

UNIT 4

The American Civil War

1848–1877

30-40-minute classes | 33-37 classes

UNIT PREVIEW

Structure

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Why Teach the American Civil War

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.”

These famous opening lines from President Abraham Lincoln at Gettysburg express why the Civil War was fought. Whether America, founded in liberty and equality, could long endure depended on whether the nation’s original contradiction, slavery, could be abolished while still preserving the country’s existence as a union. American students must know how the ideas at the heart of their country were undermined by slavery; but they must also learn how heroic Americans committed to America’s founding ideas made

great sacrifices and sometimes gave their lives, so that these ideas of liberty and equality might prevail over the dehumanizing tyranny of slavery. And students must learn that, like those in Lincoln's audience, it is up to each American to oppose tyranny and dehumanization to ensure that "government of the people, by the people, for the people, shall not perish from the earth."

Enduring Ideas from this Unit

1. That slavery was the original contradiction in America, and that slavery is immoral, unjust, dehumanizing, and in violation of the inherent dignity and equal possession of natural rights of each person, as are any ways in which one person or group of people is favored over another due to the color of their skin.
2. That at its heart, the Civil War was fought over the issue of slavery: first, whether slavery would expand in America; next, whether it would be permitted at all; and last, whether the half of the country that opposed slavery would let the country be divided and the injustice to continue elsewhere, instead of fighting to preserve a union that would guarantee liberty and abolish slavery.
3. That President Abraham Lincoln exemplified American statesmanship as he piloted the nation toward fulfillment of its founding ideas, ended the barbarous and tyrannical institution of slavery, and nevertheless abided by the rule of law in doing so.
4. That the period of Reconstruction following the Civil War witnessed a realization of civil rights for freedmen, producing greater degrees of justice and equality that would nevertheless be challenged both during Reconstruction and in following decades.

What Teachers Should Consider

The American Civil War is one of the most important events in American history if only for its attempt to prove, with the blood of hundreds of thousands of Americans, that a people may freely govern themselves and organize themselves to preserve the liberty and equal natural rights of all.

Many students may not know that America was founded on these ideas. Fewer, perhaps, know that America even succeeded in proving these ideas true, striving to live up to them for twenty years, before such progress was eclipsed after Reconstruction. Although subsequent decades would manifest different kinds of failures to guarantee the equal protection of natural rights in certain parts of the country, the Civil War demonstrated that some statesmen and a considerable portion of Americans were committed to carrying out America's founding promise to the point of bloodshed.

Teachers will greatly benefit from studying not only the war itself but also the thoughts, words, and deeds of the statesman who conducted the war for the Union: President Abraham Lincoln. Lincoln's ideas and speeches, and his political actions, should constitute for students a model of prudence, both in the public arena and in their own lives. His understanding of the issue of slavery, not merely in the abstract but as it existed in America, can teach students much about their country and its history.

This unit should begin, therefore, with an understanding of slavery as it was found in America in 1848. The teacher should especially emphasize the changes in the status and practice of slavery since the founding in 1776. The teacher should also emphasize changes in legal and public opinion toward the institution since the Constitution went into effect in 1789. In brief, both had entrenched slavery instead of keeping it on the gradual path to extinction, where the founding generation had arguably placed it.

Abraham Lincoln saw these legal and public opinion shifts most clearly, and he saw that such changes struck directly at the ideas on which America was founded. In brief, his entire public career as well as the founding of the Republican Party were devoted to checking this change, to returning slavery to the path of extinction, and to fulfilling the founding ideas of constitutional self-government. Lincoln's arguments to these ends dominate the crescendo leading to war in spring of 1861. At its heart, this is what the Civil War was about.

The teacher will be able to enrich his or her students by cultivating their imaginations with the events, battles, and images of the Civil War, the bloodiest conflict in which Americans have ever been involved. Strategy, battles, and the general history of the war should be taught in detail. The teacher should learn and share accounts and images of the important moments and figures who contributed to Union victory in 1865. Meanwhile, Lincoln's careful yet effective maneuverings—both to preserve the Union and to seize the constitutional opportunity afforded him to emancipate the slaves—should be followed in detail.

The unit best concludes with a study of the period known as Reconstruction. Perhaps never in history was so much hoped for, achieved, and mismanaged in so short a period of time with respect to liberty and equality under the law. Students should learn to appreciate both the sacrifices of the Civil War and its immediate achievements during Reconstruction. Nevertheless, students should also learn about the emergence of different kinds of injustice, especially for African Americans living in the former rebel states: injustices that would be perpetuated for a century.

How Teachers Can Learn More

TEXTS

Land of Hope, Wilfred McClay
A Short History of the Civil War, James Stokesbury
Battle Cry of Freedom, James McPherson

ONLINE COURSES | Online.Hillsdale.edu

The Great American Story
Civil Rights in American History
Constitution 101

Lesson Planning Resources

TEACHER RESOURCES

Land of Hope Young Reader's Edition, Wilfred McClay
The Story of the Thirteen Colonies and the Great Republic, H.A. Guerber
The Civil War and Reconstruction, Anne Goudvis and Stephanie Harvey
Westward Expansion, Anne Goudvis and Stephanie Harvey
Fields of Fury, James McPherson

STUDENT RESOURCES

Meet Abraham Lincoln, Barbara Cary
The Civil War: Reader, Core Knowledge Foundation

TRADE BOOKS

If You Lived When There Was Slavery in America, Anne Kamma
If You Traveled on the Underground Railroad, Ellen Levine
Abraham Lincoln and Frederick Douglass, Russell Freedman
If You Lived at the Time of the Civil War, Kay Moore
The Boys' War, Jim Murphy

PRIMARY SOURCES

Narrative of the Life of Frederick Douglass, Frederick Douglass
"House Divided" speech, Abraham Lincoln
First inaugural address, Abraham Lincoln
Emancipation Proclamation, Abraham Lincoln
Gettysburg Address, Abraham Lincoln
Second inaugural address, Abraham Lincoln
13th Amendment

**LESSON PLANS,
ACTIVITIES AND ASSIGNMENTS,
AND FORMATIVE QUIZZES**

Lesson 1 — The Expansion of Slavery

1848–1854

9-10 classes

LESSON OBJECTIVE

Students learn how the defenders of slavery began to assert that slavery was a “positive good” that ought to be expanded throughout the country instead of an existing evil that should be contained and kept on the path to extinction.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Meet Abraham Lincoln
The Civil War: Reader
 Primary Sources

Pages 1–44
 Pages 42–51
 See below.

Teacher Texts

Land of Hope Young Reader’s Edition
The Story of the Thirteen Colonies and the Great Republic
Westward Expansion
The Civil War and Reconstruction

Chapters 19 and 20
 Pages 150–159
 Pages 124–134, 193–199
 Pages 13–15, 21–66,
 146–151

Trade Books

If You Lived When There Was Slavery in America
If You Traveled on the Underground Railroad
Abraham Lincoln and Frederick Douglass

Online.Hillsdale.edu

The Great American Story
Civil Rights in American History
Constitution 101

Lecture 9
 Lecture 3
 Lecture 6

STUDENT PREPARATION

Assignment 1: Students pre-read *Meet Abraham Lincoln*, pages 1–44, in segments (grades 3–4) or *The Civil War*, pages 42–51 (grade 5).

CORE CONTENT IN THIS LESSON**Geography & Places**

California
 Kansas–Nebraska Territory

Persons

Abraham Lincoln	Harriet Tubman
Millard Fillmore	William Lloyd Garrison
Frederick Douglass	Franklin Pierce
Sojourner Truth	Stephen Douglas
Harriet Beecher Stowe	

Terms and Topics

King Cotton	<i>Narrative of the Life of Frederick Douglass</i>
antebellum	<i>Uncle Tom's Cabin</i>
Gold Rush	Underground Railroad
secession	Kansas-Nebraska Act
Compromise of 1850	popular sovereignty
Fugitive Slave Law	
abolitionism	

Primary Sources

Narrative of the Life of Frederick Douglass, Frederick Douglass

To Know by Heart

“Knowledge makes a man unfit to be a slave.” — Frederick Douglass
 “Frederick Douglass” — Robert Hayden
 “So you're the little woman who wrote the book that started this great war.” — Abraham Lincoln to Harriet Beecher Stowe upon their meeting
 “Harriet Tubman,” Eloise Greenfield

Timeline

1846–48	Mexican–American War
1849	California Gold Rush

Images

Historical figures and events
 Depictions of the life of slaves and the horrors of slavery
 Maps of the free versus slave-state breakdown when changes occur
 Pictures of first–edition copies of *Narrative of the Life of Frederick Douglass* and *Uncle Tom's Cabin*
 Statue of Frederick Douglass (on the Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of Frederick Douglass, Harriet Tubman, and Abraham Lincoln prior to the Civil War
- Childhood biography of Abraham Lincoln
- Grade-level appropriate scenes from *Narrative of the Life of Frederick Douglass* and *Uncle Tom's Cabin*
- Actions of Harriet Tubman and the Underground Railroad

QUESTIONS FOR THE AMERICAN MIND

- Even though many wanted to abolish slavery, why did many leading Founders think that permitting slavery and keeping the Americans united would be the only way eventually to get rid of slavery?
- How did the Founders restrict slavery at the founding more than it had been before?
- How can we judge the actions of some Founders who expressed their belief that slavery was wrong but did not free their slaves in their lifetimes?
- Why did the Founders expect that slavery would eventually die out on its own?
- What invention after the Founding made cotton more valuable and actually increased slavery, which ruined the Founders' guess that slavery would end on its own?
- Why did slavery thrive in the South?
- What was life like for slaves in the Southern states?
- How did John C. Calhoun reject the Founders' views on slavery as expressed in the Declaration of Independence and the Constitution?
- Who was Frederick Douglass and what did he do?
- How did Frederick Douglass show that slavery was evil?
- How would Frederick Douglass have replied to John C. Calhoun's assertions?
- Why did the South want to expand slavery? Why did the North want to stop slavery's expansion, and some even want to abolish it where it existed?
- Who were the abolitionists? What kinds of things did they do to try to end slavery?
- Who was Harriet Tubman and what did she do?
- Who was Harriet Beecher Stowe and what did her book, *Uncle Tom's Cabin*, do?
- How did the Underground Railroad work?
- What did Northerners and Southerners argue about whenever a new state was going to be made?
- Why did slave states want to expand the number of slave states in the western territories?
- What were the terms of the Compromise of 1850? Was it really a "compromise"? Why or why not?
- Was Abraham Lincoln for or against slavery? Why?
- What did the Kansas-Nebraska Act do?
- What was Stephen A. Douglass trying to accomplish with the Kansas-Nebraska Act?
- Did the Kansas-Nebraska Act help or hurt the preservation of the Union?
- What was the idea of "popular sovereignty"?
- Why did Abraham Lincoln believe "popular sovereignty" was wrong?
- Question from the U.S. Civics Test:
 - Question 75: What group of people was taken and sold as slaves?

KEYS TO THE LESSON

The status of slavery in 1848 was markedly different than it was when the Founders crafted the Constitution in 1787. The gradual decline in the profitability of slavery, evident during the founding, was forecast to continue—but this trend reversed direction upon the invention of the cotton gin in 1793. From then on, the demand for slave labor in the Southern states rapidly compounded. But the free population in the South was vastly outstripped by the burgeoning population of the North. If nothing changed, demographics and geography would eventually give Americans living in the North the power to limit slavery through law and perhaps even abolish it entirely through a constitutional amendment. Slaveholders in the South needed to change this trajectory by expanding slavery westward into the territories. Students need to understand that to justify such expansion, slavery advocates in the South had to change the opinion of Northerners: either to believe slavery to be morally good or, at the very least, to view slavery as merely a matter of the will of the majority, what Stephen Douglas called “popular sovereignty.” Moral relativism, the idea that there is no “right” or “wrong” besides what the majority of people want, and a belief in unfettered democracy through the vote of the majority were the slaveholders’ pillars in arguing to preserve slavery. Students should understand that Abraham Lincoln favored government “of the people, by the people, and for the people” but also saw how just letting a vote of the majority decide whether slavery was good or evil violated equality, freedom, and human dignity. Lincoln went about waging an oratorical war in defense of objective standards of truth and justice, of good and evil. Students should also learn how abolitionists, of both African and European descent, continued to publicize the horrors of slavery for Americans in Northern states far removed from witnessing slavery firsthand. Abolitionists also shepherded escaped slaves to freedom in the Northern states and Canada.

Teachers might best plan and teach the Expansion of Slavery with emphasis on the following approaches:

- Read aloud with students parts of *Meet Abraham Lincoln* or *The Civil War*, asking questions throughout.
- Review with students the status of slavery over the initial decades of the country’s history. At the founding, slavery was generally either openly condemned by those in the North or defended by those in the South. Its toleration by northern delegates and others who were opposed to slavery at the time of the founding was for the sake of a unity that even many abolitionists believed was the only eventual path toward abolition. The Declaration of Independence established the country on principles of equality that could and would be cited to demand the end of slavery, the Northwest Ordinance had prohibited the expansion of slavery, the Constitution refused to give legal standing to the institution, and many states had restricted or abolished slavery outright. Lastly, many leading Founders, including those who held slaves, believed that the profitability of slavery was gradually but decisively waning and that slavery would die out on its own in a relatively short period of time. The invention of the cotton gin in 1793 by Eli Whitney, however, greatly increased the profitability of slavery and reignited slaveholders’ interest in perpetuating and expanding slavery.
- Help students to imagine and understand the dehumanizing and brutal tyranny of slavery, emphasizing that the sheer fact that some people owned other human beings is and always will be morally reprehensible. Moreover, as Frederick Douglass argued, slavery actually dehumanized the master as well as the slave.

- Demonstrate for students how the growth in population in the North compared to the South would eventually allow Northern states to restrict slavery further and perhaps even abolish it with a constitutional amendment. Slaveholders recognized that they had to expand the number of slave states if they were to prohibit such actions by Northerners.
- Show students how slavery actually weakened the South as a whole while supporting the lifestyle of the elite few. For all other Southerners, slavery lowered the value and wages of labor by non-slaves, limited innovation, and thwarted economic development in the South. The Civil War would reveal the weakness of the position in which Southerners' insistence on slavery had placed them. A simple comparison of the Northern to the Southern economy, development, and society before and during the Civil War illustrates the case.
- Teach students how the slavery issue nearly resulted in civil war over the question of expanding slavery into the territories acquired from Mexico after the Mexican-American War, brought to a head when California, after a population surge during the California Gold Rush, applied to become a state without slavery. California's lone admission as a free state would have increased Northern power in Congress and the Electoral College against Southern states on the issue of slavery.
- Show how the Compromise of 1850 was not really a "compromise" in the real sense of the word. A "compromise" would involve all parties sacrificing something of their position to achieve a common outcome. The Compromise of 1850, however, was not one bill but five separate bills that had five separate lines of voting. Students should understand what some of these acts did, especially the Fugitive Slave Law. These laws may have avoided war in the short term, but it only deepened and delayed the divisions tearing at the country over the next ten years.
- Ask students about the effects of the Fugitive Slave Law, which compelled Northerners to assist in capturing escaped slaves and encouraged the practice of abducting free African Americans living in the North and forcing them into slavery.
- Teach students about the various parts of the abolitionist movement and its major figures. Students should learn that there was great diversity among abolitionists, especially in their underlying views about America's governing principles and the best way to abolish slavery. For instance, William Lloyd Garrison actually agreed with the slaveholder reading of the Constitution while Frederick Douglass moved from this view to that of Abraham Lincoln that the Constitution was pro-freedom. One might read aloud with students some portions of Douglass's *Narrative of the Life of Frederick Douglass* and discuss Harriet Beecher Stowe's *Uncle Tom's Cabin*, important works in making Northerners, most of whom had never seen slavery in practice, aware of its moral evil. Other abolitionists, such as Harriet Tubman and those running the Underground Railroad, heroically worked to lead escaped slaves to freedom. In general, most abolitionists appealed to the principles of equality stated in the Declaration of Independence in justifying their cause.
- Tell students the childhood and political biography of Abraham Lincoln, to show how he rose from poverty and obscurity to become arguably America's greatest president.
- Have students learn what the Kansas-Nebraska Act did. Focus specifically on the idea of popular sovereignty and the idea that right and wrong amount to the mere will of the majority opinion.
- Explain why Abraham Lincoln believed the Kansas-Nebraska Act was dangerous. Students should understand that Lincoln saw slavery to be, above all, a moral question of right and wrong, of good and evil, and one that every American ought to take seriously as such. Lincoln also believed that leaving slavery to the vote of the majority was opposed to the ideas of the Declaration of Independence, and that slavery was simply a form of majority tyranny, one of the very dangers in

democracy that the Founders had warned against. Finally, Lincoln condemned the Kansas-Nebraska Act as reversing the stance the Constitution, the Northwest Ordinance, and the founding generation had toward slavery: that it should be contained until it was abolished and by no means allowed to spread.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Have students draw a map of the United States leading up to the Civil War. Have them draw and label states that enter the union as either free or slave states. Students should track how the admittance of each state affects electoral representation (this activity can be assigned at the end of the lesson or be an ongoing activity as states are admitted).

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: What did the Founders think and do about slavery? (2–4 sentences)

Assignment 3: What was life like for a slave? (2–4 sentences)

Assignment 4: How did abolitionists work to try to abolish slavery? (2–4 sentences)

Assignment 5: Retell the biography of one of the following: Frederick Douglass, Harriet Tubman, or Abraham Lincoln (1–2 paragraphs).

Name _____

Date _____

Formative Quiz 1

Covering Lesson 1
10-15 minutes

MATCHING: *Write the letter of each definition to the correct word it defines.*

- | | |
|---------------------------|---|
| _____ King Cotton | A. a law that let the people decide if two western territories would have slavery or not |
| _____ Gold Rush | B. a law that made it easier for Southerners to recapture escaped slaves in the North |
| _____ Fugitive Slave Law | C. efforts to end slavery |
| _____ Kansas-Nebraska Act | D. the main crop on which the Southern economy relied and which slaves harvested |
| _____ abolitionism | E. when thousands of Americans headed west in hopes of quick riches while ballooning the size of the California Territory |

SHORT ANSWER: *Answer the following in complete sentences.*

1. How did the Founders restrict slavery at the founding more than it had been before?

2. What invention after the Founding made cotton more valuable and actually increased slavery, which ruined the Founders' guess that slavery would end on its own?

3. How did Frederick Douglass show that slavery was evil?

4. Who was Harriet Tubman and what did she do?

5. What was the idea of "popular sovereignty"?

Lesson 2 — Toward Civil War

1854–1861

7-8 classes

LESSON OBJECTIVE

Students learn how Abraham Lincoln and the new Republican Party's opposition to the expansion of slavery led Southern states to secede from the Union, resulting in civil war.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Meet Abraham Lincoln
The Civil War: Reader
 Primary Sources

Pages 45–50
 Pages 52–73
 See below.

Teacher Texts

Land of Hope Young Reader's Edition
The Story of the Thirteen Colonies and the Great Republic
The Civil War and Reconstruction

Chapter 20
 Pages 160–169
 Pages 67–78

Trade Book

If You Lived at the Time of the Civil War

Online.Hillsdale.edu

The Great American Story
Civil Rights in American History
Constitution 101

Lecture 9
 Lecture 3
 Lecture 6

STUDENT PREPARATION

Assignment 1: Students pre-read *Meet Abraham Lincoln*, pages 45–50 (grades 3–4) or *The Civil War*, pages 52–73 (grade 5).

CORE CONTENT IN THIS LESSON

Geography & Places

Kansas–Nebraska Territory
 Harpers Ferry
 Fort Sumter

Persons

Abraham Lincoln
 Frederick Douglass
 Stephen Douglas

James Buchanan
 John Brown

Terms and Topics

Bleeding Kansas
 “a house divided”
 popular sovereignty
 Democratic Party
 Republican Party
Dred Scott v. Sandford

Lincoln–Douglas Debates
 “don’t care”
 majority tyranny
 “apple and frame” metaphor
 Wilberforce University

Primary Sources

“House Divided” speech, Abraham Lincoln

To Know by Heart

“A house divided against itself cannot stand.” — Abraham Lincoln, paraphrasing from the words of Jesus of Nazareth in the Bible

Timeline

1854	Republican Party founded
1860	Election of Abraham Lincoln; South Carolina secedes
April 12, 1861	Attack on Fort Sumter

Images

Historical figures and events
 Depictions of the Lincoln–Douglas Debates
 Campaign materials
 Map of the 1860 election results
 Fort Sumter

STORIES FOR THE AMERICAN HEART

- The breakdown of civil dialogue resulting in Preston Brooks’s attack on Charles Sumner
- What the Lincoln–Douglas Debates were like
- The scenes at the nominating conventions for each party in 1860
- The young girl who suggested to Abraham Lincoln that he grow a beard
- The first shots fired on Fort Sumter

QUESTIONS FOR THE AMERICAN MIND

- What was Bleeding Kansas like and why did it happen?
- What kind of person was Abraham Lincoln?
- What was Abraham Lincoln’s childhood like?

- How did Abraham Lincoln learn?
- Why did people create the Republican Party?
- Why did Abraham Lincoln worry that the *Dred Scott v. Sandford* decision would allow slavery anywhere in the country?
- Did Abraham Lincoln believe the Founders created a country to protect slavery or to end slavery? Why did he think this?
- Why did Abraham Lincoln believe it was necessary to say that slavery was evil?
- Why did Abraham Lincoln say it was wrong to “not care” about whether people vote for slavery or not?
- What did Abraham Lincoln mean when he said that “a house divided against itself cannot stand?”
- Why were slavery apologists in the South, especially the plantation owners, fearful of Lincoln’s election? How would the end of slavery change their way of life, considering both the debts many were under and their lifestyle?
- How did Abraham Lincoln end up winning the 1860 election?
- What did Southern states do after Abraham Lincoln was elected?
- What did Abraham Lincoln mean when he wrote that the Declaration of Independence was like a golden apple and that the Constitution was a picture frame of silver?
- What did Abraham Lincoln do after he was elected but before Fort Sumter was attacked?
- What happened at Fort Sumter and how did Abraham Lincoln respond?
- What was the reason, at first, why the North fought the Civil War?
- How was slavery the real reason the Civil War was fought?
- Question from the U.S. Civics Test:
 - Question 94: Abraham Lincoln is famous for many things. Name one.

KEYS TO THE LESSON

The passage of the Kansas-Nebraska Act in 1854 sparked the little-known Abraham Lincoln to redouble his efforts to engage in the growing national debate over slavery in America. He saw a tremendous threat in the argument put forward by the bill’s sponsor, Stephen Douglas, that slavery was not a moral question but rather one that should simply be decided by the will of the majority. From 1854 to the outbreak of the Civil War in 1861, Lincoln would combat the idea that the morality of slavery was to be determined merely by majority opinion. Students should come to see this arc to Lincoln’s words and deeds. They should understand how he took up and articulated the heart of the matter regarding the morality of slavery and that slavery struck at America’s founding idea that all men are created equal. Roger Taney’s majority opinion in *Dred Scott v. Sandford* interpreted the Constitution to legitimize slavery, and Lincoln argued against both popular sovereignty and Taney’s position throughout his debates with Douglas. The moral question regarding slavery, manifesting itself in the practical questions of the expansion of slavery, is what a civil war would be fought over. After all, the formal move to secession—a constitutionally debatable claim also at issue in the approach to war—and the war itself was triggered in response to Lincoln being elected president on the position that slavery was wrong and should not be expanded.

Teachers might best plan and teach Toward Civil War with emphasis on the following approaches:

- Read aloud with students parts of *Meet Abraham Lincoln* or *The Civil War*, asking questions throughout.

- Emphasize the breakdown in civil dialogue in the several violent episodes related to slavery preceding the Civil War: Bleeding Kansas, Preston Brooks's attack on Charles Sumner, and John Brown's raid on the federal armory at Harpers Ferry. Go into some detail to bring these events alive for students. For example, it was Colonel Robert E. Lee who led federal troops to put down Brown's uprising.
- Clarify the party alignment that was emerging in 1854. The Democratic Party was dividing between those who favored the principle of "popular sovereignty," in which a state or territory could vote to allow slavery or not, and those who explicitly favored slavery. Meanwhile, the Republican Party was founded in 1854 in opposition to laws encouraging the spread of slavery. The split of the Democratic Party and the consolidation of the Republican Party in 1860 assured the election of Lincoln and significantly contributed to the coming of the Civil War.
- Consider Abraham Lincoln's arguments against Roger Taney's majority opinion in *Dred Scott v. Sandford* that asserted that slaves are not humans but only property, and that the Constitution protects their enslavement just as it does any other property. Lincoln points out that Taney's ruling rejected the Founders' view on slavery and would lead, together with Stephen Douglas's popular sovereignty, to the spread of slavery throughout the country. By extension, this reasoning would also allow for other forms of majority tyranny.
- Help students think through Lincoln's understanding of the evil of slavery and its relationship to the founding ideas of America: that all men are created equal, have unalienable rights, and that legitimate government is based on the consent of the governed. Students should see that the political question regarding the expansion of slavery ultimately depended on whether Americans believed slavery was good or evil.
- Read aloud parts of Lincoln's "House Divided" speech in class. Consider the apparently harmful stance that Stephen Douglas takes in his position of popular sovereignty, that he does not care about what a group of people does regarding slavery, so long as the majority opinion decides it. Students should be asked why this is problematic.
- Tell students the stories of the Lincoln-Douglas Debates, presenting the settings and atmosphere as imaginatively as possible.
- Remind students that Lincoln did not believe the president could simply end slavery by his own will. While he could sign or veto laws in order to restrict its spread, abolishing slavery would likely require a constitutional amendment explicitly doing so, and that would require decades of changing public opinion, particularly in slaveholding states. His goal in the meantime was to return slavery to the path of eventual extinction via law and to convince public opinion of its immorality.
- Help students to understand the various pressures that were mounting on the Southern states during the 1850s, from increased abolitionist activities to the sheer industrial might of the Northern states to a burgeoning plantation debt as other countries produced more cotton and the price of cotton fell as a result.
- Tell students the stories of Lincoln's speeches and his reception during these years, including the founding of the Republican Party and the various conventions in 1856 and especially 1860. Students should sense the drama of the times.
- Share with students the apple and frame metaphor that Lincoln used to describe the relationship between the Declaration of Independence and the Constitution. Help students understand the arguments with respect to the American founding and slavery.

- Provide a clear overview of events between Lincoln's election and South Carolina's attack on Fort Sumter in Charleston Harbor. Students should learn both Lincoln and the South's accounts of what happened.
- There were, of course, other factors and dimensions that impelled each side to fight the Civil War. Students should be familiar with these, as well as the view of most Southerners that the war was about defending what they saw as the rights of their states. This view and Lincoln's counterview and incumbent duty to preserve the Union and Constitution may have been the occasion for the Civil War, but students should understand that the war was, at its heart, fought over whether slavery would be permitted to spread and so remain indefinitely, or be restricted and returned to the path to extinction on which the founding generation had left it. This question was, in turn, based on the morality of slavery, which Abraham Lincoln would later maintain in his Gettysburg Address was a question about the rejection or fulfillment of the ideas on which America was founded.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Assign each student a different event to draw from the Mexican–American War to the first shots fired at Fort Sumter. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Why did Abraham Lincoln think it was so important that people understand how evil and wrong slavery was? (2–4 sentences)

Assignment 3: Make a T-chart. On one side, write out the virtues and qualities that made Abraham Lincoln a good statesman. On the other side, write and explain events or decisions in which these qualities were on display. Continue to track these decisions throughout the study of the Civil War.

Assignment 4: Answer the following question: Why and how did the Civil War begin? (2–4 sentences)

Lesson 3 — The Civil War

1861–1865

9-10 classes

LESSON OBJECTIVE

Students learn about the major figures, common soldiers, strategy, and specific battles of the American Civil War, including a close study of the statesmanship of President Abraham Lincoln.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Meet Abraham Lincoln
The Civil War: Reader
 Primary Sources

Pages 51–68
 Pages 74–113, 130–157
 See below.

Teacher Texts

Land of Hope Young Reader's Edition
The Civil War and Reconstruction
Fields of Fury

Chapters 21 and 22
 Pages 79–237, 252–273
 As helpful

Trade Book

If You Lived at the Time of the Civil War
The Boys' War

Online.Hillsdale.edu

The Great American Story
Constitution 101

Lecture 10
 Lecture 7

STUDENT PREPARATION

Assignment 1: Students pre-read *Meet Abraham Lincoln*, pages 51–68 (grades 3–4) or *The Civil War*, pages 74–113, 130–157, in segments and at the teacher's discretion (grade 5).

CORE CONTENT IN THIS LESSON

Geography & Places

Fort Sumter
 Union
 Confederacy
 Richmond

West Virginia
 Border States
 Appomattox Court House
 Ford's Theatre

Persons

Abraham Lincoln
 Jefferson Davis
 George McClellan
 Robert E. Lee
 Thomas “Stonewall” Jackson
 Clara Barton

Ulysses S. Grant
 William Tecumseh Sherman
 Martin Delany
 Robert Gould Shaw
 John Wilkes Booth

Terms and Topics

secession
 Confederate States of America
 railroads
 minie ball
 Army of the Potomac
 Army of Northern Virginia
 American Red Cross
 The Pony Express
 Battle of First Manassas/Bull
 Run
 ironclads

USS *Monitor**
 CSS *Virginia*
 abolition
 Battle of Antietam
 Battle of Fort Wagner
 Battle of Vicksburg
 Battle of Gettysburg
 Pickett’s Charge
 54th Massachusetts Regiment
 Sherman’s “March to the Sea”

Primary Sources

First inaugural address, Abraham Lincoln
 Emancipation Proclamation, Abraham Lincoln
 Gettysburg Address, Abraham Lincoln

To Know by Heart

“Battle Hymn of the Republic,” first stanza — Julia Ward Howe
 Gettysburg Address — Abraham Lincoln
 “So Atlanta is ours, and fairly won.” — William Tecumseh Sherman telegram announcing the fall of Atlanta to Abraham Lincoln
 “O Captain! My Captain!” — Walt Whitman

Timeline

1861–65	Civil War
1863	Emancipation Proclamation takes effect
July 1–3, 1863	Battle of Gettysburg
April 9, 1865	Robert E. Lee surrenders at Appomattox
April 14–15, 1865	Abraham Lincoln assassinated; Andrew Johnson becomes president

Images

Historical figures and events
 Landscape pictures of geographic places featured in this lesson

*A previous version referred to the USS *Merrimack* instead of the USS *Monitor*.

Soldier uniforms, weaponry, flags
Depictions and photographs of figures at various scenes and moments and in battle
Maps: overall strategies, specific battles
Relevant forts
Battle scene depictions and photographs
Medical equipment
Reenactment photos
Pictures of the Emancipation Proclamation, Gettysburg Address, etc.
Robert Gould Shaw and the 54th Massachusetts Regiment Memorial
Lincoln Memorial
Statue of Abraham Lincoln (Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- Biographies and roles of Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, and William Tecumseh Sherman in the Civil War
- Robert E. Lee's denial of Abraham Lincoln's offer to command the Union forces
- Sullivan Ballou's letter to his wife, Sarah, on the eve of the First Battle of Bull Run/Manassas, 1861
- How Stonewall Jackson got his nickname
- Battle of the ironclads
- The killing of Stonewall Jackson by friendly fire
- Fighting at Little Round Top and Pickett's Charge
- The writing and delivery of the Gettysburg Address
- Robert E. Lee's surrender to Ulysses S. Grant at Appomattox Court House
- Abraham Lincoln's cabinet meeting regarding healing with the South just hours before his assassination
- Assassination of Abraham Lincoln at Ford's Theatre
- Abraham Lincoln's funeral train

QUESTIONS FOR THE AMERICAN MIND

- Why did the Southern states think the Constitution allowed them to leave the United States?
- What was important about Virginia's decision to secede? How did it come about?
- Why did Abraham Lincoln think that the Southern states could not leave the country?
- Why was Abraham Lincoln's first goal for fighting the Civil War to preserve the Union?
- Why was Abraham Lincoln's second goal for fighting the Civil War to stop the spread of slavery?
- How did Abraham Lincoln keep the border states in the Union?
- What things were helpful to the Union in the Civil War?
- What things were helpful to the Confederacy in the Civil War?
- How did the Union think they could win the war?
- How did the Confederacy think they could win the war?
- Why did both sides believe the war would end quickly?
- How did soldiers fight each other?
- What was it like to be a soldier in the Civil War?
- What did Clara Barton do during the Civil War?
- What was Robert E. Lee like? Why was he a good general?

- Why was Robert E. Lee conflicted over Lincoln's offer to command the Union forces?
- How did the battle between the *Monitor* and the *Virginia* change naval warfare?
- What happened at the Battle of Antietam?
- What was the problem with most of the Union generals early in the war?
- What happened in the battle of the ironclads?
- What was the Emancipation Proclamation and what did it do?
- Why did Abraham Lincoln believe he could free the slaves in the Confederacy?
- How did the Emancipation Proclamation change Lincoln's goals for the war?
- Why was the capture of New Orleans so important to the Northern strategy?
- What happened at the Battle of Vicksburg?
- What happened at the Battle of Gettysburg?
- What was Pickett's Charge?
- How did the North win the Battle of Gettysburg? Why was this such a crucial victory?
- What did Abraham Lincoln say in the Gettysburg Address?
- What was Ulysses S. Grant like? Why was he a good general?
- What was William Tecumseh Sherman's 'total war' strategy?
- What happened during the March to the Sea?
- Why were many people not happy with Abraham Lincoln before the 1864 election?
- Why did Robert E. Lee eventually surrender?
- What happened at Appomattox Court House?
- What were the most significant moments in the Civil War?
- Why did the Union win the Civil War?
- What happened to Abraham Lincoln just a few days after the end of the Civil War?
- Why did John Wilkes Booth shoot Abraham Lincoln? What did he do afterwards?
- Questions from the U.S. Civics Test:
 - Question 92: Name the U.S. war between the North and the South.
 - Question 93: The Civil War had many important events. Name one.
 - Question 94: Abraham Lincoln is famous for many things. Name one.
 - Question 95: What did the Emancipation Proclamation do?
 - Question 96: What U.S. war ended slavery?

KEYS TO THE LESSON

The American Civil War may be the defining event in American history. The outcome of the Civil War determined whether the nation would live according to the principles of liberty, equality under law, and self-government, or reject those truths in favor of slavery, inequality, and tyrannical rule. Students should appreciate this about the bloodiest conflict in their nation's history. They should also know the stories of the heroic actions both leaders and of ordinary citizens in that war, understand the strategies employed in general and in specific battles, and consider the key moments and factors that led the Union to ultimate victory. Additionally, students have an unmatched opportunity to understand statesmanship through the careful study of Abraham Lincoln's thoughts, speeches, and actions as he led the nation through the Civil War.

Teachers might best plan and teach the Civil War with emphasis on the following approaches:

- Read aloud with students parts of *Meet Abraham Lincoln* or *The Civil War*, asking questions throughout.

- Have students consider the arguments by the South and by Abraham Lincoln regarding the idea of “states’ rights” and the constitutionality of secession. Students should understand that there is no such thing as a “state right,” since rights belong only to persons. States (as governments) possess powers (not rights), as outlined in their state and in the federal Constitution, which the states are to use to protect the rights and the common good of their citizens (including from encroachment by the federal government by appealing to the Constitution itself). Read brief portions of Lincoln’s first inaugural address where he presents the case for how secession is unconstitutional and how he, having taken an oath in his office as president, can and must preserve the Constitution and Union.
- Help students to see how the decision by Southern states to secede was largely determined by a small elite or even merely by governors. In Virginia, for example, the governor himself made the decision to secede without consulting the legislature. Moreover, insofar as slavery was the chief interest the South wanted to preserve, only a minority of Southerners owned slaves and even a smaller minority owned a large number of slaves on plantations. The majority of Southerners were not slaveholders and while fighting for their states would preserve slavery, many common Southerners fought for the argument of states’ rights rather than to preserve the institution of slavery.
- Emphasize that the governing state known as the Confederacy was founded on the rejection of the principle of equality from the Declaration of Independence, and on an argument of the inequality of races, as asserted by its vice president, Alexander Stephens, who said that African American inferiority was the “cornerstone” of the Confederacy.
- Teach students about the delicacy with which Abraham Lincoln had to approach the border states (slave states that remained in the Union) and why this delicacy was needed. Lincoln was mindful of this necessity when he wrote his first inaugural address.
- Explain that Abraham Lincoln’s first goal in fighting the Civil War was to preserve the Union. It is important that students understand Lincoln’s reasoning. He was against slavery and wanted it abolished, but his constitutional obligation was to preserve the Union. If he acted otherwise, he would violate the Constitution and the rule of law, becoming no better than the seceding states and forfeiting his moral authority as the defender of the rule of law. Students should also know that while Lincoln did not believe he could abolish slavery alone or that abolishing slavery was the purpose for fighting the war, he nonetheless believed, like many of the Founders, that the only way to abolish slavery would be if the Union were preserved.
- Have students think through and compare the various advantages and disadvantages each side had at the outset of the war and how these shifted during the war. Having students take simple notes, as a “T-Chart” can be effective for this part of the lesson.
- Build students’ familiarity with the style of warfare in the mid-19th century, and show them plenty of images to do so. Students need this foundation for their subsequent study of battles. This helps them to imagine and understand what happens in battle and to appreciate the bravery of soldiers fighting on both sides.
- Present to students explanations of each side’s strategy at various stages of the war and the tactics and battle plans employed in specific battles. Of special note are the Union’s Anaconda Plan, James Longstreet’s development of trench warfare, the siege and battle of Vicksburg, and Robert E. Lee’s strategy preceding Gettysburg, among others.
- As with any conflict, dwell on the key contributions of both leaders and common soldiers in the war, especially Robert E. Lee, Stonewall Jackson, Ulysses S. Grant, and William Tecumseh Sherman.

- Consider with students how the Civil War was a “brothers’ war,” that is, it was among fellow citizens, sometimes even friends and family members. Ask students how this is distinct from other wars. It is also, for this reason, considered one of the worst and most tragic kinds of war.
- Share with students the unity found within the Union ranks in the cause of the United States and eventually the abolition of slavery. 1.3 million Union men of European ancestry fought in the Civil War and 180,000 African American men volunteered for the Union forces, making up nearly 10 percent of the Union army. Of all Union soldiers, 600,000 were wounded and approximately 360,000 Union men were killed.
- Teach the war, especially the major battles and military campaigns, in some detail. Students should understand how the battles came to be, the key stories, factors, and moments from the battle itself, and the significance of their various outcomes on subsequent events. Employ battle maps often and have students track battles and campaigns.
- Help students to note the major themes running through the early years of the war, namely how Confederate commanders carried the day repeatedly despite the North’s growing advantages, and how they exhibited military leadership and decisiveness. Students should also appreciate how unpopular Abraham Lincoln was in the North during much of the war.
- Have students come to know Abraham Lincoln, in his personal life, interior thoughts and troubles, and his great love for his country. Students should also think about the thinking and decision-making that makes Lincoln perhaps the greatest statesman in American history.
- Based on his writings, words, and deeds, show students how Abraham Lincoln always believed in the equal human dignity of African Americans and grew over the course of his career to see that African Americans were equal socially as well, a growth in understanding that he knew more Americans would need to develop in order for African Americans to be treated truly as equals. As his own experience showed, he believed this would take some time, particularly in slave-holding states.
- Read aloud in class the Emancipation Proclamation and teach students the technicalities Abraham Lincoln navigated in thinking of it, drawing it up, and the timing of its promulgation. He had to retain the border states, abide by the Constitution, achieve victory, and earn the support of public opinion in order for slaves to be effectively freed—and he did it all. Students should understand that Lincoln’s justification for freeing the slaves involved exercising his executive powers as commander-in-chief of the armed forces during an armed rebellion. This is why Lincoln only had the authority to apply the Emancipation Proclamation to those states in actual rebellion, why it could not be applied to slave-holding border states not in rebellion, and why he knew that after the war, an amendment to the Constitution would be necessary to bring emancipation to all the states and make it permanent.
- Read aloud with students and discuss the Gettysburg Address. It is a magnificent work of oratory, but it also gets at the heart of the American founding and the ideas that maintain the United States. It also shows the importance of defending and advancing those ideas, both in the Civil War and in our own day, as is incumbent on every American citizen.
- Note the importance of Abraham Lincoln’s choice of Ulysses S. Grant as General-in-Chief of the entire Union Army. Grant’s decisiveness combined with William Tecumseh Sherman’s boldness proved essential in prosecuting the war from late 1863 onward.
- Recap the war by considering major statistics, including the number of casualties and deaths on each side. Ask what stance Americans today should have towards those who fought in the Civil War, distinguishing between Northern soldiers and Southern soldiers. When considering

Southern soldiers, be sure to note the tragic death of so many Americans, even if they were fighting for a confederate government dedicated to preserving slavery. As noted previously, most of those doing the actual fighting for the South did not own slaves and believed that they were fighting for their country as well.

- Share some of the main ideas in Abraham Lincoln’s second inaugural address. Lincoln addresses many topics within the speech, both reflecting on the war and outlining a plan for after the war. In some respects, this speech is “part two” of what Lincoln began to assert in the Gettysburg Address. One of the main ideas Lincoln suggests, however, is that the Civil War was a punishment for the whole nation. This punishment was not necessarily for the mere existence of slavery but because, unlike the founding generation, the nation had in the time since the founding not continued to work for the abolition of the evil of slavery. While no country will ever be perfect, a people should work to make sure its laws do not promote the perpetuation of a practice that violates the equal natural rights of its fellow citizens.
- To set up the following unit, outline for students Abraham Lincoln’s preliminary plans for reconstruction, and impress upon students the immense historical consequences of Lincoln’s assassination.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Assign each student a different event to draw from the Civil War. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

Activity 2: Have students draw a map of the United States during the Civil War and then draw and label the Union, Confederate, and Border states, strategy, and battle sites of the Civil War (this activity can be assigned at the end of the lesson or be an ongoing activity as battles are taught).

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Why did Abraham Lincoln and the Union fight the Civil War? (2–4 sentences)

Assignment 3: Have students learn by heart and recite the Gettysburg Address.

Assignment 4: Choose a battle from the Civil War and retell the story of what happened in the battle (1 paragraph).

Name_____

Date_____

Formative Quiz 2

Covering Lesson 3
10-15 minutes

MULTIPLE CHOICE: *Circle the option that best answers each question.*

1. What was the name of Confederate general who was famous for standing and fighting, but who was accidentally killed by friendly fire?
 - a. George McClellan
 - b. Thomas “Stonewall” Jackson
 - c. Robert E. Lee
 - d. William Tecumseh Sherman

2. What was the name of the all–African American regiment that fought bravely at Fort Wagner?
 - a. 54th Tennessee
 - b. 1st American
 - c. 54th Massachusetts
 - d. 25th Douglass

3. What was the name of the round bullet that so inflicted devastating wounds on Civil War soldiers?
 - a. Brown Bess
 - b. Rifle
 - c. minié ball
 - d. silver bullet

4. What Union victory made Abraham Lincoln confident enough that the Emancipation Proclamation would carry weight among Northerners?
 - a. Gettysburg
 - b. Bull Run
 - c. Fort Wagner
 - d. Antietam

5. Which Union victory secured the western theatre of war and propelled Ulysses S. Grant to command the entire Union forces?
 - a. Gettysburg
 - b. Bull Run
 - c. Vicksburg
 - d. Antietam

SHORT ANSWER: *Answer the following in complete sentences.*

6. What was important about Virginia's decision to secede? How did it come about?

7. How did Abraham Lincoln keep the border states in the Union?

8. What things were helpful to the Union in the Civil War?

9. What was the problem with most of the Union generals early in the war?

10. What happened during the March to the Sea?

Lesson 4 — Reconstruction

1865–1877

4-5 classes

LESSON OBJECTIVE

Students learn about the remarkable fulfillment of civil rights for freedmen during Reconstruction despite the objections of some and then the reversal of many of those realizations in Southern states during Reconstruction and after its end in 1877.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

The Civil War: Reader
Primary Sources

Pages 158–189
See below.

Teacher Texts

Land of Hope Young Reader's Edition
The Story of the Thirteen Colonies and the Great Republic
The Civil War and Reconstruction
Westward Expansion

Chapters 23 and 24
Pages 196–202
Pages 274–317
Pages 20–22, 208–215

Trade Book

If You Lived at the Time of the Civil War

Online.Hillsdale.edu

The Great American Story
Civil Rights in American History

Lecture 11
Lectures 4 and 5

STUDENT PREPARATION

Assignment 1: Students pre-read *The Civil War*, pages 158-189 (grade 5 only).

CORE CONTENT IN THIS LESSON

Geography & Places

Former Confederacy

Persons

Andrew Johnson
Hiram Revels
Ulysses S. Grant

Elijah McCoy
Rutherford B. Hayes

Terms and Topics

Reconstruction	black codes
Radical Republicans	scalawags and carpetbaggers
freedmen	Ku Klux Klan Acts
13th, 14th, 15th Amendments	Transcontinental Railroad
military districts	Jim Crow
Freedmen's Bureau	Battle of Little Bighorn
sharecropping	Compromise of 1877

Primary Sources

13th Amendment

To Know by Heart

First line of the 13th Amendment
 "Lift Every Voice and Sing" — James Weldon Johnson
 "Sympathy" — Paul Laurence Dunbar

Timeline

1865–77 Reconstruction

Images

Historical figures and events
 Maps showing the gradual re-admittance of Southern states
 Photographs of African Americans in the South, both in freedom and with the heavy restrictions placed on their freedom

STORIES FOR THE AMERICAN HEART

- The swearing in of Hiram Revels to the US Senate
- Completion of the Transcontinental Railroad at Promontory Point, Utah

QUESTIONS FOR THE AMERICAN MIND

- What does *reconstruction* mean?
- What was the North like after the Civil War?
- What was the South like after the Civil War?
- How did Northerners and Southerners feel about each other after the Civil War?
- What plans did Abraham Lincoln have for Reconstruction?
- Why did Abraham Lincoln wish to avoid punishing the South after the war?
- How did the assassination of Abraham Lincoln drastically change the future of American history following the Civil War?
- What plans did the Radical Republicans have for Reconstruction?
- Why did Andrew Johnson and the Republicans not get along?
- Why was Andrew Johnson impeached?
- What did a Confederate state have to do in order to rejoin the Union?

- What changes did Republicans make to the Constitution?
- What did the 13th Amendment do?
- How did life improve for African Americans in the South during Reconstruction? Which liberties were secured to them?
- How did some people and governments in the former confederate states continue to try to hurt African Americans during Reconstruction? How were newly-secured freedoms suppressed or denied?
- How did Republicans in the North attempt to defend and protect African Americans in the South during Reconstruction?
- How were African Americans in the South forced to fend for themselves?
- What was Ulysses S. Grant's presidency like?
- What happened in the election of 1876 and the Compromise of 1877?
- How did some people and governments in the former confederate states continue try to hurt African Americans in the South after Reconstruction?
- How were the black codes designed to freedmen like slaves again?
- Questions from the U.S. Civics Test:
 - Question 63: There are four amendments to the U.S. Constitution about who can vote. Describe one of them.
 - Question 97: What amendment gives citizenship to all persons born in the United States?
 - Question 98: When did all men get the right to vote?
 - Question 126: Name three national U.S. holidays.
 - Question 127: What is Memorial Day?

KEYS TO THE LESSON

Even before the battlefield fighting was over, a new kind of struggle would emerge to determine the status of former slaves now made free. In decisive ways, Abraham Lincoln's assassination was devastating for the prospects of healing the nation while effectively securing the equal rights of freedmen. Not only was the desire for vengeance that Lincoln attempted to abate unleashed against the South, but the Republicans controlling Congress themselves fought bitterly with President Andrew Johnson over the purpose and method of Reconstruction. While some remarkable gains were made for African Americans in the South, particularly in fulfilling in law the core ideas enunciated in the American founding and fought for by the Union, objections to such fulfillments remained, new injustices were established, and the management of Reconstruction was in disarray. The Compromise of 1877 ended the period of Reconstruction, leaving the protections African Americans had gained without federal protection, resulting in decades of restrictions on their rights and liberties.

Teachers might best plan and teach Reconstruction with emphasis on the following approaches:

- Have students consider the effect of Abraham Lincoln's assassination on Reconstruction and the future of America, especially as regards civil rights for African Americans. Lincoln's focus was healing the nation while simultaneously providing for the effective and long-term establishment of equal rights for African Americans. Vice President Andrew Johnson succeeded Lincoln after his assassination.
- The transformation of a society away from decades of slavery was no small task. Depict Reconstruction as being tragically undermined and strained by the conflicts between

congressional Republicans (who strongly opposed slavery), President Andrew Johnson (a pro-Union Democrat with little sympathy for former slaves), and lawmakers in the Southern states (who mostly wished to restrict the rights of the new freedmen), all of whom operated out of distrust following a painful and bloody Civil War.

- Have students read the 13th Amendment to the Constitution and discuss the laws passed during Reconstruction. It is important to note the major and meaningful efforts Northerners made to guarantee the rights of African Americans.
- Teach students about both the important gains and protections Republicans won for African Americans during Reconstruction as well as the ways in which these were undermined by actions in the former confederate states and Johnson himself. Students should gain an appreciation of the remarkable speed and degrees to which former slaves were incorporated into the civil body early in Reconstruction, including the thousands of African Americans who would hold office at the local, state, and even federal level. But they should also understand the ways that Johnson resisted equal treatment of African Americans and in doing so encouraged and allowed certain bad policies (such as “black codes” passed by state legislatures and movements such as what would become the Ku Klux Klan) in the former Confederacy. In fact, many of the reversals of reconstruction began during the presidential reconstruction of Johnson, who was decidedly against secession but by no means opposed to slavery. Congress repeatedly had to override his vetoes and enact Constitutional amendments to prevent his defense of inequalities.
- Have students learn about the ways in which many civil rights achievements were thwarted or undone both during and after Reconstruction. For instance, spend time discussing how as Southerners were refranchised, African American officials were voted out of office and how “black codes” would eventually become Jim Crow laws. Discuss how “black codes” limited freedmen’s civil rights and imposed economic restrictions, including making being unemployed illegal, prohibiting landownership, requiring long-term labor contracts, prohibiting assemblies of freedmen only, prohibiting teaching freedmen to read or write, segregating public facilities, prohibiting freedmen from serving on juries, and carrying out corporal punishments for violators, among other restrictions and injustices. Note also the use of poll taxes and literacy tests to prohibit African Americans from voting.
- Explain how sharecropping made it nearly impossible for freedmen to accumulate enough capital to purchase their own land or set-off on a different pursuit. Moreover, students should be aware of the struggle facing freedmen who were still in a society prejudiced against them, without capital, land, or even the ability to read.
- Explain the emergence of groups such as the Ku Klux Klan and the power that their intimidation of African Americans and Republicans had in diminishing the political participation of freedmen.
- Teach students how Republicans passed and President Ulysses S. Grant signed into law the Ku Klux Klan Acts to prohibit intimidation of freedmen exercising their civil rights. Grant also empowered the president to use the armed forces against those who tried to deny freedmen equal protection under the laws. Nonetheless, such measures were usually sloppily enforced.
- At the same time, note the improvements during Reconstruction in building hospitals, creating a public school system, securing civil rights in principle, and fostering community within the freedmen community, especially in marital and family stability and through vibrant churches.
- Explain that Reconstruction effectively ended with the Compromise of 1877 that settled the disputed election of 1876. Congress (now controlled by the Democratic Party) would allow

Republican Rutherford B. Hayes to be declared president in exchange for his withdrawing federal troops in former confederate states. Point out that in the backdrop was both continuing Southern resistance and a gradual waning of Northern zeal for (and political interest in) reform within the South.

- Ask students to consider the tragic nature of Reconstruction: a time of so much hoped for and achieved in applying the principle of equal natural rights was repeatedly undermined and mismanaged, then suddenly ended for political expediency, enabling new forms of injustice in certain areas of the country, after a war to end injustice had consumed the lives of hundreds of thousands of Americans.
- Nevertheless, make sure students do not lose sight of the momentous achievements in liberty, equality, and self-government fulfilled because of the Civil War. Students should appreciate the very significant achievements of Lincoln and the Civil War while looking forward to future generations of Americans who would seek to live up to the fundamental principles of America in their own times.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Have students draw a map of the United States after the Civil War and then track the re-admittance of states into the Union during Reconstruction (this activity can be assigned at the end of the lesson or be an ongoing activity as battles are taught).

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: What were the good things and bad things that happened during Reconstruction? (2–4 sentences)

Assignment 3: How might Reconstruction have been different had Abraham Lincoln been alive? What would Lincoln have done the same and different than what happened? (2–4 sentences)

APPENDIX A

Talk about History

Study Guides

Tests

Writing Assignment

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

Study Guide — Unit 4, Test 1

Lesson 1 | The Expansion of Slavery

Lesson 2 | Toward Civil War

Test on _____

TIMELINE

When given dates in order, match events from a list to the years or dates that they happened.

1849	California Gold Rush
1860	Election of Abraham Lincoln; South Carolina secedes
April 12, 1861	Attack on Fort Sumter

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

Abraham Lincoln	Sojourner Truth	Harriet Tubman
Frederick Douglass	Harriet Beecher Stowe	Stephen Douglas

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

cotton gin	<i>Narrative of the Life of</i>	Bleeding Kansas
Antebellum	<i>Frederick Douglass</i>	a house divided
secession	<i>Uncle Tom's Cabin</i>	Republican Party
Compromise of 1850	Underground Railroad	<i>Dred Scott v. Sandford</i>
abolitionism	popular sovereignty	Lincoln–Douglas Debates

STORIES FOR THE AMERICAN HEART

Be familiar with each of the following stories.

- Biographies and the roles of Frederick Douglass, Harriet Tubman, and Abraham Lincoln prior to the Civil War
- Actions of Harriet Tubman and the Underground Railroad
- The first shots fired on Fort Sumter

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and conversations, answer each of the following.

- ☐ Even though many wanted to abolish slavery, why did the Founders think that permitting slavery and keeping the Americans united would be the only way eventually to get rid of slavery?
- ☐ Why did the Founders expect that slavery would eventually die out on its own?
- ☐ What invention after the founding made cotton more valuable and actually increased slavery, which ruined the Founders' guess that slavery would end on its own?
- ☐ How did Frederick Douglass show that slavery was evil?
- ☐ Who were the abolitionists? What kinds of things did they do to try to end slavery?
- ☐ How did the Underground Railroad work?
- ☐ Why did slave states want to expand the number of slave states in the western territories?
- ☐ Why did Abraham Lincoln believe "popular sovereignty" was wrong?
- ☐ Why did people create the Republican Party?
- ☐ Did Abraham Lincoln believe the Founders created a country to protect slavery or to end slavery? Why did he think this?
- ☐ What did Abraham Lincoln mean when he said that "a house divided against itself cannot stand?"
- ☐ What did Southern states do after Abraham Lincoln was elected?
- ☐ What happened at Fort Sumter and how did Abraham Lincoln respond?
- ☐ How was slavery the real reason the Civil War was fought?

Name_____

Date_____

The American Civil War — Test 1

Lesson 1 | The Expansion of Slavery

Lesson 2 | Toward Civil War

TIMELINE: Write the letter of each event next to the date or years it took place.

1849 _____

A. Election of Lincoln; South Carolina secedes

1860 _____

B. California Gold Rush

April 12, 1861 _____

C. Attack on Fort Sumter

MATCHING: Write the letter of each definition to the correct word it defines.

_____ antebellum

A. a new political group formed to prevent the spread of slavery

_____ abolitionism

B. a series of public conversations between two Illinois Senate candidates about whether slavery should be expanded and how that decision should be made

_____ Republican Party

C. a Supreme Court decision that said slaves were not people

_____ popular sovereignty

D. efforts to end slavery

_____ Bleeding Kansas

E. fighting over whether slavery would exist in a new territory; hinted at the Civil War

_____ *Dred Scott v. Sandford*

F. Lincoln's warning about the threat of disunity over slavery to America

_____ a house divided

G. the time before the Civil War

_____ Lincoln–Douglas Debates

H. when a state attempts to leave the United States

_____ secession

I. where the people get to vote on whether to have slavery or not in a territory or state

MULTIPLE CHOICE: Circle the option that best answers each question.

1. Which invention radically increased the demand for slave labor after the American founding?

- a. the light bulb
- b. the steamboat
- c. the train
- d. the cotton gin

2. What was the series of separate agreements that merely postponed civil war?
 - a. Great Compromise
 - b. Three-Fifths Compromise
 - c. Compromise of 1850
 - d. Bad Compromise

3. Who was the “little lady” who wrote the book called *Uncle Tom’s Cabin* that helped Northerners imagine the horrors of slavery?
 - a. Harriet Tubman
 - b. Phyllis Wheatley
 - c. Sojourner Truth
 - d. Harriet Beecher Stowe

4. Who was an escaped slave who bravely led many other slaves to freedom on the Underground Railroad?
 - a. Harriet Tubman
 - b. Frederick Douglass
 - c. William Lloyd Garrison
 - d. Harriet Beecher Stowe

5. Who was raised in a log cabin, taught himself instead of going to school, and came to argue that slavery was a moral evil that needed to be resisted?
 - a. Stephen Douglas
 - b. Abraham Lincoln
 - c. Henry Clay
 - d. Millard Fillmore

6. Who was the Illinois Senator who argued that when slavery would exist in state should be left up to the people to decide by voting?
 - a. Abraham Lincoln
 - b. Henry Clay
 - c. Millard Fillmore
 - d. Stephen Douglas

QUESTIONS FOR THE AMERICAN MIND: *Answer the following in complete sentences.*

7. Even though many wanted to abolish slavery, why did the Founders think that permitting slavery and keeping the Americans united would be the only way eventually to get rid of slavery?

8. How did the Underground Railroad work?

9. Why did slave states want to expand the number of slave states in the western territories?

10. Why did Abraham Lincoln believe “popular sovereignty” was wrong?

11. What happened at Fort Sumter and how did Abraham Lincoln respond?

STORIES FOR THE AMERICAN HEART: *Tell me about the life of Frederick Douglass.*

Study Guide — Unit 4, Test 2

Lesson 3 | The Civil War
Lesson 4 | Reconstruction

Test on _____

TIMELINE

When given dates in order, match events from a list to the years or dates that they happened.

1861–65	Civil War
April 14–15, 1865	Abraham Lincoln assassinated; Andrew Johnson becomes president
1865–77	Reconstruction

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

Abraham Lincoln	Clara Barton	Andrew Johnson
Jefferson Davis	Ulysses S. Grant	Hiram Revels
Robert E. Lee	William Tecumseh Sherman	Rutherford B. Hayes
Thomas “Stonewall” Jackson	John Wilkes Booth	

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

Confederate States of America	American Red Cross	Pickett’s Charge
minié ball	ironclads	54th Massachusetts
Reconstruction	Battle of Gettysburg	Sherman’s “March to the Sea”
13 th Amendment	sharecropping	Jim Crow
freedmen	black codes	Compromise of 1877
Freedmen’s Bureau	scalawags & carpetbaggers	
	Transcontinental Railroad	

STORIES FOR THE AMERICAN HEART

Be familiar with each of the following stories.

- Battle of the ironclads
- Fighting at Little Round Top and Pickett's Charge
- The writing and delivery of the Gettysburg Address
- Robert E. Lee's surrender to Ulysses S. Grant at Appomattox Court House
- Assassination of Abraham Lincoln at Ford's Theatre
- The swearing in of Hiram Revels to the U.S. Senate

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and conversations, answer each of the following.

- ☐ Why did Abraham Lincoln think that the Southern states cannot leave the country?
- ☐ Why was Abraham Lincoln's first goal for fighting the Civil War to preserve the Union?
- ☐ Why was Abraham Lincoln's second goal for fighting the Civil War to stop the spread of slavery?
- ☐ How did soldiers fight each other in the Civil War?
- ☐ What was the problem with most of the Union generals early in the war?
- ☐ What was the Emancipation Proclamation and what did it do?
- ☐ How did the North win the Battle of Gettysburg? Why was this such a crucial victory?
- ☐ What was Ulysses S. Grant like? Why was he a good general?
- ☐ What happened during the March to the Sea?
- ☐ Why did the Union win the Civil War?
- ☐ What does reconstruction mean?
- ☐ Why did Andrew Johnson and the Republicans not get along?
- ☐ How did life improve for African Americans in the South during Reconstruction?
- ☐ How did some people and governments in the Southern states continue to try to hurt African Americans during and after Reconstruction?
- ☐ What happened in the election of 1876 and the compromise of 1877?

Name_____

Date_____

The American Civil War — Test 2

Lesson 3 | The Civil War

Lesson 4 | Reconstruction

TIMELINE: Write the letter of each event next to the date or years it took place.

1861–1865

A. Reconstruction

April 14–15, 1865

B. Lincoln assassinated; Johnson president

1865–1877

C. Civil War

MATCHING: Write the letter of each definition to the correct word it defines.

_____ Confederate States of America

_____ minie ball

_____ 54th Massachusetts

_____ March to the Sea

_____ Reconstruction

_____ freedmen

_____ sharecropping

_____ black codes

_____ Transcontinental Railroad

- A. a form of transportation that could carry Americans all the way between the Atlantic and Pacific oceans
- B. a round bullet that inflicted terrible wounds during the Civil War
- C. an all–African American regiment of soldiers who fought bravely at Fort Wagner for the Union
- D. former slaves who were freed by the Civil War
- E. General Sherman’s path of destruction from Atlanta to Savannah, Georgia
- F. laws Southern governments created targeted at restricting the freedoms of African Americans
- G. the country the Southern states attempted to form during the Civil War
- H. the only jobs available to former slaves in the South, in which they farmed for former slave–owners; little better than slavery
- I. the period following the Civil War in which Northerners controlled the government in Southern states

MULTIPLE CHOICE: Circle the option that best answers each question.

1. Which former U.S. Senator became the president of the Confederacy?
 - a. Abraham Lincoln
 - b. Jefferson Davis
 - c. Robert E. Lee
 - d. Stonewall Jackson

2. When the USS *Monitor* and the CSS *Virginia* clashed, it was the first battle of what kind of naval ship?
 - a. tall ships
 - b. submarines
 - c. ironclads
 - d. canoes
3. Who was the Union general who had not done well at West Point but who was bold and decisive in combat?
 - a. Robert E. Lee
 - b. George McClelland
 - c. Ulysses S. Grant
 - d. Thomas “Stonewall” Jackson
4. Who was considered the “Angel of the Battlefield” in her efforts to minister to wounded and dying soldiers during the Civil War by founding the American Red Cross?
 - a. Harriet Tubman
 - b. Clara Barton
 - c. Sojourner Truth
 - d. Harriet Beecher Stowe
5. Who was the Confederate sympathizer who shot Abraham Lincoln after Lincoln expressed giving voting rights to African Americans?
 - a. Thomas “Stonewall” Jackson
 - b. Andrew Johnson
 - c. William Tecumseh Sherman
 - d. John Wilkes Booth
6. Who was the first African American Senator, appointed and sworn in during Reconstruction?
 - a. Frederick Douglass
 - b. Hiram Revels
 - c. Rutherford B. Hayes
 - d. Andrew Johnson

QUESTIONS FOR THE AMERICAN MIND: *Answer the following in complete sentences.*

7. Why was Abraham Lincoln’s second goal for fighting the Civil War to stop the spread of slavery?

8. What was the problem with most of the Union generals early in the war?

9. What was the Emancipation Proclamation and what did it do?

10. Why did the Union win the Civil War?

11. How did life improve for African Americans in the South during Reconstruction? How did it not improve?

STORIES FOR THE AMERICAN HEART: *Tell me about the fighting at Little Round Top and Pickett's Charge at the Battle of Gettysburg.*

Writing Assignment — The American Civil War

Unit 4

Due on _____

DIRECTIONS

In 1 paragraph, explain why America fought the Civil War based on what Abraham Lincoln argued in the Gettysburg Address.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

APPENDIX B

Primary Sources

Frederick Douglass

Abraham Lincoln

The American People

FREDERICK DOUGLASS*Narrative of the Life of Frederick Douglass,
An American Slave*

AUTOBIOGRAPHY EXCERPT

May 1, 1845

Anti-Slavery Office | Boston, Massachusetts

BACKGROUND

The former slave and abolitionist Frederick Douglass wrote this autobiography on his life as a slave and his eventual escape and life in freedom.

ANNOTATIONS**NOTES & QUESTIONS**

I WAS born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me even during childhood. The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit. The nearest estimate I can give makes me now between twenty-seven and twenty-eight years of age. I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.

My mother was named Harriet Bailey. She was the daughter of Isaac and Betsey Bailey,

Frederick Douglass, *Narrative of the Life of Frederick Douglass: An American Slave* (Boston: Anti-Slavery Office, 1845).

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both colored, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather.

My father was a white man. He was admitted to be such by all I ever heard speak of my parentage. The opinion was also whispered that my master was my father; but of the correctness of this opinion, I know nothing; the means of knowing was withheld from me. My mother and I were separated when I was but an infant—before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor. For what this separation is done, I do not know, unless it be to hinder the development of the child's affection toward its mother, and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result.

I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, travelling the whole distance on foot, after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary—a permission which they seldom get, and one that gives to him that gives it the proud name of being a kind master. I do not recollect of ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering.

She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long

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before I knew any thing about it. Never have enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger.

5 Called thus suddenly away, she left me without the slightest intimation of who my father was. The whisper that my master was my father, may or may not be true; and, true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers; and this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable; for by this cunning arrangement, the slaveholder, in cases not
10 a few, sustains to his slaves the double relation of master and father.

I know of such cases, and it is worthy, of remark that such slaves invariably suffer greater hardships, and have more to contend with, than others. They are, in the first place, a constant offence to their mistress. She is ever disposed to find fault with them; they can seldom
15 do any thing to please her; she is never better pleased than when she sees them under the lash, especially when she suspects her husband of showing to his mulatto children favors which he withholds from his black slaves. The master is frequently compelled to sell this class of his slaves, out of deference to the feelings of his white wife; and, cruel as the deed may strike any one to be, for a man to sell his own children to human flesh-mongers, it is
20 often the dictate of humanity for him to do so; for, unless he does this, he must not only whip them himself, but must stand by and see one white son tie up his brother, of but few shades darker complexion than himself, and ply the gory lash to his naked back; and if he lisp one word of disapproval, “it is set down to his parental partiality, and only makes a bad matter worse, both for himself and the slave whom he would protect and defend....

25 I have had two masters. My first master’s name was Anthony. I do not remember his first name. He was generally called Captain Anthony—a title which, I presume, he acquired by sailing a craft on the Chesapeake Bay. He was not considered a rich slaveholder. He owned two or three farms, and about thirty slaves. His farms and slaves were under the care of an

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overseer. The overseer's name was Plummer. Mr. Plummer was a miserable drunkard, a profane swearer, and a savage monster. He always went armed with a cowskin and a heavy cudgel. I have known him to cut and slash the women's heads so horribly, that even master would be enraged at his cruelty, and would threaten to whip him if he did not mind himself.

5 Master, however, was not a humane slaveholder. It required extraordinary barbarity on the part of an overseer to affect him. He was a cruel man, hardened by a long life of slaveholding. He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine, whom he used to tie up to a joist, and whip upon her naked back till she was literally
10 covered with blood. No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody purpose. The louder she screamed, the harder he whipped; and where the blood ran fastest, there he whipped longest. He would whip her to make her scream, and whip her to make her hush; and not until overcome by fatigue, would he cease to swing the blood-clotted cowskin. I remember the first time I ever witnessed this horrible
15 exhibition. I was quite a child, but I well remember it. I never shall forget it whilst I remember any thing. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. It struck me with awful force. It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass. It was a most terrible spectacle. I wish I could commit to paper the feelings with which I beheld it....

20 As to my own treatment while I lived on Colonel Lloyd's plantation, it was very similar to that of the other slave children. I was not old enough to work in the field, and there being little else than field work to do, I had a great deal of leisure time. The most I had to do was to drive up the cows at evening, keep the fowls out of the garden, keep the front yard clean, and run of errands for my old master's daughter, Mrs. Lucretia Auld. The most of my lei-
25 sure time I spent in helping Master Daniel Lloyd in finding his birds, after he had shot them. My connection with Master Daniel was of some advantage to me. He became quite attached to me, and was a sort of protector of me. He would not allow the older boys to impose upon me, and would divide his cakes with me.

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I was seldom whipped by my old master, and suffered little from any thing else than hunger and cold. I suffered much from hunger, but much more from cold. In hottest summer and coldest winter, I was kept almost naked—no shoes, no stockings, no jacket, no trousers, nothing on but a coarse tow linen shirt, reaching only to my knees. I had no bed. I must
5 have perished with cold, but that, the coldest nights, I used to steal a bag which was used for carrying corn to the mill. I would crawl into this bag, and there sleep on the cold, damp, clay floor, with my head in and feet out. My feet have been so cracked with the frost, that the pen with which I am writing might be laid in the gashes.

We were not regularly allowanced. Our food was coarse corn meal boiled. This was called
10 mush. It was put into a large wooden tray or trough, and set down upon the ground. The children were then called, like so many pigs, and like so many pigs they would come and devour the mush; some with oyster shells, others with pieces of shingle, some with naked hands, and none with spoons. He that ate fastest got most; he that was strongest secured the best place; and few left the trough satisfied. I was probably between seven and eight
15 years old when I left Colonel Lloyd's plantation. I left it with joy. I shall never forget the ecstasy with which I received the intelligence that my old master (Anthony) had determined to let me go to Baltimore, to live with Mr. Hugh Auld, brother to my old master's son-in-law, Captain Thomas Auld. I received this information about three days before my departure. They were three of the happiest days I ever enjoyed. I spent the most part of all
20 these three days in the creek, washing off the plantation scurf, and preparing myself for my departure....

I often found myself regretting my own existence, and wishing myself dead; and but for the hope of being free, I have no doubt but that I should have killed myself, or done something for which I should have been killed. While in this state of mind, I was eager to hear any one
25 speak of slavery. I was a ready listener. Every little while, I could hear something about the abolitionists. It was some time before I found what the word meant. It was always used in such connections as to make it an interesting word to me. If a slave ran away and succeeded in getting clear, or if a slave killed his master, set fire to a barn, or did any thing very wrong in the mind of a slaveholder, it was spoken of as the fruit of *abolition*. Hearing the word in

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this connection very often, I set about learning what it meant. The dictionary afforded me little or no help. I found it was “the act of abolishing;” but then I did not know what was to be abolished. Here I was perplexed. I did not dare to ask any one about its meaning, for I was satisfied that it was something they wanted me to know very little about. After a patient waiting, I got one of our city papers, containing an account of the number of petitions from the north, praying for the abolition of slavery in the District of Columbia, and of the slave trade between the States. From this time I understood the words *abolition* and *abolitionist*, and always drew near when that word was spoken, expecting to hear something of importance to myself and fellow-slaves. The light broke in upon me by degrees. I went one day down on the wharf of Mr. Waters; and seeing two Irishmen unloading a scow of stone, I went, unasked, and helped them. When we had finished, one of them came to me and asked me if I were a slave. I told him I was. He asked, “Are ye a slave for life?” I told him that I was. The good Irishman seemed to be deeply affected by the statement. He said to the other that it was a pity so fine a little fellow as myself should be a slave for life. He said it was a shame to hold me. They both advised me to run away to the north; that I should find friends there, and that I should be free. I pretended not to be interested in what they said, and treated them as if I did not understand them; for I feared they might be treacherous. White men have been known to encourage slaves to escape, and then, to get the reward, catch them and return them to their masters. I was afraid that these seemingly good men might use me so; but I nevertheless remembered their advice, and from that time I resolved to run away. I looked forward to a time at which it would be safe for me to escape. I was too young to think of doing so immediately; besides, I wished to learn how to write, as I might have occasion to write my own pass. I consoled myself with the hope that I should one day find a good chance. Meanwhile, I would learn to write.

The idea as to how I might learn to write was suggested to me by being in Durgin and Bailey's ship yard, and frequently seeing the ship carpenters, after hewing, and getting a piece of timber ready for use, write on the timber the name of that part of the ship for which it was intended. When a piece of timber was intended for the larboard side, it would be marked thus –“L.” When a piece was for the starboard side, it would be marked thus –“S.”

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A piece for the larboard side forward, would be marked thus –“L. F.” When a piece was for starboard side forward, it would be marked thus –“S. F.” For larboard aft, it would be marked thus—“L.A.” For starboard aft, it would be marked thus—“S. A.” I soon learned the names of these letters, and for what they were intended when placed upon a piece of timber in the ship-yard. I immediately commenced copying them, and in a short time was able to make the four letters named. After that, when I met with any boy who I knew could write, I would tell him I could write as well as he. The next word would be, “I don’t believe you. Let me see you try it.” I would then make the letters which I had been so fortunate as to learn, and ask him to beat that. In this way I got a good many lessons in writing, which it is quite possible I should never have gotten in any other way. During this time, my copy-book was the board fence, brick wall, and pavement; my pen and ink was a lump of chalk. With these, I learned mainly how to write. I then commenced and continued copying the Italics in Webster’s Spelling Book, until I could make them all without looking on the book. By the time, my little Master Thomas had gone to school, and learned how to write, and had written over a number of copy-books. These had been brought home, and shown to some of our near neighbors, and then laid aside. My mistress used to go to class meeting at the Wilk Street meeting-house every Monday afternoon, and leave me to take care of the house. When left thus, I used to spend the time in writing in the spaces left in Master Thomas’s copy-book, copying what he had written. I continued to do this until I could write a hand very similar to that of Master Thomas. Thus after a long tedious effort for years, I finally succeeded in learning to write....

Things went on without very smoothly indeed, but within there was trouble. It is impossible for me to describe my feelings as the time of my contemplated start drew near. I had a number of warm-hearted friends in Baltimore, — friends that I loved almost as I did my life, -and the thought of being separated from them forever was painful beyond expression. It is my opinion that thousands would escape from slavery, who now remain, but for the strong cords of affection that bind them to their friends. The thought of leaving my friends was decidedly the most painful thought with which I had to contend. The love of them was

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my tender point, and shook my decision more than all things else. Besides the pain of separation, the dread and apprehension of a failure exceeded what I had experienced at my first attempt. The appalling defeat I then sustained returned to torment me. I felt assured that, if I failed in this attempt, my case would be a hopeless one—it would seal my fate as a slave forever. I could not hope to get off with any thing less than the severest punishment, and being placed beyond the means of escape. It required no very vivid imagination to depict the most frightful scenes through which I should have to pass, in case I failed. The wretchedness of slavery, and the blessedness of freedom, were perpetually before me. It was life and death with me. But I remained firm, and, according to my resolution, on the third day of September, 1838, I left my chains, and succeeded in reaching New York without the slightest interruption of any kind. How I did so, - what means I adopted, - what direction I travelled, and by what mode of conveyance, — I must leave unexplained, for the reasons before mentioned.

I have been frequently asked how I felt when I found myself in a free State. I have never been able to answer the question with any satisfaction to myself. It was a moment of the highest excitement I ever experienced. I suppose I felt as one may imagine the unarmed mariner to feel when he is rescued by a friendly man-of-war from the pursuit of a pirate. In writing to a dear friend, immediately after my arrival at New York, I said I felt like one who had escaped a den of hungry lions. This state of mind, however, very soon subsided ; and I was again seized with a feeling of great insecurity and loneliness. I was yet liable to be taken back, and subjected to all the tortures of slavery. This in itself was enough to damp the ardor of my enthusiasm. But the loneliness overcame me. There I was in the midst of thousands, and yet a perfect stranger; without home and without friends, in the midst of thousands of my own brethren—children of a common Father, and yet I dared not unfold to any one of them my sad condition. I was afraid to speak to any one for fear of speaking to the wrong one, and thereby falling into the hands of money-loving kidnappers, whose business it was to lie in wait for the panting fugitive, as the ferocious beasts of the forest lie in wait for their prey. The motto which I adopted when I started from slavery was this—"Trust no man!" I saw in every white man an enemy, and in almost every colored

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man cause for distrust. It was a most painful situation; and, to understand it, one must needs experience it, or imagine himself in similar circumstances. Let him be a fugitive slave in a strange land—a land given up to be the hunting-ground for slaveholders – whose inhabitants are legalized kidnappers – where he is every moment subjected to the terrible liability of being seized upon by his fellow men, as the hideous crocodile seizes upon his prey! I say, let him place himself in my situation—without home or friends— without money or credit –wanting shelter, and no one to give it—wanting bread, and no money to buy it, -and at the same time let him feel that he is pursued by merciless men-hunters, and in total darkness as to what to do, where to go, or where to stay, -perfectly helpless both as to the means of defence and means of escape, -in the midst of plenty, yet suffering the terrible gnawings of hunger, — in the midst of houses, yet having no home, —among fellow-men, yet feeling as if in the midst of wild beasts, whose greediness to swallow up the trembling and half-famished fugitive is only equalled by that with which the monsters of the deep swallow up the helpless fish upon which they subsist, —I say, let him be placed in this most trying situation, —the situation in which I was placed, -then, and not till then, will he fully appreciate the hardships of, and know how to sympathize with, the toil-worn and whip-scarred fugitive slave.

ABRAHAM LINCOLN (R-IL)

To the Illinois Republican Party Convention

SPEECH EXCERPTS

June 16, 1858

House of Representatives Chamber at the Illinois State Capitol | Springfield, Illinois

A House Divided

BACKGROUND

Abraham Lincoln delivered this speech upon his nomination by the Illinois Republican Party to be its candidate for U.S. Senate in Illinois.

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Mr. President and Gentlemen of the Convention:

If we could first know *where* we are, and *whither* we are tending, we could then better judge *what* to do, and *how* to do it.

We are now far into the *fifth* year, since a policy was initiated, with the *avowed* object, and
5 *confident* promise, of putting an end to slavery agitation.

Under the operation of that policy, that agitation has not only, *not ceased*, but has *constantly augmented*.

In *my* opinion, it *will* not cease, until a *crisis* shall have been reached, and passed.

"A house divided against itself cannot stand."

10 I believe this government cannot endure, permanently half *slave* and half *free*.

I do not expect the Union to be *dissolved*—I do not expect the house to *fall*— but I *do* expect

Abraham Lincoln, "A House Divided": Speech at Springfield, Illinois," June 16, 1858, in *The Collected Works of Abraham Lincoln*, Vol. 2, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 461–66.

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it will cease to be divided.

It will become *all* one thing, or *all* the other.

5 Either the *opponents* of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its *advocates* will push it forward, till it shall become alike lawful in *all* the States, *old* as well as *new*—*North* as well as *South*....

Auxiliary to all this, and working hand in hand with it, the Nebraska doctrine, or what is left of it, is to *educate* and *mold* public opinion, at least *Northern* public opinion, not to *care* whether slavery is voted *down* or voted *up*.

10 This shows exactly where we now are; and *partially* also, whither we are tending....

PRESIDENT ABRAHAM LINCOLN (R)**First Inaugural Address****SPEECH EXCERPTS**

March 4, 1861

U.S. Capitol | Washington, D.C.

BACKGROUND

Abraham Lincoln delivered this speech at his inauguration amidst declarations of secession by southern states.

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Fellow citizens of the United States:

In compliance with a custom as old as the government itself, I appear before you to address you briefly, and to take, in your presence, the oath prescribed by the Constitution of the
5 United States, to be taken by the President "before he enters on the execution of his office."

...The course here indicated will be followed, unless current events, and experience, shall show a modification, or change, to be proper; and in every case and exigency, my best discretion will be exercised, according to circumstances actually existing, and with a view and
10 a hope of a peaceful solution of the national troubles, and the restoration of fraternal sympathies and affections....

One section of our country believes slavery is *right*, and ought to be extended, while the other believes it is *wrong*, and ought not to be extended. This is the only substantial dispute.
15 The fugitive slave clause of the Constitution, and the law for the suppression of the foreign slave trade, are each as well enforced, perhaps, as any law can ever be in a community where

Abraham Lincoln, "First Inaugural Address—Final Text," March 4, 1861, in *The Collected Works of Abraham Lincoln*, Vol. 4, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 262–71.

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the moral sense of the people imperfectly supports the law itself. The great body of the people abide by the dry legal obligation in both cases, and a few break over in each. This, I think, cannot be perfectly cured; and it would be worse in both cases *after* the separation of the sections, than before. The foreign slave trade, now imperfectly suppressed, would be ultimately revived without restriction, in one section; while fugitive slaves, now only partially surrendered, would not be surrendered at all, by the other.

Physically speaking, we cannot separate. We cannot remove our respective sections from each other, nor build an impassable wall between them. A husband and wife may be divorced, and go out of the presence, and beyond the reach of each other; but the different parts of our country cannot do this. They cannot but remain face to face; and intercourse, either amicable or hostile, must continue between them. Is it possible then to make that intercourse more advantageous, or more satisfactory, *after* separation than *before*? Can aliens make treaties easier than friends can make laws? Can treaties be more faithfully enforced between aliens, than laws can among friends? Suppose you go to war, you cannot fight always; and when, after much loss on both sides, and no gain on either, you cease fighting, the identical old questions, as to terms of intercourse, are again upon you.

This country, with its institutions, belongs to the people who inhabit it. Whenever they shall grow weary of the existing government, they can exercise their *constitutional* right of amending it, or their *revolutionary* right to dismember, or overthrow it. I can not be ignorant of the fact that many worthy, and patriotic citizens are desirous of having the national constitution amended. While I make no recommendation of amendments, I fully recognize the rightful authority of the people over the whole subject, to be exercised in either of the modes prescribed in the instrument itself; and I should, under existing circumstances, favor, rather than oppose, a fair opportunity being afforded the people to act upon it....

My countrymen, one and all, think calmly and *well*, upon this whole subject. Nothing valuable can be lost by taking time. If there be an object to *hurry* any of you, in hot haste, to a step which you would never take *deliberately*, that object will be frustrated by taking time;

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but no good object can be frustrated by it. Such of you as are now dissatisfied, still have the old Constitution unimpaired, and, on the sensitive point, the laws of your own framing under it; while the new administration will have no immediate power, if it would, to change either. If it were admitted that you who are dissatisfied, hold the right side in the dispute, there still is no single good reason for precipitate action. Intelligence, patriotism, Christianity, and a firm reliance on Him, who has never yet forsaken this favored land, are still competent to adjust, in the best way, all our present difficulty.

In *your* hands, my dissatisfied fellow countrymen, and not in *mine*, is the momentous issue of civil war. The government will not assail you. You can have no conflict, without being yourselves the aggressors. *You* have no oath registered in Heaven to destroy the government, while *I* shall have the most solemn one to "preserve, protect and defend it."

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battle-field, and patriot grave, to every living heart and hearthstone, all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

PRESIDENT ABRAHAM LINCOLN (R-IL)**A Proclamation**

AN ORDER

January 1, 1863
Executive Mansion | Washington, D.C.

Emancipation Proclamation

BACKGROUND

On September 22, 1862 after the Union victory in the Battle of Antietam, Abraham Lincoln announced this order concerning property in slaves in the rebelling states, which took effect January 1, 1863.

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By the President of the United States of America: A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom....

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against authority and government of the United States, and as a

Abraham Lincoln, "Emancipation Proclamation," January 1, 1863, in *The Collected Works of Abraham Lincoln*, Vol. 6, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 28–30.

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fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein
5 the people thereof respectively, are this day in rebellion against the United States, the following, to wit:...

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and hencefor-
10 ward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence,
15 unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations,
20 and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.
25

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

The Emancipation Proclamation
Abraham Lincoln

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Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States of America the eighty-seventh.

5 *By the President:*

Abraham Lincoln

10 William H. Seward, *Secretary of State*.

PRESIDENT ABRAHAM LINCOLN (R)

On the Consecration of the Soldiers' National Cemetery

SPEECH

November 19, 1863

Soldiers' National Cemetery | Gettysburg, Pennsylvania

Gettysburg Address

BACKGROUND

Abraham Lincoln delivered these remarks at the dedication of the Union cemetery for those soldiers killed in the Battle of Gettysburg in the summer of 1863.

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Four score and seven years ago our fathers brought forth, on this continent, a new nation,
5 conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should
10 do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be
15 dedicated here to the unfinished work which they who fought here have thus far so nobly

Abraham Lincoln, "Gettysburg Address," November 19, 1863, in *The Collected Works of Abraham Lincoln*, Vol. 7, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 23.

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advanced. It is rather for us to be here dedicated to the great task remaining before us—
that from these honored dead we take increased devotion to that cause for which they here
gave the last full measure of devotion—that we here highly resolve that these dead shall not
have died in vain—that this nation, under God, shall have a new birth of freedom—and
5 that government of the people, by the people, for the people, shall not perish from the earth.

PRESIDENT ABRAHAM LINCOLN (R)**Second Inaugural Address**

SPEECH

March 4, 1865
U.S. Capitol | Washington, D.C.**BACKGROUND**

Having been reelected and with the end of the Civil War in sight, Abraham Lincoln delivered this speech at his inauguration to a second term as president.

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Fellow Countrymen:

At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil-war. All dreaded it—all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to *saving* the Union without war, insurgent agents were in the city seeking to *destroy* it without war—seeking to dissolve

Abraham Lincoln, "Second Inaugural Address," March 4, 1865, in *The Collected Works of Abraham Lincoln*, Vol. 8, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 332–33.

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the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would *make* war rather than let the nation survive; and the other would *accept* war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves, not distributed generally over the
5 Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the du-
10 ration, which it has already attained. Neither anticipated that the *cause* of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of
15 other men's faces; but let us judge not that we be not judged. The prayers of both could not be answered; that of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses! for it must needs be that offenses come; but woe to that man by whom the offense cometh!" If we shall suppose that American Slavery is one of those offenses which, in the providence of God, must needs come, but which, having
20 continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope—fervently do we pray—that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue, until all
25 the wealth piled by the bond-man's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord, are true and righteous altogether."

Second Inaugural Address
Abraham Lincoln

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With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.

5

U.S. CONGRESS AND STATES

Thirteenth Amendment to the Constitution

AMENDMENT

December 18, 1865
United States of America

BACKGROUND

The U.S. Congress passed and three-quarters of states ratified the Thirteen Amendment to the U.S. Constitution by December 6, 1865, and the amendment was acknowledged as effective by Secretary of State William Seward on December 18, 1865.

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Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

The House Joint Resolution proposing the 13th amendment to the Constitution, January 31, 1865; Enrolled Acts and Resolutions of Congress, 1789-1999; General Records of the United States Government; Record Group 11; National Archives.