

UNIT 4

The American Civil War

1848–1877

20-30-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

ONLINE COURSES | [Online.Hillsdale.edu](https://www.online.hillsdale.edu)

The Great American Story

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
Fields of Fury, James McPherson

TRADE BOOKS

The Listeners, Gloria Whelan
Follow the Drinking Gourd, Jeanette Winter
A Picture Book of Harriet Tubman, David Adler
A Picture Book of Frederick Douglass, David Adler
The Last Brother, Trinka Hakes Noble
Abraham Lincoln, Ingri and Edgar Parin d'Aulaire
A Picture Book of Abraham Lincoln, David Adler
The Gettysburg Address, Michael McCurdy
The Lincoln Memorial, Mary Firestone

PRIMARY SOURCES

Gettysburg Address, Abraham Lincoln

**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, and about the efforts of abolitionists to resist slavery.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

Land of Hope Young Reader’s Edition

The Story of the Thirteen Colonies and the Great Republic

The Civil War and Reconstruction

Chapters 19 and 20

Pages 150–159

Pages 13–15, 21–66,
146–151

Trade Books

The Listeners

Follow the Drinking Gourd

A Picture Book of Harriet Tubman

A Picture Book of Frederick Douglass

Online.Hillsdale.edu

The Great American Story

Civil Rights in American History

Lecture 9

Lecture 3

CORE CONTENT IN THIS LESSON

Geography & Places

California

Kansas-Nebraska Territory

Persons

Frederick Douglass

Harriet Beecher Stowe

Harriet Tubman

Abraham Lincoln

Stephen Douglas

Terms and Topics

King Cotton
antebellum
Gold Rush
secession
abolitionism

*Narrative of the Life of
Frederick Douglass*
Uncle Tom's Cabin
Underground Railroad
popular sovereignty

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

Dates

1849 California Gold Rush

Images

Historical figures and events

Grade-level appropriate 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 ever 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?
- What was life like for slaves in the Southern states?
- Who was Frederick Douglass and what did he do?

- 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?
- 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?
- Was Abraham Lincoln for or against slavery? Why?
- 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:

- 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. Treat of this subject mindful of the degree of detail appropriate for the grade level.
- 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.
- Explain how the Compromise of 1850 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. Focus especially on 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.

- Help students understand the idea of popular sovereignty, that right and wrong amount to the mere will of the majority opinion, and how the Kansas-Nebraska Act and Stephen Douglas embraced this solution to the slavery question.
- Explain why Abraham Lincoln believed just letting the majority decide on slavery was dangerous. Students should understand that Lincoln saw slavery to be, above all, a moral question of right and wrong, of good and evil, that every American should care about. Lincoln also believed that leaving slavery to the vote of the majority was opposed to the ideas of the Declaration of Independence. In brief, students should understand that Lincoln believed America in the 1850s was allowing slavery to expand while the founding had tried to make sure slavery was on the path to being ended, and that the ideas of America were against slavery.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Assign each student a state from the time period. Work through the history, adding states accordingly. Show how the balance of power was trending in the north's favor and why the south found it politically necessary to expand slavery in order to protect slavery.

Activity 2: Have a mock election on an issue as simple as whether students in three rows should get extra recess time at the expense of the students in two rows. Of course, the result will be majority tyranny. Have students consider whether the majority is always right or if the majority should be able to do whatever it wants just because it is the majority. Help students understand that this was what popular sovereignty was arguing about slavery, except that slavery was one of the worst forms of majority tyranny.

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: Have students draw and color a scene of their choice from the biographies of Frederick Douglass, Harriet Tubman, or Abraham Lincoln. Have students present briefly what they drew, the story behind it, and why they depicted it the way they did.

FORMATIVE QUIZ 1

Provide students with numbered papers. Using the "Review Sheets" in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for "True" or ☹ for "False" next to each number. Review as a class and talk through what makes each answer correct.

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:

Teacher Texts

<i>Land of Hope Young Reader’s Edition</i>	Chapter 20
<i>The Story of the Thirteen Colonies and the Great Republic</i>	Pages 160–169
<i>The Civil War and Reconstruction</i>	Pages 67–78

Trade Book

<i>Abraham Lincoln</i>
<i>A Picture Book of Abraham Lincoln</i>

Online.Hillsdale.edu

<i>The Great American Story</i>	Lecture 9
<i>Civil Rights in American History</i>	Lecture 3

CORE CONTENT IN THIS LESSON

Geography & Places

Kansas-Nebraska Territory
Fort Sumter

Persons

Abraham Lincoln	Stephen Douglas
Frederick Douglass	John Brown

Terms and Topics

Bleeding Kansas	Republican Party
“a house divided”	Lincoln-Douglas Debates
popular sovereignty	“don’t care”
Democratic Party	majority tyranny

To Know by Heart

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

Dates

April 12, 1861 Attack on Fort Sumter

Images

Historical figures and events
 Depictions of the Lincoln-Douglas Debates
 Campaign materials
 Fort Sumter

STORIES FOR THE AMERICAN HEART

- What the Lincoln-Douglas Debates were like
- 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?”
- 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:

- 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.
- 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.
- Explain how Lincoln believed the Supreme Court was rejecting the Founders' view on slavery and would lead, together with Stephen Douglas's popular sovereignty, to the spread of slavery throughout the country.
- 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 whole question of slavery depended on whether Americans believed slavery was good or evil.
- Tell students the stories of the Lincoln-Douglas Debates, presenting the settings and atmosphere as imaginatively as possible.
- 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: Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

Activity 2: Assign students to act out how the 1860 election unfolded and then how southern states proceeded to secede after Abraham Lincoln's election. Have some students make Lincoln's arguments to keep the states from seceding. Students should appreciate the delicate and frustrating situation in which Lincoln found himself.

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: Have students draw and color a scene of their choice from the Lincoln-Douglas debates, the Republican nominating convention of 1860 in which Abraham Lincoln was nominated for president, or the attack on Fort Sumter. Have students present briefly what they drew, the story behind it, and why they depicted it the way they did.

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:

Teacher Texts

Land of Hope Young Reader's Edition

Chapters 21 and 22

The Story of the Thirteen Colonies and the Great Republic

Pages 170–195

The Civil War and Reconstruction

Pages 79–237, 252–273

Trade Book

The Last Brother

Abraham Lincoln

A Picture Book of Abraham Lincoln

The Gettysburg Address

The Lincoln Memorial

Online.Hillsdale.edu

The Great American Story

Lecture 10

CORE CONTENT IN THIS LESSON

Geography & Places

Fort Sumter

Union

Yankees

Confederacy

Rebels

Border States

Appomattox Court House

Ford's Theatre

Persons

Abraham Lincoln

Jefferson Davis

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	CSS <i>Virginia</i>
Confederate States of America	Battle of Antietam
Army of the Potomac	abolition
Army of Northern Virginia	Battle of Gettysburg
American Red Cross	Pickett's Charge
ironclads	54th Massachusetts Regiment
USS <i>Monitor</i> *	Sherman's "March to the Sea"

Primary Sources

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
 "Lincoln," Nancy Byrd Turner

Dates

1861–65 Civil War

Images

Historical figures and events
 Landscape pictures of geographic places featured in this lesson
 Soldier uniforms, weaponry, flags
 Grade-level appropriate depictions and photographs of figures at various scenes and moments and in battle
 Maps: overall strategies
 Relevant forts
 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, 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
- How Stonewall Jackson got his nickname
- Battle of the ironclads
- Fighting at Little Round Top and Pickett's Charge

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

- 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
- 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?
- 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 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?
- 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?
- 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?
- What happened at the Battle of Gettysburg?
- What was Pickett's Charge?
- What did Abraham Lincoln say in the Gettysburg Address?
- What was Ulysses S. Grant like? Why was he a good general?
- 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?
- 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:

- 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 possess powers (not rights) which the states are to use to protect the rights of their citizens (including from encroachment by the federal government by appealing to the Constitution). Lincoln believed secession was unconstitutional and that he, having taken an oath in his office as president, could 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.
- 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 although Lincoln *as a person* was against slavery and wanted it abolished, his first constitutional obligation *as president* was to preserve the Union. By preserving the Union Lincoln believed, like the Founders and Frederick Douglass, that slavery had the best chance of being abolished.
- 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.
- Build students’ familiarity with the style of warfare in the mid-19th century, and show them plenty of images to do so, being mindful of grade-level appropriateness. 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.
- As with any conflict, dwell on the key contributions of both leaders and common soldiers in the war, especially Robert E. Lee and Ulysses S. Grant.

- 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.
- 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.
- Teach students about the Emancipation Proclamation and the technicalities Abraham Lincoln navigated in thinking of it, drawing it up, and timing 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: Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

Activity 2: Provide students with copies of a map that can also be projected on the board. Review with students the events of the war and where certain battles took place. As a class, mark on the map on the board and have students do the same on their own maps. Make indications about who won each battle and review with students how the battle went and what its significance was.

Activity 3: Conduct a round robin reading of the Gettysburg Address. Then discuss it with students and begin to have them learn parts of the speech by heart. Plan two days for each student to recite their parts aloud.

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: Have students draw and color a scene of their choice from the Civil War. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

FORMATIVE QUIZ 2

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for “True” or ☹ for “False” next to each number. Review as a class and talk through what makes each answer correct.

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:

Teacher Texts

Land of Hope Young Reader's Edition

Chapters 23 and 24

The Story of the Thirteen Colonies and the Great Republic

Pages 196–202

The Civil War and Reconstruction

Pages 274–317

Trade Book

If You Lived at the Time of the Civil War

Online.Hillsdale.edu

The Great American Story

Lecture 11

Civil Rights in American History

Lectures 4 and 5

CORE CONTENT IN THIS LESSON

Geography & Places

Former Confederacy

Persons

Andrew Johnson

Ulysses S. Grant

Hiram Revels

Rutherford B. Hayes

Terms and Topics

Reconstruction

sharecropping

Radical Republicans

black codes

freedmen

scalawags and carpetbaggers

13th, 14th, 15th Amendments

Transcontinental Railroad

military districts

Compromise of 1877

To Know by Heart

“Lift Every Voice and Sing” — James Weldon Johnson

Dates

1865–77 Reconstruction

Images

Historical figures and events

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 U.S. 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?
- What plans did the Radical Republicans have for Reconstruction?
- Why did Andrew Johnson and the Republicans not get along?
- 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?
- How did some people and governments in the Southern states continue to try to hurt African Americans during Reconstruction?
- 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 Southern states continue to try to hurt African Americans in the South after Reconstruction?
- 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.
- Teach students about each of the Reconstruction Amendments to the Constitution. 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) 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 enfranchised, 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, 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 savings 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 many possessions or even the ability to read.
- Explain the emergence of efforts to intimidate African Americans and Republicans and their effect on diminishing the political participation of freedmen.
- Teach students how President Ulysses S. Grant tried to prohibit intimidation of freedmen exercising their civil rights. 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 decrease in 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: Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups

that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

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: Have students draw and color a scene or figure from this lesson. Have students present briefly what or whom they drew, the story behind it, and why they depicted the scene or person the way they did.

APPENDIX A

Talk about History

Review Sheets

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: _____

History Assessment and Review in Grades K–2

REVIEWING AND STUDYING

One-page Review Sheets are included in the following materials. Teachers are encouraged to review items on these sheets with students in the days leading up to an assessment. Between reviewing at the beginning of each class period and this review based on the Review Sheets, students should not need to do any additional studying or review. Review Sheets may be sent home, however, if parents wish to review with their students at home.

ASSESSMENT

The method for assessing students on history in grades K-2 depends on the grade level and student ability.

For students who cannot yet read and write:

Option 1: Choose several items from the Review Sheet to ask each student orally. This may be done in private with the same questions while students complete another activity, or it may be administered aloud with the entire class, varying questions for each student.

Option 2: Create a test with images for matching or identifying terms and topics. Read aloud a description or explanation of a Person, Term, Topic, or Story to the whole class and have each student circle or place a number/letter next to the corresponding image on their test. For the Questions, read aloud a statement that would answer the question and ask students if it is True or False. Have them draw ☺ for “True” or ☹ for “False” next to each statement.

For students who can read and write:

Teachers may administer the tests included in the following materials. It is recommended, especially early in a school year, to have each student complete the test individually, but with the class proceeding together from question to question, each being read aloud by the teacher.

Review Sheet — Unit 4, Test 1

Lesson 1 | The Expansion of Slavery

Lesson 2 | Toward Civil War

Test on _____

DATES: *When did _____ occur?*

1861 Civil War begins

PERSONS: *Tell me who _____ was and what he/she did.*

Abraham Lincoln
Frederick Douglass

Harriet Beecher Stowe
Harriet Tubman

Stephen Douglas

TERMS AND TOPICS: *Tell me what _____ is/are/was/were and why we learned about it.*

cotton gin
secession
abolitionism

*Narrative of the Life of
Frederick Douglass
Uncle Tom's Cabin*

Underground Railroad
Bleeding Kansas
a house divided
Lincoln-Douglas Debates

STORIES FOR THE AMERICAN HEART: *Tell me the story of...*

- Biography of Frederick Douglass
- Biography of Abraham Lincoln
- Actions of Harriet Tubman and the Underground Railroad
- The first shots fired on Fort Sumter

QUESTIONS FOR THE AMERICAN MIND: *Tell me...*

- Why many Founders who were against slavery thought that allowing slavery and keeping the Americans united would be the only way eventually to get rid of slavery.
- Why the Founders expected that slavery would eventually die out on its own.
- The name of the invention after the founding that made cotton more valuable and actually increased slavery, which ruined the Founders' guess that slavery would end on its own.
- What life was like for slaves in the Southern states.
- Who the abolitionists were and what kinds of things they did to try to end slavery.
- Who Harriet Beecher Stowe was and what her book, *Uncle Tom's Cabin*, did.
- If Abraham Lincoln was for or against slavery and why.
- What Abraham Lincoln's childhood was like.
- Why Abraham Lincoln said it was wrong to "not care" about whether people vote for slavery or not.
- What Abraham Lincoln meant when he said that "a house divided against itself cannot stand."
- What Southern states did after Abraham Lincoln was elected.
- How slavery was 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

DATES: *Circle the year the Civil War began.*

- A. 1877 B. 1776 C. 1861

PERSONS: *Match the person to who he/she was or what he/she did.*

- A. Frederick Douglass B. Harriet Beecher Stowe C. Stephen Douglas

- _____ Argued that people should vote whether or not to have slavery.
- _____ An escaped slave who wrote about the horrors of slavery and worked to end slavery.
- _____ A little lady whose book *Uncle Tom's Cabin* let northerners know how bad slavery was.

TERMS AND TOPICS: *Match the term to the correct definition, description, or explanation.*

- A. a house divided C. Bleeding Kansas E. Lincoln-Douglas Debates
 B. abolitionism D. cotton gin F. secession

- _____ An invention that made Southerners want more slaves to work.
- _____ When people worked to end slavery.
- _____ Disagreements over whether people should be able to vote for slavery or not.
- _____ Fighting about slavery in a western territory.
- _____ Abraham Lincoln's worry about America's divisions hurting the country.
- _____ When a state tries to leave a country.

STORIES FOR THE AMERICAN HEART: *Tell me about Harriet Tubman and the Underground Railroad.*

QUESTIONS FOR THE AMERICAN MIND

10. Tell me why many Founders who were against slavery thought that allowing slavery and keeping the Americans united would be the only way eventually to get rid of slavery.

11. Tell me what life was like for slaves in the Southern states.

12. Tell me who the abolitionists were and what kinds of things they did to try to end slavery.

13. Tell me what Abraham Lincoln's childhood was like.

14. Tell me how slavery was the real reason the Civil War was fought.

Review Sheet — Unit 1, Test 2

Lesson 3 | The Civil War
Lesson 4 | Reconstruction

Test on _____

DATES: *When did _____ occur?*

1865 Civil War ends

PERSONS: *Tell me who _____ was and what he/she did.*

Abraham Lincoln
Jefferson Davis
Robert E. Lee

Clara Barton
Ulysses S. Grant
William Tecumseh Sherman

John Wilkes Booth
Hiram Revels

TERMS AND TOPICS: *Tell me what _____ is/are/was/were and why we learned about it.*

Confederate States of America
ironclads
Emancipation Proclamation
Battle of Gettysburg
Pickett's Charge

54th Massachusetts
March to the Sea
Reconstruction
13th Amendment
freedmen

black codes
scalawags and carpetbaggers
Transcontinental Railroad
Compromise of 1877

STORIES FOR THE AMERICAN HEART: *Tell me the story of...*

- The writing and delivery of the Gettysburg Address
- Robert E. Lee's surrender to Ulysses S. Grant at Appomattox Court House

QUESTIONS FOR THE AMERICAN MIND: *Tell me...*

- Why Abraham Lincoln thought that the Southern states could not leave the country.
- How soldiers fought each other in the Civil War.
- What the problem was with most of the Union generals early in the war.
- What Robert E. Lee was like and why he was a good general.
- What the Emancipation Proclamation did.
- What Ulysses S. Grant was like and why he was a good general.
- Why the Union won the Civil War.
- What Reconstruction was.
- Why Andrew Johnson and the Republicans did not get along.
- How life improved for African Americans in the South during Reconstruction.
- How some people and governments in the Southern states tried to hurt African Americans during and after Reconstruction.

Name _____

Date _____

The American Civil War — Test 2

Lesson 3 | The Civil War

Lesson 4 | Reconstruction

DATES: *Circle the year the Civil War ended.*

- A. 1877 B. 1865 C. 1860

PERSONS: *Match the person to who he/she was or what he/she did.*

- A. Abraham Lincoln B. Robert E. Lee C. Ulysses S. Grant

- _____ Led the Confederate Army of Northern Virginia through the entire Civil War.
- _____ Led Union army to victory later in the Civil War.
- _____ Was President of the United States during the Civil War.

TERMS AND TOPICS: *Match the term to the correct definition, description, or explanation.*

- | | | |
|----------------------------------|------------------------------|-----------------------|
| A. Confederate States of America | B. Emancipation Proclamation | D. Reconstruction |
| | C. Battle of Gettysburg | E. 13th Amendment |
| | | F. Compromise of 1877 |

- _____ What the Southern states called themselves during the Civil War.
- _____ Abraham Lincoln's order freeing the slaves in the South.
- _____ A very bloody conflict where the Union army stopped the invasion of the Southern army.
- _____ The time after the Civil War.
- _____ Changed the Constitution to make slavery illegal everywhere in America.
- _____ Ended Reconstruction and many protections for former slaves in the South.

STORIES FOR THE AMERICAN HEART: *Tell me the story of Robert E. Lee's surrender to Ulysses S. Grant at Appomattox Court House.*

QUESTIONS FOR THE AMERICAN MIND

10. Tell me how soldiers fought each other in the Civil War.

11. Tell me what Robert E. Lee was like and why he was a good general.

12. Tell me what Ulysses S. Grant was like and why he was a good general.

13. Tell me why the Union won the Civil War.

14. Tell me why Andrew Johnson and the Republicans did not get along.

APPENDIX B

Primary Source

Abraham Lincoln

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.

ANNOTATIONS

NOTES & QUESTIONS

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 con-
ceived, 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.

ANNOTATIONS

NOTES & QUESTIONS

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.