students work in groups of three to complete Steps 2 through 4. In their groups, they will explore a South Carolina map in order to choose a location for their arsenal-armory. This location must be situated along a river. Explain to your students that they need to back up their decision with reasoning. Based on the information presented in the lesson, what made them choose that location?

Step 3: The students will design their arsenal-armory using a poster. When they present their design to the class, they will discuss their choice of location, the effectiveness of their design, and how their design mitigates negative impacts to the environment.

The following components must be present:

- Officers' Quarters and Soldiers' Barracks
- Powder Magazine
- Arsenal
- Artillery Shed
- Armory
- Canal
- River
- Nearest city or town

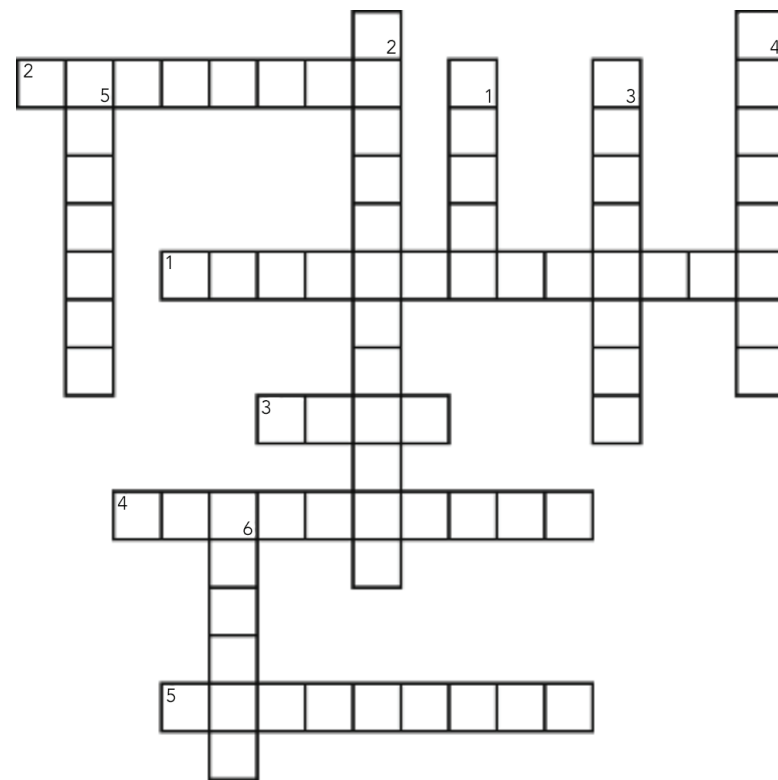
Step 4: Students will present their work and discuss their choice of location, effectiveness of their design, and how it mitigates negative impacts to the environment.

PUTTING IT ALL TOGETHER

Use the following activities to deepen your students' engagement with the topics and themes introduced in the lesson, and to help them develop essential skills.

Key Term Review: Have your students complete the Mount Dearborn crossword puzzle to review key terms before completing an activity.

Mount Dearborn Crossword



Across

1. generation of electricity using flowing water
2. place for storing ammunition or other explosive material
3. furnace or oven for burning, baking, or drying bricks
4. person who forges, or makes, metal tools or weapons
5. large military weapons

Down

1. a long, thin artificial waterway constructed to facilitate the passage of boats inland and/or to provide access to water
2. loyalty to one's own region or section of the country, rather than to the country as a whole
3. place for housing officers
4. place for housing soldiers
5. place for storing and repairing small weapons
6. place for producing weapons from start to finish

Key: Across: 1. hydroelectric, 2. magazine, 3. kiln, 4. blacksmith, 5. artillery. Down: 1. canal, 2. sectionalism, 3. quarters, 4. barracks, 5. arsenal, 6. armory.

READING 1: KEY TERMS	DEFINITION
George Washington (1732-1799)	Washington was a Founding Father and the first U.S. president (1789-1797).
Arms Manufactories	Arms manufactories are places where weapons are made.
Sectionalism	Sectionalism is loyalty to one's own region or section of the country, rather than to the country as a whole.
Canal	A canal is a long, thin artificial waterway constructed to facilitate the passage of boats inland and/or to provide access to water
Thomas Jefferson (1743-1826)	Jefferson was a Founding Father, the Father of American Archaeology, and the third U.S. president (1801-1809).
Henry Dearborn (1751-1829)	Dearborn was a commanding general in the War of 1812, congressman, and secretary of war under Thomas Jefferson. Mount Dearborn was named after him.
Primary Source	A primary source consists of materials, such as letters, maps, drawings, and diaries, made by the people who experienced the event they are recording.
Secondary Source	A secondary source consists of materials, such as articles, encyclopedias, text books, and websites, made by people who did not experience the event they are discussing.

Reading 1 Prompts:

Is this reading a primary or secondary source?

Discuss reasons why George Washington would "press for a national system of arms manufactories." How would this benefit the country during America's Early National Period (1790-1828)?

Identify the "war with Britain" to which the author refers in the first paragraph.

Explain how President Washington avoided being labeled as a "sectionalist."

Explain why President Washington chose the location of Rocky Mount, SC for the southern arsenal-armory. How would the construction of a canal at Rocky Mount provide a good location for an arsenal-armory?

Discuss ways that canal construction could affect the environment.

READING 2: Letter Excerpts

EXCERPT 1: Henry Dearborn to Thomas Sumter (South Carolina Senator)

5 June 1802

"It is the intention of the President (Jefferson)... to commence the establishment of a Magazine and Armory near Rocky Mountain on the Catawba River. The first preliminary step is the selection and purchase of a suitable site for the Magazine, store houses, buildings for workmen, and the necessary buildings for the Armory, including a proper privilege for the water works necessarily attached to the Armory. Will you Sir...make the purchase of the land . . . twenty or thirty acres well situated would be sufficient . . ."

EXCERPT 2: Henry Dearborn to Colonel Christian Senf (South Carolina State Engineer)

23 February 1803

"The first step now to be taken, is that the Canal company for opening the navigation of the Catawba river &c. shall agree to open the passage for the water, at the expense of said Company, from the river above the falls, into what is contemplated as the pond or reservoir of water for the water works of the Armory &c. and which will form a part of the Canal...by the first day of October next."

Reading 2 Prompts:

Identify the excerpts as either primary or secondary documents.

Explain the difference between an armory and a magazine. (Excerpt 1)

Why would constructing a canal would be an important first step for building an armory? Explain the purpose of a canal. (Excerpt 2)



IMAGE 3
Photograph of Barrack Remains
(courtesy of the SC SHPO)

In 2004, an archaeological study identified some building foundations at Mount Dearborn. This photograph was taken of the south wall of one of the barracks.



IMAGE 4
Photograph of Artillery Shed Remains
(courtesy of the SC SHPO)

This photograph was also taken during the 2004 archaeological study. It shows the northeast wall of the artillery shed.

Image 3 and 4 Prompts:

What materials were used to build these structures? Why do you think these materials were used?

Do you think that Robert Mills (the artist who sketched Image 2) would recognize Mount Dearborn today? Why or why not?

In terms of technology and innovation, what can be learned from these structural remains?

IMAGE 2
Drawing of Mount Dearborn by Robert Mills, 1820s



The artist is looking east toward Mount Dearborn. The structure in the foreground among the trees is labeled "arsenal" and the structure to the left is labeled "shed."

Image 2 Prompts:

Two of the structures were labeled by Robert Mill (see the description under the drawing). Use Map 2 to identify the remaining structures shown in this drawing.

In 2-3 sentences, describe the features of the landscape shown in the drawing.

What message does the artist send through this drawing? Is it a positive or negative message?

Would you like to visit the scene shown in the drawing? Why or why not?

READING 3: Excerpts from "Mount Dearborn: The National Armory at Rocky Mount, South Carolina, 1802-1829 (Continued)" by Arthur P. Wade, 1980

South Carolina, after buying out the Catawba Company in 1817, underwrote the construction of what became known as the **Rocky Mount Canal**, which began just above the falls, traversed the Mount Dearborn reservation, crossed Rocky Creek, and then paralleled the creek into the Wateree River. The canal was completed in 1823, but according to local historians, very few boats ever utilized it. "Shortly after its completion," wrote L. M. Ford, "the **South Carolina railroad** reached Columbia and the trade of this section was diverted to that city, and transportation was carried on in wagons."

Then in 1904 there occurred another surge of interest in the Catawba-Wateree, this time in connection with the production of **hydroelectric power**. **James Buchanan Duke**, the tobacco magnate, financed the construction of **dams** and **power plants** along the river, and his American Development Company bought up the many parcels of land needed for the massive project. On 29 June 1905 was created the Southern Power Company, by land deeded from the American Development Company; it was to become the world's pioneer hydroelectric system, and over the next two decades was to transform the Catawba-Wateree into the nation's foremost power producing river until the Tennessee River overtook it.

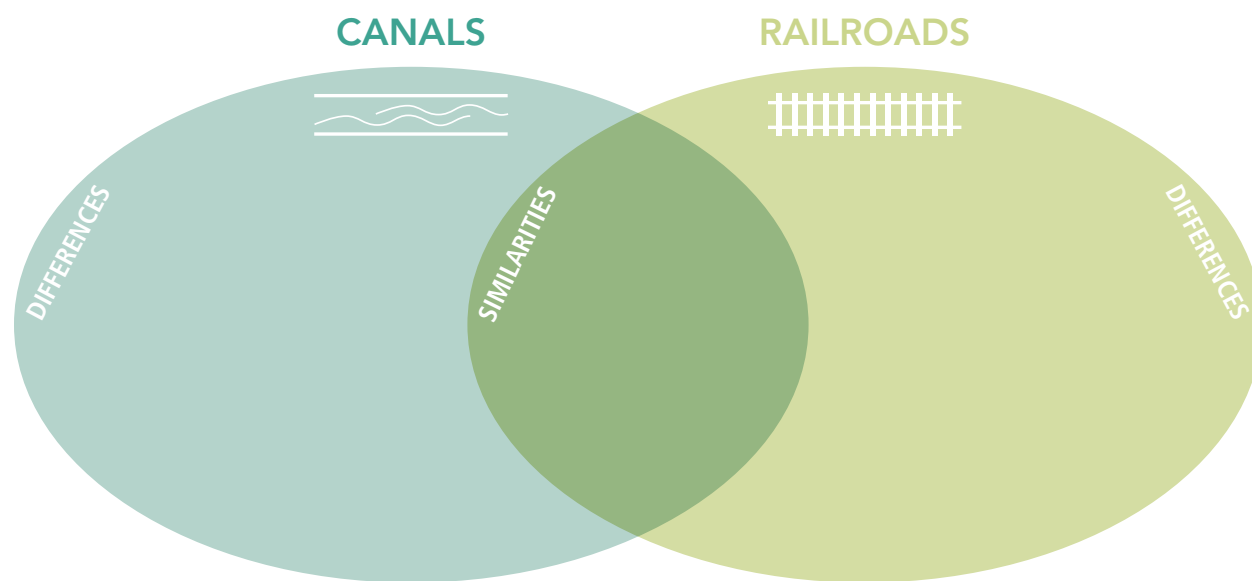
Meanwhile the village of Rocky Mount, South Carolina disappeared, and in its place, just to the north in Chester County, there grew up the town of Great Falls, on the canal just above Rocky Creek.

READING 3: KEY TERMS	DEFINITION
Rocky Mount Canal	The Rocky Mount Canal, also known as the Great Falls Canal, cost \$202,000 and took eight years to construct. This five-mile long canal was closed in 1838.
South Carolina railroad	South Carolina Canal and Rail Road Company (SCC&RR) was established in 1827 as the first railroad line in the south. In 1833, the 136-mile long railroad line was the longest one in the world.
Hydroelectric power	This form of power is created by moving water, like the water flowing over a waterfall, which generates electricity.
James Buchanan Duke (1856-1925)	Duke was a leader in tobacco and electric power industries best known for the introduction of modern cigarette manufacture and marketing. He founded the Southern Power Company, which became known as Duke Power.
Dam	A dam is a barrier constructed to hold back water and raise its level. This forms a reservoir that can be used to generate electricity.
Power Plant	A power plant is an installation used to generate electrical power.

Reading 3 Prompts:

Explain why the Rocky Mount Canal was closed so soon after its completion.

Compare/contrast canal and railroad technology. Which form of transportation is more efficient? Which one is more damaging to the environment?



Explain why the Mount Dearborn area is ideal for a hydroelectric power plant.

VISUAL EVIDENCE

IMAGE 1
Map of Chester County, South Carolina, 1825

Map Retrieved from the Library of Congress, <https://www.loc.gov/item/2006636715/>.

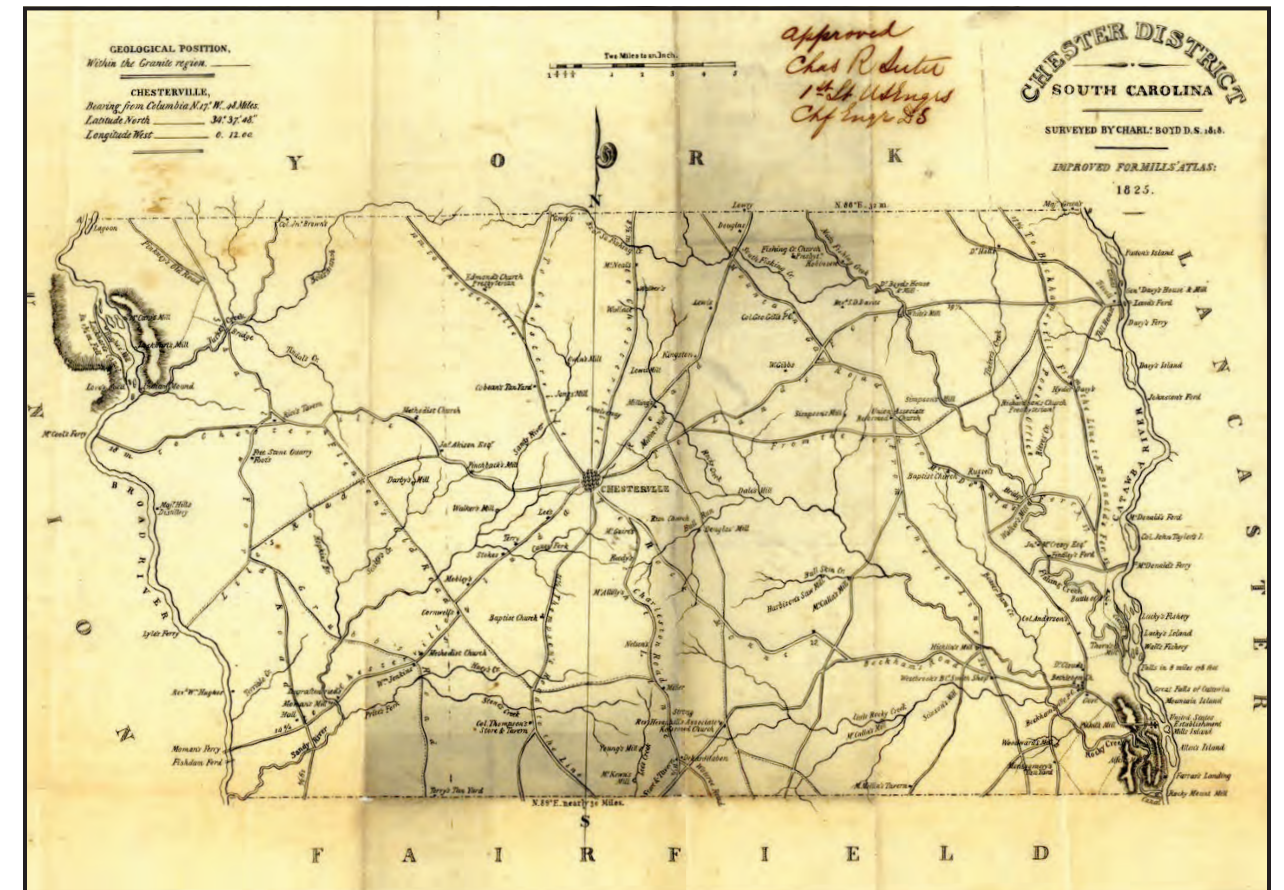


Image 1 Prompts:

Mount Dearborn is labeled on the map as 'United States Establishment'. In which corner of the map is it located (NE, SE, NW, SW)?

Is the canal north or south of Mount Dearborn?

What is the name of the river on which Mount Dearborn is situated?

Explain why George Washington, Henry Dearborn, and Thomas Jefferson all agreed that this was an ideal location for Mount Dearborn. (see Reading 1)